



**Oregon State  
University**

# **President's Commission on the Status of Women**

*2017-2018 Annual Report*

## **Leadership Team**

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Treasurer: Cindy Alexis

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## Mission and Overview

The mission of the Oregon State University President's Commission on the Status of Women (PCOSW) is to actively advocate for, support, and promote the well-being, development, and advancement of all OSU Women.

PCOSW is an independent commission that advises the President on the status of women. Established in 1972, PCOSW gives voice to women's experiences and perspectives by advocating for gender equity. Rooted in feminist principles, the Commission works to identify and address the changing needs of all women in our university community. PCOSW recognizes that the status of women is affected by social location (including but not limited to ability, age, class, ethnicity, gender, language, nation of origin, race, religion, sexual, and other identities). By building partnerships and collaborating with others from historically underrepresented groups, PCOSW seeks to improve the collective status of all who have been limited, silenced, excluded, or otherwise disadvantaged by unexamined norms, beliefs, and practices of the OSU community.

## **Executive Summary and Recommendations**

PCOSW has worked diligently this year on current issues relating to women belonging to the greater OSU community. Efforts range from reevaluating the use of student evaluations of teaching and eliminating gendered pay disparities, to supporting women's participation in professional development opportunities.

Conversations at general meetings and work by subcommittees are helping to identify and address areas of concern for women in our community. For example, we brought speakers to broaden campus conversations and granted scholarships that supported women advancing themselves and their communities through engaged activism, art, and research. Many of the issues we work on require sustained effort in partnership with committees and offices at OSU, and we will build on the momentum of this academic year as we focus our work for next year.

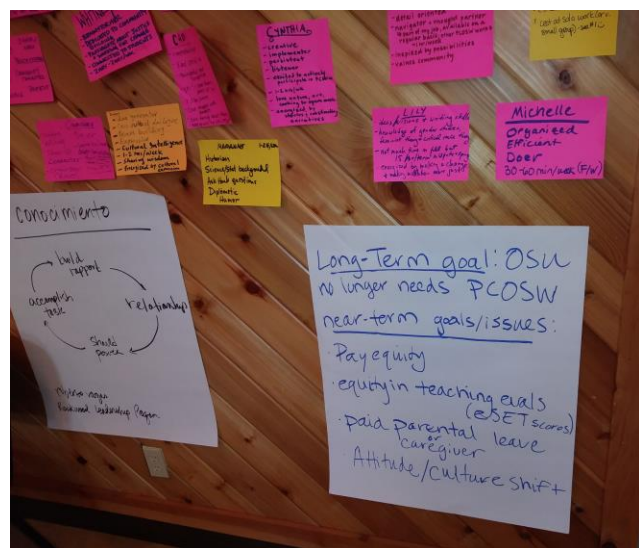
The following are key recommendations for the President and other senior leaders that have emerged from our work this year. Additional, more specific recommendations are provided in the subcommittee reports.

- Advance efforts to provide equitable employee leave policies across all employment categories through the following specific actions:
  - assess the feasibility of expanding paid parental leave options to classified employees;
  - support Human Resources in the development of donated leave policies for unclassified employees;
  - increase awareness of current employee leave policies among all employment sectors and create opportunities for employees to learn about and discuss current leave policies with supervisors and administrators
- Invest resources (funding and personnel) in the Faculty Senate Advancement of Teaching committee's efforts to assess and revise the use of eSets (Electronic Student Evaluation System) data in employee hiring, pay raise, and promotion/tenure considerations
- Mobilize efforts to promote pay equity between genders by standardizing compensation policies, increasing awareness and transparency related to pay

structures among employees and supervisors, instituting comprehensive reviews of pay disparities between genders at regular intervals, and develop procedures and resources for employees wishing to report pay inequities

- Continue to fund and support PCOSW scholarships, award, and speakers given the increasing demand for professional development opportunities and the far-reaching and diverse impacts these efforts have on students, faculty, and staff.

Each year, we kick off our efforts at a Fall Retreat. At this year's retreat, our members organized our work around six subcommittees: eSETs, Pay Equity, Employee Leave, PCOSW Mission/Organization/Alliances, Scholarships and Awards, and Speaker Series. Two of the subcommittees continued the work from prior years while the other four evolved from the visioning and prioritization exercises during the retreat.



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## Subcommittee Reports

### E-SET SUBCOMMITTEE

Co-conveners: Marit Bovbjerg, Elizabeth (Lily) Sheehan

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#### FOCUS OF THE WORK

The eSet (Electronic Student Evaluation System) subcommittee is another new subcommittee proposed at this year's Fall Retreat. This subcommittee was started because our membership was concerned with reports of bias in eSETs, particularly affecting women and people of color, and that some units on campus use eSET scores as the sole source of data when making hiring, employment, and merit raise decisions. Our initial aim was to obtain university-level, de-identified data on eSET scores, and determine the extent to which eSETs vary by gender, race/ethnicity, class level, class elective status, class delivery format, and class time. However, in conversations with Faculty Senate leadership, we realized that there was widespread awareness of the potential biases<sup>1,2</sup> in eSET scoring. We thus changed our objective to identifying potential solutions. We collaborated closely with the Faculty Senate's Advancement of Teaching committee, as they too were working on evaluation of teaching as an issue this academic year.

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#### 2017-2018 SUBCOMMITTEE ACTIVITIES

In consultation with the Faculty Senate committee on the Advancement of Teaching (FS AOT), the subcommittee determined that our role would initially focus on raising awareness within the OSU community about the limitations of eSETs, as well as provide information about alternative models of gathering data regarding student perception of teaching and about best practices regarding the use of that data. To this end, the subcommittee hosted a visit by Dr. Annie Taylor, Assistant Dean for Distance Learning and Director of the Dutton Institute in the College of Earth and Mineral Sciences at The Pennsylvania State University. Dr. Taylor gave presentations about the fair use of the data in promotion and merit to senior administrators and to members of the campus community and also hosted a workshop on self-evaluation of teaching designed for on-campus and e-campus instructors. All three events were well attended.

After Dr. Taylor's visit, the sub-committee met again with members of the FS AOT committee to discuss how to move forward with making changes to the current system given the information

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<sup>1</sup> Wachtel HK. Student Evaluation of College Teaching Effectiveness: a brief review. *Assess Eval High Educ.* 1998;23(2):191-212. doi:10.1080/0260293980230207

<sup>2</sup> MacNell L, Driscoll A, Hunt AN. What's in a Name: Exposing Gender Bias in Student Ratings of Teaching. *Innov High Educ.* 2015;40(4):291-303. doi:10.1007/s10755-014-9313-4

and models provided by Dr. Taylor as well as our own review of peer-reviewed scholarship on methods for evaluating teaching.

## Discussion

As we learned from Dr. Taylor, as well as our own research into the topic, student *assessment* of teaching is a vital part of both improving quality of instruction and faculty development. Students are in the classroom every day, and, thus, can provide valuable knowledge in formative and/or summative assessments of teaching.

However, it is important to keep two points in mind. First, while students can *assess* teaching, they cannot *evaluate* it in a way that is usable with regard to human resources, merit raises, and promotion and tenure decisions.<sup>1,3,4,5</sup> Students are not trained in effective methods of pedagogy, nor in how to formally evaluate whether an instructor is conducting their class in such a manner. Students can say whether or not they felt comfortable in the classroom, whether the instructor was available for extra help, whether they understood the learning objectives for a particular assignment, etc. This *assessment* of teaching provides valuable information that should be used primarily in formative assessment—i.e., the instructor uses information gleaned from these to improve his or her teaching next time.

Because students are not trained in how to formally evaluate effective pedagogy, it is important that student ‘ratings’ *alone* not be used for formal, summative evaluation of teaching. A better approach, as suggested by Dr. Taylor, might be for faculty to read and carefully consider student



Dr. Annie Taylor, PCOSW-sponsored presenter, with subcommittee co-conveners, at her workshop on best practices in using student teaching assessments.

<sup>3</sup> Uttl B, White CA, Gonzalez DW. Meta-analysis of faculty’s teaching effectiveness: Student evaluation of teaching ratings and student learning are not related. *Stud Educ Eval.* 2017;54:22-42. doi:10.1016/j.stueduc.2016.08.007

<sup>4</sup> Ballou D, Springer MG. Using Student Test Scores to Measure Teacher Performance: Some Problems in the Design and Implementation of Evaluation Systems. *Educ Res.* 2015;44(2):77-86. doi:10.3102/0013189X15574904

<sup>5</sup> Boring A, Ottoboni K, Stark P. Student evaluations of teaching (mostly) do not measure teaching effectiveness. *Sci Open Res.* January 2016.



feedback, and then submit a narrative regarding if, how, and why they changed the course in the future in response to the feedback.

It is also important to recognize that student assessments can only hope to evaluate pedagogical mechanics. Students are not in a position to evaluate the appropriateness of the subject matter, the professor's expertise, teaching methods, course design and organization, assignments/exams, quality of instructional materials, or use of technology;<sup>6</sup> nor do student assessments evaluate learning *per se*. Student ratings are one component of assessing teaching, but cannot and should not be the only component.<sup>3-6</sup> Indeed, because of the known biases regarding gender, sexuality, race, and ethnicity in student ratings, the US Equal Employment Opportunity Commission has declared that using them as a sole source of information in employment decisions is discriminatory.<sup>6</sup> We would note that, given these facts, the University of Oregon is currently transforming its system of student assessment of teaching<sup>7</sup>.

Proper summative evaluation of teaching requires more than calculating the mean or median score across student ratings. Moreover, as Dr. Taylor emphasized, mean scores should not be used even for comparing two faculty members teaching the same class. Evaluation of teaching requires peer reviews by qualified faculty using validated and reliable instruments, extensive self-reflection following formative evaluation by the instructor themselves, as well as student input. All of these require institutional support. Faculty need to be rewarded for spending time improving their teaching and helping their colleagues to improve theirs. While we recognize that promotion and tenure standards are led by the Faculty Senate, we underscore the need for broad university emphasis on the value of teaching.

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## RECOMMENDATIONS

- Provide funding and support to host expert(s) in the area of student assessment of teaching, who can assist stakeholders as they revise the current system.
- Provide funding and support to educate administrators and faculty who participate in the evaluation of faculty for promotion or merit about the appropriate uses of data on student assessment of teaching as well as best practices for evaluating teaching, including other means of assessment. We recommend arranging visits by external experts and providing the opportunity for experts on campus to share their knowledge.
- Encourage units and departments to develop or reassess, and possibly revise, written policies about promotion, tenure, and merit to help ensure equitable practices and results with respect to the evaluation of teaching. In addition, encourage units to develop methods for ensuring those policies are followed and to provide means of redress if they are not.
- Given OSU's investment in e-campus instruction, it is imperative that the e-campus research team also consider their own methods of evaluating teaching, which may or may

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<sup>6</sup> Berk R. *Top 10 Flashpoints in Student Ratings and the Evaluation of Teaching*. STERLING, VA: Stylus Publishing, Inc.; 2013.

<sup>7</sup> <https://provost.uoregon.edu/revising-teaching-evaluations>



not be equitable given the biases inherent in other (classroom-based) student assessments of teaching. We flag this as we have anecdotally heard that instructors who teach via e-campus at OSU suffer in terms of their student ratings. As e-campus instructors are disproportionately junior faculty, this could pose an unfair burden on their success.

## EMPLOYEE LEAVE POLICY SUBCOMMITTEE

Co-conveners: Kelly Chandler and Brittany Nefcy

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### FOCUS OF THE WORK

The Employee Leave subcommittee was proposed at the 2017 Fall Retreat to address issues around various forms of employee leave. The brainstorming session at the Fall Retreat was initially focused on a variety of leave concerns and questions including paid time off for caregivers or flex leave; leave donation programs for unclassified employees; inclement weather leave policies; and possible options for elder care and other dependents. Following these ideas, the subcommittee decided to focus on leave donation for unclassified employees, since a program already exists for classified employees.

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### 2017-2018 SUBCOMMITTEE ACTIVITIES

Once we decided on our focus, we began researching the topic to determine if a donated leave program for unclassified employees exists at other comparable institutions and how it might be possible to accomplish a similar program at OSU.

As the subcommittee explored this topic, the first step was to discover what, if any, prior work had been done in this area. Subcommittee member Cynthia Lopez spoke with Dr. Rebecca Warner, who had explored the topic of donated leave for unclassified employees in her previous role as Senior Vice Provost for Academic Affairs. Dr. Warner provided information on these prior efforts, sharing that they did not progress beyond some initial conversations with legal counsel. The group was also interested to learn how other Oregon-based universities handle leave donations. Members were not able to connect with all of the Oregon universities but learned that Portland State and Western Oregon University have similar policies to OSU, with no leave donation program for unclassified employees.

In an effort to continue to gather information, co-convenor Kelly Chandler met with Donna Chastain, Acting Chief Human Resources Officer, who offered to email requests for donated leave/sick bank policies to 30 institutions including PAC-12, Oregon schools, and comparator schools. The plan was for subcommittee members to then compile the information by 1) funding source (central, department), 2) type of program (sick bank, donated leave), donations (sick, vacation, both), 3) caps on the amount donated or used, and 4) caps on the frequency of the use of

donated leave. The goal was to have the information by March 2018; however, it has taken longer for Human Resources (HR) to collect the information than expected. In April, Donna Chastain indicated that they had received eight responses to their request for information on donation leave policies. Of the eight schools, seven had a leave donation program. Donna and her team have been reviewing websites to see if they can pull information for other comparator schools.

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## RECOMMENDATIONS

Our recommendation is that the PCOSW continue to partner with HR to collect and compile the responses from other universities. This information would help inform recommendations to the President next year around a donated leave program for unclassified employees, similar to the one currently available for classified employees.

Overall, the employee leave subcommittee would like to express the importance of the university continuing to strive towards equitable leave policies for all workers. The university recently adopted a new Paid Parental Leave Policy for eligible unclassified employees. While we applaud this step, we encourage the university to expand its availability to classified employees. We also encourage the university to clearly communicate its leave policies and options, as this recent change was not broadly communicated to supervisors and employees.

## PAY EQUITY SUBCOMMITTEE

Co-conveners: Marianne Vydra and Diana Ulrey

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## FOCUS OF THE WORK

The Pay Equity subcommittee convened due to concerns of PCSOW members that implicit bias impacts compensation decisions for women. Data from the 2016 Campus Climate Survey by gender shows that more women than men at Oregon State perceive their pay to be inadequate for their work. Our goal as a subcommittee was to diffuse some fear with information specific to the compensation systems in place for professional and ranked faculty. There are valid historical and systemic reasons for women to worry about implicit bias. PCSOW is best positioned to support progress by understanding current systems and collaborating with practitioners doing work in this area.

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## 2017-2018 SUBCOMMITTEE ACTIVITIES

The Pay Equity subcommittee was reconvened in 2017-18 after campus climate surveys and feedback during the PCSOW retreat indicated that pay equity remains a concern for many women at Oregon State. Data analysis and climate assessment comprise much of the historical pay equity

work by PSCOW. OSU's compensation structure and resources dedicated to overseeing the compensation structure have changed considerably over the past two decades.

In 2017, the Pay Equity subcommittee started from a place of discovery. Without a comprehensive grasp on the systems governing pay, it is difficult to identify risk areas for implicit bias. The Pay Equity subcommittee set out to interview experts on campus with the intention of developing an in-depth understanding of OSU's compensation systems and national compensation issues facing the institution. In response to interest from the membership, the Pay Equity subcommittee also hosted for the full membership a panel of professionals from Human Resources, the Office of Institutional Diversity and the Office of Equal Opportunity and Access.

### **Pay Equity subcommittee Response – Professional Faculty**

The Office of Human Resources is responsible for management of the professional faculty compensation structure.

Has implicit bias affected my pay? What should I do if I think it may have? It became evident in conversation with practitioners that answers to these questions are complex. Classification and Compensation Manager Tracey Yee shared a useful distinction between parity and equity. First examining parity concerns could be useful in situations where an individual perceives pay inequity (gap in pay related to a protected status). Parity demands correct use of the existing compensation structure. While hiring managers have some discretion, they must operate within established occupational groups and job families. Out of 'Job Family' comes an employee's Position Profile. OSU utilizes over 400 position profiles with assigned salary ranges.

Accurately marking an employee within a salary range requires an updated position description maintained through the course of employment as responsibilities change. Ms. Yee provided a key suggestion to membership. If you suspect your compensation to be less than it should, review your position description. Drafting an update and presenting to a supervisor for review may offer an expedited path toward compensation adjustment. Currently supervisors are not formally trained on how to draft a position description nor place a hire within the compensation structure. One recommendation from the subcommittee is to implement mandatory, formal training for supervisors.

Human Resources and the Office of Equal Opportunity and Access currently collaborate in reviewing salary outliers and suggesting equity adjustments. Annual reviews have become standard practice; no written policy exists of which we are aware.

**Pay Equity subcommittee Response – Ranked Faculty**

Academic Affairs governs ranked faculty compensation. Sherman Bloomer provided exceptional data and explanation to the subcommittee about the current averages and medians in ranked faculty salary. Dr. Bloomer also provided honest feedback about variables complicating ranked faculty compensation.

Oregon State last conducted a review of ranked faculty pay in 2010. During this review, a concerted effort to amend starting salaries mitigated growing compression. To inform strategic planning, Budget and Fiscal Planning is again reviewing disparities between men and women in ranked faculty positions. This review will also include Faculty Research Assignments and Instructors. Comparisons across institutions are discipline-specific, something that may not have been done in prior reviews.

The data indicate there is pay disparity between men and women ranked faculty at OSU in some disciplines. Deciphering core cause of the disparity involves establishing a vocabulary and understanding of complicating factors. A few discussed were market value within discipline, time since last degree, and increasing proportion of women entering professorship at the junior ranks. It is unclear whether Oregon State has conducted a pay equity review for ranked faculty detailed enough to identify outliers within the same department. Currently there is no mandatory compensation training for ranked faculty supervisors. Feedback has been that the Advanced Program has improved awareness of equity issues amongst academic leaders.

Benchmarking is comparably more structure for professional faculty than ranked faculty. It is unclear as to what access to discipline-specific benchmarking data deans, chairs and department heads have when making decisions around compensation. Merit raises also came to forefront as an area where women feel a lack of transparency. Our recommendations in this area include clarification on this matter and increased accessibility to discipline-specific benchmarks.

Improved transparency of and accessibility to the faculty grievance process for compensation equity issues may offer a means to identify instances of implicit bias and neutralize parity issues interpreted as inequity. Several ranked faculty members of PCSOW were unaware that the faculty grievance process was the appropriate route for compensation issues. Given that members of PCSOW have higher than average exposure to campus infrastructure, it is the subcommittee's opinion that most women faculty are unaware there is a grievance process related to pay equity.

Most ranked faculty to whom we spoke believed the only route to challenge biased salary decisions would be to report instances to the dean. The considerable risk of damaging

relationships critical to promotion and tenure establishes a significant barrier for women to report implicit bias. Due to the complexities influencing salary within academic affairs and a lack of discipline-specific benchmarking data nationally, it is near impossible for women feeling unfairly paid to differentiate between parity and equity issues. For this reason, the subcommittee recommends implementation of an informal inquiry process by which ranked faculty can anonymously discuss compensation.

### **The Oregon Equal Pay Act of 2017 (H.B. 2005)**

In 2005, the Oregon House of Representatives introduced legislation intended to improve Oregon's wage gap which is higher than the national average. The subcommittee approached campus leaders as to preparation for January 1, 2019, when a significant portion of the bill's provisions become effective. It was clear that leaders are aware of the bill and that, upon hiring a permanent Director of Human Resources, will evaluate steps toward compliance.

The subcommittee is impressed with the caliber of professional working in both professional and ranked faculty compensation. We hope campus efforts are sustained and amplified in OSU's efforts to address wage gap. There are a few areas of interest left untapped by the subcommittee this year. If subcommittee continues next year, there is interest in exploring how decision-makers within Academic Affairs (deans, chairs, department heads) benchmark for particular positions and decide recipients of merit raises.

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## **RECOMMENDATIONS**

- Publish Climate Survey Data with data broken out by gender.
- Provide mandatory compensation training for all faculty with supervisory responsibilities to include briefing on prominent issues such as benchmarking, performance evaluations, position descriptions, implicit bias, and compression.
- Provide access to discipline-specific benchmarking data for all ranked faculty.
- Conduct the policy-mandated review of ranked faculty salaries every 3-5 years including protocol and resources to address outliers.
- Discuss the ranked faculty salary structure as part of the five-year strategic planning process.
- Improve the grievance process for professional and ranked faculty struggling to report potential equity issues around compensation or struggling to differentiate equity versus parity concerns.
- Explore less formal inquiry options for ranked faculty unsure of whether they are being fairly compensated.

## MISSION/ORGANIZATION/ALLIANCES SUBCOMMITTEE

Convener: Whitney Archer

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### FOCUS OF THE WORK

The Mission/Organization/Alliances subcommittee emerged from the fall 2017 PCOSW membership retreat. This subcommittee was formed to examine questions around the organizational structure of PCOSW and campus/community alliances. These questions were raised through a series of dynamic activities and conversations among the membership. Specifically, the focus of this subcommittee's work is on our commission mission, how we communicate our mission to the greater campus community and how we can better network with campus and community partners in service of gender equity and social justice.

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### 2017-2018 SUBCOMMITTEE ACTIVITIES

The 2017-18 academic year was the first year of this subcommittee and as such a portion of our year was focused developing the scope and purpose of our work. The following is a brief reflection on our first year as a subcommittee broken up by term.

#### **Fall Term:**

We spent fall term reviewing the [PCOSW Mission](#), which included researching President's Commissions on the Status of Women on other university campuses. We researched 15 other commissions and concluded that our mission was solid but that the larger issue was how we were communicating our mission and the important work of PCOSW with campus and community partners.

#### **Winter Term**

Our winter term work centered on two questions: How are we communicating the mission and work of PSCOW? and; Who are key stakeholders we should be networking and connecting with to better live our mission? We considered hosting a panel, open to the campus community that would highlight the work of campus change agents. As we worked on connecting with others we realized that we first needed to ensure that our membership had a clear understanding the commission's charge and goals. We turned our focus inward.

#### **Spring Term**

Driven by the belief that we need to have a clear and shared understanding of our work within the commission before focusing outward, our committee conducted a membership survey and presented our findings at the April commission meeting. Eighteen of our 54 members

completed the survey. One survey question asked members to identify three words that connect with their understanding of the mission and work of the commission. The results of those submissions are in the “wordle” below.

## Discussion

Our subcommittee is excited about the progress we have had and believe the questions we’ve been asking are crucial to our commission’s ability to do our best work.

The current commission membership is 54. However, we need to better identify ways to connect and track our connections with the full membership. Seven members have not attended a meeting this year and our average meeting attendance is less than 20. Our subcommittee intends to continue assessing our organization structure and how we best engage our membership in service of our mission and goals. Throughout the spring and summer we will be working with the leadership team on onboarding and outreach within the commission.

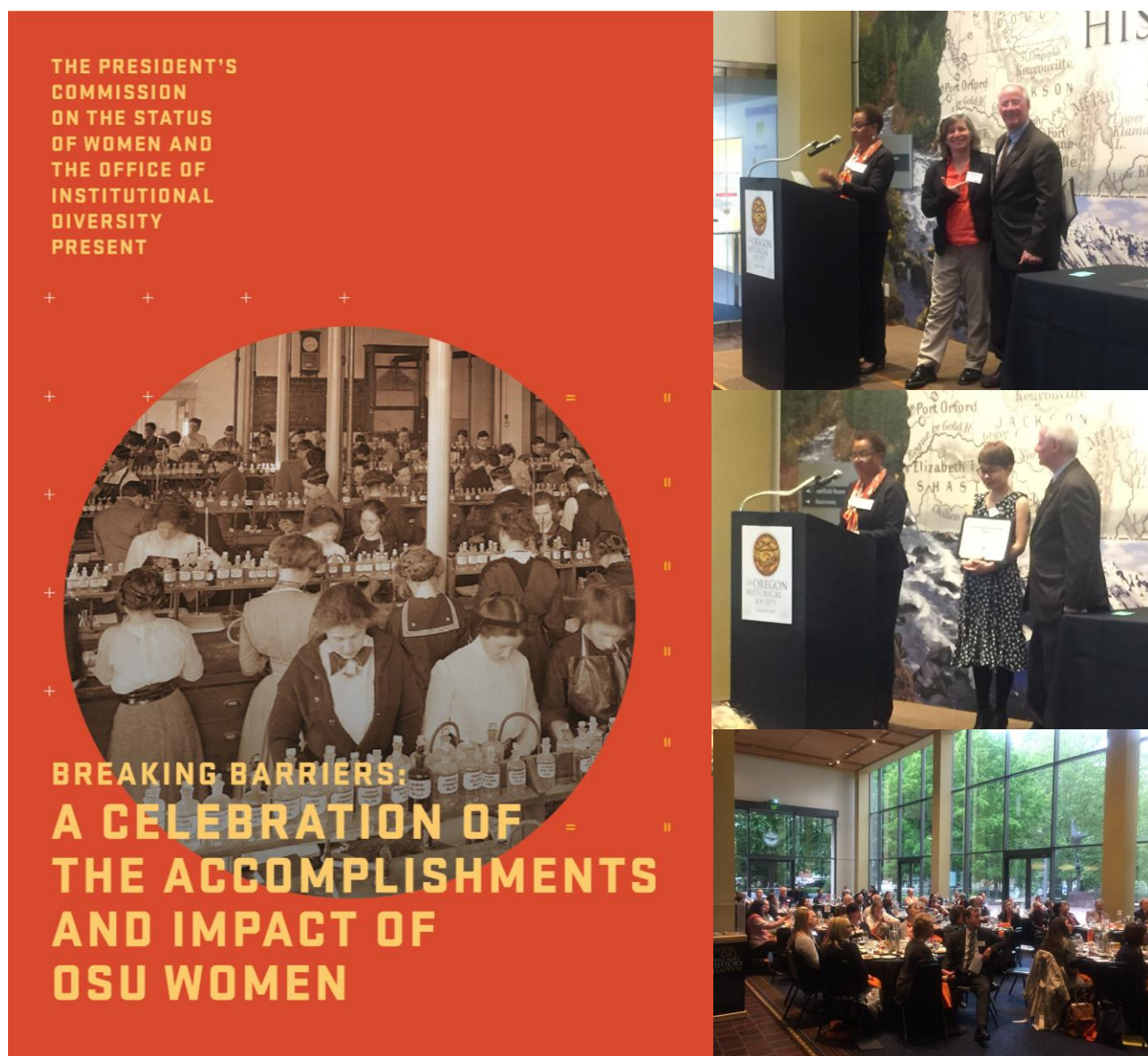


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## RECOMMENDATIONS

The subcommittee is grateful for the commission and the President’s support of our work. We believe that with increased understanding of our work and how to be involved in the commission will enhance our campus community. A specific recommendation we have at this time is to update how members are invited and selected for commission membership. Our survey found that many members did not connect their invitations to the commission with selections on the Faculty Senate committee membership form. Further the timeline of getting names from the Faculty Senate does not align with planning for our welcome retreat. We suggest that our commission work with your office to put out a call for nominations to the commission during winter term allowing us to welcome and connect with new members during spring term. We believe this updated timeline and process is an important step of increasing connections with our membership and will allow us to improve our campus outreach and connections.





The Breaking Barriers Celebration recognized the long-history and continued impact of OSU women. An audience of more than 100 allies and friends recognized the first-ever recipients of the following awards:

- ❖ **Breaking Barriers in Education Award:** Dr. Lisbeth Goddik: Professor and Dairy Processing Extension Specialist, Department of Food Science & Technology
- ❖ **Breaking Barriers in Research Award:** Dr. Yanyun Zhao, Professor and Value-added Food Product Specialist, Department of Food Science & Technology
- ❖ **Breaking Barriers in Athletics Award:** Marianne Vydra, Deputy Athletic Director for Administration, OSU Athletics
- ❖ **PCOSW Community Builder Award:** Bouquet Harger, Administrative Manager, College of Agricultural Sciences

## SCHOLARSHIPS AND AWARDS SUBCOMMITTEE

Convener: Karen Holmberg

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### FOCUS OF THE WORK

The Scholarships and Awards (SA) subcommittee provides funding for women faculty, students, and staff who are pursuing professional development, research opportunities, or community engagement/outreach efforts that support PCOSW's mission. This committee undertakes important work during each of the academic quarters. First, the subcommittee oversees the call for scholarship and co-sponsorship applications, receives submissions, and selects award recipients in the Fall, Winter, and Spring terms. In the fall term, the committee collects applications and selects recipients for scholarships to attend the Oregon Women in Higher Education Conference (OWHE), held annually in January in Bend. In the Spring term, the subcommittee selects the recipient of the University Mentoring and Professional Development Award. Finally, the subcommittee organizes an annual gathering near the end of the academic year in which award recipients are acknowledged and given an opportunity to present their projects to the PCOSW membership.

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### BACKGROUND FOR THE SUBCOMMITTEE'S WORK

The SA subcommittee provides funding opportunities in the form of scholarships and co-sponsorships, ranging from \$250-1500 depending on need and merit, with an average award of \$500. Awards are made once per term with applications due in Week 5 and notification in Week 7.

The submissions include a mixture of individual professionalization, creative, research, and community outreach and engagement projects, from faculty, staff, and graduate students.

The SA subcommittee also evaluates event co-sponsorship applications.

Over the past several years, the overall number of applicants has increased, and the awards have become more competitive. This year, applications increased by 50% over the previous year; Graduate student applications, in particular, have increased in 2017-18. Each year the subcommittee refines the scholarship criteria based on the previous year's membership feedback and new member ideas.

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### 2017-2018 SUBCOMMITTEE ACTIVITIES

**In Summer 2017:** Selected and awarded funds to three individuals for use on research projects or professional development opportunities. Awarded a total of \$1377.

**In Fall 2017:** Selected and awarded funds for 14 students and 15 faculty and staff to attend the Oregon Women in Higher Education (OWHE) Annual Conference in Bend, Oregon, our largest delegation ever.

PCOSW OWHE Conference Registration Scholarships:

15 Professional (Faculty/Staff) Registrations x \$150 = \$2250

14 Student Registrations x \$65 = \$ 910

TOTAL AMOUNT: \$ 3160

Selected and awarded funds to five individuals for use on research projects or professional development opportunities and awarded funds for one co-sponsorship project.

Awarded a total of \$4500 for Scholarships and Co-sponsorships.

**In Winter 2018:** Selected and awarded funds to 5 individuals for use on research projects or professional development opportunities. Awarded a total of \$2,822 for scholarships.

**In Spring 2018:** Selected and awarded funds to 4 individuals to use on research projects or professional development opportunities. Awarded two Co-Sponsorships. Awarded a total of \$3050 for scholarships and co-sponsorships.

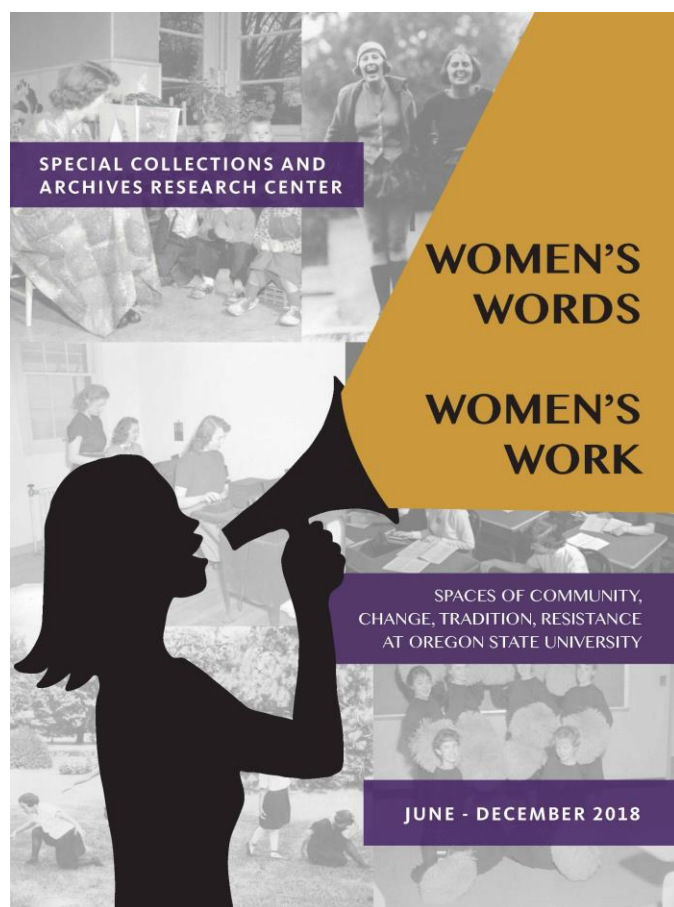
#### **PCOSW Fellowships and Co-Sponsorships**

**Reception:** The reception for scholarship and co-sponsorship awardees will be held at the June 6<sup>th</sup> PCOSW membership meeting. We have invited awardees to be recognized and expect to have eight of them present their work.



Commemorative poster for the [#NosDeulen56 exhibit](#) in OSU's "Little Gallery," supported through PCOSW's scholarship fund





### **Women's Words Women's Work:**

Timed to coincide with PCOSW's Breaking Barriers Celebration, the commission partners with Faye Chadwell, Tiah Edmunson Morton, Chris Peterson, Larry Landis, and the faculty and staff in Special Collections and Archives of the OSU Library, to create an on-line curated site marking the accomplishments and work of Oregon State women through its history. The partnership included PCOSW scholarship funding for intern and Honors College student, Alexis Austin, to help create the collection.

The competition for Summer/Fall 2018 funding has closed, but selections have not been made yet. The applications for these periods are double what they were in 2016-17, demonstrating increased demand for professional development support across campus.

**University Mentoring and Professional Activity Award:** The subcommittee has solicited applications for the University Mentoring and Professional Development Award, and received four nomination packets. This is encouraging, as, last year, despite repeated advertisement, we did not receive a single nomination. The recipient has not been selected as of the date of this final report.

### **Discussion**

The subcommittee has focused on publicizing our scholarships, especially among graduate student populations. Canvas has proved to be a good way to maintain an archive of past applications and deliberations, and promises to allow a smoother transition when a new convener takes over next year.

Aside from publicity, another priority we pursued this year was to be slightly more generous with award amounts (fully funding exceptional proposals, for instance). In the past, we have sometimes

closed the fiscal year with several thousand unclaimed dollars. This year, we spent down almost our entire budget, bringing more resources to student, staff, and faculty applicants.

With the current budgetary restrictions and the trend away from offering professional development funds for various on-campus activities (workshops, trainings, U-Engage courses, etc.), the SA subcommittee anticipates that applications from faculty/staff will continue to increase in the near future. To track and understand these impacts, the SA subcommittee will include a brief survey on funding sources and opportunities as part of our invitation to participate in the Scholarships and Awards Reception. The subcommittee will also review the applicant pool to observe demographic trends and address ways to increase access to funding for underrepresented groups.

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## RECOMMENDATIONS

The awards made by this subcommittee have far-reaching and diverse impacts. The subcommittee thanks President Ray for his support and recommends continued PCOSW funding to support future research, conference attendance, and projects proposed by students, faculty, and staff.

## SPEAKER SERIES SUBCOMMITTEE

Co-Conveners: Courtney Garcia and Meredith Williams

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## FOCUS OF THE WORK

The Speaker Series (SS) subcommittee works to support meaningful programming that aligns with the mission of the President's Commission on the Status of Women. The subcommittee both initiates PCOSW-led events and works with stakeholders to identify co-sponsorship opportunities.

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## BACKGROUND FOR THE SUBCOMMITTEE'S WORK

The Speaker Series subcommittee selected an overarching theme of "Raising Awareness: Knowledge is Power." The theme was intentionally broad to encourage creativity and expand awareness and discussion of topics related to the mission of PCSOW. The theme guided our review of sponsorship applications.

## 2017-2018 SUBCOMMITTEE ACTIVITIES

### Co-Sponsored Events

1. Susan Shaw \$2,000
  - Human Rights in Guatemala for International Women's Day
  - March 8, 2018 @ 6pm
  - Additional sponsors: The Women's Center, The School of History Philosophy, and Religion. The School of Language, Culture, and Society
2. Kelley Biedenweg \$1,027
  - Dr. Alia Dietsch - Human Value Shift and the Implications for Conservation and Resource Management
  - May 7
3. Luhui Whitebear \$500
  - The Oregon Indigenous College Student Leadership Winter Gathering
  - February 2
4. Micknai Arefaine \$4,000
  - Walidah Imarisha - Dreaming New Futures: Sci-Fi and Social Change
  - April 6, 2018 @7pm
  - Additional sponsors: AYA - Women of Color Initiatives
5. Hazel Daniels \$1,000
  - Dr. Silvia Federici - Wages for Housework and #MeToo
  - February 14, 2018 @ 6pm
6. Christina Aplet \$398
  - Amy Esatto - Eating Disorder Awareness
  - February 28, 2018 @ 5pm
  - Additional sponsors: SORCE



Dr. Anúncia Escala introducing the Human Rights Defenders Delegation from Guatemala whose visit on International Women's Day, March 8, 2018, was supported by PCOSW.



Activist and writer, Walidah Imarisha, speaking at the [Radical Imagination Conference](#), April 6-8, 2018, whose keynote was supported by PCOSW.

7. Thuy Tran \$5,000
  - Dr. Tricia Ros -Creating Anti-Racist Communities
  - May 30
8. Sean McDermont \$250
  - Global Forum: Untold Stories of Ethnic Cleansing – Eyewitness Accounts of Rohingya Crisis
  - March 6, 2018 @ 12pm
9. Nicole Hindes \$750
  - Diane Hess - 50th anniversary of the Fair Housing Act and its impact on marginalized communities
  - April 11, 2018 @ 7:00pm
  - Additional sponsors: CCE, UHDS, ASOSU's Office of Advocacy, EOA, HSRC, City of Corvallis
10. Reagan Le \$500
  - Gabby Antonio Smashes The Imperialist, White Supremacist, Capitalist Patriarchy!
  - May 17, 2018
  - Additional sponsors: Asian & Pacific Cultural Center, Women's Center, Pride Center, Center for Civic Engagement
11. Helen Wilhelm \$1,800
  - Little Gallery portrait exhibition - "Brilliant & Resilient, Celebrating the Power of Disabled Women Activists." opening event with a guest speaker
  - Subcommittee awarded last year, for funding this year
  - Additional sponsors: School of Language, Culture & Society

#### PCOSW-Sponsored Events

1. ESets - Dr. Anne Taylor \$4,348
  - **Beyond eSETs – better ways to evaluate teaching**
  - March 5, 2-18 @ 2pm
  - Partnered with PCOSW ESets Subcommittee
2. PCOSW-OSU 150 Event \$3,400
  - **Breaking Barriers: A Celebration of the Accomplishments and Impact of OSU Women**
  - Wednesday, May 9 from 6 - 9 pm
  - Partnered with OSU Office of Institutional Diversity, Provost's Office, OSU Athletics, University Relations and Marketing



To make the best use of these funds, our committee has the following recommendations in preparation for subsequent years' subcommittee work:

1. Improve Speaker Series Subcommittee procedural documentation, so new subcommittee members can understand their mandate and quickly begin the year's work.
2. The previous year's committee should plan one speaker for the next fall, to give the incoming committee a jump start.
3. Discontinue the use of a theme and use alignment with PCOSW mission as the main criteria.
4. Update the online funding application to more clearly communicate the PCOSW decision making criteria as well as the requestor's timeline, budget needs, other funding partners, and explanation of how the event supports the PCOSW mission.
5. Put the application on another platform like Qualtrics. Currently the application is on the PCOSW webpage which is part of [leadership.oregonstate.edu](http://leadership.oregonstate.edu) where you need to be granted permission to access the applications.
6. Given the limited available time of PCOSW members, it became clear that it would be difficult to plan and host speaker events without campus partners. Our recommendation for the future is to focus efforts on co-sponsoring events rather than planning and hosting speakers independently. Alternatively, OSU Conference Services could be hired to manage the event planning details.

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## RECOMMENDATIONS

The subcommittee is grateful to President Ray for the resources to fund the speaker series, which is a separate allocation from our PCOSW operating budget. We have endeavored to be good stewards of these resources; we are proud of the breadth, depth, and impact of our 2017-18 series; and we would like to request continued support of this series in 2018-19.