1. Introduction (200/200-word limit): Describe your unit (campus location, 2018 demographics of students/faculty/staff, departments, etc.) and its general mission. Describe the writing and review process for this report: For example, was your unit’s diversity council included in the writing or review? Was this report reviewed by unit leadership?

Division Departments: A diverse group of non-college units supporting the academic, research and outreach missions of the University (see Appendix A).

2018 Demographics: As Appendix B shows, in 2018 division staff included 1159 employees, with the majority White females over age 40. Over the last five years, the proportion of Whites and Asians have increased both in real numbers and percentages of the total population. For the same timeframe, males have gained in real numbers and percentage as have those between ages 31 - 40 and those 60 and above.

Mission: Academic Affairs units support the academic, research, and outreach missions of the university by providing services to facilitate
   i. recruitment, admission, retention, and success of students,
   ii. scholarship, teaching, and engagement of faculty, and
   iii. support of college/department staff.

Writing/Review Process: Each unit reporting to a member of the Provost’s Academic Leadership Team (ALT) prepares an accountability report that is approved by its unit leader. AACDC¹ draws from these to create a Division level report describing overarching Division wide initiatives overseen by AACDC¹ and highlighting specific department/unit initiatives. This report is reviewed by the ALT, and approved by the Provost. Reports are on the AACDC¹ website.

2. Recruitment (477/500-word limit): As informed by two or more years of assessment data, describe your unit’s goals, measures, and progress on student/faculty/staff recruitment. If goals, measures, or data are not available, describe plans to develop and assess goals for student/faculty/staff recruitment.

As part of the Division’s equity plan, a review of 2013 hiring files determined 43% of NOVs² were open for two weeks or less (suggesting internal candidate preference). Hiring supervisors didn’t regularly identify diversity-focused skills in NOVs² or hiring matrices nor ask about such skills/experience in interview/reference check questions. After interventions with supervisors, a second hiring process review using 2016 data noted improvements and

¹AACDC = Academic Affairs Climate and Diversity Committee
²NOV = Notice of Vacancy
challenges shared with supervisors in summer 2018:

<table>
<thead>
<tr>
<th></th>
<th>Diversity skill/experience included:</th>
<th></th>
<th>% of postings open 2 weeks or &lt;</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Notice of Vacancy</td>
<td>Hiring Matrix</td>
<td>Interview Questions</td>
</tr>
<tr>
<td>2013</td>
<td>35%</td>
<td>44.8%</td>
<td>34.4%</td>
</tr>
<tr>
<td>2016</td>
<td>45%</td>
<td>24%</td>
<td>20%</td>
</tr>
</tbody>
</table>

As a result, the Provost approved 1) centralized screening of future vacancy postings for inclusion of these components and 2) hiring supervisor outreach on these and related issues.

In PPO\(^3\), there were higher percentages on three of the four hiring file components described previously, including 100% for reference check questions and 75% for the hiring matrix.

EEO\(^4\) data compiled for the past six fiscal years (see attached tables) suggest that we are not progressing as much as hoped. Only the proportions of Asians and whites have increased in both real numbers and as percentages of the total population. Black or African American employees are generally steady in real numbers but trending downward as a population percentage. Hispanic numbers are increasing but the percentage is relatively stable. Overall, the percentages of historically underrepresented ethnicities dropped from 33.8% to 32.1%. Better gender balance has occurred, with men increasing from 30.3% of the 2013 population to 33.2% in 2018. In age groups, those between 30 and 39 and those over 60 are growing in percentage, while all other groups are declining. The growth in those over 60 suggests possible retirements that may open new opportunities to recruit and hire a more diverse workforce. AACDC\(^5\) will be looking at new hire trend data in the upcoming cycle.

In OGAPS\(^6\), the race, gender and age show a gradual but consistent trend from 2016 to 2018 toward increased diversity among the staff. For example, all ethnic groups in OGAPS\(^6\) except African American and White increased in overall percentage during this time and the percentage of OGAPS\(^6\) staff who self-report as a member of a historically underrepresented minority group has increased by 10% since 2016.

In the Vice Provost for Academic Affairs unit, there is an anticipated doubling of staff with the creation of the Office for Student Success. A recruitment goal for new hires is to meet or

---

\(^3\)PPO = Public Partnership and Outreach  
\(^4\)EEO = Equal Employment Opportunity  
\(^5\)AACDC = Academic Affairs Climate and Diversity Committee  
\(^6\)OGAPS = Office of Graduate and Professional Studies
exceed 25% underrepresented groups.

In EAS\textsuperscript{7}, efforts to recruit full-time staff from the Texas College Advising Corps (TCAC) (a two-year post bachelor degree position similar to the Peace Corps or Teach for America) continues. The TCAC is comprised of over 50% people from underrepresented groups and provides a strong pool of candidates for on-campus positions. Updated data have been a challenge to obtain with WorkDay.

In the Dean of Faculties, challenges with finding qualified candidates has led to a strategy of hiring graduate students who may later apply for full time positions.

3. **Retention (498/500-word limit):** As informed by two or more years of assessment data, describe your unit’s goals, measures, and progress on student/faculty/staff retention. If data are not available, describe plans to develop and assess goals for student/faculty/staff retention.

After a review of structural processes for promotions noted no structural gaps, but perceived barriers by historically underrepresented staff were higher than all other groups in the 2014 climate survey, AACDC\textsuperscript{8} analyzed EEO\textsuperscript{9} promotion data for fiscal years 2013 – 2016 in a pilot study. Results suggested no inequities in promotion rates in regard to age or gender. However, by percentage of the population, Black or African American staff were underrepresented in promotions for three consecutive fiscal years, from 2012 through 2014 (validating the perceived barriers expressed in the 2014 climate survey). Fortunately, in the next two fiscal years, percentages increased to closer levels of this population. Percentages of promotions for White employees exceeded the percentage of total White employees in every year except 2015. While some offices within the division face challenges in promoting various ethnicities, genders, or age groups owing to their existing staff diversity make-up, another concern was that a number of offices had few or no promotions over the entire five-year review period. As a result of this pilot, Academic Affairs will produce an expanded, periodic “Promotion/Career Ladder Review Report” starting in Fall 2019 for distribution to department heads. The expanded report will try to identify linkages to turnover patterns or to the lack of identifiable career paths as well as identify those who have been in positions 1.5 -2 times longer than needed for a promotion or in the same position for more than 5 years. Other division level initiatives in progress include the development of an exit survey by the Recruitment and Retention Subcommittee to help identify reasons for staff departures and a future analysis of EEO\textsuperscript{9} data on terminating employees to determine demographics of those we are most often losing.

The DOR\textsuperscript{10} unit has been tracking EEO data related to their promotions and reclassifications. In addition, committees focused on employee morale and wellness continue to thrive within the DOR\textsuperscript{10}, one of which was recently recognized for their “Big Idea.”

\textsuperscript{7}EAS = Enrollment and Academic Services
\textsuperscript{8}AACDC = Academic Affairs Climate and Diversity Committee
\textsuperscript{9}EEO = Equal Employment Opportunity
\textsuperscript{10}DOR = Division of Research
The EAS\textsuperscript{11} unit piloted a transparency project after a 2016 survey of all division supervisors requested more information about Texas A&M policies and departmental implementation procedures related to promotions, reclassifications, merit increases, and administrative leave. Depending on the topic, only 16\% - 43\% reported that these processes were consistent, equitable, and transparent. These results were perceived as detrimental to retention efforts. After the EAS\textsuperscript{11} transparency project required departmental processes be written down and shared in FY2017, EAS\textsuperscript{11} supervisors, surveyed in 2018, reported gains of 22 – 40\% in consistency, equity, and transparency related to these policies. While more work may need to be done in EAS\textsuperscript{11}, it is hoped that the results of this pilot, when shared broadly in the division in Spring 2019, will serve as a model for other division units.

Undergraduate Studies has had an 83\% retention rate over the past two years and attributes this to efforts to provide professional development, flex-time, administrative leave, merit increases, wellness releases, and other efforts to enhance work-life balance.

4. Climate (494/500-word limit): As informed by two or more years of assessment data, describe your unit’s goals, measures, and progress on unit/campus climate issues. If data are not available, describe plans to develop and assess climate-related goals.

There were both improvements and continuing challenges in climate survey findings between the 2012 and 2014 surveys. Over 40 recommendations were implemented to address issues expressed, including some required training for all staff. Instead of conducting a repeat climate survey in fall 2017, the Climate Survey Subcommittee recommended examining the perceived impact of required training instituted in 2016. Their report was delivered in fall 2018 and indicated that generally the trainings are perceived as beneficial, particularly related to generational differences. 57\% of respondents strongly agreed or somewhat agreed that the training benefitted them personally, and 43\% felt it was beneficial to colleagues in their unit. By comparison, 59\% who identified as a member of a historically underrepresented group saw value in the training requirement for themselves, and 40\% found it beneficial to colleagues. In comments, 87\% described positive lessons learned, 40\% cited increased awareness, but only 11\% indicated trainings contributed to valuing diversity at the workplace. Report recommendations include better structuring and guidance about the goals of required training. In addition, future training should take into consideration expertise levels on diversity issues, possibly involve intersectionality of identities, and facilitate “what next” conversations. Finally, supervisors should be encouraged to debrief with staff about lessons learned, include future diversity training goals in performance evaluation conversations, and consider including student employees in required diversity training.

AACDC\textsuperscript{12} hosts a biennial division supervisor meeting, implemented as a climate survey

\textsuperscript{11}EAS = Enrollment and Academic Services
\textsuperscript{12}AACDC = Academic Affairs Climate and Diversity Committee
recommendation, which provides training and information supervisors request. Between 50 – 67% of division supervisors have attended each of the three programs offered (2014, 2016, and 2018). Post program surveys show a positive impact, particularly in learning about timely topics (e.g. hiring, recruitment, reward, and other policies; climate survey results; training requirements; coaching techniques; etc.). Furthermore, these programs include networking and small group discussions about topics supervisors choose. Evaluations consistently suggest that over 90% of attendees would recommend these to others and find the information valuable and applicable to their work.

Future division-level strategies to assess climate include exploring impacts of Mini-Grant and Idea Contest awards and Tradition of Excellence Award/departmental award revisions.

While no repeat division climate assessment has taken place since 2014, in order to better assess climate in Undergraduate Studies, leadership in this unit plans to conduct a climate survey or focus group in the upcoming year to understand better climate within the units and departments. Based upon the results of the assessment, recommendations will be made to improve climate, where warranted.

PPO\textsuperscript{13} created a unit level recognition program based on years of service after a PPO\textsuperscript{13} staff committee recommended this as a way to combat division level climate survey findings that staff felt underappreciated. Implemented for the first time in January 2018 by staff for staff, this program was an overwhelming success.

In EAS\textsuperscript{14}, steps have been taken to ensure all departments have similar staff recognition opportunities (service and performance) as well as increased participation of staff in both professional development opportunities and in strategic planning sessions.

5. **Equity (458/500-word limit):** As informed by two or more years of assessment data, describe your unit’s goals, measures, and progress on equity-related goals (e.g., advancement, promotion, development, salaries, graduation rates, etc.) If data are not available, describe plans to develop and assess equity-related goals.

The division equity plan initiated two major reports already described in this document: a hiring process review and a promotion review. Both will be conducted again (hiring process in fall 2020 and promotion review in fall 2019) after refinements, expansions, and/or interventions already described.

\textsuperscript{13}PPO = Public Partnership and Outreach
\textsuperscript{14}EAS = Enrollment and Academic Services
Another major equity project grew out of a climate survey recommendation to improve staff recognition programs. After a review of the TOE\textsuperscript{15}, the division level recognition program, the AACDC\textsuperscript{16} Recognition and Appreciation Subcommittee discovered that the award levels and number of awards were not consistent with those of other division-level award programs on campus. Although open to all staff titles and levels, another finding showed that about 50\% of the winners from the TOE’s\textsuperscript{15} inception in 1997 to 2015 had the title “director”. While 19\% of the 98 awardees were biweekly paid employees, only two biweekly paid employees received TOE\textsuperscript{15} awards after 2005, promulgating a perception that these awards were not “winnable” by support staff. Implemented changes based on these findings included the creation of two awards for support staff only and increases in both the award amounts and the number of awards available. Equity changes for remote staff included implementing livestreaming of the award programs and allowing remote site winners to attend the award program as university business travel. To ensure that this program is achieving its hoped-for equity goals, it will be assessed after the 2019 award cycle. Another recognition/appreciation equity recommendation that will be assessed at the same time is to determine whether the number of units with staff recognition and appreciation programs have increased as compared to findings in 2015.

Some supervisors across the division indicated that they used the System Pay Plan Review to pursue re-titling/job duty/pay changes, many targeting increased equity. In other units, for example PPO\textsuperscript{17}, there was no ability to hire new staff until after 2017, so the last two years have been used to fill vacant positions and re-apportion workloads more equitably across staff members.

In EAS\textsuperscript{18}, the new lower bands in the System Pay Plan have provided an opportunity to adjust salaries within designated career paths to address turnover issues and competitiveness for trained personnel. With the broader lower band, starting salaries are able to be more competitive, but in order to really take advantage of it, salary compression needed to be addressed. Salary adjustments for staff in career ladder positions in these departments has been achieved: Registrar (summer 2018), Admissions processing (September 2018), and Scholarships & Financial Aid (January 2019).

As another example, the Dean of Faculties Office reports continuing to use annual equity reviews of salaries, hiring salary adjustments, and other administrative measures to ensure equity in salary, administrative leave, and professional development opportunities.

\textsuperscript{15}TOE = Tradition of Excellence
\textsuperscript{16}AACDC = Academic Affairs Climate and Diversity Committee
\textsuperscript{17}PPO = Public Partnership and Outreach
\textsuperscript{18}EAS = Enrollment and Academic Services
Reflection (797/800-word limit): This section provides you with an opportunity to outline your 2019 unit presentation for the Council on Climate and Diversity. Related to diversity, accountability, recruitment, retention, climate, and equity:

a) Describe how your unit is “moving the needle” (e.g., changing numbers/composition, awards, recognition, grants, funding, etc.). 183

Progress: recognition efforts, engaging and training supervisors on key issues, improving perceptions of climate, including diversity experience and skills in the hiring process, and providing diversity training for all staff is generally perceived as helpful. However, race percentages have not significantly changed since FY2013. In 2016, reorganizations brought more staff to the Division of Academic Affairs, and virtually all underrepresented race percentages declined. Percentage gains in underrepresented ethnicities since the 2016 influx have been among Hispanics, Asians, and those of Two or More Races, although only the latter two are higher by percentage than in 2013. The division needs to do a better job ensuring a diverse applicant pool, particularly as our data indicate a growing number in the over 60 age range who may opt for retirement. We need to look at new EEO\(^\text{19}\) hire trend data and identify collective strategies to build diverse applicant pools across the division. We can perhaps learn from areas having success. For example, Undergraduate Studies reports filling 15 positions in the last two years with 40% of the new hires being from historically underrepresented groups.

b) What challenges has your unit faced? What plans are in place to address the challenges? 243

- New hire challenges: Low local unemployment rate (2.5%). Difficulties in ascertaining pool diversity prior to interviews: the division’s 2016 hiring process review found 31.2% of applicants did not self-identify gender or race (429 of 1,373 applicants -- FY2016).
  - The provost wants recommendations about advertising some positions outside the local area.
  - By September 2019, all hiring processes will reflect best practices of including diversity skills and experience in NOVs\(^\text{20}\), hiring matrixes, interview questions, and reference checks.
  - Identify scalable strategies used by offices that are successful at attracting diverse pools or hiring diverse candidates. Access to new hire data in WorkDay will dictate our timeline.

\(^{19}\text{EEO} = \text{Equal Employment Opportunity}\)

\(^{20}\text{NOV} = \text{Notice of Vacancy}\)
• In 2016, the majority of supervisors in the division felt that administrative reward and advancement processes were not transparent, equitable, or consistent.
  o Division leadership will expand the successful EAS\textsuperscript{21} transparency project.
• In past accountability presentations, the council has asked about student recruitment, retention, climate, and equity issues overseen or supported by division offices.
  o A separate report related to this will be provided by the division starting December 2018.
• Our training assessment confirms a lack of understanding about AACDC’s\textsuperscript{22} activities, programs and strategic goals as well a need for changes to our training initiatives.
  o AACDC\textsuperscript{22} will focus on rebranding and messaging efforts to establish a consistent identity and means of communication to implement division diversity initiatives and share progress.
  o AACDC\textsuperscript{22} will implement approved recommendations recently made in the Climate Survey assessment of training.

c) What innovative strategies have been implemented in your unit that might be useful to other units? 260
• Both the hiring process and promotion reviews provided division and national awareness of issues that need to be addressed; proposals describing findings for both were selected for presentation at the National Conference on Race and Ethnicity in Higher Education, raising Texas A&M University profile in the national dialogue at the nation’s premiere diversity conference.
• We invest in our people. Mini Grants use diversity plan award funding to allow division staff to pursue diversity training and programming that may not otherwise be possible and which best fits their needs. Targeted supervisor training provides leadership development opportunities. In addition, the Idea Contest encourages innovative staff ideas to improve the workplace. Two winning ideas will be implemented (a chatbot and an online appointment system), are transferable to other offices in Academic Affairs, and will improve services to students. The Idea Contest will become a biennial event.
• Biennial Supervisor meetings provide leadership development and encourage networking, engagement and discussion among division supervisors about shared concerns.

\textsuperscript{21}EAS = Enrollment and Academic Services
\textsuperscript{22}AACDC = Academic Affairs Climate and Diversity Committee
The EAS\textsuperscript{23} pilot to make promotion, merit, reclassification, and administrative leave procedures transparent in each of their departments has the potential to improve climate when implemented more broadly.

In the past five years, we have involved over 250 staff members in subcommittees and teams focused on climate and diversity efforts. This provides leadership opportunities and it fosters ground level investment in the value of climate and diversity efforts.

Required baseline diversity training for all FTE\textsuperscript{24} staff in the division, including new hires, facilitates staff awareness of our commitment to diversity as well as encourages minimum standards of diversity knowledge.

d) Describe how funding from the Diversity Plan awards has been used (or will be used) to support and advance your unit’s recruitment, retention, climate, and/or equity goals.

<table>
<thead>
<tr>
<th>Year Awarded Funds</th>
<th>Diversity Award Amount</th>
<th>Mini-Grants Awarded</th>
<th>Tradition of Excellence Awards</th>
<th>Idea Contest Projects &amp; Winner Awards</th>
<th>Staff Development Programs and Conference Support</th>
<th>Other: one time merit or expert pay and administrative costs</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014</td>
<td>80,000</td>
<td>25,000</td>
<td>4,806</td>
<td>3,435</td>
<td>10,881</td>
<td></td>
</tr>
<tr>
<td>2015</td>
<td>45,000</td>
<td>20,900</td>
<td>21,334</td>
<td>32,794</td>
<td>2,834</td>
<td></td>
</tr>
<tr>
<td>2016</td>
<td>74,000</td>
<td>21,263</td>
<td>12,504</td>
<td>27,705</td>
<td>243</td>
<td></td>
</tr>
<tr>
<td>2017</td>
<td>80,000</td>
<td>20,100</td>
<td>7,083</td>
<td>35,700</td>
<td>14,143</td>
<td></td>
</tr>
<tr>
<td>2018</td>
<td>90,000</td>
<td>20,000*</td>
<td>12,000*</td>
<td>500*</td>
<td>52,000*</td>
<td></td>
</tr>
</tbody>
</table>

369,000 107,263 54,727 36,200

Total Expenditures 2014 – 2018: $345,370

*currently budgeted amounts for FY2018-2019

Training increases: 1) staff funding to attend the 2019 NCORE meeting for advanced training not available on campus and 2) more training specialists brought to campus.

\textsuperscript{23}EAS = Enrollment and Academic Services
\textsuperscript{24}FTE = Full Time Equivalent
Appendix A

Offices/Departments in the Division of Academic Affairs

The below offices, departments and divisions report through an Academic Affairs Leadership Team Member to the Provost. Each of the nine units has a representative on the Academic Affairs Climate and Diversity Committee. This committee provides leadership related to moving the division forward in these efforts.

Academic Affairs Business Services
Academic Success Center
ADVANCE Center
Admissions
Aggie Honor System Office
Associate Provost for Undergraduate Studies
VP of Enrollment and Academic Services
Career Center
Center for Teaching Excellence
Commercialization and Corporate Relations
Comparative Medicine Program
Data and Research Services
Dean of Faculties
Enterprise Information Systems
George Bush Presidential Library Foundation Office
Global Program Support
Graduate and Professional Studies
Immigration Services for Faculty and Scholars
Institute for Quantum Science and Engineering
International Student Services
Institutional Effectiveness and Evaluation
Instructional Media Services
Instructional Technology Services
Learning Communities, Academic Excellence, Undergraduate Research, National Fellowships, Capstones, and Honors Programs (LAUNCH)
McAllen Higher Education Center
Microscopy and Imaging Center
Office of External Faculty Recognition
Office of Student Success
Open Access Labs
Professional School Advising
Prospective Student Centers
Private Enterprise Research Center
Provost’s Information and Technology Office
Provost and Executive Vice President
Public Partnership and Outreach
Registrar
Scholarships & Financial Aid
Sponsored Research Services and MAESTRO
Study Abroad Programs
Texas A&M Energy Institute
Texas A&M Institute of Data Science
Texas A&M Institute for Neuroscience
Texas A&M University Institute for Advanced Study
Texas A&M University Technology and Commercialization
Texas Target Communities
Transformational Teaching and Learning Conference
Transition Academic Programs
University Press
University Writing Center
Vice President for Research
Vice Provost
Visitor’s Center
VP and Associate Provost for Diversity

Organized by reporting structure, the previous offices are as follows:

Provost and Executive Vice President
- George Bush Presidential Library Foundation Office
- Institute for Quantum Science and Engineering
- Office of the Provost
- Private Enterprise Research Center
- Texas A&M Institute for Neuroscience
- Vice Provost for Academic Affairs
Vice Provost for Academic Affairs
• Aggie Honor System Office
• Office of Institutional Effectiveness & Evaluation
• Office of the Associate Provost
• Office of Student Success

Division of Research
• Comparative Medicine Program
• Microscopy and Imaging Center
• Office of the Vice President for Research
• Sponsored Research Services & MAESTRO
• Texas A&M Energy Institute
• Texas A&M University Institute for Advanced Study
• Texas A&M University Technology and Commercialization
• Texas A&M Institute of Data Science

Vice President and Associate Provost for Diversity
• Office of the Vice President and Associate Provost

Associate Provost for Graduate Studies
• Office of Graduate Studies (includes the Thesis Office)

Associate Vice President for External Affairs
• Public Partnership and Outreach
• Office of the Associate Vice President for External Affairs
• Texas Target Communities

Associate Provost for Undergraduate Studies
• Academic Success Center
• LAUNCH
• McAllen Higher Education Center
• Office of the Associate Provost for Undergraduate Studies
• Public Policy Internship Programs
• Study Abroad Programs Office
• Transition Academic Programs
• University Writing Center

Dean of Faculties and Associate Provost
• ADVANCE Center
• Academy for the Visual and Performing Arts
• Callaloo

• Center for Teaching Excellence
• Faculty Senate Office
• Immigration Services for Faculty and Scholars
• Instructional Technology Services
• Office of External Faculty Recognition
• Office of the Dean of Faculties
• Transformational Teaching and Learning Conference

Vice President for Enrollment and Academic Services
• Academic Affairs Business Services
• Admissions
  - International Student Services
  - Prospective Student Centers
• Career Center
  - Professional School Advising
• Enterprise Information Systems
• Office of the Associate Vice President for Academic Services
• Provost's IT Office
  - Data and Research Services
  - Instructional Media Services
  - Open Access Labs
• Registrar
• Scholarships & Financial Aid
• Visitor’s Center
Appendix B: Academic Affairs Division FTE Race, Age, and Gender Trends: 2013-2018

Note: In the below table, the first number is the headcount. The second number is the percentage of the total population. Large growth of staff in 2016 is owing to new offices being reported in the Academic Affairs diversity report for the first time.

<table>
<thead>
<tr>
<th></th>
<th>American Indian or Alaska Native</th>
<th>Asian</th>
<th>Black or African American</th>
<th>Hawaiian or Other Pacific Islander</th>
<th>Hispanic or Latino</th>
<th>Two or More Races</th>
<th>Unspecified</th>
<th>White</th>
<th>Grand Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>4 / 0.5%</td>
<td>39 / 4.9%</td>
<td>75 / 9%</td>
<td>0</td>
<td>135 / 17%</td>
<td>4 / 0.5%</td>
<td>11</td>
<td>524 / 66.1%</td>
<td>792</td>
</tr>
<tr>
<td>2014</td>
<td>4</td>
<td>43</td>
<td>81</td>
<td>0</td>
<td>147</td>
<td>3</td>
<td>11</td>
<td>545</td>
<td>834</td>
</tr>
<tr>
<td>2015</td>
<td>4</td>
<td>46 / 5.3%</td>
<td>76 / 8.8%</td>
<td>0</td>
<td>143 / 16.6%</td>
<td>5 / 0.5%</td>
<td>14</td>
<td>573 / 66.5%</td>
<td>861</td>
</tr>
<tr>
<td>2016</td>
<td>3</td>
<td>58 / 5.2%</td>
<td>82 / 7.4%</td>
<td>1</td>
<td>163 / 14.7%</td>
<td>10 / 0.9%</td>
<td>15</td>
<td>772 / 69.9%</td>
<td>1104</td>
</tr>
<tr>
<td>2017</td>
<td>3</td>
<td>73</td>
<td>85</td>
<td>1</td>
<td>167</td>
<td>16</td>
<td>15</td>
<td>768</td>
<td>1128</td>
</tr>
<tr>
<td>2018</td>
<td>3 / 0.2%</td>
<td>77 / 6.6%</td>
<td>82 / 7%</td>
<td>0</td>
<td>185 / 15.9%</td>
<td>15 / 1.2%</td>
<td>11</td>
<td>786 / 67.8%</td>
<td>1159</td>
</tr>
</tbody>
</table>
Note: In the below table, the first number is the headcount. The second number is the percentage of the total population.

<table>
<thead>
<tr>
<th></th>
<th>&lt; 30</th>
<th>&lt; 40</th>
<th>&lt; 50</th>
<th>&lt; 60</th>
<th>60+</th>
<th>Grand Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>173 / 21.8%</td>
<td>177 / 22.3%</td>
<td>196 / 24.7%</td>
<td>168 / 21.21%</td>
<td>78 / 9.8%</td>
<td>792</td>
</tr>
<tr>
<td>2014</td>
<td>184</td>
<td>185</td>
<td>209</td>
<td>169</td>
<td>87</td>
<td>834</td>
</tr>
<tr>
<td>2015</td>
<td>176</td>
<td>200</td>
<td>202</td>
<td>180</td>
<td>103</td>
<td>861</td>
</tr>
<tr>
<td>2016</td>
<td>211</td>
<td>259</td>
<td>259</td>
<td>242</td>
<td>133</td>
<td>1104</td>
</tr>
<tr>
<td>2017</td>
<td>230</td>
<td>263</td>
<td>243</td>
<td>244</td>
<td>148</td>
<td>1128</td>
</tr>
<tr>
<td>2018</td>
<td>241 / 20.7%</td>
<td>282 / 24.3%</td>
<td>258 / 22.2%</td>
<td>230 / 19.8%</td>
<td>148 / 12.7%</td>
<td>1159</td>
</tr>
</tbody>
</table>
Note: In the below table, the first number is the headcount. The second number is the percentage of the total population.

<table>
<thead>
<tr>
<th></th>
<th>Female</th>
<th>Male</th>
<th>Grand Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>552 / 69.6%</td>
<td>240 / 30.3%</td>
<td>792</td>
</tr>
<tr>
<td>2014</td>
<td>582</td>
<td>252</td>
<td>834</td>
</tr>
<tr>
<td>2015</td>
<td>586</td>
<td>275</td>
<td>861</td>
</tr>
<tr>
<td>2016</td>
<td>768</td>
<td>336</td>
<td>1104</td>
</tr>
<tr>
<td>2017</td>
<td>762</td>
<td>366</td>
<td>1128</td>
</tr>
<tr>
<td>2018</td>
<td>774 / 66.7%</td>
<td>385 / 33.2%</td>
<td>1159</td>
</tr>
</tbody>
</table>