



**NSF ADVANCE: Institutional Transformation
Oregon State University**

**Year 2 Annual Report
August 2015–July 2016**

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Accomplishments

Project Goal and Objectives

The overarching goal of OREGON STATE ADVANCE is 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. Through this goal we focus on STEM/SBS at three levels of influence: personal, symbolic, and institutional.

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

- **Recruitment and 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 and Actions**—Provoke faculty and administrators' personal awareness of difference, power, and discrimination in the academy and actions that contribute to equitable, inclusive, and just treatment.

Progress

Major Activities

1. ADVANCE Seminar
2. Sponsored Events
3. Roadshows
4. Influencer Dialogues
5. Research and Evaluation

Specific Objectives

1. **ADVANCE Seminar:** Introduce administrators and faculty with positional authority to systems of oppression theory and difference, power and discrimination concepts; challenge existing ideologies and stereotypes; offer alternative and inclusive understandings of the relations of power and privilege in STEM to institutionalize equitable, inclusive, and just practices in the academic workplace.
2. **Sponsored Events:** Partner; in solidarity action, with other Oregon State stakeholders to address injustice, be inclusive across differences, and achieve equality; build personal capacity (access, agency, advocacy, and solidarity action) among the academic workforce to promote transformative practices, participatory democracy, civil institutional societies, and equity, inclusion, and justice systemic change.
3. **Roadshows:** Raise awareness of equity, inclusion, and justice issues in academic disciplines, organizational units, and institutional systems, with a focus on women in STEM.
4. **Influencer Dialogues:** Build communities, context, and structures for support of equity, inclusion, and justice in faculty recruitment, retention, promotion, and advancement.

- 5. Research and Evaluation:** Determine whether participation in the ADVANCE Seminar empowers and motivates institutional leaders and faculty members to actively contribute to institutional climate transformation; examine the individual and institutional processes and dynamics of institutional transformation via exposure to OREGON STATE ADVANCE activities and interventions.

Significant Results

1. ADVANCE Seminar:

- The seminar is the core activity and innovation for this transformation. The Principal Investigators adapted for STEM senior faculty and administrators the Difference, Power, and Discrimination seminar, which has a long and successful history at the university.
- The second cohort of STEM senior faculty (n=7) and administrators (n=6) in organizational units (n=10) across the university participated in the 60-hour seminar from August 31, 2015 to September 11, 2015 led by Co-Principal Investigator, Michelle Bothwell and faculty member, Qwo-Li Driskill. Seminar graduates continue to meet regularly to build community with one another and to enhance their individual and collective capacity for applying theories of power and privilege in the academic workplace
- During November 2015 both cohorts from summer 2015 reconvened to discuss how they have since applied what they learned in the seminar, what is working well, what gaps remain, and what the OREGON STATE ADVANCE Leadership Team can do to help advance their commitment to action. Examples of transformation efforts to institutionalize equitable, inclusive, and just policies and practices in the academic workplace which have been initiated by graduates following their participation in the ADVANCE Seminar include, but are not limited to, the following:
 - Organizing a special Search Advocate training session specifically for the College of Engineering and revising search and selection practices as part of the college's commitment to purposefully and thoughtfully recruiting and retaining a more broadly diverse community;
 - Revising policies and practices in the College of Education to encourage fostering of diversity work in teaching, service, and research; working on guidelines to improving the college climate toward enhanced collegiality and support of all personnel; and developing college mentoring plans with concerted attention to fostering diversity;
 - Clearly and deliberately cultivating a healthy, inclusive, and respectful environment in the College of Earth, Ocean, and Atmospheric Sciences by examining the effect of climate and college culture, policies, and practices on recruitment and retention of students, staff, and faculty;
 - Enacting a commitment to equity and inclusion by revising positions in the College of Agricultural Sciences to address achievement in diversity and inclusion activities and revising search and selection process guidelines;
 - Revising position announcements for positions in the College of Science to include language that is inviting and welcoming to diverse populations and emphasizes a commitment to diversity and student success and revising search and selection processes; and

- Working to develop a diversity, equity, and inclusion plan for the College of Forestry.
- A call for participants for the two scheduled 2016 summer sessions resulted in nearly 70 applications for just 30 available slots. A request was made for institutional support to offer a third session; however, with no additional institutional funds available the project is self-funding an additional 15 spaces in a third summer session to respond to overwhelming interest. The Leadership Team will reach out to the 25 applicants not selected to find alternate ways to develop their awareness and engage them in the work of transformation, and we will prioritize their seminar participation in summer 2017.
- At the request of leaders in the division of University Relations and Marketing, the summer version of the seminar for STEM administrators and faculty was adapted to address institutional marketing and communications structures and practices. The addition of this seminar was a critical component of addressing the symbolic level of the institutional system, which includes the role of ideologies, especially as they take shape in language and stereotypes, in reproducing hierarchical power. Thirteen leaders from the division participated in a 45-hour seminar over winter and spring terms, which was led by Principal Investigator, Susan Shaw and Project Manager, Jennifer Almquist. Contributors also included Elizabeth Root and Rebecca Warner.
- Three cohorts are scheduled for summer 2016:
 - STEM senior faculty (n=10) and administrators (n=5) in organizational units (n=13) across the university will participate in a session from June 13, 2016 to June 24, 2016 to be led by Co-Principal Investigator, Michelle Bothwell and faculty member and former seminar participant, Ronald Mize.
 - STEM senior faculty (n=7) and administrators (n=9) in organizational units (n=13) across the university, including university president, Edward Ray will participate in a session from August 29, 2016 to September 9, 2016 to be led by faculty member, Qwo-Li Driskill and former seminar participant, Julie Greenwood.
 - STEM early-career faculty (n=14) in organizational units (n=13) across the university will participate in a session from August 29, 2016 to September 9, 2016 to be led by incoming Principal Investigator, Rebecca Warner and faculty member and former seminar participant, Rebekah Elliot. The addition of this third session expands on the overarching seminar objectives with a particular emphasis on building personal capacity and communities of support for pre-tenure STEM faculty. Participants include new faculty hired through a 2014–15 Provost’s Hiring Initiative established 36 new tenure-track positions to advance student success and signature areas while also advancing institutional equity, inclusion, and diversity. A number of hires were made in STEM disciplines, and many ADVANCE faculty participated in the recruitment and hiring process.

2. Sponsored Events:

- OREGON STATE ADVANCE partnered with the Office of Equity and Inclusion to support the university's participation in the Association of American Colleges & Universities Centennial Dialogues initiative. The overarching theme for the dialogues was "Making Excellence Inclusive."
- Under the direction of Co-Principal Investigator, Becky Warner, Oregon State University acquired a two-year institutional membership to the National Center for Faculty Development and Diversity (NCFDD). During fall term 2015 OREGON STATE ADVANCE offered informational sessions about the mentoring resource, and to-date faculty (n=225) in organizational units (n=37) within and outside STEM have activated their membership. On January 24, 2016 faculty (n=10) participated in a viewing of the NCFDD webinar, Every Semester Needs a Plan, hosted by OREGON STATE ADVANCE.
- Co-Principal Investigator, Tuba Özkan-Haller, organized a conversation lead by two senior faculty in the College of Earth, Ocean, and Atmospheric Sciences titled, "Thoughts on Mentoring." Participants in the Friday, January 8th event had the opportunity to learn about the kind of mentoring that will help early-career faculty to be successful at Oregon State University and the skills senior faculty can use to become more effective mentors.
- In partnership with the President's Commission on the Status of Women, OREGON STATE ADVANCE hosted a conversation titled, "The effects of harassment and assault on scientists' careers" with Kathryn Clancy, PhD. The event was held on January 26, 2016. Prior to the event, the College of Earth, Ocean, and Atmospheric Sciences hosted a luncheon to discuss the PLoS ONE article by Dr. Clancy and her colleagues titled, "Survey of Academic Field Experiences (SAFE): Trainees Report Harassment and Assault." Following the event, Co-Principal Investigator, Tuba Özkan-Haller, participated in an influencer dialogue with the College of Engineering that included the topic of the impact of climate on the experiences of women in STEM.
- OREGON STATE ADVANCE served as one of thirteen university and community sponsors of a transdisciplinary conversation on the challenges and rewards of integrating the Arts into STEM education, which featured Oregon Representative Suzanne Bonamici and four additional speakers. This conversation attracted over 100 participants and was held on April 8, 2016 as part of The CO• "STEM to STEAM" Symposium.
- The 2016 ADVANCE Annual Lecture titled "Catalyzing Transformation: Individual and Institutional Actions to Advance Equity and Inclusion" was delivered to 60 students, staff, faculty, and administrators by Kelly Mack, PhD on April 11, 2016.
- In 2014 Oregon State University initiated a survey of faculty and staff to assess institutional climate, with the intent that we would repeat the survey on a regular basis. In April 2016 an updated version of the survey was launched with 1100 respondents to date. OREGON STATE ADVANCE partnered with the Office of Institutional Research to develop climate survey items for the updated version to help inform our project's efforts to contribute to an institutional climate that reflects a shared value for equity, inclusion, and justice.

- In May 2016, OREGON STATE ADVANCE launched a Faculty Fellows Program to broaden the reach of our project and to support the work of tenure-line faculty to embed our commitments to equity, inclusion, and justice throughout the university. Applications (n=13) representing organizational units (n=10) from across the university were submitted in response to the university-wide call with decisions about the inaugural cohort of fellows to be finalized by mid-June. The Faculty Fellowship Program will begin in Fall 2016 and is intended to remain active over the following three academic years. In the first year, fellowships will be targeted to support current or planned activities within academic units, such as revising department and/or college policies regarding recruitment, enhancing mentoring programs, or modifying promotion and tenure practices. This program was not originally included as an element of our funded project; however, it is a critical component of expanding our efforts and creating lasting institutional transformation. To fund this fellow program we are utilizing a portion of the returned overhead dispersed to the Principal Investigator.

3. Roadshows:

- At the end of Year 1 the Educational Activities committee re-envisioned the proposed annual half-day campus workshop and instead organized presentations at key meetings of faculty and administrators. In Year 2 members of the OREGON STATE ADVANCE Leadership Team made presentations (n=17) throughout the university with a focus on STEM units, primarily in conjunction with quarterly departmental meetings and new faculty orientation sessions. In order to raise awareness of equity, inclusion, and justice issues broadly, presentations were also made to the Executive Committee of the Faculty Senate and to the entire Faculty Senate.

4. Influencer Dialogues:

- The Leadership Team scheduled conversations with stakeholders (n=5) to engage them on the topics of our project and evoke motivation to make positive changes that will help meet the objective of institutional transformation. Dialogue participants for this reporting period included President Ed Ray; Provost Sabah Randhawa; the newly appointed Senior Vice Provost for Academic Affairs, Brenda McComb; and the dean of the College of Science, Sastry Pantula.
- During this reporting period, students of color organized a listening session for President Ray and other university community members to hear about their experiences on campus. In order to support a more inclusive community, the OREGON STATE ADVANCE Leadership Team recommended to university administrators creation of dedicated leadership for institutional initiatives regarding diversity, equity, and inclusion and more robust training for the university workforce. Following this influencer dialogue as well as drawing on input from other stakeholders, President Ray announced leadership changes and program initiatives beginning in February 2016. As part of these efforts, Principal Investigator, Susan Shaw, was appointed to a newly constituted university Leadership Council for Equity, Inclusion, and Diversity. To help solidify this connection the ADVANCE Leadership Team scheduled an influencer dialogue with the newly appointed interim Chief Diversity Officer, Angela Batista, and we will continue to develop this important relationship.

- In order to engage university leaders in high-level, strategic thinking to help advance the project's goals the group originally organized as a Deans Council representing colleges with NSF-designated STEM disciplines (n=7) was expanded to include all deans (n=14) and key university administrators (n=11) via the Provost's Council. Members of this group (n=5) completed the ADVANCE Seminar in 2015 or will complete the seminar during summer 2016 (n=5). Because of their commitment to the goal of OREGON STATE ADVANCE this group proved to be valuable in the process of identifying faculty participants for the ADVANCE Seminar and in finalizing the new ADVANCE Faculty Fellows Program.
- Co-Principal Investigator, Lisa Gaines, served as a member of the search committee for the next Dean of the College of Earth, Ocean, and Atmospheric Sciences (CEOAS). Because of this partnership, the overview for the college highlighted OREGON STATE ADVANCE as an important program that demonstrates the college's commitment to diversity. Additionally, following conversations with the committee and search chair, the CEOAS Dean's major responsibilities were revised to include, "Elevating the College's commitment to a diverse, inclusive and multicultural University, and creating a civil and respectful environment that embraces all individuals," and the list of ideal candidate experience included, "Demonstrated track record of advancing diversity, including cultural and ethnic diversity, equity, and inclusion."
- Following an OREGON STATE ADVANCE sponsored event on the effects of sexual harassment, co-Principal Investigator, Tuba Özkan-Haller, participated in an influencer dialogue with the College of Engineering to address the impact of climate on the experiences of women in STEM.
- The Internal Advisory Council (n=11) representing organizational units (n=11) across the institution was engaged as ambassadors in an effort to support the project's goal of transforming the institution's climate, structures, and relationships to create a more equitable and just workplace.
- The External Advisory Council visited campus on April 11, 2016 and met with stakeholders (n=27) in organizational units (n=15) across the institution. They continued to provide strategic advice and support in realizing the programmatic goals of OREGON STATE ADVANCE.

5. Research and Evaluation:

- Two theoretical frameworks were identified to guide the program plan. A four component social justice lens (Social Justice Lens: A Teaching Resource Guide; BCTF, 2010) was selected to be applied with a focus on equity and inclusion measured as proximal (individual) changes: access, agency, advocacy, and solidarity action, through distal (institutional) processes: participatory democracy, civility, transformative practice, and systemic change. Individual level change will be assessed at six readiness levels using the Transtheoretical Model (Prochaska & DiClemente, 1983). Institutional level change will be assessed using the Community Readiness Model (Edwards et al., 2000)

across six dimensions (i.e., knowledge of issue, efforts, knowledge of efforts, climate, leadership, and current resources) at nine readiness levels.

A research protocol titled “Evaluating the Effectiveness of the OREGON STATE ADVANCE Program to Catalyze Institutional Transformation” was approved by Oregon State’s Institutional Review Board. The intended use for this evaluation study is program evaluation, quality improvement, and dissemination through publication and presentation of effective policies and practices emerging as catalysts for institutional transformation.

- Recall that the research component of OREGON STATE ADVANCE involves measuring the efficacy of the ADVANCE Seminar. In particular, we hope to document whether participating in the seminar empowers and motivates institutional leaders and faculty members to actively contribute to campus climate transformation. Two sets of hypotheses are being investigated:

Hypothesis 1

- a. Women STEM faculty who complete the 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.

- b. Women STEM faculty who complete the seminar will 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.

Hypothesis 2

- a. 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.

- b. Men and women STEM faculty who identify along social identity categories that are centered in US culture (e.g., white, able bodied, straight) will 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.

Summer 2015

Faculty (n=5) representing different colleges (n=4) were recruited from the 2015 ADVANCE Seminar cohorts and assigned to Hypothesis 1. All pre-seminar assessments have been recorded (two surveys and one hour-long interview). “Comparators” (n=5) (closely matched faculty in terms of demographics, rank, and discipline who did not participate in the seminar) were identified, one for each recruited seminar participant. Each were administered the same instruments as the seminar participant group. All data is recorded, and analysis has been initiated. These two groups will complete post-seminar assessments during summer or fall 2016 (the same two surveys that were administered pre-seminar, and one hour-long interview with a different focus than the previous).

Faculty (n=10) representing different colleges (n=6), were recruited from the 2015 ADVANCE Seminar cohorts and assigned to Hypothesis 2. All pre-seminar assessments have been recorded (two surveys and one hour-long interview). “Comparators” (n=9) (closely matched faculty in terms of demographics, rank and discipline who did not participate in the seminar) were identified. Each were administered the same instruments as the seminar participant group. All data is recorded and analysis has been initiated. These two groups will complete post-seminar assessments during summer or fall 2016 (the same two surveys that were administered pre-seminar, and one hour-long interview with a different focus than the previous).

Summer 2016

Based on initial data analysis from the 2015 ADVANCE Seminar cohorts, interview schedules were revised in order to provide clarity and probe additional areas of interest. Recruitment from the 2016 ADVANCE Seminar cohorts is underway. To-date, faculty (n=9), representing different colleges (n=5), have been recruited and assigned to Hypothesis 1. Links to the surveys have been distributed and we are currently scheduling interviews. Comparators for this group will be identified later in summer.

To-date, faculty (n=15), representing different colleges (n=4) and Central Administration, have been recruited from the 2016 ADVANCE Seminar cohorts and assigned to Hypothesis 2. Links to the surveys have been distributed and we are currently scheduling interviews. Comparators for this group will be identified later in summer.

Key Outcomes and Other Achievements

- The group originally organized as a Deans Council (n=7) was expanded to include all deans (n=14). The first presentation of Year 2 was made on October 27, 2015 to a joint University Cabinet/Provost’s Council meeting (of which all deans are members) to engage attendees in considering high-level, strategic recommendations to help advance the project’s goals.
- The Internal Advisory Council, chaired by the Provost and Executive Vice President, met on November 25, 2015 to review outcomes of Year 1 and provide input and feedback to the ADVANCE leadership team on the planning and implementation of the project for Year 2. They also met jointly with the External Advisory Council on April 11, 2016 to discuss the university goals and activities that align with ADVANCE as well as the challenges at the university that affect our project.
- During their campus visit on April 11, 2016 the External Advisory Council met with the following university stakeholders:
 - Members of the ADVANCE Leadership Team (n=6);
 - Key institutional leaders (n=10) in organizational units (n=7) across the university who will be influential in engaging in institutional transformation and sustaining the work of our project;
 - Members of the Internal Advisory Council (n=6) in organizational units (n=6) across the university;

- Key partners (n=3) from two organizational units who will be influential in our efforts to establish an online, open-access, peer-reviewed journal as part of our dissemination plan; and
- Members (n=2) of the project's research and evaluation teams.

Following their visit members summarized their observations and provided strategic advice and support to help advance the programmatic goals of the project.

- Due to overwhelming interest in the ADVANCE Seminar, two additional sessions were created during this reporting period. First, a revised version of the seminar was offered over winter and spring terms to leaders in the division of University Relations and Marketing. This session is a critical component of our project's contributions to the transformation of the university's symbolic context to be equitable, inclusive, and socially just. Additionally, a third session was added to the summer 2016 schedule specifically to engage early-career STEM faculty in an interactive learning experience centered on analyzing the operations of difference, power, and privilege in higher education and developing skills to create more inclusive, equitable, and just work environments.
- OREGON STATE ADVANCE partnered with the Office of Institutional Research to revise a 2014 survey of faculty and staff to assess institutional climate. The 2016 version of the survey was launched in April 2016 and included items that will inform our project's efforts to measure and positively impact various aspects of the academic work environment.
- In order to broaden the impact of our project and help to sustain our commitments we are utilizing returned overhead to support a newly created Faculty Fellowship Program. The program will begin in Fall 2016 and will support the work of tenure-line faculty to embed our commitments to equity, inclusion, and justice throughout the university.

Training and Professional Development Opportunities

- To-date, the ADVANCE Seminar has provided senior STEM faculty (n=14) and administrators (n=27) in organizational units (n=13) across the institution an interactive learning experience centered on analyzing operations of difference, power, and privilege in higher education, with particular attention to STEM disciplines. Participants had opportunities to explore structural inequities within the university and to imagine a transformed future in which institutional structures and personal behaviors are both professionally and personally life-affirming for people across their differences. At the end of the seminar participants left with their own initial draft of an action plan to implement what they learned in their own areas of influence on campus.
- Under the leadership of Co-Principal Investigator, Becky Warner, Oregon State University committed to a two-year institutional membership to the National Center for Faculty Development and Diversity. To-date over 200 faculty have activated their membership to access significant professional development resources.

Dissemination of Results

The results have been disseminated to several communities of interest through a variety of methods:

1. Oregon State University administrators, faculty, and staff via updates at meetings and events, including the Office of Academic Affairs' new faculty orientation, the February 2016 meeting of the Faculty Senate, and the College of Public Health and Human Sciences 2016 Equity, Inclusion, and Diversity Symposium;
2. OREGON STATE ADVANCE Internal Advisory Council and External Advisory Council members via email communications and presentations at scheduled meetings;
3. Other universities and ADVANCE institutions via presentations at local and national conferences;
4. Other universities via invited talks and facilitated workshops at University of Portland and the University of the Pacific;
5. OREGON STATE and NSF ADVANCE community via email communications and regular updates on our ADVANCE website.

Plans for Year Three

The OREGON STATE ADVANCE Leadership Team will continue to work in the following areas:

1. ADVANCE Seminar:

- We will deliver seminars (n=3) to STEM faculty (n=31) and administrators (n=14) in organizational units (n=29) across the university during the summer of 2016. During Year 3 we will begin recruitment of participants (n=30) for sessions (n=2) scheduled for summer 2017.
- We will engage with the applicants (n=25) not selected for the 2016 sessions in order to develop their awareness and understanding of relational power and its connections to structures within STEM at Oregon State University and to engage them in our project and the broader goal of the transformation of institutional culture.
- We will continue to work with seminar participants (n=73) to help develop and implement the strategies outlined in their action plans.
- We will begin work on a “train-the-trainer” institute to build capacity for delivering the ADVANCE Seminar content more broadly within the university and at other academic institutions.

2. Sponsored Events:

- OREGON STATE ADVANCE has been invited to serve as part of a team developing a faculty and staff social justice education program. This team is charged by Senior Vice Provost for Academic Affairs and ADVANCE Seminar graduate, Brenda McComb, and led by ADVANCE Seminar graduate, Jane Waite. The team includes members of the ADVANCE Leadership Team (n=4) and ADVANCE Seminar graduates (n=3). A pilot version of the program will be delivered during fall 2016.
- We will partner with the Office of Institutional Research and other stakeholders to review 2016 climate survey data, communicate results, and develop appropriate actions.
- We will continue to work with key institutional partners to offer events to help facilitate transdisciplinary conversations and collaborations as well as to foster supportive relationships among faculty. This includes a lecture in October 2016 by Eileen Pollack,

whose recent book, *The Only Woman in the Room: Why Science is Still a Boys' Club*, examines the persistent underrepresentation of women in STEM disciplines.

- During the 2016–17 academic year we will work with our inaugural cohort of Faculty Fellows to support the work of tenure-line faculty to embed our commitments to equity, inclusion, and justice throughout the university.

3. Roadshows:

- We will continue to make presentations at key meetings of faculty and administrators.

4. Influencer Dialogues:

- The Leadership Team will continue to schedule conversations with stakeholders to engage them on the topics of our project and evoke motivation to make positive changes that will help meet the objective of institutional transformation.
- We will initiate conversations with administrators whose support is essential to the success of our project's efforts, including both the interim Provost and the next person appointed to the position; newly appointed deans in the colleges of Earth, Ocean, and Atmospheric Sciences and Public Health and Human Sciences; and the permanent Chief Diversity Officer.

5. Research and Evaluation:

- Recruitment from the 2016 ADVANCE Seminar cohorts is ongoing. We will begin recruitment of the 2016 comparator group later in summer. Post-seminar measures will be administered for the 2015 cohorts and the comparator group during fall 2016. Analysis of post-seminar data will inform instrument revision. Recruitment from the 2017 ADVANCE Seminar cohorts will begin next spring.
- We will continue to prepare and present papers on the study findings at national venues.
- We will utilize robust evaluation measures to collect qualitative and quantitative data about individual and community readiness for institutional transformation.

Products

Conference Papers and Presentations

Almquist, J. "Catalyzing Change: Lessons from an Institutional Transformation Project." Association of College Unions International Regional Conference, Corvallis, October 2015.

Bothwell, M., Osei-Kofi, N., Özkan-Haller, H.T., and Shaw, S. "WGS and STEM Faculty Working Together to ADVANCE Institutional Transformation." National Women's Studies Association Program Administration and Development Pre-Conference, Milwaukee, November 2015.

Shaw, S. "ADVANCE at Oregon State University." AAUW Eugene-Lane Branch Meeting, Eugene, February 2016.

Almquist, J. “At the Nexus: Reflections on an Institutional Transformation Project.” Society for Applied Anthropology Annual Meeting, Vancouver, B.C., April 2016.

Warner, R. “Strategies to Promote and Sustain Equity: Examples from Oregon State University.” Florida International University Leadership Institute, Miami, May 2016.

John, D., Almquist, J., Bothwell, M., Fawcett, T., Gaines, L., Osei-Kofi, N., Özkan-Haller, H.T., Plaza, D., Ruder, B., Warner, R., and Shaw, S. “Catalyzing Equity and Inclusion: Provoking Institutional Transformation through the Application of a Social Justice Lens.” ADVANCE/GSE Program Workshop, Baltimore, May 2016.

Cook, P., Hutchins, H., Luster-Teasley, S., and **Shaw, S.** “Being a Change Leader is Hard Work! Collective Learnings and Reflections from 2014 ADVANCE IT Awardee Leaders.” ADVANCE/GSE Program Workshop, Baltimore, May 2016.

Participants/Organizations

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, Rebecca Warner, Professor, School of Public Policy
- Senior Staff, Deborah John, Associate Professor, School of Biological and Population Health Sciences
- Senior Staff, Nana Osei-Kofi, Associate Professor and Director of Difference Power and Discrimination
- Senior Staff, Dwaine Plaza, Professor and Associate Dean of the College of Liberal Arts
- Graduate Research Associate, Tami Fawcett
- Graduate Research Associate, Bonnie Ruder
- Research Assistant, Sophie Shorten
- Project Manager, Jennifer Almquist

Internal Advisory Council

- Chair, Sabah Randhawa, Provost and Executive Vice President
- 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
- Brenda McComb, Senior Vice Provost for Academic Affairs

- Robert McGorin, 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 Evaluator

- Mariko Chang

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, 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

Collaborators

- Office of the President
- Office of the Provost
- Provost's Council
- Office of Academic Affairs
- Office of Human Resources
- Office of Institutional Research
- Office of Institutional Diversity
- College of Liberal Arts
- College of Science
- College of Engineering
- College of Earth, Ocean, and Atmospheric Sciences
- College of Forestry
- College of Agricultural Sciences
- College of Education
- President's Commission on the Status of Women
- University Relations and Marketing

ADVANCE Seminar Facilitators

- Jennifer Almquist
- Michelle Bothwell
- Qwo-Li Driskill, Assistant Professor, School of Language, Culture, and Society
- H. Tuba Özkan-Haller
- Susan Shaw

ADVANCE Seminar Participants

Cohort 1A, June 15–June 26, 2015

- Dan Arp, Dean, College of Agricultural Sciences
- Scott Ashford, Dean, College of Engineering
- Belinda Batten, Professor, School of Mechanical, Industrial and Manufacturing Engineering
- Jana Bouwma-Gearhart, Associate Professor, College of Education
- Penny Diebel, Assistant Dean, College of Agricultural Sciences
- Dan Edge, Associate Dean, College of Agricultural Sciences
- Larry Flick, Dean, College of Education
- Michelle Kutzler, Associate Professor, Department of Animal and Rangeland Sciences
- Brenda McComb, Senior Vice Provost for Academic Affairs
- Ron Mize, Associate Professor, School of Language, Culture, and Society
- Sastry Pantula, Dean, College of Science
- Michael Penner, Associate Professor, Department of Food Science and Technology
- Kendra Sharp, Professor, School of Mechanical, Industrial and Manufacturing Engineering
- Rob Stone, Professor and Head, School of Mechanical, Industrial and Manufacturing Engineering
- Irem Tumer, Professor and Associate Dean, College of Engineering

Cohort 1B, August 31–September 11, 2015

- Flaxen Conway, Professor and Director, Marine Resource Management Program
- Shan deSilva, Professor, College of Earth, Ocean, and Atmospheric Sciences
- Rebekah Elliott, Associate Professor, College of Education
- Lee Ann Garrison, Director, School of Arts and Communications
- Julie Greenwood, Associate Professor and Associate Dean, College of Science
- Troy Hall, Department Head, Forest Ecosystems and Society
- Milo Koretsky, Professor, School of Chemical, Biological, and Environmental Engineering
- Robert Mc Gorrin Department Head, Food Science and Technology
- Dwaine Plaza, Professor and Associate Dean of the College of Liberal Arts
- Sujaya Rao, Professor, Department of Crop and Soil Science
- Jim Sweeney, Professor and School Head, School of Chemical, Biological, and Environmental Engineering
- Jane Waite, Senior Associate for Social Justice Learning and Engagement, Office of Academic Affairs
- Aaron Wolf, Professor, College of Earth, Ocean, and Atmospheric Sciences

Cohort University Relations and Marketing, Winter/Spring 2016

- David Baker, Director, Interactive Communications
- Amy Charron, Art Director, University Marketing
- Christine Coffin, Director of Communications, OSU Cascades
- Gary Dulude, Senior Editor, University Marketing
- Annie Heck, Associate Vice President
- Nick Houtman, Assistant Directors, News and Research Communications
- Colin Huber, Writer and Social Media Coordinator, University Marketing
- Michelle Klampe, News and Research Writer, News and Research Communications
- Melody Oldfield, Assistant Vice President and Director, University Marketing
- Laura Shields, Assistant Director, University Marketing

- Shelly Signs, Director, University Events
- Kegan Sims, UX and Web Marketing Specialist, Interactive Communications
- Santiago Uceda, Assistant Director, Interactive Communications

Impacts

- OREGON STATE ADVANCE impacts the development of the principal disciplines of the project via the ADVANCE Seminar, which offers a specialized examination of systems of oppression theories as they relate to STEM. This focus helps participants develop a higher level of awareness and understanding of relational power and how that is connected to structures within STEM. Participants also develop a greater appreciation of what is involved in building authentic alliances across difference and gain motivation to engage in the transformation of institutional culture.
- OREGON STATE ADVANCE also impacts disciplines outside of the principal disciplines of the project by continuing to bring together STEM and Liberal Arts faculty in order to encourage transdisciplinary conversations and collaborations across the sciences, social sciences, and humanities to further connect STEM faculty with their counterparts in Liberal Arts. Additionally, the newly created Faculty Fellows Program engages tenure-line faculty from across the university in contributing to the creation of a more equitable, inclusive, and just university.
- The ADVANCE Seminar has helped to build capacity among the university workforce to create a more inclusive, equitable, and just work environment at Oregon State University. One aim of the seminar is to equip participants with the knowledge and skills to serve as agents of change in their spheres of influence. This both enhances the skillset of current leaders and provides an important knowledge base for future administrative and faculty leaders.
- OREGON STATE ADVANCE has impacted institutional resources via Oregon State University's two-year institutional membership to the National Center for Faculty Development and Diversity.
- The OREGON STATE ADVANCE website continues to function as a web-based resource to distribute information about our project and a variety of local and national resources.
- The ADVANCE Seminar is an important way in which the project impacts society beyond science and technology. By situating the seminar as the innovation and centerpiece of OREGON STATE ADVANCE the project will deliver a difference, power, and discrimination program that enables actions that foster equity, justice, and inclusion in the academic workplace.

Changes

- At the beginning of Year 2, one of the original Co-Principal Investigators, Sarina Saturn, left Oregon State University, and Lisa Gaines joined as a new Co-Principal Investigator.
- Through the process of completing our first annual report and having our first review with our external evaluator, Mariko Chang, we worked on a revised logic model to better articulate alignment between our identified activities and the most effective strategies in helping us to

realize our program objectives. The revised model does not significantly change our approach; rather, it provides a clearer framework for developing, implementing, and evaluating the following project activities (A) to meet our stated objectives:

- A1. Summer Leadership Seminar and Study
- A2. Sponsored Events: workshops, lectures, luncheons, fellows
- A3. Roadshows
- A4. Influencer Dialogues

The revised model also allows us the opportunity to evaluate the degree to which the Oregon State University community is ready to take action to advance the study and practice of equity, inclusion, and justice for women who are faculty in the academy, with a focus on STEM/SBS, at three levels of influence: personal, symbolic, and institutional. Readiness is issue-specific, measurable within and across dimensions, variable across dimensions and segments of the community, responsive to stage-matched strategies, and essential knowledge for addressing the issue.

- OREGON STATE ADVANCE had committed to partner with the Office of Equity and Inclusion to hold a Justice and Community Summit to engage campus partners in planning and action related to equity, inclusion, and diversity. The office was reconfigured as part of broader institutional efforts, and we are now forming a relationship with the newly created Office of Institutional Diversity and the interim Chief Diversity Officer.
- Changes occurring without provocation impact the connection between the project and central administrative leadership. Significant changes during this reporting period include the following:
 - The return of Co-Principal Investigator, Becky Warner, to her role as Professor after serving as Senior Vice Provost of Academic Affairs from 2008 to 2015. After an internal search, Brenda McComb was appointed as the next Senior Vice Provost in January 2016. She will join the project as Senior Personnel in Year 3.
 - The departure of Provost Sabah Randhawa for a presidency at the end of spring term 2016. Following an internal process, Ron Adams was named Interim Provost with the search for the next Provost to begin immediately. This change comes at an important time in our project as we move into Year 3 and begin plans for our site visit.
 - Leadership changes and program initiatives to support a more inclusive community which resulted in the transition of an important partner, the Office of Equity and Inclusion. After a minor period of transition, the appointment of an interim Chief Diversity Officer overseeing a new Office of Institutional Diversity has shown potential for an exciting opportunity to partner with institutional initiatives regarding equity, inclusion, and justice at Oregon State University.
- As our project evolves it will be important to clarify membership, leadership, and purpose of the Internal Advisory Board in order to best utilize the expertise of board members. Re-envisioning of the board is also prompted by the departure of Provost Sabah Randhawa, who had served as chair during the first two years of our project.

- Principal Investigator, Susan Shaw, will be on sabbatical during Year 3. Although she will remain involved in the project, Becky Warner will be stepping into the role to provide continuity in leadership.

Report of Indicators

OREGON STATE ADVANCE Toolkit Data: Year Two Report

Table 1. Number and Percent of Women Tenured and Tenure Track Faculty in Science/Engineering and Social and Behavioral Sciences by Rank and Department

	Women			Men			% Women		
	Full	Associate	Assistant	Full	Associate	Assistant	Full	Associate	Assistant
Agricultural Sciences	18	23	16	73	62	24	20%	27%	40%
Agricultural Communications	0	1	0	1	0	0	0%	100%	
Agricultural Education and Agricultural Sciences	0	0	1	1	2	0	0%	0%	100%
Animal and Rangeland Sciences	1	2	2	6	8	6	14%	20%	25%
Applied Economics	1	2	0	7	7	3	13%	22%	0%
Biological & Ecological Engineering*	0	2	0	3	3	2	0%	40%	0%
Botany and Plant Pathology	1	2	1	13	3	5	7%	40%	17%
Crop and Soil Science	5	1	5	13	11	1	28%	8%	83%
Environmental and Molecular Toxicology	3	1	1	8	3	0	27%	25%	100%
Fisheries and Wildlife	3	5	2	9	9	2	25%	36%	50%
Food Science and Technology	2	2	2	8	4	0	20%	33%	100%
Horticulture	2	5	2	4	12	5	33%	29%	29%
Earth, Atmospheric, and Ocean Sciences	9	3	6	40	15	5	18%	17%	55%
Education (Science and Mathematics Education)	2	2	2	4	1	0	33%	67%	100%
Engineering	10	10	11	51	41	49	16%	20%	18%
Chemical, Biological and Environmental Engineering	1	2	2	9	5	6	10%	29%	25%
Civil and Construction Engineering	1	1	3	10	14	9	9%	7%	25%
Electrical Engineering and Computer Science	2	4	2	15	12	17	12%	25%	11%
Mechanical, Industrial, and Manufacturing Engineering	5	2	4	11	9	15	31%	18%	21%
Nuclear Engineering and Radiation Health Physics	1	1	0	6	1	2	14%	50%	0%
Forestry	6	3	4	29	19	10	17%	14%	29%
Forest Ecosystems and Society	4	3	0	11	7	1	27%	30%	0%
Forest Engineering, Resources and Management	1	0	2	9	9	8	10%	0%	20%
Wood Science and Engineering	1	0	2	9	3	1	10%	0%	67%
Science	21	7	15	45	19	25	32%	27%	38%
Biochemistry and Biophysics	1	1	2	6	5	2	14%	17%	50%
Chemistry	2	1	2	8	3	4	20%	25%	33%
Integrative Biology	7	0	2	7	2	6	50%	0%	25%
Mathematics	4	2	3	14	2	4	22%	50%	43%
Microbiology*	2	0	2	6	1	2	25%	0%	50%
Physics	3	1	1	3	5	3	50%	17%	25%
Statistics*	2	2	3	1	1	4	67%	67%	43%
STEM TOTAL	66	48	54	242	157	113	21%	23%	32%
Liberal Arts (SBS Total)	10	15	14	12	14	17	45%	52%	45%
School of Language, Culture, and Society**	5	6	3	2	5	6	71%	55%	33%
School of Psychological Science	0	3	3	1	3	3		50%	50%
School of Public Policy	5	6	8	9	6	8	36%	50%	50%

Source: Oregon State University Office of Institutional Research, using Data Warehouse and Banner Information System, active staff on November 1, 2015, including faculty on sabbatical leave.

Bolded data summarize headcounts for college level, while schools and departments within the college are listed separately.

* Joint with Engineering but listed here only for convenience.

** excluding World Language faculty

Table 2. Number and Percent of Women by Tenure Status (non-tenure includes fixed-term professors, research associates and full-time instructors; excludes post doctoral researchers and faculty research assistants) in Science, Engineering and Mathematics and Social and Behavioral Sciences by Department

	Tenured/Tenure Track			Non-tenure Track instruction/research			% of Women in non-tenure track position
	All	Women	% Women	All	Women	% Women	
Agricultural Sciences	216	57	26%	106	43	41%	43%
Agricultural Communications	2	1	50%	0	0		0%
Agricultural Education and Agricultural Sciences	4	1	25%	0	0		0%
Animal and Rangeland Sciences	25	5	20%	9	5	56%	50%
Applied Economics	20	3	15%	6	4	67%	57%
Biological & Ecological Engineering*	10	2	20%	3	0	0%	0%
Botany and Plant Pathology	25	4	16%	22	12	55%	75%
Crop and Soil Science	36	11	31%	24	10	42%	48%
Environmental and Molecular Toxicology	16	5	31%	10	3	30%	38%
Fisheries and Wildlife	30	10	33%	18	4	22%	29%
Food Science and Technology	18	6	33%	4	1	25%	14%
Horticulture	30	9	30%	10	4	40%	31%
Earth, Atmospheric, and Ocean Sciences	78	18	23%	33	11	33%	38%
Education (Science and Mathematics Education)	11	6	55%	3	2	67%	25%
Engineering	172	31	18%	35	13	37%	30%
Chemical, Biological and Environmental Engineering	25	5	20%	5	2	40%	29%
Civil and Construction Engineering	38	5	13%	5	2	40%	29%
Electrical Engineering and Computer Science	52	8	15%	15	5	33%	38%
Mechanical, Industrial, and Manufacturing Engineering	46	11	24%	9	3	33%	21%
Nuclear Engineering and Radiation Health Physics	11	2	18%	1	1	100%	33%
Forestry	71	13	18%	29	6	21%	32%
Forest Ecosystems and Society	26	7	27%	19	5	26%	42%
Forest Engineering, Resources and Management	29	3	10%	8	1	13%	25%
Wood Science and Engineering	16	3	19%	2	0	0%	0%
Science	132	43	33%	78	38	49%	47%
Biochemistry and Biophysics	17	4	24%	5	2	40%	33%
Chemistry	20	5	25%	17	6	35%	55%
Integrative Biology	24	9	38%	16	9	56%	50%
Mathematics	29	9	31%	21	12	57%	57%
Microbiology*	13	4	31%	8	6	75%	60%
Physics	16	5	31%	7	1	14%	17%
Statistics*	13	7	54%	4	2	50%	22%
STEM TOTAL	680	168	25%	284	113	40%	40%
Liberal Arts (SBS Total)	82	39	48%	26	17	65%	30%
School of Language, Culture, and Society**	27	14	52%	10	8	80%	36%
School of Psychological Science	13	6	46%	7	6	86%	50%
School of Public Policy	42	19	45%	9	3	33%	14%

Source: Oregon State University Office of Institutional Research, using Data Warehouse and Banner Information System, active staff on November 1, 2015, including faculty on sabbatical leave.

Bolded data summarize headcounts for college level, while schools and departments within the college are listed separately.

* Joint with Engineering but listed here only for convenience.

** excluding World Language faculty

Table 3: Tenure Review Outcomes by Gender – STEM Fields*						
Year: 2014-2015						
	# Reviews		# Approvals		# Denials	
	Women	Men	Women	Men	Women	Men
Agricultural Sciences						
Applied Economics				1		
Environmental and Molecular Toxicology			1			
Fisheries and Wildlife			1	1		
Horticulture				1		
Earth, Atmospheric and Ocean Sciences				1		
Education (Math and Science)			1	1		
Engineering						
Chemical, Biological and Environmental Engineering				1		
Civil and Construction Engineering			2	4		
Electrical Engineering and Computer Science			1			
Mechanical, Industrial, and Manufacturing Engineering				1		
Forestry						
Forest Ecosystems and Society			1	1		
Wood Science and Engineering						
Science						
Chemistry				2		
Statistics				1		

Table 3: Tenure Review Outcomes by Gender – SBS Fields*

Year: 2014-2015

	Women	Men	Approvals	Denials
Liberal Arts				
Public Policy			1	

Table 4a: Promotion Review Outcomes by Gender: Assistant to Associate Professor – STEM Fields						
Year: 2014-2015						
	# Reviews		# Approvals		# Denials	
	Women	Men	Women	Men	Women	Men
Agricultural Sciences						
Applied Economics				1		
Environmental and Molecular Toxicology			1			
Fisheries and Wildlife			1	1		
Horticulture				1		
Earth, Atmospheric and Ocean Sciences						
			1	1		
Engineering						
Civil and Construction Engineering				3		
Electrical Engineering and Computer Science			1	2		
Mechanical, Industrial, and Manufacturing Engineering				1		
Forestry						
Forest Ecosystems and Society			1	1		
Science						
Chemistry				2		
Statistics				1		

TABLE 4A: Promotion Review Outcomes by Gender: Assistant to Associate Professor - SBSFields*

Year: 2014-2015

Liberal Arts						
Public Policy			1			

Table 4b: Promotion Review Outcomes by Gender: Associate to Full Professor – STEM Fields*						
Year: 2014-2015						
	# Reviews		# Approvals		# Denials	
	Women	Men	Women	Men	Women	Men
Agricultural Sciences						
Crop & Soil Science				1		
Fisheries and Wildlife			1			
Earth, Atmospheric and Ocean Sciences				1		
Engineering						
Civil and Construction Engineering				1		1
Chemical, Biological and Environmental Engineering				1		
Electrical Engineering and Computer Science				1		
Science						
Integrative Biology				1		
Mathematics			1			
Microbiology			1			
Statistics			1			

Table 4b: Promotion Review Outcomes by Gender: Associate to Full Professor – SBS Fields*

Year: 2014-15

Liberal Arts						
Psychological Science				1		
Public Policy				1		

**Table 5a. Years in Rank at the Associate Professor Level for STEM and SBS Faculty:
those hired as ASSISTANT PROFESSORS**

Years in rank	STEM				SBS			
	Women		Men		Women		Men	
	n	%	n	%	n	%	n	%
0 - 2	6	15%	24	20%	1	9%	1	8%
3 - 5	16	41%	42	34%	2	18%	3	25%
6 - 8	6	15%	17	14%	4	36%	4	33%
9 - 11	6	15%	13	11%	2	18%	1	8%
12 - 14	1	3%	3	2%	0	0%	2	17%
15 or more	4	10%	23	19%	2	18%	1	8%

For those with 15 or more, statistics on actual years

range	9	20	-	-
mean	18.3	21.6	-	-
std dev	4.1	5.5	-	-
median	16.7	20.3	-	-

**Table 5b. Years in Rank at the Associate Professor Level for STEM and SBS Faculty:
those hired as ASSOCIATE PROFESSORS**

Years in rank	STEM				SBS			
	Women		Men		Women		Men	
	n	%	n	%	n	%	n	%
0 - 2	5	56%	15	44%	3	75%	1	50%
3 - 5	2	22%	6	18%	0	0%	0	0%
6 - 8	0	0%	4	12%	1	25%	1	50%
9 - 11	1	11%	1	3%	0	0%	0	0%
12 - 14	0	0%	3	9%	0	0%	0	0%
15 or more	1	11%	5	15%	0	0%	0	0%

For those with 15 or more, statistics on actual years

range	-	7	-	-
mean	-	19.7	-	-
std dev	-	3	-	-
median	-	19.3	-	-

Source: Oregon State University Office of Institutional Research, using Data Warehouse and Banner Information System, active staff on November 1, 2015, including faculty on sabbatical leave.

Table 6. Voluntary, Non-retirement Attrition, by Year, College, Rank and Gender

	Assistant		Associate		Full	
	Women	Men	Women	Men	Women	Men
2011						
Agricultural Sciences	1	1	0	0	0	2
Earth, Atmospheric, and Ocean Sciences	0	0	0	0	0	0
Education (Science and Mathematics Education)	0	0	0	0	0	0
Engineering	0	0	0	0	0	0
Forestry	0	0	0	0	0	0
Science	0	1	0	0	0	1
STEM Total	1	2	0	0	0	3
Liberal Arts (SBS Total)	0	0	0	0	0	1
2012						
Agricultural Sciences	3	3	0	1	0	1
Earth, Atmospheric, and Ocean Sciences	0	0	0	0	0	0
Education (Science and Mathematics Education)	0	0	0	0	0	0
Engineering	1	0	0	2	0	0
Forestry	0	1	0	0	0	0
Science	0	0	0	0	0	0
STEM Total	4	4	0	3	0	1
Liberal Arts (SBS Total)	0	1	1	0	0	0
2013						
Agricultural Sciences	1	2	0	0	0	3
Earth, Atmospheric, and Ocean Sciences	0	0	0	0	0	0
Education (Science and Mathematics Education)	0	1	1	0	0	0
Engineering	0	0	1	1	0	0
Forestry	0	0	0	0	0	1
Science	1	0	0	0	0	0
STEM Total	2	3	2	1	0	4
Liberal Arts (SBS Total)	1	0	0	1	0	0
2014						
Agricultural Sciences	0	1	0	2	0	1
Earth, Atmospheric, and Ocean Sciences	0	0	0	0	1	1
Education (Science and Mathematics Education)	0	0	0	0	0	0
Engineering	0	0	0	1	0	0
Forestry	0	0	0	0	0	0
Science	0	0	0	0	0	0
STEM Total	0	1	0	3	1	2
Liberal Arts (SBS Total)	3	0	0	0	0	1
2015						
Agricultural Sciences	0	0	0	1	0	1
Earth, Atmospheric, and Ocean Sciences	0	1	0	0	0	0
Education (Science and Mathematics Education)	0	0	0	0	0	1
Engineering	1	1	0	2	1	2
Forestry	0	0	0	1	0	0
Science	0	0	0	0	0	0
STEM Total	1	2	0	4	1	4
Liberal Arts (SBS Total)	0	0	0	0	1	0

Source: Oregon State University Office of Institutional Research, using Data Warehouse and Banner Information System

Excludes tenure track faculty that were denied tenure; includes those that left their tenure-track/tenured position but stayed on in fixed-term research or professional positions. Tenured faculty that were removed from administrative positions and subsequently left their tenured position are counted as voluntary departers from the tenure role.

Table 7. New Hires in STEM and SBS, by Year, College, Rank and Gender

	Assistant			Associate			Full		
	Women	Men	% Women	Women	Men	% Women	Women	Men	% Women
2010-11									
Agricultural Sciences	1	1	50%	1	0	100%	0	3	0%
Earth, Atmospheric, and Ocean Sciences	1	0	100%	0	0		0	1	0%
Education (Science and Mathematics Education)	0	0		0	0		0	0	
Engineering	0	2	0%	0	1	0%	0	0	
Forestry	0	0		0	0		0	0	
Science	1	1	50%	0	0		0	0	
STEM Total	3	4	43%	1	1	50%	0	4	0%
Liberal Arts (SBS Total)	2	0	100%	0	0		0	0	
2011-12									
Agricultural Sciences	0	3	0%	0	0		0	2	0%
Earth, Atmospheric, and Ocean Sciences	2	1	67%	0	2	0%	0	0	
Education (Science and Mathematics Education)	1	0	100%	0	0		0	0	
Engineering	0	7	0%	0	1	0%	0	0	
Forestry	0	2	0%	0	0		0	1	0%
Science	5	8	38%	0	1	0%	0	0	
STEM Total	8	21	28%	0	4	0%	0	3	0%
Liberal Arts (SBS Total)	5	3	63%	0	0		1	0	
2012-13									
Agricultural Sciences	5	4	56%	0	0		0	1	0%
Earth, Atmospheric, and Ocean Sciences	1	0	100%	0	2	0%	0	0	
Education (Science and Mathematics Education)	1	1	50%	0	0		0	1	0%
Engineering	2	13	13%	1	3	25%	1	0	100%
Forestry	1	4	20%	0	0		0	1	0%
Science	2	5	29%	1	0	100%	0	0	
STEM Total	12	27	31%	2	5	29%	1	3	25%
Liberal Arts (SBS Total)	3	5	38%	0	0		0	1	0%
2013-14									
Agricultural Sciences	3	5	38%	0	3	0%	0	1	0%
Earth, Atmospheric, and Ocean Sciences	1	2	33%	0	2	0%	0	1	0%
Education (Science and Mathematics Education)	0	0		0	0		1	0	100%
Engineering	4	13	24%	0	1	0%	0	1	0%
Forestry	2	0	100%	0	0		1	0	100%
Science	3	6	33%	0	1	0%	1	2	33%
STEM Total	13	26	33%	0	7	0%	3	5	38%
Liberal Arts (SBS Total)	0	2	0%	1	1	50%	0	0	
2014-15									
Agricultural Sciences	3	4	43%	0	1	0%	1	1	50%
Earth, Atmospheric, and Ocean Sciences	1	1	50%	0	1	0%	0	0	
Education (Science and Mathematics Education)	0	0		0	0		0	0	
Engineering	1	13	7%	1	1	50%	0	2	0%
Forestry	0	5	0%	0	1	0%	0	0	
Science	2	5	29%	0	0		1	1	50%
STEM Total	7	28	20%	1	4	20%	2	4	33%
Liberal Arts (SBS Total)	3	4	43%						
2015-16									
Agricultural Sciences	3	7	30%	0	0		1	1	50%
Earth, Atmospheric, and Ocean Sciences	1	1	50%	0	0		0	0	
Education (Science and Mathematics Education)	0	0		0	0		0	0	
Engineering	6	6	50%	1	0	100%	1	0	100%
Forestry	2	1	67%	0	0		0	0	
Science	2	1	67%	0	0		1	0	100%
STEM Total	14	16	47%	1	0	100%	3	1	75%
Liberal Arts (SBS Total)	4	2	67%	1	0	100%	0	0	

Source: Oregon State University Office of Institutional Research, using Data Warehouse and Banner Information System

Table 8. Faculty Leadership Positions

	All Faculty	Number of Women Faculty		
		All	STEM	SBS
Tenured Full Professors	388	124	68	8
Full Professors (non- tenured)	4	1	0	0
STEM Department/School Heads	36	16	10	NA
SBS Department/School Heads	36	16	NA	0
Deans	15	6	3	0
Associate Deans	27	16	7	0
Center Directors	48	18	8	3
President, Vice-Presidents, Provost, Vice-Provosts	5	2	2	0
Endowed/Named Chairs	15	3	2	0

Data based on Professorial rank positions only