Welcome!

Co-Facilitators: Michelle Bothwell and Susan Shaw
INTRODUCTIONS

- What is your first name?
- Where did you live before you began college?
SELF AND COMMUNITY

Discuss your responses to the following questions for 10 minutes in dyads:

1. How can this seminar help you grow?
2. What do you have to offer to this group?
3. What do you fear most about sharing with this group?
4. What do you anticipate will be the most difficult to listen to with this group?
5. How willing are you to be vulnerable with this group?
INTRODUCTIONS, CONTINUED

- What do you hope to do in your role at the university with the information from this seminar?
- What do you hope to have learned at the end of our two weeks together?
WHY ARE WE HERE?

Sensemaking

- The ADVANCE summer seminar seeks to help administrators and faculty “make sense” of individual and group experiences of discrimination within institutions.
- Literature on general institutional transformation suggests that “sensemaking” is effective in organizational change because it allows people to construct and accept significant new understandings of the institution and then act in ways that are consonant with the new understanding.
Why Are We Here?

Systems of Oppression Theories

- Systems of oppression theories help explain why inequality, exclusion, and discrimination persist.
- By examining systems of oppression, we can make a different kind of sense of the experiences of women and other diverse populations at OSU, and we can develop behaviors (personally and institutionally) that reflect the sense we have made of the situation.
- Oregon State ADVANCE draws from the work of Black feminist theorist, Patricia Hill Collins.
OK, SO WHAT’S “DIFFERENCE” ANYWAY?

Difference

- Socially constructed binaries that confer dominance or subordination on group members (gender, race, social class, ability, sexual identity, age, religion, country of origin).

In other words

- Identities that get assigned to us based on group membership that affect how others interact with us and how we interact with the world.
- These identities places us in a social hierarchy complicated by the ways our differences intersect.
SEMINAR LEARNING OUTCOMES

Through the systems of oppression lens, participants will:

- Analyze how difference (gender, race, social class, sexual identity, age, ability, religion) works in higher education.
- Explain how difference works at OSU and in your unit.
- Critically evaluate STEM cultures through lenses of difference.
- Critically examine what you value and what you do in professional settings with specific attention to difference and the difference difference makes.
- Specifically for administrators: Apply understandings of difference to the work you do in budgeting, planning, recruiting, retaining, promoting, supervising, evaluating, and mentoring (among other things).
- Specifically for faculty: Be responsive to how difference plays out among your students and colleagues.
SEMINAR OVERVIEW

Week 1
- Day 1: Welcome and Introductions*
- Day 2: Understanding Bias and Analyzing Oppressions
- Day 3: Sex, Gender, Sexism, Gender Identity, Transphobia, and Cisgenderism
- Day 4: Race, Racism, Ethnocentrism, and Nativism
  - Social Justice Tour*
- Day 5: Class and Classism

Week 2
- Day 6: Ability, Disability, and Ableism*
- Day 7: Religious Difference and Religious Discrimination*
- Day 8: Sexual Identity, Homophobia, and Heterosexism
- Day 9: Reconciliation and Coalition-Building*

* The two seminars will come together for parts of these days.
SAVE THE DATES

2016-2017 Academic Year Meetings

- Tuesday, October 18th, 8:30-10:30am, MU Horizon Room
- Wednesday, February 22nd, 11:30am-1:30pm, MU Horizon Room
- Thursday, May 4th, 3:00-5:00pm, MU Horizon Room
NSF ADVANCE

Increase Representation and Advancement

Promote Equity

Develop a More Diverse Workplace
OREGON STATE ADVANCE

- OREGON STATE ADVANCE aims to serve as a catalyst for advancing the study and practice of equity, inclusion, and justice for women and others from historically underrepresented groups who are faculty in the academy.

- Progression toward this goal is guided by three major objectives:
  1. Recruitment and Promotion: Influence academic recruitment and promotion policies and practices to assure equitable, inclusive, and just advancement.
  2. Institutional Climate: Contribute to an institutional climate that reflects shared values for equity, inclusion, and justice.
  3. Awareness and Actions: Provoke faculty and administrators’ personal awareness of difference, power, and discrimination in the academy and actions that contribute to an equitable, inclusive, and just environment.
OREGON STATE ADVANCE

Leadership Team

- **Principal Investigator (2016-17)**, Becky Warner, Professor, Sociology
- **Principal Investigator (on sabbatical)**, Susan Shaw, Professor of Women, Gender and Sexuality Studies
- **Program Manager**, Jennifer Almquist
- **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
- **Senior Staff**, Deborah John, Associate Professor, College of Public Health and Human Sciences
- **Senior Staff**, Nana Osei-Kofi, Associate Professor (WGSS) and Director of Difference Power and Discrimination
- **Senior Staff**, Dwaine Plaza, Professor, Sociology
10 MINUTE BREAK
WHY IS ADVANCE NEEDED?

Women in STEM:

- 24% of women hold STEM jobs.
- 76% of men hold STEM jobs.

1 in 7 engineers are women.

Jobs:

- 27% in computer science & math.
- 40% in physical & life sciences.

Disproportionately low share of undergraduate degrees.
WHY IS ADVANCE NEEDED?

- Science still seen as a male profession even in countries with a relatively high number of female scientists (Miller, Eagly, Linn, 2014)
- Gender gaps remain in virtually every scientific field (*Gender Gap Grader*, 2015)
- While explicit gender bias (self-reported bias) is on the decline, implicit (or unconscious) gender bias remains widespread (AAUW, March 2015)
- Women often find themselves pressured to take on service roles (Allen, 2006).
- Women often face backlash for behaving in stereotypically masculine ways, such as being assertive (Prentice, & Carranza, 2002), angry (Brescoll & Uhlmann, 2008), or self-promoting (Rudman, 1998)
- Latinas and Black women also often reported being mistaken for janitors (Williams & Dempsey, 2014). Men of color describe similar experiences (Bonilla, 2006)
Only 27.36% of OSU’s STEM/SBS faculty are women, and women make up only 23.03% of full professors in these disciplines (only 21% in STEM disciplines alone). Minority women are only 3% of STEM faculty at OSU.

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

<table>
<thead>
<tr>
<th></th>
<th>Number of Women</th>
<th>% Women</th>
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<tbody>
<tr>
<td></td>
<td>Pre-Award</td>
<td>Year 1</td>
<td>Year 2</td>
<td>Pre-Award</td>
<td>Year 2</td>
<td>Pre-Award</td>
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<td>Pre-Award</td>
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<tr>
<td>STEM</td>
<td>2009</td>
<td>115</td>
<td>156</td>
<td>168</td>
<td>20.81%</td>
<td>24.78%</td>
<td>25.2%</td>
<td>32%</td>
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<tr>
<td>SBS</td>
<td>2009</td>
<td>29</td>
<td>36</td>
<td>39</td>
<td>41.70%</td>
<td>47.56%</td>
<td>60.9%</td>
<td>45%</td>
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<tr>
<td>STEM/SBS</td>
<td>2009</td>
<td>144</td>
<td>192</td>
<td>207</td>
<td>23.30%</td>
<td>27.36%</td>
<td>31.30%</td>
<td>34.34%</td>
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Source: Oregon State University Office of Institutional Research, using Data Warehouse and Banner Information

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

<table>
<thead>
<tr>
<th></th>
<th>Minority Male Faculty</th>
<th>Minority Female Faculty</th>
<th>Minority Female % of STEM for this year</th>
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<tbody>
<tr>
<td>STEM</td>
<td>Instructor</td>
<td>Asst Prof</td>
<td>Assoc Prof</td>
</tr>
<tr>
<td>2009</td>
<td>0</td>
<td>21</td>
<td>25</td>
</tr>
<tr>
<td>2010</td>
<td>0</td>
<td>20</td>
<td>24</td>
</tr>
<tr>
<td>2011</td>
<td>0</td>
<td>17</td>
<td>25</td>
</tr>
<tr>
<td>2012</td>
<td>0</td>
<td>14</td>
<td>27</td>
</tr>
<tr>
<td>SBS</td>
<td>Instructor</td>
<td>Asst Prof</td>
<td>Assoc Prof</td>
</tr>
<tr>
<td>2009</td>
<td>0</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>2010</td>
<td>0</td>
<td>1</td>
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<tr>
<td>2011</td>
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<td>3</td>
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<tr>
<td>2012</td>
<td>0</td>
<td>2</td>
<td>3</td>
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# Historical Look at Faculty Hiring

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<tbody>
<tr>
<td><strong>Start dates</strong></td>
<td>AY 2012-13</td>
<td>AY 2013-14</td>
<td>AY 2014-15</td>
<td>AY 2015-16 or AY 2016-17</td>
<td></td>
</tr>
<tr>
<td>Total Hires</td>
<td>33</td>
<td>73</td>
<td>72</td>
<td>43</td>
<td>28</td>
</tr>
<tr>
<td>% Women</td>
<td>42%</td>
<td>29%</td>
<td>36%</td>
<td>39.5%</td>
<td>68%</td>
</tr>
<tr>
<td>% US URM*</td>
<td>6.1%</td>
<td>11%</td>
<td>6.9%</td>
<td>9.3%</td>
<td>25%</td>
</tr>
</tbody>
</table>

*Black, Hispanic, Pacific Islander, Native American, 2 or more races
EXAMPLES OF CHANGE AT OSU

College of Agricultural Sciences

- College leaders action plans focused on enhancing search and employment practices.
- Implemented the search and hiring standards from the 2014-2015 Provost Hiring Initiative as the standard hiring practice for the college.

College of Engineering

- Winter 2017 Momentum!
DOES THE SHOE FIT?

- How do we as individuals and the institutions in which we work engage difference?
- What outcome is sought?
What do you need to feel welcome and appreciated in a group?

What do you see as essential for a group to have conversations that may be uncomfortable and challenging?

- How do you feel when the hard issues come up in conversations?
- Why do you think groups may have a hard time talking about differences?
- What might you think or feel if someone said the “wrong” thing in a conversation?
RESPECT GUIDELINES

- Recognize your own communication style and the style of others.
- Expect to learn something about yourself and others.
- Speak clearly and use personal examples.
- Participate honestly and openly.
- Engage by listening as well as speaking.
- Confidentiality/curiosity/charity.
- Take responsibility for yourself and what you say.
THE CONSTRUCTION OF KNOWLEDGE

- Scientific experimentation
- Logic, argumentation, dialectic
- Artistic creation
- Experience
- Narrative
Stories

- Provide a way to construct meaning
- Help us seek things differently
- Help us enter the worlds of people who are different from ourselves
- Transcend statements of fact or propositions
- Allow us to hold multiple and often contradictory experiences in mind at the same time

We create meaning and knowledge as we tell our stories!
The Danger of a Single Story

- Divide a note page into four sections
- Label each section: race, gender, class, and other markers of identities
- Note places in video where you hear the speaker’s ideas attend to one or more of these aspects of identity.

Table Discussion

What did you notice about your notes, about the story, or about your understanding of these constructs of identity?
10 MINUTE BREAK
The Institutional Transformation (IT) track of NSF ADVANCE is meant to produce large-scale comprehensive change related to recruitment and advancement of women faculty in STEM.

OSU ADVANCE is about serving as a catalyst for advancing the study and practice of equity, inclusion, and justice for women and others from historically underrepresented groups who are faculty in the academy.

OSU ADVANCE seminar outcomes: “analyze, explain, evaluate” in order to be “responsive” to your environment and “apply” your new understandings to your policies and practices.
Susan Sturm: The Architecture of Inclusion

- Key to advancing workplace equity is to align inclusiveness to core institutional values and practices that define "institutional citizenship."

- At the heart of what it means to be a citizen of OSU is our commitment to "shared governance."

Amy Lyman: The Trustworthy Leader. Co-founder of the Great Places to Work

- To advance equity there must be credibility among leaders (trust), respect for faculty, and fairness in the process.
SHARED GOVERNANCE AT OSU

Shared Governance Task Force (report at http://oregonstate.edu/senate/committees/other/jtfsrg/Final110831rev.pdf)

Input from faculty revealed a sense of failure in shared governance:

- Administrators do not communicate with those providing input about how decisions were made
- Faculty are not involved because of perceived lack of impact and no reward for time spent on providing input
FULL-CYCLE SHARED GOVERNANCE

TRANSPARENCY

Proposed Policy or Program

Feedback

Discussion with Faculty

Presentation to faculty

TRUST

Policy or Program Revised

Feedback

Discussion with Faculty

Presentation to faculty

= ENGAGED CITIZENS WORKING TOWARD EQUITY TOGETHER
FULL-CYCLE: TRANSPARENCY + TRUST
FULL-CYCLE PROCESSES: HIGHER EDUCATION

1. Wheel of science
   - Science is “self-correcting”

2. Learning outcomes assessment
   - OSU Accreditation recommendation: ”how does assessment lead to program changes?”
The best way to advance a university’s mission is by creating a community based on inclusiveness, respect and accountability.

OSU’s shared governance process not only confirms our belief that faculty, students and staff are deeply invested in the long-term success of the University, but that partnership among all constituent groups is essential to our institutional integrity.
OREGON STATE ADVANCE COMMUNITY
YOUR ROLE

Vision

Causes

Framework

Sphere of influence
Disparities in the representation and advancement of women and others from historically underrepresented groups in STEM.
SOCIAL JUSTICE FRAMEWORK

Focus on Equity

Access open and available to all

Advocacy skills to effect change

Agency intention to effect change

Solidarity Actions collectively working for change

Participatory Democracy

Civil Society

Transformative Practices

Systemic Change
“As leaders and educators, we are charged to listen more openly, respond more sensitively and support more unconditionally on our journey toward a just, inclusive and equitable campus community.” Strategic Plan Phase III 2014-2018

Think ahead to 2020:

- Imagine that Oregon State University has become a more just, inclusive, and equitable campus community. What would it look like?

- Consider what you think is currently working well, and what you would like to see the university do more of, do better, or do differently.
  - What is your unit like?
  - How are you different?
  - How did we all get to this place?
  - Consider what help (knowledge, skills, resources, etc.) you need to realize this vision.
ACTION PLANNING

- Goal:
- Plan:

<table>
<thead>
<tr>
<th>Action Steps</th>
<th>Responsibilities</th>
<th>Timeline</th>
<th>Resources</th>
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<tbody>
<tr>
<td>Step 1:</td>
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<td>Step 2:</td>
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<tr>
<td>Step 3:</td>
<td></td>
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- Evidence of success (How will you know you are making progress? What are your benchmarks?)
- Evaluation process (How will you determine that your goal has been reached? What are your measures?)
OVER THE NEXT TWO WEEKS

Short-Term

- What are the immediate next steps you will take as an individual to advance a commitment to equity, inclusion and justice?

- What are the immediate next steps you will take in collaboration with others to advance a commitment to equity, inclusion and justice?

- What help do you need to take action?

Longer-Term

- Continue to work on your vision of OSU as a place of inclusion, equity, and justice. What will it look like?

- What steps will you take to move the university toward that vision?
DEBRIEF

- What is the most interesting thing that happened today for you?
- What are various feelings that were evoked for you today?
- What surprised you today?
- What challenged you today?
- What did you learn today?
- What are you going to do with what you learned today?
REFERENCES


Prentice, Deborah A. and Erica Carranza. 2002. “What women and men should be, shouldn’t be, are allowed to be, and don’t have to be: the contents of prescriptive gender stereotypes.” *Psychology of Women* 26(4): 269-81.

REFERENCES

