

PCOSW Scholarships

Examples of Successful Applications

Example #1

Project:

School Bullying Program Evaluations: The Marginalization of “Queer” Self-Identified Youth Through the Deployment of Normative Identity Standards and Gender Performance

Project Summary:

School bullying has been empirically substantiated as a pervasive and persistent problem. In the United States one in three students report regular occurrences of bullying, and 70% report bullying is an ongoing problem in their school (Renshaw & Jimerson, 2011; Polanin, et al., 2012). Youth who are “queer-“ self-identified and/or labeled as such, and youth who have (dis)abilities are presented with increased risk for bullying victimization (Birkett, Espelage, & Koenig, 2009; Hong & Garbarino, 2012; Greene, Britton, & Fitts, 2013). While bullying impacts all youth negatively, it is especially harmful for students who claim, or are labeled as having identities outside of the normative identity and gender constructs. White, able-bodied heterosexual youth assume the most prominent spaces within discussions of preventing school violence, while Other youth identities are moved to the margins. Further, school bullying intervention programs rarely address the intersections of identity categories that complicate notions of youth identity as singular, stable and static over time. Consequently, youth who are black, (dis)abled and queer, have very little space within discussions to reduce school bullying despite the significant risk for victimization as their identities move the furthest from prescriptive and normative identity standards. The analysis in our paper draws from thirteen school bullying programs identified through a systematic review, including widely employed programs such as KiVA and Olweus Bullying Prevention Program. These programs have been evaluated frequently over the past ten years, and have claimed mixed results in their effectiveness. Although nearly all evaluations reported at least some favorable outcome, we wish to interrogate what youth stand to gain from a reduction in bullying if the youth who are most at risk are not specifically considered in the analysis. Is it possible that only those youth who perform a “normative identity” benefit explicitly from interventions that purport to reduce school bullying for all youth? Although these programs purport to “reduce” school bullying, they may only do so for a select number of students who claim very specific and normative identities. Of particular concern is the capacity for school bullying programs to address transgender identifying youth, especially transgender females.

The scope of this project aligns with the core mission of the President’s commission on the status of women in two very distinct and important ways. First, this research is dedicated to deconstructing normative identity and gender constructs, which routinely negatively impact women in significant and disproportionately longitudinal ways. Often at the crux of school bullying programs is a framework of identity development. However, as we assert in our paper, these commonly employed identity frameworks exclude, intentionally or otherwise, alternative identities, particularly queer and transgender students. The inclusion of queer identifying and transgender students in gender identity development work is a relatively unexplored pathway to

reduction of school bullying experiences within a population that is overrepresented in bullying occurrences. Gender performance of “approved” masculinities harm biologically born males who identify as female, including those who plan to transition. Female identifying individuals must be included in scholarship that seeks to support women, such as the mission of PCOSW. Challenging normative performances of masculinity is crucial in obtaining equality of opportunity and equity of outcome for all women, and thus ought to be of paramount concern to those interested in the status of women.

As a second point of coherence with the mission of PCOSW, this paper, and the presentation of this work at a conference, supports the scholarship of a lead female author. The professional opportunities to present and publish in the field of gender studies by a female scholar cannot be underestimated in its capacity to elevate the status of women within academia. The work of gender identity development can be profoundly instrumental in challenging broader gender constructs, with the power to build up or hold down those at the margins. My hope is to share this work with anyone who will hear it, and I consider all who help it to be shared an ally in advancing the status of women, including all who seek to freely and safely identify as a woman.

Estimated Budget:

Gender Matters Conference: Governor’s State University, University Park, IL

April 16-April 18, 2015

Airfare: \$500.00 (Southwest Airlines)

Car Rental: \$120.00 (three full days)

Food: \$260.00 (4x65.00)

Lodging: \$354.00 (3 nights x 118.00)

Registration: \$50.00

Total (estimate): \$1834.00

Example #2

Project:

Margaret Beaufort and Women's Book History
Shakespeare Association of America Annual Meeting, 2015

Project Summary:

I am applying for a President's Commission on the Status of Women Scholarship to help fund my participation in the seminar "Women Making Text in Early Modern England" at the 2015 Shakespeare Association of America Annual Meeting (Vancouver, British Columbia, April 1-4). The seminar, organized by literary scholars Elizabeth Zeman Kolkovich and Tara L. Lyons, seeks to redirect a scholarly history of the book that would place women at the periphery. In fact, women were actively involved in the early years of the English book trade, not only as authors but also as calligraphers, printers, publishers, artists, binders, collectors, patrons, and readers. "How," the seminar leaders ask, "has the archive obscured the material practices of women in textual creation? What methodologies or resources can make them more visible?"

My contribution to this discussion is an essay entitled "Margaret Beaufort and the Birth of Tudor Romance," which investigates William Caxton's 1489 printing of the romance of Blanchardine and Eglantine at the request of Margaret Beaufort, Countess of Richmond and Derby and mother of Henry VII. Although critics have discussed Margaret's political motives as patron, the text's later reprinting in the Elizabethan period has been almost entirely ignored. My paper argues that the continued popularity of Blanchardine and Eglantine speaks to the success of Margaret's efforts to include women in the "story" of the Tudor dynasty. Indeed, the 1595 reprinting of the book suggests that the romance continued to resonate specifically for Tudor women, who were perhaps even responsible for its 1597 "sequel." In short, I read Margaret's involvement in the early English book trade as both more intentional and more influential than the standard history of English literature would admit.

I am particularly eager to discuss this work with other scholars committed to feminist methodologies. What has become clear from my previous participation in book-history-centered events, including the 2012 NEH--sponsored summer seminar "Tudor Books and their Readers," is that many of the field's top scholars do tend to ignore the contributions of women in the early book trade, choosing instead to focus on the ways women were not allowed to participate (during part of the reign of Henry VIII, for example, women were not legally entitled to read the Bible). One result of this systemic preoccupation with the historical exclusion of women is that today's female scholars can feel similarly excluded from the conversation. The upcoming SAA seminar presents me with a rare opportunity to connect with other scholars invested in making sure that women - both past and present - have equal representation in the history of the book.

Especially because participants will provide written feedback on papers prior to our "live" conversation at the meeting, I expect to receive constructive criticism that will help me expand the essay to a publishable article. I also anticipate that my participation will help me to rethink and revamp the way my own OSU history of the book course attends to gender.

Estimated Budget:

Margaret Beaufort and Women's Book History
Shakespeare Association of America Annual Meeting, 2015
April 1-2, Vancouver, BC
Conference Registration Fee \$125
Travel (estimated airfare and hut shuttle): \$500
Accommodations (based on OSU per diem guidelines; 3 nights) \$520
Meals (based on OSU per diem guidelines; 4 days) \$512
Total: \$1,657
Total Requested: \$1,000

Example #3

Using oral histories to track change: Has the social construction of women's roles and identities in the Oregon coast fishery evolved with the changing industry?

Project Statement

Much of today's focus in the fisheries sector tends to ignore women's social identity and contribution to the fishing effort in both fisher families and the wider community. There is a need for a more holistic approach that includes an understanding of the dynamics of fisheries management and how that may affect women's participation within the industry.

A comprehensive analysis of the changes in the social construction of women's roles and identities in the fishery will be conducted through the use of male and female oral history interviews. This project aims to combine oral histories data with past and current literature on the roles and identities of women in coastal fishing communities to help facilitate a greater understanding between managers, industry stakeholders, and the local community. The importance of understanding women's social identity and contribution to the fishing effort will help decision-makers identify the impacts of change in the sector and develop future policies that can benefit the entire fishing community.

By working with various community stakeholders, including Newport Fishermen Wives, I hope to spread awareness of women's roles and contributions to the Oregon fishing industry. The creative spark for this project occurred while working on another project in Guatemala in 2013 where I conducted interviews with artisanal fishermen. When I asked about their wife's role in the fishery, most fishermen immediately dismissed them as being outside of the fishing effort. It is common for women's roles to go unnoticed in such a male dominated field, but the reality of their contribution allows the industry to survive. This holds true in both commercial and artisanal fisheries. I hope to support this message with my graduate research and use this experience to develop my professional skills in community engagement and outreach efforts.

Itemized Budget Category Proposed Amount (USD)

Mileage for Interviews 500.00

Lodging at Various Field sites in Oregon 300.00

Equipment & Transcription Software 200.00

Grand Total: 1,000.00

Example #4

I am submitting the following proposal for \$500 in the hope of receiving financial support from the PCOSW Scholarship & Awards Committee. If received, the funds would be instrumental in making possible my attendance to the 2015 NASPA National Conference in New Orleans, LA. NASPA is a leading professional organization for student affairs professionals, graduate students, and undergraduates interested in the profession. As a student in the College Student Services Administration masters program, this conference presents a unique opportunity for me to network with fellow graduates and professionals in the field of Student Affairs as well as learn from leading researchers about best practices and upcoming trends in higher education.

I am currently in the process of conducting my thesis research in which I am focusing on the experience of women in master-level programs across the nation who are (or become) pregnant during their program of study and how they navigate the intensive nature of both their roles as a mother-to-be and graduate student. Although I will not be presenting my research at the conference this year, I am looking to this conference as an opportunity to see leading student affairs practitioners present their research and effective ways to translate research findings to practices that colleagues and professionals can carry into their everyday practice. I am excited about the opportunity to use the conference as a place to talk with others about my research and the possible ways in which it can impact how professionals and institutions at-large support and encourage the academic and personal wellbeing of students who are pursuing their academic aspirations as well as beginning their families. I believe this is an important area of research and something that institutions of higher education must consider as more women seek graduate education and fulfill multiple life roles.

In addition to enhancing my understanding of the best methods of sharing my research and helping others make meaning of the findings, the conference presents an important opportunity to build relationships with colleagues and professionals in the student affairs field. As I move towards the completion of my program and discerning where I want to seek work and in what capacity, the conference is an opportune environment to build relationships with possible colleagues and universities who will be hiring in the spring of 2015.

I am grateful to the committee for the opportunity to request funds, regardless of the outcome and for the time and consideration of each member. I am happy to provide additional information if needed.

Conference Dates: March 21-24, 2015

Expense Category	Estimated Cost	Additional Information
Registration Cost	\$145	Early bird rate
Airfare	\$550	As of 10/28, round trip, Alaska airlines
Hotel	\$199	The Courtyard Marriot is within walking distance of the convention center and is quoting conference attendees at \$199/night x4 nights = \$796 (the cost will be shared amongst 4 attendees)
Approximate Total Cost: \$894		

Example #5 ~ PCOSW Request for Co-Sponsorship Application

Name of Organization: Oregon State University Women in Science

Description of Activity:

Women in Science events with the best attendance have been focused on alternative careers (such as our seminar with Dr. Jane Lubchenco on bridging science and policy). Most of our graduate student peers (ourselves included) are interested in identifying and building transferable skills that would foster careers outside of academia. Opportunities to learn more about the versatility of a PhD are sparse because PhD programs are often designed to produce tenure track professors. However, there are more PhDs than tenure track positions so we must be able to pursue other types of careers.

Dr. Maren Wood of the Lilli Group (<http://lilligroup.com/>) provides career coaching to PhDs interested in post-academic careers. We would like to host a workshop here at OSU on transferable skills gained during a PhD by Dr. Wood (https://lilligroup.files.wordpress.com/2013/11/lilli_research_group_presentations.pdf). OSU lacks this type of training and this would be a great opportunity for grad students from all disciplines potentially interested in non-tenure track careers. We plan on making this event accessible to anyone interested.

However, WIS is a completely non-funded organization so we are asking for your help to fund the workshop. Funding would include a workshop and an evening event (dinner or social hour). We are grateful to have secured half of our requested funds from the support of the OSU Graduate School, but we are now looking to fundraise for the remainder of the cost. As PCSOW has been very supportive of our events in the past, we thought this might be a great opportunity to collaborate on an event with PCSOW again.

Total Estimated Cost of Activity: \$ 1,500

Amount requested from PCOSW: \$500

Itemized budget

Item	Cost
Flight (Denver to PDX)	\$300-650
Checked bag	\$50
Meals	\$50
Rental car	\$120
Speaking fee	\$600
Hotel	\$130
Total	\$1250 - \$1600

Example #6

In July of 2014, two other student researchers and I will conduct an applied anthropological exploratory maternal and child health (MCH) pilot study in San Juan, Puerto Rico. This study will include a qualitative analysis of maternal and infant health concerns from key stakeholders in Puerto Rico. Key stakeholders will include 15 to 20 pediatricians, obstetricians, midwives, public health workers and traditional midwives known as *partera empirica* or *comadronas*. The findings of this study will be used to develop a future research project in this community that focuses on strengthening maternal and child health care infrastructure in Puerto Rico.

This study will occur in partnership with *Mujeres Ayudando a Madres* (MAM; Women Helping Mothers), a Puerto Rican non-profit organization created in 2007 to support the rights of pregnant women and to improve the physical and psychological health of families. The data collected will be used to work with local MCH health care providers and the community to improve live-birth outcomes and potentially health over the life course. This research will lead to a future, mixed-methods research project looking at the relationship between self-reports of maternal stress and biomarker data. In addition to joining future projects in Puerto Rico, the Faculty Project Advisor and I are also interested in developing similar studies in the Latina population in Oregon. As a woman of color, I am hoping to improve health care not only for minority populations but also other immigrants who may experience issues within the healthcare system due to logistical and cultural differences.

Project Budget

Travel Expenses (total)	\$1,300.00
Airfare: RT from Portland to Puerto Rico: \$800/flight.....	\$800
Island Travel for Community Meetings and Interviews.....	\$500.00
Supplies, Equipment Rentals and Expendables (total).....	\$335.98
Nvivo 10 Student – Qualitative Analysis Software.....	\$120.00
Phillips DVT Audio Recorder.....	\$107.99
Total Budget:	\$1,635.98
AMOUNT REQUESTED FROM PCOSW	\$1,000