

## **Introduction**

Central Connecticut State University (CCSU) is committed to both the letter and the spirit of the laws that encompass Equal Employment Opportunity and Affirmative Action.

To achieve all lawful objectives, the University has developed the annual 2012-2013 Affirmative Action Plan, pursuant to section 46a-68 of the Connecticut General Statutes and the corresponding Affirmative Action Regulations for State Agencies. The Plan follows the format set forth in the regulations and addresses each element therein.

With a deeply rooted belief in the principles of Affirmative Action and Equal Employment Opportunity, Central Connecticut State University continually strives to provide all employees, current and prospective, every entitlement and possible benefit regarding their employment. Likewise, Central Connecticut State University continually strives to ensure that every student is afforded the highest standard of educational opportunity.

**Response to the  
Commission on Human Rights and Opportunities Critique**

Pursuant to Section 46a-68-66 of the Regulations of Connecticut State Agencies, Central Connecticut State University (CCSU) accepts the Commission on Human Rights and Opportunities' (CHRO) recommendations as voted on at its September, 2012 meeting and officially dated on September 27, 2012, regarding the University's June 30, 2012 Affirmative Action Plan.

This response addresses all proposals/recommendations made by the Commission.

SECTION 46a-68-33. Policy Statement

PRESENT SUBMISSION:

This section was in compliance.

PROPOSALS/RECOMMENDATIONS:

The list of protected classes needs to be updated to include gender identity or expression and transgender status (under sex) and mental retardation is now intellectual disability. These updates must be made immediately to the policy statement.

UNIVERSITY RESPONSE:

The policy statement was updated to include the above cited protected classes.

SECTION 46a-68-34. Internal Communication

PRESENT SUBMISSION:

This section is weak.

PROPOSALS/RECOMMENDATIONS:

This section does not indicate if there were any employee comments regarding the affirmative action plan. This requirement must be addressed at every filing.

UNIVERSITY RESPONSE:

A statement was added regarding the employee comments and it will be included in the next filing.

A copy of the e-mail to all of the employees that distributed the policy statement and summary of the objectives of the plan should be included in the plan at every filing. Also, it must be assured that every employee has his or her own e-mail. If not, the policy statement should be distributed with the payroll.

UNIVERSITY RESPONSE:

Summary of objectives and policy statement will be distributed via email and via campus mail to those employees without a university email account.

By the Commission on Human Rights and Opportunities definitions “good faith effort” does not mean hiring individuals that do not meet goals.

**UNIVERSITY RESPONSE:**

The wording used to describe the university commitment to diversifying its workforce will be changed in future filings.

The “supportive material” regarding sexual harassment and diversity training have not been included in the plan.

**UNIVERSITY RESPONSE:**

This supportive document was omitted and it will be included in future filings.

Review Section 46a-68-34 of the affirmative action Regulations. The focus of this section must be on the requirements of the affirmative action Regulations. Programs such as “Understanding Your Sugar Cravings” may be useful and interesting but they are not affirmative action related topics.

**UNIVERSITY RESPONSE:**

Only programs that are related to Affirmative Action topics will be included.

**SECTION 46a-68-36. Assignment of Responsibility**

**PRESENT SUBMISSION:**

This section is in compliance.

**PROPOSALS/RECOMMENDATIONS:**

The plan must contain some evidence that the required meetings to acquaint employees with their responsibilities under the plan did occur during the reporting period.

**UNIVERSITY RESPONSE:**

**SECTION 46a-58-39. Availability Analysis**

**Present Submission:**

This section is weak.

**PROPOSALS/RECOMMENDATIONS:**

As was stated in the two prior review and analysis reports, statewide data must be used for the Professor, Associate Professor and Assistant Professor analyses. The labor market area for these job titles are identified as being statewide and national so it is not clear why Hartford County data were utilized.

**UNIVERSITY RESPONSE:**

The state data will be used. See updated spreadsheets.

The final availability factor should be the actual sum of the weighted factors. Many of the sums are off a tenth of a percent. All percentages must be reviewed for accuracy.

UNIVERSITY RESPONSE:

Percentages will be reviewed for accuracy.

These analyses must be corrected and submitted to the Commission on Human Rights and Opportunities within thirty (30) days of the receipt of this review and analysis report.

Seek technical assistance on this section.

UNIVERSITY RESPONSE:

Technical assistance was provided on Friday, October 19, 2012. Updated analyses were provided.

SECTION 46a-68-40. Utilization Analysis

PRESENT SUBMISSION:

This section is weak.

PROPOSALS/RECOMMENDATIONS:

The prior deficient section affects this section. The affected analyses must be corrected pursuant to the Commission on Human Rights and Opportunities within thirty (30) days of the receipt of this review and analysis report.

UNIVERSITY RESPONSE:

The form was corrected to show the new availability data. See attached spreadsheets affected.

SECTION 46a-68-41. Hiring/Promotion Goals and Timetables

PRESENT SUBMISSION:

This section is weak.

PROPOSALS/RECOMMENDATIONS:

The deficient availability analysis affects this section. The affected analyses must be corrected pursuant to the corrected availability and utilization analyses and submitted to the Commission on Human Rights and Opportunities within thirty (30) days of the receipt of this review and analysis report.

UNIVERSITY RESPONSE:

The spreadsheets were corrected with new availability data. These changes did not require a change to the goals.

The previous goals' "grand totals" on the forms 40A1 are incorrect for some of the analyses. For example, the grand total for the short-term goals in the Protective Service Occupational category is five (5) even though the total of the race/sex cells is four (4).

UNIVERSITY RESPONSE:

The grand totals were corrected.

The upward mobility goals are to be included on the "Total" line pursuant to the affirmative action Regulations.

UNIVERSITY RESPONSE:

In the protective services category the Black male promotion was added to the total line.

SECTION 46a-68-45. Upward Mobility

PRESENT SUBMISSION:

This section is in compliance.

PROPOSALS/RECOMMENDATIONS:

Not all promotions are upward mobility promotions pursuant to the affirmative action Regulations. The upward mobility goals (and subsequent promotions) are to be a part of a planned program of upward mobility. The plan should explain why these promotions are upward mobility promotions as opposed to "regular" promotions. The Black Male promotion from Police Officer to Detective was also in the last filing's affirmative action plan. It is not clear if this is the same promotion or a new promotion.

Review the affirmative action Regulations and the Upward Mobility Guidelines and seek technical assistance from the Commission on Human Rights and Opportunities.

UNIVERSITY RESPONSE:

Technical assistance was provided on October 19, 2012 by Ms. Neva Vigezzi and details were provided to the university regarding the regulations on upward mobility.

SECTION 46a-68-48. Goal Analysis

PRESENT SUBMISSION

This section is weak.

PROPOSALS/RECOMMENDATIONS:

When candidates are interviewed every attempt should be made to identify the candidates race/national origin and gender. For example, on page 13, the non-selected unknown /unknown may or may not have been a goal candidate. Nevertheless, the analysis of this candidate does not explain why he/she was not selected for the position.

In future filings, the analysis should explain why some positions (ex. page 16) are limited to internal postings.

Possibly subjective adjectives such as "average" vs. "below average" vs. "above average" and "limited" must be avoided. (ex. pages 27-28). Specific criteria must be used to explain why a goal candidate was not hired/promoted in favor of a non-goal candidate was not hired/promoted in favor of a non-goal candidate.

Seek technical assistance from the Commission on Human Rights and Opportunities.

UNIVERSITY RESPONSE:

In current and future plans, all goal candidates will be addressed in a detailed, searching and complete manner. The “Unknown” applicants will be regarded as possible goal candidates in all stages of the employment process. Special attention will be given to the adjectives used to describe the reasons candidates are not selected.

Technical assistance was provided by CHRO on October 19, 2012. Additional technical assistance was requested for this section and Ms. Vigezzi agreed to provide it.

### **Policy: Section III 46A-68-33**

Central Connecticut State University's policies listed below are posted on the Office of Diversity and Equity web page at <http://www.ccsu.edu/AffAction/> and in the Campus Telephone Directory. During this reporting period, the Affirmative Action/ Equal Employment Opportunity Policy Statement, the Sexual Harassment Policy, and the Nondiscrimination in Employment and Education, Sexual Misconduct, and Sexual Harassment policies are available on the university web site or were distributed via e-mail to all employees who are on the network, which is approximately 90% of the workforce. Hard copies were distributed to the remainder of the workforce who do not have access to e-mail.

1. Affirmative Action/Equal Employment Opportunity
2. Nondiscrimination in Employment and Education
3. Sexual Harassment Policy
4. Sexual Misconduct Policy
5. Policy Regarding Persons with Disabilities
6. Grievance Procedure (See **Section XVI-Grievance Procedure**)



## Affirmative Action/Equal Employment Opportunity Policy Statement

It is the intellectual and moral responsibility, but more importantly, the policy of the leadership of Central Connecticut State University to advance social justice and equity by exercising affirmative action to remove all discriminatory barriers to equal employment opportunity and upward mobility. Accordingly, the University, through this plan of affirmative action, will, with conviction and effort, undertake positively to overcome the present effects of past practices, policies or barriers to equal employment opportunity and to achieve the full and fair participation of women, African-Americans, Hispanics, and any other protected groups found to be underutilized in the workforce or adversely affected by system policies or practices.

Thus, Central Connecticut State University will consistently review its personnel policies and procedures to ensure that barriers that unnecessarily exclude protected classes and practices that have an illegal discriminatory impact are identified and eliminated. The University will explore alternative approaches if any personnel practice is found to have a negative impact on protected classes and establish procedures for any extra efforts that may be necessary to achieve labor market parity.

Equal opportunity is employment of individuals without consideration of: age; ancestry, color; gender identity and expression; intellectual disability; learning disability; mental disorder; physical disability; marital status, national origin; race; religious creed; sex, including pregnancy, transgender status, sexual harassment and sexual assault; sexual orientation; criminal record and genetic information unless the provisions of Sections 46a-60 (b) or 46a-81 (b) of the Connecticut General Statutes are controlling or there is a bona fide occupational qualification excluding persons in one of the above protected groups. Equal employment opportunity is the purpose and goal of affirmative action under Sections 46a-68-31 through 46a-68-74. The University will consistently review all practices and procedures to ensure full compliance with the spirit and letter of Section 46a-68j-21 through 46a-68j-43 of the Administrative Regulations of State Agencies regarding Contract Compliance.

Attached hereto and incorporated herein, are listed federal and state constitutional provisions, laws, regulations, guidelines and executive orders prohibiting or outlawing discrimination and identifying classes of persons protected based on above listed categories.

The role of affirmative action in each step of the employment process with regard to employment applications, job qualifications, job specifications, recruitment practices, personnel policies, job structuring, orientation training, counseling, grievance procedure, evaluation, layoffs and termination is detailed in the following pages and incorporated by reference herein. Clearly affirmative action and equal employment opportunity are immediate and necessary agency objectives for Central Connecticut State University. Additionally, we shall administer all terms, conditions and benefits of employment in an equitable manner. We also recognize the continued under-representation of persons with disabilities and older persons in the work place, and will pursue and implement measures to overcome the present

effects of past discrimination, if any to achieve the full and fair utilization of such persons in the work force.

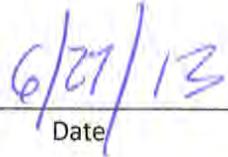
This policy of non-discrimination will not be limited to employment practices but will extend, as well, to services and programs provided by the University.

It is the policy of Central Connecticut State University that unlawful discrimination be prohibited. Consequently, it shall be a violation of University policy for any member of the University community to discriminate against any individual with respect to any terms, conditions, or privileges relating to employment or attendance at the University because of such individual's race, color, religious creed, sex, national origin, age, or any other conditions established by the law.

All executive, administrative, and supervisory personnel are expected to discharge their affirmative action responsibilities, in word and deed, consistent with this agency's objective of establishing and implementing affirmative action and equal employment opportunity.

The Affirmative Action Officer responsible for overseeing affirmative action and equal employment opportunity is Rosa Rodriguez, Chief Diversity Officer, at Central Connecticut State University, Davidson Hall, Room 102, 1615 Stanley Street, New Britain, CT 06050; Telephone Number: 860.832.0178.

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John W. Miller, President Date

# Central Connecticut State University

## Nondiscrimination in Education and Employment Policy

### Policy

Central Connecticut State University (CCSU) is committed to a policy of nondiscrimination in education and employment. No person shall be discriminated against in terms and conditions of employment, personnel practices, or access to or participation in programs, services and activities with regard to: age; ancestry, color; gender identity and expression; intellectual disability; learning disability; mental disorder; physical disability; marital status, national origin; race; religious creed; sex, including pregnancy, transgender status, sexual harassment and sexual assault; sexual orientation; or any other status protected by federal or state laws. Discrimination in employment based on genetic information is prohibited. In addition, CCSU will not refuse to hire solely because of a prior criminal conviction, unless that refusal is permitted by Connecticut law.

Harassment on the basis of any of the above protected classes is prohibited. Harassment may occur in a variety of relationships, including faculty and student, supervisor and employee, student and student, staff and student, employee and employee, and other relationships with persons having business at, or visiting the educational or working environment.

This policy is directed at verbal or physical conduct that constitutes discrimination/harassment under state and federal law and is not directed at the content of speech. In cases in which verbal statements and other forms of expression are involved, CCSU will give due consideration to an individual's constitutionally protected right to free speech and academic freedom.

Retaliation is illegal. No individual who opposes an allegedly discriminatory act or practice shall suffer retaliation as a result of such participation. Complaints of retaliation may be filed within a reasonable time of the alleged retaliatory act with the Chief Diversity Officer or any manager not directly involved in the alleged retaliation who will then notify the Office of Diversity and Equity.

This policy shall apply to all individuals affiliated with CCSU including, but not limited to, students, employees, applicants, agents and guests and is intended to protect the rights of concerned individuals.

### Definitions

**Discrimination.** Discrimination is defined as conduct that is directed at an individual because of his or her protected class and subjects the individual to different treatment so as to interfere with or limit the ability of the individual to participate in, or benefit from, the services, activities, or privileges provided by the university or otherwise adversely affects the individual's employment or education.

**Discriminatory Harassment.** Discriminatory harassment is defined as verbal or physical conduct that is directed at an individual because of his or her protected class, and that is sufficiently severe, persistent or pervasive so as to have the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile or offensive work or educational environment.

**Retaliation.** Retaliation is subjecting a person to a materially adverse action because he or she made a complaint under this policy or assisted or participated in any manner in an investigation under this policy.

## **Responsibility**

The responsibility for implementation of this policy is assigned to the Chief Diversity Officer, who may delegate duties as appropriate. The Office of Diversity and Equity will promptly address each complaint and make reasonable efforts to expeditiously affect a resolution. The investigation of such complaints will be managed with appropriate sensitivity.

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### **Related policies or procedures:**

- CCSU Procedures and Timetables for Processing of Discrimination and Sexual Harassment Complaints
- Policy on Consensual Relationships between Employees of the Connecticut State University System
- Policy on Consensual Relationships between Employees and Students of the Connecticut State University System
- Sexual Harassment Policy
- Sexual Misconduct Policy
- Student Code of Conduct and Statement of Disciplinary Procedures

**Revised October 25, 2011**

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## **CENTRAL CONNECTICUT STATE UNIVERSITY'S SEXUAL HARASSMENT POLICY**

Central Connecticut State University is committed to providing a learning and working environment that emphasizes the dignity and worth of every member of its community, free from discriminatory conduct or communication. Sexual harassment in any form will not be tolerated.

It is the responsibility of the University President to maintain a learning and working environment free of sexual harassment and intimidation. The Chief Diversity Officer has been designated as the coordinator for investigations and enforcement of the University's Sexual Harassment Policy.

Deans, directors, department heads, chairpersons, and supervisors share responsibility for the implementation of the University policy in regard to sexual harassment in their units. Accountability for compliance with this policy, as with all other University policies, will be part of their regular performance evaluation. Other persons who suspect sexual harassment should report it an appropriate person in their unit or to the Chief Diversity Officer.

This policy shall apply to all individuals affiliated with Central Connecticut State University, including but not limited to, its students, employees, volunteers, and agents, and is intended to protect the rights and privacy of both the complainant and respondent and other involved individuals, as well as to prevent retaliation or reprisal. Individuals who violate this policy may be subject to disciplinary or other corrective action.

### **Definitions**

**Sexual Harassment.** For the purpose of this policy "sexual harassment" is defined as unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when:

1. Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or education, evaluation of a student's academic performance, or term or condition of participation in student activities or in other events or activities sanctioned by the university; or
2. Submission to or rejection of such conduct by an individual is used as the basis for employment or academic decisions or other decisions about participation in student activities or other events or activities sanctioned by the university; or
3. Such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance; or creating an intimidating, hostile, or offensive work or educational environment.

**Sexual Harassment and Violence as Sexual Abuse.** Under certain circumstances, sexual harassment or violence may constitute sexual abuse according to Connecticut law. Nothing in this policy will prohibit the University from taking immediate action to protect victims of alleged sexual abuse. Central Connecticut State University's Sexual Misconduct Policy addresses sexual violence.

**Retaliation.** Retaliation is subjecting a person to an adverse employment or educational action because he or she made a complaint under this policy or assisted or participated in any manner in an investigation under this policy.

## **Investigation**

In determining whether alleged conduct constitutes sexual harassment, the University will look at the totality of circumstances, including the nature of the conduct and the context in which the alleged incidents occurred. The determination that the conduct violates University policy will be made on a case-by-case basis. The preponderance of the evidence standard will be used to make the final determination. The University will take immediate and appropriate corrective action based on the findings in each case. As appropriate, the case may be referred to the Office of Student Conduct or the Human Resources Office. Violations of this policy may lead to disciplinary action up to and including academic dismissal or termination of employment.

## **Retaliation**

Retaliation as defined in this policy is prohibited. Any individual subject to this policy who intentionally engages in retaliation may be subject to disciplinary or other corrective action as appropriate.

All members of the Central Connecticut State University's community are expected to conduct themselves in keeping with the policy of prohibiting sexual harassment.

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### **Related policies and procedures:**

- CCSU Procedures and Timetables for Processing of Discrimination and Sexual Harassment Complaints
- Nondiscrimination in Education and Employment Policy
- Policy on Consensual Relationships between Employees of the Connecticut State University System
- Policy on Consensual Relationships between Employees and Students of the Connecticut State University System
- Sexual Misconduct Policy
- Student Code of Conduct and Statement of Disciplinary Procedures

### **Policy history:**

Revised: October 25, 2011

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# Sexual Misconduct and Intimate Partner Violence Policy

## Policy Statement

Central Connecticut State University (CCSU) will not tolerate sexual misconduct against students, staff, faculty, or visitors, whether it comes in the form of sexual assault, sexual exploitation or sexual harassment, as defined in this policy. CCSU will also not tolerate intimate partner violence among its students. In an ongoing effort to prevent sexual misconduct and intimate partner violence on the CCSU campus, the University provides education and prevention programs for the CCSU community and pursues all criminal and administrative remedies for complaints of sexual misconduct.

## Reason for the Policy

CCSU is a community dependent upon trust and respect for its constituent members: students, faculty, staff and those visiting or under temporary contract. As noted in CCSU's Violence Free Campus Policy, members of the University community have the right to a safe and welcoming campus environment. Acts of sexual misconduct and intimate partner violence threaten personal safety and violate the standards of conduct expected of community members.

## Individuals and Entities Affected by this Policy

This policy applies to anyone on the property of Central Connecticut State University, as well as anyone present at CCSU-sponsored programs or events. This policy extends to off-campus violations of both students and employees in limited circumstances as noted below:

- Students: "Off-campus misconduct may be subject to the jurisdiction of the University and addressed through its disciplinary procedures if one of the following conditions is met: (i) a student engages in prohibited conduct at an official University event, at a University-sanctioned event, or at an event sponsored by a recognized student organization; or (ii) a student engages in prohibited conduct under such circumstances that reasonable grounds exist for believing that the accused student poses a threat to the life, health or safety of any member of the University community or to the property of the University. "<sup>1</sup>
- Employees: The decision of whether to investigate and discipline employees for off-campus misconduct will be made by the appropriate university administrator on a case-by-case basis in accordance with collective bargaining agreements, CSU/university policies, and state regulations.

## Definitions

### Consent.

Consent is the equal approval, given freely, willingly, and knowingly of each participant to desired sexual involvement. Consent is an affirmative, conscious decision – indicated clearly by words or actions – to engage in mutually accepted sexual contact. A person forced to engage in sexual contact by force, threat of force, or coercion has not consented to contact. Lack of mutual consent is the crucial factor in

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<sup>1</sup> CCSU Student Code of Conduct, Part B

any sexual assault. Consent CANNOT be given if a person's ability to resist or consent is substantially impaired because of a mental or physical condition. Examples of such mental or physical conditions include, but are not limited to: unconsciousness; physical force; substantial impairment because of a psychological health condition; substantial impairment because of voluntary intoxication; or substantial impairment because of the deceptive administration of any drug, intoxicant or controlled substance.

### **Intimate Partner Violence**

Intimate partner violence means any physical or sexual harm against an individual by a current or former spouse of or person in a dating relationship with such individual that results from any action by such spouse or such person that may be classified as a sexual assault under section 53a-70, 53a-70a, 53a-70b, 53a-71, 53a-72a, 53a-72b or 53a-73a of the general statutes, stalking under section 53a-181c, 53a-181d or 53a-181e of the general statutes, or domestic violence as designated under section 46b-38h of the general statutes.<sup>2</sup> The offenses that are designated as "domestic violence" are against family or household members or persons in dating relationships and include assaults, sexual assaults, stalking, and violations of protective or restraining orders issued by a Court. Stalking is one person's repetitive and willful following or lying in wait behavior towards another person that causes that other person to reasonably fear for his or her physical safety.

### **Sexual Misconduct**

Sexual misconduct refers to sexual assault, sexual exploitation and sexual harassment as described in this Policy.

#### **Sexual Assault**

Any non-consensual sexual contact<sup>3</sup> with the victim's intimate parts<sup>4</sup> whether by an acquaintance or by a stranger, is a sexual assault. Physical resistance need not occur to fulfill the definition of sexual assault. Consent can NEVER be given by anyone under the age of sixteen. Sexual assault includes, but is not limited to the following: Rape; acquaintance rape (e.g. friend, classmate, peer, co-worker, partner, etc.); incest; sexual assault with an object; forcible sodomy; forcible oral sex; and forcible fondling.

#### **Sexual Exploitation**

Sexual exploitation is also prohibited at CCSU. Sexual exploitation occurs when a person takes non-consensual or abusive sexual advantage of another for his/her own advantage or benefit, or to benefit or advantage anyone other than the one being exploited, and that behavior does not otherwise constitute sexual assault. Examples of sexual exploitation include, but are not limited to: prostituting another person; non-consensual video or audio-taping of sexual activity; non-

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<sup>3</sup> Contact with the intimate parts of a person not married to the perpetrator for the purpose of sexual gratification of the perpetrator or for the purpose of degrading or humiliating the victim.

<sup>4</sup> "Intimate parts" means the genital area or any substance emitted there from; groin, anus or any substance emitted there from; inner thighs; buttocks or breasts.

consensual sharing of obscene sexually explicit photographs or images by whatever means, electronically or otherwise (e.g., via the internet); going beyond the boundaries of consent (such as letting your friends hide in the closet to watch you having consensual sex); engaging in Peeping Tommerly; or, knowingly transmitting a sexually transmitted infection (STI) or HIV to another.

### **Sexual Harassment**

CCSU's policy on sexual harassment defines sexual harassment as "unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when:

1. Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or education, evaluation of a student's academic performance, or term or condition of participation in student activities or in other events or activities sanctioned by the university; or,
2. Submission to or rejection of such conduct by an individual is used as the basis for employment or academic decisions or other decisions about participation in student activities or other events or activities sanctioned by the university; or
3. Such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance; or creating an intimidating, hostile, or offensive work or educational environment."

## **Responsibilities**

### **CCSU Police**

The CCSU Police have a responsibility to uphold and enforce the law even if the victim does not want to make a complaint and/or participate in the process. As a result, once a report is made to the police, they have a duty to investigate the matter to the extent possible. This does not mean that a victim will be forced to participate in either a police investigation or a criminal prosecution. In addition, the CCSU Police will notify appropriate campus officials such as Student Affairs, the Human Resources Department and the Office of Diversity and Equity.

### **Human Resources Department**

Human Resources is the department responsible for carrying out investigations regarding allegations of employee misconduct that violate University and/or State policy and making recommendations for appropriate administrative action. If required, the accuser and the accused will be afforded due process rights.

### **Office of Diversity and Equity**

One of the roles of the Chief Diversity Officer is to investigate complaints of discrimination and sexual misconduct when these complaints are brought to the attention of University officials. The Chief Diversity Officer serves as the Title IX coordinator. If the person accused is a student, the incident will be reported to the Office of Student Conduct that has the responsibility for administering the *Student Code of Conduct*.

## **Student Affairs**

Student Affairs is responsible for the administration of the non-academic misconduct portion of the Student Code of Conduct as detailed in the Student Handbook. This responsibility includes the investigation of allegations of student misconduct that violates University policy, and taking appropriate administrative action. If required, the accuser and the accused will be afforded due process rights.

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- CCSU Procedures and Timetables for Processing of Discrimination, Harassment, Sexual Misconduct and Interpersonal Violence Complaints
  - Nondiscrimination in Education and Employment Policy
  - Consensual Relationship Policy
  - Sexual Harassment Policy
  - Student Code of Conduct and Statement of Disciplinary Procedures

**Date of Adoption: October 25, 2011**

**Date Revised: August 6, 2012—added intimate partner violence.**



**CENTRAL CONNECTICUT STATE UNIVERSITY  
AMERICANS WITH DISABILITIES ACT (ADA)  
POLICY STATEMENT**

Central Connecticut State University does not discriminate on the basis of disability in the administration of, or access to, its programs, services or activities. Under this policy, a person with a disability is defined as "a person who has a physical or mental impairment that substantially limits one or more major life activities, has a record of such an impairment, or is regarded as having an impairment."

As President, I have designated the following individual to coordinate the University's compliance with the non-discrimination requirements of Section 35.1067 of the Department of Justice regulations:

Ms. Rosa Rodríguez  
Office of Diversity and Equity  
Central Connecticut State University  
1615 Stanley Street  
New Britain, CT 06050

Should you wish to notify us of barriers that may exist in equal access to any program, service, or activity offered by Central Connecticut State University or to obtain information regarding the provisions of the Americans with Disabilities Act and your rights, you are encouraged to contact one of the ADA Coordinators listed above. If you feel that you need a reasonable accommodation as a result of your disability to allow you to perform the essential functions of your position, please follow the attached ADA procedure for requesting a reasonable accommodation.

John W. Miller  
President

6/10/2013

Date

**PROCEDURE FOR REQUESTING REASONABLE ACCOMMODATION  
UNDER THE AMERICANS WITH DISABILITIES ACT (ADA)**

The Americans with Disabilities Act of 1990 requires employers to provide “reasonable accommodation” to qualified individuals with disabilities who are employees or applicants unless to do so would cause an “undue hardship.” The term reasonable accommodation generally is any change in the work environment or in the way things are customarily done that enables a disabled employee to enjoy equal employment opportunities. The University must analyze each request for accommodation on a case-by-case basis and make a good faith effort to reasonably accommodate a qualified employee or applicant with a disability.

As a general rule, the individual with a disability must inform the employer that an accommodation is needed since employers are only obligated to provide reasonable accommodation of known disabilities. Under the ADA, the employer and the employee must engage in an informal interactive process to clarify what the individual needs and identify the effective reasonable accommodation. The employer may ask questions about the nature of the disability and the individual’s functional limitations in order to identify an effective accommodation. Further, if the disability and/or need for an accommodation are not obvious, the employer may ask for more information, including documentation to establish that the person has a disability and that it necessitates a reasonable accommodation. At its discretion, the University may require that the documentation about the disability and the functional limitations come from an appropriate health care or rehabilitation professional.

The employer is not required to provide the reasonable accommodation that the individual requests. Rather, the employer may choose among reasonable accommodations as long as the chosen accommodation is “effective,” i.e., it would remove a workplace barrier, thereby providing the individual with an opportunity to perform the essential functions of the position. The employer may choose a less expensive or burdensome accommodation among available effective reasonable accommodations.

**REASONABLE ACCOMMODATION PROCESS**

**1. Initiation of the Request for Reasonable Accommodation**

In order for the University to analyze each request for accommodation, the requesting employee or job applicant should complete the attached two forms, the “**Reasonable Accommodation Request Form,**” and the “**Health Care Provider Release Form.**” When deemed necessary by the University, the employee or job applicant must provide current documentation from a health care provider regarding the nature of the disability and need for accommodation.

The employee/job applicant seeking a reasonable accommodation must complete these forms and provide them directly to the University’s ADA Coordinator: **Rosa Rodríguez, Chief Diversity Officer, 1615 Stanley St., New Britain, CT 06050, (860) 832-0178, rosa.rodriguez@ccsu.edu.**

The request for accommodation should include current documentation from a health care provider (if required by the University) that:

- States the nature of the disability in order to establish that the individual has a mental or physical impairment that substantially limits a major life activity, has a record of such impairment, or is regarded as having such impairment.
- Explains the functional limitations the employee has as a result of their disability as it relates to the job duties.
- Suggests accommodations that would remove the barriers to the employee/applicant’s ability to perform the essential functions of the job.

## **2. Essential Job Function Analysis Conducted by the University and Determination of the Request For Reasonable Accommodation**

The ADA Coordinator will contact the Department or Unit and conduct an essential job function analysis. The University retains the right to establish the essential job functions of the position for which a request for accommodation has been made.

After the above information has been received, the following steps will be taken:

- A review by a University-designated health professional may be required to substantiate that the employee has a disability and needs a reasonable accommodation.
- If appropriate, a meeting may be held with the employee, ADA Coordinator, and management/supervisory personnel from the department to discuss the employee's limitations as they relate to the essential functions of the job and to discuss various options in regard to accommodating the employee.
- The University Administration retains discretion to select an accommodation which is deemed to be effective in removing the workplace barrier that is impeding the individual with a disability giving due consideration to the preferences of the employee or applicant.

Any questions regarding this process should be directed to the University's ADA Coordinator.

[References: 42 U.S.C. §12101 *et seq*; .29 C.F.R. § 1630.9]

### **Complaint Procedure**

For complaints of alleged violations of the Americans with Disabilities Act, employees should refer to the CCSU internal complaint procedure established through the Office of Diversity and Equity at <http://www.ccsu.edu/AffAction/complaints.html>.

**FEDERAL AND STATE ANTI-DISCRIMINATION LAWS**

**CONNECTICUT**

**CONSTITUTIONAL PROVISIONS**

**SUBJECT**

Article First, Section 1

Equality of Rights

Article First, Section 3

Right of Religious Liberty

Article First, Section 20, as amended by Article V and Article XXI of the Amendments to the Connecticut Constitution

Equal Protection under the law for all persons; nondiscrimination in exercise of civil and political rights on the basis of religion, race, color, ancestry, national origin and sex or physical and mental disability.

**CONNECTICUT GENERAL STATUTES**

**SUBJECT**

C.G.S. Section 2-120

Establishment of Latino and Puerto Rican Affairs Commission.

C.G.S. Section 2-121

Establishment of African Affairs Commission.

C.G.S. Section 4-61t

Committee on Career Entry and Mobility established re: needs of persons with disabilities

C.G.S. Section 4-61u

Upward mobility, accommodation/training of persons with disabilities

C.G.S. Section 4-61aa

Committee to encourage employment by the State of persons with disabilities

C.G.S. Section 4-61dd(b)(2)(3)

Whistleblower complaint provisions, allows state or quasi-public agency employees, or employees of large state contractors to file retaliation complaints with CHRO Chief Human Rights Referee or Attorney General.

C.G.S. Section 4-61nn

Adaptation of administration of tests to needs of persons with disabilities

C.G.S. Section 4a-2c

Diversity Training Program

C.G.S. Section 4a-59

Award of Contracts

C.G.S. Section 4a-59a

Restrictions of contract extensions

C.G.S. Section 4a-60

Affirmative Action provisions in state contracts and nondiscrimination on the basis of race, color, religious creed, age, marital status, national origin, ancestry, sex, mental retardation and physical disabilities (including blindness)

**CONNECTICUT GENERAL STATUTES**

**SUBJECT**

C.G.S. Section 4a-60a	Nondiscrimination clauses in state contracts on the basis of sexual orientation
C.G.S. Section 4a-60g to 4a-60j	Establishment of small business and minority business set-aside program involving state contracts administered by the Department of Administrative Services
C.G.S. Section 4a-61	Requirement of procedures for the award of state contracts concerning minority business enterprises
C.G.S. Section 4a-62	Establishment of Minority Business Enterprise Review Committee
C.G.S. Section 5-195	Merit principles to be observed
C.G.S. Section 5-219	Character of examinations, qualifications for admission
C.G.S. Section 5-227	Prohibition of discrimination in state classified service because Of discriminatory employment practices (as defined in CGS Section 46a-51) and discrimination due to political affiliation.
C.G.S. Section 5-227a	Promotion by reclassification of promotion
C.G.S. Section 5-228	Promotional appointments, original appointments, hiring protected class members, sex discrimination
C.G.S. Section 5-228e	Meeting affirmative action goals in state agencies
C.G.S. Section 5-267	Officers, appointing authorities and employees to comply with law
C.G.S. Section 8-265c	Non-discrimination in housing financed by Connecticut Housing Finance Authority (CHFA) on the basis of race, creed, color, national origin, ancestry or sex; affirmative action required of contractors engaged in construction of housing financed by CHFA
C.G.S. Section 10-15c	Discrimination in public schools prohibited on the basis of race, color, sex, religion, national origin or sexual orientation.
C.G.S. Section 10-17f	Requirement of program of bilingual education in public schools where applicable.
C.G.S. Section 10-18a	Requires use in public schools of instructional materials representative of all races, ethnic origins and both sexes.
C.G.S. Section 10-153	Nondiscrimination in employment of teachers by local or regional boards of education on the basis of sex and marital status.

**CONNECTICUT GENERAL STATUTES**

**SUBJECT**

C.G.S. Section 10a-10	Establishment of Office of Educational Opportunity to aid disadvantaged students and ensure workforce diversity in public institutions of higher education.
C.G.S. Section 10a-11(a)	The Board of Governors for Higher Education shall develop a strategic plan to Strategic plan to ensure racial and ethnic diversity of workforce within state system of higher education.
C.G.S. Section 17a-541, 17a-549	Prohibition against denying housing, employment, civil or legal rights on the basis of psychiatric disability or past or present history of mental disability.
C.G.S. Section 19a-581 to 19a-590	AIDS testing and medical information
C.G.S. Section 27-59	Prohibition against discrimination and segregation in armed Forces of the state on the basis of race, creed or color
C.G.S. Section 29-7m	Record and classification of crimes motivated by bigotry or bias
C.G.S. Section 31-22p	Non-discrimination in apprenticeship program training standards within state on the basis of race, color, religion, sex, age and national origin; provide training, employment and upgrading opportunities for disadvantaged workers.
C.G.S. Section 31-40	Breastfeeding in the Workplace
C.G.S. Section 31-51d	Apprenticeship programs
C.G.S. Section 31-75	Discrimination in compensation based solely on the basis of sex
C.G.S. Section 31-128i	Privacy Rights for State Employees
C.G.S. Section 32-9e through h	Set aside program for minority business enterprises
C.G.S. Section 36a-737	Prohibition against discrimination in granting of mortgage and home improvement loans for owner-occupied properties by financial institutions on the basis of geographical or neighborhood areas.
C.G.S. Section 38a-446	Prohibition against discrimination towards classes of insureds in transactions involving life insurance.
C.G.S. Section 38a-488	Discrimination in insurance prohibited
C.G.S. Section 38a-543	Age discrimination in group insurance coverage prohibited

**CONNECTICUT GENERAL STATUTES**

**SUBJECT**

C.G.S. Section 38a-816	Prohibition against unfair insurance practices on the basis of race, color, creed, physical disability, mental retardation, blindness and genetic information.
C.G.S. Section 38a-824	Prohibition against redlining in real estate transactions.
C.G.S. Section 40a-60g	Transferring enforcement of the Set-aside program from DECD to DAS and CHRO
C.G.S. Section 46a-1	Establishment of a Permanent Commission on Women.
C.G.S. Section 46a-10	Establishment of an Office of Protection and Advocacy for persons with disabilities
C.G.S. Section 46a-27	Establishment of a commission for the advocacy of deaf and hearing impaired persons; and providing of qualified interpreter services
C.G.S. Section 46a-52	Concerning the review and dismissal of discriminatory practice complaints by CHRO
C.G.S. Section 46a-54	Concerning Diversity Training for State Employees
C.G.S. Section 46a-54(15)(a)	Sexual harassment education and training in the workplace
C.G.S. Section 46a-54(16)	Requirement that state agencies conduct diversity training for state employees
C.G.S. Section 46a-56	Broad grant of authority regarding discriminatory practices
C.G.S. Section 46a-57 (d)	Chief Human Rights Referees
C.G.S. Section 46a-58	Deprivation of rights, desecration of property, or cross burning
C.G.S. Section 46a-58(a)	Prohibition against deprivation of civil rights on the basis of religion, national origin, alienage, color, race, sex, blindness or physical disability
C.G.S. Section 46a-59(a)	Prohibition against discrimination in professional and occupational associations on the basis of race, national origin, creed, sex or color
C.G.S. Section 46a-60	Discriminatory employment practices prohibited

**CONNECTICUT GENERAL STATUTES**

**SUBJECT**

C.G.S. Section 46a-60 (a)(1)	Prohibition against refusal to hire or employ, to bar or discharge from employment, discriminate in compensation, or in terms, conditions or privileges of employment, or on the basis of race, color, religious creed, age, sex, marital status, national origin, ancestry, present or past history of mental disability, mental retardation, learning disability and physical disability (including blindness) without bona fide occupational qualifications or need
C.G.S. Section 46a-60 (a)(2)	Prohibition against employment agencies' failure or refusal to properly classify or refer one on the basis of race, color, religious creed, age, sex, marital status, national origin, ancestry, present or past history of mental disability, mental retardation, learning disability and physical disability (including blindness)
C.G.S. Section 46a-60 (a)(3)	Prohibition against discrimination regarding membership and membership rights; discrimination against members or employers or to expel from membership by labor organizations on the basis of race, color, religious creed, age, sex, marital status, national origin, ancestry, present or past history of mental disorder, mental retardation, learning disability and physical disability (including blindness)
C.G.S. Section 46a-60 (a)(4)	Prohibition against retaliation for exercising right to file or participate in the processing of a discrimination complaint; prohibition against retaliation on the basis of opposing discriminatory employment practices
C.G.S. Section 46a-60 (a)(5)	Prohibition against aiding, abetting or inciting discriminatory employment practices
C.G.S. Section 46a-60 (a)(6)	Prohibition against advertising of employment opportunities in a manner that discriminates on the basis of race, color, religious creed, age, sex, marital status, national origin, ancestry, present or past history of mental disability, mental retardation, learning disability and physical disability (including blindness)
C.G.S. Section 46a-60 (a)(7)	Prohibition against termination of employment because of pregnancy; right of reinstatement and employment benefits; right to request temporary transfer
C.G.S. Section 46a-60 (a)(8)	Prohibition against sexual harassment in employment
C.G.S. Section 46a-60 (a)(9)	Prohibition against requiring information on familial responsibilities, pregnancy or birth control information in employment situations

**CONNECTICUT GENERAL STATUTES**

**SUBJECT**

C.G.S. Section 46a-60 (a)(10)	Requirement of employer to take reasonable measures to protect employee from exposure to workplace hazard pursuant to C.G.S. Section 46a-60 (a) (9)
C.G.S. Section 46a-60(a)(11)	Use of genetic information in employment decisions prohibited
C.G.S. Section 46a-64	Prohibition against discrimination and segregation in places of public accommodations on the basis of race, creed, color, national origin, ancestry, sex, marital status, age, lawful source of income, mental retardation, mental disability, or physical disability; requirement of full and equal access to blind, deaf or mobility impaired persons with guide dog; prohibits limiting breastfeeding
C.G.S. Section 46a-64a	Discrimination against families with children prohibited
C.G.S. Section 46a-64c	Prohibition against housing discrimination on the basis of race, color, creed, national origin, ancestry, sex, marital status, age, lawful source of income, familial status, learning disability, physical or mental disability
C.G.S. Section 46a-66	Prohibition against discriminatory credit practices by creditors On the basis of sex, age, race, color, religious creed, national Origin, ancestry, marital status, mental retardation, learning Disability, blindness or physical disability
C.G.S. Section 46a-68 (as amended by Public Acts 99-233 & 01-28)	State affirmative action plans; filing; monitoring report; affirmative action officers; regulations
C.G.S. Section 46a-68(a)	Each state agency shall develop and implement, in cooperation with CHRO an affirmative action plan that commits the agency to a program of affirmative action in all aspects of personnel and administration.
C.G.S. Section 46a-68(b)(2)	CHRO shall provide training and technical assistance to affirmative action officers in plan development and implementation.
C.G.S. Section 46a-68(b)(3)	CHRO and the Permanent Commission on the Status of Women shall provide training concerning state and federal discrimination laws and techniques for conducting internal investigations of discrimination complaints to persons designated by state agencies as affirmative action officers and persons designated by the Attorney General or the Attorney General's designee to represent the agency. Such training shall be provided for a minimum of ten hours during the first year of service and a minimum of five hours per year thereafter

**CONNECTICUT GENERAL STATUTES**      **SUBJECT**

C.G.S. Section 46a-68(b)(4)	Each person designated by an agency or department board as an affirmative action officer shall (A) be responsible for mitigating any discriminatory conduct within the agency or department, (B) investigate all complaints of discrimination made against the state agency or department, (C) report all findings and recommendations upon the conclusion of an investigation to the commissioner or director of a state agency or department for proper action and (D) complete 10 hours of training by the CHRO and PCSW
C.G.S. Section 46a-68(b)(5)	No person designated by an agency or department as an affirmative action officer shall represent the agency or department before CHRO or EEOC. If a complaint of discrimination is filed with CHRO or EEOC against a state agency or department, the Attorney General or designee, of the Attorney General, other than the affirmative action officer shall represent the agency or department before CHRO and EEOC
C.G.S. Section 46a-68(c)	Requires state agencies to file affirmative action plans with CHRO. Agencies with fewer than 20 employees to file biennially.
C.G.S Section 46a-69	Discriminatory practices by state agencies
C.G.S. Section 46a-70 (as amended by Public Act 01-28)	Guarantee of equal employment in state agencies on the basis of race, color religious creed, sex, marital status, age, national origin, ancestry, mental retardation, mental Disability, learning disability or physical disability (including blindness)
C.G.S. Section 46a-70 (a)	Judicial Department included in guarantee of equal employment in State Agencies.
C.G.S. Section 46a-71 (as amended by Public Act 01-28)	Non-discrimination in services provided by state agencies on the basis of race, color, religious creed, sex, marital status, age, national origin, ancestry, mental retardation, mental disability, learning disability or physical disability (including blindness)
C.G.S. Section 46a-72 (as amended by Public Act 01-28)	Discrimination in job placement by state agencies prohibited
C.G.S. Section 46a-73 (as amended by Public Act 01-28)	Discrimination in state licensing and charter procedures prohibited

**CONNECTICUT GENERAL STATUTES**

**SUBJECT**

C.G.S. Section 46a-74	State agencies not to permit discriminatory practices in professional or occupational associations, public accommodations or housing
C.G.S. Section 46a-75(a) (as amended by Public Act 01-28)	Non-discrimination in state educational, counseling, apprenticeship and on the job training programs on the basis of race, color, religious creed, sex, marital status, age, national origin, ancestry, mental retardation, mental disability, learning disability or physical disability (including blindness)
C.G.S. Section 46a-76(a) (as amended by Public Act 01-28)	Non-discrimination in allocation of state benefits on the basis of basis of race, color, religious creed, sex, marital status, age, national origin, ancestry, mental retardation, mental disability, learning disability or physical disability (including blindness)
C.G.S. Section 46a-77	Cooperation with CHRO required of all state agencies. Compliance with Americans with Disabilities Act
C.G.S. Section 46a-77(a)	All state agencies shall cooperate with CHRO in their enforcement and educational programs
C.G.S. Section 46a-77(b)	All state agency shall comply with CHRO's request for information concerning practices inconsistent with the state policy against discrimination and shall consider recommendations for effectuating and implementing that policy
C.G.S. Section 46a-77(c)	Each state agency shall comply in all of its services, programs and activities with provisions of the Americans with Disabilities Act (42USC 12101) to the same extent that provides rights and protections for persons with physical or mental disabilities beyond those provided for by the laws of the state
C.G.S. Section 46a-79	Statement of encouragement for employers to hire qualified persons with criminal conviction records; re employment of criminal offenders
C.G.S. Section 46a-80	Denial of employment based on prior conviction of a crime. Dissemination of arrest record prohibited
C.G.S. Section 46a-81a to 46a-81r, inclusive	Discrimination on the basis of sexual orientation
C.G.S. Section 46a-81b	Prohibition against discrimination in professional and occupational associations on the basis of sexual orientation
C.G.S. Section 46a-81c	Prohibition against employment discrimination on the basis of sexual orientation

**CONNECTICUT GENERAL STATUTES**

**SUBJECT**

C.G.S. Section 46a-81d	Prohibition against discrimination and segregation in places of public accommodation on the basis of sexual orientation
C.G.S. Section 46a-81e	Prohibition against housing discrimination on the basis of sexual orientation
C.G.S. Section 46a-81f	Prohibition against discriminatory credit practices by creditors on the basis of sexual orientation.
C.G.S. Section 46a-81h	Requirement of equal employment in state agencies on the basis of sexual orientation. State agencies to promulgate written directives and conduct orientation and training programs.
C.G.S. Section 46a-81i	Non-discrimination in services provided by state agencies on the basis of sexual orientation.
C.G.S. Section 46a-81j	Non-discrimination in job placement activities by state agencies on the basis of sexual orientation.
C.G.S. Section 46a-81k	Non-discrimination in state licensing and charter procedures on the basis of sexual orientation.
C.G.S. Section 46a-81 l	Prohibition against state agencies allowing discriminatory practices in professional or occupational associations, public accommodations, or housing in violation of state anti-discrimination laws regarding sexual orientation.
C.G.S. Section 46a-81m	Non-discrimination in state educational, counseling, apprenticeship, and on-th-job programs on the basis of sexual orientation.
C.G.S. Section 46a-81n	Non-discrimination in allocation of state benefits on the basis of sexual orientation.
C.G.S. Section 46a-82	Discrimination Complaint Filing Procedure
C.G.S. Section 46a-83	Complaint Procedure of CHRO
C.G.S. Section 46a-83a	Right of appeal by complainant. Reconsideration requests by CHRO
C.G.S. Section 46-83b	Alternative Dispute Resolution/ available to address discriminatory practice complains field with CHRO; CHRO can promulgate procedural regulations for ADR.
C.G.S. Section 46a-94a (c)	Concerning the reopening of matters by CHRO.
C.G.S. Section 47-59a	Recognition of equal rights & privileges for resident Indians of State tribes.

**CONNECTICUT GENERAL STATUTES**

**SUBJECT**

C.G.S. Section 47-59b (a)	Establishment of Indian Affairs Council to oversee rights of Indians of State tribes.
C.G.S. Section 51-279d	Hate Crimes Advisory Committee
C.G.S. Section 53-37	Fine imposed for ridicule on account of race, creed or color, denomination, nationality or race prohibited.
C.G.S. Section 53-37a	Deprivation of a person's civil rights by a person wearing a mark or hood
C.G.S. Section 53-37b	Deprivation of a person's equal rights and privileges by force or threat
C.G.S. Section 53-40a	Persistent offenders of crimes involving bigotry and bias
C.G.S. Section 53a-181b	Intimidation based on bigotry and bias
C.G.S. Section 54-1m(f)(6)	Municipal and state police prohibited from stopping, detaining or searching a person solely on basis of race, color, ethnicity, age, gender or sexual orientation; African-American Affairs Commission authorized to review reports and make recommendations.

**GUIDELINES**

**SUBJECT**

Guidelines prepared by the Committee on Upward Mobility	Upward Mobility Guidelines established in 1978
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**PUBLIC ACTS**

**SUBJECT**

Public Act 03-151	An Act Concerning Affirmative Action Officers
Public Act 07-62	An Act Concerning the Deprivation of Rights on Account Of Sexual Orientation
Public Act 07-142	An Act Concerning Procedures for the Hearing of Complaints Against State Contractors and Subcontractors by the Commission on Human Rights and Opportunities and Documentation of Nondiscrimination Policies Adopted by State Contractors
Public Act 07-181	An Act Concerning the Investigation of a Discrimination Complaint Against or By An Agency Head or State Commission or Board
Public Act 07-245	An Act Concerning Family and Medical Leave for Municipal Employees and the Applicability of Certain Statutory Provisions to Civil Union Status.

**PUBLIC ACTS**

**SUBJECT**

Public Act 08-4	Allows permanent full-time state employees and quasi-public agency employees, who are blind or physically disabled, to use up to 15 days of accumulated paid sick leave to take guide dog or assistance dog training.
Public Act 08-45	Prohibits the state from claiming or applying a lien against any money received as a settlement or award in a public accommodation discrimination case by people who have been supported wholly or in part by the state in a humane institution.
Public Act 08-49	Makes it a violation of the Connecticut General Statutes Section 46a-58 to place a noose or simulation thereof on public property or on private property without the consent of the owner with the intent to intimidate or harass.
Public Act 08-166	Establishes a 13 member Asian Pacific American Affairs Commission within the Legislative Department.
Public Act 09-13	An Act Implementing the Guarantee of Equal Protection under the Constitution of the State for same sex couples
Public Act 09-33	An Act Concerning Confidentiality of certain employer data
Public Act 09-44	An Act Concerning Claims against the State of Connecticut
Public Act 09-55	An Act Concerning the Office of Protection and Advocacy for Persons with Disabilities
Public Act 09-70	An Act Concerning updates to the Family and Medical Leave Act
Public Act 09-145	An Act Concerning Technical Changes to the Statutes regarding Persons with Psychiatric Disabilities and Persons with Substance Use Disorders
Public Act 09-158	An Act Concerning certain state contracting nondiscrimination requirements
Public Act 09-191	An Act Concerning penalties for violations of certain personnel files, statutes and equal pay for equal work
Public Act 09-208	An Act making a number of changes regarding consumer credit licensees.
Public Act 11-55	An Act to prohibit discrimination in various contexts on the basis of gender identity and expression.

## **REGULATIONS**

Sections 4-66-1 to 4-66-7, inclusive

Sections 4a-52-1 to 4a-52-22, inclusive

Sections 19a-586-1 to 19a-586-3, inclusive

Sections 27-1021(d)-72 to 27-1021(d)-74, inclusive

Sections 31-51d-1 to 31-51d-12, inclusive

Sections 32-9f-1 to 32-9f-3a, inclusive

Sections 32-9f-4a to 32-9f-10a, inclusive

Sections 46a-54-1 to 46a-54-152

Sections 46a-54-200 to 46a-54-207, inclusive

Sections 46a-54-1a – 46a-54-103a

Sections 46a-68-1 to 46a-68-17, inclusive

Sections 46a-68-31 to 46a-74, inclusive

Sections 46a-68j-21 to 46a-68j-43, Inclusive, Sections 46a-68k –1 to 46a-68k-8, Section 46a-54d-1 to 46a-54(d) 7

Sections 46a-68-1 – 46a-68-17

Sections 46a- 68-32 – 46a-68-74

Sections 46a-68j-21 – 46a-68j43  
Sections 46a-68k-1 through 46a68k-8  
Sections 46a-56(d)-1 – 46a- 56(d) – 7

Sections 46a- 54-200 through 46a-54-207

Sections 4-61dd-1 through 4-61dd-21

## **SUBJECT**

Employment and training opportunities for women in Connecticut’s work force

State purchasing procedures

Informed consent for and HIV-related testing

Discrimination and sexual harassment of veterans prohibited

Work training standards for apprenticeship and training programs

Small contractor’s set-aside program

Minority contractor loans

Description of Organizations, Rules of Practices and Personal Data

Sexual Harassment posting and training requirements

Complaint processing and contested case proceedings Regulations

Apprenticeship regulations

Affirmative action by state government

Contract compliance regulations re nondiscrimination in state contracts

Apprenticeship Programs

Agency Affirmative Action Plan Regulations

Contract Compliance Regulations

Regulations for Sexual Harassment Prevention posting and training requirements.

Rules of practice for contested case proceedings under the Whistleblower Protection Act

**EXECUTIVE ORDERS**

Executive Order No. 3,  
Governor Thomas J. Meskill

Executive Order No. 9,  
Governor William A. O’Neill

Executive Order No. 10,  
Governor William A. Weicker

Executive Order No. 11,  
Governor Ella T. Grasso

Executive Order No. 12,  
Governor Ella T. Grasso

Executive Order No. 16,  
Governor John G. Rowland

Executive Order No. 18,  
Governor Thomas J. Meskill

**UNITED STATES**

**CONSTITUTION**

First Amendment

Thirteenth Amendment

Fourteenth Amendment

Fifteenth Amendment

Nineteenth Amendment

**FEDERAL LAWS**

15 U.S.C. Section 1691

20 U.S.C. Section 1681 (a)

**SUBJECT**

Requirement that State Contractors file compliance reports with the Commissioner of Labor on their equal employment opportunity practices

Affirmative action

Governor’s Council for Latino and Puerto Rican Affairs

Equal employment opportunity and affirmative action

Governor’s Council on opportunities for the Spanish speaking

Violence in the Workplace

Affirmative action

**SUBJECT**

Freedom of speech

Prohibits slavery and involuntary servitude

Equal protection

Prohibits denying voting rights on the basis of race and color

Abolishment of voting restrictions on the basis of sex

**SUBJECT**

Equal Credit Opportunity Act, prohibiting discrimination by creditors on the basis of race, color, religion, national origin, sex, marital status, age, or as a result of income derived from public assistance.

Title IX of the Education Amendments of 1972, prohibiting discrimination on the basis of sex, in federally funded educational services and programs.

## **FEDERAL LAWS**

29 U.S.C. Section 206 (d) et seq.

29 U.S.C. Section 501, et seq.

29 U.S.C. Section 621 et seq.

29 U.S.C. Section 701 et seq.

29 U.S.C. Section 795 et seq.

29 U.S.C. Section 2501 et seq.

29 U.S.C. Section 3001 et seq.

31 U.S.C. Section 1221 et seq.

41 U.S.C. Section 701 et seq.

42 U.S.C. Section 1981 et seq.

42 U.S.C. Section 1981 A, et seq.

42 U.S.C. Section 1982

42 U.S.C. Section 1983

42 U.S.C. Section 2000a

42 U.S.C. Section 2000d et seq.

42 U.S.C. Section 2000e et seq.

## **SUBJECT**

Equal Pay Act of 1963, prohibiting discrimination in wages on the basis of sex.

Rehabilitation Act of 1973, as amended, requiring affirmative action and prohibiting discrimination in the federal sector and federally funded activities and programs on the basis of disability.

Age Discrimination in Employment Act of 1973

Vocational Rehabilitation Act of 1973

Employment Opportunities for Handicapped Individuals Act

Women in Apprenticeship and Non Traditional Occupations

Assistive Technology for Individuals with Disabilities

State and Local Fiscal Assistance Act of 1972

Drug-Free Workplace Act of 1988

Equal rights under law

Civil Rights Act of 1991, providing additional coverage and remedies under several federal anti-discrimination laws, involving age, disability, race, color, national origin, sex, and religious discrimination, specifically provides for damages in cases of intentional discrimination in employment.

Property rights

Civil action for deprivation of rights

Prohibition against discrimination or segregation in places of public accommodation

Title VI of the Civil Rights Act of 1964, prohibition against exclusion from participation in, denial of benefits of, and discrimination under federally assisted programs on grounds of race, color, or national origin.

Title VII of the Civil Rights Act of 1964, as amended, prohibiting employment discrimination on the basis of race, color, religion, national origin and sex.

## **FEDERAL LAWS**

42 U.S.C. Section 3601 et seq.

42 U.S.C. Section 6101 et seq.

42 U.S.C. Section 12101 et seq.

## **PUBLIC LAWS**

PL 101-336

## **FEDERAL REGULATIONS**

12 CFR Part 202.1 et seq.

28 CFR Part 36

28 CFR Part 35

29 CFR Part 30

29 CFR Part 32

29 CFR Part 35

29 CFR 1600 through 1699

29 CFR Part 1602

29 CFR Part 1620

29 CFR Part 1627

29 CFR Part 1630

31 CFR Part 51

41 CFR Part 60-1

41 CFR Part 60-741

## **SUBJECT**

Title VIII of the Civil Rights Act of 1968, as amended, prohibiting discriminatory housing on the basis of race, color, religion, sex, national origin, disability and familial status, specifically provides for fair housing throughout the United States.

Age Discrimination Act of 1975

Americans with Disabilities Act (ADA) of 1990, prohibiting discrimination on the basis of disability in employment, public accommodations, public services and telecommunications.

## **SUBJECT**

Americans with Disabilities Act of 1990

## **SUBJECT**

Equal Credit Opportunity Regulations

Regulations on nondiscrimination towards persons with disabilities by public accommodations and commercial facilities.

Regulations on the basis of disability in state and local government

Nondiscrimination in apprenticeship

Handicap discrimination regulations

Nondiscrimination on basis of disability in state services

Regulations of the Equal Employment Opportunity Commission (EEOC).

EEOC records and reports

Equal Pay Act regulations

ADEA records and reports

Equal employment opportunity for individuals with disabilities

Nondiscrimination by revenue sharing recipients

OFCCP regulations

Affirmative action regulations for handicapped workers

**FEDERAL REGULATIONS**

29 CFR Part 1604

29 CFR Part 1605

29 CFR Part 1606

29 CFR Part 1607

29 CFR Part 1608

29 CFR Part 1620

29 CFR Part 1625

**EXECUTIVE ORDERS**

Executive Order 10590  
President Dwight D. Eisenhower

Executive Order 10652

Executive Order 10952  
President John F. Kennedy

Executive Order 11063

Executive Order 11141

Executive Order 11246 and 11375  
President Lyndon B. Johnson  
Amended by Executive Orders 11375, 11478,  
12086 and 12107

Executive Order 11478, as amended  
By Executive Order 11590, Executive  
Order 12106 and Executive Order 13087

Executive Order 11625

Executive Order 12067  
Amended by Executive Order 12107

Executive Order 12138  
Amended by Executive Order 12608  
President James Carter

**SUBJECT**

Sex discrimination guidelines

Religious discrimination guidelines

National origin guidelines

Uniform Guidelines on Employee Selection Procedures

Affirmative action guidelines

Interpretations of Equal Pay Act

ADEA interpretations

**SUBJECT**

Establishment of the President's Committee on Government  
Employment Policy as amended by EO10722 and supersede by  
EO 11246

Establishment of Equal Opportunity Commission,  
amended EO 10773, amended by EO 11051, Revoked by EO  
12148.

Establishment of Equal Employment Opportunity Commission  
(EEOC).

Establishment of the President's Committee on Equal Opportunity  
In Housing, amended by EO 12259, repealed in part by EO 12892.

Age discrimination

Nondiscrimination in Federal Contracts

Equal Employment Opportunity in Federal Government

Developing minority businesses

Providing for Coordination of Federal Equal Employment  
Opportunity Programs

Women's business enterprises

## **EXECUTIVE ORDERS**

Executive Order 12190  
Continued by Executive Orders 12258,  
12399, 12489, 12534, 12610

Executive Order 12259

Executive Order 12336, as amended  
by Executive Order 12355

Executive Order 12432  
President Ronald Reagan

Executive Order 12640

Executive Order 12898  
President William Clinton

Executive Order 13050

Executive Order 13078

## **104<sup>th</sup> Congress**

Public Law 104-1

## **SUBJECT**

Establishment of Advisory Committee on Small and Minority  
Business Ownership

Leadership and Coordination of Fair Housing in Federal  
Programs.

Task force on Legal Equity

Development of Minority Business Enterprise.

Re-establishment of the President's Committee on Employment of  
People with Disabilities, See also EO10555.  
Environmental Justice

Advisory board on Race

National Task force on Employment of Adults with Disabilities

An Act applying and extending rights and protections (including  
those under Title VII of the Civil Rights Act of 1964, the Age  
Discrimination in Employment Act of 1967, the Rehabilitation  
Act of 1973, and Title 1 of the Americans with Disabilities Act of  
1990) to the legislative branch of the federal government  
"Congressional Accountability Act of 1995".

## **104<sup>th</sup> Congress**

Public Law 104-76

Act to amend the Fair Housing Act to modify the exemption from  
certain familial status discrimination prohibitions granted to  
housing for the older persons "Housing for Older Persons Act of  
1995".

Public Law 104-188

Small Business Job Protection Act of 1996.

Public Act 104-331

(same as above) applied to Executive Office of the President  
"Presidential and Executive Office Accountability Act".

## **105<sup>th</sup> Congress**

Public Law 105-114

Act amending Title 38, providing for Equal Employment  
Opportunities for veterans.

**105<sup>th</sup> Congress**

Public Law 105-220

“Workforce Investment Act of 1998” Act to consolidate and improve employment, training, literacy and vocational rehabilitation programs in the United States;

Various programs noted, for example:

Title 1, Subtitled Section 166 – Native American Programs,

Section 167 – Migrant and seasonal worker programs,

Section 168 – Veteran’s workforce investment programs

Title IV – Rehabilitation Act Amendments of 1998

Dealing with persons with disabilities.

Public Law 105-255

An Act to establish the Commission on the Advancement of Women and Minorities in Science, Engineering and Technology Development.

**106<sup>th</sup> Congress**

Public Law 106-50

An Act to provide technical, financial and procurement assistance to veteran owned small businesses (“Veterans Entrepreneurship and Small Business Development Act of 1999”).

Public Law 106-205

Supporting the Day of Honor 2000 to honor and recognize the Service of minority veterans in the United States Armed Forces during World War II.

**110<sup>th</sup> Congress**

Public Law 110-233

An Act prohibiting discrimination on the basis of genetic Information. Genetic Information Nondiscrimination Act of 2008. (GINA)

## Internal Communication: Section 46a-68-34

The affirmative action staff at Central Connecticut State University (CCSU) consists of Rosa Rodriguez, Chief Diversity Officer (CDO), Nicholas D'Agostino, associate to the CDO, and Pamela Soucy, University Assistant. The office address for both the CDO and associate to the CDO is CCSU, Office of Diversity and Equity (ODE) 1615 Stanley St., Davidson Hall, Room 102, New Britain, CT 06050-4010. The telephone number for Ms. Rodriguez is 860.832.0178 and her e-mail address is [rosa.rodriquez@ccsu.edu](mailto:rosa.rodriquez@ccsu.edu). The telephone number for Mr. D'Agostino's phone number is 860.832.1653 and his email address [nicholas.Dagostino@ccsu.edu](mailto:nicholas.Dagostino@ccsu.edu). All communications concerning Equal Employment Opportunity/Affirmative Action will identify the chief diversity officer by name and address.

CCSU disseminates its Equal Employment Opportunity/Affirmative Action Policy as required. The University's Affirmative Action/Equal Employment Opportunity Policy, CCSU Sexual Harassment Policy, and the Nondiscrimination in Education and Employment are distributed annually to all employees via email transmission which is globally distributed and in hard to employees without email access. The Affirmative Action/Equal Employment Opportunity Policy Statement, Sexual Harassment Policy Statement, and the Statement of Assurances Regarding Complaints of Discrimination and Sexual Harassment are also posted on the ODE's web page at <http://www.ccsu.edu/AffAction/> and are accessible to applicants, employees and students. In addition, the CCSU Statement of Assurances Regarding Complaints of Discrimination and Sexual Harassment and the CCSU Sexual Harassment Policy Statement are annually published in the campus telephone directory.

The University's Affirmative Action Plan and a summary of the objectives are made available to the president, all vice presidents, chief officers, deans, directors, department heads, managers, and supervisors for distribution to all of their employees. Copies of the Affirmative Action Plan are maintained in the ODE, Office of the President, and additional locations around campus, including but not limited to the University's Elihu Burritt Library and Human Resources. The final Affirmative Action Plan is made available to all employees for their review. The period of review is sixty (60) days (**See copy of letter specifying the period of review in Supportive Materials**).

All employees are given written notice that they may review and comment on the Affirmative Action Plan. The employees are specifically instructed to address all comments to the CDO. A file is kept on all affirmative action related internal communications and comments. Any new comments will be placed in file. The dates such statements are received will be noted. The Affirmative Action Plan will report a summary of all employee comments and agency responses in each filing. During this reporting period, no comments were received by the CDO.

### **Activity during this Reporting Period**

The Affirmative Action Plan was made available for all employees to review and comment. Employees were notified on January 10, 2013 where copies of the Plan were located, the period of review and the dates within which they may submit comments regarding the Plan.

All Affirmative Action/Equal Employment Opportunity policy statements are reviewed annually to ensure that any changes in the law, which may have occurred, are included therein. An abridged version of the policy statements on Affirmative Action/Equal Employment Opportunity, as well as policy statements on Sexual Harassment, and Non-discrimination for Persons with Disabilities are published in the Student Handbook, Faculty Handbook, and Faculty Guidelines on Policy and Procedures for Students with Disabilities. The Affirmative Action/Equal Employment Opportunity Policy statement is published in the Undergraduate Catalogue. In addition, the Affirmative Action/Equal Employment Opportunity policy statement, Connecticut State University System's policies on Sexual Harassment and Policy Regarding Persons with Disabilities, Affirmative Action/Equal Employment Opportunity, CCSU Sexual

Harassment Policy, and the CCSU Procedures and Timetables for Processing of Discrimination and Sexual Harassment Complaints as well as the University's 2012-2013 hiring, promotion, and program goals can be accessed through the website at <http://www.ccsu.edu/AffAction/>.

The President's Executive Committee was informed on affirmative action recruiting, hiring, and promotional efforts, as well as updates on affirmative action and non-discrimination law. The Affirmative Action/Equal Employment Opportunity Policy Statement and the Sexual Harassment Policy as well as program information and progress reports are presented to the committee yearly.

The CDO met with the deans on regular basis to discuss the policies, procedures and progress pertaining to affirmative action, in addition to their responsibility to aid in effectively implementing these policies.

The CDO provided the human resources staff, search committees and the Promotion and Tenure Committee with a periodic update of the status of hiring and promotion goal achievement, in addition to reminding these individuals of their responsibility to make every good faith effort to achieve the hiring and promotion goals when the opportunity occurs.

### **Meeting with Search Committees**

The CDO or designee met with all search committees seeking to fill unclassified vacancies to discuss the search procedures, affirmative action goals, recruitment strategies, evaluation of candidates, and non-discriminatory interviewing. S/he also updated the affirmative action plan forms, instructions for search committees, and the pre-employment inquiry guidelines distributed to the search committees. The ODE staff answered numerous inquiries from the search committees throughout the year related to the search procedures. In addition, the CDO met with the human resources staff to discuss the search procedures as well as answer any questions.

### **New Employee Orientations**

The Human Resources Office directs all new employees to the Central Connecticut State University sign up portal of the HR website. This website is dedicated to providing new employees information regarding the university including: the University Mission Statement, Statement on Affirmative Action/Equal Employment Opportunity, Sexual Harassment Policy, Health and Life Insurance, as well as personnel policies relating to compensation, attendance, and career mobility. This website is regularly updated to reflect changes in policies and procedures.

The ODE provided all new employees copies of the Affirmative Action/Equal Employment Policy Statement, Central Connecticut State University (CCSU) Sexual Harassment Policy, the CCSU Procedures and Timetables for Processing of Internal Discrimination and Sexual Harassment Complaints, and the Faculty Guidelines for Students with Disabilities.

The CDO presented the Affirmative Action/Equal Employment Opportunity Policy Statement, CCSU Sexual Harassment Policy, and the CCSU Procedures and Timetables for Processing of Internal Discrimination and Sexual Harassment Complaints at the New Employee (non faculty) Orientation and copies of these policies were distributed to the new classified and unclassified employees.

The CDO also presented the Affirmative Action/Equal Employment Opportunity Policy Statement, CCSU Sexual Harassment Policy, and the CCSU Procedures and Timetables for Processing of Internal Discrimination and Sexual Harassment Complaints at the New Faculty Orientation and copies of these policies were distributed to the newly hired faculty members.

The Office of Marketing & Communications includes articles and pictures related to the activities and accomplishments in University publications as well as in the media of underrepresented group members who are part of the University community. This office publishes articles featuring Affirmative

Action/Equal Employment Opportunity programs, reports and promotions of minority group members. Such publications include *CCSU Courier*, *Central Focus*, and *The Recorder*.

### **Cultural Programming and Professional Development**

A variety of University Offices, academic programs, and campus organizations, including Office of Vice President and Provost, Student Affairs, Veteran Services, Office of Student Conduct, Office of Associate Vice President of Academic Affairs, School of Arts and Sciences, Office of Diversity and Equity, Center for International Education, Center for Africana Studies, Center for the Caribbean and Latin American Studies, East Asian Study Center, Ruthe Boyea Women's Center, Committee for the Concerns of Women, Latin American Association, Latin American Student Organization, Black Student Union, PRIDE, Mosaic Center Committee, African American Studies Program, Polish Studies Program, Women's Studies Program, Italian Club, International Relations Club, and the History Department, have sponsored programs related to diversity during this reporting period. These programs included but were not limited to:

Below is a sample of jointly sponsored events by one or more of CCSU's social organizations or departments: (For a more complete list, see attachment detailing events offered during March 1, 2012 to February 28, 2013.)

#### **Central Connecticut State University Offices**

17th Annual New England Conference (October 2012)

#### **GLBTQ Center**

- Athletics Should be a Safe Space for Everyone with Hudson Taylor (October 21, 2012)
- A World Day's Event (December 3, 2012)
- Safe Zone Training Sessions (February 11, 2013)

#### **Mosaic Center**

- Two Spirits (November 29, 2012)

**Center for Africana Studies, School of Arts and Sciences, School of Education and Professional Studies, School of Engineering, School of Business, Office of Diversity and Equity, etc.**

- Nine Annual Amistad Lecture (February 2013)

#### **History Department, CCSU AAUP, Peace Studies and Women and Gender Studies**

- Women, Labor Unions and Democracy in Brazil (October 25, 2012)

#### **Anthropology Department**

- Día de los Muertos (November 2012)

#### **Ruthe Boyea Women's Center**

- The Invisible War (November 29, 2012)
- Walking in My Shoes (April 2 & 4, 2012)
- Telling Her Story (a monthly series) featuring female faculty, staff and students at CCSU who share personal inspirational stories
- Take Back the Night (April 2012)
- Honor and Shame in Forced Marriages (October 25, 2012)

### **Office of Diversity and Equity, Student Affairs and the Women Center**

- Women History Month (March 2012)
- June Baker Higgins Gender Conference (May 2012)
- Disability Awareness Month (October 2012)
- White Privilege with Dr. Peggy McIntosh February 28, 2013

### **Office of Diversity and Equity and the Civil Rights Project**

- Black History Month: Civil Rights Movement Mayor AC Wharton (February 7, 2013)

The CDO will continue to schedule sexual harassment and diversity training for all new employees as needed and will continue to report the scheduled sessions in CCSU's annual filings.

### **Diversity and Sexual Harassment Prevention Training**

Diversity Training is also periodically scheduled for the University's managers and supervisors, including employees who supervise student workers. A copy of the utilized and/or distributed during the diversity training sessions the "Supportive Material" subsection which follows this portion of the "Internal Communications" section.

Sexual Harassment Prevention Training is scheduled for the University's managers and supervisors, including employees who supervise student workers. Such training is delivered by the Permanent Commission on the Status of Women (PCSW) and the Commission of Human Rights and Opportunities (CHRO) in conformance with the requirements of Connecticut General Statutes, Section 46a-54(15)(B). This year the university instituted a new sexual harassment online program.

Training sessions were conducted as follows:

#### Diversity Sessions

- August 2012 and February 1, 2013, Dr. Jane Fried conducted a diversity session (three hours) of state mandated diversity training for new faculty members and staff with a total of 36 participants.
- During Disability Awareness Month in October, the major divisions of the university (Academic Affairs, Administrative Officers, Diversity and Equity; Human Resources; and Student Affairs including disability services, veterans services, and counseling and wellness) hosted several speakers to provide awareness of issues affecting persons with disabilities. The topics included ADHD, learning disabilities, universal design, veterans' issues and Challenges to the Human Experience Expo etc.
- The University also provides a variety of programming activities during National Coming Out Day, Hispanic Month, Native American Month, Black History Month and Women's History Month.
- On February 21, 2013, Nick D'Agostino provided training on Transgender and Gender Nonconforming Students: Creating Safe Systems, Procedures and Access to Services to the University's Sexual Assault Resource Team.

#### Sexual Harassment Sessions

During this reporting period, the CDO resumed meeting the requirements of Conn. Gen. Stat. § 46a-54(15)(B) by providing sexual harassment training for newly hired supervisory employees. Such training is delivered by the CHRO in conformance with the requirements of Connecticut General Statutes, Section 46a-54(15)(B). A copy of the training session outline (via PowerPoint presentation) used during the sexual harassment training sessions is included within the "Supportive Material" subsection which follows this portion of the "Internal Communications" section.

The residence life department requires that all Residence Assistants attend a two-hour diversity training program every semester. Additionally the resident assistants received sexual assault prevention training by the University's Women Center and/or the YWCA Sexual Assault Advocates.

The CDO will continue to schedule sexual harassment and diversity training for all new employees as needed and will continue to report the scheduled sessions in CCSU's annual filings.

- On June 18 and 2012, Christine Palm of the Permanent Commission on the Status of Women conducted two hour session with a total of 43 participating;
- On February 28, 2013, Robin Fox and Cheryl Sharp from the Office of the Commission of Human Rights and Opportunities conducted a three hour session with a total of 16 participating;
- On June 21 and 28 2012, Rosa Rodríguez conducted two hour sessions to the Educational Opportunity Employees and the ConnCAPP employees with 30 and 24 respectively;
- Beginning July 1, 2012, the university began offering a two-hour online training on sexual harassment awareness and prevention. The university registers employees to complete an on-line course offered by Workplace Answers. The program does not allow the employees to complete the training in less than two hours. The course is interactive and contains many challenging and interesting real-life workplace situations. As of February 28, 2013, 327 staff and faculty had completed the training. This year we are also offered one-hour online sexual harassment awareness and prevention training to all student workers. Four hundred twenty (420) student employees took the training. Total online sexual harassment awareness training: 747.

See University Events 2012-13 Attachment in supportive documents area.

## **EXTERNAL COMMUNICATION**

### **Section 46a-68-35**

Central Connecticut State University shall put itself on public record that it is an Affirmative Action/Equal Employment Opportunity employer.

The University initiates and undertakes aggressive positive relationship-building to ensure that affirmative action is more than a paper commitment. Consistent with this effort:

The chief diversity officer, with support from other University officials, maintains on a continuing basis, a list of individuals, publications, groups, and organizations, and a list of regular recruiting services representing protected groups. The University's commitment to affirmative action and notices of job availability are sent regularly to these recruitment resources. All advertisements and position announcements contain a statement of the University's commitment to affirmative action.

All employment advertisements contain a reference to the University's commitment to affirmative action and a statement that the University is actively seeking members of underrepresented groups to diversify its workforce. No advertisements exclude people by gender or age, except in the case of a bonafide occupational qualification or need.

The chief diversity officer, in conjunction with other members of the University community, makes personal contacts with local, state and national recruitment sources. These efforts are designed to maintain frequent contact with protected class groups, organizations and resource agencies. New contacts are continually sought.

Employment advertising publication sources include media that target an underutilized class audience in the labor market areas most relevant for filling a vacant office position or position classification.

Notices dated May 31 and July 11, 2012 that the University is an Affirmative Action/Equal Employment Opportunity employer was sent to all unions that represent the University's employees for collective bargaining purposes. Such notice contains an invitation to review and comment on CCSU's Affirmative Action Plan.

The chief financial officer and the chief administrative officer are responsible for overseeing contract compliance requirements covered by Conn. Gen. Stat. Sections 4a-60 and 4a-60a.

The University encourages and solicits the participation of minority business enterprises meeting qualifications established under Connecticut General Statute 4a-60g and 4a-61or 32-9e. All bidders, contractors, subcontractors and suppliers of materials and services to the University received notification of the University's Affirmative Action/Equal Employment Opportunity policy. The notice includes a statement that the University will not knowingly do business with any bidder, contractor, subcontractor or supplier of materials or found to be in violation of any state or federal anti-discrimination law. Further, the University does not knowingly do business with any bidder, contractor, subcontractor, or supplier of materials that discriminates against protected group members and promptly reports any behavior inconsistent with state or federal anti-discrimination law to the Commission on Human Rights and Responsibilities or other appropriate authorities for investigation. The University encourages bidders, contractors, subcontractors, and suppliers of goods and services to develop their own affirmative action plans.

The University engages in concerted agenda with the Department of Administrative Services, Permanent Commission on the Status of Women, Department of Labor (Job Service), Department of Economic Development or any other pertinent agency to coordinate and unify the implementation of the above activities, and to eliminate unnecessary duplication of effort and expense.

The University maintains the name and address of each organization, recruiting source, bidder, contractor, subcontractor, supplier of materials, publisher and union receiving notice of the agency policy, date of notice, and copies of all communication, statements, advertising and contract provisions with the above groups or individuals. Where the cooperation of another agency is essential to the implementation of activity undertaken pursuant to this section, the University shall keep record of each instance of contact with the agency whose cooperation is requested and the outcome thereof.

## **CONTRACT COMPLIANCE/SMALL BUSINESS SET-ASIDE ACTIVITIES**

The chief diversity officer worked with the chief finance and chief administrative officers to ensure compliance with the Connecticut General Statute Section 46a-60, Contract Compliance.

In compliance with Section 46a-68-35, the University has consistently put itself on public record as being an affirmative action/equal opportunity employer.

Central Connecticut State University submitted its Small and Minority Business Set-Aside goals for fiscal year 2012-2013 to Department of Administrative Services (DAS) Business CONNections and the Commission on Human Rights and Opportunities (CHRO) in July 2012. The University received a notice September 20, 2012 which outlined its requests, the approved DAS goals, and an explanation of the course of action taken to establish the goals approved by DAS.

The University's Small Business Enterprise (SBE) and Minority Business Enterprise (MBE) goals for fiscal year 2012-2013 were **\$1,082,780** and **\$270,695** respectively. At the close of the third quarter of the fiscal year, the SBE expenditures totaled **\$5,690,422** and the MBE expenditures totaled **\$1,365,468**, both of which exceed the goals set for the fiscal year 2012-2013.

During this reporting period, the purchasing manager continued to implement proactive measures designed to encourage SBE expenditures. These measures included reviewing the list of vendors to ensure that small businesses were properly identified as set-asides and letters were sent to companies making them aware of the set-aside program as well as encouraging them to become certified through the DAS Business CONNections. In addition, internal purchase-card (P-Card) users were encouraged to use small businesses when making purchases. Those purchases to small businesses were manually extracted from the University's P-Card expenditures.

All bidders, contractors, subcontractors and suppliers of goods to the University were notified of the University's policy that it would not do business with anyone who discriminates against protected class members.

The University sent invitation to bid notices to the DAS Business CONNections, which electronically distributes said bid notices to all minority businesses who are registered with Business CONNections. During this reporting period, invitation to bid notices were placed in the Hartford Courant, New Britain Herald, and New Haven Register, in addition to DAS Business CONNections and the CCSU Purchasing websites.

During this reporting period, the Purchasing Department maintained a web page at <http://www.finance.ccsu.edu/Purchasing/>, which listed all of the University's currently available bidding opportunities. In addition, it provided links to the DAS web page, where small vendors can find information regarding state procurement opportunities, assistance for set-aside contractors interested in securing state contracts, a complete description of the Set-Aside Program, and how to become certified. The web page also included the Purchasing Policies and Procedures Manual so that potential bidders could obtain information regarding the processes, procedures, and regulations associated with the acquisition of products and services for the University.

## RECRUITMENT ACTIVITIES DURING THIS REPORTING PERIOD

The University utilized search committees to fill all unclassified vacancies. Each search committee was required to develop a search plan designed to reach a broad and diverse pool of potential applicants. Further, the search committee was instructed by the chief diversity officer to make every effort to recruit underutilized and underrepresented applicants. Those efforts included aggressive advertising, sending letters with the position description to appropriate institutions, including those that have significant populations of minorities, recruiting potential minority applicants through professional organizations and at professional meetings, and networking with individuals who are likely to have contact with underutilized members. In addition, the Office of Diversity and Equity established personal relationships with colleges and universities with doctoral degree programs, including historically black colleges and universities, Hispanic –granting institutions as well as institutions awarding doctoral degrees to significant numbers of minority students, designed to increase the diversity of applicant pools.

The Chief Diversity Officer advised executive, faculty, and administrative search committees to extend searches and re-examine recruitment methods. The search committees were able to expand recruitment to enhance demographics of the applicant pool with the approval of the Chief Diversity Officer. A search may be extended or canceled if a diverse pool of applicants is not identified.

Faculty and administrative employment opportunities were advertised locally as well as nationally in order to attract large and diverse pools of applicants. Advertisements were placed in local newspapers, such as the Hartford Courant, New Britain Herald, etc. To reduce advertisement costs the University is purchasing annual subscriptions to the following: *HigherEd.jobs.com*; *Diverse*; and *Hispanic Outlook*. This allows the university to post unlimited advertisements for its positions.

Vacancies in classified occupational categories, not subject to competitive exam or where there were no certification lists were posted within the University. In addition, notices of the vacancies were sent to other CSU universities, state agencies, local and regional newspapers, the State of Connecticut Job Service, the DAS website, all unions representing qualified staff, and a number of community agencies representing protected groups.

The University posted notice of all vacancies in their respective occupational category on its web page at <http://www.ccsu.edu/HumanResources/jobs.html>.

The Office of Diversity and Equity posted employment opportunity announcements from the University, other CSU universities, State agencies, local municipalities, and private sector employers on bulletin boards adjacent to its office. Copies of these announcements as well as other equal employment opportunity information were provided upon request.

Continuous contact was made with recruiting sources and organizations capable of recruiting underutilized group members for employment. The list of recruiting sources was annually updated. Members of the University met with officials from community, social and religious organizations to discuss community building, which included recruitment for employment opportunities.

The following publications and organizations are representative of those used for the publication of classified advertisements, notices posted on web pages, and distribution of employment opportunity announcements:

- American Indian Science and Engineering Society [www.aises.org/career/jobs/](http://www.aises.org/career/jobs/)
- American Association for Affirmative Action
- BlackEngineer.com - [www.blackengineer.com](http://www.blackengineer.com)
- CALAHE - Hispanics in Higher Education

- Connecticut Association of Affirmative Action Professionals
- Department of Administrative Services
- *Diverse* --Formerly *Black Issues in Higher Education* (annual subscription—unlimited postings)
- *Higheredjobs.com* (annual subscription)
- Hispanic Association of Colleges and Universities [www.hacu.net](http://www.hacu.net)
- Hispanic Professional Network of Connecticut
- Hispanic Professional Network of Connecticut [www.hpn-ct.org](http://www.hpn-ct.org)
- Hispanic Outlook Website: [www.hispanicoutlook.com](http://www.hispanicoutlook.com) (annual subscription)
- *The Journal of Blacks in Higher Education* [www.jbhe.com](http://www.jbhe.com)
- Latinos in Higher Education
- *LGBT Career Link*
- Linguistics List.org
- *Minority and Women Doctoral Directory*
- MLA Job Listings *Northeast Minority News*
- *National Association of Colleges and Universities*
- National Collegiate Athletic Associate web site
- National Society of Black Engineers - [www.nsbe.org](http://www.nsbe.org)
- National Association of African American Studies Organization and its Associates
- South Western University National Minority Faculty Identification Program
- Society of Women Engineers - [www.swe.org](http://www.swe.org)
- Society of Hispanic Professional Engineers - [www.shpe.org](http://www.shpe.org)
- The Society of Mexican American Engineers and Scientists (MAES), Inc. - [www.maes-natl.org](http://www.maes-natl.org)
- [http://www.doctorholmes.net/higher\\_education.htm](http://www.doctorholmes.net/higher_education.htm)
- Universities of the Connecticut State Colleges and Universities
- *University Professional Association for Human Resources*
- *Women in Higher Education*
- Professional organizations associated with various disciplines—list serves

Members of the Office of Diversity and Equity staff attended and/or addressed various conferences, training seminars and workshops, outside of CCSU, such as:

- East Coast Ombuds Group: Coordinating Efforts between Diversity and Ombuds Services (October 2012)
- 22<sup>nd</sup> Annual Legal Issues in Higher Education Conference (October 2012)
- National Council on Race and Ethnicity (May 2012)
- Diversity Awareness Month Events (October 2012)
- New England Multicultural Conference (October 2012)
- Staff attended a variety of speakers on diversity issues sponsored by the University.

The CDO or the associate attend regularly scheduled meetings of both the Connecticut Association of Diversity and Equity Professionals and the CSU Diversity and Equity Officers group as meetings are scheduled.

## **ASSIGNMENT OF RESPONSIBILITY**

### **Section 46a-68-36**

#### **Appointing Authority**

John W. Miller, Ph. D., President of Central Connecticut State University, as appointing authority, has the ultimate responsibility for the establishment and enforcement of result-oriented Affirmative Action policies and practices. Pursuant to Public Act 87-253, Dr. Miller was responsible for the development, filing, and implementation of an Affirmative Action Plan in accordance with Affirmative Action Regulations of Connecticut State Agencies §§ 46a-68-31 through 46a-68-74, and shall be accountable for the program's success or failure.

The President assigns to several employees such duties and responsibilities necessary for the development and implementation of the affirmative action plan. To acquaint employees with their specific responsibilities under the Plan, the President's Chief Diversity Officer (CDO), Ms. Rosa Rodríguez, participates in regularly scheduled meetings that emphasize human relations and intergroup relations, non-discriminatory employment practices, the legal authority for affirmative action and the President's commitment to affirmative action, review of the affirmative action plan and identification of obstacles in meeting the goals of the plan.

The chief diversity officer is a full-time employee who has been designated by Dr. Miller to serve as Central Connecticut State University's affirmative action officer. Ms. Rodríguez reports directly to President Miller. The Office of Diversity and Equity (ODE), which is supervised by Ms. Rodríguez, includes the Ruthe Boyea Women's Center, which serves as an advocate for women's rights on Central Connecticut State University's campus. The Coordinator of the Ruthe Boyea Women's Center, Ms. Jacqueline Cobbina-Boivin, reports directly to the CDO.

#### **Affirmative Action (100%)**

The chief diversity officer, Rosa Rodríguez, has full-time responsibility for the management and implementation of the University's Affirmative Action Plan. She reports directly to the President as required in Affirmative Action Regulations, § 46a-68-36(c). Ms. Rodríguez, Nicholas D'Agostino, the Associate to CDO, and Pamela Soucy, University Assistant staff the ODE

#### **Specific Functions of the Chief Diversity Officer**

1. To develop, coordinate, evaluate, monitor, report, and implement the Affirmative Action Plan, along with persons who have specific personnel responsibilities and to utilize a systematic procedure for monitoring all phases of the Affirmative Action Plan on a continuing basis.
2. To write, with appropriate consultation, any revisions of the Affirmative Action Plan and to communicate them, subject to the approval by the President, to the appropriate federal or state agency or office and to serve as principal contact with state and federal representatives in affirmative action reviews of the institution.
3. To initiate and maintain contact with recruiting sources and organizations serving members of protected classes, in conjunction with other members in the University community.
4. To review, analyze, and evaluate all reports and statistical data pertaining to the University's workforce for accuracy and progress made toward affirmative action goals as well as regarding the status of minorities and women.
5. To coordinate the implementation of the Affirmative Action Plan by all personnel named as having specific responsibilities and to assist all personnel involved in implementation of the Affirmative Action Plan through the development of written guidelines, resource files, orientation sessions, and individual advisement.

6. ODE staff meets with every unclassified search committee to train on the recruitment and search process including affirmative action guidelines and goals. For both classified and unclassified searches, the committees are provided written affirmative goals.
7. The CDO meets with the President and the Vice Presidents /Chief Officers to review the affirmative action plan and all other issues related to affirmative action, equal opportunity and discrimination.
8. To investigate complaints of alleged discrimination.

The Affirmative Action Plan does not allow for passive observation of potential or existing discriminatory practices. First line supervisors are responsible for insuring that employees are aware of their rights and opportunities and managers or department heads are made aware of problems and areas of dissension. Managers and supervisors are, on a continual basis, monitored and evaluated on their affirmative action performance and, because affirmative action responsibilities are considered an assigned duty, failure to perform affirmative action duties can affect ratings and advancement.

### **Office of Human Resource (10-20%)**

The Office of Human Resources is managed by Lou Pisano, Chief Human Resources Officer, and consists of the following staff:

- Mary Cavanaugh, University Human Resources Administrator
- Laurie Dunn, University Human Resources Administrator
- Anna Suski-Lenczewski, University Human Resources Administrator
- Joanne Callahan, Associate in Human Resources
- Karen Portera, Associate in Human Resources
- Louise Olszewski, Assistant in Human Resources
- Norma Rivera, Assistant in Human Resources
- Irene Childs, Assistant in Human Resources I
- Linda Marsh, Administrative Operations Assistant

The University Human Resources Administrators shall assist with the development, coordination, and implementation of human resources policy, practices and programs and provide effective advice and recommendations on proper human resources management practices, including ensuring that equal opportunity and affirmative action procedures in recruiting, hiring, interviewing, record keeping and evaluating progress are observed.

Other responsibilities of the Human Resources Administrators and any other Human Resources Office staff include overseeing the hiring process to assure that the affirmative action procedures are being implemented in the employment process through involvement in recruiting, interviewing, hiring, evaluating, promoting or counseling employees, including their counterparts throughout the academic and administrative structure. In addition, the Human Resources Office is responsible on a continuing basis for thorough knowledge of federal, state, and the University affirmative action requirements.

Laurie Dunn, a University Human Resources Administrator, assists the ODE with preparation of the Affirmative Action Plan, providing all employee- related statistical data, as well as Human Resource-related review and consultation, as appropriate.

### **Deans, Managers, and Supervisors (5%)**

Deans, managers, supervisors, and department heads are held fully responsible for implementing those aspects of the affirmative action program related to their specific area of operation, including recruiting, interviewing, hiring, evaluating, promoting, and counseling teaching faculty, administrators and staff. Managers and supervisors are required to submit clear job descriptions, and to document the specific efforts made to recruit minorities and women, in accordance with the schedules indicated in the affirmative action hiring procedural guidelines. In addition, managers and supervisors understand that

equal employment opportunity and affirmative action are: (1) consistent with good management and personnel principles, (2) a basic part of their job, and (3) consistent with the concept of employment and promotion based on merit. Managers and supervisors play an important role in the success of an affirmative action program, perhaps the crucial role. Through the use of fair employment practices, access to data, and immediate contact with possible sources of discrimination or problem areas in their units or divisions, managers and supervisors provide the grass roots perception of affirmative action and ensure that all employees are informed of the University's continuing commitment to affirmative action.

The University evaluates and monitors the affirmative action performance of all officials assigned affirmative action responsibilities. This includes deans, directors, department heads, and others with specific affirmative action responsibilities. The evaluation will be based on the individual's commitment to the effective management of a diverse workforce and the performance of their affirmative action duties will be considered in promotion and merit increase decisions.

Pursuant to Section 46a-68-36(d), each agency of 100 or more employees shall consider the feasibility of establishing an employee advisory committee, which, if established, may consider any matter appropriate to the development and implementation of the affirmative action plan. While the University recognizes that the Employment Advisory Committee, comprised of all senior managers of the President's Executive Committee, does not meet the regulations regarding an affirmative action employee advisory committee, the Committee continued to look at the progress made by search committees toward the achievement of hiring goals and the challenging recruitment milieu that search committees encounter. This committee will continue to address those areas that seem to impede goal achievement for the University.

The University would like to point out that there are campus committees, comprised of a diverse cross section of employees that continually address many affirmative action concerns as well as specific employee issues. These committees include: the Provost's Diversity Task Force; The Arts & Sciences Diversity Committee, the AAUP Minority Recruitment and Retention Committee and the SUOAF-AFSCME Minority Recruitment and Mentoring Committee that address recruitment and retention of protected group members; the Safety and Health Committee; the Latin American Association; the African American Advisory Committee; the Facilities Planning Committee that looks at accessibility for persons with disabilities; the President's Advisory Committee for Students with Disabilities; the Committee on the Concerns of Women; the GLBT Advisory Committee; and the Faculty Senate Diversity Committee whose members represent all campus community constituencies and is charged with creating a campus that is diverse, inclusive and welcoming.

No employee may be coerced, intimidated, or retaliated against by the University or any person for performing any affirmative action duties. Any person so aggrieved may file an internal complaint as well as file a complaint with state or federal enforcement agencies, such as the Commission on Human Rights and Opportunities and/or Equal Employment Opportunity Commission.

The University maintains a record of each person performing any duties relating to the development and implementation of the Affirmative Action Plan by name, job title, and percentage of time devoted to affirmative action duties and outline of specific responsibilities.

#### **ACTIVITIES DURING THIS REPORTING PERIOD**

In their annual self-report of the Management Performance Planning Evaluation management and confidential personnel were required to evaluate their achievement in the area of developing a diverse workforce.

Managers and supervisors periodically audit, with the assistance of the Human Resources Office, training programs, hiring and promotion patterns to remove impediments to the attainment of goals

and objectives. The ODE audits each department on an annual basis to ensure that each department is in compliance to the extent that:

1. Posters are properly displayed.
2. Facilities provided by Central Connecticut State University for employees are comparable for both sexes.
3. Minority and female employees are offered full opportunity and are encouraged to participate in all educational, training, recreational and social activities.
4. ODE staff met with every search committee for all searches addressed in the plan.
5. Supervisors' work performance is evaluated on the basis of their equal employment opportunity efforts and results, as well as their performance criteria.
6. Supervisors must take action to prevent harassment of employees placed through affirmative action efforts.
7. ODE advises and informs those individuals involved in the hiring and promotion process of their legal obligations and of the University's procedures for recruitment, hiring, interviewing, and counseling through written guidelines and orientation training. Each department monitors or has monitored all hiring and promotion actions.
8. ODE and the respective departments coordinate the communication of affirmative action information to all employees and applicants on a continuing basis.
9. Each department completes, or has completed, all Equal Employment Opportunity or Affirmative Action forms.
10. Each department documents the search and selection procedure when a new employee is hired, in accordance with the search procedure.
11. Each major division works with community relations programs in efforts to improve the quality of relations between Central Connecticut State University and the outside community, minority organizations, women's organizations, organizations of and for persons with disabilities, organizations of and for disabled veterans and veterans of the Vietnam Era and community action groups.
12. Each department develops a systematic schedule and approach toward working with others holding major affirmative action assignments, including vice presidents, chief officers, deans, department heads, directors, and the Committee on the Concerns of Women.
13. Where appropriate, each department develops and coordinates additional specific affirmative action plans as needed in areas other than employment, such as Title IX, student programs, financial aid, admissions, and career planning.
14. Each department advises its individual members of his or her specific area of responsibility for the implementation of the Affirmative Action program.

The ODE co-sponsored several events with the Ruthe Boyea Women's Center, the Committee on the Concerns of Women, the Center for Africana Studies, the African American Studies Program, the Caribbean and Latin American Studies Center, Latin American Student Organization, Center for International Education, and History Department. For example, these events include several lectures about equity, affirmative action and social justice issues, a teaching diversity series of seminars, a theater production about Latino women, and lectures by social activists. **A complete list of cultural events is available in Section 4. Internal Communication Supportive Materials.**

## ORGANIZATIONAL ANALYSIS

### Section 46a-68-37

This section of the Central Connecticut State University's Plan identifies the University's workforce organization.

#### Job Title Study

Each position classification authorized by the Department of Administrative Services or established by statute is arranged into lines of progression that depict the order of jobs through which an employee may advance. Titles without promotional opportunity are listed separately. Unclassified and non-competitive titles are identified.

#### Occupational Category Study

Each position classification listed in the job title study is placed in an occupational category with other position classifications having similar job content, compensation schedules, and opportunity. Titles within an occupational category are ranked from the highest to the lowest compensation schedule, with the salary range for each classification noted.

The University reviewed the **Job Title Study** and the **Occupational Category Study** during this reporting period. As a result, the University has made several updates to the **Job Title Study** and the **Occupational Category Study**.

In the **Job Title Study**, the following *positions were added* to their respective line of progression:

Customer Support Center Lead

The following *titles were changed*:

<b>From:</b>	<b>To:</b>
PC Maintenance Technician	Technical Support Specialist
Director of the University Learning Center	Director of the Learning Center
Director of Continuing Education & Community Engagement	Director of Continuing Education
Campus One Card Administrator	Director of Auxiliary Services for IT
Judicial Program Assistant	Assistant Director, Office of Student Conduct
Director, Field Experiences	Director of Student Teaching & Field Experiences

The University will continue to evaluate the **Job Title Study** in an effort to determine which job titles, with or without lines of progression, will be utilized in the future. All resulting changes in the **Job Title Study** will be reported in the next filing of the plan.

**ORGANIZATIONAL ANALYSIS  
2012 - 2013**

**JOB TITLE STUDY  
Section 46a-68-37**

**UNCLASSIFIED POSITIONS**

**Academic Affairs**

Provost & Vice President for Academic Affairs  
Associate Vice President for Academic Affairs

**Academic Schools**

Dean, School of Arts & Sciences  
Associate Dean, School of Arts & Sciences  
Assistant Dean, School of Arts & Sciences

Dean, School of Business  
Associate Dean, School of Business  
Assistant Dean, School of Business

Dean, School of Education and Professional Studies  
Associate Dean, School of Education and Professional Studies  
Assistant Dean, School of Education and Professional Studies

Dean, School of Engineering & Technology  
Associate Dean, School of Engineering & Technology

Associate Vice President Academic Affairs & Dean of Graduate Studies  
Associate Director, Graduate Studies

**Bursar**

Bursar  
Associate Bursar  
Assistant Bursar  
Assistant to the Bursar

**Business Services**

Director of Business Services  
Associate Director, Business Services  
Contract Compliance Specialist

**Campus One Card**

Director of Auxiliary Services for IT  
Campus One Card System Specialist

### **Center for Advising & Career Exploration (CACE)**

Director of the Center for Advising & Career Exploration  
Associate Director of the Center for Advising & Career Exploration  
Center for Advising & Career Exploration Specialist

### **Center for International Education (CIE)**

Director of Center for International Education  
Associate Director of Center for International Education  
Associate Director of CIE & Coordinator of IELP  
International Education Coordinator  
International Student & Scholar Services Coordinator

### **Center for Public Policy and Social Research (CPPSR)**

Executive Director of the Center for Public Policy & Social Research  
Director, U.S.-China Center  
Director of the Institute for Municipal and Regional Policy (IMRP)  
Research Specialist, Institute for the Study of Crime and Justice  
Policy & Research Specialist  
IMRP Program Assistant

### **Counseling & Wellness**

Associate Director of Counseling and Wellness  
Coordinator of Substance Abuse Program  
Counselor  
Associate Counselor  
Assistant Counselor  
Wellness Program Administrator

### **Continuing Education and Community Engagement (Office of)**

Director of Continuing Education  
Associate Director Continuing Education and Community Engagement

### **Environmental Health and Safety**

Director, Environmental Health & Safety  
Environmental Health & Safety Coordinator

### **Facilities Management**

Assistant Chief Administrative Officer/Director of Facilities Management Coordinator, Capital  
Projects/Facilities Planning  
Facilities Operations Manager  
Operations Coordinator  
Coordinator, Capital Projects and Facilities Planning  
Coordinator, University Construction Facilities Management  
Facilities Contract Administrator  
Assistant Director, Facility Support Services  
Assistant Director, Facilities Management  
Property Control Assistant

### **Faculty**

Professor  
Associate Professor  
Assistant Professor

Instructor

**Financial Aid**

Director of Financial Aid

Associate Director of Financial Aid

Assistant Director of Financial Aid

Financial Aid Counselor

**Fiscal Affairs**

Chief Financial Officer

Controller

Director of Accounting

Associate Director of Accounting

Grants Administration Manager

Budget Assistant

Budget & Accounting Assistant

**Grants and Funded Research Office**

Director of the Office of Grants and Funded Research

Assistant Director of the Office of Grants and Funded Research

**Health Services**

Physician/Director, Health Services

Associate Director, Health Services

Advanced Practice Registered Nurse (APRN)

College Health Nurse

**Human Resources**

Chief Human Resources Officer

Human Resources Administrator

Associate in Human Resources

Assistant in Human Resources

Assistant in Human Resources I

**Information Technology**

Chief Information Officer

Director Academic Technology

Director of Client Support Services

Director of Technical Services

Director Administrative Technical Services

Instructional Technology Manager

Computer Facilities Manager (School of Technology)

Enterprise Resource Planning Manager

Project Manager

System Manager

Manager Support Services

Customer Support Center Supervisor

Database Administrator

Data Network Specialist

Instructional Design & Technology Resource Center Supervisor

Network Security Specialist

Programmer Specialist

Server Administrator  
Technical Support Specialist  
Instructional Technology Systems Administrator  
Voice Systems Specialist  
Digital Media Production Coordinator  
Customer Support Center Lead  
Instructional Media Coordinator  
Customer Support Center Assistant  
Property Control Assistant  
Support Assistant (Server or Systems)  
Server Support Specialist  
Computer Support Assistant  
Video Engineering Specialist

**Institute of Technology & Business Development (ITBD)**

Executive Assistant to the President for Community Business Programs  
Business Development Manager  
Business and Facility Manager  
Business Development Specialist  
Conference Center Manager  
Conference Center Assistant Manager/Information Technology Specialist  
Business Development Assistant/Youth Programs  
Business Development Coordinator  
Professional Development Specialist

**Institutional Advancement**

Vice President for Institutional Advancement  
Associate to the Vice President for Institutional Advancement  
Director of Institutional Advancement  
Director, Advancement Services  
Associate Director, Alumni Affairs  
Major Gifts Associate  
Advancement Services Specialist

**Institutional Research**

Director of Institutional Research and Assessment  
Institutional Research Specialist  
Planner/Analyst

**Intercollegiate Athletics**

Director, Intercollegiate Athletics  
Senior Associate Athletics Director  
Associate Director, Athletics for Compliance  
Associate Director of Athletics/External Services  
Assistant Director of Athletics for Communication & Media Services  
Assistant Compliance Coordinator  
Athletics Fiscal Officer  
Equipment Manager  
Athletic Trainer II

Coach IV  
Coach III

Coach II  
Coach I  
Coach A

**Library Services**

Director of Library Services  
Associate Director of Library Services  
Librarian  
Associate Librarian  
Assistant Librarian  
Staff Librarian

**Marketing and Communications**

Associate Vice President for Marketing and Communications  
Media Relations Officer  
Associate Director Marketing and Communications  
Internet Services Manager  
Assistant Director University Relations

**Pre-Collegiate & Access Services**

Director of Pre-Collegiate and Access Services  
Associate Director of Pre-Collegiate and Access Services  
ConnCAP Site Coordinator

**Recruitment and Admissions**

Director of Recruitment and Admissions  
Associate Director of Recruitment and Admissions  
Assistant Director of Recruitment and Admissions

**Registrar**

Registrar  
Associate Registrar  
Associate Registrar for Scheduling and CAPP  
Assistant Director, Registrar  
Degree Auditor

**Residence Life**

Director of Residence Life  
Associate Director of Residence Life  
Assistant Director of Residence Life  
Assistant to Director/Area Coordinator  
Assistant to Director/Residence Hall Director

**Student Activities/Leadership Development**

Director of Student Activities/Leadership Development  
Associate Director, Student Activities/Leadership Development  
Assistant Director, Student Activities/Leadership Development  
Program Assistant

**Student Affairs**

Vice President for Student Affairs  
Assistant Dean II of Student Affairs

### **Student Center**

Director of Student Center Operation & Services  
Associate Director of the Student Center  
Assistant Director of the Student Center

### **Student Conduct (Office of)**

University Judicial Director  
Assistant Director, Office of Student Conduct

### **Unclassified Positions without Lines of Progression**

Access and Security Coordinator (Facilities)  
Administrative Assistant to President  
Administrative Coordinator  
Administrative Support Coordinator  
Assistant Director/Coordinator, CASD Grant Program  
Associate in Diversity and Equity  
Budget & Accounting Assistant  
Campus Architect  
Capital Budget Administrator  
Coordinator, Student Disability Services  
Coordinator of Women's Center  
Chief Administrative Officer  
Special Assistant to the President  
Director of Academic Articulations and Partnerships  
Director, Academic Center for Student Athletes  
Director of Engineering  
Director, The Learning Center  
Director, Office of Student Teaching and Field Experiences  
Director of Operational Logistics and Events Management (Admin. Affairs)  
Executive Assistant to the President/Chief Diversity Officer  
President  
Project Assistant (School of Education)  
Project Assistant (Academic Affairs, Travelers' EDGE)  
Project Coordinator (Academic Affairs, Travelers' EDGE)  
Recreation Specialist  
Science Technical Specialist  
Team Advisor (Academic Center for Student Athletes)  
Veterans Affairs Coordinator

### **CLASSIFIED POSITIONS**

#### **Accounting**

Assistant Accountant

#### **Clerical**

Unit Supervisor  
Processing Technician  
Office Assistant

#### **Fiscal**

Fiscal Administrative Assistant

Financial Clerk

**Library**

Library Technician

Library Technical Assistant

**Mail Services**

Mail Services Supervisor 1

Lead Mail Handler

Mail Handler (2)

**Payroll**

Payroll Officer 2

Payroll Clerk

Assistant in Payroll/Accounts Payable (1)

**Protective Services**

Director of Public Safety (1)

Police Lieutenant

Fire Lieutenant

Police Sergeant

Police Detective

Police Officer

Protective Services Trainee

**Purchasing**

Purchasing Manager (1)

Procurement Specialist (1)

**Secretarial**

CSU Administrative Assistant (1)

Administrative Assistant

Secretary 2

Secretary 1

Office Assistant

Clerk Typist

**Service/Maintenance**

Storekeeper (2)

Storekeeper Assistant (2)

General Trades Worker (2)

Skilled Maintainer (2)

Supervising Custodian (2)

Lead Custodian (2)

Custodian (2)

Lead University Research Technician

University Research Technician 2

Duplicating Technician 2

### **Skilled Craft**

Lead Power Plant Operator Energy Center

Power Plant Operator Energy Center Stationary Engineer (2)

Maintenance Supervisor 1 (Electrical, General, Locksmith, Plmn & Stmfr)

Qualified Craft Worker (Carpenter, Painter, Locksmith, Plumbing, Electrical, Mason,  
Mechanics, HVAC, Plmn & Stmfr) (2)

### **Classified Positions without Lines of Progression**

Building Maintenance Supervisor

Plant Facilities Engineer 2

Planetarium Technician

Building Superintendent 1

Telecommunications Dispatcher (2)

- (1) Unclassified
- (2) Non-competitive

**OCCUPATIONAL CATEGORY STUDY**  
**2012-2013**

EEO Category	Job Title	Pay Plan	Minimum Salary	Maximum Salary
<b>Category 1: Executive, Administrative &amp; Managerial</b>				
1	President		\$299,460	
1	Provost & Vice President of Academic Affairs	MC049	\$160,624	\$226,652
1	Dean, School of Business	MC045*	\$146,647	\$206,860
1	Vice President for Student Affairs	MC047	\$144,914	\$204,847
1	Vice President for Institutional Advancement	MC046	\$137,925	\$194,505
1	Chief Administrative Officer	MC045	\$130,825	\$184,386
1	Chief Financial Officer	MC045	\$130,825	\$184,386
1	Dean, School of Education and Professional Studies	MC045	\$130,825	\$184,386
1	Dean, School of Arts & Sciences	MC045	\$130,825	\$184,386
1	Dean, School of Engineering & Technology	MC045	\$130,825	\$184,386
1	Associate Vice President and Dean of Graduate School	MC044	\$124,223	\$175,372
1	Associate Vice President for Academic Affairs	MC044	\$124,223	\$175,372
1	Chief Diversity Officer/Executive Assistant to the President	MC044	\$124,223	\$175,372
1	Chief Human Resources Officer	MC044	\$124,223	\$175,372
1	Chief Information Officer	MC044	\$124,223	\$175,372
1	Executive Assistant to the President, ITBD	MC044	\$124,223	\$175,372
1	Assistant VP/Dean of Students	MC043	\$118,011	\$166,604
1	Associate to the Chief Administrative Officer	MC043	\$118,011	\$166,604
1	Associate Vice President for Marketing & Comm.	MC043	\$118,011	\$166,604
1	Special Assistant to the President	MC043	\$118,011	\$166,604
1	Associate to the VP for Institutional Advancement	MC042	\$98,539	\$133,318
1	Director of Public Safety (1)	MC042	\$98,539	\$133,318
1	Executive Director, CPP&SR	MC042	\$98,539	\$133,318
1	Physician/Director of University Health Services	S2008	\$93,667	\$138,682
1	Director, Institutional Research and Assessment	MC041	\$90,992	\$123,106
1	Assistant Chief Administrative Officer/Director	S2007	\$81,450	\$122,079
1	Associate Dean of Arts & Sciences	S2007	\$81,450	\$122,079
1	Associate Dean, School of Business	S2007	\$81,450	\$122,079
1	Associate Dean, School of Education & Professional Studies	S2007	\$81,450	\$122,079
1	Associate Dean, School of Engineering & Technology	S2007	\$81,450	\$122,079
1	Controller	S2007	\$81,450	\$122,079
1	Director, Academic Articulations & Partnerships	S2007	\$81,450	\$122,079
1	Director, Recruitment & Admissions	S2007	\$81,450	\$122,079
1	Director, Center for International Education	S2007	\$81,450	\$122,079
1	Director, Institutional Advancement	S2007	\$81,450	\$122,079
1	Director, Intercollegiate Athletics	S2007	\$81,450	\$122,079
1	Director, Library Services	S2007	\$81,450	\$122,079
1	Human Resources Administrator	MC039	\$81,906	\$110,815
<b>Category 2: Faculty</b>				
2	Professor / Coach IV / Athletic Trainer IV	A1004	\$84,035	\$111,462
2	Associate Professor / Coach III / Athletic Trainer III	A1003	\$70,589	\$93,755
2	Assistant Professor / Coach II / Athletic Trainer II	A1002	\$57,144	\$76,048
2	Instructor / Coach I / Athletic Trainer I	A1001	\$50,421	\$67,195
2	Coach A	A1005	\$40,337	\$53,756
<b>Category 3: Professional/Non-faculty</b>				
3	Counselor	A3004	\$84,035	\$111,462
3	Librarian	A1004	\$84,035	\$111,462
3	Assistant Dean II, Student Affairs	S2006	\$73,096	\$111,389
3	Computer Facilities Manager (School of Technology)	S2006	\$73,096	\$111,389
3	Director, Academic Technology	S2006	\$73,096	\$111,389
3	Director, Accounting	S2006	\$73,096	\$111,389
3	Director, Administrative Technical Services	S2006	\$73,096	\$111,389
3	Director, Business Services	S2006	\$73,096	\$111,389
3	Director, Ctr. Advising & Career Exploration	S2006	\$73,096	\$111,389
3	Director, Client Support Services	S2006	\$73,096	\$111,389
3	Director, CSBDC	S2006	\$73,096	\$111,389

**OCCUPATIONAL CATEGORY STUDY  
2012-2013**

<b>EEO Category</b>	<b>Job Title</b>	<b>Pay Plan</b>	<b>Minimum Salary</b>	<b>Maximum Salary</b>
3	Director, Counseling and Wellness	S2006	\$73,096	\$111,389
3	Director, Financial Aid	S2006	\$73,096	\$111,389
3	Director, Office of Grants & Funded Research	S2006	\$73,096	\$111,389
3	Director, Operational Logistics and Events Management	S2006	\$73,096	\$111,389
3	Director, Residence Life	S2006	\$73,096	\$111,389
3	Director, Student Activities/Leadership Development	S2006	\$73,096	\$111,389
3	Director, Student Center Operation & Services	S2006	\$73,096	\$111,389
3	Director, Technical Services	S2006	\$73,096	\$111,389
3	Registrar	S2006	\$73,096	\$111,389
3	Senior Associate Athletics Director	S2006	\$73,096	\$111,389
3	Associate Accountant	AR026	\$69,891	\$89,888
3	Payroll Officer 2	AR025	\$66,608	\$85,851
3	Associate Counselor	A3003	\$70,589	\$93,755
3	Associate Librarian	A1003	\$70,589	\$93,755
3	Associate Director, Accounting	S2005	\$64,742	\$100,699
3	Associate Director, Athletics for Compliance	S2005	\$64,742	\$100,699
3	Associate Director, Athletics for External Services	S2005	\$64,742	\$100,699
3	Associate Director, Ctr for Advising & Career Exploration	S2005	\$64,742	\$100,699
3	Associate Director, International Education	S2005	\$64,742	\$100,699
3	Associate Director, Library Services	S2005	\$64,742	\$100,699
3	Bursar	S2005	\$64,742	\$100,699
3	Business Development Manager	S2005	\$64,742	\$100,699
3	Campus Architect	S2005	\$64,742	\$100,699
3	Coordinator, Capital Projects & Facilities Planning	S2005	\$64,742	\$100,699
3	Coordinator, Student Disability Services	S2005	\$64,742	\$100,699
3	Director, Academic Center for Student Athletes	S2005	\$64,742	\$100,699
3	Director, Advancement Services	S2005	\$64,742	\$100,699
3	Director, Engineering	S2005	\$64,742	\$100,699
3	Director, Environmental Health & Safety	S2005	\$64,742	\$100,699
3	Director, Institute for Municipal and Regional Policy (IMRP)	S2005	\$64,742	\$100,699
3	Director, Pre-Collegiate and Access Services	S2005	\$64,742	\$100,699
3	Director, University Learning Center	S2005	\$64,742	\$100,699
3	Director, U.S. - China Center	S2005	\$64,742	\$100,699
3	Enterprise Resource Planning Manager	S2005	\$64,742	\$100,699
3	Facilities Operations Manager	S2005	\$64,742	\$100,699
3	Instructional Technology Manager	S2005	\$64,742	\$100,699
3	Project Manager, IT	S2005	\$64,742	\$100,699
3	System Manager	S2005	\$64,742	\$100,699
3	University Judicial Director	S2005	\$64,742	\$100,699
3	Administrative Assistant to President	MC035	\$65,134	\$88,122
3	Associate in Diversity and Equity	MC034	\$59,403	\$80,369
3	Associate in Human Resources	MC034	\$59,403	\$80,369
3	Advanced Practice Registered Nurse (APRN)	S2004	\$56,388	\$90,009
3	Assistant Dean, Graduate Studies	S2004	\$56,388	\$90,009
3	Assistant Dean, School of Arts & Sciences	S2004	\$56,388	\$90,009
3	Assistant Dean, School of Business	S2004	\$56,388	\$90,009
3	Assistant Dean, School of Ed. & Professional Studies	S2004	\$56,388	\$90,009
3	Assistant Director, Accounting	S2004	\$56,388	\$90,009
3	Assistant Director, Athletics for External Services	S2004	\$56,388	\$90,009
3	Assistant Director, Facility Support Services	S2004	\$56,388	\$90,009
3	Associate Bursar	S2004	\$56,388	\$90,009
3	Associate Director, Administration (CSBDC)	S2004	\$56,388	\$90,009
3	Associate Director, Business Development Services (CSBDC)	S2004	\$56,388	\$90,009
3	Associate Director, Business Services	S2004	\$56,388	\$90,009
3	Associate Director, CIE & Coordinator of IELP	S2004	\$56,388	\$90,009
3	Associate Director, Center for Social Research	S2004	\$56,388	\$90,009
3	Associate Director, Communication & Marketing	S2004	\$56,388	\$90,009
3	Associate Director, Counseling and Wellness	S2004	\$56,388	\$90,009
3	Associate Director, Alumni Affairs	S2004	\$56,388	\$90,009
3	Associate Director, Cont. Ed. & Community Engagement	S2004	\$56,388	\$90,009

**OCCUPATIONAL CATEGORY STUDY  
2012-2013**

<b>EEO Category</b>	<b>Job Title</b>	<b>Pay Plan</b>	<b>Minimum Salary</b>	<b>Maximum Salary</b>
3	Associate Director, Financial Aid	S2004	\$56,388	\$90,009
3	Associate Director, Graduate Office	S2004	\$56,388	\$90,009
3	Associate Director, Health Services	S2004	\$56,388	\$90,009
3	Associate Director, Pre-Collegiate and Access Services	S2004	\$56,388	\$90,009
3	Associate Director, Recruitment & Admissions	S2004	\$56,388	\$90,009
3	Associate Director, Residence Life	S2004	\$56,388	\$90,009
3	Associate Director, Student Activities/Leadership Dev.	S2004	\$56,388	\$90,009
3	Associate Director, Student Center	S2004	\$56,388	\$90,009
3	Associate Registrar	S2004	\$56,388	\$90,009
3	Business & Facility Manager (ITBD)	S2004	\$56,388	\$90,009
3	Campus One Card Administrator	S2004	\$56,388	\$90,009
3	Capital Budget Administrator	S2004	\$56,388	\$90,009
3	Contract Compliance Specialist	S2004	\$56,388	\$90,009
3	Coordinator, Substance Abuse Program	S2004	\$56,388	\$90,009
3	Coordinator, University Construction Facilities Management	S2004	\$56,388	\$90,009
3	Coordinator, Women's Center	S2004	\$56,388	\$90,009
3	Customer Support Center Supervisor	S2004	\$56,388	\$90,009
3	Data Network Specialist	S2004	\$56,388	\$90,009
3	Database Administrator	S2004	\$56,388	\$90,009
3	Director of Field Experiences	S2004	\$56,388	\$90,009
3	Facilities Contract Administrator	S2004	\$56,388	\$90,009
3	Grants Administration Manager	S2004	\$56,388	\$90,009
3	Institutional Research Specialist	S2004	\$56,388	\$90,009
3	Instructional Design & Technology Resource Center Supervisor	S2004	\$56,388	\$90,009
3	Instructional Technology Systems Administrator	S2004	\$56,388	\$90,009
3	Internet Services Manager	S2004	\$56,388	\$90,009
3	Media Technology Manager	S2004	\$56,388	\$90,009
3	Network Security Specialist	S2004	\$56,388	\$90,009
3	Operations Coordinator	S2004	\$56,388	\$90,009
3	Programmer Specialist	S2004	\$56,388	\$90,009
3	Purchasing Manager	S2004	\$56,388	\$90,009
3	Server Administrator	S2004	\$56,388	\$90,009
3	Veterans Affairs Coordinator	S2004	\$56,388	\$90,009
3	Voice Systems Specialist	S2004	\$56,388	\$90,009
3	Assistant Counselor	A3002	\$57,144	\$76,048
3	Assistant Librarian	A1002	\$57,144	\$76,048
3	Assistant in Human Resources	MC033	\$54,232	\$73,372
3	CSU Administrative Assistant	MC033	\$54,232	\$73,372
3	Video Engineering Specialist	ES022	\$51,488	\$71,065
3	Access and Security Coordinator (Facilities)	S2003	\$48,035	\$79,320
3	Advancement Services Specialist	S2003	\$48,035	\$79,320
3	Assistant Bursar	S2003	\$48,035	\$79,320
3	Assistant Compliance Coordinator	S2003	\$48,035	\$79,320
3	Assistant Director, Bursar	S2003	\$48,035	\$79,320
3	Assistant Director, Center for Social Research	S2003	\$48,035	\$79,320
3	Assistant Director, Facilities Management	S2003	\$48,035	\$79,320
3	Assistant Director, Financial Aid	S2003	\$48,035	\$79,320
3	Assistant Director, Local, Regional & State Affairs	S2003	\$48,035	\$79,320
3	Assistant Director, Office of Grants & Funded Research	S2003	\$48,035	\$79,320
3	Assistant Director, Recruitment & Admissions	S2003	\$48,035	\$79,320
3	Assistant Director, Registrar	S2003	\$48,035	\$79,320
3	Assistant Director, Residence Life	S2003	\$48,035	\$79,320
3	Assistant Director, Student Activities/Leadership Dev.	S2003	\$48,035	\$79,320
3	Assistant Director, Student Center	S2003	\$48,035	\$79,320
3	Assistant Director, University Relations	S2003	\$48,035	\$79,320
3	Assistant Director/Coord. Central Access & Student Dev.	S2003	\$48,035	\$79,320
3	Assistant to the Bursar	S2003	\$48,035	\$79,320
3	Athletics Fiscal Officer	S2003	\$48,035	\$79,320
3	Budget & Accounting Assistant	S2003	\$48,035	\$79,320
3	Budget Assistant	S2003	\$48,035	\$79,320

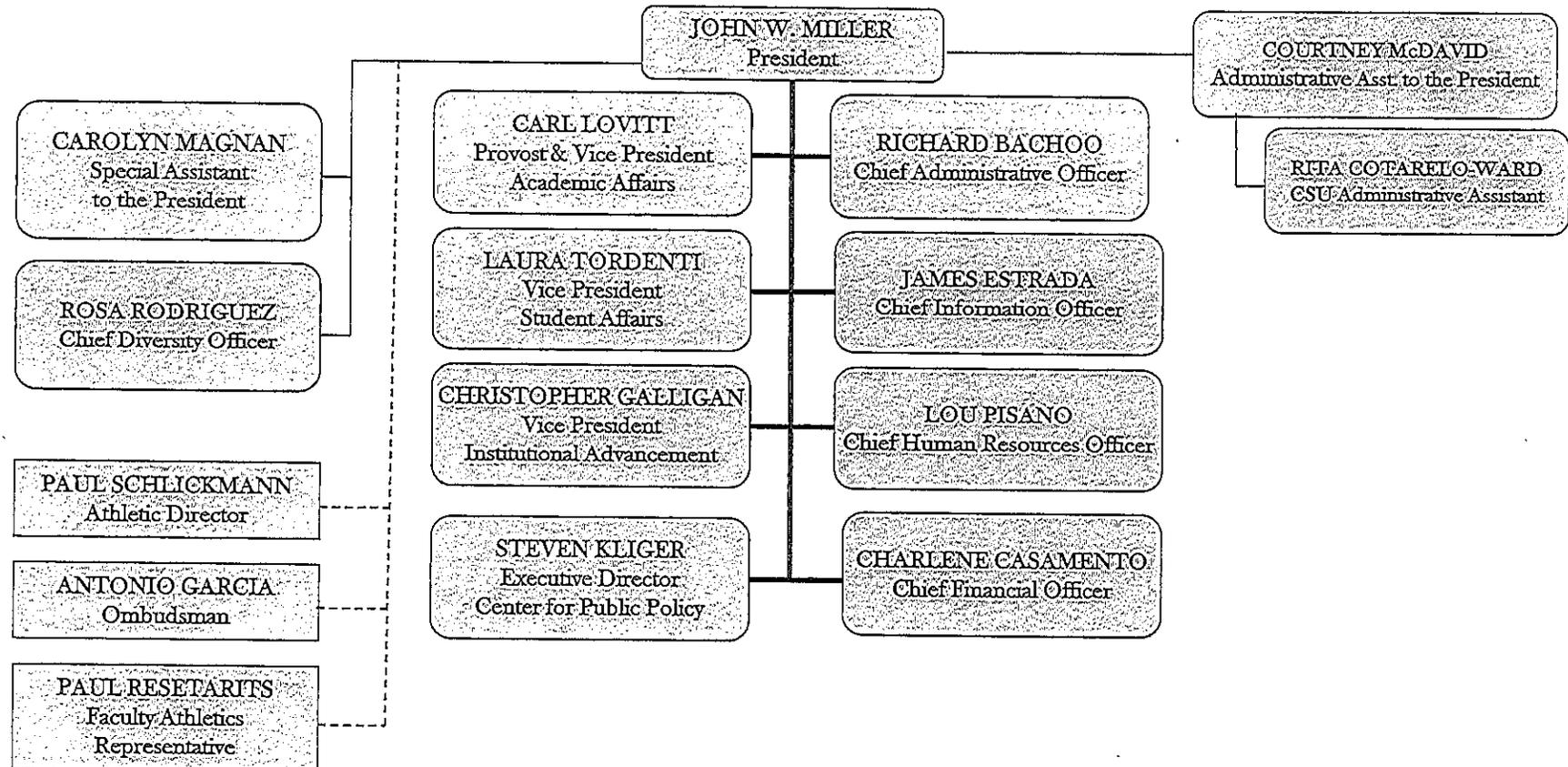
**OCCUPATIONAL CATEGORY STUDY  
2012-2013**

<b>EEO Category</b>	<b>Job Title</b>	<b>Pay Plan</b>	<b>Minimum Salary</b>	<b>Maximum Salary</b>
3	Business Development Specialist (ITBD & CSBDC)	S2003	\$48,035	\$79,320
3	Campus One Card System Specialist	S2003	\$48,035	\$79,320
3	College Health Nurse	S2003	\$48,035	\$79,320
3	Conference Center Manager	S2003	\$48,035	\$79,320
3	ConnCAP Site Coordinator	S2003	\$48,035	\$79,320
3	CSBDC Advisor	S2003	\$48,035	\$79,320
3	Customer Support Center Lead	S2003	\$48,035	\$79,320
3	Digital Media Production Coordinator	S2003	\$48,035	\$79,320
3	Environmental Health & Safety Coordinator	S2003	\$48,035	\$79,320
3	Graphic Design Coordinator	S2003	\$48,035	\$79,320
3	IT Specialist/Conference Center Assistant Manager	S2003	\$48,035	\$79,320
3	Instructional Media Coordinator	S2003	\$48,035	\$79,320
3	International Education Coordinator	S2003	\$48,035	\$79,320
3	International Student & Scholar Services Coordinator	S2003	\$48,035	\$79,320
3	Major Gifts Associate	S2003	\$48,035	\$79,320
3	PC Maintenance Technician	S2003	\$48,035	\$79,320
3	Planner/Analyst	S2003	\$48,035	\$79,320
3	Policy & Research Specialist	S2003	\$48,035	\$79,320
3	Project Coordinator	S2003	\$48,035	\$79,320
3	Property Inventory Control Coordinator	S2003	\$48,035	\$79,320
3	Recreation Specialist	S2003	\$48,035	\$79,320
3	Research Specialist	S2003	\$48,035	\$79,320
3	Science Technical Specialist	S2003	\$48,035	\$79,320
3	Software Support/Training Specialist	S2003	\$48,035	\$79,320
3	Team Advisor (Academic Center for Student Athletes)	S2003	\$48,035	\$79,320
3	Assistant in Human Resources I	MC032	\$49,619	\$67,132
3	Administrative Coordinator	S2002	\$39,681	\$68,629
3	Administrative Support Coordinator	S2002	\$39,681	\$68,629
3	Advising Assistant	S2002	\$39,681	\$68,629
3	Assistant to Director/Area Coordinator	S2002	\$39,681	\$68,629
3	Assistant to Director/Residence Hall Director	S2002	\$39,681	\$68,629
3	Assistant in Payroll/Accts Payable	S2002	\$39,681	\$68,629
3	Business Development Assistant	S2002	\$39,681	\$68,629
3	Business Development Coordinator	S2002	\$39,681	\$68,629
3	Customer Support Center Assistant	S2002	\$39,681	\$68,629
3	Degree Auditor	S2002	\$39,681	\$68,629
3	Disadvantaged Business Enterprise (DBE) Administrator	S2002	\$39,681	\$68,629
3	Equipment Manager	S2002	\$39,681	\$68,629
3	Financial Aid Counselor	S2002	\$39,681	\$68,629
3	Procurement Specialist	S2002	\$39,681	\$68,629
3	Program Assistant	S2002	\$39,681	\$68,629
3	Project Assistant	S2002	\$39,681	\$68,629
3	Project Specialist	S2002	\$39,681	\$68,629
3	Property Control Assistant	S2002	\$39,681	\$68,629
3	Support Assistant (Server or Systems)	S2002	\$39,681	\$68,629
3	Wellness Program Administrator	S2002	\$39,681	\$68,629
3	Computer Support Assistant	S2001	\$31,327	\$57,940
3	Professional Development Specialist	S2001	\$31,327	\$57,940
<b>Category 4: Clerical/Secretarial</b>				
4	Administrative Assistant	CL019	\$49,357	\$63,871
4	Unit Supervisor	CL018	\$47,074	\$61,098
4	Purchasing Assistant	CL017	\$44,845	\$58,443
4	Administrative Operations Assistant	MC031	\$45,426	\$61,459
4	Processing Technician	CL016	\$42,755	\$55,910
4	Secretary 2	CL016	\$42,755	\$55,910
4	Payroll Clerk	CL015	\$40,814	\$53,525
4	Secretary 1	CL015	\$40,814	\$53,525
4	Telecommunications Dispatcher	CL015	\$40,814	\$53,525
4	Office Assistant	CL013	\$37,429	\$49,108

**OCCUPATIONAL CATEGORY STUDY  
2012-2013**

<b>EEO Category</b>	<b>Job Title</b>	<b>Pay Plan</b>	<b>Minimum Salary</b>	<b>Maximum Salary</b>
4	Financial Clerk	AR012	\$36,321	\$45,852
4	Clerk Typist	CL010	\$33,558	\$42,420
<b>Category 5: Technical/Paraprofessional</b>				
5	Lead University Research Technician	TC022	\$54,530	\$71,314
5	Library Technician	AR020	\$53,663	\$67,984
5	Assistant Accountant	AR019	\$51,061	\$64,973
5	Fiscal Administrative Assistant	AR019	\$51,061	\$64,973
5	University Research Technician 2	TC019	\$48,260	\$62,047
5	Planetarium Technician	TC018	\$46,054	\$59,384
5	Library Technical Assistant	AR016	\$44,141	\$56,783
5	University Research Technician 1	TC017	\$43,895	\$56,825
<b>Category 6: Skilled Crafts</b>				
6	Plant Facilities Engineer 2	TC032	\$81,926	\$107,114
6	Lead Power Plnt Oper Enrgy Ctr	TC021	\$53,105	\$67,791
6	Lead Stationary Engineer	TC019	\$48,260	\$62,047
6	Power Plant Operator Enrgy Ctr	TC019	\$48,260	\$62,047
6	QCW (Eelec)	TC018	\$46,054	\$59,384
6	QCW (HVACR)	TC018	\$46,054	\$59,384
6	QCW (Pln&Stmfr)	TC018	\$46,054	\$59,384
6	QCW (Carpy)	TC017	\$43,895	\$56,825
6	QCW (Lock)	TC017	\$43,895	\$56,825
6	Stationary Engineer	TC016	\$41,878	\$54,381
<b>Category 7: Service/Maintenance (excluding Protective Services)</b>				
7	Building Maintenance Supervisor	TC025	\$62,604	\$81,595
7	MaintSupv1 (Eelec)	TC022	\$54,530	\$71,314
7	MaintSupv1 (Plmn&Stmfr)	TC022	\$54,530	\$71,314
7	MaintSupv1 (Genl)	TC020	\$50,662	\$64,875
7	MaintSupv1 (Lock)	TC020	\$50,662	\$64,875
7	Building Superintendent 1	TC018	\$46,054	\$59,384
7	Duplicating Services Supervisor 1	TC016	\$41,878	\$54,381
7	Mail Services Supervisor 1	TC016	\$41,878	\$54,381
7	Material Storage Supervisor 1	TC016	\$41,878	\$54,381
7	General Trades Worker	TC015	\$39,980	\$52,082
7	Duplicating Technician 2	TC014	\$38,211	\$49,902
7	Lead Mail Handler	TC014	\$38,211	\$49,902
7	Skilled Maintainer	TC014	\$38,211	\$49,902
7	Supervising Custodian	TC014	\$38,211	\$49,902
7	Storekeeper	TC012	\$34,698	\$44,155
7	Lead Custodian	TC011	\$33,719	\$42,700
7	Mail Handler	TC011	\$33,719	\$42,700
7	Custodian	TC009	\$31,893	\$39,854
7	Maintainer	TC009	\$31,893	\$39,854
7	Storekeeper Assistant	TC009	\$31,893	\$39,854
<b>Category 7: Service/Maintenance - Protective Services</b>				
7	Police Lieutenant	PS019	\$70,386	\$93,398
7	Fire Lieutenant	PS015	\$58,134	\$77,727
7	Police Sergeant	PS013	\$54,026	\$70,560
7	Detective	PS012	\$51,489	\$67,460
7	Police Officer	PS011	\$48,996	\$64,469
7	Protective Services Trainee	PS005	\$36,811	

# Office of the President



## **WORKFORCE ANALYSIS**

### **Section 46a-68-38**

The race and sex composition of the full time workforce is included in the required format. A separate analysis has been calculated for part-time and disabled employees, as well as age groups in five year increments.

The Workforce Analysis inventories the following:

1. Total facility workforce by occupational category.
2. Total facility workforce by position(s) within each occupational category.
3. Facility workforce in each labor market area by position within each occupational category.
4. Facility workforce in each labor market area by position within each occupational category.
5. The age grouping, in five-year groupings, of the university's full-time workforce by occupational category.
6. The number of physically disabled employees.

**Note:** After consultation with the CHRO reviewer on March 6, 2013, the University has removed all coaching positions out of the faculty titles and created a separate EEO category (coaching) and a separate analysis was conducted in all numerical sections of the plan.

When new faculty hires have not completed their terminal degrees, they are hired at the instructor level until they obtain the degree required; therefore, after consultation with the CHRO reviewer on March 6, 2013 the instructor category has been consolidated into the Assistant Professor category.

Form #38A  
 FULL-TIME WORKFORCE  
 SUMMARY/OCCUPATIONAL CATEGORY

WORKFORCE ANALYSIS

DATE: **February 28, 2013**

CATEGORY OR CLASS	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISPANIC MALE	HISPANIC FEMALE	OTHER MALE	OTHER FEMALE
<b>Executive/Management</b>	36	21	15	17	13	3	0	1	2	0	0
		58.3%	41.7%	47.2%	36.1%	8.3%	0.0%	2.8%	5.6%	0.0%	0.0%
<b>Faculty</b>	422	250	172	194	140	16	10	13	8	27	14
		59.2%	40.8%	46.0%	33.2%	3.8%	2.4%	3.1%	1.9%	6.4%	3.3%
<b>Professional/Non-Faculty</b>	220	99	121	78	93	9	13	8	12	4	3
		45.0%	55.0%	35.5%	42.3%	4.1%	5.9%	3.6%	5.5%	1.8%	1.4%
<b>Clerical/Secretarial</b>	98	9	89	3	65	3	11	3	12	0	1
		9.2%	90.8%	3.1%	66.3%	3.1%	11.2%	3.1%	12.2%	0.0%	1.0%
<b>Technical/ParaProfessional</b>	19	7	12	4	8	0	1	3	0	0	3
		36.8%	63.2%	21.1%	42.1%	0.0%	5.3%	15.8%	0.0%	0.0%	15.8%
<b>Skilled Crafts</b>	14	13	1	13	1	0	0	0	0	0	0
		92.9%	7.1%	92.9%	7.1%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
<b>Service/Maintenance</b>	76	62	14	47	9	6	0	8	5	1	0
		81.6%	18.4%	61.8%	11.8%	7.9%	0.0%	10.5%	6.6%	1.3%	0.0%
<b>Protective Services</b>	21	20	1	10	0	4	1	5	0	1	0
		95.2%	4.8%	47.6%	0.0%	19.0%	4.8%	23.8%	0.0%	4.8%	0.0%
<b>TOTALS</b>	906	481	425	366	329	41	36	41	39	33	21
	100.0%	53.1%	46.9%	40.4%	36.3%	4.5%	4.0%	4.5%	4.3%	3.6%	2.3%

Form #38A

FULL-TIME WORKFORCE

SUMMARY: National and Statewide LMA

WORKFORCE ANALYSIS

DATE: February 28, 2013

CATEGORY OR CLASS	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISPANIC MALE	HISPANIC FEMALE	OTHER MALE	OTHER FEMALE
Executive/Management	36	21	15	17	13	3	0	1	2	0	0
Faculty	422	250	172	194	140	16	10	13	8	27	14
Professional/Non-Faculty	220	99	121	78	93	9	13	8	12	4	3
Clerical/Secretarial	0	0	0	0	0	0	0	0	0	0	0
Technical/ParaProfessional	0	0	0	0	0	0	0	0	0	0	0
Skilled Crafts	0	0	0	0	0	0	0	0	0	0	0
Service/Maintenance	0	0	0	0	0	0	0	0	0	0	0
Protective Services	0	0	0	0	0	0	0	0	0	0	0
<b>TOTALS</b>	<b>678</b>	<b>370</b>	<b>308</b>	<b>289</b>	<b>246</b>	<b>28</b>	<b>23</b>	<b>22</b>	<b>22</b>	<b>31</b>	<b>17</b>
	100.0%	54.6%	45.4%	42.6%	36.3%	4.1%	3.4%	3.2%	3.2%	4.6%	2.5%

EEO1- Executive/Administrative  
 Position/Occupational Category  
 Labor Market Area: National and Statewide

DATE: February 28, 2013

WORKFORCE ANALYSIS

CATEGORY OR CLASS	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISPANIC MALE	HISPANIC FEMALE	OTHER MALE	OTHER FEMALE
Executive/Adm.	24	15	9	12	8	2	0	1	1	0	0
Adm VII	12	6	6	5	5	1	0	0	1	0	0
<b>GRAND TOTALS</b>	36	21	15	17	13	3	0	1	2	0	0
	100.0%	58.3%	41.7%	47.2%	36.1%	8.3%	0.0%	2.8%	5.6%	0.0%	0.0%

EEO1 - EXECUTIVE/ADMINISTRATIVE  
 Position/Occupational Category 1  
 Labor Market Area: National and Statewide

WORKFORCE ANALYSIS

DATE: February 28, 2013

CATEGORY OR CLASS	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISPANIC MALE	HISPANIC FEMALE	OTHER MALE	OTHER FEMALE
Assoc to VP, Instit. Advancement	1	1	0	1	0	0	0	0	0	0	0
Assoc VP Academic Affairs	1	1	0	0	0	1	0	0	0	0	0
Assoc VP/AA & Dean, Grad Stud	1	0	1	0	1	0	0	0	0	0	0
Assoc VP, Marketing & Comm.	1	1	0	1	0	0	0	0	0	0	0
Chief Administrative Officer	1	1	0	0	0	1	0	0	0	0	0
Chief Diversity Officer	1	0	1	0	0	0	0	0	1	0	0
Chief Financial Officer	1	0	1	0	1	0	0	0	0	0	0
Chief Human Resources Officer	1	1	0	1	0	0	0	0	0	0	0
Chief Information Officer	1	1	0	0	0	0	0	1	0	0	0
Dean, School of A&S	1	0	1	0	1	0	0	0	0	0	0
Dean, School of Business	1	1	0	1	0	0	0	0	0	0	0
Dean, School of Ed & Prof. Studies	1	1	0	1	0	0	0	0	0	0	0
Dean, School of Technology	1	1	0	1	0	0	0	0	0	0	0
Director, Institutional Research	1	0	1	0	1	0	0	0	0	0	0
Director, Public Safety	1	1	0	1	0	0	0	0	0	0	0
Executive Asst. to President, ITBD	1	1	0	1	0	0	0	0	0	0	0
Executive Director, CPP&SR	1	1	0	1	0	0	0	0	0	0	0
Human Resources Administrator	2	0	2	0	2	0	0	0	0	0	0
President	1	1	0	1	0	0	0	0	0	0	0
Provost & Vice President	1	1	0	1	0	0	0	0	0	0	0
Special Assistant to the President	1	0	1	0	1	0	0	0	0	0	0
Vice President Instit. Advancement	1	1	0	1	0	0	0	0	0	0	0
Vice President Student Affairs	1	0	1	0	1	0	0	0	0	0	0
<b>SUB-TOTALS</b>	24	15	9	12	8	2	0	1	1	0	0
	100.0%	62.5%	37.5%	50.0%	33.3%	8.3%	0.0%	4.2%	4.2%	0.0%	0.0%

EEO1 - EXECUTIVE/ADMINISTRATIVE  
 Position/Occupational Category Adm VII  
 Labor Market Area: National and Statewide

DATE: February 28, 2013

WORKFORCE ANALYSIS

CATEGORY OR CLASS	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISPANIC MALE	HISPANIC FEMALE	OTHER MALE	OTHER FEMALE
<b>Administrator VII</b>											
Asst. Chief Admin Ofcr/Director	1	1	0	1	0	0	0	0	0	0	0
Associate Dean, Arts & Sciences	1	1	0	1	0	0	0	0	0	0	0
Associate Dean, Business	0	0	0	0	0	0	0	0	0	0	0
Associate Dean, Education	1	0	1	0	1	0	0	0	0	0	0
Associate Dean, Engr. & Tech.	1	0	1	0	1	0	0	0	0	0	0
Controller	1	0	1	0	1	0	0	0	0	0	0
Director, Acad. Artic. & Partnerships	1	0	1	0	0	0	0	0	1	0	0
Director, Recruitment & Admissions	1	1	0	0	0	1	0	0	0	0	0
Director, Center for International Ed.	1	0	1	0	1	0	0	0	0	0	0
Director, Institutional Advancement	1	0	1	0	1	0	0	0	0	0	0
Director, Athletics	1	1	0	1	0	0	0	0	0	0	0
Director, Library Services	1	1	0	1	0	0	0	0	0	0	0
Physician	1	1	0	1	0	0	0	0	0	0	0
<b>SUB-TOTALS</b>	<b>12</b>	<b>6</b>	<b>6</b>	<b>5</b>	<b>5</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>
	100.0%	50.0%	50.0%	41.7%	41.7%	8.3%	0.0%	0.0%	8.3%	0.0%	0.0%

EEO2 - FACULTY

Labor Market Area: National and Statewide

WORKFORCE ANALYSIS

DATE: February 28, 2013

CATEGORY OR CLASS	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISPANIC MALE	HISPANIC FEMALE	OTHER MALE	OTHER FEMALE
PROFESSOR	188	116	72	91	57	8	4	8	4	9	7
ASSOCIATE PROFESSOR	125	73	52	53	47	3	2	4	0	13	3
ASSISTANT PROFESSOR	82	42	40	33	28	3	4	1	4	5	4
INSTRUCTOR	2	1	1	1	1	0	0	0	0	0	0
COACHING STAFF	25	18	7	16	7	2	0	0	0	0	0
<b>TOTALS</b>	<b>422</b>	<b>250</b>	<b>172</b>	<b>194</b>	<b>140</b>	<b>16</b>	<b>10</b>	<b>13</b>	<b>8</b>	<b>27</b>	<b>14</b>
	100.0%	59.2%	40.8%	46.0%	33.2%	3.8%	2.4%	3.1%	1.9%	6.4%	3.3%



EEO3 - PROFESSIONAL/NON-FACULTY

Labor Market Area: National and Statewide

DATE: February 28, 2013

WORKFORCE ANALYSIS

CATEGORY OR CLASS	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISPANIC MALE	HISPANIC FEMALE	OTHER MALE	OTHER FEMALE
Administrator I	0	0	0	0	0	0	0	0	0	0	0
Administrator II	33	18	15	13	11	4	3	0	0	1	1
Administrator III	56	13	43	11	33	1	5	1	4	0	1
Administrator IV	57	31	26	23	20	1	2	4	3	3	1
Administrator V	26	17	9	16	7	1	1	0	1	0	0
Administrator VI	16	12	4	9	3	1	0	2	1	0	0
MISCELLANEOUS	32	8	24	6	19	1	2	1	3	0	0
<b>GRAND TOTAL</b>	<b>220</b>	<b>99</b>	<b>121</b>	<b>78</b>	<b>93</b>	<b>9</b>	<b>13</b>	<b>8</b>	<b>12</b>	<b>4</b>	<b>3</b>
	100.0%	45.0%	55.0%	35.5%	42.3%	4.1%	5.9%	3.6%	5.5%	1.8%	1.4%

EEO3 - PROFESSIONAL/NON-FACULTY  
 Labor Market Area: National and Statewide

WORKFORCE ANALYSIS

DATE: February 28, 2013

CATEGORY OR CLASS	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISPANIC MALE	HISPANIC FEMALE	OTHER MALE	OTHER FEMALE
<b>Administrator I</b>											
Computer Support Assistant	0	0	0	0	0	0	0	0	0	0	0
Professional Development Specialist	0	0	0	0	0	0	0	0	0	0	0
Administrator I Sub-Total	0	0	0	0	0	0	0	0	0	0	0
<b>MISCELLANEOUS</b>											
Administrative Asst. to the President	1	0	1	0	1	0	0	0	0	0	0
Assistant in Human Resources	1	0	1	0	1	0	0	0	0	0	0
Assistant in Human Resources 1	1	0	1	0	1	0	0	0	0	0	0
Assistant Librarian	4	1	3	1	3	0	0	0	0	0	0
Assistant Counselor	2	1	1	0	0	1	0	0	1	0	0
Associate Accountant	0	0	0	0	0	0	0	0	0	0	0
Associate Counselor	2	0	2	0	2	0	0	0	0	0	0
Associate in Diversity & Equity	1	1	0	1	0	0	0	0	0	0	0
Associate in Human Resources	3	0	3	0	2	0	0	0	1	0	0
Associate Librarian	5	2	3	1	3	0	0	1	0	0	0
Counselor	0	0	0	0	0	0	0	0	0	0	0
CSU Administrative Assistant	5	0	5	0	2	0	2	0	1	0	0
Librarian	5	2	3	2	3	0	0	0	0	0	0
Payroll Officer 2	1	0	1	0	1	0	0	0	0	0	0
University Archivist	0	0	0	0	0	0	0	0	0	0	0
Video Engineering Specialist	1	1	0	1	0	0	0	0	0	0	0
Miscellaneous Sub-Total	32	8	24	6	19	1	2	1	3	0	0
Administrator I & Misc. TOTAL	32	8	24	6	19	1	2	1	3	0	0
	100.0%	25.0%	75.0%	18.8%	59.4%	3.1%	6.3%	3.1%	9.4%	0.0%	0.0%

EEO3 - PROFESSIONAL/NON-FACULTY  
 Labor Market Area: National & Statewide

DATE: February 28, 2013

**WORKFORCE ANALYSIS**

CATEGORY OR CLASS	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISPANIC MALE	HISPANIC FEMALE	OTHER MALE	OTHER FEMALE
<b>Administrator II</b>											
Administrative Coordinator	2	1	1	1	1	0	0	0	0	0	0
Administrative Support Coordinator	1	0	1	0	1	0	0	0	0	0	0
Advising Assistant	0	0	0	0	0	0	0	0	0	0	0
Asst in Payroll/Accts Payable	2	0	2	0	1	0	0	0	0	0	1
Asst to Director/Area Coordinator	1	1	0	0	0	0	0	0	0	1	0
Asst to Director/Residence Hall Director	7	3	4	3	3	0	1	0	0	0	0
Athletic Equipment Manager	1	1	0	1	0	0	0	0	0	0	0
Business Development Coordinator	1	0	1	0	1	0	0	0	0	0	0
Customer Support Center Assistant	4	4	0	4	0	0	0	0	0	0	0
Degree Auditor	3	1	2	1	1	0	1	0	0	0	0
Financial Aid Counselor	1	1	0	1	0	0	0	0	0	0	0
IMRP Program Assistant	1	1	0	0	0	1	0	0	0	0	0
Judicial Program Assistant	1	0	1	0	1	0	0	0	0	0	0
Procurement Specialist	1	1	0	0	0	1	0	0	0	0	0
Project Assistant, School of Ed.	1	0	1	0	1	0	0	0	0	0	0
Program Administrator (Ctr Public Policy)	1	1	0	1	0	0	0	0	0	0	0
Property Control Assistant, Facilities Mgt.	1	1	0	1	0	0	0	0	0	0	0
Property Control Assistant, IT User Support Serv.	1	1	0	0	0	1	0	0	0	0	0
Server Support Assistant	1	1	0	0	0	1	0	0	0	0	0
Systems Support Assistant	1	0	1	0	1	0	0	0	0	0	0
TRIO Project Assistant	1	0	1	0	0	0	1	0	0	0	0
<b>TOTALS</b>	<b>33</b>	<b>18</b>	<b>15</b>	<b>13</b>	<b>11</b>	<b>4</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>1</b>
	100.0%	54.5%	45.5%	39.4%	33.3%	12.1%	9.1%	0.0%	0.0%	3.0%	3.0%

EEO3 - PROFESSIONAL/NON-FACULTY  
 Labor Market Area: National and Statewide

WORKFORCE ANALYSIS

DATE: February 28, 2013

CATEGORY OR CLASS	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISPANIC MALE	HISPANIC FEMALE	OTHER MALE	OTHER FEMALE
<b>Administrator III</b>											
Access & Security Coordinator	1	1	0	1	0	0	0	0	0	0	0
Advancement Services Specialist	1	0	1	0	1	0	0	0	0	0	0
Advising & Career Expl. Specialist	9	3	6	2	5	1	1	0	0	0	0
Assistant Athletic Director for Admin & Student Services	1	0	1	0	1	0	0	0	0	0	0
Assistant Bursar	1	0	1	0	1	0	0	0	0	0	0
Assistant to the Bursar	1	0	1	0	0	0	1	0	0	0	0
Assistant Director Admissions	1	0	1	0	0	0	1	0	0	0	0
Assistant Director Financial Aid	2	0	2	0	1	0	0	0	1	0	0
Assistant Director Grants an Funded Research	1	0	1	0	0	0	0	0	1	0	0
Assistant Director Judicial Program	1	0	1	0	1	0	0	0	0	0	0
Assistant Director Residence Life	1	0	1	0	0	0	0	0	1	0	0
Assistant Director Recruitment and Admissions	5	2	3	1	3	0	0	1	0	0	0
Assistant Director Student Act & Leadership	1	0	1	0	1	0	0	0	0	0	0
Assistant Director Student Center	2	0	2	0	2	0	0	0	0	0	0
Assistant Director Registrar	1	0	1	0	1	0	0	0	0	0	0
Assistant Director Facilities Management	1	1	0	1	0	0	0	0	0	0	0
Asst. Dir/Coord, CASD Grant Program	1	0	1	0	1	0	0	0	0	0	0
Budget & Accounting Assistant, Budget	1	0	1	0	1	0	0	0	0	0	0
Budget & Accounting Assistant, Facilities Management	1	0	1	0	1	0	0	0	0	0	0
Budget Assistant	1	0	1	0	1	0	0	0	0	0	0
Campus One Card System Specialist	1	1	0	1	0	0	0	0	0	0	0
College Health Nurse	1	0	1	0	1	0	0	0	0	0	0
Conference Center Manager	1	0	1	0	1	0	0	0	0	0	0
ConnCAP Site Coordinator	1	0	1	0	0	0	0	0	1	0	0
Coordinator of International Student & Scholar Svcs.	1	0	1	0	0	0	1	0	0	0	0
Customer Support Center Lead	1	0	1	0	1	0	0	0	0	0	0
Environmental Health & Safety Coordinator	1	1	0	1	0	0	0	0	0	0	0
Graphic Design Coordinator	1	0	1	0	1	0	0	0	0	0	0
Instructional Media Coord.	1	0	1	0	1	0	0	0	0	0	0
International Education Coord.	1	0	1	0	1	0	0	0	0	0	0
Major Gifts Associate	3	0	3	0	3	0	0	0	0	0	0
Planner/Analyst	1	0	1	0	0	0	0	0	0	0	1
Policy and Research Specialists	2	2	0	2	0	0	0	0	0	0	0
Property & Inventory Control Coord.	1	0	1	0	0	0	1	0	0	0	0
Recreation Specialist	1	1	0	1	0	0	0	0	0	0	0
Research Specialist, IMRP	1	0	1	0	1	0	0	0	0	0	0
Science Technical Specialist	1	0	1	0	1	0	0	0	0	0	0
Server Support Specialist	1	1	0	1	0	0	0	0	0	0	0
Team Advisor	1	0	1	0	1	0	0	0	0	0	0
<b>TOTALS</b>	<b>56</b>	<b>13</b>	<b>43</b>	<b>11</b>	<b>33</b>	<b>1</b>	<b>5</b>	<b>1</b>	<b>4</b>	<b>0</b>	<b>1</b>
	100.0%	23.2%	76.8%	19.6%	58.9%	1.8%	8.9%	1.8%	7.1%	0.0%	1.8%

EEO3 - PROFESSIONAL/NON-FACULTY  
 Labor Market Area: National and Statewide

WORKFORCE ANALYSIS

DATE: February 28, 2013

CATEGORY OR CLASS	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISPANIC MALE	HISPANIC FEMALE	OTHER MALE	OTHER FEMALE
Administrator IV											
Advanced Practice Registered Nurse	1	0	1	0	1	0	0	0	0	0	0
Assoc Dir, Business Services	1	0	1	0	1	0	0	0	0	0	0
Assoc Dir, Center for Social Research	1	0	1	0	1	0	0	0	0	0	0
Assoc Dir, CIE/Coordinator of IELP	1	0	1	0	1	0	0	0	0	0	0
Assoc Dir, Alumni Affairs	1	0	1	0	1	0	0	0	0	0	0
Assoc Dir, Cont Ed & Community Engagement	1	1	0	1	0	0	0	0	0	0	0
Assoc Dir, Financial Aid	1	1	0	1	0	0	0	0	0	0	0
Assoc Dir, Graduate Studies	1	0	1	0	0	0	1	0	0	0	0
Assoc Dir, Health Services	1	0	1	0	0	0	0	0	1	0	0
Assoc Dir, Pre-Coll/Access	1	1	0	0	0	0	0	1	0	0	0
Assoc Dir, Recruit & Admissions	1	1	0	0	0	1	0	0	0	0	0
Assoc Dir, Residence Life	1	1	0	1	0	0	0	0	0	0	0
Assoc Dir, Student Activities Leadership Development	1	0	1	0	1	0	0	0	0	0	0
Assoc Dir, Student Center	1	0	1	0	1	0	0	0	0	0	0
Associate Bursar	1	0	1	0	1	0	0	0	0	0	0
Associate Registrar	2	1	1	1	0	0	0	0	1	0	0
Associate Registrar for CAPP	1	0	1	0	1	0	0	0	0	0	0
Asst Dean, School of Arts & Sciences	1	0	1	0	1	0	0	0	0	0	0
Asst Dean, School of Business	1	0	1	0	1	0	0	0	0	0	0
Asst Dean, School of Education	1	0	1	0	1	0	0	0	0	0	0
Asst Dir, Facil Supp Svcs	1	1	0	1	0	0	0	0	0	0	0
Asst Dir/Athl/Comm & Media Services	1	1	0	1	0	0	0	0	0	0	0
Business & Facility Manager	1	1	0	1	0	0	0	0	0	0	0
Capital Budget Administrator	1	0	1	0	1	0	0	0	0	0	0
Contract Compliance Specialist	1	1	0	1	0	0	0	0	0	0	0
Coord, Substance Abuse Program	1	1	0	1	0	0	0	0	0	0	0
Coord, University Construction & Facilities Mgmt	1	1	0	0	0	0	0	1	0	0	0
Coord, Women's Center	1	0	1	0	0	0	1	0	0	0	0
Customer Support Center Supervisor	1	0	1	0	0	0	0	0	1	0	0
Data Network Specialist	1	1	0	1	0	0	0	0	0	0	0
Database Administrator	1	1	0	1	0	0	0	0	0	0	0
Director of Auxiliary Services for IT	1	1	0	1	0	0	0	0	0	0	0
Director of Field Experiences	1	0	1	0	1	0	0	0	0	0	0
Facilities Contract Administrator	1	1	0	1	0	0	0	0	0	0	0
Grants Administration Manager	1	0	1	0	1	0	0	0	0	0	0
Institutional Res Specialist	1	0	1	0	1	0	0	0	0	0	0
InstrDesign & TechResearch Center Supervisor	1	1	0	0	0	0	0	1	0	0	0
Instructional Tech Sys Admin	3	2	1	1	1	0	0	0	0	1	0
Media Technology Manager	1	1	0	1	0	0	0	0	0	0	0
Network Security Specialist	1	1	0	1	0	0	0	0	0	0	0
Operations Coordinator	1	0	1	0	1	0	0	0	0	0	0
Programmer Specialist	5	3	2	1	1	0	0	0	0	2	1
Project Coordinator	1	1	0	1	0	0	0	0	0	0	0
Purchasing Manager	1	1	0	1	0	0	0	0	0	0	0
Server Administrator	3	3	0	3	0	0	0	0	0	0	0
Technical Support Specialist	1	1	0	1	0	0	0	0	0	0	0
Veterans Affairs Coordinator	1	1	0	0	0	0	0	1	0	0	0
Voice Systems Specialist	1	0	1	0	1	0	0	0	0	0	0
<b>TOTALS</b>	<b>57</b>	<b>31</b>	<b>26</b>	<b>23</b>	<b>20</b>	<b>1</b>	<b>2</b>	<b>4</b>	<b>3</b>	<b>3</b>	<b>1</b>
	100.0%	54.4%	45.6%	40.4%	35.1%	1.8%	3.5%	7.0%	5.3%	5.3%	1.8%

EEO3 - PROFESSIONAL/NON-FACULTY  
 Labor Market Area: National and Statewide

WORKFORCE ANALYSIS

DATE: February 28, 2013

CATEGORY OR CLASS	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISPANIC MALE	HISPANIC FEMALE	OTHER MALE	OTHER FEMALE
<b>Administrator V</b>											
Assoc Dir, Accounting	1	1	0	1	0	0	0	0	0	0	0
Assoc Dir, Athletics for Compliance	1	0	1	0	1	0	0	0	0	0	0
Assoc Dir, Athletics/External Services	1	1	0	1	0	0	0	0	0	0	0
Assoc Dir, Ctr Advising & Career Exploration	1	0	1	0	1	0	0	0	0	0	0
Assoc Dir, International Ed	1	0	1	0	1	0	0	0	0	0	0
Assoc Dir, Library Services	0	0	0	0	0	0	0	0	0	0	0
Bursar	1	0	1	0	1	0	0	0	0	0	0
Business Development Manager	0	0	0	0	0	0	0	0	0	0	0
Campus Architect	1	1	0	1	0	0	0	0	0	0	0
Coordinator Capital Projects & Fac. Plng.	1	1	0	1	0	0	0	0	0	0	0
Coordinator Student Disability Services	1	0	1	0	0	0	1	0	0	0	0
Dir, Acad Ctr Student Athletes	1	1	0	1	0	0	0	0	0	0	0
Dir, Engineering	1	1	0	1	0	0	0	0	0	0	0
Dir, Advancement Services	1	1	0	1	0	0	0	0	0	0	0
Dir, Environmental Health and Safety	1	1	0	1	0	0	0	0	0	0	0
Dir, IMRP	1	1	0	1	0	0	0	0	0	0	0
Dir, Pre-Collegiate/Access Svcs	1	0	1	0	0	0	0	0	1	0	0
Dir, U.S.-China Center	1	1	0	1	0	0	0	0	0	0	0
Dir, Univ Learning Center	0	0	0	0	0	0	0	0	0	0	0
Enterprise Res Planning Mgr	1	0	1	0	1	0	0	0	0	0	0
Facilities Operations Manager	1	1	0	1	0	0	0	0	0	0	0
Instructional Technology Manager	1	0	1	0	1	0	0	0	0	0	0
Manager, Support Services	1	1	0	1	0	0	0	0	0	0	0
Manager of University Internet Services	1	1	0	1	0	0	0	0	0	0	0
Media Relations Officer	1	0	1	0	1	0	0	0	0	0	0
Project Manager, IT administrative tech.	1	1	0	1	0	0	0	0	0	0	0
System Manager	2	2	0	2	0	0	0	0	0	0	0
University Judicial Director	1	1	0	0	0	1	0	0	0	0	0
<b>TOTALS</b>	<b>26</b>	<b>17</b>	<b>9</b>	<b>16</b>	<b>7</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>
	100.0%	65.4%	34.6%	61.5%	26.9%	3.8%	3.8%	0.0%	3.8%	0.0%	0.0%

EEO3 - PROFESSIONAL/NON-FACULTY  
 Labor Market Area: National and Statewide

WORKFORCE ANALYSIS

DATE: February 28, 2013

CATEGORY OR CLASS	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISPANIC MALE	HISPANIC FEMALE	OTHER MALE	OTHER FEMALE
<b>Administrator VI</b>											
Asst. Dean II, Student Affairs	1	1	0	0	0	0	0	1	0	0	0
Computer Facilities Manager	1	1	0	1	0	0	0	0	0	0	0
Director, Academic Technology	0	0	0	0	0	0	0	0	0	0	0
Director, Accounting Administrative	1	1	0	1	0	0	0	0	0	0	0
Director, Admin Technical Svcs	1	1	0	1	0	0	0	0	0	0	0
Director, Business Services	1	0	1	0	1	0	0	0	0	0	0
Director, Client Support Services	0	0	0	0	0	0	0	0	0	0	0
Director, Cont Educ & Comm Engagement	0	0	0	0	0	0	0	0	0	0	0
Director, Counseling & Wellness	0	0	0	0	0	0	0	0	0	0	0
Director, CSBDC	0	0	0	0	0	0	0	0	0	0	0
Director, Ctr Advising & Career Exploration	1	1	0	1	0	0	0	0	0	0	0
Director, Financial Aid	1	1	0	1	0	0	0	0	0	0	0
Director, Grants & Funded Research	1	1	0	1	0	0	0	0	0	0	0
Director, Learning Center	1	0	1	0	1	0	0	0	0	0	0
Director, Op. Logistics & Event Mgt	1	1	0	1	0	0	0	0	0	0	0
Director, Residence Life	1	0	1	0	0	0	0	0	1	0	0
Director, Stdnt Act Lead Develop	1	1	0	1	0	0	0	0	0	0	0
Director, Student Center	1	1	0	0	0	0	0	1	0	0	0
Director, Student Support Svcs & Campus One Card	1	0	1	0	1	0	0	0	0	0	0
Director, Technical Services	0	0	0	0	0	0	0	0	0	0	0
Registrar	1	1	0	1	0	0	0	0	0	0	0
Senior Associate Athletics Director	1	1	0	0	0	1	0	0	0	0	0
<b>TOTALS</b>	<b>16</b>	<b>12</b>	<b>4</b>	<b>9</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>0</b>
	100.0%	75.0%	25.0%	56.3%	18.8%	6.3%	0.0%	12.5%	6.3%	0.0%	0.0%

Form #38A  
 FULL-TIME WORKFORCE  
 SUMMARY: Hartford LMA

WORKFORCE ANALYSIS

DATE: February 28, 2013

CATEGORY OR CLASS	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISPANIC MALE	HISPANIC FEMALE	OTHER MALE	OTHER FEMALE
Executive/Management	0	0	0	0	0	0	0	0	0	0	0
Faculty	0	0	0	0	0	0	0	0	0	0	0
Professional/Non-Faculty	0	0	0	0	0	0	0	0	0	0	0
Clerical/Secretarial	98	9	89	3	65	3	11	3	12	0	1
Technical/ParaProfessional	19	7	12	4	8	0	1	3	0	0	3
Skilled Crafts	14	13	1	13	1	0	0	0	0	0	0
Service/Maintenance	76	62	14	47	9	6	0	8	5	1	0
Protective Services	21	20	1	10	0	4	1	5	0	1	0
<b>TOTALS</b>	<b>228</b>	<b>111</b>	<b>117</b>	<b>77</b>	<b>83</b>	<b>13</b>	<b>13</b>	<b>19</b>	<b>17</b>	<b>2</b>	<b>4</b>
	100.0%	48.7%	51.3%	33.8%	36.4%	5.7%	5.7%	8.3%	7.5%	0.9%	1.8%

**EEO4 - SECRETARIAL/CLERICAL**

Labor Market Area: Hartford County

**WORKFORCE ANALYSIS**

**DATE: February 28, 2013**

CATEGORY OR CLASS	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISPANIC MALE	HISPANIC FEMALE	OTHER MALE	OTHER FEMALE
Administrative Ops Assistant	1	0	1	0	1	0	0	0	0	0	0
Clerk Typist	1	1	0	0	0	0	0	1	0	0	0
Financial Clerk	1	0	1	0	0	0	1	0	0	0	0
Office Assistant	12	2	10	0	5	1	3	1	2	0	0
Payroll Clerk	3	1	2	0	2	0	0	1	0	0	0
Processing Technician	4	0	4	0	2	0	1	0	1	0	0
Secretary 1	6	1	5	0	3	1	0	0	2	0	0
Telecom Dispatcher	5	2	3	1	3	1	0	0	0	0	0
Unit Supervisor	2	0	2	0	2	0	0	0	0	0	0
<b>Sub-Total*</b>	<b>35</b>	<b>7</b>	<b>28</b>	<b>1</b>	<b>18</b>	<b>3</b>	<b>5</b>	<b>3</b>	<b>5</b>	<b>0</b>	<b>0</b>
Administrative Assistant	21	1	20	1	18	0	1	0	1	0	0
Secretary 2	42	1	41	1	29	0	5	0	6	0	1
<b>TOTALS</b>	<b>98</b>	<b>9</b>	<b>89</b>	<b>3</b>	<b>65</b>	<b>3</b>	<b>11</b>	<b>3</b>	<b>12</b>	<b>0</b>	<b>1</b>
	100.0%	9.2%	90.8%	3.1%	66.3%	3.1%	11.2%	3.1%	12.2%	0.0%	1.0%

\*Secretary/clerical, all titles except

Admin Assistant and Secretary 2

**Note: EEO4 minus Adm.Asst. &**

**Sec2 =**

<b>35</b>	<b>7</b>	<b>28</b>	<b>1</b>	<b>18</b>	<b>3</b>	<b>5</b>	<b>3</b>	<b>5</b>	<b>0</b>	<b>0</b>
100.0%	20.0%	80.0%	2.9%	51.4%	8.6%	14.3%	8.6%	14.3%	0.0%	0.0%

**EE05 - TECHNICAL PARAPROFESSIONAL**  
**Labor Market Area: Hartford County**

**WORKFORCE ANALYSIS**

**DATE: February 28, 2013**

<b>CATEGORY OR CLASS</b>	<b>GRAND TOTAL</b>	<b>TOTAL MALE</b>	<b>TOTAL FEMALE</b>	<b>WHITE MALE</b>	<b>WHITE FEMALE</b>	<b>BLACK MALE</b>	<b>BLACK FEMALE</b>	<b>HISPANIC MALE</b>	<b>HISPANIC FEMALE</b>	<b>OTHER MALE</b>	<b>OTHER FEMALE</b>
Assistant Accountant	1	0	1	0	0	0	1	0	0	0	0
Fiscal Administrative Assistant	3	0	3	0	2	0	0	0	0	0	1
Lead Univ Research Tech	1	1	0	1	0	0	0	0	0	0	0
Library Technical Assistant	1	1	0	0	0	0	0	1	0	0	0
Library Technician	10	2	8	1	6	0	0	1	0	0	2
Planetarium Technician	1	1	0	1	0	0	0	0	0	0	0
Univ Research Tech 2	2	2	0	1	0	0	0	1	0	0	0
<b>TOTALS</b>	<b>19</b>	<b>7</b>	<b>12</b>	<b>4</b>	<b>8</b>	<b>0</b>	<b>1</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
	100.0%	36.8%	63.2%	21.1%	42.1%	0.0%	5.3%	15.8%	0.0%	0.0%	15.8%



**EEO7 - SERVICE/MAINTENANCE**  
**All Categories except Protective Services**  
**Labor Market Area: Hartford County**

**WORKFORCE ANALYSIS**

**DATE: February 28, 2013**

CATEGORY OR CLASS	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISPANIC MALE	HISPANIC FEMALE	OTHER MALE	OTHER FEMALE
Building Maintenance Supv	1	1	0	1	0	0	0	0	0	0	0
Building Superintendent 1	1	1	0	0	0	1	0	0	0	0	0
Custodian	32	19	13	12	8	3	0	4	5	0	0
Duplicating Technician 2	1	1	0	1	0	0	0	0	0	0	0
General Trades Worker	7	7	0	4	0	1	0	2	0	0	0
Lead Custodian	4	4	0	2	0	0	0	1	0	1	0
Lead Mail Handler	1	0	1	0	1	0	0	0	0	0	0
Lead Power Plant Op. Energy Ctr.	2	2	0	2	0	0	0	0	0	0	0
Mail Handler	2	2	0	2	0	0	0	0	0	0	0
Mail Services Supv 1	1	1	0	1	0	0	0	0	0	0	0
Maint Supv 1 (Elect)	1	1	0	1	0	0	0	0	0	0	0
Maint Supv 1 (Genl)	1	1	0	1	0	0	0	0	0	0	0
Maint Supv 1 (Lock)	1	1	0	1	0	0	0	0	0	0	0
Maint Supv 1 (Plmn&Stmfr)	1	1	0	1	0	0	0	0	0	0	0
Power Plant Op. Energy Ctr. (RC)	8	8	0	8	0	0	0	0	0	0	0
Skilled Maintainer	4	4	0	2	0	1	0	1	0	0	0
Storekeeper	7	7	0	7	0	0	0	0	0	0	0
Supervising Custodian	1	1	0	1	0	0	0	0	0	0	0
<b>TOTALS</b>	<b>76</b>	<b>62</b>	<b>14</b>	<b>47</b>	<b>9</b>	<b>6</b>	<b>0</b>	<b>8</b>	<b>5</b>	<b>1</b>	<b>0</b>
	100.0%	81.6%	18.4%	61.8%	11.8%	7.9%	0.0%	10.5%	6.6%	1.3%	0.0%

**Note: EEO7 minus custodians =**

<b>44</b>	<b>43</b>	<b>1</b>	<b>35</b>	<b>1</b>	<b>3</b>	<b>0</b>	<b>4</b>	<b>0</b>	<b>1</b>	<b>0</b>
<b>100.0%</b>	<b>97.7%</b>	<b>2.3%</b>	<b>79.5%</b>	<b>2.3%</b>	<b>6.8%</b>	<b>0.0%</b>	<b>9.1%</b>	<b>0.0%</b>	<b>2.3%</b>	<b>0.0%</b>

EEO7 - PROTECTIVE SERVICE  
 Labor Market Area: Statewide

**WORKFORCE ANALYSIS**

**DATE: February 28, 2013**

CATEGORY OR CLASS	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISPANIC MALE	HISPANIC FEMALE	OTHER MALE	OTHER FEMALE
Detective	1	1	0	0	0	1	0	0	0	0	0
Police Lieutenant	2	2	0	2	0	0	0	0	0	0	0
Police Officer	14	13	1	5	0	3	1	4	0	1	0
Police Sergeant	3	3	0	2	0	0	0	1	0	0	0
Fire Lieutenant	1	1	0	1	0	0	0	0	0	0	0
TOTALS	21	20	1	10	0	4	1	5	0	1	0
	100.0%	95.2%	4.8%	47.6%	0.0%	19.0%	4.8%	23.8%	0.0%	4.8%	0.0%

**PART-TIME**

Labor Market Area: Local and Statewide

**WORKFORCE ANALYSIS**

**DATE: February 28, 2013**

CATEGORY OR CLASS	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISPANIC MALE	HISPANIC FEMALE	OTHER MALE	OTHER FEMALE	UNKNOW N MALE	UNKNOW N FEMALE
<b>EXECUTIVE/ADMINISTRATOR</b>													
Human Resources Administrator	1	0	1	0	1	0	0	0	0	0	0	0	0
<b>EXECUTIVE/ADMINISTRATOR TOTAL</b>	<b>1</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>FACULTY</b>													
Lecturer	400	198	202	136	139	4	16	6	7	7	3	45	37
Graduate Assistant	61	22	39	12	22	2	3	1	5	1	0	6	9
SU Coach PT	23	17	6	16	6	0	0	0	0	0	0	1	0
SU Assistant Prof. Special Appts	42	21	21	17	17	2	2	1	2	0	0	1	0
<b>FACULTY TOTAL</b>	<b>526</b>	<b>258</b>	<b>268</b>	<b>181</b>	<b>184</b>	<b>8</b>	<b>21</b>	<b>8</b>	<b>14</b>	<b>8</b>	<b>3</b>	<b>53</b>	<b>46</b>
<b>PROFESSIONAL/NON-FACULTY</b>													
Associate Accountant	1	0	1	0	1	0	0	0	0	0	0	0	0
SU Admin 3	1	0	1	0	0	0	0	0	1	0	0	0	0
SU Assistant	96	39	57	24	43	3	2	7	4	2	4	3	4
SU Counselor PT	2	0	2	0	1	0	0	0	0	0	0	0	1
SU Librarian	6	1	5	0	4	0	0	0	0	0	0	1	1
SU Retiree	1	1	0	1	0	0	0	0	0	0	0	0	0
<b>PROFESSIONAL/NON-FACULTY TOTAL</b>	<b>107</b>	<b>41</b>	<b>66</b>	<b>25</b>	<b>49</b>	<b>3</b>	<b>2</b>	<b>7</b>	<b>5</b>	<b>2</b>	<b>4</b>	<b>4</b>	<b>6</b>
<b>CLERICAL/SECRETARIAL</b>													
Clerk Typist	1	0	1	0	1	0	0	0	0	0	0	0	0
Collection Agent	1	0	1	0	1	0	0	0	0	0	0	0	0
Office Assistant	2	1	1	1	1	0	0	0	0	0	0	0	0
Secretary 1	3	0	3	0	3	0	0	0	0	0	0	0	0
Secretary 2	3	0	3	0	1	0	0	0	2	0	0	0	0
University Helper	1	0	1	0	1	0	0	0	0	0	0	0	0
<b>CLERICAL/SECRETARIAL TOTAL</b>	<b>11</b>	<b>1</b>	<b>10</b>	<b>1</b>	<b>8</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>STUDENT WORKER POSITIONS</b>	<b>855</b>	<b>389</b>	<b>466</b>	<b>252</b>	<b>280</b>	<b>66</b>	<b>82</b>	<b>35</b>	<b>54</b>	<b>27</b>	<b>32</b>	<b>9</b>	<b>18</b>
<b>GRAND TOTAL</b>	<b>1500</b>	<b>689</b>	<b>811</b>	<b>459</b>	<b>522</b>	<b>77</b>	<b>105</b>	<b>50</b>	<b>75</b>	<b>37</b>	<b>39</b>	<b>66</b>	<b>70</b>
	100.0%	45.9%	54.1%	30.6%	34.8%	5.1%	7.0%	3.3%	5.0%	2.5%	2.6%	4.4%	4.7%

**FT Employee Age Report as of 2/28/13 Age Grouping of Full-time Workforce by Occupational Category**

JOB CATEGORY	16-19	20-24	25-29	30-34	35-39	40-44	45-49	50-54	55-59	60-64	65-69	70+	TOTAL
EXECUTIVE/ADMINISTRATIVE	0	0	0	0	0	0	7	10	4	9	5	1	36
FACULTY	0	0	5	14	32	55	58	63	73	65	42	15	422
PROFESSIONAL/NON-FACULTY	0	0	12	22	19	27	35	34	35	28	7	1	220
CLERICAL/SECRETARIAL	0	0	2	3	7	8	18	25	25	5	3	2	98
TECHNICAL/PARAPROFESSIONAL	0	0	0	1	1	2	1	1	4	7	1	1	19
SKILLED CRAFTS	0	0	0	0	0	1	2	4	6	1	0	0	14
SERVICE/MAINTENANCE	0	1	3	3	1	8	9	18	14	13	6	0	76
PROTECTIVE SERVICES	0	0	0	0	1	3	11	5	1	0	0	0	21
<b>TOTALS</b>	<b>0</b>	<b>1</b>	<b>22</b>	<b>43</b>	<b>61</b>	<b>104</b>	<b>141</b>	<b>160</b>	<b>162</b>	<b>128</b>	<b>64</b>	<b>20</b>	<b>906</b>
	0.0%	0.1%	2.4%	4.8%	6.7%	11.5%	15.6%	17.7%	17.9%	14.1%	7.1%	2.2%	100%

**VIII. Workforce Analysis**  
**PERSONS WITH DISABILITIES**  
**IN FULL-TIME WORKFORCE BY OCCUPATIONAL CATEGORY**  
**2012-2013**

Executive Administrative	0
Faculty	3
Professional Non-Faculty	1
Clerical/Secretarial	0
Technical Paraprofessional	0
Skilled Craft	0
Service Maintenance	0

## **AVAILABILITY ANALYSIS**

### **Section 46a-68-39**

As a preparatory step in determining whether protected classes are fully and fairly utilized in the workforce, Central Connecticut State University conducted an analysis by occupational category to determine the availability base of protected group members for employment. The purpose of the analysis was:

- (1) To examine the job content of each office position and position classification within an occupational category.
- (2) To identify a relevant labor market area.
- (3) To match each office position and position classification within an occupational category, or, where appropriate, a position classification with the most nearly parallel job title contained in the data source consulted.

In calculating availability the following information and data sources were consulted and utilized:

- (1) Employment figures – 2000 Connecticut Occupational Statistics EEO Data.
- (2) Unemployment figures – December 2012, Connecticut Department of Labor Data for Affirmative Action Plans.
- (3) Digest of Educational Statistics – Fall, 2011
- (4) US Dept. Ed. National Center for Education Statistics, IPEDS, July 2012
- (5) Race and sex composition of employees in promotable and/or transferable positions.

**Note:** After consultation with the CHRO reviewer on March 6, 2013, the University has removed all coaching titles out of the faculty category and created a separate EEO category (coaching) and a separate analysis was conducted in all numerical sections of the plan.

When new faculty hires have not completed their terminal degrees, they are hired at the instructor level until they obtain the degree required; therefore, after consultation with the CHRO reviewer on March 6, 2013 the instructor category has been consolidated into the Assistant Professor category.

**CENTRAL CONNECTICUT STATE UNIVERSITY  
AVAILABILITY ANALYSIS**

OCCUPATIONAL CATEGORY:  
JOB TITLE:

**EEO 1 - Executive/Administrative  
All Titles**

REPORTING DATE:  
LABOR MARKET AREA:

**02/28/13  
Statewide/National**

FACTOR	TOTAL MALE			TOTAL FEMALE			WHITE MALE			WHITE FEMALE			BLACK MALE			BLACK FEMALE			HISPANIC MALE			HISPANIC FEMALE			OTHER MALE			OTHER FEMALE		
	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF
1. Employment data in the applicable LMA	39.4	5	2.0	60.6	5	3.0	32.4	5	1.6	46.8	5	2.3	3.8	5	0.2	8.2	5	0.4	2.1	5	0.1	3.9	5	0.2	1.1	5	0.1	1.7	5	0.1
2. Unemployment in Applicable LMA	56.7	5	2.8	43.3	5	2.2	42.5	5	2.1	31.6	5	1.6	4.9	5	0.2	4.4	5	0.2	4.5	5	0.2	3.6	5	0.2	4.9	5	0.2	3.7	5	0.2
3. Promotable/Transferable Percentage	63	15	9.5	37	15	5.6	50.4	15	7.6	29.1	15	4.4	4.3	15	0.6	2.2	15	0.3	4.3	15	0.6	2.6	15	0.4	3.9	15	0.6	3	15	0.5
4. Pop. in the LMA																														
5. Client Pop. Figures																														
6. Educ/Tech Tng Figures																														
7. Other Source (Specify)	45.8	75	34.4	54.2	75	40.7	37.9	75	28.4	42.6	75	32.0	3.7	75	2.8	6.0	75	4.5	2.2	75	1.7	3.3	75	2.5	1.9	75	1.4	2.3	75	1.7
8. Other Source (Specify)																														
<b>FINAL AVAILABILITY BASE PERCENTAGE</b>			48.7			51.5			39.7			40.3			3.8			5.4			2.6			3.3			2.3			2.5

**Employment Data - Census 2000, EEO Data Tool, US Total, Education Administrators (119030)**

<b>Educ Admin</b>	695700	273975	421725	225340	325700	26575	57165	14305	27050	7755	11810
<b>Title</b>	0	0	0	0	0	0	0	0	0	0	0
<b>Total</b>	695700	273975	421725	225340	325700	26575	57165	14305	27050	7755	11810
<b>Percentage</b>	100.0%	39.4%	60.6%	32.4%	46.8%	3.8%	8.2%	2.1%	3.9%	1.1%	1.7%

**Unemployment Data - Characteristics of Job Seekers, December 2012**

<b>SOC CODE 11.00</b>	4265	2420	1845	1813	1346	207	189	192	154	208	156
<b>Title</b>	0	0	0	0	0	0	0	0	0	0	0
<b>Total</b>	4265	2420	1845	1813	1346	207	189	192	154	208	156
<b>Percentage</b>	100.0%	56.7%	43.3%	42.5%	31.6%	4.9%	4.4%	4.5%	3.6%	4.9%	3.7%

**Promotable/Transferable Pool - 02/28/2013**

<b>Prof Non-Fac V&amp;VI</b>	42	29	13	25	10	2	1	2	2	0	0
<b>Professor</b>	188	116	72	91	57	8	4	8	4	9	7
<b>Total</b>	230	145	85	116	67	10	5	10	6	9	7
<b>Percentage</b>	100.0%	63.0%	37.0%	50.4%	29.1%	4.3%	2.2%	4.3%	2.6%	3.9%	3.0%

**US Dept. Ed. National Center for Education Statistics, IPEDS, July 2012: Executive**

<b>Executive</b>	231490	106004	125486	87761	98623	8572	13923	5198	7618	4473	5322
<b>Title</b>	0	0	0	0	0	0	0	0	0	0	0
<b>Total</b>	231490	106004	125486	87761	98623	8572	13923	5198	7618	4473	5322
<b>Percentage</b>	100.0%	45.8%	54.2%	37.9%	42.6%	3.7%	6.0%	2.2%	3.3%	1.9%	2.3%

FACTOR:	SOURCE CONSULTED:	BASIS OF SELECTION: GEOGRAPHICAL AREA/JOB TITLE:	REASONS FOR WEIGHTING THE FACTOR:
<b>Employment data in the Applicable Labor Market Area</b>	Census 2000 EEO Data Tool, US Total, Education Administrators (119030)	The hiring area is Nationwide for this job category. Education administrators chosen as titles at the University EEO 1 level are highly competitive and are often recruited Nationally from similar positions/functions.	5% value weight as Executive/Administrative positions at CCSU require advanced degrees and relevant/current experience. Most hires are recruited primarily through national searches. The value weight has been lowered because of the outdated census data.
<b>Unemployment in Applicable Labor Market Area</b>	CT Labor Department "Characteristics of Job Seekers Registered with the CT State Job Service" December 2012, Statewide figures line SOC 11.0 Management Occupations	Department hiring area is statewide/national for this job category; however, statewide unemployment data is utilized. A small percentage of positions may be filled through the unemployed.	5% value weight. Unemployment figures account for a small percentage of hires into this category
<b>Promotable Transferable</b>	CCSU Workforce Analysis by Job Classification: Professional Non-Faculty Ranks V & VI and Professor.	Precise figures for computing racial and sexual composition of persons in promotable positions. Almost all positions are filled by hires in this job title. Some promotions do occur typically from the level of Administrator V and VI; Professors added due to number of academic dean searches.	15% value weight. Most positions in this category are filled through hires. However, an occasional promotion does occur from the level of Administrator V & VI and Professors.
<b>OTHER SOURCE</b>	US Dept. of Ed IPEDS Data July 2012: Executive	The hiring area is Nationwide for this job category. Education administrators chosen as titles at the University EEO 1 level are highly competitive and are often recruited Nationally from similar positions/functions.	75% Value weight as Executive/Administrative positions at CCSU require advanced degrees and relevant/current experience. Most hires are recruited primarily through national searches and are often currently employed at the University level.

**CENTRAL CONNECTICUT STATE UNIVERSITY  
AVAILABILITY ANALYSIS**

OCCUPATIONAL CATEGORY:  
JOB TITLE:

**EEO 2 - Faculty  
Professor**

REPORTING DATE:  
LABOR MARKET AREA:

**02/28/13  
Statewide/National**

FACTOR	TOTAL MALE			TOTAL FEMALE			WHITE MALE			WHITE FEMALE			BLACK MALE			BLACK FEMALE			HISPANIC MALE			HISPANIC FEMALE			OTHER MALE			OTHER FEMALE		
	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF
1. Employment data in the applicable LMA	51.7	10	5.2	48.3	10	4.8	41.1	10	4.1	39.0	10	3.9	2.7	10	0.3	2.5	10	0.3	2.4	10	0.2	2.5	10	0.3	5.4	10	0.5	4.2	10	0.4
2. Unemployment in Applicable LMA	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0
3. Promotable/Transferable Percentage	58.4	80	46.7	41.6	80	33.3	42.4	80	33.9	37.6	80	30.1	2.4	80	1.9	1.6	80	1.3	3.2	80	2.6	0.0	80	0.0	10.4	80	8.3	2.4	80	1.9
4. Pop. in the LMA																														
5. Client Pop. Figures																														
6. Educ/Tech Tng Figures																														
7. Other Source (Specify)	70.8	10	7.1	29.2	10	2.9	59.8	10	6.0	25.0	10	2.5	2.2	10	0.2	1.4	10	0.1	2.0	10	0.2	0.9	10	0.1	6.7	10	0.7	1.9	10	0.2
8. Other Source (Specify)																														
<b>FINAL AVAILABILITY BASE PERCENTAGE</b>			<b>59.0</b>			<b>41.0</b>			<b>44.0</b>			<b>36.5</b>			<b>2.4</b>			<b>1.7</b>			<b>3.0</b>			<b>0.4</b>			<b>9.5</b>			<b>2.5</b>

**Employment Data - Census 2000 EEO Data Tool, Statewide Data, Connecticut, Post Secondary Teachers (SOC 251000)**

SOC 251000	16020	8284	7736	6590	6255	440	399	385	405	869	677
Title	0	0	0	0	0	0	0	0	0	0	0
Total	16020	8284	7736	6590	6255	440	399	385	405	869	677
Percentage	100.0%	51.7%	48.3%	41.1%	39.0%	2.7%	2.5%	2.4%	2.5%	5.4%	4.2%

**Unemployment Data - Characteristics of Job Seekers, December 2012**

Title	0	0	0	0	0	0	0	0	0	0	0
Title	0	0	0	0	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0	0
Percentage	0	0	0	0	0	0	0	0	0	0	0

**Promotable/Transferable Pool - 02/28/2013**

Associate Professor	125	73	52	53	47	3	2	4	0	13	3
Title	0	0	0	0	0	0	0	0	0	0	0
Total	125	73	52	53	47	3	2	4	0	13	3
Percentage	100.0%	58.4%	41.6%	42.4%	37.6%	2.4%	1.6%	3.2%	0	10.4%	2.4%

**Digest of Ed. Statistics, Table 264, Fall 2011: Professor**

Professors	177266	125463	51803	106039	44295	3984	2533	3499	1681	11941	3294
Title	0	0	0	0	0	0	0	0	0	0	0
Total	177266	125463	51803	106039	44295	3984	2533	3499	1681	11941	3294
Percentage	100.0%	70.8%	29.2%	59.8%	25.0%	2.2%	1.4%	2.0%	0.9%	6.7%	1.9%

FACTOR:	SOURCE CONSULTED:	BASIS OF SELECTION: GEOGRAPHICAL AREA/JOB TITLE:	REASONS FOR WEIGHTING THE FACTOR:
Employment data in the Applicable Labor Market Area	Census 2000 EEO Data Tool, CT Total, Post Secondary Teachers (251000)	The hiring area is Nationwide for this job category. However, a small percentage may be recruited from within the state of Connecticut employment pool from other universities, specifically other state universities.	10% value weight as professor positions at CCSU require advanced degrees and relevant/current experience. Most hires are recruited primarily through national searches. A small value weight is given as most positions are filled via promotion.
Unemployment in Applicable Labor Market Area	CT Labor Department "Characteristics of Job Seekers Registered with the CT State Job Service" December 2012, Statewide figures line SOC 25.10 Post Secondary Teachers	Department hiring area is national for this job category; given the fact that hiring at the level of professor requires permanent attainment of an associate professor position prior to appointment, the unemployment data is not utilized.	0% value weight. Positions are filled at this level from those who are currently employed at a lower faculty level. The unemployed is not a viable recruitment source.
Promotable/ Transferable	2013 CCSU Workforce Analysis by Job Classification: Associate Professor	Precise figures for computing racial and sexual composition of persons in promotable positions. The majority of these positions are filled by promotion annually via collective bargaining and the promotional and tenure process.	80% value weight. Value weight is higher for promotions due to promotional and tenure processes in place at the university.
OTHER SOURCE	Digest of Ed. Statistics, Table 264, Fall 2011: Professor	The Hiring area is Nationwide for this job category. Persons currently employed at the professor level are a common recruitment pool.	10% value weight. Professor positions at CCSU require advanced degrees and significant relevant/current experience. A small value weight is given as most positions are filled via promotion. Occasionally a hire may occur through national searches.

**CENTRAL CONNECTICUT STATE UNIVERSITY  
AVAILABILITY ANALYSIS**

OCCUPATIONAL CATEGORY:  
JOB TITLE:

**EEO 2 - Faculty  
Associate Professor**

REPORTING DATE:  
LABOR MARKET AREA:

**02/28/13  
Statewide/National**

FACTOR	TOTAL MALE			TOTAL FEMALE			WHITE MALE			WHITE FEMALE			BLACK MALE			BLACK FEMALE			HISPANIC MALE			HISPANIC FEMALE			OTHER MALE			OTHER FEMALE		
	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF
1. Employment data in the applicable LMA	51.7	5	2.6	48.3	5	2.4	41.1	5	2.1	39.0	5	2.0	2.7	5	0.1	2.5	5	0.1	2.4	5	0.1	2.5	5	0.1	5.4	5	0.3	4.2	5	0.2
2. Unemployment in Applicable LMA	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0
3. Promotable/Transferable Percentage	51.2	55	28.2	48.8	55	26.8	40.2	55	22.1	34.1	55	18.8	3.7	55	2.0	4.9	55	2.7	1.2	55	0.7	4.9	55	2.7	6.1	55	3.4	4.9	55	2.7
4. Pop. in the LMA																														
5. Client Pop. Figures																														
6. Educ/Tech Tng Figures																														
7. Other Source (Specify)	57.6	40	23.0	42.4	40	17.0	45.9	40	18.4	34.1	40	13.6	2.9	40	1.2	2.9	40	1.2	2.3	40	0.9	1.8	40	0.7	6.4	40	2.6	3.6	40	1.4
8. Other Source (Specify)																														
<b>FINAL AVAILABILITY BASE PERCENTAGE</b>			<b>53.8</b>			<b>46.2</b>			<b>42.6</b>			<b>34.4</b>			<b>3.3</b>			<b>4.0</b>			<b>1.7</b>			<b>3.5</b>			<b>6.3</b>			<b>4.3</b>

**Employment Data - Census 2000 EEO Data Tool, Statewide Data, Connecticut, Post-secondary Teacher (SOC 25-1000)**

<b>251000</b>	<b>16020</b>	<b>8284</b>	<b>7736</b>	<b>6590</b>	<b>6255</b>	<b>440</b>	<b>399</b>	<b>385</b>	<b>405</b>	<b>869</b>	<b>677</b>
<b>Title</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Total</b>	<b>16020</b>	<b>8284</b>	<b>7736</b>	<b>6590</b>	<b>6255</b>	<b>440</b>	<b>399</b>	<b>385</b>	<b>405</b>	<b>869</b>	<b>677</b>
<b>Percentage</b>	<b>100.0%</b>	<b>51.7%</b>	<b>48.3%</b>	<b>41.1%</b>	<b>39.0%</b>	<b>2.7%</b>	<b>2.5%</b>	<b>2.4%</b>	<b>2.5%</b>	<b>5.4%</b>	<b>4.2%</b>

**Unemployment Data - Characteristics of Job Seekers**

<b>Title</b>	<b>0</b>										
<b>Title</b>	<b>0</b>										
<b>Total</b>	<b>0</b>										
<b>Percentage</b>	<b>0</b>										

**Promotable/Transferable Pool - 02/28/2013**

<b>Assistant Professor</b>	<b>82</b>	<b>42</b>	<b>40</b>	<b>33</b>	<b>28</b>	<b>3</b>	<b>4</b>	<b>1</b>	<b>4</b>	<b>5</b>	<b>4</b>
<b>Title</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Total</b>	<b>82</b>	<b>42</b>	<b>40</b>	<b>33</b>	<b>28</b>	<b>3</b>	<b>4</b>	<b>1</b>	<b>4</b>	<b>5</b>	<b>4</b>
<b>Percentage</b>	<b>100.0%</b>	<b>51.2%</b>	<b>48.8%</b>	<b>40.2%</b>	<b>34.1%</b>	<b>3.7%</b>	<b>4.9%</b>	<b>1.2%</b>	<b>4.9%</b>	<b>6.1%</b>	<b>4.9%</b>

**Digest of Ed. Statistics, Table 264, Fall 2011: Associate Professor**

<b>Associate Professor</b>	<b>149215</b>	<b>85875</b>	<b>63340</b>	<b>68447</b>	<b>50924</b>	<b>4373</b>	<b>4322</b>	<b>3437</b>	<b>2706</b>	<b>9618</b>	<b>5388</b>
<b>Title</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Total</b>	<b>149215</b>	<b>85875</b>	<b>63340</b>	<b>68447</b>	<b>50924</b>	<b>4373</b>	<b>4322</b>	<b>3437</b>	<b>2706</b>	<b>9618</b>	<b>5388</b>
<b>Percentage</b>	<b>100.0%</b>	<b>57.6%</b>	<b>42.4%</b>	<b>45.9%</b>	<b>34.1%</b>	<b>2.9%</b>	<b>2.9%</b>	<b>2.3%</b>	<b>1.8%</b>	<b>6.4%</b>	<b>3.6%</b>

<b>FACTOR:</b>	<b>SOURCE CONSULTED:</b>	<b>BASIS OF SELECTION: GEOGRAPHICAL AREA/JOB TITLE:</b>	<b>REASONS FOR WEIGHTING THE FACTOR:</b>
<b>Employment data in the Applicable Labor Market Area</b>	Census 2000 EEO Data Tool, CT Total, Post Secondary Teachers (251000)	The hiring area is nationwide for this job category. However, a small percentage may be recruited from within the state of Connecticut employment pool from other universities.	5% value weight as associate professor positions at CCSU require advanced degrees and relevant/current experience. Most hires are recruited primarily through national searches.
<b>Unemployment in Applicable Labor Market Area</b>	CT Labor Department "Characteristics of Job Seekers Registered with the CT State Job Service" December 2012, Statewide figures line SOC 25.10 Post Secondary Teachers	Department hiring area is national for this job category; normally the hiring at the level of associate professor requires permanent attainment of an associate professor position prior to CCSU appointment. The unemployment data is not utilized.	0% value weight. Positions are filled at this level from those who are currently employed. The unemployed are not a viable recruitment pool.
<b>Promotable/Transferable</b>	2013 CCSU Workforce Analysis by Job Classification: Assistant Professor Rank	Precise figures for computing racial and sexual composition of persons in promotable positions. About half of these positions are filled by promotion from the Assistant Professor level annually via collective bargaining and the promotional and tenure process.	55% value weight. Value weight is higher for promotions due to the promotional and tenure process in place at the university.
<b>OTHER SOURCE</b>	Digest of Ed. Statistics, Table 264, Fall 2011: Associate Professor	The hiring area is Nationwide for this job category. Persons currently employed at the associate professor level are a common recruitment pool.	40% value weight. Associate Professor positions at CCSU require advanced degrees and relevant/current experience. Most hires are recruited primarily through national searches.

**CENTRAL CONNECTICUT STATE UNIVERSITY  
AVAILABILITY ANALYSIS**

OCCUPATIONAL CATEGORY:  
JOB TITLE:

**EEO 2 - Faculty  
Assistant Professor**

REPORTING DATE:  
LABOR MARKET AREA:

**02/28/13  
Statewide/National**

FACTOR	TOTAL MALE			TOTAL FEMALE			WHITE MALE			WHITE FEMALE			BLACK MALE			BLACK FEMALE			HISPANIC MALE			HISPANIC FEMALE			OTHER MALE			OTHER FEMALE		
	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF
1. Employment data in the applicable LMA	51.7	15	7.8	48.3	15	7.2	41.1	15	6.2	39.0	15	5.9	2.7	15	0.4	2.5	15	0.4	2.4	15	0.4	2.5	15	0.4	5.4	15	0.8	4.2	15	0.6
2. Unemployment in Applicable LMA	35.2	15	5.3	64.8	15	9.7	14.5	15	2.2	30.3	15	4.5	13.8	15	2.1	15.9	15	2.4	3.4	15	0.5	13.1	15	2.0	3.4	15	0.5	5.5	15	0.8
3.Promotable/Transferable Percentage	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0
4.Pop. in the LMA																														
5.Client Pop. Figures																														
6.Educ/Tech Tng Figures																														
7. Other Source (Specify)	49.7	20	9.9	50.3	20	10.1	37.3	20	7.5	37.9	20	7.6	2.8	20	0.6	4.2	20	0.8	2.4	20	0.5	2.4	20	0.5	7.2	20	1.4	5.9	20	1.2
8. Other Source (Specify)	47.0	50	23.5	53.0	50	26.5	36.0	50	18.0	37.8	50	18.9	2.7	50	1.4	4.9	50	2.5	2.8	50	1.4	3.3	50	1.7	5.6	50	2.8	7.0	50	3.5
<b>FINAL AVAILABILITY BASE PERCENTAGE</b>			46.5			53.5			33.9			36.9			4.5			6.1			2.8			4.6			5.5			6.1

**Employment Data - Census 2000 EEO Data Tool, Statewide Data, Connecticut Post Secondary Teachers (SOC 25-1000)**

SOC 251000	16020	8284	7736	6590	6255	440	399	385	405	869	677
<b>Total</b>	<b>16020</b>	<b>8284</b>	<b>7736</b>	<b>6590</b>	<b>6255</b>	<b>440</b>	<b>399</b>	<b>385</b>	<b>405</b>	<b>869</b>	<b>677</b>
<b>Percentage</b>	<b>100.0%</b>	<b>51.7%</b>	<b>48.3%</b>	<b>41.1%</b>	<b>39.0%</b>	<b>2.7%</b>	<b>2.5%</b>	<b>2.4%</b>	<b>2.5%</b>	<b>5.4%</b>	<b>4.2%</b>

**Unemployment Data - Characteristics of Job Seekers, Post Secondary Teachers SOC 25.10 December 2012**

SOC 25.10	145	51	94	21	44	20	23	5	19	5	8
<b>Total</b>	<b>145</b>	<b>51</b>	<b>94</b>	<b>21</b>	<b>44</b>	<b>20</b>	<b>23</b>	<b>5</b>	<b>19</b>	<b>5</b>	<b>8</b>
<b>Percentage</b>	<b>100.0%</b>	<b>35.2%</b>	<b>64.8%</b>	<b>14.5%</b>	<b>30.3%</b>	<b>13.8%</b>	<b>15.9%</b>	<b>3.4%</b>	<b>13.1%</b>	<b>3.4%</b>	<b>5.5%</b>

**Promotable/Transferable Pool - 02/28/2013**

Title	0	0	0	0	0	0	0	0	0	0	0
<b>Total</b>	<b>0</b>										
<b>Percentage</b>	<b>0</b>										

**Digest of Ed. Statistics, Table 264, Fall 2011: Assistant Professor**

Assistant Professors	156959	77958	79001	58531	59483	4458	6536	3692	3736	11277	9246
<b>Total</b>	<b>156959</b>	<b>77958</b>	<b>79001</b>	<b>58531</b>	<b>59483</b>	<b>4458</b>	<b>6536</b>	<b>3692</b>	<b>3736</b>	<b>11277</b>	<b>9246</b>
<b>Percentage</b>	<b>100.0%</b>	<b>49.7%</b>	<b>50.3%</b>	<b>37.3%</b>	<b>37.9%</b>	<b>2.8%</b>	<b>4.2%</b>	<b>2.4%</b>	<b>2.4%</b>	<b>7.2%</b>	<b>5.9%</b>

**Digest of Ed. Statistics, Table 306 Doctoral Degrees**

National Data	143532	67486	76046	51666	54266	3836	7089	3985	4665	7999	10026
<b>Total</b>	<b>143532</b>	<b>67486</b>	<b>76046</b>	<b>51666</b>	<b>54266</b>	<b>3836</b>	<b>7089</b>	<b>3985</b>	<b>4665</b>	<b>7999</b>	<b>10026</b>
<b>Percentage</b>	<b>100.0%</b>	<b>47.0%</b>	<b>53.0%</b>	<b>36.0%</b>	<b>37.8%</b>	<b>2.7%</b>	<b>4.9%</b>	<b>2.8%</b>	<b>3.3%</b>	<b>5.6%</b>	<b>7.0%</b>

FACTOR:	SOURCE CONSULTED:	BASIS OF SELECTION: GEOGRAPHICAL AREA/JOB TITLE:	REASONS FOR WEIGHTING THE FACTOR:
<b>Employment data in the Applicable Labor Market Area</b>	Census 2000 EEO Data Tool, CT Total, Post Secondary Teachers (251000)	The hiring area is nationwide for this job category. However, a small percentage may be recruited from within the state of Connecticut employment pool from other universities.	15% value weight as assistant professor positions at CCSU require advanced degrees and relevant/current experience. Most hires are recruited primarily through national searches.
<b>Unemployment in Applicable Labor Market Area</b>	CT Labor Department "Characteristics of Job Seekers Registered with the CT State Job Service" December 2012, Statewide figures line SOC 25.10 Post Secondary Teachers	Department hiring area is statewide/national for this job category; however, statewide unemployment data is utilized. However, a small percentage of positions are filled through the unemployed who possess terminal degrees.	15% value weight. Unemployment figures account for a small % of hires into this category
<b>Promotable/Transferable</b>	There is no longer a promotable pool for this category as instructor positions are now a part of this category	N/A	0% value weight as there is no available promotable pool.
<b>Digest of Educational Statistics Table 264</b>	Digest of Ed. Statistics, Table 264, Fall 2011: Assistant Professor	The hiring area is nationwide for this job category. Persons currently employed at the assistant professor level are a common recruitment pool.	20% value weight. Assistant professor positions at CCSU require advanced degrees and relevant/current experience. Most hires are recruited primarily through national searches.
<b>Digest of Educational Statistics Table 306</b>	Digest of Educational Statistics Table 306: Doctoral degrees conferred. 2011 data	The hiring area is nationwide for this job category. Most positions are filled by candidates who currently possess their terminal degrees; most often a PHD in a related field.	50% value weight. Assistant professor positions at CCSU require advanced degrees and relevant/current experience. Most hires are recruited primarily through national searches.

**CENTRAL CONNECTICUT STATE UNIVERSITY  
AVAILABILITY ANALYSIS**

OCCUPATIONAL CATEGORY:  
JOB TITLE:

**EEO 2 - Faculty  
Instructor**

REPORTING DATE:  
LABOR MARKET AREA:

**02/28/13  
Statewide/National**

FACTOR	TOTAL MALE			TOTAL FEMALE			WHITE MALE			WHITE FEMALE			BLACK MALE			BLACK FEMALE			HISPANIC MALE			HISPANIC FEMALE			OTHER MALE			OTHER FEMALE		
	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF
1. Employment data in the applicable LMA	51.7	80	41.4	48.3	80	38.6	41.1	80	32.9	39.0	80	31.2	2.7	80	2.2	2.5	80	2.0	2.4	80	1.9	2.5	80	2.0	5.4	80	4.3	4.2	80	3.4
2. Unemployment in Applicable LMA	35.2	10	3.5	64.8	10	6.5	14.5	10	1.5	30.3	10	3.0	13.8	10	1.4	15.9	10	1.6	3.4	10	0.3	13.1	10	1.3	3.4	10	0.3	5.5	10	0.6
3.Promotable/Transferable Percentage	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0
4.Pop. in the LMA																														
5.Client Pop. Figures																														
6.Educ/Tech Tng Figures																														
7. Other Source (Specify)	44	10	4.4	56	10	5.6	34.8	10	3.5	43.5	10	4.4	3.0	10	0.3	5.3	10	0.5	3.0	10	0.3	3.7	10	0.4	3.0	10	0.3	3.6	10	0.4
8. Other Source (Specify)																														
<b>FINAL AVAILABILITY BASE PERCENTAGE</b>			49.3			50.7			37.9			38.6			3.9			4.1			2.5			3.7			4.9			4.4

**Employment Data - Census 2000 EEO Data Tool, Statewide, Connecticut, Postsecondary Teacher (SOC 251000)**

Post Sec Teachers	16020	8284	7736	6590	6255	440	399	385	405	869	677
Title	0	0	0	0	0	0	0	0	0	0	0
Total	16020	8284	7736	6590	6255	440	399	385	405	869	677
Percentage	100.0%	51.7%	48.3%	41.1%	39.0%	2.7%	2.5%	2.4%	2.5%	5.4%	4.2%

**Unemployment Data - Characteristics of Job Seekers, December 2012 (SOC 25.10)**

Post Sec Teachers	145	51	94	21	44	20	23	5	19	5	8
Title	0	0	0	0	0	0	0	0	0	0	0
Total	145	51	94	21	44	20	23	5	19	5	8
Percentage	100.0%	35.2%	64.8%	14.5%	30.3%	13.8%	15.9%	3.4%	13.1%	3.4%	5.5%

**Promotable/Transferable Pool - 02/28/2013**

Title	0	0	0	0	0	0	0	0	0	0	0
Title	0	0	0	0	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0	0
Percentage	0	0	0	0	0	0	0	0	0	0	0

**Educational Digest, Fall 2011, Table 264: Instructors**

Instructors	102998	45271	57727	35870	44833	3136	5464	3133	3773	3132	3657
Title	0	0	0								
Total	102998	45271	57727	35870	44833	3136	5464	3133	3773	3132	3657
Percentage	100.0%	44.0%	56.0%	34.8%	43.5%	3.0%	5.3%	3.0%	3.7%	3.0%	3.6%

FACTOR:	SOURCE CONSULTED:	BASIS OF SELECTION: GEOGRAPHICAL AREA/JOB TITLE:	REASONS FOR WEIGHTING THE FACTOR:
Employment data in the Applicable Labor Market Area	Census 2000 EEO Data Tool, CT Total, Post Secondary Teachers (251000)	The hiring area is typically nationwide for faculty positions. However, due to the requirements of the instructor level, these positions could be filled from within the employment ranks of CT or from those currently pursuing their degrees in CT.	80% value weight as instructor positions are the entry level for faculty positions and do not require the high level of degree and prior work experience as higher faculty levels. Increasing the likelihood of recruiting from within CT.
Unemployment in Applicable Labor Market Area	CT Labor Department "Characteristics of Job Seekers Registered with the CT State Job Service" December 2012, Statewide figures line SOC 25.10 Post Secondary Teachers	The hiring area is typically nationwide for faculty positions. However, due to the requirements of the instructor level positions could be filled from within the unemployment ranks of CT or those currently pursuing their degrees.	10% value weight as instructor positions at CCSU are the entry level for faculty positions and do not require the high level of degree and work experience as higher levels and therefore increases the possibility of recruiting from CT.
Promotable/Transferable	There is no promotable pool for this category	N/A	N/A
Digest of Educational Statistics Table 264	Digest of Ed. Statistics, Table 264, Fall 2011: Instructor	Persons currently employed at the instructor level may apply for positions at CCSU.	10% value weight as instructor positions are the entry level for faculty positions and do not require the high level of degree and work experience as higher faculty levels.
Other Source			

**CENTRAL CONNECTICUT STATE UNIVERSITY  
AVAILABILITY ANALYSIS**

OCCUPATIONAL CATEGORY:  
JOB TITLE:

**EEO 2 - Faculty  
Coaching**

REPORTING DATE:  
LABOR MARKET AREA:

**02/28/13  
Statewide/National(NCAA)**

FACTOR	TOTAL MALE			TOTAL FEMALE			WHITE MALE			WHITE FEMALE			BLACK MALE			BLACK FEMALE			HISPANIC MALE			HISPANIC FEMALE			OTHER MALE			OTHER FEMALE		
	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF
1. Employment data in the applicable LMA	69.1	5	3.5	30.9	5	1.5	58.3	5	2.9	29.9	5	1.5	5.3	5	0.3	0.2	5	0.0	3.1	5	0.2	0.4	5	0.0	2.5	5	0.1	0.4	5	0.0
2. Unemployment in Applicable LMA	65.1	5	3.3	34.9	5	1.7	44.2	5	2.2	11.6	5	0.6	4.7	5	0.2	18.6	5	0.9	4.7	5	0.2	2.3	5	0.1	11.6	5	0.6	2.3	5	0.1
3.Promotable/Transferable Percentage	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0
4.Pop. in the LMA																														
5.Client Pop. Figures																														
6.Educ/Tech Tng Figures																														
7. Other Source (Specify)	74.7	90	67.2	25.3	90	22.8	55.2	90	49.7	18.9	90	17.0	15.7	90	14.1	5.1	90	4.6	1.7	90	1.5	0.5	90	0.5	2.1	90	1.9	0.8	90	0.7
8. Other Source (Specify)																														
<b>FINAL AVAILABILITY BASE PERCENTAGE</b>			<b>74.0</b>			<b>26.0</b>			<b>54.8</b>			<b>19.1</b>			<b>14.6</b>			<b>5.5</b>			<b>1.9</b>			<b>0.6</b>			<b>2.6</b>			<b>0.8</b>

**Employment Data - Connecticut Occupational Statistics, 2000 Athletes, Coaches, Umps & Related Workers 272020; Ent. & Perf Sports & Rel. Workers (272099)**

272020	3183	2235	948	1915	920	155	4	85	14	80	10
272099	232	124	108	75	100	25	4	20	0	4	4
<b>Total</b>	<b>3415</b>	<b>2359</b>	<b>1056</b>	<b>1990</b>	<b>1020</b>	<b>180</b>	<b>8</b>	<b>105</b>	<b>14</b>	<b>84</b>	<b>14</b>
<b>Percentage</b>	<b>100.0%</b>	<b>69.1%</b>	<b>30.9%</b>	<b>58.3%</b>	<b>29.9%</b>	<b>5.3%</b>	<b>0.2%</b>	<b>3.1%</b>	<b>0.4%</b>	<b>2.5%</b>	<b>0.4%</b>

**Unemployment Data - Characteristics of Job Seekers, December 2012**

SOC (27.20)	43	28	15	19	5	2	8	2	1	5	1
Title	0	0	0	0	0	0	0	0	0	0	0
Total	43	28	15	19	5	2	8	2	1	5	1
Percentage	100.0%	65.1%	34.9%	44.2%	11.6%	4.7%	18.6%	4.7%	2.3%	11.6%	2.3%

**Promotable/Transferable Pool - 02/28/2013**

Title	0	0	0	0	0	0	0	0	0	0	0
Title	0	0	0	0	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0	0
Percentage	0	0	0	0	0	0	0	0	0	0	0

**NCAA Data -All head coaches and assistant coaches in related sports**

Coaching	17962	13419	4543	9919	3395	2825	908	299	98	376	142
Title	0	0	0								
Total	17962	13419	4543	9919	3395	2825	908	299	98	376	142
Percentage	100.0%	74.7%	25.3%	55.2%	18.9%	15.7%	5.1%	1.7%	0.5%	2.1%	0.8%

FACTOR:	SOURCE CONSULTED:	BASIS OF SELECTION: GEOGRAPHICAL AREA/JOB TITLE:	REASONS FOR WEIGHTING THE FACTOR:
<b>Employment data in the Applicable Labor Market Area</b>	Census 2000 EEO Data Tool, CT Total, Athletes, Coaches, Umps & Related Workers (272020); Ent. & Perf Sports & Rel. Workers (272099).	The hiring area is typically nationwide for this job category; however, positions are filled from local recruitment efforts within the state. Division 1 coaching related positions are highly competitive and require prior experience.	5% value weight as Division 1 coaching related positions at CCSU require relevant/current experience. A lower value weight is give as most hires are recruited primarily through national searches.
<b>Unemployment in Applicable Labor Market Area</b>	CT Labor Department "Characteristics of Job Seekers Registered with the CT State Job Service" December 2012, Statewide figures line SOC 27.20 Entertainers & Performers, Sports & Related Workers.	University hiring area is statewide/national for this job category; however, statewide unemployment data is utilized. Unemployment figures are used, however a small percentage of positions are filled through the unemployed.	5% value weight. Unemployment figures account for a small % of hires into this category
<b>Promotable/Transferable</b>	N/A	Promotions would be filled within the category due to number of positions within the category resulting in all titles being evaluated together.	0%
<b>NCAA - Division 1 - Coaching</b>	NCAA Division 1 - Race and Demographics Search (Head Coaches and Assistant Coaches in Related Sports)	Recruitment for Division 1 positions comes from those with experience in Division 1 sports and sports related fields.	90% value weight as most positions filled in the University's coaching ranks are filled by those who are currently coaching Division 1 sports.

**CENTRAL CONNECTICUT STATE UNIVERSITY  
AVAILABILITY ANALYSIS**

OCCUPATIONAL CATEGORY:  
JOB TITLE:

**EEO 3 - Professional Non-Faculty  
All Titles**

REPORTING DATE:  
LABOR MARKET AREA:

**02/28/13  
Statewide/National**

FACTOR	TOTAL MALE			TOTAL FEMALE			WHITE MALE			WHITE FEMALE			BLACK MALE			BLACK FEMALE			HISPANIC MALE			HISPANIC FEMALE			OTHER MALE			OTHER FEMALE		
	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF
1. Employment data in the applicable LMA	41.8	40	16.7	58.2	40	23.3	37.2	40	14.9	50.9	40	20.4	2.7	40	1.1	4.0	40	1.6	1.2	40	0.5	2.0	40	0.8	0.8	40	0.3	1.3	40	0.5
2. Unemployment in Applicable LMA	21.4	20	4.3	78.6	20	15.7	8.1	20	1.6	37.5	20	7.5	5.4	20	1.1	17.4	20	3.5	5.2	20	1.0	14	20	2.8	2.8	20	0.6	9.6	20	1.9
3.Promotable/Transferable Percentage	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0
4.Pop. in the LMA																														
5.Client Pop. Figures																														
6.Educ/Tech Tng Figures																														
7. Other Source (Specify)	47.1	40	18.8	52.9	40	21.2	37.8	40	15.1	40.8	40	16.3	3.2	40	1.3	5.3	40	2.1	2.4	40	1.0	3.0	40	1.2	3.8	40	1.5	3.8	40	1.5
8. Other Source (Specify)																														
<b>FINAL AVAILABILITY BASE PERCENTAGE</b>			<b>39.8</b>			<b>60.2</b>			<b>31.6</b>			<b>44.2</b>			<b>3.5</b>			<b>7.2</b>			<b>2.5</b>			<b>4.8</b>			<b>2.4</b>			<b>3.9</b>

**Employment Data - 2000 COS, Vol. 2--Statewide Connecticut, Pgs. 2-3, line: Education Administrators (119030)**

Educ Admin SOC. 119030	9937	4158	5779	3695	5060	265	395	120	195	78	129
Title	0	0	0	0	0	0	0	0	0	0	0
Total	9937	4158	5779	3695	5060	265	395	120	195	78	129
Percentage	100.0%	41.8%	58.2%	37.2%	50.9%	2.7%	4.0%	1.2%	2.0%	0.8%	1.3%

**Unemployment Data - Characteristics of Job Seekers, December 2012 Other Education, Training & Library Occs**

SOC 25.90	541	116	425	44	203	29	94	28	76	15	52
Title	0	0	0	0	0	0	0	0	0	0	0
Total	541	116	425	44	203	29	94	28	76	15	52
Percentage	100.0%	21.4%	78.6%	8.1%	37.5%	5.4%	17.4%	5.2%	14.0%	2.8%	9.6%

**Promotable/Transferable Pool - 02/28/2013**

Title	0	0	0	0	0	0	0	0	0	0	0
Title	0	0	0	0	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0	0
Percentage	0	0	0	0	0	0	0	0	0	0	0

**US Dept. Ed. National Center for Education Statistics, IPEDS, July 2012: Professional Staff (Non-Faculty)**

Professional Non-Faculty	2618313	1233693	1384620	988566	1069310	84620	138788	62069	77952	98438	98570
	0	0	0								
Total	2618313	1233693	1384620	988566	1069310	84620	138788	62069	77952	98438	98570
Percentage	100.0%	47.1%	52.9%	37.8%	40.8%	3.2%	5.3%	2.4%	3.0%	3.8%	3.8%

FACTOR:	SOURCE CONSULTED:	BASIS OF SELECTION: GEOGRAPHICAL AREA/JOB TITLE:	REASONS FOR WEIGHTING THE FACTOR:
<b>Employment data in the Applicable Labor Market Area</b>	Census 2000 EEO Data Tool, US Total, Education Administrators (119030)	The hiring area is statewide for this job category. Professional non-faculty and related positions are highly competitive and are often recruited statewide from other universities or state agencies, and/or nationally from similar positions/functions.	40% value weight as professional non-faculty positions at CCSU often require advanced degrees and relevant/current (college level) experience. Most hires occur from those currently employed.
<b>Unemployment in Applicable Labor Market Area</b>	CT Labor Department "Characteristics of Job Seekers Registered with the CT State Job Service" December 2012, Statewide figures line SOC 25.90: Other Education, Training and Library Occupations.	Department hiring area is statewide/national for this job category; however, statewide unemployment data is utilized. Unemployment figures are used, as some vacancies are filled by the unemployed with relevant skills/experience.	20% value weight. Unemployment figures account for a smaller percentage of hires into this category
<b>Promotable/Transferable</b>	CCSU Workforce Analysis by Job Classification: Due to the level of skills, degree requirements and previous experience in related positions or field; opportunities for promotions do not exist.	Since nearly 100% of these positions are filled through hires, no promotional group has been identified.	0% value weight. Nearly all positions are filled via hiring of outside persons currently performing related functions.
<b>OTHER SOURCE - IPEDS 2012</b>	US Dept. Ed. National Center for Education Statistics, IPEDS, July 2012: Professional Staff (Non-Faculty)	The hiring area is statewide/nationwide for this job category. Professional non-faculty and related positions are highly competitive and are often recruited nationwide from other universities and from similar positions/functions.	40% value weight as professional non-faculty positions at CCSU often require advanced degrees and relevant/current experience. Most hires occur from those currently employed and most often with university/college experience.

**CENTRAL CONNECTICUT STATE UNIVERSITY  
AVAILABILITY ANALYSIS**

OCCUPATIONAL CATEGORY:  
JOB TITLE:

**EEO 4 - Clerical  
All Titles except Sec 2 and Admin Asst**

REPORTING DATE:  
LABOR MARKET AREA:

**02/28/13  
Hartford County**

FACTOR	TOTAL MALE			TOTAL FEMALE			WHITE MALE			WHITE FEMALE			BLACK MALE			BLACK FEMALE			HISPANIC MALE			HISPANIC FEMALE			OTHER MALE			OTHER FEMALE		
	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF
1. Employment data in the applicable LMA	24.9	75	18.7	75.1	75	56.3	17.9	75	13.4	52.7	75	39.5	3.8	75	2.9	12.5	75	9.4	2.1	75	1.6	7.2	75	5.4	1.1	75	0.8	2.6	75	2.0
2. Unemployment in Applicable LMA	26	25	6.5	74	25	18.5	10.3	25	2.6	31.7	25	7.9	8.5	25	2.1	23	25	5.8	4.4	25	1.1	13	25	3.3	2.8	25	0.7	6.3	25	1.6
3. Promotable/Transferable Percentage	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0
4. Pop. in the LMA																														
5. Client Pop. Figures																														
6. Educ/Tech Tng Figures																														
7. Other Source (Specify)	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0
8. Other Source (Specify)																														
<b>FINAL AVAILABILITY BASE PERCENTAGE</b>			25.2			74.8			16.0			47.4			5.0			15.2			2.7			8.7			1.5			3.6

**Employment Data - 2000 COS, Vol. 2, Pgs. 40-41, Hartford County LMA: Other Office and Admin, Support Workers (439000)**

<b>SOC 439000</b>	15691	3908	11783	2804	8275	595	1960	336	1134	173	414
<b>Title</b>	0	0	0	0	0	0	0	0	0	0	0
<b>Total</b>	15691	3908	11783	2804	8275	595	1960	336	1134	173	414
<b>Percentage</b>	100.0%	24.9%	75.1%	17.9%	52.7%	3.8%	12.5%	2.1%	7.2%	1.1%	2.6%

**Unemployment Data - Characteristics of Job Seekers, December 2012**

<b>SOC 43.90</b>	857	223	634	88	272	73	197	38	111	24	54
<b>Title</b>	0	0	0	0	0	0	0	0	0	0	0
<b>Total</b>	857	223	634	88	272	73	197	38	111	24	54
<b>Percentage</b>	100.0%	26.0%	74.0%	10.3%	31.7%	8.5%	23.0%	4.4%	13.0%	2.8%	6.3%

**Promotable/Transferable Pool - 02/28/2013**

<b>Title</b>	0	0	0	0	0	0	0	0	0	0	0
<b>Title</b>	0	0	0	0	0	0	0	0	0	0	0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0	0
<b>Percentage</b>	0	0	0	0	0	0	0	0	0	0	0

**OTHER SOURCE**

<b>Title</b>	0	0	0	0	0	0	0	0	0	0	0
<b>Title</b>	0	0	0	0	0	0	0	0	0	0	0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0	0
<b>Percentage</b>	0	0	0	0	0	0	0	0	0	0	0

FACTOR:	SOURCE CONSULTED:	BASIS OF SELECTION: GEOGRAPHICAL AREA/JOB TITLE:	REASONS FOR WEIGHTING THE FACTOR:
<b>Employment data in the Applicable Labor Market Area</b>	Census 2000 EEO Data Tool, Hartford County LMA, Other Office and Admin, Support Workers (43900)	The hiring area is Hartford County for this job category as most clerical rank positions are filled in closer proximity to the University. Some clerical titles require state examination certification which often requires work history and are often currently employed. Some hires come from those in the same title form other state agencies.	75% value weight as clerical positions require a great deal of clerical skills and experience and most often come from those who are currently employed at the title or with qualifying experience.
<b>Unemployment in Applicable Labor Market Area</b>	CT Labor Department "Characteristics of Job Seekers Registered with the CT State Job Service" December 2012, Htfd County LMA figures line SOC 43.90 Other Office and Admin, Support Workers.	Department hiring area is Hartford County for this job category; Unemployment figures are used, however a smaller percentage of positions are filled through the unemployed.	25% value weight. Unemployment figures account for a smaller % of hires into this category
<b>Promotable/Transferable</b>	There are no promotable positions into this category	N/A	N/A
<b>OTHER SOURCE</b>			

**CENTRAL CONNECTICUT STATE UNIVERSITY  
AVAILABILITY ANALYSIS**

OCCUPATIONAL CATEGORY:  
JOB TITLE:

**EEO 4 - Clerical  
Administrative Assistant**

REPORTING DATE:  
LABOR MARKET AREA:

**02/28/13  
Hartford County**

FACTOR	TOTAL MALE			TOTAL FEMALE			WHITE MALE			WHITE FEMALE			BLACK MALE			BLACK FEMALE			HISPANIC MALE			HISPANIC FEMALE			OTHER MALE			OTHER FEMALE		
	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF
1. Employment data in the applicable LMA	3.5	75	2.6	96.5	75	72.4	2.7	75	2.0	79.1	75	59.3	0.4	75	0.3	10.3	75	7.7	0.3	75	0.2	5.4	75	4.1	0.1	75	0.1	1.7	75	1.3
2. Unemployment in Applicable LMA	6.6	5	0.3	93.4	5	4.7	3.6	5	0.2	53.7	5	2.7	0.8	5	0.0	20.7	5	1.0	1	5	0.1	9.5	5	0.5	1.3	5	0.1	9.5	5	0.5
3. Promotable/Transferable Percentage	2.4	20	0.5	97.6	20	19.5	2.4	20	0.5	69	20	13.8	0	20	0.0	11.9	20	2.4	0	20	0.0	14.3	20	2.9	0	20	0.0	2.4	20	0.5
4. Pop. in the LMA																														
5. Client Pop. Figures																														
6. Educ/Tech Tng Figures																														
7. Other Source (Specify)	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0
8. Other Source (Specify)																														
<b>FINAL AVAILABILITY BASE PERCENTAGE</b>			<b>3.4</b>			<b>96.6</b>			<b>2.7</b>			<b>75.8</b>			<b>0.3</b>			<b>11.1</b>			<b>0.3</b>			<b>7.5</b>			<b>0.2</b>			<b>2.3</b>

**Employment Data - 2000 COS, Vol. 2, Pgs. 40-41 Hartford County Line: Secretaries and Administrative Assistants (436010)**

<b>SOC 436010</b>	<b>13190</b>	<b>460</b>	<b>12730</b>	<b>360</b>	<b>10430</b>	<b>50</b>	<b>1360</b>	<b>35</b>	<b>715</b>	<b>15</b>	<b>225</b>
<b>Title</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Total</b>	<b>13190</b>	<b>460</b>	<b>12730</b>	<b>360</b>	<b>10430</b>	<b>50</b>	<b>1360</b>	<b>35</b>	<b>715</b>	<b>15</b>	<b>225</b>
<b>Percentage</b>	<b>100.0%</b>	<b>3.5%</b>	<b>96.5%</b>	<b>2.7%</b>	<b>79.1%</b>	<b>0.4%</b>	<b>10.3%</b>	<b>0.3%</b>	<b>5.4%</b>	<b>0.1%</b>	<b>1.7%</b>

**Unemployment Data - Characteristics of Job Seekers, December 2012**

<b>SOC 43.60</b>	<b>391</b>	<b>26</b>	<b>365</b>	<b>14</b>	<b>210</b>	<b>3</b>	<b>81</b>	<b>4</b>	<b>37</b>	<b>5</b>	<b>37</b>
<b>Title</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Total</b>	<b>391</b>	<b>26</b>	<b>365</b>	<b>14</b>	<b>210</b>	<b>3</b>	<b>81</b>	<b>4</b>	<b>37</b>	<b>5</b>	<b>37</b>
<b>Percentage</b>	<b>100.0%</b>	<b>6.6%</b>	<b>93.4%</b>	<b>3.6%</b>	<b>53.7%</b>	<b>0.8%</b>	<b>20.7%</b>	<b>1.0%</b>	<b>9.5%</b>	<b>1.3%</b>	<b>9.5%</b>

**Promotable/Transferable Pool - 02/28/2013**

<b>Secretary 2</b>	<b>42</b>	<b>1</b>	<b>41</b>	<b>1</b>	<b>29</b>	<b>0</b>	<b>5</b>	<b>0</b>	<b>6</b>	<b>0</b>	<b>1</b>
<b>Title</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Total</b>	<b>42</b>	<b>1</b>	<b>41</b>	<b>1</b>	<b>29</b>	<b>0</b>	<b>5</b>	<b>0</b>	<b>6</b>	<b>0</b>	<b>1</b>
<b>Percentage</b>	<b>100.0%</b>	<b>2.4%</b>	<b>97.6%</b>	<b>2.4%</b>	<b>69.0%</b>	<b>0</b>	<b>11.9%</b>	<b>0</b>	<b>14.3%</b>	<b>0</b>	<b>2.4%</b>

**OTHER SOURCE**

<b>Title</b>	<b>0</b>										
<b>Total</b>	<b>0</b>										
<b>Percentage</b>	<b>0</b>										

FACTOR:	SOURCE CONSULTED:	BASIS OF SELECTION: GEOGRAPHICAL AREA/JOB TITLE:	REASONS FOR WEIGHTING THE FACTOR:
<b>Employment data in the Applicable Labor Market Area</b>	Census 2000 EEO Data Tool, Hartford County LMA Total, Secretaries and Administrative Assistants (436010)	The hiring area is Hartford County for this job category as most clerical rank positions are filled in closer proximity to the University. Administrative Assistants, due to state examination requirements, are often hired from other state agencies who are already employed as administrative assistants or on the state certification list - but presently employed at a lower clerical rank.	75% value weight as administrative assistants require a great deal of clerical skills and experience and most often come from those who are currently employed at the title or with qualifying experience.
<b>Unemployment in Applicable Labor Market Area</b>	CT Labor Department "Characteristics of Job Seekers Registered with the CT State Job Service" December 2012, Hartford County LMA figures line SOC 43.60 Secretaries and Administrative Assistants	Department hiring area is Hartford County for this job category; Unemployment figures are used; however, a small percentage of positions are filled through the unemployed.	5% value weight. Unemployment figures account for a small % of hires into this category
<b>Promotable/Transferable</b>	CCSU Workforce Analysis by Job Classification: Secretary 2	Precise figures for computing racial and sexual composition of persons in promotable positions. Almost all positions are filled by Hires in this job title. Some promotions do occur; typically from the level of Secretary 2.	20% value weight. Most positions in this category are filled through hires. However, an occasional promotion does occur from the level of Secretary 2.
<b>OTHER SOURCE</b>			

**CENTRAL CONNECTICUT STATE UNIVERSITY  
AVAILABILITY ANALYSIS**

OCCUPATIONAL CATEGORY:  
JOB TITLE:

**EEO 4 - Clerical  
Secretary 2**

REPORTING DATE:  
LABOR MARKET AREA:

**02/28/13  
Hartford County**

FACTOR	TOTAL MALE			TOTAL FEMALE			WHITE MALE			WHITE FEMALE			BLACK MALE			BLACK FEMALE			HISPANIC MALE			HISPANIC FEMALE			OTHER MALE			OTHER FEMALE		
	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF
1. Employment data in the applicable LMA	3.5	75	2.6	96.5	75	72.4	2.7	75	2.0	79.1	75	59.3	0.4	75	0.3	10.3	75	7.7	0.3	75	0.2	5.4	75	4.1	0.1	75	0.1	1.7	75	1.3
2. Unemployment in Applicable LMA	6.6	15	1.0	93.4	15	14.0	3.6	15	0.5	53.7	15	8.1	0.8	15	0.1	20.7	15	3.1	1	15	0.2	9.5	15	1.4	1.3	15	0.2	9.5	15	1.4
3. Promotable/Transferable Percentage	10	10	1.0	90	10	9.0	0	10	0.0	50	10	5.0	10	10	1.0	10	10	1.0	0	10	0.0	30	10	3.0	0	10	0.0	0	10	0.0
4. Pop. in the LMA																														
5. Client Pop. Figures																														
6. Educ/Tech Tng Figures																														
7. Other Source (Specify)	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0
8. Other Source (Specify)																														
<b>FINAL AVAILABILITY BASE PERCENTAGE</b>			4.6			95.4			2.5			72.4			1.4			11.8			0.4			8.5			0.3			2.7

**Employment Data - 2000 COS, Vol. 2, Pgs. 40-41, Hartford County Line: Secretaries and Administrative Assistants (436010)**

<b>SOC 436010</b>	13190	460	12730	360	10430	50	1360	35	715	15	225
<b>Title</b>	0	0	0	0	0	0	0	0	0	0	0
<b>Total</b>	13190	460	12730	360	10430	50	1360	35	715	15	225
<b>Percentage</b>	100.0%	3.5%	96.5%	2.7%	79.1%	0.4%	10.3%	0.3%	5.4%	0.1%	1.7%

**Unemployment Data - Characteristics of Job Seekers, Hartford County Line: SOC 43.60 December 2012**

<b>SOC 43.60</b>	391	26	365	14	210	3	81	4	37	5	37
<b>Title</b>	0	0	0	0	0	0	0	0	0	0	0
<b>Total</b>	391	26	365	14	210	3	81	4	37	5	37
<b>Percentage</b>	100.0%	6.6%	93.4%	3.6%	53.7%	0.8%	20.7%	1.0%	9.5%	1.3%	9.5%

**Promotable/Transferable Pool - 02/28/2013**

<b>Secretary 1</b>	6	1	5	0	3	1	0	0	2	0	0
<b>Processing Technician</b>	4	0	4	0	2	0	1	0	1	0	0
<b>Total</b>	10	1	9	0	5	1	1	0	3	0	0
<b>Percentage</b>	100.0%	10.0%	90.0%	0	50.0%	10.0%	10.0%	0	30.0%	0	0

**OTHER SOURCE**

<b>Title</b>	0	0	0	0	0	0	0	0	0	0	0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0	0
<b>Percentage</b>	0	0	0	0	0	0	0	0	0	0	0

FACTOR:	SOURCE CONSULTED:	BASIS OF SELECTION: GEOGRAPHICAL AREA/JOB TITLE:	REASONS FOR WEIGHTING THE FACTOR:
<b>Employment data in the Applicable Labor Market Area</b>	Census 2000 EEO Data Tool, Hartford County LMA Total, Secretaries and Administrative Assistants (436010)	The hiring area is Hartford County for this job category as most clerical rank positions are filled in closer proximity to the university. Secretary 2 positions, due to state examination requirements, are often hired from other state agencies who are already employed as secretary 2 or on the state certification list - but presently employed at a lower clerical rank.	75% value weight as secretary 2's require a great deal of clerical skills and experience and most often come from those who are currently employed at the title or with qualifying experience.
<b>Unemployment in Applicable Labor Market Area</b>	CT Labor Department "Characteristics of Job Seekers Registered with the CT State Job Service" December 2012, Hartford LMA figures line SOC43.60 Secretaries and Administrative Assistants	Department hiring area is Hartford County for this job category; Unemployment figures are used, however a smaller percentage of positions are filled through the unemployed.	15% value weight. Unemployment figures account for a smaller % of hires into this category
<b>Promotable/Transferable</b>	CCSU Workforce Analysis by Job Classification: Secretary 1 & Processing Technicians	Precise figures for computing racial and sexual composition of persons in promotable positions. Almost all positions are filled by hires in this job title. Some promotions do occur typically from the level of Secretary 1 & Processing Technicians.	20% value weight. Most positions in this category are filled through hires. However, an occasional promotion does occur from the level of Secretary 1 & Processing Technicians.
<b>OTHER SOURCE</b>			

**CENTRAL CONNECTICUT STATE UNIVERSITY  
AVAILABILITY ANALYSIS**

OCCUPATIONAL CATEGORY:  
JOB TITLE:

**EEO 5 - Technical/Paraprofessional  
All Titles**

REPORTING DATE:  
LABOR MARKET AREA:

**02/28/13  
Hartford County**

FACTOR	TOTAL MALE			TOTAL FEMALE			WHITE MALE			WHITE FEMALE			BLACK MALE			BLACK FEMALE			HISPANIC MALE			HISPANIC FEMALE			OTHER MALE			OTHER FEMALE				
	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW
1. Employment data in the applicable LMA	25.1	80	20.1	74.9	80	59.9	18.0	80	14.4	52.8	80	42.2	3.9	80	3.1	12.3	80	9.8	2.2	80	1.8	7.1	80	5.7	1.1	80	0.9	2.6	80	2.1		
2. Unemployment in Applicable LMA	38.9	20	7.8	61.1	20	12.2	21.1	20	4.2	32.7	20	6.5	9.1	20	1.8	11.1	20	2.2	4.7	20	0.9	8.5	20	1.7	4.1	20	0.8	8.8	20	1.8		
3.Promotable/Transferable Percentage	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0		
4.Pop. in the LMA																																
5.Client Pop. Figures																																
6.Educ/Tech Tng Figures																																
7. Other Source (Specify)	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0		
8. Other Source (Specify)																																
<b>FINAL AVAILABILITY BASE PERCENTAGE</b>			<b>27.9</b>			<b>72.1</b>			<b>18.6</b>			<b>48.7</b>			<b>4.9</b>			<b>12.0</b>			<b>2.7</b>			<b>7.4</b>			<b>1.7</b>			<b>3.9</b>		

**Employment Data - 2000 COS, Vol. 2, Pgs. 32-33 & 40-41, Hartford County Line: Library Technicians (254031) & Other Office and Admin. Support Workers (439000)**

<b>SOC 254031</b>	180	80	100	45	100	25	0	10	0	0	0
<b>SOC 43900</b>	15691	3908	11783	2804	8275	595	1960	336	1134	173	414
<b>Total</b>	15871	3988	11883	2849	8375	620	1960	346	1134	173	414
<b>Percentage</b>	100.0%	25.1%	74.9%	18.0%	52.8%	3.9%	12.3%	2.2%	7.1%	1.1%	2.6%

**Unemployment Data - Characteristics of Job Seekers, Hartford County Line, December 2012**

<b>SOC 13.20</b>	208	99	109	62	66	22	22	6	7	9	14
<b>SOC 25.90</b>	134	34	100	10	46	9	16	10	22	5	16
<b>Total</b>	342	133	209	72	112	31	38	16	29	14	30
<b>Percentage</b>	100.0%	38.9%	61.1%	21.1%	32.7%	9.1%	11.1%	4.7%	8.5%	4.1%	8.8%

**Promotable/Transferable Pool - 02/28/2013**

<b>Title</b>	0	0	0	0	0	0	0	0	0	0	0
<b>Title</b>	0	0	0	0	0	0	0	0	0	0	0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0	0
<b>Percentage</b>	0	0	0	0	0	0	0	0	0	0	0

**OTHER SOURCE**

<b>Title</b>	0	0	0	0	0	0	0	0	0	0	0
<b>Title</b>	0	0	0	0	0	0	0	0	0	0	0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0	0
<b>Percentage</b>	0	0	0	0	0	0	0	0	0	0	0

FACTOR:	SOURCE CONSULTED:	BASIS OF SELECTION: GEOGRAPHICAL AREA/JOB TITLE:	REASONS FOR WEIGHTING THE FACTOR:
<b>Employment data in the Applicable Labor Market Area</b>	Census 2000 EEO Data Tool, Hartford County LMA, Library Technicians (254031) and Other Office and Admin Support Workers (439000)	The hiring area is Hartford County for this job category as positions at this level are often recruited from areas closer to the university.	80% value weight as paraprofessional positions often require a specialty skill, most often acquired through work experience. Most of these positions are filled by those presently employed.
<b>Unemployment in Applicable Labor Market Area</b>	CT Labor Department "Characteristics of Job Seekers Registered with the CT State Job Service" December 2012, Hartford County, figures line SOC 13.20 Financial Specialists and SOC 25.90 Other Education, Training, & Library Occupations.	Department hiring area is Hartford County for this job category as positions at this level are often recruited locally. Unemployment figures are used, however a smaller percentage of positions are filled through the unemployed.	20% value weight. Unemployment figures account for a small % of hires into this category
<b>Promotable/Transferable</b>	There is no promotable/transferable pool identified	N/A	N/A
<b>OTHER SOURCE</b>			

**CENTRAL CONNECTICUT STATE UNIVERSITY  
AVAILABILITY ANALYSIS**

OCCUPATIONAL CATEGORY:  
JOB TITLE:

**EEO 6 - Skilled Crafts  
All Titles**

REPORTING DATE:  
LABOR MARKET AREA:

**02/28/13  
Hartford County**

FACTOR	TOTAL MALE			TOTAL FEMALE			WHITE MALE			WHITE FEMALE			BLACK MALE			BLACK FEMALE			HISPANIC MALE			HISPANIC FEMALE			OTHER MALE			OTHER FEMALE		
	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF
1. Employment data in the applicable LMA	97.6	75	73.2	2.4	75	1.8	78.6	75	59.0	1.8	75	1.4	7.5	75	5.6	0.2	75	0.2	8.9	75	6.7	0.3	75	0.2	2.7	75	2.0	0.1	75	0.1
2. Unemployment in Applicable LMA	97.4	20	19.5	2.6	20	0.5	58.4	20	11.7	1.0	20	0.2	11.1	20	2.2	0.2	20	0.0	19.1	20	3.8	1.0	20	0.2	8.8	20	1.8	0.3	20	0.1
3. Promotable/Transferable Percentage	100.0	5	5.0	0.0	5	0.0	57.1	5	2.9	0.0	5	0.0	14.3	5	0.7	0.0	5	0.0	28.6	5	1.4	0.0	5	0.0	0.0	5	0.0	0.0	5	0.0
4. Pop. in the LMA																														
5. Client Pop. Figures																														
6. Educ/Tech Tng Figures																														
7. Other Source (Specify)	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0
8. Other Source (Specify)																														
<b>FINAL AVAILABILITY BASE PERCENTAGE</b>			<b>97.7</b>			<b>2.3</b>			<b>73.6</b>			<b>1.6</b>			<b>8.5</b>			<b>0.2</b>			<b>11.9</b>			<b>0.4</b>			<b>3.8</b>			<b>0.2</b>

**Employment Data - 2000 COS, Vol. 2, Pgs. 41-42, Hartford County Line: Construction Trades Workers**

SOC 472000	14415	14076	339	11330	257	1074	25	1281	39	391	18
	0	0	0	0	0	0	0	0	0	0	0
<b>Total</b>	<b>14415</b>	<b>14076</b>	<b>339</b>	<b>11330</b>	<b>257</b>	<b>1074</b>	<b>25</b>	<b>1281</b>	<b>39</b>	<b>391</b>	<b>18</b>
<b>Percentage</b>	<b>100.0%</b>	<b>97.6%</b>	<b>2.4%</b>	<b>78.6%</b>	<b>1.8%</b>	<b>7.5%</b>	<b>0.2%</b>	<b>8.9%</b>	<b>0.3%</b>	<b>2.7%</b>	<b>0.1%</b>

**Unemployment Data - Characteristics of Job Seekers, Hartford County Line December 2012**

SOC 47.20	875	852	23	511	9	97	2	167	9	77	3
<b>SOC</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Total</b>	<b>875</b>	<b>852</b>	<b>23</b>	<b>511</b>	<b>9</b>	<b>97</b>	<b>2</b>	<b>167</b>	<b>9</b>	<b>77</b>	<b>3</b>
<b>Percentage</b>	<b>100.0%</b>	<b>97.4%</b>	<b>2.6%</b>	<b>58.4%</b>	<b>1.0%</b>	<b>11.1%</b>	<b>0.2%</b>	<b>19.1%</b>	<b>1.0%</b>	<b>8.8%</b>	<b>0.3%</b>

**Promotable/Transferable Pool - 02/28/2013**

<b>General Trades Workers</b>	7	7	0	4	0	1	0	2	0	0	0
<b>Title</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Total</b>	<b>7</b>	<b>7</b>	<b>0</b>	<b>4</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Percentage</b>	<b>100.0%</b>	<b>100.0%</b>	<b>0</b>	<b>57.1%</b>	<b>0</b>	<b>14.3%</b>	<b>0</b>	<b>28.6%</b>	<b>0</b>	<b>0</b>	<b>0</b>

**OTHER SOURCE**

<b>Title</b>	0	0	0	0	0	0	0	0	0	0	0
<b>Title</b>	<b>0</b>										
<b>Total</b>	<b>0</b>										
<b>Percentage</b>	<b>0</b>										

FACTOR:	SOURCE CONSULTED:	BASIS OF SELECTION: GEOGRAPHICAL AREA/JOB TITLE:	REASONS FOR WEIGHTING THE FACTOR:
<b>Employment data in the Applicable Labor Market Area</b>	Census 2000 EEO Data Tool, Hartford County LMA, Construction Trades Workers (472000)	The hiring area is Hartford County for this job category. Skilled laborers are most often recruited locally. The titles chosen closely reflect the duties and functions of skilled craft workers at CCSU.	75% value weight as skilled craft positions at CCSU require relevant and applied experience and specific skills. Most positions are filled by those already employed.
<b>Unemployment in Applicable Labor Market Area</b>	CT Labor Department "Characteristics of Job Seekers Registered with the CT State Job Service" December 2012, Hartford LMA figures line SOC 47.20 Construction Trades Workers.	The hiring area is Hartford County for this job category. These positions are most often recruited locally. The titles chosen closely reflect the duties and functions of skilled craft workers at CCSU.	20% value weight as skilled craft positions at CCSU often required relevant experience and specific skills. However, most are filled by those presently employed.
<b>Promotable/Transferable</b>	CCSU Workforce Analysis by Job Classification: General trades workers	Precise figures for computing racial and sexual composition of persons in promotable positions. Almost all positions are filled by hires in this job title. Some promotions do occur from general trades workers	5% value weight. Most positions in this category are filled though hires. However, an occasional promotion can occur from general trades workers.
<b>OTHER SOURCE</b>			

**CENTRAL CONNECTICUT STATE UNIVERSITY  
AVAILABILITY ANALYSIS**

**OCCUPATIONAL CATEGORY:**  
**JOB TITLE:**

**EEO 7 - Service Maintenance**  
**All Titles except Custodians/Prot. Service**

**REPORTING DATE:**  
**LABOR MARKET AREA:**

**02/28/13**  
**Hartford County**

FACTOR	TOTAL MALE			TOTAL FEMALE			WHITE MALE			WHITE FEMALE			BLACK MALE			BLACK FEMALE			HISPANIC MALE			HISPANIC FEMALE			OTHER MALE			OTHER FEMALE		
	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF
1. Employment data in the applicable LMA	96.5	60	57.9	3.5	60	2.1	77.3	60	46.4	2.6	60	1.6	7.6	60	4.6	0.3	60	0.2	8.9	60	5.3	0.5	60	0.3	2.6	60	1.6	0.1	60	0.1
2. Unemployment in Applicable LMA	96.1	20	19.2	3.9	20	0.8	57.3	20	11.5	1.3	20	0.3	10.8	20	2.2	0.9	20	0.2	19.4	20	3.9	1.3	20	0.3	8.6	20	1.7	0.3	20	0.1
3. Promotable/Transferable Percentage	59.4	20	11.9	40.6	20	8.1	37.5	20	7.5	25.0	20	5.0	9.4	20	1.9	0.0	20	0.0	12.5	20	2.5	15.6	20	3.1	0.0	20	0.0	0.0	20	0.0
4. Pop. in the LMA																														
5. Client Pop. Figures																														
6. Educ/Tech Tng Figures																														
7. Other Source (Specify)	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0
8. Other Source (Specify)																														
<b>FINAL AVAILABILITY BASE PERCENTAGE</b>			<b>89.0</b>			<b>11.0</b>			<b>65.4</b>			<b>6.9</b>			<b>8.7</b>			<b>0.4</b>			<b>11.7</b>			<b>3.7</b>			<b>3.3</b>			<b>0.2</b>

**Employment Data - 2000 COS, Vol. 2, Pgs. 36-37, Hartford County Line: Super, Bldg. and Grounds, Cleaning and Maintenance Worker (371000); Construction Trade Workers (472000)**

<b>SOC 371000</b>	<b>883</b>	<b>683</b>	<b>200</b>	<b>500</b>	<b>135</b>	<b>94</b>	<b>25</b>	<b>85</b>	<b>40</b>	<b>4</b>	<b>0</b>
<b>SOC 472000</b>	<b>14415</b>	<b>14076</b>	<b>339</b>	<b>11330</b>	<b>257</b>	<b>1074</b>	<b>25</b>	<b>1281</b>	<b>39</b>	<b>391</b>	<b>18</b>
<b>Total</b>	<b>15298</b>	<b>14759</b>	<b>539</b>	<b>11830</b>	<b>392</b>	<b>1168</b>	<b>50</b>	<b>1366</b>	<b>79</b>	<b>395</b>	<b>18</b>
<b>Percentage</b>	<b>100.0%</b>	<b>96.5%</b>	<b>3.5%</b>	<b>77.3%</b>	<b>2.6%</b>	<b>7.6%</b>	<b>0.3%</b>	<b>8.9%</b>	<b>0.5%</b>	<b>2.6%</b>	<b>0.1%</b>

**Unemployment Data - Characteristics of Job Seekers, December 2012. SOC 37.10 Supervisors of Bldg./Grounds Cleaning & SOC 47.20 Maintenance Workers & Construction Trades Workers**

<b>SOC 37.10 (HTFD)</b>	<b>23</b>	<b>11</b>	<b>12</b>	<b>4</b>	<b>3</b>	<b>0</b>	<b>6</b>	<b>7</b>	<b>3</b>	<b>0</b>	<b>0</b>
<b>SOC 47.20 (HTFD)</b>	<b>875</b>	<b>852</b>	<b>23</b>	<b>511</b>	<b>9</b>	<b>97</b>	<b>2</b>	<b>167</b>	<b>9</b>	<b>77</b>	<b>3</b>
<b>Total</b>	<b>898</b>	<b>863</b>	<b>35</b>	<b>515</b>	<b>12</b>	<b>97</b>	<b>8</b>	<b>174</b>	<b>12</b>	<b>77</b>	<b>3</b>
<b>Percentage</b>	<b>100.0%</b>	<b>96.1%</b>	<b>3.9%</b>	<b>57.3%</b>	<b>1.3%</b>	<b>10.8%</b>	<b>0.9%</b>	<b>19.4%</b>	<b>1.3%</b>	<b>8.6%</b>	<b>0.3%</b>

**Promotable/Transferable Pool - 02/28/2013**

<b>Custodians</b>	<b>32</b>	<b>19</b>	<b>13</b>	<b>12</b>	<b>8</b>	<b>3</b>	<b>0</b>	<b>4</b>	<b>5</b>	<b>0</b>	<b>0</b>
<b>Title</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Total</b>	<b>32</b>	<b>19</b>	<b>13</b>	<b>12</b>	<b>8</b>	<b>3</b>	<b>0</b>	<b>4</b>	<b>5</b>	<b>0</b>	<b>0</b>
<b>Percentage</b>	<b>100.0%</b>	<b>59.4%</b>	<b>40.6%</b>	<b>37.5%</b>	<b>25.0%</b>	<b>9.4%</b>	<b>0</b>	<b>12.5%</b>	<b>15.6%</b>	<b>0</b>	<b>0</b>

**OTHER SOURCE**

<b>Title</b>	<b>0</b>										
<b>Title</b>	<b>0</b>										
<b>Total</b>	<b>0</b>										
<b>Percentage</b>	<b>0</b>										

<b>FACTOR:</b>	<b>SOURCE CONSULTED:</b>	<b>BASIS OF SELECTION: GEOGRAPHICAL AREA/JOB TITLE:</b>	<b>REASONS FOR WEIGHTING THE FACTOR:</b>
<b>Employment data in the Applicable Labor Market Area</b>	Census 2000 EEO Data Tool, Hartford County LMA, Super, Bldg. and Grounds, Cleaning and Maintenance Worker (371000); Construction Trade Workers (472000)	The hiring area is Hartford County for this job category. These positions are most often recruited locally. The titles chosen closely reflect the duties and functions for service maintenance titles at CCSU.	60% value weight as these positions at CCSU require relevant (often school environment) experience. Most positions are filled by those already employed.
<b>Unemployment in Applicable Labor Market Area</b>	CT Labor Department "Characteristics of Job Seekers Registered with the CT State Job Service" December 2012, Hartford LMA figures line SOC 37.10 Supervisors of Bldg./Grounds Cleaning & SOC 47.20 Maintenance Workers & Construction Trades Workers	The hiring area is Hartford County for this job category. These positions are most often recruited locally. The titles chosen closely reflect the duties and functions for service maintenance titles at CCSU.	20% value weight as these positions at CCSU require relevant (often school environment) experience. Lower value weight as positions are often filled by those already employed.
<b>Promotable/Transferable</b>	CCSU Workforce Analysis by Job Classification: Custodian	Precise figures for computing racial and sexual composition of persons in promotable positions. Almost all positions are filled by Hires in this job title. Some promotions do occur; typically from the level of custodian	20% value weight. Most positions in this category are filled through hires. However, an occasional promotion does occur from the level of custodian
<b>OTHER SOURCE</b>			

**CENTRAL CONNECTICUT STATE UNIVERSITY  
AVAILABILITY ANALYSIS**

OCCUPATIONAL CATEGORY:  
JOB TITLE:

**EEO 7 - Service Maintenance  
Custodian**

REPORTING DATE:  
LABOR MARKET AREA:

**02/28/13  
Hartford County**

FACTOR	TOTAL MALE			TOTAL FEMALE			WHITE MALE			WHITE FEMALE			BLACK MALE			BLACK FEMALE			HISPANIC MALE			HISPANIC FEMALE			OTHER MALE			OTHER FEMALE		
	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF
1. Employment data in the applicable LMA	78.5	80	62.8	21.5	80	17.2	46.1	80	36.9	10.5	80	8.4	11.7	80	9.4	3.5	80	2.8	17.7	80	14.2	6.7	80	5.4	3.0	80	2.4	0.7	80	0.6
2. Unemployment in Applicable LMA	50.7	20	10.1	49.3	20	9.9	13.6	20	2.7	11.1	20	2.2	12.5	20	2.5	11.4	20	2.3	19.6	20	3.9	25.0	20	5.0	5.0	20	1.0	1.8	20	0.4
3. Promotable/Transferable Percentage	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0
4. Pop. in the LMA																														
5. Client Pop. Figures																														
6. Educ/Tech Tng Figures																														
7. Other Source (Specify)	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0
8. Other Source (Specify)																														
<b>FINAL AVAILABILITY BASE PERCENTAGE</b>			<b>72.9</b>			<b>27.1</b>			<b>39.6</b>			<b>10.6</b>			<b>11.9</b>			<b>5.1</b>			<b>18.1</b>			<b>10.4</b>			<b>3.4</b>			<b>1.0</b>

**Employment Data - Connecticut Occupational Statistics, 2000, Vol. 2, Pgs. 38-39, Hartford County Line: Janitors and Building Cleaners (37201x)**

<b>SOC 37201X</b>	<b>6088</b>	<b>4778</b>	<b>1310</b>	<b>2805</b>	<b>640</b>	<b>715</b>	<b>215</b>	<b>1075</b>	<b>410</b>	<b>183</b>	<b>45</b>
<b>Title</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Total</b>	<b>6088</b>	<b>4778</b>	<b>1310</b>	<b>2805</b>	<b>640</b>	<b>715</b>	<b>215</b>	<b>1075</b>	<b>410</b>	<b>183</b>	<b>45</b>
<b>Percentage</b>	<b>100.0%</b>	<b>78.5%</b>	<b>21.5%</b>	<b>46.1%</b>	<b>10.5%</b>	<b>11.7%</b>	<b>3.5%</b>	<b>17.7%</b>	<b>6.7%</b>	<b>3.0%</b>	<b>0.7%</b>

**Unemployment Data - Characteristics of Job Seekers, Hartford County, December 2012**

<b>SOC 37.20</b>	<b>280</b>	<b>142</b>	<b>138</b>	<b>38</b>	<b>31</b>	<b>35</b>	<b>32</b>	<b>55</b>	<b>70</b>	<b>14</b>	<b>5</b>
<b>Title</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Total</b>	<b>280</b>	<b>142</b>	<b>138</b>	<b>38</b>	<b>31</b>	<b>35</b>	<b>32</b>	<b>55</b>	<b>70</b>	<b>14</b>	<b>5</b>
<b>Percentage</b>	<b>100.0%</b>	<b>50.7%</b>	<b>49.3%</b>	<b>13.6%</b>	<b>11.1%</b>	<b>12.5%</b>	<b>11.4%</b>	<b>19.6%</b>	<b>25.0%</b>	<b>5.0%</b>	<b>1.8%</b>

**Promotable/Transferable Pool - 02/28/2013**

<b>Title</b>	<b>0</b>										
<b>Title</b>	<b>0</b>										
<b>Total</b>	<b>0</b>										
<b>Percentage</b>	<b>0</b>										

**OTHER SOURCE**

<b>Title</b>	<b>0</b>										
<b>Title</b>	<b>0</b>										
<b>Total</b>	<b>0</b>										
<b>Percentage</b>	<b>0</b>										

<b>FACTOR:</b>	<b>SOURCE CONSULTED:</b>	<b>BASIS OF SELECTION: GEOGRAPHICAL AREA/JOB TITLE:</b>	<b>REASONS FOR WEIGHTING THE FACTOR:</b>
<b>Employment data in the Applicable Labor Market Area</b>	Census 2000 EEO Data Tool, Hartford County LMA, Janitors and Building Cleaners (37201x)	The hiring area is Hartford County for this job category. These positions are most often recruited locally. The titles chosen closely reflect the duties and functions of custodians at CCSU.	80% value weight as custodian positions at CCSU require relevant (often school environment) experience. Most positions are filled by those already employed.
<b>Unemployment in Applicable Labor Market Area</b>	CT Labor Department "Characteristics of Job Seekers Registered with the CT State Job Service" December 2012, Hartford LMA figures line SOC 37.20 Building Cleaning and Pest Control Workers.	The hiring area is Hartford County for this job category. These positions are most often recruited locally. The titles chosen closely reflect the duties and functions of custodians at CCSU.	20% value weight as custodian positions at CCSU require relevant (often school environment) experience. Lower value weight as positions are often filled by those already employed.
<b>Promotable/Transferable</b>	There are no promotable positions into this category.	N/A	N/A
<b>OTHER SOURCE</b>			

**CENTRAL CONNECTICUT STATE UNIVERSITY  
AVAILABILITY ANALYSIS**

OCCUPATIONAL CATEGORY:  
JOB TITLE:

**EEO 7 - Protective Service  
Protective Services**

REPORTING DATE:  
LABOR MARKET AREA:

**02/28/13  
Hartford County**

FACTOR	TOTAL MALE			TOTAL FEMALE			WHITE MALE			WHITE FEMALE			BLACK MALE			BLACK FEMALE			HISPANIC MALE			HISPANIC FEMALE			OTHER MALE			OTHER FEMALE		
	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF
1. Employment data in the applicable LMA	87.3	80	69.8	12.7	80	10.2	72.6	80	58.1	8.8	80	7.0	8.4	80	6.7	1.3	80	1.0	5.1	80	4.1	2.1	80	1.7	1.1	80	0.9	0.5	80	0.4
2. Unemployment in Applicable LMA	72.7	20	14.5	27.3	20	5.5	36.4	20	7.3	8.0	20	1.6	17.6	20	3.5	9.1	20	1.8	11.2	20	2.2	8.6	20	1.7	7.5	20	1.5	1.6	20	0.3
3.Promotable/Transferable Percentage	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0
4.Pop. in the LMA																														
5.Client Pop. Figures																														
6.Educ/Tech Tng Figures																														
7. Other Source (Specify)	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0
8. Other Source (Specify)																														
<b>FINAL AVAILABILITY BASE PERCENTAGE</b>			<b>84.3</b>			<b>15.7</b>			<b>65.4</b>			<b>8.6</b>			<b>10.2</b>			<b>2.8</b>			<b>6.3</b>			<b>3.4</b>			<b>2.4</b>			<b>0.7</b>

**Employment Data - Connecticut Occupational Statistics, 2000, Vol. 2, Pgs. 36-37, Hartford County Line: First-Line Super./Mgr., Prot. Svc Wrkr (331000), Police Officer (333050) & Detectives & Criminal Invest. (333021)**

<b>331000</b>	1091	964	127	765	115	150	4	35	4	14	4
<b>333050</b>	1609	1399	210	1195	115	85	30	105	55	14	10
<b>333021</b>	136	112	24	100	20	4	4	4	0	4	0
<b>Total</b>	2836	2475	361	2060	250	239	38	144	59	32	14
<b>Percentage</b>	100.0%	87.3%	12.7%	72.6%	8.8%	8.4%	1.3%	5.1%	2.1%	1.1%	0.5%

**Unemployment Data - Characteristics of Job Seekers, Hartford County, December 2012**

<b>SOC 33.00</b>	187	136	51	68	15	33	17	21	16	14	3
<b>Title</b>	0	0	0	0	0	0	0	0	0	0	0
<b>Total</b>	187	136	51	68	15	33	17	21	16	14	3
<b>Percentage</b>	100.0%	72.7%	27.3%	36.4%	8.0%	17.6%	9.1%	11.2%	8.6%	7.5%	1.6%

**Promotable/Transferable Pool - 02/28/2013**

<b>Title</b>	0	0	0	0	0	0	0	0	0	0	0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0	0
<b>Percentage</b>	0	0	0	0	0	0	0	0	0	0	0

**OTHER SOURCE**

<b>Title</b>	0	0	0	0	0	0	0	0	0	0	0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0	0
<b>Percentage</b>	0	0	0	0	0	0	0	0	0	0	0

FACTOR:	SOURCE CONSULTED:	BASIS OF SELECTION: GEOGRAPHICAL AREA/JOB TITLE:	REASONS FOR WEIGHTING THE FACTOR:
<b>Employment data in the Applicable Labor Market Area</b>	Census 2000 EEO Data Tool, Hartford County Line: First-Line Super./Mgr., Prot. Svc Wrkr (331000), Police Officer (333050) & Detectives & Criminal Invest. (333021)	The hiring area is Hartford County for this job category. These positions are most often recruited locally. The titles chosen closely reflect the duties and functions of custodians at CCSU.	80% value weight as protective service positions at CCSU require relevant and current experience. Most positions are filled by those already employed, and most often with local police departments.
<b>Unemployment in Applicable Labor Market Area</b>	CT Labor Department "Characteristics of Job Seekers Registered with the CT State Job Service" December 2012, Hartford LMA figures line SOC 33.00 Protective Service Occupations.	The hiring area is Hartford County for this job category. These positions are most often recruited locally. The titles chosen closely reflect the duties and functions of custodians at CCSU.	20% value weight as protective service positions at CCSU require relevant and current experience. Most positions are filled by those already employed, and most often with local police departments.
<b>Promotable/Transferable</b>	There are no promotable positions into this category.	N/A	N/A
<b>OTHER SOURCE</b>			

## **UTILIZATION ANALYSIS**

### **Section 46a-68-40**

In order to determine if protected groups are fully and fairly utilized in the University's workforce, the number of protected class persons in the workforce of the University must be compared to the availability of such persons for employment. Comparisons between the University's workforce and the availability bases calculated in the preceding section have been conducted by occupational category and significant position classifications for each relevant labor market.

"Utilization Analysis" is a comparison between the race/sex composition of the workforce, by occupational category or job title, and the availability base of such persons in the relevant labor market area. This analysis compares the University's internal distribution of minorities and females to their incidence in the external labor market to determine whether the University is at parity.

"Parity" is a condition where the percentage of the representation of a protected class in the workforce equals the percentage of such persons in the availability base.

"Underutilization" is a condition where the percentage of representation of a protected class in the workforce is less than the percentage of such persons in the availability base for that class.

The University has conducted the utilization analysis for each labor market area on Form 40A1 provided by the "Regulations Concerning Affirmative Action by State Government." Line E of each form yields a conclusion that protected class persons are over utilized, underutilized or at parity, when compared to the availability base of such persons for employment.

**Note:** After consultation with the CHRO reviewer on March 6, 2013, the University has removed all coaching titles out of the faculty category and created a separate EEO category (coaching) and a separate analysis was conducted in all numerical sections of the plan.

When new faculty hires have not completed their terminal degrees, they are hired at the instructor level until they obtain the degree required; therefore, after consultation with the CHRO reviewer on March 6, 2013 the instructor category has been consolidated into the Assistant Professor category.

CENTRAL CONNECTICUT STATE UNIVERSITY

RECRUITING AREA: **Statewide/National**  
 CATEGORY OR CLASS: **EEO1 - Executive Administrative**  
 REGION/FACILITY IN AREA: **Statewide/National**  
 DATA RESOURCE: **See Availability Data**  
 FORM 40A1

PROJECTED TURNOVER (12 MOS.):  
 PROJECTED HIRES (12 MOS.):  
 PROJECTED PROMOTIONS (12 MOS.):  
 DATA CURRENT TO:

2
2
0
2/28/2013

			GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISPAN MALE	HISPAN FEMALE	OTHER MALE	OTHER FEMALE	
WORKFORCE %			100.0%	58.3%	41.7%	47.2%	36.1%	8.3%	0.0%	2.8%	5.6%	0.0%	0.0%	
WORKFORCE PARITY %			100.2	48.7	51.5	39.7	40.3	3.8	5.4	2.6	3.3	2.3	2.5	
WORKFORCE NOS.			36	21	15	17	13	3	0	1	2	0	0	
WORKFORCE PARITY NOS.				17.5	18.5	14.3	14.5	1.4	1.9	0.9	1.2	0.8	0.9	
NET UTILIZATION (+/-)				3.5	-3.5	2.7	-1.5	1.6	-1.9	0.1	0.8	-0.8	-0.9	
PREVIOUS UTILIZATION*				4.6	-4.6	3.4	-2.0	1.6	-2.7	0.1	0.6	-0.5	-0.6	
HIRING GOALS	Previous Filing's Goals	Short	7	1	6	0	2	0	3	0	0	1	1	
		Long	0	0	0	0	0	0	0	0	0	0	0	
	Current Filing's Hires	Short	2	1	1	1	1	0	0	0	0	0	0	
		Long	0	0	0	0	0	0	0	0	0	0	0	
	Achiev. % Rate Goals	Short					50.0%		0.0%			0.0%	0.0%	
		Long												
	Current Filing's Goals	Short	5	1	4	0	1	0	2	0	0	1	1	
		Long	0	0	0	0	0	0	0	0	0	0	0	
	PROMO. GOALS INCL. UPWARD MOBILITY	Previous Filing's Goals	Total	0	0	0	0	0	0	0	0	0	0	0
			UM	0	0	0	0	0	0	0	0	0	0	0
Current Filing's Promos		Total	0	0	0	0	0	0	0	0	0	0	0	
		UM	0	0	0	0	0	0	0	0	0	0	0	
Achiev. % Rate Goals		Total												
		UM												
Current Filing's Goals		Total	1	0	1	0	1	0	0	0	0	0	0	
		UM	0	0	0	0	0	0	0	0	0	0	0	

NOTE:\* Previous utilization reflects corrected worksheets from 2012 submission - calculations were evaluated and corrected in January 2013.

**CENTRAL CONNECTICUT STATE UNIVERSITY**

RECRUITING AREA: **Statewide/National**  
 CATEGORY OR CLASS: **EEO 2 - Faculty - Professor**  
 REGION/FACILITY IN AREA: **Statewide/National**  
 DATA RESOURCE: **See Availability Data**  
 FORM 40A1

PROJECTED TURNOVER (12 MOS.):  
 PROJECTED HIRES (12 MOS.):  
 PROJECTED PROMOTIONS (12 MOS.):  
 DATA CURRENT TO:

12
1
13
2/28/2013

			GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISPAN MALE	HISPAN FEMALE	OTHER MALE	OTHER FEMALE	
<b>WORKFORCE %</b>			100.0%	61.7%	38.3%	48.4%	30.3%	4.3%	2.1%	4.3%	2.1%	4.8%	3.7%	
<b>WORKFORCE PARITY %</b>			100.0	59.0	41.0	44.0	36.5	2.4	1.7	3.0	0.4	9.5	2.5	
<b>WORKFORCE NOS.</b>			188	116	72	91	57	8	4	8	4	9	7	
<b>WORKFORCE PARITY NOS.</b>				110.9	77.1	82.7	68.6	4.5	3.2	5.6	0.8	17.9	4.7	
<b>NET UTILIZATION (+/-)</b>				5.1	-5.1	8.3	-11.6	3.5	0.8	2.4	3.2	-8.9	2.3	
<b>PREVIOUS UTILIZATION*</b>				11.1	-11.3	12.8	-17.5	0.7	0.0	2.9	1.9	-5.3	3.8	
<b>HIRING GOALS</b>	Previous Filing's Goals	Short	0	0	0	0	0	0	0	0	0	0	0	
		Long	0	0	0	0	0	0	0	0	0	0	0	
	Current Filing's Hires	Short	1	1	0	0	0	1	0	0	0	0	0	
		Long	0	0	0	0	0	0	0	0	0	0	0	
	Achiev. % Rate Goals	Short												
		Long												
	Current Filing's Goals	Short	2	1	1	0	1	0	0	0	0	0	1	0
		Long	0	0	0	0	0	0	0	0	0	0	0	0
<b>PROMO. GOALS INCL. UPWARD MOBILITY</b>	Previous Filing's Goals	Total *	23	5	18	0	18	0	0	0	0	5	0	
		UM	0	0	0	0	0	0	0	0	0	0	0	
	Current Filing's Promos	Total	11	5	6	5	6	0	0	0	0	0	0	
		UM	0	0	0	0	0	0	0	0	0	0	0	
	Achiev. % Rate Goals	Total					33.3%						0.0%	
		UM												
	Current Filing's Goals	Total	19	8	11	0	11	0	0	0	0	0	8	0
		UM	0	0	0	0	0	0	0	0	0	0	0	0

**NOTE:\*** Previous utilization reflects corrected worksheets from 2012 submission - calculations were evaluated and corrected in January 2013. This resulted in an increase of 1 WF GOAL in the category for the 2012 plan submission.

CENTRAL CONNECTICUT STATE UNIVERSITY

RECRUITING AREA: **Statewide/National**  
 CATEGORY OR CLASS: **EEO 2 - Faculty - Associate Professor**  
 REGION/FACILITY IN AREA: **Statewide/National**  
 DATA RESOURCE: **See Availability Data**  
 FORM 40A1

PROJECTED TURNOVER (12 MOS.):  
 PROJECTED HIRES (12 MOS.):  
 PROJECTED PROMOTIONS (12 MOS.):  
 DATA CURRENT TO:

22
5
14
2/28/2013

			GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISPAN MALE	HISPAN FEMALE	OTHER MALE	OTHER FEMALE	
<b>WORKFORCE %</b>			100.0%	58.4%	41.6%	42.4%	37.6%	2.4%	1.6%	3.2%	0.0%	10.4%	2.4%	
<b>WORKFORCE PARITY %</b>			100.0	53.8	46.2	42.6	34.4	3.3	4.0	1.7	3.5	6.3	4.3	
<b>WORKFORCE NOS.</b>			125	73	52	53	47	3	2	4	0	13	3	
<b>WORKFORCE PARITY NOS.</b>				67.3	57.8	53.3	43.0	4.1	5.0	2.1	4.4	7.9	5.4	
<b>NET UTILIZATION (+/-)</b>				5.7	-5.8	-0.3	4.0	-1.1	-3.0	1.9	-4.4	5.1	-2.4	
<b>PREVIOUS UTILIZATION *</b>				8.9	-8.9	5.5	0.9	-2.1	-2.3	3.0	-3.7	2.4	-4.2	
<b>HIRING GOALS</b>	Previous Filing's Goals	Short	9	1	8	0	0	1	2	0	3	0	3	
		Long	0	0	0	0	0	0	0	0	0	0	0	
	Current Filing's Hires	Short	8	6	2	4	0	0	0	0	0	2	2	
		Long	0	0	0	0	0	0	0	0	0	0	0	
	Achiev. % Rate Goals	Short							0.0%	0.0%		0.0%		66.7%
		Long												
	Current Filing's Goals	Short	4	0	4	0	0	0	0	1	0	2	0	1
		Long	0	0	0	0	0	0	0	0	0	0	0	0
	<b>PROMO. GOALS INCL. UPWARD MOBILITY</b>	Previous Filing's Goals	Total	3	1	2	0	0	1	0	0	1	0	1
			UM	0	0	0	0	0	0	0	0	0	0	0
Current Filing's Promos		Total	12	6	6	5	6	0	0	0	0	0	1	0
		UM	0	0	0	0	0	0	0	0	0	0	0	0
Achiev. % Rate Goals		Total							0.0%			0.0%		0.0%
		UM												
Current Filing's Goals		Total	6	1	5	0	0	1	2	0	0	2	0	1
		UM	0	0	0	0	0	0	0	0	0	0	0	0

NOTE: \* Previous utilization reflects corrected worksheets from 2012 submission - calculations were evaluated and corrected in January 2013.

**CENTRAL CONNECTICUT STATE UNIVERSITY**

RECRUITING AREA: **Statewide/National**  
 CATEGORY OR CLASS: **EEO 2 - Faculty - Assistant Professor**  
 REGION/FACILITY IN AREA: **Statewide/National**  
 DATA RESOURCE: **See Availability Data**  
 FORM 40A1

PROJECTED TURNOVER (12 MOS.):  
 PROJECTED HIRES (12 MOS.):  
 PROJECTED PROMOTIONS (12 MOS.):  
 DATA CURRENT TO:

14
22
0
2/28/2013

			GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISPAN MALE	HISPAN FEMALE	OTHER MALE	OTHER FEMALE	
<b>WORKFORCE %</b>			100.0%	51.2%	48.8%	40.5%	34.5%	3.6%	4.8%	1.2%	4.8%	6.0%	4.8%	
<b>WORKFORCE PARITY %</b>			100.0	46.5	53.5	33.9	36.9	4.5	6.1	2.8	4.6	5.5	6.1	
<b>WORKFORCE NOS.</b>			84	43	41	34	29	3	4	1	4	5	4	
<b>WORKFORCE PARITY NOS.</b>				39.1	44.9	28.5	31.0	3.8	5.1	2.4	3.9	4.6	5.1	
<b>NET UTILIZATION (+/-)</b>				3.9	-3.9	5.5	-2.0	-0.8	-1.1	-1.4	0.1	0.4	-1.1	
<b>PREVIOUS UTILIZATION*</b>				3.2	-3.3	5.3	2.3	-1.0	-3.2	-2.2	-1.4	1.2	-1.2	
<b>HIRING GOALS</b>	Previous Filing's Goals	Short	8	3	5	0	0	1	3	2	1	0	1	
		Long	0	0	0	0	0	0	0	0	0	0	0	
	Current Filing's Hires	Short	23	14	9	12	4	0	2	1	2	1	1	
		Long	0	0	0	0	0	0	0	0	0	0	0	
	Achiev. % Rate Goals	Short						0.0%	66.7%	50.0%	100.0%		100.0%	
		Long												
	Current Filing's Goals	Short	6	2	4	0	2	1	1	1	0	0	0	1
		Long	0	0	0	0	0	0	0	0	0	0	0	0
	<b>PROMO. GOALS INCL. UPWARD MOBILITY</b>	Previous Filing's Goals	Total	0	0	0	0	0	0	0	0	0	0	0
			UM	0	0	0	0	0	0	0	0	0	0	0
Current Filing's Promos		Total	1	0	1	0	1	0	0	0	0	0	0	
		UM	0	0	0	0	0	0	0	0	0	0	0	
Achiev. % Rate Goals		Total												
		UM												
Current Filing's Goals		Total	0	0	0	0	0	0	0	0	0	0	0	0
		UM	0	0	0	0	0	0	0	0	0	0	0	0

**NOTE: \* Previous utilization reflects corrected worksheets from 2012 submission - calculations were evaluated and corrected in January 2013.**

**CENTRAL CONNECTICUT STATE UNIVERSITY**

RECRUITING AREA: **Statewide/National**  
 CATEGORY OR CLASS: **EEO 2 - Faculty - Instructor**  
 REGION/FACILITY IN AREA: **Statewide/National**  
 DATA RESOURCE: **See Availability Data**  
 FORM 40A1

PROJECTED TURNOVER (12 MOS.):  
 PROJECTED HIRES (12 MOS.):  
 PROJECTED PROMOTIONS (12 MOS.):  
 DATA CURRENT TO:

0
0
0
2/28/2013

			GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISPAN MALE	HISPAN FEMALE	OTHER MALE	OTHER FEMALE	
<b>WORKFORCE %</b>			0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	
<b>WORKFORCE PARITY %</b>			100.0	49.3	50.7	37.9	38.6	3.9	4.1	2.5	3.7	4.9	4.4	
<b>WORKFORCE NOS.</b>			0	0	0	0	0	0	0	0	0	0	0	
<b>WORKFORCE PARITY NOS.</b>				0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	
<b>NET UTILIZATION (+/-)</b>				0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	
<b>PREVIOUS UTILIZATION*</b>				-0.5	0.5	0.2	1.2	-0.3	-0.3	-0.2	-0.2	-0.3	-0.3	
<b>HIRING GOALS</b>	Previous Filing's Goals	Short	2	1	1	0	0	1	1	0	0	0	0	
		Long	0	0	0	0	0	0	0	0	0	0	0	
	Current Filing's Hires	Short	1	1	0	1	0	0	0	0	0	0	0	
		Long	0	0	0	0	0	0	0	0	0	0	0	
	Achiev. % Rate Goals	Short							0.0%	0.0%				
		Long												
	Current Filing's Goals	Short	0	0	0	0	0	0	0	0	0	0	0	
		Long	0	0	0	0	0	0	0	0	0	0	0	
	<b>PROMO. GOALS INCL. UPWARD MOBILITY</b>	Previous Filing's Goals	Total	0	0	0	0	0	0	0	0	0	0	0
			UM	0	0	0	0	0	0	0	0	0	0	0
Current Filing's Promos		Total	0	0	0	0	0	0	0	0	0	0	0	
		UM	0	0	0	0	0	0	0	0	0	0	0	
Achiev. % Rate Goals		Total												
		UM												
Current Filing's Goals		Total	0	0	0	0	0	0	0	0	0	0	0	
		UM	0	0	0	0	0	0	0	0	0	0	0	

NOTE:\* Previous utilization reflects corrected worksheets from 2012 submission - calculations were evaluated and corrected in January 2013.

**CENTRAL CONNECTICUT STATE UNIVERSITY**

RECRUITING AREA: **Statewide/National**  
 CATEGORY OR CLASS: **EEO 2 - Faculty - Coaching**  
 REGION/FACILITY IN AREA: **Statewide/National**  
 DATA RESOURCE: **See Availability Data**  
 FORM 40A1

PROJECTED TURNOVER (12 MOS.):  
 PROJECTED HIRES (12 MOS.):  
 PROJECTED PROMOTIONS (12 MOS.):  
 DATA CURRENT TO:

2
4
0
2/28/2013

	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISPAN MALE	HISPAN FEMALE	OTHER MALE	OTHER FEMALE
WORKFORCE %	100.0%	72.0%	28.0%	64.0%	28.0%	8.0%	0.0%	0.0%	0.0%	0.0%	0.0%
WORKFORCE PARITY %	100.0	74.0	26.0	54.8	19.1	14.6	5.5	1.9	0.6	2.6	0.8
WORKFORCE NOS.	25	18	7	16	7	2	0	0	0	0	0
WORKFORCE PARITY NOS.		18.5	6.5	13.7	4.8	3.7	1.4	0.5	0.2	0.7	0.2
NET UTILIZATION (+/-)		-0.5	0.5	2.3	2.2	-1.7	-1.4	-0.5	-0.2	-0.7	-0.2
PREVIOUS UTILIZATION		0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

HIRING GOALS	Previous Filing's Goals	Short	0	0	0	0	0	0	0	0	0	0	
		Long	0	0	0	0	0	0	0	0	0	0	0
	Current Filing's Hires	Short	0	0	0	0	0	0	0	0	0	0	0
		Long	0	0	0	0	0	0	0	0	0	0	0
	Achiev. % Rate Goals	Short											
		Long											
	Current Filing's Goals	Short	5	4	1	0	0	2	1	1	0	1	0
		Long	0	0	0	0	0	0	0	0	0	0	0

PROMO. GOALS INCL. UPWARD MOBILITY	Previous Filing's Goals	Total	0	0	0	0	0	0	0	0	0	0	
		UM	0	0	0	0	0	0	0	0	0	0	0
	Current Filing's Promos	Total	0	0	0	0	0	0	0	0	0	0	0
		UM	0	0	0	0	0	0	0	0	0	0	0
	Achiev. % Rate Goals	Total											
		UM											
	Current Filing's Goals	Total	0	0	0	0	0	0	0	0	0	0	0
		UM	0	0	0	0	0	0	0	0	0	0	0

**NOTE:**

CENTRAL CONNECTICUT STATE UNIVERSITY

RECRUITING AREA: **Statewide/National**  
 CATEGORY OR CLASS: **EEO 3 - Professional Non-faculty**  
 REGION/FACILITY IN AREA: **Statewide/National**  
 DATA RESOURCE: **See Availability Data**  
 FORM 40A1

PROJECTED TURNOVER (12 MOS.):  
 PROJECTED HIRES (12 MOS.):  
 PROJECTED PROMOTIONS (12 MOS.):  
 DATA CURRENT TO:

10
8
0
2/28/2013

			GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISPAN MALE	HISPAN FEMALE	OTHER MALE	OTHER FEMALE	
<b>WORKFORCE %</b>			100.0%	45.0%	55.0%	35.5%	42.3%	4.1%	5.9%	3.6%	5.5%	1.8%	1.4%	
<b>WORKFORCE PARITY %</b>			100.0	39.8	60.2	31.6	44.2	3.5	7.2	2.5	4.8	2.4	3.9	
<b>WORKFORCE NOS.</b>			220	99	121	78	93	9	13	8	12	4	3	
<b>WORKFORCE PARITY NOS.</b>				87.6	132.4	69.5	97.2	7.7	15.8	5.5	10.6	5.3	8.6	
<b>NET UTILIZATION (+/-)</b>				11.4	-11.4	8.5	-4.2	1.3	-2.8	2.5	1.4	-1.3	-5.6	
<b>PREVIOUS UTILIZATION*</b>				16.6	-16.6	11.9	-6.1	1.8	-3.1	1.9	-2.4	0.7	-4.9	
<b>HIRING GOALS</b>	Previous Filing's Goals	Short	13	0	13	0	6	0	3	0	2	0	2	
		Long	3	0	3	0	0	0	0	0	0	0	3	
	Current Filing's Hires	Short	13	9	4	8	3	0	1	1	0	0	0	
		Long	0	0	0	0	0	0	0	0	0	0	0	
	Achiev. % Rate Goals	Short					50.0%		33.3%		0.0%		0.0%	
		Long											0.0%	
	Current Filing's Goals	Short	11	1	10	0	4	0	3	0	0	0	1	3
		Long	3	0	3	0	0	0	0	0	0	0	0	3
<b>PROMO. GOALS INCL. UPWARD MOBILITY</b>	Previous Filing's Goals	Total	0	0	0	0	0	0	0	0	0	0	0	
		UM	0	0	0	0	0	0	0	0	0	0	0	
	Current Filing's Promos	Total	1	0	1	0	1	0	0	0	0	0	0	
		UM	0	0	0	0	0	0	0	0	0	0	0	
	Achiev. % Rate Goals	Total												
		UM												
	Current Filing's Goals	Total	0	0	0	0	0	0	0	0	0	0	0	0
		UM	0	0	0	0	0	0	0	0	0	0	0	0

NOTE:\* Previous utilization reflects corrected worksheets from 2012 submission - calculations were evaluated and corrected in January 2013.

**CENTRAL CONNECTICUT STATE UNIVERSITY**

RECRUITING AREA: **Hartford County**  
 CATEGORY OR CLASS: **EEO 4 - Cler - All Titles Except Sec 2 & Admin Asst**  
 REGION/FACILITY IN AREA: **Hartford County**  
 DATA RESOURCE: **See Availability Data**  
 FORM 40A1

PROJECTED TURNOVER (12 MOS.):  
 PROJECTED HIRES (12 MOS.):  
 PROJECTED PROMOTIONS (12 MOS.):  
 DATA CURRENT TO:

3
3
0
2/28/2013

			GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISPAN MALE	HISPAN FEMALE	OTHER MALE	OTHER FEMALE	
<b>WORKFORCE %</b>			100.0%	20.0%	80.0%	2.9%	51.4%	8.6%	14.3%	8.6%	14.3%	0.0%	0.0%	
<b>WORKFORCE PARITY %</b>			100.0	25.2	74.8	16.0	47.4	5.0	15.2	2.7	8.7	1.5	3.6	
<b>WORKFORCE NOS.</b>			35	7	28	1	18	3	5	3	5	0	0	
<b>WORKFORCE PARITY NOS.</b>				8.8	26.2	5.6	16.6	1.8	5.3	0.9	3.0	0.5	1.3	
<b>NET UTILIZATION (+/-)</b>				-1.8	1.8	-4.6	1.4	1.2	-0.3	2.1	2.0	-0.5	-1.3	
<b>PREVIOUS UTILIZATION</b>				-2.3	2.3	-5.0	2.0	1.4	-0.5	1.9	2.0	-0.5	-1.2	
<b>HIRING GOALS</b>	Previous Filing's Goals	Short	6	4	2	3	0	0	1	0	0	1	1	
		Long	2	2	0	2	0	0	0	0	0	0	0	
	Current Filing's Hires	Short	1	0	1	0	1	0	0	0	0	0	0	
		Long	0	0	0	0	0	0	0	0	0	0	0	
	Achiev. % Rate Goals	Short				0.0%				0.0%			0.0%	0.0%
		Long				0.0%								
	Current Filing's Goals	Short	5	4	1	3	0	0	0	0	0	0	1	1
		Long	2	2	0	2	0	0	0	0	0	0	0	0
	<b>PROMO. GOALS INCL. UPWARD MOBILITY</b>	Previous Filing's Goals	Total	0	0	0	0	0	0	0	0	0	0	0
			UM	0	0	0	0	0	0	0	0	0	0	0
Current Filing's Promos		Total	0	0	0	0	0	0	0	0	0	0	0	
		UM	0	0	0	0	0	0	0	0	0	0	0	
Achiev. % Rate Goals		Total												
		UM												
Current Filing's Goals		Total	0	0	0	0	0	0	0	0	0	0	0	0
		UM	0	0	0	0	0	0	0	0	0	0	0	0

**NOTE: \* Previous utilization reflects corrected worksheets from 2012 submission - calculations were evaluated and corrected in January 2013.**

**CENTRAL CONNECTICUT STATE UNIVERSITY**

RECRUITING AREA: **Hartford County**  
 CATEGORY OR CLASS: **EEO 4 - Clerical - Administrative Assistant**  
 REGION/FACILITY IN AREA: **Hartford County**  
 DATA RESOURCE: **See Availability Data**  
 FORM 40A1

PROJECTED TURNOVER (12 MOS.):  
 PROJECTED HIRES (12 MOS.):  
 PROJECTED PROMOTIONS (12 MOS.):  
 DATA CURRENT TO:

3
2
1
2/28/2013

	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISPAN MALE	HISPAN FEMALE	OTHER MALE	OTHER FEMALE
WORKFORCE %	100.0%	4.8%	95.2%	4.8%	85.7%	0.0%	4.8%	0.0%	4.8%	0.0%	0.0%
WORKFORCE PARITY %	100.0	3.4	96.6	2.7	75.8	0.3	11.1	0.3	7.5	0.2	2.3
WORKFORCE NOS.	21	1	20	1	18	0	1	0	1	0	0
WORKFORCE PARITY NOS.		0.7	20.3	0.6	15.9	0.1	2.3	0.1	1.6	0.0	0.5
NET UTILIZATION (+/-)		0.3	-0.3	0.4	2.1	-0.1	-1.3	-0.1	-0.6	0.0	-0.5
PREVIOUS UTILIZATION		0.2	-0.2	0.4	4.5	-0.1	-2.5	0.0	-1.5	0.0	-0.8

HIRING GOALS	Previous Filing's Goals	Short	4	0	4	0	0	0	2	0	1	0	1	
		Long	0	0	0	0	0	0	0	0	0	0	0	0
	Current Filing's Hires	Short	1	0	1	0	1	0	0	0	0	0	0	0
		Long	0	0	0	0	0	0	0	0	0	0	0	0
	Achiev. % Rate Goals	Short							0.0%		0.0%		0.0%	
		Long												
	Current Filing's Goals	Short	2	0	2	0	0	0	1	0	0	0	1	
		Long	0	0	0	0	0	0	0	0	0	0	0	

PROMO. GOALS INCL. UPWARD MOBILITY	Previous Filing's Goals	Total	2	0	2	0	0	0	1	0	1	0	0
		UM	0	0	0	0	0	0	0	0	0	0	0
	Current Filing's Promos	Total	0	0	0	0	0	0	0	0	0	0	0
		UM	0	0	0	0	0	0	0	0	0	0	0
	Achiev. % Rate Goals	Total							0.0%		0.0%		
		UM											
	Current Filing's Goals	Total	1	0	1	0	0	0	0	0	1	0	0
		UM	0	0	0	0	0	0	0	0	0	0	0

NOTE: \* Previous utilization reflects corrected worksheets from 2012 submission - calculations were evaluated and corrected in January 2013 - resulting in an additional BF goal being added to the 2012 AA Plan goals

CENTRAL CONNECTICUT STATE UNIVERSITY

RECRUITING AREA: **Hartford County**  
 CATEGORY OR CLASS: **EEO 4 - Clerical - Secretary 2**  
 REGION/FACILITY IN AREA: **Hartford County**  
 DATA RESOURCE: **See Availability Data**  
 FORM 40A1

PROJECTED TURNOVER (12 MOS.):  
 PROJECTED HIRES (12 MOS.):  
 PROJECTED PROMOTIONS (12 MOS.):  
 DATA CURRENT TO:

3
2
1
2/28/2013

			GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISPAN MALE	HISPAN FEMALE	OTHER MALE	OTHER FEMALE	
<b>WORKFORCE %</b>			100.0%	2.4%	97.6%	2.4%	69.0%	0.0%	11.9%	0.0%	14.3%	0.0%	2.4%	
<b>WORKFORCE PARITY %</b>			100.0	4.6	95.4	2.5	72.4	1.4	11.8	0.4	8.5	0.3	2.7	
<b>WORKFORCE NOS.</b>			42	1	41	1	29	0	5	0	6	0	1	
<b>WORKFORCE PARITY NOS.</b>				1.9	40.1	1.1	30.4	0.6	5.0	0.2	3.6	0.1	1.1	
<b>NET UTILIZATION (+/-)</b>				-0.9	0.9	-0.1	-1.4	-0.6	0.0	-0.2	2.4	-0.1	-0.1	
<b>PREVIOUS UTILIZATION*</b>				-1.0	1.0	0.0	-2.5	-0.8	1.8	-0.1	1.6	-0.1	-0.1	
<b>HIRING GOALS</b>	Previous Filing's Goals	Short	3	1	2	0	2	1	0	0	0	0	0	
		Long	0	0	0	0	0	0	0	0	0	0	0	
	Current Filing's Hires	Short	1	0	1	0	1	0	0	0	0	0	0	
		Long	0	0	0	0	0	0	0	0	0	0	0	
	Achiev. % Rate Goals	Short					50.0%	0.0%						
		Long												
	Current Filing's Goals	Short	3	2	1	0	1	1	0	0	1	0	0	0
		Long	0	0	0	0	0	0	0	0	0	0	0	0
	<b>PROMO. GOALS INCL. UPWARD MOBILITY</b>	Previous Filing's Goals	Total	1	0	1	0	1	0	0	0	0	0	0
			UM	0	0	0	0	0	0	0	0	0	0	0
Current Filing's Promos		Total	1	0	1	0	1	0	0	0	0	0	0	
		UM	0	0	0	0	0	0	0	0	0	0	0	
Achiev. % Rate Goals		Total					100.0%							
		UM												
Current Filing's Goals		Total	0	0	0	0	0	0	0	0	0	0	0	0
		UM	0	0	0	0	0	0	0	0	0	0	0	0

NOTE:\* Previous utilization reflects corrected worksheets from 2012 submission - calculations were evaluated and corrected in January 2013. Hispanic male goal is collective goal.

CENTRAL CONNECTICUT STATE UNIVERSITY

RECRUITING AREA: **Hartford County**  
 CATEGORY OR CLASS: **EEO 5 - Technical/Paraprofessional**  
 REGION/FACILITY IN AREA: **Hartford County**  
 DATA RESOURCE: **See Availability Data**  
 FORM 40A1

PROJECTED TURNOVER (12 MOS.):  
 PROJECTED HIRES (12 MOS.):  
 PROJECTED PROMOTIONS (12 MOS.):  
 DATA CURRENT TO:

2
2
0
2/28/2013

			GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISPAN MALE	HISPAN FEMALE	OTHER MALE	OTHER FEMALE	
<b>WORKFORCE %</b>			100.0%	36.8%	63.2%	21.1%	42.1%	0.0%	5.3%	15.8%	0.0%	0.0%	15.8%	
<b>WORKFORCE PARITY %</b>			100.0	27.9	72.1	18.6	48.7	4.9	12.0	2.7	7.4	1.7	3.9	
<b>WORKFORCE NOS.</b>			19	7	12	4	8	0	1	3	0	0	3	
<b>WORKFORCE PARITY NOS.</b>				5.3	13.7	3.5	9.3	0.9	2.3	0.5	1.4	0.3	0.7	
<b>NET UTILIZATION (+/-)</b>				1.7	-1.7	0.5	-1.3	-0.9	-1.3	2.5	-1.4	-0.3	2.3	
<b>PREVIOUS UTILIZATION*</b>				1.5	-1.5	0.5	-0.7	-1.0	-1.5	2.4	-1.6	-0.4	2.3	
<b>HIRING GOALS</b>	Previous Filing's Goals	Short	6	1	5	0	1	1	2	0	2	0	0	
		Long	0	0	0	0	0	0	0	0	0	0	0	
	Current Filing's Hires	Short	0	0	0	0	0	0	0	0	0	0	0	
		Long	0	0	0	0	0	0	0	0	0	0	0	
	Achiev. % Rate Goals	Short					0.0%	0.0%	0.0%		0.0%			
		Long												
	Current Filing's Goals	Short	4	1	3	0	1	1	1	0	1	0	0	
		Long	0	0	0	0	0	0	0	0	0	0	0	
	<b>PROMO. GOALS INCL. UPWARD MOBILITY</b>	Previous Filing's Goals	Total	0	0	0	0	0	0	0	0	0	0	0
			UM	0	0	0	0	0	0	0	0	0	0	0
Current Filing's Promos		Total	0	0	0	0	0	0	0	0	0	0	0	
		UM	0	0	0	0	0	0	0	0	0	0	0	
Achiev. % Rate Goals		Total												
		UM												
Current Filing's Goals		Total	0	0	0	0	0	0	0	0	0	0	0	
		UM	0	0	0	0	0	0	0	0	0	0	0	

NOTE:\* Previous utilization reflects corrected worksheets from 2012 submission - calculations were evaluated and corrected in January 2013.

CENTRAL CONNECTICUT STATE UNIVERSITY

RECRUITING AREA: **Hartford County**  
 CATEGORY OR CLASS: **EEO 6 - Skilled Crafts**  
 REGION/FACILITY IN AREA: **Hartford County**  
 DATA RESOURCE: **See Availability Data**  
 FORM 40A1

PROJECTED TURNOVER (12 MOS.):  
 PROJECTED HIRES (12 MOS.):  
 PROJECTED PROMOTIONS (12 MOS.):  
 DATA CURRENT TO:

1
1
1
2/28/2013

			GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISPAN MALE	HISPAN FEMALE	OTHER MALE	OTHER FEMALE	
<b>WORKFORCE %</b>			100.0%	92.9%	7.1%	92.9%	7.1%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	
<b>WORKFORCE PARITY %</b>			100.0	97.7	2.3	73.6	1.6	8.5	0.2	11.9	0.4	3.8	0.2	
<b>WORKFORCE NOS.</b>			14	13	1	13	1	0	0	0	0	0	0	
<b>WORKFORCE PARITY NOS.</b>				13.7	0.3	10.3	0.2	1.2	0.0	1.7	0.1	0.5	0.0	
<b>NET UTILIZATION (+/-)</b>				-0.7	0.7	2.7	0.8	-1.2	0.0	-1.7	-0.1	-0.5	0.0	
<b>PREVIOUS UTILIZATION</b>				0.3	-0.3	3.1	-0.2	-1.1	0.0	-1.3	0.0	-0.5	0.0	
<b>HIRING GOALS</b>	Previous Filing's Goals	Short	3	3	0	0	0	1	0	1	0	1	0	
		Long	0	0	0	0	0	0	0	0	0	0	0	
	Current Filing's Hires	Short	2	1	1	1	1	0	0	0	0	0	0	
		Long	0	0	0	0	0	0	0	0	0	0	0	
	Achiev. % Rate Goals	Short						0.0%		0.0%		0.0%		
		Long												
	Current Filing's Goals	Short	4	4	0	0	0	1	0	2	0	1	0	
		Long	0	0	0	0	0	0	0	0	0	0	0	
	<b>PROMO. GOALS INCL. UPWARD MOBILITY</b>	Previous Filing's Goals	Total	0	0	0	0	0	0	0	0	0	0	0
			UM	0	0	0	0	0	0	0	0	0	0	0
Current Filing's Promos		Total	0	0	0	0	0	0	0	0	0	0	0	
		UM	0	0	0	0	0	0	0	0	0	0	0	
Achiev. % Rate Goals		Total												
		UM												
Current Filing's Goals		Total	0	0	0	0	0	0	0	0	0	0	0	
		UM	0	0	0	0	0	0	0	0	0	0	0	
<b>NOTE:</b>														

CENTRAL CONNECTICUT STATE UNIVERSITY

RECRUITING AREA: **Hartford County**  
 CATEGORY OR CLASS: **EEO 7 - Svc Maint - All titles except Cust/Prot Svc**  
 REGION/FACILITY IN AREA: **Hartford County**  
 DATA RESOURCE: **See Availability Data**  
 FORM 40A1

PROJECTED TURNOVER (12 MOS.):  
 PROJECTED HIRES (12 MOS.):  
 PROJECTED PROMOTIONS (12 MOS.):  
 DATA CURRENT TO:

6
4
2
2/28/2013

			GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISPAN MALE	HISPAN FEMALE	OTHER MALE	OTHER FEMALE	
<b>WORKFORCE %</b>			100.0%	97.7%	2.3%	79.5%	2.3%	6.8%	0.0%	9.1%	0.0%	2.3%	0.0%	
<b>WORKFORCE PARITY %</b>			100.0	89.0	11.0	65.4	6.9	8.7	0.4	11.7	3.7	3.3	0.2	
<b>WORKFORCE NOS.</b>			44	43	1	35	1	3	0	4	0	1	0	
<b>WORKFORCE PARITY NOS.</b>				39.2	4.8	28.8	3.0	3.8	0.2	5.1	1.6	1.5	0.1	
<b>NET UTILIZATION (+/-)</b>				3.8	-3.8	6.2	-2.0	-0.8	-0.2	-1.1	-1.6	-0.5	-0.1	
<b>PREVIOUS UTILIZATION*</b>				10.7	-10.8	15.7	-5.0	-1.8	-1.0	-3.7	-4.2	0.5	-0.6	
<b>HIRING GOALS</b>	Previous Filing's Goals	Short	14	5	9	0	4	2	1	3	3	0	1	
		Long	0	0	0	0	0	0	0	0	0	0	0	
	Current Filing's Hires	Short	2	2	0	1	0	0	0	0	1	0	0	0
		Long	0	0	0	0	0	0	0	0	0	0	0	0
	Achiev. % Rate Goals	Short					0.0%	0.0%	0.0%	33.3%	0.0%		0.0%	
		Long												
	Current Filing's Goals	Short	5	3	2	0	1	1	0	0	1	1	1	0
		Long	0	0	0	0	0	0	0	0	0	0	0	0
	<b>PROMO. GOALS INCL. UPWARD MOBILITY</b>	Previous Filing's Goals	Total	3	1	2	0	1	0	0	1	1	0	0
			UM	0	0	0	0	0	0	0	0	0	0	0
Current Filing's Promos		Total	1	1	0	1	0	0	0	0	0	0	0	0
		UM	0	0	0	0	0	0	0	0	0	0	0	0
Achiev. % Rate Goals		Total					0.0%				0.0%	0.0%		
		UM												
Current Filing's Goals		Total	2	0	2	0	1	0	0	0	0	1	0	0
		UM	0	0	0	0	0	0	0	0	0	0	0	0

NOTE:\* Previous utilization reflects corrected worksheets from 2012 submission - calculations were evaluated and corrected in January 2013.

**CENTRAL CONNECTICUT STATE UNIVERSITY**

RECRUITING AREA: **Hartford County**  
 CATEGORY OR CLASS: **EEO 7 - Svc Maint - Custodian**  
 REGION/FACILITY IN AREA: **Hartford County**  
 DATA RESOURCE: **See Availability Data**  
 FORM 40A1

PROJECTED TURNOVER (12 MOS.):  
 PROJECTED HIRES (12 MOS.):  
 PROJECTED PROMOTIONS (12 MOS.):  
 DATA CURRENT TO:

2
3
0
2/28/2013

			GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISPAN MALE	HISPAN FEMALE	OTHER MALE	OTHER FEMALE	
<b>WORKFORCE %</b>			100.0%	59.4%	40.6%	37.5%	25.0%	9.4%	0.0%	12.5%	15.6%	0.0%	0.0%	
<b>WORKFORCE PARITY %</b>			100.0	72.9	27.1	39.6	10.6	11.9	5.1	18.1	10.4	3.4	1.0	
<b>WORKFORCE NOS.</b>			32	19	13	12	8	3	0	4	5	0	0	
<b>WORKFORCE PARITY NOS.</b>				23.3	8.7	12.7	3.4	3.8	1.6	5.8	3.3	1.1	0.3	
<b>NET UTILIZATION (+/-)</b>				-4.3	4.3	-0.7	4.6	-0.8	-1.6	-1.8	1.7	-1.1	-0.3	
<b>PREVIOUS UTILIZATION</b>				-4.0	4.0	1.3	2.3	-0.8	-1.2	-3.4	2.2	-1.2	0.6	
<b>HIRING GOALS</b>	Previous Filing's Goals	Short	6	5	1	0	0	1	1	3	0	1	0	
		Long	0	0	0	0	0	0	0	0	0	0	0	
	Current Filing's Hires	Short	2	0	2	0	2	0	0	0	0	0	0	
		Long	0	0	0	0	0	0	0	0	0	0	0	
	Achiev. % Rate Goals	Short							0.0%	0.0%	0.0%		0.0%	
		Long												
	Current Filing's Goals	Short	7	5	2	1	0	1	2	2	2	0	1	0
		Long	0	0	0	0	0	0	0	0	0	0	0	0
	<b>PROMO. GOALS INCL. UPWARD MOBILITY</b>	Previous Filing's Goals	Total	0	0	0	0	0	0	0	0	0	0	0
			UM	0	0	0	0	0	0	0	0	0	0	0
Current Filing's Promos		Total	0	0	0	0	0	0	0	0	0	0	0	
		UM	0	0	0	0	0	0	0	0	0	0	0	
Achiev. % Rate Goals		Total												
		UM												
Current Filing's Goals		Total	0	0	0	0	0	0	0	0	0	0	0	0
		UM	0	0	0	0	0	0	0	0	0	0	0	0

**NOTE: \* Previous utilization reflects corrected worksheets from 2012 submission - calculations were evaluated and corrected in January 2013.**

CENTRAL CONNECTICUT STATE UNIVERSITY

RECRUITING AREA: **Hartford County**  
 CATEGORY OR CLASS: **EEO 7 - Protective Services**  
 REGION/FACILITY IN AREA: **Hartford County**  
 DATA RESOURCE: **See Availability Data**  
 FORM 40A1

PROJECTED TURNOVER (12 MOS.):  
 PROJECTED HIRES (12 MOS.):  
 PROJECTED PROMOTIONS (12 MOS.):  
 DATA CURRENT TO:

3
2
0
2/28/2013

			GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISPAN MALE	HISPAN FEMALE	OTHER MALE	OTHER FEMALE	
<b>WORKFORCE %</b>			100.0%	95.2%	4.8%	47.6%	0.0%	19.0%	4.8%	23.8%	0.0%	4.8%	0.0%	
<b>WORKFORCE PARITY %</b>			100.0	84.3	15.7	65.4	8.6	10.2	2.8	6.3	3.4	2.4	0.7	
<b>WORKFORCE NOS.</b>			21	20	1	10	0	4	1	5	0	1	0	
<b>WORKFORCE PARITY NOS.</b>				17.7	3.3	13.7	1.8	2.1	0.6	1.3	0.7	0.5	0.1	
<b>NET UTILIZATION (+/-)</b>				2.3	-2.3	-3.7	-1.8	1.9	0.4	3.7	-0.7	0.5	-0.1	
<b>PREVIOUS UTILIZATION*</b>				2.2	-2.2	-3.6	-1.8	1.5	0.4	3.7	-0.6	0.6	-0.1	
<b>HIRING GOALS</b>	Previous Filing's Goals	Short	5	2	3	2	2	0	0	0	1	0	0	
		Long	2	2	0	2	0	0	0	0	0	0	0	
	Current Filing's Hires	Short	0	0	0	0	0	0	0	0	0	0	0	
		Long	0	0	0	0	0	0	0	0	0	0	0	
	Achiev. % Rate Goals	Short				0.0%	0.0%				0.0%			
		Long				0.0%								
	Current Filing's Goals	Short	5	2	3	2	2	0	0	0	0	1	0	0
		Long	2	2	0	2	0	0	0	0	0	0	0	0
	<b>PROMO. GOALS INCL. UPWARD MOBILITY</b>	Previous Filing's Goals	Total	0	0	0	0	0	0	0	0	0	0	0
			UM	0	0	0	0	0	0	0	0	0	0	0
Current Filing's Promos		Total	0	0	0	0	0	0	0	0	0	0	0	
		UM	0	0	0	0	0	0	0	0	0	0	0	
Achiev. % Rate Goals		Total												
		UM												
Current Filing's Goals		Total	0	0	0	0	0	0	0	0	0	0	0	0
		UM	0	0	0	0	0	0	0	0	0	0	0	0

NOTE:\* Previous utilization reflects corrected worksheets from 2012 submission - calculations were evaluated and corrected in January 2013.

## HIRING/PROMOTION GOALS AND TIMETABLES

### Section 46a-68-41

The University has established hiring and/or promotional goals to remedy the underutilization of protected classes identified in the utilization analysis. Hiring goals are established for jobs usually filled through original appointment and promotional goals are for jobs filled through an internal promotional appointment. The objective of hiring and promotional goals is to reach parity with the availability base of protected groups in relevant labor market areas.

A “**goal**” is a hiring or promotion objective, which the University must strive to obtain by demonstrating every good faith effort. Goals are set to remedy the underutilization of minorities and women in the workforce and must be established within a time frame designated as short term (one year or less) or long term (more than a year, but not more than five).

The University has set its goals to be meaningful, measurable and reasonably attainable. It is important to note, however, that state re-employment lists, SEBAC rights and union contracts relating to transfers from other agencies are in effect and the University must consider those candidates, if they qualify, for specific vacancies.

An analysis of all hiring and promotional goals is distributed on a monthly basis to the President, the Vice Presidents, Chief Officers, Deans, Directors, Union Presidents and Minority Committee Chairs, managers, and supervisors. In addition, a summary of the hiring and promotional goals for the current reporting period is posted on the Office of Diversity and Equity web page at <http://www.ccsu.edu/AffAction/>.

Because of the current budgetary climate and hiring restrictions, our goals are very conservative for the 2013-2014 period. However, in addition to making every good faith effort to meet the established goals, the University will continue to be committed to a qualified, diverse workforce.

**Note:** After consultation with the CHRO reviewer on March 6, 2013, the University has removed all coaching titles out of the faculty category and created a separate EEO category (coaching) and a separate analysis was conducted in all numerical sections of the plan.

When new faculty hires have not completed their terminal degrees, they are hired at the instructor level until they obtain the degree required; therefore, after consultation with the CHRO reviewer on March 6, 2013, the instructor category has been consolidated into the Assistant Professor category.

## **HIRING AND PROMOTION GOALS**

Based on the **Section 46a-68-40, Utilization Analysis**, the University has established the following hiring and promotion goals for the period of March 1, 2013 through February 28, 2014.

### **HIRING GOALS:**

#### **EXECUTIVE/ADMINISTRATIVE**

##### **Short-Term**

- 1 White Female
- 2 Black Females
- 1 Other Male
- 1 Other Female

##### **Long-Term**

#### **FACULTY**

##### **PROFESSOR**

- 1 White Female
- 1 Other Male

##### **ASSOCIATE PROFESSOR**

##### **Short-Term**

- 1 Black Female
- 2 Hispanic Females
- 1 Other Female

##### **Long-Term**

##### **ASSISTANT PROFESSOR**

##### **Short-Term**

- 2 White Females
- 1 Black Male
- 1 Black Female
- 1 Hispanic Male
- 1 Other Female

##### **Long-Term**

##### **COACHING**

##### **Short-Term**

- 2 Black Males
- 1 Black Female
- 1 Hispanic Male
- 1 Other Male

##### **Long-Term**

**PROFESSIONAL/NON-FACULTY**

**Short-Term**

4 White Females  
3 Black Females  
1 Other Male  
3 Other Females

**Long-Term**

3 Other Females

**SECRETARIAL CLERICAL (EXCLUDING ADMINISTRATIVE ASSISTANT and SECRETARY 2)**

**Short-Term**

3 White Males  
1 Other Male  
1 Other Female

**Long-Term**

2 White Males

**SECRETARIAL CLERICAL/ADMINISTRATIVE ASSISTANT**

**Short-Term**

1 Black Female  
1 Other Female

**Long-Term**

**SECRETARIAL CLERICAL/SECRETARY 2**

**Short-Term**

1 White Female  
1 Black Male  
1 Hispanic Male

**Long-Term**

**TECHNICAL/PARAPROFESSIONAL**

**Short-Term**

1 White Female  
1 Black Male  
1 Black Female  
1 Hispanic Female

**Long-Term**

**SKILLED CRAFTS**

**Short-Term**

1 Black Male  
2 Hispanic Males  
1 Other Male

**Long-Term**

**SERVICE MAINTENANCE (EXCLUDING CUSTODIANS and PROTECTIVE SERVICES)**

**Short-Term**

**Long-Term**

- 1 White Female
- 1 Black Male
- 1 Hispanic Male
- 1 Hispanic Female
- 1 Other Male

**SERVICE MAINTENANCE/CUSTODIANS**

**Short-Term**

**Long-Term**

- 1 White Male
- 1 Black Male
- 2 Black Females
- 2 Hispanic Males
- 1 Other Male

**SERVICE MAINTENANCE/PROTECTIVE SERVICES**

**Short-Term**

**Long-Term**

- 2 White Males
- 2 White Females
- 1 Hispanic Female

- 2 White Males

**PROMOTION GOALS:**

**EXECUTIVE/ADMINISTRATIVE**

- 1 White Female

**FACULTY**

**PROFESSOR**

- 11 White Females
- 8 Other Males

**ASSOCIATE PROFESSOR**

- 1 Black Male
- 2 Black Females
- 2 Hispanic Females
- 1 Other Female

**ASSISTANT PROFESSOR**

No promotional goals established.

**Coaching**

No promotional goals established.

**PROFESSIONAL/NON-FACULTY**

Hiring and Promotional Goals, Section 46a-68-41

No promotional goals established.

**SECRETARIAL CLERICAL (EXCLUDING ADMINISTRATIVE ASSISTANT and SECRETARY 2)**

No promotional goals established.

**SECRETARIAL CLERICAL/ADMINISTRATIVE ASSISTANT**

1 Hispanic Female

**SECRETARIAL CLERICAL/SECRETARY 2**

No promotional goals established.

**TECHNICAL/PARAPROFESSIONAL**

No promotional goals established.

**SKILLED CRAFTS**

No promotional goals established.

**SERVICE MAINTENANCE (EXCLUDING CUSTODIANS and PROTECTIVE SERVICES)**

1 White Female

1 Hispanic Female

**SERVICE MAINTENANCE/CUSTODIANS**

No promotional goals established.

**SERVICE MAINTENANCE/PROTECTIVE SERVICES**

No promotional goals established.

## EMPLOYMENT ANALYSES

### Section 46a-68-42

This section of the plan presents a comprehensive review of the employment process for the purpose of identifying any employment practices that create or perpetuate underutilization of protected classes.

Separate statistical reporting of personnel activity has been conducted for each occupational category. Forms 42A1, 42A2, 42A3, and 42A4 have been modified, if necessary, to reflect all activity which occurred during this reporting period.

Four aspects of the employment process are examined:

#### **1. Employment Process Analysis (Form 42A1)**

The following statistical information/explanation has been utilized on Form 42A1:

- (a) **Promotions:** This data line is utilized to reflect only those promotions which occur from one EEO category to another EEO category.
- (b) **Promotions Within:** Promotions within each EEO category are listed at the end of each respective chart.
- (c) **Hires:** This data line includes new hires from outside and transfers from other state agencies to the University.
- (d) **Transfers:** Transfers within the University that are not promotions are recorded on this data line.
- (e) **Coding Corrections:** Coding errors are recorded on this line.
- (f) **Resignations:** Transfers to other state agencies are included on this data line.

#### **2. Applicant Flow Analysis (Form 42A2)**

This analysis tracks applicants through the hiring or promotional process to determine the point at which they are no longer candidates for employment. The applicant flow was conducted for all EEO categories.

**NOTE:** As recommended by the Commission on Human Rights and Opportunities (CHRO), the University identified applicants on the Applicant Flow Analysis categories as follows:

**Intra-Agency** included all applicants who came from within the University;

**Outside Agency** included all applicants from other state agencies and universities;

**Other Applicants** included all other applicants that were neither from the University or Connecticut State employees.

Since the University conducts national searches for many of its administrative positions and all of its faculty positions, the **Other Applicant** category will contain the majority of the applicants.

#### **3. Personnel Evaluation Analysis (Form 42A3)**

All performance appraisals which were conducted during this reporting period are recorded on this form.

#### **4. Training Analysis (Form 42A4)**

This analysis was conducted for this filing period. The results of the total number of employees taking training is inclusive in some cases of the same employee taking more than one training program during this reporting period.

**Note:**

1. After consultation with the CHRO reviewer on March 6, 2013, the University has removed all coaching titles out of the faculty category and created a separate EEO category (coaching) and a separate analysis was conducted in all numerical sections of the plan.

Coach A positions are not reflected in the following numeric forms: Applicant Flow Analysis, Employment Process Analysis and the Utilization Analysis because they were not analyzed in former plans. In the past, these positions were not included due to their temporary nature at that time. With the new coaching category and as these positions become more long term opportunities, these positions will be included as part of this job title.

2. When new faculty hires have not completed their terminal degrees, they are hired at the instructor level until they obtain the degree required; therefore, after consultation with the CHRO reviewer on March 6, 2013 the instructor category has been consolidated into the Assistant Professor category.

**CENTRAL CONNECTICUT STATE UNIVERSITY**

**EMPLOYMENT PROCESS ANALYSIS**

OCCUPATIONAL CATEGORY: **EEO 1 - Executive Administrative**

DATE:

2/28/2013

POSITION OR POSITION CLASSIFICATION: **All Titles**

LABOR MARKET AREA: **Statewide/National**

EMPLOYMENT PROCESS ANALYSIS	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISPANIC MALE	HISPANIC FEMALE	OTHER MALE	OTHER FEMALE
Workforce Number Current Filing	36	21	15	17	13	3	0	1	2	0	0
Workforce Number Prior Filing	35	20	15	16	13	3	0	1	2	0	0
Net Change(+or-)	1	1	0	1	0	0	0	0	0	0	0
HIRES (incl. Pt to Ft)	2	1	1	1	1	0	0	0	0	0	0
PROMO INTO CATEGORY / CLASS	0	0	0	0	0	0	0	0	0	0	0
TRANSFER INTO	0	0	0	0	0	0	0	0	0	0	0
ADJUSTMENT - Coding Corrections	0	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0	0
<b>TOTAL INCREASES</b>	<b>2</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
CONTRACT ENDED	0	0	0	0	0	0	0	0	0	0	0
FULL TIME TO PART TIME	0	0	0	0	0	0	0	0	0	0	0
RESIGNATIONS	0	0	0	0	0	0	0	0	0	0	0
RETIREMENTS	1	0	1	0	1	0	0	0	0	0	0
ADJUSTMENT - Coding Corrections	0	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0	0
<b>TOTAL REDUCTIONS</b>	<b>1</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
PROMOS WITHIN	0	0	0	0	0	0	0	0	0	0	0

**NOTES:**

**CENTRAL CONNECTICUT STATE UNIVERSITY**

**EMPLOYMENT PROCESS ANALYSIS**

OCCUPATIONAL CATEGORY: **EEO 2 - Faculty**

DATE:

2/28/2013

POSITION OR POSITION CLASSIFICATION: Professor

LABOR MARKET AREA: **Statewide/National**

EMPLOYMENT PROCESS ANALYSIS	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISPANIC MALE	HISPANIC FEMALE	OTHER MALE	OTHER FEMALE
Workforce Number Current Filing	188	116	72	91	57	8	4	8	4	9	7
Workforce Number Prior Filing	191	119	72	94	56	7	5	9	4	9	7
Net Change(+or-)	-3	-3	0	-3	1	1	-1	-1	0	0	0
HIRES (incl. Pt to Ft)	1	1	0	0	0	1	0	0	0	0	0
PROMO INTO CATEGORY / CLASS	11	5	6	5	6	0	0	0	0	0	0
TRANSFER INTO	0	0	0	0	0	0	0	0	0	0	0
ADJUSTMENT - Coding Corrections	0	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0	0
<b>TOTAL INCREASES</b>	<b>12</b>	<b>6</b>	<b>6</b>	<b>5</b>	<b>6</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
CONTRACT ENDED	0	0	0	0	0	0	0	0	0	0	0
FULL TIME TO PART TIME	0	0	0	0	0	0	0	0	0	0	0
PROMOTION OUT	0	0	0	0	0	0	0	0	0	0	0
RESIGNATIONS	1	0	1	0	1	0	0	0	0	0	0
RETIREMENTS	7	4	3	3	2	0	1	1	0	0	0
COACHING STAFF CONSOLIDATION	7	5	2	5	2	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0	0
<b>TOTAL REDUCTIONS</b>	<b>15</b>	<b>9</b>	<b>6</b>	<b>8</b>	<b>5</b>	<b>0</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>
PROMOS WITHIN	0	0	0	0	0	0	0	0	0	0	0

**NOTES:**

**CENTRAL CONNECTICUT STATE UNIVERSITY**

**EMPLOYMENT PROCESS ANALYSIS**

OCCUPATIONAL CATEGORY: **EEO 2 - Faculty**

DATE:

2/28/2013

POSITION OR POSITION CLASSIFICATION: Associate Professor

LABOR MARKET AREA: **Statewide/National**

EMPLOYMENT PROCESS ANALYSIS	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISPANIC MALE	HISPANIC FEMALE	OTHER MALE	OTHER FEMALE
Workforce Number Current Filing	125	73	52	53	47	3	2	4	0	13	3
Workforce Number Prior Filing	122	70	52	53	49	3	2	4	0	10	1
Net Change(+or-)	3	3	0	0	-2	0	0	0	0	3	2
HIRES (incl. Pt to Ft)	8	6	2	4	0	0	0	0	0	2	2
PROMO INTO CATEGORY / CLASS	12	6	6	5	6	0	0	0	0	1	0
TRANSFER INTO	0	0	0	0	0	0	0	0	0	0	0
ADJUSTMENT - Coding Corrections	0	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0	0
<b>TOTAL INCREASES</b>	<b>20</b>	<b>12</b>	<b>8</b>	<b>9</b>	<b>6</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>3</b>	<b>2</b>
CONTRACT ENDED	0	0	0	0	0	0	0	0	0	0	0
FULL TIME TO PART TIME	0	0	0	0	0	0	0	0	0	0	0
PROMOTION OUT	11	5	6	5	6	0	0	0	0	0	0
RESIGNATIONS	0	0	0	0	0	0	0	0	0	0	0
RETIREMENTS	1	0	1	0	1	0	0	0	0	0	0
COACHING STAFF CONSOLIDATION	5	4	1	4	1	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0	0
<b>TOTAL REDUCTIONS</b>	<b>17</b>	<b>9</b>	<b>8</b>	<b>9</b>	<b>8</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
PROMOS WITHIN	0	0	0	0	0	0	0	0	0	0	0

**NOTES:**

**CENTRAL CONNECTICUT STATE UNIVERSITY**

**EMPLOYMENT PROCESS ANALYSIS**

OCCUPATIONAL CATEGORY: **EEO 2 - Faculty**

DATE:

2/28/2013

POSITION OR POSITION CLASSIFICATION: Assistant Professor

LABOR MARKET AREA: **Statewide/National**

EMPLOYMENT PROCESS ANALYSIS	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISPANIC MALE	HISPANIC FEMALE	OTHER MALE	OTHER FEMALE
Workforce Number Current Filing*	84	43	41	34	29	3	4	1	4	5	4
Workforce Number Prior Filing	80	40	40	32	33	3	2	0	2	5	3
Net Change(+or-)	4	3	1	2	-4	0	2	1	2	0	1
HIRES (incl. Pt to Ft)	23	14	9	12	4	0	2	1	2	1	1
PROMO INTO CATEGORY / CLASS	1	0	1	0	1	0	0	0	0	0	0
TRANSFER INTO	0	0	0	0	0	0	0	0	0	0	0
CONSOLIDATION INSTRUCTORS	2	1	1	1	1	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0	0
<b>TOTAL INCREASES</b>	<b>26</b>	<b>15</b>	<b>11</b>	<b>13</b>	<b>6</b>	<b>0</b>	<b>2</b>	<b>1</b>	<b>2</b>	<b>1</b>	<b>1</b>
CONTRACT ENDED	0	0	0	0	0	0	0	0	0	0	0
FULL TIME TO PART TIME	0	0	0	0	0	0	0	0	0	0	0
PROMOTION OUT	12	6	6	5	6	0	0	0	0	1	0
RESIGNATIONS	3	2	1	2	1	0	0	0	0	0	0
RETIREMENTS	1	0	1	0	1	0	0	0	0	0	0
Coaching Staff consolidation	6	4	2	4	2	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0	0
<b>TOTAL REDUCTIONS</b>	<b>22</b>	<b>12</b>	<b>10</b>	<b>11</b>	<b>10</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>0</b>
PROMOS WITHIN	0	0	0	0	0	0	0	0	0	0	0

**NOTES: \* Numbers include 1WM and 1WF instructors who were consolidated into this category for a total of 84 employees.**

**CENTRAL CONNECTICUT STATE UNIVERSITY**

**EMPLOYMENT PROCESS ANALYSIS**

OCCUPATIONAL CATEGORY: **EEO 2 - Faculty**

DATE:

2/28/2013

POSITION OR POSITION CLASSIFICATION: Instructor

LABOR MARKET AREA: **Statewide/National**

EMPLOYMENT PROCESS ANALYSIS	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISPANIC MALE	HISPANIC FEMALE	OTHER MALE	OTHER FEMALE
Workforce Number Current Filing	0	0	0	0	0	0	0	0	0	0	0
Workforce Number Prior Filing	5	2	3	2	3	0	0	0	0	0	0
Net Change(+or-)	-5	-2	-3	-2	-3	0	0	0	0	0	0
HIRES (incl. Pt to Ft)	1	1	0	1	0	0	0	0	0	0	0
PROMO INTO CATEGORY / CLASS	0	0	0	0	0	0	0	0	0	0	0
TRANSFER INTO	0	0	0	0	0	0	0	0	0	0	0
ADJUSTMENT - Coding Corrections	0	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0	0
<b>TOTAL INCREASES</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
CONTRACT ENDED	0	0	0	0	0	0	0	0	0	0	0
FULL TIME TO PART TIME	0	0	0	0	0	0	0	0	0	0	0
PROMOTION OUT	1	0	1	0	1	0	0	0	0	0	0
RESIGNATIONS	0	0	0	0	0	0	0	0	0	0	0
RETIREMENTS	0	0	0	0	0	0	0	0	0	0	0
Coaching Staff consolidation*	3	2	1	2	1	0	0	0	0	0	0
Consolidation instructor into Asst Prof**	2	1	1	1	1	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0	0
<b>TOTAL REDUCTIONS</b>	<b>6</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
PROMOS WITHIN	0	0	0	0	0	0	0	0	0	0	0

**NOTES: \* Coaching related positions have been consolidated into their own EEO category for this and future submissions. \*\* 1WM and 1 WF instructors were consolidated into this assistant professor.**

**CENTRAL CONNECTICUT STATE UNIVERSITY**

**EMPLOYMENT PROCESS ANALYSIS**

**OCCUPATIONAL CATEGORY: EEO 2 - Faculty**

**DATE:**

2/28/2013

**POSITION OR POSITION CLASSIFICATION: Coaching**

**LABOR MARKET AREA: Statewide/National (NCAA)**

EMPLOYMENT PROCESS ANALYSIS	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISPANIC MALE	HISPANIC FEMALE	OTHER MALE	OTHER FEMALE
Workforce Number Current Filing	25	18	7	16	7	2	0	0	0	0	0
Workforce Number Prior Filing	0	0	0	0	0	0	0	0	0	0	0
Net Change(+or-)	25	18	7	16	7	2	0	0	0	0	0
Consolidation from Instructor	3	2	1	2	1	0	0	0	0	0	0
Consolidation from Asst. Professor	6	4	2	4	2	0	0	0	0	0	0
Consolidation from Assoc. Professor	5	4	1	4	1	0	0	0	0	0	0
Consolidation from Professor	7	5	2	5	2	0	0	0	0	0	0
Consolidation from Coach A	4	3	1	1	1	2	0	0	0	0	0
<b>TOTAL INCREASES</b>	<b>25</b>	<b>18</b>	<b>7</b>	<b>16</b>	<b>7</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
CONTRACT ENDED	0	0	0	0	0	0	0	0	0	0	0
FULL TIME TO PART TIME	0	0	0	0	0	0	0	0	0	0	0
PROMOTION OUT	0	0	0	0	0	0	0	0	0	0	0
RESIGNATIONS	0	0	0	0	0	0	0	0	0	0	0
RETIREMENTS	0	0	0	0	0	0	0	0	0	0	0
Coaching Staff consolidation	0	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0	0
<b>TOTAL REDUCTIONS</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
PROMOS WITHIN	0	0	0	0	0	0	0	0	0	0	0

**NOTES:**

**CENTRAL CONNECTICUT STATE UNIVERSITY**

**EMPLOYMENT PROCESS ANALYSIS**

OCCUPATIONAL CATEGORY: **EEO 3 - Professional Non-Faculty**

DATE:

2/28/2013

POSITION OR POSITION CLASSIFICATION: **All Titles**

LABOR MARKET AREA: **Statewide/National**

EMPLOYMENT PROCESS ANALYSIS	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISPANIC MALE	HISPANIC FEMALE	OTHER MALE	OTHER FEMALE
Workforce Number Current Filing	220	99	121	78	93	9	13	8	12	4	3
Workforce Number Prior Filing	233	100	133	79	102	10	16	7	12	4	3
Net Change(+or-)	-13	-1	-12	-1	-9	-1	-3	1	0	0	0
HIRES (incl. Pt to Ft)	13	9	4	8	3	0	1	1	0	0	0
PROMO INTO CATEGORY / CLASS	1	0	1	0	1	0	0	0	0	0	0
TRANSFER INTO	0	0	0	0	0	0	0	0	0	0	0
ADJUSTMENT - Coding Corrections	0	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0	0
<b>TOTAL INCREASES</b>	<b>14</b>	<b>9</b>	<b>5</b>	<b>8</b>	<b>4</b>	<b>0</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>
CONTRACT ENDED	8	2	6	1	3	1	3	0	0	0	0
FULL TIME TO PART TIME	0	0	0	0	0	0	0	0	0	0	0
RESIGNATIONS	11	4	7	4	7	0	0	0	0	0	0
RETIREMENTS	4	3	1	3	1	0	0	0	0	0	0
TRANSFER OUT of AGENCY	2	0	2	0	1	0	1	0	0	0	0
TERMINATION	2	1	1	1	1	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0	0
<b>TOTAL REDUCTIONS</b>	<b>27</b>	<b>10</b>	<b>17</b>	<b>9</b>	<b>13</b>	<b>1</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
PROMOS WITHIN	11	7	4	7	4	0	0	0	0	0	0

NOTES: \*

**CENTRAL CONNECTICUT STATE UNIVERSITY**

**EMPLOYMENT PROCESS ANALYSIS**

OCCUPATIONAL CATEGORY: **EEO 4 - Clerical**

DATE:

2/28/2013

POSITION OR POSITION CLASSIFICATION: **All Titles except Sec 2 and Admin Asst**

LABOR MARKET AREA: **Hartford County**

EMPLOYMENT PROCESS ANALYSIS	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISPANIC MALE	HISPANIC FEMALE	OTHER MALE	OTHER FEMALE
Workforce Number Current Filing	35	7	28	1	18	3	5	3	5	0	0
Workforce Number Prior Filing	36	7	29	1	19	3	5	3	5	0	0
Net Change(+or-)	-1	0	-1	0	-1	0	0	0	0	0	0
HIRES (incl. Pt to Ft)	1	0	1	0	1	0	0	0	0	0	0
PROMO INTO CATEGORY / CLASS	0	0	0	0	0	0	0	0	0	0	0
TRANSFER INTO	0	0	0	0	0	0	0	0	0	0	0
ADJUSTMENT - Coding Corrections	0	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0	0
<b>TOTAL INCREASES</b>	<b>1</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
RESIGNATIONS	0	0	0	0	0	0	0	0	0	0	0
PROMOTION OUT	1	0	1	0	1	0	0	0	0	0	0
FULL TIME to PART TIME	1	0	1	0	1	0	0	0	0	0	0
RETIREMENTS	0	0	0	0	0	0	0	0	0	0	0
ADJUSTMENT - Coding Corrections	0	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0	0
<b>TOTAL REDUCTIONS</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
PROMOS WITHIN	1	0	1	0	1	0	0	0	0	0	0

**NOTES:**

**CENTRAL CONNECTICUT STATE UNIVERSITY**

**EMPLOYMENT PROCESS ANALYSIS**

OCCUPATIONAL CATEGORY: **EEO 4 - Clerical**

DATE:

2/28/2013

POSITION OR POSITION CLASSIFICATION: **Administrative Assistant**

LABOR MARKET AREA: **Hartford County**

EMPLOYMENT PROCESS ANALYSIS	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISPANIC MALE	HISPANIC FEMALE	OTHER MALE	OTHER FEMALE
Workforce Number Current Filing	21	1	20	1	18	0	1	0	1	0	0
Workforce Number Prior Filing	23	1	22	1	20	0	1	0	1	0	0
Net Change(+or-)	-2	0	-2	0	-2	0	0	0	0	0	0
HIRES (incl. Pt to Ft)	1	0	1	0	1	0	0	0	0	0	0
PROMO INTO CATEGORY / CLASS	0	0	0	0	0	0	0	0	0	0	0
TRANSFER INTO	0	0	0	0	0	0	0	0	0	0	0
ADJUSTMENT - Coding Corrections	0	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0	0
<b>TOTAL INCREASES</b>	<b>1</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
RESIGNATIONS	0	0	0	0	0	0	0	0	0	0	0
RETIREMENTS	2	0	2	0	2	0	0	0	0	0	0
PROMOTION OUT	1	0	1	0	1	0	0	0	0	0	0
PART TIME TO FULL TIME	0	0	0	0	0	0	0	0	0	0	0
ADJUSTMENT - Coding Corrections	0	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0	0
<b>TOTAL REDUCTIONS</b>	<b>3</b>	<b>0</b>	<b>3</b>	<b>0</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
PROMOS WITHIN	0	0	0	0	0	0	0	0	0	0	0

**NOTES:**

**CENTRAL CONNECTICUT STATE UNIVERSITY**

**EMPLOYMENT PROCESS ANALYSIS**

**OCCUPATIONAL CATEGORY: EEO 4 - Clerical**

**DATE:**

**2/28/2013**

**POSITION OR POSITION CLASSIFICATION: Secretary 2**

**LABOR MARKET AREA: Hartford County**

EMPLOYMENT PROCESS ANALYSIS	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISPANIC MALE	HISPANIC FEMALE	OTHER MALE	OTHER FEMALE
Workforce Number Current Filing	42	1	41	1	29	0	5	0	6	0	1
Workforce Number Prior Filing	40	1	39	1	27	0	6	0	5	0	1
Net Change(+or-)	2	0	2	0	2	0	-1	0	1	0	0
HIRES (incl. Pt to Ft)	1	0	1	0	1	0	0	0	0	0	0
PROMO INTO CATEGORY / CLASS	1	0	1	0	1	0	0	0	0	0	0
TRANSFER INTO	0	0	0	0	0	0	0	0	0	0	0
ADJUSTMENT - Race Change	1	0	1	0	0	0	0	0	1	0	0
	0	0	0	0	0	0	0	0	0	0	0
<b>TOTAL INCREASES</b>	<b>3</b>	<b>0</b>	<b>3</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>
CONTRACT ENDED	0	0	0	0	0	0	0	0	0	0	0
FULL TIME TO PART TIME	0	0	0	0	0	0	0	0	0	0	0
RESIGNATIONS	0	0	0	0	0	0	0	0	0	0	0
RETIREMENTS	0	0	0	0	0	0	0	0	0	0	0
ADJUSTMENT - Race Change	1	0	1	0	0	0	1	0	0	0	0
	0	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0	0
<b>TOTAL REDUCTIONS</b>	<b>1</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
PROMOS WITHIN	0	0	0	0	0	0	0	0	0	0	0

**NOTES: \***

**CENTRAL CONNECTICUT STATE UNIVERSITY**

**EMPLOYMENT PROCESS ANALYSIS**

OCCUPATIONAL CATEGORY: **EEO 5 Technical/Paraprofesional**

DATE:

2/28/2013

POSITION OR POSITION CLASSIFICATION: **All Titles**

LABOR MARKET AREA: **Hartford County**

EMPLOYMENT PROCESS ANALYSIS	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISPANIC MALE	HISPANIC FEMALE	OTHER MALE	OTHER FEMALE
Workforce Number Current Filing	19	7	12	4	8	0	1	3	0	0	3
Workforce Number Prior Filing	19	7	12	4	8	0	1	3	0	0	3
Net Change(+or-)	0	0	0	0	0	0	0	0	0	0	0
HIRES (incl. Pt to Ft)	0	0	0	0	0	0	0	0	0	0	0
PROMO INTO CATEGORY / CLASS	0	0	0	0	0	0	0	0	0	0	0
TRANSFER INTO	0	0	0	0	0	0	0	0	0	0	0
ADJUSTMENT - Coding Corrections	0	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0	0
<b>TOTAL INCREASES</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
CONTRACT ENDED	0	0	0	0	0	0	0	0	0	0	0
FULL TIME TO PART TIME	0	0	0	0	0	0	0	0	0	0	0
RESIGNATIONS	0	0	0	0	0	0	0	0	0	0	0
RETIREMENTS	0	0	0	0	0	0	0	0	0	0	0
ADJUSTMENT - Coding Corrections	0	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0	0
<b>TOTAL REDUCTIONS</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
PROMOS WITHIN	0	0	0	0	0	0	0	0	0	0	0

**NOTES:**

**CENTRAL CONNECTICUT STATE UNIVERSITY**

**EMPLOYMENT PROCESS ANALYSIS**

**OCCUPATIONAL CATEGORY: EEO 6 - Skilled Crafts**

**DATE: 2/28/2013**

**POSITION OR POSITION CLASSIFICATION: All Titles**

**LABOR MARKET AREA: Hartford County**

EMPLOYMENT PROCESS ANALYSIS	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISPANIC MALE	HISPANIC FEMALE	OTHER MALE	OTHER FEMALE
Workforce Number Current Filing	14	13	1	13	1	0	0	0	0	0	0
Workforce Number Prior Filing	12	12	0	12	0	0	0	0	0	0	0
Net Change(+or-)	2	1	1	1	1	0	0	0	0	0	0
HIRES (incl. Pt to Ft)	2	1	1	1	1	0	0	0	0	0	0
PROMO INTO CATEGORY / CLASS	0	0	0	0	0	0	0	0	0	0	0
TRANSFER INTO	0	0	0	0	0	0	0	0	0	0	0
ADJUSTMENT - Coding Corrections	0	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0	0
<b>TOTAL INCREASES</b>	<b>2</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
CONTRACT ENDED	0	0	0	0	0	0	0	0	0	0	0
FULL TIME TO PART TIME	0	0	0	0	0	0	0	0	0	0	0
RESIGNATIONS	0	0	0	0	0	0	0	0	0	0	0
RETIREMENTS	0	0	0	0	0	0	0	0	0	0	0
ADJUSTMENT - Coding Corrections	0	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0	0
<b>TOTAL REDUCTIONS</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
PROMOS WITHIN	0	0	0	0	0	0	0	0	0	0	0

**NOTES:**

**CENTRAL CONNECTICUT STATE UNIVERSITY**

**EMPLOYMENT PROCESS ANALYSIS**

OCCUPATIONAL CATEGORY: **EEO 7 Service Maintenance**

DATE:

2/28/2013

POSITION OR POSITION CLASSIFICATION: **All Titles Except Custodians/Protective Service**

LABOR MARKET AREA: **Hartford County**

EMPLOYMENT PROCESS ANALYSIS	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISPANIC MALE	HISPANIC FEMALE	OTHER MALE	OTHER FEMALE
Workforce Number Current Filing	44	43	1	35	1	3	0	4	0	1	0
Workforce Number Prior Filing	45	44	1	37	1	3	0	3	0	1	0
Net Change(+or-)	-1	-1	0	-2	0	0	0	1	0	0	0
HIRES (incl. Pt to Ft)	2	2	0	1	0	0	0	1	0	0	0
PROMO INTO CATEGORY / CLASS	1	1	0	1	0	0	0	0	0	0	0
TRANSFER INTO	0	0	0	0	0	0	0	0	0	0	0
ADJUSTMENT - Coding Corrections	0	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0	0
<b>TOTAL INCREASES</b>	<b>3</b>	<b>3</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>
CONTRACT ENDED	0	0	0	0	0	0	0	0	0	0	0
FULL TIME TO PART TIME	0	0	0	0	0	0	0	0	0	0	0
RESIGNATIONS	3	3	0	3	0	0	0	0	0	0	0
RETIREMENTS	1	1	0	1	0	0	0	0	0	0	0
ADJUSTMENT - Coding Corrections	0	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0	0
<b>TOTAL REDUCTIONS</b>	<b>4</b>	<b>4</b>	<b>0</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
PROMOS WITHIN	3	3	0	2	0	0	0	1	0	0	0

**NOTES:**

**CENTRAL CONNECTICUT STATE UNIVERSITY**

**EMPLOYMENT PROCESS ANALYSIS**

**OCCUPATIONAL CATEGORY: EEO 7 Service Maintenance**

**DATE:**

2/28/2013

**POSITION OR POSITION CLASSIFICATION: Custodian**

**LABOR MARKET AREA: Hartford County**

EMPLOYMENT PROCESS ANALYSIS	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISPANIC MALE	HISPANIC FEMALE	OTHER MALE	OTHER FEMALE
Workforce Number Current Filing	32	19	13	12	8	3	0	4	5	0	0
Workforce Number Prior Filing	32	21	11	14	5	3	0	4	5	0	1
Net Change(+or-)	0	-2	2	-2	3	0	0	0	0	0	-1
HIRES (incl. Pt to Ft)	2	0	2	0	2	0	0	0	0	0	0
PROMO INTO CATEGORY / CLASS	0	0	0	0	0	0	0	0	0	0	0
TRANSFER INTO	0	0	0	0	0	0	0	0	0	0	0
ADJUSTMENT - Race Change	1	0	1	0	1	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0	0
<b>TOTAL INCREASES</b>	<b>3</b>	<b>0</b>	<b>3</b>	<b>0</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
TERMINATION (Inc. Contract Ending)	0	0	0	0	0	0	0	0	0	0	0
RESIGNATIONS	0	0	0	0	0	0	0	0	0	0	0
RETIREMENTS	1	1	0	1	0	0	0	0	0	0	0
PROMOTION OUT	1	1	0	1	0	0	0	0	0	0	0
PART TIME TO FULL TIME	0	0	0	0	0	0	0	0	0	0	0
ADJUSTMENT - Race Change	1	0	1	0	0	0	0	0	0	0	1
	0	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0	0
<b>TOTAL REDUCTIONS</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>
PROMOS WITHIN	0	0	0	0	0	0	0	0	0	0	0

**NOTES:**

**CENTRAL CONNECTICUT STATE UNIVERSITY**

**EMPLOYMENT PROCESS ANALYSIS**

OCCUPATIONAL CATEGORY: **EEO 7 Service Maintenance**

DATE:

**2/28/2013**

POSITION OR POSITION CLASSIFICATION: **Protective Services**

LABOR MARKET AREA: **Hartford County**

EMPLOYMENT PROCESS ANALYSIS	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISPANIC MALE	HISPANIC FEMALE	OTHER MALE	OTHER FEMALE
Workforce Number Current Filing	21	20	1	10	0	4	1	5	0	1	0
Workforce Number Prior Filing	21	20	1	10	0	4	1	5	0	1	0
Net Change(+or-)	0	0	0	0	0	0	0	0	0	0	0
HIRES (incl. Pt to Ft)	0	0	0	0	0	0	0	0	0	0	0
PROMO INTO CATEGORY / CLASS	0	0	0	0	0	0	0	0	0	0	0
TRANSFER INTO	0	0	0	0	0	0	0	0	0	0	0
ADJUSTMENT - Coding Corrections	0	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0	0
<b>TOTAL INCREASES</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
CONTRACT ENDED	0	0	0	0	0	0	0	0	0	0	0
FULL TIME TO PART TIME	0	0	0	0	0	0	0	0	0	0	0
RESIGNATIONS	0	0	0	0	0	0	0	0	0	0	0
RETIREMENTS	0	0	0	0	0	0	0	0	0	0	0
ADJUSTMENT - Coding Corrections	0	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0	0
<b>TOTAL REDUCTIONS</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
PROMOS WITHIN	0	0	0	0	0	0	0	0	0	0	0

**NOTES:**

**CENTRAL CONNECTICUT STATE UNIVERSITY  
APPLICANT FLOW ANALYSIS**

**OCCUPATIONAL CATEGORY:**  
**POSITION OR POSITION CLASSIFICATION:**  
**LOCATION:**

**EEO 1 Executive Administrative**  
**All Titles**  
**Statewide/National**

**DATE: February 28, 2013**

APPLICANT FLOW ANALYSIS	Grand Total	Total Male	Total Female	White Male	White Female	Black Male	Black Female	Hispanic Male	Hispanic Female	Other Male	Other Female	Unknown Male	Unknown Female	Unknown Unknown
Intra-agency	1	0	1	0	1	0	0	0	0	0	0	0	0	0
Outside agency	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Reemployment List	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Cert. Employment List	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Transfer List	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other Applicants	67	28	39	18	24	4	7	3	4	1	1	2	3	0
<b>TOTAL APPLICANTS</b>	<b>68</b>	<b>28</b>	<b>40</b>	<b>18</b>	<b>25</b>	<b>4</b>	<b>7</b>	<b>3</b>	<b>4</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>0</b>
<b>TOTAL REJECTED APPLICANTS</b>	<b>53</b>	<b>21</b>	<b>32</b>	<b>14</b>	<b>17</b>	<b>3</b>	<b>7</b>	<b>1</b>	<b>4</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>0</b>
<b>TOTAL QUALIFIED APPLICANTS</b>	<b>15</b>	<b>7</b>	<b>8</b>	<b>4</b>	<b>8</b>	<b>1</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>TOTAL TESTED</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>TOTAL PASSING EXAMINATION</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
Earned Ratings 1-5	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Earned Ratings 6-10	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Earned Ratings 11-15	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>TOTAL INTERVIEWED</b>	<b>12</b>	<b>6</b>	<b>6</b>	<b>3</b>	<b>6</b>	<b>1</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
Not offered Position	10	5	5	2	5	1	0	2	0	0	0	0	0	0
Offered Position	2	1	1	1	1	0	0	0	0	0	0	0	0	0
Refused Position	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>TOTAL ACCESSIONS*</b>	<b>2</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

Notes: Unknown Applicant Calculations are factored separately into the grand total, total male and total female categories. Total male + total female + unknown/unknown = grand total.

CENTRAL CONNECTICUT STATE UNIVERSITY  
 APPLICANT FLOW ANALYSIS

OCCUPATIONAL CATEGORY: **EEO 2 - Faculty**  
 POSITION OR POSITION CLASSIFICATION: **Assistant Professor**  
 LOCATION: **Statewide/National**

DATE: **February 28, 2013**

APPLICANT FLOW ANALYSIS	Grand Total	Total Male	Total Female	White Male	White Female	Black Male	Black Female	Hispanic Male	Hispanic Female	Other Male	Other Female	Unknown Male	Unknown Female	Unknown Unknown
Intra-agency	1	0	1	0	1	0	0	0	0	0	0	0	0	0
Outside agency	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Reemployment List	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Cert. Employment List	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Transfer List	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other Applicants	956	627	327	364	187	47	18	32	21	154	81	30	20	2
<b>TOTAL APPLICANTS</b>	<b>957</b>	<b>627</b>	<b>328</b>	<b>364</b>	<b>188</b>	<b>47</b>	<b>18</b>	<b>32</b>	<b>21</b>	<b>154</b>	<b>81</b>	<b>30</b>	<b>20</b>	<b>2</b>
TOTAL REJECTED APPLICANTS	400	272	128	158	81	11	5	12	7	78	27	13	8	0
TOTAL QUALIFIED APPLICANTS	557	355	200	206	107	36	13	20	14	76	54	17	12	2
TOTAL TESTED	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL PASSING EXAMINATION	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Earned Ratings 1-5	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Earned Ratings 6-10	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Earned Ratings 11-15	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>TOTAL INTERVIEWED</b>	<b>160</b>	<b>97</b>	<b>63</b>	<b>65</b>	<b>37</b>	<b>3</b>	<b>4</b>	<b>7</b>	<b>5</b>	<b>18</b>	<b>13</b>	<b>4</b>	<b>4</b>	<b>0</b>
Not offered Position	132	80	52	52	31	3	2	5	3	16	12	4	4	0
Offered Position	28	17	11	13	6	0	2	2	2	2	1	0	0	0
Refused Position	4	3	1	1	1	0	0	1	0	1	0	0	0	0
<b>TOTAL ACCESSIONS*</b>	<b>24</b>	<b>14</b>	<b>10</b>	<b>12</b>	<b>5</b>	<b>0</b>	<b>2</b>	<b>1</b>	<b>2</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>

Notes: Unknown applicant calculations are factored separately into the grand total, total male and total female categories. Total male + total female + unknown/unknown = grand total.

**CENTRAL CONNECTICUT STATE UNIVERSITY  
APPLICANT FLOW ANALYSIS**

**OCCUPATIONAL CATEGORY:** EEO 2 -Faculty  
**POSITION OR POSITION CLASSIFICATION:** Associate Professor  
**LOCATION:** Statewide/National

**DATE:** February 28, 2013

APPLICANT FLOW ANALYSIS	Grand Total	Total Male	Total Female	White Male	White Female	Black Male	Black Female	Hispanic Male	Hispanic Female	Other Male	Other Female	Unknown Male	Unknown Female	Unknown Unknown
Intra-agency	15	8	7	7	6	0	1	0	0	1	0	0	0	0
Outside agency	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Reemployment List	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Cert. Employment List	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Transfer List	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other Applicants	255	176	77	73	22	11	3	4	0	77	45	11	7	2
<b>TOTAL APPLICANTS</b>	<b>270</b>	<b>184</b>	<b>84</b>	<b>80</b>	<b>28</b>	<b>11</b>	<b>4</b>	<b>4</b>	<b>0</b>	<b>78</b>	<b>45</b>	<b>11</b>	<b>7</b>	<b>2</b>
TOTAL REJECTED APPLICANTS*	134	96	37	42	11	8	3	2	0	38	20	6	3	1
<b>TOTAL QUALIFIED APPLICANTS</b>	<b>136</b>	<b>88</b>	<b>47</b>	<b>38</b>	<b>17</b>	<b>3</b>	<b>1</b>	<b>2</b>	<b>0</b>	<b>40</b>	<b>25</b>	<b>5</b>	<b>4</b>	<b>1</b>
TOTAL TESTED	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL PASSING EXAMINATION	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Earned Ratings 1-5	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Earned Ratings 6-10	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Earned Ratings 11-15	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>TOTAL INTERVIEWED</b>	<b>101</b>	<b>69</b>	<b>32</b>	<b>33</b>	<b>15</b>	<b>3</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>28</b>	<b>14</b>	<b>4</b>	<b>2</b>	<b>0</b>
Not offered Position	75	52	23	22	9	3	1	1	0	23	12	3	1	0
Offered Position	26	17	9	11	6	0	0	0	0	5	2	1	1	0
Refused Position	6	5	1	2	0	0	0	0	0	2	0	1	1	0
<b>TOTAL ACCESSIONS*</b>	<b>20</b>	<b>12</b>	<b>8</b>	<b>9</b>	<b>6</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>3</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>0</b>

Notes: Unknown Applicant Calculations are factored separately into the Total Category, Total Male and Total Female categories. Total Male + Total Female + Unknown/Unknown = Grand Total: \*Two White males and one black female applied for promotions and were not recommended.

**CENTRAL CONNECTICUT STATE UNIVERSITY  
APPLICANT FLOW ANALYSIS**

**OCCUPATIONAL CATEGORY:** EEO 2 - Faculty  
**POSITION OR POSITION CLASSIFICATION:** Instructor  
**LOCATION:** Statewide/National

**DATE:** February 28, 2013

APPLICANT FLOW ANALYSIS	Grand Total	Total Male	Total Female	White Male	White Female	Black Male	Black Female	Hispanic Male	Hispanic Female	Other Male	Other Female	Unknown Male	Unknown Female	Unknown Unknown	
Intra-agency	0	0	0	0	0	0	0	0	0	0	0	0	0	0	A
Outside agency	0	0	0	0	0	0	0	0	0	0	0	0	0	0	B
Reemployment List	0	0	0	0	0	0	0	0	0	0	0	0	0	0	C
Cert. Employment List	0	0	0	0	0	0	0	0	0	0	0	0	0	0	D
Transfer List	0	0	0	0	0	0	0	0	0	0	0	0	0	0	E
Other Applicants	18	9	9	4	5	2	2	0	0	3	2	0	0	0	F
<b>TOTAL APPLICANTS</b>	<b>18</b>	<b>9</b>	<b>9</b>	<b>4</b>	<b>5</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>3</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>0</b>	G
<b>TOTAL REJECTED APPLICANTS</b>	<b>9</b>	<b>6</b>	<b>3</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>3</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>0</b>	H
<b>TOTAL QUALIFIED APPLICANTS</b>	<b>9</b>	<b>3</b>	<b>6</b>	<b>1</b>	<b>5</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	I
<b>TOTAL TESTED</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	J
<b>TOTAL PASSING EXAMINATION</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	K
Earned Ratings 1-5	0	0	0	0	0	0	0	0	0	0	0	0	0	0	L
Earned Ratings 6-10	0	0	0	0	0	0	0	0	0	0	0	0	0	0	M
Earned Ratings 11-15	0	0	0	0	0	0	0	0	0	0	0	0	0	0	N
<b>TOTAL INTERVIEWED</b>	<b>6</b>	<b>2</b>	<b>4</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	O
Not offered Position	4	1	3	0	2	1	1	0	0	0	0	0	0	0	P
Offered Position	2	1	1	1	1	0	0	0	0	0	0	0	0	0	Q
Refused Position	1	0	1	0	1	0	0	0	0	0	0	0	0	0	R
<b>TOTAL ACCESSIONS</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	S

Notes: Unknown Applicant Calculations are factored separately into the grand total, total male and total female categories. Total male + total female + unknown/unknown = grand total.

**CENTRAL CONNECTICUT STATE UNIVERSITY  
APPLICANT FLOW ANALYSIS**

**OCCUPATIONAL CATEGORY:** EEO 2 - Faculty  
**POSITION OR POSITION CLASSIFICATION:** Professor  
**LOCATION:** Statewide/National

**DATE:** February 28, 2013

APPLICANT FLOW ANALYSIS	Grand Total	Total Male	Total Female	White Male	White Female	Black Male	Black Female	Hispanic Male	Hispanic Female	Other Male	Other Female	Unknown Male	Unknown Female	Unknown Unknown	
Intra-agency	14	7	7	7	7	0	0	0	0	0	0	0	0	0	A
Outside agency	1	1	0	0	0	1	0	0	0	0	0	0	0	0	B
Reemployment List	0	0	0	0	0	0	0	0	0	0	0	0	0	0	C
Cert. Employment List	0	0	0	0	0	0	0	0	0	0	0	0	0	0	D
Transfer List	0	0	0	0	0	0	0	0	0	0	0	0	0	0	E
Other Applicants	0	0	0	0	0	0	0	0	0	0	0	0	0	0	F
<b>TOTAL APPLICANTS</b>	<b>15</b>	<b>8</b>	<b>7</b>	<b>7</b>	<b>7</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	G
TOTAL REJECTED APPLICANTS*	3	2	1	2	1	0	0	0	0	0	0	0	0	0	H
<b>TOTAL QUALIFIED APPLICANTS</b>	<b>12</b>	<b>6</b>	<b>6</b>	<b>5</b>	<b>6</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	I
TOTAL TESTED	0	0	0	0	0	0	0	0	0	0	0	0	0	0	J
TOTAL PASSING EXAMINATION	0	0	0	0	0	0	0	0	0	0	0	0	0	0	K
Earned Ratings 1-5	0	0	0	0	0	0	0	0	0	0	0	0	0	0	L
Earned Ratings 6-10	0	0	0	0	0	0	0	0	0	0	0	0	0	0	M
Earned Ratings 11-15	0	0	0	0	0	0	0	0	0	0	0	0	0	0	N
<b>TOTAL INTERVIEWED</b>	<b>12</b>	<b>6</b>	<b>6</b>	<b>5</b>	<b>6</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	O
Not offered Position	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P
Offered Position	12	6	6	5	6	1	0	0	0	0	0	0	0	0	Q
Refused Position	0	0	0	0	0	0	0	0	0	0	0	0	0	0	R
<b>TOTAL ACCESSIONS</b>	<b>12</b>	<b>6</b>	<b>6</b>	<b>5</b>	<b>6</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	S

Notes: Unknown Applicant Calculations are factored separately into the Total Category, Total Male and Total Female categories. Total Male + Total Female + Unknown/Unknown = Grand Total: \*Two White males and one White female applied for promotions and were not recommended.

**CENTRAL CONNECTICUT STATE UNIVERSITY  
APPLICANT FLOW ANALYSIS**

**OCCUPATIONAL CATEGORY:** EEO 2 - Faculty  
**POSITION OR POSITION CLASSIFICATION:** Coaching Staff  
**LOCATION:** Statewide/National

**DATE:** February 28, 2013

APPLICANT FLOW ANALYSIS	Grand Total	Total Male	Total Female	White Male	White Female	Black Male	Black Female	Hispanic Male	Hispanic Female	Other Male	Other Female	Unknown Male	Unknown Female	Unknown Unknown	
Intra-agency	0	0	0	0	0	0	0	0	0	0	0	0	0	0	A
Outside agency	0	0	0	0	0	0	0	0	0	0	0	0	0	0	B
Reemployment List	0	0	0	0	0	0	0	0	0	0	0	0	0	0	C
Cert. Employment List	0	0	0	0	0	0	0	0	0	0	0	0	0	0	D
Transfer List	0	0	0	0	0	0	0	0	0	0	0	0	0	0	E
Other Applicants	0	0	0	0	0	0	0	0	0	0	0	0	0	0	F
<b>TOTAL APPLICANTS</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	G
TOTAL REJECTED APPLICANTS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	H
TOTAL QUALIFIED APPLICANTS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	I
TOTAL TESTED	0	0	0	0	0	0	0	0	0	0	0	0	0	0	J
TOTAL PASSING EXAMINATION	0	0	0	0	0	0	0	0	0	0	0	0	0	0	K
Earned Ratings 1-5	0	0	0	0	0	0	0	0	0	0	0	0	0	0	L
Earned Ratings 6-10	0	0	0	0	0	0	0	0	0	0	0	0	0	0	M
Earned Ratings 11-15	0	0	0	0	0	0	0	0	0	0	0	0	0	0	N
<b>TOTAL INTERVIEWED</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	O
Not offered Position	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P
Offered Position	0	0	0	0	0	0	0	0	0	0	0	0	0	0	Q
Refused Position	0	0	0	0	0	0	0	0	0	0	0	0	0	0	R
<b>TOTAL ACCESSIONS*</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	S

Notes: Unknown Applicant Calculations are factored separately into the grand total, total male and total female categories. Total male + total female + unknown/unknown = grand total.

**CENTRAL CONNECTICUT STATE UNIVERSITY  
APPLICANT FLOW ANALYSIS**

**OCCUPATIONAL CATEGORY:** EEO 3 - Professional Non Faculty  
**POSITION OR POSITION CLASSIFICATION:** All Titles  
**LOCATION:** Statewide/National

**DATE:** February 28, 2013

APPLICANT FLOW ANALYSIS	Grand Total	Total Male	Total Female	White Male	White Female	Black Male	Black Female	Hispanic Male	Hispanic Female	Other Male	Other Female	Unknown Male	Unknown Female	Unknown Unknown
Intra-agency	1	0	1	0	1	0	0	0	0	0	0	0	0	0
Outside agency	4	3	1	1	1	1	0	1	0	0	0	0	0	0
Reemployment List	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Cert. Employment List	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Transfer List	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other Applicants	1029	347	663	172	329	75	133	25	57	47	53	28	91	19
<b>TOTAL APPLICANTS</b>	<b>1034</b>	<b>350</b>	<b>665</b>	<b>173</b>	<b>331</b>	<b>76</b>	<b>133</b>	<b>26</b>	<b>57</b>	<b>47</b>	<b>53</b>	<b>28</b>	<b>91</b>	<b>19</b>
<b>TOTAL REJECTED APPLICANTS</b>	<b>769</b>	<b>262</b>	<b>493</b>	<b>124</b>	<b>243</b>	<b>55</b>	<b>91</b>	<b>17</b>	<b>41</b>	<b>41</b>	<b>45</b>	<b>25</b>	<b>73</b>	<b>14</b>
<b>TOTAL QUALIFIED APPLICANTS</b>	<b>265</b>	<b>88</b>	<b>172</b>	<b>49</b>	<b>88</b>	<b>21</b>	<b>42</b>	<b>9</b>	<b>16</b>	<b>6</b>	<b>8</b>	<b>3</b>	<b>18</b>	<b>5</b>
TOTAL TESTED	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL PASSING EXAMINATION	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Earned Ratings 1-5	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Earned Ratings 6-10	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Earned Ratings 11-15	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>TOTAL INTERVIEWED</b>	<b>138</b>	<b>53</b>	<b>85</b>	<b>31</b>	<b>46</b>	<b>9</b>	<b>18</b>	<b>8</b>	<b>9</b>	<b>3</b>	<b>4</b>	<b>2</b>	<b>8</b>	<b>0</b>
Not offered Position	123	43	80	22	42	9	17	7	9	3	4	2	8	0
Offered Position	15	10	5	9	4	0	1	1	0	0	0	0	0	0
Refused Position	1	1	0	1	0	0	0	0	0	0	0	0	0	0
<b>TOTAL ACCESSIONS</b>	<b>14</b>	<b>9</b>	<b>5</b>	<b>8</b>	<b>4</b>	<b>0</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

Notes: Unknown Applicant Calculations are factored separately into the grand total, total male and total female categories. Total male + total female + unknown/unknown = grand total.

**CENTRAL CONNECTICUT STATE UNIVERSITY  
APPLICANT FLOW ANALYSIS**

**OCCUPATIONAL CATEGORY:** EEO 4 - Clerical  
**POSITION OR POSITION CLASSIFICATION:** Administrative Assistant  
**LOCATION:** Hartford County

**DATE:** February 28, 2013

APPLICANT FLOW ANALYSIS	Grand Total	Total Male	Total Female	White Male	White Female	Black Male	Black Female	Hispanic Male	Hispanic Female	Other Male	Other Female	Unknown Male	Unknown Female	Unknown Unknown	
Intra-agency	0	0	0	0	0	0	0	0	0	0	0	0	0	0	A
Outside agency	0	0	0	0	0	0	0	0	0	0	0	0	0	0	B
Reemployment List	0	0	0	0	0	0	0	0	0	0	0	0	0	0	C
Cert. Employment List	0	0	0	0	0	0	0	0	0	0	0	0	0	0	D
Transfer List	0	0	0	0	0	0	0	0	0	0	0	0	0	0	E
Other Applicants	79	0	79	0	52	0	11	0	9	0	2	0	5	0	F
<b>TOTAL APPLICANTS</b>	<b>79</b>	<b>0</b>	<b>79</b>	<b>0</b>	<b>52</b>	<b>0</b>	<b>11</b>	<b>0</b>	<b>9</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>5</b>	<b>0</b>	G
<b>TOTAL REJECTED APPLICANTS</b>	<b>21</b>	<b>0</b>	<b>21</b>	<b>0</b>	<b>12</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>3</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>0</b>	H
<b>TOTAL QUALIFIED APPLICANTS</b>	<b>58</b>	<b>0</b>	<b>58</b>	<b>0</b>	<b>40</b>	<b>0</b>	<b>9</b>	<b>0</b>	<b>6</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>3</b>	<b>0</b>	I
<b>TOTAL TESTED</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	J
<b>TOTAL PASSING EXAMINATION</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	K
Earned Ratings 1-5	0	0	0	0	0	0	0	0	0	0	0	0	0	0	L
Earned Ratings 6-10	0	0	0	0	0	0	0	0	0	0	0	0	0	0	M
Earned Ratings 11-15	0	0	0	0	0	0	0	0	0	0	0	0	0	0	N
<b>TOTAL INTERVIEWED</b>	<b>9</b>	<b>0</b>	<b>9</b>	<b>0</b>	<b>7</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	O
Not offered Position	8	0	8	0	6	0	1	0	1	0	0	0	0	0	P
Offered Position	1	0	1	0	1	0	0	0	0	0	0	0	0	0	Q
Refused Position	0	0	0	0	0	0	0	0	0	0	0	0	0	0	R
<b>TOTAL ACCESSIONS</b>	<b>1</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	S

Notes: Unknown Applicant Calculations are factored separately into the grand total, total male and total female categories. Total male + total female + unknown/unknown = grand total.

**CENTRAL CONNECTICUT STATE UNIVERSITY  
APPLICANT FLOW ANALYSIS**

**OCCUPATIONAL CATEGORY:** EEO 4 - Clerical  
**POSITION OR POSITION CLASSIFICATION:** All Titles Except Sec 2 & Admin Asst  
**LOCATION:** Hartford County

**DATE:** February 28, 2013

APPLICANT FLOW ANALYSIS	Grand Total	Total Male	Total Female	White Male	White Female	Black Male	Black Female	Hispanic Male	Hispanic Female	Other Male	Other Female	Unknown Male	Unknown Female	Unknown Unknown
Intra-agency	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Outside agency	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Reemployment List	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Cert. Employment List	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Transfer List	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other Applicants	159	28	130	19	86	3	25	2	11	3	3	1	5	1
<b>TOTAL APPLICANTS</b>	<b>159</b>	<b>28</b>	<b>130</b>	<b>19</b>	<b>86</b>	<b>3</b>	<b>25</b>	<b>2</b>	<b>11</b>	<b>3</b>	<b>3</b>	<b>1</b>	<b>5</b>	<b>1</b>
<b>TOTAL REJECTED APPLICANTS</b>	<b>143</b>	<b>27</b>	<b>115</b>	<b>18</b>	<b>75</b>	<b>3</b>	<b>23</b>	<b>2</b>	<b>10</b>	<b>3</b>	<b>3</b>	<b>1</b>	<b>4</b>	<b>1</b>
<b>TOTAL QUALIFIED APPLICANTS</b>	<b>16</b>	<b>1</b>	<b>15</b>	<b>1</b>	<b>11</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>0</b>
<b>TOTAL TESTED</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>TOTAL PASSING EXAMINATION</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
Earned Ratings 1-5	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Earned Ratings 6-10	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Earned Ratings 11-15	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>TOTAL INTERVIEWED</b>	<b>10</b>	<b>1</b>	<b>9</b>	<b>1</b>	<b>6</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>0</b>
Not offered Position	9	1	8	1	5	0	2	0	0	0	0	0	1	0
Offered Position	1	0	1	0	1	0	0	0	0	0	0	0	0	0
Refused Position	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>TOTAL ACCESSIONS</b>	<b>1</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

Notes: Unknown Applicant Calculations are factored separately into the grand total, total male and total female categories. Total male + total female + unknown/unknown = grand total.

**CENTRAL CONNECTICUT STATE UNIVERSITY  
APPLICANT FLOW ANALYSIS**

**OCCUPATIONAL CATEGORY:** EEO 4 - Clerical  
**POSITION OR POSITION CLASSIFICATION:** Secretary 2  
**LOCATION:** Hartford County

**DATE:** February 28, 2013

APPLICANT FLOW ANALYSIS	Grand Total	Total Male	Total Female	White Male	White Female	Black Male	Black Female	Hispanic Male	Hispanic Female	Other Male	Other Female	Unknown Male	Unknown Female	Unknown Unknown
Intra-agency	1	0	1	0	1	0	0	0	0	0	0	0	0	0
Outside agency	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Reemployment List	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Cert. Employment List	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Transfer List	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other Applicants	69	2	67	0	40	0	6	1	6	0	2	1	13	0
<b>TOTAL APPLICANTS</b>	<b>70</b>	<b>2</b>	<b>68</b>	<b>0</b>	<b>41</b>	<b>0</b>	<b>6</b>	<b>1</b>	<b>6</b>	<b>0</b>	<b>2</b>	<b>1</b>	<b>13</b>	<b>0</b>
<b>TOTAL REJECTED APPLICANTS</b>	<b>26</b>	<b>1</b>	<b>25</b>	<b>0</b>	<b>11</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>3</b>	<b>0</b>	<b>1</b>	<b>1</b>	<b>9</b>	<b>0</b>
<b>TOTAL QUALIFIED APPLICANTS</b>	<b>44</b>	<b>1</b>	<b>43</b>	<b>0</b>	<b>30</b>	<b>0</b>	<b>5</b>	<b>1</b>	<b>3</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>4</b>	<b>0</b>
<b>TOTAL TESTED</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>TOTAL PASSING EXAMINATION</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
Earned Ratings 1-5	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Earned Ratings 6-10	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Earned Ratings 11-15	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>TOTAL INTERVIEWED</b>	<b>7</b>	<b>0</b>	<b>7</b>	<b>0</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>2</b>	<b>0</b>
Not offered Position	5	0	5	0	2	0	0	0	0	0	1	0	2	0
Offered Position	2	0	2	0	2	0	0	0	0	0	0	0	0	0
Refused Position	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>TOTAL ACCESSIONS</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

Notes: Unknown Applicant Calculations are factored separately into the grand total, total male and total female categories. Total male + total female + unknown/unknown = grand total.

**CENTRAL CONNECTICUT STATE UNIVERSITY  
APPLICANT FLOW ANALYSIS**

**OCCUPATIONAL CATEGORY:** EEO 5 - Technical/Paraprofessional  
**POSITION OR POSITION CLASSIFICATION:** All Titles  
**LOCATION:** Hartford County

**DATE:** February 28, 2013

APPLICANT FLOW ANALYSIS	Grand Total	Total Male	Total Female	White Male	White Female	Black Male	Black Female	Hispanic Male	Hispanic Female	Other Male	Other Female	Unknown Male	Unknown Female	Unknown Unknown
Intra-agency	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Outside agency	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Reemployment List	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Cert. Employment List	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Transfer List	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other Applicants	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>TOTAL APPLICANTS</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
TOTAL REJECTED APPLICANTS	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL QUALIFIED APPLICANTS	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL TESTED	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL PASSING EXAMINATION	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Earned Ratings 1-5	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Earned Ratings 6-10	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Earned Ratings 11-15	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>TOTAL INTERVIEWED</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
Not offered Position	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Offered Position	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Refused Position	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>TOTAL ACCESSIONS*</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

Notes: Unknown Applicant Calculations are factored separately into the grand total, total male and total female categories. Total male + total female + unknown/unknown = grand total.

**CENTRAL CONNECTICUT STATE UNIVERSITY  
APPLICANT FLOW ANALYSIS**

**OCCUPATIONAL CATEGORY:** EEO 7 - Service Maintenance  
**POSITION OR POSITION CLASSIFICATION:** All Titles  
**LOCATION:** Hartford County

**DATE:** February 28, 2013

APPLICANT FLOW ANALYSIS	Grand Total	Total Male	Total Female	White Male	White Female	Black Male	Black Female	Hispanic Male	Hispanic Female	Other Male	Other Female	Unknown Male	Unknown Female	Unknown Unknown	
Intra-agency	1	1	0	1	0	0	0	0	0	0	0	0	0	0	A
Outside agency	0	0	0	0	0	0	0	0	0	0	0	0	0	0	B
Reemployment List	0	0	0	0	0	0	0	0	0	0	0	0	0	0	C
Cert. Employment List	0	0	0	0	0	0	0	0	0	0	0	0	0	0	D
Transfer List	0	0	0	0	0	0	0	0	0	0	0	0	0	0	E
Other Applicants	135	133	2	101	1	11	1	15	0	1	0	5	0	0	F
<b>TOTAL APPLICANTS</b>	<b>136</b>	<b>134</b>	<b>2</b>	<b>102</b>	<b>1</b>	<b>11</b>	<b>1</b>	<b>15</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>5</b>	<b>0</b>	<b>0</b>	G
TOTAL REJECTED APPLICANTS	68	66	2	47	1	6	1	10	0	1	0	2	0	0	H
TOTAL QUALIFIED APPLICANTS	<b>68</b>	<b>68</b>	<b>0</b>	<b>55</b>	<b>0</b>	<b>5</b>	<b>0</b>	<b>5</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>3</b>	<b>0</b>	<b>0</b>	I
TOTAL TESTED	0	0	0	0	0	0	0	0	0	0	0	0	0	0	J
TOTAL PASSING EXAMINATION	0	0	0	0	0	0	0	0	0	0	0	0	0	0	K
Earned Ratings 1-5	0	0	0	0	0	0	0	0	0	0	0	0	0	0	L
Earned Ratings 6-10	0	0	0	0	0	0	0	0	0	0	0	0	0	0	M
Earned Ratings 11-15	0	0	0	0	0	0	0	0	0	0	0	0	0	0	N
TOTAL INTERVIEWED	24	24	0	20	0	0	0	3	0	0	0	1	0	0	O
Not offered Position	21	21	0	18	0	0	0	2	0	0	0	1	0	0	P
Offered Position	3	3	0	2	0	0	0	1	0	0	0	0	0	0	Q
Refused Position	0	0	0	0	0	0	0	0	0	0	0	0	0	0	R
TOTAL ACCESSIONS*	3	3	0	2	0	0	0	1	0	0	0	0	0	0	S

Notes: Unknown Applicant Calculations are factors separately into the Total Category, Total Male and Total Female categories. Total Male + Total Female + Unknown/Unknown = Grand Total

**CENTRAL CONNECTICUT STATE UNIVERSITY  
APPLICANT FLOW ANALYSIS**

**OCCUPATIONAL CATEGORY:** EEO 6 - Skilled Crafts  
**POSITION OR POSITION CLASSIFICATION:** All Titles  
**LOCATION:** Hartford County

**DATE:** February 28, 2013

APPLICANT FLOW ANALYSIS	Grand Total	Total Male	Total Female	White Male	White Female	Black Male	Black Female	Hispanic Male	Hispanic Female	Other Male	Other Female	Unknown Male	Unknown Female	Unknown Unknown	
Intra-agency	0	0	0	0	0	0	0	0	0	0	0	0	0	0	A
Outside agency	1	1	0	1	0	0	0	0	0	0	0	0	0	0	B
Reemployment List	0	0	0	0	0	0	0	0	0	0	0	0	0	0	C
Cert. Employment List	0	0	0	0	0	0	0	0	0	0	0	0	0	0	D
Transfer List	0	0	0	0	0	0	0	0	0	0	0	0	0	0	E
Other Applicants	118	117	1	100	1	6	0	4	0	2	0	5	0	0	F
<b>TOTAL APPLICANTS</b>	<b>119</b>	<b>118</b>	<b>1</b>	<b>101</b>	<b>1</b>	<b>6</b>	<b>0</b>	<b>4</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>5</b>	<b>0</b>	<b>0</b>	G
TOTAL REJECTED APPLICANTS	59	59	0	47	0	6	0	2	0	2	0	2	0	0	H
TOTAL QUALIFIED APPLICANTS	60	59	1	54	1	0	0	2	0	0	0	3	0	0	I
TOTAL TESTED	0	0	0	0	0	0	0	0	0	0	0	0	0	0	J
TOTAL PASSING EXAMINATION	0	0	0	0	0	0	0	0	0	0	0	0	0	0	K
Earned Ratings 1-5	0	0	0	0	0	0	0	0	0	0	0	0	0	0	L
Earned Ratings 6-10	0	0	0	0	0	0	0	0	0	0	0	0	0	0	M
Earned Ratings 11-15	0	0	0	0	0	0	0	0	0	0	0	0	0	0	N
<b>TOTAL INTERVIEWED</b>	<b>24</b>	<b>23</b>	<b>1</b>	<b>19</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>3</b>	<b>0</b>	<b>0</b>	O
Not offered Position	22	22	0	18	0	0	0	1	0	0	0	3	0	0	P
Offered Position	2	1	1	1	1	0	0	0	0	0	0	0	0	0	Q
Refused Position	0	0	0	0	0	0	0	0	0	0	0	0	0	0	R
<b>TOTAL ACCESSIONS</b>	<b>2</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	S

Notes: Unknown Applicant Calculations are factors separately into the Total Category, Total Male and Total Female categories. Total Male + Total Female + Unknown/Unknown = Grand Total

**CENTRAL CONNECTICUT STATE UNIVERSITY  
APPLICANT FLOW ANALYSIS**

**OCCUPATIONAL CATEGORY:** EEO 7 - Service Maintenance  
**POSITION OR POSITION CLASSIFICATION:** Custodian  
**LOCATION:** Hartford County

**DATE:** February 28, 2013

APPLICANT FLOW ANALYSIS	Grand Total	Total Male	Total Female	White Male	White Female	Black Male	Black Female	Hispanic Male	Hispanic Female	Other Male	Other Female	Unknown Male	Unknown Female	Unknown Unknown	
Intra-agency	0	0	0	0	0	0	0	0	0	0	0	0	0	0	A
Outside agency	1	0	1	0	1	0	0	0	0	0	0	0	0	0	B
Reemployment List	0	0	0	0	0	0	0	0	0	0	0	0	0	0	C
Cert. Employment List	0	0	0	0	0	0	0	0	0	0	0	0	0	0	D
Transfer List	0	0	0	0	0	0	0	0	0	0	0	0	0	0	E
Other Applicants	136	115	20	70	8	16	2	22	8	3	2	4	0	1	F
<b>TOTAL APPLICANTS</b>	<b>137</b>	<b>115</b>	<b>21</b>	<b>70</b>	<b>9</b>	<b>16</b>	<b>2</b>	<b>22</b>	<b>8</b>	<b>3</b>	<b>2</b>	<b>4</b>	<b>0</b>	<b>1</b>	G
<b>TOTAL REJECTED APPLICANTS</b>	<b>65</b>	<b>55</b>	<b>9</b>	<b>40</b>	<b>3</b>	<b>7</b>	<b>2</b>	<b>5</b>	<b>3</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>0</b>	<b>1</b>	H
<b>TOTAL QUALIFIED APPLICANTS</b>	<b>72</b>	<b>60</b>	<b>12</b>	<b>30</b>	<b>6</b>	<b>9</b>	<b>0</b>	<b>17</b>	<b>5</b>	<b>2</b>	<b>1</b>	<b>2</b>	<b>0</b>	<b>0</b>	I
<b>TOTAL TESTED</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	J
<b>TOTAL PASSING EXAMINATION</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	K
Earned Ratings 1-5	0	0	0	0	0	0	0	0	0	0	0	0	0	0	L
Earned Ratings 6-10	0	0	0	0	0	0	0	0	0	0	0	0	0	0	M
Earned Ratings 11-15	0	0	0	0	0	0	0	0	0	0	0	0	0	0	N
<b>TOTAL INTERVIEWED</b>	<b>15</b>	<b>11</b>	<b>4</b>	<b>6</b>	<b>3</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>	O
Not offered Position	13	11	2	6	1	2	0	2	1	0	0	1	0	0	P
Offered Position	2	0	2	0	2	0	0	0	0	0	0	0	0	0	Q
Refused Position	0	0	0	0	0	0	0	0	0	0	0	0	0	0	R
<b>TOTAL ACCESSIONS</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	S

Notes: Unknown Applicant Calculations are factors separately into the Total Category, Total Male and Total Female categories. Total Male + Total Female + Unknown/Unknown = Grand Total

**CENTRAL CONNECTICUT STATE UNIVERSITY  
APPLICANT FLOW ANALYSIS**

**OCCUPATIONAL CATEGORY:** EEO 7 - Protective Service  
**POSITION OR POSITION CLASSIFICATION:** All Titles  
**LOCATION:** Hartford County

**DATE:** February 28, 2013

APPLICANT FLOW ANALYSIS	Grand Total	Total Male	Total Female	White Male	White Female	Black Male	Black Female	Hispanic Male	Hispanic Female	Other Male	Other Female	Unknown Male	Unknown Female	Unknown Unknown	
Intra-agency	0	0	0	0	0	0	0	0	0	0	0	0	0	0	A
Outside agency	0	0	0	0	0	0	0	0	0	0	0	0	0	0	B
Reemployment List	0	0	0	0	0	0	0	0	0	0	0	0	0	0	C
Cert. Employment List	0	0	0	0	0	0	0	0	0	0	0	0	0	0	D
Transfer List	0	0	0	0	0	0	0	0	0	0	0	0	0	0	E
Other Applicants	0	0	0	0	0	0	0	0	0	0	0	0	0	0	F
<b>TOTAL APPLICANTS</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	G
TOTAL REJECTED APPLICANTS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	H
TOTAL QUALIFIED APPLICANTS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	I
TOTAL TESTED	0	0	0	0	0	0	0	0	0	0	0	0	0	0	J
TOTAL PASSING EXAMINATION	0	0	0	0	0	0	0	0	0	0	0	0	0	0	K
Earned Ratings 1-5	0	0	0	0	0	0	0	0	0	0	0	0	0	0	L
Earned Ratings 6-10	0	0	0	0	0	0	0	0	0	0	0	0	0	0	M
Earned Ratings 11-15	0	0	0	0	0	0	0	0	0	0	0	0	0	0	N
<b>TOTAL INTERVIEWED</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	O
Not offered Position	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P
Offered Position	0	0	0	0	0	0	0	0	0	0	0	0	0	0	Q
Refused Position	0	0	0	0	0	0	0	0	0	0	0	0	0	0	R
<b>TOTAL ACCESSIONS*</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	S

Notes: Unknown Applicant Calculations are factors separately into the Total Category, Total Male and Total Female categories. Total Male + Total Female + Unknown/Unknown = Grand Total























OCCUPATIONAL CATEGORY: EEO-1 - EXECUTIVE/ADMINISTRATIVE

POSITION OR POSITION CLASSIFICATION:

Form #42 A4

TRAINING ANALYSIS

7/17/2013 16:12

TYPES OF TRAINING	DATE	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISPANIC MALE	HISPANIC FEMALE	OTHER MALE	OTHER FEMALE
COMMON DECENCY	SPRING 2012	4	1	3	0	2	1	0	0	1	0	0
DIGESTIVE HEALTH	SPRING 2012	1	0	1	0	1	0	0	0	0	0	0
Sexual Harassment Prevention		7	5	2	4	1	0	0	1	1	0	0
Diversity Training		0	0	0	0	0	0	0	0	0	0	0
		0	0	0								
<b>Grand Totals</b>		<b>12</b>	<b>6</b>	<b>6</b>	<b>4</b>	<b>4</b>	<b>1</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>0</b>	<b>0</b>

OCCUPATIONAL CATEGORY: EEO-2 - FACULTY  
 POSITION OR POSITION CLASSIFICATION: Professor  
 Form #42 A4

TRAINING ANALYSIS

7/17/2013 16:12

TYPES OF TRAINING	DATE	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISPANIC MALE	HISPANIC FEMALE	OTHER MALE	OTHER FEMALE
Banner	SPRING 2012	1	1	0	1	0	0	0	0	0	0	0
Blackboard Learn	SPRING 2012	3	0	3	0	1	0	1	0	1	0	0
ePortfolio	SPRING 2012	1	0	1	0	0	0	0	0	1	0	0
Instructional Design	SPRING 2012	1	1	0	1	0	0	0	0	0	0	0
Migration Lab	SPRING 2012	2	1	1	1	1	0	0	0	0	0	0
Moving to Blackboard Learn	SPRING 2012	1	0	1	0	1	0	0	0	0	0	0
Social Media	SPRING 2012	1	0	1	0	1	0	0	0	0	0	0
Universal Design	SPRING 2012	1	1	0	1	0	0	0	0	0	0	0
Word	SPRING 2012	1	0	1	0	1	0	0	0	0	0	0
Adobe Desktop Publishing Overview PC	Fall 2012	1	1	0				1				
Sexual Harassment Prevention		55	31	24	20	19	4	1	3	2	4	2
Diversity Training		5	4	1	3	1			1			
<b>Grand Totals</b>		<b>73</b>	<b>40</b>	<b>33</b>	<b>27</b>	<b>25</b>	<b>5</b>	<b>2</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>2</b>

OCCUPATIONAL CATEGORY: EEO-2 - FACULTY

POSITION OR POSITION CLASSIFICATION: Associate Professor

Form #42 A4

TRAINING ANALYSIS

7/17/2013 16:12

TYPES OF TRAINING	DATE	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISPANIC MALE	HISPANIC FEMALE	OTHER MALE	OTHER FEMALE
Common Decency	Spring 2012	1	0	1		1						
StargazingNight Sky Watching	Spring 2012	1	1	0	1							
Sexual Harassment Prevention		46	22	24	11	19	2	2	2		7	3
Diversity Training		5	4	1	3						1	1
		0	0	0								
		0	0	0								
		0	0	0								
		0	0	0								
<b>Grand Totals</b>		<b>53</b>	<b>27</b>	<b>26</b>	<b>15</b>	<b>20</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>8</b>	<b>4</b>

OCCUPATIONAL CATEGORY: EEO-2 - FACULTY

POSITION OR POSITION CLASSIFICATION: Assistant Professor

Form #42 A4

TRAINING ANALYSIS

7/17/2013 16:12

TYPES OF TRAINING	DATE	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISPANIC MALE	HISPANIC FEMALE	OTHER MALE	OTHER FEMALE
Don't Take It For 'Grant'-ed	Fall 2012	1	1	0	1							
Grammatically Correct&Perfectly Punctuated: End Your Grammar and Punctuation Woes...	Fall 2012	1	1	0	1							
Thw Two-Day Writing Clinic-NEW!	Fall 2012	1	1	0	1							
Sexual Harassment Prevention		55	28	27	26	20		3	1	2	1	2
Diversity Training		15	9	6	8	5				1	1	
<b>Grand Totals</b>		<b>73</b>	<b>40</b>	<b>33</b>	<b>37</b>	<b>25</b>	<b>0</b>	<b>3</b>	<b>1</b>	<b>3</b>	<b>2</b>	<b>2</b>

**OCCUPATIONAL CATEGORY: EEO-2 - FACULTY**

**POSITION OR POSITION CLASSIFICATION:** Instructor

Form #42 A4

**TRAINING ANALYSIS**

7/17/2013 16:12

TYPES OF TRAINING	DATE	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISPANIC MALE	HISPANIC FEMALE	OTHER MALE	OTHER FEMALE
Sexual Harassment Prevention		16	10	6	8	5			1	1	1	
Diversity Training		7	2	5	2	4						1
<b>Grand Totals</b>		<b>23</b>	<b>12</b>	<b>11</b>	<b>10</b>	<b>9</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>

OCCUPATIONAL CATEGORY: EEO-2 - FACULTY  
 POSITION OR POSITION CLASSIFICATION: Coach  
 Form #42 A4

TRAINING ANALYSIS

7/17/2013 16:12

TYPES OF TRAINING	DATE	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISPANIC MALE	HISPANIC FEMALE	OTHER MALE	OTHER FEMALE
Sexual Harassment Prevention		14	9	5	8	5	1					
Diversity Training		9	9	0	9	0	0	0	0	0	0	0
		0	0	0								
<b>Grand Totals</b>		<b>23</b>	<b>18</b>	<b>5</b>	<b>17</b>	<b>5</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

OCCUPATIONAL CATEGORY: EEO-3 - PROFESSIONAL NON-FACULTY

POSITION OR POSITION CLASSIFICATION:

Form #42 A4

TRAINING ANALYSIS

7/17/2013 16:12

TYPES OF TRAINING	DATE	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISPANIC MALE	HISPANIC FEMALE	OTHER MALE	OTHER FEMALE
Banner	SPRING 2012	1	0	1	0	1	0	0	0	0	0	0
Final Site	SPRING 2012	1	0	1	0	1	0	0	0	0	0	0
Banner	SPRING 2012	1	1	0	0	0	0	0	1	0	0	0
Blackboard Vista	SPRING 2012	1	1	0	1	0	0	0	0	0	0	0
Access: Intermediate	SPRING 2012	1	0	1		1						
ACUI 2012 Region 1 Conference	Fall 2012	2	0	2		1		1				
Attitude	SPRING 2012	1	0	1		1					1	
Beyond the Basics of Word	SPRING 2012	1	0	1							1	
Common Decency	SPRING 2012	34	12	22	8	16	1	2	1	3	2	1
Dealing Positively with Anger and Frustration	SPRING 2012	1	1	0							1	
Digestive Health	SPRING 2012	30	5	25	3	18		3	1	4	1	
Essentials of Project Management	SPRING 2012	2	2	0	2							
Excel: Introduction	Fall 2012	1	0	1		1						
Federal Grants Compliance	Fall 2012	1	0	1		1						
Forensic Accounting: What You Don't Know Most Ceratinly CAN Hurt You!	Fall 2012	1	0	1		1						
Freedom of Information Act: What You Need to Know for Compliance&Protect.	SPRING 2012	1	1	0	1							
Lean Start-Ups Introductory Workshop	SPRING 2012	1	0	1				1				
Mastering Office Politics	SPRING 2012	1	0	1		1						
New Manager Essentials	SPRING 2012	1	1	0	1							
PowerPoint 2007-Creating Dynamic Presentations	Fall 2012	1	0	1		1						
Senior Care 101	SPRING 2012	17	4	13	2	8		3	1	2	1	
SMARTBoard for Novices	SPRING 2012	1	0	1		1						
Social Media as a Marketing Tool	Fall 2012	1	1	0	1							
Social Media as a Marketing Tool	SPRING 2012	1	1	0	1							
Stargazing Night Sky Watching	SPRING 2012	30	5	25	3	21	1	2	1	2		
The End of The World as We Know It	SPRING 2012	27	12	15	11	15	1					
The Supervisor's Toolkit Workshop Session 1	Fall 2012	17	8	9	5	6	2	1	1	2		
The Supervisor's Toolkit Workshop Session 2	Fall 2012	16	8	8	6	5	1	1	1	2		
The Supervisor's Toolkit Workshop Session 2	SPRING 2012	4	2	2	1	1		1	1			
Sexual Harassment Prevention		128	52	76	40	61	3	7	8	5	1	3
Diversity Training		3	1	2	1	2					0	
<b>Grand Totals</b>		<b>329</b>	<b>118</b>	<b>211</b>	<b>87</b>	<b>164</b>	<b>9</b>	<b>22</b>	<b>16</b>	<b>21</b>	<b>6</b>	<b>4</b>

OCCUPATIONAL CATEGORY: EEO-4 - SECRETARIAL CLERICAL

POSITION OR POSITION CLASSIFICATION: Secretary 2

Form #42A4

TRAINING ANALYSIS

7/17/2013 16:12

TYPES OF TRAINING	DATE	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISPANIC MALE	HISPANIC FEMALE	OTHER MALE	OTHER FEMALE
Accounting 1	Fall 2012	1	0	1						1		
Adobe Photoshop: In-Depth	Fall 2012	1	0	1				1				
Beyond the Basics of Word	Spring 2012	1	0	1		1						
Common Decency	Spring 2012	7	0	7		5		2				
Developing the Leader Within	Fall 2012	1	0	1		1						
Digestive Health	Spring 2012	8	0	8		7				1		
Excel: Advanced Topcs	Spring 2012	1	0	1		1						
Excel: Introduction	Fall 2012	1	0	1		1						
Organizationsl Skills for the Creative Person	Spring 2012	1	0	1		1						
PowerPoint 2007 Creating Dynamic Presentations	Fall 2012	1	0	1		1						
Professional Cert Program	Spring 2012	1	0	1		1						
Senior Care 101	Spring 2012	8	1	7	1	6		1				
Stargazing Night Sky Watching	Spring 2012	9	0	9		7				2		
The End of The World as We know It	Spring 2012	4	0	4		3				1		
Web Page Design with HTML	Fall 2012	1	0	1		1						
Sexual Harassment Prevention		23	1	22	1	17		1		4		
Diversity Training		0	0	0	0	0	0	0	0	0	0	0
<b>Grand Totals</b>		<b>69</b>	<b>2</b>	<b>67</b>	<b>2</b>	<b>53</b>	<b>0</b>	<b>5</b>	<b>0</b>	<b>9</b>	<b>0</b>	<b>0</b>

**OCCUPATIONAL CATEGORY: EEO-4 -  
SECRETARIAL CLERICAL  
POSITION OR POSITION CLASSIFICATION:**

Administrative Assistant

Form #42 A4

**TRAINING ANALYSIS**

7/17/2013 16:12

TYPES OF TRAINING	DATE	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISPANIC MALE	HISPANIC FEMALE	OTHER MALE	OTHER FEMALE
COMMON DECENCY	SPRING 2012	2	0	2	0	2	0	0	0	0	0	0
FORTY BARE ESSENTIALS & GOLDEN RULES FOR BUSINESS WRITING	FALL 2012	1	0	1	0	1	0	0	0	0	0	0
SENIOR CARE 101	SPRING 2012	3	0	3	0	3	0	0	0	0	0	0
STARGAZING NIGHT SKY WATCHING	SPRING 2012	1	0	1	0	1	0	0	0	0	0	0
THE END OF THE WORLD AS WE KNOW IT	SPRING 2012	4	0	4	0	4	0	0	0	0	0	0
Digestive Health	SPRING 2012	1	0	1	0	1	0	0	0	0	0	0
Sexual Harassment Prevention		12	0	12	0	10	0	1	0	1	0	0
Diversity Training		0	0	0	0	0	0	0	0	0	0	0
<b>Grand Totals</b>		<b>24</b>	<b>0</b>	<b>24</b>	<b>0</b>	<b>22</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>

OCCUPATIONAL CATEGORY: EE04 - SECRETARIAL  
 CLERICAL  
 POSITION OR POSITION CLASSIFICATION: All Titles Except  
 Secretary 2 & Administrative Assistant  
 Form #42 A4

TRAINING ANALYSIS

7/17/2013 16:12

TYPES OF TRAINING	DATE	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISPANIC MALE	HISPANIC FEMALE	OTHER MALE	OTHER FEMALE
Beyond the Basics of Word	Fall 2012	1	0	1		1						
Common Decency	Spring 2012	2	1	1					1	1		
Digestive Health	Spring 2012	2	1	1					1	1		
Excel: Introduction	Fall 2012	1	0	1		1						
Oganizing Your Work Area	Spring 2012	1	0	1				1				
Outlook: Tips, Tricks & Timesavers	Spring 2012	1	0	1				1				
Senior Care 101	Spring 2012	4	1	3		3		1				
Stargazing Night Sky Watching	Spring 2012	4	1	3		1		1		2		
The End of the World as We Know It	Spring 2012	5	2	3		1		2		2		
The Supervisor's Toolkit Workshop Session 1	Fall 2012	2	0	2		1				1		
The Supervisor's Toolkit Workshop Session 2	Fall 2012	2	0	2		1				1		
Sexual Harassment Prevention		34	6	28	2	17	2	5	2	5		1
Diversity Training		0	0	0	0	0	0	0	0	0	0	0
<b>Grand Totals</b>		<b>59</b>	<b>12</b>	<b>47</b>	<b>2</b>	<b>26</b>	<b>2</b>	<b>7</b>	<b>8</b>	<b>13</b>	<b>0</b>	<b>1</b>

OCCUPATIONAL CATEGORY: EEO-5 - TECHNICAL  
 PARAPROFESSIONAL  
 POSITION OR POSITION CLASSIFICATION:  
 Form #42 A4

TRAINING ANALYSIS

7/17/2013 16:12

TYPES OF TRAINING	DATE	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISPANIC MALE	HISPANIC FEMALE	OTHER MALE	OTHER FEMALE
Common Decency	Spring 2012	4	2	2	1	1	1	1				
Developing the Leader Within	Fall 2012	1	0	1		1						
Digestive Health	Spring 2012	5	2	3	1	2	1					1
Organizing Your Work Area	Fall 2012	1	0	1		1						
Senior Care 101	Spring 2012	3	1	2				1				2
Stargazing Night Sky Watching	Spring 2012	11	2	9	1	6	1	1				2
The End of the World As We Know It	Spring 2012	11	4	7	3	5	1					2
The Supervisor's Toolkit Workshop Session 1	Fall 2012	2	0	2			1		1			
The Supervisor's Toolkit Workshop Session 2	Fall 2012	2	0	2			1		1			
Blank	Spring 2012	2	2	0	2							
Sexual Harassment Prevention		15	9	6	3	3		1	3		3	2
Diversity Training		0	0	0		0						
<b>Grand Totals</b>		<b>57</b>	<b>22</b>	<b>35</b>	<b>11</b>	<b>21</b>	<b>5</b>	<b>5</b>	<b>3</b>	<b>0</b>	<b>3</b>	<b>9</b>



OCCUPATIONAL CATEGORY: EEO-7 SERVICE/MAINTENANCE

POSITION OR POSITION CLASSIFICATION: All Titles Except Custodians/Protective Service

Form #42 A4

TRAINING ANALYSIS

7/17/2013 16:12

	DATE	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISPANIC MALE	HISPANIC FEMALE	OTHER MALE	OTHER FEMALE
<b>TYPES OF TRAINING</b>												
Confined Space	Spring 2012	2	2	0	2							
E1&E2 Continuing Education for Electricians	Spring 2012	1	1	0	1							
Managing Disagreement, Conflict & Confrontation	Spring 2012	1	1	0			1					
Stargazing Night Sky Watching	Spring 2012	1	1	0	1							
The Supervisor's Toolkit Workshop Session 1	Fall 2012	6	6	0	3		1		1		1	
The Supervisor's Toolkit Workshop Session 2	Fall 2012	5	5	0	2		1		1		1	
Sexual Harassment Prevention		27	27	0	21		3		2		1	
Diversity Training		0	0	0	0	0	0	0	0	0	0	0
		0	0	0								
		0	0	0								
<b>Grand Totals</b>		<b>43</b>	<b>43</b>	<b>0</b>	<b>30</b>	<b>0</b>	<b>6</b>	<b>0</b>	<b>4</b>	<b>0</b>	<b>3</b>	<b>0</b>

OCCUPATIONAL CATEGORY: EEO-7 - SERVICE/MAINTENANCE

POSITION OR POSITION CLASSIFICATION: Custodians

Form #42 A4

TRAINING ANALYSIS

7/17/2013 16:12

TYPES OF TRAINING	DATE	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISPANIC MALE	HISPANIC FEMALE	OTHER MALE	OTHER FEMALE
Digestive Health	Spring 2012	4	3	1	2		1			1		
Stargazing Night Sky Watching	Spring 2012	4	3	1	3	1						
Sexual Harassment Prevention		2	2	0	2							
Diversity Training		0	0	0	0	0	0	0	0	0	0	0
<b>Grand Totals</b>		<b>10</b>	<b>8</b>	<b>2</b>	<b>7</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>

OCCUPATIONAL CATEGORY: EEO-7 - SERVICE/MAINTENANCE

POSITION OR POSITION CLASSIFICATION: Protective Services

Form #42 A4

**TRAINING ANALYSIS**

7/17/2013 16:12

TYPES OF TRAINING	DATE	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISPANIC MALE	HISPANIC FEMALE	OTHER MALE	OTHER FEMALE
Sexual Harassment Prevention		3	3	0	2		1					
Diversity Training		0	0	0	0	0	0	0	0	0	0	0
<b>Grand Totals</b>		<b>3</b>	<b>3</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

## **Identification of Problem Areas**

### **Section 46a-68-43**

The University, in compliance with this section, has reviewed each occupational category and position classification with significant numbers of persons employed to determine which experienced an increase or reduction in force. All of the University's personnel policies and practices were analyzed to identify those non-quantifiable aspects of the employment process that may impede or prevent the full and fair participation of minorities, women, older workers, and persons with disabilities in the employment process. An additional objective was to identify any systemic discrimination, which is defined as the use of tests, job qualifications, and other employment practices having the unintended effect of contributing to the adverse impact on minorities and women. To determine whether any non-quantifiable aspect of the employment process has substantially disadvantaged members of any underrepresented race/sex group, adverse impact tests, numbers 1-6, were performed for all occupational categories which had personnel activity. The conclusions below were a result of those analyses.

For this reporting period the University established ninety-three (93)—eighty-six (86) short-term and seven (7) long-term hiring goals and experienced fifty-seven (58) hires including one (1) status change from part-time to full-time.

Hiring occurred in the occupational categories of Executive/Administrative, Faculty (Professor, Associate Professor, Assistant Professor, and Instructor), Professional/Non-Faculty, Administrative Assistant, Clerical all titles; Secretary 2, Skilled Craft, Service Maintenance (excluding custodians and protective service) and Custodians.

Since goal achievement cannot take place in categories where hiring did not occur, thirteen (13) goals attributable to the categories of Technical Paraprofessional (six goals) and Protective Services (seven goals) could not be achieved. Therefore, only eighty (80) of the ninety-three (93) established goals were identified as achievable goals. Of the fifty-seven (57) hires that occurred during this reporting period, fourteen (14), or twenty-five (25%) percent of all hires, met established reachable hiring goals. Additionally, the change in the Associate Vice President [Dean of Graduate Studies] from part-time to full-time increased the goals to fifteen (15) or twenty six (26%) percent.

Additionally, in its commitment to diversity the University hired thirteen (13) members of underrepresented groups that did not meet established goals:

- One (1) Black male in the Professor category;
- Two (2) Other males in the Associate Professor category;
- Four (4) White females; one (1) Hispanic female and one (1) Other male in the Assistant Professor category;
- One (1) Hispanic male in the Professional/Non-faculty category;
- One (1) White female in the Skilled Crafts category;
- Two (2) White females in the Custodian category.

In all, twenty-eight (28) out of the fifty-eight (58) hires (including Associate Vice President), or forty-eight (48%), were either goal candidates or candidates from historically underrepresented groups including women.

For a full explanation, see Section 46a-68-48, Goals Analysis.

#### **I. EMPLOYMENT APPLICATIONS**

For all positions in the Executive/Administrative, Faculty, and Professional/Non-Faculty categories, candidates apply by sending a resume, cover letter, and often letters of reference.

This process enables prospective candidates to present extensive information about their candidacy to search committees, thereby enabling committees to review candidates with alternative experience or qualifications where possible. Advertisements state that the University may consider an equivalent combination of credentials and/or experience to meet the specified qualifications.

One serious obstacle to Affirmative Action compliance has been the small percentage of applicants who elected to submit their demographic information during the application process, historically around 20%. About two years ago, the University implemented a new procedure in which applicants are required to submit a demographic cover page to receive a unique applicant identification number. This year the data collection process was revised to further improve the percentage of applicants submitting their demographics. Applicants still may elect not to provide their race/gender information. However, the fact that this is an active instead of passive choice has already increased the percentage of candidates electing to report. We have seen a significant increase in the number of candidates who have elected to identify their race and gender from eighty-five (85%) percent last year to ninety-two (92%) percent this year.

The University utilizes the standard State of Connecticut application (HR-12) for candidates applying for positions in all classified occupational categories. The HR-12 does not screen out candidates on the basis of race, sex, age, disability or any other protected class. The applicant provides information related to their demographics voluntarily and therefore, this information is not always available.

## **II. & III. JOB QUALIFICATIONS AND JOB SPECIFICATIONS**

### **Executive/Administrative**

The positions in this occupational category are unclassified and highly specialized in that each one is a one of a kind position and each involves major areas of higher education administration. Recruitment for these positions is difficult because extensive qualifications are required. The educational expectation is usually a doctorate or terminal degree. This requirement may reduce the number of underrepresented group candidates. However, the University does advertise for and considers comparable alternative credentials and experience to improve access.

### **Faculty**

Job requirements for faculty members are usually demanding. The applicants must possess doctorates, have all requirements for their doctorates completed except for their dissertations (All But Dissertation—ABD status), or other terminal degrees in order to meet accreditation standards for the school and/or discipline.

Search committees seek applicants who meet not only the minimum qualifications but generally also the preferred qualifications. The quality of the applicants' credentials significantly impacts the selection of the final candidates. Setting high levels of educational and experiential qualifications may limit the number of applicants who are members of underutilized classes. Recent statistics published in the *Minorities in Higher Education Twenty-Fourth Status Report, 2011 Supplement* (ACE, 2011) indicate that in 2007-08, 6.2% of all doctorates were awarded to African Americans, 4.4% to Hispanics, 9.4% to Asian Americans, and less than 1% to American Indians. While there is a slight increase from the 2008 data it is still a relative small pool of minority candidates, the competition to recruit minorities is intense. Collective bargaining salary caps, a high course load, and limited funded resources to support research decrease the University's ability to attract minority candidates. However, the University has regularly

considered candidates who have not yet obtained a terminal degree. When such a candidate shows promise, the University offers employment contingent upon obtaining the appropriate degree by the time of appointment, although in a few disciplines where the demand is intense, the University has allowed longer periods to facilitate obtaining the terminal degree.

The American Association of University Professors (AAUP) Minority Recruitment and Retention Committee (MRRC) plays a role in assisting the University to diversify its faculty and retain underutilized group members. The MRRC supports the University's recruitment efforts by supporting the improvement of non-tenured minority members' credentials, and awarding individual grants for research to assist in the retention of non-tenured minority faculty. In addition, faculty who attend professional conferences in their disciplines are asked to actively recruit minority candidates and provide a list of conference attendees for use in future recruiting efforts. Faculty members are also encouraged to conduct interest discussions with potential candidates and job interviews with candidates who are unable to attend on-campus interviews.

Unique job qualifications, substantial educational requirements, and work experience requirements limit the number of minority persons invited to interview. The Chief Diversity Officer (CDO) addresses these and other factors during search committee orientations (called search charge meetings), in addition to the proposed job qualifications, the search plan, the permissible pre-employment inquiries, the interview plan, evaluation process, and the hiring goals for the relevant occupational category.

### **Professional/Non-Faculty**

The Professional/Non-Faculty category consists of administrative faculty members in ranks Administrator I through Administrator VI. The administrative faculty supports all aspects of the University with the exception of those areas designated as academic. These professionals are utilized throughout the University, including but not limited to the divisions of Student Affairs, Institutional Advancement, Academic Affairs, Administrative Affairs, Fiscal Affairs, Registrar's Office, Recruitment and Admissions Office, and Information Technology Services. The job qualifications for each administrative faculty position are set out in a job description reviewed by the State University Organization of Administrative Faculty (SUOAF/AFSCME) union and management. For the most part, all positions require a minimum of a Bachelor's degree, with many positions requiring a Master's degree and several years of relevant administrative experience.

The recruitment and selection process mandated by the SUOAF/AFSCME collective bargaining agreement requires that any vacancy or promotional opportunity must be posted internally so that bargaining unit members of the Board of Regents for Higher Education System are afforded the opportunity to apply for the opportunity before external recruitment can be initiated. The bargaining unit member must communicate their expression of interest to the designated management official within ten (10) working days of the vacancy notification and may participate in the recruitment and selection process if they obtained employment within the bargaining unit through an affirmative action search. This process facilitates promotional opportunities, but can result in a limited pool of candidates. The current process for internal SUOAF searches does not have the same formal procedure of the typical hiring process. This also could present itself as a barrier. It will be addressed through a modification of hiring and search manual addressing these searches for future recruitments. This modification will ensure compliance with all relevant laws and regulations.

SUOAF/AFSCME and Minority Recruitment and Mentoring Committee (MRMC) funds are used to enhance the professional development of minority employees during the first through sixth (1-6) years of their appointment by sponsoring workshops to mentor these employees; distributing recruitment directories; funding advertisement in minority publications and websites; and supporting other professional development activities, including attendance at professional conferences and tuition assistance. These efforts provide significant assistance to the University in diversifying its applicant pools, supporting retention activities, and preparing minority group members for advancement. Late fall of 2012, employees who have been promoted or changed jobs may also qualify for these funds.

### **Clerical/Secretarial**

Job qualifications and specifications are set by the State of Connecticut, Department of Administrative Services for these positions. Candidates are often selected from SEBAC and/or re-employment lists from the classified service. Civil service certification lists are also typically used. Recruitment for Clerical/Secretarial positions is often difficult because it is defined by the regulatory framework within which recruitment and selection must be conducted.

Currently, state certification examinations are being held only in Hartford or East Hartford. This is inconvenient for local interested applicants who lack transportation. Also, if hired, commuting by way of mass transit is difficult for all candidates living in Hartford County.

### **Technical/Paraprofessional**

Positions within this category are specialized and require experience and/or education in specific types of work. Candidates for these positions must be on the appropriate state certification list at the time of appointment to the position. Vacancies are unpredictable and periodic in this occupational area. For that reason, it is difficult to effectively target recruitment efforts toward underrepresented group members with the intent of advising them on how to apply for and take the appropriate state certification examination.

### **Skilled Crafts**

The stringent qualifications for positions in this category may prevent some underutilized class members from applying for employment opportunities if they lack the requisite skills. Management makes information available to its employees regarding education, skills, and experience needed for each job in the career ladder. In addition, the Connecticut Employees Union NP-2 "Independent" bargaining agreement, Article 14, Vacancies, section four requires that "each vacancy shall first be filled by transfer from within the agency. If the vacancy cannot be filled by transfer within the agency, then it shall be filled by promotion from within the agency. Any employee who is seeking a transfer or promotion to another position within the agency shall be given preference over new hires unless he/she is not qualified to perform the job." Agency in the contract has been redefined to mean any state university or community college within the Board of Regents of Higher Education. Affirmative action gains through external hires are compromised when vacancies within this category are generally filled by transfer or promotion.

There are several factors that impact the University's recruitment efforts in this category. Salary rates in this occupational category are not competitive with the local job market. Consequently, local minority skilled crafts workers are able to earn more in the private sector than at the University. The jobs in this category have traditionally been held by males, creating a lack of female skilled crafts workers. Until recently females have been entering the skilled crafts field at

a lower rate. Until this year the University had been unable to hire females since the available applicant pool has been too small. Nevertheless, the University uses in-house training opportunities to develop internal pools of minority group members where possible.

### **Service/Maintenance**

#### **Custodians:**

The Connecticut Employees Union NP-2 "Independent" bargaining agreement, Article 14, Vacancies, Section four requires that "provided that no employee has recall rights, each vacancy shall first be filled by transfer from within the agency. If the vacancy cannot be filled by transfer within the agency, then it shall be filled by promotion from within the agency. Any employee who is seeking a transfer or promotion to another position within the agency shall be given preference over new hires unless he/she is not qualified to perform the job." Agency in the contract has been redefined to mean any state university or community college within the Board of Regents of Higher Education. If the union member seeking a promotion or transfer is not qualified, the above noted requirements are not applicable. These contractual requirements can serve to limit the University's ability to recruit minority group members for positions in this category.

#### **Protective Services:**

The recruitment of females, especially minority females, into positions traditionally held by males, such as police officer is difficult statewide. There is an apparent lack of interest in the position and there is some evidence to suggest that underrepresented class members perceive police to be hostile to the group and so reject a career in criminal justice. Recruitment and hiring generally occurs at the level of protective services trainee. All candidates, other than transfers, must attend the police academy and pass the requirements there in order to remain employees within this category.

#### **All others in the category excluding Custodians and Protective Services:**

The collective bargaining agreement that governs these positions requires that all vacant positions be filled first by employees with recall rights and then by transfers from within the union members. Positions can be filled by the promotion of union members within the University when those with recall rights or by transfers do not fill said position. If the union member seeking a promotion or transfer is not qualified, the above noted requirements are not applicable. These contractual requirements can serve to limit the University's ability to recruit underutilized group members for positions in this category.

## **IV. RECRUITMENT PRACTICES**

The University increased its recruitment efforts for the Executive/Administrative, Faculty, and Professional/Non-Faculty occupational categories. Further, all search committees were required to increase their recruitment efforts to include professional websites that target underrepresented groups. Previous recruitment strategies, such as the extension of searches, personal recruitment through employees' contacts, and recruitment initiatives of the MRRC and MRMC, were continued.

The University utilized recruitment strategies, such as posting notices on the Department of Administrative Services website, e-mailing announcements to campus departments, posting notices on the bulletin boards in the administration building as well as East Hall, to recruit for positions in unclassified occupation categories. In addition, state certification lists were used to

recruit qualified candidates in the classified occupational categories. Applicants are required to pass a state certification examination to be deemed eligible for appointment.

**V. PERSONNEL POLICIES**

The University examined its personnel policies to identify those non-quantifiable aspects of the employment process, which may impede or prevent the full and fair participation of underrepresented race/sex group members in the employment process and, as a result, made modifications where appropriate. Those personnel policies that are determined by collective bargaining obligations may be changed only through that process.

**VI. ORIENTATION**

New faculty members attend a comprehensive orientation session at the start of each academic year. The AAUP/MRRC may provide mentors to new minority faculty members to assist them in their adjustment to the University, and the SUOAF/MRMC hosts an orientation luncheon for new minority employees in the Professional/Non-Faculty category. The Human Resources Office provides orientation for employees in the Professional Non-Faculty and all classified occupational categories. The Office of Diversity & Equity (ODE) participates in all orientation programs in order to provide new employees with information regarding policies related to equal employment opportunity/affirmative action, sexual harassment, and the internal grievance (discrimination complaint) procedure.

The Human Resources Office directs all new employees to the Central Connecticut State University sign up portal of the HR website. This website is dedicated to providing new employees information regarding the university including: the University Mission Statement, Statement on Affirmative Action/Equal Employment Opportunity, Sexual Harassment Policy, Health and Life Insurance, as well as personnel policies relating to compensation, attendance, and career mobility. This website is regularly updated to reflect changes in policies and procedures.

**VII. TRAINING**

The University fosters and encourages employees to participate in training programs, which will assist in their job responsibilities and their professional growth. To that end, the University provides in-house training in computer skills, data collection, and record maintenance, as well as makes available information on in-service training offered by the Department of Administrative Services. In addition, the Human Resources Office (HRO) staff provide training on a variety of topics related to supervision, performance evaluations, and the Americans with Disabilities Act (ADA). Through programs such as tuition reimbursement, tuition waivers, and collective bargaining agreements, employees have the opportunity to pursue other training options, including college courses. A full report on the training which occurred this filing period is addressed in **Section XII, Employment Analyses**.

**VIII. COUNSELING**

Career counseling is available in the HRO, the ODE, and Career Services. For personal counseling, the University has an effective Employee Assistance Program as well as the Counseling and Wellness Center for referrals and limited services.

**IX. GRIEVANCE PROCEDURE**

All employees have access to grievance procedures through their collective bargaining agreements and/or the Board of Trustees' Personnel Policies, and are provided with a copy of

the CCSU Nondiscrimination in Education and Employment Policy as well as the CCSU Procedures and Timetables for Processing of Discrimination and Sexual Harassment Complaints. These documents outline employee protections under the University's affirmative action/equal employment opportunity policies and are posted on the ODE's website: [www.ccsu.edu/AffAction](http://www.ccsu.edu/AffAction).

**X. EVALUATION**

The University conducts employee evaluations pursuant to collective bargaining agreements or the Board of Trustees' Personnel Policies. The performance of the unclassified Management/Confidential staff is evaluated on an annual basis. The appropriate chief executive officers review the performance appraisals. An analysis of all evaluations is reported on Form 42A3 in **Section XII, Employment Analysis**.

**XI. LAYOFFS**

The University did not experience any layoffs during this reporting period.

**XII. TERMINATION**

The University has not experienced any problems in this area of the personnel process.

**SUMMARY OF PROBLEM AREAS**

**Job Qualifications and Job Specifications:**

A substantial level of qualifications is required for Executive/Administrative, Faculty, Technical/Paraprofessional and Skilled Crafts positions.

Terminal degrees are generally required for Executive/Administrative and Faculty positions. The degree requirements may reduce the number of eligible minority candidates and create a potential barrier. It is incumbent for search committees in all departments to continually participate in personal, aggressive networking with fellow colleagues, personal contacts within academic organizations and at conferences in an effort to increase the pool of minority applicants. Minorities must be included in all finalist applicant pools where their qualifications match or exceed those of other finalists. The ODE requires that minorities and females are included on all search committees.

**Recruitment Practices:**

For the Office Clerical occupational category, state certifications examinations are held only in Hartford are inconvenient for local, interested applicants who have transportation problems. Mass transit is neither reliable nor easily accessible. Upcoming improvement to mass transit may improve this issue.

In the Skilled Crafts category, the contract clause states that in all non-competitive maintenance positions the vacancies are to be filled by seniority from within the Board of Regents of Higher Education. Other factors that impact on this occupational category include starting salaries that are not competitive compared with the local labor market.

The University recognizes that additional recruitment efforts are necessary in the Protective Services category in order to attract females and minorities into the field of protective services. However, the requirement that applicants must be POST certified to be eligible for appointment to protective services positions creates an additional barrier. When possible the university will consider filling the position at the trainee level.

**Age and Disability:**

Pursuant to this section, the agency examined all aspects of the employment process to determine if any employment policy or practice might impede or prevent the full and fair participation of the physically disabled and older persons in the workforce.

The University reviewed its unclassified job descriptions to eliminate the establishment of artificial barriers to disabled applicants and search committees are instructed regarding the use of permissible and non-permissible questions. Further, the ODE reviewed all job advertisement to eliminate any references that could be construed as discriminatory based on age or disability.

The University's web page, [www.ccsu.edu](http://www.ccsu.edu), provides an accessibility map of the campus and maps are available throughout campus as well as by mail. The University's Counseling and Wellness and Health Services Centers are resources for persons who may need assistance.

Human Resources will continue to monitor all employment transactions for compliance with personnel policies as well as state and federal regulations.

The University performed all relevant adverse impact tests for each occupational category to determine whether any quantifiable aspect of the employment process has substantially disadvantaged members of an underrepresented race/sex group. Forms 43B1-3 and 43B 4-6 are included in this section.

**Adverse Impact**

The adverse impact tests are included in this section.

After consultation with the CHRO reviewer on March 6, 2013, the University has removed all coaching titles out of the faculty category and created a separate EEO category (coaching) and a separate analysis was conducted in all numerical sections of the plan.

When new faculty hires have not completed their terminal degrees, they are hired at the instructor level until they obtain the degree required; therefore, after consultation with the CHRO reviewer on March 6, 2013 the instructor category has been consolidated into the Assistant Professor category.

**ADVERSE IMPACT TESTS**

**AGENCY:** Central Connecticut State University  
**EEO CATEGORY:** EEO 1 - Executive Administrative  
**POSITION CLASSIFICATION:** All Titles  
**LABOR MARKET AREA:** Statewide/National

**Reporting Period: 03/01/2012 - 02/28/2013**

FORM #43B1 - 3

ADVERSE IMPACT TEST NO. 1-6	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISPANIC MALE	HISPANIC FEMALE	OTHER MALE	OTHER FEMALE
<b>TEST #1</b>											
WORKFORCE PARITY %	100.2	48.7	51.5	39.7	40.3	3.8	5.4	2.6	3.3	2.3	2.5
0.8 X WORKFORCE PARITY %				31.8	32.2	3	4.3	2.1	2.6	1.8	2
% Qualified applicant Pool				26.7	53.3	6.7	0	13.3	0	0	0
Affect Group(s) (*)				*			*		*	*	*
<b>TEST #2</b>											
No. Passing Examination	No Activity										
No. Taking Examination											
Passing Rate (H div. By I)											
0.8 x Largest Line J											
Affected Group(s) (*)											
<b>TEST #3</b>											
No. Interviewed	No Activity										
No. Eligible											
Interview Rate (O div. By P)											
0.8 x Largest Line Q											
Affected Group(s) (*)											

FORM #43B4-6

<b>TEST #4</b>											
No. Hired	2	1	1	1	1	0		0			
No. Interviewed	12	6	6	3	6	1		2			
Hiring Rate (B div. By C)				0.3	0.2	0		0			
0.8 x Largest Line D				0.2	0.2	0.2		0.2			
Affected Group(s) (*)						*		*			
<b>TEST #5</b>											
No. Hired	2	1	1	1	1	0		0			
No. Applied	15	7	8	4	8	1		2			
Hiring Rate (I DIV. BY J)				0.3	0.1	0.0		0.0			
Largest Line K x 0.8				0.2	0.2	0.2		0.2			
Affected Group(s) (*)					*	*		*			
<b>TEST #6</b>											
No. Reduced	1		1		1						
Reduction Rate					0.1						
Impact Ratio					1.0						
Affected Group(s) (*)											

**NOTE : Grand total counts including total male + total female + unknown/unknown to reflect total applicant pool, interview pool, etc.**

**ADVERSE IMPACT TESTS**

**AGENCY:** Central Connecticut State University  
**EEO CATEGORY:** EEO 2 - Faculty  
**POSITION CLASSIFICATION:** Professor  
**LABOR MARKET AREA:** Statewide/National

**Reporting Period: 03/01/2012 - 02/28/2013**

FORM #43B1 - 3

ADVERSE IMPACT TEST NO. 1-6	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISPANIC MALE	HISPANIC FEMALE	OTHER MALE	OTHER FEMALE
<b>TEST #1</b>											
WORKFORCE PARITY %	100	59	41	44	36.5	2.4	1.7	3	0.4	9.5	2.5
0.8 X WORKFORCE PARITY %				35.2	29.2	1.9	1.4	2.4	0.3	7.6	2
% Qualified applicant Pool				41.7	50	8.3	0	0	0	0	0
Affect Group(s) (*)							*	*	*	*	*
<b>TEST #2</b>											
No. Passing Examination	No Activity										
No. Taking Examination											
Passing Rate (H div. By I)											
0.8 x Largest Line J											
Affected Group(s) (*)											
<b>TEST #3</b>											
No. Interviewed	No Activity										
No. Eligible (Ttl Passing Exam)											
Interview Rate (O div. By P)											
0.8 x Largest Line Q											
Affected Group(s) (*)											

FORM #43B4-6

<b>TEST #4</b>											
No. Hired	12	6	6	5	6	1					
No. Interviewed	12	6	6	5	6	1					
Hiring Rate (B div. By C)				1.0	1.0	1.0					
0.8 x Largest Line D				0.8	0.8	0.8					
Affected Group(s) (*)											
<b>TEST #5</b>											
No. Hired	12	6	6	5	6	1					
No. Applied	12	6	6	5	6	1					
Hiring Rate (I DIV. BY J)				1.0	1.0	1.0					
Largest Line K x 0.8				0.8	0.8	0.8					
Affected Group(s) (*)											
<b>TEST #6</b>											
No. Reduced	15	9	6	8	5		1	1			
Reduction Rate				0.1	0.1		0.2	0.1			
Impact Ratio				1.0	1.0		0.5	1.0			
Affected Group(s) (*)							*				

**NOTE : Total Categories equal Total count including Total Male +Total Female + Unknown/Unknown to reflect total applicant pool, interview pool, etc.**

**ADVERSE IMPACT TESTS**

**AGENCY:** Central Connecticut State University  
**EEO CATEGORY:** EEO 2 - Associate Professor  
**POSITION CLASSIFICATION:** All Titles  
**LABOR MARKET AREA:** Statewide/National

**Reporting Period: 03/01/2012 - 02/28/2013**

FORM #43B1 - 3

ADVERSE IMPACT TEST NO. 1-6	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISPANIC MALE	HISPANIC FEMALE	OTHER MALE	OTHER FEMALE
<b>TEST #1</b>											
WORKFORCE PARITY %	100	53.8	46.2	42.6	34.4	3.3	4	1.7	3.5	6.3	4.3
0.8 X WORKFORCE PARITY %				34.1	27.5	2.6	3.2	1.4	2.8	5	3.4
% Qualified applicant Pool				27.9	12.5	2.2	0.7	1.5	0	29.4	18.4
Affect Group(s) (*)				*	*	*	*		*		
<b>TEST #2</b>											
No. Passing Examination	No Activity										
No. Taking Examination											
Passing Rate (H div. By I)											
0.8 x Largest Line J											
Affected Group(s) (*)											
<b>TEST #3</b>											
No. Interviewed	No Activity										
No. Eligible (Passing Exam)											
Interview Rate (O div. By P)											
0.8 x Largest Line Q											
Affected Group(s) (*)											

FORM #43B4-6

<b>TEST #4</b>											
No. Hired	20	12	8	9	6	0	0	0		3	2
No. Interviewed	101	69	32	33	15	3	1	1		28	14
Hiring Rate (B div. By C)				0.3	0.4	0	0	0		0.1	0.1
0.8 x Largest Line D				0.3	0.3	0.3	0.3	0.3		0.3	0.3
Affected Group(s) (*)						*	*	*		*	*
<b>TEST #5</b>											
No. Hired	20	12	8	9	6	0	0	0		3	2
No. Applied	136	88	47	38	17	3	1	2		40	25
Hiring Rate (I DIV. BY J)				0.2	0.4	0.0	0.0	0.0		0.1	0.1
Largest Line K x 0.8				0.3	0.3	0.3	0.3	0.3		0.3	0.3
Affected Group(s) (*)				*		*	*	*		*	*
<b>TEST #6</b>											
No. Reduced	17	9	8	9	8						
Reduction Rate				0.2	0.2						
Impact Ratio				1.0	1.0						
Affected Group(s) (*)											

**NOTE : Total Categories equal Total count including Total Male +Total Female + Unknown/Unknown to reflect total applicant pool, interview pool, etc.**

**ADVERSE IMPACT TESTS**

**AGENCY:** Central Connecticut State University  
**EEO CATEGORY:** EEO 2 - Faculty  
**POSITION CLASSIFICATION:** Assistant Professor  
**LABOR MARKET AREA:** Statewide/National

**Reporting Period: 03/01/2012 - 02/28/2013**

FORM #43B1 - 3

ADVERSE IMPACT TEST NO. 1-6	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISPANIC MALE	HISPANIC FEMALE	OTHER MALE	OTHER FEMALE
<b>TEST #1</b>											
WORKFORCE PARITY %	100	46.5	53.5	33.9	36.9	4.5	6.1	2.8	4.6	5.5	6.1
0.8 X WORKFORCE PARITY %				27.1	29.5	3.6	4.9	2.2	3.7	4.4	4.9
% Qualified applicant Pool				37.0	19.2	6.5	2.3	3.6	2.5	13.6	9.7
Affect Group(s) (*)					*		*		*		
<b>TEST #2</b>											
No. Passing Examination	No Activity										
No. Taking Examination											
Passing Rate (H div. By I)											
0.8 x Largest Line J											
Affected Group(s) (*)											
<b>TEST #3</b>											
No. Interviewed	No Activity										
No. Eligible											
Interview Rate (O div. By P)											
0.8 x Largest Line Q											
Affected Group(s) (*)											

FORM #43B4-6

<b>TEST #4</b>											
No. Hired	24	14	10	12	5	0	2	1	2	1	1
No. Interviewed	160	97	63	65	37	3	4	7	5	18	13
Hiring Rate (B div. By C)				0.2	0.1	0	0.5	0.1	0.4	0.1	0.1
0.8 x Largest Line D				0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.4
Affected Group(s) (*)				*	*	*		*		*	*
<b>TEST #5</b>											
No. Hired	24	14	10	12	5	0	2	1	2	1	1
No. Applied	557	355	200	206	107	36	13	20	14	76	54
Hiring Rate (I DIV. BY J)				0.1	0.0	0.0	0.2	0.1	0.1	0.0	0.0
Largest Line K x 0.8				0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2
Affected Group(s) (*)				*	*	*		*	*	*	*
<b>TEST #6</b>											
No. Reduced	22	12	10	11	10					1	
Reduction Rate				0.3	0.3					0.2	
Impact Ratio				0.7	0.7					1.0	
Affected Group(s) (*)				*	*						

**NOTE : Grand total counts include total male + total female + unknown/unknown to reflect total applicant pool, interview pool, etc.**

**ADVERSE IMPACT TESTS**

**AGENCY:** Central Connecticut State University  
**EEO CATEGORY:** EEO 2 - Faculty  
**POSITION CLASSIFICATION:** Instructor  
**LABOR MARKET AREA:** Statewide/National

**Reporting Period: 03/01/2012 - 02/28/2013**

FORM #43B1 - 3

ADVERSE IMPACT TEST NO. 1-6	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISPANIC MALE	HISPANIC FEMALE	OTHER MALE	OTHER FEMALE
<b>TEST #1</b>											
WORKFORCE PARITY %	100	49.3	50.7	37.9	38.6	3.9	4.1	2.5	3.7	4.9	4.4
0.8 X WORKFORCE PARITY %				30.3	30.9	3.1	3.3	2	3	3.9	3.5
% Qualified applicant Pool				11.1	55.6	22.2	11.1	0	0	0	0
Affect Group(s) (*)				*				*	*	*	*
<b>TEST #2</b>											
No. Passing Examination	No Activity										
No. Taking Examination											
Passing Rate (H div. By I)											
0.8 x Largest Line J											
Affected Group(s) (*)											
<b>TEST #3</b>											
No. Interviewed	No Activity										
No. Eligible											
Interview Rate (O div. By P)											
0.8 x Largest Line Q											
Affected Group(s) (*)											

FORM #43B4-6

<b>TEST #4</b>											
No. Hired	1	1	0	1	0	0	0				
No. Interviewed	6	2	4	1	3	1	1				
Hiring Rate (B div. By C)				1.0	0	0	0				
0.8 x Largest Line D				0.8	0.8	0.8	0.8				
Affected Group(s) (*)					*	*	*				
<b>TEST #5</b>											
No. Hired	1	1	0	1	0	0	0				
No. Applied	9	3	6	1	5	2	1				
Hiring Rate (I DIV. BY J)				1.0	0.0	0.0	0.0				
Largest Line K x 0.8				0.8	0.8	0.8	0.8				
Affected Group(s) (*)					*	*	*				
<b>TEST #6</b>											
No. Reduced	6	3	3	3	3						
Reduction Rate				1.5	1						
Impact Ratio				0.7	1.0						
Affected Group(s) (*)				*							

**NOTE :** Grand total counts include total male + total female + unknown/unknown to reflect total applicant pool, interview pool, etc. \*Test 6 results are skewed as total outs reflects the 2 from the prior workforce and 1 hired during the period for total of three outs compared to the previous years 2.

**ADVERSE IMPACT TESTS**

**AGENCY:** Central Connecticut State University  
**EEO CATEGORY:** EEO 2 - Faculty  
**POSITION CLASSIFICATION:** Coaching  
**LABOR MARKET AREA:** Statewide/National

**Reporting Period: 03/01/2012 - 02/28/2013**

FORM #43B1 - 3

ADVERSE IMPACT TEST NO. 1-6	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISPANIC MALE	HISPANIC FEMALE	OTHER MALE	OTHER FEMALE
<b>TEST #1</b>											
WORKFORCE PARITY %	No Activity										
0.8 X WORKFORCE PARITY %											
% Qualified applicant Pool											
Affect Group(s) (*)											
<b>TEST #2</b>											
No. Passing Examination	No Activity										
No. Taking Examination											
Passing Rate (H div. By I)											
0.8 x Largest Line J											
Affected Group(s) (*)											
<b>TEST # 3</b>											
No. Interviewed	No Activity										
No. Eligible											
Interview Rate (O div. By P)											
0.8 x Largest Line Q											
Affected Group(s) (*)											

FORM #43B4-6

<b>TEST #4</b>											
No. Hired	No Activity										
No. Interviewed											
Hiring Rate (B div. By C)											
0.8 x Largest Line D											
Affected Group(s) (*)											
<b>TEST #5</b>											
No. Hired	No Activity										
No. Applied											
Hiring Rate (I DIV. BY J)											
Largest Line K x 0.8											
Affected Group(s) (*)											
<b>TEST #6</b>											
No. Reduced	No Activity										
Reduction Rate											
Impact Ratio											
Affected Group(s) (*)											

**NOTE : Total Categories equal Total count including Total Male +Total Female + Unknown/Unknown to reflect total applicant pool, interview pool, etc.**

**ADVERSE IMPACT TESTS**

**AGENCY:** Central Connecticut State University  
**EEO CATEGORY:** EEO 3- Professional Non-Faculty  
**POSITION CLASSIFICATION:** All Titles  
**LABOR MARKET AREA:** Statewide/National

**Reporting Period: 03/01/2012 - 02/28/2013**

FORM #43B1 - 3

ADVERSE IMPACT TEST NO. 1-6	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISPANIC MALE	HISPANIC FEMALE	OTHER MALE	OTHER FEMALE
<b>TEST #1</b>											
WORKFORCE PARITY %	100	39.8	60.2	31.6	44.2	3.5	7.2	2.5	4.8	2.4	3.9
0.8 X WORKFORCE PARITY %				25.3	35.4	2.8	5.8	2	3.8	1.9	3.1
% Qualified applicant Pool				18.5	33.2	7.9	15.8	3.4	6	2.3	3
Affect Group(s) (*)				*	*						*
<b>TEST #2</b>											
No. Passing Examination	No Activity										
No. Taking Examination											
Passing Rate (H div. By I)											
0.8 x Largest Line J											
Affected Group(s) (*)											
<b>TEST #3</b>											
No. Interviewed	No Activity										
No. Eligible											
Interview Rate (O div. By P)											
0.8 x Largest Line Q											
Affected Group(s) (*)											

FORM #43B4-6

<b>TEST #4</b>											
No. Hired	14	9	5	8	4	0	1	1	0	0	0
No. Interviewed	138	53	85	31	46	9	18	8	9	3	4
Hiring Rate (B div. By C)				0.3	0.1	0	0.1	0.1	0	0	0
0.8 x Largest Line D				0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2
Affected Group(s) (*)					*	*	*	*	*	*	*
<b>TEST #5</b>											
No. Hired	14	9	5	8	4	0	1	1	0	0	0
No. Applied	265	88	172	49	88	21	42	9	16	6	8
Hiring Rate (I DIV. BY J)				0.2	0.0	0.0	0.0	0.1	0.0	0.0	0.0
Largest Line K x 0.8				0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2
Affected Group(s) (*)					*	*	*	*	*	*	*
<b>TEST #6</b>											
No. Reduced	27	10	17	9	13	1	4				
Reduction Rate				0.1	0.1	0.1	0.3				
Impact Ratio				1.0	1.0	1.0	0.3				
Affected Group(s) (*)							*				

**NOTE :** Grand total counts include total male + total female + unknown/unknown to reflect total applicant pool, interview pool, etc.

**ADVERSE IMPACT TESTS**

**AGENCY:** Central Connecticut State University  
**EEO CATEGORY:** EEO 4 - Clerical  
**POSITION CLASSIFICATION:** All Titles Except Sec 2 & Admin Asst  
**LABOR MARKET AREA:** Hartford County

**Reporting Period: 03/01/2012 - 02/29/2013**

FORM #43B1 - 3

ADVERSE IMPACT TEST NO. 1-6	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISPANIC MALE	HISPANIC FEMALE	OTHER MALE	OTHER FEMALE
<b>TEST #1</b>											
WORKFORCE PARITY %	100	25.2	74.8	16	47.4	5	15.2	2.7	8.7	1.5	3.6
0.8 X WORKFORCE PARITY %				12.8	37.9	4	12.2	2.2	7	1.2	2.9
% Qualified applicant Pool				6.3	68.8	0	12.5	0	6.3	0	0
Affect Group(s) (*)				*		*		*	*	*	*
<b>TEST #2</b>											
No. Passing Examination	No Activity										
No. Taking Examination											
Passing Rate (H div. By I)											
0.8 x Largest Line J											
Affected Group(s) (*)											
<b>TEST #3</b>											
No. Interviewed	No Activity										
No. Eligible											
Interview Rate (O div. By P)											
0.8 x Largest Line Q											
Affected Group(s) (*)											

FORM #43B4-6

<b>TEST #4</b>											
No. Hired	1	0	1	0	1	0	0				
No. Interviewed	10	1	9	1	6	2					
Hiring Rate (B div. By C)				0.0	0.2	0					
0.8 x Largest Line D				0.2	0.2	0.2					
Affected Group(s) (*)				*		*					
<b>TEST #5</b>											
No. Hired	1	0	1	0	1	0		0			
No. Applied	16	1	15	1	11	2		1			
Hiring Rate (I DIV. BY J)				0.0	0.1	0.0		0.0			
Largest Line K x 0.8				0.1	0.1	0.1		0.1			
Affected Group(s) (*)				*		*		*			
<b>TEST #6</b>											
No. Reduced	2		2		2						
Reduction Rate					0.1						
Impact Ratio					1.0						
Affected Group(s) (*)											

**NOTE : Total Categories equal Total count including Total Male +Total Female + Unknown/Unknown to reflect total applicant pool, interview pool, etc.**

**ADVERSE IMPACT TESTS**

**AGENCY:** Central Connecticut State University  
**EEO CATEGORY:** EEO 4 - Clerical  
**POSITION CLASSIFICATION:** Administrative Assistant  
**LABOR MARKET AREA:** Hartford County

**Reporting Period: 03/01/2012 - 02/28/2013**

FORM #43B1 - 3

ADVERSE IMPACT TEST NO. 1-6	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISPANIC MALE	HISPANIC FEMALE	OTHER MALE	OTHER FEMALE
<b>TEST #1</b>											
WORKFORCE PARITY %	100	3.4	96.6	2.7	75.8	0.3	11.1	0.3	7.5	0.2	2.3
0.8 X WORKFORCE PARITY %				2.2	60.6	0.2	8.9	0.2	6	0.2	1.8
% Qualified applicant Pool				0.0	69	0	15.5	0	10.3	0	0
Affect Group(s) (*)				*		*		*		*	*
<b>TEST #2</b>											
No. Passing Examination	No Activity										
No. Taking Examination											
Passing Rate (H div. By I)											
0.8 x Largest Line J											
Affected Group(s) (*)											
<b>TEST #3</b>											
No. Interviewed	No Activity										
No. Eligible											
Interview Rate (O div. By P)											
0.8 x Largest Line Q											
Affected Group(s) (*)											

FORM #43B4-6

<b>TEST #4</b>											
No. Hired	1		1		1		0		0		
No. Interviewed	9		9		7		1		1		
Hiring Rate (B div. By C)					0.1		0		0		
0.8 x Largest Line D					0.1		0.1		0.1		
Affected Group(s) (*)							*		*		
<b>TEST #5</b>											
No. Hired	1		1		1		0		0		
No. Applied	58		58		40		9		6		
Hiring Rate (I DIV. BY J)					0.0		0.0		0.0		
Largest Line K x 0.8					0.0		0.0		0.0		
Affected Group(s) (*)											
<b>TEST #6</b>											
No. Reduced	3		3		3						
Reduction Rate					0.2						
Impact Ratio					1.0						
Affected Group(s) (*)											

**NOTE : Total Categories equal Total count including Total Male +Total Female + Unknown/Unknown to reflect total applicant pool, interview pool, etc.**

**ADVERSE IMPACT TESTS**

**AGENCY:** Central Connecticut State University  
**EEO CATEGORY:** EEO 4 - Clerical  
**POSITION CLASSIFICATION:** Secretary 2  
**LABOR MARKET AREA:** Hartford County

**Reporting Period: 03/01/2012 - 02/29/2013**

FORM #43B1 - 3

ADVERSE IMPACT TEST NO. 1-6	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISPANIC MALE	HISPANIC FEMALE	OTHER MALE	OTHER FEMALE
<b>TEST #1</b>											
WORKFORCE PARITY %	100	4.6	95.4	2.5	72.4	1.4	11.8	0.4	8.5	0.3	2.7
0.8 X WORKFORCE PARITY %				2	57.9	1.1	9.4	0.3	6.8	0.2	2.2
% Qualified applicant Pool				0.0	68.2	0	11.4	2.3	6.8	0	2.3
Affect Group(s) (*)				*		*				*	
<b>TEST #2</b>											
No. Passing Examination	No Activity										
No. Taking Examination											
Passing Rate (H div. By I)											
0.8 x Largest Line J											
Affected Group(s) (*)											
<b>TEST #3</b>											
No. Interviewed	No Activity										
No. Eligible											
Interview Rate (O div. By P)											
0.8 x Largest Line Q											
Affected Group(s) (*)											

FORM #43B4-6

<b>TEST #4</b>											
No. Hired	2		2		2						0
No. Interviewed	7		7		4						1
Hiring Rate (B div. By C)					0.5						0
0.8 x Largest Line D					0.4						0.4
Affected Group(s) (*)											*
<b>TEST #5</b>											
No. Hired	2	0	2		2	0	0	0	0	0	0
No. Applied	44	1	43		30	5	1	3	3	1	1
Hiring Rate (I DIV. BY J)					0.1	0.0	0.0	0.0	0.0	0.0	0.0
Largest Line K x 0.8					0.1	0.1	0.1	0.1	0.1	0.1	0.1
Affected Group(s) (*)						*	*	*	*	*	*
<b>TEST #6</b>											
No. Reduced	1		1			1					
Reduction Rate						0.2					
Impact Ratio						1.0					
Affected Group(s) (*)											

**NOTE : Total Categories equal Total count including Total Male +Total Female + Unknown/Unknown to reflect total applicant pool, interview pool, etc.**

**ADVERSE IMPACT TESTS**

**AGENCY:** Central Connecticut State University  
**EEO CATEGORY:** EEO 5 - Technical/Paraprofessional  
**POSITION CLASSIFICATION:** All Titles  
**LABOR MARKET AREA:** Hartford County

**Reporting Period: 03/01/2012 - 02/29/2013**

FORM #43B1 - 3

ADVERSE IMPACT TEST NO. 1-6	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISPANIC MALE	HISPANIC FEMALE	OTHER MALE	OTHER FEMALE
<b>TEST #1</b>											
WORKFORCE PARITY %	No Activity										
0.8 X WORKFORCE PARITY %											
% Qualified applicant Pool											
Affect Group(s) (*)											
<b>TEST #2</b>											
No. Passing Examination	No Activity										
No. Taking Examination											
Passing Rate (H div. By I)											
0.8 x Largest Line J											
Affected Group(s) (*)											
<b>TEST # 3</b>											
No. Interviewed	No Activity										
No. Eligible											
Interview Rate (O div. By P)											
0.8 x Largest Line Q											
Affected Group(s) (*)											

FORM #43B4-6

<b>TEST #4</b>											
No. Hired	No Activity										
No. Interviewed											
Hiring Rate (B div. By C)											
0.8 x Largest Line D											
Affected Group(s) (*)											
<b>TEST #5</b>											
No. Hired	No Activity										
No. Applied											
Hiring Rate (I DIV. BY J)											
Largest Line K x 0.8											
Affected Group(s) (*)											
<b>TEST #6</b>											
No. Reduced	No Activity										
Reduction Rate											
Impact Ratio											
Affected Group(s) (*)											

**NOTE :** Grand total counts include total male + total female + unknown/unknown to reflect total applicant pool, interview pool, etc.

**ADVERSE IMPACT TESTS**

**AGENCY:** Central Connecticut State University  
**EEO CATEGORY:** EEO 6 - Skilled Crafts  
**POSITION CLASSIFICATION:** All Titles  
**LABOR MARKET AREA:** Hartford County

**Reporting Period: 03/01/2012 - 02/29/2013**

FORM #43B1 - 3

ADVERSE IMPACT TEST NO. 1-6	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISPANIC MALE	HISPANIC FEMALE	OTHER MALE	OTHER FEMALE
<b>TEST #1</b>											
WORKFORCE PARITY %	100	97.7	2.3	73.6	1.6	8.5	0.2	11.9	0.4	3.8	0.2
0.8 X WORKFORCE PARITY %				58.9	1.3	6.8	0.2	9.5	0.3	3	0.2
% Qualified applicant Pool				90.0	1.7	0	0	3.3	0	0	0
Affect Group(s) (*)						*	*	*	*	*	*
<b>TEST #2</b>											
No. Passing Examination	No Activity										
No. Taking Examination											
Passing Rate (H div. By I)											
0.8 x Largest Line J											
Affected Group(s) (*)											
<b>TEST #3</b>											
No. Interviewed	No Activity										
No. Eligible											
Interview Rate (O div. By P)											
0.8 x Largest Line Q											
Affected Group(s) (*)											

FORM #43B4-6

<b>TEST #4</b>											
No. Hired	2	1	1	1	1			0			
No. Interviewed	24	23	1	19	1			1			
Hiring Rate (B div. By C)				0.1	1			0			
0.8 x Largest Line D				0.8	0.8			0.8			
Affected Group(s) (*)				*				*			
<b>TEST #5</b>											
No. Hired	2	1	1	1	1			0			
No. Applied	60	59	1	54	1			2			
Hiring Rate (I DIV. BY J)				0.0	1.0			0.0			
Largest Line K x 0.8				0.8	0.8			0.8			
Affected Group(s) (*)				*				*			
<b>TEST #6</b>											
No. Reduced	No Activity										
Reduction Rate											
Impact Ratio											
Affected Group(s) (*)											

**NOTE : Total Categories equal Total count including Total Male +Total Female + Unknown/Unknown to reflect total applicant pool, interview pool, etc.**

**ADVERSE IMPACT TESTS**

**AGENCY:** Central Connecticut State University  
**EEO CATEGORY:** EEO 7 - Service Maintenance  
**POSITION CLASSIFICATION:** All Titles Except Custodians & Protective Service  
**LABOR MARKET AREA:** Hartford County

**Reporting Period: 03/01/2012 - 02/28/2013**

FORM #43B1 - 3

ADVERSE IMPACT TEST NO. 1-6	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISPANIC MALE	HISPANIC FEMALE	OTHER MALE	OTHER FEMALE
<b>TEST #1</b>											
WORKFORCE PARITY %	100	89	11	65.4	6.9	8.7	0.4	11.7	3.7	3.3	0.2
0.8 X WORKFORCE PARITY %				52.3	5.5	7	0.3	9.4	3	2.6	0.2
% Qualified applicant Pool				80.9	0	7.4	0	7.4	0	0	0
Affect Group(s) (*)					*		*	*	*	*	*
<b>TEST #2</b>											
No. Passing Examination	No Activity										
No. Taking Examination											
Passing Rate (H div. By I)											
0.8 x Largest Line J											
Affected Group(s) (*)											
<b>TEST #3</b>											
No. Interviewed	No Activity										
No. Eligible											
Interview Rate (O div. By P)											
0.8 x Largest Line Q											
Affected Group(s) (*)											

FORM #43B4-6

<b>TEST #4</b>											
No. Hired	3	3		2				1			
No. Interviewed	24	24		20				3			
Hiring Rate (B div. By C)				0.1				0.3			
0.8 x Largest Line D				0.2				0.2			
Affected Group(s) (*)				*							
<b>TEST #5</b>											
No. Hired	3	3		2		0		1			
No. Applied	68	68		55		5		5			
Hiring Rate (I DIV. BY J)				0.1		0.0		0.2			
Largest Line K x 0.8				0.2		0.2		0.2			
Affected Group(s) (*)				*		*					
<b>TEST #6</b>											
No. Reduced	4	4		4							
Reduction Rate				0.1							
Impact Ratio				1.0							
Affected Group(s) (*)											

**NOTE : Total Categories equal Total count including Total Male +Total Female + Unknown/Unknown to reflect total applicant pool, interview pool, etc.**

**ADVERSE IMPACT TESTS**

**AGENCY:** Central Connecticut State University  
**EEO CATEGORY:** EEO 7 - Service Maintenance  
**POSITION CLASSIFICATION:** Custodian  
**LABOR MARKET AREA:** Hartford County

**Reporting Period: 03/01/2012 - 02/28/2013**

FORM #43B1 - 3

ADVERSE IMPACT TEST NO. 1-6	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISPANIC MALE	HISPANIC FEMALE	OTHER MALE	OTHER FEMALE
<b>TEST #1</b>											
WORKFORCE PARITY %	100	72.9	27.1	39.6	10.6	11.9	5.1	18.1	10.4	3.4	1
0.8 X WORKFORCE PARITY %				31.7	8.5	9.5	4.1	14.5	8.3	2.7	0.8
% Qualified applicant Pool				41.7	8.3	12.5	0	23.6	6.9	2.8	1.4
Affect Group(s) (*)					*		*		*		
<b>TEST #2</b>											
No. Passing Examination	No Activity										
No. Taking Examination											
Passing Rate (H div. By I)											
0.8 x Largest Line J											
Affected Group(s) (*)											
<b>TEST #3</b>											
No. Interviewed	No Activity										
No. Eligible											
Interview Rate (O div. By P)											
0.8 x Largest Line Q											
Affected Group(s) (*)											

FORM #43B4-6

<b>TEST #4</b>											
No. Hired	2	0	2	0	2	0		0	0		
No. Interviewed	15	11	4	6	3	2		2	1		
Hiring Rate (B div. By C)				0.0	0.7	0		0	0		
0.8 x Largest Line D				0.6	0.6	0.6		0.6	0.6		
Affected Group(s) (*)				*		*		*	*		
<b>TEST #5</b>											
No. Hired	2	0	2	0	2	0		0	0	0	0
No. Applied	72	60	12	30	6	9		17	5	2	1
Hiring Rate (I DIV. BY J)				0.0	0.3	0.0		0.0	0.0	0.0	0.0
Largest Line K x 0.8				0.2	0.2	0.2		0.2	0.2	0.2	0.2
Affected Group(s) (*)				*		*		*	*	*	*
<b>TEST #6</b>											
No. Reduced	3	2	1	2							1
Reduction Rate				0.1							1
Impact Ratio				1.0							0.1
Affected Group(s) (*)											*

**NOTE : Total Categories equal Total count including Total Male +Total Female + Unknown/Unknown to reflect total applicant pool, interview pool, etc.**

**ADVERSE IMPACT TESTS**

**AGENCY:** Central Connecticut State University  
**EEO CATEGORY:** EEO 7 - Protective Service  
**POSITION CLASSIFICATION:** Protective Service  
**LABOR MARKET AREA:** Hartford County

**Reporting Period: 03/01/2012 - 02/28/2013**

FORM #43B1 - 3

ADVERSE IMPACT TEST NO. 1-6	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISPANIC MALE	HISPANIC FEMALE	OTHER MALE	OTHER FEMALE
<b>TEST #1</b>											
WORKFORCE PARITY %	No Activity										
0.8 X WORKFORCE PARITY %											
% Qualified applicant Pool											
Affect Group(s) (*)											
<b>TEST #2</b>											
No. Passing Examination	No Activity										
No. Taking Examination											
Passing Rate (H div. By I)											
0.8 x Largest Line J											
Affected Group(s) (*)											
<b>TEST # 3</b>											
No. Interviewed	No Activity										
No. Eligible											
Interview Rate (O div. By P)											
0.8 x Largest Line Q											
Affected Group(s) (*)											

FORM #43B4-6

<b>TEST #4</b>											
No. Hired	No Activity										
No. Interviewed											
Hiring Rate (B div. By C)											
0.8 x Largest Line D											
Affected Group(s) (*)											
<b>TEST #5</b>											
No. Hired	No Activity										
No. Applied											
Hiring Rate (I DIV. BY J)											
Largest Line K x 0.8											
Affected Group(s) (*)											
<b>TEST #6</b>											
No. Reduced	No Activity										
Reduction Rate											
Impact Ratio											
Affected Group(s) (*)											

**NOTE :** Total Categories equal Total count including Total Male +Total Female + Unknown/Unknown to reflect total applicant pool, interview pool, etc.

**PROGRAM GOALS AND TIMETABLES**  
**Section 46a-68-44**

The University has established program goals pursuant to analyses conducted in **Section 46a-68-44, Identification of Problem Areas** in order to remove any disparity or adverse impact on the race/sex group members in the respective occupational categories.

The University did not identify any employment policy or practice that adversely affects any minority group candidates, including physically disabled or older persons. If disparities occur, the University will initiate a goal to remove such impact.

The relevant adverse impact tests, conducted by the University, were in accordance with the regulations and, where appropriate, program goals have been established. The University is cognizant that all aspects of the employment process must be continually scrutinized to determine if there is adverse impact and corrective measures taken, as needed.

It should be noted that there was no hiring activity in the technical paraprofessional, protective services and custodian categories.

The University addressed below the results of all adverse impact tests.

**ADVERSE IMPACT TEST NO. 1**

**RECRUITMENT**

This test compares the qualified applicant pool for each race/sex group to the availability of that group in the employment labor market. The results of this test could suggest adverse impact in the following occupational categories.

Executive/Administrative	WM, BF, HF, OM, OF
Professor	BF, HM, HF, OM, OF
Associate Professor	WM, WF, BM, BF, HF
Assistant Professor	WF, BF, HF
Instructor	WM, HM, HF, OM, OF
Professional/Non-Faculty	WM, WF, OF
Administrative Assistant	WM, BM, HM, OM, OF
Secretary 2	WM, BM, OM
Clerical, All Titles	WM, BM, HM, HF, OM, OF
Skilled Crafts	BM, BF, HM, HF, OM, OF
Service Maintenance excluding protective services and custodians	WF, BF, HM, HF, OM, OF
Custodians	WF, BF, HF

Accessions include hiring as well as promotions and the adverse impact tests recognize both hiring and promotion activity as hiring activity.

There were no hires in the technical paraprofessional and protective services categories.

The University has implemented a procedure in which applicants are required to submit a demographic cover page to receive a unique applicant identifier number. Applicants still may elect not to provide their race/gender information. However, the fact that this is an active instead of passive choice has already increased the percentage of candidates electing to report. Ninety-two (92%) percent of all

candidates this reporting year elected to identify their race and gender. While less than one in ten of the candidates elect not to disclose either their race/ethnicity or gender, this is a significant improvement from last year when one in four did not disclose.

The University continues to take a critical look at recruitment to determine how the process can be improved. As part of its hiring procedure, the university continues to evaluate its recruitment efforts in order to attract more persons from underrepresented groups as applicants when filling vacant positions. For the Executive/Administrative, Faculty, and Professional/Non-Faculty occupational categories, searches are conducted when vacancies in these categories exist. The search committees are comprised of persons in the discipline and/or with some expertise pertaining to the discipline and must include a minority and a woman member. For the Professional Non-Faculty category, the search committee must contain a member representing the SUOAF-AFSCME union. Each search committee must develop a search plan that is individualized to the position sought and the committee is required to pursue diverse recruitment resources that target underrepresented groups, such as minority publications and websites, minority caucuses in professional organizations, networking with colleagues in other institutions, as well as distributing position announcements and recruiting at professional conferences. This plan must be approved by the CDO. The University has also developed a comprehensive employment process manual, including all policies and procedures involved in the employment process. The manual has been distributed to all academic and administrative departments involved in the employment process and it is permanently posted on the Human Resources department website.

([http://www.ccsu.edu/uploaded/departments/AdministrativeDepartments/HumanResources/forms/Hiring\\_& Search Manual 08-14-10.pdf](http://www.ccsu.edu/uploaded/departments/AdministrativeDepartments/HumanResources/forms/Hiring_&_Search_Manual_08-14-10.pdf) ). In addition, the University will continue to monitor job announcements published as part of the search process to insure that the qualification requirements are strictly relevant to job performance and do not impose an artificial barrier to employment of underrepresented group members.

The Office of Diversity and Equity (ODE) will continue to focus its recruitment activities on those areas where difficulties occurred. The Office will collaborate with the HRO, SUOAF/ AFSCME Minority Recruitment and Mentoring Committee (MRMC), and AAUP Minority Recruitment and Retention Committee (MRRC) to target alternative recruitment sources, develop creative strategies, and explore new avenues in order to facilitate to the achievement of the 2012-2013 established goals. In addition, the University will continue to evaluate its comprehensive recruitment initiatives.

## **ADVERSE IMPACT TEST NO. 2**

### **EXAMINATION VALIDITY**

This test measures the passing rate for each race/sex group passing the examination compared to the rate for the same group taking the examination. There were no results for this test in any occupational category.

If the need arises, the University shall request the Department of Administrative Services (DAS) to professionally review examinations, which adversely impact the above occupational categories and assess their validity or devise new examinations. If such examination is found to be invalid, the University shall adopt a program goal to discontinue use of the examination, and to request DAS to discontinue any employment list based in whole or in part upon the results of such test and construct a new valid examination. In addition, the job specifications will continue to be reviewed for position classifications to assure they accurately reflect the responsibilities of the position.

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**ADVERSE IMPACT TEST NO. 3**

**INTERVIEWS FROM CERTIFICATION LIST**

This test measures the interview rate for each race/sex group compared to the rate for the same group on the employment or reemployment list. There were no results for this test in any occupational category since there were no hires from the employment or re-employment list this period.

If the need arises, the University will detail the efforts made or will make to reach underutilized class groups on employment or reemployment lists. Also, the University will detail the efforts it has made to make future hires from those protected class groups appearing on the list.

**ADVERSE IMPACT TEST NO. 4**

**INTERVIEW PROCESS**

This test measures the hire rate for each race/sex group compared to the interview rate for the same group. The results of this test could suggest adverse impact in the following occupational categories.

Executive/Administrative	BM, HM
Associate Professor	BM, BF, HM, OM, OF
Assistant Professor	WM, WF, BM, HM, OM, OF
Instructor	WF, BM, BF
Professional/Non-Faculty	WF, BM, BF, HM, HF, OM, OF
Administrative Assistant	BF, HF
Secretary 2	OF
Clerical, All Titles	WM, BF
Skilled Crafts	WM, HM
Service Maintenance (Excluding custodians and protective services)	WM
Custodians	WM, BM, HM, HF

In **Section XVIII, Goals Analysis**, the University has provided a detailed explanation for its selection of each person hired during this reporting period. The Chief Diversity Officer (CDO) advised each search committee and hiring manager how to structure the interview process to ensure that all applicants received fair and equitable treatment during the interview process. Search committees and hiring managers were made aware of permissible and non-permissible questions as well as questions related to the job duties that could be asked during the interview. The University will continuously evaluate the interview process to ensure its integrity.

It should be noted that the results of this test could be skewed by the hiring of one or two in a particular sex or race group (sometimes a goal candidate which can skew results).

**ADVERSE IMPACT TEST NO. 5**

**HIRING PROCESS**

This test measures the hire rate for each race/sex group compared to the rate for the same group in the applicant pool. This test could suggest adverse impact in the following occupational categories.

Executive/Administrative	WF, BM, HM
Associate Professor	WM, BM, BF, HM, OM, OF
Assistant Professor	WM, WF, BM, HM, HF, OM, OF
Instructor	WF, BM, BF
Professional/Non-Faculty	WF, BM, BF, HM, HF, OM, OF
Secretary 2	BF, HM, HF, OF
Clerical, All Titles	WM, BF, HF
Skilled Crafts	WM, HM
Service Maintenance excluding protective services and custodians	WM, BM
Custodians	WM, BM, HM, HF, OM, OF

The University will continue to examine its hiring process to determine if there are any mitigating factors, which would contribute to any imbalance in the hiring process and scrutinize said process to determine if any factors impede the full and fair participation of underrepresented group members. Remedial measures will be devised and implemented whenever appropriate and necessary. The CDO meets with all search committees, hiring managers, and the Human Resources Office (HRO) staff to substantiate that the interview process is conducted in a non-discriminatory manner as well as to ensure that the integrity of the interview process is maintained and that all applicants are treated with fairness and equity throughout the employment process.

The ODE in conjunction with the HRO has developed a comprehensive employment process manual, including all policies and procedures involved in the employment process. The manual has been distributed to all academic and administrative departments involved in the employment process and is maintained and periodically updated in the Human Resources website.

**ADVERSE IMPACT TEST NO. 6**

**TERMINATION**

This test measures the reduction in force rate for each race/sex group compared to the rate for the group least affected by the personnel action. The results of this test could suggest that the following occupational categories are adversely impacted.

Professor	BF
Assistant Professor	WM, WF
Instructor	WM
Professional/Non-Faculty	BF
Custodians	OF

The ODE and the HRO continued to monitor any apparent disparities indicated by the reduction rate of any race/sex group. After analyzing the results of these tests, the University found that no reductions in the workforce were due to any discriminatory practices. All reductions in each occupational category are detailed in the **Section XII, Employment Analysis - Employment Process Analysis**. The HRO

## PROGRAM GOALS AND TIMETABLES

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analyzed reductions in the workforce through the exit interview process to determine if there were problems or issues that contributed to employee's decisions to end their employment with the University. There was no indication of any problem areas. The University will continue to audit the reductions in the workforce to ensure that discrimination is not a factor in the reasons for leaving the institution.

The results of the exit interviews for the current reporting period are included in **Section XII, Employment Analysis-Employment Process**, confirming that no reductions in the workforce were due to any discriminatory practice and that discrimination was not a factor in the reasons for leaving the institution.

Pursuant to Section 46a-68-44, the University shall consider the feasibility of implementing one or more of the measures set out in section **(c) (1-18)** of the Regulations to combat disparities in the workforce. Those measures that have been considered and/or implemented include:

1. The University has recognized the need to continually evaluate the recruitment program as addressed in the results of adverse impact test no. 1 and has established recruitment and training programs pursuant to C.G.S. Section 5-200(a).
2. The University utilizes Temporary Service in a Higher Class (TSHC) as a mechanism to compensate employees who perform duties at a level above their current job responsibilities for a temporary period of time. During the reporting period, several employees served in TSHC positions.
3. The University has made open competitive appointments rather than promotional appointments, where promotional appointments from the internal labor market would perpetuate underutilization, pursuant to C.G.S. Section 5-228.
4. The University continues to make appointments pursuant to C.G.S. Section 5-234 (a) and Section 5-234 (b).
5. The University utilized temporary appointments for unclassified positions in an affirmative manner, within the parameters of the AAUP and the SUOAF/AFSCME collective bargaining agreements.
6. Employees are strongly encouraged to participate in training programs. The University offers training opportunities to all employees, including tuition reimbursement or tuition waivers, so that employees' credentials can be enhanced. In addition, upward mobility training has been provided, in accordance with C.G.S. Sections 4-61u and 4-61w.
7. The University utilizes alternate work schedules for certain occupational categories, in accordance with collective bargaining agreements.
8. The University does provide a Day Care Program, which is available for employees.
9. The University has not had the need to review and alter job specifications where they have adverse impact on protected classes.

The University has considered alternatives in addition to those already outlined above to eliminate any problem areas identified in **Section XIII, Identification of Problem Areas**.

#### PROGRAM GOALS

The University did not identify any employment policy or practice that adversely affects any minority group candidates, including physically disabled or older persons in Adverse Impact tests 1 – 6. The University will, however, continue to take a critical look at its employment processes and if disparities occur, the University will initiate a goal to remove such impact and improve the processes.

As Program Goals for the plan year 2013-2014, in order to foster a campus climate of tolerance and diversity, to ensure equal rights for all the various groups that make up the University community and to educate our students toward appreciation for diversity, the University will:

### **1. Search Process**

- Revise hiring manual as needed;
- Continue to identify new advertising sources to maximize the applicant pool and lower the cost of advertising;
- Continue to provide training to all unclassified search committees on search process, affirmative action and equal opportunity principles to ensure a thorough and complete process;
- Assist search committees with the creation of their screening such as qualification rubric, interview and reference questions;
- Conduct an evaluation of the searches for the Assistant Professor which include Black males applicants to identify any barriers for progression in the hiring process;
- Develop a recruitment plan with search committees that address the selection of advertising sources to increase the number of people of color and women applicants; and,
- Continue to work with search committee members to minimize the number of preferred qualifications so that the applicant pool is more likely to be increased and diversified.

**Completion Date:** February 2014

**Responsible Person:** Chief Diversity Officer; Hiring Authorities

### **2. Training**

- Expand training opportunities for employees, students and campus community by providing sessions concerning sexual harassment, sexual violence and disability awareness. Continue to provide cultural programming;
- Provide targeted sessions on protected class issues resulting from employee concerns or complaints;
- Incorporate gender identity training component into the diversity training sessions in collaborations with LGBT Center Advisory Committee;
- Increase the number and visibility of sexual harassment prevention posters;
- Organize the third annual Disability Awareness Month;
- Hire a victim's advocate to provide additional training on prevention of sexual harassment including sexual misconduct;
- As part of the recruitment and retention programs for AAUP and SUOAF fund professional development activities that increase the retention of these employees and their cultural competency to serve a cultural diverse student body; and,
- Continue to provide sexual harassment on-line training.

**Completion Date:** February 2014

**Responsible Person:** Chief Diversity Officer; Chief Human Resources Officer; Provost; Women's Center Coordinator; Vice President of Student Affairs

### **3. Women's Issues**

- Increase the number of participants in the following support groups: sexual violence, Latina, and Sisters;
- Provide training opportunities to women of color on work life balance, financial planning and career planning.

## **PROGRAM GOALS AND TIMETABLES**

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**Completion Date:**       **February 2014**

**Responsible Person:**   Women Center Coordinator and Chief Diversity Officer

#### **4. Policy Development**

- Update complaint procedure;
- Work with the Committee for the Concerns of Women on developing an anti-bullying policy.
- Notify employees of the changes to the existing polices and the development of new policies.

**Completion Date:**       **February 2014**

**Responsible Person:**   Chief Diversity Officer; Vice President of Student Affairs; Chief Human Resources Officer and SART

#### **5. Ensure Equal Access**

- Conduct ADA assessment of the University website;
- Increase the number and quality of lactation rooms;
- Increase the number of gender neutral bathrooms;

**Completion Date:**       **February 2014**

**Responsible Person:**   Chief Diversity Officer; Vice President of Student Affairs; Chief Administrative Officer, Chief Information Officer and Chief Human Resources Officer

# **UPWARD MOBILITY**

## **Section 46a-68-45**

### **NEED FOR UPWARD MOBILITY**

Essential aspects of sound management practice and the realization of affirmative action goals include the greater use of employees' skills and abilities and the development of employees for higher-level work. Affirmative action programs concentrate on assuring equal opportunity in the recruitment and hiring of new employees, but an upward mobility program that maximizes the skills and realizes the potential of all employees must supplement these efforts.

Many of these employees are in lower classifications that have traditionally been held by women and minority group members. An analysis of staffing patterns in many state agencies shows a preponderance of underrepresented group members in low skilled and low paid jobs. Various barriers have denied them an equal opportunity for career advancement. The University must assist these employees in their effort to successfully compete for higher-level work. The implementation of an effective upward mobility program can achieve this objective.

### **WHAT IS AN UPWARD MOBILITY PROGRAM?**

An upward mobility program is a systematic management effort to focus personnel policy and action on the development and implementation of specific career opportunities for employees who exhibit the desire, potential, and ability to perform higher-level work and is in lower-level or dead-end positions.

The scope of upward mobility programs will vary with the size of the department or agency and the complexity of its personnel system. A formal comprehensive program should, however, involve a number of managers and agency personnel and almost all aspects of the employment system – placement, training, counseling, job evaluation and promotion. Four areas which must be considered in all programs include: (1) examining and revising staffing patterns to eliminate dead-end jobs and identify bridging jobs for the promotional opportunity by establishing career ladders to include the appropriate classification of all positions within and throughout the series; (2) working with upward mobility candidates in aptitude and interest testing, career planning and counseling, as well as to provide the necessary kinds of training activities to facilitate upward mobility; (3) providing training and support for agency supervisors to stress their role in career counseling and other staff development areas; and (4) reviewing and revising job descriptions and classifications to reflect work performed.

Ultimately, each agency and department will need to examine its own workforce and its own work structure in order to tailor efforts to meet its particular needs and resources.

### **COMPONENTS OF AN UPWARD MOBILITY PROGRAM**

An upward mobility program will provide: (1) opportunities for career development and prepare employees for higher level work; (2) for advancement both within and across occupational lines; and (3) methods by which lower classified employees may gain entry to higher level career ladders. In order to realize these goals, there must be a firm commitment on the part of management to provide opportunity for lower level employees from within the agency or department. Those populations targeted for upward mobility include:

- employees in entry-level classifications
- clerical, maintenance, technical/paraprofessional, skilled crafts, protective services employees
- professional/non-faculty and faculty who desire to increase their knowledge in professional-related topics involving in-service training or on-site seminars

This list may need to be narrowed down or prioritized in the implementation plans of each employee category. The University shall make every effort to ensure that the composition of upward mobility participants is consistent with affirmative action principles.

## **UPWARD MOBILITY PROGRAM STRATEGIES**

### **Career Counseling**

Career development plans for employees who have the interest and motivation for advancement are important upward mobility tools. Career development plans are: (1) tailored to the needs, individual capabilities, and motivation of employees so that they will have the opportunity to reach their highest level of performance; and (2) related to the present and future needs of the agency. Counseling and guidance is available to employees in order to encourage and assist them in planning and achieving training, education, and career goals. The University encourages employees to meet with the Human Resources Office and ODE staff to discuss career development.

### **Career Counseling Participants March 1, 2012 – February 28, 2013**

<b>Race</b>	<b>Gender</b>	<b>Position</b>
Black	Female	Office Assistant
White	Female	Administrative Assistant
Hispanic	Male	Maintainer
White	Female	Clerk Typist

### **Education and Training**

Training opportunities are an integral part of the University's Upward Mobility Program. These training opportunities are designed for employees to attain new skills and abilities and to prepare themselves for advancement both within and across occupational category lines. Types of training activities available include:

**State of Connecticut In-service Training:** The schedule is available to all staff and money has been budgeted to help facilitate attendance at appropriate programs.

**University Sponsored Training:** A variety of computer and technology in-service training programs are continuously offered at no cost to permit staff to upgrade their skills.

**Scholarships:** The University established a book scholarship fund for classified employees to help support their efforts to obtain advanced degrees. In addition, a yearly scholarship is available to at least one classified employee who is not eligible for tuition waivers through their collective bargaining agreement.

**Tuition Reimbursement:** Pursuant to their respective collective bargaining agreements, employees are eligible for tuition reimbursement for college courses taken.

**Tuition Waivers:** Unclassified and Administrative Clerical employees are eligible for tuition waivers pursuant to their collective bargaining agreements or the management/confidential employee policies.

**Conferences and Workshops:** Employees are provided with the opportunity to attend educational events occurring during normal working hours, usually requiring a travel authorization and normally lasting five days or less. Funds may be available under a union contract.

**Educational Leave:** Employees can take time off with or without salary during normal working hours to attend courses or educational events usually lasting more than five days.

**NOTE:** The University has provided a complete analysis of training which occurred during this reporting period in **Section XII, Employment Analysis.**

### **Career Ladders**

The identification of career ladders is one of the most important steps in the development of an Upward Mobility Program. The identification of such positions provides true career opportunities. The Job Title Study in **Section VII, Organizational Analysis**, lists all job titles at the University and depicts the order of jobs through which an employee may advance. Human Resources officers can also provide information on career ladders.

### **Promotion by Reclassification**

Promotions to the next level within a career series can be made by reclassification of the position in accordance with Connecticut General Statutes, Section 5-227a.

### **UPWARD MOBILITY PROMOTIONAL GOALS**

It is difficult for the University to establish upward mobility promotional goals for unclassified occupational categories, particularly professional non-faculty. Promotions in the executive/administrative category occur as a result of promotions into the category, and faculty promotions take place between categories. In the professional non-faculty occupational category, there is little opportunity for upward mobility within the category as a result of the limited use of the Trainee/Administrative Rank I job classification and lack of hiring at entry-level positions. When hiring occurs in this category, individuals are hired into the position where the vacancy exists or promoted to the vacancy as a result of an internal search, in accordance with the bargaining unit agreement. Upward mobility promotions occur in the professional/non-faculty occupational category when individuals are promoted into the category from sub-professional positions.

- **In the Professional Non-Faculty Category: one (1) White female was promoted from Administrative Assistant (EEO 4) to SU Assistant in Administration 2 (EEO 3).**
- **Secretarial Clerical (Secretary 2) category: one (1) White female was promoted from secretary 1 to secretary 2.**
- **In the Service Maintenance category the University had one (1) promotion: One (1) White male from custodian to storekeeper.**

The following programs support the University's Upward Mobility Program:

In the classified service, the University does make efforts beyond the collective bargaining agreements' terms to support individuals for movement from one job classification to a higher one. The Chief Diversity Officer and Chief Human Resources Officer will work with respective supervisors to mentor classified employees in obtaining experience in additional responsibilities in accordance with collective bargaining agreements, as well as gaining training in and experience with higher-level skills, including supervisory skills, which will prepare them for positions in other occupational categories, such as Technical/Paraprofessional and Professional/Non-Faculty. In addition, the University will encourage employees to take courses toward a degree and provide flex-time when the course is scheduled during

the employee's work hours. A scholarship is available for classified employees who are not entitled to tuition waivers for course work.

As part of the University's Upward Mobility Program, the Office of Diversity & Equity and the Human Resources Office will continue conducting individual career counseling sessions. These sessions are designed to provide employees with information related to availability of career opportunities, as well as how to apply for posted vacancies within the University. Further, employees are directed to the Department of Administrative Services (DAS) website for information regarding applying for and taking state certification examinations in higher level job classifications in order to advance through a targeted career ladder. The Office of Diversity & Equity will continue to maintain bulletin boards adjacent to its office, where notices of current vacancies in all occupational categories are posted, including postings from CCSU and other Connecticut State University institutions.

### **Employee Appreciation Week**

For the past seven years during the last week in April, the Human Resources Department has sponsored "Employee Appreciation Week." Free workshops for all employees are offered, as well as a Recognition Ceremony for long term CCSU employees and retirees, a Fun Run, and campus wide picnic. Workshops are developed and/or selected in order to provide employees with a wide variety of timely, interesting, and useful topics. In April 2013, more than 290 employees attended the workshops, which included *Common Decency – Maintaining a Respectful Work Environment; How to Improve Your Digestive Health-The Natural Way; Senior Care 101 – Demystifying Eldercare Challenges; The End of the World as We Know It? – December 21, 2012, and the Mayan Calendar; and Stargazing and Night Sky Watching – Introduction to the World of Astronomy.*

### **Administrative Clerical Tuition Waiver Program**

The Connecticut State University System (CSU) has an agreement with AFSCME Council 4 to provide a tuition waiver program to clerical employees, effective through June 30, 2013. Members of the Administrative Clerical bargaining unit, who are permanent and work at least 20 hours weekly, may take up to two courses per semester at any of the four state universities, tuition free. During the fall 2012 semester, 14 CCSU employees benefitted from the tuition waiver program: Six White females, three Hispanic females, four Black females and one Hispanic male. During the spring 2013 semester, 13 CCSU employees benefitted from this program: six White females, five black females and two Hispanic females.

# **GRIEVANCE PROCEDURE**

## **Section 46a-68-46**

### **Employee Grievance Procedures**

Central Connecticut State University has an established system to process and resolve employee allegations of discrimination consistent with Chapters 67 and 68 of the Connecticut General Statutes. The system provides for the expeditious resolution of grievances to assure that legal options for filing complaints are not foreclosed.

The Grievance Procedure includes:

- Periodic training in counseling and grievance investigation for agency counselors;
- Confidential counseling and procedures for informal resolution at the institution level by the Chief Diversity Officer;
- Notice to employees that the grievance procedure is available;
- A guarantee of no retaliation for the exercise of rights granted pursuant to Connecticut General Statutes;
- Advisement of legal options to file complaints with the Connecticut Commission on Human Rights and Opportunities; United States Equal Employment Opportunity Commission; United States Department of Education Office of Civil Rights; United States Department of Labor, Wage and Hour Division; and any other agencies, state, federal or local, that enforce laws concerning discrimination in employment or public services.
- Time frames not exceeding ninety (90) days for filing, processing and resolution of such matters.

All records of internal discrimination grievances and dispositions thereof are maintained and reviewed on a regular basis by the Office of Diversity and Equity to detect any patterns in the nature of the grievances. Records so retained shall be confidential except where disclosure is required by law.

The Plan contains a summary of the employee grievances alleged, the results thereof, and the length of time required to resolve the grievance. Where informal allegations have resulted in complaints to enforcement agencies, the Plan provides information on the number of such complaints, investigating agency, whether such matter is currently pending or the outcome thereof.

All records relevant to grievances filed under this section are maintained by the agency for examination by the Commission on Human Rights and Opportunities.

The Office of Diversity and Equity has developed a website that provides all relevant policies, procedures and contacts to all members of the University community and community at large.

# Central Connecticut State University

## Procedures and Timetables for Processing of Discrimination, Harassment and Sexual Misconduct Complaints

In accordance with Section 46a-68-46 of the Affirmative Action Regulations of Connecticut State Agencies, the following procedures provide an internal process for the handling of complaints involving claims of discrimination or harassment, including sexual misconduct/violence.

This procedure is designed to further implement Central Connecticut State University (CCSU) policies relating to Nondiscrimination in Education and Employment, Sexual Harassment and Sexual Misconduct by providing a process through which individuals alleging violation of these policies may pursue a complaint. This includes allegations of retaliation, discrimination, harassment based on age, ancestry, color, disability, gender identity or expression, genetics, national origin, marital status, race, sex (including pregnancy, transgender status, sexual harassment and misconduct), religious creed, sexual orientation, prior criminal conviction and any other status protected by federal or state laws.

When responding to an internal complaint, disclosure of information relating to the internal complaint and the identity of the complainant will be handled with appropriate sensitivity and in accordance with applicable laws.

### A. Process for Filing Internal Complaints of Alleged Discrimination or Sexual Harassment and Misconduct

#### 1. Who may file:

Any employee, applicant for employment, student, applicant for admission or any other person, including visitors.

#### 2. When to file:

Complainant(s) are encouraged to file as soon as possible but must file no later than ninety (90) calendar days following the complainant's first knowledge of the alleged discriminatory act. Once filed, the internal complaint must be resolved within ninety (90) calendar days.

#### 3. Where to File:

The Office of Diversity and Equity handles internal complaints alleging violations of the Nondiscrimination Opportunity in Education and Employment, Sexual Harassment and/or Sexual Misconduct policies. The Chief Diversity Officer (CDO) or his/her designee reviews and, if necessary, conducts an investigation into each complaint that, if proven, would constitute a violation of CCSU policies.

#### **All complaints**

Chief Diversity Officer  
Office of Diversity and Equity  
Davidson Hall  
860-832-0178

#### **Complaints against Students**

Student Conduct  
Office of Student Conduct  
Willard Hall  
860-832-1667

The CDO serves as the Title IX officer. Complaints against students may be referred to the Office of Student Conduct.

## **Reports against the Chief Diversity Officer or Office of Diversity Equity Employees.**

Complaints that involve allegations against Office of Diversity and Equity employees are handled by the University President or his/her designee.

### 4. Process for filing complaints

At the time an individual makes his/her complaint, the CDO or designee will provide the individual with the University's respective policies on non-discrimination, sexual harassment and/or sexual misconduct and the procedures and timetables for processing internal complaints.

#### **No Basis to Proceed.**

At any point during the processing of the complaint, the CDO or designee may determine that there is no basis to proceed under the Nondiscrimination in Education and Employment Policy, Sexual Harassment Policy and/or Sexual Misconduct Policy. The CDO or designee shall refer the complaint as appropriate. The CDO or designee shall notify the complainant and, if necessary, the respondent of the outcome as appropriate, in accordance with applicable state and federal laws.

#### **Investigatory Process.**

The Office of Diversity and Equity shall provide the respondent with a written summary of the complaint, which shall include a description of the alleged discriminatory acts, within five (5) calendar days of the filing of the complaint. If the complaint is in writing, the Office of Diversity and Equity shall provide the respondent with a copy of the written complaint or summary of the complaint. Disclosure of information shall be in accordance with applicable state and federal laws.

The CDO or designee shall weigh all evidence pertaining to the internal complaint, make findings of fact, recommendations, and, with the consent of the parties and appropriate executive officer, propose settlements to the University President. Without investigation, the CDO or designee may also mediate issues between parties where the allegations, if proven, would not constitute a violation of CCSU policies.

The complainant and the respondent (person accused) will be allowed to have a non-participating support person present for interviews.

#### **Timeline.**

Internal complaints shall be investigated and resolved within ninety (90) calendar days of the receipt of the complaint, including the written notification to the complainant(s) and respondent(s) regarding the results of the investigation. Whenever possible, complaints should be resolved in accordance with relevant University policies at the supervisory, Dean or Director's level with the concurrence of the CDO.

#### **AAUP.**

The complaint will be processed according to an agreed-upon procedure consistent with the CSU-AAUP Collective Bargaining Agreement, Appendix F.

#### **Right to Union Representation.**

In accordance with federal law and applicable collective bargaining agreements, represented employees may have the right to request and receive union representation during an investigatory meeting.

Nothing in this procedure is intended to expand, diminish or alter in any manner whatsoever any right or remedy available under a collective bargaining agreement, personnel policy or law.

## **Determination.**

Upon the conclusion of its investigation, the CDO or designee will determine whether or not discrimination or harassment in violation of CCSU policy occurred. A preponderance of the evidence standard is used to make this determination.

1. **Unsupportable Complaints.** If the CDO or designee determines that the evidence is insufficient to support the allegation, he or she shall dismiss the complaint.
2. **Supportable Complaints.** If the CDO concludes that the allegations are supported by the evidence, he or she will report his or her findings and recommendations to the appropriate administrator.

## **5. Disciplinary Action**

If the CDO or designee believes that disciplinary action against the respondent may be warranted at this or a subsequent stage, a recommendation will be made to the Chief Human Resource Office (for employees) or the Office of Student Conduct (for students).

### **B. Process for Filing an Appeal**

Within fifteen (15) calendar days of the issuance of the Chief Diversity Officer's determination, the complainant or respondent may file an appeal of the determination. The appeal and all supporting documentation shall be submitted in writing to the University President, with copies to the CDO and other parties to the complaint.

The President or designee shall review the investigation and determine whether to affirm or modify the decision. The President or designee may receive additional information if the President or designee believes such information would aid in the consideration of the appeal.

If an appeal of the CDO's determination is filed, the University President or designee shall conduct a review of said appeal and issue a written decision within thirty (30) calendar days of the appeal. The University President shall notify all parties in writing of his/her decision.

The decision on appeal exhausts the complainant's and respondent's administrative remedies under this procedure except as provided herein.

### **C. Records Maintenance**

The CDO shall create and maintain a file of each internal complaint received under these procedures. All information, including records and correspondence pertaining to said internal complaint will be kept in this file. Access to the file will be in accordance with applicable State and Federal statutes and collective bargaining agreements. The CDO will secure these files.

All records of internal complaints and dispositions shall be reviewed on a regular basis by the Office of Diversity and Equity to discern any pattern in the nature of the internal complaints.

**Related policies and procedures:**

- Nondiscrimination in Education and Employment Policy
- Policy on Consensual Relationships between Employees of the Connecticut State University System
- Policy on Consensual Relationships between Employees and Students of the Connecticut State University System
- Sexual Harassment Policy
- Sexual Misconduct Policy
- Student Code of Conduct and Statement of Disciplinary Procedures

**Revised October 25, 2011**

S:\Policies\ODE Policies - CCSU Procedures and Timetables for Processing of Discrimination and Sexual Harassment Complaints October 25, 2011.docx.docx

## DISCRIMINATION COMPLAINT AGENCIES

An individual has the right to file his or her complaint of discrimination with any or all of the relevant agencies listed below. The individual can also simultaneously avail himself or herself of the University's Internal Discrimination Grievance Procedure.

### The Connecticut Commission on Human Rights & Opportunities:

#### Capitol Region

999 Asylum Ave.  
Hartford, CT 06105  
Tel: (860) 566-7710

#### Eastern Region

100 Broadway  
Norwich, CT 06360  
Tel: (860) 886-5703

#### Southwest Region

1057 Broad Street  
Bridgeport, CT 06604  
Tel: (203) 579-6246

#### West Central Region

Rowland State Government Center  
55 West Main Street, Suite 210  
Waterbury, CT 06702-2004  
Tel: (203) 805-6530

Complaints should be filed with the Commission on Human Rights and Opportunities no later than one hundred and eighty (180) days after the alleged act of employment discrimination occurred.

### 1. The Equal Employment Opportunities Commission

John F. Kennedy Federal Office Building  
Government Center, Room 475  
Boston, MA 02203  
Tel: (617) 565-3200

Complaints should be filed with the Equal Employment Opportunities Commission no later than one hundred and eighty (180) days after the alleged act of employment discrimination occurred, except, that in a case when the aggrieved person has initially filed a complaint with the Commission on Human Rights and Opportunities, such complaint should be filed no later than three hundred (300) days after the alleged act of employment discrimination occurred.

Alternatively:

### Connecticut Permanent Commission on the Status of Women

18-20 Trinity Street  
Hartford, CT 06106  
Tel: (860) 240-8300

### 2. State of Connecticut: Employee Grievance Procedure

(Contact Human Resources Office or union representatives for Grievance forms and/or procedures).

### 3. Regulation of Wages Division, Connecticut Labor Department

200 Folly Brook Boulevard  
Wethersfield, CT 06109  
Tel: (860) 263-6000

### 4. Wage and Hour and Public Contracts Division

United States Labor Department  
135 High Street  
Hartford, CT 06103  
Tel: (860) 240-4277

5. U.S. Department of Education, Office for Civil Rights

33 Arch Street  
Ninth Floor  
Boston, MA 02110  
Tel: (617) 289-0111  
Fax: (617) 289-0150

**Central Connecticut State University**  
Office of Diversity and Equity  
Complaints March 1, 2012 to February 28, 2013

ODE Case #	Court or Agency Claim	Complainant	Complainants Race/gender	Date of Filing	Current Status	Discriminatory Basis	Type of alleged discrimination	Date of Outcome	Days open	Outcome of complaint
AAC.2012.08	University Internal Process	Employee	WF	3/6/2012	Closed	Sex	Sexual harassment	3/19/2012	13	Administratively closed - not under scope of policy
AAC.2012.09	University Internal Process	Employee	BM	3/20/2012	Closed	Race	Disparate treatment	3/22/2012	2	Withdrawn by complainant
AAC2012.16	University Internal Process	Employee	WF	3/20/2012	Closed	Sexual Harassment	Disparate treatment	4/17/2012	28	No cause
AAC2013.11	University Internal Process	Employee	BF	5/29/2012	Closed	Race	Unknown	6/12/2012	14	Dismissed. Complaint never filed.
AAC2013.20	University Internal Process	Employee	WF	9/6/2012	Closed	Sexual Harassment	Disparate treatment	9/25/2012	19	Administratively closed - not filed within the required timeframe
AAC2013.22	University Internal Process	Employee	BM, WM, WF	10/31/2012	Closed	Sex	Disparate treatment & Harassment	12/19/2012	49	Not under scope of non-discrimination policy
AAC2013.28	University Internal Process	Employee	WF	12/4/2012	Closed	sex	Disparate treatment	12/21/2012	17	Does not rise to the level of violation of policies
AAC2013.34	CHRO		BM	2/7/2013	Open	Discrimination				Open

# INTERNAL PROGRAM EVALUATION

## Section 46a-68-47

In accordance with Section 46a-68-47, the University has developed an internal program evaluation procedure to monitor progress and anticipate shortcomings in the Affirmative Action Program.

The University has implemented the following procedures in order to monitor progress in the University's Affirmative Action program:

1. Conducted an ongoing review and evaluation of the Affirmative Action Plan.
2. Annually revised the goals and objectives of the Affirmative Action Plan to meet the needs of the University's changing workforce. As short-term goals were met, long-term goals were implemented.
3. Evaluated and monitored the affirmative action performance of all officials assigned affirmative action responsibilities. This includes deans, directors, department heads and others with specific affirmative action responsibilities.
4. Developed a reporting system to monitor the program.
5. Developed enforcement mechanisms.

The University has developed an internal evaluation procedure, which continually monitors the progress and provides for adjustments, if necessary, in the affirmative action plan.

**A. This process includes the following:**

1. Reports of new hires and promotions by race and gender and goal achievement, including goals yet to be achieved are sent to the President, Vice Presidents, Chief Officers, University Ombudsman, Deans, Directors, Academic and Administrative Department Chairs, Union Presidents, managers and supervisors.
2. Numerical goals are updated, when necessary to continue to make every good faith effort to reach parity with the relevant labor market areas.
3. The President and the Executive Committee are informed by the Office of Diversity and Equity on a regular basis regarding all matters related to the Affirmative Action Program.
4. All officials, including deans, directors, and academic/administrative department chairs, assigned affirmative action responsibilities are monitored and evaluated regarding their affirmative action performance.
5. The implementation of the Affirmative Action Plan is regularly evaluated for effectiveness by the Chief Diversity Officer/Director of Affirmative Action.
6. An enforcement mechanism is established.

**B. The internal evaluation procedure includes the following:**

1. The Chief Diversity Officer:
  - a. Approves advertisements for all searches to ensure that no discriminatory language is included and that the University is recognized as an affirmative action/equal employment opportunity employer.
  - b. Approves an Affirmative Action search plan that includes proactive measures to attract and recruit target candidates.

- c. Approves search committee members for all unclassified position searches.
  - d. Holds one or more meetings with each search committee to discuss affirmative action goals, recruitment strategies, nondiscriminatory interviewing, and search procedures.
  - e. Approves the list of candidates to be interviewed in all unclassified and classified searches.
  - f. Approves all search files acknowledging that the search committee has followed appropriate affirmative action procedures.
  - g. Ensures all University external publications to ensure the compliance policy is printed.
  - h. Ensures that the affirmative action response data submitted by female and minority applicants for each search are recorded by name, race, and gender in a database in the Office of Diversity and Equity.
  - i. Determines whether searches should be extended or closed when the applicant pool is insufficient or the search committee does not demonstrate a good faith effort in the recruitment of a diverse pool of applicants.
- 2. The Human Resources Office provides a bi-weekly report to the Office of Diversity and Equity on all personnel transactions.
  - 3. An analysis of goal accomplishment is conducted for each hiring transaction.
  - 4. Search Committee chairs and hiring managers are required to justify all hiring recommendations and when the recommendation does not meet a goal, the Search chair and hiring manager must specifically outline the experience and/or special skills of the recommended candidate as compared to the goal candidate.
  - 5. All management/confidential employees' performance of affirmative action responsibilities is evaluated in said employees' annual performance evaluation.
  - 6. For the 2012-2013 reporting period, an Affirmative Action Program Evaluation questionnaire was distributed to the President, Vice Presidents, Chief Officers, University Ombudsman, Deans, and Directors at the end of the reporting period. A compilation of the results and written comments of the President and the Chief Diversity Officer are included in the **Supportive Materials**.

**C. Results of the Internal Program Evaluation**

The Affirmative Action Program was evaluated by using four different criteria:

- 1. Success of good faith effort in the process of recruiting, hiring, and promoting;
- 2. Evaluation of failure to meet goals, when the opportunity presented itself;
- 3. Training opportunities, which were afforded the staff to improve and enhance their skills through staff development programs, state in-service training, tuition reimbursement, seminars, and conferences;
- 4. Assessment of executive, administrative, and academic managers' knowledge of their role and responsibility in the implementation of the Affirmative Action Program, based on their responses to the Affirmative Action Program Evaluation.

The University assessed the effectiveness of the Affirmative Action Program utilizing the above stated criteria:

1. Of the fifty-seven (57) hires that occurred during this reporting period, fourteen (14), or twenty-five (25%) percent of all hires, met established reachable hiring goals. Additionally, the change in the Associate Vice President [Dean of Graduate Studies] from part-time to full-time increased the goals to fifteen (15) or twenty six (26%) percent.

Additionally, in its commitment to diversity the University hired thirteen (13) members of underrepresented groups that did not meet established goals:

- One (1) Black male in the Professor category;
- Two (2) Other males in the Associate Professor category;
- Four (4) White females; one (1) Hispanic female and one (1) Other male in the Assistant Professor category;
- One (1) Hispanic male in the Professional/Non-faculty category;
- One (1) White female in the Skilled Crafts category;
- Two (2) White females in the Custodian category.

In all, twenty-eight (28) out of the fifty-eight (58) hires (including Associate Vice President), or forty-eight (48%), were either goal candidates or candidates from historically underrepresented groups including women.

For a full explanation, see Section 46a-68-48, Goals Analysis.

2. In the **Section 46a-68-48, Goals Analysis**, the University evaluated its failure to meet goals, when the opportunity presented itself. The University fully examined and addressed each goal and discussed the action taken in a detailed, searching and complete manner. Upon examination, failure to meet goals resulted from goal candidates lacking requisite backgrounds, number of years of experience and/or specific skills and abilities deemed necessary for the performance of the job duties as compared to the non-goal candidate. The evaluation determined that the effectiveness of the Affirmative Action Program was maintained despite the failure to meet goals when the opportunity presented itself.
3. The University assessed the training opportunities afforded staff, as outlined in **Section 46a-68-42, Employment Process**. It was clear that staff availed themselves of a wide variety of training opportunities to meet their individual needs whether it was information technology courses to improve computer skills, in-service training for staff development, tuition reimbursement and tuition waivers for academic course work toward a degree, Human Resources workshops, such as supervision, evaluating employees, Family Medical Leave Act (FMLA), and Americans with Disability Act (ADA) or seminars and conferences to keep abreast of current trends in their disciplines. The numbers of staff participating in these training opportunities demonstrate the effectiveness of the Affirmative Action Program.
4. The Affirmative Action Program Evaluation assessed how knowledgeable the President, Vice Presidents, Chief Officers, University Ombudsman, Deans, Directors, Academic and Administrative Department Chairs, and managers were regarding the Affirmative Action Program and their responsibility to assist in making it successful. The results, included below, clearly indicate that all the above named are cognizant of their responsibility for the effectiveness of the Affirmative Action Program.

**AFFIRMATIVE ACTION PROGRAM EVALUATION  
FOR MARCH 1, 2012 - FEBRUARY 28, 2013**

**NAME**

President, Vice Presidents, Ombudsman, Chief Officers, Deans, and Directors

**DIRECTIONS:** Please read each statement carefully before responding. Your answers are requested in order to evaluate the Affirmative Action Program for this reporting period in accordance with Section 46a-68-47 "Internal Program Evaluation" of the Regulations of Connecticut State Agencies.

Please return completed questionnaire May 30, 2013 to: Rosa Rodriguez, Chief Diversity Officer via email: [Rosa.rodriguez@ccsu.edu](mailto:Rosa.rodriguez@ccsu.edu).

	YES	NO
1. I am familiar with the agency's affirmative action hiring, promotional and program goals and objectives.	17	
2. I am aware of my responsibility to assist in reaching the affirmative action goals of the agency when an opportunity to hire and promote occurs.	17	
3. I am aware of the Central Connecticut State University policy pertaining to Sexual Harassment and my responsibility to assure its implementation.	17	
4. Affirmative action/equal opportunity policies, goals and objectives of the Affirmative Action Plan are distributed to all employees once a year through electronic mail and a hard copy to those employees who do not have access to electronic mail.	15	2
5. I am aware of the grievance procedure relating to complaints of alleged discrimination.	17	
6. I am aware of whom to contact for assistance with affirmative action concerns and issues.	17	

**NOTE:** Written comments regarding the plan are required under subsection (a) of Section 46a-68-47 from the appointing authority and the affirmative action officer. Deans, Directors, Academic and Administrative Department Chairs are encouraged to provide written comments.

No written comments were submitted.

**CENTRAL CONNECTICUT STATE UNIVERSITY  
AFFIRMATIVE ACTION PLAN (2013)  
EXECUTIVE SUMMARY**

## **ANALYSIS OF GOALS FOR 2012-2013**

The establishment of hiring and promotion goals was based on the Utilization Analysis of the workforce.

### **Hires**

For this reporting period the University established ninety-three (93)—eighty-six (86) short-term and seven (7) long-term hiring goals and experienced fifty-seven (58) hires including one (1) status change from part-time to full-time.

Hiring occurred in the occupational categories of Executive/Administrative, Faculty (Professor, Associate Professor, Assistant Professor, and Instructor), Professional/Non-Faculty, Administrative Assistant, Clerical all titles; Secretary 2, Skilled Craft, Service Maintenance (excluding custodians and protective service) and Custodians.

Since goal achievement cannot take place in categories where hiring did not occur, thirteen (13) goals attributable to the categories of Technical Paraprofessional (six goals) and Protective Services (seven goals) could not be achieved. Therefore, only eighty (80) of the ninety-three (93) established goals were identified as achievable goals. Of the fifty-seven (57) hires that occurred during this reporting period, fourteen (14), or twenty-five (25%) percent of all hires, met established reachable hiring goals.

Additionally, the change in the Associate Vice President [Dean of Graduate Studies] from part-time to full-time increased the goals to fifteen (15) or twenty six (26%) percent.

Additionally, in its commitment to diversity the University hired thirteen (13) members of underrepresented groups that did not meet established goals:

- One (1) Black male in the Professor category;
- Two (2) Other males in the Associate Professor category;
- Four (4) White females; one (1) Hispanic female and one (1) Other male in the Assistant Professor category;
- One (1) Hispanic male in the Professional/Non-faculty category;
- One (1) White female in the Skilled Crafts category;
- Two (2) White females in the Custodian category.

In all, twenty-eight (28) out of the fifty-eight (58) hires (including Associate Vice President), or forty-eight (48%), were either goal candidates or candidates from historically underrepresented groups including women.

For a full explanation, see Section 46a-68-48, Goals Analysis.

### **Promotions**

The University experienced twenty-six (26) promotions during this reporting period.

#### **Faculty**

The University established twenty-six (26) goals in the following faculty ranks:

- In the rank of Professor, the university established twenty three (23) goals: eighteen (18) White females; and, five (5) Other males.

- In the rank of Associate Professor, the university established three (3) goals: one (1) Black male; one (1) Hispanic female; and, one (1) Other female.

The University experienced the twenty-three (23) promotions in the faculty category:

- Professor - the University had eleven (11) promotions: six (6) White females goals achieved.
- Associate Professor - the University had eleven (11) promotions: No goals achieved.
- Assistant Professor - the University had one (1) promotion. No goals established.

### **Professional Non-Faculty**

No promotional goals were established for the Professional Non-Faculty category. In this category, the University experienced one promotion: One (1) White female. While this did not meet a promotional goal, it met under-utilization in the category.

### **Secretarial Clerical**

- In the Secretarial Clerical (Secretary 2) category, the university established and achieved one (1) White female goal.

Out of the 26 promotions that occurred, the University met seven (7) goals or twenty-seven percent (27%).

### **Contract Compliance/Small Business Set-Aside Activities**

Central Connecticut State University submitted its Small and Minority Business Set-Aside goals for fiscal year 2012-2013 to Department of Administrative Services (DAS) Business CONNections and the Commission on Human Rights and Opportunities (CHRO) in July 2012. The University received a notice September 20, 2012 which outlined its requests, the approved DAS goals, and an explanation of the course of action taken to establish the goals approved by DAS.

The University's Small Business Enterprise (SBE) and Minority Business Enterprise (MBE) goals for fiscal year 2012-2013 were **\$1,082,780** and **\$270,695** respectively. At the close of the third quarter of the fiscal year, the SBE expenditures totaled **\$5,690,422** and the MBE expenditures totaled **\$1,365,468**, both of which exceed the goals set for the fiscal year 2012-2013.

During this reporting period, the purchasing manager continued to implement proactive measures designed to encourage SBE expenditures. These measures included reviewing the list of vendors to ensure that small businesses were properly identified as set-asides and letters were sent to companies making them aware of the set-aside program as well as encouraging them to become certified through the DAS Business CONNections. In addition, internal purchase-card (P-Card) users were encouraged to use small businesses when making purchases. Those purchases to small businesses were manually extracted from the University's P-Card expenditures.

All bidders, contractors, subcontractors and suppliers of goods to the University were notified of the University's policy that it would not do business with anyone who discriminates against protected class members.

The University sent invitation to bid notices to the DAS Business CONNections, which electronically distributes said bid notices to all minority businesses who are registered with Business CONNections. During this reporting period, invitations to bid notices were placed in the Hartford Courant, New Britain Herald, and New Haven Register, in addition to DAS Business CONNections and the CCSU Purchasing websites.

During this reporting period, the Purchasing Department maintained a web page at <http://www.finance.ccsu.edu/Purchasing/>, which listed all of the University's currently available bidding opportunities. In addition, it provided links to the DAS web page, where small vendors can find information regarding state procurement opportunities, assistance for set-aside contractors interested in securing state contracts, a complete description of the Set-Aside Program, and how to become certified. The web page also included the Purchasing Policies and Procedures Manual so that potential bidders could obtain information regarding the processes, procedures, and regulations associated with the acquisition of products and services for the University.

## **Hiring and Promotional Goals**

The University has established hiring and/or promotional goals to remedy the underutilization of protected classes identified in the utilization analysis. Hiring goals are established for jobs usually filled through original appointment and promotional goals are for jobs filled through an internal promotional appointment. The objective of hiring and promotional goals is to reach parity with the availability base of protected groups in relevant labor market areas.

A “goal” is a hiring or promotion objective, which the University must strive to obtain by demonstrating every good faith effort. Goals are set to remedy the underutilization of minorities and women in the workforce and must be established within a time frame designated as short term (one year or less) or long term (more than a year, but not more than five).

The University has set its goals to be meaningful, measurable and reasonably attainable. It is important to note, however, that state re-employment lists, SEBAC rights and union contracts relating to transfers from other agencies are in effect and the University must consider those candidates, if they qualify, for specific vacancies.

An analysis of all hiring and promotional goals is distributed on a regular basis to the President, the Vice Presidents, Chief Officers, Deans, Directors and Minority Committee Chairs. In addition, a summary of the hiring and promotional goals for the current reporting period is posted on the Office of Diversity and Equity web page at <http://www.ccsu.edu/AffAction/>.

Because of the current budgetary climate and hiring restrictions, our goals are very conservative for the 2012-2013 period. However, in addition to making every good faith effort to meet the established goals, the University will continue to be committed to a qualified, diverse workforce.

**Note:** After consultation with the CHRO reviewer on March 6, 2013, the University has removed all coaching titles out of the faculty titles and created a separate EEO category (coaching) and a separate analysis was conducted in all numerical sections of the plan.

When new faculty hires have not completed their terminal degrees, they are hired at the instructor level until they obtain the degree required; therefore, after consultation with the CHRO reviewer on March 6, 2013, the instructor category has been consolidated into the Assistant Professor category.

Based on the **Section 46a-68-40, Utilization Analysis**, the University has established the following hiring and promotion goals for the period of March 1, 2013 through February 28, 2014.

### **Hiring Goals**

#### **EXECUTIVE/ADMINISTRATIVE**

##### **Short-Term**

1 White Female

##### **Long-Term**

2 Black Females

1 Other Male

1 Other Female

**FACULTY**

**PROFESSOR**

1 White Female

1 Other Male

**ASSOCIATE PROFESSOR**

**Short-Term**

**Long-Term**

1 Black Female

2 Hispanic Females

1 Other Female

**ASSISTANT PROFESSOR**

**Short-Term**

**Long-Term**

2 White Females

1 Black Male

1 Black Female

1 Hispanic Male

1 Other Female

**COACHING**

**Short-Term**

**Long-Term**

2 Black Males

1 Black Female

1 Hispanic Male

1 Other Male

**PROFESSIONAL/NON-FACULTY**

**Short-Term**

**Long-Term**

4 White Females

3 Black Females

1 Other Male

3 Other Females

3 Other Females

**SECRETARIAL CLERICAL (EXCLUDING ADMINISTRATIVE ASSISTANT and SECRETARY 2)**

**Short-Term**

3 White Males

1 Other Male

1 Other Female

**Long-Term**

2 White Males

**SECRETARIAL CLERICAL/ADMINISTRATIVE ASSISTANT**

**Short-Term**

1 Black Female

1 Other Female

**Long-Term**

**SECRETARIAL CLERICAL/SECRETARY 2**

**Short-Term**

1 White Female

1 Black Male

1 Hispanic Male

**Long-Term**

**TECHNICAL/PARAPROFESSIONAL**

**Short-Term**

1 White Female

1 Black Male

1 Black Female

1 Hispanic Female

**Long-Term**

**SKILLED CRAFTS**

**Short-Term**

1 Black Male

2 Hispanic Males

1 Other Male

**Long-Term**

**SERVICE MAINTENANCE (EXCLUDING CUSTODIANS and PROTECTIVE SERVICES)**

**Short-Term**

1 White Female

1 Black Male

1 Hispanic Male

1 Hispanic Female

1 Other Male

**Long-Term**

**SERVICE MAINTENANCE/CUSTODIANS**

**Short-Term**

**Long-Term**

- 1 White Male
- 1 Black Male
- 2 Black Females
- 2 Hispanic Males
- 1 Other Male

**SERVICE MAINTENANCE/PROTECTIVE SERVICES**

**Short-Term**

**Long-Term**

- 2 White Males
- 2 White Females
- 1 Hispanic Female

- 2 White Males

**PROMOTION GOALS:**

**EXECUTIVE/ADMINISTRATIVE**

- 1 White Female

**FACULTY**

**PROFESSOR**

- 11 White Females
- 8 Other Males

**ASSOCIATE PROFESSOR**

- 1 Black Male
- 2 Black Females
- 2 Hispanic Females
- 1 Other Female

**ASSISTANT PROFESSOR**

No promotional goals established.

**COACHING**

No promotional goals established

**PROFESSIONAL/NON-FACULTY**

No promotional goals established.

**SECRETARIAL CLERICAL (EXCLUDING ADMINISTRATIVE ASSISTANT and SECRETARY 2)**

No promotional goals established.

**SECRETARIAL CLERICAL/ADMINISTRATIVE ASSISTANT**

- 1 Hispanic Female

**SECRETARIAL CLERICAL/SECRETARY 2**

No promotional goals established.

**TECHNICAL/PARAPROFESSIONAL**

No promotional goals established.

**SKILLED CRAFTS**

No promotional goals established.

**SERVICE MAINTENANCE (EXCLUDING CUSTODIANS and PROTECTIVE SERVICES)**

1 White Female

1 Hispanic Female

**SERVICE MAINTENANCE/CUSTODIANS**

No promotional goals established.

**SERVICE MAINTENANCE/PROTECTIVE SERVICES**

No promotional goals established.

**PROGRAM GOALS**

The University did not identify any employment policy or practice that adversely affects any minority group candidates, including physically disabled or older persons in Adverse Impact tests 1 – 6. The University will, however, continue to take a critical look at its employment processes and if disparities occur, the University will initiate a goal to remove such impact and improve the processes.

As Program Goals for the plan year 2013-2014, in order to foster a campus climate of tolerance and diversity, to ensure equal rights for all the various groups that make up the University community and to educate our students toward appreciation for diversity, the University will:

**1. Search Process**

- Revise hiring manual as needed;
- Continue to identify new advertising sources to maximize the applicant pool and lower the cost of advertising;
- Continue to provide training to all unclassified search committees on search process, affirmative action and equal opportunity principles to ensure a thorough and complete process;
- Assist search committees with the creation of their screening such as qualification rubric, interview and reference questions;
- Conduct an evaluation of the searches for the Assistant Professor which include Black males applicants to identify any barriers for progression in the hiring process;
- Develop a recruitment plan with search committees that address the selection of advertising sources to increase the number of people of color and women applicants; and,
- Continue to work with search committee members to minimize the number of preferred qualifications so that the applicant pool is more likely to be increased and diversified.

**Completion Date:** February 2014

**Responsible Person:** Chief Diversity Officer; Hiring Authorities

**2. Training**

- Expand training opportunities for employees, students and campus community by providing sessions concerning sexual harassment, sexual violence and disability awareness. Continue to provide cultural programming;
- Provide targeted sessions on protected class issues resulting from employee concerns or complaints;
- Incorporate gender identity training component into the diversity training sessions in collaborations with LGBT Center Advisory Committee;
- Increase the number and visibility of sexual harassment prevention posters;
- Organize the third annual Disability Awareness Month;
- Hire a victim's advocate to provide additional training on prevention of sexual harassment including sexual misconduct;
- As part of the recruitment and retention programs for AAUP and SUOAF fund professional development activities that increase the retention of these employees and their cultural competency to serve a cultural diverse student body; and,
- Continue to provide sexual harassment on-line training.

**Completion Date:** February 2014

**Responsible Person:** Chief Diversity Officer; Chief Human Resources Officer; Provost; Women's Center Coordinator; Vice President of Student Affairs

### 3. Women's Issues

- Increase the number of participants in the following support groups: sexual violence, Latina, and Sisters;
- Provide training opportunities to women of color on work life balance, financial planning and career planning.

**Completion Date:** February 2014

**Responsible Person:** Women Center Coordinator and Chief Diversity Officer

### 4. Policy Development

- Update complaint procedure;
- Work with the Committee for the Concerns of Women on developing an anti-bullying policy.
- Notify employees of the changes to the existing policies and the development of new policies.

**Completion Date:** February 2014

**Responsible Person:** Chief Diversity Officer; Vice President of Student Affairs; Chief Human Resources Officer and SART

### 5. Ensure Equal Access

- Conduct ADA assessment of the University website;
- Increase the number and quality of lactation rooms;
- Increase the number of gender neutral bathrooms;

**Completion Date:** February 2014

**Responsible Person:** Chief Diversity Officer; Vice President of Student Affairs; Chief Administrative Officer, Chief Information Officer and Chief Human Resources Officer

## GOALS ANALYSIS

March 1, 2012 through February 28, 2013

All activity that was undertaken to achieve the hiring, promotion, upward mobility, and program goals, contained in the previous plan, is reported in this section of the Affirmative Action Plan (AAP). Each goal is addressed separately, and the discussion of any action taken in furtherance thereof is detailed and complete.

The University utilizes a search process to fill all positions in the executive/administrative, faculty, and professional/non-faculty occupational categories. The search process comprises a significant part of the University's affirmative action efforts. The University employs the search process as a tool to help ensure that positions are filled in a non-discriminatory fashion and as a means of developing a representative pool of applicants and ultimately, a workforce, which is representative of the availability in the relevant labor markets for the disciplines. The search process is governed by affirmative action principles and its overall purpose is to hire the most qualified person for the position. Upon receipt of the applicant's applications materials, a letter acknowledging the receipt of their application is sent to each applicant. The data provided by the applicant through the Affirmative Action Online Applicant Cover Page is included in this section of the plan as a means of reporting the race and gender composition of each applicant pool.

It is the responsibility of the Chief Diversity Officer (CDO) to oversee the search process. Prior to the start of the search process, the hiring manager reviews the current job description for the position to ensure that it accurately reflects the duties and responsibilities, as well as the knowledge, skills and abilities (KSAs) for the position, and that the requirements are job-relevant. To initiate the search process, a search committee chairperson is appointed and an affirmative action search plan is developed, including a list of proposed committee members and advertisement outlets. In accordance with affirmative action policy, at least one member must be representative of a minority group. Before the review of any applicant's materials, the CDO or designee charges the entire search committee.

During the charge to the search committee, the CDO apprises the committee of the established goals to be met and reminds the committee of their affirmative action responsibilities in the search process. Throughout the process, each committee must document its honest and good-faith efforts to: remove any requirement that is a barrier and would have a disproportionate impact on members of underutilized groups; recruit a diverse pool of qualified applicants; carefully and thoroughly consider the credentials of each applicant; and consistently and fairly apply the same search criteria to each applicant. The ODE must approve the composition of the search committee and the job announcement and advertisement outlets prior to the start of the search. It must also approve the list of interviewees before interviews can be scheduled, as well as the list of the candidates recommended for hire prior to the offer being made. Further, the committee is made aware of its responsibility to conduct all interviews in a fair and equitable manner. **See Supportive Materials. (See Hiring Process website at <http://www.ccsu.edu/page.cfm?p=4176>.)** At the conclusion of the search, the committee will list the candidate(s) it recommends for hire based on the candidate's qualifications.

The ODE is also responsible for overseeing the selection process to fill positions in the classified occupational categories. The Human Resources Office (HRO) pre-screens the applicant packages submitted in response to a job posting. After a thorough review of the application materials to determine if the applicant has submitted all the necessary documents and meets the required experience and training or where applicable, are on a current state certification list, the HRO prepares a form (**See Supportive Materials**) listing all eligible candidates, which is forwarded to the hiring manager as well as the ODE. This form includes the hiring goals for the particular occupational category. The hiring manager reviews the materials sent by human resources, selects the candidates to be interviewed, and returns the completed form to the ODE for review and approval. Upon receiving approval, the hiring manager can begin the interview process. The hiring manager is responsible for

conducting the interview process in a fair and equitable manner. At the conclusion of the interview process, the hiring manager will make a recommendation for hire and complete the second form (**See Supportive Materials**), which is forwarded to the ODE for review and approval before it is submitted to the HRO.

The University has made and will continue to make every good-faith effort to meet the established hiring, promotional, upward mobility, and program goals that were outlined in the relevant sections of the plan.

## **HIRING**

The University posts all vacancies at <http://www.ccsu.edu/HumanResources/jobs.html>, in their respective occupational categories. In addition, the University lists all unclassified vacancies in each occupational category at [www.higheredjobs.com](http://www.higheredjobs.com). All classified vacancies in each occupational category are listed on the Department of Administrative Services website and shared with the CT Association for Diversity and Equity Professionals listserv.

## **EXECUTIVE/ADMINISTRATIVE (EE01)**

### **GOALS:**

#### **Short-Term**

- 2 White Females
- 3 Black Females
- 1 Other Male
- 1 Other Female

#### **Long-Term**

### **1. CHIEF HUMAN RESOURCES OFFICER (C12-053)**

Selection: **One (1) White Male as Executive Administrator**

The University conducted a search to recruit for the chief human resources officer. Advertisements and/or announcements were placed in the *College and University Professional Association for Human Resources*; *Southern New England College and University Professional Association of Human Resources Professionals*; *Human Resources Association of Central Connecticut*; *Department of Administrative Services*; *Chronicle of Higher Education*; *HigherEdJobs.com*; *Hispanic Outlook*; *Diverse*; *LGBT Career Link*; *Womeninhighered.com*; and *National Association of Colleges and Employees*.

### **Required Qualifications:**

- Bachelor's degree;
- Minimum seven years progressively responsible experience in human resources with complex personnel systems including three years of supervisory experience;
- Experience in handling complex labor and employee relations issues involving multiple bargaining units;
- Experience in a collective bargaining environment;
- Knowledge of labor and employment law;
- Experience in responding to claims from federal and state agencies and interfacing with legal counsel;
- Experience in a broad range of policy setting and leadership roles;
- Demonstrated interpersonal skills;
- Demonstrated written, oral, and presentation skills; and,

- Experience creating and maintaining a workplace that supports and respects diversity.

**Preferred Qualifications:**

- Advanced degree in human resources, personnel management, public administration, business administration, organizational management, law or in a related field;
- Experience in a public university.

**Sixty-Seven (67) individuals applied for this position including:** Eighteen (18) White males; Twenty-Four (24) White females; Four (4) Black males; Seven (7) Black females; Three (3) Hispanic males; Four (4) Hispanic females; One (1) Other male; One (1) Other female; Two (2) Unknown males; and, Three (3) Unknown females.

**The following Fifty-three (53) applicants were determined to be not qualified:** Fourteen (14) White males; Seventeen (17) White females; Three (3) Black males; Seven (7) Black females; One (1) Hispanic male; Four (4) Hispanic females; One (1) Other male; One (1) Other female; Two (2) Unknown males; and, Three (3) Unknown females. Of these 53 candidates, twenty-nine (29) submitted incomplete applications and twenty-four (24) did not possess one of the following required qualifications seven years' experience or direct experience in complex labor relations, and/or the collective bargaining environment.

**Three (3) applicants were found to be minimally qualified:** One (1) White male; and, Two (2) White females. The minimally qualified applicants lacked experience working at a public university.

**Eleven (11) applicants were determined to be qualified and were considered finalists:** Three (3) White males; Five (5) White females; One (1) Black male; and, Two (2) Hispanic males.

**A White male was hired for this position.**

- The **selected White male** met all the required and preferred qualifications including a master's degree in public administration. He has over 20 years of human resource experience, including six years in a comparable position; responsible for human resource administration for over 16,000 employees at a large research university. His human resource administration experience brought from his work in both the private sector and at the university level placed his qualifications above all other candidates. Specifically, he has a varied background in labor relations with all types of bargaining units (including successful contract negotiations). In his interview, he demonstrated excellent interpersonal skills and appropriate leadership attributes (honest, easy going and down-to-earth) that are essential to the success in the position. He presented as a capable, knowledgeable and sophisticated leader with considerable experience in labor relations. His references were very positive, i.e., he had a transforming relationship with management and union leadership; has respect for others; is upfront and honest; and is trustworthy, reliable and credible. He has experience with a variety of unions.
- The **first White female** was invited for an on-campus interview but she withdrew her application from consideration. The committee reached out to her to ask her to reconsider her decision but she declined, citing personal reasons.
- The **second non-selected White female** met all the required qualifications; but she did not have an advanced degree. This candidate had human resources management experience at the university level; however, she did not have the same scope of responsibilities in terms of union contracts and contract negotiations as the chosen candidate. This candidate's resume indicated that she has represented her university during contract negotiations, whereas the chosen candidate has negotiated multiple union contracts as the HR administrator for a university. She is knowledgeable, personable, has broad and extensive experience in compensation and benefits,

and labor relations. She presented as a hardworking, detail-oriented, dedicated, calm and professional. Her references reported that she can take on too much and she can become overwhelmed by not delegating work to others.

- The **third non-selected White female** met all the required and preferred qualifications but scope of her current responsibilities seemed to be narrow. This candidate had over 20 years of human resources experience in both the private and college level; however, her college HR experience was limited to a community college representing fewer than 300 employees. This college-level experience did not compare with the chosen candidate. During the interview, some of her responses seemed to have a contentious tone. Her references were very positive describing her as frank, honest, does not sugar coat things and is always available. One reference said she is always anxious to get things done—needs to slow down.
- The **fourth non-selected White female** met all the required and preferred qualifications; however, the scope of her higher education experience was narrow as she only oversaw HR administration for about 100 employees. She also did not have university level contract negotiation experience. During the interview, she appeared to be agitated and defensive. The committee felt that she had not exercised good professional judgment when she spoke negatively of a former boss. She was not invited for an on-campus interview.
- The **fifth non-selected White female** met all the required and preferred qualifications for the position; however, in five years she had held five different positions, and her responses during the telephone interview lacked breadth and depth for this level of position. In addition, this candidate did not provide any evidence showing professional experience at the university level with union contract negotiations. For these reasons, she was not extended an invitation for an on-campus interview.

## 2. ASSOCIATE VICE PRESIDENT

Selection: **One (1) White female as Associate Vice President**

**The agency achieved an affirmative action goal when this White female** employee went from part-time to full-time during this reporting period. There were no goal candidates and no other candidates.

## FACULTY

### 1. PROFESSOR

No hiring goals established.

#### 1. FACULTY – SOCIAL WORK (C12-011)

Selection: **One (1) Black Male as Professor**

There was only **one (1)** applicant in this process, as the employee took a voluntary transfer from Southern Connecticut State University. This was a transfer agreement and there were no other candidates and no goal candidates.

## **2. ASSOCIATE PROFESSOR**

### **Short-Term**

### **Long-Term**

- 1 Black Male
- 2 Black Females
- 3 Hispanic Females
- 3 Other Females

### **1. ASSOCIATE PROFESSOR – MARKETING (C12-022)**

Selection: **One (1) Other female as Associate Professor**

**This hire met an affirmative action goal for the University.**

### **2. ASSOCIATE PROFESSOR – ACCOUNTING (C12-023 & C12-024)**

Selection: **One (1) Other female and One (1) White male as Associate Professors**

The University conducted a search to recruit for this assistant/associate professor in accounting. Job postings were placed on the CCSU website, *HigherEdJobs.com*, and the *American Accounting Association*.

#### **Required Qualifications:**

- Earned doctorate or equivalent in Accounting from an accredited institution, (ABD with a 2012 expected completion date will be considered);
- Commitment to excellence in teaching and scholarship, and,
- Teaching interest in financial accounting, accounting information systems and/or auditing.

#### **Preferred Qualification:**

- Professional certifications and/or experience.

**Twenty-Three (23) individuals applied for this position including:** Four (4) White males; Five (5) White females; One (1) Black male; Six (6) Other males; Three (3) Other females; Three (3) Unknown males; and, One (1) Unknown female.

**The following Six (6) applicants were determined to be not qualified:** One (1) White male; Three (3) White females; One (1) Black male; and, One (1) Unknown male. Of these six candidates four did not possess an earned doctorate degree and two submitted incomplete applications.

**Four (4) applicants were found to be minimally qualified:** One (1) White female; Two (2) Other males; and One (1) Other female. The White female candidate withdrew her application from consideration. The Other males and Other female did not have degrees in accounting.

**Thirteen (13) applicants were determined to be qualified and were considered finalists:** Three (3) White males; One (1) White Female; Four (4) Other males; Two (2) Other Females; Two (2) Unknown males; and One (1) Unknown female.

The search deadline had to be extended due to the highly competitive nature of the accounting field. Of the finalists, four (4) candidates; One (1) White male, One (1) White female, One (1) Other male, One (1) Other female withdrew from consideration due to the high demand in this discipline and the higher salaries offered outside of higher education.

**A White male and an Other female were hired for these positions.**

The **Other female** hire met an affirmative action goal for the University.

- The **selected White male** has a PhD from an AACSB accredited university. He has vast teaching experience in accounting and has teaching interest in areas of need for the department. The references he provided described him an effective and patient teacher, and they reported that he has a reputation as an excellent instructor.
- The **first Unknown male** failed to respond for a telephone interview.
- The **second Unknown male** declined the University's job offer.
- The **Unknown female** declined the University's job offer.

There were no other goal candidates remaining in the finalist pool.

Additionally, a White male was offered and declined the position, and two Other males were offered and declined the position.

### **3. ASSOCIATE PROFESSOR – MIS (C12-058)**

Selection: **One (1) White male as associate professor**

The University conducted a search to recruit for this assistant/associate professor in MIS. Advertisements and/or announcements were placed in the *Chronicle of Higher Education*; *Higheredjobs.com*, *Hispanic Outlook*; and *Diverse*.

#### **Required Qualifications:**

- PhD in a discipline related to managerial communications (ABD will be considered if PhD is obtained by date of appointment);
- Evidence of and/or commitment to teaching effectiveness;
- Evidence of and/or commitment to high-quality scholarship; and,
- Evidence of and/or commitment to academic service.

#### **Preferred Qualifications:**

- Record of successful university teaching;
- Discipline-related professional experience.

**Seventeen (17) individuals applied for this position including:** Eight (8) White males; One (1) Black male; One (1) Black female; Two (2) Other males; Two (2) Other females; Two (2) Unknown males; and One (1) Unknown female.

**The following Ten (10) applicants were determined to be not qualified:** Four (4) White males; One (1) Black male; One (1) Other male; Two (2) Other females; and, Two (2) Unknown males. Of these 10 candidates eight had PhDs in an unrelated discipline and two submitted an incomplete application.

**No candidates were deemed only minimally qualified as all remaining candidates were considered finalists.**

**Seven (7) applicants were determined to be qualified and were considered finalists:** Four (4) White males; One (1) Black female; One (1) Other male; and, One (1) Unknown female.

**A White male was hired for this position.**

- The **selected White male** met all the required and preferred qualifications. He has over four years of full-time teaching experience at the assistant professor level. He has five years as an adjunct. In his teaching demonstration, he engaged and developed a rapport with the students. He has an impressive and proven teaching record with several years of teaching experience. He was

awarded the International Communication Association teaching award by the Communication Processes Department at the University of Connecticut. He also won the Innovation in Teaching Award in the College of Arts and Sciences at the University of Hartford. The selected candidate has also engaged his students beyond the classroom. He serves as advisor to the university's chapter of the American Advertising Federation, which competes annually in the AAF's national student advertising competition. He is well prepared to teach managerial communications and gave an excellent research presentation. He also has a good publication record that includes four peer-reviewed journal articles, a book chapter in a leading publication on public health communication, and 15 peer-reviewed conference papers and presentations. In addition, he has been awarded two research grants. The selected candidate has a very good record of service including serving on a number of committees, including five master's degree exam committees, and has supervised research assistants. He is actively engaged in his discipline through professional organization involvement that includes chairing a panel and reviewing for multiple journals and has extensive professional (business) experience, including positions as senior communications consultant, communications specialist, director of research, and caseworker/constituent service representative.

- The **non-selected Black female** has only one year full-time teaching record at the assistant professor level compared to the chosen candidate who has four years. She has professional (business) experience, with most of her work being conducted as a consultant. This candidate has a good publication record; however, some of her research is related to managerial communication and diversity-related communication issues not MIS. This candidate has not completed any service at the university level (only one year FT experience).
- The **non-selected Unknown female's** teaching record at the assistant professor dates back to 2006. Her research record does not compare to the selected candidate, as she has published only one peer-reviewed journal article. The research she has conducted is not closely related to managerial communication. She has a record of providing service to the profession as well as service at the university-wide level. This candidate has professional (business) experience in business development and as a consultant.

#### **4. ASSOCIATE PROFESSOR – MIS (C12-059)**

Selection: **One (1) White male as Associate Professor**

The University conducted a search to recruit for this assistant/associate professor in management information systems (MIS). Advertisements and/or announcements were placed in the *Chronicle of Higher Education*; *higheredjobs.com*, *Hispanic Outlook*; and *Diverse*.

##### **Required Qualifications**

- PhD in MIS or related field (degree in discipline of MIS preferred), ABD will be considered if PhD is obtained by date of appointment;
- Evidence of and/or commitment to teaching excellence;
- Evidence of and/or commitment to high-quality scholarship; and,
- Evidence of and/or commitment to academic service.

##### **Preferred Qualifications**

- PhD from an AACSB accredited school;
- Record of successful university teaching;
- Discipline-related professional experience.

**Fifty-Six (56) individuals applied for this position including:** Seventeen (17) White males; Two (2) White females; Six (6) Black males; One (1) Black female; One (1) Hispanic male; Eighteen (18) Other males; Eight (8) Other females; One (1) Unknown male; and, Two (2) Unknown females.

**The following Forty-Three (43) applicants were determined to be not qualified:** Fourteen (14) White males; One (1) White female; Five (5) Black males; One (1) Black female; One (1) Hispanic male; Fourteen (14) Other males; Four (4) Other females; One (1) Unknown male; and, Two (2) Unknown females. Candidates were deemed not qualified if they did not possess all required qualifications.

**There were no minimally qualified candidates identified.**

**Thirteen (13) applicants were determined to be qualified and were considered finalists:** Three (3) White males; One (1) White female; One (1) Black male; Four (4) Other males; and, Four (4) Other females.

**One (1) White male was hired for this position.**

- **The selected White male met** the required and preferred qualifications for the position. During his classroom presentation, he demonstrated his ability to generate interaction with the students. He delivered a research presentation that was cogent and interesting. He has a proven teaching record and has many years of teaching experience in the MIS discipline. This candidate has taught 65 courses over 13 years. In addition, this candidate has been involved with students beyond the scope of the classroom including his initiative to have students develop a software application, which was featured in *Make* magazine. He is prepared to teach a variety of MIS courses at both the introductory and advanced levels including technical subjects and emerging technologies for business. He has an extensive publication record, including 15 first-authored refereed journal articles, data mining book publication, and has had his research featured in global publications outlets such as *The Wall Street Journal*, and MIT's *Technology Review*. He also has 10 conference publications, two book chapters and 36 public presentations (conference, seminars and invited talks). He has extensive professional organization involvement including being the managing editor of a journal, editorial board member and journal reviewer. This candidate also has over 10 years of professional business experience including but not limited to: vice president (two years), director of technology (three years) and computer lab manager (two years).
- **The non-selected Black male met** the required and one preferred qualifications for this position. This candidate did not have the preferred qualification regarding "discipline related experience." He earned his PhD in 2011. The candidate has four years part-time teaching experience as an adjunct and graduate teaching assistant, and three years as a visiting assistant professor. He has only published three journal publications and has nine conference publications and presentations. He was invited for a telephone interview but he was not extended an invitation for an on-campus interview.
- **The first non-selected Other female met** the required qualifications and one preferred qualification for the position. This candidate did not have the preferred qualification related to "discipline related experience." During her classroom presentation, she demonstrated her ability to engage students by asking questions. Her research presentation was cogent. She has a proven teaching record with 13 years of part-time and full-time university teaching experience. She has published seven journal publications, nine refereed conference publications, and 12 conference presentations. She is actively engaged in professional organizations, having been a journal editor and reviewer, and a conference chair. She is prepared to teach primarily introductory MIS courses and lacks professional business experience, as compared to the selected candidate.

- The **second non-selected Other female** met the required qualifications and one preferred qualification but has been serving as assistant professor in a department outside the discipline of MIS. This applicant's most recent teaching at the university level is in Retail Innovation Systems, which is not in the related discipline. She has twelve years of part-time and full-time teaching experience with introductory MIS and MBA courses. She has published four journals, one book chapter and three conference proceedings. She has presented five conference presentations. She has extensive (10 plus years) research experience and during the phone interview she indicated she was interested in obtaining a position at a university where research was the number one priority. However, while having a scholarly research agenda is very important at CCSU, teaching is the number one priority as faculty is assigned an annual 24-credit teaching load.
- The **third non-selected Other female** met the required qualifications and one preferred qualification. However, she has less than two years of teaching experience and no journal publications.
- The **fourth non-selected Other female** met the required qualifications and one preferred qualification. She earned her PhD and has minimal teaching experience of six years (full- and part-time) experience. This candidate did not have the preferred qualification related to "discipline related experience." She has published sixteen publications; however, she has neither conference presentations nor book chapter publications.

#### **5. ASSOCIATE PROFESSOR – COMPUTER ELECTRONICS & GRAPHICS TECH. (C12-037)**

Selection: **One (1) Other male as Associate Professor**

The University conducted a search to recruit for this assistant/associate professor in computer electronics and graphics technology. Advertisements and/or announcements were placed in the *Chronicle of Higher Education*; *HigherEdJobs.com*; *Hispanic Outlook*; and *Diverse*.

#### **Required Qualifications:**

- PhD in graphic arts/design, graphic communication or a closely related discipline (Completion of PhD is required within a maximum of two years of hire);
- Two years of full-time teaching experience at the university-level;
- Current record of creative/scholarly activity in the discipline;
- Strong commitment to undergraduate teaching and working with a diverse university community;
- Excellent oral and written communication skills; and,
- Demonstrated knowledge and experience in current pre-press, press and post-press operations.

#### **Preferred Qualifications:**

- Two years of relevant US industry experience in the graphic arts and/or digital media related field;
- Demonstrated skills and commitment to technical laboratory and experimental teaching; participation in hands-on research projects and application-oriented activities.

**Eight (8) individuals applied for this position including:** Four (4) White males; One (1) Black male; One (1) Other male; One (1) Other female; and, One (1) Unknown male.

**Two (2) applicants were determined to be not qualified:** Two (2) White males. One candidate did not possess the related degree and the other did not meet the minimum qualification related to teaching experience (less than two years of full-time teaching experience).

**There were no candidates deemed only minimally qualified as all remaining candidates were considered finalists.**

**Six (6) applicants were determined to be qualified and were considered finalists:** Two (2) White males; One (1) Black male; One (1) Other male; One (1) Other female; and, One (1) Unknown male. These candidates met the required qualifications.

**An Other male was hired for the position.**

- The **selected Other male** met the required qualifications and exceeded the number of years required in the advertisement. He has a PhD in philosophy in the area of applied science and technology education. He was successful in the delivery of the mini lecture. Candidate demonstrated a strong foundational knowledge in the area of graphics in the theory, application and publication. He has experience in teaching and developing collaborations with industry and building laboratories and curriculum as well as university service.
- The **non-selected Black male** met the required qualifications. However, this candidate did not have the preferred PhD. In addition, during the phone interview this candidate did not indicate an understanding of the creative activity or research that is required of CCSU faculty members.
- The **non-selected Other female** did not possess the preferred PhD. Her background was in the area of graphics design and art and had less experience in the production aspects of the field.
- The **non-selected Unknown male** had the preferred PhD; however, his teaching demonstration and responses to interview questions showed that the candidate has a stronger background in design, with less experience in production.

**While this hire did not meet an affirmative action goal, it did meet the University's goal to diversify its work force.**

**6. ASSOCIATE PROFESSOR – FINANCE (C12-028)**

Selection: **One (1) Other male as Assistant Professor**

The University conducted a search to recruit for this assistant/associate professor in finance. Advertisements and/or announcements were placed in the *Chronicle of Higher Education*; *Financial Management Association Website*; *American Association of Hispanics in Higher Education, Inc*; *higheredjobs.com*; *Hispanic Outlook and Diverse*.

**Required Qualifications:**

- PhD in finance or a related discipline. Finance ABD will be considered. The completion of the PhD is required by August 30, 2012;
- College teaching experience of finance courses; and,
- Commitment to serving culturally, ethnically and linguistically diverse communities.

**Preferred Qualifications:**

- Prefer PhD from AACSB-accredited school;
- Business experience;
- Finance research.

**Eighty-Nine (89) individuals applied for this position including:** Twenty (20) White males; Five (5) White females; One (1) Black male; One (1) Black female; Two (2) Hispanic males; Thirty-Six (36) Other males; Eighteen (18) Other females; Four (4) Unknown males; and, Two (2) Unknown/unknowns.

**The following Forty-Seven (47) applicants were determined to be not qualified:** Eight (8) White males; Three (3) White females; One (1) Black female; One (1) Hispanic male; Twenty (20) Other males; Eleven (11) Other females; Two (2) Unknown males; and, One (1) Unknown/unknown. Of these 47 candidates

43 did not possess the required teaching experience in finance courses and four submitted incomplete applications.

**Twenty (20) applicants were found to be minimally qualified:** Three (3) White males; One (1) Hispanic male; Nine (9) Other males; Five (5) Other females; One (1) Unknown male and, One (1) Unknown/unknown. The minimally qualified candidates did not have the preferred qualification of research in the area of Finance, or their degree was not the preferred degree of finance.

**Twenty-two (22) applicants determined to be qualified and considered to be finalists:** Nine (9) White males; Two (2) White females; One (1) Black male; Seven (7) Other males; Two (2) Other females; One (1) Unknown male.

Out of the twenty-two (22) candidates above, twelve (12) candidates withdrew their application from consideration. Five (5) White males; Two (2) White females, Three (3) Other males; One (1) Other female; One (1) Unknown male.

**An Other male was hired for this position.**

- The **selected Other male** is a PhD doctoral student; however, his dissertation is complete and is expected to complete his PhD by May 2012. He has taught financial management, investment, and security analysis. These are the two courses that the department currently needs coverage of and he will be able to move into the curriculum seamlessly. His student evaluations have been rated highly with an overall teaching rating of 8.6 out of 10. He has an active research agenda, has published a paper in the *Journal of Real Estate Finance and Economics*, and has two papers, which are planned to be submitted within the next few months. This candidate has professional business experience as a consultant where he completed projects on quantitative investment strategies for REITs and emerging markets and statistics for disparity studies. His references speak highly of his research and teaching. He also has business consulting experience.
- The **non-selected Black male** is ABD and expects to receive his PhD in financial economics—not the preferred PhD in finance. He also had no published journal articles. His research is more in the area of economics than in finance.
- The **non-selected Other Female** has her PhD in finance (2008). She has teaching experience. Her research agenda was of concern, as it is nearly non-existent. She has only published one journal post-graduation (four years). In addition, her research appears to focus on accounting rather than finance. For the aforementioned reasons, she was telephone interviewed but was not extended an invitation for an on-campus interview.

**While this hire did not meet an affirmative action goal for the University, it did meet its goal to diversify its workforce.**

## **7. ASSOCIATE PROFESSOR – PHYSICAL EDUCATION AND HUMAN PERFORMANCE (C12-043)**

Selection: **One (1) White Male as Assistant Professor**

The University conducted a search to recruit for this assistant professor in physical education and human performance. Advertisements and/or announcements were placed in the *Chronicle of Higher Education*; *AAHPERD Career Link*; *HigherEdJobs.com*; *Hispanic Outlook*; and *Diverse*.

The successful candidate will engage in the preparation of physical education teachers. Instructional responsibilities include: an introduction to physical education, psycho-social aspects of physical education, methods of teaching games and sport, and supervision of student teachers.

**Required qualifications:**

- Doctoral degree with a physical education emphasis or closely related field, or equivalent (i.e.: a master’s degree in education plus 10 years K-12 teaching experience including physical education); and,
- Record of creative activity or research.

**Preferred qualifications:**

- College teaching experience;
- Minimum of one year K-12 physical education teaching experience;
- Experience as a cooperating teacher and/or university supervisor.

**Twenty-Three (23) individuals applied for this position including:** Seven (7) White males; Eight (8) White females; One (1) Hispanic male; Four (4) Other males; and, Three (3) Other females.

**The following Ten (10) applicants were determined to be not qualified:** Four (4) White males; Three (3) White females; Two (2) Other males; and, One (1) Other female. Of these, 10 candidates did not have the related degree and three did not indicate their record of creative activity or research.

**One (1) applicant was found to be minimally qualified:** One (1) Other male. This candidate is ABD and did not have the preferred K-12 teaching experience.

**Twelve (12) applicants were determined to be qualified and were considered finalists:** Three (3) White males; Five (5) White females; One (1) Hispanic male; One (1) Other male; and Two (2) Other females.

**A White Male was hired for this position.**

- The **selected White male** has a doctorate in physical education and over 11 years of college teaching experience. In addition, he has teaching experience at the elementary and secondary level. His scholarship includes research in the area of inclusion; motivation; self-efficacy; behavior research in teacher education; and has published several journal articles and has presented at state, district and national conferences. He established a cooperative program in the schools for adapted physical education and supervises field placement in the schools as well. In addition, he has experience teaching online and hybrid courses at the university level.
- The **first Other Female** withdrew her application.
- The **second non-selected Other Female** has a PhD in health and human services and not the preferred PhD in physical education compared to the chosen candidate.

**3. ASSISTANT PROFESSOR**

**Short-Term**

**Long-Term**

- 1 Black Male
- 3 Black Females
- 2 Hispanic Males
- 1 Hispanic Female
- 1 Other Female

**1. ASSISTANT PROFESSOR–PSYCHOLOGY (C12-064)**

Selection: **One (1) Other Female as Assistant Professor**

**This hire meets an affirmative action goal for the University. This hire achieved the goals set for Other Females in the assistant professor category.**

## **2. ASSISTANT PROFESSOR – PUBLIC RELATIONS COMMUNICATIONS (C12-025)**

Selection: **One (1) Hispanic Male as Assistant Professor**

**This hire meets one of two established affirmative action goals for the University.**

## **3. ASSISTANT PROFESSOR –MECHANICAL ENGINEERING (C12-070)**

Selection: **One (1) Hispanic Female as Assistant Professor**

**This hire met the affirmative action for goal for the University. This achieved the goal for Hispanic female in the assistant professor category.**

## **4. ASSISTANT PROFESSOR –HUMAN NEROSYCHOLOGY/BIOPSYCHOLOGY (C12-026)**

Selection: **One (1) White Male as Assistant Professor**

The University conducted a search to recruit for this assistant professor in human neuropsychology and biopsychology. Advertisements and/or announcements were placed in the *APA Monitor*; *APS Observer*, *Society for Neuroscience*; *Association of Black Psychologists*; *National Latina/o Psychological Association*; *Chronicle of Higher Education*; *HigherEdJobs.com*; *Hispanic Outlook*; and *Diverse*.

### **Required Qualifications:**

- PhD in psychology or related field by the date of appointment;
- Evidence of active research (i.e.: publications and presentations at professional conferences);
- A programmatic research plan; and,
- Evidence of effective university-level teaching.

### **Preferred Qualification:**

- A demonstrated ability to work with a diverse student population.

**Twenty-Four (24) individuals applied for this position including:** Eight (8) White males; Twelve (12) White females; One (1) Hispanic female; One (1) Other male; One (1) Other female; and, One (1) Unknown female.

**The following Eleven (11) applicants were determined to be not qualified:** Four (4) White males; Five (5) White females; One (1) Other male; and One (1) Unknown female. These candidates were not qualified as they submitted incomplete applications.

**Nine (9) applicants were found to be minimally qualified:** Three (3) White males; Five (5) White females; and, One (1) Other female. Candidates were deemed minimally qualified if they taught fewer than three years and less than five courses in the required area of psychology. Also, these candidates did not have the level of research sought for the position, or the area of research was not a good fit for the department. The Other female candidate's experience was mainly professional research and only taught one year as an instructor.

**Four (4) applicants were determined to be qualified and were considered finalists:** One (1) White male; Two (2) White females; and One (1) Hispanic female.

### **A White male was hired for this position.**

- The **selective White male** has an impressive teaching history as well as involvement with and dedication to the success of undergraduate students. He has extensive teaching (more than five years at the level of TA, assistant and associate professors). This experience will provide for an easy transition into balancing a 12-credit semester teaching load with the other requirements of

employment at CCSU (research, service and professional development). In addition he was highly engaging during his on-campus presentation, indicating that the students would be likely to find his classes interesting. His research program would be an easy transition to CCSU and would not require much time to have it “up and running.” Furthermore his research is adaptable to various environments and has the potential for future off-campus collaborations.

The goal (Search C12-070) for the Hispanic female has been met and there were no other goal candidates in the finalist pool.

#### **5. ASSISTANT PROFESSOR –GEOGRAPHY (C12-035)**

Selection: **One (1) White Male as an Assistant Professor**

The University conducted a search to recruit for this assistant professor in geography. Advertisements and/or announcements were placed in the AAG Newsletter, *the Association of Collegiate Schools of Planning; Diverse; Hispanic Outlook; and HigherEdJobs.com.*

##### **Required Qualifications:**

- PhD in geography, planning or closely related field with community and regional planning specialization (ABD considered);
- Teaching experience in Geography/Planning;
- Ability to teach introductory and advanced level courses in geography/planning; and,
- Practical/outreach experience in planning and community development.

##### **Preferred Qualification:**

- PhD in geography, planning or closely related field with community and regional planning specialization.

**Fifty-Eight (58) individuals applied for this position including:** Twenty-Eight (28) White males; Six (6) White females; Six (6) Black males; One (1) Black female; Two (2) Hispanic males; Seven (7) Other males; Six (6) Other females; One (1) Unknown males; and, One (1) Unknown female.

**The following Twenty-One (21) applicants were determined to be not qualified:** Ten (10) White males; One (1) White female; Two (2) Black males; Six (6) Other males; and, Two (2) Other females. These candidates submitted incomplete applications (i.e.: no transcripts, evidence of scholarship, no transcripts, no teaching evaluation or evidence of teaching quality).

**Thirty (30) applicants were found to be minimally qualified:** Fifteen (15) White males; Three (3) White females; Four (4) Black males; Two (2) Hispanic males; One (1) Other male; Three (3) Other females; One (1) Unknown male; and, One (1) Unknown female. These candidates met the required qualifications but did not possess the preferred qualification of planning or closely related field with community and regional planning.

**Seven (7) applicants were determined to be qualified and were considered finalists:** Three (3) White males; Two (2) White females; One (1) Black female; and, One (1) Other female. All finalists met both the required and preferred requirements.

The Other female goal was met with the C12-064 search.

##### **A White male was hired for this position.**

- The **selected White male** met all the required and preferred qualifications. Since obtaining his PhD in geography and planning in 2008, he has had three and half years of continuous teaching experience at a similar institution to CCSU. He has a background teaching planning courses similar

to the ones in this department and can, therefore, move easily into the position. His training in both geography and planning make him a good fit to the department needs. He has experience working in both private and public planning. This experience can be tapped to generate community development projects and strengthen linkages with organizations outside the University. These linkages would be valuable for student placements for practical training opportunities. He presented the strongest research theme that could be easily duplicated in Connecticut. He has two peer-reviewed publications and two book reviews.

- The **non-selected Black female** met the required and preferred qualifications for the position. When asked what she could contribute (a standard question asked of all candidates) her answer did not match the needs of the department. Since completing her PhD three years ago, she has not published any peer-reviewed publications or scholarly articles compared to the chosen candidate's two journal publications and two book reviews.

There were no other goal candidates in the applicant pool.

## **6. ASSISTANT PROFESSOR –MECHANICAL ENGINEERING - AEROSPACE FOCUS (C12-040)**

Selection: **One (1) Other Male as Assistant Professor**

The University conducted a search to recruit for this assistant/associate professor in mechanical engineering with aerospace focus. Advertisements and/or announcements were placed in the *Chronicle of Higher Education*; *Mechanical Engineering Magazine*; *Society of Manufacturing Engineers Magazine*; *HigherEdJobs.com*; *Hispanic Outlook*; and *Diverse*.

The successful candidate is expected to develop and teach a variety of mechanical engineering and engineering technology courses, independently develop and run associated hands-on laboratory exercises, and mentor undergraduate and graduate student research at all levels in the engineering and engineering technology programs. Candidates are expected to be committed to multiculturalism and working with a diverse student body.

### **Required Qualifications:**

- BS and PhD in mechanical or aerospace engineering by the date of appointment;
- Exceptional background and hands-on industrial experience in the aerospace industry specifically in aerodynamics and aero elasticity;
- Three years of related full-time industrial experience; and,
- Effective communication skills, both written and oral.

### **Preferred Qualifications:**

- Background and hands-on industrial experience in the aerospace industry including applications of aerospace structural dynamics and vibrations, wind tunnel testing, design and testing of aerospace components and structures;
- Machine design experience;
- Experience supervising student projects and developing courses on aerospace topics;
- Teaching experience in ABET accredited mechanical and/or manufacturing engineering or engineering technology programs;
- Expertise and experience to teach a broad range of mechanical/manufacturing engineering and engineering technology courses;
- A Professional Engineering (P.E.) license.

**Forty (40) individuals applied for this position including:** Fifteen (15) White males; One (1) White female; One (1) Black male; Two (2) Hispanic males; Twenty (20) Other males; and, One (1) Unknown female.

**The following Thirty-Five (35) applicants were determined to be not qualified:** Fourteen (14) White males; One (1) White female; One (1) Black male; Two (2) Hispanic males; Sixteen (16) Other males; and, One (1) Unknown female. Of these thirty-five (35) candidates, thirty-two (32) did not have aero-elasticity experience, aerodynamics experience and lacked the three years of related industry experience, and one (1) lacked the three years of industry experience and two (2) lacked experience with aerodynamics.

**There were no minimally qualified candidates identified.**

**Five (5) applicants were determined to be qualified and were considered finalists:** One (1) White male; and, Four (4) Other males.

**An Other male was hired for this position.**

- The **selected Other male** has a PhD in mechanical engineering and more than 30 years of experience in design, analysis, experimentation and testing of helicopter components, which include rotor blades, airframes and equipment. He has fourteen years of combined and full- and part-time teaching experience in ABET accredited programs. He also has experience teaching and developing graduate-level courses. His teaching demonstration showed his extensive knowledge of aerodynamics and his ability to effectively teach a complex subject. He has over 60 technical publications.

**Even though the search was extended to diversify the applicant pool, there were no goal candidates in the finalist pool. While the hire of an Other male did not meet an affirmative action goal for the University, it did meet the goal of diversifying its work force.**

## **7. ASSISTANT PROFESSOR – PHYSIOLOGIST (C12-048)**

Selection: **One (1) White female as an Assistant Professor**

The University conducted a search to recruit for a physiologist as associate professor in the Biology Department. Advertisements and/or announcements were placed in the *Chronicle of Higher Education*; *Science*, *HigherEdJobs.com*; *Hispanic Outlook*; and *Diverse*. The successful candidate will teach upper-level courses in physiology, and introductory and intermediate level biology courses, and contribute actively and effectively to service, scholarship, and student growth. The successful candidate will develop a research program appropriate for participation of undergraduate and master's level students. Candidates are expected to contribute actively and effectively to service, scholarship, and student growth and to be committed to multiculturalism and working with a diverse student body.

### **Required Qualifications:**

- PhD in biology or a related discipline. The completion of the PhD is required at the time of application; and,
- College teaching experience and expertise in animal physiology.

### **Preferred Qualifications:**

- Broadly trained biologist with the ability to expand departmental offerings in reproductive biology, endocrinology, cardiovascular or respiratory physiology, or human disease.

**Thirty-Seven (37) individuals applied for this position including:** Fifteen (15) White males; Six (6) White females; One (1) Black male; Two (2) Black females; Nine (9) Other males; and, Four (4) Other females.

**Nine (9) applicants were determined to be not qualified:** Six (6) White males; One (1) White female; and, Two (2) Other males. Of these nine (9) not qualified candidates, six (6) did not have the required teaching experience, two (2) did not have the specialization in animal physiology and one (1) did not have the related degree.

**Fifteen (15) applicants were found to be minimally qualified:** Six (6) White males; Two (2) White females; One (1) Black male; One (1) Black female; Four (4) Other males; and, One (1) Other female. These candidates met the required but areas of specialties fell outside the scope of the position and need of the department. (i.e.: candidates had focus in Neuroscience which was not a need for the department).

**Thirteen (13) applicants were determined to be qualified and were considered finalists:** Three (3) White males; Three (3) White females; One (1) Black female; Three (3) Other males; and, Three (3) Other females.

The goal for the Other female was met with the C12-064 search.

**A White female was hired for this position.**

- The **selected White female** met the required qualifications and is able to meet several areas of need for the department. She was prepared to teach reproductive physiology and embryology. Her teaching demonstration received the highest student rating.
- The **non-selected Black female** met the qualifications for the position; however, during the telephone interview she stated she was interested in teaching courses (e.g. microbiology) that were offered outside of the department. Her teaching interest did not fit the needs of the department.

There were no other goal candidates in the finalist pool.

**8. ASSISTANT PROFESSOR – CONSERVATION BIOLOGIST (C12-049)**

Selection: **One (1) White male as an Assistant Professor**

The University conducted a search to recruit for this assistant professor in conservation biology. Advertisements and/or announcements were placed in the *Chronicle of Higher Education*; *Science*; *HigherEdJobs.com*; *Hispanic Outlook*; and *Diverse*.

The successful candidate will teach upper-level courses in conservation biology and population genetics, and introductory/intermediate level biology courses, and develop a research program appropriate for participation of undergraduate and master's students that use molecular genetics techniques to address problems in conservation biology. Candidates are expected to contribute actively and effectively to service, scholarship, and student growth and to be committed to multiculturalism and working with a diverse student body.

**Required Qualifications:**

- PhD in biology or a related discipline. The completion of the PhD is required by the time of application; and,
- College teaching experience.

**Preferred Qualifications:**

- Broadly trained biologist with knowledge of techniques in molecular genetics.

**Twenty-Five (25) individuals applied for this position including:** Twelve (12) White males; Three (3) White females; One (1) Hispanic female; Five (5) Other males; Three (3) Other females; and, One (1) Unknown male.

**Ten (10) applicants were determined to be not qualified:** One (1) White male; One (1) White female; One (1) Hispanic Female; Four (4) Other males; and, Three (3) Other females. Based on the review of application materials, these candidates were not conservation biologists; the area of expertise/need for the department.

**Five (5) applicants were found to be minimally qualified:** Four (4) White males; and, One (1) White female. These candidates met the required qualifications; they lacked the preferred area of being broadly trained in biology and the techniques of molecular genetics.

**Ten (10) applicants were determined to be qualified and were considered finalists:** Seven (7) White males; One (1) White female; One (1) Other male; and, One (1) Unknown male.

**A White male was hired for this position.**

- The **selected White male** candidate met the required and preferred qualification for the position. He has the most teaching experience at the college level including teaching courses for non-biology majors which is an area of need for the department. He is prepared to teach conservation biology and population/wildlife genetics. References indicated that he is a good team player and that he is respected, diplomatic and often will take a leadership role. He has a master's degree in biology education and a strong interest in working with our BSED major (an area of need). His background includes five years as a park naturalist and he has experience teaching online courses.
- The **Unknown male** withdrew his application from consideration.

There were no other goal candidates in the finalist pool.

## **9. ASSISTANT PROFESSOR –MUSIC AND MUSIC DIRECTOR, BANDS (C12-050)**

Selection: **One (1) White Female as Assistant Professor**

The University conducted a search to recruit for this assistant professor in music and director (Band). Advertisements and/or announcements were placed in the *College Music Society*, *Chronicle of Higher Education*; *HigherEdJobs.com*; *Hispanic Outlook*; and *Diverse*.

Responsibilities include: conduct, recruit for, and administer marching, concert, and athletic bands; assist with supervision of student teachers; teach undergraduate and graduate courses in instrumental music education, conducting, and methods courses. Additional duties as assigned by the chair, including possible teaching applied music depending on candidate's performance areas. This position will act as a liaison between the band program and the athletic department requiring flexible hours as appropriate for the position.

This position will enhance the prominence and profile of the band program through performance, professional affiliations and recruitment. Activities that will be considered for tenure and promotion include the following: demonstrated research and creative activity through regional and national performances, presentations, recordings and/or publications, and evidence of quality teaching. Candidates are expected to be committed to multiculturalism and working with a diverse student body.

### **Required Qualifications:**

- Completed doctorate in music by date of appointment; and,
- Proven success in public school teaching (minimum of three years).

### **Preferred Qualifications:**

- Successful college teaching experience;
- Demonstrated success in all facets of a university band program, including the recruitment and retention of quality students, establishing and maintaining positive relationships with public school band directors, and university/community constituents;
- Demonstrated musical, financial, and administrative success with college and/or high school concert and athletic bands;
- Experience in Marching Band drill design and arranging.

**Thirty-Nine (39) individuals applied for this position including:** Twenty-Six (26) White males; Five (5) White females; One (1) Black male; Five (5) Hispanic males; One (1) Other male; and, One (1) Unknown male.

**The following Fifteen (15) applicants were determined to be not qualified:** Ten (10) White males; Two (2) White females; One (1) Black male; One (1) Hispanic male; and, One (1) Other male. Of these fifteen (15) not qualified applicants, four (4) did not have the required degree, ten (10) did not have the three years of related experience, and one (1) lacked both of these qualifications.

**Fourteen (14) applicants were found to be minimally qualified:** Nine (9) White males; One (1) White female; Three (3) Hispanic males; and, One (1) Unknown male. These candidates did not have evidence of strong conducting skills based on the review and evaluation of videos submitted with applications or did not have one or more of the following: university teaching experience or marching band experience. Specifically, the Unknown male candidate met the required qualifications but evaluation of video showed insufficient documentation of conducting and rehearsal technique.

**Ten (10) applicants were determined to be qualified and were considered finalists:** Seven (7) White males; Two (2) White females; and, One (1) Hispanic male.

### **A White female was hired for this position.**

- The **selected White female** met all the required qualifications for the position including excellent conducting technique as demonstrated by a video-taped performance, and marching band credentials. During her classroom teaching demonstration, she consistently engaged the students through discussion while steadily leading the students through valuable concepts and her instructional goals. Students remained focused and engaged throughout the time allotted. In her conducting demonstration, she again displayed a clear plan, the highest standards of musicianship and, in her thirty minute segment, achieved aurally observable results. Since this position involves both concert band and marching band, it is notable that she respects and excels in both areas, not always an attribute for many candidates completing similar degree programs. Additionally, her 10 years as a lead instructor at a high-profile drum major academy helped to document her extensive experience and leadership skills in the area of marching band.
- The **non-selected Hispanic male's** verbal description of rehearsal techniques was inconsistent with what was observed on the video submitted with the application materials. For example, when addressing the question of intonation in the phone interview, candidate talked about breathing, tone quality and listening, but these strategies were not supported by the rehearsal video. Candidate discussed his approach and strategies regarding recruitment, but did not provide examples of success in this area.

There were no other goal candidates in the finalist pool.

**While this hire did not meet an affirmative action goal for the University, it did meet its goal to diversify its work force.**

**10. ASSISTANT PROFESSOR – TEACHER EDUCATION (C12-051)**

Selection: **One (1) Black female as Assistant Professor**

**This hire meets an affirmative action goal for the University.**

**11. ASSISTANT PROFESSOR –MODERN LANGUAGES (C12-054)**

Selection: **One (1) Hispanic female as Assistant Professor**

The University conducted a search to recruit for this assistant professor in modern languages. Advertisements and/or announcements were placed in the *MLA Job Information list*; *JBHE*; *Chronicle of Higher Education*; *HigherEdJobs.com*; *Hispanic Outlook*; and *Diverse*.

**Required Qualifications:**

- PhD in applied linguistics, second language acquisition or second language methodology. (The completion of the PhD is required within one year of appointment.); and,
- Commitment to serving culturally, ethnically and linguistically diverse communities.

**Preferred Qualifications:**

- Experience teaching Spanish;
- Record of research applicable to or based on classroom situations;
- Experience supervising teaching assistants or graduate assistants;
- Experience coordinating multi-section courses.

**Thirty (30) individuals applied for this position including:** Five (5) White males; Nine (9) White females; Four (4) Hispanic males; Eight (8) Hispanic females; One (1) Other male; Two (2) Other females; and, One (1) Unknown female.

**The following Eleven (11) applicants were determined to be not qualified:** Four (4) White males; Two (2) White females; One (1) Hispanic male; Three (3) Hispanic females; and, One (1) Other female. Ten (10) of these individuals did not have PHDs in a related field and one did not have a PhD and was not ABD. The goals have been met for Hispanic females and Other females.

**Ten (10) applicants were found to be minimally qualified:** One (1) White male; Three (3) White females; One (1) Hispanic male; Three (3) Hispanic females; One (1) Other male; and, One (1) Other female. These candidates met the required qualifications, but did not have the preferred qualification of supervising and coordinating teaching assistants and graduate assistants. There were no goal candidates in the minimally qualified pool as goals for Hispanic females and Other female had been achieved.

**Nine (9) applicants were determined to be qualified and were considered finalists:** Four (4) White females; Two (2) Hispanic males; Two (2) Hispanic females; and, One (1) Unknown female. These candidates were deemed finalists as they met all required and more than one preferred including the experience of supervising graduate and teaching assistants and experience coordinating multi-section courses.

**A Hispanic female was hired for this position.**

- The **selected Hispanic female candidate** holds a PhD in linguistics. This candidate met all required and all preferred qualifications. She has experience teaching Spanish and scheduling coordination

of course sections. For over a year she was the co-pedagogical coordinator of the Foreign Language Assistants Program where she: designed the syllabus, developed training materials and conducted the pedagogical workshop for the Spanish language teaching assistants. She has also taught some methods courses and has supervised foreign language teaching assistants. In the interview she demonstrated good teaching skills and in her class presentation she displayed a good knowledge of her research topic; which was related to the field of language acquisition.

- The **first Hispanic male** withdrew from the process after his telephone interview.
- The **second non-selected Hispanic male** had the required PhD and related experience as a second language teacher and associated research; however, his focus and most experience were limited to English as a Second Language.
- The **non-selected Unknown female** has a PhD in applied socio and anthropological linguistics. In the telephone interview, she showed no evidence of experience in certification programs or teaching methods courses (a need for the department). Her experience coordinating multi-sections was in a small program and did not compare to the chosen candidates co-coordinator experience developing a program for foreign language assistants.

There were no other goal candidates as the goal for Hispanic female was achieved (C12-070).

**While this hire did not meet an affirmative action goal for the University, it met the University's goal to diversify its work force.**

## **12. ASSISTANT PROFESSOR – MATHEMATICS (C12-055)**

Selection: **Two (2) White males as Assistant Professors**

The University conducted a search to recruit for this assistant professor in mathematics.

Advertisements and/or announcements were placed in the *AMAS.org*; *Chronicle of Higher Education*; *HigherEdJobs.com*; *Hispanic Outlook*; and *Diverse*.

### **Required Qualifications:**

- PhD in mathematics (Completion required by the date of appointment);
- Demonstrate a strong commitment to teaching; and,
- Show evidence of scholarly promise.

### **Preferred Qualifications:**

- One year of full-time teaching at the college level;
- Research interests compatible with those of the current faculty.

**One Hundred Twenty-Four (124) individuals applied for this position including:** Forty-two (42) White males; Nine (9) White females; Nine (9) Black males; One (1) Black female; Five (5) Hispanic males; Thirty-Five (35) Other males; Seventeen (17) Other females; Four (4) Unknown males; One (1) Unknown female; and, One (1) Unknown/unknown.

**There were no non-qualified candidates identified.**

**One Hundred Thirteen (113) applicants were found to be minimally qualified:** Thirty-Seven (37) White males; Seven (7) White females; Nine (9) Black males; One (1) Black female; Five (5) Hispanic males; Thirty-Two (32) Other males; Sixteen (16) Other females; Four (4) Unknown males; One (1) Unknown female; and, One (1) Unknown/unknown. The minimally qualified candidates did not have one year of teaching experience and/or their research was not compatible with the current teaching faculty.

**Eleven (11) applicants were determined to be qualified and were considered finalists:** Five (5) White males; Two (2) White females; Three (3) Other males; and One (1) Other female. All finalists met the

minimum requirements for the position and had preferred qualification on “research interests compatible with current faculty.”

**Two (2) white males were hired for these positions.**

- The **first selected White male** met the required qualifications and preferred qualifications. His research is compatible with the research of several current faculty members and his focus area is of need in the department.
- The **second selected White male** met the required and preferred qualifications for the position. He demonstrated a strong research ability, excellent communication skills and broad teaching experience. During his presentation he used a variety of teaching techniques that showed his ability to teach a variety of learners.

No goal candidates remained in the pool of finalists as the goal for Other female had previously been achieved (C12-064).

**13. ASSISTANT PROFESSOR –DESIGN (C12-057)**

Selection: **One (1) White male as Assistant Professor**

The University conducted a search to recruit for this associate professor in design. Advertisements and/or announcements were placed in the *AIGA New York; Pratt School of Art and Design; Chronicle of Higher Education; HigherEdJobs.com; Hispanic Outlook; and Diverse*.

The successful candidate will teach undergraduate and graduate level courses in three or more of the following areas: Introductory Level Design, Graphic/Information Design, Advanced Design/Media Theory, Design Practice/Practicum, Typography, 3-D Design/Animation, Multimedia/Digital Design, Film Media Culture, and Advanced History of Design. A four-course teaching load is required per semester. Additional responsibilities include serving on departmental and university committees, advising students, engaging in scholarly and professional activities appropriate to the field, and contribute actively and effectively to student growth, service and scholarship. Note: If an ABD candidate is hired, s/he will be appointed at the instructor level.

**Required Qualifications:**

- Terminal degree (MFA or PhD) in design, visual culture, or closely related discipline. For non-MFA candidates, the completion of the PhD is required within one academic year of appointment; and,
- Commitment to serving culturally, ethnically and linguistically diverse communities.

**Preferred Qualifications:**

- Four years of full-time teaching experience at the university-level, including teaching in the field of design at the graduate level;
- Diverse portfolio including a national and international record of scholarly research, publication, and professional engagement/presentation;
- Record of departmental service, program development and assessment.

**Twenty-Eight (28) individuals applied for this position including:** Fourteen (14) White males; Seven (7) White females; Four (4) Other males; Two (2) Other females; and, One (1) Unknown male.

**The following Eleven (11) applicants were determined to be not qualified:** Five (5) White males; Two (2) White females; Three (3) Other males; and, One (1) Other female. Of these eleven (11) not qualified applicants, six (6) submitted incomplete applications and five (5) did not have the appropriate terminal degree.

**Thirteen (13) applicants were found to be minimally qualified:** Six (6) White males; Five (5) White females; One (1) Other female; and, One (1) Unknown male. These candidates met all required and only one preferred qualification compared to finalists who met all required qualifications and two or more preferred qualifications. The Unknown male only met one of the preferred qualifications. Additionally his portfolio was not diverse and he had not taught at the graduate-level. The goal for the Other female has been met (C12-064).

**Four (4) applicants were determined to be qualified and were considered finalists:** Three (3) White males; and One (1) Other male. These candidates met all required and two or more preferred qualifications.

**A White male was hired for this position.**

- The **selected White male** met the required and preferred qualifications for the position. He has experience with both undergraduate and graduate design programs. He has more than four years of full-time teaching experience at both the baccalaureate and master's levels. His highly distinguished teaching accomplishments are national and international. This candidate has taught many of the courses offered in the department's curriculum. His professional portfolio is diverse and includes a national and international record of scholarly publications and proven professional engagements and presentations. Additionally, he has a proven record of departmental service, program development and assessment.

There were no other goal candidates in the finalist pool.

**14. ASSISTANT PROFESSOR –HISTORY OF THE ANCIENT WORLD (C12-063)**

Selection: **One (1) White male as an Assistant Professor**

The University conducted a search to recruit for this assistant professor in the history of the ancient world, including Ancient Near East, Greece, and Rome. Advertisements and/or announcements were placed in the *H-Net*; *HigherEdJobs.com*; *Hispanic Outlook*; and *Diverse*.

The successful candidate will teach undergraduate and graduate courses in these fields and contribute actively and effectively to student growth, scholarship, and service.

**Required Qualifications:**

- PhD in ancient history or a related discipline (completion of the PhD is required by August 2013);
- Specialization in Ancient Near East, Ancient Greece, or Ancient Rome;
- Ability to teach World Civilization to the 17<sup>th</sup> century, Ancient Near East, Ancient Greece, and Ancient Rome;
- Evidence for potential of college teaching effectiveness;
- Evidence of scholarly activity, including potential for publication, in one or more of the fields listed above; and,
- Commitment to serving culturally, ethnically and linguistically diverse communities.

**Preferred Qualifications:**

- Demonstrated proficiency in an ancient language appropriate to the field.

**Ninety-Four (94) individuals applied for this position including:** Forty-Nine (49) White males; Twenty-Three (23) White females; One (1) Black male; Two (2) Hispanic males; One (1) Hispanic female; One (1) Other male; Two (2) Other females; Ten (10) Unknown males; and Five (5) Unknown females.

**Fifty-Two (52) applicants were determined to be not qualified:** Twenty-Seven (27) White males; Twelve (12) White females; One (1) Black male; One (1) Hispanic male; One (1) Other female; Eight (8) Unknown males; and, Two (2) Unknown female. These candidates did not meet one or more of the required qualifications. Minimally these candidates did not indicate their ability to teach world history to the 17<sup>th</sup> Century and/or Ancient Greece or Ancient Rome.

**Twenty-Two (22) applicants were found to be minimally qualified:** Eleven (11) White males; Seven (7) White females; One (1) Unknown male; and, Three (3) Unknown females. The minimally qualified met the required qualifications, but did not have the preferred qualification of proficiency in an ancient language appropriate to the field.

**Twenty (20) applicants were determined to be qualified and were considered finalists:** Eleven (11) White males; Four (4) White females; One (1) Hispanic male; One (1) Hispanic female; One (1) Other male; One (1) Other female; and, One (1) Unknown male. These candidates met all required qualification and had the preferred proficiency in an ancient language. For example seven (7) had proficiency in Ancient Greek, three (3) in Latin, one (1) in Assyrian, five (5) in Ancient (Late) Egyptian (including Hieroglyphs), two (2) in Hebrew and two (2) in Akkadian.

**A White male was hired for this position.**

- The **selected White male** met all the required and preferred qualifications and his teaching in the areas of scholarship and teaching are strong. As the posting required of all applicants, he provided evidence (student evaluations) of teaching effectiveness. Additionally he has already taught courses in world history, ancient Near East, Greece and Rome. He is also able to communicate the broad range of his expertise to many areas in his teaching and scholarship. His publication in the *Journal of Biblical Studies* makes an important contribution to the field, and it highlights his contributions to women, gender, and sexuality studies.
- The **non-selected Hispanic male** has a related degree in near eastern languages and cultures and not ancient history. His training as an archaeologist raised concerns for the committee about his ability to work and teach in a history department. In discussing his teaching, he did not talk about how he could teach Greece and Rome effectively, and he failed to identify any themes in world history.
- The **non-selected Unknown male** met all the required and preferred qualifications; however, his answers to how he would teach demonstrated that he lacks experience thinking about teaching. He failed to give any concrete examples of how he would teach history courses. When asked what his strength and weakness as an academic were, he said, “as an academic and not a teacher,” suggesting he views them as separate labels. Additionally, his research is too spread out without a clear focus.

There were no other goal candidates in the finalist pool as goals for Hispanic female and Other female had been previously achieved.

#### **15. ASSISTANT PROFESSOR –COUNSELING AND FAMILY THERAPY (C12-065)**

Selection: **One (1) Black Female as Assistant Professor**

**This hire met an affirmative action goal for the University.**

#### **16. ASSISTANT PROFESSOR –ENGLISH (JOURNALISM) (C12-068)**

Selection: **One (1) White female as Assistant Professor**

The University conducted a search to fill a full-time, tenure-track position in the English department. The successful candidate will teach undergraduate courses in Journalism and contribute actively and

effectively to student growth, service, and scholarship. Candidates are expected to be committed to multiculturalism and working with a diverse student body.

**Required Qualifications:**

- Master's in Journalism or a related discipline;
- At least five years of full-time newsroom experience;
- Ability to teach basic and advanced reporting and writing classes integrating multimedia;
- Professional experience in at least two of the following: computer-assisted reporting, investigative reporting, literary journalism, arts journalism, sports, business, health, science, photojournalism, design, multimedia editing;
- Ability to teach journalism history, media law or ethics;
- College teaching; and,
- Established and continuing record of publication and professional activity.

**Preferred Qualifications:**

- PhD in Journalism or a related discipline;
- At least 10 years of full-time newsroom experience.

**Sixty-Two (62) individuals applied for this position including:** Thirty-Three (33) White males; Fourteen (14) White females; One (1) Black male; Two (2) Black females; Three (3) Hispanic males; Three (3) Other males; One (1) Other female; Three (3) Unknown males; and Two (2) Unknown females.

**The following Thirty-Seven (37) applicants were determined to be not qualified:** Eighteen (18) White males; Eleven (11) White females; One (1) Black female; Two (2) Hispanic males; One (1) Other male; One (1) Other female; and, Three (3) Unknown males. These candidates did not meet one or more of the required qualifications. These thirty-seven (37) candidates were deemed not qualified for the following reasons: two (2) did not submit a complete application; five (5) did not have the required masters; nine (9) did not have print media experience; two (2) did not have the required five years' experience; five (5) did not have teaching experience; six (6) did not have a journalism background; and, eight (8) did not have the area of focus within the scope of the position.

**Seventeen (17) applicants were found to be minimally qualified:** Eleven (11) White males; One (1) White female; One (1) Black male; One (1) Black female; Two (2) Other males; and One (1) Unknown female. These candidates did not compare to the finalists who either had 20+ years of experience or full-time teaching experience. Specifically the Black female did not have full-time teaching experience and the black male's area of focus was on design and not the writing and reporting coverage needed for the position and the unknown female met the required but not the preferred 10+ years or PhD.

**Eight (8) applicants were determined to be qualified and were considered finalists:** Four (4) White males; Two (2) White females; One (1) Hispanic male; and One (1) Unknown female. Six (6) of these candidates had 20+ years' experience and two (2) had journalism experience and taught on a full-time basis.

**A White female was hired for this position.**

- The **selected White female** brings more than a dozen years of teaching, particularly work as an adjunct instructor at New York University and Columbia University graduate school of journalism. She was a former Associated Press reporter in Venezuela. Her interest in international affairs is reflected in her research interest in immigration and such undertakings as the study abroad programs she has helped set up in Italy and Turkey. With IEI media, a nonprofit group set up by academics and professionals, this candidate has worked with students from around the country in

four-week sessions to create multimedia in Italy and Istanbul. She describes herself as liking to “build programs” and this was evident in past efforts at Livewire, which syndicated NYU students’ work, and her ideas of course and projects she might undertake at CCSU. With a master’s from London School of Economics, this candidate clearly has a handle on a number of global issues. Her interest in teaching international courses, exploring the future of journalism and integrating multimedia was evident throughout her interviews and presentation. She would also be a good candidate for teaching business and magazine reporting (she founded bigworldmagazine.com).

- The **Hispanic male** was offered the position and declined.
- The **non-selected Unknown female** met the required and preferred qualifications. However, during the interview this candidate indicated her teaching interest were in folklore rather than skills courses related to journalism.

There were no other goal candidates in the finalist pool.

### **17. ASSISTANT PROFESSOR –ENGLISH (C12-071)**

Selection: **One (1) White female as Assistant Professor**

The University conducted a search to recruit for this associate professor in English (linguistics). Advertisements and/or announcements were placed in the *Chronicle of Higher Education*; *MLA Job Listings*; *Linguistics List.org*; *HigherEdJobs.com*; *Hispanic Outlook*; and *Diverse*.

The successful candidate will teach undergraduate and graduate courses (normal load is 12 credits per semester), including introductory linguistics courses and TESOL methodology and practicum courses. The position also requires active scholarship and publication in the field, and university and professional service. Candidates are expected to be committed to multiculturalism and working with a diverse student body.

#### **Required Qualifications:**

- PhD in linguistics, applied linguistics, second language acquisition, or TESOL by date of appointment;
- Record of theoretically grounded research in applied linguistics or TESOL; and,
- Commitment to serving culturally, ethnically, and linguistically diverse communities.

#### **Preferred Qualifications:**

- Experience in both teaching ESL/EFL and training or supervising novice teachers of ESL/EFL;
- Experience in or knowledge of L2 writing methods, content-based methods, and/or L2 assessment;
- Experience in or familiarity with TESOL in K-12 contexts;
- Evidence of a solid foundation in theoretical linguistics, including syntax, phonology, and SLA theory.

**Sixty-Three (63) individuals applied for this position including:** Twelve (12) White males; Twenty-Three (23) White females; One (1) Black male; Three (3) Other males; Twenty-One (21) Other females; One (1) Unknown male; Two (2) Unknown females.

**Thirty (30) applicants were determined to be not qualified:** Nine (9) White males; Ten (10) White females; One (1) Other male; Seven (7) Other females; One (1) Unknown male; and, Two (2) Unknown females. Of these thirty (30) not qualified applicants, thirteen (13) submitted incomplete applications, four (4) did not have the required PhD, five (5) did not have a record of theoretically grounded research in applied linguistics or TESOL and eight (8) did not have the PhD and lacked the theoretical research.

**Twenty-Five (25) applicants were found to be minimally qualified:** Two (2) White males; Nine (9) White females; One (1) Black male; Two (2) Other males; and, Eleven (11) Other females. The minimally qualified candidates had no evidence of foundations in linguistics and/or no evidence of experience with K-12 or methods courses.

**Eight (8) applicants were determined to be qualified and were considered finalists:** One (1) White male; Four (4) White females; and, Three (3) Other females. These candidates met all required qualifications and had TESOL experience, K-12 experience and either documented research and/or publications.

**A White female was hired for this position.**

- The **selected White female** met all the required qualifications. This candidate demonstrated strong evidence of experience and knowledge in four preferred qualifications. Her teaching experience is strong in the area of need for the department, while her research is cutting-edge and shows considerable promise for future development. During the on-campus interview, she expressed herself clearly and professionally, such that it was clear that she would be a strong addition to the TESOL program, the department and the university.

The goal for the Other female (C12-064) has been met and no other goal candidates remained in the finalist pool.

#### **18. ASSISTANT PROFESSOR –CRIMINOLOGY (C12-033 & C12-034)**

Selection: **Two (2) White males as an Assistant Professor**

The University conducted a search to recruit for this assistant professor in criminology. Advertisements and/or announcements were placed in the *American Society of Criminology*; *Affirmative Action Register*; *HigherEdJobs.com*; *Hispanic Outlook*; and *Insight into Diversity*.

##### **Required Qualifications:**

- A doctorate in criminology/criminal justice or related field at the time of appointment; areas of specialization are open. ABD considered if the completion of the PhD is by January 15, 2013. (A JD is not considered a terminal degree for these positions).

##### **Preferred Qualifications:**

- University teaching experience;
- A record of scholarly activity (e.g., publications and presentations at professional conferences);
- Evidence of university and professional service, especially with underserved populations.

**Forty-Four (44) individuals applied for this position including:** Seventeen (17) White males; Twelve (12) White females; Five (5) Other males; Five (5) Other females; Two (2) Unknown males; and, Three (3) Unknown females.

**Two (2) applicants were determined to be not qualified:** One (1) White male; and, One (1) White female. One did not possess the required PhD (Nor were they ABD). The other did not provide evidence that they would possess their PhD in the required timeframe.

**Thirty-one (31) applicants were found to be minimally qualified:** Ten (10) White males; Nine (9) White females; Four (4) Other males; Four (4) Other females; Two (2) Unknown males; and, Two (2) Unknown females. The minimally qualified candidates did not list their area of expertise and lacked (less than 2 years of full- or part-time) teaching experience or their area of expertise is currently covered by another faculty member in the department.

**Eleven (11) applicants were determined to be qualified and were considered finalists:** Six (6) White males; Two (2) White females; One (1) Other male; One (1) Other Female; and, One (1) Unknown female.

**Two White Males were hired for this position.**

- The **first selected White male** meets all the required and preferred qualifications. His area of expertise is in the court and community-based corrections programming and the use of evidence-based practices to improve offender programming. He will complete his PhD by the time of appointment. His strengths are: teaching experience; ability to engage students during the class presentation; his pursuance of an active research agenda; his strong interest in international education and his pursuit of university service opportunities. He has two manuscripts currently under peer review, has co-authored three technical research reports and has made seven presentations at academic conferences.
- The **second selected White male** met all the requirements for the position. He is an ABD candidate that is expected to complete his PhD by January 2013. He has taught a variety of courses and is interested in CCSU due to its teaching focus. His research and teaching interests are in crime prevention and analysis, which is a current departmental need.
- The **Unknown female** withdrew from the search because she had accepted a position at another university.

There were no other goal candidates in the finalist pool as the goals for Other female (C12-064) had previously been achieved.

**19. ASSISTANT PROFESSOR – Economics (C12-032)**

Selection: **One (1) White male**

The University conducted a search to recruit for this assistant professor in criminology. Advertisements and/or announcements were placed in the *Chronicle of Higher Education*, *Job openings for Economists*; *Higheredjobs.com*; *Hispanic Outlook and Diverse*.

**Required Qualifications:**

- PhD in Economics by June 2012, with primary specialization in political economy; and,
- Evidence of demonstrated effectiveness in teaching as a primary instructor at the undergraduate level, scholarly research, and professional activity commensurate with experience.

**Preferred Qualifications:**

- A secondary specialization in one or both history of economic thought or current heterodox approaches.

**Forty-Five (45) individuals applied for this position including:** Twenty-Six (26) White males; Three (3) White females; Three (3) Hispanic females; Eight (8) Other males; Three (3) Other females; One (1) Unknown male; and, One (1) Unknown female.

**The following Thirty-Three (33) applicants were determined to be not qualified:** Twenty-One (21) White males; Two (2) White females; One (1) Hispanic female; Five (5) Other males; Three (3) Other females; and, One (1) Unknown male. Of these thirty-three (33) not qualified applicants, ten (10) did not have the required degree and twenty-three (23) submitted incomplete applications.

**Eight (8) applicants were found to be minimally qualified:** Three (3) White males; One (1) White female; Two (2) Hispanic females; and, Two (2) Other males. These applicants met the required

qualifications but did not have the preferred qualification in the secondary specialization in one or both history or economic thought or current heterodox approaches.

**Four (4) applicants were determined to be qualified and were considered finalists:** Two (2) White males; One (1) Other male; and, One (1) Unknown female. These candidates met all required and preferred qualifications.

**A White male was hired for this position.**

- The **selected White male** is a PhD candidate in Economics (Spring 2012). His field of specialization includes political economy, history of political thought and others. His interest in teaching political thought at three different levels (intro, intermediate and advanced) would meet the departmental needs. He was the candidate with the most full-time teaching experience (3+ years). In addition, he has taught four years in a part-time capacity. His research examines the economic consequences of urban sprawl for United States minorities.
- The **non-selected Unknown female** is a PhD candidate in Economics (co-discipline in History) expected to complete her degree in 2012. She only had one year of teaching experience as a part-time lecturer compared to the chosen candidates 3+ years of full-time teaching and four years of part time teaching experience. Her teaching and research interests include Classical Political Economy, Post-Keynesian and Neo-Ricardian Economics, History of Economic Thought, etc. She is primarily interested in teaching upper level courses such as History of Economic Thought and interdisciplinary courses.

There were no other goal candidates in the finalist pool.

**20. ASSISTANT COACH II–BASKETBALL (C13-003)**

Selection: **One (1) White male as Assistant Professor with the Assistant Coach II title**

The University conducted a search to recruit for this Assistant Coach in Athletics. Advertisements and/or announcements were placed in the *University* and *NCAA websites*.

The successful candidate will be responsible to assist in the organization and administration of all aspects of the basketball program. Responsibilities include, but are not limited to, recruitment and development of student-athletes, ensuring academic progress and graduation; assisting in scheduling and travel arrangements, ensuring compliance with all NCAA, NEC and University rules and regulations and participation in fund raising events. The Assistant Coach will be expected to work cooperatively and effectively with the staff and personnel of the department and University. This position requires an excellent work ethic along with exceptional motivational and communication skills. Candidates are expected to be committed to multiculturalism and working with a diverse student body.

**Required Qualifications:**

- Bachelor of Science degree; and,
- Previous coaching experience in the sport of basketball.

**Preferred Qualifications:**

- Master's degree
- Previous coaching experience and experience in Division I as a coach or student-athlete.

**Thirty-Nine (39) individuals applied for this position including:** Fifteen (15) White males; Nineteen (19) Black males; One (1) Hispanic male; One (1) Other male; and Three (3) Unknown males.

**The following Six (6) applicants were determined to be not qualified:** Three (3) White males; and Three (3) Black males. Of these six (6) not qualified applicants, three (3) did not possess the required degree qualification and three (3) did not have related coaching experience.

**Twenty-Six (26) applicants were found to be minimally qualified:** Nine (9) White males; Thirteen (13) Black males; One (1) Hispanic male; One (1) Other male; and Two (2) Unknown males. Minimally qualified candidates met the required qualifications; however they had fewer than 10 years of coaching experience. All finalists had ten years of coaching experience or more. In addition to the 10 or more years of coaching experience, all finalists met one or both of the preferred qualifications.

**Seven (7) applicants were determined to be qualified and were considered finalists:** Three (3) White males; Three (3) Black males; and One (1) Unknown male. All finalists met all required qualifications and at least one of the preferred qualifications. In addition, all finalists had 10 years or more of coaching experience.

**A White male was hired for this position.**

- The **White male selected** met all of the qualifications CCSU was looking for in an assistant coach for the men's basketball team. He has a solid knowledge of recruiting at the Division I level and excellent knowledge of the program at CCSU. He offered a detailed explanation of his experience recruiting at the Division I level, listing several players who have gone on to win various awards at his previous coaching stops. This candidate's prior experience at Holy Cross and Boston University make him an excellent choice for the assistant coach position.
- The **first non-selected Black Male** goal candidate is serving as a volunteer assistant coach at Baylor University in an unofficial capacity. He did not go into specifics regarding recruitment and when asked, he only gave a general philosophy that he uses. He does not have the same level of coaching and recruiting experience at the NCAA level compared to the chosen candidate.
- The **second non-selected Black Male** goal candidate did not offer a solid knowledge of the CCSU program, and presented wrong information when describing the program and its history. In addition, the panel was concerned with the number of jobs that this candidate was non-renewed from and that those jobs "just didn't work out."
- The **third non-selected Black Male** goal candidate did not possess the level of recruitment experience as the chosen candidate. And when asked to detail this experience, he offered little about his actual experience in this area. In addition, this candidate is not currently coaching. This candidate does not have any experience coaching or recruiting in the New England and/or Connecticut area.
- The **Unknown Male** did not return calls to schedule an interview.

There were no other goal candidates in the finalist pool.

**21. ASSISTANT COACH-COACH II-FOOTBALL (C13-007)**

Selection: **One (1) White male**

The University conducted a search to recruit for this Assistant Coach in Athletics. Advertisements and/or announcements were placed in the *University* and *NCAA website*.

The successful candidate will be responsible to assist in the organization and administration of all aspects of the football program. Responsibilities include, but are not limited to: recruitment and development of student-athletes; ensuring academic progress and graduation; assisting in scheduling and travel arrangements; ensuring compliance with all NCAA, NEC and university rules and regulations; and participation in fund raising events. The Assistant Coach will be expected to work cooperatively and

effectively with the staff and personnel of the department and university. This position requires an excellent work ethic along with exceptional motivational and communication skills. Candidates are expected to be committed to multiculturalism and working with a diverse student body.

**Required Qualifications:**

- Bachelor of Science Degree; and,
- Previous coaching experience in the sport of football.

**Preferred Qualifications:**

- Master's degree;
- Previous coaching experience and experience in Division I as a coach or student-athlete.

**Sixteen (16) individuals applied for this position including:** Nine (9) White males; Four (4) Black males; One (1) Hispanic male; One (1) Other male; and One (1) Unknown male.

**Two (2) applicants determined to be not qualified:** Two (2) White males. One candidate did not have coaching experience and the other submitted an incomplete application.

**Eleven (11) applicants were found to be minimally qualified:** Five (5) White males; Four (4) Black males; One (1) Hispanic male; and One (1) Other male. All minimally qualified candidates met the required and only one preferred qualification.

**Three (3) applicants were determined to be qualified and were considered finalists:** Two (2) White males; and One (1) Unknown male. All finalists met the required qualifications and both of the preferred qualifications.

**A White male was hired for this position.**

- The **selected White male** was one of three candidates to possess all required and both of the preferred qualifications. He is the only applicant that had 16 years of coaching experience. In addition, during the interview this candidate spoke about his many years of coaching experience as a Head Coach and most recently as a Defensive Coordinator at the Division 1 level. He also shared his experience recruiting high school athletes from Connecticut and has many relationships with high school coaches throughout New England which will certainly be an asset to this position.
- The **non-selected Unknown Male** came unprepared for the interview, as he knew little about CCSU, the conference and the CCSU football program. In addition, he only had six years of coaching experience compared to the chosen candidates 16 years. Although this candidate had Division 1 experience, this candidate had never been a full-time coach or player at the Division 1 level. He also lacked the recruiting experience and recruiting background that would help move the football program forward. He stated that he was not familiar with recruiting in the northeast and currently does not have any contacts in the area.

There were no other goal candidates in the finalist pool.

**4. INSTRUCTOR**

**Short-Term**

**Long-Term**

- 1 Black Male
- 1 Black Female

**1. INSTRUCTOR –MATHEMATICS (C12-036)**

Selection: **A White male was hired as an Instructor**

The University conducted a search to recruit for this assistant professor in mathematics. Advertisements and/or announcements were placed in the *Chronicle of Higher Education*; *The Journal of Blacks in Higher Education*; *Hispanic Associations of Colleges and Universities*; *HigherEdJobs.com*; *Hispanic Outlook*; and *Diverse*.

The successful candidate will demonstrate a strong commitment to teaching in the undergraduate and graduate mathematics education programs and in the sixth year program, maintaining a commitment to continued scholarship in mathematics education, as well as service to the University and the profession.

**Required Qualifications:**

- An earned doctorate in Mathematics Education or with a specialization in mathematics education (or completion by the spring of 2015); and,
- At least two-years of full-time teaching experience (or equivalent) at the K-12 level is required.

**Preferred Qualifications:**

- At least five years of experience teaching mathematics at the K-12 level;
- Experience with technology in the classroom;
- Experience teaching at the college level.

**Eighteen (18) individuals applied for this position including:** Four (4) White males; Five (5) White females; Two (2) Black males; Two (2) Black females; Three (3) Other males; and, Two (2) Other females.

**The following Nine (9) applicants were determined to be not qualified:** Three (3) White males; One (1) Black female; Three (3) Other males; and, Two (2) Other females. Candidates were deemed not qualified for the following reasons: Four (4) did not have an earned doctorate and were not enrolled in a doctoral program; five (5) did not have at least two years K-12 experience as required.

**Three (3) applicants were found to be minimally qualified:** Two (2) White females; and, One (1) Black male. These candidates met the required qualifications, had K-12 experience, but did not have the years of experience teaching at the college level as compared to the finalists. Because of the size of the pool some of the minimally qualified applicants were telephone interviewed. The Black male candidate was provided a telephone interview but he only had three years of K-12 teaching experience. He has only taught two mathematics education courses as an adjunct and had no experience working with pre-service teachers.

**Six (6) applicants were determined to be qualified and were considered finalists:** One (1) White male; Three (3) White females; One (1) Black male; and, One (1) Black female.

**A White male was hired for this position.**

- The **selected White male** has a bachelor's and master's degree in mathematics and a doctorate in mathematics education. He has a strong research record and extensive experience working with pre-service teachers. During his on-campus interview, he gave an excellent teaching demonstration that received many positive comments from students and faculty. He was hired as an instructor because he is ABD and scheduled to graduate within the next few months.
- The **non-selected Black male** has a doctorate and teaching experience at the college-level; however, in the telephone interview he provided incomplete answers and did not have a focused research agenda in mathematics education. Although some of his past research was relevant to mathematics education, his future research plans were too broad and not relevant to mathematics.

- The **non-selected Black female** had significant K-12 teaching experience. This candidate expressed a strong preference to teach mathematic course content instead of mathematics education courses and she has no experience teaching mathematic education courses (the area of need in the department).

There were no other goal candidates in the applicant pool.

## 5. **COACH A**

No goals were established. Coach A's will be incorporated into the new Coaching title category in the AAP 13-14 plan.

### 1. **ASSISTANT COACH-COACH A-FOOTBALL (C13-006)**

Selection: **One (1) White male**

The University conducted a search to recruit for this Assistant Coach in athletics. Advertisements and/or announcements were placed in the *University and NCAA website*.

The successful candidate will be responsible to assist in the organization and administration of all aspects of the football program. Responsibilities include, but are not limited to: recruitment and development of student-athletes, ensuring academic progress and graduation; assisting in scheduling and travel arrangements, ensuring compliance with all NCAA, NEC and university rules and regulations and participation in fund raising events. The Assistant Coach will be expected to work cooperatively and effectively with the staff and personnel of the department and university. This position requires an excellent work ethic along with exceptional motivational and communication skills. Candidates are expected to be committed to multiculturalism and working with a diverse student body.

#### **Required Qualifications:**

- Bachelor of Science Degree; and,
- Previous coaching experience in the sport of football.

#### **Preferred Qualifications:**

- Master's degree;
- Previous coaching experience and experience in Division I as a coach or student-athlete.

**Twenty-Three (23) individuals applied for this position including:** Nine (9) White males; Twelve (12) Black males; One (1) Hispanic male; and One (1) Unknown male.

**The following Three (3) applicants were determined to be not qualified:** Three (3) Black males. One candidate did not complete his application. Another had no coaching experience. The third did not possess the required degree.

**Eighteen (18) applicants were found to be minimally qualified:** Seven (7) White males; Nine (9) Black males; One (1) Hispanic male; and One (1) Unknown male. All minimally qualified candidates met required qualifications and some met preferred requirements; however none possessed Division I coaching experience.

**Two (2) applicants were determined to be qualified and were considered finalists:** Two (2) White males. These were the only two candidates to possess all required qualifications and had experience coaching at the Division I level.

**A White male was hired for this position.**

The **selected White male** candidate possesses the required qualifications with two (2) years of coaching experience and a bachelor's degree. He also possesses the preferred qualification of experience coaching and playing at the Division 1 level. In addition, this candidate had an excellent offensive philosophy which would fit into CCSU's program and is similar to many schools currently in our conference. He articulated an excellent plan to assist his student athletes to succeed in the classroom. Lastly, this candidate had extensive recruiting experience in Connecticut and New England states which will serve him well in this position.

There were no goal candidates for this title in the 2012 AA Plan due to their placement in the workforce and the AA Plan. This has been modified in the 2013 submission as all coaching related positions are now in their own EEO category and analyzed for recruitment purposes, effective goal setting and goal achievement.

## PROFESSIONAL/NON-FACULTY

### Short-Term

6 White Females

3 Black Females

3 Hispanic Females

2 Other Females

### Long-Term

3 Other Females

### 1. US CHINA CENTER DIRECTOR (C12-016)

Selection: **One (1) White male as Director**

The University conducted a search to recruit for US China Director. Advertisements and/or announcements were placed in the *NASFA*; *higheredobs.com*; *Hispanic Outlook*; and *Diverse*.

The director implements programs and solicits business to maintain the Center's fiscal integrity and mission in forging links between Chinese and Connecticut government, businesses, and cultural organizations, as well as designing and implementing comprehensive and competitive education/training programs for the Center's market in China.

#### Required Qualifications:

- Bachelor's degree in Chinese or East Asian Studies or a related field.
- Four years of experience working effectively with the People's Republic of China;
- Demonstrated ability to communicate effectively in Mandarin Chinese and English both orally and in writing;
- Demonstrated experience in designing, marketing and implementing university education/training curriculums and programs for public officials and executives from China;
- Demonstrated experience in conducting business and contract negotiations with Chinese public officials;
- Demonstrated ability to manage projects and personnel in an office environment and use standard business software; and,
- Credentials and/or experience substantially comparable to the above may also be considered.

**Sixty-Five (65) individuals applied for this position including:** Three (3) White males; Three (3) White females; Twenty-Nine (29) Other males; Twenty-Seven (27) Other females; One (1) Unknown female; and, Two (2) Unknown/unknowns.

**Fifty-Eight (58) applicants were determined to be not qualified:** Three (3) White females; Twenty-Seven (27) Other males; Twenty-Five (25) Other females; One (1) Unknown female; and, Two (2) Unknown/unknowns. These candidates did not possess one or more of the required qualifications. For example, forty (40) did not possess the required bachelor's degree; Twelve (12) did not have four years of experience working effectively with the People's Republic of China; Three (3) did not indicate experience in designing, marketing and implementing university education/training curriculums and programs for public officials and executives from China; and Three (3) submitted incomplete applications.

**Three (3) applicants were found to be minimally qualified:** One (1) White male; One (1) Other male; and, One (1) Other female. Due to the size of the applicant pool, minimally qualified candidates were phone interviewed as they met the minimum qualifications. The minimally qualified candidates met the required qualifications for the position but lacked the level of experience needed for this position and had far less qualifications than the finalists. Based on the phone interview it was determined that the Other female's work experience was more in administrative support and not in a leadership capacity.

**Four (4) applicants were determined to be qualified and were considered finalists:** Two (2) White males; One (1) Other male; and, One (1) Other female. All candidates met the required qualifications and have negotiating experience related to the position and experience in the college/University negotiations and/or setting.

**A White male was hired for this position.**

- The **selected White male** met the required qualifications for this position. Additionally he exhibited a passion for Chinese culture and a lengthy personal history of time living in China, including work in non-academic settings, a considerable plus for personally navigating multiple levels of Chinese society. He has direct experience in the United States in this type of programming and has directly negotiated with Chinese officials successfully, as required from a US-CC Director. He related to the search committee several initiatives he has undertaken which demonstrate understanding of the need to broaden the US-CC activities with the client base as well as with communities within Connecticut, with whom he has developed good relationships.
- The **non-selected Other female's** withdrew from the process after being offered an on-campus interview.

There were no other goal candidates in the finalist pool.

**2. ASSISTANT DIRECTOR – STUDENT ACTIVITIES (C12-044)**

Selection: **One (1) White female as Assistant Director**

**This hire meets an affirmative action goal for the University.**

**3. REGISTRAR (C12-041)**

Selection: **One (1) White male as Registrar**

The University conducted a search to recruit for the Registrar position. Advertisements and/or announcements were placed in the *Chronicle of Higher Education*; ACCRAO; NEACCRAO; *HigherEdJobs.com*; *Hispanic Outlook*; and *Diverse*.

**Required Qualifications:**

- Master's degree;
- Five years of experience in college administration, including three years in a Registrar's office;

- Demonstrated ability to formulate and implement policies and procedures;
- Demonstrated leadership and supervision of professional staff; and,
- Competency in using enterprise software.

Credentials and/or experience substantially comparable to the above may also be considered.

**Preferred Qualifications:**

- Demonstrated ability in developing and managing annual office budgets;
- Experience as an Associate Registrar or Registrar;
- Experience using student information systems such as SunGard Banner and Ad Astra Schedule/Platinum; and,
- Demonstrated ability to work collaboratively and effectively with a diverse university community.

**Twenty-Four (24) individuals applied for this position including:** Five (5) White males; Eight (8) White females; One (1) Black male; Four (4) Black females; One (1) Hispanic female; One (1) Other male; Two (2) Unknown males; and, Two (2) Unknown females.

**Thirteen (13) applicants were determined to be not qualified:** Four (4) White males; Five (5) White females; Three (3) Black females; and, One (1) Unknown male. Candidates were deemed not qualified if they did not possess the required qualifications or submitted an incomplete application: Ten (10) did not submit all required documents; Two (2) did not have the required years of registrar experience; and one (1) did not indicate in the application materials their demonstrated leadership and supervision of professional staff.

**One (1) applicant was found to be minimally qualified:** One (1) Black male. This applicant met the required qualifications but has not recently worked in the higher educational setting.

**Ten (10) applicants were determined to be qualified and were considered finalists:** One (1) White male; Three (3) White females; One (1) Black female; One (1) Hispanic female; One (1) Other male; One (1) Unknown male; and, Two (2) Unknown females. All finalists met all required and at least one preferred qualification

**A White male was hired for this position.**

- The **selected White male** met the required qualifications for the position and has experience as a registrar within the CT College and University System. This candidate has been the registrar for nearly six years at Capital Community College and supervised both professional and support staff. In addition, this applicant worked in the admissions office at Capital Community College (4500 students) and Naugatuck Community College (7400 students). The familiarity with the CT College and University System and experience as a Registrar sets him above all candidates. During the interview and open forum presentation, he demonstrated extremely strong communication skills and answered questions with a positive attitude. By his responses in the interviews and information provided by his reference, he would work well with all groups including students, staff and administration. Based on the information provided by his references he would provide improvement in the area of customer service. He has also had the technical and interpersonal skills needed to be successful in this position.
- The **first White female** withdrew from the process after being offered an on-campus interview.
- The **second White female** withdrew from the process after being offered an on-campus interview.
- The **third non-selected White female** did not have the level of experience as the chosen candidate. She currently only supervises four employees and is not currently a registrar and

indicated that “if she wants the job done right she does it herself.” This was a concern for the committee in terms of this candidate’s ability to lead and direct staff.

- The **non-selected Black female** had relevant registrar experience (four years as a registrar at a CT Community College); however during the phone interview this candidate was not able to provide a response on a technology question. The committee asked the original question and rephrased the question and again the candidate did not provide a response. Given the need for the technology side of the position, candidate’s hesitance to respond to this question was concerning to the committee. This candidate appeared to lack confidence in her interview responses.
- The **non-selected Hispanic Female** had great qualifications including being a registrar at a sister university; however, during the interview processes, this candidate failed to listen to questions as she spoke more than listened. This inability to be an efficient and effective listener will hinder this candidate’s success in this position. Candidate’s references indicated similar observations.
- The **first non-selected Unknown female** did not have recent college/university level experience as the candidate had not been in higher education or in a registrar’s office in two years. This candidate struggled to answer the question regarding student information systems, even after it was restated. The committee felt that this candidate lacked confidence in the interview, which is of concern for a position at this level within the University.
- The **second non-selected Unknown female** had experience as a registrar at a small community college with less than 1200 degree seeking students. Her supervisory experience is limited to only two clerical staff; at CCSU, the registrar would be supervising over 10 professional staff.

There were no other goal candidates in the finalist pool.

#### **4. TRIO PROGRAM COORDINATOR (C12-042)**

Selection: **One (1) White male as Coordinator**

The University conducted a search to recruit for the TRIO Program Coordinator. Advertisements and/or announcements were placed in the *Trio List Serve*; *HigherEdJobs.com*; *Hispanic Outlook*; and *Diverse*.

##### **Required Qualifications:**

- Master’s degree;
- Three (five preferred) years of demonstrated experience developing and implementing educational programs in a school, community organization or higher education environment;
- Experience working with a diverse population including first-generation, low-income and other underrepresented students;
- Demonstrated ability to manage and supervise staff;
- Experience in managing a budget;
- Effective communication (intercultural, interpersonal, oral and written) and organizational skills;
- Demonstrated ability and knowledge of Microsoft Office suite and student information systems.

##### **Preferred Qualifications:**

- Experience with TRIO Programs;
- Experience conducting ongoing evaluations and supervision of program activities, including retention and graduation and learning outcomes;
- Bilingual skills, preferably in Spanish or Polish.

**Forty-Eight (48) individuals applied for this position including:** Three (3) White males; Fifteen (15) White females; Four (4) Black males; Thirteen (13) Black females; Three (3) Hispanic males; Four (4) Hispanic females; One (1) Other male; Three (3) Other females; and, Two (2) Unknown females.

**Thirty-Four (34) applicants were determined to be not qualified:** One (1) White male; Eleven (11) White females; Four (4) Black males; Ten (10) Black females; Two (2) Hispanic males; Two (2) Hispanic females; One (1) Other male; Two (2) Other females; and, One (1) Unknown female. Candidates were deemed not qualified if they did not possess one or more of the required qualifications.

**Two (2) applicants were found to be minimally qualified:** One (1) Black female; and, One (1) Unknown female. The minimally qualified candidate met the required qualifications but did not meet any of preferred qualifications.

**Twelve (12) applicants were determined to be qualified and were considered finalists:** Two (2) White males; Four (4) White females; Two (2) Black females; One (1) Hispanic male; Two (2) Hispanic females; and, One (1) Other female. These candidates met all required and one or more preferred qualifications.

**A White male was hired for this position.**

- **The selected White male candidate** met the required and two of the preferred qualifications (TRIO experience and knowledge of learning outcomes). He was a middle school teacher for 24 years. He served as an adjunct university instructor for a graduate program that prepared K-12 teachers for 12 years. He also has over 15 years of experience as a school district administrator with twelve of those years serving as the district coordinator for the New Britain School District, the University's target school district for the Talent Search program. He has considerable experience managing budgets, supervising a mid-size staff, and writing grants. He has extensive experience working with middle school students.
- The **first non-selected White female** met the required and two of the preferred qualifications (TRIO experience and knowledge of learning outcomes) for the position. The committee felt this candidate did not have relevant and most of all current ideas that would serve her well as the leader of a TRIO program. Her information was out of date, which made it difficult for the committee to give her an in-person interview. When asked questions, this candidate had a tough time answering the questions in a structured pattern. She would often go off into explanations that did not have anything to do with the important information needed, surrounding TRIO objectives: outcomes, supervision of staff and or the overall mission of what a TRIO program is about.
- The **second non-selected White female** met the required qualifications and one preferred qualification (TRIO experience) for the position. However, during the phone interview she did not indicate any experience regarding grants and the importance of keeping the grant funded. This is especially important because this is a grant funded area at CCSU. She along with others are truly interested in student success, but lacked the understanding of how to keep a TRIO program going. She must gain a more basic understanding of the TRIO grants in order to be a strong advocate for the purpose. Her answers to questions did not stand out in a way the committee felt she would be the best candidate for the position.
- The **third non-selected White female** met the required and one of the preferred qualifications. This candidate had an understanding of TRIO, but most of her related experience was in academic advising. During the interview, the candidate did not indicate related experience and understanding of grants and grant writing.
- The **fourth non-selected White female** met required qualifications and several preferred. She had extensive experience in health education and educational research projects, but lacked experience as a director or coordinator, managing budgets and managing staff that serves the target population with similar educational enrichment programs such as those provided under TRIO Talent search.

- The **first non-selected Black female** met the requirements and two of the preferred qualifications for the position. She has over 13 years of experience working with TRIO programs but fewer years as coordinator and managing the budget. She was hired as the TRIO program assistant (C12-072).
- The **second Black female** failed to respond to an invitation for a telephone interview.
- The **first non-selected Hispanic female** met the required qualifications and one of the preferred qualifications for the position. During her on-campus interview she failed to show she had the knowledge and understanding of the responsibilities of a program coordinator. She focused more on her need to move to Connecticut than on the requirements for the position. She also failed to communicate her understanding of the process to ensure the success of the grant objectives. She was unable to make the connection between program outcomes and the TRIO grants success and renewal.
- The **second non-selected Hispanic female** met the required qualification and two of the preferred qualifications for the position. During the telephone interview she had a difficult time articulating the information on her resume. She seemed to stumble with her words, which made it difficult to follow her during the telephone interview.
- The **non-selected Other female** met the requirements for the positions and one of the preferred qualifications. She had difficulty articulating her knowledge of learning objectives and outcomes. She did not have the budgeting or the management experience to start this program as compared to the chosen candidate.

There were no other goal candidates in the finalist pool.

#### **5. TRIO PROGRAM ASSISTANT (C12-072)**

Selection: **One (1) Black female as Program Assistant**

**This hire meets an affirmative action goal for the University.**

#### **6. RESIDENT HALL DIRECTOR (C12-073)**

Selection: **Two (2) White males and One (1) White female**

The University conducted a search to recruit for three Resident Hall Director positions. Advertisements and/or announcements were placed in the *Chronicle of Higher Education; Diversity Inc.; HigherEdJobs.com; Hispanic Outlook; and Diverse.*

#### **Required Qualifications:**

- Bachelor's degree; master's degree preferred;
- One year of recent residence life work experience directly supervising resident Assistant staff;
- Demonstrated ability utilizing Microsoft Office software;
- Experience developing and providing training; and,
- Demonstrated experience with crisis management and student conduct.

#### **Preferred Qualifications:**

- Experience with Banner and/or other Enterprise database software;
- Demonstrated presentation and advising skills.

**One Hundred Forty (140) individuals applied for this position including:** Forty-Eight (48) White males; Twenty-Nine (29) White females; Nineteen (19) Black males; Thirteen (13) Black females; One (1) Hispanic male; Seven (7) Hispanic females; Four (4) Other males; Nine (9) Other females; One (1) Unknown male; Eight (8) Unknown females; and, One (1) Unknown/unknown.

**The following Ninety-Six (96) applicants were determined to be not qualified:** Thirty-Two (32) White males; Twenty-Two (22) White females; Thirteen (13) Black males; Seven (7) Black females; One (1) Hispanic male; Three (3) Hispanic females; Three (3) Other males; Seven (7) Other females; Seven (7) Unknown females; and, One (1) Unknown/unknown. These candidates were deemed not qualified for the following reasons: Eighty-six (86) had less than one year of Residence Director level experience; Five (5) did not have the required student conduct experience; four (4) lacked the required training experience and one (1) submitted an incomplete application.

**Seventeen (17) applicants were found to be minimally qualified:** Three (3) White males; Three (3) White females; Three (3) Black males; Three (3) Black females; Two (2) Hispanic females; One (1) Other male; One (1) Other female; and, One (1) Unknown female. Candidates were deemed minimally qualified if they had less than two years of relevant Residence Director Level Experience, didn't have relevant Banner or other housing technology experience, did not possess a master's degree, and/or did not have advising experience or presentation experience.

**Twenty-Seven (27) applicants were determined to be qualified and were considered finalists:** Thirteen (13) White males; Four (4) White females; Three (3) Black males; Three (3) Black females; Two (2) Hispanic females; One (1) Other female; and One (1) Unknown male. All finalists had their master's degrees, related housing technology; advising experience and presentation experience.

**Two (2) White males and one (1) White female were hired for the positions.**

**The White female met an affirmative action goal for the University.**

- The **first selected White male** has excellent experience supervising a resident assistant staff and described several strategies he utilized to develop and maintain a cohesive staff (e.g., 48 hour rule to air grievances between staff members, discussion regarding expectations during the first staff meeting) during his on-campus interview. As a student conduct officer he has adjudicated a variety of cases and expressed the importance of getting students who violate policy to see how their actions impact the hall community. He has experience in developing RA training, along with presenting workshops geared towards college student leaders. During his interview he showed familiarity of the issues and challenges facing today's college students. He has past experience as an advisor and is familiar with Microsoft and Banner.
- The **second selected White male** met the required and preferred qualifications for the position. He has experience supervising an RA staff, as evidenced during his on-campus interview when he discussed his supervisory style and described the strategies he uses as a supervisor. While serving as a conduct officer at his current institution he has managed a vigorous case load and emphasized the concepts of restorative justice when meeting with students. He has implemented an RA training program along with presenting workshops to student leaders. He is aware of the issues facing today's college students and was particularly adept at articulating those issues related to mental health. He has experience as an advisor and is familiar with Microsoft and Banner.
- The **first non-selected White female** has experience supervising RA staff but had difficulty in expressing how she would work with returning staff members even though she has worked at CCSU for one year in a temporary position. As a conduct officer, she has experience adjudicating a variety of conduct cases. She also has experience developing and implementing RA training and has presented at some of these training sessions. During the interview she shared issues facing college students; however, during the interview, she failed to provide examples to support her statements.

- The **second White female** was extended an invitation for a telephone interview but she did not respond.
- The **third White Female** withdrew from the process as she accepted another position elsewhere.
- The **first non-selected Black female** met the qualifications for the position but during the telephone interview she was unable to clearly and concisely respond to the questions asked. It was determined that she did not have the student conduct experience needed for CCSU which has a significant number of student conduct violations.
- The **second Black female** withdrew her application; she accepted another position.
- The **third Black female** was invited for a telephone interview but failed to call during the scheduled time and she did not respond to a message to reschedule.
- The **first and second Hispanic females** did not respond to the invitation for a telephone interview.
- The **Other female** withdrew her application from consideration because she had accepted another position.

There were no other goal candidates in the finalist pool.

## **7. PROGRAM ASSISTANT (C12-075)**

Selection: **One (1) White male**

The University conducted a search to recruit for Program Assistant within The Center for Public Policy & Social Research's Institute for Municipal & Regional Policy (IMRP). Advertisements and/or announcements were placed in the *University's web site and; Department of Administrative Services*.

The Program Assistant supports: planning; organizing; coordinating; providing direct services; and, conducting research and program activities for the IMRP. The position includes project support and research for Connecticut Sentencing Commission, the newly established Pew Results First Initiative, and the National Highway Traffic Safety (NHTSA) racial profiling prohibition project.

### **Required Qualifications:**

- Bachelor's degree;
- Two years of experience coordinating programs and/or events; strong organizational skills, including the ability to schedule and prioritize office workflow;
- Demonstrated ability to work with word processing and standard business software, and effective inter-personal and written communication skills.

### **Preferred Qualifications:**

- Demonstrated experience working in a university, agency or community organization in a team environment on state level public policy and research projects preferred.

**Two Hundred Nine (209) individuals applied for this position including:** Thirty-Two (32) White males; Eighty (80) White females; Twelve (12) Black males; Thirty-One (31) Black females; Four (4) Hispanic males; Twenty-One (21) Hispanic females; Four (4) Other males; Three (3) Other females; Four (4) Unknown males; Fourteen (14) Unknown females; and, Four (4) Unknown/unknowns.

**The following One Hundred Fifty-Eight (158) applicants were determined to be not qualified:** Twenty-Seven (27) White males; Sixty-Four (64) White females; Eight (8) Black males; Twenty (20) Black females; Two (2) Hispanic males; Seventeen (17) Hispanic females; Three (3) Other males; Two (2) Other females; Three (3) Unknown males; Nine (9) Unknown females; and, Three (3) Unknown/unknowns. These 158 candidates were deemed not qualified for the following reasons: Eighty-eight (88) submitted incomplete

applications; Fifty-nine (59) did not have the two years of experience coordinating programs and/or activities; and, eleven (11) did not have the required degree.

**Forty-Five (45) applicants were found to be minimally qualified:** Three (3) White males; Fifteen (15) White females; Four (4) Black males; Ten (10) Black females; One (1) Hispanic male; Four (4) Hispanic females; One (1) Other male; One (1) Unknown male; Five (5) Unknown females; and, One (1) Unknown/unknown. All minimally qualified candidates met the required but did not have the preferred qualifications.

**Six (6) applicants were determined to be qualified and were considered finalists:** Two (2) White males; One (1) White female; One (1) Black female; One (1) Hispanic male; and One (1) Other female. These candidates met the required and the preferred qualifications.

**A White male was hired for this position.**

- The **selected White male** met all the required and preferred qualification and had experience and knowledge working in the field of policy and research in a higher education environment. Among these qualifications the candidate had intensive knowledge of the interrelationship between the Institute for Municipal and Regional Policy (IMRP), Connecticut Sentencing Commission, the Connecticut Judicial, Legislative and Executive branches, the Connecticut State University System, as well as Yale Law School, Quinnipiac University and the University of New Haven. The candidate demonstrated his ability to work collaboratively with local policy makers, faculty and students as well in a university setting. In addition, he has experience with the James M. Jeffords Center for Policy and Research at the University of Vermont which is similar to IMRP as it is a center within a state university that seeks to promote effective policy decisions. He has also worked with the Connecticut Sentencing Commission for the past 15 months, which is an experience that is invaluable for the position in question.
- The **White female** withdrew her name from the search stating she had found employment with another organization.
- The **non-selected Black female** met all the qualifications and demonstrated past experience in program management and working with community organizations. She had little knowledge of the criminal justice policy and had little criminal justice research experience. This is a specific area of research and support the position will be required to fulfill.
- The **non-selected Other female** met all the required qualifications for the position but did not have any experience with state level public policy and no work experience at a higher education setting. During the interview her responses did not demonstrate that she had done any research for the position as she did not have a strong understanding of the Connecticut criminal justice system or IMRP. This is a specific area of research and support the position will be required to fulfill.

There were no other goal candidates in the finalist pool.

**8. ASSOCIATE IN DIVERSITY AND EQUITY (C12-078)**

Selection: **One (1) White male**

The University conducted a search to recruit for the Associate in Diversity and Equity position. Advertisements and/or announcements were placed in: *Career Builder*; *HigherEdJobs.com*; *Hispanic Outlook*; and *Diverse*.

**Required Qualifications:**

- Bachelor's Degree;

- Two years paraprofessional experience working in Human Resources or supporting an Equal Opportunity or Affirmative Action program;
- Demonstrated ability to develop and edit complex statistical reports; and ability to use standard business software including data base management, spreadsheet, and statistical software;
- Experience in dealing with and resolving complaints in the areas of diversity and equity, human resources or conflict resolution;
- Demonstrated ability to work independently and within a team environment;
- Excellent organizational and communication skills; and,
- Able to meet deadlines and manage multiple tasks with exceptional follow-through skills.

**Preferred Qualifications:**

- Master's degree;
- Ability to effectively plan and implement training programs and activities in a timely fashion;
- Supervisory or lead experience.

**One Hundred Fifteen (115) individuals applied for this position including:** Ten (10) White males; Thirty-Seven (37) White females; Thirteen (13) Black males; Twenty-Seven (27) Black females; Six (6) Hispanic males; Seven (7) Hispanic females; One (1) Other male; Four (4) Other females; Three (3) Unknown males; Five (5) Unknown females; and Two (2) Unknown/unknowns.

**The following One Hundred (100) applicants were determined to be not qualified:** Eight (8) White males; Thirty-Two (32) White females; Thirteen (13) Black males; Twenty-Two (22) Black females; Five (5) Hispanic males; Seven (7) Hispanic females; Four (4) Other females; Three (3) Unknown males; Four (4) Unknown females; and Two (2) Unknown/unknowns. Candidates were deemed not qualified for the following reasons: Forty-three (43) submitted incomplete applications; Fifty-five (55) did not have the required two years of experience; one (1) didn't have experience developing and editing complex statistical reports and one (1) didn't have the required experience in resolving complaints.

**There were no minimally qualified candidates identified.**

**Fifteen (15) applicants were determined to be qualified and were considered finalists:** Two (2) White males; Five (5) White females; Five (5) Black females; One (1) Hispanic male; One (1) Other male; and One (1) Unknown female. These candidates possessed all required qualifications and one or more of the preferred qualifications

**A White male was hired for this position.**

- The **selected White male** had experience in computer systems, working with and setting up databases for complaints, adverse impact tests, and compiled a variety of reports. Candidate has six years of experience working in the public sector (none in higher education) handling complaints and conflict resolution; planning and facilitating training programs; and, developing and implementing affirmative action plans for several State of Connecticut agencies, including over five years at a large state agency serving over 3500 full-and part-time employees.
- **Four out the five non-selected White females** had no experience with developing, implementing affirmative action plans and programming.
- The **fifth non-selected White female** had experience with computer systems, databases, and compiling reports. She has experience with complaint and conflict resolution. Candidate has several years' experience working in the public sector—no higher education experience. She has experience in planning and facilitating training programs; but only has experience working on one AA action plan for a small state agency.

- The **five non selected Black females** had no experience in planning or facilitating training programs or working on an affirmative action plan.
- The **non-selected Unknown female** had no experience in planning or facilitating training programs or working on an affirmative action plan.

There were no other goal candidates in the finalist pool.

## 9. FINANCIAL AID COUNSELOR (C13-012)

Selection: **One (1) White male**

The University conducted a search to recruit for the Financial Aid Counselor. Advertisements and/or announcements were placed in the *Chronicle of Higher Education; HigherEdJobs.com; Hispanic Outlook; and Diverse*.

The successful candidate will provide operational support to the Financial Aid Office with a focus on assisting with the review and processing of financial aid paperwork and providing information to a variety of individuals regarding financial aid and student aid eligibility. Candidates are expected to be committed to multiculturalism and working with a diverse student body.

### Required Qualifications:

- Bachelor's degree;
- One year of financial aid office work experience;
- Experience using a student information system software as well as document imaging systems;
- Demonstrated ability to handle complex information, effectively organize and manage detail work and manage multiple priorities; and,
- Demonstrated ability to communicate and share information effectively with a variety of people and groups

### Preferred Qualifications:

- Experience using Banner software;
- Knowledge of federal student financial aid programs;
- Bilingual skills (Arabic, Polish or Spanish);
- Knowledge and experience with financial aid literacy programs

**One-Hundred Twenty (120) individuals applied for this position including:** Twenty-One (21) White males; Forty-Two (42) White females; Five (5) Black males; Fifteen (15) Black females; Four (4) Hispanic males; Five (5) Hispanic females; Four (4) Other males; Two (2) Other females; four (4) Unknown males; and, Eighteen (18) Unknown females.

**The following Ninety-Nine (99) applicants were determined to be not qualified:** Eighteen (18) White males; Thirty-One (31) White females; Four (4) Black males; Eleven (11) Black females; Four (4) Hispanic males; Five (5) Hispanic females; Four (4) Other males; Two (2) Other females; Four (4) Unknown males; and Sixteen (16) Unknown females. These ninety-nine candidates were deemed not qualified for the following reasons: Eighty-four (84) did not have the one year experience in Financial Aid, eight (8) did not have the required bachelor's degree, five (5) submitted incomplete applications, one (1) did not have the counseling or public service experience and one (1) did not have experience with student information systems and Imaging.

**One (1) applicant was found to be minimally qualified:** One (1) Black female. This candidate met all required but did not have any preferred qualifications.

**Twenty (20) applicants were determined to be qualified and were considered finalists:** Three (3) White males; Eleven (11) White females; One (1) Black male; Three (3) Black females; and Two (2) Unknown females. These candidates met all required qualifications and one or more preferred qualifications.

**A White male was hired for the position.**

- The **selected White male** has six years of experience in financial aid and has been the assistant director of financial aid for a private institution for more than one year. He demonstrated strong working knowledge of the financial aid process including verifications and processing of applications. He was specific in responding to questions regarding verification by explaining all required documents needed to complete verification and was able to give exact financial aid amounts when asked for loan limits including graduate plus loan. He also had extensive experience and knowledge using federal student aid funds such as Federal Pell Grant by providing us the exact answer regarding Pell life-time eligibility. He documented experience using a student information software as well as document imaging system. Lastly, assessment of his skills is consistent with the needs of the position as a current Assistant Director.
- The **first Non-selected White female** had no experience in processing financial aid for graduate students. She did not elaborate on her experience in the counseling of students and families regarding financial aid when asked during interview. Lastly, when asked how she would handle a rowdy group of students during an informational session, her response was to “stop talking and hopefully the teacher would help.”
- The **second non-selected White female** had no public speaking experience. When provided with a scenario she said she would “get to their level” but self-disclosed she finds public speaking challenging. Also, she self-disclosed a concern with scheduling conflicts with working full-time.
- The **third non-selected White female** had no experience with federal programs such as NSLDS, COD or ELM nor knowledge or experience of federal funds such as Federal Pell Grants as well as Federal Stafford loans. She also responded incorrectly to a question regarding loan limits for Stafford loans.
- The **fourth non-selected White female** responded incorrectly to question regarding loan limits for Stafford Loans. Her most current duties do not support the functions of the position of financial aid counselor including meeting with students and families because her previous employment was more on the processing side. Currently she is not employed in a Financial Aid Office.
- **Three (fifth through the seventh) non-selected White females** had no experience with federal programs such as NSLDS, COD or ELM nor knowledge or experience of federal funds such as Federal Pell Grant as well as Federal Stafford Loans.
- **Four (eighth through the eleventh) White females** did not respond to the invitation for an interview.
- The **first non-selected Black female** had no experience with federal programs such as NSLDS, COD or ELM nor knowledge or experience of federal funds such as Federal Pell Grant as well as Federal Stafford Loans.
- The **second non-selected Black female** demonstrated working knowledge of the financial aid process including verifications and processing of applications and had experience using student information software but does not have imaging software experience. While she had extensive experience and knowledge of Federal Pell Grant, she was unable to respond to the question regarding Stafford Loan limits for graduate students as well as the graduate plus loan with the plus loan question.
- The **third non-selected Black female** had no experience in the counseling of students and families. She has no knowledge of federal funds such as federal Pell Grant as well as Federal Stafford Loans

including no experience in processing financial aid for graduate students. Lastly, when provided with a scenario for public speaking her response was to “speak loudly or wait for them to finish.”

- The **first non-selected Unknown female** had no experience with federal programs such as NSLDS, COD or ELM nor knowledge or experience of federal funds such as Federal Pell Grant as well as Federal Stafford Loans.
- The **second non-selected Unknown female** has only two years of direct financial aid office experience. She demonstrated working knowledge of the financial aid process. She documented experience with student information software, specifically Banner as well as document imaging system. She had experience and knowledge using federal student aid funds. This applicant’s overall level of experience and expertise did not compare to the chosen candidate’s six years of experience.

There were no other goal candidates in the finalist pool.

#### **10. LIBRARY – SERIALS LIBRARIAN (C12-021)**

Selection: **One (1) White female as Serials Librarian**

**This hire meets an affirmative action goal for the University.**

#### **11. INSTRUCTIONAL DESIGN AND TECHNICAL RESEARCH CENTER SUPERVISOR**

Selection: **One (1) Hispanic male as Instructional Design and Technical Research Center Supervisor**

The University conducted a search for the Instructional Design and Technical Research Center Supervisor position within the Board of Regents for Higher Education as a promotable/transferable opportunity per the SUOAF collective bargaining agreement.

The successful candidate will manage the Instructional Design and Technology Resource Center (IDTRC). This includes planning for the support of instructional technology activities and providing training for faculty and students in the use of technology for instructional and administrative purposes.

This position required a Bachelor’s degree in Instructional Media and Technology or a related area, training and experience in multimedia technology and a minimum of four years practical and administrative experience. Candidates must possess strong experience with current educational technologies and demonstrate an understanding of pedagogical issues in relation to technology.

**Four (4) individuals applied for this position including:** One (1) White male, one (1) White female, one (1) Black male and one (1) Hispanic Male.

**No candidates were deemed not qualified.**

**No candidates were deemed only minimally qualified.**

**All four (4) applicants were determined to be qualified and were considered finalists:** One (1) White male, one (1) White female, one (1) Black male and one (1) Hispanic Male.

**A Hispanic male was hired for the position.**

- The **selected Hispanic male** brings with him impressive credentials. He has 16 years of relevant work experience from Eastern Connecticut State University (ECSU) including 13 years at the same level of work or higher. Of these thirteen years, three years were served at the higher level of CIT Manager where he performed many of the functions of the IDTRC Supervisor and three years at a comparable level (Tech Support Specialist - Admin 4) where he worked directly with faculty and staff and supported instructional design. He is also a part-time instructor for the Business

Information System Program at Eastern. His experience in the classroom will be invaluable for this role as it relates to instructional design. Based on his resume and interview, he surpasses the minimum requirements stated in the job description for this position.

- The **non-selected White female** has worked at CCSU in IT and worked a total of 14 years with the University system, however has never served at or above the level of this position like the chosen candidate. Additionally, most of her years in IT have been on the support end and not in instructional design. This candidate had only two and a half years of experience as an Instructional Design Coordinator.

There were no other goal candidates in the finalist pool.

## **SECRETARIAL CLERICAL (EXCLUDING ADMINISTRATIVE ASSISTANT and SECRETARY 2)**

### **Short-Term**

3 White Males

1 Black Female

1 Other Male

1 Other Female

### **Long-Term**

2 White Males

### **1. ADMINISTRATIVE OPERATIONS ASSISTANT (C12-066)**

Selection: **One (1) White female**

The University conducted a search to recruit for the Administrative Operations Assistant position. Advertisements and/or announcements were placed in the CCSU website and DAS website.

Responsibilities will include responding to questions from employees, students, and the public; processing a variety of forms; data entry; compiling data and reports; and personnel records management and retention. This position is an unclassified confidential position.

#### **Required Qualifications:**

- At least two years of experience as a human resource generalist;
- Demonstrated ability to understand and interpret contracts, policies and procedures;
- Excellent computer skills and organizational skills;
- Attention to detail and problem solving ability; and,
- Excellent interpersonal skills.

#### **Preferred Qualifications:**

- Experience working in a unionized environment in public sector human resources;
- Experience working with database management and Microsoft Office Suite.

**One Hundred Fifty-Nine (159) individuals applied for this position including:** Nineteen (19) White males; Eighty-Six (86) White females; Three (3) Black males; Twenty-Five (25) Black females; Two (2) Hispanic males; Eleven (11) Hispanic females; Three (3) Other males; Three (3) Other females; One (1) Unknown male; Five (5) Unknown females; and, One (1) Unknown/unknowns.

**The following One Hundred Forty-Three (143) applicants were determined to be not qualified:** Eighteen (18) White males; Seventy-Five (75) White females; Three (3) Black males; Twenty-three (23)

Black females; Two (2) Hispanic males; Ten (10) Hispanic females; Three (3) Other males; Three (3) Other females; One (1) Unknown male; Four (4) Unknown female; and, One (1) Unknown/unknown.

Candidates were deemed not qualified for the following reasons: Fifty-six (56) did not meet the required work experience; Eighty-seven (87) submitted incomplete applications.

**Six (6) applicants were found to be minimally qualified:** Five (5) White females; and, One (1) Hispanic female. These candidates met the required qualifications; however, five (5) did not have unionized public sector HR experience, and one did not have the preferred Microsoft experience.

**Ten (10) applicants were determined to be qualified and were considered finalists:** One (1) White male; Six (6) White females; Two (2) Black females; and, One (1) Unknown female. These candidates met the required and preferred qualifications.

**A White female was hired for this position.**

- The **selected White female** met the qualifications for the position. She answered both the telephone and on-campus interview questions completely citing examples of work. She noted that prioritizing, multi-tasking, and confidentiality are critical requirements of this position. She also has current database management experience. Her application materials were well organized and well-written. She composes letters on a daily basis and has been responsible for a newsletter. This candidate demonstrated through her responses that she had researched the university.
- The **White Male** candidate withdrew from the process.
- The **first non-selected Black female** reported that she currently has an assistant and that she has difficulty delegating work to that assistant. The CCSU human resources staff members are expected to work as a team and rely on one another to start or finish a project. Her knowledge of the university was limited to the first line of the university web site.
- The **second non-selected Black female's** skills were not related to the position. She provided a vague description of her former duties at her former place of employment and also failed to provide examples of her assignments. She continuously referred to "we" when asked about specific duties she performed or her specific expertise.
- The **non-selected Unknown female's** responses to the telephone interview were vague and she did not include examples of the previous work experience as was requested during the interview. Her letter was poorly (punctuation and language) written.

There were no other goal candidates in the finalist pool.

## **SECRETARIAL CLERICAL/ADMINISTRATIVE ASSISTANT**

### **Short-Term**

2 Black Females

1 Hispanic Female

1 Other Female

### **Long-Term**

#### **1. ADMINISTRATIVE ASSISTANT—FISCAL AFFAIRS (C13-001)**

Selection: **One (1) White Female**

The University conducted a search to recruit for this Administrative Assistant position. Advertisements and/or announcements were placed in the DAS Web site, CCSU's HR web site, and email to all CT state agencies for posting.

**Eligibility Requirement:** Candidates must have applied for and passed the Administrative Assistant exam and be on the current certification list promulgated by the Department of Administrative Services for this classification. State employees currently holding the above title or those who have previously attained permanent status may apply for lateral transfer. Applicants will not have the opportunity to take the exam prior to the above closing date to qualify for this particular vacancy.

**Knowledge, Skills and Abilities:** Considerable knowledge of office administration and management; considerable knowledge of department and/or unit policies and procedures; considerable knowledge of proper grammar, punctuation and spelling; considerable knowledge of business communications; knowledge of business math; considerable interpersonal skills; ability to operate office equipment which includes personal computers and other electronic equipment; ability to operate office suite software; ability to take notes (shorthand, speedwriting or other method acceptable to manager.)

**General Experience:** Four (4) years' experience above the routine clerk level in office support or secretarial work.

**Special Experience:** One year of the General Experience must have been as a Secretary 2 or its equivalent.

**Substitutions Allowed:**

1. College training in the secretarial sciences may be substituted for the General Experience on the basis of 15 semester hours equaling one-half (1/2) year of experience to a maximum of two (2) years.

**Note:** The filling of this position will be in accordance with reemployment, SEBAC, transfer, promotion and merit employment rules, if applicable.

**Seventy-Nine (79) individuals applied for this position including:** Fifty-Two (52) White females; Eleven (11) Black females; Nine (9) Hispanic females; Two (2) Other females; and Five (5) Unknown females.

**The following Twenty-One (21) applicants were determined to be not qualified:** Twelve (12) White females; Two (2) Black females; Three (3) Hispanic females; Two (2) Other females; and Two (2) Unknown females. These candidates were deemed not qualified for the following reasons: Twelve (12) were not on the DAS Examination list and nine (9) submitted incomplete applications.

**Forty-Nine (49) applicants were found to be minimally qualified:** Thirty-Three (33) White females; Eight (8) Black females; Five (5) Hispanic females; and, Three (3) Unknown females. The minimally qualified candidates had less than four years of Administrative Assistant experience.

**Nine (9) applicants were determined to be qualified and were considered finalists:** Seven (7) White females; One (1) Black female; and, One (1) Hispanic female. Candidates with over four years of experience were considered finalists for this position.

**A White female was hired for this position.**

- The **selected White female** conveyed a high level of organizational, interpersonal and communication skills. She has performed complex work such as building an access database for clients. Her references described that she was comfortable with high level multi-tasking. She had experience working in a division with fiscal functions.
- The **non-selected Black female** has over four years of administrative assistant experience; but when asked what her weakest skill was, she replied that it was organization. Organization is one of the key aspects needed for this position.

- The **non-selected Hispanic female** had more than four years of work experience working as an administrative assistant. When describing the most complicated task coordinated for her supervisor, the candidate spoke about copying needed for a project. In replying to the “weakest skill” interview question, the candidate stated that if they don’t understand something they may feel intimidated.

There were no other goal candidates in the finalist pool.

## **SECRETARIAL CLERICAL/SECRETARY 2**

### **Short-Term**

2 White Females

1 Black Male

### **Long-Term**

### **1. READING AND LANGUAGE ARTS SECRETARY (C12-013)**

Selection: **One (1) White Female**

**This hire met an affirmative action goal for the University.**

## **TECHNICAL/PARAPROFESSIONAL**

### **Short-Term**

1 White Female

1 Black Male

2 Black Females

2 Hispanic Females

### **Long-Term**

**There were no hires in this Technical/Paraprofessional Category during the reporting period.**

## **SKILLED CRAFTS**

### **Short-Term**

1 Black Male

1 Hispanic Male

1 Other Male

### **Long-Term**

### **1. QUALIFIED SKILLED WORKER (CARPENTRY) (C12-031)**

Selection: **One (1) White Female**

The University conducted a search to recruit for this Quality Skilled Worker. Advertisements and/or announcements were placed in the DAS Web site, CCSU’s HR web site, and email to all CT State agencies for posting.

**Knowledge, Skills and Abilities:** Considerable knowledge of and ability to apply the standard tools, materials methods and practices of a variety of trade areas; interpersonal skills; oral and written communication skills; ability to prepare estimates and keep shop records.

**General Experience:** Four (4) years' experience in one or more trade areas.

**Special Experience:** Two (2) years of the General Experience must have been performing skilled trade functions in one or more trade areas. Note: For state employees, the Special Experience will be interpreted at or above the level of Skilled Maintainer or Department of Transportation Maintainer 2. Housekeeping, custodial, and food services duties will not be considered as qualifying experience.

**Substitution Allowed:**

1. Graduation from a vocational or technical school with a diploma designating completion of subject requirements in a maintenance trade area may be substituted for two (2) years of the General Experience.
2. Two (2) years' experience as a Qualified Craft Worker Intern may be substituted for the General and Special Experience.

**Special Requirement:** Incumbents in this class may be required by the appointing authority to possess an appropriate license or permit.

**Physical Requirement:** Incumbents in this class must have adequate physical strength, stamina, physical agility, and visual and auditory acuity, and must maintain such physical fitness as to be able to perform the duties. A physical examination may be required.

**Working Conditions:** Incumbents in this class may be required to lift moderate and heavy weights; may be exposed to extreme weather conditions and to risk of injury from equipment. The appointing authority may require completion of an asbestos removal program consistent with EPA guidelines for operations and maintenance during employment in this class. Incumbents may be required to use protective equipment such as respirators and safety goggles.

**One Hundred Eighteen (118) individuals applied for this position including:** One hundred (100) White males; One (1) White female; Six (6) Black males; Four (4) Hispanic males; Two (2) Other males; and five (5) Unknown males.

**The following fifty-nine (59) applicants were determined to be not qualified:** Forty-seven (47) White males; Six (6) Black males; Two (2) Hispanic males; Two (2) Other males; Two (2) Unknown males. Of these fifty-nine (59), forty-three (43) did not meet the required experience/skills and sixteen (16) submitted incomplete applications.

**Thirty-six (36) applicants were found to be minimally qualified:** Thirty-Five (35) White males and One (1) Hispanic male. Applications were analyzed to seek information in six key areas of the position: years of experience; ability to perform alterations; repairs and maintenance; computer skills; ability to perform Formica work; and ability to prepare estimates. Candidates deemed minimally qualified met the qualifications however, Eighteen (18) (including the HM) did not possess skills in three out of the six key functions of the position and Eighteen (18) did not have the preferred qualification of five or more years' experience and two out of the six preferred skills.

**Twenty-three (23) applicants were determined to be qualified and were considered finalists:** Eighteen (18) White males; One (1) White female; One (1) Hispanic male; and, Three (3) Unknown males. These candidates had the preferred qualification of five or more years of experience and no less than four out of the six skill sets.

**A White female was hired for this position.**

- The **selected White female candidate** began her career as a carpenter in a woodworking shop in high school that was followed by a two-year apprenticeship with a Master Carpenter. She has

experience working with reputable builders utilizing blue prints for the installation of custom cabinetry and a variety of other general carpentry experiences. During the interview the candidate demonstrated her extensive knowledge in carpentry and she is OSHA certified by providing descriptions and examples of the work she has performed. This candidate was the only applicant that had all six skill sets.

- The **non-selected Hispanic male** met the qualifications for the position but during the interview he failed to provide detailed responses to the questions asked. Although his application materials indicated that he had all six qualifications, it was determined during the interview process that his experience was limited to only cabinetry.
- The **three non-selected Unknown male candidates** met the qualification for the position but during the interview they failed to elaborate on their work experiences making it difficult to evaluate their level and types of experiences in their trade.

There were no other goal candidates in the finalist pool.

**While this hire does not meet an affirmative action goal for the University, it meets the goal of the University to diversify its work force. Before this hire, this area was comprised of an all-male staff.**

## **2. QUALIFIED SKILLED WORKER (CARPENTRY)**

The University conducted a search to recruit for this Quality Skilled Worker. Recruitment was initially conducted internally within the State University System per collective bargaining agreement.

This **White Male** applied for and was offered a transfer from another university per his rights under a collective bargaining agreement.

There were no other candidates.

## **SERVICE MAINTENANCE (EXCLUDING CUSTODIANS and PROTECTIVE SERVICES)**

### **Short-Term**

- 4 White Females
- 2 Black Males
- 1 Black Female
- 3 Hispanic Males
- 3 Hispanic Females
- 1 Other Female

### **Long-Term**

## **1. GENERAL TRADES WORKER (C12-046) & (C12-047)**

Selection: **One (1) Hispanic Male and One (1) White Male**

The University conducted a search to recruit for two general trades worker position. Advertisements and/or announcements were placed in the DAS Web site, CCSU's HR web site, and email to all CT state agencies for posting.

**Knowledge, Skills and Abilities:** Considerable knowledge of and ability to apply the standard tools, materials methods and practices of a variety of trade areas; interpersonal skills; oral and written communication skills; ability to prepare estimates and keep shop records.

**General Experience:** Four (4) years' experience in one or more trade areas.

**Special Experience:** Two (2) years of the General Experience must have been performing skilled trade functions in one or more trade areas. Note: For state employees, the Special Experience will be interpreted at or above the level of Skilled Maintainer or Department of Transportation Maintainer 2. Housekeeping, custodial, and food services duties will not be considered as qualifying experience.

**Substitution allowed:**

1. Graduation from a vocational or technical school with a diploma designating completion of subject requirements in a maintenance trade area may be substituted for two (2) years of the General Experience.
2. Two (2) years' experience as a Qualified Craft Worker Intern may be substituted for the General and Special Experience.

**Special Requirement:** Incumbents in this class may be required by the appointing authority to possess an appropriate license or permit.

**Physical Requirement:** Incumbents in this class must have adequate physical strength, stamina, physical agility, and visual and auditory acuity, and must maintain such physical fitness as to be able to perform the duties. A physical examination may be required.

**Working Conditions:** Incumbents in this class may be required to lift moderate and heavy weights; may be exposed to extreme weather conditions and to risk of injury from equipment. The appointing authority may require completion of an asbestos removal program consistent with EPA guidelines for operations and maintenance during employment in this class. Incumbents may be required to use protective equipment such as respirators and safety goggles.

**One Hundred Thirty-five (135) individuals applied for this position including:** One Hundred and One (101) White males; One (1) White female; Eleven (11) Black males; One (1) Black female; Fifteen (15) Hispanic males; One (1) Other male; and, Five (5) Unknown males.

**The following Sixty-Eight (68) applicants were determined to be not qualified:** Forty-Seven (47) White males; One (1) White female; Six (6) Black males; One (1) Black female; Ten (10) Hispanic males; One (1) Other male; and, Two (2) Unknown males. These sixty-eight (68) applicants were deemed not qualified for the following reasons: Fourteen (14) did not submit complete applications; Twenty-seven (27) did not meet the job posting's specified minimum requirements; and, twenty-seven (27) did not provide sufficient information to determine required level of skill in the relevant trade.

**Forty-Four (44) applicants were found to be minimally qualified:** Thirty-Five (35) White males; Five (5) Black males; Two (2) Hispanic males; and Two (2) Unknown males. Candidates were deemed minimally qualified if they met the minimum qualifications of the position; however they did not receive interviews because they did not have the relevant trade experience and had less than four years of required experience.

**Twenty-Three (23) applicants were determined to be qualified and were considered finalists:** Nineteen (19) White males; Three (3) Hispanic males; and, One (1) Unknown male.

**One 1 Hispanic Male and One White Male were hired for these positions.**

**The Hispanic Male met an affirmative action goal for the University.**

- The **selected White Male candidate** possessed skills for both trade positions (Plumbing, Electrical and Carpentry). Overall, this candidate was the most qualified for either position, given his experience in all three trade areas. He was selected for the position involving carpentry related

skills. During the interview, candidate was knowledgeable about GFI's, building metal studded walls, hanging drop ceilings, and laying a VCT floor, and knew about framing a knock down door system. He is an architectural carpenter with formal training in the field of work. In addition, he was able to provide an explanation on how to change our flushometer parts, knew the basics of heating systems and specifically a hydronic system, explained the purpose of a "P" Trap and provided a detailed explanation on how to stop a leak in a room with a split radiator and knew about "lockout tagout." He was the only candidate with this level of expertise in all trade areas.

- The **first non-selected Hispanic male** gave a vague response and did not answer the question correctly and gave the wrong procedure about building a metal studded wall, and does not know how to lay down a VCT floor, and provided a poor response regarding installing a knock down frame door system. For the plumbing questions, candidate was not familiar with what to do with a room with no heat from a hydronic system or changing out flushometer parts.
- The **second non-selected Hispanic male** was only interested in the carpentry/electrical position and not the plumbing position. This candidate did not mention water when discussing GFI's and did not explain how to build a metal studded wall. Also, he did not explain how to hang a drop ceiling, how to lay down a VCT floor, and wasn't able to explain the installation of a knock down frame door system.
- The **non-selected Unknown male** candidate was only interested in the carpentry/electrical position and not the plumbing position. This candidate's interview went well in terms of the carpentry/electrical positions; however, the chosen White male non goal candidate was a master carpenter and had skills in all trade areas (plumbing, electrical and carpentry) needed within the department.

There were no other goal candidates in the finalist pool.

## SERVICE MAINTENANCE/CUSTODIANS

### Short-Term

1 Black Male  
 1 Black Female  
 3 Hispanic Males  
 1 Other Male

### Long-Term

#### 1. Custodian (C12-045)

Selection: **One (1) White Female**

The University conducted a search to recruit for this Custodian position. Advertisements and/or announcements were placed in the DAS Web site, CCSU's HR web site, and email to all CT State agencies for posting.

**Eligibility Requirement:** State employees currently holding the above title or those who have previously attained permanent status may apply for lateral transfer.

**Knowledge, Skills and Abilities:** Some interpersonal skills; some oral and written communication skills; ability to follow oral and written instructions; ability to operate, care for and perform minor maintenance on tools and equipment used in daily work; some ability in simple record keeping.

**General Experience:** Any experience and training which would provide the knowledge, skills and abilities listed above.

**Special Requirement:** Incumbents in this class may be required to possess appropriate licenses or permits.

**Physical Requirements:** Employees appointed to positions in this class must have adequate physical strength, stamina, physical agility, and visual and auditory acuity, and must maintain such physical fitness as to be able to perform the duties of the class. A physical examination may be required.

**Working Conditions:** Incumbents in this class may be required to lift moderate to heavy weights and may be exposed to risk of injury from equipment.

**One Hundred Thirty-Six (136) individuals applied for this position including:** Seventy (70) White males; Eight (8) White females; Sixteen (16) Black males; Two (2) Black females; Twenty-Two (22) Hispanic males; Eight (8) Hispanic females; Three (3) Other males; Two (2) Other females; four (4) Unknown males; and, one (1) Unknown/unknown.

**The following Sixty-Five (65) applicants were determined to be not qualified:** Forty (40) White males; Three (3) White females; Seven (7) Black males; Two (2) Black females; Five (5) Hispanic males; Three (3) Hispanic females; One (1) Other male; One (1) Other female; two (2) Unknown males and, one (1) Unknown/unknown. Of these 65 applicants, thirty (30) did not submit complete applications and thirty-five (35) did not meet the minimum requirements to operate, care for and perform minor maintenance on tools and equipment used in daily work and/or some ability in simple record keeping.

**Fifty-Seven (57) applicants were found to be minimally qualified:** Twenty-Four (24) White males; Three (3) White females; Seven (7) Black males; Fifteen (15) Hispanic males; Four (4) Hispanic females; Two (2) Other males; One (1) Other female; and, One (1) Unknown male. Candidates were deemed minimally qualified if they met the requirements of the position; however they did not have any experience working in a school environment.

**Fourteen (14) applicants were determined to be qualified and were considered finalists:** Six (6) White males; Two (2) White females; Two (2) Black males; Two (2) Hispanic males; One (1) Hispanic female; and, One (1) Unknown male. These candidates met all required qualifications and had experience in a school setting.

#### **A White Female was hired for this position**

- **The selected White female** candidate scored the highest for all interview questions. Candidate was able to answer all six questions with related expertise. This candidate had expertise in all areas including floor care, blood borne pathogen cleanup and sanitation.
- The **first non-selected Black male** based on the responses to interview questions, did not have the necessary experience and knowledge related to floor care (a major function of the position).
- The **second non-selected Black male** candidate was originally selected for the position; however the University did not make an offer due to an issue that came up during the background/reference check process.
- The **first non-selected Hispanic male** - Based on the responses to interview questions, this candidate did not have the necessary experience related to stripping and waxing floors and cleaning and sanitizing a bathroom/shower area.
- The **second non-selected Hispanic male** - Based on the responses to interview questions, this candidate did not have the necessary experience related to stripping and waxing floors, floor care machines and blood borne pathogen cleanup.
- The **non-selected Unknown male** - Based on the responses to interview questions, this candidate did not have the necessary experience related to blood borne pathogen cleanup and he said that he may not be available for overtime (which is sometimes required in the position).

There were no other goal candidates in the finalist pool.

## **2. Custodian (C13-010)**

Selection: **One (1) White Female**

**A White Female** candidate was hired for this position. This candidate was a mandatory hire based on her having contractual rights to the position. This candidate was already within the Board of Regents at another College.

There were no other candidates in the pool.

## **SERVICE MAINTENANCE/PROTECTIVE SERVICES**

### **Short-Term**

2 White Males

2 White Females

1 Hispanic Female

### **Long-Term**

2 White Males

There were no hires into the category of Protective Services during the reporting period.

## **PROMOTION GOALS ANALYSIS:**

### **EXECUTIVE/ADMINISTRATIVE (EE01)**

No promotional goals established during this reporting period.

**No promotions occurred during this period.**

### **FACULTY (EEO2)**

In this category, the American Association of University Professors (AAUP) Collective Bargaining Agreement (Article 4.11) governs promotions. The criteria for promotion set forth in the contract include a terminal degree, years of successful teaching, strong scholarship, including publications, and service to the University. A faculty member who wishes to be considered for promotion must submit notification in writing to the department chairperson as well as the Department Evaluation Committee (DEC) Chairperson by the deadline stated in the contract. The faculty member's portfolios are reviewed and evaluated by the DEC, the appropriate dean, and the Promotion and Tenure Committee (P&T), with each making a recommendation based on the criterion set forth in Article 4.11.9.1-4.11.9.5 of the Collective Bargaining Agreement. These recommendations are then sent to the President and pursuant to Article 4.11.14, the President makes recommendations for promotion and/or tenure to the Board of Trustees, based on the criterion noted above. If the President determines that the faculty member's portfolio has not met the criterion set forth in the Collective Bargaining Agreement, that faculty member is not recommended for promotion and/or tenure. This procedure for granting promotions is conducted on an annual basis.

#### **A. PROFESSOR**

18 White Females

5 Other males

**There were fourteen (14) faculty members who applied for promotion to Professor:** Seven (7) White males; and, seven (7) White females applied for promotion. Two (2) white males and one (1) white female were not recommended for promotion to Professor. Eleven (11) applicants were recommended for promotions to Professor based on the evaluations of the DEC, the deans, the P&T, and the President. One White female goal candidate was denied promotion because they failed to meet the criterion set forth in Article 4.11.9.1-4.11.9.5 of the Collective Bargaining Agreement. Of the eleven (11) promotions that occurred, the University achieved six (6) White females of the established promotional goals.

No other goal candidates applied for promotion. Thus out of the eleven (11) possible opportunities for goal achievement, the University achieved six (6).

#### **From**

5 White Males (Associate Professor)

6 White Females (Associate Professor)

#### **To**

Professors

Professors

#### **B. ASSOCIATE PROFESSOR**

1 Black Male

1 Hispanic Female

1 Other Female

**There were fifteen (15) faculty members who applied for promotion to associate professor:** Seven (7) White males; Six (6) White females; One (1) Black female; and One (1) Other male. Twelve (12)

applicants were recommended for promotion to associate professor based on the evaluations of DEC, the deans, the P&T and the Provost: Five (5) White males; Six (6) White females; and One (1) Other male. Two (2) White males and One (1) Black female were not recommended. Of the Twelve (12) promotions that occurred, the University did not achieve any affirmative action goals; however, with the promotion of the Other male it did achieve its goal of diversifying the faculty in the rank of associate professor.

<b>From</b>	<b>To</b>
5 White Males (Assistant Professor)	Associate Professors
6 White Females (Assistant Professor)	Associate Professors
1 Other Male (Assistant Professor)	Associate Professor

**C. ASSISTANT PROFESSOR**

No promotional goals were established for this reporting period. A White female was promoted when she completed her PhD.

<b>From</b>	<b>To</b>
1 White Female (Instructor)	Assistant Professor

**D. INSTRUCTOR**

No promotional goals were established. No promotions occurred within this category.

**PROFESSIONAL/NON-FACULTY (EEO3)**

No promotional goals were established.

<b>From</b>	<b>To</b>
1 White female from administrative assistant	SU Assistant in Administration

The university met an underutilization for White female when this white female was reclassified from administrative assistant to SU assistant in administration. There were no other applicants as the candidate was reclassified in her current position.

There were no goal candidates.

**SECRETARIAL CLERICAL (EEO 4)**

**A. SECRETARIAL CLERICAL (Excluding Administrative Assistant and Secretary 2)**

No promotional goals were established. No promotions occurred within this category.

**B. SECRETARIAL CLERICAL/ADMINISTRATIVE ASSISTANT**

- 1 Black Female
- 1 Hispanic Female

No promotions occurred within this category.

**C. SECRETARIAL CLERICAL/SECRETARY 2**

<b>From</b>	<b>To</b>
1 White female from Secretary 1	Secretary 2

A promotional goal was met with the promotion of the White Female.

## **TECHNICAL/PARAPROFESSIONAL (EEO5)**

No promotional goals were established. No promotions occurred in this category.

## **SKILLED CRAFTS**

No promotional goals were established. No promotions occurred in this category.

## **SERVICE MAINTENANCE (Excluding Custodians and Protective Services)**

1 White Female  
1 Hispanic Male  
1 Hispanic Female

### **1. Storekeeper (C13-023)**

**From**

1 White male from Custodian

**To**

Storekeeper

The University conducted a search to recruit for a Storekeeper position in information technology. The position was posted for internal transfer/promotional candidates per the NP-2 Collective Bargaining Agreement. Advertisements and/or announcements were placed on the CCSU website.

This **White Male** applied for and was offered the position per his rights under the collective bargaining agreement. There were no other applicants.

## **SERVICE MAINTENANCE/PROTECTIVE SERVICES**

No promotional goals were established. No promotions occurred in this category.

## **SERVICE MAINTENANCE/CUSTODIANS**

No promotional goals were established. No promotions occurred in this category.

### **III. PROGRAM**

The Office of Diversity and Equity focused its recruitment activities on those areas where difficulties are identified. The ODE collaborated with Human Resources, SUOAF/ AFSCME Minority Recruitment and Mentoring Committee (MRMC), and AAUP Minority Recruitment and Retention Committee (MRRC) to target alternative recruitment sources, develop creative strategies, and explore new avenues in order to facilitate the achievement of the 2012-13 established goals. In addition, the University will continue to evaluate its comprehensive recruitment initiatives in light of the above stated program goal.

The Office of Diversity & Equity expanded its recruitment activities in an effort to recruit qualified personnel in those areas where difficulties were identified. The Office worked with Human Resources, SUAOF/AFSCME Minority Recruitment and Mentoring Committee (MRMC), and AAUP Minority Recruitment and Retention Committee (MRRC) to increase targeted recruitment sources in order to facilitate achievement of the established hiring goals for the Affirmative Action Plan. The Office, in conjunction with MRRC and MRMC, continued to explore all available avenues to expand its recruitment efforts and continue implementation of the University’s comprehensive recruitment initiative.

In its efforts to expand its recruitment activities, the University continues to require that all search committees identify their recruitment sources and activities that they intend to utilize during the search process. In many other instances, the Office of Diversity and Equity has advised and required that search committees utilize more sources of advertisement or extend searches in order to develop larger and more varied applicant pools.

#### **Summary of Achievement of 2012-2013 Goals**

Goal	Description of Goal	Progress towards Goal
Goal 1	<p><b><u>Search Process</u></b></p> <ul style="list-style-type: none"> <li>• Update hiring manual;</li> <li>• Identify new advertising sources to maximize the applicant pool and lower the cost of advertising;</li> <li>• Continue to provide training to all unclassified search committees on search process, affirmative action and equal opportunity principles;</li> <li>• Strategize with search committee the selection of advertising sources to increase the number of people of color and women applicants; and,</li> <li>• Continue to work with Search Committee members to minimize the number of preferred qualifications so that the applicant pool is more likely to be increased and diversified.</li> </ul>	<p>The following changes were made:</p> <ol style="list-style-type: none"> <li>1. Search and hiring manual was revised.</li> <li>2. The Office of Diversity and Equity, Human Resources, AAUP (faculty union), State University Organization of Administrative Faculty continued to pool funds to pay for annual subscriptions to advertise positions in the following publications/web sites: <i>Diverse, Hispanic Outlook and higheredjobs.com</i>.</li> <li>3. All unclassified search committees were provided information/training on the CCSU search process, affirmative action and equal opportunity principles. Additionally, search chairs and committee members were provided ongoing technical assistance on conducting reference checks and documenting the search process to avoid using subjective language.</li> </ol>

Goal	Description of Goal	Progress towards Goal
		<p>4. During search charge meetings, the notice of vacancy and advertisement are reviewed, clarified and modified to ensure that requirements focus on the essential job functions and the needs of the department. The number of preferred qualifications has been reduced.</p>
<p>Goal 2</p>	<p><b><u>Training</u></b></p> <ul style="list-style-type: none"> <li>• Expand training opportunities for employees, students and campus community by providing sessions concerning sexual harassment, sexual violence and disability awareness. Continue to provide cultural programming;</li> <li>• Organize the second annual Disability Awareness Month;</li> <li>• Hire a victim’s advocate to provide additional training on prevention of sexual harassment including sexual misconduct;</li> <li>• Implement protocol on sexual misconduct;</li> <li>• As part of the recruitment and retention programs for AAUP and SUOAF fund professional development activities that increase the retention of these employees and their cultural competency to serve a cultural diverse student body; and,</li> <li>• Implement sexual harassment on-line training.</li> </ul>	<ol style="list-style-type: none"> <li>1. During the plan year the University continued to provide cultural programming focusing on a variety of protected class areas such as race, religion, sexual orientation, gender identity and expression. (see the internal communication supportive materials section)</li> <li>2. The second annual Disability Awareness Month was celebrated and a variety of program activities were held. Due to weather conditions, the most popular event the Challenges to Human Existence Expo was postponed twice and finally held in early March 2013.</li> <li>3. The part-time Victim’s Advocate position was filled on two occasions: one withdrew her acceptance a day before starting the position and the second person resigned after two weeks. Both accepted full-time positions with other employers.</li> <li>4. AAUP and SUOAF funds were provided to employees who applied for the funds. (see innovation section for numbers served).</li> <li>5. Implemented sexual harassment online training. The pilot was successful with almost 860 full- and part-time) employees completing the training. The University requires that all its employees including student employees complete the training. Supervisors, faculty and</li> </ol>

Goal	Description of Goal	Progress towards Goal
		staff are required to complete the two hour training and student employees complete one hour training.
Goal 3	<p>1. <b><u>Women’s Center</u></b></p> <ul style="list-style-type: none"> <li>• Increase the number of participants in the following support groups: sexual violence, Latina, and Sisters.</li> </ul>	The center continues to provide support groups and the attendance ranges from one to 15 participants per week. The Latina group has the smallest number of participants and it may need to be changed from a weekly to biweekly meeting time.
Goal 4	<p>2. <b><u>Policy Development</u></b></p> <ul style="list-style-type: none"> <li>• Update the employee accommodations policy and procedure;</li> <li>• Notify employees of the changes to the existing and polices and the development of new policies.</li> </ul>	Policies and procedures were reviewed. Changes to the forms were made. The information was updated on the University web site—listed on Human Resources and ODE sites.

## **INNOVATIVE PROGRAMS**

### **Section 46a-68-49**

Central Connecticut State University (CCSU) supports and maintains a number of programs that benefit students, staff, faculty, potential employees and the community in ways that demonstrate the University's commitment to equal employment opportunity and affirmative action.

#### **Administrative Clerical Tuition Waiver Program**

The Connecticut State University System (CSU) has an agreement with AFSCME Council 4 to provide a tuition waiver program to clerical employees, effective through June 30, 2013. Members of the Administrative Clerical bargaining unit, who are permanent and work at least 20 hours weekly, may take up to two courses per semester at any of the four state universities, tuition free. During the fall 2012 semester, 14 CCSU employees benefitted from the tuition waiver program: six White females, three Hispanic females, four Black females and one Hispanic male. During the spring 2013 semester, 13 CCSU employees benefitted from this program: six White females, five black females and two Hispanic females.

#### **Access to Low income and under-represented minority students**

The Office of the Vice President for Student Affairs at Central Connecticut State University is dedicated to collaborating with community organizations whose mission is to expose young students to higher education. Over the past several years, Student Affairs has sponsored several Career Beginnings Programs which support the University's initiative to diversify the campus. This organization consists of three programmatic elements: "5<sup>th</sup> Graders Go to College," "8<sup>th</sup> Graders Go to College" and the "High School/Mentorship Program." Each spring semester, the University has hosted the "5<sup>th</sup> Graders Go to College" and "8<sup>th</sup> Graders Go to College" programs in an effort to increase early awareness of higher education to students in the Greater Hartford Area. Students are provided an opportunity to tour the campus, eat lunch on the green, visit the gymnasium and planetarium, and hear from college students and personnel. In addition, the Student Affairs Office has sponsored the Career Beginnings Mentorship Program by providing workshops on topics such as the financial aid process, the admission process, and strategies in succeeding in college.

#### **Alternate Work Schedules**

The University provides alternate work schedules for all employees, if requested and in accordance with union contracts. This assists the individual in maintaining a full-time job while meeting other responsibilities outside the workday.

#### **Center for Teaching Excellence and Leadership Development**

The Center for Teaching Excellence and Leadership Development coordinates professional development activities and resources related to teaching, and faculty leadership. The goals of the Center are to promote a learning community focused on studying and improving teaching to enhance students' learning and to enhance the growth of academic leaders in the CCSU community.

The Center sponsors various programs aimed at building and sustaining a learning community on the CCSU campus. Among the many programs offered by the Center are Teaching Excellence Learning Colloquiums, Forums; resources for new and non-tenured faculty for their continued instructional development in the teaching and learning process.

#### **CCSU Scholarships**

Scholarship funds are available to assist classified employees and their dependent children with educational goals at Central Connecticut State University. The University designates funds for both the dependent children

and the employees enrolled in courses. Each semester, the Human Resources Office sends mass mailings to all classified staff to notify them of this opportunity. A total of eight recipients received this scholarship during this reporting period: fall 2012—three (3) White males, four (4) white females and, one (1) Hispanic female; spring 2013—Three (3) White males, three (3) white females, one (1) Hispanic female. The total awarded was \$14,500.

### **Center for University Technology Training (CUTT)**

The Center for University Technology Training was developed to provide a central resource for the campus community to access technology training, academic technology development and technology resources. The center is comprised of three areas; Academic and Administrative Technologies, as well as general skills training. CUTT offers several training sessions including multimedia use, software instruction, and other programs that are used in the University. In addition to scheduled classes, CUTT offers individual one-on-one training sessions, walk-in assistance and departmental training sessions.

### **Child Care Center**

The Early Learning Program is a non-profit organization that holds the childcare license for this facility. The University and its academic departments are not directly responsible for the daily operation of the facility. An elected board of directors oversees the general operations.

Our belief is that young children will thrive through their positive interactions with appropriate role models, exposure to developmentally appropriate materials and the introduction of educational concepts in a developmentally appropriate environment. The children enrolled in our program are involved in activities, based on play, that address their developmental needs in the following areas of growth: social, emotional, cognitive and physical.

We believe that it is the responsibility of all early childhood educational environments to provide, on a daily basis, challenging, and age-appropriate experiences in order to foster a child's positive developmental growth.

### **Diversity Grants Program**

The Diversity Grant Program provides funds to encourage faculty, staff, and students to implement innovative educational projects and/or activities that promote mutual respect and enhance our understanding of diversity and social justice. Last year, faculty, staff and student groups received \$7,318.00 in grants to organize events ranging from lectures, conferences and forums, to workshops, to a conference promoting the understanding of different cultures through foreign language learning; a conversation enhancing the understanding of diversity within the Americas, African-American, the Latin American and the U.S. Latino communities; a Native American Banquet Experience; a lecture and banquet on The Amistad, Gender and Struggle for Human Rights to Engaging with our Communities to promote understanding of different cultures through foreign language learning.

### **Educational Opportunity Programs and Conn CAP College Readiness Programs**

#### ConnCAP

Established in 1987 under the Connecticut Board of Governors for Higher Education, the Collegiate Awareness and Preparation Program (ConnCAP) was designed to increase the number of graduating New Britain high school students from disadvantaged backgrounds and prepare them with the necessary skills and motivation for success in college.

Now, in its second decade, Central Connecticut State University's ConnCAP Program is one of the oldest and largest in the state. The program serves 120 students in grades 7 - 12, annually. Over 2,200 students have participated in CCSU's ConnCAP program, which has an average program retention rate of 90% and a college-going rate well above the national average.

Students accepted into the program as a 7th grader must commit to participate through high school graduation. Both 7th and 8th grade students participate in an after school program in which they learn about study skills, strategies on how to improve grades, and gain knowledge on what it takes to go to college. While in the program, students enjoy exciting field trips to cultural and educational events, including college campus visits. Seventh and eighth grade students are required to participate in a six-week summer academic program. High school students receive tutoring and mentoring throughout the school year and these students are also required to attend a summer program.

#### EOP - The Educational Opportunity Program

EOP has been in place at CCSU for over 40 years. It offers a wide range of opportunities for students graduating from high schools across CT and wanting to attend our university. EOP is a five week summer program designed for students who have the potential and the desire to do college-level work, but do not meet CCSU's regular admissions standards.

EOP students live on campus in CCSU residence halls during the summer with all expenses paid including books, tuition, room, and board. Graduates of the summer program are admitted to CCSU as full-time matriculated students.

#### **Employee Assistance Program**

The University, in conjunction with the Lexington Group, Inc., offers an Employee Assistance Program (EAP). This program is a free, short-term counseling, assessment and referral service available to employees and eligible family members. EAP counselors are available for six sessions of short-term counseling. The EAP offers confidential assistance to employees in the identification and resolution of personal problems. Its objective is to reduce problems in the workforce and to retain valued employees. The Lexington Group also provides seasonal newsletters with tips for healthy living and stress relief. During the reporting period, 53 cases were opened, 111 clients were served, there were 18 management consultations and 27 cases were closed. The annual utilization for the EAP was 13%. EAP also provided the following onsite services: presentation on Eldercare (4/24/12), Sensitivity Training (12/19/12) and 14 mediation and conflict resolution sessions.

#### **Employee Appreciation Week**

For the past seven years during the last week in April, the Human Resources Department has sponsored "Employee Appreciation Week." Free workshops for all employees are offered, as well as a Recognition Ceremony for long term CCSU employees and retirees, a Fun Run, and campus wide picnic. Workshops are developed and/or selected in order to provide employees with a wide variety of timely, interesting, and useful topics. In April 2013, more than 290 employees attended the workshops, which included *Common Decency – Maintaining a Respectful Work Environment*; *How to Improve Your Digestive Health- The Natural Way*; *Senior Care 101 – Demystifying Eldercare Challenges*; *The End of the World as We Know It? – December 21, 2012*, and *the Mayan Calendar*; and *Stargazing and Night Sky Watching – Introduction to the World of Astronomy*.

#### **Information Technology Services "Tech Talk"**

The CCSU Information Technology Services' "Tech Talk" series is held monthly as part of their commitment to addressing current issues in technology. These hour-long programs offer helpful tips and solutions for problems facing computer users. This year, topics included gearing up for the start of the semester, National Cyber Security Awareness Month, technology purchasing for campus, holiday shopping for computers, computer security and Cornell University's Spider utility.

## **Institutional Advancement**

CCSU is an annual sponsor of the New Britain Chapter NAACP Freedom Fund Dinner, the OIC of New Britain Annual Dinner, the Latin American and Puerto Rican Affairs Commission Annual Award Banquet, the New Britain YWCA Women in Leadership Luncheon, and the Urban League of Greater Hartford Equal Opportunity Dinner. In addition, the University provides sponsor support for the fund-raising events of numerous community non-profit organizations, among them: the Boys and Girls Club of New Britain, the Boys and Girls Club of Hartford, the New Britain Lions Club, the New Britain/Berlin Rotary Club, the Hospital of Central Connecticut, the Greater New Britain Arts Alliance and CALAHE.

An agreement for a new Pratt & Whitney Aircraft Quality Engineering Scholarship Program at CCSU will enhance a pipeline of qualified workers to the aircraft industry while building awareness of careers in the aerospace quality engineering field. A key element of the program is the recruitment of students from CCSU existing network of community and school-based collegiate awareness programs to insure that scholarship recipients represent diverse social, economic, educational and cultural backgrounds.

## **Lavender Graduation**

Lavender Graduation is a program that began in 1995 at the University of Michigan and now takes place in colleges and universities across the country. It celebrates the academic achievements of lesbian, gay, bisexual, transgender, queer, questioning, intersex, and ally (LGBTQI/A) undergraduate and graduate students. This event acknowledges the unique challenges, experiences and accomplishments that these students face during their pursuit of higher education and thanks them for their contributions to campus life, diversity and their fields of study. Having completed degrees in higher education and become positive role models for younger LGBT students, this ceremony also thanks them for their perseverance through sometimes turbulent and hostile life and school experiences.

This program was first brought to CCSU as a capstone project completed by two students of the graduate program for Counseling in Student Development in Higher Education. It is now an institutional effort offered annually by the CCSU LGBT Center and the Office of Student Activities and Leadership Development. Since 2010 CCSU has recognized 48 LGBTQ and Ally students in our annual Lavender Graduation Ceremony. Each Lavender Graduate receives a certificate of recognition and a rainbow cord and tassel to wear during commencement exercises.

## **Minority Recruitment & Retention**

To continue to enhance the recruitment program, the Office of Diversity & Equity and Human Resources work with the SUOAF/AFSCME Minority Recruitment and Mentoring Committee (MRMC) and AAUP Minority Recruitment and Retention Committee (MRRC) to develop strategies to attract a diversified pool of applicants for employment.

The **AAUP (Faculty) MRRC** is charged with the responsibility of assisting search committees to recruit members of minorities and other protected groups; to assist the University in retaining such members; and to engage in such other actions as will effectuate the above purposes. Last year the University awarded \$5, 779.17 to two males and two female recipients in the following disciplines: Communications, Economics, Modern Languages, and Counseling and Family Therapy.

The **SUOAF/AFSCME MRMC** (Professional Non-Faculty) is charged with the responsibility for identifying and recommending qualified minority candidates to search committees after the promotional process has been followed. The committee ensures that mentoring arrangements are available for newly appointed minority employees. The mentors are charged with responsibility for enhancing the professional development of

minority employees during the first 1-6 years of their appointments and during the first three years in a new position or reassignment. The program eligibility was changed from three to six years and it also now includes employees who are promoted to a higher level position. This change resulted in an increase in the number receiving professional development opportunities from four in 2011/12—two Black females, one Hispanic female and one Other male to seven in 2012/2013—two Black females; two Hispanic females; one Black male; one Hispanic male and one Other male.

### **Performance Excellence Award for Support Staff**

The Performance Excellence Award for Support Staff is designed to distinguish individuals or teams for their contributions to the University. These employees consistently exhibit performance and behavior that exemplify the University's values. Permanent classified employees and Management/Confidential employees who are at or below salary grade 35 are eligible to be nominated for this award. The Award is presented during Employee Appreciation Week each year. Last year the University awarded \$250 each to one White female and one White male.

### **Ruthe Boyea Women's Center**

The Ruthe Boyea Women's Center exists to provide resources, to advocate, to inform, and to support personal development. The Center offers a variety of services for and about women. It sponsors educational and cultural programs designed to promote gender equity, knowledge of women's rights issues, leadership, and independence. We encourage understanding and cooperation among women of varied socio-economic groups, cultures, ethnic backgrounds, races and sexual orientations. We welcome all women and men who enter our doors.

Sexual Assault Survivors Group: A weekly peer support group for sexual assault victims and survivors to discuss the impact of sexual violence. Topics such as trust issues, flashback, anger, fear, relationship intimacy and others are addressed in a manner in which students can come together with other victims and survivors to share their thoughts and feelings in a safe place.

### **School of Engineering and Technology (SE&T) – Student Services Center**

The student services center provides academic advising to declared and undeclared majors in the School of Engineering and Technology. We effectively communicate available co-ops, internships, and job opportunities and establish close personal and institutional relationship with local manufacturing companies, and secure internship and co-op positions for all SE&T students. The center provides tutoring in various academic areas. Faculty serve as role models and mentors for students who are enrolled in school's programs and provide students with access to specialized equipment beyond the regular classroom and laboratory. Minority students are attracted to the school of engineering and technology through several scholarship awards which are made available to them.

### SE&T Activities contributing to recruitment of students from underrepresented groups

The SE&T has been continuously supporting two annual robotics competitions, which are probably the best recruitment efforts made in order to inspire students and encourage them to consider the STEM program at the college level.

BEST Robotics for 500 middle and high school students – organized on November 4, 2012

LEGO Robotics for 500 middle school students – organized on December 9, 2012

The SE&T sponsored and funded again the Fourth Annual School of Engineering and Technology "Girls and STEM Expo." This event was organized on campus on April 13, 2012 in collaboration with Connecticut Women's Education and Legal Fund and CCSU's Ruthe Boyea Women's Center.

During summer 2012, the SE&T sponsored a Robotics camp, at the New Britain Boys and Girls Club. This project was organized in close collaboration and strong support from Institute of Technology and Business Development (ITBD). Dr. Thamma was hired as an instructor and did an excellent job. The SE&T will sponsor a Robotics camp, at the New Britain Boys and Girls Club, again during summer 2013. The dean established and sponsored the LEGO Robotics Program at the NB Boys and Girls club. He funded the equipment for LEGO robotics and with support from Dr. Foster, his students in Technology and Engineering Education work as mentors in the NB BGC.

The SE&T is partnering with several organizations to pursue funding for the creation of the Program for Growth and Sustainment of Underserved FIRST Lego League (FLL) Teams. This program is an effort to bring First Lego League opportunities to children in Stamford, Norwalk, Bridgeport, New Britain, Waterbury, New London, Hartford, New Haven and Danbury by establishing and fostering the growth of 45 new teams in these cities.

For the last seven years, Dean Kremens has been serving on the Advisory Board for the Academy of Engineering and Green Technologies (AoEGT) in Hartford. His effort there is to promote engineering and raise standards in the school and ultimately to attract the best qualified students to the SE&T at CCSU. The new principal is very much interested in developing a special partnership with CCSU. This fall two students from AoEGT have been admitted to the School of Engineering and Technology with two of them receiving scholarships. The Hartford AoEGT's students are predominantly minority students.

### **Travelers EDGE – Empowering Dreams for Graduation and Employment**

In 2007 a unique scholarship program, Travelers EDGE, was created with input from academic partners serving the urban populations in which Travelers has a large base of operations. The objective of EDGE is to create access and opportunity for first-generation and underrepresented groups to prepare for careers in the Insurance and Financial Services Industry. The EDGE pipeline extends back to middle and high schools, and on to select two- and four-year colleges and universities. Academic partners work together to identify high potential first-generation students or students from diverse or underrepresented groups. Individuals may also be from ethnically and racially diverse communities. EDGE Partners guide and support the pipeline, offering unique programming. Internships and mentoring help broaden the robust experiential learning component for high school and college participants that is the hallmark of the Travelers EDGE Program. In 2010, CCSU became a formal EDGE Partner Institution, joining Capital Community College and the University of Connecticut as Connecticut Partners. During period from March 2012 to February 2013, 28 CCSU EDGE Scholars—including the third Freshmen Cohort—majoring in business or closely related subjects, were advised, coached, and financially supported on their journey to obtaining a bachelor's degree. Reaching back to the middle schools of New Britain, EDGE funds were also applied to a seven-week program helping 30 CCSU ConnCAP 8<sup>th</sup> grade students. The theme of this reach-back program is "21 Powers" helping these first-in-family students to consider and develop the drive to place college in their future. CCSU built on the experience to attract its third Freshmen Cohort of five EDGE Scholars. For the third year, among this group are two from our CCSU ConnCAP Program. Lesson learned from the close attention given to this program by two CCSU management professors are shared at with Travelers and across the EDGE Partner System, internally at CCSU on the Student Success Team, and at academic conferences. Academic institutions including those that focus on meeting diversity missions such as Morgan State University and the University of Minnesota, are also part of the larger EDGE program.

### **University Ombudsperson**

The Office of the University Ombudsperson provides an extensive service that facilitates fair and equitable resolutions to concerns that arise within the university. The Office remains a strategic part of CCSU's commitment to pursuing educational excellence with productivity, due process, and fairness. The practices of

the Office of the University Ombudsperson reflect the values and principles expressed in the University's mission and vision statements.

The Office of the University Ombudsperson advocates for fairness, equity, justice and humane treatment at CCSU. From these principles, The University Ombudsperson offers an impartial, objective, informal alternative for resolution of concerns for students, faculty, staff and management. Acting as an impartial third-party, the University Ombudsperson informally investigates complaints, resolves differences through mediation, expedites processes or advocates for specific actions and, based on experience in dealing with individual cases, presents options for procedural changes within the University. To the extent permitted by law, consultations with the University Ombudsperson will be kept confidential. The University Ombudsperson reports directly to the University's President. In the 2012-13 academic years, the University Ombudsperson handled 275 cases.

### **University Success Program**

The Connecticut College Access and Success (ConnCAS) program at Central Connecticut State University provides a transitional summer program as well as academic year follow-up activities for incoming African American students. Over the summer, ConnCAS students completed college-level courses in Mathematics, Study Skills, Fitness/Wellness, Ventures, English/Writing and Word Processing and earned up to seven credits to begin their college career. Three students received awards for high academic honors. Two students received special awards: The Dr. Hakim Salahu-Din Citizenship Award and The Dr. Charles Mate-Kole Leadership Award.

During the summer of 2012 the Africana ConnCAS had 26 students and 6 counselors. Students attended several faculty and staff lectures including African & African Diaspora Archaeology, Financial Aid, Campus Diversity & College Life - An Interactive Workshop, An Observatory and Planetarium Activity, Transitions: Things You Should Know About and Year-Round Mentoring Program, and An Introduction to The Center for Academic and Career Exploration (CACE). For the first time in this USP program, students completed a five-week Reading Strategies Seminar. A faculty member who teaches the course, Reading 140, completed five seminars with the students. Topics included: sharpening listening skills, note taking, preparing for a lecture, active reading strategies, figurative language, and preparing for various types of exams.

Over the summer, each USP student is paired with a Faculty/Staff Mentor and a Peer Mentor. These unions help students develop productive relationships throughout the academic year. The USP Mentoring Program provides a foundation for student success based on the belief that students who make connections with faculty and peers feel a part of the campus environment and are more likely to be retained until graduation. Mentors were trained to support students academically, socially and emotionally. Mentors were given opportunities to meet with their mentees during the fall FYE course. Mentors were also encouraged to set up a regular meeting time with their mentee.

The students were welcomed to the New Britain and CCSU Community. Students participated in two cultural field trips. Students went to the Museum of African American History in Boston and the African Burial Ground National Monument. Students also participated in the Newington Adventure Challenge Course for leadership training and team building. Students felt that the ropes challenge course was a way to create a bond as a group and helped them to support and trust each other. During the academic year, students are welcomed to the Center for Africana Studies. As always, students attended many exciting lectures including, "Comparing the Work of Nelson Mandela to that of Martin Luther King, Jr." via a film and discussion facilitated by a geography professor. Other lectures included Financial Aid, CACE, a viewing and discussion in the Planetarium, Archaeology, mentoring, and Diversity. Two parents gave a presentation on domestic violence and several student organizations also gave lectures. Students wrote essays about the lectures and overall students felt the lectures were helpful and informative. Some were even fun.

The College Success: From Access to Success program was facilitated two counselors of the Counseling and Wellness Center during the summer. The workshop series provided an overview of the Transition Life Coaching group process. Students explored the importance of purpose planning and goal mapping as necessary stages of college success. Students participated in interactive discussions about their college pursuits, the challenges, and the degree of commitment needed to excel in a university setting. Students completed the College Success Factors Index and based on their responses received counseling for any risk factors that could impede their college success.

### **Work Life Balance**

The CCSU Work-Life Balance Committee, a sub-committee of the Committee on the Concerns of Women (CCW), is focused on providing leadership in facilitating the integration of work and study with family/personal life at Central Connecticut State University. Our mission supports the broader goals of creating a healthy and productive environment for men and women across the life span and contributing to the well-being of future generations.

Over the past decade, academic institutions have increasingly begun to focus attention on the importance of work/family issues for students, faculty, and staff, generating rapid growth in the number and variety of campus programs designed to address work/family needs. Our focus is to encourage the university to develop strategies for all members of the campus community to better balance their Work-Life arenas. We believe it is necessary and important to work with individuals from various organizations and groups on campus in order to achieve this important endeavor. We believe that it is our responsibility to assist faculty, staff, and students in creating the best work-life balance possible. To this end, we have created various resources to aid in this goal.

With financial support provided by CCW and the AAUP, CCSU is now an institutional member of the College and University Work Family Association (CUWFA) which maintains an active website and listserv and holds an annual national conference each year. The association provides advice and support for Work-Life initiatives at institutions of higher learning.

CCW has established a “clearinghouse” website ([www.ccsu.edu/wlb](http://www.ccsu.edu/wlb)) that serves as centralized places for information, services, and programs on or related to work-life balance issues. The website includes a babysitting forum that can link CCSU parents with CCSU-affiliated caregivers for temporary child care. It provides interested babysitters and parents with an accessible, simple, reliable, supported network to coordinate care. The site includes job postings and supplemental materials to advice and support parents and caregivers.

The Work-Life Balance Sub-Committee of CCW prompted the Faculty Senate to set up a campus wide Child Care Task Force (CCTF) to specifically address campus child care needs and to tap the talents and resources of those across campus not affiliated with CCW. The Task Force was asked to identify needs, options, and obstacles, as well as locate funding sources outside of the campus budget to support child care-related ideas and initiatives.

The CCTF is currently working on finding ways to introduce child care into the campus culture and into long-term planning, including the campus facilities master plan to accommodate drop-in care sites on and in close proximity to campus. This has included expanding the Early Learning Program, which resides in a CCSU-owned building, to include services beyond pre-school to toddler and infant care as well as after-hour care. The CCTF is encouraging conversations and making other efforts to secure space to provide “drop-in” care services on and/or near campus such as in the library or the student center.

CONCLUDING STATEMENT

As President of Central Connecticut State University and appointing authority, I have read the submission of the 2012-2013 Affirmative Action Plan and attest that the contents are true and correct to the best of my knowledge and belief. I further pledge that the University and I will make every good faith effort to achieve the objectives, goals, and timetables set forth in the plan.

6/10/2013  
Date

  
Dr. John W. Miller, President