



HUMAN RESOURCES MASTER PLAN 2002- 03

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*Available from Human Resources upon request.

Human Resources Master Plan

Introduction

The Human Resources Master Plan is one of the five institutional plans supporting the Strategic Plan and the Educational Master Plan.

SCC Planning Process

The Solano Community College District has made a commitment to pursue a systematic approach to organizational planning to guide the decision-making processes of the District. This approach includes the integration of all institutional plans under the direction of the District's Strategic Plan. The Strategic Plan is accomplished through the operational plans of the various divisions and departments.

Strategic Plan: Core Values, Vision Statement, Mission Statement, and Strategic Directions and Goals

SCC Core Values

Solano Community College is committed to excellence. We have adopted the following Core Values to guide our policies, procedures, and daily practices:

Focus on Students. We exist to meet the educational needs of our students. Everything we do contributes to and promotes the quality of their access, learning, and success.

Accountability. We are individually and collectively responsible for achieving the highest levels of performance in fulfilling our mission. We continually evaluate ourselves in an effort to improve our effectiveness and efficiency in meeting the educational needs of our community.

Quality. We share a commitment to excellence and continuous improvement. We emphasize the best in teaching and learning, student achievement, the use of technology, and the delivery of support services.

Innovation. We encourage and support creativity, collaboration, and risk-taking. We foster and promote innovation in the design, development, support, delivery, and management of all programs and services.

Diversity. We are a multicultural and diverse organization, an enriching blend of people and ideas. This college is a place for all people, an environment devoted to fostering the diversity of our staff, faculty, and student body. We recognize the worth of each individual and his or her ideas, and treat each other and those we serve fairly, with compassion, and with respect.

Respect. We demonstrate a commitment to the value of each individual through trust, cooperation, and teamwork. We seek active participation, open communication and exchange of ideas, and collaborative decision-making.

Responsiveness to the Community. We recognize that our students and our community deserve our best efforts and are committed to understanding and serving their educational needs. We seek to initiate and cultivate working partnerships with business, industry, government and other institutions.

Proactive Leadership. We continually set aggressive goals and commit ourselves to their achievement. We recognize the importance of learning in people's lives and understand our responsibility to provide educational leadership that responds to the current and future needs of our communities.

Vision Statement

Solano Community College will be a premier educational institution for academic development, workforce preparation and lifelong learning. To achieve our vision, Solano Community College is committed to excellence, innovative teaching and learning, and student success through the unified efforts of the campus community.

Mission Statement

The mission of Solano Community College is to provide the highest quality academic, occupational, cultural, developmental and continuing education programs that are responsive to the learning needs of our community. In doing so, we are dedicated to a diverse educational and cultural campus environment that prepares our students for productive participation in the 21st century.

Strategic Direction 1: QUALITY TEACHING AND LEARNING (QTL)

Quality Teaching and Learning is based on establishing and maintaining high academic standards. Solano's programs are focused on student needs and, as a result, quality teaching and learning is central to achieving our Vision and Mission. Maintaining high quality as a consistent academic standard will create pride in our institution and foster student learning and success. Supporting the delivery of quality instruction is a priority in making instructional and programmatic decisions and allocating resources.

- GOAL 1: IMPROVE THE QUALITY OF INSTRUCTION.
- GOAL 2: IMPROVE STUDENT SUCCESS.

Strategic Direction 2: STUDENT ACCESS (SA)

Ensuring student access requires us to provide a range of educational opportunities that maximize our students' potentials and enable them to succeed. Our commitment to student access to education at Solano College is a central focus of the institution.

- GOAL 1: IMPROVE THE "USER FRIENDLINESS" OF SCC FOR ENTERING STUDENTS.
- GOAL 2: IMPROVE ACCESS TO SCC FOR AREA RESIDENTS.

Strategic Direction 3: INSTITUTIONAL DIVERSITY (ID)

Our community and world is becoming increasingly diverse given the rapid pace of social change, mobility, and the impact of technology and media on our lives. Solano College will actively demonstrate a commitment to appreciating the value of differences among people at an institutional level by inclusive practices, policies, procedures, programs and activities. In order to become a premier, 21st century institution, we have an obligation to involve diverse students, staff, faculty and administrators in decision-making and committee structures, and to provide positive role models throughout the campus. We must attack the myths about diversity that separate and divide us and appreciate how increased diversity enhances our campus community.

- GOAL 1: INCREASE DIVERSITY THROUGHOUT THE SCC CAMPUS COMMUNITY.
- GOAL 2: INCREASE AWARENESS THAT WILL ENHANCE RESPECT OF MULTIPLE CULTURES.

Strategic Direction 4: ORGANIZATIONAL CULTURE (OC)

The Solano culture reflects the integration of personal and professional values, beliefs, and behaviors that are rooted in traditions and history as well as in our current context. We will work cooperatively and collaboratively together towards a common Strategic Plan. This Plan seeks to improve communication among people and groups and to build a climate of trusting relationships throughout the campus.

- GOAL 1: IMPROVE COMMUNICATION THROUGHOUT THE CAMPUS COMMUNITY.
- GOAL 2: IMPROVE CAMPUS-WIDE DECISION-MAKING PROCESSES.

Strategic Direction 5: TECHNOLOGY (T)

We define technology to be both classroom/laboratory equipment and computer technology used for instructional purposes and administrative support. In order to be fully effective and efficient as an organization, Solano must select appropriate and innovative applications of current technologies. Achieving and maintaining an up-to-date data and technology infrastructure will allow Solano College to offer and coordinate a range of instructional and administrative programs and delivery systems.

- GOAL 1: INCREASE SCC'S INSTRUCTIONAL SUPPORT OF EXPANDING TECHNOLOGIES.
- GOAL 2: DEVELOP THE TECHNOLOGY INFRASTRUCTURE NEEDED TO IMPROVE CAMPUS SERVICES.

Strategic Direction 6: FISCAL STRENGTH (FS)

Solano College will provide sufficient fiscal resources to create, maintain and enhance meaningful educational programs and services to achieve the College's Strategic Plan. An appropriate level of financial resources provides a reasonable expectation of financial viability for hiring highly qualified personnel, purchasing equipment and maintaining. To identify new sources of funding required to support innovation, the District will cultivate mutually beneficial collaborative partnerships with local businesses, industries, educational institutions, and agencies.

- GOAL 1: INCREASE THE LEVEL OF FINANCIAL SUPPORT FOR COLLEGE PRIORITIES.
- GOAL 2: OPTIMIZE THE EFFICIENT USE OF FINANCIAL RESOURCES.

Strategic Direction 7: COMMUNITY RELATIONS (CR)

Solano College must be proactive in shaping its future. We must be strategically responsive to external demographic, economic, technical, and social changes. We have redefined our community to include a wide range of individuals and organizations that have a stake in our success. The College will cultivate partnerships and collaboration with local, regional, national, and international organizations such as educational institutions, businesses, government, and non-profit agencies.

- GOAL 1: INCREASE SCC'S PRESENCE IN THE COMMUNITY.
- GOAL 2: MEET THE TRAINING AND EDUCATION NEEDS OF ORGANIZATIONS IN SOLANO COUNTY.

Plan	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN
Strategic Plan (5-10 year scope, reviewed every 3 years; next due 2003)	R&P gathers data on program results.		SPCC meets to review data and make recommendations to units.						R&P gathers internal and external data and publishes report.	SPCC leads Shared Gov Council and external stakeholders in process to review environmental scan report. ANNUALLY: Governing Board develops and approves initiatives.		SPCC reviews current year's activities and prepares report.
Ed Master Plan (3-5 year scope, reviewed annually)	Exec Council/Ed Admins refine Governing Board's initiatives and develop annual institutional initiatives. VPs and Ed Admins present institutional initiatives to Academic Senate and Shared Gov Council.		Dept planning: Mgmt, faculty & staff Self-assess 3-Year Plans/Programs, Projects and activities to meet needs of the institution and the dept.	Ed Admins (AA & SS) Preliminary review and consensus of institutional summaries and priorities.	Ed Admins (AA & SS) Receive cost analyses for institutional plans. The then share Institutional summaries priorities with Academic Senate. Academic Senate Share institutional summaries and priorities with faculty.		Academic Senate & Ed Admins (AA & SS) Preliminary priorities, conclusions, and recommendations. Mgmt EMP addressed by institutional plans.	Pres & Exec Council Review of all plans and funding analysis. Shared Gov Council Information sharing of all plans. Governing Board Information sharing of all plans. FABPAC Review revenue and expenditure projections.		Pres Finalizes tentative budget. FABPAC*	Governing Board Approves tentative budget for upcoming academic year and identifies broad, district-wide initiatives to begin the educational master planning cycle for the following academic year. FABPAC*	
Other Institutional Plans <i>Facilities, Fiscal, Human Resources, Technology, Enrollment Management</i>	R&P reviews planning calendar with mgrs.		Mgrs meet with units to finalize current year's planning agenda. Mgrs consult with VPs and Ed Admins (AA & SS) re EMP.	Mgrs incorporate institutional priorities into plans.	Mgrs & staff develop supporting details and cost analyses for implementation of the EMP and other institutional priorities.			Pres & Exec Council Review of all plans and funding analysis. Shared Gov Council Information sharing of all plans. Governing Board Information sharing of all plans. FABPAC Review revenue & expenditure projections.		Mgrs update status of current year's activities. FABPAC*		FABPAC*
Instructional Program Review (published biennially, reviewed annually)	R&P transcribes enrollment data to worksheets by TOP code		ODD YR: Div deans review data worksheets with faculty. EVEN YR: Faculty develop analysis reports.		EVEN YR: R&P prepares report for publication.		Ed Admins Present program reviews to the Academic Senate and the Governing Board. Governing Board Reviews and provides feedback.					
Non-Instructional Program Review (published biennially, reviewed annually)	Unit Mgrs develop information appropriate for each area		EVEN YR: Mrgs meet with units to review information. ODD YR: Mrgs meet with units to review information and develop analysis reports.		ODD YR: R&P prepares report for publication.		Pres & Exec Council Present program reviews to the Governing Board. Governing Board Reviews and provides feedback.					
3-Year Plans (3-year scope, reviewed annually)	R&P reviews planning calendar with mgrs.	Mgrs meet with units to review institutional initiatives and program review reports. Units revise 3-year plans (following year plus two).		Units finalize 3-year plans								
Current-Year Operational Plans (1-year scope)	Mgrs develop plans from 3-year plan.	Mgrs meet with units to finalize current year's planning agenda.		Mgrs maintain an ongoing, up-to-date log of all unit activities, including status, costs, outcomes, and evaluation.						Mgrs finalize information on current year's activities for annual report.		R&P compiles annual report.

Components of the Human Resources Master Plan

The Human Resources Master Plan has several components:

- Human Resources Development Plan (staff development) (Attachment A)
- Staff Diversity Plan (Attachment B)
- Staffing Plan
- Human Resources Department Three-year Plan

Human Resources Development Plan: This plan is developed by the Staff Development Advisory Committee. The staff development program provides support for the professional and personal growth of all District personnel and addresses three strategic directions: Institutional diversity, organizational culture, and technology.

Staff Diversity Plan: This plan establishes the District's commitment to diversity and outlines a plan to achieve diversity.

Staffing Plan: This plan supports the identified Educational Master Plan priorities and institutional initiatives. It also includes staffing needs from other departments to support the priorities and the institutional initiatives. This plan is developed after all staffing priorities have been identified.

Human Resources Department Operational Plan: This plan is the department's plan to meet strategic goals, institutional initiatives, and identifies on-going responsibilities, such as consideration of employee salaries and health and welfare benefits to attract and retain staff; anticipating retirements and new faculty positions to fulfill legal obligations; and monitoring of diversity of employees in comparison to hiring goals.

Other Components: The HR operational plan takes into consideration other components such as the HR department's needs assessment, accreditation report, and Governing Board directives.

Human Resources Activities Accomplished in 2001-02

Staff Development

- Merged Flex-Cal and Staff Development Committees for the purpose of combining planning and training efforts.
- Began implementing Intranet capability to advertise staff development activities and the ability to register for these activities online.
- Developed brochures to advertise flex-cal/staff development activities.
- Advertised flex-cal/staff development activities monthly to staff to encourage participation.
- Completed and submitted the revised Human Resources Development Plan for Staff Development to the Chancellor's Office.
- Highlighted staff recognition in the Fall Staff Development/Flex-Cal Program.

Staff Diversity/Affirmative Action/Recruitment

- Provided seven hiring committee training sessions to faculty, staff, and management. **(Initiative #9)**
- Increased the use of Internet recruitment.
- Implemented the option of continuous recruitment for faculty positions to increase pools in hard to fill disciplines. **(Initiative #9 and #10)**
- Developed diversity statistics for job categories based on the 2000 census data as mandated by the Chancellor's Office. **(Initiative #9)**
- Negotiated changes in CTA collective bargaining agreement to provide potential for new faculty to be placed at a higher step on the salary schedule to attract, hire and retain faculty. **(Initiative #10)**
- Highlighted holidays and activities that recognize the contributions of ethnic groups and women in history in the Fall Staff Development/Flex-Cal Program. **(Initiative #10)**

Human Resources Administration

- Began implementing the document imaging program of personnel files.
- Revised the Sexual Harassment, Unlawful/Prohibited Discrimination policies and procedures.
- Provided required sexual harassment training to managers.
- Provided three on-campus sexual harassment training sessions for staff and students.
- Included various Human Resources policies and procedures on the Intranet: Sexual Harassment, Unlawful/Prohibited Discrimination, and ADA.
- Included most used and requested forms to the Intranet, such as performance evaluation, personnel requisitions, and recommendation of employment to name a few.
- Included strategic planning and other HR planning documents on the Intranet.

Staffing

- Recommended the hiring of three full-time faculty positions to maintain the expected faculty based on enrollment growth. They were approved.
- Requested the hiring of another Clerical Specialist in recruitment to handle the many demands. Position was funded and then withdrawn due to financial implications for 2002-03.

Collective Bargaining

- Negotiated three-year contracts for all employee groups. All employees received a 3.87% salary adjustment for 2001-02.
- Included health and welfare benefit information on the Intranet to include web links to various carrier web sites.
- Negotiated a comprehensive faculty evaluation process which meets the recommendation of the January 2000 accreditation report.
- Included all collective bargaining agreements on the HR webpage. (Initiative #10)

Strengths, Challenges and Anticipated Needs

Strengths

1. A diversified human resources program.
2. Willingness to make changes in operating procedures to meet district needs.
3. Willingness to experiment with new concepts to improve human resources services.
4. Use of technology to enhance recruitment and record keeping.
5. Communication with other HR departments, Chancellor's Office, and state Association of Chief Human Resource Officers and Affirmative Action Officers.
6. Committed staff.

Challenges

1. To meet increased workload challenges.
2. Competitive job market in recruiting faculty, staff and management employees to maintain high quality instructional programs and student services.
3. Ability to provide competitive salaries for faculty, staff, management, student workers, and other short-term/temporary staff.
4. To continue to hire a diverse faculty, staff, and administration.
5. Ability of HR staff to meet SCC needs due to more and more requests coupled with new mandates imposed by local, state and federal laws, rules and regulations.
6. Ability to maintain our current plan of health and welfare benefits in times of annual double digit premium increases.
7. To identify and provide value-added staff development activities.
8. To provide financial resources to provide programs and/or services to attract and hire a diverse faculty, staff, and administration.
9. To continue to provide staff development programs for all employees with the Governor's proposed elimination of the staff development funding beginning 2002-03.

Anticipated Needs

1. A complement of staff to meet:
 - new and changing needs due to changes in the law,
 - new requirements of collective bargaining agreements,
 - increased recruitment demands,
 - processing of unlawful/prohibited discrimination complaints,
 - technology needs,
 - and prepare for future retirements.
2. Financial resources to implement programs and/or services to attract and hire a diverse faculty, staff, and administration.
3. Financial resources to continue a comprehensive recruitment program.
4. Financial resources to improve the classified short-term, substitute and student worker salary schedules.

2002-03 Institutional Initiatives and Human Resources Planning

The following initiatives and the identified activities will be incorporated into the Human Resources Department plan.

Initiative #5: Develop strategies and recommendations to address instructional and student services support needs, including the availability of workers, responding to a competitive job market, and developing effective work schedules for classified employees and student workers. (2001-02)

Initiative #6: Review and strengthen employment practices that assure a quality workforce that is reflective of our community. (2001-02)

Initiative #7: Develop an aggressive plan to attract, recruit, hire and retain faculty and staff. (2001-02)

Identified Activities for 2002-03

Initiative	Activity	Resources for Implementation
#7	Form a committee of faculty, classified, and management staff to explore incentives or services to attract, recruit, hire and retain faculty and staff.	Volunteers and subsequent financial support to implement identified recommendations.
#5	Review the current policies and procedures with the purpose of restructuring to provide more flexibility in the hiring of classified substitutes and short-term staff and student workers. Review, update, and submit through shared governance and the budgetary process.	Financial support to implement.
#6	Conduct a survey of job applicants who were interviewed for positions to assess the strengths and weaknesses of the recruitment and selection process. Provide results to faculty and staff to strengthen the hiring procedures.	None.
#6, #7	Conduct a survey of employees hired in 2001-02 to assess the strengths and weaknesses of the recruitment and selection process. Also survey the service of HR and other departments after employment and request information on other needs for the purpose of welcoming and retaining staff. Provide results to faculty and staff to strengthen hiring procedures and support and retain new employees.	None.
#6	Update the recruitment and selection procedures in accordance with Title 5.	Faculty and staff involvement.
#6, #7	Hire an additional Clerical Specialist in recruitment to strengthen the recruitment and selection process.	Financial support to implement.
#6, #7	Restructure staff diversity and recruitment and selection responsibilities to meet departmental needs.	Position funded.

Human Resources Department Programs and Services

The Human Resources Department has several components: Policy and procedure development, records management, recruitment and selection, benefits administration, staff development and training, compensation/classification, employee relations, labor relations, administration, and staff diversity/affirmative action. The following is a summary of these components:

- Human Resources Policy and Procedures Development
- Records Management
 - Computerization and manual processing of employee records
 - Completion of required forms to establish employee personnel files and notification to state departments (EDD, STRS, PERS, etc.)
 - Absence tracking
 - Public information (salary schedules, job descriptions, statistical information)
 - Employee personnel file
 - Privacy of personnel documents in accordance with law
 - Human resources transactions
 - Workforce demographics
 - Position control for HR/Payroll system and record keeping
 - Confidentiality records of administrative look-up
 - Seniority lists
 - Records of degrees, credentials, and minimum qualifications of faculty
 - Faculty service areas
 - Equivalency reviews
 - Leave liability annual report
 - FT/PT faculty obligation annual report
 - MIS staff file data semi-annual and annual reports
 - Faculty tenure records
 - Employment verifications and unemployment form processing
 - Records retention: optical imaging for personnel files
- Recruitment and Selection
 - Identifying job advertising resources
 - Job announcement and timeline development
 - Placing job advertisements
 - Pre-employment screening
 - Coordination of background investigations and physical and psychological examinations
 - Minimum qualifications and equivalencies
 - Approval of committee composition and recruitment documents (screening forms and interview questions)
 - Committee training
 - Scheduling interviews
 - Offer employment

- Conduct reference checks as needed and/or as assigned
- Assure the District's affirmative action plan is followed
- Assure the hiring procedures are followed; monitor the process to insure fairness and equity to candidates
- Maintain statistical records in compliance with federal and state regulations
- Implements new mandates as appropriate

- Benefits Administration
 - Benefit orientation and enrollment (health and welfare; STRS and PERS)
 - Negotiation with health and welfare plan carriers; coordination with broker
 - BASIC Trust leadership representation
 - Notification of open enrollment and processing of new enrollments/status changes
 - TSA waivers
 - IRC Section 125
 - COBRA
 - Retirement benefits coordination (STRS and PERS)
 - EAP coordination
 - Benefit changes

- Staff Development and Training
 - Facilitate and coordinate the Staff Development Program
 - Facilitate and coordinate the Flex-Cal Program
 - Complete annual reports for Staff Development
 - New staff orientation
 - Maintain and monitor staff development budget for all groups

- Compensation/Classification
 - CSEA and Operating Engineers reclassification annual reviews
 - Compensation studies for other positions
 - Wage survey and job description evaluation
 - Job description development and salary determination
 - Facilitate union and Governing Board approval

- Employee Relations
 - Facilitate and coordinate the Classified Employee Week recognition program
 - Exit interviews
 - Staff telephone directory
 - Staffing information for Faculty Handbook, College Catalogue
 - Information and assistance
 - Complaints and resolutions

- Labor Relations
 - Collective bargaining research, preparation, and language development
 - Negotiations
 - Governing Board presentations, updates, cost analysis
 - Grievance processing and recordkeeping

- Impasse and fact finding coordination and documentation
- Facilitating formal meetings with managers regarding agreement revisions, problem areas
- Interpretation of human resources policies and procedures
- State mandated cost annual report
- Develop and revise salary schedules
- Revise collective bargaining agreements

- Administration
 - Salary computation for employees (regular and retroactive earnings); determine STRS/PERS base salaries
 - Process pay information for students, substitutes, temporary and short-term employees
 - Determine step placements, longevity, and professional growth awards
 - Coordination of physical, psychological and background examinations, fingerprinting, and TB clearances
 - Surveys
 - Leave of absence coordination, notification, and follow-up
 - Workers' compensation coordination of salary, leave records, and accommodations as appropriate
 - Governing Board agenda preparation
 - Assist in development of letters of disciplinary action and termination
 - Strategic planning
 - Annual Human Resources three-year plans
 - Human Resources Master Plan
 - Evaluation of legislation, legal mandates, laws, and regulations impacting Human Resources and take action as appropriate
 - Human Resources budget preparation and monitoring
 - Statewide leadership on Human Resources issues
 - Web page development and maintenance

- Staff Diversity/Affirmative Action
 - Interview committee training
 - Unlawful discrimination complaint processing for employees and students
 - Training programs for sexual harassment and multicultural awareness
 - Staff Diversity Plan and goals and timetables
 - SCC Staff Diversity reports
 - Title IX and Section 504 coordination
 - Staff Diversity Advisory Council

Summary of the Human Resources Department Staffing

The Human Resources Department currently has four full-time staff members and one full-time unstaffed position.

Positions currently staffed:

Director of Human Resources
Executive Assistant to the Director
Human Resources Specialist
Clerical Specialist – Recruitment

Unstaffed position:

Staff Diversity Coordinator

HR Department Org Chart

Work Force Analysis

June 30, 2001

Category	Am. Indian or Alaskan Native	Asian/P. Islander and Filipino	Black/African American	Hispanic/Latino	White	TOTAL	Male/Female	Self Identified Disability
Executive/Administration/Managerial	1	1 + 1	4	2	18	27	19/8	0
Professional Non-Faculty	0	0 + 1	2	2	6	11	2/9	0
Secretarial/Clerical	2	3 + 4	9	6	49	73	3/70	0
Technical/Paraprofessional	0	2 + 1	5	3	36	47	17/30	1
Service/Maintenance	0	2 + 1	8	1	14	26	19/7	1
Skilled Crafts	0	0	0	0	6	6	6/0	0
Social Science Faculty	1	0	2	1	6	10	5/5	0
English Faculty	0	0	1	1	14	16	6/10	0
Humanities Faculty	0	1 + 0	0	3	19	23	12/11	0
Math Faculty	0	1 + 0	2	1	11	15	10/5	0
Natural Science Faculty	0	1 + 0	0	2	9	12	9/3	0
Instructional/Student Services Faculty	0	1 + 1	4	2	15	23	4/19	1
Career Education Faculty	0	0	2	1	31	34	21/13	0
Health/PE Faculty	0	0	3	0	16	19	7/12	0
Adjunct Faculty	2	15 + 7	25	27	298	374	213/161	4
GRAND TOTAL	6	27 + 16	67	52	548	716	353/363	7
	.8%	6%	9.4%	7.3%	76.5%	100%	49%/51%	.9%

PREVIOUS THREE YEARS

	Am. Indian or Alaskan Native	Asian/P. Islander & Filipino	Black/African American	Hispanic/Latino	White	TOTAL	Male/Female	Self Identified Disability
1999-00 #	5	31 + 15	59	52	522	699	344/355	7
%	.7%	4.4 + 2.1	8.4%	7.4%	75%	100%	49%/51%	1%
1998-99 #	6	28 + 13	50	48	516	662	321/341	Unavailable
%	.9%	4.2 + 2%	7.6%	7.3%	78%	100%	48%/52%	
1997-98 #	7	43	48	45	515	658	334/324	Unavailable
%	1.1%	6.6%	7.3%	6.8%	78.2%	100%	50.7%/49.3%	

