
2004 Progress Report:

THE PATH TO PARITY FOR

WOMEN AT

OREGON STATE UNIVERSITY

OSU President's Commission on the Status of Women
Parity Subcommittee

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Oregon State University (OSU)
2004 Progress Report:
The Path to Parity for Women at OSU

A Report by the OSU President's Commission on the Status of Women

EXECUTIVE SUMMARY

Introduction

Oregon State University is an institution that seeks a climate conducive to the success and satisfaction of its employees. The President's Commission on the Status of Women (PCOSW) was created in 1972 and is appointed by the President to actively advocate for and promote a positive climate for all university women students, staff, faculty and administrators. The purpose of this study is to update and expand the scope of the 1994 Oregon State University report, *Achieving Parity for Women at Oregon State University* (Appendix 1). That report focused on the status of women in tenured and tenure-track positions and concluded with twelve recommendations. Ten years later, we have determined with few exceptions, limited progress has been made in accomplishing those recommendations.

In building on the earlier study, this report includes women in fixed-term faculty positions and in classified positions. It focuses particular attention on issues affecting women of color, whose numbers are small. It is presented to an institution that has grown and changed in a myriad of ways, including gains in the employment of women, increases in academic programs that address power and privilege, growth in individual capacity through institutional development opportunities, increase in tangible institutional commitment to diversity, and a significant influx of new academic and administrative leadership. Because of these changes, and because (beginning this year) each college and administrative unit will create and implement new Diversity Action Plans, OSU is better positioned to absorb and respond to these findings than it was when the first report was issued.

Methodology

This study used a qualitative research approach, in which findings from the 1994 report and initial data sets from women employees were analyzed for emerging themes, and then these themes were used to guide future data collection. Data were gathered from women employees in various sectors of the institution over several years (1998-2000). A particular emphasis was placed on over-sampling data from women in identity groups including women of color and women associate professors who have been reported in the literature and in studies at our peer institutions and other Research I universities to experience barriers in the Academy. Data gathered from deans and administrators elicited further information about the emerging themes, and brought up additional relevant topics.

The themes of most concern to the largest number of all respondents were identified and analyzed in detail to form the foundation of the report. After the first draft of the report was complete, each data element was reviewed to ensure that coding was still correct and that the body of raw data continued to support the report conclusions. Quantitative data about women's presence in each employment category were also captured and reviewed in the context of the qualitative data.

Findings

In the process of generating this report both positive and negative experiences were recorded. Nevertheless, the preponderance of evidence points to the following concerns:

Workload and work/life balance. Women in all employment types struggle to manage challenging workloads and life responsibilities. Women staff members face larger, more complex workloads than they did ten years ago, due to the adoption of management information systems and concurrent redistribution of responsibilities from central administration to the units. Women faculty devote a higher proportion of their time to teaching, advising, and various types of service than do the majority of their male colleagues. Women of color experience this sort of workload to an even greater degree, because of their small numbers and the needs of members of their ethnic communities at OSU. Women report that they do not object to the work but do object when the work is not recognized and valued by the institution. Family obligations and the desire to participate in family life remain difficult or impossible for women seeking promotion to associate or full professor. Spouse/partner employment is not adequately addressed by the institution. Many women faculty provide emotional and financial support during the job searches of their trailing partners/spouses, and many leave OSU when those searches do not yield jobs here.

Institutional culture. Women's experiences of OSU's institutional culture range from quite positive to incredibly negative. Generally the concerns about culture are in the four following areas.

- **Inclusion/isolation**. Many women administrators report a sense of ongoing isolation, or of being viewed/treated differently than their male colleagues. Women who have experienced various forms of harassment or negative treatment based on gender, race, and/or ethnicity report that their concerns are minimized, or ignored. Faculty women report scholarly isolation when they embrace feminist research methods or new areas of inquiry. Classified staff women feel excluded from participation in the goals of the institution, and state that their units view them as "worker bees."

- **Cultural awareness/demographics.** Women feel that Corvallis and the OSU community are lacking in racial, ethnic, and other forms of diversity and opportunities for social activities, especially for single women and for women of color. Women of color report that progress is hampered by dominant culture perceptions that Corvallis is an ideal community free from "isms" (racism, sexism, etc.). Some point to the lack of a critical mass of women, and especially women of color, as a reason why women may find themselves relinquishing their cultural identities to conform to the dominant (primarily white and male) culture of the institution.

- **Values**. A number of women associate professors commented that the values of the institution (reflected in institutional norms and practices such as the promotion and tenure process) are often at odds with their personal value systems. In particular, within the institutional culture, collaboration—especially in research and publication—seems to be viewed as less appropriate than competition.

- **Communication**. Women report that the institutional norms seem to privilege more "masculine" patterns of communication. Some women try to adopt these masculine communication styles, only to be labeled "aggressive" or "angry." For instance, decision-making norms, a key component of communication, seem to favor the "majority rule" approach rather than "consensus," considered a more feminine/feminist approach.

Professional Development and Advancement. The scarcity of women in leadership roles makes it difficult for the "pioneers" who advance into those ranks, and the positions often carry crushing workloads that seem designed for administrators who are single or have full-time stay-at-home spouses or partners. Classified staff women are constrained by a system which stipulates the level of duties, compensation structure, and the ways in which they can advance professionally. Classified staff find it difficult to pursue professional development opportunities, and have little or no access to any kind of mentoring. Many women recognize a need for professional development for all employees in order to address hidden biases and missing cultural competencies. Women faculty report that, though the promotion and tenure guidelines as written would allow them to advance, the actual implementation of those guidelines fails to recognize and reward their high service workloads and non-traditional scholarship. Administrators note that women faculty lack sufficient mentoring and support for promotion and tenure. Women of color are especially underserved in this area, as there are few mentors available who have first-hand experience of the unique pressures and challenges they face within the institution.

Salary Equity. Women in the classified ranks tend to be especially clustered in the lowest-paid classifications, and are mostly missing from the highly compensated, skilled crafts. Some administrators describe rigid pay structures and other limitations of the classified system that make it hard to compensate classified women appropriately. In the faculty ranks, many women express concern about salary, including why no follow-up has been done to the 1997 salary equity study, and why it has not been expanded beyond tenured/tenure-track professorial faculty to include all fixed-term faculty. A number of women observe that salary inequities still seem to exist. Some describe inequities that begin with hiring salary negotiation and widen as each percentage salary increase is applied. Others point out that the institution typically responds with retention salary increases to those who obtain better-compensated job offers at other institutions. Women view themselves as less mobile than men in the traditional "one wage-earner" family. The women often have commitments that make them unable to move, and they are therefore less likely to use the above strategy. Quantitative information was not collected about non-salary compensation (such as start-up packages, research lab space, support staff availability, travel funds, office space) and most deans had not researched this area of compensation.

Representational Parity. Overall, significant progress has been made in the percentage of women employed at the ranks of assistant, associate and full professor. A combination of new faculty hires, promotions, and senior faculty retirements have produced these improvements, despite the financial challenges OSU has faced during the last decade. Though we have not yet reached the national level of women at the full professor rank (21%), OSU has doubled our percentage of positions at that rank held by women (from 9% in 1993 to 17.5% in 2003). Administrators did express concern about gender stratification—with women clustered in lower rank and status positions—as well as an apparent glass ceiling that limits women who wish to move into administration. They cited several appointments of women as department heads, deans, and top administrators as evidence of progress, but did not believe that full representation of women has yet been accomplished.

Women of color remain much farther from reaching parity in the professorial ranks at OSU. Though they are now employed here at a much higher rate than in 1994, women of color hold less than .5% of our tenured full professor positions, 4% of tenured associate professor positions, and 7% of tenured/tenure-track assistant professor positions as of November 2004. Administrators described significant challenges in the recruitment of women, and particularly women of color, because they find that applicant pools fall short of the gender and racial/ethnic diversity known to be available. This challenge is compounded by pipelines that do not produce a sufficient percentage of women, and are even more limited in their percentages of women of color. Many comment on the need for vigorous personal recruitment of women, and particularly women of color, in all searches. With those women who do apply, deans also find that the relative homogeneity of the Corvallis and OSU communities, the lack of a viable dual-career employment program, and the inability to compete in salary and other forms of compensation, make it difficult to complete hiring negotiations.

Interesting by its absence was is any specific information about retention, which (along with recruitment) is one of the two primary factors affecting representational parity. Quantitative study of this issue was beyond the scope of this study, but the qualitative data suggest that culture, workload, and advancement opportunities are significant challenges that may make it more difficult for OSU to retain women.

Recommendations

Challenges identified at OSU correlate with those identified in a variety of gender equity studies at other U.S. research institutions over the last six years. The problems, according to respondents in this study, are not caused by individual men acting with bad intent, but rather are a result of long-standing, largely unquestioned, structures and norms (i.e., inequities are rooted in our social institutions, as opposed to having been created by individual beliefs, thoughts, and motivations). In fact, though this study addresses women's experiences, it is clear from our research that the structures and norms that constrain women also challenge some men, perhaps particularly men of color; gay, bi-sexual, transgender men, and men with disabilities. Many men and women on this campus have made significant efforts to understand and respond to institutionalized oppression, and have been supportive of women colleagues in the context of that understanding.

The 1994 study *Achieving Parity for Women at Oregon State University* set a goal to attain parity for women by 2015. To do so, and to realize our capacity as an institution, the PCOSW recommends that OSU become a national leader in addressing and improving the systems that produce these challenges. Leadership commitment and the advent of the Diversity Action Plan requirement place OSU in an excellent position to create or accelerate the needed changes. Given these features of the institutional context, the following recommendations were formulated.

- Require each unit's Diversity Action Plans to include tangible strategies addressing women's stated concerns about work/life balance, institutional culture, and professional development/advancement, as well as the more easily measured representational parity and salary equity concerns

- Assess each administrator's performance in meeting the needs reported in this study, the Campus Climate Survey, and their unit's Diversity Action Plans.

- Allocate resources to ensure regular, institution-level assessment of gender parity, campus climate/culture, salary equity, and professional development, and to research the effect of these and other factors on retention.

- Allocate recurring funds to rectify salary inequities as they are identified. Make salary equity an institutional imperative across all employment types.

- Create and fund a dual-career hiring program.

- Reward employees in every category of employment with merit raises, promotions, and other tangible forms of recognition for building a culture supportive of women through teaching, mentoring, advising, promoting and affirming difference, and other forms of service.

- Include a value in the OSU mission statement supporting balanced integration of personal life and work life. Ensure that formal policies as well as informal practices support this value.

- Solicit and fund proposals from colleges and units to address concerns raised in this report

- Expand employee development programs to address areas of concern raised in this report, including:

    - Train all levels of leaders on issues of power, privilege, subtle discrimination, harassment, and institutional climate;.
    - Train all employees on issues of gender and cultural competence;.
    - Protect and expand employee access to university undergraduate and graduate degree programs, and professional certificate programs; and
    - Develop mentoring programs and training for new mentors.

INTRODUCTION

The 1994 Oregon State University report, *Achieving Parity for Women at Oregon State University*, was researched, written, and presented by the OSU President's Commission on the Status of Women. It concluded with twelve recommendations designed to address the concerns the report identified.

From 2002-2004, the current Commission reviewed those recommendations and assessed activity towards meeting them. Figure 1 summarizes those findings. In brief, significant progress has been made in meeting three of those recommendations, though work remains in all three of these areas. Some activity has been directed towards addressing seven other recommendations, though progress for most has been minimal, participation has been slight, or the efforts have stalled. Three of the recommendations have met with little to no institutional effort and therefore, no progress.

Figure 1. 1994 *Achieving Parity for Women at OSU* – Status of Recommendations

<table>
<tr><th>Recommendation</th><th colspan="3">Status</th></tr>
<tr><td rowspan="2">1. Raise campus awareness about underrepresentation of women at ranks of associate and full professor…make a commitment to reach parity by 2015.</td><td colspan="3">**Significant progress:** the last ten years has seen notable progress in the representation of women at the ranks of associate and full professor, but there is still cause for concern at the full professor level.</td></tr>
<tr><th>Women at OSU - 1993</th><th>Women at OSU - 2003</th><th>Women nationally - 2001</th></tr>
<tr><td>Tenured full professors</td><td>9% (N=41)</td><td>17.5% (N=56)</td><td>21%</td></tr>
<tr><td>Tenured associate professors</td><td>22% (N=92)</td><td>33.9% (N=104)</td><td>34%</td></tr>
<tr><td rowspan="5">2. Hire more women at all ranks, particularly the senior rank of professor, including department chair/head & other key positions…</td><td colspan="3">**Significant Progress**:</td></tr>
<tr><td colspan="3">Women in leadership positions</td></tr>
<tr><th>Provost, Assoc Provost, Vice Provost, Vice President - 2003</th><th>Deans - 2004</th><th>Other academic & administrative leadership 2003</th></tr>
<tr><td>2 white women</td><td>27% (N=4) white women</td><td>33% (N = 89) white women</td></tr>
<tr><td>No women of color</td><td>0.06% (N=1) women of color</td><td><0.02% (N = 5) women of color</td></tr>
<tr><td>3. Make OSU's "Family Employment Program" a funding priority; develop…support for deans and department chairs to negotiate spouse/partner employment successfully</td><td colspan="3">**No progress:** Dual-career couples employment continues to be an unfunded initiative—no action has been taken, beyond periodic efforts made by deans and department heads to hire particular individuals.</td></tr>
</table>

Figure 1. 1994 *Achieving Parity for Women at OSU*–Status of Recommendations (continued)

Recommendation	Status
4. Establish university-wide rules for parental leave …affirming OSU's positive and supportive philosophy …prohibit pre- and post-leave overloads in teaching and advising…identify (funding) resources	**Some progress:** FMLA and OFMLA procedures are now documented on the Human Resources Benefits web site; individual women's experiences in their department contexts vary; pre- and post-leave overload is not yet addressed at the campus level.
5. Conduct a university-wide salary equity study of faculty salaries. If inequities are identified, take specific steps to correct them.	**Significant progress:** The 1996-97 salary equity study addressed women faculty and faculty of color in tenured and tenure-track professorial ranks. 29% of those reviewed received equity raises ranging from $300 to $12,000 annually. There has been no follow-up study, nor has there been a study of salary equity for fixed-term faculty.
6. Openly recognize and sustain the work of the deans and department chairs to hire and promote women faculty, to make dual-career couple hires and to address existing discriminatory attitudes in some departments	**No progress:** The Provost's office put out a request for success stories about these efforts—lack of response to this request resulted in no additional action to recognize accomplishments.
7. Strengthen women faculty development opportunities…at the college and university level…foster mentoring…establish a database to track progress.	**Some progress:** In 2001-2003 Dr. Anita Helle was awarded a Kellogg Critical Issues grant to conduct a faculty-to-faculty mentoring project—final report is in Appendix 2. No other formal institutional efforts for women faculty development, mentoring or tracking have been identified by PCOSW.
8. Develop a required workshop on barriers to mobility for women in higher education designed for department chairs and other administrators…provide follow-up.	**No progress:** The Office of Affirmative Action and Equal Opportunity began development of a workshop sometime prior to 1999, but did not complete or deliver it due to other demands and staff turnover.
9. Investigate the extent to which women faculty experience gender harassment in the classroom and in their interaction with students. Provide orientation and guidance concerning how to respond to incidents of harassment.	**Some progress:** Faculty Women's Network hosted a program on gender harassment a number of years ago. The Student Conduct Coordinator at that time developed formal procedures for reporting such harassment.

Figure 1. 1994 *Achieving Parity for Women at OS* –Status of Recommendations (continued)

Recommendation	Status
10. Support the PCOSW Graduate Student Subcommittee in its effort to determine if/why there are inequities in funding women graduate students.	**Some progress**: A PCOSW subcommittee review of grad student funding in the mid-1990s concluded that more women grad students were funded as GTAs (at lower pay) and more men grad students were funded as GRAs (at higher pay). No further research was performed.
11. For every discipline or unit in which women students are underrepresented, set an expectation that the college will develop a program to strengthen the "pipeline."	**Some progress:** The College of Engineering recently hired a Coordinator for Women & Minorities in Engineering; the Women's Center sponsors a *Women in Graduate School* program annually.
12. Develop a comprehensive, institution-wide proposal to select and fund recruitment activities, such as the AWIS program, to encourage young women to attend OSU.	**Some progress**: Despite the absence of a comprehensive plan, the AWIS workshop for middle- and high-school girls continues to be offered each year; Summer Experiences in Science and Engineering for Youth attracts young women and men; SMILE has expanded its offerings and continues to grow.

Highlights of important developments since the 1994 report.

The PCOSW recognizes that during the last ten years, OSU has experienced numerous changes in areas that directly affect parity for women. In addition to the positive reviews, events, and programs listed in Figure 1, many of the other relevant developments are listed below. These changes suggest that OSU is more strongly positioned than ever before to address the results of this 2004 report.

- All top-level OSU administrators (president, provost, vice-presidents and vice-provosts) are new to these positions since the last report. Many of these people, including the new president, have brought proven track-records and true commitment to parity for women.
- All but two deans are new to their positions since the last report, and the level of commitment to diversity—including gender diversity—is growing. The two deans remaining since 1994 have provided significant leadership in addressing representational deficits and other concerns for women in their units.
- In many job groups more women are employed at or above the rate of availability than was the case ten years ago, despite significant funding challenges during the past decade.
- A recent surge of faculty retirements has created an unprecedented opportunity for OSU to build a diverse cohort of new faculty members. The College of Agricultural Sciences has taken a leadership role by committing significant

resources and training to ensure that diversity and inclusion are key components of all priority staffing hires this year.

- The Office of Human Resources, with support from OSU Administration, each year offers faculty and staff an intensive, multi-day workshop entitled "Journey Into Leadership," intended to promote self and career development.
- The Difference, Power and Discrimination (DPD) program, founded in 1992, now lists 49 course offerings and is a required element in the baccalaureate core. Though most DPD courses are still offered in Liberal Arts, all but three colleges delivering undergraduate instruction now offer at least one DPD course.
- The College of Liberal Arts added an Ethnic Studies department in 1997.
- The InterACTION! Program, a Kellogg initiative sponsored through OSU's College of Agricultural Sciences, provided communication skills training to almost one third of the university faculty and staff.
- A grassroots organization, called the Association of Faculty for the Advancement of People of Color (AFAPC) has formed at OSU, and works to raise awareness, accomplish change, and provide mutual support for its membership.
- A new Director for Community and Diversity was appointed in fall of 2004, bringing fresh energy and vision to diversity efforts at the institution.
- As of the 2004-2005 academic year, the President has charged all units with developing Diversity Action Plans to address issues of representation, climate, retention, and success for various demographic groups (including women).
- Starting in 2002, OSU instituted a requirement that all leaders must demonstrate a record of supporting and enhancing diversity as a required job qualification. Applicants for all other positions must address their demonstrable commitment to supporting and enhancing diversity as a preferred job qualification.
- In 2004, the Pride Center, for gay, lesbian, bisexual, and transgender people, was established in an independent facility, joining the cultural centers (Lonnie B. Harris Black Cultural Center, Centro Cultural Cesar Chavez, Native American Longhouse and the Asian Pacific Cultural Center) and the Women's Center as a university-supported student community center.
- In 2004, a Campus Climate Survey was commissioned by the PCOSW and the Faculty Senate Diversity Council to capture observations from students, staff, and faculty, which will be evaluated in the context of nation-wide data (results are expected to be released in early 2005).
- A proposal to enhance the funding and impact of the Faculty Diversity Initiative is in its final stages of review, and is expected to be implemented during the 2004-2005 academic year.

National Context

Universities across the country have performed research studies about the status of women in their institutions, particularly in the wake of the 1998 M.I.T. study about inequities for women in the sciences. Figure 2 compares primary areas of concern that were identified in fifteen of these studies.

Figure 2. Comparison of OSU parity results with those of 15 other universities

Common Issues	OSU	Indiana	GA Tech	Stanford	Utah	UC Riv	ASU	Duke	VT	Princeton	K. St.	WI	MIT	UI UC	NC St.	CO
Workload and Work/Life Balance	X	X	X	X	X		X	X		X	X	X	X	X	X	
Institutional Culture	X	X	X	X	X	X	X	X	X	X	X	X	X			X
Prof. Development and Advancement	X	X		X		X	X	X	X	X	X	X	X	X		X
Salary Equity	X				X	X	X	X	X	X	X		X	X	X	X
Other Issues	**OSU**	**Indiana**	**GA Tech**	**Stanford**	**Utah**	**UC Riv**	**ASU**	**Duke**	**VT**	**Princeton**	**K. St.**	**WI**	**MIT**	**UI UC**	**NC St.**	**CO**
Retention of Women Faculty & Adminstrtrs				X		X										
Safety						X	X							X		
Child Care Resources				X			X							X		
Domestic Partner Issues							X							X		
Isolation							X	X			X		X			
Partner Employment								X								

Present Study

The purpose of the present Oregon State University study is to update and broaden the focus of the original report by documenting the challenges and successes of women in all employment categories at Oregon State University. It also seeks to identify and describe issues specific to women of color, and serves as a benchmark for future monitoring of women's progress at OSU. This study, again performed by the President's Commission on the Status of Women, demonstrates that women have made solid progress in a number of measurable areas at OSU, but that full parity in employment, demonstrable salary equity, and a level playing field are not yet assured for women at this institution.

METHODOLOGY

The present study was designed to measure tenured/tenure-track women's progress at the institution since the 1994 *Achieving Parity for Women at Oregon State* report was released, and to establish a new benchmark from which to track all women employees' progress at the institution. The study used a qualitative research approach, in which findings from the 1994 report and initial data sets from women employees were analyzed for emerging themes, and then these themes in turn were used to guide future data collection. In this study, data were gathered from women employees in various sectors of the institution over several years. A particular emphasis was placed on over-sampling data from women in identity groups that have been reported in the literature to experience barriers in the academy, including women of color and women associate professors. This over-sampling method is typically used to keep the experiences of minority group members from being overshadowed by those of majority group members.

As in the 1994 study, qualitative data were also collected from deans and senior administrators. Questions used in these interviews were designed to elicit further information about the themes that emerged from initial data collection, and to leave opportunities for the deans and administrators to introduce other relevant topics. Resulting data were read in depth to extract and refine dominant themes once again. These themes were used to organize the dean/administrator interview data, and became the framework for further analysis of the previous qualitative data. Each data set was coded by source, and merged and sorted into the established thematic groups, with minor adjustments to the groups made as needed during the data coding process. The resulting data set was reviewed for accuracy and appropriateness of thematic groups, and corrections were identified and made. The themes of most concern to the largest number of respondents were then identified, and those data were analyzed in detail to form the foundation of the report. After the first draft of the report was complete, each data element was reviewed to ensure that coding was still correct and that the body of raw data continued to support the report conclusions.

At the same time, quantitative data of women's presence in each employment category were recorded. For tenured/tenure-track faculty, these data could be compared to the 1994 data; for all other employees, these data serve as a new benchmark for future measurement. These data were reviewed in the context of the qualitative data about representation of women at the institution, to form a final thematic area in the report.

Data Collection

Qualitative data were collected from five different sources as detailed below.

1. Trained pairs of researchers interviewed deans and senior administrators during the summer and fall of 2001. Subjects were given a copy of the 1994 *Achieving Parity for Women at Oregon State University* report, some statistical information about the change in percentage of women in different roles over time, and a set of general discussion questions in advance. Interviews were organized around those questions (see Appendix 3). The researchers wrote interview summaries and submitted them to the interviewees, who checked them for accuracy.

2. OSU participants in the March 2000 national teleconference "Women's Lives, Women's Voices, Women's Solutions" formed six identity-group caucuses to identify priority issues for women at OSU: faculty women, staff women, women administrators, women in athletics, women of color, and Women Studies & the Women's Center. Results of those caucuses were reported to the OSU conference organizers and the national conference organizers, and are also included in the data analyzed for this report.

3. In spring of 2000, PCOSW invited women associate professors in all academic colleges of the university to participate in one of four facilitated focus groups addressing potential barriers to women's advancement to full professor status. Comments from each focus group were recorded and transcribed.

4. In 1999, PCOSW conducted a survey of women of color at OSU (see Appendix 4 for questions). Responses from 17 women were received and recorded.

5. In 1999 and in 2001, a message was sent to members of OSU’s Faculty Women's Network inviting input about campus climate for women faculty. Options included participating in several small, facilitated forums, and/or submitting written narratives, and/or speaking with an interviewer who summarized the conversation into narrative form. The narratives were edited to remove personal information that could identify the participants.

FINDINGS

Workload and Work/Life Balance

Introduction. Like women across the nation, many women at OSU report that they assess the quality of their lives in terms of family, personal development, and health, as well as professional success. Thus, women in higher education may be disadvantaged in their career aspirations simply because they hold value sets that differ from those of many of their male counterparts in the academy. Due to these values, and perhaps as a consequence of gendered expectations from male colleagues, women often assume greater teaching and advising loads, perform more service on university committees, and provide unrecognized mentoring for students/new colleagues. Women report that the struggle to maintain a healthy work/life balance is of paramount importance, as they attempt to accomplish the regular duties of their positions along with a disproportionate amount of nurturing activities that do not gain them the same level of recognition as would research and administrative activities.

History. In the years since the 1994 *Achieving Parity for Women at Oregon State University* report, all faculty and staff have felt an increase in workload and a decrease in resources. Women, and particularly women of color, feel this increase to an even greater degree because of extra demands related to their gender and race/ethnicity. And despite legal and policy changes designed to be more family-friendly, the balance between personal and professional commitments continues to be problematic. Furthermore, single women and women in same sex partnerships may not see their family situations addressed in policies shaped by traditionally held views of family.

In the 1994 study, some deans reported that they "were aware of situations in which women faculty focused on the teaching and advising aspects of their jobs to the detriment of their research." They recognized that women were more likely than men to be asked and expected to perform advising and service activities, in particular to provide representation of women on committees. A small subset of the deans indicated that "the demands of family continue to fall more heavily on women."

Today. The current study collected 30 comments on the struggle to maintain a healthy work/life balance for women faculty, staff and administrators. Twenty-six of these comments spoke of the need for improvements to OSU's policies and practices in this regard; four cited accommodations that allowed workers to attend to family obligations as well as maintain work responsibilities. It is significant that a small number of units go beyond acknowledging the struggle for balance and actively support accommodations for family and other obligations. Such efforts pave the way for the institution as a whole to build an organizational culture that affirms integration of work and life.

According to the data from all sources, including administrator interviews, faculty focus groups, and teleconferences, teaching, advising, and service are still activities to which many women faculty devote a seemingly disproportionate amount of time, often at the expense of their scholarly research. Fifty-three comments recorded were about workload. Forty of those comments spoke to the concern of being disproportionately overburdened. In addition to the four positive comments cited above, there were two comments by administrators indicating they believed that workloads were allocated fairly. However, most women who addressed the subject reported feeling overwhelmed by a disproportionate service workload. The experiences of women of color facing this burden on the basis of their gender *and* on the basis of their race or ethnicity are an order of magnitude greater because of their small numbers and the particular needs of students from their identity groups or ethnic communities at OSU.

The extra service burden is in some instances assigned formally, and in other instances taken on informally by a faculty member because of her personal commitment to students, to teaching, or to the other needs of the institution. Many women believe that the extra service is expected of them, and that their colleagues view these “soft skill” activities as falling into the women’s domain. Some women report that they are viewed as more approachable than are their male colleagues, and that “no” from a woman faculty member is not accepted in the same way it would be accepted from her male colleagues. Women are responding to a clear and compelling need from students and/or individual colleagues who cannot find gender- or culture-appropriate advice and support from other faculty members.

Such service includes:

- Providing gender balance on committees;
- Carrying a disproportionate teaching and/or advising load;
- Acting as department “care-givers;”
- Mentoring individual colleagues, students, and/or student groups; and
- Taking on administrative roles that do not lead to advancement opportunities.

While women faculty report the magnitude of such service as burdensome and unfair, many do not object to the work itself. In fact, quite a few women asserted the importance to them personally of being able to perform such services well, in order to meet the needs of their students and the university community. Their objections arise when such work is not recognized and valued by their colleagues, in their professional reviews, and in the promotion and tenure process. While the university officially states that it values teaching and service, the women interviewed observe that in practice the promotion and tenure process often assigns much greater importance to scholarly research. They find that serving the critical teaching and advising functions within their departments and the larger institution may actually impede women’s progress towards tenure or promotion.

Several administrators mentioned overwhelming workloads for staff women performing non-academic work in their units. As the university has adopted more distributed management information systems, classified and professional faculty employees who perform administrative work (the majority of whom are women) struggle with greater work volume, a higher degree of complexity, and increasingly challenging deadlines. “People simply do not have the time to manage the huge extra workloads that used to be done centrally, such as managing grants and contracts," one dean observed. Both the staff who are overloaded and the faculty whom they support are impacted under these circumstances. Women in these staff positions may well be unable to achieve work/life balance and still meet department needs or succeed professionally. More research is called for to capture staff perspectives and to determine the extent of this problem.

Family responsibilities and/or the desire to be active participants in life beyond work continue to challenge women throughout the university. Several OSU administrators noted changes in policy and practices such that parental and other family leave is now uniformly granted for mothers and fathers who request it, with a commensurate pause in the tenure clock for parents that are tenure-track faculty. While family/parental leave laws and policies specify that leave is available to men and women, participants reported that family leave policies may be inconsistently administered between units, promotion/tenure clocks may or may not be stopped, and women may not request the leave to which they are entitled because of a perceived stigma.

Associate professors seeking advancement to full professor status find that family obligations and other personal responsibilities are barriers to achieving promotion. The prevailing culture carries performance expectations developed when family roles were different—the husband was typically the wage earner who could devote almost all of his attention to work, because his wife was at home to manage household, community service and social responsibilities. Today, in predominantly dual-career relationships, women may still shoulder a larger burden of child-rearing, elder-care, and household responsibilities. They find that their commitment to their families is not valued by the institution, nor recognized as a factor in their professional progress. One woman pointed out that promotion and tenure may be achieved because of significant sacrifices on the home front, but that those sacrifices are not acknowledged. An administrator mentioned that women's scholarship may be done at the expense of family and community time and that much of women's scholarship is done outside of "office" time.

Several administrators noted that spouse/partner employment continues to be a concern at OSU. The Family Employment Program lost funding shortly before the 1994 report was published, and current practices for assisting spouses/partners in finding employment are still not working well. As one faculty member says, "There was a strong concern for spousal relocation aid. Although the university promises this, little or none is forthcoming. There is a need for the university to accommodate spousal arrangements and to attend to the uniqueness of dual career changes." Dual career accommodation is reported as more difficult if the trailing partner is male. A woman administrator noted, "Usually …female [trailing] partners tend to be more willing to accept fixed term positions and wait…male [trailing] partners are often less flexible [with] more ego involvement in getting tenure track jobs right away. The result is that dual-career couple issues have a disparate impact on our ability to hire and retain women faculty."

> *"No template of policies fits every institution, but it is essential that the priorities, workloads, rewards structure, and values of the academy permit and support an*

> *integration of family and work. Without such support, the commitment to gender equity, for both women and men, will be seriously compromised."*
> *(American Association of University Professors, 2002)*
>
> *For faculty women in particular "pregnancy, childbirth, and child rearing are age-related, and most commonly occur during the same years that college faculty are seeking tenure in their jobs…Transforming the academic workplace into one that supports family life requires substantial changes in policy, and more significantly, changes in academic culture." (American Association of University Professors, 2002)*

Institutional Culture

Introduction. In the March-April 2002 issue of *Harvard Magazine*, Cathy Trower and Richard Chait capture the essence of institutional culture concerns in their forum article, *Faculty Diversity: Too Little for Too Long* (see Appendix 5). They define professional culture as "a set of beliefs and assumptions, often unspoken and unwritten, that guides individual and collective behavior and shapes the way institutions do business." According to their argument, there are obvious cultural norms that exist in the academy, including "collegiality, allegiance to disciplines, respect for faculty autonomy, and the sanctity of academic freedom." But, they go on, the academy also includes a set of subtle cultural norms that create barriers to diversity, including "hierarchies of disciplines; gender- or race-based stereotypes; single-minded devotion to professional pursuits; and the relative value assigned to various elements of faculty work (for example, teaching versus research), to various forms of research (pure versus applied, quantitative versus qualitative), and to various outlets for research (refereed versus non-refereed, print versus electronic)." It is expected that people joining the academic community will understand, accept and adapt to these norms, both obvious and subtle.

The article suggests that many women and people of color choose not to pursue academic careers after earning doctorates, because the subtle norms of the academic culture cause them to experience "social isolation, a chilly environment, bias . . . hostility, limited opportunities to participate in departmental and institutional decision-making . . . infrequent occasions to achieve an institutional presence . . . research that is trivialized and discounted . . . lack of mentors . . . and little guidance about the academic workplace or the tenure process."

OSU women faculty and staff describe many of the same experiences.

History. In the 1994 *Achieving Parity for Women at Oregon State*, institutional culture was mentioned only with respect to a small subset of departments with "a reputation for promoting an unwelcoming climate for women." Discriminatory attitudes were seen as an obstacle to achieving representational parity for women in those disciplines. Because the study focused on numerical representation, there was little discussion of subtle cultural characteristics that may have particularly supported or constrained women once they joined the OSU community.

Today. In the present study, culture was one of the areas of greatest comment across all OSU study participants:

- Less than one quarter of the administrators' 66 comments about culture described positive improvements or attributes;
- Each of the six caucus groups identified significant organizational culture concerns;
- The five associate professor focus groups identified organizational culture concerns 39 times;
- Women of color who responded to the 1999 survey raised 19 concerns about organizational culture;
- In individual narratives, women offered 13 comments about culture—from these participants, five provided positive comments, one described both negative and positive experiences, and seven noted concerns.

The narrative comments clearly illustrate the variability in women's experience of OSU's institutional culture, ranging from the positive experiences reported by a classified employee,

> "My experiences have been extremely positive . . . treated with respect and friendliness…people are supportive of my ideas and inputs."

and a tenured faculty member,

> "(My) department chair consistently advocates equality and fairness for everyone . . . [she] has created an environment that promotes equality and excellence—a prime example of what one woman can accomplish for the good of many . . ."

to a variety of negative experiences, such as these reported by two fixed-term research associates,

> "I find OSU to be the most backward and discriminatory research environment in which I have ever worked. Until I moved to OSU, I never had felt discriminated against just for being female . . ."
>
> "In the case of researchers, women are even more underrepresented than in the teaching sector and the climate may be even chillier."

For the most part, the areas of concern are more subtle than those reported in 1994, and many of them may not be immediately apparent to people belonging to the prevailing institutional culture. Most participant comments fall into four distinct yet interconnected thematic groupings:

- Desire for inclusion vs. experience of isolation;

- Cultural awareness/demographics;
- Values; and
- Communication.

Desire for inclusion vs. experience of isolation. Women, particularly those in the minority or in leadership positions in their units or the university at large, expressed different views about their isolation or inclusion than did their male colleagues. Male administrators often discussed their units' efforts or success in creating an inclusive, supportive environment for faculty and particularly for classified staff, though some identified areas still in need of attention. Many women administrators' interviews were connected by a thread of concern about their own individual isolation: "Women always have to work harder to prove themselves;" and "…it is unclear whether ideas do not advance because we fear change or because they come from a woman." Such first-hand acknowledgement of the isolation experienced by many women at the institution is also recognized in comments made by at least four of the male administrators.

Isolation occurs for a variety of reasons. Despite institutional efforts, sexual and racial harassment still isolate and alienate women and people of color. Fifteen comments were recorded about harassment (11 from administrators), but only one of those comments described a positive experience. An administrator observed that "harassment is still happening; however, people are well aware of this issue in the traditional form. So it has gotten transformed into non-traditional ways. It has become very sophisticated." People who are not targeted by it may not see these more subtle forms of harassment. Formal systems for reporting harassment may never be tested; as another administrator noted, "The reporting system for discrimination/harassment is not well known and faculty are unlikely to want to file a complaint with a central administration department. Faculty, staff and students are unaware of the informal complaint/grievance process. Many problems re: sexual/sexist/racist harassment are likely not being reported, especially in classrooms."

Women of color, who comprise only 4.5 % of OSU employees working half-time or more (January 2004 payroll snapshot, Office of Affirmative Action & Equal Opportunity) experience this kind of isolation particularly strongly. One survey respondent described feelings of discomfort and the clear sense that she "doesn't belong" at some university functions. Women of color in the teleconference spoke of a "false sense of enlightenment" that can prevent well-intentioned people from recognizing subtle biases in themselves and their peers. This observation was elaborated on by survey participants, who said that "minority women's concerns are trivialized," that there is a "lack of awareness of the isolation experienced by individuals of color," and that we "need to acknowledge the realities and then follow up with sincere efforts to bring about change."

Women of color report that they often experience subtly racist and sexist remarks or treatment many times each day, from colleagues, students, community members, and sometimes even law enforcement officials. Though the women express an understanding that such incidents are often not intended to offend, they report that they still can have hurtful consequences. They feel that others often regard such consequences as insignificant. Women of color find they are routinely ignored, their experiences are downplayed, or they are chastised for overreacting by colleagues who do not understand the cumulative effects of these interactions.

Classified staff and professional faculty point to discomfort resulting from a class system that devalues them and their contributions and isolates them from the rest of the institution. Staff women in the teleconference spoke strongly about their awareness of this structure, with comments including "…faculty are the important ones and staff are the worker bees," "I feel out of the loop," "I feel undervalued, that something is wrong with me," and "I desire integration into the overall goals of the department and to be viewed as a valued asset/contributor." One administrator observed that classified staff members "do not always have the same level of passion and effort" that he sees in their unclassified colleagues. He was referring to the difference between exempt employees—who may work as many hours as necessary to accomplish the work—and non-exempt employees—who are limited to a certain number of hours by federal/state law or union contract. When this difference is attributed to a lack of commitment on the part of classified staff (rather than to conditions of employment beyond their control), the stereotypes that contribute to the class system are perpetuated. Staff women described many difficult experiences, including being marginalized, ignored, and excluded from participation in decisions about technologies that directly affect their day-to-day work.

Tenured faculty women as well report feeling devalued. Women in the associate professor focus groups described being silenced in group conversations, and reported feeling that they and their contributions are undervalued and not taken seriously. They believe they are disadvantaged because men seem to receive most of the grooming for leadership. The few fixed-term faculty women in the study describe being outside the mainstream culture of their departments. In addition to the two research associates quoted above, a fixed-term research assistant professor describes "never being introduced to the faculty here as a colleague when I was promoted from research associate . . . .not being welcome at faculty meetings, not generally included at faculty social events. . . effectively invisible at the institution." These are the worst experiences of isolation described by members of this group.

Such social isolation described above may be compounded for faculty women by scholarly isolation. Two of the 23 administrators interviewed mentioned forms of scholarship in which women lead the way, and asserted that these are beneficial to their disciplines. In particular, one white male administrator commented that some women are "challenging the traditional white European academic model . . . trying to establish a more inclusive environment . . . leading the faculty into the twenty-first century, validating new models of conducting and evaluating research." Despite this administrator's appreciation for some women's scholarship, many women associate professors at OSU describe scholarly isolation. Among the four associate professor caucuses, nine concerns emerged related to how their fields and methodologies are underrated or negatively judged. The *2001 OSU President's Report on the Status of Racial and Ethnic Diversity* (Risser, 2001) states that unexamined values and beliefs can inadvertently lead to judgments "that create distance between members of different groups." Based on their comments, these talented women research faculty seem to be encountering unexamined judgments from their colleagues about their research areas or methods. As a result, women become distanced from colleagues and peers in a way that corresponds to the distancing between groups identified by the President's diversity report.

Cultural Awareness/Demographics.

Corvallis Community. Characteristics of the Corvallis community are included in this discussion of culture, since those participants who commented on the larger community saw it as fundamental to their experience of OSU. The data include 16 comments (seven from administrators), 14 of which expressed concerns. With limited diversity and a relatively small population, Corvallis is experienced as unwelcoming to some OSU employees, particularly single women and women of color. A woman administrator commented: "For a single woman, Corvallis is a big problem – therefore it can be very hard to recruit single women to Corvallis. This is even truer for women of color." Another noted, "It is difficult to recruit people of color because of the 'white bread' quality of Corvallis." According to a white male administrator, "Corvallis doesn't offer much social/outside life for single faculty of color." And another administrator observed, "Our challenges are community-driven. Corvallis says it is accommodating and accepts diversity, but it doesn't…One black student athlete was stopped 21 times (by the police)." Recent reports of longer traffic stops for drivers of color support his belief that bias—most likely unintentional—is still present in the community and its civic structures. These concerns were also raised by several participants in the women of color survey, one of whom affirmed that her greatest concern about the Corvallis community is the "false perception of Corvallis as an enlightened place without bias and 'isms'."

Oregon State University. Twenty comments about institutional demographics and cultural awareness were recorded in the study; three of these recognized positive steps while the remainder expressed concerns. Many OSU community concerns were similar to those raised about the Corvallis community—and particularly to a popular belief that OSU is somehow exempt from problems of racism, sexism, and other prejudices. These comments were accompanied by frustration that OSU has not been more successful in efforts to diversify the workforce and student body.

The PCOSW notes that some demographics at the university have improved over the last ten years. OSU's overall employment of women has increased across most employment categories, though little progress has been made in the employment of women of color, even given a variety of affirmative hiring practices and many retirements. In the classified ranks today, women are employed at or above their rate of availability in the qualified population, except in positions in the highly compensated skilled crafts, where women have made little progress. They are also employed well beyond their availability in the lowest-paid entry-level food service and clerical positions, suggesting another concern about where women are clustered in our workforce.

The slow integration of women of color into the OSU workforce poses significant challenges for those who are already here. To ensure balanced approaches that reflect multiple perspectives, “a critical mass is crucial,” observed one administrator. In the absence of a critical mass, another administrator noted, "many non-privileged people are quickly enculturated by the system and abandon their cultural backgrounds, and thus give up their own past and lenses. Thus the culture stays the same and it is difficult to invent new ways. Therefore the system is kept in place. We need to name the problem and describe it, so we can plan for change." A third administrator observed, "There's no support on campus for faculty of color. OSU is so 'white' – we say we understand race issues but we really don't. Building trust is hard for faculty of color.”

Values. Women associate professors spoke extensively about differences between their values as individuals and the institutional values and assumptions of the system within which they are trying to advance. Earlier in the report differences are noted in the relative value many women assign to teaching, advising, and administrative service. In addition to this fundamental value difference, many women scholars report that they diverge from the prevailing culture by seeking to employ collaborative rather than competitive methods to produce and advance within the academy. This value leads many to focus on cooperative scholarly research and publication, which does not demonstrate their scholarship as strongly as independent research and publication according to the established thinking. They point out that their male colleagues who prefer collaborative research also suffer professionally in this academic culture, which may equate collaboration with lack of individual initiative and scholarly rigor.

Seven comments recorded in the four associate professor caucuses explicitly expressed concern about the undervaluing of collaboration and relationship in research, publication, and the promotion and tenure (P&T) process. It is important to recognize women who have successfully navigated the P&T process by advancing to associate and to full professor. Among those who have succeeded, some report that experience to be both appropriately challenging and relatively straightforward or consistent with their expectations. Others, however, report that even when expectations are clear, the promotion and tenure process itself is overly competitive—that is, that collaboration and cooperation are viewed as less legitimate than “independent” work, and further that the process itself is experienced as competitive in a way that is damaging and adversarial. In effect, the women report that promotion and tenure both demonstrates and rewards a value for competition that not all scholars believe is the most effective means to advance the body of knowledge in their disciplines. To achieve the interdisciplinary research objectives that are central to the new OSU strategic plan, collaboration—and particularly cross-disciplinary collaboration—must be recognized as a desirable form of scholarship by unit- and college-level promotion and tenure (P&T) committees and the overall university process.

Communication. Deborah Tannen, professor of Linguistics at Georgetown University, uses sociolinguistic principles to analyze communication patterns, and determines that they correlate with gender (Tannen, 1994). These patterns can influence the conversations necessary to moving work forward. Tannen is careful to note that these patterns are neither inherent nor absolute. She cautions, “Perhaps it is because our sense of gender is so deeply rooted that people are inclined to hear descriptions of gender *patterns* as statements about gender *identity*—in other words, as absolute differences rather than a matter of degree and percentages, and as a universal rather than culturally mediated," (Tannen, 1994). The key is to observe ways in which women may be disadvantaged in the performance of their duties by the unrecognized privileging of masculine patterns in communication.

Interviews with administrators registered nine comments involving negative experiences such as being silenced in meetings, being harassed, or being excluded by "insider" jokes. In a similar vein, when associate professors were interviewed about the barriers facing women who want to become full professors, there were nine comments that pointed to the devaluing of what women had to say, including "no" being received differently when coming from women and "speaking up" being termed "angry." In the collected personal narratives from women, a professor says, "There have been meetings that have silenced me and I have often wondered why. I can only say that something at those meetings established a competitive, aggressive atmosphere—I deal better in a collaborative, cooperative atmosphere where differences of opinion are sought, discussed, considered, adjusted, or perhaps later discarded."

Nowhere is the difference in communication styles more clear than in the processes used to make group decisions. As one faculty member pointed out in her narrative, "I purposely chose not to use the word "debated" because that word for me has always had a *win-lose* feel. I would much rather consider an atmosphere where everyone at the meeting is part of a consensus solution."

Professional Development and Advancement

Introduction. Women's rate of advancement through the institution must parallel that of men if women are to attain parity and OSU is to realize its capacity as an institution. Several factors significantly impact the advancement of all employees in the academy, including adequate role models, mentors, professional development opportunities and other resources. Women's advancement is particularly affected by the organizational culture and work-life balance issues described earlier, and may also be inhibited by a lack of same-gender mentors and role models.

History. In 1994 there were three OSU women administrators at the level of Dean or Vice Provost/President. The 1994 report identified several key professional development and advancement concerns for women on our campus, including the need to:

- advance women into administrative positions;
- hire and promote women at all ranks, but particularly as full professors;
- strengthen professional development opportunities;
- develop required workshops on barriers for women in higher education; and
- strengthen the pipeline for women in fields in which they remain underrepresented.

Today. As of fall 2004, OSU has four women administrators at the level of Dean (five including the Interim Dean of Students), a new woman Vice President, and a woman Interim Vice-Provost. All but one of the women deans are new in those roles since the last report, and both women at the Vice President/Provost level are new in these roles. However, deans and administrators still express concerns about the following topics from the previous report:

- the need to cultivate and mentor women for leadership roles (17 comments); and
- the need to strengthen the pipeline for women administrators (10 comments).

Advancement. In the interviews, focus groups, and teleconference data, 32 comments focus on leadership opportunities for women, highlighting the institutional need for change. While OSU as an institution has made gains since 1994, there remain departments and units within the University without women in positions of leadership. In order to increase the percentage of women in top administrative roles, one administrator stated, "OSU should make an effort to recruit senior level [women] faculty who will be more confident and able to move [within] the system. It takes a long time for change to occur, but with a significant number of current faculty retiring in the next 10-15 years, there is an opportunity." Several administrators commented that in order to advance, women must leave OSU to seek greater recognition and higher salaries elsewhere.

The OSU classified ranks are the most heavily populated by women; in 2001, 65% of classified employees were women, according to the most recent OSU Fact Book (OSU, 2001). Because classified women's positions are governed by a collective bargaining agreement, these women often face the most serious challenges in advancement. When they advance to the top of their classifications, they reach an impasse unless they are able to have their positions reclassified, move to a classified position with a higher salary range, or move into professional faculty ranks for further advancement.

The qualitative data (31 comments) speak clearly to the barriers that women face in advancement. Women find that moving into leadership levels previously dominated by men is challenging. They point out that the lack of numbers in top administrative positions often means that women in those ranks have few places to go for support. This sense of aloneness is amplified for women of color. Women of color have few role models to prepare them for advancement. Administrators note that the scarcity of women of color in the institution makes the development of a supportive community difficult. The data also show that some woman of color face additional barriers in the form of racial or cultural stereotypes and—especially for international women—language bias.

In addition to the challenge of working in male-dominated fields, data show that some women may be unwilling or unable to assume the workload that traditionally formulated positions demand of them. Historically, men in positions of leadership had wives at home to take the lead in handling family obligations. Concern for their children and elder parents may prevent many women from seeking leadership positions that place constraints on family time already taxed by professional careers.

Administrators spoke of the need to appoint more women to leadership roles, but the institutional system has historically been unable to accommodate changes needed in thinking and behaving (i.e. collaboration rather than competition, horizontal leadership, shared responsibilities) that would make this goal attainable (see Institutional Culture section). Eight comments from administrators affirmed that women in leadership positions would thrive if supported by a cohort of other women. However, the traditional values of the University are unlikely to draw a critical mass of women to advance to such positions.

Finally, in addition to the challenges stated above, one administrator noted a shortage of opportunities for women to learn about leadership, stating, “In K-12 education we train administrators, but in higher education we don’t.” Several people commented on the need for intentionally designed internships or development opportunities that would prepare women for leadership positions. However, as one administrator cautioned, such preparation must be rewarded with opportunities to move into positions of leadership.

Professional Development. Classified staff and professional faculty expressed interest in obtaining training and other professional development opportunities to enhance opportunities for advancement. Staff spoke of the need for flexible schedules in order to take classes and the desire for more technology training. One woman commented, "There is a lack of 'how to' trainings in professional development—like how to advance your career at the University, get reclassified . . . getting this information can be a struggle." Non-tenure track employees particularly reported a shortage of professional development opportunities.

Participants in the caucuses expressed frustration about OSU policy excluding Continuing Education classes from staff fee reductions. These women also described a perceived lack of access to classes that would support their professional advancement because registration priority is typically given to students majoring in those disciplines. These frustrations are exacerbated by the recent 60% increase in staff fee rates, which has moved the goal of taking university classes beyond the reach of many classified staff and professional faculty.

The qualitative data show that OSU needs to continue to design and offer development opportunities suitable to the particular needs of women. Administrators made ten comments about professional development, both acknowledging the need for increased opportunities and citing ways to provide opportunities for their units. As one administrator noted, "Women are less likely to do the appropriate level of bragging in P&T dossiers and elsewhere." This administrator believes that such reticence in a significant sector of our workforce points to the need for training in negotiation skills and in claiming credit for what "counts" for promotions and merit raises. “Lack of bragging” as an obstacle to promotion and tenure also points to a system with structures favoring people good at that kind of communication, which may be affected by gender and cultural norms.

Comments from women of color demonstrate that OSU lacks opportunities and incentives for employees to learn the cultural competencies that would enable us to support and affirm the work of people from underrepresented groups. In interviews, women of color asked for multicultural activities and forums, films and discussions, and personal development. At all levels, participating in a coherent and concrete program of workshops and training can help women, from classified staff to upper administration, develop their professional competencies and leadership potential.

Mentoring. The qualitative data gathered for this report show that while several women described positive experiences of being mentored by department chairs and senior colleagues, many more women perceived a need for more mentoring by women faculty and administrators. Thirty-three comments focussed directly on this need for mentoring at OSU. Women of color in particular have a need for support, advocacy, role models and mentoring. Women in leadership roles find little or no mentoring available to them.

Classified women struggle with the lack of mentoring opportunities. For the last fifteen years, a grass-roots Cooperative Learning Group program for classified and professional faculty members has served to narrow this gap. Supported by the Office Personnel Association and the Office of Human Resources, these are one-year peer-learning groups that help employees learn new skills and procedures, while forming professional relationships with peers in other departments. Though these groups are quite valuable to their participants, no ongoing holistic program for mentoring classified employees exists. Administrators commented that, in their view, there is essentially no mentoring for classified women.

On the faculty side, some structured programs for mentoring do exist. In one college there is a 3-year review committee with two members from the college and one from outside. This team not only writes the 3-year review, but also helps in guiding the faculty member through the scholarship/promotion process. Sometimes it develops into an ongoing mentoring relationship and sometimes it does not work well. In another college, junior faculty members are assigned individual senior faculty mentors.

Despite these mentoring programs for some tenure-track faculty, women of color find fewer opportunities for such support. One administrator noted that “there are so few faculty of color” and that “each is expected to be a multicultural expert. Graduate students of color have trouble finding faculty of color to serve on their committees.” Few women faculty members of color are fortunate enough to find mentors that share their gender and racial/ethnic background. For women of color, gender and cultural differences may compound the challenge of recognizing and coming to terms with a unit’s unwritten norms and expectations; majority-culture mentors, if available, often lack similar experiences, and may not recognize institutional oppression and privilege, nor understand the impact of these phenomena on those they mentor.

In most departments informal mentoring takes the place of a structured program. So compelling is the need for mentoring that many organizations on campus have stepped in to fill the gap. Mentoring is high on the agenda for OSU’s Professional Faculty

Leadership Association, Association of Office Professionals, Faculty Women's Network, and the Association of Faculty for the Advancement of People of Color. A study of faculty-to-faculty mentoring conducted by Dr. Anita Helle was deemed important enough to be funded by the W.K. Kellogg Critical Issues Program (Appendix 2).

Promotion and Tenure. The qualitative data speak clearly to the shortcomings of the promotion and tenure process as experienced by women at OSU. Although one administrator notes that the promotion and tenure policy/evaluation process has become more individualized based on the particular circumstances, eleven comments by women criticize the P&T process and attending guidelines. The P&T process here and elsewhere has as its context a strongly held traditional culture that often is uninviting to women because they may hold a different value system than that which prevails in most institutions of higher education (see Institutional Culture section). Several women comment on the emotional drain of the P&T process. This drain can be unrecognized when the traditional view values the competitive nature of the process and the separation of work and home life. For many women and an increasing number of men who do not subscribe to this view, embarking on the P&T process can be both daunting and unappealing.

In addition, some women reported that the current P&T process fails to give weight to advising students or providing service to the University. They say that these efforts are often distributed, formally or informally, along gender lines. Many women observe that such work is not rewarded in the same way as more traditionally honored publishing and research. One comment sums it up, "The promotion criteria do not match the work we do." For some women, time with family and the opportunity to work with a supportive cohort outweigh the rewards of going up for promotion. These issues are exacerbated for women of color who frequently spend a great deal of time providing service to support multiple communities, and whose numbers are few. For a more complete treatment of these issues on a national level, please see the 2002 article on Faculty Diversity by Harvard Graduate School of Education researchers Cathy Trower and Richard Chait (Appendix 5).

Salary Equity

Introduction. Today’s political and economic climate does not favor initiatives designed to promote salary equity between women and men in the academy. In particular, financial pressures constraining higher education in Oregon represents an alarming trend which will continue to negatively influence women faculty who are identified as receiving inequitable pay or who are in the process of negotiating for competitive salaries. Nevertheless, competitive salaries and particularly salary equity between women and men must remain a university priority in order to retain top tier faculty at OSU.

History. The 1994 *Achieving Parity for Women at Oregon State University* report raised significant concerns about salary equity which precipitated the 1996-97 salary equity study. The year-long study resulted in 29% (97 of 337 individuals) of tenured and tenure-track white women and women and men of color receiving equity adjustments in their salaries with amounts ranging from $315 to $12,876. Three Caucasian male comparators were selected for each analysis based on similar variables of academic rank, years in rank, years at OSU and academic discipline. While faculty, deans and administrators were generally satisfied with that study, there were some resulting recommendations of note:

- the University Salary Equity Committee recommended that a similar study be conducted within 3-5 years and that it should be designed to include non-tenure track employees; and
- recipients of the equity increases asserted that funding for equity adjustments should not come from individual unit budgets (and particularly not from funds earmarked for merit increases) but should be available from a central university or state system fund.

Gender equity concerns in salary and other forms of compensation gained the national spotlight when a 1999 study released by the Massachusetts Institute of Technology showed that female scientists at MIT received disproportionately low salary and other resources compared to their male peers (MIT, 1999). Senior women faculty in the MIT School of Science collected various data, including evidence indicating that their male peers received disproportionate shares of laboratory space and other research resources. They concluded that subtle and mostly unconscious discrimination had led to the lower salaries and fewer resources, as well as to the apparent exclusion of women faculty from significant leadership roles, that were identified in the study.

Today. No OSU institutional funds are presently earmarked to correct inequities that may be identified should such a study be undertaken again, and (as of December 2004) the University is laboring under a state-wide salary freeze.

Classified Staff. Women tend to be clustered in classified positions that are among the lowest paid at the University. Compensation and level of responsibility within each position are governed by a collective bargaining agreement, which regulates pay increases and position duties. In spite of this structure, women classified staff who participated in caucus groups expressed concern that acquiring new technical skills and taking on additional responsibilities that use those skills do not typically translate to a commensurate increase in compensation. They observed that men are compensated better for similar responsibilities and skills. Further, one dean stated, “Salaries for classified staff are in embarrassingly low categories with low steps—this is a . . . problem of unfairness that needs to be addressed.”

Faculty. Nationwide, women faculty who work full-time earn less than men by a gap of nearly $10,934 (Farrington, 2000). The American Association of University Professors has found that since 1975 the salary gap between men and women faculty has not narrowed; in fact, it has expanded at the assistant professor level (Aguirre, 2000). According to the March-April, 2003 *Annual Report on the Economic Status of the Professional* (Ehrenberg, 2003), women earn an average of 88.8% of men’s salaries at the full-professor level, 93.1% at the associate professor level, and 92.4% at the assistant-professor level. The disparity is slightly greater at the full professor level, and slightly less at the associate and assistant professor level, than in the previous year.

At OSU, administrators and faculty alike spoke to the issue of salary equity with fairly high frequency. Because of the 1994 report findings and the salary equity study, administrators were specifically asked about parity. Most responded with some information about salary equity, and 39% of their comments on this topic indicate that they believe they are doing a good job of keeping salary equity "on the radar screen," that they "move quickly to make corrections," and that "evaluation and monitoring salary equity happens routinely." Other administrators mentioned a need for more research on salary equity and greater financial resources for correcting inequities. They also readily acknowledged factors contributing to inequities, such as salary compression and fierce competition for grant awards which can result in stripped-down grant budgets with low salaries for grant-funded faculty research assistants and research associates.

While women faculty members were not asked specifically about salary, 87% of their comments about salary indicate that they perceive salary inequities between women and men. One faculty member suggested, "Faculty pay equity review needs to be done every 5 years, with attention placed not just to making the corrections once and forgetting about it, but also on WHY the pay falls behind." Disparate salaries were mentioned by many women faculty, some of whom had researched salaries within their disciplines. One stated, "There is still significant inequity between salaries of male and female faculty at OSU. . . Male Research Associates earn on average over $4K/year more than female Research Associates. . . Since post-docs are generally fresh out of Ph.D. programs, I am wondering how it is possible that the men have had more experience than the women?"

Among the associate professor focus groups and individual faculty narratives, some women explained that, at initial hire, they did not realize they were in a position to negotiate salary, or that they felt their negotiation skills and strategies were ineffective. They observed that, when men successfully negotiate higher starting salaries, inequities are established that are then difficult to resolve. As one OSU administrator indicated, salary compression faced by all faculty members can tend to have a greater impact on women, who may be less likely to change jobs or institutions than are men, for a variety of reasons. Salary disparities that begin at the point of hire can be exacerbated by the use of retention funds. These funds typically provide a selective advantage for those who are more mobile and those with fewer family constraints. A woman faculty member stated that retention funds are "discriminatory against people who are less likely to move" (e.g. women with school-aged children)…and "obviously favor(able) to the traditional single income earner (male) who as an employee is inherently more mobile." Male faculty, who are reportedly more successful at negotiating higher starting salaries, may also have greater leverage with which to negotiate retention salary increases than their female peers.

> *"I'd hate to feel that in order to get the financial rewards that would seem to be appropriate I'd actually have to solicit a job offer from a competitor." – a woman faculty member*

At OSU, the other forms of compensation noted in the MIT study (e.g., start-up packages, support staff availability, travel funds, opportunities for advancement, facilities, lab space and office space) are not tracked by gender or race/ethnicity. Salary analyses for professional faculty and other fixed term faculty (both instructional and research) also have not yet been performed, and are likely to be challenging because of position variation and unit differences. Further study and quantitative analysis of faculty salaries, space allocations, and other resources are needed to accomplish a comprehensive equity assessment for women at all ranks at OSU.

Representational Parity

Introduction. The presence of women at the institution, and their distribution across ranks and roles, is one measure of the effectiveness of OSU's efforts to achieve parity for women over the last ten years. Representation of women and people of color at OSU also sends a message to students, new members of our workforce, and the larger community about OSU's commitment to equity and diversity.

History. In conducting research for the 1994 report, the President's Commission on the Status of Women focused on analysis of the presence and status of women in the OSU professoriate. The report noted universal agreement among University administrators that women were underrepresented at the full professor rank (9% of full professors or 41 individuals) and throughout the University, with small numbers in every college and proportions smaller than would be expected given national availability. Women of color were severely underrepresented, and comprised only 0.2% (n=1) of the full professors at OSU. Further, the report pointed to a disturbing pattern of lower proportional representation of women at senior ranks than would be expected given the proportion of women at the assistant and associate professor rank in the relevant prior years. Based on these data, supported by analysis of the literature and in light of OSU's institutional "readiness," that report proposed that OSU establish a goal of parity for women by 2015. In this context, parity was defined as "employ(ing) women in the proportions available for every faculty rank within every discipline represented."

Five years later, looking at *all* types of positions at the University, the 1998 Affirmative Action Plan Utilization Analysis showed that women were still underrepresented in 35% of University job groups. In other words, over one third of the groups measured employed women at less than 80% of their availability in the qualified population from which their jobs were filled. This analysis addressed "horizontal representation"—the presence of women within individual colleges, administrative units and classified employment categories—but did not address "vertical representation"—the status or level of attainment of women—within each of those groups. It is important to note that this same analysis showed underrepresentation of people of color in 61% of job groups that year (the lowest percentage before or since), meaning that only 39% of the groups employed people of color in the proportions they were available in the relevant qualified populations. While there is no separate analysis of the presence of women of color in the Affirmative Action Utilization Analysis, the combined underrepresentation of women and people of color suggests a particularly bleak picture for women of color at that time.

Today. Despite the financial challenges of the last decade, OSU has made substantial improvements in the percentage of women employed at the ranks of assistant, associate and full professor since the 1994 report. This positive trend results from several factors, including new faculty hires, promotions, and senior faculty retirements. Unfortunately, the goal of parity remains much farther from being realized for women of color than it is for than white women, and the 'pipeline' is a significant challenge in this area. Classified positions, and particularly those in the lower-paid levels, seem to be primarily filled by women while, despite notable progress, the majority of top leadership positions are still filled by men.

Gender distribution and stratification. In 2003, only 20% of OSU job groups showed underrepresentation of women. A 15% improvement in fully represented job groups during an eight-year period is an important achievement, though women remain severely underrepresented in the highly paid skilled crafts classified positions. The number and percent of women at the faculty rank of full professor has also shown some improvement; as of October, 2003 women comprised 18.7% (n=70) of the faculty at that rank, though the number has since decreased due to retirements. During that same period of time, people of color have fared badly, with a net decrease in fully represented job groups of 7%. Women of color now comprise slightly less than 0.5% (n=2) of the tenured full professors in non-administrative positions at OSU, which is an incremental increase in numbers and percentage, but still less than 1% of the group. Women of color also hold 4% of tenured associate professor positions, and 7% of tenured/tenure-track assistant professor positions (November 2004).

Administrators commented about numeric representation of women, but the majority of those comments address positive employment trends or accomplishments. Several stated that significantly more women than men are employed in their units; however, at least one of these administrators expressed concern that such disciplines receive less funding for salaries and instruction than do more male-dominated disciplines. Only a few administrators volunteered comments on the underrepresentation of women of color, though when queried, most acknowledged that their units are significantly challenged in this area. One administrator spoke of successfully employing women of color primarily in those positions that provide direct service to their racial/ethnic communities. By comparison, women of color who participated in the teleconference caucus identified the "need (for) women of color in positions across campus" as one of three key issues to be addressed.

A number of administrators expressed concern about issues of gender stratification—with women clustered in lower ranks and classifications, in positions of lower status—along with comments about an apparent glass ceiling for women who wish to move into administration. One dean described a heavy reliance on fixed-term faculty to meet college teaching needs, and noted that the majority of fixed-term and temporary instructional faculty are women. Their service in this area reduces the teaching workload for more highly ranked professorial faculty, the majority of whom are men. Nationally, women comprise 21% of full professors; though OSU has doubled our percentage of women at that rank (from 9% in 1993 to 17.5% in 2003), we still fall short of the national mark. Several deans noted that disproportionately low percentages of women in the upper professorial ranks continue to be a problem. Appendix 6 contains both numeric charts and bar graphs showing the distribution of women across the various ranks in 1993, 1998, and 2004. These data certainly support the concerns expressed by the deans.

On the positive side, one dean reported the appointment of two new women department heads, which tied his college for first place in the country in the employment of women at that level in those (male-dominated) disciplines. Since the administrator interviews were conducted, because of two new appointments and confirmation of one interim appointment, women now hold 33% of the deanships at OSU. It is important to acknowledge that, for a seven-month period during the presidential search, a woman filled the position of Vice-Provost for Academic Affairs on an interim basis. That appointment marked the first time in OSU's history that two women have served concurrently at the VP level; the arrival of the new Vice President for Advancement in December, 2004, marked the second time that two women have served concurrently at that level.

Search and Selection. In describing concerns about representation of women throughout the institution, administrators spoke of challenges and barriers their units face in search processes. Professional schools may have difficulty attracting qualified applicants to their pools, because salary and workload structures can make industry jobs more attractive—particularly for women and people of color. Applicant pools for faculty searches often seem to fall short of the gender and racial/ethnic diversity known to be available in the qualified population. Unaware of who is missing from applicant pools, "majority" search committee members must "be approached very assertively even to notice the absence of women or people of color," according to one dean. Women of color surveyed also addressed the need for fair representation of women and people of color in applicant pools, as well as a continuing need for affirmative action efforts.

Some associate professors addressed barriers and inconsistencies in hiring practices that are likely to disadvantage women. As noted elsewhere in this report, barriers to successful recruitment and hiring, identified by administrators and faculty alike, include the relative homogeneity of the Corvallis and OSU communities, a variety of resource constraints (including the inability to offer competitive salaries), and an inconsistent, unfunded policy that states OSU's commitment to accommodating the needs of dual-career couples without providing the means to accomplish that goal.

Despite the challenges faced by many in the recruitment of women and especially women of color, a number of successes were reported. Some units have developed recruitment strategies based on expected percentages of applicants for a particular position, and evaluate their success in terms of how closely they meet these objectives. Four deans spoke of successful search efforts in this context, including searches in which women appeared in the qualified pools at or above their rate of availability in the qualified populations. Additionally, several deans reported an increased percentage of women in the pipeline, and noted that women seem to be faring well in their screening processes. Few reported success in the recruitment and hiring of women of color however, and several indicate that their efforts to diversify are hindered by small numbers of women and people of color in the pipeline. Several deans note that, in order to effect changes in the pipeline in any substantial way, students must be engaged and recruited to academic career pipelines as early as middle and high schools.

Many deans and administrators commented on the need for vigorous, intentional recruitment of women, and especially women of color, in the search process. Most agreed that individuals involved in search and hiring processes must make greater, more targeted efforts to contact and recruit individuals from these historically underrepresented groups. Search firms are hired for upper level searches at OSU and elsewhere, in part because they employ precisely these aggressive personal outreach strategies to build highly qualified and diverse applicant pools. Affirmative Action's annual applicant flow statistics over the last ten years show that lack of diversity in applicant pools limits OSU's ability to improve employment rates for women and people of color.

Administrators mention lack of "diversity funding" as another limiting factor in their attempts to improve recruitment and hiring rates for women of color. The Faculty Diversity Initiative (FDI) fund, which was championed by the Provost in the face of declining budgets and evaporating support from the State System, provided only $120K per year to support the hiring of diverse faculty (usually faculty of color). Individual awards from this fund typically amounted to no more than $15K to $20K per year, and provided partial support to three or four new faculty members for a total of two years each. While these funds have certainly been welcome and may have allowed deans and department heads to provide more attractive start-up packages, as one administrator pointed out, "…it can barely support a couple of people" and needs to be increased. As of December 2004, the OSU administration is preparing a revised Diversity Initiative program that will increase the institutional funding commitment to $500K per year over a three year period, and emphasize the appointment of tenured faculty who demonstrate potential to improve the climate for diversity.

Retention. Few comments were made about retention of women, either by administrators or by other groups whose comments were included in the data. Little information exists about OSU's success or lack of success in retaining people from historically underrepresented groups. Two deans commented that their colleges have good retention rates for women faculty; but women of color in the survey and in the teleconference caucus believe that retention of women of color is a significant challenge. Earlier in this report we discussed aspects of the institutional culture and workload that pose particular problems for women, and especially for women of color. In an institution marked by the relative absence of women of color and the selective absence of all women, OSU cannot afford to ignore the possibility that poor retention may be an important contributing factor. A detailed retention study was beyond the scope of this report, but may yield important information about barriers to equal representation of women at OSU. Discussion of this and other recommendations resulting from the report may be found in the Executive Summary.

> *"The culture at OSU, unfortunately, perpetuates a glass ceiling. Women are put in roles that they cannot get out of because they end up without the credentials they need to move on…" -an Administrator*
>
> *"With no students of color [entering this discipline], the pipeline is virtually empty for women of color." -a Dean*
>
> *"Unless there is an extremely aggressive approach to recruit minority students and faculty, it will be very difficult to diversify…" -a Dean*

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ACHIEVING PARITY FOR WOMEN AT OREGON STATE UNIVERSITY

A Report from the Faculty Recruitment and Retention Subcommittee President's Commission on the Status of Women (PCOSW)

Introduction

For the past five years the Faculty Recruitment and Retention Subcommittee has focused its activities on the concerns and treatment of tenure track women faculty at OSU. In the course of a routine review of the numbers of women in the professoriate at OSU, subcommittee members identified a disturbing pattern: In many colleges, the proportion of women at the senior rank of professor is smaller than would be expected given the proportions at the assistant and associate ranks in relevant prior years. University-wide, although 24 percent of assistant professors in 1979-80 were women, only 9 percent of full professors in 1992-93 are women. The proportion of women at the associate rank six years prior to 1992-93 is smaller than would be expected, as well: in 1986-87, 16 percent of associate professors at OSU were women.

What would explain the small proportion of women in the senior rank of the faculty? This question is one that has been posed at the national level. Apart from the "glass ceiling initiative" of the federal government, concerns about small numbers and poor retention of women in higher education have been reported in newspapers, professional journals, and specially funded reports. A 1991 ASHE-ERIC report, "Realizing Gender Equity in Higher Education", summarizes related research:

> A 24-year employment analysis of women faculty at the University of Minnesota showed little improvement in their presence or status between 1956 and 1980. In fact, at Minnesota institutions, there was a decline in the percentage of women holding higher ranks (Stecklein and Lorenz 1986). At the University of Virginia (1988), women made up 18.5 percent of all full-time faculty in 1979 and 22 percent in 1986. Justus et al. (1987) found that women made up about 27 percent of the assistant professors but only about 10 percent of the full professors in the institutions surveyed (p. 11).

The ASHE-ERIC report suggests reasons why there are small numbers of women at the top. At some universities tenure rates are higher for men than for women; others report similar rates but higher numbers of women dropping out of faculty careers prior to review for tenure. Some studies show that women are less satisfied with their jobs than are their male counterparts. According to some surveys, substantial proportions of women report experiencing discrimination in promotion and tenure decisions.

The Goal of Parity

Oregon State University can demonstrate its leadership in establishing parity for women within the faculty. The University has the necessary resources and strong commitment of the deans and administration to work toward the goal of parity for women within the next 25 years. By the year 2015, OSU should employ women in the proportions available for every faculty rank within every discipline represented.

For the Faculty Recruitment and Retention Subcommittee, the initial step toward reaching this goal was to meet with the University's college or academic deans. To provide recommendations to the President and the Provost, the subcommittee members determined it would be useful to gather information specific to our university. The deans directly monitor the hiring and promotion of faculty at the college level; thus, their input might elucidate the reasons for the lack of women faculty. The remainder of this report is based on conversations with all eleven of OSU's academic deans, representing the colleges of Agricultural Sciences, Business, Engineering, Forestry, Health and Human Performance, Home Economics and Education, Liberal Arts, Oceanographic and Atmospheric Sciences, Pharmacy, Science, and Veterinary Medicine.

Level of Underrepresentation

In the discussions, the fact that women are underrepresented at the full professor rank throughout the University was not contested or argued; the numbers are small in every college and proportions of women full professors are smaller than would be expected given national availabilities. Current OSU data show that 9 percent (N=41) of all full professors are women (see Appendix A).

Among all women, women of color are severely underrepresented; even in colleges and disciplines that have experienced increased participation of women, recruiting and retaining women of color continues to be a challenge. At OSU, 0.2 percent (N=1) of all full professors are women of color.

Personal Constraints Linked to Women's Roles

Although they are in the minority, some deans feel strongly that the demands of family continue to fall more heavily on women faculty and, consequently, create gender differences in recruiting, retaining, and promoting women faculty. Women are more likely than men to be place-bound or to have spouse-partner employment as a critical issue in accepting/remaining in a position (see below). A substantial number of women have sole/major responsibility for care in one or more of the following situations: having young children, being a single parent, having a disabled dependent, or helping an elderly parent. Men are more likely than women to be part of a "nuclear" family in which the spouse handles many responsibilities or is a full-time homemaker.

Given the family-related responsibilities just mentioned, women may have less flexibility to match the long paid-work hours of their male colleagues. Salaries in higher education, which tend to be lower for women than for men, may not allow the individual to hire and pay for a service-provider or caregiver who would take on the necessary tasks in the home.

Subcommittee members raised concerns about the responsiveness of OSU's parental leave policy to family-related constraints for women faculty. On a case-by-case basis, faculty may be granted extended leave, part-time employment, or stopping of the tenure clock; however, as several deans pointed out, the system has a serious flaw in that monies to hire temporary employees to replace faculty on leave are not readily available. The need to identify resources once a request for parental leave has been made creates undue stress and may lead to a situation in which the individual requiring leave is responsible for arranging coverage of classes and advising, which may mean taking on an overload immediately before or after the leave occurs.

In every discussion, the question of whether or not women are more likely to serve in "nurturing" roles within the college or department arose. Some deans were aware of situations in which women faculty focused on the teaching and advising aspects of their jobs to the detriment of their research. Some perceived that women are more likely than men to be asked and expected to perform advising and service activities; women senior faculty, in particular, may be "overutilized" by being asked to take on numerous responsibilities so that women are represented on committees and in other activities.

Spouse/Partner Employment
In all colleges, the availability of job opportunities for an employee's spouse or partner increasingly is an issue; in some colleges it is a factor in practically every search. A majority of deans believe that spouse/partner employment is a consideration in hiring women to a greater extent than it is for men. At OSU it is a more common experience to lose a woman candidate than a man candidate because of the career concerns of a spouse or partner.

Some colleges have had success recruiting dual-career partners. Success requires actively seeking ways to work with other departments or colleges to place "couples" at OSU. Most deans believe that hiring couples can have very positive consequences for a college; that employing a couple can result in the very positive effect of building a bridge between two departments or disciplines.

Discrimination
Several deans reported that some departments continue to have a reputation for promoting an unwelcome climate for women. In some cases, departments remain all-male; this may make it difficult to recruit the "first" woman to such a unit. In other cases, admittedly rare, there is an attitude within the department that women do not belong and would not make good colleagues. The deans who face these situations describe taking a very direct approach in personally educating and advising the department faculty involved these situations.

Mentoring
Questions of promotion and representation at the senior level of the organization raise the issue of mentoring—does it occur for women at the same rate and in the same way as it does for men? In general, the deans view mentoring as a necessary and critical function within the departments and the colleges. Some claim that men and women have similar experiences in that relatively little mentoring occurs. There was some agreement that once an individual, man or woman, receives tenure and is promoted to the rank of associate professor, virtually no formal guidance as to how to achieve the rank of full professor takes place. Women, however, are at a greater disadvantage than men because they are less likely to have received the *informal* mentoring that men receive.

Mentoring that involves faculty peers is favored by some of the deans at OSU. One model establishes an environment in which faculty peers agree to monitor one another's expectations for performance in teaching, research, and service. One approach that has been implemented assigns "peer evaluators," i.e. more experienced colleagues, to observe and advise first-year faculty.

Pipeline Issues
The "pipeline issue," while less pertinent than the factors above to the question of why women fail to be promoted to the rank of full professor, arose frequently in the discussions with the deans.

In some disciplines, the small proportions of women are partially explained by the small numbers of women graduate students and women "Ph.Ds." Entire disciplines such as forestry, agriculture and engineering historically have involved few women; recent efforts to recruit women are changing the composition of the faculty pool, albeit slowly.

In a very different trend, disciplines such as pharmacy and veterinary medicine have experienced dramatic changes in the participation of women over the past ten years. The deans in these areas are acutely aware of issues that develop as a result of the change; e.g., there is a significant imbalance between the proportion of women beginning their careers and the proportions of women at higher levels. There is a compelling need for men in these disciplines to mentor women in areas of administration and other professional functions.

The subcommittee members found virtual consensus from the deans regarding the importance of college and university involvement in "pipeline" programs targeting young people from underrepresented groups. The Association of Women in Science (AWIS)-sponsored visit of eighth-grade girls to OSU's campus each year was mentioned by deans as an excellent model for pipeline programs for women. Apparently, no other programs with a focus on attracting young women and girls to academic disciplines currently exist at OSU.

Pipeline programs are founded on the assumption that young women fail to pursue study or work in various disciplines because they either are unacquainted with or have a narrow view of certain fields. Other factors that relate to the paucity of women in the pipeline are: 1) the absence of women role models, which exacerbates the perception that women do not belong in certain fields; and 2) the fact that women may be more likely to stay out of graduate school because they cannot afford to live on a student stipend, given family-related factors such as single mother status.

Recommendations

Overall, the deans and the members of the subcommittee agree that the dialogue that occurred was useful and informative. Several deans made the comment that the PCOSW should continue to raise issues in order to increase awareness and as a step toward developing solutions. Based on the information gathered in this series of meetings, the President's Commission on the Status of Women offers the following recommendations. One recommendation (#9) was not a focus in the subcommittee's discussions with the deans; it is included here because it responds to an issue related to the retention of women faculty, recently brought to the attention of PCOSW.

1. Raise campus awareness that women are underrepresented at the ranks of associate and full professor and acknowledge University-wide that such underrepresentation exists. Make an open and strong commitment in every program unit to reach parity within the next 25 years and reinforce this commitment through public statements.

2. Hire more women at all ranks, particularly the senior rank of professor, including department chair/head and other key leadership positions. The subcommittee members strongly recommend that this activity must be the responsibility of the deans, the provost, and the president. These administrators must hold department chairs and directors directly accountable for recruiting and promoting women faculty.

3. Make OSU's "Family Employment Program" a funding priority; develop the program in a way that increases the support available for deans and department chairs to negotiate spouse/partner employment successfully.

4. Establish University-wide rules for parental leave, detailing the variety of options available through the current policy and affirming OSU's positive and supportive philosophy toward the right of parental leave. Specifically prohibit pre- and post-leave overloads in teaching and advising. Create a task force to propose a change in the current budgeting process that would identify resources earmarked and readily available for funding parental leave.

5. Conduct a University-wide salary equity study of faculty salaries. If inequities are identified, take specific steps to correct them.

6. Openly recognize and sustain the work of the deans and department chairs to hire and promote women faculty, to make dual career couple hires, and to address existing discriminatory attitudes in some departments.

7. Strengthen women faculty development opportunities (e.g., travel to represent a department, participate in seminars, or significant administrative assignments) available at the college and university levels; foster mentoring for women through this effort. Establish a data base in order to track progress in this area.

Appendix A
Women faculty, tenured and tenure-track, assistant, associate and full professors (.5 FTE or greater) at OSU. May 1993.

	Assistant Professor			Associate Professor			Professor		
College /Unit	Total men & women	Women	Women of Color	Total men & women	Women	Women of Color	Total men & women	Women	Women of Color
Ag. Sciences & Extension Service	103 (100%)	32 (31%)	1 (.9%)	146 (100%)	31 (21%)	0	136 (100%)	13 (10%)	0
Forestry	10 (100%)	2 (20%)	0	26 (100%)	1 (4%)	0	25 (100%)	1 (4%)	0
Liberal Arts	33 (100%)	17 (52%)	0	67 (100%)	20 (30%)	1 (2%)	51 (100%)	4 (8%)	0
Science	25 (100%)	9 (36%)	0	42 (100%)	7 (17%)	0	104 (100%)	5 (5%)	1 (1%)
Oceanic & Atmospheric Sciences	4 (100%)	1 (25%)	0	20 (100%)	2 (10%)	0	25 (100%)	2 (8%)	0
Business	9 (100%)	1 (11%)	0	13 (100%)	3 (23%)	0	18 (100%)	2 (11%)	0
Engineering	26 (100%)	3 (12%)	0	37 (100%)	2 (5%)	0	35 (100%)	0	0
Home Economics/ Education	14 (100%)	11 (79%)	1 (7%)	17 (100%)	11 (65%)	0	23 (100%)	10 (43%)	0
Pharmacy	7 (100%)	3 (43%)	1 (14%)	6 (100%)	0	0	9 (100%)	0	0
Health & Human Performance	11 (100%)	6 (55%)	0	16 (100%)	6 (38%)	0	3 (100%)	1 (33%)	0
Executive Office	0	0	0	0	0	0	0	0	0
Finance & Administration	2 (100%)	0	0	1 (100%)	0	0	3 (100%)	0	0
Provost & Executive V.P.	14 (100%)	9 (64%)	0	10 (100%)	5 (50%)	0	7 (100%)	1 (14%)	0
Research & International	0	0	0	1 (100%)	0	0	9 (100%)	0	0
Student Affairs	2 (100%)	1 (50%)	1 (50%)	4 (100%)	1 (25%)	0	6 (100%)	1 (17%)	0
Institutional Advancement	1 (100%)	0	0	2 (100%)	1 (50%)	0	1 (100%)	0	0
Veterinary Medicine	5 (100%)	0	0	9 (100%)	2 (22%)	0	9 (100%)	1 (11%)	0
Total	266 (100%)	95 (36%)	4 (2%)	417 (100%)	92 (22%)	1 (.2%)	464 (100%)	41 (9%)	1 (.2%)

8. Develop a required workshop on barriers to mobility for women in higher education designed for department chairs and other administrators. Provide the follow-up necessary to assure the effectiveness of the workshop.

9. Investigate the extent to which women faculty experience gender harassment in the classroom and in their interaction with students. Provide orientation and guidance concerning how to respond to incidents of harassment.

10. Support the Graduate Student Subcommittee in its effort to determine if/why there are inequities in funding women graduate students.

11. For every discipline or unit in which women students are underrepresented (i.e., their numbers are disproportionately low), set an expectation that the college will develop a program to strengthen the "pipeline." A program would consist of a variety of steps including sponsoring career programs for young girls, encouraging promising graduate students, and networking nationally with colleagues to identify potential faculty recruits.

12. Develop a comprehensive, institution-wide proposal to select and fund recruitment activities, such as the AWIS program, to encourage young women to attend OSU.

Conclusion

To reach the goal of parity for women by the year 2015, efforts must be implemented at the University, college and department levels. The President's Commission on the Status of Women can assist by working closely with women at OSU and establishing a liaison with campus decision-makers, such as the academic deans. Members of the subcommittee are committed to having this report initiate a campus-wide effort to increase the number of women throughout the institution and, importantly, in the senior rank of professor within the faculty.

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APPENDIX B
REPORT RECOMMENDATIONS AND IMPLEMENTATION STRATEGIES

1. Raise campus awareness that women are underrepresented at the ranks of associate and full professor and acknowledge University-wide that such underrepresentation exists. Make an open and strong commitment in every program unit to reach parity within the next 25 years and reinforce this commitment through public statements.
IMPLEMENT: Distribute the PCOSW report broadly and draw attention to its significance at public events, beginning with University Day. Discuss the report at meetings of the deans, the President's Cabinet, Breakfast with the President, etc. Establish parity for women faculty as a university-wide goal in all relevant documents and policy statements.
RESPONSIBILITY: President, provost.

2. Hire more women at all ranks, particularly the senior rank of professor, including department chair/head and other key leadership positions. The subcommittee members strongly recommend that this activity must be the responsibility of the deans, the provost, and the president. These administrators must hold department chairs and directors directly accountable for recruiting and promoting women faculty.
IMPLEMENT: Strengthen the candidate pool of women at the recruitment stage of each employment search. Appoint women and individuals who have a commitment to affirmative action as search committee chairs. Increase the representation of women who serve as members of search committees. Utilize administrative networks to make personal inquiries regarding women candidates.
RESPONSIBILITY: President, provost, deans, department chairs, Affirmative Action.

3. Make OSU's "Family Employment Program" a funding priority; develop the program in a way that increases the support available for deans and department chairs to negotiate spouse/partner employment successfully.
IMPLEMENT: Secure funding for the FEP beyond the current biennium.
RESPONSIBILITY: President, provost, deans, department chairs.

4. Establish university-wide rules for parental leave, detailing the variety of options available through the current policy and affirming OSU's positive and supportive philosophy toward the right of parental leave. Specifically prohibit pre- and post-leave overloads in teaching and advising. Create a task force to propose a change in the current budgeting process that would identify resources earmarked and readily available for funding parental leave.
IMPLEMENT: Initiate a review of ways to support parental leave currently in existence at "benchmark" institutions.
RESPONSIBILITY: Provost, associate provost, deans, department chairs (working with the above-mentioned task force).

5. Conduct a university-wide salary equity study of faculty salaries. If inequities are identified, take specific steps to correct them.
IMPLEMENT: Establish a planning group to design a salary equity study.
RESPONSIBILITY: Provost, associate provost, deans, department chairs, Affirmative Action, PCOSW.

6. Openly recognize and sustain the work of the deans and department chairs to hire and promote women faculty, to make dual career couple hires and to address existing discriminatory attitudes in some departments.
IMPLEMENT: Establish a means for giving both public and private recognition to the dean(s)/department chair(s) who make concrete gains in recruitment, retention, and/or promotion of women faculty.
RESPONSIBILITY: President, PCOSW.

7. Strengthen women faculty development opportunities (e.g., travel to represent a department, participation in seminars, or significant administrative assignments) available at the college and university levels; foster mentoring for women through this effort. Establish a data base in order to track progress in this area.
IMPLEMENT: Compile information to establish what opportunities currently exist and how faculty learn of opportunities. Monitor how and to whom development opportunities are provided.
RESPONSIBILITY: Deans, associate provost.

8. Develop a required workshop on barriers to mobility for women in higher education designed for department chairs and other administrators. Provide the follow-up necessary to assure the effectiveness of the workshop.
IMPLEMENT: Identify individuals/institutions with expertise in this area; hold the first workshop for members of the newly-formed Academic Assembly.
RESPONSIBILITY: Academic Affairs, deans, PCOSW.

9. Investigate the extent to which women faculty experience gender harassment in the classroom and in their interaction with students. Provide orientation and guidance concerning how to respond to incidents of harassment.
IMPLEMENT: Create and widely distribute an information paper on both what occurs and how to address harassment in the classroom. Hold orientation sessions for new faculty that provide information on how to handle difficult classroom situations.
RESPONSIBILITY: Department chairs, deans, Affirmative Action, associate provost.

10. Support the PCOSW Graduate Student Subcommittee in its effort to determine if/why there are inequities in funding women graduate students.
IMPLEMENT: Continue the on-going college-by-college analysis.
RESPONSIBILITY: College deans, dean of the Graduate School.

11. For every discipline or unit in which women students are underrepresented (i.e., their numbers are disproportionately low), set an expectation that the college will develop a program to strengthen the "pipeline." A program would consist of a variety of steps including sponsoring career programs for young girls, encouraging promising graduate students, and networking nationally with colleagues to identify potential faculty recruits.
IMPLEMENT: As a first step, find out what "successful" institutions have done.
RESPONSIBILITY: College deans, dean of the Graduate School.

12. Develop a comprehensive, institution-wide proposal to select and fund recruitment activities, such as the AWIS program, to encourage young women to attend OSU.
IMPLEMENT: Create a task force to review existing programs and funding and to develop a proposal.
RESPONSIBILITY: Provost, dean of the Graduate School, college deans.

September 7, 1993
Final Revision: January 24, 1994

Reflective Summary: W.K. Kellogg Critical Issues in Faculty-to-Faculty Mentoring Leadership Initiative

1. The challenge is clear—to find multiple ways of mentoring professorial faculty at early and critical stages in their careers at OSU so that they can make important contributions and thrive in a rapidly changing university environment.

Our structured conversations and follow-up interviews with junior tenure-line and senior tenured faculty suggest a "mentoring gap" at OSU. Given current retirement patterns, OSU will be rebuilding its faculty in coming years. In some units, there are no senior faculty in the same or a related field, and a junior faculty member may be relatively isolated. Some mentoring goes on in professional organizations, but we can't count on building and retaining new faculty without a strong on-campus effort as well. In an environment where keeping positions is essential, mentoring is not a luxury. Over and over again in the 2007 process, faculty noted the importance of mentoring to professional development. As one senior administrator noted, "mentoring provides the necessary encouragement and the validation for continuous growth in faculty roles."[1]

2. Our conversations with junior, tenure-line professorial faculty identified three kinds of structures critical to a broad-based conceptualization of faculty-to-faculty mentoring:

- **"orientation structures" – to provide access to information, norms, and routines;**
- **"opportunity structures" - to enhance scholarly and professional success, including development in teaching and learning, at critical points in a career pathway;**
- **"integrative structures" – to speed up integration of under-represented groups, help faculty integrate teaching and scholarship, align departmental faculty roles w/university mission.**

In response to the question, "what is present and what is absent in your mentoring at OSU," junior faculty identified areas in which more is needed:

- basic departmental "how to" and "where to go for what"—from how to dial long distance on office phones to how to schedule technology-integrated classrooms, set up classroom folders, and access Information Services;
- orientation at the department level to institutional norms and routines, from grading practices and norms of grading (for graduate and undergraduate students) to how to handle student complaints, collaborative class projects, departmental support on reporting plagiarism;
- negotiating the balance of teaching (esp. with large class sizes) and research, family/career goals, the political landscape of departments, gender and service expectations; assistance of senior faculty in reading/reviewing grant proposals; making transitions from "private" settings to the land grant university; national, regional and local professional networking.[2]

Junior professorial faculty identified mentoring "as present" in the following activities: junior faculty luncheon series (peer mentoring), collaboration with senior faculty on research projects, teaching and learning conversations sponsored by the university, research and study groups (such as the Social Science Research roundtable and the OSU Center for the Humanities), teaching in the Honors College context. Junior faculty identified 15 senior faculty members as "exemplary mentors" in their colleges and departments (faculty members from Liberal Arts, Business, Science, Library, Agriculture were named).

3.Mentoring is multi-faceted and contextual—everyone agrees upon that. We make "real

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[1] Quoted in this summary: panelists (Erlinda Gonzalez-Berry, Bob Nye, Dwaine Plaza, David Robinson, Rebecca Warner); guest speakers (Scott McNall, Mariolina Salvatori), in-depth interviews with faculty leaders and administrators (Academic Affairs, Faculty Senate, PCOSW, Affirmative Action, Human Resources, Colleges of Agriculture, Liberal Arts, Science) .

[2] Junior Faculty Luncheon Survey. E-mail invitations to a junior faculty luncheon were issued university-wide to 170 tenure-line faculty: 42 attended; 37 completed the questionnaire. All colleges and the Library were represented.

headway" toward improving institutional approaches to mentoring when we consider "what is at stake" in mentoring for particular purposes and foster a general "culture" of mentoring.

For example, where mentoring is defined, as one panelist suggested, as "shared knowledge, experience, and practical strategies that promote advancement," we emphasize the importance of "lifting everyone up." Traditionally, mentoring (including studies of mentoring in sciences and business as well as academia) is tied to social reproduction—business as usual means that faculties reproduce themselves. Mentoring to speed up the
the integration of women and underrepresented groups means acknowledging the need for more focused approaches--the need for "gendered mentoring," for example. Targeted mentoring may single out scholarly production, professional advancement, and political knowledge ("who makes the decisions, what are the touchy subjects?") Too often, mentoring of faculty for administrative roles and committee work is neglected until there is a crisis in leadership.

4. Thoughtful and constructive approaches to mentoring of women and minorities requires awareness of tacit messages conveyed informally and through unwritten codes.

The point is often mentioned but bears repeating: barriers persist informally and in taken-for-granted professional codes, even when they have disappeared legally. As one panelist noted, "persistent barriers include unwritten codes of professional conduct, gendered expectations, masculine sociability of professional societies, oral conventions, bodily gestures, gendered language, approaches to conflict and confrontation, and the unconscious conveyance of codes." Unconscious messages are most keenly recognized by accomplished members of underrepresented groups in informal situations.

5. Constructive mentoring is a two-way relationship, compelling us to affirm the affective and intellectual link between relational knowledge and skills, and effective leadership for institutional change.

Over and again, our discussions affirmed the concept of mentoring as a two-way relationship, at best grounded in mutuality and reciprocity. "A fundamental principle of mentoring," one panelist noted, "is that people with shared affinities will find each other and will find ways to work together in order to. increase their chances of success and, more important, to enhance the joy they get from what we do." (As a later section of this report points out, people with shared affinities will not always find each other. Often, a more proactive approach will be necessary). Hierarchies are real, but collaborative endeavors grounded in common interests can reinforce reciprocity. Our discussion clarified an array of "markers" for sources and effects of knowledge grounded in the meeting of subjectivities:

- authoritarian attitudes corrode productive mentoring;
- collaboration on topics of mutual interest work against hierarchy;
- productive mentoring relations rely upon and foster open exchange of ideas;
- productive mentoring recognizes authenticity—the "sharing of the whole rather than the portioned self," including, at times, blurring of personal and professional life;
- productive mentoring doesn't dissolve difference in cloying models of community;
- "Good mentors bring humility, willingness to share, to trust."

6. Although active and intentional mentoring of professorial faculty is "everybody's business," department chairs have the opportunity—and, some of those interviewed argued, the obligation — to be proactive.

Department chairs shape the political and social contexts in which mentoring acts are given meaning. As one chair noted, "mentoring relations are not only person to person, they should be embedded in the way we structure our departments." Embeddings that foster a positive climate for mentoring include: representing and communicating faculty roles and assignments in visible and transparent ways; encouraging junior faculty to communicate ideas about improving the department; proactively challenging obstacles that hinder professional development; promoting the expectation that those in privileged positions in departments will be willing to act on behalf of others; encouraging a culture of peer observation, discussion of student feedback, and scholarly goals in contexts not always tied to P & T.

7. Models: When all other things are going well, some mentoring occurs indirectly as a by-product of collaboration in departmental routines.

Among the possibilities for thoughtful and systematic approaches to mentoring at OSU, we recognize the opportunities of mentoring provided by orientations toward the local, the particular, the informal, and the routine tasks of a department. When "ordinary tasks are being conducted in an open, collaborative, thoughtful, and mutually supportive way," as one contributor noted, mentoring takes place through routine task functions such as hiring committees and recruitment, leadership in arranging visiting lectures and campus events, formal and informal discussions of grading, curriculum, and teaching strategies, and professional networking at scholarly and professional meetings—seeing colleagues away from campus is important. As a by-product of curricular engagement, DPD & WIC also provide mentoring opportunities.

8. Models: constructive mentoring can take place in more formal and intentional ways, including small group models, as well as models that draw upon and/or foster multi-disciplinary collaboration.

One theme of our discussions was the concern that if mentoring is always voluntary and unstructured, it may never happen. There are always questions about equity in mentoring, about who gets mentored and why. Structured approaches anticipate the need for intentional mentoring, while acknowledging that "assigned" mentors are not always the right ones, and the best situations may still be those in which mentors are "invited" in consultation with junior faculty. Notable "best practices" (nationally and at OSU):

- In consultation with the junior faculty member, the chair invites a mentoring "committee" to work with the junior faculty member after the first year; the committee may advise on the preparation of a portfolio for the third year review;
- During or after a first year, the chair invites a senior member in the same or a neighboring discipline to also work with that same faculty member—mentoring functions are informally determined, and may include observation of teaching or team-teaching or shared research opportunities;
- Collaborative reading or scholarly writing are formed within departments or across disciplines (several such groups have been formed at OSU);
- Junior faculty are encouraged to lead peer research roundtables within disciplinary or across disciplinary areas;
- Periodically, during the first and second year, senior faculty host low-key, on-campus lunches for junior faculty—faculty lunches are covered through a department "slush fund":
- Senior department members are active in mentoring junior members into professional offices, and associations in regional and national professional organizations;
- Departments provide orientations toward teaching, including discussion of "difficult issues," such as norms of grading, managing the workload, etc. ;
- Mentoring goes on continuously and formatively apart from the "high stakes" of P & T;
- Mentoring practices operate outside the 'deficit" model: within the general culture of mentoring, one-on-one "coaching" to address problems and "clearinghouse conversations" (Parker Palmer) are valued academic practices.

9, Special considerations apply to the mentoring of faculty in the use of new technologies for teaching and learning (esp. in large class sizes), and scholarly production. These include

- clarity about which academic problems technology is trying to address;
- knowable and accessible pathways for sharing of information on technology resources, including pathways that assist faculty who need additional incentives;
- assessable outcomes for new uses of technology;
- planned team efforts—collaboration among technology specialists, academic specialists, department heads.

10. Constructive mentoring benefits senior faculty; too often, it is an "in absentia" subject.

Mentoring benefits everyone when it provides the scaffolding for career development and professional integration, when younger scholars gain tactical knowledge, and when mentors are exposed to cutting edge approaches to their fields. Taking the presence or absence of mentoring seriously, we acknowledge mentoring as part of the knowledge-making apparatus of the institution—an important means by which the life of the institution is recreated with each generation of teachers and scholars. The imperative of mentoring as intellectual work goes beyond the idea that "some individuals are more generous than others" (Salvatori).

Prepared by Anita Helle

Achieving Parity for Women at Oregon State University. A follow-up to the 1994 Study.

The purpose of the following interview is to provide information for a follow-up study to the1994 Parity report, conducted by the President's Commission on the Status of Women. The information collected for this up-dated report will be used to document the improvements in women's professional lives made since the earlier report. Second, we will suggest goals with recommendations for action to President Risser in order to effect positive change for the challenges that women still face at Oregon State University. In compiling our report, we will use the analysis of reactions to the teleconference "Women's Lives, Women's Voices, Women's Solutions" held in 2000; the focus group results from Associate Professors' meetings held last year; and data available from public records on salary and representation.

1. What changes have you seen in the roles that women fill in your college/unit during your time in this position?

2. What has your (college or unit) been able achieve in reaching parity for women when compared with the 1994 report?

3. What do you see as the key challenges for women in your unit?

4. What needs to happen in order for women to be successful in overcoming these challenges?

5. We are particularly concerned about challenges for women of color on our campus. What do you see as the key challenges for these women in your unit?

Some challenges for women at OSU that were identified in the 1994 Parity Report and from the 2000 Teleconference:

1. Inequities in space allocation, lab facilities, salary
2. Under representation in higher ranks - professor / administration
3. A place at the table as decision makers, without being over burdened
4. Lack of a clear pipeline for encouragement of women (into administrative positions for example)
5. Barriers to mobility (the glass ceiling)
6. Availability of mentoring
7. Chilly climate
8. Harassment by students and/or colleagues
9. Lack of professional development opportunities
10. Support for spouse/partner employment for new hires
11. Opportunities for parental leave, other family issues

Populations:

1. Administrators
2. Professorial faculty:
    - New annual tenure
    - Associate
    - Full
    - Fixed term
    - Instructors
3. Professional faculty
4. Classified staff
5. Faculty research assistants
6. Post docs

Special populations:

1. Women of color
2. Women with disabilities
3. Lesbian/bisexual/transgender women
4. Mothers/single mothers

APPENDIX 4

1999 PCOSW Survey of Women of Color – Questions

1. Do you believe that your gender and/or race-ethnicity affect your experience on camps? Please elaborate on your answer.
2. What activities or events would you like to see occur on this campus to make it more inclusive?
3. What issues would you like to see discussed on this campus? What type of forum might be useful for such discussions?
4. What are the two greatest concerns that you have about the OSU community?
5. What are the two greatest concerns that you have about the Corvallis community?
6. How could the President's Commission on the Status of Women serve the needs of individuals of color? Please be specific.
7. Finally, is there anything else you would like to say about how to improve the climate for minority students, staff and faculty at Oregon State University?

APPENDIX 5

Appendix 5 comes from the article “Faculty Diversity--Too little for too long.” The article was written by Cathy A. Trower and Richard P. Chait.

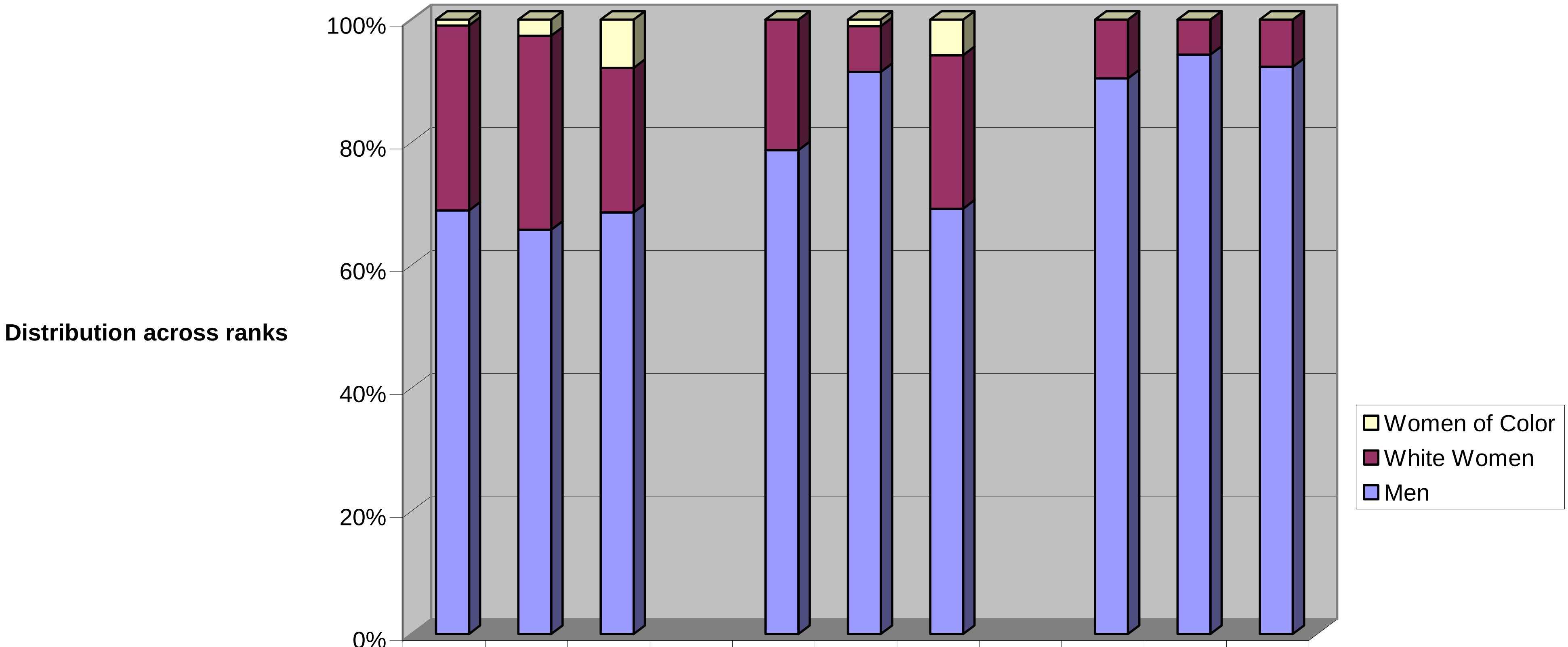
It can be viewed online at http://www.harvard-magazine.com/on-line/030218.html

APPENDIX 6

Distribution of Professorial Faculty by Gender and by College or Administrative Unit
1993 – 1998 – 2004

College/Unit	1993 Asst		1993 Assoc		1993 Prof		1998 Asst		1998 Assoc		1998 Prof		2004 Asst		2004 Assoc		2004 Prof	
	M	W	M	W	M	W	M	W	M	W	M	W	M	W	M	W	M	W
Ag Sciences	71	32	115	31	123	13	25	13	86	8	116	7	35	16	36	16	84 (92%)	7 (8%)
Forestry	8	2	25	1	25	1	6	3	21	2	35	0	29	3	39	4	30	4
Liberal Arts	16	17	47	20	47	4	17	14	38	24	39	10	24	23	27	21	23	14
Science	16	9	35	7	98	6	17	12	28	15	89	7	11	9	23	11	39	12
COAS	3	1	18	2	23	2	1	0	13	1	30	4	6	3	15	2	21	3
Business	9	1	10	3	16	2	9	0	12	3	9	1	8	3	10	1	1	0
Engineering	23	3	35	2	16	2	10	6	30	5	35	1	25	3	34	4	25	4
Home Ec/Educ	4	11	6	11	13	10	8	25	31	13	16	19						
Education													4	8	5	15	3	2
HHS/HHP	5	6	10	6	2	1	6	4	11	6	1	1	3	10	8	20	3	6
Pharmacy	4	3	6	0	9	0	2	4	6	2	6	0	5	3	5	2	0	0
Vet Med	5	0	7	2	8	1	6	5	6	1	8	2	4	6	5	4	3	1
Executive Office	0	0	0	0	0	0	0	0	0	0	13	3	0	0	0	0	7	2
Finance & Admin.	2	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0
Provost & Exec. VP	5	9	5	5	6	1	0	0	3	0	2	1	0	2	1	1	0	0
Research & Intl.	0	0	1	0	9	0	2	0	1	1	5	0	0	0	1	0	4	1
Student Affairs	0	2	3	1	5	1	1	0	1	0	2	0	0	0	0	0	1	0
Institutional Advncmnt	1	0	1	1	1	0	0	0	1	1	0	0	0	0	0	0	0	0
Information Services							4	15	2	6	0	0	1	6	0	3	0	0
Extension (Admin)							0	0	0	3	3	0	2	2	1	1	1	2
Academic Affairs													3	3	2	3	0	1
TOTALS	172	96	325	92	407	43	114	101	291	91	409	56	160	100	212	108	245	59
PERCENTAGES	70.2%	29.8%	78%	22%	90.4%	9.60%	53%	47%	76%	24%	88%	12%	61.5%	38.5%	66.25%	33.75%	80.6%	19.4%

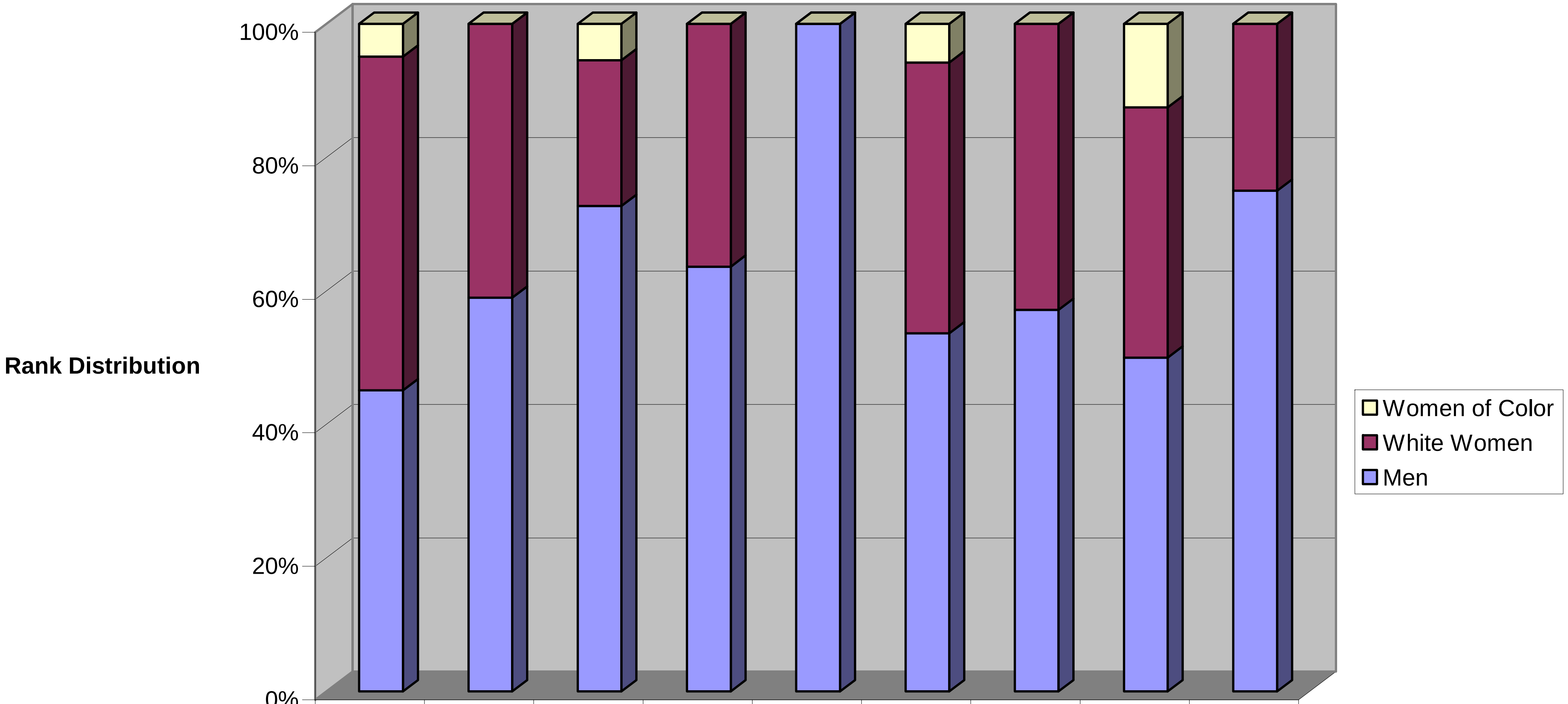
College of Agricultural Sciences
Tenured and Tenure-track Faculty



	1993 Asst Prof	1998 Asst Prof	2004 Asst Prof		1993 Assoc Prof	1998 Assoc Prof	2004 Assoc Prof		1993 Full Prof	1998 Full Prof	2004 Full Prof
☐ Women of Color	1	1	4		0	1	3		0	0	0
■ White Women	31	12	12		31	7	13		13	7	7
■ Men	71	25	35		115	86	36		123	116	84

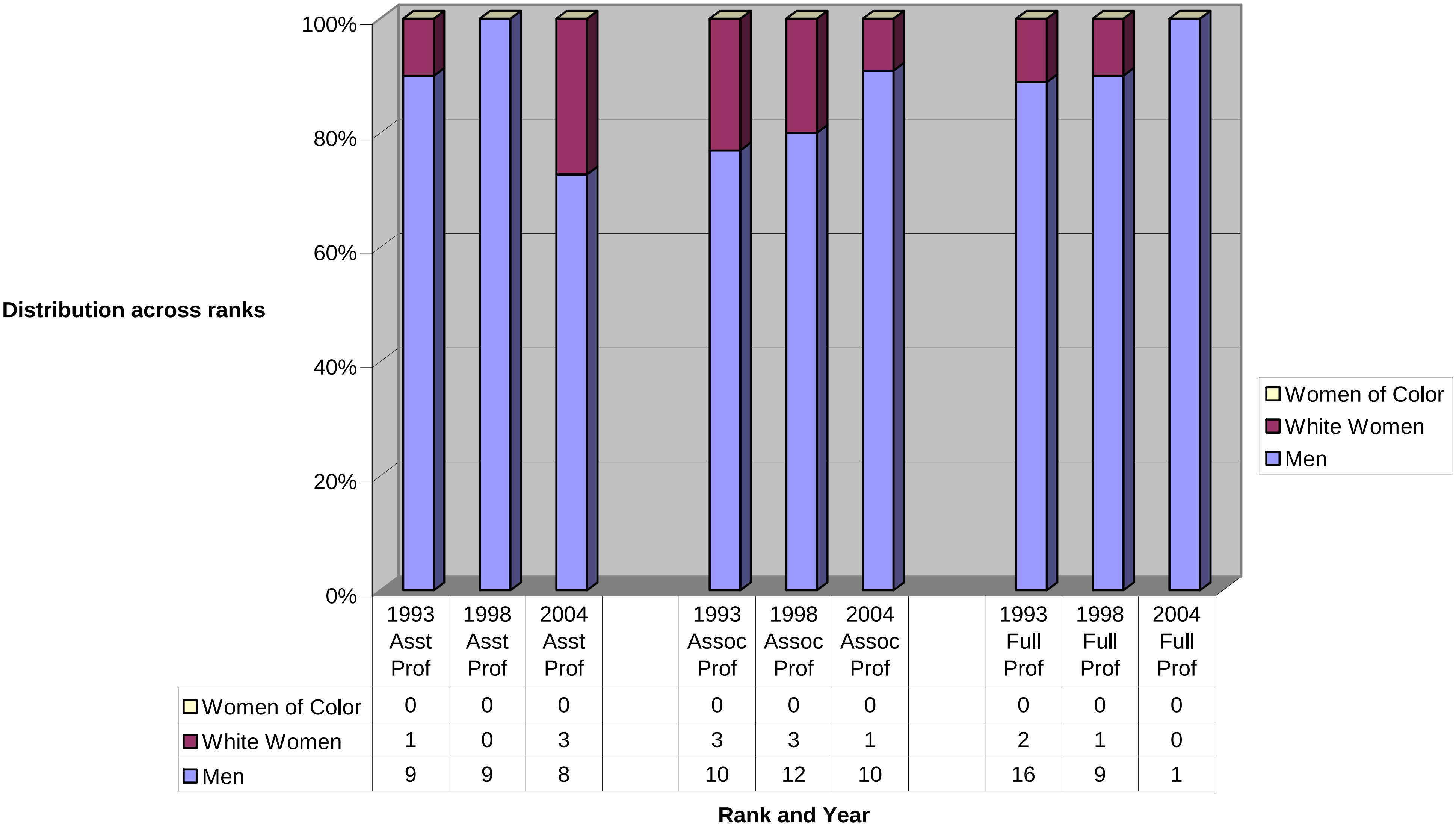
Rank and Year

College of Ag Sciences Fixed-Term Faculty
2004



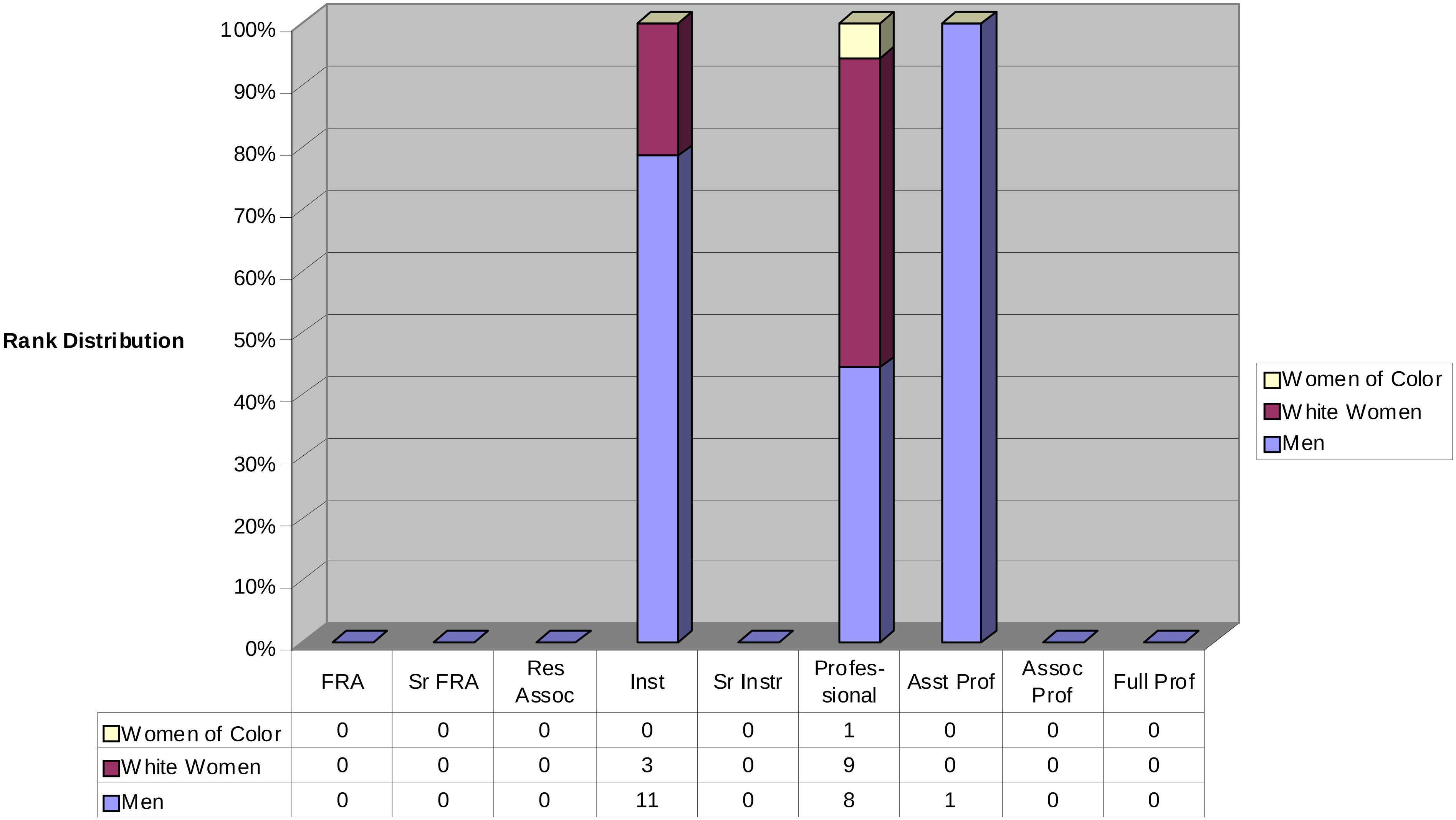
	FRA	Sr FRA	Res Assoc	Inst	Sr Instr	Profes-sional	Asst Prof	Assoc Prof	Full Prof
Women of Color	6	0	3	0	0	4	0	1	0
White Women	61	16	12	8	0	28	9	3	1
Men	55	23	40	14	2	37	12	4	3

College of Business
Tenured and Tenure-track Faculty



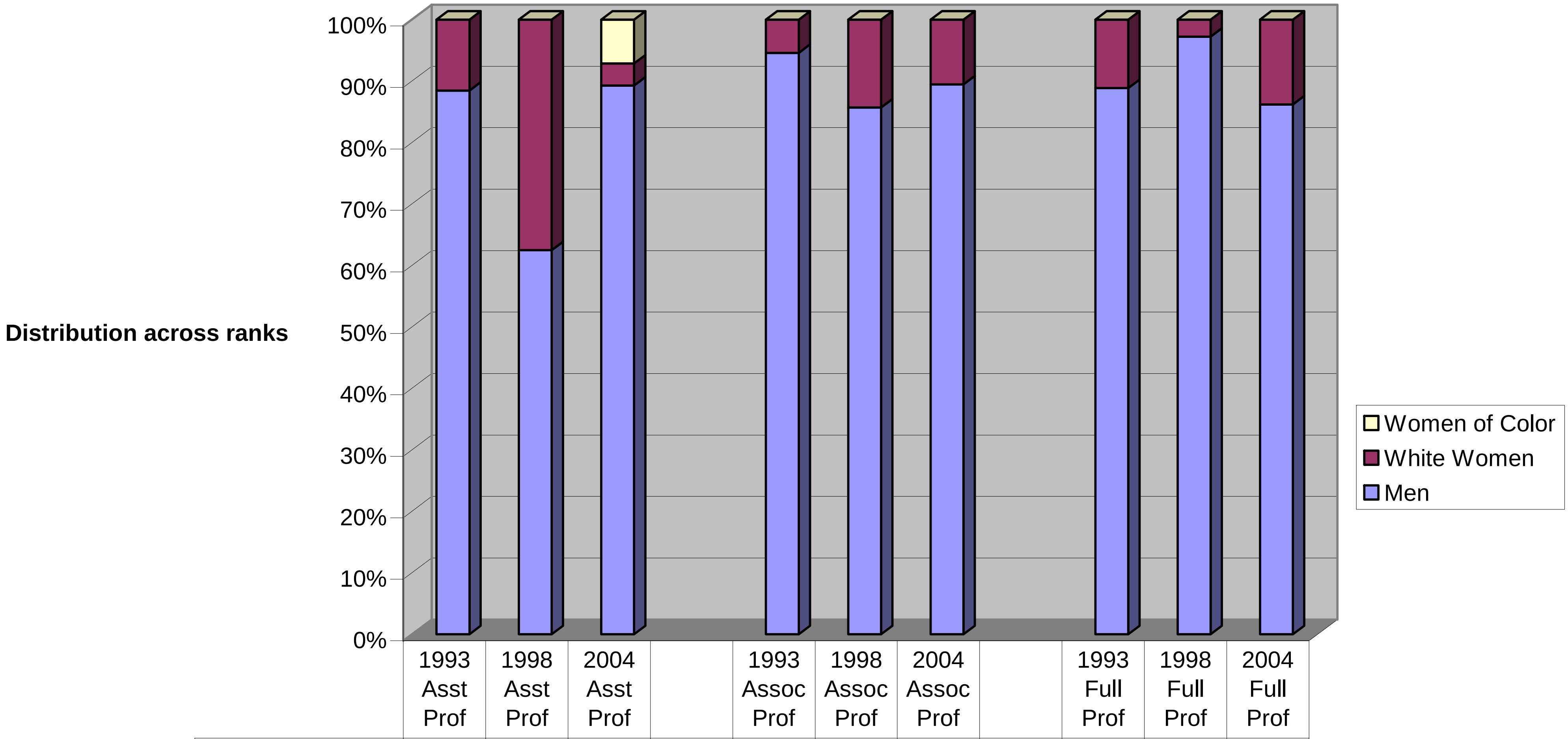
	1993 Asst Prof	1998 Asst Prof	2004 Asst Prof		1993 Assoc Prof	1998 Assoc Prof	2004 Assoc Prof		1993 Full Prof	1998 Full Prof	2004 Full Prof
☐ Women of Color	0	0	0		0	0	0		0	0	0
■ White Women	1	0	3		3	3	1		2	1	0
■ Men	9	9	8		10	12	10		16	9	1

College of Business Fixed-Term Faculty
2004



	FRA	Sr FRA	Res Assoc	Inst	Sr Instr	Profes-sional	Asst Prof	Assoc Prof	Full Prof
☐ Women of Color	0	0	0	0	0	1	0	0	0
☐ White Women	0	0	0	3	0	9	0	0	0
☐ Men	0	0	0	11	0	8	1	0	0

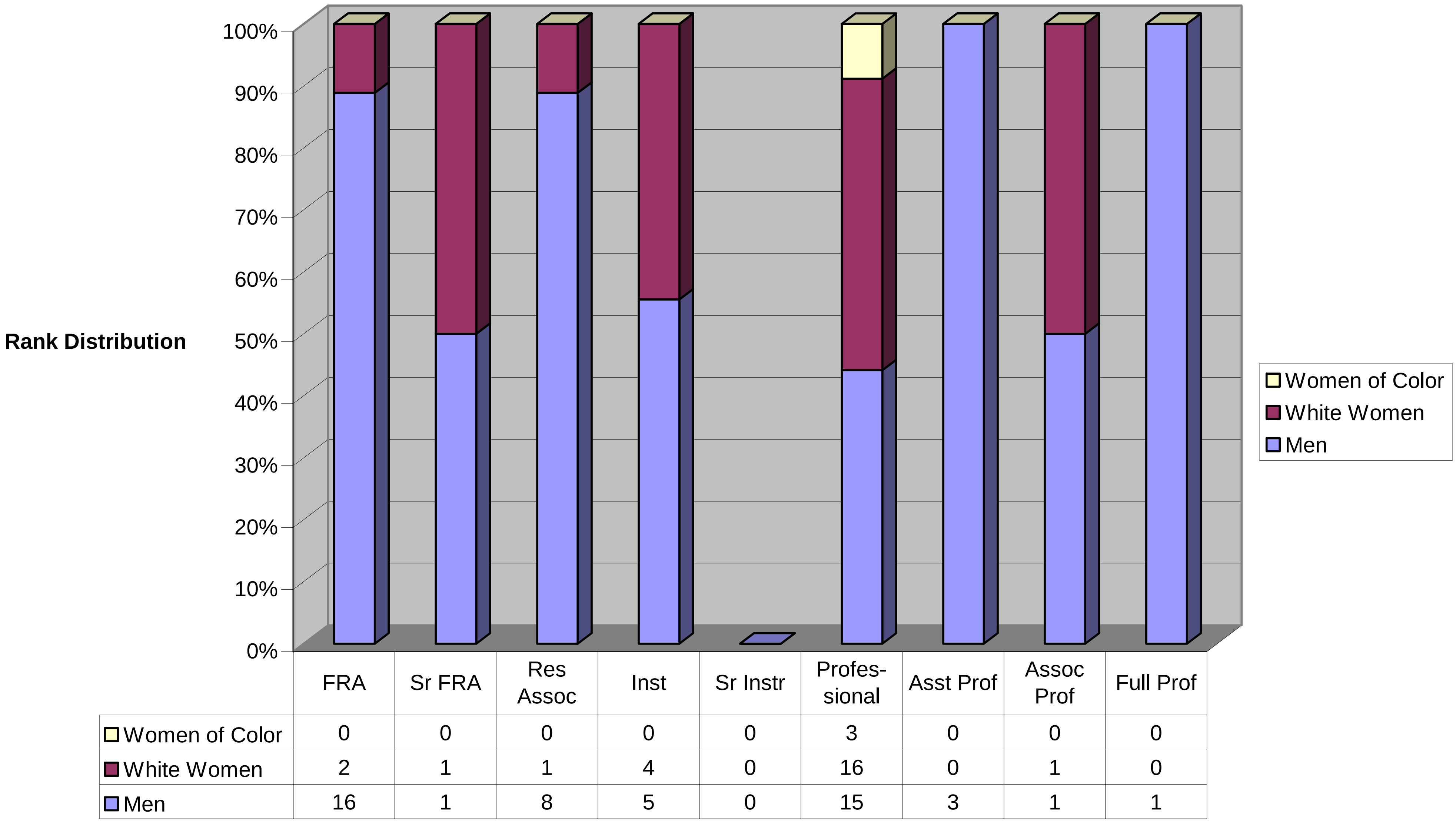
College of Engineering
Tenured and Tenure-track Faculty



	1993 Asst Prof	1998 Asst Prof	2004 Asst Prof		1993 Assoc Prof	1998 Assoc Prof	2004 Assoc Prof		1993 Full Prof	1998 Full Prof	2004 Full Prof
🟨 Women of Color	0	0	2		0	0	0		0	0	0
🟥 White Women	3	6	1		2	5	4		2	1	4
🟦 Men	23	10	25		35	30	34		16	35	25

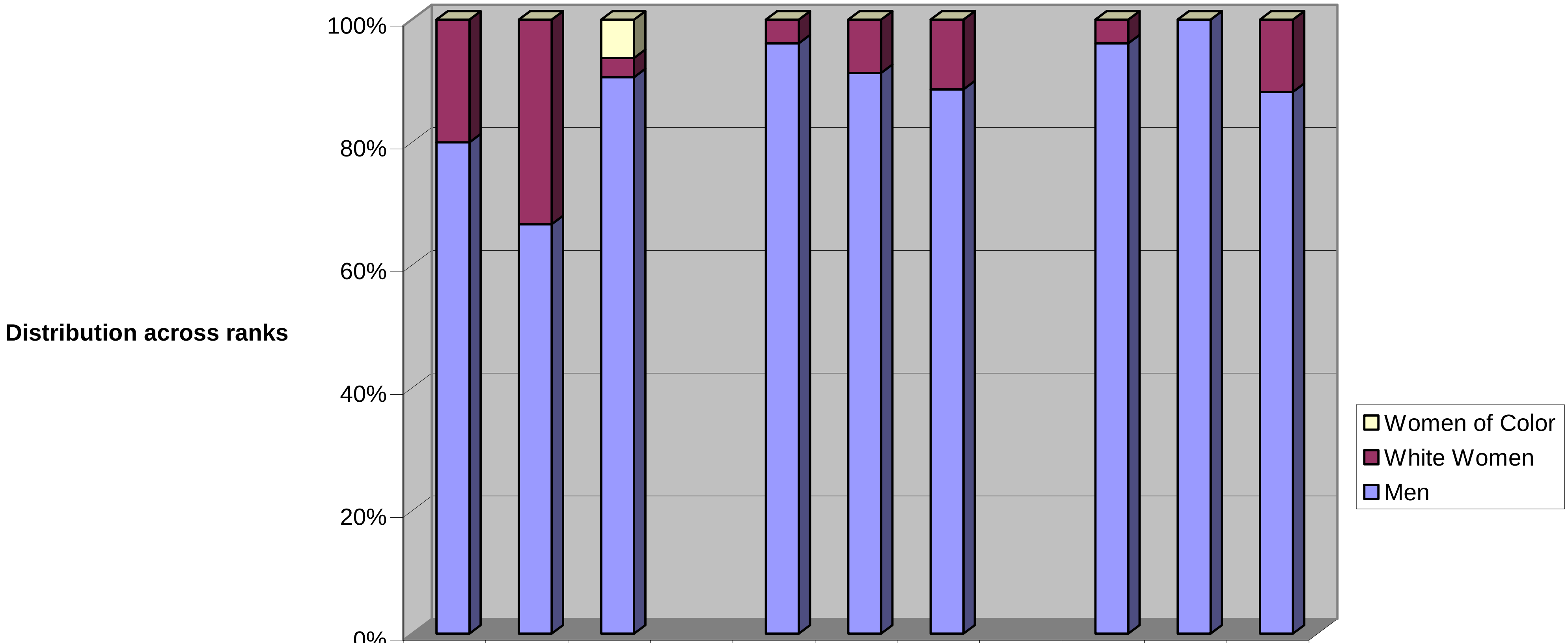
Rank and Year

College of Engineering Fixed-Term Faculty
2004



	FRA	Sr FRA	Res Assoc	Inst	Sr Instr	Profes-sional	Asst Prof	Assoc Prof	Full Prof
🟨 Women of Color	0	0	0	0	0	3	0	0	0
🟪 White Women	2	1	1	4	0	16	0	1	0
🟦 Men	16	1	8	5	0	15	3	1	1

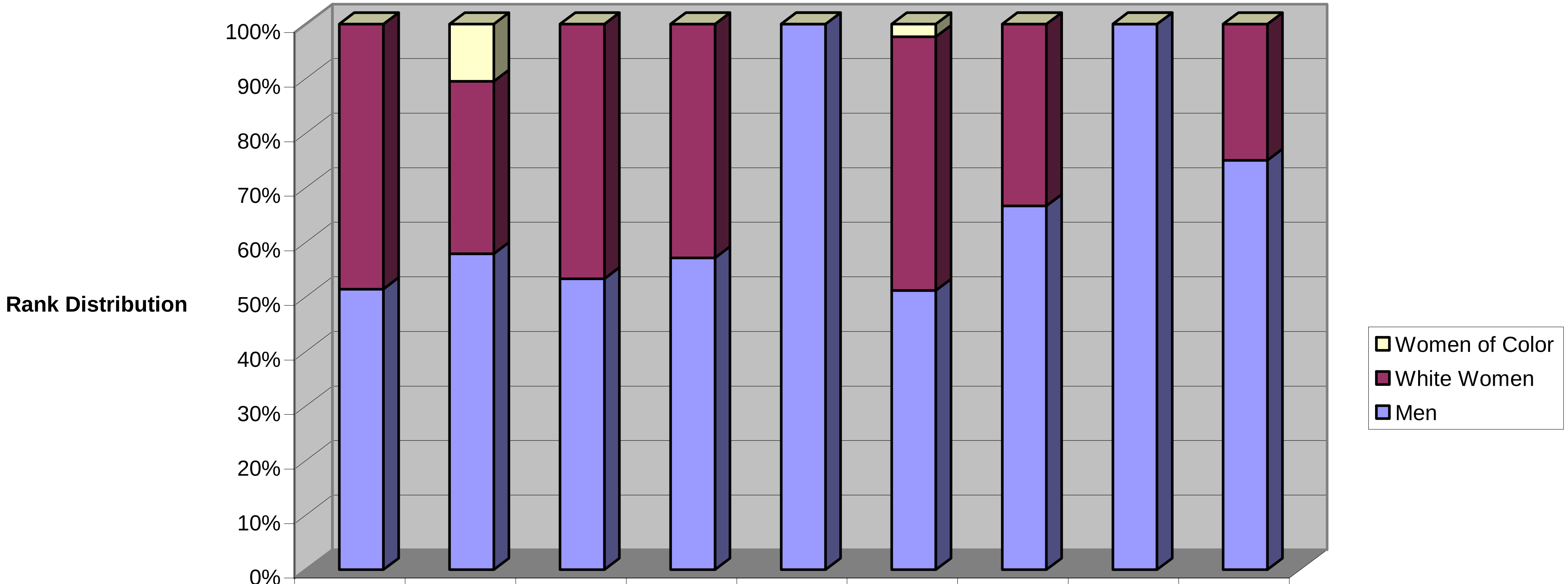
College of Forestry
Tenured and Tenure-track Faculty



	1993 Asst Prof	1998 Asst Prof	2004 Asst Prof		1993 Assoc Prof	1998 Assoc Prof	2004 Assoc Prof		1993 Full Prof	1998 Full Prof	2004 Full Prof
Women of Color	0	0	2		0	0	0		0	0	0
White Women	2	3	1		1	2	5		1	0	4
Men	8	6	29		25	21	39		25	35	30

Rank and Year

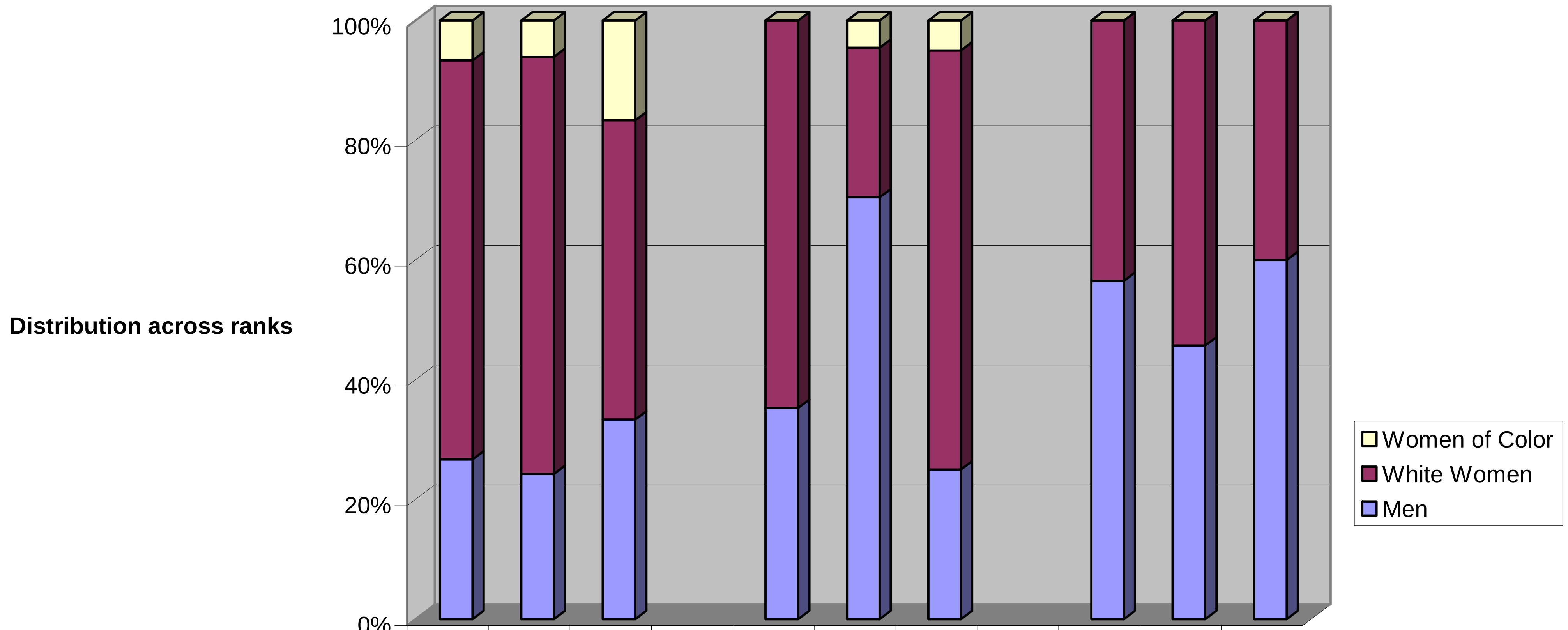
College of Forestry Fixed-Term Faculty
2004



	FRA	Sr FRA	Res Assoc	Inst	Sr Instr	Profes-sional	Asst Prof	Assoc Prof	Full Prof
🟨 Women of Color	0	2	0	0	0	1	0	0	0
🟥 White Women	17	6	7	3	0	20	2	0	1
🟦 Men	18	11	8	4	3	22	4	1	3

College of Home Ec and Education/School of Education
Tenured and Tenure-Track Faculty*

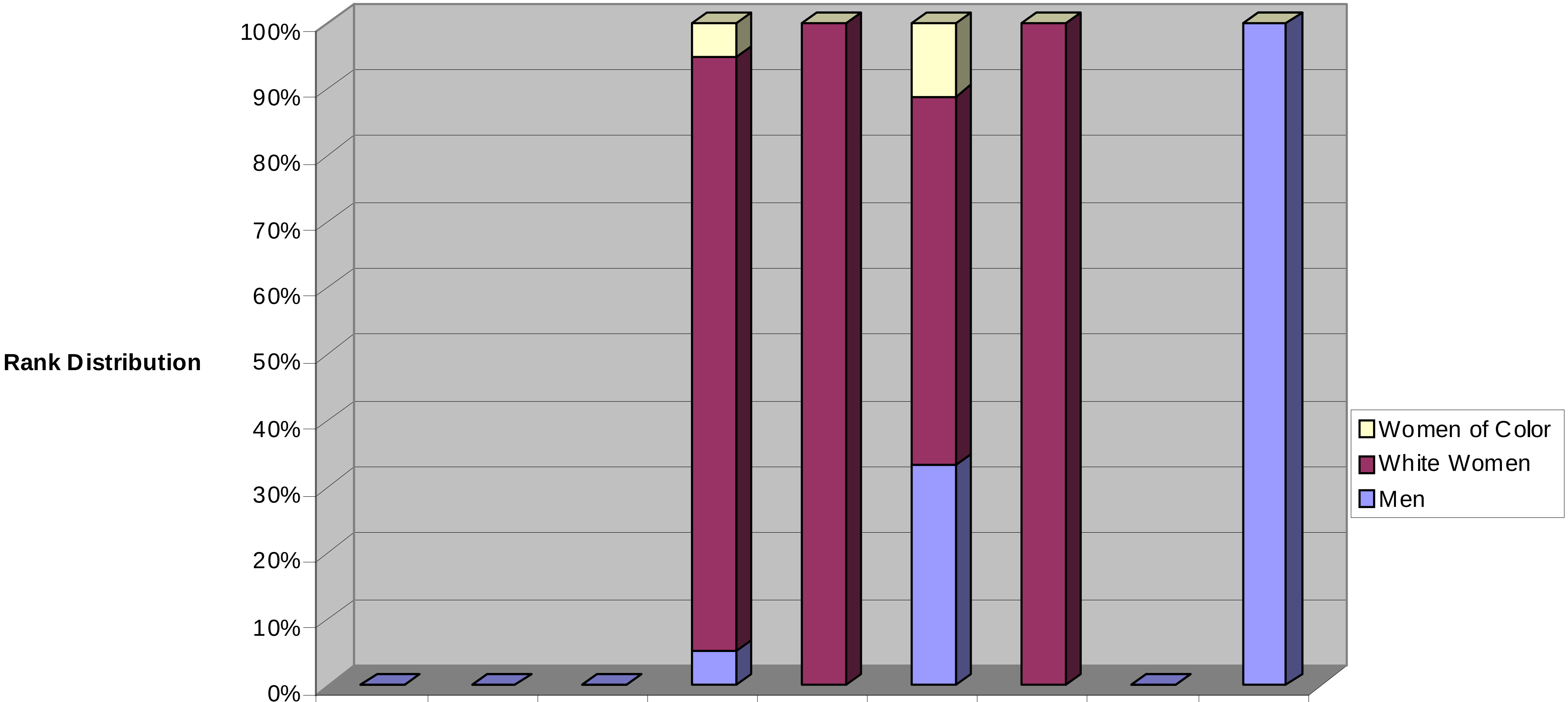
***2004 includes only School of Education**



	1993 Asst Prof	1998 Asst Prof	2004 Asst Prof		1993 Assoc Prof	1998 Assoc Prof	2004 Assoc Prof		1993 Full Prof	1998 Full Prof	2004 Full Prof
🟨 Women of Color	1	2	2		0	2	1		0	0	0
🟪 White Women	10	23	6		11	11	14		10	19	2
🟦 Men	4	8	4		6	31	5		13	16	3

Rank and Year

School of Education Fixed-Term Faculty
2004

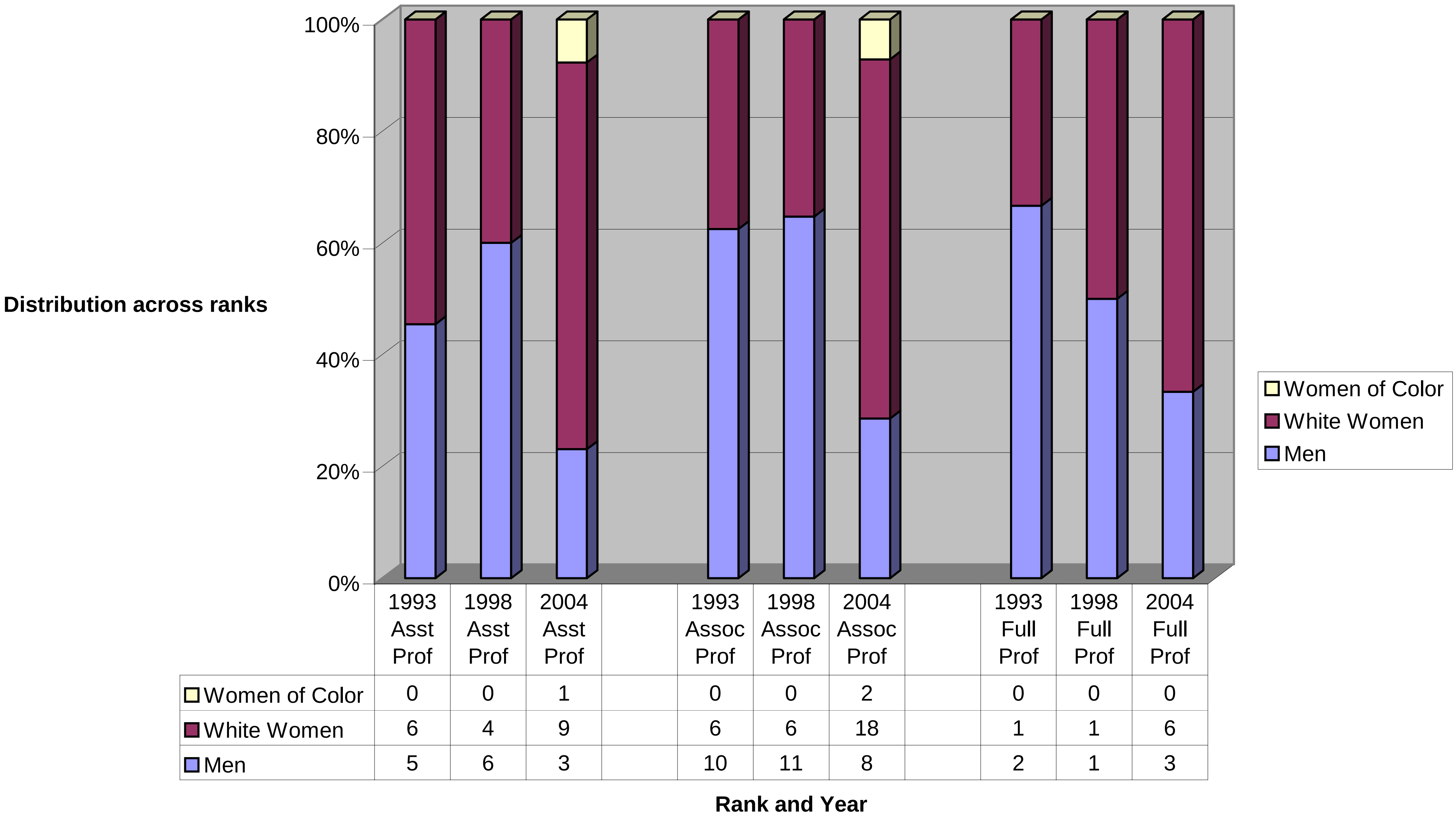


	FRA	Sr FRA	Res Assoc	Inst	Sr Instr	Profes-sional	Asst Prof	Assoc Prof	Full Prof
Women of Color	0	0	0	1	0	1	0	0	0
White Women	0	0	0	17	1	5	2	0	0
Men	0	0	0	1	0	3	0	0	1

College of Health & Human Sciences (previously Health & Human Performance)

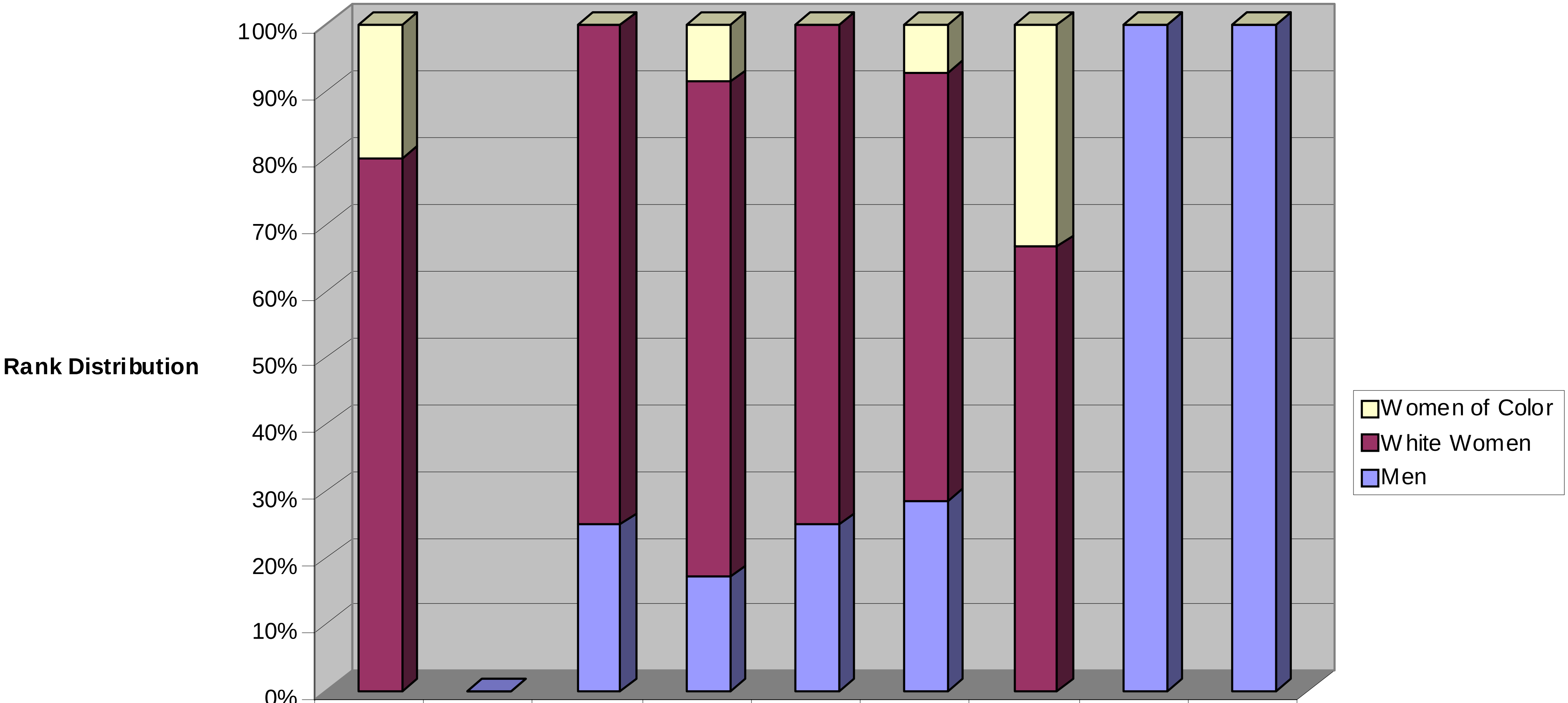
Tenured and Tenure-Track Faculty*

***2004 includes merger with College of Home Economics**



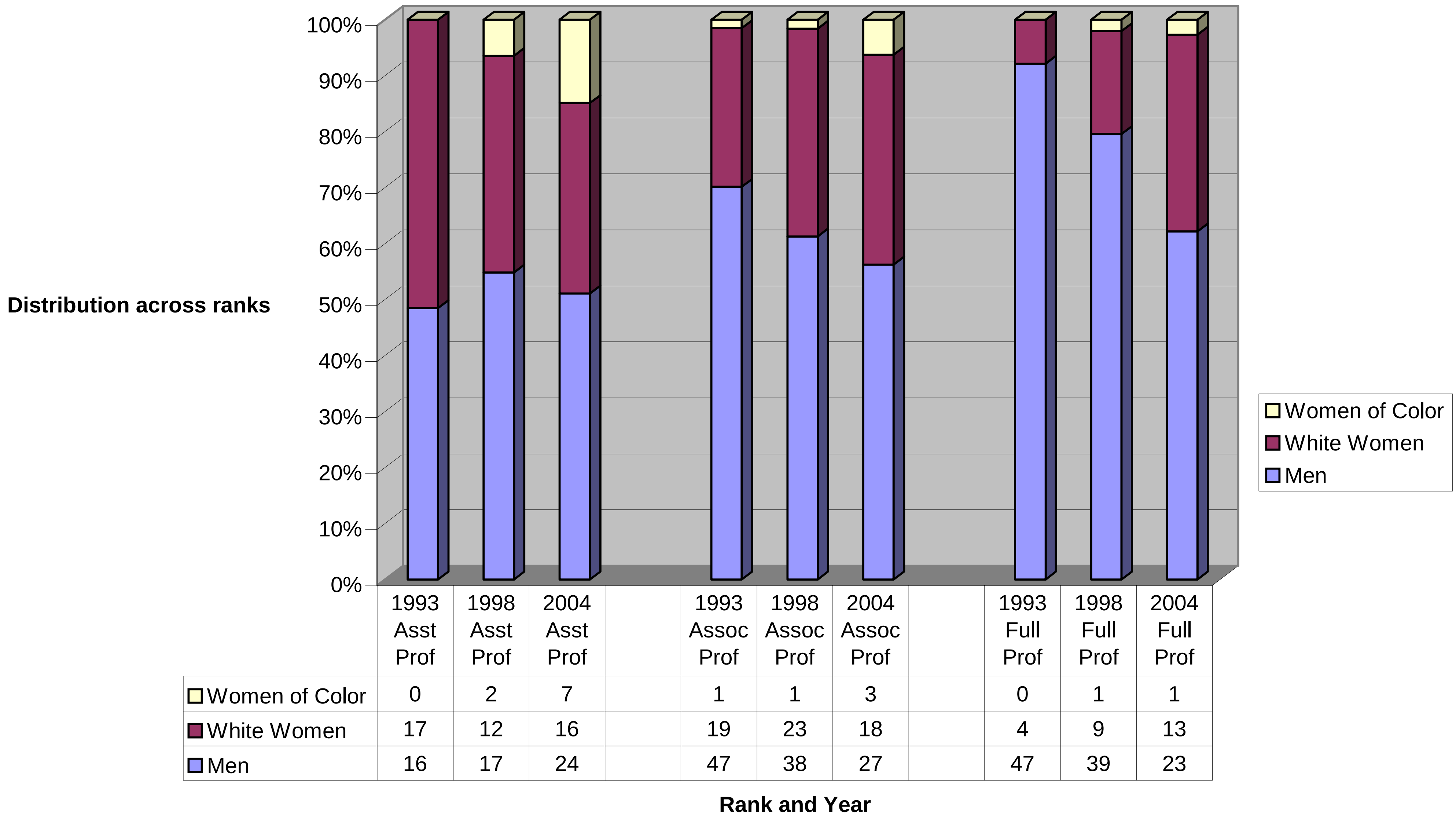
	1993 Asst Prof	1998 Asst Prof	2004 Asst Prof		1993 Assoc Prof	1998 Assoc Prof	2004 Assoc Prof		1993 Full Prof	1998 Full Prof	2004 Full Prof
☐ Women of Color	0	0	1		0	0	2		0	0	0
■ White Women	6	4	9		6	6	18		1	1	6
■ Men	5	6	3		10	11	8		2	1	3

College of Health & Human Sciences Fixed-Term Faculty 2004



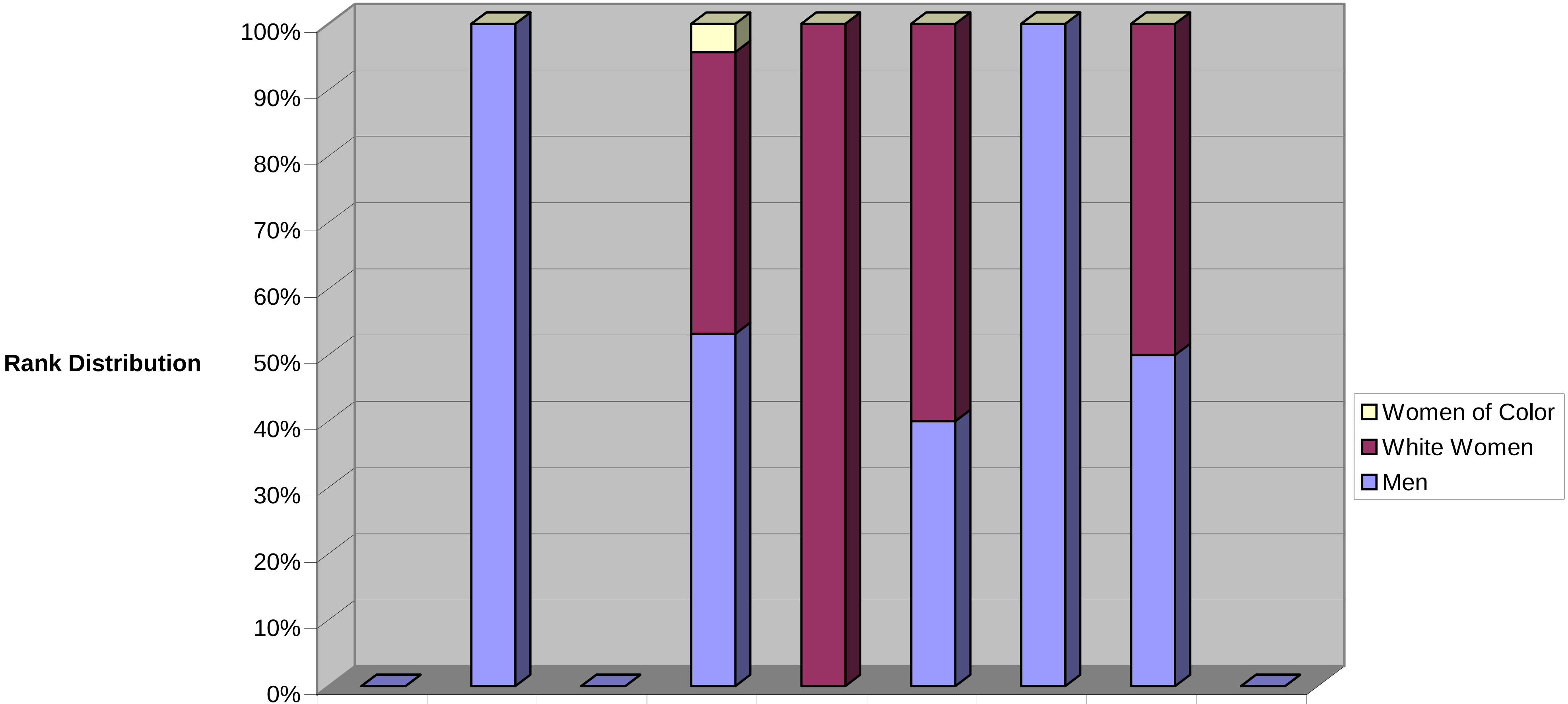
	FRA	Sr FRA	Res Assoc	Inst	Sr Instr	Profes-sional	Asst Prof	Assoc Prof	Full Prof
🟨Women of Color	1	0	0	3	0	2	1	0	0
🟪White Women	4	0	3	26	3	18	2	0	0
🟦Men	0	0	1	6	1	8	0	2	1

College of Liberal Arts
Tenured and Tenure-track Faculty



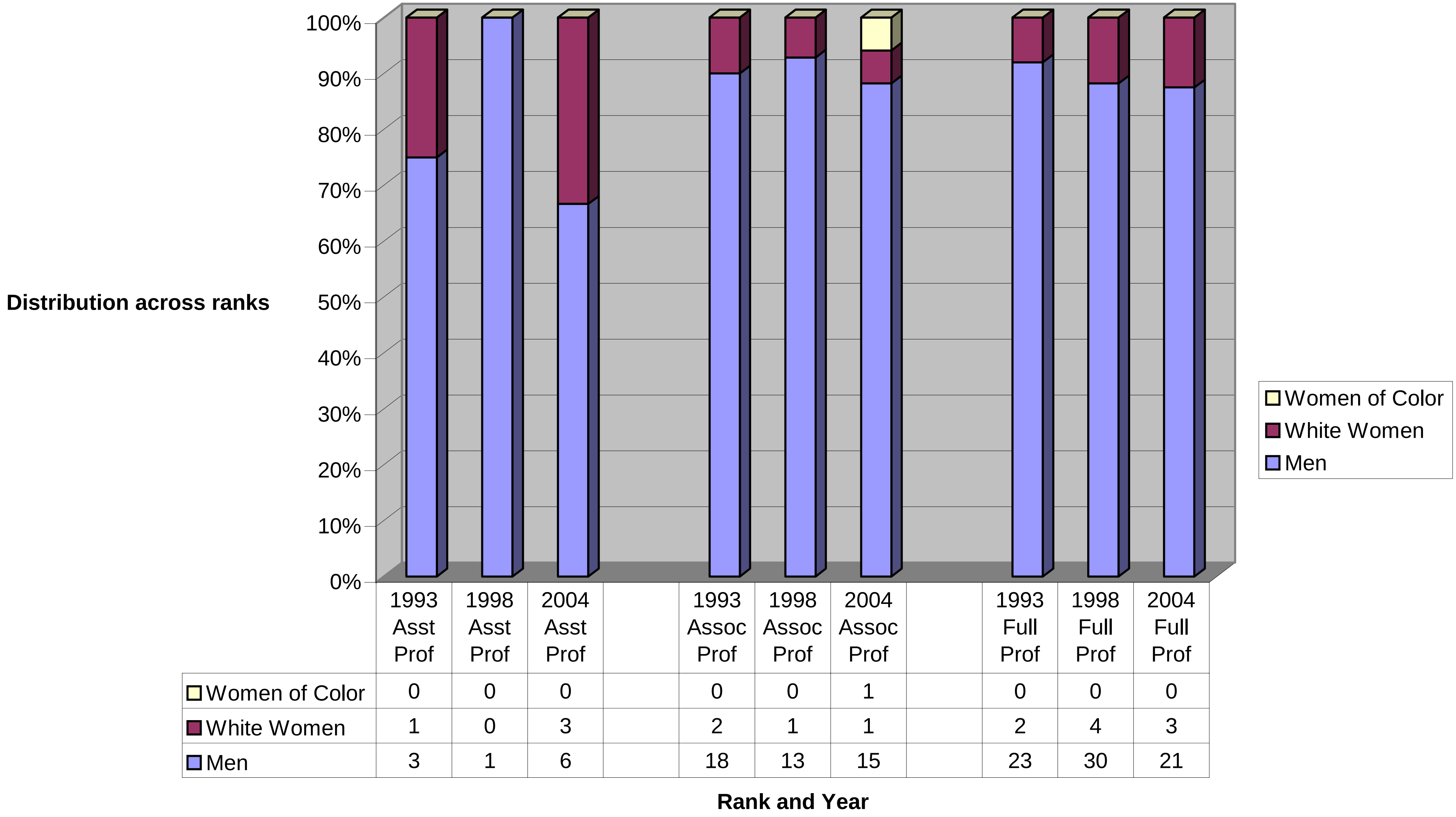
	1993 Asst Prof	1998 Asst Prof	2004 Asst Prof		1993 Assoc Prof	1998 Assoc Prof	2004 Assoc Prof		1993 Full Prof	1998 Full Prof	2004 Full Prof
Women of Color	0	2	7		1	1	3		0	1	1
White Women	17	12	16		19	23	18		4	9	13
Men	16	17	24		47	38	27		47	39	23

College of Liberal Arts Fixed-Term Faculty
2004



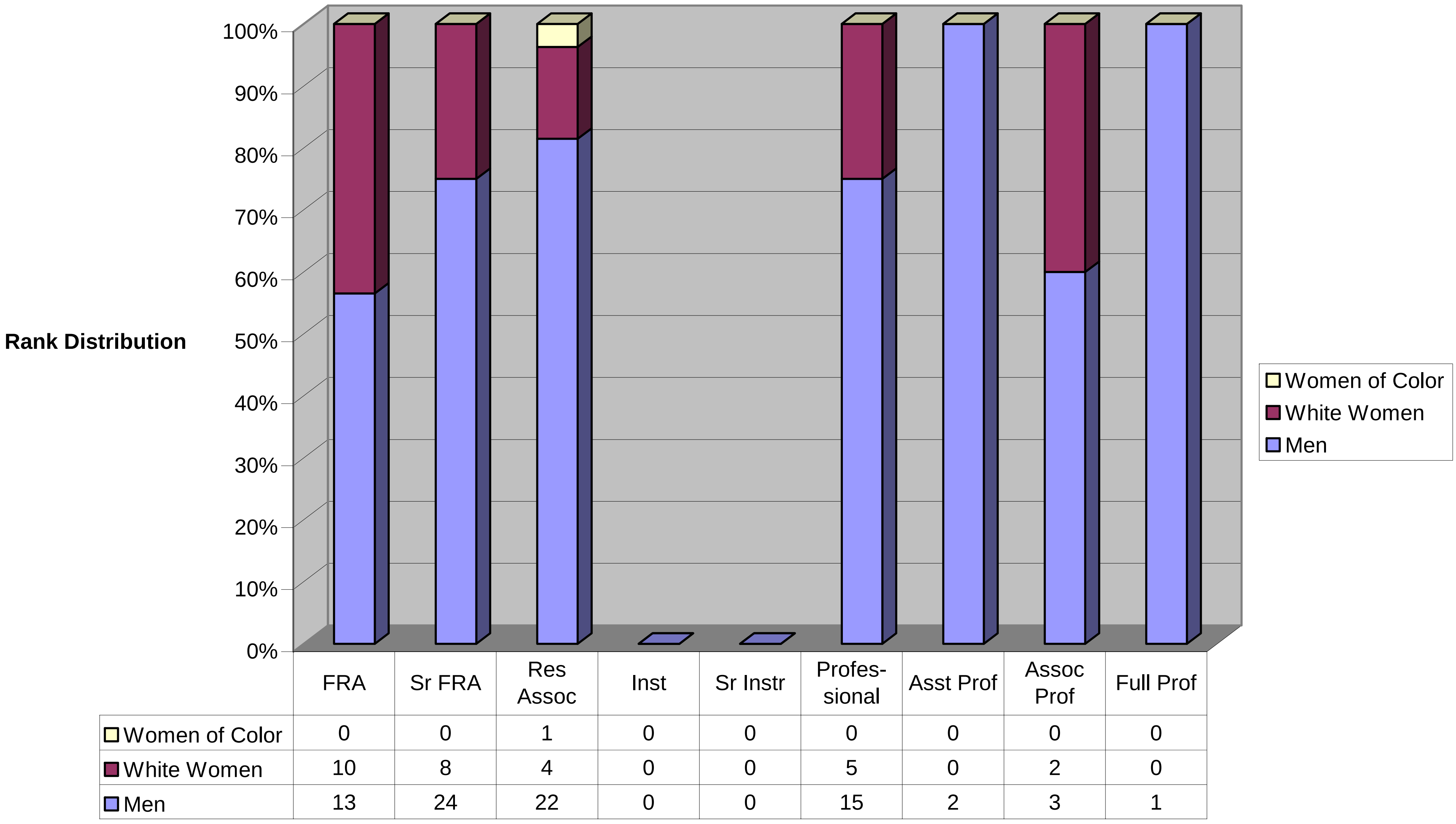
	FRA	Sr FRA	Res Assoc	Inst	Sr Instr	Profes-sional	Asst Prof	Assoc Prof	Full Prof
☐ Women of Color	0	0	0	2	0	0	0	0	0
▨ White Women	0	0	0	20	1	15	0	1	0
☐ Men	0	1	0	25	0	10	3	1	0

College of Oceanic & Atmospheric Sciences
Tenured and Tenure-track Faculty



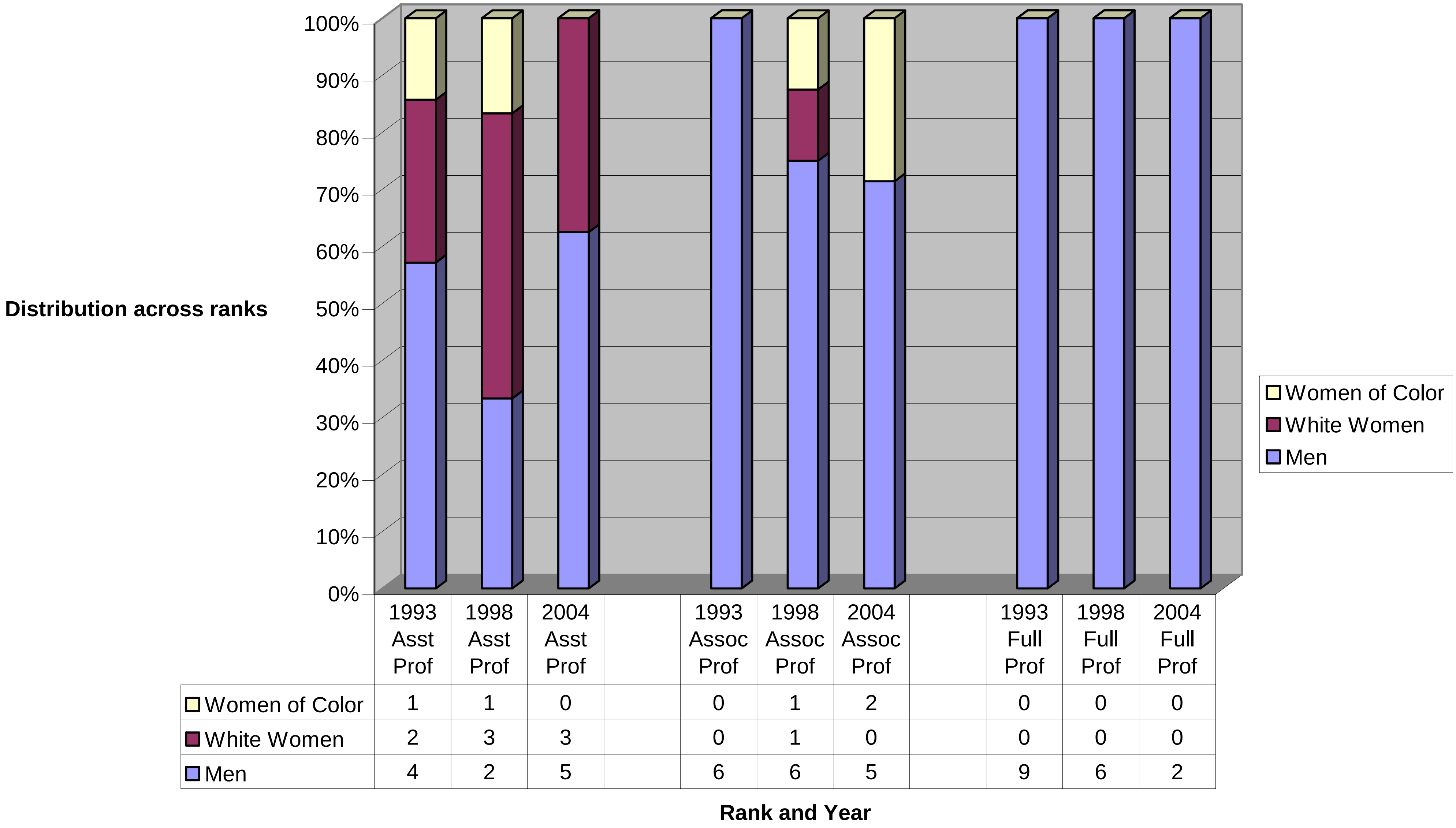
	1993 Asst Prof	1998 Asst Prof	2004 Asst Prof		1993 Assoc Prof	1998 Assoc Prof	2004 Assoc Prof		1993 Full Prof	1998 Full Prof	2004 Full Prof
Women of Color	0	0	0		0	0	1		0	0	0
White Women	1	0	3		2	1	1		2	4	3
Men	3	1	6		18	13	15		23	30	21

College of Oceanic & Atmospheric Sciences Fixed-Term Faculty 2004



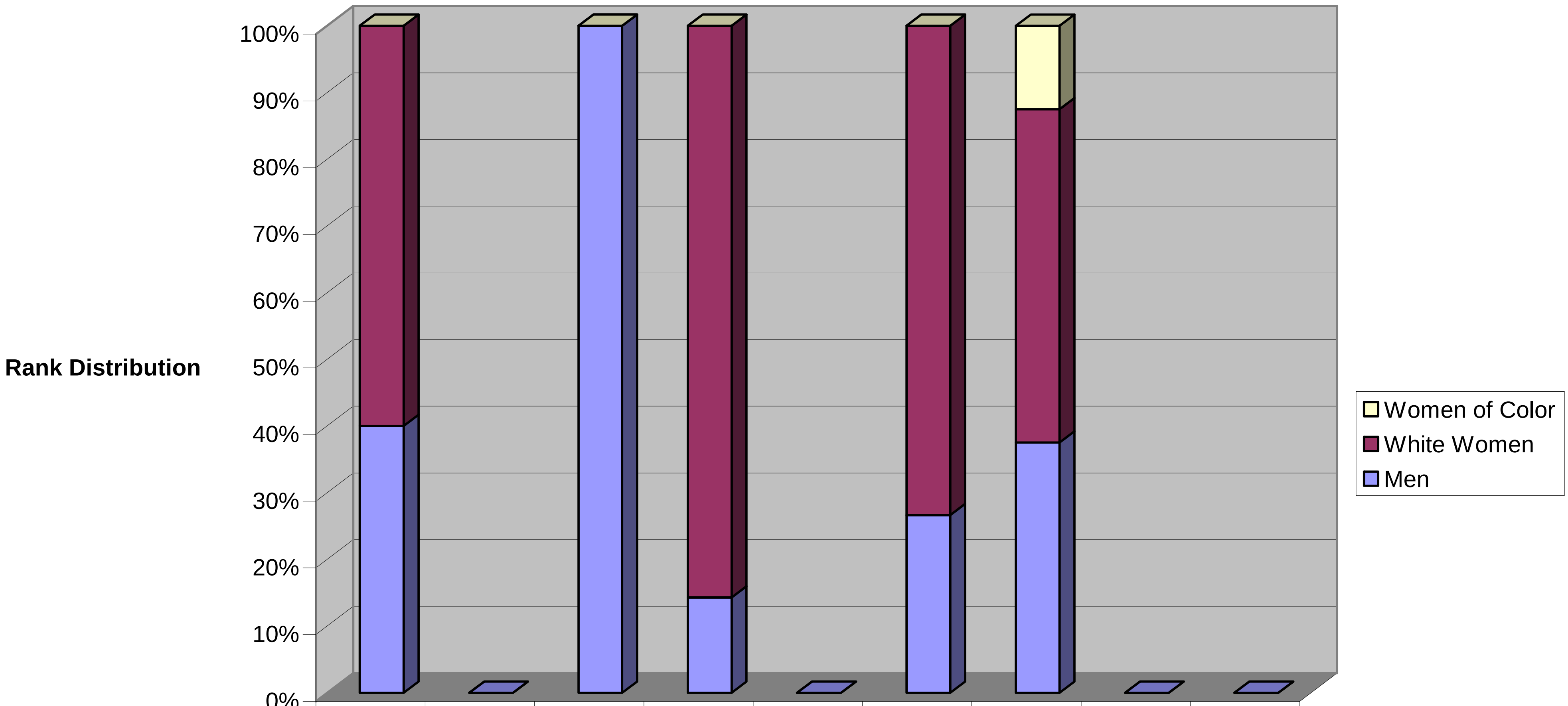
	FRA	Sr FRA	Res Assoc	Inst	Sr Instr	Profes-sional	Asst Prof	Assoc Prof	Full Prof
🟨 Women of Color	0	0	1	0	0	0	0	0	0
🟥 White Women	10	8	4	0	0	5	0	2	0
🟦 Men	13	24	22	0	0	15	2	3	1

College of Pharmacy
Tenured and Tenure-track Faculty



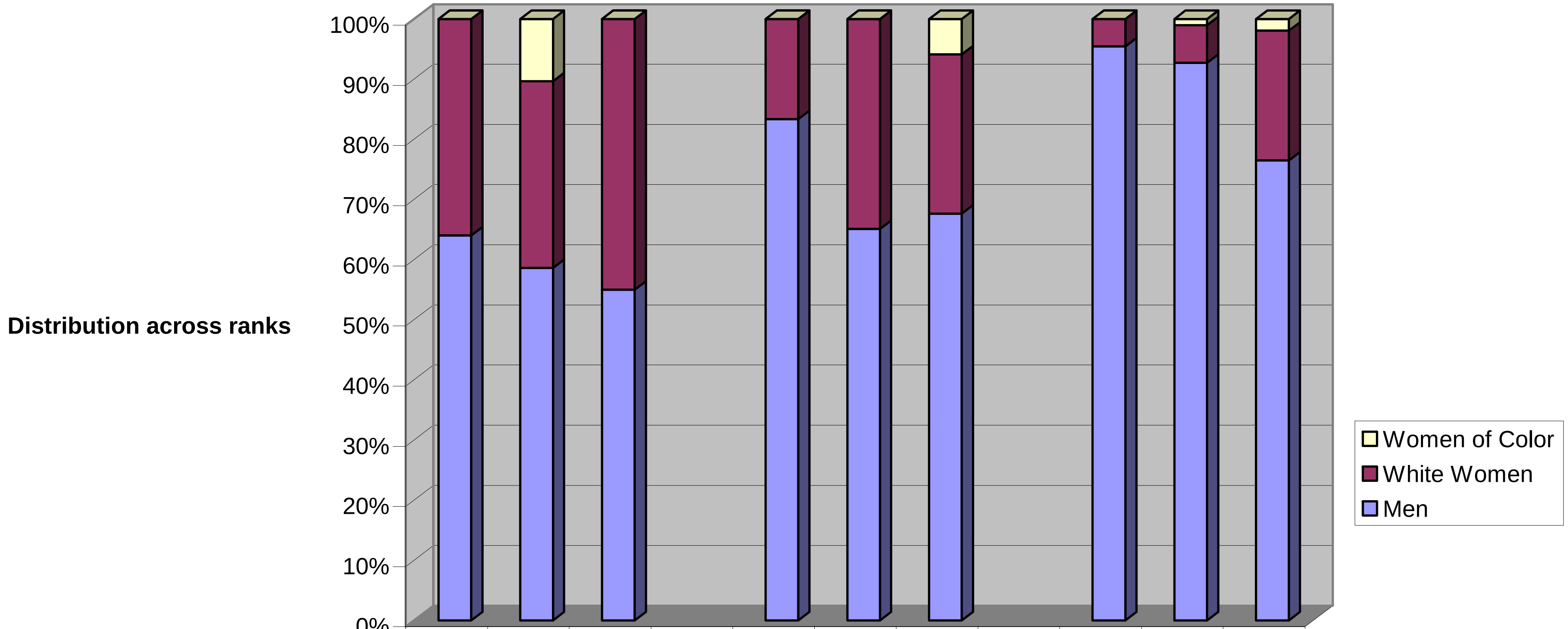
	1993 Asst Prof	1998 Asst Prof	2004 Asst Prof		1993 Assoc Prof	1998 Assoc Prof	2004 Assoc Prof		1993 Full Prof	1998 Full Prof	2004 Full Prof
Women of Color	1	1	0		0	1	2		0	0	0
White Women	2	3	3		0	1	0		0	0	0
Men	4	2	5		6	6	5		9	6	2

College of Pharmacy Fixed-Term Faculty
2004



	FRA	Sr FRA	Res Assoc	Inst	Sr Instr	Profes-sional	Asst Prof	Assoc Prof	Full Prof
🟨 Women of Color	0	0	0	0	0	0	1	0	0
🟥 White Women	3	0	0	6	0	11	4	0	0
🟦 Men	2	0	4	1	0	4	3	0	0

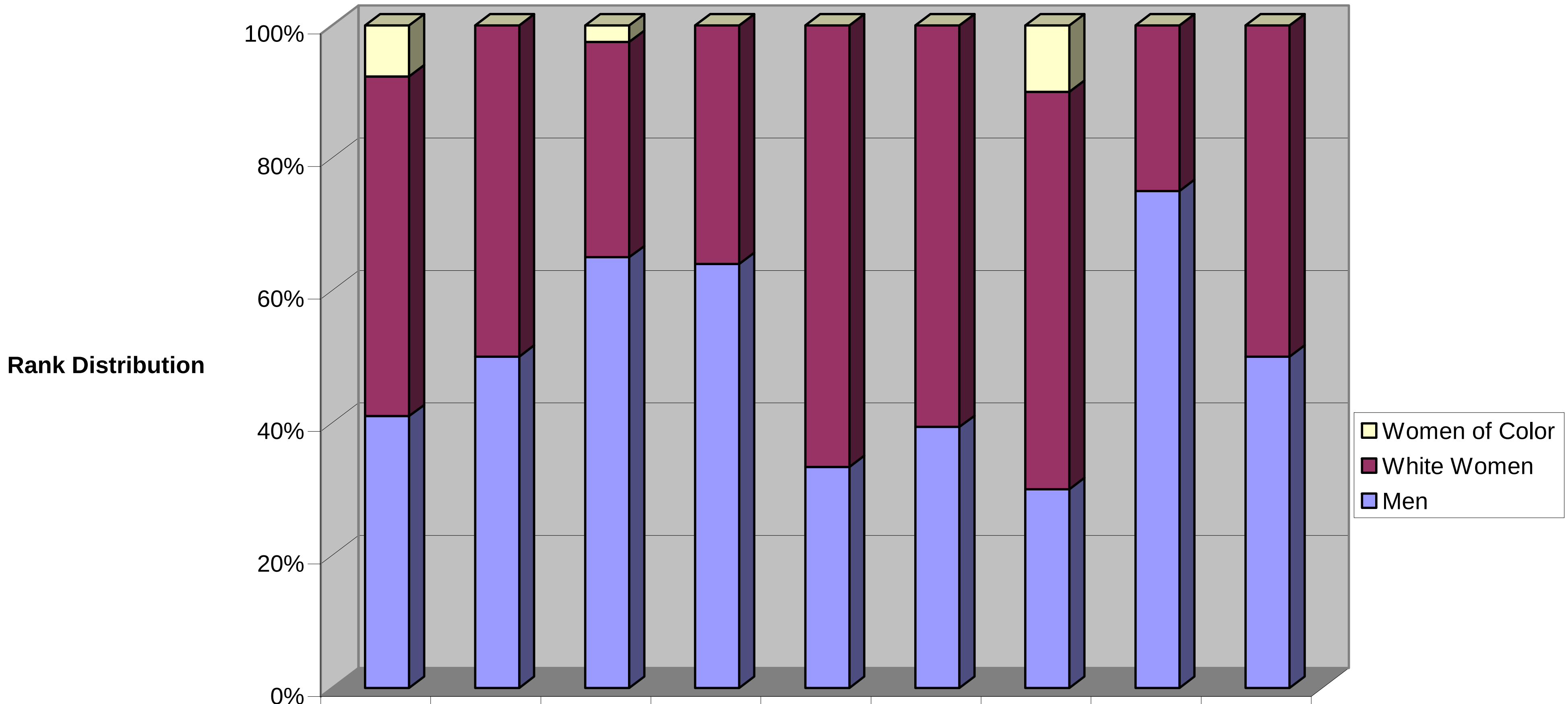
College of Science
Tenured and Tenure-track Faculty



	1993 Asst Prof	1998 Asst Prof	2004 Asst Prof		1993 Assoc Prof	1998 Assoc Prof	2004 Assoc Prof		1993 Full Prof	1998 Full Prof	2004 Full Prof
☐ Women of Color	0	3	0		0	0	2		0	1	1
■ White Women	9	9	9		7	15	9		5	6	11
■ Men	16	17	11		35	28	23		104	89	39

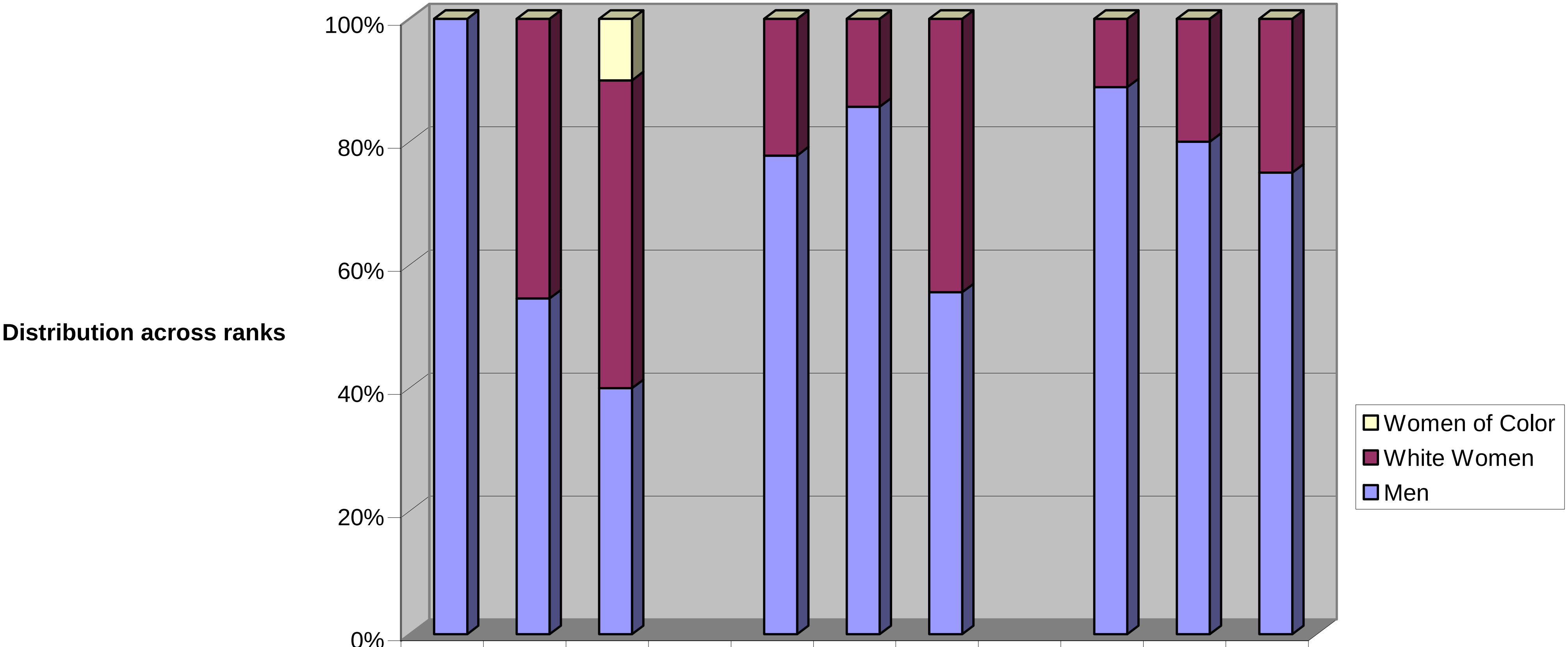
Rank and Year

College of Science Fixed-Term Faculty
2004



	FRA	Sr FRA	Res Assoc	Inst	Sr Instr	Profes-sional	Asst Prof	Assoc Prof	Full Prof
Women of Color	3	0	1	0	0	0	1	0	0
White Women	20	3	13	9	2	20	6	1	1
Men	16	3	26	16	1	13	3	3	1

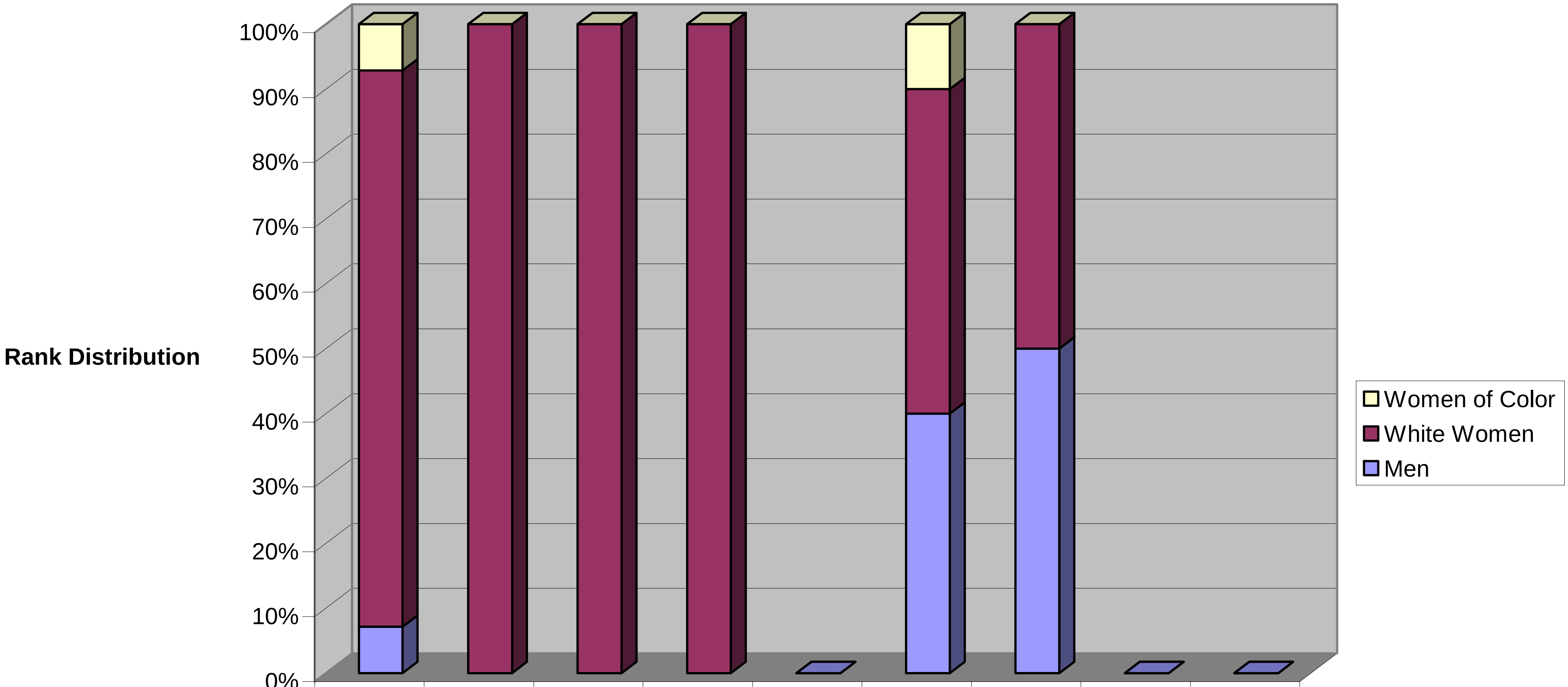
College of Veterinary Medicine
Tenured and Tenure-track Faculty



	1993 Asst Prof	1998 Asst Prof	2004 Asst Prof		1993 Assoc Prof	1998 Assoc Prof	2004 Assoc Prof		1993 Full Prof	1998 Full Prof	2004 Full Prof
☐ Women of Color	0	0	1		0	0	0		0	0	0
■ White Women	0	5	5		2	1	4		1	2	1
■ Men	5	6	4		7	6	5		8	8	3

Rank and Year

College of Vet Medicine Fixed-Term Faculty
2004



	FRA	Sr FRA	Res Assoc	Inst	Sr Instr	Profes-sional	Asst Prof	Assoc Prof	Full Prof
Women of Color	1	0	0	0	0	1	0	0	0
White Women	12	2	2	1	0	5	1	0	0
Men	1	0	0	0	0	4	1	0	0