

UNIVERSITY OF MASSACHUSETTS LOWELL

Executive Summary Update Affirmative Action Plan 2011

Presented to the
Board of Trustees



Martin T. Meehan
Chancellor

I Statement from the Chancellor

Office of the Chancellor

October 1, 2009

ADMINISTRATIVE ANNOUNCEMENT NO. 5 POLICY ON EQUAL OPPORTUNITY

“Let us embrace the notion that there is strength in diversity!”

***Chancellor Marty Meehan
“Diversity in Motion – Building Bridges” address
July 2009***

That strength is based on the understanding that we are inclusive in how we relate to one another and how we value one another’s contribution to the working, learning and living environment. We cultivate inclusion by recognizing the contributions that others bring to the table. The following reaffirmation of certain principles is helpful. However, as you review them, consider that inclusion is much broader than laws and requires continued, purposeful effort.

Treatment

Our image and outstanding service are enhanced when our employment decisions and academic practices are fair. In this way, we acknowledge the worth and value of the individuals in the University community, and uphold Title VII of the Civil Rights Act and Massachusetts General Law Chapter 151B. University policies reflect these non-discrimination and anti-harassment laws. Such factors as race, color, religion, disability, age, gender, sexual orientation, ancestry, national origin, marital or veteran status, and genetic information may not be considered factors in any academic or personnel decisions. Family caregivers are not a protected class, but employers may not discriminate against those in a protected class with family care-giving responsibilities as related to hiring, employment, and evaluation decisions. As a public institution in Massachusetts, anti-discrimination protection also extends to people with mental illness and those who serve in the Reserve or National Guard components of the military. Transgendered individuals are also protected from sex and disability discrimination under state law. Disparate treatment, bullying or harassing of members of the University community based on these differences or membership in protected categories is a violation of law and University policy and will not be tolerated at UMass Lowell. These provisions also apply to members of the public who visit the campus. Those who direct the work of others are expected to monitor public accommodations and report any concerns as indicated below.

Workforce Diversification in Hiring and Employment

It is especially important to adhere to fair hiring and employment hiring practices. Both have a direct effect on our ability to increase diversity in our workforce. Our recruitment and outreach activities directed to underrepresented minorities are tools that may provide diverse hiring applicant pools.

As an institution, we have workforce diversification outlined in our annual Affirmative Action Plan. We report annually to the Board of Trustees on our progress toward those goals. We continue to improve our recruiting practices, incorporating changes to reflect best practices in attaining diversity in higher education. As a result of conducting procedurally sound, equitable searches, progress will be made consistent with our goals. I encourage you to bear this in mind as you conduct recruitment efforts.

Principals of fairness and equity also apply to all employment decisions such as promotion and evaluation. We can be successful in retaining a diverse workforce when we recognize that these actions have a significant impact on retention and on the advancement of individual careers.

The EOO staff may be contacted if you wish to inspect the Affirmative Action Plan. Additional information is available at www.uml.edu/equal.

Reporting Requirements

Employers are required to review all concerns related to suspected discrimination or inappropriate behavior: Any member of the campus community should contact *Equal Opportunity & Outreach (EOO)* for any assistance regarding complaints of discrimination or for other concerns addressed in this announcement: *Cumnock Hall C-4, UML North, 978-934-3565*. These matters will be responded to with prompt concern to facilitate resolution. We each have the right to raise concerns about discrimination or harassment. We also understand that any attempt to retaliate against anyone who raises, participates in, or conducts a review of such confidential matters is also prohibited. Complaints may also be filed with external agencies as indicated at www.uml.edu/equal.

Administrators, faculty, and staff, who direct the work of others, including students, have additional responsibilities under state law. In addition to upholding the policies they are *also required to report* inappropriate behavior/possible discrimination to Equal Opportunity and Outreach. Supervisors who fail to report such potential violations can be regarded as aiders and abettors if they fail to take steps to prevent the behavior.

Participation in Diversity Education

Web-based diversity education is available at www.uml.edu/equal. New employees are encouraged to complete this experience within a year of appointment to their positions. Those with supervisory responsibilities are expected to participate within 2 years of appointment to such a position, irrespective of when they joined the University.

Shared Accountability

As representatives of the University, we are all responsible to maintain a welcoming climate built on mutual respect. Whether in working or learning environments, we are all accountable. It is my expectation that administrators have goals that correspond to our diversity initiatives and will report on their progress in achieving these goals. It is my strong desire that all members of the UMass Lowell community demonstrate civility and dignity when relating to one another and to guests.

When we consider our role as an institution of education which advances the human condition, we recognize the inherent dignity of that condition. We also recognize our obligation to honor that dignity and to reflect the composition of the global community we serve.



Martin T. Meehan, Chancellor

II. Statement from the Director

I am pleased to present the FY 2010 Update to The Board of Trustees. There have been several new initiatives since the 2008 submission of this report. Most notably, the campuses strategic priority on diversity first introduced in the 2007 update has now solidified its place in UMass Lowell 2020, A Strategic Plan for the Next Decade. This has been the result of planned and thoughtful discourse related to cultural change.

This update includes highlights of activities from the entire campus including certain activities that relate to students. However, it is based on the Affirmative Action Plan which is primarily a strategic workforce management document which is based on workforce initiatives.

Most notably among the University's achievement in this area is the Spirit of Diversity Achievement Award from the California based City Career Fair, in May 2011. This is a first for the University which was followed by another first in November 2010: Co-hosting with two other Lowell employers, the University launched the Merrimack Valley Commonwealth Compact. The charter organization consists of nine other area employers (education, corporate and non-profit organizations), setting a new precedent for the Compact as there no other regional charters.



Oneida D. Blagg, Director
Equal Opportunity and Outreach

Equal Opportunity and Outreach Staff
Donna E. Vieweg, Senior Equal Opportunity Associate
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III. Affirmative Action Initiatives

This section begins with an overview of workforce diversity initiatives, workforce data and summary of progress on goals from the Affirmative Action plan. Throughout this section, the use of an asterisk (*) indicates implementation of best practices.

Explanation of Workforce Data Tables

Each of the attached tables contains data on the minority workforce at the Lowell Campus as of March 31, 2010. They represent a snapshot of the workforce based on voluntary self-identification from faculty and staff.

Table 1 – Current ethnic and gender data by job category

Table 2 – Historical ethnic and gender data to measure progress from year to year

Table 3 – Current faculty ethnic and gender data by college and discipline

Table 4 – Current non-faculty (staff) ethnic and gender data by job type

The minority percentages in each of the tables are used to identify whether parity or underrepresentation exists. Tables 2 and 3 demonstrate this in greater detail for faculty and staff respectively. This assists in further identifying the specific academic fields and job types within the University to which minorities and women are being appointed, and the groups making progress in those positions across the workforce as a whole. In the case of staff, workforce data is compared to percentages of minorities and women in like occupations within the region where these positions are advertised, to determine underutilization or “shortfall”. In the case of faculty, national data based on the number of minority doctoral degrees by discipline are used as the comparator.

The possibility of transfers or promotions for individuals already in the workforce is also included in the analysis.

The Office of Federal Contract Compliance Programs provides the governing guidance for employers who are required to collect, maintain and analyze workforce data. The data informs the development of outreach and recruitment activities.

Overview of Workforce – Lowell Campus

Minority representation for Hispanics, Asians (including Pacific Islanders), African Americans/Blacks, and Native Americans in the faculty and staff as of March 2010 was 15.8%, up 2.7% from March 2008.

For staff positions, the greatest increase in any ethnic/racial group and within all workgroups is Hispanic Professional/Staff, with five placements for this group between 2009 and 2010. Groups with the greatest discrepancies, or shortfalls, between the University workforce and the estimated available workforce are Asians and Blacks, primarily for Professional/Staff positions. Among Executive positions, Blacks and Hispanics show significant shortfalls. Blacks’ membership in the staff workforce exists primarily in Service/Maintenance (4.0%) and Secretarial/Clerical (3.8%), with no Executive/Administrative/Managerial representation. Hispanics’ membership follows a similar pattern: 9.3% of Service/Maintenance staff are Hispanic, followed by 4.3% of Skilled Crafts staff, and no Executive representation

For faculty, Blacks and Hispanics also show the greatest shortfalls, primarily in the Humanities fields. Blacks also show shortfalls in Health fields, as do Hispanics in Engineering.

The number of Native Americans from all workgroups is 4 staff and 1 faculty member, an increase of one individual since 2006.

Despite persisting shortfalls, a historical review of the workforce indicates progress in the hiring of Blacks and Hispanics, and Asians during the past five years. During this period Blacks in the workforce have increased from 19 to 30 employees or from 1.7 to 2.5% of the workforce. Hispanics have increased from 34 to 39 employees or from 3.0 to 3.3% of the workforce. Asians have increased from 90 to 113 employees, from 8.0% to 9.6% of the workforce. In sum, minorities overall are being hired at a faster rate than non-minorities: Whites constituted 86.9% of the workforce in 2006, decreasing to 84.2% in 2010.

As indicated above, this overview serves as the basis for the goals set in the workforce Affirmative Action Plan. They are grouped by strategy as indicated in the next section. Significant initiatives are in place to address shortfalls.

EEO expanded the workforce analysis of underrepresented groups to include a review of data on transitional employees – those who move from temporary part-time to permanent fulltime status – to determine and adverse impact on recruitment of minority staff.

In addition, the expanded analysis also included the turnover quotient of minority faculty and staff to determine if new minority hires are simply “replacing” other minorities who left the workforce, as opposed to an actual increase of minorities in the workforce.

Programmatic Goals from the Affirmative Action Plan

The programmatic goals stem from the workforce analyses combined with other elements. These include 1) input from individual consultations EEO conducted with Vice Chancellors and Deans and 2) continued emphasis on best practices in diversity and inclusion. A description of programmatic goals follows.

STRATEGIES TO ATTRACT MINORITIES TO THE WORKFORCE

Goal: Increase minority representation as indicated in Tables 3 and 4; greater recruitment of African American/Black and Hispanic applicants (faculty and professional non-faculty staff).

Progress: African American/Black participation has increased from 1.8% in 2006 to 2.5% in 2010, as a result of new hires in professional/staff, technical paraprofessional, and service/maintenance job groups. **Overall this is the fourth year of incremental increase in the participation of African Americans/Blacks in the workforce which has contributed to a gradual increase in minority representation from 13.1% in 2006 to 15.8% in 2010.**

Goal: Plan a reception for key leaders and professionals in minority affiliations and organizations.

Progress: Hosted second annual “Diversity in Motion” luncheon forum for key leaders and representatives of minority affiliation/organizations in July 2009. Using the theme of “Building

Bridges” the purpose of the 2009 forum was to explore how the efforts of the Commonwealth Compact might be applied to the Greater Merrimack Valley in ways that are tailored to the workforce population in the region.

University administrators facilitated lunch dialogue with participants around the following questions related to the down-turn in jobs.

- Individual challenges: Barriers that face individual people of color in the current job market
- Organizational Challenges: What organizations are doing to retain and advance people of color
- Community Challenges: How do we keep diverse professionals of color in the region?
- The potential role of UMass Lowell in addressing these challenges

The Chancellor spoke at the event as well as a panel of guests from different sectors, all providing perspective on the above questions. The panelists included the Deputy Director of the Commonwealth Compact. Panelists took questions and comments from the participants, moderated by Professor Meg Bond, the Director of the Center for Women and Work. The keynote speaker was Dean Stephen Crosby, John W. McCormack Graduate School of Policy Studies, and University of Massachusetts Boston. In this way the Commonwealth Compact was introduced in the Merrimack Valley as a possible initiative for area employers. There were 68 participants and the Lowell Sun published a story on the forum. Following the events, Lowell General Hospital and the Massachusetts National Guard became members of the Commonwealth Compact.

Progress: As a result of EOO’s work to cultivate a relationship with NERBNA, the Executive Board accepted the Chancellor’s invitation to a conversation dinner on November 10, 2009 in the Allen House to discuss the prospect of collaboration around minority recruitment.

Goal: *Research minority organizations and recruitment sources.*

Progress:

- In July 2009, a recruitment tool was developed containing contact information for the Deans, Chairs, and Program Directors at the four largest Black and Hispanic serving institutions for use in diverse applicant outreach. These institutions were selected from the 108 that had been identified at the start of the project as indicated at previous report.
- The Lowell campus maintained visibility in diverse communities, participating in and coordinating sponsorships** of the following events. Along with the logo appearing in the promotions for and at the event, EOO also staffed booths, providing information on employment opportunities and student recruitment.
 - Latino Career Fair**
 - NERBNA Conference**
 - City Diversity Career Fair**
 - Native American Indian Center Pow-Wow
 - Mashpee-Wampanoag Annual Pow-Wow
- EOO successfully initiated negotiations with New England Higher Education Recruitment Consortium (HERC) for discounts (25 - 40%) on institutional memberships. This effort was

part of the move to increase web based recruiting given the wider potential reach as compared to placing ads in hard copy sources.

- At the start of the academic years, Deans were also provided information on several major conferences to facilitate diverse talent sourcing as well as updated information on key contacts at eight of the largest Minority Serving Institutions who could encourage interested colleagues to consider employment opportunities at UMass Lowell. as an employer.

CLIMATE MAINTENANCE STRATEGIES

Goal: *Presentation of training in sexual harassment prevention, civility and other subjects.*

Progress: Web based diversity training is updated annually to introduce new concepts, reflect changes in laws, and promote the importance of personal accountability for behavior.

- Number of in person sessions: 13
- Topics: Search Committee Training, Cultural Competency, Complaint Training, Sexual Harassment Prevention, Respecting Differences, Prevention Discrimination, ADA, Accessibility,
- Participants: 1089

As a continued community service, the web-based diversity education modules also remained available to regional employers with less than 50 employees.

Collaborations

Commonwealth Compact

In May 2008, following the statewide launch of the Commonwealth Compact, the Director of EOO began facilitating discussion between the Office of the Chancellor and the leadership team of the Commonwealth Compact. This exploration related to the prospect of developing a regional version of the Commonwealth Compact tailored to the needs of employers in the Merrimack Valley. This was based on the recommendation of the University's Director for the Center for Women and Work. The collaboration resulted in the following outcomes:

- July 2009 – Agreement to that the University would begin planning to co-sponsor with two other regional employers the launch of a Merrimack Valley of a Commonwealth Compact for the Merrimack Valley.
- December 2009 - Chancellor Meehan participated as a panelist in Commonwealth Compact working group at Bentley University on the challenges of recruiting people of color and the need for movement to the “corner office”.
- May 2010 – EOO sponsor a planning meeting at the University for representatives of various colleges and university who expressed an interest in forming a Higher Education Steering Committee of the Commonwealth Compact. The EOO Director served as a co-chair of the nominating committee to elect steering committee officers. The University remains connected to the committee with the election of an HR staff member as a steering committee officer and with the participation of an EOO staff member in the general membership.
- November 2010 – Merrimack Valley Commonwealth Compact was launched under the endorsement of the statewide Commonwealth Compact. Middlesex Community College and Lowell General Hospital co-hosted the event with 8 areas employers becoming charter members.

The Massachusetts National Guard

The Adjutant General has formed a Civilian Advisory Council and has included representation from the University. The Massachusetts National Guard has expressed an interest in collaborating with University to develop community programs in the Merrimack Valley and to explore the potential of a partnership between their Medical Command and the Bring Diversity to Nursing Program.

Chancellor Appoints Two Committees in the Fall of 2009

Veterans Affairs Committee

The Veterans Affairs Committee focuses on the unique needs of student veterans by increased coordination among the entities that support this segment of the student population. The committee includes the leadership of the student veterans' organization. Other members of the committee assist in planning an annual flag raising ceremony November on the day before Veterans Day, and at the end of the academic year, a program to honoring the academic achievements of graduating student veterans.

Fostering an Inclusive Campus Community

The Committee on Fostering an Inclusive Campus Community was established as part of the

strategic planning process for the UMass Lowell 2020 Strategic Plan. The charge was to review the U Mass Lowell 2020 Draft Recommendation from July 2009 to ensure that the institution priority of fostering a diverse and inclusive campus community is addressed and to make needed recommendations. The membership consists of administrator, faculty and staff from all levels.

Campus Activities

Office of the Provost

The Office of Provost sponsored a five-member team to attend an annual meeting at Clemson University addressing subject such as retention, best practices to support students of color, and strategies to close the achievement gap between Black students and their counterparts in other groups.

UMass Lowell, along with UMass Medical School, is helping to lead an effort to develop a proposal for the NSF ADVANCE program, targeting female faculty in the STEM (science, technology, engineering and mathematics) fields. UMass Dartmouth and Boston have also been contributing to the effort. The focus is on decreasing the isolation that results from lower numbers of female faculty and enhancing information exchange, mentoring, and best practices implementation through the creation of a virtual community.

Various programs are available to support students planning to major in a STEM field (science, technology, engineering, and mathematics). At its student orientation, UMass Lowell introduces interested freshmen STEM majors to the Urban Massachusetts Louis Stokes Alliance for Minority Participation (UMLSAMP). The University connects program participants to academic preparation through means such as these:

- Beginning in 2010, the departments of Engineering, Biology and Atmospheric Science collaborated to create a two week intensive workshop for STEM students.
- Career speakers and STEM activities are provided through the Summer Bridge Program
- Advisors and faculty provide advice and monitor academic progress, to help students successfully progress through college.
- The Math Boot Camp for Pre-Calculus and Calculus provides a strong foundation in mathematics thinking and problem solving skills.

Graduate School of Education

The Faculty participates in campus and community programs including:

- Minority recruitment activities for the Northeast Readiness Center
- The Teach American History grants, which heavily recruit from minority communities
- Serving as Advisor to the international student club on campus
- Working with the Bilingual Education English Language Learners Council to increase school leaders' knowledge of ways to reach out and involve diverse parent and community populations and increase their representation on the Council
- Overseeing Commonwealth Corps which recruits a diverse undergraduate pool to work as tutors in Lowell High School

School of Health and Environment

The Department of Clinical and Nutritional Sciences submitted a preliminary proposal for funding from the National Institutes of Health for a three-year, twelve-week summer research program for diverse minority students for training in cardiovascular and hematological research.

The Department of Nursing received over \$700,000 of funding from the Department of Health and Human Services, Human Resources and Services Administration to fund the project “DNPs [Doctorate of Nursing Programs] Caring for the Underserved”. The project objectives are to recruit and retain culturally diverse DNP students, and to prepare a DNP workforce to provide culturally competent care for underserved populations.

The “Bring Diversity to Nursing” initiative funded by the Health Resources and Services Administration, Bureau of Health Professions enables the undergraduate nursing program to recruit, retain, and graduate minority and economically disadvantaged nursing students. Nursing faculty participated in cultural competency workshops. Faculty in the Department of Nursing participated in the Partnerships for Recruitment, Involvement, Diversity, and Excellence in Nursing (PRIDE) survey which yielded positive results and served to guide the strategic planning of the Department of Nursing.

College of Fine Arts, Humanities, and Social Sciences

New academic programs are being developed and have been developed in Peace and Conflict Studies; Global Studies; and Autism Studies.

The Model United Nations is based in the Political Science Department. UMass Lowell students all have a leadership role in high school program.

The College offers:

- Diversity in the Workplace Graduate Certificate
- Disability Studies Minor
- Gender Studies Minor
- In a new course, Lowell as Text, students study the diverse city of Lowell and its history.

Theatre Arts Program and the Off Broadway Players presented “The Laramie Project”, a play depicting responses to the hate-crime killing of Matthew Sheppard in Laramie, Wyoming.

The Cultural Studies Department teaches languages in Spanish, French, Italian, Greek, Arabic, and the Cambodian language Khmer.

The Music Department initiatives include the Strings Project that involves community youth in musical performances.

The Art Department sponsors culturally diverse exhibits in the University Gallery.

Dr. Gabriel Salomon, director of the Center for Research on Peace Education at the University of Haifa, Israel lectured several times on campus and in the community.

A faculty member in the Psychology Department leads the Seniors Count Project in collaboration with the Lowell Senior Center.

The Center for Women and Work and the Center for Family, Work and Community are College centers which support numerous diversity initiatives, including the following.

Center for Women and Work

- Women's Works: A Celebration of the Creativity of Women
- Emerging Scholars Program: to foster the professional development of students interested in studying issues of gender and work
- Healthy Diversity Project: to study the workplace practices of community health centers as they work to foster a diverse workforce
- CWW Annual Gathering at the Well Forum: to highlight cutting edge issues related to women & work
- Counting on Care Work: to take stock of the largely female-dominated sector of people who provide care in Massachusetts (also the related Care Network which is fostering ongoing relationships among carework researchers in Mass)
- Research and action projects promoting women in the STEM fields

Center for Family, Work and Community

- GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs, Dept. of Education): GEARUP is a federal grant program designed to increase the number of low-income students prepared to enter and succeed in post-secondary education. GEAR UP Lowell works with Lowell Public School students, families and staff to provide creative, long-term support aimed at increasing the number of students who are ready for college
- Science of Small Things (National Science Foundation): SoST has successfully introduced nanotechnology to over 100 Lowell Public School students from Robinson, Butler, Wang and Pyne Arts Middle Schools. It has also connected the students with professional engineers from both the private industry and the University during after-school and summer programs.
- Lowell Healthy Homes (HUD): This program examines the connection between housing conditions and childhood asthma. The program works in partnership with the Lowell Community Health Center (LCHC), the Coalition for a Better Acre (CBA), Community Teamwork Inc. (CTI), the Lowell Housing Authority (LHA), and Merrimack Valley Housing Partnership (MVHP).
- Non-Profit Alliance: In the past, many of the over 70 non-profit organizations in Lowell have struggled to maintain their infrastructures and build programs. The CFWC facilitates the Non-Profit Alliance in order to expand the capacity and resources of groups and organizations.
- Program Evaluation Projects (Family Service Inc.): CFWC is currently the evaluator on several Family Service, Inc. programs, Strengthening Families for Lawrence couples and AMIGOS for Lawrence middle schoolers. The evaluations provide program coordinators feedback on the effectiveness of the programs' implementation and outcomes.
- Learn and Serve Volunteer Income Tax Assistance (VITA): Also a part of the Learn and Serve program, VITA helps low income, elderly, and disabled individuals with their income taxes. Last year, Community Teamwork Inc. and UMass Lowell partnered to help bring nearly a million dollars back to Lowell residents through their tax returns.

College of Engineering

- The SLICE program (Service-Learning Integrated throughout the College of Engineering) integrates service to community partners throughout the core curriculum in Engineering. SLICE community projects service many types of not-for-profit organizations in diverse communities. These projects are regional, national and international. Examples include municipalities such as Lowell, Lawrence International High School, the Tohono O’odham Indian Nation in Arizona, and remote Peruvian villages.
- A number of students forego traditional Spring Break to help others in high need areas with ethnically and culturally diverse populations such as South Chicago, New Orleans, Gulfport MS, the Tohono O’odham Nation, and Jocotenango, Guatemala.

College of Management

The College continues to search for faculty candidates at the assistant level, where the applicant pool may include more underrepresented minority faculty applicants, in addition to searches at the higher ranks.

Division of Athletics

University has sponsored “hockey nights” to offer special multicultural events for prospective students, an introduction to the campus for high school and community college counselors, and many other events.

The NCAA Life Skills Program provides student-athletes with educational workshops and seminars on issues related to substance use, race relations, sexual orientation, etc. The National Consortium has recognized UML student-athletes for Academics and Sports for conducting outreach programs that serve more than 10,000 people annually in communities with high minority populations. Programs include the following: holiday family adoption, mentoring young at-risk children, conducting sports clinics at various locations both on and off-campus, reading programs for ESL students, and food drives for local shelters and service groups.

Division of Student Life

- Student Life opened the Office of Multicultural Affairs which offers multicultural programming for the campus. Examples include dinner dialogues and reaching out to faculty and staff to developing a mentorship program for students.
- Since the creation of that Office, over 14 student groups committed to building an inclusive environment, with over 520 students participating.
- Sponsors over 120 student clubs and organizations, including a number of diverse affinity groups.

- Policies related to accommodations for students with disabilities have been revised and expanded to include 1) impact of technology and 2) the increase in the number students and in the variety of impairments.

Intercollege Collaboration

Faculty in the Psychology, Music and Physical Therapy Departments lead groups for community youth who are on the Autism Spectrum. Undergraduate and graduate students are actively involved in the presentation and evaluation of the programs.

Areas of Special Concern

Change Management

The implementation of the strategic plan will present many opportunities to include the talents, skills, and contributions that result from a diverse workforce. This process to date has been successful due to thoughtful planning so that faculty and staff are connected and committed to the outcomes. Additionally, there are mechanisms in place to track and assess the progress of these outcomes.

**Table 1. Workforce Representation of Protected Category
by EEO-6 Job Category and University Job Group, 3/31/2010**

EEO-6 Category	Female		Total Minority		Black		Native American		Hispanic		Asian/ Pacific Islander		Total
	#	%	#	%	#	%	#	%	#	%	#	%	#
1 - Executive/Administrative/Managerial (EAM)*													
Vice Chanc, Provost, CIO, CPAO	3	60.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	5
Executive Directors	2	40.0	1	20.0	0	0.0	1	20.0	0	0.0	0	0.0	5
Deans, Associate Deans	6	46.2	1	7.7	0	0.0	0	0.0	0	0.0	1	7.7	13
Major Department Heads	11	68.8	1	6.3	0	0.0	1	6.3	0	0.0	0	0.0	16
TOTAL Category 1	22	56.4	3	7.7	0	0.0	2	5.1	0	0.0	1	2.6	39
2 - Faculty	143	34.9	86	21.0	7	1.7	1	0.2	7	1.7	71	17.3	410
3 - Professional/Non-Faculty													
Administrative	96	82.8	10	8.6	3	2.6	0	0.0	5	4.3	2	1.7	116
Education/Training/Student Life	75	68.2	15	13.6	8	7.3	0	0.0	6	5.5	1	0.9	110
Institutional Relations	26	68.4	3	7.9	0	0.0	0	0.0	1	2.6	2	5.3	38
Library	7	50.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	14
Research/Post Doctorates	5	20.0	17	68.0	0	0.0	0	0.0	1	4.0	16	64.0	25
Medical Care	4	100.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	4
Technical	35	28.2	16	12.9	3	2.4	0	0.0	4	3.2	9	7.3	124
Other Professional Staff	5	55.6	1	11.1	1	11.1	0	0.0	0	0.0	0	0.0	9
TOTAL Category 3	253	57.2	59	13.6	14	3.2	0	0.0	14	3.2	30	6.9	435
4 - Secretarial/Clerical													
Administrative Support	26	86.7	4	13.3	1	3.3	0	0.0	2	6.7	1	3.3	30
Secretaries, Clerks, Typists	11	100.0	2	18.2	1	9.1	1	9.1	0	0.0	0	0.0	11
Duplicating, Mail	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1
Communication Equip. Operators	5	71.4	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	7
Sales	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	3
TOTAL Category 4	42	80.8	6	11.5	2	3.8	1	1.9	2	3.8	1	1.9	52

**The position of Chancellor is not included as the hiring decision for this position is made external to the campus.*

**Table 1. Workforce Representation of Protected Category
by EEO-6 Job Category and University Job Group, 3/31/2010 (Cont.)**

EEO-6 Category	Female		Total Minority		Black		Native American		Hispanic		Asian/ Pacific Islander		Total
	#	%	#	%	#	%	#	%	#	%	#	%	#
5 - Technical/Paraprofessional													
Science Technicians	9	56.3	4	25.0	0	0.0	0	0.0	0	0.0	4	25.0	16
Computer Technicians	4	50.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	8
Nuclear & Engineering	1	16.7	1	16.7	0	0.0	0	0.0	0	0.0	1	16.7	6
Other Technicians	3	60.0	2	40.0	0	0.0	0	0.0	1	20.0	1	20.0	5
Business & Related	63	98.4	5	7.8	2	3.1	0	0.0	2	3.1	1	1.6	64
Protective Services	3	14.3	3	14.3	1	4.8	0	0.0	1	4.8	1	4.8	21
TOTAL Category 5	83	69.2	15	12.5	3	2.5	0	0.0	4	3.3	8	6.7	120
6 - Skilled Crafts													
Mechanics & Repairers, Non-Sup'v	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	2
Skilled Crafts, Supervisors	4	22.2	2	11.1	0	0.0	0	0.0	2	11.1	0	0.0	18
Construction Trades, Non-Sup'v	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	16
Plant/System Operation	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	10
TOTAL Category 6	4	8.7	2	4.3	0	0.0	0	0.0	2	4.3	0	0.0	46
7 - Service/Maintenance													
Cleaning & Building Services	25	41.0	11	18.0	3	4.9	1	1.6	5	8.2	2	3.3	61
Motor Vehicle Operators	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	2
Guards, Institutional	3	25.0	2	16.7	0	0.0	0	0.0	2	16.7	0	0.0	12
TOTAL Category 7	28	37.3	13	17.3	3	4.0	1	1.3	7	9.3	2	2.7	75
WORKFORCE TOTAL	575	48.4	187	15.8	30	2.5	5	0.4	39	3.3	113	9.6	1,182

**Table 2. Historical Workforce Comparison by EEO-6 Category
Annually as of March 31**

EEO-6 Category	Year	Female		Total Minority*		Total
		#	%	#	%	#
1 - Exec./Admin./Managerial** Vice Chanc, Provost, CIO, CPAO	2010	22	56.4	3	7.7	39
	2009	21	50.0	2	4.8	42
	2008	18	42.9	2	4.8	42
2 - Faculty	2010	143	34.9	86	21.0	410
	2009	144	34.4	89	21.3	418
	2008	146	34.5	82	19.4	413
3 - Professional/Staff	2010	253	57.2	59	13.6	440
	2009	250	57.5	55	12.6	435
	2008	247	56.0	57	12.9	441
4 - Secretarial/Clerical	2010	42	80.8	6	11.5	52
	2009	42	82.4	4	7.8	51
	2008	46	83.6	4	7.5	55
5 - Technical/Paraprofessional	2010	83	69.2	15	12.5	120
	2009	81	66.9	17	14.0	121
	2008	78	67.2	17	14.7	116
6 - Skilled Crafts	2010	4	8.7	2	4.3	46
	2009	1	2.7	0	0.0	37
	2008	1	2.5	0	0.0	40
7 - Service/Maintenance	2010	28	37.3	13	17.3	75
	2009	27	38.6	13	18.6	70
	2008	29	38.7	15	20.0	75
TOTAL WORKFORCE	2010	575	48.4	187	15.8	1,182
	2009	566	48.1	180	15.3	1,176
	2008	565	47.8	178	15.1	1,182

*Historical data for specific groups is available but not included in this overall summary.

**The position of Chancellor is not included as the hiring decision for this position is made external to the campus

**Table 3. Tenure System Faculty Utilization Analysis
by Department, 3/31/2010**

	Female			Total Minority			Black			Native American			Hispanic			Asian/ Pacific Islander			Total #						
	#	Workforce %	Available %	Shortfall in # Persons	#	Workforce %	Available %	Shortfall in # Persons	#	Workforce %	Available %	Shortfall in # Persons	#	Workforce %	Available %	Shortfall in # Persons	#	Workforce %		Available %	Shortfall in # Persons				
College of Engineering																									
Chemical	1	9.1	18.4	1.0	3	27.3	21.6	0.0	0	0.0	2.2	0.2	0	0.0	0.4	0.0	0	0.0	3.0	0.3	3	27.3	16.0	0.0	11
Civil & Environmental Engineering	2	20.0	18.2	0.0	4	40.0	21.6	0.0	0	0.0	3.1	0.3	0	0.0	0.2	0.0	0	0.0	3.3	0.3	4	40.0	15.0	0.0	10
Electrical & Computer Engineering	5	22.7	10.8	0.0	12	54.6	31.6	0.0	2	9.1	2.4	0.0	0	0.0	0.3	0.1	0	0.0	2.7	0.6	10	45.5	26.2	0.0	22
Mechanical Engineering	2	14.3	8.9	0.0	3	21.4	26.6	0.7	0	0.0	2.1	0.3	0	0.0	0.4	0.1	0	0.0	2.4	0.3	3	21.4	21.7	0.0	14
Plastics Engineering	4	18.2	25.3	1.6	6	27.3	33.4	1.3	0	0.0	2.9	0.6	0	0.0	0.2	0.1	0	0.0	1.8	0.4	6	27.3	28.4	0.3	22
Engineering Technology	0	0.0	0.0	0.0	0	0.0	0.0	0.0	0	0.0	0.0	0.0	0	0.0	0.0	0.0	0	0.0	0.0	0.0	0	0.0	0.0	0.0	3
TOTAL College of Engineering	14	17.1	*	2.6	28	34.2	*	2.1	2	2.4	*	1.5	0	0.0	*	0.2	0	0.0	*	2.0	26	31.7	*	0.3	82
College of Arts and Sciences-Humanities																									
Psychology	11	68.8	66.7	0.0	3	18.8	13.3	0.0	1	6.3	6.7	0.1	0	0.0	0.0	0.0	0	0.0	0.0	0.0	2	12.5	6.7	0.0	16
Sociology	4	57.1	56.1	0.0	1	14.3	19.2	0.3	0	0.0	7.9	0.6	0	0.0	0.7	0.0	0	0.0	5.0	0.3	1	14.3	5.6	0.0	7
Philosophy	1	16.7	26.1	0.6	0	0.0	7.8	0.5	0	0.0	1.6	0.1	0	0.0	0.4	0.0	0	0.0	3.1	0.2	0	0.0	2.7	0.2	6
English	8	57.1	59.5	0.3	0	0.0	9.9	1.4	0	0.0	4.4	0.6	0	0.0	0.5	0.1	0	0.0	2.4	0.3	0	0.0	2.7	0.4	14
Political Science	4	57.1	32.3	0.0	2	28.6	16.2	0.0	0	0.0	6.7	0.5	0	0.0	0.4	0.0	1	14.3	3.7	0.0	1	14.3	5.3	0.0	7
History	3	30.0	37.7	0.8	1	10.0	9.2	0.0	0	0.0	2.2	0.2	0	0.0	0.4	0.0	0	0.0	1.9	0.2	1	10.0	4.7	0.0	10
Cultural Studies	6	85.7	64.1	0.0	1	14.3	23.1	0.6	0	0.0	1.8	0.1	0	0.0	0.2	0.0	1	14.3	18.8	0.3	0	0.0	2.3	0.2	7
Criminal Justice	5	41.7	42.2	0.1	1	8.3	16.6	1.0	0	0.0	10.2	1.2	0	0.0	0.6	0.1	0	0.0	2.9	0.3	1	8.3	2.9	0.0	12
Economics	3	33.3	30.7	0.0	3	33.3	19.0	0.0	0	0.0	4.7	0.4	0	0.0	0.6	0.1	0	0.0	3.8	0.3	3	33.3	10.0	0.0	9
Regional Econ. and Social Dev.	2	25.0	36.6	0.9	0	0.0	16.7	1.3	0	0.0	5.4	0.4	0	0.0	0.4	0.0	0	0.0	3.3	0.3	0	0.0	7.7	0.6	8
Art	3	33.3	51.7	1.7	0	0.0	8.7	0.8	0	0.0	3.1	0.3	0	0.0	0.4	0.0	0	0.0	2.2	0.2	0	0.0	3.0	0.3	9
Music	3	23.1	38.5	2.0	1	7.7	11.0	0.4	1	7.7	2.6	0.0	0	0.0	0.4	0.0	0	0.0	2.5	0.3	0	0.0	5.6	0.7	13
TOTAL Humanities	53	44.9	*	6.3	13	11.0	*	6.3	2	1.7	*	4.4	0	0.0	*	0.4	2	1.7	*	2.8	9	7.6	*	2.2	118

KEY

	Workforce % - percentage of total of employees in each group (utilization)
	Available % - Survey of Earned Doctorates estimate of qualified individuals available for hire or transfer into the job group
	* Totals for Available % are not shown since totals rows represent cumulative positive totals (underutilized groups only)
	Shortfall in Persons - number of hires or transfers needed to establish a workforce that reflects availability
	Cumulative totals - full sum of shortfalls

Underutilization occurs in a department when the workforce is less than 80% of the availability estimate and there is a one-person or greater shortfall.

**Table 3. Tenure System Faculty Utilization Analysis
by Department, 3/31/2010 (Cont.)**

	Female			Total Minority			Black			Native American			Hispanic			Asian/ Pacific Islander			Total #						
	#	Workforce %	Available %	Shortfall in # Persons	#	Workforce %	Available %	Shortfall in # Persons	#	Workforce %	Available %	Shortfall in # Persons	#	Workforce %	Available %	Shortfall in # Persons	#	Workforce %		Available %	Shortfall in # Persons				
College of Arts and Sciences-Sciences																									
Biological Sciences	3	25.0	45.6	2.5	1	8.3	16.5	1.0	0	0.0	2.2	0.3	0	0.0	0.3	0.0	1	8.3	3.2	0.0	0	0.0	10.7	1.3	12
Chemistry	3	20.0	30.4	1.6	3	20.0	12.3	0.0	0	0.0	2.4	0.4	0	0.0	0.4	0.1	0	0.0	2.6	0.4	3	20.0	6.9	0.0	15
Mathematics	2	8.3	24.0	3.8	4	16.7	18.4	0.4	0	0.0	1.8	0.4	0	0.0	0.3	0.1	1	4.2	2.4	0.0	3	12.5	13.9	0.3	24
Envi., Earth & Atmos. Sciences	0	0.0	23.0	1.4	2	33.3	15.3	0.0	0	0.0	0.9	0.1	0	0.0	0.3	0.0	0	0.0	1.9	0.1	2	33.3	12.1	0.0	6
Physics and Applied Physics	1	5.3	11.6	1.2	5	26.3	15.9	0.0	0	0.0	1.4	0.3	1	5.3	0.2	0.0	0	0.0	2.2	0.4	4	21.1	12.1	0.0	19
Computer Science	3	20.0	17.4	0.0	6	40.0	21.4	0.0	0	0.0	1.6	0.2	0	0.0	0.3	0.0	0	0.0	2.1	0.3	6	40.0	17.5	0.0	15
TOTAL Sciences	12	13.2	*	10.5	21	23.1	*	1.4	0	0.0	*	1.7	1	1.1	*	0.2	2	2.2	*	1.2	18	19.8	*	1.6	91
College of Management																									
Accounting	3	37.5	39.6	0.2	1	12.5	22.1	0.8	0	0.0	5.2	0.4	0	0.0	0.5	0.0	0	0.0	2.9	0.2	1	12.5	13.5	0.1	8
Management	5	26.3	28.0	0.3	9	47.4	18.4	0.0	0	0.0	3.9	0.7	0	0.0	0.7	0.1	0	0.0	2.3	0.4	9	47.4	11.6	0.0	19
Operations Info Systems	1	14.3	46.3	2.2	5	71.4	20.0	0.0	0	0.0	5.7	0.4	0	0.0	0.8	0.1	0	0.0	4.5	0.3	5	71.4	8.0	0.1	7
TOTAL College of Management	9	26.5	*	2.7	15	44.1	*	0.8	0	0.0	*	1.5	0	0.0	*	0.2	0	0.0	*	0.9	15	44.1	*	0.1	34
School of Health and Environment																									
Community Health & Sustainability	2	22.2	53.1	2.8	2	22.2	21.7	0.0	0	0.0	6.8	0.6	0	0.0	0.6	0.1	1	11.1	3.6	0.0	1	11.1	10.7	0.0	9
Clinical Lab & Nutrition Sciences	5	45.5	47.5	0.2	3	27.3	17.5	0.0	2	18.2	3.4	0.0	0	0.0	0.3	0.0	0	0.0	3.4	0.4	1	9.1	10.5	0.2	11
Nursing	23	95.8	95.7	0.0	0	0.0	9.7	2.2	0	0.0	4.8	1.2	0	0.0	0.7	0.2	0	0.0	1.6	0.4	0	0.0	2.6	0.6	24
Physical Therapy	8	66.7	56.1	0.0	0	0.0	13.9	1.7	0	0.0	5.4	0.6	0	0.0	0.3	0.0	0	0.0	2.7	0.3	0	0.0	5.6	0.7	12
Work Environment	7	50.0	46.3	0.0	2	14.3	20.0	0.8	0	0.0	5.7	0.8	0	0.0	0.8	0.1	2	14.3	4.5	0.0	0	0.0	8.0	1.1	14
TOTAL Health and Environment	45	64.3	*	3.0	7	10.0	*	4.7	2	2.9	*	3.1	0	0.0	*	0.4	3	4.3	*	1.1	2	2.9	*	2.6	70
Graduate School of Education																									
	10	66.7	69.3	0.4	2	13.3	16.4	0.5	1	6.7	9.7	0.5	0	0.0	0.6	0.1	0	0.0	3.6	0.5	1	6.7	2.6	0.0	15
TOTAL TENURE SYSTEM FACULTY	143	34.9	46.3	25.5	86	21.0	20.0	15.7	7	1.7	5.7	12.7	1	0.2	0.8	1.5	7	1.7	4.5	8.5	71	17.3	8.1	6.8	410

KEY

Workforce % - percentage of total of employees in each group (utilization)

* Totals for Available % are not shown since totals rows represent cumulative positive totals (underutilized groups only)

Shortfall in Persons - number of hires or transfers needed to establish a workforce that reflects availability

Cumulative totals - full sum of shortfalls

Underutilization occurs in a department when the workforce is less than 80% of the availability estimate and there is a one-person or greater shortfall.

**Table 4. Non-Faculty Utilization Analysis
by University Job Group, 3/31/2010**

Job Groups by EEO-6 Category	Female			Total Minority			Black			Native American			Hispanic			Asian/ Pacific Islander			Total #						
	#	Workforce %	Available %	Shortfall in # Persons	#	Workforce %	Available %	Shortfall in # Persons	#	Workforce %	Available %	Shortfall in # Persons	#	Workforce %	Available %	Shortfall in # Persons	#	Workforce %		Available %	Shortfall in # Persons				
1 - Executive/Administrative/Managerial (EAM)																									
Vice Chanc, Provost, CIO, CPAO*	3	60.0	18.8	0.0	0	0.0	10.5	0.5	0	0.0	2.4	0.1	0	0.0	0.6	0.0	0	0.0	3.1	0.2	0	0.0	4.0	0.2	5
Executive Directors	2	40.0	24.0	0.0	1	20.0	13.9	0.0	0	0.0	3.3	0.2	1	20.0	0.6	0.0	0	0.0	4.4	0.2	0	0.0	4.8	0.2	5
Deans, Associate Deans	6	46.2	58.7	1.6	1	7.7	21.6	1.8	0	0.0	11.2	1.5	0	0.0	0.9	0.1	0	0.0	5.6	0.7	1	7.7	3.4	0.0	13
Major Department Heads	11	68.8	50.6	0.0	1	6.3	19.5	2.1	0	0.0	9.4	1.5	1	6.3	0.8	0.0	0	0.0	5.9	0.9	0	0.0	2.7	0.4	16
Cumulative Totals Cat. 1	22	56.4	*	1.6	3	7.7	*	4.4	0	0.0	*	3.3	2	5.1	*	0.1	0	0.0	*	2.0	1	2.6	*	0.8	39
3 - Professional/Staff																									
Administrative	96	82.8	60.6	0.0	10	8.6	16.0	8.5	3	2.6	6.5	4.5	0	0.0	0.4	0.5	5	4.3	4.3	0.0	2	1.7	3.8	2.4	116
Education/Training/Student Life	75	68.2	57.2	0.0	15	13.6	17.1	3.8	8	7.3	8.2	1.0	0	0.0	0.6	0.7	6	5.5	4.2	0.0	1	0.9	3.3	2.6	110
Institutional Relations	26	68.4	59.5	0.0	3	7.9	17.5	3.7	0	0.0	6.3	2.4	0	0.0	0.9	0.3	1	2.6	6.1	1.3	2	5.3	3.3	0.0	38
Library	7	50.0	77.3	3.8	0	0.0	10.7	1.5	0	0.0	3.6	0.5	0	0.0	0.0	0.0	0	0.0	2.4	0.3	0	0.0	3.9	0.5	14
Research/Post Doctorates	5	20.0	11.1	0.0	17	68.0	17.5	0.0	0	0.0	2.5	0.6	0	0.0	0.2	0.0	1	4.0	1.5	0.0	16	64.0	12.4	0.0	25
Medical Care	4	100.0	95.0	0.0	0	0.0	13.6	0.5	0	0.0	6.3	0.3	0	0.0	0.1	0.0	0	0.0	2.0	0.1	0	0.0	3.9	0.2	4
Technical	35	28.2	31.3	3.8	16	12.9	19.8	8.5	3	2.4	3.6	1.4	0	0.0	0.3	0.3	4	3.2	3.0	0.0	9	7.3	12.1	6.0	124
Other Professional Staff	5	55.6	54.1	0.0	1	11.1	21.6	0.9	1	11.1	8.3	0.0	0	0.0	0.8	0.1	0	0.0	6.2	0.6	0	0.0	5.3	0.5	9
Cumulative Totals Cat. 3	253	57.5	*	7.6	62	14.1	*	27.4	15	3.4	*	10.7	0	0.0	*	1.9	17	3.9	*	2.3	30	6.8	*	12.2	440
4 - Secretarial/Clerical																									
Administrative Support	26	86.7	75.0	0.0	4	13.3	4.1	0.0	1	3.3	0.8	0.0	0	0.0	0.0	0.0	2	6.7	2.7	0.0	1	3.3	0.4	0.0	30
Secretaries, Clerks, Typists	11	100.0	92.1	0.0	2	18.2	8.0	0.0	1	9.1	2.3	0.0	1	9.1	0.2	0.0	0	0.0	1.7	0.2	0	0.0	3.4	0.4	11
Duplicating, Mail	0	0.0	58.5	0.6	0	0.0	3.0	0.0	0	0.0	0.0	0.0	0	0.0	0.0	0.0	0	0.0	3.0	0.0	0	0.0	0.0	0.0	1
Communication Equip. Operators	5	71.4	57.8	0.0	0	0.0	10.2	0.7	0	0.0	1.5	0.1	0	0.0	0.0	0.0	0	0.0	7.3	0.5	0	0.0	1.5	0.1	7
Sales	0	0.0	32.5	1.0	0	0.0	21.2	0.6	0	0.0	1.2	0.0	0	0.0	1.0	0.0	0	0.0	9.2	0.3	0	0.0	6.4	0.2	3
Cumulative Totals Cat. 4	42	80.8	*	1.6	6	11.5	*	1.3	2	3.8	*	0.1	1	1.9	*	0.0	2	3.8	*	1.0	1	1.9	*	0.7	52

KEY

	Workforce % - percentage of total of employees in each group (utilization)
	Available % - U.S. Census 2000 estimate of qualified individuals available for hire or transfer into the job group
	* Totals for Available % are not shown since totals rows represent cumulative positive totals (underutilized groups only)
	Shortfall in Persons - number of hires or transfers needed to establish a workforce that reflects availability
	Cumulative totals - sum of shortfalls within the EEO-6 Category

Underutilization occurs in a department when the workforce is less than 80% of the availability estimate and there is a one-person or greater shortfall.

*The position of Chancellor is not included as the hiring decision for this position is made external to the campus.

**Table 4. Non-Faculty Utilization Analysis
by University Job Group, 3/31/2010 (Cont.)**

Job Groups by EEO-6 Category	Female			Total Minority			Black			Native American			Hispanic			Asian/ Pacific Islander			Total #						
	#	Workforce %	Available %	Shortfall in # Persons	#	Workforce %	Available %	Shortfall in # Persons	#	Workforce %	Available %	Shortfall in # Persons	#	Workforce %	Available %	Shortfall in # Persons	#	Workforce %		Available %	Shortfall in # Persons				
5 - Technical/Paraprofessional																									
Science Technicians	9	56.3	40.0	0.0	4	25.0	22.0	0.0	0	0.0	3.7	0.6	0	0.0	0.1	0.0	0	0.0	3.2	0.5	4	25.0	14.4	0.0	16
Computer Technicians	4	50.0	44.0	0.0	0	0.0	21.4	1.7	0	0.0	1.1	0.1	0	0.0	0.1	0.0	0	0.0	2.2	0.2	0	0.0	16.6	1.3	8
Nuclear & Engineering	1	16.7	15.1	0.0	1	16.7	14.6	0.0	0	0.0	2.9	0.2	0	0.0	0.3	0.0	0	0.0	2.5	0.1	1	16.7	8.3	0.0	6
Other Technicians	3	60.0	31.6	0.0	2	40.0	20.1	0.0	0	0.0	3.6	0.2	0	0.0	0.4	0.0	1	20.0	2.8	0.0	1	20.0	13.3	0.0	5
Business & Related	63	98.4	81.4	0.0	5	7.8	6.3	0.0	2	3.1	1.9	0.0	0	0.0	0.1	0.0	2	3.1	1.7	0.0	1	1.6	2.3	0.5	64
Protective Services	3	14.3	10.4	0.0	3	14.3	6.7	0.0	1	4.8	1.3	0.0	0	0.0	0.0	0.0	1	4.8	2.1	0.0	1	4.8	0.3	0.0	21
Cumulative Totals Cat. 5	83	69.2	*	0.0	15	12.5	*	1.7	3	2.5	*	1.1	0	0.0	*	0.0	4	3.3	*	0.8	8	6.7	*	1.8	120
6 - Skilled Crafts																									
Mechanics & Repairers, Non-Sup	0	0.0	6.2	0.1	0	0.0	1.8	0.0	0	0.0	0.0	0.0	0	0.0	0.0	0.0	0	0.0	1.4	0.0	0	0.0	0.0	0.0	2
Skilled Crafts, Supervisory	4	22.2	27.5	1.0	2	11.1	23.8	2.3	0	0.0	0.1	0.0	0	0.0	0.0	0.0	2	11.1	11.8	0.1	0	0.0	4.0	0.7	18
Construction Trades, Non-Sup/v	0	0.0	4.2	0.7	0	0.0	6.3	1.0	0	0.0	0.6	0.1	0	0.0	0.9	0.1	0	0.0	2.6	0.4	0	0.0	1.4	0.2	16
Plant & System Operation	0	0.0	0.0	0.0	0	0.0	0.0	0.0	0	0.0	0.0	0.0	0	0.0	0.0	0.0	0	0.0	0.0	0.0	0	0.0	0.0	0.0	10
Cumulative Totals Cat. 6	4	8.7	*	1.8	2	4.3	*	3.3	0	0.0	*	0.1	0	0.0	*	0.1	2	4.3	*	0.5	0	0.0	*	0.9	46
7 - Service/Maintenance																									
Cleaning & Building Services	25	41.0	19.1	0.0	11	18.0	17.8	0.0	3	4.9	1.1	0.0	1	1.6	0.0	0.0	5	8.2	11.1	1.8	2	3.3	2.6	0.0	61
Motor Vehicle Operators	0	0.0	0.0	0.0	0	0.0	0.0	0.0	0	0.0	0.0	0.0	0	0.0	0.0	0.0	0	0.0	0.0	0.0	0	0.0	0.0	0.0	2
Guards, Institutional	3	25.0	72.7	5.7	2	16.7	17.3	0.1	0	0.0	0.0	0.0	0	0.0	3.6	0.4	2	16.7	0.0	0.0	0	0.0	0.0	0.0	12
Cumulative Totals Cat. 7	28	37.3	*	5.7	13	17.3	*	0.1	3	4.0	*	0.0	1	1.3	*	0.4	7	9.3	*	1.8	2	2.7	*	0.0	75
STAFF																									
CUMULATIVE TOTAL	432	56.0	*	18.4	101	13.1	*	38.2	23	3.0	*	15.3	4	0.5	*	2.6	32	4.1	*	8.4	42	5.4	*	16.4	772

KEY	Workforce % - percentage of total of employees in each group (utilization)
	* Totals for Available % are not shown since totals rows represent cumulative positive totals (underutilized groups only)
	Shortfall in Persons - number of hires or transfers needed to establish a workforce that reflects availability
	Cumulative totals - sum of shortfalls within the EEO-6 Category

Underutilization occurs in a department when the workforce is less than 80% of the availability estimate and there is a one-person or greater shortfall.