

THE STATUS
OF WOMEN
AT THE
UNIVERSITY
OF HOUSTON
STUDENTS, STAFF, AND FACULTY

October
2007

UNIVERSITY OF HOUSTON
COMMISSION ON WOMEN

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PREFACE

The University Commission on Women reports to the office of the President of the University of Houston and is charged with the responsibility of informing and advising the president, the senior administrative leadership, and the general university community on issues and concerns that have an impact on women at the University. The mission of the University Commission on Women includes: identifying the concerns of women at the University; promoting gender equality throughout all areas of the University community; recommending to the appropriate administrative offices ways to address the concerns of women at the University; communicating and collaborating with other committees and organizations to provide support, advocacy, and information regarding women's issues; and raising awareness regarding behaviors, actions, issues, policies, and procedures that affect the status of women.

In response to this charge, the *University Commission on Women* compiled this report, which gathers data on the status of women on the University of Houston campus, including female staff, faculty, and students. It is our hope that this report can serve as a blueprint for future action for the *University Commission on Women* as well as educate the University community about the current status of women on campus.

2006-2007 University Commission on Women members include:

Wendy Adair	Diane Hall	Patrick Leung
Carol Barr	Steve Hall	Sara McNeil
Christie Brewton	Kelli Harper	Beverly McPhail
Averill Buchanan	Sherry Howard	Carolyn Meanley
Wynne Chin	Chinhui Juhn	Dana Rooks
Sandy Coltharp	Sukran Kadipasaoglu	Joan Sigler
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Katherine Frazier	Joe Kotarba	Robert Wimpelberg
Abel Garza	Leigh Leasure	Franciso Zelaya
Elizabeth Gregory*		

* University Commission on Women Co-Chairs

EXECUTIVE SUMMARY

This report gathers secondary data in order to document the status of female students, faculty and staff at the University of Houston. It provides a snapshot of the status of women across six areas: Leadership, Education, Salaries, Athletics, Violence, and Child Care and ends with a series of recommendations to improve the campus climate for women. The findings of the report are mixed. In some areas women seem to be doing quite well and in other areas lack of opportunities, glass ceilings, and obstacles to women's success exist.

- Women are largely absent at the highest levels of leadership and in faculty positions, although as this report goes to publication the finalist for the position of President and Chancellor at the University of Houston is a woman. Currently, women in the University comprise only 10% of the Board of Regents, 11% of the highest level of University administration, 7% of Deans, 25% of Faculty Senators, and 26% of Student Government Senators. The only area of leadership that has a majority of women is the Staff Council.
- In 2006 female students comprised 52% of the student body and were awarded 55% of degrees. Female students have greater annual retention and graduation rates than their male counterparts. In some colleges a gender balance is achieved, such as in the schools of law and business, while in other schools a gender imbalance is apparent with women being underrepresented, such as in the schools of technology and engineering.
- Men outnumber women six to one at the rank of full professor and two to one at the associate professor level. The higher the faculty rank the more likely the professor is to be male. Differences in faculty composition by gender vary by college. The most disproportionate numbers are in the College of Natural Sciences and Mathematics where the ranked faculty is 90% male and 10% female

- Although only an exploratory analysis of aggregate faculty and staff salary data was available and, in the case of faculty, was not controlled for important variables such as number of publications or seniority, a clear pattern emerged. In almost every category men were paid more than their female counterparts. Although monthly differences could be relatively small, an accumulation of disadvantage was noted when salaries were totaled over twelve months.
- Two-thirds of student athletes are male. Coaches for the men's athletic teams make almost twice the salary of coaches for the women's teams. Athletically related student aid for male student athletes is almost twice that of female student athletes. Six out of seven head coaches for the women's teams are male. Despite adding additional women's sports, such as softball, the number of female athletes has decreased rather than increased in the past three years. Finally, 48% of female athletes believe men's sports are given greater support than women's sports while 95% of male athletes believe men and women receive equal support.
- Six sexual offenses were reported on the campus in 2005 while a state study reveal that only 20% of sexual assaults are reported to law enforcement agencies. The Daily Crime Bulletin reveals numerous other crimes against women on campus such as harassing emails, phone calls, and visits (often by former boyfriends); terroristic threats; and intimate partner violence.
- The designated childcare facility on campus is housed in 30-year old "temporary" buildings and no drop-in, evening, or weekend hours are available. There is a waiting list of over 50 people for nine infant care slots.

Recommendations include the need for qualified women to be represented at the highest levels of leadership at the University. The childcare situation must be further studied and, if a need is demonstrated, a new childcare facility should be incorporated into the "Master Plan" that would provide increased space, more slots for children, and longer and more flexible hours. Other family-

friendly benefits should be made available to better address the work-family balance that is necessary to attract and retain students, staff, and faculty. The Police Department should record all crimes by gender and relationship between the involved parties and list annual totals of intimate partner violence and harassment.

INTRODUCTION

Early in Texas history when white settlers moved in from the east, a popular proverb at the time declared that Texas was heaven for men and dogs, but hell for women and horses. Conditions for women have changed in the state since that time and the status of women has dramatically improved. Texas has launched a female governor into the national spotlight and female astronauts into space. Clearly, women in Texas are making great strides.

Although women are moving forward, it is important to continue to document the progress women are making, or at times, the lack of progress. Over the last few decades concern about the advancement of women stalling or even facing a backlash have been expressed (Faludi, 1991). Additionally, women's progress appears uneven, that is, while some women have gained a measure of equality in the public spheres of work and politics, women's status in the home and within relationships often remains unequal.

The status of women within universities is especially important. Education is a great equalizer, providing women with opportunities for personal and professional advancement. However, it was not always so. In the past in the United States women were subtly discouraged or even prohibited from attending college. In fact, in 1885 the first research study published by the newly formed *American Association of University Women* sought to disprove a statement made by a prominent Boston physician that higher education adversely affected the health and reproductive capabilities of women (AAUW, 2006).

Although women in the university setting are not facing these same issues today, new challenges have arisen in their place. For instance, although women comprise a greater number of faculty members than ever before, there is concern that they are not reaching the highest levels in tenured track positions (West & Curtis, 2006). Although female students are attending universities in greater numbers than their male counterparts and doing well academically, critics express concern that the

achievement of female students comes at the expense of male students (Nissimov, 2003), although policy analyses challenge that assertion (King, 2006; Mead, 2006).

With these concerns expressed, it is even more important to document the status of women at the University of Houston. This report moves beyond the anecdotal to gather the necessary data on which opinion and action should stand. The report compiles research on women on campus including students, staff, and faculty.

II. METHODOLOGY

The report utilizes descriptive rather than inferential statistics. Numbers are rounded to the nearest tenth in some cases and the nearest whole number in others instances. The sex/gender of people was largely determined by first names and confirmation was sought through photographs, use of personal pronouns, and member checking. Vacant or open seats were *not* included in the calculations. The data gathered was from secondary sources, most often University of Houston publications and reports.

The University of Houston Human Resources Department compiled the salary data. A monthly compensation rate (as opposed to an annual rate) was used to obviate any confusion caused by the 9-month/12-month designation of faculty. Caution should be used in drawing conclusions from the aggregate salary data since descriptive rather than inferential statistics were utilized. Therefore, variables such as years of experience, academic specialization or expertise, and academic accomplishments, such as number of publications in peer-reviewed journals were not taken into account.

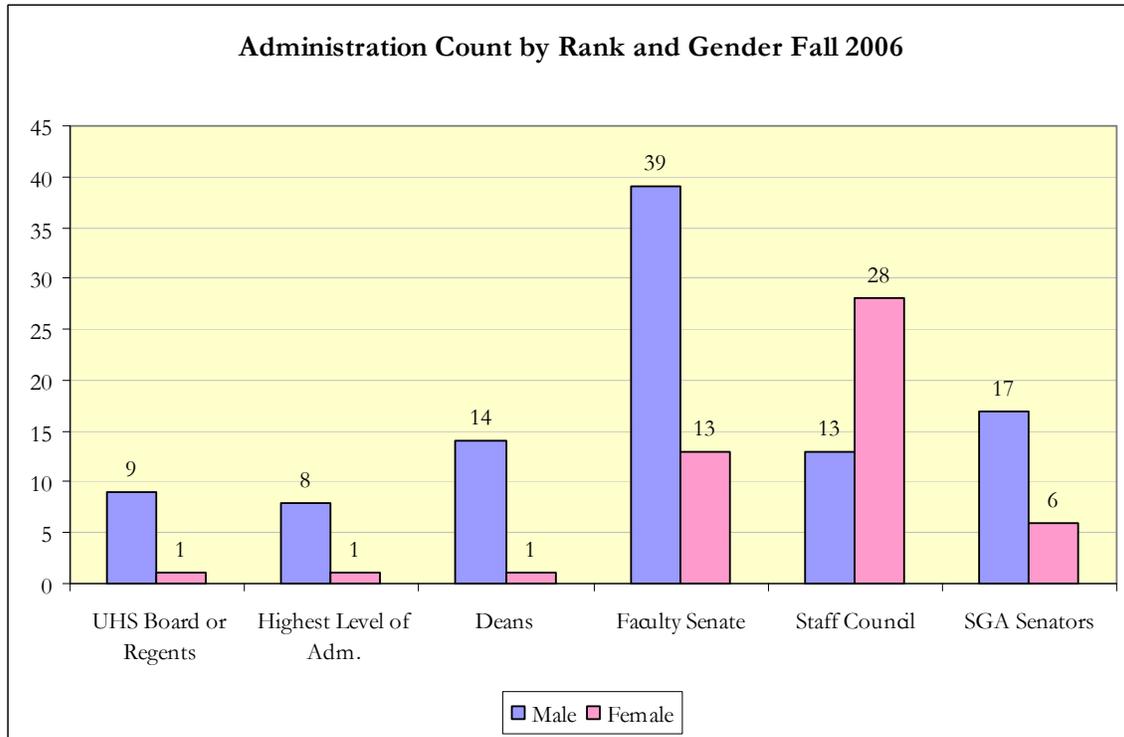
III. LEADERSHIP

An important arena to monitor the status of women is the number of women occupying leadership positions across the University. At one time the image of leaders was synonymous with men and masculinity, often exhibiting a “command and control” leadership style. However, women are increasingly being regarded as leaders in their own right and often demonstrating more “collaborative” leadership styles.

ADMINISTRATION

According to the President’s Annual Report (2006) out of the ten positions on the University of Houston System Board of Regents, a woman occupies one position. The Chancellor of University System who is also the President of the University of Houston is male. At the highest level of administrative positions, a woman fills one of nine positions. Of the fifteen Dean positions identified in the President’s annual report, a woman occupies one position.

Positions	Male	Female	Total number of occupied Positions	Percentage of men	Percentage of Women
University System Board or Regents	9	1	10	90%	10%
Highest Level of Administration	8	1	9	89%	11%
Deans	14	1	15	93%	7%
Faculty Senate	39	13	52	75%	25%
Staff Council	13	28	41	32%	68%
Student Government Senators	17	6	23	74%	26%



FACULTY

The 2007 Faculty Senate Officers and Committee on Committees are composed of 62% men and 38% women. The 2006 Faculty Senators are 75% male and 25% female.

STAFF

The 2006-2007 Staff Council President and Vice-President are both women. The Executive Board is 31% male and 69% female while the entire Staff Council is 32% male and 68% female.

STUDENTS

The President and Vice President of the 2006-2007 Student Government Association (SGA) are both male. The SGA executive branch is comprised of 71% men and 29% women while the judicial branch is comprised of 67% men and 33% women. The Senators are 74% male and 26% female.

IV. EDUCATION

STUDENTS

Across the nation the trend is that more women than men are enrolling in universities. The University of Houston is no exception. According to *Fall Facts 2006* the student body was comprised of 17,795 women and 16, 539 men for a total of 34, 334 students. Therefore, female students comprise a majority of students at the UH: 52% of students compared to 48% of male students. The female student body is racially and ethnically diverse.

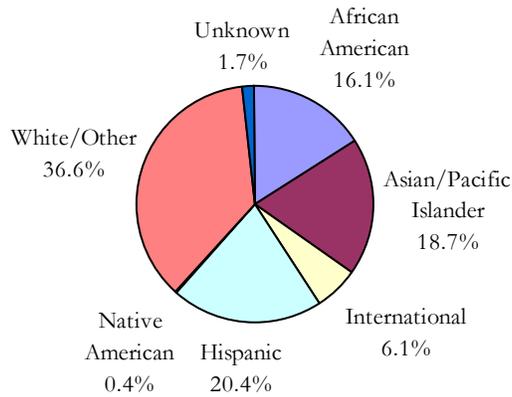
During fiscal year 2006, women were more likely than men to be awarded a degree: 3,722 women (55%) compared to 3,010 men (45%). Across the board by race/ethnicity women are about as likely to earn a degree as their male counterparts, with one noticeable exception. African American women are almost twice as likely to earn a degree as African American men. Female students have both higher annual retention rates and higher cumulative graduation rates than male students.

It is interesting to note the gender of students by college. In some colleges the numbers are nearly equal, such as law and business, but in other colleges marked gender segregation is apparent, for instance, education, technology, and engineering.

Race/Ethnicity of Female Students in FY 2006

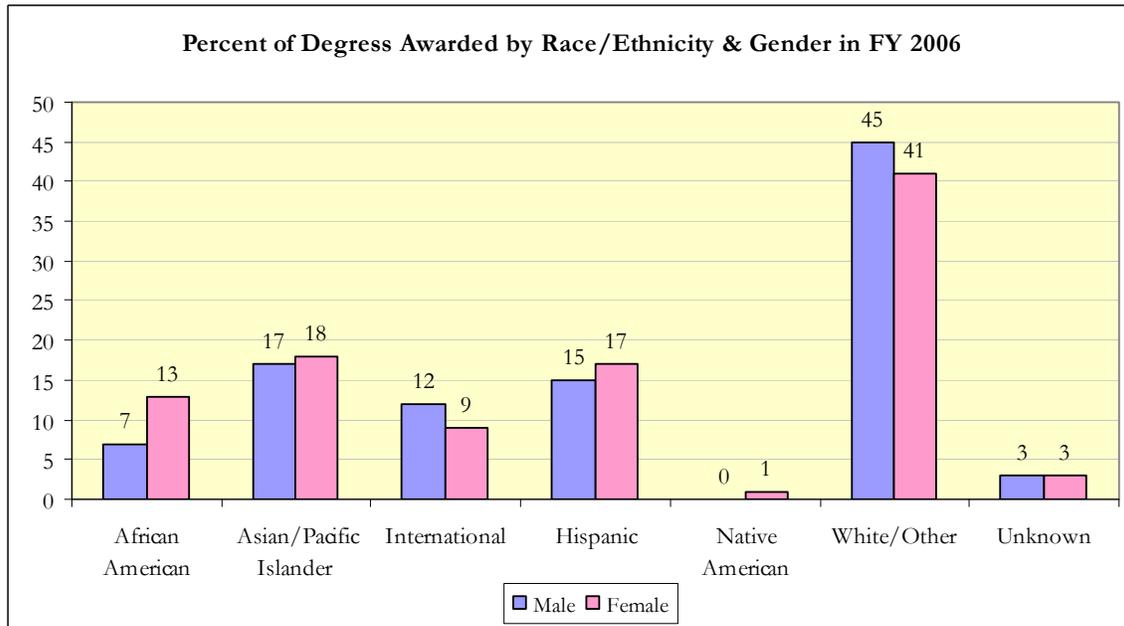
Race of Female Students	Number	Percent
African American	2,866	16.1
Asian/Pacific Islander	3,326	18.7
International	1,093	6.1
Hispanic	3,634	20.4
Native American	66	0.4
White/Other	6,510	36.6
Unknown	300	1.7

Race/Ethnicity of female students in FY 2006



Degrees Awarded by Race/Ethnicity and Gender in FY 2006

Race/Ethnicity	Percent of Degrees Awarded to Women	Percent of Degrees Awarded to Men
African American	13	7
Asian/Pacific Islander	18	17
International	9	12
Hispanic	17	15
Native American	1	0
White/Other	41	45
Unknown	3	3



Annual Retention Rates by Gender for Freshman Enrolled Full-Time in 1999

Sex/Gender	One Year Later	Two Years Later	Three Years Later	Four Years Later	Five Years Later	Six Years Later
Female	78.4%	64.8%	58.5%	44.5%	20.0%	9.1%
Males	74.1%	61.3%	54.4%	44.8%	24.4%	12.0%

Cumulative Graduation Rates by Gender for Freshman Enrolled Full-Time in 1999

Sex/Gender	Four Years Later	Five Years Later	Six Years Later
Female	12.3%	33.8%	44.7%
Males	7.3%	24.6%	35.5%

All Students by Gender by College, Fall 2005 (Statistical Handbook 2006).

College	Male Students		Female Students	
	N	%	N	%
Architecture	454	2.8%	301	1.7%
Business	2,901	17.6%	2,650	14.6%
Education	790	4.8%	2,572	14.2%
Engineering	1,732	10.5%	479	2.6%
Hotel and Restaurant Management	391	2.4%	485	2.7%
Law Center	602	3.7%	529	2.9%
CLASS	3,361	20.4%	5,495	30.4%
Natural Sciences and Math	1,819	11.0%	1,857	10.3%
Optometry	141	0.9%	283	1.6%
Pharmacy	168	1.0%	356	2.0%
Social Work	46	0.3%	274	1.5%
Technology	1,242	7.5%	463	2.6%
University Studies	2,831	17.2%	2,360	13.0%
Total	16,478		18,104	

FACULTY

According to the Fall Facts 2006, UH has 931 ranked faculty, 1,141 non-ranked faculty (lecturer, visiting, adjunct), and 1,327 student teaching assistants. The large number of non-tenure track, non-ranked faculty echoes a growing trend across the nation, that is, universities predominately employing a contingent faculty (Curtis & Jacobe, 2006). There are 677 male ranked faculty compared to 254 female ranked faculty (Facts at a Glance, 2006).

Looking specifically at ranked faculty, men outnumber women almost three to one (Fall Facts, 2006). Women comprise 27% of ranked faculty while men comprise 73% of ranked faculty. White

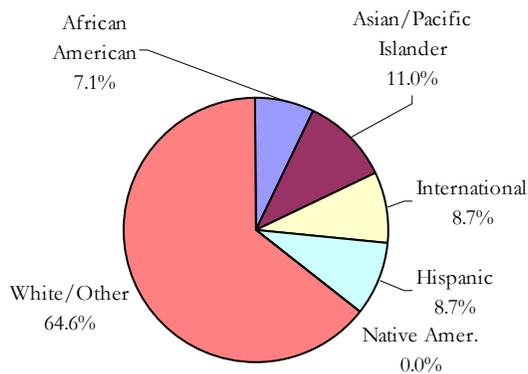
women comprise the majority of ranked female faculty. Men outnumber women over six to one at the rank of full professor and two to one at the associate professor level. The higher the faculty rank the more likely the professor is to be male.

Differences in faculty composition by gender vary by college. The most disproportionate numbers are in the College of Natural Sciences and Mathematics where the ranked faculty is 90% male and 10% female.

Ranked Female Faculty by Race/Ethnicity and Gender (Facts at a Glance 2006)

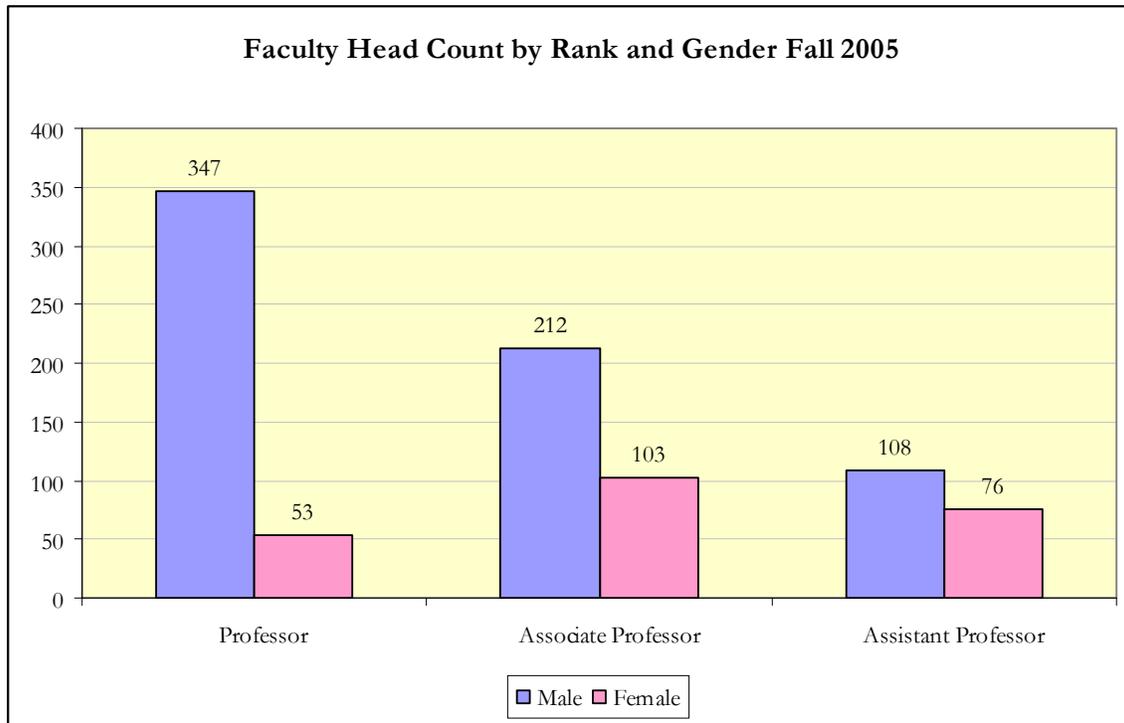
Race/Ethnicity of Ranked Female Faculty	Number of Women	Percentage of Women
African American	18	7%
Asian/Pacific Islander	28	10%
International	22	9%
Hispanic	22	9%
Native American	0	0
White/Other	164	65%

Race/Ethnicity of ranked female faculty in FY 2006



Faculty Headcount by Rank and Gender Fall 2005 (Statistical Handbook 2005-06)

Rank	Male		Female	
	N	%	N	%
Professor	347	52.0%	53	22.8%
Associate Professor	212	31.8%	103	44.4%
Assistant Professor	108	16.2%	76	32.8%
Total	667		232	



Faculty Headcount by Rank and Gender Fall 2005 by College, Fall 2005
(Statistical Handbook 2005-06)

College	Ranked Males		Ranked Females		Non-Ranked Males		Non-ranked Females	
	N	%	N	%	N	%	N	%
Architecture	21	3.1%	4	1.7%	44	3.6%	10	1.1%
Business	70	10.5%	16	6.9%	125	10.3%	71	8.1%
Education	37	5.5%	38	16.4%	47	3.9%	100	11.4%
Engineering	82	12.3%	8	3.4%	130	10.7%	25	2.9%
Hotel and Restaurant Management	10	1.5%	3	1.3%	25	2.1%	12	1.4%
Law Center	32	4.8%	12	5.2%	33	2.7%	18	2.1%
CLASS	182	27.3%	98	42.2%	305	25.1%	383	43.7%
Natural Sciences and Mathematics	152	22.8%	17	7.3%	216	17.8%	113	12.9%
Optometry	24	3.6%	6	2.6%	20	1.6%	40	4.6%
Pharmacy	20	3.0%	5	2.2%	32	2.6%	31	3.5%
Social Work	9	1.3%	10	4.3%	5	0.4%	15	1.7%
Technology	18	2.7%	11	4.7%	75	6.2%	25	2.9%
University Studies	10	1.5%	4	1.7%	157	12.9%	34	3.9%
Total	667		232		1214		877	

Trend in Ranked Female Faculty Head Counts by College Fall 2001-2005

College	Fall 2001		Fall 2002		Fall 2003		Fall 2004		Fall 2005	
	N	%	N	%	N	%	N	%	N	%
Architecture	3	1.5%	3	1.4%	4	1.8%	4	1.7%	4	1.8%
Business	11	5.4%	11	5.2%	16	7.3%	16	6.9%	16	7.0%
Education	32	15.6%	33	15.6%	36	16.4%	38	16.5%	38	16.7%
Engineering	6	2.9%	6	2.8%	7	3.2%	8	3.5%	8	3.5%
Hotel and Restaurant Management	5	2.4%	5	2.4%	5	2.3%	4	1.7%	3	1.3%
Law Center	10	4.9%	12	5.7%	11	5.0%	10	4.3%	12	5.3%
CLASS	93	45.4%	95	44.8%	95	43.2%	99	42.9%	98	43.0%
Natural Sciences and Mathematics	14	6.8%	14	6.6%	15	6.8%	17	7.4%	17	7.5%
Optometry	5	2.4%	5	2.4%	6	2.7%	6	2.6%	6	2.6%
Pharmacy	6	2.9%	5	2.4%	5	2.3%	5	2.2%	5	2.2%
Social Work	8	3.9%	11	5.2%	9	4.1%	12	5.2%	10	4.4%
Technology	12	5.9%	12	5.7%	11	5.0%	12	5.2%	11	4.8%
Total	205		212		220		231		228	

V. SALARIES

In assessing gender equality on campus, salaries remain an important focus. Salary data on faculty members can be a challenge to interpret in the aggregate since there are many individual characteristics that can affect salaries beyond gender such as experience, expertise, merit, age, academic discipline and department. The overall pattern is that in almost every category men make more money than women. Although monthly differences can be small, when multiplied by a factor of 12 for an annual rate, the accumulation of disadvantage is apparent.

Table 1. Aggregate data by employee class.

Empl Class	Count*		Average Tenure**		Avg. Monthly Salary Rate		Difference
	F	M	F	M	F	M	M-F
Faculty	366	766	11.3	15.5	\$6,399.45	\$8,490.98	\$2,091.53
Prof/Admin	1,134	861	9.3	8.9	\$4,115.99	\$4,913.98	\$797.99
Support Staff	784	429	9.4	9.4	\$2,262.71	\$2,493.49	\$230.78
Grand Total	2,284	2,056	9.7	11.5	\$3,844.74	\$5,740.67	\$1,895.93

*Only full-time, ben-eligible staff were included in this number; including the President/Chancellor and Head Coaches.

**This average, in years, involves the date the employee was originally hired by the UH-System, not adjusted for breaks in service.

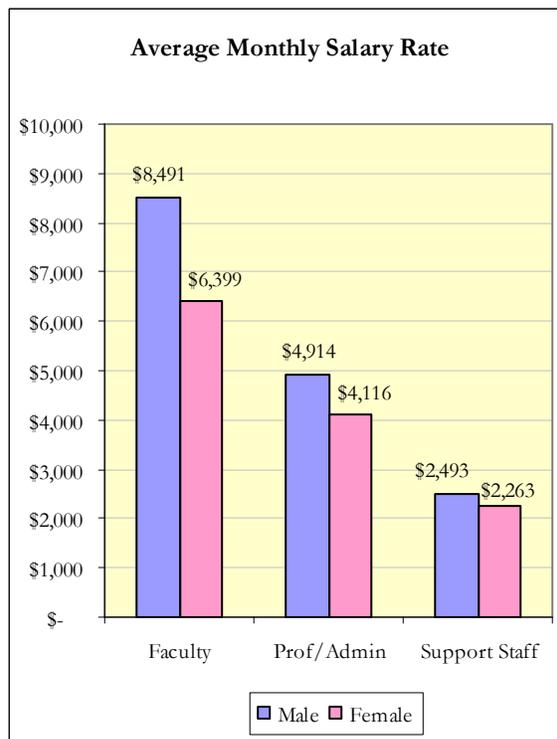
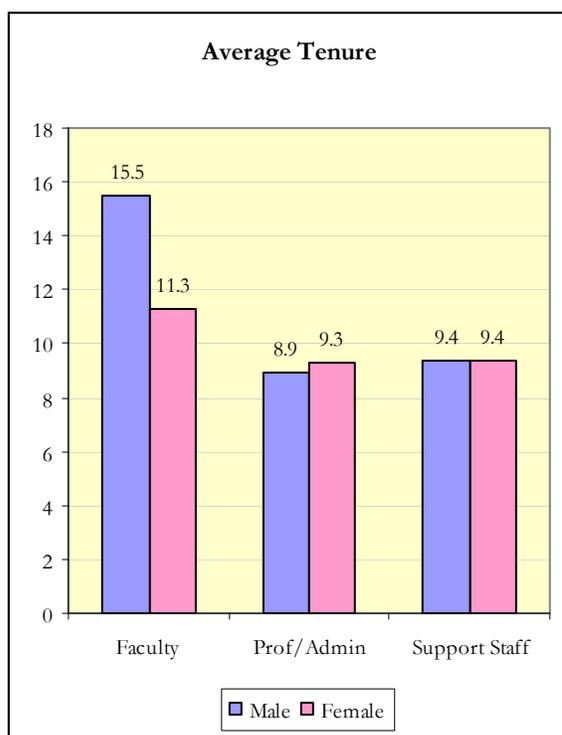


Table 2. Average age and minimum/maximum monthly rate by employee class.

Empl Class	Average Age		Minimum		Maximum	
	F	M	F	M	F	M
Faculty	47.9	53.3	\$ 2,503.68	\$ 1,718.75	\$19,568.49	\$22,581.23
Prof/Admin	43.1	43.2	\$ 1,652.40	\$ 1,971.66	\$18,684.95	\$35,282.74
Support Staff	43.4	45.1	\$ 1,109.33	\$ 1,111.07	\$ 4,338.53	\$ 4,924.40
Grand Total	43.9	47.4				

Table 3. Aggregate data by academic rank.

Job Title	Count		Avg. Monthly Salary Rate		Difference
	F	M	F	M	M-F
Assistant Professor	72	105	\$6,535.58	\$7,876.47	\$1,340.89
Associate Professor	97	195	\$6,342.02	\$7,226.00	\$883.98
Professor	58	307	\$9,186.91	\$10,989.43	\$1,802.52
Grand Total	227	607	\$6,399.45	\$8,490.98	\$2,091.53

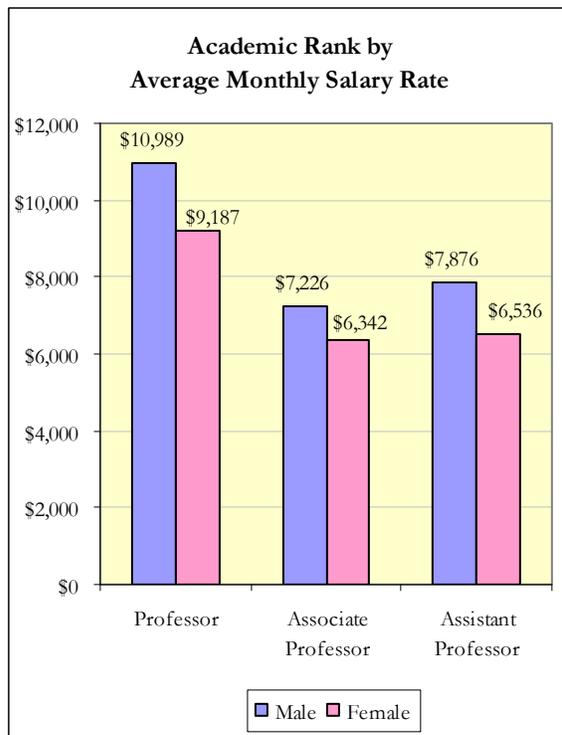


Table 4. Aggregate faculty salary data by College.

College	Count		Avg. Monthly Salary Rate		Difference
	F	M	F	M	M-F
Architecture	4	18	\$5,955.31	\$6,115.49	\$160.17
Business Administration	16	63	\$11,803.35	\$12,953.84	\$1,150.48
Education	34	32	\$6,156.02	\$7,440.49	\$1,284.47
Engineering	7	76	\$7,715.80	\$11,257.20	\$3,541.40
Social Work	8	6	\$6,684.13	\$9,140.27	\$2,456.14
HRM	4	7	\$7,243.15	\$8,607.15	\$1,363.99
Law	12	32	\$11,037.37	\$11,243.03	\$205.66
CLASS	96	169	\$5,888.81	\$7,089.02	\$1,200.21
NSM	18	149	\$7,856.74	\$9,732.11	\$1,875.37
Optometry	8	20	\$9,487.39	\$10,129.49	\$642.10
Pharmacy	7	17	\$7,083.81	\$8,898.51	\$1,814.70
Technology	13	17	\$7,343.21	\$6,313.79	(\$1,029.42)
Grand Total	227	607	\$7,130.30	\$9,241.94	\$2,111.64

Note: Honors College was omitted (n=1).

Table 5. Aggregate data by College (Prof/Admin - excluding Athletics & Executive Job Families).

College	Count		Avg. Monthly Salary Rate		Difference
	F	M	F	M	M-F
Architecture	15	22	\$3,973.86	\$5,876.27	\$1,902.41
Assoc VC/VP, Finance	108	56	\$3,636.22	\$3,961.26	\$325.04
Assoc VC/VP, Plant Operations	175	216	\$1,986.74	\$2,820.98	\$834.24
Asst VC/VP, Human Resources	20	4	\$3,769.48	\$4,179.09	\$409.61
Athletics	18	10	\$3,141.21	\$3,668.28	\$527.07
Business Administration	115	115	\$5,041.81	\$9,451.33	\$4,409.52
Chancellor/President	27	16	\$4,779.98	\$5,927.12	\$1,147.15
Ed Tech and Univ Outreach	21	6	\$3,807.23	\$4,602.35	\$795.13
Education	122	54	\$4,280.48	\$5,926.23	\$1,645.74
Engineering	57	116	\$4,044.59	\$8,787.10	\$4,742.51
Exec Dir, Public Safety	34	60	\$2,645.42	\$2,944.54	\$299.12
Grad College of Social Work	39	11	\$4,759.39	\$7,224.28	\$2,464.88
Honors College	8	10	\$4,176.40	\$3,698.01	(\$478.38)
HRM	48	38	\$3,134.30	\$4,826.65	\$1,692.35
Information Technology	78	143	\$4,241.92	\$4,706.97	\$465.05
Law	90	63	\$4,786.73	\$7,767.07	\$2,980.33
CLASS	279	250	\$4,290.60	\$6,053.06	\$1,762.46
Library	62	38	\$3,040.16	\$3,601.93	\$561.78
NSM	129	261	\$4,088.30	\$7,272.12	\$3,183.82
Optometry	95	67	\$3,879.66	\$6,005.56	\$2,125.90
Pharmacy	50	35	\$4,245.74	\$6,634.10	\$2,388.36
Public Broadcasting	46	50	\$3,772.93	\$4,568.01	\$795.08
Sr VC/VP, Acad Affairs/Provost	172	44	\$3,469.90	\$4,195.59	\$725.70
Technology	37	51	\$5,001.67	\$5,565.75	\$564.08
VC/VP, Admin & Finance	12	1	\$3,856.99	\$2,386.80	(\$1,470.19)
VC/VP, Research & Int Prop Mgt	108	90	\$3,925.05	\$4,372.82	\$447.77
VC/VP, Student Affairs	198	99	\$2,884.07	\$3,200.11	\$316.04
VC/VP, University Advancement	70	18	\$4,503.51	\$4,729.89	\$226.38
Grand Total	2,233	1,944	\$3,806.69	\$5,596.16	\$1,789.48

Table 6. Aggregate data by Job Family (excluding President/Chancellor & Head Coaches).

Job Family	Count		Avg. Monthly Salary Rate		Difference
	F	M	F	M	M-F
Admin Faculty	5	3	\$7,550.06	\$10,131.54	\$2,581.48
Admin Services	910	204	\$3,353.46	\$4,304.89	\$951.43
Athletics	15	52	\$3,633.14	\$4,557.60	\$924.46
Entertainment/Art	28	52	\$3,950.10	\$4,326.18	\$376.08
Executive	9	32	\$12,329.16	\$14,891.74	\$2,562.57
Faculty	357	763	\$6,448.75	\$8,506.88	\$2,058.13
Health Services	63	14	\$3,075.23	\$4,522.37	\$1,447.14
Info Tech	118	257	\$4,398.94	\$4,482.41	\$83.47
Library	68	35	\$3,136.79	\$3,685.97	\$549.19
Operations	233	369	\$1,927.38	\$2,741.33	\$813.95
Research	98	151	\$3,374.57	\$3,418.55	\$43.98
Student Services	233	69	\$3,349.41	\$3,640.86	\$291.45
University Image	78	24	\$4,896.80	\$5,106.68	\$209.88
University Teaching	60	19	\$3,462.75	\$4,052.21	\$589.45
Grand Total	2,275	2,044	\$3,843.38	\$5,704.83	\$1,861.44

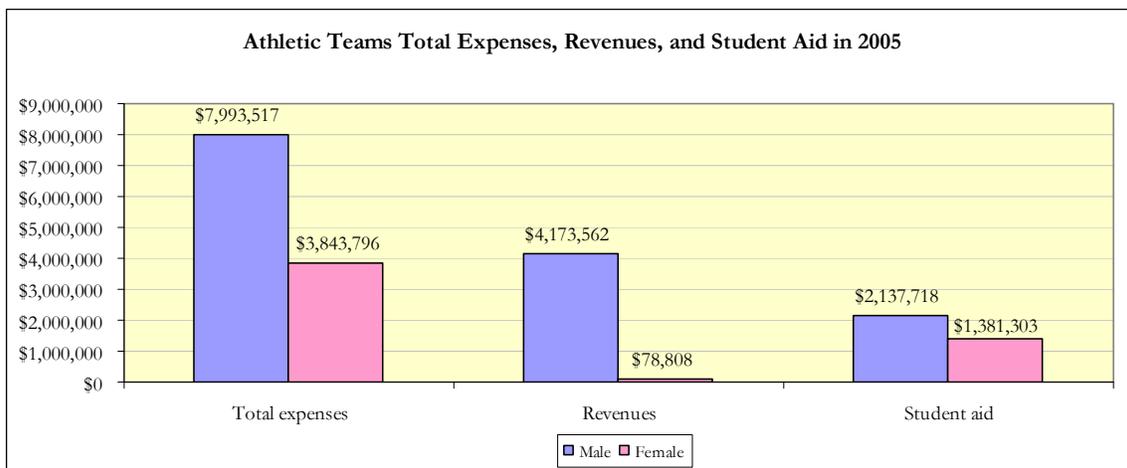
Table 7. Prof/Admin by education level (excluding Chancellor/President & Head Coaches).

Highest Education Level	Count		Avg. Monthly Salary Rate		Difference
	F	M	F	M	M-F
Less Than HS Graduate	96	43	\$1,512.77	\$1,996.84	\$484.07
HS Graduate or Equivalent	327	229	\$2,506.94	\$2,658.73	\$151.79
Some College	388	174	\$3,050.91	\$3,439.73	\$388.82
Technical School	34	21	\$2,765.89	\$2,948.22	\$182.33
2-Year College Degree	146	79	\$3,001.75	\$3,571.02	\$569.27
Bachelor's Level Degree	484	347	\$3,836.81	\$4,324.46	\$487.65
Some Graduate School	66	59	\$4,101.78	\$5,254.31	\$1,152.53
Master's Level Degree	286	268	\$4,572.24	\$5,314.92	\$742.68
Doctorate (Academic)	307	661	\$6,157.73	\$8,579.69	\$2,421.96
Doctorate (Professional)	48	35	\$6,330.45	\$9,110.66	\$2,780.20
Post-Doctorate	31	76	\$6,159.47	\$6,721.92	\$562.45
First Professional	7	14	\$5,398.05	\$9,075.21	\$3,677.16
Post Master's	17	17	\$5,902.44	\$5,620.02	(\$282.42)
Specialist	-	5	\$ -	\$4,937.26	\$4,937.26
Grand Total	2,275	2,044	\$3,843.38	\$5,704.83	\$1,861.44

VI. ATHLETICS

Athletics play an important role in the life of a university. Students learn how to compete, build skills in working and playing with others, gain a high level of physical fitness, and make friendships that can last a lifetime. For some student athletes, scholarships provide the financing of a college degree that otherwise might not be obtainable.

The University of Houston fields the following men's teams: baseball, track, golf, basketball, and football. The women's teams include: track, softball, basketball, soccer, swimming and diving, tennis, and volleyball. The total number of participants for the men's teams is 304 compared with 188 participants for the women's teams (EADA, 2005). The total expenses for the men's teams in 2005 were \$7,993,517 compared to \$3,843,796 for the women's teams. Men's teams generated \$4,173,562 in revenues compared to \$78,808 for the women's teams. For male team members, athletically related student aid totaled \$2,137,718 compared to \$1,381,303 for female team members. The Department of Campus Recreation and Intramurals sponsors eighteen sports clubs and in Fall of 2005, 200 males and 72 females were enrolled (Scamell, 2006).



Coaches' salaries for the women's teams are approximately half of the salaries of male coaches. For the 2006 – 2007, head coaches for the men's teams were all male, and head coaches for the women's teams were all male except for the head coach of the softball team. Therefore, six out of seven head coaches for the women's teams are male. At the assistant coach level, there are 17 coaches for the male teams; all are male except for one woman. There are seven male assistant coaches for the women's teams and eight female assistant coaches.

In Fall 2005 an Athletic and Academic Life Survey was given to student athletes. One question asked whether the support provided to male and female athletes was equitable (cited in Scamell, 2006). The first question asked about equity in general and the following questions asked about equity within seventeen more specific areas. The areas identified as *most inequitable* included locker room facilities, equipment and supplies, strength and conditioning, and media relations/publicity. Interesting, and noted by the report's author, there was a noticeable difference between the perceptions of male and female athletes regarding the equitable treatment of student-athletes with respect to the availability of equipment and supplies as shown below.

Question 52

Significantly greater support given to men (22% of women agreed and 0% of men agreed)
Somewhat more support given to men (26 % of women agreed and 3 % of men agreed)
Equal support given to men and women (51% of women agreed and 95% of men agreed)
Somewhat more support given to women (0% of women agreed and 2% of men agreed)
Significantly greater support given to women (1% of women agreed and 0% of men agreed).

That is, almost half of all women (48%) believed that somewhat or significantly more support is given to men while only 3% of men expressed the same opinion. In contrast, 95% of men felt equal support was given to men and women.

The 2005-2006 Division I Athletics Certification Self-Study Instrument (Scamell, 2006) reports the following:

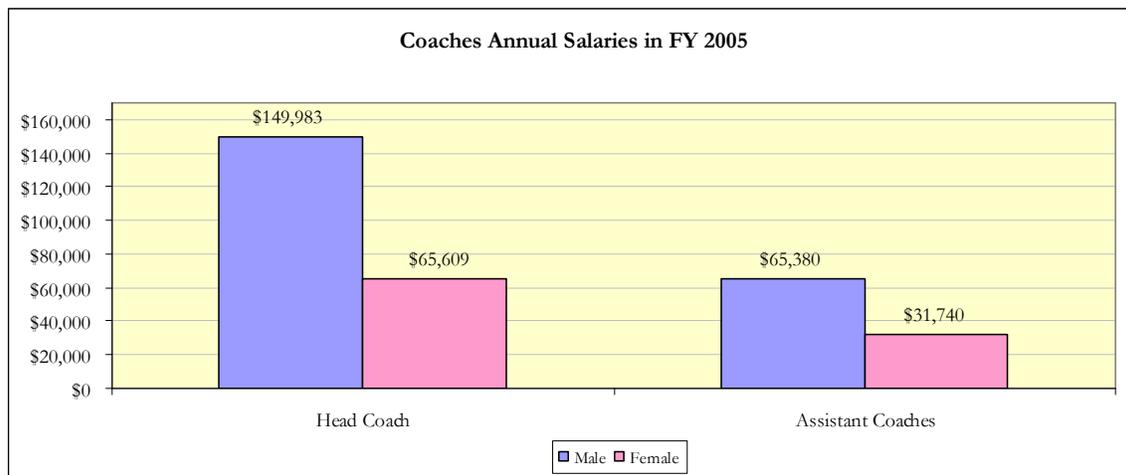
Over the past three academic years (2002-03, 2003-04, and 2004-05) the participation rate of female student-athletes has decreased from 42.6 percent in 2002-03 to 41.6 percent in 2003-04 to where in 2004-05 female student-athletes made up 38.2 percent of all athletic participants. In contrast, male student-athletes made up 61.8 percent of all athletic participants whereas males made up 47 percent of the general student undergraduate population. As a result, in the last three years the participation percentages as reported in the annual Equity in Athletics Disclosure Act Survey reflect a gap between the men's participation rate and the women's participation rate that has increased from 14.8 percent to 23.6 percent (P. 101).

One of the three-prong tests of compliance with Title IX, a 1972 law that prohibits sexual discrimination in federally funded educational programs, is the proportionality test. This test posits that a school's percentage of female athletes should be proportion to its percentage of female undergraduate students. It is suggested that the difference be no more than six percentage points.

Coaches Salaries (EADA, FY 2005).

Coaching Salaries*	Men's Teams	Women's Teams
Head Coach	\$149,983	\$65,609
Assistant Coaches	\$65,380	\$31,740

* Annual Institutional Salary per Person



The Department of Athletics just completed the NCAA Certification and self-study process, which included a recommendation by the steering committee to have a Title IX audit conducted by an outside consultant. The university has hired the firm of Lamar Daniels, Inc – the same organization that recommended the addition of Women's soccer and softball teams in their

evaluation of the program in 1996. The review will take place in April 2007 and University of Houston researcher and professor, Dr. Scamell, is organizing the review.

The Equity and Student-Athlete Welfare Subcommittee believes that overall the Department of Athletics treats male and female athletes equally, and the inequities that exist have more to do with differences between football and men's basketball and all other sports, rather than gender differences (Scamell, 2006). They note progress in achieving gender equity in sports, such as adding women's softball as a varsity sport in the 2000-01 academic year. The 2005-2006 Division I Athletics Certification Self-Study Instrument includes a Gender Issues Plan for Improvement.

The status of female student athletes at the University of Houston is echoed nationally in a research report presented by the Women's Sports Foundation, entitled *Who's Playing College Sports?: Trends in Participation*. On the 35th Anniversary of Title IX the report found that college women continue to be significantly underrepresented among college athletes and the progress of the late 1990s has stalled in the early 2000s. Additionally, the Women's Sports Foundation issued a report card on the performance of each institution of higher education. The University of Houston earned a grade of C- due to the 14% proportionality gap, that is, the difference between the percentage of full-time female undergraduates (52.2%) and the percentage of female athletes (38.2%) based on data from the 2004-2005 academic year.

VII. VIOLENCE AGAINST WOMEN

Although a university campus is a place for learning and growing, unfortunately, as a microcosm of society, it can also be a place of violence. When young women arrive on campus they are told both how to register for courses and how to deter sexual assaults. They must learn the location of emergency call boxes as well classrooms and libraries. For example, a sexual assault not reflected in the statistics below occurred on campus on February 12, 2007, at 7:55pm when a female student walked to her vehicle from the Campus Recreation and Wellness Center. While she was loading items into her car, a male assailant pinned her up against her vehicle and forcibly sexually fondled and assaulted her (UH Security Alert). In another incident reported in the Campus Crime Report in the Daily Cougar (July 10, 2007), a UH Student reported that her ex-boyfriend came to her apartment and harassed her, but left before the police could arrive. While the police officers were still at the scene, the ex-boyfriend called her on the telephone and threatened her with physical harm. A warrant was issued for terroristic threats and harassment.

According to the University of Houston Department of Public Safety 2005 Annual Security Report, there were a total of six sex offenses reported in 2005. There were three forcible sexual offenses committed on campus, two forcible sex offenses at residential facilities, and one on campus non-forcible sex offense. The gender of the perpetrators and victims is not noted. In the prior year (2004), no sex offenses were reported. A statewide telephone survey on sexual assault in Texas (Busch, Bell, DiNitto, & Neff, 2003) found that only 20% of female victims report their assaults to law enforcement officials. Also, in 2006 there were five on campus and three off campus aggravated assaults. The gender and relationship of the victim and perpetrator are not reported.

The UH DPS uses the Federal Bureau of Investigation Uniform Crime Reporting/National Incident-Based Reporting System for defining, reporting, and recording crime. A forcible sex offense is any sexual act directed against another person, forcibly and/or against that person's will; or

not forcibly or against the person's will where the victim is incapable of giving consent. This category includes forcible rape, forcible sodomy, sexual assault with an object, and forcible fondling. Sex offenses that are not termed forcible include incest and statutory rape.

However, the listed sexual assaults in the annual crime report just begin to tell the story of violence against women at the University. Numerous incidents of violence against women are revealed in the Daily Crime Bulletin (UHPD, 2006; 2007), which do not make the annual report. One of the most frequently reported incidents is harassment by former boyfriends who pursue the female student with frequent phone calls, emails, or showing up at their residence. Several times ex-boyfriends were charged with assault or making terroristic threats, often threatening serious bodily injury. One former boyfriend stole his former girlfriend's cell phone. Other reports of former boyfriends involved charges of criminal mischief. Other incidents are not as common but reported by women: stalking, indecent exposure, and one incident where a man was taking unauthorized photographs of a woman. Students were not the only women who experienced such incidents. Female staff and faculty reported harassing emails and phone calls, being followed and called vulgar names.

The extent of violence against women is difficult at times to assess for many times the police report does not identify the gender of either the student, staff or faculty member, or perpetrator instead merely mentioning "the student" or "the staff member." Sometimes it is difficult to ascertain the relationship between victim and perpetrator. In the annual crime report a tally of interpersonal violence and harassment is not reported.

VIII. CHILD CARE

Mason and Goulden (2004) believe that assessing gender equity in academia should not be limited to professional outcomes, but must also include family outcomes. In a society in which women continue to have primary responsibility for childcare, childcare facilities on campus are of special concern to women. Women's status as mothers can influence and impact their status in the work force. For instance, one study (Correll, Bernard, & Paik, 2007) found a "motherhood penalty" in which mothers were less likely to be hired, were offered lower salaries, and faced the perception that they were less committed to the workforce. In an extensive survey of over thirty thousand PhD's in all disciplines and more than 8500 active University of California faculty, Mason and Goulden (2004) found significant differences in family formation between male and female tenure-track faculty. For instance, when compared to their male counterparts, tenure track female faculty were less likely to marry and have children, more likely to divorce, and more likely to indicate that they had fewer children than they wanted to have. Additionally, female faculty with children were more likely than male faculty to report a great deal of tension or stress in parenting due to work activities including travel, conferences, writing, and publishing. Women's prime children-bearing years and the pursuit of tenure often occur concurrently.

The availability and affordability of childcare thus becomes an important consideration in determining the status of women on campus. In the Fortune 500's annual list of the *100 Best Companies to Work For*, childcare and work-life balance were cited as the benefits that propelled companies to the top of the list. Almost one-third of the *Best Companies* offer onsite childcare and employees are "encouraged to balance their work and personal life" (CNN, 2007).

Therefore, the status of childcare on the University of Houston campus affects the quality of life for students, staff, and faculty. Childcare can be a factor in attracting and retaining students, faculty and staff. A brief review of the childcare options on campus follows.

A. UNIVERSITY OF HOUSTON CHILD CARE CENTER.

The University of Houston Child Care Center opened in February 1975 and has capacity for 153 children. The Child Care Center is open from Monday to Friday from 7:00am until 6:00pm. The Center offers full-time care (five days a week) or part-time care (either two or three days a week). The Center does not offer drop-in care services, evening, or weekend hours. Eligible children are the children and legal dependents, between the ages of 3 months and five years, of students, faculty, and staff of the University of Houston.

The costs of care vary for children of students, faculty and staff as well as for full-time and part-time care. Full-time infant care is approximately \$1000 per month. Full-time toddler care costs approximately \$600 per month. Three-day part-time care for toddlers is about \$600 a month and two-day care is about \$560 per month.

University of Houston students have priority and the Student Fees Advisory Committee (SFAC) scholarship is available for student parents who qualify based on financial need as determined by the UH Scholarships and Financial Aid Office. There are only nine infant slots to serve the entire university community and the current waiting list has fifty names. The childcare facilities are housed in “temporary” metal buildings that are thirty years old.

B. THE UNIVERSITY OF HOUSTON LAB SCHOOL.

The University of Houston Human Development Laboratory School is part of the College of Education. The school provides education for pre-schoolers and kindergarteners. Enrollment is open to the general public and the children range in age from 18 months to 5 years old. Prices range from \$625 a month for a half-day program to \$750 a month for a full-day program. The current enrollment is 65 students. There is no drop-in, evening, or weekend hours.

C. UNIVERSITY OF HOUSTON CHARTER SCHOOL.

The University of Houston Charter School is a public school sponsored by the University of Houston and chartered by the Texas State Board of Education. The school opened in January 1997 and includes kindergarten through grade five with an enrollment of 130 students. The school runs from mid-August to May. Before and after school care and summer programs are available for an additional fee. Students and families come from the greater Houston area and are not restricted to University of Houston students, faculty, and staff.

IX. WOMEN'S DEPARTMENTS ON CAMPUS

There are three University divisions that specifically focus on women and women's issues on campus: The University Commission on Women, the Women's Studies Department, and the Women's Resource Center.

A. THE UNIVERSITY COMMISSION ON WOMEN.

On September 24, 1999, University of Houston President Arthur K. Smith appointed a Presidential Commission on the Status of Women. This Commission was initially composed of female faculty, staff and student representatives. On November 17, 1999, based upon recommendations by Commission members, the Commission was expanded to include male members as well as non-exempt staff. The mission of the Commission is to:

- Identify the concerns of women at the University;
- Promote gender equality throughout all areas of the university community;
- Recommend to the appropriate administrative offices ways to address the concerns of women at the university;
- Communicate and collaborate with other committees and organizations to provide support, advocacy, and information regarding women's issues;
- Raise awareness regarding behaviors, actions, issues, policies, and procedures that affect the status of women.

The University Commission on Women reports to the president of the University of Houston and is charged with the responsibility of informing and advising the president and the senior administrative leadership as well as the general university community on issues and concerns that have an impact on women at the University of Houston. The commission works in consultation with

the senior administration, deans, academic department chairs, and administrative department and program managers, as well as the Staff Council, Student Government Association, and Faculty Senate.

The Commission meets monthly and is currently focusing on three major issues: mentoring, the climate for women on campus, and work-family life issues, with a special focus on childcare. The Commission has begun a pilot mentoring project for faculty and staff, which is composed of nine mentor-protégé pairs. The program is currently undergoing a process evaluation. It is hoped that if the program demonstrates success that the University of Houston will adopt the program and institute it annually.

B. WOMEN'S STUDIES.

Women's Studies is an interdisciplinary academic field that analyzes and investigates gender's functions in society and women's roles, issues, history, and contributions to humankind. Women's Studies at the University of Houston was established in the Summer of 1991 under the College of Liberal Arts and Social Science (CLASS). The program offers an interdisciplinary undergraduate minor and an interdisciplinary graduate certificate - both consist of courses drawn from the humanities, fine arts, law, and social and health sciences. Women's Studies also offers fellowships and grants; sponsors the Women's Archives and Research Center, a unique collection of documents from active and historical Houston area women's organizations and individuals associated with these organizations, as well as Texas women's oral histories; and a Friends of Women's Studies organization, which supports the University of Houston Women's Studies Program through campus and community activities and financial and volunteer efforts.

The Women's Studies program also has a network of Faculty Affiliates whose purpose includes:

- To build a supportive interdisciplinary community for faculty who share an interest in research and/ or teaching about women and gender issues. This includes the sponsorship of a monthly faculty seminar to focus on reading and discussion on current topics or on presentation of individual faculty research.
- To identify all UH faculty working in this area and gather complete information about their research and teaching interests and use this information to refer students and colleagues to appropriate resources, to recruit interested faculty for special events and projects, and to assess the university's strengths and needs in women's studies across the curriculum.
- To provide official acknowledgement of the contributions faculty make to the program, believing it is important that faculty members' voluntary efforts on behalf of interdisciplinary programs be recognized as a valuable service to the university.

There are over 50 faculty affiliates that represent the following disciplines: English, History, Architecture, Economics, Modern & Classical Languages, Art, Philosophy, Social Work, Biology, Chemistry, Anthropology, Sociology, Law, Communication, and Health and Human Performance. In the academic year 2006-2007 there were 38 undergraduate Women Studies minors: 37 women and one man. In that same time period there were 20 students seeking graduate certificates: 18 women and two men.

C. THE WOMEN'S RESOURCE CENTER.

The Women's Resource Center was established through the efforts of the University Commission on Women and officially opened in January 2004 . The goals of the WRC are:

- To provide a comfortable place where all faculty, staff, and students can go to seek information on a variety of topics, obtain confidential referrals to appropriate campus and community resources, and discuss issues of concern;

- To educate the UH community on subjects that affect women and to promote community awareness through partnerships with other UH organizations;
- To identify and research issues that affect UH women;
- To serve as a liaison between women on campus and the system administration; and
- To celebrate the achievements of UH women.

In the Fall of 2006 the WRC served 2,240 people: 95% students, 5% staff, and less than 1% faculty. Students served were 78% female and 22% male. The WRC's website has an average of 917 hits per day. Regular programming includes: *Food for Thought*, a weekly lunch meeting with a speaker; *Movie Madness*, a weekly gender-themed movie is screened; *Cougar Women at Work*, a networking and educational group for female faculty and staff; and *LifeSpan*, a support group for nontraditional, older students. Special events include celebration of *Love Your Body Day*, as well as violence awareness programs, such as *V-Day* and *Take Back the Night* march. The Center is also home to one of three lactation rooms on campus. The Center also provides some concrete services such as computers, feminine hygiene products, and a small gender-themed library.

X. DISCUSSION

This report documents the status of female staff, students, and faculty at the University of Houston. It is hoped that this will become a regular report in order to observe trends over time. The numbers seem to support the metaphor of the glass being half full or half empty, depending upon one's perspective.

The Glass is Half Full. First, the glass is half full perspective points to real gains for women. Moving from 1885 when there was concern that higher education for women was detrimental for their physical and mental health, women have indeed “Come a long way, baby!” For instance, women at the University of Houston comprise the majority of students and are more likely than their male counterparts to be enrolled, retained, and graduated. Although this state of affairs would seem to warrant celebration, at times this news is greeted with concern. For example, the author (Nissimov, 2003) of an article in the *Houston Chronicle* wondered if the gains of women were made at the expense of men and worried that if women outnumber and outperform men in college there would be less similarly educated men for them to marry.

The data do not seem to support the supposition that women's gains are at the expense of men. For instance, male attendance at the University of Houston from 2001-2005 has generally increased or held stable for men across all racial and ethnic groups. Two reports have also challenged the notion that women are achieving academically in college at the expense of men (King, 2006; Mead, 2006). The one group that is lagging behind their female counterparts at the University of Houston is African American men, and this may reflect a problem with race and class as well as gender. This under representation of African American men at the University of Houston is a concern and must be addressed in order to achieve racial as well as gender equality.

Although women are making strides on campus in enrollment and graduation rates, there is concern if their educational success can be translated into career success once they leave the confines

of campus. Can the gains achieved by young women obtaining a college degree overcome the wage gaps, sexual harassment, motherhood penalties, glass ceilings, and maternal walls that face young women in the workplace? A recent report by the American Association of University Women entitled *Beyond the Pay Gap* (Dey & Hill, 2007) found that one year out of college, women working full time earn only 80% as much as their male colleagues and that gap widens to earning only 69% as much as their male counterparts ten years after graduation.

The Glass is Half Empty. There is much in this report that suggests the glass is half empty for women on campus. The leadership of the University of Houston, including the Board of Regents, Administration, Faculty Senate, and Student Government remain largely male-dominated. Only the Staff Council is predominately female. There are more male professors than female professors at every rank and the higher the rank the higher the percentage of male professors. Some colleges show marked gender imbalance among both students and faculty. Across the country there has been much concern raised about the lack of women in the fields of math and science and the University of Houston reflects national trends with few women in tenure track positions in these disciplines. Reported sexual offenses rose noticeably in a single year, from 0 in 2004 to 6 in 2005. Although salary differences between men and women range across positions and departments, the overall pattern is one of men being paid more than women. The number of female athletes is declining rather than increasing.

Female athletes receive less athletically related student aid scholarships than their male counterparts and coaches of the women's teams are paid half of what coaches for the men's teams are paid. There are only 153 childcare slots reserved for UH students, staff, and faculty and they are housed in "temporary" buildings that are 30 years old. There are nine infant care slots available and a waiting list of 50 people.

XI. RECOMMENDATIONS

Although there are many recommendations the University of Commission on Women could make, we have chosen to focus on four areas that require immediate attention.

- 1) A primary finding of this report is that women are under represented at the highest levels at the University of Houston, both within the administration and faculty. The University Commission on Women recommends that qualified women should be seriously considered whenever administrative or faculty positions are open. Female and male candidates who are considered for these positions should demonstrate knowledge of and commitment to gender equity issues including equal pay, family friendly policies and benefits, addressing the glass ceiling phenomenon, child care issues, and equity for female athletes on campus.
- 2) A second issue raised by this report is concern for childcare on campus. Only 153 spots for childcare are designated for university-affiliated individuals including 3,300 staff members, over 1,000 instructional faculty, and over 34,000 students. A waiting list of over 50 people exists for nine infant care slots. Also, the current childcare center is housed in “temporary” buildings that are thirty years old. The University Commission on Women recommends the following:
 - a. That a campus wide survey be conducted to assess the need for childcare for faculty, staff, and students.
 - b. That the survey include assessing the need for drop-in, part-time and evening childcare.
 - c. That if the survey indicates a need for more childcare that the construction of new childcare facilities be considered as part of the new “Master Plan.”

- d. That the administration and Human Resources Department continue to work with interested parties including the University Commission on Women to increase the offerings of family friendly benefits to students, staff, and faculty.
- 3) A third issue of concern identified in this report is that despite multiple efforts to increase the participation of female athletes on campus the number is declining. The University Commission on Women recommends that a member of the Commission serve as a member of the Athletics Advisory Committee and The Equity and Student-Athlete Welfare Subcommittee in order to monitor the status of female athletes on campus as well as to join in the work to achieve greater equity between women's and men's sports on campus.
- 4) The final issue involves violence against women. Research reveals that violence against women is underreported and the University needs more precise numbers to better assess the extent and scope of the problem. The University Commission on Women recommends that the University of Houston Police Department report all crimes by gender and note the relationship between the perpetrator and victim, if known.

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