

**ALLIANCE FOR VISIBLE DIVERSITY IN SCIENCE (AVDS)**  
**RECOMMENDATIONS FOR INCREASING & SUPPORTING RACIAL DIVERSITY**  
**2017-2018**

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## ESTABLISHING MUTUAL GOALS

The following document outlines recommendations to increase and support *racial/ethnic diversity* within research programs in the OHSU School of Medicine (SOM). This is not only the mission of the student led group that we represent, Alliance for Visible Diversity in Science (AVDS), but also aligns with similar goals established in the *OHSU Diversity Action Plan 2013* (DAP). Using the DAP to define OHSU's diversity goals, we identified mutual goals and beliefs shared between OHSU and AVDS. The following ideas are pulled directly from the OHSU DAP 2013:

A diverse workforce and student body helps us attract and retain top talent, foster, innovation and creativity, flourish in a competitive market, maximize the return on our investment in people and ensure our flexibility to thrive.
OHSU must continue to make significant financial commitment and investment in individuals and programs, most notably in the areas of recruitment and development of students, faculty, staff, residents, fellows and other members of OHSU to meet our mission.
All OHSU community members must understand that issues of diversity and inclusion are a shared responsibility. The goal of enhancing diversity must be achieved within all units and mission areas.
OHSU must continue to develop methods to ensure leaders are accountable for implementing diversity initiatives and programs identified in the Diversity Action Plan.
OHSU must implement effective, integrated and sustained continual communication and engagement strategies to support and advance diversity initiatives.

In line with this, we describe our recommendations to work towards these goals. Similar to the 2013 DAP, we ranked our recommendations according to urgency and feasibility.

**The table below outlines what we see as top priorities:**

Hire a Dean of Diversity and support staff to specifically focus on diversity within PhD programs.
Provide an annual diversity report from each graduate program, the greater SOM, and the Center for Diversity and Inclusion (CDI) detailing diversity-related efforts.
Formally evaluate underrepresented minority (URM) student application denials and evaluate admission requirements accordingly.
Create a post-baccalaureate program specifically for URM students interested in science, with an emphasis on recruiting students out of state.
Implement a 'Dean's Scholar Award', an award which specifically supports URM students.
Require training on racism/institutional racism for program directors/administrators (i.e., upper leadership) and students.

**We recognize there are current ongoing efforts to accomplish many of the goals established within this document. Much of the feedback that our group receives is that students and faculty are aware of some of these ongoing efforts but seek additional information about their progress, successes, and challenges. Our objective is to provide suggestions for opportunities to enhance communication that may strengthen the engagement of the OHSU community around these efforts as well as suggest additional actions that will further support our mutual goals.**

## DOCUMENT STRUCTURE

This document is separated into 5 main categories we believe are necessary to address in order to increase and support racial diversity:

1. RELATIONSHIP STRENGTHENING
2. DATA COLLECTION
3. GRADUATE STUDENT RECRUITMENT
4. GRADUATE STUDENT RETENTION
5. OHSU CULTURE/EDUCATION

Under each main category, we included the following:

**Rationale:** Describes the sections importance and identifies how the suggested efforts also relate to OHSU's goals defined in the DAP.

**Action:** Describes several suggestions of specific ways to help accomplish the main category.

**Bolded action items:** **Bolded actions** in this document refer to what we see as **easily implementable and impactful actions**.

**Suggested responsibility:** Along with each recommendation, we identified who we believe may be responsible for carrying out each task. These are suggestions as the administration will ultimately delegate task responsibility.

As every member of AVDS has a primary position at OHSU (student, post-doc, faculty), AVDS considers ourselves as consultants during this process. We believe our position is to *help* create a diverse and inclusive environment, but the majority of this work rests in the hands of the administration.

At times, it may be necessary to conduct research, which may include literature review, learning about successful approaches taken by other institutions, etc. Therefore, the following document is a list of suggestions that may not necessarily have mechanisms completely outlined. This is intentional on our part, as we see the act of establishing mechanisms that transform these suggestions into action as the responsibility of the administration.

We recognize that this is a process; there will be successes and failures, and will require the engagement of the entire OHSU community. We hope the outlined suggestions act as a catalyst for stronger relationships, stronger action, and a stronger, more visible commitment to diversity.

**Note:** Throughout this document, we use the term racially/ethnically underrepresented minority, or URM. We define this as those racial/ethnic populations that are historically underrepresented in PhD-granting graduate programs within the School of Medicine (SoM) relative to their numbers in the general U.S. population.

## RELATIONSHIP STRENGTHENING

<p>RATIONALE: OHSU has made strides towards fostering diversity on our campus. These efforts, as well as future efforts, should be openly shared. Clear communication about progress, challenges, and current efforts will help foster a stronger relationship between those working towards our established mutual goals. In addition to communication, we believe evaluation and review of all efforts will ensure the implementation of effective policies. Continual reflection and evaluation of ongoing efforts demonstrates continual dedication and will strengthen relationships between all those working towards these goals across OHSU.</p>		
Action	Description	Suggested responsibility
<p><b>Provide an annual diversity report from each graduate program and the greater SoM detailing diversity-related efforts <i>specific to research</i></b></p>	<p>This annual report should include items such as the budget dedicated towards diversity efforts, an outline of targeted recruitment efforts, diversity related seminars, assembled task forces, etc. This document will help students and faculty understand initiatives and efforts put forth by other departments outside of their own, and will help students and faculty understand the diversity related efforts the institution is making as a whole. This annual report should be published and easily accessible to current students and employees. This helps create transparency, accountability, and trust. Furthermore, these reports can be used by the administration and students for future strategic planning.</p>	<p>Graduate program directors</p> <p>SoM</p>
<p><b>Provide an annual diversity report from the Center for Diversity and Inclusion (CDI) detailing all diversity-related efforts <i>specific to research</i></b></p>	<p>This annual report serves the same function as the previously mentioned report. Historically, many of CDI's diversity-related efforts focus on medical students rather than graduate students. An annual report focused specifically on research programs will help CDI, graduate students, and faculty understand the research-specific diversity environment. This annual report will help create transparency, accountability, trust, and an overall understanding of how CDI is engaged in diversity within the research domain. This document should be published and easily accessible to current students and employees.</p>	<p>CDI</p>
<p><b>Increase transparency of efforts and results for hiring faculty of color within research.</b></p>	<p>We recognize the current ongoing efforts towards this goal. Communication of such efforts will increase the understanding of current work and outcomes. The recruitment of faculty of color is important to students; it is not only important to see reflections of yourself in positions of power, but students of color oftentimes rely on faculty of color for mentorship (i.e., academic and emotional support), as their experiences better reflect their own.</p> <p>Possible suggestions for increasing targeted recruitment of faculty of color may include but are not limited to: incentives for programs to hire faculty of color (i.e.: SoM securing funds to cover a faculty member's salary/start-up package), targeted recruitment efforts as part of a job description (possibly hiring a 'Faculty Diversity Recruitment Officer'), and salary review for current and "to be hired" faculty of color to ensure salary equity on campus.</p>	<p>CDI</p> <p>SoM</p> <p>Individual graduate programs</p>

<p><b>Hire a Dean of Diversity and support staff to specifically focus on diversity within PhD programs</b></p>	<p>This document outlines several initiatives that are easily implementable and could be added to current FTE positions, however many of the more involved efforts outlined in this document require the creation of new positions with focused effort. AVDS recommends hiring a Dean of Diversity, housed within the SoM and specific to PhD programs. A Dean holds greater administrative influence and would have the power to create the necessary programmatic changes and cultural shifts required to fulfill the mutual goals established at the beginning of this document. This position should be accompanied by support staff in order to ensure ultimate success and efficiency. A successful Dean dedicated to diversity within the PhD programs will not only serve as a powerful driving force behind our initiatives and oversee related budgets, but will also demonstrate OHSU's full dedication to diversity.</p>	<p>Upper OHSU administration</p>
<p><b>Tri-annual meeting to discuss the aforementioned reports</b></p>	<p>We believe that the previously mentioned annual reports will help to build relationships, but verbal communication and in-person discussion far surpasses written summaries. In order to discuss the efforts detailed in the aforementioned reports, AVDS suggests hosting a tri-annual meeting with administration, students, post-doctoral fellows and faculty. These meetings will inform the broader OHSU community about current ongoing initiatives, help align our goals, and emphasizes that diversity and inclusion is a community effort.</p>	<p>SoM CDI AVDS Graduate students</p>

## DATA COLLECTION

**RATIONALE:** Data collection will enable the administration to assess the success of ongoing diversity efforts, identify areas that need further attention or refinement, and guide policy decisions. Making this data easily accessible will increase transparency, build trust within the community, and allow the different arms of OHSU to work towards mutual goals.

Action	Description	Suggested responsibility
<p><b>Collect data on URM faculty metrics</b></p>	<p>Racial diversity among faculty members remains low. In order to address this disparity, investigative research can be done with current faculty members of color to understand factors that initially attracted them to OHSU, their thoughts on the current landscape of support for URM faculty, and ideas on how we can increase racial diversity among faculty members. In addition, data on URM faculty application numbers/offers, reasons for denial, number of acceptances, and exit interviews with faculty who decline to accept should be recorded, de-identified, and available to students, staff, and faculty. This task could be accomplished by an assembled task force, or by hiring the aforementioned ‘Faculty Diversity Recruitment Officer’.</p>	<p>Individual graduate programs SoM</p>
<p><b>Administer a climate survey to determine if current diversity efforts are effective (every three years)</b></p>	<p>This climate survey should be administered to all students, post-doctoral fellows, and faculty. Questions should include what resources and opportunities have been offered and which of these have been utilized, resources and opportunities that are currently lacking, and overall opinion of diversity-related efforts at OHSU. The results of this survey should be published and accessible to current students and employees. We believe that capturing campus opinions at this frequency will help assess the progress and success of various efforts as they’re being implemented and developed.</p>	<p>Upper OHSU administration</p>
<p><b>Formally evaluate URM student application denials and evaluate admission requirements accordingly</b></p>	<p>Programs use their own discretion to determine criteria for admissions requirements, which is oftentimes arbitrary and unsupported by established and documented research. Such requirements become problematic if they are based on implicit biases or policies that disproportionately affect students of color. An example of this is the GRE: studies show that the GRE is more predictive of socioeconomic status than academic <a href="http://www.sciencemag.org/careers/2017/06/gres-dont-predict-grad-school-success-what-does">success</a><sup>1</sup>, yet several departments/programs across our campus still use this metric. Another example is years of previous research experience, the lack of which is a frequently-cited reason for URM application denials. Admissions committees may believe that prior research experience is positively linked to longevity and success in the program, but there are few studies to support this notion. Although admissions committees may not be aware of their biases, empirical evidence would make this apparent and could lead to positive change.</p> <p>(Note: We are not suggesting that the root of any of the metrics are caused by intentional racial bias, but such biases may disproportionately affect students of color.)</p>	<p>Individual program directors</p>

<sup>1</sup> <http://www.sciencemag.org/careers/2017/06/gres-dont-predict-grad-school-success-what-does>

	<p>AVDS recommends programmatic evaluations of the cited reasons for denial of URM applications in accordance with empirical evidence supporting the rationale of the reasoning.</p> <p>This is challenging, as it asks us to look at possible biases in our own practices. However, it makes little sense to implement changes in other areas without evaluating the gates that allow students access to our university.</p>	
<b>Collect data on URM metrics for each graduate program</b>	Analysis of challenges with diversity and inclusion on our campus is difficult without data from which to draw conclusions. Data on URM application numbers, number of interviewees and acceptances, and exit interviews with students who decline to accept our offers should be recorded and available to students, staff, and faculty.	Individual program directors
<b>Hire an external review board or consultant to evaluate the diversity-related efforts of each program, the SoM, and CDIs every 3 years</b>	Impartial review is critical for objective assessment of progress. Hiring an external review board (similar to external program reviews required for accreditation) will help determine if the current ongoing efforts are leading to maximum efficiency of monetary and time investments. The conclusions from the external review board should be published and accessible to current students and employees.	Upper OHSU administration SoM
<b>Establish mechanisms for policy changes after data collection</b>	Data collection is imperative for understanding current areas of improvement. Determining a mechanism for using the collected data to inform policy change is of equal importance. The mechanism for how the data are used will most likely be unique and evaluated case-by-case but should be established <i>before</i> data collection, and re-evaluated after.	Upper OHSU administration Individual program directors SoM



## GRADUATE STUDENT RECRUITMENT

**RATIONALE:** As of April 2017, the URM population for PhD programs at OHSU was reported to be 15.7%. Although this is comparable to the [national average](#)<sup>2</sup> (17.5%), the national average is still significantly lower than the percentage that this population represents [across the nation](#)<sup>3</sup> (~32%).

Currently there are few formal/effective mechanisms in place to recruit URM graduate students. These are important factors that current/prospective graduate students, post-doctoral fellows, and faculty look for in order to determine a university's commitment towards increasing racial/ethnic diversity. We have an opportunity to shift the way that current and prospective OHSU community members view our commitment to diversity.

The efforts outlined in this section suggests ways to demonstrate a clear and *visible* message of support, which will not only help increase diversity, but also express our strong commitment to the diversity that we value.

Action	Description	Suggested responsibility
<b>Implement a 'Dean's Scholar Award'</b>	<p>The 'Dean's Scholar Award' would be granted to graduate students from racially/ethnically underrepresented backgrounds and cover the stipend, tuition, and health insurance starting from their second year until graduation. Students would be automatically considered upon matriculation based on the strength of their graduate school application (similar to the <a href="#">ARCS Foundation Scholarship</a><sup>4</sup>).</p> <p>Actions such as this are what many URM students/post-doctoral fellows and faculty look for when evaluating a university's commitment to supporting diversity. This award would exist as a method of institutional support for recruiting and retaining graduate students from racially/ethnically diverse backgrounds and demonstrate our dedication to supporting diversity.</p> <p>Most graduate students choose a lab and are financially supported by their PI after their first year, however the current funding situation of any given PI oftentimes limits lab choice. This award would be attractive to prospective students as it would give them the freedom to choose any lab of scientific interest, ignoring the limitation of funding. It would also be attractive for PI's as well, as their student would be financially covered.</p>	Upper OHSU administration SoM
<b>Targeted graduate student recruitment efforts</b>	<p>This may include but is not limited to: investing and incentivizing students from the Build EXITO program to apply/attend as well as OHSU having a presence at minority focused scientific conferences such as ABRCMS/SACNAS/SFN (BP Endure). Previous SoM experiences with URM scientific conferences resulted in the sentiment that these conferences are low returns on investment. It is important to note, making genuine connections with students at poster session events, lunches/dinners, etc. is more effective than tabling. Administration/faculty members should bring student representatives to help make such connections.</p>	Individual graduate programs SoM CDI AVDS

<sup>2</sup> <https://www.nsf.gov/statistics/2017/nsf17310/static/data/tab3-1.pdf>

<sup>3</sup> <https://factfinder.census.gov/faces/tableservices/jsf/pages/productview.xhtml?src=bkmk>

<sup>4</sup> <https://oregon.arcsfoundation.org>

<p><b>Create a post-baccalaureate (post-bac) program specifically for URM students interested in research, with an emphasis on recruiting students out-of-state</b></p>	<p>While summer internship programs currently exist on our campus, the racial diversity of students interested in research and scientific careers remain low. In addition, matriculation of students from the summer programs into OHSU graduate programs is low. To overcome this, AVDS recommends creating a post-bac program with an emphasis on national recruitment. Recruiting students from out of state may give students who may have not have considered our institution an opportunity to experience OHSU and the city, as well as advertise our programs via word-of-mouth.</p> <p>A common recruitment concern frequently expressed to AVDS by program administrators is that URM students oftentimes need additional training in some area, either academically or with regard to previous research experience. Under an established OHSU post-bac program, students will gain sustained research experience or take recommended coursework over a 1-2-year period. This program would be offered to students from underrepresented groups, and specifically those that are racially diverse. Providing room and board (which will help attract out-of-state and likely a more diverse population of students), a livable stipend, and tuition remission for 1-2 courses at OHSU or PSU would greatly benefit URM recruitment efforts. If these are cited reasons for URM admission denial, as outlined in the “Data Collection” section, then this initiative should be prioritized.</p>	<p>SoM CDI</p>
<p><b>Re-invite URM students for personalized visits</b></p>	<p>Inviting students back to visit after the initial interview weekend demonstrates to the student that the institution is excited and invested, making them more inclined to accept. Individual programs may coordinate with other programs/departments in order for this to occur on the same weekend, which may help applicants establish a sense of community before accepting. This “second look” opportunity is something other institutions practice and is traditionally done as part of the medical school application process. This will allow URM applicants across programs to meet each other, meet with students, faculty, and organizations (e.g. AVDS) to get a feel for the culture of OHSU and their fit.</p>	<p>Individual graduate programs AVDS</p>
<p><b>Connect with URM students before, during, and after interviews</b></p>	<p>AVDS currently connects with prospective students throughout the interview process. It should be common practice that faculty, administration, CDI, and student resource groups should meet/email applicants before, during, and after interviews. Simple acts such as this can be reassuring to a student who may be nervous to attend OHSU. This conveys to students that they are walking into a supportive network willing to help them navigate this new space.</p>	<p>AVDS CDI Individual graduate programs</p>

## GRADUATE STUDENT RETENTION

**RATIONALE:** Many recent studies point to a lack of success in institutional inclusion efforts that focus mainly on recruitment and fail to equally prioritize retention. Establishing retention mechanisms specific to graduate students will help reinforce the idea that OHSU is interested not only in URM attendance, but also their overall success while here. Recommendations outlined in this section represent potential efforts towards financial commitment and investment in programs that support and retain a diverse student body, thereby demonstrating interest in reaching our mutual goals outlined in ‘Establishing Our Mutual Goals’ section of this document.

Action	Description	Suggested responsibility
<b>Establish funding mechanisms for students to identify fellow URMs on campus</b>	Given the low number of URMs and the separated nature of graduate programs, it can be challenging for new students to identify and connect with other URMs on campus. This separation and failure to identify other URMs can increase feelings of isolation. AVDS currently fills this niche with little guaranteed financial support from the institution. Many of our events have been funded through individual donations, one time funding sources, or out of our own pockets. Forming a budget for these types of activities will allow a dedicated amount of money to be annually available to fund such graduate student focused community-building events.	SoM CDI
<b>Implement support groups focused on issues commonly faced by URMs</b>	AVDS is an example of an already existing student driven support group for URM students, however any administrative driven support group demonstrates dedication at a university level. After establishing a relationship between AVDS and JBT, JBT has offered to implement such support groups. This ensures institutional continuity and oversight by trained personnel. An administrative group on campus should coordinate with JBT in order to complete this recommendation.	SoM JBT AVDS
<b>Establish universal guidelines for addressing student performance within graduate programs</b>	In order to demonstrate a dedication to the success and retention of graduate students overall, it would be worthwhile to create a process for faculty mentor reporting (by graduate students) and review processes related to addressing situations related to “poor student performance” (as determined by PIs). Importantly, the guidelines should outline acceptable methods for remediation prior to the excusal of any graduate student.	SoM Individual program directors
<b>Allocate emergency travel funds for graduate students</b>	A fraction of URM students entering graduate school may come from socioeconomically disadvantaged backgrounds. Relocation to a new state is not only initially costly, but emergency travel funds may be hard to come by on a graduate student budget. Furthermore, many students of low socioeconomic status may be providing financial support for their families, increasing the challenge to secure emergency funding. This serves as a barrier for relocating far from home (i.e., the further away students are from home, the more expensive emergency trips back home become). This serves as an opportunity for the institution to help relieve financial stress by offering qualified students, URM or not, access to emergency funding	SoM CDI

	<p>(namely for airfare). If OHSU allowed students to apply for financial assistance to help navigate emergency situations, it would serve to offset the enduring inequity experienced by socioeconomically disadvantaged students. Additionally, it would demonstrate empathy and understanding of the financial strain many graduate students experience.</p>	
<p><b>Require general mentorship training for all PIs accepting students</b></p>	<p>The most important responsibility a PI has to a graduate student is mentorship. Mentorship may be the main determinate in some, if not all, graduate student success. Given the importance of such a task, the university has a responsibility to PIs and to students to provide mentorship training. Interpersonal relationships dynamics should not be treated as intuitive knowledge, especially when they carry impactful repercussions. Every PI should have the same basic training on effective mentorship strategies which helps ensure the success of the student, the PI, the lab, and ultimately the research values of OHSU.</p> <p>Increasingly, more graduate programs are starting to implement mentorship training. Along with this, more graduate students will come to see this as a reflection of a university dedicated to their success. OHSU has an opportunity to join an important movement that will soon become an expectation.</p> <p>These mentorship trainings should include how to communicate effectively with students, how to foster good mentee/mentor relationships, and how to navigate diversity and inclusion in mentor/mentee relationships and the laboratory environment.</p>	<p>SoM Individual graduate programs</p>

## OHSU CULTURE & EDUCATION

**RATIONALE:** The cultural climate at our institution influences the desire to stay at our university, as well as our productivity while here. We must make clear and deliberate efforts to nurture an inclusive environment that welcomes and values all, with deliberate effort focused on traditionally underrepresented groups. Given that traditionally underrepresented groups represent a lower percentage of our campus, many are unfamiliar with the history, backgrounds, and values of such groups. It is important to understand these elements, as this information will help foster the ways that we approach inclusion.

Investing in efforts to improve culture and retention will allow us to attain our mutual goals of creating a campus that values diversity and one that recognizes that diversity and inclusion is our shared responsibility. OHSU may help crystalize this message by demonstrating a willingness to invest in resources for the cultural support of faculty/post-docs/students and educational opportunities to address difficult topics on our campus.

Action	Description	Suggested responsibility
<b>Require training on racism (interpersonal and institutional) for program directors/administrators (i.e., upper leadership) and students</b>	<p>Any effort towards current implicit bias training, recruitment, or retention will be less effective if we lack an understanding of what racism is, what forms racism takes, the effects of institutionalized racism, and the ways in which these concepts manifest within the research setting.</p> <p>We are a community at OHSU- students interact with students, students interact with faculty, faculty interact with faculty, and so on. If we do not understand the ways that racism manifests (intentionally or unintentionally) within ourselves, regardless of which race we identify as, we are bound to continue to practice unknown non-inclusive practices. This inhibits our overall goals of inclusion. Without this basic understanding of race and racism and how these interact with research, any of the aforementioned efforts may fall on deaf ears, or worse, increase racial diversity on a possibly unwelcoming campus. This training should be administered by an external professional.</p>	<p>Upper OHSU administration</p> <p>SoM</p> <p>CDI</p>
<b>Establish a ‘Togetherness Fund’</b>	<p>AVDS recommends establishing a ‘Togetherness Fund’, which would be a dedicated fund of money set aside exclusively for community initiated/led groups to fund social events, speaker invitations, etc. Community events aimed at gathering diversity focused programs run by students or faculty synergizes current efforts and builds a culture/comfort level for a relatively sparse community.</p>	<p>SoM</p> <p>CDI</p>
<b>Hold regular seminars focused on issues around race</b>	<p>Topics may include: what is racism, how to deal with racial bias/racism, imposter syndrome as it relates to race, racial bystander/ally training, how to talk about race, how to navigate race in mentor/mentee relationships, etc. This effort directly demonstrates OHSU’s willingness to address difficult topics that affect student and faculty success. This should be offered quarterly.</p>	<p>JBT</p> <p>CDI</p> <p>SoM</p>

<p><b>Invite an annual distinguished scientist of color to give a seminar on their research and meet with students/postdocs</b></p>	<p>Making this a common practice helps show all students that diversity in research exists, helps strengthen confidence in current students/faculty of color, and shows a dedicated effort to give equal and formal space for scientists of color. This could also positively impact recruitment/hiring efforts (see Relationship Strengthening) through word-of-mouth publicity.</p>	<p>SoM CDI AVDS</p>
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## **SUMMARY**

AVDS formed out of a desire to increase and support racial diversity on our campus. These ideas presented above represent a number of different ways that we believe we may start to achieve this goal. We hope that these points springboard (potentially difficult) conversations about race on our campus, encourage stronger relationships between departments, facilitate deeper trust between administration and students, and launch meaningful action taken by the entire OHSU community. We firmly believe that efforts such as those listed will help OHSU fulfill their promises to promote diversity outlined in their Diversity Action Plans, help realize OHSU's Vision 2020, and most importantly, encourage a space on our campus where all are not only welcomed, but encouraged to join the OHSU community.

## WHO IS AVDS?

### MISSION:

To increase visible diversity within the graduate programs at Oregon Health and Science University (OHSU) by recruiting, retaining, and most importantly, supporting graduate students, postdoctoral scholars, staff, and faculty members from underrepresented backgrounds.

We recognize and reflect the important notion that in order to increase racial/ethnic diversity on our campus, we must make targeted, deliberate, and measurable efforts to create an environment that not only welcomes, but encourages a diverse population of people.

### WHO WE ARE:

AVDS organized as a response to the concern of many who believe the university should make targeted and appreciable efforts to increase the recruitment and subsequent support of racially diverse students, post-doctoral fellows, and faculty. Formally established in November 2016, AVDS membership currently consists of over 120 graduate students, post-doctoral fellows, faculty, and staff from the across many programs and departments within the School of Medicine, as well as and the greater OHSU community, who believe in and support our mission.

AVDS membership truly represents diversity. We not only house members from different programs, departments, and career levels, but our members themselves are diverse in age, sexual orientation, and racial/ethnic background. We exemplify the meaning of diversity and inclusion, and volunteer our time and effort to recruit and support students, post-docs, and faculty of color to the best of our ability.

### A SNAPSHOT OF WHAT WE DO:

By establishing this group, we created a place where students from different racial and cultural backgrounds assemble under one central cause. Current and prospective students, post-doctoral fellows, and faculty expressed their gratitude for the formation of AVDS as it symbolizes a shift in the culture of OHSU.	Regularly attend recruitment events for Neuroscience Graduate Program, Behavioral Neuroscience, Program for Molecular & Cellular Biosciences, School of Nursing, and the MD/PhD program in order to connect with prospective students of color and allies. In addition, we have represented the Neuroscience Graduate Program at BP Endure.
Regularly follow up with prospective graduate students before and after their interview, and again once they arrive at the university, extending support and resources.	Continuously host many community-building opportunities such as happy hours, volunteer opportunities, and educational events focused on race.
Presented at various diversity related undergraduate events hosted by PCC and PSU.	Coordinated a diversity related career panel during research week.
Collaborated with Amanda Lund to host OHSU's first 'Mentor Day' for summer internship students, connecting graduate students from AVDS to their undergraduate student population.	Currently coordinating with JBT to establish ally training modules and student support groups.
Many AVDS members are associated with other diversity related programming. We connect with prospective students across the nation to give them a sense of graduate life at OHSU.	Currently working with the School of Medicine, the Center for Diversity and Inclusion, as well as individual program directors to strategically respond to student concern.