

I. Project Overview

Objectives and Goals

The overarching goal of OREGON STATE ADVANCE is to serve as a catalyst for advancing the study and practice of equity, inclusion, and social justice for women and others from historically underrepresented groups who are STEM tenured or tenure-track faculty. Theories of systems of oppression inform every aspect of our project as we aim to achieve institutional transformation by supporting women's empowerment and by changing the ideologies, power structures, and inequities operating in the academy. We examine transformation through a four component social justice lens across dimensions of community readiness to change (see Section IV). OREGON STATE ADVANCE's efforts to shift power relations and restructure institutional arrangements are guided by three major objectives: 1) Influence academic recruitment and promotion policies and practices to assure equitable, inclusive, and just (EIJ) advancement; 2) Contribute to an institutional climate that reflects a shared value for equity, inclusion, and justice; and 3) Provoke faculty and administrators' personal awareness of difference, power, and discrimination in the academy and actions that contribute to EIJ treatment.

Project Management

The OREGON STATE ADVANCE team consists of the core Leadership Team (PI, co-PIs and senior personnel), Internal and External Advisory Councils, Internal and External Evaluators, and Research Team. The Leadership Team provides guidance for the entire program. A Project Manager, a Graduate Research Assistant, and a part-time Office Specialist oversee day-to-day project management. A second GRA assists with research. An Internal Advisory Council, chaired by the Provost and Executive Vice President, actively provides input and feedback on planning and implementation of the ADVANCE project and members of the Council serve as ambassadors to support the project's goals. The Council fosters institutional cooperation by consulting on strategic university alignments that mutually enhance ADVANCE initiatives and programs and by working with the ADVANCE leadership team to create, prioritize, and recommend annual activities.

Management changes: Becky Warner became PI at the end of Year 2. Susan Shaw continues as a co-PI; Lisa Gaines replaced Sarina Saturn as co-PI when Saturn left the university at the end of Year 1. Deborah John replaced Denise Lach as internal evaluator at the end of Year 1. Cynthia Lopez replaced Jennifer Almquist as Project Manager in March 2017. Interim Provost Ron Adams replaced departing Provost Sabah Randhawa as chair of the Internal Advisory Council mid-Year 3. He has now been succeeded by Provost Ed Feser.

II. Major Program Activities: Status and Progress

Our main proposed activities center on the ADVANCE seminar and are being carried out as proposed. However, we originally also proposed numerous other activities involving mentoring, policy initiatives related to hiring, promotion, and tenure, and other types of outreach to enhance individual faculty success. As we adopted our new logic model and outcome evaluation process, we discovered a need for reorganization of our activities into four main categories (below). Many of the activities we originally proposed are still emerging from our work but in different forms than originally proposed.

Main Activity and Deliverables

A1. 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; and offer alternative and inclusive understandings of the relations of power and privilege in STEM to institutionalize EIJ policies and practices in the academic workplace. This activity requires substantial inputs yet has the potential for greatest impact. Thus engaging participants in the 60-hour ADVANCE Seminar is central to our program. The application of learning from seminar participation leads to actions within their spheres of influence that will help reach our goals.

Outreach and Engagement Activities

- A2. Sponsored Events: Partner with other OSU stakeholders to address injustice, be inclusive across differences, and achieve equity; build personal capacity (access, agency, advocacy, and solidarity actions) among the academic workforce to promote transformative practices, participatory democracy, civil institutional societies, and EIJ systemic change.
- A3. Roadshows: Raise awareness of EIJ issues in academic disciplines, organizational units, and institutional system, with a focus on women in STEM.
- A4. Influencer Dialogues: Build communities, context, and structures in support of OREGON STATE ADVANCE objectives.

This reorganization of activities is well aligned with Oregon State University's decentralized culture. Because partners are encouraged to pursue actions that have potential interest and applicability to other units, we can realize broad impact across STEM units. For example, seminar graduates are focusing on projects that include assessing and responding to departmental climate, proposing improved promotion guidelines, developing mentoring groups, and serving as champions for institutional transformation.

A1. ADVANCE Seminar

Key activity for building STEM community readiness for institutional transformation

The core OREGON STATE ADVANCE activity is the ADVANCE seminars for STEM faculty and administrators, most of whom have positional authority. The ADVANCE seminar is based on OSU's Difference, Power, and Discrimination seminar, a 60-hour program that introduces participants to theories of systems of oppression in order to advance curriculum transformation that is attentive to power and privilege. Relying on this same foundation, the ADVANCE seminar emphasizes *institutional transformation*. Through readings, lectures, films, discussions, and experiential activities, participants are encouraged to reflect on their own location within structures of power and privilege. The seminar challenges participants to explore structural inequities within the university and to examine how policies, procedures, and practices have been constructed in ways that reproduce hierarchy and dominance. It further provides opportunities to imagine a transformed future in which institutional structures and individual behaviors are both professionally and personally life-affirming for all people across their differences. Specifically, the ADVANCE seminar addresses the need for ideological and structural changes across the university grounded in an intersectional understanding of identity and social structures.

Three members of the College of Agricultural Sciences administrative team participated in the first cohort. Their Action Plan was to develop a college policy document addressing: hiring practices, leadership expectations, modification to position descriptions to include commitments to EIJ and updated evaluation procedures to assess those commitments. They have completed the first full year of the implementation of their college policy, and *one critical outcome was that 51% of their faculty hires in the 2015-16 cycle were women.*

Participants. Eighty-one participants have completed six ADVANCE seminars. Recruitment for two 2015 summer seminars specifically targeted administrators (STEM Deans and Department Heads) who could implement changes in recruitment, hiring, and promotion policies and strategies to improve the institutional climate. In 2016, recruitment for two of the three summer seminars included administrators and senior faculty with both direct and indirect means for supporting change. The third summer seminar engaged untenured STEM faculty to build solidarity and better equip them as agents of transformation. To diffuse our innovation beyond STEM, we facilitated a seminar for University Relations and Marketing, addressing the symbolic dimension of systems of oppression. In all cases, we recruit with attentiveness to issues of difference, place, and power in order to foster professional safety and growth.

Organizational Adoption: Seminar participants represented 36 organizational units, including Office of the President, Division of Finance and Administration, University Relations and Marketing (URM), and the majority of STEM-specific units within 7 STEM-representing colleges: Agricultural Sciences (CAS), Earth, Ocean, and Atmospheric Sciences (CEOAS), Education (CoED), Engineering (COE), Forestry (COF), Liberal Arts (CLA), and Science (COS).

Planning for Action. To move awareness to action, throughout the seminar individual action plans are utilized in a way that directly connects conceptual learning with intentional changes at all dimensions of oppression. On day one, facilitators relate participants’ transformative role as important and an expectation of shared governance at Oregon State. Then across 60 hours of active engagement in seminar activities, each participant incorporates what is learned into an action plan. The strategic intent of action plans is that new understandings of difference and systems of power inform plans to effect positive change in policies and practices within each participant’s own sphere of influence.

2017 Seminars. This year’s June and September seminars will engage 15 and 17 participants, respectively (25 senior STEM administrators; 7 senior STEM faculty).

Future Direction. We continue working to revise the ADVANCE seminar in order to refine and update content and to enhance delivery strategies. We have implemented all-cohort gatherings, quarterly meetings of all seminar graduates that highlight their actions and accomplishments. These gatherings facilitate an ongoing sense of community, shared problem solving, and opportunities to learn from colleagues’ successes. We are also working towards strategies of diffusion to make the seminar accessible and adaptable to other institutional contexts. We are weighing various methods to “train the trainer,” including the possibility of OSU seminar leaders offering occasional seminars on other campuses.

Evidence of impact

Participants identified seminar content, time spent with colleagues in safe environment for reflective dialogues, guided and group discussions, active learning (power shuffle, role-playing), guest speakers, and videos as activities most effective for fostering learning. Participants produced individual action plans with specific actions and accompanying deadlines with goals aimed toward transforming practices at individual, symbolic, and institutional levels within the institution. Themes of action plans included hiring, mentoring, position descriptions, promotion and tenure, climate/interpersonal relationships, and resource allocations.

The College of Engineering began to require Search Advocates on all college-level searches. In addition, all search committee chairs must have completed Search Advocate training.

A2. Sponsored Events

Implementation

OREGON STATE ADVANCE formed strategic partnerships with other OSU stakeholders to meet our objectives. This focus on partnership is a shift from the original proposal, which placed greater emphasis on frequent, sole-sponsored events. By working with key institutional partners, we are able to leverage project resources to produce a greater impact. For example, in October 2016, we served as a co-sponsor of a talk by Eileen Pollack titled, *The Only Woman in the Room: Why is Science Still a Boys’ Club*. This event attracted over 100 attendees.

Evidence of impact

Seminars, workshops, lectures and webinars (n=17) were sponsored or co-sponsored in partnership with Academic Affairs-Office of Work Life, Greater Oregon Higher Education Consortium, Center for Research in Lifelong STEM Learning, Center for Latin Studies, Office of Equity and Inclusion, President’s Commission on the Status of Women, OSU Libraries and Press, and Colleges of Liberal Arts, Engineering, Science, and Agriculture reaching over 500 individuals. Topics included women as

scientists, mentoring, faculty development, and harassment. One particularly powerful event was a co-sponsored talk by Katherine Clancy on *The Effects of Harassment and Assault on Scientists' Careers*.

A3. Roadshows

Implementation

Initial roadshows provided information about ADVANCE as a collaborator to catalyze transformation and raised awareness of available resources for faculty success (i.e. the National Center for Faculty Development and Diversity (NCFDD) institutional membership). More recently roadshows have included information on changes in institutional practices that were put into place by seminar graduates.

Evidence of impact

Roadshows (n=22) were delivered to 17 units exposing attendees to ADVANCE and associated resources. Faculty became aware of the institutional membership to NCFDD which resulted in over 225 new individual memberships across 37 units with the proportion (largest to smallest) of new members represented by Ag, Engineering, Public Health and Human Sciences, Liberal Arts, Science, CEOAS, Education, Forestry, Vet Medicine, and Pharmacy. New members overwhelmingly self-reported as assistant professors (tenure track), administrative/professional faculty, and instructor/senior instructor.

A4. Influencer Dialogues

Implementation

OREGON STATE ADVANCE leaders engage in intentional conversations with administrators who have institutional power to facilitate change in policies and structures to support EIJ in university affairs.

Evidence of impact

More than 90 influencers, including Oregon State University President, Provost, Faculty Senate President, Chief Diversity Officer, Sr. Vice Provost Academic Affairs, Deans, and members of the University Cabinet, Provost Council, Leadership Council for Equity, Inclusion and Social Justice, Oregon Climate Change Research Institute, and our Internal Advisory Council have been engaged in ongoing dialogues. Dialogues have contributed to the recent hire of a Chief Diversity Officer and changes to parental leave practices in the College of Engineering. OSU has no family leave policy beyond that provided by FMLA and the Oregon Family Leave Act. The COE recently worked with legal counsel and HR to determine approaches for faculty to secure leave from campus without significant interruption in pay and without legal or HR-related impediments. Two such arrangements have been made in partnership with the faculty members' unit head, and avoiding entirely the prior practice of borrowing against future sick leave.

III. Sustainability and Communication Summary

Communication of ADVANCE efforts occurs through ongoing activities, which are announced through OSU Today, our webpage, and social media. Quarterly all-cohort gatherings allow seminar graduates to share the outcomes of their Action Plans which has led to a number of cross-college collaborations. We rely on our IAC, chaired by the Provost, for guidance on additional efforts.

We are working to sustain successful policies and procedures through institutionalization, as evidenced in the COE and CAS. We are also working to make the seminar available for adaptation to other institutional contexts, as we piloted with URM. We have included/trained four facilitators outside our PI group and will continue to "train the trainer" to offer our seminar here and on other campuses. We also seek to sustain the ADVANCE seminar as a regular offering in future years beyond the grant. A subcommittee of the IAC is preparing a proposal to OSU toward this end.

Faculty Fellows Program

To enable diffusion of OREGON STATE ADVANCE innovation, we utilized indirect costs returned to the host college to support a Faculty Fellows Program beginning 2016-17. Faculty (n=13) from STEM

disciplines housed within various colleges and departments developed plans and submitted proposals. Five fellowships were awarded based on proposal merit and potential impact in alignment with our program goals. This program emphasizes and is responsive to OSU's decentralized culture; however, because partners are encouraged to pursue actions which have potential interest and applicability to other academic units not included in STEM, we are confident that this institutional investment will realize broad impacts that are both inclusive and reach beyond STEM departments and colleges.

Scholarly Presentations, Publications

To date, we have communicated the work of OREGON STATE ADVANCE to local and national audiences through 12 conference presentations and invited workshops, one keynote address, and one conference poster.

Journal

A significant contribution of OREGON STATE ADVANCE will be the establishment of a peer-reviewed online, open access ADVANCE journal to publish findings from ADVANCE projects across the nation. The journal will be launched in Year 5, and to make this possible, efforts are underway to address the logistical and technical components. In partnership with Oregon State University Libraries and Press, we have identified a platform for managing our academic journal, which also integrates peer review and publishing tools. We have identified co-editors, developed board member position descriptions, and created an editorial board. OSU's Women, Gender, and Sexuality Studies program has committed two 10-hour per week PhD students to assist with day-to-day journal tasks.

IV. Summary of Evaluation Progress-to-Date

In Year 2 we adopted a social ecologically-grounded, *People and Places Framework* to guide the reorganized project plan. The evaluation framework incorporates two additional evaluation models. The *Community Readiness Model* examines stages of readiness to take action across institutional levels (personal, institutional, symbolic) and dimensions of change (knowledge of issue, knowledge of efforts, current efforts, leadership, resources, and climate). The dimensions of change provide areas for action and assessments, including a mechanism for transforming qualitative data to indicate readiness, measure change, and advance the study and practice of equity, inclusion, and justice in the academy. Application of a *Social Justice Lens* with a focus on gender equity combined with the readiness for change model provides a guide for developing, planning and evaluating resources, policies, and practices. Outcome evaluation will apply this social justice lens to evaluate activities that meet our three project objectives, assess resource access, agency, advocacy, and solidarity actions among institutional members, and examine evidence of participatory democracy, transformative practices, and systems changes.

Preliminary analyses suggest that exposure to our 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. Finally, the percentage of women tenured or tenure-track STEM faculty has been consistently increasing across the three years of the award (see insert).

Women as a Percentage of Tenured and Tenure-Track Faculty			
	2014	2015	2016
Total			
STEM	23%	25%	27%
CLA/SBS	47%	48%	49%
STEM College			
CAS	26%	26%	29%
CEOAS	21%	23%	22%
CoED	55%	55%	55%
COE	16%	18%	20%
COF	17%	18%	23%
COS	31%	33%	34%

Ongoing Impact Evaluation of OREGON STATE ADVANCE Program

The RE-AIM (Reach, Effectiveness, Adoption, Implementation, and Maintenance) framework guides ongoing impact evaluation. Tracking participation in ADVANCE activities (A1-A4) will provide the number, proportion and representativeness of adopters (colleges/units) and reached agents (individuals) who make effective (EIJ) program-related changes. Evidence of implementation of ADVANCE activities (at the unit level) will refer to adoption of various elements of the program that help lead to equitable, inclusive and socially just institutional transformation. Maintenance, the extent to which a program becomes institutionalized or part of routine organizational practices and policies, will be indicated at the symbolic level through branding—language, images, and concepts shared with OREGON STATE ADVANCE using institutional communication technologies and media.

V. RESEARCH RESULTS

The research component of OREGON STATE ADVANCE involves measuring the efficacy of the seminar. In particular, we hope to document whether participating in the annual ADVANCE seminar empowers and motivates institutional leaders and faculty members to contribute actively to institutional transformation. To date, 46 faculty or administrators have been recruited from the 2015 and 2016 seminar cohorts to participate in the research. Thirty-nine “comparators” (closely matched faculty/administrators--in terms of demographics, rank and discipline--who did not participate in the seminar) also enrolled. All participants have completed the pre-seminar surveys and a pre-seminar, in-depth interview. All participants have completed or will complete a one-year post-seminar interview, as well as post-seminar surveys. The enrolled 2015 seminar participants have been interviewed a third time, and those of the 2016 cohort will be interviewed eighteen months post-seminar. Research participants represent all seven colleges targeted in our proposal. Recruitment for research participants from the 2017 seminar cohorts is currently underway.

The research design requires we have full pre- and post-seminar data sets from a given cohort before reliable and comprehensive analysis can take place. This comprehensive data set for the summer 2015 cohort is just now becoming available, as transcription of the interviews has lagged behind data recording. We expect the full data set for the 2016 cohort to be available winter 2018. We are coding the 2015 cohort data, and beginning preliminary analysis of emerging trends. The research has resulted in a presentation at the annual conference of the Pacific Sociological Association and a chapter accepted for the forthcoming book, *Poison in the Watercooler: Exploring the Toxicity of Lateral and Micro-aggression in Multiple Contexts and Disciplines*.