

National Science Foundation Third Year Site Visit



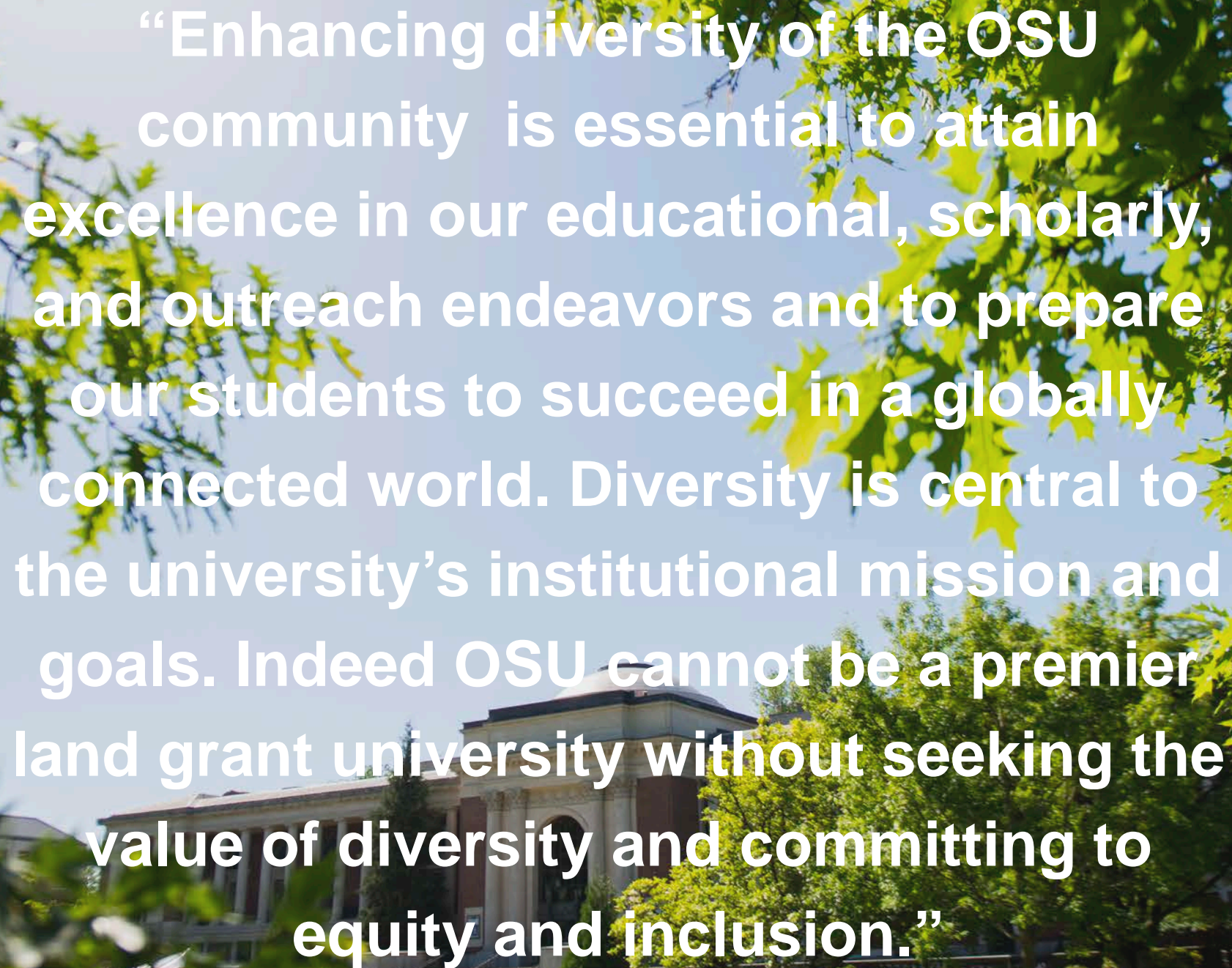
Equity. Inclusion. Justice.



Award #1409171



Oregon State
University



“Enhancing diversity of the OSU community is essential to attain excellence in our educational, scholarly, and outreach endeavors and to prepare our students to succeed in a globally connected world. Diversity is central to the university’s institutional mission and goals. Indeed OSU cannot be a premier land grant university without seeking the value of diversity and committing to equity and inclusion.”

(OSU Strategic Plan 2.0)

A group of ten people, five men and five women, are posing for a group photo outdoors. They are arranged in two rows: four people are standing in the back row, and six people are sitting or kneeling in the front row. The background is a large, dense bush with green leaves and many small, light pink flowers. The ground is a light-colored concrete sidewalk. The overall atmosphere is professional yet friendly.

Oregon State ADVANCE

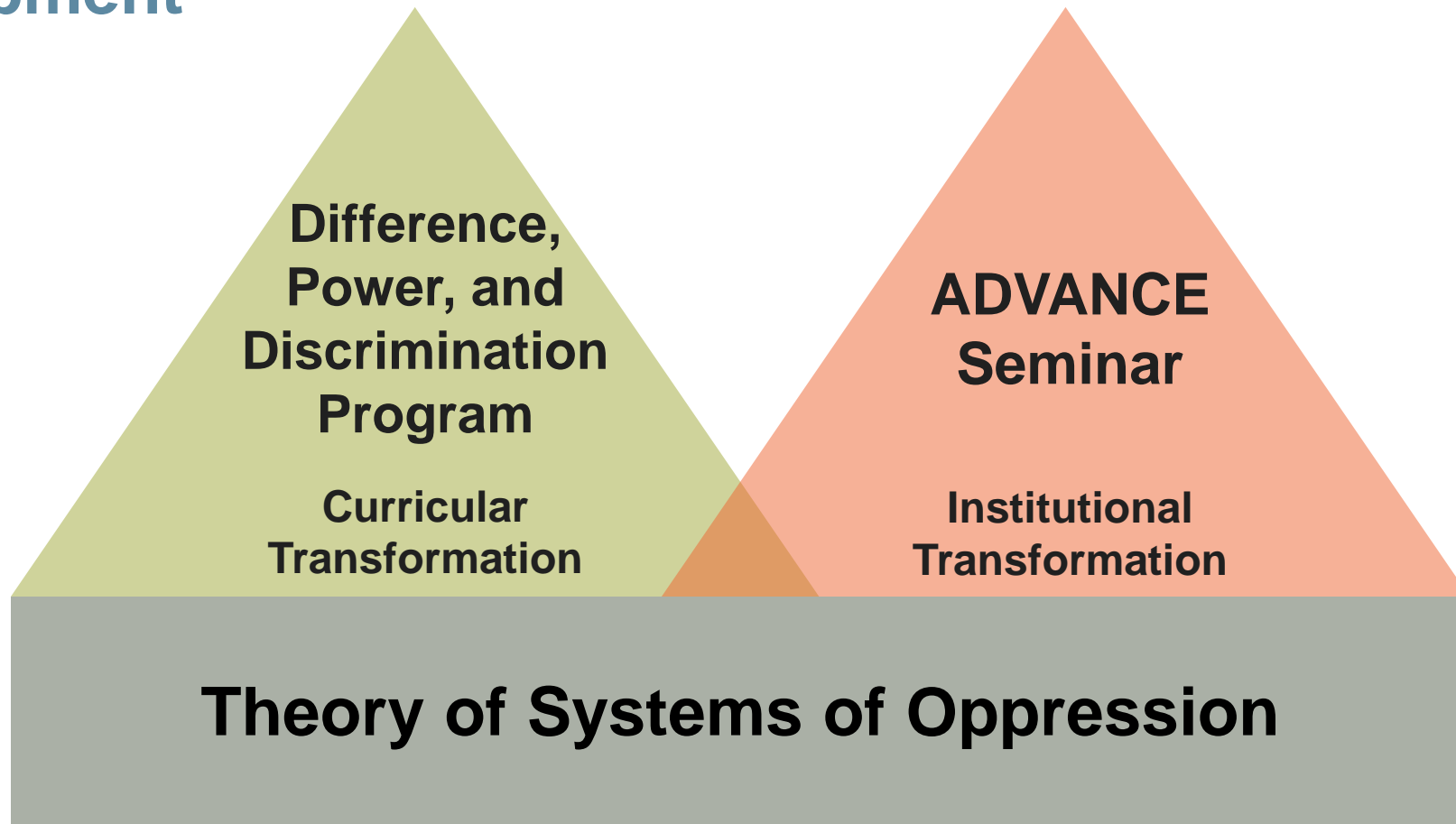


ADVANCE at the NSF

The goal of the National Science Foundation's (NSF) ADVANCE program is to increase the representation and advancement of women in academic science and engineering careers, thereby developing a more diverse science and engineering workforce.

Institutional Context

History of Immersion Faculty Development



Context & Strategy

Impacts

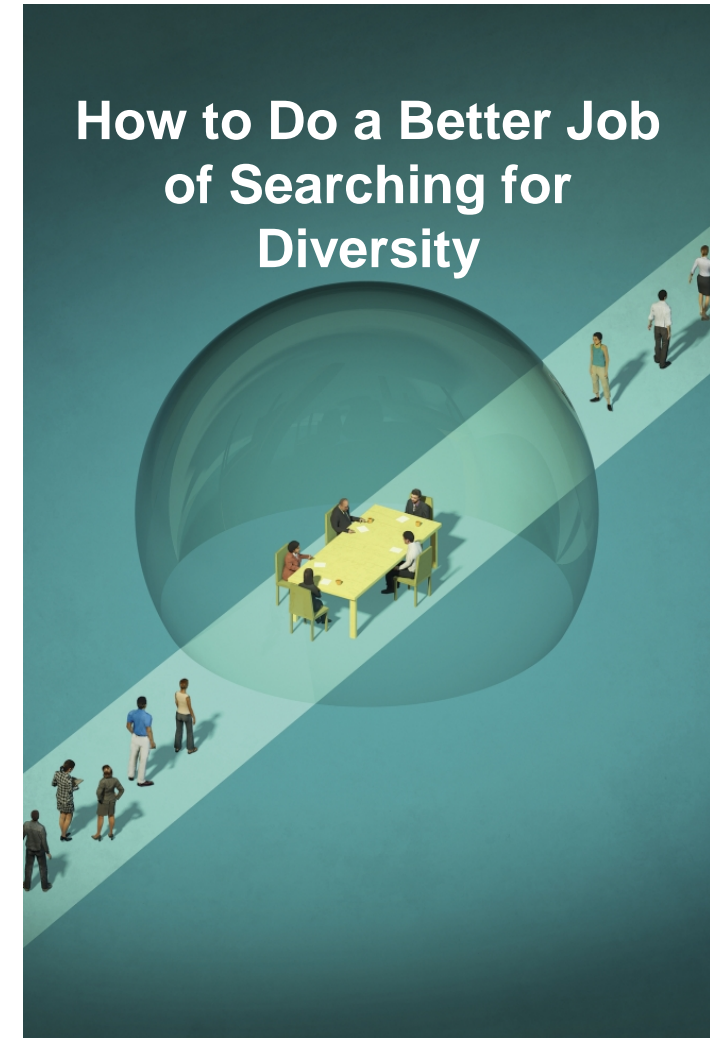
Evaluation

Future

Institutional Context

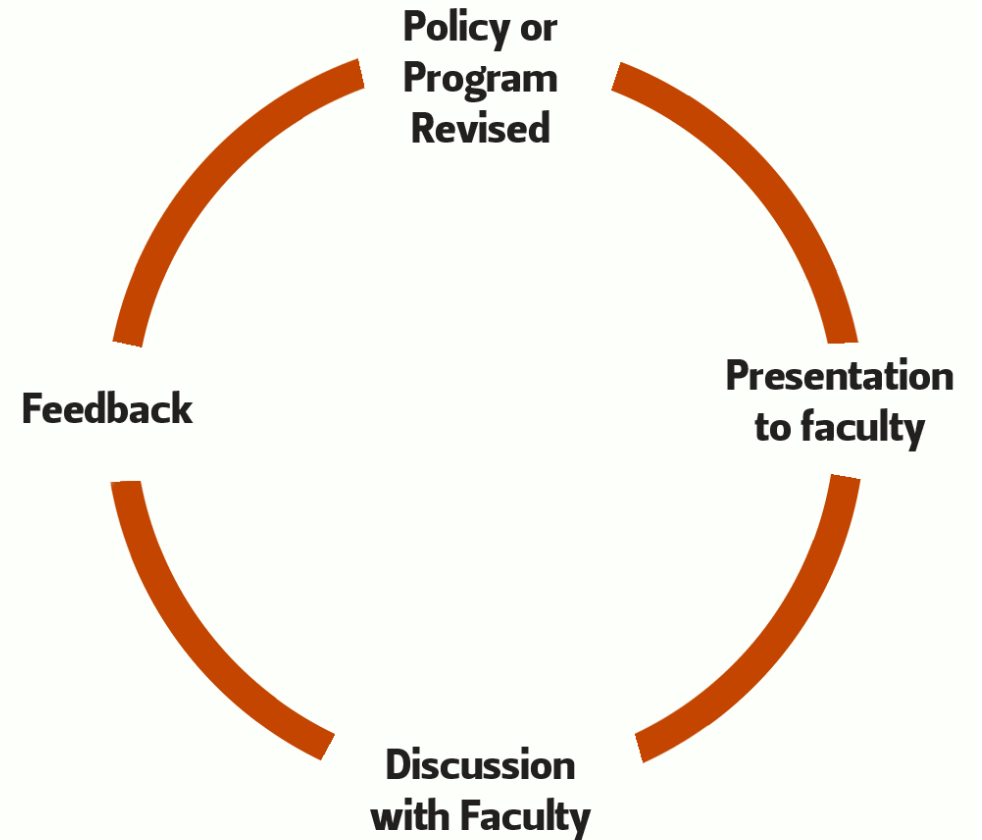
OSU's Search Advocate Program

- Initiated in 2007
- Two part workshop series
- Enhances integrity, effectiveness, and diversity in the university's hiring practices
- Featured in *The Chronicle of Higher Education* (McMurtrie, 2016)



Institutional Context

Why does shared governance matter?





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**.



Strategy

What makes Oregon State ADVANCE different?

Broadened vision

- Moving beyond diversity to social justice
- Moving beyond monolithic gender to intersectionality

Catalyzing role

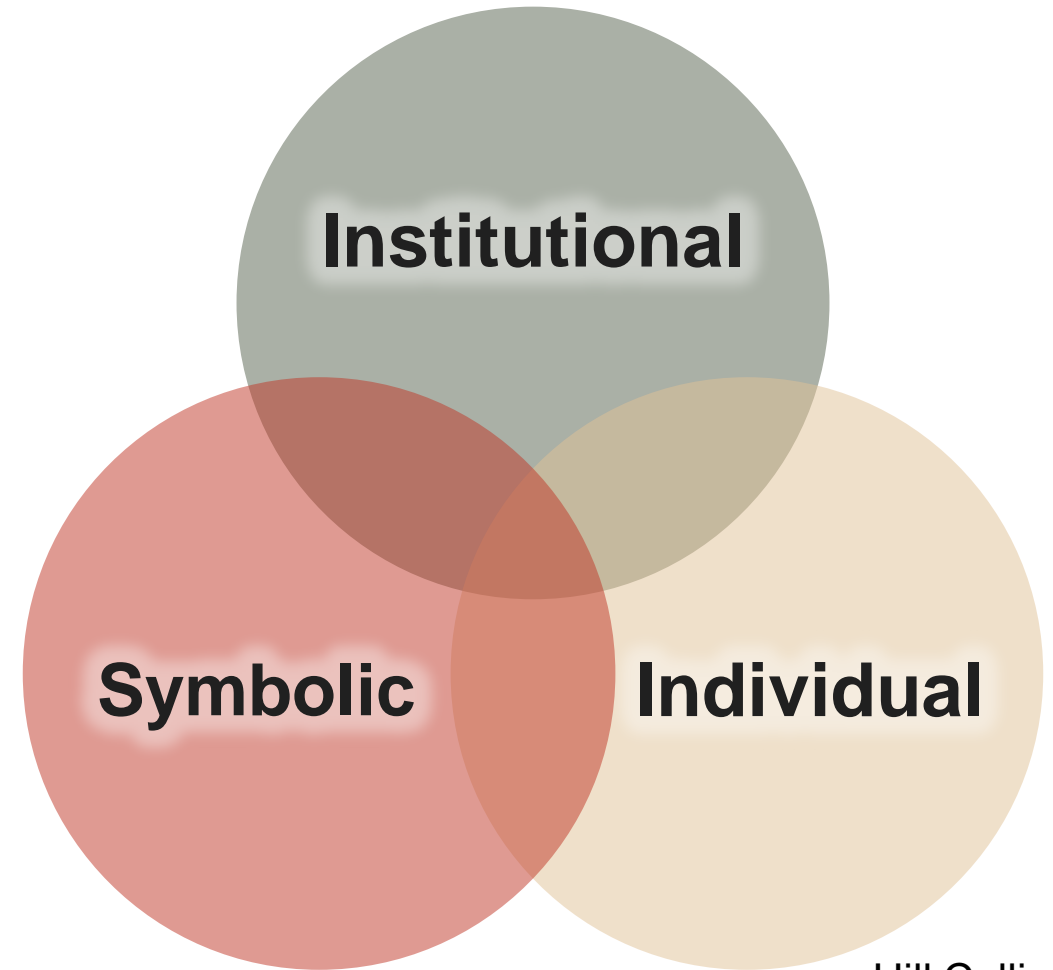
Intervention empowers faculty and administrators to imagine the institutional transformation

- Pro: broad ownership of institutional transformation that is more sustainable
- Con: distributed model of action with longer time scale of change



Theory of Systems of Oppression

- Three reciprocally determined and inter-influential dimensions
- Reproduce and maintain power systems based on intersecting identities
- OREGON STATE ADVANCE challenges the dominant paradigm and works across dimensions to disrupt the systems of oppression



Hill Collins, 1993



Objectives

Recruitment & Promotion

Influence Academic Recruitment and promotion policies and practices to assure equitable, inclusive, and just advancement.

Institutional Climate

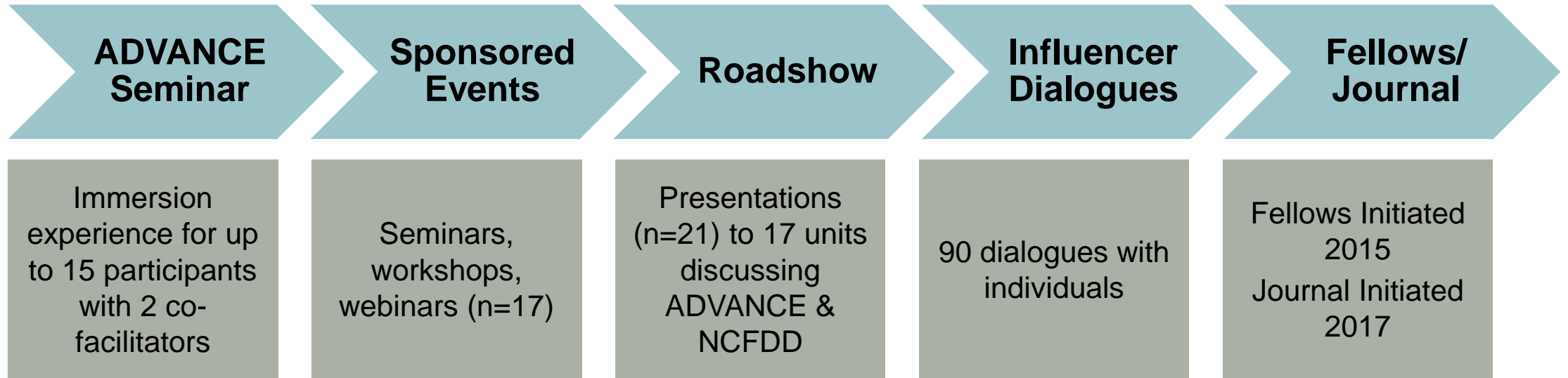
Contribute to an institutional climate that reflects a shared value for equity, inclusion, and justice.

Awareness & Action

Provoke faculty and administrators' personal awareness of difference, power, and discrimination in the academy and action that contribute to equitable, inclusive, and just treatment.

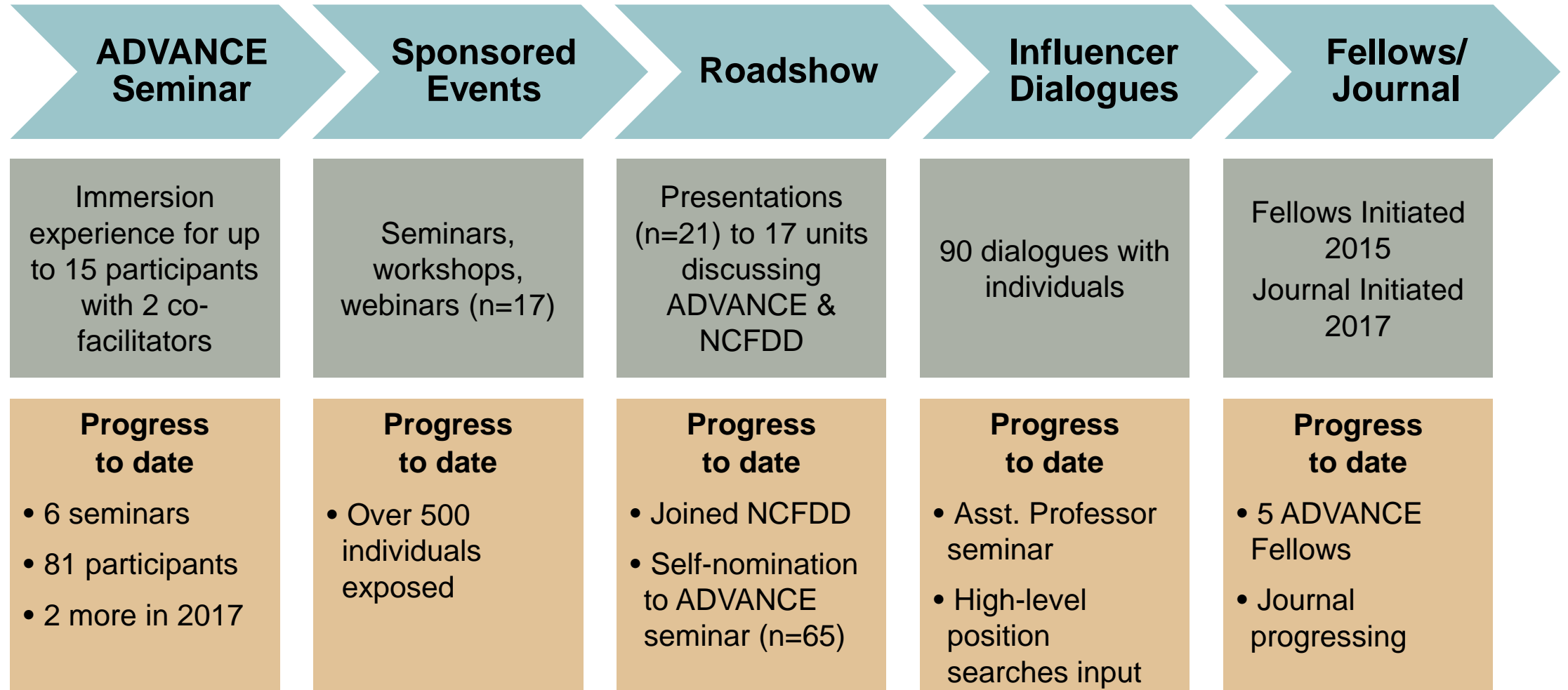


Activities





Activities and Preview of Outcomes



Context & Strategy

Impacts

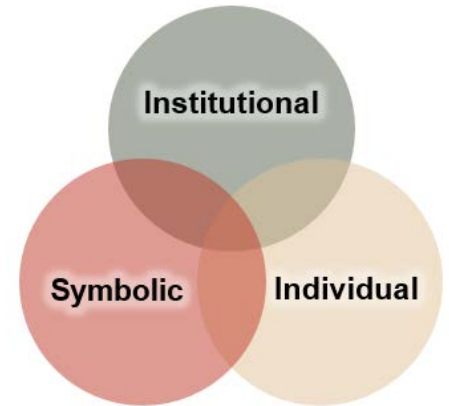
Evaluation

Future

**ADVANCE
Seminar**

60-hour immersion program

**Readings, lectures, films, discussions,
and experiential activities**



Engages

theories of systems of oppression highlighting intersectionality in the STEM context

Asks

participants to engage in personal reflection about their own location in relation to power and privilege

Challenges

participants to examine how STEM culture (practices, norms, and beliefs) has been constructed in ways that reproduce hierarchy and dominance



ADVANCE
Seminar

Example Experiences

Critical analysis of imagery

Embodied learning

- Theater of the Oppressed

Case Studies

Context & Strategy

Impacts

Evaluation

Future



**ADVANCE
Seminar**

Example Experiences

Critical analysis of imagery

Embodied learning

- Theater of the Oppressed

Case Studies



Action Plans

Action Steps	Who is responsible?	Timeline	Resources
Step 1:			
Step 2:			
Step 3:			

Goal:

**Evidence of
Success:**

How will you know you are making progress? What are your benchmarks?

Evaluation Process:

How will you determine that your goal has been reached? What are your measures?

**ADVANCE
Seminar**

All Cohort Gatherings



Panel discussion on actions



Cross-cohort brainstorming

Context & Strategy

Impacts

Evaluation

Future

Research Project

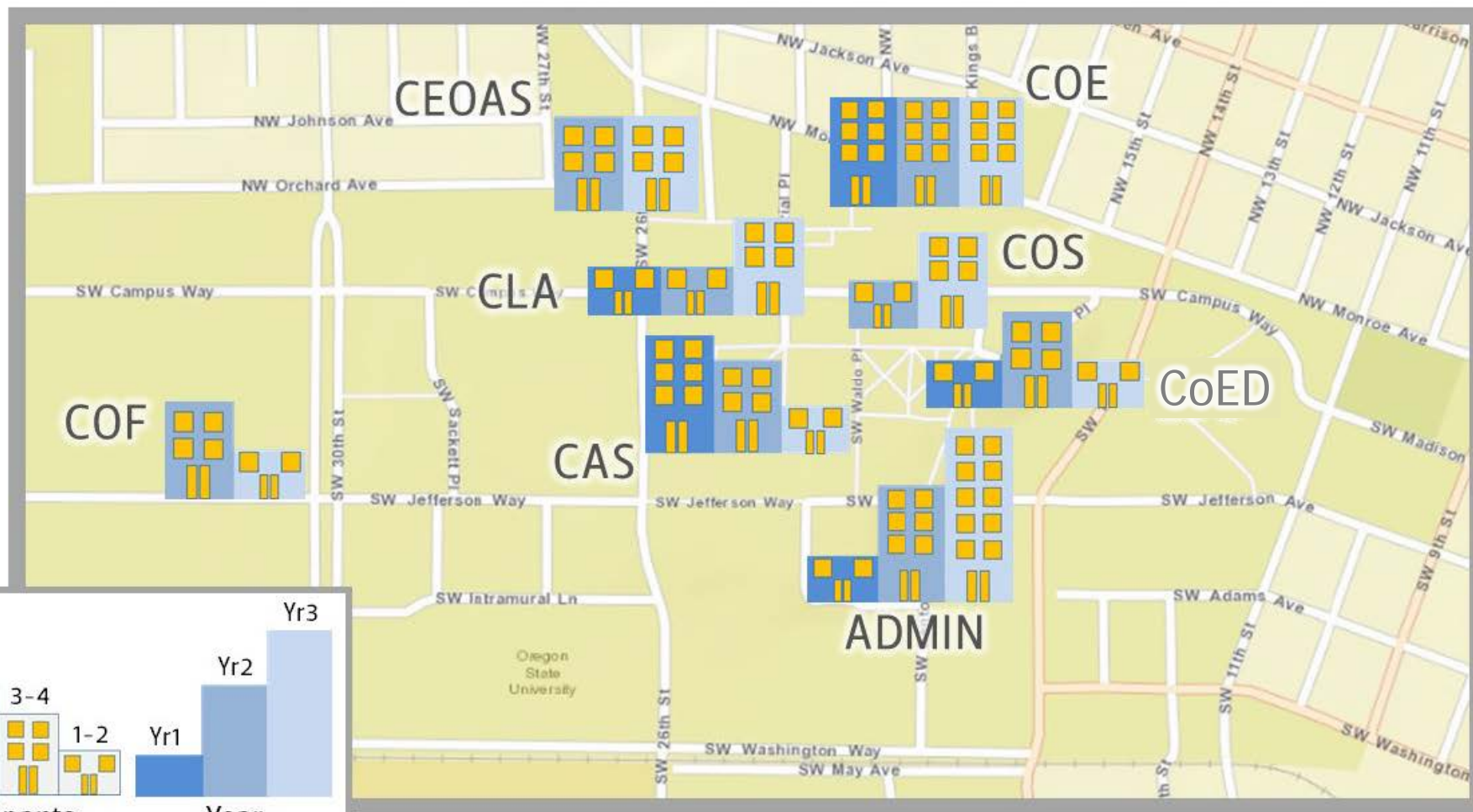
Will participating in the ADVANCE seminar empower and motivate institutional leaders and faculty members to actively contribute to campus transformation?

Research Status

- To date, forty-six seminar participants and thirty-nine comparators agreed to participate in the study (**n=88**), which consisted of two structured surveys and two in-depth interviews (pre- and post-seminar).
- A total of **124** total in-depth interviews completed.



ADVANCE Seminar Reach



CAS: Agricultural Sciences

CEOAS: Earth, Ocean, and Atmospheric Sciences

CoED: Education (STEM ED)

COE: Engineering

COF: Forestry

COS: Science

CLA: Liberal Arts (SBS)

ADMIN: Central Administration

Context & Strategy

Impacts

Evaluation

Future

Percentage of Women in Tenure and Tenure-Track Faculty Positions 2014-2016



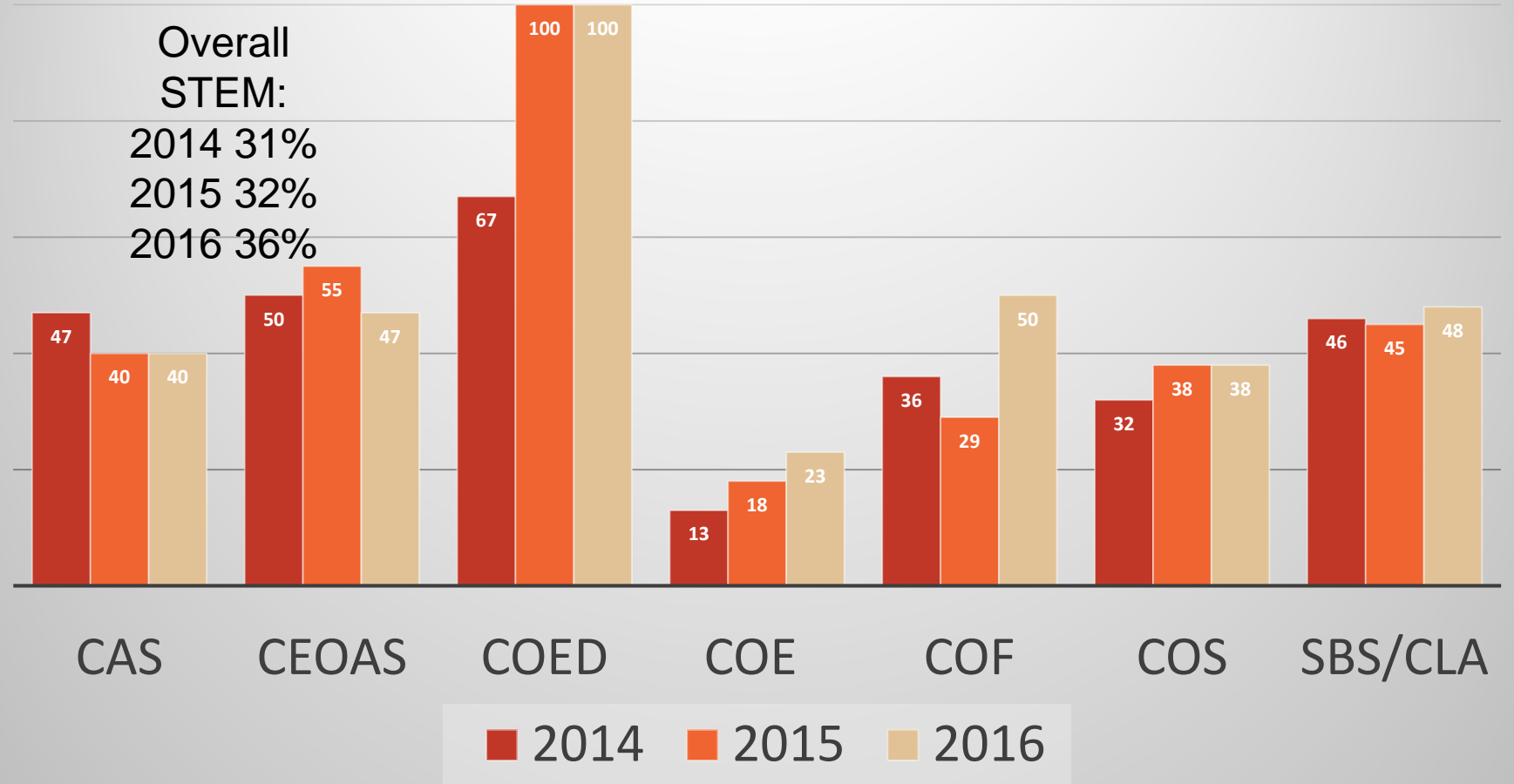
	2014	2015	2016
Total			
STEM	23% (n= 673)	25% (n = 680)	27% (n = 685)
CLA/SBS	47% (n= 77)	48% (n = 82)	49% (n = 81)
College			
CAS	26% (n = 206)	26% (n = 216)	29% (n = 218)
CEOAS	21% (n = 85)	23% (n = 78)	22% (n = 81)
CoED	55% (n = 11)	55% (n = 11)	55% (n = 11)
COE	16% (n = 173)	18% (n = 172)	20% (n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

Percentage of Women in Tenure and Tenure-Track Faculty Positions 2014-2016

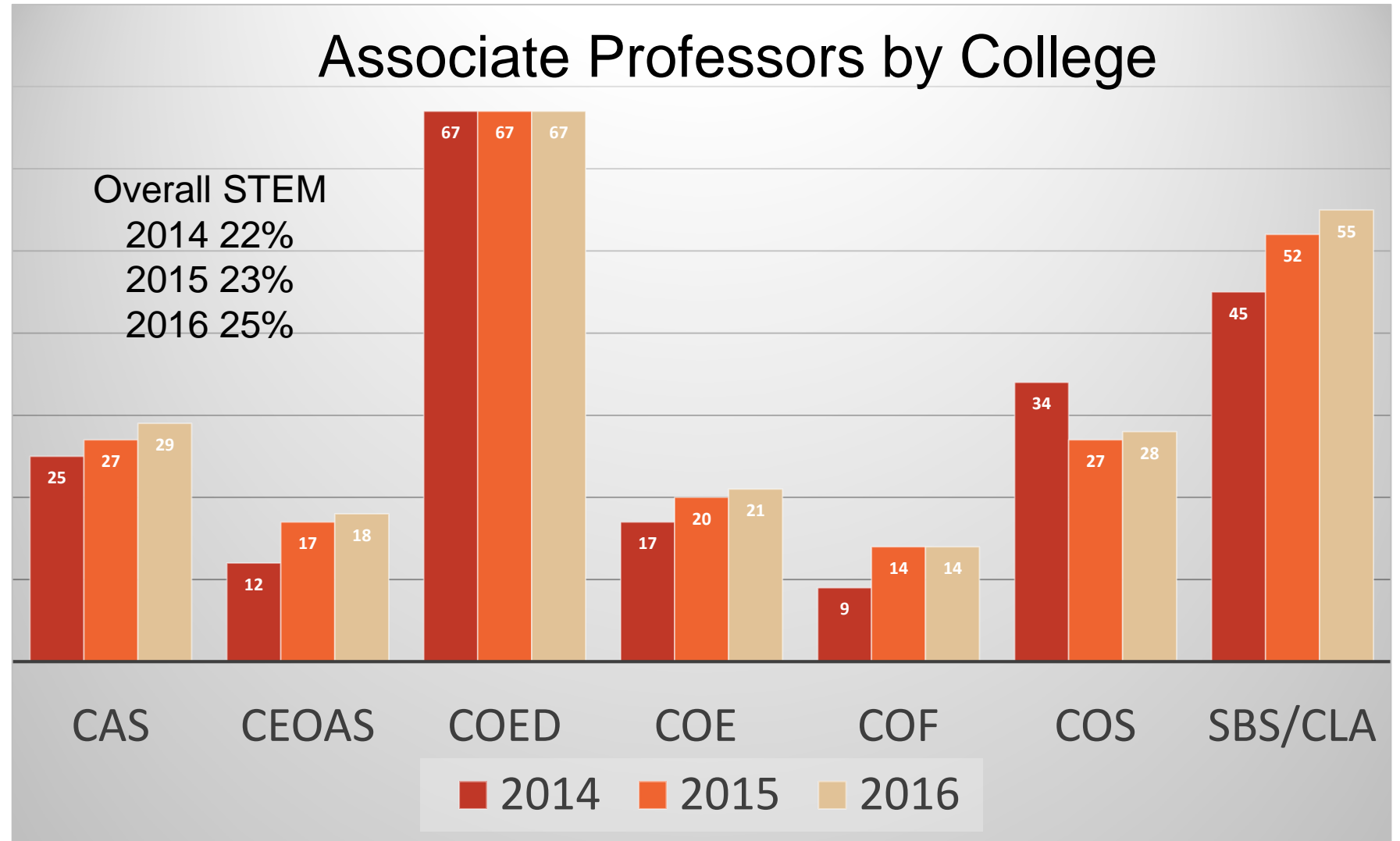


Assistant Professors by College

Overall
STEM:
2014 31%
2015 32%
2016 36%



Percentage of Women in Tenure and Tenure-Track Faculty Positions 2014-2016



Oregon State
University

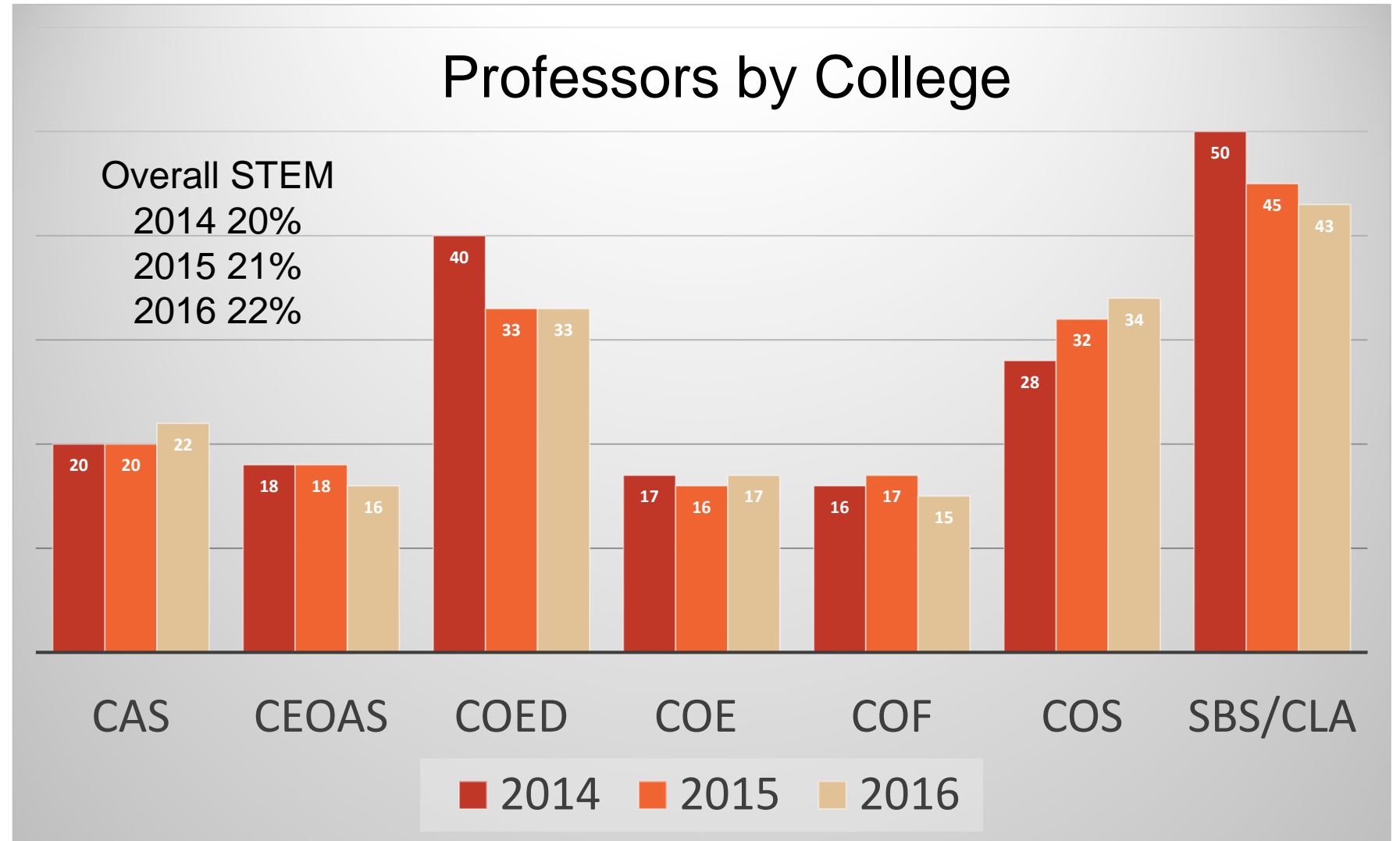
Context & Strategy

Impacts

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Percentage of Women in Tenure and Tenure-Track Faculty Positions 2014-2016



Context & Strategy

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**ADVANCE
Seminar**

Impact Narratives

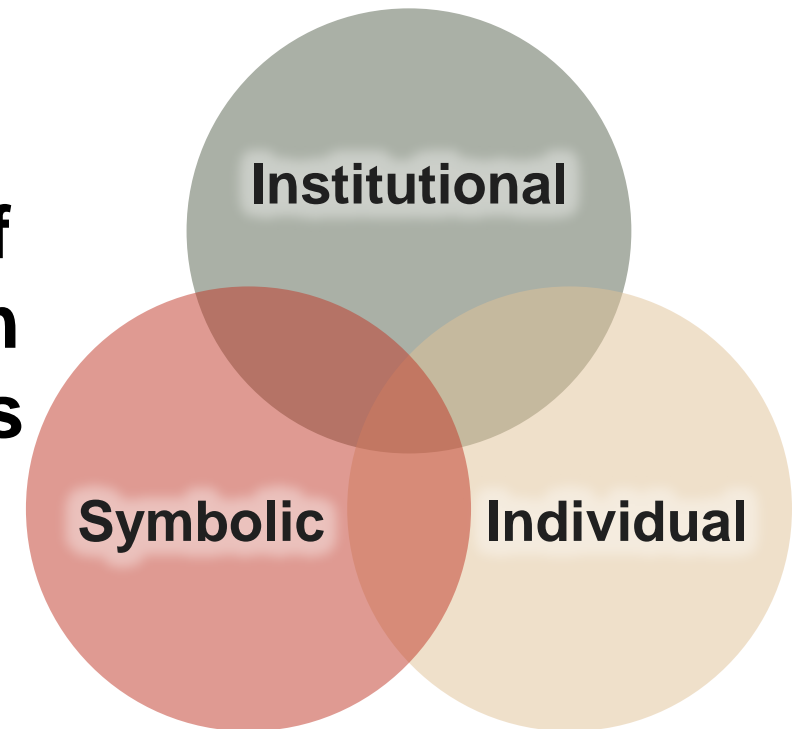
Objectives

**Recruitment
& Promotion**

**Institutional
Climate**

**Awareness
& Action**

Systems of Oppression Dimensions



Context & Strategy

Impacts

Evaluation

Future

Impact Narratives

Institutionalizing EIJ Recruitment Practices

College of Engineering – Scott Ashford, Dean

Challenge: Hiring practices not conducive to the hiring of diverse faculty

Action: Guidelines on search committees, including:

- Chair and outside member must receive Search Advocate training
- Diversity statement must be requested in advertisement
- Dean disrupts process, if needed

Outcome: For last 3 years, over **50%** of new faculty hires have been women, increasing the percentage of total engineering women faculty from **15%** to **21%**.

ADVANCE
Seminar

Impact Narratives

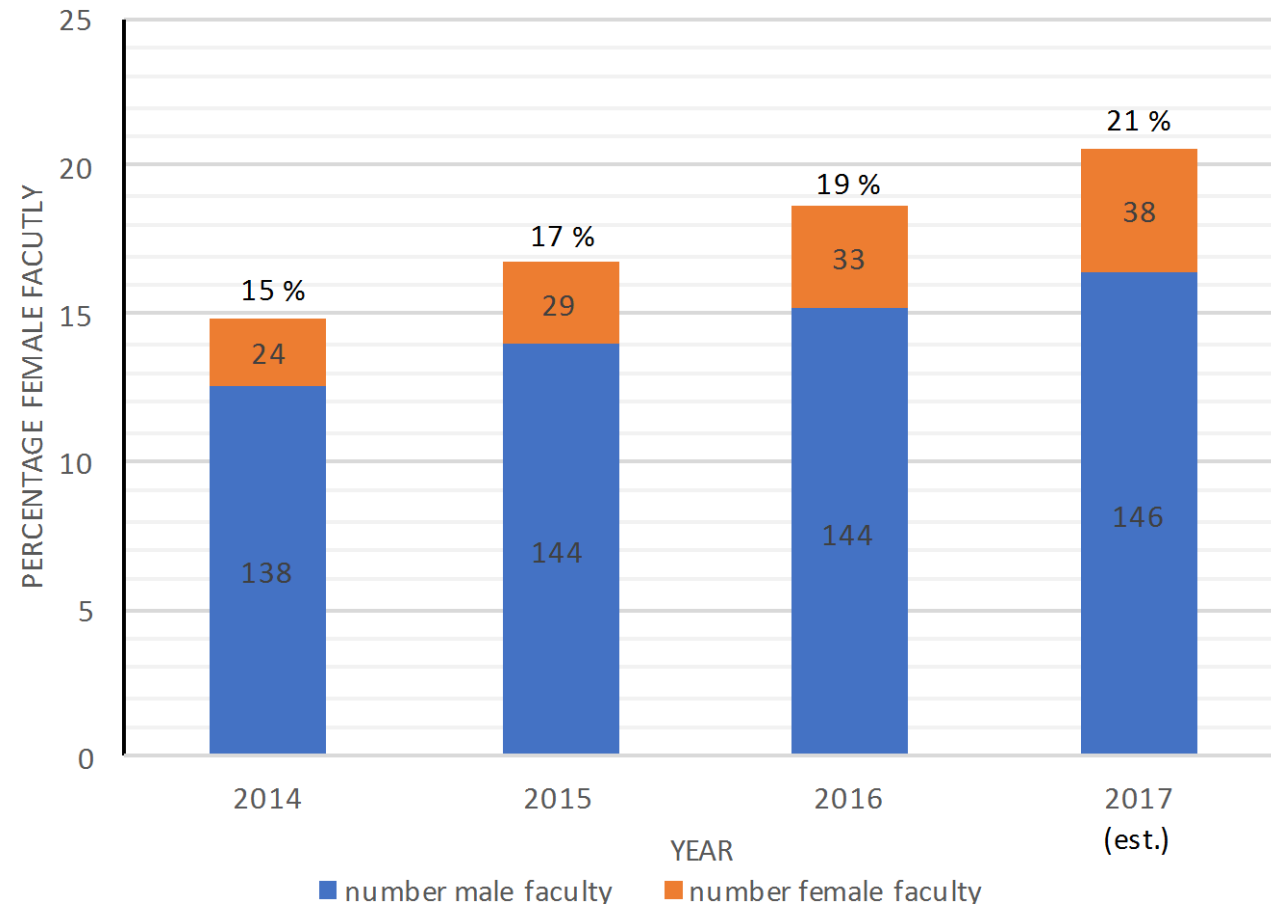
Institutionalizing EIJ Recruitment Practices

College of Engineering

Recruitment
& Promotion

Institutional

Increasing Women as
a Percentage of
Engineering Faculty



Context & Strategy

Impacts

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Future

ADVANCE
Seminar

Impact Narratives

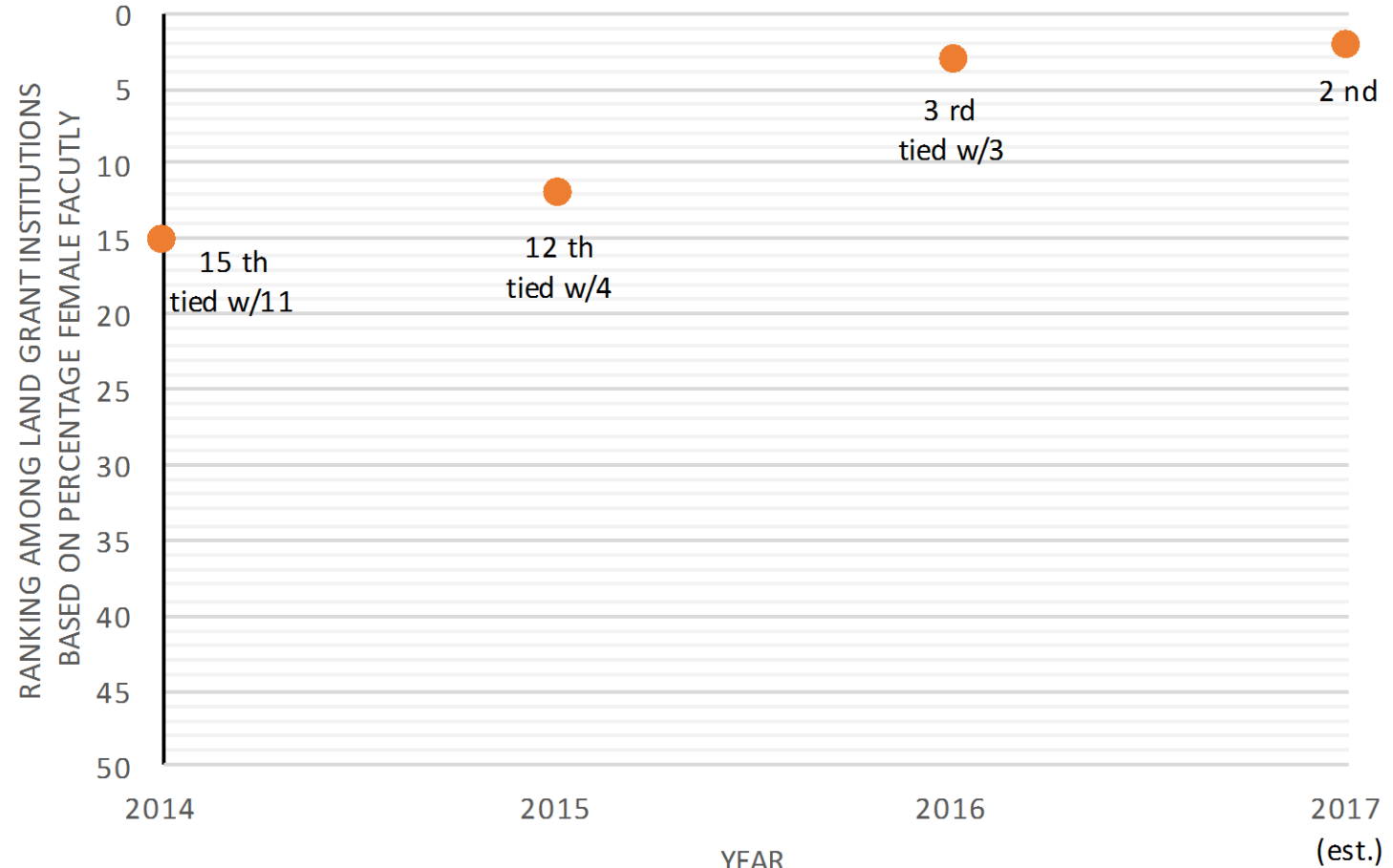
Institutionalizing EIJ Recruitment Practices

Recruitment
& Promotion

Institutional

College of Engineering

Putting Our
Outcomes into
Context



Context & Strategy

Impacts

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Future

Impact Narratives

Institutionalizing Contributions from all Faculty Toward EIJ

College of Agricultural Sciences – Dan Arp, Dean & Joyce Loper, Associate Dean

Challenge: Diversifying the faculty and creating mechanisms to value EIJ work

Action: Developed a college policy document addressing:

- Hiring Practices
- Modified position descriptions to include commitment to diversity
- Updated evaluation procedures to assess those commitments

Outcome: Full cycle of faculty evaluations with diversity expectations; 2015-2016 result was that **51%** of all faculty hires in CAS were women

ADVANCE
Seminar

Impact Narratives

Marketing Through a Systems of Oppression Lens

Institutional
Climate

Symbolic

University Relations and Marketing – Laura Shields, Associate Director



- Challenge:** Marketing material not analyzed for sensitivity to EIJ issues
- Action:** Actively analyzing work through EIJ issues
- Outcome:** Adapted systems to apply an EIJ lens to operations and products

Context & Strategy

Impacts

Evaluation

Future

**ADVANCE
Seminar**

Impact Narratives

Individual Change: Video Testimonial

Awareness
& Action

Individual

Flaxen Conway, Professor

College of Earth, Ocean, and Atmospheric
Sciences

Tiffany Garcia, Associate Professor

College of Agricultural Sciences

Melody Oldfield, Assistant Vice President

University Relations and Marketing



Context & Strategy

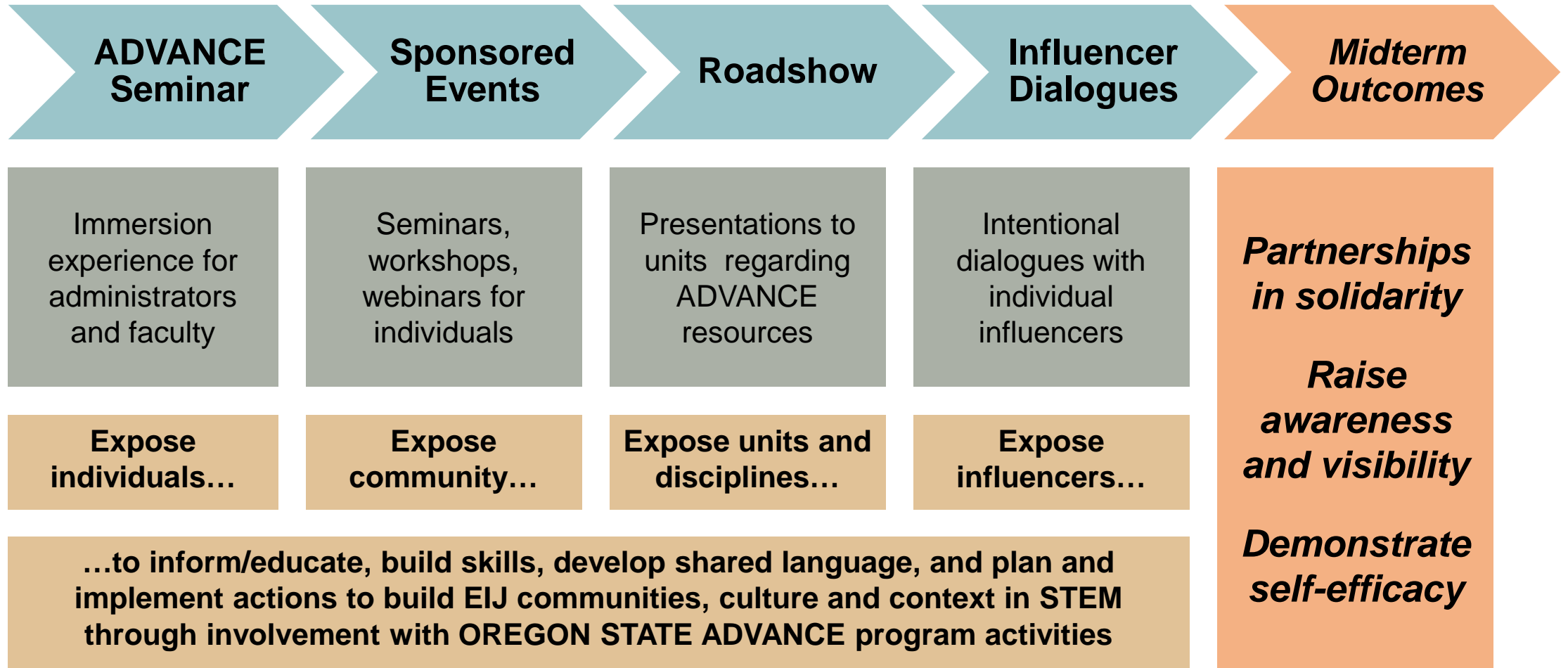
Impacts

Evaluation

Future



Evaluating Program Activities for Outcomes



Context & Strategy

Impacts

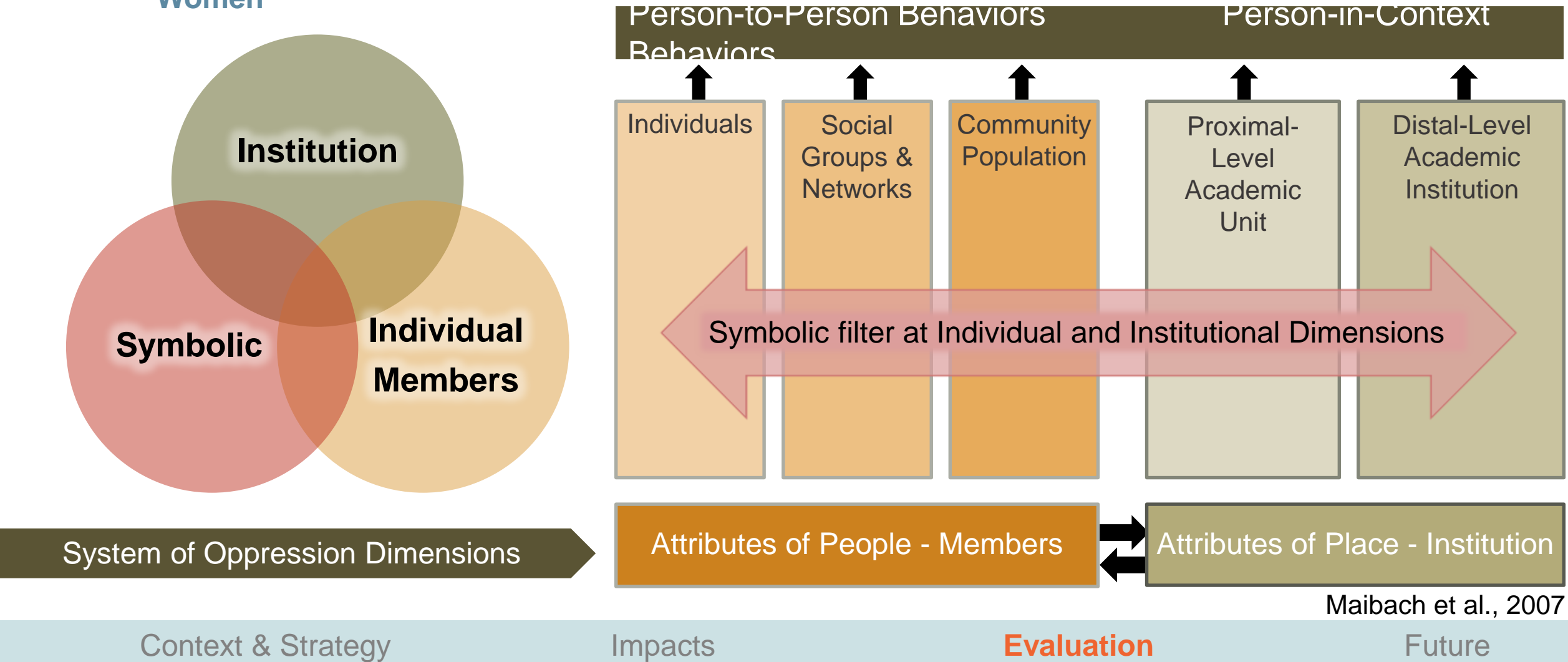
Evaluation

Future



Framework for Transformation

Transformational Model for Evaluating Equitable, Inclusive and Just STEM Community for Diverse Women



Maibach et al., 2007

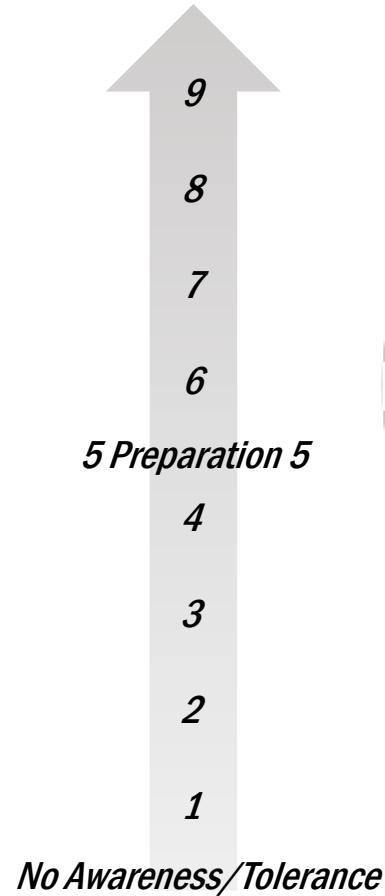


Community Readiness & Dimensions of Transformation

Empowering and catalyzing changes that are “community owned” and systemic requires a similar stage of readiness to take action on an issue at all:

- **Three systems dimensions:**
Individual, Institutional, Symbolic
- **Six change dimensions:**
 - Knowledge of Issue
 - Current Efforts
 - Knowledge of Current Efforts
 - Leadership
 - Resources to Address Issue
 - Climate

High Level of Community
Ownership/Professionalization



Edwards et al., 2000



Components of Socially Just Transformation with a Focus on Equity

Population Indicators

Individual Dimension

- Access experiences of resources
- Agency intentions to effect change

Institution Dimension

- Advocacy skills to drive change
- Solidarity Actions for collective impacts

Mechanistic Indicators

- Participatory Democracy
- Transformative Practices
- Civil Society
- Systemic/Sustainable Change

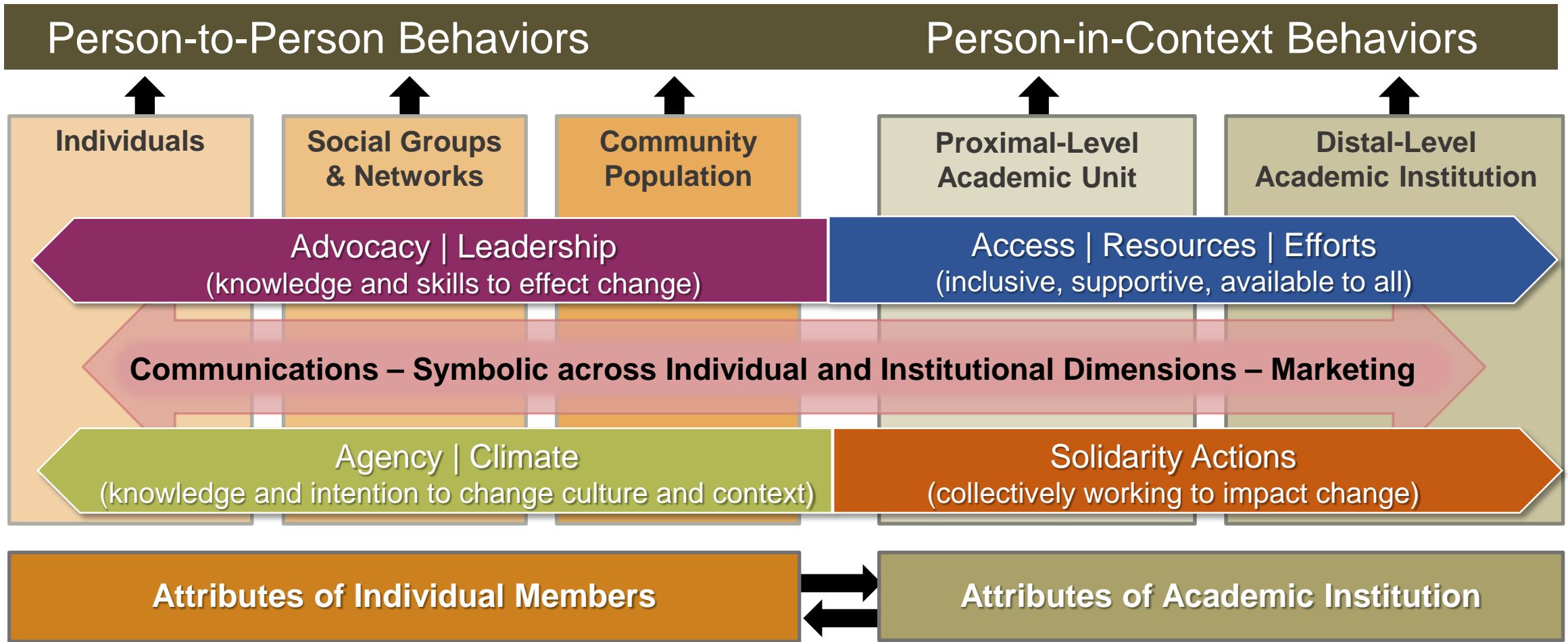


British Columbia Teacher's Federation, 2010



Integrated Framework for EIJ Transformation

Transformational Model for Evaluating Equitable, Inclusive and Just STEM Community for Diverse Women



John et al., 2016

Context & Strategy

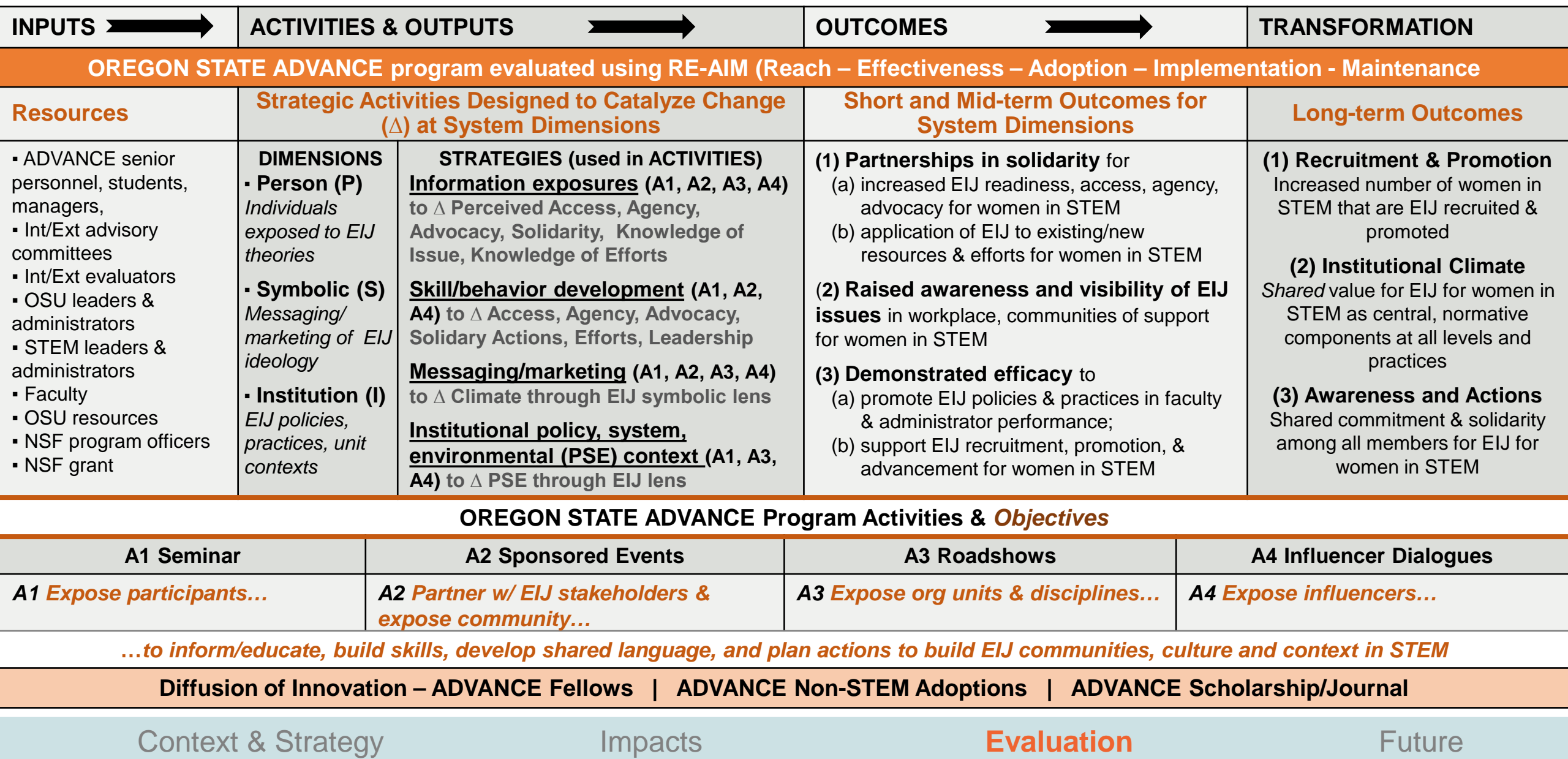
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Evaluation

Future



Logic Model (Revised for Evaluation Year 1)

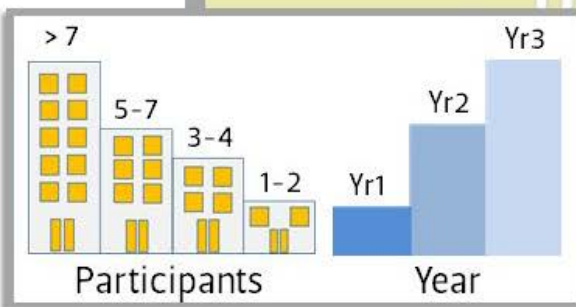
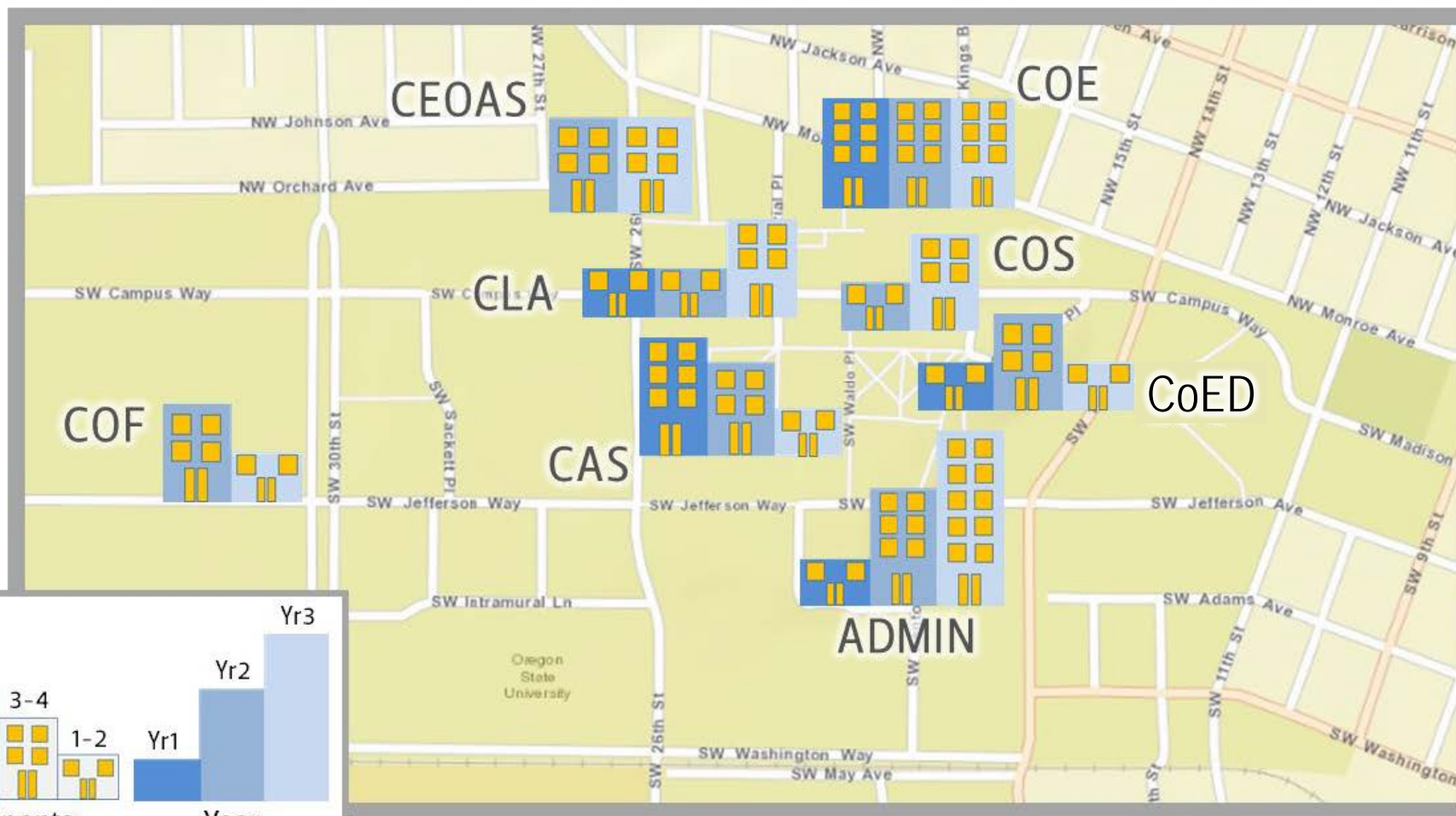




ADVANCE Population Dose

*Predictor of Impact
based on Strength
of Exposure to
Program or Activity*

- Population Dose calculated as Reach x Intensity
- Example:
 - In Year 1, 5-7 COE and CAS participants x 60 hours in seminar vs. -0- COF or COS participants
 - Proportion of population exposed is relevant for systemic change



Context & Strategy

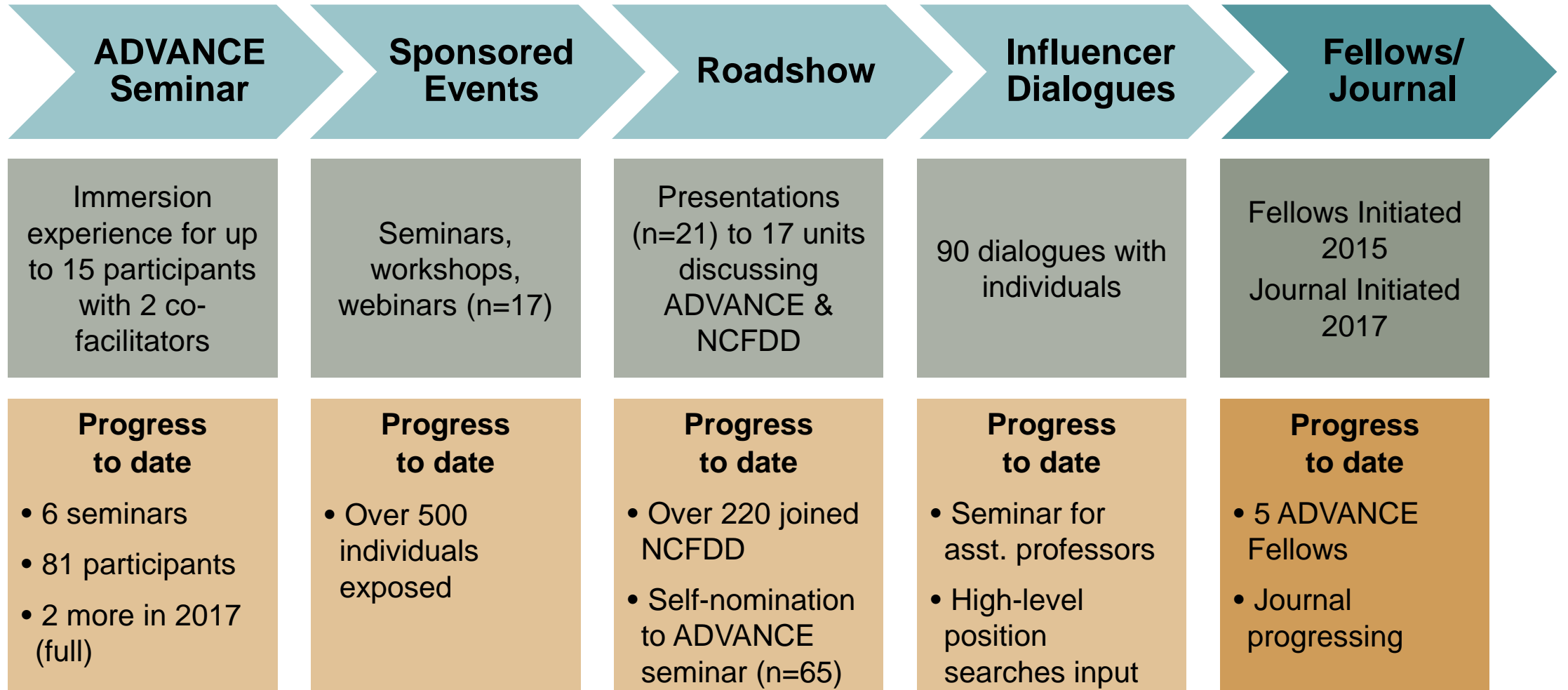
Impacts

Evaluation

Future



Activities, Midterm Outcomes, and Diffusion



Context & Strategy

Impacts

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Future

A1 ADVANCE Seminar

Immersion
experience for up
to 15 participants
with 2 co-
facilitators

Expose participants
to inform/educate,
build skills, develop
shared language,
and plan actions to
build EIJ
communities,
culture and context
in STEM

Reach:

- Five seminar cohorts, comprised of **43 administrators and 38 faculty**
- One URM cohort with **13 participants**

Efficacy:

- 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/position descriptions
 - Promotion and tenure
 - Climate/interpersonal relationships
 - Resource allocations

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Effectiveness:

- Seminar activities that were evaluated by participants to be most effective for fostering learning included:
 - Seminar content
 - Time spent with colleagues in safe environment for reflective dialogues
 - Guided and group discussions
 - Active learning, e.g. power shuffle, role-playing
 - Guest speakers and videos

Adoption:

- Participants represented **36 organizational units**

A2

Sponsored Events

Sponsored and co-sponsored lectures, seminars, workshops, and webinars

Partner with stakeholders to expose community, build skills, develop shared language, and actions to build EIJ culture in STEM

Reach:

- **17 symposiums, workshops, lectures and webinars** were sponsored or co-sponsored in partnership with **11 campus units**
- Over **500 individuals** identified as Oregon State faculty, staff, and administrators

Efficacy:

- Topics included women as scientists, mentoring, faculty development and diversity, and harassment

A3 Roadshows

Presentations to
organizational units
discussing
ADVANCE &
NCFDD

Expose disciplines
and organizational
units to inform,
build skills, develop
shared language,
and plan actions to
build EIJ culture in
STEM

Reach:

- **21 roadshows** were delivered to **17 units** exposing hundreds of academic and professional faculty and administrators to ADVANCE efforts and resources

Efficacy:

- Raised awareness National Center for Faculty Development and Diversity (NCFDD) institutional membership, enabled through ADVANCE
- Over **220 new NCFDD members** representing faculty at all levels in STEM and non-STEM units

A4

Influencer Dialogues

Intentional dialogues with influential individuals

Expose influencers to inform, build skills, develop shared language, and plan actions to build EIJ culture in STEM

Reach:

- Approximately **90 individual influencers** have been engaged in ongoing dialogues, including:
 - University President
 - Provost
 - Vice Provost/Faculty Senate President
 - Chief Diversity Officer
 - Leadership Council for Equity, Inclusion and Social Justice

Efficacy:

- Dialogues have centered around various themes:
 - Allocation of resources/budget for sustainability
 - Leadership
 - Institutional capacity
 - Policy development and implementation
 - Marketing



Indicators of Progress Toward Change

Recruitment & Promotion

Individual Dimension:

- Workshops, seminars and discussions covering work life balance, family leave and dual career hires
- Individuals more thoughtful of DPD and EIJ issues in faculty hiring and promoting

Symbolic Dimension:

- Increased understanding of why supporting women in STEM matters and of issues surrounding EIJ and diversity
- DPD and EIJ efforts included as valued and rewarded aspect of faculty PDs across positional duties: scholarship, teaching, and service

Institutional Dimension:

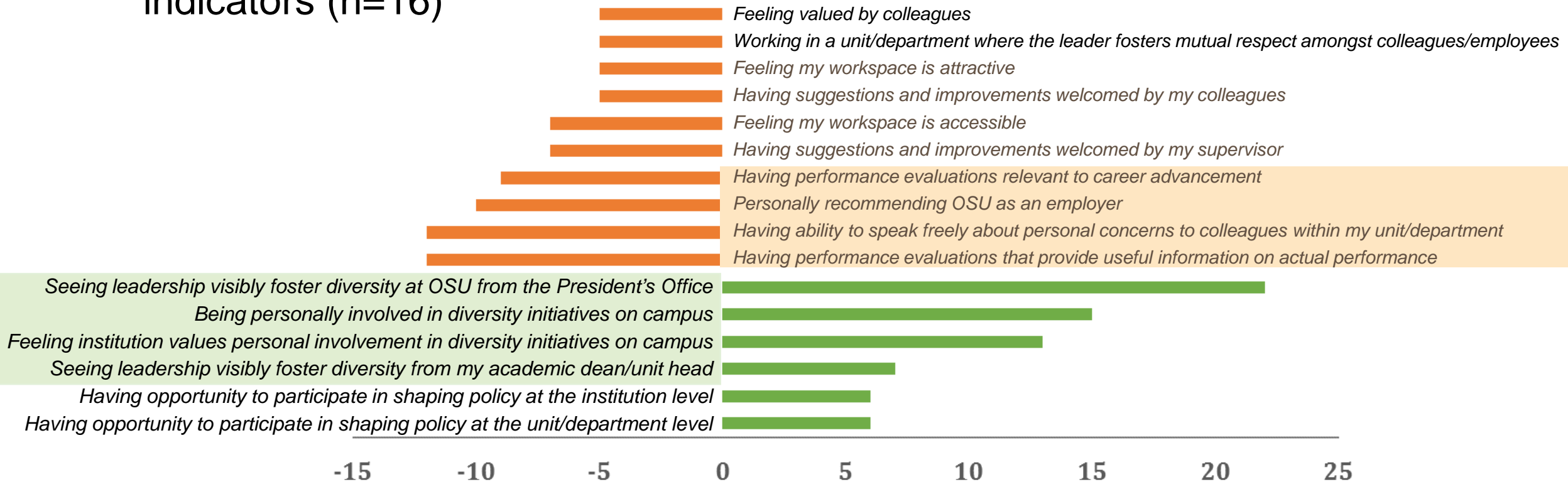
- EIJ and diversity policies included in faculty PDs, P&T guidelines, unit and college strategic plans, and administrative positions and/or FTE



Indicators of Progress Toward Change

Institutional Climate

Climate Survey: Δ 2014 (N=310) and 2016 (N=265) on selected indicators (n=16)



Context & Strategy

Impacts

Evaluation

Future



Indicators of Progress Toward Change

Awareness & Action

Individual Dimension:

- New EIJ knowledge informing interpersonal interactions with colleagues and students
- Pledging to assess teaching and professional materials/communications for bias

Symbolic Dimension:

- Putting social progressive policy language in forefront
- Considering language and bias in communications/messages and materials
- Using inclusive concepts in planning programs, systems, and environments

Institutional Dimension:

- Efforts and resources include EIJ as core value that informs all aspects of the unit
- EIJ included in position descriptions
- EIJ included as metrics for scholarship and service for promotion and tenure



Success, Challenges, & Next Steps

Successes to-date:

- Reported and observed personal and symbolic effects.
- Documented adoption of policies and practices that reflect EIJ principles as central to implementation

Challenges to-date:

- Unsolicited institutional changes, such as the transition of the Provost, the Senior Vice Provost for Academic Affairs, and two deans, which impacts the connection between the project and central administrative leadership
- Project leadership changes, including departures/additions of co-investigators and senior personnel, which impacts project momentum and coordination



Looking Forward: ADVANCE Journal

Mission:

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

Co-Editors:

Janet Lee and Susan Shaw

Editorial Board:

Jill Bystydzienski, Ohio State University
Hillary Egna, Oregon State University
Kelly Mack, America Association of Colleges & Universities
Melissa McCartney, Florida International University
Beth Mitchneck, University of Arizona
Idalia Ramos, University of Puerto Rico
Sue Rosser, California State University System
Adela de la Torre, University of California, Davis
Abigail Stewart, University of Michigan

Online Platform:

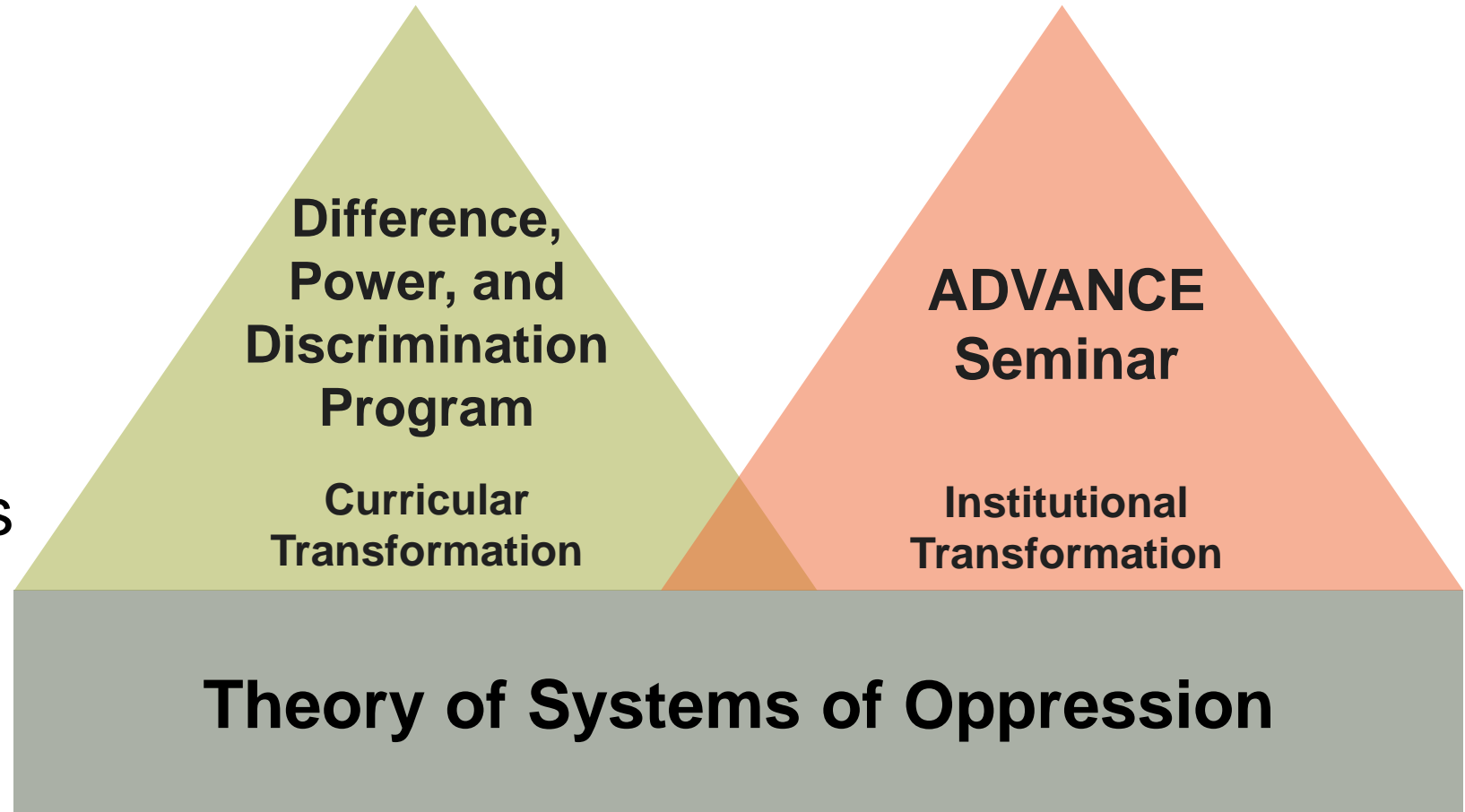
Scholastica



Looking Forward: Sustainability

What does it take to sustain the impact of ADVANCE?

- Immersion faculty development
- Follow-up and engagement to enact action plans
- Faculty Fellows



Context & Strategy

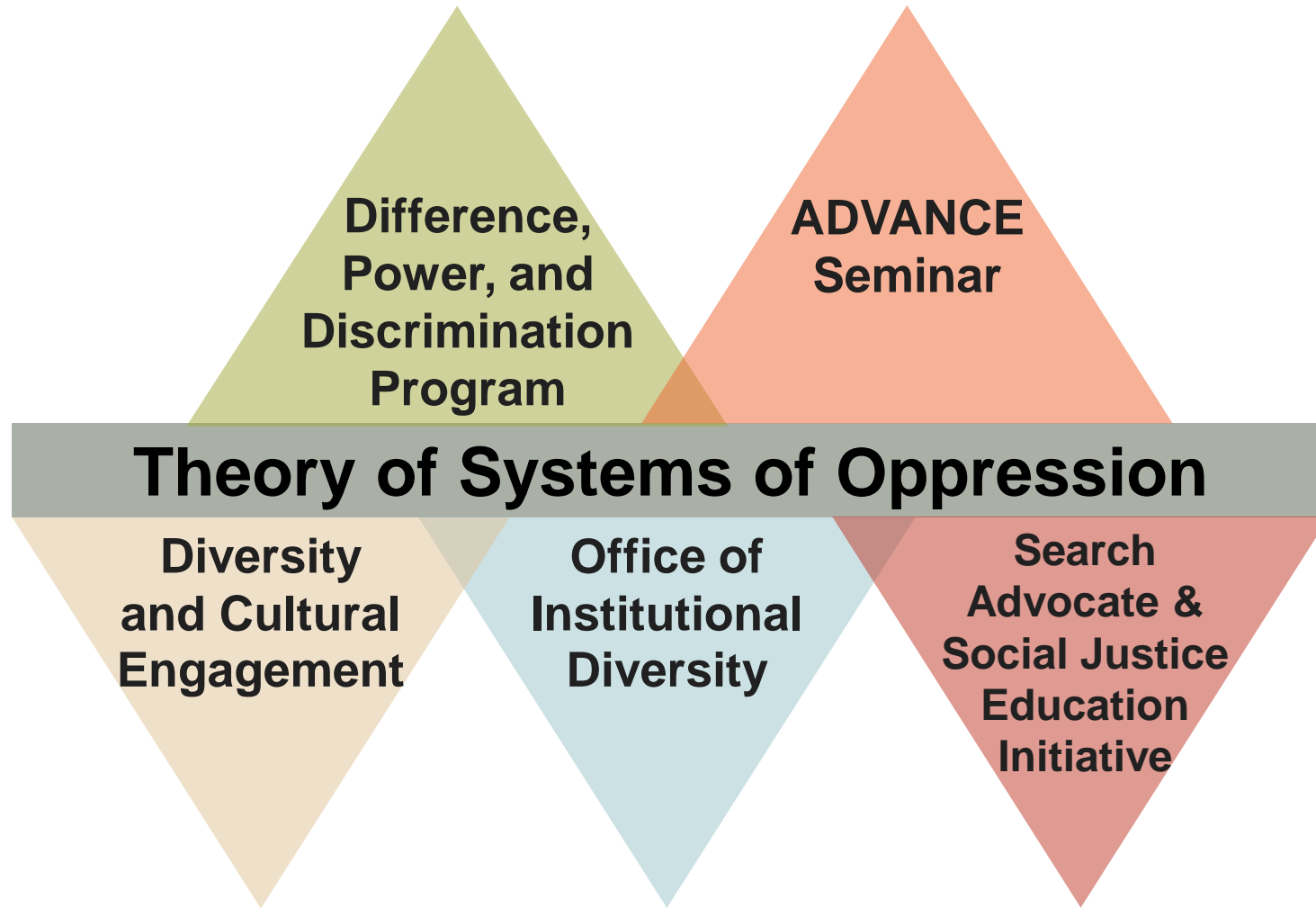
Impacts

Evaluation

Future

Looking Forward: Sustainability

Campus-Wide Equity, Inclusion, and Social Justice Efforts



Oregon State
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Context & Strategy

Impacts

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Future

Thank You!

June 2015 Cohort (Year 1)



August-September
2015 Cohort (Year 2)



URM Cohort (Year 2)



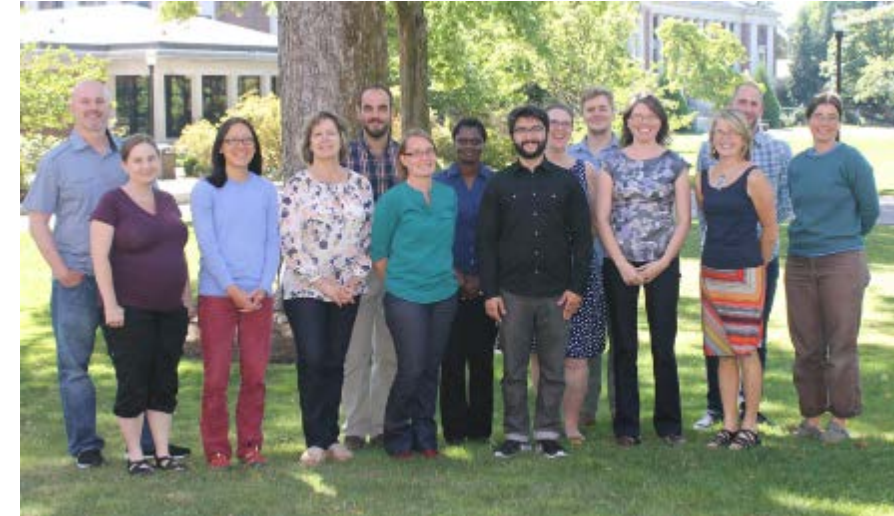
June 2016 Cohort (Year 2)



August-September 2016
Cohort (Year 3)



August-September 2016
Assistant Professor Cohort (Year 3)



Internal Advisory Council

- Ed Feser, Provost
- Stella Coakley, Emeritus Associate Dean, College of Agricultural Sciences
- Anita Grunder, Professor and Associate Dean for Academic Programs, College of Earth, Ocean, and Atmospheric Sciences
- Yesenia Gutierrez, Director of Equal Opportunity, Office of Equal Opportunity and Access
- Kate Hunter-Zaworski, Professor, Civil and Construction Engineering
- Janet Lee, Professor, Women, Gender, and Sexuality Studies
- Craig Marcus, Professor and Department Head, Environmental and Molecular Toxicology
- Robert McGorin, Professor and Department Head, Food Science and Technology
- Cynthia Sagers, Vice President for Research
- Sue Theiss, Ombuds, University Ombuds Office
- Virginia Weis, Professor and Chair, Department of Integrative Biology

External 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, University of Michigan
- Caryn McTighe Musil, Senior Scholar and Director of Civic Learning and Democracy Initiatives, Association of American Colleges and Universities
- Britt Raubenheimer, Associate Scientist, Woods Hole Oceanographic Institute
- Jamie Ross, Women, Gender, and Sexuality Studies, Portland State University
- Sue Rosser, Special Advisor, California State University Chancellor's Office