



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

**Year 3 Interim Report
August 2016–December 2016**

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Accomplishments

Project Goal and Objectives

The overarching goal of OREGON STATE ADVANCE is to serve as a catalyst for advancing the study and practice of equity, inclusion, and justice for women and others from historically underrepresented groups who are faculty in the academy. Through this goal we focus on STEM/SBS at three levels of influence: personal, symbolic, and institutional.

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

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

Progress

Major Activities

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

Specific Objectives

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

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

Significant Results

1. ADVANCE Seminar:

- The seminar is the core activity and innovation for this transformation. The Principal Investigators adapted for STEM senior faculty and administrators the Difference, Power, and Discrimination seminar, which has a long and successful history at the university.
- 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, Rebecca Warner and faculty member and former seminar participant, Rebekah Elliot. The addition of this third session expands on the overarching seminar objectives with a particular emphasis on building personal capacity and communities of support for pre-tenure STEM faculty. Participants include new faculty hired through a 2014–15 Provost’s Hiring Initiative, 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.
- 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 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, it interview data will contribute to the evaluation study.
- Two additional all-cohort gatherings are scheduled for the 2016–17 academic year on February 22, 2017 and May 4, 2017.
 - A call for participants for the two scheduled 2017 summer sessions will be distributed before the end of the 2016 calendar year. The goal is to invite the remaining STEM deans, associate deans, and department heads to attend either the June or August session. A request will be made to encourage the deans at the Provost’s Council to help make this seminar possible for their heads/chairs.

2. Sponsored Events:

- 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 aimed to equip women with the skills, knowledge, and networks they need to be successful in a field still dominated by men, which aligns with the goals of OREGON STATE ADVANCE.
- 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" will be delivered by Peggy Layne, PhD on February 20, 2017. Dr. Layne is Director of the AdvanceVT program. Her visit will be co-sponsored by the President's Commission on the Status of Women and the Honors College.
- 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.
- 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 are 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 the work will be included in their position description and performance review. Additionally, preference was given to applicants who have 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 is scheduled for December 2016 at which fellows will have the opportunity to meet with members of the Internal Advisory Council. This is intended to both foster relationships and maintain alignment across various project activities.
- The 2016–17 cohort of Faculty Fellow will be working on the following projects:
 - Tiffany Garcia, Fisheries and Wildlife, College of Agricultural Sciences—Assessing diversity and inclusivity within the department, analyzing the results of a departmental climate survey toward the goal of shaping future departmental efforts to further enhance equity and inclusion, and helping to shape recruitment and mentoring policies within the department.
 - Adriane Irwin, Pharmacy Practice, College of Pharmacy—Gathering data about the landscape for promotion of clinical faculty, informing decision-making and assessment practices within the college, and shaping promotion guidelines.
 - Alix Gitelman, Statistics, College of Science—Developing faculty mentoring groups within the department with a particular focus on fostering a sense of community and facilitating conversations among faculty of diverse backgrounds, and extending departmental efforts to support broader college-level equity and inclusion goals.
 - Troy Hall, Forest Ecosystems and Society, College of Forestry—Developing a Diversity, Equity, and Inclusion Plan for the College with a focus on crafting goals, objectives, and actions to enhance diversity and facilitate a more welcoming climate.
 - Flaxen Conway, Marine Resource Management, College of Earth, Ocean, and Atmospheric Sciences—Building a climate of mentorship that emphasizes equity, inclusion, and justice, and establishing more formal, sustained mentoring practices within the College.

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. During fall 2016 presentations were made to the President’s Commission on the Status of Women and to students in a Gender and Science Course.

4. Influencer Dialogues:

- 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, was invited to serve as chair, which addresses another recommendation made by internal and external evaluators to strengthen the connection with the Office of the Provost.

- 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.
- In addition to the conversations engaging members of the Internal Advisory Council, members of the Leadership Team scheduled conversations with stakeholders (n=2) 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.
 - The entire team met with the newly appointed Senior Vice Provost for Academic Affairs, Susan Capalbo, in November 2016 to discuss project sustainability and to discuss her interest in joining the project as senior personnel effective January 2017. The latter also helps to address the recommendation of strengthening the connection between OREGON STATE ADVANCE and the Office of the Provost.
 - Becky Warner met with the incoming Faculty Senate president to discuss how OREGON STATE ADVANCE and the Faculty Senate can continue to work together to address promotion and tenure. The Senate President will also be invited to join the Internal Advisory Council effective January 2017.
- PI Becky Warner and co-PI Tuba Özkan-Haller 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 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 continues 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 are serving as members of the search committee.

- In order to engage university leaders in high-level, strategic thinking to help advance the project's goals the group originally organized as a Deans Council representing colleges with NSF-designated STEM disciplines (n=7) was expanded to include all deans (n=14) and key university administrators (n=11) via the Provost's Council. Members of this group (n=10) completed the ADVANCE Seminar in 2015 and 2016, and additional members will be invited to 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 new ADVANCE Faculty Fellows Program.

5. Research and Evaluation:

- 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.

Summer 2015

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

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

Summer 2016

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

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

Key Outcomes and Other Achievements

- 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.
- 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 a newly created 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.

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.
- Under the leadership of Co-Principal Investigator, Becky Warner, Oregon State University committed to a two-year institutional membership to the National Center for Faculty Development and Diversity. To-date over 200 faculty have activated their membership to access significant professional development resources.

Dissemination of Results

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

1. Oregon State University administrators, faculty, and staff via updates at meetings and events;

2. OREGON STATE ADVANCE Internal Advisory Council and External Advisory Council members via email communications and presentations at scheduled meetings;
3. Other universities and ADVANCE institutions via presentations at local and national conferences;
4. Other universities via invited talks and facilitated workshops;
5. OREGON STATE and NSF ADVANCE community via email communications and regular updates on our ADVANCE website.

Plans for Year Three

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

1. ADVANCE Seminar:

- We will deliver 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 the summer.
- We will continue to work with seminar participants (n=81) to help develop and implement the strategies outlined in their action plans.
- We will begin work on a “train-the-trainer” institute to build capacity for delivering the ADVANCE Seminar content more broadly within the university and at other academic institutions.

2. Sponsored Events:

- We will partner with the Office of Institutional Research and other stakeholders to review 2016 climate survey data, communicate results, and develop appropriate actions.
- We will continue to work with key institutional partners to offer events to help facilitate transdisciplinary conversations and collaborations as well as to foster supportive relationships among faculty. This includes a lecture in February 2017 by Peggy Layne, Director of the AdvanceVT program at Virginia Tech as well as a lecture by Patricia Walsh, who graduated from Oregon State University with a degree in Computer Science and Electrical Engineering and went on to found her own company, Blind Ambition, LLC.
- During the 2016–17 academic year we will work with our inaugural cohort of Faculty Fellows to support the work of tenure-line faculty to embed our commitments to equity, inclusion, and justice throughout the university.

3. Roadshows:

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

4. Influencer Dialogues:

- The Leadership Team will continue to schedule conversations with stakeholders to engage them on the topics of our project and evoke motivation to make positive changes that will help meet the objective of institutional transformation.
- We will initiate conversations with administrators whose support is essential to the success of our project’s efforts, including both the next Provost; newly appointed deans

in the colleges of Earth, Ocean, and Atmospheric Sciences and Public Health and Human Sciences; and the permanent Vice President and Chief Diversity Officer.

5. Research and Evaluation:

- Recruitment from the 2016 ADVANCE Seminar cohorts is ongoing. We will begin recruitment of the 2016 comparator group later in summer. Post-seminar measures will be administered for the 2015 cohorts and the comparator group during fall 2016. Analysis of post-seminar data will inform instrument revision. Recruitment from the 2017 ADVANCE Seminar cohorts will begin next spring.
- We will continue to prepare and present papers on the study findings at national venues, including a paper to be presented at the Pacific Sociological Association conference in April 2017.
- 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

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

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

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

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

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

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

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

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

Participants/Organizations

Leadership Team

- Principal Investigator, 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
- Graduate Research Associate, Kali Furman
- Graduate Research Associate, Bonnie Ruder
- Student Research Assistant, Miriam Wojtas
- Project Manager, Jennifer Almquist

Internal Advisory Council

- Chair, Ron Adams, Interim 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, 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

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 Seminar Facilitators

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

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
- Elaine 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

Impacts

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

Changes

- 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 her retirement in August 2016, Susan Capalbo was appointed Senior Vice Provost in October 2016. She will join the project as Senior Personnel in January 2017.

- 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. A search for the next Provost is underway at the time of this report. This change comes at an important time in our project as we move into Year 3 and begin plans for our site visit.
- Leadership changes and program initiatives to support a more inclusive community which resulted in the transition of an important partner, the Office of Equity and Inclusion. After a minor period of transition, the appointment of an interim Chief Diversity Officer overseeing a new Office of Institutional Diversity has shown potential for an exciting opportunity to partner with institutional initiatives regarding equity, inclusion, and justice at Oregon State University. Members of the OREGON STATE ADVANCE Leadership Team are participating in the search to fill the permanent position.
- The current Project Manager, Jennifer Almquist, will be moving to a new position in January 2017. A search for the next Project Manager will begin immediately.
- Principal Investigator, Susan Shaw, is on sabbatical during Year 3. Becky Warner has stepped into the role to provide continuity in leadership.

Report of Indicators

OREGON STATE ADVANCE Toolkit Data: Year Two Report

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

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

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

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

* Joint with Engineering but listed here only for convenience.

** excluding World Language faculty

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

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

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

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

* Joint with Engineering but listed here only for convenience.

** excluding World Language faculty

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

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

Year: 2014-2015

	Women	Men	# Approvals	# Denials
Liberal Arts				
Public Policy			1	

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

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

Year: 2014-2015

Liberal Arts						
Public Policy			1			

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

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

Year: 2014-15

Liberal Arts						
Psychological Science				1		
Public Policy				1		

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

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

For those with 15 or more, statistics on actual years

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

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

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

For those with 15 or more, statistics on actual years

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

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

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

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

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

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

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

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

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

Table 8. Faculty Leadership Positions

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

Data based on Professorial rank positions only