



EDUCATIONAL IMPROVEMENT AND INNOVATION



The destination for transformational learning

ANNUAL REPORT

2023-2024

WELCOME



At the heart of our mission for Educational Improvement and Innovation lies a commitment to fostering a collaborative and inclusive community where every individual thrives and feels a deep sense of belonging. Our vision is to champion and inspire the development of educators and future educators, and we are dedicated to continuous improvement, pushing educational innovation, and striving for excellence in all we do.

This year, we have prioritized visibility, belonging, and the quality of our work. As part of this process, we have been engaged in developing tools such as Eisenhower matrices, collaboration maps, logic models, step-backs, and data improvement stories.

This annual report highlights some of the mission-driven work and the impact that our team (Emagine, EdCOMM, TLC, and the Library) achieved from July 1, 2023-June 30, 2024. The work is organized around our EII values of collaboration, collaboration, belonging, equity, and inclusion, creative discovery, joyful excellence, growth mindset, wellbeing and nourishment. Each of the narratives is intended to highlight stories of who we are and what we do, the community impact, and our next steps. I hope that you will be led by curiosity, inspired by our stories, and moved to join us as education champions.

Constance Tucker, PhD, MA

Vice Provost for Educational Improvement and Innovation

OUR VISION

We are dedicated to continuous improvement, pushing the boundaries of educational innovation, and striving for excellence in all that we do. Through our collective efforts, we ensure that our educators and future educators are equipped to lead, inspire, and make a lasting impact on the health professions and beyond.

OUR MISSION

- Establish an educational culture that recognizes and promotes educational excellence;
- Develop all educators to provide learning environments that reinforce diversity, inclusivity, equity, and justice;
- Cultivate creative discovery by engaging educators in education scholarship in the health professions;
- Create a learning environment that advances inter-disciplinary collaboration and cooperation;
- **Ensure that educators use assessment and evaluation data reflectively to evaluate the quality of learning at OHSU;**
- **Drive OHSU educators' sense of belonging as they onboard through successful wayfinding, mentoring, and advising on their academic journeys;**
- Support educators with creative and technical expertise to support quality academic activity wherever it occurs.

*For 2023-2024, we focused on the **bolded** goals and on improving the visibility of the impact of this work.*

OUR VALUES

Collaboration

Belonging, Equity, & Inclusion

Creative Discovery

Joyful Excellence

Growth Mindset

Wellbeing & Nourishment



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Symposium on Educational Excellence

I was able to make a number of connections with new colleagues that could enrich supporting our students, and even connected with STEM faculty at Portland State. Having the breaks between sessions were helpful for furthering the discussions and connections formed within the workshops.

attendee feedback

This year's Symposium on Educational Excellence brought together a community of **129** educators, staff, and learners for a full day of in-person and virtual presentations, interactive small-group talks, an awards ceremony, and an afternoon poster session. Attendees represented the Office of the Provost, all five OHSU schools, and more. Dozens of presentations covered a range of topics in education and faculty development, with **stand-out presentations on data equity and artificial intelligence**. For most, the highlight of this year's SEE was the opportunity to build **connections with diverse members of the OHSU education community**, from students presenting their first professional poster to seasoned professors highlighting accomplishments as experts in their field.

129
educators,
staff, &
students
attended from
OHSU and beyond



Poster session at the
Symposium on Educational Excellence

Faculty Development Fridays

Ell, in collaboration with the School of Medicine, hosted **12** Faculty Development Friday sessions aimed at advancing faculty members' skills as educators and academic professionals. Session topics covered a wide range, including **artificial intelligence, mentorship, promotion, leadership, DEIB achievements, and supporting students with mental health challenges**. The sessions on academic writing and active learning models saw notably strong participant engagement, although all sessions were well attended and received. Nearly all feedback survey respondents said **they would use the information they learned to make changes in their work or practice**.

So many little things, but important things... but most importantly discovering your offerings and how now is a good time for me to make it a priority to focus on myself as an academic citizen.

One participant's key takeaway

Professional Development Series

94%



of feedback survey respondents found themselves reflecting on their practice, career, or goals as a result of the workshop they attended

A total of **160 educators** attended the Professional Development Series (PDS) workshops last year. Although designed primarily to welcome and orient faculty new to OHSU or early in their careers, these workshops are open to all with the intent of furthering the professional growth and wellbeing of any educator interested in attending, whether they be current faculty, post-docs, grad students, or education staff. The topics covered last year were **classroom pedagogy; student affairs; wellness, mentorship, and professional growth; promotion and tenure; and library research and impact services**. Attendees appreciated learning more about the resources available to help students, to apply for promotion and tenure, and to make the class environment more inclusive.

Mentorship Academy



I really enjoyed how the training content was inclusive and very relevant to current needs of mentees.

participant feedback

The in-person sessions about supporting mental health and addressing power and privilege I found to be exceptional.

As part of training educators to become effective mentors, the Mentorship Academy partnered with the Student Health and Wellness Center and the Office for Student Access to add a new module on cultivating mental health and disability support. This new module saw a **100% success rate**: It was described as **“impactful”** and **“powerful”**, and every respondent to the feedback survey reported **increased confidence in their ability to effectively support mentees** who are in crisis, or to support a mentee’s mental health generally. Other modules covered topics such as maintaining communication, aligning expectations, addressing power and privilege, promoting professional development, and fostering independence. In total, **87 educators participated** in Mentorship Academy and, at the end, every survey respondent said they felt more confident in effectively mentoring students.

Dr. Brenda Martinez discussing mentorship and career design offerings with students
Photo credit: Sophia Nation



FERA
FOSTER RESPECTFUL &
EQUITABLE EDUCATION
CERTIFICATION PROGRAM

I thought more about how to take the initiative to shape spaces to be more accessible to people rather than rely on them to ask or to provide me with examples of what they need to optimize their experience.

participant feedback

Data Equity Working Group

As part of the 30-30-30 initiative, the Data Equity Working Group was formed to create a data equity strategy through which to align data practices in the education mission and to serve as a resource for EII, Student Affairs, and the Center for Diversity and Inclusion. Group membership represents EII, Human Resources, Institutional Effectiveness, the Academic Success Center, the Teaching and Learning Center, and the Schools of Dentistry, Medicine, Nursing, and Public Health.

FREE Certification Program

Funded by the 30-30-30 initiative, the FREE Certification program launched in October 2023 to help create an inclusive learning environment through faculty skill development in equitable, socially just, and anti-racist education practices. The program provides up to 20 continuing education credits free of charge to participants depending on their profession. Coursework includes workshops with guest speakers from across OHSU, a learning community, and a capstone project. In this first year, **118 people participated representing 30 out of 55+ clinical programs** and nearly one-third of participants (36 total) earned the full certification. In a feedback survey, **96% of respondents found themselves reflecting on their practice, career, or goals because of the program**. Overall, the program has critically increased the number of OHSU clinical educators who participate in DEIAB (diversity, equity, inclusion, anti-racism, and belonging) trainings.

I learned the beauty of presenting case presentations as an interactive learning opportunity.

participant feedback

36
earned full
certification



I learned a lot about the cultural context of Latine folx that I can use to be more open-minded and provide better care for. For example, I appreciated the discussion on fatalismo and how that may present extra barriers for a patient in advocating for their wants and needs.

participant feedback

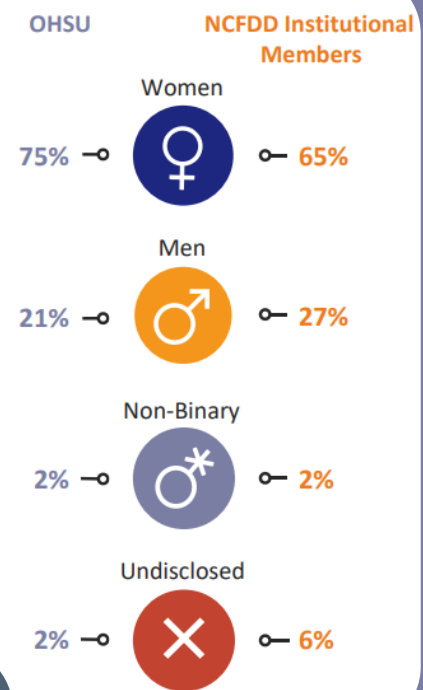
In monthly meetings, **group members develop strategy through feedback on shared problems of practice and discussion on the meaningful representation and the accuracy of demographic data**. As an example, one discussion was on the benefits and drawbacks to parsing out data from the “Asian” demographic grouping, specifically whether splitting into subcategories would better capture the demographic’s diverse cultural heritage.

◆ NCFDD Membership

Ell sponsors a National Center for Faculty Development and Diversity (NCFDD) Institutional Membership that provides **727** faculty, graduate students, and post-docs with online resources on research and writing productivity. This past year, **56** OHSU faculty and graduate students joined the 14-day writing accountability challenge and **wrote for a cumulative total of 10,568 minutes**.

The hallmark program of NCFDD is the Faculty Success Program (FSP), a 12-week online program that offers coaching and peer support in professional career development, research and writing productivity, and work-life balance. Last year, **14** OHSU faculty participated in FSP. To date, 25 total have participated and have reported **improved work-life balance, better writing productivity, and high levels of satisfaction**.

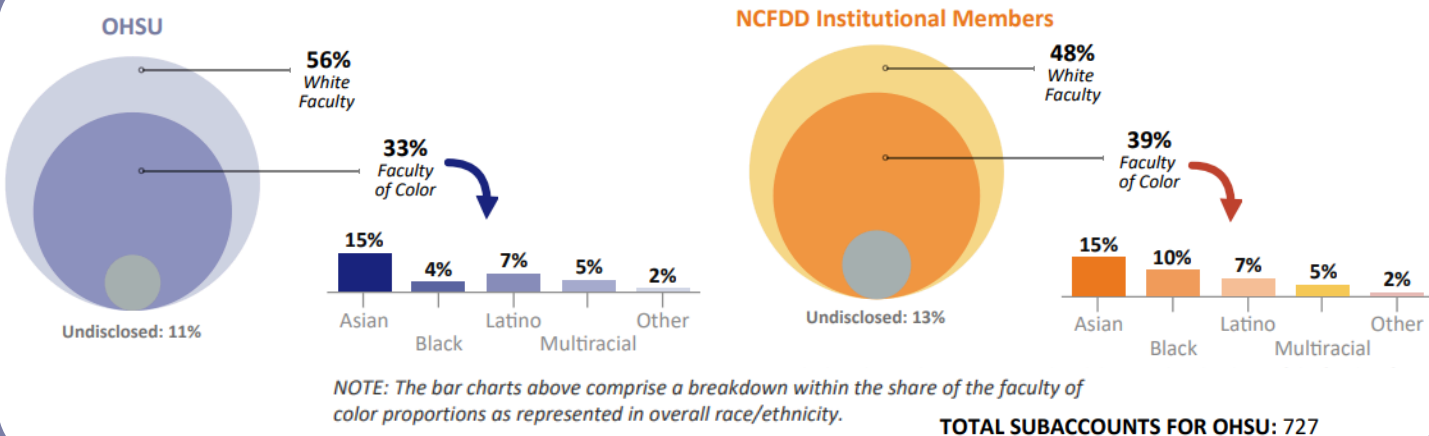
Gender of NCFDD Members



The [NCFDD Faculty Success Program] program helped me reflect on my network, current productivity, and future goals. It really helped orient myself within my work, especially my long term goals.

Reflection of an FSP participant

Race/Ethnicity of NCFDD Members



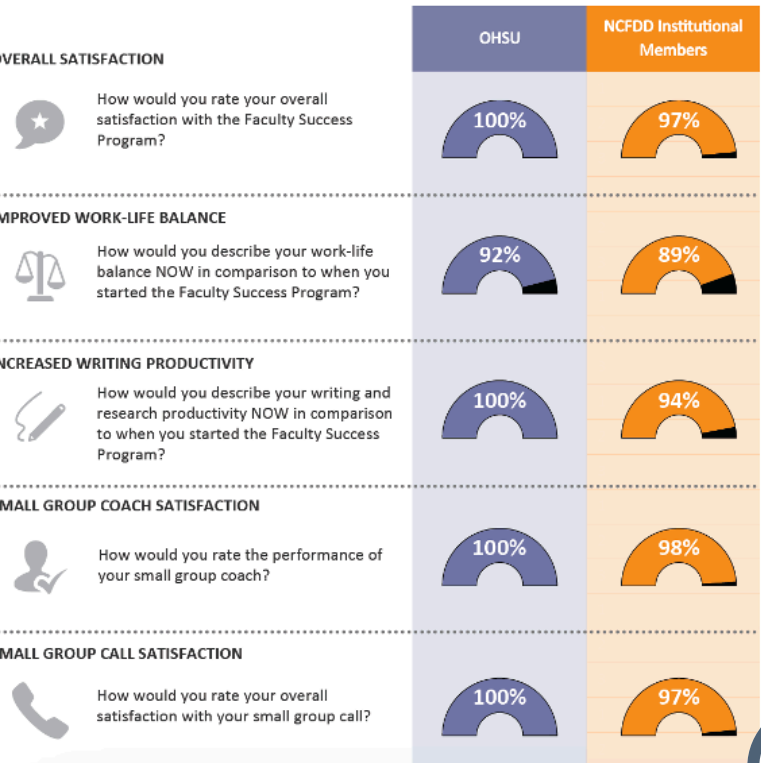
◆ Educator Success Grants

Prior to FSP, I wasn't writing enough. I wasn't tackling any of the projects that I was passionate about due to inefficient schedule planning. Without the financial support, I wouldn't have been able to attend this amazing program! It has helped me to develop great habits to ensure daily writing, expand my mentorship network tremendously, and overall helped me become more efficient in tackling both academic and personal projects through the use of strategic planning and weekly goals.

Reflection of an FSP participant and Educator Success Grant recipient

In its first full year, the Educator Success Grants program awarded a record **16 grants (total budget of \$40,000, funded by OHSU 2025)** to OHSU faculty and education mission staff for training to support their mentoring, career development, leadership, education research, and teaching skills. The greatest participation was in the National Center for Faculty Development and Diversity's Faculty Success Program; other awardees attended conferences and engaged in professional development trainings. Of the feedback survey respondents, **100% of awardees reported they were satisfied with how the training they selected met their needs** and over half (58%) reported that their training offered formal mentorship opportunities. Awardees commented on how the skills they learned **gave them confidence to effectively manage their time, to achieve success in promotion and tenure, to enhance their productivity, to balance new and existing commitments, and to mentor students and staff**.

End-of-program survey results for FSP 2017-2023



Oral History Program



Eddie Ramirez, DMD
Interview conducted
May 31, 2024

The Oral History Program is an ongoing initiative to capture the first-person accounts of the employees, alumni, legislators, and policymakers who have shaped OHSU's history. Under the guidance of the University Archivist and contributions from EdCOMM audio/video producers, the program seeks to **broaden and deepen the understanding of OHSU's history and to amplify diverse contributions.**

The emotional impact of the oral histories is enhanced through high-quality audio and video recordings that bring focus to the essence of each storyteller.



Nancy Haigwood, PhD
Interview conducted
April 3, 2024

00:12 / 42:01

Last year,
there were...



7,800
downloads



129,642
views

In 2023, the Library started making the videos available in OHSU Digital Collections, ensuring the stories are searchable, downloadable, and preserved for future generations. The reach of the Oral History Program is broad: Last September, OHSU News featured the interview with Dr. David Huang in their story about his Lasker Award. Last December, Oregon Public Broadcasting featured oral history video, audio and insights into the development of Starr-Edwards artificial heart valves in the Oregon Experience documentary, Oregon's Pioneering Hearts.

"[W]e pick a muted background, simplify our lighting to a two-point setup, and choose to have only one camera. It's about the subject's story and experience and we want the method in how we filmed to reflect that. We also take time to mic the interviewers. This allows for the audience to experience the uninterrupted back and forth between both people. These two creative decisions have allowed us to capture amazing moments between mentors and mentees, colleagues and friends, and children and parents as they celebrate and share their journey."

Wiley Parker, EdCOMM videographer

EII Scholarship

A complete list of scholarship by members of EII is on pages 23 through 26.



11

publications



35

presentations



1

acknowledgment

Educational Excellence Awards



At the annual Symposium on Educational Excellence, awards were given to highlight stand-outs in curriculum development, assessment, and education research.

- Equity in Assessment Award:** Master’s in Nursing Education program
- Interprofessional Education Curriculum Development Award:** Mark Baskerville MD JD MBA and team
- Provost Award for Excellence in Program Assessment:** 15 programs across OHSU
- Promising Educator Award:** Christopher Kahle, a fifth-year doctoral student in the PhD program, School of Nursing
- Stakeholder and Data Engagement Award:** Radiation Therapy program, Bachelor of Science in Nursing program
- Transparency in Assessment Award:** Undergraduate Medical Education program

New Faculty Newsletters

In the last year, the New Faculty Newsletters reached **195 new faculty from units across OHSU**, namely research, healthcare, the Office of the Provost, and four schools: Dentistry, Medicine, Nursing, and Public Health. These newsletters orient new faculty to the OHSU culture, values, and standards of excellence. The first issue **emphasizes the importance of community and diversity, equity, inclusion, and belonging**. Each successive issue builds on this foundation, guiding new faculty through **fundamentals of teaching and pedagogy, pathways for faculty development such as research and promotion and tenure, and a resource library on student services** that faculty are encouraged to share in their role as student mentor. The newsletters are sent broadly to all faculty who started in the previous month and are housed permanently on a SharePoint site for faculty to refer back to at any point in their OHSU career.

Titles of the 5 Poster Session Award winners:

- “Evaluation of ChatGPT-4 for Generated Alt-Text and Accessibility in Undergraduate and Graduate Nursing Courses” [authors Jeff Jones and Lina Gomaa are pictured on right]
- “Advancing Medical Imaging Curriculum in the Pre-Clinical Phase of Undergraduate Medical Education”
- “Impact of Doctor For A Day Programming on K-12 Underrepresented Students’ Perceived Self-Efficacy and Interest in Healthcare Careers”
- “A Novel Curriculum on Opioid Use Disorder for Abortion Providers in a Post-Roe World”
- “The Role of Interprofessional Education and Teamwork in a Student-Led Health Equity Fair”



Photo credit for this page: Constance Tucker



127

School of Medicine

43

School of Nursing

13

School of Dentistry

6

Office of the Provost

3

School of Public Health

2

Healthcare

1

Research

Number of newsletter recipients, per unit



◆ Digital Accessibility Committee

Key members of both the TLC and EdCOMM joined the newly formed OHSU Digital Accessibility Committee to lend their expertise and skills on advancing the digital accessibility of all online content at OHSU. Committee members are **reviewing technologies, making recommendations, and drafting procedures that together improve compliance** with regulations and standards and **better the learning environment for all**. Current EII members include:

- Dr. Cheryl Miller, Assistant Vice Provost for Educational Technology and Innovation
- Erik Dale, Production Manager for EdCOMM
- Justi Echeles, TC Course Development Manager and Accessibility Specialist
- Dr. Lisa Hatfield, Director of the Teaching and Learning Center

Artificial Intelligence in Education ◆

Over the past year, EII has been dedicated to laying a strong foundation for the ethical and transformative use of AI within the education mission and supporting educators and learners across OHSU. Each unit of EII has engaged with partners and leaders to bring the education mission's perspective to broader AI conversations and policymaking, resulting in several foundational initiatives covering guidelines, workflow creation, pilot proposals, committee formation, collaborative learning, and community engagement:

- Wrote guidance for **faculty use of generative AI in learning environments**.
- Created a student-focused **guide to foster AI literacy**.
- Developed an **AI implementation workflow** tailored to the educational mission.
- Introduced and evaluated **pilot proposals for the use of AI tools** for educational scholarship and improvements.
- Established an **AI Subcommittee** within the Academic Technology Work Group.
- Launched the **Educators' Collaborative Artificial Intelligence Seed** to foster cross-disciplinary collaboration and shared learning on AI applications in education.
- Encouraged individual participation in **external communities**, such as the IAMSE AI Community of Growth, AAMC webinars, and the Project Management Institute's Generative AI initiatives, among numerous others.

In January 2024, OHSU released its official Statement on Artificial Intelligence, expressing the institution's commitment to harnessing AI's innovative potential while emphasizing the need for ethical and responsible frameworks to guard against risks, including bias and misuse.

OHSU's **AI Governance Committee** was formed to uphold these principles, with **Dr. Cheryl Miller serving as the representative** for the educational mission.

◆ Training Educators in Digital Accessibility

The Teaching and Learning Center expanded the trainings, resources, and consultations they provide for OHSU educators on how to design coursework and content to be accessible for all students. In the last year, the TLC **grew the Online Accessibility Resource Center (ARC) in Sakai** to include resources on meeting student accommodations and creating accessible and inclusive lectures and presentations. The TLC **reviewed and remediated eight courses undergoing Quality Matters certification for digital accessibility and usability**, partnering with Master's of Nursing Education students in some of these reviews. This work involved identifying critical areas of improvement in readability, usable course navigation, accessible text and images, accurate transcripts and captions, and accessible Word and PDF documents. To reach educators across all OHSU schools, the TLC led **accessibility workshops** in the Train Your Brain and Assessment Academy series, maintained a DEIA module in their public Fundamentals of Teaching and Learning course, and supported ongoing course development work for accessibility and usability throughout the year. A survey of School of Nursing faculty confirmed that **educators find these resources overall helpful, time-saving, and confidence-building**.

◆ Concourse Syllabus Management

In order to increase educational efficiency, EII continues to promote the use of learning management system technology. The EImagine unit of EII provides key technical support and implementation of the software Concourse to author and manage syllabi. Concourse offers accessibility options, standardizations through templates, a mobile platform, and integration into the Sakai learning management system. In 2023, **over half of all OHSU programs chose to employ Concourse as a syllabus management tool**.

“If I do not make learning accessible for all my students, then I am not doing my job.”

faculty feedback

“As a parent of an adult child with learning disabilities, this work is so meaningful! It really does mean the difference between success or failure for many of our students.”

faculty feedback

“I believe this has made my courses significantly more accessible, but also generally 'better' for all students.”

Facilitating Learner Academic Accessibility ◆

1400
closed-
captioning
requests



The EdCOMM department works directly in physical and digital classrooms to make audio and video content fully accessible for all learners. In the last year, they processed over **1400 closed-captioning requests** for students in the School of Medicine, School of Dentistry, and more for an estimated cost of **\$180,000**. This service encompasses human-generated closed captions and interpretation for recorded events; EdCOMM also facilitates automated **computer-generated captioning**. For real-time assistance, they facilitate live **human-generated captioning** and **use of assistive listening devices**. As the number of requests from students grows, EdCOMM is working with the Office of Student Access to improve and streamline requests. In addition to services for individual students, EdCOMM facilitates spoken language interpretation and written translation for large-scale events like commencement, orientations, town halls, and board meetings. Last year alone, they supported real-time captioning and American Sign Language interpretation for an incredible **24 on-campus and virtual events**.



real-time captioning
& ASL interpretation
for

24
on-campus &
virtual events

Greenhouse

A place to grow, together.



854
registered
users



posts in the feed
on Greenhouse

I am excited about the possibilities...Our need and desire for a robust mentoring program has been evident and unanswered for a long time.

From the start of my clinical career in the NICU through my work in academia, great mentors have made all the difference in learning the role and integration into the professional community. To have and to be a mentor is hugely rewarding!!

Culturally Aware Mentorship

Mentorship and Career Design (MCD) launched two initiatives to enhance the ability of mentors to effectively address and nourish cultural diversity. MCD added Culturally Aware Mentor (CAM) training as an advanced level of OHSU Mentorship Academy and, in partnership with the Educators' Collaborative, formed an accompanying community of practice (the CAM Seed). **Participants praised CAM for its "[n]uanced examples of ethically challenging situations that are more complicated than what is typically experienced in trainings", as well as the "[c]oncrete strategies" it offered "on how to address such challenges, both preventively and in-the-moment."** Participants from the fall cohort reported a 17% increase in their confidence to mentor mentees from different racial/ethnic backgrounds; the spring cohort's response was nearly double — a 32% increase in confidence. MCD continues to make improvements and the CAM Seed is flourishing: nearly half of all members chose to stay involved through the next academic year.

As a white person there are gaps in my awareness and I was glad to have the opportunity to grow those skills and gain information from the facilitators, the content, and other participants.

participant feedback

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Greenhouse Networking Platform

In collaboration with the OHSU Foundation, the Mentorship and Career Design (MCD) team launched Greenhouse (initially named FERN) as an online secure networking platform to bring together the OHSU community through mentorship between alumni, students, faculty, and staff. The platform offers several ways to meaningfully engage: posting in the feed, joining a like-minded community group, and directly messaging peers. The heart of the platform is the **recommended matches with mentors and mentees** that the system generates based on each user's personal expertise. The focus of this first year was registering new users, to great success: At the end of the year, already **731 new users** had registered for Greenhouse, which is **more than double the average of peer institutions**. Over the course of the first year, new users maintained high engagement: **the number of comments on posts and the number of private messages were both more than double the peer average**, a clear sign of the value of the platform.

Learner Study Spaces

To create a nourishing environment that supports focus, productivity, and academic success, the OHSU Library provides study spaces that any student can reserve for quiet work or collaboration. In the last year alone, students **reserved these spaces 14,553 times** with a strong majority (90%) of respondents to the campus-wide all-student survey describing these study rooms and quiet zones as useful. Inspired to continue improving on this success, **the Library invited and then implemented a number of student suggestions**: The most notable new additions include moveable whiteboards for brainstorming and group work, noise-reducing desk dividers, a user-friendly and accessible booking kiosk for the most popular study room, and crucial technology infrastructure like power strips, computer monitors, and standing desks.

Grateful for the 24/7 student space.

student feedback

I love the study rooms at the library!!



22

Publications

Calco, G. N., Orfaly, V. E., Haag, C. K., **Hamilton, A.**, Stoos, E., & Leachman, S. A. (2023). A Systematic Review of Evidence-Based High School Melanoma Prevention Curricula. *Journal of cancer education : the official journal of the American Association for Cancer Education*, 38(4), 1111–1118. <https://doi.org/10.1007/s13187-023-02294-9>

Cycyk, L.M., Batz, R., Underwood Carrasco, V.I., Sanders, B.W., Blanchard S., & **White M.**, et al. (2024). Examining the research on the part C early intervention pipeline: a scoping review. *OSF*. doi:10.17605/OSF.IO/UAN37.

Foltz, E. A., Witkowski, A., Becker, A. L., Latour, E., Lim, J. Y., **Hamilton, A.**, & Ludzik, J. (2024). Artificial Intelligence Applied to Non-Invasive Imaging Modalities in Identification of Nonmelanoma Skin Cancer: A Systematic Review. *Cancers*, 16(3), 629. <https://doi.org/10.3390/cancers16030629>

Jones, J. R., & **Patterson, R. C.** (2024). Gated pathways as an avenue for receiving targeted student feedback. *Journal of dental education*, 10.1002/jdd.13562. Advance online publication. <https://doi.org/10.1002/jdd.13562>

Noone, J., McKenzie, G., **Hatfield, L.**, Bean, K., Speidel, Z., & **Vidal, G.** (2024). Creating Structures to Support Quality Matters Certification Within a School of Nursing. *The Journal of nursing education*, 63(4), 205–211. <https://doi.org/10.3928/01484834-20240207-04>

Orfaly, V. E., Shakshouk, H., Heath, M., **Hamilton, A.**, & Ortega-Loayza, A. G. (2023). Sweet Syndrome: A Review of Published Cases. *Dermatology (Basel, Switzerland)*, 239(4), 664–669. <https://doi.org/10.1159/000530519>

Sturgeon, K. M., Kok, D. E., Kleckner, I. R., Guertin, K. A., McNeil, J., Parry, T. L., Ehlers, D. K., **Hamilton, A.**, Schmitz, K., Campbell, K. L., & Winters-Stone, K. (2023). Updated systematic review of the effects of exercise on understudied health outcomes in cancer survivors. *Cancer medicine*, 12(24), 22278–22292. <https://doi.org/10.1002/cam4.6753>

Teal, C., **Tucker, C.**, & Hanson, J. (2024). What you think you know shapes what you see: How epistemology shapes curriculum, teaching, and learning. *Book Chapter. New Directions in Teaching & Learning*. <http://doi.org/10.1002/tl.20584>

Tucker, C. R., Lahti, E., & Carney, P. A. (2023). Funding Opportunities Designed to Promote Antiracist Change Across a Health Sciences University. *JAMA network open*, 6(10), e2337096. <https://doi.org/10.1001/jamanetworkopen.2023.37096>

Wahl, E., **Pierce, P.**, Burk, W., Johnson, J., & Kortemeier, S. (2024). Creation of a Southwestern Authors Archive: Revisiting the LaVerne Harrell Clark Collection Ten Years Later. *Journal of Western Archives*. <https://digitalcommons.usu.edu/westernarchives/vol15/iss1/1/>.

Zeigen, L. (2023). PAEA 2022 forum research poster abstracts. *The Journal of Physician Assistant Education*, 34, 309–324. <https://doi.org/10.1097/JPA.0000000000000531>.

Presentations

Ansari, D., Karlin, J., & **Tucker, C.** (2023, November 8-11). The Haunted Curriculum: Clinical and Therapeutic Training in Endangered Ecologies. Traces, erosion, and erasure that haunt curricular efforts [Open Panel]. Society of Social Studies of Science, Honolulu, HI, United States.

Blevins, A., Cyrus, J., Knapp, M., Patterson, B., & **Zeigen, L.** (2024, May 20). A scoping review of librarian involvement in competency-based medical education. *Medical Library Association (MLA) 2024*, Portland, OR, United States.

Block, R. (2024, June 5). Taking action: Creating actionable recruitment and hiring practices at OHSU Library. *DUX Program Days 2024*, online.

Champieux, R. & LaPolla, F. (2024, May 19) Assessing Reproducibility Among Recent Trainees. *Medical Library Association (MLA) 2024*, Portland, OR, United States.

Gardner, P. (2023, September 20). Tiles and Tales from Rapido Implementation (Consortium Rapido experience). *NWILL Conference*, online.

Hatfield, L., **Jacobs, S.**, & **Williams, L.** (2024, May 17). The proof is in the pudding: Does applying an academic programmatic assessment framework to TLC resources result in something tasty? [Peer-reviewed SNAP talk]. *OHSU Symposium on Educational Excellence*, Portland, OR, United States.

Hering, K., **Duckworth, S.**, Goodley, L., Tang, L., Brett, J., Farrell, J., Rizzo, C., & Briggs, B. (2023, July 28). Advocating for archival workers [Unconference]. *Society of American Archivists Annual Meeting*, Washington, D.C., United States.

Hoogland, M., Hoskins, K., Reis, H., & **Zeigen, L.** (2024, May 18-21). Entrustable professional activities (EPAs) assessment in US allopathic and osteopathic undergraduate medical education: Initial results from a scoping review. *Medical Library Association (MLA) 2024*, Portland, OR, United States.

Igarta, S. (2024, April 12). Leadership, Management, & Professional Development. *Oregon Graduate Student Professional Development Series (UO, OHSU, OSU, PSU)*, online.

Igarta, S. & **Martinez, B.** (2024, June 27). Breaking New Ground: Cultivating a Mentorship and Career Design Ecosystem. *Graduate Career Consortium (GCC) Annual Conference*, Philadelphia, PA, United States.

Igarta, S., **Martinez, B.** & **Nation, S.** (2024, March 21). Introducing Work Life Design into the Graduate Student Experience. *66th Annual Western Association of Graduate Schools (WAGS) Conference*, online.

Igarta, S., **Martinez, B.** & **Nation, S.** (2024, May 14). Facilitating, Effective, Relationships and Networks (FERN): The Exclusive Platform for Connecting the OHSU Community. *Education Grand Rounds*, Portland, OR, United States.

Presentations (continued)

Jacobs, S. & Moreno, K. (2024, June 3–6). Transform your assessment practice: Using a novel learning outcomes assessment framework to guide curricular change [Peer-reviewed presentation]. 2024 Association for Assessment of Learning in Higher Education conference, Portland, OR, United States.

Jacobs, S. & Williams, L. (2024, April 16). Reflecting on equitable assessment practice [Virtual presentation]. California Oregon Medical Partnership to Address Disparities in Rural Education and Health (COMPADRE) educator development sessions.

Martinez, B. (2024, March 5). Cultivating a Culture of Mentorship. American Society of Reproductive Medicine.

Martinez, B. (2024, March 21). Integrating Mental Health in Mentor Training. 66th Annual Western Association of Graduate Schools (WAGS) Conference, online.

Martinez, B. & Igarta, S. (2024, April 26). Cultivating a Mentorship and Career Design Ecosystem. OHSU School of Medicine Faculty Development Summit, Portland, OR, United States.

Martinez, B. (2024, April 30). OHSU Mentorship Academy. University of Washington School of Medicine.

Martinez, B. (2024, May 5). Coaching Vs. Mentoring Perspectives. International Association of Medical Science Educators (IAMSE).

Nation, S. Mentorship: Engaging OHSU’s FERN Community. OHSU Symposium on Educational Excellence, Portland, OR, United States.

O’Connor, J., Anderson, S., Fabiszaki, D., French, A., & **White, M.** (2023, November 15). Small libraries, big impact: Scalable solutions for digital collections management and workflow optimization. DLF 2023 Forum, St. Louis, MO, United States.

Pierce, P. (2023, July 10). View from the hill: Connecting to place at Oregon Health & Science University. Association for the Study of Literature and Environment Conference, Portland, OR, United States.

Pierce, P. (2023, November 16). Cleaning up and marketing OHSU digital collections. Medical Institutional Repositories in Libraries Symposium, online.

Pierce, P. (2024, May 20). Using TikTok for PubMed instruction. Medical Library Association Conference, Portland, OR, United States.

Pyche, C., Guss, S., Kuiken, A., Lapreze, D., Mokonyama, J., Reardon, E., Wentz, E., & **Zeigen, L.** (2024, May 20). Healthy People 2030: Developing structured evidence queries for discovery and education [Poster presentation]. Medical Library Association (MLA) 2024, Portland, OR, United States.

Presentations (continued)

Tucker, C. (2024, January). MEP Scholars Development Course [Webinar]. Association of American Medical Colleges.

Tucker, C. (2024, June 12-15). Academic Advancement on the Medical Educator Track [Minority Faculty Leadership Development Seminar]. Association of American Medical Colleges, Chicago, IL, United States.

Tucker, C. & Fischer, K. (2023, September 29). Responding to Peer Review: Insights for Revising Your Manuscript [Webinar]. Scholarly Writing: Publishing Medical Education Research, Association of American Medical Colleges.

Tucker, C. & Lahti, E. (2023, August 29). Measuring the Impact of Mini-Grants on Institutional Antiracism Efforts. Association for Medical Education in Europe, Glasgow, Scotland.

Tucker, C., Moreno, K., Jacobs, S. (2024). Branches from the Same Tree: Beyond Bloom’s Taxonomy using a new assessment framework [Workshop]. Associate for Medical Education in Europe (AMEE), Melbourne, Australia.

Wilkinson, B. (2024, May 20). Creating a library video working group [Poster presentation]. Medical Library Association Conference, Portland, OR, United States.

Williams, L. & Jacobs, S. (2024, June 3–6). Building bridges for change: Using relationship-centered outreach to improve programmatic assessment [Peer-reviewed presentation]. 2024 Association for Assessment of Learning in Higher Education conference, Portland, OR, United States.

Yavorcik, C. (2024, February 2). SUSHI monitoring: Creating an at-a-glance, interactive dashboard in Alma Analytics. State University of New York Librarians Association Midwinter Conference, online.

Yavorcik, C. (2024, March). Charting a map to collections. Electronic Resources & Libraries Conference, online.

Zeigen, L., Acuff, L., Chelf, C., Marks, L., Reardon, E., & Reis, H. (2024, May 20). Case by case: A panel discussion and workshop on developing case scenarios for group search demonstrations. Medical Library Association (MLA) 2024, Portland, OR, United States.

Acknowledgments

Laura Zeigen (literature search). Patterson, R. C., & Jones, J. R. (2023). Developing time management with preclinical dental students via a preclinical exercise in an organization. Journal of dental education, 87(9), 1250–1256. <https://doi.org/10.1002/jdd.13246>

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*EII at Hopscotch
Immersive Art Experience*

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to this annual report:**

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