



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

**Year 3 Annual Report
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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. To meet this goal, we focus on STEM at three intersecting levels of influence: individual, symbolic, and institutional.¹

- Individual: How gender, race, class, and other aspects of identity frame our personal biographies and the ways we participate in institutions and relationships.
- Symbolic: Acknowledges the impact of ideologies, especially as they take shape in language and stereotypes, in reproducing hierarchies.
- Institutional: Names the systematic ways social institutions, such as higher education, structure relationships in order to maintain power and privilege or confer subordination.

Each activity of OREGON STATE ADVANCE addresses one or more of these dimensions with the goal of disrupting systems of oppression by challenging them at individual, symbolic, and institutional levels.

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
6. ADVANCE Journal

¹ Hill Collins, Patricia. "Toward a New Vision: Race, Class, and Gender as Categories of Analysis and Connection." *Race, Sex & Class* 1.1 (1993): 25-45.

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

Significant Results

1. **ADVANCE Seminar:**

To date, there have been five seminar cohorts comprised of 43 administrators and 38 faculty and one University Relations and Marketing cohort with 13 participants. Participants represented 36 organizational units. Two more seminar cohorts, each with 16 participants, are scheduled for summer 2017. 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 and position descriptions, promotion and tenure, climate/interpersonal relationships, and resource allocations. 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), and guest speakers and videos.

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 in transforming the curriculum.

- Three cohorts completed the seminar in summer 2016:
 - STEM senior faculty (n=10) and administrators (n=6) in organizational units (n=13) across the university, including interim provost, Ron Adams, participated in a session from June 13, 2016 to June 24, 2016 led by Co-Principal Investigator,

Michelle Bothwell and faculty member and former seminar participant, Ronald Mize.

- STEM senior faculty (n=4) and administrators (n=8) in organizational units (n=11) across the university, including university president, Edward Ray participated in a session from August 29, 2016 to September 9, 2016 led by faculty member, Qwo-Li Driskill and former seminar participant, Julie Greenwood.
- STEM early-career faculty (n=12) in organizational units (n=11) across the university participated in a session from August 29, 2016 to September 9, 2016 led by Principal Investigator, Becky 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 included new faculty hired through a 2014–15 Provost’s Hiring Initiative, which 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.
- Interim Provost Ron Adams sent invitations to participants for the two scheduled summer 2017 sessions during the months of December, 2016 and January, 2017. The remaining STEM deans, associate deans, and department heads were invited to attend either the June or August session. A request was made to encourage the deans at the Provost’s Council to help make this seminar possible for their heads/chairs. Due to the high demand, 32 participants were accepted into the two 2017 seminars.
- Two cohorts are scheduled for summer 2017:
 - STEM senior faculty (n=3), and administrators (n=13, of which 10 are also tenured faculty) in organizational units (12) across the university will participate in a session from June 19, 2017 to June 30, 2017 to be led by Co-Principal Investigators Michelle Bothwell and Susan Shaw.
 - STEM senior faculty (n=3) and administrators (n=13, of which 10 are also tenured faculty) in organizational units (13) across the university will participate in a session from August 28, 2017 to September 8, 2017 to be led by Principal Investigator Becky Warner and Co-Principal Investigator Tuba Özkan-Haller.

CONTINUED PARTICIPANT ENGAGEMENT

Seminar participants continued to engage with ADVANCE and build community through all-cohort gatherings. All-cohort gatherings were scheduled for fall, winter, and spring of 2016-2017. The fall and winter gatherings included panel presentations by seminar graduates including OSU’s President and Interim Provost, STEM Deans, and ADVANCE Faculty Fellows. There was also time allotted for conversations within and between cohorts. The spring gathering was replaced by focused sessions with the NSF site visit team, to which all current and future seminar graduates were invited.

Seminar participants were also engaged through an action plan follow-up protocol involving individual meetings with seminar participants to help facilitate their role in embedding the work of transformation throughout the institution.

- On October 18, 2016 all seminar participants (n=81) from the initiation of the grant were invited to an all-cohort gathering. Faculty (n=26) and administrators (n=20) in organizational units (n=24) across the university attended the gathering.
 - One outcome of the ADVANCE Seminar is for participants to apply the learning from the seminar to actions that will help reach the goal of OREGON STATE ADVANCE from their place in the university. At the gathering, participants heard from a panel of seminar graduates (n=5) in organizational units (n=5) about what they have done and have planned following their completion of the seminar:
 - Scott Ashford, Dean of the College of Engineering, spoke about changes the college has made to hiring practices.
 - Dan Arp, Dean of the College of Agricultural Sciences, spoke about revisions the college has made to promotion and tenure policies and practices.
 - James Sweeney, Head of the School of Chemical, Biological, and Environmental Engineering, spoke about efforts in the school to revise position descriptions and annual review processes to include attention to diversity.
 - Flaxen Conway, Director of the Marine Resource Management Program, Professor of Sociology and ADVANCE Fellow spoke about rethinking mentoring.
 - Melody Oldfield, Assistant Vice President and Director of Marketing, spoke about how University Relations and Marketing is rethinking how to present and articulate who we are as an institution.
 - In addition to reconnecting within their cohort, this gathering served as an opportunity to discuss across cohorts ways to create plans that are responsive to each individual's environment and sphere of influence and that apply their new understandings to "their" policies and procedures (those they can influence—those that impact their success).
 - In a post-event evaluation, respondents (n=18) reported interest in the following focus areas (participants were able to select all that applied):
 - Hiring (28%)
 - Mentoring (44%)
 - Climate (22%)
 - Promotion and tenure (28%)
 - Leadership (44%)
 - Communication (23%)
- The second all-cohort gathering took place on February 22, 2017. All past and upcoming seminar participants (n = 113) were invited to this gathering. Faculty (n=22), and

administrators (n=24), including members of our Internal Advisory Council (n=6) participated in this gathering.

- At this gathering, participants heard from a panel of seminar graduates (n=4) in organizational units (n=3) about what they have done and have planned following their completion of the seminar. This panel presentation was videotaped and is available on the ADVANCE website.
 - President Ed Ray spoke about the close relationships built with his seminar cohort, and starting a process to expand child care, family medical leave assistance, and a dual career hiring program, as well as looking at start-up packages for men and women in STEM to see if they are equitable.
 - Interim Provost Ron Adams spoke about the importance of our new provost going through seminar for the sake of sustainability, and the value of the cognitive and emotional learning in the seminar. He has started conversations with the ADVANCE Leadership team and Susan Capalbo, Vice Provost for Academic Affairs, about sustaining ADVANCE at OSU. His bottom line: “I found this to be extremely valuable, worth about 10x the time I put into it.”
 - Tiffany Garcia, Associate Professor of Fisheries and Wildlife and ADVANCE Fellow spoke about her Faculty Fellow project to create a survey to assess climate in her department, and the challenges and opportunities of working with the climate data she collected.
 - Troy Hall, Department Head, Forest Ecosystems and Society and ADVANCE Fellow spoke about her ADVANCE fellow project – facilitating the diversity action planning effort in the College of Forestry. After data collection, analysis, and brainstorming phases of the project, they are now in the process of wrapping up focus groups to reflect on/validate the goals and strategies that emerged from the planning project.
 - This gathering also served as an introduction to the ADVANCE community for the summer 2017 participants that attended (n=8), in addition to facilitating continued reconnection within and between cohorts. Future participants were seated at tables with a mixture of members of the Internal Advisory Council, previous cohorts, and ADVANCE PIs and staff. Conversations included the history of the program and grant, and the value and sustainability of the ADVANCE seminar.
- In place of the third all-cohort gathering, originally scheduled for May 4, 2017, the Leadership Team invited all cohort members from Year 1 and Year 2, and future cohort members from Year 3, to participate in the NSF 3rd year site visit sessions on May 25 and 26, 2017 to discuss the ADVANCE seminar. For these sessions, cohort members were grouped according to role, such as senior faculty, department/school heads, and deans. They engaged in conversations about the impact of the ADVANCE seminar, and the anecdotes they shared about changes being made at the individual and unit level were noted by the NSF Site Visit team as being a powerful endorsement for the impact of the seminar on the culture at OSU.

- The Leadership Team also developed a protocol for re-engaging with participants following the seminar. Co-PIs Michelle Bothwell and Tuba Özkan-Haller conducted individual meetings with participants from the summer 2015 cohorts to learn more about their plans for action following the seminar. This also serves as another way of remaining connected with seminar participants to help facilitate their role in embedding the work of transformation throughout the institution. This process is distinct from the research project; however, the interview data will contribute to the evaluation study. In response to verbal feedback from the NSF site visit team, this protocol will be updated to engage participants starting at six months post-seminar, and every 6 months thereafter for the duration of the grant.

2. Sponsored Events:

ADVANCE works with partners across campus to sponsor and co-sponsor events throughout the academic year. To date, 17 symposiums, workshops, lectures, and webinars were sponsored or co-sponsored with 11 campus units and have exposed over 500 faculty, staff, and administrators to OREGON STATE ADVANCE. Topics included: women as scientists; mentoring; faculty development and diversity; and harassment.

- Through Academic Affairs, PI Becky Warner provided support to the Oregon State University CUWiP, one of the nine Conferences for Undergraduate Women in Physics, which took place simultaneously across the United States. The Oregon State University event was headed by Janet Tate, Professor of Physics. The event's aim, which aligns with the goals of OREGON STATE ADVANCE, was to equip women with the skills, knowledge, and networks they need to be successful in a STEM field still dominated by men.
- In partnership with the President's Commission on the Status of Women; The College of Liberal Arts; The School of Writing, Literature, and Film; and OSU Libraries and Press, OREGON STATE ADVANCE hosted a talk titled, "The Only Woman in the Room: Why Science is Still A Boys' Club" with Eileen Pollack. The event attracted over 100 attendees and was held on October 21, 2016.
- The 2017 ADVANCE Annual Lecture titled "Perspectives on Women in Engineering" was delivered by Peggy Layne, P.E., Assistant Provost for Faculty Development and Director of AdvanceVT at Virginia Tech, on February 20, 2017. Layne also gave a guest lecture for students in WGSS 340: Gender and Science. Her visit was co-sponsored by the President's Commission on the Status of Women and the Honors College.
- On February 24, 2016, OREGON STATE ADVANCE co-sponsored the event "Blind Ambition: Overcoming a pediatric brain tumor to then become a Paralympic hopeful," a talk by Patricia Walsh. Walsh, a graduate of Oregon State University, became one of the first blind engineers at Microsoft. This event was co-sponsored with the College of Engineering.
- 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 and 1391 responses were collected, which is an overall response rate of about 22%. A total of 265 respondents

identified their primary role as tenured/tenure track faculty, which is a response rate of 23.4%. 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. During summer 2016, preliminary findings were shared with OREGON STATE ADVANCE, and further analysis will be completed in 2017.

- OREGON STATE ADVANCE is participating on an ad hoc University Climate Assessment Committee charged with developing a basic dashboard with climate related information as well as making recommendations for future data collection and reporting. These dashboards will be housed in the Office of Institutional Diversity.
- 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.
 - An inaugural cohort (n=5) in organizational units (n=5) across the university began their fellowship in Fall 2016, led by PI Becky Warner. Selected fellows were known to be well-situated and respected, and they were also required to submit a statement from their college dean and academic unit administrator indicating how their fellowship work would be included in their position description and performance review. Additionally, preference was given to applicants who had completed the 60-hour ADVANCE Seminar, which supports alignment with the original project goal of keeping seminar participants engaged in actions that will ensure the theoretical frameworks covered in the seminars can be effectively put into practice.
 - The first gathering of the 2016 cohort was held in September 2016 to introduce the fellows to each other. A second gathering took place in December 2016, at which fellows had opportunity to meet with members of the Internal Advisory Council. This fostered relationships and helped to maintain alignment across various project activities.
 - The 2016–17 cohort of Faculty Fellows will be working on the following projects:
 - Tiffany Garcia, Fisheries and Wildlife, College of Agricultural Sciences— In collaboration with the Fisheries and Wildlife Diversity Committee, Tiffany's project is to improve equity and inclusion efforts within the department. Tiffany and the Diversity Committee administered a climate survey to assess the level of community awareness regarding issues of difference, power, and discrimination. Their analysis of the survey results will provide a better understanding of the climate and help to identify specific needs for development in equity and inclusivity. Tiffany's work as a fellow will contribute to the shaping of departmental recruitment and mentoring policies to promote diversity, equity, and inclusion in curriculum planning, professional development, and hiring and retention practices.
 - Adriane Irwin, Pharmacy Practice, College of Pharmacy—Adriane's fellowship project aims to enhance equity in advancement for women

faculty in clinical positions. Data show that faculty in clinical positions, which constitute much of the growth for women in Pharmacy and Veterinary Medicine, face a slower rate of promotion and decreased odds of achieving higher academic ranks than faculty without clinical responsibilities. By gathering and assessing data on the landscape for promotion of clinical faculty, Adriane's work will shed light on disparities in advancement rates for women faculty. This project will help advance equity by developing guidelines for responsive promotion processes to address systemic barriers and facilitating the development of an environment that values the contributions of clinical faculty.

- Alix Gitelman, Statistics, College of Science— In order to support broader college-level equity and inclusion goals, Alix is engaged in developing faculty mentoring groups within the Statistics department. Fostering a sense of community and facilitating conversations among faculty of diverse backgrounds, these mentoring groups provide a forum for discussions about equity and inclusion in the department, the College of Science, the university, and STEM disciplines in general. This project builds on existing mentoring efforts and aims to develop more structured, intentional practices to support faculty at all ranks.
- Troy Hall, Forest Ecosystems and Society, College of Forestry—Troy's fellowship focuses on developing a Diversity, Equity, and Inclusion Plan for the College of Forestry. This project will be applied on many fronts, including the recruitment and retention of diverse faculty, staff, and students; the development of inclusive teaching, research and educational activities; and the improvement of college culture and climate. Troy also strives to promote opportunities for the College of Forestry to engage with other units undertaking similar initiatives across the university.
- Flaxen Conway, Marine Resource Management, College of Earth, Ocean, and Atmospheric Sciences—Flaxen's project aims to create a more equitable academic environment for women and others from traditionally underrepresented groups in marine sciences. Targeting critical steps along the career "pipeline," Flaxen is working to build sustainable mentoring practices that foster a climate of trust, inclusion, and support for women at all levels in marine science and technology. This project promotes community-building through networks of solidarity across difference, and encourages the sharing of information, resources, and strategies to overcome challenges and strengthen professional opportunities.

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. Members of the OREGON STATE ADVANCE Leadership Team continue to make presentations throughout the university in order to raise awareness of equity, inclusion, and justice issues broadly. In Year 3, presentations were made to the President's Commission on the Status of Women and to students in a Gender and Science Course in the Fall of 2016 and Spring

of 2017. To date, 21 roadshows have been delivered to 17 units, exposing hundreds of academic and professional faculty and administrators to ADVANCE efforts and resources.

4. Influencer Dialogues:

To date, approximately 90 individual influencers have been engaged in ongoing dialogues, including the University President, Provost, Faculty Senate President, Interim Chief Diversity Officer, and Leadership Council for Equity, Inclusion, and Social Justice. Dialogues have centered on themes such as allocation of resources for sustainability, leadership, institutional capacity, policy development and implementation, and marketing.

INTERNAL ADVISORY COUNCIL

- Internal and External evaluations occurring in Year 2 indicated a need to more effectively engage the Internal Advisory Council (n=11) representing organizational units (n=11) across the institution. Over the summer of 2016, Co-PIs Lisa Gaines and Tuba Özkan-Haller engaged in individual conversations with council members to build relationships and solicit input on how the council can best support the project's goal of transforming the institution's climate, structures, and relationships to create a more equitable and just workplace. Additionally, Ron Adams, interim Vice Provost and seminar participant, served as IAC chair, which addressed a recommendation made by internal and external evaluators to strengthen ADVANCE's connection with the Office of the Provost.
- The new Provost and Executive Vice President, Ed Feser, was hired in February 2017. The ADVANCE Leadership Team met with the provost in April 2017 to introduce him to OREGON STATE ADVANCE, discuss the sustainability of the program, and invite him to chair the Internal Advisory Council and participate in the ADVANCE seminar. He accepted both invitations and will participate in the August 2017 seminar session.

Quarterly meetings

- At the fall 2016 council meeting, members suggested quarterly meetings of the large group, with newly established working groups meeting more frequently. Working groups for the 2016–17 academic year include: 1) Provide advice and feedback in preparation for the third year site visit; 2) Consider options for sustaining momentum for all actions that come out of OREGON STATE ADVANCE as well as embedding the work and goals of ADVANCE within the institution; and 3) Help support the Faculty Fellows Program. Each council member will participate in a subgroup, which will be led by members of the Leadership Team.
- The winter 2017 Internal Advisory Council meeting was scheduled to coincide with the all-cohort gathering on February 22. Six members of the council, representing each of the three working groups (third year site visit, sustainability, and faculty fellows) attended the gathering and engaged in conversation with seminar graduates and future participants.
- In spring 2017, each working group participated in an individual meeting with ADVANCE project staff to discuss ideas and procedures leading up to the third year site visit. The third year site visit subgroup gave input on the site visit presentation; the faculty fellows subgroup discussed progress being made by

fellows and ideas for developing plans with /for future fellows; and the sustainability subgroup discussed the impact of the ADVANCE seminar on the OSU community, the importance of the immersion component of the seminar, different ways to deliver the seminar, and making a case for the resources needed to sustain it, both in terms of values and the business case for improving faculty retention.

- The spring 2017 council meeting was convened with Provost Ed Feser as Chair. Plans for the third year site visit were discussed, as well as the progress of the faculty fellows and the sustainability of ADVANCE activities after the grant ends. The provost made a request for more data to support continuing the ADVANCE seminar beyond the grant period and noted that he would be sharing the narrative of ADVANCE sustainability with the third year site visit team from the NSF and with the Provost's Council.

EXTERNAL ADVISORY COUNCIL

- As part of the 3rd year site visit preparations, the Leadership team presented a draft of the site visit presentation to the External Advisory Council (n=7) via Webex in April 2017. The council responded with feedback primarily about focusing more on results and on tightening the narrative of the presentation.

STAKEHOLDERS

- In addition to the conversations engaging members of the Internal and External Advisory Councils, members of the Leadership Team scheduled conversations with several other stakeholders (n=17) to engage them on the topic of our project, invite input and collaboration, and evoke motivation to make positive changes that will help meet the objective of institutional transformation. Meetings were with new members of senior administration, such as the new Senior Vice Provost for Academic Affairs, Associate Dean of the College of Agricultural Sciences, and the new Provost (mentioned in previous section) as well as with key stakeholders such as the Faculty Senate President and the Dean of the College of Liberal Arts where the grant is situated.
- PI Becky Warner, co-PI Tuba Özkan-Haller and senior personnel Dwaine Plaza were invited to join stakeholder conversations with four finalists for the next Provost and Executive Vice President. In each of these conversations they asked candidates to speak to their experience developing systemic approaches to increasing the representation and advancement of women and others historically underrepresented in the academy.
- In an ongoing effort to support a more inclusive community, President Ray initiated leadership changes and program initiatives beginning in February 2016 and continuing through this reporting period.
 - As part of these efforts, Principal Investigator, Becky Warner, was asked to serve as co-chair of a newly constituted university Leadership Council for Equity, Inclusion, and Social Justice.
 - The Leadership Team held a meeting with the interim Chief Diversity Officer, Angela Batista and continued to interact on a regular basis with her and the Office of Institutional Diversity. Additionally, the Leadership Team was invited to meet with a representative of the search firm hired to help fill the permanent

Chief Diversity Officer role. Co-PI Michelle Bothwell and Senior Personnel Dwaine Plaza served as members of the search committee. The search resulted in the naming of Dr. Charlene Alexander to the role of Vice President and Chief Diversity Officer beginning in July 2017.

- In order to engage university leaders in high-level, strategic thinking to help advance the project's goals, the group that was 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=10) completed the ADVANCE Seminar in 2015 and 2016, and additional members will complete the seminar during summer 2017. 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 ADVANCE Faculty Fellows Program.

5. Research and Evaluation:

RESEARCH

- 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. The theoretical frameworks guiding the program plan include a four component social justice lens (Social Justice Lens: A Teaching Resource Guide; BCTF, 2010), the Transtheoretical Model (Prochaska & DiClemente, 1983) aimed at assessing individual level change, and the Community Readiness Model (Edwards et al., 2000) across six dimensions (knowledge of issue, efforts, knowledge of efforts, climate, leadership, and current resources) aimed at assessing institutional level change.
- 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.
- o To date, 46 seminar participants and 39 comparators agreed to participate in the study (n=88), which consists of two structured surveys and two in-depth interviews (pre and post). A total of 141 in-depth interviews have been completed.

Summer 2015

Faculty (n=5) representing different colleges (n=4) were recruited from the 2015 ADVANCE Seminar cohorts and assigned to Hypothesis 1. “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. For Hypothesis 2, Faculty (n=10) representing different colleges (n=6), were recruited from the 2015 ADVANCE Seminar cohorts and comparators (n=9) identified.

All pre-seminar assessments have been recorded (two surveys and one hour-long interview). Each were administered the same instruments as the seminar participant group. All data is recorded, and analysis has been initiated. These two groups completed post-seminar assessments in 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. Faculty (n=9), representing different colleges (n=5), were recruited and assigned to Hypothesis 1. Comparators (n=10) for this group were identified. For Hypothesis 2, 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 and comparators (n=13) for this group were identified. All pre-seminar assessments have been recorded (two surveys and one hour-long interview). These groups will complete post-seminar assessments in fall 2017.

Summer 2017

To-date, faculty (n=9), representing different colleges (n=5) and Central Administration, have been recruited from the 2017 ADVANCE Seminar cohorts and assigned to Hypothesis 1, and faculty (n=14), representing different colleges (n=9) and Central Administration, have been recruited from the 2017 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.

EVALUATION:

- In Year 2 we adopted a social ecologically-grounded, *People and Places Framework* to guide the reorganized project plan. The evaluation framework incorporates two additional evaluation models. The *Community Readiness Model* examines stages of readiness to take action across institutional levels (personal, institutional, symbolic) and dimensions of change (knowledge of issue, knowledge of efforts, current efforts, leadership, resources, and climate). The dimensions of change provide areas for action and assessments, including a mechanism for transforming qualitative data to indicate readiness, measure change, and advance the study and practice of equity, inclusion, and justice in the academy. Application of a *Social Justice Lens* with a focus on gender equity combined with the readiness for change model provides a guide for developing, planning and evaluating resources, policies, and practices. Outcome evaluation will apply this social justice lens to evaluate activities that meet our three project objectives, assess resource access, agency, advocacy, and solidarity actions among institutional members, and examine evidence of participatory democracy, transformative practices, and systems changes.

6. ADVANCE Journal:

The establishment of a peer-reviewed, online, open access ADVANCE journal to publish findings from ADVANCE projects across the nation will be a significant contribution of OREGON STATE ADVANCE. The journal will be launched in Year 5, and to make this possible, the following efforts are underway to address the logistical and technical components:

- In partnership with Oregon State University Libraries and Press, Co-PI Susan Shaw has identified Scholastica as the online platform for managing the academic journal, which also integrates peer review and publishing tools.
- Co-Editors and Editorial Board member position descriptions have been created and an Editorial Board (n=10) has been formed.

Key Outcomes and Other Achievements

- Due to overwhelming interest in the ADVANCE Seminar, 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. This session ran concurrently with the session for senior faculty and administrators, which created opportunities for the two groups to interact. For example, the two groups were brought together on the final day of the seminar to present their action plans.
- The first gathering of all seminar participants to-date drew nearly 60% of graduates. This continued engagement following the seminar is a critical component of embedding the learning from the seminar into the ongoing work of institutional transformation.
- ADVANCE seminar graduates implemented changes in their units, for example:

- The College of Engineering has implemented changes to their search committee guidelines, including requiring that the search committee chair and outside member must receive Search Advocate training; that a diversity statement must be requested in the job advertisement, and that Scott Ashford, College of Engineering Dean and ADVANCE Seminar graduate, can disrupt the process if needed. For the last three years, 50% of new faculty hires have been women, increasing the percentage of total engineering women faculty from 15% to 21%.
 - The College of Agricultural Sciences, to reach their goal of diversifying the faculty and creating mechanisms to value equity, inclusion, and justice work in the College, developed a policy addressing hiring practices, modifying position descriptions to include a commitment to diversity, and updated evaluation procedures to assess those commitments. In 2015-2016, 51% of all faculty hires in the College were women.
 - After participating in the 2015 ADVANCE seminar, University Relations and Marketing leadership realized that their marketing material was not analyzed for sensitivity to equity, inclusion, and justice issues. They created systems to apply an EIJ lens to operations and products.
- The percentage of women hired in tenure and tenure-track faculty positions has increased from 2014-2016:

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

- The Leadership Team paid particular attention to re-engaging with the Internal Advisory Council. Summaries of individual conversations with council members were used to inform the first meeting of the 2016–17 academic year, which led to additional suggestions for engaging the council in supporting the work of OREGON STATE ADVANCE.
- In order to broaden the impact of our project and help to sustain our commitments, returned overhead is being used to support the Faculty Fellowship Program. The program began in fall 2016 with an initial cohort of five.
- Principal Investigator Becky Warner was awarded the University Mentoring and Professional Development Award for her excellence in mentoring, supporting, and encouraging OSU employees, especially women and those from under-represented groups or non-traditional careers, and making available to them opportunities for professional, educational and personal development.
- The OREGON STATE ADVANCE website underwent significant redesign during summer 2017. The site was reorganized to more prominently feature key project components and to make resources more readily available to internal and external stakeholders.
- The OREGON STATE ADVANCE office has found a permanent physical location in the School of Public Policy, which is the home of ADVANCE Principal Investigator Becky Warner. The office is in a centrally located, newly updated building.

Training and Professional Development Opportunities

- To date, the ADVANCE Seminar has provided STEM faculty (n=38) and administrators (n=43) in organizational units (n=37) 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.
- Internal Advisory Council member Stella Coakley discussed the possibility of renewing a two-year institutional membership to the National Center for Faculty Development and Diversity with the council. After the discussion, she reached out to Academic Affairs, and the Provost's office decided to continue funding OSU's membership. 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;
2. OREGON STATE ADVANCE Internal Advisory Council and External Advisory Council members via email communications and presentations at scheduled meetings;

3. OREGON STATE ADVANCE's third year site visit presentation, which was attended by members of the President's Cabinet and Provost's Council at the invitation of the President.
4. Other universities and ADVANCE institutions via presentations at local and national conferences;
5. Other universities via invited talks and facilitated workshops;
6. OREGON STATE and NSF ADVANCE community via email communications and regular updates on our ADVANCE website.

Plans for Year Four

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

1. ADVANCE Seminar:

- We will deliver two seminars to STEM faculty and administrators during the summer of 2017. Our intention is to have 100% of STEM deans and a majority of STEM unit heads complete the seminar by the end of summer 2018.
- We will continue to work with seminar participants (n=113) to help develop and implement the strategies outlined in their action plans. To this end, and in response to feedback from the NSF site visit team, we have created an action plan tracking system so that we can follow up with all seminar participants about their action plans every six months with a short survey about progress on their plans. Following another recommendation from the NSF site visit team, the tracking system will also allow us to find areas of commonality between plans and to encourage people with similar plans to work together and/or to invite future seminar participants to collaborate on an existing plan in their units.
- Three all-cohort gatherings have been scheduled for Year 4:
 - Thursday, October 26, 2017, 2:00 – 3:30 pm (scheduled to coincide with the fall External Advisory Council meeting)
 - Tuesday, February 13, 2018, 10:00am – 12:00 pm
 - Wednesday, May 16, 2018, 3:00 – 5:00 pm
- 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.
- We will collect data on outcomes and continue to engage with our Internal and External Advisory Councils and Oregon State University leadership in conversation and planning about sustaining the ADVANCE seminar.

2. Sponsored Events:

- 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. We are currently collecting nominations and ideas for our 2018 Annual Lecture.

- We will open a call for our second cohort of Faculty Fellows for the 2017-2018 academic year at the June 2017 seminar. For the second cohort, the call will invite ADVANCE seminar graduates from STEM disciplines to apply for the fellowships. We will continue to 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, administrators, and students.

4. Influencer Dialogues:

- An External Advisory Council meeting has been planned for October 26, 2017 and will be combined with an Internal Advisory Council meeting to discuss the results of the third year site visit, our response to those results, sustainability, and replacing two outgoing members of the Internal Advisory Council.
- The Leadership Team will continue quarterly meetings with the Internal Advisory Council, and the Sustainability and Faculty Fellows subgroups will continue to meet as well.
- 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 the newly appointed deans in the colleges of Earth, Ocean, and Atmospheric Sciences and Public Health and Human Sciences and the new Vice President and Chief Diversity Officer.

5. Research and Evaluation:

- Recruitment from the 2017 ADVANCE Seminar cohorts for the research project is ongoing. We will begin recruitment of the 2017 comparator group later in summer. Post-seminar measures will be administered for the 2016 cohorts and the comparator group during fall 2017. Analysis of post-seminar data will inform instrument revision. Recruitment from the 2018 ADVANCE Seminar cohorts will begin next spring.
- We will continue to prepare and present papers on the study findings at national venues, including a proposed workshop and a poster at the ADVANCE/GSE workshop in October 2017, and a prospectus submitted for review in a special Issue of *Equality, Diversity and Inclusion: An International Journal*.
- We will continue to utilize robust evaluation measures to collect qualitative and quantitative data about individual and community readiness for institutional

transformation. The RE-AIM (Reach, Effectiveness, Adoption, Implementation, and Maintenance) framework guides ongoing impact evaluation. Tracking participation in ADVANCE activities will provide the number, proportion and representativeness of adopters (colleges/units) and reached agents (individuals) who make effective (EIJ) program-related changes. Evidence of implementation of ADVANCE activities (at the unit level) will refer to adoption of various elements of the program that help lead to equitable, inclusive and socially just institutional transformation. Maintenance, the extent to which a program becomes institutionalized or part of routine organizational practices and policies, will be indicated at the symbolic level through branding— language, images, and concepts shared with OREGON STATE ADVANCE using institutional communication technologies and media.

6. ADVANCE Journal:

- Co-editors Janet Lee and Susan Shaw will continue to develop the Editorial Board, which currently consists of the following members: Jill Bystydzienski, Ohio State University; Hillary 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, San Francisco State University; Londa Schiebinger, Stanford University; Abigail Stewart, University of Michigan; and Adela de la Torre, University of California, Davis.
- Planning for the ADVANCE Journal is ongoing. OSU's Women, Gender, and Sexuality Studies program has committed two 10-hour per week PhD students to assist with day-to-day journal tasks.

Products

Conference Papers and Presentations

Furman, K., M.K. Bothwell, R. Warner, and S. Shaw. (2017, November). *Institutional Transformation: A Summer Seminar for University Administrators and STEM Faculty*. To be presented at the STEM Conference of the Association of American Colleges & Universities, San Francisco, CA.

Ruder, B., Plaza, D., Bothwell, M. K., and Warner, R. (2017, April). *Emotional Labor in the STEM Disciplines: A Betrayal of Women Faculty by the Academic Standards*. Presented at the Pacific Sociological Association Annual Meeting, Portland, OR.

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

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. (2016, May). "Catalyzing Equity and Inclusion: Provoking Institutional Transformation through the Application of a Social Justice Lens." ADVANCE/GSE Program Workshop, Baltimore, MD.

Lamont, S., Lindley, L., and **Warner, R.** (2016, May). "New Initiatives in Faculty Professional Development." ADVANCE/GSE Program Workshop, Baltimore, MD.

Warner, R. (2016, May). "Strategies to Promote and Sustain Equity: Examples from Oregon State University." Keynote Address: Florida International University Leadership Institute, Miami, FL.

Shaw, S. (2016, May). *Equity and Inclusivity in STEM*. Presented at University of Portland, Portland, OR.

Shaw, S. (2016, May). *Diversifying the Curriculum*. Presented at University of the Pacific, Stockton, CA.

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

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

Pending Publication

Ruder, B., Bothwell, M. K., Plaza, D. and Warner, R. (Forthcoming in 2017). "It's Just Locker Room Talk:" STEM Women Faculty Experiencing Institutional Betrayal through Micro-aggressions, Unrecognized, Invisible Labor, and Policies and Practices that have Differential Impact. In Cho, C.L., A.Steele and J.K. Corkett (Eds.): *Poison in the Watercooler: Exploring the Toxicity of Lateral and Micro-aggression in Multiple Contexts and Disciplines*. Palgrave-McMillian, London.

Submitted Proposals

Bothwell, M.K., Furman, K., Gaines, L., John, D., Lopez, C., Osei-Kofi, N., Özkan-Haller, T., Plaza, D., Ruder, B., Shaw, S., and Warner, R. "Beyond Equity and Inclusion: Social Justice as a Goal for OREGON STATE ADVANCE." Prospectus submitted for review in: Special Issue of *Equality, Diversity and Inclusion: An International Journal*, Emerald Publishing.

Rose, S., and Warner, R. "From Insight to Action". Workshop proposal submitted to the 2017 ADVANCE/GSE Program workshop.

Shaw, S., and Furman, K. "ADVANCE Journal". Poster proposal submitted to the 2017 ADVANCE/GSE Program workshop.

Participants/Organizations

Leadership Team

- Principal Investigator, Rebecca Warner, Professor, School of Public Policy
- Co-PI, Michelle Bothwell, Associate Professor, School of Chemical, Biological, and Environmental Engineering
- Co-PI, Lisa Gaines, Director, Institute for Natural Resources
- Co-PI, Susan Shaw, Professor, School of Language, Culture, and Society
- Co-PI, H. Tuba Özkan-Haller, Professor, College of Earth, Ocean, and Atmospheric Sciences
- Co-PI, 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

- Project Manager, Cynthia Lopez
- Graduate Research Associate, Kali Furman
- Graduate Research Associate, Bonnie Ruder
- Office Specialist, Janette Byrd

Internal Advisory Council

- Chair, Edward Feser, 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
- 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 Evaluator

- Mariko Chang
- Theresa Westover

External Advisory Council

- Jill Bystydzienski, Chair and Professor of Women, Gender, and Sexuality Studies, Ohio State University
- Kelly Mack, Vice President and Executive Director of Project Kaleidoscope, Association of American Colleges and Universities
- Regina McClinton, Chief Officer for Diversity, Equity, and Inclusion, College of Pharmacy, 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, Applied Ocean Physics & Engineering, Woods Hole Oceanographic Institute
- Jamie P. Ross, Assistant Professor, Women, Gender, and Sexuality Studies, Portland State University
- Sue Rosser, Special Advisor on Research Development and External Partnerships, California State University System Office of the Chancellor

Faculty Fellows

- Flaxen Conway, Professor and Director, Marine Resource Management Program
- Tiffany Garcia, Associate Professor, Fisheries and Wildlife
- Alix Gitelman, Professor, Statistics

- Troy Hall, Department Head, Forest Ecosystems and Society
- Adriane Irwin, Assistant Professor, Pharmacy Practice

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 Journal Editorial Board

Co-Editors

- Susan Shaw, Co-PI, Oregon State University
- Janet Lee, Oregon State University

Editorial Board

- Jill Bystydzienski, Ohio State University
- Hillary 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, San Francisco State University
- Londa Schiebinger, Stanford University
- Abigail Stewart, University of Michigan
- Adela de la Torre, University of California, Davis

ADVANCE Seminar Facilitators

- Susan Shaw
- Michelle Bothwell
- Rebecca Warner
- H. Tuba Özkan-Haller
- Rebekah Elliott, Associate Professor, College of Education
- Julie Greenwood, Associate Dean, Undergraduate Studies and Associate Professor, Biochemistry and Biophysics

- Ronald Mize, Associate Professor, School of Language, Culture, and Society
- Qwo-Li Driskill, Associate Professor, School of Language, Culture, and Society
- Jennifer Almquist, Chief Assistant to the President

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, Digital Communications Manager, Interactive Communications
- Santiago Uceda, Assistant Director, Interactive Communications

Cohort 2A, June 13–June 24, 2016

- Ron Adams, Interim Provost, Oregon State University
- Angela Batista, Interim Chief Diversity Office, Office of Institutional Diversity
- Sherm Bloomer, Director of Budget & Fiscal Planning, Finance and Administration
- Kathryn Ciechanowski, Associate Professor, College of Education
- Steve Clark, Vice President for University Relations and Marketing
- Lisa Ganio, Associate Professor, Forest Ecosystems and Society
- Alix Gitelman, Professor, Statistics
- Rakesh Gupta, Professor, Wood Science
- Goran Jovanovic, Professor, Chemical, Biological and Environmental Engineering
- Ricardo Mata-Gonzalez, Associate Professor, Animal and Rangeland Sciences
- Cindy Sagers, Vice President for Research
- Dana Sanchez, Associate Professor, Fisheries and Wildlife
- Martin Storksdieck, Professor, College of Education
- David Trejo, Professor, School of Civil and Construction Engineering
- Jason Weiss, School Head, School of Civil and Construction Engineering
- Dorthe Wildenschild, Professor, Chemical, Biological and Environmental Engineering

Cohort 2B, August 29–September 10, 2016

- Tiffany Garcia, Associate Professor, Fisheries and Wildlife
- Michael Green, Associate Vice President of Finance and Administration
- Selina Heppell, Department Head, Fisheries and Wildlife
- Kathy Higley, School Head, Nuclear Engineering and Radiation Health Physics
- Andy Karplus, Department Head, Biochemistry and Biophysics
- Ricardo Letelier, Professor, College of Earth, Ocean, and Atmospheric Sciences
- Marta Maldonado, Associate Professor, School of Language, Culture and Society
- Phil Mote, Director, Oregon Climate Change Research Institute
- Ed Ray, President, Oregon State University
- Scott Reed, Vice Provost, University Outreach and Engagement; Director, OSU Extension Services
- Laurie Schimleck, Department Head, Wood Science
- Staci Simonich, Professor, Department of Environmental and Molecular Toxicology

Cohort 2C, August 29–September 10, 2016

- Wendy Aaron, Assistant Professor, College of Education
- Líney Árnadóttir, Assistant Professor, Chemical, Biological and Environmental Engineering
- Natchee Barnd, Assistant Professor, School of Language, Culture and Society
- Kathy Becker-Blease, Assistant Professor, Psychology
- Eduardo Cotilla-Sanchez, Assistant Professor, Electrical Engineering and Computer Science

- Roland Eisenhuth, Assistant Professor, School of Public Policy
- Elain Fu, Assistant Professor, Chemical, Biological and Environmental Engineering
- Elizabeth Gire, Assistant Professor, Physics
- Meg Krawchuk, Assistant Professor, Forest Ecosystems and Society
- Yiğit Mengüç, Assistant Professor, Mechanical, Industrial and Manufacturing Engineering
- Afua Nyarko, Assistant Professor, Biochemistry
- Jamon Van Den Hoek, Assistant Professor, Geosciences

Cohort 3A, June 19–June 30, 2017

- Bill Bogley, Professor, Mathematics
- Susan Capalbo, Senior Vice Provost, Academic Affairs
- Anthony Davis, Associate Dean, Forestry
- Ana Lu Fonseca, Assistant Director, Diversity, Equity, & Inclusion
- Lisa Gaines, Director, Institute for Natural Resources
- Kate Hunter-Zaworski, Associate Professor, School of Civil and Construction Engineering
- Jim Johnson, Associate Dean, Forestry
- John Killefer, Department Head, Animal Sciences
- Joyce Loper, Associate Dean, Agricultural Sciences
- Craig Marcus, Department Head, Environmental and Molecular Toxicology
- Bob Mason, Professor, Biology
- Claire Montgomery, Department Head, Forest Engineering, Resources, and Management
- Harriet Nembhard, School Head, Mechanical, Industrial, and Manufacturing Engineering
- Randall Rosenberger, Associate Dean, Forestry
- Enrique Thomann, Chair, Mathematics
- Virginia Weis, Chair, Integrative Biology

Cohort 3B, August 28–September 8, 2017

- Matt Andrews, Professor, Biochemistry & Biophysics
- Vrushali Bokil, Associate Professor, Mathematics
- John Bolte, Department Head, Biological & Ecological Engineering
- Bill Braunworth, Department Head, Horticulture
- Jennifer Brown, Dean, Graduate School
- John Edwards, Director, School of Psychological Sciences
- Ed Feser, Provost & Executive Vice President
- Roy Haggerty, Associate Vice President for Research, CEOAS
- Mark Hoffman, Vice Provost, International Programs
- Carlos Jensen, Associate Dean, Engineering
- John Mathews, School Head, Electrical Engineering and Computer Science
- Roberta Marinelli, Dean, College of Earth, Ocean, and Atmospheric Sciences
- Jeff Nason, Associate Professor, Chemical, Biological, and Environmental Engineering
- Jay Noller, Department Head, Crop and Soil Science
- Sue Tornquist, Dean, Veterinary Medicine
- Shelby Walker, Director, Oregon Sea Grant

Impacts

- Preliminary analyses suggest that exposure to the ADVANCE program activities catalyzes change at the individual, symbolic, and institutional levels, and that strength of change is influenced by population dose. Population dose is a way to describe the relative impact of program strategies and to estimate the combined impact of multiple strategies focusing on the same outcome, in this case EIJ behaviors, symbolism, policies and practices. Dose is a combination of reach—the number touched by a strategy—and strength—the degree to which those reached change their actions. With this understanding, at the project midpoint the effective program activities are, from most to least, summer seminar, influencer dialogues, roadshows, and sponsored events, respectively.
 - At the personal level, exposed individuals are more knowledgeable of EIJ issues and efforts, aware of these issues in their work with others, and develop EIJ advocacy and mentoring skills and intentions.
 - Exposed individuals are, at the symbolic level, shaping the climate and culture within their units and institution by using EIJ language, images, and design concepts in their communications, internal and external materials, including writing socially progressive policy statements.
 - Results from the institutional climate survey indicate that the most positive symbolic effects are in visibly seeing leadership foster diversity from the President’s Office and, to a lesser extent, identifying academic administrators as being personally involved in diversity initiatives and feeling the institution values personal involvement in such initiatives on campus. At the institutional level, STEM unit and institutional administrators are using an EIJ lens as a “core value” in organizational decision-making by including relevant language in position descriptions for new faculty hires and revising position descriptions for current faculty to include commitment to diversity to be assessed in P&T, and in a variety of policies and practices related to recruitment, mentoring, advising/engaging students, and training faculty, staff and administrators.
 - Finally, the percentage of women tenured or tenure-track STEM faculty has been consistently increasing across the three years of the award.
- 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 faculty from across the university in contributing to the creation of a more equitable, inclusive, and just university.

- The ADVANCE Seminar and **resulting action plans** have 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 renewed 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

- 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. After Brenda McComb's retirement in August 2016, Susan Capalbo was appointed Senior Vice Provost in October 2016.
 - 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. This change came at an important time in our project as we moved into Year 3 and began planning for our site visit. Members of the OREGON STATE ADVANCE Leadership Team participated in the search for a new Provost, which resulting in the hiring of Ed Feser, Provost and Executive Vice President, in February 2017.
 - 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. Members of the OREGON STATE ADVANCE Leadership Team participated in the search to fill the permanent position, which resulted in the hiring of Charlene Alexander as the university's new Chief Diversity Officer.
- The original Project Manager, Jennifer Almquist, moved to a new position in January 2017. Interim Project Manager Nancy Barbour filled the position from January 2017 through March

2017, and helped with the transition after the new Project Manager, Cynthia Lopez, was hired in March 2017.

- A new Office Specialist position, shared equally between OREGON STATE ADVANCE, the Social Justice Education Initiative, and the Search Advocate Program, began in December 2016. The office specialist, Janette Byrd, spends 10 hours per week per program.
- Principal Investigator, Susan Shaw, was on sabbatical during Year 3. Becky Warner has stepped into the role to provide continuity in leadership.

NSF ADVANCE TABLES

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	19	22	22	68	54	33	22%	29%	40%
Agricultural Communications	0	1	0	0	0	0		100%	
Agricultural Education and Agricultural Sciences	0	1	0	1	2	0	0%	33%	
Animal and Rangeland Sciences	2	1	1	4	7	7	33%	13%	13%
Applied Economics	1	2	1	8	5	3	11%	29%	25%
Biological & Ecological Engineering*	0	2	0	3	3	2	0%	40%	0%
Botany and Plant Pathology	2	1	2	14	2	5	13%	33%	29%
Crop and Soil Science	4	1	8	12	10	3	25%	9%	73%
Environmental and Molecular Toxicology	3	1	1	7	3	0	30%	25%	100%
Fisheries and Wildlife	3	4	4	9	8	5	25%	33%	44%
Food Science and Technology	2	2	3	7	3	1	22%	40%	75%
Horticulture	2	6	2	3	11	7	40%	35%	22%
Earth, Atmospheric, and Ocean Sciences	8	3	7	41	14	8	16%	18%	47%
Education (Science and Mathematics Education)	2	2	2	4	1	0	33%	67%	100%
Engineering	11	10	14	55	37	48	17%	21%	23%
Chemical, Biological and Environmental Engineering	1	2	3	10	5	7	9%	29%	30%
Civil and Construction Engineering	1	1	4	13	10	6	7%	9%	40%
Electrical Engineering and Computer Science	2	4	2	15	12	17	12%	25%	11%
Mechanical, Industrial, and Manufacturing Engineering	6	2	5	11	8	17	35%	20%	23%
Nuclear Engineering and Radiation Health Physics	1	1	0	6	2	1	14%	33%	0%
Forestry	5	3	8	28	18	8	15%	14%	50%
Forest Ecosystems and Society	3	3	3	9	7	1	25%	30%	75%
Forest Engineering, Resources and Management	1	0	3	11	8	6	8%	0%	33%
Wood Science and Engineering	1	0	2	8	3	1	11%	0%	67%
Science	22	8	14	42	21	23	34%	28%	38%
Biochemistry and Biophysics	1	1	2	5	5	2	17%	17%	50%
Chemistry	3	0	2	7	4	3	30%	0%	40%
Integrative Biology	7	0	2	7	2	6	50%	0%	25%
Mathematics	4	2	3	14	3	3	22%	40%	50%
Microbiology**	2	1	1	5	1	2	29%	50%	33%
Physics	3	1	1	3	5	3	50%	17%	25%
Statistics**	2	3	3	1	1	4	67%	75%	43%
STEM TOTAL	67	48	67	238	145	120	22%	25%	36%
Liberal Arts (SBS Total)	10	16	14	13	13	15	43%	55%	48%
School of Language, Culture, and Society***	4	6	4	2	5	5	67%	55%	44%
School of Psychological Science	1	2	4	2	2	3	33%	50%	57%
School of Public Policy	5	8	6	9	6	7	36%	57%	46%

Source: Oregon State University Office of Institutional Research, using Data Warehouse and Banner Information System, active staff on November 1, 2016, 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 only in Ag Sciences for convenience.

** College of Ag Science with these disciplines are counted in College of Science only

*** 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	218	63	29%	118	54	46%	46%
Agricultural Communications	1	1	100%	0	0		0%
Agricultural Education and Agricultural Sciences	4	1	25%	0	0		0%
Animal and Rangeland Sciences	22	4	18%	12	7	58%	64%
Applied Economics	20	4	20%	8	4	50%	50%
Biological & Ecological Engineering*	10	2	20%	2	0	0%	0%
Botany and Plant Pathology	26	5	19%	20	11	55%	69%
Crop and Soil Science	38	13	34%	25	13	52%	50%
Environmental and Molecular Toxicology	15	5	33%	8	2	25%	29%
Fisheries and Wildlife	33	11	33%	24	7	29%	39%
Food Science and Technology	18	7	39%	5	2	40%	22%
Horticulture	31	10	32%	14	8	57%	44%
Earth, Atmospheric, and Ocean Sciences	81	18	22%	42	15	36%	45%
Education (Science and Mathematics Education)	11	6	55%	4	2	50%	25%
Engineering	175	35	20%	57	21	37%	38%
Chemical, Biological and Environmental Engineering	28	6	21%	7	2	29%	25%
Civil and Construction Engineering	35	6	17%	7	3	43%	33%
Electrical Engineering and Computer Science	52	8	15%	24	8	33%	50%
Mechanical, Industrial, and Manufacturing Engineering	49	13	27%	16	7	44%	35%
Nuclear Engineering and Radiation Health Physics	11	2	18%	3	1	33%	33%
Forestry	70	16	23%	25	8	32%	33%
Forest Ecosystems and Society	26	9	35%	19	7	37%	44%
Forest Engineering, Resources and Management	29	4	14%	5	1	20%	20%
Wood Science and Engineering	15	3	20%	1	0	0%	0%
Science	130	44	34%	87	36	41%	45%
Biochemistry and Biophysics	16	4	25%	11	4	36%	50%
Chemistry	19	5	26%	17	6	35%	55%
Integrative Biology	24	9	38%	16	9	56%	50%
Mathematics	29	9	31%	24	8	33%	47%
Microbiology**	12	4	33%	8	5	63%	56%
Physics	16	5	31%	7	2	29%	29%
Statistics**	14	8	57%	4	2	50%	20%
STEM TOTAL	685	182	27%	333	136	41%	43%
Liberal Arts (SBS Total)	81	40	49%	27	18	67%	31%
School of Language, Culture, and Society***	26	14	54%	13	9	69%	39%
School of Psychological Science	14	7	50%	7	5	71%	42%
School of Public Policy	41	19	46%	7	4	57%	17%

Source: Oregon State University Office of Institutional Research, using Data Warehouse and Banner Information System, active staff on November 1, 2016, 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 only in Ag Sciences for convenience.

** College of Ag Science with these disciplines are counted in College of Science only

*** excluding World Language faculty

Table 3: Tenure Review Outcomes by Gender – STEM Fields*						
Year: 2015-2016						
	# Reviews		# Approvals		# Denials	
	Women	Men	Women	Men	Women	Men
Agricultural Sciences						
Agricultural Education and General Agriculture			1			
Animal and Rangeland Sciences			1	2		
Applied Economics				1		
Botany and Plant Pathology			1	1		
Crop and Soil Sciences				1		
Horticulture				1		
Earth, Atmospheric and Ocean Sciences				3		
Engineering						
Civil and Construction Engineering				3		
Electrical Engineering and Computer Science				2		
Mechanical, Industrial, and Manufacturing Engineering				1		
Forestry						
Forest Engineering and Resources				2		
Science						
Chemistry			1	1		
Mathematics				1		
Microbiology			1			
Physics				1		
Statistics			1			

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

Year: 2015-2016

Liberal Arts						
Language,				1		

Culture and Society						
Psychological Science			1	1		
Public Policy			2	1		

Table 4a: Promotion Review Outcomes by Gender: Assistant to Associate Professor – STEM Fields						
Year: 2015-2016						
# Reviews			# Approvals		# Denials	
Agricultural Sciences	Women	Men	Women	Men	Women	Men
Agricultural Education and General Education			1			
Animal and Rangeland Sciences				1		
Botany and Plant Pathology			1			
Horticulture				1		
Earth, Atmospheric and Ocean Sciences				1		
Engineering						
Electrical Engineering and Computer Science				1		
Forestry						
Forest Engineering and Resources				1		
Science						
Chemistry				1		
Mathematics				1		
Microbiology			1			
Statistics			1			

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

Year: 2015-2016

Liberal Arts						
Language, Culture and Society				1		
Public Policy			2	1		

Table 4b: Promotion Review Outcomes by Gender: Associate to Full Professor – STEM Fields*						
Year: 2015-2016						
# Reviews			# Approvals		# Denials	
Agricultural Sciences	Women	Men	Women	Men	Women	Men
Applied Economics				1		
Animal and Rangeland Sciences			1	1		
Botany and Plant Pathology				1		
Crop & Soil Science				1		
Earth, Atmospheric and Ocean Sciences				1		
Engineering						
Civil and Construction Engineering				2		
Electrical Engineering and Computer Science				1		
Mechanical, Industrial and Manufacturing Engineering				1		
Science						
Chemistry			1			

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

Year: 2015-16

Liberal Arts						
Psychological Science			1	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	0	0%	13	13%	0	0%	1	9%
3 - 5	20	57%	40	39%	3	30%	1	9%
6 - 8	4	11%	13	13%	1	10%	5	45%
9 - 11	6	17%	17	17%	3	30%	2	18%
12 - 14	2	6%	1	1%	1	10%	0	0%
15 or more	3	9%	19	18%	2	20%	2	18%

For those with 15 or more, statistics on actual years

range	-	21	-	-
mean	-	21.4	-	-
std dev	-	5.7	-	-
median	-	21.1	-	-

**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	9	69%	23	55%	4	67%	1	50%
3 - 5	2	15%	9	21%	1	17%	1	50%
6 - 8	0	0%	1	2%	1	17%	0	0%
9 - 11	0	0%	2	5%	0	0%	0	0%
12 - 14	1	8%	2	5%	0	0%	0	0%
15 or more	1	8%	5	12%	0	0%	0	0%

For those with 15 or more, statistics on actual years

range	-	7	-	-
mean	-	20.7	-	-
std dev	-	3	-	-
median	-	20.3	-	-

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
2016						
Agricultural Sciences	1	0	0	3	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	4	0	0	0	1
Forestry	0	1	0	0	0	0
Science	0	0	0	0	0	0
STEM Total	1	5	0	3	0	3
Liberal Arts (SBS Total)	0	0	0	0	0	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	
2016-17 (As of March 10, 2017)									
Agricultural Sciences	6	12	33%	0	0		0	0	
Earth, Atmospheric, and Ocean Sciences	1	4	20%	0	0		1	0	100%
Education (Science and Mathematics Education)	0	0		0	0		0	0	
Engineering	2	4	33%	0	0		2	1	67%
Forestry	4	0	100%	0	0		0	0	
Science	1	0	100%	0	0		0	1	0%
STEM Total	14	20	41%	0	0		3	2	60%
Liberal Arts (SBS Total)	2	0	100%	1	0	100%	0	1	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	428	124	71	11
Full Professors (non-tenured)	1	0	0	0
STEM Department/School Heads	34	15	11	NA
SBS Department/School Heads	34	15	NA	0
Deans	13	5	3	0
Associate Deans	27	11	4	0
Center Directors	43	16	7	2
President, Vice-Presidents, Provost, Vice-Provosts	8 (Ed Ray, Susan Capalbo, Jennifer Dennis, Mark Hoffman, Becky Johnson, Scott Reed, Susana Rivera-Mills, Cynthia Sagers)	5	4 (Susan, Jennifer, Becky, Cynthia)	1 (Susana)
Endowed/Named Chairs	24	7	2	0
Promotion & Tenure Committees				
Powerful Committee 1				
Powerful Committee 2				
Powerful Committee 3				

Data based on Professorial rank positions only