



**Annual Report
Year 1: August 2014–July 2015
National Science Foundation
Cooperative Agreement 1409171**

Accomplishments

What are the major goals of the project?

The overall goal of OREGON STATE ADVANCE is transformed institutional climate, structures, and relationships that foster an equitable, just, and inclusive workplace for professorial faculty. OREGON STATE ADVANCE will institutionalize supportive policies and systems, and revolutionize understandings, relationships, and practices by fostering greater comprehension of the roles difference and power play in social institutions.

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

- **Recruitment and Retention**—Increase the number of women STEM faculty that are equitably and justly recruited, supported, retained, and promoted.
- **Climate and Culture**—Create an institutional climate that reflects cultural awareness of gender’s intersections with race/ethnicity, social class, sexual identity, and other axes of identity that affect women’s lives, including their professional experiences within academia, and situate cultural values for equity, justice, and inclusion as central and normative components of our institutional culture.
- **Faculty Development**—Institutionalize as protected faculty development/service central to pre-tenure and/or promotion review a difference, power, and discrimination program that enables actions that foster equity, justice, and inclusion in the academic workplace.

What was accomplished under these goals?

Education

Major Activities

1. Summer seminar
2. Annual lecture
3. Annual campus updates

Specific Objectives

1. Introduce a wide variety of audiences to difference, power, and discrimination concepts.
2. Challenge existing ideologies and stereotypes.
3. Offer alternative and inclusive understandings of the relations of power and privilege in STEM.

Significant Results

1. Summer seminar: The seminar is the core activity and innovation for this transformation. The Principal Investigators adapted for STEM faculty and administrators the Difference, Power, and Discrimination seminar, which has a long and successful history at the university. The first cohort of 15 STEM administrators and faculty participated in the 60-hour seminar from June 15–June 26, 2015 led by Principal Investigators Susan Shaw and H. Tuba Özkan-Haller.

2. Annual lecture: The first annual lecture featured Dr. Rita R. Colwell, Distinguished University Professor both at the University of Maryland at College Park, and at Johns Hopkins Bloomberg School of Public Health and former Director of the National Science Foundation. First, she spoke about her experiences as a woman navigating scientific research and administration to a group of over 100 participants. Dr. Colwell also delivered an evening lecture on her scientific research to a group of over 75 participants.
3. Campus updates: The Educational Activities committee re-envisioned the proposed annual half-day campus workshop and instead made presentations at key meetings of faculty and administrators. In the first year presentations were made to leaders in the colleges of Agricultural Sciences and Liberal Arts; Associate Deans of Research, including those in STEM disciplines; and to the faculty of the College of Education.

Recruitment and Advancement

Major Activities

1. Dependent care support information and advocacy
2. Partnerships to enhance life balance

Specific Objectives

1. Address individual dimensions of systems of oppression in the ways women in STEM participate in the institution.

Significant Results

1. Dependent care support information and advocacy: The Principal Investigator, Susan Shaw, traveled to Utah State University to learn more about their Aggie Care program and to begin exploration of the creation of a similar program to connect Oregon State faculty, staff, and studies with university and community child and elder care resources.
2. Partnerships to enhance life balance: Oregon State University was awarded a Seal of Distinction from the Alliance of Work-Life Progress for demonstrated leadership in workplace strategies and practices to help employees achieve success in work-life effectiveness. Oregon State University also hosted the national College and University Work-Life-Family Association conference in May 2015. Additionally, the 2014-15 Provost's Hiring Initiative included 3 FTE allocated to dual-career hire matches for partners/spouses of Provost Initiative hires.

Mentoring

Major Activities

1. Annual retreat for pre-tenure STEM faculty
2. Writing retreats
3. Mentor development

Specific Objectives

1. Help individual women move forward in their careers by developing knowledge and skills necessary for success.
2. Provide consciousness-raising around gender and other forms of difference.

Significant Results

1. Annual retreat for pre-tenure STEM faculty: In partnership with the colleges of Engineering, Science, and Agricultural Sciences OREGON STATE ADVANCE hosted a time management and

mentoring workshop, which was attended by over 70 pre-tenure faculty. The workshop was led by Kerry Ann Rockquomore, President and CEO of the National Center for Faculty Development and Diversity.

2. Writing retreats: In partnership with the Writing Advisor for the School of Language, Culture, and Society, co-Principal Investigator, Tuba Özkan-Haller facilitated an ADVANCE-sponsored workshop to support faculty writing and publishing endeavors. The primary aim of the workshop was to help the approximately 25 faculty participants outline their goals and strategies and to develop a plan for their summer research and writing projects.
3. Mentor development: Co-Principal Investigator, Tuba Özkan-Haller, designed a conversation between two pairs of mentors and mentees to discuss successful practices and help senior faculty and administrators become more effective mentors.

Policies and Procedures

Major Activities

1. Family-friendly policies enhancement
2. Exit interviews

Specific Objectives

1. Change institutional structures and improve processes in order to enhance women's success.

Significant Results

1. Family-friendly policies enhancement: Under the direction of co-Principal Investigator, Becky Warner, a toolkit for academic administrators was updated and distributed across campus. The toolkit offers resources and guidance to support the creation and maintenance of family-friendly environments.
2. Exit interviews: Under the direction of co-Principal Investigator, Becky Warner, an exit survey was developed to help the university better understand the faculty experience and work environment. All faculty members leaving the university are being asked to complete the survey, and responses will be shared in aggregate form with the Provost's Office to address areas of concern.

Community-Building

Major Activities

1. Women faculty in STEM/Liberal Arts meetings
2. Women and men pre-tenure faculty in STEM gatherings

Specific Objectives

1. Bring faculty together in productive ways to support one other and find common ground.
2. Facilitate collaborations, including those to facilitate structural changes at the university.

Significant Results

1. Women faculty in STEM/Liberal Arts meetings: ADVANCE hosted three meetings to foster transdisciplinary conversations and collaborations across the sciences, social sciences, and humanities with a total of over 50 participants. In partnership with the Academic Affairs Office of Work-Life and Greater Oregon Higher Education Recruitment Consortium the first meeting included a presentation on balancing successful work and fulfilling lives. The second meeting was held in partnership with the Center for Research in Lifelong STEM Learning and included a conversation on developing faculty impact identities. The third meeting was held in partnership

with the Center for Latin@ Studies and Engagement and featured a conversation about engaged research.

2. Women and men pre-tenure faculty in STEM gatherings: ADVANCE hosted two meetings reaching over 30 participants to foster community between women and men pre-tenure faculty in STEM. The second meeting included a focused conversation on strategies for negotiating work and family lives facilitated by senior faculty in STEM disciplines.

Research

Major Activities

1. Qualitative and quantitative research to evaluate empirical hypotheses

Specific Objectives

1. Determine whether participation in the ADVANCE summer seminar empowers and motivates institutional leaders and faculty members to actively contribute to institutional climate transformation.

Significant Results

1. Qualitative and quantitative methods to evaluate empirical hypotheses: Summer seminar participants were invited to participate in research activities. Individuals not participating in the seminar were recruited to participate in comparator groups.

Key Outcomes and Other Achievements

- Following receipt of funds the Principal Investigator obtained, renovated, and equipped office space for OREGON STATE ADVANCE. A project manager was hired and started work during winter term, and three graduate assistants were also hired to work on the project.
- A comprehensive website was developed with the various sections being populated and updated on a regular basis.
- A Deans Council, chaired by the Executive Dean of the Division of Arts and Sciences, first met on February 23, 2015 to provide high-level, strategic recommendations to help advance the project's goals.
- An Internal Advisory Council, chaired by the Provost and Executive Vice President, first met on March 13, 2015 to provide input and feedback to the ADVANCE leadership team on the planning and implementation of the project. They also met jointly with the External Advisory Council on May 8, 2015 to discuss the university goals and activities that align with ADVANCE as well as the challenges at the university that affect our project.
- During their campus visit on May 8, 2015 the External Advisory Council met with various stakeholders. Following their visit members summarized their observations and provided strategic advice and support to help advance the programmatic goals of the project.
- Under the leadership of co-Principal Investigator and Senior Vice Provost for Academic Affairs, Becky Warner, Oregon State University has committed to a two-year institutional membership to the National Center for Faculty Development and Diversity. This will provide faculty access to significant professional development resources, and it will also provide ADVANCE an opportunity to develop complementary programs and resources to help individual women move forward in their careers by developing knowledge and skills necessary for success.
- A 2014-15 Provost's Hiring Initiative established 36 new tenure-track positions to advance student success and signature areas while also advancing institutional equity, inclusion, and

diversity. A number of positions were allocated to STEM disciplines, and many ADVANCE faculty participated in the recruitment and hiring process.

- In their June 2015 meeting the Faculty Senate approved a promotion and tenure diversity statement, and the chair of this effort met with the ADVANCE leadership team to discuss opportunities to partner in the implementation.
- A new internal evaluator, Deborah John, joined the leadership during winter term bringing extensive evaluation experience and ideas for an enhanced plan. The more robust model seeks to align institutional transformation with indicators of community readiness and will be developed more fully in Year Two.

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

- The Summer Seminar provided faculty and administrators an interactive learning experience centered on analyzing operations of difference, power, and privilege in higher education, with particular attention to STEM disciplines. The 15 members of cohort one had opportunities to explore structural inequities within the university and to imagine a transformed future in which institutional structures and personal behaviors are both professionally and personally life-affirming for people across their differences. At the end of the 60-hour seminar participants left with their own initial draft of an action plan to implement what they learned in their own areas of influence on campus.
- Two community-building activities aimed to develop the research identities of ADVANCE faculty: 1) Unveiling your impact identity: Fueling your passions and mapping your assets; and 2) Engaged Research: A transdisciplinary conversation for women in STEM and Liberal Arts.
- Two mentoring activities were offered with a particular emphasis on helping women in STEM develop the skills necessary for success: 1) Time Management and Mentoring for Pre-Tenure Faculty; and 2) Getting Ready for Summer Writing.
- The annual lecture provided professional development for ADVANCE faculty via two lectures and networking opportunities.

Dissemination of Results

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

1. OSU administrators, faculty, and staff via updates at meetings, including the College of Liberal Arts Leadership Team and the College of Education, and at invited presentations to the President's Commission on the Status of Women and the OSU faculty and staff club, TRIAD;
2. OSU administrators, faculty, staff, and students via coverage in local news outlets including [Life@OSU](#) and [The Daily Barometer](#);
3. OSU administrators, faculty, staff, students, and Corvallis community members at [Science Pub Corvallis](#);
4. OREGON STATE ADVANCE Internal Advisory Council and External Advisory Council members via presentations at scheduled meetings throughout the year;
5. Other universities and ADVANCE institutions via an address at the 2015 Annual College Work-Life-Family Association conference and a panel discussion at the 2015 ADVANCE/GSE Program Workshop;
6. OSU faculty, staff, students, and alumni through a feature in the research magazine, [Terra](#), and the School of Language, Culture, and Society newsletter;
7. OREGON STATE and NSF ADVANCE community via regular updates on our ADVANCE website;

8. An invited presentation at the 112nd American Society of Engineering Educating Annual Conference and Exposition specifically on creating inclusive spaces for LGBTQ faculty, staff, and students in engineering.

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

The OREGON STATE ADVANCE Leadership Team has scheduled two planning retreats for the summer of 2015 in order to prepare for year two of our project. We will reflect on what has worked well and what can be improved, and we anticipate that this process will help us to both continue to refine our goals and to enhance our strategies to accomplish them. We anticipate continued work in the following areas and will seek written approval if any significant changes are proposed:

Education

- A second cohort of 15 administrators and faculty will participate in the summer seminar from August 31-September 11, 2015. Early in fall term we will begin recruiting for summer 2016.
- The Educational Activities committee will research and recommend a speaker for the annual lecture featuring a renowned woman in STEM.
- Updates will be presented at faculty meetings and faculty retreats beginning in fall 2015.

Recruitment and Advancement

- Following the recent adoption of a promotion and tenure diversity statement we will pursue strategies for implementation.
- We will continue to identify strategies to enhance dependent care support information and advocacy.
- Following the success of the 2014-15 Provost's Hiring Initiative that allocated 3 FTE to dual-career hires we will continue to identify ways to improve dual-career hiring efforts.

Mentoring

- We will build on the success of the June 2015 writing workshop to provide additional opportunities for ADVANCE faculty to enhance their success in publication.
- We will develop programs and resources to enhance the benefit of OSU's new institutional membership with the National Center for Faculty Development and Diversity.

Policies and Procedures

- As data are collected from exit surveys we will partner in the development of strategies to address areas of concern.
- We will work with summer seminar participants to help develop and implement the strategies outlined in their action plans.

Community-Building

- Building on the success of Year One activities, we will continue to provide opportunities to bring faculty together in productive ways to support one another, find common ground, and facilitate collaborations.

Research

- We will continue to collect data to address the questions posed as part of the research component of our project.
- We will continue to prepare and present papers on the study findings at national venues.
- We will develop robust evaluation measures to collect qualitative and quantitative data about community readiness for institutional transformation. This will inform any adjustments to activities designed to accomplish our project goals.

Products

Conference Papers and Presentations

Bothwell, M. and **Almquist, J.** "Safe Zone/Positive Space Ally Training, Level 2." American Society of Engineering Educating Annual Conference and Exposition, Seattle, June 2015.

Shaw, S. "A Theoretical Framework for Institutional Transformation for Women in STEM." Oxford Women's Leadership Symposium. Sommerville College, Oxford University, Oxford, UK, December 2014.

Warner, R., Lindley, L., and Lamont, S. "New Initiatives in Faculty Professional Development." ADVANCE/GSE Program Workshop, Baltimore, June 2015.

Other Products

Shaw, S. and **Özkan-Haller, H.T.** "Difference, Power, and Discrimination in STEM: OREGON STATE ADVANCE Seminar."

Websites

OREGON STATE ADVANCE Website: <http://advance.oregonstate.edu>

Creating a Family-Friendly Department: Toolkit for Academic Administrators:

http://advance.oregonstate.edu/sites/advance.oregonstate.edu/files/osu_family-friendly_toolkit_final_2015pdf.pdf

Participants/Organizations

What individuals have worked on the project?

Leadership Team

- Principal Investigator, Susan Shaw, Professor and Director of the School of Language, Culture, and Society
- Co-PI, Michelle Bothwell, Associate Professor, School of Chemical, Biological, and Environmental Engineering
- Co-PI, Lisa Gaines, Director, Institute for Natural Resources
- Co-PI, H. Tuba Özkan-Haller, Professor, College of Earth, Ocean, and Atmospheric Sciences
- Co-PI, Sarina Saturn, Assistant Professor, School of Psychological Science
- Co-PI, Rebecca Warner, Senior Vice Provost for Academic Affairs
- Senior Staff, Deborah John, Assistant Professor, College of Public Health and Human Sciences
- Senior Staff, Nana Osei-Kofi, Associate Professor and Director of Difference Power and Discrimination
- Senior Staff, Dwaine Plaza, Professor, Sociology
- Graduate Research Associate, Tami Fawcett
- Graduate Research Associate, Bonnie Ruder
- Graduate Research Associate, Dawn Schiller
- Research Assistant, Sophie Shorten
- Project Manager, Jennifer Almquist

What other collaborators or contacts have been involved?

Deans Council

- Chair, Larry Rodgers, Executive Dean, Division of Arts and Sciences, Dean, College of Liberal Arts
- Sastry Pantula, Dean, College of Science
- Scott Ashford, Dean, College of Engineering
- Mark Abbott, Dean, College of Earth, Ocean, and Atmospheric Sciences
- Thomas Maness, Dean, College of Forestry
- Dan Arp, Dean, College of Agricultural Sciences
- Larry Flick, Dean, College of Education

Internal Advisory Council

- Chair, Sabah Randhawa, Provost and Executive Vice President
- Stella Coakley, Emeritus Associate Dean, College of Agricultural Sciences
- Lisa Gaines, Director, Institute for Natural Resources
- Anita Grunder, Professor and Associate Dean for Academic Programs, College of Earth, Ocean, and Atmospheric Sciences
- Yesenia Gutierrez, Director of Equal Opportunity, Office of Equity and Inclusion
- Kate Hunter-Zaworski, Professor, Civil and Construction Engineering
- Janet Lee, Professor, Women, Gender, and Sexuality Studies
- Craig Marcus, Professor and Department Head, Environmental and Molecular Toxicology
- Brenda McComb, Dean, Graduate School
- Robert McGorin, Professor and Department Head, Food Science and Technology
- 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, Director, Institute for Intercultural Teaching and Learning, Grand Valley State University
- Caryn McTighe Musil, Senior Scholar and Director of Civic Learning and Democracy Initiatives, Association of American Colleges and Universities
- Britt Raubenheimer, Associate Scientist, Woods Hole Oceanographic Institute
- Jamie Ross, Women, Gender, and Sexuality Studies, Portland State University
- Sue Rosser, Provost, San Francisco State University

Educational Activities Committee

- Co-Chair, Michelle Kutzler, Associate Professor, Animal and Rangeland Sciences
- Co-Chair, Susan Shaw, Professor and Director of the School of Language, Culture, and Society
- Alyssa Deline, PhD Student, Environmental Engineering
- Rebekah Elliot, Associate Professor, College of Education
- Lisbeth Goddik, Professor, Food Science and Technology
- Kimberly Japhet, Instructor, Crop and Soil Science

- Sujaya Rao, Professor, Crop and Soil Science
- Barbara Taylor, Professor, Department of Integrative Biology
- Aaron Wolf, Professor and Department Chair of Geosciences

Recruitment and Advancement Activities Committee

- Co-Chair, Michelle Bothwell, School of Chemical, Biological, and Environmental Engineering
- Co-Chair, Rebecca Warner, Senior Vice Provost for Academic Affairs
- Dan Edge, Associate Dean, College of Agricultural Sciences
- Troy Hall, Department Head, Forest Ecosystems and Society
- Kathryn Higley, Department Head and Professor, Nuclear Engineering and Radiation Health Physics
- Michelle Inderbitzin, Associate Professor, Sociology
- Corrine Manogue, Professor, Physics
- Roger Samelson, Professor, College of Earth, Ocean, and Atmospheric Sciences

Mentoring Activities Committee

- Chair, H. Tuba Özkan-Haller, Professor, College of Earth, Ocean, and Atmospheric Sciences
- Stella Coakley, Emeritus Associate Dean, College of Agricultural Sciences
- Selina Heppell, Interim Department Head and Associate Professor, Fisheries and Wildlife
- Barb Lachenbruch, Professor, Forest Ecosystems and Society
- Rorie Solberg, Associate Professor, Political Science
- Irem Tumer, Associate Dean for Research and Economic Development, College of Engineering

Policy and Procedure Activities Committee

- Co-Chair, Michelle Bothwell, Associate Professor, School of Chemical, Biological, and Environmental Engineering
- Co-Chair, Rebecca Warner, Senior Vice Provost for Academic Affairs
- Susan Capalbo, Professor and Department Head, Applied Economics
- Anne Gillies, Associate Director of Affirmative Action and Advancement, Office of Equity and Inclusion
- Henri Jansen, Professor, Physics
- Eric Kirby, Associate Professor, College of Earth, Ocean, and Atmospheric Sciences
- Joseph McGuire, Professor, School of Chemical, Biological, and Environmental Engineering
- Claire Montgomery, Professor and Department Head, Forest Engineering, Resources and Management
- Deborah Pence, Professor, Mechanical, Industrial and Manufacturing Engineering
- Susana Rivera-Mills, Executive Associate Dean, College of Liberal Arts

Community-Building Activities Committee

- Co-Chair, Sarina Saturn, Assistant Professor, School of Psychological Science
- Co-Chair, Lisa Gaines, Director, Institute for Natural Resources
- Wendy Aaron, Assistant Professor, College of Education
- Kelly Benoit-Bird, Professor, College of Earth, Ocean, and Atmospheric Sciences
- Juyun Lim, Associate Professor, Food Science and Technology
- Monique Udell, Assistant Professor, Animal and Rangeland Sciences

Impacts

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

The OREGON STATE ADVANCE summer seminar was designed to offer a specialized examination of systems of oppression theories as they relate to STEM. This focus helps participants develop a higher level of awareness and understanding of relational power and how that is connected to structures within STEM. Participants also develop a greater appreciation of what is involved in building authentic alliances across difference and gain motivation to engage in the transformation of institutional culture.

What is the impact on other disciplines?

Once per term the project brought together STEM and Liberal Arts faculty in order to encourage transdisciplinary conversations and collaborations across the sciences, social sciences, and humanities to further connect STEM faculty with their counterparts in Liberal Arts. In addition to increased networking and communication these events lead to innovative connections across disciplines. Additionally, the annual lecture drew faculty, administrators, and students from STEM and non-STEM disciplines, which enhanced awareness.

What is the impact on the development of human resources?

One aim of the summer seminar is to equip participants with the knowledge and skills to serve as agents of change in their spheres of influence. This both enhances the skillset of current leaders and provides an important knowledge base for future administrative and faculty leaders.

What is the impact on physical resources that form infrastructure?

Nothing to report.

What is the impact on institutional resources that form infrastructure?

A faculty exit survey process has been designed and implemented.

What is the impact on information resources that form infrastructure?

- The OREGON STATE ADVANCE website was developed as a web-based resource to distribute information about our project and a variety of local and national resources, and this site will continue to be enhanced.
- News coverage, including a feature in the spring issue of Terra, OSU's research magazine, has impacted information resources.
- A listserv for ADVANCE faculty was established in fall 2014, allowing for easier dissemination of resources and information of interest and importance, particularly to women STEM faculty.
- The Creating a Family-Friendly Department web resource disseminations helpful work-life information to the Oregon State University community.

What is the impact on society beyond science and technology?

Components of the project, such as the winter 2015 Science Pub presentation and the annual lecture publicize the ADVANCE initiative to the broader community and improve public knowledge and attitudes related to equity, inclusion, and diversity. Additionally, by situating the seminar as the innovation and centerpiece of OREGON STATE ADVANCE the project will deliver a difference, power, and discrimination program that enables actions that foster equity, justice, and inclusion in the academic workplace.

Changes/Problems

Changes in approach and reason for change

We had initially stated that one of our educational activities would include a half-day campus workshop to provide the community with project updates. We formed an activities committee with representatives from each of our STEM colleges, and their strong recommendation was that a half-day workshop would not be the most effective way to distribute updates about our efforts.

As an alternative, the committee proposed developing presentations that include the information we would have included in a half-day campus workshop that we instead take to departments throughout the university. For example, we will aim to attend faculty meetings and other departmental gatherings. In effect, this has us meeting people where they are at instead of expecting them to come to a single event. Our STEM faculty thought this would be a better way to share information and receive input on our project. To-date, presentations have been made to two colleges and more will be scheduled for fall 2015.

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

Due to the timing of the hiring process, the project manager joined the project in January 2015. Additionally, due to an increased workload the original internal evaluator had to step back from the project. A new internal evaluator was identified and joined the project in February 2015.