

# **PRESIDENT'S COMMISSION ON THE STATUS OF WOMEN**

## **ANNUAL REPORT 2020-2021**

### **LEADERSHIP TEAM**

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<http://leadership.oregonstate.edu/pcosw>



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## MISSION AND OVERVIEW

The mission of PCOSW is to actively advocate for, support, and promote the well-being, development, and advancement of all OSU women.

The Commission 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). 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. To this end, PCOSW aspires to build solidarity with other campus entities to work for change.

Specifically, the Commission pursues its mission by:

- holding the OSU community accountable to the stated institutional mission of assuring equity for all those affiliated with OSU by working to eliminate bias and by recommending and promoting policies and resources that improve the status of women and ensure an environment of equal education and employment opportunities;
- championing evidence-based initiatives to enhance diversity in recruitment, employment, salary equity, promotion and retention of students, faculty, staff and administrators;
- advancing educational opportunities and professional development for all women affiliated with OSU by initiating and supporting educational outreach programs and materials that help women develop their skills, continue their education, and increase their networking opportunities;
- recognizing OSU community members who excel in mentoring, supporting, and encouraging OSU employees, especially women and those from under-represented groups or non-traditional careers;
- promoting a safe and healthy environment for all women in the OSU community by recommending policy and programs as well as supporting other community efforts and initiatives to reduce all forms of physical, sexual, and emotional violence (including harassment and bullying);
- advocating for work-life balance as a university priority through initiatives and best practices that support the flourishing of health and wellness, as well as professional and personal well-being, for OSU faculty, staff, students, and administrators.

PCOSW recognizes that Oregon State University in Corvallis, OR is located within the traditional homelands of the Marys River or Ampinefu Band of Kalapuya. Following the Willamette Valley Treaty of 1855 (Kalapuya etc. Treaty), Kalapuya people were forcibly removed to reservations in Western Oregon. Today, living descendants of these people are a part of the Confederated Tribes of Grand Ronde Community of Oregon (<https://www.grandronde.org>) and the Confederated Tribes of the Siletz Indians (<https://ctsi.nsn.us>). We pay respect to elders both past and present and thank the Kalapuya People, who stewarded this land for generations before being forcibly removed. Indigenous people have been on these lands since time immemorial. We know that Kalapuya people are a part of the present and future - not only a part of the past. They are still here fighting for their land, human rights, and their culture. It's important to not only honor the legacy and lives of the original caretakers of this land but to also continue to build solidarity with Indigenous Peoples across the Americas and across the globe.

## INTRODUCTION

This year, in addition to needing to continue operating remotely through a global pandemic, PCOSW started the year by reflected on the recent protesting for Black lives and how to integrate an intersection of racial justice with the gender equity work of the Commission. We started this work by working with an outside consultant, Carina Buzo, to develop a two-part workshop series on the foundation of racial justice and gender equity concepts. We will then be continuing this work through this next year to skill build our leadership team in order to either add a leadership position that focuses on racial justice or the development of a racial justice subcommittee.

In our Fall check in meeting with former President Alexander we discussed the disparaging statistics being shared about how women were being forced to leave the workforce due to changes related to COVID-19. President Alexander tasked the Commission with collecting data and anecdotes about how COVID-19 has been impacting women and families at OSU. The Commission had energy around this topic and wanted to find a way to gather information to help inform OSU leadership on how best to support women and families. Below you will find details on the work done by the Work-Life Fit Subcommittee and the Status of Gender Equity Subcommittee.

## SUBCOMMITTEE REPORTS

### WORK-LIFE FIT

Co-Conveners: Sara Smith

Members: Robynn Pease, Todd Cross, Cari Maes, Grace Atebe, Whitney Archer, Christina Schaaf, and Brianna Beene.

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### FOCUS OF THE WORK

The work life fit committee focused on how women are being affected in the workplace due to the COVID-19 pandemic. This survey was to reach out to individuals who identify as female. To break that down more, we wanted to know their experience as single women, mothers, caretakers of young and old, professional faculty and staff. The survey responses and testimonials will lend support where we can make recommendations to ensure staff and faculty are being adequately supported by the University.

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### ACTIVITIES

The committee created a survey asking questions about the types of support women have received (from the University and in their home life), what are their barriers to successfully working from home, what are their successes. The survey was taken by up to 400 members of the OSU community. Below are a couple of charts and testimonials from the survey.

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### RECOMMENDATIONS

- COVID-19 leave (please see additional notes for testimonials and data from survey)- Conflicting messaging about the COVID-19 leave have left many OSU employees confused and concerned about their leave use. This includes who receives the leave hours, how to use it and when to use it. From our survey we found some had used it for child care, getting sick themselves or taking care of others in their household who became ill. There are additional complexities when it comes to teaching faculty, employees who are paid through research and grants.

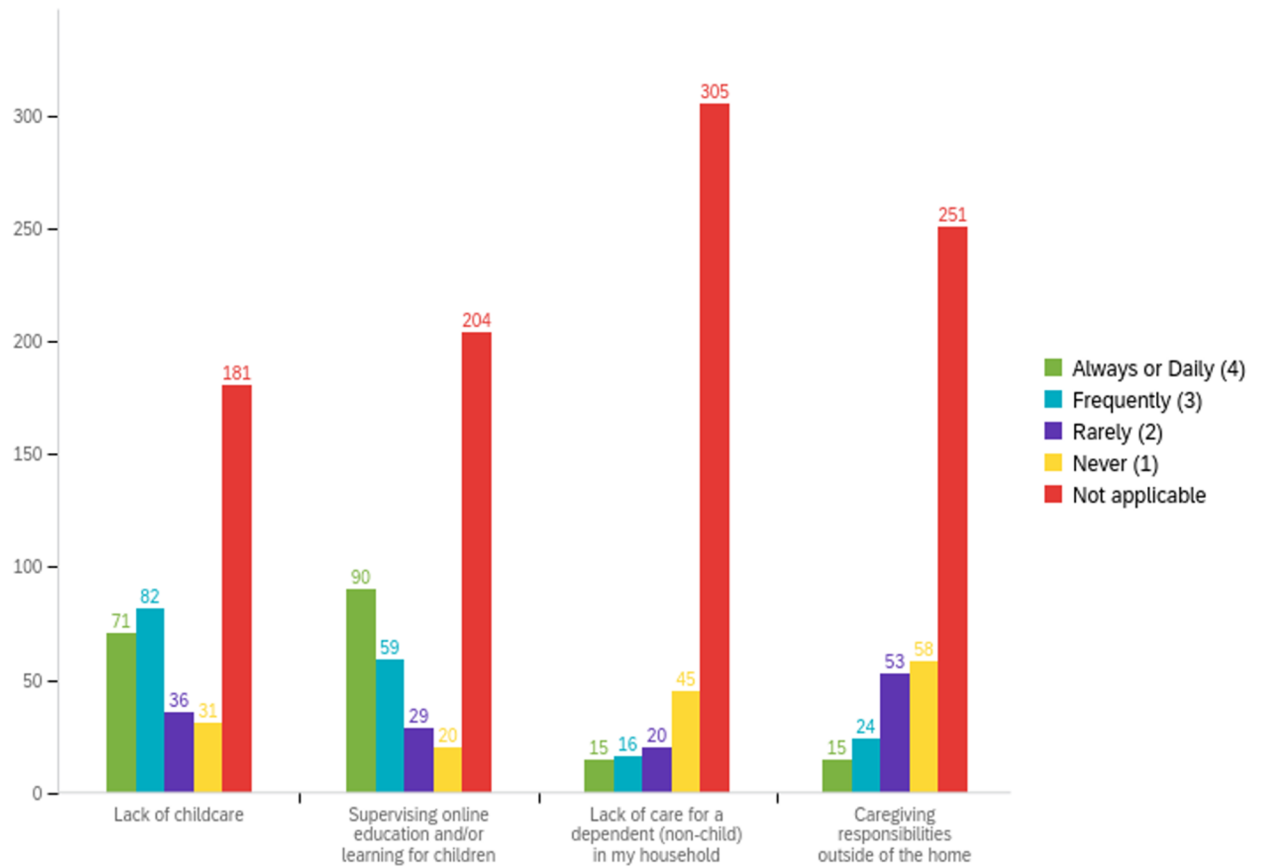
The concern is that the hours will go away as people get vaccinated. We do not know how COVID-19 will impact us or those that we care for who have not been vaccinated due to age or other medical condition. We urge the University to be transparent with employees about the leave hours. Specifically, a concrete universal language surrounding the use of leave. We found many varying concepts to leave use. Many are very grateful for the hours but there are obvious concerns on the unknown of this virus.

- Expansion of Childcare- This is a reoccurring ask by PCOSW and families in the OSU community. The creation of the Our Little Village (OLV) drop-in service has been well used over the 2020-21 school year. The Family Resource Center sees the need for OLV to be expanded upon. This would include more staff to handle the number of children as restrictions begin to lift. As well as affordable traditional full-time and part-time care for children on campus.
  - Include always/frequent childcare/dependent care barriers graph
- Additional Insights- Caregivers are going to continue to need flexible work hours with supervisors. This supports the need for continued COVID-19 leave and on campus childcare centers. As caregivers and centers reacclimate to new rules and regulations, we would like to see a united message of understanding, that the need for flexibility for caretakers who are also reacclimating to work life back in the office, as well as reacclimating their families back into care centers.
- Personal barriers- We have included personal stories about how employees are maintaining working from home. As someone mentioned “We're not working from home; we are living at work.” Diversity of the stories that support COVID-19 leave, childcare need, and personal barriers as well as successes. We would like to note that where there are success for some, there have been many struggles that have put an extreme weight on mothers and their future in the work force and mental health.

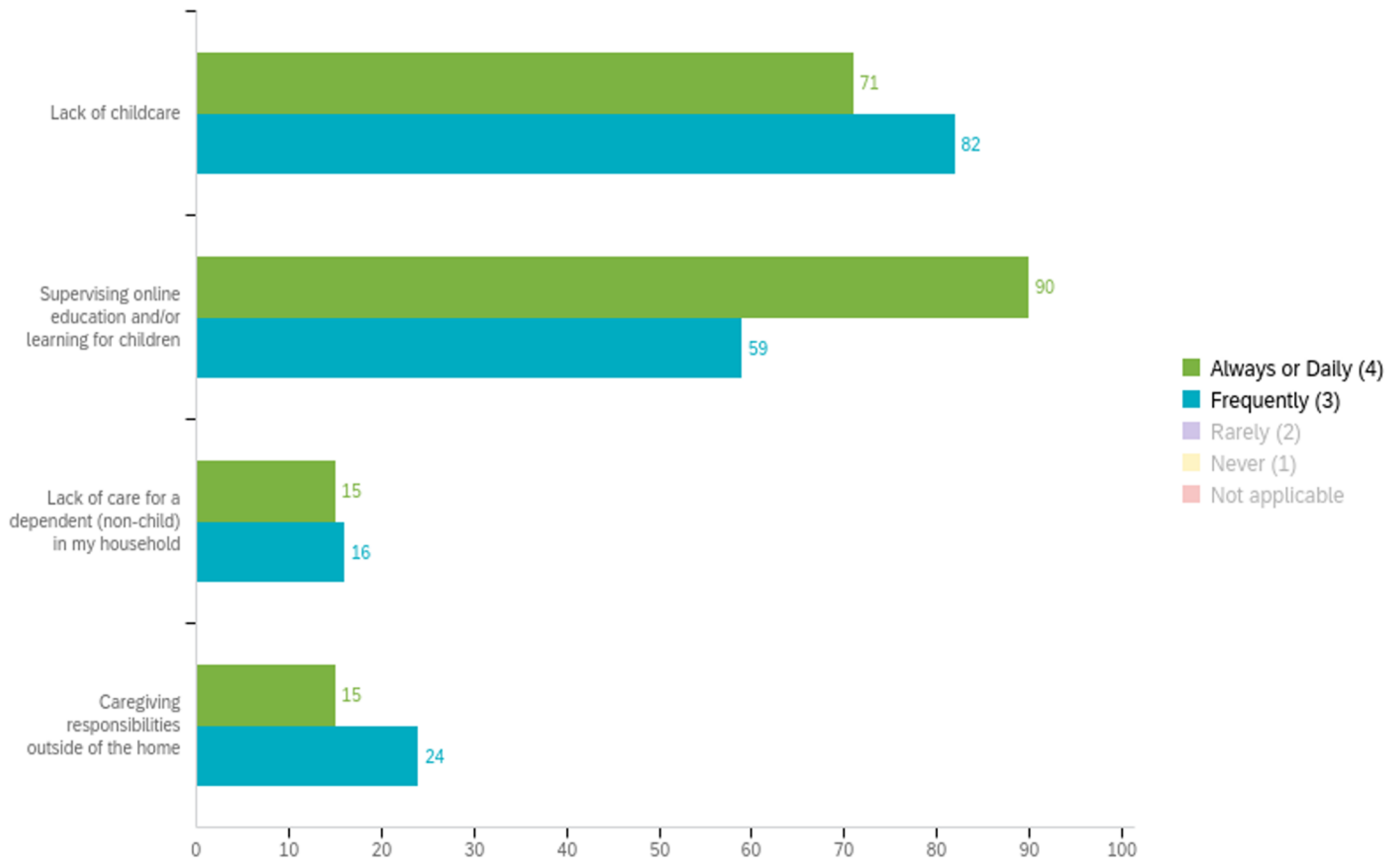
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## CHARTS FROM SURVEY REGARDING COVID-19 LEAVE USE

## Child and Dependent Care Related Barriers to Accomplishing Work



## Child and Dependent Care Related Barriers to Accomplishing Work ALWAYS or FREQUENT



## TESTIMONIALS FROM SURVEY REGARDING COVID-19 LEAVE USE

- Caring for family members caused all of my leave to be used at once...
- I used it up in the first 2 months of lockdown.
- Does this even apply to graduate students?
- Was unaware that we specifically have COVID-19 leave.
- **Unclear how to use the Covid 19 hours?** Can you take them for mental health/lack of childcare? How would this even work with teaching?
- **I have not used any COVID leave as I am paid solely from research grants and therefore any leave I take is paid by these grants.** The work would still have to be done at some point so by taking leave all I would be doing is adding to my workload at a later date. almost exclusively was used to facilitate school aged child's online learning.

- I have felt that since I didn't get COVID and I don't have children to care for, this leave is "not for me." I **have also been encouraged by my supervisor not to use it in case I need it later if I get sick, or if I needed to care for my husband if he got sick.**
- ....**The messaging around COVID leave coming from the university was very broad in terms of appropriate use**, that messaging was not reinforced by leadership in my unit so I didn't feel comfortable asking to use it without being actively ill or caring for someone else.
- The leave was communicated as time sensitive. Then it was extended. The reimbursement of leave time to some but not all was disconcerting.
- **I used an hour for getting my first COVID vaccine. Then I got very sick from the 2nd vaccine when I was actually on vacation leave, so did not use it then. My supervisor said, too bad....Also I wanted to use myCOVID-19 leave when getting COVID tested by the university, but was told I could not. So I do it on my lunch breaks.**
- **I haven't used COVID-19 leave because I am needed at work**, there is no one else to do my work, I haven't been exposed to anyone with COVID-19, I haven't been infected with COVID-19, and I'm not taking care of children or others. However, some people at OSU have used COVID leave when they have not been exposed to COVID, have not been infected with COVID, have not been caring for children or anyone at risk of getting COVID. They have not submitted a justification for the COVID leave when requesting that leave, and it has been approved without requesting the justification. So COVID-19 leave has served as additional vacation. Is this a legitimate use of COVID leave? Who pays for that?
- I have used all of my COVID leave to assist with schooling my child at home. Two weeks was not enough. I would be happy to do a FTE reduction in order to better balance the virtual schooling as well as care for my 3 year old but my FTE has actually been increased since the pandemic started and my request to stay at a lower FTE was refused.
- It was very useful to have those hours early on because it relieved a LOT of stress. But I used them up very quickly and many of the covid-related work issues (lack of childcare, remote schooling) still remain.
- **The amount of leave provided, 80 hours, is enough to cover exactly one round of isolation/quarantine following possible COVID symptoms or exposure. My child has been in childcare since August, and we are on our fifth round of family isolation due to illnesses; this time, she actually had a positive COVID test, the other times were probably routine colds that are inevitable for a 2-year-old in daycare. I was working from home with no childcare from mid-March through early August 2020. My husband works in a male-dominated field; most of his coworkers have no children, grownup children, or a wife who is a stay-at-home parent. His workplace offered no**



**flexibility, so my schedule through spring and summer involved watching my daughter all day, trying to answer emails while she played, attending meetings during her limited TV-watching time, and then trying to work enough hours between 8 pm and midnight (and on weekends) so that I wouldn't burn through my leave too fast.** Even with this schedule, I used up my 80 hours of COVID leave by early summer. Since then, and during all of our illness-related absences from daycare, I've been using up the vacation and sick time that I'd been saving in hopes of covering another maternity leave if we have another kid within the next few years (since OSU only provides a week and a half of parental leave). 80 hours of COVID seemed generous at the start of the pandemic. As it continues to stretch on into a second year, it looks like a ridiculously short amount of time. It's important to stay home whenever we are sick or exposed, but for those of us with young kids in childcare, this is a constantly recurring circumstance, not a one-time event. It will likely be a year before any vaccines are approved for young children, so I don't see this changing any time soon.

- I am sometimes unclear what is a "valid" reason to use the leave! **Some days I struggle with focus or mental health issues** which make me less productive but for some reason I am reluctant to chalk it up to COVID even though later on I can look back and see I was struggling more than usual. COVID has meant a real confusion in terms of the productivity I can expect of myself, and that my supervisors expect of me. I still want to be a good employee but frequently feel like I am wading through molasses just to hit the "average" work marks. Also, I have 2 college aged children. One who is at home and one who has lived with us on and off in the past year. My covid-related concerns for them (esp their social-emotional wellbeing) have caused me to make myself available at the drop of a hat if they need to talk or check in... about anything. I'm not sure if this constitutes a valid use for the COVID leave or now? I mean, they're grown ups technically and maybe I worry too much! This is a very confusing time. Sorry, lots to say here :-)  
**One last thing is that without knowing how long the COVID situation might last (or if I might get sick and stay sick for weeks) I am hesitant to take the leave for the reasons I stated above. I work additional hours on weekends and into the evenings so I don't have to take any leave hours.**
- Some of the COVID-19 leave was taken to assist with a family member needing help because of COVID related issues. The second time was to take time off because of my reaction to the COVID vaccine. The rest of it hasn't been used because I'm so scared that something will happen and I wouldn't have it to take.
- I had COVID at the beginning of the year and had to use all my COVID leave and additional hours because I was sick for such a long time. I know COVID does not affect everyone in the same way, but having extra COVID leave would have been helpful.
- **I am so very thankful for it. I would be in much MUCH worse shape without it.**

- **I have used the leave primarily for mental health days when I simply could not be effective at my job and needed time away without feeling guilty about using it.** It was a good thing that the COVID-19 leave was/is available for use. However, since the impact of the pandemic has lasted longer than anticipated, it would be nice if the university was able to provide additional hours to those in need or allow people to donate unused hours to a COVID-19 leave pool that people can request hours from to use for leave.
- **Leave is much appreciated, but more than leave, I need workload relief.**

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#### CAREGIVING AND OTHER PANDEMIC RELATED BARRIERS

- **Women ARE STRUGGLING. We are bearing the brunt of childcare, household upkeep, and making everything run while men are just doing what they have been doing.** The president should actively engage with this group and do salary and equity comparisons to ensure that women are being fairly compensated in the workplace and that they are being out earned by their male counterparts.
- **I have 3 small kids at home, and have no such example. Please, I implore you, stop using the word "success" and the "balancing" metaphor. Neither holds in this context. Nothing is successful or balanced, and the 'work' (ie, what I'm doing in my daily life) is not that of balancing. The 'work' is making trade-offs that meet a low threshold of Barely Adequate. The 'work' is myopic -- get through the day, get through the next 72 hours, get through the week. The 'work' isn't shifting between work and life, it is existing in a world where work and life are the same mushy heap of rotten potato slurry.**
- Here is how I balance work and life: I have no life. On Friday nights, often I just keep working because it's not like there's anything else to do on the weekend. Where am I gonna go? Someone said it well early on in the pandemic: We're not working from home; we are living at work.
- **Work has now invaded private life so no longer have a separation between work and down-time.** I was able to take a brief, socially distanced vacation last summer, but spent 60% of my daylight hours on work-related items including emails and virtual meetings. With workspaces now at home I now experience guilt for not working 24/7.
- I know we talk about caregiving in terms of caring for children and elderly parents, etc, but I think it's also important to realize that **many of us are currently dealing with non-dependent spouses that have depression/anxiety and require significant time and energy;** we have elderly pets that require quite a bit of care; we are all dealing with elevated levels of stress, but have been provided very little in terms of support.

- **The toll it is taking on mothers is unfathomable. My partner gets to work uninterrupted and that just isn't the case for me. Meanwhile, my male colleagues are learning, growing and positioning themselves for growth at OSU. I don't have the time for MORE professional development or to join new committees to take on new, innovative projects. I am certain my male counterparts will get the promotion down the road and so much of that will be because I had the impossible task of a full-time job and motherhood in a pandemic.**
- The issues surrounding equity and inclusion throughout the nation, have hit home as well. Not only in the community but within the departments on campus. **Being a WOC, the culture needs supportive measures for change to actually happen and be sustainable. Simple rhetoric is not enough.**
- Working from home is not fun and I am not as productive at home as I am in the office. It's very hard to create the same type of structure, expectations, etc., when you are working from home. The lack of direct communication also makes things much more difficult. **The worst part was not knowing what the plans were for Classified staff when OSU started to lay people off and put them on workshare and extended benefits. There was no communication from the leadership in our college about what was happening with us. The only communication that we received was related to professional faculty, but most of the employees in the college are classified staff**
- OSU continues to provide support for people working on campus - short-term and long-term childcare, and resources on-site. However, none of that seems to extend past campus. There are few if any resources for finding childcare outside OSU, and most of us are working off campus. There's no additional leave, there's no leave sharing for illness or COVID leave, and there's rarely good answers on if anything we're experiencing or the things we need are actually being backed by the university. Or just our individual unit's mandates.

## STATUS OF GENDER EQUITY SUBCOMMITTEE

Co-Conveners: Kryn Freeling-Burton

Members: Cari Maes, Angee Doerr, Jill Wells, Susanne Brander, Elizabeth Schroeder, Mary Halbleib, Cara Key

### FOCUS OF THE WORK

This year our committee was tasked with finding any quantitative data that was already being gathered by OSU community members with regard to the gendered impacts of the pandemic on women faculty. We worked alongside the Work Life Fit subcommittee that was tasked with gathering qualitative stories and narratives.

An extensive search was undertaken and the committee reached out to more than 18 departments and groups in our OSU community. As a result of our conversations by zoom, phone, and email, we determined that quantitative data was only being gathered by the Family Resource Center and the Faculty Senate. PCOSW's Work

Life subcommittee subsequently created a survey as part of their gathering qualitative data about the impact of the pandemic and the Status of Gender Equity subcommittee gave early feedback and participated in sharing their experiences on the survey once it launched.

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## ACTIVITIES

We would like to highlight 2 particular conversations and 2 reports, then offer recommendations moving forward.

**Research Office:** Tuba Özkan-Haller in the Oregon State University Research Office provided us with information this office has gathered and presented to administration about 17 university responses as of August 2020 to assist faculty research as gaps emerged in funding. The responses at these universities included F&A reinvestments, foundation resources, combination of Internal Seed Funds and Foundation funds, president releasing funds from an endowment, using institutional funds to supplement/complement federal and other funding for research, internal funds matched by philanthropic donor, and partnerships with participating colleges. Our research office hoped that these would offer ideas and examples for how OSU's support for faculty research could be imagined. The Research Office's extensive report included many examples of the slowing and pausing of research work in the first 10 months of the pandemic but due to the complicated nature of quantifying these effects was unable to provide specific numbers for funding lost or delayed. She also recognized that the cumulative effects would not be known for many months. We recommend that the president and administration consider the Research Office's extensive work and support the mitigating measures they identify.

**Ombuds Office:** We also met with the Sue Theiss in the Ombuds office. Like the Research Office, the Ombuds Office has not gathered formal quantitative data regarding the pandemic. However, they have been coding the reasons why people seek support from the Ombuds for the past 5 years. Sue was able to share an overview of how the past ten months compared to previous years. The reasons people gave for seeking assistance from the Ombuds Office after March 15, 2020 have largely been the same, but the effects of stress are amplified, particularly for women around gendered expectations in the home and experiences on the job. Child wellness stressors and navigating the increased workload has especially affected women.

**Family Resource Center:** Our subcommittee communicated with the Family Resource Center before and during the launching of their survey and wholeheartedly support their recommendations in the "Children, Youth and Family Committee Winter 2021 COVID-19 Mid-Year Brief."

**Faculty Pulse Surveys:** Lastly, the Status of Gender Equity subcommittee reviewed Faculty Pulse Surveys 4.0 (about going into fall term) and 5.0 (about fall term). It is clear in both these surveys that the impact of working from home while tending and schooling children was having a tremendous impact on families, particularly for women-identified participants. Even when children are not included in the prompt's question, women were more likely to report extreme disruption in most areas.

We also would like to draw attention to the need for the Faculty Senate to seek the guidance of transgender and gender non-conforming community members and the faculty whose research addresses these historically excluded and underrepresented populations in the structuring and reporting out results from surveys.

**Title IX and SARC:** Within weeks of the intense work of this information gathering by the Status of Gender subcommittee, the Husch Blackwell Report was released. PCOSW's overt charge around women and gender equity at Oregon State University required us to be vigilant in reading reports, attending meetings, and responding both within PCOSW but also in our own units and departments. The president of Oregon State University must be able to clearly state their understanding of current Title IX needs of the university and have a

specific plan for not only compliance but prevention and education as well. The president must not only know about the work of the Survivor and Advocacy Resource Center (SARC), but also be able to ensure that it is adequately staffed and supported. And finally, the president must prioritize the work of academic departments and support services that center students of color, first generation students, LGBTQ students, and women and gender non-conforming students, especially Ethnic Studies, Women, Gender, and Sexuality Studies (WGSS), and the Diversity and Cultural Engagement Centers.

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## RECOMMENDATIONS

### **Our recommendations for the Interim President for 2020-21:**

1. Work with the Research Office to determine priorities for research bridge funding.
2. Attend to the recommendations of the Children, Youth and Family Committee's Covid-19 Mid-Year Report.
3. Ensure that the Ombuds Office has adequate support as we resume on-campus work and classes.
4. Ensure funding for robust staffing of SARC and the Title IX offices.
5. Establish consistent lines of communication with Ethnic Studies, WGSS, and the Diversity and Cultural Engagement Centers to support students most distinctly impacted by the pandemic and inequity because of gender and other marginalized identities.

We look forward to working with you for our community.

## CAREER ADVANCEMENT SUBCOMMITTEE

Co-Conveners: None

Members: Maria Davila-Ash, Yvette Spitz, Angee Doerr, Shio-Ling Yu, Amy Thompson

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## FOCUS OF THE WORK

Unfortunately, with the climate of the pandemic and ever shifting schedules, this subcommittee was only able to meet one time this past year. There was also no one with capacity to convene the group. However, we are hopeful to have a more robust and engaged subcommittee this next year.

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## RECOMMENDATIONS

While the subcommittee did not meet often, they still espoused the statement from the last year's report for recommendations.

When PCOSW representatives roles on the HR steering committees are further defined and become active, the subcommittee will use both anecdotal information as well as [faculty and staff climate survey reports](#), relevant to career advancement to inform policy and practice around supervisor/management development, talent acquisition, and employee development training.

## SCHOLARSHIPS AND AWARDS (SA) SUBCOMMITTEE

Convener: Mealoha McFadden and Keahi McFadden

Members: Urmila Mali, Yvette Spitz, Mei Lien, Katie Reinhardt, Shirley Mann, Emily Shimada, Andrew Hill, Helen Wilhelm

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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 the Spring term, the subcommittee selects the recipient of the University Mentoring and Professional Development Award. Finally, the subcommittee organized a meeting in May 2021 in which award recipients were 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 awards, ranging from \$250-1500 depending on need and merit, with an average award of \$500. In 2021, a rolling scholarship application was available. Awards were reviewed and awarded periodically throughout the year. The submissions include a mixture of individual professionalization, creative, research, and community outreach and engagement projects, from faculty, staff, and graduate students.

Publicity and outreach for funding opportunities were at the same level as previous years. However, applications decreased during the pandemic with reduced travel opportunities and canceled conferences. The SA subcommittee awarded 25 number of awards for \$7,605. PCOSW was presented with a unique opportunity for research award(s) specifically related to COVID-19 impact on families as requested by the university president. Only a few applications were received allowing the SA subcommittee to fully fund these projects for a total of 2 awards for \$3,000 in funds.

### Activities

The Scholarships and Awards subcommittee selected one individual for the University Mentoring and Professional Development Award (\$500). This individual will receive their award at University Day celebration in fall of 2021.

The SA subcommittee reviewed and selected recipients for the five different Breaking Barriers Awards. These were presented in Spring 2021.

During 2020-2021, the subcommittee reviewed scholarship criteria in efforts to reduce barriers and increase inclusivity, developed and utilized a rubric for use during the application review process, and continued discussions regarding maximum and average award amounts.

Application Term	Number of Awards	Total Amount
Fall 2020	5 scholarships	\$1475
Winter 2021	7 scholarships	\$2175
Winter 2021	7 student registrations	\$645

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	15 faculty/staff registrations for the Oregon Women in Higher Education Conference (January 2021)	
Spring 2021	1 scholarship 2 special funding scholarships	\$3305 \$3000
	<b>Total Expenditure</b>	<b>\$10600</b>

## SCHOLARSHIP AND AWARDS AT A GLANCE



For example, PCOSW funds allowed members of the OSU community to:

- Conduct the “Reclaiming QTIPOC Spirituality: Queer in the Black Church” symposium
- Present at the American Statistical Association 2021 Symposium on Data Science and Statistics
- Oregon Women in Higher Education Virtual Conference

**Reclaiming QTIPOC Spirituality:  
Queer in the Black Church**

- ✓ SOL, The Pride Center and Student Health Services
- ✓ Black Queer History Week
- ✓ Gender affirming raffle prizes
- ✓ Honorariums for Queer religious leaders

<https://www.facebook.com/1499448150304002/videos/279448193603607>

Nikia Braxton-Franklin

**Patty Vargas**

College of Liberal Arts, School of Public Policy

**WHAT MOST AFFECTS  
THE PROBABILITY OF  
RECEIVING PUBLIC  
ASSISTANCE?**


Examining the Effect of Family Background and Educational Attainment on Receiving Public Assistance with Multivariate Regression Analysis

Patricia Vargas, Sociology  
Faculty Mentor: Dr. Shelley Nelson

**Oregon State University**

American Statistical Association  
2021 Symposium on Data Science & Statistics  
June 2-4, 2021

**About the Presenter**



Patty Vargas  
Bachelor of Science in Sociology

**SFHS Tiger**

**UCLA Bruin**

**OSU Beaver**

**Oregon State University**

## RECOMMENDATIONS



Our 2021-22 committee focus will be:

- Improve scholarship and awards application submission process
- Develop procedural guidelines for application review process
- Coordinate with the PCOSW treasurer on organization of supporting documents related to payment, a tracking system, and final summary report from recipients

Coming through the COVID-19 pandemic, the subcommittee is concerned about dissipation of professional development funding sources as travel restrictions have been eased. Increased applications are anticipated 2021-22. We hope our funding support is renewed at the same level for professional development, research, and awards in 2021-22.

On behalf of all the individuals and events we were able to support this year, the subcommittee would like to express our gratitude Office of the President, the Office of the Provost, and the Office of Institutional Diversity for their continued financial and institutional support. Thank you!

## **SPEAKER SERIES (SS) SUBCOMMITTEE**

Convener: Kim Hack and Joy King

Members: Cecily Bishop, Benita Blessing, Jasmyne Channel, Molly Rosbach

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### **FOCUS OF THE WORK**

Our work this year was centered on pivoting and adapting to COVID restrictions while supporting remote speaker events, and ensuring that campus groups were aware that PCOSW funds were still available for those events.

As with the rest of the university and world, our committee work was significantly affected by COVID this year, which resulted in not disbursing our entire allotment. People were burned out on Zoom events, so we received fewer applications for event funding, and remote events seemed to cost less in general – fewer extraneous costs for snacks, facility fees, etc.

We will donate the remainder of our 2020-21 money to groups that advance PCOSW goals, as we have done in past years when we have money left over.

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### **ACTIVITIES**

Items accomplished this year:

- 3-4 subcommittee Zoom meetings, along with meeting during the break-out sessions during full PCOSW meetings
- Disbursed funding to all 3 applicants
- Remade the PCOSW funding website
- Remade the Qualtrics application for Speaker Series funding

Funding disbursed:



- \$1000 to Jennifer Wong-Ala for CEOAS speaker
- \$1000 Shaozeng Zhang for SLCS speaker
- \$500 Megan Wilson for Womxn in Science Outside the Lab speaker

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## RECOMMENDATIONS

### For University Administrators:

- Help raising awareness somehow; we put our announcements in OSU Today, but there are so many other announcements in there, it would be helpful to have a higher-profile endorsement, particularly as this year saw a significant increase in the number of DEI-focused messages from the administration.

### For Ourselves: Raise awareness about our group & resources in general

- Connect directly with college/school communicators and advisers so they can recommend us as a resource to students/faculty hoping to secure money for speaker events
  - College of Engineering has the highest number of advisers, so we can schedule a time to present PCOSW/Speaker Series to the all-adviser meeting, and scope out other colleges to see if this is possible elsewhere as well.
- Meet with PCOSW treasurer to understand what is available, how the funding disbursement works/timing of it, whether we can get checks in advance, etc.
- Ask groups we've given money to shout us out/give testimonials about how easy it was to get Speaker Series funding from PCOSW.
- Ask applicants how they heard of us (this is part of the new application form).
- Utilize social media for outreach and awareness.
- Get a quicker start to the year in fall 2021, bouncing back from our COVID year.

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## BREAKING BARRIERS 2021

Awards Committee: Brittany Nefcy, Diana Ulrey, Mealoha McFadden, Brandi Douglas, Pamela Johnson

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## FOCUS OF THE WORK

PCOSW would like to thank the Office of Institutional Diversity, OSU Athletics, and the Office of the Provost, for their support towards this important recognition. Special thanks go to Brandi Douglas and Pamela Johnson for their tireless assistance, and to Dr. Charlene Alexander for providing opening remarks. Thank you as well to the other planning committee members, Mealoha McFadden, Diana Ulrey, and Brittany Nefcy. We were very excited to provide the awards virtually this year though a Zoom Webinar. We took the time to honor the award winners from 2020 and 2021 during this ceremony.

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## BREAKING BARRIERS AWARD RECIPIENTS

### **Breaking Barriers in Education**

Dr. Arup Indra, Associate Professor of Pharmaceutical Sciences

### **Breaking Barriers in Research**

Dr. Margaret Burnett, Distinguished Professor of Computer Science, and

Dr. Anita Sarma, Associate Professor of Computer Science

Dr. Ana Milena Ribero, Assistant Professor in the School of Writing, Literature, and Film

### **Breaking Barriers in Athletics**

No nominations this year

### **PCOSW Community Builder Award**

Dr. Rebecca Warner, Professor Emeritus of Sociology

### **Harriet 'Hattie' Redmond Award**

Isabel J. Rodriguez, OSU Alumna Class of 2021

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## **RECOMMENDATIONS**

There were only a couple of recommendations to come out of this year due to the event being virtual.

- Connect earlier with OID to see if connecting with other commissions and affinity groups would help recognize more areas where barriers are being broken on campus.
- Start the process of considering and vetting keynote speaker at the beginning of Winter term.
- Revisit funding of the event to determine if other sponsors are needed.