



NEVADA SYSTEM OF HIGHER EDUCATION

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*University of
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*Nevada State
College*



*College of
Southern
Nevada*



*Great Basin
College*



*Truckee
Meadows
Community
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*Western Nevada
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2007-08

DIVERSITY REPORT

Prepared by the
Office of Academic and Student Affairs

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NEVADA SYSTEM OF HIGHER EDUCATION

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Executive Summary

The changing composition of Nevada's population in the next twenty years will have many ramifications for NSHE institutions, particularly in terms of the recruitment and retention of minority students and faculty. According to the Nevada State Demographer, minority groups in Nevada will continue to grow at a staggering rate. By 2026, it is projected that minorities will make up nearly half of Nevada's population (49.3 percent). Institutional efforts to recruit and retain minority students will become more and more critical as this shift in the state's population occurs.

This report includes information on NSHE student enrollments, graduation rates, and employment in defined federal categories by ethnicity. This "demographic snapshot" is provided in an effort to better inform educational leaders, policymakers, and all interested parties as to NSHE's progress in these defined areas.

In the past ten years, growth in the enrollment of minority students across the NSHE exceeds the national average. With respect to specific ethnic and racial minorities, the greatest growth in enrollment occurred among Hispanics and Asian/Pacific Islanders. In general, the NSHE is enrolling greater numbers of minority students than ever before; however, its enrollment of Hispanic students, in particular, is lagging behind statewide growth.

The NSHE is graduating more minority students, having more than tripled the number of minority graduates since 1997. Despite the increase in the absolute number of minorities graduating, the graduation rates among most minority groups (except Asian/Pacific Islanders) are lower than that of White students. In addition, the proportion of minority students graduating from NSHE institutions is not keeping pace with the state's increase in minorities on the whole.

The number of full-time minority faculty members nearly doubled from 1997 to 2007; however, the proportion of minority faculty in comparison to the overall demographics of the state is unfavorable. Women continue to lag behind in the proportion that are employed in full-time faculty positions across NSHE, but overall there remain more women employed in full-time positions when all employment categories are considered.

The data presented in this report indicate that while the NSHE is doing relatively well in terms of its enrollment of minority students, more must be done to graduate minorities. As the state becomes more and more diverse, NSHE institutions will continue to face unique challenges in recruiting and retaining minority students. A similar story can be told with respect to minority employees. While strides have been made in recent years, more work remains in recruiting minority employees, particularly full-time faculty members.

Introduction

Pursuant to Board of Regents policy, the Nevada System of Higher Education (NSHE) prepares a diversity report intended to provide an overview of the current status of enrollment and employment of members of diverse groups across the System. Title 4, Chapter 8, Section 7 (in part) of the Board of Regents' *Handbook* provides the following:

The Chancellor's Office shall collect and maintain information on (1) the number of minorities, women, and members of other protected classes employed in professional and classified positions; (2) the number of minorities, women, and members of other protected classes enrolled as students; and (3) any additional information necessary to determine the impact of policy changes on the number of minorities, women, and members of other protected classes enrolled or employed in an NSHE institution. Annually this information shall be reported to the Board of Regents.

This report includes information on NSHE student enrollments for academic year 2007-08 in the context of Nevada's changing demographics. In addition, the report provides data on the recruitment and enrollment of NSHE students within defined ethnic/racial categories. The report also provides data on the enrollment of women across NSHE institutions. Further, the ethnic/racial distribution of NSHE faculty and staff is also included. This report does not include additional information on the impact of policy changes such as university admission requirements. A report on the impact of the raised admission requirements for Fall 2007 was made to the Board of Regents in June 2008.

Data and Methodology

The NSHE uses the Integrated Postsecondary Education Data System (IPEDS) to access historical and current ethnicity data for all institutions. IPEDS is a database of annual surveys conducted by the National Center for Education Statistics (NCES) that includes institution-level data on institutional characteristics, student completions, employees by assigned position, salaries, enrollment, graduation rates, finance, and student financial aid. NCES is the primary federal entity for collecting and analyzing data related to education in the United States. The following are the ethnic groups as defined by NCES and used herein:

American Indian or Alaska Native: A person having origins in any of the original peoples of North America and who maintains cultural identification through tribal affiliation or community recognition.

Asian or Pacific Islander: A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian Subcontinent, and Pacific Islands. This includes people from China, Japan, Korea, the Philippine Islands, American Samoa, India, and Vietnam.

Black, non-Hispanic: A person having origins in any of the black racial groups of Africa (except those of Hispanic origin).

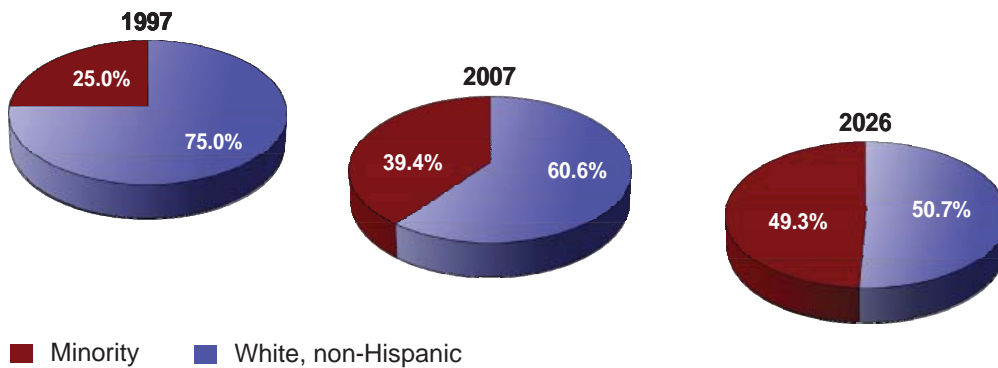
Hispanic: A person of Mexican, Puerto Rican, Cuban, Central or South American or other Spanish culture or origin, regardless of race.

White, non-Hispanic: A person having origins in any of the original peoples of Europe, North Africa, or the Middle East (except those of Hispanic origin).

Setting the Stage: Nevada's Changing Demographics

The face of Nevada is changing and will continue to change well into the future. More and more individuals who call Nevada home were born in other nations, speak different languages, and carry with them different cultural traditions. These demographic trends have significant implications for leaders in higher education, policymakers, parents, and the community-at-large. This report attempts to provide a snapshot of student and faculty demographics across the Nevada System of Higher Education in an effort to help those stakeholders in our state make informed decisions. In order to provide the most complete picture possible, we begin with a review of the demographics of the overall state in order to set the stage.

One fact is evident - Nevada is becoming more and more diverse. According to a U.S. Census Brief, *Language Use and English-Speaking Ability, 2000*, Nevada ranks among the top ten states in which persons age five years and older speak a language other than English at home. That ranking is apparent in the changing demographics of the state. In 1997, 25.0 percent of the state's population self-identified as being a member of a minority group. By 2007 that percent grew to 39.4. According to projections provided by the Nevada State Demographer, by 2026, 49.3 percent of Nevada's population will be members of minority groups.



GROWTH RATE
 Nevada's minority population grew from 482,826 in 1997 to over one million in 2007, a 122.7 percent increase in ten years.

Simply knowing that the state's minority population will significantly increase in coming years does not provide a complete picture. Growth in certain ethnic groups will significantly outpace that of other groups. The most notable growth in the state's population will occur among Hispanics whose numbers will more than double by 2026 (117.5 percent). The second fastest growing group will be Asian or Pacific Islanders at 83.5 percent. Better understanding segments of the population that are anticipated to grow will help education leaders and policymakers address the growing and diverse needs of such groups.

Population Estimates by Ethnicity for the State of Nevada

	1997	2007	2026	Percent Change	
				1997 to 2007	2007 to 2026
White non-Hispanic	1,446,378	1,653,866	2,214,138	14.3%	33.9%
Black non-Hispanic	124,793	188,565	306,269	51.1%	62.4%
Hispanic	253,623	670,228	1,457,441	164.3%	117.5%
Asian or Pacific Islander	74,838	181,039	332,122	141.9%	83.5%
American Indian or Alaska Native	29,572	35,850	53,398	21.2%	48.9%
TOTAL	1,929,204	2,729,548	4,363,368	41.5%	59.9%

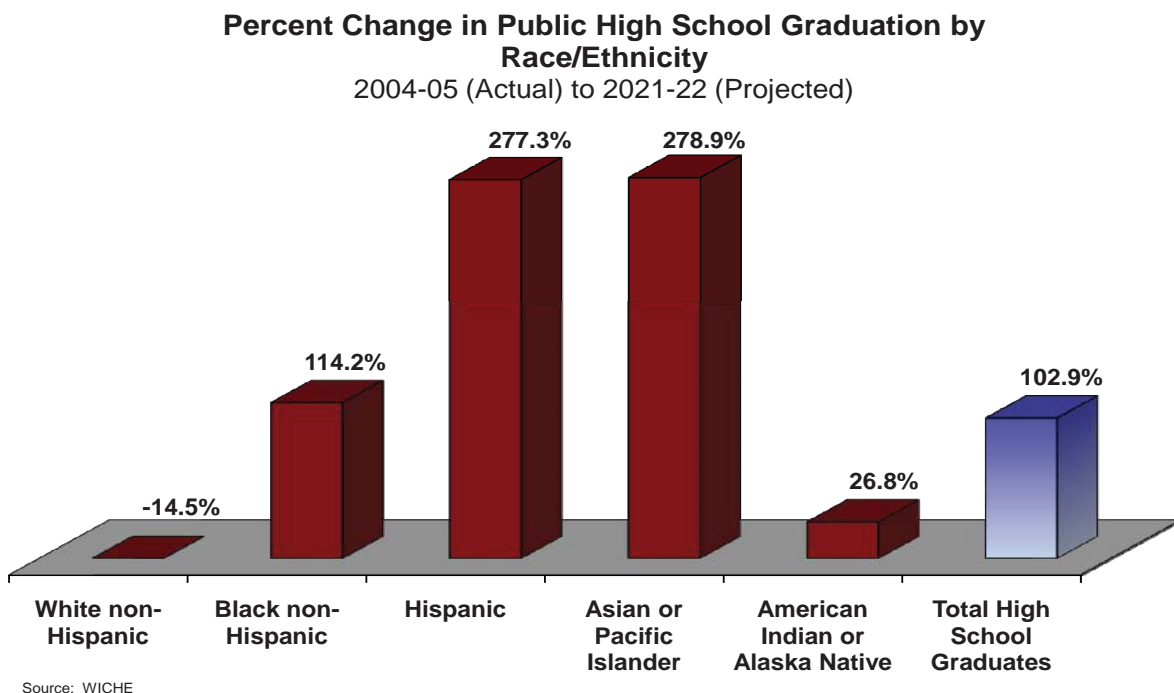
Source: U.S. Census Bureau, Nevada State Demographer

Minority Student Recruitment

As indicated in the NSHE *Master Plan*, the Board of Regents is dedicated to providing an “accessible education” with “opportunity for all.” Nevada’s system of higher education is committed to the overall participation and success of Nevadans enrolling in higher education at all levels of education and in all ethnic groups. Further, the NSHE is dedicated to providing programs and services that address the unique educational needs of a highly diverse and non-traditional population. Adequately achieving these *Master Plan* goals requires addressing the unique needs and challenges facing minority students.

One reality facing Nevada and the United States in general is that many minority students have unequal access to higher education due to a variety of barriers, including personal, financial, and institutional, that limit access to a postsecondary education. Some of these barriers include financial challenges, the need to work full-time, lack of family support, lack of information about the college preparation and application process, low scores on traditional college admission tests, and often, an absence of role models who have gone to college. Many of these barriers can be addressed through strong institutional recruiting efforts.

Recruitment of minority students will be a critical component to an institution’s future success given the anticipated growth in the number of minority students graduating from Nevada high schools in the future. According to projections provided by the Western Interstate Commission on Higher Education (WICHE), the greatest growth in high school graduates will occur in minority populations, primarily Asian or Pacific Islanders (278.9 percent), Hispanics (277.3 percent), and Blacks (114.2 percent) through academic year 2021-22. Research on effective student recruiting strategies indicates that recruitment efforts must respond to the specific needs and barriers of each group - and these barriers vary considerably by ethnicity.



NSHE’s overall capture rate for the class of 2006 was 44.9 percent and 46.8 percent for the class of 2007. The distribution of the overall capture rate varies considerably by ethnicity.

The following table indicates the ethnic distribution of students enrolled at an NSHE institution immediately following graduation from a Nevada high school (public and private) in the class of 2006 and 2007:

NSHE Enrollment of Recent Nevada High School Graduates by Race/Ethnicity*

	Summer or Fall 2006		Summer or Fall 2007	
	Count	Percentage	Count	Percentage
White non-Hispanic	4,269	57.5%	4,325	57.8%
Black non-Hispanic	566	7.6%	519	6.9%
Hispanic	1,523	20.5%	1,550	20.7%
Asian or Pacific Islander	975	13.1%	986	13.2%
American Indian or Alaska Native	97	1.3%	107	1.4%
TOTAL	7,430	100.0%	7,487	100.0%

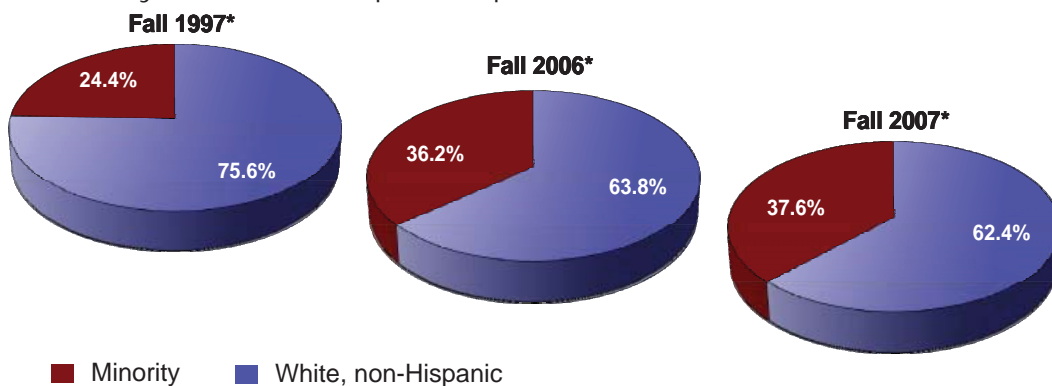
*Includes degree or non-degree status, part-time and full-time students, total excludes non-resident aliens and race/ethnicity unknown.

Source: NSHE Remedial Report

Historically, the ethnic distribution of NSHE's freshmen who are recent Nevada high school graduates has been primarily White, non-Hispanic. In coming years WICHE projects that the percent of White high school graduates will decline while minority groups will see significant increases. NSHE institutions must continue to focus recruiting efforts on the unique needs of a growing population of minority high school graduates that will seek guidance in their pursuit of higher education.

Minority Student Enrollment

Overall, increases in minority student enrollment are encouraging. More minority students are enrolled in NSHE institutions than ever before. In the ten year time period from 1997 to 2007, NSHE minority enrollments kept close pace with the state's overall increase in its minority population.



GROWTH RATE

NSHE's minority enrollment increased from 16,201 in 1997 to 34,253 in 2007, a 111.4 percent increase in ten years.

*Excludes non-resident alien and race/ethnicity unknown.

NSHE is doing better than the national average in the increased rate of enrollment of minority students over time. According to the *Minorities in Higher Education 22nd Annual Report*, nationwide minority student enrollments increased by 50.7 percent from 1993 to 2003. Across the NSHE, minority student enrollments more than doubled from 1997 to 2007. That growth was most prominent among Hispanics (135.2 percent) and Asian or Pacific Islanders (125.3 percent). Enrollment growth among American Indians (or Alaska Natives) was the slowest at 14.2 percent in ten years.

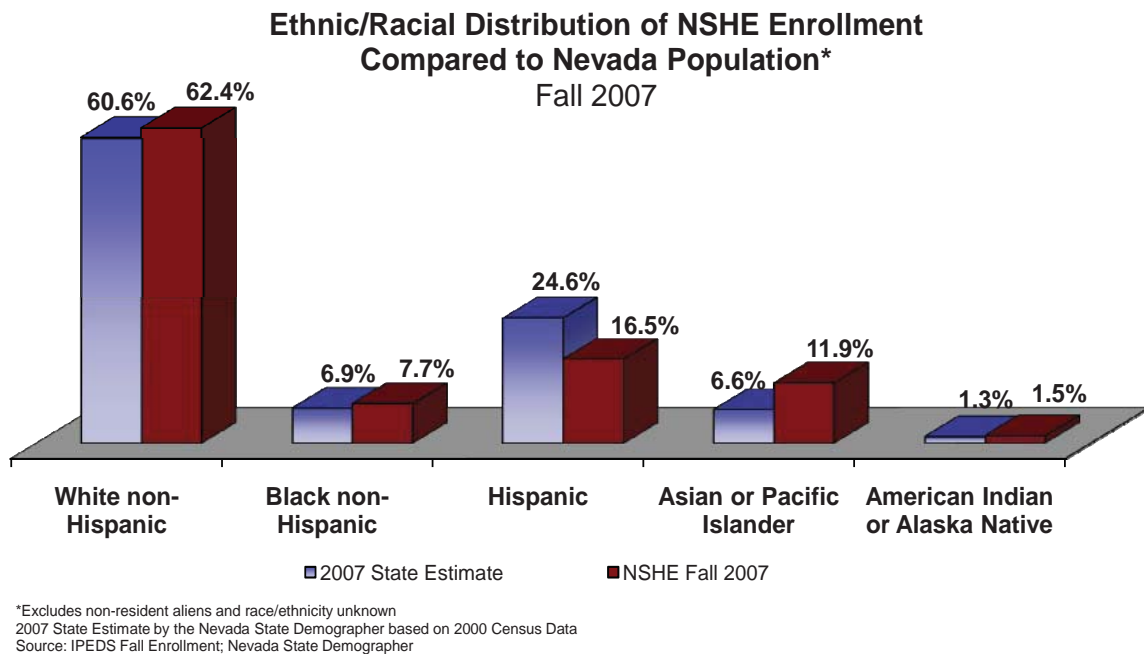
NSHE Student Enrollment by Race/Ethnicity*

	Fall			Percent Change	
	1997	2006	2007	1997 to 2007	2006 to 2007
White non-Hispanic	50,117	56,929	56,877	13.5%	-0.1%
Black non-Hispanic	3,826	6,473	7,041	84.0%	8.8%
Hispanic	6,402	13,797	15,056	135.2%	9.1%
American Indian or Alaska Native	1,172	1,321	1,339	14.2%	1.4%
Asian or Pacific Islander	4,801	10,649	10,817	125.3%	1.6%
TOTAL	66,318	89,169	91,130	37.4%	2.2%

*Excludes non-resident alien and race/ethnicity unknown.

Source: IPEDS Fall Enrollment Survey

With respect to the Nevada population at large, 2007 minority enrollments exceed statewide proportions for all minority groups except Hispanics. The disparity between the state's overall proportion of the population that is Hispanic compared to the proportion that is enrolled at an NSHE institutions is discouraging, particularly in light of the current and anticipated growth in the number of Hispanics residing in Nevada.



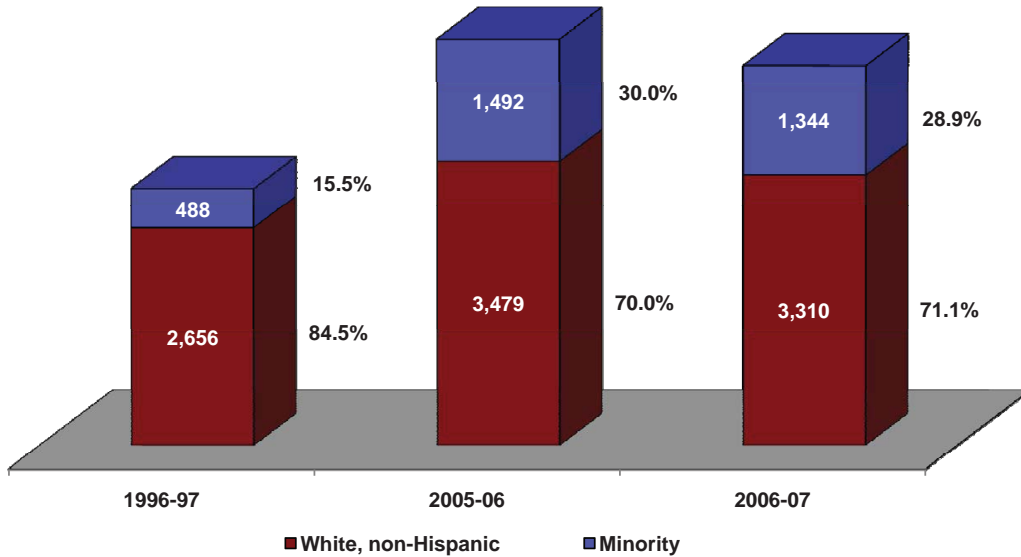
Given the demographic trends facing the state, NSHE institutions must continue to expand recruiting and retention efforts of minority students. Institutions must also keep a watchful eye on the distribution of enrollments with respect to the overall state population and their geographic service areas to ensure that enrollments within certain demographic sectors do not fall significantly behind.

When the overall minority student enrollment by institution is examined (Appendices B and C), it is clear that in Fall 2007 higher percentages of minority enrollment are occurring at the NSHE institutions located in Clark County: College of Southern Nevada (CSN) at 49 percent, Nevada State College (NSC) at 44 percent, and the University of Nevada, Las Vegas (UNLV) at 42 percent. These numbers reflect, in part, the fact that Clark County has a higher proportion of minority students graduating from high school than the rest of the State, but also must be attributed to intentional recruitment and retention programs at each institution. All NSHE institutions have increased minority enrollment, particularly Hispanic student enrollment, and generally the growth rate is higher for all minority groups at all institutions.

Minority Student Completions

While NSHE's enrollment of minority students increased over time, the picture with respect to the graduation of minority students is more complex and not as positive. To begin, it is apparent that the actual number of degrees awarded to minority students increased substantially since 1997. The number of bachelor's degrees awarded to minorities by the universities more than tripled between 1997 and 2006. However, in more recent history the number of bachelor's degrees awarded to minorities declined 10 percent (between 2006 and 2007).

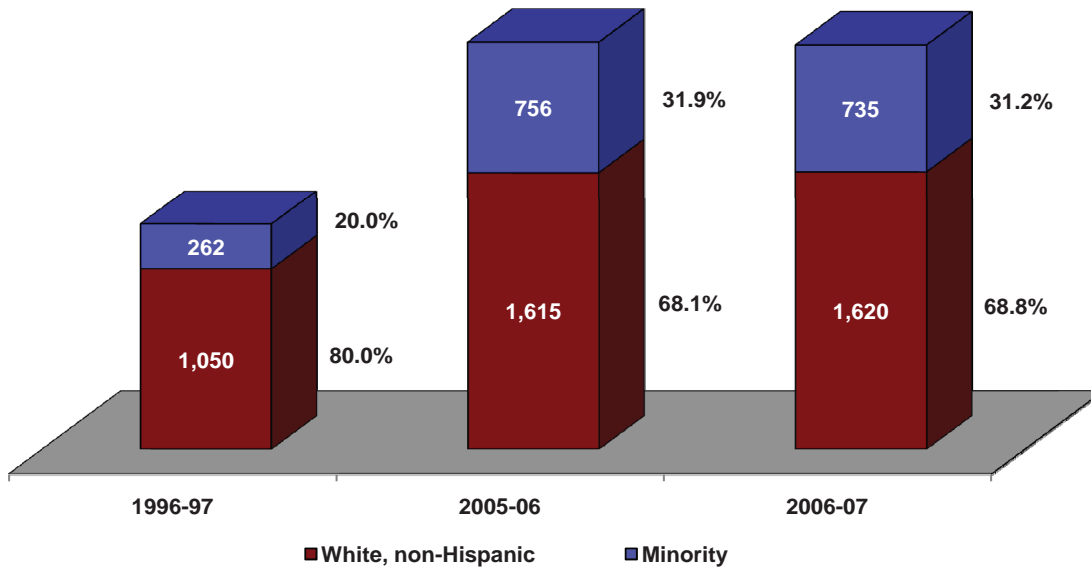
Bachelor's Degrees Awarded by Race/Ethnicity for 4-year Institutions



Source: IPEDS Peer Analysis System

A similar story can be told at the community colleges where the number of associate degrees awarded to minorities between 1997 and 2006 increased 189 percent, only to decline 3 percent in 2007.

Associate's Degrees Awarded by Race/Ethnicity for 2-year Institutions



Source: IPEDS Peer Analysis System

It is apparent from this data that NSHE institutions have come a long way in the last 10 years in terms of the number of degrees awarded to minority students. However, this success slows to the point of decline in 2007. As Nevada's population continues to become more and more diverse, NSHE institutions must continue to monitor graduation rates of minority students to ensure that they appropriately keep pace with the population of the state.

2007 Graduation Rates by Race/Ethnicity

Percent of first-time, full-time, degree-seeking students graduating within 150% of expected time

	Community Colleges	Universities
White, non-Hispanic	10.8%	44.2%
Black, non-Hispanic	1.2%	32.7%
Hispanic	12.8%	38.1%
Asian or Pacific Islander	15.2%	49.3%
American Indian or Alaskan Native	6.7%	25.5%
Overall Graduation Rate	11.2%	43.1%

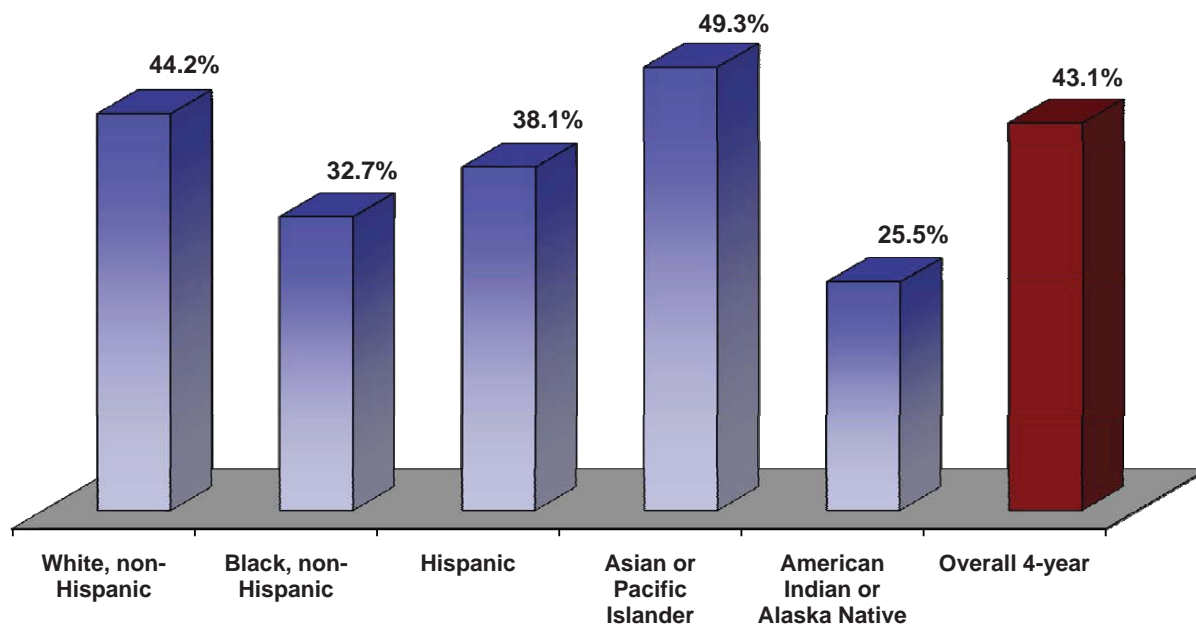
Excludes non-resident aliens and race/ethnicity unknown.

Source: IPEDS Peer Analysis System

In general, minority students graduate at lower rates than white students at the universities with the exception of Asian and Pacific Islanders. Colleges and universities across the country face a similarly large gap between white and minority graduation rates. While this problem is not unique to Nevada, NSHE institutions must strive to improve the completion rates of minority students.

2007 Graduation Rates by Race/Ethnicity for NSHE Universities

Percent of first-time, full-time degree-seeking students graduating within 150% of expected time

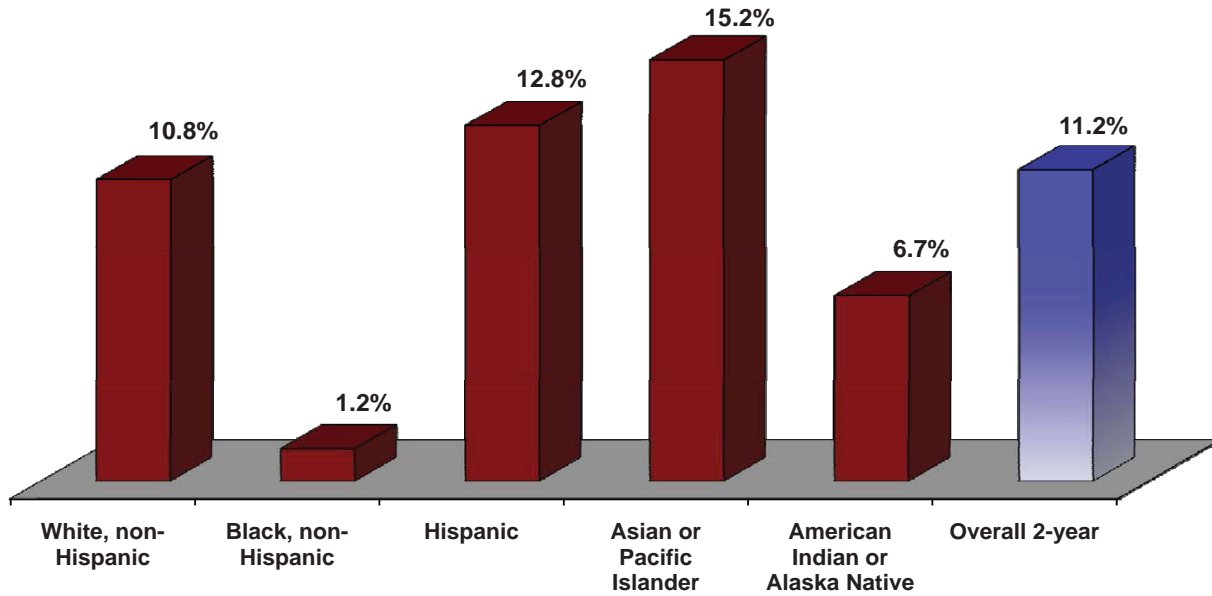


Source: IPEDS Peer Analysis System

Community Colleges, on the other hand, are graduating Hispanic and Asian or Pacific Islander students at a higher rate than white, non-Hispanic students. Of particular concern is the graduation rate of black, non-Hispanic students at the community colleges (1.2 percent).

2007 Graduation Rates by Race/Ethnicity for NSHE Community Colleges

Percent of first-time, full-time degree-seeking students graduating within 150% of expected time



Source: IPEDS Peer Analysis System

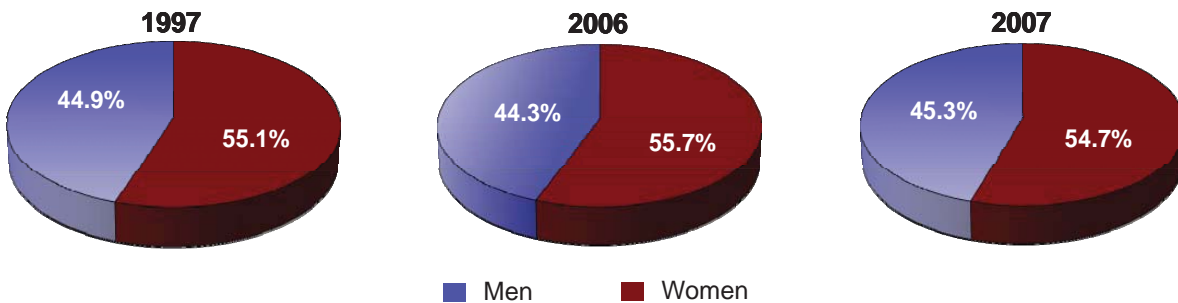
Student Enrollment of Women

In Fall 2007, women made up 54.7 percent of enrollment while men made up 45.3 percent. Enrollment of women at all NSHE institutions exceeds that of men and closely matches the national trend. At all Title IV degree-granting institutions nationwide, females comprised 57.4 percent of enrollment in 2005.

NSHE Student Enrollment by Gender

	Fall			Percent Change	
	1997	2006	2007	1997 to 2007	2006 to 2007
Men	32,899	44,897	47,437	44.2%	5.7%
Women	40,410	56,534	57,360	41.9%	1.5%
TOTAL	73,309	101,431	104,797	43.0%	3.3%

Source: IPEDS Peer Analysis System



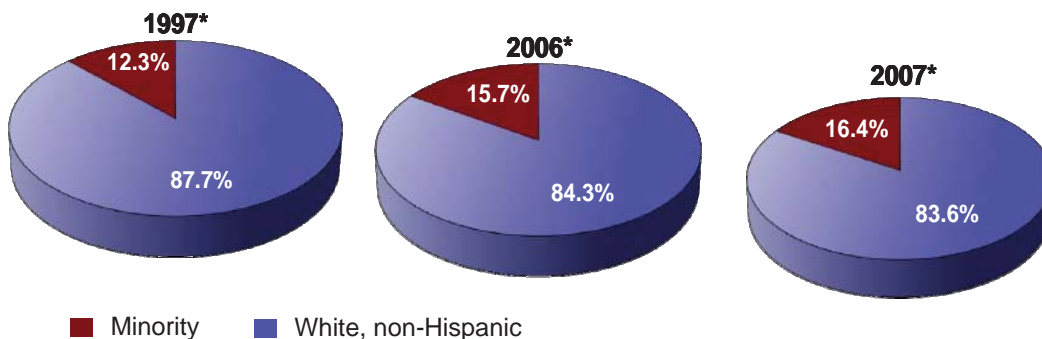
Source: IPEDS Peer Analysis System

Nationally, women's enrollment began to overtake men's in the early 1980's. In the last ten years, the gap has widened enough to alarm state education boards, researchers, and higher-education stakeholders, who worry that men are falling behind even as women are succeeding. It is important to note that in Nevada, while women make up a greater portion of the overall student population, from 1997 to 2007 the rate of growth for male students exceeds that of the female students. It is possible that if that rate of growth among male students continues, the population will begin to equalize over time.

Faculty and Staff Diversity

Faculty diversity is one of the most pressing issues facing postsecondary institutions across the nation. To remain competitive as a leading institution of higher education, institutions must be successful in addressing the under-representation of minorities among faculty and academic leaders. This is as true in Nevada as it is across the nation. The value of diversity in all aspects of the postsecondary education, including faculty, is fundamental to NSHE's success.

From 1997 to 2007 the number of full-time minority faculty almost doubled from 248 to 479 – a significant increase of 93.1 percent. While that increase is notable, the unfortunate reality is that 479 minority faculty members represent only 16.4 percent of all full-time faculty across the System. When looking at the state as a whole, in 2007 minorities comprised 39.4 percent of the population. With respect to minority faculty members, NSHE institutions are not keeping pace with the demographic changes of the overall state population.



GROWTH RATE

The number of full-time minority faculty increased from 248 in 1997 to 479 in 2007, a 93.1 percent increase in ten years.

*Excludes non-resident alien and race/ethnicity unknown.

The data are clear in indicating that a challenge lies ahead for NSHE institutions to further increase the number of minority faculty members. Across the nation postsecondary institutions recognize the value of a diverse faculty, evident in the current trend of establishing institutional diversity offices, task forces, councils and more. The institutions of the NSHE are no exception as they each have diversity initiatives aimed at improving faculty diversity (see Appendix A). These efforts must continue for NSHE institutions to remain competitive in our increasingly diverse state.

Percent of Total Full-time NSHE Faculty by Institution that are Ethnic/Racial Minorities*

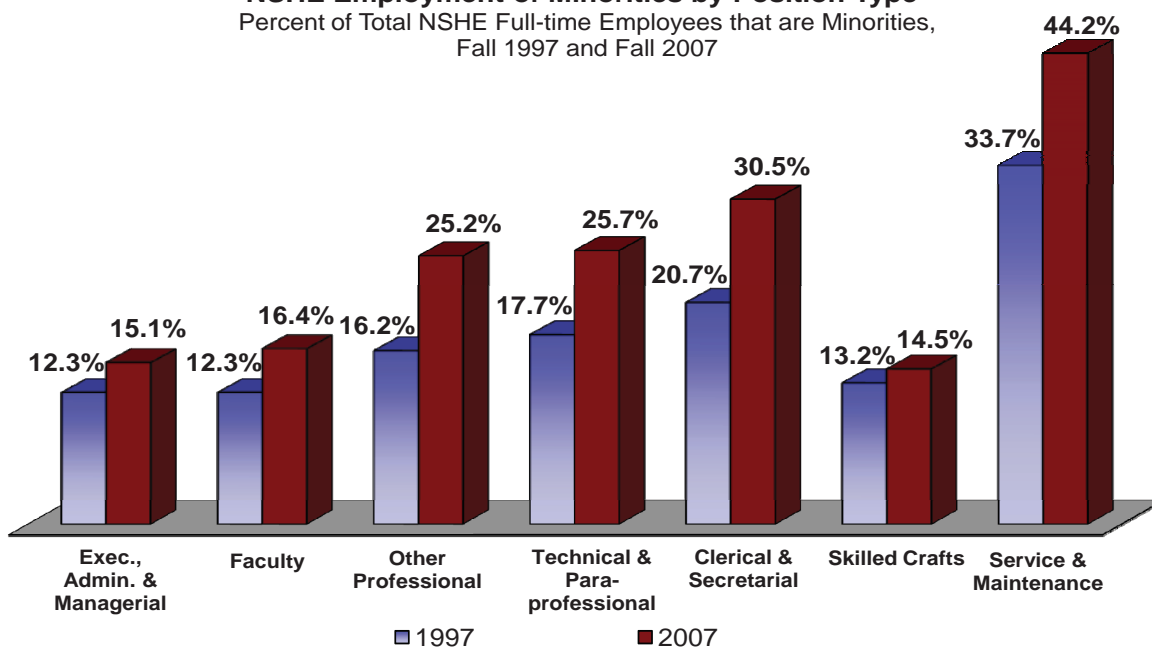
	#	1997	#	2005	#	2006	#	2007
UNLV	86	13.6%	153	18.0%	178	18.7%	177	18.4%
UNR	81	11.0%	120	13.7%	133	14.8%	149	16.1%
NSC	—	0.0%	13	34.2%	12	25.5%	15	25.4%
CSN	59	19.6%	82	18.4%	88	18.4%	94	19.3%
GBC	2	5.1%	5	8.2%	5	7.5%	5	6.8%
TMCC	9	7.6%	13	7.4%	17	9.2%	19	10.4%
WNC	2	2.3%	2	2.5%	2	2.5%	2	2.7%
DRI	9	9.0%	15	12.2%	10	7.9%	18	11.3%
NSHE	248	12.3%	403	15.2%	445	15.7%	479	16.4%

Source: IPEDS Fall Staff Survey

A breakdown of numbers of faculty by institution, as well as other occupational categories, can be found in Appendix D and E.

*Excludes non-resident aliens and race/ethnicity unknown.

NSHE Employment of Minorities by Position Type*
Percent of Total NSHE Full-time Employees that are Minorities,
Fall 1997 and Fall 2007



*Excludes non-resident aliens and race/ethnicity unknown.
Source: IPEDS Fall Staff Survey

The employment of minorities increased in every employment category from 1997 to 2007. However, the greatest increase in full-time positions held by minorities occurred in the categories of 'Service & Maintenance' and 'Clerical & Secretarial.' As previously discussed, the percent of minorities employed in full-time faculty positions increased from 12.3 percent in 1997 to 16.4 percent in 2007 – slower than statewide demographic trends.

Women in Faculty and Staff Positions

Employment of women at all NSHE institutions, except DRI, exceeds that of males. Over time, growth in employment by women increased, except at WNC, where the employment of women dropped from 60.2 percent in 1997 to 53.1 percent in 2007.

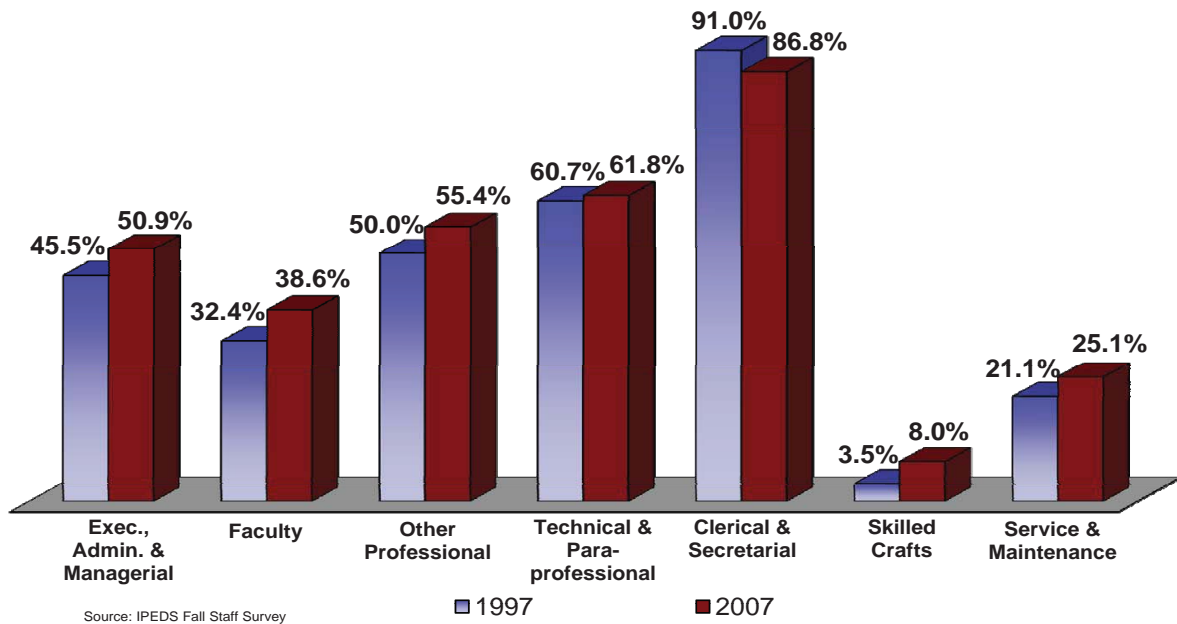
Percent of Total Full-time NSHE Employees by Institution that are Women

	#	1997	#	2005	#	2006	#	2007
UNLV	822	45.3%	1,324	49.0%	1,560	50.2%	1,642	50.0%
UNR	999	47.6%	1,391	51.7%	1,425	51.7%	1,479	52.2%
NSC	—	0.0%	41	59.4%	65	60.2%	64	51.2%
CSN	332	50.8%	602	52.2%	624	55.6%	681	56.1%
GBC	67	54.5%	111	56.6%	116	57.7%	126	59.7%
TMCC	175	56.8%	254	55.0%	274	55.9%	285	57.7%
WNC	124	60.2%	127	57.0%	122	53.5%	120	53.1%
DRI	63	31.8%	93	35.2%	93	36.5%	101	35.2%
NSHE	2,582	47.8%	3,943	50.8%	4,279	51.8%	4,498	51.9%

Source: IPEDS Fall Staff Survey

A breakdown of the number of employees by institution, as well as other occupational categories, can be found in Appendix D and E.

NSHE Employment of Women by Position Type
 Percent of Total NSHE Full-time Employees that are Women, Fall 1997 and Fall 2007



However, more women are employed in clerical and secretarial positions than are men, while faculty members are still predominately male. Women holding full-time faculty positions grew from 32.4 percent in 1997 to 38.6 percent in 2007. The percentage of women holding clerical and secretarial positions declined slightly from 1997 to 2007. Half or more than half of the executive, administrative, and managerial, other professional, and technical and paraprofessional positions are held by women.

Institutional Diversity Efforts

NSHE institutional leaders are seeing diversity as a valuable educational tool for institutional improvement evident in the many diversity endeavors occurring on each campus. Appendix A of this report includes a summary of the diversity initiatives occurring at NSHE institutions. These summaries were written by each institution in early 2009 and reveal the unique manner in which diversity initiatives are underway on each campus.

In addition to its historic commitment to diversity through its Master Plan and Goals, the Board of Regents reaffirmed the importance of diversity through the creation in 2008 of the Equity, Diversity, and Inclusion Council. This Council has a representative from each NSHE institution, named by the President. It is charged with recommending new goals, policies, practices, related strategies, and accountability measures on diversity, equity, and inclusion and has primary responsibility for conversations across the system to support and create campus climates that value diversity and promote initiatives related to a diverse student body and workforce. This Council meets monthly and reports directly to the Board's Cultural Diversity and Security Committee.

Conclusions

This report shows that all eight institutions within the Nevada System of Higher Education made significant progress in increased recruitment and retention of underrepresented groups, whether in the student body, in the graduating class, or in the faculty and staff. However, Nevada's population has historically been predominately White, non-Hispanic, and its professional workforce has been dominated by males. It is clear from this report that our colleges, universities, and DRI, while working diligently to overcome that history in a new era, are aware that they must work harder to make more progress in the years to come if Nevada is to have the needed educated workforce and our workplaces are to be open to all.

Most importantly, each institution must set specific goals to show progress and hold themselves accountable through data and research. This report offers a broad look at statewide data and provides a snapshot through which the Board of Regents, its Presidents, and NSHE can be held accountable. But each institution has the ability to analyze in greater depth the patterns and programs on its campuses that contribute to or inhibit forward progress related to equity, diversity, and inclusion.

Already underway are the use of campus-specific information data sets and many new programs that will guide these efforts in the years to come. Focus areas will certainly be institutional, discipline, and regionally specific. For example, can NSHE institutions find better ways to recruit and retain women and minority scientists and mathematicians to our faculty and student body? Can we provide better pathways for minority students to progress from community colleges to our universities? Can we better set positive examples by our institutional behavior that we are dedicated to an open and equitable process in all that we do? Can we provide mentoring programs for underrepresented groups of staff and faculty to prepare for administrative positions?

As this report is going to press, it is unknown if the impact of potential budget reductions will slow down the NSHE progress in all of these areas. However, it is certain that the commitment of the Board of Regents to equity, diversity, and inclusion will not fade. Nor will the efforts at each institution to institutionalize the values and perspectives necessary to help all students, faculty, and staff succeed.



APPENDIX A

Institutional Summaries of Diversity Efforts

UNLV, UNR, NSC, CSN, GBC, TMCC, WNC, DRI

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University of Nevada, Las Vegas (UNLV)

Summary of Diversity Efforts

Campus-Wide Initiatives

Established in 2007, through campus- and community-based advocacy, the Office of the Vice President for Diversity and Inclusion is responsible for the oversight of campus-wide diversity efforts for students, faculty, and staff at all levels of education and employment. These efforts extend off-campus into the greater Las Vegas area, for the broad array of community-based university stakeholders. The following is a sampling of current initiatives.

Vice Presidential Commission on Diversity and Inclusion is comprised of a broad group of campus and community stakeholders that include students, faculty, and staff from all levels in the university, community-based, non-profit organizational representatives, business and industry professionals, and educational-group associates. The Commission is dedicated to examining and taking action to improve campus, educational and workplace climates.

Equity Compliance and Education Council (ECEC) is comprised of a Dean-appointed, tenured-faculty member representative from each College/School, the ECEC is dedicated to improving the coordination of services that support student, faculty, and staff access and success at UNLV.

Conflict Resolution Network (CRN) is comprised of individuals on campus whose roles include formal responsibility for some aspect of conflict resolution, the CRN is dedicated to publicizing the range of options available to students, faculty, and staff to resolve conflict on campus and dovetailing the provision of conflict resolution services across campus.

Institutional Development Grant (IDG) focuses on campus-based research and development activities that support specific institutional goals and values. The university funded two major projects, the Research Center on Social Justice, and the Institute for Multicultural Education and Diversity Training. Both support the growth and development of diversity, inclusion, and collaborative partnership building internally and externally.

Research Center on Social Justice (RCSJ) is conceptualized as a non-partisan research collective dedicated to publishing fair, objective, thorough research and studies on a wide range of social justice topics. Included among them are employment, immigration, language, geographic origin, ethnicity, socioeconomics, and race.

Institute for Multicultural Education and Diversity Training will provide diversity and inclusion-related consultation, training, education, and organizational development services to campus and community stakeholders. Initiatives include multicultural curriculum development seminars, consultation services, professional development courses, educational and training guides on multicultural subject matter and speakers' bureaus.

Multicultural Center-Centro Multicultural provides centralized space and resources for UNLV students, staff, faculty, and community stakeholders to collaboratively engage in education, research, and service initiatives related to diversity and inclusion.

Student-Focused Initiatives

UNLV strives to recruit students who will further enrich diversity and to support their academic and personal success while they are a part of our campus community. The university actively encourages applicants whose racial and ethnic backgrounds are underrepresented in higher education in Nevada, who are first-generation college students, and who have demonstrated financial need.

Enrollment and Student Services

Admissions and Financial Aid Offices provide bilingual web advising using the on-line “Virtual Advisor”, employ bilingual staff; provide Spanish language translators at admissions and financial aid workshops; partner with school districts to reach diverse populations; distribute printed viewbooks to diverse communities in the immediate region, in addition to the on-line version available to all students.

Registrar Office employs bilingual staff; provide staff with diversity customer service training; schedule classrooms with consideration given to courses in which students with disabilities are registered.

Disability Resource Center (DRC) facilitates events and workshops throughout the year for faculty, staff and students which provide information and training for working with students with disabilities, awareness and sensitivity to their issues. Training examples include Learning Disabilities - Exploring the Diversity of Disabilities, Disability Awareness, and Disability within Diversity. Additionally, the DRC is focused on Veterans Initiatives and has provided training to support student veterans who are reentering civilian life and resuming their education at UNLV.

Financial Aid conducts workshops throughout the year for groups with diverse constituents, such as CCSD, Clark County Middle and High Schools, CAEO, non-traditional student orientation groups, Teen Town Halls, and athletic groups. Workshop examples include FASFA workshops, financial aid, and graduate school funding.

Career Services organizes numerous employment presentations and career events which include diverse representatives and community leaders and attract diverse and underrepresented student participation; staff participate on multicultural programs and boards in the community; electronic and printed marketing resources designed to address and meet the needs of diverse populations.

Campus Life

The Campus Life area spearheads and organizes a multitude of diversity efforts that reach students, staff, the Las Vegas community, and beyond. Staff demonstrate their commitment to diversity by emphasis on making diverse hires, assessment, and provision

of diversity training for support staff. Students perceive the Student Union as a place where their understanding of different backgrounds is expanded, based on recent assessment. Campus Life participated in the Multi-Institutional Study of Leadership which provided key theoretical data from which a Minor in Leadership and Civic Engagement was created.

Fall orientations are designed to introduce students to different groups on campus and in the community and inspire their continued connections throughout their education. Staff offer students opportunities to learn where they can become involved, with innumerable symposiums, heritage and awareness programs, lectures and training opportunities throughout the year.

Residential Life staff also provide opportunities during the academic year where students can examine their attitudes and understanding of diversity with events using movies, food, current articles, games, guest speakers to spark introspective discussions.

Student Involvement and Activities organize events that benefit non-profits, such as Safe Haven, Shade Tree, Meals on Wheels, Opportunity Village, US Veterans, St. Jude's Children's Hospital, and others. The Alternative Spring Break program will reach both Arizona's Native American community and the New Orleans community. Campus Life also provides support to over 45 student organizations with diversity, multicultural and civic engagement priorities.

The Greek Life community embraces diversity through their programs and outreach efforts. Included among their initiatives are the Multicultural Greek Council, leadership training emphasizing understanding, and Homecoming events that reach out to underrepresented student groups.

University of Nevada, Reno (UNR)

Summary of Diversity Efforts

RECENT DIVERSITY EFFORTS IMPACTING STUDENTS AND FACULTY

Campus diversity efforts fall into a number of categories including community partnerships, student recruitment and retention, curriculum, campus committees, and faculty hiring and development. UNR has long standing diversity programs and has also added new initiatives as cited below.

Faculty and Staff Diversity:

- 17.5% of UNR staff (538) identify as underrepresented ethnicities. Of those, 179 are academic faculty, 112 are administrative and 247 are classified.
- In June 2008, the President asked the Provost to become his liaison to the campus diversity committees to ensure that their work continues and to report the findings and recommendations of the committees to him. These committees are the Intercultural Council, Advocates and Allies for LGBTQ Issues, Disabilities Resource Coalition, Multiethnic Coalition, Status of Women, and Work and Family Task Force.
- In February 2009, the various ethnic programs operating in the College of Liberal Arts were organized under the Gender, Race and Identity Studies program. Conversations are beginning to determine how these programs' educational programs and activities could be combined and enhanced for the benefit of students, faculty, staff and the community.
- The Human Resources Office requires diversity targeted advertising on every faculty and staff search. Search committees must have cultural diversity among its members. All positions are posted on the Minority Faculty Applicant Database.

New Initiatives in Community Partnerships:

- The President and Provost met with more than 20 community of color leaders from the Reno area in March to report on the recruitment and retention of underrepresented students and to discuss partnerships to continue to improve in both areas. Community of color leaders come together each semester at UNR's southern recruitment office later in the spring with the same agenda.
- The annual Latino convocation for Hispanic/Latino graduates from Washoe County high schools, TMCC and UNR was held April 24th. It is a cornerstone for year round partnerships on such things as work force development, college mentorship, scholarships, and cultural celebrations. This past year, the University has continued to strengthen relationships with the various entities within the Hispanic/Latino community through the Small Business Development Center, Latino Research Center, and the Center for Student Cultural Diversity and Student Success Services.
- The Second Annual American Indian Summit was held at the University on March 16th – 17th to bring together over 100 educators and agencies from across the state to promote education within the tribal communities.
- The University is an active member of the Indian Education Advisory Council (IEAC) which provides a communication network between all professionals who have a goal of providing the best education to Native American youth. The council is comprised of Tribes, Tribal Education Directors, Washoe County School District representatives and the Nevada Department of Education. UNR's Center for Student Cultural Diversity authored the higher education component of the IEAC Strategic Plan for American Indian/Alaska Native students in K-post secondary education.

- Cooperative Extension made over 750,000 contacts throughout its many programs offered in Nevada. Programs include Cocinando Delicioso y Saludable, a Spanish adaptation of the Food for Health and Soul, the Healthy Heart Project which presents heart wellness programs through African American churches and the Federally Recognized Tribal Extension Program which works with Native American farmers and ranchers to manage their agricultural enterprises.

New and Notable Initiatives in Creating an Inclusive Campus for Students

- The Center for Student Cultural Diversity, located on the third floor of the Crowley Student Union, is the focal point for all students engaged in a multicultural campus environment. A place for hanging out, studying, attending programs and taking advantage of professional staff in dealing with student issues, the Center is a hub of student life. They met 10,059 requests for retention based services in 2008 including academic advising, financial aid advising, personal counseling, study hall and programs and activities. The Center provided outreach to 5,291 prospective students in 2008 and hosted two co-curricular programs per month (18 total) leading to the full complement of programs during Annual Intercultural Month (33 total).
- The University's Intercultural Month of April expanded to include March and the first week of May. One or more event was held daily ranging from Salsabration to a speaker series to the Black Student Organization Ball, Hispanic Parent Program and Asian/Pacific Islander Week.
- More than 20 students attended the University's March, 2009 Cross Cultural Summit at Lake Tahoe. Designed for dialogue and understanding, the overnight event focused on expanding upon the increasing national dialog on race and ethnicity in America. Participants of the summit will have opportunities throughout the 2009-2010 school year to share their experiences as cultural ambassadors.
- In March, 2009, the ASUN leadership convened more than 25 faculty, staff, student and community representatives involved in furthering a diverse campus. The conversation was aimed at communicating and coordinating multicultural events.
- The Annual Spring Powwow held in May, 2009 brought over 1,600 people to campus and served as the single largest recruitment event for American Indian students. Now in its fifth year, the spring powwow serves as a "front door" to the University allowing families both structured and open access to UNR, while maintaining the sacred and honorable assembly of both Great Basin tribes and visitors from surrounding regions.
- The campus held a "Unity in Diversity Town Hall Meeting" on April 29. Faculty, staff and students from the various campus diversity committees, student cultural groups and offices committed to an inclusive campus gathered to continue the work of creating a healthy climate for diversity at UNR.

New and Notable Initiatives in Recruiting Students of Color:

- Early outreach was presented to over 3,000 underrepresented 5th graders in southern Nevada through UNR's "Oh the Places You'll Go" and to 700 diverse students in the Clark County PAYBAC program.
- In Fall 2008, 984 Northern Nevada 7th graders of color visited campus to "Start Thinking about College."
- Over 300 underrepresented students in WCSD are enrolled in the Dean's Future Scholars program where they receive mentoring and academic support aimed at success at UNR.

- Upward Bound provides 125 underrepresented high school students with the academic and personal guidance toward college achieving over a 95% success rate in high school graduation and college attendance.
- More than 40 Hug High School students (predominantly low income, students of color) are mentored toward college admission by University staff and faculty through the ASCENT program (All Students College Educated in Nevada Today).
- Cooperative Extension provides developmental programs for the youth of Nevada including Family Storyteller, a literacy program which reached over 3,400 children and 3,000 parents. Chefs for Kids promotes healthy eating habits; Project MAGIC works with entry-level juvenile offenders and the Carson City Community Coalition presents workshops to help students resist gangs and gang violence and 4-H youth development programs.
- The campus partners with educational agencies and community groups to host annual spring events such as the Latino Youth Leadership Conference and the American Indian Youth Summit.
- Representatives of the University participated in the TMCC Heritage Achievement Summit attended by 150 first-generation high school juniors from Washoe Country School District to communicate that “College is Possible.”

Nevada State College (NSC)

Summary of Diversity Efforts

STUDENTS

The mission of Nevada State College Multicultural Affairs states that in a globalized multicultural world, Multicultural Affairs is a leader in helping underrepresented students succeed and empowering all members of the Nevada State College community to live and work harmoniously together. By succeeding in this mission, Multicultural Affairs is helping NSC prepare the next generation of professionals for the State of Nevada. Multicultural Affairs has taken the Heritage Center in a new and different direction. The programs are now driven by faculty and students, and the resulting **Dialogues on Diversity** have been very successful in content and participation. Outreach efforts to the community include the two newly funded **Upward Bound Projects** that serve Basic and Eldorado High Schools in preparing low income and first generation students for college. The **Crossroads Project** is a dropout prevention program for 168 overage and credit deficient 7th and 8th graders in the Clark County Southeast Region. Crossroads has been funded by Randy García and Bill Wortman.

Dr. Annette Portillo, a professor of English in the College of Liberal Arts and Sciences has led the way in developing NSC's **Ethnic Studies Program**. The Ethnic Studies minor is in place and has gained student's interest. There have been several students interested in declaring the minor. In addition, Ethnic Studies (ETS) 101 was developed as part of the core requirements for the minor. This class also took an interdisciplinary approach and introduced the concepts of "racial formations" and "white privilege" as well as discussed the origins of ETS programs within the United States. An Ethnic Studies Major is pending.

The School of Education has taken innovative approaches in expressing their commitment to diversity. The Nevada Collaborative Teaching Improvement Program (**NeCoTIP Grant**) was conducted from January 2007 to September 2008. The purpose of the grant was to promote content area literacy in middle schools. The **Child Find Project**, a collaboration with CCSD, focused on the assessment of 3-5 year olds, two Saturdays per month at the School of Education building. This project was a collaboration with the Psychology department, Nursing and Speech Pathology. The mission of the program was to provide field experience/clinical practicum experience for NSC students in these disciplines. The SOE and the City of Las Vegas Housing Authority have jointly run the **Summer Tutoring Program** since 2007 to help students in grades K-5 who attend Cambeiro and Lunt Elementary Schools. Most of the students live in the public housing complex where the tutoring center is located. The SOE has been a founding partner in the **STEP UP Program**, which is an early enlistment program for home grown teachers. STEP Up participants complete their bachelors degree in teacher education at NSC. Over 56% of the students in STEP UP are from underrepresented groups and approximately one third are bilingual-biliterate. The School of Nursing is providing voluntary help and support for the African Immigrant Center.

The Nevada State College Foundation has expressed its commitment to diversity in its membership, organization affiliations, and fundraising efforts. Ever committed to providing more students with opportunities for college, the Foundation has been instrumental in providing funding for scholarships outreach programs and other initiatives that enhance

opportunities for our diverse community. The NSC Foundation has raised money to run the Crossroads Program since its inception in 2007.

FACULTY

NSC has prided itself in being the most diverse institution offering comprehensive Baccalaureate degree programs in the State of Nevada. NSC has maintained its commitment to attracting the most diverse faculty and staff by ensuring that the hiring process incorporates diversity at various critical points. Each search committee is inclusive of diversity and is reviewed by the Affirmative Action Officer and or the Human Resources Director. Job postings are advertised in diverse publications to ensure diverse pools of talent apply to work at NSC. With many higher ranking and faculty positions, applicant pools are analyzed to ensure that they are inclusive of diversity. By having diverse applicant pools, NSC is selecting employees from the widest array of talent available in each area.

Recruiting and retaining diverse faculty are high priorities of NSC. For fiscal year 2009, the Human Resources department has continued to post job announcements to HigherEdJobs.com. NSC Human Resources has posted 21 positions, 15 of which have been included on their Affirmative Action Email List. The Human Resources Department has also included an advertisement for Nevada State College in the Chronicle of Higher Education's special Diversity Edition.

The Heritage Faculty Fellowship, which was designed to retain excellent non-tenure track faculty who are committed to diversity continues for a third year. In 2009, two faculty members, who embody a commitment to the college's Heritage core values, received the Heritage Faculty Fellowship. Each HFF winner receives \$5,000 for a semester or a one-course reduction to pursue doctoral work. By allowing outstanding faculty who have not completed a doctorate the opportunity to complete their terminal degrees, NSC is helping to supply its own pool of faculty talent from which to pick from.

This year, the Diversity Coalition named Dr. Kebret Kebede (Biology professor) and William Escalante (Recruiter) as chair and co-chair (respectively). The Diversity Coalition is NSC's internal diversity advisory group and was formed in 2005. The Coalition has been very active in planning and implementing faculty development programs focused on incorporating diversity across faculty disciplines, and provides faculty of color and faculty committed to diversity and social justice the opportunity to work together to make NSC a diverse and welcoming institution that is committed to access and excellence.

The NSC Diversity Council/College Diversification Advisory Committee (CDAC) is an external advisory group that advises the President and Vice President of Multicultural Affairs on issues related to diversity and the needs of the community. Comprised of community leaders, corporate partners and professionals of diverse backgrounds, many of the recommendations of this body have been incorporated into NSC's actions towards diversifying its students and faculty ranks. A CDAC Recommendation Report is now near completion and will be presented to the Campus Executive Board in late spring, 2009.

It is important to note that President Fred Maryanski's commitment to diversity from his first day on campus has been one of the key drivers in distinguishing NSC as a diversity leader in Nevada.

College of Southern Nevada (CSN)

Summary of Diversity Efforts

Impacting Students and Faculty

The CSN Office of Diversity and Cultural Affairs works closely with other offices and groups across the institution, including the Affirmative Action Office, Office of the Vice President for Student Affairs, and Faculty Senate to promote, encourage and work with underrepresented students, faculty and community members.

In addition, CSN created advisory boards to the President and Vice President for Diversity and Cultural Affairs made up of community leaders, CSN faculty, staff and parents to address diversity issues related to student recruitment, faculty, and academic programs. Each board is intended to advise on matters specific to various ethnic/racial groups, including African Americans (12 member board), Asian Americans (13 member board), Hispanic/Latino(a)s (11 member board) and Native Americans (12 member board).

CSN is also represented with the following groups and organizations:

- Asian Chamber of Commerce;
- Urban Chamber of Commerce;
- Urban League;
- Latin Chamber of Commerce;
- Hispanic Chamber of Commerce;
- Women's Chamber of Commerce;
- Las Vegas Indian Center;
- Southern Nevada Diversity Roundtable;
- Nevada State College Diversity Committee; and
- Equity, Diversity, Inclusion Council.

CSN faculty organize a number of cultural events for faculty, staff, students, and the community during the school year for various heritage months including African American, Asian/Pacific Islander, Hispanic, Native American, Women's History Month, International Education Week, Gandhi-King-Ikeda (Legacy of Peace exhibit). These cultural events provide an opportunity to reach out to the community, faculty, staff, students and Clark County School District.

The Office of Diversity and Cultural Affairs created a library of Diversity Literature for faculty and students to use. In addition, CSN maintains a Web site dedicated to diversity and cultural affairs.

Affirmative Action Plan

Annually, CSN produces an Affirmative Action Plan for the college. The plan spells out the college's commitment to Affirmative Action. The following is an excerpt from the plan:

The College of Southern Nevada is committed to affirmative action and equal opportunity in employment and access to its programs and activities. It is the policy of CSN through responsible managers to provide equal employment opportunities to all qualified applicants in employment, hiring, training,

recruitment, development, promotion, salaries, benefits, and other terms and conditions of employment for all persons without regard to race, color, religion, national origin, sex, age, disability, or sexual orientation.

CSN will actively seek out qualified under represented applicants and maintain an effective liaison with public and private agencies and organizations which are involved in equal employment opportunity programs. A workforce analysis will be maintained by the office of Affirmative Action to determine under represented classifications for employment in order to comply with reports to federal and state compliance departments.

All employees, students, and applicants are protected from intimidation and discrimination and may use the grievance procedure if they believe they have a complaint. CSN sustains a diverse institutional climate, representative of the ideals and equality goals of people who work and study in our college community.

Training

Pursuant to Board policy and state law, CSN provides training in the following areas: sexual harassment prevention training, sensitivity & employment law training, specialized training in compliance issues, and race discrimination.

Recruitment

The CSN Office of Student Affairs is dedicated to recruiting minority students through the following efforts:

- Developing and distributing marketing publications for the recruitment of minority students;
- Visiting high schools that are predominately minority;
- Maintaining a CSN presence in cultural events throughout the year including the Martin Luther King Day Parade, Hispanic Day Parade, Heritage Months, Chinese New Year, Henderson parade, etc.;
- Participating in cultural high school graduations organized by Clark County School District and community leaders;
- Utilizing CSN cultural clubs for outreach to local high school;
- Promoting “Students First” in Spanish;
- Disseminating information on orientation and financial aid to underrepresented students in the Clark County School District;
- Maintaining a list of pastors at faith based organizations that work with specific ethnic youth and their families; and
- Promoting CSN through advertisements in church programs and publications in Las Vegas communities.

Great Basin College (GBC) Summary of Diversity Efforts

Great Basin College's service area is 62,000 square miles, includes six counties, and includes several reservations of the Western Shoshone and Northern Paiute peoples. The total population by the 2000 Census was 110,508.

Great Basin College promotes diversity in Integrative General Education Curriculum, which includes personal and cultural awareness, sense of the individual in society, a sense of the past and a sense of accountability; multi cultural curriculums (Anthropology, Early Childhood Education, etc.); in the Native American Archeological Training; Bilingual Front-Office Assistant Program; diverse Fine Arts programming in theatre, music, and dance; and entrepreneurship programs focusing on opportunities for under-served Native American communities.

Diversity is promoted in the Student Government Association, student clubs and organizations, e.g., the Native American Club—Native American Advisor, Norman Cavanaugh, and Native American Financial Aid Administrative Assistant, Melinda Caskey, volunteer time facilitating a link between the students, the college, and the communities. The community tribal elders volunteer time and money for Native American students at GBC. For instance, the end of year Great Basin Indian Archives Elders presentation this year will include a keynote by Dr. Steven Crum, Chair and Professor of Native American Studies at the University of California, Davis on "Native American in Education, Past, Present and Future," as well as a wide variety of other speakers. In addition to students participating in this event, earlier this year, GBC students hosted the Second Annual POW WOW on campus, featuring dancers and drum groups from throughout the Great Basin region. Great Basin College for the past five years has planned, implemented, and overseen the Great Basin Native Market which provides Native Americans a means to carry on their traditions through art, music, and demonstrations. The Market encourages Native American artisans to enhance their skills by crafting and refining products in the traditional way, and provides an on-going venue in which to share their culture with people who live in or visit the community.

The Recruitment Department regularly gives presentations to predominately Native American high schools in Duckwater, McDermitt, Owyhee, etc., as well as provides tours on campus for student groups such as GEAR UP. GBC also had a booth at the 2009 American Indian/Alaskan Native Education Summit at UNR. The Director of Continuing Education/Community Outreach, Angie deBraga, is currently planning a Native American Youth Camp this summer. The campus will focus on career exploration and encouraging Native American students to attend college. The students will stay in college dorms and experience a bit of college life while they learn about college applications, financial aid, and student support services as well as meet with people from a variety of careers and see demonstrations in fields such as radiology and ultrasound, agriculture, fire science, and renewable energy.

The college, with the coordination Dr. Gretchen Skivington, Romance Language Professor, is implementing a Latinas Unidas program, which is a mentoring program to connect college Latinas to high school Latinas to promote the value of a college education. This is managed and supported through the collaboration between Great Basin College, the Western Folklife Center, the Elko County School District and Communities in Schools. It is moving forward to be a sanctioned club in the fall of 2009, with leadership training from the Director of Student Life, Julie Smith. In addition to the mentoring program, various events are held targeted to Hispanic students on topics such as financial aid, business education opportunities, outstanding Hispanic students and alumni tell their “stories,” etc. Latinas participated with the Western Folklife Center in El Dia de los Muertos; and the GBC Spanish Department is working with Communities in Schools to bring in a speaker, Odalys Carmona of the Nevada Department of Education Training and Rehabilitation this April. There is on-going outreach to Hispanic communities within the service area by Recruiter Adriana Mendez; and, through other areas/staff, e.g., the Administrative Assistant in the Adult Basic Education/Literacy program, Irma Reyes, has spoken on many Spanish Radio talk shows. Topics have included: the Value of Education, the Effect of Higher Education on Better Employment Opportunities, Parents Participation in School, and Financial Aid. GBC had its first Naturalization Ceremony on campus this January. The college Advisory Board has both Hispanic and Native American representation.

In Fall 2008, cultural diversity was celebrated with a “Hafla” celebration for students and members of the community. The event featured belly dancers performing traditional Middle Eastern dances, Hispanic dancers, Basque dancers, and American dance students. Participants also shared a variety of delicious ethnic foods as part of the celebration.

In October 2008, a 10-day trip to China was led by faculty member Dr. Lijuan Zhai. The twelve Great Basin College students and two Great Basin College faculty members visited China’s Great Wall, Forbidden City, Tiananmen Square, and the Terra Cotta Warriors archaeological site. In addition, the travelers interacted with Chinese college students and faculty and studied Chinese language, Tai-chi, calligraphy, music, opera, and history at Heze University. One of the participants of this trip has since returned to China to teach conversational English at Heze University for six months. The group also reported that this trip enhanced their understanding of the Chinese culture as they learned first-hand about Chinese life, their religious beliefs, their farming practices, their political system and government. Recently, Heze University contacted Great Basin College about sending a group of their students and faculty here for a summer program.

The Intellectual and Cultural Enrichment Committee (ICE), under the direction of Grant Writer Director Jeannie Rosenthal, has representation from all areas of campus, including administrative and academic faculty, staff, and students. The theme this year is *Empowerment*. ICE brought the following speakers to Great Basin College:

- Dr. Nigel Allen, Emeritus Professor of Geography at UC Davis, presented the lecture *Afghanistan: The Long War*.

- Former Supreme Court Justice Sandra Day O’Conner and her brother H. Alan Day discussed their book Lazy B: Growing Up on a Cattle Ranch in the American Southwest. Justice O’Conner also discussed what it was like to be a successful female during a time that was dominated by male lawyers and justices.
- Dr. Lenneal Henderson, Distinguished Professor of Government and Public Administration at the University of Baltimore, presented Chautauqua performances of Dr. Martin Luther King, Jr., W.E.B. Dubois and Thurgood Marshall.
- Ruby Duncan, a Las Vegas community activist discussed her role in leading nationally publicized welfare marches on the Las Vegas strip in 1971 and ultimately shutting down Caesar’s Palace at one point.
- The *I Have a Dream Performance Art Showcase* allowed members of our community to share what empowerment meant to them through poetry, dance, music, painting, photography, and drawing.

During the GBC Career Fair in April, Gary Wyatt of the Nevada Department of Education will be conducting free Career Interest Inventories and providing information to men and women on non-traditional careers.

Great Basin College’s diversity programming and efforts are for faculty, staff, students, and the communities we serve, utilizing interactive video technology where feasible.

Truckee Meadows Community College (TMCC)

Summary of Diversity Efforts

Office of Academic Affairs

With a very diverse senior administration staff, a diverse faculty and student body, TMCC is a welcoming place for those who want to learn, work, prosper and make a contribution to society. This contribution is also manifested through different campus clubs, such as LUNA, UJOMA, the Philippine United Students Organization (PUSO), etc.

Alignment Symposium: The Alignment Symposium was held in February 2009. The symposium participants included individuals from TMCC, WCSD and UNR, who discussed inclusive education practices that can be utilized to best instruct our diverse student body.

Inclusive Education Task Force: An academic dean is a member of the task force that was set up by the Chancellor's office.

Building Women – Women Building: This one-day workshop is held one to two times per year and focuses on recruiting women into non-traditional areas.

Technology Expo: High school students and their parents were invited to the IGT Technical Institute at Edison to learn about technology offerings. A focus of the expo was on recruiting girls into non-traditional areas.

Native American Open House: This was held at Edison to expose Native Americans in the Reno, Sparks and surrounding areas to the offerings at the Edison site.

Summer Metals Camp: Sophomores and juniors from area high schools will learn welding, machining and sheet metal. The camp will focus on recruiting girls into this non-traditional area.

Workforce Development and Continuing Education (WDCE) Offerings:

WDCE offers public courses on computer topics which are taught in Spanish. WDCE also offers courses geared toward bilingual speakers such as court interpreting, translating and office skills. Other diverse topics include courses on various religions such as Buddhism, Jewish Kabbalah, Hinduism, and others. Instructors hail from a multitude of countries including France, Germany, India, Italy, Mexico and more.

In January 2009, WDCE purchased two ads in Ahora, the local Spanish language newspaper, recruiting Spanish speakers for bank teller training, bilingual office, and special events management programs. WDCE sponsored the Northern Nevada Human Resources Association's Diversity Conference in September 2008.

For customized training, instructors are hired/contractors secured based on qualifications to meet the customers' needs. Trainers include non-native English speakers, male and female trainers, trainers of various ages and religions and independent contractors from female-owned businesses.

Involvement with Nevada Hispanic Services (NHS): A senior member of the President's Cabinet sits on the NHS board of directors. There is also involvement on the Education Committee of NHS by three members of the college community. This direct involvement fosters cooperation and direct communication with the college. The college sponsors the Adelante Dinner that recognizes the accomplishments of Hispanic employees.

Involvement with the NAACP: A member of the President's Cabinet is on the board of directors of the NAACP. There is also involvement on the NAACP Education Committee. The college supports the NAACP in many ways: Tables at the Freedom Fund Banquet, invitation to the NAACP to be involved in college activities like the Multicultural Festival, etc.

Black Churches: A member of the President's Cabinet has established a working relationship with several African-American clergies and is often recognized when visiting them.

High School Outreach: Hug High School enrollment is over 50% Hispanic. A member of the President's Cabinet has volunteered to be a mentor for young Hispanic students.

Lecture Series: Over the past several years, the college has hosted scholars from Egypt, Haiti, Brazil, Afghanistan, France and England, as well as Native Americans as part of its lecture series. These gatherings often generate major interest in the community.

Diversity Campus Affairs Committee

Truckee Meadows Community College has maintained its commitment to diversity through various vehicles. One such vehicle is the TMCC Diversity Campus Affairs Committee which is comprised of students, faculty, staff, and administrators. The committee meets monthly and is charged with keeping diversity in the forefront of college initiatives. To that end, the committee has been engaged in the following activities during 2008-09:

Equity and Diversity Display Window: The committee maintains a display case on the second floor of the Red Mountain Building (Dandini Campus) that is used to highlight key diversity issues throughout the year. The display window is updated on a regular basis using a variety of themes surrounding diversity.

Northern Nevada Human Resources Association: The committee has been active in the work of this organization for many years. During 2008-09 many members of the committee served as organizers, hosts, and presenters at the annual conference in September, 2008. This year TMCC has committed to serving as the host facility for the 7th annual conference entitled "Diversity: Now More than Ever."

International Women's Day: The committee supported activities surrounding the annual AAUW International Women's Day Dinner Scholarship Fundraiser Dinner. TMCC students, faculty, staff, and administrators all traveled to Carson City for the event and represented nearly one-third of those in attendance. Through the generosity of the TMCC

faculty, staff, and administrators, approximately ten students received scholarships to the event.

Women's History Month: The committee, in conjunction with the Distinguished Speakers Series, is sponsoring a variety of activities such as speakers, panels, and workshops on issues related to women.

Multicultural Festival: This year TMCC has joined with UNR to host the annual Night Of All Nations on April 3, 2009 at the Lawlor Events Center.

Diversity Essay Contest: TMCC is again sponsoring the Diversity Essay Contest that is open to Washoe County High School seniors and TMCC students. The theme this year is "Unity Through Diversity." A panel comprised of committee members will judge the essays and the top three winners will receive awards at the annual TMCC Student Awards Ceremony.

Planning Roundtable: During the months of April and May the committee will host two planning sessions to establish the calendar of events for 2009-10. In addition to the annual activities the committee will focus on a series of workshops to be presented throughout the year. These workshops will focus on issues of diversity on our campuses, in our communities, and globally.

Human Resources

Affirmative Action: The 2008 Affirmative Action Plan was completed and there were no significant changes to the categories.

Sexual Harassment and Discrimination Prevention: TMCC Human Resources Director and TMCC Legal Counsel revised the training materials and conducted sessions on Sexual Harassment and Discrimination Prevention.

Professional Development: The Human Resources department assists the Professional Development office in providing speakers and conducting workshops on employer-employee relationships.

Northern Nevada Human Resources Association: TMCC's Human Resources Director presented at the 6th Annual Diversity conference September 12, 2008. The workshop was entitled the "*Discourse of Diversity.*"

Office of Federal Contract Compliance Programs: Human Resources staff has participated in training from the OFCCP sponsored by the Alliance of Racial Minorities.

Equal Employment Opportunity: Human Resources staff will participate in an EEO training session sponsored by the Alliance of Racial Minorities.

Human Resources Management System: The Human Resources office has been active on the HRMS subcommittee which has established the new Federal EEO codes in the HRMS system and will be implementing a recertification process for 2009.

Equity, Diversity and Inclusion Council: The Human Resources Director and the President serve on the EDIC. They also presented Supplier Diversity information and participated at the EDIC Retreat in March, 2009.

Gay, Lesbian, Bisexual, Transgender, and Questioning Community: The Human Resources Director serves as a member of the Allies group for the GLBTQ community of TMCC and has been a presenter for the Safe Zone trainings.

Office of Student Services

COUNSELING DEPARTMENT -- STUDENT ACCESS PROGRAMS

Below are the outreach programs under the Counseling Center:

College Achievement Program (CAP):

The College Achievement Program (CAP), now in its third year, specializes in helping first-generation, low-income and/or foster youth students who want to pursue higher education and achieve their goals. The CAP program provides educational and financial support. Eligible participants receive support from counseling, tutoring, financial assistance and other services that are designed to help students reach their goals. For the 2008-2009 year CAP students were required to participate in a learning community of preparatory composition, English 098R and college success skills course, EPY 101.

C2 Leadership Program:

The C2 Leadership program gives low income, first generation and/or foster youth high school seniors at Hug and Sparks High School the opportunity to earn college and high school elective credit. Students enroll in a college success skills course (EPY 101) at their high school and learn the necessary college readiness skills to help them transition from high school to college. This program now in its third year receives a generous donation from Wells Fargo so students do not have to pay for tuition or books.

Heritage Achievement Summit:

In its eighth year the 2008 Heritage Achievement Summit focused on providing first generation Washoe County School District high school juniors the opportunity to learn that "College is Possible". Approximately 130 first generation juniors interacted with TMCC faculty/staff, community professionals about the career and college opportunities that await them after graduating from high school. During this event students listed and interacted with a motivational speaker, TMCC President Dr. Maria Sheehan and a student panel and learned that no matter what the obstacle, college is a real possibility for them.

Youth Guardian Scholar Day (Upcoming April 24, 2009):

A new outreach event whose purpose is to motivate and educate youth, who presently are or have been in foster care, that college can be a reality for them. The event will offer attendees the opportunity to interact with a student panel, take a campus tour and learn more about the resources available to them as they transition on to college to achieve their goals. TMCC is working with Washoe County School District, Washoe County Social Services, Children's Cabinet and Sierra Association of Foster Families to plan this event.

ACADEMIC ADVISEMENT AND CAREER SERVICES

Academic Advisement and Career Services has a diverse full-time staff. TMCC has advisors that speak Cantonese, Mandarin and Spanish and a peer advisor who speaks Spanish. They assist non-native speakers of English to enroll in TMCC ESL programs.

Three academic advisors are currently active in international advisement. Academic Advisement and Career Services has recently updated their web pages to include an International web page, <http://webdev2.tmcc.edu/advisement/student/international/>.

Three advisors also serve as student club advisors for the Luna and the International Club. Academic Advisement awards a non-native scholarship totaling \$13,000 a year. The International Club is working on becoming endowed to offer a scholarship to our F-1 Visa International students who pay out-of-state fees and do not qualify for some TMCC scholarships.

Two members of the Academic Advisement office serve on the TMCC Diversity Committee.

This office also assisted with the Biomedical pipeline summer program that serves first generation, low income, under-represented students in the sciences.

The department also provides equal access and services across the student population.

ADMISSIONS AND RECORDS

Active Hiring Of Diverse Work Force

Admissions and Records has been active in hiring staff who are bilingual, and student workers from diverse life experiences that includes international experience, diverse ethnicities, and students with disabilities. Currently the Admissions and Records full-time staff boasts three Spanish speaking employees, including one who also speaks Tagalog and Basque.

The TMCC student worker team is even more diverse and currently includes two student employees with disabilities, one international student, and several bilingual students from a variety of cultural backgrounds. Many of these staff members also participate in one or more of the cultural clubs and organizations on campus and in the community.

Orientation

The orientation program at TMCC offers a range of options for students to assist them with their new careers. Besides the standard in-person sessions, TMCC also offers orientation on-line; however, it goes well beyond that. In-person sessions can be offered in Spanish as needed, and on-line orientation has been created to be accessible to hearing-impaired and visually-impaired students. Finally, newly proposed, online orientation will be developed for Spanish speaking students as well. Also, there is discussion around obtaining options for hearing and vision impaired orientation on the Web.

International Student Services

ISS serves over 80 international students from 18 countries around the world: Bahamas, Benin, Brazil, China, Colombia, India, Indonesia, Japan, Kenya, Mali, Mexico, Mongolia, South Korea, Thailand, Turkey, United Kingdom, and Vietnam.

Outreach/Recruitment

TMCC participated in the NNHRA Diversity Conference held in September 2008. Anastasia Sefchik served with Cheryl Woehr on the steering committee and helped schedule the education track.

TMCC Student Services is helping organize the Hispanic Youth Leadership Summit with WCSD and UNR. The event will bring 500 Latino high school freshmen and sophomores to UNR and we will present workshops on how to access higher education represented by Anastasia Sefchik among others.

The TMCC Outreach and Recruitment Manager participates in monthly round table discussions on diversity and education with Chancellor Rogers. These are held the third Friday of the month from 12 to 1:00 pm at the Peppermill.

The Intertribal Council meets once a month, the fourth Thursday of the month from 10 or 11 to 1:30 pm. Participation with this council is also ongoing.

Additionally, high school recruitment efforts are taught in Spanish as needed.

E.L. CORD CHILD CARE CENTER

- The CCC at TMCC is the number one employer of International Students, 5 of 24 student employees. TMCC works very hard to help the students feel at home and comfortable about sharing their heritage. Japan is the number one country represented.
- Within the Early Childhood Education profession male teachers are rare. We feel very fortunate to be able to create a diverse learning environment with the help of four male teachers.
- The CCC sponsors an annual International Potluck luncheon. All CCC employees bring their favorite dish that best represents their country/culture.
- International Student Employees (ISE) are encouraged to share stories, songs, dances and pictures from their country. ISE are an integral member in planning curriculum; we seek their input and ideas. Periodically, an ISE will bring something from their country that can be used to extend the curriculum.
- TMCC continues to provide the CCC Brochure in Spanish as well as English.
- The CCC currently cares for six bilingual children and works closely with the parents to support the use of both their native and English languages.

- The CCC partners with Nevada Early Intervention Services (NEIS). NEIS serves special needs children birth to three years. NEIS places four children at the CCC in order for these children to receive services in a naturalist setting and have the opportunity to play with their peers.
- The CCC has an intergenerational program with Foster Grandparents. Two foster grandmothers work with the teachers to provide special attention to both the Infant and Toddlers rooms (birth to three years).

REENTRY

Re-Entry promotes cultural diversity by providing financial assistance and support services to facilitate access to education, training and employment for non-traditional students. These include the following: economically disadvantaged, educationally disadvantaged, and other individuals with special needs. The challenges stated are often those facing ethnic and cultural groups not succeeding in a traditional educational setting.

Addressing diversity in a broader sense, Re-Entry serves males and females pursuing non-traditional occupations, and also older students returning to school.

Specific diversity activities Re-Entry has engaged in this year include:

- Numerous on-site workshops at Reno Housing Authority's public housing complexes bringing educational opportunities to individuals not normally exposed to college.

STUDENT ACTIVITIES AND LEADERSHIP

- The student government recognizes several student clubs that target underrepresented populations. These clubs include: the International Club, Latinos Unidos Nevada Association (LUNA), Philippine United Students Organization (PUSO) and the Umoja Society which started in the fall of 2007. Umoja is "unity" in Swahili and is a principle of Kwanzaa.
- Student government has had student representatives from various countries who have represented the needs of international students.
- The Student Activities and Leadership Coordinator joined the Friends and Allies Committee to bring awareness to the college community of the needs of GLTBQ students and faculty/staff members. The first training session for the campus was held in June.
- The student government has provided gift cards for TMCC students in need for the holidays. The Wal-Mart gift cards helped students provide a holiday dinner for their families.
- The TMCC Annual Community Resource Fair offers students a variety of resources in the Reno/Sparks community including financial resources and culturally based

resources. The needs of TMCC students vary and the Resource Fair helps to bridge the gap between the students and the community.

- The Student Activities office provided an information table during *National Coming Out* day to educate students, faculty and staff of the significance of this day for the GLBTQ community. This was a collaborative program between student activities and PFLAG.

VETERANS UPWARD BOUND (VUB)

The Veterans Upward Bound Program, a Federal TRIO Program under the U.S. Department of Education, originally was initiated through the Civil Rights legislation in order to promote and enhance, "equal opportunity and access to higher education for under-represented populations." The students we serve, military veterans, constitute a "protected class" under the Equal Employment Opportunity guidelines. The services provided by the VUB Program readily support TMCC's Equal Opportunity/Affirmative Action and diversity institutional goals. The TMCC VUB Program conducts special outreach and recruitment activities to identify and enroll minority, disabled, and female veterans. Program staff and students also participated in the annual TMCC Multicultural Event and the Disabilities Awareness Day activities. Student served by the program are low-income and first generation students, minority students, students with disabilities, and female students.

DISABILITY RESOURCE CENTER

Disability Awareness Day – October 15, 2009

Since 2005, the TMCC Disability Resource Center has collaborated with a broad spectrum of community agencies whose mission is to increase awareness and sensitivity of persons with disabilities, provide information and resources, while celebrating the talents, skills and abilities of persons with disabilities in Northern Nevada. This year's key note speaker will be Dr. Alan Fruzzetti, associate professor at UNR and author of *The High Conflict Couple: A Dialectical Behavior Therapy Guide to Finding Peace, Intimacy, and Validation*. The focus of Dr. Fruzzetti's presentation will be Depression and Physical abuse. Additionally, a panel of students and TMCC faculty/staff members with various types of disabilities will present the challenges of living with a disability

Assistive Technology for Students

DRC and TMCC have a variety of assistive technologies to aid a diverse population of learning styles. One such tool is the UbiDuo, a communication device that enables deaf and hearing people to communicate with each other face to face, anywhere, anytime without any barriers. Some technologies that help TMCC students with visual impairments are screen enlargement tools installed, hand held LCD magnifiers, and point and enlargement tools that enlarge anything within visual range of the camera systems that the student wishes to point at and see. Among these tools and technologies are also computer programs that help the blind. These tools include ten dedicated work stations in public computer areas that aid in reading and navigating anything on the computer screen.

To add to TMCC's goal of accessibility anyplace, anywhere, anytime, available soon as a network application or portable system there will be a screen reading application (NVDA) that will make accessible to the blind every computer at TMCC.

Finally, to help all learning styles there is assistive technology in the form of Reading and Literacy tools installed on all academic computers. These tools include a Talking Word Processor, a 250,000 word Talking Dictionary and a Scan and Reading tool that allows a student to scan in their textbook and have it read back to them out loud or if they choose can be turned into a MP3. Increasing the aid to all student learning styles even further, not only are these tools free to TMCC students to install at home, a new classroom capture process is being established. The process known as Ponopto/Socrates will allow the student to download, replay and review what took place in class that day on their own home computer, PDA, MP3 player or even cell phone.

FINANCIAL AID

Financial Aid actively supports TMCC sponsored events through day and evening staff presentations and program planning for new populations. We have collaboratively worked with external organizations such as the Mexican American Legal Defense and Education Fund; Washoe County School District; Boys and Girls Club and the Neil Road Community Center to increase awareness of available financial aid resources.

In addition to outreach activities, financial aid staff serves on the Inter-tribal Education Advisory Board, Multicultural Festival Committee, and Diversity Campus Affairs Committee and have assisted with administering the Spanish GED to the community.

Western Nevada College (WNC)

Summary of Diversity Efforts

Student Diversity Efforts

WNC General Outreach Events 2008-2009

WNC sponsors numerous outreach events and activities that encourage a diverse student body. These include *Bridge to Success* (outreach presence in every high school in the service area), *Rural Path to Success* (outreach to non-traditional (adult) students in Lyon, Mineral, and Pershing counties), the POW WOW (outreach to area families – food, fun, campus tour, college presentations), Tech Prep College Day (outreach to area high school students who are interested in or are taking Tech Prep courses), Women in Non-Traditional Careers Day (outreach to area 9th grade girls), and the annual Multicultural Festival (celebrating diversity in our community with a full day of live performances, ethnic food and cultural exhibits).

Latino Student Club

Based upon student interest, a WNC Latino Club was started in April 2008. The Club is an effective addition to WNC efforts to promote higher education to the Latino community. Since the club's inception, student members have been involved in College activities such as College Day, the Multicultural Festival, and Latino Community Day. The club has sponsored fund-raising events, the proceeds of which are use to promote the club, has developed a relationship with the Latino Student Club at Carson City High School, and has increased awareness of the college and its programs by distributing information in community parks to promote events.

Parenting Workshops

WNC offers parenting workshops in English and Spanish to Latino families. The workshops bring the families to the campus and make them feel comfortable in the college environment. The workshops help the parents understand how education can help their children and how they can support their children as they pursue their educational goals.

Latino Leaders Luncheon

WNC's president hosted a luncheon for Latino community leaders. The event provided a forum for discussing the educational needs of the Latino community.

Latino Community Day

The annual Latino Community Day brings the Latino community to the college to learn about the process of becoming a college student. The day-long event explains the processes for admission, registration, financial aid, and counseling. Participants learn that WNC offers classes for the entire family. Mini-presentations throughout the day offer information about the different programs available at WNC.

Faculty Diversity Efforts

Due to ongoing budgetary uncertainty, WNC initiated no searches leading to a hire in the 2008-2009 fiscal year. Two searches are currently underway which may lead to hires in

critical positions. The college currently has approximately 40 vacant positions. Five critical positions are currently filled with temporary appointments.

Over the past year, WNC efforts related to faculty diversity included:

Affirmative Action Plan

WNC contracted with Biddle Company to review and update the 2008 WNC Affirmative Action Plan and subsequently to complete the 2009 update. Included in these updates is a workforce analysis to identify employees at WNC by gender and race/ethnicity in each job title, careful evaluation of the workforce analysis to identify problem areas needing corrections, and development of “action-oriented programs” to establish placement goals for under-represented groups and correct identified problems.

AA/EEO/Non-Discrimination Statement

Human Resources reviewed and revised the WNC AA/EEO/Non-Discrimination Statement. Human Resources staff has worked to include the updated statement on all position announcements, web-sites and college publications.

AA/EEO Mailing List

Human Resources developed an AA/EEO mailing list. In conjunction with this, Human Resources staff contacted the state of Nevada governor’s minority liaison representative and obtained a copy of the list of minority agencies in Nevada. In addition, Human Resources staff developed a list of approximately 65 statewide, regional, and national diversity agencies and a list of approximately 450 career placement offices where future position announcements will be sent.

Position Announcement Brochure

Human Resources staff developed a new position announcement brochure. Brochures are mailed to the newly developed AA/EEO mailing list and are provided to search committee members for distribution.

Faculty Search Committee Orientation/Training and Process

Human Resources staff developed a search committee orientation/training process, including meeting with each search committee to educate them about diversity, the College’s Affirmative Action Plan and goals, and the faculty search process. The search process and forms were modified to increase involvement and affirmative action review by Human Resources staff.

Faculty Search Outreach

In addition to advertising all positions in local newspapers, Human Resources targets local Hispanic newspapers and national Hispanic publications such as Hispanic Outlook or Hispanic Association of Colleges and Universities (HACU). WNC also utilizes the Affirmative Action e-mail service offered through HigherEdJobs.com.

Diversity Awareness/Education

Human Resources staff have participated in diversity related training/conferences and offered diversity training for WNC employees.

Desert Research Institute (DRI)

Summary of Diversity Efforts

I. DRI's Commitment to Diversity

At DRI, diversity has top leadership commitment from Dr. Stephen Wells and his Executive Staff as part of the organization's strategic plan. Diversity is a process to create and maintain a positive work environment where similarities and differences of individuals are valued, so that all can reach their potential and maximize their contributions to DRI's strategic goals and objectives. Inclusiveness means that faculty, staff, and students representing all dimensions of diversity are included in programs, committees, and research. DRI believes that diversity is a shared responsibility for each member of the campus community to make DRI a welcoming place for all people.

DRI has developed the following Diversity Goals:

1. Foster a campus environment that respects differences and encourages inclusiveness.
2. Increase the recruitment, retention, and representation of the underrepresented groups.
3. Build and strengthen partnerships with diverse communities, education and business, civic and community organizations.
4. Develop and execute a comprehensive Diversity Communication Plan.

II. DRI's Commitment to K-12 Outreach

DRI has implemented strategically selected initiatives to achieve maximum impact on key K-12 science education challenges.

DRI's [Science Box Program](#) provides portable suitcases containing scientific specimens or multicultural artifacts as well as curriculum material supports professional development of Nevada teachers while directly impacting all of Nevada's K-12 teachers and students who use the boxes in their classrooms. In 2006, about 260 teachers used the boxes, reaching an estimated 8000 students.

The [GreenPower](#) program supports non-fossil fuel energy demonstration projects and education at schools in both northern and southern Nevada. This eight-year-old program, administered by DRI, involves partnerships in both northern and southern Nevada with the local power companies, their customers, and school districts. The program's classroom component is designed to make students more aware of renewable energy potential.

The [Shadow Ridge/Tule Springs Geoscience Education Project](#) is an NSF-funded collaboration among UNLV, DRI, Nevada Power, and the Shadow Ridge High School in Las Vegas. Its purpose is to design an innovative earth system science curriculum. The project incorporates authentic research at the Tule Springs archaeological and paleontological site into the curricula (the site is less than 300 feet from the school). The program resulted in initiation of the first earth science honors class in the Clark County School District and

involves about 165 students per semester. This course will be a permanent offering for 9th grade students at Shadow Ridge High School.

Dr. Paul Buck has an EPSCoR grant “Increasing Diversity in Nevada” that aims to increase the number of students from underrepresented groups graduating from NSHE campuses with degrees in science, math, engineering, and technology. Dr. Gayle Dana is NSF EPSCoR Director for a grant “Nevada Infrastructure for Climate Change – Science, Education, and Outreach” which will provide training of middle school teachers to directly impact student achievement at targeted schools where 80% of the population are minorities.

At DRI’s Storm Peak Laboratory in Steamboat Springs, CO, Dr. Gannet Hallar has developed a minority program Geoscience Research at Storm Peak (GRASP). Geoscience has the poorest diversity record of all science and engineering disciplines, and with GRASP, Dr. Hallar will help recruit minorities into geosciences programs. Dr. Hallar has developed the Science Collaboration and Enriching Networks (ASCENT). This is a summer workshop program to initiate positive professional relationships among female faculty of different ranks and postdoctoral researchers. Dr. Hallar has included DRI in the Earth Science Women’s Network (ESWN), a peer-mentoring network of women in Earth Sciences. Its mission is to promote career development, build community, provide informal mentoring and support, and facilitate professional collaborations.

III. DRI’s Commitment to Community and Organization Outreach

As Special Assistant to the President for Diversity Outreach in Research Programs, John Gardner works with minority serving universities to promote excellence in research at DRI with opportunities for faculty visits, future postdoc positions, and collaborations and partnerships on grants and proposals. Mr. Gardner is a board member of the national Association of Blacks in Higher education (AABHE) and has a working relationship with the White House initiative for Historical Black Colleges. Mr. Gardner’s outreach is also directed towards the 15 government agents who are looking to sponsor minority and majority collaborations/partnerships for grants and contracts. This effort has produced 12 minority institutes and 6 government agencies visiting DRI Reno and Las Vegas. Mr. Gardner hosted the national board meeting of the officers on the Minority Serving Research Institutes Partnership National Consortium (MSRPOPC) held in DRI Las Vegas and a DRI Science Day Conference for Minority Serving Institutes in Higher Education in Reno.

The Diversity Officer and the Special Assistant to the President participate in additional in-state diversity outreach program efforts for the institute’s involvement in the Chancellor Diversity Roundtable, the Equity, Diversity, and Inclusion Council (EDIC), participation in the minority chambers, and NSHE diversity campus programs.

IV. DRI’s Commitment to Recruitment and Retention of Diverse Faculty

DRI has included specific steps based on best practices for the recruitment process to be used by search committees to achieve greater diversity among the faculty and staff. DRI’s Affirmative Action goals are communicated each year to the Executive Staff and diversity efforts are reported to the group at quarterly meetings.

DRI has a mentor program to attract, retain, and facilitate assimilation of new faculty to a soft-money environment. The objective of the peer mentoring program is to provide new faculty with a formal mechanism for receiving information and guidance required to most effectively integrate into, and be successful in, their new positions at DRI. The mentoring process is considered an integral part of the new faculty start-up package and process.

DRI faces special challenges in recruiting minority and female scientific faculty in the environmental disciplines. The availability for those disciplines is 3% Black, 3% Hispanic, 7% Asian, 1% Native American Indian, and 30% for females. To meet these challenges, DRI has focused its diversity recruiting and retention efforts on the recruitment of minority and female postdoctoral fellows. The minority and female postdoctoral fellows at DRI have provided the best applicant pool from which to hire research minorities and females who can succeed in a soft-money environment. The representation of postdoctoral minorities and females at DRI has increased from 25% minority in 2004 to 40% minority in 2008 and 0% female in 2004 to 27% in 2008.

DRI is identifying metrics to evaluate their diversity program that will provide measurements to assess what efforts and initiatives are successful. DRI will use the “diversity best practices” developed by the Equity, Diversity, and Inclusion Council (EDIC) as framework to formulate metrics to assess what DRI is doing well and where DRI needs to show improvement with their diversity initiatives.

DRI’s will continue with its Diversity initiatives to provide success in the following programs:

1. Continue with DRI’s K-12 education initiatives and NSF EPSCoR grants.
2. Continue DRI’s diversity outreach to research programs beyond organization borders to promote excellence and diversity with those partners with whom we do research collaboration, and civic and community organizations.
3. Continue to develop DRI’s recruitment and retention programs to increase the recruitment, retention, and representation of the underrepresented groups (minorities, women, veterans, and disabled).
4. Continue to build an inclusive work environment at DRI where everyone is welcomed, respected, and valued for their unique contributions.

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APPENDIX B

NSHE Student Headcount by Ethnic/Racial Minority Status Fall 2007 – All Students*

Institution	White non-Hispanic	Black non-Hispanic	Hispanic	Asian or Pacific Islander	American Indian or Alaska Native	Total
UNLV	13,509	2,223	3,232	4,096	272	23,332
UNR	11,314	405	1,207	1,141	169	14,236
NSC	1,063	194	344	278	20	1,899
CSN	16,783	3,785	7,897	4,304	351	33,120
GBC	2,490	38	317	40	121	3,006
TMCC	8,312	321	1,627	805	245	11,310
WNC	3,406	75	432	153	161	4,227
TOTAL	56,877	7,041	15,056	10,817	1,339	91,130

PERCENTAGE DISTRIBUTION

Institution	White non-Hispanic	Black non-Hispanic	Hispanic	Asian or Pacific Islander	American Indian or Alaska Native
UNLV	57.9%	9.5%	13.9%	17.6%	1.2%
UNR	79.5%	2.8%	8.5%	8.0%	1.2%
NSC	56.0%	10.2%	18.1%	14.6%	1.1%
CSN	50.7%	11.4%	23.8%	13.0%	1.1%
GBC	82.8%	1.3%	10.5%	1.3%	4.0%
TMCC	73.5%	2.8%	14.4%	7.1%	2.2%
WNC	80.6%	1.8%	10.2%	3.6%	3.8%
TOTAL	62.4%	7.7%	16.5%	11.9%	1.5%

*Excludes non-resident aliens and race/ethnicity unknown.
Source: IPEDS Fall Enrollment

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APPENDIX C

Fall 2007 to Fall 1997 Enrollment Comparison Ethnic/Racial Enrollment by Institution

Institution	White	Black non-	Hispanic	Asian or	American	TOTAL	
	non-	Hispanic		Pacific	Indian or		
	Hispanic	Hispanic		Islander	Alaska		
					Native		
Fall 2007	UNLV	13,509	2,223	3,232	4,096	272	23,332
	UNR	11,314	405	1,207	1,141	169	14,236
	NSC	1,063	194	344	278	20	1,899
	CSN	16,783	3,785	7,897	4,304	351	33,120
	GBC	2,490	38	317	40	121	3,006
	TMCC	8,312	321	1,627	805	245	11,310
	WNC	3,406	75	432	153	161	4,227
	TOTAL	56,877	7,041	15,056	10,817	1,339	91,130
Fall 1997	UNLV	12,599	1,200	1,380	1,540	154	16,873
	UNR	9,499	228	640	712	147	11,226
	NSC	—	—	—	—	—	—
	CSN	15,203	2,176	3,229	1,936	280	22,824
	GBC	2,189	9	136	24	87	2,445
	TMCC	6,694	165	734	491	275	8,359
	WNC	3,933	48	283	98	229	4,591
	TOTAL	50,117	3,826	6,402	4,801	1,172	66,318
% Change	UNLV	7.2%	85.3%	134.2%	166.0%	76.6%	38.3%
	UNR	19.1%	77.6%	88.6%	60.3%	15.0%	26.8%
	NSC	—	—	—	—	—	—
	CSN	10.4%	73.9%	144.6%	122.3%	25.4%	45.1%
	GBC	13.8%	322.2%	133.1%	66.7%	39.1%	22.9%
	TMCC	24.2%	94.5%	121.7%	64.0%	-10.9%	35.3%
	WNC	-13.4%	56.3%	52.7%	56.1%	-29.7%	-7.9%
	TOTAL	13.5%	84.0%	135.2%	125.3%	14.2%	37.4%

Note: Totals exclude non-resident alien and race/ethnicity unknown students.

Source: IPEDS Fall Enrollment

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APPENDIX D

NSHE Fall Staff Report Summaries

UNLV, UNR, NSC, CSN, GBC, TMCC, WNC, DRI, System Administration

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UNIVERSITY OF NEVADA, LAS VEGAS

Fall Staff Report - Fall 1997, Fall 2005-07 Summary

Source: IPEDS Fall Staff Survey

UNLV - Full-time Employees

Occupational Categories	% Minority				% Female			
	Fall 1997	Fall 2005	Fall 2006	Fall 2007	Fall 1997	Fall 2005	Fall 2006	Fall 2007
Exec., Admin. & Managerial	13%	11%	12%	13%	44%	38%	38%	43%
total # employed	183	74	78	76	183	74	78	76
# w/ reported ethnicity	181	72	78	76	183	74	78	76
# of minorities	24	8	9	10	81	28	30	33
Faculty	14%	19%	20%	18%	30%	34%	35%	35%
total # employed	633	851	950	960	633	851	950	960
# w/ reported ethnicity	625	795	897	960	633	851	950	960
# of minorities	86	153	178	177	193	293	335	337
Other Professionals	15%	25%	29%	28%	50%	55%	56%	55%
total # employed	244	784	928	983	244	784	928	983
# w/ reported ethnicity	232	735	909	983	244	784	928	983
# of minorities	34	182	266	272	122	434	518	542
Technical & Paraprofessional	21%	37%	37%	39%	65%	62%	64%	60%
total # employed	133	273	311	363	133	273	311	363
# w/ reported ethnicity	131	258	307	363	133	273	311	363
# of minorities	27	95	114	140	86	169	199	216
Clerical & Secretarial	27%	33%	40%	42%	91%	88%	88%	88%
total # employed	319	382	463	484	319	382	463	484
# w/ reported ethnicity	318	369	463	484	319	382	463	484
# of minorities	86	120	184	202	289	337	407	428
Skilled Crafts	23%	25%	22%	22%	0%	3%	2%	1%
total # employed	49	58	63	72	49	58	63	72
# w/ reported ethnicity	48	57	63	72	49	58	63	72
# of minorities	11	14	14	16	0	2	1	1
Service/Maintenance	37%	45%	46%	46%	20%	22%	22%	25%
total # employed	252	282	316	344	252	282	316	344
# w/ reported ethnicity	251	276	316	344	252	282	316	344
# of minorities	94	125	145	158	51	61	70	85
Total Full-Time Employees	20%	27%	30%	30%	45%	49%	50%	50%
total # employed	1813	2704	3109	3282	1813	2704	3109	3282
# w/ reported ethnicity	1786	2562	3033	3282	1813	2704	3109	3282
# of minorities	362	697	910	975	822	1324	1560	1642

Note: race/ethnicity are not available for non-resident aliens and staff reporting race/ethnicity as "unknown." These cases are removed from the denominator.

UNIVERSITY OF NEVADA, RENO

Fall Staff Report - Fall 1997, Fall 2005-07 Summary

Source: IPEDS Fall Staff Survey

UNR - Full-time Employees

Occupational Categories	% Minority				% Female			
	Fall 1997	Fall 2005	Fall 2006	Fall 2007	Fall 1997	Fall 2005	Fall 2006	Fall 2007
Exec., Admin. & Managerial	8%	10%	11%	10%	47%	47%	47%	49%
total # employed	145	220	236	230	145	220	236	230
# w/ reported ethnicity	145	220	236	230	145	220	236	230
# of minorities	11	21	26	22	68	104	111	112
Faculty	11%	14%	15%	16%	30%	36%	36%	38%
total # employed	739	876	896	926	739	876	896	926
# w/ reported ethnicity	739	865	888	926	739	876	896	926
# of minorities	81	120	133	149	222	319	325	350
Other Professionals	13%	19%	18%	17%	47%	53%	53%	53%
total # employed	351	412	428	464	351	412	428	464
# w/ reported ethnicity	351	411	424	464	351	412	428	464
# of minorities	47	80	75	81	166	218	228	248
Technical & Paraprofessional	17%	19%	21%	18%	58%	65%	66%	65%
total # employed	149	419	415	427	149	419	415	427
# w/ reported ethnicity	149	416	413	427	149	419	415	427
# of minorities	25	78	85	77	86	271	272	278
Clerical & Secretarial	14%	16%	15%	14%	91%	89%	88%	88%
total # employed	456	474	485	490	456	474	485	490
# w/ reported ethnicity	456	473	485	490	456	474	485	490
# of minorities	66	77	75	71	415	420	429	430
Skilled Crafts	4%	5%	6%	9%	3%	2%	3%	4%
total # employed	77	94	90	93	77	94	90	93
# w/ reported ethnicity	77	94	90	93	77	94	90	93
# of minorities	3	5	5	8	2	2	3	4
Service/Maintenance	28%	29%	31%	30%	22%	29%	28%	28%
total # employed	181	197	204	206	181	197	204	206
# w/ reported ethnicity	181	197	204	206	181	197	204	206
# of minorities	51	58	64	62	40	57	57	57
Total Full-Time Employees	14%	16%	17%	17%	48%	52%	52%	52%
total # employed	2098	2692	2754	2836	2098	2692	2754	2836
# w/ reported ethnicity	2098	2676	2740	2836	2098	2692	2754	2836
# of minorities	284	439	463	470	999	1391	1425	1479

Note: race/ethnicity are not available for non-resident aliens and staff reporting race/ethnicity as "unknown." These cases are removed from the denominator.

NEVADA STATE COLLEGE

Fall Staff Report - Fall 2004-07 Summary

Source: IPEDS Fall Staff Survey

NSC - Full-time Employees

Occupational Categories	% Minority				% Female			
	Fall 1997	Fall 2005	Fall 2006	Fall 2007	Fall 1997	Fall 2005	Fall 2006	Fall 2007
Exec., Admin. & Managerial	N/A	33%	32%	27%	N/A	50%	52%	47%
total # employed		12	25	15		12	25	15
# w/ reported ethnicity		12	25	15		12	25	15
# of minorities		4	8	4		6	13	7
Faculty	N/A	34%	26%	25%	N/A	55%	60%	61%
total # employed		38	47	59		38	47	59
# w/ reported ethnicity		38	47	59		38	47	59
# of minorities		13	12	15		21	28	36
Other Professionals	N/A	63%	71%	43%	N/A	75%	59%	68%
total # employed		8	17	28		8	17	28
# w/ reported ethnicity		8	17	28		8	17	28
# of minorities		5	12	12		6	10	19
Technical & Paraprofessional	N/A	0%	0%	0%	N/A	100%	100%	0%
total # employed		1	4	0		1	4	0
# w/ reported ethnicity		1	4	0		1	4	0
# of minorities		0	0	0		1	4	0
Clerical & Secretarial	N/A	22%	31%	29%	N/A	78%	77%	10%
total # employed		9	13	21		9	13	21
# w/ reported ethnicity		9	13	21		9	13	21
# of minorities		2	4	6		7	10	2
Skilled Crafts	N/A	0%	0%	0%	N/A	0%	0%	0%
total # employed		0	0	1		0	0	1
# w/ reported ethnicity		0	0	1		0	0	1
# of minorities		0	0	0		0	0	0
Service/Maintenance	N/A	0%	50%	100%	N/A	0%	0%	0%
total # employed		1	2	1		1	2	1
# w/ reported ethnicity		1	2	1		1	2	1
# of minorities		0	1	1		0	0	0
Total Full-Time Employees	N/A	35%	34%	30%	N/A	59%	60%	51%
total # employed		69	108	125		69	108	125
# w/ reported ethnicity		69	108	125		69	108	125
# of minorities		24	37	38		41	65	64

Note: race/ethnicity are not available for non-resident aliens and staff reporting race/ethnicity as "unknown." These cases are removed from the denominator.

NSC enrolled its first class of students in Fall 2002; therefore, Fall 1996 data is not available for comparison.

COLLEGE OF SOUTHERN NEVADA

Fall Staff Report - Fall 1997, Fall 2005-07 Summary

Source: IPEDS Fall Staff Survey

CSN - Full-time Employees

Occupational Categories	% Minority				% Female			
	Fall 1997	Fall 2005	Fall 2006	Fall 2007	Fall 1997	Fall 2005	Fall 2006	Fall 2007
Exec., Admin. & Managerial	27%	42%	37%	37%	37%	60%	57%	56%
total # employed	30	73	63	70	30	73	63	70
# w/ reported ethnicity	30	73	63	70	30	73	63	70
# of minorities	8	31	23	26	11	44	36	39
Faculty	20%	18%	18%	19%	43%	43%	44%	44%
total # employed	301	446	478	488	301	446	478	488
# w/ reported ethnicity	301	446	478	488	301	446	478	488
# of minorities	59	82	88	94	129	192	212	216
Other Professionals	38%	39%	41%	42%	55%	51%	60%	64%
total # employed	73	180	148	165	73	180	148	165
# w/ reported ethnicity	73	179	148	165	73	180	148	165
# of minorities	28	70	61	69	40	91	89	106
Technical & Paraprofessional	38%	45%	39%	39%	56%	55%	56%	65%
total # employed	32	22	18	23	32	22	18	23
# w/ reported ethnicity	32	22	18	23	32	22	18	23
# of minorities	12	10	7	9	18	12	10	15
Clerical & Secretarial	36%	45%	46%	46%	89%	80%	86%	86%
total # employed	132	289	284	308	132	289	284	308
# w/ reported ethnicity	132	283	279	303	132	289	284	308
# of minorities	47	128	128	140	118	230	243	264
Skilled Crafts	31%	42%	50%	22%	15%	33%	63%	56%
total # employed	13	12	8	9	13	12	8	9
# w/ reported ethnicity	13	12	8	9	13	12	8	9
# of minorities	4	5	4	2	2	4	5	5
Service/Maintenance	44%	63%	67%	66%	19%	22%	23%	24%
total # employed	72	132	124	150	72	132	124	150
# w/ reported ethnicity	71	132	122	148	72	132	124	150
# of minorities	31	83	82	98	14	29	29	36
Total Full-Time Employees	29%	36%	35%	36%	51%	52%	56%	56%
total # employed	653	1154	1123	1213	653	1154	1123	1213
# w/ reported ethnicity	652	1147	1116	1206	653	1154	1123	1213
# of minorities	189	409	393	438	332	602	624	681

Note: race/ethnicity are not available for non-resident aliens and staff reporting race/ethnicity as "unknown." These cases are removed from the denominator.

GREAT BASIN COLLEGE

Fall Staff Report - Fall 1997, Fall 2005-07 Summary

Source: IPEDS Fall Staff Survey

GBC - Full-time Employees

Occupational Categories	% Minority				% Female			
	Fall 1997	Fall 2005	Fall 2006	Fall 2007	Fall 1997	Fall 2005	Fall 2006	Fall 2007
Exec., Admin. & Managerial	0%	11%	9%	11%	64%	65%	73%	73%
total # employed	22	37	33	37	22	37	33	37
# w/ reported ethnicity	22	36	32	37	22	37	33	37
# of minorities	0	4	3	4	14	24	24	27
Faculty	5%	9%	8%	7%	33%	43%	48%	47%
total # employed	39	61	67	73	39	61	67	73
# w/ reported ethnicity	39	57	62	72	39	61	67	73
# of minorities	2	5	5	5	13	26	32	34
Other Professionals	0%	9%	9%	0%	60%	73%	73%	75%
total # employed	10	11	11	8	10	11	11	8
# w/ reported ethnicity	10	11	11	8	10	11	11	8
# of minorities	0	1	1	0	6	8	8	6
Technical & Paraprofessional	0%	21%	19%	17%	86%	53%	52%	57%
total # employed	7	19	21	23	7	19	21	23
# w/ reported ethnicity	7	19	21	23	7	19	21	23
# of minorities	0	4	4	4	6	10	11	13
Clerical & Secretarial	7%	13%	19%	19%	100%	100%	97%	95%
total # employed	27	39	37	37	27	39	37	37
# w/ reported ethnicity	27	39	37	37	27	39	37	37
# of minorities	2	5	7	7	27	39	36	35
Skilled Crafts	0%	0%	0%	0%	0%	0%	0%	100%
total # employed	0	5	5	5	0	5	5	5
# w/ reported ethnicity	0	5	5	5	0	5	5	5
# of minorities	0	0	0	0	0	0	0	5
Service/Maintenance	39%	38%	37%	36%	6%	17%	19%	21%
total # employed	18	24	27	28	18	24	27	28
# w/ reported ethnicity	18	24	27	28	18	24	27	28
# of minorities	7	9	10	10	1	4	5	6
Total Full-Time Employees	9%	15%	15%	14%	54%	57%	58%	60%
total # employed	123	196	201	211	123	196	201	211
# w/ reported ethnicity	123	191	195	210	123	196	201	211
# of minorities	11	28	30	30	67	111	116	126

Note: race/ethnicity are not available for non-resident aliens and staff reporting race/ethnicity as "unknown." These cases are removed from the denominator.

TRUCKEE MEADOWS COMMUNITY COLLEGE

Fall Staff Report - Fall 1997, Fall 2005-07 Summary

Source: IPEDS Fall Staff Survey

TMCC - Full-time Employees

Occupational Categories	% Minority				% Female			
	Fall 1997	Fall 2005	Fall 2006	Fall 2007	Fall 1997	Fall 2005	Fall 2006	Fall 2007
Exec., Admin. & Managerial	21%	32%	33%	30%	61%	60%	55%	60%
total # employed	38	43	42	42	38	43	42	42
# w/ reported ethnicity	34	41	40	40	38	43	42	42
# of minorities	7	13	13	12	23	26	23	25
Faculty	8%	8%	9%	11%	40%	46%	47%	48%
total # employed	118	175	184	183	118	175	184	183
# w/ reported ethnicity	114	171	179	177	118	175	184	183
# of minorities	9	13	17	19	47	81	86	87
Other Professionals	19%	12%	16%	20%	69%	55%	58%	62%
total # employed	16	88	100	104	16	88	100	104
# w/ reported ethnicity	16	86	98	101	16	88	100	104
# of minorities	3	10	16	20	11	48	58	64
Technical & Paraprofessional	9%	14%	13%	14%	67%	73%	74%	73%
total # employed	24	22	23	22	24	22	23	22
# w/ reported ethnicity	22	22	23	22	24	22	23	22
# of minorities	2	3	3	3	16	16	17	16
Clerical & Secretarial	19%	19%	15%	16%	91%	89%	90%	91%
total # employed	76	79	86	86	76	79	86	86
# w/ reported ethnicity	70	79	86	86	76	79	86	86
# of minorities	13	15	13	14	69	70	77	78
Skilled Crafts	0%	0%	0%	0%	0%	20%	13%	11%
total # employed	1	5	8	9	1	5	8	9
# w/ reported ethnicity	1	5	8	9	1	5	8	9
# of minorities	0	0	0	0	0	1	1	1
Service/Maintenance	26%	40%	36%	38%	26%	24%	26%	29%
total # employed	35	50	47	48	35	50	47	48
# w/ reported ethnicity	34	50	47	48	35	50	47	48
# of minorities	9	20	17	18	9	12	12	14
Total Full-Time Employees	15%	16%	16%	18%	57%	55%	56%	58%
total # employed	308	462	490	494	308	462	490	494
# w/ reported ethnicity	291	454	481	483	308	462	490	494
# of minorities	43	74	79	86	175	254	274	285

Note: race/ethnicity are not available for non-resident aliens and staff reporting race/ethnicity as "unknown." These cases are removed from the denominator.

WESTERN NEVADA COLLEGE

Fall Staff Report - Fall 1997, Fall 2005-07 Summary

Source: IPEDS Fall Staff Survey

WNC - Full-time Employees

Occupational Categories	% Minority				% Female			
	Fall 1997	Fall 2005	Fall 2006	Fall 2007	Fall 1997	Fall 2005	Fall 2006	Fall 2007
Exec., Admin. & Managerial	18%	4%	5%	5%	45%	61%	50%	48%
total # employed	11	23	20	21	11	23	20	21
# w/ reported ethnicity	11	23	20	21	11	23	20	21
# of minorities	2	1	1	1	5	14	10	10
Faculty	2%	3%	3%	3%	44%	47%	46%	44%
total # employed	86	79	80	75	86	79	80	75
# w/ reported ethnicity	86	78	78	75	86	79	80	75
# of minorities	2	2	2	2	38	37	37	33
Other Professionals	0%	14%	13%	16%	0%	61%	54%	53%
total # employed	11	36	39	38	11	36	39	38
# w/ reported ethnicity	11	36	39	38	11	36	39	38
# of minorities	1	5	5	6	5	22	21	20
Technical & Paraprofessional	15%	9%	9%	12%	75%	74%	74%	68%
total # employed	20	23	23	25	20	23	23	25
# w/ reported ethnicity	20	23	23	25	20	23	23	25
# of minorities	3	2	2	3	15	17	17	17
Clerical & Secretarial	15%	25%	30%	18%	96%	89%	86%	90%
total # employed	54	36	37	39	54	36	37	39
# w/ reported ethnicity	54	36	37	39	54	36	37	39
# of minorities	8	9	11	7	52	32	32	35
Skilled Crafts	50%	50%	50%	50%	0%	0%	0%	0%
total # employed	2	2	2	2	2	2	2	2
# w/ reported ethnicity	2	2	2	2	2	2	2	2
# of minorities	1	1	1	1	0	0	0	0
Service/Maintenance	14%	25%	22%	27%	41%	21%	19%	19%
total # employed	22	24	27	26	22	24	27	26
# w/ reported ethnicity	22	24	27	26	22	24	27	26
# of minorities	3	6	6	7	9	5	5	5
Total Full-Time Employees	10%	12%	12%	12%	60%	57%	54%	53%
total # employed	206	223	228	226	206	223	228	226
# w/ reported ethnicity	206	222	226	226	206	223	228	226
# of minorities	20	26	28	27	124	127	122	120

Note: race/ethnicity are not available for non-resident aliens and staff reporting race/ethnicity as "unknown." These cases are removed from the denominator.

DESERT RESEARCH INSTITUTE

Fall Staff Report - Fall 1997, Fall 2005-07 Summary

Source: IPEDS Fall Staff Survey

DRI - Full-time Employees

Occupational Categories	% Minority				% Female			
	Fall 1997	Fall 2005	Fall 2006	Fall 2007	Fall 1997	Fall 2005	Fall 2006	Fall 2007
Exec., Admin. & Managerial	19%	5%	6%	8%	31%	29%	38%	38%
total # employed	16	21	16	26	16	21	16	26
# w/ reported ethnicity	16	21	16	26	16	21	16	26
# of minorities	3	1	1	2	5	6	6	10
Faculty	9%	13%	9%	11%	11%	16%	18%	22%
total # employed	100	123	127	160	100	123	127	160
# w/ reported ethnicity	99	117	112	160	100	123	127	160
# of minorities	9	15	10	18	11	20	23	35
Other Professionals	9%	14%	9%	13%	59%	57%	61%	73%
total # employed	22	37	36	15	22	37	36	15
# w/ reported ethnicity	22	36	35	15	22	37	36	15
# of minorities	2	5	3	2	13	21	22	11
Technical & Paraprofessional	12%	11%	10%	9%	48%	61%	63%	65%
total # employed	33	56	51	65	33	56	51	65
# w/ reported ethnicity	33	56	51	65	33	56	51	65
# of minorities	4	6	5	6	16	34	32	42
Clerical & Secretarial	17%	18%	40%	50%	94%	100%	100%	100%
total # employed	18	11	10	2	18	11	10	2
# w/ reported ethnicity	18	11	10	2	18	11	10	2
# of minorities	3	2	4	1	17	11	10	2
Skilled Crafts	0%	40%	38%	22%	50%	0%	0%	0%
total # employed	2	5	8	9	2	5	8	9
# w/ reported ethnicity	2	5	8	9	2	5	8	9
# of minorities	0	2	3	2	1	0	0	0
Service/Maintenance	43%	20%	57%	50%	0%	9%	0%	10%
total # employed	7	11	7	10	7	11	7	10
# w/ reported ethnicity	7	10	7	10	7	11	7	10
# of minorities	3	2	4	5	0	1	0	1
Total Full-Time Employees	12%	13%	13%	13%	32%	35%	36%	35%
total # employed	198	264	255	287	198	264	255	287
# w/ reported ethnicity	197	256	239	287	198	264	255	287
# of minorities	24	33	30	36	63	93	93	101

Note: race/ethnicity are not available for non-resident aliens and staff reporting race/ethnicity as "unknown." These cases are removed from the denominator.

SYSTEM ADMINISTRATION (including SCS)

Fall Staff Report - Fall 1997, Fall 2005-07 Summary

source: IPEDS Fall Staff Survey

SYS ADMIN - Full-time Employees

Occupational Categories	% Minority				% Female			
	Fall 1997	Fall 2005	Fall 2006	Fall 2007	Fall 1997	Fall 2005	Fall 2006	Fall 2007
Exec., Admin. & Managerial	12%	12%	9%	8%	37%	54%	56%	53%
total # employed	52	26	32	39	52	26	32	39
# w/ reported ethnicity	52	26	32	38	52	26	32	38
# of minorities	6	3	3	3	19	14	18	20
Faculty	0%	0%	0%	0%	0%	0%	0%	0%
total # employed	0	0	0	0	0	0	0	0
# w/ reported ethnicity	0	0	0	0	0	0	0	0
# of minorities	0	0	0	0	0	0	0	0
Other Professionals	28%	18%	20%	19%	52%	42%	39%	42%
total # employed	25	139	127	113	25	139	127	113
# w/ reported ethnicity	25	138	125	112	25	139	127	113
# of minorities	7	25	25	21	13	59	50	47
Technical & Paraprofessional	12%	0%	0%	37%	57%	0%	100%	5%
total # employed	42	0	1	19	42	1	1	19
# w/ reported ethnicity	41	0	1	19	42	1	1	19
# of minorities	5	0	0	7	24	0	1	1
Clerical & Secretarial	18%	18%	23%	29%	86%	91%	85%	84%
total # employed	35	22	27	31	35	22	27	31
# w/ reported ethnicity	34	22	26	31	35	22	27	31
# of minorities	6	4	6	9	30	20	23	26
Skilled Crafts	0%	0%	0%	0%	0%	0%	0%	0%
total # employed	0	0	0	0	0	0	0	0
# w/ reported ethnicity	0	0	0	0	0	0	0	0
# of minorities	0	0	0	0	0	0	0	0
Service/Maintenance	0%	0%	0%	0%	0%	0%	0%	0%
total # employed	0	0	0	0	0	0	0	0
# w/ reported ethnicity	0	0	0	0	0	0	0	0
# of minorities	0	0	0	0	0	0	0	0
Total Full-Time Employees	16%	17%	18%	20%	56%	51%	49%	47%
total # employed	154	187	187	202	154	183	187	202
# w/ reported ethnicity	152	186	184	200	154	183	187	202
# of minorities	24	32	34	40	86	93	92	94

Note: race/ethnicity are not available for non-resident aliens and staff reporting race/ethnicity as "unknown". These cases are removed from the denominator.

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APPENDIX E

**Full- and Part-time Employees by Institution, Ethnicity, and Gender
UNLV, UNR, NSC, CSN, GBC, TMCC, WNC, DRI, System Administration**

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UNLV - Fall 2007
 Source: IPEDS Fall Staff Survey

	Nonresident Alien		Black Non-Hispanic		American Indian or Alaskan Native		Asian or Pacific Islander		Hispanic		White Non-Hispanic		Race/ethnicity unknown		Total	% Minority	% Female
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female			
Full-Time Employees																	
Executive, Administrative & Managerial	0	0	4	3	0	0	0	0	1	1	38	28	0	0	43	13.2%	43.4%
Faculty (Instruction/Research/Public Service)	40	13	19	14	3	2	63	31	26	19	472	258	0	0	623	19.5%	35.1%
Other Professionals (Support/Service)	33	13	33	84	6	2	25	47	29	46	315	350	0	0	441	29.0%	55.1%
Technical and Paraprofessional	5	3	13	25	2	3	17	31	16	33	94	121	0	0	147	39.4%	59.5%
Clerical and Secretarial	1	1	9	79	1	4	11	32	8	58	26	254	0	0	56	41.9%	88.4%
Skilled Crafts	0	0	9	0	0	0	2	0	5	0	55	1	0	0	71	22.2%	1.4%
Service/Maintenance	0	0	42	18	6	2	25	10	40	15	146	40	0	0	259	45.9%	24.7%
Total Full-Time Employees	79	30	129	223	18	13	143	152	125	172	1146	1052	0	0	1640	30.7%	50.0%
Part-Time Employees																	
Executive, Administrative & Managerial	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.0%	0.0%
Faculty (Instruction/Research/Public Service)	2	9	16	28	2	1	25	15	24	18	284	250	46	27	399	19.5%	46.6%
Instruction/Research Assistants	142	77	15	28	2	4	18	27	16	20	215	278	26	27	434	20.9%	51.5%
Other Professionals (Support/Service)	12	5	14	32	2	3	5	10	5	3	69	80	7	5	114	33.2%	54.8%
Technical and Paraprofessional	0	0	0	0	0	0	0	1	0	2	2	9	0	1	3	26.7%	81.3%
Clerical and Secretarial	0	0	3	2	0	1	1	2	6	1	12	1	0	0	22	55.2%	24.1%
Skilled Crafts	0	0	0	0	0	0	1	0	1	0	2	0	0	0	4	50.0%	0.0%
Service/Maintenance	0	0	1	1	0	0	0	0	2	0	5	0	0	8	37.5%	0.0%	
Total Part-Time Employees	156	91	49	90	6	9	51	55	54	44	589	618	79	60	984	22.9%	49.6%
Total All Employees	235	121	178	313	24	22	194	207	179	216	1735	1670	79	60	2624	28.1%	49.9%

Note: Calculation of percentages exclude non-resident alien and race/ethnicity unknown from the denominator

UNLV - Fall 2006
Source: IPEDS Fall Staff Survey

	Nonresident Alien		Black Non-Hispanic		American Indian or Alaskan Native		Asian or Pacific Islander		Hispanic		White Non-Hispanic		Race/ethnicity unknown		Total	% Minority	% Female
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female			
Full-Time Employees																	
Executive, Administrative & Managerial	0	0	2	2	0	0	1	0	3	1	42	27	0	0	48	11.5%	38.5%
Faculty (Instruction/Research/Public Service)	39	14	21	19	3	3	64	25	25	18	463	256	0	0	615	19.8%	35.3%
Other Professionals (Support/Service)	13	6	34	81	3	1	29	49	25	44	306	337	0	0	410	29.3%	55.8%
Technical and Paraprofessional	2	2	10	22	2	4	13	27	13	23	72	121	0	0	112	37.1%	64.0%
Clerical and Secretarial	0	0	11	78	1	3	8	21	9	53	27	252	0	0	56	39.7%	87.9%
Skilled Crafts	0	0	8	0	0	0	1	0	5	0	48	1	0	0	62	22.2%	1.6%
Service/Maintenance	0	0	45	17	5	0	24	6	38	10	134	37	0	0	246	45.9%	22.2%
Total Full-Time Employees	54	22	131	219	14	11	140	128	118	149	1092	1031	0	0	1549	30.0%	50.2%
Part-Time Employees																	
Executive, Administrative & Managerial	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.0%	0.0%
Faculty (Instruction/Research/Public Service)	3	6	14	23	3	3	15	17	26	20	245	255	66	49	372	19.1%	49.9%
Instruction/Research Assistants	67	37	17	28	4	1	43	57	17	25	200	228	83	109	431	31.0%	52.9%
Other Professionals (Support/Service)	9	1	11	23	2	2	12	11	8	8	69	71	13	16	124	35.5%	51.6%
Technical and Paraprofessional	1	1	2	0	0	0	2	2	2	1	3	5	8	0	11	43.5%	56.0%
Clerical and Secretarial	0	0	2	5	1	0	4	1	1	5	0	8	0	0	8	70.4%	70.4%
Skilled Crafts	0	0	0	0	0	0	1	0	0	0	4	0	0	0	5	20.0%	0.0%
Service/Maintenance	0	0	3	0	0	0	0	0	2	0	7	0	0	0	12	41.7%	0.0%
Total Part-Time Employees	80	45	49	79	10	3	77	88	55	61	530	570	162	174	963	27.7%	51.4%
Total All Employees	134	67	180	298	24	14	217	216	173	210	1622	1601	162	174	2512	29.2%	50.7%

Note: Calculation of percentages exclude non-resident alien and race/ethnicity unknown from the denominator

UNLV - Fall 2005
Source: IPEDS Fall Staff Survey

	Nonresident Alien		Black Non-Hispanic		American Indian or Alaskan Native		Asian or Pacific Islander		Hispanic		White Non-Hispanic		Race/ethnicity unknown		Total	% Minority	% Female
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female			
Full-Time Employees																	
Executive, Administrative & Managerial	0	0	2	3	0	0	1	0	1	1	41	23	1	1	46	11.1%	37.8%
Faculty (Instruction/Research/Public Service)	34	11	16	15	3	3	55	18	23	20	420	222	7	4	558	19.2%	34.4%
Other Professionals (Support/Service)	10	4	27	60	3	2	13	39	16	22	259	294	22	13	350	24.8%	55.4%
Technical and Paraprofessional	4	2	8	16	1	1	17	22	7	23	63	100	4	5	104	36.8%	61.9%
Clerical and Secretarial	0	0	5	47	1	4	6	16	7	34	25	224	1	12	45	32.5%	88.2%
Skilled Crafts	0	0	9	0	1	0	0	0	4	0	41	2	1	0	24.6%	3.4%	
Service/Maintenance	0	0	40	14	5	0	21	3	34	8	118	33	3	3	221	45.3%	21.6%
Total Full-Time Employees	48	17	107	155	14	10	113	98	92	108	967	898	39	38	1380	27.2%	49.0%
Part-Time Employees																	
Executive, Administrative & Managerial	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.0%	0.0%
Faculty (Instruction/Research/Public Service)	7	11	11	22	3	2	13	13	24	14	255	220	70	52	383	17.7%	46.6%
Instruction/Research Assistants	51	36	12	26	2	1	73	52	10	18	198	213	108	112	454	32.1%	50.2%
Other Professionals (Support/Service)	3	2	4	4	2	1	14	16	9	10	88	94	27	25	147	24.8%	50.8%
Technical and Paraprofessional	1	1	0	0	0	0	1	0	0	3	4	10	0	0	7	26.3%	66.7%
Clerical and Secretarial	0	0	0	2	0	0	1	0	0	3	0	6	0	0	1	50.0%	91.7%
Skilled Crafts	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.0%	0.0%
Service/Maintenance	0	0	1	0	0	0	0	0	0	0	2	0	1	0	4	33.3%	0.0%
Total Part-Time Employees	62	50	28	54	7	4	102	81	44	48	547	543	206	189	996	25.2%	49.3%
Total All Employees	110	67	135	209	21	14	215	179	136	156	1514	1441	245	227	2376	26.5%	49.1%

Note: Calculation of percentages exclude non-resident alien and race/ethnicity unknown from the denominator

UNLV - Fall 1997
Source: IPEDS Fall Staff Survey

	Nonresident Alien		Black Non-Hispanic		American Indian or Alaskan Native		Asian or Pacific Islander		Hispanic		White Non-Hispanic		Race/ethnicity unknown		Total	% Minority	% Female
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female			
Full-Time Employees																	
Executive, Administrative & Managerial	0	0	5	6	1	1	0	2	4	5	90	67	2	0	102	13.3%	44.3%
Faculty (Instruction/Research/Public Service)	13	5	8	4	2	2	31	12	18	9	362	159	6	2	440	14.2%	30.5%
Other Professionals (Support/Service)	3	3	7	8	0	0	2	4	8	5	96	96	6	6	122	15.0%	50.0%
Technical and Paraprofessional	0	0	0	5	0	1	3	8	4	6	39	65	1	1	47	20.6%	64.7%
Clerical and Secretarial	0	1	2	32	0	4	1	11	1	35	26	205	0	1	30	27.1%	90.6%
Skilled Crafts	0	0	7	0	1	0	1	0	2	0	37	0	1	0	49	22.9%	0.0%
Service/Maintenance	0	0	28	11	6	1	7	1	35	5	124	33	1	0	201	37.5%	20.2%
Total Full-Time Employees	16	9	57	66	10	9	45	38	72	65	774	625	17	10	991	20.6%	45.3%
Part-Time Employees																	
Executive, Administrative & Managerial	0	0	0	0	0	0	0	0	0	0	2	0	0	0	2	0.0%	0.0%
Faculty (Instruction/Research/Public Service)	3	0	3	7	3	1	7	8	24	18	165	141	80	54	285	18.8%	44.6%
Instruction/Research Assistants	20	16	3	9	0	0	27	22	11	5	149	161	6	3	216	19.9%	50.0%
Other Professionals (Support/Service)	2	0	3	8	2	0	1	4	6	5	46	38	91	71	151	25.7%	45.5%
Technical and Paraprofessional	0	0	0	0	0	0	0	0	0	0	3	3	0	0	3	0.0%	50.0%
Clerical and Secretarial	0	0	0	4	1	0	0	1	0	0	5	8	0	0	6	31.6%	68.4%
Skilled Crafts	0	0	1	0	0	0	0	0	0	0	0	0	0	0	1	100.0%	0.0%
Service/Maintenance	0	0	2	0	0	0	0	0	0	0	3	0	0	0	5	40.0%	0.0%
Total Part-Time Employees	25	16	12	28	6	1	35	35	41	28	373	351	177	128	669	20.4%	46.7%
Total All Employees	41	25	69	94	16	10	80	73	113	93	1147	976	194	138	1660	20.5%	45.9%

Note: Calculation of percentages exclude non-resident alien and race/ethnicity unknown from the denominator

UNR - Fall 2007
Source: IPEDS Fall Staff Survey

	Nonresident Alien		Black Non-Hispanic		American Indian or Alaskan Native		Asian or Pacific Islander		Hispanic		White Non-Hispanic		Race/ethnicity unknown		Total	% Minority	% Female
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female			
Full-Time Employees																	
Executive, Administrative & Managerial	0	0	6	2	0	0	2	2	3	7	107	101	0	0	118	9.6%	48.7%
Faculty (Instruction/Research/Public Service)	0	0	10	6	1	4	64	36	14	14	487	290	0	0	576	16.1%	37.8%
Other Professionals (Support/Service)	0	0	9	14	1	1	13	18	11	14	182	201	0	0	216	17.5%	53.4%
Technical and Paraprofessional	1	0	4	14	3	4	6	24	4	18	131	218	0	0	149	18.1%	65.1%
Clerical and Secretarial	0	0	0	12	2	5	1	22	5	24	52	367	0	0	60	14.5%	87.8%
Skilled Crafts	0	0	3	0	0	0	0	0	4	1	82	3	0	0	89	8.6%	4.3%
Service/Maintenance	0	0	8	0	5	4	4	1	22	18	110	34	0	0	149	30.1%	27.7%
Total Full-Time Employees	1	0	40	48	12	18	90	103	63	96	1151	1214	0	0	1357	16.6%	52.2%
Part-Time Employees																	
Executive, Administrative & Managerial	0	0	0	1	0	0	1	0	0	0	2	5	0	0	3	22.2%	66.7%
Faculty (Instruction/Research/Public Service)	0	0	0	0	0	0	6	10	1	1	60	43	0	0	67	14.9%	44.6%
Instruction/Research Assistants	34	15	17	12	3	0	95	75	26	25	313	325	0	0	488	28.4%	48.1%
Other Professionals (Support/Service)	0	0	0	1	0	0	0	2	1	2	8	29	0	0	9	14.0%	79.1%
Technical and Paraprofessional	0	1	0	1	0	2	1	2	1	5	13	43	0	0	15	17.6%	78.3%
Clerical and Secretarial	0	0	0	3	0	1	0	1	0	7	3	55	0	0	3	17.1%	95.7%
Skilled Crafts	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.0%	0.0%
Service/Maintenance	0	0	0	0	0	0	0	0	0	0	2	0	0	0	2	0.0%	0.0%
Total Part-Time Employees	34	16	17	18	3	3	103	90	29	40	401	500	0	0	587	25.2%	53.2%
Total All Employees	35	16	57	66	15	21	193	193	92	136	1552	1714	0	0	1944	19.1%	52.5%

Note: Calculation of percentages exclude non-resident alien and race/ethnicity unknown from the denominator

UNR - Fall 2006
Source: IPEDS Fall Staff Survey

	Nonresident Alien		Black Non-Hispanic		American Indian or Alaskan Native		Asian or Pacific Islander		Hispanic		White Non-Hispanic		Race/ethnicity unknown		Total	% Minority	% Female
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female			
Full-Time Employees																	
Executive, Administrative & Managerial	0	0	8	3	2	0	0	2	4	7	111	99	0	0	125	111	11.0%
Faculty (Instruction/Research/Public Service)	8	0	8	6	1	4	55	31	13	15	486	269	0	0	571	325	15.0%
Other Professionals (Support/Service)	0	4	7	12	1	0	14	14	9	18	169	180	0	0	200	228	17.7%
Technical and Paraprofessional	1	1	6	16	2	4	6	24	5	22	123	205	0	0	143	272	20.6%
Clerical and Secretarial	0	0	0	12	2	4	2	28	5	22	47	363	0	0	56	429	15.5%
Skilled Crafts	0	0	0	0	3	0	0	0	2	0	82	3	0	0	87	3	5.6%
Service/Maintenance	0	0	6	0	4	4	4	1	25	20	108	32	0	0	147	57	31.4%
Total Full-Time Employees	9	5	35	49	15	16	81	100	63	104	1126	1151	0	0	1329	1425	16.9%
Part-Time Employees																	
Executive, Administrative & Managerial	2	0	0	0	0	0	0	0	0	0	0	5	0	0	2	6	16.7%
Faculty (Instruction/Research/Public Service)	1	1	1	1	0	0	10	10	2	0	54	48	0	0	68	59	18.4%
Instruction/Research Assistants	40	18	23	11	2	3	123	83	34	30	360	372	0	1	582	518	29.7%
Other Professionals (Support/Service)	1	0	0	0	0	0	0	2	0	2	10	30	0	0	11	34	9.1%
Technical and Paraprofessional	0	0	0	2	0	2	0	2	0	3	9	36	0	0	9	45	16.7%
Clerical and Secretarial	0	0	0	3	0	1	0	2	0	6	4	54	0	0	4	66	17.1%
Skilled Crafts	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.0%
Service/Maintenance	0	0	1	0	0	0	0	0	0	0	1	0	0	0	2	0	50.0%
Total Part-Time Employees	44	19	25	17	2	6	133	99	36	41	438	545	0	1	678	728	26.8%
Total All Employees	53	24	60	66	17	22	214	199	99	145	1564	1696	0	1	2007	2153	20.1%

Note: Calculation of percentages exclude non-resident alien and race/ethnicity unknown from the denominator

UNR - Fall 2005
Source: IPEDS Fall Staff Survey

	Nonresident Alien		Black Non-Hispanic		American Indian or Alaskan Native		Asian or Pacific Islander		Hispanic		White Non-Hispanic		Race/ethnicity unknown		Total	% Minority	% Female
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female			
	Executive, Administrative & Managerial	0	0	7	2	0	0	2	2	3	5	104	95	0			
Faculty (Instruction/Research/Public Service)	9	2	7	7	1	4	49	23	13	16	478	267	0	0	557	319	36.4%
Other Professionals (Support/Service)	0	1	9	10	1	0	15	15	9	21	160	171	0	0	194	218	19.5%
Technical and Paraprofessional	2	1	6	15	2	4	8	20	5	18	125	213	0	0	148	271	18.8%
Clerical and Secretarial	0	1	0	11	2	5	2	30	4	23	46	350	0	0	54	420	16.3%
Skilled Crafts	0	0	0	0	2	0	0	0	3	0	87	2	0	0	92	2	5.3%
Service/Maintenance	0	0	6	0	4	4	4	1	21	18	105	34	0	0	140	57	29.4%
Total Full-Time Employees	11	5	35	45	12	17	80	91	58	101	1105	1132	0	0	1301	1391	16.4%

	Nonresident Alien		Black Non-Hispanic		American Indian or Alaskan Native		Asian or Pacific Islander		Hispanic		White Non-Hispanic		Race/ethnicity unknown		Total	% Minority	% Female
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female			
	Executive, Administrative & Managerial	0	0	0	0	0	0	0	0	0	0	3	4	0			
Faculty (Instruction/Research/Public Service)	1	0	1	0	0	0	10	0	1	8	50	42	0	0	63	50	17.9%
Instruction/Research Assistants	0	3	20	7	1	2	124	91	33	26	360	360	0	0	538	489	29.7%
Other Professionals (Support/Service)	1	0	0	0	0	0	0	0	0	4	5	1	0	23	6	28	40.0%
Technical and Paraprofessional	0	0	1	2	0	1	0	1	0	6	6	27	0	0	7	37	25.0%
Clerical and Secretarial	0	1	0	3	0	3	0	2	0	6	7	70	0	0	7	85	15.4%
Skilled Crafts	0	0	0	0	0	0	0	0	0	0	2	0	0	0	2	0	0.0%
Service/Maintenance	0	0	1	1	0	0	0	0	1	1	6	4	0	0	8	6	28.6%
Total Part-Time Employees	2	4	23	13	1	6	134	94	35	51	439	508	0	0	634	699	27.4%
Total All Employees	13	9	58	58	13	23	214	185	93	152	1544	1640	0	0	1935	2090	20.0%

Note: Calculation of percentages exclude non-resident alien and race/ethnicity unknown from the denominator

UNR - Fall 1997
Source: IPEDS Fall Staff Survey

	Nonresident Alien		Black Non-Hispanic		American Indian or Alaskan Native		Asian or Pacific Islander		Hispanic		White Non-Hispanic		Race/ethnicity unknown		Total	% Minority	% Female
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female			
Full-Time Employees																	
Executive, Administrative & Managerial	0	0	3	2	0	0	1	1	2	2	71	63	0	0	77	7.6%	46.9%
Faculty (Instruction/Research/Public Service)	0	0	6	6	1	1	34	13	14	6	462	196	0	0	517	11.0%	30.0%
Other Professionals (Support/Service)	4	1	10	7	1	0	13	6	3	7	154	145	0	0	185	13.6%	47.3%
Technical and Paraprofessional	0	1	0	4	0	1	2	7	3	8	58	65	0	0	63	16.9%	57.7%
Clerical and Secretarial	0	1	0	16	3	8	2	13	3	21	33	356	0	0	41	14.5%	91.0%
Skilled Crafts	0	0	0	0	1	0	0	0	2	0	72	2	0	0	75	3.9%	2.6%
Service/Maintenance	0	0	7	1	4	4	4	2	21	8	105	25	0	0	141	28.2%	22.1%
Total Full-Time Employees	4	3	26	36	10	14	56	42	48	52	955	852	0	0	1099	13.6%	47.6%

	Nonresident Alien		Black Non-Hispanic		American Indian or Alaskan Native		Asian or Pacific Islander		Hispanic		White Non-Hispanic		Race/ethnicity unknown		Total	% Minority	% Female
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female			
Part-Time Employees																	
Executive, Administrative & Managerial	0	0	0	0	0	0	1	0	0	0	3	4	0	0	4	12.5%	50.0%
Faculty (Instruction/Research/Public Service)	0	1	4	1	5	1	4	7	6	4	119	116	16	67	197	12.0%	56.1%
Instruction/Research Assistants	10	4	8	4	4	0	58	39	12	17	208	173	40	33	340	27.2%	44.3%
Other Professionals (Support/Service)	6	4	0	1	0	0	3	4	2	1	46	62	5	5	62	9.2%	55.4%
Technical and Paraprofessional	0	0	0	1	0	0	0	1	0	0	5	18	2	0	7	8.0%	74.1%
Clerical and Secretarial	0	0	1	2	0	1	0	3	2	6	16	81	4	3	23	13.4%	80.7%
Skilled Crafts	0	0	0	0	0	0	0	0	0	0	2	0	0	0	2	0.0%	0.0%
Service/Maintenance	0	0	1	0	1	2	0	0	1	2	15	26	0	3	18	14.6%	64.7%
Total Part-Time Employees	16	9	14	9	10	4	66	54	23	30	414	480	67	111	610	19.0%	53.3%
Total All Employees	20	12	40	45	20	18	122	96	71	82	1369	1332	67	111	1709	15.5%	49.8%

Note: Calculation of percentages exclude non-resident alien and race/ethnicity unknown from the denominator

NSC - Fall 2007
Source: IPEDS Fall Staff Survey

	Nonresident Alien		Black Non-Hispanic		American Indian or Alaskan Native		Asian or Pacific Islander		Hispanic		White Non-Hispanic		Race/ethnicity unknown		Total	% Minority	% Female
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female			
Full-Time Employees																	
Executive, Administrative & Managerial	0	0	0	0	0	0	2	0	1	1	5	6	0	0	8	26.7%	46.7%
Faculty (Instruction/Research/Public Service)	0	0	2	2	0	0	6	2	1	2	14	30	0	0	23	25.4%	61.0%
Other Professionals (Support/Service)	0	0	1	0	1	0	2	4	1	3	5	11	0	0	9	42.9%	67.9%
Technical and Paraprofessional	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.0%	0.0%
Clerical and Secretarial	0	0	1	0	0	0	0	0	4	1	14	1	0	0	19	28.6%	9.5%
Skilled Crafts	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1	0.0%	0.0%
Service/Maintenance	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1	100.0%	0.0%
Total Full-Time Employees	0	0	4	2	0	1	10	6	8	7	39	48	0	0	61	30.4%	51.2%
Part-Time Employees																	
Executive, Administrative & Managerial	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.0%	0.0%
Faculty (Instruction/Research/Public Service)	0	0	0	0	0	0	0	0	0	0	47	86	0	0	47	0.0%	64.7%
Instruction/Research Assistants	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.0%	0.0%
Other Professionals (Support/Service)	0	0	0	0	0	0	0	0	0	0	0	7	0	0	7	0.0%	100.0%
Technical and Paraprofessional	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.0%	0.0%
Clerical and Secretarial	0	0	0	0	0	0	0	0	0	0	0	2	0	0	2	0.0%	100.0%
Skilled Crafts	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.0%	0.0%
Service/Maintenance	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.0%	0.0%
Total Part-Time Employees	0	0	0	0	0	0	0	0	0	0	47	95	0	0	47	0.0%	66.9%
Total All Employees	0	0	4	2	0	1	10	6	8	7	86	143	0	0	108	14.2%	59.6%

Note: Calculation of percentages exclude non-resident alien and race/ethnicity unknown from the denominator

NSC - Fall 2006
Source: IPEDS Fall Staff Survey

	Nonresident Alien		Black Non-Hispanic		American Indian or Alaskan Native		Asian or Pacific Islander		Hispanic		White Non-Hispanic		Race/ethnicity unknown		Total	% Minority	% Female
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female			

Full-Time Employees

Executive, Administrative & Managerial	0	0	1	0	0	0	1	3	1	2	7	10	0	0	12	32.0%	52.0%
Faculty (Instruction/Research/Public Service)	0	0	1	1	0	1	5	2	2	2	13	22	0	0	19	25.5%	59.6%
Other Professionals (Support/Service)	0	0	0	2	0	0	3	4	1	2	2	3	0	0	7	70.6%	58.8%
Technical and Paraprofessional	0	0	0	0	0	0	0	0	0	0	0	4	0	0	4	0.0%	100.0%
Clerical and Secretarial	0	0	0	0	0	0	0	0	1	3	2	7	0	0	3	30.8%	76.9%
Skilled Crafts	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.0%	0.0%
Service/Maintenance	0	0	0	0	0	0	0	0	1	0	1	0	0	0	2	50.0%	0.0%
Total Full-Time Employees	0	0	2	3	0	1	11	7	5	8	25	46	0	0	43	34.3%	60.2%

Part-Time Employees

Executive, Administrative & Managerial	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.0%	0.0%
Faculty (Instruction/Research/Public Service)	0	0	7	1	1	1	2	3	1	2	26	42	3	0	33	20.0%	62.5%
Instruction/Research Assistants	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.0%	0.0%
Other Professionals (Support/Service)	0	0	0	2	0	0	0	0	0	0	1	9	0	0	11	16.7%	91.7%
Technical and Paraprofessional	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.0%	0.0%
Clerical and Secretarial	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1	0.0%	100.0%
Skilled Crafts	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.0%	0.0%
Service/Maintenance	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1	0.0%	0.0%
Total Part-Time Employees	0	0	9	1	1	1	2	3	1	2	28	52	3	0	35	19.2%	65.7%

Total All Employees

	0	0	2	12	1	2	13	10	6	10	53	98	3	0	78	27.1%	62.9%
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Note: Calculation of percentages exclude non-resident alien and race/ethnicity unknown from the denominator

NSC - Fall 2005
Source: IPEDS Fall Staff Survey

	Nonresident Alien		Black Non-Hispanic		American Indian or Alaskan Native		Asian or Pacific Islander		Hispanic		White Non-Hispanic		Race/ethnicity unknown		Total	% Minority	% Female
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female			
Full-Time Employees																	
Executive, Administrative & Managerial	0	0	0	0	0	0	2	0	1	1	3	5	0	0	6	33.3%	50.0%
Faculty (Instruction/Research/Public Service)	0	0	2	1	0	0	7	3	0	0	8	17	0	0	17	34.2%	55.3%
Other Professionals (Support/Service)	0	0	0	1	0	0	0	0	2	2	0	3	0	0	2	62.5%	75.0%
Technical and Paraprofessional	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1	0.0%	100.0%
Clerical and Secretarial	0	0	0	0	0	0	0	0	1	1	1	6	0	0	2	22.2%	77.8%
Skilled Crafts	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.0%	0.0%
Service/Maintenance	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1	0.0%	0.0%
Total Full-Time Employees	0	0	2	2	0	0	9	3	4	4	13	32	0	0	28	34.8%	59.4%

	Nonresident Alien		Black Non-Hispanic		American Indian or Alaskan Native		Asian or Pacific Islander		Hispanic		White Non-Hispanic		Race/ethnicity unknown		Total	% Minority	% Female
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female			
Part-Time Employees																	
Executive, Administrative & Managerial	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.0%	0.0%
Faculty (Instruction/Research/Public Service)	0	0	3	6	1	0	5	0	1	0	30	30	9	10	49	21.1%	48.4%
Instruction/Research Assistants	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.0%	0.0%
Other Professionals (Support/Service)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.0%	0.0%
Technical and Paraprofessional	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1	0.0%	100.0%
Clerical and Secretarial	0	0	0	1	0	0	0	0	1	0	0	4	0	0	1	33.3%	83.3%
Skilled Crafts	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.0%	0.0%
Service/Maintenance	0	0	0	0	1	0	0	0	0	0	0	0	0	0	1	100.0%	0.0%
Total Part-Time Employees	0	0	3	7	2	0	5	0	2	0	30	35	9	14	51	22.6%	52.3%
Total All Employees	0	0	5	9	2	0	14	3	6	4	43	67	9	14	79	28.1%	55.1%

Note: Calculation of percentages exclude non-resident alien and race/ethnicity unknown from the denominator

CSN - Fall 2007
Source: IPEDS Fall Staff Survey

	Nonresident Alien		Black Non-Hispanic		American Indian or Alaskan Native		Asian or Pacific Islander		Hispanic		White Non-Hispanic		Race/ethnicity unknown		Total	% Minority	% Female
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female			

Full-Time Employees

Executive, Administrative & Managerial	0	0	5	6	1	0	2	2	7	3	16	28	0	0	31	37.1%	55.7%
Faculty (Instruction/Research/Public Service)	0	0	16	18	2	3	15	15	11	14	228	166	0	0	272	19.3%	44.3%
Other Professionals (Support/Service)	0	0	9	22	1	2	6	11	7	11	36	60	0	0	59	41.8%	64.2%
Technical and Paraprofessional	0	0	1	0	0	0	3	2	1	2	3	11	0	0	8	39.1%	65.2%
Clerical and Secretarial	0	0	7	40	0	9	4	15	6	59	27	136	0	5	44	46.2%	85.7%
Skilled Crafts	0	0	1	0	0	0	0	0	0	1	3	4	0	0	4	22.2%	55.6%
Service/Maintenance	0	0	23	11	0	1	11	2	33	17	45	5	2	0	114	66.2%	24.0%
Total Full-Time Employees	0	0	62	97	4	15	41	47	65	107	358	410	2	5	532	36.3%	56.1%

Part-Time Employees

Executive, Administrative & Managerial	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.0%	0.0%
Faculty (Instruction/Research/Public Service)	0	0	34	52	4	5	34	39	48	47	482	371	22	9	624	23.6%	45.6%
Instruction/Research Assistants	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.0%	0.0%
Other Professionals (Support/Service)	0	0	8	5	0	1	5	10	8	9	41	68	3	2	65	29.7%	59.4%
Technical and Paraprofessional	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1	0.0%	100.0%
Clerical and Secretarial	0	0	0	0	0	0	0	1	0	0	0	1	0	0	0	50.0%	100.0%
Skilled Crafts	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.0%	0.0%
Service/Maintenance	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.0%	0.0%
Total Part-Time Employees	0	0	42	57	4	6	39	50	56	56	523	441	25	11	689	24.3%	47.4%

Total All Employees	0	0	104	154	8	21	80	97	121	163	881	851	27	16	1221	30.2%	51.6%
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Note: Calculation of percentages exclude non-resident alien and race/ethnicity unknown from the denominator

CSN - Fall 2006
Source: IPEDS Fall Staff Survey

	Nonresident Alien		Black Non-Hispanic		American Indian or Alaskan Native		Asian or Pacific Islander		Hispanic		White Non-Hispanic		Race/ethnicity unknown		Total	% Minority	% Female
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female			

Full-Time Employees

Executive, Administrative & Managerial	0	0	4	6	1	1	0	2	7	2	15	25	0	0	27	36.5%	57.1%
Faculty (Instruction/Research/Public Service)	0	0	13	21	2	2	13	13	11	13	227	163	0	0	266	18.4%	44.4%
Other Professionals (Support/Service)	0	0	9	21	0	1	4	7	9	10	37	50	0	0	59	41.2%	60.1%
Technical and Paraprofessional	0	0	0	0	0	0	3	2	1	1	4	7	0	0	8	38.9%	55.6%
Clerical and Secretarial	0	0	5	41	0	8	3	13	6	52	27	124	0	5	41	45.9%	85.6%
Skilled Crafts	0	0	0	0	0	0	0	0	2	2	1	3	0	0	3	50.0%	62.5%
Service/Maintenance	0	0	24	8	0	1	8	1	24	16	37	3	2	0	95	67.2%	23.4%
Total Full-Time Employees	0	0	55	97	3	13	31	38	60	96	348	375	2	5	499	35.2%	55.6%

Part-Time Employees

Executive, Administrative & Managerial	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.0%	0.0%
Faculty (Instruction/Research/Public Service)	0	0	34	55	7	2	30	39	47	31	451	351	25	10	594	23.4%	45.1%
Instruction/Research Assistants	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.0%	0.0%
Other Professionals (Support/Service)	0	0	9	5	0	3	7	10	11	13	61	87	6	3	94	28.2%	56.3%
Technical and Paraprofessional	0	0	1	0	0	0	0	0	0	0	1	1	0	0	2	33.3%	33.3%
Clerical and Secretarial	0	0	0	0	0	0	0	0	0	0	0	2	0	0	0	0.0%	100.0%
Skilled Crafts	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.0%	0.0%
Service/Maintenance	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.0%	0.0%
Total Part-Time Employees	0	0	44	60	7	5	37	49	58	44	513	441	31	13	690	24.2%	47.0%

Total All Employees

	0	0	99	157	10	18	68	87	118	140	861	816	33	18	1189	29.4%	51.0%
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Note: Calculation of percentages exclude non-resident alien and race/ethnicity unknown from the denominator

CSN - Fall 2005
Source: IPEDS Fall Staff Survey

	Nonresident Alien		Black Non-Hispanic		American Indian or Alaskan Native		Asian or Pacific Islander		Hispanic		White Non-Hispanic		Race/ethnicity unknown		Total	% Minority	% Female
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female			
Full-Time Employees																	
Executive, Administrative & Managerial	0	0	5	10	1	1	2	3	7	2	14	28	0	0	29	42.5%	60.3%
Faculty (Instruction/Research/Public Service)	0	0	13	18	2	2	13	11	11	12	215	149	0	0	254	18.4%	43.0%
Other Professionals (Support/Service)	0	0	10	22	1	1	7	6	14	9	57	52	0	1	89	39.1%	50.6%
Technical and Paraprofessional	0	0	1	0	0	0	3	3	2	1	4	8	0	0	10	45.5%	54.5%
Clerical and Secretarial	0	0	6	45	7	7	7	7	8	48	38	117	0	6	59	45.2%	79.6%
Skilled Crafts	0	0	0	0	0	0	0	0	3	2	5	2	0	0	8	41.7%	33.3%
Service/Maintenance	0	0	26	8	0	1	10	1	22	15	45	4	0	0	103	62.9%	22.0%
Total Full-Time Employees	0	0	61	103	4	12	42	31	67	89	378	360	0	7	552	35.7%	52.2%
Part-Time Employees																	
Executive, Administrative & Managerial	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0.0%	100.0%
Faculty (Instruction/Research/Public Service)	0	0	37	48	6	3	18	33	48	33	475	380	26	8	610	20.9%	45.3%
Instruction/Research Assistants	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.0%	0.0%
Other Professionals (Support/Service)	0	0	8	5	3	1	10	3	59	7	11	63	6	3	97	56.5%	45.8%
Technical and Paraprofessional	0	0	2	0	0	0	1	4	1	3	6	12	1	2	11	37.9%	65.6%
Clerical and Secretarial	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	100.0%	100.0%
Skilled Crafts	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.0%	0.0%
Service/Maintenance	0	0	47	53	9	4	29	41	108	43	492	456	33	13	718	26.1%	45.9%
Total Part-Time Employees	0	0	108	156	13	16	71	72	175	132	870	816	33	20	1270	30.6%	48.8%
Total All Employees	0	0	169	259	17	28	113	103	142	121	1248	1176	33	27	1822		

Note: Calculation of percentages exclude non-resident alien and race/ethnicity unknown from the denominator

CSN - Fall 1997
Source: IPEDS Fall Staff Survey

	Nonresident Alien		Black Non-Hispanic		American Indian or Alaskan Native		Asian or Pacific Islander		Hispanic		White Non-Hispanic		Race/ethnicity unknown		Total	% Minority	% Female
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female			

Full-Time Employees

Executive, Administrative & Managerial	0	0	2	1	1	0	0	0	3	1	13	9	0	0	19	26.7%	36.7%
Faculty (Instruction/Research/Public Service)	1	0	14	15	1	2	7	4	7	9	142	99	0	0	172	19.7%	42.9%
Other Professionals (Support/Service)	0	0	6	8	0	0	3	3	4	5	21	24	0	0	33	38.4%	54.8%
Technical and Paraprofessional	0	0	0	5	1	1	2	0	2	1	9	11	0	0	14	37.5%	56.3%
Clerical and Secretarial	0	0	1	19	0	2	1	3	1	20	11	74	0	0	14	35.6%	89.4%
Skilled Crafts	0	0	1	1	0	0	0	0	2	0	8	1	0	0	11	30.8%	15.4%
Service/Maintenance	0	0	14	0	1	1	6	0	5	4	32	8	0	1	58	43.7%	19.4%
Total Full-Time Employees	1	0	38	49	4	6	18	10	24	40	236	226	0	1	321	29.0%	50.8%

Part-Time Employees

Executive, Administrative & Managerial	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.0%	0.0%
Faculty (Instruction/Research/Public Service)	0	0	19	25	5	1	11	11	37	26	303	227	54	53	429	20.3%	59.9%
Instruction/Research Assistants	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.0%	0.0%
Other Professionals (Support/Service)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.0%	0.0%
Technical and Paraprofessional	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.0%	0.0%
Clerical and Secretarial	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.0%	0.0%
Skilled Crafts	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.0%	0.0%
Service/Maintenance	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.0%	0.0%
Total Part-Time Employees	0	0	19	25	5	1	11	11	37	26	303	227	54	53	429	20.3%	44.4%

Total All Employees	1	0	57	74	9	7	29	21	61	66	539	453	54	54	750	24.6%	47.4%
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Note: Calculation of percentages exclude non-resident alien and race/ethnicity unknown from the denominator

GBC - Fall 2007
Source: IPEDS Fall Staff Survey

	Nonresident Alien		Black Non-Hispanic		American Indian or Alaskan Native		Asian or Pacific Islander		Hispanic		White Non-Hispanic		Race/ethnicity unknown		Total	% Minority	% Female
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female			

Full-Time Employees

Executive, Administrative & Managerial	0	0	0	0	1	0	0	0	1	0	2	9	24	0	10	10.8%	73.0%
Faculty (Instruction/Research/Public Service)	0	0	0	1	0	0	1	0	2	1	35	32	32	1	39	6.9%	46.6%
Other Professionals (Support/Service)	0	0	0	0	0	0	0	0	0	0	2	6	0	2	0.0%	75.0%	
Technical and Paraprofessional	0	0	0	0	1	1	1	1	2	0	7	12	0	10	17.4%	56.5%	
Clerical and Secretarial	0	0	0	0	2	1	1	3	1	3	1	29	0	2	18.9%	94.6%	
Skilled Crafts	0	0	0	0	0	0	0	0	0	0	5	0	0	0	0.0%	100.0%	
Service/Maintenance	0	0	0	0	0	0	0	0	9	1	13	5	0	22	35.7%	21.4%	
Total Full-Time Employees	0	0	0	1	1	3	2	14	7	67	113	1	0	85	14.3%	59.7%	

Part-Time Employees

Executive, Administrative & Managerial	0	0	0	0	0	0	0	0	1	0	0	2	5	0	3	12.5%	62.5%
Faculty (Instruction/Research/ Public Service)	0	0	1	0	2	2	0	2	3	5	62	61	1	4	69	10.9%	51.7%
Instruction/Research Assistants	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.0%	0.0%
Other Professionals (Support/Service)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.0%	0.0%
Technical and Paraprofessional	0	0	0	1	1	1	1	1	0	1	6	16	0	0	6	15.4%	76.9%
Clerical and Secretarial	0	0	0	0	0	0	0	0	2	0	7	7	0	1	10	22.2%	100.0%
Skilled Crafts	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.0%	0.0%
Service/Maintenance	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.0%	0.0%
Total Part-Time Employees	0	0	1	1	2	3	4	8	4	8	70	89	1	5	78	12.2%	58.3%

Total All Employees	0	0	1	2	3	6	2	5	18	15	137	202	2	5	163	13.3%	59.0%
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Note: Calculation of percentages exclude non-resident alien and race/ethnicity unknown from the denominator

GBC - Fall 2006
Source: IPEDS Fall Staff Survey

	Nonresident Alien		Black Non-Hispanic		American Indian or Alaskan Native		Asian or Pacific Islander		Hispanic		White Non-Hispanic		Race/ethnicity unknown		Total	% Minority	% Female
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female			
Full-Time Employees																	
Executive, Administrative & Managerial	0	0	0	0	1	0	0	0	1	0	1	8	21	0	1	9	9.4%
Faculty (Instruction/Research/Public Service)	0	0	0	1	0	0	1	0	2	1	29	28	3	2	35	8.1%	
Other Professionals (Support/Service)	0	0	0	0	0	0	0	0	0	1	3	7	0	0	3	9.1%	
Technical and Paraprofessional	0	0	0	0	1	1	1	1	1	0	7	10	0	0	10	19.0%	
Clerical and Secretarial	0	0	0	0	2	0	1	1	1	3	0	30	0	0	1	18.9%	
Skilled Crafts	0	0	0	0	0	0	0	0	0	0	5	0	0	0	5	0.0%	
Service/Maintenance	0	0	0	0	0	0	0	0	9	1	13	4	0	0	22	37.0%	
Total Full-Time Employees	0	0	0	1	2	3	2	2	13	7	65	100	3	3	85	15.4%	
Part-Time Employees																	
Executive, Administrative & Managerial	0	0	0	0	0	0	0	0	0	0	2	6	0	0	2	0.0%	
Faculty (Instruction/Research/Public Service)	0	0	0	0	2	2	1	2	4	2	62	66	0	2	69	9.2%	
Instruction/Research Assistants	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.0%	
Other Professionals (Support/Service)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.0%	
Technical and Paraprofessional	0	0	0	0	0	0	0	0	0	1	3	12	0	0	3	6.3%	
Clerical and Secretarial	0	0	0	0	0	0	0	0	0	2	0	5	1	0	8	28.6%	
Skilled Crafts	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.0%	
Service/Maintenance	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.0%	
Total Part-Time Employees	0	0	0	0	2	2	1	2	4	5	67	89	0	3	74	9.3%	
Total All Employees	0	0	0	1	4	5	3	4	17	12	132	189	3	6	159	12.5%	

Note: Calculation of percentages exclude non-resident alien and race/ethnicity unknown from the denominator

GBC - Fall 2005
Source: IPEDS Fall Staff Survey

	Nonresident Alien		Black Non-Hispanic		American Indian or Alaskan Native		Asian or Pacific Islander		Hispanic		White Non-Hispanic		Race/ethnicity unknown		Total	% Minority	% Female
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female			
Full-Time Employees																	
Executive, Administrative & Managerial	0	0	0	0	1	0	1	0	1	1	10	22	0	1	13	11.1%	64.9%
Faculty (Instruction/Research/Public Service)	0	0	0	1	0	0	1	1	1	29	23	4	0	35	8.8%	42.6%	
Other Professionals (Support/Service)	0	0	0	0	0	0	0	0	1	3	7	0	0	3	9.1%	72.7%	
Technical and Paraprofessional	0	0	0	0	1	1	1	0	1	6	9	0	0	9	21.1%	52.6%	
Clerical and Secretarial	0	0	0	0	0	2	0	1	0	0	34	0	0	0	12.8%	100.0%	
Skilled Crafts	0	0	0	0	0	0	0	0	0	5	0	0	0	5	0.0%	0.0%	
Service/Maintenance	0	0	0	0	0	0	0	0	8	12	3	0	0	20	37.5%	16.7%	
Total Full-Time Employees	0	0	0	1	2	3	3	2	11	65	98	4	1	85	14.7%	56.6%	
Part-Time Employees																	
Executive, Administrative & Managerial	0	0	0	0	0	1	0	0	0	0	2	8	0	0	2	9.1%	81.8%
Faculty (Instruction/Research/Public Service)	0	0	0	1	1	0	1	1	1	46	81	1	4	50	5.9%	64.3%	
Instruction/Research Assistants	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.0%	0.0%	
Other Professionals (Support/Service)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.0%	0.0%	
Technical and Paraprofessional	0	0	0	0	0	0	0	0	0	2	4	0	0	2	0.0%	66.7%	
Clerical and Secretarial	0	0	0	0	0	0	0	0	1	0	7	0	1	0	12.5%	100.0%	
Skilled Crafts	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.0%	0.0%	
Service/Maintenance	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.0%	0.0%	
Total Part-Time Employees	0	0	0	0	1	1	1	1	1	50	100	1	5	54	6.3%	67.5%	
Total All Employees	0	0	0	1	3	4	4	3	12	115	198	5	6	139	10.8%	61.6%	

Note: Calculation of percentages exclude non-resident alien and race/ethnicity unknown from the denominator

GBC - Fall 1997
Source: IPEDS Fall Staff Survey

	Nonresident Alien		Black Non-Hispanic		American Indian or Alaskan Native		Asian or Pacific Islander		Hispanic		White Non-Hispanic		Race/ethnicity unknown		Total	% Minority	% Female
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female			
Full-Time Employees																	
Executive, Administrative & Managerial	0	0	0	0	0	0	0	0	0	0	8	14	0	0	8	0.0%	63.6%
Faculty (Instruction/Research/Public Service)	0	0	0	1	0	0	0	0	1	0	25	12	0	0	26	5.1%	33.3%
Other Professionals (Support/Service)	0	0	0	0	0	0	0	0	0	0	4	6	0	0	4	0.0%	60.0%
Technical and Paraprofessional	0	0	0	0	0	0	0	0	0	0	1	6	0	0	1	0.0%	85.7%
Clerical and Secretarial	0	0	0	0	0	0	0	0	0	0	0	25	0	0	0	7.4%	100.0%
Skilled Crafts	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.0%	0.0%
Service/Maintenance	0	0	0	0	0	0	0	0	6	0	10	1	0	0	17	38.9%	5.6%
Total Full-Time Employees	0	0	0	1	0	0	1	1	7	1	48	64	0	0	56	8.9%	54.5%
Part-Time Employees																	
Executive, Administrative & Managerial	0	0	0	0	0	0	0	0	0	0	1	2	0	0	1	0.0%	66.7%
Faculty (Instruction/Research/ Public Service)	0	0	0	0	1	0	1	1	2	1	24	34	0	0	28	9.4%	56.3%
Instruction/Research Assistants	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.0%	0.0%
Other Professionals (Support/Service)	0	0	0	0	0	1	0	0	1	3	10	31	0	1	11	10.9%	76.6%
Technical and Paraprofessional	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.0%	0.0%
Clerical and Secretarial	0	0	0	0	0	0	0	1	0	0	0	5	1	0	1	16.7%	85.7%
Skilled Crafts	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.0%	0.0%
Service/Maintenance	0	0	0	0	0	0	0	0	0	0	1	1	0	0	1	0.0%	50.0%
Total Part-Time Employees	0	0	0	0	1	1	1	2	3	4	36	73	1	1	42	9.9%	65.9%
Total All Employees	0	0	0	1	1	1	2	3	10	5	84	137	1	1	98	9.4%	60.2%

Note: Calculation of percentages exclude non-resident alien and race/ethnicity unknown from the denominator

TMCC - Fall 2007
 Source: IPEDS Fall Staff Survey

	Nonresident Alien		Black Non-Hispanic		American Indian or Alaskan Native		Asian or Pacific Islander		Hispanic		White Non-Hispanic		Race/ethnicity unknown		Total	% Minority	% Female
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female			

Full-Time Employees

Executive, Administrative & Managerial	0	0	2	2	0	2	0	0	2	4	13	15	0	2	17	30.0%	59.5%
Faculty (Instruction/Research/Public Service)	0	0	1	0	2	1	2	5	3	85	73	1	5	96	87	10.7%	47.5%
Other Professionals (Support/Service)	0	0	1	1	1	1	1	3	4	8	31	50	2	1	40	19.8%	61.5%
Technical and Paraprofessional	0	0	0	0	0	0	0	0	0	2	6	13	0	0	6	13.6%	72.7%
Clerical and Secretarial	0	0	1	0	0	1	0	5	0	7	7	65	0	0	8	16.3%	90.7%
Skilled Crafts	0	0	0	0	0	0	0	0	0	0	8	1	0	0	8	0.0%	11.1%
Service/Maintenance	0	0	2	0	0	1	2	0	10	3	20	10	0	0	34	37.5%	29.2%
Total Full-Time Employees	0	0	7	3	3	6	5	14	21	27	170	227	3	8	209	17.8%	57.7%

Part-Time Employees

Executive, Administrative & Managerial	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0.0%	100.0%
Faculty (Instruction/Research/Public Service)	0	0	6	5	1	1	5	18	14	12	185	233	5	9	216	12.9%	56.3%
Instruction/Research Assistants	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.0%	0.0%
Other Professionals (Support/Service)	0	0	0	0	0	0	0	0	0	0	4	5	0	0	4	0.0%	55.6%
Technical and Paraprofessional	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.0%	0.0%
Clerical and Secretarial	0	0	0	0	0	0	0	1	0	0	0	6	0	0	7	14.3%	100.0%
Skilled Crafts	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.0%	0.0%
Service/Maintenance	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1	0.0%	100.0%
Total Part-Time Employees	0	0	6	5	1	1	5	19	14	12	189	246	5	9	220	12.7%	57.0%

Total All Employees

	0	0	13	8	4	7	10	33	35	39	359	473	8	17	429	15.2%	57.4%
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Note: Calculation of percentages exclude non-resident alien and race/ethnicity unknown from the denominator

TMCC - Fall 2006
Source: IPEDS Fall Staff Survey

	Nonresident Alien		Black Non-Hispanic		American Indian or Alaskan Native		Asian or Pacific Islander		Hispanic		White Non-Hispanic		Race/ethnicity unknown		Total	% Minority	% Female
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female			

Full-Time Employees

Executive, Administrative & Managerial	0	0	2	2	0	2	0	0	2	5	15	12	0	2	19	32.5%	54.8%
Faculty (Instruction/Research/Public Service)	0	0	1	0	2	1	2	3	4	4	87	75	2	3	98	9.5%	46.7%
Other Professionals (Support/Service)	0	0	0	0	0	0	1	3	4	8	35	47	2	0	42	16.3%	58.0%
Technical and Paraprofessional	0	0	0	0	0	0	0	0	0	2	6	14	0	0	6	13.0%	73.9%
Clerical and Secretarial	0	0	1	0	0	2	0	5	0	5	8	65	0	0	9	15.1%	89.5%
Skilled Crafts	0	0	0	0	0	0	0	0	0	0	7	1	0	0	7	0.0%	12.5%
Service/Maintenance	0	0	1	0	0	1	2	0	11	2	21	9	0	0	35	36.2%	25.5%
Total Full-Time Employees	0	0	5	2	2	6	5	12	21	26	179	223	4	5	216	16.4%	55.9%

Part-Time Employees

Executive, Administrative & Managerial	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0.0%	100.0%
Faculty (Instruction/Research/Public Service)	0	0	6	4	1	2	5	13	10	14	195	218	4	9	221	11.8%	54.1%
Instruction/Research Assistants	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.0%	0.0%
Other Professionals (Support/Service)	0	0	0	0	0	0	0	0	0	0	3	8	0	0	3	0.0%	72.7%
Technical and Paraprofessional	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.0%	0.0%
Clerical and Secretarial	0	0	0	0	0	0	0	1	0	1	0	7	0	0	9	22.2%	100.0%
Skilled Crafts	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.0%	0.0%
Service/Maintenance	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1	100.0%	100.0%
Total Part-Time Employees	0	0	6	4	1	2	5	14	10	16	198	234	4	9	224	11.8%	55.5%

Total All Employees	0	0	11	6	3	8	10	26	31	42	377	457	8	14	440	14.1%	55.7%
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Note: Calculation of percentages exclude non-resident alien and race/ethnicity unknown from the denominator

TMCC - Fall 2005
 Source: IPEDS Fall Staff Survey

	Nonresident Alien		Black Non-Hispanic		American Indian or Alaskan Native		Asian or Pacific Islander		Hispanic		White Non-Hispanic		Race/ethnicity unknown		% Minority		% Female	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Full-Time Employees																		
Executive, Administrative & Managerial	0	0	2	2	0	2	0	0	2	5	13	15	0	2	17	31.7%	60.5%	
Faculty (Instruction/Research/Public Service)	0	0	1	0	1	1	1	3	4	2	86	72	1	3	94	7.6%	46.3%	
Other Professionals (Support/Service)	0	0	0	0	0	0	0	3	2	5	36	40	2	0	40	11.6%	54.5%	
Technical and Paraprofessional	0	0	0	0	0	0	0	0	0	0	6	13	0	0	6	13.6%	72.7%	
Clerical and Secretarial	0	0	1	1	1	2	1	3	1	6	6	58	0	0	9	19.0%	88.6%	
Skilled Crafts	0	0	0	0	0	0	0	0	0	0	4	1	0	0	4	0.0%	20.0%	
Service/Maintenance	0	0	3	0	1	2	2	0	11	3	22	8	0	0	38	40.0%	24.0%	
Total Full-Time Employees	0	0	7	3	1	6	4	10	20	23	173	207	3	5	208	16.3%	55.0%	
Part-Time Employees																		
Executive, Administrative & Managerial	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0.0%	100.0%	
Faculty (Instruction/Research/Public Service)	0	0	6	4	2	1	5	9	10	14	193	218	3	9	219	11.0%	53.8%	
Instruction/Research Assistants	0	0	1	0	0	0	3	3	3	2	61	37	3	1	71	10.9%	37.7%	
Other Professionals (Support/Service)	0	0	0	0	0	0	0	1	1	0	4	9	0	0	5	13.3%	66.7%	
Technical and Paraprofessional	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0.0%	100.0%	
Clerical and Secretarial	0	0	0	0	0	0	0	1	0	1	0	7	0	0	0	22.2%	100.0%	
Skilled Crafts	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.0%	0.0%	
Service/Maintenance	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0.0%	100.0%	
Total Part-Time Employees	0	0	7	4	2	1	8	14	14	17	258	274	6	10	295	11.2%	52.0%	
Total All Employees	0	0	14	7	3	7	12	24	34	40	431	481	9	15	503	13.4%	53.3%	

Note: Calculation of percentages exclude non-resident alien and race/ethnicity unknown from the denominator

TMCC - Fall 1997
Source: IPEDS Fall Staff Survey

	Nonresident Alien		Black Non-Hispanic		American Indian or Alaskan Native		Asian or Pacific Islander		Hispanic		White Non-Hispanic		Race/ethnicity unknown		Total	% Minority	% Female
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female			

Full-Time Employees

Executive, Administrative & Managerial	0	0	1	0	1	1	0	0	1	3	10	17	2	15	23	20.6%	60.5%
Faculty (Instruction/Research/Public Service)	0	0	0	1	1	1	1	1	4	0	62	43	3	71	47	7.9%	39.8%
Other Professionals (Support/Service)	0	0	0	0	0	1	0	0	1	1	4	9	0	5	11	18.8%	68.8%
Technical and Paraprofessional	0	0	0	0	0	0	0	0	0	2	7	13	1	8	16	9.1%	66.7%
Clerical and Secretarial	0	0	1	1	0	1	0	1	2	7	4	53	0	7	69	18.6%	90.8%
Skilled Crafts	0	0	0	0	0	0	0	0	0	0	1	0	0	1	0	0.0%	0.0%
Service/Maintenance	0	0	1	0	2	2	0	0	4	0	19	6	0	26	9	26.5%	25.7%
Total Full-Time Employees	0	0	3	2	4	6	1	2	12	13	107	141	6	133	175	14.8%	56.8%

Part-Time Employees

Executive, Administrative & Managerial	0	0	0	0	1	0	0	0	0	0	0	0	0	1	0	100.0%	0.0%
Faculty (Instruction/Research/Public Service)	1	0	3	2	2	1	11	3	10	8	137	95	79	243	118	14.7%	32.7%
Instruction/Research Assistants	0	0	0	1	0	0	0	0	0	0	11	4	15	27	5	11.8%	15.6%
Other Professionals (Support/Service)	0	1	0	0	0	1	0	0	0	1	2	7	2	4	10	18.2%	71.4%
Technical and Paraprofessional	0	1	0	0	0	0	0	0	0	0	1	1	0	1	2	0.0%	66.7%
Clerical and Secretarial	0	0	0	0	0	2	0	0	0	0	3	4	1	4	9	22.2%	69.2%
Skilled Crafts	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.0%	0.0%
Service/Maintenance	0	0	0	0	0	0	0	0	0	0	0	3	0	3	0	0.0%	100.0%
Total Part-Time Employees	1	2	3	3	3	4	12	3	10	9	154	114	97	280	147	14.9%	34.4%

Total All Employees

	1	2	6	5	7	10	13	5	22	22	261	255	103	413	322	14.9%	43.8%
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Note: Calculation of percentages exclude non-resident alien and race/ethnicity unknown from the denominator

WNC - Fall 2007
Source: IPEDS Fall Staff Survey

	Nonresident Alien		Black Non-Hispanic		American Indian or Alaskan Native		Asian or Pacific Islander		Hispanic		White Non-Hispanic		Race/ethnicity unknown		Total	% Minority	% Female
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female			

	Nonresident Alien		Black Non-Hispanic		American Indian or Alaskan Native		Asian or Pacific Islander		Hispanic		White Non-Hispanic		Race/ethnicity unknown		Total	% Minority	% Female
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female			
Full-Time Employees																	
Executive, Administrative & Managerial	0	0	0	0	0	0	0	0	0	0	11	9	0	0	11	4.8%	47.6%
Faculty (Instruction/Research/Public Service)	1	0	0	0	0	0	0	0	2	0	39	33	0	0	42	2.7%	44.0%
Other Professionals (Support/Service)	0	0	0	0	0	0	1	1	3	1	14	18	0	0	18	15.8%	52.6%
Technical and Paraprofessional	0	0	0	0	0	0	1	1	1	0	6	16	0	0	8	12.0%	68.0%
Clerical and Secretarial	0	0	1	0	0	0	0	2	0	3	3	29	0	0	4	17.9%	89.7%
Skilled Crafts	0	0	0	0	1	0	0	0	0	0	1	4	0	0	2	50.0%	0.0%
Service/Maintenance	0	0	0	0	1	0	2	1	3	0	15	4	0	0	21	26.9%	19.2%
Total Full-Time Employees	1	0	1	0	2	1	4	5	9	5	89	109	0	0	106	12.0%	53.1%

	Nonresident Alien		Black Non-Hispanic		American Indian or Alaskan Native		Asian or Pacific Islander		Hispanic		White Non-Hispanic		Race/ethnicity unknown		Total	% Minority	% Female
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female			
Part-Time Employees																	
Executive, Administrative & Managerial	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1	0.0%	100.0%
Faculty (Instruction/Research/Public Service)	0	0	1	0	2	0	2	3	3	12	128	128	3	2	139	8.2%	51.1%
Instruction/Research Assistants	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.0%	0.0%
Other Professionals (Support/Service)	0	0	0	1	0	2	1	3	1	6	45	61	0	1	47	11.7%	61.2%
Technical and Paraprofessional	0	0	0	0	0	0	0	0	0	0	2	1	0	0	2	0.0%	33.3%
Clerical and Secretarial	0	0	0	0	1	0	1	0	0	1	5	0	0	0	1	25.0%	87.5%
Skilled Crafts	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.0%	0.0%
Service/Maintenance	0	0	0	0	0	0	0	0	1	0	2	0	0	0	3	33.3%	0.0%
Total Part-Time Employees	0	0	1	2	2	3	3	6	5	18	178	196	3	3	192	9.7%	54.3%
Total All Employees	1	0	2	2	4	4	7	11	14	23	267	305	3	3	298	10.5%	53.9%

Note: Calculation of percentages exclude non-resident alien and race/ethnicity unknown from the denominator

WNC - Fall 2006
Source: IPEDS Fall Staff Survey

	Nonresident Alien		Black Non-Hispanic		American Indian or Alaskan Native		Asian or Pacific Islander		Hispanic		White Non-Hispanic		Race/ethnicity unknown		Total	% Minority	% Female
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female			

Full-Time Employees

Executive, Administrative & Managerial	0	0	0	0	0	0	0	0	0	0	0	9	0	0	10	5.0%	50.0%
Faculty (Instruction/Research/Public Service)	1	0	0	0	0	0	0	0	2	0	40	36	0	1	43	2.6%	46.3%
Other Professionals (Support/Service)	0	0	0	0	0	0	1	1	3	0	14	20	0	0	18	12.8%	53.8%
Technical and Paraprofessional	0	0	0	0	0	0	0	0	1	0	5	16	0	0	6	8.7%	73.9%
Clerical and Secretarial	0	0	1	0	0	1	0	3	0	6	4	22	0	0	5	29.7%	86.5%
Skilled Crafts	0	0	0	0	1	0	0	0	0	0	1	0	0	0	2	50.0%	0.0%
Service/Maintenance	0	0	0	0	1	0	2	1	2	0	17	4	0	0	22	22.2%	18.5%
Total Full-Time Employees	1	0	1	0	2	1	3	6	8	7	91	107	0	1	106	12.4%	53.5%

Part-Time Employees

Executive, Administrative & Managerial	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0.0%	100.0%
Faculty (Instruction/Research/Public Service)	0	0	2	1	3	0	2	2	4	11	148	126	4	4	163	8.4%	46.9%
Instruction/Research Assistants	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.0%	0.0%
Other Professionals (Support/Service)	0	0	1	1	3	1	3	0	3	11	59	84	0	1	64	13.3%	61.4%
Technical and Paraprofessional	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1	0.0%	0.0%
Clerical and Secretarial	0	0	0	0	1	0	0	0	0	0	2	11	0	0	2	7.1%	85.7%
Skilled Crafts	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.0%	0.0%
Service/Maintenance	0	0	0	0	0	0	0	0	1	0	3	0	0	0	4	25.0%	0.0%
Total Part-Time Employees	0	0	3	3	4	3	2	4	8	22	213	222	4	5	234	10.1%	52.5%

Total All Employees	1	0	4	3	6	4	5	10	16	29	304	329	4	6	340	10.8%	52.8%
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Note: Calculation of percentages exclude non-resident alien and race/ethnicity unknown from the denominator

WNC - Fall 2005
Source: IPEDS Fall Staff Survey

	Nonresident Alien		Black Non-Hispanic		American Indian or Alaskan Native		Asian or Pacific Islander		Hispanic		White Non-Hispanic		Race/ethnicity unknown		Total	% Minority	% Female
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female			

Full-Time Employees

Executive, Administrative & Managerial	0	0	0	0	0	0	0	0	0	0	1	9	13	0	0	9	14	4.3%	60.9%
Faculty (Instruction/Research/Public Service)	1	0	0	0	0	0	0	0	2	0	39	37	0	0	42	37	2.6%	46.8%	
Other Professionals (Support/Service)	0	0	0	0	0	0	1	1	3	0	10	21	0	0	14	22	13.9%	61.1%	
Technical and Paraprofessional	0	0	0	0	0	0	0	0	1	0	5	16	0	0	6	17	8.7%	73.9%	
Clerical and Secretarial	0	0	1	0	0	0	0	0	0	6	3	24	0	0	4	32	25.0%	88.9%	
Skilled Crafts	0	0	0	0	1	0	0	0	0	0	1	0	0	0	2	0	50.0%	0.0%	
Service/Maintenance	0	0	0	0	1	0	2	1	2	0	14	4	0	0	19	5	25.0%	20.8%	
Total Full-Time Employees	1	0	1	0	2	1	3	4	8	7	81	115	0	0	96	127	11.7%	57.0%	

Part-Time Employees

Executive, Administrative & Managerial	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.0%	0.0%
Faculty (Instruction/Research/Public Service)	0	0	2	1	1	0	1	2	3	10	134	123	7	11	148	147	7.2%	49.8%	
Instruction/Research Assistants	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.0%	0.0%	
Other Professionals (Support/Service)	0	0	0	4	1	2	1	2	5	9	59	77	8	1	74	95	15.0%	56.2%	
Technical and Paraprofessional	0	0	0	0	0	0	0	0	0	0	2	0	0	0	2	0	0.0%	0.0%	
Clerical and Secretarial	0	0	0	0	0	0	0	1	1	0	1	9	0	0	2	10	16.7%	83.3%	
Skilled Crafts	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.0%	0.0%	
Service/Maintenance	0	0	0	0	0	0	0	0	0	0	5	0	0	0	5	0	0.0%	0.0%	
Total Part-Time Employees	0	0	2	5	2	2	2	5	9	19	201	209	15	12	231	252	10.1%	52.2%	
Total All Employees	1	0	3	5	4	3	5	9	17	26	282	324	15	12	327	379	10.6%	53.7%	

Note: Calculation of percentages exclude non-resident alien and race/ethnicity unknown from the denominator

	Nonresident Alien		Black Non-Hispanic		American Indian or Alaskan Native		Asian or Pacific Islander		Hispanic		White Non-Hispanic		Race/ethnicity unknown		Total	% Minority	% Female
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female			

Full-Time Employees

Executive, Administrative & Managerial	0	0	0	0	0	0	0	0	2	0	4	5	0	0	6	18.2%	45.5%
Faculty (Instruction/Research/Public Service)	1	0	0	0	0	0	0	0	2	0	45	38	0	0	48	2.4%	44.2%
Other Professionals (Support/Service)	0	0	0	0	0	0	0	0	0	0	6	4	0	0	6	9.1%	45.5%
Technical and Paraprofessional	0	0	1	0	0	0	1	0	0	1	3	14	0	0	5	15.0%	75.0%
Clerical and Secretarial	0	0	0	0	0	0	0	0	0	2	2	44	0	0	2	14.8%	96.3%
Skilled Crafts	0	0	0	0	0	0	0	0	0	0	1	0	0	0	2	50.0%	0.0%
Service/Maintenance	0	0	0	0	0	0	0	0	2	0	10	9	0	0	13	13.6%	40.9%
Total Full-Time Employees	1	0	1	0	1	5	2	2	6	3	71	114	0	0	82	9.8%	60.2%

Part-Time Employees

Executive, Administrative & Managerial	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.0%	0.0%
Faculty (Instruction/Research/Public Service)	0	0	1	0	0	3	0	0	8	8	128	126	5	4	142	7.3%	49.8%
Instruction/Research Assistants	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.0%	0.0%
Other Professionals (Support/Service)	0	0	4	0	1	4	1	4	4	10	40	76	2	5	52	19.4%	65.6%
Technical and Paraprofessional	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.0%	0.0%
Clerical and Secretarial	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.0%	0.0%
Skilled Crafts	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.0%	0.0%
Service/Maintenance	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.0%	0.0%
Total Part-Time Employees	0	0	5	0	1	7	1	4	12	18	168	202	7	9	194	11.5%	55.3%

Note: Calculation of percentages exclude non-resident alien and race/ethnicity unknown from the denominator

Total All Employees	1	0	6	0	2	12	3	6	18	21	239	316	7	9	276	10.9%	56.9%
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DRI - Fall 2007
Source: IPEDS Fall Staff Survey

	Nonresident Alien		Black Non-Hispanic		American Indian or Alaskan Native		Asian or Pacific Islander		Hispanic		White Non-Hispanic		Race/ethnicity unknown		Total	% Minority	% Female
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female			

Full-Time Employees

Executive, Administrative & Managerial Faculty (Instruction/Research/Public Service)	0	0	1	0	1	0	0	0	0	0	14	10	0	0	16	7.7%	38.5%
Other Professionals (Support/Service)	0	0	0	0	1	0	0	11	5	1	112	30	0	0	125	11.3%	21.9%
Technical and Paraprofessional	0	0	0	0	1	0	0	0	0	1	2	11	0	0	4	13.3%	73.3%
Clerical and Secretarial	0	0	0	1	0	2	0	0	2	0	23	36	0	0	23	9.2%	64.6%
Skilled Crafts	0	0	1	0	0	0	0	0	0	0	7	0	0	0	7	50.0%	100.0%
Service/Maintenance	0	0	3	0	0	0	0	0	1	0	4	1	0	0	9	22.2%	0.0%
Total Full-Time Employees	0	0	5	2	3	2	11	7	5	1	162	89	0	0	186	12.5%	35.2%

Part-Time Employees

Executive, Administrative & Managerial Faculty (Instruction/Research/Public Service)	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1	0.0%	0.0%
Instruction/Research Assistants	0	0	2	0	0	0	9	3	3	0	26	12	0	0	40	0.0%	0.0%
Other Professionals (Support/Service)	0	0	0	0	1	0	0	0	0	0	6	1	0	0	7	0.0%	0.0%
Technical and Paraprofessional	0	0	0	3	0	0	2	0	4	2	34	31	0	0	40	0.0%	0.0%
Clerical and Secretarial	0	0	0	0	0	0	0	1	0	3	0	4	0	0	8	0.0%	0.0%
Skilled Crafts	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1	0.0%	0.0%
Service/Maintenance	0	0	0	0	0	0	0	0	0	0	4	0	0	0	4	0.0%	0.0%
Total Part-Time Employees	0	0	3	4	1	0	14	5	8	5	98	56	0	0	124	0.0%	0.0%

Total All Employees	0	0	8	6	4	2	25	12	13	6	260	145	0	0	310	15.8%	35.6%
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Note: Calculation of percentages exclude non-resident alien and race/ethnicity unknown from the denominator

DRI - Fall 2006
Source: IPEDS Fall Staff Survey

	Nonresident Alien		Black Non-Hispanic		American Indian or Alaskan Native		Asian or Pacific Islander		Hispanic		White Non-Hispanic		Race/ethnicity unknown		Total	% Minority	% Female
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female			

Full-Time Employees

Executive, Administrative & Managerial Faculty (Instruction/Research/Public Service)	0	0	0	0	0	0	0	0	0	0	9	6	0	0	10	6.3%	37.5%
Other Professionals (Support/Service)	13	2	0	0	1	1	6	2	0	0	84	18	0	0	104	8.9%	18.1%
Technical and Paraprofessional	0	0	0	0	0	0	1	0	1	1	11	21	1	0	14	8.6%	61.1%
Clerical and Secretarial	0	0	0	0	1	0	0	0	0	2	19	27	0	0	19	9.8%	62.7%
Skilled Crafts	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	40.0%	100.0%
Service/Maintenance	0	0	1	0	0	0	0	0	2	0	5	0	0	0	8	37.5%	0.0%
Total Full-Time Employees	13	2	3	1	1	3	8	5	5	4	131	78	1	0	162	57.1%	36.5%

Part-Time Employees

Executive, Administrative & Managerial Faculty (Instruction/Research/Public Service)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.0%	0.0%
Instruction/Research Assistants	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.0%	0.0%
Other Professionals (Support/Service)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.0%	0.0%
Technical and Paraprofessional	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.0%	0.0%
Clerical and Secretarial	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.0%	0.0%
Skilled Crafts	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.0%	0.0%
Service/Maintenance	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.0%	0.0%
Total Part-Time Employees	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.0%	0.0%

Total All Employees	13	2	3	1	1	3	8	5	5	4	131	78	1	0	162	12.6%	36.5%
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Note: Calculation of percentages exclude non-resident alien and race/ethnicity unknown from the denominator

DRI - Fall 2005
Source: IPEDS Fall Staff Survey

	Nonresident Alien		Black Non-Hispanic		American Indian or Alaskan Native		Asian or Pacific Islander		Hispanic		White Non-Hispanic		Race/ethnicity unknown		Total	% Minority	% Female
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female			

Full-Time Employees

Executive, Administrative & Managerial Faculty (Instruction/Research/Public Service)	0	0	0	0	0	0	1	0	0	0	14	6	0	0	15	4.8%	28.6%
Other Professionals (Support/Service)	4	2	0	0	2	1	11	2	0	0	86	16	0	0	103	12.8%	16.3%
Technical and Paraprofessional Clerical and Secretarial	0	0	0	0	1	0	2	0	1	1	11	20	1	0	16	13.9%	56.8%
Skilled Crafts Service/Maintenance	0	0	0	1	0	1	0	0	2	0	22	28	0	0	22	10.7%	60.7%
Total Full-Time Employees	4	2	3	2	3	2	14	4	2	3	143	80	2	0	171	20.0%	9.1%

Part-Time Employees

Executive, Administrative & Managerial Faculty (Instruction/Research/Public Service)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.0%	0.0%
Instruction/Research Assistants	3	0	0	0	0	0	4	3	0	0	17	7	0	0	24	22.6%	29.4%
Other Professionals (Support/Service)	10	3	1	0	1	0	0	1	2	0	15	9	0	0	29	17.2%	31.0%
Technical and Paraprofessional Clerical and Secretarial	0	0	0	0	0	0	0	0	0	0	36	9	2	0	38	100.0%	0.0%
Skilled Crafts Service/Maintenance	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.0%	100.0%
Total Part-Time Employees	13	3	3	0	1	1	4	4	3	0	69	27	2	0	95	66.7%	0.0%

Total All Employees	17	5	6	2	4	3	18	8	5	3	212	107	4	0	266	13.3%	32.5%
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Note: Calculation of percentages exclude non-resident alien and race/ethnicity unknown from the denominator

DRI - Fall 1997
 Source: IPEDS Fall Staff Survey

	Nonresident Alien		Black Non-Hispanic		American Indian or Alaskan Native		Asian or Pacific Islander		Hispanic		White Non-Hispanic		Race/ethnicity unknown		Total	% Minority	% Female
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female			

Full-Time Employees

Executive, Administrative & Managerial Faculty (Instruction/Research/Public Service)	0	0	0	0	1	0	0	0	0	0	8	5	0	0	11	18.8%	31.3%
Other Professionals (Support/Service)	3	1	0	0	1	0	0	0	1	1	77	9	1	0	89	9.5%	11.0%
Technical and Paraprofessional Clerical and Secretarial	0	0	0	0	1	0	1	1	0	1	7	13	0	0	9	9.1%	59.1%
Skilled Crafts Service/Maintenance	0	0	0	0	0	0	0	0	0	0	15	14	0	0	17	12.1%	48.5%
Total Full-Time Employees	3	1	3	2	3	2	10	1	3	0	112	57	1	0	135	42.9%	50.0%
																12.4%	31.8%

Part-Time Employees

Executive, Administrative & Managerial Faculty (Instruction/Research/Public Service)	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1	0.0%	0.0%
Instruction/Research Assistants	0	0	0	0	0	0	0	0	0	0	6	5	0	0	6	0.0%	54.5%
Other Professionals (Support/Service)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.0%	0.0%
Technical and Paraprofessional Clerical and Secretarial	0	0	0	0	0	0	0	0	0	0	23	8	0	0	23	20.0%	40.0%
Skilled Crafts Service/Maintenance	0	0	0	0	0	0	0	0	0	0	1	5	0	0	1	3.1%	75.0%
Total Part-Time Employees	0	0	0	0	0	0	0	0	0	0	32	21	0	0	32	0.0%	0.0%
																3.6%	61.8%

Total All Employees	3	1	3	3	3	3	10	1	3	0	144	78	1	0	167	10.5%	34.0%
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Note: Calculation of percentages exclude non-resident alien and race/ethnicity unknown from the denominator

SYSTEM ADMINISTRATION - Fall 2007
 Source: IPEDS Fall Staff Survey

	Nonresident Alien		Black Non-Hispanic		American Indian or Alaskan Native		Asian or Pacific Islander		Hispanic		White Non-Hispanic		Race/ethnicity unknown		Total	% Minority	% Female
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female			

Full-Time Employees

Executive, Administrative & Managerial Faculty (Instruction/Research/Public Service)	0	0	1	0	0	0	0	0	0	2	0	15	20	1	19	7.9%	51.3%
Other Professionals (Support/Service)	0	0	2	4	1	0	6	2	1	5	56	35	35	1	66	18.8%	41.6%
Technical and Paraprofessional	0	0	3	0	0	0	3	0	1	0	11	1	1	0	18	36.8%	5.3%
Clerical and Secretarial	0	0	0	4	0	0	0	3	1	1	4	18	0	0	5	29.0%	83.9%
Skilled Crafts	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.0%	0.0%
Service/Maintenance	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.0%	0.0%
Total Full-Time Employees	0	0	6	8	1	0	9	5	5	6	86	74	1	108	20.0%	46.5%	

Part-Time Employees

Executive, Administrative & Managerial Faculty (Instruction/Research/Public Service)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.0%	0.0%
Instruction/Research Assistants	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.0%	0.0%
Other Professionals (Support/Service)	0	0	0	0	0	0	0	1	0	0	3	7	0	0	3	9.1%	72.7%
Technical and Paraprofessional	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1	0.0%	0.0%
Clerical and Secretarial	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.0%	0.0%
Skilled Crafts	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.0%	0.0%
Service/Maintenance	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.0%	0.0%
Total Part-Time Employees	0	0	0	0	0	0	1	1	0	0	3	8	0	3	9	8.3%	75.0%

Total All Employees	0	0	6	8	1	0	9	6	5	6	89	82	1	111	19.3%	48.1%
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Note: Calculation of percentages exclude non-resident alien and race/ethnicity unknown from the denominator

SYSTEM ADMINISTRATION - Fall 2006
 Source: IPEDS Fall Staff Survey

	Nonresident Alien		Black Non-Hispanic		American Indian or Alaskan Native		Asian or Pacific Islander		Hispanic		White Non-Hispanic		Race/ethnicity unknown		Total	% Minority	% Female
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female			

Full-Time Employees

Executive, Administrative & Managerial Faculty (Instruction/Research/Public Service)	0	0	1	0	0	0	0	0	0	1	12	17	0	0	14	9.4%	56.3%
Other Professionals (Support/Service)	0	0	5	4	0	0	2	7	2	5	62	38	1	1	77	20.0%	39.4%
Technical and Paraprofessional	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1	0.0%	100.0%
Clerical and Secretarial	0	0	0	4	0	0	1	0	1	3	17	0	0	1	4	23.1%	85.2%
Skilled Crafts	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.0%	0.0%
Service/Maintenance	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.0%	0.0%
Total Full-Time Employees	0	0	6	8	0	0	3	7	4	6	77	73	1	2	95	18.5%	49.2%

Part-Time Employees

Executive, Administrative & Managerial Faculty (Instruction/Research/Public Service)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.0%	0.0%
Instruction/Research Assistants	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.0%	0.0%
Other Professionals (Support/Service)	0	0	0	0	0	0	1	0	0	0	2	5	0	0	2	12.5%	75.0%
Technical and Paraprofessional	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.0%	0.0%
Clerical and Secretarial	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1	0.0%	100.0%
Skilled Crafts	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.0%	0.0%
Service/Maintenance	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.0%	0.0%
Total Part-Time Employees	0	0	0	0	0	0	1	0	0	0	2	6	0	0	2	11.1%	77.8%

Total All Employees	0	0	6	8	0	0	4	7	4	6	79	79	1	2	97	18.1%	50.5%
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Note: Calculation of percentages exclude non-resident alien and race/ethnicity unknown from the denominator

SYSTEM ADMINISTRATION - Fall 2005
 Source: IPEDS Fall Staff Survey

	Nonresident Alien		Black Non-Hispanic		American Indian or Alaskan Native		Asian or Pacific Islander		Hispanic		White Non-Hispanic		Race/ethnicity unknown		Total	% Minority	% Female
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female			

Full-Time Employees

Executive, Administrative & Managerial Faculty (Instruction/Research/Public Service)	0	0	1	1	0	0	0	0	0	1	0	10	13	0	12	11.5%	53.8%
Other Professionals (Support/Service)	0	0	5	5	0	0	7	1	6	1	67	46	0	1	80	18.1%	42.4%
Technical and Paraprofessional	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.0%	0.0%
Clerical and Secretarial	0	0	0	3	0	0	0	1	0	0	2	16	0	0	2	18.2%	90.9%
Skilled Crafts	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.0%	0.0%
Service/Maintenance	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.0%	0.0%
Total Full-Time Employees	0	0	6	9	0	0	7	2	6	2	79	75	0	1	94	17.2%	49.7%

Part-Time Employees

Executive, Administrative & Managerial Faculty (Instruction/Research/Public Service)	0	0	0	0	0	0	0	0	0	1	0	0	0	0	1	100.0%	0.0%
Instruction/Research Assistants	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.0%	0.0%
Other Professionals (Support/Service)	0	0	0	1	0	0	0	1	0	0	4	2	1	1	5	25.0%	50.0%
Technical and Paraprofessional	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.0%	0.0%
Clerical and Secretarial	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	100.0%	100.0%
Skilled Crafts	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.0%	0.0%
Service/Maintenance	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.0%	0.0%
Total Part-Time Employees	0	0	0	1	0	0	1	1	1	1	4	2	1	1	6	40.0%	50.0%

Total All Employees	0	0	6	10	0	0	7	3	7	3	83	77	1	2	100	18.4%	49.7%
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Note: Calculation of percentages exclude non-resident alien and race/ethnicity unknown from the denominator

SYSTEM ADMINISTRATION - Fall 1997
 Source: IPEDS Fall Staff Survey

	Nonresident Alien		Black Non-Hispanic		American Indian or Alaskan Native		Asian or Pacific Islander		Hispanic		White Non-Hispanic		Race/ethnicity unknown		Total	% Minority	% Female
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female			

Full-Time Employees

Executive, Administrative & Managerial	0	0	1	1	0	0	0	0	0	4	0	0	0	0	0	0	0	11.5%	36.5%
Faculty (Instruction/Research/Public Service)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.0%	0.0%
Other Professionals (Support/Service)	0	1	1	0	0	0	1	1	3	1	7	10	0	0	12	0	0	29.2%	52.0%
Technical and Paraprofessional	0	0	0	3	0	0	1	1	0	0	16	20	1	0	18	0	0	12.2%	85.7%
Clerical and Secretarial	0	0	1	4	0	0	0	0	0	1	3	25	1	0	5	0	0	17.6%	85.7%
Skilled Crafts	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.0%	0.0%
Service/Maintenance	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.0%	0.0%
Total Full-Time Employees	0	1	3	8	0	0	2	2	7	2	54	73	2	0	68	0	0	15.9%	55.8%

Part-Time Employees

Executive, Administrative & Managerial	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.0%	0.0%
Faculty (Instruction/Research/Public Service)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.0%	0.0%
Instruction/Research Assistants	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.0%	0.0%
Other Professionals (Support/Service)	0	0	0	0	0	0	0	0	0	0	0	2	0	0	0	0	0	0.0%	100.0%
Technical and Paraprofessional	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0.0%	100.0%
Clerical and Secretarial	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0.0%	100.0%
Skilled Crafts	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.0%	0.0%
Service/Maintenance	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.0%	0.0%
Total Part-Time Employees	0	0	0	0	0	0	0	0	0	0	0	4	0	0	0	0	0	0.0%	100.0%

Total All Employees	0	1	3	8	0	0	2	2	7	2	54	77	2	0	68	0	0	15.5%	57.0%
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Note: Calculation of percentages exclude non-resident alien and race/ethnicity unknown from the denominator