



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

**Year 5 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.¹

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.

¹ Hill Collins, Patricia. "Toward a New Vision: Race, Class, and Gender as Categories of Analysis and Connection." *Race, Sex & Class* 1.1 (1993): 25-45.

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. Yearly cohorts of fellows will create and implement 1-year work plans.
8. **ADVANCE Train-the-Trainer program:** Build capacity for delivering the ADVANCE Seminar content more broadly at Oregon State University and at other institutions.

Key Outcomes and Other Achievements

In Year 5, OREGON STATE ADVANCE continues to engage in influencer dialogues and other outreach and community building activities, offer the Faculty Fellows program, edit the ADVANCE Journal and plan the Train-the-Trainer program.

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

- One ADVANCE seminar cohort totaling 16 participants including the Dean of the College of Liberal Arts, one Associate Dean, one Associate Provost and three Department Heads, successfully completed the seminar in Year 5.
- One all-cohort gathering was hosted by the OREGON STATE ADVANCE team, which featured a panel led by ADVANCE Fellow Ron Adams focused on discussing barriers and pathways to success in action plan implementation. A total of 24 seminar graduates attended the event.
- ADVANCE PI Becky Warner was awarded the first Outstanding Diversity Advocate Award in September 2018. This award is bestowed upon a member of the Oregon State University community who actively promotes and enhances diversity, equity and inclusion. The awardee contributes to and enhances the environment of OSU through consistent and sustained efforts to improve opportunities for the diverse communities we serve.
- The *ADVANCE Journal* has published its first three articles and four additional articles have been peer reviewed and are being revised. The journal continues to accept and publish peer reviewed articles on a rolling basis.
- The OREGON STATE ADVANCE Train-the-Trainer program is accepting applications from both OSU and non-OSU participants. OSU participants will take part in a one-week training session, and non-OSU participants will have a two-week training session, both in June 2019. There are 15

spots for each session. As of this writing, six OSU and 14 non-OSU participants have been accepted into the program.

- ORGON STATE ADVANCE submitted a manuscript to The Lancet for publication in its “Women in Science, Medicine, and Global Health” special issue. The editors asked for a revision of the manuscript into a 1,000 word correspondence for the special issue. This will be published in February 2019.

Details of Achievements

ADVANCE Seminar

To date, there have been nine seminar cohorts comprised of 125 administrators and faculty and one University Relations and Marketing cohort with 13 participants. Specifically, in Year 5, 16 administrators and faculty comprised Cohort 4B in August-September 2018. Two train-the-trainer seminars for up to 30 participants are scheduled for June 2019. Looking ahead to Year 6, a seminar is tentatively being planned for August-September 2019, which would be the first seminar supported by Oregon State University.

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, position descriptions, teaching evaluations, promotion and tenure, climate/interpersonal relationships, resource allocation, and creating courses and training modules on equity, inclusion, and justice for graduate students and colleagues.

Once such action plan by Craig Marcus, Department Head of Environmental and Molecular Toxicology and a recent ADVANCE seminar graduate, resulted in a 10-week graduate level Toxicology course, *Diversity and Social Justice in STEM*. Marcus used the knowledge and awareness gained ADVANCE training and collaborated with others in his department and around the university to create a course that covers topics such as Oregon’s historical context, identity as a social construct, and microaggressions. His course syllabus can be found in Appendix B.

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 5 cohort completed the seminar in August/September 2018.
 - Eight STEM faculty members, five STEM administrators (all of which are also tenured faculty), one SBS Dean, and two additional administrators (one in the Office of Institutional Diversity and one Associate Provost in Outreach & Engagement) in organizational units (n=14) across the university participated in a session from August 28, 2018 to September 7, 2018 led by ADVANCE Co-Principal Investigator

Lisa Gaines and Qwo-Li Driskill, Associate Professor of Women, Gender, and Sexuality Studies.

- One possible ADVANCE seminar is being developed for Year 6 in summer 2019.
 - Cohort 5 with 15 participants is tentatively scheduled for August 26-September 6. The new deans of the College of Pharmacy and College of Agricultural Sciences will likely be invited, as well as the new associate dean in the College of Engineering, the new Vice Provost for Outreach & Engagement, and two new department heads.
- OREGON STATE ADVANCE has provided the opportunity for all deans, STEM associate deans, STEM department heads, and 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.

- In Year 5, ADVANCE hosted one all-cohort gathering on November 7, 2018. 24 faculty and administrators in organizational units across the university attended the gathering, which featured a panel presentation by Senior Advisor to the President for Strategic Initiatives and ADVANCE Fellow Ron Adams with panel members Shelby Walker (Oregon Sea Grant Director, Cohort 3B), Mike Green (Vice President for Finance and Administration, Cohort 2B), and Scott Reed (Vice Provost-University Outreach & Engagement, Cohort 2B) on barriers and pathways to successful Action Plan implementation. The presentation was followed by table conversations focused on Action Plan implementation experiences.
- We continued the new follow-up protocol which was implemented in Year 4 based on the recommendation of the site visit team. Each seminar participant is now asked for a written update six months following the seminar.
- The second cohort of Faculty Fellows engaged in additional follow-up with each participant in their college or unit throughout the year.
- Individual follow-up interviews were conducted by seminar facilitators approximately 18 months post-seminar. The follow-ups provide valuable data for research and evaluation and also serve as an avenue for continued engagement and conversation with seminar participants, helping to facilitate their role in embedding the work of transformation throughout the institution.

Sponsored Events

OREGON STATE ADVANCE has co-sponsored the following events in Year 5:

- ADVANCE co-sponsored the Feminist Epistemologies, Methodologies, Metaphysics, and Science Studies (FEMMSS) conference in August 2018.
- OSU's first Ada Lovelace Day Science Salon was co-sponsored by ADVANCE and the Corvallis pod of 500 Women Scientists. The salon included talks by Dr. Glencora Borradaile, Associate Professor in the College of Engineering and Dean's Professor of Computer Science and participant in the upcoming ADVANCE train the trainer program; Dr. Selina Heppell,

Department Head, Fisheries and Wildlife and Professor of Fisheries and ADVANCE seminar graduate; and Dr. Nicole Hams, a post-doc at OSU who has served as a MANRRS professional member and mentor and holds a PhD in Biochemistry/Biophysics from OSU on their career paths and experiences as women in science.

- In December 2018, ADVANCE co-sponsored On The Line, a performance and two facilitated intervention workshops as part of the Dean's Leadership Series offered by the College of Engineering that is focused on engaging participants in methods of mitigating bias in tenure and promotion practices.

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. In Fall 2018, Graduate Research Assistant Kali Furman presented the project to students in one Gender and Science course.

Influencer Dialogues

To date, members of the ADVANCE leadership team have engaged in dialogue with over 200 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. Dialogues have centered on themes such as leadership, institutional capacity, policy development and implementation, and allocation of resources for sustainability.

Internal Advisory Council. The first Year 5 Internal Advisory Council meeting took place on October 2, 2018, coinciding with a visit from the External Advisory Council (EAC). At this meeting, members of the EAC asked Provost Ed Feser and Chief Diversity Officer Charlene Alexander about their priorities and vision for the continuation of OREGON STATE ADVANCE, while also sharing their perspectives on sustainability, the value of ADVANCE to OSU and its uniqueness in the broader ADVANCE community, and the ways in which other ADVANCE programs have been successfully sustained.

- Both Feser and Alexander referenced their strategic plans, noted that OREGON STATE ADVANCE is important for the university to sustain, and that they will have a plan to share soon. Budgetary issues are a concern.
- There was a discussion of where ADVANCE would be housed. EAC members noted that programs are typically within the Provost's purview. Feser said they were considering placing ADVANCE in Academic/Faculty Affairs, with a close connection to Alexander's office. An ADVANCE director may report to the Senior Vice Provost for Faculty Affairs rather than the Provost.

External Advisory Council. Six members of the EAC participated in a meeting on October 2, 2018 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, Caryn Musil, Regina McClinton and

Jill Bystydzienski attended the full day in person, and Kelly Mack and Britt Raubenheimer attended the meetings by video conference.

- The following topics were discussed in standalone meetings: the ADVANCE Journal, the ADVANCE Seminar, research, evaluation, and sustainability. In addition, they attended the Internal Advisory Council meeting as described above.
- See Appendix D for the EAC's follow-up visit report.

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 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. Individual meetings were with members of the university administration, such as the Provost, Senior Vice Provost for Faculty Affairs, Chief Diversity Officer, and the new Chief Human Resources Officer as well as with other stakeholders such as STEM deans, faculty and ADVANCE Faculty Fellows. Some key meetings included:

- On September 10 2018, OREGON STATE ADVANCE PIs Michelle Bothwell, Lisa Gaines, Susan Shaw, Becky Warner and Project Manager Cynthia Lopez met with Provost Ed Feser and Senior Vice Provost for Faculty Affairs Susan Capalbo to discuss the sustainability proposal submitted to them by the team earlier in the summer (Appendix E). The proposal contained what the team considered the essential components needed to sustain ADVANCE. Feser and Capalbo shared several ideas and noted they were very interested in sustaining the journal as well as the seminar. The meeting concluded with a suggestion for further dialogue after the available resources are determined.
- PI Becky Warner and Senior Staff Member Dwaine Plaza are serving on the Executive Committee of the university leadership Council for Equity, Inclusion, and Social Justice. The charge of the Council this year is focused on creating an inclusive and just community for graduate students, non-tenured faculty and staff.
- PI Becky Warner has continued conversations with the Chief Diversity Officer Charlene Alexander regarding project sustainability and the climate survey.
- Co-PI Tuba Ozkan-Haller met on a few occasions with Susan Capalbo to further discuss the sustainability of the OREGON STATE ADVANCE program and share with her the importance of continuing it as well as the growing urgency to make a plan so that the program activities can continue. As part of this conversation, Capalbo suggested planning a seminar session for summer 2019, and the team is tentatively doing so.
- In November 2018, OREGON STATE ADVANCE was invited to participate in a two-day NSF-sponsored workshop titled "ADVANCE and Beyond." This research project explores the ways ADVANCE and related grants have been relatively effective across types of institutions and across a variety of program types. PI Becky Warner participated on behalf of OREGON STATE ADVANCE.

Research and Evaluation

Research. 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, 84 seminar participants and 44 comparators agreed to participate in the study (n=128), which consists of two structured surveys and two in-depth interviews (pre and post). A total of 233 in-depth interviews have been completed.

- To date, faculty (n=6), representing different colleges (n=2) and Central Administration, have been recruited from the 2018 ADVANCE Seminar cohorts and assigned to Hypothesis 1. For Hypothesis 2, faculty (n=12), representing different colleges (n=6) and Central Administration, have been recruited from the 2018 ADVANCE Seminar cohort. No comparators were identified for either hypothesis this time due to the robust attendance in the seminar of administrators and senior STEM faculty creating a lack of appropriate comparators. The pre-seminar interviews of the June 2018 participants have been completed.
- The follow-up interviews of all but two participants (n=31) from the 2017 cohorts have been completed.

Internal Evaluation. 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 5, Internal Evaluator Deborah John and Research Assistant Tammy Winfield created 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.

External Evaluation. External evaluator Mariko Chang conducted evaluation interviews with project stakeholders in the summer of 2018 and completed her report in Fall 2018. It is being submitted with this interim report in December 2018.

ADVANCE Journal

The establishment of a peer-reviewed, online, open access *ADVANCE journal* to publish findings from ADVANCE and ADVANCE-related 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, the journal publishes 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. The journal guidelines stipulate that while they do not need to emerge from an ADVANCE project all manuscripts should speak to structural and institutional transformation, specifically addressing the intersections of gender and STEM fields with other forms of social difference.

Following the External Advisory Council's suggestions, the mission statement was refined to emphasize the journal's focus on systems of oppression, and to clarify that submissions are welcome from a variety of institutions, rather than only those with ADVANCE programs. The new mission statement can be found in Appendix C.

Two peer-reviewed articles and one keynote presentation have now been published. Seven manuscripts are in peer review. The journal website is: <http://www.advancejournal.org/>

ADVANCE Faculty Fellows

The Faculty Fellows program was originally envisioned as a way to support individuals with action plans that were focused on activities already underway in their units/colleges.

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 their own colleges, looking for areas of alignment and ways to support efficient implementation. The leadership team has fostered collaboration between fellows by hosting a quarterly meeting where they can work together to determine best practices across colleges.

The following Fellows are participating in the program, representing all STEM colleges, senior administration, and University Relations and Marketing:

- Eduardo Cotilla-Sanchez, Assistant Professor of Electrical & Computer Engineering, College of Engineering – Cotilla-Sanchez is looking at all of the action plans in COE, as well as focusing on the average length of promotion of associate to full of women and other underrepresented faculty. As part of his fellowship, he also helped to write the position description for the new Associate Dean of COE that includes diversity, equity, and inclusion work as part of the minimum qualifications and actively participated in the search committee for the position.
- Michelle Kutzler, Associate Professor, Animal and Rangeland Sciences, College of Agricultural Sciences – Kutzler is working on evaluating the action plans in CAS.
- Lisa Ganio, Associate Professor, Forest Ecosystems & Society, College of Forestry – Troy Hall, ADVANCE Faculty Fellow in 2016-2017, created a Diversity, Equity, and Inclusion plan for COF as part of her fellowship activities. Ganio is now working with the college's new DEI coordinator to discuss how the ADVANCE graduates' action plans may fit and align with the DEI plan and what resources could potentially be shared.
- Robert Mason, Professor, Interim Chair of Integrative Biology, College of Science – Mason is working on evaluating the action plans in COS.
- Shanaka de Silva, Professor, Geology and Geophysics, College of Earth, Ocean, and Atmospheric Science – De Silva is working on evaluating the action plans in CEOAS.
- Laura Shields, Associate Director of University Marketing - Shields used her Fellowship funds to sponsor a talk by Punam Mathur, former SVP of Corporate Diversity and Community Affairs for MGM Resorts, on creating an organizational culture centered on diversity, equity, and inclusion at the Branding Symposium hosted by University Relations and Marketing in April 2018.
- Ron Adams, Senior Associate Vice President for Administration – Using a copy of each participant's action plan for reference, Adams interviewed 14 ADVANCE graduates in senior administration, asking about their progress on planned actions, and successes/barriers to success. He has provided a summary of each interview and an overall summary of the conversations shared with the group of 14 interviewees and the ADVANCE PI. Adams led a panel discussion about his findings at the Fall 2018 All-Cohort Gathering.

- In addition to the newly envisioned Fellows program, Vrushali Bokil, Associate Professor of Mathematics in the College of Science, undertook a faculty fellowship focusing on embedding a systems of oppression perspective in Graduate Student professional development seminars. She piloted the work in the Mathematics Department and is now working with her Associate Dean and the Dean of the Graduate School to integrate the seminar into other COS departments and university-wide in subsequent years.

A final Fellows gathering for the second cohort of Fellows was held on December 3, 2018. Final reports will be submitted by January 31, 2019 and shared with the project's internal and external evaluation teams.

Training and Professional Development Opportunities

- To date, the ADVANCE Seminar has provided 138 STEM and other faculty and administrators across the institution, plus the University Relations and Marketing 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 leave with their own initial draft of an action plan to implement what they learned in their own areas of influence on campus. ADVANCE team members stay in touch with participants by following up on action plan activities and creating community by hosting All-Cohort Gatherings.
- An ADVANCE Seminar train-the-trainer institute is planned for Year 5. A one-week session has been created for Oregon State graduates of the ADVANCE or Difference, Power, and Discrimination seminars, which will be provided at no charge to 15 participants who are committed to the ADVANCE goal of diversifying STEM faculty, furthering their work in equity, inclusion, and justice through curriculum development or Action Plan goals, and taking on the role of ADVANCE seminar facilitator at OSU. A two-week session has been created for 15 people from other institutions who will pay a fee to attend. ADVANCE Senior Staff member Nana Osei-Kofi is developing the curriculum for each session. The program web page can be found here: <http://advance.oregonstate.edu/train-trainer> . ADVANCE team members are currently reaching out to people who have expressed an interest in the training, both within and outside of Oregon State.
- Oregon State University is continuing in its 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.

Dissemination of Results

In Year 5, results have been disseminated to communities of interest through the following methods:

- Universities and ADVANCE institutions via presentations at local and national conferences, for example:
 - a. Becky Warner and Susan Shaw's participated in FIU ADVANCE's two-day Bystander Intervention program October 2018. They were asked to attend and then serve as consultants in assessing this workshop vis-à-vis the OREGON STATE ADVANCE seminar which uses a Theatre of the Oppressed pedagogy.
 - b. Plenary talk by Tuba Ozkan Haller at the Goldschmidt Conference in August 2018.
- OREGON STATE ADVANCE has developed an active web and social media presence on Twitter (@ORSTATEADVANCE) and Facebook (@OregonStateADVANCE). Regular updates on ADVANCE graduates' accomplishments and ADVANCE program activities are shared through stories on the website and on social media. Primary audiences are members of the Oregon State University Community and the NSF ADVANCE community, as well as others interested in women in STEM, intersectionality, and dismantling systems of oppression.
- Oregon State University administrators, faculty, and staff via updates at meetings and events such as the Leadership Council for Equity, Inclusion and Justice.
- Oregon State University students through presentations to a WGSS class in October 2018.
- OREGON STATE ADVANCE Internal Advisory Council and External Advisory Council members via email communications and presentations at scheduled meetings in October 2018.
- Oregon State University ADVANCE community through an all-cohort gathering in November 2018 as well as a quarterly newsletter.

Plans for the second half of Year 5 and beyond

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

ADVANCE Seminar

- In the second half of Year 5, we will plan one seminar for STEM faculty and administrators to be delivered in August 2019. This is dependent on receiving a level of funding that will sustain all aspects required for the seminar to be successful.
- Per our External Advisory Council's recommendation, we will pursue the development of a business plan for offering the seminar to groups from other universities.
- We will continue to work with all seminar participants to 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 will continue to implement the action plan tracking system.
- To build on the work of the rising number of seminar graduates and resulting action plans, a new cohort of Faculty Fellows will be invited in early 2019 to engage in aspects of action plan follow-up 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, two more all-cohort gatherings have been scheduled for Year 5:
 - February 14, 2019 – Bystander intervention training with PI Becky Warner and Co-PI Susan Shaw, with support from Scott Vignos, Director of Strategic Initiatives in the Office of Institutional Diversity and ADVANCE Seminar graduate; and Brandi Douglas, Assistant Director of Outreach in the Office of Institutional Diversity.
 - May 25, 2019 – this gathering will be a final celebration of the work of OREGON STATE ADVANCE.
- 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 ADVANCE.

Sponsored Events

We will continue to work with key institutional partners to offer events that facilitate trans-disciplinary conversations and collaborations as well as foster supportive relationships among faculty.

Roadshows

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

Influencer Dialogues

- We will follow the recommendations from our EAC meeting on October 2 in the areas of evaluation, research, the journal, and the train the trainer program as well as sustaining OREGON STATE ADVANCE at OSU. We will continue to communicate with the EAC regarding ADVANCE progress and sustainability.
- The Leadership Team will continue quarterly meetings with the Internal Advisory Council.
- 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 continue conversations with administrators whose support is essential to the success and sustaining of our project's efforts.

Research and Evaluation

Research

- Follow-up interviews of the 2018 cohort participants will begin in Spring 2019.
- Research interview transcription has been fast-tracked so that all completed interviews are available for analysis by the research team within 1-2 weeks.
- Analysis of qualitative data is ongoing and more resources and efforts will be shifted to the research in the second half of Year 5. Both co-PI Susan Shaw and former Project

Manager/current Chief Assistant to the President Jennifer Almquist have joined the research team and will be spending time on data analysis and writing.

- We will continue to prepare and present papers on the study findings at national venues. Some of the planned publications and presentations include the following:
 - Michelle Bothwell proposed a paper on university policies and informal practices that perpetuate systemic oppression for the American Society of Engineering Education conference (abstract accepted)
 - Becky Warner and Jennifer Almquist, paper on Action Plans
 - Susan Shaw and Becky Warner, partnering with the VP and Associate VP for University Relations and marketing, have drafted a paper for the ADVANCE Journal about URM's transformation after the ADVANCE seminar
 - Kali Furman and Michelle Bothwell are working on a paper content analysis of seminar participant interviews.

Evaluation

- The internal evaluation team will continue to collect qualitative and quantitative data that will be analyzed to indicate levels of individual and community readiness for institutional transformation. This includes action plan follow-up interviews of each 2017 cohort participant in Winter/Spring 2019.
- The internal evaluator, Deborah John, will create the following three items:
 1. A draft presentation of findings to date, including the three most significant findings, by mid-January.
 2. After feedback from the team, a final Internal Evaluation Report draft by March 15.
 3. A final Internal Evaluation Report by June 30, 2019.
- The external evaluator, Mariko Chang, will conduct a summative evaluation in the second half of Year 5.

ADVANCE Journal

The editorial staff will continue to refine the journal's online presence, solicit manuscripts, recruit peer reviewers, and work on database indexing. The journal will acquire an ISSN after five articles have been published. Sustaining the journal is a priority.

ADVANCE Train-the-Trainer Institute

We will continue to develop the curriculum and invite potential participants to apply to the 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 two training sessions in June

2019. Following a recommendation from our External Advisory Council, we will pursue the development of a business plan for delivering the train-the-trainer program both at OSU and at other universities.

Proposals for Collaborative Work

Members of the ADVANCE team have collaborated on, or will participate in, recent proposed projects that build upon the work of ADVANCE at Oregon State and beyond.

- ADVANCE co-PI Tuba Ozkan-Haller has been invited to present ADVANCE Action Plan implementation at a workshop, “Harassment in Academia” for the leadership of the Association for Women in Mathematics. The workshop is being organized by Vrushali Bokil, Professor of Mathematics and ADVANCE Faculty Fellow, and is scheduled to take place in January 2020.
- Susannah Davis, Research Associate in the School of Chemical, Biological and Environmental Engineering is proposing to study organizational change efforts across ADVANCE, ESTEME (Enhancing STEM Education at Oregon State University), and RED (Revolutionizing Engineering and Computer Science Departments) projects at Oregon State beginning in Spring 2019.

Products

Articles, Conference Papers and Presentations

Ozkan-Haller, T. (2018, August) *Transforming Academia: Advancing Diversity, Inclusion, and Social Justice in the Geosciences*. Plenary talk, 2018 Goldschmidt Conference.

Ruder, B., Bothwell, M. K., Plaza, D. and Warner, R. (2018). STEM Women Faculty Struggling for Recognition and Advancement in a “Men’s Club” Culture. Pp. 121-139 in Cho C. L., Corkett J. K., Steele A. (eds.): *Exploring the Toxicity of Lateral Violence and Microaggressions*. Palgrave-McMillian, Cham.

Bothwell, M., Akkaraju, P., McGuire, J., Tran, T., and Zigler, A. (2018, April). *Advancing the College of Engineering Strategic Goal of Becoming a National Model of Inclusivity and Collaboration*. Proceedings of the 2018 Collaborative Network for Engineering and Computing Diversity Annual Conference & Exposition, American Society for Engineering Education, Crystal City, VA.

Winner, best paper award.

Bothwell, M., Furman, K., Driskill, Q., Warner, R., Shaw, S., and Özkan-Haller, T. (2018, April). *Reimagine a Socially Just Institution through Use of Critical Pedagogies*. Proceedings of the 2018 Collaborative Network for Engineering and Computing Diversity Annual Conference & Exposition, American Society for Engineering Education, Crystal City, VA.

Furman, K., M.K. Bothwell, R. Warner, and S. Shaw. (2017, November). *Institutional Transformation: A Summer Seminar for University Administrators and STEM Faculty*. Presented at the STEM Conference of the Association of American Colleges & Universities, San Francisco, CA.

Rose, S., and **Warner, R.** (2017, October) "From Insight to Action". Workshop presented at the 2017 ADVANCE/GSE Program workshop.

Shaw, S., Warner, R., Furman, K., and Lopez, C. (2017, October) "ADVANCE Journal". Poster presented at the 2017 ADVANCE/GSE Program workshop.

Ruder, B., Plaza, D., Bothwell, M. K., and Warner, R. (2017, April). *Emotional Labor in the STEM Disciplines: A Betrayal of Women Faculty by the Academic Standards*. Presented at the Pacific Sociological Association Annual Meeting, Portland, OR.

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

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

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

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

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

Shaw, S. (2016, May). *Diversifying the Curriculum*. Presented at University of the Pacific, Stockton, CA.

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

Shaw, S. (2016, February). "ADVANCE at Oregon State University." AAUW Eugene-Lane Branch Meeting, Eugene, OR.

Article in Review

Shaw, S., Bothwell, M., Furman, K., Gaines, L., John, D., Lopez, C., Osei-Kofi, N., Özkan-Haller, T., Plaza, D., Warner, R. (2018), *Advancing Women in Academic STEM: Catalyzing Institutional Transformation through an Immersion Seminar for Administrators and Faculty*. The Lancet (in review).

Upcoming Invited Talk

Tuba Özkan-Haller has been invited to give her talk from the Goldschmidt Conference, *Transforming Academia: Advancing Diversity, Inclusion, and Social Justice in the Geoscience*, at Arizona State University on February 20, 2019.

	2014	2015	2016	2017
Total				
STEM/SBS combined	26% (n=750)	27% (n=762)	29% (n=766)	30% (n=764)
STEM	23% (n=673)	25% (n=680)	27% (n=685)	27% (n=680)
CLA/SBS	47% (n=77)	48% (n=82)	49% (n=81)	51% (n=84)
College				
CAS	26% (n=206)	26% (n=216)	29% (n=218)	30% (n=219)
CEOAS	21% (n=85)	23% (n=78)	22% (n=81)	22% (n=82)
CoED	55% (n=11)	55% (n=11)	55% (n=11)	67% (n=9)
COE	16% (n=173)	18% (n=172)	20% (n=175)	22% (n=175)
COF	17% (n=71)	18% (n=71)	23% (n=70)	21% (n=66)
COS	31% (n=127)	33% (n=132)	34% (n=130)	34% (n=129)

Impacts

- The percentage of women hired in tenure and tenure-track faculty positions has increased from 2014-2017.
- 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 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, Twitter, and Facebook accounts continue to function as web-based resources 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 impacts the accessibility of scholarship on topics and themes related to ADVANCE, providing a forum for conversations about institutional transformation.
- The ADVANCE train-the-trainer institute will build capacity for delivering the ADVANCE Seminar content more broadly within the university and at other academic institutions.

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 the Vice President for Research and hiring of an interim VP (who is an ADVANCE Seminar graduate)
 - New Vice Provost for Undergraduate Education (an ADVANCE Seminar graduate)
 - New Vice Provost and Dean of the Graduate School (ADVANCE Seminar graduate)
 - The announced retirement of the Vice Provost of Outreach & Engagement
 - A new Dean of the College of Agricultural Sciences who served on the ADVANCE Internal Advisory Board in his previous position at Texas A&M
 - A new Interim Dean of the College of Forestry (an ADVANCE Seminar graduate)
 - New Interim Dean of the College of Pharmacy
- In June, the Employment Relations Board of the State of Oregon certified United Academics of Oregon State University (UAOSU) as the exclusive bargaining representative of our faculty. This new UAOSU bargaining unit represents all teaching and research faculty with rank, as well as Postdoctoral Scholars and Academic Wage Appointments with primarily teaching or research duties. UAOSU does not represent professional faculty, any teaching or research faculty who supervise other teaching or research faculty, or administrative positions at the level of department head and above. Given that this will be UAOSU and OSU's first faculty collective bargaining agreement, the university anticipates that it will take some time for bargaining to commence and be completed. The impact on programs related to faculty advancement, such as ADVANCE, remains uncertain at this time.

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 McGorin, 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*)

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
- Britt Raubenheimer, Associate Scientist, Woods Hole Oceanographic Institute
- Jamie Ross, Women, Gender, and Sexuality Studies, Portland State University
- Sue Rosser, Provost, San Francisco State University

Faculty Fellows

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

- Ron Adams, Senior Vice President for Administration
- Vrushali Bokil, Associate Professor of Mathematics
- Eduardo Cotilla-Sanchez, Assistant Professor of Electrical & Computer Engineering
- Lisa Ganio, Associate Professor, Forest Ecosystems & Society
- Michelle Kutzler, Associate Professor, Animal and Rangeland Sciences
- Robert Mason, Professor, Integrative Biology
- Laura Shields, Associate Director, University Relations and Marketing
- Shanaka de Silva, Professor, Geology and Geophysics

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
- Janette Byrd

Editorial Board

- Jill Bystydzienski, The 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, California State University
- Londa Schiebinger, Stanford University
- Abigail Stewart, University of Michigan
- Adela de la Torre, San Diego State University

ADVANCE Seminar Facilitators

- Susan Shaw, Co-PI
- Michelle Bothwell, Co-PI
- Rebecca Warner, PI
- H. Tuba Özkan-Haller, Co-PI
- Lisa Gaines, Co-PI
- 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 Mc Gorrin, Department Head, Food Science and Technology
- Dwaine Plaza, Professor and Associate Dean of the College of Liberal Arts
- Sujaya Rao, Professor, Department of Crop and Soil Science
- Jim Sweeney, Professor and School Head, School of Chemical, Biological, and Environmental Engineering
- Jane Waite, Senior Associate for Social Justice Learning and Engagement, Office of Academic Affairs
- Aaron Wolf, Professor, College of Earth, Ocean, and Atmospheric Sciences

Cohort University Relations and Marketing, Winter/Spring 2016

- David Baker, Director, Interactive Communications
- Amy Charron, Art Director, University Marketing
- Christine Coffin, Director of Communications, OSU Cascades
- Gary Dulude, Senior Editor, University Marketing
- Annie Heck, Associate Vice President
- Nick Houtman, Assistant Directors, News and Research Communications
- Colin Huber, Writer and Social Media Coordinator, University Marketing
- Michelle Klampe, News and Research Writer, News and Research Communications
- Melody Oldfield, Assistant Vice President and Director, University Marketing
- Laura Shields, Assistant Director, University Marketing

- Shelly Signs, Director, University Events
- Kegan Sims, Digital Communications Manager, Interactive Communications
- Santiago Uceda, Assistant Director, Interactive Communications

Cohort 2A, June 13–June 24, 2016

- Ron Adams, Interim Provost, Oregon State University
- Angela Batista, Interim Chief Diversity Office, Office of Institutional Diversity
- Sherm Bloomer, Director of Budget & Fiscal Planning, Finance and Administration
- Kathryn Ciechanowski, Associate Professor, College of Education
- Steve Clark, Vice President for University Relations and Marketing
- Lisa Ganio, Associate Professor, Forest Ecosystems and Society
- Alix Gitelman, Professor, Statistics
- Rakesh Gupta, Professor, Wood Science
- Goran Jovanovic, Professor, Chemical, Biological and Environmental Engineering
- Ricardo Mata-Gonzalez, Associate Professor, Animal and Rangeland Sciences
- Cindy Sagers, Vice President for Research
- Dana Sanchez, Associate Professor, Fisheries and Wildlife
- Martin Storksdieck, Professor, College of Education
- David Trejo, Professor, School of Civil and Construction Engineering
- Jason Weiss, School Head, School of Civil and Construction Engineering
- Dorte 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

Cohort 4A, June 18-29, 2018

- Charlene Alexander, Vice President and Chief Diversity Officer
- Jack Barth, Executive Director, Marine Studies Initiative
- Randy Bell, Associate Dean of Academic Affairs, College of Education
- Susan Bernadin, Department Head, School of Language, Culture, and Society
- Allison Davis-White Eyes, Director of Community Diversity Relations
- John Gambatese, Professor, Civil & Construction Engineering
- Roy Haggerty, Dean, College of Science
- Henri Jansen, Associate Dean of Academic & Student Affairs, College of Science
- Adam Kent, Professor, College of Earth, Ocean, and Atmospheric Sciences
- Judy Liu, Professor, Civil & Construction Engineering
- Todd Palmer, Associate Head, Nuclear Engineering
- Marion Rossi, Associate Dean, College of Liberal Arts

Cohort 4B, August 27-September 7, 2018

- Jennifer Alix-Garcia, Department Head, Applied Economics
- John Bailey, Professor, Forest Engineering, Resources & Management
- Elisar Barbar, Professor, Biochemistry and Biophysics
- Ted Brekken, Associate Professor, Electrical Engineering and Computer Science
- Jennifer Field, Professor, Environmental & Molecular Toxicology
- Eric Hansen, Department Head, Wood Science
- Doug Keszler, Associate Dean, Graduate Studies and Research, College of Science
- Michael Lerner, Department Head, Chemistry
- Juan Restrepo, Professor, Mathematics
- Larry Rodgers, Dean, College of Liberal Arts
- Liz Schroeder, Associate Professor, Economics
- Lewis Semprini, Professor, Chemical, Biological and Environmental Engineering
- Lindsey Shirley, Associate Provost, Outreach & Engagement
- Holly Swisher, Associate Professor, Mathematics
- Brett Tyler, Director, Center for Genome Research and Biocomputing
- Scott Vignos, Director, Strategic Initiatives, Office of Institutional Diversity

APPENDIX B: Action Plan and course syllabus, Craig Marcus

FINAL Syllabus - TOX 607 – Spring Term 2018

Course Name: Diversity and Social Justice in STEM

Course Number: TOX 607

Course Location: ALS 1019

Class Meeting Time: Wed ; Noon – 1:00 pm (PDT)

Course Credits: 1 cr. This course meets in a lecture/student discussion format once a week for 60 minutes each. It also requires readings and writing exercises outside the classroom meetings, each of which are expected to take under an hour, often substantially less.

Prerequisites: None

Course Content: This course is an introduction to social justice: what it is, why we are focused on it at OSU, and what we hope to accomplish by looking at our work from a perspective of social justice. A glossary is introduced and discussed, and we explore little-known Oregon history in a way that helps clarify our peculiar current context and surfaces dominant culture. Once we know more about Oregon and what it looks like from multiple perspectives, we explore identity as a social construct and look at who we are and how we fit into the picture. We will focus on some of the specific ways discrimination and bias appear, and also explore important conceptual frameworks and neuroscience research that greatly influence how we both see and interact with the world around us. Cross-cultural communication is considered, and some practical strategies are discussed. Microaggressions are defined and their context explored. You will be asked to reflect on how this knowledge impacts what you think, believe, or feel from a general perspective and in particular as a STEM practitioner.

During this course, you will be asked to engage in reflection and discourse on social constructions that produce and maintain a dominant culture and marginalize others. This process requires dialogue and welcomes difference of opinion. It also demands respect and active listening. Because many issues we explore will be controversial and personal, we must all work together to create a place where we can hear, support, and challenge one another as we search for ways to change ourselves and our profession.

Community and Professional Responsibility

As a student, you are a part of a professional community. You have a responsibility to yourself in your own education. You also have a responsibility to your professional community. Therefore, you should be aware of how your actions impact those around you.

The following are ground rules and expectations for the class:

Mutual Respect: Perhaps the most important aspect of your community and professional responsibility is respect. Treat each other and the instructors with respect at all times. All of us should feel free to express our thoughts and opinions openly, without fear of penalty, as long as we do so in a courteous

way. It is important to note that our socially constructed identities carry socially constructed power that is very disproportionate and can impact our perceptions of respect.

Challenge: Challenge is a central expectation of this class, and means a number of things. Be mindful of being both open to being challenged, and aware of how your challenges may impact others. Be open to thinking about society in new ways. Challenge yourself to both "move up" or "move back." This means, notice how much verbal space you take up in class. If you are the kind of person who takes up a lot of verbal space, challenge yourself to "move back" to leave room for others. If you are the kind of person who doesn't speak much in class, challenge yourself to "move up." This space should be one in which we all have the opportunity to participate.

Confidentiality: In this class, personal stories and information are sometimes shared in the classroom. Those stories remain the property of their teller. Do not bring those stories or personal information, no matter how insignificant it may appear to you, outside of the classroom space without asking permission from the teller.

Diversity and Social Justice in STEM: Toxicology 607

COURSE SYLLABUS – SPRING 2018

Instructors: Dr. Craig Marcus, Dr. Susan Tilton, Anne Gillies, Jane Waite, Kaci Buhl.

TENTATIVE SCHEDULE

WEEK	Date	Instructor	Location	Topic
1	4/4	Seminar Speaker	ALS 4001	Dr. David Griffith; Assistant Professor Willamette University; Seminar Title: TBA
2	4/11	Jane Waite	ALS 1019	SJEl introduction; classroom expectations; course learning objectives; glossary review
3	4/18	Jane Waite	ALS 1019	Oregon history: who are we and how did we get here? IAT as homework
4	4/25	Anne Gillies	ALS 1019	Implicit Cognitive Bias
5	5/2	Seminar Speaker	ALS 4001	Dr. Joel Meyer; Associate Professor Duke University; Seminar Title: TBA
6	5/9	Jane Waite	ALS 1019	Legacy impacts today; educational paradigms; social constructs of identity, intersectional identity;
7	5/16	Anne Gillies	ALS 1019	Implicit Structural Bias

8	5/23	Jane Waite	ALS 1019	Intercultural communication; relationships to danger, risk and comfort; the spectrum of vulnerability and empowerment
9	5/30	Jane Waite	ALS 1019	Microaggressions: what are they, what is their context/impact, and how can we address them
10	6/6	Marcus, Tilton, Buhl	ALS 1019	Gender challenges in STEM; Eugenics in STEM; Communicating with Diverse Stakeholders: Best Practices
		6/11-15		Finals week

Reading Assignments:

All reading materials are journal articles will be posted on Canvas or available to students to download via OSU Libraries and listed on Canvas.

Homework/assigned date:

April 11: Due 4/18

- *Written reflection:* Choose one term from the SJEI glossary (Canvas) that you have a reaction about - positive, curious, negative, whatever - and write 250-500 words on this reaction, and what changes, if any, you'd like to see with this definition, and why. Due 4/18 (next class)

April 18: Due 4/25

- Go to Project Implicit <https://implicit.harvard.edu/implicit/> and enter as a guest by "selecting from (the) available language/nation demonstration sites." Read the description of the program, then take the Gender-Science IAT and *one* other IAT of your choice (excluding the "Presidents IAT" which is less relevant).
- Listen: NPR's Hidden Brain Podcast "The Mind of the Village: Understanding our Implicit Biases" <https://www.npr.org/2018/03/09/591895426/the-mind-of-the-village-understandingour-implicit-biases>

April 25: Due 5/2

Read paper: (Canvas)

- *Executive Summary of the Draft Report of the Advisory Committee to the Director Working Group on Diversity in the Biomedical Research Workforce*

April 25: Due 5/9 Read

articles:

- “Oregon has prominent place on SPLC new list of US hate groups”
http://www.oregonlive.com/pacific-northwest-news/index.ssf/2018/02/oregon_plays_prominent_role_in.html#incart_river_index
- “Portland’s Racist Past smolders beneath the surface”
<https://www.cbsnews.com/news/portland-race-against-the-past-white-supremacy/>
- “How Oregon’s second-largest city disappeared in less than an hour”
<https://www.cbsnews.com/news/vanport-how-oregons-second-largest-citydisappeared-in-a-day/>

May 9: Due May 16

Read articles:

- “Unpacking Teachers’ Invisible Knapsacks: Social Identity and Privilege in Higher Education” AAC&U Liberal Education, Summer 2013, Vol. 99, No. 3
<https://www.aacu.org/publications-research/periodicals/unpacking-teachers-invisibleknapsacks-social-identity-and>
- “Science faculty’s subtle gender biases favor male students” Proceedings of the National Academy of Sciences - PNAS October 9, 2012. 109 (41) 16474-16479;
<https://doi.org/10.1073/pnas.1211286109>
- “Quality of evidence revealing subtle gender biases in science is in the eye of the beholder” Proceedings of the National Academy of Sciences - PNAS October 27, 2015. 112 (43) 13201-13206; published ahead of print October 12, 2015.
<https://doi.org/10.1073/pnas.1510649112>

May 16: Due 5/23

- *Read* “23 Tips to Cross-cultural Communication” (Canvas) and be prepared to discuss

May 23: Due 5/30

- *Watch* “How insidious bias can be the most harmful” And be ready to discuss what is most relevant to you in this video.
<https://www.youtube.com/watch?v=mgvjnxr6OCE>
- *Review* the “Table of Microaggression Themes” (Canvas) and write a short (500 word max) description of a microaggression you have experienced, and which theme(s) it may represent. Please include what you imagine each party in the scenario learned, or took away, from the situation. If you truly cannot think of a time you have experienced a

microaggression against yourself personally, please write about one you have observed happening to someone else and extrapolate.

May 30: Due 6/6

- *Written Equity Stance*: Students will articulate their own written stance around issues of equity and inclusion as students in the pursuit of doctoral degrees in EMT. Detailed instructions posted to Canvas.

June 6: Reading Assignment for class:

- PNAS: "National Institutes of Health addresses the science of diversity". October 6, 2015; vol. 112; no. 40
- **Additional Readings - MARCUS**

Student Learning Outcomes:

1. Describe how history relates to the current context of Oregon and OSU
2. Recognize that a dominant culture exists, even if it is invisible to you
3. Define your own social identity
4. Recognize that your OSU community is comprised of diverse and intersecting social identities
5. Identify concepts and vocabulary that can support effective communication with colleagues
6. Describe how dominant culture is normalized, creating exclusion
7. Acknowledge the existence and impact of one's own implicit bias and apply mitigation strategies
8. Explain what a micro-aggression is and why they occur
9. Practice basic intercultural communication skills: humility, empathy, selfawareness, respect for multiple viewpoints, and a willingness to engage

Student Assessment: The instructors will assess both attendance and engagement as well as depth of contributions of each student to the technical content of the course discussions, small group discussions, and written assignments. Each student will receive a score of a maximum 5 points for each class period of 5 discussions for a total of 80 points.

Learning Resources: Assigned readings?

Students with Disabilities: Disability Access Services (DAS) assists students with disabilities as they navigate the university. The DAS website maintains information related to students, academics, and accommodations: <http://ds.oregonstate.edu/home/>. Complete OSU policies on

disability are available at: <http://accessibility.oregonstate.edu/policies>. Students are encouraged to discuss any special needs with their instructors.

Student Expectations: Students are expected to adhere to the expectations for student conduct. The complete Student Conduct Code can be found at: <http://studentlife.oregonstate.edu/studentconduct> and

http://studentlife.oregonstate.edu/sites/studentlife.oregonstate.edu/files/final_code_of_student_conduct_updated_1_8_18.pdf

Diversity Statement: The College of Agricultural Sciences strives to create an affirming climate for all students including underrepresented and marginalized individuals and groups. Diversity encompasses differences in age, color, ethnicity, national origin, gender, physical or mental ability, religion, socioeconomic background, veteran status, sexual orientation, and marginalized groups. We believe diversity is the synergy, connection, acceptance, and mutual learning fostered by the interaction of different human characteristics.

<http://main.oregonstate.edu/equity-inclusion-and-diversity-oregon-state-university>

Religious Holiday Statement: Oregon State University strives to respect all religious practices. If you have religious holidays that are in conflict with any of the requirements of this class, please see the instructor immediately to make alternative arrangements.

APPENDIX C: *ADVANCE Journal* updated mission & guidelines

Previous text	Updated text
<p>MISSION</p> <p>The mission of the ADVANCE Journal is to provide a forum in which to publish peer-reviewed scholarship related to ADVANCE programs and outcomes, including 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.</p>	<p>MISSION</p> <p>The mission of the ADVANCE Journal is to provide a forum in which to publish peer-reviewed scholarship related to institutional transformation concerning inclusion, equity, and justice in higher education. We seek manuscripts that address systems of oppression, intersectionality, and strategies for resistance and change in all fields of inquiry, and especially in STEM-focused disciplines. The journal publishes 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. Institutional transformation research related to NSF ADVANCE projects is welcome.</p>
<p>MANUSCRIPT GUIDELINES</p> <p>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).</p>	<p>MANUSCRIPT GUIDELINES</p> <p>All manuscripts should speak to structural and institutional transformation, specifically addressing the intersections of gender and higher education with other forms of social difference. Manuscripts may or may not be the product of NSF ADVANCE projects, but they must address institutional transformation towards the representation and advancement of marginalized peoples in the academy; the development of innovative and sustainable ways to promote gender and racial equity in the academic workforce; and contribute to the research knowledge base about the intersections of gender and other social identities within academic careers.</p>

APPENDIX D: Year 4 External Advisory Council Report

ADVANCE OSU - Fourth Year External Advisory Council Report

October 8, 2018

External Advisory Council members: Jill Bystydzienski, Kelly Mack, Regina McClinton, Caryn McTighe Musil, Britt Raubenheimer, Jamie P. Ross, Sue Rosser.

Four council members (Bystydzienski, McClinton, McTighe Musil and Rosser) visited with the ADVANCE team at Oregon State on October 2, 2018. Mack and Raubenheimer Skyped in for all of the day's meetings. Before arriving on campus, the Council members reviewed the internal and external evaluators' reports and the OSU ADVANCE team's sustainability plan. We met with the ADVANCE leadership team, the ADVANCE Journal editorial group, the research team and the Internal Advisory Council including the Provost and Vice President/Chief Diversity Officer.

We commend the ADVANCE leadership for their excellent work on the project. It is evident that the Summer Seminar and the follow up action plans of participants, as well as the work of the Faculty Fellows, have had a positive impact on the OSU campus. The evaluations document the following: An increase in the numbers of women STEM faculty; strong support for equity, inclusion and justice among university leadership which contributes to a positive campus climate; and growing awareness of difference, power and discrimination that contributes to equitable and just treatment among faculty and administrators.

We offer the following observations and recommendations first, for the final year of the grant cycle and second, for longer term sustainability efforts.

I. Recommendations for Year 5 of ADVANCE

1. Reduce the scope of the internal evaluation to the three most significant findings and ensure that the evaluation results are clear and accessible to the OSU ADVANCE participants and the larger university community and beyond. We recommend that the internal evaluation be completed by December 2018.
2. Ensure that the external evaluator conducts a summative evaluation in year 5 of the project.
3. Facilitate the Research Project team in its continued work, allowing it to provide both internal and external impact through dissemination of findings in conference and publication venues.
4. Delay publication of the ADVANCE Journal until editors have enough articles ready to publish a full online issue, so that the Journal has the appearance of a regular publication and not just a few random articles. We recommend that the editors take out the reference to NSF funding in the mission statement and move that to the end of the page that provides information about the journal. We also recommend a shorter reviewer form (5-6 items) and that the editors follow up on suggestions made in the October 2nd meeting for obtaining more submissions and reviewers.
5. Clarify with the Provost and VP/Chief Diversity Officer the funding for the Summer 2019 Seminar and develop business plans for the train-the-trainer workshops and for offering Summer Seminar training to groups from other universities.

II. Recommendations for Future Sustainability

1. Locate ADVANCE within Academic Affairs, preferably under the purview of the Provost, at the conclusion of the grant. This will ensure that VPs, deans, chairs and faculty will be compelled to take the Summer Seminar, thereby sustaining university leadership participation in the Seminar and follow up action plans.
2. Adopt the personnel and budget requests in the ADVANCE Leadership's Sustainability Plan, so that the program has a half-time faculty coordinator position, a half-time Program Manager, co-facilitators for the Summer Seminar, Faculty Fellows in each college/division, a GRA position to conduct ongoing evaluation, and support for the ADVANCE Journal's editor and additional faculty member.
3. Maintain the identity of ADVANCE to give OSU a legacy and national visibility for a unique model that projects increasing revenue from external sources. Sustaining the work of OSU ADVANCE requires long-term institutional commitment to the value of the program and funding support.
4. Ensure that OSU ADVANCE remains an independently identifiable unit. While working in collaboration with other OSU units devoted to gender equity, positive climate and social justice, the OSU ADVANCE EIJ Seminar needs to maintain its own identity to position it comparably to ADVANCE signature programs at other Research I institutions such as Project REACH at The Ohio State University, STRIDE at University of Michigan, LATTICE Career Program at University of Washington, and WISELI at University of Wisconsin, Madison.

APPENDIX E: Sustainability Proposal

Sustainability of OREGON STATE ADVANCE

The signature program of OREGON STATE ADVANCE is the 60-hour seminar, which takes participants to the roots of oppression and privilege in individual, symbolic and institutional relations in higher education. Ambitious Action Plans emerge from a comprehensive understanding of the challenges to recruitment, retention and success of faculty; and the development of cohorts helps efforts to scale up and out. The seminar must be embedded within a program to support implementing, monitoring and integrating the Action Plans. Therefore, to sustain the momentum of OREGON STATE ADVANCE, we propose support for the following positions, efforts and programs:

- The continuation of an ADVANCE PI (director) who works on recruiting ADVANCE seminar participants, following up on action plans, and coordinating among colleges. The PI would serve as a mentor to Faculty Fellows, help pursue alternative models of seminar delivery, and coordinate with other units across campus for supplemental programming. The PI would work with other ADVANCE institutions on securing additional funding and programming (e.g., NSF Partnership award).
- The delivery of a 60-hour ADVANCE seminar on an annual basis.
- ADVANCE Faculty Fellows in each college/division to help coordinate efforts in units.
- Continuation of work to edit and publish the ADVANCE journal.
- Program evaluation efforts to continually assess effectiveness of the program, including the effectiveness of alternative delivery formats.

ADVANCE seminar

The centerpiece and innovation of the OREGON STATE ADVANCE program is the ADVANCE seminar, which provides a 60-hour immersion experience for administrators and influential faculty and catalyzes them to critically examine institutional policies and practices and alter them if they pose barriers to the inclusion of women and others from under-represented groups. Despite the significant time commitment involved in participating in the seminar, all offered seminars so far have filled (with waitlists), and there is a list of individuals who have signed up for 2019 sessions. In addition to the direct benefits of the seminar in catalyzing institutional change at OSU, there are also collateral benefits. The close working relationships across campus that result from the immersion experience enable problem-solving in other arenas and benefit the climate on OSU's campus.

In May 2017, NSF conducted a campus visit and praised the seminar and summarized its impact as follows: 'The ADVANCE seminar is clearly a unique IT activity with great merit. Numerous participants described the seminar as being a truly transformative experience. Across the board, the feedback was that the ADVANCE Seminar had a very powerful impact on those in attendance. Attendees frequently used words like "transformational," "eye opening," and "game changer" in describing the impact.'

Outcomes of the ADVANCE seminar include, but are not limited to, changes in hiring practices across multiple colleges (with some colleges, the College of Engineering in particular, already showing significant changes in their gender balance), changes to position descriptions to acknowledge and reward work toward equity and inclusion, training and awareness-raising activities across campus, attention to dual-career hiring practices, and the creation of leadership positions in colleges to advance diversity, inclusion and social justice.

Proposed future of ADVANCE seminar

This proposal entails the continuation of the ADVANCE seminar in its current 60-hour format. An option to test alternate delivery methodologies is also included.

- The target audience for the ADVANCE seminar continues to be executive leadership and senior faculty who are likely to step into leadership positions soon.
- The ADVANCE seminar has so far only been available to faculty from STEM fields, as defined by NSF. Colleges such as Public Health and Human Sciences, Veterinary Medicine, Pharmacy, and Business have been excluded. True institutional transformation requires involvement from the entirety of campus. There is an opportunity to expand the work of ADVANCE to the entire campus, and allow for accelerated progress.
- During the summer of 2019 there will be two Train-the-Trainer seminars. One will be geared towards training facilitators within OSU. The second will be made available to participants from outside of OSU, and a fee will be charged to participants. This model may serve to help create a fee-funded model for seminars in the future.
- An option is included to offer the seminar in differing formats, such as a version that is offered in two one-week sessions, or a version delivered over multiple 4-hour sessions in one academic quarter. The details will be developed in consultation with existing ADVANCE graduates and the Office of Institutional Diversity as well as the Social Justice Education Initiative. Careful evaluation must be carried out to compare actions resulting from the various versions of the ADVANCE seminar. This work will enable us to identify and retain the essential portions of the program and make it more scalable.

Translating improved understanding into action – ADVANCE action plans and follow-up

The ADVANCE program requires concentrated leadership to assemble a list of seminar participants every year, carry out outreach to ensure the seminars are filled, and – perhaps most importantly – engage in follow-up activities with participants to ensure and track progress related to their action plans. The leadership position should be filled by a tenured faculty member and should ideally report directly to the Provost. The lead would be assisted by a program manager.

Fellowship Program and ADVANCE Journal

The Fellowship program involves individuals from each college as well as central administration who serve as a focal point within their units and assure that action plans are carried out in a coordinated fashion. They also carry out distinct projects that benefit their units. One recent example is the work of a Fellow to integrate diversity, equity and inclusion into professional development seminars for graduate students in all departments in the College of Science.

The ADVANCE journal is an initiative that has been highly celebrated by NSF and the broader ADVANCE community. It enables publication of ADVANCE related work and furthers the transformation of not only individual campuses but also the entire profession. The journal launched with much effort in 2017 and is clearly placing OSU in a leadership position.

Program Evaluation

Continued program evaluation is critical to demonstrate the success of the program and ensure that it evolves, improves, and stays relevant. The College of Education is launching a program that enables PhD students to carry out program evaluation activities across campus, and this proposal aims to take advantage of this initiative by employing a PhD student for program evaluation. We also can draw on students in the Ph.D. program in the School of Public Policy.

Sustainability of OREGON STATE ADVANCE – Program costs

Annual costs associated with each component of the proposed program are outlined below.

- This sustainability plan involves continuation of the seminar with one session every summer starting in 2019. Offering additional seminars with varying formats is possible, but would require additional funds for additional coordination and delivery.
- As part of the NSF sponsored seminars, we offered support to participants (\$3k to faculty on nine-month contracts, \$1k to 12-month administrators). As part of our sustainability proposal we recommend that deans/VPs forgo the \$1k (this work is connected to their positions directly) and provide the support for those in their units who participate.
- This proposal suggests continuing the Fellows program for those who put forth more ambitious plans that expect effort above and beyond their assigned duties.
- These annual costs do not reflect facilities siting and costs. Currently the OREGON STATE ADVANCE office is in the School of Public Policy. Per agreement, this office is reassigned as of July 31, 2019.

ADVANCE coordination	½-time professional faculty position reporting to the Provost	\$100K	\$175K
	Program manager (½-time)	\$60K	
	Travel/supplies/operating costs	\$15K	
ADVANCE seminar costs	2 co-facilitators (1 month support each)	\$25K	\$30K
	Food/facility rental/materials	\$5K	
Fellowship program	\$3K per fellow in each college/division		\$30K
ADVANCE Journal	Faculty time	\$9K	\$15K
	Editor	\$6K	
Program evaluation	PhD student in GRA position		\$50K
Total			\$300K

Additional costs associated with the development, delivery, and evaluation of a second annual ADVANCE seminar in an alternate format are outlined below.

Alternate ADVANCE format development	2 months support for ADVANCE director or other faculty	\$17K	\$17K
Alternate ADVANCE seminar costs	2 co-facilitators (1 month support each)	\$25K	\$30K
	Food/facility rental/materials	\$5K	
Alternate format evaluation	PhD student in GRA position		\$50K
Total			\$97K