

Oregon State University



2014-15 Year-End Report

President's Commission on the Status of
Women

Anne Gillies

2015

Table of Contents

| | |
|--|----|
| Introduction and Overview | 3 |
| Mission:..... | 3 |
| Executive Summary | 3 |
| Work-life balance..... | 3 |
| Status of Women | 4 |
| Mentoring and Career Advancement | 4 |
| Scholarships and Awards | 4 |
| Speaker Series..... | 5 |
| Conclusion..... | 5 |
| 2014-2015 Chronology | 6 |
| Finishing out the 2015 academic year and planning for 2016..... | 7 |
| Individual Subcommittee Reports | 8 |
| Work Life Balance Subcommittee..... | 9 |
| Status of Women Subcommittee..... | 12 |
| Women and URM in Administrative and Tenure-Track Positions | 12 |
| Preliminary Analysis..... | 12 |
| Mentoring and Career Advancement Subcommittee..... | 16 |
| Scholarships and Awards Subcommittee..... | 17 |
| Focus of Work: | 17 |
| Summary of Accomplishments | 17 |
| Speaker Series Subcommittee | 20 |
| Focus of work:..... | 20 |
| President and Provost Lecture Series | 20 |
| APPENDICES | 21 |
| APPENDIX I - 2014-15 Draft Agenda..... | 22 |
| APPENDIX II - PCOSW Meeting with President and Senior Vice Provost | 26 |
| APPENDIX III - Creating a Family Friendly Department: Toolkit for Administrators..... | 29 |
| APPENDIX IV - Oregon State Professorial / Academic Ranked Faculty Exit Survey | 30 |
| APPENDIX V - Person-to-Person Survey of Departmental/College Mentoring Programs - 2014 | 36 |
| APPENDIX VI - WEB Survey of Departmental Mentoring Programs by College - 2014 | 38 |
| APPENDIX VII - 2014-2015 PCOSW Membership Roster by Subcommittee..... | 41 |

Introduction and Overview

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

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

Executive Summary

During the 2014-15 academic year, the OSU President's Commission on the Status of Women worked to advance its mission on a number of fronts. After a fall planning retreat and a meeting with President Ed Ray and Senior Vice Provost for Academic Affairs Becky Warner, the Commission focused primarily on the work of five subcommittees.

Work-life balance: This subcommittee continues to focus on issues of child care and developing tools and metrics to assess the university's work-life climate in support of OSU's strategic efforts to be a family friendly community and employer.

- **Childcare** – the Work-Life Balance subcommittee has collaborated with the Task force on Children, Youth, and Family to develop a vision of dependent care, develop a quality family child care provider network, provide additional campus-based full-time care for infants through kindergarteners plus after-school care for school-aged children, address emergency/drop-off needs, and explore the sustainability and equity of a primarily fee-funded office of Childcare and Family Resources. Recommendations will be forthcoming from the Task Force.
- **Family-friendly toolkit** – this resource has been updated and is attached as **Appendix III**
- Faculty Exit Survey – in collaboration with Work-Life/GO HERC, Academic Affairs, and Institutional Research, an exit survey (**Appendix IV**) has been developed and plans are in place to implement the survey and to aggregate and assess the data.
- **Lactation Rooms** – thanks to support from the Division of Finance and Administration and Capital Planning and Development, stable funding has been established for our campus-wide system of lactation rooms and high-level lactation room standards are now embedded in our campus construction Administrative Guidelines.
- **Paid family and hardship leave** – issues and options are still being researched and will continue to be on the agenda for this committee next year.
- **Faculty/staff child-care subsidy development** – this year's meeting with the Foundation resulted in the suggestion that the subcommittee pursue "crowd-funding" as the primary fund-raising approach to address this unmet need. For a volunteer subcommittee, this workload was not feasible this year, and may not be in future years. **Recommendation: We continue to**

encourage OSU to make the “Friend-Raiser Endowment” a priority to ensure stable future funding for childcare subsidies for faculty and staff.

- **Dependent care** – future focus on this topic will explore how various types of dependent care influence the recruitment, retention, and productivity of our university populations and explore ways to address the concerns that emerge.

Status of Women - The goal of this subcommittee is to make data easily and publicly accessible that concisely describe the status of women at OSU; ultimately we would like to see such data available in a meaningful dashboard format. Current interests and ongoing work include:

- **Representation:** Periodically assessing representation of women in leadership and tenured/t-track roles, and making these assessments available on OSU’s website.
- **Tenure-track and fixed-term:** Further exploring the relationships and differences between tenured/tenure track faculty and fixed term faculty, and documenting the contributions of the latter to the institutional enterprise in key areas.
- **Pipeline leaks:** Understanding the “leaky pipeline” for women in STEM fields
- **Fixed-term faculty:** Identifying the unmet needs of fixed term and “contingent” faculty. Following up on OSU’s progress in response to last year’s Fixed Term Faculty report.

Mentoring and Career Advancement - the primary effort of this subcommittee this year has been to gather information regarding mentoring and career advancement resources provided in various colleges, units and departments at Oregon State University. **Appendix V** and **VI** display the results of these efforts. In the future, this subcommittee hopes to work in alignment with the Leadership Council for Equity, Inclusion, and Diversity on key objectives for which mentoring will be an important strategy.

Scholarships and Awards - The PCOSW Scholarships and Awards Subcommittee has two primary functions: 1) to distribute scholarships for faculty, staff, and student research and professional development, and for co-sponsorship for events and talks; and 2) to award a member of the OSU community with the University Mentoring and Professional Development Award. This year the subcommittee awarded about \$14,500 to scholarships and co-sponsorships in support of PCOSW’s mission. The subcommittee reviews proposals quarterly and allocates funds in accordance with published criteria.

This year, the subcommittee awarded scholarships to 23 students (4 undergraduate and 19 graduate) and three faculty members totaling \$12,245. These awards addressed only 26% of the funds requested through the scholarship application process. In addition, \$2,555 was allocated to 21 individuals (14 faculty and staff and 7 students) to support their participation in the Oregon Women in Higher Education (OWHE) conference. \$2,255 in co-sponsorship funding was awarded to support 6 activities at the university. The recipient of the University Mentoring and Professional Development Award for 2015 was selected.

To showcase the impact of these investments, a new page on the PCOSW website has been established for scholarship recipients and co-sponsorship awardees to post project awards, and a year-end reception for members and awardees will be held June 9.

As leadership transitions occur in PCOSW, it will be important for the leadership team, the treasurer, and the members of this committee to anticipate recurring funding requests (such as for the OWHE conference) and set aside funds to support these needs if they continue to align with PCOSW’s mission.

Speaker Series – this subcommittee works to support meaningful lectures on topics decided on by PCOSW or established collaboratively with OEI, units within Student Affairs, and/or academic units through the process of collaboratively administering the funding for the President and Provost Lecture Series.

2014-15 Lecture Series:

- Dr. Jane Lubchenco, OSU Distinguished Professor - *Leading While Juggling Work and Life*
- Dr. Adrianna Kezar, Professor of Higher Education at USC –three topics:
 - *Strategic Approaches to Change*
 - *Shared Governance: Moving Forward Together*
 - *Creating a Supportive Environment for Non-Tenure Track Faculty*
- Health Inequities Symposium: Cultivating Social Justice – the President’s and Provost’s Lecture Series was a major contributor to this symposium which engaged students, faculty, health professionals, and community members in dialogue to cultivate awareness on how social issues affect health and well-being, as well as to encourage action in the pursuit of health equity. Keynote speakers included
 - **David R. Williams**, the Florence and Laura Norman Professor of Public Health at the Harvard School of Public Health and Professor of African and African American Studies and of Sociology at Harvard University
 - **Richard Hofrichter**, Senior Director for Health Equity, National Association of County and City Health Officials (NACCHO) in Washington, DC
 - **Vail Horton**, founder and current leader of three thriving companies: Keen, Insight and Handicap Foundation; Meizhu Lui, co-author of *The Color of Wealth: the Story Behind the U.S. Racial Wealth Divide*
 - **Guy Glass**, Clinical Assistant Professor at the Center for Medical Humanities, Compassionate Care and Bioethics at Stony Brook University School of Medicine in Long Island, New York

2015-2016 Lecture Series – so far two lecturers for next academic year have been identified:

- **Dr. Mary Ann Mason** – Professor at the University of California at Berkeley and author of several books about gender and career/family balance in the academy (10/13/15)
- **Dr. Kathryn Clancy** – Assistant Professor, University of Illinois at Urbana Champaign, was lead author on an article about sexual harassment during academic field experiences.

Aside from subcommittees, the monthly meetings included opportunities for PCOSW to hear from OSU faculty and administrators about new leadership in the Women’s Center, mentoring initiatives, STEM education, advancement of women faculty in STEM fields, and career advising/advancement for STEM postdoctoral scholars and fellows. In June our meeting will showcase the work done by our scholarship and award recipients.

Conclusion – PCOSW continues to align the work of its subcommittees with the overarching goals of the Commission as defined each year at our retreat and through discussions with top administrators. As an all-volunteer committee, its members must balance efforts to address these important considerations with their primary obligations as students, faculty, and staff at the university. We appreciate the ongoing support of the President and the Senior Vice-Provost for Academic Affairs, and look forward to continuing to work together during the next academic year.

2014-2015 Chronology

September: PCOSW began the 2014-15 year with a half-day fall planning retreat on September 23, 2014. After introductions and discussion of the roles of different committees, Commission members were introduced to the concept of intersectionality by Kryn Freeling-Burton of Women, Gender, and Sexuality Studies, and learned about strategies to help volunteer organizations succeed from retreat facilitator Alice Sperling. Members then broke into committees and began action planning for the 2014-15 academic year.

November: Building on the planning that began during the retreat, PCOSW committees established a draft agenda for the academic year. On November 11, the PCOSW leadership and committee chairs, discussed this agenda with President Ed Ray and Senior Vice Provost for Academic Affairs Becky Warner, seeking their feedback and guidance on the planned direction of this work. The PCOSW 2014-15 agenda is attached as **Appendix I**, and a summary of the meeting is attached as **Appendix II**.

Areas of primary focus were:

- Work-life Balance
 - Develop exit survey for faculty
 - Update family-friendly toolkit for administrators
 - Seek funding for faculty/staff childcare subsidy
 - Support expansion of child-care availability and continue to assess needs
- Status of Women
 - Delve deeper into data about fixed-term faculty – representation, demographics, career choices, and value to the university
 - Survey OSU graduate students about mentoring they receive
 - Sustainability and accessibility of data
 - Women in Extension (as a future project for 2015-16)
- Mentoring and Career Advancement
 - Update inventory of mentoring and career advancement resources at OSU
 - Identify mentoring priorities and initiatives in collaboration with the Leadership Council for Equity, Inclusion, and Diversity.
 - Advocate for institutional membership in the National Center of Faculty Development and Diversity
- Scholarships and Awards
 - Award and distribute over \$10,000 in scholarships and co-sponsorships.
 - Supporting participation of OSU faculty, staff, and students in the Oregon Women in Higher Education conference.
 - Select the 2015 University Mentoring and Professional Development Award recipient
 - Showcase impact of scholarships and awards by highlighting project reports on the web and hosting a year-end reception with brief presentations by awardees.
- Speaker Series (President's and Provost's speaker series)
 - Complete and support the events for 2014-15 (Dr. Jane Lubehenco, Dr. Adriana Kezar, and co-sponsorship of the Health Inequities and Social Justice Symposium)
 - Plan for the 2015-16 speaker series
- Leadership Team – plan the monthly meetings and monitor progress in areas of focus

December-May: The work of the Commission was moved forward by individual subcommittees throughout the academic year. Monthly meetings of the full membership planned by the leadership committee with input from members brought people together to discuss the progress of PCOSW's work,

learn about relevant events and opportunities at OSU and regionally, and hear from OSU speakers about current/emerging programs and events at OSU that relate to PCOSW's mission and goals. Topics included:

- The Infinite Possibilities conference (which focuses on women from historically underrepresented groups in the field of Mathematics) hosted by OSU this year
- The Women's Center
 - The new director, Whitney Archer, discussed her plans for the Center, and PCOSW offered their support and collaboration
- Federally-funded STEM programs that seek to support and advance those who historically have not been well represented in STEM fields:
 - **OSU STEM Leaders program** – NSF-funded program launched in 2014 to increase and retain STEM students from historically underrepresented groups;
 - **OSU ADVANCE** – NSF-funded program launched in 2014 to advance tenure-track/tenured women in the STEM disciplines;
 - **Center for Research on Lifelong STEM learning** - Center established in 2012 to improve understanding of how all people learn STEM throughout the lifespan and across formal and informal settings.
- Overview of three current OSU mentoring programs:
 - **College of Liberal Arts** program initiated college-wide for tenure-track assistant professors in 2010; has since expanded to address the needs of other faculty groups
 - **Integrative Biology** program which emerged from a faculty-initiated departmental policy requiring annual reviews for all promotable faculty. Each new faculty hire is assigned two mentors.
 - **Environmental and Molecular Toxicology** program which provides mentoring to graduate students, postdocs, and new faculty.
- Non-academic STEM Career Advising
 - **Office of Postdoctoral Programs** provides information and programming to encourage STEM postdocs to consider and pursue careers in industry, government, and other non-academic arenas.

Finishing out the 2015 academic year and planning for 2016

June: The year-end meeting of the Commission on June 10 will be a reception to showcase the work done by scholarship recipients.

Summer: New members will be proposed to the President for endorsement, and the leadership team will plan the 2015 fall planning retreat.

PCOSW 2015 Year-End Report

Individual Subcommittee Reports

Work Life Balance Subcommittee

The PCOSW Work Life Balance (WLB) Subcommittee continued its focus on issues of child care and developing tools and metrics to assess the university's work-life climate in support of OSU's strategic efforts to be a family-friendly community and employer.

Child Care

A major focus of this subcommittee has been an examination of the child care needs of faculty, staff, and students. Last year, the PCOSW WLB Subcommittee, in conjunction with the office of Childcare and Family Resources and the Academic Affairs Office of Work-life & GO HERC, commissioned an independent assessment / analysis of available child care in the Corvallis community as well as current and projected needs for child care serving OSU faculty, staff and students. Mills Consulting Group was awarded the contract in the fall 2013 and completed the study in February 2014. The survey results provided a detailed landscape of child care needs, but the primary takeaway is that Oregon State needs more affordable and better access to on-site child care.

The Task Force on Children, Youth and Family, convened in September of 2014, continues to meet with task force and subcommittee work focusing its efforts in the following areas:

- Present a comprehensive vision of dependent care at the university with an emphasis on child care (0-18). Subcommittees are defining quality, affordability, and accessibility of care.
- Develop a quality family child care provider network, similar to what other institutions have created. A subcommittee, in partnership with Family Connections, our county's Child Care Resource and Referral Network, is exploring the feasibility of this important child care option. The network has the potential to meet families' unique child care needs in addition to positively impacting the quality of family provider child care in our community and enhancing the partnership between OSU and the surrounding community.
- Develop/build additional campus-based, full-time child care for infants through kindergarten aged children, and after school care options for school-aged children.
- Develop/build additional campus-based options for school-aged children that address summer, short-term, and emergency drop-off care needs.
- Examine the sustainability and equity of a predominately student incidental fee funded office of Childcare and Family Resources.

The Task Force will be issuing a report at close of the academic year.

Outcome - Recommendation: We recommend that the solutions which will be proposed by the Task Force on Children, Youth and Family in this final report be used by OSU Senior Leadership to guide policy and implement change as part of OSU's strategic efforts to be a family-friendly community and employer.

Family-Friendly Toolkit

The WLB Subcommittee identified the Family-Friendly Toolkit as a much-needed resource for leadership. Originally launched in January 2013, the toolkit provides guidance, resources, testimony, and case studies to assist academic administrators in creating a family-friendly

department. Now two years old, the committee identified areas and links that needed to be refreshed and updated. The toolkit underwent a process of review for editorial changes, and the committee solicited CyberChrome (Digital Printing & Marketing Solutions) to update the design.

Outcome: The updated Toolkit is attached as **Appendix III.**

Faculty Exit Survey

One potential institutional knowledge gap is understanding how and why faculty leave their positions (whether a new opportunity or under duress). In an effort to address this knowledge gap, the WLB Subcommittee worked with the Director of the Academic Affairs Office of Work-Life & GO HERC to develop an exit survey for both professional and professorial faculty. Institutional Research has agreed to implement the survey, and the Academic Affairs Office of Work-Life & GO HERC will aggregate and assess the data. The intent is to identify reasons for leaving that may involve work-life balance issues and develop a vision for next-steps in addressing those issues so that faculty recruitment and retention may be enhanced.

Outcome: The questions for the exit surveys are attached as **Appendix IV.**

Lactation Rooms

During 2013-2014, the WLB Subcommittee benchmarked lactation room spaces and proposed that Oregon State adopt similar standards to Ohio State University. Specifically, we proposed that OSU develop and adopt a policy for creating well-equipped lactation rooms in all new buildings and all renovations, and a policy for designating space when available in other buildings. To stand out as exceptionally mother-friendly, we also recommended that OSU invest at the university level in room maintenance and improve furnishings in some of the other, less-equipped spaces. We requested the University maintain an annual budget of \$5,000 for creating and maintaining a campus-wide system of lactation rooms.

Outcome: The WLB Subcommittee would like to acknowledge the support and prompt action of both the Division of Finance and Administration and Capital Planning and Development in securing stable funding for our campus-wide system of lactation rooms and embedding high-level lactation room standards in our campus construction Administrative Guidelines. With their support, both of these goals were met in fall 2014.

Access to Paid Family and Hardship Leave

During the 2013-14 fiscal year, the PCOSW WLB Subcommittee investigated the variation of OSU employees' access to paid family and hardship leave with concern that certain segments of employees, such as 9-month faculty, have limited access.

Outcome – Continued Effort: The Work-Life Balance subcommittee plan to continue its examination of this issue before making specific recommendations for improving equitable access to paid leave.

Childcare Subsidy Fund

The Childcare and Family Resources office disburses subsidy funds through an endowment (Friend-Raiser endowment) at the OSU Foundation to help defray the high cost of child care and assist employee families in need. Currently, the subsidy is sustained by interest on the

Foundation-managed fund started by generous donors in 2007. While this small fund has been a tremendous benefit to families over the years, the need has always far outweighed available support. For example, Childcare and Family Resources has traditionally advised families to apply for assistance if their annual child care costs exceed 10 percent of their income. However, in the past few years, they have had to turn away many families, even those paying more than 15 percent of their annual income towards child care.

In light of this, the WLB Subcommittee met with Lacie LaRue with the OSU Foundation to explore soliciting for additional donor support. Lacie recommended crowdfunding, a cost-effective e-campaign that would use social media and digital communications to identify donors and raise money. The committee did not have the resources (e.g., time) to move forward during this year, but we acknowledge that this is a high priority and something we plan to address in the future. We believe it is also important for the university to increase the Friend-Raiser endowment—the longer-term solution for providing vital financial assistance to staff and faculty.

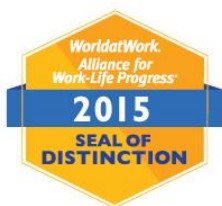
Outcome - Recommendation: We recommend that the University prioritize efforts towards increasing the Friend-Raiser endowment, a much-needed financial resource for some of our employee families.

Dependent Care

To date, our efforts concerning dependent care have focused on working parents and child care needs. A future and more ambitious vision would be to expand our scope to include anyone in our campus community with dependent care issues (e.g., tending to an elderly parent, a chronically ill spouse, etc.).

Outcome – Continued effort: The subcommittee would like to explore how various types of dependent care influence the recruitment, retention, and productivity of our university populations and explore ways to address the concerns that emerge.

Alliance for Work-Life Progress Seal of Distinction



The PCOSW WLB Subcommittee acknowledges OSU's 2015 WorldatWork's Alliance for Work-Life Progress Seal of Distinction. This is the second year that OSU has received this award. The award was given to a diverse set of 77 employers in education, finance, government, health, law, manufacturing, and pharmaceuticals. The application for the WorldatWork's Alliance for Work-Life Progress Seal of Distinction provided OSU a tool for assessing its infrastructure and support for work-life balance for faculty, students, and staff. OSU received this award along with institutions such as Stanford, the University of Michigan, Emory University, Johns Hopkins, University of Arizona, University of California - Davis, and Yale. This year's effort was coordinated by the Academic Affairs Office of Work-Life & GO HERC and the office of Childcare and Family Resources.

Status of Women Subcommittee

The goal of our subcommittee is to make data easily and publicly accessible that concisely describe the status of women at OSU.

Ultimately, we would like to present data in a dashboard or other format that is accessible to the university community, and would make it easy to update and expand on.

Women and URM in Administrative and Tenure-Track Positions

- Last year we collected data describing the numbers of women and underrepresented minorities in administrative and tenure track positions across campus. We are planning to meet with Becky Warner so that we can work together to collect this data periodically (i.e. every 2 years), and display it publicly. We would like to take the time to put in proper context. This will provide baseline data, and enable OSU to see progress in response to the Provost's and other hiring initiatives.

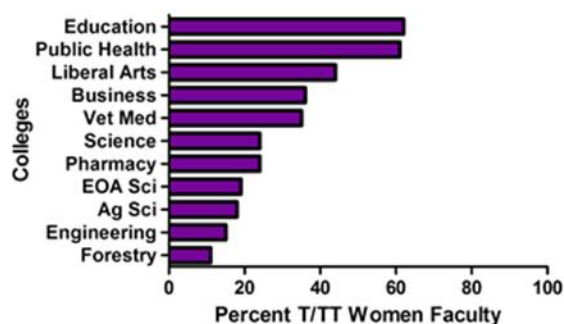
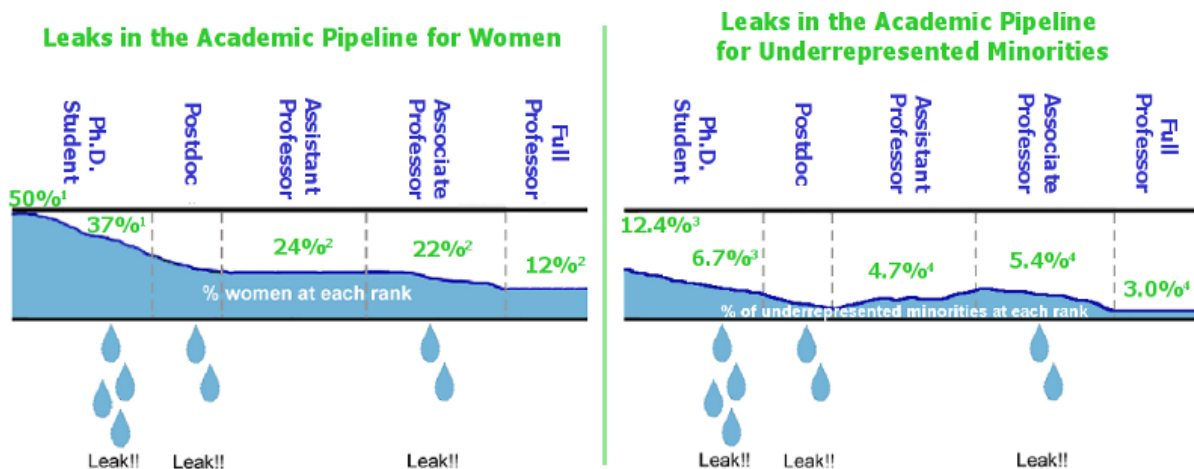


Figure 1. Proportion of women in tenure track positions in OSU Colleges.

Preliminary Analysis: The data we collected last year indicated low participation of women in some departments and colleges (Fig. 1). We do not have data from our peer institutions to compare these data to, but we do know that the number of women acquiring PhDs is approaching parity with men in many STEM fields. Nationally, these numbers have not proportionally affected the number of women entering the tenure track, leading to the concept of the “leaky pipeline” (Fig. 2). The recent ADVANCE grant awarded to OSU is focused on the leaks in the pipeline after women enter the tenure track. However, recent literature focuses on leaks preceding the bachelor's degree, after the PhD, and during the postdoctoral career stage.



(Graphic for Top 50 Chemistry departments modeled after <http://ucfamilyedge.berkeley.edu/leaks.html> by S. Watt.)

Figure 2. “Leaks” in the academic STEM pipeline in chemistry. From <http://sitemaker.umich.edu/diversitysummit2010/motivation>

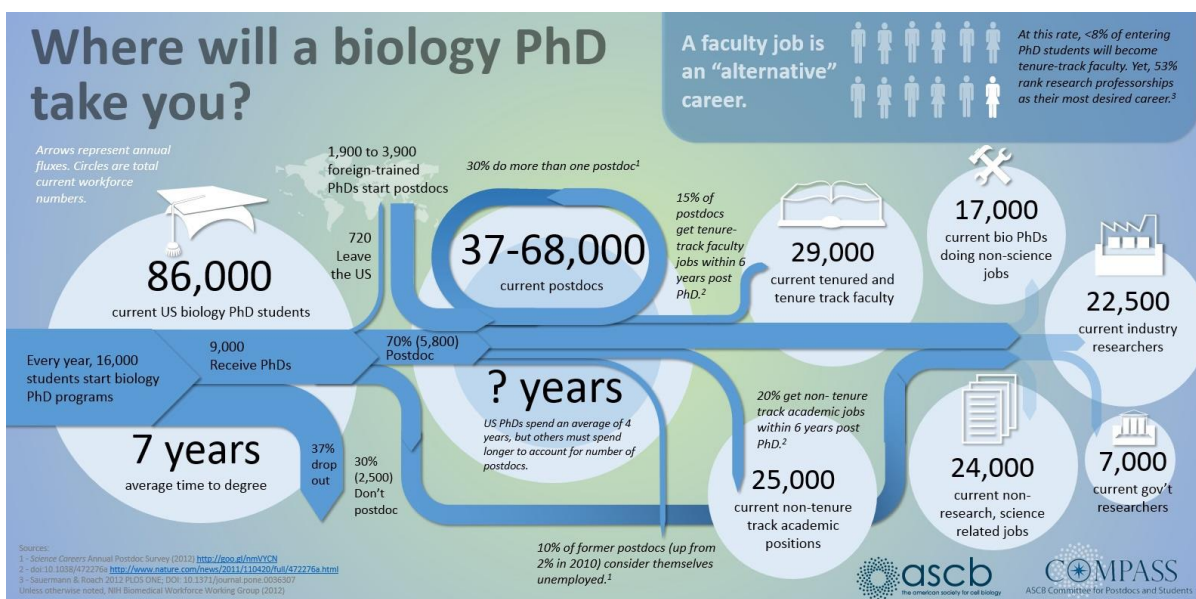


Figure 3. 20% of biology PhDs end up in non-tenure track academic positions.

Interestingly, more Biology PhDs recipients get non-tenure track jobs (20%) in academia than tenure track jobs (15%) (Fig. 3). This suggests that to understand the STEM pipeline, it is important to consider other career endpoints than the tenure track. Our subcommittee is working to collect data analyzing whether the percentages in figure 1 are also reflected in non-tenure positions at OSU. Although we do not yet have OSU data broken down by gender/URM, we know from the literature that nationally women are a greater proportion of adjuncts and instructors than they are of the tenure track. Very little data is available describing the demographics of research faculty. We hypothesize that as women encounter barriers in STEM fields, or they opt not to pursue the tenure track, they choose other academic positions in order to pursue their STEM interests.

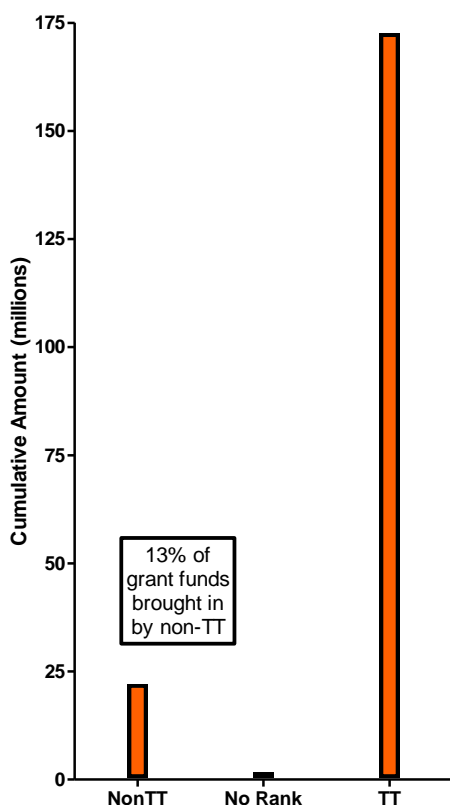


Figure 4. Nearly 13% of grant funding at OSU is brought in by non tenure track faculty.

As we work to acquire data describing the demographics of non-tenure positions at OSU, we are also seeking data describing the value that these positions bring to OSU in terms of grant funding and tuition dollars. Our initial data indicate that non tenure track faculty bring in nearly 13% of the funding that tenure track faculty do (Fig 4). These data are from a BI Query (FIS Data Warehouse), and are cumulative over 5 years. As non tenure track faculty may author but not PI proposals, this may be an underestimate of non tenure track proposal writing activity. When broken down by rank, the Senior Research professorial ranks account for the majority of these funds. Surprisingly, other research ranks are also bringing in grant funding, as are instructors (Fig 5).

Unlike the tenure track, the Senior Research salaries are supported by grant funding. Once we have the numbers of men and women in these ranks, we will be able to ask what proportion of each are self-supported, relative to the tenure track (Fig 1).

Across the university, Assistant Professor, Senior Research ranks bring in significant funding. In the case of proposals submitted via the College of Agriculture, and the Research Office, these funding levels are near, or even above the funding levels brought in by tenure track Assistant Professors (Fig 6). As rank increases, funding brought in by the non-tenure track professorial ranks decreases compared to the tenure track (Fig. 5 & 6). We expect that once we know the numbers of people in these positions, we will find that these trends are explained by fewer persons in the Associate and Professor Senior Research ranks.

Although our data to date this year has not yet provided new information related to gender/URM, it does raise some intriguing questions related to contingent faculty.

1. Are the proposal writing efforts of non-tenure track faculty considered in strategic planning?
2. Can grant writing activity be further supported and encouraged in the non-tenure track ranks?
3. Is appropriate FTE available for grant writing in non-tenure track positions?
4. When Senior Research positions exhaust their grant funding, where do they go?
Are we treating STEM PhDs as an expendable resource?
5. Would bridging funds for non-tenure track research faculty result in greater external funding, resembling the trends in tenure ranks?

The Fixed Term Faculty surveys made multiple recommendations:

- Focus on Non-TT Issues
- Include Non-TT faculty in governance

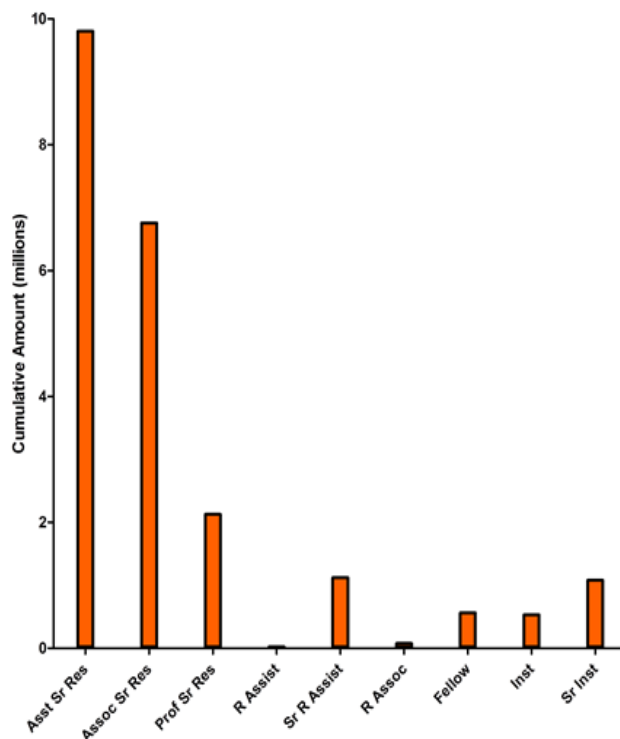


Figure 5. Non-tenure track grant funding by rank.

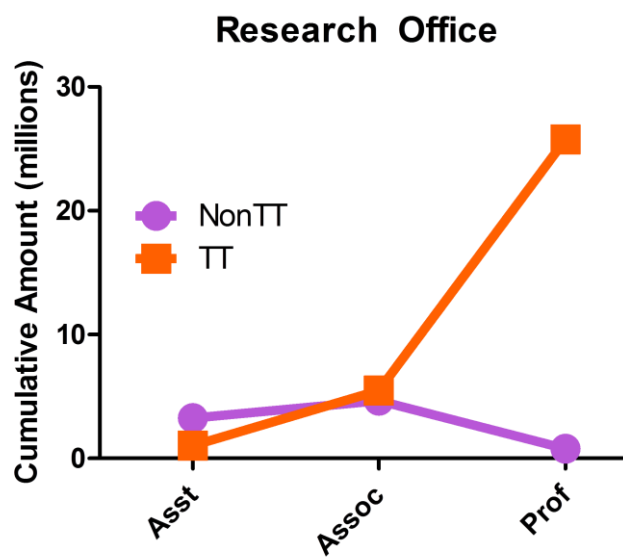


Figure 6. Comparison of funding submitted by the

- Increase job security, especially for long term non-TT employees
- Position descriptions should accurately reflect activities
- Equity and pay base on workload and conditions
- Reward seniority
- Continue efforts to recruit and support women and URM faculty
- Facilitate promotion by increasing institutional support
- More tenure lines for instructors
- Develop progressive career paths for Non-TT faculty

The data we have assembled here suggest that some of these actions, particularly bridging funds, longer contracts, and increased tenure lines for instructors, may also provide stability to those personnel with a talent for bringing in external funding. We suggest that the University quantify the contributions made by both non-tenure track instructors and researchers, and consider how investment in these ranks will maximize research outputs and student learning outcomes.

From our conversations about STEM career pathways in our main meeting, and our research above, we perceive that there may be a career advising gap for graduate students in STEM fields. We suggest that OSU evaluate how career advising is provided to graduate students, given the lack of academic positions in STEM fields.

Mentoring and Career Advancement Subcommittee

Our main goal this year has been to gather information regarding mentoring and career advancement resources provided in various colleges, units and departments at Oregon State University. Last spring Cindy Alexis administered a Qualtrix Survey to selected administrative assistants or other administrators for a number of academic units and summarized the data collected in a table (**Appendix V**). We have also checked department websites for many additional departments at OSU to gain a clearer picture of the distribution of mentoring across units (**Appendix VI**).

Observations:

1. Oregon State University is doing an excellent job mentoring its undergraduate and graduate students as well as post-doctoral fellows. The websites of the Graduate School and most departments have excellent access for mentoring programs for students and post-doctoral fellows.
2. There is less consistency in mentoring of faculty, staff and instructors. About half of OSU departments have a formal mentoring program that includes tenure track faculty. Fewer departments include instructors, fixed term faculty or staff in mentoring programs. Even the College of Liberal Arts which has an excellent and well documented mentoring program for tenure track faculty and instructors, is yet in the process of implementing a mentoring program for fixed term faculty.
3. Clearly there has been great improvement in the appreciation of the importance of mentoring faculty, instructors, staff, and post-doctoral fellows at Oregon State University in the past 20 years.
4. The Office of Equity and Inclusion has a website with links to mentoring and career advancement resources for both students and faculty (<http://oregonstate.edu/oei/partners-and-resources>). If newly hired faculty, staff and instructors are made aware of the resources listed by the Office of Equity and Inclusion, this will ensure that workers in all departments have some access to mentoring and career advancement opportunities.
5. Because there seems to be some delays or reluctance to emphasize mentoring of all workers in every department at OSU, we suggest as we did last year a mandatory yearly report from department chairs to deans regarding mentoring programs and priorities.
6. We also suggest that job descriptions of department chairs, deans and faculty include mentoring. We do note that recent job descriptions for new faculty do typically emphasize mentoring of peers, students and post-doctoral fellows.
7. Yearly updating of the job description of each worker and a yearly performance evaluation is critical to career advancement and should be emphasized in each unit.

Scholarships and Awards Subcommittee

Focus of Work:

The PCOSW Scholarships and Awards Subcommittee has two primary functions: 1) to distribute scholarships for faculty, staff, and student research and professional development, and for co-sponsorship for events and talks; and 2) to award a member of the OSU community with the University Mentoring and Professional Development Award.

This year the subcommittee awarded about \$14,500 to scholarships and co-sponsorships in support of PCOSW's mission. At the beginning of the year, prior to marketing the availability of funds, the committee created scholarship review criteria as well as a set of FAQs to assist applicants in their submission process. The committee reviewed applications and notified awardees during week 7 of each term this academic year. Some 2014-2015 funds were awarded to 2013-2014 applicants with projects / activities that occurred within this academic year. During spring term the committee awarded scholarships to awardees for the 2015-2016 year.

The committee goals for this year included:

- 1) Distributing the scholarships and co-sponsorship funds
- 2) Awarding a member of the OSU community with the University Mentoring and Professional Development Award during Spring Term 2015
- 3) Coordinating the allocation of scholarships for OSU faculty, staff, and students to attend the 2015 Oregon Women in Higher Education (OWHE) conference
- 4) Showcasing scholarship and award recipients by
 - a) Creating a page on the PCOSW website for recipients to post their project reports
 - b) Hosting an end of the year reception for PCOSW membership and recipients during the June 2015 general membership meeting

Summary of Accomplishments

1) Scholarships and Co-Sponsorships

This year the subcommittee awarded \$12,245 in scholarships for research and professional development activities; the total amount of funds requested was \$46,699.

| Term, # of Applications and Amount Requested | Awardees | Amount Awarded |
|--|---------------------------|----------------|
| Spring Term 2014 14 applications requested \$16,476 | 9 students | \$4,500 |
| Fall Term 2014 15 applications requested \$16,280 | 3 faculty & 8 students | \$5,380 |
| Winter Term 2015 17 applications requested \$13,943 | 6 students | \$2,365 |
| | | Total \$12,245 |

Of the 23 student awardees, a total of 19 were graduate students while 4 were undergraduates.

Majors represented among awardees included: Pharmacy, Mechanical Engineering, Public Policy, English, Public Health, Applied Anthropology, Mathematics, College Student Services Administration, Women, Gender, and Sexuality Studies, Marine Resource Management, Apparel Design, and Spanish.

Scholarship awards are for the support of research and professional development opportunities, especially conference attendance and presentations. Awards included funding for research topics such as midwifery practices in Puerto Rico, women's experiences in Oregon fisheries, and the experiences of LGBTQ+ young adults in Oregon. The majority of awardees requested funds to present their research at conferences. Awardee presentation topics included ovarian cancer treatment and women's roles in book making and early publishing. Conferences attended included gatherings for the National Academic Advising Association, the Society of Public Health Educators, and the Society for Applied Anthropology. And, a number of conferences attended this year focused on gender issues such as the Global Discourses on Women's and Gender Studies, the Philadelphia Trans Health conference, and the Gender Matters conference. Also, this academic year the subcommittee funded two student delegations to attend the Creating Change and the National Young Feminist Leadership conferences.

Our work on the PCOSW subcommittee for scholarships and awards concluded with a final consideration of scholarship applicants during week seven of spring term. All applicants selected for funding will be reimbursed through the FY 15-16 budget and will be discussed in next year's report.

Co-Sponsorships

The subcommittee awarded \$2,255 in co-sponsorships for a film screening (the film license), four speakers, and a conference delegation. Three of the four speaker co-sponsorship applications were to assist in covering the costs of speaker honorarium fees while the OSU's Women in Science "Outside the Lab" seminar speaker application was to cover the costs of a light reception.

| Co-Sponsorship Activity | Amount Awarded |
|--|----------------|
| OSU's Women in Science Film Screening of <i>Pretty Faces</i> | \$300 |
| OSU's Women in Science "Outside the Lab" seminar and reception featuring Dr. Jane Lubchenco | \$255 |
| Speaker: Kate Bornstein, renowned feminist scholar, trans activist, and author of <i>The Gender Workbook</i> | \$400 |
| Speaker: OSU Holocaust Memorial Week | \$400 |
| Speaker: Arielle Greenberg, co-editor of <i>Gurlesque: the new grrly, grotesque, burlesque poetics</i> | \$400 |
| OSU's Women of Color Coalition to attend the UO's Women of Color Conference | \$500 |
| | Total \$2,255 |

2) University Mentoring and Professional Development Award during Spring Term 2015

The 2015 awardee is Dr. Staci Simonich who was nominated by Dr. Craig Marcus. Dr. Simonich was our only nominee this year.

3) Oregon Women in Higher Education (OWHE) Conference

This year's OWHE conference took place January 22-23 in Bend, OR. The registration costs were \$65 for students and \$150 for professionals. We awarded 14 professionals (faculty and staff) and 7 students for a total of \$2,555 in the coverage of registration fees.

| OWHE Conference Coverage of Registration Costs Awardees | Amount Awarded |
|---|----------------|
| 14 professionals (faculty and staff) at \$150 each | \$2,100 |
| 7 students at \$65 each | \$455 |
| | Total \$2,555 |

Compared to last year, the committee spent \$1,130 more in covering the costs of registration fees due to this year's conference location being more expensive and not hosted by the OSU Corvallis campus. Last year the subcommittee provided \$1,425 in conference scholarships which included \$50 scholarships to 11 students and \$125 awards to 7 professionals (faculty and staff).

4) Showcasing Scholarship and Co-Sponsor Awardees

There is now a page on the PCOSW website for recipients to post their project reports (<http://leadership.oregonstate.edu/media/3534>) and PCOSW is hosting an end of the year reception for members and award recipients during June 9, 2015 general membership meeting. As occurred last year, this is an opportunity for PCOSW members to meet and speak with scholarship awardees about their projects / activities.

Recommendations and Plans for Next Year:

- Natalia Fernández, the current subcommittee convener, will continue as the convener for the 2015-2016 academic year, but will be training the 2016-2017 convener.

This year there were a few late requests for funding for spring term activities that were past the winter term application deadline, requests that the leadership team wished to fund. At the beginning of the year, the leadership team should make note of the types of conferences, activities, and projects that take typically take place in spring term to ensure that requests meet the subcommittee's deadline. The leadership team could also request that the subcommittee set aside a certain amount of funds for post-deadline requests.

Speaker Series Subcommittee

Focus of work:

Our focus of work is to support meaningful lectures on topics decided on by PCOSW or established collaboratively with OEI, units within Student Affairs, and/or academic units.

President and Provost Lecture Series

2014-2015 Academic Year

- This year's lecture series began on November 12, 2014 with **Dr. Jane Lubchenco**, OSU Distinguished Professor, College of Science. Dr. Lubchenco presented on *Leading While Juggling Work and Life*.
- **Dr. Adrianna Kezar**, Professor of Higher Education at University of Southern California visited OSU on January 15, 2015 and gave three presentations. *Strategic Approaches to Change* covered why change is needed, types of changes, and leadership strategies for implementing new interventions. *Shared Governance: Moving Forward Together* identified characteristics of effective governance on college campuses. Dr. Kezar talked about the current environment for shared governance and practical advice for rethinking governance practices on campus. In *Creating a Supportive Environment for Non-Tenure Track Faculty*, Dr. Kezar reviewed national trends related to changing faculty, identified needed changes in policies and practices, and outlined resources to support change efforts.
- **Health Inequities Symposium: Cultivating Social Justice** was held on April 21 and 22. The goal was to engage students, faculty, health professionals, and community members in dialogue to cultivate awareness on how social issues affect health and well-being, as well as to encourage action in the pursuit of health equity. Keynote speakers included **David R. Williams**, the Florence and Laura Norman Professor of Public Health at the Harvard School of Public Health and Professor of African and African American Studies and of Sociology at Harvard University; **Richard Hofrichter**, Senior Director for Health Equity, National Association of County and City Health Officials (NACCHO) in Washington, DC; **Vail Horton**, founder and current leader of three thriving companies: Keen, Insight and Handicap Foundation; Meizhu Lui, co-author of *The Color of Wealth: the Story Behind the U.S. Racial Wealth Divide*; **Guy Glass**, Clinical Assistant Professor at the Center for Medical Humanities, Compassionate Care and Bioethics at Stony Brook University School of Medicine in Long Island, New York.

2015-2016 Academic Year

- **Dr. Mary Ann Mason** will speak as part of the President's Lecture Series on October 13, 2015. She is a Professor in the Graduate Division and co-director of the Berkeley School of Law's Chief Justice Earl Warren Institute on Law and Social Policy, at the University of California at Berkeley is the author of *Mothers on the Fast Track: How the New Generation Can Balance Career and Family*, co-editor of *All Our Families: New Policies for the New Century*, Second Edition, and co-author, along with Nicholas H. Wolfinger and Marc Goulden, of the recently published *Do Babies Matter? Gender and Family in the Ivory Tower*.
- **Dr. Kathryn Clancy**, Assistant Professor of Anthropology at the University of Illinois at Urbana-Champaign will be at OSU in January 2016 to speak on the topic of sexual harassment. Dr. Clancy was the lead author for an article on sexual harassment during academic field experiences (Survey of Academic Field Experiences (SAFE): Trainees Report Harassment and Assault). She will talk on her findings of the survey and has also agreed to do a Tan Sack lecture in collaboration with the Anthropology Department.
- The third speaker has not yet been identified

APPENDICES

APPENDIX I - 2014-15 Draft Agenda

President's Commission on the Status of Women (PCOSW)

This document provides background for the 11/11/14 meeting between OSU President Ed Ray, Senior Vice-Provost Becky Warner, and PCOSW's Leadership team and subcommittee chairs. It summarizes the agendas developed by each of the PCOSW subcommittees this year during our fall planning retreat and the first month of the term. We are grateful to have the opportunity to discuss these goals with you early in the year, in order to better focus our efforts and align with your interests for the commission.

The President's Commission on the Status of Women bylaws identify five continuing subcommittees, a leadership team, and the potential for ad hoc sub-groups to form to work on emerging issues of interest. All areas are represented in this document.

1. Work-Life Balance Subcommittee

Many thanks to President Ray for supporting stable funding to maintain lactation rooms and the inclusion of lactation rooms in the construction standards for new buildings, which occurred after we met last spring.

The PCOSW Work Life Balance (WLB) Subcommittee will continue to support OSU's strategic efforts toward becoming a family-friendly community and employer. As part of that effort, we will enhance our existing work to assist working parents and caregivers. Specifically, we plan to undertake the following activities during the 2014-2015 academic year:

- Develop an exit survey for faculty to understand reasons for departure and whether inadequate work-life balance resources (e.g., inaccessible child care) influenced their decision to leave.
- Update the Toolkit for Academic Administrators to help leadership create a more family-friendly department.
- Increase funding for faculty/staff child care subsidy by engaging the Foundation and benchmarking child care financial support from peer institutions. In this area, our subcommittee could really use the President's support with the Foundation.
- Support the Child Care Task Force as they develop recommendations for expanding child care options.
- Review the comments on child care needs assessment survey to identify additional or future issues.

2. Status of Women Subcommittee

The goal of our subcommittee is to make data easily and publicly accessible that concisely describe the status of women at OSU. Last year we looked at women and underrepresented minorities (URM) in leadership positions, and tenure track positions across colleges and departments.

- **Fixed term faculty.** This year, with the collaboration of the Office of Institutional Research, we intend to follow through on the fixed term faculty survey that was produced last year. We intend to compare the representation of men/women/URM in these positions, and compare

salary levels between these groups. We will compare the representation of men/women/URM in non-tenure to tenure track data from last year, in order to better understand where women/URM are employed in STEM fields, as few are entering the tenure track in some disciplines. We also intend to investigate the economic value that that non-tenure track faculty bring to the institution, in terms of classes taught and grants received.

- **OPAL.** We are continuing to work with Oregon Policy Analysis Laboratory masters students (<http://oregonstate.edu/opal/current-research>) to develop and administer a survey to OSU graduate students. The hypothesis of the survey is that men and women receive different mentoring and career advice during graduate school, which further varies by discipline. This could be a factor contributing to the low numbers of tenure track women in some fields we observed in last year's data.
- **Data accessibility and actionability.** We are considering various ways to make our data publicly accessible, and putting it in a context of national trends, current best practices, and recommendations for OSU.
- **Funding.** Last year in our meeting with you we discussed how institutional research exceeds the time that most faculty can devote to service obligation, and is sometimes actively discouraged. We discussed creating an internal research fund to validate and support research of important institutional questions. This year we will develop and submit a proposal for such a fund.
- **Women in Extension.** We are also beginning discussions with the Office of Institutional Research on strategies to investigate the status of women in extension positions. Due to various funding streams and position descriptions, this is a very complicated question, and we anticipate this as next year's project.

3. Mentoring and Career Advancement Subcommittee

This subcommittee supports the development of mentoring programs in the OSU community and identifies/recommends solutions to barriers to women's advancement. For the 2014-15 academic year, our focus is on mentoring:

- We plan to update our lists of resources for mentoring and career advancement for all members of the OSU community including faculty, staff, students and post-doctoral fellows. We will check OSU's website for information on mentoring for all departments and programs at OSU. Together with the information assembled from the survey on mentoring done by Cindy Alexis, and any additional information that we plan to gather from PCOSW members, we will post links for departmental-based mentoring resources on both the PCOSW website and PCOSW's Facebook page.
- Some universities have developed strong mentoring programs for all members of their community (Texas A & M), and OSU's College of Liberal Arts and the Graduate School at OSU have created strong highly web accessible programs for mentoring. We plan to use these as the basis to propose a set of mentoring program priorities for the institution.
- We intend to explore and advocate for institutional membership in the [National Center for Faculty Development and Diversity](#) (the organization founded by Dr. Kerry Ann Rockquemore who came to OSU last spring as part of the PCOSW President's and Provost's lecture series). This would provide a strong foundation for mentoring and development of tenured/tenure-track faculty. We will also seek external resources for fixed term faculty and classified staff.

4. Scholarships and Awards Subcommittee

The PCOSW Scholarships and Awards Subcommittee has two primary functions: 1) to distribute scholarships for faculty, staff, and student research and professional development, and for co-sponsorship for events and talks; and 2) to award a member of the OSU community with the University Mentoring and Professional Development Award.

This year the subcommittee has over \$10,000 designated to award as scholarships and co-sponsorships. At the beginning of the term, prior to marketing the availability of funds, the committee created scholarship review criteria as well as a set of FAQs to assist applicants in their submission process. The committee intends to review applications and notify awardees during week 7 of each term this academic year. Notably, some 2014-2015 funds were awarded to 2013-2014 applicants with projects / activities that occurred within this academic year. The committee anticipates the same for next year.

The committee goals for this year include:

- 1) distributing the scholarships and co-sponsorship funds
- 2) awarding a member of the OSU community with the University Mentoring and Professional Development Award during Spring Term 2015
- 3) coordinating the allocation of scholarships for OSU faculty, staff, and students to attend the 2015 OWHE conference
- 4) showcasing scholarship and award recipients by
 - a) creating a page on the PCOSW website for recipients to post their project reports
 - b) hosting an end of the year reception for PCOSW membership and recipients during June 2015.

5. Speaker Series Subcommittee

For the academic year 2014-2015, one major event for fall, winter and spring has been scheduled. Each of the events requires various tasks regarding logistics and publicity.

- In November, Dr. Jane Lubchenco will speak at an evening event open to the public titled *Leading while Juggling Work and Life*.
- In January, Dr. Adrianna Kezar of the University of Southern California will speak on the topic of best practices for fixed-term faculty. We would like deans and department heads to attend her talk and also like to arrange for her to meet with the Provost and the President if possible.
- In April, we are helping to sponsor a two-day *Health Inequities and Social Justice Symposium*, which will have a variety of presentations, workshops, roundtable discussions, etc.
- We are also thinking ahead to the 2015-2016 academic year, with ideas under consideration that include:
 - Sponsoring a university-wide “Everybody Reads” event to enhance diversity awareness
 - Partnering in efforts to fund an institutional membership for OSU with the [National Center for Faculty Development and Diversity](#) , perhaps in conjunction with bringing speakers to talk about mentoring , professional development, and diversity .

6. Leadership Team

The leadership team (consisting of two co-chairs, a secretary, treasurer, membership coordinator, web coordinator, and social media coordinator) facilitates the operations and efforts of the PCOSW as a whole, and guides responses to emerging issues. Over the last two years we have worked to provide PCOSW members with a basic overview of the scholarship of feminisms and intersecting identities, in partnership with the Women, Gender, and

Sexuality Studies program. This focus has served to guide the work of several individual subcommittees.

To highlight our availability as a resource organization, this year the web coordinator plans to work with OSU Web Services in an effort to provide PCOSW a more visible placement on the OSU website.

7. Ad Hoc proposals

It was suggested that PCOSW identify an ad hoc group to partner with Becky Warner and/or another tenured faculty member from the ADVANCE grant to collect trend information and feedback from the Ombuds office, OEI, PCOSW members, and faculty groups. The purpose of this effort would be to identify issues that would benefit from advocacy with senior management. These could include potential concerns about all levels of the organization and the processes and offices they affect, with a focus on those that need to be addressed to effect real change for women at OSU.

APPENDIX II - PCOSW Meeting with President and Senior Vice Provost

Date: 11-11-14

Introductions: In attendance were Cindy Alexis, Jennifer Almquist, Amy Davila-Klautzsch, Natalia Fernandez, Anne Gillies, Louisa Hooven, Mary Hughes, Abby Metzger, Robynn Pease, Malgo Peszynska, Inara Scott, and Jan Spitsbergen

Review of Subcommittee Goals in Proposed 2014-15 Agenda

Work-Life Balance Subcommittee

- Appreciation for Dr. Ray's support of lactation rooms was expressed. Approximately 80 rooms are available now across campus.
- Dave Blake has agreed to help ensure additional rooms are constructed if PCOSW can identify and prioritize based on highest need.
- This year, the WLB subcommittee will work with Academic Affairs on developing an exit survey for all unclassified faculty that will be disseminated by the Office of Institutional Research (OIR). Survey will ask if individuals would like to be contacted and, at that point, Becky's office will set up a meeting in person.
- Dr. Ray suggested asking individuals not only what was wrong with their experience at OSU but also what went right as we often forget to ask for the positive feedback in a situation to ensure we continue focusing efforts in that direction i.e. did OSU assist in launching someone's career?
- Becky indicated that a separate survey may be developed for STEM (Science, Technology, Engineering, & Mathematics) faculty in accordance with the ADVANCE grant requirements.
- The committee also plans to update the Toolkit for Academic Administrators to encourage family-friendly departments across campus.
- There was discussion about talking with the OSU Foundation to develop funding for child care subsidies for faculty.
- Anne suggested this could be a potential OSU campaign for faculty/staff recruitment i.e. for OSU to be known as being family friendly.
- Dr Ray suggested starting with Shawn Scoville, Executive Vice President of Development, to identify who might help with this effort.
- He also suggested talking with the Women's Giving Circle (http://osufoundation.org/howtogive/annualgiving/womens/apply_grant.htm or an organization called WISH (but he couldn't recall what the acronym stood for).
- Louisa Hooven also suggested contacting AAUW <http://aauwor.aauw.net/> to see if they had any funding that could be used to support child care subsidies.
- Dr Ray also offered to talk with any groups the Commission identified that could be gathered in support of donating to this worthwhile cause.
- The committee would like to work on expansion of child care options for employees and students at OSU working with the Child Care Task Force. Becky indicated that she and Kirk Pawlowski, Executive Director of Campus planning & Development, were working on identifying the best location for additional child care facilities. Ideally, OSU would have two centers on either end of campus with ease of access and adequate parking for parents to drop off their children while heading onto to campus.
- The President mentioned the Bankstreet School for Children, run by the Bankstreet College of Education near Columbia University in New York. (<http://bankstreet.edu/schoolchildren/>) The College has created a "learning laboratory environment" that provides more than a play space for

children but also provides an opportunity for the College students to learn and develop in the areas of early childhood education.

- Dr Ray would also like to see what the market demand for child care is among faculty staff and students at OSU to help identify if the need is for 17 families with 25 children or 300 families with 500 children.
- Lastly, the WLB subcommittee will review comments from the recent child care assessment survey to identify what additional issues should be focused on in future.

Status of Women Subcommittee

- Last year, members of SOW met with Sal Castillo in the OIR to obtain data on women and underrepresented minorities in leadership and tenured/tenure-track positions on campus. This year, they are planning to look at similar data related to fixed-term faculty (research and professional ranks), particularly related to STEM disciplines (the ADVANCE grant focuses on individuals in tenured/tenure-track positions rather than in fixed term positions). They would also like to work with the Oregon Policy Analysis Lab (OPAL) masters students to develop a survey on mentoring and career advice among male and female graduate students to determine what factors contribute to lower numbers of women in certain disciplines of tenure-track faculty.
- President Ray and Becky shared that there are quite a few more applications for instructors submitted for promotion this year. On average, the University sees six to eight applications for promotion in this rank. However, this year, there are over twenty applications that have been submitted.
- Becky also commented that, as part of the Classification and Compensation process started last year, they are reviewing salary data to ensure individuals are still within acceptable ranges and, working with Dave Blake in Human Resources, creating career paths for those positions.
- Becky also mentioned that the University has created promotional tracks for faculty research assistant positions – FRA1, FRA2, and FRA3 – and all deans have been told they will need to put employees in these ranks on a path to success within the next three years.
- Louisa asked if there has been thought put into a process of providing bridge funds to assist FRAs through financial dry spells, perhaps based on an individual's contribution in terms of grant funding over the course of their career here.
- Discussion over a longitudinal study to evaluate the data over time to identify changes and areas for further focus.
- The SOW committee members will work on drafting a proposal for funding of institutional research efforts by faculty and staff (such as review of the fixed-term faculty survey data conducted by the Faculty Senate in 2013).
- Becky indicated that this type of work (cultural, community, and social research of ourselves) may best be coordinated through the OIR and should be aligned with the University's annual climate surveys.
- Reviewing positions held by women in Extension will be a focus of the committee next year. Becky suggested that Deb Maddy, Associate Director of Extension Service and Associate Provost of University Outreach & Engagement, might be a good resource for the SOW members as she has gathered similar data regarding women in extension.
- The SOW subcommittee will work on developing a hypothesis before requesting data of OIR or meeting with Dr Maddy.

Mentoring & Career Advancement

- The MCA subcommittee will update the list for mentoring and career advancement resources. Along with this resource review, the subcommittee will also look at the OSU website for information on mentoring as well as unit websites that identified having a mentoring program for their own faculty, staff, and/or students in order to link to those resources as well. The

subcommittee would also like to see if funds are available to obtain a membership to the National Center for Faculty Development & Diversity and to develop OSU's own formal mentoring program on campus.

- Dr Ray suggested working with the University Wide Council of Equity & Inclusion (which includes Angelo Gomez and Susana RiveraMills).
- Becky informed the group that she has taken the slides from Dr Kerry Ann Rockquemore's presentation as well as the Mentoring map Dr Rockquemore shared with the OSU groups during her mentoring workshops last spring and is using those resources as she works with a variety of faculty groups, encouraging individuals to complete their own Mentoring Maps and developing their own "Board of Directors".
- Jan Spitsbergen would like to see more mentoring programs developed for fixed term faculty and classified employees.

Scholarships & Awards

This subcommittee continues to make awards and scholarships to individuals a priority, including sponsorships to the Oregon Women in Higher Education annual conference held this year in Bend. The subcommittee feels it is important to showcase the work that the scholarship funds support so plans to create a website where recipients can post results from their sponsored projects. The subcommittee will continue to hold an end-of-year reception for awardees.

Speaker Series

- This year, the Speaker Series subcommittee has three events planned: Dr Jane Lubchenco will speak in the fall on *Leading while Juggling Work and Life* . In the winter, Dr Adrianna Kezar, Professor in the Rossier School of Education and CoDirector of the Pulias Center for Higher Education at the University of Southern California, will talk with a variety of constituents at OSU on best practices for fixedterm faculty. In spring, Malinda Shell in Student Health Services has requested co-sponsorship of a two-day symposium on *Health Inequities and Social Justice* .
- Because it is difficult to book speakers on short notice, the subcommittee is looking now at ideas for speakers for next year's lecture series.

Leadership Team

- The Leadership Team facilitates the operations of the Commission as a whole and provides support for the numerous subcommittees as necessary. The LT also guides responses to emerging issues.
- This year, the webmistress, Malgo Pezsyńska, will work with Central Web Services to raise the visibility of the PCOSW webpage. David Baker was suggested as the contact person.
- It was suggested that the Commission develop an ad hoc group to work with PIs from the ADVANCE grant to collect trend information and feedback from a variety of offices on campus, such as the Ombuds office, OEI, etc, to identify issues that would benefit from advocacy with senior management. This might be emerging issues/areas of friction or tension in order to address the issues before a crisis develops.
- Dr Ray suggested looking at psychological issues for employees. One area that has come to light recently is the need for psychological services and support for students. It is very likely that the same support would be of benefit for employees who might otherwise be categorized as "problem" employees rather than exploring deeper issues governing disruptive or unpleasant behavior.
- "We are OSU" day: an annual day of inclusive affirmation; include ecampus

APPENDIX III - Creating a Family Friendly Department: Toolkit for Administrators

(see attached PDF)

APPENDIX IV - Oregon State Professorial / Academic Ranked Faculty Exit Survey

Thank you for your service to Oregon State University. Please help the university better understand your faculty experience and work environment by completing this survey.

All faculty members leaving the university are being asked to complete the survey, and your participation is completely voluntary. Our intent is to only share the responses in aggregate form with the Provost's Office to address issues that may have influenced your experience at OSU. The survey should take approximately 10 minutes to complete.

For more information about the survey format and content, please contact the Academic Affairs Office of Work-Life Coordinator, Robynn Pease at robynn.pease@oregonstate.edu or 541-737-4852.

Please indicate your most recent faculty status at OSU:

- ☐ Professional
- ☐ Academic Ranked Faculty

Please select all that apply to your future plans

- ☐ I accepted a position in another public academic institution
- ☐ I accepted a position in a private academic institution
- ☐ I accepted a position in the private sector
- ☐ I accepted a position in the public sector
- ☐ I accepted a position in a non-profit organization
- ☐ I am leaving the workforce for personal reasons
- ☐ I am leaving the workforce for family reasons
- ☐ I am retiring
- ☐ Other: _____

If accepting a position elsewhere, were you recruited for that position?

- ☐ Yes
- ☐ No

What were your primary reasons for originally coming to OSU? (select all that apply)

- ☐ Academic environment
- ☐ Research opportunities
- ☐ Colleagues
- ☐ Geographic location
- ☐ Lifestyle
- ☐ Family
- ☐ Dual career support
- ☐ Work-life balance
- ☐ Benefits
- ☐ Compensation
- ☐ University reputation

- ☐ Career opportunities
- ☐ Other: _____

Please indicate which factors or reasons influenced your decision to leave OSU. (Select all that apply)

| | Yes | No | N/A |
|---|-----------------------|-----------------------|-----------------------|
| Unrealistic workload | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Lack of appreciation for academic scholarship, research or work | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Anticipated denial of tenure | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Termination or anticipated termination | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Loss of funding | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Lack of opportunities for promotion | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Change in career direction | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Eligible for retirement | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Academic interests incompatible with unit | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Too much administrative work/ lack of administrative support | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Lack of professional collegiality | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Insufficient support from department leadership | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Interpersonal conflict | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Lack of racial/ethnic diversity | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Lack of gender diversity | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Lack of opportunities to be involved in diversity initiatives | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Uncivil or disrespectful interactions with colleagues, directors, students, campus community | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Lack of suitable accommodations for disabilities | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Inequalities due to sexual orientation | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Inequalities due to gender identity | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Inequalities due to abilities | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Inequalities due to age | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Inequalities due to race | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Uncivil or disrespectful interactions with colleagues, directors, students, campus community because of sexual orientation or gender identity | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Lack of collegiality | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Lack of partner/spouse employment or career opportunities | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Personal health reasons | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Increased caregiving responsibilities for aging parents or spouse/partner | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

| | | | |
|--|-----------------------|-----------------------|-----------------------|
| Lack of accessible or quality childcare | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Lack of good local public K-12 education | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Uncivil or disrespectful interactions with the local community | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Lack of work-life balance | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Lack of affordable housing | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| High cost of living | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Relocation to meet family needs | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Better compensation elsewhere | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Better professional opportunities elsewhere | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Better spouse/partner career opportunities elsewhere | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Better opportunities for work/life balance elsewhere | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Other: _____ | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Please rate the following aspects of your experience at OSU.

| | Poor | Fair | Neutral | Good | Excellent |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Physical work environment | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Physical accessibility | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Academic environment and climate | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Performance of the department chair or director | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Performance of the president | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Performance of the provost | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Annual performance evaluations and feedback | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Opportunities for interdisciplinary interactions and collaborations | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Opportunities to participate in shaping policy at OSU | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Opportunities to participate in shaping strategic planning at OSU | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Opportunities for shared governance | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Please rate the following characteristics of experience in your academic unit.

| | Poor | Fair | Neutral | Good | Excellent |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Opportunities to teach courses in your area of specializations or pursue professional development | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Expectations for teaching | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Resources for teaching | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Regular assessment of teaching | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

| | | | | | |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Recognition of teaching or work | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Expectations for equitable service | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Opportunities for research/ scholarship or leadership development | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Support for scholarship | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Recognition of research/scholarship or professional development | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Expectations for university or community service | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Opportunities for university or community service | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Recognition of university or community service | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Resources and staff support | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Physical space for teaching and working | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Interactions with colleagues | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Interactions with students | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Opportunities to speak freely to unit leaders about my concerns | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Leadership that fosters respect among colleagues | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Opportunities to participate in shaping policy within my academic unit | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

I would recommend Oregon State University as a good place to work

- ☐ Strongly Agree
- ☐ Agree
- ☐ Neither Agree or Disagree
- ☐ Strongly Disagree
- ☐ Disagree

I would recommend my OSU department as a good place to work

- ☐ Strongly Agree
- ☐ Agree
- ☐ Neither Agree or Disagree
- ☐ Strongly Disagree
- ☐ Disagree

What was your length of faculty service at OSU?

- ☐ Less than 1 year
- ☐ 1-5 years
- ☐ 6-10 years
- ☐ 11-15 years
- ☐ 16-20 years
- ☐ 20-25 years
- ☐ 26 years or more

What was your primary employee group during your service at OSU?

- ☐ Tenured/Tenure Track Faculty (e.g. Assistant Professor, Associate Professor or Professor)
- ☐ Fixed-term Research Faculty (e.g. Extension, Senior Research, Clinical, Practice without scholarly expectation)
- ☐ Fixed-term Professors (e.g. Extension, Research, Clinical or Practice with scholarly expectation)
- ☐ Fixed term Instructors (e.g. Tenure-track Instructor, Senior Instructor, Lecturer)
- ☐ Other: _____
- ☐ Prefer not to answer

Where was your primary work location?

- ☐ OSU Cascades
- ☐ Corvallis Campus
- ☐ County/Regional Extension
- ☐ Experiment Station/Research Center
- ☐ Newport/HMSC
- ☐ Other: _____
- ☐ Prefer not to answer

What is your age range?

- ☐ Under 30
- ☐ 30-39
- ☐ 40-49
- ☐ 50-59
- ☐ 60-69
- ☐ 70 and Over
- ☐ Prefer not to answer

What is your race or ethnicity? (select all that apply)

- ☐ American Indian/Alaska Native
- ☐ Native Hawaiian/Pacific Islander
- ☐ Asian
- ☐ Black
- ☐ Hispanic
- ☐ Middle Eastern/North African
- ☐ White
- ☐ Prefer not to answer

What is your residency?

- ☐ US. Citizen/Permanent Resident
- ☐ Non-U.S. Resident
- ☐ Multiple
- ☐ Prefer not to answer

What is your gender identity/expression?

- ☐ Woman
- ☐ Man
- ☐ Transgender/Gender Queer
- ☐ Self-Identity: _____
- ☐ Prefer not to answer
- ☐

What is your sexual/affectional orientation or identity? (select all that apply)

- ☐ Bisexual
- ☐ Gay or Lesbian
- ☐ Heterosexual (Straight)
- ☐ Queer
- ☐ Self-Identify: _____
- ☐ Prefer not to answer

Do you have a disability?

- ☐ Yes
- ☐ No
- ☐ Prefer not to answer

Are you a veteran?

- ☐ Yes
- ☐ No
- ☐ Prefer not to answer

Would you like to share more information?

If you would like to discuss any of the issues raised in this survey or any other issues related to your separation from OSU, please provide your name and contact information below or contact the University Ombuds Office directly at tel. 541-737-7049 to schedule an appointment. The information you share will be kept confidential and will not be linked with the data provided in this survey.

Name: _____ Email or Phone: _____

**Confidentiality cannot be promised in matters relating to serious crime or child abuse, if there is imminent risk of serious harm, or if compelled by a court of law. Speaking with an Ombuds does not constitute legal notice to the University of any problem, concern or complaint. You must pursue alternative complaint avenues if you wish to obligate the University to respond in any way.*

Thank you for participating in this survey and for providing us with valuable feedback that will be used to improve the faculty experience at OSU.

APPENDIX V - Person-to-Person Survey of Departmental/College Mentoring Programs - 2014

| NAME | UNIT | Mentoring program? | How Long? | Mentors? | Mentees? | Connections outside unit? | Future enhancements? | Other comments |
|---------------------|--|--------------------|-----------|------------|----------|--|--|--|
| Angela Dammen | College of Environmental, Oceanic & Atmospheric Sciences | NO | | | | | | |
| Chelsey Durling | Forest Engineering, Research & Management | NO | | | | | | |
| Greg Thompson | Agricultural Education and Agricultural Sciences | NO | | | | | | |
| Debrah Rarick | College of Veterinary Medicine | NO | | | | | | |
| Nancy Bremner | Horticulture | NO | | | | | | |
| Mary Fulton | Biochemistry & Biophysics | NO | | | | | | |
| Mary Fulton | Microbiology | NO | | | | | | |
| Colisse Franklin | Electrical Engineering & Computer Science | NO | | | | | | |
| Susana Rivera-Mills | College of Liberal Arts | YES | 3 yrs | A, C | A, C | NO | adding a leadership development dimension, and also including graduate students | We've conducted surveys, exit interviews, focus groups, and end of the year reports that track what is working and what needs improvement in the program. |
| Susan B Jepson | Botany & Plant Pathology | YES | > 25 yrs | A, B, C | A, B, C | YES, If necessary a mentor will be found outside of the department. P & T Mentoring and Peer Teaching Evaluation Committees often include one member outside the department | N/A | Department P & T Commtte discusses outcomes from those who have had mentoring annually. Our P & T candidates are very successful. |
| Rich Carter | Chemistry | YES | 1 yr | A, C | A, C | NO | We have just started a College wide untenured faculty grant mentorship program this Spring | In first year - too early to have lots of good stories. |
| Angela Haney | Wood Science & Engineering | YES | Uncertain | A, B, D, E | E | YES, Mentoring is visible between Faculty and the Graduate Students. They participate in outside activities as well as collaboration at the university. Student leaders also help mentor incoming students. Advisers, student leaders, and professors create a sense of community with students at the undergraduate level. The support is available throughout their program. | As a supervisor - My goal is to assist the individuals that I supervise challenge themselves and learn new tasks and explore interests and ideas that they may have to improve services and levels of efficiency and teamwork within our administrative offices. Establish a link on our website that takes faculty to various resources in order to assist them in being more self-sufficient and updated on various policy and procedural changes (as they occur). | Mentoring appears to be very successful for students, but there is not much emphasis on mentoring new employees. Faculty that are on the tenure track are usually mentored by a senior tenured faculty member, but other classifications are certainly lacking in any type of formal mentoring or training programs. |

| NAME | UNIT | Mentoring program? | How Long? | Mentors? | Mentees? | Connections outside unit? | Future enhancements? | Other comments |
|----------------|--|--------------------|-----------|------------|------------|---|--|--|
| Craig Marcus | Environmental & Molecular Toxicology | YES | > 10 yrs | A, B | A, B, E | YES. All early career tenure and research track faculty have a formal mentoring committee. graduate students have a formal mentoring/thesis committee. Undergraduates working in our department research labs are mentored individually by faculty, graduate students, and post docs but. All Committees are constituted of faculty from our department, other departments and colleges at OSU and often expert scientists at other institutions and national labs. Our Department also hosts two NIH training grants and are major contributors to the OSU Superfund Research Program (SRP) and OSU Environmental Health Sciences Center (EHSC) - both Center grants have Career and Professional Development Cores which also provide mentoring, training and career development activities beyond the typical OSU graduate curriculum. | We have extensive, established mentoring programs. The recent renewal of the SRP and pending renewal of the EHSC contain or propose expanded mentoring for graduate students, post docs and early-career and mid-career faculty who may be struggling. | This department has an outstanding record of promotion and tenure for early and mid career faculty and extramural funding for early career faculty. Essentially all of our graduate students and post docs move on to careers in their selected area of research interest. |
| Tara Bevandich | Integrative Biology | YES | 4 yrs | A, B, C, E | A, B, C, E | NO | N/A | The program has made a huge difference to junior faculty to have a mentor |
| Cheryl Hoflich | Applied Economics | YES | 6 yrs | A | A | NO | N/A | N/A |
| Linda Hoyser | Food Science & Technology | YES | 10 yrs | A | A | NO | N/A | A committee of two mentors for each new tenure-track faculty. Subjects include P&T process and teaching. Office Admin keep faculty advised of workshops. |
| Patty Beaumont | College of Pharmacy | NO | | | | | | |
| Phyllis Helvie | Mechanical, Industrial & Manufacturing Engineering | YES | 5 yrs | A | A | NO | N/A | Junior faculty appreciate the experience and are more successful. Group sessions cover topics such as P&T process before junior faculty get to that stage to ensure success/confidence when approaching process. |

| |
|---|
| Key for Mentors/Mentees |
| A. Tenured, Tenure-track faculty |
| B. Fixed term, non-tenure track faculty (not Instructors) |
| C. Instructors |
| D. Staff |
| E. Students and post-doctoral fellows |

APPENDIX VI - WEB Survey of Departmental Mentoring Programs by College - 2014

| College | Department or Unit | Mentoring | Other |
|--|--|--|---|
| College of Earth, Oceanic & Atmospheric Sciences | College of Earth, Oceanic & Atmospheric Sciences | Dean Mark Abbott coordinates faculty guidance and work/career planning for new faculty | Mentoring of undergraduate research students encouraged. The Jack Dymond Excellence in Mentoring Award: The Jack Dymond Excellence in Mentoring award was developed by students in 1999. It is intended to recognize faculty that go above and beyond in mentoring graduate students other than their own advisees. Faculty who embody this award are interested in helping students grow as individuals and serve as role-models for the CEOAS community, both academically and personally. Award recipients are to be nominated by graduate students only. You may not nominate your own advisor but nominations of committee members will be accepted. |
| Agriculture | Agricultural Education and Agricultural Sciences | Structured Mentoring Program--No | |
| | Applied Economics (formerly Agricultural and Resource Economics) | Structured Mentoring Program for Tenure Track Faculty for 6 years | Dept Chair Susan Capalbo received the WAEA Distinguished scholar award in 2012 for her research, mentoring of STEM students, and academic leadership. |
| | Animal and Rangeland Sciences | Structured Mentoring Program--No | |
| | Biological & Ecological Engineering | Formal Mentoring Program with Industry Partners with good web access from Departmental Website | |
| | BioResource Research Program— Interdepartmental Education Program primarily for undergraduates | Both faculty and student peer mentoring are built into the program which requires a senior thesis research project with a formal presentation followed by thesis defense before a thesis committee. | |
| Ag & Science | Botany and Plant Pathology | Formal long established Mentoring Program for tenure track, fixed term faculty and instructors. If necessary a mentor will be found outside of the department. P & T Mentoring and Peer Teaching Evaluation Committees often | BUDs program (http://gsa.bpp.oregonstate.edu/buds) pairs each undergraduate students to a graduate student mentor to strengthen community and academic success. Department has a good link to its mentoring program (http://bpp.oregonstate.edu/ptmentoring). |

| College | Department or Unit | Mentoring | Other |
|-------------|--|---|---|
| | | include one member outside the department. | |
| | Chemistry | Recent organization of a faculty mentoring program for tenure track and instructors including advice for grant applications | The Faculty Mentor Program fosters teaching skills in graduate students (http://chemistry.oregonstate.edu/mentor_program). Web does not have good link to info for mentoring OSU faculty. |
| | Crop and Soil Science | No formal mentoring program evident on departmental website. | Several Faculty have won graduate mentoring awards. |
| | Entomology Program— Interdepartmental Program | No formal mentoring program evident on program website. | |
| | Environmental and Molecular Toxicology | Formal Mentoring Program for Tenure and Nontenure Track Faculty established more than 10 years | Website does not have good links to faculty mentoring program |
| | Environmental Chemistry— Interdepartmental Program | Mentoring not mentioned on program website | |
| | Extension and Experiment Stations— Interdepartmental Program | | |
| | Fisheries and Wildlife | No formal mentoring program for faculty evident on website | Website has links to mentoring and research experiences for undergraduates. Some faculty have won awards for graduate mentoring. |
| | Food Science and Technology | Formal Mentoring Program for tenure track faculty for 10 years | Website does not have good link to mentoring for faculty. |
| | Horticulture | No formal mentoring program for faculty | Website does not have good link to mentoring for faculty. |
| | Microbiology undergrad program shared between Ag and College of Science) | No formal mentoring program for faculty | Website does not have good link to mentoring for faculty. |
| Business | | Website does not show formal mentoring for faculty | Website has good links for mentoring of undergraduate and MBA students. |
| Education | | Yes formal mentoring of faculty emphasized on website | Website has good links both for faculty peer mentoring and for student mentoring. |
| Engineering | Mechanical, Industrial & Manufacturing Engineering | Yes formal mentoring for tenure track faculty for past 5 years | |

| College | Department or Unit | Mentoring | Other |
|----------------------------------|---|---|---|
| | Electrical Engineering & Computer Science | No structured mentoring of faculty | Website emphasizes student mentoring and some peer mentoring of new faculty and staff. |
| Forestry | Forest Engineering, Research & Management | Structured Mentoring Program--No | Research support faculty have a good peer mentoring group in forestry. |
| | Wood Science & Engineering | Structured mentoring program for tenure track, fixed-term faculty, staff and students | Research support faculty have a good peer mentoring group in forestry. |
| University Honors College | | Web does not indicate program for mentoring faculty | Web emphasizes student research thesis mentoring. |
| Liberal Arts | | Formal Mentoring Program for Tenure Track faculty and Instructors for past 3 years | |
| Pharmacy | | No formal mentoring for faculty | Website emphasizes student mentoring. |
| Public Health and Human Sciences | | Formal Faculty mentoring program website does not specify whether fixed term faculty are included | |
| Science | Biochemistry and Biophysics | No formal mentoring program for faculty | |
| | Integrative Biology | Yes formal mentoring program for 4 years for tenure track, fixed term faculty, instructors and students | Website has good links only for student mentoring. |
| | Mathematics | No formal mentoring program for faculty evident on website | Website emphasizes mentoring of students. |
| | Physics | Department hosts a mentoring Wiki for women in physics | Website emphasizes faculty and peer mentoring of students. |
| | Statistics | No formal mentoring program for faculty evident on website | Website does not have good link to mentoring for faculty. Advertisement for a new full professor in the department does request a description of experience mentoring undergraduates, graduate students and junior faculty. |
| Veterinary Medicine | | No formal mentoring program for faculty | Website has good links for mentoring of veterinary students. |

APPENDIX VII - 2014-2015 PCOSW Membership Roster by Subcommittee

| Mentoring & Career Advancement | Scholarships & Awards | Status of Women | Speaker Series | Work-Life Balance | Leadership Team |
|---|---|---|--|---|--|
| Jan Spitsbergen ** Stephanie Bernell Amy Davila-Klautzsch Christina DeWitt Dwane Howard Shirley Mann ASOSU Saferide Student **first convener | Natalia Fernandez ** Peggy Dolcini Dawn Moyer Linda O'Hara Malgo Peszynska Inara Scott Mehra Shirazi Becky Vega-Thurber Lan Xue **first convener | Louisa Hooven ** Jennifer Almquist Mayela Delatorre Jennifer Doreen Kryn Freehling-Burton Deborah John Darlene Russ-Eft Ann Schmierer Kelly Vining Shiao-Ling Yu ASOSU Womens Affairs TF **first convener | Mary Hughes ** Cindy Alexis Allison Ramsing Susana Rivera-Mills Mary Samuel Dana Sanchez Malinda Shell **first convener | Abby Metzger ** Robynn Pease ** Marisa Chappell Amy Luhn Judy Neighbours Kara Ritzheimer Traci Vawter Staci Wade-Hernandez **first convener | A. Gillies - Co-chair** L. Hooven - Co-chair** C. Alexis - Treasurer N. Fernandez - Secretary A. Davila-Klautsch - Membership M. Peszynska - Web Manager I. Scott - Mktg/Social Media **conveners |