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ABSTRACT

This report presents a profile of enrollment, employment, and institutional climate factors by gender in the Oregon State System of Higher Education. The report consists of a written analysis and 40 tables of data on which the analysis is based. Following an introduction which describes the history of the committee that produced the report, the first section of the analysis treats student enrollment by gender including academic preparation and performance, academic choice of major, non-traditional and part-time students, and financial support distribution. The following section discusses the tables that relate to full-time instructional employment. A section on selected administrative positions covers distribution of women in the administration at various levels. Treatment of institutional climate looks at recruitment and retention of faculty and administrative staff, observations of the effect of recent budget cuts on enrollment, and gender-related programs and activities encouraging women to participate in higher education. A conclusion presents key points and critical issues for further consideration at campus and systemwide levels. Appendixes contain a list of programs to promote women's participation in higher education, and a list of departments listed by discipline group. (JB)

PROMOTING WOMEN'S PARTICIPATION IN HIGHER EDUCATION:

THE STATUS OF WOMEN IN OSSHE

A Report to the
Oregon State Board of Higher Education

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INTRODUCTION

At its meeting in November 1985, the Board of Higher Education issued a policy statement on equal opportunity, expressing its intention that women and minority students be appropriately represented in academic programs at the undergraduate and graduate levels. Further, the Board stated that women and minorities should be appropriately represented in the administrative staff and in the teaching and research faculty. Institution presidents and the Chancellor were charged with primary responsibility for achieving these important goals.

In July 1986, the Board adopted administrative rules setting forth expectations of institutions in three areas: (1) that minority and female students be appropriately represented in academic programs at the undergraduate and graduate levels; (2) that the institutions take appropriate steps or make efforts in that direction; and (3) that recognition be given to those institutions that achieved the stated goals or made superior efforts, and conversely, that attention be called to those institutions that demonstrated unsatisfactory progress or effort.

In December 1990, staff presented to the Board's Academic Affairs Committee a report on campus efforts to develop and implement comprehensive recruitment and retention plans related to minority group students, faculty, and administrative staff. During the discussion of the report, the Committee raised questions regarding data and information on the status of women in accordance with Board policy. Staff indicated that information on enrollment and employment of women would be presented to the Academic Affairs Committee once a report was completed.

The purpose of this report is to provide a profile of enrollment and employment by gender in the Oregon State System of Higher Education in three major areas:

- comparative enrollment, financial support, and academic preparation of students;
- gender distribution of faculty and administrative staff by rank, and by salary (for faculty); and
- institutional climate factors such as curriculum development, research support, staff professional development, and work-family options.

Based on the data analysis and campus information, the report concludes with critical issues for further consideration. The issues should serve as guidelines for developing action plans in response to institutional and systemwide budgetary and programmatic changes that will likely occur in the next three to five years.

STUDENT ENROLLMENT IN OSSHE BY GENDER

Academic Preparation and Performance

- Women now make up 50% of all undergraduates in the State System, and 48% of the graduate students (Table 1). Nationally, women comprise 52% of undergraduate and 53% of graduate enrollment.

- While the numbers of women and men enrolling in higher education are about even, the disparity in performance indicators at the entry level remains. To confound the issue, the indicators appear to contradict themselves.

    - High school grade point averages (GPAs) of women are higher than those of men (3.29 for women compared to 3.15 for men), and have been higher since the State System began documenting high school GPA by gender in 1982 (Table 2). However, average Scholastic Aptitude Test (SAT) scores, especially in math, show just the opposite: average scores for men are higher -- 525 in math and 455 in verbal, compared to scores of 473 in math and 443 in verbal for women (Table 3). A similar direction in scores, by gender, prevails nationally.

- It should be noted that there is a difference between *academic ability and achievement* -- developed academic skills and knowledge -- and *academic aptitude* -- a general capacity or potential for learning. Although the SAT was originally developed to measure aptitude, College Board researchers now acknowledge that the SAT is more accurately characterized as also measuring developed academic abilities and achievement. If the SAT is a reflection of developed academic achievement, then it would follow that performance on the SAT would be related to the kind and amount of course work taken in high school.

- In this context, College Board data on student-reported high school coursework illustrate the differences in college preparation between men and women. Indeed, a greater proportion of Oregon high school males have completed 4 or more years of high school math: in 1989, 65% of the males taking the SAT completed 4 or more years of math, compared to only 55% of the females (Table 4 and Figure 1). This gap is closing. In 1979, 50% of the males had completed 4 or more years of math while only 27.5% of the females had completed that amount. Similarly, in 1989, 33% of the Oregon males taking the SAT had completed 4 or more years of high school science courses, compared to only 22.5% of the females (Figure 2). However, ten years earlier, few males or females had completed 4 or more years of science: only 5% of the males and under 3% of the females in 1979 had completed that amount. The improvement in science course enrollment among Oregon college-bound students during the 1980s was impressive, but was considerably greater for males than for females.

- In contrast, grade point averages both in high school and in the freshman year of college are higher for women.

- The most recent available data show that for the State System as a whole, freshman year GPAs are higher for women in all subject areas except natural science (Table 5). In math courses, women's GPAs are higher at every institution except Portland State University, where the female GPA is just slightly lower (Table 6). In natural science courses, women's GPAs are lower at every institution except Western Oregon State College and Oregon Institute of Technology.

- The higher GPAs for women in math courses mask an important phenomenon: in most cases, the more advanced the level of math, the lower the percentage of women enrolled (Table 7 and Figure 3). (The University of Oregon and Western Oregon State College are the exceptions: at both institutions, about the same number of men and women enroll in the advanced math courses.) The women who enroll in math courses at all levels, however, do well; *the problem is that relatively few enroll in the more advanced calculus courses needed for majors in science, math, engineering, and other technical fields.*

Academic Choice

- The choice of college major is influenced by experiences and socialization that occur much earlier than the freshman year of college or even high school. Some argue that factors such as the lack of importance placed on a female's performance in math (by parents, peers, and even occasionally teachers), or the *perceived* inability of females to do math, may limit academic choices made at the high school level which, in turn, limit choices made in college.

- The top four choices of intended college major cited by female high school juniors are (1) business, cited by 22.3% of the females; (2) the arts, 10.3%; (3) social sciences, 8.9%; and (4) education, 8.7% (Table 8). These choices have remained relatively unchanged over the past 10 years. In comparison, the top four choices for male high school juniors are (1) business, cited by 16.3% of the males; (2) engineering, 14.5%; (3) the arts, 6.2%; and (4) agriculture and natural resources, 5.6%. Although engineering has more than doubled as a choice of high school women, it still remains an infrequently made choice (1.7% for females compared to 14.5% for males), and the percentage of young women choosing computer science has even dropped slightly over the past 10 years (from 1.6% to 1.2%).

- Females constitute approximately two-thirds to three-quarters of the total number of students intending to major in the arts, foreign languages, letters, and social sciences (Table 9). Over 80% of intended education majors are female. Females are a third or less of those intending to major in agriculture, architecture, computer science, engineering, and physical sciences.

- With some minor differences, these trends persist in college through the undergraduate and graduate levels (Tables 10-15 and Figures 4-6). Proportionally few women receive

degrees in computer science, engineering, mathematics, and physical sciences. However, the trends over the past decade show an increase in the percentage of women receiving degrees in those fields, with the exception of computer science. In engineering, the increases are substantial: numbers of female engineering graduates in 1989-90 are approximately double the number in 1979-80. A larger-than-average proportion of women receive degrees in education, and in the arts and letters. At the doctoral level, however, the second largest number of doctoral degrees awarded is in life sciences, more than triple the number awarded 10 years earlier.

- In first-professional degrees awarded (dentistry, law, medicine, veterinary medicine), the overall picture looks bright for women (Tables 16 and 17). Professional degrees awarded to women in dentistry and medicine increased between 1979-80 and 1989-90; those degrees awarded to men decreased during the same period. And in 1989-90, twice as many women as men received degrees in veterinary medicine.

- While women receive slightly more than half of the bachelors and masters degrees awarded in the State System, they receive just over a third of the doctoral and professional degrees.

As the data show, the consequences of gender differences in preparation in math and science fields are far reaching. Providing the support necessary to encourage women to take advantage of the full range of academic choices available will require broad-based discussion at all levels of education, kindergarten (or even pre-school) through graduate levels. And, while important gains have been made over the past decade or two in the participation of women in higher education and in fields not traditionally populated by women, the key issue for women as students in the State System will be acquiring sufficient math and science preparation at all educational levels to make the full range of academic and career choices attractive to them.

Non-Traditional Age and Part-Time Enrollment of Women

- "Non-traditional" normally refers to the enrollment of older-than-average and/or part-time students. To a large extent, women in the State System represent a disproportionate share of the over-35 and part-time enrollment.

    - Men and women are about evenly distributed among most age categories except for the over 35 age group and the 25-29 age group (Tables 18-20). Of students over 35, 62% are women. Of students aged 25-29, only 41% are women.

    - Part-time undergraduate enrollment is about evenly distributed between men and women at the University of Oregon, Oregon State University, and Oregon Institute of Technology (Table 21). However, at Portland State University and the regional colleges, there are more women enrolled part-time (in fewer than 12 credit hours): at Portland State University, 43% of the women compared to 38% of the men; at Southern Oregon State College, 27% of the women compared to 22% of the men; at

Eastern Oregon State College, 18% of the women compared to 12% of the men; and at Western Oregon State College, 14% of the women compared to 12% of the men. For the State System as a whole, 21% of the women are enrolled part-time compared to 18% of the men.

The non-traditional nature of a significant portion of women enrolled in the State System has implications for class scheduling as well as for the variety of support services those students may need, such as work opportunities or arrangements, housing, child care, and financial aid.

Student Financial Support Distribution in OSSHE by Gender

Student financial support in OSSHE by gender is presented in two categories: federal and state financial aid and State System fee remission programs.

- Financial aid consists of grants, scholarships, work study, and loans made available to students from federal, state, and institutional sources. With the exception of merit-based scholarships, almost all financial aid requires that students demonstrate an economic need for assistance in paying for college. Table 22 shows 1991-92 data on financial aid distribution in the State System by gender and funding categories. Observations from the table include the following:

    - Although women and men are enrolled at OSSHE institutions in almost equal proportions, women receive 52% of the total aid dollars awarded to students, or $4.4 million more than the amount awarded to men. Women receive 53% of the number of financial aid awards.

    - Overall, women are awarded substantially more federal and state grant aid, work study, and fee remission awards than men. Women and men are almost equal in the amount of money they borrow to pay for college. The greatest differences between women and men in the receipt of financial aid are in the State System fee remission program, where women were awarded almost two-thirds of available award funds, and in institutional scholarships, where men were awarded 53% of the award dollars.

- The current State System fee remission programs were adopted by the Board in January 1990, and first implemented for the 1990-91 academic year. All of these programs are based on demonstrated academic merit and achievement and do not require the demonstration of financial need.

    - Women received almost $200,000 more in fee remission awards than men in the 1990-91 academic year (Table 23). While women constitute 50% of total enrollment, they received 59% of the Oregon Minority Enrollment Initiative programs awards, and 58% of the Oregon Laurels program awards. In the International Cultural Service Program women received only 44% of the fee remission awards.

EMPLOYMENT OF FULL-TIME INSTRUCTIONAL FACULTY BY GENDER

This analysis includes regular faculty with academic rank, both 9-month and 12-month appointments, and employed full-time at the institution (.90 FTE or greater) with at least .50 FTE in an instructional department, as reflected on the October 31, 1990 payroll file. Salary data on 12-month faculty were converted to a 9-month basis by applying a standard calculation used in federal reports.

- Table 24 and Figure 7 show the percentage of women in each academic rank in 1980-81 compared to 1990-91. Significant changes occurred over the 10-year period: at the professor level, the percentage of women increased from 6% to 11%; at the associate professor level, from 16% to 27%; and at the assistant professor level, from 29% to 41%. The proportion at the instructor rank shows only a slight increase, with women comprising nearly half of all full-time instructors both in 1980-81 and 1990-91. In total, the percentage of women increased from 18% to 27%.

- Table 25 and Figure 8 show the distribution of women among the major discipline groups. Consistent with the student data, the percentage of women faculty is greatest in the humanities and fine arts, and in education: 28% of female faculty are in the humanities and fine arts (compared to 19% of the male faculty), and 19% of female faculty are in education (compared to 11% of the men). In contrast, only 8% of the women are in natural science and mathematics, compared to 23% of the men. Just 10% of the female faculty are in the "high market" disciplines of business, computer science, engineering, and law, compared to 18% of the male faculty. Viewed in terms of the proportions of women and men (Table 26 and Figure 9), only 12% of the full-time science and math faculty are women (compared to 27% overall), and only 16% of the full-time faculty in the high market disciplines are women. At the other end of the continuum, 39% of the faculty in education are women.

- Tables 27 through 34 display average salary data for male and female faculty. In the aggregate, average salaries for women are lower than those for men. However, the *aggregated data can be misleading*. Market factors influence average salaries paid in particular academic discipline groups. The smaller percentage of women in higher paying disciplines contributes to an overall institutional average salary that is lower for women than for men.

- Most of the differences in salaries by gender can be further explained by adding years-in-rank to the analysis. Within the academic discipline groups, on the average, the greater the number of years employed at a particular rank, the higher the salary, *regardless of gender*.

    - Further analysis was conducted after first excluding rank and discipline comparisons in which five or fewer faculty were reported (according to the convention used by the American Association of University Professors in reporting faculty salary data), and excluding comparisons in which the

average salary differences by gender were within 5% of the average for that group. The resulting analysis indicates that in every rank and discipline comparison across the State System, with only two exceptions, differences in average salaries among male and female faculty can be explained by the number of years employed at the academic rank and the academic discipline.

SELECTED ADMINISTRATIVE POSITIONS BY GENDER

The selected OSSHE administrative positions for this report include the chancellor and vice chancellors; presidents and vice presidents; deans; associate and assistant vice chancellors and vice presidents; associate and assistant deans; directors; and "other" categories. The "other" category includes mainly budget directors, chief business officers, chief facilities managers, and registrars.

- Of the 361 administrative positions included in this study, 97 or 27% are women (Table 35).

- Tables 36 and 37 show the gender distribution of administrative positions filled in the last 5 years and administrators new to the institution during that period. Most positions held by women in the State System are the result of relatively recent appointments, with 65% of the women appointed to their current position during the past 5 years, and 43% new to the institution during the past 5 years. In comparison, 57% of the men were new to the position and just 34% were new to the institution during the past 5 years. In other words, relatively more of the men were appointed *before* 1986, and a relatively greater number of women were appointed *since* 1986.

- Of the total number of administrators appointed to their current position within the last 5 years, 29% were women. Of the total new to the institution during that period, 31% were women.

- Table 38 shows the gender distribution of senior level administrators -- chancellor and vice chancellors; presidents and vice presidents; and academic deans. Substantially larger percentages of men occupy these senior level positions, especially as academic deans.

- Tables 39 and 40 display the distribution of men and women (excluding the senior level administrators) by organizational area -- academic affairs, administration, budget and finance, personnel, public affairs, student affairs, and auxiliary services. For both men and women, the largest numbers are in academic affairs. There is a substantially greater percentage of men compared to women in academic affairs and administration. However, if administration were combined with budget and finance positions, where women show proportionally greater representation, the difference would be less. Women show considerably greater representation in the areas of personnel and student affairs.

INSTITUTIONAL CLIMATE: CAMPUS PROGRAMS AND ACTIVITIES

Each campus has developed activities and programs to encourage women students to continue from high school on to college, particularly in academic areas in which the percentage of women has been traditionally low. Also, campuses provide professional and work-family options to all employees, and have programs that promote curriculum and research related to gender issues.

In order to provide a representative picture of institutional efforts to address gender related issues, campuses were asked to provide information in two areas:

- A brief narrative of the actual and pending impact of program reductions on recruitment (including hiring) and retention of faculty, staff, and administrators by gender for 1991-92.

- Information on exemplary campus programs designed to increase the number of women in higher education. Particular attention might be given to areas of early outreach (including collaboration with community or professional groups), students at K-12 grade levels, discipline based mentorships and scholarships (or fellowships) at the undergraduate and graduate levels, and professional or career advancement programs for faculty, staff, and administrators.

Based on responses from the campuses, the following three areas are presented to illustrate efforts to promote women's participation on State System campuses and in higher education in general.

Recruitment and Retention of Faculty and Administrative Staff

Senior women administrators who were newly appointed since 1990-91 include: Vice Chancellor for Academic Affairs; President of Portland State University; Vice President for Administration at Portland State University; Vice President for Finance at Oregon Health Sciences University; Dean of Arts and Sciences, and Dean of Music (effective July 1, 1992) at the University of Oregon; and Dean of Social Science and Education at Southern Oregon State College.

These appointments are included with data on selected administrative positions in OSSHE. Campuses have made considerable efforts to recruit and to retain women faculty at the university or college, despite the challenges of reductions under Measure 5. Examples of campus efforts are cited below.

- The University of Oregon hired 24 tenured or tenure track faculty members for 1991-92. Of that total, approximately 46% were women, compared to 28% of the total faculty hired in comparable ranks for 1990-91. As a result of Measure 5 cuts, the University's unclassified positions held by women fell from 36.1% to 35.1%. Within the tenure/tenure track ranks, the percentage of women was reduced by approximately 2.4% (i.e., from 27.0% to 24.6%). More women than men lost positions because of academic

programs cut in disciplines which historically have had more women professionals (teacher education, human services, gerontology, and health education).

- Among the faculty at Oregon State University, women are not present in many disciplines, particularly the traditionally male dominated (e.g., Agriculture, Science and Engineering). While Oregon State University has annually increased the overall proportion of women in academic positions, the increase has been primarily in the "entry level" ranks. Although the College of Education was eliminated as a separate college, program offerings in fields that traditionally attracted women (e.g., elementary education) were retained in a new organizational configuration. Of the 100 faculty in units affected directly by reduction or elimination, positions held by 18 women in contrast to 33 men were reduced through non-reappointments, timely notice, retirements, and resignations. Letters of timely notice were given to two women as compared to six men. Further reduction threatens "extra" efforts to network and communicate with potential candidates. Furthermore, retaining women in departments without a "critical mass" of women remains a problem in a climate of budget reductions.

- Budget reductions under Measure 5 did not result in layoffs of women and minority group males from the teaching faculty at Portland State University. Targeted positions were vacant or will be vacated or were held by white males. On the list of non-teaching positions recommended for elimination, 15 of the 19 positions were held by women. The campus is in the early stages of establishing professional development plans for all faculty and staff.

- Southern's strategy with regard to faculty and staff recruitment for the short term has been to rely heavily on part-time, temporary appointments in hope of reducing further turmoil should deeper cuts be required in the ensuing year. One woman was appointed to a permanent tenure track position, seven women to temporary part-time faculty positions, and two to temporary part-time staff/administrator positions. Faculty affirmative action plan data indicate that Southern would need 36 (48%) more women faculty (for a total of 110 women faculty with 0.5 or greater FTE appointment) to eliminate what it considers underutilization.

- At Western, no tenured faculty positions were eliminated. However, 19 females and 14 males who were part-time faculty received timely notices of non-renewal. Among classified personnel, four female employees accepted voluntary reduction in work time, 1 female employee accepted a layoff notice to return to school, and 1 female resigned.

- The program impact of Measure 5 has been essentially gender neutral to date at Oregon Health Sciences University. The numbers of women in disciplines that are not traditionally female (such as nursing and dental hygiene) continue to increase, particularly in the junior ranks. The areas that remain a challenge are those of senior faculty, chairs, deans, and other unit directors. The reductions have had a serious impact on recruitment packages for senior academic positions. Despite fiscal difficulties, a female scientist in molecular pathogenesis was hired to chair Microbiology and Immunology; she is the only female chair in the School of Medicine. The difficulty of hiring at senior faculty and chair levels also is due to the smaller number of women in

these pools. The incoming classes of medical and dental students, for example, are approximately 40% female. Most OHSU efforts to recruit into the health care professions are through the efforts of search and admissions committees rather than targeted formal programs. This approach has yielded some success, particularly where applicant pools contain increasing numbers of qualified women.

- Eastern has sought to attract female students to more traditionally male-dominated disciplines and professions by actively recruiting female faculty for those disciplines. In recent years, the campus has been successful in filling positions with women faculty in Business/Economics, Mathematics, and Biology. In Business/Economics, for example, over an eight-year period, the faculty has changed from eight males and no women to an even split between men and women. Fifty percent of positions hired for Fall 1991, were filled by women. The "trailing spouse" problem has been cited by the campus as especially related to recruiting women faculty; however, this problem is applicable to professional recruitment regardless of gender. A presidential appointed task force was convened to study and make recommendations in this area. Seventeen of twenty-one Management Service positions are held by women and two-thirds of the 104 classified positions are held by women.

Campus Observations on the Effect of Measure 5 on Students

- At the University of Oregon, the programs cut attracted a larger proportion of women than men. Of the 18,141 students enrolled in Fall 1990, 9,383 (52%) were women. An estimated 1,255 students in the cut programs were enrolled fall term. Of those, 959 (76%) were women. The overall percentage of women students would decrease from 52% to 50%, if all the students in the cut programs were not to enroll. In fact, not all will leave and in the future women enrolling in the university will have a different spectrum of majors available, including new ones being developed in the Schools of Journalism, Business, and Arts and Sciences.

- At Oregon State University, some of the positive changes in women's participation in higher education have been due to special programs encouraging girls and young women to consider "non-traditional" careers. The campus supports ongoing efforts to introduce females into science, to support undergraduate women in science and math, and to invite women to apply for graduate programs. One major concern is that with continuing reductions in budgets, many departments may view programs focused on areas outside of their own as "extra" or "most expendable." If programs are cut, the campus administration anticipates a decline in the numbers of women who enroll in and matriculate through traditionally male disciplines.

- At Southern, women will share in the reduced services available to students. For example, the graduate assistantship in the Women's Center was eliminated and converted to regular student pay. Weekly office coverage was reduced from 20 to 15 hours. The elimination of three of five options in the Health and Physical Education baccalaureate degree programs, as well as closure of other programs, will result in the loss of degree

options (and corresponding beginning enrollments) which were traditionally popular with women students.

- At Western, 41% of the undergraduate students are male and 59% are female. The pending effect of program reductions on student recruitment, in general, will be marginal since the programs scheduled for reduction do not have high total enrollments: Clinical Child and Youth Work, with 22 males and 33 female students; and Speech Pathology, with 0 male and 7 female students.

- At Eastern, 52% of the students are women. Given the majority female enrollment, the campus has not devoted resources to special programs for women students. The campus has found hiring women faculty in selected disciplines to be an effective approach in also attracting women students to these disciplines.

Examples of Supportive Gender-Related Programs and Activities

Most campuses have established and promoted programs and activities to encourage women to participate in higher education either as a student or as an employee. Appendix A illustrates examples of campus efforts. The chart presents the activities in five categories:

- Early outreach: where middle and senior high school girls and young women are invited to campus, or where science faculty join community professionals to serve as mentors and introduce secondary school students to labs and discussions about science disciplines.

- Discipline-based support: focuses on programs and activities to support women enrolled in the department or college. The activities can range from financial support to mentoring.

- Curricular and research development: designed to assist faculty in developing courses in women's studies and courses related to gender in the broader curriculum; support junior faculty research leading to tenure; and support women faculty research related activities at all ranks.

- Professional development: intended to provide opportunities for the staff and administrators to develop needed skills and opportunities for advancement, and to encourage women faculty to explore academic administration.

- Institutional services and support: refers to campus sponsored programs and activities to expose the academic community to gender-related issues, and to provide services that will assist students and employees with some of their family-related responsibilities, such as child care.

These categories are not mutually exclusive. For example, professional development at times overlaps with curricular and research development, and at times with institutional services and support. Also, some campus efforts are not gender-specific but, nevertheless, involve women participating at a significantly high rate, particularly women from minority groups.

In summary, several overall observations can be offered:

- Campuses have sought to minimize the impact of Measure 5 on tenure/tenure track faculty. Faculty and staff position eliminations included areas of vacancies, retirement, and reassignments. Women in non-tenure track, unclassified (support staff), and classified (e.g., clerical, maintenance, and custodial) personnel experienced the greatest reductions or reassignments.

- In cases where academic programs were eliminated or reduced, women faculty were proportionately more affected than men. The difference was due to the nature of the programs cut which had significant representation of women faculty (e.g., teacher education, human services, and health education). Campuses are concentrating their efforts on recruiting more women faculty in those disciplines traditionally or historically dominated by men (e.g., engineering, mathematics, general sciences). Concern has been raised that budget reductions will limit departmental retention where a critical mass of women does not exist.

- Although women students will be affected by some of the eliminated programs, such as teacher education, campuses are taking steps to assist students who wish to pursue different academic options in the sciences, journalism, business, and other areas.

- Support services on campus continue to be available to students and faculty. Programs likely to affect women's participation on a daily basis at the institution include child care centers and women's centers. Each campus is making considerable strides in promoting women's participation in higher education through a number of exemplary programs. Of particular note is the emphasis on encouraging young (high school age and younger) female students to enter fields in the sciences, mathematics, and professional areas where women are underrepresented. Another emphasis found among the programs is the incorporation of women's issues and perspectives in the discipline, curriculum, and lifestyle on campuses.

As we experience the impact of Measure 5 and renew our commitment to maintain a diverse workforce by both gender and ethnicity, it will be important to consider institutional support structures for women, particularly as women pursue areas traditionally dominated by men and attend college in non-traditional age groupings. This point also holds for support structures for women faculty and staff. The ultimate goal is to maintain an hospitable and inclusive environment for all students and employees.

CONCLUSION: POINTS FOR FURTHER CONSIDERATION

This report provides a comprehensive view of the status of campus efforts to encourage women's participation in higher education. Although many complex areas have been addressed, listed below are key points and critical issues for further consideration at both campus and systemwide levels.

- Women attend OSSHE colleges and universities at about the same rate as men. However, there is a disparity in academic preparation and performance between men and women. On the one hand, women's grade point averages are higher both in high school and in the freshman year in college. On the other hand, men perform better on the SAT and take more mathematics courses in high school. In high school, young men and women cite business as their top choice as an intended college major. However, in terms of bachelor's degrees awarded, more women majored in education, while more men majored in business. Campuses have attempted to address many of the issues related to academic preparation and performance in areas of mathematics and science through targeted outreach and institutional support programs.

    - Campuses conduct many outreach programs aimed at high school young women interested in science and math related fields. Can some programs be collaborative ventures? Should systemwide attention be given to development or expansion of outreach to high schools?

    - Once students enter OSSHE institutions, are support programs or services effective in advising women students about academic program choices in non-traditional areas?

    - In times of program elimination, can campuses minimize the impact on programs traditionally enrolled by women? Are there effective strategies for directing students to particular majors?

- Providing the support necessary to encourage women to take advantage of the full range of academic choices will require broad-based discussion and policy articulation at all levels of education, from kindergarten through graduate school. Do existing relationships with K-12 institutions and community colleges facilitate achieving this goal?

- More women are attending college on a part-time basis and at a later stage in life. Are institutional policies and procedures (e.g., class registration and scheduling, child care and health center availability, counseling and advising services) helpful to women's efforts to attend and complete their degree program? Are "work-family" options sufficiently available for both students and employees?

- All students are incurring more debt through greater reliance on loans. Most women have the added burden of receiving degrees in professions and disciplines with lower paying positions.

- Should institutions do more to advise students on how their academic and career choices might affect their future?

- Should some financial aid be used to increase enrollments of women students in fields in which their enrollment has been comparatively low?

- The number of full-time women faculty has increased over the past ten years, primarily at the assistant and associate ranks. Consistent with student data, the percentage of women faculty is greatest in the humanities and fine arts, and in education. The greatest proportion of women faculty (39%) are in education, compared to science and math (12%), and in "high market" disciplines of business, computer science, engineering, and law (10%). Many institutions have attempted to address the lower representation of women in science and math and high market disciplines through focused recruiting of women in these areas.

    - What are the strategies available to institutions to increase the number of women faculty in areas of comparatively low representation? What strategies seem to be working?

    - How are potential budget reductions likely to affect women faculty and staff? What can be done to moderate this impact?

- Most major administrative positions held by women in the State System are relatively recent appointments. Twenty-nine percent of the selected administrative positions filled in the State System in the last five years were filled by women. Numbers of women appear to be particularly low in the president/vice president, and dean positions. However, some progress has been made with four president/vice president positions and three dean positions filled by or assigned to women in the last two years.

    - Despite evidence of progress, does the administrative distribution suggest the "glass ceiling" effect for women qualified for senior level positions?

The data and narrative in this report represent a descriptive profile of the status of women in OSSHE. Further analysis of identified differences in enrollment and employment would give greater reliability and validity to possible suggested steps for action. This report can be useful in generating discussion and subsequent action on issues related to gender in the State System.

LIST OF TABLES AND GRAPHS

Table 1

Total Fall Headcount Enrollment by Gender: 1979 Compared to 1989

	Men--UG		Women--UG		Men--Grad		Women--Grad	
	N	%	N	%	N	%	N	%
UO								
1979	6,362	51%	6,172	49%	2,362	54%	2,020	46%
1989	6,482	47%	7,305	53%	2,118	53%	1,916	47%
OSU								
1979	8,270	58%	6,040	42%	1,928	67%	943	33%
1989	7,508	57%	5,744	43%	1,730	64%	976	36%
PSU								
1979	5,955	49%	6,106	51%	2,182	46%	2,555	54%
1989	5,452	47%	6,052	53%	1,478	44%	1,856	56%
WOSC								
1979	922	39%	1,471	61%	180	27%	475	73%
1989	1,410	41%	2,051	59%	121	31%	274	69%
SOSC								
1979	1,923	49%	1,987	51%	211	40%	322	60%
1989	2,0[illegible]	45%	2,446	55%	138	39%	218	61%
EOSC								
1979	744	50%	746	50%	32	32%	69	68%
1989	823	47%	944	53%	18	40%	27	60%
OIT								
1979	1,559	65%	841	35%	~	~	~	~
1989	1,892	66%	965	34%	~	~	~	~
OHSU								
1979	40	8%	437	92%	714	68%	333	32%
1989	38	10%	361	90%	478	52%	440	48%
Total OSSHE								
1979	25,775	52%	23,800	48%	7,609	53%	6,717	47%
1989	25,611	50%	25,868	50%	6,081	52%	5,707	48%

Sources: (1) OSSHE, Institutional Research Services, Fall Fourth Week Enrollment Reports, report ERDD-01 (for 1989).
(2) Institution Fall Term SED Enrollment Analysis reports (for 1979).

Table 2

Oregon High School GPA of OSSHE Entering Freshmen by Gender: 1982 Compared to 1989

	1982		1989	
	Men	Women	Men	Women
UO	3.12	3.27	3.34	3.43
OSU	3.24	3.34	3.22	3.31
PSU	2.94	3.11	2.98	3.13
WOSC	2.88	3.15	2.97	3.22
SOSC	2.83	2.99	2.94	3.13
EOSC	2.87	3.10	2.97	3.26
OIT	2.85	3.03	2.93	2.93
Total OSSHE	3.07	3.21	3.15	3.29

Source: OSSHE Institutional Research Services.

Table 3

SAT Scores of OSSHE Entering Freshmen by Gender: 1982 Compared to 1989

	SAT-Math		SAT-Verbal		SAT-Total	
	Men	Women	Men	Women	Men	Women
UO						
1982	527	474	480	464	1007	939
1989	563	506	501	482	1064	987
OSU						
1982	550	477	464	446	1013	923
1989	539	478	452	436	991	914
PSU						
1982	474	429	394	403	869	833
1989	489	446	420	409	910	855
WOSC						
1982	446	421	401	404	847	825
1989	474	444	420	419	893	863
SOSC						
1982	472	426	440	440	912	866
1989	495	443	449	432	942	874
EOSC						
1982	429	400	398	399	827	800
1989	443	424	394	402	835	824
OIT						
1982	470	440	407	433	877	873
1989	496	428	430	388	926	816
Total OSSHE						
1982	515	459	450	443	965	902
1989	525	473	455	443	980	916
All Oregon						
1982	502	447	438	432	940	879
1989	509	462	447	438	956	900
All U.S.						
1982	493	443	431	421	924	864
1989	500	454	434	421	934	875

Note: OSSHE data include high school graduates from Oregon and out-of-state high schools.

Sources: (1) College Board (for All Oregon and All U.S.).
(2) OSSHE Academic Affairs/Institutional Research Services, Academic Performance Report data, 1982-83 and 1989-90.

Table 4

Number of Years of High School Work Taken in Math and Science by Oregon College-Bound Seniors by Gender: 1979 Compared to 1989

High School Yrs of Work	Math		Natural Science	
	Men	Women	Men	Women
<1 year				
1979	0.4%	0.6%	11.6%	14.8%
1989	0.1	0.0	0.9	0.9
1 year				
1979	6.1	11.0	43.5	50.0
1989	0.2	0.2	2.5	3.1
2 years				
1979	18.4	30.2	28.5	25.4
1989	4.8	6.6	27.4	37.0
3 years				
1979	25.2	30.7	11.2	7.1
1989	30.0	38.1	36.0	36.5
4 years				
1979	42.3	24.3	3.6	1.8
1989	54.0	47.7	25.7	18.2
> 4 years				
1979	7.6	3.2	1.6	0.8
1989	11.0	7.3	7.5	4.3
Total				
1979	100.0	100.0	100.0	100.0
1989	100.0	100.0	100.0	100.0

Source: College Board, Oregon College-Bound Seniors, 1979 and 1989.

Figure 1

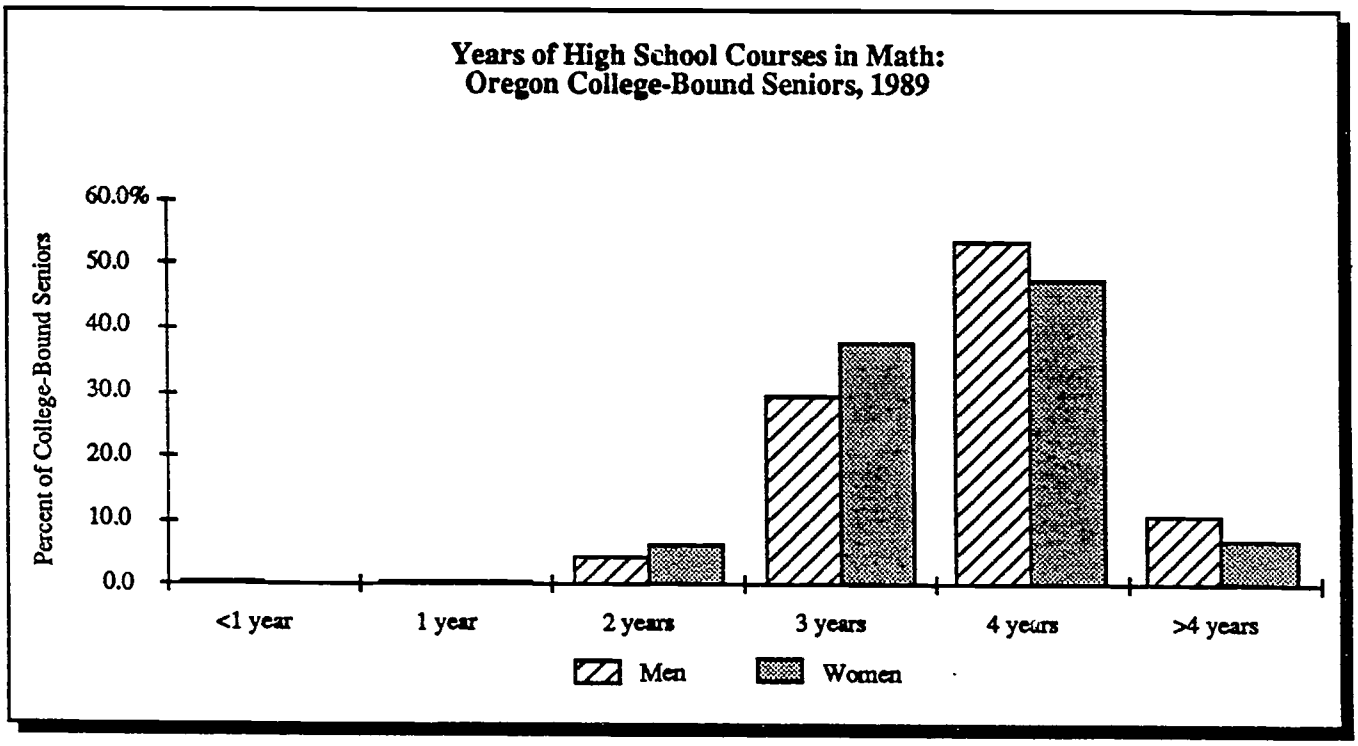

Figure 2

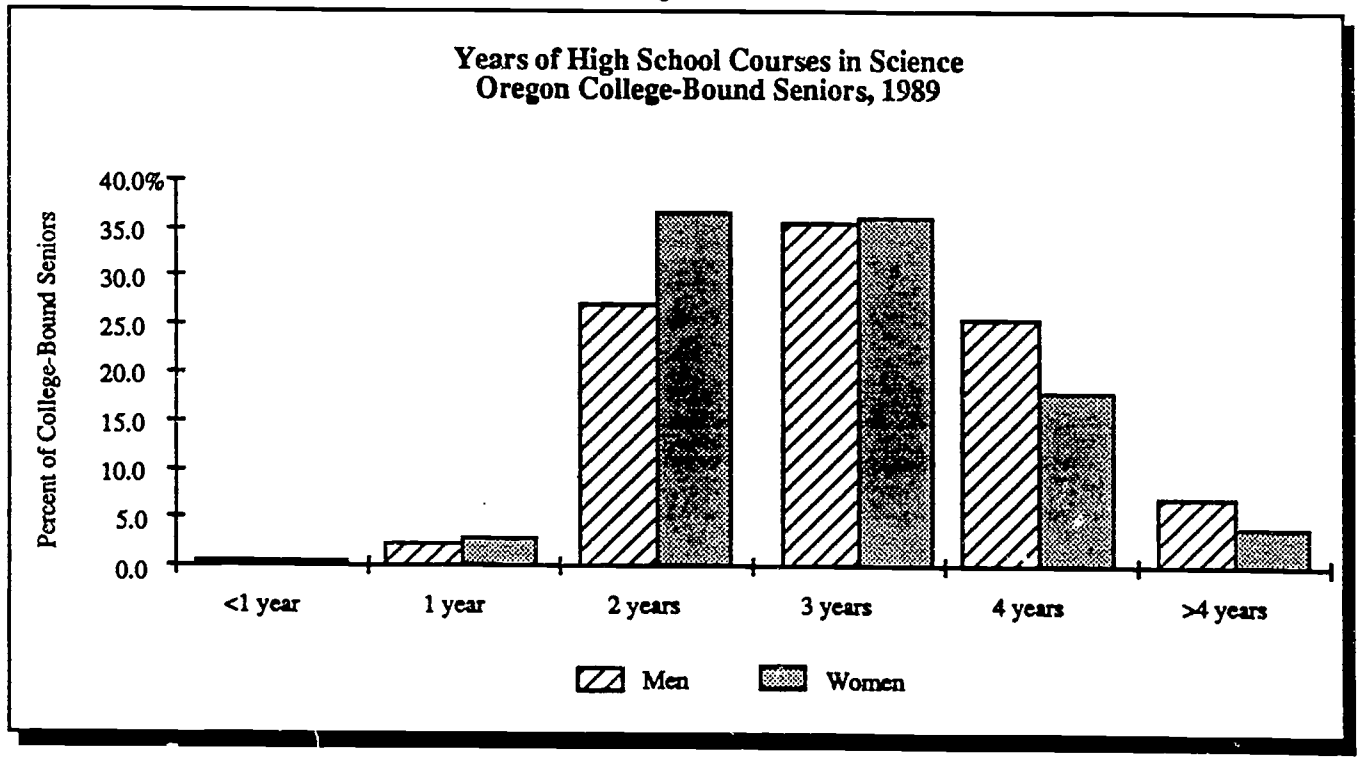

Table 5

Freshman Year GPA for New OSSHE Freshmen by Subject Area and Gender: 1988-89

Subject Area	Men	Women
Arts & Letters	2.71	2.91
English Composition	2.73	2.97
Foreign Language	2.96	3.21
Mathematics	2.26	2.41
Science	2.41	2.37
Social Science	2.41	2.53
Total	2.49	2.69

Source: OSSHE Academic Affairs/Institutional Research Services, Academic Performance Report, 1988-89.

Table 6

Freshman Year GPA in Math and Science by Institution and Gender: 1988-89

	Math		Natural Science	
	Men	Women	Men	Women
UO	2.45	2.60	2.72	2.65
OSU	2.32	2.43	2.42	2.31
PSU	2.29	2.27	2.11	2.03
WOSC	2.08	2.43	2.23	2.35
SOSC	2.02	2.20	2.42	2.37
EOSC	2.19	2.45	2.26	2.23
OIT	1.18	1.84	1.94	2.24
Total	2.26	2.41	2.41	2.37

Source: OSSHE Academic Affairs/Institutional Research Services, Academic Performance Report, 1988-89.

Table 7

Freshman Year Enrollment and GPA in Mathematics Courses by Gender: 1988-89

	Intermediate Algebra		College Algebra		Trigonometry		Pre-Calc		Calculus	
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
UO										
Hdcnt	~	~	531	527	195	210	50	40	1,277	1,215
GPA	~	~	2.25	2.37	2.42	2.62	2.96	2.83	2.54	2.70
OSU										
Hdcnt	490	554	837	912	172	111	262	155	2,253	563
GPA	2.05	2.21	2.25	2.44	2.36	2.66	2.20	2.30	2.34	2.30
PSU										
Hdcnt	79	91	392	386	24	11	118	114	274	98
GPA	2.22	1.85	2.14	2.25	2.06	1.40	2.58	2.47	2.35	2.34
WOSC										
Hdcnt	215	252	104	126	27	32	27	39	21	18
GPA	2.10	2.73	1.77	1.94	1.90	2.06	2.19	2.42	2.63	2.50
SOSC										
Hdcnt	156	217	155	143	71	43	~	~	143	36
GPA	1.80	2.04	2.09	2.28	2.35	2.50	~	~	2.08	2.25
EOSC										
Hdcnt	83	79	55	66	~	~	74	51	33	14
GPA	1.90	2.21	2.22	2.63	~	~	2.10	2.53	3.17	3.00
OIT										
Hdcnt	182	178	222	140	137	29	82	9	51	2
GPA	1.60	1.94	1.60	1.71	1.91	1.85	2.30	2.14	2.07	~
Total OSSHE										
Hdcnt	1,205	1,371	2,296	2,300	626	436	613	408	4,052	1,946
GPA	1.92	2.21	2.11	2.30	2.25	2.52	2.32	2.42	2.41	2.57

Source: OSSHE Academic Affairs/Institutional Research Services, Academic Performance Report, 1988-89.

Figure 3

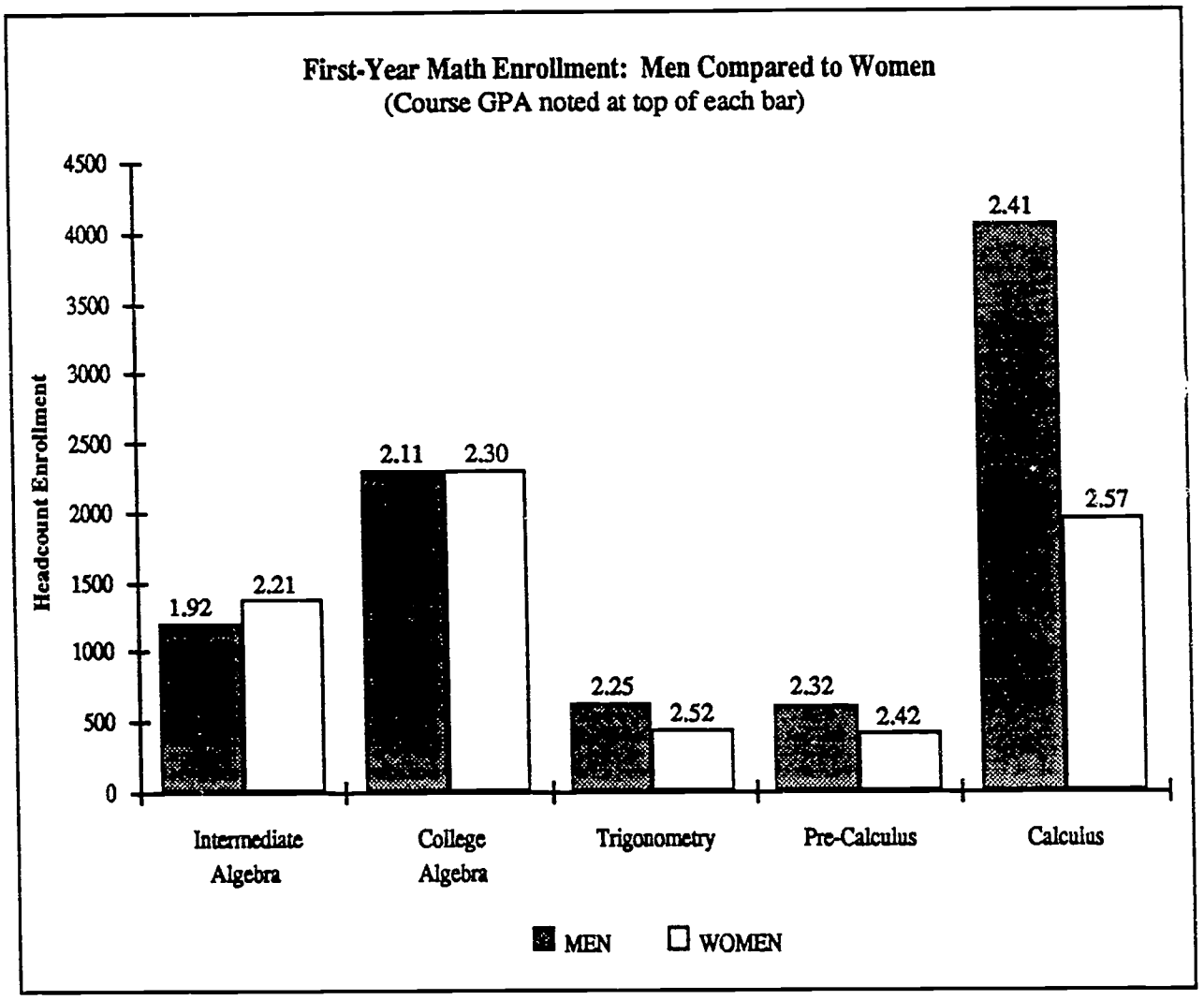
First-Year Math Enrollment: Men Compared to Women
(Course GPA noted at top of each bar)
Headcount Enrollment
4500
4000
3500
3000
2500
2000
1500
1000
500
0
1.92
2.21
2.11
2.30
2.25
2.52
2.32
2.42
2.41
2.57
Intermediate Algebra
College Algebra
Trigonometry
Pre-Calculus
Calculus
MEN
WOMEN

Table 8

Intended Majors of Oregon High School Juniors by Gender: Class of 1979 Compared to Class of 1989 (Within Groups)

	Men		Women		Total	
	N	%	N	%	N	%
Agriculture						
1979	875	10.1%	339	3.6%	1,214	6.8%
1989	547	5.6%	205	2.0%	752	3.8%
Architecture						
1979	508	5.9%	137	1.5%	645	3.6%
1989	489	5.0%	255	2.5%	744	3.7%
Arts						
1979	464	5.4%	1,027	11.0%	1,491	8.3%
1989	607	6.2%	1,046	10.3%	1,653	8.3%
Business						
1979	1,180	13.6%	1,955	21.0%	3,135	17.4%
1989	1,596	16.3%	2,273	22.3%	3,869	19.3%
Computer Science						
1979	240	2.8%	150	1.6%	390	2.2%
1989	302	3.1%	127	1.2%	429	2.1%
Education						
1979	354	4.1%	911	9.8%	1,265	7.0%
1989	214	2.2%	884	8.7%	1,098	5.5%
Engineering						
1979	783	9.0%	62	0.7%	845	4.7%
1989	1,421	14.5%	172	1.7%	1,593	8.0%
Foreign Language						
1979	36	0.4%	200	2.1%	236	1.3%
1989	37	0.4%	129	1.3%	166	0.8%
Letters						
1979	67	0.8%	157	1.7%	224	1.2%
1989	81	0.8%	185	1.8%	266	1.3%
Life Science						
1979	446	5.1%	460	4.9%	906	5.0%
1989	184	1.9%	158	1.6%	342	1.7%
Math						
1979	189	2.2%	103	1.1%	292	1.6%
1989	95	1.0%	57	0.6%	152	0.8%
Physical Science						
1979	257	3.0%	165	1.8%	422	2.3%
1989	171	1.7%	86	0.8%	257	1.3%
Social Science						
1979	229	2.6%	634	6.8%	863	4.8%
1989	380	3.9%	907	8.9%	1,287	6.4%
All Other						
1979	3,035	35.0%	3,020	32.4%	6,055	33.7%
1989	3,683	37.6%	3,708	36.4%	7,391	37.0%
Total						
1979	8,663	100.0%	9,320	100.0%	17,983	100.0%
1989	9,807	100.0%	10,192	100.0%	19,999	100.0%

No major identified-- 1979: 7,231 1989: 4,164

Source: OSSHE Academic Affairs/Institutional Research, special run of Post-High School Plans Survey data.

Table 9

Intended Majors of Oregon High School Juniors by Gender: Class of 1979 Compared to Class of 1989 (Between Groups)

	Men		Women		Total	
	N	%	N	%	N	%
Agriculture						
1979	875	72.1%	339	27.9%	1,214	100.0%
1989	547	72.7%	205	27.3%	752	100.0%
Architecture						
1979	508	78.8%	137	21.2%	645	100.0%
1989	489	65.7%	255	34.3%	744	100.0%
Arts						
1979	464	31.1%	1,027	68.9%	1,491	100.0%
1989	607	36.7%	1,046	63.3%	1,653	100.0%
Business						
1979	1,180	37.6%	1,955	62.4%	3,135	100.0%
1989	1,596	41.3%	2,273	58.7%	3,869	100.0%
Computer Science						
1979	240	61.5%	150	38.5%	390	100.0%
1989	302	70.4%	127	29.6%	429	100.0%
Education						
1979	354	28.0%	911	72.0%	1,265	100.0%
1989	214	19.5%	884	80.5%	1,098	100.0%
Engineering						
1979	783	92.7%	62	7.3%	845	100.0%
1989	1,421	89.2%	172	10.8%	1,593	100.0%
Foreign Language						
1979	36	15.3%	200	84.7%	236	100.0%
1989	37	22.3%	129	77.7%	166	100.0%
Letters						
1979	67	29.9%	157	70.1%	224	100.0%
1989	81	30.5%	185	69.5%	266	100.0%
Life Science						
1979	446	49.2%	460	50.8%	906	100.0%
1989	184	53.8%	158	46.2%	342	100.0%
Math						
1979	189	64.7%	103	35.3%	292	100.0%
1989	95	62.5%	57	37.5%	152	100.0%
Physical Science						
1979	257	60.9%	165	39.1%	422	100.0%
1989	171	66.5%	86	33.5%	257	100.0%
Social Science						
1979	229	26.5%	634	73.5%	863	100.0%
1989	380	29.5%	907	70.5%	1,287	100.0%
All Other						
1979	3,035	50.1%	3,020	49.9%	6,055	100.0%
1989	3,683	49.8%	3,708	50.2%	7,391	100.0%
Total						
1979	8,663	48.2%	9,320	51.8%	17,983	100.0%
1989	9,807	49.0%	10,192	51.0%	19,999	100.0%

No major identified-- 1979: 7,231 1989: 4,164

Source: OSSHE Academic Affairs/Institutional Research, special run of Post-High School Plans Survey data.

Figure 4

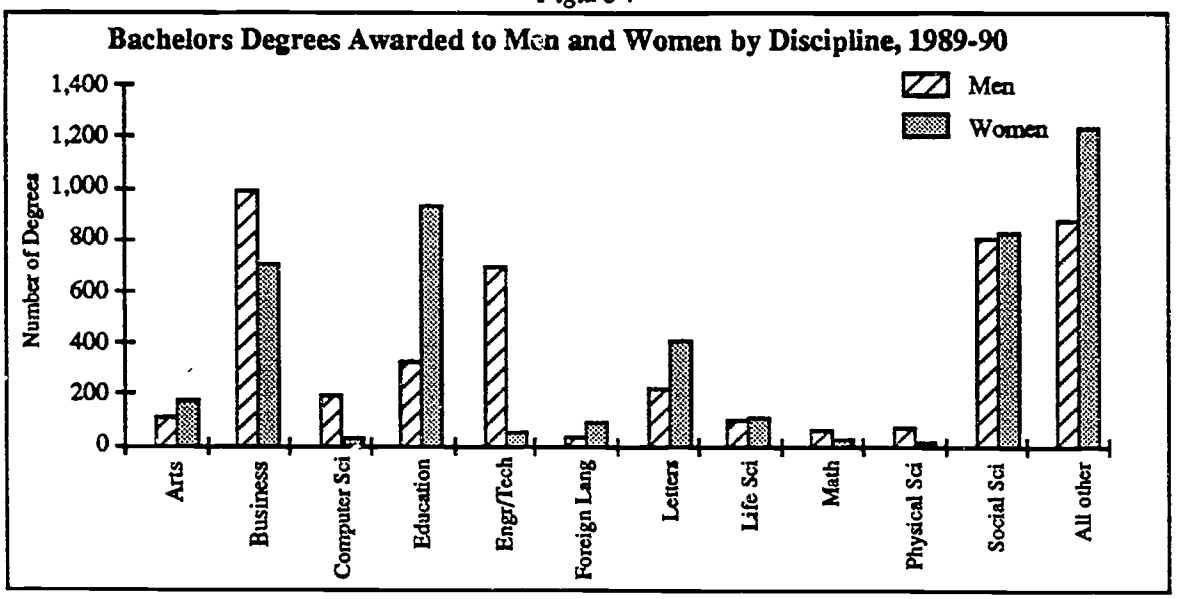

Figure 5

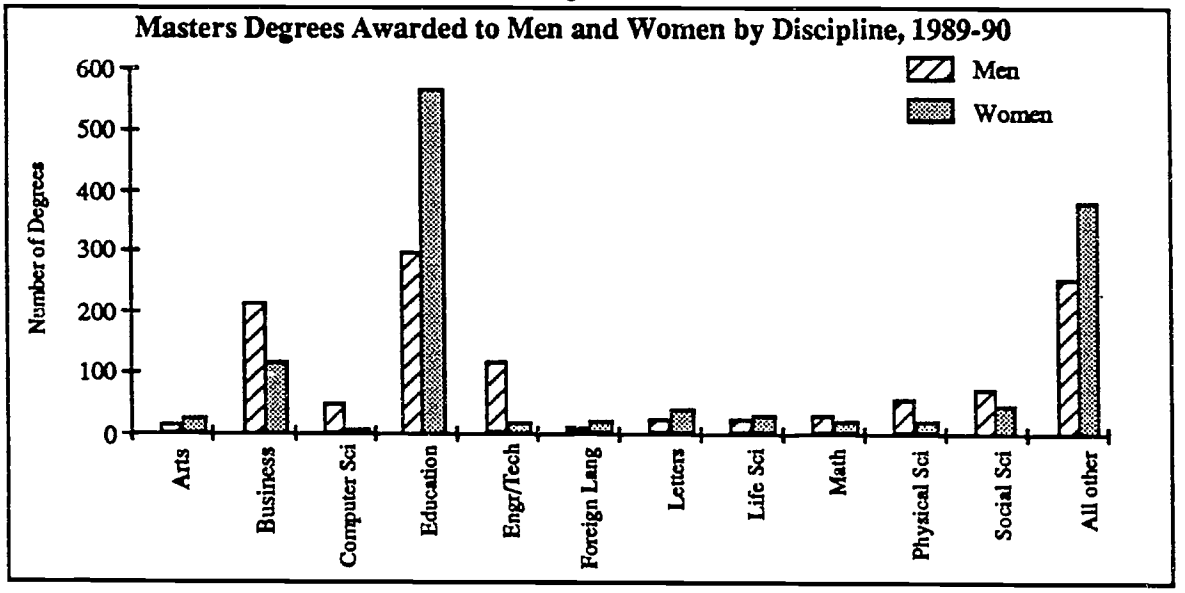

Figure 6

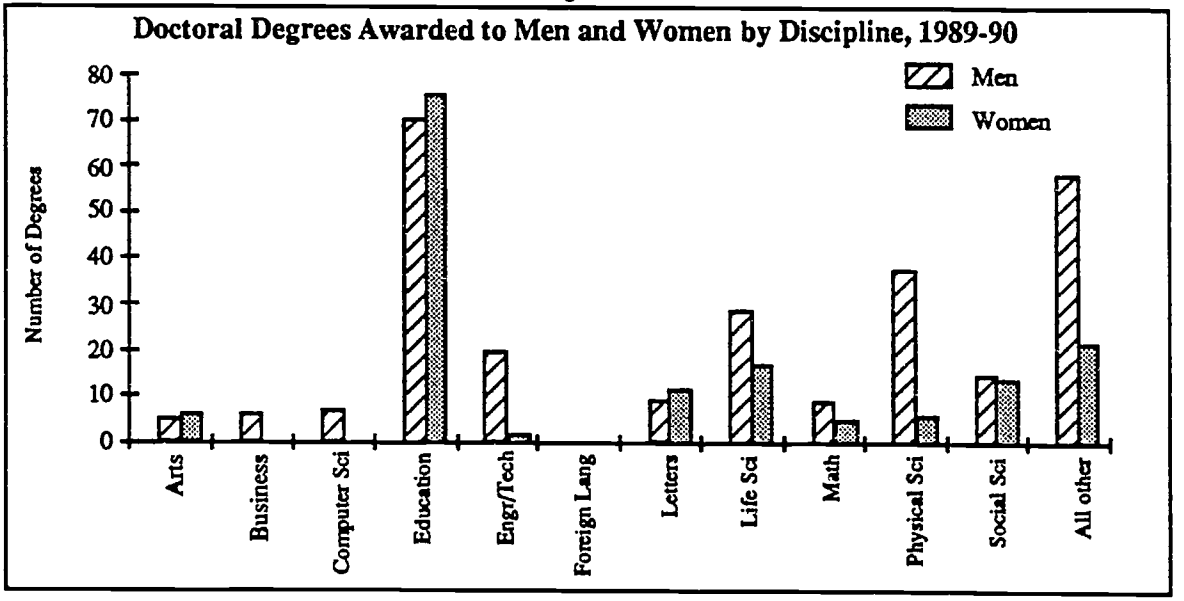

Table 10

OSSHE Bachelors Degrees Awarded in Selected Fields by Gender: 1979-80 Compared to 1989-90 (Within Groups)

	Men		Women		Total	
	N	%	N	%	N	%
Arts						
1979-80	100	2.3%	156	4.1%	256	3.1%
1989-90	116	2.5%	183	3.9%	299	3.2%
Business						
1979-80	1,111	25.3%	476	12.6%	1,587	19.4%
1989-90	999	21.7%	714	15.2%	1,713	18.4%
Computer Science						
1979-80	93	2.1%	20	0.5%	113	1.4%
1989-90	200	4.4%	35	0.7%	235	2.5%
Education						
1979-80	375	8.6%	1,037	27.4%	1,412	17.3%
1989-90	334	7.3%	937	19.9%	1,271	13.7%
Engr/Engr Tech						
1979-80	560	12.8%	36	1.0%	596	7.3%
1989-90	701	15.2%	65	1.4%	766	8.2%
Foreign Language						
1979-80	38	0.9%	83	2.2%	121	1.5%
1989-90	46	1.0%	97	2.1%	143	1.5%
Letters						
1979-80	116	2.6%	137	3.6%	253	3.1%
1989-90	232	5.0%	417	8.9%	649	7.0%
Life Science						
1979-80	173	3.9%	122	3.2%	295	3.6%
1989-90	115	2.5%	124	2.6%	239	2.6%
Math						
1979-80	55	1.3%	18	0.5%	73	0.9%
1989-90	71	1.5%	35	0.7%	106	1.1%
Physical Science						
1979-80	146	3.3%	36	1.0%	182	2.2%
1989-90	83	1.8%	24	0.5%	107	1.1%
Social Science						
1979-80	611	13.9%	555	14.7%	1,166	14.3%
1989-90	820	17.8%	833	17.7%	1,653	17.8%
All Other						
1979-80	1,005	22.9%	1,105	29.2%	2,110	25.8%
1989-90	880	19.1%	1,245	26.4%	2,125	22.8%
Total						
1979-80	4,383	100.0%	3,781	100.0%	8,164	100.0%
1989-90	4,597	100.0%	4,709	100.0%	9,306	100.0%

Source: IPEDS/HEGIS Completions reports.

Table 11

OSSHE Bachelors Degrees Awarded in Selected Fields by Gender: 1979-80 Compared to 1989-90 (Between Groups)

	Men		Women		Total	
	N	%	N	%	N	%
Arts						
1979-80	100	39.1%	156	60.9%	256	100.0%
1989-90	116	38.8%	183	61.2%	299	100.0%
Business						
1979-80	1,111	70.0%	476	30.0%	1,587	100.0%
1989-90	999	58.3%	714	41.7%	1,713	100.0%
Computer Science						
1979-80	93	82.3%	20	17.7%	113	100.0%
1989-90	200	85.1%	35	14.9%	235	100.0%
Education						
1979-80	375	26.6%	1,037	73.4%	1,412	100.0%
1989-90	334	26.3%	937	73.7%	1,271	100.0%
Engr/Engr Tech						
1979-80	560	94.0%	36	6.0%	596	100.0%
1989-90	701	91.5%	65	8.5%	766	100.0%
Foreign Language						
1979-80	38	31.4%	83	68.6%	121	100.0%
1989-90	46	32.2%	97	67.8%	143	100.0%
Letters						
1979-80	116	45.8%	137	54.2%	253	100.0%
1989-90	232	35.7%	417	64.3%	649	100.0%
Life Science						
1979-80	173	58.6%	122	41.4%	295	100.0%
1989-90	115	48.1%	124	51.9%	239	100.0%
Math						
1979-80	55	75.3%	18	24.7%	73	100.0%
1989-90	71	67.0%	35	33.0%	106	100.0%
Physical Science						
1979-80	146	80.2%	36	19.8%	182	100.0%
1989-90	83	77.6%	24	22.4%	107	100.0%
Social Science						
1979-80	611	52.4%	555	47.6%	1,166	100.0%
1989-90	820	49.6%	833	50.4%	1,653	100.0%
All Other						
1979-80	1,005	47.6%	1,105	52.4%	2,110	100.0%
1989-90	880	41.4%	1,245	58.6%	2,125	100.0%
Total						
1979-80	4,383	53.7%	3,781	46.3%	8,164	100.0%
1989-90	4,597	49.4%	4,709	50.6%	9,306	100.0%

Source: IPEDS/HEGIS Completions reports.

Table 12

OSSHE Masters Degrees Awarded in Selected Fields by Gender: 1979-80 Compared to 1989-90 (Within Groups)

	Men		Women		Total	
	N	%	N	%	N	%
Arts						
1979-80	37	2.9%	34	2.7%	71	2.8%
1989-90	16	1.4%	26	2.0%	42	1.7%
Business						
1979-80	171	13.5%	51	4.1%	222	8.8%
1989-90	218	18.6%	120	9.2%	338	13.7%
Computer Science						
1979-80	29	2.3%	6	0.5%	35	1.4%
1989-90	48	4.1%	7	0.5%	55	2.2%
Education						
1979-80	386	30.4%	694	55.2%	1,080	42.7%
1989-90	300	25.6%	570	43.8%	870	35.2%
Engr/Engr Tech						
1979-80	94	7.4%	9	0.7%	103	4.1%
1989-90	117	10.0%	20	1.5%	137	5.5%
Foreign Language						
1979-80	6	0.5%	15	1.2%	21	0.8%
1989-90	10	0.9%	20	1.5%	30	1.2%
Letters						
1979-80	32	2.5%	47	3.7%	79	3.1%
1989-90	23	2.0%	41	3.2%	64	2.6%
Life Science						
1979-80	36	2.8%	29	2.3%	65	2.6%
1989-90	22	1.9%	28	2.2%	50	2.0%
Math						
1979-80	26	2.0%	14	1.1%	40	1.6%
1989-90	28	2.4%	18	1.4%	46	1.9%
Physical Science						
1979-80	61	4.8%	15	1.2%	76	3.0%
1989-90	55	4.7%	18	1.4%	73	3.0%
Social Science						
1979-80	104	8.2%	82	6.5%	186	7.4%
1989-90	77	6.6%	48	3.7%	125	5.1%
All Other						
1979-80	289	22.7%	261	20.8%	550	21.8%
1989-90	257	21.9%	384	29.5%	641	25.9%
Total						
1979-80	1,271	100.0%	1,257	100.0%	2,528	100.0%
1989-90	1,171	100.0%	1,300	100.0%	2,471	100.0%

Source: IPEDS/HEGIS Completions reports.

Table 13

OSSHE Masters Degrees Awarded in Selected Fields by Gender: 1979-80 Compared to 1989-90 (Between Groups)

	Men		Women		Total	
	N	%	N	%	N	%
Arts						
1979-80	37	52.1%	34	47.9%	71	100.0%
1989-90	16	38.1%	26	61.9%	42	100.0%
Business						
1979-80	171	77.0%	51	23.0%	222	100.0%
1989-90	218	64.5%	120	35.5%	338	100.0%
Computer Science						
1979-80	29	82.9%	6	17.1%	35	100.0%
1989-90	48	87.3%	7	12.7%	55	100.0%
Education						
1979-80	386	35.7%	694	64.3%	1,080	100.0%
1989-90	300	34.5%	570	65.5%	870	100.0%
Engr/Engr Tech						
1979-80	94	91.3%	9	8.7%	103	100.0%
1989-90	117	85.4%	20	14.6%	137	100.0%
Foreign Language						
1979-80	6	28.6%	15	71.4%	21	100.0%
1989-90	10	33.3%	20	66.7%	30	100.0%
Letters						
1979-80	32	40.5%	47	59.5%	79	100.0%
1989-90	23	35.9%	41	64.1%	64	100.0%
Life Science						
1979-80	36	55.4%	29	44.6%	65	100.0%
1989-90	22	44.0%	28	56.0%	50	100.0%
Math						
1979-80	26	65.0%	14	35.0%	40	100.0%
1989-90	28	60.9%	18	39.1%	46	100.0%
Physical Science						
1979-80	61	80.3%	15	19.7%	76	100.0%
1989-90	55	75.3%	18	24.7%	73	100.0%
Social Science						
1979-80	104	55.9%	82	44.1%	186	100.0%
1989-90	77	61.6%	48	38.4%	125	100.0%
All Other						
1979-80	289	52.5%	261	47.5%	550	100.0%
1989-90	257	40.1%	384	59.9%	641	100.0%
Total						
1979-80	1,271	50.3%	1,257	49.7%	2,528	100.0%
1989-90	1,171	47.4%	1,300	52.6%	2,471	100.0%

Source: IPEDS/HEGIS Completions reports.

Table 14

OSSHE Doctoral Degrees Awarded in Selected Fields by Gender: 1979-80 Compared to 1989-90 (Within Groups)

	Men		Women		Total	
	N	%	N	%	N	%
Arts						
1979-80	4	1.6%	3	3.4%	7	2.1%
1989-90	5	1.9%	6	3.8%	11	2.6%
Business						
1979-80	8	3.2%	1	1.1%	9	2.7%
1989-90	6	2.2%	0	0.0%	6	1.4%
Computer Science						
1979-80	0	—	0	—	0	—
1989-90	7	2.6%	0	0.0%	7	1.6%
Education						
1979-80	69	27.6%	42	47.2%	111	32.7%
1989-90	71	26.5%	76	47.5%	147	34.3%
Engr/Engr Tech						
1979-80	7	2.8%	0	0.0%	7	2.1%
1989-90	20	7.5%	2	1.3%	22	5.1%
Foreign Language						
1979-80	1	0.4%	3	3.4%	4	1.2%
1989-90	0	—	0	—	0	—
Letters						
1979-80	14	5.6%	6	6.7%	20	5.9%
1989-90	9	3.4%	12	7.5%	21	4.9%
Life Science						
1979-80	31	12.4%	5	5.6%	36	10.6%
1989-90	29	10.8%	17	10.6%	46	10.7%
Math						
1979-80	9	3.6%	2	2.2%	11	3.2%
1989-90	9	3.4%	5	3.1%	14	3.3%
Physical Science						
1979-80	37	14.8%	4	4.5%	41	12.1%
1989-90	38	14.2%	6	3.8%	44	10.3%
Social Science						
1979-80	26	10.4%	8	9.0%	34	10.0%
1989-90	15	5.6%	14	8.8%	29	6.8%
All Other						
1979-80	44	17.6%	15	16.9%	59	17.4%
1989-90	59	22.0%	22	13.8%	81	18.9%
Total						
1979-80	250	100.0%	89	100.0%	339	100.0%
1989-90	268	100.0%	160	100.0%	428	100.0%

Source: IPEDS/HEGIS Completions reports.

Table 15

OSSHE Doctoral Degrees Awarded in Selected Fields by Gender: 1979-80 Compared to 1989-90 (Between Groups)

	Men		Women		Total	
	N	%	N	%	N	%
Arts						
1979-80	4	57.1%	3	42.9%	7	100.0%
1989-90	5	45.5%	6	54.5%	11	100.0%
Business						
1979-80	8	88.9%	1	11.1%	9	100.0%
1989-90	6	100.0%	0	0.0%	6	100.0%
Computer Science						
1979-80	0	—	0	—	0	—
1989-90	7	100.0%	0	0.0%	7	100.0%
Education						
1979-80	69	62.2%	42	37.8%	111	100.0%
1989-90	71	48.3%	76	51.7%	147	100.0%
Engr/Engr Tech						
1979-80	7	100.0%	0	0.0%	7	100.0%
1989-90	20	90.9%	2	9.1%	22	100.0%
Foreign Language						
1979-80	1	25.0%	3	75.0%	4	100.0%
1989-90	0	—	0	—	0	—
Letters						
1979-80	14	70.0%	6	30.0%	20	100.0%
1989-90	9	42.9%	12	57.1%	21	100.0%
Life Science						
1979-80	31	86.1%	5	13.9%	36	100.0%
1989-90	29	63.0%	17	37.0%	46	100.0%
Math						
1979-80	9	81.8%	2	18.2%	11	100.0%
1989-90	9	64.3%	5	35.7%	14	100.0%
Physical Science						
1979-80	37	90.2%	4	9.8%	41	100.0%
1989-90	38	86.4%	6	13.6%	44	100.0%
Social Science						
1979-80	26	76.5%	8	23.5%	34	100.0%
1989-90	15	51.7%	14	48.3%	29	100.0%
All Other						
1979-80	44	74.6%	15	25.4%	59	100.0%
1989-90	59	72.8%	22	27.2%	81	100.0%
Total						
1979-80	250	73.7%	89	26.3%	339	100.0%
1989-90	268	62.6%	160	37.4%	428	100.0%

Source: IPEDS/HEGIS Completions reports.

Table 16

OSSHE Professional Degrees Awarded by Gender 1979-80 Compared to 1989-90 (Within Groups)

	Men		Women		Total	
	N	%	N	%	N	%
Dentistry (OHSU)						
1979-80	65	23.9%	6	7.4%	71	20.1%
1989-90	46	21.0%	11	9.5%	57	17.0%
Law (UO)						
1979-80	110	40.4%	55	67.9%	165	46.7%
1989-90	104	47.5%	49	42.2%	153	45.7%
Medicine (OHSU)						
1979-80	97	35.7%	20	24.7%	117	33.1%
1989-90	57	26.0%	33	28.4%	90	26.9%
Veterinary Med (OSU)						
1979-80	—	—	—	—	—	—
1989-90	12	5.5%	23	19.8%	35	10.4%
Total						
1979-80	272	100.0%	81	100.0%	353	100.0%
1989-90	219	100.0%	116	100.0%	335	100.0%

Source: IPEDS/HEGIS Completions reports.

Table 17

OSSHE Professional Degrees Awarded by Gender
1979-80 Compared to 1989-90
(Between Groups)

	Men		Women		Total	
	N	%	N	%	N	%
Dentistry (OHSU)						
1979-80	65	91.5%	6	8.5%	71	100.0%
1989-90	46	80.7%	11	19.3%	57	100.0%
Law (UO)						
1979-80	110	66.7%	55	33.3%	165	100.0%
1989-90	104	68.0%	49	32.0%	153	100.0%
Medicine (OHSU)						
1979-80	97	82.9%	20	17.1%	117	100.0%
1989-90	57	63.3%	33	36.7%	90	100.0%
Veterinary Med (OSU)						
1979-80	---	---	---	---	---	---
1989-90	12	34.3%	23	65.7%	35	100.0%
Total						
1979-80	272	77.1%	81	22.9%	353	100.0%
1989-90	219	65.4%	116	34.6%	335	100.0%

Source: IPEDS/HEGIS Completions reports.

Table 18

Age Distribution of Headcount Enrollment by Gender: Fall 1989 (Within Groups)

	Men		Women		Total	
Age Group	N	%	N	%	N	%
< 18	84	0.3%	110	0.3%	194	0.3%
18-24	19,679	62.1%	19,221	60.9%	38,900	61.5%
25-29	5,316	16.8%	3,738	11.8%	9,057	14.3%
30-35	3,352	10.6%	3,242	10.3%	6,594	10.4%
>35	3,160	10.0%	5,174	16.4%	8,334	13.2%
Unknown	94	0.3%	94	0.3%	188	0.3%
Total	31,688	100.0%	31,579	100.0%	63,267	100.0%

Source: OSSHE Institutional Research Services, Fall Fourth Week Enrollment Report, report ERDD-01.

Table 19

Age Distribution of Headcount Enrollment by Gender: Fall 1989 (Between Groups)

	Men		Women		Total	
Age Group	N	%	N	%	N	%
< 18	84	43.3%	110	56.7%	194	100.0%
18-24	19,679	50.6%	19,221	49.4%	38,900	100.0%
25-29	5,319	58.7%	3,738	41.3%	9,057	100.0%
30-35	3,352	50.8%	3,242	49.2%	6,594	100.0%
>35	3,160	37.9%	5,174	62.1%	8,334	100.0%
Unknown	94	50.0%	94	50.0%	188	100.0%
Total	31,688	50.1%	31,579	49.9%	63,267	100.0%

Source: OSSHE Institutional Research Services, Fall Fourth Week Enrollment Report, report ERDD-01.

Table 20

Enrollment of Men and Women Aged 25 to 29 and Over 35 by Institution: Fall 1989

	Age 25-29		Over 35	
	Men	Women	Men	Women
UO	15.9%	9.9%	8.9%	12.5%
OSU	13.9	9.2	5.9	8.2
PSU	22.1	17.4	16.4	24.7
WOSC	12.8	7.9	9.7	15.0
SOSC	13.9	9.1	11.4	23.4
EOSC	8.4	9.6	8.2	15.4
OIT	17.7	12.0	9.9	17.7
OHSU	45.5	24.6	12.6	27.8
Total	16.8	11.8	10.0	16.4

Source: OSSHE Institutional Research Services, Fall Fourth Week Enrollment Report, report ERDD-01.

Table 21

Part-Time Undergraduate Enrollment by Gender: Fall 1989

	1-7 Credit Hours	8-11 Credit Hours	Total UG Part-Time	Full-Time UG (12+ Hours)	Total UG Headcount	Percent Part-Time
UO						
Men	428	434	862	5,620	6,482	13%
Women	480	422	902	6,403	7,305	12%
OSU						
Men	192	227	419	7,087	7,506	6%
Women	246	167	413	5,330	5,743	7%
PSU						
Men	1,423	638	2,061	3,366	5,427	38%
Women	1,835	767	2,602	3,475	6,077	43%
WOSC						
Men	94	80	174	1,236	1,410	12%
Women	131	152	283	1,768	2,051	14%
SOSC						
Men	271	178	449	1,570	2,019	22%
Women	462	208	670	1,776	2,446	27%
EOSC						
Men	54	48	102	721	823	12%
Women	126	46	172	772	944	18%
OIT						
Men	482	133	615	1,346	1,961	31%
Women	251	75	326	688	1,014	32%
Total 7						
Men	2,944	1,738	4,682	20,946	25,628	18%
Women	3,531	1,837	5,368	20,212	25,580	21%

Note: Figures include both admitted and non-admitted students.

Source: OSSHE Institutional Research Services, special run of Fall 1989 Fourth Week Enrollment Report, report ERDL-01.

Table 22

State System Financial Aid Awarding by Gender: 1991-92 Academic Year

All Institutions

Fall 1990 Enrollment by Gender**
Women: 30,929 50%
Men: 31,191 50%
Total: 62, 120 100%
***Excludes "unknowns"*

TYPE OF FINANCIAL AID	WOMEN				MEN				ALL	
Grants	Number	%	Amount	%	Number	%	Amount	%	Number	Amount
Federal	11,841	54%	$16,841,359	53%	10,276	46%	$14,938,456	47%	22,117	$31,779,815
State	4,388	55%	3,561,785	55%	3,583	45%	2,876,982	45%	7,971	6,438,767
State System Surcharge Waiver	5,550	54%	2,319,342	53%	4,737	46%	2,093,958	47%	10,287	4,413,300
Subtotals	21,779	54%	22,722,486	53%	18,596	46%	19,909,396	47%	40,375	42,631,882
Scholarships										
Institutional	1,980	48%	2,104,155	47%	2,136	52%	2,356,690	53%	4,116	4,460,845
State System Fee Remission	1,238	62%	2,711,074	63%	749	38%	1,617,656	37%	1,987	4,328,730
Subtotals	3,218	53%	4,815,229	55%	2,885	47%	3,974,346	45%	6,103	8,789,575
Work Study	3,767	56%	5,700,642	56%	3,148	44%	4,565,458	44%	6,915	10,266,100
Loans	12,567	51%	31,828,817	50%	12,184	49%	32,262,379	50%	24,751	64,091,196
GRAND TOTALS*	13,438	53%	$65,067,174	52%	12,049	47%	$60,711,579	48%	25,487	$125,778,753

* Grand totals in the "Number" columns are the unduplicated counts of individual students receiving aid; program totals and subtotals are duplicate counts of students served by the program.

Source: Combined OSSHE institutional data.

Table 23

State System Fee Remission Program Awarding by Gender: 1990-91 Academic Year

All Institutions

Fall 1990 Enrollment by Gender**
Women: 30,929 50%
Men: 31,191 50%
Total: 62,120 100%
***Excludes "unknowns"*

TYPE OF FEE REMISSION	WOMEN				MEN				ALL	
	Number	%	Amount	%	Number	%	Amount	%	Number	Amount
Oregon Minority Enrollment Initiative										
Minority Freshman Program	289	58%	$424,782	57%	206	42%	$320,450	43%	495	$745,232
Minority Junior Program	86	60%	113,953	60%	58	40%	77,511	40%	144	191,464
OHSU Minority Program	10	71%	11,760	75%	4	29%	3,838	25%	14	15,598
Subtotals	8	67%	11,319	44%	4	33%	14,490	56%	12	25,809
Oregon Laurels Program	393	59%	561,814	57%	272	41%	416,289	43%	665	978,103
International Cultural Service Program	352	58%	484,150	59%	259	42%	330,923	41%	611	815,073
Regular Fee Remission	47	40%	119,310	41%	71	60%	171,066	59%	118	290,376
International Cultural Service Program	99	46%	302,985	46%	114	54%	352,511	54%	213	655,496
Subtotals	146	44%	422,295	44%	185	56%	523,577	56%	331	945,872
GRAND TOTALS	891	55%	$1,468,259	54%	716	45%	$1,270,789	46%	1,607	$2,739,048

Source: OSSHE 1990-91 Fee Remission Reports (preliminary data).

Table 24

Percentage of Women Full-Time Faculty By Rank: 1990-91 Compared to 1980-81

	1980-81	1990-91
Professor	6%	11%
Associate Professor	16%	27%
Assistant Professor	29%	41%
Instructor	45%	48%
Total	18%	27%

Source: HEGIS/IPEDS Faculty Salaries reports.

Figure 7

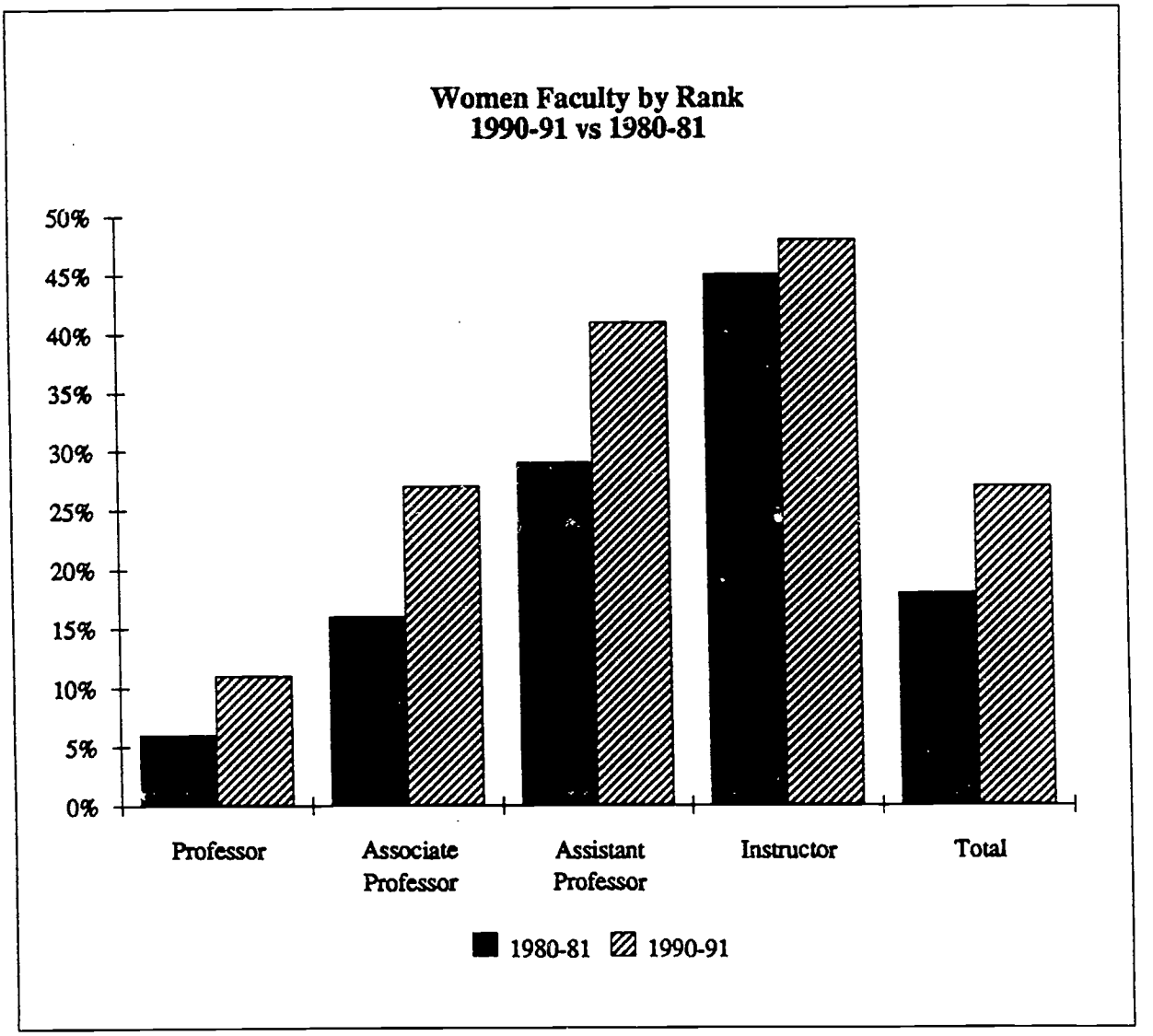

Table 25

Distribution of Full-Time Instructional Faculty Among Academic Disciplines in All State System Institutions by Gender: Distribution Within Groups

	Women		Men	
	N	%	N	%
Humanities/Fine Arts	166	28%	312	19%
Natural Sciences	50	8%	368	23%
Social Sciences	82	14%	220	14%
Education	111	19%	171	11%
High Market Disciplines*	57	10%	294	18%
All Other Disciplines	124	21%	262	16%
Total	590	100%	1,627	100%

* "High market disciplines" include engineering, computer science, business, and law.

Figure 8

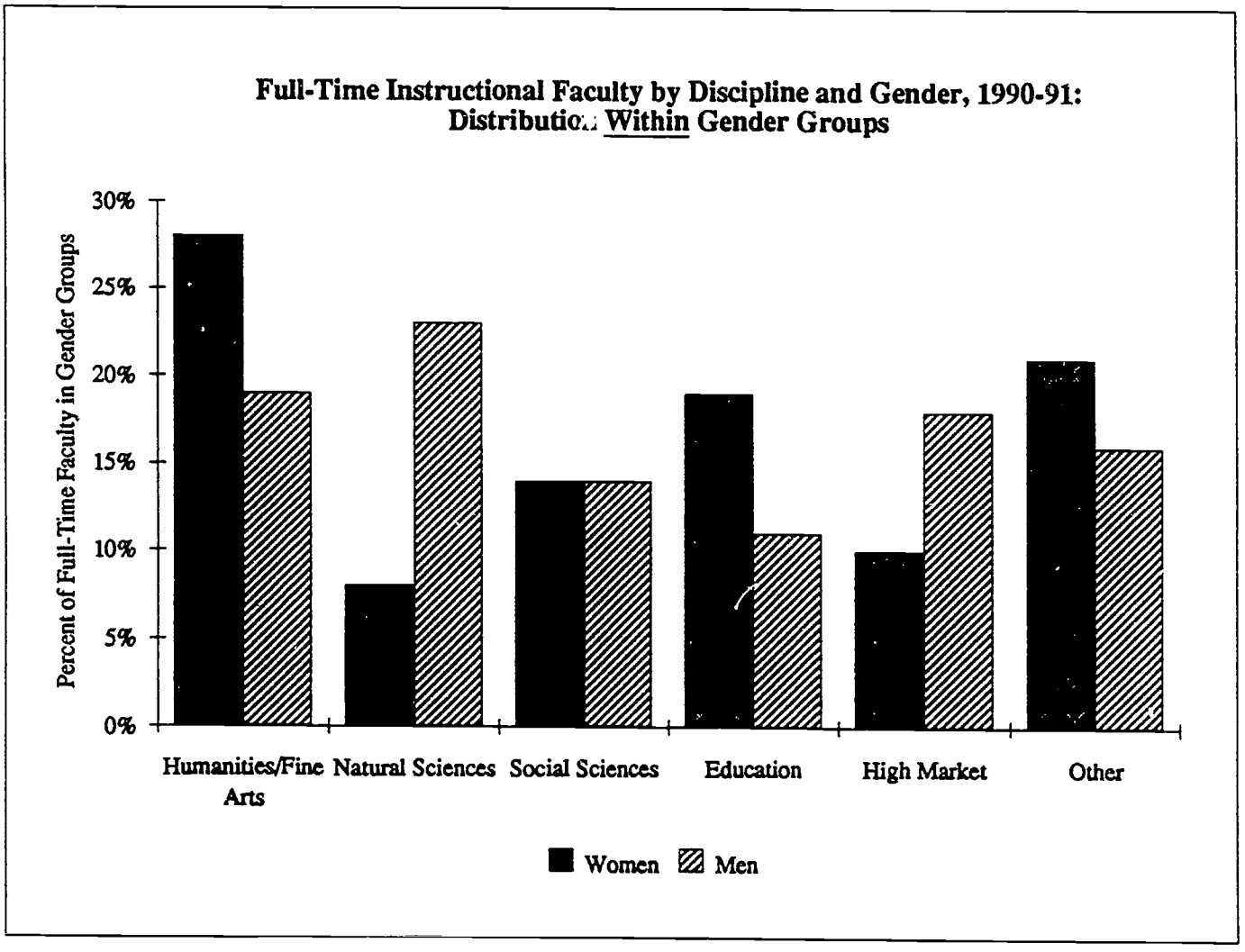

Table 26

Distribution of Full-Time Instructional Faculty Among Academic Disciplines in All State System Institutions by Gender: Distribution Between Groups

	Women		Men	
	N	%	N	%
Humanities/Fine Arts	166	35%	312	65%
Natural Sciences	50	12%	368	88%
Social Sciences	82	27%	220	73%
Education	111	39%	171	61%
High Market Disciplines*	57	16%	294	84%
All Other Disciplines	124	32%	262	68%
Total	590	27%	1,627	73%

* "High market disciplines" include engineering, computer science, business, and law.

Figure 9

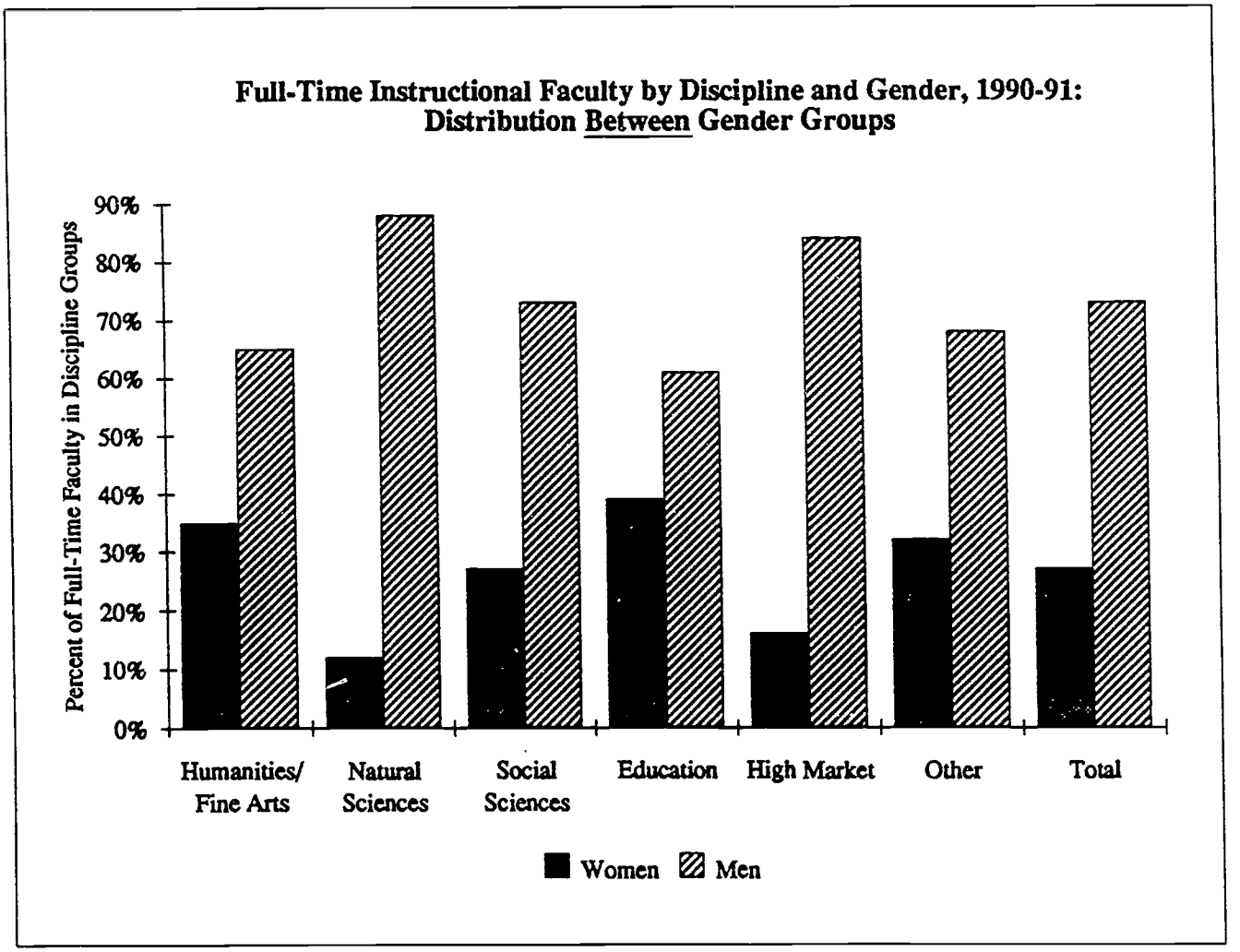

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Table 27

Average Salaries and Years in Rank of Full-Time Instructional Faculty by Discipline Group and Gender: 1990-91

University of Oregon

	Professor			Assoc Prof			Asst Prof			Instructor			Total		
	N	Salary	Yrs	N	Salary	Yrs	N	Salary	Yrs	N	Salary	Yrs	N	Salary	Yrs
HUMANITIES/FINE ARTS															
Men	35	44,715	10.7	43	35,040	9.7	20	28,566	1.7	13	24,295	4.1	111	35,665	7.9
Women	8	43,180	4.8	18	33,809	5.1	25	27,680	2.7	19	21,284	2.2	70	29,292	3.4
Total	43	44,429	9.6	61	34,676	8.3	45	28,074	2.2	32	22,508	3.0	181	33,200	6.2
Women minus men		(1,535)	-5.9		(1,230)	-4.6		(886)	1.0		(3,011)	-1.9		(6,374)	-4.5
NATURAL SCIENCES															
Men	60	49,580	11.4	18	39,831	5.7	19	34,184	3.2	4	33,251	12.5	101	44,300	8.9
Women	4	47,884	7.3	5	40,127	3.0	6	34,563	3.4	2	20,263	4.5	17	37,652	4.3
Total	64	49,474	11.1	23	39,896	5.1	25	34,275	3.2	6	28,922	9.8	118	43,342	8.2
Women minus men		(1,696)	-4.1		296	-2.7		379	0.2		(12,988)	-8.0		(6,648)	-4.6
SOCIAL SCIENCES															
Men	46	48,420	13.5	13	35,960	8.4	18	32,735	2.4	1	20,000	0.0	78	42,360	9.9
Women	8	44,072	5.9	12	34,254	2.9	8	31,021	2.3	1	20,000	0.0	29	35,579	3.4
Total	54	47,776	12.4	25	35,141	5.8	26	32,208	2.4	2	20,000	0.0	107	40,522	8.2
Women minus men		(4,348)	-7.6		(1,705)	-5.5		(1,714)	-0.2		0	0.0		(6,780)	-6.5
EDUCATION															
Men	20	49,482	13.5	13	38,739	6.3	16	29,718	2.9	5	26,385	6.8	54	38,901	8.0
Women	4	47,334	7.3	11	34,873	4.2	14	29,274	4.8	4	28,240	10.2	33	33,204	5.6
Total	24	49,124	12.5	24	36,967	5.3	30	29,511	3.8	9	27,209	8.3	87	36,740	7.1
Women minus men		(2,148)	-6.2		(3,866)	-2.2		(444)	1.9		1,855	3.4		(5,697)	-2.4
HIGH MARKET DISCIPLINES															
Men	22	63,922	11.1	15	50,975	7.8	11	44,244	2.4	5	31,398	6.4	53	53,106	7.9
Women	1	59,503	4.0	4	53,578	4.5	7	44,230	2.0	5	26,449	2.8	17	42,099	3.0
Total	23	63,730	10.8	19	51,523	7.0	18	44,238	2.2	10	28,924	4.6	70	50,432	6.7
Women minus men		(4,419)	-7.1		2,603	-3.3		(14)	-0.4		(4,949)	-3.6		(11,007)	-4.9
ALL OTHER DEPTS															
Men	12	45,107	7.5	21	35,933	6.8	12	29,911	2.5	1	22,440	1.0	46	36,462	5.7
Women	1	45,201	0.0	8	34,696	5.6	8	27,251	2.0	2	26,776	1.5	19	31,280	3.4
Total	13	45,114	6.9	29	35,592	6.4	20	28,847	2.3	3	25,331	1.3	65	34,947	5.1
Women minus men		94	-7.5		(1,237)	-1.2		(2,661)	-0.5		4,336	0.5		(5,182)	-2.4
Total All Teaching Accounts															
Men	195	49,766	11.7	123	38,325	7.9	96	32,616	2.5	29	26,903	5.9	443	41,376	8.3
Women	26	45,523	5.7	58	36,133	4.3	68	30,662	3.0	33	23,142	3.3	185	33,124	3.8
Total	221	49,267	11.0	181	37,623	6.7	164	31,806	2.7	62	24,901	4.5	628	38,945	6.9
Women minus men		(4,243)	-6.0		(2,192)	-3.6		(1,954)	0.5		(3,761)	-2.6		(8,252)	-4.5

Table 28
Average Salaries and Years in Rank of Full-Time Instructional Faculty by Discipline Group and Gender: 1990-91
Oregon State University

	Professor			Assoc Prof			Asst Prof			Instructor			Total		
	N	Salary	Yrs	N	Salary	Yrs	N	Salary	Yrs	N	Salary	Yrs	N	Salary	Yrs
HUMANITIES/FINE ARTS															
Men	18	43,304	10.2	21	34,968	9.8	16	28,066	3.0	6	20,960	1.8	61	34,240	7.3
Women	1	53,186	1.0	8	32,862	2.2	13	27,945	2.7	11	22,310	2.5	33	28,023	2.4
Total	19	43,824	9.8	29	34,387	7.7	29	28,012	2.9	17	21,833	2.2	94	32,057	5.6
Women minus men		9,882	-9.2		(2,107)	-7.5		(121)	-0.3		1,350	0.7		(6,216)	-4.9
NATURAL SCIENCES/MATH															
Men	78	48,800	11.5	35	36,630	7.9	14	32,981	1.6	3	28,962	4.7	130	43,362	9.3
Women	4	49,382	4.3	1	34,056	4.0	5	31,294	2.0	4	23,473	5.3	14	34,425	3.7
Total	82	48,828	11.1	36	36,559	7.8	19	32,537	1.7	7	25,825	5.0	144	42,493	8.8
Women minus men		582	-7.2		(2,574)	-3.9		(1,687)	0.4		(5,488)	0.6		(8,937)	-5.6
SOCIAL SCIENCES															
Men	24	44,373	9.3	16	35,574	11.8	8	31,603	2.8	0	--	--	48	39,312	9.0
Women	2	42,345	3.0	5	34,751	7.0	8	29,089	3.0	1	30,006	0.0	16	32,573	4.1
Total	26	44,217	8.8	21	35,378	10.6	16	30,346	2.9	1	30,006	0.0	64	37,627	7.8
Women minus men		(2,028)	-6.3		(823)	-4.8		(2,513)	0.2		--	--		(6,739)	-4.9
EDUCATION															
Men	8	47,130	8.4	13	38,687	11.2	12	31,196	3.4	4	26,810	5.0	37	36,799	7.4
Women	1	43,146	9.0	9	38,226	6.1	11	30,474	3.9	4	23,639	4.3	25	32,678	5.0
Total	9	46,688	8.4	22	38,498	9.2	23	30,851	3.7	8	25,225	4.7	62	35,137	6.4
Women minus men		(3,984)	0.7		(461)	-5.1		(722)	0.5		(3,171)	-0.7		(4,121)	-2.4
HIGH MARKET DISCIPLINES															
Men	37	57,393	11.0	51	47,451	8.1	36	41,715	2.5	12	26,560	5.5	136	46,794	7.2
Women	3	51,636	1.3	3	46,428	2.3	5	40,385	4.4	4	22,174	3.0	15	38,987	3.0
Total	40	56,961	10.3	54	47,394	7.8	41	41,552	2.7	16	25,464	4.9	151	46,018	6.7
Women minus men		(5,757)	-9.7		(1,023)	-5.7		(1,330)	1.9		(4,386)	-2.5		(7,807)	-4.2
AGRICULTURE/FORESTRY															
Men	2	49,628	8.0	5	36,285	6.8	7	33,960	3.7	1	35,001	3.0	15	36,894	5.3
Women	0	--	--	0	--	--	0	--	--	0	--	--	0	--	--
Total	2	49,628	8.0	5	36,285	6.8	7	33,960	3.7	1	35,001	3.0	15	36,894	5.3
Women minus men		--	--		--	--		--	--		--	--		--	--
HOME ECONOMICS															
Men	3	45,080	11.0	1	40,617	2.0	0	--	--	0	--	--	4	43,964	8.8
Women	4	46,559	8.2	9	38,370	7.3	10	29,756	3.2	1	29,232	4.0	24	35,765	5.6
Total	7	45,925	9.4	10	38,594	6.7	10	29,756	3.2	1	29,232	4.0	28	36,936	6.0
Women minus men		1,479	-2.8		(2,247)	5.3		--	--		--	--		(8,199)	-3.2
ALL OTHER DISC															
Men	7	49,369	9.3	9	38,047	8.1	2	34,409	0.5	0	--	--	18	42,046	7.7
Women	0	--	--	0	--	--	4	32,262	2.5	1	32,049	1.0	5	32,219	2.2
Total	7	49,369	9.3	9	38,047	8.1	6	32,978	1.9	1	32,049	1.0	23	39,909	6.5
Women minus men		--	--		--	--		(2,147)	2.0		--	--		(9,826)	-5.5
Total All Teaching Accounts															
Men	177	49,330	10.7	151	40,218	8.8	95	35,223	2.6	26	25,908	4.4	449	41,925	8.0
Women	15	47,979	4.7	35	37,124	5.3	56	30,647	3.1	26	23,609	3.2	132	32,948	3.9
Total	192	49,225	10.2	186	39,636	8.2	151	33,526	2.8	52	24,758	3.8	581	39,885	7.1
Women minus men		(1,351)	-6.0		(3,094)	-3.5		(4,576)	0.5		(2,299)	-1.2		(8,977)	-4.1

Table 29

Average Salaries and Years in Rank of Full-Time Instructional Faculty by Discipline Group and Gender: 1990-91

Portland State University

	Professor			Assoc Prof			Asst Prof			Instructor			Total		
	N	Salary	Yrs	N	Salary	Yrs	N	Salary	Yrs	N	Salary	Yrs	N	Salary	Yrs
HUMANITIES/FINE ARTS															
Men	33	39,326	9.7	23	32,902	10.2	12	27,029	2.0	0	--	--	68	34,983	8.5
Women	4	38,462	5.5	18	32,627	5.0	6	26,370	1.5	0	--	--	28	32,120	4.3
Total	37	39,233	9.3	41	32,781	7.9	18	26,810	1.8	0	--	--	96	34,148	7.3
Women minus men		(865)	-4.2		(275)	-5.2		(659)	-0.5		--	--		(2,863)	-4.2
NATURAL SCIENCES/MATH															
Men	42	44,150	10.8	8	33,811	9.0	6	31,206	1.4	0	--	--	56	41,287	9.5
Women	3	42,921	10.7	3	34,839	9.3	2	33,755	0.0	0	--	--	8	37,599	7.5
Total	45	44,068	10.8	11	34,091	9.1	8	31,843	1.0	0	--	--	64	40,826	9.3
Women minus men		(1,229)	-0.1		1,028	0.3		2,549	-1.4		--	--		(3,688)	-2.0
SOCIAL SCIENCES															
Men	36	42,956	11.9	11	35,178	10.9	4	27,880	0.3	0	--	--	51	40,096	10.8
Women	5	42,233	9.0	5	31,302	3.2	9	27,846	1.9	0	--	--	19	32,542	4.1
Total	41	42,868	11.5	16	33,967	8.5	13	27,857	1.4	0	--	--	70	38,045	9.0
Women minus men		(723)	-2.9		(3,876)	-7.7		(34)	1.6		--	--		(7,554)	-6.7
EDUCATION															
Men	12	45,541	10.1	9	34,211	8.2	6	29,010	2.7	0	--	--	27	38,091	7.8
Women	2	42,602	6.5	8	34,890	6.9	6	29,301	2.7	0	--	--	16	33,758	5.3
Total	14	45,122	9.6	17	34,530	7.6	12	29,156	2.7	0	--	--	43	36,479	6.9
Women minus men		(2,940)	-3.6		679	-1.3		291	0.0		--	--		(4,332)	-2.6
HIGH MARKET DISCIPLINES															
Men	33	56,251	6.8	16	44,485	6.8	14	42,038	3.2	0	--	--	63	50,104	6.0
Women	2	47,763	5.5	2	51,026	4.0	8	45,906	2.5	0	--	--	12	47,069	3.3
Total	35	55,765	6.8	18	45,212	6.5	22	43,445	3.0	0	--	--	75	49,618	5.6
Women minus men		(8,488)	-1.3		6,540	-2.8		3,868	-0.7		--	--		(3,036)	-2.8
ALL OTHER DISCIPLINES															
Men	15	47,768	11.0	7	38,079	11.3	5	32,913	2.4	1	23,918	3.0	28	41,841	9.2
Women	2	46,114	6.5	2	36,743	2.0	5	30,263	3.6	0	--	--	9	35,225	3.9
Total	17	47,573	10.5	9	37,782	9.2	10	31,589	3.0	1	23,918	3.0	37	40,232	7.9
Women minus men		(1,654)	-4.5		(1,336)	-9.3		(2,650)	1.2		--	--		(6,616)	-5.3
Total All Teaching Accounts															
Men	171	45,718	10.0	74	36,492	9.3	47	32,984	2.3	1	23,918	3.0	293	41,271	8.6
Women	18	42,596	7.6	38	34,289	5.3	36	32,520	2.2	0	--	--	[illegible]	35,222	4.5
Total	189	45,421	9.8	112	35,744	7.9	83	32,783	2.2	1	23,918	3.0	[illegible]	39,825	7.6
Women minus men		(3,122)	-2.4		(2,203)	-4.0		(464)	-0.1		--	--		(6,049)	-4.1

Table 30

Average Salaries and Years in Rank of Full-Time Instructional Faculty by Discipline Group and Gender: 1990-91

Western Oregon State College

	Professor			Assoc Prof			Asst Prof			Instructor			Total		
	N	Salary	Yrs	N	Salary	Yrs	N	Salary	Yrs	N	Salary	Yrs	N	Salary	Yrs
HUMANITIES/FINE ARTS															
Men	17	35,671	7.9	7	32,106	8.4	5	25,859	5.2	0	--	--	29	33,119	7.5
Women	1	35,703	6.0	3	29,634	6.0	8	24,900	1.2	0	--	--	12	26,983	2.8
Total	18	35,672	7.8	10	31,364	7.7	13	25,269	2.7	0	--	--	41	31,323	6.2
Women minus men		32	-1.9		(2,472)	-2.4		(959)	-4.1		--	--		(6,135)	-4.8
NATURAL SCIENCE/MATH															
Men	11	38,132	12.0	3	29,157	1.7	5	25,204	0.8	1	18,000	1.0	20	32,547	7.1
Women	1	34,002	6.0	0	--	--	2	27,239	2.0	0	--	--	3	29,493	3.3
Total	12	37,788	11.5	3	29,157	1.7	7	25,785	1.1	1	18,000	1.0	23	32,149	6.6
Women minus men		(4,130)	-6.0		--	--		2,035	1.2		--	--		(3,054)	-3.8
SOCIAL SCIENCES															
Men	8	39,644	7.1	7	31,045	3.7	3	26,709	0.7	1	21,627	1.0	19	33,485	4.5
Women	3	36,114	5.0	1	28,494	1.0	3	25,878	1.0	0	--	--	7	30,639	2.7
Total	11	38,681	6.5	8	30,726	3.4	6	26,294	0.8	1	21,627	1.0	26	32,719	4.0
Women minus men		(3,530)	-2.1		(2,551)	-2.7		(831)	0.3		--	--		(2,846)	-1.8
EDUCATION															
Men	8	36,197	6.5	8	33,186	4.0	9	29,613	5.2	2	18,261	1.5	27	31,782	5.0
Women	7	36,505	7.0	3	30,618	3.7	10	27,531	1.5	2	22,131	1.0	22	30,317	3.5
Total	15	36,341	6.7	11	32,485	3.9	19	28,517	3.3	4	20,196	1.3	49	31,124	4.3
Women minus men		309	0.6		(2,567)	-0.3		(2,082)	-3.7		3,870	-0.5		(1,465)	-1.5
HIGH MARKET DISCIPLINE															
Men	1	44,334	18.0	5	41,409	3.2	3	31,956	2.0	3	22,128	0.3	12	34,469	3.4
Women	0	--	--	0	--	--	1	31,221	4.0	2	22,532	1.0	3	25,428	2.0
Total	1	44,334	18.0	5	41,409	3.2	4	31,772	2.5	5	22,290	0.6	15	32,661	3.1
Women minus men		--	--		--	--		(735)	2.0		403	0.7		(9,041)	-1.4
ALL OTHER DISCIPLINES															
Men	0	--	--	0	--	--	0	--	--	0	--	--	0	--	--
Women	0	--	--	0	--	--	0	--	--	1	21,483	4.0	1	21,483	4.0
Total	0	--	--	0	--	--	0	--	--	1	21,483	4.0	1	21,483	4.0
Women minus men		--	--		--	--		--	--		--	--		--	--
Total All Teaching Accounts															
Men	45	37,265	8.7	30	33,402	4.6	25	27,913	3.4	7	20,362	0.9	107	32,891	5.8
Women	12	36,132	6.3	7	29,893	4.3	24	26,577	1.5	5	22,162	1.6	48	28,989	3.1
Total	57	37,026	8.2	37	32,738	4.5	49	27,258	2.4	12	21,112	1.2	155	31,683	5.0
Women minus men		(1,133)	-2.4		(3,509)	-0.3		(1,336)	-1.9		1,800	0.7		(3,902)	-2.7

Table 31

Average Salaries and Years in Rank of Full-Time Instructional Faculty by Discipline Group and Gender: 1990-91

Southern Oregon State College

	Professor			Assoc Prof			Asst Prof			Instructor			Total		
	N	Salary	Yrs	N	Salary	Yrs	N	Salary	Yrs	N	Salary	Yrs	N	Salary	Yrs
HUMANITIES/FINE ARTS															
Men	16	39,431	7.7	9	33,316	8.9	10	26,799	2.9	1	19,431	6.0	36	33,838	6.6
Women	2	40,356	9.0	6	29,603	6.0	8	26,482	1.5	2	19,431	3.0	18	28,280	4.0
Total	18	39,534	7.8	15	31,831	7.7	18	26,659	2.3	3	19,431	4.0	54	31,985	5.8
Women minus men		925	1.3		(3,713)	-2.9		(317)	-1.4		0	-3.0		(5,558)	-2.6
NATURAL SCIENCES/MATH															
Men	18	40,016	9.4	5	31,808	6.8	7	27,867	1.6	2	20,687	1.0	32	34,868	6.8
Women	1	33,264	2.0	0	--	--	2	26,136	2.0	0	--	--	3	28,512	2.0
Total	19	39,661	9.0	5	31,808	6.8	9	27,483	1.6	2	20,687	1.0	35	34,323	6.3
Women minus men		(6,752)	-7.4		--	--		(1,731)	0.4		--	--		(6,356)	-4.8
SOCIAL SCIENCES															
Men	13	39,235	7.2	7	32,335	8.9	4	27,174	1.5	0	--	--	24	35,212	6.7
Women	1	36,045	1.0	3	29,958	4.3	7	26,582	1.6	0	--	--	11	28,363	2.3
Total	14	39,007	6.7	10	31,622	7.5	11	26,797	1.6	0	--	--	35	33,059	5.3
Women minus men		(3,190)	-6.2		(2,377)	-4.5		(591)	0.1		--	--		(6,849)	-4.4
EDUCATION															
Men	5	41,078	9.8	3	32,987	7.7	5	28,611	5.4	4	26,284	1.8	17	32,502	6.2
Women	1	42,444	4.0	3	33,999	5.0	4	26,732	1.5	1	26,500	0.0	9	30,874	2.8
Total	6	41,306	8.8	6	33,493	6.4	9	27,775	3.7	5	26,327	1.4	26	31,939	5.1
Women minus men		1,366	-5.8		1,012	-2.7		(1,879)	-3.9		216	-1.8		(1,629)	-3.4
HIGH MARKET DISCIPLINES															
Men	9	42,477	6.1	7	37,524	6.3	5	28,492	2.2	2	25,466	2.5	23	36,450	5.0
Women	1	44,442	11.0	3	34,371	8.0	1	26,964	2.0	0	--	--	5	34,904	7.4
Total	10	42,674	6.6	10	36,578	6.8	6	28,238	2.2	2	25,466	2.5	28	36,174	5.4
Women minus men		1,965	4.9		(3,153)	1.7		(1,528)	-0.2		--	--		(1,546)	2.4
NURSING															
Men	0	--	--	1	29,740	2.0	0	--	--	0	--	--	1	29,740	2.0
Women	0	--	--	3	34,047	7.7	5	28,814	4.2	0	--	--	8	30,776	5.5
Total	0	--	--	4	32,970	6.3	5	28,814	4.2	0	--	--	9	30,661	5.1
Women minus men		--	--		4,307	5.7		--	--		--	--		1,036	3.5
ALL OTHER DISCIPLINES															
Men	1	33,746	11.0	0	--	--	0	--	--	1	25,832	11.0	2	29,789	11.0
Women	0	--	--	0	--	--	0	--	--	0	--	--	0	--	--
Total	1	33,746	11.0	0	--	--	0	--	--	1	25,832	11.0	2	29,789	11.0
Women minus men		--	--		--	--		--	--		--	--		--	--
Total All Teaching Accounts															
Men	62	40,043	8.1	32	33,643	7.7	31	27,654	2.7	10	24,270	3.1	135	34,513	6.4
Women	6	39,485	6.0	18	31,930	6.2	27	26,969	2.1	3	21,787	2.0	54	29,725	3.9
Total	68	39,994	7.9	50	33,026	7.1	58	27,335	2.4	13	23,697	2.8	189	33,145	5.7
Women minus men		(558)	-2.1		(1,713)	-1.5		(685)	-0.6		(2,483)	-1.1		(4,788)	-2.5

Table 32

Average Salaries and Years in Rank of Full-Time Instructional Faculty by Discipline Group and Gender: 1990-91

Eastern Oregon State College

	Professor			Assoc Prof			Asst Prof			Instructor			Total		
	N	Salary	Yrs	N	Salary	Yrs	N	Salary	Yrs	N	Salary	Yrs	N	Salary	Yrs
EDUCATION															
Men	3	40,706	3.7	2	34,492	1.5	3	31,098	2.0	1	25,855	3.0	9	34,472	2.6
Women	1	44,647	4.0	1	37,179	3.0	2	29,716	3.0	2	21,756	0.0	6	30,795	2.2
Total	4	41,692	3.8	3	35,388	2.0	5	30,545	2.4	3	23,122	1.0	15	33,001	2.4
Women minus men		3,941	0.3		2,687	1.5		(1,382)	1.0		(4,099)	-3.0		(3,677)	-0.4
ADMIN STUDIES															
Men	2	43,578	3.5	1	39,106	5.0	4	29,459	2.3	0	--	--	7	34,871	3.0
Women	0	--	--	0	--	--	4	30,895	2.0	0	--	--	4	30,895	2.0
Total	2	43,578	3.5	1	39,106	5.0	8	30,177	2.1	0	--	--	11	33,425	2.6
Women minus men		--	--		--	--		1,436	-0.3		--	--		(3,976)	-1.0
ARTS AND SCIENCE															
Men	16	39,637	5.5	5	33,301	5.6	11	26,823	2.7	2	20,523	0.0	34	33,435	4.3
Women	0	--	--	2	31,180	4.5	5	27,620	3.4	1	20,225	0.0	8	27,585	3.3
Total	16	39,637	5.5	7	32,695	5.3	16	27,072	2.9	3	20,423	0.0	42	32,321	4.1
Women minus men		--	--		(2,121)	-1.1		797	0.7		(298)	0.0		(5,850)	-1.0
Total All Teaching Accounts															
Men	21	40,165	5.0	8	34,325	4.5	18	28,121	2.5	3	22,300	1.0	50	33,823	3.8
Women	1	44,647	4.0	3	33,179	4.0	11	29,192	2.8	3	21,245	0.0	18	29,391	2.6
Total	22	40,369	5.0	11	34,012	4.4	29	28,527	2.6	6	21,773	0.5	68	32,650	3.5
Women minus men		4,482	-1.0		(1,146)	-0.5		1,071	0.3		(1,055)	-1.0		(4,432)	-1.2

Table 33

Average Salaries and Years in Rank of Full-Time Instructional Faculty by Discipline Group and Gender: 1990-91

Oregon Institute of Technology

	Professor			Assoc Prof			Asst Prof			Instructor			Total		
	N	Salary	Yrs	N	Salary	Yrs	N	Salary	Yrs	N	Salary	Yrs	N	Salary	Yrs
HUMANITIES/FINE ARTS															
Men	2	37,868	2.5	3	33,444	5.3	2	29,183	1.0	0	--	--	7	33,490	3.3
Women	1	37,359	1.0	1	32,013	3.0	3	28,692	3.0	0	--	--	5	31,090	2.6
Total	3	37,698	2.0	4	33,086	4.8	5	28,888	2.2	0	--	--	12	32,490	3.0
Women minus men		(509)	-1.5		(1,431)	-2.3		(491)	2.0		--	--		(2,400)	-0.7
NATURAL SCIENCE/MATH															
Men	11	39,484	5.9	3	33,582	3.7	3	29,661	5.7	0	--	--	17	36,710	5.5
Women	0	--	--	0	--	--	3	26,697	1.7	0	--	--	3	26,697	1.7
Total	11	39,484	5.9	3	33,582	3.7	6	28,179	3.7	0	--	--	20	35,207	4.9
Women minus men		--	--		--	--		(2,964)	-4.0		--	--		(10,013)	-3.8
HIGH MARKET DISC															
Men	1	49,311	10.0	1	35,118	0.0	4	33,494	3.8	1	26,262	0	7	34,953	3.6
Women	1	39,672	1.0	1	31,131	7.0	2	33,188	2.0	1	23,274	1	5	32,090	2.6
Total	2	44,492	5.5	2	33,125	3.5	6	33,392	3.2	2	24,768	1	12	33,760	3.2
Women minus men		(9,639)	-9.0		(3,987)	7.0		(306)	-1.8		(2,988)	1.0		(2,862)	-1.0
TECHNOLOGY PROGRAMS															
Men	12	43,610	4.8	15	38,527	4.9	22	33,161	4.2	3	26,856	1.3	52	36,757	4.4
Women	0	--	--	0	--	--	1	35,622	0.0	0	--	--	1	35,622	0.0
Total	12	43,610	4.8	15	38,527	4.9	23	33,268	4.0	3	26,856	1.3	53	36,735	4.3
Women minus men		--	--		--	--		2,461	-4.2		--	--		(1,135)	-4.4
NURSING/ALLIED HEALTH															
Men	2	48,317	5.5	1	33,678	2.0	1	30,437	4.0	3	27,378	1.3	7	34,697	3.0
Women	1	38,997	0.0	5	34,708	5.0	7	28,558	4.0	1	24,732	3.0	14	31,227	4.0
Total	3	45,210	3.7	6	34,536	4.5	8	28,793	4.0	4	26,717	1.8	21	32,384	3.7
Women minus men		(9,320)	-5.5		1,030	3.0		(1,879)	0.0		(2,646)	1.7		(3,470)	1.0
Total All Teaching Accounts															
Men	33	42,842	5.5	27	37,102	4.7	39	32,330	4.3	8	27,916	1.4	107	36,446	4.5
Women	4	39,272	2.5	8	33,552	5.0	19	29,522	5.0	2	24,003	2.0	33	31,346	3.4
Total	37	42,456	5.1	35	36,291	4.7	58	31,410	3.8	10	27,133	1.5	140	35,244	4.2
Women minus men		(3,570)	-3.0		(3,550)	0.3		(2,808)	-1.3		(3,913)	0.6		(5,100)	-1.1

Table 34

Average Salaries and Years in Rank of Full-Time Instructional Faculty by Discipline Group and Gender: 1990-91

Oregon Health Sciences University

	Professor			Assoc Prof			Asst Prof			Instructor			Total		
	N	Salary	Yrs	N	Salary	Yrs	N	Salary	Yrs	N	Salary	Yrs	N	Salary	Yrs
NATURAL SCIENCES/MATH															
Men	5	57,186	10.8	4	44,517	13.3	2	36,922	10.5	1	24,399	15.0	12	46,853	11.9
Women	0	--	--	0	--	--	2	38,768	12.0	0	--	--	2	38,768	12.0
Total	5	57,186	10.8	4	44,517	13.3	4	37,845	11.3	1	24,399	15.0	14	45,698	11.9
Women minus men		--	--		--	--		1,846	1.5		--	--		(8,085)	0.1
NURSING/ALLIED HEALTH															
Men	0	--	--	0	--	--	1	28,110	9.0	2	25,370	4.5	3	26,284	6.0
Women	5	45,825	7.4	6	41,884	9.8	8	29,286	5.4	2	23,670	1.0	21	36,288	6.7
Total	5	45,825	7.4	6	41,884	9.8	9	29,155	5.8	4	24,520	2.8	24	35,038	6.6
Women minus men		--	--		--	--		1,176	-3.6		(1,700)	-3.5		10,005	0.7
MEDICINE/DENTISTRY															
Men	13	56,096	14.7	9	43,530	10.4	5	39,605	11.0	1	21,689	0.0	28	47,883	12.1
Women	1	51,458	22.0	0	--	--	3	31,883	2.3	1	28,179	17.0	5	35,057	9.2
Total	14	55,764	15.2	9	43,530	10.4	8	36,710	7.8	2	24,934	8.5	33	45,940	11.7
Women minus men		(4,638)	7.3		--	--		(7,722)	-8.7		6,490	17.0		(12,826)	-2.9
Total All Teaching Accounts															
Men	18	56,399	13.6	13	43,834	11.3	8	37,498	10.6	4	24,207	6.0	43	46,089	11.7
Women	6	46,764	9.8	6	41,884	9.8	13	31,344	5.7	3	25,173	6.3	28	36,246	7.5
Total	24	53,990	12.7	19	43,218	10.8	21	33,688	7.6	7	24,621	6.1	71	42,207	10.0
Women minus men		(9,635)	-3.8		(1,950)	-1.5		(6,154)	-4.9		966	0.3		(9,843)	-4.2

Table 35

NUMBER AND PERCENT OF WOMEN IN SELECTED ADMINISTRATIVE POSITIONS, 1991-92*

	Total Number of Administrators	Number of Women	Percent Women
System Office	32	10	31%
University of Oregon	56	16	29
Oregon State University	72	16	22
Portland State University	50	9	18
Western Oregon State College	34	15	44
Southern Oregon State College	31	10	32
Eastern Oregon State College	29	8	28
Oregon Institute of Technology	23	3	13
Oregon Health Sciences University	34	10	29
Total OSSHE	361	97	27%

* Includes senior level administrators: presidents, vice presidents, deans, etc.

Table 36

NUMBER OF ADMINISTRATORS HIRED IN THE LAST 5 YEARS, BY GENDER*

	Total Administrators	New in Position Last 5 Years	New at Institution Last 5 Years
System Office			
Women	10	8	6
Men	22	14	8
University of Oregon			
Women	16	12	7
Men	40	24	15
Oregon State University			
Women	16	10	6
Men	56	33	15
Portland State University			
Women	9	7	5
Men	41	23	9
Western Oregon State College			
Women	15	8	8
Men	19	12	11
Southern Oregon State College			
Women	10	7	5
Men	21	10	6
Eastern Oregon State College			
Women	8	5	3
Men	21	11	9
Oregon Institute of Technology			
Women	3	2	1
Men	20	14	11
Oregon Health Sciences Univ			
Women	10	4	1
Men	24	9	7
Total OSSHE			
Women	97	63	42
Men	264	150	91

* Includes senior level administrators: presidents, vice presidents, deans, etc.

Table 37

PERCENTAGE OF ADMINISTRATORS HIRED IN THE LAST 5 YEARS, BY GENDER*

Distribution Within Groups

	Women		Men	
	N	%	N	%
New in the Position in Last 5 Years	63	65%	150	57%
New at the Institution in Last 5 Years	42	43%	91	34%

Distribution Between Groups

	Women		Men	
	N	%	N	%
New in the Position in Last 5 Years	63	29%	150	71%
New at the Institution in Last 5 Years	42	31%	91	69%

* Includes senior level administrators: presidents, vice presidents, deans, etc.

Table 38

GENDER DISTRIBUTION OF SENIOR ADMINISTRATORS

Distribution Within Groups

	Women		Men	
	N	%	N	%
Chancellor/Vice Chancellor	1	7%	4	5%
President/Vice President	7	50%	31	41%
Academic Dean	6	43%	41	54%
Total	14	100%	76	100%

Distribution Between Groups

	Women		Men	
	N	%	N	%
Chancellor/Vice Chancellor	1	20%	4	80%
President/Vice President	7	18%	31	82%
Academic Dean	6	13%	41	87%
Total	14	16%	76	84%

Table 39

NUMBER OF ADMINISTRATORS BY ORGANIZATIONAL AREA AND GENDER*

	Total	Academic Affairs	Admin	Budget/ Finance	Personnel	Public Affairs	Student Affairs	Auxiliary Services
System Office								
Women	7	2	3	0	1	0	1	0
Men	20	2	9	4	2	2	1	0
University of Oregon								
Women	15	7	2	1	3	1	0	1
Men	28	11	5	1	0	0	5	6
Oregon State University								
Women	14	5	2	1	2	0	3	1
Men	37	23	1	2	0	2	4	5
Portland State University								
Women	6	2	1	0	0	0	2	1
Men	29	15	3	2	2	0	3	4
Western Oregon State College								
Women	14	2	0	1	0	2	5	4
Men	14	2	3	1	1	0	4	3
Southern Oregon State College								
Women	8	2	0	1	1	0	2	2
Men	13	3	5	0	1	1	3	3
Eastern Oregon State College								
Women	8	2	1	0	1	0	3	1
Men	13	1	3	2	0	2	3	2
Oregon Institute of Technology								
Women	3	0	0	1	1	0	1	0
Men	16	3	4	1	0	0	3	5
Oregon Health Sciences University								
Women	7	2	0	1	0	0	2	2
Men	20	11	5	0	2	0	2	0
Total OSSHE								
Women	82	24	9	6	9	3	19	12
Men	190	71	36	13	8	6	28	28

* Excludes senior level administrators (presidents, vice presidents, deans). Includes associate and assistant vice presidents, associate and assistant deans, directors, and selected others.

Table 40

PERCENTAGE OF ADMINISTRATORS BY ORGANIZATIONAL AREA AND GENDER*

Distribution Within Groups

	Women		Men	
	N	%	N	%
Academic Affairs	24	29%	71	37%
Administration	9	11%	36	19%
Budget/Finance	6	7%	13	7%
Personnel	9	11%	8	4%
Public Affairs	3	4%	6	3%
Student Affairs	19	23%	28	15%
Auxiliary Services	12	15%	28	15%
Total	82	100%	190	100%

Distribution Between Groups

	Women		Men	
	N	%	N	%
Academic Affairs	24	25%	71	75%
Administration	9	20%	36	80%
Budget/Finance	6	32%	13	68%
Personnel	9	53%	8	47%
Public Affairs	3	33%	6	67%
Student Affairs	19	40%	28	60%
Auxiliary Services	12	30%	28	70%
Total	82	30%	190	70%

* Excludes senior level administrators (presidents, vice presidents, deans). Includes associate and assistant vice presidents, associate and assistant deans, directors, and selected others.

Appendix A

Examples of Campus Exemplary Programs to Promote Women's Participation in Higher Education

Institution	Early Outreach	Discipline-based Support	Curricular and Research Dev.	Professional Development	Institutional Svc/Support
UNIVERSITY OF OREGON					
Center for Study of Women in Society			X		
A University for Everyone			X		
Outreach to Pre-college Students	X				
Women's Studies			X		
Taskforce on Unwanted Sexual Behavior					X
Assistance for Dual Career Couples					X
Women's Center					X
Child Care Services					X
OREGON STATE UNIVERSITY					
AWIS/College of Science	X				
Faculty Associate Internship				X	
President's Commission on Status of Women					
College of Engineering/Society for Women Engineers		X			
PORTLAND STATE UNIVERSITY					
Academy for Future Education	X				
Commission on the Status of Women				X	X
Faculty Development Program			X	X	X
Women's Studies Certificate Program			X		
Portland Teachers Plan		X			
The Women's Union					X
MESA (Mathematics and Science)	X				

Examples of Campus Exemplary Programs to Promote Women's Participation in Higher Education (continued)

Institution	Early Outreach	Discipline-based Support	Curricular and Research Dev.	Professional Development	Institutional Svc/Support
SOUTHERN OREGON STATE COLLEGE					
Women's Center					X
Women's Studies Across the Curriculum			X		X
Child Care Center					X
Women's Studies			X		
OREGON INSTITUTE OF TECHNOLOGY					
Expanding Your Horizons	X				
Teen Women in Science and Technology	X				
Women's Day				X	X
Re-entry Workshop				X	X
Society of Women Engineers		X			

Appendix B

Departments Included in Academic Discipline Groups: 1990-91 (Faculty Salaries Analysis)

1 **Humanities/Fine Arts**
- Fine Arts/Art
- Creative Arts
- Dance
- Art History
- Music
- Humanities
- English
- Speech
- Foreign Language & Literature
- Romance Languages
- German
- Russian
- East Asian Languages
- Classics
- Linguistics
- Philosophy
- Religious Studies
- Theater Arts
- English as Second Language
- Communications

2 **Natural Science/Mathematics**
- Science & Math
- Biology
- Chemistry
- Geology
- Physics
- Biochemistry - Medical
- Biochemistry - Dental
- Biochemistry/Biophysics
- Botany
- Microbiology
- Cell Biology/Anatomy
- Microbiology & Immunology
- Microbiology - Dental
- Pharmacology - Medical
- Pharmacology - Dental
- Physiology
- Gross Anatomy & Histology - Dental
- Entomology
- Zoology
- Geographic Science

2 **Natural Science/Mathematics (continued)**
- General Science
- Oceanography
- Atmospheric Science
- Mathematics
- Statistics
- Biostatistics - Dental
- Natural Sciences
- Math-Physics

3 **Social Sciences**
- Social Science
- Psychology
- Anthropology
- Economics
- Geography
- History
- Political Science
- Sociology
- Gerontology
- Criminology
- International Studies
- American Studies
- Women's Studies
- Black Studies
- Behavioral Sciences

4 **Education**
- Counseling/Educational Psychology
- Instructional Division
- Art Education
- Special Education
- Teacher Education
- Field Support/Experience
- Center for Human Development
- Health Education
- P.E./Human Movement
- P.E. Activity
- Health & P.E.
- OSU/WOSC Education
- Curriculum & Administration
- Education

Departments Included in Academic Discipline Groups: 1990-91 (continued)

5 High Market Professions

- Computer Science
- Business Administration
- Accounting
- Marketing
- Management
- Finance-Law
- Law
- Veterinary Medicine
- Engineering
  - Civil
  - Electronics/Computer
  - Mechanical
  - Industrial
  - Chemical
  - Nuclear

6 Agriculture/Forestry

- Agronomic Crop Science
- EOSC Crop Science
- Horticulture
- Soils Science
- Animal Science
- Fisheries & Wildlife
- Agricultural Engineering
- Agricultural Economics
- EOSC Agricultural Economics
- Agricultural Education
- Rangeland Resources
- EOSC Rangeland Resources
- Forestry

7 Home Economics

- Home Economics Communication & Education
- Home Economics Child Development
- Clothing Textiles & Related Arts
- Foods & Nutrition
- Human Development & Family Study
- Food Systems Management
- Family Resource Management

8 All Other Departments

- Architecture
- Landscape Architecture
- Journalism
- Leisure Studies & Services
- Human Services
- Planning, Public Policy & Management
- Social Work
- Public Administration
- Systems Science
- Urban Studies & Planning
- Administration of Justice
- Honors College
- Pharmacy
- Health Care Administration
- NICSA Study
- Continuing Education
- University Studies
- Radio Services
- Library Science
- Administrative Studies

9 General Arts & Sciences/ General Studies

10 Technology Programs (OIT)

- Laser Optical Technology
- Computer Systems Engineering Technolgy
- Diesel Power Technolgy
- Manufacturing Technolgy
- Civil Engineering
- Electronics Engineering
- Mechanical Engineering

Departments Included in Academic Discipline Groups: 1990-91 (continued)

11 Nursing/Allied Health

Nursing Education
Medical Lab
Medical Radiology
Nursing
Dental Department
Psychology/Mental Health Nursing
Adult Health & Illness
Community Health Nursing
Family Nursing
Nurse Midwifery
EOSC Outreach Program
Nursing Research
Dental Hygiene
Medical Technology

12 Medicine/Dentistry (OHSU)

Medical Psychology
Medical Genetics
Pathology
General & Oral Pathology-Dental
Dental Materials
Fixed Prosthodontics
Operative Dentistry
Public Health Dentistry
Endodontology - Dentistry
Oral Diagnosis
Hospital Dental Service
Oral Surgery
Oral Radiology
Orthodontics
Pediatric Dentistry
Periodontology
Removable Prosthodontics