





Directory

Leadership Team

- Principal Investigator, Susan Shaw, Professor and Director of the School of Language, Culture, and Society
- Co-PI, Michelle Bothwell, Associate Professor, School of Chemical, Biological, and Environmental Engineering
- Co-PI, Lisa Gaines, Director, Institute for Natural Resources
- Co-PI, H. Tuba Özkan-Haller, Professor, College of Earth, Ocean, and Atmospheric Sciences
- Co-PI, Sarina Saturn, Assistant Professor, School of Psychological Science
- Co-PI, Rebecca Warner, Senior Vice Provost for Academic Affairs
- Senior Staff, Deborah John, Assistant Professor, College of Public Health and Human Sciences
- Senior Staff, Nana Osei-Kofi, Associate Professor and Director of Difference Power and Discrimination
- Senior Staff, Dwaine Plaza, Professor, Sociology
- Graduate Research Associate, Tami Fawcett
- Graduate Research Associate, Bonnie Ruder
- Graduate Research Associate, Dawn Schiller
- Research Assistant, Sophie Shorten
- Project Manager, Jennifer Almquist

Deans Council

Deans Council members

- Provide high-level, strategic recommendations to the ADVANCE leadership team to advance the project's goal of transforming the institution's climate, structures, and relationships to create an equitable and just workplace
- Utilize their position to effect positive and transformational change in their own colleges and departments

Members

- Chair, Larry Rodgers, Executive Dean, Division of Arts and Sciences, Dean, College of Liberal Arts
- Sastry Pantula, Dean, College of Science
- Scott Ashford, Dean, College of Engineering
- Mark Abbott, Dean, College of Earth, Ocean, and Atmospheric Sciences
- Thomas Maness, Dean, College of Forestry
- Dan Arp, Dean, College of Agricultural Sciences
- Larry Flick, Dean, College of Education

Internal Advisory Council

Internal Advisory Council members

- Provide input and feedback to the ADVANCE leadership team on the planning and implementation of the project
- Serve as ambassadors in an effort to support the project's goal of transforming the institution's climate, structures, and relationships to create an equitable and just workplace

Members

- Chair, Sabah Randhawa, Provost and Executive Vice President
- Stella Coakley, Emeritus Associate Dean, College of Agricultural Sciences
- Lisa Gaines, Director, Institute for Natural Resources
- Anita Grunder, Professor and Associate Dean for Academic Programs, College of Earth, Ocean, and Atmospheric Sciences
- Yesenia Gutierrez, Associate Director of Equal Opportunity, Office of Equity and Inclusion
- Kate Hunter-Zaworski, Professor, Civil and Construction Engineering
- Janet Lee, Professor, Women, Gender, and Sexuality Studies
- Craig Marcus, Professor and Department Head, Environmental and Molecular Toxicology
- Brenda McComb, Dean, Graduate School
- Robert McGorin, Professor and Department Head, Food Science and Technology
- Sue Theiss, Ombuds, University Ombuds Office
- Virginia Weis, Professor and Chair, Department of Integrative Biology

External Advisory Council

External Advisory Council members

- Provide strategic advice and support in realizing the programmatic goals of OREGON STATE ADVANCE
- Identify potential venues for national collaboration

Members

- Jill Bystydzienski, Women, Gender, and Sexuality Studies, Ohio State University
- Kelly Mack, Executive Director of Project Kaleidoscope, Association of American Colleges and Universities
- Regina McClinton, Director, Institute for Intercultural Teaching and Learning, Grand Valley State University
- Caryn McTighe Musil, Senior Scholar and Director of Civic Learning and Democracy Initiatives, Association of American Colleges and Universities
- Britt Raubenheimer, Associate Scientist, Woods Hole Oceanographic Institute
- Jamie Ross, Women, Gender, and Sexuality Studies, Portland State University
- Sue Rosser, Provost, San Francisco State University



Institutional Context and Data

History

Founded in 1868, Oregon State University (OSU) is the state's Land Grant university and is one of only two universities in the United States to have Sea Grant, Space Grant and Sun Grant designations. OSU also holds the Carnegie Foundation's top designation for research institutions and its Community Engagement classification. The university has nearly 28,000 students and offers more than 200 undergraduate and 80 graduate degree programs. It has nearly 3,500 faculty members in its 11 colleges. Its core values are: accountability, diversity, integrity, respect, and social responsibility.

Recently, OSU has taken a number of significant steps to advance diversity and support women and members of other underrepresented groups. The offices of Affirmative Action, Women's Advancement and Gender Equity, and Diversity and Community were reorganized into a single Office of Equity and Inclusion. A Tenured Faculty Diversity Initiative supports the hiring of diverse faculty. All administrative position announcements include a demonstrated commitment to diversity as a required qualification (it is a preferred quality in all faculty announcements), and candidates must answer a specific question during interviews about their diversity commitments. In the past several years, the university has created an office of Work-Life, helped form the Greater Oregon Higher Education Recruitment Consortium (HERC), developed a Dual Career Hiring Initiative, created a Leadership Academy for chairs and directors, adopted an anti-bullying policy, and hired an ombudsperson. Search Advocates are trained and available to serve on search committees to help address implicit bias and encourage attention to diversity. These initiatives address specific problems identified on OSU's campus, but they need to become embedded in a much larger institutional transformation that will change the culture, as well as policies and procedures. OREGON STATE ADVANCE will provide that larger institutional framework for transformation.

Need for ADVANCE

While the changes described above have come at the upper administrative level, we have not had cultural and procedural changes effectively and equitably spread throughout individual STEM units in the colleges. Institutional assessments indicate ongoing need for attention to issues of diversity, particularly for women and people of color. In 2011, OSU President Ray called for a comprehensive self-study to engage the OSU community in examining equity, inclusion, and diversity efforts university-wide. The scope and ambition of this process were unprecedented for the university; while there had been numerous evaluation and planning efforts related to equity, inclusion, and diversity, none had been as comprehensive or as engaging. The self-study process involved efforts to engage with and obtain the perspective of members of the university community, review promising practices at other institutions, consider what data the university should collect and analyze on an ongoing basis, and determine how the university should regularly assess the climate. While considerable progress has been made, the self-study and external review revealed areas for continued improvement, such as increasing the representation of groups historically underrepresented in the professoriate, equalizing student academic success rates across identity groups, and assessing the university climate on an ongoing basis toward the goal of fostering a sense of inclusion. As a result, OSU prioritized seven strategic objectives to pursue over the next five years, including creating a senior-level advisory council, developing strategies to diversify the workforce, and increasing accountability for equity, inclusion, and diversity. An

outside team of experts reviewed these recommendations and assessed our institutional capacity to enact our visions and realize our goals. Overall, the self-study and external review uncovered a strong sense of institutional commitment to diversity and a sense of hope among the community in the university's potential for change.

Only 23% of OSU's science, technology, engineering, and mathematics (including social and behavioral sciences) faculty are women (Table 1), and women make up only 20.8% of full professors in these disciplines. Only 20 of the women faculty in STEM disciplines are U.S. women of color (3%), with another 5 in SBS (Table 2). Another 24 STEM faculty women are international faculty. Data are not available on the numbers of women faculty who have disabilities or identify as lesbian, bisexual, transgender, or queer (LBTQ). In preparing for this project, researchers used snowball sampling to conduct focus groups with these subpopulations of STEM women faculty. The women of color focus groups indicated specific concerns around student perceptions of women of color faculty and their own perceptions of bias incidents. They also noted the lack of awareness of issues for diverse faculty among colleagues, administrators, and students, and they pointed out the obvious dearth of women of color faculty on campus. Participants in the LBTQ group had mostly positive experiences but encouraged attention to all kinds of families. International women suggested a need for more information about university resources. They also noted the impact of stereotypes and remarked on the level of rudeness they experienced frequently from students. Participants in the disabilities group noted a lack of departmental administrative support for accommodations and explained the loss of privacy in having to disclose disabilities to receive needed support. Even such disclosures, however, did not guarantee help, for example, in scheduling classes to accommodate energy levels. These groups asked for consciousness-raising on campus, mentoring programs that also provided education in diversity issues for mentors, and increased training for search committees. They also expressed concerns about work-life balance and family issues. Efforts at change for women within higher education will likely be unsuccessful without attention to the role of these intersections within the institutional context.¹ With its focus on intersectionality, OREGON STATE ADVANCE will pay specific attention to addressing issues for women across all of their diversity² and come up with practical long lasting solutions to these issues.

¹ Pifer, Meghan J. "Intersectionality in context: A mixed-methods approach to researching the faculty experience." *New Directions for Institutional Research* 2011.151 (2011): 27-44.

² Crenshaw, Kimberlé. "Mapping the margins: intersectionality, identity politics, and violence against women of color." *Stanford Law Review* 43.6 (1991): 1241-1299.

Table 1. Number of T/TT (excludes emeritus but includes administrators) Women Faculty in STEM/SBS

Category	Number of Women				% Women	% Women Oct 2012			
	Oct 2009	Oct 2010	Oct 2011	Oct 2012	Oct 2012	Instructor	Assistant Prof	Associate Prof	Full Prof
STEM	115	114	119	129	20.8%	16.7% (1/6)	25.2% (28/111)	20.2% (38/188)	19.6% (62/316)
SBS	29	30	35	35	41.7%	0% (0/2)	60.9% (14/23)	37.9% (11/29)	33.3% (10/30)
STEM/SBS	144	144	154	164	23.3%	12.5%	31.3%	22.6%	20.8%

Table 2. Representation of OSU STEM/SBS Minority T/TT Faculty

	Minority Male Faculty					Minority Female Faculty					Minority Female % of STEM for this year
	Instructor	Asst Prof	Assoc Prof	Full Prof	Total	Instructor	Asst Prof	Assoc Prof	Full Prof	Total	
STEM											
2009	0	21	26	26	73	0	8	4	4	16	3%
2010	0	20	24	27	71	0	8	3	5	16	3%
2011	0	17	25	28	70	0	7	6	6	19	3%
2012	0	14	27	29	70	0	7	6	7	20	3%
SBS											
2009	0	1	4	2	7	0	1	3	0	4	5%
2010	0	1	3	3	7	0	1	3	0	4	5%
2011	0	1	3	3	7	0	2	3	1	6	7%
2012	0	2	3	3	8	0	2	2	1	5	6%



Project Overview

The goal of OREGON STATE ADVANCE is to transform the institution's climate, structures, and relationships to create an equitable and just workplace. OREGON STATE ADVANCE will institutionalize supportive policies and processes and revolutionize understandings, relationships, and practices by fostering greater comprehension of the roles difference and power play in social institutions.

Progression toward this goal will be guided by three major objectives:

1. Recruit, retain, and promote more women STEM faculty across the majority of Oregon State University's (OSU) Colleges by building upon established initiatives and implementing new policies and programs that will lead to a significant increase of women STEM faculty at OSU;
2. Recognize the importance of gender's intersections with race/ethnicity, social class, and other axes of oppression in affecting women's lives;
3. Develop OSU's Difference, Power, and Discrimination (DPD) faculty development program to provide targeted educational opportunities for STEM faculty and administrators.

Initiatives and Programs

Systems of oppression are structured along three dimensions: the individual, the symbolic, and the institutional.³ The individual dimension has to do with how gender, race, class, and other aspects of identity frame our personal biographies and the ways we participate in institutions and relationships. The symbolic dimension acknowledges the impact of ideologies, especially as they take shape in language and stereotypes, in reproducing hierarchies. Finally, the institutional dimension names the systematic ways social institutions, such as higher education, structure relationships in order to maintain power and privilege or confer subordination. Each activity of OREGON STATE ADVANCE addresses one or more of these dimensions with the goal of disrupting systems of oppression by challenging them at individual, symbolic, and institutional levels.

Educational Activities

OREGON STATE ADVANCE's educational activities address the symbolic dimension of systems of oppression. By introducing a wide variety of audiences to difference, power, and discrimination concepts these educational activities challenge existing ideologies and stereotypes and offer alternative and inclusive understandings of the relations of power and privilege in STEM.

- **OREGON STATE ADVANCE Summer Seminar** engaging participants in personal reflection about their own location in relation to power and privilege and providing opportunities to explore structural inequities within the university. This is the core activity and innovation for our institutional transformation efforts, and it provides participants an opportunity to imagine a transformed future in which institutional structures and personal behaviors are both professionally and personally life-affirming for all people across their differences.

³ Hill Collins, Patricia. "Toward a New Vision: Race, Class, and Gender as Categories of Analysis and Connection." *Race, Sex & Class* 1.1 (1993): 25-45.

- **Annual lecture** featuring a renowned woman scientist who will address both her expertise and her experiences of difference in STEM. This activity provides meaningful role models for STEM faculty and outlines differing successful career paths.
- **Annual campus updates** providing information about the project to the university community; delivering education about concepts of difference, power, and discrimination; and receiving input on how to improve project success.
- **Administrators workshop** providing opportunities to learn more about applying principles of difference, power, and discrimination to administration. This activity is designed to keep administrators engaged after they have participated in a summer seminar and to generate specific sets of action items that will ensure that the theoretical framework covered in the seminars can be effectively put into action. (Years 2-5)
- **Regional conference** offering presentations on topics related to enhancing faculty success and improving the climate for diverse populations in STEM. This activity is also a primary dissemination tool and is geared toward the communication of successful practices at different institutions. (Year 5)

Members

- Co-Chair, Michelle Kutzler, Associate Professor, Animal and Rangeland Sciences
- Co-Chair, Susan Shaw, Professor and Director of the School of Language, Culture, and Society
- Alyssa Deline, PhD Student, Environmental Engineering
- Rebekah Elliot, Associate Professor, College of Education
- Lisbeth Goddik, Professor, Food Science and Technology
- Kimberly Japhet, Instructor, Crop and Soil Science
- Sujaya Rao, Professor, Crop and Soil Science
- Barbara Taylor, Professor, Department of Integrative Biology
- Aaron Wolf, Professor and Department Chair of Geosciences

Recruitment and Advancement Activities

OREGON STATE ADVANCE's recruitment and advancement activities address primarily individual dimensions of systems of oppression in the ways STEM women participate in the institution. As these become part of Oregon State University's organizational structure, they will also have impact in the institutional dimension of oppression.

- **Recruitment packets** providing information to diverse women about a variety topics such as work-life balance practices, the general community, and opportunities for employment for significant others.
- **Model promotion and tenure letters** outlining explicit verbiage to send to external reviewers reflecting the value the university places on differing career paths and diverse contributions.
- **Dependent care support information and advocacy** including the collection of data regarding childcare needs and challenges that can be used to clearly outline issues and potential solutions for university leadership.
- **Partnerships to enhance life balance** including collaborating with the Oregon Higher Education Recruitment Consortium and advancing the current Dual Career Hiring Initiative.

Members

- Co-Chair, Michelle Bothwell, School of Chemical, Biological, and Environmental Engineering
- Co-Chair, Rebecca Warner, Senior Vice Provost for Academic Affairs

- Dan Edge, Associate Dean, College of Agricultural Sciences
- Troy Hall, Department Head, Forest Ecosystems and Society
- Kathryn Higley, Department Head and Professor, Nuclear Engineering and Radiation Health Physics
- Michelle Inderbitzin, Associate Professor, Sociology
- Corrine Manogue, Professor, Physics
- Roger Samelson, Professor, College of Earth, Ocean, and Atmospheric Sciences

Mentoring Activities

OREGON STATE ADVANCE's mentoring activities primarily target the individual dimension of oppression. These activities help individual women move forward in their careers by developing knowledge and skills necessary for success and by providing consciousness-raising around gender and other forms of difference.

- **Annual retreat for pre-tenure STEM faculty** focusing on building alliances between men and women around shared values of institutional citizenship.
- **Writing retreats** aiming to enhance success in publication. (Years 2-5)
- **Leadership retreats** focusing on developing STEM women as leaders. (Years 2-5)
- **Mentor development** equipping senior STEM professors and administrators with skills to become more effective mentors.
- **Leadership internships** providing STEM women term-long opportunities to work in an administrative unit and gain an increased understanding of university leadership and administration.

Members

- Chair, H. Tuba Özkan-Haller, Professor, College of Earth, Ocean, and Atmospheric Sciences
- Stella Coakley, Emeritus Associate Dean, College of Agricultural Sciences
- Selina Heppell, Interim Department Head and Associate Professor, Fisheries and Wildlife
- Barb Lachenbruch, Professor, Forest Ecosystems and Society
- Rorie Solberg, Associate Professor, Political Science
- Irem Tumer, Associate Dean for Research and Economic Development, College of Engineering

Policy and Procedure Activities

OREGON STATE ADVANCE's policy and procedure activities focus on the institutional dimension of oppression. They are designed to change institutional structures and improve processes in order to enhance women's success.

- **Family-friendly policies enhancement** including telecommuting opportunities, flexible parking passes, and other ideas that will be generated throughout the project period to enhance inclusiveness and efficiency.
- **Promotion and tenure committee composition tracking** attending to gender in order to develop a data set that can be used to inform changes as needed.
- **Accountability measures related to diversity efforts and mentoring practices** serving as a means to evaluate contributions to diversity efforts and mentoring practices.
- **Exit interviews** tracking attrition and identifying circumstances surround the decision to leave the university.

- **Promotion and tenure tracking systems** gathering information about the effectiveness of current practices across units, with specific attention to common practices as well as differences.

Members

- Co-Chair, Michelle Bothwell, Associate Professor, School of Chemical, Biological, and Environmental Engineering
- Co-Chair, Rebecca Warner, Senior Vice Provost for Academic Affairs
- Susan Capalbo, Professor and Department Head, Applied Economics
- Anne Gillies, Associate Director of Affirmative Action and Advancement, Office of Equity and Inclusion
- Henri Jansen, Professor, Physics
- Eric Kirby, Associate Professor, College of Earth, Ocean, and Atmospheric Sciences
- Joseph McGuire, Professor, School of Chemical, Biological, and Environmental Engineering
- Claire Montgomery, Professor and Department Head, Forest Engineering, Resources and Management
- Deborah Pence, Professor, Mechanical, Industrial and Manufacturing Engineering
- Susana Rivera-Mills, Executive Associate Dean, College of Liberal Arts

Community-Building Activities

OREGON STATE ADVANCE's community-building activities address all three dimensions of oppression by bringing faculty together in productive ways to support one another, find common ground, and facilitate collaborations, including those to effect structural changes at the university.

- **Women faculty in STEM/Liberal Arts quarterly meetings** creating opportunities for transdisciplinary conversations and collaborations.
- **Women and men pre-tenure faculty in STEM quarterly gatherings** fostering community; encouraging collaborative efforts; and exploring difference, power, and discrimination concepts as applied in STEM.
- **Northwest ADVANCE consortium** inviting universities and colleges in the region that have not formally engaged in ADVANCE initiatives to learn about OREGON STATE ADVANCE. (Year 2)
- **Peer-reviewed online, open access journal** publishing findings from OREGON STATE ADVANCE and other ADVANCE projects across the nation, as well as other relevant research on women and other underrepresented populations in STEM.

Members

- Co-Chair, Sarina Saturn, Assistant Professor, School of Psychological Science
- Co-Chair, Lisa Gaines, Director, Institute for Natural Resources
- Wendy Aaron, Assistant Professor, College of Education
- Kelly Benoit-Bird, Professor, College of Earth, Ocean, and Atmospheric Sciences
- Juyun Lim, Associate Professor, Food Science and Technology
- Monique Udell, Assistant Professor, Animal and Rangeland Sciences



Abbreviated Project Plan

Table 3. Abbreviated Project Plan

	Recruitment & Advancement	Education	Mentoring	Policy & Procedure	Community-building
Year One	-Childcare info	-Develop seminar -Train seminar leaders -Two summer seminars -Annual lecture -Annual workshop	-Pre-tenure retreats	-Family-friendly policies -Recruitment packets -Model P & T letters	-STEM/CLA meetings -STEM gatherings -Web site
Year Two	- Recruitment packets	-Two summer seminars -Annual lecture	-Pre-tenure retreat -Writing retreat -Online mentoring	-Administrator guidelines	-NW consortium -STEM/CLA meetings -Social Media
Year Three	-Model P & T letters	-Two seminars -Annual lecture -Administrator workshop	-Pre-tenure retreat -Mentor training -Leadership internship	-Attrition tracking system/exit interviews	- STEM/CLA meetings
Year Four	- Collaboration with GO HERC and dual career hiring initiative	-Seminars -Annual lecture -Technology apps -Development of train-the-trainer institute	-Pre-tenure retreat -Writing retreat	-P & T tracking system	- STEM/CLA meetings
Year Five	- Leadership retreat	-Annual lecture -Train-the-trainer institute -Online support resources -Advertisement for seminar leaders to other campuses -Admin. workshop	-Pre-tenure retreat -Writing retreat -Mentor training	- Others as identified through project assessment	-STEM/CLA meetings -Regional conference -Online ADVANCE peer-reviewed journal



Evaluation Plan

Efforts will include both formative and summative evaluation to assist the leadership team with the successful implementation and evaluation of project activities. The formative evaluation addresses whether the proposed activities are being implemented according to schedule, data is being collected to ensure effective summative evaluation, major benchmarks are being met, and progress is being made toward program goals. The formative evaluation will also provide feedback to the team to enhance communication among stakeholders, address challenges and/or unanticipated results, and examine the processes employed to achieve outcomes.

A summative evaluation will be undertaken in the grant's final year to assess how well the project has achieved its stated goals, the extent to which changes have been institutionalized, and whether findings are being disseminated, including those from the social science study. Prior to the summative evaluation in the grant's final year, progress toward goals will also be measured annually as part of the external evaluation.

Members

- Internal Evaluation Lead: Deborah John, Assistant Professor, College of Public Health and Human Sciences
- External Evaluator, Mariko Chang

Logic Model

The program has developed a logic model (Figure 1) to guide the development and evaluation of program activities. The logic model is a conceptual representation of the relationship between inputs, activities, and desired outcomes. Inputs are the resources mobilized to support the project and include financial resources as well as personnel who contribute to the project. Activities consist of efforts undertaken by the project to achieve the desired outcomes. Outcomes, or the changes or results expected from the activities, can be short-term, medium-term, or long-term.

The Theory of Change underlying the logic model draws upon theories of systems of oppression, recognizing that larger societal intersecting systems of sexism, racism, classism, heterosexism, ableism and ageism reproduce and maintain hierarchies at institutions, including OSU. The systems of oppression occur along three dimensions: the individual, the symbolic, and the institutional.

Figure 1. Logic Model

Inputs		→	Activities	→	Goals and Objectives	→	Institutional Transformation
People	Activities Designed to Address Different Levels of Oppression		Short and Intermediate Term Goals	Long Term Objectives			
ADVANCE IT PI ADVANCE IT Project Manager ADVANCE IT Co-PIS ADVANCE IT Committee Chairs and Co-chairs OSU President OSU Provost OSU Deans OSU Administrators and Leaders at College, School, and Program levels OSU Faculty OSU Human Resources NSF Program Officers NSF Grant Internal and External Evaluators	<p>Individual Level: how gender, race, etc. frame our personal biographies and ways we interact in institutions</p> <p>Symbolic Level: impact of ideologies as they take shape in language and stereotypes, reproducing hierarchies in institutions</p> <p>Institutional Level: systematic ways higher education structures relationships in order to maintain power and privilege or confer subordination</p>	Childcare info Dual-career hiring GO HERC Mentoring ADVANCE Seminar Pre-tenure retreats and luncheons Annual lecture Regional conference ADVANCE journal ADVANCE Seminar NW ADVANCE Consortium Train-the-trainer P&T tracking Model P&T letters Chair/Head evaluation Attrition tracking Recruitment packets Family-friendly policies Mentor-training DPD seminars for other schools Online resource ADVANCE Seminar Leadership internships	(1) Assess current programs, identify gaps, explore other options, develop new material regarding child care, dual-career hiring, family-friendly policies, mentoring programs. (2) Integrate ADVANCE concepts and ideas into existing mentoring programs on campus. (3) Raise awareness of issues related to women in science, build communities of support. (4) Disseminate information through website, annual lectures, regional conference, and ADVANCE journal. (5) Provide training for senior administrative and faculty members, begin training new trainers and mentors. (6) Implement processes for tracking information about recruiting, hiring, P&T, evaluation, mentoring, attrition. Collect and analyze data. (7) Create leadership internship program. (8) Develop transferable DPD seminars (both online and in person).	(1) Recruit, retain, and promote more women STEM/SBS faculty across OSU colleges by building upon established initiatives and implementing new policies and programs that will lead to a significant increase of women faculty at OSU. (2) Recognize the importance of gender’s intersections with race/ethnicity, social class, sexual identity, and other axes of oppression in affecting women’s lives, including their professional experiences with academia, and situate this understanding as a central component in our efforts to transform the institutional culture. (3) Adapt and offer OSU’s Difference, Power, and Discrimination (DPD) faculty development program to provide tailored educational opportunities for STEM/SBS faculty and administrators.			

Guiding Questions

- Is the project being implemented effectively and according to schedule?
- Are data being collected to provide baseline measures of desired outcomes and to track progress toward project goals?
- How well has the project reached its goals?
- What is the evidence that any changes in attitudes, behaviors, practices, or structures are the result of project activities?
- Are successful activities and policies being institutionalized?
- How effectively have results been disseminated to a broader national audience?

Methods of Evaluation

Both quantitative and qualitative data will be used to inform the evaluation, including interviews and/or focus groups, observation, institutional data (faculty by department, sex, rank, etc.), surveys, review of university policies, event evaluation forms, findings from the social science research study, and documentation from program events (e.g., sign-in sheets or other methods of tracking event attendance). A brief description of the evaluation methods and data are described below:

- **Observation** of program activities, events, and meetings will be conducted. The goal of the observations will be to assess and refine the evaluation activities and provide formative information to the project team to facilitate the success of the project.
- **Interviews and/or Focus Groups** to obtain specific feedback on the process and outcomes of the project, interviews and/or focus groups will be conducted with numerous stakeholders, such as the ADVANCE Leadership Team, STEM faculty, program participants (mentors, mentees, etc.), deans, department chairs, and administrators.
- **Event Evaluation Forms** distributed at workshops, trainings, retreats, conferences and other key events will be evaluated using participant evaluation forms that will provide both formative evaluation (satisfaction with topic and format, general feedback to inform the development of future events, etc.) and summative evaluation (whether the events are effective for achieving project goals).
- **Electronic Survey** of STEM faculty will be undertaken to measure climate and impacts of the grant activities upon project goals.

Table 4 shows the relationship between the program activities, objectives, evaluation questions, indicators, data, and evaluation methods.

Table 4. Program goals, activities, evaluation questions, indicators, data, and evaluation methods

Program Activities	Guiding Evaluation Questions	Possible Indicators	Data, Evaluation Methods
Objective 1: Hire, retain, and promote more women STEM/SBS faculty by building upon established initiatives and implementing new policies and programs that will lead to a significant increase in women faculty at OSU			
<p>Recruitment & Advancement Activities:</p> <p>Recruitment Packets</p> <p>Model P&T letters</p> <p>Childcare support information and advocacy</p> <p>Collaboration with Oregon HERC & advancement of Dual Career Hiring Initiative</p>	<p>-What is the impact of the recruitment and advancement activities upon the hiring, retention, and promotion of women STEM/SBS faculty?</p> <p>What factors affect impact?</p> <p>-How well do the activities address intersectionality as a way to hire and advance more women, particularly women of color</p> <p>-Are the activities impacting the institutional structure?</p>	<p>-% of STEM/SBS women faculty increases</p> <p>-% of STEM/SBS women hired</p> <p>-% of STEM/SBS women faculty promoted</p> <p>-# of dual-career hires</p> <p>-faculty report improved information about childcare</p> <p>-faculty report improved information about dual career opportunities</p> <p>-faculty report model P&T letters improves the value committee members place on differing career paths and diverse contributions in P&T decisions</p> <p>-faculty report the recruitment and advancement activities are having a positive impact on the hiring, retention, and promotion of women STEM/SBS faculty</p>	<p>-Institutional data on new hires, promotion, and distribution of faculty by dept, rank, and sex</p> <p>-Interviews/ focus groups with faculty, chairs</p> <p>-STEM/SBS-wide electronic survey</p>
<p>Policy and Procedure Activities:</p> <p>Additional family friendly policies (for example telecommuting)</p> <p>System for tracking composition of P&T committees</p> <p>Guidelines for dean/chair accountability (for chair’s contributions to diversity efforts)</p>	<p>-To what extent do the policy and procedure activities support the hiring, retention, and promotion of women STEM/SBS faculty?</p> <p>-Does the university culture support the use of family friendly policies?</p> <p>-Are deans and chairs being held accountable for their contributions to diversity efforts and mentoring practices?</p>	<p>-% of faculty using family-friendly policies</p> <p>-% of women and other marginalized groups on P&T committees</p> <p>-faculty report the university culture supports use of family friendly policies</p> <p>-chairs and deans report being held accountable for contributions to diversity efforts and mentoring practices</p> <p>-administrators report using information from new tracking systems to improve processes to retain and</p>	<p>-Institutional data on new hires, promotion, and distribution of faculty by dept, rank, and sex</p> <p>-Interviews/ focus groups with faculty, chairs, deans, administrators</p> <p>-Data on P & T composition</p> <p>-STEM/SBS-wide electronic survey</p>

<p>and mentoring practices)</p> <p>System to track attrition and exit interviews</p> <p>System to track P&T process</p>	<p>-Are effective systems for tracking important processes and outcomes being set up (for example, composition of P&T committees, P&T processes, attrition)?</p> <p>Are the systems being used to improve processes that enhance women's success?</p>	<p>promote women STEM/SBS faculty</p> <p>-faculty report the recruitment and advancement activities are having a positive impact on the hiring, retention, and promotion of women STEM/SBS faculty</p>	
<p>Community-Building Activities:</p> <p>President's lunches</p> <p>STEM/Liberal Arts meetings</p> <p>Northwest ADVANCE consortium</p> <p>ADVANCE journal</p>	<p>-Are community-building activities increasing cross/trans-disciplinary conversations and collaborations?</p> <p>-Are community-building activities increasing opportunities for building common goals to affect change?</p> <p>-Is the ADVANCE journal attracting submissions from ADVANCE projects across the nation?</p>	<p>-# of STEM/SBS women faculty participating in community-building activities</p> <p>-participants report increased conversations and collaborations across STEM/Liberal Arts disciplinary lines</p> <p>-participants report increased conversations with each other about DPD concepts</p> <p>-findings from OSU ADVANCE are shared with institutions in neighboring states</p> <p>□ faculty report new cross-and trans-disciplinary collaborations as a result of community-building activities</p> <p>-# of submissions to ADVANCE journal</p> <p>-faculty report community-building activities are having a positive impact on the hiring, retention, and promotion of women STEM/SBS faculty</p>	<p>-Institutional data on new hires, promotion, and distribution of faculty by dept, rank, and sex</p> <p>-Interviews/ focus groups with faculty, chairs, deans, administrators</p> <p>-Evaluation forms from events</p> <p>-STEM/SBS-wide electronic survey</p>
<p>Objective 2: Recognize the importance of gender's intersections with race/ethnicity, social class, sexual identity, and other axes of oppression in affecting women's lives, including their professional experiences within academia, and situate this understanding as a central component in our efforts to transform the institutional culture</p>			
<p>Mentoring Activities:</p>	<p>-In what ways do mentoring activities</p>	<p>-# of STEM/SBS women faculty and administrators</p>	<p>-Interviews/ focus groups with faculty,</p>

<p>Annual Provost's retreat</p> <p>Writing and leadership retreats for STEM/SBS women faculty</p> <p>Mentor training</p> <p>Leadership internships</p>	<p>improve the retention and promotion of women STEM/SBS faculty?</p> <p>-How well do the mentoring activities help women move forward in their careers by developing knowledge and skills necessary for success?</p> <p>-How well do the mentoring activities provide consciousness-raising around gender and other forms of difference?</p> <p>-Does mentor training provide mentors with knowledge of how to mentor within systems of oppression?</p>	<p>participating in mentoring activities</p> <p>-STEM/SBS women faculty report receiving mentoring that meets their professional needs</p> <p>-mentors report training helps them understand how intersectionality impacts advancement and how mentoring can address these inequities</p> <p>-faculty report building alliances between women and men around the shared values of institutional citizenship</p> <p>-retreat participants report increased publication success</p> <p>-STEM/SBS women report increased leadership opportunities</p> <p>-participants report mentoring activities are improving the recognition of how intersectionality affects women's professional experiences</p> <p>-participants report mentoring activities are helping them act to transform the institutional culture</p>	<p>mentors, mentees, chairs, deans, administrators</p> <p>-Evaluation forms from events</p> <p>-STEM/SBS-wide electronic survey</p>
<p>Educational Activities</p> <p>Woman scientist lectures</p> <p>ADVANCE workshop</p> <p>Workshops for administrators on applying DPD principles</p> <p>Regional conference</p>	<p>-What is the impact of the educational activities on faculty and administrator understanding of the axes of oppression affecting women and their willingness to transform the culture at OSU?</p> <p>-To what extent are faculty and administrators engaging with the</p>	<p>-Administrators report using DPD workshop principles to transform institutional culture</p> <p>-Attendees of educational activities report learning how axes of oppression impact STEM women's experiences</p> <p>-faculty and administrators report awareness of ADVANCE goals and achievements</p> <p>-conference participants report increased</p>	<p>-Interviews/ focus groups with faculty, chairs, deans, administrators</p> <p>-Evaluation forms from events</p> <p>-STEM/SBS-wide electronic survey</p>

	content addressed in the DPD seminars to transform the culture?	understanding of ways to enhance faculty success and improve climate	
Objective 3: Adapt OSU's Difference, Power, and Discrimination (DPD) faculty development program to provide tailored educational opportunities for STEM faculty and administrators			
DPD seminar for STEM administrators and faculty	-Do seminars help participants develop greater understandings of systems of oppression and their own location in the hierarchy of power and privilege? -Do participants use knowledge or skills learned to act to reduce structural inequities at OSU?	-Participants report using knowledge or skills learned at the seminars to reduce inequities experienced by women in STEM/SBS at OSU	-Interviews or focus groups with DPD seminar participants -Seminar evaluation forms
Social Science Research			
	-How well does the DPD seminar motivate participants to contribute to campus climate transformation? -Are findings being used to inform ADVANCE programming? -Are findings disseminated?	-Participants report gaining awareness of relational power and take action to foster positive and affirming faculty interactions across difference -Participants report being better equipped to navigate negative professional interactions and structural barriers -Team reports using findings to guide programming	-Interviews with DPD seminar participants -Surveys & diaries completed by DPD participants -Presentations & publications



Research Initiative

The Social Science Study, uses a mixed methods approach to investigate the following research question: Will participating in the summer seminar empower and motivate institutional leaders and faculty members to actively contribute to campus climate transformation (through improving their interpersonal interactions)?

Members

- Co-Chair, Dwaine Plaza, Professor, Sociology
- Co-Chair, Michelle Bothwell, Associate Professor, Chemical, Biological, and Environmental Engineering
- Bonnie Ruder, Graduate Research Associate
- Sophie Shorten, Research Assistant

Key Hypotheses

- Women STEM faculty who complete the summer seminar will
 - have greater awareness and understanding of the power relationships in which they are emerged than similarly situated women STEM faculty who did not participate
 - report a greater sense of efficacy in managing professional interactions and challenging structural/cultural barriers than similarly situated women STEM faculty who did not participate
- Men and women STEM faculty who identify along social identity categories that are centered in US culture (e.g., white, able bodied, straight) will
 - have a higher level of awareness and understanding of relational power, and a greater appreciation of what is involved in building authentic alliances across difference after completing the seminar relative to their peers who did not participate
 - take more explicit actions to foster positive and affirming faculty interactions across difference after completing the seminar relative to their peers who did not participate