NSF ADVANCE: Institutional Transformation
Oregon State University

Year 4 Interim Report
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Background

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.

Primary Activities and 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**: Establish a peer-reviewed, online, open access ADVANCE journal to publish findings from ADVANCE projects across the nation.
7. ADVANCE Faculty Fellows: Beginning in Fall 2016, create a faculty fellowship program aimed at supporting the work of tenure-line faculty to embed commitments to equity, inclusion, and justice throughout the university. Cohorts of fellows will begin 1-year work plans in Fall 2016, Winter 2018, and Fall 2018.

Key Outcomes and Other Achievements

In the first half of Year 4, OREGON STATE ADVANCE continued to offer the ADVANCE seminar, engage in influencer dialogs and other outreach and community building, re-envisioned the Faculty Fellows program, and launched the ADVANCE Journal.

More information on project outcomes can be found in the Details of Achievements section starting on page 3.

- The first ADVANCE seminar cohort of Year 4 was successfully completed in August/September 2017, which included participation and a collaborative action plan by new university Provost Ed Feser.
- The third all-cohort gathering was successfully hosted by the OREGON STATE ADVANCE team, which included a talk by recent seminar graduate Carlos Jensen from the College of Engineering, on his action plan addressing the inequities of eSET scores for women, minorities, and non-native English speakers and ways to work with the data that promote equity, inclusion, and justice.
- As part of his ADVANCE action plan, Oregon State University President Ed Ray led a comprehensive process to evaluate the names of five buildings on the Corvallis campus, resulting in the renaming of three of the five.
- Scott Reed, Vice Provost for University Outreach and Engagement, followed up on his action plan goals by hiring Ana Lu Fonseca as the first Assistant Director of Diversity Equity and Inclusion for the Division of University Outreach and Engagement.
- Influencer dialogues and sustained interaction with Provost Ed Feser, Chief Diversity Officer Charlene Alexander, and others resulted in several key outcomes:
  - Ed Feser chairing the OREGON STATE ADVANCE Internal Advisory Council starting in Year 3 and continuing into Year 4
  - Charlene Alexander inviting members of the ADVANCE Leadership Team to participate in several diversity initiatives, including:
    - Internal Evaluator Deborah John representing ADVANCE at the Office of Institutional Diversity planning retreat. The goal of the retreat was to draft a campus-wide 5-year Strategic Diversity Plan for Inclusive Excellence.
    - Project Manager Cynthia Lopez serving on the Diversity Training Task Force.
  - PI Becky Warner and Co-PIs Michelle Bothwell and Tuba Özkan-Haller’s meetings with key influencers in the Colleges of Engineering, Agricultural Sciences, Science, Forestry, and Earth, Ocean, and Atmospheric Sciences resulting in the recruitment of one Faculty Fellow from each STEM College.
The ADVANCE Journal was launched in October 2017 at the Association of Women in Science ADVANCE/GSE conference.

The ADVANCE Faculty Fellows program was re-shaped based on feedback from the third year site visit team. The second cohort of Fellows was recruited from each STEM college and will begin working on bringing action plans from all seminar graduates from their colleges together to summarize the actions completed and share best practices across colleges. PI Becky Warner will continue to serve as the mentor for this program.

Details of Achievements

ADVANCE Seminar

To date, there have been seven seminar cohorts comprised of 97 administrators and faculty and one University Relations and Marketing cohort with 13 participants. Specifically in Year 4, 13 administrators and faculty comprised Cohort 3B in August-September 2017. One more seminar cohort is scheduled for Year 4 in June 2018, with 16 participants planned. Looking ahead to Year 5, a final cohort of 16 participants is scheduled in August-September 2018, and a train-the-trainer seminar is scheduled for June 2019.

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.

Continued participant engagement with OREGON STATE ADVANCE’s vision and objectives is essential to effecting institutional change. In response to the third year site visit team and our External Advisory Council’s input, we have implemented a more frequent action plan follow-up protocol and re-envisioned the Faculty Fellows program as integral to the engagement of seminar graduates and action plan accountability, collaboration, and influence. Additionally, we continue to host all-cohort gatherings to encourage engagement, connection and community within and between cohorts.

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.

- One Year 4 cohort completed the seminar in summer 2017
  - STEM senior faculty (n=2) and administrators (n=11, of which 9 are also tenured faculty) in organizational units (n=13) across the university, including new university provost Ed Feser, participated in a session from August 28, 2017 to September 8, 2017 led by ADVANCE Principal Investigator Becky Warner and Co-Principal Investigator, Tuba Özkan-Haller.
- One ADVANCE seminar is planned for Year 4 in summer 2018
  - Cohort 4A will be in session from June 18 to June 29, 2018 and will be co-facilitated by Co-Principal Investigator Michelle Bothwell and previous seminar facilitator and faculty member Qwo-Li Driskill.
In December 2017, Provost Ed Feser will invite 30 candidates to participate in the final Year 4 and initial Year 5 ADVANCE seminars. The candidates were nominated by OREGON STATE ADVANCE Co-Principal Investigators and previous seminar participants and include STEM deans, senior faculty, and university administrators whose participation would be most likely to influence the hiring and promotion of women and other underrepresented groups as STEM faculty. These invitations will result in OREGON STATE ADVANCE having provided the opportunity for all deans, STEM associate deans, STEM department heads, as well as VPs, to participate in the seminar.

Continued Participant Engagement. Seminar participants continued to engage with ADVANCE and build community through all-cohort gatherings and action plan follow-up.

All-cohort gatherings have been scheduled for fall, winter, and spring of 2017-2018. Presentations, facilitated discussion activities, and social time are part of each gathering.

- On October 26, 2017 all seminar participants (n=110) from the initiation of the grant were invited to the fall term all-cohort gathering. Thirty faculty and administrators in organizational units across the university attended the gathering. In addition, the gathering was planned to coincide with the OREGON STATE ADVANCE External Advisory Council Year 4 meeting, so four members of the EAC attended the gathering as well.
- At the gathering, participants viewed an action plan presentation by recent seminar graduate Carlos Jensen, Associate Dean in the College of Engineering on working with electronic Student Evaluation of Teaching data, “Changing eSET use for a more inclusive COE”.
- The presentation was followed with a brief talk by Sue Rosser, ADVANCE External Advisory Council member, on the history of the NSF ADVANCE IT grant program and its impact at institutions around the country.
- Facilitated table conversations during the last 45 minutes of the gathering focused on the connection, alignment, and sustainability of ADVANCE activities within units and across the university. Tables were organized by topic and included promotion & tenure, recruitment & retention, and mentoring. The activity was facilitated by OREGON STATE ADVANCE internal evaluator, Deborah John.
- The additional all-cohort gatherings are scheduled to take place on February 13 and May 16, 2018.

In response to feedback from the NSF site visit team, the ADVANCE Leadership Team has further developed a protocol for re-engaging with participants following the seminar. Participants will now be engaged at 6-month intervals post-seminar for the duration of the grant.

- Internal Evaluator Deborah John created a follow-up document for participants to fill out every six months describing their experiences implementing action plans. Project Manager Cynthia Lopez began emailing the follow-up documents this summer and will follow up with each cohort every six months.
- Co-PIs Michelle Bothwell, Becky Warner, and Susan Shaw will conduct individual interviews with participants from the summer 2016 cohorts in January and February of 2018, 18 months after their seminar experiences. These interviews will give us
more information regarding individual experiences with action plan implementation. 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.

- The initial results of action plan follow-up have revealed several significant actions being undertaken, including President Ed Ray’s building renaming process, and Vice Provost for University Outreach and Engagement Scott Reed’s hiring of Ana Lu Fonseca as the first assistant director of diversity equity and inclusion in the Division of University Outreach and Engagement.

  - 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. In Year 3, five fellows contributed original and ongoing work on equity, inclusion, and justice in their departments. In Year 4, a new cohort was recruited from the STEM colleges that will begin working in Winter 2018. More on the Faculty Fellows program can be found below in section 7.

### Sponsored Events

- OREGON STATE ADVANCE will sponsor two events in partnership with the College of Engineering in 2018:
  
  - A production of the play *Spinning Into Butter* which explores racism and political correctness prevalent in higher education, in January 2018. The organizers will host talkbacks after each performance.
  
  - A public lecture and workshops for faculty, staff, and students by Tricia Rose, well-known scholar and speaker on social justice issues, in May 2018.

- OREGON STATE ADVANCE is seeking additional relevant events to sponsor in the 2017-2018 academic year.

### Roadshows

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 2017, Graduate Research Assistant Kali Furman presented the project to students in a Gender and Science Course.

### Influencer Dialogues

To date, members of the ADVANCE leadership team have engaged in dialogue with approximately 180 influencers, including some ongoing conversations over time, and some one-time dialogues. Influencers include the University President, Provost, Faculty Senate President, Interim Chief Diversity Officer, and the Leadership Council for Equity, Inclusion, and Social Justice, on which PI Becky Warner serves on the Executive Team and Tuba Ozkan-Haller and Dwaine Plaza serve as members. Dialogues have centered on themes such as allocation of resources for sustainability, leadership, institutional capacity, policy development and implementation, and marketing.
**Internal Advisory Council.** Ed Feser, Provost and Executive Vice President, is the current chair of the Internal Advisory Council, the outcome of an influencer dialogue between him and the ADVANCE Leadership Team in April 2017. Three IAC meetings will take place in Year 4 of the project (2017-2018).

- The Fall 2017 meeting took place on October 26, 2017, coinciding with a visit from the External Advisory Council. The EAC attended this meeting and offered their perspectives on ADVANCE sustainability. In addition, the following items were discussed:
  - The sustainability subgroup reported that they had met and discussed ideas for delivery methods for the ADVANCE seminar that would be sustainable. The IAC then discussed factors that might influence sustainability, including time commitment by participants, targeting the seminar to specific roles (i.e. university leadership, assistant professors), the immersion experience, and the significance of an emerging shared language and set of concepts around social justice. There was also a discussion of OREGON STATE ADVANCE developing tools to help graduates plan for equity and engage with institutional transformation as an additional sustainability initiative.
  - Janet Lee, IAC member and ADVANCE Journal co-editor, updated the council on the ADVANCE Journal.
  - Inviting new members to the IAC to replace departing members Stella Coakley, Yesenia Gutierrez, and Anita Grunder. The Provost recommended Senior Vice Provost for Academic Affairs Susan Capalbo and Chief Diversity Officer Charlene Alexander as new members. In addition, Troy Hall, ADVANCE Faculty Fellow and Department Head of Forest Ecosystems & Society and Staci Simonich, Associate Dean of Academic & Student Affairs in the College of Science (just recently announced as OSU’s new Associate Vice President for Research) were nominated by IAC member Craig Marcus. All nominees agreed to join the council and will be present at the Winter 2018 meeting.
  - We have invited the new Faculty Senate President, Jon Dorbolo, to join the IAC.
  - IAC subgroup reorganization resulting in two committees: Sustainability (Cindy Sagers, Sue Theiss, Kate Hunter-Zaworski, and Bob McGorrin) and Fellows (Bob Mason, Craig Marcus, Janet Lee). A new subgroup may emerge at the Winter term meeting once the new members are introduced.

- The Winter 2018 meeting will take place on February 20, 2018 and the Spring 2018 meeting is scheduled for May 14, 2018.

**External Advisory Council.** Five members of the External Advisory Council participated in a Year 4 meeting on October 26, 2017 to engage with the leadership team about current progress and share their perspectives on the ongoing activities and sustainability of OREGON STATE ADVANCE. Sue Rosser, Carya Musil, Jamie Ross, and Jill Bystydzienski attended the full day in person, and Regina McClinton attended several meetings by video conference. Kelly Mack and Britt Raubenheimer were unable to participate in the Year 4 meeting; they received detailed notes on each session.

- The following topics were discussed in standalone meetings: the ADVANCE Journal, the ADVANCE Seminar, research, and evaluation. In addition, they attended the IAC meeting,
the all-cohort gathering, and a meeting with the provost to specifically discuss ADVANCE sustainability at OSU.

- In their follow-up report, they noted the following key items:
  - The internal evaluation should provide and emphasize the analysis of data that indicates how the seminar is making a difference for women in STEM and more broadly for transforming the institution, and the evaluation results need to be made accessible to a general audience such as the OSU community.
  - The ADVANCE Journal should develop a clearly articulated lead-in statement to explain the journal’s key purposes, which will help in soliciting manuscripts. The Journal can be a national vehicle for further influencing colleges and universities around the country to commit to NSF’s ADVANCE goals. Take the time to consult with OSU’s legal department on incorporation and develop guidelines/bylaws.
  - Institutionalization – the ADVANCE seminar is the signature program and remains a crucial component of ongoing transformation at OSU. Keep working with the provost to find a home for OREGON STATE ADVANCE after the grant ends, including where the program will reside in the institutional structure and to whom it will report. The seminar could become a national income-producing resource to faculty and administrators beyond OSU.

**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=14) 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 members of senior administration, such as the Provost (described above), Chief Diversity Officer, and Associate Deans of the College of Agricultural Sciences and College of Engineering as well as with key stakeholders such as STEM Faculty and ADVANCE Faculty Fellows. Additional dialogues with stakeholders included participation in strategic planning and task force initiatives on diversity and inclusion.

- OREGON STATE ADVANCE has had several conversations with the new Chief Diversity Officer, Charlene Alexander. Principal Investigator Becky Warner met with Dr. Alexander, who began working at OSU in July 2017, to discuss inclusion of ADVANCE items in the 2018 university climate survey, which is now within Dr. Alexander’s purview. Alexander later asked Dr. Warner to serve on the Executive Committee of a newly constituted university leadership Council for Equity, Inclusion, and Social Justice. The charge of the Council this year is to review and make recommendations in five areas: faculty recruitment, faculty retention, student recruitment, student retention, and the university’s program in bias response. In addition, the ADVANCE leadership team met with Dr. Alexander to introduce her to OREGON STATE ADVANCE and begin a dialogue about working together to sustain the program. We anticipate ongoing conversations with Dr. Alexander in a variety of contexts related to diversity, inclusion, and ADVANCE sustainability at OSU. As noted above, Alexander has joined the Internal Advisory Committee.
Becky Warner and Tuba Özkan-Haller met with Flaxen Conway and Dana Sanchez in August to discuss climate surveys. While colleges/units are encouraged to add to the university’s climate survey, it was decided that all climate surveys should align with the university effort.

Becky Warner met with Masha Garstein, Director of Washington State University Advance, at the annual ADVANCE PI meetings in October to discuss OSU’s participation in a future grant submission with four ADVANCE institutions in the northwest. The goal of the proposal is to develop external mentoring programs for STEM associate professors. The potential multi-university proposal will be presented to the Internal Advisory Council in the winter quarter to see if there is sufficient capacity at OSU to participate.

Becky Warner attended separate meetings with Dan Edge, Associate Dean of the College of Agricultural Sciences and Joe McGuire, Associate Dean for Faculty Advancement in the College of Engineering, to discuss our new approach to the Fellows Program. Both agreed to provide support College Fellows.

Co-PIs Tuba Özkan-Haller and Michelle Bothwell engaged in conversations with potential ADVANCE Faculty Fellows in the College of Agricultural Science, College of Earth, Ocean, and Atmospheric Science, College of Science, and College of Forestry resulting in one participating fellow from each college.

Internal Evaluator Deborah John represented ADVANCE at the Office of Institutional Diversity strategic planning retreat, which resulted in the drafting of a campus-wide 5-year Strategic Diversity Plan for Inclusive Excellence.

Project Manager Cynthia Lopez is currently representing ADVANCE on the Diversity Training Task Force, whose charge is to evaluate current diversity and inclusion training programs for faculty, staff, and students to identify both gaps in training and areas for innovation. The resulting report will help inform faculty and staff development programming at OSU.

Senior project staff member Dwaine Plaza participated in a university-wide building renaming committee, led by university president Ed Ray. The building renaming website, describing the research and decision-making process resulting in three buildings being renamed, can be found here: http://leadership.oregonstate.edu/building-and-place-names

Central Administration now routinely invites offices on campus focused on Equity and Inclusion to meet with all VP finalists. ADVANCE is always included in that group.

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.

To date, 66 seminar participants and 47 comparators agreed to participate in the study (n=114), which consists of two structured surveys and two in-depth interviews (pre and post). A total of 221 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-
Seminars 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. Comparators (n=3) have been identified. For Hypothesis 2, faculty (n=14), representing different colleges (n=9) and Central Administration, have been recruited from the 2017 ADVANCE Seminar cohort. Comparators (n=3) have been identified for this group as well. All pre-seminar interviews have been completed.

**Evaluation.** In Year 2 a social ecologically-grounded, *People and Places Framework* was adopted 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.

Two questions guide the program evaluation:

1. How do voluntary and repeated exposures to OREGON STATE ADVANCE contribute to institutional members’ individual commitment to institutional transformation that advances equity, inclusion, and social justice for diverse women in STEM?
2. How do implementation of and repeated exposures to OREGON STATE ADVANCE contribute to transforming OSU’s symbolic and institutional contexts - policies, experienced climate and communicated culture, and systemic practices - to be equitable, inclusive and socially just for diverse women in STEM?

In Year 4, internal Evaluator Deborah John began writing a midterm evaluation report to answer the guiding questions using a mixed methods approach that integrates toolkit data, population dose, climate survey data, community readiness scores, activity artifacts and interviews. Preliminary analyses suggest that exposure to OREGON STATE ADVANCE activities catalyzes change at the individual, symbolic, and institutional levels, with the ADVANCE Seminar and Influencer Dialogs being the areas of greatest impact.

**ADVANCE Journal**

The establishment of a peer-reviewed, online, open access *ADVANCE Journal* to publish findings from ADVANCE projects across the nation is a significant contribution of OREGON STATE ADVANCE. The *ADVANCE Journal* provides a forum for conversations about institutional transformation. An interdisciplinary peer-reviewed journal, we publish scholarly research articles addressing empirical, theoretical, and conceptual work, program evaluation and assessment reports, critical reviews of the literature and resources, and letters to the editor, as well as reader article responses. All manuscripts
should speak to structural and institutional transformation, specifically addressing the intersections of gender and STEM fields with other forms of social difference.

The journal had a soft launch at the Association of Women in Science ADVANCE/GSA conference where Co-Editor and Co-PI Susan Shaw, with PI Becky Warner and Project Manager and Assistant Editor Cynthia Lopez presented a poster on the ADVANCE Journal and solicited manuscript submissions and peer reviewers.

The ADVANCE Journal co-editors are Susan Shaw and Janet Lee. The members of the editorial board are:

- 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

The following efforts are underway to address the logistical and technical components:

- Co-Editors Susan Shaw and Janet Lee, and Assistant Editors Cynthia Lopez and Kali Furman are refining peer review guidelines (see Appendix B), creating a journal website, consulting with OSU’s legal department about incorporation, copyright wording, and other issues, and drafting a policy manual for the journal.
- The online journal platform, Scholastica, offers a publishing option that automatically creates indexing in Google Scholar and metadata that will help with discovery in other search engines. The editorial staff is exploring database indexing with the help of Jane Nichols, Associate Professor and Head Teaching & Engagement Librarian.

ADVANCE Faculty Fellows

The Faculty Fellows program was initiated to support individuals with action plans that were focused on activities already underway in their units,colleges.

- The inaugural cohort (n=5) in organizational units (n=5) across the university began their fellowship in Fall 2016 led by PI Becky Warner.
  - Tiffany Garcia from the College of Agricultural Sciences administered a climate survey to the Department of Fisheries and Wildlife (FW) in April, 2016 to assess their community’s awareness of issues of difference, power, and discrimination. Her fellowship objective was to use the FW climate survey results to address specific questions regarding the influence of identity on satisfaction across levels of organization at OSU. Responses were analyzed along themes related to transformational change including access, agency, advocacy, and solidarity action.
Adriane Irwin from the College of Pharmacy focused on gathering data about the landscape for promotion of clinical faculty, paying particular attention to disparities in promotion rates for clinical faculty who are women, in order to inform decision-making and assessment practices in the College and shape promotion guidelines that apply to clinical faculty in the College and university. Adriane completed a comprehensive literature review, assembled information on quantitative and qualitative processes and presented the information to College faculty in January 2017. She developed specific recommendations and processes to assist in the assessment of clinical practice sites. She also convened a small group to discuss a peer-review process that integrates assessment in six areas.

Alix Gitelman developed faculty mentoring groups in the Statistics department of the College of Science, with a particular focus on fostering a sense of community and facilitating conversations among faculty of diverse backgrounds. This effort built on existing informal mentoring in order to develop more structured, intentional practices. The three full professors in the department each took responsibility for leading two mentoring groups, and each group was designed to include one faculty member at each tenure rank and a mix of genders and ethnicities. The groups have engaged in discussions about equity and inclusion in the department, College, University, and STEM disciplines in general. Much of the discussion revolved around a recent requirement that all position descriptions in the College of Science be modified to include language about demonstrating a commitment to diversity, equity, and inclusion. The mentoring group leaders are discussing plans to have each group meet once or twice each quarter moving forward, with mentors available for assistance between meetings if needed.

Troy Hall’s fellowship focused on further developing a Diversity, Equity and Inclusion Plan for the College of Forestry, an effort that was under way in the College through meetings and discussions. Starting with the fellowship, Troy served as the co-lead for a core planning team of faculty and staff that is responsible for writing the plan in consultation with a larger planning group. Activities have included briefings of the College of Forestry leadership; conducting six focus groups with CoF faculty, staff, and students and conducting bi-monthly meetings to review focus group input; revising goals, strategies, and actions and establishing priorities for implementation across a 5-year time horizon, and presentation of a poster about this work at a College symposium in April 2017. Recommendations for actions and implementations were presented at open forums in May; the plan was presented to the Dean and his leadership team in June 2017. Elements of the plan include Building Awareness, Welcoming Climate, Enhancing Diversity, Equity, and Inclusion, and Institutional Longevity.

Flaxen Conway’s project was aimed at creating a more equitable academic environment for women and others from traditionally underrepresented groups in marine sciences by building sustainable mentoring practices that foster a climate of trust, inclusion, and support for women at all levels in marine science and technology. To achieve this objective, Flaxen and colleagues have established a college listserv of faculty and post docs; established monthly brown bag lunches for
informal chatting and getting to know one another with approximately 10 people attending each monthly lunch so far; shared materials and networks such as updates from the Office for Research Development and information about subscribing to OSU’s Research in Action podcast, sharing relevant links, workshops, and other events; and sponsoring a new grad student group, Women in Marine Science: Uniting underrepresented graduate students, staff, and faculty across the interdisciplinary field of marine science. This group has been quite active, hosting panels and other events.

For the second ADVANCE Faculty Fellows cohort, the leadership team re-envisioned the role of the fellows following the advice of the NSF site visit report that the project engage them in aspects of action plan follow-up. Fellows will gather, analyze, and evaluate the effectiveness of action plans within each college, looking for areas of alignment and ways to support efficient implementation. The leadership team will foster collaboration between fellows by hosting a quarterly meeting where they can work together to determine best practices across colleges. The OREGON STATE ADVANCE PI and Co-PIs have recruited a fellow from each STEM college to participate in this program:

- Eduardo Cotilla-Sanchez, Assistant Professor of Electrical & Computer Engineering, College of Engineering
- Michelle Kutzler, Associate Professor, Animal and Rangeland Sciences, College of Agricultural Sciences
- Lisa Ganio, Associate Professor, Forest Ecosystems & Society, College of Forestry
- Robert Mason, Professor, Interim Chair of Integrative Biology, College of Science
- Shanaka de Silva, Professor, Geology and Geophysics, College of Earth, Ocean, and Atmospheric Science

In addition to the STEM fellows, Laura Shields, Associate Director of University Marketing and seminar graduate, has agreed to become an ADVANCE fellow to work with the action plan implementation of the University Relations and Marketing cohort.

One additional fellow from the university’s administration will be recruited; Co-PI Tuba Özkan-Haller is going to take the lead in recruiting this fellow.

In addition to the newly envisioned fellows program, Vrushali Bokil, Associate Professor of Mathematics in the College of Science, will undertake an individual fellowship focusing on embedding a systems of oppression perspective in Graduate Student professional development seminars. She will pilot the work in Math and then work with her Associate Dean to integrate into other COS departments in subsequent years.

Training and Professional Development Opportunities

To-date, the ADVANCE Seminar has provided STEM (n=62) and other (n=13) faculty and administrators (n=23) in organizational units (n=47) across the institution, plus the University Relations and Marketing (n=13) department 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.

- Oregon State University renewed a two-year institutional membership to the National Center for Faculty Development and Diversity, a membership initiated under the leadership of PI Becky Warner. To-date over 200 faculty have activated their membership to access significant professional development resources.
- Becky Warner and Susan Shaw will provide a workshop based on the OREGON STATE ADVANCE seminar to The Ohio State University’s ADVANCE office in April 2018.
- An ADVANCE Seminar train-the-trainer institute is being planned for Year 5 (see below, Plans for Year Four).

**Dissemination of Results**

In Year 4, results have been disseminated to several communities of interest through the following methods:

- Oregon State University administrators, faculty, and staff via updates at meetings and events such as the Leadership Council for Equity, Inclusion and Justice and the Diversity Training Task Force in October and November of 2017
- Oregon State University students through a presentation to a WGSS class in October 2017
- OREGON STATE ADVANCE Internal Advisory Council and External Advisory Council members via email communications and presentations at a scheduled meeting in October 2017
- Oregon State University ADVANCE community through an all-cohort gathering in October 2017
- Oregon State University’s Sea Grant program through sharing the ADVANCE climate survey questions with them in November 2017
- Other universities and ADVANCE institutions via presentations at local and national conferences, for example:
  - Becky Warner and Susan Shaw’s presentation with Florida International University at the Association of Women in Science ADVANCE/GSE conference in October 2017
  - Poster presentation on the ADVANCE Journal at the Association of Women in Science ADVANCE/GSE conference in October 2017
  - Presentation of an ADVANCE workshop at AAC&U in November 2017
- Other universities via invited talks and facilitated workshops, including an anticipated workshop in April 2018 at The Ohio State University, where Becky Warner and Susan Shaw will present an overview of the ADVANCE seminar with Ohio State’s ADVANCE office.
- OREGON STATE and NSF ADVANCE community via email communications and regular updates on our ADVANCE website.

**Plans for Year 4**

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

**ADVANCE Seminar**
We will deliver two seminars to STEM faculty and administrators during the summer of 2018; the first one occurring at the end of Year 4 in June 2018. To continue building toward institutional transformation, our intention is to have close to 100% of STEM deans and associate deans, as well as a majority of STEM unit heads complete the seminar by the end of summer 2018. As of December 2017, all of these leaders will have been invited to a seminar.

We will continue to work with seminar participants (n=110) to help develop and implement the strategies outlined in their action plans. To continue the momentum of the action plans, attend to gaps in our follow-up process, 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.

To build on the work of the rising number of seminar graduates and resulting action plans, the new Faculty Fellows will engage in aspects of action plan follow-up: gathering, analyzing, and evaluating the effectiveness of plans within units, as well as looking for areas of alignment and ways to support effective implementation. As a team, they will develop best practices across colleges with a focus on embedding their commitments to equity, inclusion, and justice throughout the university.

To continue building community and collaboration within and between ADVANCE seminar cohorts, three all-cohort gatherings have been scheduled for Year 4:

- Thursday, October 26, 2017, 2:00 – 3:30 pm (coincided 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. The institute will deliver its first training in Year 5.

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.

**Sponsored Events**

We will continue to work with key institutional partners to offer events to facilitate trans-disciplinary conversations and collaborations as well as to foster supportive relationships among faculty. We are sponsoring two upcoming events through the College of Engineering and are seeking additional opportunities to sponsor events that are relevant to ADVANCE.

**Roadshows**

We will continue to make presentations at key meetings of faculty, administrators, and students. We will ask our newest cohort of ADVANCE Fellows to communicate their review of Action Plans with their colleges as well as with the broader ADVANCE community at the spring all-cohort gathering.
Influencer Dialogues

- We will continue our work with the Office of Institutional Diversity through our membership on the Leadership Council related to the university’s climate survey. We will encourage a program of structured communication of results to colleges and units.
- We will continue communicating with our External Advisory Council regarding ADVANCE progress and sustainability.
- 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 and continue conversations with administrators whose support is essential to the success of our project’s efforts.

Research and Evaluation

- Recruitment from the 2017 ADVANCE Seminar cohorts and comparators for the research project has been completed. Analysis of post-seminar data will inform instrument revision. Recruitment from the 2018 ADVANCE Seminar cohorts will begin in spring 2018.
- Research interview transcription has been fast-tracked so that all completed interviews from the 2016 & 2017 cohorts are available for analysis by the research team.
- We will continue to prepare and present papers on the study findings at national venues. We will continue to utilize robust evaluation measures to collect qualitative and quantitative data about individual and community readiness for institutional transformation.

ADVANCE Journal

The editorial staff will continue to refine the journal’s peer review guidelines and online presence, solicit manuscripts, recruit peer reviewers, and improve database indexing. Our goal is to publish the first issue containing five articles in June 2018. The journal will also acquire an ISSN after five articles are published.

Products

Conference Papers and Presentations


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


Forthcoming Publications


Impacts

- The percentage of women hired in tenure and tenure-track faculty positions has increased from 2014-2016:
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

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

- **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 faculty from STEM and other disciplines such as Arts, Humanities, Business, Public Health, Veterinary Medicine, and Pharmacy in order to encourage transdisciplinary conversations and collaborations and to further connect STEM faculty with their counterparts in other disciplines.

- 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.

- The ADVANCE Journal will impact the accessibility of scholarship on topics and themes related to ADVANCE, providing a forum for conversations about institutional transformation

**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 departure of upper administrators including the Vice Provost for International Programs and the Deans from the Colleges of Science, Pharmacy, Education, and Agricultural Sciences.
- A new Dean of the College of Science, Roy Haggerty, was appointed for three years. He has been invited to participate in the ADVANCE seminar this June.
- Toni Doolen, Dean of the University Honors College, was appointed as Dean of Education for a two-year period. She has been invited to participate in the ADVANCE seminar this summer.
- 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. A new Chief Diversity Officer was appointed and began working at OSU in July 2017. She has been invited to participate in the ADVANCE seminar this summer.
  - A new Office Specialist position, formerly shared equally between OREGON STATE ADVANCE, the Social Justice Education Initiative, and the Search Advocate Program, will now be dedicated to ADVANCE and provide part-time administrative support.
APPENDIX A: Participants and 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

Internal Advisory Council

- Chair, Edward Feser, Provost and Executive Vice President
- Charlene Alexander, Vice President and Chief Diversity Officer *
- Susan Capalbo, Senior Vice Provost for Academic Affairs *
- Troy Hall, Department Head, Forest Ecosystems & Society *
- 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
- Staci Simonich, Associate Dean of Academic & Student Affairs in the College of Science and Assistant Department Head of Environmental and Molecular Toxicology *
- Sue Theiss, Ombuds, University Ombuds Office
- Virginia Weis, Professor and Chair, Department of Integrative Biology (on sabbatical in 2018)

*New IAC members as of November 2017

External Evaluator

- Mariko Chang

External Advisory Council

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

2016-2017 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

2017-2018 Fellows
• Eduardo Cotilla-Sanchez, Assistant Professor of Electrical & Computer Engineering
• Michelle Kutzler Associate Professor, Animal and Rangeland Sciences
• Lisa Ganio, Associate Professor, Forest Ecosystems & Society
• Robert Mason, Professor, Integrative Biology
• Shanaka de Silva, Professor, Geology and Geophysics
• Vrushali Bokil, Associate Professor of Mathematics

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

Assistant Editors
- Kali Furman
- Cynthia Lopez

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 McGorrin, 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
• Carlos Jensen, Associate Dean, Engineering
• Eric Kirby, Associate 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
APPENDIX B: ADVANCE Journal Peer Review Guidelines

The ADVANCE Journal provides a forum for conversations about institutional transformation. An interdisciplinary peer-reviewed journal, we publish scholarly research articles addressing empirical, theoretical, and conceptual work, program evaluation and assessment reports, critical reviews of the literature and resources, and letters to the editor, as well as reader article responses. All manuscripts should speak to structural and institutional transformation, specifically addressing the intersections of gender and STEM fields with other forms of social difference. Manuscripts may or may not be the product of ADVANCE projects, but they must address the outcomes of ADVANCE (institutional transformation towards the representation and advancement of women in academic STEM careers; the development of innovative and sustainable ways to promote gender equity in the STEM academic workforce; and contribute to the research knowledge base about the intersections of gender and other social identities within STEM academic careers).

The development of the ADVANCE Journal is funded through OREGON STATE ADVANCE, which is supported by the National Science Foundation’s ADVANCE Institutional Transformation Grant. The National Science Foundation ADVANCE program seeks to develop systemic approaches to increase the participation and advancement of women in academic STEM careers.

Manuscript

_____ The purpose (thesis/objective) of the manuscript is clear, its objective is relevant, and it provides an outcome that reflects this objective

_____ The manuscript is clearly grounded in one or more specific institutions or organizations (system, department, professional organization, etc.)

_____ The manuscript clearly addresses intersectional content. Intersectional content addresses the social categories (gender, race, class, sexual identity, religion, ability, age, nation) associated with structures of systemic power.

_____ The manuscript addresses the core scholarly literature

_____ All discussion is pertinent

_____ The manuscript describes a new practice(s) or technique(s) in sufficient depth so that other practitioners might use the work as a reference, and/or provides compelling suggestions for future practice

_____ The methodology is appropriate to address the research question/s

_____ Tables, figures, and their accompanying text agree with and complement each other

_____ The manuscript is well written and its title, organization and structure is satisfactory
The manuscript addresses the outcomes of ADVANCE (institutional transformation towards the representation and advancement of women in academic STEM careers; the development of innovative and sustainable ways to promote gender equity in the STEM academic workforce; and contribute to the research knowledge base about the intersections of gender and other social identities within STEM academic careers)

Overall Strengths and Weaknesses of the Manuscript (Please provide a narrative that reflects your overall assessment of the manuscript)

Decision

Accept

Revise and Resubmit, revisions return to peer reviewers for re-evaluation

Revise and Resubmit, minor edits returned to edits for decision

Do not accept

Attach a separate document with specific feedback to author/s. Please use the above guidelines to provide constructive feedback that will be sent to author/s
### Toolkit Data

**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

<table>
<thead>
<tr>
<th>Department</th>
<th>Women Full</th>
<th>Women Associate</th>
<th>Women Assistant</th>
<th>Men Full</th>
<th>Men Associate</th>
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<td>0</td>
<td>0%</td>
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<tr>
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<td>1</td>
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<td>3</td>
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</tr>
<tr>
<td>Biological &amp; Ecological Engineering*</td>
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</tr>
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<td>9</td>
<td>8</td>
<td>5</td>
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</tr>
<tr>
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<td>2</td>
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<td>7</td>
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<td>7</td>
<td>9%</td>
</tr>
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<td>1</td>
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<td>11</td>
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</tr>
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<td>0</td>
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<td>1</td>
<td>14%</td>
</tr>
<tr>
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<td>3</td>
<td>8</td>
<td>28</td>
<td>18</td>
<td>8</td>
<td>15%</td>
</tr>
<tr>
<td>Forest Ecosystems and Society</td>
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<td>9</td>
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<td>1</td>
<td>25%</td>
</tr>
<tr>
<td>Forest Engineering, Resources and Management</td>
<td>1</td>
<td>0</td>
<td>3</td>
<td>11</td>
<td>8</td>
<td>6</td>
<td>8%</td>
</tr>
<tr>
<td>Wood Science and Engineering</td>
<td>1</td>
<td>0</td>
<td>2</td>
<td>8</td>
<td>3</td>
<td>1</td>
<td>11%</td>
</tr>
<tr>
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<td>14</td>
<td>42</td>
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</tr>
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<td>Biochemistry and Biophysics</td>
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<td>5</td>
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<td>17%</td>
</tr>
<tr>
<td>Chemistry</td>
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<td>7</td>
<td>4</td>
<td>3</td>
<td>30%</td>
</tr>
<tr>
<td>Integrative Biology</td>
<td>7</td>
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<td>2</td>
<td>7</td>
<td>2</td>
<td>6</td>
<td>50%</td>
</tr>
<tr>
<td>Mathematics</td>
<td>4</td>
<td>2</td>
<td>3</td>
<td>14</td>
<td>3</td>
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<td>22%</td>
</tr>
<tr>
<td>Microbiology**</td>
<td>2</td>
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<td>5</td>
<td>1</td>
<td>2</td>
<td>29%</td>
</tr>
<tr>
<td>Physics</td>
<td>3</td>
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<td>1</td>
<td>3</td>
<td>5</td>
<td>3</td>
<td>50%</td>
</tr>
<tr>
<td>Statistics**</td>
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<td>1</td>
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<td>67</td>
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<td>67</td>
<td>238</td>
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<td>14</td>
<td>13</td>
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<tr>
<td>School of Language, Culture, and Society***</td>
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<td>5</td>
<td>5</td>
<td>67%</td>
</tr>
<tr>
<td>School of Psychological Science</td>
<td>1</td>
<td>2</td>
<td>4</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>33%</td>
</tr>
<tr>
<td>School of Public Policy</td>
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<td>8</td>
<td>6</td>
<td>9</td>
<td>6</td>
<td>7</td>
<td>36%</td>
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</table>

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

<table>
<thead>
<tr>
<th>Department</th>
<th>Tenured/Tenure Track</th>
<th>Non-tenure Track instruction/research</th>
<th>% of Women in non-tenure track position</th>
</tr>
</thead>
<tbody>
<tr>
<td>All</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>All Women</td>
<td>63</td>
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<td></td>
</tr>
<tr>
<td>% Women</td>
<td>29%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>% Women</td>
<td>46%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Agricultural Sciences</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Agricultural Communications</td>
<td>1</td>
<td></td>
<td>100%</td>
</tr>
<tr>
<td>Agricultural Education and Agricultural Sciences</td>
<td>4</td>
<td></td>
<td>25%</td>
</tr>
<tr>
<td>Animal and Rangeland Sciences</td>
<td>22</td>
<td></td>
<td>18%</td>
</tr>
<tr>
<td>Applied Economics</td>
<td>20</td>
<td></td>
<td>20%</td>
</tr>
<tr>
<td>Biological &amp; Ecological Engineering*</td>
<td>10</td>
<td></td>
<td>20%</td>
</tr>
<tr>
<td>Botany and Plant Pathology</td>
<td>26</td>
<td></td>
<td>19%</td>
</tr>
<tr>
<td>Crop and Soil Science</td>
<td>38</td>
<td></td>
<td>34%</td>
</tr>
<tr>
<td>Environmental and Molecular Toxicology</td>
<td>15</td>
<td></td>
<td>33%</td>
</tr>
<tr>
<td>Fisheries and Wildlife</td>
<td>33</td>
<td></td>
<td>33%</td>
</tr>
<tr>
<td>Food Science and Technology</td>
<td>18</td>
<td></td>
<td>39%</td>
</tr>
<tr>
<td>Horticulture</td>
<td>31</td>
<td></td>
<td>32%</td>
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<tr>
<td>Earth, Atmospheric, and Ocean Sciences</td>
<td>81</td>
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<tr>
<td>Education (Science and Mathematics Education)</td>
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<td>55%</td>
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<tr>
<td>Engineering</td>
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<tr>
<td>Chemical, Biological and Environmental Engineering</td>
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<tr>
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</tr>
<tr>
<td>Electrical Engineering and Computer Science</td>
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<td>15%</td>
</tr>
<tr>
<td>Mechanical, Industrial, and Manufacturing Engineering</td>
<td>49</td>
<td></td>
<td>27%</td>
</tr>
<tr>
<td>Nuclear Engineering and Radiation Health Physics</td>
<td>11</td>
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<td>18%</td>
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<tr>
<td>Forestry</td>
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<td>23%</td>
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<tr>
<td>Forest Ecosystems and Society</td>
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<td>35%</td>
</tr>
<tr>
<td>Forest Engineering, Resources and Management</td>
<td>29</td>
<td></td>
<td>14%</td>
</tr>
<tr>
<td>Wood Science and Engineering</td>
<td>15</td>
<td></td>
<td>20%</td>
</tr>
<tr>
<td>Science</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Biochemistry and Biophysics</td>
<td>16</td>
<td></td>
<td>25%</td>
</tr>
<tr>
<td>Chemistry</td>
<td>19</td>
<td></td>
<td>26%</td>
</tr>
<tr>
<td>Integrative Biology</td>
<td>24</td>
<td></td>
<td>38%</td>
</tr>
<tr>
<td>Mathematics</td>
<td>29</td>
<td></td>
<td>31%</td>
</tr>
<tr>
<td>Microbiology**</td>
<td>12</td>
<td></td>
<td>33%</td>
</tr>
<tr>
<td>Physics</td>
<td>16</td>
<td></td>
<td>31%</td>
</tr>
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<td></td>
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<td></td>
<td>49%</td>
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<td>26</td>
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<td>54%</td>
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<td>School of Psychological Science</td>
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<td></td>
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</tr>
<tr>
<td>School of Public Policy</td>
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<td>46%</td>
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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>
<thead>
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<th></th>
<th># Reviews</th>
<th># Approvals</th>
<th># Denials</th>
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<tbody>
<tr>
<td></td>
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<td>Men</td>
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</tr>
<tr>
<td>Agricultural Sciences</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
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<td></td>
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<tr>
<td>Animal and Rangeland Sciences</td>
<td>1</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Applied Economics</td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Botany and Plant Pathology</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Crop and Soil Sciences</td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Horticulture</td>
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<td></td>
<td>1</td>
</tr>
<tr>
<td>Earth, Atmospheric and Ocean Sciences</td>
<td></td>
<td></td>
<td>3</td>
</tr>
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<td>Engineering</td>
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<td></td>
<td></td>
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<tr>
<td>Civil and Construction Engineering</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Electrical Engineering and Computer Science</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mechanical, Industrial, and Manufacturing Engineering</td>
<td>1</td>
<td></td>
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<td></td>
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### Table 3: Tenure Review Outcomes by Gender – SBS Fields

**Year: 2015-2016**

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</thead>
<tbody>
<tr>
<td>Language, Culture and Society</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td>Psychological Science</td>
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</tr>
<tr>
<td>Public Policy</td>
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</table>

### Table 4a: Promotion Review Outcomes by Gender: Assistant to Associate Professor – STEM Fields

**Year: 2015-2016**

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<td>Men</td>
</tr>
<tr>
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<td></td>
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<tr>
<td>Animal and Rangeland Sciences</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Botany and Plant Pathology</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Horticulture</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Earth, Atmospheric and Ocean Sciences</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Engineering</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Electrical Engineering and Computer Science</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Forestry</td>
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<td></td>
</tr>
<tr>
<td>Forest Engineering and Resources</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chemistry</td>
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<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td>1</td>
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<td>Microbiology</td>
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<td>Statistics</td>
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</tbody>
</table>
TABLE 4A: Promotion Review Outcomes by Gender: Assistant to Associate Professor - SBS Fields*

Year: 2015-2016

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</thead>
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<td>Language,</td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Culture and</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Society</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Public Policy</td>
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</tr>
</tbody>
</table>

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

Year: 2015-2016

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<th># Approvals</th>
<th># Denials</th>
</tr>
</thead>
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<tr>
<td>Agricultural Sciences</td>
<td>Women</td>
<td>Men</td>
</tr>
<tr>
<td>Applied Economics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Animal and Rangeland Sciences</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Botany and Plant Pathology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Crop &amp; Soil Science</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Earth, Atmospheric and Ocean Sciences</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Engineering</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Civil and Construction Engineering</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Electrical Engineering and Computer Science</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mechanical, Industrial and Manufacturing Engineering</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chemistry</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

Year: 2015-16

<table>
<thead>
<tr>
<th>Liberal Arts</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Psychological Science</td>
<td></td>
<td></td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>
Table 5a. Years in Rank at the Associate Professor Level for STEM and SBS Faculty: those hired as ASSISTANT PROFESSORS

<table>
<thead>
<tr>
<th>Years in rank</th>
<th>STEM Women</th>
<th>STEM Men</th>
<th>SBS Women</th>
<th>SBS Men</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 - 2</td>
<td>0</td>
<td>0%</td>
<td>13</td>
<td>13%</td>
</tr>
<tr>
<td>3 - 5</td>
<td>20</td>
<td>57%</td>
<td>40</td>
<td>39%</td>
</tr>
<tr>
<td>6 - 8</td>
<td>4</td>
<td>11%</td>
<td>13</td>
<td>13%</td>
</tr>
<tr>
<td>9 - 11</td>
<td>6</td>
<td>17%</td>
<td>17</td>
<td>17%</td>
</tr>
<tr>
<td>12 - 14</td>
<td>2</td>
<td>6%</td>
<td>1</td>
<td>1%</td>
</tr>
<tr>
<td>15 or more</td>
<td>3</td>
<td>9%</td>
<td>19</td>
<td>18%</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Years in rank</th>
<th>STEM Women</th>
<th>STEM Men</th>
<th>SBS Women</th>
<th>SBS Men</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 - 2</td>
<td>9</td>
<td>69%</td>
<td>23</td>
<td>55%</td>
</tr>
<tr>
<td>3 - 5</td>
<td>2</td>
<td>15%</td>
<td>9</td>
<td>21%</td>
</tr>
<tr>
<td>6 - 8</td>
<td>0</td>
<td>0%</td>
<td>1</td>
<td>2%</td>
</tr>
<tr>
<td>9 - 11</td>
<td>0</td>
<td>0%</td>
<td>2</td>
<td>5%</td>
</tr>
<tr>
<td>12 - 14</td>
<td>1</td>
<td>8%</td>
<td>2</td>
<td>5%</td>
</tr>
<tr>
<td>15 or more</td>
<td>1</td>
<td>8%</td>
<td>5</td>
<td>12%</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Assistant</td>
<td>Associate</td>
<td>Full</td>
<td>Assistant</td>
<td>Associate</td>
<td>Full</td>
</tr>
<tr>
<td></td>
<td>Women</td>
<td>Men</td>
<td>Women</td>
<td>Men</td>
<td>Women</td>
<td>Men</td>
</tr>
<tr>
<td>2011</td>
<td>Agricultural Sciences</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Education (Science and Mathematics Education)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Forestry</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>STEM Total</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2012</td>
<td>Agricultural Sciences</td>
<td>3</td>
<td>3</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Education (Science and Mathematics Education)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Forestry</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>STEM Total</td>
<td>4</td>
<td>4</td>
<td>0</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>2013</td>
<td>Agricultural Sciences</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Education (Science and Mathematics Education)</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Forestry</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>STEM Total</td>
<td>2</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>2014</td>
<td>Agricultural Sciences</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Education (Science and Mathematics Education)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Forestry</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>STEM Total</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>2015</td>
<td>Agricultural Sciences</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Education (Science and Mathematics Education)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Forestry</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>STEM Total</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>2016</td>
<td>Agricultural Sciences</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Education (Science and Mathematics Education)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Forestry</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>STEM Total</td>
<td>1</td>
<td>5</td>
<td>0</td>
<td>3</td>
<td>0</td>
</tr>
</tbody>
</table>

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>
<thead>
<tr>
<th>College</th>
<th>Assistant</th>
<th>Associate</th>
<th>Full</th>
</tr>
</thead>
<tbody>
<tr>
<td>Women</td>
<td>Men</td>
<td>% Women</td>
<td>Women</td>
</tr>
<tr>
<td>2010-11</td>
<td>1 1 50%</td>
<td>1 0 100%</td>
<td>0 3 0%</td>
</tr>
<tr>
<td>Agricultural Sciences</td>
<td>Earth, Atmospheric, and Ocean Sciences</td>
<td>Education (Science and Mathematics Education)</td>
<td>Engineering</td>
</tr>
<tr>
<td>Women</td>
<td>Men</td>
<td>% Women</td>
<td>Women</td>
</tr>
<tr>
<td>2011-12</td>
<td></td>
<td></td>
<td>3 4 43%</td>
</tr>
<tr>
<td>Agricultural Sciences</td>
<td>Earth, Atmospheric, and Ocean Sciences</td>
<td>Education (Science and Mathematics Education)</td>
<td>Engineering</td>
</tr>
<tr>
<td>Women</td>
<td>Men</td>
<td>% Women</td>
<td>Women</td>
</tr>
<tr>
<td>2012-13</td>
<td></td>
<td></td>
<td>5 4 56%</td>
</tr>
<tr>
<td>Agricultural Sciences</td>
<td>Earth, Atmospheric, and Ocean Sciences</td>
<td>Education (Science and Mathematics Education)</td>
<td>Engineering</td>
</tr>
<tr>
<td>Women</td>
<td>Men</td>
<td>% Women</td>
<td>Women</td>
</tr>
<tr>
<td>2013-14</td>
<td></td>
<td></td>
<td>3 5 38%</td>
</tr>
<tr>
<td>Agricultural Sciences</td>
<td>Earth, Atmospheric, and Ocean Sciences</td>
<td>Education (Science and Mathematics Education)</td>
<td>Engineering</td>
</tr>
<tr>
<td>Women</td>
<td>Men</td>
<td>% Women</td>
<td>Women</td>
</tr>
<tr>
<td>2014-15</td>
<td></td>
<td></td>
<td>3 4 43%</td>
</tr>
<tr>
<td>Agricultural Sciences</td>
<td>Earth, Atmospheric, and Ocean Sciences</td>
<td>Education (Science and Mathematics Education)</td>
<td>Engineering</td>
</tr>
<tr>
<td>Women</td>
<td>Men</td>
<td>% Women</td>
<td>Women</td>
</tr>
<tr>
<td>2015-16</td>
<td></td>
<td></td>
<td>3 7 30%</td>
</tr>
<tr>
<td>Agricultural Sciences</td>
<td>Earth, Atmospheric, and Ocean Sciences</td>
<td>Education (Science and Mathematics Education)</td>
<td>Engineering</td>
</tr>
<tr>
<td>Women</td>
<td>Men</td>
<td>% Women</td>
<td>Women</td>
</tr>
<tr>
<td>2016-17 (As of March 10, 2017)</td>
<td></td>
<td></td>
<td>6 12 33%</td>
</tr>
<tr>
<td>Agricultural Sciences</td>
<td>Earth, Atmospheric, and Ocean Sciences</td>
<td>Education (Science and Mathematics Education)</td>
<td>Engineering</td>
</tr>
<tr>
<td>Women</td>
<td>Men</td>
<td>% Women</td>
<td>Women</td>
</tr>
</tbody>
</table>

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

OREGON STATE ADVANCE 2017 (Year Four) Interim Project Report
## Table 8. Faculty Leadership Positions

<table>
<thead>
<tr>
<th>Position</th>
<th>All Faculty</th>
<th>All</th>
<th>STEM</th>
<th>SBS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tenured Full Professors</td>
<td>428</td>
<td>124</td>
<td>71</td>
<td>11</td>
</tr>
<tr>
<td>Full Professors (non-tenured)</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>STEM Department/School Heads</td>
<td>34</td>
<td>15</td>
<td>11</td>
<td>NA</td>
</tr>
<tr>
<td>SBS Department/School Heads</td>
<td>34</td>
<td>15</td>
<td>NA</td>
<td>0</td>
</tr>
<tr>
<td>Deans</td>
<td>13</td>
<td>5</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Associate Deans</td>
<td>27</td>
<td>11</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>Center Directors</td>
<td>43</td>
<td>16</td>
<td>7</td>
<td>2</td>
</tr>
<tr>
<td>President, Vice-Presidents, Provost, Vice-Provosts</td>
<td>8</td>
<td>(Ed Ray, Susan Capalbo, Jennifer Dennis, Mark Hoffman, Becky Johnson, Scott Reed, Susana Rivera-Mills, Cynthia Sagers)</td>
<td>5</td>
<td>4 (Susan, Jennifer, Becky, Cynthia)</td>
</tr>
<tr>
<td>Endowed/Named Chairs</td>
<td>24</td>
<td>7</td>
<td>2</td>
<td>0</td>
</tr>
</tbody>
</table>

*Data based on Professorial rank positions only*