National Science Foundation
Third Year Site Visit

OREGON STATE ADVANCE

Award #1409171
“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)
Oregon State ADVANCE
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

History of Immersion Faculty Development

Theory of Systems of Oppression

Difference, Power, and Discrimination Program
Curricular Transformation

ADVANCE Seminar
Institutional Transformation

Context & Strategy  Impacts  Evaluation  Future
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**.
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
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

Hill Collins, 1993
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.

Context & Strategy | Impacts | Evaluation | Future
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 & NCFDD

Influencer Dialogues
- 90 dialogues with individuals

Fellows/Journal
- Fellows Initiated 2015
- Journal Initiated 2017
## Activities and Preview of Outcomes

### 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 & NCFDD

### Influencer Dialogues
- 90 dialogues with individuals

### Fellows/ Journal
- Fellows Initiated: 2015
- Journal Initiated: 2017

### Progress to date

#### ADVANCE Seminar
- 6 seminars
- 81 participants
- 2 more in 2017

#### Sponsored Events
- Over 500 individuals exposed

#### Roadshow
- Joined NCFDD
- Self-nomination to ADVANCE seminar (n=65)

#### Influencer Dialogues
- Asst. Professor seminar
- High-level position searches input

#### Fellows/ Journal
- 5 ADVANCE Fellows
- Journal progressing

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**Context & Strategy**

**Impacts**

**Evaluation**

**Future**
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>
<td></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=88), 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

CAS: Agricultural Sciences
CEOAS: Earth, Ocean, and Atmospheric Sciences
CoED: Education (STEM ED)
COE: Engineering
COF: Forestry
COS: Science
CLA: Liberal Arts (SBS)
ADMIN: Central Administration

Context & Strategy
Impacts
Evaluation
## Percentage of Women in Tenure and Tenure-Track Faculty Positions 2014-2016

<table>
<thead>
<tr>
<th></th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Total</td>
<td></td>
<td></td>
</tr>
<tr>
<td>STEM</td>
<td>23%</td>
<td>25%</td>
<td>27%</td>
</tr>
<tr>
<td></td>
<td>(n= 673)</td>
<td>(n = 680)</td>
<td>(n = 685)</td>
</tr>
<tr>
<td>CLA/SBS</td>
<td>47%</td>
<td>48%</td>
<td>49%</td>
</tr>
<tr>
<td></td>
<td>(n= 77 )</td>
<td>(n = 82 )</td>
<td>(n = 81 )</td>
</tr>
<tr>
<td>College</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CAS</td>
<td>26%</td>
<td>26%</td>
<td>29%</td>
</tr>
<tr>
<td></td>
<td>(n = 206)</td>
<td>(n = 216)</td>
<td>(n = 218)</td>
</tr>
<tr>
<td>CEOAS</td>
<td>21%</td>
<td>23%</td>
<td>22%</td>
</tr>
<tr>
<td></td>
<td>(n = 85)</td>
<td>(n = 78)</td>
<td>(n = 81)</td>
</tr>
<tr>
<td>CoED</td>
<td>55%</td>
<td>55%</td>
<td>55%</td>
</tr>
<tr>
<td></td>
<td>(n = 11)</td>
<td>(n = 11)</td>
<td>(n = 11)</td>
</tr>
<tr>
<td>COE</td>
<td>16%</td>
<td>18%</td>
<td>20%</td>
</tr>
<tr>
<td></td>
<td>(n = 173)</td>
<td>(n = 172)</td>
<td>(n = 175)</td>
</tr>
<tr>
<td>COF</td>
<td>17%</td>
<td>18%</td>
<td>23%</td>
</tr>
<tr>
<td></td>
<td>(n = 71)</td>
<td>(n = 71)</td>
<td>(n = 70)</td>
</tr>
<tr>
<td>COS</td>
<td>31%</td>
<td>33%</td>
<td>34%</td>
</tr>
<tr>
<td></td>
<td>(n = 127)</td>
<td>(n = 132)</td>
<td>(n = 130)</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%

<table>
<thead>
<tr>
<th>College</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>CAS</td>
<td>47</td>
<td>50</td>
<td>55</td>
</tr>
<tr>
<td>CEOAS</td>
<td>40</td>
<td>50</td>
<td>55</td>
</tr>
<tr>
<td>COED</td>
<td>47</td>
<td>67</td>
<td>100</td>
</tr>
<tr>
<td>COE</td>
<td>13</td>
<td>18</td>
<td>23</td>
</tr>
<tr>
<td>COF</td>
<td>36</td>
<td>29</td>
<td>50</td>
</tr>
<tr>
<td>COS</td>
<td>32</td>
<td>38</td>
<td>38</td>
</tr>
<tr>
<td>SBS/CLA</td>
<td>46</td>
<td>45</td>
<td>48</td>
</tr>
</tbody>
</table>

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

Associate Professors by College

Overall STEM
2014 22%
2015 23%
2016 25%

Context & Strategy
Impacts
Evaluation

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

Overall STEM
2014 20%
2015 21%
2016 22%

Professors by College

CAS  CEOAS  COED  COE  COF  COS  SBS/CLA

2014  2015  2016
Objectives

- Recruitment & Promotion
- Institutional Climate
- Awareness & Action

Systems of Oppression Dimensions

- Institutional
- Symbolic
- Individual

Impact Narratives

ADVANCE Seminar

Context & Strategy  Impacts  Evaluation

Future
Impact Narratives

Institutionalizing EIJ Recruitment Practices

College of Engineering – Scott Ashford, Dean

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 EIJ Recruitment Practices

College of Engineering

Increasing Women as a Percentage of Engineering Faculty

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of Male Faculty</th>
<th>Number of Female Faculty</th>
<th>Percentage Female Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014</td>
<td>138</td>
<td>24</td>
<td>15%</td>
</tr>
<tr>
<td>2015</td>
<td>144</td>
<td>29</td>
<td>19%</td>
</tr>
<tr>
<td>2016</td>
<td>144</td>
<td>33</td>
<td>21%</td>
</tr>
<tr>
<td>2017</td>
<td>146</td>
<td>38</td>
<td>21% (est.)</td>
</tr>
</tbody>
</table>

Context & Strategy

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Impact Narratives

Institutionalizing EIJ Recruitment Practices

College of Engineering

Putting Our Outcomes into Context
Impact Narratives

Institutionalizing Contributions from all Faculty Toward EIJ

College of Agricultural Sciences – Dan Arp, Dean & Joyce Loper, Associate Dean

Challenge: Diversifying the faculty and creating mechanisms to value EIJ 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

Marketing Through a Systems of Oppression Lens

University Relations and Marketing – Laura Shields, Associate Director

Challenge: Marketing material not analyzed for sensitivity to EIJ issues

Action: Actively analyzing work through EIJ issues

Outcome: Adapted systems to apply an EIJ 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
Evaluating Program Activities for Outcomes

ADVANCE Seminar
- Immersion experience for administrators and faculty

Sponsored Events
- Seminars, workshops, webinars for individuals

Roadshow
- Presentations to units regarding ADVANCE resources

Influencer Dialogues
- Intentional dialogues with individual influencers

Evaluating Program Activities for Outcomes

Partnerships in solidarity
- Raise awareness and visibility

Demonstrate self-efficacy

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

System of Oppression Dimensions

Institution
Symbolic
Individual Members

Person-to-Person Behaviors
Person-in-Context

Attributes of People - Members
Attributes of Place - Institution

Symbolic filter at Individual and Institutional Dimensions

Context & Strategy
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Future

Maibach et al., 2007
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

Edwards et al., 2000
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

British Columbia Teacher's Federation, 2010
Integrated Framework for EIJ Transformation

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

Person-to-Person Behaviors

- Individuals
- Social Groups & Networks
- Community Population

Person-in-Context Behaviors

- Proximal-Level Academic Unit
- Distal-Level Academic Institution

Communications – Symbolic across Individual and Institutional Dimensions – Marketing

Advocacy | Leadership
(knowledge and skills to effect change)

Access | Resources | Efforts
(inclusive, supportive, available to all)

Agency | Climate
(knowledge and intention to change culture and context)

Solidarity Actions
(collectively working to impact change)

Attributes of Individual Members

Attributes of Academic Institution

Context & Strategy
Impacts
Evaluation
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John et al., 2016
### Logic Model (Revised for Evaluation Year 1)

**OREGON STATE ADVANCE Program evaluated using RE-AIM (Reach – Effectiveness – Adoption – Implementation - Maintenance)**

<table>
<thead>
<tr>
<th>INPUTS</th>
<th>ACTIVITIES &amp; OUTPUTS</th>
<th>OUTCOMES</th>
<th>TRANSFORMATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resources</td>
<td>Strategic Activities Designed to Catalyze Change (∆) at System Dimensions</td>
<td>Short and Mid-term Outcomes for System Dimensions</td>
<td>Long-term Outcomes</td>
</tr>
<tr>
<td>• ADVANCE senior personnel, students, managers,</td>
<td>▪ Person (P) Individuals exposed to EIJ theories</td>
<td>(1) Partnerships in solidarity for</td>
<td>(1) Recruitment &amp; Promotion</td>
</tr>
<tr>
<td>• Int/Ext advisory committees</td>
<td>▪ Symbolic (S) Messaging/marketing of EIJ ideology</td>
<td>(a) increased EIJ readiness, access, agency, advocacy for women in STEM</td>
<td>Increased number of women in STEM that are EIJ recruited &amp; promoted</td>
</tr>
<tr>
<td>• OSU leaders &amp; administrators</td>
<td>▪ Institution (I) EIJ policies, practices, unit contexts</td>
<td>(b) application of EIJ to existing/new resources &amp; efforts for women in STEM</td>
<td></td>
</tr>
<tr>
<td>• STEM leaders &amp; administrators</td>
<td>• Faculty</td>
<td>(2) Raised awareness and visibility of EIJ issues in workplace, communities of support for women in STEM</td>
<td>(2) Institutional Climate</td>
</tr>
<tr>
<td>• OSU resources</td>
<td>• NSF grant</td>
<td>(a) promote EIJ policies &amp; practices in faculty &amp; administrator performance;</td>
<td>Shared value for EIJ for women in STEM as central, normative components at all levels and practices</td>
</tr>
<tr>
<td>• NSF program officers</td>
<td>• NSF grant</td>
<td>(b) support EIJ recruitment, promotion, &amp; advancement for women in STEM</td>
<td>(3) Awareness and Actions</td>
</tr>
<tr>
<td>• NSF grant</td>
<td></td>
<td></td>
<td>Shared commitment &amp; solidarity among all members for EIJ for women in STEM</td>
</tr>
</tbody>
</table>

**OREGON STATE ADVANCE Program Activities & Objectives**

<table>
<thead>
<tr>
<th>A1 Seminar</th>
<th>A2 Sponsored Events</th>
<th>A3 Roadshows</th>
<th>A4 Influencer Dialogues</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A1 Expose participants…</strong></td>
<td><strong>A2 Partner w/ EIJ stakeholders &amp; expose community…</strong></td>
<td><strong>A3 Expose org units &amp; disciplines…</strong></td>
<td><strong>A4 Expose influencers…</strong></td>
</tr>
</tbody>
</table>

*…to inform/educate, build skills, develop shared language, and plan actions to build EIJ communities, culture and context in STEM*

**Context & Strategy**

**Impacts**

**Evaluation**

**Future**
ADVANCE Population Dose

Predictor of Impact based on Strength of Exposure to Program or Activity

- Population Dose calculated as Reach x Intensity
- Example:
  - In Year 1, 5-7 COE and CAS participants x 60 hours in seminar vs. -0- COF or COS participants
  - Proportion of population exposed is relevant for systemic change
Activities, Midterm Outcomes, and Diffusion

ADVANCE Seminar
- Immersion experience for up to 15 participants with 2 co-facilitators

Progress to date
- 6 seminars
- 81 participants
- 2 more in 2017 (full)

Sponsored Events
- Seminars, workshops, webinars (n=17)

Progress to date
- Over 500 individuals exposed

Roadshow
- Presentations (n=21) to 17 units discussing ADVANCE & NCFDD

Progress to date
- Over 220 joined NCFDD
- Self-nomination to ADVANCE seminar (n=65)

Influencer Dialogues
- 90 dialogues with individuals

Progress to date
- Seminar for asst. professors
- High-level position searches input

Fellows/Journal
- Fellows Initiated 2015
- Journal Initiated 2017

Progress to date
- 5 ADVANCE Fellows
- Journal progressing
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
  • Leadership Council for Equity, Inclusion and Social Justice

Efficacy:

• Dialogues have centered around various themes:
  • Allocation of resources/budget for sustainability
  • Leadership
  • Institutional capacity
  • Policy development and implementation
  • Marketing
Individual Dimension:
• Workshops, seminars and discussions covering work life balance, family leave and dual career hires
• Individuals more thoughtful of DPD and EIJ issues in faculty hiring and promoting

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

Institutional Dimension:
• EIJ 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
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
• EIJ included in position descriptions
• EIJ included as metrics for scholarship and service for promotion and tenure
Successes to-date:

• Reported and observed personal and symbolic effects.

• Documented adoption of policies and practices that reflect EIJ 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 co-investigators and senior personnel, which impacts project momentum and coordination
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 Bystydzienski, Ohio State University
Hillary Egna, Oregon State University
Kelly Mack, America 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
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

Difference, Power, and Discrimination Program

Curricular Transformation

ADVANCE Seminar

Institutional Transformation

Context & Strategy  Impacts  Evaluation  Future
Looking Forward: Sustainability
Campus-Wide Equity, Inclusion, and Social Justice Efforts

Theory of Systems of Oppression

- Difference, Power, and Discrimination Program
- ADVANCE Seminar
- Diversity and Cultural Engagement
- Office of Institutional Diversity
- Search Advocate & Social Justice Education Initiative

Context & Strategy  Impacts  Evaluation  Future
Thank You!

June 2015 Cohort (Year 1)

August-September 2015 Cohort (Year 2)

URM Cohort (Year 2)

June 2016 Cohort (Year 2)

August-September 2016 Cohort (Year 3)

August-September 2016 Assistant Professor Cohort (Year 3)
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 McGorrin, 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