



**Interim Report  
Year 2: August 2015–December 2015  
National Science Foundation  
Cooperative Agreement 1409171**

## Accomplishments

### What are the major goals of the project?

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.

### What was accomplished under these goals?

#### Major Activities

1. Summer Seminar
2. Sponsored Events
3. Roadshow
4. Influencer Dialogues
5. Research and Evaluation

#### Specific Objectives

1. Summer Seminar: Introduce a wide variety of audiences to difference, power, and discrimination concepts; challenge existing ideologies and stereotypes; offer alternative and inclusive understandings of the relations of power and privilege in STEM.
2. Sponsored Events: Partner; in solidarity action, with other Oregon State stakeholders to address injustice, be inclusive across differences, and achieve equality; build skills (advocacy, agency, access, and solidarity action) to promote transformative practice, participatory democracy, civil institutional community, and systemic change.
3. Roadshow: Raise awareness of social justice issues in the academy, with a focus on women in STEM.
4. Influencer Dialogues: Build communities of support for equity, inclusion, and justice in recruitment, promotion, and advancement.

5. Research and evaluation: Determine whether participation in the ADVANCE summer seminar empowers and motivates institutional leaders and faculty members to actively contribute to institutional climate transformation; utilize a logic model to develop, implement, and evaluate project activities.

## Significant Results

1. Summer Seminar:
  - The seminar is the core activity and innovation for this transformation. The Principal Investigators adapted for STEM faculty and administrators the Difference, Power, and Discrimination seminar, which has a long and successful history at the university. The second cohort of 13 STEM administrators and faculty participated in the 60-hour seminar from August 31, 2015-September 11, 2015 led by Principal Investigator Michelle Bothwell and faculty member Qwo-Li Driskill.
  - During November 2015 both cohorts 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.
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. During fall term 2015 OREGON STATE ADVANCE offered informational sessions about the mentoring resource, and to-date over 200 faculty have activated their membership.
3. Roadshow: 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. Thus far in Year 2 seven presentations have been made to STEM units, primarily in conjunction with quarterly departmental meetings and new faculty orientation sessions.
4. Influencer Dialogues: The Leadership Team scheduled 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. Dialogue participants for this reporting period included President Ed Ray and Provost Sabah Randhawa.
5. Research and Evaluation:
  - Two cohorts of summer seminar participants participated in research activities. Individuals not participating in the seminar were recruited to participate in comparator groups.
  - 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.; *Journal of Community Psychology*, 2000) across six dimensions (i.e., knowledge of issue, efforts, knowledge of efforts, climate, leadership, and current resources) at nine readiness levels.

### Key Outcomes and Other Achievements

- The group originally organized as a Deans Council was expanded to include all deans. 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.

### What opportunities for training and professional development has the project provided?

- The Summer Seminar provided faculty and administrators an interactive learning experience centered on analyzing operations of difference, power, and privilege in higher education, with particular attention to STEM disciplines. The 13 members of cohort two 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 60-hour 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. OSU administrators, faculty, and staff via updates at meetings and events, including the Office of Academic Affairs' new faculty orientation;
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 a presentation at the 2015 National Women's Studies Association conference;
4. OSU and regional faculty, staff, and students through a presentation at the Association of College Unions International Regional Conference;
5. OREGON STATE and NSF ADVANCE community via regular updates on our ADVANCE website.

### What do you plan to do during the next reporting period to accomplish the goals?

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

1. Summer Seminar:

- We will finalize recruitment of 15 administrators and faculty to participate in the third summer seminar from June 13-25, 2016 and an additional 15 for the fourth session from August 30-September 9, 2016.
  - We will continue to work with summer seminar participants to help develop and implement the strategies outlined in their action plans.
2. Sponsored Events:
    - In January 2016 OREGON STATE ADVANCE will 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 overarching theme will be “Rethinking the Democratic Ideals of the Land Grant Mission.”
    - In spring 2016 Kelly Mack, Ph.D. will be on campus as the speaker for the annual lecture featuring a renowned woman in STEM.
    - We will partner with the College of Liberal Arts to host a transdisciplinary conversation to highlight the benefits of STEAM (STEM + Arts).
    - We will partner with the President’s Commission on the Status of Women to bring Kathryn Clancy to campus for a lecture and a transdisciplinary conversation about sexism in the academy.
    - We will develop programs and resources to enhance the benefit of OSU’s new institutional membership with the National Center for Faculty Development and Diversity.
  3. Roadshow: 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. Dialogue participants for the next reporting period will include the Executive Committee of the Faculty Senate.
    - As data are collected from exit and climate surveys we will partner in the development of strategies to address areas of concern.
  5. Research and Evaluation:
    - Additional summer seminar participants will be recruited to participate in research activities.
    - 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.

## Participants/Organizations

### What individuals have worked on the project?

#### 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, Senior Vice Provost for Academic Affairs
- Senior Staff, Deborah John, Assistant Professor, College of Public Health and Human Sciences
- Senior Staff, Nana Osei-Kofi, Associate Professor and Director of Difference Power and Discrimination
- Senior Staff, Dwaine Plaza, Professor, Sociology
- Graduate Research Associate, Tami Fawcett
- Graduate Research Associate, Bonnie Ruder
- Research Assistant, Sophie Shorten
- Project Manager, Jennifer Almquist

### What other collaborators or contacts have been involved?

#### 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 Equity and Inclusion
- 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, Dean, Graduate School
- Robert McGorrin, Professor and Department Head, Food Science and Technology
- Cynthia Sagers, Vice President for Research
- Virginia Weis, Professor and Chair, Department of Integrative Biology

#### External Advisory Council

- Jill Bystydzienski, Women, Gender, and Sexuality Studies, Ohio State University
- Kelly Mack, Executive Director of Project Kaleidoscope, Association of American Colleges and Universities
- Regina McClinton, 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

## ADVANCE Summer Seminar Participants

### Cohort 1A

- Dan Arp
- Scott Ashford
- Belinda Batten
- Jana Bouwma-Gearhart
- Penny Diebel
- Dan Edge
- Larry Flick
- Michelle Kutzler
- Brenda McComb
- Rob Mize
- Sastry Pantula
- Michael Penner
- Kendra Sharp
- Rob Stone
- Irem Tumer

### Cohort 1B

- Flaxen Conway
- Shan deSilva
- Rebekah Elliott
- Lee Ann Garrison
- Julie Greenwood
- Troy Hall
- Milo Koretsky
- Robert Mc Gorrin
- Dwaine Plaza
- Sujaya Rao
- Jim Sweeney
- Jane Waite
- Aaron Wolf

## Impacts

### What is the impact on the development of the principal discipline(s) of the project?

The OREGON STATE ADVANCE summer seminar 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.

### What is the impact on other disciplines?

The project continues 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.

### What is the impact on the development of human resources?

One aim of the summer 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.

### What is the impact on physical resources that form infrastructure?

Nothing to report.

### What is the impact on institutional resources that form infrastructure?

Oregon State University has obtained a two-year institutional membership to the National Center for Faculty Development and Diversity.

### What is the impact on information resources that form infrastructure?

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.

### What is the impact on 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/Problems

### Changes in approach and reason for change

First, there has been a change to one of the co-Principal Investigators. Lisa Gaines has replaced Sarina Saturn on the project.

Additionally, 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, retreats, luncheons; annual ADVANCE Grantee Lecture
- A3. Roadshow
- 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.

### Actual or Anticipated problems or delays and actions or plans to resolve them

Nothing to report.