

**Report to Dean John Roberts
College of Liberal Arts and Social Sciences, University of Houston
August 2011**

Ad Hoc Committee on Diversity

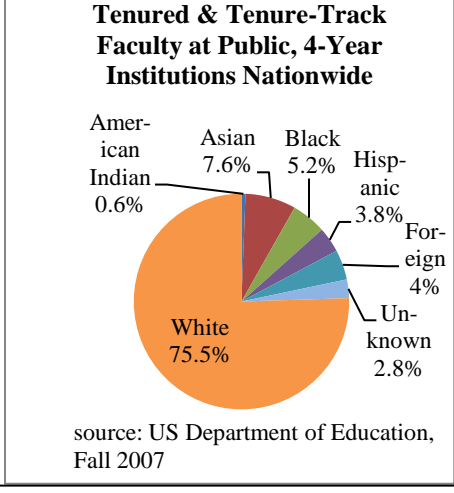
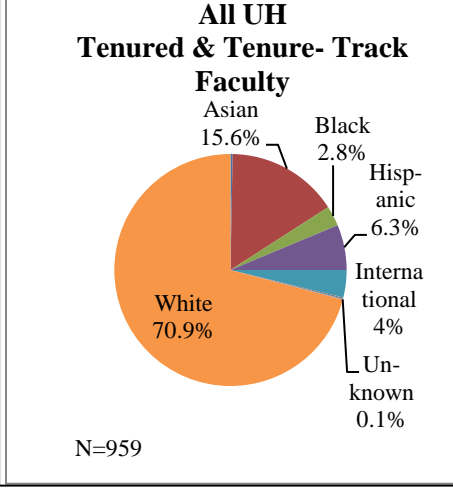
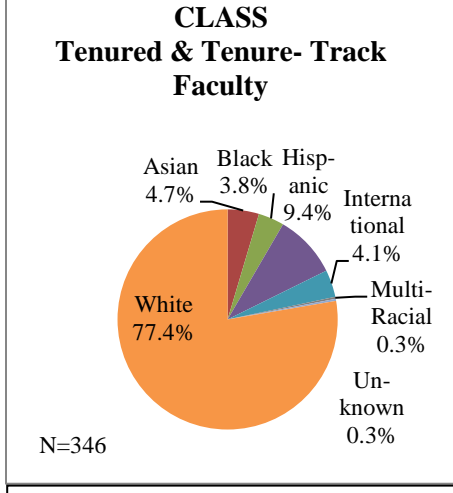
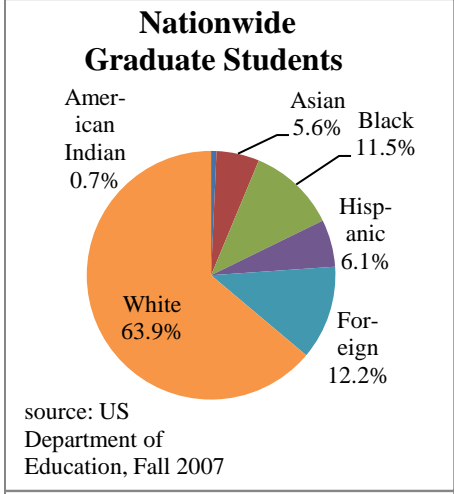
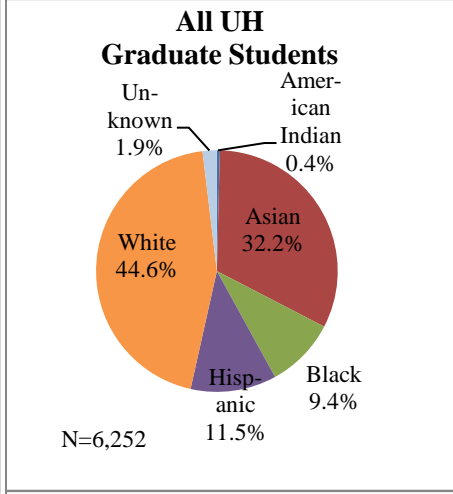
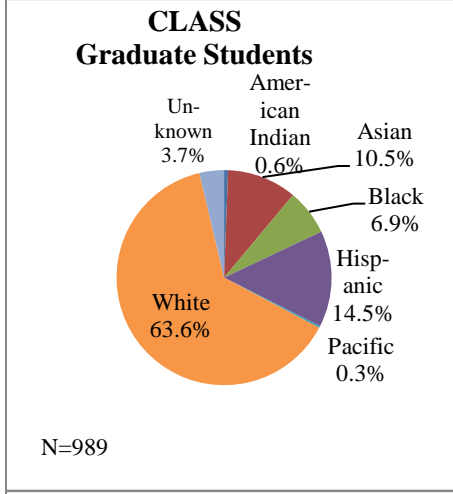
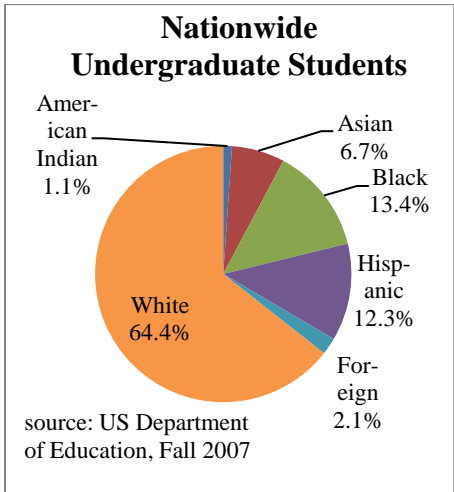
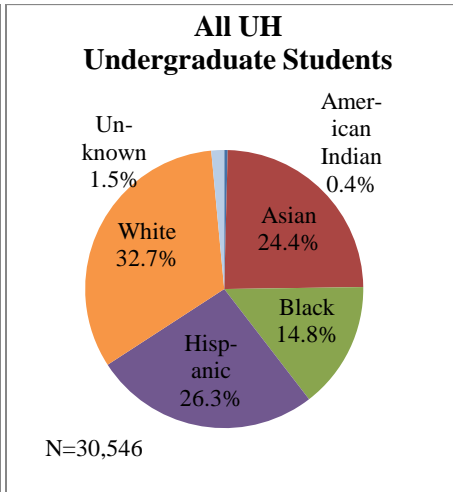
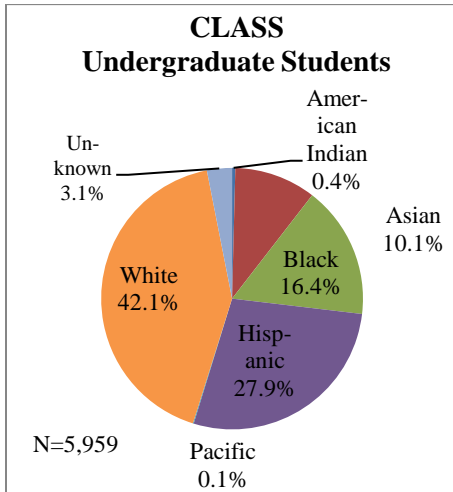
Committee Members:

Professor Elizabeth Gregory, chair, English & WGSS
Professor Amanda Baumle, Sociology
Professor Delilah Montoya, Art
Professor Demetrius Pearson, HHP
Professor Raul Ramos, History
Professor Guillermo de los Reyes, Hispanic Studies
Professor Christiane Spitzmueller, Psychology

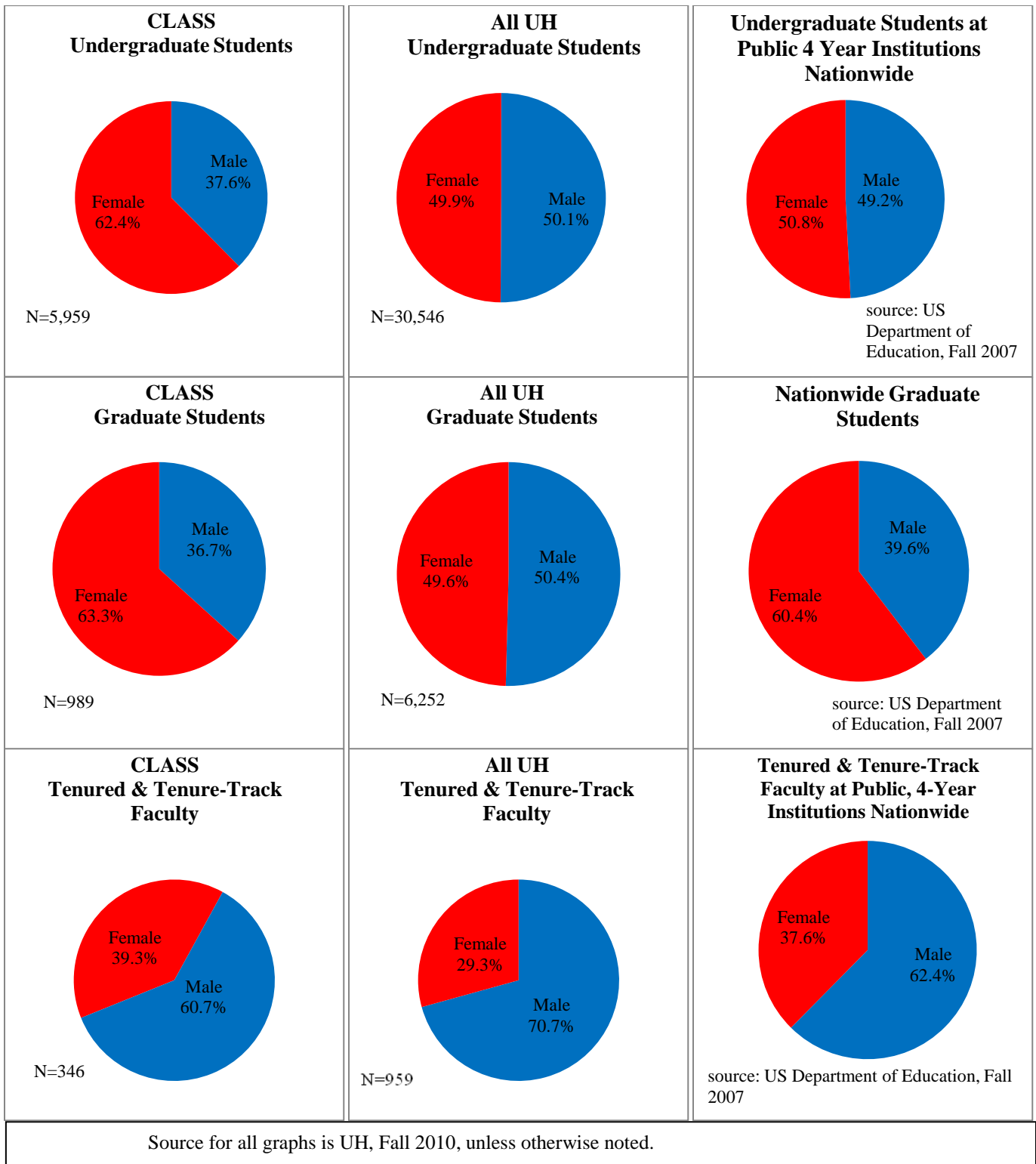
Professor Hosam Aboul-Ela, English
Professor Karen Fang, English
Dr. Amy O’Neal, CLASS
Professor Joseph Pratt, History
Professor Linda Reed, History
Professor Christina Sisk, Hispanic Studies
Professor David White, Music

CHARGE: The committee’s charge will be to initially review the data on ethnic, gender, and racial diversity and retention of faculty, staff, and students in the College of Liberal Arts and Social Sciences. Additionally it will be expected to use the review of data to develop recommendations for enhancing the recruitment and retention of faculty, staff, and students who contribute to the diversity of the College, especially in areas of underrepresentation.

REPORT: Though the University of Houston ranked #2 for diversity among national universities in 2011 based on our undergraduate population (US News and World Report), our graduate-student and faculty diversity numbers mirror unimpressive national averages.



Source for all graphs is UH, Fall 2010, unless otherwise noted.



This is of concern both insofar as it suggests that we are not effectively making the professoriate accessible to all groups of citizens and that we are not taking advantage of the perspectives and capacities for innovation and inspiration that academics from diverse social positions can bring.

To model the possibility of success in the academy across disciplines; to mobilize the full range of skills and insights of our diverse student body; to advance our students' graduation rates, achievements and contributions; to expand the range of research; and to better prepare our students for life in a diverse world, we seek to increase representation of women and minorities among CLASS faculty and graduate students.

Here follow:

- **comparative data** on local and national faculty, student and administrative make up; as well as data specific to UH and CLASS
- **those programs and institutional approaches found most effective** in expanding diversity among faculty and graduate students nationally
- **recommendations for moving forward** for CLASS in the UH context.

COMPARATIVE DATA: For more data, broken out by departments, rank, colleges, etc., see appendix.

Student Race/Ethnicity

	American Indian	Asian	Black	Hispanic	Un-specified	White
CLASS Undergraduate Students	0.4%	10.1%	16.4%	27.9%	3.1%	42.1%
CLASS Graduate Students	0.6%	10.8%	6.9%	14.5%	3.7%	63.6%
UH Undergraduate Students	0.4%	24.4%	14.8%	26.3%	1.5%	32.7%
UH Graduate Students	0.4%	32.2%	9.4%	11.5%	1.9%	44.6%
US Undergraduate Students at Public, 4 year institutions	1.1%	6.7%	13.4%	12.3%	2.1%	64.4%
US Graduate Students	0.7%	5.6%	11.5%	6.1%	12.2%	63.9%
Tier One Undergraduate & Graduate Combined	1.0%	11.0%	6.0%	6.0%	16.0%	60.0%

All UH data is Fall 2010; US data is Department of Education's latest public dataset from Fall 2007. T Tier One Data represents Carnegie's national list of universities and colleges with very high research activity and is also derived from the Department of Education's Fall 2007 dataset.

Faculty Race/Ethnicity

	American Indian	Asian	Black	Hispanic	Inter-national	Un-specified	White
CLASS Tenured & Tenure-Track Faculty	0.0%	4.7%	3.8%	9.4%	4.1%	0.6%	77.4%
UH all faculty	0.0%	15.6%	2.8%	6.3%	4.0%	0.1%	70.9%
UH Senior Administrators	0.0%	17.6%	5.9%	0.0%	0.0%	0.0%	76.5%
US faculty at Public, 4 year institutions	0.6%	7.6%	5.2%	3.8%	4.0%	2.8%	75.7%
Tier One Faculty	0.0%	10.0%	3.0%	3.0%	8.0%	2.0%	74.0%

All UH data is Fall 2010; US data is Department of Education's latest public dataset from Fall 2007. Tier One Data represents Carnegie's national list of universities and colleges with very high research activity and is also derived from the Department of Education's Fall 2007 dataset.

Student Gender

	Female	Male
CLASS Undergraduate Students	62.4%	37.6%
UH Undergraduate Students	49.9%	50.1%
US Undergraduate Students at Public, 4 year institutions	50.8%	49.2%
CLASS Graduate Students	63.3%	36.7%
UH Graduate Students	49.6%	50.4%
US Graduate Students	60.4%	39.6%

All UH data is Fall 2010; US data is Department of Education's latest public dataset from Fall 2007.

Faculty Gender

	Female	Male
CLASS Faculty	39.3%	60.7%
UH Faculty	29.3%	70.7%
US Faculty at Public, 4 year institutions	37.6%	62.4%
Tier One Faculty	35.0%	65.0%
US Population	50.7%	49.3%

All UH data is from Fall 2010; US data is Department of Education’s latest public dataset from Fall 2007. Tier One Data represents Carnegie’s national list of universities and colleges with very high research activity and is also derived from the Department of Education’s Fall 2007 dataset.

CLASS Staff Race/Ethnicity & Gender

	American Indian	Asian	Black	Hispanic	Un-specified	White
	0.4%	9.9%	17.1%	21.8%	0.4%	50.4%
		Male	Female			
		25.8%	74.2%			

UH, Spring 2011.

We did not undertake a more detailed analysis of staff diversity – leaving that for Fall.

We undertook a survival analysis for CLASS, which found that new African-American faculty have had relatively short careers in CLASS over the past ten years. We recommend that more research be done on causes of departure and that the college and all departments pay particular attention to building an inclusive climate.

We reviewed climate survey data produced for the UH Commission on Women by the COACHE survey,¹ out of Harvard. The results of their survey of pre-tenure UH faculty indicated that female faculty rate climate, collegiality, work/life balance, and overall satisfaction 10% or more lower than do male faculty. This information should be helpful in addressing hiring and retention issues, and requires response at all administrative levels. (We also looked at the UCW Report on the Status of Women, but its data is a bit old and an updated text is due out this Fall, so we await that with interest.)

APPROACHES FOR EXPANDING DIVERSITY

Over the past few decades, national progress on the diversity front has been limited. For example, where in 1981 4.2% of the professoriate was African American, in 2003 that had advanced only to 5.6%. “At this rate of improvement,” one source notes, “it will take *more than 180 years* for the black faculty percentage to reach parity with the black percentages of the U.S. population.”² To speed the process, universities nationally are stepping up

¹ Collaborative on Academic Careers in Higher Education, Harvard Graduate School of Education. Their goals are: “to give voice to faculty, build a pipeline of excellent and diverse teacher-scholars, attract and retain those teacher-scholars, promote equity, improve academic climate, stimulate dialogue and share ideas about creating and maintaining an attractive workplace where faculty thrive.

² Karen Jackson-Weaver, et al., “Recruiting the Next Generation of the Professoriate,” *Peer Review* (Summer 2010), p. 12.

the effort to make change by taking a variety of approaches to expanding the numbers of women and minorities in the professoriate, in order to serve all citizens equally and to access the skills and insights of all. Any efforts made in CLASS to support the growth of diversity would be much helped by parallel changes within the university infrastructure, since that directly affects the climate within each college. We explored what that kind of infrastructure looks like elsewhere, in order to think about how change could occur here.

Having spoken with a number of UH faculty and administrators who have been long-time observers of campus dynamics, we note that although at points there have been efforts to make opportunity hires or to reward departments with additional lines or portions of lines for diversifying, overall the university and the college have taken a loose approach to diversity building over the years, with inconsistent policy, limited tracking and limited accountability for failures to diversify. Such an environment makes it predictable that change would be limited.

To counter this kind of inconsistency, some universities have built campus-wide **diversity support infrastructure** to encourage and support change, including cabinet level officers responsible for overseeing diversification efforts, adequate support staff, faculty advocates, policies, incentives and consequences at each administrative level. We applaud the UH administration's recent creation of a VP for Community Relations and Institutional Access (CRIA), whose portfolio includes diversity efforts, but note that the efforts of such an office must be collaborative and integrated across the university to have effect.

Our Leadership subcommittee reviewed the substantial diversity infrastructure at several Texas schools, including Texas Tech, Texas A&M, and UT Austin.

<http://www.depts.ttu.edu/diversity/>

<http://diversity.tamu.edu/VicePresidentMessage.aspx>

<http://www.utexas.edu/diversity/>

These institutions perceive that in order to move faculty to hire and mentor others who don't look like them, the dynamics of bias have to be made clear to the group and countered at every level by committed faculty and administrators. In addition, the **mandate** from leadership must be clear and there must be active incentives for administrators to expand diversity within their units.

A look at the programs linked to above and others can highlight some more of these practices. University and college administration can encourage diversity by supporting these sorts of initiatives and developing their own. We noted as particularly interesting: an **annual report on goals and progress** in the areas of diversity and community engagement, **funding diversity initiatives** (such as gender and race **bias workshops**, **search chair training sessions**, **awards for diversity success**, etc.) at the college, department and individual faculty level and **building links with regional or peer institutions** to collaborate on graduate student mentoring and recruitment. Further consultation with deans and department chairs to examine discipline-specific barriers towards diversity would also be important.

A **mission statement** to guide these initiatives could energize these efforts, perhaps developed with collaborative input from the office of the VP for Research, the Council of Deans, the Office of CRIA, and other bodies within colleges. Such a statement would signal the university's commitment, but could only be effective with consistent follow through.

Diversity infrastructure would also assist diversity goals in other colleges, including, for example, in STEM fields, which seek to expand female and minority faculty in order to attract more women and minority students in a time of overall student shortage in these areas.

The current low level of university investment in its diversity training may send the message that diversity does not matter here, though that is not the sentiment of many of the faculty and administrators and certainly not of the students. Within CLASS, diversity efforts could occur separately from the university's programs as needed.

We reviewed the response at other institutions with regard to revising **faculty retention policies**, gender- and race-based **salary inequities** and **compression**. Our faculty subcommittee reports:

--Over the past decade, many institutions have conducted comprehensive reviews of these issues. Some of these reviews have been conducted by Hagniere, Inc., the leading firm in faculty salary analysis; some of these reviews have been conducted by internal commissions, either appointed by the university or self-administered by department. The university-wide reviews tend to use multiple regression analysis (as would Hagniere), while department-level reviews tend to rely on salary comparisons. UH is currently conducting an internal review, modeled on the U Michigan study, with some alterations.

--As a result of their reviews, a number of institutions have appointed task forces or offices commissioned to respond to the findings, and also to implement additional reviews on a periodic basis.

--Findings were very different by institution. Indiana University-Purdue University reported no significant gender gap in equity, but significant pay differences between minority and non-minority faculty; UNC-Chapel Hill reported exactly the reverse.

--Many institutions (Madison, Rochester, and the California system) reported significant racial/ethnic disparity in the tenure pipeline. Madison was particularly troubled by the discrepancy between retention and hiring, as these findings came after the institution had implemented special plans to increase minority hires.

In terms of best practices,

--For salary issues, an obvious solution is to mandate adjustments, either through the existing merit pool or by establishing a special fund (as U. Washington did to combat compression).

--Retention issues are more complex and rarely produced specific solutions.

--However, an ambitious and interesting program of changes was developed in 2009 by **Rochester** to improve “a campus that is in transition, but still has far to go.” Their 14 **recommendations** to strengthen faculty recruitment and retention include the following, which represent best practices:

1 – *Mentoring*

2 – *Consistency in Expectations Regarding Promotion and Tenure*

3 – *Prepare Graduate Students, Post-Doctoral Fellows and Residents to Be Faculty Members*

4 – *Diversity Grants* – find grant funding sources to promote diversity or support disparities research

5 – *Leadership Seminars for Department Chairs and Deans*

6 – *Develop Faculty Leadership Potential*

7 – *Faculty Pre-hire and Welcome* - individualized assistance available from VP for Faculty Development & Diversity

8 – *Extend Family Friendly Policies to Graduate Students, Post-Doctoral Fellows, & Residents*

9 – *Attend to the Needs of Dual Career Couples*

10 – *Address Faculty and Staff Childcare Needs*

11 – *All-University Conference on Diversity and Inclusiveness*

12 – *Support Programs that Build Inclusive Environments* – recognition of successful efforts in fostering diversity

13 – *Provide University Support for a Visiting Faculty/Post-Doctoral Fellow Program*

14 – *Active Listening*

More information at: http://www.rochester.edu/president/memos/2009/faculty_diversity.html.

We recommend that these methods be explored and adopted as appropriate to CLASS and UH.

Graduate Students

We recognize that expanded faculty hiring of underrepresented groups requires an expanded pipeline. Our subcommittee on graduate students found the following:

--The literature definitively states that early intervention programs are essential to increasing the pool of prospective minority graduate students. This has been done through scholastic school visits, summer enrichment programs, pre-entry programs, and early identification programs.

--A myriad of recruitment strategies have been employed over the years to attract minority students to graduate programs. Among those frequently listed in the literature (**best practices**) are the following:

- Mentoring Programs and Activities (faculty-student and student-student)
- Internships and Summer Research Opportunities
- Periodic Research/Topical Seminars and Symposia
- Recruitment Visits to Minority Servicing Institutions (MSI)
- Networking and Linkages (i.e., Articulation Programs with MSI)
- Inter-institutional Faculty Networking with MSI (works well with institutions with limited or no graduate programs)
- Designated Office to Address Minority Graduate Student Recruitment
- GRE Service Database (designed to identify academically promising minority students)
- National Program Databases (e.g., American Political Science Association's Minority Student Recruitment Program [MSRP])
- Mass Information Dissemination (e.g., brochures, facebook, websites, ads in minority media outlets)
- Recruitment Table at Designated Professional Conferences and Student Meetings
- Personal Calls (by faculty members to accepted students)
- Early Minority Application Reviews (designed to notify prospective applicants of missing information)
- State and/or Federal Grant Programs (designed to recruit underrepresented minorities)
- Invitational Funded On-campus Weekend Visits (for prospective applicants and accepted students)
- Intra-institutional program involvement (e.g., minority student groups and organizations, designated departments, alumni groups, etc.)
- Special efforts are needed to interest women in nontraditional fields and to assure them that they will be welcome there.

Recruitment must be followed up with sustained efforts to retain students and to see them through to graduation. Such supports as financial aid (via scholarships and graduate assistantships), academic advising, mentoring, and community (social) support help students succeed.

In moving forward, each department would want to identify which of these strategies would work best for them. Several departments already employ some of these strategies, but some report doing very little or nothing, and all could do more.

Tier One

Nationally, there is a lot of room for improvement in faculty and student race/ethnicity and gender diversity levels – and as a new Tier One university with a very diverse undergraduate student body the University of Houston is well positioned to move ahead within the Tier One group in pairing research excellence with expanding faculty and graduate student diversity.

History

The Leadership subcommittee conducted interviews with several long-time UH administrators (roughly 10) about the history of diversity efforts here. The subcommittee is in the course of transcribing the interviews and generating an institutional history on the topic.

RECOMMENDATIONS

To forward diversification efforts, create a **CLASS Standing Committee on Diversity**.

Initial charge: to further **vet best practices on faculty and graduate student diversification**, through discussion with chairs, review of other institutions' practices and other means, and **make specific recommendations** to the dean for **implementation of those practices** that seem best suited to UH and CLASS, by December 2011. Post 2011, the committee's charge should include implementation and tracking of diversification efforts within our Tier One frame. We recommend that the college & all departments **pay particular attention to building an inclusive climate and to assisting their faculty from underrepresented groups to be successful at UH**.

The committee's charge should also include **continued data collection** on faculty and graduate student diversity and retention through the system data queries developed by the committee this term, along with ongoing and **expanded tracking, analysis and assessment** over time of the effectiveness of diversity-building efforts.

Develop **diversity training for search committee chairs** within CLASS, or work with UH administration to develop university-wide training, in time for Fall searches.

Submit at least one **2012 QEP grant** relating to research by and on minority students & faculty.

Advocate that the UH Deans, the VP for Research, and the VP for Community Relations and Institutional Access be allocated **funds for staff and other infrastructure to assist them in leading a coordinated university-wide effort for diversity building**, across faculty, administration and graduate students.

Appendix

A few notes on sources: all data is from UH as of Fall 2010 unless specifically noted. Some of the same data presented below appears in the report in different formats. The data is loosely broken down into the following categories:

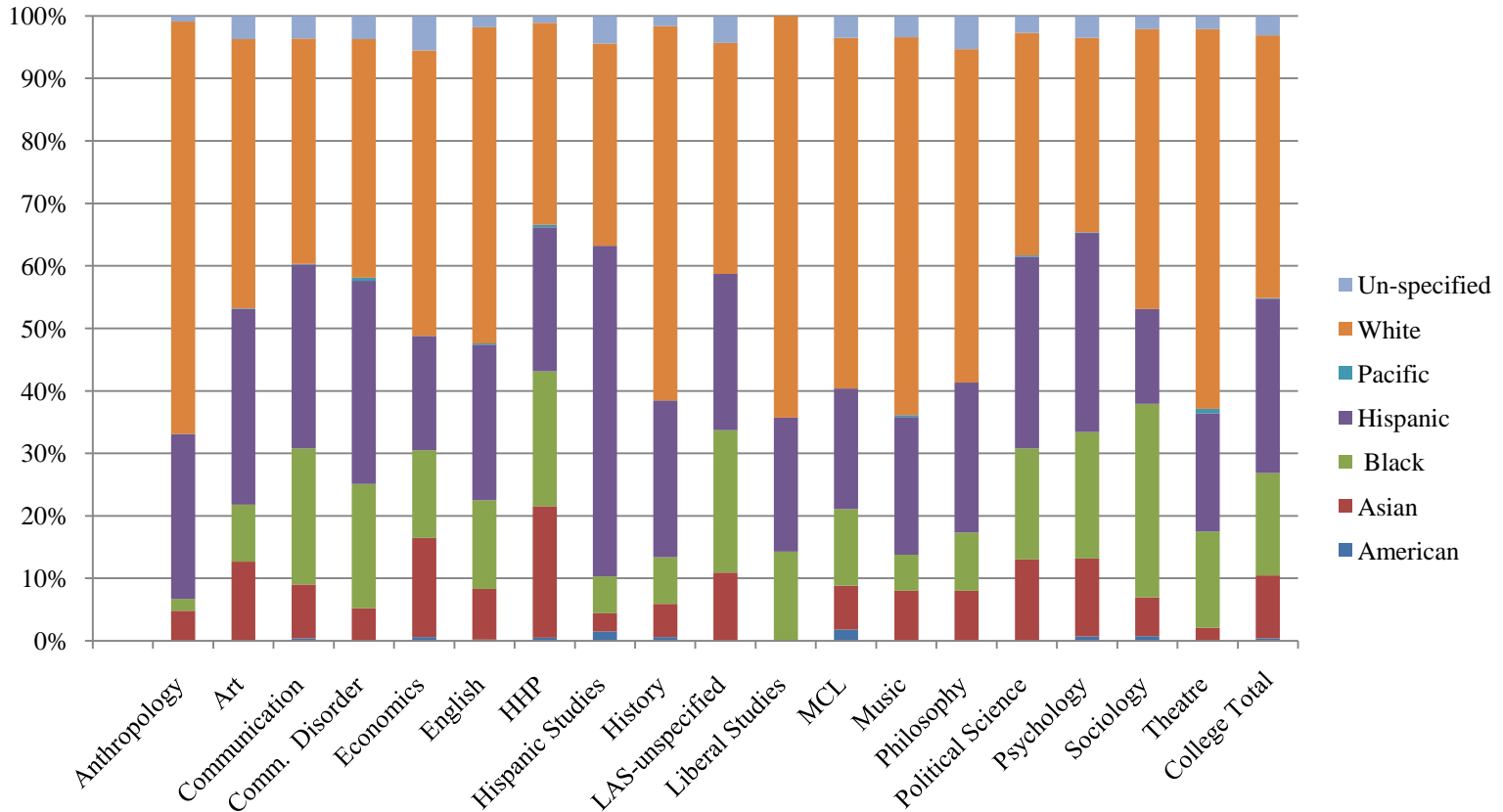
- Census Data 10
- Undergraduate Student Data 11-14
- Graduate Student Data 15-20
- Historical Data on PhD recipients 21-22
- Faculty Data 23-29
- Administrator Data 30-31
- Staff Data 32

	Houston (2000)	Harris County (2010)	Texas (2010)	National (2010)
American Indian	0.4	0.7	0.7	.9
Asian	5.3	6.2	3.8	4.8
Black	25.3	18.9	11.8	12.6
Hispanic	37.4	40.8	37.6	16.3
Multi-Racial	3.1	3.2	2.7	2.9
Pacific	0.1	0.1	0.1	0.2
White	28.4	33.0	45.3	63.7
Total	1,953,631	4,070,989	24,782,302	307,006,550

	Houston (2000)	Harris County (2009)	Texas (2009)	National (2009)
Male	49.9	50.2	49.9	49.3
Female	50.1	49.8	50.1	50.7

Source: US Census Bureau. The data for Harris County has been used here since a 2010 update was available for the county but not yet for Houston. The Houston numbers reflect the official 2000 census.

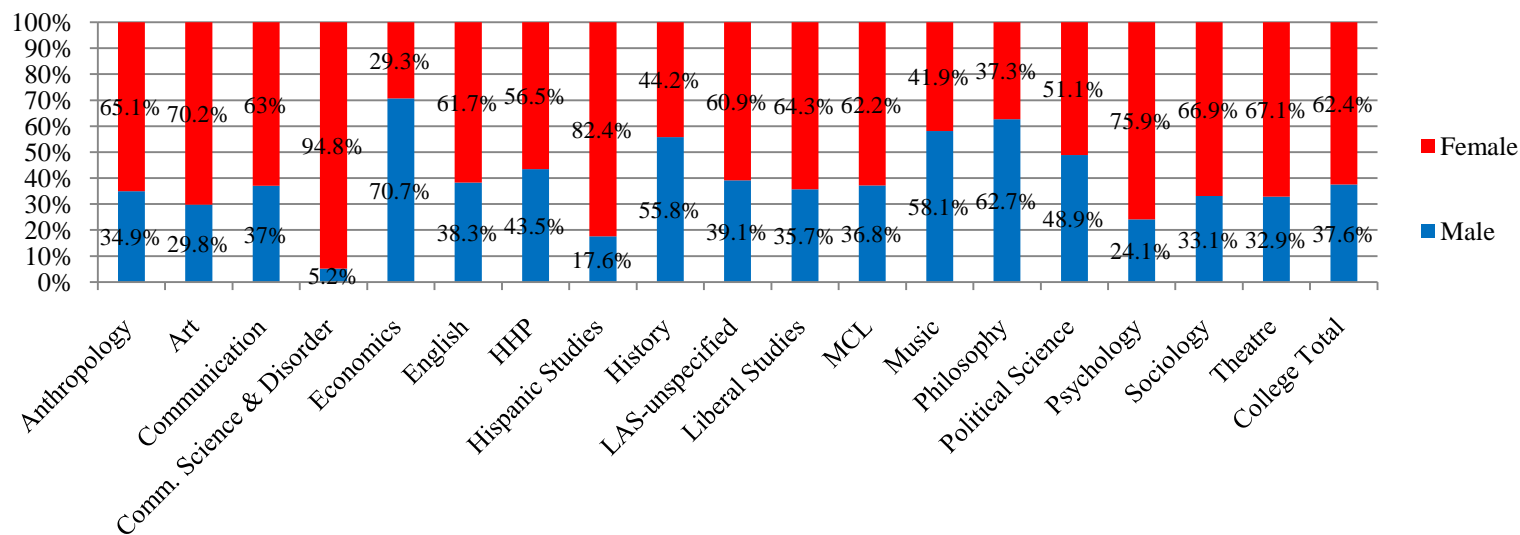
Undergraduate Students: Race/Ethnicity by Department



The data for HHP has been updated as of August 23, 2011.

Department	Total N	American Indian	Asian	Black	Hispanic	Pacific	White	Unspecified
Anthropology	106		4.75%	1.9%	26.4%		66.0%	0.9%
Art	684	0.1%	12.6%	9.1%	31.3%	0.1%	43.1%	3.7%
Communication	1181	0.4%	8.6%	21.8%	29.4%	0.1%	36.1%	3.6%
Comm. Disorder	191		5.2%	19.9%	32.5%	0.5%	38.2%	3.7%
Economics	164	0.6%	15.9%	14.0%	18.3%		45.7%	5.5%
English	494	0.2%	8.1%	14.2%	24.9%	0.2%	50.6%	1.8%
HHP	1397	0.5%	21.0%	21.6%	23.0%	0.4%	32.3%	1.1%
Hispanic Studies	68	1.5%	2.9%	5.9%	52.9%		32.4%	4.4%
History	319	0.6%	5.3%	7.5%	25.1%		59.9%	1.6%
LAS-unspecified	92		10.9%	22.8%	25.0%		37.0%	4.3%
Liberal Studies	14			14.3%	21.4%		64.3%	
MCL	57	1.8%	7.0%	12.3%	19.3%		56.1%	3.5%
Music	377		8.0%	5.8%	22.0%	0.3%	60.5%	3.4%
Philosophy	75		8.0%	9.3%	24.0%		53.3%	5.3%
Political Science	483		13.0%	17.8%	30.6%	0.2%	35.6%	2.7%
Psychology	1089	0.7%	12.5%	20.2%	31.9%	0.1%	31.1%	3.5%
Sociology	145	0.8%	6.2%	31.0%	15.2%		44.8%	2.1%
Theatre	143		2.1%	15.4%	18.9%	0.7%	60.8%	2.1%
College Total	5959	0.4%	10.1%	16.4%	27.9%	0.1%	42.1%	3.1%

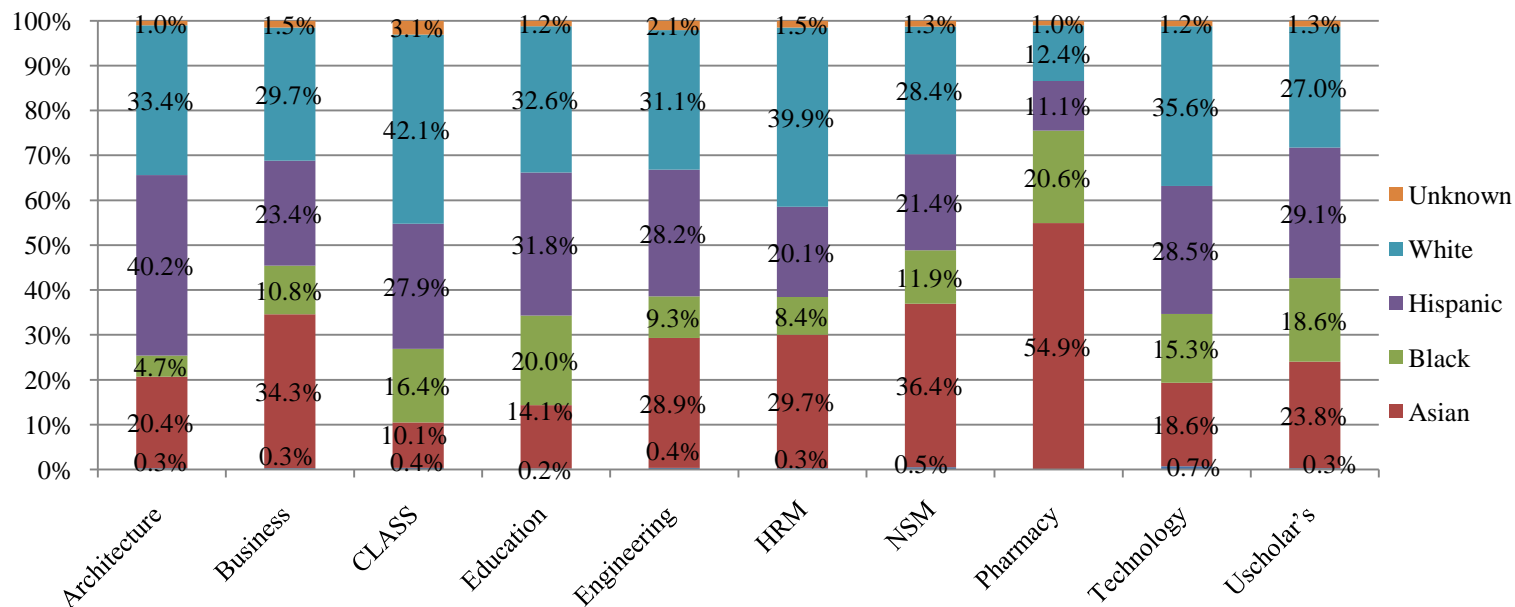
Undergraduate Students: Gender by Department



The data for HHP has been updated as of August 23, 2011.

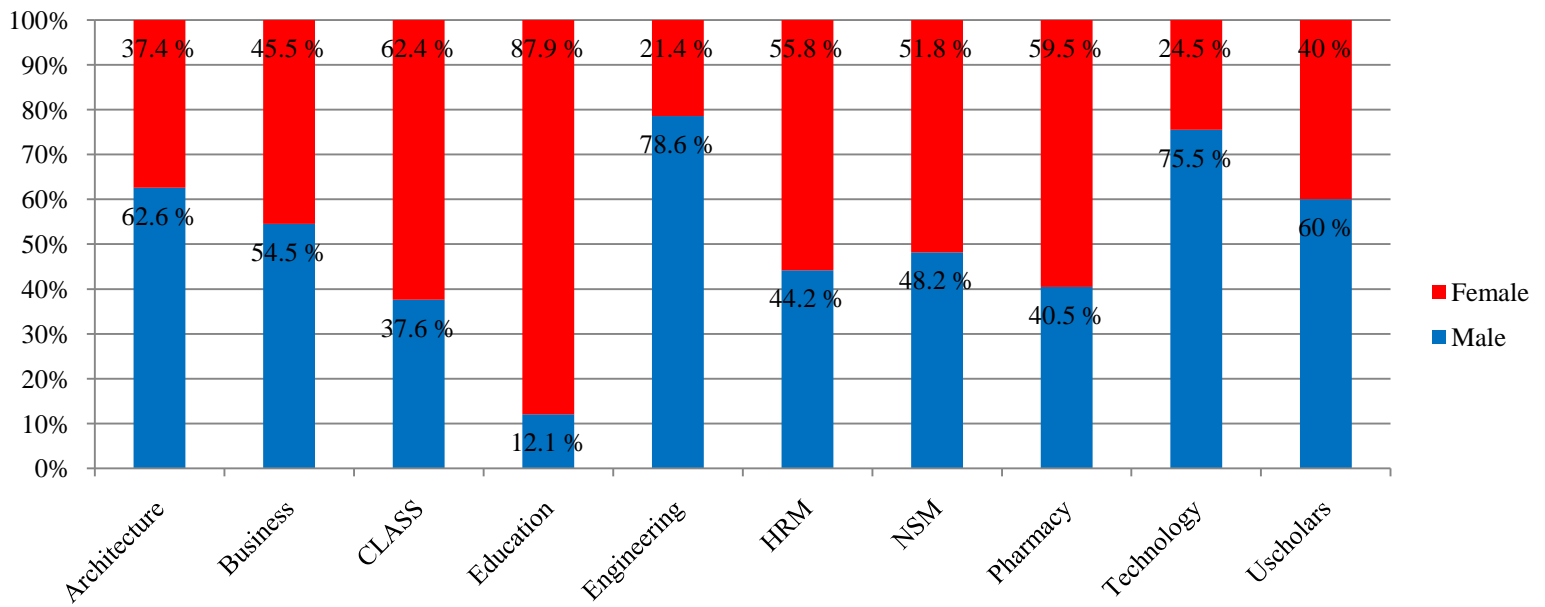
Department	Total N	Male	Female
Anthropology	106	34.9%	65.1%
Art	684	29.8%	70.2%
Communication	1181	37%	63%
Comm. Science & Disorder	191	5.2%	94.8%
Economics	164	70.7%	29.3%
English	494	38.3%	61.7%
HHP	1397	43.5%	56.5%
Hispanic Studies	68	17.6%	82.4%
History	319	55.8%	44.2%
LAS-unspecified	92	39.1%	60.9%
Liberal Studies	14	35.7%	64.3%
MCL	57	36.8%	63.2%
Music	377	58.1%	41.9%
Philosophy	75	62.7%	37.3%
Political Science	483	48.9%	51.1%
Psychology	1089	24.1%	75.9%
Sociology	145	33.1%	66.9%
Theatre	143	32.9%	67.1%
College Total	5959	37.6%	62.4%

All UH Undergraduate Students: Race & Ethnicity by College

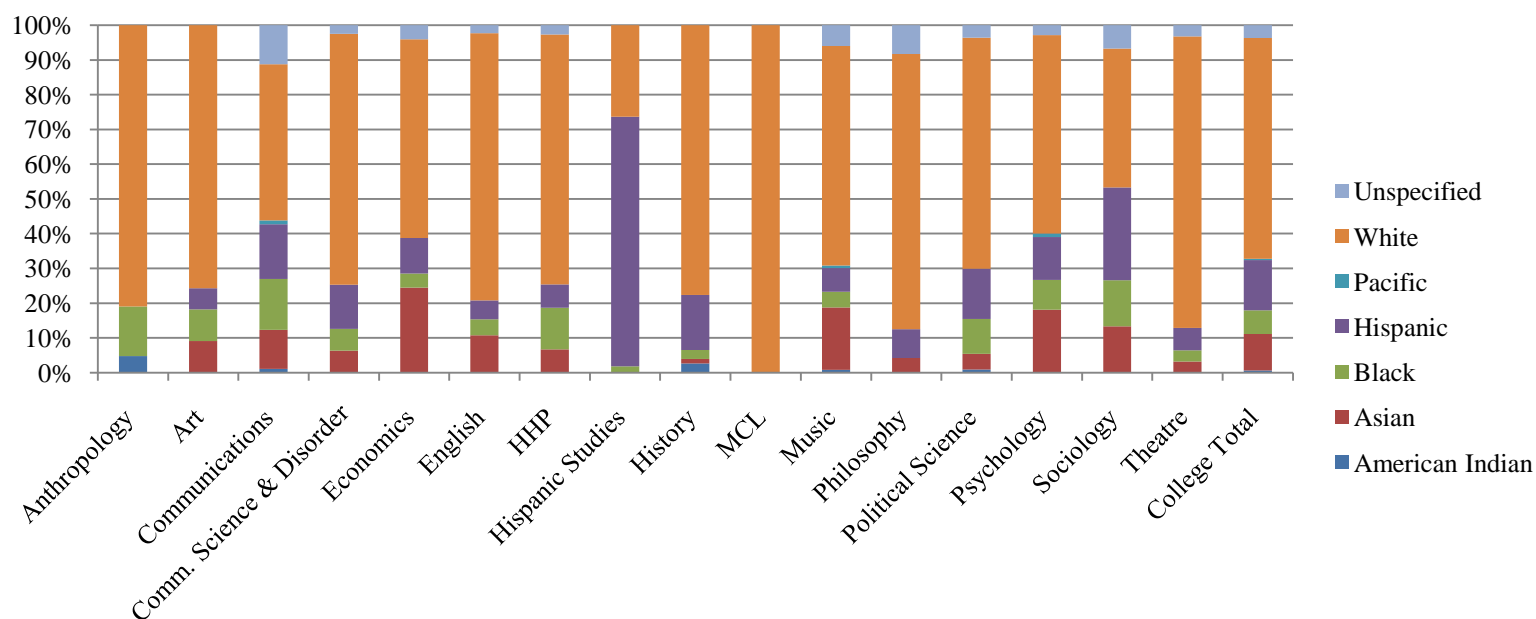


College	Total N	American Indian	Asian	Black	Hispanic	White	Unknown
Architecture	677	.3%	20.4%	4.7%	40.2%	33.4%	1%
Business	4669	.3%	34.3%	10.8%	23.4%	29.7%	1.5%
CLASS	5959	.4%	10.1%	16.4%	27.9%	42.1%	3.1%
Education	1608	.2%	14.1%	20%	31.8%	32.6%	1.2%
Engineering	2187	.4%	28.9%	9.3%	28.2%	31.1%	2.1%
Hotel & Restaurant Management	975	.3%	29.7%	8.4%	20.1%	39.9%	1.5%
Natural Science & Mathematics	4020	.5%	36.4%	11.9%	21.4%	28.4%	1.3%
Pharmacy	796		54.9%	20.6%	11.1%	12.4%	1%
Technology	2022	.7%	18.6%	15.3%	28.5%	35.6%	1.2%
Uscholar's	4463	.3%	23.8%	18.6%	29.1%	27%	1.3%

All UH Undergraduate Students: Gender by College



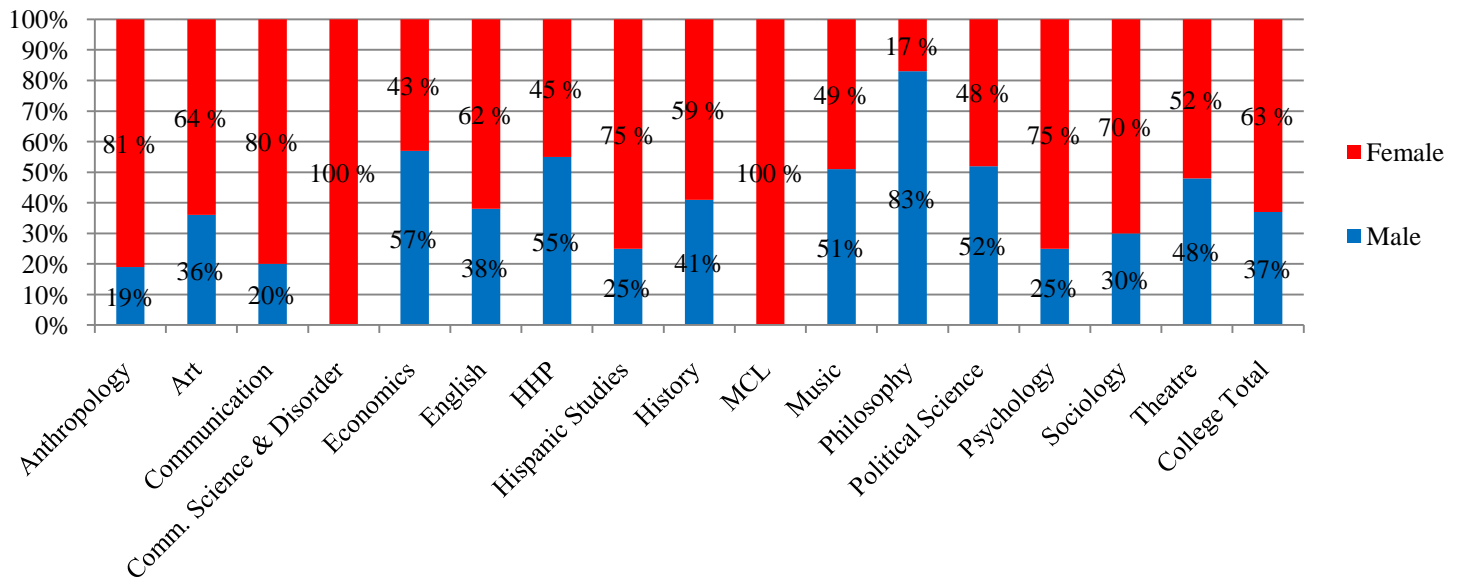
Graduate Students: Race/Ethnicity by Department



The data for HHP has been updated as of August 23, 2011.

Department	Total N	American Indian	Asian	Black	Hispanic	Pacific	White	Un-specified
Anthropology	21	4.8%		14.3%			81%	
Art	33		9.1%	9.1%	6.1%		75.8%	
Communications	89	1.1%	11.2%	14.6%	15.7%	1.1%	44.9%	11.2%
Comm. Science & Disorder	79		6.3%	6.3%	12.7%		72.2%	2.5%
Economics	49		24.5%	4.1%	10.2%		57.2%	4.1%
English	128		10.9%	4.7%	5.5%		78.1%	2.3%
HHP	75		6.7%	12.0%	6.7%		72.0%	2.7%
Hispanic Studies	57			1.8%	71.9%		26.3%	
History	76	2.6%	1.3%	2.6%	15.8%		77.6%	
MCL	1						100%	
Music	133	0.8%	18.0%	4.5%	6.8%	0.8%	63.2%	6%
Philosophy	24		4.2%		8.3%		79.2%	8.3%
Political Science	110	0.9%	4.5%	10%	14.5%		66.4%	3.6%
Psychology	105		18.1%	8.6%	12.4%	1.0%	57.1%	2.9%
Sociology	30		13.3%	13.3%	26.7%		40%	6.7%
Theatre	31		3.2%	3.2%	6.5%		83.9%	3.2%
College Total	989	0.6%	10.5%	6.9%	14.5%	0.3%	63.7%	3.7%

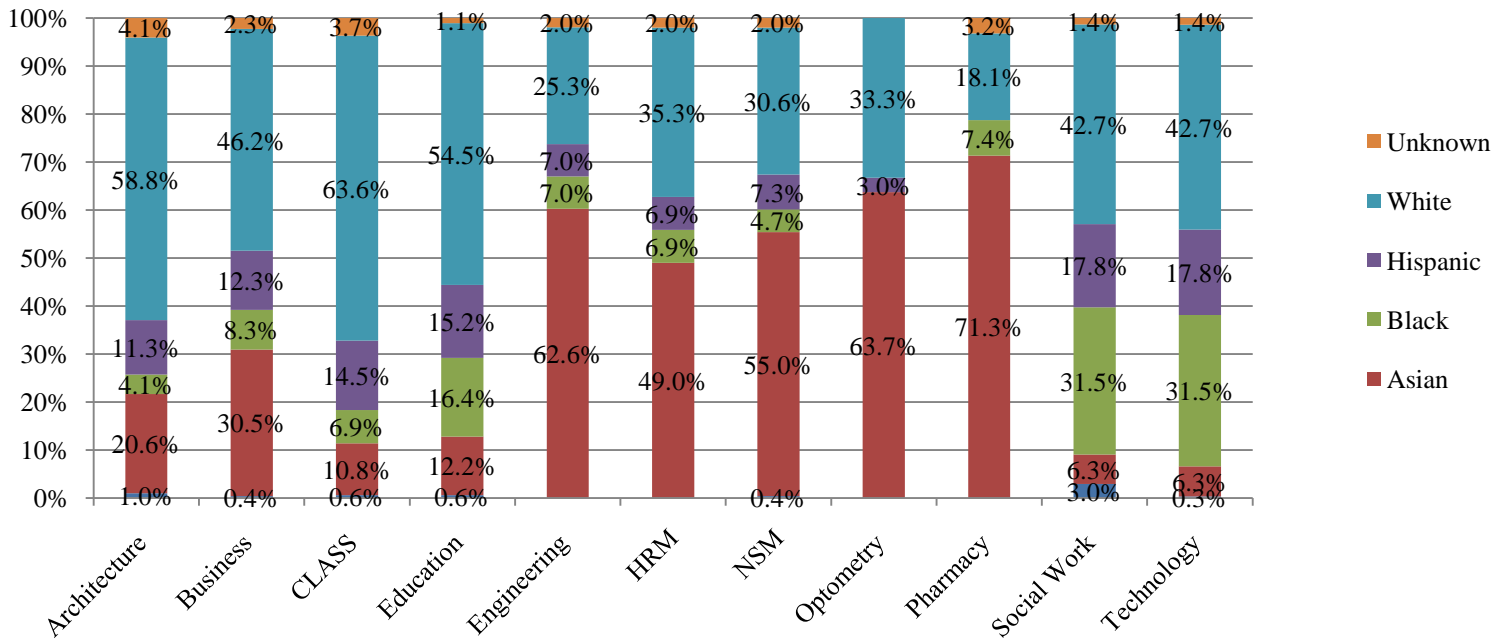
Graduate Students: Gender by Department



The data for HHP has been updated as of August 23, 2011.

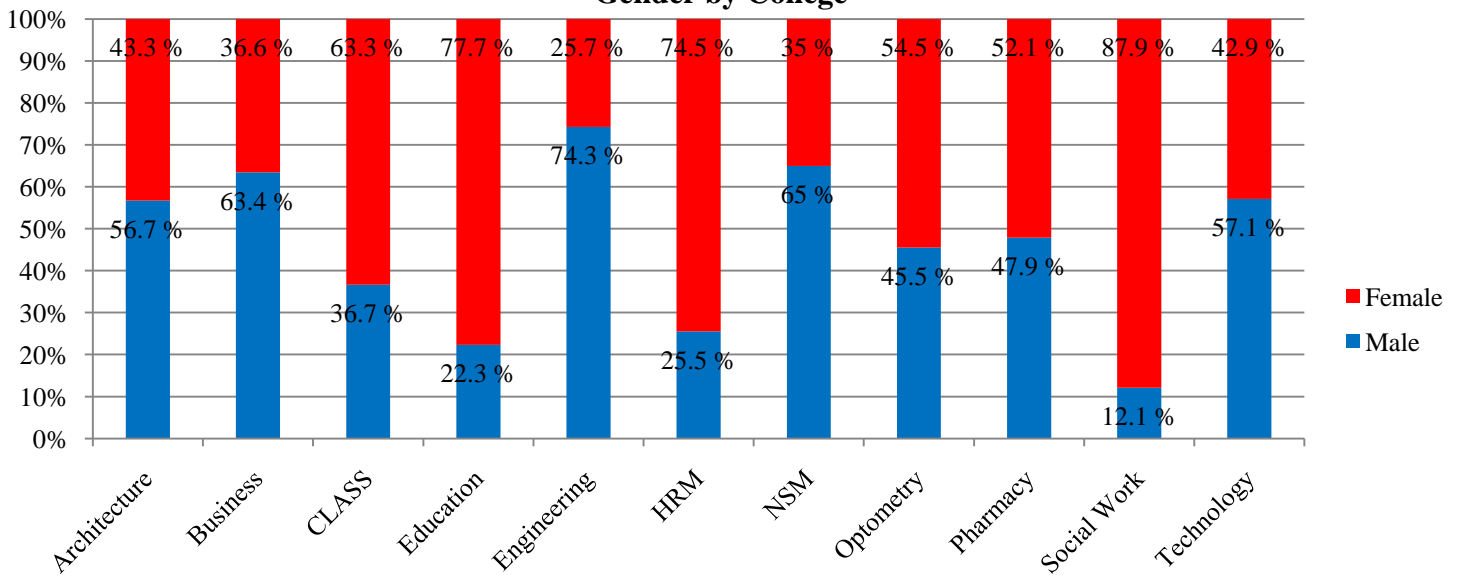
Department	Total N	Male	Female
Anthropology	21	19%	81%
Art	33	36%	64%
Communications	89	20%	80%
Comm. Science & Disorder	79		100%
Economics	49	57%	43%
English	128	38%	62%
HHP	75	55%	45%
Hispanic Studies	57	25%	75%
History	76	41%	59%
MCL	1		100%
Music	133	51%	49%
Philosophy	24	83%	17%
Political Science	110	52%	48%
Psychology	105	25%	75%
Sociology	30	30%	70%
Theatre	31	48%	52%
College Total	989	37%	63%

All UH Graduate Students: Race & Ethnicity by College

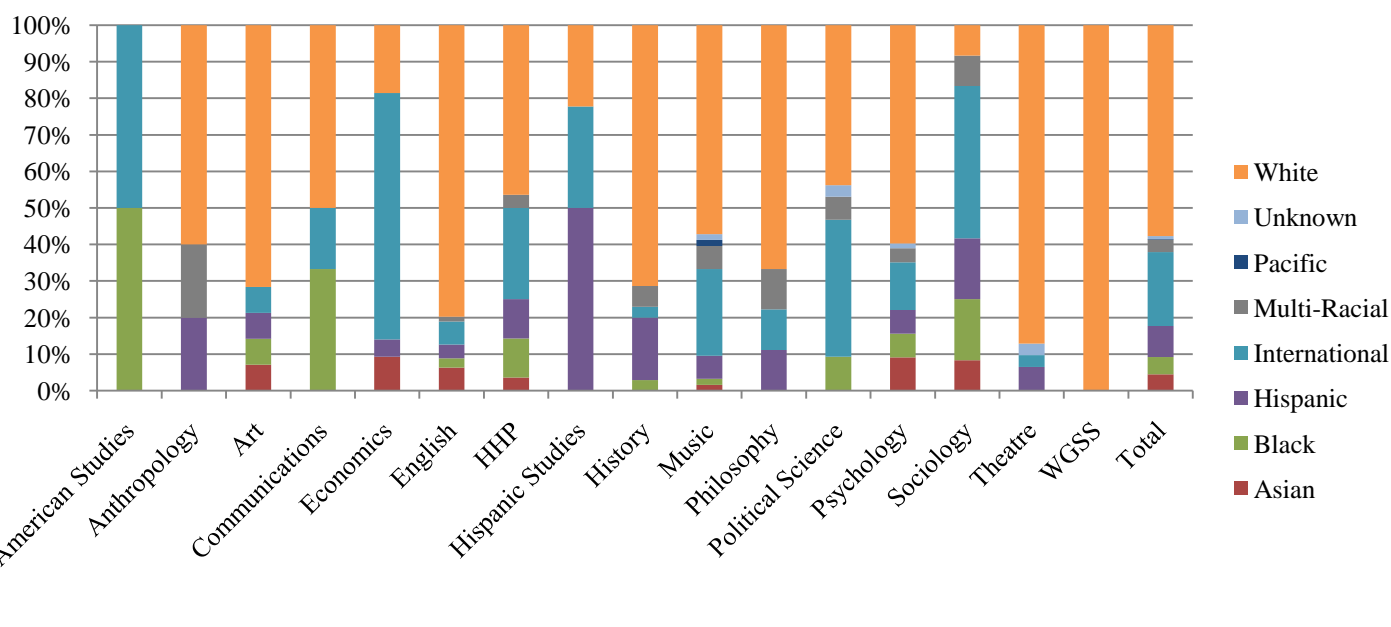


College	Total N	American Indian	Asian	Black	Hispanic	White	Unknown
Architecture	97	1%	20.6%	4.1%	11.3%	58.8%	4.1%
Business	1473	.4%	30.5%	8.3%	12.3%	46.2%	2.3%
CLASS	989	.6%	10.8%	6.9%	14.5%	63.6%	3.7%
Education	804	.6%	12.2%	16.4%	15.2%	54.5%	1.1%
Engineering	797		62.6%	7%	7%	25.3%	2%
Hotel & Restaurant Management	102		49%	6.9%	6.9%	35.3%	2%
Natural Science & Mathematics	960	.4%	55%	4.7%	7.3%	30.6%	2%
Optometry	33		63.7%		3%	33.3%	
Pharmacy	94		71.3%	7.4%		18.1%	3.2%
Social Work	365	03%	6.3%	31.5%	17.8%	42.7%	1.4%
Technology	343	.3%	6.3%	31.5%	17.8%	42.7%	1.4%

**All UH Graduate Students:
Gender by College**



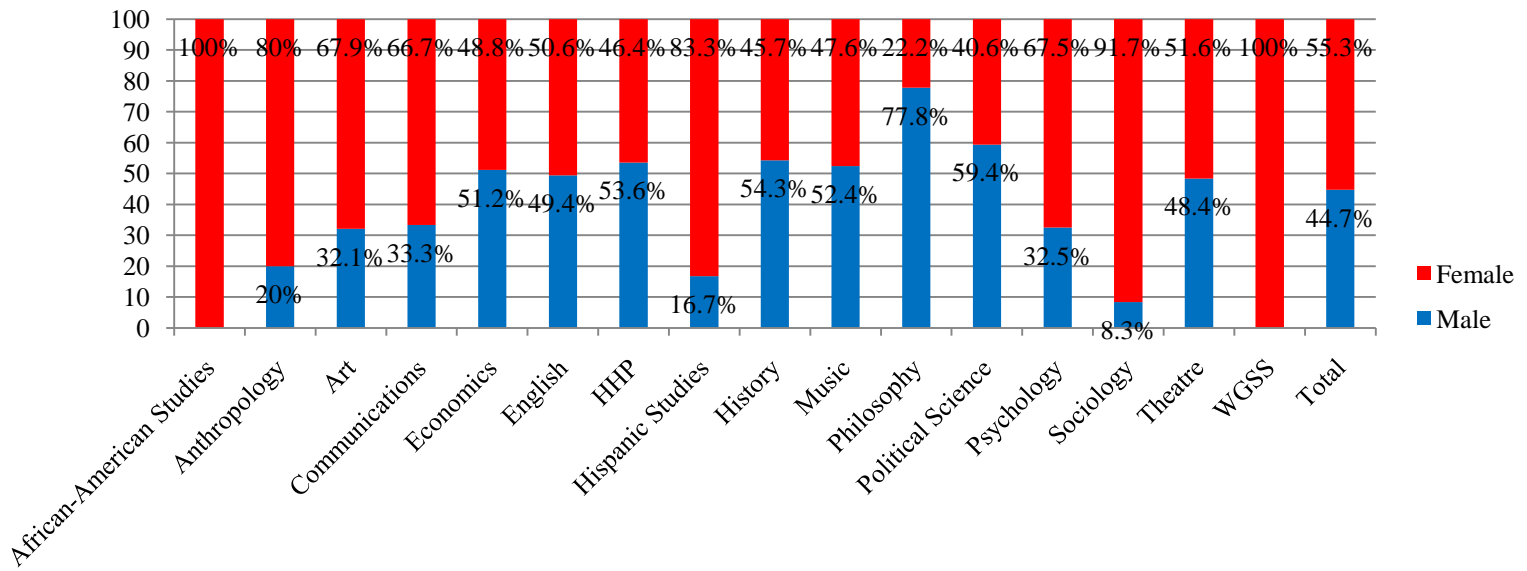
Department-Supported* Graduate Students: Race/Ethnicity by Department



Department	Total N	Asian	Black	Hispanic	Inter- national	Multi- Racial	Pacific	Unknown	White
AAS	2		50%		50%				
Anthropology	5			20%		20%			60%
Art	28	7.1%	7.1%	7.1%	7.1%				71.6%
Communications	6		33.3%		16.7%				50%
Economics	43	9.3%		4.7%	67.4%				18.6%
English	79	6.3%	2.5%	3.8%	6.3%	1.3%			79.8%
HHP	28	3.6%	10.7%	10.7%	25%	3.6%			46.4%
Hispanic Studies	18			50%	27.8%				22.2%
History	35		2.9%	17.1%	2.9%	5.7%			71.4%
Music	63	1.6%	1.6%	6.3%	23.8%	6.3%	1.6%	1.6%	57.2%
Philosophy	9			11.1%	11.1%	11.1%			66.7%
Political Science	32		9.3%		37.5%	6.3%		3.1%	43.8%
Psychology	77	9.1%	6.5%	6.5%	13%	3.9%		1.3%	59.7%
Sociology	12	8.3%	16.7%	16.7%	41.7%	8.3%			8.3%
Theatre	31			6.5%	3.2%			3.2%	87.1%
WGSS	2								100%
College Total	470	4.5%	4.7%	8.5%	20.2%	3.4%	0.2%	0.8%	57.7%

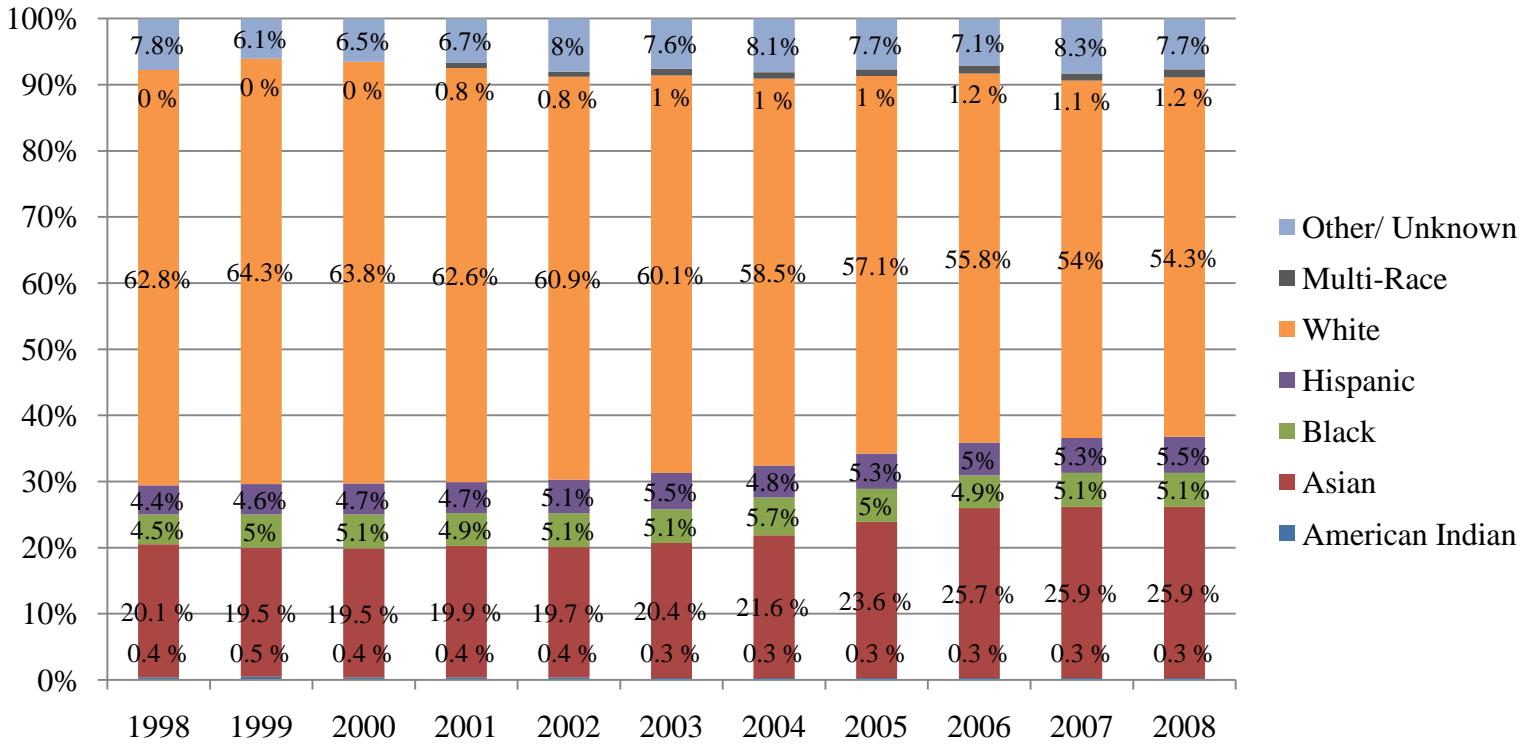
*"Department-Supported" refers to graduate students who hold teaching, graduate or research assistantships from that department.

Department-Supported Graduate Students: Gender by Department



Department	Total N	Female	Male
African-American Studies	2	100%	
Anthropology	5	80%	20%
Art	28	67.9%	32.1%
Communications	6	66.7%	33.3%
Economics	43	48.8%	51.2%
English	79	50.6%	49.4%
HHP	28	46.4%	53.6%
Hispanic Studies	18	83.3%	16.7%
History	35	45.7%	54.3%
Music	63	47.6%	52.4%
Philosophy	9	22.2%	77.8%
Political Science	32	40.6%	59.4%
Psychology	77	67.5%	32.5%
Sociology	12	91.7%	8.3%
Theatre	31	51.6%	48.4%
Women's, Gender, & Sexuality Studies	2	100%	
College Total	470	55.3%	44.7%

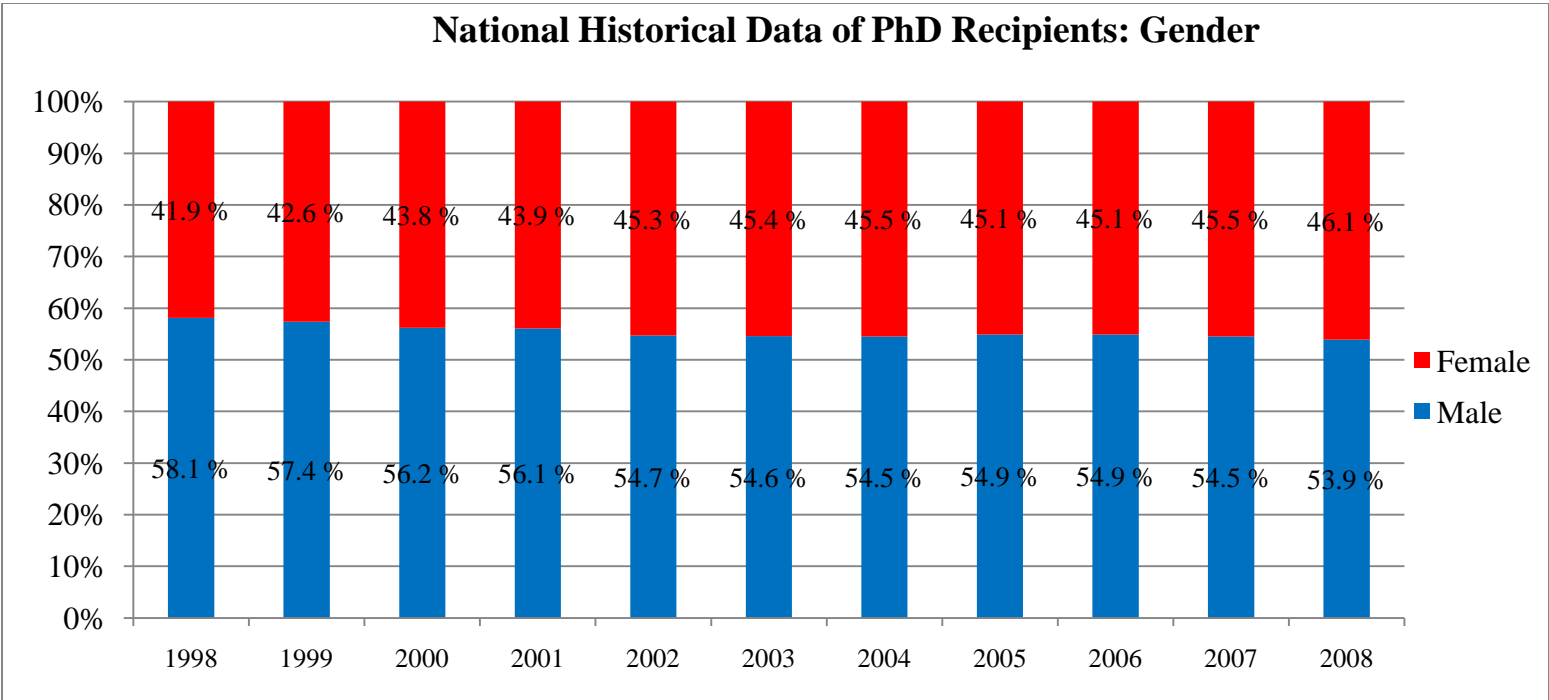
National Historical Data of PhD Recipients: Race & Ethnicity



	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008
American Indian	0.4%	0.5%	0.4%	0.4%	0.4%	0.3%	0.3%	0.3%	0.3%	0.3%	0.3%
Asian	20.1%	19.5%	19.5%	19.9%	19.7%	20.4%	21.6%	23.6%	25.7%	25.9%	25.9%
Black	4.5%	5%	5.1%	4.9%	5.1%	5.1%	5.7%	5.0%	4.9%	5.1%	5.1%
Hispanic	4.4%	4.6%	4.7%	4.7%	5.1%	5.5%	4.8%	5.3%	5.0%	5.3%	5.5%
White	62.8%	64.3%	63.8%	62.6%	60.9%	60.1%	58.5%	57.1%	55.8%	54%	54.3%
Multi-Race	na	na	na	0.8%	0.8%	1.0%	1.0%	1.0%	1.2%	1.1%	1.2%
Other/Unknown	7.8%	6.1%	6.5%	6.7%	8.0%	7.6%	8.1%	7.7%	7.1%	8.3%	7.7%
Total N	42638	41097	41366	40738	40025	40758	42118	43381	45615	48112	48802

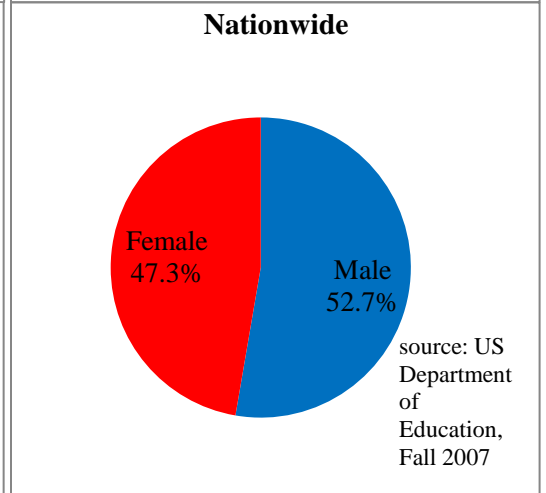
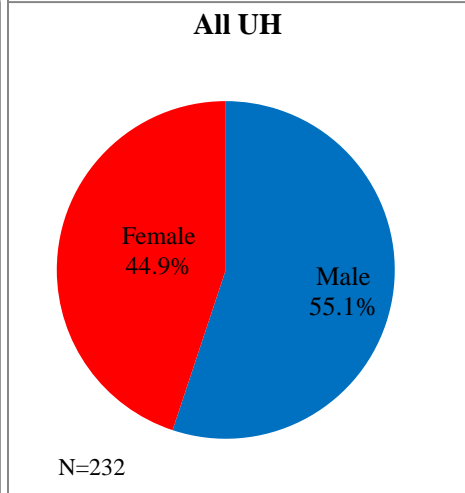
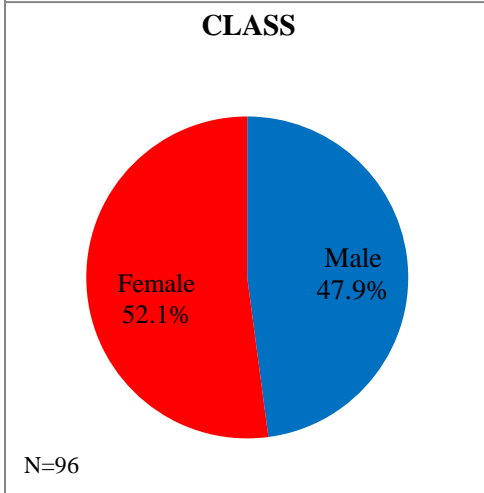
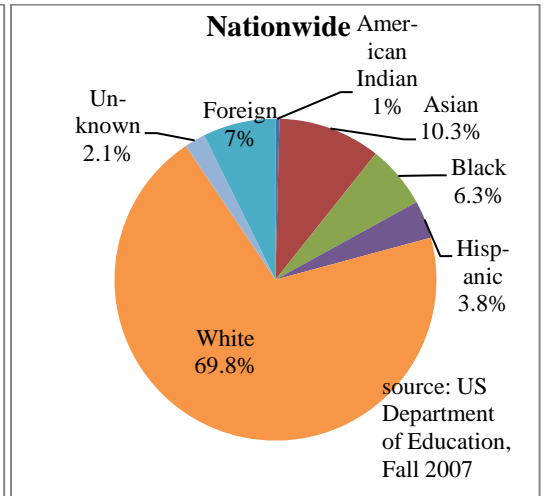
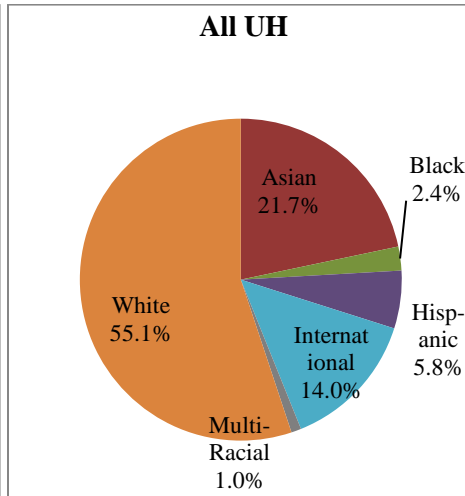
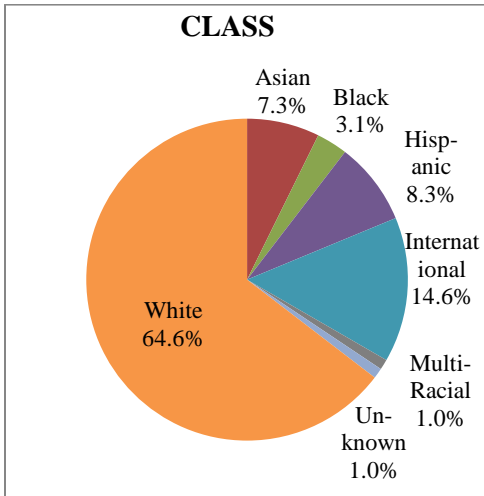
Source: Survey of Earned Doctorates, National Opinion Research Center, 2009.

National Historical Data of PhD Recipients: Gender



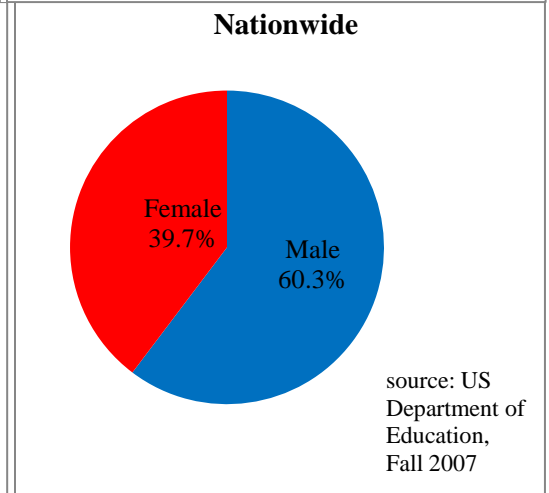
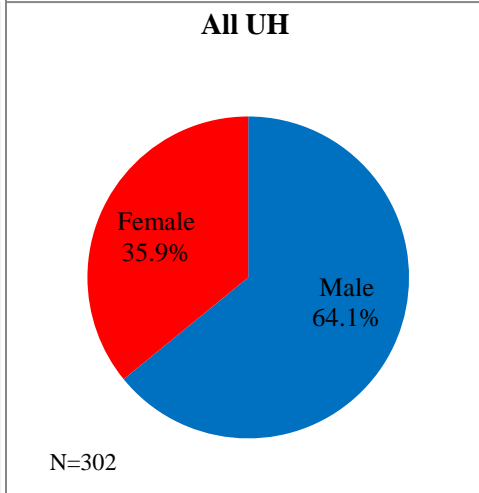
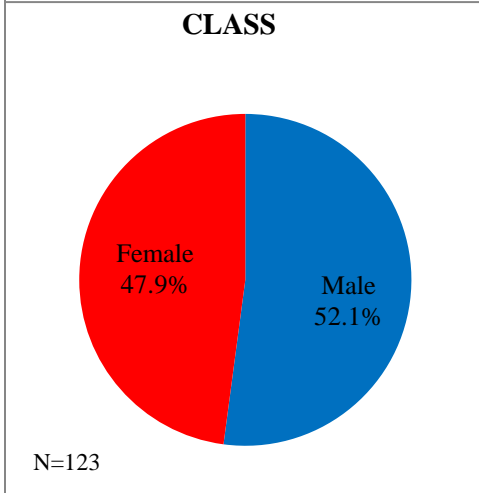
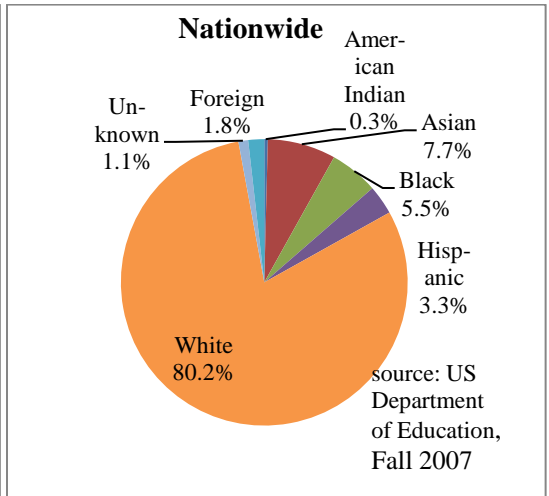
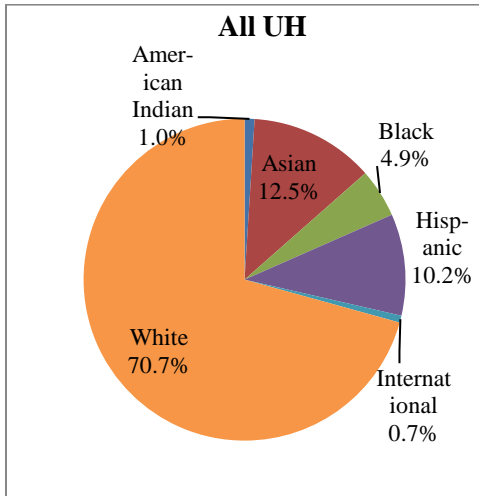
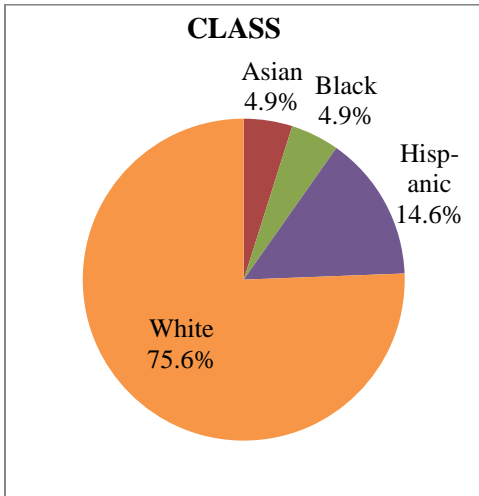
Source: Survey of Earned Doctorates, National Opinion Research Center, 2009.

Assistant Professors



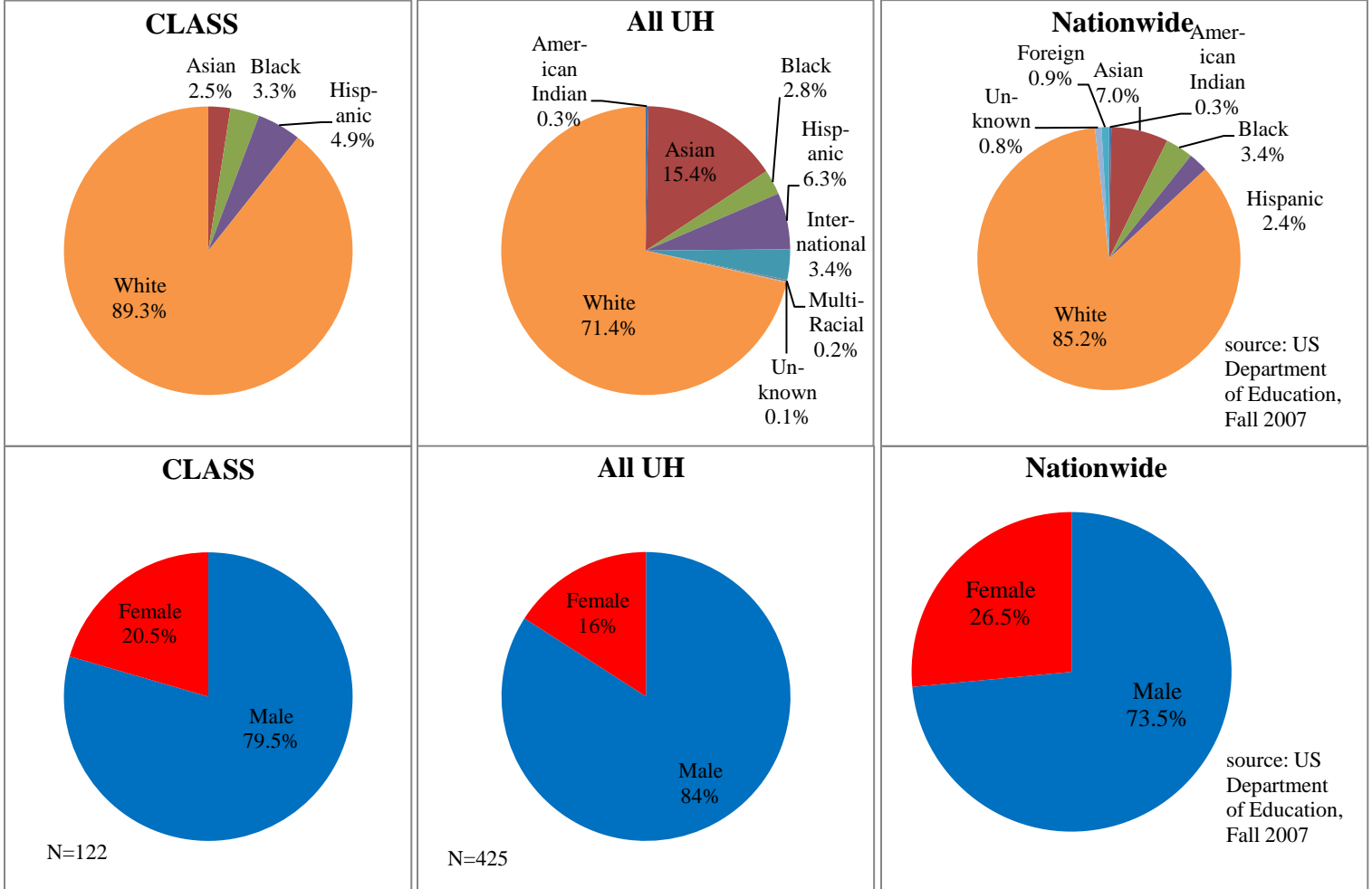
All data is from UH, Fall 2010 unless otherwise noted.

Associate Professors



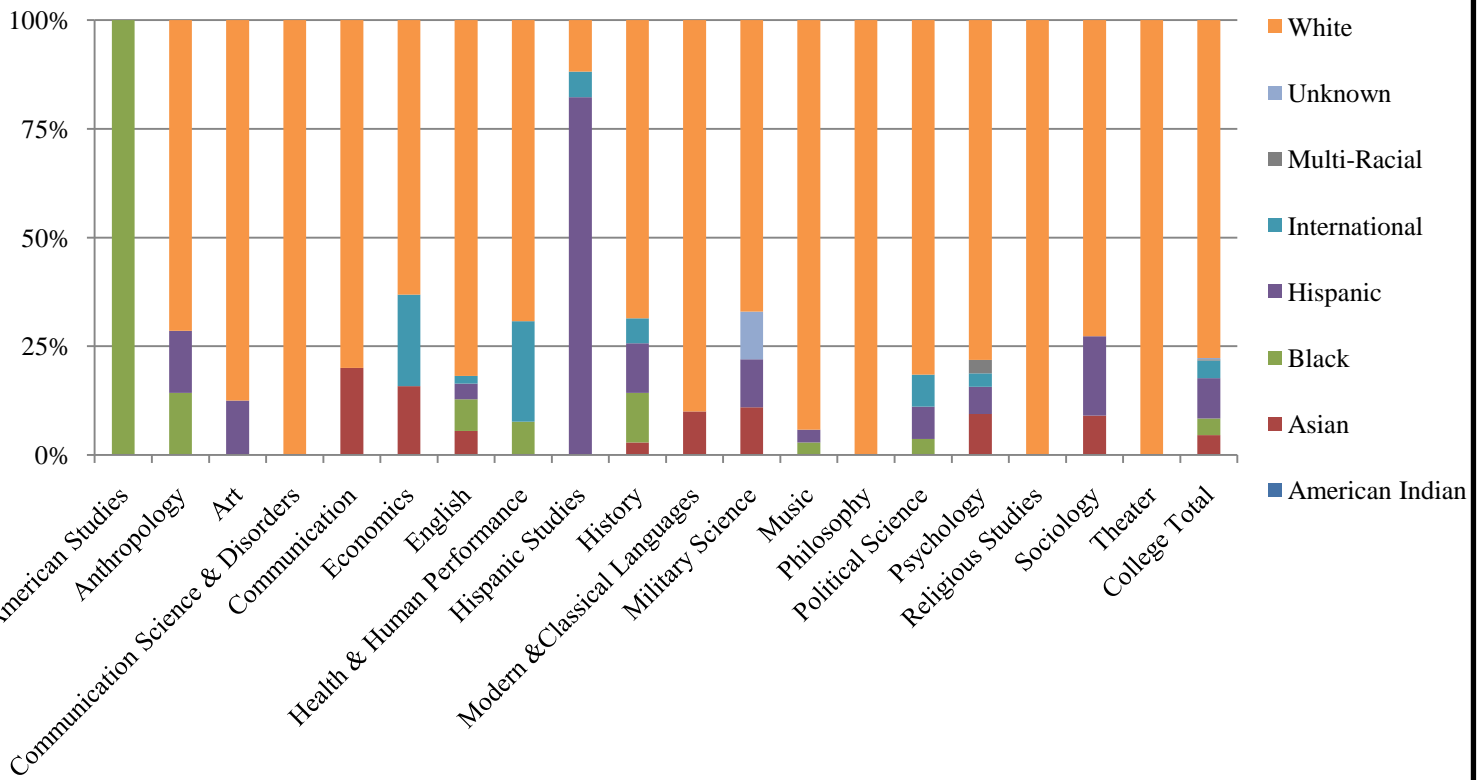
All data is from UH, Fall 2010 unless otherwise noted.

Full Professors



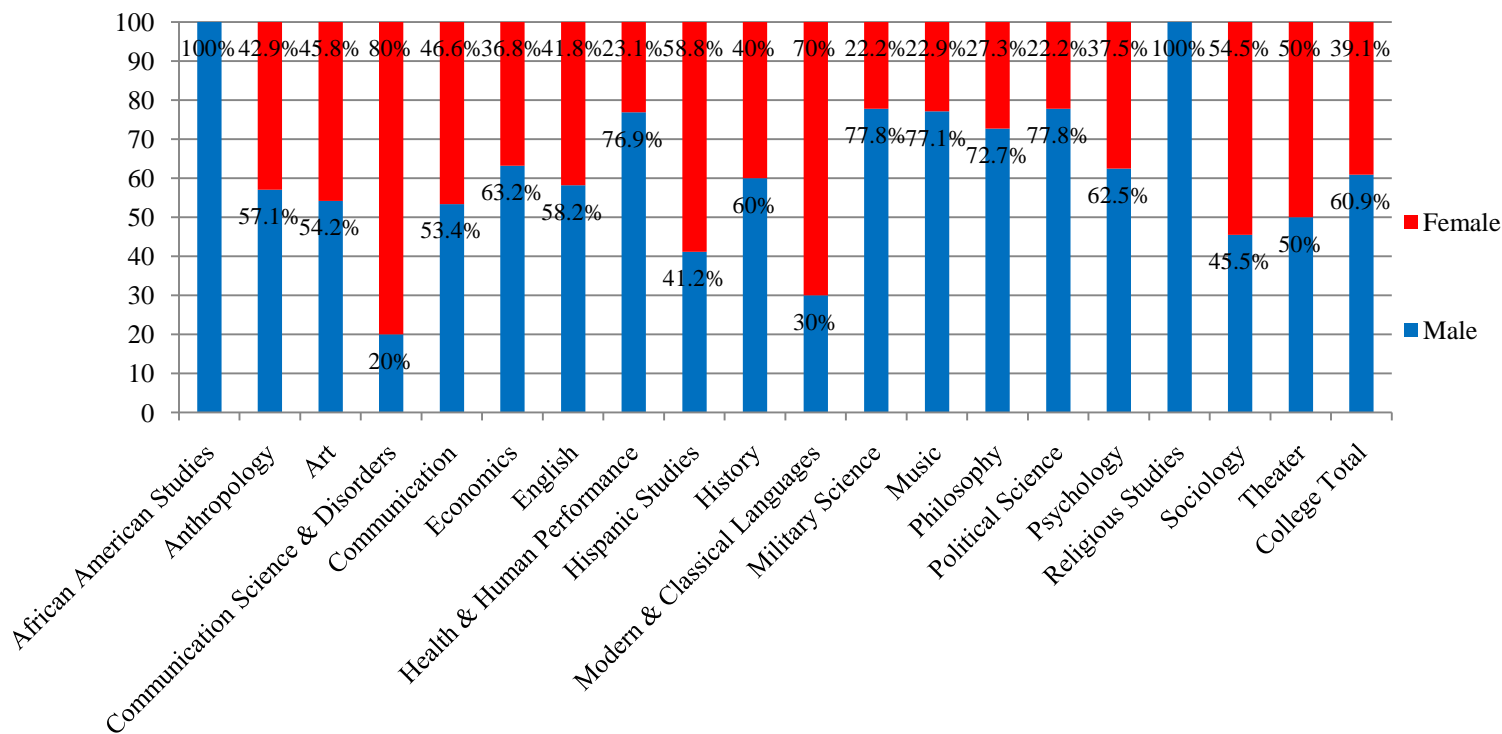
All data is from UH, Fall 2010 unless otherwise noted.

Tenured & Tenure-Track Faculty: Race/Ethnicity by Department



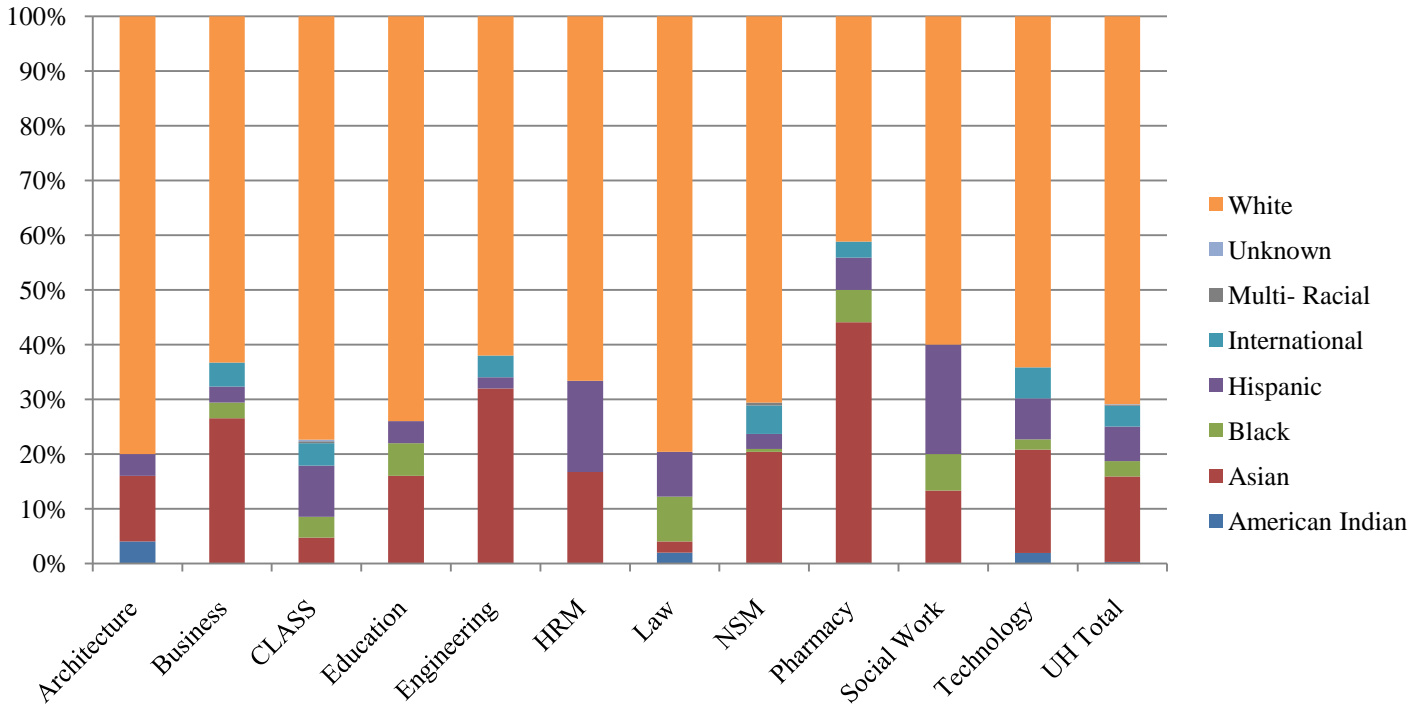
Department	Total N	Asian	Black	Hispanic	Inter-national	Multi-Racial	Unknown	White
AAS	1		100%					0%
Anthropology	7		14.3%	14.3%				71.4%
Art	24			12.5%				87.5%
Comm. Disorders	5							100%
Communication	15	20%						80%
Economics	19	15.8%			21.1%			63.1%
English	55	5.5%	7.3%	3.6%	1.8%			81.8%
HHP	13		7.7%		23.1%			69.2%
Hispanic Studies	17			82.3%	5.9%			11.8%
History	35	2.9%	11.4%	11.4%	5.7%			68.6%
MCL	10	10%						90%
Military Science	9	11%		11%			11%	67%
Music	35		2.9%	2.9%				94.2%
Philosophy	11							100%
Political Science	27		3.7%	7.4%	7.4%			81.5%
Psychology	32	9.4%		6.3%	3.1%	3.1%		78.1%
Sociology	11	9.1%		18.2%				72.7%
Theatre	18							100%
College Total	346	4.6%	3.8%	9.3%	4%	0.3%	0.3%	77.7%

Tenured & Tenure-Track Faculty: Gender by Department



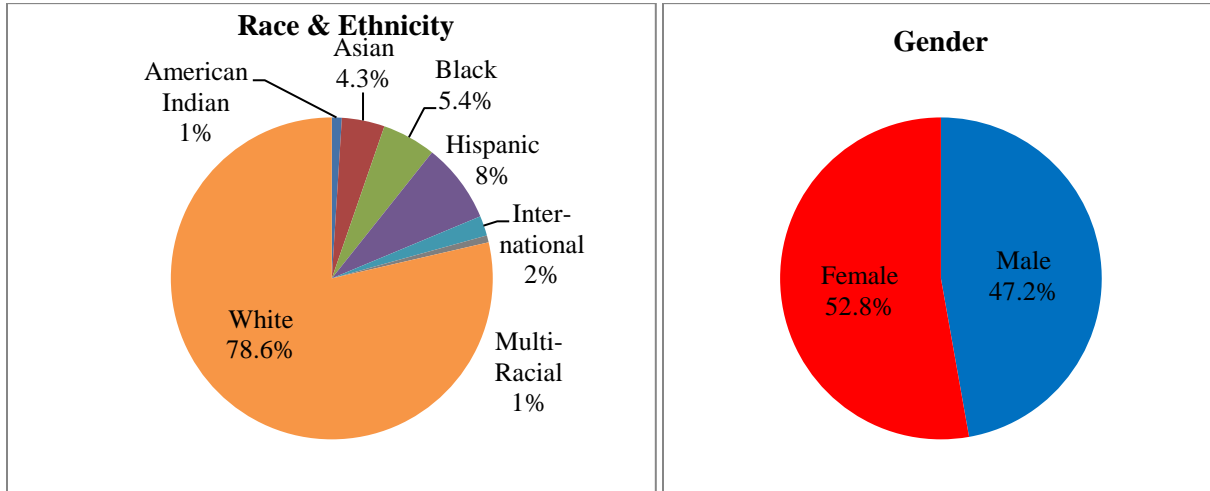
Department	Total	Female	Male
African- American Studies	1	0%	100%
Anthropology	7	42.9%	57.1%
Art	24	45.8%	54.2%
Comm. Science & Disorders	5	80%	20%
Communication	15	46.6%	53.4%
Economics	19	36.8%	63.2%
English	55	41.8%	58.2%
HHP	13	23.1%	76.9%
Hispanic Studies	17	58.8%	41.2%
History	35	40%	60%
MCL	10	70%	30%
Military Science	9	22.2%	77.8%
Music	35	22.9%	77.1%
Philosophy	11	27.3%	72.7%
Political Science	27	22.2%	77.8%
Psychology	32	37.5%	62.5%
Religious Studies	1	0%	100%
Sociology	11	54.5%	45.5%
Theatre	18	50%	50%
College Total	346	39.1%	60.9%

Tenured & Tenure-Track Faculty by College



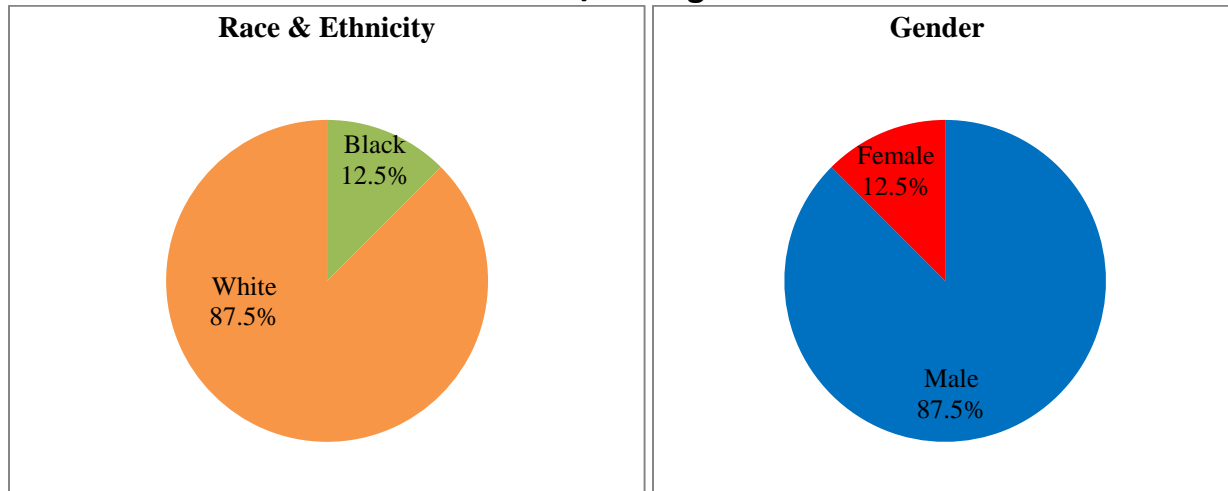
College	Total N	American Indian	Asian	Black	Hispanic	International	Multi-Racial	Unknown	White
Architecture	25	4%	12%	0	4%	0	0	0	80%
Business	68	0	26.5%	2.9%	2.9%	4.4%	0	0	63.2%
CLASS	341	0	4.7%	3.8%	9.4%	4.1%	0.3%	0.3%	77.4%
Education	50	0	16%	6%	4%	0	0	0	74%
Engineering	100	0	32%	0	2%	4%	0	0	62%
HRM	13	0	16.7%	0	16.7%	0	0	0	66.7%
Law	49	2%	2%	8.2%	8.2%	0	0	0	79.6%
NSM	211	0	20.4%	0.5%	2.8%	5.2%	0.5%	0	70.6%
Pharmacy	34	0	44.1%	5.9%	5.9%	2.9%	0	0	41.2%
Social Work	15	0	13.3%	6.7%	20%	0	0	0	60%
Technology	53	1.9%	18.9%	1.9%	7.5%	5.7%	0	0	64.2%
UH Total	959	0.3%	15.6%	2.8%	6.3%	3.8%	0.2%	0.1%	70.9%

CLASS All Non-Tenured & Non-Tenure-Track Faculty



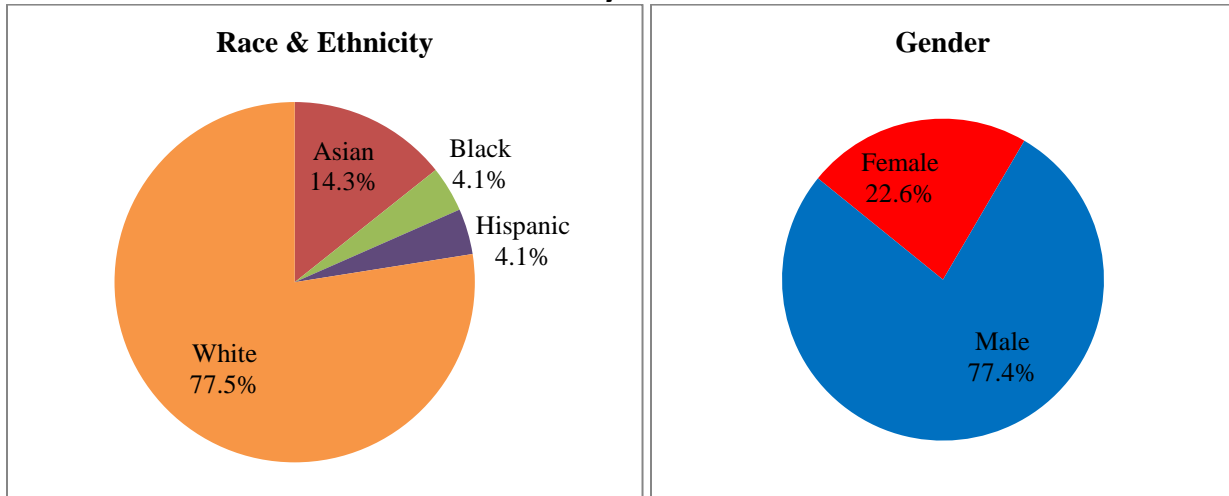
This includes instructional, visiting, research and clinical faculty as well as artist affiliates. It does not include adjunct faculty. N=299.

CLASS Endowed/Distinguished Chairs



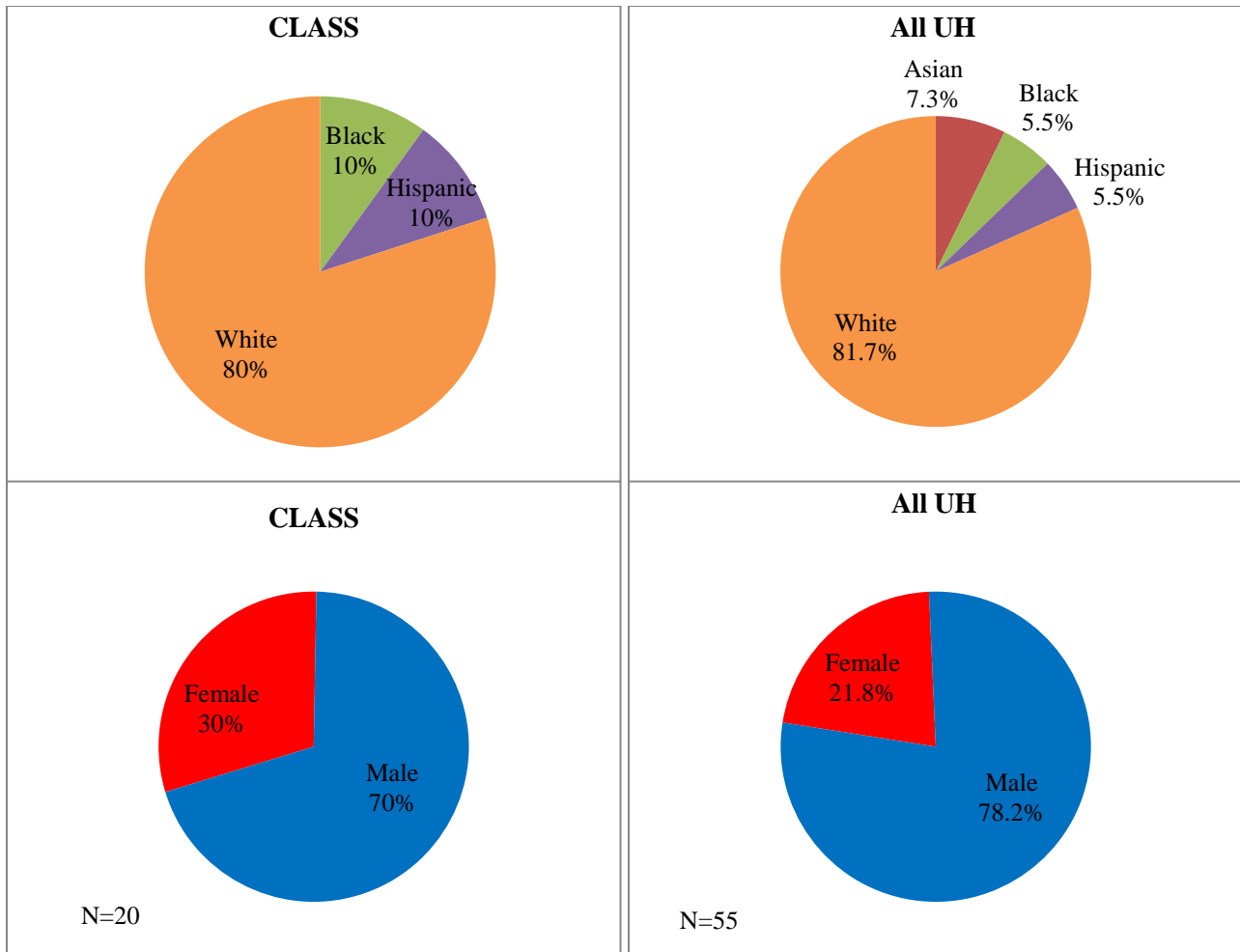
There are 16 such Chairs in CLASS: 4 in Economics, 2 in English, 6 in History, and 4 in Psychology. All are full professors, and 3 of the 16 are department chairs as well. All of the women who hold these honors are white.

Faculty Senate

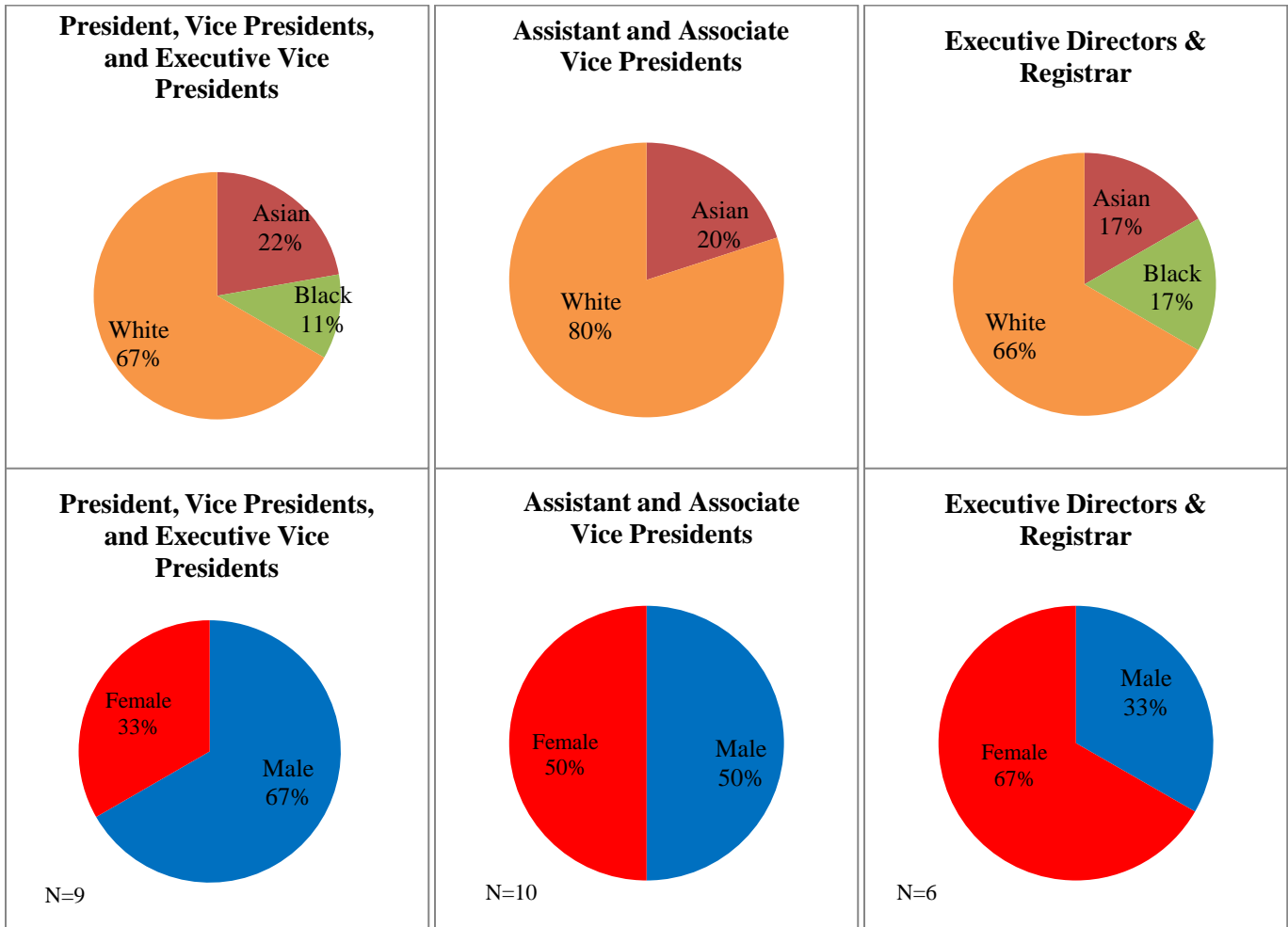


There are 48 members in the Faculty Senate.

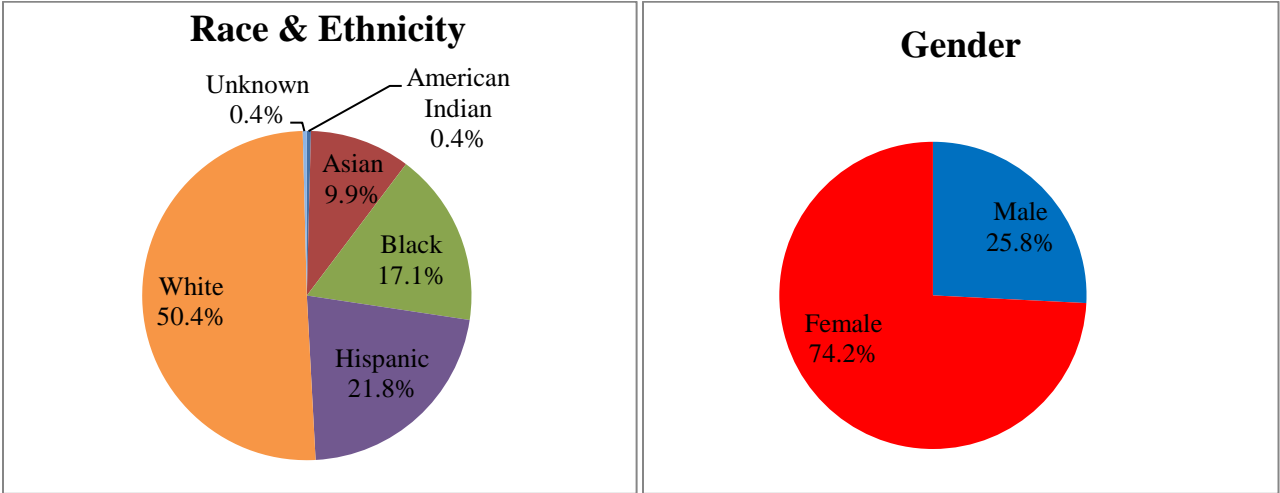
Chairs, Directors & Deans



Executive Administrators at UH



CLASS Staff



N=275