

**NC STATE UNIVERSITY**

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Office for Equal Opportunity

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# 2009 Equal Opportunity Plan

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## Executive Summary

January 31, 2009

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Workforce Analysis

# 2009 Equal Opportunity Plan

## Executive Summary

In order to comply with Federal and State laws,<sup>[1]</sup> North Carolina State University is required, on an annual basis, to prepare a written affirmative action plan. This plan, referred to as the University's Equal Opportunity Plan, is intended to describe the University's efforts to voluntarily implement an affirmative action plan for women and minorities, and to reaffirm the institution's continuing commitment to the principles of equal employment opportunity and affirmative action. Preparing the Plan entails examining all aspects of the employment process to identify potentially discriminatory barriers, taking steps necessary to assure equal employment opportunity, and improving efforts to recruit, hire and promote minorities and women.

An acceptable affirmative action plan must include an analysis of the university's workforce, to include the identification of areas where protected class members (Blacks, Hispanics, Asians, Native Americans, and women) are underutilized. Furthermore, placement goals must be set and time lines established to correct deficiencies where they exist.

The preparation of the University's Equal Employment Opportunity Plan involves collecting and analyzing a tremendous amount of data from a variety of sources, including NCSU's Department of Human Resources, the U.S. Bureau of the Census, the U.S. Department of Education, the National Science Foundation and NCSU's Office of University Planning and Analysis. The complex and lengthy calculations associated with preparing an acceptable Plan involves four major analytical components: the Workforce Analysis; an Availability Analysis, an Incumbency v. Estimated Availability Analysis, and Goals and Timetables. Each will be discussed in turn.

### **I. WORK FORCE ANALYSIS (Employee Headcounts)**

Each employer must "define" the major job classifications within its organization. These job classifications or groups are necessary for analyzing employment patterns and for identifying departments or units that may exhibit discrimination in hiring, advancement, or compensation.

Under the provisions of the State Personnel Act, all full time active employees at NC State are categorized as either EPA (includes all employees (academic and non-academic) on the university payroll that are not subject to the State Personnel Act) or SPA (includes all employees on the university payroll that are subject to the State Personnel Act). These groups are further divided into broad occupational categories (EEO-6 Job Groups) having similar duties, responsibilities, and pay as defined by the "Integrated Postsecondary Education Data System" (IPEDS) maintained by the National Center for Education Statistics, U.S. Department of Education. The criteria used for defining job groups are:

1. Jobs within a group must have similar content, promotional opportunities, and wage rates or salary patterns.

2. Job groups should parallel as closely as possible to the employment categories used in published data on the availability of minorities and women, in order to provide a meaningful analysis.
3. Job groups should reflect as nearly as possible the logical structure inherent to the organization.
4. Each job group must contain a sufficient number of employees to allow for conducting valid statistical analysis.

Accordingly, the University’s workforce is aggregated into the following job groups. These job groups have been defined only for equal employment opportunity and affirmative action purposes, and are not intended for use in any other university actions, analyses, or assignments.

<b>EEO-6 Job Group</b>	
<b>EPA</b>	Executives/Managers/Administrators a. SAAO, Tier 1 b. SAAO, Tier 2
	Ladder Ranked Instructional Faculty Professor Associate Professor Assistant Professor
	Professionals (Non Faculty)
<b>SPA</b>	Administrative
	Professionals
	Technicians/Paraprofessionals
	Secretarial and Clerical Support
	Skilled Craft
	Service Maintenance

By aggregating the institution’s workforce into the aforementioned job groups, the Office for Equal Opportunity is able to perform certain statistical analyses using published data characterizing the ethnicity and gender of varying segments of the civilian labor force. The faculty and staff workforce reports are generated annually in the fall by the Office of University Planning and Analysis.

Each year on September 30, a personnel census or snapshot of the University’s employee database (PeopleSoft HR) is taken for purposes of official reporting and policy analyses. This Personnel Data File (PDF) includes demographic and educational data and funding information; and serves as the basis for the University’s workforce analysis.

As of September 30, 2008, the University's active employee headcount totaled 7,380 full-time permanent employees. This figure reflects the total number of regular, full-time EPA (faculty and non faculty) and SPA employees. It should be noted that for affirmative action purposes, part-time and temporary employees, graduate assistants and student workers are not included in this headcount.

- Minorities represent 23.7% of the University's total full time workforce. Of this total, Blacks represent 15.1%, and Hispanics, Asians and Native Americans represent 3.6%, 5.5%, and 0.2%, respectively.
- Blacks represent 4.6% of the tenured and tenure-earning faculty at NC State and 9.3% of the EPA employees classified as executives, managers and senior level administrators.
- Minorities represent 16.6% of the total number of employees classified as instructional faculty.
- Women represent 46.9% of the University's workforce. However, almost two-thirds (62.9%) of the women employed at NC State are classified as SPA employees.
- Women hold 30.9% of the full-time faculty positions on campus and 41.2% of the positions at the executive, managerial or senior administrative level.
- Less than 3.6% or only thirteen of the 357 employees at NC State who are classified as skilled craft workers are women. However, according to 2000 U.S. Census data for the five county area immediately surrounding the University, women comprise nearly 7% of workers in the skilled trades.

## **II. AVAILABILITY ANALYSIS**

"Availability" is defined as "the statistical estimate of the proportion and numbers of minorities and women who possess the training and skills necessary to qualify for particular positions and are available in the relevant job market."

In ascertaining the availability of protected class members in the relevant labor market area who possess the requisite skills and training necessary for faculty and/or non-instructional staff positions at NC State University, the Office of Federal Contract Compliance Programs (OFCCP) requires that employers consider the following two factors:

1. The availability of minorities/females having requisite skills in an area in which the employer can reasonably recruit; and
2. The availability of promotable and transferable minorities and women within the employer's organization.

In the application of these factors, consideration is given to identifying the relevant labor market areas. These areas may include the city, county, state or nation, or any aggregation of these areas. Labor market areas vary somewhat among the different job groups, with the larger geographical areas utilized most often in recruiting for managerial, administrative, professional and academic positions. The following Labor Market Areas were used in determining “availability” for the various employee job groups at NC State.

	<b>EEO-6 Job Group</b>	<b>Relevant Labor Market Area</b>
<b>EPA</b>	Executives/Managers/Administrators	United States
	Ladder Ranked Instructional Faculty	United States
	Professionals (Non Faculty)	United States
<b>SPA</b>	Administrative	State of North Carolina
	Professionals	State of North Carolina
	Technicians/Paraprofessionals	Immediate Five County Area *
	Secretarial and Clerical Support	Immediate Five County Area *
	Skilled Craft	Immediate Five County Area *
	Service Maintenance	Immediate Five County Area *

\* Includes Wake, Durham, Chatham, Lee, and Johnston counties

In calculating external availability, the U.S. Census 2000 Special EEO File Datasets and related information were used.

### **III. INCUMBENCY v. ESTIMATED AVAILABILITY ANALYSIS**

The Incumbency v. Estimated Availability Analysis is performed to determine whether fewer minorities and females are employed in each job group than would reasonably be expected by their availability in the labor market. The Incumbency v. Estimated Availability Analysis is a comparison between external availability data and employee workforce data for each job group identified. If the availability percentage of protected class members in a particular job group is greater than the percentage of minorities and women employed by the University in the respective job group, then underutilization exists.

In addition to conducting the Incumbency v. Estimated Availability Analysis at the institutional level, individual analyses were performed for each College and major administrative unit within the organization. This data is posted online at [http://www.ncsu.edu/equal\\_op/AAPlan](http://www.ncsu.edu/equal_op/AAPlan).<sup>[2]</sup>

At the institutional level, the Incumbency vs. Availability Analysis revealed the following problem areas:

Incumbency v. Estimated Availability EPA Work Force Analysis 09/30/2008						
Less than 80%						
Job Group	Females	Total Minority	Blacks	Hispanics	Asians	Native Americans
10 Administrative		Yes		Yes	Yes	Yes
20 Faculty	Yes			Yes		Yes
30 Professional			Yes			Yes

*Comparison of Incumbency to Availability is performed using the 80% with Whole Person Rule  
Yes indicates 80% Ratio < 80.0 and Difference <=-1.0*

Incumbency v. Estimated Availability SPA Work Force Analysis 09/30/2008						
Less than 80%						
Job Group	Females	Total Minority	Blacks	Hispanics	Asians	Native Americans
10 Administrative	Yes	Yes	Yes		Yes	
30 Professional			Yes			Yes
40 Technical		Yes	Yes			Yes
50 Clerical				Yes		Yes
60 Skilled Crafts	Yes	Yes	Yes	Yes	Yes	Yes
70 Service/Maintenance	Yes					Yes

*Comparison of Incumbency to Availability is performed using the 80% with Whole Person Rule  
Yes indicates 80% Ratio < 80.0 and Difference <=-1.0*

#### IV. GOALS AND TIMETABLES

Where the percentage of minorities or women employed in a particular job group is less than would reasonably be expected given their availability percentage in that particular job group, the University is required to establish Placement Goals equal to the availability percentage for minorities or women, as appropriate, for that job group. Placement Goals apply to movement into a job group, whether from new hire off-the street or from promotion/transfer from another job group, with the intent of achieving full representation over a specific period of time.

In establishing placement goals, consideration is given to the availability of qualified minority and female applicants, the attrition rates occurring within particular job groups, and the number of vacancies estimated for the relevant time period. The ultimate goal is parity, which is achieving percentages of minorities and females within the University’s workforce which are representative of the availability of protected class members in the relevant labor market.

- A *numerical* goal is a statement of intent, a criterion for determining progress, rather than an absolute requirement.
- A *timetable* is a time schedule for making a good faith effort to achieve the self-imposed goals.
- *Goals are not the same as quotas.* A quota implies a fixed numerical requirement whereas a goal represents a commitment to increase the participation of certain groups. Establishing goals and timetables reflects no intent to hire unqualified or less qualified persons to fill positions.

The placement percentage rate is the selection ratio necessary to achieve full utilization of women and/or minorities in the employer’s workforce. Annual Placement Goals for each of the EEO-6 Job Groups are listed below:

Annual Placement Goals (Percentage Rates) EPA Work Force Analysis 09/30/2008						
Job Group	Female	Total Minority	Blacks	Hispanics	Asians	Native Americans
10 Administrative	-	19.23	-	4.67	4.39	0.68
20 Faculty	41.28	-	-	4.47	-	0.46
30 Professional	-	-	10.85	-	-	0.57

Annual Placement Goals (Percentage Rates)  
SPA Work Force Analysis 09/30/2008

Job Group	Female	Total Minority	Blacks	Hispanics	Asian	Native Americans
10 Administrative	41.29	19.47	12.51	-	4.38	-
30 Professional	-	-	15.17	-	-	-
40 Technical	-	27.40	21.23	-	-	0.61
50 Clerical	-	-	-	2.26	-	-
60 Skilled Crafts	29.89	46.01	29.90	14.33	1.17	-
70 Service/Maintenance	58.20	-	-	-	-	0.54

The placement goals articulated above are minimum campus-wide targets for each EEO-6 Job Group. They do not represent the ultimate goal which is, over time and absent discrimination, the employee workforce of NC State University will generally reflect the gender, racial and ethnic profile of the labor pools from which the institution recruits and selects.

In addition to conducting the Incumbency v. Estimated Availability Analysis at the institutional level, individual analyses were performed for each College and major administrative unit within the organization. This data is posted online at [http://www.ncsu.edu/equal\\_op/AAPlan](http://www.ncsu.edu/equal_op/AAPlan).<sup>[2]</sup>

Because placement goals should be realistic and attainable, the data is shared and discussed with college/division deans and vice chancellors for purposes of identifying trends, problem areas, and successes in recruitment and retention of faculty and staff. The individual departments and units are encouraged to develop more refined targets to deal with specific inequalities within particular occupation groups and levels.

Additional statements outlining the strategies that will be utilized at the College and Division level have been developed by each respective dean and vice chancellor and placed on file with the Office for Equal Opportunity. These statements (Unit Action Plans) include: (a) a brief statement of the problem(s), (b) specific corrective activities that will be carried out, (c) who will be responsible for implementation, and (d) the timeline for completing major benchmarks. Unit Action Plans are a part of the overall Plan. The Office for Equal Opportunity reviews reports indicating the progress made to achieve these baseline targets on an annual basis.

## **V. MONITORING PROCEDURES**

Those SPA positions that have been designated as under-utilized for affirmative action planning purposes are monitored throughout the employment process by the Department of Human Resources. Hiring officials are contacted by HR Employment Specialists to relay information regarding targeting of the position, recruitment strategies, and other related policies and processes. Efforts are made to ensure that the department's interview pool is representative of the underutilized group before the recruitment process is completed. Hiring officials must submit hiring explanations on all targeted positions when the selected candidate is not a member of the underutilized group.

Similarly, the Office for Equal Opportunity monitors the hiring process for all EPA positions via the NCSU Online Employment System which is an Internet-based software system designed to automate the recruitment process. The system provides the Office for Equal Opportunity real-time access to the makeup of any applicant pool and the status of any search being conducted. At each stage of the hiring process, the recruitment and selection activities are reviewed to ensure that the applicant pools are inclusive of persons from underrepresented groups. The Unit Affirmative Action (AA) Officers assist the Office for Equal Opportunity in its monitoring process. The responsibilities of the Unit AA Officers are to:

- Review and approve unit paperwork with particular attention paid to timeliness of forms submitted and adequacy of explanations and justifications in recruitment reports.
- Advise search committees regarding "best practices."
- Provide information on availability for the unit's disciplines and on conferences and publications for recruitment and advertisement.
- Advocate for the unit with sensitivity to the unit's needs in regard to new personnel, upcoming searches, and best means for the unit to achieve its hiring goals.

Based on regular reports detailing the number of applicants, hires, promotions, transfers, and separations in each job group, analyses are performed to determine whether women or minorities have been adversely impacted in any of these areas. If warranted, appropriate corrective action is determined.

## **VI. ADVERSE IMPACT ANALYSIS**

Adverse impact is determined by a series of calculations designed to measure the rates at which females and minorities are selected for employment decisions against the selection rates for other groups. Any employment practice such as hiring, promotion, training and development, transfer, layoff and even performance appraisals can result in adverse impact. Adverse impact may be found in an overall employment practice or at any individual step in the process.

The most common approach used to evaluate differences in the selection rates is the Four-Fifths Rule.<sup>3</sup> As a rule of thumb, a selection rate for any race, sex, or ethnic group which is less than four-fifths (4/5ths) or eighty percent (80%) of the selection rate for the group with the highest selection rate is generally regarded as evidence of adverse impact by the Federal enforcement agencies.

Determining whether the University’s hiring processes adversely impact a particular race, sex, or ethnic group is one way the institution can know if it is vulnerable to challenges of illegal discrimination. Identifying areas of adverse impact can lead an organization to make corrective and/or defensive efforts.

During the 2008 planning cycle, the Office for Equal Opportunity (OEO) conducted an analysis via random sampling (1217 records) of the applicant flow data (hires versus offers versus applicants) associated with the University’s online employment system for the period July 1, 2007 through June 30, 2008. The analysis revealed a number of problem areas with regard to the employee selection process at NC State University. As noted by the chart below, disparities were identified in the selection rates for females compared to males with regard to the faculty and skilled craft job groups. The data also indicated disparities in the selection rates for Blacks compared to Whites in all job groups.

Adverse Impact Analysis (Hires vs. Offers vs. Applicants)					
Adverse Impact Less than 80%					
Job Group	Females	Blacks	Hispanics	Asians	Native Americans
10 Executives		Yes	Yes		
20 Faculty	Yes	Yes	Yes	Yes	
30 Professional		Yes			Yes
40 Technical		Yes		Yes	
50 Clerical		Yes	Yes	Yes	
60 Skilled Crafts	Yes	Yes		Yes	Yes
70 Service/Maintenance					

When the selection rates for Hispanics were compared to selection rates Whites, disparities existed in the executive, faculty and clerical job groups. Similar disparities were noted for

Asians in the faculty, technical, clerical and skilled craft job groups, and lastly, when the selection rates for Native Americans were compared to Whites, disparities exist were noted in the professional and skilled craft job groups.

The presence of adverse impact requires does not necessarily require the elimination of a selection procedure, but rather further analysis of the individual components of the selection process is warranted.

Strategies for reducing adverse impact include 1) ensuring that nothing in the employment creates a “chilling effect;” 2) conducting vigorous recruitment outreach for qualified candidates; 3) employing appropriate minimum qualification for positions; and 4) eliminating unconscious bias in the evaluation of application materials.

The Office for Equal Opportunity (OEO) and the Department of Human Resources are constantly examining the University employment processes, procedures and practices to identify selection methodologies that meet the institution’s employment objectives but could lessen the adverse impact upon women and other protected class members (Blacks, Hispanics, Asians, Native Americans, persons with disabilities and eligible veterans).

## **VII. UNIT ACTION PLANS**

As a part of the affirmative action planning process at NC State, each college and major administrative unit prepares a Unit Action Plan that addresses the problem areas identified by the “Incumbency v. Availability Analysis” for their respective unit(s). Accordingly, a Unit Action Plan is a detailed description of the placement goals, recruitment strategies and other employment-related activities intended to increase the underrepresentation of minorities and women in the workforce.

Unit Action Plans focus primarily on EPA faculty and non-faculty positions (i.e., administrators, tenured/tenured track faculty, non-tenure track faculty and EPA professionals), as hiring officials exercise considerable latitude and influence over the recruitment and selection process for these positions compared to SPA positions.

Unit Action Plans describe both long and short-term goals, in addition to identifying a timeline for attaining the stated goals. Placement goals and timetables take into account the availability of protected class members currently employed in the unit as well as qualified persons available in the relevant labor market. In identifying placement goals, units are advised to consider anticipated expansion, contraction, turnover, and those employees available for training and/or promotion.

In addition to establishing realistic and attainable hiring goals, units are asked to examine their employment-related processes, such as any requirements for promotion, professional development, training, salary adjustments, discipline, and the workplace environment to identify any impediments to the full utilization of women and minorities.

Because Unit Actions Plans are intended to address unit specific trends and problem areas, no two plans are the same. However, at a minimum, each plan includes the following information:

- An organizational chart for the unit
- A Workforce Analysis by EEO-6 Job Groups for the unit
- An indication of the time period covered by the Unit Action Plan and a timeline for attaining any stated goals
- An estimate of the expected number of job vacancies by EEO-6 Job Groups for the period covered by the Plan
- Numerical affirmative action hiring goals/targets for any and all under-represented designated group members in each occupational group where indicated
- A description of the recruitment strategies and other initiatives that will be undertaken by the unit to increase representation of minorities and women
- Contact information for the responsible administrator
- A description of the measures that will be utilized to assess the progress towards goal attainment

The Plan must incorporate both numerical and programmatic commitments for faculty and staff, but may also include activities directed toward underrepresented students.

In August 2007, each of the Colleges (Agriculture and Life Sciences, Design, Education, Engineering, Humanities and Social Sciences, Management, Natural Resources, Physical and Mathematical Sciences, Textiles, and Veterinary Medicine) prepared and submitted detailed plans outlining their respective commitment to equal opportunity and affirmative action. During the 2008 planning cycle, each of the major administrative units (Athletics; Finance & Business; Extension, Engagement & Economic Development; NCSU Libraries; Research and Graduate Studies<sup>[4]</sup>; Student Affairs, Undergraduate Academic Programs; and University Advancement were charged with formulating plans. During the 2009 planning cycle, both DELTA and the Office of Information Technology will also be asked to submit plans. Individual Unit Action Plans may be viewed online at [http://www.ncsu.edu/equal\\_op/AAPlan](http://www.ncsu.edu/equal_op/AAPlan)).<sup>[2]</sup>

## **VIII. PROGRESS REPORTS**

The purpose of progress reporting is to provide a record of activities, accomplishments, and notable challenges related to implementing specific actions contained in the Unit Action Plan. Information contained in these progress reports is used to mark campus-wide trends related to equal opportunity and affirmative action, identify and disseminate innovative practices, identify cross-unit collaboration opportunities, and identify shared challenges in implementing hiring goals. Progress reports are intended to facilitate feedback to campus stakeholders about successful efforts and ongoing challenges in our collective efforts to realize campus affirmative action goals.

During each planning cycle, the Vice Provost and Assistant Vice Provost for Equal Opportunity meet individual with each Vice Chancellor, Dean and other select campus officials to discuss the import of various data analyses, any progress noted, and possible strategies to remedy any

problem areas. These discussions culminate in the submission of annual progress reports from each major academic and administrative unit on campus outlining the unit's effort to attain its affirmative action goals.

Information contained in these progress reports is used to mark campus-wide trends, identify and disseminate innovative practices, identify cross-unit collaboration opportunities, and identify shared challenges in implementing hiring goals.

Progress reports for each college and major administrative unit may be viewed online at [http://www.ncsu.edu/equal\\_op/AAPlan](http://www.ncsu.edu/equal_op/AAPlan)).<sup>[2]</sup>

## **IX. CONCLUSION**

As an intellectual community, North Carolina State University strives to be the first choice for those seeking a creative and innovative environment, characterized by openness and built on mutual respect and recognition of the strength that results from an inclusive student body, faculty and staff. While the University's immediate goal is to recruit, hire and/or promote minorities and women in job categories in which they are under-represented, the institution needs to take the following additional steps to eliminate any underutilization of all minorities and females:

- (a) Provide all employees, including search committees, who have responsibilities for recruitment, selection, or hiring decisions with appropriate training to ensure their understanding of equal employment opportunity requirements.
- (b) Encourage search committees and hiring officials to utilize the expertise available in the Office for Equal Opportunity to identify and employ nontraditional resources and outreach efforts to identify and recruit well-qualified minorities and women for employment.
- (c) Provide career counseling and guidance to all current employees in order to assist them in taking advantage of various career development and advancement opportunities.
- (d) Undertake efforts, where feasible, to restructure jobs and establish entry level and trainee positions, and develop upward mobility programs and opportunities.

Despite the modest progress made in recent years towards enhancing the participation and success of women and people of color in all aspects of university life, the task, however, is far from complete. Additional steps must be taken to recruit and retain greater numbers of diverse faculty and staff, in order to create to create a supportive environment in which students can succeed and reach their fullest potential.

Admittedly, North Carolina State University is far different than it was 50 years ago. Our campus is more successful, more productive, more approachable and more humane than ever before in our history. We have been able to attract the best students, faculty, and job applicants from all backgrounds, which enables the institution to better serve the needs of a diverse student

population. And the extent and pace of this accomplishment would have been impossible without the application of affirmative action and other programs to ensure equal opportunity.

Nonetheless, inasmuch as hiring and retaining a world renowned and diverse faculty is a top priority for the university, efforts must be made to look critically at our hiring processes and procedures, recognizing that hiring committees receive little education about the process. Programs that provide faculty and hiring official with information, advice, and resources that will help them diversity their applicant pools, their interviewed candidates, the offers they make, and ultimately the new faculty they hire.

Footnotes:

1. State Personnel Act, House Bill 1006, and Executive Order 11246, as amended (41 CFR Parts 60-1 and 60-2, "Government Contractors, Affirmative Action Requirements: Final Rule")
2. For security purposes, this website is password protected. Contact the Office for Equal for Equal Opportunity at 513-2099 for access to this information.
3. Uniform Guidelines on Employee Selection Procedures adopted by the Equal Employment Opportunity Commission on August 25, 1978.
4. As of October 21, 2008, the Division of Research and Graduate Studies had not provided the Office for Equal Opportunity with a Unit Action Plan.

**NORTH CAROLINA STATE UNIVERSITY  
EMPLOYEE HEADCOUNTS BY EEO-6 JOB GROUPS**

**FALL TERM 2008**

**Institutional Summary**

	JOB GROUP	TOTAL			WHITES		BLACKS		HISPANICS		ASIANS		NATIVE AMERICANS		TOTAL MINORITIES
		MALE	FEMALE	TOTAL	M	F	M	F	M	F	M	F	M	F	
<b>EPA EMPLOYEES</b>	<b>10 EXEC/ADM/MGRS</b>	182	128	310	163	105	11	18	4	2	4	3	--	--	42
	<b>20 FACULTY (NON TENURE TRACK)</b>	186	212	398	158	183	3	9	4	11	21	9	--	--	57
	<b>20 FACULTY (TENURE TRACK)</b>	216	131	347	161	96	14	13	4	5	37	17	--	--	90
	<b>20 FACULTY (TENURED)</b>	824	206	1030	714	167	23	14	12	14	75	9	--	2	149
	<b>30 PROFESSIONALS</b>	652	604	1256	557	489	41	66	17	17	35	30	2	2	210
	<b>TOTAL</b>	2060	1281	3341	1753	1040	92	120	41	49	172	68	2	4	548
<b>SPA EMPLOYEES</b>	<b>10 ADMINISTRATIVE</b>	76	34	110	68	32	5	1	1	1	1	--	1	--	10
	<b>30 PROFESSIONAL</b>	297	278	575	250	209	29	38	6	11	11	18	1	2	116
	<b>40 TECHNICIANS</b>	613	616	1229	530	499	52	69	12	17	17	29	2	2	200
	<b>50 CLERICAL</b>	139	921	1060	97	656	37	236	4	13	1	14	--	2	307
	<b>60 SKILLED CRAFTS</b>	344	13	357	283	10	50	2	7	--	2	1	2	--	64
	<b>70 SERV/MAINT</b>	389	319	708	151	46	185	205	47	61	6	7	--	--	511
	<b>TOTAL</b>	1858	2181	4039	1379	1452	358	551	77	103	38	69	6	6	1208
<b>GRAND TOTAL</b>	3918	3462	7380	3132	2492	450	671	118	152	210	137	8	10	1756	

Data Source: University Personnel Data File - September 30, 2008