“Enhancing diversity of the OSU community is essential to attain excellence in our educational, scholarly, and outreach endeavors and to prepare our students to succeed in a globally connected world. Diversity is central to the university’s institutional mission and goals. Indeed OSU cannot be a premier land grant university without seeking the value of diversity and committing to equity and inclusion.”
(OSU Strategic Plan 3.0)
ADVANCE at the NSF

The goal of the National Science Foundation’s (NSF) ADVANCE program is to increase the representation and advancement of women in academic science and engineering careers, thereby developing a more diverse science and engineering workforce.

Institutional Context

OSU’s Search Advocate Program

- Initiated in 2007
- Two part workshop series
- Enhances integrity, effectiveness, and diversity in the university’s hiring practices
- Featured in The Chronicle of Higher Education (McMurtrie, 2016)
Institutional Context

Why does shared governance matter?

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.

Through this goal we focus on STEM/SBS, at three levels of influence: personal, symbolic, and institutional.

OREGON STATE ADVANCE


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.

Through this goal we focus on STEM/SBS, at three levels of influence: personal, symbolic, and institutional.

Strategy

What makes Oregon State ADVANCE different?

Broadened vision

- Moving beyond diversity to social justice
- Moving beyond monolithic gender to intersectionality

Catalyzing role

- Intervention empowers faculty and administrators to imagine the institutional transformation
- Pro: broad ownership of institutional transformation that is more sustainable
- Con: distributed model of action with longer time scale of change
The Theory of Systems of Oppression

- Three reciprocally determined and inter-influential dimensions
- Reproduce and maintain power systems based on intersecting identities
- OREGON STATE ADVANCE challenges the dominant paradigm and works across dimensions to disrupt the systems of oppression

Objectives

- **Recruitment & Promotion**: Influence Academic Recruitment and promotion policies and practices to assure equitable, inclusive, and just advancement.
- **Institutional Climate**: Contribute to an institutional climate that reflects a shared value for equity, inclusion, and justice.
- **Awareness & Action**: Provoke faculty and administrators' personal awareness of difference, power, and discrimination in the academy and action that contribute to equitable, inclusive, and just treatment.

Activities

- **ADVANCE Seminar**: Immersion experience for up to 15 participants with 2 co-facilitators
- **Sponsored Events**: Seminars, workshops, webinars (n=17)
- **Roadshow**: Presentations (n=21) to 17 units discussing ADVANCE & NOFDD
- **Influencer Dialogues**: 90 dialogues with individuals
- **Fellows/ Journal**: Fellows Initiated 2015, Journal Initiated 2017
Activities and Preview of Outcomes

<table>
<thead>
<tr>
<th>ADVANCE Seminar</th>
<th>Sponsored Events</th>
<th>Roadshow</th>
<th>Influencer Dialogues</th>
<th>Fellows/Journal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Immersion experience for up to 10 participants with 2 facilitators</td>
<td>Seminars, workshops, webinars (n=117)</td>
<td>Presentations (n=1) to 17 units discussing ADVANCE &amp; NCFDD</td>
<td>80 dialogues with individuals</td>
<td>Fellows Initiated 2015 \ Journal Initiated 2017</td>
</tr>
</tbody>
</table>

Progress to date:
- 6 seminars
- 81 participants exposed

Progress to date:
- Over 500 individuals exposed
- Joined NCFDD
- Self-nomination to ADVANCE seminar (n=65)

Progress to date:
- Asst. Professor seminar
- High-level position searches input
- 5 ADVANCE Fellows
- Journal progressing

- 60-hour immersion program
Readings, lectures, films, discussions, and experiential activities

Engages theories of systems of oppression highlighting intersectionality in the STEM context

Asks participants to engage in personal reflection about their own location in relation to power and privilege

Challenges participants to examine how STEM culture (practices, norms, and beliefs) has been constructed in ways that reproduce hierarchy and dominance

Example Experiences

Critical analysis of imagery
Embodied learning
- Theater of the Oppressed

Case Studies
Example Experiences

Critical analysis of imagery
Embodied learning
  • Theater of the Oppressed
Case Studies

Action Plans

<table>
<thead>
<tr>
<th>Action Steps</th>
<th>Who is responsible?</th>
<th>Timeline</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Step 1</td>
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<tr>
<td>Step 2</td>
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<tr>
<td>Step 3</td>
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</tbody>
</table>

Goal:
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?

All Cohort Gatherings

Panel discussion on actions
Cross-cohort brainstorming
Will participating in the ADVANCE seminar empower and motivate institutional leaders and faculty members to actively contribute to campus transformation?

Research Status

• To date, forty-six seminar participants and thirty-nine comparators agreed to participate in the study (n=85), which consisted of two structured surveys and two in-depth interviews (pre- and post-seminar).
• A total of 124 total in-depth interviews completed.

ADVANCE Seminar Reach

Percentage of Women in Tenure and Tenure-Track Faculty Positions 2014-2016

<table>
<thead>
<tr>
<th>College</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>CAS</td>
<td>26%</td>
<td>26%</td>
<td>29%</td>
</tr>
<tr>
<td>CEOAS</td>
<td>21%</td>
<td>23%</td>
<td>23%</td>
</tr>
<tr>
<td>CHED</td>
<td>10%</td>
<td>10%</td>
<td>10%</td>
</tr>
<tr>
<td>COE</td>
<td>17%</td>
<td>18%</td>
<td>20%</td>
</tr>
<tr>
<td>COP</td>
<td>17%</td>
<td>18%</td>
<td>23%</td>
</tr>
<tr>
<td>COS</td>
<td>17%</td>
<td>18%</td>
<td>24%</td>
</tr>
</tbody>
</table>
Percentage of Women in Tenure and Tenure-Track Faculty Positions 2014-2016

Assistant Professors by College

Overall STEM
2014: 31%
2015: 32%
2016: 36%

CAS CEOAS COED COE COF COS SBS/CLA

Overall
2014: 22%
2015: 23%
2016: 25%

CAS CEOAS COED COE COF COS SBS/CLA

Percentage of Women in Tenure and Tenure-Track Faculty Positions 2014-2016

Associate Professors by College

Overall STEM
2014: 22%
2015: 23%
2016: 25%

CAS CEOAS COED COE COF COS SBS/CLA

Percentage of Women in Tenure and Tenure-Track Faculty Positions 2014-2016

Professors by College

Overall STEM
2014: 20%
2015: 21%
2016: 22%

CAS CEOAS COED COE COF COS SBS/CLA
Challenge: Hiring practices not conducive to the hiring of diverse faculty
Action: Guidelines on search committees, including:
   • Chair and outside member must receive Search Advocate training
   • Diversity statement must be requested in advertisement
   • Dean disrupts process, if needed
Outcome: For last 3 years, over 50% of new faculty hires have been women, increasing the percentage of total engineering women faculty from 15% to 21%.
Impact Narratives
Institutionalizing EU Recruitment Practices
College of Engineering

Challenge: Diversifying the faculty and creating mechanisms to value EU work
Action:
- Developed a college policy document addressing:
  - Hiring Practices
  - Modified position descriptions to include commitment to diversity
  - Updated evaluation procedures to assess those commitments
Outcome:
- Full cycle of faculty evaluations with diversity expectations;
- 2015-2016 result was that 51% of all faculty hires in CAS were women

Impact Narratives
Institutionalizing Contributions from all Faculty Toward EU
College of Agricultural Sciences – Dan Arp, Dean & Joyce Loper, Associate Dean

Challenge: Marketing material not analyzed for sensitivity to EU issues
Action:
- Actively analyzing work through EU issues
Outcome:
- Adapted systems to apply an EU lens to operations and products
Impact Narratives

Individual Change: Video Testimonial

**Flaxen Conway, Professor**
College of Earth, Ocean, and Atmospheric Sciences

**Tiffany Garcia, Associate Professor**
College of Agricultural Sciences

**Melody Oldfield, Assistant Vice President**
University Relations and Marketing

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**Evaluating Program Activities for Outcomes**

**ADVANCE Seminar**
- Immersive experience for administrators and faculty
- Seminars, workshops for individuals

**Sponsored Events**
- Presentations to units regarding resources and opportunities
- Intentional dialogues with individual influencers

**Roadshow**
- Expose individuals
- Expose community
- Expose units and disciplines
- Expose influencers

**Influencer Dialogues**
- To inform, educate, build skills, develop shared language, and plan and implement actions to build EIJ communities, culture and context in STEM through involvement with OREGON STATE ADVANCE program activities

**Midterm Outcomes**
- Partnerships in solidarity
- Raise awareness and visibility
- Demonstrate self-efficacy

---

**Framework for Transformation**

Transformational Model for Evaluating Equitable, Inclusive and Just STEM Community for Diverse Women

**Institution**

**Symbolic**

**Individual Members**

**System of Oppression Dimensions**
- Attributes of People - Members
- Attributes of Place - Institution
- Attributes of Context - Setting

---
Empowering and catalyzing changes that are “community owned” and systemic requires a similar stage of readiness to take action on an issue at all:

- Three systems dimensions: Individual, Institutional, Symbolic
- Six change dimensions:
  - Knowledge of Issue
  - Current Efforts
  - Knowledge of Current Efforts
  - Leadership
  - Resources to Address Issue
  - Climate

Components of Socially Just Transformation with a Focus on Equity

Population Indicators
- Individual Dimension
  - Access experiences of resources
  - Agency intentions to effect change

Institution Dimension
- Advocacy skills to drive change
- Solidarity Actions for collective impacts

Mechanistic Indicators
- Participatory Democracy
- Transformative Practices
- Civil Society
- Systemic/Sustainable Change

Integrated Framework for EIJ Transformation

Transformational Model for Evaluating Equitable, Inclusive and Just STEM Community for Diverse Women

<table>
<thead>
<tr>
<th>Person-to-Person Behaviors</th>
<th>Person-in-Context Behaviors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attributes of Individual Members</td>
<td>Attributes of Academic Institution</td>
</tr>
<tr>
<td>Academic Leadership (knowledge and ability to effect change)</td>
<td>Solidarity Actions (collectively working to impact change)</td>
</tr>
<tr>
<td>Communications – Symbolic across Individual and Institutional Dimensions – Marketing</td>
<td>Attributes of Individual Members</td>
</tr>
<tr>
<td>Access / Resources / Efforts (inclusive, supportive, available to all)</td>
<td>Attributes of Academic Institution</td>
</tr>
<tr>
<td>Advocacy / Climate (knowledge and intention to change culture and context)</td>
<td>Attributes of Individual Members</td>
</tr>
<tr>
<td>Advocacy / Climate (knowledge and intention to change culture and context)</td>
<td>Attributes of Academic Institution</td>
</tr>
<tr>
<td>Community / Population</td>
<td>Attributes of Individual Members</td>
</tr>
<tr>
<td>Professional-Level Academic Unit</td>
<td>Attributes of Academic Institution</td>
</tr>
<tr>
<td>Dean-Level Academic Institution</td>
<td>Attributes of Individual Members</td>
</tr>
</tbody>
</table>

British Columbia Teacher's Federation, 2010

John et al., 2016
Reach:
- Five seminar cohorts, comprised of 43 administrators and 38 faculty
- One URM cohort with 13 participants

Efficacy:
- Seminar cohorts produced individual action plans with goals aimed at individual, symbolic and institutional levels within the academic system
- Specific actions were themed around:
  - Hiring
  - Mentoring
  - Positions/position descriptions
  - Promotion and tenure
  - Climate/interpersonal relationships
  - Resource allocations

Effectiveness:
- Seminar activities that were evaluated by participants to be most effective for fostering learning included:
  - Seminar content
  - Time spent with colleagues in safe environment for reflective dialogues
  - Guided and group discussions
  - Active learning, e.g. power shuffle, role-playing
  - Guest speakers and videos

Adoption:
- Participants represented 36 organizational units

Reach:
- 17 symposiums, workshops, lectures and webinars were sponsored or co-sponsored in partnership with 11 campus units
- Over 500 individuals identified as Oregon State faculty, staff, and administrators

Efficacy:
- Topics included women as scientists, mentoring, faculty development and diversity, and harassment
Reach:
- **21 roadshows** were delivered to 17 units exposing hundreds of academic and professional faculty and administrators to ADVANCE efforts and resources.

Efficacy:
- Raised awareness National Center for Faculty Development and Diversity (NCFDD) institutional membership, enabled through ADVANCE.
- Over **220 new NCFDD members** representing faculty at all levels in STEM and non-STEM units.

---

Reach:
- **Approximately 90 individual influencers** have been engaged in ongoing dialogues, including:
  - University President
  - Provost
  - Vice Provost/Faculty Senate President
  - Chief Diversity Officer

Efficacy:
- Dialogues have centered around various themes:
  - Allocation of resources/budget for sustainability
  - Leadership
  - Institutional capacity
  - Policy development and implementation
  - Marketing

---

**Indicators of Progress Toward Change**

**Recruitment & Promotion**

**Individual Dimension:**
- Workshops, seminars and discussions covering work life balance, family leave and dual career hires.
- Individuals more thoughtful of DPD and EU issues in faculty hiring and promoting.

**Symbolic Dimension:**
- Increased understanding of why supporting women in STEM matters and of issues surrounding EU and diversity.
- DPD and EU efforts included as valued and rewarded aspect of faculty PDs across positional duties: scholarship, teaching, and service.

**Institutional Dimension:**
- EU and diversity policies included in faculty PDs, P&T guidelines, unit and college strategic plans, and administrative positions and/or FTE.
Climate Survey: Δ 2014 (N=310) and 2016 (N=265) on selected indicators (n=16)

- Feeling valued by colleagues
- Working in a unit/department where the leader fosters mutual respect amongst colleagues/employees
- Feeling my workspace is attractive
- Having suggestions and improvements welcomed by my colleagues
- Feeling my workspace is accessible
- Having suggestions and improvements welcomed by my supervisor
- Having performance evaluations relevant to career advancement
- Personally recommending OSU as an employer
- Having ability to speak freely about personal concerns to colleagues within my unit/department
- Having performance evaluations that provide useful information on actual performance
- Seeing leadership visibly foster diversity at OSU from the President's Office
- Being personally involved in diversity initiatives on campus
- Feeling institution values personal involvement in diversity initiatives on campus
- Seeing leadership visibly foster diversity from my academic dean/unit head
- Having opportunity to participate in shaping policy at the institution level
- Having opportunity to participate in shaping policy at the unit/department level

Context & Strategy Impacts

Evaluation

Future

Indicators of Progress Toward Change

Individual Climate

- New EIJ knowledge informing interpersonal interactions with colleagues and students
- Pledging to assess teaching and professional materials/communications for bias
- Feeling valued by colleagues
- Working in a unit/department where the leader fosters mutual respect amongst colleagues/employees
- Feeling my workspace is accessible
- Having suggestions and improvements welcomed by my supervisor
- Having performance evaluations relevant to career advancement
- Personally recommending OSU as an employer
- Having ability to speak freely about personal concerns to colleagues within my unit/department
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Context & Strategy Impacts

Evaluation

Future

Indicators of Progress Toward Change

Awareness & Action

Individual Dimension:
- New EIJ knowledge informing interpersonal interactions with colleagues and students
- Pledging to assess teaching and professional materials/communications for bias

Symbolic Dimension:
- Putting social progressive policy language in forefront
- Considering language and bias in communications/messages and materials
- Using inclusive concepts in planning programs, systems, and environments

Institutional Dimension:
- Efforts and resources include EIJ as core value that informs all aspects of the unit
- EU included as metrics for scholarship and service for promotion and tenure

Context & Strategy Impacts

Evaluation

Future

Success, Challenges, & Next Steps

Successes to-date:
- Reported and observed personal and symbolic effects.
- Documented adoption of policies and practices that reflect EU principles as central to implementation

Challenges to-date:
- Unsolicited institutional changes, such as the transition of the Provost, the Senior Vice Provost for Academic Affairs, and two deans, which impacts the connection between the project and central administrative leadership
- Project leadership changes, including departures/additions of core investigators and senior personnel, which impacts project momentum and coordination

Context & Strategy

Impacts

Evaluation

Future
Looking Forward: ADVANCE Journal

Mission: Provide an online, open access forum to publish peer-reviewed scholarship related to ADVANCE programs and outcomes.

Co-Editors: Janet Lee and Susan Shaw

Editorial Board:
- Jill Bytydzienks, Ohio State University
- Hilary Egna, Oregon State University
- Kelly Mack, American Association of Colleges & Universities
- Melissa McCartney, Florida International University
- Beth Mitchneck, University of Arizona
- Idalia Ramos, University of Puerto Rico
- Sue Rosser, California State University System
- Adela de la Torre, University of California, Davis
- Abigail Stewart, University of Michigan

Online Platform: Scholastica

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Looking Forward: Sustainability

What does it take to sustain the impact of ADVANCE?

- Immersion faculty development
- Follow-up and engagement to enact action plans
- Faculty Fellows

Theory of Systems of Oppression

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Looking Forward: Sustainability

Campus-Wide Equity, Inclusion, and Social Justice Efforts

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Thank You!

June 2015 Cohort (Year 1)
August-September 2015 Cohort (Year 2)
June 2016 Cohort (Year 2)
August-September 2016 Cohort (Year 3)
UMC Cohort (Year 2)
August-September 2016 Assistant Professor Cohort (Year 3)

Extra Slides

Internal Advisory Council

- Ed Feser, Provost
- Stella Coakley, Emeritus Associate Dean, College of Agricultural Sciences
- Anita Grunder, Professor and Associate Dean for Academic Programs, College of Earth, Ocean, and Atmospheric Sciences
- Yesenia Gutierrez, Director of Equal Opportunity, Office of Equal Opportunity and Access
- 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
- Robert McGurrin, Professor and Department Head, Food Science and Technology
- Cynthia Sagers, Vice President for Research
- Sue Theiss, Ombuds, University Ombuds Office
- Virginia Weis, Professor and Chair, Department of Integrative Biology
### External Advisory Council

- 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, Chief Officer for Diversity Equity and Inclusion, University of Michigan
- 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, Special Advisor, California State University Chancellor’s Office