

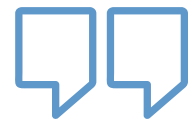
# READ ME



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## MATERIALS USE GUIDELINES

- This document was developed for annual communication of the REI Center's activities towards **racial equity**. Special considerations should be made when these materials are to be applied more broadly for content related to "diversity, equity, and inclusion".
- These materials are considered a work in progress. We are always reviewing and updating our processes and content in an evidence-based manner. New versions will be made available online.
- We encourage open use and sharing of these materials and kindly request that the following citation be used:  
<https://doi.org/10.5281/zenodo.10776398>.



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VOLLUM INSTITUTE  
RACIAL EQUITY AND  
INCLUSION CENTER

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2022/2023 ANNUAL REPORT



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# OUR TEAM

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## **LETISHA WYATT**

Director of Innovative Policy  
wyattl@ohsu.edu

Letisha R. Wyatt is faculty in the Department of Neurology. Letisha's role as the Director of Innovative Policy focuses on building operational plans and internal systems to achieve organizational effectiveness in progressive workplace policies that advance racial equity. A major goal of her effort in this area is to engage with institutional leadership so that they may be empowered to identify structural racism and actively participate in the work to dismantle it.



## **ANTOINETTE FOSTER**

Director of Community Transformation  
fostean@ohsu.edu

As the Director of Community Transformation, Dr. Foster aims to directly impact personal and interpersonal racism by empowering community members to become leaders of change. She focuses on creating culture shifts by using racial equity principles to assess the current institutional culture, determine cultural values and processes incongruent with racial equity, and develop strategic pathways to align cultural norms and practices with a racially inclusive environment for trainees, staff, and faculty.



## **SARAH KISSIWAA**

Postdoctoral Scholar  
kissiwaa@ohsu.edu

Dr. Kisiwaa currently works with the Director of Innovative Policy to identify and correct equity gaps within the Vollum Institute policies through data collection and community engagement. She also works with the Director of Community Transformation to develop and deliver racial equity course content, assess, and shift cultural values towards an equitable and inclusive environment.



# 2022/2023 IN REVIEW

## TRAINEE DEVELOPMENT AND SUPPORT

We taught classes, workshops and offered a variety of support services to graduate students and post-docs

## FACULTY DEVELOPMENT AND SUPPORT

We offered intensive anti-racism courses, workshops, and 1-1 support for grant development

## CO-CREATING A HOLISTIC NGP ADMISSION PROCESS

We worked with a variety of stakeholders to transform the NGP admissions process. The new application was launched in 2023

## LAUNCHED OUR WEBSITE

We launched our website where we publish current and past work

# FINANCES

2022

Personnel salary and benefits  
(2.5 FTE)  
~\$350,000

Meaningful anti-racism  
action award\*  
\$2,500

Software  
\$30

Conference  
attendance  
\$1755

Total  
cost  
\$354,285

2023

Personnel salary and benefits  
(2.5 FTE)  
~\$350,000

Meaningful anti-racism  
action award\*  
\$3,360

Event  
Catering  
\$900

Conference  
attendance  
\$10,300

Software  
\$800

Total  
cost  
\$365,360

We are supported by the Office of Research and Innovation, overseen by the OHSU Chief Research Officer and Executive Vice President, Dr. Peter Barr-Gillespie.

In 2022, we created a new award named the **Meaningful Anti-racism Action Award**, which celebrates the dedication, commitment, and creative problem solving displayed by graduate students and post-docs who are engaged in transformative anti-racism work with the REI Center. These exceptional trainees help the REI Center meet our anti-racism goals by co-creating solutions that are guided by equitable values and collaborative efforts. We understand the importance of recognizing and compensating outstanding work and, unlike faculty members, trainees cannot use equity work volunteerism for promotion. Therefore, this award provides recognition and monetary compensation for their time and effort.

Moving forward, we expect to see an increase in operating costs to cover expenses like community building, educational, or training events.

# AWARDS & RECOGNITION

## HONORABLE MENTION FOR OHSU 2022 SAKAI TORCHBEARER AWARD



This award recognizes instructors “who transform the learning experience through innovative use of Sakai or other integrated technology in a course”. Our student nominator said we “created an environment that was both engaging and equitable for all students to contribute their thoughts and ideas” and our materials “helped keep the morale high for learning throughout the online course”. We are honored to have received an award via student nomination, as having a positive impact on our students is a guiding force for our work.

## GIFT FROM NGP TRAINEES

We are honored to have received a heartfelt gift from the NGP trainees. This gift was presented to us at the 2023 Vollum Institute winter celebration. The trainees gave us this gift to honor the impact that our work has had on their training experience. Below are our individual words of thanks.

“This is so incredibly special and is truly the most meaningful part of the work we do. There really are no words to describe how much joy this brings” - Letisha Wyatt

“I am so beyond touched. The trainees are what makes this job fun and the challenges worth it, so it means a lot to me to see all of the love” - Antoinette Foster

“This is so incredibly sweet and I am so touched to received such a wonderful gift” - Sarah Kissiwaa







# FACULTY DEVELOPMENT & SUPPORT

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**Leadership  
Learn  
Sessions**

**Assisted  
Grant  
Development**

**Lab  
Expectations**

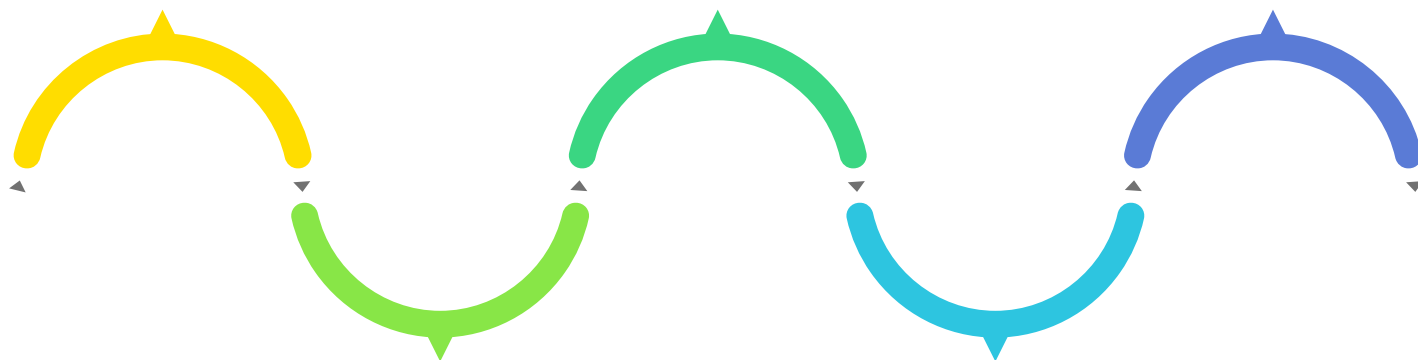
# LEADERSHIP LEARN SESSIONS

An important part of creating systemic and equitable change is clear direction and alignment from people within leadership positions. In order to provide that direction and alignment, leadership must learn new equity concepts and new applications of these concepts. The Vollum Institute and Neuroscience Graduate Program leadership engaged in weekly “Learn” sessions with the REI Center staff. Starting in 2021, leadership worked on learning core competencies and reaching the goals stated in Boxes 1, 2 and 3 (below).

**1. BEGINNING CONCEPTS (SOCIALIZATION, SYSTEMS LENS)**

**3. UNDERSTANDING THE SYSTEM OF COLONIALISM**

**5. USING LEARNINGS TO CREATE A MORE EQUITABLE ENVIRONMENT**



**2. UNDERSTANDING THE SYSTEM OF RACISM**

**4. UNDERSTANDING PERSONAL ROLE**

In 2022/23, we focused on applying concepts about systemic oppression to their own personal lives. In order to address systemic oppression, including systemic racism, individuals must interrogate the ways they personally participate in these systems within and outside of the workplace (Box 4). The Director of Community Transformation expanded lessons from the workbook *Me & White Supremacy* (Layla Saad, 2020) and leadership completed the adapted version of the workbook.



# LEADERSHIP LEARN SESSIONS CONT.

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Given that this process requires deep personal reflection and vulnerability, the program leadership met in a small group without the presence of REI Center staff in order to create a safe environment. After the completion of the workbook, the REI Center staff met with leadership to discuss the process, lessons learned, and to answer remaining questions about the content. With the four boxes completed, we will continuously utilize these learns to improve our environment (Box 5).

While the goal of the Learn sessions was to provide a space for leadership to gain a deeper understanding of how systemic oppression shows up within themselves and within spaces around them, an additional goal was to determine how to structure LEARN sessions for faculty. Based on leadership's positive feedback, a future goal for the Director of Community Transformation is to provide this type of opportunity for faculty to comprehensively understand systemic oppression and to explore ways to create something different.



“The Vollum Institute leadership is committed to creating an inclusive environment where everyone feels valued, can thrive, and do their best work. Improving our environment from a cultural perspective is one of the key steps to achieving this goal, but first requires a good understanding of what our culture is, what biases are embedded in it, where we are succeeding, and where we need to grow and do better. Our work with the REI Center has been invaluable for helping the leaders begin gaining a much deeper understanding of these issues. There are few topics/areas I have spent more focused time on over the last year, and I think the experience has made such a lasting mark on me.

-Marc Freeman; Faculty/Director  
Vollum Institute

# TRAINING GRANT DEVELOPMENT & SUPPORT

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Our work in 2021 showcased the power of having an embedded center within a local unit. One of the most important lessons from 2022 was the understanding that embedded units allowed for tailored support and responsiveness to our local communities. Training programs, faculty members, and students seek university-supported personnel that possess deep knowledge in issues of racial equity. Assistance in developing, writing, or editing diversity/racial-equity focused training grants continues to be an unmet need at OHSU. The REI Center's placement within the local unit allowed us to provide one-on-one support with grant development.

In 2022, we assisted with the development of two grants. The first was a research grant through the Howard Hughes Medical Institute and the other was a T32 training grant through the National Institutes of Health. In 2023, we assisted with a research grant through the National Institutes of Health BRAIN initiative. We wish our faculty and the NGP the best of luck on their proposals!



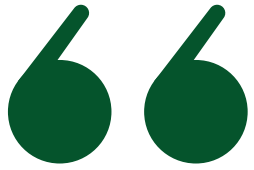
"I applied for the [name redacted], which has a strong focus on REI initiatives. The application asked for short essays to 4 specific questions. Antoinette and Letisha graciously met with me and helped me process my thoughts and understanding of the questions. They were incredibly helpful in outlining my answers. Furthermore, Antoinette's feedback on my draft was insightful and was a learning process in itself."

-Vollum/NGP faculty

"Our meeting with the REI Center staff was very impressive. The training and resources available to faculty, staff, and students are viewed as a remarkable asset to your NGP (members of our external review committee expressed envy at the terrific resources available to the OHSU NGP students and faculty)."

-NGP External Review Board

# TRAINING GRANT DEVELOPMENT & SUPPORT CONT.



“I met with the REI Center to discuss how to craft a “proposal for enhancing diverse perspectives” (PEDP) which is a new component of some grant applications at NIH. The REI Center took the time to go over the proposal and give us constructive feedback on the strengths and limitations of what we had written as well as give us information on OHSU programs for promoting diversity that way we could include this information to the proposal. Although I identify as a minority [redacted], it was exceptionally helpful to run this by the REI office as they were able to ensure that I had considered all possible angles as well as make sure that my plans for promoting diversity were broadly applicable to other historically marginalized groups.”

-Research Assistant Professor



“The REI Center staff provided [edits] into a document describing efforts for enhancing diversity in research that I will be submitting as a part of a grant proposal to the NIH. After they reviewed the document, the staff met with me and my co-PI to discuss ways how the efforts described in the document could be better aligned with on-going \*PEER-related efforts at OHSU and how they could be presented more clearly to individuals reviewing the proposal. The conversation was thought-provoking, constructive and efficient. ”

-NGP Faculty

\*Persons Excluded due to Ethnicity and Race (PEER)

# LAB EXPECTATIONS

Establishing clear expectations in the lab reduces the chance of harmful assumptions from both parties, which in turn reduces/prevents conflict and increases trainee and lab success. Through the “Navigating Complexities of Graduate School” course and one on one conversations, the REI Center has had opportunities to discuss lab expectations with trainees. In 2023, we brought these conversations to NGP faculty. During the 2023 NGP retreat, we met with faculty to discuss the various strategies that one can use to establish clear expectations.

Some examples include:

- Creating lab manuals and lab philosophy documents
- Establishing mentor-mentee agreements
- Utilizing Individual Development Plans (IDPs)

The information discussed during this session was summarized in a “NGP Retreat 2023 Faculty Session Reference Packet” that was sent out to NGP faculty. We will continue to have these conversations with NGP faculty and trainees to promote a collaborative, enjoyable, and stimulating lab environment for trainees and faculty.

Methods to establish clear expectations

Lab manuals/lab philosophy documents

Mentor-mentee agreements

Individual Development Plans (IDPs)





# TRAINEE DEVELOPMENT & SUPPORT

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**Course  
offerings**

**Focus  
groups**

**Student  
support**



# REI COURSE OFFERINGS- NEUS 618

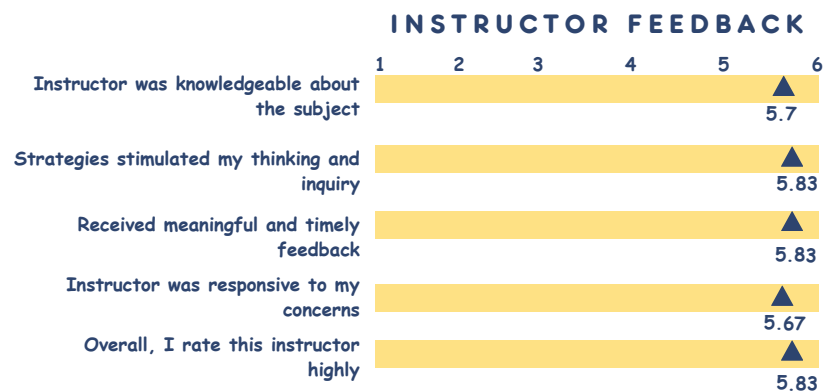
The REI Center instructed NEUS 618: *Navigating the Complexities of Graduate School* as part of the NGP's Summer B courses. This course helps prepare first-year students with the tools to navigate the socio-political aspects of scientific research. This course covers topics that are not typically discussed during graduate school training, such as mentor-mentee relationships/conflict, non-violent communication, mental health, and student empowerment. Each topic is discussed through an anti-oppression lens and pays special attention to the power imbalance between students and mentors/programs.

We discuss topics, policies, and systems students will need to navigate. By having candid conversations about topics that are typically avoided, we equip the students with knowledge and power. This was the third year that the REI center instructed this course and as per the feedback from 2021, the course duration was changed from 3.5 hours once weekly to 1 hour and 45 minutes twice weekly.

## 2022 NEUS 618 STUDENT FEEDBACK



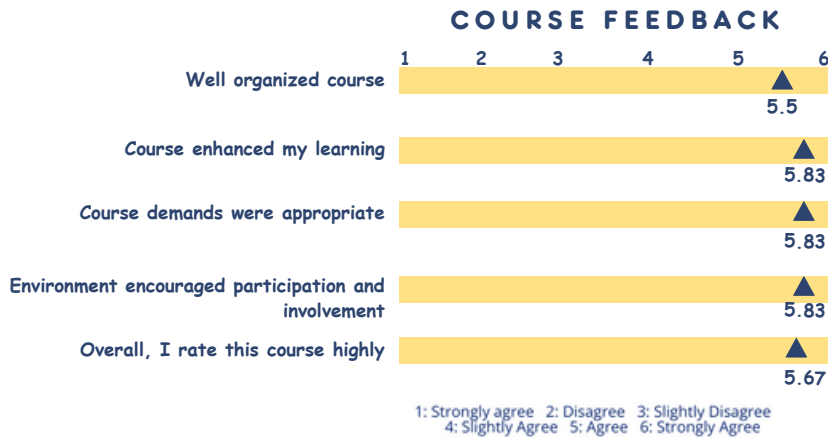
“All aspects of the course were amazing and knowledgeable! The way everyone was engaged in the conversation and also allowed multiple opportunities for input was very reassuring because it truly did make me feel as though I am part of the class/conversation/community. Not only did I have a chance to voice my thoughts and or opinions, but it was also important to note that whoever spoke was on the main stage and had everyone's attention. No matter how big or small everyone had multiple opportunities to voice themselves and their thoughts.”



1: Strongly agree 2: Disagree 3: Slightly Disagree  
4: Slightly Agree 5: Agree 6: Strongly Agree



# REI COURSE OFFERINGS- NEUS 618 CONT.



“Every class was intentional and well thought out about what information grad students need to know, or a human in general. I even recommended some of the topics/ resources to my friends in completely different fields.”

## 2023 NEUS 618 STUDENT FEEDBACK

“I really enjoyed the small group discussions in breakout groups. Each topic/class provided worthwhile tools and perspectives for graduate school. In fact, I wish I had taken this course a few years earlier. It would have saved me a good deal of headache.”

“I love the core value part. It really provides a new way to understand my feelings and reactions to things. I love the non violent communication techniques, definitely keep it! The mentor-mentee checklist is a must-have.”

“I enjoyed the sincerity, the honesty, the abundance of heavy topics and the realness.”

“I enjoyed the rawness and transparency. I feel adequately prepared for the complexities, relationships, and dynamics pertaining to grad school that other programs tend to not talk about.”

# REI COURSE OFFERINGS- NEUS 644

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In 2023, the REI Center also instructed NEUS 644: *Racial Equity in Scientific Research and Beyond*. NEUS 644 provides foundational knowledge and skills required to address systemic oppression, with a particular emphasis on inequities that exist throughout the scientific enterprise. It provides an educational understanding of equity topics including systems thinking, the social construction of race, history and power, white supremacy, and colonialism and explores how these topics are embedded into the structure and landscape of the scientific enterprise. This was the second time, NEUS 644 was offered and per the recommendations and feedback from the first year, this second iteration had a much heavier emphasis on interrogating how racism and colonialism is perpetuated and embedded in modern research.

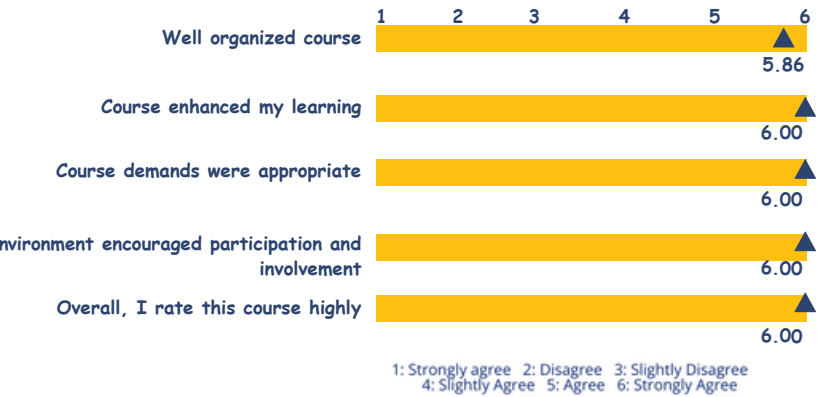


“This course exuded a strong sense of community. It provided a very safe environment for participants to share and discuss the impact of oppressive systems on our experiences as students, within our scientific community and in our personal journeys.”

“This course has truly enhanced my comprehension of various systems of oppression. It has served as a significant revelation, providing insight into the current structures of the world. The class has inspired me to continue my education and advocacy efforts for change within these diverse systems of oppression.”

# REI COURSE OFFERINGS- NEUS 644 CONT.

## COURSE FEEDBACK

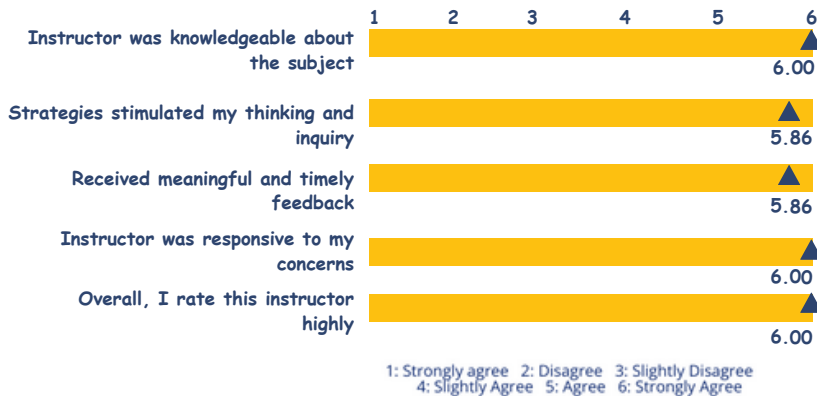


“This class emphasized that we all can have a part and role in the future of racial justice, that racial justice is for everyone, and gave me the tools necessary to have these conversations.”

“The strengths of course include the group discussions during lectures, and allowing for whole class discussions following. Another strength is the wide variety of media used for the readings, where we were offered articles, papers, chapters of books, YouTube videos, and even tiktoks as form of media to learn the topics that will be addressed during class. The homeworks were designed to allow for creative submissions of understanding, allowing us to not just stick to written inputs, as often the topics discussed are very emotional and may be reflected upon through other mediums such as poetry or art. The final project was also a strong feature of the course, where we were able to apply our new anti-colonialist lens to developing a new curriculum for science education. This allowed us to implement the ideas we were learning and building upon in a way that felt impactful for the future of science.”



## INSTRUCTOR FEEDBACK



# FOCUS GROUPS

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It is important that the REI Center work is informed by the needs of the community. One of the ways to gather information on the needs of the community is through focus groups, as they allow us to directly connect and hear from our community. In 2022 and 2023, we conducted focus groups with post-docs and students. The results from these focus group scans can be found below.

## STUDENT FOCUS GROUP

We asked for student input regarding the NGP student handbook and topics for workshops they want us to offer. We used a survey to gather data, then held separate focus groups for 1st and 2nd years, 3rd and 4th years, and 5+ years. Each group discussed issues relevant to their stage. For example, while 1st and 2nd years were interested in clarifying expectations and guidelines around qualifying exams, 4th and 5th years focused on expectations around graduation requirements.

### HANDBOOK UPDATES

Graduation requirements

DAC policies

Protected time for scientific writing

Regarding handbook updates, students want clarification on the graduation requirement to make a "significant scientific contribution". Additionally, students wanted clearer policies for dissertation advisory committees (DACs), specifically around chair responsibilities, and the role of the DAC in graduation. Lastly, student's wanted specific policies around protected time for scientific writing, including grants, publications, exams, and dissertations. We'll finalize the focus group findings and work with NGP leadership to address these needs in the next year.



# FOCUS GROUPS CONT.

## POST-DOC FOCUS GROUP

Racial equity education

Mentorship/power dynamic training

Diversity statement resources

**Post-docs** were interested in racial equity education, mentorship training on lab power dynamics, and resources for writing diversity statements. We created the **Vollum Post-doc Racial Equity Training**, a training opportunity for a limited number of post-docs to learn core racial equity concepts and co-facilitate sessions in the NEUS 644 course. Additionally, we now offer 1-1 support for crafting and editing diversity statements, which are a common application component for faculty hires.

## REQUESTED AND COMPLETED WORKSHOPS FOR TRAINEES



Mentor/mentee expectations



Conflict resolution & effective communication



How to write diversity statements



Values guided decisions for career paths



Impact vs intention

"I really liked the open discourse in the series and the focus on a variety of different values. Using specific examples for each scenario was particularly useful" - Participant, Values Guided Decisions for Career Path workshop

"I liked the opportunity to practice the communication skills we were learning and apply them to work relevant examples" - Participant, Conflict Resolution and Effective Communication workshop

"I found the workshop terrific and very informative. It was structured well and took input from the people attending. I took away a number of notable changes that will improve my statement and more broadly to promote inclusivity in my own lab" - Participant, How to Write Diversity Statements workshop

# STUDENT SUPPORT

The REI Center provides individual and group support to students. Our goal is to continue to build personal connections and relationships with students, as our relationships are at the heart of creating a supportive environment. We primarily worked with PEER NGP students, although students from all backgrounds request and receive our support. We also worked closely with the Alliance for Visible Diversity in Science, OHSU SACNAS chapter, and OHSU PREP.

## TYPE OF SUPPORT MOST FREQUENTLY REQUESTED BY TRAINEES

Finding a therapist

Navigating rotations

Navigating graduation and career planning

Student-mentor conflict resolution

Grant development

“The REI Center were really helpful and supportive on helping me finding therapy and help me raise my confidence on being a great grad student.” Student (finding a therapist)

“It was an overall great experience. They helped me navigate through my concerns as well as provide feedback on how to find a good fit mentor” Student (navigating rotations)



“The REI Center gave expert advice and pointed me to additional resources for extra assistance, would not have been able to navigate this issue without them” Student (navigating rotations)



Note: Connecting PEER students with a therapist of color is crucial because it's hard to find therapists of color in Portland, and many students of color only feel comfortable seeking therapy from someone who shares their background. This lack of accessible therapists of color often prevents students from getting the help they need.

# STUDENT SUPPORT CONT.

In 2021, the REI Center held a brainstorming session with NGP students to learn how we could better support them. We learned that PEER (Persons Excluded due to Ethnicity and Race) students wanted a monthly meeting to focus specifically on PEER issues. Starting in Fall 2021, we began hosting "**PEER monthly meetings**" where students pick the topics to discuss and we communally offer solutions to challenges they face. These meetings include students at different stages of their graduate careers and REI Center staff.

## A HIGHLIGHT OF REQUESTED TOPICS TO DISCUSS IN THE PEER MONTHLY MEETINGS



\*OHSU's Title XI office, formerly known as the Affirmative Action and Equal Opportunity (AAEO) Office, now goes by the Office of Civil Rights Investigations and Compliance (OCIC)

During these discussions, we focus on the unique perspective and challenges PEER students face when dealing with these topics. We pay special attention to racial/hierarchical power dynamics and the impact these dynamics have on safety and solutions.



# CO-CREATING A HOLISTIC NGP ADMISSIONS PROCESS

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**Phase 1  
Changes**

**Creating a  
holistic  
application**

# PHASE 1 CHANGES

In 2021, the REI Center reviewed admissions policies, practices, and procedures of the Neuroscience Graduate Program (NGP) and identified areas for improvement, many of them involving how new students are selected for the program. The Phase 1 changes to admissions included racial bias training for admission committee members, the establishment of the Admissions Working Group (AWG) in the spring of 2022, the addition of postdocs to the admission committee, and an increase in the number of reviewers for each application (from two to three).

## PHASE 1 CHANGES TO ADMISSIONS

- Racial bias training
- Creation of Admissions Working Group (AWG)
- Addition of Postdocs to the Admissions Committee
- 3 reviewers per application (increased from 2)
- Randomization of reviewer assignments



The **Admissions Working Group** is comprised of faculty, graduate students and postdocs.

**Goal:** Address equity gaps within admissions and make recommendations to establish a more holistic process.



These changes allowed for broader representation on the Admissions Committee from within our community and a more equitable review process. Each of these new procedural changes will continue for future admission cycles and we will evaluate the impact and make refinements to our process on an ongoing basis.



# CREATING A HOLISTIC APPLICATION

The overarching goal of modifying the NGP application was to move towards a more holistic approach to admissions. The concept of a holistic admissions review isn't new, however there is little empirical evidence describing how to best develop and implement such a process for graduate admissions. We worked towards a holistic admissions process with a focus on addressing equity gaps.

## What is a holistic application?

Moving away from assessing applicants solely on “traditional metrics” such as publication record, number/length of research experience, and GPA.

Moving towards viewing the applicant as a whole person. Using their **experiences**, **skills** and **personality** traits to assess their readiness for graduate school.

## Why is it needed?

### Equity barriers are inherent to “traditional metrics”

- Publications are dependent on many factors outside of the student (eg lab quality and funding);
- Research experiences are often unpaid and difficult to get, excluding applicants from marginalized communities who cannot afford to work for free;
- GPA is impacted by life experiences and is not an empirically supported predictors of success.

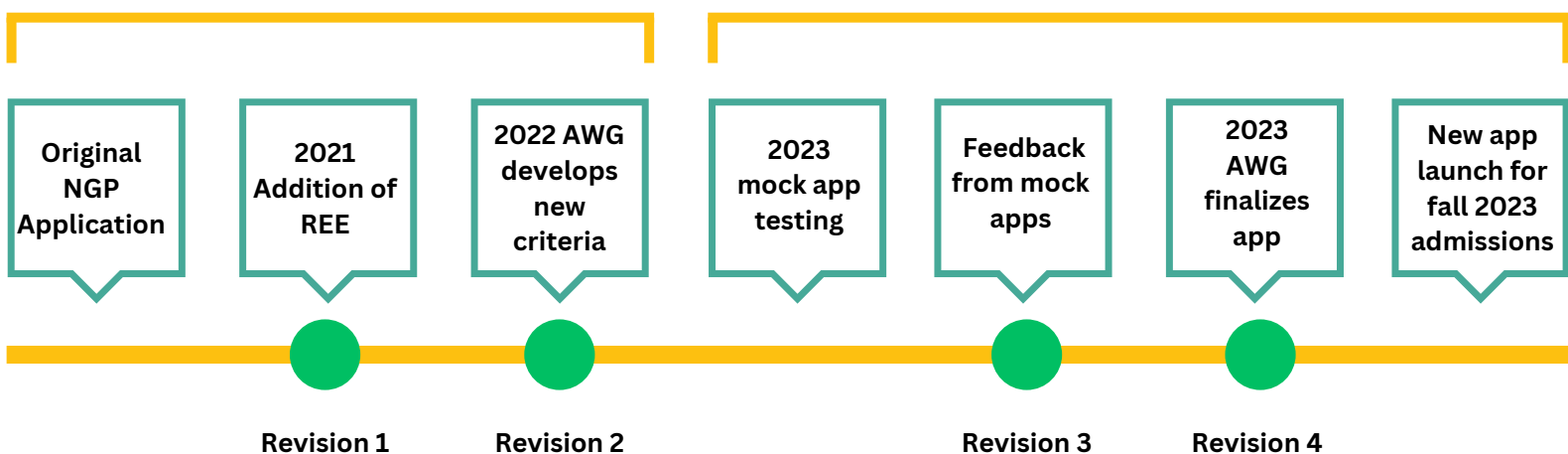


# CREATING A HOLISTIC APPLICATION CONT.

Our timeline from where we started to where we are now is outlined in the figure below. We started with implementing a racial equity essay (REE) in the original NGP application in 2021. In 2022, we established new admissions criteria and a new application in collaboration with the Admissions Working Group (AWG). To stress-test the new application, we recruited current students to serve as mock applicants. This helped us understand areas of strengths and weaknesses in the new application before we officially launched. The feedback that we received from the mock applications helped us to reevaluate and improve our admissions criteria and create scoring rubrics for the admissions committee. The 2023 AWG reviewed the mock applications and helped inform the final version of the application that we launched for the fall 2023 admissions cycle.

## Phase 1

## Phase 2



We are now in the process of collecting feedback from the NGP Admissions Committee about the process in order to further refine the application and admissions process with the 2024 AWG.

# CREATING A HOLISTIC APPLICATION CONT.

Our newly launched criteria is outlined below. We broadened our definition of what's required to be a successful NGP student. The top three boxes represent traditional metrics we still use and the remaining boxes represent additional metrics we now officially consider. Instead of looking primarily at research experience and academic preparedness, we now consider time management, organization, collaborative, growth, and problem-solving skills. We also look for personality traits that include an interest in community engagement and an alignment with OHSU's mission to *"Build a diverse, equitable environment where all can thrive and excel."*

## **Broadening**

We've broadened how an applicant can demonstrate these criteria. For example, we may have previously restricted demonstrating time management skills within the context of academic or scientific experiences. Now, applicants can also include experiences from their personal lives that demonstrate this skill set, such as working multiple jobs.

## **Removing hidden expectations**

Part of getting into graduate school requires understanding what kind of answers the admissions committee is looking for. We ensured that all of our criteria were clearly described and embedded within the application questions so that there are no hidden expectations. To view our current application and application materials, please visit the [NGP website](#).

## **Traditional metrics**

PARTICIPATION AND  
UNDERSTANDING OF  
SCIENTIFIC RESEARCH

RESEARCH  
ALIGNMENT

ACADEMIC  
PREPAREDNESS

## **Additional metrics**

INTELLECTUAL  
CURIOSITY

INTEREST AND  
ALIGNMENT WITH  
OHSU'S MISSION

TIME MANAGEMENT  
AND ORGANIZATION  
SKILLS

COLLABORATIVE  
SKILLS

GROWTH AND  
PROBLEM SOLVING  
SKILLS

INTEREST IN  
COMMUNITY  
ENGAGEMENT

# CREATING A HOLISTIC APPLICATION CONT.

In addition to the application changes, we created **guidelines for each of our nine criteria**. These guidelines, which are posted on the [NGP website](#), help to ensure that the criteria are clearly articulated in the application and to provide further rationale for why we consider those criteria important.

We did this for two reasons: 1) To practice transparency with the applicants and 2) To create alignment across the application reviewers when evaluating the 9 holistic criteria. Subjective criteria often paves the way for the inclusion of personal biases, therefore alignment and consistency can help mitigate such influences. This set of 9 criteria, along with the guidelines, aimed to reduce the potential for biases by having a set standard that each reviewer uses in their assessment of the applicant.

## Rubric

Also towards this goal of standardization, we created a scoring rubric (below) which allowed for a standardized scoring and evaluation process. Each criterion was rated on a scale of 1 to 5. Reviewers start with a score of 3 and then adjust the score up or down according to their evaluation of the evidence found in the application which supports the criterion being evaluated.

| Item Number | Criteria   | Score | Reviewer Notes |
|-------------|--|-------|----------------|
| 1           | Intellectual curiosity                                 |       |                |
| 2           | Participation and understanding of scientific research |       |                |
| 3           | Growth and problem solving skills                      |       |                |
| 4           | Alignment with research program                        |       |                |
| 5           | Time management and organization skills                |       |                |
| 6           | Collaborative skills                                   |       |                |
| 7           | Interest in community engagement                       |       |                |
| 8           | Interest and alignment with OHSU's mission             |       |                |
| 9           | Academic preparedness                                  |       |                |
|             | Sum of score (9 best- 45 worst)                        | 0     |                |

# CREATING A HOLISTIC APPLICATION CONT.

We want to thank everyone who was a part of this admissions process. Several members of our community came together at different points to co-create this new admissions process. This is what collaborative change across different levels of power can look like. Below are pictures of everyone who had direct involvement in creating the criteria, participating in the mock applications, assessing the mock applications and providing feedback. These pictures represent direct involvement, however there are so many that were indirectly involved in this process such as those who have served on the NGP Admissions Committee and many more.

Together, we will continue to work towards positive cultural, policy, and procedure shifts. It's no small feat!



From top left to right: Angela Ozburn, Adam Filipowicz, Tania Vu, Nina Luong, Mary Logan, Kate Randall, Antoinette Foster, Raja Estes, Yessica Santana Agreda, Yunsik Kang, Kelly Monk, Kevin Wright, Allison (AJ) Ellingson, Letisha Wyatt, Adel Avetisyan, Alejandra Fernandez, Emily Rainge, Antonio (Tony) Munoz, Sarah Kisiwaa, Ben Emery, Arpiar (Arpy) Saunders, Swetha Murthy, Gary Westbrook





# CONFERENCES AND PRESENTATIONS

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**Conferences**

**Presentations**



# CONFERENCES

The REI Center attended a number of conferences in 2022 and 2023. In 2022 and 2023 we attended and presented at NCORE. In 2023, we also attended Decolonizing Economics Summit: The 4th Annual Post-Capitalism Conference and the SACNAS National Diversity in STEM Conference.

## REI CENTER AND LEADERSHIP AT NCORE 2022



Similar to 2021, the REI Center staff and Vollum Institute/Neuroscience Graduate Program leadership attended a 5-day conference with the **National Conference for Race and Ethnicity in Higher Education (NCORE)**.

## REI CENTER AND STUDENTS AT NCORE 2023



The REI Center staff had the pleasure of attending the 2023 **National Conference for Race and Ethnicity in Higher Education (NCORE)** with NGP students in New Orleans.

## REI CENTER, LEADERSHIP AND STUDENTS AT SACNAS 2023



The REI Center staff along with Vollum Institute/Neuroscience Graduate Program leadership, postbacs and NGP students attended the **Society for Advancing Chicanos/Hispanics & Native Americans in Science (SACNAS)** conference.

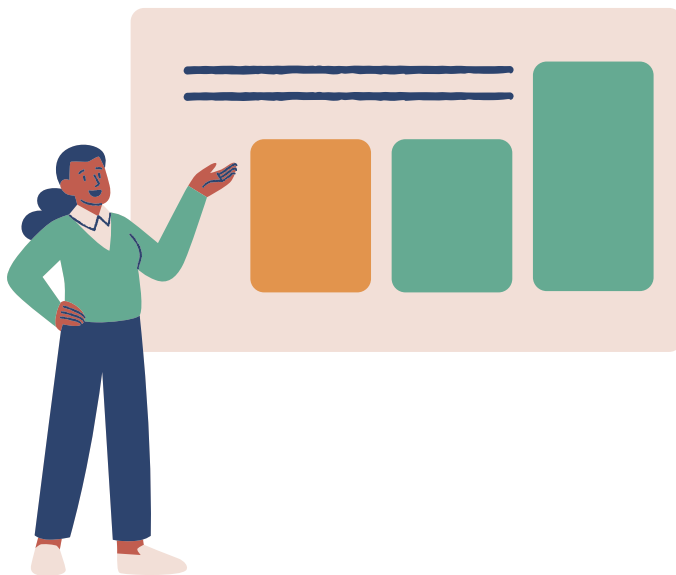
# 2022 PRESENTATIONS

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| Talk title/topic   | Audience  | Brief description  |
|--|---|--|
| Lip service vs. embodied racial equity: Pathways to transforming our academic institutions while critically transforming ourselves | National Conference on Race and Ethnicity in Higher Education                     | Anti-racism education, describing the REI Center's work to an external audience  |
| Neuroscience Graduate Program Retreat  | Vollum Institute/Neuroscience Graduate Program (OHSU)                             | 2021 update and future directions for local unit   |
| Racial Equity and Inclusion Center Year 1 Review   | Research & Innovation Town hall Series (OHSU)                                     | Research & Innovation Town hall Series (OHSU)<br>2021 update and future directions for the institution   |
| Informational Webinars on NGP Admissions   | Prospective students to the Vollum Institute Neuroscience Graduate Program (OHSU) | Provided an overview to the REI Center function within the Vollum Institute/NGP and discussed the required racial equity essay (new application component) |
| Racial Bias in Graduate Admissions Training  | NGP Admissions Committee (15 faculty, 2 graduate students and 2 postdocs)         | Developed and delivered training on racial bias in graduate admissions   |
| Workshops on Evaluating Graduate Application Racial Equity Essays  | NGP Admissions Committee (15 faculty, 2 graduate students and 2 postdocs)         | Hosted workshops to practice reviewing racial equity essays  |
| How to choose a mentor   | Various summer interns  | Helping STEM summer interns understand nuances of choosing supportive mentors  |

# 2023 PRESENTATIONS

| Talk title/topic  | Audience  | Brief description  |
|---|---|--|
| Lip service vs. embodied racial equity: Pathways to transforming our academic institutions while transforming ourselves | National Conference on Race and Ethnicity in Higher Education                     | Anti-racism education, describing the REI Center's work to an external audience  |
| Neuroscience Graduate Program Retreat   | Vollum Institute/Neuroscience Graduate Program (OHSU)                             | 2021 and 2022 update and future directions for local unit  |
| Informational Webinars on NGP Admissions  | Prospective students to the Vollum Institute Neuroscience Graduate Program (OHSU) | Provided an overview to the REI Center function within the Vollum Institute/NGP and discussed the new application format |
| Workshops on Evaluating the new Graduate Application  | NGP Admissions Committee (14 faculty, 2 graduate students and 2 postdocs)         | Hosted workshops to practice reviewing the new NGP application   |



# Stay in touch!



Visit the [REI Center](#) website



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