

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 2011-2012 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.

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 professor, instructor, technical paraprofessional, clerical, administrative assistant, 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	WF, BM, BF, HF
Professor	WF, BM, B, HF, OM, OF
Associate Professor	WM, WF, BF, HF
Assistant Professor	WF, BM, BF, HF
Instructor	BM, BF, HM, HF, OM, OF
Professional/Non-Faculty	OM, OF
Secretary 2	WM, BM, HF, OM, OF
Skilled Crafts	WF, BM, BF, HM, HF, OM, OF
Service Maintenance excluding protective services and custodians	WF, HM, 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 professor, instructor, technical paraprofessional, clerical, secretary 2, administrative assistant, skilled crafts, protective services and custodian categories.

It should be noted that the results of this test could be skewed and lack significance because due to limited hiring this plan year. Due to the state economy, the university conducted few searches and therefore has a relatively small number of applicants to conduct the statistical analysis. In addition, a large number of the applicants declined to provide their race/gender information, therefore when the applicant pool is compared to the 99.9% of the workforce parity number, the percentages are very small. For example, twenty-eight (28%) percent of all qualified applicants in the EEO2 Faculty (Associate

Professor) category and twenty-four (24%) percent in the Professional/Non-Faculty category failed to provide their race/gender information. While we still have a high number of candidates who are choosing not to disclose this information, this number is decreasing.

The University has implemented a new 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. Seventy-six (76%) percent of all candidates this reporting year elected to identify their race and gender. While one in four of the candidates elect not to disclose either their race/ethnicity or gender, this is a significant improvement from last year when two in five did not disclose.

The University continues to take a critical look at recruitment to determine how the process can be improved. It recognizes the need to bolster 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 Chief Diversity Officer. 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 will continue to focus its recruitment activities on those areas where difficulties occurred. The Office will collaborate 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 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

PROGRAM GOALS AND TIMETABLES

Section 46a-68-44

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.

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	WM, BF, HM, OM, OF
Associate Professor	WM, WF, BM, BF, OM, OF
Assistant Professor	BM, BF, HM, OM, OF
Professional/Non-Faculty	WM, WF, BM, BF, HF, OM, OF
Service Maintenance (Excluding custodians and protective services)	WM, WF, BM, HM, HF, OM

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 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 and lack significance because due to limited hiring this plan year. Due to the state economy, the university conducted few searches and therefore has a relatively small number of applicants to conduct the statistical analysis.

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	WM, BF, HM, OM, OF
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Associate Professor	WM, WF, BM, BF, OM, OF
Assistant Professor	BM, BF, HM, HF, OM, OF
Professional/Non-Faculty	WM, WF, BM, BF, HF, OM, OF
Secretary 2	BF, HM, HF, OF
Service Maintenance excluding protective services and custodians	WM, WF, 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 Chief Diversity Officer meets with all search committees, hiring managers, and the Human Resources Office 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 Office of Diversity and Equity in conjunction with the Human Resources Office 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.

Executive/Administrative	WF
Associate Professor	HM,
Assistant Professor	WM, HM
Professional/Non-Faculty	OF

The Office of Diversity and Equity and the Human Resources Office 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 Human Resources Office 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.

PROGRAM GOALS AND TIMETABLES

Section 46a-68-44

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. Due to the State's hiring freeze and retirement incentive program the results of the tests are skewed and lack sufficient significance to conduct a reliable statistical analysis. 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 2012-2013, 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

- Update hiring manual;
- 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;
- Strategize with search committee 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 2013

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;
- Organize the second annual Disability Awareness Month;
- Hire a victim's advocate to provide additional training on prevention of sexual harassment including sexual misconduct;
- Implement protocol on 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,
- Implement sexual harassment on-line training.

Completion Date: February 2013

Responsible Person: Chief Diversity Officer; Chief Human Resources Officer; Provost; Women's Center Coordinator; Vice President of Student Affairs

3. Women's Center

- Increase the number of participants in the following support groups: sexual violence, Latina, and Sisters.

Completion Date: February 2013

Responsible Person: Women Center Coordinator and Chief Diversity Officer

4. Policy Development

- Update the employee accommodations policy and procedure;
- Notify employees of the changes to the existing and polices and the development of new policies.

Completion Date: February 2013

Responsible Person: Chief Diversity Officer; Vice President of Student Affairs; Chief Human Resources Officer and SART

PROGRAM GOALS AND TIMETABLES

OCCUPATIONAL CATEGORY: EXECUTIVE / ADMINISTRATIVE

Form 44

DATE: FEBRUARY 29, 2012

ADVERSE IMPACT TEST 1-6	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISPANIC MALE	HISPANIC FEMALE	OTHER MALE	OTHER FEMALE	
ADVERSE IMPACT TEST 1												A
Workforce Parity %	100.0	43.9	56.1	35.9	42.8	4.0	7.6	2.7	4.1	1.4	1.7	B
0.8% Workforce Parity	80.0	35.1	44.9	28.7	34.2	3.2	6.1	2.2	3.3	1.1	1.4	C
% Qualified Applicant Pool	94.3	57.1	37.1	42.9	28.6	0.0	2.9	2.9	0.0	8.6	2.9	D
Affected Group(s) (*)					*	*	*		*			E
												F
ADVERSE IMPACT TEST NO.2	N/A											G
No. Passing Examination	0	0	0									H
No. Taking Test	0	0	0									I
Passing Rate	0	0	0									J
0.8% Largest Line (J)	0	0	0									K
Affected Groups(s) (*)												L
												M
ADVERSE IMPACT TEST NO.3	No exams											N
No. Interviewed	0	0	0									O
No. Eligible	0	0	0									P
Interview Rate												Q
0.8% Largest Line (Q)												R
Affected Groups(s) (*)												S
ADVERSE IMPACT TEST NO.4												A
No. Hired	2	0	2	0	2	0	0	0	0	0	0	B
No. Interviewed	21	11	10	7	8	0	1	1	0	3	1	C
Hiring Rate				0.0	0.3	0.0	0.0	0.0	0.0	0.0	0.0	D
0.8% Largest Line (D)				0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	E
Affected Groups(s) (*)				*			*	*		*	*	F
												G
ADVERSE IMPACT TEST NO.5												H
No. Hired	2	0	2	0	2	0	0	0	0	0	0	I
No. Applied	31	19	12	15	10	0	1	1	0	3	1	J
Hiring Rate				0.0	0.2	0.0	0.0	0.0	0.0	0.0	0.0	K
0.8% Largest Line (K)				0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	L
Affected Groups(s) (*)				*			*	*		*	*	M
												N
ADVERSE IMPACT TEST NO.6												O
No. Reduced	2	1	1	1	1	0	0	0	0	0	0	P
Reduction Rate				0.1	0.1	0.0	0.0	0.0	0.0	0.0	0.0	Q
Impact Ratio				1	1							R
Affected Groups(s) (*)												S

Note: Results of this test no. 1 are skewed and lack significance because large number of applicants elected not to disclose race/ethnicity information

PROGRAM GOALS AND TIMETABLES

OCCUPATIONAL CATEGORY: FACULTY-PROFESSOR

Form 44

DATE: FEBRUARY 29, 2012

ADVERSE IMPACT TEST 1-6	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISPANIC MALE	HISPANIC FEMALE	OTHER MALE	OTHER FEMALE
ADVERSE IMPACT TEST 1											
Workforce Parity %	100.1	56.5	43.6	42.5	38.5	3.3	2.6	3.2	1.1	7.5	1.7
0.8% Workforce Parity	80.1	45.2	34.9	34.0	30.8	2.6	2.1	2.6	0.9	6.0	1.4
% Qualified Applicant Pool	100.0	77.8	22.2	66.7	22.2	0.0	0.0	11.1	0.0	0.0	0.0
Affected Group(s) (*)					*	*	*		*	*	*
ADVERSE IMPACT TEST NO.2	N/A										
No. Passing Examination	0	0	0								
No. Taking Test	0	0	0								
Passing Rate	0	0	0								
0.8% Largest Line (J)	0	0	0								
Affected Groups(s) (*)											
ADVERSE IMPACT TEST NO.3	No exams										
No. Interviewed	0	0	0								
No. Eligible	0	0	0								
Interview Rate											
0.8% Largest Line (Q)											
Affected Groups(s) (*)											
ADVERSE IMPACT TEST NO.4											
No. Hired	9	7	2	6	2	0	0	1	0	0	0
No. Interviewed	9	7	2	6	2	0	0	1	0	0	0
Hiring Rate				1.0	1.0	0.0	0.0	1.0	0.0	0.0	0.0
0.8% Largest Line (D)				0.8	0.8	0.8	0.8	0.8	0.8	0.8	0.8
Affected Groups(s) (*)											
ADVERSE IMPACT TEST NO.5											
No. Hired	9	7	2	6	2	0	0	1	0	0	0
No. Applied	9	7	2	6	2	0	0	1	0	0	0
Hiring Rate				1.0	1.0	0.0	0.0	1.0	0.0	0.0	0.0
0.8% Largest Line (K)				0.8	0.8	0.8	0.8	0.8	0.8	0.8	0.8
Affected Groups(s) (*)											
ADVERSE IMPACT TEST NO.6											
No. Reduced	5	4	1	2	1	1	0	0	0	1	0
Reduction Rate				0.0	0.0	0.1	0.0	0.0	0.0	0.1	0.0
Impact Ratio				0	0	1	0	0	0	1	0
Affected Groups(s) (*)											

Note: Results of this test no. 1 are skewed and lack significance because majority of applicants elected not to disclose race/eth

PROGRAM GOALS AND TIMETABLES

OCCUPATIONAL CATEGORY: FACULTY-ASSOCIATE PROFESSOR

Form 44

DATE: FEBRUARY 29, 2012

ADVERSE IMPACT TEST 1-6	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISPANIC MALE	HISPANIC FEMALE	OTHER MALE	OTHER FEMALE
ADVERSE IMPACT TEST 1											
Workforce Parity %	100.0	50.1	49.9	38.9	39.4	4.2	3.5	0.8	3.0	6.2	4.3
0.8% Workforce Parity	80.0	40.1	39.9	31.1	31.5	3.4	2.8	0.6	2.4	5.0	3.4
% Qualified Applicant Pool	88.7	59.7	29.0	29.0	12.9	4.8	1.6	1.6	0.0	22.6	14.5
Affected Group(s) (*)				*	*		*		*		
ADVERSE IMPACT TEST NO.2	N/A										
No. Passing Examination	0	0	0								
No. Taking Test	0	0	0								
Passing Rate	0	0	0								
0.8% Largest Line (J)	0	0	0								
Affected Groups(s) (*)											
ADVERSE IMPACT TEST NO.3	No exams										
No. Interviewed	0	0	0								
No. Eligible	0	0	0								
Interview Rate											
0.8% Largest Line (Q)											
Affected Groups(s) (*)											
ADVERSE IMPACT TEST NO.4											
No. Hired	17	11	6	8	5	0	0	1	0	2	1
No. Interviewed	42	27	15	15	7	3	1	1	0	8	7
Hiring Rate				0.5	0.7	0.0	0.0	1.0	0.0	0.3	0.1
0.8% Largest Line (D)				0.8	0.8	0.8	0.8	0.8	0.8	0.8	0.8
Affected Groups(s) (*)				*	*	*	*			*	*
ADVERSE IMPACT TEST NO.5											
No. Hired	17	11	6	8	5	0	0	1	0	2	1
No. Applied	54	36	18	18	8	3	1	1	0	14	9
Hiring Rate				0.4	0.6	0.0	0.0	1.0	0.0	0.1	0.1
0.8% Largest Line (K)				0.8	0.8	0.8	0.8	0.8	0.8	0.8	0.8
Affected Groups(s) (*)				*	*	*	*			*	*
ADVERSE IMPACT TEST NO.6											
No. Reduced	14	9	5	7	5	0	0	2	0	0	0
Reduction Rate				0.1	0.1	0.0	0.0	0.4	0.0	0.0	0.0
Impact Ratio				1	1	0	0	0.25	0	0	0
Affected Groups(s) (*)								*			

Note: Results of this test no. 1 are skewed and lack significance because majority of applicants elected not to disclose race/ethnic

PROGRAM GOALS AND TIMETABLES

OCCUPATIONAL CATEGORY: FACULTY-ASSISTANT PROFESSOR

Form 44

DATE: FEBRUARY 29, 2012

ADVERSE IMPACT TEST 1-6	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISPANIC MALE	HISPANIC FEMALE	OTHER MALE	OTHER FEMALE
ADVERSE IMPACT TEST 1											
Workforce Parity %	100.1	46.0	54.1	33.4	38.4	5.0	6.5	2.8	4.2	4.7	5.3
0.8% Workforce Parity	80.1	36.8	43.3	26.7	30.7	4.0	5.2	2.2	3.4	3.8	4.2
% Qualified Applicant Pool	93.1	58.0	35.1	32.5	19.0	1.3	0.9	3.0	2.2	18.6	9.1
Affected Group(s) (*)					*	*	*		*		
ADVERSE IMPACT TEST NO.2	N/A										
No. Passing Examination	0	0	0								
No. Taking Test	0	0	0								
Passing Rate	0	0	0								
0.8% Largest Line (J)	0	0	0								
Affected Groups(s) (*)											
ADVERSE IMPACT TEST NO.3	No exams										
No. Interviewed	0	0	0								
No. Eligible	0	0	0								
Interview Rate											
0.8% Largest Line (Q)											
Affected Groups(s) (*)											
ADVERSE IMPACT TEST NO.4											
No. Hired	15	9	6	8	5	0	0	0	0	1	1
No. Interviewed	64	39	25	22	18	1	2	2	0	14	5
Hiring Rate				0.4	0.3	0.0	0.0	0.0	0.0	0.1	0.2
0.8% Largest Line (D)				0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3
Affected Groups(s) (*)						*	*	*		*	*
ADVERSE IMPACT TEST NO.5											
No. Hired	15	9	6	8	5	0	0	0	0	1	1
No. Applied	200	128	72	75	44	3	2	7	5	43	21
Hiring Rate				0.1	0.1	0.0	0.0	0.0	0.0	0.0	0.0
0.8% Largest Line (K)				0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1
Affected Groups(s) (*)						*	*	*	*	*	*
ADVERSE IMPACT TEST NO.6											
No. Reduced	22	14	8	13	7	0	1	1	0	0	0
Reduction Rate				0.4	0.2	0.0	0.3	1.0	0.0	0.0	0.0
Impact Ratio				0.5	1	0	0.7	0.2	0	0	0
Affected Groups(s) (*)				*			*	*			

Note: Results of this test no. 1 are skewed and lack significance because majority of applicants elected not to disclose race/ethn

PROGRAM GOALS AND TIMETABLES

OCCUPATIONAL CATEGORY: PROFESSIONAL/NON-FACULTY

Form 44

DATE: FEBRUARY 29, 2012

ADVERSE IMPACT TEST 1-6	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISPANIC MALE	HISPANIC FEMALE	OTHER MALE	OTHER FEMALE
ADVERSE IMPACT TEST 1											
Workforce Parity %	100.0	35.8	64.2	28.8	46.4	3.5	8.2	2.2	6.2	1.4	3.4
0.8% Workforce Parity	80.0	28.6	51.4	23.0	37.1	2.8	6.6	1.8	5.0	1.1	2.7
% Qualified Applicant Pool				24.8	43.0	4.1	7.0	2.4	5.5	1.0	1.4
Affected Group(s) (*)										*	*
ADVERSE IMPACT TEST NO.2	N/A										
No. Passing Examination	0	0	0								
No. Taking Test	0	0	0								
Passing Rate	0	0	0								
0.8% Largest Line (J)	0	0	0								
Affected Groups(s) (*)											
ADVERSE IMPACT TEST NO.3	No exams										
No. Interviewed	0	0	0								
No. Eligible	0	0	0								
Interview Rate											
0.8% Largest Line (Q)											
Affected Groups(s) (*)											
ADVERSE IMPACT TEST NO.4											
No. Hired	18	6	12	4	9	1	2	1	1	0	0
No. Interviewed	185	70	115	54	78	8	19	5	16	3	2
Hiring Rate				0.1	0.1	0.1	0.1	0.2	0.1	0.0	0.0
0.8% Largest Line (D)				0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2
Affected Groups(s) (*)				*	*	*	*		*	*	*
ADVERSE IMPACT TEST NO.5											
No. Hired	18	6	12	4	9	1	2	1	1	0	0
No. Applied	371	134	237	103	179	17	29	10	23	4	6
Hiring Rate				0.0	0.1	0.1	0.1	0.1	0.0	0.0	0.0
0.8% Largest Line (K)				0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1
Affected Groups(s) (*)				*					*	*	*
ADVERSE IMPACT TEST NO.6											
No. Reduced	21	3	18	3	14	0	2	0	1	0	1
Reduction Rate				0.0	0.1	0.0	0.1	0.0	0.1	0.0	0.3
Impact Ratio				0	1	0	1	0	1	0	0.3
Affected Groups(s) (*)											*

Note: Results of this test no. 1 are skewed and lack significance because majority of applicants elected not to disclose race/et

PROGRAM GOALS AND TIMETABLES

OCCUPATIONAL CATEGORY: CLERICAL / SECRETARIAL- ALL EXCEPT SECRETARY 2 & ADMIN ASST

Form 44

DATE: FEBRUARY 29, 2012

ADVERSE IMPACT TEST 1-6	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISPANIC MALE	HISPANIC FEMALE	OTHER MALE	OTHER FEMALE	
ADVERSE IMPACT TEST 1												A
Workforce Parity %	100.0	25.8	74.2	16.8	47.3	4.4	15.3	3.1	8.4	1.5	3.2	B
0.8% Workforce Parity	80.0	20.6	59.4	13.4	37.8	3.5	12.2	2.5	6.7	1.2	2.6	C
% Qualified Applicant Pool												D
Affected Group(s) (*)												E
ADVERSE IMPACT TEST NO.2	N/A											F
No. Passing Examination	0	0	0									G
No. Taking Test	0	0	0									H
Passing Rate	0	0	0									I
0.8% Largest Line (J)	0	0	0									J
Affected Groups(s) (*)												K
ADVERSE IMPACT TEST NO.3	No exams											L
No. Interviewed	0	0	0									M
No. Eligible	0	0	0									N
Interview Rate												O
0.8% Largest Line (Q)												P
Affected Groups(s) (*)												Q
ADVERSE IMPACT TEST NO.4												R
No. Hired	0	0	0	0	0	0	0	0	0	0	0	S
No. Interviewed	0	0	0	0	0	0	0	0	0	0	0	A
Hiring Rate				0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	B
0.8% Largest Line (D)				0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	C
Affected Groups(s) (*)												D
ADVERSE IMPACT TEST NO.5												E
No. Hired	0	0	0	0	0	0	0	0	0	0	0	F
No. Applied	0	0	0	0	0	0	0	0	0	0	0	G
Hiring Rate				0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	H
0.8% Largest Line (K)				0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	I
Affected Groups(s) (*)												J
ADVERSE IMPACT TEST NO.6												K
No. Reduced	1	0	1	0	1	0	0	0	0	0	0	L
Reduction Rate				0.0	0.1	0.0	0.0	0.0	0.0	0.0	0.0	M
Impact Ratio				0	1	0	0	0	0	0	0	N
Affected Groups(s) (*)												O

Note: Results of this test no. 1 are skewed and lack significance because majority of applicants elected not to disclose race/ethi

PROGRAM GOALS AND TIMETABLES

OCCUPATIONAL CATEGORY: CLERICAL / SEC- SECRETARY 2

Form 44

DATE: FEBRUARY 29, 2012

ADVERSE IMPACT TEST 1-6	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISPANIC MALE	HISPANIC FEMALE	OTHER MALE	OTHER FEMALE
ADVERSE IMPACT TEST 1											
Workforce Parity %	100.0	4.9	95.1	2.5	73.8	1.9	10.5	0.3	8.5	0.2	2.4
0.8% Workforce Parity	80.0	3.9	76.1	2.0	59.0	1.5	8.4	0.2	6.8	0.2	1.9
% Qualified Applicant Pool	97.9	2.1	95.8	0.0	66.7	0.0	10.4	2.1	6.3	0.0	2.1
Affected Group(s) (*)				*		*			*	*	
ADVERSE IMPACT TEST NO.2	N/A										
No. Passing Examination	0	0	0								
No. Taking Test	0	0	0								
Passing Rate	0	0	0								
0.8% Largest Line (J)	0	0	0								
Affected Groups(s) (*)											
ADVERSE IMPACT TEST NO.3	No exams										
No. Interviewed	0	0	0								
No. Eligible	0	0	0								
Interview Rate											
0.8% Largest Line (Q)											
Affected Groups(s) (*)											
ADVERSE IMPACT TEST NO.4											
No. Hired	4	0	4	0	4	0	0	0	0	0	0
No. Interviewed	4	0	4	0	4	0	0	0	0	0	0
Hiring Rate				0.0	1.0	0.0	0.0	0.0	0.0	0.0	0.0
0.8% Largest Line (D)				0.8	0.8	0.8	0.8	0.8	0.8	0.8	0.8
Affected Groups(s) (*)											
ADVERSE IMPACT TEST NO.5											
No. Hired	4	0	4	0	4	0	0	0	0	0	0
No. Applied	42	1	41	0	32	0	5	1	3	0	1
Hiring Rate				0.0	0.1	0.0	0.0	0.0	0.0	0.0	0.0
0.8% Largest Line (K)				0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1
Affected Groups(s) (*)							*	*	*		*
ADVERSE IMPACT TEST NO.6											
No. Reduced	6	0	6	0	6	0	0	0	0	0	0
Reduction Rate				0.0	0.2	0.0	0.0	0.0	0.0	0.0	0.0
Impact Ratio				0	1	0	0	0	0	0	0
Affected Groups(s) (*)											

Note: Results of this test no. 1 are skewed and lack significance because majority of applicants elected not to disclose race/ethnicity

PROGRAM GOALS AND TIMETABLES

OCCUPATIONAL CATEGORY: SKILLED CRAFTS

Form 44

DATE: FEBRUARY 29, 2012

ADVERSE IMPACT TEST 1-6	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISPANIC MALE	HISPANIC FEMALE	OTHER MALE	OTHER FEMALE
ADVERSE IMPACT TEST 1											
Workforce Parity %	100.0	97.6	2.4	74.1	1.6	8.9	0.2	10.7	0.3	4.0	0.2
0.8% Workforce Parity	80.0	78.1	1.9	59.3	1.3	7.1	0.2	8.6	0.2	3.2	0.2
% Qualified Applicant Pool	100.0	100.0	0.0	100.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Affected Group(s) (*)					*	*	*	*	*	*	*
ADVERSE IMPACT TEST NO.2	N/A										
No. Passing Examination	0	0	0								
No. Taking Test	0	0	0								
Passing Rate	0	0	0								
0.8% Largest Line (J)	0	0	0								
Affected Groups(s) (*)											
ADVERSE IMPACT TEST NO.3	No exams										
No. Interviewed	0	0	0								
No. Eligible	0	0	0								
Interview Rate											
0.8% Largest Line (Q)											
Affected Groups(s) (*)											
ADVERSE IMPACT TEST NO.4											
No. Hired	2	2	0	2	0	0	0	0	0	0	0
No. Interviewed	2	2	0	2	0	0	0	0	0	0	0
Hiring Rate				1.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
0.8% Largest Line (D)				0.8	0.8	0.8	0.8	0.8	0.8	0.8	0.8
Affected Groups(s) (*)											
ADVERSE IMPACT TEST NO.5											
No. Hired	2	2	0	2	0	0	0	0	0	0	0
No. Applied	2	2	0	2	0	0	0	0	0	0	0
Hiring Rate				1.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
0.8% Largest Line (K)				0.8	0.8	0.8	0.8	0.8	0.8	0.8	0.8
Affected Groups(s) (*)											
ADVERSE IMPACT TEST NO.6											
No. Reduced	5	5	0	5	0	0	0	0	0	0	0
Reduction Rate				0.3	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Impact Ratio				1	0	0	0	0	0	0	0
Affected Groups(s) (*)											

Note: Results of this test no. 1 are skewed and lack significance because majority of applicants elected not to disclose race/et

PROGRAM GOALS AND TIMETABLES

OCCUPATIONAL CATEGORY: ALL EXCEPT CUSTODIANS & PROTECTIVE SERVICES

Form 44

DATE: FEBRUARY 29, 2012

ADVERSE IMPACT TEST 1-6	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISPANIC MALE	HISPANIC FEMALE	OTHER MALE	OTHER FEMALE
ADVERSE IMPACT TEST 1											
Workforce Parity %	100.1	73.9	26.2	47.4	13.4	10.6	2.2	14.8	9.3	1.2	1.3
0.8% Workforce Parity	80.1	59.1	21.0	37.9	10.7	8.5	1.8	11.8	7.4	1.0	1.0
% Qualified Applicant Pool	98.4	80.6	17.7	53.2	10.5	12.9	4.0	10.5	0.8	3.2	2.4
Affected Group(s) (*)					*			*	*		
ADVERSE IMPACT TEST NO.2	N/A										
No. Passing Examination	0	0	0								
No. Taking Test	0	0	0								
Passing Rate	0	0	0								
0.8% Largest Line (J)	0	0	0								
Affected Groups(s) (*)											
ADVERSE IMPACT TEST NO.3	No exams										
No. Interviewed	0	0	0								
No. Eligible	0	0	0								
Interview Rate											
0.8% Largest Line (Q)											
Affected Groups(s) (*)											
ADVERSE IMPACT TEST NO.4											
No. Hired	2	1	1	1	0	0	1	0	0	0	0
No. Interviewed	35	29	6	22	1	5	4	1	1	1	0
Hiring Rate				0.0	0.0	0.0	0.3	0.0	0.0	0.0	0.0
0.8% Largest Line (D)				0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2
Affected Groups(s) (*)				*	*	*		*	*	*	
ADVERSE IMPACT TEST NO.5											
No. Hired	2	1	1	1	0	0	1	0	0	0	0
No. Applied	121	99	22	66	13	16	5	13	1	4	3
Hiring Rate				0.0	0.0	0.0	0.2	0.0	0.0	0.0	0.0
0.8% Largest Line (K)				0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2
Affected Groups(s) (*)				*	*	*		*	*	*	*
ADVERSE IMPACT TEST NO.6											
No. Reduced	4	3	1	3	0	0	1	0	0	0	0
Reduction Rate				0.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Impact Ratio				1	0	0	0	0	0	0	0
Affected Groups(s) (*)											

NOTE: Nine (9) WM increases were due coding correction and not a true hire or promotion.

PROGRAM GOALS AND TIMETABLES

OCCUPATIONAL CATEGORY: SERVICE MAINTENANCE-CUSTODIANS

Form 44

DATE: FEBRUARY 29, 2012

ADVERSE IMPACT TEST 1-6	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISPANIC MALE	HISPANIC FEMALE	OTHER MALE	OTHER FEMALE
ADVERSE IMPACT TEST 1											
Workforce Parity %	100.0	78.1	21.9	39.6	8.3	12.0	3.7	23.0	8.6	3.6	1.2
0.8% Workforce Parity	80.0	62.5	17.5	31.7	6.6	9.6	3.0	18.4	6.9	2.9	1.0
% Qualified Applicant Pool											
Affected Group(s) (*)											
ADVERSE IMPACT TEST NO.2	N/A										
No. Passing Examination	0	0	0								
No. Taking Test	0	0	0								
Passing Rate	0	0	0								
0.8% Largest Line (J)	0	0	0								
Affected Groups(s) (*)											
ADVERSE IMPACT TEST NO.3	No exams										
No. Interviewed	0	0	0								
No. Eligible	0	0	0								
Interview Rate											
0.8% Largest Line (Q)											
Affected Groups(s) (*)											
ADVERSE IMPACT TEST NO.4											
No. Hired	0	0	0	0	0	0	0	0	0	0	0
No. Interviewed	0	0	0	0	0	0	0	0	0	0	0
Hiring Rate				0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
0.8% Largest Line (D)				0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Affected Groups(s) (*)											
ADVERSE IMPACT TEST NO.5											
No. Hired	0	0	0	0	0	0	0	0	0	0	0
No. Applied	0	0	0	0	0	0	0	0	0	0	0
Hiring Rate				0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
0.8% Largest Line (K)				0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Affected Groups(s) (*)											
ADVERSE IMPACT TEST NO.6											
No. Reduced	1	1	0	0	0	1	0	0	0	0	0
Reduction Rate				0.0	0.0	0.3	0.0	0.0	0.0	0.0	0.0
Impact Ratio				0	0	1	0	0	0	0	0
Affected Groups(s) (*)											

A
B
C
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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 staff to discuss career development.

Career Counseling Participants March 1, 2011 – February 29, 2012

Race	Gender
White	Female
White	Female
Black	Female
Hispanic	Female
White	Female
White	Female
Hispanic	Female
Hispanic	Female
White	Female
White	Female
White	Male

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 a 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. Although only one upward mobility promotional goal was established for this period, the University had the following upward mobility promotions:

- In the Secretarial Clerical (Secretary 2) category: one (1) White female was promoted from Office Assistant to Secretary 2.
- In the Skilled Craft category the University had two (2) promotions: two (2) White males from General Trade Workers to Skilled Craft Workers.
- In the Protective Services category the University had one promotion: one (1) Black male was promoted from Police Officer to Detective. This achieved a promotional mobility goal set in this

year's position. In the detective position, he has been more investigatory responsibilities on complex cases.

The following programs support 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 a classified employee who is 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 six 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 2011, more than 260 employees attended the workshops, which included *"There's Spinach in Your Teeth" – How to Deliver Feedback, Nutrition & Anti-Aging, Seven Proven Ways to Control Anger & Live a Happier Life, Generational Issues in the Workplace, and Getting Fiscally Fit & Estate Planning – Taking 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 2011 semester, 15 CCSU employees benefitted from the tuition waiver program: Seven White females, three Hispanic females, four Black females and one Hispanic male. During the spring 2012 semester, 15 CCSU employees benefitted from this program: six White females, one Hispanic male, six 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

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.

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.

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.

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) 566-3450

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, 2011 to February 28, 2012

ODE Case #	Court or Agency Claim	Complainant	Complainants Race/gender	Date of Filing	Current Status	Discriminatory Basis	Type of alleged discrimination	Date of Outcome	Outcome of complaint
AAC.2010.10	CHRO	Employee	WF	10/19/2010	Pending/in progress	Sex	Non-renewal of employment		Pending
AAC.2011.01B Same as AAC.2011.01	CHRO	Employee	HF	4/21/2011	Settlement pending	National origin, mental disability and previous opposition to discrimination	Hostile work environment		Pending
AAC.2011.02	University Internal Process	Employee	WF	3/7/2011	Closed	Sex	Sexual harassment	3/14/2011	Closed with violation finding
AAC.2011.09	University Internal Process	Employee	HF	6/7/2011	Closed	Race	Disparate treatment	6/7/2011	Administratively closed--not under scope of policy
AAC.2011.13	University Internal Process	Employee	B/M	8/23/2011	Closed	Race	Disparate treatment	8/23/2011	Administratively closed--insufficient information; see AAC.2012.09
AAC.2011.18	University Internal Process	Employee	O/F	10/5/2011	Closed	Race	Disparate treatment	10/27/2011	Administratively closed--not filed within the required timeframe

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. A monthly report of new hires and promotions by race and gender and goal achievement, including goals yet to be achieved, is 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. Approves 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, gender, veteran, and disability status 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 2011-2012 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. The University successfully demonstrated good faith efforts in the process of recruiting, hiring, and promoting. Of the thirty nine (39) hires that occurred during this reporting period, thirteen (13), or thirty-three (33%) of all hires met established reachable hiring goals. The hire of the instructor position resulted from a failed search that was conducted in 2009. And, in its commitment to diversity the University demonstrated good faith effort by hiring twelve (12) members of underrepresented groups that did not meet established goals:

- Four (5) White females and one (1) Other males in the Assistant Professor category;
- Two (2) Other males in the Associate Professor Category;
- Two (2) White female, one (1) Hispanic male, one (1) Black male in the Professional/Non-faculty category

All in all, twenty-five (25) hires out of the thirty-nine (39) or sixty-four (64%) percent of the hires, were either goal candidates or candidates from historically underrepresented groups.

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, 2011 - FEBRUARY 29, 2012**

NAME

President, Vice Presidents, Ombudsman, Chief Officers, Deans, and Directors

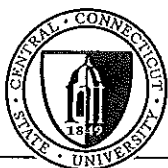
DIRECTIONS: Please read each statement carefully before responding. Your answers are requested in order to evaluate the Affirmative Action Program for this reporting period in accordance with Section 46a-68-47 "Internal Program Evaluation" of the Regulations of Connecticut State Agencies.

Please return completed questionnaire May 30, 2012 to: Rosa Rodriguez, Chief Diversity Officer via email: Rosa.rodriguez@ccsu.edu.

	YES	NO
1. I am familiar with the agency's affirmative action hiring, promotional and program goals and objectives.	14	
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.	14	
3. I am aware of the Central Connecticut State University policy pertaining to Sexual Harassment and my responsibility to assure its implementation.	14	
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.	12	2
5. I am aware of the grievance procedure relating to complaints of alleged discrimination.	14	
6. I am aware of whom to contact for assistance with affirmative action concerns and issues.	14	

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.



June 2012

As President, I support Central Connecticut State University's Affirmative Action program and continue to implement actions designed to emphasize issues of equity, equal employment opportunity, affirmative action and diversity. I believe that these actions will add to the effective oversight, monitoring and evaluation of the Affirmative Action program.

I believe that leadership from upper management officials is essential to broad commitment to the Affirmative Action program. Responsibility for a successful Affirmative Action program, however, lies with the entire CCSU community, as the University pursues avenues to build a diverse and representative community, promote affirmative action, and ensure equal employment opportunity for all.

Achievement of the goals as delineated in the Affirmative Action Plan is an important priority of our Affirmative Action program. Providing opportunities that are directly related to the affirmative action goals increases the benefit to all citizens. Senior managers and other administrative staff are regularly made aware of our affirmative action goals and achievement rates. Those individuals are charged with the responsibility of adherence to the commitment and to disseminating this important information to any others who are involved in the hiring and promotion process.

Higher education, particularly public higher education, is a keystone to democracy. I believe that our activities reflect the investment of the Office of the President in ensuring adherence to the lawful requirements, and embracing the spirit of affirmative action. Consequently, I am committed to giving our Affirmative Action Plan life beyond the printed page and incorporating affirmative action into the fabric of the CCSU community.

Sincerely,

A handwritten signature in cursive script, appearing to read "Jack Miller".

Jack Miller
President

/rnc

**CENTRAL CONNECTICUT STATE UNIVERSITY
2011-2012 AFFIRMATIVE ACTION PLAN
EXECUTIVE SUMMARY**

ANALYSIS OF GOALS FOR 2011-2012

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 (90) short and long-term hiring goals and experienced forty-four (44) hires.

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

Note: The White female Instructor hire noted in the workforce, employment and utilization analysis was hired from an applicant pool from 2009; at that time this search was put on hold to refill.

Since goal achievement cannot take place in categories where hiring did not occur, the thirty-two (32) goals attributable to the categories of Professor, Technical Paraprofessional, Secretarial/Clerical-(all categories except Secretary 2 and Administrative), Secretarial Clerical-Administrative Assistant; Skilled Crafts, Protective Services and Custodians could not be achieved. Therefore, only forty-four (44) of the ninety (90) – sixty (60) short-term and thirty (30) long-term -established goals were identified as achievable goals. Of the forty-four (44) hires that occurred during this reporting period, fifteen (15), or thirty-four (34%) percent of all hires, met established reachable hiring goals.

Additionally, in its commitment to diversity the University demonstrated its commitment to diversity by hiring fourteen (14) members of underrepresented groups that did not meet established goals:

- Two (2) Other males in the Associate Professor Category;
- Five (5) White females and one (1) Other male in the Assistant Professor category;
- Two (3) White females, one (1) Hispanic male, and one (1) Black male in the Professional/Non-faculty category;
- One (1) White female in the Secretary 2 category.

In all, twenty-nine (29) out of the forty-four (44) hires, or sixty-six (66%), 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 established goals in the following faculty ranks:

- In the rank of Professor the following goals were established: nineteen (19) White females; and two (2) Black males.
- In the Associate Professor rank the following goals were established: two (2) Black females; three (3) Hispanic females; and three (3) Other females.

The University had the following promotions in the faculty category:

- In the Professor rank the University had nine (9) promotions: six (6) White males; two (2) White females; and one (1) Hispanic male.

- In the Associate Professor rank the University had thirteen promotions: seven (7) White males; five (5) White females; and one (1) Hispanic male.
- In the Faculty category: one (1) White female was promoted from Coach A to Instructor.
- In the Professional-Non-Faculty the University had ten (10) promotions: three (3) White males; four (4) White females; one (1) Black male; and two (2) Black females.

Although no other upward mobility promotional goals were established for this period, the University had the following upward mobility promotions:

- In the Secretarial Clerical (Secretary 2) category: one (1) White female was promoted from Secretary 1 to Secretary 2.
- In the Skilled Craft category the University had two (2) promotions: two (2) White males from General Trade Workers to Skilled Craft Workers.
- In the Protective Services category the University had one promotion: one (1) Black male was promoted from Police Officer to Detective.

CONTRACT COMPLIANCE/SMALL BUSINESS SET-ASIDE ACTIVITIES

Central Connecticut State University submitted its Small and Minority Business Set-Aside goals for fiscal year 2011-2012 to Department of Administrative Services (DAS) Business CONNections and the Commission on Human Rights and Opportunities (CHRO) in July 2011. The University received a notice September 23, 2011 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 2011-2012 were **\$1,169,272** and **\$292,318**, respectively. At the close of the third quarter of the fiscal year, the SBE expenditures totaled **\$1,482,647**, and the MBE expenditures totaled **\$999,104**, both of which exceed the goals set for the fiscal year 2011-2012.

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 2011-12 established goals. In addition, the University will continue to evaluate its comprehensive recruitment initiatives in light of the above stated program goal.

It is important to note that with the current economic downturn and circumstances, most of the Universities hiring activities were severely curtailed. Thus, many planned hiring and recruitment, which would have provided the University with the opportunity to meet its hiring/affirmative action goals, were not realized.

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 2011-2012 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.

In collaboration with the Office of Human Resources, the search process manual was updated and new advertising sources identified and a new process of doing search charges (search committee training) was developed.

Summary of Achievement of 2011-2012 Goals

1. Search Process

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 2012
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.
- Begin the development process for sexual harassment on-line training.

Completion Date: February 2012
Responsible Person: Chief Diversity Officer; Chief Human Resources Officer; Provost; Women’s Center Coordinator; Vice President of Student Affairs

3. Women’s Center Support Group

Increase the number of participants in the sexual violence support group.

Completion Date: February 2012
Responsible Person: Chief Diversity Officer; Hiring Authorities
Completion Date: February 2012
Responsible Person: Chief Diversity Officer; Vice President of Student Affairs; Chief Human Resources Officer and SART

Goal	Description of Goal	Progress towards Goal
Goal 1	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.	Goal met. Ongoing goal. Either the Chief Diversity Officer (CDO) and Associate to CDO have provided every search committee with the search charge as they begin the search process. The search charge provided information on the search process, equal opportunity principles and the affirmation action goal for that particular position.

Goal	Description of Goal	Progress towards Goal
Goal 2	<p><u>Training</u></p> <ul style="list-style-type: none"> 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. Begin the development process for sexual harassment on-line training. 	<p>Goal met.</p> <p>The university sponsored the first Disability Awareness Month Program with the purpose of providing information how best serve people with disabilities including psychiatric and learning disabilities, veterans, etc. Over 200 people attended these events.</p> <p>The Office of Diversity and Equity sponsored three sexual harassment sessions and one general diversity session focusing on diversity issues in the classroom.</p> <p>The Women Center sponsored a variety of programs dealing with issues affecting women.</p> <p>Several university departments sponsored a variety of programs during Hispanic Month, Black History Month, Bullying Awareness Month, Women History Month, etc.</p> <p>The University has purchased an online sexual harassment training program that will be implemented on July 1, 2012.</p>
Goal 3	<p><u>Women’s Center Support Group</u></p> <p>Increase the number of participants in the sexual violence support group.</p>	<p>Goal met.</p> <p>The center sponsored several support groups:</p> <p>Sexual Assault Victim’s/Survivor’s support was co-facilitated by the Women Center Coordinator and an advocate from the Connecticut Sexual Assault Services Crisis Services.</p> <p>Sister’s Support Group for African American Women – facilitated by the Women Center staff.</p> <p>Latina Support Group—facilitated by a counselor from the university’s Counseling and Wellness Office and the women center staff.</p> <p>Domestic Violence Support Group facilitated by the Women Center Staff.</p>
Goal 4	<p><u>Policy Development</u></p> <ul style="list-style-type: none"> Continue to work with the Sexual Assault Response Team (SART) on the revision and expansion of the Sexual Assault Policy and Procedure. 	<p>Goal met.</p> <ol style="list-style-type: none"> Sexual Misconduct Policy and Protocol were developed. Consensual relationship policy was developed.

Goal	Description of Goal	Progress towards Goal
	<ul style="list-style-type: none"> • Explore the development of a local consensual relationship policy. • Update the University's Statement of Assurance. Review and possibly update the Sexual Harassment and Discrimination Complaint Procedure. 	3. Update the following policies and procedures: <ul style="list-style-type: none"> • Nondiscrimination policy (formerly the University's Statement of Assurance) • Sexual harassment policy • Discrimination and harassment reporting procedures

HIRING/PROMOTION 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.

Because of the current budgetary climate and hiring restrictions, our goals are very conservative for the 2011-2012 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.

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, 2012 through February 28, 2013.

HIRING GOALS:

EXECUTIVE/ADMINISTRATIVE

GOALS:

Short-Term

Long-Term

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

FACULTY

A. PROFESSOR

No hiring goals established.

B. ASSOCIATE PROFESSOR

Short-Term

Long-Term

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

C. ASSISTANT PROFESSOR

Short-Term

Long-Term

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

D. INSTRUCTOR

Short-Term

Long-Term

- 1 Black Male
- 1 Black Female

PROFESSIONAL/NON-FACULTY

Short-Term

Long-Term

- 6 White Females
- 3 Black Females
- 2 Hispanic Females
- 2 Other Females
- 3 Other Females

SECRETARIAL CLERICAL (EXCLUDING ADMINISTRATIVE ASSISTANT and SECRETARY 2)

Short-Term

Long-Term

- 3 White Males
- 1 Black Female
- 1 Other Male
- 1 Other Female
- 2 White Males

SECRETARIAL CLERICAL/ADMINISTRATIVE ASSISTANT

Short-Term

Long-Term

2 Black Female
1 Hispanic Female
1 Other Female

SECRETARIAL CLERICAL/SECRETARY 2

Short-Term	Long-Term
2 White Females	
1 Black Male	

TECHNICAL/PARAPROFESSIONAL

Short-Term	Long-Term
1 White Female	
1 Black Male	
2 Black Females	
2 Hispanic Females	

SKILLED CRAFTS

Short-Term	Long-Term
1 Black Male	
1 Hispanic Male	
1 Other Male	

SERVICE MAINTENANCE (EXCLUDING CUSTODIANS and PROTECTIVE SERVICES)

Short-Term	Long-Term
4 White Females	
2 Black Males	
1 Black Female	
3 Hispanic Males	
3 Hispanic Females	
1 Other Female	

SERVICE MAINTENANCE/CUSTODIANS

Short-Term	Long-Term
1 Black Male	
1 Black Female	
3 Hispanic Males	

1 Other Male

SERVICE MAINTENANCE/PROTECTIVE SERVICES

Short-Term

2 White Males

2 White Females

1 Hispanic Female

Long-Term

2 White Males

PROMOTION GOALS:

EXECUTIVE/ADMINISTRATIVE

No promotional goals established.

FACULTY

A. PROFESSOR

18 White Females

5 Other Males

B. ASSOCIATE PROFESSOR

1 Black Male

1 Hispanic Female

1 Other Female

C. ASSISTANT PROFESSOR

No promotional goals established.

D. INSTRUCTOR

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 Black Female

1 Hispanic Female

SECRETARIAL CLERICAL/SECRETARY 2

1 White Female

TECHNICAL/PARAPROFESSIONAL

No promotional goals established.

SKILLED CRAFTS

No promotional goals established.

SERVICE MAINTENANCE (EXCLUDING CUSTODIANS and PROTECTIVE SERVICES)

1 White Female

1 Hispanic Male

1 Hispanic Female

SERVICE MAINTENANCE/CUSTODIANS

No promotional goals established.

SERVICE MAINTENANCE/PROTECTIVE SERVICES

2 White Males

PROGRAM GOALS

As Program Goals for the plan year 2012-2013, 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

- Update hiring manual;
- 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;
- Strategize with search committee 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 2013

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;
- Organize the second annual Disability Awareness Month;
- Hire a victim's advocate to provide additional training on prevention of sexual harassment including sexual misconduct;
- Implement protocol on 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,
- Implement sexual harassment on-line training.

Completion Date: February 2013

Responsible Person: Chief Diversity Officer; Chief Human Resources Officer; Provost; Women's Center Coordinator; Vice President of Student Affairs

3. Women's Center

- Increase the number of participants in the following support groups: sexual violence, Latina, and Sisters.

Completion Date: February 2013

Responsible Person: Women Center Coordinator and Chief Diversity Officer

4. Policy Development

- Update the employee accommodations policy and procedure;
- Notify employees of the changes to the existing and polices and the development of new policies.

Completion Date: February 2013

Responsible Person: Chief Diversity Officer; Vice President of Student Affairs; Chief Human Resources Officer and SART

GOALS ANALYSIS

March 1, 2011 through February 29, 2012

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. 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 that 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 resume, a letter acknowledging the receipt of the resume is sent to each applicant in addition to the Affirmative Action Online Applicant Cover Page (**See Supportive Materials**). The letter also informs the applicant that they can complete the Affirmative Action Online Applicant Cover Page at the Office of Diversity & Equity's web page. The applicant completes the cover page online and it is automatically forwarded to the Office of Diversity & Equity. 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 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 sent in response to the job announcement, the Chief Diversity Officer or designee charges the entire search committee.

During the charge to the search committee, the Chief Diversity Officer 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 as its effect 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. Further, the committee is made aware of its responsibility to conduct all interviews in a fair and equitable manner. At the conclusion of the search, the committee will list the candidate(s) it recommends for hire based on the candidate's qualifications. The Office of Diversity & Equity 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. **See Supportive Materials. (See Hiring Process website at <http://www.ccsu.edu/page.cfm?p=4176>.)**

The Office of Diversity & Equity is also responsible for overseeing the selection process to fill positions in the classified occupational categories. The Human Resources Office 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 Human

Resources Office prepares a form (**See Supportive Materials**) listing all eligible candidates, which is forwarded to the hiring manager as well as the Office of Diversity & Equity. 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 Office of Diversity & Equity 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 Office of Diversity & Equity for review and approval before it is submitted to the Human Resources Office.

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. All classified vacancies in each occupational category are listed on the Department of Administrative Services website and shared with the CT Association for Affirmative Action Professionals listserv.

EXECUTIVE/ADMINISTRATIVE (EE01)

Short-Term

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

Long-Term

1 White Female
1 Black Female

1. DIRECTOR – INSTITUTIONAL RESEARCH (C11-010)

Selection: **One (1) White Female**

This hire meets an affirmative action goal for the University.

2. CHIEF FINANCIAL OFFICER – ADMINISTRATIVE AFFAIRS (C11-094)

Selection: **One (1) White Female**

This hire meets an affirmative action goal for the University.

FACULTY

A. PROFESSOR

Short-Term

1 White Female

Long-Term

No hires were made in this category.

B. ASSOCIATE PROFESSOR

Short-Term

1 Black Male
1 Black Female
1 Hispanic Female
1 Other Female

Long-Term

1. ASSISTANT/ASSOCIATE PROFESSOR – MARKETING (C11-055 and C11-056)

Selection: **One (1) Other Male and One (1) White Male as Associate Professors**

The University conducted a search to recruit for this Assistant/Associate Professor in Marketing. Advertisements and/or announcements were placed in the *American Marketing Association*; *HigherEdJobs.com*; *Hispanic Outlook*; *Journal of Blacks in Higher Education*; and *American Association of Hispanics in Higher Ed*.

Required qualifications included:

- Ph.D. in Marketing from an accredited school
- Expertise and interest in several areas of marketing such as consumer behavior, marketing research, market data analysis, marketing strategy, internet marketing, international marketing and other areas of marketing typically covered in effective courses
- Evidence of effective teaching across marketing areas
- Evidence of a research agenda in marketing

Preferred qualifications included:

- Evidence of (1) industry experience in marketing relevant to areas of teaching; (2) publications in the field; (3) willingness to coach student marketing practice activities.

Forty (40) individuals applied for this position including: Fourteen (14) White males; Two (2) White females; Thirteen (13) Other males; Four (4) Other females; and Seven (7) Unknown/unknowns.

The following Twenty (20) applicants were determined to be not qualified: Seven (7) White males; One (1) White female; Six (6) Other males; One (1) Other female; and Five (5) Unknown/unknowns.

Seven (7) applicants were found to be minimally qualified: One (1) White male; One (1) White female; and Five (5) Other males. These candidates lacked experience teaching across marketing areas, or had a DBA – not a Ph.D.

Thirteen (13) applicants were determined to be qualified and were considered finalists, including: Six (6) White males; Two (2) Other males; Three (3) Other females; and Two (2) Unknown/unknowns.

An Other male and White male were hired for this position.

- The **selected Other male** met all the required qualifications. He has a Ph.D. and a strong publication record, including journal articles, two book chapters and nine conference presentations. The selected candidate has teaching experience, receiving an award for teaching excellence in 2007. His teaching demonstration made the importance of brand management come alive as evidenced by the reaction of his audience. Additionally, his choice in presentation topic was appropriate for an undergraduate student audience.
- The **selected White male** met all the required qualifications including a Ph.D. and a strong publication record in traditional marketing journals. While his teaching demonstration did not clearly identify what the students learned, he has extensive teaching experience (12 years as

full-time and five years as part-time faculty), teaching a variety of marketing courses including technical material. Additionally, he had previously worked as an Assistant Professor at CCSU for four years; therefore, he was knowledgeable about the department's curriculum.

- Two of the three **Other females** accepted positions elsewhere. While the **third Other female** met the qualifications for the position, she provided short responses to the telephone interview questions and was not invited for an on-campus interview. She was not prepared for the interview, conveyed little interest in the position and lacked industry experience.
- The first **non-selected Unknown/unknown** declined the University's offer for this faculty position.
- The second **non-selected Unknown/unknown** has a Ph.D. in Marketing and Statistics. The candidate has an extensive list of publications in marketing, health-care and trade journals and experience teaching MBA courses and executive seminars. His teaching demonstration focused on provocative world facts to capture students' attention and encourage them to reconsider their existing beliefs. This candidate also had some experience with CCSU and its curriculum.

While hiring the **Other male** did not meet the University's affirmative action goal, it did meet the University's goal of diversifying its workforce.

2. ASSISTANT/ASSOCIATE PROFESSOR –ACCOUNTING (C11-058)

Selection: **One (1) Other Male as Associate Professor**

The University conducted a search to recruit for this Assistant/Associate Professor in Accounting. Advertisements and/or announcements were placed in the *Chronicle of Higher Ed*; *Hispanic Outlook in Higher Ed*; and the *Journal of Blacks in Higher Education*.

Required qualifications included:

- ABD with a 2011 expected completion date required
- Commitment to excellence in teaching and scholarship

Preferred qualifications included:

- Earned doctorate in Accounting (or equivalent) from an accredited school
- Professional certifications and/or experience
- Teaching interest in financial accounting and or auditing

Thirty-two (32) individuals applied for this position including: Three (3) White males; Two (2) White females; Two (2) Black males; One (1) Black female; Six (6) Other males; Five (5) Other females; One (1) Unknown male; and Twelve (12) Unknown/unknowns.

The following Seven (7) applicants were determined to be not qualified: Seven (7) Unknown/unknowns.

Eight (8) applicants were found to be minimally qualified: Two (2) White males; One (1) Other male; Two (2) Other females; One (1) Unknown male; and Two (2) Unknown/unknowns.

- While the **first minimally qualified Other female** had significant accounting and training experience, she was ABD (all but dissertation)¹ and had no teaching experience in accounting. The **second Other female** candidate was ABD and had limited teaching and professional accounting experience.

¹ Informally known as "All But Dissertation" (or ABD), the doctoral candidate has completed all of the requirements for the doctoral degree with the exception of the dissertation.

- The **Unknown male** had full-time teaching experience in accounting but has a non-accounting Ph.D.
- The **first minimally qualified Unknown/unknown** candidate was ABD but had some teaching and professional accounting experience. The **second minimally qualified Unknown/unknown** candidate has a non-accounting Ph.D. This candidate has teaching experience in financial, managerial and cost accounting and is currently enrolled in an M.S. in the Accounting program.

Seventeen (17) applicants were determined to be qualified and considered finalists, including: One (1) White male; Two (2) White females; Two (2) Black males, One (1) Black female; Five (5) Other males; Three (3) Other females; and Three (3) Unknown/unknowns.

An Other male was hired for this position.

The **selected Other male** candidate has a Ph.D. in Accounting from Purdue University and over 15 years of teaching experience, including teaching the entire financial sequence, which is the department's area of greatest need. He also has experience working at one of the University's sister schools. He submitted positive letters of reference from former faculty positions he held and his teaching presentation was well-organized. He received excellent research training at Purdue. Based on this candidate's interview responses, the committee determined that CCSU's focus on teaching assignments and greater opportunities for research collaboration would be more conducive to publication than his previous institution.

- The **three non-selected Other females** and **three non-selected Unknown/unknowns** withdrew their applications.
- The **first non-selected Black male** candidate has a Doctorate in Business Administration (subject not specified) and teaching, academic and professional experience, as well as professional certification. However, he had no publications or working papers and did not articulate a publication agenda. For the aforementioned reasons, a telephone interview was conducted; however an invitation for an on-campus interview was not extended.
- The **second non-selected Black male** candidate was offered an on-campus interview. He has a DBA and professional certification, as well as teaching and professional experience; however, he had no publications or working papers since he earned his degree in 2008. His teaching presentation demonstrated his difficulty in explaining concepts to students.
- The **non-selected Black female** candidate has an impressive research and publication record, including editing a journal on African accounting. She has a degree in economics and teaching experience in accounting; however this experience focused on taxation, an area the college has well-covered by other existing faculty. Her presentation also raised concern that the students would have difficulty following her lectures because defined the criteria of the subject matter.

While the **Other male** hire did not meet the university affirmative action goals, it met the university goal of diversifying its workforce.

3. ASSISTANT/ASSOCIATE PROFESSOR, COMP. ENGINEERING & GRAPHICS TECHNOLOGY (C11-049)

Selection: **One (1) Other Female as Associate Professor**

This meets a university affirmative action goal.

C. ASSISTANT PROFESSOR

Short-Term

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

Long-Term

1 Black Female

1 Hispanic Female
1 Other Female

1. ASSISTANT PROFESSOR – GEOGRAPHY (C11-001)

Selection: **One (1) Other Male as Assistant Professor**

The University conducted a search to recruit for this Assistant Professor position in Geography. Advertisements and/or announcements were placed in the *Chronicle of Higher Ed*; *American Assoc. of Hispanics in Higher Ed website*; *Journal of Blacks in Higher Ed website*; *International Council on Hotel, Restaurant and Institutional Education*; and *Jobs in Geography/Association of American Geographers*.

Required qualifications included:

- Ph.D. in Geography, Tourism and Hospitality or allied field
- Teaching experience in geography or hospitality studies

Preferred qualifications included:

- Practical/outreach experience in tourism and hospitality

Twenty-eight (28) individuals applied for this position including: Six (6) White males; Three (3) White females; Two (2) Black males; One (1) Hispanic female; Four (4) Other males; Five (5) Other females; One (1) Unknown female; and Six (6) Unknown/unknowns.

The following Fourteen (14) applicants were determined to be not qualified: Three (3) White males; Two (2) White females; One (1) Black male; One (1) Hispanic female; Two (2) Other females; One (1) Unknown female; and Four (4) Unknown/unknowns.

Ten (10) applicants were found to be minimally qualified: Three (3) White males; One (1) White female; Two (2) Other males; Two (2) Other females; and Two (2) Unknown/Unknowns. The minimally qualified candidates lacked outreach and practical experience in the related matter.

Four (4) applicants were determined to be qualified and considered finalists, including: One (1) Black male; Two (2) Other males; and One (1) Other female.

An Other male was hired for this position.

- The **selected Other male** has academic training in hospitality administration and management and experience teaching courses in tourism and hospitality. He has practical experience in the fields of tourism and hospitality, as well as a good publication record and a great potential for scholarship. He also excelled in both the in-class teaching and research presentations.
- The **non-selected Black male** candidate had a limited scholarly record in publications. He displayed disorganized teaching methods and did not interview well.
- The **non-selected Other female** candidate met all the required teaching experience qualifications; however, she had limited publications.

While the selected **Other male** hire did not meet the university affirmative action goal, it did meet its goal of diversifying its workforce.

2. ASSISTANT PROFESSOR – SPECIAL EDUCATION (C11-030)

Selection: **One (1) White Female**

The University conducted a search to recruit for this Assistant Professor in Special Ed. Advertisements and/or announcements were placed in *the Council for Exceptional Children website; Chronicle of Higher Ed; National Institute for Urban Education; and postings with professional organizations, including newsletters, electronic mailing lists and websites.*

Required qualifications included:

- Doctorate in Special Education or related field with an emphasis on students with special needs at the secondary level
- Experience in education assessment in special education and documented quality in teaching, scholarship, service and discipline-related professional activity
- Competence in integrating technology into instruction
- Evidence of exemplary organizational and interpersonal skills
- Three or more years of professional experience in a public school setting

Preferred qualifications included:

- Earning of special education teaching certificate
- Experience including multicultural perspectives in course development
- Teaching action research methods and design in special education
- Evidence of commitment to and experience with field-based preparation of special education teachers

Thirty (30) individuals applied for this position including: Five (5) White males; Thirteen (13) White females; Three (3) Black males; One (1) Black female; Four (4) Other males; Three (3) Other females; and One (1) Unknown female.

The following Twenty-four (24) applicants were determined to be not qualified: Five (5) White males; Eight (8) White females; Three (3) Black males; One (1) Black female; Four (4) Other males; Two (2) Other females; and One (1) Unknown female.

Two (2) applicants were found to be minimally qualified: One (1) White female and One (1) Other female. The minimally qualified candidates had no technology or teaching experience, and no special education certification.

Four (4) applicants were determined to be qualified, including: Four (4) White females.

A White female was hired for this position.

The **selected White female** candidate had an established publication record, and significant experience teaching special needs students at the secondary level. While she has postsecondary teaching experience, it is limited to the community college level.

There were no goal candidates in the qualified pool.

3. ASSISTANT/ASSOCIATE PROFESSOR – NURSING (C11-031)

Selection: **One (1) White Female as Assistant Professor**

The University conducted a search to recruit for this Assistant/Associate Professor in Nursing. Advertisements and/or announcements were placed in the *MinorityNursing.com; AACN Faculty CareerLink; and HigherEdJobs.com.*

Required qualifications included:

- MSN

Preferred qualifications included:

- Doctorate in Nursing or related field
- Baccalaureate teaching experience with recent clinical experience

Seventeen(17) individuals applied for this position including: One (1) White male; Thirteen (13) White females; One (1) Black female; One (1) Other female; and One (1) Unknown/unknown.

The following Three (3) applicants were determined to be not qualified: One (1) White female; One (1) Black female; and One (1) Unknown/unknown.

Nine (9) applicants were found to be minimally qualified: Eight (8) White females and One (1) Other female. The **minimally qualified other female** candidate did not meet the preferred qualifications.

Five (5) applicants were determined to be qualified and considered finalists, including: One (1) White male and Four (4) White females.

A White female was hired for this position.

The **selected White female** candidate possesses a DNP and is a psychiatric nurse practitioner with an MSN in Nursing Education. She was employed as a full-time faculty member at the University of Connecticut, where her specialty was psychiatric nursing. She shared numerous teaching strategies.

There were no goal candidates in the finalist pool.

4. ASSISTANT PROFESSOR – THEATRE (C11-033)

Selection: **One (1) White Male**

The University conducted a search to recruit for this Assistant Professor in Theatre. Advertisements and/or announcements were placed on *ART Search* and *Backstage jobs*.

Required qualifications included:

- MFA in Design
- Teaching at a university level
- Professional experience and continuing professional development
- Experience in black box facility; computer design skills; ability to teach; costuming, scene painting, scene design, costume design, costume construction and period styles
- Computer design skills (both Auto CAD and Vectorworks)

Twenty-six (26) individuals applied for this position including: Eleven (11) White males; Three (3) White females; One (1) Unknown male; and Eleven (11) Unknown/unknowns.

The following Eighteen (18) applicants were determined to be not qualified: Eight (8) White males; Two (2) White females; and Eight (8) Unknown/unknowns.

Five (5) applicants were determined to be minimally qualified: Two (2) White males and Three (3) Unknown/unknowns. The minimally qualified candidates lacked one or more of the following: scenic design, theatre work; teaching; costuming experience.

Three (3) applicants were determined to be qualified and considered finalists, including: One (1) White male; One (1) White female; and One (1) Unknown male.

A White male was hired for this position.

- The **selected White male** candidate's range of skills is exceptional. He is well-versed in the most up-to-date industry software, including Auto-CAD, Vector works, FX, ION, etc. He has teaching experience and is capable of teaching all the necessary courses to meet the department programmatic needs.
- The **non-selected Unknown male** was a skilled and talented designer; however he was not a hands-on practitioner.

5. ASSISTANT/ASSOCIATE PROFESSOR – ENGLISH (C11-043)

Selection: **One (1) White Male as Assistant Professor**

The University conducted a search to recruit for this Assistant/Associate Professor position in Journalism/English. Advertisements and/or announcements were placed in *AEJMC Online aejmc.org*; *Broadcast Education Association online* and *journalismjobs.com*.

Required qualifications included:

- Ph.D. or Master's in Journalism or relevant field
- 10 years of professional journalism experience
- Experience reporting broadcast news and weather or sports and secondary specialty in one or more of the following: digital journalism; social media; news video production; radio; public affairs reporting or media law
- College teaching experience and evidence of publication or professional activity

Twenty-five (25) individuals applied for this position including: Eleven (11) White males; Four (4) White females; Seven (7) Unknown males and Three (3) Unknown females.

The following Twenty (20) applicants were determined to be not qualified: Six (6) White males; Four (4) White females; Seven (7) Unknown males; and Three (3) Unknown females.

One (1) White male applicant was found to be minimally qualified.

Four (4) White male applicants were determined to be qualified and deemed finalists.

A White male was hired for this position.

The **selected White male** met all the required qualifications, and he has more teaching experience than any of the other candidates (including in communications and journalism). He was able to demonstrate his teaching through student newscasts and class exercises. In the last year, he began conducting academic research and received a faculty grant to attend the Broadcast Association conference.

There were no goal candidates in the qualified pool.

6. ASSISTANT/ASSOCIATE PROFESSOR – COMPUTER SCIENCE (C11-044)

Selection: **One (1) White Male**

The University conducted a search to recruit for this Assistant/Associate Professor in Computer Science. Advertisements and/or announcements were placed in the *Communications of the ACL*; *Chronicle of Higher Ed*; *Journal of Blacks in Higher Ed* and the *Hispanic Association of Colleges and Universities*.

Required qualifications included:

- Ph.D. in Computer Science
- Teaching experience

- A publication record commensurate with experience
- Evidence of effective communication skills

Preferred qualifications included:

- Expertise in one or more of the following areas: security, web-centric computing or systems programming

One hundred forty-two (142) individuals applied for this position including: Thirty-seven (37) White males; Three (3) White females; Five (5) Black males; One (1) Black female; Two (2) Hispanic males; Sixty-two (62) Other males; Thirteen (13) Other females; Eight (8) Unknown males; One (1) Unknown female; and Ten (10) Unknown/unknowns.

The following Ninety-two (92) applicants were determined to be not qualified: Twenty-three (23) White males; One (1) White female; Five (5) Black males; One (1) Black female; One (1) Hispanic male; Forty-one (41) Other males; Five (5) Other females; Six (6) Unknown males and Nine (9) Unknown/unknown.

Thirty-five (35) applicants were found to be minimally qualified: Eight (8) White males; Two (2) White females; Seventeen (17) Other males; Six (6) Other females; One (1) Unknown male; and one (1) Unknown/unknown. All the minimally qualified candidates met all the required qualifications but did not possess any specializations.

Fifteen (15) applicants were determined to be finalists, including: Six (6) White males; One (1) Hispanic male; Four (4) Other males; Two (2) Other females; One (1) Unknown male; and One (1) Unknown female.

A White male was hired for this position.

- The **selected White male** candidate possesses the experience and qualifications required for the position. The search committee assessed his qualifications as follows: strong research and publications record; proven full-time teaching experience; good communication skills and ability to interact with students and colleagues; ability to teach in all three of the preferred areas (security, web-centric computing and systems programming); solid foundation in the discipline of computer science and proven ability to teach a variety of undergraduate courses; and the ability to attract grants.
- The **first non-selected Other female's** and **non-selected Unknown female's** responses did not correlate to questions asked. The **second non-selected Other female** had difficulty demonstrating her communications skills.
- The **non-selected Unknown male** candidate withdrew his application from consideration.

7. ASSISTANT/ASSOCIATE PROFESSOR – ECONOMICS (C11-045)

Selection: **One (1) Other Female as Assistant Professor**

This hire met the affirmative action goal for the University.

8. ASSISTANT/ASSOCIATE PROFESSOR – CRIMINOLOGY/CRIMINAL JUSTICE (C11-046 & C11-061)

Selection: **Two (2) White Females as Assistant Professor**

The University conducted a search to recruit for this Assistant/Associate Professor in Criminology/Criminal Justice. Advertisements and/or announcements were placed in the *American Society of Criminology*.

Required qualifications included:

- Doctorate in Criminology/Criminal Justice or related field

Preferred qualifications included:

- Teaching experience
- A record of scholarly activity (e.g., publications and presentations at professional conferences and service to one's profession)

Fifty-seven (57) individuals applied for this position including: Nineteen (19) White males; Fourteen (14) White females; One (1) Black male; Two (2) Black females; Two (2) Hispanic males; Two (2) Hispanic females; Six (6) Other males; Four (4) Other females; One (1) Unknown male; and Six (6) Unknown/unknowns.

The following Six (6) applicants were determined to be not qualified: Two (2) White males; Two (2) White females; and Two (2) Other males.

Forty-four (44) applicants were found to be minimally qualified: Sixteen (16) White males; Eight (8) White females; One (1) Black male; One (1) Black female; Two (2) Hispanic males; Two (2) Hispanic females; Three (3) Other males; Four (4) Other females; One (1) Unknown male; and Six (6) Unknown/unknowns. The minimally qualified goal candidates either had limited or no scholarly activity and/or teaching experience and/or expertise in the discipline. One of the minimally qualified Hispanic females withdrew her application.

Seven (7) applicants were determined to be qualified and considered finalists, including: One (1) White male; Four (4) White females; One (1) Black female; and One (1) Other male.

Two White female were hired for this position.

- The **first selected White female** candidate has a criminology degree and policing expertise, which fulfills a department need. She has teaching experience, and during her teaching presentation she was able to engage the students in discussion. She has published several scholarly works and has prior university service experience.
- The **second selected White female** presented her interests in conducting research on female offenders, and she indicated her interest in teaching courses in gender and crime, corrections, community corrections as well as feminist theory at the graduate level. The department has had limited ability to offer classes on gender and crime and has never had a permanent faculty to offer these courses at the graduate level. She has prior university experience, including teaching online courses and taking an active role in service activities at the department level (such as undergraduate director, webmaster and academic advising coordinator).
- The **non-selected Black female** had a clear research agenda in online gambling and has teaching experience. She indicated that she has spent a significant amount of time in the online gambling community and plans to continue research in this area. Her area of expertise is not directly related to criminology/criminal justice and is not a good fit for departmental needs. She was unable to adequately discuss her research during the class presentation, which was unorganized and difficult to follow. (Also considered for Search C11-061)

9. ASSISTANT PROFESSOR – ENGINEERING (C11-050)

Selection: **One (1) White Male**

The University conducted a search to recruit for this Assistant Professor in Engineering. Advertisements and/or announcements were placed in the *Chronicle of Higher Ed*; *Mechanical Engineering Magazine*; *engineering.academickeys.com* and *the Society of Manufacturing Engineers Magazine*.

Required qualifications included:

- B.S. in Mechanical or Manufacturing Engineering or
- Ph.D. in Mechanical or Manufacturing Engineering or a closely related field

Preferred qualifications included:

- Experience in plastics and composites processing is highly desirable
- Two years of full-time relevant industrial engineering experience
- A record of scholarly/creative activities appropriate to the field
- Excellent communication and presentation skills, written and oral

Thirty-seven (37) individuals applied for this position including: Seven (7) White males; One (1) Black male; One (1) Hispanic male; Seventeen (17) Other males; Two (2) Other females; and Nine (9) Unknown/unknowns.

The following Thirty (30) applicants were determined to be not qualified: Six (6) White males; One (1) Black male; Thirteen (13) Other males; One (1) Other female; and Nine (9) Unknown/unknowns.

The seven (7) applicants that were found to be minimally qualified were also listed as finalists. Seven (7) applicants were determined to be qualified and considered finalists, including: One (1) White male; One (1) Hispanic male; Four (4) Other males; and One (1) Other female.

A White male was hired for this position.

The **selected White male** candidate exhibited exceptional oral and teaching skills in his interview and teaching demonstration. He connected well with the students, who liked his dynamic and engaging delivery and his use of real life examples and models. The students liked the dynamic simulation he conducted using his own computer program, as well as his problem solving techniques. Student feedback was overwhelmingly positive, and they expressed their preference for his engaging delivery and student-focused teaching style. He has over a year and half of full-time teaching experience, including running lecture/lab courses, as well as part-time teaching experience. He has experience working with students on co-curricular activities. This candidate also has industry experience.

- The **non-selected Hispanic male** candidate demonstrated oral and written skills through his written materials and during his interview. He had excellent knowledge of a wide array of manufacturing automation, robotics, industrial control and assembly. In their feedback to his teaching demonstration, the students stated that his presentation was interesting; however, some students reported feeling lost at times and not as engaged as they did with the selected candidate. He has three semesters of full-time teaching experience, as well as part-time teaching experience. This candidate also had industry experience.
- The **non-selected Other female** candidate did not demonstrate manufacturing knowledge in her written application material, or during the on-campus interview process. The candidate has limited or no knowledge about most of the machine tools and manufacturing processes. Her teaching demonstration was laden with mistakes and her teaching style was described by students to be uninspiring. She answered several audience questions incorrectly and was unable to rethink or reconsider her answers.

10. ASSISTANT PROFESSOR – ENGINEERING (C11-051)

Selection: **One (1) White Male**

The University conducted a search to recruit for this Assistant Professor in Engineering. Advertisements and/or announcements were placed in the *Chronicle of Higher Ed*; *Mechanical Engineering Magazine*; engineering.academickeys.com and the *Society of Manufacturing Engineers Magazine*.

Required qualifications included:

- B.S. in Mechanical or Manufacturing Engineering or
- Ph.D. in Mechanical or Manufacturing Engineering or a closely related field
- Two years of full-time relevant industrial engineering experience
- A record of scholarly/creative activities appropriate to the field
- Excellent communication and presentation skills, written and oral

Preferred qualifications included:

- Demonstrated experience of outstanding teaching, advising, service and scholarly activities
Experience in: developing and/or maintaining laboratories; working in the industry; assisting undergraduate/ graduate students with applied research
- Interdisciplinary or multidisciplinary engineering expertise
- Teaching experience in ABET accredited Mechanical and/or Manufacturing engineering or engineering technology programs

Sixty-three (63) individuals applied for this position including: Eighteen (18) White males; Five (5) White females; Three (3) Black males; One (1) Black female; Twenty-five (25) Other males; Three (3) Other females; Four (4) Unknown males; and Four (4) Unknown/unknowns.

The following Forty-six (46) applicants were determined to be not qualified: Twelve (12) White males; Four (4) White females; Two (2) Black males; One (1) Black female; Twenty (20) Other males; One (1) Other female; Four (4) Unknown males; and Two (2) Unknown/unknown.

Ten (10) applicants were found to be minimally qualified: Three (3) White males; Four (4) Other males; Two (2) Other females; and one (1) Unknown/unknown. The minimally qualified candidates met all the required qualifications but only one of the preferred qualifications.

Seven (7) applicants were determined to be qualified, including: Three (3) White males; One (1) White female; One (1) Black male; One (1) Other male; and One (1) Unknown/Unknown.

A White male was hired for this position.

- The **selected White male** candidate demonstrated excellent teaching skills, exceptional analytical and computational skills, and practical background in the fields of heat transfer and fluid mechanics and their applications to various engineering fields. His hands-on experience in fluid mechanics, heat transfer, laser diagnostics, and other related areas bring practical experience to the classroom. He also demonstrated exceptional oral and written communication, as well as leadership in the engineering profession and on various university committees. This candidate has an outstanding publication record and extensive national and international industry experience, and he filled the department's need in the area of non-destructive testing.
- The **non-selected Black male** candidate's industry experience is limited to software development, and he requested an Associate Professor rank upon entry. He was telephone interviewed but not invited for an on-campus interview.
- The **non-selected Unknown/Unknown** demonstrated good teaching ability and an excellent knowledge in the heat transfer and related industrial applications, particularly in such fields as

HVAC systems and the automotive industry. He also demonstrated good oral and written communication skills. He has five U.S. and EU patents in thermo-fluid science-related areas.

11. ASSISTANT PROFESSOR – PHYSICAL EDUCATION & HUMAN PERFORMANCE (C11-071)

Selection: **One (1) White Male**

The University conducted a search to recruit for this Assistant/Associate Professor in Criminology/Criminal Justice. Advertisements and/or announcements were placed in the *Chronicle of Higher Education*.

Required qualifications included:

- Doctoral degree in Exercise Science and appropriate professional experience, creative activity or research
- Minimum one year college teaching experience

Preferred qualifications included:

- ACSM Health Fitness Specialist Certified and/or
- NSCA Certified and Conditioning Specialist Certified

Thirteen (13) individuals applied for this position including: Six (6) White males; Three (3) White females; Two (2) Hispanic males; One (1) Hispanic female; and One (1) Other male.

The following Eight (8) applicants were determined to be not qualified: Three (3) White males; Two (2) White females; Two (2) Hispanic males; and One (1) Other male.

Three (3) applicants were found to be minimally qualified: Two (2) White males and One (1) Hispanic female. The minimally qualified candidates met all the required qualifications but not the preferred; they also lacked experience teaching relevant courses.

Two (2) applicants were determined to be qualified and considered finalists, including: One (1) White male and One (1) White female.

One White male was hired for this position.

- The **selected White male** met both the required and preferred qualifications, including teaching relevant courses for this position. He has successfully developed and previously taught a four-credit anatomy and physiology course that includes state of the art technology with interactive anatomy/physiology computer software for the laboratory sections.

There were no goal candidates in the finalist pool.

12. HEAD WOMEN'S LACROSSE – ATHLETICS (C12-001)

Selection: **One (1) White Female**

The University conducted a search to recruit for this Head Women's Lacrosse Coach II in Athletics. Advertisements and/or announcements were placed on NCAA Online and Intercollegiate Women's Lacrosse Coaches Association.

Required qualifications included:

- Bachelor's degree
- Previous coaching experience in the sport of women's lacrosse

Preferred qualifications included:

- Master's Degree
- Head coaching experience and experience in Division I as a coach or student athlete

Twenty-One (21) individuals applied for this position including: Eight (8) White females; Eleven (11) Unknown females; and Two (2) Unknown/unknowns.

The following Nine (9) applicants were determined to be not qualified: Four (4) White females and Five (5) Unknown females.

Seven (7) applicants were found to be minimally qualified: One (1) White female and Six (6) Unknown females. All the minimally qualified candidates lacked coaching experience in Division I or II.

Five (5) applicants were determined to be qualified, including: Three (3) White females and Two (2) Unknown/unknowns.

One White female was hired for this position.

- The **selected White female** has an impressive Division 1 background as a player and coach. She presented an organized plan for the CCSU Women's Lacrosse program. She understood the importance of developing well-rounded young women through hard work, discipline and positive reinforcement. She has a solid recruiting background and many coaching contacts in both club and high school lacrosse. The selected White female candidate is familiar with the Northeast conference. She also has experience in fundraising and community outreach.
- The **first non-selected Unknown/unknown** candidate had an extensive coaching background at the high school and prep school levels. She is well connected at the New England lacrosse level. She displayed an excellent knowledge of game strategies and situational coaching experiences; however, she presented very little recruiting experience. She articulated a plan for the future of CCSU lacrosse; however, her limited experience at the collegiate level would be a tremendous learning curve for her. The search committee determined that this would hinder her success in the position.
- The **second non-selected Unknown/unknown** candidate withdrew her application.

13. HEAD MEN'S AND WOMEN'S CROSS COUNTRY/TRACK COACH II- ATHLETICS (C12-007)

Selection: **One (1) White Male as Coach II (Assistant Professor)**

The University conducted a search to recruit for this Head Men's & Women's Cross Country/Track Coach II in Athletics. There was an Internal posting in the Athletics Department.

Required qualifications included:

- Bachelor's degree
- Three years of appropriate coaching experience in respective sport

Preferred qualifications:

- Master's Degree
- Head coaching experience and experience in Division 1 as a coach or student-athlete

One (1) White male applied for this position.

The **selected White male** candidate met all the required and preferred qualifications. Additionally, his CCSU teams have won two Men's Cross Country Championships, and he has increased the number of finishes for the women's cross country and track and field programs. He has proven to be fiscally responsible, including successful fundraising and utilization of resources.

There were no goal candidates for this position.

14. ASSISTANT FOOTBALL COACH II – ATHLETICS (C12-003)

Selection: **One (1) White Male**

The University conducted a search to recruit for this Assistant Football Coach II in Athletics. There was an Internal posting in the Athletics Department.

Required qualifications included:

- Bachelor’s degree
- Three years of appropriate level coaching experience in the respective sport

Preferred qualifications included:

- Master’s Degree
- Previous coaching experience and/or experience as a collegiate student athlete

One (1) individual applied for this position. A White Male was selected for this position.

The **selected White male candidate** has over 15 years of experience as a Division 1 football coach. He has been a head coach at two universities, where he won a Division 1 National Championship, and he has coached 50 All-Americans and 84 different All-Conference players. He has coached every facet of the game and is considered an expert in the option run game, leading the country in rushing yardage several times. His strength in developing young student athletes and mentoring young coaches, along with his extensive fund raising experience will be a tremendous asset to the program.

There were no goal candidates in the applicant pool.

D. INSTRUCTOR

Short-Term

1 Black Female

Long-Term

1. The White female hire noted in the workforce, employment and utilization analysis was hired from the applicant pool from 2009; at that time this search was put on hold to refill.

E. Coach A

No goals were established for this category. The hires for these positions were special appointments.

PROFESSIONAL/NON-FACULTY

Short-Term

3 White Females

3 Black Females

1 Hispanic Female

2 Other Females

Long-Term

2 White Females

2 Black Females

1 Other Female

1. ASSISTANT DIRECTOR – FACILITIES SUPPORT SERVICES (C11-005)

Selection: **One (1) White Male (VanVoorhis)**

The University conducted a search to recruit for this Assistant Director of Facilities Support Services. Advertisements and/or announcements were placed on *Career Builder*; DAS Electronic posting; Department of Labor Job Bank; Permanent Commission on the Status of Women; the Professional Women in Construction (Hartford Chapter) and the National Property Management Association.

Required qualifications included:

- Bachelor’s degree in Business Administration

- Three years of managerial experience in a large facility with union employees and/or contracted employees
- Demonstrated knowledge and experience with construction coordination
- Experience working with state and private auditors

One Hundred twenty-one (121) individuals applied for this position including: Twenty-eight (28) White males; Eight (8) White females; Three (3) Black males; Four (4) Black females; Four (4) Hispanic females; Two (2) Other males; One (1) Unknown female; and Seventy-one (71) Unknown/unknowns.

The following One Hundred-four (104) applicants were determined to be not qualified: Seventeen (17) White males; Five (5) White females; Three (3) Black males; Three (3) Black Females; Three (3) Hispanic males; One (1) Other male; One (1) Unknown female; and Seventy-one (71) Unknown/unknowns.

The following Seven (7) were found to be minimally qualified: Five (5) White males; One (1) Hispanic male; and One (1) Black female. The minimally qualified Black female did not have experience establishing and administering privatization contracts for facilities services.

Ten (10) applicants were determined to be qualified and were considered finalists, including: Five (5) White males; Three (3) White females; and Two (2) Other males.

A White male was hired for this position.

The **selected White male** has a strong background in both facilities and project management, combined with hands-on management experience. He also has experience in warehousing, property control and asset management.

- The **first non-selected White female** candidate was primarily experienced in project management, with little construction experience. She also had limited experience with asset inventory.
- The **second non-selected White female** candidate was experienced in project management; however she possessed limited experience in asset inventory and property control. She also had limited managerial hands-on experience.
- The **third non-selected White female** candidate had a strong background in facilities management, with hands-on management experience. The candidate possessed a background in custodial services. However, the candidate lacked experience in construction coordination, project management, warehousing operations and equipment distribution.

2. BUSINESS DEVELOPMENT ADVISOR (2) – SMALL BUSINESS DEVELOPMENT CENTER (C11-008)

Selection: **One (1) White Male and One (1) Black Female**

The University conducted a search to recruit for these two Business Development Advisors in the Small Business Development Center. Advertisements and/or announcements were placed on in the *New Haven Register*, the *Danbury News Times* and the *New Haven Business Journal*; the *Hartford Courant*, the *Hartford Business Journal*; SBDC Facebook; *SBDC Newsletter* (Constant Contact); Score Chapters (Hartford, Bridgeport, Norwalk and New Haven regions) and DAS Electronic posting.

Required qualifications included:

- Bachelor's degree in Business, Education, Marketing, Management or Technology
- Five to eight years of entrepreneurial, financial, industrial or technical sales and management teaching or counseling experience
- Ability to: provide in-depth technical advice related to specific industry/business needs; conduct and plan training programs and marketing seminars; work flexible hours and travel.

- Working knowledge of Microsoft software, budgeting and strategic planning, international business, small business management and community action groups and information systems.

Preferred qualifications:

- Master's degree

Thirty-eight (38) individuals applied for this position including: Eighteen (18) White males; Six (6) White females; Two (2) Black males; Five (5) Black females; One (1) Hispanic male; Two (2) Hispanic females; One (1) Unknown female; and Three (3) Unknown/unknowns.

The following Twelve (12) applicants were determined to be not qualified: One (1) White male; Three (3) White females; Two (2) Black males; One (1) Black female; One (1) Hispanic female; One (1) Unknown female; and Three (3) Unknown/unknowns.

The following four (4) applicants were determined to be minimally qualified: Four (4) White males. The minimally qualified candidates lacked experience providing in-depth technical advice related to business needs and lacked entrepreneurial teaching and counseling experience.

Twenty-two (22) applicants were determined to be qualified and were interviewed for the positions, including: Thirteen (13) White males; Three (3) White females; Four (4) Black females; One (1) Hispanic male; and One (1) Hispanic female.

A White male and a Black female were hired for these two positions. The Black female hire met an affirmative action goal for the university; the White male did not meet goal.

- The **selected White male** is an entrepreneur who has developed successful business ventures and thrives in environment that demands the ability to multitask. He is methodical, organized and logical in his counseling approach. Having operated a profitable start up, he has the skills to move an idea forward in a sequential, manageable manner.
- The following **non-selected** candidates withdrew their applications for the position: The first Black female candidate; two White female candidates; Hispanic female candidate. The Hispanic male candidate failed to respond to a request for an interview.
- The **second non-selected Black female** candidate has demonstrated skills in building stakeholder/network relationships; however, she expressed a clear desire for administrative focus rather than counseling.
- The **third non-selected Black female** candidate's responses to questions regarding counseling experience and cultivating stake holder relationships were extremely brief, and she acknowledged her limited experience in the area. While she has experience as a college-level math lecturer, she does not have experience presenting content within a small business development arena. Her depth of business discipline knowledge and experience was also limited.
- The **third White female** candidate was hired for another position within the same unit.

3. BUSINESS DEVELOPMENT ADVISOR (2) – SMALL BUSINESS DEVELOPMENT CENTER (C11-009)

Selection: **One (1) White Male and One (1) White Female**

The University conducted a search to recruit for these two Business Development Advisors in the Small Business Development Center. Advertisements and/or announcements were placed in the *New Haven Register*; the *Danbury News Times*; the *New Haven Business Journal*; the *Hartford Courant* the *Hartford Business Journal*; SBDC Facebook; SBDC Newsletter (Constant Contact); Score Chapters (Hartford, Bridgeport, Norwalk and New Haven regions) and DAS Electronic posting.

Required qualifications included:

- Bachelor's degree in Business, Education, Marketing, Management or Technology
- Five to eight years of entrepreneurial, financial, industrial or technical sales and management teaching or counseling experience
- Ability to: provide in-depth technical advice relating to specific industry/business needs; conduct and plan training programs and marketing seminars; work flexible hours and travel
- Working knowledge of Microsoft software, budgeting and strategic planning, international business experience, small business management and community action groups and information systems.

Preferred qualifications:

- Master's degree

Twenty-three (23) individuals applied for this position including: Eleven (11) White males; Five (5) White females; One (1) Black male; One (1) Black female; One (1) Hispanic female; One (1) Other female; One (1) Unknown female; and Two (2) Unknown/unknowns.

The following Eight (8) applicants were determined to be not qualified: One (1) White male; Three (3) White females; One (1) Black male; One (1) Other female; One (1) Unknown female; and One (1) Unknown/unknown. These candidates did not meet the required qualifications.

Four (4) candidates were determined to be minimally qualified: Three (3) White males and One (1) Unknown/unknown. The minimally qualified Unknown/Unknown met the required qualifications but lacked the small business counseling experience.

Eleven (11) applicants were determined to be qualified and considered finalists, including: Seven (7) White males; Two (2) White females; One (1) Black female; and One (1) Hispanic female.

A White male and a White female were hired for these two positions. The White female hire met an affirmative action goal for the university.

- The **selected White male** has over 30 years work experience in management and project financing, and seven years of teaching experience in financial management disciplines. He possesses relevant and strong financial management and analysis expertise. His financial knowledge and experience will directly benefit clients in preparing to access capital, and he regularly uses projections to determine profitable and feasible growth strategies.
- The **selected White female** possesses strong classroom/theoretical knowledge with financial acumen focused on managing systems and creating spreadsheets. She has counseling as well as teaching skills, and she displays a high level of proficiency with advanced Microsoft Office applications (Excel being a strength area). She is very detail-oriented and considered a solid technician, and she is capable of effectively guiding a client through the business development process.
- The **non-selected White female** candidate lacked experience in delivering technical assistance to small business owners. She had a solid foundation in partner development; yet she would require substantial training to provide quality counseling to clients.
- The **non-selected Black female** candidate demonstrated skills in building stakeholder/network relationships; however, she expressed a clear desire for an administrative focus rather than business development.
- The **non-selected Hispanic female** candidate withdrew her application from consideration.

4. COLLEGE HEALTH NURSE – HEALTH SERVICES (C11-016)

Selection: **One (1) White Female**

This hire meets the affirmative goal for the university.

5. SITE COORDINATOR – PRE-COLLEGIATE & ACCESS SERVICES (C11-024)

Selection: **One (1) Hispanic Female**

This hire meets the affirmative action goal for the university.

6. TRAINEE 1 - INSTITUTE FOR MUNICIPAL & REGIONAL POLICY (C11-068)

Selection: **One (1) Black Male**

The University conducted a search to recruit for this Trainee 1 position in the Institute for Municipal & Regional Policy. Advertisements and/or announcements were placed on *Career Builder*.

Required qualifications included:

- Bachelor's degree
- Six months experience in grant and contract administration
- Strong oral and written communication skills
- Experience using standard business

Forty-six (46) individuals applied for this position including: Fourteen (14) White males; Fourteen (14) White females; Two (2) Black males; Four (4) Black females; One (1) Hispanic male; One (1) Hispanic female; Two (2) Other males; One (1) Other female; One (1) Unknown female; and Six (6) Unknown/unknowns.

Twenty-eight (28) applicants were found to be not qualified: Ten (10) White males; Seven (7) White females; One (1) Black male; Two (2) Black females; Two (2) Other males; One (1) Unknown female; and Five (5) Unknown/unknowns.

Eleven (11) applicants were found to be minimally qualified: Three (3) White males; Six (6) White females; One (1) Hispanic male; and One (1) Other female. The minimally qualified applicants had limited grant management and/or financial/contract experience.

Seven (7) applicants were determined to be qualified and considered finalists, including: One (1) White male; One (1) White female; One (1) Black male; Two (2) Black females; One (1) Hispanic female; and One (1) Unknown/unknown.

A Black male was hired for this position.

- The **selected Black male** candidate worked as a temporary employee for the CCSU grant office, where he managed grants and contracts, and became familiar with fiscal programs such as Gelco (travel software), Hyperion, Banner and Excel. This candidate has excellent attention to detail, which is an asset to an office subject to state auditing procedures.
- The **non-selected White female** candidate was telephone interviewed but was not extended an invitation for an on-campus interview. She had accounting and policy and planning experience; however she had no grant or contract experience.
- The **first non-selected Black female** candidate was invited for both telephone and on-campus interviews. She had grant management, educational and administrative experience, as well as a basic understanding of software. However, most of her technical skills were self-taught, and much of her work experience was administrative in nature. During her interview she stated that

she doesn't care for meetings and prefers to work individually on projects. Periodic and impromptu briefings and detailed presentations are required for all office grants and contracts and this candidate did not demonstrate adequate experience or interest in this area during her interview.

- The second **non-selected Black female** candidate was telephone interviewed but was not extended an invitation for an on-campus interview. While she had eight years of state and federal work experience in program management, contracts and grants administration, and policy development, she had limited database experience, no indication of familiarity of standard reporting for contracts and grants, and no indication of knowledge of or willingness to produce ad hoc reports for the office.
- The **non-selected Hispanic female** candidate assisted with grants and contracts, had knowledge of university technology and programs and previous experience with Connecticut State University System; however she had no financial management experience and insufficient experience managing budgets.
- The **non-selected Unknown/unknown** had experience in accounting, grants and contracts, and database creation/management.

7. ASSISTANT TO THE DIRECTOR/HALL DIRECTOR (3) – RESIDENCE LIFE (C11-082)

Selection: **Two (2) White females**

These two hires met three of the University's affirmative action goals. A Black female was offered the third position but she withdrew and the position was not filled. Initially one of these hires had disclosed her race; however when hired, the Unknown female identified herself as White female. She is included in the White Female count in the Workforce Analysis and Employment Process Analysis.

8. ADMINISTRATIVE SUPPORT COORDINATOR–ENGLISH (C12-009)

Selection: **One (1) White Female**

This hire meets an affirmative action goal for the University.

9. INTERNATIONAL EDUCATION COORDINATOR – CENTER FOR INTERNATIONAL ED. (C12-010)

Selection: **One (1) White Female**

The University conducted a search to recruit for this position in the Center for International Education. Advertisements and/or announcements were placed in the *Chronicle of Higher Ed*; *HigherEdJobs.com*; *NAFSA Association of Int'l Educators listserv*; *Int'l Forum listserv*; *American Association of Blacks in Higher Education*; *Hispanics in Higher Education*.

Required qualifications included:

- Bachelor degree
- Three years experience administering international student mobility/study abroad programs
- Significant international experience in studying and working abroad
- Demonstrated knowledge of foreign cultures and multicultural values
- Ability to use a variety of data bases, desktop publishing and enterprise management software such as Banner
- Experience travelling nationally and internationally
- Demonstrated excellent organizational and communication skills required

Preferred qualifications:

- Master’s Degree

One Hundred Ninety-two (192) individuals applied for this position including: Thirty-one (31) White males; Eighty-eight (88) White females; Six (6) Black males; Nine (9) Black females; Five (5) Hispanic males; Ten (10) Hispanic females; Six (6) Other males; Seventeen (17) Other females; Three (3) Unknown males; Fourteen (14) unknown females; and Three (3) Unknown/unknowns.

One hundred eighty-one (181) were determined to be not qualified: Twenty-nine (29) White males; Eighty-three (83) White females; six (6) Black males; Nine (9) Black females; Five (5) Hispanic males; Nine (9) Hispanic females; Six (6) Other males; Seventeen (17) Other females; Two (2) Unknown males; Twelve (12) Unknown females; and Three (3) Unknown/unknowns. These candidates did not meet the required qualifications.

Eleven (11) applicants were determined to be qualified and considered finalists including: Two (2) White males; Five (5) White females; One (1) Hispanic female; One (1) Unknown male; and Two (2) Unknown females. A White female was hired for this position.

A White female was hired for the position. The White female goals have been attained.

- The **selected White Female** has a Master’s degree, relevant work experience and is fluent in the language of the field. She gave a clear vision of how the incumbent in the position would be most effective in increasing the number of CCSU students who have an international experience, and demonstrated a clear understanding of the broader scope of the university. She has over four years of work experience providing services to international students and has chaperoned faculty-led programs to Austria, Germany and the UK, and represented CCSU at partner institutions in Japan and Korea. As an undergraduate student, she did her overseas study in France and later worked for two years as an English teacher there. Her references reported that she has excellent customer services including cross-cultural communications skills and superior ability to use a variety of data bases including Banner.
- The first **non-selected Unknown/female** has a M.A. in International Education. The candidate has strengths in program management, student advising and exchange services. During the on-campus interview she presented new ideas and interesting questions. This candidate does not have direct study abroad marketing experience.
- The second **non-selected Unknown/female** is a candidate for a M.A. in Social Anthropology. The candidate has studied abroad in both Spain and France. She has university student-tracking database and SAGE computer skills. During the phone interview her responses were vague, lacked depth and were not specific. She was not invited for an on-campus interview.

10. GRAPHIC DESIGNER – MARKETING AND COMMUNICATIONS (C12-014)

Selection: **One (1) White Female**

The University conducted a search to recruit for this Graphic Designer position in Marketing and Communications. Advertisements and/or announcements were placed in *CT Art Directors Club; Council for Advancement and Support of Education; New England Association of Collegiate Registrars and Admissions Officers and New England Association of College Admission Counseling.*

Required qualifications included:

- Bachelor’s degree in Art or Graphic Design
- Three years professional design experience
- Strong design, technology and communication skills
- Advanced experience using Adobe Creative Suite Software and QuarkXpress

Preferred qualifications:

- Four or more years of professional design experience
- Design experience in a college or university setting
- Demonstrated experience of a strong commitment to customer service and teamwork

Two-Hundred-thirty (230) individuals applied for this position including: Eighty-two (82) White males; One Hundred-thirteen (113) White females; Five (5) Black males; Two (2) Black females; Five (5) Hispanic males; Two (2) Hispanic females; Three (3) Other males; Two (2) Unknown males; Three (3) Unknown females; Seven (7) Unknown females; and Six (6) Unknown/unknowns.

One Hundred forty-five (145) applicants were found to be unqualified: Fifty-four (54) White males; Sixty-nine (69) White females; Three (3) Black males; One (1) Black female; Three (3) Hispanic males; One (1) Hispanic female; Three (3) Other males; Two (2) Other females; One (1) Unknown male; Four (4) Unknown females; and Four (4) Unknown/unknowns.

Seventy-two (72) applicants were found to be minimally qualified: Twenty-six (26) White males; Thirty-six (36) White females; Two (2) Black males; Two (2) Hispanic males; One (1) Hispanic female; One (1) Unknown male; Two (2) Unknown females; and Two (2) Unknown/unknowns. The minimally qualified candidates did not have (or did not mention) design experience in a college or university setting.

Thirteen (13) applicants were determined to be qualified, including: Two (2) White males; Eight (8) White females; One (1) Black female; One (1) Other female; and One (1) Unknown female.

A White female was hired for this position. The goals for White females have been met.

- The **selected White female** candidate's portfolio showed a breadth of experience with many different types of clients. She previously worked as a University Assistant for the CCSU Marketing and Communications department and is familiar with the needs of the department and University. She conveyed to the committee that she is interested in taking charge of the design elements of the University to advance marketing and fundraising efforts. She presently works project by project and demonstrates an interest in taking a more global and comprehensive approach to university communication. Her experience in print, electronic and web design, as well as her experience with an ad agency, gives her a background in marketing and advertising.
- The **non-selected Black female** did not demonstrate high end technical competency and experience. Her current work involved management of projects more so than design.
- The **non-selected Other female** did not mention any experience managing specific projects in a higher education environment. Additionally, she either did not understand or simply did not provide appropriate answers for three of the interview questions.
- The **non-selected Unknown female** withdrew her application.

11. ASST DIRECTOR/RECRUITMENT & ADMISSIONS – RECRUITMENT & ADMISSIONS (C12-017)

Selection: **One (1) Hispanic Male**

The University conducted a search to recruit for this Assistant Director position in Recruitment and Admissions. Advertisements and/or announcements were placed in *Diverse Issues in Higher Education (Web)*; *NACAC (Web)* and *Neacac (Web)*.

Required qualifications included:

- Bachelor's degree
- Proficiency in MS Office

- Valid driver's license
- Strong communication (interpersonal, oral and written) skills

Preferred qualifications:

- Master's Degree in Counseling or related field
- Undergraduate admissions experience
- Bilingual (English-Spanish)
- Experience with minority recruitment
- Knowledge of SCT Banner

One Hundred-forty-one (141) individuals applied for this position including: Twenty (20) White males; Sixty-one (61) White females; Ten (10) Black males; Thirteen (13) Black females; seven (7) Hispanic males; fifteen (15) Hispanic females; Two (2) Other males; Two (2) Other females; One (1) Unknown male; Five (5) Unknown females; and Five (5) Unknown/unknowns.

Seventy-six (76) applicants were found to be not qualified: Fifteen (15) White males; Thirty-three (33) White females; Three (3) Black males; Ten (10) Black females; Three (3) Hispanic males; Seven (7) Hispanic females; One (1) Other male; Two (2) Unknown females; and Two (2) Unknown/unknowns.

Thirteen (13) applicants were found to be minimally qualified: Seven (7) White females; Two (2) Black males; One (1) Black female; One (1) Hispanic male; One (1) Other female; and One (1) Unknown female. The minimally qualified candidates met all the required qualifications but did not meet any of the preferred qualifications.

Forty-one (41) applicants were found to be qualified and determined to be semi-finalists: Three (3) White males; Twenty-one (21) White females; Five (5) Black males; Two (2) Black females; Two (2) Hispanic males; One (1) Hispanic female; One (1) Other male; One (1) Other female; One (1) Unknown male; Two (2) Unknown females; and Two (2) Unknown/unknowns. The semi-finalists met all the required qualifications and one/two preferred qualifications, excluding bilingual skills.

Because of the university need for bilingual employees in the Admissions Office, the bilingual skills were given more weight. Eleven (11) applicants were determined to be finalists, including: Two (2) White males; One (1) Hispanic male; Seven (7) Hispanic females; and One (1) Unknown/unknown.

A Hispanic male was hired for this position. The goal for Hispanic female was achieved.

- The **selected Hispanic male** candidate has experience working with diverse populations at both the community college and university level, and he understands the needs of these groups. He demonstrated a strong working knowledge of the admissions process and is bilingual. He clearly displayed familiarity with recruitment, bridge programs, scholarship programming and other opportunities engaging and working with the community in his resume and interview. Most students of diverse backgrounds are enrolled at community colleges and his experience at this type of institution is a tremendous asset. He provided evidence of experience in fiscal management, grants and scholarships, and he had experience with Banner.
- The **non-selected Unknown/unknown** candidate had a strong knowledge of admissions process; however he did not display strong working knowledge of the needs of first generation college students in his interview. He also neglected to fully answer some interview questions, and he was not fluent in Spanish. This candidate was not invited for on-campus interview.

While this hire did not meet the University's affirmative action goal, it did meet the goal of diversifying the Admissions Office to connect with diverse student populations—especially with Black and Hispanic males.

12. PROGRAMMER SPECIALIST – ADMINISTRATIVE TECHNOLOGY SERVICES

C12-019

Selection: **One (1) White Male**

The University conducted a search to recruit for this Programmer Specialist in Administrative Technology Services. Advertisements and/or announcements were placed in the *Chronicle of Higher Education* and *Higheredjobs.com*.

Required qualifications included:

- Bachelor's degree in computer science or related area
- Four or more years professional experience in applications programming with a demonstrated knowledge of SunGard's Banner ERP, Linux/Unix, SQL, Oracle, PL/SQL, C, VB.NET and ASP.NET
- Strong written and oral communication skills

Twelve (12) individuals applied for this position including: Seven (7) White males; One (1) Hispanic male; One (1) Other male; One (1) Other female; and Two (2) Unknown/unknowns.

Seven (7) applicants were found to be not qualified: Four (4) White males; One (1) Hispanic male; One (1) Other male; and One (1) Other female.

Five (5) applicants were determined to be qualified, including: Three (3) White males; and Two (2) Unknown/unknowns.

A White male was hired for this position.

The **selected White male** candidate is a rare individual whose experience seems to cover all aspects of information technology. Also a former CCSU IT employee, he possesses a great deal of institutional knowledge and has current knowledge of IT trends. He already has some of the skills that will be required in the next version of Banner (student information system). Although the focus of this position is related to programming, his knowledge and understanding of hardware and networks will enable him to work with the technical side of the department.

- The first **Unknown/unknown** candidate appeared to be bright and adaptable to various technologies. She was not able to demonstrate her knowledge of solving IT problems and dealing unexpected computer issues. Creative problem solving beyond the reliance of documentation is critical for this position. The incumbent must be able to articulate solutions that do not follow a set of prescribed steps. The **second Unknown/unknown** candidate withdrew his application from consideration.

13. Connecticut State University (CSU) Administrative Assistant

Selection: **One (1) Black Female and One (1) White Female**

The Connecticut State University system exercised its right to transfer these employees whose jobs were to be eliminated as a result of the merger with the Community College System and the CSU system to Central Connecticut State University. They met the qualifications for the positions and were interviewed by the respective CCSU hiring managers and they offered the positions.

The Black female hire meets an affirmative action goal for the university; the goals for White females have been met.

SECRETARIAL/CLERICAL (EE04)

SECRETARIAL CLERICAL (EXCLUDING ADMINISTRATIVE ASSISTANT and SECRETARY 2)

Short-Term

2 White Males
1 Other Male
1 Other Female

Long-Term

3 White Males

No hires were made in this category.

SECRETARIAL CLERICAL/ADMINISTRATIVE ASSISTANT

Short-Term

1 Black Female
1 Hispanic Female
1 Other Female

Long-Term

No hires were made in this category.

SECRETARIAL CLERICAL/SECRETARY 2

Short-Term

1 White Female
1 Black Male

Long-Term

1 White Female

1. Secretary 2—Marketing and Communications (C12-002)

Selection: **One (1) White Female**

This hire meets an affirmation action goal for the university.

2. Secretary 2 (no search)

Selection: **Two (2) White Females**

Two White females were hired from the Department of Administrative Services (DAS). Both of these candidates were hired from the SEBAC re-employment list. No recruitment efforts were conducted because of their collective bargaining rights to these positions.

One (1) White Female met an affirmative action goal for the university. The White female goals have been achieved.

TECHNICAL PARAPROFESSIONAL (EE05)

Short-Term

1 Black Male
1 Black Female
1 Hispanic Female

Long-Term

1 Black Female
1 Hispanic Female

No hires were made in this category.

SKILLED CRAFTS

Short-Term

1 Black Male
 1 Hispanic Male
 1 Other Male

Long-Term

1 Hispanic Male

No hires were made in this category.

SERVICE MAINTENANCE (EXCLUDING CUSTODIANS and PROTECTIVE SERVICES)**Short-Term**

2 White Females
 2 Black Males
 1 Black Female
 2 Hispanic Males
 2 Hispanic Females
 1 Other Female

Long-Term

3 White Females

 2 Hispanic Males
 2 Hispanic Females

- **STOREKEEPER ASSISTANT C11-069**

Selection: **One (1) White Male**

The University conducted a statewide search to recruit for this Storekeeper Assistant position in Facilities Management. The position was posted on the DAS website and all potential candidates were subjected to DAS testing for certification as eligible candidates.

The minimum qualifications included:

- Some interpersonal, oral and written communication skills
- Ability to follow written and oral instructions and to keep simple records

The following One Hundred-thirty-five (135) applicants applied for this position including: Fifty-six (56) White males; Sixteen (16) White females; Twenty-seven (27) Black males; Five (5) Black females; Nineteen (19) Hispanic males; Four (4) Other males; Three (3) Other females; Three (3) Unknown males; One (1) Unknown female; and One (1) Unknown/unknown.

Seventy-five (75) applicants were determined to be not qualified: Twenty-nine (29) White males; Eleven (11) White females; Fourteen (14) Black males; Three (3) Black females; Eleven (11) Hispanic males; Two (2) Other males; One (1) Other female; Three (3) Unknown males; and One (1) Unknown female.

Forty (47) candidates were found to meet the minimum qualifications pursuant to the eligibility criteria set forth by DAS: Nineteen (19) White males; Five (5) White females; Ten (10) Black males; One (1) Black female; Seven (7) Hispanic males; Two (2) Other males; Two (2) Other females; and One (1) Unknown/unknown. The Unknown/unknown candidate did have experience either with Microsoft office or with inventory and accounting software database programs.

Thirteen (13) applicants were determined to be qualified, including: Eight (8) White males; Three (3) Black males; One (1) Black female; and One (1) Hispanic male.

A White male was hired for this position.

The **selected White male** has above average experience working with warehouse stocking and inventory equipment, including forklifts and scanning products. He has above average experience with Microsoft Office Word, Excel and Outlook, as well as with inventory and accounting software (including QuickBooks). This candidate had significant experience working independently for asset inventory.

- The **first non-selected Black male** had average experience working with warehouse inventory equipment, some experience with used Microsoft Office Word, Excel and Outlook, and above average experience working the Pevis inventory accounting software.
- The **second non-selected Black male** had average experience working in warehouse stocking and inventory equipment, above average experience working with such Microsoft products as Excel and PowerPoint, and above average experience working with inventory and accounting software.
- The **third non-selected Black male** had average experience working in warehouse stocking, above average experience with Microsoft products, and experience utilizing Excel as an inventory control database to keep stock up to date in a lumber store.
- The **non-selected Black female** candidate had below average experience working with inventory and accounting software, average experience with Microsoft Excel and Word documents, and average experience with warehouse stocking inventory equipment.
- The **non-selected Hispanic male** had average experience working with warehouse stocking and inventory equipment, average experience with Microsoft Office Word, limited Excel experience, and above average experience with inventory and accounting software.

2. GENERAL TRADES WORKER C11-018

Selection: One (1) Black Female

This hire meets an affirmative action goal for the University.

SERVICE MAINTENANCE/PROTECTIVE SERVICES

Short-Term

2 White Males
1 White Female
1 Hispanic Female

Long-Term

3 White Males
1 White Female

No hires were made in this category.

SERVICE MAINTENANCE/CUSTODIANS

Short-Term

1 Black Female
2 Hispanic Males
1 Other Male

Long-Term

2 Hispanic Males

No hires were made in this category.

PROMOTION GOALS:

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

19 White Females

2 Other Males

There were ten (10) faculty members who applied for promotion to Professor: Seven (7) White males; Two (2) White females; and One (1) Hispanic male. Nine (9) applicants were recommended for promotions to Professor based on the evaluations of the DEC, the deans, the P&T, and the President. No goal candidates were 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 nine (9) promotions that occurred, the University achieved two (2) of the established promotional goals with the two (2) White females. While the Hispanic male who was promoted did not meet an affirmative action goal, the University met its goal to diversify the faculty in the rank of Professor.

No other goal candidates applied for promotion. Thus out of the nine (9) possible opportunities for goal achievement, the University achieved two (2).

From

6 WM Associate Professors

2 WF Associate Professors

1 HM Associate Professors

To

Professors

Professors

Professors

B. ASSOCIATE PROFESSOR

2 Black Females

3 Hispanic Females

3 Other Females

There were twenty (20) faculty members who applied for promotion to Associate Professor: Nine (9) White males; Eight (8) White females; Two (2) Hispanic males; and One (1) Other male. Thirteen (13) applicants were recommended for promotion to Associate Professor based on the evaluations of DEC, the deans, the P&T and the Provost: Seven (7) White males; Five (5) White females; and One (1) Hispanic male. Of the thirteen (13) promotions that occurred, the University did not achieve any affirmative action goals; however with the promotion of the Hispanic male it did achieve its goal of diversifying the faculty in the rank of Associate Professor.

No goal candidates applied for promotion.

From
7 WM Assistant Professors
5 WF Assistant Professors
1HM Assistant Professor

To
Associate Professors
Associate Professors
Associate Professor

C. ASSISTANT PROFESSOR

No promotional goals were established for this reporting period. No promotions occurred into this occupational category.

D. INSTRUCTOR

No promotional goals were established. One (1) White female applicant applied for promotion from Coach A to Instructor. The White female applicant was recommended for promotion to Instructor based on the evaluations of DEC, the deans, the P&T and the Provost. Promotions that occurred into this occupational category are listed below:

From
1 WF Coach A

To
Coach 1 (instructor)

PROFESSIONAL/NON-FACULTY (EEO3)

No promotional goals were established.

Promotion into the category listed below.

LIBRARIAN TECHNICIAN to ASSISTANT LIBRARIAN – ELIHU BURRITT LIBRARY (C12-020)

Selection: **One (1) White Female (Promotion)**

The University conducted a search to recruit for this Assistant Librarian position in the Elihu Burritt Library. Advertisements and/or announcements were placed in the *New Britain Herald*; CCSU website, DAS website; *CT Library Consortium*.

Required qualifications included:

- ALA accredited Master's degree or its equivalent
- Minimum two years experience in archival management and service
- Knowledge and experience with electronic information resources and comfortable with new information technologies
- Ability to speak, read and write Polish
- Teamwork, ability to work with others and students
- Equivalent combination of training and experience may be considered

Preferred qualifications:

- Certification in archival work
- Experience in writing grants
- An additional degree in a subject area

Ten (10) individuals applied for this position including: Nine (9) White females and One (1) Other male.

The following eight (8) applicants were determined to be not qualified: Seven (7) White females and One (1) Other male.

There were no minimally qualified applicants for this position.

Two (2) applicants were determined to be qualified and considered finalists: Two (2) White females.

A White female was hired for this position.

The **selected White Female** candidate met the required qualifications and has an advanced degree. Additionally, she has a solid record of fundraising activity and outreach to the local Polish community. She worked extensively with the Polish Studies Program at CCSU and with the Polish Embassy in Washington D.C., where she promoted CSU’s Polish Archives. She was also advisor to the Polish Institute of Arts and Sciences in New York City. Her presentation was well constructed and delivered with confidence. She has mastered the “Archivist Toolkit,” a software program that employs Encoded Archival Description to create finding aids.

There were no goal candidates for this position. The White female goals were previously achieved.

While this hire did not meet university affirmative action goals, it enhanced the goal to engage the local Polish community in university activities.

Promotions that occurred within this occupational category are listed below.

From	To
1 WM Assistant Director, Sports Info. (Admin 3)	Assistant Director/Athletics/Communication & Media Services
1 WM Assistant Athletic Director (Admin 4)	Associate Director of Athletics (Admin 5)
1 WM Associate Director (Admin 4)	Facilities Op Manager (Admin 5)
1 WF Assistant in Administration 2	Professional/Technical Associate
1 WF Assistant Director/Resident Hall Dir (Admin 2)	Assistant Director (Admin 3)
1 WF Assistant Librarian	Associate Librarian
1 BM Trainee (Admin 1)	IMRP Program Assistant (Admin 2)
1 BF Professional Development Specialist (Admin 1)	Degree Auditor (Admin 2)
1 BF Assistant in Human Resources	Associate in Diversity & Equity
1 HM Assistant Librarian	Associate Librarian

These employees were working at the higher classification level and met all the required qualifications for their respective positions.

SECRETARIAL CLERICAL (EEO 4)

SECRETARIAL CLERICAL (Excluding Administrative Assistant and Secretary 2)

No promotional goals were established. No promotions occurred within this category.

SECRETARIAL CLERICAL/ADMINISTRATIVE ASSISTANT

1 Black Female

No promotions occurred within this category.

SECRETARIAL CLERICAL/SECRETARY 2

No promotional goals were established. Promotions that occurred into this occupational category are listed below.

From	To
1 Secretary 1	Secretary 2

This posting was an internal transfer/promotional opportunity within the university. Five (5) White female internal candidates applied and were interviewed for this position. One (1) White female was selected. The **selected White female** possessed office and computer skills related to the new assignment.

TECHNICAL/PARAPROFESSIONAL (EEO5)

No promotional goals were established. No promotions occurred in this category.

SKILLED CRAFTS

No promotional goals established. Promotions that occurred within this occupational category are listed below:

From	To
2 WM General Trade Workers	Qualified Craft Workers

SERVICE MAINTENANCE (Excluding Custodians and Protective Services)

No promotional goals were established. No promotions occurred within this category.

SERVICE MAINTENANCE/PROTECTIVE SERVICES

No promotional goals were established. Promotions that occurred within this occupational category are listed below:

From	To
1 BM Police Officer	Detective

SERVICE MAINTENANCE/CUSTODIANS

No promotional goals were established.

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 2011-12 established goals. In addition, the University will continue to evaluate its comprehensive recruitment initiatives in light of the above stated program goal.

It is important to note that with the current economic downturn and circumstances, most of the Universities hiring activities were severely curtailed. Thus, many planned hiring and recruitment, which would have provided the University with the opportunity to meet its hiring/affirmative action goals, were not realized.

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 2011-2012 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.

In collaboration with the Office of Human Resources, the search process manual was updated and new advertising sources identified and a new process of doing search charges (search committee training) was developed.

Summary of Achievement of 2011-2012 Goals

1. Search Process

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 2012
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.
- Begin the development process for sexual harassment on-line training.

Completion Date: February 2012

Responsible Person: Chief Diversity Officer; Chief Human Resources Officer; Provost; Women’s Center Coordinator; Vice President of Student Affairs

3. Women’s Center Support Group

Increase the number of participants in the sexual violence support group.

Completion Date: February 2012

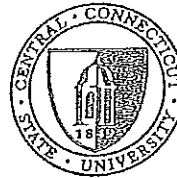
Responsible Person: Chief Diversity Officer; Hiring Authorities

Completion Date: February 2012

Responsible Person: Chief Diversity Officer; Vice President of Student Affairs; Chief Human Resources Officer and SART

Goal	Description of Goal	Progress towards Goal
Goal 1	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.	Goal met. Ongoing goal. Either the Chief Diversity Officer (CDO) and Associate to CDO have provided every search committee with the search charge as they begin the search process. The search charge provided information on the search process, equal opportunity principles and the affirmation action goal for that particular position.
Goal 2	<p>Training</p> <ul style="list-style-type: none"> • 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. • Begin the development process for sexual harassment on-line training. 	<p>Goal met.</p> <p>The university sponsored the first Disability Awareness Month Program with the purpose of providing information how best serve people with disabilities including psychiatric and learning disabilities, veterans, etc. Over 200 people attended these events.</p> <p>The Office of Diversity and Equity sponsored three sexual harassment sessions and one general diversity session focusing on diversity issues in the classroom.</p> <p>The Women Center sponsored a variety of programs dealing with issues affecting women.</p> <p>Several university departments sponsored a variety of programs during Hispanic Month, Black History Month, Bullying Awareness Month, Women History Month, etc.</p>

Goal	Description of Goal	Progress towards Goal
		The University has purchased an online sexual harassment training program that will be implemented on July 1, 2012.
Goal 3	<p><u>Women’s Center Support Group</u></p> <p>Increase the number of participants in the sexual violence support group.</p>	<p>Goal met.</p> <p>The center sponsored several support groups:</p> <p>Sexual Assault Victim’s/Survivor’s support was co-facilitated by the Women Center Coordinator and an advocate from the Connecticut Sexual Assault Services Crisis Services.</p> <p>Sister’s Support Group for African American Women – facilitated by the Women Center staff.</p> <p>Latina Support Group—facilitated by a counselor from the university’s Counseling and Wellness Office and the women center staff.</p> <p>Domestic Violence Support Group facilitated by the Women Center Staff.</p>
Goal 4	<p><u>Policy Development</u></p> <ul style="list-style-type: none"> • Continue to work with the Sexual Assault Response Team (SART) on the revision and expansion of the Sexual Assault Policy and Procedure. • Explore the development of a local consensual relationship policy. • Update the University’s Statement of Assurance. Review and possibly update the Sexual Harassment and Discrimination Complaint Procedure. 	<p>Goal met.</p> <ol style="list-style-type: none"> 1. Sexual Misconduct Policy and Protocol were developed. 2. Consensual relationship policy was developed. 3. Update the following policies and procedures: <ul style="list-style-type: none"> • Nondiscrimination policy (formerly the University’s Statement of Assurance) • Sexual harassment policy • Discrimination and harassment reporting procedures



Central Connecticut State University
Office of Diversity and Equity
Strategic Diversity Plan
2010-2015

Presented By:

Moises F. Salinas, Ph.D.
Chief Diversity Officer

OFFICE OF DIVERSITY AND EQUITY
STRATEGIC DIVERSITY PLAN

Introduction

In order to create a more diverse community, a welcoming climate, and strengthen our mission of developing multicultural competence, last year, the University created the position of Chief Diversity Officer (CDO). This position significantly expanded the role of the former Director of Multicultural Affairs. In addition to the old responsibilities of AA/EEO monitoring and compliance, the CDO is in charge of supporting initiatives that not only advance diversity at CCSU, but that promote multicultural competence & further the outcome of diversity education, essentially creating a paradigm shift in the function of the office of Diversity and Equity (ODE). The ODE became, thus, a “horizontal” division whose function effectively intersects with Human Resources, Administrative Affairs, Student Affairs, and Academic Affairs for its different tasks. Based on the recommendations from the reports by the Presidential Blue Ribbon Commission on Diversity (Attachment A) and the Faculty Senate Diversity Committee (Attachment B), the ODE began in 2008 the process of creating a comprehensive, long-term strategic plan to increase diversity, improve campus climate, and foster multicultural competency in our students through multicultural education and community engagement.

Mission Statement

The guiding principle of any strategic plan is the core mission and vision of the institution, and the departments within the institution charged with accomplishing that particular area of responsibility. In order to initiate the planning process, it was important to identify, within the mission of Central Connecticut State University, the elements related to diversity and equity. The CCSU mission statement reads:

Central Connecticut State University is a community of learners dedicated to teaching and to scholarship. We encourage the development and application of knowledge and ideas through research and *outreach activities*. *We prepare students to be thoughtful, responsible and successful citizens.*

Fulfilling the Mission

Central Connecticut State University is, above all else, about teaching students at the baccalaureate, master and doctoral levels consistent with our historical mission. Our research endeavors improve us as teachers and expose our students to methods of inquiry. *The public*

service expected of all members of our community benefits our society-local and global-and builds our sense of citizenship.

We value the development of knowledge and its application in an environment of intellectual integrity and *open discourse*. We expect that members of the university will engage in activities ranging from basic research and the creation of original works, to helping individuals and organizations achieve success in purely practical endeavors. All these activities enrich our community of learners.

As a public university, we receive support from the state of Connecticut. We have three designated Centers of Excellence and many nationally accredited programs. We take very seriously our commitment to provide access to higher education for all citizens in this state who can benefit from our offerings. Our high expectations for ourselves contribute to the fine quality and continuous improvement of our undergraduate and graduate programs. We believe that quality and access are compatible and simultaneously achievable; our objective is to provide the support needed for our students to reach their full potential.

We also believe that higher education should promote the personal and social growth of our students, as well as their intellectual achievement and professional competence. We provide various opportunities for students to engage in activities or to join organizations and clubs where they develop leadership and other social skills. *We foster a welcoming environment in which all members of our diverse community receive encouragement, feel safe, and acquire self-confidence.*

Vision

Central Connecticut State University aspires to:

- * be the premier public comprehensive university in Connecticut, with teaching as its primary focus, enhanced by the dynamic scholarship of its faculty;
- * be highly regarded by its many constituents;
- * be a significant resource contributing to the cultural and economic development of Connecticut;
- * be global in its perspective and outreach; and
- * be widely respected as a university dedicated to innovative, activity-based, life-long, and learner-centered higher education.

As highlighted in *Italics*, we can see that the mission and vision of CCSU relate to diversity and equity in many different areas such as: outreach and impact on the community, civic responsibility, openness to and support of diversity, cultural development, and learner-centered education.

Phase I: Assessment

The first step towards the development of the Diversity Strategic Plan taken during the 2008 Fall semester, was to develop a systemic needs assessment to guide the planning process. This needs assessment is based on the following components:

The CCSU Mission and Vision Statements

The Blue Ribbon Commission Report

The Faculty Senate Diversity Committee 2007-08 Report

The Faculty Senate Diversity Committee Spring 2008 "Conversations on Diversity"

A series of meetings the Chief Diversity Officer (CDO) had with diverse constituencies in order to discuss their concerns and recommendations, including:

Black Student Union

Latin American Student Organization

Latin American Association at Central

Africana Caucus

PRIDE

Committee on the Concerns of Women

Hillel-Jewish Student Organization

Mosaic Center Committee

Wombli Tokoda -- Native American Student Organization

Center for International Education

Faculty Senate Diversity Committee (FSDC)

In addition, with support from the Office of the President, a Race and Gender Equity study was commissioned and conducted by the Center for Public Policy and Social Research, Dr. Carolyn Fallahi, Principal Investigator.

Phase II: Diversity Task Forces

The needs assessment identified nine core areas of need, which were grouped into three general objectives as related to the Central Connecticut State University Strategic Plan, objectives 5.1 and 5.4. (Attachment C) These results were presented to the university in a Campus Diversity Meeting in February of 2009. At the meeting, President Miller charged nine Executive Task Groups, each one with the responsibility of addressing a specific area of need based on the three main general diversity goals:

1. To ensure equal rights and representation, that reflects the rich diversity of our state, of all these various groups as part of the student body, the faculty, the staff and the administration. The university will make every effort to:

- Improve faculty and staff recruitment
- Improve student recruitment
- Increase student retention and graduation

2. To foster a campus climate of tolerance and diversity that will be welcoming of all people regardless of race, ethnicity, religion, national origin, gender, sexual orientation or disability status. To achieve this climate, the university will:

- Improve student support mechanisms
- Create and support a systemic mechanism to plan, coordinate, carry out and disseminate culturally diverse activities
- Ensure that all faculty and staff are provided initial and refresher training, and follow guidelines regarding Sexual Harassment, Diversity, and Disability Services.

3. To educate our students, as integral part of the mission of this university, towards appreciation for diversity and “multicultural competence”—the skills and understanding necessary for students to succeed and, indeed, thrive in a culturally diverse nation and an increasingly interconnected, multicultural world. This will be achieved by:

- Developing a Diversity General Ed. requirement
- Implementing a “Diversity Across the Curriculum” initiative
- Strengthening community engagement and outreach initiatives in diverse communities around the state

Over 60 faculty, staff and students (Attachment D) participated in the task forces to help develop specific objectives and programmatic ideas in each of these 9 areas. Mrs. Robin McHaelen, executive director of True Colors, was hired as a consultant to help facilitate the process, and she had several meetings with each task force during the Spring 2009 semester.

Phase III: Goals and Activities

General Goal 1: To ensure equal rights and representation, that reflects the rich diversity of our state, of all these various groups as part of the student body, the faculty, the staff and the administration.

Specific Objective 1.1: Improve faculty recruitment and retention

	Baseline: Fall 2008		Current: Fall 2009		Goal** Fall 2015	
	N	Pct	N	Pct	N	Pct
Full-Time Faculty						
African American:	25	5.8%	27	6.2%	38	8.7%
Latino:	19	4.4%	20	4.6%	25	5.8%
Native American:	3	0.7%	3	0.7%	3	0.7%
Women:	180	41.5%	192	44.3%	223	51.5%
Total	434	100.0%	433	100.0%	433	100%
Part Time Faculty*						
African American:	23	4.9%	21	4.3%	40	8.7%
Latino:	4	0.9%	6	1.2%	27	5.8%
Native American:	0	0.0%	0	0.0%	3	0.7%
Women:	196	42.2%	200	40.7%	240	51.5%
Total	465	100.0%	491	100.0%	465	100%

* Race/ethnicity is unknown for 156 (31.8%) of part-time faculty in Fall 2009

** Based on 2009 CCSU Affirmative Action workforce utilization analysis

Data Source: CCSU Fact Book <http://www.ccsu.edu/page.cfm?p=4789>

Activities:

- Proactive effort to contact Historically Black Universities (HBU) and Hispanic Serving Institutions (HSI) to develop cooperative agreements regarding job announcements and recruitment
- More stringent monitoring of searches to make sure committees and departments are doing their best good faith effort to recruit and hire goal candidates
- Each search will be required to contact minority and women based associations and groups on their respective fields
- Institute a reporting mechanism in which each year departments will get a breakdown of part-time faculty by race/ethnicity and gender
- Create an effective faculty mentorship program through the MRRC

Responsibility:

Each search committee will be required to take proactive measures
Office of Diversity and Equity Primary responsibility for monitoring

Oversight:

Chief Diversity Office – Primary oversight
Chief Human Resources Officer – Secondary oversight

Budgetary Impact Per Year Per Year

One part time student worker at the ODE for support	\$5,700
Total:	\$5,700

Specific Objective 1.2: Improve Student Recruitment such that the student body reflects the diversity of the community from which the university draws its stakeholders

Undergraduate Applications, Admissions and New Enrollments

	Baseline:		Current:		Goal:	
	Fall 2008		Fall 2009		Fall 2014**	
	N	Pct	N	Pct	N	Pct
Applications						
African American:	1,015	11.8%	1,273	13.6%	1400	14%
Latino:	784	9.1%	719	7.7%	1340	13.4%
Native American:	32	0.4%	67	0.7%	70	0.7%
Women:	4,294	50.0%	4,961	53.0%	5300	53.0%
Total	8,582	100.0%	9,354	100.0%	10000	100%
Admissions	N	Pct	N	Pct	N	Pct
African American:	393	7.0%	456	8.2%	700	12.5%
Latino:	406	7.3%	364	6.5%	670	12%
Native American:	16	0.3%	31	0.6%	35	0.6%
Women:	2,740	49.1%	2,917	52.1%	2900	52%
Total	5,578	100.0%	5,594	100.0%	5600	100%
New Enrollments	N	Pct	N	Pct	N	Pct
African American:	201	7.6%	224	8.9%	280	11.2%
Latino:	224	8.5%	199	7.9%	268	10.7%
Native American:	7	0.3%	15	0.6%	15	0.6%
Women:	1,253	47.4%	1,280	50.7%	1300	52%
Total	2,642	100.0%	2,526	100.0%	2500	100%

• Note that students may update race/ethnicity upon matriculation

** Based on percentage of college eligible graduates in Central CT school districts

Data Source: CCSU Fact Book <http://www.ccsu.edu/page.cfm?p=4785>

Activities:

- Establish an alternative admissions process from underrepresented school districts.
- Establish a Basic Skills Advisory Committee. Specific charges to research and develop criteria, such as culturally competent life experience, academic preparation, sequence of courses, or other measures which can predict success and may be used in addition or alternatively to SAT scores in admissions decisions;
- Complete partnership agreements with under-represented districts to establish direct-admission tracks and criteria
- Improve contact and marketing of CCSU at school districts with large percentage of minority students
- Organize an annual breakfast for guidance counselors from African American, Latino and Native American Serving Districts (defined as systems/districts where total minority enrollment constitutes a minimum of 25% of the total enrollment). This breakfast will serve to distribute information and listen to concerns and ideas from the guidance counselors.
- Develop information tools (print and visual media) targeted to historically underrepresented populations
- Complete partnership, transfer and articulation agreements to facilitate transfer of students from community colleges
- CCSU faculty and administrators will work together with school district faculty and administrators to develop "College-Bound" academic programs
- CCSU will provide workshops on-site regarding career planning, financial aid options, residential enrichment programs, and campus visits.
- With support from CCSU academic departments, school counselors will develop and provide academic counseling to students and parents.
- Parent Education Program (PEP). CCSU will help the districts to develop a program consisting of workshops for parents.

Responsibility:

Committee formed by representatives from the Admissions Office, representative from the School Counseling Program, the Depts. of Teacher Education, English and Math, and Educational Opportunity Program faculty.

Oversight:

Director of Admissions

Director of Center for Student Success

Chief Diversity Officer

Budgetary Impact Per Year

Research grant for admissions	\$3000.00
Annual breakfast	\$2500.00
Targeted media	\$2000.00
Workshops	\$1000.00
Total:	\$8500.00

Specific Objective 1.3: Improve Student Retention and Graduation to close the gap between traditional underrepresented groups and the overall average of students:

Retention and Graduation Rates of Full-Time, First-Time Students

	Baseline: 2008-09	Current: 2009-10	Goal: 2015-16
One-Year Retention Rate	Pct	Pct	Pct
<i>Fall of Cohort Entry:</i>	2007	2008	2013
African American:	84%	82%	82%
Latino:	77%	73%	80%
Native American:	100%**	100%**	100%
Women:	81%	80%	80%
All Students:	79%	79%	80%
Six-Year Graduation Rate*	Pct	Pct	Pct
<i>Fall of Cohort Entry:</i>	2002	2003	2009
African American:	38%	37%	44%
Latino:	40%	38%	45%
Native American:	43%**	60%**	60%
Women:	53%	57%	57%
All Students:	46%	49%	52%

* Current graduation rates subject to change until official reporting in spring 2010

** Number of students in cohort is too small to be statistically reliable.

Data Source: CCSU Fact Book, <http://www.ccsu.edu/page.cfm?p=4783>

Activities:

- Make recommendations for better coordination of academic support services and to ensure that all students are well served.
- Develop or expand early awareness programs and student support programming, such as EOP and ConnCAS.
- Bring existing academic support services under one umbrella and in a single location or in close proximity. This will facilitate the delivery of programs and services in support of student success. (Math Tutoring Center, Writing Center, Disability Services, Academic Coaching, eTutoring, Reading Center, Early Academic Warning Program).

- Expand and formalize assessment of college readiness, particularly in reading and writing, and develop appropriate interventions to ensure academic success as determined by the appropriate advisory committee members.
- Increase full-time staffing in Learning Center (peer tutor coordinator, learning specialists in math/science and writing/reading). After tutor coordinator has been hired, increase peer-tutoring budget.
- Create a comprehensive alignment chart on all campus service providers (i.e. writing center, learning center, clubs, groups, programs, etc.) that includes both a list of services each provides along with their target populations.
- Review the chart for gaps and overlaps and ensure that the services are ‘student centered’. Develop hours of operation for services like health and registrars office, advising, class scheduling that accommodates the diverse schedules of students who don’t live on campus. Allow off campus or working students to make appointments in addition to walk-ins and create opportunities for self-service during off hours
- Develop a technical support service for students who are less technical or those with less experience with technology to support their use of the website and other systems for obtaining helpful information
- Create a searchable website link that allows students to easily find the support services they want or need

Responsibility:

Center for Student Success

Oversight:

VP for Academic Affairs

VP for Student Affairs

Chief Diversity Officer

Budgetary Impact Per Year

Expansion of support programs	\$10000.00
College readiness study grant	\$5000.00
Learning Center Staffing	\$20000.00
College Technology Workshop	\$5000.00

Strategic Diversity Plan

2010-2015

Total:

\$40,000.00

General Goal 2: To foster a campus climate of tolerance and diversity that will be welcoming of all people regardless of race, ethnicity, religion, national origin, gender, sexual orientation or disability status. To achieve this climate, the university will:

Specific Objective 2.1: Improve student support mechanisms for students in traditionally underrepresented or stigmatized groups.

Student Satisfaction Inventory results from relevant selected questions for underrepresented student groups:

Baseline: Fall 2008 Survey, Mathematical Mean

	African American	Native American	Latino/a	Women	White Non-Hispanic
The campus is safe and secure for all students.	5.37	5.63	5.65	5.48	5.52
Faculty are fair and unbiased in their treatment of individual students.	4.96	5.25	5.05	5.19	5.14
There is a strong commitment to diversity on this campus.	4.84	4.14	5.10	5.30	5.24
So far, how has your college experience met your expectations?	4.46	3.88	4.45	4.46	4.41
Rate your overall satisfaction with your experience here thus far.	5.22	4.50	5.10	5.19	5.13
All in all, if you had it to do over again, would you enroll here?	5.34	4.38	5.17	5.25	5.20

Scale: 1=Not satisfied at all, 2= Not very satisfied, 3=Somewhat dissatisfied, 4= Neutral, 5= Somewhat satisfied, 6= Satisfied, 7 = Very satisfied)

Goal: Fall 2015 Survey, Mathematical Mean (Difference baseline-goal)

	African American	Native American	Latino/a	Women	White
The campus is safe and secure for all students. ¹	5.65 (.28)	5.65 (.02)	5.65 (.00)	5.65 (.17)	5.65 (.13)
Faculty are fair and unbiased in their treatment of individual students. ²	5.31 (.35)	5.31 (.06)	5.31 (.26)	5.31 (.12)	5.31 (.17)
There is a strong commitment to diversity on this campus. ¹	5.30 (.36)	5.30 (1.16)	5.30 (.20)	5.30 (.00)	5.30 (.06)
So far, how has your college experience met your expectations? ²	4.53 (.07)	4.53 (.65)	4.53 (.08)	4.53 (.07)	4.53 (.12)
Rate your overall satisfaction with your experience here thus far. ²	5.30 (.08)	5.30 (.80)	5.30 (.20)	5.30 (.11)	5.30 (.17)
All in all, if you had it to do over again, would you enroll here? ²	5.41 (.07)	5.41 (1.03)	5.41 (.24)	5.41 (.16)	5.41 (.21)

1. All students at mean for highest group

2. Mean for National 4-year public institutions in 2008

- Diversity Climate Survey to be carried out Fall 2010 —

Activities:

- Create a Diversity Ambassador Program through the Mosaic center, designed to create a culture of sensitivity and availability, to increase and ensure across the board 'buy-in' from all groups and to help students negotiate the system. Ambassadors can be Faculty, Administrative Faculty, RAs, Natural Helpers, etc.
 - Train ambassadors to host sensitivity or diversity trainings across campus services to highlight cultural differences regarding authority, diversity and use of services.
 - Reward student and staff participation.
- Initiate and maintain dialogues with students from pre-admission, in program and on-going throughout their time on campus
- Include Diversity Goals and Achievements within the Annual Report and on the CCSU website
- Create a Student Advocate Office in coordination with the student government association. The purpose of the office will be to offer assistance, advice and representation to any student or group involved in a dispute with the University.

Responsibility:

Office of Diversity and Equity
Faculty Senate Diversity Committee
Student Government Association

Oversight:

Chief Diversity Officer
VP for Student Affairs

Budgetary Impact Per Year

Diversity Climate Survey	\$500.00
Diversity Ambassador Program	\$7000.00
PT Student Advocate	\$20000.00
Total:	\$27,500.00

Specific Objective 2.2: Create and support a systemic mechanism to plan, coordinate, carry out and disseminate culturally diverse activities

Baseline AY 2008- 2009

Number of Diversity Events and Activities in 2008-09 as reported in the Affirmative Action Plan:

Goal AY 2014-1015

Number of Diversity Events and Activities for 2014-15

Activities:

- Consolidate and merge the independent diversity committees.
 - Faculty Senate Diversity Committee
 - The A&S ad-hoc Diversity Committee,
 - The Provost's ad-hoc committee
- Create a single point of access to house information about the current programming and activities
- Develop 360 communication tool using the new website and a single centralized communication process. Establish a top level link on the CCSU home page and on Central Pipeline for academic support services
- Create a coordinating mechanism between the four CCSU cultural and student support centers: Africana Center, Latino Center, Women's Center, Mosaic Center and LGBT Center
- Develop a "Council of Centers" to coordinate planning and activities between all center directors and staff
- Clarify the functions and missions of each, to highlight similarities and differences
- Place responsibility of all centers under the same administrative division
- Create Commuter Community Support Systems (a hangout, a place to meet, connect, use services)
- Work with student and faculty diversity groups to develop various Awareness Days, with focus on physical and learning disabilities, sexual orientation, or race/ethnicity, etc. for entire CCSU community, throughout a class day.

- Co-sponsored by variety of groups and relevant to specific months -- such as Black, Latino, Gay, Women's History months -- identify one each month throughout the semester

Responsibility:

Deans of the schools at CCSU
Faculty Senate Diversity Committee.

Oversight:

VP for Academic Affairs
Office of Diversity and Equity

Budgetary Impact Per Year

Awareness Days	\$3000.00
Diversity Grants	\$9000.00
Total:	\$12,000.00

Specific Objective 2.3: Ensure that all faculty and staff are provided initial, refresher, and advanced training, and follow guidelines regarding Sexual Harassment, Diversity, and Disability Services.

Baseline Spring 2010

	Mandatory Diversity	Sexual Harassment	Voluntary Diversity	Diversity Pedagogy
Percent Faculty				
Percent Staff				

Goal Spring 2015

	Mandatory Diversity	Sexual Harassment	Voluntary Diversity	Diversity Pedagogy
Percent Faculty				
Percent Staff				

Activities:

- Review and write up CCSU policy re: Diversity and Disability (ODE)
 - Provide all external contractors w/ university sexual harassment policy and require acknowledgement of receipt
 - Ensure that mandated diversity trainings take place within statutory requirements
- Include a question in every interview for new faculty, administrative faculty and staff at all levels regarding commitment to diversity.
- Make diversity training part of new faculty orientation, perhaps by extending orientation to 1½ days
- Provide a packet of policies w/ training requirement to all new employees. Include this, as well as a vision of an inclusive CCSU community in all interviews and job ads.
- Ensure that diversity training is explicitly inclusive of all of the various characteristics of diversity as identified in the mission statement
- Implement strategies to encourage compliance with diversity trainings
- Purchase software to track trainings to meet and verify compliance
- Keep track of attendance: follow up with non-compliant faculty, students or staff
- Provide Certificates of Completion
- ODE go to faculty senate and council of deans to raise awareness and encourage attendance at trainings

- Provide on line sexual harassment training to all employees (not just supervisors) and students both full and PT, w/in 6 months of hire
- Offer a range of Diversity trainings
- Make training workshops smaller and more frequent, including last week in August, before students arrive and offer food at training
- Determine what trainings available w/ SAGE, particularly around issues of ability/disability

Responsibility:

Office of Diversity and Equity

Faculty Senate Diversity Committee

ODE to draft and give to search committee

ODE and Faculty Senate Diversity Committee .

Oversight:

Chief Diversity officer

All other Executive Committee Members

Budgetary Impact Per Year

Diversity Policies booklet	\$1500.00
On-line sexual harassment training	\$2000.00
Advanced/Voluntary diversity training	\$3000.00
Total:	\$6,500.00

General Goal 3: To educate our students, as integral part of the mission of this university, towards appreciation for diversity and “multicultural competence”—the skills and understanding necessary for students to succeed and, indeed, thrive in a culturally diverse nation and an increasingly interconnected, multicultural world. This will be achieved by:

Specific Objective 3.1: Develop a Diversity General Education Requirement

Baseline Fall 2009

	Total Number	Diversity Number	Proportion of Total Pct.
Courses with diversity related content	1198	49*	4.1%
Faculty trained in multicultural pedagogy			
Courses w/both diversity content and pedagogy			
Students participating in these courses			

* Attachment E

In your experience at your institution during the current school year, about how often have you included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments? (1=Never, 2=Sometimes, 3=Often, 4=Very often)

Percent responding Very often or Often

	Baseline 2008-09 Pct.	Current 2008-09 Pct.	Goal 2013-14 Pct.
First-Year Students:	64%	64%	
Seniors:	61%	61%	

* Data become available in August following academic year
Source: National Survey of Student Engagement

Goal Spring 2015

- List of courses with diversity related content
- Number of faculty trained in multicultural pedagogy
- Number of courses with both diversity content and pedagogy
- Number of Students participating in these courses

Activities:

- Implementation of the Faculty Senate Diversity Committee’s d-diversity proposal for gen ed. requirements to the curriculum committee and the provost.
- Establish recognition and incentive for a faculty member to run the trainings and workshops associated with the diversity proposal.
- Survey the current courses that appear to be d-designated courses and look into the possibility of getting several courses into the program without the required training.
- Incorporate d-designation model into the new faculty orientation. Action Steps: Speak with about how this will be structured.
- Over the next 6-10 years, offer training each year to interested faculty to help them adapt their courses to the d-designation model.
- Evaluate student’s multicultural competence using standardized assessment on a systematic basis.
- Encourage individual departments within CCSU to make one of their courses in the major a required d-designation course.
- Encourage department chairs to put a diversity piece on their monthly agenda. Make diversity an institutionalized standard.

Responsibility:

Office of Academic Affairs

Faculty Senate;

Academic Deans

Oversight

VP for Academic Affairs

Chief Diversity Officer

Budgetary Impact Per Year

D Course designation		\$10000.00
3 Hr. release time f/coordinator	\$7000.00	
Diversity Workshops	\$3000.00	
Impact on Avg. Class size	\$0	
Sample assessment of Multicultural Comp.		\$1500.00

Total:

\$11,500.00

Specific Objective 3.2: Implementing a “Diversity Across the Curriculum” initiative

Baseline Spring 2009

Faculty Survey

Goal Spring 2015

Faculty Survey

Activities:

- Create professional development opportunities for faculty in the areas of curriculum transformation, instructional approaches, and culture of the classroom. The culture of the classroom should include being welcoming e.g. to female and diverse populations. This professional development would be modeled after Project Impact*: Infusing Multicultural Perspectives and Approaches in College Teaching.
- Develop self-assessment tool for faculty to:
 - Evaluate content, instruction methods and classroom climate (i.e. what do you teach? How do you teach?)
 - Assess student learning
- Include a survey of perceived needs of faculty re: diversity issues.
- Circulate self-assessment tool around campus to faculty. Collect and analyze results.
- Use results of assessments, in terms of themes, patterns and greatest needs, to dictate the next steps for Professional Development in the 3 areas outlined.
- Provide faculty training to evaluate if their course qualifies as a d course.
- Provide professional development training for faculty, using Project Impact model.
- Elements of Project Impact: Model 1 year commitment; apply to get in; outside speakers with seminars in between; small group coaching and mutual support and opportunities for reflection; self-assessment; resources provided. Faculty receive ideas and support from peer group, as well as from experts that are brought in. Each participant transforms 1 course.

Responsibility:

Strategic Diversity Plan

2010-2015

Office of Diversity and Equity
Faculty Senate Diversity Committee.

Oversight:

VP for Academic Affairs
Chief Diversity Officer

Budgetary Impact Per Year

Teaching Diversity Series	\$4500.00
Pedagogy Assessment	\$3000.00
Total:	\$7,500.00

Specific Objective 3.3: Strengthening community engagement and outreach initiatives in diverse communities around the state, with the goal of becoming THE cosmopolitan, comfortable and welcoming University of choice for all targeted communities and to serve as a resource for other groups dealing with diversity challenges.

Baseline Spring 2010

Diversity Climate Survey

Number of Community Outreach Initiatives

Goal Spring 2015

Diversity Climate Survey

Number of Community Outreach Initiatives

Activities:

- Identity/inventory current community outreach efforts including but not limited to:
 - Faculty, Department, and Institute programming
 - Co-curriculum programming
 - Clubs, Town & Gown, municipal teams
 - ITDD
 - On-Campus Small Business Administration
- Develop a survey instrument to determine:
 - Academics and Industry: Looking to the market as a guide to future academic programming
 - What do the first and second tier communities of students apply need/want from CCSU and what really is the perception of the university in the communities it serves
- Develop a systematic approach to providing opportunities for middle school and high school students to interact constructively with the University:
- Create on-going events and opportunities for various departments to showcase their community engagement programming to both the CCSU student body and targeted middle/high schools
- Develop and support collaborations with community groups to bring students onto campus

- Expand the ConnCap Program
- Explore additional avenues as necessary such as volunteerism, student internships and community projects, work study programs and curriculum
- Participating in area activities such as Latino or other festivals and pride events, CCSU goes to Hartford (a program in the Learning Corridor that brought CCSU directly to potential students) and other, fundraising walk-a-thons, etc.
- Create an office of Community Engagement to coordinate and communicate activities and programs
- Create a clearinghouse for students, faculty, staff, community volunteer matching
- Collect data on existing programs and activities
- Get the information out to the public
- Host an international club designed to connect international students with local communities

Responsibility:

Oversight:

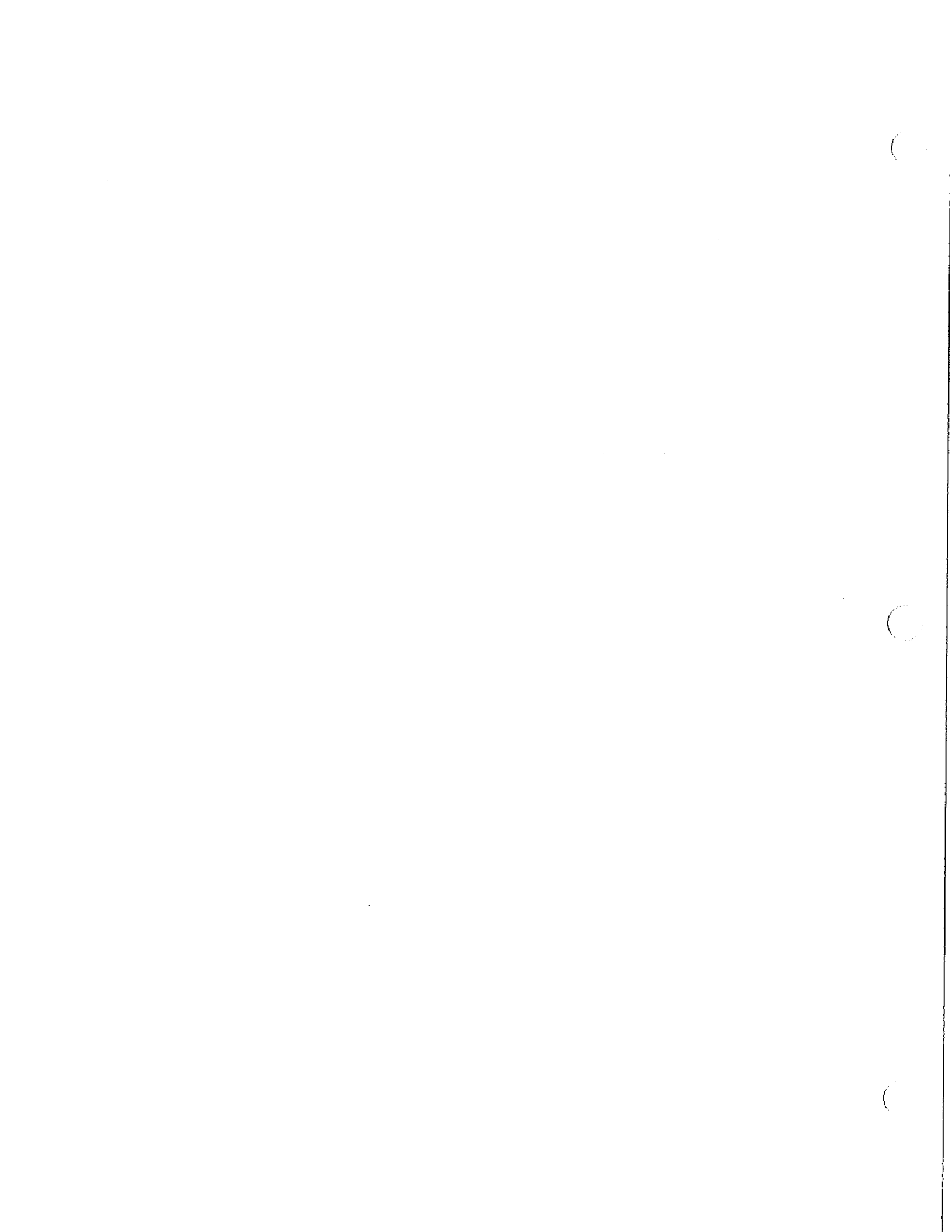
VP for Academic Affairs

Budgetary Impact Per Year

Outreach Survey	\$2500.00
Outreach Showcase	\$2000.00
Outreach Grants	\$5000.00
PT Community Engagement specialist	\$20000.00
Outreach marketing	\$3000.00
Total:	\$32,500.00

BUDGET ALLOCATION SUMMARY

No.	Goal	Annual Budget
1.1	Faculty/Staff recruitment	\$5700
1.2	Student Recruitment	\$8500
1.3	Student Graduation and Retention	\$40000
2.1	Campus Climate	\$27500
2.2	Cultural Activities	\$12000
2.3	Diversity Training	\$6500
3.1	Diversity General Ed courses	\$11500
3.2	Diversity across the Curriculum	\$7500
3.3	Community Outreach	\$32500
	TOTAL	\$151,700

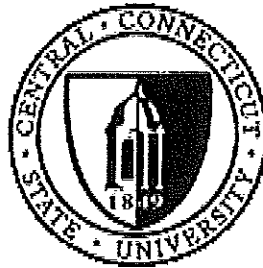


Central Connecticut State University



Start with a Dream. Finish with a Degree.

CENTRAL CONNECTICUT STATE UNIVERSITY



HIRING AND SEARCH MANUAL

Published: February 2010

Revised: April, 2012

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Introduction

This manual will assist hiring managers and Search Committees in recruiting, interviewing, selecting, and hiring candidates for employment at Central Connecticut State University (CCSU).

Questions should be directed to the Human Resources Department (X21756, Davidson 101) or the Office of Diversity and Equity (X20178, Davidson 102). We welcome your comments and feedback on the contents of this manual.

DISCLAIMER

The information contained in this manual is subject to change based on revisions to collective bargaining agreements, statutes, and CSU/CCSU policies. In the event of any conflict between the information contained herein and the provisions of any application contract or statute, the contract or statute shall govern in all cases.

CHANGES AND REVISIONS

This Manual is available on the both the Human Resources (HR) and the Office of Diversity and Equity (ODE) web pages. Revisions and updates will be made electronically and the most up-to-date version will always be available online.

SECTION 1
UNCLASSIFIED POSITIONS

AAUP, SUOAF, and
MANAGEMENT/CONFIDENTIAL

AAP-1 PERSONNEL ACTION REQUEST FORM

The **AAP-1 Personnel Action Request Form** must be submitted and approved before any temporary or permanent bargaining unit or management/confidential position can be filled. The link to the AAP-1 form is at the bottom of this page.

An AAP-1 is NOT required for University Assistant (UA) and Student Worker positions. See hiring procedures for UAs and Student Workers in Sections 4 and 5.

PROCEDURES FOR POSITIONS REQUIRING AN AFFIRMATIVE ACTION SEARCH

REGULAR APPOINTMENT (AAUP) (Article 4.8.1)

TERM APPOINTMENT (SUOAF) (Article 13.2)

NON-TEMPORARY APPOINTMENT (Management Confidential Policies) (Article 6.5-6.6)

Completing the AAP-1 Personnel Action Request Form

- The hiring manager is responsible for completing the AAP-1 and for securing all necessary approvals.
- Indicate whether the request is to:
 - ✓ Establish a new position
 - ✓ Refill a vacant position or
 - ✓ Refill and reclassify a vacant position

- A written justification is required for all requests, including an explanation of how the position will be funded.
- This is also a good time to review the existing job description for the position to determine if it still meets the department's needs.
- For all positions except AAUP, a copy of the job description and organizational chart MUST be attached to the AAP-1.**
- If a job description needs to be created or changed, contact Human Resources (X21856) for guidance. **(See Job Descriptions on p.10 for more information).**
- The completed AAP-1 form is routed to the Vice President/Chief, the Budget Office, and the Human Resources Office for review and approval.
- Once the AAP-1 has been approved, Human Resources will notify the hiring manager and the search process can begin. Procedures may vary depending on contractual requirements.

Internal SUOAF notice

- SUOAF members at all CSU campuses and the CSU System Office receive electronic notice of all bargaining unit openings in accordance with Article 10.4.1 of the collective bargaining agreement. Any SUOAF member who is interested in the position must be considered for the position, but hiring managers are under no obligation to hire from within the internal pool of candidates.
- In accordance with Article 10.4.2, failure to promote a bargaining unit member is not grievable.

Internal SUOAF hire

- The hiring manager must consult with the Office of Diversity and Equity prior to making an offer to a SUOAF position through an internal search.
- If a member of the SUOAF bargaining unit is selected for the position, the hiring manager sends a memo to the

appropriate Vice President/Chief Officer, requesting an internal transfer. If approved, the hiring manager calls the recommended candidate to make a **conditional** offer of employment. At this time, it is appropriate to discuss a salary offer and a proposed starting date.

- If salary requirements must be adjusted, the hiring manager should not make any commitments, but should seek guidance from the Vice President/Chief Officer and/or Human Resources. The hiring manager should be clear with the candidate that the offer is not official until the candidate receives an offer letter signed by the President.
- If the candidate accepts the university's **conditional** verbal offer of employment, the hiring manager notifies Human Resources.
- Human Resources will prepare the appropriate appointment letter for the President's signature.
- The appointment letter includes the position title and/or rank, salary, starting date, and appointment length.
- Employment forms, benefits and retirement information are sent to the candidate in a package with the appointment letter.
- The hiring is not finalized until the candidate has signed and returned the appointment letter to Human Resources, agreeing to the terms of the employment offer. Once the signed letter is returned to Human Resources and the candidate fills out necessary employment forms, the new employee is put on the payroll.

Search Number and Search Packet

- If an internal hire is not made, an external search begins.
- Human Resources sends the following e-mail to the hiring manager:

Search # _____ has been issued for the _____ position in (department). You will soon receive a Search Packet from the Office of Diversity and Equity. Please

refer to pages 11-16 of the Hiring and Search Manual and follow the procedures for forming a search committee, receiving approval, and completing the AAP-2. By following the procedures in the Hiring and Search Manual, your search will proceed more smoothly!

- Once the Search # has been issued, the Office of Diversity and Equity sends a Search Packet to the hiring manager. This packet provides important information to the Search Committee and is used throughout the process to organize search forms.

**JOB DESCRIPTIONS for
SUOAF and MANAGEMENT/CONFIDENTIAL POSITIONS**

Job descriptions for **SUOAF and Management/Confidential positions** must be attached to the AAP-1 form when submitted.

Review the current job description for the position to ensure that it accurately reflects the duties and responsibilities, as well as the *minimum* qualifications for the position being established or filled. *Preferred* qualifications should not be included in the job description, but may be included in the advertisement for the position.

If the current Job Description is accurate

- If the current job description does not require any changes, attach it to the AAP-1 along with a current organizational chart.

If the current Job Description needs updating

- If the job description needs to be revised or updated, contact Human Resources (X21856) for assistance. HR will work with the department to make the necessary revisions to the job description and get the necessary approvals and signatures, if required.
- Once approved, the revised job description should be attached to the AAP-1 form along with the organizational chart.

If a new Job Description

is required

- If the position is NEW and does not have a current job description, contact Human Resources (x21856). HR will determine if an existing description can be used, or if a new job description is needed. HR will work with the hiring manager to ensure that the job duties and the qualifications accurate. If the position requires review by the system-wide Council on Employee Relations and union officials, HR will obtain the necessary approvals.

AAP-2 AFFIRMATIVE ACTION SEARCH PLAN

Running a successful search is an art, not a science. However, there are best practices and guidelines that should be followed by all Search Committees to ensure a successful, credible process.

The search process is part of the overall retention process. A well run search will help to ensure that the candidate who is ultimately hired is a good match for the position, which leads to improved retention.

Forming the Search Committee

- In order to ensure that the most qualified candidates are recruited and selected for unclassified positions, interviews are conducted by Search Committees.
- The hiring manager selects members to serve based on their experience and/or knowledge of the position being filled. For most positions, three or four members for a Search Committee are appropriate. For positions that have a campus-wide impact, such as Provost, it may be appropriate to have a larger committee so that more members of the university community are represented.
- The Search Committee membership should reflect the diversity of culture, thought, experience, and viewpoints represented by the students, faculty, and staff at CCSU.
- The hiring manager should not be a member of the Search Committee.**
- The *CSU Policy Regarding Nepotism in Employment* requires that "any employee serving on a Search Committee must

excuse themselves from consideration of the qualifications of a relative if one applies for the position and must further disclose to the Search Committee that said candidate is a relative.”

- Article 11.3 of the SUOAF-AFSCME contract requires that “if a Search Committee is used to screen applicants for a bargaining unit position(s), at least one of its members will be appointed by the union.” Hiring managers must contact the CCSU SUOAF-AFSCME President for the name of a SUOAF representative to serve on the Search Committee.

Role of the Search Chair

- The Chair ensures that the Search Committee’s charge is carried out.
- The Chair sees to it that Committee discussions are open and that every Search Committee member has an opportunity to voice his/her opinion. His/her role is to bring about consensus among the committee members.
- The Chair contemporaneously documents all of the Committee’s decisions, and records those decisions in the meeting minutes. Internal discussions or procedural matters should **not** be recorded.
- The Chair ensures that procedures are followed and that all necessary forms are completed and processed in a timely fashion.
- The Chair keeps the hiring manager informed on the Search Committee’s progress.
- The Chair corresponds with all candidates on behalf of the Search Committee.

Role of the Search Committee

- The Search Committee establishes a Search Plan including:
 - ✓ Determining advertising and recruitment sources
 - ✓ Identifying special recruitment efforts to ensure a diverse pool of candidates
 - ✓ Personally recruiting for the position

- ✓ Determining Preferred and Minimum Qualifications
 - ✓ Drafting the ad copy
 - ✓ Establishing criteria and standards for evaluating candidates' credentials based on the position description and the advertised qualifications. **The agreed-upon standards should be recorded in the Search Committee meeting minutes.**
 - ✓ Setting timelines for application review and interviews
 - ✓ Determining the interview format
 - ✓ Establishing a communication plan for the department/campus and the candidates
 - ✓ Setting up a tentative timeline for the search process. Have realistic expectations and try to create a schedule that works for everyone on the committee.
- Search Committee members should make every effort to attend all meetings.
 - All deliberations must occur within the Search Committee meetings.
 - Search Committee members should not discuss the search outside of meetings, with Search Committee members or others.
 - If the Search Committee is communicating via e-mail, all members should be copied on the correspondence.
 - All Search Committee members are responsible for ensuring that all applicants are treated fairly and equitably.

NEXT STEPS

- The Hiring Manager must send the names of the proposed Search Committee members and the Search Chair to the Office of Diversity & Equity via e-mail for approval.
- Once the membership of the Search Committee has been approved, the Committee must meet to discuss a recruitment plan and draft the proposed Notice of Vacancy and advertisement (see page 14 for Notice of Vacancy template).

- The Search Chair completes the AAP-2, attaches the proposed Notice of Vacancy and advertisement, and sends it to the Office of Diversity and Equity (rodriguezr@ccsu.edu) (price_uly@ccsu.edu).
- The Search Chair then contacts the Office of Diversity & Equity (x21652 or soucyp@ccsu.edu) and provides possible dates when all Search Committee members are available for the Charge meeting. (See Appendix A for Search Charge).
- At the Charge meeting, Office of Diversity and Equity staff will explain the search process, the committee's responsibilities, and finalize the proposed advertisement and advertising sources.
- The Search Committee will also receive information at the Charge meeting regarding affirmative action goals for the position being searched.

No position will be advertised until the AAP-2 form has been approved by the Office of Diversity and Equity and the Search Committee has received its charge.

Search Committee communications with the campus community

- Searches for positions that have university-wide impact are of great interest to the campus community. For example, the hiring of a new Provost or Library Director is of critical importance to many constituencies.
- It is very important that searches appear transparent and open, and that campus constituencies are included in the search process by providing opportunities for faculty, staff, and students to meet with candidates who come to campus.
- Arranging for multiple meetings that include all interested groups can be a logistical challenge, but it is a critical part of the search process and every effort should be made to allow ample opportunity for participation when candidates come to campus.
- Search Committees are encouraged to maintain regular communication with the various campus constituencies who might be interested in the progress and outcome of the search. This communication may include campus-wide e-mails, announcements at the Faculty Senate, requests to participate in Open Forums, and requests for input and feedback for as much information as possible without compromising the confidentiality of Search Committee discussions.

- Search Committees should provide regular updates to the campus on the progress of searches that have campus-wide impact.
- Campus-wide forums should include an opportunity for attendees to sign in and provide feedback to the Search Committee, through a short survey or questionnaire.
- The Faculty Senate Appointments and Personnel Committee may contact Search Committee Chairs for information and regular updates regarding searches.
- While Search Committee deliberations are confidential, committees are encouraged to share as much other information about the search as possible with interested groups on campus.

NOTICE OF VACANCY



- A draft **NOTICE OF VACANCY** must be attached to the AAP-2 form.
- The actual published advertisement should be only 6-8 lines, with a link to the Notice of Vacancy on the CCSU website.

NOTICE OF VACANCY TEMPLATE

(tailored to the specific position and linked to a short advertisement)

Name of Position

Name of Department

Central Connecticut State University invites applications for a _____ in the _____ department. The successful candidate will (provide general description of duties) 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:

- _____ in _____ or a related discipline. **OR:** The completion of the Ph.D. is required by [insert date of completion].
- Commitment to serving culturally, ethnically and linguistically diverse communities.

Preferred Qualifications:

- College teaching experience.
- XXXXXXXXXXXXXXXXXXXXXXXX.
- XXXXXXXXXXXXXXXXXXXXXXXX.

The University: CCSU is a comprehensive public university, one of four universities in the Connecticut State University System. Excellent professors and a wide array of academic programs prepare students for success in whatever field they choose. CCSU's motto is more than a slogan; it articulates the University's commitment to students: "Start with a dream. Finish with a future." The Princeton Review selected CCSU as one of "The Best Northeastern Colleges." CCSU serves approximately 12,200 students--9,500 undergraduates, and 2,700 graduates. CCSU is richly diverse: more than 20 percent of students are of traditional minority heritage. Visit our web site at <http://www.ccsu.edu/>.

The Community: CCSU is located in New Britain, a city of some 70,000, within a 10-minute drive to the state capital in Hartford. New Britain is home to the nationally recognized New Britain Museum of American Arts and offers a range of culture opportunities, including the New Britain Symphony Orchestra, the New Britain Rock Cats (Double A professional baseball), two theatres, and an extensive park system. The University is approximately 2 hours (by car) from both Boston and New York City.

Application and Appointment: Preference will be given to those who apply by _____ date _____. To begin the application process, go to our website (www.ccsu.edu/XXXXXX), click on the "Apply Now" button next to the position, complete the Applicant Data information, and submit a letter of application, a current curriculum vita or resume, and the names, addresses, and phone numbers of three professional references to NAME, SEARCH CHAIR. For more information contact _____ at 860-xxx-xxxx or _____@ccsu.edu; TTY users call 860-832-1954.

CCSU is an equal opportunity and affirmative action employer. Members of all underrepresented groups, women, veterans, and persons with disabilities are invited and encouraged to apply.

- The proposed draft Notice of Vacancy submitted with the AAP-2 must include:
 - ✓ Basic minimum qualifications
 - ✓ Preferred qualifications (if applicable) and
 - ✓ Date to begin reviewing applications
- The Minimum Qualifications should be the **absolute minimum** required in order to be considered for the position. Generally, this includes an educational requirement and some related experience, but every

effort should be made to keep the Minimum Qualifications as general as possible. **Be inclusive.** Don't require qualifications that will unnecessarily exclude qualified applicants.

- The Preferred Qualifications should provide more specific credentials, experience, or skills that would be desirable in a candidate.
- Whenever possible, in order to make searches more inclusive and to give Search Committees more flexibility, the advertisement should include a statement that **“substantially comparable experience and/or credentials”** will be considered. In the case of SUOAF positions, Article 12.2 of the SUOAF contract states that *“these qualifications are not designed to bar appointment of persons who have demonstrated unusual ability or promise.”*
- Strategic recruitment is an important tool in increasing diversity among faculty and staff. Be sure to include at least two advertising sources that specifically target historically underrepresented groups in the field. Include pro-active recruitment strategies, such as attendance at conferences, to diversify the candidate pool.
- All candidates are required to complete the demographic information needed to monitor AA/EEO before they start the application process. Instructions are included in the advertising template. Race and gender information are optional, and the candidate will decide whether or not to provide this information.
- ALL VACANCY NOTICES AND ADVERTISEMENTS MUST BE REVIEWED AND APPROVED BY THE OFFICE OF DIVERSITY AND EQUITY AND HUMAN RESOURCES BEFORE PLACEMENT.**

Completing the Affirmative Action Search Plan (AAP-2)

- The ***Affirmative Action Search Plan (AAP-2)*** must be completed and approved before the search can proceed.
- The AAP-2 form should outline the University's strategies for recruiting a diverse pool of candidates.

Along with the traditional recruitment sources, the Search Committee should identify additional methods of recruitment, such as attendance at conferences, depending on the particular position.

- The HR and ODE staff work with the Search Committee Chair to ensure that all advertising sources identified on the AAP-2 are utilized. HR places most of the advertisements and provides funding for one large ad. Departments are generally responsible for funding additional advertisements. In some cases, funding is available through the AAUP or SUOAF contracts.
- The names of all Search Committee members, including their race/ethnicity and gender, must be included on the form.
- For SUOAF positions, the member who has been appointed by SUOAF must be so identified on the AAP-2.
- Once the AAP-2 form has been approved, recruitment may begin.

AAP-3 CANDIDATE REVIEW PROCESS

Interviews cannot begin until the AAP-3 form has been approved.

Reviewing Applications

- Acknowledge receipt of each application as soon as it is received.
- The Search Committee members undertake a **paper review** of the application materials submitted by each candidate.
- Candidates are placed in one of three categories, based on the paper review and the pre-determined selection criteria: **Highly Qualified/Finalists; Minimally Qualified; Not Qualified.**

- The Search Committee is responsible for selecting the pool of candidates to be interviewed.
- If the Search Committee needs clarification about some aspect of a candidate's application, they must contact ALL applicants to request the same information. All candidates must be given the same consideration and opportunity.

What if the pool is not large and/or diverse enough?

- If your advertising sources have not generated a large enough or diverse enough applicant pool, the Committee should re-advertise using different sources in order to attract a larger pool of candidates. Seek guidance from the Office of Diversity and Equity before re-advertising.

What if Search Committee members know the candidate(s)?

- If any of the candidates are known to members of the Search Committee, this fact should be disclosed. If a Search Committee member feels that he/she cannot be objective about a candidate, he/she should excuse him/herself from deliberations regarding that candidate.
- This is a paper review, and the Committee should be careful to consider only the application materials supplied by the candidates. Even if Search Committee members are familiar with the candidate, the category placement should be based on the credentials submitted, **not personal knowledge of the candidate.**

EVALUATING APPLICATIONS

Evaluation Criteria:

- Utilizing the standards that were agreed to by the Committee at the outset, review each candidate's application materials thoroughly to determine whether

the candidate is Highly Qualified, Minimally Qualified, or Not Qualified.

- All members of the Search Committee must use the same standards to evaluate the applicants.
- If the candidate does not meet **one or more** of the minimum qualifications listed in the advertisement, he/she should be placed in the Not Qualified category. In the "reason" column on the AAP-3 form, state the requirement that the candidate has not met. In the reason column, state the requirement(s) the applicant has not met. For example, if teaching experience is required and the applicant does not have teaching experience, then the reason should state "Applicant lacks teaching experience."
- If the candidate meets **all** of the minimum qualifications, he/she should be placed in the Minimally Qualified category. For example, if supervisory experience is preferred, and the candidate does not have supervisory experience, then the reason for placement in the minimum category is that the candidate "lacks supervisory experience."
- The Search Committee then identifies those candidates who will be placed in the Finalist/Highly Qualified category based on the preferred qualifications listed in the job advertisement. This category should include candidates who meet all required qualifications and at least one preferred qualification. In the "reason" column, state the preferred qualification(s) the applicant has met.
- The Committee should decide what criteria they will use to select candidates for an interview from the pool of Finalists. This decision should be noted in the Search Committee meeting minutes.
- Article 3.2 of the AAUP contract states that "**Search Committees are specifically obligated to apply principles of affirmative action in their consideration of candidate selection.**"
- If the Finalist pool is large, the Committee may decide to conduct telephone interviews first. If, on the other hand, there are only few Finalists, they should all be invited to campus for an interview.

Does the Candidate meet the Minimum Qualifications?

- In determining the candidate's number of years of work experience, be sure to count time spent in an **interim, acting, or temporary capacity in the same or a related position.**
- With very few exceptions, time spent as a student worker should **not** count toward the minimum qualifications for a professional position. An exception might be made in such fields as Information Technology. **Exceptions must be approved by the Office of Diversity and Equity.**
- If in doubt about what kind of work experience counts toward fulfilling the minimum experience requirements, consult with the Office of Diversity and Equity.

Can I use "Google" or social networking sites to screen applicants at this stage in the process?

- Looking up applicants **at the screening stage in the process** through the use of social networking sites (SNS) or search engines (such as Google) is not a good practice and is strongly discouraged for a number of reasons.
- First, the information may not be accurate. You could be relying on unsubstantiated, inaccurate information to screen candidates.
- Second, you may have access to information that is unlawful to consider when screening applicants, such as marital status, sexual orientation, or religion. Once you access this information, it is hard to forget, and if your hiring decision is challenged, it is difficult for the employer to argue that the protected personal information was not used to determine who would be interviewed for the position.
- Viewing applicants' personal information on social networking sites may leave you vulnerable to a legal challenge. You could be *screening out* applicants based on lawful, off-duty conduct that is protected in Connecticut under the First Amendment.

- If the applicant is not hired, or if an employment dispute arises later, the use of this information can be problematic for the university.

At what point is it appropriate to do a search on the web for information on the applicants?

- If you are planning to search the Internet for information on candidates, do so **AFTER** the telephone interviews for **all candidates that you plan to invite for a campus interview**, at the same time that you check references. **See “Checking References” on page 26.** Keep in mind the information listed above regarding Internet searches.

Completing the AAP- 3 Form

- The Search Committee Chair completes the AAP-3 form, listing the candidates in three categories – Not Qualified, Minimally Qualified, and Finalists to be interviewed-- with justification for the category placement.
- Provide a specific, factual, legitimate, non-discriminatory explanation on the form for why each candidate is placed in a particular category.
- The Office of Diversity and Equity will carefully review the category placement of each candidate to ensure that the advertised qualifications and the Search Committee’s selection criteria have been followed. The ODE will contact the Search Committee Chair with questions or concerns before approving the AAP-3 form.
- The ODE may also supply specific demographic information regarding the finalists to the hiring manager, if needed, in order to ensure compliance with CT affirmative action statutes.

Notification to candidates

- Once the AAP-3 form has been approved, those candidates who have been deemed **NOT QUALIFIED** should be notified at soon as possible that their candidacy is not under consideration. Do not wait until the search is over to notify these candidates. Let them move on with their job search. **(See Appendix B for sample letter).**

- The Search Committee may also wish to send letters to the MINIMALLY QUALIFIED applicants at this point, particularly if the search process is going to be lengthy, informing them that they have not been selected for an interview at this time but that the search is still open. **(See Appendix B for sample letter).**

THE INTERVIEW PROCESS

SCHEDULING INTERVIEWS

- The Search Committee Chair is responsible for arranging for candidate interviews. Every effort should be made to schedule interviews when all members of the Search Committee are available.
- It is best to contact a candidate by phone to schedule an interview.
- Try not to schedule interviews on Monday morning or Friday afternoon.
- If the position is one of campus-wide interest, the Search Chair may need to schedule other campus interviews, such as Open Forums, meetings with the President or Executive Committee, or meetings with interested constituency groups. This requires coordinating schedules, arranging for rooms, and publicizing the schedule.
- Reasonable accommodations in accordance with the Americans with Disabilities Act (ADA) should be made during phone or campus interviews for candidates who request them (e.g., wheelchair accessible interview rooms, special seating). **(See Appendix C for ADA Policy and Procedures)**

- Once interviews are scheduled, confirm the interview details with the candidates in writing, including:
 - ✓ the locations and room numbers where the
 - ✓ interview(s) will be held
 - ✓ the time the interview will begin
 - ✓ any materials or information the candidate should bring with them to the interview
 - ✓ the name of a contact person(s) and his/her phone number (**See Appendix B for sample letter**).

SHARING INFORMATION ABOUT CCSU

- It is always helpful for a candidate to receive information about CCSU prior to his/her arrival, providing an orientation to the University, its history, and its strategic goals.
- You may wish to direct candidates to the following information on the CCSU website:
 - ✓ CCSU Careers
 - ✓ CCSU Profile
 - ✓ CCSU Mission Statement
 - ✓ CCSU Strategic Plan
 - ✓ CCSU Annual Report
 - ✓ Copies of the CCSU Courier and Central/focus
 - ✓ Links to the CCSU web page
 - ✓ Other materials or information about the specific department

Travel arrangements for the candidates: logistics and directions

→ **Arrival by Plane:** If a candidate is arriving by airplane and is not renting a car, make arrangements for him/her to be picked up at the airport. Provide the candidate with the name and telephone number of the person(s) who will meet him/her at the airport.

✈️ Arrival by Car: If a candidate is driving to the university, provide a detailed map and driving instructions, including where to park and how to find the building where the interview will take place. Driving to CCSU can be confusing. The reason most people are late for interviews is that they get lost trying to find the correct entrance and/or parking.

🏨 Hotel Arrangements: If a candidate is staying at a local hotel, provide directions to both the hotel and to CCSU, as well as the website address and phone number for the hotel.

For more information, see the CCSU Travel Policies and Procedures

Final Confirmation of the Interview

The day before the interview, contact the candidate via phone or e-mail to confirm the interview date, time, and location. Provide the candidate with the name of the contact person and a phone number. Confirm the time of the phone or campus interview, as well as travel arrangements, directions, and parking. If it is a telephone interview, make sure that you get the candidate's preferred number at which to be contacted.

Ensuring an Effective Interview Process

Job interviews are inherently stressful. It is important to make the process as easy and stress-free as possible for the candidate, by providing structure, attending to details, and treating candidates with dignity, respect, and kindness. You want each candidate's first impression of CCSU to be a positive one.

These days, candidates often use Facebook or Twitter to share their campus experiences with others. A bad experience during the interview process can be communicated to potential candidates and make recruitment more difficult. The impression you leave with unsuccessful candidates is just as important as impressing the one who ultimately gets the offer.

PHONE INTERVIEWS

- All candidates in the Finalist pool should receive a phone interview prior to being invited for a campus interview. This gives the Search Committee an opportunity to talk to each candidate, and possibly narrow down the pool to a number that is both economically and logistically feasible for on-campus interviews. The only exception might be in cases where there is a small pool of candidates, and they all live in the local area.
- If possible, arrange for a teleconference to provide for a more interactive format. Contact Information Technology (IT) at X22025 to secure the necessary equipment and arrange for technical assistance if needed.
- Make sure that the seating arrangement for the Search Committee allows for clear communication between those who are asking the questions and the candidate on the other end of the phone. Nothing harms a candidate's opportunity during a phone interview more than scratchy or weak audio.
- Phone interviews are more difficult than in-person interviews because you cannot see the candidate's facial expressions or body language. Phone interviews can feel very impersonal. It is important, therefore, to make the session as productive and friendly as possible.
- Candidates for whom English is not the primary language may be at a disadvantage on the telephone so the Committee should try to make the process and the questions as fair as possible.
- Ideally, an interview is between 45 minutes and an hour long. Be sure to schedule time for the applicant to ask questions at the end.
- The Search Committee Chair should introduce him/herself. Initially, refer to the candidate in a formal manner. Ask the candidate if you can use his/her first name. Example: *"Hello, Ms. Jones. This is Diane Wilson. We have an interview scheduled today. If you are ready, we would like to begin. May I call you Susan?"*
- Introduce each of the members of the Search Committee, or have them introduce themselves.

- Be as clear and concise in a phone interview as possible. Ask one question at a time, and keep the questions brief. Avoid compound questions. Restate questions if needed.
- Ask interviewers to state their names again as they ask questions. (Example: "*Hi, Mary, this is Jim Cummings again. I would like to ask.....*").
- If the candidate is asked to send materials or respond to written questions at the end of the interview, ensure that the address, fax number and/or e-mail address is clearly stated. Provide the information in writing if possible. Provide the candidate with the name of a person to contact if problems arise in the transmission of their response(s).
- Allow enough time for the candidate to ask questions of the Search Committee.
- Thank the candidate for his/her time and interest in CCSU and offer some details regarding how the process will proceed.

Checking References

- Prior to extending an invitation for on-campus interviews, the Search Committee should check references for all candidates who have been selected as Finalists.
- You do not have to check references for everyone that you interviewed on the telephone – check only those candidates who you plan to invite to campus.
- Tell the candidates during the telephone interviews that you will be checking references prior to deciding who to invite to campus. Ask the candidates if there are any listed references who they do not want you to contact at this stage.
- The Search Committee members should decide if there are specific questions that they wish to ask of the references. If so, all references should be asked those same questions.
- If checking candidates through a search on the Internet or social networking sites, make sure that you are using lawful, verified information.
- A designated member of the Search Committee (usually the Chair) should call the references. If necessary, the references checks can be split up between all committee members.

ARRANGING FOR ON CAMPUS INTERVIEWS

- It is very important that all Search Committee members attend all campus interviews, although sometime circumstances occur that make it impossible. In that case, if rescheduling is not an option, ask the candidate if you may record or videotape the session so that it can be shared with absent committee members.
- Make detailed plans for the candidate's arrival on campus. A disorganized, disjointed visit to campus will not convince candidates that CCSU is their Employer of Choice.
- Give the candidates the name, phone number, and e-mail of a departmental contact who they can contact with questions about the visit.
- Provide the candidate with a list of search committee members with names, titles, and e-mail addresses.
- Provide the candidate with a detailed itinerary for the day, including names of persons or groups they will meet, locations, and times.
- Let the candidate know whether he/she is expected to deliver a lecture, an informal talk, or some other type of presentation.
- Provide the candidate with information about reimbursement for travel expenses, of applicable.
- Make sure to build in some "down time" for the candidate to relax throughout the day.

Greeting the Candidate

- Ensure that a contact person is available to receive calls and or greet the candidate.
- Alert office staff who are the first point of contact that the candidate is expected to arrive.
- If the candidate arrives early, a staff member should make him/her comfortable while waiting for the interview to begin. Staff may wish to use this greeting: *"Mr. Jones is expecting you, and he will be with you shortly. May I offer you something to drink? Would you like to use the restroom?"*
- Have a designated place set aside for the candidate to wait and organize his/her thoughts prior to the interview. The best location is one that is relatively quiet and/or away from other people.

- Offer information to the candidate to read while they wait. Some ideas of what to share: information about the university, such as the Annual Report, publications such as *The Courier*, or departmental publications. Often, looking through information prior to an interview is helpful in reinforcing people's names and highlighting pertinent events that may be a focus during the interview.
- Candidates should be greeted by a Search Committee member and escorted to the interview room.

CONDUCTING ON-CAMPUS INTERVIEWS

- Seating arrangements should allow the candidate to make eye contact with everyone.
- If each person in the group plans to ask a question, do so in an orderly pattern. A structured interview makes candidates more comfortable because they know what to expect and who is asking the next question.
- Search Committee members are expected to bring with them a copy of the candidate's cover letter, resume or CV, and other supporting information. However, the Search Chair should have extra copies available, just in case.
- Interviews should start and end on time. Sometimes, candidates feel pressure because of other commitments or fear of missing their flight or scheduled transportation.
- Sitting at a desk or table is always easier for the candidate. It provides them with a place to rest their arms and lay out materials.
- Interviews conducted in a semi-circle with chairs and no tables should allow the candidate space to store their personal belongings. Sometimes, simply having a small table and/or empty chair next to the candidate is appreciated.
- Upon arrival, it is considered a professional courtesy to hand the candidate a folder with his/her name on it containing information about the day such as the interview schedule, names of Search Committee members, etc. This simple touch goes a long way to make the candidate feel welcome and in defining CCSU as an Employer of Choice.

- Have water available for the candidate and provide them with paper and pen to take notes.
- Candidates sometimes bring a copy of their resume or curriculum vita for the Search Committee. If they do, distribute the copies even if you have them already. Always accept the materials. Sometimes candidates will change their c.v. to update their credentials (such as going from “candidate for a PhD” to “PhD” and the date the degree was rendered). In some cases, candidates change their c.v. in areas that may alert you to a problem.
- Let the candidate know that you will be taking notes.
- When asking questions, try to avoid words, phrases, and references that may only be known to CCSU personnel, such as Blue Chip Card; names of specific locations such as Willard Hall or Tony’s; and abbreviations common only to CCSU, such as UPBC.
- If the interview is long, provide a break to avoid fatigue for both the Search Committee members as well as the candidate.
- Listen! Let the candidate do most of the talking.
- If the candidate is scheduled to meet other people on campus, ensure your portion of the interview process adheres to the scheduled time frames.
- At the conclusion on your session, alert the candidate that it is time to move on to the next part of the process. Offer the candidate an opportunity to use the restroom.
- Escort the candidate to the next interview location and introduce the candidate to the next person or group with whom the meeting is scheduled.
- At the conclusion of the interview process, inform the candidate of the timeframe for a decision and if you would like them to submit additional materials or samples of their work.
- Let the candidate know that you will be checking the references that were supplied as part of the application process, and **when** you will be making contact.
- If a candidate is offered a tour of CCSU at the end of the interview, ensure that the candidate is linked to the person/department conducting the tour.
- Someone from the Search Committee should walk out with the candidate. Thank them for taking time to participate in the interview process and for their interest in working at CCSU.

INTERVIEW QUESTIONS

- Interview questions must be job-related and designed to elicit information regarding the candidate's education, training, experience and skills related to the specific job functions.
- The Search Committee should agree ahead of time on the weight to be given to each question asked.
(See Appendix D for a sample list of appropriate interview questions)
- When in doubt, DO NOT ASK THE QUESTION.
- All candidates must be asked the same basic questions during the interview. Follow-up questions may vary, based on the candidate's response to the initial question.
- If the candidate is from within CCSU and is known to the members of the Search Committee, the committee has some latitude in asking additional questions based on their knowledge of the candidate's work at CCSU.
- Don't allow candidates to offer information that is not job-related that could influence the Search Committee's objective evaluation of each candidate. If the candidate shares personal information with you that you don't want to know, gently stop them from continuing and change the subject.
- Interviewers may ask about the candidate's education, work ethic, interpersonal skills, initiative, planning, organizational ability and other factors related to the position's responsibilities.
- Questions focusing on the following topics could violate state or federal law:
 - ✓ Race or attitudes relating to race
 - ✓ Religion or Religious Affiliation
 - ✓ Gender
 - ✓ Sexual Orientation
 - ✓ Height or weight
 - ✓ Age
 - ✓ Arrest and Conviction Records

- ✓ National Origin
- ✓ Financial Status
- ✓ Military Record
- ✓ Disability
- ✓ Medical history
- ✓ Number of children or child care arrangements

(See Appendix E on p.71 for a sample list of illegal interview questions)

- Candidates should be evaluated based on the answers to the interview questions without regard to personal preferences, such as where he/she lives or went to school, special interests, or hobbies.

Guidelines relating to disabilities

- Questions that elicit information about a candidate's known or unknown disability are prohibited under the Americans with Disabilities Act (ADA).
- Even when the committee is aware of a disability, or the candidate discloses a disability, you may not ask any questions regarding the disability.
- You may only ask the candidate with a known disability that might interfere with the performance of the essential job functions whether or not he/she will be able to perform the essential functions of the job, and how, with or without an accommodation.
- However, if the known disability would not interfere with the performance of essential job functions, you cannot ask the candidate how the job will be performed unless you ask that same question of all the candidates.

- You may not ask a candidate with a known disability if he/she will need leave for medical treatment or other reasons related to the disability.
- You may, however, inform the candidate about work hours and leave policies and ask if he/she can meet the requirements.
- If a candidate has a visible injury such as a broken leg, do not ask about the severity of the injury or the prognosis, as this could potentially disclose a disability.

Maintaining Search files/records

- The Search Chair must maintain clean originals of all application materials and there should be **no markings or notes written on the originals**. Other Search Committee members should receive paper or electronic copies of all materials.
- In accordance with State of Connecticut Records Retention Guidelines, search files must be maintained for a minimum of three (3) years. The master file containing all of the application materials from all candidates must be maintained by the Search Chair. The Office of Diversity and Equity will retain all search forms (AAP 1, 2, 3, and 4).

AAP-4 CANDIDATE SELECTION PROCESS

Selection of Finalist(s)

- After all the interviews have been completed, the Search Committee meets to discuss the candidates. At this time, any additional materials requested or supplied by the candidates during the interview process should be discussed.

- All members of the Search Committee should be given an opportunity to express their views.
- Committee members who miss some or all of the interviews should not participate in discussions of the rank ordering of candidates, but they may provide comments on the interviews they attended.
- The Search Committee may have received feedback from other members of department or the campus community who met the candidate during the campus visit. This is the time to consider the feedback from others.
- The Search Committee should reach a consensus on which Finalists will be recommended to the hiring manager.

Completing the AAP-4

- The Search Committee Chair completes the AAP-4 form.
- The recommended candidates should be listed, **unranked**, on the front of the form.
- A memo describing all the candidates listed on the AAP-3 as finalists. If any minimally qualified candidates were interviewed, they must also be included in this memo. For example, John Doe – Withdrew.
- The search committee should reach a consensus on the language used in the memo.

Salary Determination

- The AAP-4 should include a recommendation for salary. The recommended salary must fall within the required salary ranges for the respective rank/position. If in doubt about the correct salary range, call Human Resources for guidance. In the case of SUOAF and Management/Confidential positions, Human Resources reviews the credentials of the candidate and calculates an appropriate salary, comparing the credentials to the minimum required qualifications and experience.

Making the Offer

- No offer can be made to the recommended candidate until the AAP-4 has been approved and HR has approved the recommended salary.
- The Hiring Manager makes a ***conditional*** offer of employment to the recommended candidate. At this time, it is appropriate to discuss a salary offer and a proposed starting date. If the candidate does not accept the salary offer and further salary negotiations are required, the Search Chair should not make any commitments, but should seek guidance from the Dean or Vice President. The Search Committee Chair should be clear with the candidate that the offer is not official until the candidate receives an offer letter signed by the President.
- Once the candidate accepts the university's ***conditional*** verbal offer of employment, the Search Chair or hiring manager must ensure that the candidate fills out the documents necessary to complete the pre-employment background investigation. Two forms are required: the ***CCSU Application for Employment*** and the ***Background Investigation Notification and Authorization*** (See p. 35 for more information on the Pre-Employment Background Investigation process).
- When the background investigation is successfully completed, Human Resources prepares the appropriate appointment letter for the President's signature.
- The appointment letter includes the position title and/or rank, salary, starting date, and appointment length.
- Human Resources sends all employment forms, benefits and retirement information to the candidate along with the appointment letter.
- The hiring is not finalized until the candidate has signed and returned the appointment letter to Human Resources, agreeing to the terms of the employment offer. Once the signed letter is returned, a representative of the Human Resources Office meets with the new employee to complete necessary payroll and benefits paperwork, as well as arranging for

parking, computer access, and building access. The new employee is then placed on the payroll. **(See Appendix G).**

Feedback to Interviewees

- The Hiring Manager should notify the unsuccessful candidates through a personal telephone call and follow up with a letter **(see Appendix B)**. This is the most professional, decent way to communicate this news to those who are anxiously awaiting a decision.
- Sometimes unsuccessful candidates will ask one or more Search Committee members for feedback. Such questions should be referred to the Search Chair.
- The Search Chair should respond to requests for feedback from candidates by being factual. "Someone else was more qualified" is a legitimate, factual response.

**PROCEDURES FOR POSITIONS THAT DO NOT REQUIRE AN AFFIRMATIVE
ACTION SEARCH**

SPECIAL APPOINTMENTS (AAUP, Article 4.8.2)

TEMPORARY APPOINTMENTS (SUOAF-AFSCME, Article 13.1)

**ACTING APPOINTMENTS (Management Confidential Policies,
Article 6.6)**

Completing the AAP-1 Form

- The hiring manager is responsible for completing the AAP-1 form and for securing all necessary approvals.
- The AAP-1 can be filled out here [link].
- Indicate whether the request is to:
 - ✓ Establish a new position
 - ✓ Refill a vacant position or
 - ✓ Refill and reclassify a vacant position
- A written justification is required for all requests, including an explanation of how the position will be funded.
- For all positions except AAUP, a copy of the job description and organizational chart should be attached to the AAP-1 form.
- If a job description needs to be created or changed, contact Human Resources (21856) for guidance. **(See Job Descriptions on p.10 for more information)**
- The completed AAP-1 form is routed to the Vice President/Chief, the Budget Office, and the Human Resources Office for review and approval.

- After the AAP-1 form has been approved, Human Resources will notify the hiring manager. Procedures may vary depending on contractual requirements.

SUOAF and MANAGEMENT CONFIDENTIAL POSITIONS

Internal SUOAF notice

- SUOAF members at all CSU campuses and the CSU System Office receive electronic notice of all bargaining unit openings in accordance with Article 10.4.1 of the collective bargaining agreement. Any SUOAF member who is interested in the position **must** be considered for the position.
- In accordance with Article 10.4.2, failure to promote a bargaining unit member is not grievable.

Internal SUOAF hire

- If a member of the SUOAF bargaining unit is selected for the position, the Hiring Manager sends a memo to the appropriate Vice President/Chief Officer, requesting an internal transfer. If approved, the hiring manager calls the recommended candidate to make a **conditional** offer of employment. At this time, it is appropriate to discuss a salary offer and a proposed starting date.
- If salary requirements must be adjusted, the Hiring Manager should not make any commitments, but should seek guidance from the Vice President/Chief Officer and/or Human Resources. The Hiring Manager should be clear with the candidate that the offer is not official until the candidate receives an offer letter signed by the President.
- If the candidate accepts the university's **conditional** verbal offer of employment, the Hiring Manager notifies Human Resources.
- Human Resources will prepare the appropriate appointment letter for the President's signature.

- The appointment letter includes the position title and/or rank, salary, starting date, and appointment length.
- Human Resources sends all employment forms, benefits and retirement information to the candidate along with the appointment letter.
- The hiring is not finalized until the candidate has signed and returned the appointment letter to Human Resources, agreeing to the terms of the employment offer. Once the signed letter is returned to Human Resources and the candidate fills out necessary employment forms, the new employee is put on the payroll.

External Hires

- Affirmative Action searches are not required for SUOAF and Management/Confidential Temporary Appointments. **However, in keeping with CCSU's commitment to diversity, every effort should be made to recruit and consider candidates from diverse backgrounds and historically underrepresented groups for temporary appointments.**
- If a candidate has already *been identified, the hiring manager* completes a **SUOAF/Mgmt Temporary Appointment Form** available on the HR web page, and sends it along with the candidates' application materials to the appropriate managers for signatures.
- If a candidate has not been identified, contact Human Resources to discuss options for posting and/or advertising the position.
- Hiring managers are authorized to interview and make conditional offers of employment for temporary appointments. The hiring manager should be clear with the candidate that the offer is not official until the candidate receives an offer letter signed by the President.
- Once the candidate accepts the university's **conditional** verbal offer of employment, the Search Chair or hiring manager must ensure that the candidate fills out the

documents necessary to complete the pre-employment background investigation. Two forms are required: the **CCSU Application for Employment** and the **Background Investigation Notification and Authorization** (See p. 35 for more information on the Pre-Employment Background Investigation process).

- When the background investigation is successfully completed, Human Resources will prepare the appropriate appointment letter for the President's signature.
- The appointment letter includes the position title and/or rank, salary, starting date, and appointment length.
- Human Resources sends all employment forms, benefits and retirement information to the candidate along with the appointment letter.
- The hiring is not finalized until the candidate has signed and returned the appointment letter to Human Resources, agreeing to the terms of the employment offer. Once the signed letter is returned,

a representative of the Human Resources Office meets with the new employee to complete necessary payroll and benefits paperwork, as well as arranging for parking, computer access, and building access. The new employee is then placed on the payroll. (See **Appendix G**).

AAUP SPECIAL APPOINTMENTS

There are four (4) types of special appointments described in Article 4.8.2 of the AAUP contract:

- a) to hire someone with unusual knowledge, artistry, or exceptional merit
- b) as a replacement for a full-time member on leave (e.g., maternity leave)
- c) an emergency appointment prior to a successful affirmative action search

d) a grant or contract funded position.

Most special appointments fall into category c.

- Affirmative Action searches are not required for a Special Appointments. **However, in keeping with CCSU's commitment to diversity, every effort should be made to recruit and consider candidates from diverse backgrounds and historically underrepresented groups for special appointments.**
- After approval of the AAP-1 form, the Provost's Office will issue a "search" number (for TRACKING PURPOSES ONLY) and send the ***AAUP Temporary Appointment form*** to the Dean and Department Chair. **(See Appendix F for sample form).**
- If a candidate has not been identified, contact Human Resources to discuss options for posting and/or advertising the position.
- Hiring managers are authorized to interview and make conditional offers of employment for temporary appointments. The Hiring Manager should be clear with the candidate that the offer is not official until the candidate receives an offer letter signed by the President.
- The Temporary Appointment form must be approved and signed by the Provost's Office. The form is then sent to Human Resources for processing.
- Once the candidate accepts the university's ***conditional*** verbal offer of employment, the Search Chair or hiring manager must ensure that the candidate fills out the documents necessary to complete the pre-employment background investigation. Two forms are required: the **CCSU Application for Employment** and the **Background Investigation Notification and Authorization** (See p. 33 for more information on the Pre-Employment Background Investigation process).

- When the background investigation is successfully completed, Human Resources will prepare the appropriate appointment letter for the President's signature.
- The appointment letter includes the position title and/or rank, salary, starting date, and appointment length.
- Human Resources sends all employment forms, benefits and retirement information to the candidate along with the appointment letter.
- The hiring is not finalized until the candidate has signed and returned the appointment letter to Human Resources, agreeing to the terms of the employment offer. Once the signed letter is returned,

a representative of the Human Resources Office meets with the new employee to complete necessary payroll and benefits paperwork, as well as arranging for parking, computer access, and building access. The new employee is then placed on the payroll. **(See Appendix G)**

PRE-EMPLOYMENT BACKGROUND INVESTIGATION

All regular full-time and part-time external candidates for employment with CCSU, including University Assistants, rehired retirees who have never worked at CCSU, and re-hired employees with a break in service of over one year, must undergo a Pre-Employment Background Investigation. **Candidates will not receive a final appointment letter until they have successfully completed the Pre-Employment Background Investigation.**

What does the background investigation entail?

- Generally, the Pre-employment Background Investigation includes the following:
 - ✓ Criminal Background Investigation
 - ✓ Social Security Number verification
 - ✓ Sexual Offender Database Search
 - ✓ Prior employment verification
 - ✓ Education verification (highest level)
 - ✓ Residence verification

- In addition, candidates for some positions may be required to undergo additional checks including one or more of the following:
 - ✓ Motor Vehicle Record
 - ✓ Professional References
 - ✓ State/Federal Civil Litigation, Liens, Judgments
 - ✓ Credit Verification
 - ✓ Corporate Filing and Status Search
 - ✓ Media Search
 - ✓ Professional Licensing

- This process may reveal information that could disqualify a candidate from further consideration for the position.

- If the background investigation results are satisfactory, HR will notify the Hiring Manager and the employment process may proceed.

- If the background investigation results are unsatisfactory, the Chief Human Resources Officer or his/her designee will follow the procedures outlined below.

Examples of Results

That May Disqualify an Applicant

- Failure to pass the criminal, social security, or sex offender investigation
- Inconsistencies between the information on the candidate's employment application and the information received from the Background Investigation
- Omission by the candidate of significant information on the employment application

Fair Credit Reporting Act (FCRA)

Compliance

- When CCSU receives information in a background investigation that may disqualify a candidate from consideration, the University will comply with the requirements of the Fair Credit Reporting Act (FCRA) as referenced in the CSU Background Investigation Policy:
 - ✓ HR sends a letter to the candidate, notifying him/her that the University has received disqualifying information, with a copy of the Background Investigation Report and a summary of the candidate's rights under the FCRA.
 - ✓ The notification is sent to the candidate before any adverse employment action may be taken based on the Background Investigation Report.
 - ✓ After five (5) business days, barring the receipt of any new information received from the candidate that changes or clarifies the Report and eliminates any discrepancies, HR sends the candidate a second letter rejecting his/her candidacy based on the disqualifying information generated.

Confidentiality

- All information obtained as part of a Pre-employment Background Investigation is confidential and the information is in an electronic file at the company retained by CSU to perform background investigations. Copies of background investigations are **not** retained in an employee's official personnel file.

EMPLOYEE ORIENTATION

- All new employees meet with a member of the Human Resources staff before their first day of work to complete necessary payroll and benefits paperwork, as well as arranging for parking, computer access, and building access.
- Formal orientation programs are provided for all new faculty and staff. At the start of each academic year, full and part-time teaching faculty members are invited to attend New Faculty Orientation, sponsored by the Office of the Provost.
- Non-teaching faculty employees are invited to attend New Employee Orientation sponsored by the Human Resources Department, held on a quarterly basis. Please see the general agenda for New Employee Orientation.
- Formal mentoring programs for new faculty are required in accordance with the Faculty Senate Promotion and Tenure Policy (Fall, 2008).
- Academic department chairs should provide all new faculty members with a copy of the Senate Promotion and Tenure Policy and their individual departmental guidelines.

- Managers, supervisors, and colleagues are expected to provide informal orientation and mentoring to all new employees within their departments/work units.
- At a minimum, new employees should receive the following assistance from members of their departments:
 - ✓ Introduction to colleagues
 - ✓ Tour of the office/building where working
 - ✓ Orientation to office/department (e.g., equipment usage, location of supplies, etc.)
 - ✓ Discussion of office protocols
 - ✓ Phone/e-mail for key contacts
 - ✓ Building safety/security procedures

REIMBURSEMENT FOR MOVING EXPENSES

- In accordance with Board of Trustees policy, the President may offer partial reimbursement for out-of-state moving expenses for AAUP, SUOAF, and Management employees.
- Request for reimbursement for moving expenses are made by the Dean or hiring manager to the appropriate management official, who will make a recommendation to the President at the time of hire. If approved, a separate letter is sent to the candidate from the President at the same time the official appointment letter is sent.
- Reimbursements are not processed unless the President has authorized it in advance.

For further information regarding the reimbursement policy, please see Policies & Procedure

PROCEDURES

- Employees must complete and sign an "Employee Voucher" which is available for download.
- Employees must provide the original copies of all applicable receipts, indicating a zero balance or that payment has been made.
- The Employee Voucher and accompanying receipts must be separated into two categories:
 - ✓ Transportation/Storage, and
 - ✓ Travel and lodging (see below)
- Only Internal Revenue Service (IRS) qualified moving expenses may be reimbursed. These include those expenses that would be deductible by the employee as moving expenses if they had been directly incurred by the employee. Qualified moving expenses are described in IRS Publication 521, "Moving Expenses," and includes:
 - ✓ reasonable expenses for moving household goods and personal effects from a former residence to a new residence;
 - ✓ reasonable expenses of travel (including lodging) from a former residence to a new place of residence. NOTE: Meals are not considered a qualified moving expense.
- Reasonable expenses of travel include ONLY one trip made by the employee and members of his/her household, whether they travel together or at the same time.
- If an employee drives his/her own car(s) in the process of moving, mileage will be paid at the current IRS rate for moving mileage reimbursement for the most direct route available. Mileage will be determined through the use of the website Map Quest.
- Qualified moving expense reimbursements are not subject to withholding taxes or retirement contributions and are paid through the payroll system.
- For more information go to the travel policies.

SECTION 2

CLASSIFIED POSITIONS

Administrative Clerical (NP-3)

Administrative and Residual (P-5)

Connecticut Police and Fire Union (NP-5)

Maintenance and Service (NP-2)

AAP-1 PERSONNEL ACTION REQUEST FORM

The AAP-1 Personnel Action Request Form must be submitted and approved before any temporary or permanent classified position can be filled. The AAP-1 may be completed here ([link](#)).

PROCEDURES FOR FILLING CLASSIFIED POSITIONS

Completing the AAP-1 Form

- The hiring manager is responsible for completing the **AAP-1** ([LINK](#)) form and for securing all necessary approvals.
- Indicate whether the request is to:
 - ✓ Establish a new position;
 - ✓ Refill a vacant position;
 - ✓ Refill and reclassify a vacant position

- A written justification is required for all requests, including an explanation of how the position will be funded.
- A copy of the department's organizational chart should be attached to the AAP-1 form.
- The completed AAP-1 Form is routed to the Vice President/Chief, the Budget Office, and the Chief Human Resources Officer for review and approval.
- After the AAP-1 Form has been approved, Human Resources will issue a Search Number.

***Layoff and
Reemployment Lists***

- In accordance with State Personnel Regulations covering classified employees, prior to filling a vacant classified position, eligible state employees on the mandatory layoff/reemployment lists and the SEBAC reemployment list must be offered the position. No vacant position may be filled until all potential candidates from both lists have been cleared.
- Human Resources must offer the position to interested mandatory hires before the position can be posted or advertised.
- If an employee with reemployment rights selects CCSU's position, he/she is a mandatory hire, pending the successful completion of the standard background investigation for all new employees.
- If the hire is made from the reemployment list, the search ends.

Candidate Pool

- For competitive positions (those requiring an examination), Human Resources must review all active certification lists containing the names of candidates who have taken and passed the examination for the position. Human Resources will canvas the list and

contact the certified candidates inviting them to submit an application.

- For positions that do not require examination, the position may be posted internally, externally, or both, depending on the position type and the bargaining unit requirements.
- Positions may also be filled through lateral transfer of candidates who currently hold status in the position being posted. This includes those employed at CCSU as well as other state agencies.
- Internal and external posting procedures will vary depending on the contractual requirements for each bargaining unit. Human Resources will ensure that all contractual requirements are met.

AAP C-1 CANDIDATE POOL REPORT

Application Materials

- Applications must contain the following information:
 - ✓ A signed cover letter
 - ✓ A signed State Application form (PLD-1)
 - ✓ Names, titles, and phone numbers of at least two (2) references
 - ✓ Optional resume

Application Review by

Human Resources

- Human Resources conducts an initial screening of the applications and forwards the applications of eligible, qualified candidates to the hiring department.

- Human Resources completes the left-hand column on page 1 of the AAP C1 Form and sends it to the department with the candidates' application materials.

Selection of Interviewees

- The hiring supervisor and/or Interview Committee reviews the applications and selects candidates for interviews.
- If any of the candidates are known to members of the Interview Committee, this fact should be disclosed. If an Interview Committee member feels that he/she cannot be objective about a candidate, he/she should excuse him/herself from the committee.
- This is a paper review, and the Committee should be careful to consider only the application materials supplied by the candidates. Even if Interview Committee members are familiar with the candidate, the category placement should be based on the application submitted, **not personal knowledge of the candidate.**
- The names of candidates selected or not selected for interviews and the reason(s) must be listed in the right-hand column on page 1 of the AAP C1 form.
- Reasons must be factual. For example, if the advertisement states that experience in a high volume setting is required and the candidate lacks such experience, then the reason states is "no experience in a high volume setting."
- The AAP C1 form is signed by the hiring supervisor; the department head; and the Director of Diversity & Equity. Once the form is approved, interviews can be scheduled.

Scheduling Interviews

- The hiring supervisor is responsible for scheduling candidate interviews. If an Interview Committee is convened, every effort should be made to schedule interviews when all members are available.

- It is best to contact a candidate by phone to schedule an interview.
- Try not to schedule interviews on Monday morning or Friday afternoon.
- Reasonable accommodations in accordance with the Americans with Disabilities Act (ADA) should be made during campus interviews for candidates who request them (e.g., wheelchair accessible interview rooms, special seating). **(See Appendix C for more information).**
- Once interviews are scheduled, confirm the interview details in writing, including:
 - ✓ the locations and room numbers where the interview(s) will be held
 - ✓ the time the interview will begin
 - ✓ any materials or information the candidate should bring with them to the interview
 - ✓ the name of a contact person(s) and his/her phone number **(See Appendix B for sample confirmation letter).**

ENSURING AN EFFECTIVE INTERVIEW PROCESS

Job interviews are inherently stressful. It is important to make the process as easy and stress-free as possible for the candidate, by providing structure, attending to details, and treating candidates with dignity, respect, and kindness. You want each candidate's first impression of CCSU to be a positive one.

Arranging for On-campus Interviews

- Make detailed plans for the candidate's arrival on campus. A disorganized, disjointed visit to campus will not convince candidates that CCSU is their employer of choice.

Greeting the Candidate

- Ensure that a contact person is available to receive calls and/or greet the candidate.
- Alert office personnel who are the first point of contact that the candidate is expected to arrive.
- If the candidate arrives early, a staff member should make him/her comfortable while waiting for the interview to begin. Staff may wish to use this greeting: *"Mr. Jones is expecting you, and he will be with you shortly. May I offer you something to drink? Would you like to use the restroom?"*
- Have a designated place set aside for the candidate to wait and organize his/her thoughts prior to the interview. The best location is one that is relatively quiet and/or away from other people.
- Candidates should be greeted and escorted to the Interview Room.

Conducting the On-campus interview

- Seating arrangements should allow the candidate to make eye contact with everyone.

- If each person in the group plans to ask a question, do so in an orderly pattern. A structured interview makes candidates more comfortable because they know what to expect and who the next question is coming from.
- Search Committee members are expected to bring with them a copy of the candidate's cover letter, resume or CV, and other supporting information. However, the Search Chair should have extra copies available, just in case.
- Interviews should start and end on time. Sometimes, candidates feel pressure because of other commitments or fear of missing scheduled transportation.
- Sitting at a desk or table is always easier for the candidate. It provides them with a place to rest their arms and lay out materials.
- Interviews conducted in a semi-circle with chairs and no tables should allow the candidate space to store their personal belongings. Sometimes, simply having a small table and/or empty chair next to the candidate is appreciated.
- Have water available for the candidate and provide them with paper and pen to take notes.
- Candidates sometimes bring copies of their resumes and/or other materials for the Interview Committee. If they do, distribute the copies even if you have them already. NOTE: always accept the materials. Sometimes people will change their resumes in order to update their credentials. In some cases, candidates change their resume in areas that may alert you to a problem.
- When asking questions, avoid words, phrases, and references that may only be known to CCSU personnel, such as Blue Chip Card; names of specific buildings i.e. Willard Hall or Tony's; and abbreviations common only to CCSU.
- At the conclusion of the interview process, inform the candidate of the timeframe for a decision and if you would like them to submit additional materials or samples of their work.
- If a candidate is offered a tour of CCSU at the end of their interview, ensure the candidate is linked to the person/department conducting the tour.
- Someone from the Interview Committee should walk out with the candidate. Thank them for taking time to

participate in the interview process and for their interest in working at CCSU.

INTERVIEW QUESTIONS

- Interview questions must be submitted to the Office of Diversity and Equity and approved prior to interviews taking place.
- Testing candidates for classified positions is not permitted. For example, you may not administer a typing test.
- Interview questions must be job-related and designed to elicit information regarding the candidate's education, training, experience and skills related to the specific job functions. Questions should be open-ended whenever possible.
(See Appendix D for a sample list of appropriate interview questions).
- All candidates must be asked the same basic questions during the interview. Follow-up questions may vary, based on the candidate's response to the initial question.
- If the candidate is from within CCSU and is known to the members of the Interview Committee, the committee has some latitude in asking additional questions based on their knowledge of the candidate's work at CCSU.
- Interviewers may ask about the candidate's education, work ethic, interpersonal skills, initiative, planning, organizational ability and other factors related to the position's responsibilities.
- Questions focusing on the following topics are not considered appropriate and could violate state or federal law:
 - ✓ Race or attitudes relating to race
 - ✓ Religion or Religious Affiliation
 - ✓ Gender
 - ✓ Sexual Orientation
 - ✓ Height and/or weight

- ✓ Age
- ✓ Arrest and Conviction Records
- ✓ National Origin
- ✓ Financial Status
- ✓ Military Record
- ✓ Disability
- ✓ Number of children or child care arrangements

(See Appendix E for a sample list of illegal interview questions).

- Candidates should be evaluated based on the answers to the interview questions without regard to personal preferences, such as where a candidate lives, where he/she went to school, or special interests or hobbies.

Guidelines relating to disabilities

- Questions that elicit information about a candidate's known or unknown disability are prohibited under the Americans with Disabilities Act (ADA).
- Even when the committee is aware of a disability, or the candidate discloses a disability, you may not ask any questions regarding the disability.
- You may only ask the candidate with a known disability that might interfere with the performance of the essential job functions whether or not he/she will be able to perform the essential functions of the job, and how, with or without an accommodation.
- However, if the known disability would not interfere with the performance of essential job functions, you cannot ask the candidate how the job will be performed unless you ask that same question of all the candidates.
- You may not ask a candidate with a known disability if he/she will need leave for medical treatment or other reasons related to the disability.

- You may, however, inform the candidate about work hours and leave policies and ask if he/she can meet the requirements.
- If a candidate has a visible injury such as a broken leg, do not ask about the severity of the injury or the prognosis, as this could potentially disclose a disability.
- If the candidate reveals a disability to the Interview Committee, the need for accommodation can be discussed during the interview process.

Maintaining Search files/records

- Human Resources must maintain clean originals of all application materials and there should be **no markings or notes written on the originals**. The hiring supervisor and/or Interview Committee members receive paper or electronic copies of all materials.
- In accordance with State of Connecticut Records Retention Guidelines, search files must be maintained for a minimum of three (3) years. The master file containing all of the application materials from all candidates is maintained in Human Resources. The Office of Diversity and Equity will retain all search forms (AAP C-1 and C-2).

APP C-2 LIST OF RECOMMENDED CANDIDATES

- The hiring supervisor and/or Interview Committee will select the finalists for the position and list the names, unranked, on the AAP C2.
- A memo justifying the recommendation and an assessment of all finalists interviewed must be attached to the AAP C2 form.

- The applications of all candidates interviewed must also be attached to the AAP C2 form.
- The Office of Diversity and Equity must approve the AAP C2.
- Once approved, the AAP C2 is forwarded to Human Resources. State regulations require that layoff and reemployment lists be canvassed one final time before an offer of employment can be made.

REFERENCE CHECK AND BACKGROUND INVESTIGATION

- Human Resources will check all applicants' references and re-check eligibility for appointment to the position.
- The candidate must complete the **Background Investigation Notification and Authorization** at so that a background investigation can be completed. **(See Section II for more information on the Background Investigation process).**
- Candidates for positions in the Maintenance and Service bargaining unit (CEUI) and the Connecticut Police and Fire Union (CPFU) must take and pass a pre-employment physical. Candidates for police positions must also be POST certified.
- Offers of employment are made by Human Resources. HR will notify the hiring department when the candidate accepts the position and the start date is determined.
- All new employees meet with a representative from Human Resources to review and complete all required forms and policies before the employee is placed in the payroll.

EMPLOYEE ORIENTATION

- Classified employees are invited to attend New Employee Orientation sponsored by the Human Resources Department, held on a quarterly basis. The general agenda for Orientation can be found here: [New Employee Orientation](#).
- Managers, supervisors, and colleagues are expected to provide informal orientation and mentoring to all new employees within their departments/work units.
- At a minimum, new employees should receive the following assistance from members of their departments:
 - ✓ Introduction to colleagues
 - ✓ Tour of the office/building where working
 - ✓ Orientation to office/department (e.g., equipment usage, location of supplies, etc.)
 - ✓ Discussion of office protocols
 - ✓ Phone/e-mail for key contacts
 - ✓ Building safety/security procedures

SECTION 3

PART-TIME (ADJUNCT) FACULTY

PART-TIME (ADJUNCT) FACULTY HIRING PROCESS

In accordance with Article 1.6.2 of the CSU-AAUP contract, part-time faculty are those “who are employed for at least six (6) days in a semester and who earn six (6) or fewer load credits or who teach no more than two (2) courses for a total of eight (8) or fewer load credits and whose function consists primarily of (but shall not be limited to) teaching, research, or other scholarly activity.”

Hiring Process

- Searches are not required for part-time faculty.
- The process begins at the academic department level. In most cases, departments hire qualified part-time faculty through professional contacts and word of mouth.
- If a department wishes to post an advertisement for part-time faculty, contact Human Resources (X21751). The position will be posted under “Employment Opportunities” on the HR web page.

Contractual Requirements

- See the CSU-AAUP contract for important requirements regarding part-time faculty hiring:
 - ✓ Article 4.6, Assignment of Courses to Part-time Members
 - ✓ Article 12.8, Part-time member pay rates
 - ✓ Article 12.8.1, Part-time Member Discretionary Rate
 - ✓ Article 12.8.2, Part time Continuing Member Pay Rate
 - ✓ Article 12.8.3, Part-time Member Paycheck Schedule
 - ✓ Article 12.8.4, Part-time Member Temporary Additional Duties

Load Hour Limitations

- Fall and Spring Semester – Eight (8) or fewer load hours
- Winter Session/Intersession – Maximum of four (4) load hours
- Summer Session Limitation –Total load assignments in a given summer cannot exceed sixteen (16) load credits (eighteen (18) load credits for laboratory or studio courses).
- Summer Sessions of five (5) to eight (8) weeks – Maximum of eight (8) load hours
- First Five and Eight Week session – Maximum of eight (8) load hours combined
- Summer Session of four (4) weeks or less – Maximum of four (4) load hours

Paychecks

- Part-time faculty members receive eight (8) paychecks per academic semester if they are placed on payroll at the start of semester. If hired after the start of the semester, the total salary for the semester is divided equally among the remaining paychecks in the semester.

Course Cancellation

- Article 4.6.1, Course Cancellation Fee requires that “if a class scheduled to be taught by a part-time faculty member is cancelled within seven (7) business days prior to the beginning of the first day of classes, the part-time member shall be paid the sum of \$300.”
- Human Resources notifies Department Chairs and Deans via e-mail of the exact DATE by which courses must be cancelled in order to avoid the course cancellation fee. Course cancellation fees are charged to the appropriate departmental budget.**
- The Department Chair or hiring manager must notify the Dean, the Registrar’s Office, and Human Resources of a course cancellation to avoid overpayment of salary.
- Human Resources will make the official notification of the course cancellation to the faculty member **in writing**.

Resignation or other early termination

- If a part-time faculty member resigns or is otherwise terminated prior to the end of his/her contract, the Department Chair or hiring manager must submit a revised Part-time Appointment Form indicating the appropriate end date of employment. The salary will be pro-rated and the part-time faculty member will receive a revised contract from Human Resources.

Part-time Faculty Appointment Form

- The Department Chair or hiring manager completes a Part-time Faculty Appointment form. Signatures are required from:
 - ✓ Department Chair/hiring manager
 - ✓ Dean
 - ✓ Graduate Studies (for courses 500 level and above)
 - ✓ Grants Office (grant funded courses)
- HR reviews the form for course assignment; lecturer category; load hour limitations; funding; and appropriate signatures. Department Chairs and Deans are notified of any needed corrections.
- Contract packages are mailed approximately thirty (30) days prior to the start of the academic semester.

Class Over-enrollment

- Class size will be determined by enrollments at the end of the third week of each academic semester. If appropriate, and upon notification by the Registrar's office, additional load hour credit is calculated and affected part-time faculty receive a revised contract and increase in salary.

Absentee Policy

- Part-time faculty do not complete attendance records. It is expected that if a part-time member knows in advance that he/she is unable to meet a class, a substitute will be arranged for and compensated by the member.

- If a part-time member must cancel a class, he/she **must call or e-mail** his/her department chair/secretary so that students can be notified.

Pre-Employment Background Investigation

- All new part-time faculty and those with a break in service of more than one year must undergo a **Pre-Employment Background Investigation (See Section II)**. A Background Investigation Consent Form and a CCSU Application for Employment must be completed in order to process the background investigation.
- Background Investigations are processed only after Human Resources has received the signed **part-time faculty appointment form** from the department.

New Part-time Faculty Hiring Forms

- All new part-time faculty receive a hiring package from Human Resources that contains an employment contract. **This contract must be signed and returned to Human Resources.**
- The package contains all necessary forms for payroll, parking and computer access, retirement and benefits. **(See Appendix H).**
- New part-time faculty must appear in person in the Human Resources Office in Davidson 119 to complete required Employment Eligibility Verification (Form I-9) from the U.S. Citizenship and Immigration Service.
- New part-time faculty must submit a resume and official transcript(s) for verification of credentials.

Returning Part-time faculty

- Returning part-time faculty receive a hiring package from Human Resources that contains an employment contract. **This contract must be signed and returned to Human Resources before the faculty member can be placed on the payroll.**

- Returning part-time faculty are not required to re-submit other hiring forms each semester.

General Information for all part-time faculty

- General information for all part-time faculty is located on the HR web page.

SECTION 4

UNIVERSITY ASSISTANTS

UNIVERSITY ASSISTANTS

General Information

- The University Assistant is an unclassified, part-time, non-teaching category of employment established by Board of Trustees Resolution.
- University Assistants are paid from individual departmental operating budgets.
- University Assistants may work no more than an average of 19 hours per week, for a total of 988 hours per fiscal year (July 1 – June 30).
- The current maximum earnings per fiscal year is \$24,000. Hourly rates are at the discretion of the hiring department.
- The 988 hour maximum is pro-rated based on when during the fiscal year the University Assistant is hired. For example, if a UA is hired on January 1, he/she may work half of the 988 hours until the end of the fiscal year on June 30.
- University Assistants are not included under any collective bargaining agreement.
- There are no fringe benefits (medical/dental, accrued leave time, retirement, etc.) associated with University Assistant positions.
- University Assistants cannot hold UA positions on more than one campus. However, a University Assistant can be employed as a part-time teaching faculty member on the same or different campus, as long as there is no conflict in the hours worked. In this case, the employee must complete a Dual Employment Form (**See Appendix I**)

Advertising for a University Assistant position

- If you do not have a candidate and you need to advertise, send a short description of the position via e-mail to Karen Portera in Human Resources (porterak@ccsu.edu). The position will be posted on the University website, under **Job Opportunities**.

Hiring Process

- Since the University Assistant is a part-time, unclassified position, departments who have authorization and funding to hire a University Assistant may hire a selected candidate without undertaking an affirmative action search.

- When you have selected a candidate, fill out the University Assistant Appointment Form (**See Appendix J**) and send it to the Human Resources Department in Davidson Hall, Room 119.
- University Assistants are required to satisfactorily complete a background investigation (**See Section II**) prior to hiring.
- University Assistants must appear in person in Human Resources to complete an I-9 form.
- Time sheets for University Assistants are processed through the automated time and attendance system (TPS).
- Supervisors are responsible for monitoring the salary and hours maximums for their University Assistants.**

SECTION 5

STUDENT WORKERS

From the Center for Advising and Career Exploration (CACE) web page:

“Hundreds of students work part-time on campus in almost every department. They perform a variety of jobs including assisting with general office functions, working in positions that require technical expertise, assisting with research and providing excellent customer service. Students who work on campus are more likely to remain in school and complete their degrees because they feel more connected to the university.”

Student Worker Board Resolution #98-62

- Student workers must be matriculated at one of the CSU universities, and must be currently enrolled in courses or enrolled in the Intensive English Language Program (IELP) at one of the campuses.
- Student workers cannot be on any other state payroll other than the student employee payroll of the university.
- Students may work in the summer only if they were enrolled in the prior spring semester and certify in writing an intention to continue enrollment in the subsequent fall semester or to complete degree requirements during one of the summer sessions.
- Students may work no more than 40 hours **per pay period** during the spring and fall semesters when classes are in session. During periods when there are no classes, students may work 40 hours **per week**.
- The rules of the Federal College Work Study Program, or any other federal work program, prevail if there is a conflict with this Board Resolution.
- Student workers are paid from individual department operating budgets.
- Student workers are state employees and receive state paychecks. Time spent as a student worker counts toward longevity if the student is subsequently hired into another state position.
- As state employees, student workers are required to abide by state and university policies.

Finding and hiring a student worker

- See Appendix K** for Student Worker Pay Rates and Job Classifications.
- If you want to advertise a Student Worker position, or you are looking for students with a work-study award to work in your department, call the Center for Advising and Career Exploration (x21631). They will post the position in **Central Connections** (link), where all students can search for available positions. Students will directly contact the department contact listed in the job posting to set up an interview.

- Once you have hired a student worker, he/she must read several policy documents and complete required forms. See Student Employment Reading Material and Student Employment Forms.
- All forms are submitted to the Payroll Office in Marcus White Annex 006.
- A justification is required for changes to a student worker's pay rate. **(See Appendix L).**
- If the student's pay rate changes, or there are any other changes to the student's payroll status, they may be required to submit revised payroll forms.
- Hours worked are submitted through the automated time processing system (TPS).
- Questions regarding forms, time sheet processing, or paychecks should be directed to the Payroll Office at X22503.

SECTION 6

GRADUATE INTERNS

Procedures and Criteria for Appointing Graduate Interns

Per Board of Trustees Resolution #92-115

Developed by the School of Graduate Studies (X22363)

A Graduate student preparing to enter a student affairs or student service field may be appointed as a Graduate Intern (GI) to provide an intense two year on-the-job training and development experience.

Graduate interns enrolled as full time students shall be required to pay full time general fund tuition and in addition a University General Fee sufficient to defray the cost of student accident and health insurance, but the balance of the University general fee as well as all other fees imposed by the board shall be waived.

Graduate interns enrolled as part time students shall have waivers of all fees including summer session and winter session fees up to a total maximum of 18 credit hours, provided they are enrolled in courses that are required for the completion of their graduate program. (Please note: Graduate Intern must pay the \$62 registration fee (or higher if the fee structure changes).

Each campus is authorized to pay Graduate Intern stipends not to exceed \$15000 for the academic year (nine months) and a stipend not to exceed \$5000 for summer sessions (three months); said stipends will be prorated for part time assignments.

Criteria

A graduate student must meet the following criteria to be appointed as a Graduate Intern (GI):

- Be matriculated into a graduate program
- Demonstrate a minimum 3.0 GPA
- Preferably be registered part time (3-8 credits) in courses that are required for their graduate program. See above for the Board of Trustees resolution
- Have the proper visa if being appointed as an international student
- May not be employed under any other employment category by the university.

Procedures

Assigning a Graduate Intern (GI) to a department requires the following steps:

- The hiring office interviews the student and extends the possibility to hire after the graduate intern agrees to work 35 hours per week.
- The hiring office notifies the Dean, School of Graduate students who checks to see if students meet criteria as listed above.
- If criteria are met, a letter is sent to the student by graduate studies and copied to the hiring supervisor, bursar and human resources, and Provost (or other appropriate area supervisor).
- Whether they are new or renewals, GIs must report to Human Resources to be placed on the payroll. No GI will be paid until this requirement is met.
- Graduate Interns may be hired for a maximum of two years if funding exists. Appointments are made on an annual basis and students are renewed based on the student's performance as a GI as well as stated criteria; a second letter is sent by graduate studies if appointed for a second year.

SECTION 7
APPENDICES

APPENDIX A

Charge of the Search Committee

Position: _____ Search Number: _____

I. General issues

1. Search committee liability: it is possible, and has happened here, that search committee members can be sued in their individual and official capacities. Under Connecticut law, state employees are entitled to representation by the Attorney General's Office and indemnification by the state where their actions within the scope of employment or discharge of duties for damage or injury are "not wanton, reckless or malicious..." Conduct that is merely negligent comes within the statutory protection.

The committee must meet as a whole throughout the search and must conduct its deliberations within the meetings. Do not discuss anything related to the search, either with members or non-members of the committee, except when the committee is formally meeting. If you E-mail information regarding the search, all of the committee should be copied.

2. Each applicant must receive an individualized and complete review of his/her qualifications as compared to the job advertisement. If there are general terms in the advertisement that need further clarification, those standards must be set out before reviewing the applications. For example, the ad requires "teaching experience" without further definition. The committee needs to describe the skill set and scope that term is meant to capture, rather than the jobs that might suffice.

3. All members of the committee must use the same standards to evaluate the applicants. Again, decide before looking at the applications, as that helps to insulate the committee from charges of bias or favoritism.

4. Members of the committee should disclose to each other if they know any of the applicants in the pool and how they know of them, or about them. If a member feels that he or she cannot be objective about a candidate, he or she should recuse him or herself from the committee.

5. Master file: The search chair should maintain clean originals and make copies for the committee members. There must be no notes or writing of any kind on the original materials.

6. By state and federal law, the official, or master, search file must be maintained in a secure and accessible location for a minimum of 3 years. The Office of Diversity and Equity maintains the AA search file, but the official (or master) file, containing all application materials from all applicants (whether or not qualified) should be maintained by the hiring department chair.

7. The search chair should contemporaneously document all of committee's decisions, including standards to be applied and the committee's action for each applicant which will become part of the master file. Only committee decisions should be recorded on the minutes. Internal discussions or procedural matters should not be kept in record.

II. AAP-2: Affirmative Action search plan

1. The committee should develop an advertisement that is specific but inclusive. Note that you must evaluate all applicants by comparing their qualifications to those listed in your ad. Your evaluation should be thorough and fair, treating all applicants equally.

2. The advertisement is not a job description. It contains a list of minimal and preferred qualifications necessary to do the job. Remember, any applicant with all the minimal qualification should be, in theory, able to perform the job.

3. Weight carefully the minimal qualifications, and be inclusive. Try not to include qualifications that will unnecessarily exclude potential qualified applicants. For example, if you say "5 years experience" as a minimal qualification, think: why five? Is this really the minimum necessary? Would four do just as well, but broaden my pool?

4. For the most part, the preferred qualifications will differentiate the minimally qualified from your finalists. List qualifications that is specific and objective.

5. Recruitment is the most important tool we have to increase diversity. Make sure to include AT LEAST two sources of advertisements that are specifically targeted to historically underrepresented groups in the position's field. Also, include proactive recruitment measures as part of your plan.

6. Once the advertisement is completed and approved by the committee and relevant supervisors, Human Resources will post your ad in one major advertisement source. Other sources must be paid and placed by the department, the dean's office or the academic division. The bargaining units' minority recruitment committees may have available funds for advertisement and recruitment. The Office of Diversity and Equity DOES NOT have any available funds for advertisement.

III. AAP-3: The advertisement has yielded a pool of applicants that the committee needs to review, comparing the applicants' qualifications to those specified in the advertisement.

1. When completing this form, the members must articulate their reasons for voting each individual applicant into the categories and must challenge those reasons that appear unsupported.

2. Pre-Screening-all or none within each category. Applicants within a category must be treated the same. For example, if one is called about missing materials, all must be called who are similarly situated.

3. Each applicant must have a reason-factual and not conclusory, based on the job ad-for why she or he is placed in a category.

4. The **Not Qualified** category is intended for those applicants who do not meet the required elements of the job qualifications. Failure of an applicant to meet any one of the required qualifications should result in placement in the Not Qualified category unless, on the judgment of the committee, the applicant possesses substantially comparable qualifications. The minimum requirement that the applicant has not met should be stated under the Reason column. Letters may be sent to those applicants once the AAP-3 is fully signed.

5. The **Minimally Qualified** category lists those applicants who meet all the minimum requirements, but, based on the paper review and on the judgment of the committee, are not the preferred candidates to be considered finalists. State the factual reasons for placement in the Minimally Qualified category based on the ad and the standards the committee set in advance. For example, if the preference is for someone who has supervised students in field placements and the applicant has no such experience.

6. Then separate the **Finalists** from the Minimally Qualified-apply the standards the committee set-the committee is to work towards speaking with one voice, either unanimously or consensus, at the end. Special attention should be placed on Affirmative Action target candidates.

7. This is a paper review process for the most part. If an applicant is known to the committee (e.g., because of serving a special appointment or other University employment), that information should have limited effect -in other words, if he or she is minimally qualified based on the paper review, but the committee would like to interview him/her based on personal knowledge of the applicant, the person still should go into minimally qualified and not the finalist category.

8. Is the pool the size expected? If not, why not? What should be done to increase the size of the pool? Is there a qualification that acts to exclude otherwise qualified applicants? It is permissible to re-advertise and extend a search if the committee feels it is necessary to attain a larger and more diverse pool of applicants.

9. Is the pool apparently diverse in gender? Race/Ethnicity? If not, why? What else can be done to diversify the pool? The **Priority Target** for this search is a _____ . The Office of Diversity and Equity will provide demographic information to the committee when the AAP3 is submitted about the candidate.

10. Do not interview anyone until this form is completely approved. The Office of Diversity and Equity might reject an AAP3 form if the pool of finalists does not include an applicant from the target group.

IV. Interviews:

1. Read through the "Hiring and Search Manual" before beginning to interview. (<http://www.ccsu.edu/page.cfm?p=4176>). Stop interviewees from offering information we don't want to know. Frame your questions carefully.

2. All interviewees are asked the same basic questions.

3. The search committee members must agree ahead of time on the criteria used and the weight to be given to each question.

4. If you didn't sit through all the interviews, your ability to vote for candidates is limited. With their consent, candidates might be video or audio recorded, and the recordings shared with members of the committee.

5. At the end of the interviews, the committee now has considerable objective and subjective information. Articulate the committee's decisions for each interviewee. Be factual, weigh the relative strengths and weaknesses of each.

6. Put those decisions into a memo to the hiring manager.

V. AAP-4:

1. Fill out the unranked candidate's names only.
2. Attach the memo to the hiring manager.
3. Do not make any conditional offers to candidates until this form has been fully signed.
4. If the hiring manager asks the committee to make a conditional offer to a candidate, document all conversation with the candidate, contemporaneously, and file them in the master search file.
5. Be very clear that the offer is conditional upon the results of a background check and final approval of the President, and put that in writing.

Edited 5/11/12

APPENDIX B

SAMPLE LETTERS

(This is suggested language that should be personalized as appropriate for the search)

Letter to a candidate who is not qualified or is minimally qualified but will not be granted an interview

Dear Dr./Ms./Mr.

Thank you for your interest in the position of _____ at Central CT State University. I apologize for the length of time you have had to wait for some communication from us.

The Search Committee received over _____ applications and carefully reviewed all of the materials received from the candidates.

After due consideration of your credentials, we have identified other candidates whose

“experience and qualifications more closely match our needs” OR

“whose experience and qualifications more closely match the requirements listed in the job advertisement.”

Letter to a candidate who is in the highly qualified pool but is not granted an interview

Dear Dr./Ms./Mr.

Thank you for your interest in the position of _____ at Central Connecticut State University.

At this time, we have decided not to invite you for an interview. However, we are continuing the search and your candidacy will remain under consideration. If you no longer wish to be considered, kindly e-mail _____ and we will remove your name from consideration.

Letter to confirm a scheduled interview with a finalist

Dear Dr./Mr./Ms:

This letter is to confirm your scheduled interview for the position of _____ (job title) at Central Connecticut State University.

The interview is scheduled for _____ (day, date) at _____ (time) in Davidson Hall, Room _____. Directions and parking instructions are enclosed.

We look forward to meeting with you. In the meantime, if you have any questions, please feel free to call _____ at _____ (phone number).

Letter to a candidate who had a phone interview but will not be invited to campus

Dear Dr./Ms./Mr.

I am writing to follow up on our telephone conversation regarding the Search Committee's decision not to invite you for a campus interview for the position of _____.

Narrowing down the field is never an easy task, and it was made even more difficult by the caliber of the candidates. We enjoyed the opportunity to talk with you.

We appreciate your patience with the search process. On behalf of the entire Search Committee, thank you for your interest in CCSU.

Letter to a candidate who was interviewed but will not be hired (after being informed by telephone)

Dear Dr./Ms./Mr.

I am writing to follow up on our telephone conversation regarding the _____ position.

The Search Committee thoroughly enjoyed meeting with you. As you know, we had over ____ applicants for the position, and we interviewed only _____ candidates.

We hope that your passion for _____ remains high, and that your career, whatever path it takes, is fulfilling and rewarding.

APPENDIX C

AMERICANS WITH DISABILITIES ACT (ADA) POLICY AND PROCEDURES

CONNECTICUT STATE UNIVERSITY SYSTEM POLICY REGARDING PERSONS WITH DISABILITIES

The Board of Trustees for the Connecticut State University System affirms its policy of nondiscrimination against all persons protected by all state and federal laws, regulations and executive orders. This policy of nondiscrimination commits the Connecticut State University System (CSU) to achieve equal employment opportunity and full participation for employees with disabilities. It is the Board's policy that no qualified person be excluded from consideration for employment, participation in any university or System Office program or activity, be denied the benefits of any university program or activity, or otherwise be subjected to discrimination with regard to any program or activity. This policy derives from CSU's commitment to nondiscrimination for all persons in employment, academic programs, and access to facilities, programs, activities, and services.

Existing barriers, whether physical, programmatic or attitudinal must be addressed. A person with a disability must be afforded equal employment opportunity as outlined in federal law, specifically the rehabilitation Act of 1973 including the section 504 and the Americans with Disabilities Act of 1990, as well as specific state laws on nondiscrimination found in the Connecticut General Statutes and State Executive Orders 18, 11, and 9.

The ADA requires reasonable accommodation in all aspects of the employment process including application, performance of duties and benefits and privileges of employment. CSU's efforts to accommodate people with disabilities must be measured against the goal of full participation and integration. Services and programs to promote these benefits for people with disabilities shall complement and support, but not duplicate, each university's regular services and programs. In keeping with CSU's commitment to equal employment opportunity, each university will make reasonable accommodation for the known physical and mental limitations of otherwise qualified applicants and employees within the provisions of the prevailing state and federal statutes.

An employee with a disability seeking a reasonable accommodation should contact the university or System Office Affirmative Action Officer to determine the appropriate process for review of the request.

Achieving full participation and integration of people with disabilities requires the cooperative efforts of all of university and System Office departments, offices, and personnel. Each university and the System Office shall periodically review its compliance with this policy as part of its commitment to nondiscrimination.

The Connecticut State University System regarding Persons with Disabilities shall be made available to all employees and shall be posted prominently in meeting rooms used for university and related business meetings and on bulletin boards located in common areas which are readily accessible, on a daily basis, to Connecticut State University System employees and visitors.

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 Rodriguez, Chief Diversity Officer, 1615 Stanley St., New Britain, CT 06050, (860) 832-0178, rodriguezr@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 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>

CONFIDENTIAL

REASONABLE ACCOMMODATION REQUEST FORM

To be completed by employee or job applicant requesting an accommodation. Send to:

Rosa Rodriguez, Chief Diversity Officer, Office of Diversity and Equity, Davidson Hall, Room 102, 1615 Stanley Street, New Britain, CT 06050

This form must be used by university employees and/or applicants for employment who believe they have a disability and wish to request a reasonable accommodation under the Americans with Disabilities Act (ADA) or other applicable State and Federal civil rights laws. By considering this request, the University does not consider or regard the person making the request as having a disability as defined by the ADA, the Connecticut Fair Employment Practices Act, or any other applicable law.

The purpose of this form is to assist the University in determining whether, or to what extent, a reasonable accommodation is appropriate for an employee or applicant for employment. This form **must** be maintained separately from the employee's personnel file and is a **confidential** document.

Fill out all sections that apply to you.

Name: _____ Date of Request: _____

Job Title/Classification: _____ Phone #: _____

Manager's Name: _____ Phone #: _____

Department/Unit: _____

If you're a job applicant, for what position are you applying? _____

1. Identify the physical and/or mental impairment(s) for which you are requesting an accommodation and expected prognosis/duration of the impairment(s).

2. Explain how the impairment(s) listed in #1 affects your ability to perform the essential function(s) of the job/job applying for.

3. List the accommodation(s) you are requesting.

4. Medical verification of impairment from my physician or health care provider (check the appropriate box):

I have enclosed the documentation for this request.

The disability and the need for reasonable accommodation is obvious and no medical documentation is needed. Explain:

I, _____, give Central Connecticut State University permission to explore coverage and reasonable accommodations under the Americans with Disabilities Act of 1990, and all applicable State and Federal laws. I understand that all information obtained during this process will be maintained and used in accordance with the ADA, including its confidentiality requirements.

Signature of Requestor

Date

To Be Completed By the ADA Coordinator

Accommodation Request is: Approved ___ Denied ___ Modified ___ (Explain below)

Comments: _____

Signature of ADA Coordinator

Date

Reviewed by: _____

Date: _____

HEALTH CARE PROVIDER RELEASE FORM

I, _____,(employee/applicant), give Central Connecticut State University permission to contact _____ (healthcare provider). I understand the reason for this contact is to advise the University about my functional abilities and limitations in relation to my job functions. I understand that the University will provide _____ (healthcare provider) with specific information about the position, including the essential functions and specific requirements. All information obtained from employee medical examinations and inquiries will be job-related and consistent with business necessity. All information obtained will be maintained and used in accordance with the Americans with Disabilities Act of 1990 confidentiality requirements, and all other applicable State and Federal laws.

Employee/Applicant Signature

Date

Revised October 2008

APPENDIX D

SAMPLE INTERVIEW QUESTIONS

QUESTIONS APPROPRIATE FOR TEACHING FACULTY INTERVIEWS

Describe the significance of your current research and how it fits into your long term research agenda.

How would you teach a broad introductory survey course taken by majors and Gen Ed students alike?

What books would you assign to your courses and why?

How do you engage students, particularly in a course for non-majors?

In your opinion, what are the attributes of a good instructor?

How do you adjust your teaching style to the less motivated or under-prepared student?

How does this position fit into your overall career goals?

BEHAVIORAL INTERVIEW QUESTIONS

What is Behavioral Interviewing?

Behavioral Interviewing helps interviewers discover how a candidate thinks and reacts in specific employment situations. The concept of Behavioral Interviewing is based on the idea that past performance is a predictor of future success.

Traditional interviewing asks typical questions such as: "What are your strengths and weaknesses?" or "What do you expect from an employer?"

In Behavioral Interviewing, desired skills and traits are determined and then questions are framed to determine whether the person's past experience and decision making skills match the organization's goals. In Behavioral Interviewing, questions are more probing in nature.

Examples of Behavioral Interview Questions

- Give an example of an occasion when you used logic to solve a problem.
- Give an example of a goal you reached and tell me how you achieved it.
- Give an example of a goal you didn't meet and how you handled it.
- Describe a stressful situation at work and how you handled it.
- Tell me about how you worked effectively under pressure.
- How do you handle a challenge?
- Have you been in a situation where you didn't have enough work to do?
- Have you ever made a mistake? How did you handle it?

- Describe a decision you made that was unpopular and how you handled implementing it.
- Did you ever make a risky decision? Why? How did you handle it?
- Did you ever postpone making a decision? Why?
- Have you ever dealt with company policy you weren't in agreement with? How?
- Have you gone above and beyond the call of duty? If so, how?
- When you worked on multiple projects how did you prioritize?
- How did you handle meeting a tight deadline?
- Give an example of how you set goals and achieve them.
- Did you ever not meet your goals? Why?
- What do you do when your schedule is interrupted? Give an example of how you handle it.
- Have you had to convince a team to work on a project they weren't thrilled about? How did you do it?
- Give an example of how you worked on team.
- Have you handled a difficult situation with a co-worker? How?
- What do you do if you disagree with a co-worker?
- Share an example of how you were able to motivate employees or co-workers.
- Do you listen? Give an example of when you did or when you didn't listen.
- Have you handled a difficult situation with a supervisor? How?
- Have you handled a difficult situation with another department? How?
- Have you handled a difficult situation with a client or vendor? How?
- What do you do if you disagree with your boss?

MISCELLANEOUS INTERVIEW QUESTIONS

Reprinted by permission of Henderson Training, Inc.

- If I were to ask your last supervisor, what would he/she tell me about your attendance?
- Tell me about a time when you organized and implemented a new work system, process or procedure. What was the outcome? What was your role?
- When has an organizational change made the work you had been doing irrelevant?
- Describe the toughest work transition you ever had to make. What made it so difficult? What was the outcome?
- When did you take an idea from beginning to end?
- Think of a time when you had to change something significant in your work environment? What happened?
- Tell me about a time when someone misunderstood a memo or email message you wrote.
- Describe an example of poor communication from a co-worker, boss or peer. How did you respond to it?
- Tell me about a time when you were speaking in front of a group and realized they weren't "getting it". Give me a recent example of how you communicated to others an idea that was well-received and implemented.
- Tell me about an experience where you had to speak up and share an opinion with others that was contrary to the majority view.
- What was the most difficult presentation you ever made?
- Does writing come easily to you? What types of communication are easiest to compose? Hardest? Why?
- Are you better at verbal or written communication? Why?
- Tell me how you ran your last meeting.
- When was the last time you got angry and showed your temper too quickly at work? How did it turn out?
- Give me an example of a recent time when you were confronted with an extremely stressful work situation. How did you handle it?

- Describe the last time you felt forced to comply with a decision made at work with which you did not agree.
- Tell me about a recent time when you co-workers or subordinates would say you were stressed or frustrated.
- When was the last time your supervisor praised you for handling a very stressful situation well?
- In your last job, when did you feel pressured? Why? What caused the pressure?
- Give me an example of when you had to work harder than normal to complete a task.
- What was a recent business conflict you had with someone at work? What were the results?
- What types of disagreements are you able to handle easily? Which are the most difficult? Please provide examples.
- Give me an example of a time when you took too long to deal with a conflict.
- When have you had to confront someone at work?
- What's an example of a disagreement that did not get resolved?
- What situations get you angry or irritated?
- Talk to me about your daily, weekly and monthly goals/deadlines and how your performance is measured.
- Tell me about a frustrating task or project that didn't turn out the way you wanted.
- What are you proud of accomplishing? What impact did it have?
- What's an example of an error or mistake you have made on the job?
- Describe two challenging goals you set for yourself in the past year. What were they and what was the outcome?
- Describe some tactics you have used to ensure you meet your goals.
- When have you failed to reach a goal?
- Tell me about the most challenging task or project you've had.
- Tell me about a deliverable you were responsible for providing that exceeded expectations.
- What do you like about your work? What rewards does it give you? Why did you choose this field?
- Tell me about your ideal work situation or career.
- What do you like least about your work? Why?
- What type of manager do you need to get the most out of your potential?
- If I were to read your most recent performance appraisal, what would it tell me?
- Thinking about this job, what do you believe would be most challenging aspects for you?
- Think of a time when you were asked to do or prepare something you knew little about. What did you do to ensure your deliverable was acceptable?
- Describe a time when you saw a superior or peer treat someone in a manner that you considered inappropriate. What did you do?
- Tell me about a time when everyone in a group was saying, "It can't be done", and you showed them a way it could be done.
- Tell me about a time when your willingness to take control of something worked really well.
- When have you passed up a job or assignment because you weren't confident enough in your ability?
- Describe a situation where you tried your best and failed.
- What's the riskiest career change you've made? Why did you make it?
- What ideas have you sold to your own management? Why? What happened?
- Tell me about a time when you kept a confidence even though it cost you. What happened?
- Describe a time when you "walked your talk" at work. What was the situation?
- As a manager, tell me about a time when you had to present material you did not support.
- When did someone entrust you with a work confidence? Why do you think you were selected for this confidence?
- Tell me how you gain others' confidence and respect.
- When has disclosing a piece of information backfired on you?

- When have you felt it proper or necessary to circumvent company policy to make a sale?
- How have your relationships with peers improved or eroded over the years?
- Tell me about a time when your interpersonal skills were to the toughest test.
- Describe a situation where you had to change your interpersonal style because it wasn't working.
- How much of your success is due to your interpersonal skills?
- Has political savvy ever failed you?
- Describe the type of relationship you had with other key departments at your previous employer.
- When have "politics" affected your job?
- What are some "unwritten rules" for behavior at your last company?
- Tell me about a time when you felt it necessary to get assertive to get what you deserved or needed from management.
- Tell me about a time when you anticipated a political problem in advance.
- When was the last time a peer called up you because of your technical skills and level of expertise?
- How have you prepared yourself to stay abreast of technical developments in your field?
- How do you stay current on trends in the marketplace? The competition? Legislative regulations pertaining to the operation of business?
- During the last year, what have you not been able to do because you lacked the needed skill?
- Tell me about a time when you enhanced the performance of your business unit through the application of your specialized skills and technical expertise.
- When have you effectively put your technical expertise to use to solve a business problem?
- What do you want to know more about?
- What additional skills do you wish you had?
- Describe a negotiation you conducted.
- Describe a situation when you have brought two reluctant groups together.
- Tell me about a time when you knew ahead that negotiations would be difficult. What did you do to prepare? What was the outcome?
- Tell me about a time when you knew ahead that negotiations would be difficult. What did you do to prepare? What was the outcome?
- Tell me about your most over-budget project?
- Tell me about a time when you weren't able to say "no" to a request and got overloaded.
- Walk me through how you prioritize.
- Tell me about an experience you've had where scheduling your workload exceeded the amount of time you had available. What happened?
- What did you do to prepare for this interview?
- Tell me about a situation when your schedule was interrupted unexpectedly. What did you do to overcome them?
- What do you need from an organization to support your success? Please be specific.
- How do you get started on a typical day? What do you do from there?
- How do you stay on top of your paperwork and email responsibilities?
- What is a current challenge you face with managing your time and priorities? How have you attempted to overcome it?
- Describe a time when you prepared a large budget. Were you able to meet it? What were the variances? How did it need to be altered?
- When have you underestimated resources required for a project or task?
- Give me an example of a time when you analyzed a situation to prevent additional problems.
- Tell me about a persistent issue that you resolved. What steps did you take to solve it?
- Describe a time when solving a problem poorly impacted the overall performance of your business unit.

- Tell me about a new idea you proposed to someone recently. What was the idea? What prompted it? Was it implemented?
- Think of a time when there was not a set precedent to help you solve a problem. How did you handle this situation? What was the outcome?
- Tell me about a time when you were given a task/project and asked to complete it with little guidance or structure.
- Tell me when you had to make a decision in less time than you thought was right.
- When has untimely decision-making ever figured in a failure, struggle or setback you have had?
- What was the most difficult decision you had to make at your present position? Why? What other possible solutions were there?
- Give me an everyday problem you had at your last job. How did you solve it?
- Why are you leaving your current employer? How did you reach this decision?
- What problems have you discovered at your current or previous company? What types of solutions have you recommended?
- When did you have to make an unpopular decision?
- Compare sales managers for whom you've worked. Which one organized your job (territory, customers, etc.) best? Which one was the best to work for? Why?
- What sales situations have challenged you the most? The least?
- Tell me about the most significant accomplishment in your department in the last year. To whom does the credit belong?
- Describe a situation when your attempt to motivate or influence a person/group was rejected.
- Tell me about a time when you became too "hands-on" and had to let go to allow the team to do more.
- When have you started up a new team?
- When have you worked on a team where others had more expertise/experience than you?
- How have you worked with team members who have very different levels of competence?
- Would you rather work on a team or on your own? Why?
- Give me an example of a problem you faced on the job, and tell me how you solved it.
- Tell me about a situation in the past year in which you had to deal with a very upset customer or co-worker.
- Give me an example of when you had to show good leadership.
- Give an example of an occasion when you used logic to solve a problem.
- Give an example of a goal you reached and tell me how you achieved it.
- Describe a decision you made that was unpopular and how you handled implementing it.
- Have you gone above and beyond the call of duty? If so, how?
- What do you do when your schedule is interrupted? Give an example of how you handle it.
- Have you had to convince a team to work on a project they weren't thrilled about? How did you do it?
- Have you handled a difficult situation with a co-worker? How?
- Tell me about how you worked effectively under pressure.

TRADITIONAL INTERVIEW QUESTIONS

- How would you describe yourself?
- Tell me about your experience.
- Can you share some specific information about your past work history and what skills you used frequently in your previous positions?
- What skills do you bring to this position?
- Why did you leave your last job?
- What are your long range and short range goals and objectives?

- What do you see yourself doing five years from now?
- Why did you choose this career?
- Can you explain gaps in your employment history?
- How well do you work with people? Do you prefer working alone or in teams?
- How would you evaluate your ability to deal with conflict?
- How would your co-workers describe you?
- What is the best job you've ever had and why?
- What qualifications do you have that make you uniquely qualified for this position?
- In what ways do you think you can make a contribution to this University?
- What leadership attributes do you have?
- What two or three accomplishments have given you the most satisfaction? Why?
- Do you have plans for continued study?
- How well do you adapt to new situations and change?
- What interests you about working at the University?
- How do you personally define success?
- What motivates you professionally?
- Why should I hire you?
- Describe a situation in which you were successful.
- What are your greatest strengths and weaknesses?
- Who influenced you the most in your life and why?
- Are you willing to relocate?
- Are you willing to travel?

APPENDIX E

ILLEGAL INTERVIEW QUESTIONS

REGARDING NATIONALITY:

Do not ask:

- Are you a U.S. citizen?
- Where were you (or your parents) born?

BUT....YOU CAN ASK:

- Are you authorized to work in the United States?
- What languages can you read, speak, or write fluently?

REGARDING AGE:

Do not ask:

- How old are you?
- When did you graduate from college?
- You're making a career change at this age?
- How old are your grandchildren?

BUT....YOU CAN ASK:

- Are you over the age of 18?

REGARDING MARITAL STATUS AND FAMILY:

Do not ask:

- What is your marital status?
- Would your husband (wife) be willing to relocate if you get this job?
- How do you handle all your responsibilities as a single parent?
- Do you have plans to have a family?
- How many children do you have?
- Do you have child care arrangements?
- What does your spouse do?

BUT....YOU CAN ASK:

- ***WOULD YOU BE WILLING TO RELOCATE IF NECESSARY? TRAVEL IS AN IMPORTANT PART OF THIS JOB.***
- ***THIS JOB REQUIRES OVERTIME OCCASIONALLY. WOULD YOU BE ABLE AND WILLING TO WORK OVERTIME IF NECESSARY?***

REGARDING AFFILIATIONS:

Do not ask:

- To what clubs or social organizations do you belong? (This could be interpreted as an attempt to determine national origin or religion)
- From your resume, I noticed that you are actively involved in your church. Would it be a problem for you to work on Sundays?

BUT....YOU CAN ASK:

- *DO YOU BELONG TO ANY PROFESSIONAL OR TRADE GROUPS OR OTHER ORGANIZATIONS THAT YOU CONSIDER HELPFUL IN YOUR ABILITY TO PERFORM THIS JOB?*

REGARDING PERSONAL DATA:

Do not ask:

- How tall are you?
- How much do you weigh?

BUT....YOU CAN ASK:

- *THIS JOB REQUIRES THAT YOU LIFT A 50-POUND WEIGHT AND CARRY IT 100 YARDS. CAN YOU DO THAT?*

REGARDING FINANCES:

DO NOT ASK:

- *DO YOU OWN YOUR OWN HOME?*
- *DO YOU HAVE ANY CREDIT CARD DEBT?*

REGARDING DISABILITY:

Do not ask:

- Do you have any disabilities?

BUT....YOU CAN ASK:

- Are you able to perform the essential functions of this job with or without reasonable accommodations?

REGARDING MILITARY SERVICE:

Do not ask:

- If you've been in the military, were you honorably discharged?

BUT....YOU CAN ASK:

- What type of training and education did you receive in the military?

(Examples taken from: <http://www.laborlaws.com/clock4/item426/> and *USA Today*, 1/29/01 *Illegal Interview Questions*)

APPENDIX F

AAUP EMERGENCY APPOINTMENT

CENTRAL CONNECTICUT STATE UNIVERSITY

(Pursuant to Article 4.8.2 (C) of AAUP Contract)**

A copy of the approved AAP 1 form must be attached to this form when submitted.

SEARCH # _____

PCN _____

1. DEPARTMENT _____

TITLE _____

2. DESCRIPTION
OF DUTIES AND
RESPONSIBILITIES:

4. POSITION VACATED

BY: _____

DATE _____

NEW POSITION _____

THE CANDIDATE SHALL NOT BE OFFERED THE POSITION UNTIL THIS FORM AS BEEN RETURNED TO THE DEPARTMENT WITH ALL REQUIRED SIGNATURES . IF THE CANDIDATE IS A NEW EMPLOYEE, PLEASE ATTACH A COPY OF CANDIDATE'S RESUME AND OFFICIAL TRANSCRIPTS. IN ADDITION, ALL NEW EMPLOYEES MUST FILL OUT A BACKGROUND INVESTIGATION CONSENT FORM (FACULTY) AND THE CCSU EMPLOYMENT APPLICATION, WHICH CAN BE FOUND AT <http://www.ccsu.edu/HumanResources/formsindex.html>

NAME OF CANDIDATE _____

PROPOSED RANK _____

START DATE _____

END DATE _____

F/T SALARY _____

P/T SALARY _____

RACE/GENDER _____

W = White

B = Black

H = Hispanic

O = Other

U = Unknown

Special terms or conditions:

This form should be routed to Human Resources after all signatures are affixed. Human Resources will prepare the letter of appointment.

1.

DEPARTMENT/UNIT HEAD

DATE

3.

PROVOST/EXECUTIVE OFFICER

DATE

2.

DEAN/DIRECTOR

DATE

APPENDIX G

CENTRAL CONNECTICUT STATE UNIVERSITY HUMAN RESOURCES DEPARTMENT

NEW PART-TIME FACULTY IMPORTANT INFORMATION AND FORMS

Welcome to CCSU! We look forward to having you join us. Please take the time to read the enclosed information carefully.

BEFORE WE CAN PUT YOU ON THE PAYROLL, YOU MUST FILL OUT A NUMBER OF IMPORTANT FORMS. Please read the instructions carefully and return the completed forms to Louise Olszewski in Human Resources, Davidson Hall, Room 119.

INSTRUCTIONS FOR COMPLETING REQUIRED FORMS

Forms included in this packet:

- ❑ **Background Investigation Authorization Form** and a **CCSU Application for Employment** are required for all new employees and any returning faculty with a **break in teaching of more than one year**. It is the policy of the CSU Board of Trustees that all new candidates for employment in the CSU System are subject to a pre-employment background investigation, which includes a criminal background check, federal sanctions, and reference checks. Background checks generally take 3 to 4 days to complete. Out of state and country residence usually takes longer to process.
- ❑ **Employment Eligibility Verification (I-9) Form** from the U.S. Citizenship and Immigration Service. **IMPORTANT: You must come to Human Resources in person to present the required documents (listed on the back of the I9 form).** Original documents only, no photocopies will be accepted. Complete the top section of the form and sign it. You cannot start working until we have verified that you are eligible to work in the U.S. *Be sure to bring the required documents to the Human Resources Office in Davidson 119.*
- ❑ **Federal Income Tax Form W-4.** Follow instructions for completion and sign. This form determines how much Federal Income Tax will be withheld from your paycheck.
- ❑ **State Income Tax Form CTW-4.** Follow instructions for completion and sign. This form determines how much State of Connecticut Income Tax will be withheld from your paycheck.
- ❑ **CO-931 Retirement Form or Waiver.** Review State Comptroller Mandatory Retirement Plan Options insert. Complete CO-931 form if enrolling or submit Waiver of Retirement Plan participation.

- Acknowledgement of Receipt Form for Ethics and Workplace Violence/ Policy on Computer Use** is required in your personnel file.
- Direct Deposit Form.** Complete and sign. We encourage you to use Direct Deposit. State employees are paid on a bi-weekly basis, with the pay period running from Friday to Thursday. Paychecks are distributed every other Thursday. **With Direct Deposit, your paycheck is deposited to your checking or savings account on Thursday morning payday, otherwise your paper check is not available to deposit until after 3 p.m. on payday.**
- CCSU Blue Chip ID Card Authorization.** Bring to the Card Office located in the Student Center-Bookstore.
- CCSU BlueNet Account Request Form.** Complete, sign and return to your department secretary. This gives you access to CCSU's computer network.
- Vehicle Registration Form.** Complete and bring to Campus Police for parking tag after you obtain your Blue Chip ID Card.
- Green Dual Employment Form instructions (if applicable).** You are required to fill out a Dual Employment Form if you are employed by another State agency. Please read the instructions and, if needed, request a Dual Employment Form from your current employer.

BENEFIT INFORMATION

- Health insurance
- 403b Tax Sheltered Annuity (TSA) or Deferred Compensation 457 plan
- Achieve and CSE Credit Union information
- Employee Assistance Plan brochure
- Tuition Waiver available after accruing 18 load hours within the CSU System.

INFORMATIONAL MATERIAL

Available @ www.ccsu.edu/HumanResources →Part Time Faculty Information

- PT Faculty Semester Payroll Dates
- CCSU Calendar and Exam Schedule
- Blue Chip Card Office and Blue Chip Card Terms of Disclosure
- CCSU Media Technology Information
- CCSU Information Technology Insert
- Part-time Faculty Computer Loan program
- Campus Map
- Room Assignments can be accessed at www.ccsu.edu
Quick Links→Courses →Course Offerings → Select a Term→SPRING 2011 or contact Department Secretary.
- As a part-time faculty member, you are covered by the CSU-AAUP collective bargaining agreement. Copies may be downloaded from the Human Resources web page at www.ccsu.edu→ Human Resources→Part Time Faculty Information→ General Information→ Union (AAUP) Information.

IMPORTANT POLICIES

- Guide to the Code of Ethics for Public Officials and State Employees
- Connecticut State University System Ethics Policy
- CCSU Violence Free Campus Policy
- CCSU Drug-Free Workplace Policy
- NCAA Rules for Student Athletes

If you are unable to access these materials, please contact Louise Olszewski (860) 832-2275, Irene Childs (860) 832-1759, or come see us in Davidson Hall, Room 119.

APPENDIX H

UNIVERSITY ASSISTANT APPOINTMENT FORM

Central Connecticut State University

Recommendation for University Assistant Appointment Fiscal Year 2011 - 2012

Renewal _____ New Appointment _____

CCSU ID# | | | | | | | | | |

Name: _____
Last First MI

Address: _____
Street

City State Zip Code

Telephone #: (____) _____ - _____

Department: _____ Supervisor: _____

Alternate: _____

Duties: _____

Please use either # 1 or 2

1. If working full fiscal year 2. If working partial fiscal year

Approver: | | | | | | | | | | Start Date 06/29/2011 Start Date ____/____/____

Position #: | | | | | | | | | | End Date 06/28/2012 End Date ____/____/____

Banner Index: | | | | | | | | | | Total Weeks: 52 Total Weeks: _____

Total Salary for 2010-11 Employment Period:

\$ _____ (rate/hour) x _____ (hours/week)* x _____ (total weeks) = \$ _____

*The number of hours assigned and worked by the University Assistant may not exceed an average of 19 hours per week for the term of the employment. Hours worked may not exceed 40 hours per pay week.

Recommended by _____ (Supervisor) Date _____
Print name / Signature

Approved by _____ (Dean, Director, etc.) Date _____
Print name / Signature

Approved by _____ (Executive Officer) Date _____
Print name / Signature

Approved by _____ (Grants-for ALL Grants) Date _____
Print name / Signature

New appointments ONLY:

(To be filled in after appointment is approved) Date of Birth ____/____/____ Race _____ Sex M / F

For Human Resources Use Only Citizen Y / N W-4 _____ CT W-4 _____ Ethics/Violence Prevention Policy _____ If No - VISA or PRA 1-9 _____ BKGRD _____ Employee # _____

APPENDIX I

DUAL EMPLOYMENT FORM



**State of Connecticut Human Resources
Dual Employment Request Form**

Form #: PER-DE-1
Revision Date: 01/2005

Instructions for SECONDARY AGENCY: Complete this form when an employee provides services under an authorized PBR-301 for a second position. Keep a copy of the form in a suspense file and forward the original to the primary agency. When certification from both the primary and secondary agency is complete, process the employee according to the guidelines in General Letter 204.

Employee		Social Security Number		Today's Date			
Employee Address		Present Position Title		FLSA <input type="checkbox"/> Exempt <input type="checkbox"/> Non-Exempt			
Primary Agency							
SECONDARY AGENCY - Agency where employee is being considered for a second job							
Facility of Secondary Employment				Title of position sought			
Duties to be performed:							
Dates duties will be performed: (A new dual employment form must be completed and placed in the employees' personnel file for each new period of employment.)							
Start Date:				End Date:			
The work schedule will be as follows:							
Day	Friday	Saturday	Sunday	Monday	Tuesday	Wednesday	Thursday
Time In:							
Time Out:							
SECONDARY AGENCY CERTIFICATION							
I certify that the duties are being performed outside the responsibility of the agency of principal employment, the hours worked at this agency are documented and reviewed to preclude duplicate payment, and that no conflicts of interest exist between services performed.							
SIGNED (Agency head or authorized designee)				TITLE		DATE	
Instructions for PRIMARY AGENCY - Complete and return to secondary agency for documentation. Retain a copy for your files.							
Position Title:				POTENTIAL CONFLICT OF INTEREST? <input type="checkbox"/> YES <input type="checkbox"/> NO			
Duties Performed:							
Current Work Schedule							
Day	Friday	Saturday	Sunday	Monday	Tuesday	Wednesday	Thursday
Time In:							
Time Out:							
Primary Agency Certification							
I certify that the duties are being performed outside the responsibility of the agency of principal employment, the hours worked at this agency are documented and reviewed to preclude duplicate payment, and that no conflicts of interest exist between services performed. If for any reason there should be a change in the hours and/or days of work as originally indicated, an amended request with the required justification will be submitted.							
RECOMMEND <input type="checkbox"/> YES <input type="checkbox"/> NO		SIGNED (Agency head or authorized designee)		TITLE		DATE	

This form provided by the Department of Administrative Services

APPENDIX J

STUDENT WORKER PAY RATES & JOB CLASSIFICATIONS

Student Worker Pay Rates and Job Classifications

		Hourly Rate
Class I	Position requiring no work experience or some experience and/or training	\$8.25
	sufficient to work at semi-skilled jobs not requiring supervisory responsibility;	\$8.65
	routine tasks such as desk receptionists or jobs of short duration such as assisting	\$9.15
	at special events.	
Class II	Position requires proven skills and/or technical knowledge with capability of	\$8.65
	assuming extra responsibilities such as supervision of others, data entry,	\$9.15
	or activity supervisor.	\$9.65
		\$10.15
Class III	Advanced position requiring skills and knowledge acquired through prior	\$ 9.65
	employment or class training in the appropriate area (minimum of two years).	\$10.70
	This class usually requires supervisory responsibilities or the ability to work	\$11.75
	independently on projects requiring specialized skills.	\$12.80
		\$13.90
	\$15.00	

Students who participate in off campus employment programs such as work study and community services may be compensated utilizing any of the pay rates noted above.

- **Effective Dates:**
 - If the pay increase form is submitted with original appointment documents the increase will be effective upon the student's new appointment.
 - If the pay increase form is not submitted in the manner described above, the increase will be effective the next available pay period for processing.
- No retroactive adjustments are made for a previously paid payroll.
- Return form to Business Services, Marcus White Annex 006. An effective and prompt review of requests for adjustments is dependent upon accurate and complete justification forms. Please be sure to provide all requested information to facilitate prompt action on your request.
- Any increase in wage rates will affect your student help budget. We encourage you to assess the impact on your budget to ensure that funds are not over-expended.

rev 12/01/09 dmr

APPENDIX K

STUDENT WORKER PAY INCREASE JUSTIFICATION

STUDENT WORKER PAY INCREASE JUSTIFICATION

Student's Name: _____
Last First MI

CCSU ID Number: _____

Position Code: _____ Proposed Pay Rate: \$ _____ / hour

Date employed as a Student Worker in your department: ____/____/____

Student Worker class of pay requested: I II III*
(Circle One)

Summary of tasks and duties assigned to the Student Worker:

*For classification requests to Class III, please provide a statement verifying that the Student Worker has had two years of training or experience relevant to the Student Worker position to be held:

Supervisor's Printed Name

Supervisor's Signature

Department

Extension

Date

Student Payroll Services Department Use Only

Authorized Approval

Date

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 has an agreement with AFSCME Council 4 to provide a tuition waiver program to clerical employees of the Connecticut State University System, 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 2011 semester, 15 CCSU employees benefitted from the tuition waiver program: Seven White females, three Hispanic females, four Black females and one Hispanic male. During the spring 2012 semester, 15 CCSU employees benefitted from this program: six White females, one Hispanic male, six black females and two Hispanic females.

Alternate Work Schedules

The University provides alternate work schedules for all employees, if requested an in accordance with union contracts. This assists the individual in maintaining a full-time job while meeting other responsibilities outside the workday.

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 of Career Beginnings Programs which supports the University' initiative in diversify the campus. This organization consists of three programmatic elements: "5 Graders Go to College," "8th Graders Go to College" and the "High School/Mentorship Program."

Each spring semester, the University has hosted the "5th Graders Go to College" and "8th 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 brief remarks from college students and personnel. In addition, the Student Affairs Office has sponsored the Career Beginnings Mentor Program by providing workshops on topics such as the financial aid process, the admission process, and strategies in succeeding in college.

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. Last year the University awarded \$19,000 to eight white male and eleven white female recipients.

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.

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, 28 faculty, staff and student groups received \$5,800.00 in grants to organize events ranging from lectures, conferences and forums, to workshops, to an international festival celebrating cultural diversity through music, food, dance and artifact displayed at the festival.; a film series and symposium addressing social movements among diverse ethnic and political groups; to funding the planning and implementation of a University-wide conference on Latino issues in Higher Education.

EDGE – Empowering Dreams for Graduation and Employment

EDGE was created by Travelers with colleges serving the urban populations from which the greatest numbers of employees are drawn. The aim of EDGE is to identify high potential learners from these racially and ethnically diverse communities [to guide and support them on the path from middle and high schools, the community colleges, ultimately to a Bachelor degree and a job in the IFS industry. Central became a formal EDGE Partner Institution, in Connecticut joining Capitol Community College and the University of Connecticut. During the 2010-11 academic year, ten EDGE Scholars, juniors and Seniors majoring in business-related subjects, were advised, coached, and financially supported for their academic success. They also had the learning benefits of meaningful, paid internships at Travelers. Reaching back to the middle schools of New Britain, EDGE funds were also applied to a semester-long weekly course in socially committed business for 24 CCSU ConnCAPP students; most to be the first in their families to one day attend college. Central builds on the experience of this first year to potentially add several freshman as EDGE Scholars, selected from those who apply through our ConnCAPP-EOP Program. Lesson learned from the close attention given to this program by two Central professors are shared across the EDGE Partner System which includes Morgan State University and the University of Minnesota, among other institutions focus on meeting diversity missions.

Educational Opportunity Programs and Conn CAP

Educational Opportunity Programs and Con CAP The Educational Opportunity Program, (EOP) is a special admissions program for low-income and/or first-generation college students who do not meet regular admissions criteria, but show outstanding promise nonetheless. Students must successfully complete an intense four-week summer program that teaches collegiate learning skills and strategies, math, writing, and Reading. Successful completion of this program gains admission to the University. EOP students continue to receive academic & advisement support through-out their years at CCSU.

The Connecticut Collegiate Awareness Preparation Program, (ConnCAP) identifies potential college prospects in grades 7-12 of the New Britain school system. The program provides services to 125 students annually. Students who remain in the program receive academic support and participate in educational activities during

the year. Hundreds of students have participated in CCSU's Conn CAP program, which has an average program retention rate of 89% and a college-going rate well above the national average.

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.

Employee Appreciation Week

For the past six 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 2011, more than 260 employees attended the workshops, which included *"There's Spinach in Your Teeth" – How to Deliver Feedback, Nutrition & Anti-Aging, Seven Proven Ways to Control Anger & Live a Happier Life, Generational Issues in the Workplace, and Getting Fiscally Fit & Estate Planning – Taking Action.*

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.

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 38 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 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.

The SUOAF/AFSCME MRMC 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 1-3 years of their appointments.

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.

Child Care Center

The University recently renovated the Judith Ward Center that houses the Early Learning Program, Inc. The philosophy of the Center is that young children learn through an active involvement with people, objects, and natural materials. This program provides a positive and safe learning environment for children aged 3-4 years. Last year, the Center provided care to 23 children from diverse backgrounds. While the Center is open to the general community, eighty-six percent of the students were children of faculty, students, and alumni.

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 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 three 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 20, 2011

LEGO Robotics for 1500 middle school students – organized on December 11, 2011

VEX Robotics for some 350 high-school students – organized on March 25, 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 Ruthea Boyea Women’s Center.

During summer 2011 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 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 2012. Dean Kremens 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 six 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 three students from AoEGT have been admitted to the School of Engineering and Technology with two of them receiving scholarships. Next year, the SE&T would like to establish some pilot projects, focused on engineering and technology but also in math and English. The Hartford AoEGT’s students are predominantly minority students.

The SE&T is a host site for a Connecticut Pre-Engineering Program (CPEP) Summer 2012 Camp for 60 under-represented middle-school students. The CPEP Summer Camp is focused on stemming summer learning loss, improving students’ math abilities, and aiding in youth's character and social development. CPEP serves as a catalyst to significantly change the attitudes, behavior, and knowledge of under-represented youth relating to the pursuit of STEM careers.

Voluntary Leave Program

The University provides for participation by all of its employees in the voluntary leave and schedule reduction program. This statutory program was enacted by Public Act No. 94-199 and is designed to be mutually beneficial. Employees may take leaves for a variety of reasons.

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 2011-12 academic years, the University Ombudsperson handled 311 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 Math, English, Study Skills, Physical Education and Word Processing, and earned four credits to begin their college career. Four students received awards for high academic honors. Three students received special awards: The Dr. Hakim Salahu-Din Citizenship Award and The Dr. Charles Mate-Kole Leadership Award.

During the summer of 2011 the Africana ConnCAS had 24 students and 5 counselors. The students were welcomed to the New Britain Community by attending the Fourth of July Fireworks at Stanley Quarter Park. Further into the program students took a field trip to the Black Heritage Trail and the Museum of African American History in Boston. Many students talked about how Black people had to fight for an education back in the early 1800's and one student even reported feeling lucky to be able to attend college. 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.

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 professor, Dr. Peter Kyem. Other lectures included Financial Aid (K. Lupachino), CACE (M. Johnson), a viewing and discussion in the Planetarium (C. Robinson), Archaeology (W. Perry and J. Woodruff), mentoring (P. Gardner and J. Gardner), and Diversity (L. Skinner). 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 by William Fothergill and Sandra Zak, 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) 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 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 2011-2012 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.

Date



Dr. John W. Miller, President

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.

A notice dated May 31, 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 Central Connecticut State University'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 maintains the name and address of each organization, recruiting source bidder, contractor, subcontractor, supplier of goods, publisher and union receiving notice of the University policy. Date of notice and copies of all communications, statements, advertising and contract provisions with the above groups or individuals are also kept.

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 Affirmative Action Officer worked with the Chief Finance and Chief Administrator 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 2011-2012 to Department of Administrative Services (DAS) Business CONNections and the Commission on Human Rights and Opportunities (CHRO) in July 2011. The University received a notice September 23, 2011 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 2011-2012 were **\$1,169,272** and **\$292,318**, respectively. At the close of the third quarter of the fiscal year, the SBE expenditures totaled **\$1,482,647**, and the MBE expenditures totaled **\$999,104**, both of which exceed the goals set for the fiscal year 2011-2012.

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, Inner City News, Northend Agents, and Northeast Minority News, in addition to professional publications, such as the Connecticut Law Tribune, The Chronicle of Higher Education, Hispanic Outlook, Diverse (formerly Black Issues) in Higher Education, and professional journals appropriate to the discipline, such as ASCE News and Science. In addition, notices were placed on web pages, such as Journal of Blacks in Higher Education, Hispanic Association of Colleges and Universities, Diversity Inc., South Western University National Minority Faculty Identification Program, Faculty for the Future, and the National Association of African American Studies Organization and Associates.

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:

- CALAHE - Hispanics in Higher Education
- Higheredjobs.com (annual subscription)
- Hispanic Association of Colleges and Universities
- Hispanic Professional Network of Connecticut
- Hispanic Outlook (annual subscription)
- Latinos in Higher Education
- Hispanic Association of Colleges and Universities www.hacu.net
- Hispanic Professional Network of Connecticut www.hpn-ct.org
- Hispanic Outlook Website: www.hispanicoutlook.com
- Society of Hispanic Professional Engineers - www.shpe.org
- The Society of Mexican American Engineers and Scientists (MAES), Inc. - www.maes-natl.org
- Northend Agents
- Inner City News
- Northeast Minority News
- Diversity Inc.
- The Journal of Blacks in Higher Education www.jbhe.com
- National Society of Black Engineers - www.nsbe.org
- The Journal of Blacks in Higher Education
- BlackEngineer.com - www.blackengineer.com
- National Association of African American Studies Organization and its Associates
- Diverse --Formerly Black Issues in Higher Education (annual subscription)
- Minority and Women Doctoral Directory
- South Western University National Minority Faculty Identification Program
- John D. O'Bryant Think Tank for Black Professionals in Higher Education on Predominantly White Campuses
- Connecticut Association of Affirmative Action Professionals
- American Association for Affirmative Action
- Universities of the Connecticut State University System
- Professional organizations associated with various disciplines
- Society of Women Engineers - www.swe.org
- American Indian Science and Engineering Society www.aises.org/career/jobs/
- http://www.doctorholmes.net/higher_education.htm

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

- National Council on Race and Ethnicity (May 2011)
- Connecticut Association of Diversity and Equity Professionals; Training in Development of the CT State Affirmative Action Plan— (October 2011)
- Diversity Awareness Month Events (October 2011)

The Chief Diversity Officer or the Assistant to the Chief Diversity Officer attend regularly scheduled meetings of both the Connecticut Association of Affirmative Action Professionals and the CSU Diversity and Equity Officers Coalition.

DIVERSITY & EQUITY

CCSU



Central Connecticut State University

July 11, 2012

Glenn Terlecki, President
Protective Services Employees Coalition
50 Columbus Blvd.
Hartford, CT 06106

Dear Mr. Terlecki:

The State of Connecticut through all of its agencies is engaged in a vigorous Affirmative Action program which includes notifying unions of the Agency's Affirmative Action commitment.

Please know we are an Affirmative Action Employer.

As an agency of the State, Central Connecticut State University is hereby communicating to all unions that represent agency employees, that we are an Affirmative Action/Equal Opportunity Employer. You are welcome to examine our Affirmative Action Plan at any time. We will be happy to make it available on request, or you can review a copy in CCSU's Office of Diversity and Equity, located at 1615 Stanley Street, Room 102, New Britain, CT, at any time between the hours of 8:00.a.m. to 5:00 p.m. In addition, we solicit any comments you may have on our plan and/or suggestions you might volunteer concerning how we might be more successful in achieving Affirmative Action goals.

Sincerely,

A handwritten signature in black ink, appearing to read "Rosa Rodriguez".

Rosa Rodriguez
Chief Diversity Officer

cc: President Miller



Central Connecticut State University

May 31, 2012

Mrs. Laila A. Mandour
Administrative Residual
A & R Local 4200
805 Brook Street
Rocky Hill, CT 06067

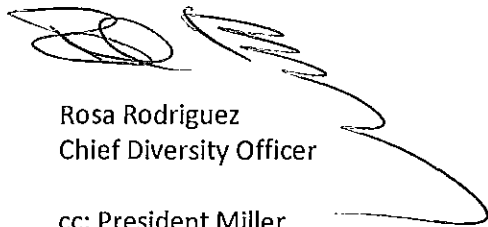
Dear Ms. Mandour:

The State of Connecticut through all of its agencies is engaged in a vigorous Affirmative Action program which includes notifying unions of the Agency's Affirmative Action commitment.

Please know we are an Affirmative Action Employer.

As an agency of the State, Central Connecticut State University is hereby communicating to all unions that represent agency employees, that we are an Affirmative Action/Equal Opportunity Employer. You are welcome to examine our Affirmative Action Plan at any time. We will be happy to make it available on request, or you can review a copy in CCSU's Office of Diversity and Equity, located at 1615 Stanley Street, Room 102, New Britain, CT, at any time between the hours of 8:00 a.m. to 5:00 p.m. In addition, we solicit any comments you may have on our plan and/or suggestions you might volunteer concerning how we might be more successful in achieving Affirmative Action goals.

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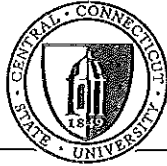


Rosa Rodriguez
Chief Diversity Officer

cc: President Miller

DIVERSITY & EQUITY

CCSU



Central Connecticut State University

May 31, 2012

Mr. Sal Luciano
Executive Director
AFSCME, CT Council 4
444 East Main Street
New Britain, CT 06051

The State of Connecticut through all of its agencies is engaged in a vigorous Affirmative Action program which includes notifying unions of the Agency's Affirmative Action commitment.

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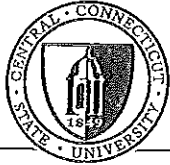
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Rosa Rodriguez
Chief Diversity Officer

cc: President Miller

DIVERSITY & EQUITY

CCSU



Central Connecticut State University

May 31, 2012

Mr. Ron McLellan, President
Connecticut Employees Union "Independent"
P.O. Box 1268
Middletown, CT 06457

Dear Mr. McLellan:

The State of Connecticut through all of its agencies is engaged in a vigorous Affirmative Action program which includes notifying unions of the Agency's Affirmative Action commitment.

Please know we are an Affirmative Action Employer.

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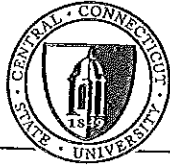
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Rosa Rodriguez
Chief Diversity Officer

cc: President Miller

DIVERSITY & EQUITY

CCSU



Central Connecticut State University

May 31, 2012

Mr. Vijay Nair, CSU-AAUP President
AAUP Office
Marcus White 310
Central Connecticut State University
New Britain, CT 06050

Dear Mr. Nair:

The State of Connecticut through all of its agencies is engaged in a vigorous Affirmative Action program which includes notifying unions of the Agency's Affirmative Action commitment.

Please know we are an Affirmative Action Employer.

As an agency of the State, Central Connecticut State University is hereby communicating to all unions that represent agency employees, that we are an Affirmative Action/Equal Opportunity Employer. You are welcome to examine our Affirmative Action Plan at any time. We will be happy to make it available on request, or you can review a copy in CCSU's Office of Diversity and Equity, located at 1615 Stanley Street, Room 102, New Britain, CT, at any time between the hours of 8:00 a.m. to 5:00 p.m. In addition, we solicit any comments you may have on our plan and/or suggestions you might volunteer concerning how we might be more successful in achieving Affirmative Action goals.

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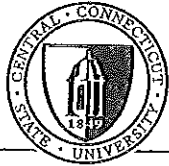
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Rosa Rodriguez
Chief Diversity Officer

cc: President Miller

DIVERSITY & EQUITY

CCSU



Central Connecticut State University

May 31, 2012

Mr. James LoMonaco, President
SUOAF-AFSCME
Eastern Connecticut State University
Willimantic, CT 06226

Dear Mr. LoMonaco:

The State of Connecticut through all of its agencies is engaged in a vigorous Affirmative Action program which includes notifying unions of the Agency's Affirmative Action commitment.

Please know we are an Affirmative Action Employer.

As an agency of the State, Central Connecticut State University is hereby communicating to all unions that represent agency employees, that we are an Affirmative Action/Equal Opportunity Employer. You are welcome to examine our Affirmative Action Plan at any time. We will be happy to make it available on request, or you can review a copy in CCSU's Office of Diversity and Equity, located at 1615 Stanley Street, Room 102, New Britain, CT, at any time between the hours of 8:00.a.m. to 5:00 p.m. In addition, we solicit any comments you may have on our plan and/or suggestions you might volunteer concerning how we might be more successful in achieving Affirmative Action goals.

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Rosa Rodriguez
Chief Diversity Officer

cc: President Miller

DIVERSITY & EQUITY

CCSU



Central Connecticut State University

May 31, 2012

Mr. Robert Rinker, Executive Director
Connecticut State Employees Association
760 Capitol Avenue
Hartford, CT 06106

Dear Mr. O'Brien:

The State of Connecticut through all of its agencies is engaged in a vigorous Affirmative Action program which includes notifying unions of the Agency's Affirmative Action commitment.

Please know we are an Affirmative Action Employer.

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Sincerely,

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Rosa Rodriguez
Chief Diversity Officer

cc: President Miller
Patrice Peterson



Connecticut State University System

39 Woodland Street ■ Hartford, CT 06105-2337 ■ 860-493-0000 ■ www.ctstateu.edu

June 30, 2011

Mr. William Boucher, President
Connecticut Police & Fire Union
705 N. Mountain Road
Newington, CT 06111-1411

Dear Mr. Boucher:

The State of Connecticut through all of its agencies is engaged in a vigorous Affirmative Action program which includes notifying unions of the Agency's Affirmative Action commitment.

Please know we are an Affirmative Action Employer.

As an agency of the State, the CSU System Office is hereby communicating to all unions that represent agency employees, that we are an Affirmative Action/Equal Opportunity Employer. You are welcome to examine our Affirmative Action Plan at any time. We will be happy to make it available on request, or you can review a copy in the System Office, located at 39 Woodland Street, Hartford, CT, at any time between the office hours of 8:00 a.m. to 5:00 p.m. In addition, we solicit any comments you may have on our plan and/or suggestions you might volunteer concerning how we might be more successful in achieving Affirmative Action goals.

Sincerely yours,

Ellen Mantel
Human Resources Manager/AAO

cc: Louise Feroe, Chancellor
David P. Trainor, Assoc. Vice Chancellor for Human Resources & Labor Relations
Rosa Rodriguez, CCSU, Chief Diversity Officer
Thelma Ball, ECSU, Interim Chief Diversity Officer
Marcia Smith Glasper, SCSU, Director of Diversity & Equity
Carolyn Lanier, WCSU, Chief Diversity Officer



Connecticut State University System

39 Woodland Street ■ Hartford, CT 06105-2337 ■ 860-493-0000 ■ www.ctstateu.edu

June 30, 2011

Ms. Carmen Boudier, President
New England Health Care Employees
77 Huyshope Avenue, 1st Floor
Hartford, CT 06106

Dear Ms. Boudier:

The State of Connecticut through all of its agencies is engaged in a vigorous Affirmative Action program which includes notifying unions of the Agency's Affirmative Action commitment.

Please know we are an Affirmative Action Employer.

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Carolyn Lanier, WCSU, Chief Diversity Officer



Connecticut State University System

39 Woodland Street ■ Hartford, CT 06105-2337 ■ 860-493-0000 ■ www.ctstateu.edu

June 30, 2011

Mr. Paul Krell Jr., President
Administrative & Residual Employees Union
A&R Local 4200
705 N. Mountain Rd.
Newington, CT 06111-1411

Dear Mr. Krell:

The State of Connecticut through all of its agencies is engaged in a vigorous Affirmative Action program which includes notifying unions of the Agency's Affirmative Action commitment.

Please know we are an Affirmative Action Employer.

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Carolyn Lanier, WCSU, Chief Diversity Officer



Connecticut State University System

39 Woodland Street ■ Hartford, CT 06105-2337 ■ 860-493-0000 ■ www.ctstateu.edu

June 30, 2011

Mr. James LoMonaco, President
SUOAF-AFSCME
Eastern Connecticut State University
Willimantic, CT 06226

Dear Mr. LoMonaco:

The State of Connecticut through all of its agencies is engaged in a vigorous Affirmative Action program which includes notifying unions of the Agency's Affirmative Action commitment.

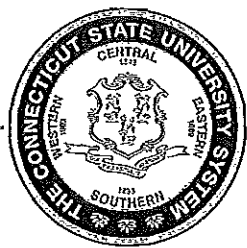
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Carolyn Lanier, WCSU, Chief Diversity Officer



Connecticut State University System

39 Woodland Street ■ Hartford, CT 06105-2337 ■ 860-493-0000 ■ www.ctstateu.edu

June 30, 2011

Mr. Sal Luciano
Executive Director
AFSCME, CT Council 4
444 East Main Street
New Britain, CT 06051

Dear Mr. Luciano:

The State of Connecticut through all of its agencies is engaged in a vigorous Affirmative Action program which includes notifying unions of the Agency's Affirmative Action commitment.

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Carolyn Lanier, WCSU, Chief Diversity Officer



Connecticut State University System

39 Woodland Street ■ Hartford, CT 06105-2337 ■ 860-493-0000 ■ www.ctstateu.edu

June 30, 2011

Mr. Ron McLellan, President
Connecticut Employees Union "Independent"
P.O. Box 1268
Middletown, CT 06457

Dear Mr. McLellan:

The State of Connecticut through all of its agencies is engaged in a vigorous Affirmative Action program which includes notifying unions of the Agency's Affirmative Action commitment.

Please know we are an Affirmative Action Employer.

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Carolyn Lanier, WCSU, Chief Diversity Officer



Connecticut State University System

39 Woodland Street ■ Hartford, CT 06105-2337 ■ 860-493-0000 ■ www.ctstateu.edu

June 30, 2011

Mr. Vijay Nair
AAUP Office
Marcus White Hall
Central Connecticut State University
New Britain, CT 06050

Dear Mr. Nair:

The State of Connecticut through all of its agencies is engaged in a vigorous Affirmative Action program which includes notifying unions of the Agency's Affirmative Action commitment.

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Carolyn Lanier, WCSU, Chief Diversity Officer



Connecticut State University System

39 Woodland Street ■ Hartford, CT 06105-2337 ■ 860-493-0000 ■ www.ctstateu.edu

June 30, 2011

Mr. Robert Rinker, Executive Director
Connecticut State Employees Association
760 Capitol Avenue
Hartford, CT 06106

Dear Mr. Rinker:

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Thelma Ball, ECSU, Interim Chief Diversity Officer
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Carolyn Lanier, WCSU, Chief Diversity Officer

THE CHRONICLE

of Higher Education

Jobs

Home Jobs **COMPUTER ELECTRONICS & GRAPHICS TECHNOLOGY: ASSISTANT PROFESSOR [#C12-037]**

think

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COMPUTER ELECTRONICS & GRAPHICS TECHNOLOGY: ASSISTANT PROFESSOR [#C12-037]

Institution:
Central Connecticut State University
Posted:
January 23,
2012

Location:
Connecticut

Employment Level:
Tenured, tenure track

Website:
<http://www.ccsu.edu/jobs>

Application Deadline:
February 29, 2012

Category:
Design/ graphic arts,
Digital media

Employment Status:
Full-time

Salary:
Not specified

Central Connecticut State University invites applications for a full-time, tenure-track position in the Computer Electronics & Graphic Technology department.

Required Qualifications: Ph.D. in Graphic Arts/Design, Graphic Communication or closely related disciplines (completion of Ph.D. 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 relevant U.S. industry experience in the graphic arts and/or digital media related field, and demonstrated skills and commitment to technical laboratory and experimental teaching, participation in hands-on research projects and application oriented activities.

For full consideration, applications must be received by February 29, 2012. For further information and application instructions, go to our website at <http://www.ccsu.edu/jobs>.

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The Chronicle of Higher Education 1255 Twenty-Third St, N.W. Washington, D.C. 20037

THE CHRONICLE

of Higher Education

Jobs

[Home](#) [Jobs](#) MODERN LANGUAGES: ASSISTANT PROFESSOR [#C12-054]

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MODERN LANGUAGES: ASSISTANT PROFESSOR [#C12-054]

Institution:

Central Connecticut State University

Posted:

January 11,
2012

Location:

Connecticut

Employment Level:

Tenured, tenure track

Website:

[http://www.ccsu.edu/J](http://www.ccsu.edu/Jobs)
obs

Application Deadline:

February 29, 2012

Category:

Ethnic/multicultural
studies, Foreign
languages/
literatures

Employment Status:

Full-time

Salary:

Not specified

Central Connecticut State University's Modern Languages Department invites applications for a full-time tenure-track position beginning Fall 2012.

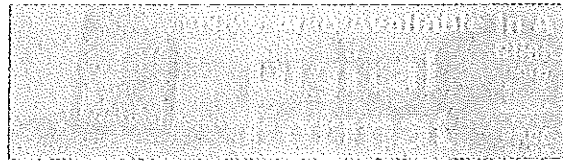
Qualifications: Ph.D. in Applied Linguistics, Second Language Acquisition or Second Language Methodology (ABDs required to complete Ph.D. within one year of appointment); and, a commitment to serving culturally, ethnically and linguistically diverse communities required. Experience teaching Spanish; record of research applicable to or based on classroom situations; experience supervising teaching assistants or graduate assistants; and, experience coordinating multi-section courses preferred.

For full consideration applications must be received by February 29, 2012. For application instructions, please visit CCSU's website at www.ccsu.edu/Jobs.

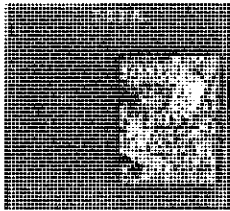
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**CHIEF HUMAN RESOURCES OFFICER [#C12-053]
(POSTED 01/13/2012)**

Central Connecticut State University

Description

Central Connecticut State University seeks a Chief Human Resources Officer who will ensure that employee relations and personnel administration will advance the University's strategic goals and reflect sound principles of human resource management.

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 a related field; and, experience in a public university.

For full consideration, applications must be received by February 10, 2012. For application instructions go to CCSU's website <http://www.ccsu.edu/jobs>.

Contact

Central Connecticut State University

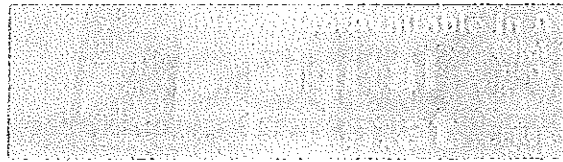
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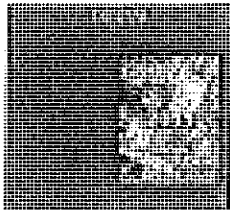
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MODERN LANGUAGES: ASSISTANT PROFESSOR [#C12-054] (POSTED 01/10/2012)

Central Connecticut State University

Description
Central Connecticut State University's Modern Languages Department invites applications for a full-time tenure-track position beginning Fall 2012.

Qualifications: Ph.D. in Applied Linguistics, Second Language Acquisition or Second Language Methodology (ABDs required to complete Ph.D. within one year of appointment); and, a commitment to serving culturally, ethnically and linguistically diverse communities required. Experience teaching Spanish; record of research applicable to or based on classroom situations; experience supervising teaching assistants or graduate assistants; and, experience coordinating multi-section courses preferred.

For full consideration applications must be received by February 29, 2012. For application instructions, please visit CCSU's website at www.ccsu.edu/Jobs.

Contact
Central Connecticut State University

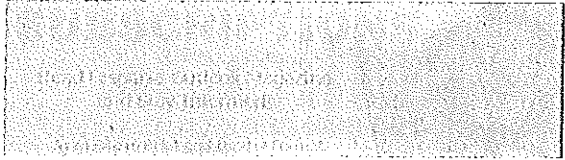
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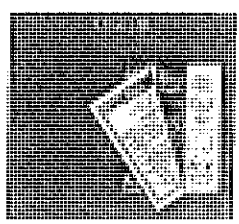
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PSYCHOLOGY: ASSISTANT PROFESSOR [#C12-064] (POSTED 01/06/2012)

Central Connecticut State University

Description

The Department of Psychology invites applications for a tenure-track Assistant Professor in Community or Applied Social Psychology beginning Fall 2012.

Qualifications: Doctorate in Psychology or related field by date of appointment; evidence of active research; a programmatic research plan; and, evidence of effective teaching required. Evidence of ability to facilitate Master's program in Community Psychology; a demonstrated ability to work with a diverse student population; area of specialization in community, multicultural, cross-cultural, or diversity; and, university-level teaching experience preferred.

For full consideration applications must be received by February 20, 2012. For further details and application instructions, please visit CCSU's Job Opportunities website at www.ccsu.edu/jobs.

Contact
Central Connecticut State University

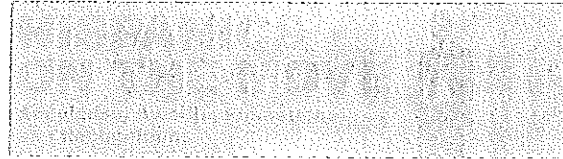
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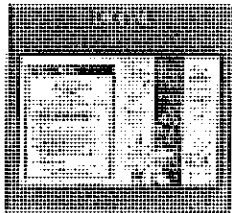
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HISTORY: ASSISTANT PROFESSOR [#C12-063] (POSTED 01/06/2012)

Central Connecticut State University

Description

Central Connecticut State University invites applications for a tenure-track Assistant Professor to teach undergraduate and graduate courses in history of the ancient world, including Ancient Near East, Greece and Rome.

Qualifications: Ph.D. in ancient history or related field (ABD will be considered but Ph.D. must be completed by August 2013); specialization in Ancient Near East, Ancient Greece, or Ancient Rome; ability to teach World Civilization to 17th century, Ancient Near East, Ancient Greece, and Ancient Rome; evidence for potential of teaching effectiveness and scholarship in the field; and commitment to working with a diverse student body required. Preference will be given for those with a demonstrated proficiency in an ancient language appropriate to the field.

For full consideration applications must be received by February 3, 2012. For further details, including application instructions, go to CCSU's website at www.ccsu.edu/Jobs.

Contact
Central Connecticut State University

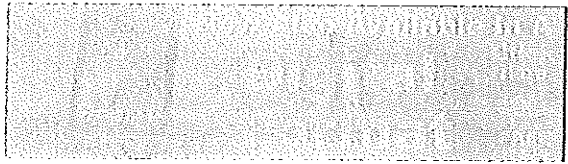
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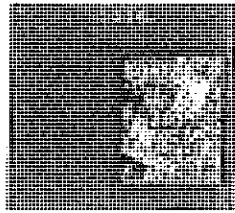
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**MANAGEMENT INFORMATION SYSTEMS:
ASSISTANT/ASSOCIATE PROFESSOR [#C12-059]
(POSTED 01/04/2012)**

Central Connecticut State University

Description

The Management Information Systems (MIS) Department seeks a dynamic, student-oriented individual for a full-time, tenure-track appointment to teach undergraduate and graduate courses in Management Information Systems.

Qualifications: Ph.D. in Management Information Systems or related field (degree in discipline of MIS preferred; A.B.D. will be considered if Ph.D. is obtained by date of appointment); evidence of and/or commitment to teaching excellence, high-quality scholarship, and academic service required. Ph.D. from an AACSB accredited school; record of successful university teaching; discipline-related professional experience preferred.

For full consideration, applications must be received by February 3, 2012. For more information, including application instructions, please visit our website at www.ccsu.edu/jobs.

Contact
Central Connecticut State University

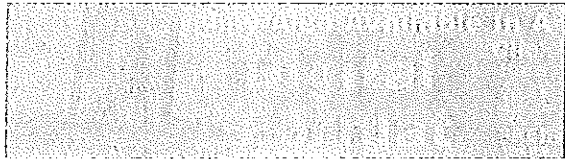
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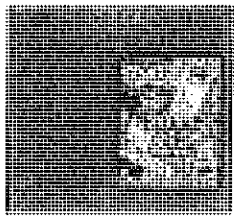
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MIS (MANAGERIAL COMMUNICATIONS): ASSISTANT/ASSOCIATE PROFESSOR [#C12-058] (POSTED 01/04/2012)

Central Connecticut State University

Description

The Management Information Systems (MIS) Department seeks a dynamic, student-oriented individual for a full-time tenure-track appointment to teach undergraduate courses in Managerial Communications.

Qualifications: Ph.D. in a discipline related to managerial communications (A.B.D. will be considered if Ph.D. is obtained by date of appointment); evidence of and/or commitment to teaching effectiveness, high-quality scholarship, and academic service required. Record of successful university teaching and discipline-related professional experience preferred.

For full consideration applications must be received by February 3, 2012. For more information, including application instructions, please visit our website at www.ccsu.edu/jobs.

Contact
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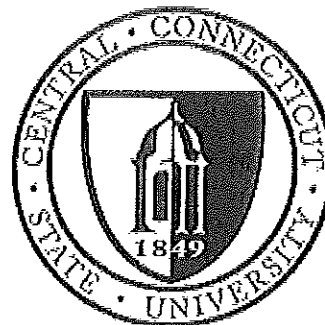
Mathematical Sciences: Assistant Professor [#C12-055]

Institution: Central Connecticut State University
Location: New Britain, CT
Category: Faculty - Science - Mathematics
Posted: 01/17/2012
Application Due: 02/13/2012
Type: Full Time

The Department of Mathematical Sciences at Central Connecticut State University invites applications for a full-time tenure-track Assistant Professor beginning Fall 2012.

Qualifications: Ph.D. in mathematics (completion required by the date of appointment); demonstrate a strong commitment to teaching; and, evidence of scholarly promise required. One year of full-time teaching at the college level and research interests compatible with those of the current faculty preferred.

Applications received by February 13, 2012 will receive full consideration. For application instructions, go to CCSU's website at www.ccsu.edu/jobs.



Application Information

Contact: Rachel Schwell
Mathematical Sciences
Central Connecticut State University
Online App. Form: <http://www.ccsu.edu/Jobs>

More Information on Central Connecticut State University

[Institutional Profile](#)
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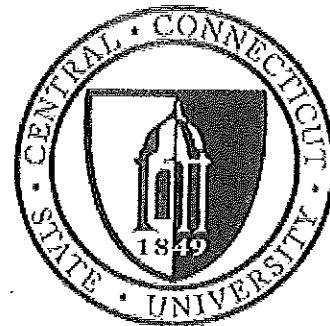


Computer Electronics & Graphics Technology: Assistant Professor [#C12-037]

Institution: Central Connecticut State University
Location: New Britain, CT
Category: Faculty - Fine and Applied Arts - Graphic Design
Posted: 01/23/2012
Application Due: 02/23/2012
Type: Full Time
Salary: \$54,604 to \$73,239 USD Per Year

Central Connecticut State University invites applications for a full-time, tenure-track position in the Computer Electronics & Graphic Technology department.

Required Qualifications: Ph.D. in Graphic Arts/Design, Graphic Communication or closely related disciplines (completion of Ph.D. 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 relevant U.S. industry experience in the graphic arts and/or digital media related field, and demonstrated skills and commitment to technical laboratory and experimental teaching, participation in hands-on research projects and application oriented activities.

For full consideration, applications must be received by February 29, 2012. For further information and application instructions, go to our website at www.ccsu.edu/jobs.

Application Information

Contact: Karen C. Tracey
Search Committee Chair
Central Connecticut State University
Online App. Form: <http://www.ccsu.edu/jobs>

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CHIEF HUMAN RESOURCES OFFICER [#C12-053]

Central Connecticut State University seeks a Chief Human Resources Officer who will ensure that employee relations and personnel administration will advance the University's strategic goals and reflect sound principles of human resource management.

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 a related field; and, experience in a public university.

For full consideration, applications must be received by **February 10, 2012**. For application instructions go to CCSU's website <http://www.ccsu.edu/jobs>. CCSU is an equal opportunity and affirmative action employer. Members of all underrepresented groups, women, veterans and persons with disabilities are invited and encouraged to apply.

Central Connecticut State University
Location: New Britain, CT 06050
Document ID: A601S-0EQO

Job Type: Regular
Job Schedule: Full-time
Posted on: 01/13/2012
Will pay relocation expenses

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Mathematical Sciences: Assistant Professor [#C12-0

The Department of Mathematical Sciences at Central Connecticut State University invites applications for a full-time tenure-track Assistant Professor beginning Fall 2012.

Qualifications: Ph.D. in mathematics (completion required by the date of appointment); demonstrate a strong commitment to teaching; and, evidence of scholarly promise *required*. One year of full-time teaching at the college level and research interests compatible with those of the current faculty *preferred*.

Applications received by **February 13, 2012** will receive full consideration. To apply, go to CCSU's website at www.ccsu.edu/jobs. CCSU is an equal opportunity and affirmative action employer. Members of all underrepresented groups, women, veterans and persons with disabilities are invited and encouraged to apply.

Central Connecticut State University

Location: New Britain, CT 06050
Document ID: A6022-0FVC

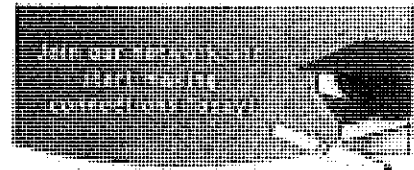
Job Type: Regular
Job Schedule: Full-time
Posted on: 01/17/2012

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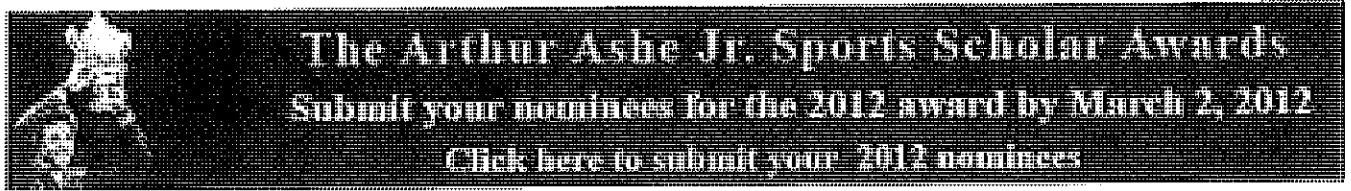
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Computer Electronics/Graphics Tech (#C12-037)

Central Connecticut State University invites applications for a full-time, tenure-track position in the Computer Electronics & Graphic Technology department.

Required Qualifications: PhD. in Graphic Arts/Design, Graphic Communication or closely related disciplines(completion of Ph.D. 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 relevant U.S. industry experience in the graphic arts and/or digital media related field, and demonstrated skills and commitment to technical laboratory and experimental teaching, participation in hands-on research projects and application oriented activities.

For full consideration, applications must be received by February 29, 2012. For further information and application instructions, go to our website at www.ccsu.edu/jobs.

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CHIEF HUMAN RESOURCES OFFICER [#C12-053)

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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 a related field; and, experience in a public university.

For full consideration, applications must be received by **February 10, 2012**. For application instructions go to CCSU's website <http://www.ccsu.edu/jobs>.

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**Central Connecticut State
University**

Location: New Britain, CT 06050

Document ID: **A6015-0EQO**

Job Type: **Regular**

Job

Schedule: **Full-time**

Posted on: **01/13/2012**

Will pay relocation expenses

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ENGLISH: ASSISTANT PROFESSOR (JOURNALISM) [#C12-068]

Institution:
Central Connecticut State University

Posted:
February 9,
2012

Location:
Connecticut

Employment Level:
Tenured, tenure track

Website:
<http://www.ccsu.edu/jobs>

Application Deadline:
March 15, 2012

Category:
Journalism

Employment Status:
Full-time

Salary:
Not specified

Central Connecticut State University invites applications for a full-time tenure-track Assistant Professor in the English Department.

Qualifications: Master's Degree in journalism or related discipline; five years 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, or multimedia editing; ability to teach journalism history, media law or ethics; college teaching; and, an established and continuing record of publication and professional activity required.

Preferred Qualifications: Ph.D. and ten years newsroom experience.

For full consideration, applications must be received by March 15, 2012. For further details, including application instructions, go to CCSU's website at <http://www.ccsu.edu/Jobs>.

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Engineering - Assistant Professors (4 Positions)

Institution:

Central Connecticut State University

Posted:

February
24, 2012

Location:

Connecticut

Website:

<http://www.ccsu.edu/>

Category:

Engineering,
Science/ technology/
mathematics

CCSU

Central Connecticut State University

ENGINEERING:

Assistant Professors (4 positions)

Central Connecticut State University invites applications for 4 full-time tenure-track positions in the Engineering Department beginning Fall 2012.

1. Civil Engineering [#C12-038]
2. Mechanical Engineering with an emphasis in aerospace [#C12-040]
3. Mechanical & Manufacturing Engineering [#C12-069]
4. Mechanical Engineering [#C12-070]

For full consideration, applications must be received by April 9, 2012. For further information, including job descriptions and application instructions, please go to our website: www.ccsu.edu/jobs

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SOCIOLOGY: ASSISTANT PROFESSOR [#C12-056]

Institution:

Central Connecticut State University

Posted:

February 3,
2012

Location:

Connecticut

Employment Level:

Tenured, tenure track

Website:

<http://www.ccsu.edu/Jobs>

Application Deadline:

March 9, 2012

Category:

Sociology

Employment Status:

Full-time

Salary:

Not specified

The Department of Sociology seeks a broadly trained sociologist for a tenure-track Assistant Professor position beginning Fall 2012.

Qualifications: Ph.D. in Sociology with a teaching research focus in one or more of the following areas: sociology of health, aging or deviance; demonstrated teaching excellence and commitment to scholarship required. A.B.D. will be considered if Ph.D. is obtained by date of appointment. Additional consideration will be given to candidates who can contribute to the one or more of the university's interdisciplinary programs in Caribbean studies, Latin American studies, Latino studies, African-American studies, or African studies.

For full consideration, applications must be received by March 9, 2012. For more information and application instructions, go to our website: www.ccsu.edu/Jobs

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COUNSELING & FAMILY THERAPY: ASSISTANT/ASSOCIATE P

Central Connecticut State University invites applications for a full-time tenure-track position in the Department of Counseling & Family Therapy beginning Fall 2012.

Required Qualifications:

- Earned doctorate in counselor education or a related discipline (completion of Ph.D. is required within one year of appointment);
- Commitment to excellence in teaching;
- Expertise in counselor training and supervision;
- Qualified to teach core counseling courses (theory and techniques, group counseling, ethics);
- Demonstrated experience or potential for research and scholarship; and,
- Commitment to serving culturally diverse communities.

Preferred Qualifications: Teaching experience in higher education; experience in school counseling and/or mental health counseling; demonstrated experience for mentoring and supervising graduate students; graduate from a CACREP accredited program.

For full consideration, applications must be received by **March 1, 2012**. For more information and application instructions, please go to our website: www.ccsu/jobs.

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**Central Connecticut State
University**

Location: New Britain, CT 06050

Document ID: **A6045-0G7C**

Job Type: **Regular**

Job

Schedule: **Full-time**

Posted on: **02/03/2012**

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REGISTRAR [#C12-041]

Institution:

Central Connecticut State University

Posted:

November
21, 2011

Location:

Connecticut

Employment Level:

Administrative

Website:

<http://www.ccsu.edu/jobs>

Application Deadline:

December 19, 2011

Category:

Admissions/
enrollment/retention/
registrar

Employment Status:

Full-time

Salary:

Not specified

Central Connecticut State University seeks a highly qualified individual to serve as University Registrar. Reporting to the Provost, this individual will be responsible for the day-to-day management of the Office of the Registrar.

Required qualifications include: Master's degree; five years of experience in college administration, including three years in a Registrar office; demonstrated ability to formulate and implement policies and procedures; demonstrated leadership and supervision of professional staff; and, competency in using enterprise software.

Preferred qualifications include: 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; demonstrated ability to work collaboratively and effectively with a diverse university community.

For full consideration, electronic applications must be received by December 19, 2011. For further details, application instructions, please visit CCSU's Job Opportunities website at <http://www.ccsu.edu/Jobs>.

- Provide support for all communications plans and technology-related functions to International Graduate Admissions.
- Process applications of, and serve as the primary contact for, students interested in a subset of graduate programs.
- Represent all graduate programs at internal and external recruitment events.
- Identify key audiences (prospective students, alumni and community) and develop the most appropriate means of connecting them to the University and university graduate programs.
- Assist in identifying new markets and new programs through research and analysis.

MINIMUM REQUIREMENTS:

Bachelor's degree in a related field required; master's preferred. Minimum of two years of professional work experience in higher education, preferably in an admissions-related function area. Experience with CRM systems in higher education, preferably the Hobsons EMT suite of products, is preferred. Proficiency in Microsoft Office Suite, particularly in Excel. Experience in using social media platforms for student recruitment is highly desirable. Highly self-motivated and directed with keen attention to detail and strong analytical and problem-solving abilities. Possess strong interpersonal skills and be effective in oral and written communications, including experience writing documents and messages for broad audiences. Ability to travel in addition to working evenings and weekends required.

BEGINNING DATE: ASAP

COMPENSATION: Commensurate with candidate experience and the salary structure at the University of New Haven. UNH offers a comprehensive benefits package.

DEADLINE FOR APPLYING: Applications and supporting materials submitted by Friday, October 7, 2011, will receive first priority for review. Applications received after this date will be considered if needed to fill the position.

HOW TO APPLY: Interested individuals should e-mail Word docs with a letter of interest, current and "dates correct/complete" resume and full contact information with three references (include current contact information) to hrdept@newhaven.edu and reference Search # 11-68 in a "subject" line on the "letter of interest".

All applications will be treated with the utmost confidence, and references will not be contacted without the applicant's permission. The application review process will begin immediately and remain open until the position is filled.

The University of New Haven is committed to equal access to employment opportunities for all applicants regardless of race, creed, color, religion, gender, national or ethnic origin, age, disability or sexual orientation, in compliance with state and federal statutes.

Application Information

Contact: University of New Haven
Email Address: hrdept@newhaven.edu

More Information on University of New Haven

[Institutional Profile](#)

[Current openings](#) for University of New Haven on HigherEdJobs.

[Current Employment Opportunities](#)

[UNH Home page](#)

[About UNH](#)

[President's Welcome](#)



Assistant Director of Graduate Admissions and Technical Operations

Institution: University of New Haven
Location: West Haven, CT
Category: Admin - Admissions and Enrollment
Admin - Computing - Support and Training
Posted: 09/13/2011
Application Due: Open Until Filled
Type: Full Time

University of New Haven
Assistant Director of Graduate Admissions and Technical Operations

The University of New Haven is seeking an Assistant Director of Graduate Admissions and Technical operations who will be responsible for Managing efficient processing of student records from CRM/Application to student information system; Provide technology support to Admissions staff; Aid in the development of electronic recruitment and enrollment materials in CRM system; Develop and improve processes for student decision notifications; Promote the University of New Haven graduate programs to prospective students by cultivating meaningful relationships and representing the University at external recruitment events; Provide assistance and counseling to prospective students throughout the admissions process; Process student applications to ensure timely admission decisions.

The University of New Haven is a private, comprehensive institution located in south central Connecticut. Founded in 1920, the University provides its students with a combination of liberal arts and real-world, hands-on professional training. The University has an enrollment of more than 5,200; approximately 1,700 graduate students and more than 3,500 undergraduates.

The University is comprised of four academic colleges: the College of Arts and Sciences, College of Business, Tagliatela College of Engineering, and Henry C. Lee College of Criminal Justice and Forensic Sciences. The University awards undergraduate associate's and bachelor's degrees in over 80 major programs and offers master's degrees in nearly 30 areas of study. The University also offers a Ph.D. program in criminal justice.

Primary DUTIES/RESPONSIBILITIES:

- Provide general technical support for UNH's CRM and application systems-related issues with Graduate Admissions and University staff.
- Facilitate correction of any error processing of student records from CRM system to student information system.
- Assist in the development of electronic recruitment communication plans and materials for prospective and admitted students.
- Provide support in the updating and continual maintenance of Graduate Admissions web pages.
- Aid in the development and maintenance of new strategic CRM efforts to ensure appropriate communication and service to prospective graduate students.
- Work with Associate Director to develop and implement strategies to use social media for recruitment.
- Assist in the creation of reports to monitor applicant flow through the admissions process and the effectiveness of marketing strategies.

- High level of motivation and assertiveness, as well as an ability to exercise independent judgment;
- Strong written and verbal communications skills, including ability to effectively communicate University priorities to donors and prospects and to positively represent the University and Foundation;
- Familiarity and skill in use of computers and information management tools;
- Ability to handle multiple tasks, to assess and order priorities, and to track details in a fast-paced environment.
- Ability to work to the demands of the position, which may exceed a 40 hour work week, and the ability and willingness to travel upon request.
- Must be willing to travel extensively and reliable personal transportation is required for this position. Must possess a valid driver's license issued from state in which employee resides. Employee must maintain at their expense, automobile liability insurance coverage in the minimum amount of \$500,000 or a combination of umbrella and automobile liability insurance coverage of \$500,000. A certificate of automobile insurance evidencing the limit, must be provided to the Foundation at hire and annually thereafter.

Application Process

In addition to a stimulating University environment, the Foundation offers a generous compensation and benefits package, a mission-driven purpose, and the opportunity to perform meaningful work.

Qualified applicants should submit a cover letter and resume to the Human Resources Department, The University of Connecticut Foundation, Inc., 2390 Alumni Drive, Storrs, CT 06269 or email to HR@foundation.uconn.edu. Electronic submission is strongly preferred. The University of Connecticut Foundation is an affirmative action, equal opportunity employer, committed to fostering diversity in its workforce.

Application Information

Postal Address: Human Resources
University of Connecticut Foundation
2390 Alumni Drive
Storrs, CT 06269

Fax: (860) 486-5199

Email Address: hr@foundation.uconn.edu

More Information on University of Connecticut Foundation

[Institutional Profile](#)

[Current openings](#) for University of Connecticut Foundation on HigherEdJobs.

[University of Connecticut Foundation Home Page](#)

[About the UConn Foundation](#)

[University of Connecticut Home Page](#)

The Foundation is and equal opportunity-affirmative-action employer.



Associate Director of Development, CLAS

Institution: University of Connecticut Foundation - Storrs, CT
Location: Storrs, CT
Category: Admin - Development and Fund Raising
Posted: 09/15/2011
Application Due: Open Until Filled
Type: Full Time
Notes: included on Affirmative Action email

The Associate Director of Development for the College of Liberal Arts and Sciences ("College") contributes to the College's mission by soliciting major gift level (\$25,000+) and principal gift level commitments (\$500,000+) as well as planned gifts for College priorities. These commitments are brought about by identifying select individuals, corporations, and foundations, of major wealth and engaging them with the College. It is through the nurturing of these relationships, making connections to shared programmatic goals, asking for the appropriate level of support, and the stewardship of gifts that the Associate Director successfully accomplishes annual goals for personal visits, proposals submitted, and dollars raised for the College. The Associate Director reports to the Senior Director of Development of the College and is a member of the UConn Foundation's major gifts team, the College's Advancement team, which includes the Dean, the College's publicity and marketing staff, and the alumni affairs director.

Duties and Responsibilities

Develops and manages a caseload of individuals, corporations, and foundations using moves management concepts and tools with the aim of securing major gift and principal gift level commitments. Participates in the UConn Foundation's prospect management system, drafts strategic plans for prospect engagement, develops tailored proposals, records involvement of donors and prospects, and staffs the dean, the Director of Development, volunteers, and others as needed in support of development activity for the College.

Participates in strategic planning for the College as it relates to fundraising. Works with the dean and faculty to identify fundraising needs and opportunities. Plans and implements strategies and programs for achieving established fundraising objectives in accordance with University's and College's priorities and policies and responsible for attainment of fundraising goals for the College.

Coordinates with the Director of Development, deans, department heads, and faculty to manage donor and prospect activity, assist in the articulation of fundraising priorities, and engagement of the central development programs staff of the UConn Foundation.

Other advancement-related duties as assigned by the Director of Development for the College.

Knowledge and Skills Required

- Bachelor's degree and 3-5 years experience in an educational fundraising or related field;
- Demonstrated ability to personally solicit major gifts in the amount of \$25,000 and above;
- Excellent interpersonal skills, tact, and diplomacy. Ability to facilitate personal interactions in formal and informal social settings;



Social Work: Assistant Professor [#C12-011]

Institution: **Central Connecticut State University**
Location: New Britain, CT
Category: Faculty - Liberal Arts - Social Work
Posted: 09/21/2011
Application Due: 12/01/2011
Type: Full Time
Salary: \$54,604 to \$73,239 USD Per Year

Central Connecticut State University invites applications for a full-time, tenure-track position in the Department of Social Work beginning Fall 2012. The successful candidate will teach in a CSWE-accredited undergraduate social work program and contribute actively and effectively to student growth, service, and scholarship. Additional responsibilities include coordinate and teach in the weekend social work program, academic advising, serving as field liaison, serving on academic committee assignments, community engagement, grant writing, and other department and academy service activities. The accredited program has a strong teaching emphasis including a competency-based education with a proactive stance valuing diverse and minority perspectives. Candidates are expected to be committed to multiculturalism and working with a diverse student body.

Required Qualifications:

- * Ph.D. in Social Work or related field; ABD considered if the completion of the Ph.D. is by June 1, 2012;
- * Master's degree in Social Work from a CSWE accredited university
- * Three years full-time post MSW social work direct practice experience
- * Commitment to serving culturally, ethnically and linguistically diverse communities
- * College teaching experience in a variety of foundation and practice courses such as Research Methods, Human Behavior and the Social Environment, Generalist Practice & Policy

Preferred Qualifications:

- * Demonstrated research, scholarship and publication
- * Communication and interpersonal skills sufficient to work effectively with a diverse array of students and colleagues
- * Experience in reaccreditation, student academic advising, committee assignments, professional development activities, research and community service

Application and Appointment: For full consideration, applications must be received by December 1, 2011. Salary is commensurate with education and experience. To apply, please visit our Careers: Job Opportunities website (and submit 1) a letter of interest stating the qualifications for the position, including demonstrated scholarship and publications; 2) current curriculum vitae; 3) contact information for 3 references; and, unofficial transcripts.

ABD candidates must submit letter from thesis advisor stating date of completion.

For additional information contact Dr. Delia J. González Sanders, Search Committee Chair, Department of Social Work, at 860 832-3143 or email at sandersdej@ccsu.edu.



Marketing: Assistant/Associate Professor [#C12-022]

Institution: Central Connecticut State University
Location: New Britain, CT
Category: Faculty - Business - Marketing and Sales
Posted: 10/06/2011
Application Due: 12/16/2011
Type: Full Time
Salary: \$54,604 to \$90,291 USD Per Year

Central Connecticut State University's Marketing Department invites applications for a tenure-track Assistant/Associate Professor beginning Fall 2012. Candidates are expected to be committed to multiculturalism and working with a diverse student body.

Qualifications: Ph.D. in Marketing from an accredited school (ABDs expecting completion of degree by August 2012 will be considered); evidence of effective teaching; and evidence of current scholarly activity in marketing required. Expertise and teaching experience in marketing strategy, sales or brand management; evidence of community outreach activity; or, industry experience in marketing preferred.

For further details and application instructions, please visit CCSU's Job Opportunities website (<http://www.ccsu.edu/jobs>). Preference will be given to applications received by December 16, 2011.

Application Information

Contact: Dr. Anita Jackson
Marketing Department
Central Connecticut State University
Online App. Form: <http://www.ccsu.edu/jobs>

More Information on Central Connecticut State University

[Institutional Profile](#)
[Current openings](#) for Central Connecticut State University on HigherEdJobs.
[CCSU Home Page](#)
[CCSU Job posting webpage](#)
[State of CT webpage](#)

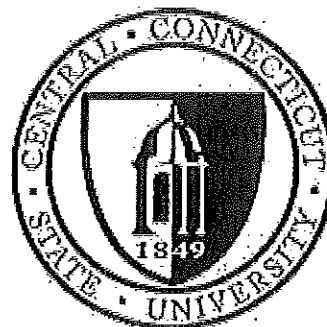
CCSU is an equal opportunity and affirmative action employer. Members of all underrepresented groups, women, veterans and persons with disabilities are invited and encouraged to apply.



Serials/Electronic Resources Librarian [#C12-021]

Institution: Central Connecticut State University
Location: New Britain, CT
Category: Admin - Libraries
Posted: 10/18/2011
Application Due: 11/11/2011
Type: Full Time
Salary: \$48,180 to \$64,712 USD Per Year
Notes: included on **Affirmative Action** [email](#)

The Elihu Burritt Library at Central Connecticut State University is seeking an innovative and energetic Serials/Electronic Resources Librarian to manage its extensive print and electronic serials collection. This is a 12 month tenure track position. The successful candidate will provide leadership in the development and maintenance of all systems and records associated with the acquisition of and access to electronic and print serials.



Required Qualifications: ALA accredited Master's Degree in Library Science; experience with online serials records and systems; familiarity with online e journal A-Z lists and link resolvers; solid experience with personal computer and web-based services; knowledge of e-journal packages, aggregators and online content publishers; knowledge of current trends in serials acquisition, organization and content delivery; knowledge of industry standards associated with serials and electronic resources (e.g. issn, open URL, Sushi etc).

Preferred Qualifications: Experience in an academic library, knowledge of serials marc records, experience maintaining an Electronic Resources Management system (preferably Ill's ERM), experience with Innovative Interfaces integrated library systems, experience with SFX A-Z electronic journals lists, knowledge of library commercial binders and library binding operations. Equivalent combination of training and experience may be considered.

For further details, including application instructions, please visit CCSU's Job Opportunities website (www.ccsu.edu/jobs). Applications must be received by November 11, 2011.

Application Information

Contact: Theresa Mastrogiovanni
Burrill Library
Central Connecticut State University
Online App. Form: <http://www.ccsu.edu/Jobs>

More Information on Central Connecticut State University

[Institutional Profile](#)
[Current openings](#) for Central Connecticut State University on HigherEdJobs.
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Economics: Assistant Professor [#C12-032]

Institution: Central Connecticut State University
Location: New Britain, CT
Category: Faculty - Liberal Arts - Economics
Posted: 10/28/2011
Application Due: 11/30/2011
Type: Full Time
Salary: \$54,604 to \$73,239 USD Per Year

The Department of Economics at Central Connecticut State University seeks applicants for a tenure-track Assistant Professor beginning August 2012.

Qualifications: Ph.D. in Economics by June 2012 with primary specialization in Political Economy; evidence of demonstrated effectiveness in teaching as a primary instructor at the undergraduate level, scholarly research, and professional activity required. Secondary specialization in history of economic thought and/or current heterodox approaches preferred.

For full consideration, applications must be received by November 30, 2011 for an August 2012 appointment. For further details and application instructions, please visit our website (www.ccsu.edu/Jobs).

Application Information

Contact: Dr. Nara Mijid
Economics
Central Connecticut State University
Online App. Form: <http://www.ccsu.edu/Jobs>

More Information on Central Connecticut State University

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Communication: Assistant Professor (Public Relations) [#C12-025]

Institution: Central Connecticut State University
Location: New Britain, CT
Category: Faculty - Communications - Public Relations and Advertising
Posted: 10/19/2011
Application Due: 12/30/2011
Type: Full Time
Salary: \$54,604 to \$73,239 USD Per Year

Central Connecticut State University invites applications for a full-time, tenure-track position in the Department of Communication beginning Fall 2012. The successful candidate will teach undergraduate and graduate courses in the area of public relations and organizational communication, and contribute actively and effectively to student growth, service, and scholarship.

Qualifications: Ph.D. in Communication or a related discipline (A.B.D. will be considered); commitment to serving culturally, ethnically and linguistically diverse communities; evidence of research in the area of public relations; publication activity, and evidence of teaching effectiveness required. College teaching experience; professional experience in the field of public relations; community-based programs/projects consistent with the university focus on community-engagement, and international experience preferred.

Applications must be received by December 30, 2011 for a Fall 2012 appointment. For further details, including application instructions, please visit CCSU's Job Opportunities website (www.ccsu.edu/jobs).

Application Information

Contact: Dr. Jose del Ama
Communication
Central Connecticut State University
Online App. Form: <http://www.ccsu.edu/Jobs>

More Information on Central Connecticut State University

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[CCSU Job posting webpage](#)
[State of CT webpage](#)

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Psychology: Assistant Professor [#C12-026]

Institution: Central Connecticut State University
Location: New Britain, CT
Category: Faculty - Liberal Arts - Psychology
Posted: 10/28/2011
Application Due: 01/30/2012
Type: Full Time
Salary: \$54,604 to \$73,239 USD Per Year

Central Connecticut State University's Psychology Department invites applications for a tenure-track Assistant Professor in Human Neuropsychology/Biopsychology.

Qualifications: Ph.D. in Psychology or related field by the date of appointment; evidence of active research (e.g. publications and presentations at professional conferences); a programmatic research plan; evidence of effective teaching; and, university-level teaching experience required. Demonstrated ability to work with a diverse student population preferred.

For full consideration, applications must be received by January 30, 2012 for a Fall 2012 appointment. For further details and application instructions, please visit our website (www.ccsu.edu/jobs).

Application Information

Contact: Dr. Marisa Mealy
Psychology Department
Central Connecticut State University
Online App. Form: <http://www.ccsu.edu/Jobs>

More Information on Central Connecticut State University

[Institutional Profile](#)
[Current openings](#) for Central Connecticut State University on HigherEdJobs.
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[CCSU Job posting webpage](#)
[State of CT webpage](#)

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MIS Managerial Communications: Faculty Position

Institution: Central Connecticut State University
Location: New Britain, CT
Category: Faculty - Communications - Other Communications
Posted: 10/28/2011
Application Due: Open Until Filled
Type: Full Time

The Management Information Systems (MIS) Department seeks a dynamic, student-oriented individual for a one-year full-time appointment to teach undergraduate courses in Managerial Communications. Possibility of a 2nd year renewal. Rank and salary commensurate with experience.

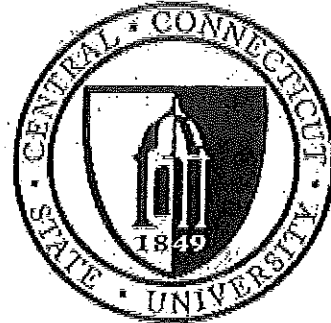
Required qualifications:

- * Master's degree in a field related to the area of teaching (Ph.D. or DBA preferred);
- * At least five years of discipline-related professional experience (including at least three years of recent high-level managerial/high level technical experience); and
- * Continuous professional development activities that maintain currency in the teaching field such as consulting, workshops, continuing education, and attendance at professional conferences.

Preferred qualifications:

- * Record of successful university teaching in a Business School.

To apply, please submit a letter of application, curriculum vita indicating name of major for all degrees, contact information of 3 references, and unofficial transcripts via email to Dr. Marianne D'Onofrio, MIS Department at donofrio@ccsu.edu. Review of applications to begin November 15, 2011 and will continue until filled.



Application Information

Contact: Dr. Marianne D'Onofrio
MIS Department
Central Connecticut State University
Email Address: donofrio@ccsu.edu

More Information on Central Connecticut State University

[Institutional Profile](#)
[Current openings](#) for Central Connecticut State University on HigherEdJobs.
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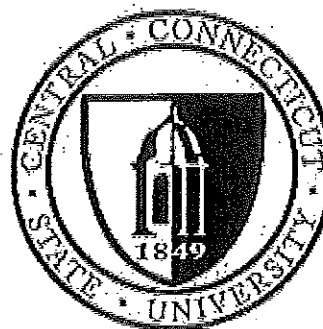


Geography: Assistant Professor [#C12-035]

Institution: Central Connecticut State University
Location: New Britain, CT
Category: Faculty - Liberal Arts - Urban Studies & Planning
Faculty - Science - Geography
Posted: 11/09/2011
Application Due: 01/18/2012
Type: Full Time
Salary: \$54,604 to \$73,239 USD Per Year

Central Connecticut State University's Geography Department invites applications for a full-time tenure-track Assistant Professor in Geography/Planning beginning Fall 2012.

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; practical/outreach experience in planning and community development required. Ph.D. in Geography, Planning or closely related field with Community and Regional Planning specialization preferred.



For full consideration applications must be received by January 18, 2012. For further details of the position, including application instructions, please visit CCSU's Job Opportunities website (<http://www.ccsu.edu/jobs>).

Application Information

Contact: Dr. Stephen Cox
Criminology & Criminal Justice
Central Connecticut State University
Online App. Form: <http://www.ccsu.edu/Jobs>

More Information on Central Connecticut State University

[Institutional Profile](#)
[Current openings](#) for Central Connecticut State University on HigherEdJobs.
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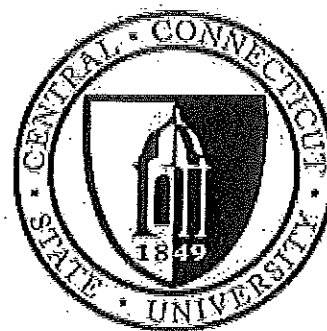


Criminology/Criminal Justice Department [#C12-033]

Institution: **Central Connecticut State University**
Location: New Britain, CT
Category: Faculty - Liberal Arts - Criminal Justice
Posted: 11/09/2011
Application Due: 12/19/2011
Type: Full Time
Salary: \$54,604 to \$73,239 USD Per Year

Central Connecticut State University invites applications for two full-time tenure-track Assistant Professors in the Criminology & Criminal Justice Department.

Qualifications: Ph.D. in criminology/criminal justice or related field at the time of appointment (ABD by January 15, 2013 considered) required. Areas of specialization are open. 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 preferred.



For full consideration, electronic applications must be received by December 19, 2011. For further details, including application instructions, please visit CCSU's Job Opportunities website (www.ccsu.edu/jobs).

Application Information

Contact: Dr. Peter Kyem
Geography
Central Connecticut State University
Online App. Form: <http://www.ccsu.edu/Jobs>

More Information on Central Connecticut State University

[Institutional Profile](#)

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[State of CT webpage](#)

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THE CHRONICLE

of Higher Education

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Home Jobs Serials/Electronic Resources Librarian



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Serials/Electronic Resources Librarian

Institution:
Central Connecticut State University

Posted:
October 31,
2011

Location:
Connecticut

Website:
<http://www.ccsu.edu>

Category:
Librarians/ library
administration,
technology
administration, other

CCSU

Central Connecticut State University

SERIALS/ELECTRONIC RESOURCES LIBRARIAN [#C12-021]

The Elihu Burritt Library at Central Connecticut State University seeks an innovative and energetic Serials/Electronic Resources Librarian to manage its extensive print and electronic serials collection. This is a 12-month tenure-track position. The successful candidate will provide leadership in the development and maintenance of all systems and records associated with the acquisition of and access to electronic and print serials.

For further details, including qualifications and application instructions, please visit CCSU's Job Opportunities website (www.ccsu.edu/jobs).

Applications must be received by November 11, 2011.

CCSU aggressively pursues a program of equal employment and educational opportunity and affirmative action. People of color, women, veterans and persons with disabilities are invited and encouraged to apply.

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THE CHRONICLE

of Higher Education

Jobs

Home Jobs Economics: Assistant Professor [#C12-032]



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Economics: Assistant Professor [#C12-032]

Institution:

Central Connecticut State University

Posted:

October 28,
2011

Location:

Connecticut

Employment Level:

Tenured, tenure track

Website:

<http://www.ccsu.edu/jobs>

Application Deadline:

November 30, 2011

Category:

Economics

Employment Status:

Full-time

Salary:

Not specified

The Department of Economics at Central Connecticut State University seeks applicants for a tenure-track position of Assistant Professor beginning August 2012. Qualifications: Ph.D. in Economics by June 2012 with primary specialization in Political Economy; evidence of demonstrated effectiveness in teaching as a primary instructor at the undergraduate level, scholarly research, and professional activity required. Secondary specialization in history of economic thought and/or current heterodox approaches preferred. For full consideration, applications must be received by November 30, 2011 for an August 2012 appointment. For further details and application instructions, please visit our website (<http://www.ccsu.edu/Jobs>). EOE

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THE CHRONICLE

of Higher Education

Jobs

Home Jobs Accounting: Assistant/ Associate Professor [#C12-023]



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Accounting: Assistant/ Associate Professor [#C12-023]

Institution:
Central CT State University

Posted:
October 19,
2011

Location:
Connecticut

Employment Level:
Tenured, tenure track

Website:
<http://www.ccsu.edu/jobs>

Application Deadline:
November 10, 2011

Category:
Accounting/ finance

Employment Status:
Full-time

Salary:
Not specified

Central Connecticut State University's Accounting Department invites applications for two full-time, tenure-track faculty positions beginning Fall 2012.

Qualifications: Earned doctorate in Accounting or equivalent from an accredited university (ABD with a 2012 expected completion date will be considered); experience and/or teaching interest in financial accounting, accounting information systems and/or auditing; and a demonstrated commitment to excellence in teaching and scholarship required. Professional certifications preferred.

Preference will be given to applications received by November 10, 2011. For further details of the position, including application instructions, please visit CCSU's Job Opportunities website (<http://www.ccsu.edu/jobs>).

THE CHRONICLE

of Higher Education

Jobs

Home Jobs FINANCE: ASSISTANT/ASSOCIATE PROFESSOR [#C12-028]



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FINANCE: ASSISTANT/ASSOCIATE PROFESSOR [#C12-028]

Institution:

Central CT State University

Posted:

October 14,
2011

Location:

Connecticut

Employment Level:

Tenured, tenure track

Website:

<http://www.ccsu.edu>

Category:

Accounting/ finance

Employment Status:

Full-time

Salary:

Commensurate with
experience

Finance: Assistant/Associate Professor [#C12-028]

Central Connecticut State University invites applications for a full-time, tenure-track position in the Department of Finance beginning Fall 2012.

Qualifications: Ph.D. in Finance or a related discipline; Finance ABD will be considered with completion required by August 2012; experience teaching college Finance courses; and, commitment to serving culturally, ethnically and linguistically diverse communities required. Ph.D. from AACSB accredited school; business experience; finance research preferred.

For further details, including qualifications and application instructions, please visit CCSU's Job Opportunities website (www.ccsu.edu/Jobs).

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THE CHRONICLE

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Jobs

Home Jobs COMMUNICATION: ASSISTANT PROFESSOR (PUBLIC RELATIONS) [#C12-025]



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COMMUNICATION: ASSISTANT PROFESSOR (PUBLIC RELATIONS) [#C12-025]

Institution:
Central Connecticut State University

Posted:
October 12, 2011

Location:
Connecticut

Employment Level:
Tenured, tenure track

Website:
<http://www.ccsu.edu/jobs>

Application Deadline:
December 30, 2011

Category:
Public relations/
advertising

Employment Status:
Full-time

Salary:
Not specified

Central Connecticut State University invites applications for a full-time, tenure-track position in the Department of Communication beginning Fall 2012. The successful candidate will teach undergraduate and graduate courses in the area of public relations and organizational communication, and contribute actively and effectively to student growth, service, and scholarship.

Qualifications: Ph.D. in Communication or a related discipline (A.B.D. will be considered); commitment to serving culturally, ethnically and linguistically diverse communities; evidence of research in the area of public relations; publication activity, and evidence of teaching effectiveness required. College teaching experience; professional experience in the field of public relations; community-based programs/projects consistent with the university focus on community-engagement, and international experience preferred.

Applications must be received by December 30, 2011 for a Fall 2012 appointment. For further details, including application instructions, please visit CCSU's Job Opportunities website (<http://www.ccsu.edu/jobs>).

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PHYSICS & EARTH SCIENCES: ASSISTANT PROFESSOR

Institution:

Central Connecticut State University

Posted:

November
22, 2011

Location:

Connecticut

Employment Level:

Non tenure track

Website:

<http://www.ccsu.edu>

Application Deadline:

March 15, 2011

Category:

Geology/ earth
sciences, Physics/
space sciences

Employment Status:

Full-time

Salary:

Not specified

The Department of Physics & Earth Sciences seeks applications for a one-year Assistant Professor (with the possibility of renewal) starting fall 2012. The department offers comprehensive programs in physics, earth sciences, and science education leading to bachelor's degrees. Departmental research areas in physics include laser radar and materials properties. We seek a physicist with a commitment to undergraduate teaching of both physics majors and non-majors, and to mentoring undergraduate majors in research. Requirements: PhD in experimental physics with research interests appropriate to student participation, preferably in photonics, nanotechnology, biophysics or renewable energy. Laboratory experience in computer electronics and digital systems is a plus. Interested candidates should submit a cover letter, CV, summary of research and teaching interests, and three letters of reference by March 15, 2012 to: Chair, Department of Physics & Earth Sciences, CCSU, 1615 Stanley Street, New Britain, CT 06050.

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STUDENT ACTIVITIES LEADERSHIP DEVELOPMENT: ASSISTANT DIRECTOR [#C12-044]



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STUDENT ACTIVITIES LEADERSHIP DEVELOPMENT: ASSISTANT DIRECTOR [#C12-044]

Institution:
Central Connecticut State University

Posted:
November 22, 2011

Location:
Connecticut

Employment Level:
Administrative

Website:
<http://www.ccsu.edu/jobs>

Application Deadline:
December 13, 2011

Category:
Chief student-affairs officers/ vice presidents

Employment Status:
Full-time

Salary:
Not specified

CCSU's Division of Student Affairs seeks an innovative, results-oriented professional to be part of a team dedicated to student development through production of co-curricular programs that emphasize participatory learning, teaching, and ethical leadership development within a healthy volunteer community.

Qualifications: Bachelor's degree; three years experience in the administration of co-curricular programs; and, excellent communication skills required. Master's degree; ability to assess student outcomes as related to participation in the development of and attendance at co-curricular programs; experience in advising student organizations in the development of co-curricular programs; supervision or lead work experience preferred.

For full consideration, electronic applications must be received by December 13, 2011. For further details, including application instructions, please visit CCSU's Job Opportunities website (<http://www.ccsu.edu/jobs>).

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PHYSICS & EARTH SCIENCES: ASSISTANT PROFESSOR

Institution:

Central Connecticut State University

Posted:

November 30, 2011

Location:

Connecticut

Employment Level:

Non tenure track

Website:

<http://www.ccsu.edu>

Application Deadline:

March 15, 2012

Category:

Geology/ earth sciences, Physics/ space sciences

Employment Status:

Full-time

Salary:

Not specified

The Department of Physics & Earth Sciences seeks applications for a one-year Assistant Professor (with the possibility of renewal) starting fall 2012. The department offers comprehensive programs in physics, earth sciences, and science education leading to bachelor's degrees. Departmental research areas in physics include laser radar and materials properties. We seek a physicist with a commitment to undergraduate teaching of both physics majors and non-majors, and to mentoring undergraduate majors in research.

Requirements: PhD in experimental physics with research interests appropriate to student participation, preferably in photonics, nanotechnology, biophysics or renewable energy. Laboratory experience in computer electronics and digital systems is a plus.

Interested candidates should submit a cover letter, CV, summary of research and teaching interests, and three letters of reference by March 15, 2012 to: Chair, Department of Physics & Earth Sciences, CCSU, 1615 Stanley Street, New Britain, CT 06050.

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PHYSICAL EDUCATION & HUMAN PERFORMANCE: ASSISTANT/ASSOCIATE PROFESSOR
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PHYSICAL EDUCATION & HUMAN PERFORMANCE:
ASSISTANT/ASSOCIATE PROFESSOR [#C12-043]

Institution:
Central Connecticut State University

Posted:
December
13, 2011

Location:
Connecticut

Employment Level:
Tenured, tenure track

Website:
<http://www.ccsu.edu/Jobs>

Application Deadline:
January 30, 2012

Category:
Education,
Kinesiology/ exercise
physiology/ physical
education

Employment Status:
Full-time

Salary:
Not specified

Central Connecticut State University's Department of Physical Education & Human Performance seeks candidates for a full-time, tenure-track Assistant/Associate Professor beginning August 2012. CCSU faculty is expected to contribute to the mission of the university as well as the department, engage in scholarship, service and student advisement. The successful candidate will engage in the preparation of physical education teachers.

Qualifications: Doctoral degree with a physical education emphasis or closely related field, OR equivalent (Master's degree in education plus 10 years K-12 teaching experience, including physical education); and, a record of creative activity or research required. College teaching experience; minimum of one year K-12 physical education teaching experience; and, experience as a cooperating teacher and/or university supervisor preferred.

For full consideration applications must be received by January 30, 2012. For further details, including application instructions, please visit CCSU's Job Opportunities website at www.ccsu.edu/Jobs.

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Multiple Positions

Institution:

Central Connecticut State University

Posted:

December
12, 2011

Location:

Connecticut

Website:

<http://www.ccsu.edu>

Category:

Science/technology/
mathematics

CCSU

Central Connecticut State University

BIOLOGY: ASSISTANT PROFESSORS

Central Connecticut State University's Biology Department invites applications for two (2) full-time tenure-track Assistant Professors beginning Fall 2012.

PHYSIOLOGIST [#C12-048]

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.

CONSERVATION BIOLOGIST [#C12-049]

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 level students that uses molecular genetics techniques to address problems in conservation biology.

For full consideration, electronic applications must be received by January 17, 2012. For further details about these positions, including application instructions, please visit CCSU's Job Opportunities website: <http://www.ccsu.edu/jobs>

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TEACHER EDUCATION: ASSISTANT/ASSOCIATE PROFESSOR [#C12-051]

Institution:
Central Connecticut State University

Posted:
December
9, 2011

Location:
Connecticut

Employment Level:
Non tenure track

Website:
[http://www.ccsu.edu/J](http://www.ccsu.edu/Jobs)
obs.

Application Deadline:
January 30, 2012

Category:
Special education,
Teacher education

Employment Status:
Full-time

Salary:
Not specified

Central Connecticut State University invites applications for an Assistant/Associate Professor of Elementary Education with expertise in the needs of ELLs, Literacy, or Special Education.

Qualifications: Completed doctorate in elementary education or related discipline; commitment to serving culturally, ethnically, and linguistically diverse communities; university level teaching experience; clearly articulated scholarly agenda; successful experience teaching in public elementary education settings demonstrating innovation and creativity required. Familiarity directing community engagement projects, and demonstrated ability to address the needs of all children, including those in poverty preferred.

For full consideration, applications must be received by January 30, 2012. For further details, including application instructions, please visit CCSU's Job Opportunities website at <http://www.ccsu.edu/Jobs>.

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Jobs

Home Jobs ACCOUNTING: ASSISTANT/ASSOCIATE PROFESSOR [#C12-023]



Beck

ACCOUNTING: ASSISTANT/ASSOCIATE PROFESSOR [#C12-023]

Institution:
Central Connecticut State University

Posted:
December
2, 2011

Location:
Connecticut

Employment Level:
Tenured, tenure track

Website:
<http://www.ccsu.edu/jobs>

Application Deadline:
January 31, 2012

Category:
Accounting/ finance

Employment Status:
Full-time

Salary:
Not specified

Central Connecticut State University's Accounting Department invites applications for two full-time, tenure-track faculty positions beginning Fall 2012.

Qualifications: Earned doctorate in Accounting or equivalent from an accredited university (ABD with a 2012 expected completion date will be considered); experience and/or teaching interest in accounting information systems, auditing, and/or financial accounting; and a demonstrated commitment to excellence in teaching and scholarship required. Professional certifications preferred.

Preference will be given to applications received by January 31, 2012. For further details, including application instructions, please visit CCSU's Job Opportunities website (<http://www.ccsu.edu/jobs>).

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MANUFACTURING & CONSTRUCTION MANAGEMENT: ASSISTANT PROFESSOR [#C12-039]



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MANUFACTURING & CONSTRUCTION MANAGEMENT: ASSISTANT PROFESSOR [#C12-039]

Institution:
Central Connecticut State University

Posted:
December 2, 2011

Location:
Connecticut

Employment Level:
Tenured, tenure track

Website:
<http://www.ccsu.edu/jobs>

Application Deadline:
January 13, 2012

Category:
Engineering,
Management,
Vocational/ technical
fields

Employment Status:
Full-time

Salary:
Not specified

Central Connecticut State University's Department of Manufacturing & Construction Management seeks a tenure-track Assistant Professor beginning Fall 2012.

Required Qualifications: Ph.D. in Construction Management, Construction Engineering, Civil Engineering, Architectural Engineering or closely related disciplines (completion of the Ph.D. is required within two years of hire); three years of full-time professional experience in the construction industry; excellent oral and written communication skills.

Preferred Qualifications: Bachelors or Master's degree in Construction Management or Construction Engineering; two years of teaching experience; demonstrated ability or potential for guiding undergraduate and graduate students in applied research; three years of construction industry experience in the U.S.; proficiency in current construction industry computer applications software, particularly in BIM related software; current record of scholarly activities, research and publications; and, professional certification or licensure.

For full consideration, electronic applications must be received by January 13, 2012. For further details, including application instructions, please visit CCSU's Job Opportunities website at <http://www.ccsu.edu/jobs>.

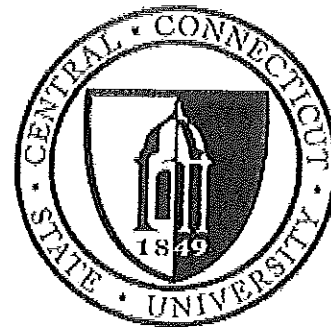


Biology: Assistant Professor (Conservation Biologist) [#C12-049]

Institution: **Central Connecticut State University**
Location: New Britain, CT
Category: Faculty - Science - Biology
Posted: 12/06/2011
Application Due: 01/17/2012
Type: Full Time
Salary: \$54,604 to \$73,239 USD Per Year

Central Connecticut State University's Biology Department invites applications for a full-time tenure-track Assistant Professor beginning Fall 2012.

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 level students that uses molecular genetics techniques to address problems in conservation biology.



Required qualifications: Ph.D. in Biology or a related discipline (completion of the Ph.D. is required by the time of application); college teaching experience. Preferred qualification: Broadly trained biologist with knowledge of techniques in molecular genetics.

For full consideration, electronic applications must be received by January 17, 2012. For further details of these positions, including application instructions, please visit CCSU's Job Opportunities website at www.ccsu.edu/jobs.

Application Information

Contact: Dr. Douglas Carter
Biology Department
Central Connecticut State University
Phone: (860) 832-2647
Online App. Form: <http://www.ccsu.edu/Jobs>

More Information on Central Connecticut State University

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Biology: Assistant Professor (Physiologist) [#C12-048]

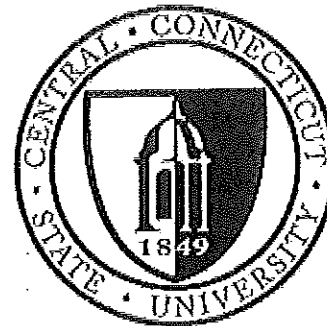
Institution: **Central Connecticut State University**
Location: New Britain, CT
Category: Faculty - Science - Biology
Posted: 12/06/2011
Application Due: 01/17/2012
Type: Full Time
Salary: \$54,604 to \$73,239 USD Per Year

Central Connecticut State University's Biology Department invites applications for a full-time tenure-track Assistant Professor beginning Fall 2012.

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.

Required qualifications: Ph.D. in Biology or a related discipline; (completion of the Ph.D. is required at the time of application); and, college teaching experience and expertise in animal physiology. Preferred qualification: Broadly trained biologist with the ability to expand departmental offerings in reproductive biology, endocrinology, cardiovascular or respiratory physiology, or human disease.

For full consideration, electronic applications must be received by January 17, 2012. For further details of these positions, including application instructions, please visit CCSU's Job Opportunities website at www.ccsu.edu/jobs.



Application Information

Contact: Dr. Douglas Carter
Biology Department
Central Connecticut State University
Phone: (860) 832-2647
Online App. Form: <http://www.ccsu.edu/Jobs>

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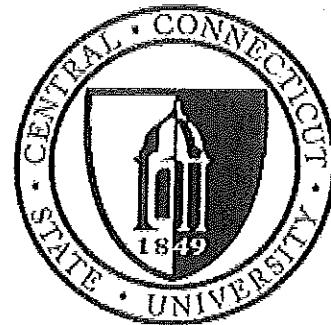


Teacher Education: Assistant/Associate Professor [#C12-051]

Institution: Central Connecticut State University
Location: New Britain, CT
Category: Faculty - Education - Teacher Education - Elementary
Posted: 12/05/2011
Application Due: 01/30/2012
Type: Full Time
Salary: \$54,604 to \$90,291 USD Per Year

Central Connecticut State University invites applications for an Assistant/Associate Professor of Elementary Education with expertise in the needs of ELLs, Literacy, or Special Education.

Qualifications: Completed doctorate in elementary education or related discipline; commitment to serving culturally, ethnically, and linguistically diverse communities; university level teaching experience; clearly articulated scholarly agenda; successful experience teaching in public elementary education settings demonstrating innovation and creativity required. Familiarity directing community engagement projects, and demonstrated ability to address the needs of all children, including those in poverty preferred.



For full consideration, applications must be received by January 30, 2012. For further details, including application instructions, please visit CCSU's Job Opportunities website at www.ccsu.edu/Jobs.

Application Information

Contact: Dr. Timothy Reagan
Search Committee Chair
Central Connecticut State University
Phone: (860) 832-2574
Online App. Form: <http://www.ccsu.edu/Jobs>

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[State of CT webpage](#)

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- Ability to handle multiple tasks, to assess and order priorities, and to track details in a fast-paced environment.
- Ability to work to the demands of the position, which may exceed a 40 hour work week, and the ability and willingness to travel upon request.

Must be willing to travel extensively and reliable personal transportation is required for this position. Must possess a valid driver's license issued from state in which employee resides. Employee must maintain at their expense, automobile liability insurance coverage in the minimum amount of \$500,000 or a combination of umbrella and automobile liability insurance coverage of \$500,000. A certificate of automobile insurance evidencing the limit, must be provided to the Foundation at hire and annually thereafter.

Application Process

In addition to a stimulating University environment, the Foundation offers a generous compensation and benefits package, a mission-driven purpose, and the opportunity to perform meaningful work.

Qualified applicants should submit a cover letter and resume to the Human Resources Department, The University of Connecticut Foundation, Inc., 2390 Alumni Drive, Storrs, CT 06269 or email to HR@foundation.uconn.edu. Electronic submission is strongly preferred.

The University of Connecticut Foundation is an affirmative action, equal opportunity employer, committed to fostering diversity in its workforce

Application Information

Postal Address: Human Resources
University of Connecticut Foundation
2390 Alumni Drive
Storrs, CT 06269

Fax: (860) 486-5199

Email Address: hr@foundation.uconn.edu

More Information on University of Connecticut Foundation

[Institutional Profile](#)

[Current openings](#) for University of Connecticut Foundation on HigherEdJobs.

[University of Connecticut Foundation Home Page](#)

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The Foundation is and equal opportunity-affirmative-action employer.



Assistant Director of Development - School of Engineering

Institution: University of Connecticut Foundation - Storrs, CT
Location: Storrs, CT
Category: Admin - Development and Fund Raising
Posted: 12/02/2011
Type: Full Time

General Description

The Assistant Director of Development for the School of Engineering ("School") works with the Director of Development for the School, to identify, cultivate, solicit, and steward major gift prospects for the School as part of the major gifts team for the benefit of the University. The Assistant Director of Development participates as a member of the UConn Foundation's major gifts team in the overall execution of a comprehensive major gifts initiative and plays a vital role in advancing the School's strategy to become a top public engineering school.

Duties and Responsibilities

Responsible for managing a minimum caseload of 150 prospects, alumni, corporate and achieving other assigned goals. Participates in planning and implementing strategies and programs for achieving established fundraising objectives for the assigned school/college in accordance with University and school/college priorities and policies. Identifies, cultivates, solicits and stewards major gift prospects, using moves management concepts and tools. Prepares solicitation materials as needed for individual, corporate and/or foundation prospects. Accompanies the School's dean, Foundation president, Foundation vice president for development, volunteer fundraisers, Engineering School department heads and faculty as needed in support of visits with prospects for the School. Updates and maintains contact reports timely. Implements next steps of moves process according to established schedule. Furnishes timely reports to the Director of Development for the School of Engineering on progress toward assigned goals and solicitation results.

Participates with the Director of Development for the School and the members of the central development programs staff to coordinate fundraising priorities of the School and to obtain specialized expertise or access as needed for major and principal gift activity.

Other advancement-related duties as assigned by the Director of Development for the School.

Knowledge and Skills Required

- Bachelor's degree and 1-3 years experience in an educational fundraising or related field.
- Demonstrated ability to personally solicit major gifts in the amount of \$25,000 and above.
- Excellent interpersonal skills, tact, and diplomacy. Ability to facilitate personal interactions in formal and informal social settings.
- High level of motivation and assertiveness, as well as an ability to exercise independent judgment.
- Strong written and verbal communications skills, including ability to effectively communicate University priorities to donors and prospects and to positively represent the University and Foundation.
- Familiarity and skill in use of computers and information management tools.

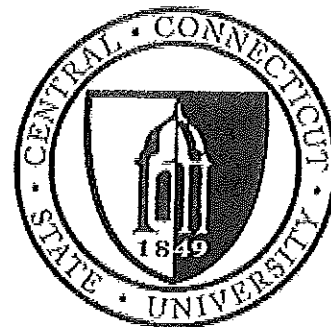


Accounting: Assistant/Associate Professor [#C12-023]

Institution: Central Connecticut State University
Location: New Britain, CT
Category: Faculty - Business - Accounting
Posted: 12/01/2011
Application Due: 01/31/2012
Type: Full Time
Salary: \$54,604 USD Per Year

Central Connecticut State University's Accounting Department invites applications for two full-time, tenure-track faculty positions beginning Fall 2012.

Qualifications: Earned doctorate in Accounting or equivalent from an accredited university (ABD with a 2012 expected completion date will be considered); experience and/or teaching interest in accounting information systems, auditing, and/or financial accounting; and a demonstrated commitment to excellence in teaching and scholarship required. Professional certifications preferred.



Salary and rank commensurate with experience.

Preference will be given to applications received by January 31, 2012. For further details, including application instructions, please visit CCSU's Job Opportunities website (<http://www.ccsu.edu/jobs>).

Application Information

Contact: Dr. Cheryl Crespi
Accounting Department
Central Connecticut State University
Online App. Form: <http://www.ccsu.edu/Jobs>

More Information on Central Connecticut State University

[Institutional Profile](#)
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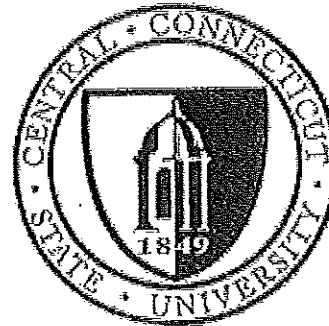


Manufacturing & Construction Management: Assistant Professor [#C12-039]

Institution: Central Connecticut State University
Location: New Britain, CT
Category: Faculty - Engineering - Industrial & Manufacturing
Faculty - Engineering - Civil and Environmental
Faculty - Vocational & Technical - Construction & Building Trades
Posted: 12/02/2011
Application Due: 01/13/2012
Type: Full Time
Salary: \$54,604 to \$63m238 USD Per Year

Central Connecticut State University's Department of Manufacturing & Construction Management seeks a tenure-track Assistant Professor beginning Fall 2012.

Required Qualifications: Ph.D. in Construction Management, Construction Engineering, Civil Engineering, Architectural Engineering or closely related disciplines (completion of the Ph.D. is required within two years of hire); three years of full-time professional experience in the construction industry; excellent oral and written communication skills.



Preferred Qualifications: Bachelors or Master's degree in Construction Management or Construction Engineering; two years of teaching experience; demonstrated ability or potential for guiding undergraduate and graduate students in applied research; three years of construction industry experience in the U.S.; proficiency in current construction industry computer applications software, particularly in BIM related software; current record of scholarly activities, research and publications; and, professional certification or licensure.

For full consideration, electronic applications must be received by January 13, 2012. For further details, including application instructions, please visit CCSU's Job Opportunities website at www.ccsu.edu/jobs.

Application Information

Contact: Dr. Jacob Kovel
Manufacturing & Construction Management
Central Connecticut State University
Online App. Form: <http://www.ccsu.edu/Jobs>

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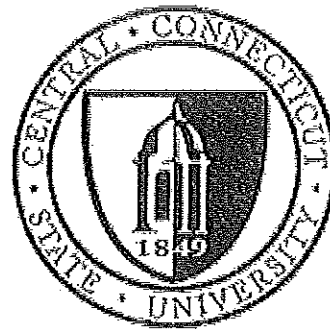


Teacher Education: Assistant/Associate Professor [#C12-051]

Institution: Central Connecticut State University
Location: New Britain, CT
Category: Faculty - Education - Teacher Education - Elementary
Posted: 12/05/2011
Application Due: 01/30/2012
Type: Full Time
Salary: \$54,604 to \$90,291 USD Per Year

Central Connecticut State University invites applications for an Assistant/Associate Professor of Elementary Education with expertise in the needs of ELLs, Literacy, or Special Education.

Qualifications: Completed doctorate in elementary education or related discipline; commitment to serving culturally, ethnically, and linguistically diverse communities; university level teaching experience; clearly articulated scholarly agenda; successful experience teaching in public elementary education settings demonstrating innovation and creativity required. Familiarity directing community engagement projects, and demonstrated ability to address the needs of all children, including those in poverty preferred.



For full consideration, applications must be received by January 30, 2012. For further details, including application instructions, please visit CCSU's Job Opportunities website at www.ccsu.edu/Jobs.

Application Information

Contact: Dr. Timothy Reagan
Search Committee Chair
Central Connecticut State University
Phone: (860) 832-2574
Online App. Form: <http://www.ccsu.edu/Jobs>

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Biology: Assistant Professor (Physiologist) [#C12-048]

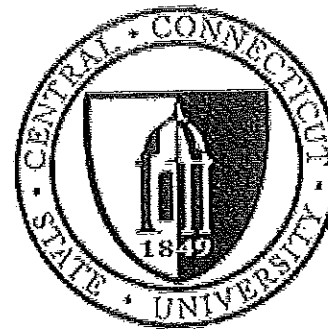
Institution: **Central Connecticut State University**
Location: New Britain, CT
Category: Faculty - Science - Biology
Posted: 12/06/2011
Application Due: 01/17/2012
Type: Full Time
Salary: \$54,604 to \$73,239 USD Per Year

Central Connecticut State University's Biology Department invites applications for a full-time tenure-track Assistant Professor beginning Fall 2012.

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.

Required qualifications: Ph.D. in Biology or a related discipline; (completion of the Ph.D. is required at the time of application); and, college teaching experience and expertise in animal physiology. Preferred qualification: Broadly trained biologist with the ability to expand departmental offerings in reproductive biology, endocrinology, cardiovascular or respiratory physiology, or human disease.

For full consideration, electronic applications must be received by January 17, 2012. For further details of these positions, including application instructions, please visit CCSU's Job Opportunities website at www.ccsu.edu/jobs.



Application Information

Contact: Dr. Douglas Carter
Biology Department
Central Connecticut State University
Phone: (860) 832-2647
Online App. Form: <http://www.ccsu.edu/Jobs>

More Information on Central Connecticut State University

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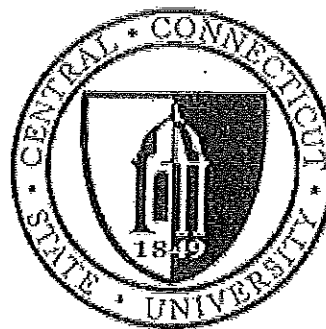


Biology: Assistant Professor (Conservation Biologist) [#C12-049]

Institution: Central Connecticut State University
Location: New Britain, CT
Category: Faculty - Science - Biology
Posted: 12/06/2011
Application Due: 01/17/2012
Type: Full Time
Salary: \$54,604 to \$73,239 USD Per Year

Central Connecticut State University's Biology Department invites applications for a full-time tenure-track Assistant Professor beginning Fall 2012.

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 level students that uses molecular genetics techniques to address problems in conservation biology.



Required qualifications: Ph.D. in Biology or a related discipline (completion of the Ph.D. is required by the time of application); college teaching experience. Preferred qualification: Broadly trained biologist with knowledge of techniques in molecular genetics.

For full consideration, electronic applications must be received by January 17, 2012. For further details of these positions, including application instructions, please visit CCSU's Job Opportunities website at www.ccsu.edu/jobs.

Application Information

Contact: Dr. Douglas Carter
Biology Department
Central Connecticut State University
Phone: (860) 832-2647
Online App. Form: <http://www.ccsu.edu/jobs>

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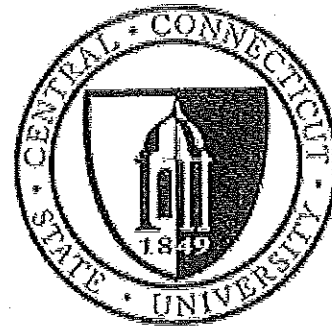


Management Information Systems: Assistant/Associate Professor [#C12-059]

Institution: **Central Connecticut State University**
Location: New Britain, CT
Category: Faculty - Business - Information Systems and Technology
Posted: 12/28/2011
Application Due: 02/03/2012
Type: Full Time
Salary: \$54,604 to \$90,291 USD Per Year

The Management Information Systems (MIS) Department seeks a dynamic, student-oriented individual for a full-time, tenure-track appointment to teach undergraduate and graduate courses in Management Information Systems.

Qualifications: Ph.D. in Management Information Systems or related field, (degree in discipline of MIS preferred; A.B.D. will be considered if Ph.D. is obtained by date of appointment); evidence of and/or commitment to teaching excellence, high-quality scholarship, and academic service required. Ph.D. from an AACSB accredited school; record of successful university teaching; discipline-related professional experience preferred.



For full consideration, applications must be received by February 3, 2012. For more information, including application instructions, please visit our website at www.ccsu.edu/Jobs.

Application Information

Contact: Dr. Marianne D'Onofrio
Search Committee Chair
Central Connecticut State University
Online App. Form: <http://www.ccsu.edu/Jobs>

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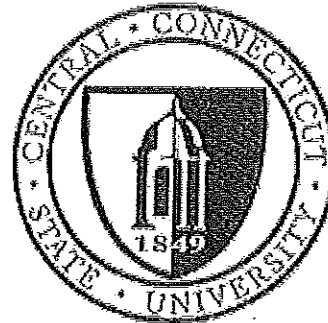


MIS (Managerial Communications): Assistant/Associate Professor [#C12-058]

Institution: **Central Connecticut State University**
Location: New Britain, CT
Category: Faculty - Business - Information Systems and Technology
Posted: 01/05/2012
Application Due: 02/03/2012
Type: Full Time
Salary: \$54,604 to \$90,291 USD Per Year

The Management Information Systems (MIS) Department seeks a dynamic, student-oriented individual for a full-time tenure-track appointment to teach undergraduate courses in Managerial Communications.

Qualifications: Ph.D. in a discipline related to managerial communications (A.B.D. will be considered if Ph.D. is obtained by date of appointment); evidence of and/or commitment to teaching effectiveness, high-quality scholarship, and academic service required. Record of successful university teaching and discipline-related professional experience preferred.



For full consideration applications must be received by February 3, 2012. For more information, including application instructions, please visit our website at www.ccsu.edu/jobs.

Application Information

Contact: Dr. Jason Snyder
Search Committee Chair
Central Connecticut State University
Online App. Form: <http://www.ccsu.edu/Jobs>

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Psychology: Assistant Professor [#C12-026]

Institution: **Central Connecticut State University**
Location: New Britain, CT
Category: Faculty - Liberal Arts - Psychology
Posted: 10/28/2011
Application Due: 01/30/2012
Type: Full Time
Salary: \$54,604 to \$73,239 USD Per Year

Central Connecticut State University's Psychology Department invites applications for a tenure-track Assistant Professor in Human Neuropsychology/Biopsychology.

Qualifications: Ph.D. in Psychology or related field by the date of appointment; evidence of active research (e.g. publications and presentations at professional conferences); a programmatic research plan; evidence of effective teaching; and, university-level teaching experience required. Demonstrated ability to work with a diverse student population preferred.

For full consideration, applications must be received by January 30, 2012 for a Fall 2012 appointment. For further details and application instructions, please visit our website (www.ccsu.edu/jobs).

Application Information

Contact: Dr. Marisa Mealy
Psychology Department
Central Connecticut State University
Online App. Form: <http://www.ccsu.edu/Jobs>

More Information on Central Connecticut State University

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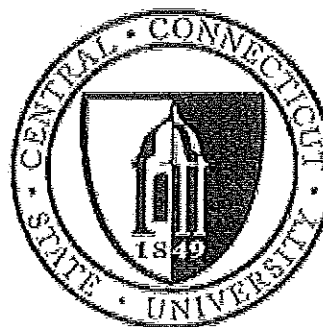


Geography: Assistant Professor [#C12-035]

Institution: Central Connecticut State University
Location: New Britain, CT
Category: Faculty - Liberal Arts - Urban Studies & Planning
Faculty - Science - Geography
Posted: 11/09/2011
Application Due: 01/18/2012
Type: Full Time
Salary: \$54,604 to \$73,239 USD Per Year

Central Connecticut State University's Geography Department invites applications for a full-time tenure-track Assistant Professor in Geography/Planning beginning Fall 2012.

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; practical/outreach experience in planning and community development required. Ph.D. in Geography, Planning or closely related field with Community and Regional Planning specialization preferred.



For full consideration applications must be received by January 18, 2012. For further details of the position, including application instructions, please visit CCSU's Job Opportunities website (<http://www.ccsu.edu/jobs>).

Application Information

Contact: Dr. Stephen Cox
Criminology & Criminal Justice
Central Connecticut State University
Online App. Form: <http://www.ccsu.edu/Jobs>

More Information on Central Connecticut State University

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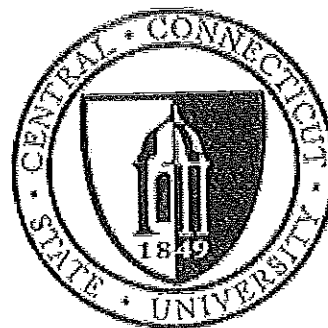


Accounting: Assistant/Associate Professor [#C12-023]

Institution: **Central Connecticut State University**
Location: New Britain, CT
Category: Faculty - Business - Accounting
Posted: 12/01/2011
Application Due: 01/31/2012
Type: Full Time
Salary: \$54,604 USD Per Year

Central Connecticut State University's Accounting Department invites applications for two full-time, tenure-track faculty positions beginning Fall 2012.

Qualifications: Earned doctorate in Accounting or equivalent from an accredited university (ABD with a 2012 expected completion date will be considered); experience and/or teaching interest in accounting information systems, auditing, and/or financial accounting; and a demonstrated commitment to excellence in teaching and scholarship required. Professional certifications preferred.



Salary and rank commensurate with experience.

Preference will be given to applications received by January 31, 2012. For further details, including application instructions, please visit CCSU's Job Opportunities website (<http://www.ccsu.edu/jobs>).

Application Information

Contact: Dr. Cheryl Crespi
Accounting Department
Central Connecticut State University
Online App. Form: <http://www.ccsu.edu/Jobs>

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MIS (Managerial Communications); ASSISTANT/ASSOCIATE PROFESSOR [#C12-058]



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MIS (Managerial Communications); ASSISTANT/ASSOCIATE PROFESSOR
[#C12-058]

Institution:
Central Connecticut State University

Posted:
December
29, 2011

Location:
Connecticut

Employment Level:
Tenured, tenure track

Website:
<http://www.ccsu.edu/jobs>

Application Deadline:
February 3, 2012

Category:
Communications,
Management

Employment Status:
Full-time

Salary:
Not specified

The Management Information Systems (MIS) Department seeks a dynamic, student-oriented individual for a full-time tenure-track appointment to teach undergraduate courses in Managerial Communications.

Qualifications: Ph.D. in a discipline related to managerial communications (A.B.D. will be considered if Ph.D. is obtained by date of appointment); evidence of and/or commitment to teaching effectiveness, high-quality scholarship, and academic service required. Record of successful university teaching and discipline-related professional experience preferred.

For full consideration applications must be received by February 3, 2012. For more information, including application instructions, please visit our website at www.ccsu.edu/jobs.

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MIS (Managerial Communications): ASSISTANT/ASSOCIATE PROFESSOR [#C12-058]



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MIS (Managerial Communications): ASSISTANT/ASSOCIATE PROFESSOR
[#C12-058]

Institution:
Central Connecticut State University
Posted:
December
29, 2011

Location:
Connecticut

Employment Level:
Tenured, tenure track

Website:
<http://www.ccsu.edu/Jobs>

Application Deadline:
February 3, 2012

Category:
Communications,
Management

Employment Status:
Full-time

Salary:
Not specified

The Management Information Systems (MIS) Department seeks a dynamic, student-oriented individual for a full-time tenure-track appointment to teach undergraduate courses in Managerial Communications.

Qualifications: Ph.D. in a discipline related to managerial communications (A.B.D. will be considered if Ph.D. is obtained by date of appointment); evidence of and/or commitment to teaching effectiveness, high-quality scholarship, and academic service required. Record of successful university teaching and discipline-related professional experience preferred.

For full consideration applications must be received by February 3, 2012. For more information, including application instructions, please visit our website at www.ccsu.edu/jobs.

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Multiple Positions

Institution:
Central Connecticut State University

Posted:
December
12, 2011

Location:
Connecticut

Website:
<http://www.ccsu.edu>

Category:
Science/ technology/
mathematics

CCSU

Central Connecticut State University

BIOLOGY: ASSISTANT PROFESSORS

Central Connecticut State University's Biology Department invites applications for two (2) full-time tenure-track Assistant Professors beginning Fall 2012.

PHYSIOLOGIST [#C12-048]

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.

CONSERVATION BIOLOGIST [#C12-049]

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 level students that uses molecular genetics techniques to address problems in conservation biology.

For full consideration, electronic applications must be received by January 17, 2012. For further details about these positions, including application instructions, please visit CCSU's Job Opportunities website: <http://www.ccsu.edu/jobs>

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PHYSICAL EDUCATION & HUMAN PERFORMANCE: ASSISTANT/ASSOCIATE PROFESSOR
[#C12-043]



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**PHYSICAL EDUCATION & HUMAN PERFORMANCE:
ASSISTANT/ASSOCIATE PROFESSOR [#C12-043]**

Institution:
Central Connecticut State University
Posted:
December
13, 2011

Location:
Connecticut

Employment Level:
Tenured, tenure track

Website:
<http://www.ccsu.edu/Jobs>

Application Deadline:
January 30, 2012

Category:
Education
Kinesiology/ exercise
physiology/ physical
education

Employment Status:
Full-time

Salary:
Not specified

Central Connecticut State University's Department of Physical Education & Human Performance seeks candidates for a full-time, tenure-track Assistant/Associate Professor beginning August 2012. CCSU faculty is expected to contribute to the mission of the university as well as the department, engage in scholarship, service and student advisement. The successful candidate will engage in the preparation of physical education teachers.

Qualifications: Doctoral degree with a physical education emphasis or closely related field, OR equivalent (Master's degree in education plus 10 years K-12 teaching experience, including physical education); and, a record of creative activity or research required. College teaching experience; minimum of one year K-12 physical education teaching experience; and, experience as a cooperating teacher and/or university supervisor preferred.

For full consideration applications must be received by January 30, 2012. For further details, including application instructions, please visit CCSU's Job Opportunities website at www.ccsu.edu/Jobs.

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Psychology: Assistant Professor [#C12-026]

Institution: Central Connecticut State University
Location: New Britain, CT
Category: Faculty - Liberal Arts - Psychology
Posted: 10/28/2011
Application Due: 01/30/2012
Type: Full Time
Salary: \$54,604 to \$73,239 USD Per Year

Central Connecticut State University's Psychology Department invites applications for a tenure-track Assistant Professor in Human Neuropsychology/Biopsychology.

Qualifications: Ph.D. in Psychology or related field by the date of appointment; evidence of active research (e.g. publications and presentations at professional conferences); a programmatic research plan; evidence of effective teaching; and, university-level teaching experience required. Demonstrated ability to work with a diverse student population preferred.

For full consideration, applications must be received by January 30, 2012 for a Fall 2012 appointment. For further details and application instructions, please visit our website (www.ccsu.edu/jobs).

Application Information

Contact: Dr. Marisa Mealy
Psychology Department
Central Connecticut State University
Online App. Form: <http://www.ccsu.edu/Jobs>

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MODERN LANGUAGES: ASSISTANT PROFESSOR [#C12-054]

Institution:
Central Connecticut State University

Posted:
January 11,
2012

Location:
Connecticut

Employment Level:
Tenured, tenure track

Website:
<http://www.ccsu.edu/Jobs>

Application Deadline:
February 29, 2012

Category:
Ethnic/ multicultural
studies, Foreign
languages/
literatures

Employment Status:
Full-time

Salary:
Not specified

Central Connecticut State University's Modern Languages Department invites applications for a full-time tenure-track position beginning Fall 2012.

Qualifications: Ph.D. in Applied Linguistics, Second Language Acquisition or Second Language Methodology (ABDs required to complete Ph.D. within one year of appointment); and, a commitment to serving culturally, ethnically and linguistically diverse communities required. Experience teaching Spanish; record of research applicable to or based on classroom situations; experience supervising teaching assistants or graduate assistants; and, experience coordinating multi-section courses preferred.

For full consideration applications must be received by February 29, 2012. For application instructions, please visit CCSU's website at www.ccsu.edu/Jobs.

EOE

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MODERN LANGUAGES: ASSISTANT PROFESSOR [#C12-054]

Institution:
Central Connecticut State University

Posted:
January 11,
2012

Location:
Connecticut

Employment Level:
Tenured, tenure track

Website:
<http://www.ccsu.edu/Jobs>

Application Deadline:
February 29, 2012

Category:
Ethnic/ multicultural
studies, Foreign
languages/
literatures

Employment Status:
Full-time

Salary:
Not specified

Central Connecticut State University's Modern Languages Department invites applications for a full-time tenure-track position beginning Fall 2012.

Qualifications: Ph.D. in Applied Linguistics, Second Language Acquisition or Second Language Methodology (ABDs required to complete Ph.D. within one year of appointment); and, a commitment to serving culturally, ethnically and linguistically diverse communities required. Experience teaching Spanish; record of research applicable to or based on classroom situations; experience supervising teaching assistants or graduate assistants; and, experience coordinating multi-section courses preferred.

For full consideration applications must be received by February 29, 2012. For application instructions, please visit CCSU's website at www.ccsu.edu/Jobs.

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THE CHRONICLE

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Jobs

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CHIEF HUMAN RESOURCES OFFICER [#C12-053]

Institution:
Central Connecticut State University
Posted:
January 13,
2012

Location:
Connecticut

Employment Level:
Administrative

Website:
<http://www.ccsu.edu/jobs>

Application Deadline:
February 10, 2012

Category:
Human-resources
administration

Employment Status:
Full-time

Salary:
Not specified

Central Connecticut State University seeks a Chief Human Resources Officer who will ensure that employee relations and personnel administration will advance the University's strategic goals and reflect sound principles of human resource management.

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 a related field; and, experience in a public university.

For full consideration, applications must be received by February 10, 2012. For application instructions go to CCSU's website <http://www.ccsu.edu/jobs>.



Psychology: Assistant Professor [#C12-026]

Institution: Central Connecticut State University
Location: New Britain, CT
Category: Faculty - Liberal Arts - Psychology
Posted: 10/28/2011
Application Due: 01/30/2012
Type: Full Time
Salary: \$54,604 to \$73,239 USD Per Year

Central Connecticut State University's Psychology Department invites applications for a tenure-track Assistant Professor in Human Neuropsychology/Biopsychology.

Qualifications: Ph.D. in Psychology or related field by the date of appointment; evidence of active research (e.g. publications and presentations at professional conferences); a programmatic research plan; evidence of effective teaching; and, university-level teaching experience required. Demonstrated ability to work with a diverse student population preferred.

For full consideration, applications must be received by January 30, 2012 for a Fall 2012 appointment. For further details and application instructions, please visit our website (www.ccsu.edu/jobs).

Application Information

Contact: Dr. Marisa Mealy
Psychology Department
Central Connecticut State University
Online App. Form: <http://www.ccsu.edu/Jobs>

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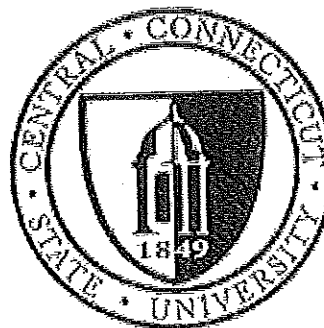


Accounting: Assistant/Associate Professor [#C12-023]

Institution: **Central Connecticut State University**
Location: New Britain, CT
Category: Faculty - Business - Accounting
Posted: 12/01/2011
Application Due: 01/31/2012
Type: Full Time
Salary: \$54,604 USD Per Year

Central Connecticut State University's Accounting Department invites applications for two full-time, tenure-track faculty positions beginning Fall 2012.

Qualifications: Earned doctorate in Accounting or equivalent from an accredited university (ABD with a 2012 expected completion date will be considered); experience and/or teaching interest in accounting information systems, auditing, and/or financial accounting; and a demonstrated commitment to excellence in teaching and scholarship required. Professional certifications preferred.



Salary and rank commensurate with experience.

Preference will be given to applications received by January 31, 2012. For further details, including application instructions, please visit CCSU's Job Opportunities website (<http://www.ccsu.edu/jobs>).

Application Information

Contact: Dr. Cheryl Crespi
Accounting Department
Central Connecticut State University
Online App. Form: <http://www.ccsu.edu/Jobs>

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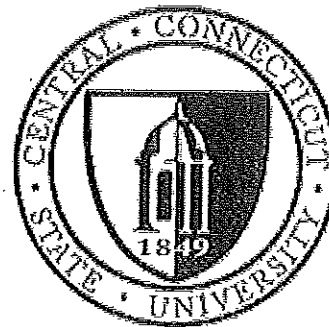


Teacher Education: Assistant/Associate Professor [#C12-051]

Institution: Central Connecticut State University
Location: New Britain, CT
Category: Faculty - Education - Teacher Education - Elementary
Posted: 12/05/2011
Application Due: 01/30/2012
Type: Full Time
Salary: \$54,604 to \$90,291 USD Per Year

Central Connecticut State University invites applications for an Assistant/Associate Professor of Elementary Education with expertise in the needs of ELLs, Literacy, or Special Education.

Qualifications: Completed doctorate in elementary education or related discipline; commitment to serving culturally, ethnically, and linguistically diverse communities; university level teaching experience; clearly articulated scholarly agenda; successful experience teaching in public elementary education settings demonstrating innovation and creativity required. Familiarity directing community engagement projects, and demonstrated ability to address the needs of all children, including those in poverty preferred.



For full consideration, applications must be received by January 30, 2012. For further details, including application instructions, please visit CCSU's Job Opportunities website at www.ccsu.edu/Jobs.

Application Information

Contact: Dr. Timothy Reagan
Search Committee Chair
Central Connecticut State University
Phone: (860) 832-2574
Online App. Form: <http://www.ccsu.edu/Jobs>

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Biology: Assistant Professor (Physiologist) [#C12-048]

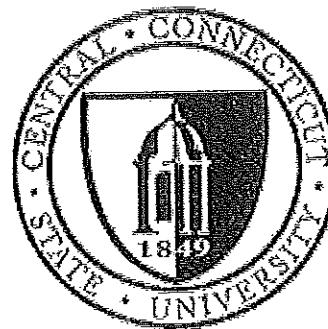
Institution: **Central Connecticut State University**
Location: New Britain, CT
Category: Faculty - Science - Biology
Posted: 12/06/2011
Application Due: 01/17/2012
Type: Full Time
Salary: \$54,604 to \$73,239 USD Per Year

Central Connecticut State University's Biology Department invites applications for a full-time tenure-track Assistant Professor beginning Fall 2012.

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.

Required qualifications: Ph.D. in Biology or a related discipline; (completion of the Ph.D. is required at the time of application); and, college teaching experience and expertise in animal physiology. Preferred qualification: Broadly trained biologist with the ability to expand departmental offerings in reproductive biology, endocrinology, cardiovascular or respiratory physiology, or human disease.

For full consideration, electronic applications must be received by January 17, 2012. For further details of these positions, including application instructions, please visit CCSU's Job Opportunities website at www.ccsu.edu/jobs.



Application Information

Contact: Dr. Douglas Carter
Biology Department
Central Connecticut State University
Phone: (860) 832-2647
Online App. Form: <http://www.ccsu.edu/Jobs>

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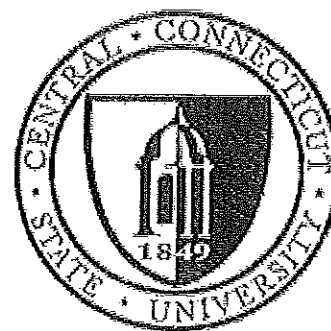


Biology: Assistant Professor (Conservation Biologist) [#C12-049]

Institution: Central Connecticut State University
Location: New Britain, CT
Category: Faculty - Science - Biology
Posted: 12/06/2011
Application Due: 01/17/2012
Type: Full Time
Salary: \$54,604 to \$73,239 USD Per Year

Central Connecticut State University's Biology Department invites applications for a full-time tenure-track Assistant Professor beginning Fall 2012.

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 level students that uses molecular genetics techniques to address problems in conservation biology.



Required qualifications: Ph.D. in Biology or a related discipline (completion of the Ph.D. is required by the time of application); college teaching experience. Preferred qualification: Broadly trained biologist with knowledge of techniques in molecular genetics.

For full consideration, electronic applications must be received by January 17, 2012. For further details of these positions, including application instructions, please visit CCSU's Job Opportunities website at www.ccsu.edu/jobs.

Application Information

Contact: Dr. Douglas Carter
Biology Department
Central Connecticut State University
Phone: (860) 832-2647
Online App. Form: <http://www.ccsu.edu/Jobs>

More Information on Central Connecticut State University

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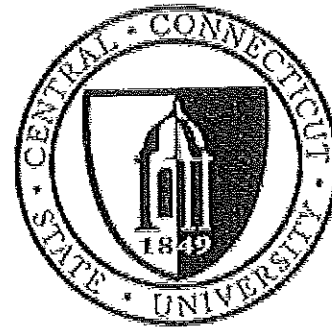


Management Information Systems: Assistant/Associate Professor [#C12-059]

Institution: **Central Connecticut State University**
Location: New Britain, CT
Category: Faculty - Business - Information Systems and Technology
Posted: 12/28/2011
Application Due: 02/03/2012
Type: Full Time
Salary: \$54,604 to \$90,291 USD Per Year

The Management Information Systems (MIS) Department seeks a dynamic, student-oriented individual for a full-time, tenure-track appointment to teach undergraduate and graduate courses in Management Information Systems.

Qualifications: Ph.D. in Management Information Systems or related field (degree in discipline of MIS preferred; A.B.D. will be considered if Ph.D. is obtained by date of appointment); evidence of and/or commitment to teaching excellence, high-quality scholarship, and academic service required. Ph.D. from an AACSB accredited school; record of successful university teaching; discipline-related professional experience preferred.



For full consideration, applications must be received by February 3, 2012. For more information, including application instructions, please visit our website at www.ccsu.edu/Jobs.

Application Information

Contact: Dr. Marianne D'Onofrio
Search Committee Chair
Central Connecticut State University
Online App. Form: <http://www.ccsu.edu/Jobs>

More Information on Central Connecticut State University

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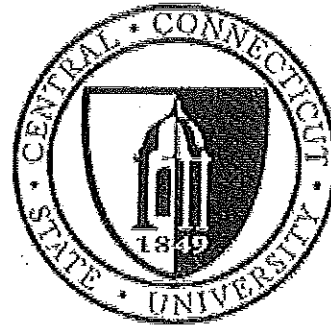


MIS (Managerial Communications): Assistant/Associate Professor [#C12-058]

Institution: **Central Connecticut State University**
Location: New Britain, CT
Category: Faculty - Business - Information Systems and Technology
Posted: 01/05/2012
Application Due: 02/03/2012
Type: Full Time
Salary: \$54,604 to \$90,291 USD Per Year

The Management Information Systems (MIS) Department seeks a dynamic, student-oriented individual for a full-time tenure-track appointment to teach undergraduate courses in Managerial Communications.

Qualifications: Ph.D. in a discipline related to managerial communications (A.B.D. will be considered if Ph.D. is obtained by date of appointment); evidence of and/or commitment to teaching effectiveness, high-quality scholarship, and academic service required. Record of successful university teaching and discipline-related professional experience preferred.



For full consideration applications must be received by February 3, 2012. For more information, including application instructions, please visit our website at www.ccsu.edu/jobs.

Application Information

Contact: Dr. Jason Snyder
Search Committee Chair
Central Connecticut State University
Online App. Form: <http://www.ccsu.edu/Jobs>

More Information on Central Connecticut State University

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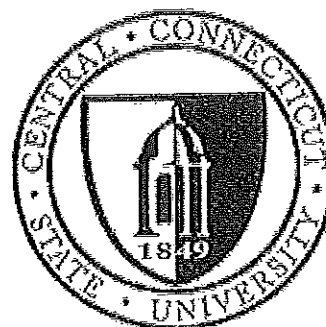


History: Assistant Professor [#C12-063]

Institution: Central Connecticut State University
Location: New Britain, CT
Category: Faculty - Liberal Arts - History
Posted: 01/06/2012
Application Due: 02/03/2012
Type: Full Time
Salary: \$54,604 to \$73,239 USD Per Year

Central Connecticut State University invites applications for a tenure-track Assistant Professor to teach undergraduate and graduate courses in history of the ancient world, including Ancient Near East, Greece and Rome.

Qualifications: Ph.D. in ancient history or related field (ABD will be considered but Ph.D. must be completed by August 2013); specialization in Ancient Near East, Ancient Greece, or Ancient Rome; ability to teach World Civilization to 17th century, Ancient Near East, Ancient Greece, and Ancient Rome; evidence for potential of teaching effectiveness and scholarship in the field; and commitment to working with a diverse student body required. Preference will be given for those with a demonstrated proficiency in an ancient language appropriate to the field.



For full consideration applications must be received by February 3, 2012. For further details, including application instructions, go to CCSU's website at www.ccsu.edu/Jobs.

Application Information

Contact: Dr. Kate McGrath
Search Committee Chair
Central Connecticut State University
Online App. Form: <http://www.ccsu.edu/Jobs>

More Information on Central Connecticut State University

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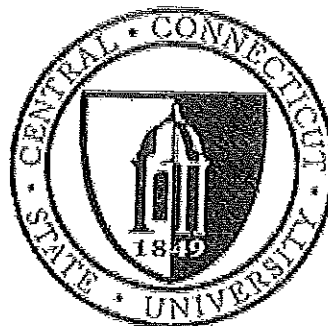


Psychology: Assistant Professor [#C12-064]

Institution: Central Connecticut State University
Location: New Britain, CT
Category: Faculty - Liberal Arts - Psychology
Posted: 01/06/2012
Application Due: 02/20/2012
Type: Full Time
Salary: \$54,604 to \$73,239 USD Per Year

The Department of Psychology invites applications for a tenure-track Assistant Professor in Community or Applied Social Psychology beginning Fall 2012.

Qualifications: Doctorate in Psychology or related field by date of appointment; evidence of active research; a programmatic research plan; and, evidence of effective teaching required. Evidence of ability to facilitate Master's program in Community Psychology; a demonstrated ability to work with a diverse student population; area of specialization in community, multicultural, cross-cultural, or diversity; and, university-level teaching experience preferred.



For full consideration applications must be received by February 20, 2012. For further details and application instructions, please visit CCSU's Job Opportunities website at www.ccsu.edu/Jobs.

Application Information

Contact: Dr. Carol Austad
Search Committee Chair
Central Connecticut State University
Online App. Form: <http://www.ccsu.edu/Jobs>

More Information on Central Connecticut State University

[Institutional Profile](#)
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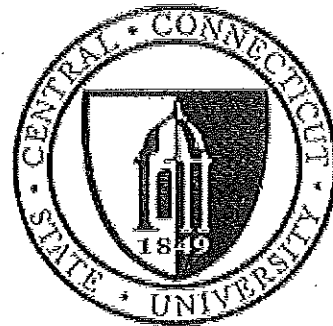


Modern Languages: Assistant Professor [#C12-054]

Institution: **Central Connecticut State University**
Location: New Britain, CT
Category: Faculty - Liberal Arts - Foreign Languages & Literatures
Posted: 01/11/2012
Application Due: 02/29/2012
Type: Full Time
Salary: \$54,604 to \$73,239 USD Per Year

Central Connecticut State University's Modern Languages Department invites applications for a full-time tenure-track position beginning Fall 2012.

Qualifications: Ph.D. in Applied Linguistics, Second Language Acquisition or Second Language Methodology (ABDs required to complete Ph.D. within one year of appointment); and, a commitment to serving culturally, ethnically and linguistically diverse communities required. Experience teaching Spanish; record of research applicable to or based on classroom situations; experience supervising teaching assistants or graduate assistants; and, experience coordinating multi-section courses preferred.



For full consideration applications must be received by February 29, 2012. For application instructions, please visit CCSU's website at www.ccsu.edu/Jobs.

Application Information

Contact: Dr. Paloma Lapuerta
Search Committee Chair
Central Connecticut State University
Online App. Form: <http://www.ccsu.edu/Jobs>

More Information on Central Connecticut State University

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Chief Human Resources Officer [#C12-053]

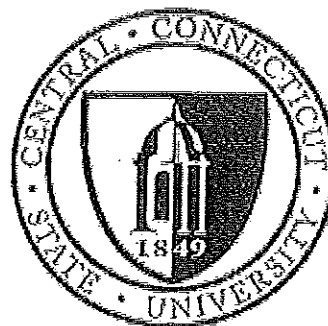
Institution: **Central Connecticut State University**
Location: New Britain, CT
Category: Executive - Other Executive
Admin - Human Resources
Posted: 01/13/2012
Application Due: 02/10/2012
Type: Full Time

Central Connecticut State University seeks a Chief Human Resources Officer who will ensure that employee relations and personnel administration will advance the University's strategic goals and reflect sound principles of human resource management.

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 a related field; and, experience in a public university.

For full consideration, applications must be received by February 10, 2012. For application instructions go to CCSU's website (www.ccsu.edu/jobs).



Application Information

Contact: Dr. Laura Tordenti
Search Committee Chair
Central Connecticut State University
Online App. Form: <http://www.ccsu.edu/Jobs>

More Information on Central Connecticut State University

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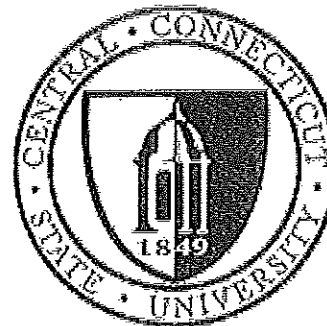
Mathematical Sciences: Assistant Professor [#C12-055]

Institution: Central Connecticut State University
Location: New Britain, CT
Category: Faculty - Science - Mathematics
Posted: 01/17/2012
Application Due: 02/13/2012
Type: Full Time

The Department of Mathematical Sciences at Central Connecticut State University invites applications for a full-time tenure-track Assistant Professor beginning Fall 2012.

Qualifications: Ph.D. in mathematics (completion required by the date of appointment); demonstrate a strong commitment to teaching; and, evidence of scholarly promise required. One year of full-time teaching at the college level and research interests compatible with those of the current faculty preferred.

Applications received by February 13, 2012 will receive full consideration. For application instructions, go to CCSU's website at www.ccsu.edu/jobs.



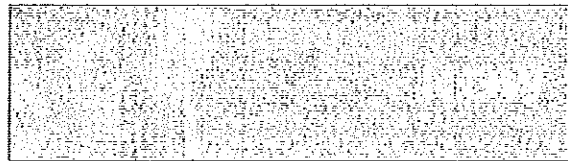
Application Information

Contact: Rachel Schwell
Mathematical Sciences
Central Connecticut State University
Online App. Form: <http://www.ccsu.edu/Jobs>

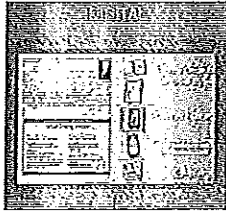
More Information on Central Connecticut State University

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MIS (MANAGERIAL COMMUNICATIONS): ASSISTANT/ASSOCIATE PROFESSOR [#C12-058] (POSTED 01/04/2012)

Central Connecticut State University

Description

The Management Information Systems (MIS) Department seeks a dynamic, student-oriented individual for a full-time tenure-track appointment to teach undergraduate courses in Managerial Communications.

Qualifications: Ph.D. in a discipline related to managerial communications (A.B.D. will be considered if Ph.D. is obtained by date of appointment); evidence of and/or commitment to teaching effectiveness, high-quality scholarship, and academic service required. Record of successful university teaching and discipline-related professional experience preferred.

For full consideration applications must be received by February 3, 2012. For more information, including application instructions, please visit our website at www.ccsu.edu/jobs.

Contact
Central Connecticut State University

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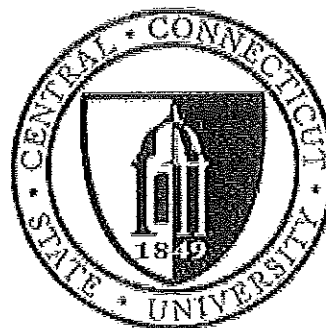


Sociology: Assistant Professor [#C12-056]

Institution: **Central Connecticut State University**
Location: New Britain, CT
Category: Faculty - Liberal Arts - Sociology
Posted: 01/26/2012
Application Due: 03/09/2012
Type: Full Time
Salary: \$54,604 to \$73,239 USD Per Year

The Department of Sociology seeks a broadly trained sociologist for a tenure-track Assistant Professor position beginning Fall 2012.

Qualifications: Ph.D. in Sociology with a teaching research focus in one or more of the following areas: sociology of health, aging or deviance; demonstrated teaching excellence and commitment to scholarship required. A.B.D. will be considered if Ph.D. is obtained by date of appointment. Additional consideration will be given to candidates who can contribute to the one or more of the university's interdisciplinary programs in Caribbean studies, Latin American studies, Latino studies, African-American studies, or African studies.



For full consideration, applications must be received by March 9, 2012. For more information and application instructions, go to our website: www.ccsu.edu/Jobs

Application Information

Contact: Dr. Merenstein OR Dr. O'Connor
Sociology Search Co-Chairs
Central Connecticut State University
Online App. Form: <http://www.ccsu.edu/Jobs>

More Information on Central Connecticut State University

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ASSISTANT PROFESSOR IN GEOGRAPHY AND TOURISM (C12-060)

Institution:

Central Connecticut State University

Posted:

January 23,
2012

Location:

Connecticut

Employment Level:

Tenured, tenure track

Website:

<http://www.ccsu.edu>

Application Deadline:

February 23, 2012

Category:

Geography,
Geology/ earth
sciences

Employment Status:

Full-time

Salary:

Not specified

Central Connecticut State University's Geography Department invites applications for a tenure-track Assistant Professor in geography/tourism or hospitality.

Qualifications: Ph.D. in the field (or must be completed within one year of hire); teaching experience in geography/tourism/hospitality and the ability to teach introductory and advanced level courses and, practical/outreach experience in tourism required. Ph.D. in geography or tourism and college teaching experience preferred.

For full consideration, applications must be received by February 23, 2012. For further information and application instructions, go to CCSU's website at <http://www.ccsu.edu/Jobs>.

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ASSISTANT PROFESSOR IN GEOGRAPHY AND TOURISM (C12-060)

Institution:

Central Connecticut State University

Posted:

January 23,
2012

Location:

Connecticut

Employment Level:

Tenured, tenure track

Website:

<http://www.ccsu.edu>

Application Deadline:

February 23, 2012

Category:

Geography,
Geology/ earth
sciences

Employment Status:

Full-time

Salary:

Not specified

Central Connecticut State University's Geography Department invites applications for a tenure-track Assistant Professor in geography/tourism or hospitality.

Qualifications: Ph.D. in the field (or must be completed within one year of hire); teaching experience in geography/tourism/hospitality and the ability to teach introductory and advanced level courses and, practical/outreach experience in tourism required. Ph.D. in geography or tourism and college teaching experience preferred.

For full consideration, applications must be received by February 23, 2012. For further information and application instructions, go to CCSU's website at <http://www.ccsu.edu/Jobs>.

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THE CHRONICLE

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Jobs

Home Jobs **COMPUTER ELECTRONICS & GRAPHICS TECHNOLOGY: ASSISTANT PROFESSOR [#C12-037]**

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COMPUTER ELECTRONICS & GRAPHICS TECHNOLOGY: ASSISTANT PROFESSOR [#C12-037]

Institution:
Central Connecticut State University
Posted:
January 23,
2012

Location:
Connecticut

Employment Level:
Tenured, tenure track

Website:
<http://www.ccsu.edu/jobs>

Application Deadline:
February 29, 2012

Category:
Design/ graphic arts,
Digital media

Employment Status:
Full-time

Salary:
Not specified

Central Connecticut State University invites applications for a full-time, tenure-track position in the Computer Electronics & Graphic Technology department.

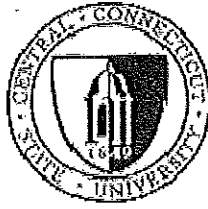
Required Qualifications: PhD. in Graphic Arts/Design, Graphic Communication or closely related disciplines (completion of Ph.D. is required within a maximum of two years of hire); two years of full-time teaching experience at the university level; current record of creative/scholarly activity in the 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 relevant U.S. industry experience in the graphic arts and/or digital media related field, and demonstrated skills and commitment to technical laboratory and experimental teaching, participation in hands-on research projects and application oriented activities.

For full consideration, applications must be received by February 29, 2012. For further information and application instructions, go to our website at <http://www.ccsu.edu/jobs>.

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**INTERNAL TRANSFER / PROMOTIONAL OPPORTUNITIES
CENTRAL CONNECTICUT STATE UNIVERSITY**

DATE POSTED: April 14, 2011

CLOSING DATE: April 21, 2011

POSITION: SECRETARY 2 (40 Hour Work Week)
(These positions **will not** be under filled as Secretary 1.)

3 VACANCIES: Communication Department Search Number: C11-086
Art Department Search Number: C11-087
Music Department Search Number: C11-088

SALARY: \$42,755 to 55,910

DATE POSITION AVAILABLE: MAY 1, 2011

APPLICATION INSTRUCTIONS:

In order to be considered for any or all of these transfer/promotional opportunities, candidates must be currently employed by Central Connecticut State University. In addition, candidates must currently be classified as a Secretary 2 and have permanent status in the job class or be on the current Secretary 2 certification list promulgated by the Department of Administrative Services.

Eligible applicants must submit: 1) a cover letter, specifying the Department and Search Number for each position you are interested in; 2) a completed State application (CT-HR-12 – available at [http://www.das.state.ct.us/HR/Forms/CT-HR-12 Application.pdf](http://www.das.state.ct.us/HR/Forms/CT-HR-12%20Application.pdf)); and 3) the names, titles and phone numbers of two current professional references. Application packages will not be considered without these documents. Applications must be emailed or postmarked by close of business on Thursday April 21, 2011. Faxes will not be accepted. Send cover letter, application and references via email to ParadiseL@ccsu.edu or mail to:

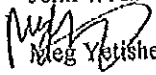
Lori Paradise
Human Resources
Davidson Hall – Room 101
Central Connecticut State University
1615 Stanley Street
New Britain, CT 06050

(Telephone: 860-832-1753)

Memorandum

To: Thomas Brodeur, Purchasing Manager

CG: Commission on Human Rights and Opportunities - Contract Compliance Unit
John W. Miller, President

From:  Meg Yetishfsky, Program Manager, Supplier Diversity Program

Date: September 22, 2011

Re: FY 2011-2012 Small/Minority Business Goal Report
Central Connecticut State University

This memo is to inform you that the DAS, Supplier Diversity Unit has received your agency's FY11-12 S/MBE goal report outlining the agency adopted budget and subsequent funds available for S/MBE purchases for FY11-12.

As indicated in CGS, 4a-60g, "twenty-five percent of the total value of the annual budget for all contracts (including construction, rehabilitation, or rehabilitation of public buildings, the construction and maintenance of highways and the purchasing of goods and services) shall be set-aside for Small Businesses and of that computed amount, twenty-five percent must be awarded to Minority Businesses Enterprises."

A review of the agency submission has indicated the following:

Line 1: Total Agency Adopted Budget for FY 12 :	\$ 197,862,564
Line 2: Amount Available for S/MBE program :	\$ 4,677,086
(after allowable deductions/exemptions)	
Line 3: 25% of Line 2 - total set aside for Small/Minority Business Enterprise :	\$ 1,169,272
Line 4: 25% of Line 3 - total set aside for only Minority Business Enterprise :	\$ 292,318

The DAS has approved your request for the food service contract exemption. However, Central Connecticut State University may choose to report "good faith efforts" made by your food service contractor to subcontract to Small Business Enterprises and Minority Business Enterprises (SBE/MBE's). This information may be provided with the quarterly SBE/MBE spend reports (under separate cover/optional).

The Supplier Diversity representatives have worked to certify several Small/Minority Businesses that are in the food industry. The Supplier Diversity Unit will also work with your contracted food vendor to certify any vendors that qualify for the state's program.

The commitment of each state agency and political subdivision to set aside opportunities for Small/Minority Businesses will assist in the economic growth of the Connecticut Small Minority Businesses community.

The DAS, specifically the Supplier Diversity Unit will continue to offer the training needed to each state agency and political subdivision to facilitate the compliance of their annual S/MBE goal. The DAS, Supplier Diversity representative assigned to your agency is Stan Kenton. Questions regarding the agency Small/Minority Business goal report should be directed to Stan Kenton at Stanley.Kenton@ct.gov or (860) 713-5241.

Attachment

Brodeur, Thomas (Purchasing)

From: Huntley, Linda [Linda.Huntley@ct.gov]
Sent: Friday, September 23, 2011 3:50 PM
To: Brodeur, Thomas (Purchasing)
Cc: Miller, John (President CCSU); Mendez, Lydia; Kenton, Stanley; Yetishefsky, Meg
Subject: RE: Small Business Enterprise/Minority Business Enterprise Goal for 2011/2012 Central Connecticut State University
Attachments: Central CT State University.pdf

COMPLIANCE MEMORANDUM

FROM: Meg Yetishefsky, Supplier Diversity Director, DAS

cc: John W. Miller, President, Central Connecticut State University

Lydia Mendez, Secretary II, CHRO

Stan Kenton, Accounts Examiner, DAS

TO: Central Connecticut State University

Date: September 23, 2011

SUBJECT: Small Business Enterprise/Minority Business Enterprise
Goal for 2011/2012

The Department of Administrative Services (DAS), Supplier Diversity Unit has reviewed your agency report and has provided the attached memo addressing your agency's specific S/MBE Goal for Fiscal Year 2011/2012. Should you have any questions regarding this attachment, please contact Stan Kenton by telephone: 860-713-5241 or Email: Stanley.kenton@ct.gov.

PLEASE NOTE: Per the Connecticut General Statute (C.G.S.) 4a-60g (section l and m)), agency should be submitting the annual goals report to the Planning & Development Committees and the Government Administration & Elections Committee.

(for your convenience, I have listed the members who should be reported to)

Planning & Development Committee:

- State Senator Steve Cassano, Co-Chair <http://www.senatedems.ct.gov/Cassano.php>
State Representative Linda M. Gentile, Co-Chair linda.gentile@cga.ct.gov
State Senator Lenard (Len) Fasano, Ranking Member len.fasano@cga.ct.gov
State Representative William Aman, Ranking Member Bill.Aman@cga.ct.gov

Government Administration & Elections Committee:

- State Senator Gayle Slossberg, Co-Chair <http://www.senatedems.ct.gov/Slossberg.php>
State Representative Russell (Russ) Morin, Co-Chair Russell.morin@cga.ct.gov
State Senator Michael A. McLachian, Ranking Member Michael.mclachian@cga.ct.gov
State Representative Tony Hwang, Ranking Member tony.hwang@cga.ct.gov

Done
9/26/11

FY12 CENTRAL CONNECTICUT STATE UNIVERSITY

AMOUNTS REQUESTED BY AGENCY

DESCRIPTION		Page 2 Federally Funded Expenditures	Page 3 Non-Purchasing Budgeted Exp.	Page 4 Statute Required Budgeted Exp.	Page 5 Requested Exemptions	Total Deductions Exemptions
Total Agency Adopted Budget	\$ 197,862,564	\$ 11,463,361	\$ 152,846,069	\$ 1,061,000	\$ 27,815,048	\$ 193,185,478
Budget Available for Small Contractor Program	\$ 4,677,086	Notes or Comments:				
Annual SBE Goal	\$ 1,169,272					
Annual MBE Goal	\$ 292,318					

AMOUNTS APPROVED BY DAS

DESCRIPTION		Page 2 Federally Funded Expenditures	Page 3 Non-Purchasing Budgeted Exp.	Page 4 Statute Required Budgeted Exp.	Page 5 Requested Exemptions	Total Deductions Exemptions
Total Agency Adopted Budget	\$ 197,862,564	\$ 11,463,361	\$ 152,846,069	\$ 1,081,000	\$ 27,815,048	\$ 193,185,478
Budget Available for Small Contractor Program	\$ 4,677,086	Notes or Comments: Approved as submitted.				
Annual SBE Goal	\$ 1,169,272					
Annual MBE Goal	\$ 292,318					

DEPARTMENT OF ADMINISTRATIVE SERVICES FISCAL YEAR - 2011 (2010-2011)
 SUPPLIER DIVERSITY PROGRAM

SMALL/ MINORITY BUSINESS ENTERPRISE QUARTERLY REPORT

Fiscal Year Quarter 4TH Fiscal Year Period 4/1- 6/30

ENTER THIS QTR-

Agency Name:	Central CT State University	Agency Number:	7802
Prepared by:	Thomas Brodeur	E-mail Address:	brodeur@ccsu.edu
Tel. # -	860-832-2531		

1) TOTAL FUNDS AVAILABLE (ALL SOURCES) FROM YOUR ADOPTED BUDGET Page 1 (Summary Page) From The Annual Goals Calculations Report	\$ 195,158,867.00
2) Amount Available for Small/Minority Business Program after DAS APPROVED DEDUCTIONS/EXEMPTIONS	\$ 5,370,360.00
3) 25% of line # 2 Total - Set Aside - Small/Minority Business Enterprises (Combined)	\$ 1,342,590.00
4) 25% of line # 3 Total- Set Aside - Minority Business Enterprises only	\$ 335,647.50

	QUARTER		YEAR TO DATE	
	TOTALS (\$)	Number Contracts	TOTALS (\$)	Number Contracts
5) Total Agency FY Expenditures for Purchases and Contracts	\$ 1,113,898.46	208	\$ 9,355,060.67	847
6) Total Agency FY Expenditures for Purchases and Contracts from Small and Minority Contractors. Combined TOTALS OF SBE AND MBE EXPENDITURES	\$ 695,972.97	91	\$ 3,221,936.10	418

7) Total Agency FY Expenditures for Purchases and Contracts from Minority Business Enterprises (MBE) only. PLEASE CATEGORIZE:				
A) Black (BL)				
B) Hispanic (HI)	\$ 34,420.85	4	\$ 98,767.57	18
C) Iberian Peninsula (IP)	\$ 9,825.29	2	\$ 100,610.52	17
D) Asian (AA)				
E) American Indian (AI)				
F) Disabled Individual (DI)				
G) Woman (W)	\$ 250,349.82	28	\$ 1,284,014.83	163
H) Woman Black (WB)				
I) Woman Hispanic (WH)				
J) Woman Iberian Peninsula (IW)				
K) Woman Asian (WA)				
L) Woman American Indian (WI)				
M) Woman Disabled (WD)				
N) Disabled Black (DB)				
O) Disabled Hispanic (DH)				
P) Disabled Iberian Peninsula (DP)				
Q) Disabled Asian (DA)				
R) Disabled American Indian (DN)				
MBE TOTALS (Lines A-R)	\$ 294,595.96	34	\$ 1,483,392.92	198

DEPARTMENT OF ADMINISTRATIVE SERVICES
 SUPPLIER DIVERSITY PROGRAM

FISCAL YEAR - 2011

(2010-2011)

SMALL/MINORITY BUSINESS ENTERPRISE QUARTERLY REPORT -
 FOR REPORTING CAPITAL IMPROVEMENT EXPENDITURES

Fiscal Year Quarter 4th Fiscal Year Period 4/1 - 6/30

ENTER THIS QTR-

Agency Name:	Central Connecticut State University	Agency Number:	7802
Prepared by:	Thomas J. Brodeur	E-mail Address:	brodeur@ccsu.edu
Tel. # -	860-832-2531		

1) TOTAL CAPITAL IMPROVEMENT FUNDS AVAILABLE FROM YOUR ADOPTED BUDGET \$ 2,565,286.00 adjusted
 Page 1 (Summary Page) From The Annual Goals Calculations Report

	TOTALS (\$)	Contracts	TOTALS (\$)	Contracts
2) Total Agency FY Capital Improvements Expenditures for Purchases from Small and Minority Contractors. Combined TOTALS OF SBE AND MBE EXPENDITURES	\$ 668,592.06	38	\$ 2,467,842.04	119

3) Total Agency FY Capital Improvements Expenditures for Purchases and Contracts from Minority Business Enterprises (MBE) only.
 PLEASE CATEGORIZE:

	TOTALS (\$)	Contracts	TOTALS (\$)	Contracts
A) Black (BL)	\$ 3,880.00	1	\$ 17,875.00	2
B) Hispanic (HI)				
C) Iberian Peninsula (IP)				
D) Asian (AA)				
E) American Indian (AI)				
F) Disabled Individual (DI)	\$ 126,908.28	11	\$ 510,838.67	40
G) Woman (W)				
H) Woman Black (WB)				
I) Woman Hispanic (WH)				
J) Woman Iberian Peninsula (IW)				
K) Woman Asian (WA)				
L) Woman American Indian (WI)				
M) Woman Disabled (WD)				
N) Disabled Black (DB)				
O) Disabled Hispanic (DH)				
P) Disabled Iberian Peninsula (DP)				
Q) Disabled Asian (DA)				
R) Disabled American Indian (DN)				
MBE TOTALS (Lines A-R)	\$ 130,788.28	12	\$ 528,713.67	42

DEPARTMENT OF ADMINISTRATIVE SERVICES
SUPPLIER DIVERSITY PROGRAM

FISCAL YEAR - 2012 (2011-2012)

SMALL/MINORITY BUSINESS ENTERPRISE QUARTERLY REPORT -
FOR REPORTING CAPITAL IMPROVEMENT EXPENDITURES

Fiscal Year Quarter 1ST Fiscal Year Period 7/1 - 9/30/11

ENTER THIS QTR-

Agency Name:	Central Connecticut State University	Agency Number:	7802
Prepared by:	Thomas Brodeur	E-mail Address:	brodeur@ccsu.edu
Tel. # -	860-832-2531		

1) TOTAL CAPITAL IMPROVEMENT FUNDS AVAILABLE FROM YOUR ADOPTED BUDGET \$ 1,016,460.00
Page 1 (Summary Page) From The Annual Goals Calculations Report

	TOTALS (\$)	Contracts	TOTALS (\$)	Contracts
2) Total Agency FY Capital Improvements Expenditures for Purchases from Small and Minority Contractors. Combined TOTALS OF SBE AND MBE EXPENDITURES	\$ 587,354.02	34	\$ 587,354.02	34

3) Total Agency FY Capital Improvements Expenditures for Purchases from Minority Business Enterprises (MBE) only. PLEASE CATEGORIZE:				
A) Black (BL)				
B) Hispanic (HI)	\$ 31,514.11	2	\$ 31,514.11	2
C) Iberian Peninsula (IP)				
D) Asian (AA)				
E) American Indian (AI)				
F) Disabled Individual (DI)				
G) Woman (W)	\$ 152,412.88	10	\$ 152,412.88	10
H) Woman Black (WB)				
I) Woman Hispanic (WH)				
J) Woman Iberian Peninsula (IW)				
K) Woman Asian (WA)				
L) Woman American Indian (WI)				
M) Woman Disabled (WD)				
N) Disabled Black (DB)				
O) Disabled Hispanic (DH)				
P) Disabled Iberian Peninsula (DP)				
Q) Disabled Asian (DA)				
R) Disabled American Indian (DN)				
MBE TOTALS (Lines A-R)	\$ 183,926.99	12	\$ 183,926.99	12

DEPARTMENT OF ADMINISTRATIVE SERVICES
 SUPPLIER DIVERSITY PROGRAM

Fiscal Year
 2011 - 2012

SMALL/ MINORITY BUSINESS ENTERPRISE QUARTERLY REPORT

FY QUARTER PERIOD	7/1/11 - 9/30/11	In reporting data below, does your Agency utilize C.O.R.E.?	YES
			NO

Agency Name:	Central Connecticut State University
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Report Prepared by:	Thomas Brodeur	Agency Number:	
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CERTIFIED VENDORS ONLY		ACTUAL EXPENDITURES		SPECIFY:
(A) Small Business Enterprise (SBE) OR Minority Business Enterprise (MBE) Vendor Name	(B) State Contract # OR P.O. #	(C) DAS Certified SBE/MBE AMOUNT	(D) MBE Category	
A & A Office Systems	various	\$ 36,869.38	SBE	
Advanced Printing Services	various	\$ 2,287.44	SBE	
Adnet	various	\$ 455.00	SBE	
ATM Restoration Servives	various	\$ 5,165.00	SBE	
Advanced Power Services	various	\$ 714.35	SBE	
Air Temp Mechanical Services	various	\$ 1,440.08	SBE	
Barlie Printers	various	\$ 2,615.00	SBE	
Bartholomew Contract Interiors	various	\$ 181,548.58	W	
Billing Gymnastics	various	\$ 30,417.07	SBE	
Brandon Smith Reporting	various	\$ 478.56	SBE	
Brock Enterprises	various	\$ 1,304.10	SBE	
Burrell Associates	various	\$ 1,962.00	W	
C & C Janitorial	various	\$ 20,423.42	IP	
Carey Wiping Materials	various	\$ 571.60	SBE	
Central Mechanical Services	various	\$ 94,987.03	W	
Creative Office Interiors	various	\$ 89,310.88	SBE	
Darter	various	\$ 1,870.75	W	
East Side Car Clinic & Welding	various	\$ 4,884.48	SBE	
Flowers Landscaping	various	\$ 9,266.88	SBE	
Fibre Optic Plus	various	\$ 13,385.10	SBE	
Grasshopper Lawns	various	\$ 1,555.00	SBE	
Hitchcock Printing	various	\$ 6,365.00	SBE	
Insalco	various	\$ 11,723.50	SBE	
InfoShred	various	\$ 106.40	W	
International Building Maintenance	various	\$ 6,374.00	H	
John Boyle Company	various	\$ 4,937.77	SBE	
Lexington Group	various	\$ 4,867.50	W	
Link Mechanical	various	\$ 749.00	SBE	
Martin Laviero Contractor	various	\$ 50,918.75	SBE	
Nosal Builders	various	\$ 1,198.39	SBE	
R & C Electric	various	\$ 480.00	W	
Ryan Business	various	\$ 922.08		
Sanditz/HRW	various	\$ 31.00	SBE	
Security Uniforms	various	\$ 98.00	SBE	
Shred It CT	various	\$ 186.90	SBE	
Sign Pro	various	\$ 7,672.75	SBE	
Sir Speedy	various	\$ 1,424.84	SBE	
Tull Brothers	various	\$ 513.17	SBE	
Victor Advertising	various	\$ 4,381.39	W	
SBE/MBE TOTAL		\$ 604,462.14		

DEPARTMENT OF ADMINISTRATIVE SERVICES FISCAL YEAR - 2012 (2011-2012)
 SUPPLIER DIVERSITY PROGRAM

SMALL/ MINORITY BUSINESS ENTERPRISE QUARTERLY REPORT

Fiscal Year Quarter 1ST Fiscal Year Period 7/1 - 9/30/11

ENTER THIS QTR-

Agency Name:	Central Connecticut State University	Agency Number:	7802
Prepared by:	Thomas Brodeur	E-mail Address:	brodeur@ccsu.edu
Tel. # -	860-832-2531		

1) TOTAL FUNDS AVAILABLE (ALL SOURCES) FROM YOUR ADOPTED BUDGET Page 1 (Summary Page) From The Annual Goals Calculations Report	\$	197,862,564.00
2) Amount Available for Small/Minority Business Program after DAS APPROVED DEDUCTIONS/EXEMPTIONS	\$	4,677,086.00
3) 25% of line # 2 Total - Set Aside - Small/Minority Business Enterprises (Combined)	\$	1,169,271.50
4) 25% of line # 3 Total- Set Aside - Minority Business Enterprises only	\$	292,317.88

	QUARTER	Number	YEAR TO DATE	Number
	TOTALS (\$)	Contracts	TOTALS (\$)	Contracts
5) Total Agency FY Expenditures for Purchases and Contracts	\$ 2,008,844.28	130	\$ 2,008,844.28	130
6) Total Agency FY Expenditures for Purchases and Contracts from Small and Minority Contractors. Combined TOTALS OF SBE AND MBE EXPENDITURES	\$ 604,462.14	74	\$ 604,462.14	74

7) Total Agency FY Expenditures for Purchases and Contracts from Minority Business Enterprises (MBE) only.				
PLEASE CATEGORIZE:				
A) Black (BL)				
B) Hispanic (HI)	\$ 6,374.00	2	\$ 6,374.00	2
C) Iberian Peninsula (IP)	\$ 20,423.42	2	\$ 20,423.42	2
D) Asian (AA)				
E) American Indian (AI)				
F) Disabled Individual (DI)				
G) Woman (W)	\$ 288,658.89	21	\$ 288,658.89	21
H) Woman Black (WB)				
I) Woman Hispanic (WH)				
J) Woman Iberian Peninsula (IW)				
K) Woman Asian (WA)				
L) Woman American Indian (WI)				
M) Woman Disabled (WD)				
N) Disabled Black (DB)				
O) Disabled Hispanic (DH)				
P) Disabled Iberian Peninsula (DP)				
Q) Disabled Asian (DA)				
R) Disabled American Indian (DN)				
MBE TOTALS (Lines A-R)	\$ 315,456.31	25	\$ 315,456.31	25

SMALL/ MINORITY BUSINESS ENTERPRISE QUARTERLY REPORT

Fiscal Year Quarter 2nd Fiscal Year Period 10/1 - 12/31

ENTER THIS QTR-

Agency Name:	Central Connecticut State University	Agency Number:	7802
Prepared by:	Thomas Brodeur	E-mail Address:	brodeur@ccsu.edu
Tel. # -	860-832-2531		

1) TOTAL FUNDS AVAILABLE (ALL SOURCES) FROM YOUR ADOPTED BUDGET Page 1 (Summary Page) From The Annual Goals Calculations Report	\$ 197,862,564.00
2) Amount Available for Small/Minority Business Program after DAS APPROVED DEDUCTIONS/EXEMPTIONS	\$ 4,677,086.00
3) 25% of line # 2 Total - Set Aside - Small/Minority Business Enterprises (Combined)	\$ 1,169,271.50
4) 25% of line # 3 Total- Set Aside - Minority Business Enterprises only	\$ 292,317.88

	QUARTER	Number	YEAR TO DATE	Number
	TOTALS (\$)	Contracts	TOTALS (\$)	Contracts
5) Total Agency FY Expenditures for Purchases and Contracts	\$ 2,859,410.56	267	\$ 4,868,254.84	397
6) Total Agency FY Expenditures for Purchases and Contracts from Small and Minority Contractors. Combined TOTALS OF SBE AND MBE EXPENDITURES	\$ 673,216.66	87	\$ 1,277,678.80	161

7) Total Agency FY Expenditures for Purchases and Contracts from Minority Business Enterprises (MBE) only. PLEASE CATEGORIZE:				
A) Black (BL)	\$ 10,736.38	1	\$ 17,110.38	3
B) Hispanic (HI)	\$ 23,112.80	3	\$ 39,241.42	5
C) Iberian Peninsula (IP)				
D) Asian (AA)				
E) American Indian (AI)				
F) Disabled Individual (DI)				
G) Woman (W)	\$ 262,494.86	26	\$ 551,153.75	42
H) Woman Black (WB)				
I) Woman Hispanic (WH)				
J) Woman Iberian Peninsula (IW)				
K) Woman Asian (WA)				
L) Woman American Indian (WI)				
M) Woman Disabled (WD)				
N) Disabled Black (DB)				
O) Disabled Hispanic (DH)				
P) Disabled Iberian Peninsula (DP)				
Q) Disabled Asian (DA)				
R) Disabled American Indian (DN)				
MBE TOTALS (Lines A-R)	\$ 296,344.04	30	\$ 607,505.55	50

DEPARTMENT OF ADMINISTRATIVE SERVICES
 SUPPLIER DIVERSITY PROGRAM

Fiscal Year
 2011 - 2012

SMALL/ MINORITY BUSINESS ENTERPRISE QUARTERLY REPORT

FY QUARTER PERIOD	10/1/11 - 12/31/11	In reporting data below, does your Agency utilize C.O.R.E.?	YES
			NO

Agency Name:	Central Connecticut State University
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Report Prepared by:	Thomas Brodeur	Agency Number:	
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CERTIFIED VENDORS ONLY		ACTUAL EXPENDITURES		SPECIFY:
(A) Small Business Enterprise (SBE) OR Minority Business Enterprise (MBE) Vendor Name	(B) State Contract # OR P.O. #	(C) DAS Certified SBE/MBE AMOUNT	(D) MBE Category	
A & A Office Systems	various	\$ 36,032.33	SBE	
Advanced Printing Services	various	\$ 6,496.78	SBE	
ATM Restoration Services	various	\$ 3,800.00	SBE	
Advanced Power Services	various	\$ 1,380.75	SBE	
Air Temp Mechanical Services	various	\$ 2,016.87	SBE	
Barle Printers	various	\$ 6,617.48	SBE	
Bartholomew Contract Interiors	various	\$ 60,173.58	W	
Billing Gymnastics	various	\$ 50,351.48	SBE	
Brock Enterprises	various	\$ 1,159.20	SBE	
C & C Janitorial	various	\$ 23,111.28	IP	
Caruso Electric	various	\$ 10,539.31	W	
Central Mechanical Services	various	\$ 184,804.12	W	
Creative Office Interiors	various	\$ 4,032.05	SBE	
CT Advertising	various	\$ 2,111.90	W	
Darter	various	\$ 946.34	W	
East Side Car Clinic & Welding	various	\$ 7,366.11	SBE	
Flowers Landscaping	various	\$ 2,467.00	SBE	
Ford & Ulrich	various	\$ 1,068.39	SBE	
Grasshopper Lawns	various	\$ 2,115.00	SBE	
Hartford Lumber	various	\$ 1,206.24	W	
Insalco	various	\$ 6,192.20	SBE	
InfoShred	various	\$ 312.88	W	
International Building Maintenance	various	\$ 10,736.38	H	
John Boyle Company	various	\$ 4,483.51	SBE	
John W Gross Co	various	\$ 1,430.00	W	
Lexington Group	various	\$ 9,735.00	W	
Lawnranger	various	\$ 63,187.00	SBE	
Lebon Press	various	\$ 3,500.00	SBE	
Lighting Services	various	\$ 6,231.32	SBE	
Mack Fire Protection	various	\$ 5,792.00	SBE	
Martin Laviero Contractor	various	\$ 27,674.00	SBE	
R & C Electric	various	\$ 2,326.48	W	
Roberge Painting	various	\$ 1,266.00	SBE	
Ryan Business	various	\$ 1,291.96	W	
Sanditz/HRW	various	\$ 483.00	SBE	
Security Uniforms	various	\$ 2,348.54	SBE	
Shred It CT	various	\$ 156.50	SBE	
Sign Pro	various	\$ 16,805.69	SBE	
Sir Speedy	various	\$ 2,496.87	SBE	
TPC Associates	various	\$ 78,795.22	SBE	
Tull Brothers	various	\$ 7,606.89	SBE	
Victor Advertising	various	\$ 12,567.01	W	
SBE/MBE TOTAL		\$ 673,216.66		

DEPARTMENT OF ADMINISTRATIVE SERVICES
SUPPLIER DIVERSITY PROGRAM

FISCAL YEAR - 2012

(2011-2012)

SMALL/MINORITY BUSINESS ENTERPRISE QUARTERLY REPORT -
FOR REPORTING CAPITAL IMPROVEMENT EXPENDITURES

Fiscal Year Quarter

2nd

Fiscal Year Period

10/1 - 12/31/11

ENTER THIS QTR-

Agency Name:	Central Connecticut State University	Agency Number:	7802
Prepared by:	Thomas Brodeur	E-mail Address:	brodeur@ccsu.edu
Tel. # -	860-832-2531		

1) TOTAL CAPITAL IMPROVEMENT FUNDS AVAILABLE FROM YOUR ADOPTED BUDGET
Page 1 (Summary Page) From The Annual Goals Calculations Report \$ 1,016,460.00

	TOTALS (\$)	Contracts	TOTALS (\$)	Contracts
2) Total Agency FY Capital Improvements Expenditures for Purchases from Small and Minority Contractors. Combined TOTALS OF SBE AND MBE EXPENDITURES	\$ 329,999.27	22	\$ 917,353.29	56

3) Total Agency FY Capital Improvements Expenditures for Purchases and Contracts from Minority Business Enterprises (MBE) only.

PLEASE CATEGORIZE:

	TOTALS (\$)	Contracts	TOTALS (\$)	Contracts
A) Black (BL)				
B) Hispanic (HI)	\$ 67,357.00	2	\$ 98,871.11	4
C) Iberian Peninsula (IP)				
D) Asian (AA)				
E) American Indian (AI)				
F) Disabled Individual (DI)				
G) Woman (W)	\$ 157,101.51	7	\$ 309,514.39	17
H) Woman Black (WB)				
I) Woman Hispanic (WH)				
J) Woman Iberian Peninsula (IW)				
K) Woman Asian (WA)				
L) Woman American Indian (WI)				
M) Woman Disabled (WD)				
N) Disabled Black (DB)				
O) Disabled Hispanic (DH)				
P) Disabled Iberian Peninsula (DP)				
Q) Disabled Asian (DA)				
R) Disabled American Indian (DN)				
MBE TOTALS (Lines A-R)	\$ 224,458.51	9	\$ 408,385.50	12

DEPARTMENT OF ADMINISTRATIVE SERVICES
SUPPLIER DIVERSITY PROGRAM

FISCAL YEAR - 2012 (2011-2012)

SMALL/MINORITY BUSINESS ENTERPRISE QUARTERLY REPORT -
FOR REPORTING CAPITAL IMPROVEMENT EXPENDITURES

Fiscal Year Quarter 3RD Fiscal Year Period 1/1/12 - 3/31

ENTER THIS QTR-

Agency Name:	Central CT State University	Agency Number:	7802
Prepared by:	Thomas Brodeur	E-mail Address:	brodeur@ccsu.edu
Tel. # -	860-832-2531		

1) TOTAL CAPITAL IMPROVEMENT FUNDS AVAILABLE FROM YOUR ADOPTED BUDGET \$ 1,282,917.55
Page 1 (Summary Page) From The Annual Goals Calculations Report

	TOTALS (\$)	Contracts	TOTALS (\$)	Contracts
2) Total Agency FY Capital Improvements Expenditures for Purchases from Small and Minority Contractors. Combined TOTALS OF SBE AND MBE EXPENDITURES	\$ 261,802.55	28	\$ 1,179,155.84	84

3) Total Agency FY Capital Improvements Expenditures for Purchases from Minority Business Enterprises (MBE) only. PLEASE CATEGORIZE:				
A) Black (BL)				
B) Hispanic (HI)	\$ 16,015.96	1	\$ 114,887.07	5
C) Iberian Peninsula (IP)				
D) Asian (AA)				
E) American Indian (AI)				
F) Disabled Individual (DI)				
G) Woman (W)	\$ 105,701.49	10	\$ 415,215.88	27
H) Woman Black (WB)				
I) Woman Hispanic (WH)				
J) Woman Iberian Peninsula (IW)				
K) Woman Asian (WA)				
L) Woman American Indian (WI)				
M) Woman Disabled (WD)				
N) Disabled Black (DB)				
O) Disabled Hispanic (DH)				
P) Disabled Iberian Peninsula (DP)				
Q) Disabled Asian (DA)				
R) Disabled American Indian (DN)				
MBE TOTALS (Lines A-R)	\$ 121,717.45		\$ 530,102.95	

DEPARTMENT OF ADMINISTRATIVE SERVICES
 SUPPLIER DIVERSITY PROGRAM

Fiscal Year
 2011 - 2012

SMALL/ MINORITY BUSINESS ENTERPRISE QUARTERLY REPORT

FY QUARTER PERIOD	1/1/12 - 3/31/12	In reporting data below, does your Agency utilize C.O.R.E.?	NO
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Agency Name:	Central Connecticut State University
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Report Prepared by:	Thomas Brodeur	Agency Number:	7802
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CERTIFIED VENDORS ONLY		ACTUAL EXPENDITURES		SPECIFY:
(A) Small Business Enterprise (SBE) OR Minority Business Enterprise (MBE) Vendor Name	(B) State Contract # OR P.O. #	(C) DAS Certified SBE/MBE AMOUNT	(D) MBE Category	
A & A Office Systems	various	\$ 38,746.73	SBE	
Advanced Printing Services	various	\$ 8,511.32	SBE	
ATM Restoration Services	various	\$ 15,096.25	SBE	
Advanced Power Services	various	\$ 1,500.00	SBE	
Air Temp Mechanical Services	various	\$ 7,580.19	SBE	
Barlie Printers	various	\$ 15,450.60	SBE	
Bartholomew Contract Interiors	various	\$ 96,847.39	W	
Billing Gymnastics	various	\$ 81,790.97	SBE	
Brock Enterprises	various	\$ 579.60	SBE	
Budget Printers	various	\$ 2,259.33	W	
Carey Wiping	various	\$ 144.40	SBE	
C & C Janitorial	various	\$ 24,886.10	IP	
Central Mechanical Services	various	\$ 231,358.14	W	
Creative Office Interiors	various	\$ 14,816.96	SBE	
Darter	various	\$ 1,004.37	W	
East Side Car Clinic & Welding	various	\$ 15,390.77	SBE	
Ford & Ulrich	various	\$ 9,865.17	SBE	
Grasshopper Lawns	various	\$ 5,245.65	SBE	
Hartford Lumber	various	\$ 3,120.92	W	
Hartford Toner	various	\$ 395.00	W	
Insalco	various	\$ 794.07	SBE	
InfoShred	various	\$ 324.96	W	
International Building Maintenance	various	\$ 15,571.29	H	
John Boyle Company	various	\$ 707.29	SBE	
John W Gross Co	various	\$ 1,125.68	W	
Lexington Group	various	\$ 5,110.17	W	
Lawnranger	various	\$ 251,334.90	SBE	
Lebon Press	various	\$ 3,706.00	SBE	
Lighting Services	various	\$ 18,798.92	SBE	
Mack Fire Protection	various	\$ 7,005.31	SBE	
Martin Laviero Contractor	various	\$ 101,222.00	SBE	
R & C Electric	various	\$ 713.30	W	
Ryan Business	various	\$ 1,230.00	W	
Sanditz/HRW	various	\$ 1,692.00	SBE	
Security Uniforms	various	\$ 3,882.98	SBE	
Shred It CT	various	\$ 93.00	SBE	
Sign Pro	various	\$ 17,245.53	SBE	
Sir Speedy	various	\$ 3,941.98	SBE	
Sun Services	various	\$ 139,452.85	SBE	
TPC Associates	various	\$ 50,303.70	SBE	
Tull Brothers	various	\$ 1,867.90	SBE	
Victor Advertising	various	\$ 3,358.62	W	
SBE/MBE TOTAL		\$ 1,204,072.31		

DEPARTMENT OF ADMINISTRATIVE SERVICES FISCAL YEAR - 2012 (2011-2012)
 SUPPLIER DIVERSITY PROGRAM

SMALL/ MINORITY BUSINESS ENTERPRISE QUARTERLY REPORT

Fiscal Year Quarter 3RD Fiscal Year Period 1/1/12 - 3/31

ENTER THIS QTR-

Agency Name:	Central Connecticut State University	Agency Number:	7802
Prepared by:	Thomas Brodeur	E-mail Address:	brodeur@ccsu.edu
Tel. # -	860-832-2531		

1) TOTAL FUNDS AVAILABLE (ALL SOURCES) FROM YOUR ADOPTED BUDGET Page 1 (Summary Page) From The Annual Goals Calculations Report	\$ 197,862,564.00
2) Amount Available for Small/Minority Business Program after DAS APPROVED DEDUCTIONS/EXEMPTIONS	\$ 4,677,086.00
3) 25% of line # 2 Total - Set Aside - Small/Minority Business Enterprises (Combined)	\$ 1,169,271.50
4) 25% of line # 3 Total- Set Aside - Minority Business Enterprises only	\$ 292,317.88

	QUARTER		YEAR TO DATE	
	TOTALS (\$)	Number Contracts	TOTALS (\$)	Number Contracts
5) Total Agency FY Expenditures for Purchases and Contracts	\$ 3,110,534.62	264	\$ 7,978,789.46	531
6) Total Agency FY Expenditures for Purchases and Contracts from Small and Minority Contractors. Combined TOTALS OF SBE AND MBE EXPENDITURES	\$ 1,204,072.31	120	\$ 2,481,751.11	281

7) Total Agency FY Expenditures for Purchases and Contracts from Minority Business Enterprises (MBE) only. PLEASE CATEGORIZE:				
A) Black (BL)	\$ 15,571.29	4	\$ 32,681.67	7
B) Hispanic (HI)	\$ 24,886.10	16	\$ 68,420.80	21
C) Iberian Peninsula (IP)				
D) Asian (AA)				
E) American Indian (AI)				
F) Disabled Individual (DI)	\$ 346,847.88	37	\$ 898,001.63	63
G) Woman (W)				
H) Woman Black (WB)				
I) Woman Hispanic (WH)				
J) Woman Iberian Peninsula (W)				
K) Woman Asian (WA)				
L) Woman American Indian (WI)				
M) Woman Disabled (WD)				
N) Disabled Black (DB)				
O) Disabled Hispanic (DH)				
P) Disabled Iberian Peninsula (DP)				
Q) Disabled Asian (DA)				
R) Disabled American Indian (DN)				
MBE TOTALS (Lines A-R)	\$ 387,305.27		\$ 999,104.10	

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, 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 fulltime 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 Director of the Ruthe Boyea Women's Center, Ms. Jacqueline Cobbina-Boivin, reports directly to the Chief Diversity Officer.

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, Bonnie Price, the Associate to CDO and Pamela Soucy, University Assistant staff the ODE. The Ruthe Boyea Women's Center is staffed by Jacqueline Cobbina-Boivin, Director of the Ruthe Boyea Women's Center.

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. 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 Anne B. Alling, 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
- Laurel Paradise, Assistant in Human Resources I

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 Office of Diversity and Equity 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 Women's Center 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.

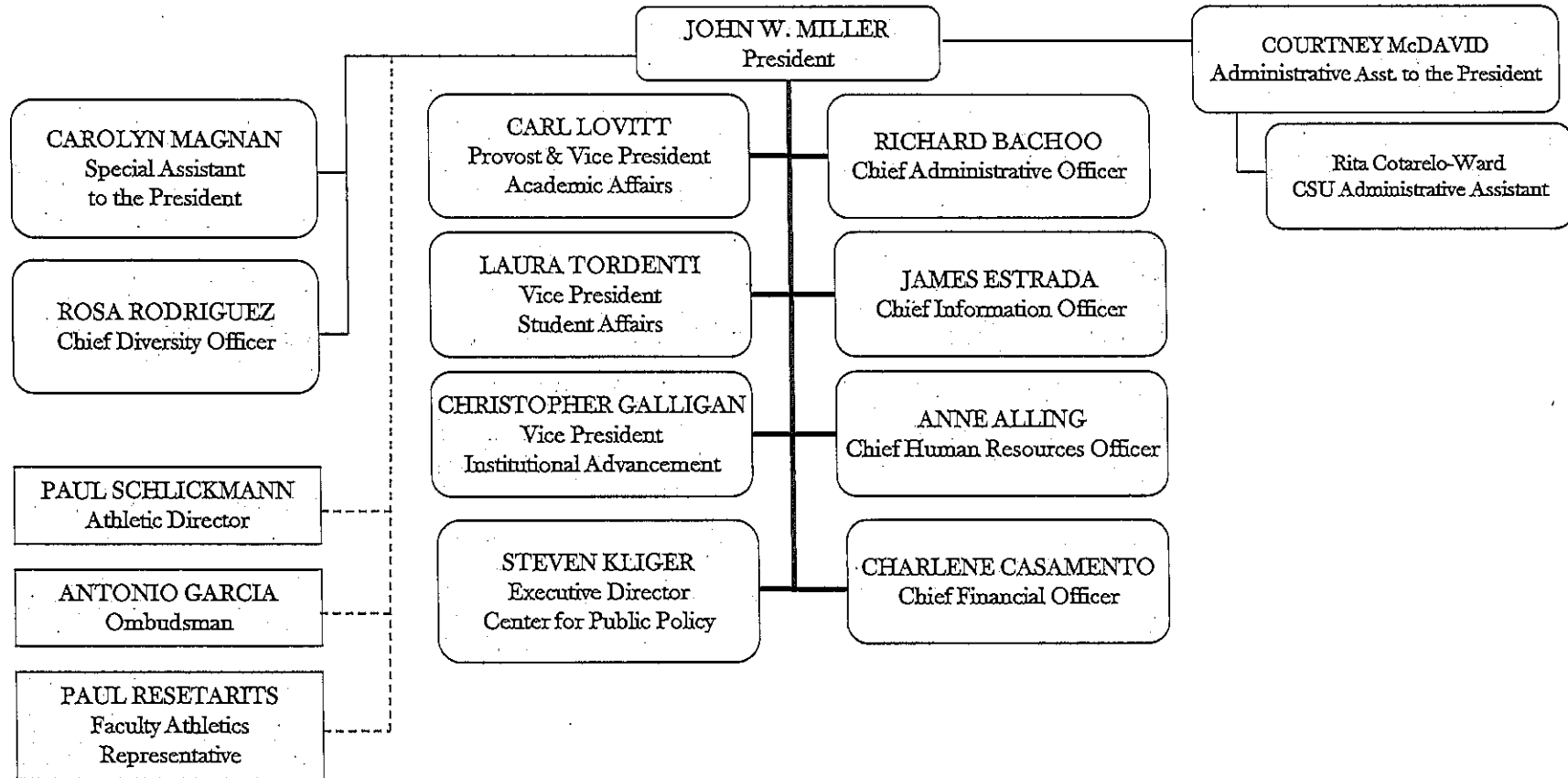
Managers and supervisors periodically audit, with the assistance of the Human Resources Office, training programs, hiring and promotion patterns to remove impediments to the attainment of goals and objectives. The ODE audits each department on an annual basis to ensure that each department is in compliance 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. Supervisors' work performance is evaluated on the basis of their equal employment opportunity efforts and results, as well as their performance criteria.
5. Supervisors must take action to prevent harassment of employees placed through affirmative action efforts.
6. Each department devises a specific program of regular evaluation that determines the effectiveness of the University's Affirmative Action Plan.
7. Each department receives and evaluates reports from all personnel involved in the affirmative action process and reviews the status report of their progress with each of said personnel.
8. Each department 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.
9. Each department coordinates the communication of affirmative action information to all employees and applicants on a continuing basis.
10. Each department documents the search and selection procedure when a new employee is hired, in accordance with the search procedure.
11. Each department 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, the Committee on the Concerns of Women and the Women's Center Advisory Committee.

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.
15. Each department coordinates the implementation of Central Connecticut State University's Sexual Harassment Grievance Procedures, which execute the University's Sexual Harassment Policy.
16. Each department meets with other department heads, directors, managers and supervisors to discuss and clarify the prohibition of sexual harassment.
17. Each department completes, or has completed, all Equal Employment Opportunity or Affirmative Action forms required by external monitoring agencies.

The Office of Diversity and Equity 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.**

Office of the President



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:

Assistant Bursar
College Health Nurse
Fire Lieutenant
IMRP Program Assistant

The following *titles were changed*:

From:	To:
Assistant Athletic Director for Events and Fundraising	Associate Director of Athletics for External Services
Assistant Dean of Student Affairs	Assistant Dean II of Student Affairs
Assistant Director of Sports Information	Assistant Director of Athletics for Communication & Media Services
Associate Director of Operations	Facilities Operations Manager
Director of User Support Services and Campus One Card	Director of Client Support Services
Manager, U.S.-China Center	Director, U.S.-China Center
Procurement Administrator	Purchasing Manager

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
2011 - 2012**

**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

Campus One Card Administrator
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)
Associate Director, Center for Public Policy & Social Research
Assistant Director, U.S. - China Center
Research Specialist, Institute for the Study of Crime and Justice
Policy & Research Specialist
IMRP Program Assistant

Connecticut Small Business Development Center (CSBDC)

Director, Connecticut Small Business Development Center
Associate Director for Administration
Associate Director, Business Development Services
Advisor
Business Development Specialist
Business Development Coordinator
CSBDC Program Assistant

Counseling & Wellness

Director of Counseling and 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 and Community Engagement
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

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

History

Project Coordinator
Project Specialist

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
Instructional Media Coordinator
Customer Support Center Supervisor
Database Administrator
Data Network Specialist
Instructional Design & Technology Resource Center Supervisor
Network Security Specialist
Programmer Specialist
Server Administrator
Instructional Technology Systems Administrator
Voice Systems Specialist
Digital Media Production Coordinator
Graphic Design Coordinator
Instructional Media Coordinator
PC Maintenance Technician
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
Disadvantaged Business Enterprise (DBE) Administrator
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

Learning Center

Director, University Learning Center

Coordinator, Student Disability Services

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

Property Control

Property Inventory Control Coordinator

Property Control Assistant

Recreation

Recreation Specialist
Program Assistant/Recreation

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
Judicial Program Assistant

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 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 of 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)
Science Technical Specialist
Team Advisor (Academic Center for Student Athletes)
Veterans Affairs Coordinator

CLASSIFIED POSITIONS

Accounting

Associate Accountant
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)

Purchasing Assistant

Secretarial

CSU Administrative Assistant (1)

Administrative Assistant

Secretary 2

Secretary 1

Office Assistant

Clerk Typist

Service/Maintenance

Material Storage Supervisor 1

Storekeeper (2)

Storekeeper Assistant (2)

General Trades Worker (2)

Skilled Maintainer (2)

Maintainer (2)

Supervising Custodian (2)

Lead Custodian (2)

Custodian (2)

Lead University Research Technician

University Research Technician 2

University Research Technician 1 (2)

Duplicating Services Supervisor 1

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
2011-2012**

EEO Category	Job Title	Pay Plan	Minimum Salary	Maximum Salary
Category 1: Executive, Administrative & Managerial				
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
Category 2: Faculty				
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
Category 3: Professional/Non-faculty				
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
2011-2012**

EEO Category	Job Title	Pay Plan	Minimum Salary	Maximum Salary
3	Director, Counseling and Wellness	S2006	\$73,096	\$111,389
3	Director, Financial Aid	S2006	\$73,096	\$111,389
1	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
2011-2012**

EEO Category	Job Title	Pay Plan	Minimum Salary	Maximum Salary
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

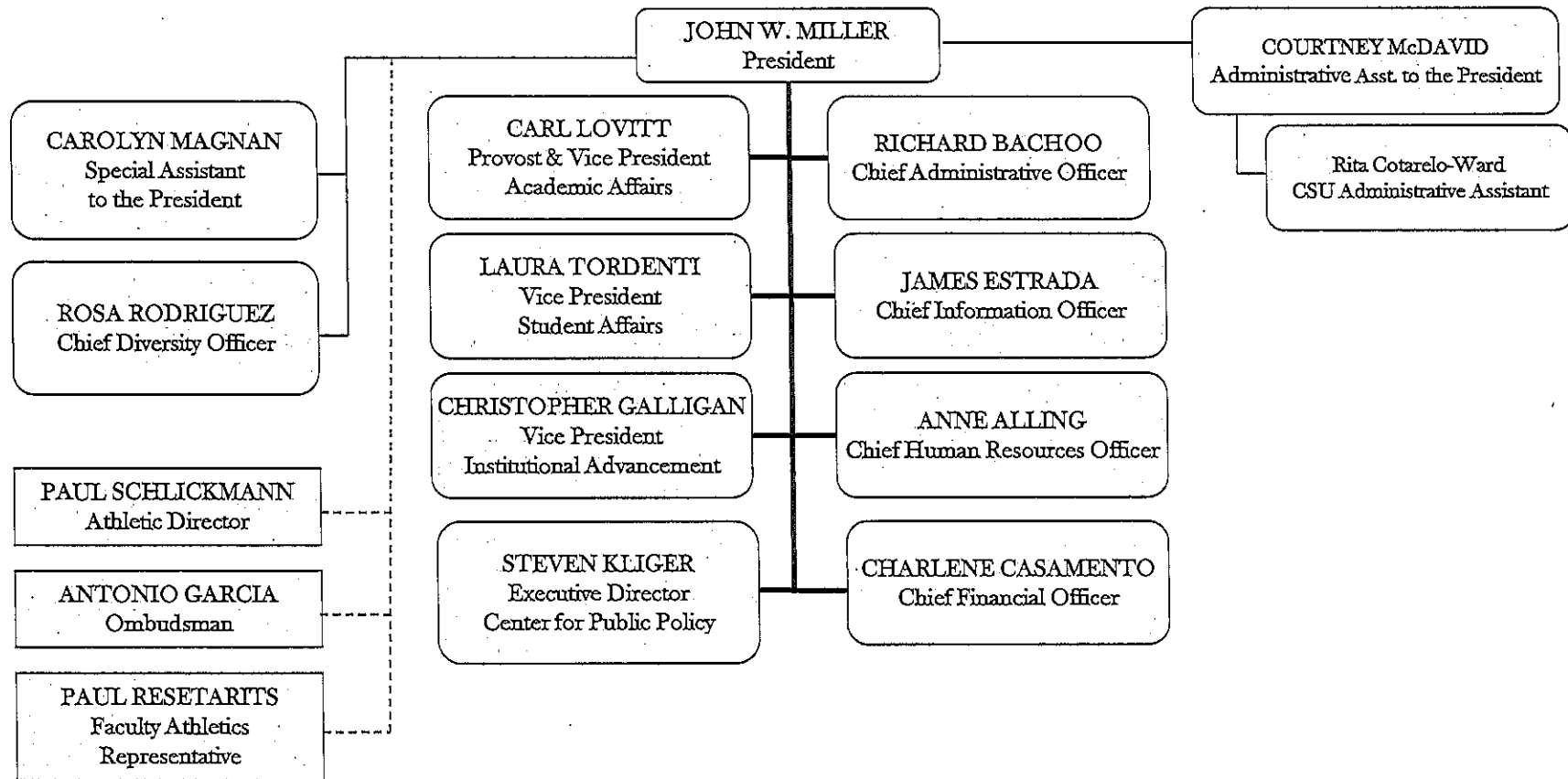
**OCCUPATIONAL CATEGORY STUDY
2011-2012**

EEO Category	Job Title	Pay Plan	Minimum Salary	Maximum Salary
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
Category 4: Clerical/Secretarial				
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
2011-2012**

EEO Category	Job Title	Pay Plan	Minimum Salary	Maximum Salary
4	Financial Clerk	AR012	\$36,321	\$45,852
4	Clerk Typist	CL010	\$33,558	\$42,420
Category 5: Technical/Paraprofessional				
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
Category 6: Skilled Crafts				
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 (Elecl)	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
Category 7: Service/Maintenance (excluding Protective Services)				
7	Building Maintenance Supervisor	TC025	\$62,604	\$81,595
7	MaintSupv1 (Elecl)	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
Category 7: Service/Maintenance - Protective Services				
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.

FULL-TIME WORKFORCE

SUMMARY/OCCUPATIONAL CATEGORY

WORKFORCE ANALYSIS

DATE: **February 29, 2012**

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	35	20	15	16	13	3	0	1	2	0	0	
		57.1%	42.9%	45.7%	37.1%	8.6%	0.0%	2.9%	5.7%	0.0%	0.0%	
Faculty	402	234	168	182	142	15	9	13	6	24	11	
		58.2%	41.8%	45.3%	35.3%	3.7%	2.2%	3.2%	1.5%	6.0%	2.7%	
Professional/Non-Faculty	233	100	133	79	102	10	16	7	12	4	3	
		42.9%	57.1%	33.9%	43.8%	4.3%	6.9%	3.0%	5.2%	1.7%	1.3%	
Clerical/Secretarial	99	9	90	3	66	3	12	3	11	0	1	
		9.1%	90.9%	3.0%	66.7%	3.0%	12.1%	3.0%	11.1%	0.0%	1.0%	
Technical/ParaProfessional	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%	
Skilled Crafts	12	12	0	12	0	0	0	0	0	0	0	
		100.0%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	
Service/Maintenance	77	65	12	51	6	6	0	7	5	1	1	
		84.4%	15.6%	66.2%	7.8%	7.8%	0.0%	9.1%	6.5%	1.3%	1.3%	
Protective Services	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%	
TOTALS	898	467	431	357	337	41	39	39	36	30	19	
		100.0%	52.0%	48.0%	39.8%	37.5%	4.6%	4.3%	4.3%	4.0%	3.3%	2.1%

Form #38A

FULL-TIME WORKFORCE

SUMMARY: National and Statewide LMA

WORKFORCE ANALYSIS

DATE: **February 29, 2012**

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	35	20	15	16	13	3	0	1	2	0	0
Faculty	402	234	168	182	142	15	9	13	6	24	11
Professional/Non-Faculty	233	100	133	79	102	10	16	7	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
TOTALS	670	354	316	277	257	28	25	21	20	28	14

EEO1- Executive/Administrative

Position/Occupational Category

Labor Market Area: National and Statewide

DATE: February 29, 2012

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.	23	14	9	11	8	2	0	1	1	0	0
Adm VII	12	6	6	5	5	1	0	0	1	0	0
GRAND TOTALS	35	20	15	16	13	3	0	1	2	0	0
	100.0%	57.1%	42.9%	45.7%	37.1%	8.6%	0.0%	2.9%	5.7%	0.0%	0.0%

EEO1 - EXECUTIVE/ADMINISTRATIVE

Position/Occupational Category 1

Labor Market Area: National and Statewide

WORKFORCE ANALYSIS

DATE: February 29, 2012

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	Notes
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	0	0	0	0	0	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	0	1	0	1	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	
SUB-TOTALS	23	14	9	11	8	2	0	1	1	0	0	
	100.0%	60.9%	39.1%	47.8%	34.8%	8.7%	0.0%	4.3%	4.3%	0.0%	0.0%	

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

DATE: February 29, 2012

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 VII											
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	1	0	0	0	0	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	0	0	0	0	1	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
SUB-TOTALS	12	6	6	5	5	1	0	0	1	0	0
	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 29, 2012**

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	191	119	72	94	56	7	5	9	4	9	7
ASSOCIATE PROFESSOR	122	70	52	53	49	3	2	4	0	10	1
ASSISTANT PROFESSOR	80	40	40	32	33	3	2	0	2	5	3
INSTRUCTOR	5	2	3	2	3	0	0	0	0	0	0
COACH A	4	3	1	1	1	2	0	0	0	0	0
TOTALS	402	234	168	182	142	15	9	13	6	24	11
	100.0%	58.2%	41.8%	45.3%	35.3%	3.7%	2.2%	3.2%	1.5%	6.0%	2.7%

EEO3 - PROFESSIONAL/NON-FACULTY

Labor Market Area: National and Statewide

DATE: February 29, 2012

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	37	17	20	12	17	4	2	0	0	1	1
Administrator III	63	17	46	14	34	2	7	1	4	0	1
Administrator IV	59	30	29	23	23	1	2	3	3	3	1
Administrator V	26	16	10	15	8	1	1	0	1	0	0
Administrator VI	17	13	4	10	2	1	1	2	1	0	0
MISCELLANEOUS	31	7	24	5	18	1	3	1	3	0	0
GRAND TOTAL	233	100	133	79	102	10	16	7	12	4	3
	100.0%	42.9%	57.1%	33.9%	43.8%	4.3%	6.9%	3.0%	5.2%	1.7%	1.3%

EEO3 - PROFESSIONAL/NON-FACULTY

Labor Market Area: National and Statewide

WORKFORCE ANALYSIS

DATE: February 29, 2012

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											
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
MISCELLANEOUS											
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	1	0	1	0	1	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	0	1	0	0	0	1	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	4	0	4	0	1	0	2	0	1	0	0
Librarian	7	3	4	3	4	0	0	0	0	0	0
Payroll Officer 2	1	0	1	0	1	0	0	0	0	0	0
University Archivist	1	0	1	0	1	0	0	0	0	0	0
Video Engineering Specialist	1	1	0	1	0	0	0	0	0	0	0
Miscellaneous Sub-Total	31	7	24	5	18	1	3	1	3	0	0
Administrator I & Misc. TOTAL	31	7	24	5	18	1	3	1	3	0	0

100.0% 22.6% 77.4% 16.1% 58.1% 3.2% 9.7% 3.2% 9.7% 0.0% 0.0%

EEO3 - PROFESSIONAL/NON-FACULTY

Labor Market Area: National & Statewide

DATE: February 29, 2012

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 II											
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	0	1	0	1	0	0	0	0	0	0
Asst to Director/Residence Hall Director	5	2	3	1	2	0	1	0	0	1	0
Athletic Equipment Manager	1	1	0	1	0	0	0	0	0	0	0
Business Development Assistant	0	0	0	0	0	0	0	0	0	0	0
Business Development Coordinator	2	0	2	0	2	0	0	0	0	0	0
Contract Compliance Assistant	0	0	0	0	0	0	0	0	0	0	0
CSBDC Program Assistant	1	0	1	0	1	0	0	0	0	0	0
Customer Support Center Assistant	5	4	1	4	1	0	0	0	0	0	0
DBE Administrator	1	0	1	0	1	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
Project Specialist, History	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
Recruitment Coordinator	0	0	0	0	0	0	0	0	0	0	0
SALD Program Assistant	1	0	1	0	1	0	0	0	0	0	0
Server Support Assistant	1	1	0	0	0	1	0	0	0	0	0
Systems Support Assistant	2	1	1	1	1	0	0	0	0	0	0
Sports Information Assistant	0	0	0	0	0	0	0	0	0	0	0
Wellness Program Administrator	1	0	1	0	1	0	0	0	0	0	0
TOTALS	37	17	20	12	17	4	2	0	0	1	1
	100.0%	45.9%	54.1%	32.4%	45.9%	10.8%	5.4%	0.0%	0.0%	2.7%	2.7%

WORKFORCE ANALYSIS

DATE: February 29, 2012

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 III											
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 Bursar	1	0	1	0	1	0	0	0	0	0	0
Assistant Registrar	0	0	0	0	0	0	0	0	0	0	0
Assistant to the Bursar	1	0	1	0	0	0	1	0	0	0	0
Asst Athletic Dir., Event Coord	0	0	0	0	0	0	0	0	0	0	0
Asst Compliance Coordinator	1	0	1	0	1	0	0	0	0	0	0
Asst Dir, Center for Social Research	0	0	0	0	0	0	0	0	0	0	0
Asst Dir, Co-op Ed. & Business	0	0	0	0	0	0	0	0	0	0	0
Asst. Dir/Coord, CASD Grant Program	1	0	1	0	1	0	0	0	0	0	0
Asst Dir, Facilities Management	1	1	0	1	0	0	0	0	0	0	0
Asst Dir, Financial Aid	2	0	2	0	1	0	0	0	1	0	0
Asst Dir, Local Regional & State Affairs	0	0	0	0	0	0	0	0	0	0	0
Asst Dir, Office of Grants & Funded Research	1	0	1	0	0	0	0	0	1	0	0
Asst Dir, Recruitment & Admissions	6	2	4	1	3	0	1	1	0	0	0
Asst Dir, Registrar	1	0	1	0	1	0	0	0	0	0	0
Asst Dir, Residence Life	1	0	1	0	0	0	0	0	1	0	0
Asst Dir, Student Activities Leadership Development	0	0	0	0	0	0	0	0	0	0	0
Asst Dir, Student Center	2	0	2	0	2	0	0	0	0	0	0
Asst Dir, Telecommunications (Voice Systems Analyst)	0	0	0	0	0	0	0	0	0	0	0
Asst Dir, University Relations	0	0	0	0	0	0	0	0	0	0	0
Asst Dir/Coord. Central Access & Student Dev. Prog.	0	0	0	0	0	0	0	0	0	0	0
Asst Registrar for Info Mgmt	0	0	0	0	0	0	0	0	0	0	0
Athletics Fiscal Officer	0	0	0	0	0	0	0	0	0	0	0
B2B Dev & E-Commerce & IT Specialist	0	0	0	0	0	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
Business Development Specialist, ITBD	0	0	0	0	0	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 Assistant Manager/ITS	0	0	0	0	0	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
CSBDC Advisor	1	0	1	0	0	0	1	0	0	0	0
CSBDC Business Development Specialist	5	2	3	1	2	1	1	0	0	0	0
Customer Support Center Lead	0	0	0	0	0	0	0	0	0	0	0
Digital Media Production Coord	1	1	0	1	0	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	4	0	4	0	4	0	0	0	0	0	0
PC Maintenance Technician	1	1	0	1	0	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
Project Coordinator, History	0	0	0	0	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, ISCI	1	0	1	0	1	0	0	0	0	0	0
Science Technical Specialist	2	0	2	0	2	0	0	0	0	0	0
Server Support Specialist	1	1	0	1	0	0	0	0	0	0	0
Software Support & Training Specialist	0	0	0	0	0	0	0	0	0	0	0
Team Advisor	1	0	1	0	1	0	0	0	0	0	0
TOTALS	63	17	46	14	34	2	7	1	4	0	1
	100.0%	27.0%	73.0%	22.2%	54.0%	3.2%	11.1%	1.6%	6.3%	0.0%	1.6%

WORKFORCE ANALYSIS

DATE: February 29, 2012

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, Administration, SBDC	1	0	1	0	1	0	0	0	0	0	0
Assoc Dir, Business Dev. Servs, SBDC	1	1	0	1	0	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, Communication & Marketing	0	0	0	0	0	0	0	0	0	0	0
Assoc Dir, Counseling & Wellness Center	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, Development	0	0	0	0	0	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 Office	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, Registrar	0	0	0	0	0	0	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, Graduate Studies	0	0	0	0	0	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, Accounting	0	0	0	0	0	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
Campus One Card Administrator	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	2	2	0	2	0	0	0	0	0	0	0
Database Administrator	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	0	1	0	1	0	0	0	0	0	0
Instructional Tech Sys Admin	3	2	1	1	1	0	0	0	0	1	0
Internet Services Manager	1	1	0	1	0	0	0	0	0	0	0
Media Technology Manager	0	0	0	0	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
Purchasing Manager	1	1	0	1	0	0	0	0	0	0	0
Server Administrator, ITS	2	2	0	2	0	0	0	0	0	0	0
Server Administrator, School of Eng & Tech	1	1	0	1	0	0	0	0	0	0	0
Technical Support Specialist	0	0	0	0	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
TOTALS	59	30	29	23	23	1	2	3	3	3	1

100.0% 50.8% 49.2% 39.0% 39.0% 1.7% 3.4% 5.1% 5.1% 5.1% 1.7%

EEO3 - PROFESSIONAL/NON-FACULTY

Labor Market Area: National and Statewide

WORKFORCE ANALYSIS

DATE: February 29, 2012

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 V											
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	1	1	0	1	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	0	0	0	0	0	0	0	0	0	0	0
Dir, Univ Learning Center	1	0	1	0	1	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
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
TOTALS	26	16	10	15	8	1	1	0	1	0	0
	100.0%	61.5%	38.5%	57.7%	30.8%	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 29, 2012

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 VI											
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	1	0	1	0	1	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	1	1	0	1	0	0	0	0	0	0	0
Director, CSBDC	1	0	1	0	0	0	1	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, 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, Technical Services	1	1	0	1	0	0	0	0	0	0	0
Registrar	0	0	0	0	0	0	0	0	0	0	0
Senior Associate Athletics Director	1	1	0	0	0	1	0	0	0	0	0
TOTALS	17	13	4	10	2	1	1	2	1	0	0
	100.0%	76.5%	23.5%	58.8%	11.8%	5.9%	5.9%	11.8%	5.9%	0.0%	0.0%

Form #38A

FULL-TIME WORKFORCE

SUMMARY: Hartford LMA

WORKFORCE ANALYSIS

DATE: February 29, 2012

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	99	9	90	3	66	3	12	3	11	0	1
Technical/ParaProfessional	19	7	12	4	8	0	1	3	0	0	3
Skilled Crafts	12	12	0	12	0	0	0	0	0	0	0
Service/Maintenance	77	65	12	51	6	6	0	7	5	1	1
Protective Services	21	20	1	10	0	4	1	5	0	1	0
TOTALS	228	113	115	80	80	13	14	18	16	2	5

100.0% 49.6% 50.4% 35.1% 35.1% 5.7% 6.1% 7.9% 7.0% 0.9% 2.2%

EEO4 - SECRETARIAL/CLERICAL

Labor Market Area: Hartford County

WORKFORCE ANALYSIS

DATE: February 29, 2012

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
Admin Operations Assistant	0	0	0	0	0	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
Purchasing Assistant	0	0	0	0	0	0	0	0	0	0	0
Secretary 1	7	1	6	0	4	1	0	0	2	0	0
Telecom Dispatcher	6	2	4	1	4	1	0	0	0	0	0
Unit Supervisor	2	0	2	0	2	0	0	0	0	0	0
Sub-Total*	36	7	29	1	19	3	5	3	5	0	0
Administrative Assistant	23	1	22	1	20	0	1	0	1	0	0
Secretary 2	40	1	39	1	27	0	6	0	5	0	1
TOTALS	99	9	90	3	66	3	12	3	11	0	1
	100.0%	9.1%	90.9%	3.0%	66.7%	3.0%	12.1%	3.0%	11.1%	0.0%	1.0%

*Secretary/clerical, all titles except

Admin Assistant and Secretary 2

Note: EEO4 minus Adm.Asst. &

Sec2 =	36	7	29	1	19	3	5	3	5	0	0
	100.0%	19.4%	80.6%	2.8%	52.8%	8.3%	13.9%	8.3%	13.9%	0.0%	0.0%

EEO5 - TECHNICAL PARAPROFESSIONAL

Labor Market Area: Hartford County

WORKFORCE ANALYSIS

DATE: February 29, 2012

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
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 1	0	0	0	0	0	0	0	0	0	0	0
Univ Research Tech 2	2	2	0	1	0	0	0	1	0	0	0
TOTALS	19	7	12	4	8	0	1	3	0	0	3
	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 29, 2012

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	21	11	14	5	3	0	4	5	0	1
Duplicating Services Supv 1	0	0	0	0	0	0	0	0	0	0	0
Duplicating Technician 2	1	1	0	1	0	0	0	0	0	0	0
General Trades Worker	6	6	0	4	0	1	0	1	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 (Elecl)	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
Maintainer	1	1	0	0	0	0	0	1	0	0	0
Material Storage Supv 1	1	1	0	1	0	0	0	0	0	0	0
Power Plant Op. Energy Ctr.	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	3	3	0	2	0	1	0	0	0	0	0
Storekeeper Assistant	2	2	0	2	0	0	0	0	0	0	0
Storekeeper	5	5	0	5	0	0	0	0	0	0	0
Supervising Custodian	1	1	0	1	0	0	0	0	0	0	0
TOTALS	77	65	12	51	6	6	0	7	5	1	1
	100.0%	84.4%	15.6%	66.2%	7.8%	7.8%	0.0%	9.1%	6.5%	1.3%	1.3%

Note: EEO7 minus custodians =

45	44	1	37	1	3	0	3	0	1	0
100.0%	97.8%	2.2%	82.2%	2.2%	6.7%	0.0%	6.7%	0.0%	2.2%	0.0%

EEO7 - PROTECTIVE SERVICE
 Labor Market Area: Statewide

WORKFORCE ANALYSIS

DATE: February 29, 2012

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 29, 2012**

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
FACULTY											
Lecturer	326	161	165	143	140	5	14	3	8	10	3
Graduate Assistant	24	11	13	10	8	1	1	0	3	0	1
EXECUTIVE/MANAGEMENT											
Associate Vice President	1	0	1	0	1	0	0	0	0	0	0
Human Resources Administrator	1	0	1	0	1	0	0	0	0	0	0
PROFESSIONAL/NON-FACULTY											
Associate Accountant	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
University Assistant	98	37	61	29	46	0	6	6	6	2	3
CLERICAL/SECRETARIAL											
Clerk Typist	1	0	1	0	1	0	0	0	0	0	0
Collection Agent	1	0	1	0	1	0	0	0	0	0	0
Secretary 1	4	0	4	0	4	0	0	0	0	0	0
Secretary 2	2	0	2	0	1	0	0	0	1	0	0
University Helper	1	0	1	0	1	0	0	0	0	0	0
GRAND TOTAL	461	209	252	182	205	6	21	9	19	12	7
	100.0%	45.3%	54.7%	39.5%	44.5%	1.3%	4.6%	2.0%	4.1%	2.6%	1.5%

3/1/11 TO 2/29/12 Age Grouping of Full-time Workforce by Occupational Category

1/11/2013 8:27

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	4	6	9	5	10	1	0	35
FACULTY	0	0	4	17	35	48	54	72	80	59	25	8	402
PROFESSIONAL/NON-FACULTY	0	3	8	26	22	37	34	32	45	19	5	2	233
CLERICAL/SECRETARIAL	0	0	3	4	9	10	15	31	19	6	1	1	99
TECHNICAL/PARAPROFESSIONAL	0	0	1	0	2	1	1	3	5	5	1	0	19
SKILLED CRAFTS	0	0	0	0	1	1	4	2	3	1	0	0	12
SERVICE/MAINTENANCE	0	1	3	0	5	8	14	17	14	9	6	0	77
PROTECTIVE SERVICES	0	0	0	0	2	6	10	3	0	0	0	0	21
TOTALS	0	4	19	47	76	115	138	169	171	109	39	11	898
	0.0%	0.4%	2.1%	5.2%	8.4%	12.7%	15.2%	18.7%	18.9%	12.0%	4.3%	1.2%	100%

VIII. Workforce Analysis

PERSONS WITH DISABILITIES IN FULL-TIME WORKFORCE BY OCCUPATIONAL CATEGORY

2011-2012

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 2011, Connecticut Department of Labor Data for Affirmative Action Plans.
- (3) Digest of Educational Statistics – Fall, 2009
- (4) Race and sex composition of employees in promotable and/or transferable positions.

AVAILABILITY ANALYSIS COMPUTATION FORM

OCCUPATIONAL CATEGORY: EEO1 - EXECUTIVE/ADMINISTRATIVE

REPORTING DATE: February 28, 2012

JOB TITLE: All Titles in Category

LABOR-MARKET AREA: Statewide and National

FACTOR	TOTAL MALE			TOTAL FEMALE			WHITE MALE			WHITE FEMALE			BLACK MALE			BLACK FEMALE			HISPANIC MALE			HISPANIC FEMALE			OTHER MALE			OTHER FEMALE			SOURCE OF STATISTIC	REASON(S) FOR WEIGHTING THE FACTOR		
	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				
MANDATORY	1. Employment Data in the Applicable Labor Market Area	39.4	80	31.5	60.6	80	48.5	32.4	80	25.9	46.9	80	37.5	3.8	80	3.0	8.2	80	6.6	2.1	80	1.7	3.9	80	3.1	1.1	80	0.9	1.6	80	1.3	Census 2000 EEO data tool, US Total, Education Administrators December 2011 Jobseekers Workforce Analysis: Faculty rank of Professor and Professional/ Non-Faculty likely from ranks V & VI.	Hires are recruited primarily from national searches. Unemployment figures account for a small % of hires into the category. Promotions and transfers account for small % of appointments into this category.	
	2. Unemployment in Applicable Labor-Market Area	56.7	10	5.7	43.3	10	4.3	41.6	10	4.2	29.7	10	3.0	4.5	10	0.5	4.8	10	0.5	5.4	10	0.5	5.0	10	0.5	5.2	10	0.5	3.8	10	0.4			
	3. Promotable/ Transferables	67.4	10	6.7	32.6	10	3.3	58.1	10	5.8	23.3	10	2.3	4.7	10	0.5	4.7	10	0.5	4.7	10	0.5	4.7	10	0.5	0.0	10	0.0	0.0	10	0.0			
OPTIONAL	4. Population in Applicable LMA																																	
	5. Client Population Figures																																	
	6. Educational/ Technical Training Figures																																	
	7. Other Source (Specify) Civ. Lab. Force																																	
	FINAL AVAILABILITY BASE PERCENTAGE =			43.9			56.1			35.9			42.8			4.0			7.6			2.7			4.1			1.4			1.7			

RS=RAW STATISTIC

VW=VALUE WEIGHT

WF=WEIGHTED FACTOR

1. Census 2000 EEO Data Tool, US Total, Education Administrators (119030)

2. State of Connecticut Jobseekers, December, 2011, Statewide, 09 Statewide, Pg. 4, Code: 11, Management Occupations

3. Promotable/Transferable Percentage: Workforce Analysis Professional Non-Faculty Ranks V & VI.

Employed data	GT	TM	TF	WM	WF	BM	BF	HM	HF	OM	OF
Educ Admin	695029	273770	421259	225340	325700	26575	57165	14305	27050	7550	11344
Total	695029	273770	421259	225340	325700	26575	57165	14305	27050	7550	11344
Percentage	100.0%	39.4%	60.6%	32.4%	46.9%	3.8%	8.2%	2.1%	3.9%	1.1%	1.6%

Unemployed data	GT	TM	TF	WM	WF	BM	BF	HM	HF	OM	OF
SOC CODE 11	3490	1980	1510	1451	1035	157	166	190	176	182	133
Total	3490	1980	1510	1451	1035	157	166	190	176	182	133
Percentage	100.0%	56.7%	43.3%	41.6%	29.7%	4.5%	4.8%	5.4%	5.0%	5.2%	3.8%

Promo Pool	GT	TM	TF	WM	WF	BM	BF	HM	HF	OM	OF
Professional/ Non-Faculty V&VI	43	29	14	25	10	2	2	2	2	0	0
Total	43	29	14	25	10	2	2	2	2	0	0
Percentage	100.0%	67.4%	32.6%	58.1%	23.3%	4.7%	4.7%	4.7%	4.7%	0.0%	0.0%

AVAILABILITY ANALYSIS COMPUTATION FORM

OCCUPATIONAL CATEGORY: EEO2 - FACULTY

REPORTING DATE: February 28, 2012

JOB TITLE: Professor

LABOR-MARKET AREA: Statewide and National

FACTOR	TOTAL MALE			TOTAL FEMALE			WHITE MALE			WHITE FEMALE			BLACK MALE			BLACK FEMALE			HISPANIC MALE			HISPANIC FEMALE			OTHER MALE			OTHER FEMALE			SOURCE OF STATISTIC	REASON(S) FOR WEIGHTING THE FACTOR	
	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			
MANDATORY	1. Employment Data in the Applicable Labor Market Area	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	See #1 below	Source of limited recruitment, minimal weight given.
	2. Unemployment in Applicable Labor-Market Area	45.5	5	2.3	54.5	5	2.7	19.2	5	1.0	19.2	5	1.0	16.8	5	0.8	15.0	5	0.8	6.0	5	0.3	12.6	5	0.6	3.6	5	0.2	7.8	5	0.4	December 2011 Jobseekers	Hires very unlikely to come from the ranks of the unemployed. Largest % of appointments from faculty workforce promotions.
	3. Promotable/Transferables	57.4	75	43.1 0.0	42.6	75	32.0 0.0	43.4	75	32.6 0.0	40.2	75	30.2 0.0	2.5	75	1.9 0.0	1.6	75	1.2 0.0	3.3	75	2.5 0.0	0.0	75	0.0 0.0	8.2	75	6.2 0.0	0.8	75	0.6 0.0	Eligible Employees from Associate Professor Rank.	
OPTIONAL	4. Population in Applicable LMA			0.0			0.0			0.0			0.0			0.0			0.0			0.0			0.0			0.0			0.0		
	5. Client Population Figures			0.0			0.0			0.0			0.0			0.0			0.0			0.0			0.0			0.0			0.0		
	6. Educational/Technical Figures			0.0			0.0			0.0			0.0			0.0			0.0			0.0			0.0			0.0			0.0		
	7. Other Source (Specify) Civ. Lab. Force	58.8	10	5.9	41.2	10	4.1	47.7	10	4.8	33.7	10	3.4	2.9	10	0.3	2.8	10	0.3	2.1	10	0.2	1.6	10	0.2	6.0	10	0.6	3.2	10	0.3	See #7 below	Some recruitment is done nationally.
8. Other Source (Specify) Civ. Lab. Force			0.0 0.0			0.0 0.0			0.0 0.0			0.0 0.0			0.0 0.0			0.0 0.0			0.0 0.0			0.0 0.0			0.0 0.0			0.0 0.0			
FINAL AVAILABILITY BASE PERCENTAGE =				56.5			43.6			42.5			38.5			3.3			2.6			3.2			1.1			7.5			1.7		

RS=RAW STATISTIC
VW=VALUE WEIGHT
WF=WEIGHTED FACTOR

1. Census 2000 EEO Data Tool, Statewide Data, CT, Postsecondary teachers (SOC 25-1000)
2. State of Connecticut Jobseekers, December 2011, Statewide, Pg. 5, SOC Code: 25.10, Postsecondary Teachers.
3. Promotable/Transferable Percentage: Eligible employees from - Associate Professor Rank.
7. Digest of Educational Statistics, 2009. Table 260 Full time instructional faculty, Associate Professor

Employed data	GT	TM	TF	WM	WF	BM	BF	HM	HF	OM	OF
Postsec Teachers	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%

Unemployed data	GT	TM	TF	WM	WF	BM	BF	HM	HF	OM	OF
Postsec Teachers	167	76	91	32	32	28	25	10	21	6	13
Percentage	100.0%	45.5%	54.5%	19.2%	19.2%	16.8%	15.0%	6.0%	12.6%	3.6%	7.8%

Promo Pool	GT	TM	TF	WM	WF	BM	BF	HM	HF	OM	OF
Assoc Professor	122	70	52	53	49	3	2	4	0	10	1
Percentage	100.0%	57.4%	42.6%	43.4%	40.2%	2.5%	1.6%	3.3%	0.0%	8.2%	0.8%

Associate Prof. Number	GT	TM	TF	WM	WF	BM	BF	HM	HF	OM	OF
	144049	84682	59367	68747	48523	4180	3983	3096	2287	8659	4574
Percentage	100.0%	58.8%	41.2%	47.7%	33.7%	2.9%	2.8%	2.1%	1.6%	6.0%	3.2%

AVAILABILITY ANALYSIS COMPUTATION FORM

OCCUPATIONAL CATEGORY: EEO2 - FACULTY

REPORTING DATE: February 28, 2012

JOB TITLE: Associate Professor

LABOR-MARKET AREA: Statewide and National

FACTOR	TOTAL MALE			TOTAL FEMALE			WHITE MALE			WHITE FEMALE			BLACK MALE			BLACK FEMALE			HISPANIC MALE			HISPANIC FEMALE			OTHER MALE			OTHER FEMALE			SOURCE OF STATISTIC	REASON(S) FOR WEIGHTING THE FACTOR	
	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			
MANDATORY	1. Employment Data in the Applicable Labor Market Area	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	See #1 below.	Source of limited recruitment, minimal weight given.
	2. Unemployment in Applicable Labor-Market Area	45.5	5	2.3	54.5	5	2.7	19.2	5	1.0	19.2	5	1.0	16.8	5	0.8	15.0	5	0.8	6.0	5	0.3	12.6	5	0.6	3.6	5	0.2	7.8	5	0.4	December 2011 Jobseekers Eligible employees from Assistant Professor Rank.	Hires less likely to come from the ranks of the unemployed. Largest % of appointments from faculty workforce promotions.
	3. Promotable/Transferables	50.0	70	35.0 0.0	50.0	70	35.0 0.0	40.0	70	28.0 0.0	41.3	70	28.9 0.0	3.8	70	2.7 0.0	2.5	70	1.8 0.0	0.0	70	0.0 0.0	2.5	70	1.8 0.0	6.3	70	4.4 0.0	3.8	70	2.7 0.0		
OPTIONAL	4. Population in the Applicable LMA			0.0			0.0			0.0			0.0			0.0			0.0			0.0			0.0			0.0			0.0		
	5. Client Population Figures			0.0			0.0			0.0			0.0			0.0			0.0			0.0			0.0			0.0			0.0		
	6. Educational/Technical Figures			0.0			0.0			0.0			0.0			0.0			0.0			0.0			0.0			0.0			0.0		
	7. Other Source (Specify) Civ. Labor Force	50.7	15	7.6 0.0 0.0	49.3	15	7.4 0.0 0.0	38.4	15	5.8 0.0 0.0	37.6	15	5.6 0.0 0.0	2.9	15	0.4 0.0 0.0	4.1	15	0.6 0.0 0.0	2.2	15	0.3 0.0 0.0	2.2	15	0.3 0.0 0.0	7.1	15	1.1 0.0 0.0	5.5	15	0.8 0.0 0.0	See #7 below	Some recruitment is done nationally.
FINAL AVAILABILITY BASE PERCENTAGE=			50.1	49.9			38.9			39.4			4.2			3.5			0.8			3.0			6.2			4.3					

RS=RAW STATISTIC
VW=VALUE WEIGHT
WF=WEIGHTED FACTOR

- Census 2000 EEO Data Tool, Statewide Data, CT, Postsecondary teachers (SOC 25-1000)
- State of Connecticut Jobseekers, December 2011, Statewide, Pg. 5, SOC Code: 25.10, Postsecondary Teachers.
- Promotable/Transferable Percentage: Eligible employees from - Assistant Professor Rank
- Digest of Education Statistics, 2009. Table 260 Full time instructional faculty, Assistant Professor Rank

Employed data	GT	TM	TF	WM	WF	BM	BF	HM	HF	OM	OF
Postsec Teachers	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%

Unemployed data	GT	TM	TF	WM	WF	BM	BF	HM	HF	OM	OF
Postsec Teachers	167	76	91	32	32	28	25	10	21	6	13
Percentage	100.0%	45.5%	54.5%	19.2%	19.2%	16.8%	15.0%	6.0%	12.6%	3.6%	7.8%

Promo Pool	GT	TM	TF	WM	WF	BM	BF	HM	HF	OM	OF
Asst Professor	80	40	40	32	33	3	2	0	2	5	3
Percentage	100.0%	50.0%	50.0%	40.0%	41.3%	3.8%	2.5%	0.0%	2.5%	6.3%	3.8%

Assistant Prof	GT	TM	TF	WM	WF	BM	BF	HM	HF	OM	OF
Number	155091	78561	76530	59607	58285	4568	6411	3422	3367	10964	8467
Percentage	100.0%	50.7%	49.3%	38.4%	37.6%	2.9%	4.1%	2.2%	2.2%	7.1%	5.5%

AVAILABILITY ANALYSIS COMPUTATION FORM

OCCUPATIONAL CATEGORY: EEO2 - FACULTY

REPORTING DATE: February 28, 2012

JOB TITLE: Assistant Professor

LABOR-MARKET AREA: Statewide and National

FACTOR	TOTAL MALE			TOTAL FEMALE			WHITE MALE			WHITE FEMALE			BLACK MALE			BLACK FEMALE			HISPANIC MALE			HISPANIC FEMALE			OTHER MALE			OTHER FEMALE			SOURCE OF STATISTIC	REASON(S) FOR WEIGHTING THE FACTOR	
	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			
MANDATORY	1. Employment Data in the Applicable Labor Market Area	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	See #1 below.	Source of limited recruitment
	2. Unemployment in Applicable Labor-Market Area	45.5	15	6.8	54.5	15	8.2	19.2	15	2.9	19.2	15	2.9	16.8	15	2.5	15.0	15	2.3	6.0	15	0.9	12.6	15	1.9	3.6	15	0.5	7.8	15	1.2	December 2010 Jobseekers LMI/SEE employees from Instructor Rank.	Hires less likely to come from the ranks of the unemployed. Rarely promotables - usually entry level position.
	3. Promotable/Transferables	40.0	0	0.0	60.0	0	0.0	40.0	0	0.0	60.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0		
OPTIONAL	4. Population in the Applicable LMA			0.0			0.0			0.0			0.0			0.0			0.0			0.0			0.0			0.0			0.0		
	5. Client Population Figures			0.0			0.0			0.0			0.0			0.0			0.0			0.0			0.0			0.0			0.0		
	6. Educational/Technical Figures			0.0			0.0			0.0			0.0			0.0			0.0			0.0			0.0			0.0			0.0		
	7. Other Source (Specify) Civ. Lab. Force	50.7	25	12.7	49.3	25	12.3	38.4	25	9.6	37.6	25	9.4	2.9	25	0.7	4.1	25	1.0	2.2	25	0.6	2.2	25	0.6	7.1	25	1.8	5.5	25	1.4	See #7 below	Recruitment is done primarily from national searches.
8. Other Source (Specify) Civ. Lab. Force	42.5	50	21.3	57.5	50	28.8	33.6	50	16.8	44.4	50	22.2	2.9	50	1.5	5.8	50	2.9	2.1	50	1.1	2.8	50	1.4	3.8	50	1.9	4.5	50	2.3	See #8 below	Recruitment is done primarily from national searches.	
FINAL AVAILABILITY BASE PERCENTAGE=		46.0			54.1			33.4			38.4			5.0			6.5			2.8			4.2			4.7			5.3				

RS=RAW STATISTIC
VW=VALUE WEIGHT
WF=WEIGHTED FACTOR

1. Census 2000 EEO Data Tool, Statewide Data, CT, Postsecondary teachers (SOC 25-1000)
2. State of Connecticut Jobseekers, December 2011, Statewide, Pg. 5, SOC Code: 25.10, Postsecondary Teachers.
3. Promotable/Transferable Percentage: Eligible employees from Faculty-Instructor Rank.
7. Digest of Education Statistics, 2009. Table 260 Full time instructional faculty, Assistant Professor Rank
8. Digest of Education Statistics, Fall 2009. Table 330 Doctor's degrees

Employed data	GT	TM	TF	WM	WF	BM	BF	HM	HF	OM	OF
Postsec Teachers	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%

Unemployed data	GT	TM	TF	WM	WF	BM	BF	HM	HF	OM	OF
Postsec Teachers	167	76	91	32	32	28	25	10	21	6	13
Percentage	100.0%	45.5%	54.5%	19.2%	19.2%	16.8%	15.0%	6.0%	12.6%	3.6%	7.8%

Promo Pool	GT	TM	TF	WM	WF	BM	BF	HM	HF	OM	OF
Instructor	5	2	3	2	3	0	0	0	0	0	0
Percentage	100.0%	40.0%	60.0%	40.0%	60.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

Assistant Prof	GT	TM	TF	WM	WF	BM	BF	HM	HF	OM	OF
Number	155091	78561	76530	59607	58285	4568	6411	3422	3367	10964	8467
Percentage	100.0%	50.7%	49.3%	38.4%	37.6%	2.9%	4.1%	2.2%	2.2%	7.1%	5.5%

Phd Degrees	GT	TM	TF	WM	WF	BM	BF	HM	HF	OM	OF
Number	50829	21578	29251	17094	22554	1484	2950	1092	1448	1908	2299
Percentage	100.0%	42.5%	57.5%	33.6%	44.4%	2.9%	5.8%	2.1%	2.8%	3.8%	4.5%

AVAILABILITY ANALYSIS COMPUTATION FORM

OCCUPATIONAL CATEGORY: EEO2 - FACULTY

REPORTING DATE: February 28, 2012

JOB TITLE: Instructor

LABOR-MARKET AREA: Statewide and National

FACTOR	TOTAL MALE			TOTAL FEMALE			WHITE MALE			WHITE FEMALE			BLACK MALE			BLACK FEMALE			HISPANIC MALE			HISPANIC FEMALE			OTHER MALE			OTHER FEMALE			SOURCE OF STATISTIC	REASON(S) FOR WEIGHTING THE FACTOR	
	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			
MANDATORY	1. Employment Data in the Applicable Labor Market Area	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	See #1 below	Statewide employment source of vast majority of appointments at this level
	2. Unemployment in Applicable Labor-Market Area	45.5	20	9.1	54.5	20	10.9	19.2	20	3.8	19.2	20	3.8	16.8	20	3.4	15.0	20	3.0	6.0	20	1.2	12.6	20	2.5	3.6	20	0.7	7.8	20	1.6	December 2011 Jobseekers	Hires could come from the ranks of the unemployed.
	3. Promotable/Transferables	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0		No promotables-entry level position.
OPTIONAL	4. Population in Applicable LMA			0.0			0.0			0.0			0.0			0.0			0.0			0.0			0.0			0.0			0.0		
	5. Client Population Figures			0.0			0.0			0.0			0.0			0.0			0.0			0.0			0.0			0.0			0.0		
	6. Educational/Technical Figures			0.0			0.0			0.0			0.0			0.0			0.0			0.0			0.0			0.0			0.0		
	7. Other Source (Specify) Civ. Lab. Force			0.0			0.0			0.0			0.0			0.0			0.0			0.0			0.0			0.0			0.0		
8. Other Source (Specify) Civ. Lab. Force			0.0			0.0			0.0			0.0			0.0			0.0			0.0			0.0			0.0			0.0			
FINAL AVAILABILITY BASE PERCENTAGE=				50.5			49.5			36.7			35.0			5.6			5.0			3.1			4.5			5.0			5.0		

RS=RAW STATISTIC
 VW=VALUE WEIGHT
 WF=WEIGHTED FACTOR

1. Census 2000 EEO Data Tool, Statewide, Postsecondary teachers (SOC 25-1000). Revised 2005.
 2. State of Connecticut Jobseekers, December 2011, Statewide, Pg. 5, SOC Code: 25.10, Postsecondary Teachers.

	GT	TM	TF	WM	WF	BM	BF	HM	HF	OM	OF
Employed data											
Postsec Teachers	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%
Unemployed data											
Postsec Teachers	167	76	91	32	32	28	25	10	21	6	13
Percentage	100.0%	45.5%	54.5%	19.2%	19.2%	16.8%	15.0%	6.0%	12.6%	3.6%	7.8%

AVAILABILITY ANALYSIS COMPUTATION FORM

OCCUPATIONAL CATEGORY: EEO3 - PROFESSIONAL/NON-FACULTY

REPORTING DATE: February 28, 2012

JOB TITLE: All Titles In Category

LABOR-MARKET AREA: Statewide and National

FACTOR	TOTAL MALE			TOTAL FEMALE			WHITE MALE			WHITE FEMALE			BLACK MALE			BLACK FEMALE			HISPANIC MALE			HISPANIC FEMALE			OTHER MALE			OTHER FEMALE			SOURCE OF STATISTIC	REASON(S) FOR WEIGHTING THE FACTOR	
	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			
MANDATORY	1. Employment Data in the Applicable Labor Market Area	41.8	70	29.3	58.2	70	40.7	37.2	70	26.0	50.9	70	35.6	2.7	70	1.9	4.0	70	2.8	1.2	70	0.8	2.0	70	1.4	0.8	70	0.6	1.3	70	0.9	See #1 below.	Primary source of hires for this category. Unemployment figures account for a small % of hires into this category. Limited amount of promotions in this category.
	2. Unemployment in Applicable Labor-Market Area	21.8	30	6.5	78.2	30	23.5	9.4	30	2.8	36.0	30	10.8	5.3	30	1.6	17.9	30	5.4	4.5	30	1.4	16.1	30	4.8	2.6	30	0.8	8.3	30	2.5	December 2011 Jobseekers	
	3. Promotable/Transferables	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0		
OPTIONAL	4. Population in Applicable LMA																																
	5. Client Population Figures																																
	6. Educational/Technical Figures																																
7. Other Source (Specify) Civ. Lab. Force			0.0			0.0			0.0			0.0			0.0			0.0			0.0			0.0			0.0			0.0			
8. Other Source (Specify) Civ. Lab. Force			0.0			0.0			0.0			0.0			0.0			0.0			0.0			0.0			0.0			0.0			
FINAL AVAILABILITY BASE PERCENTAGE=			35.8			64.2			28.8			46.4			3.5			8.2			2.2			6.2			1.4			3.4			

RS=RAW STATISTIC

VW=VALUE WEIGHT

WF=WEIGHTED FACTOR

- 2000 COS Vol. 2 - Statewide CT, Pgs. 2 & 3, Line: Education Administrators (119030)
- State of Connecticut Jobseekers, December, 2011, Statewide, Pg. 5, SOC Code: 25.90, Other Education, Training & Library Occupations.
- No Promotable or Transferable Pool.

Employed data	GT	TM	TF	WM	WF	BM	BF	HM	HF	OM	OF
Educ Admin	9937	4158	5779	3695	5060	265	395	120	195	78	129
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%

Unemployed data	GT	TM	TF	WM	WF	BM	BF	HM	HF	OM	OF
SOC CODE 25.90	509	111	398	48	183	27	91	23	82	13	42
Total	509	111	398	48	183	27	91	23	82	13	42
Percentage	100.0%	21.8%	78.2%	9.4%	36.0%	5.3%	17.9%	4.5%	16.1%	2.6%	8.3%

AVAILABILITY ANALYSIS COMPUTATION FORM

OCCUPATIONAL CATEGORY: EEO4 - SECRETARIAL CLERICAL

REPORTING DATE: February 29, 2012

JOB TITLE: All Titles Except Secretary 2 & Administrative Assistant

LABOR-MARKET AREA: Hartford County

FACTOR	TOTAL MALE			TOTAL FEMALE			WHITE MALE			WHITE FEMALE			BLACK MALE			BLACK FEMALE			HISPANIC MALE			HISPANIC FEMALE			OTHER MALE			OTHER FEMALE			SOURCE OF STATISTIC	REASON(S) FOR WEIGHTING THE FACTOR		
	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				
MANDATORY	1. Employment Data in the Applicable Labor Market Area	24.9	80	19.9	75.1	80	60.1	17.9	80	14.3	52.7	80	42.2	3.8	80	3.0	12.5	80	10.0	2.1	80	1.7	7.2	80	5.8	1.1	80	0.9	2.6	80	2.1	See #1 below	Primary source of hires for this category.	
	2. Unemployment in Applicable Labor-Market Area	29.3	20	5.9	70.7	20	14.1	12.5	20	2.5	25.5	20	5.1	7.1	20	1.4	26.7	20	5.3	6.8	20	1.4	13.0	20	2.6	3.0	20	0.6	5.4	20	1.1	December 2011 Jobseekers	Secondary source of hires for this category.	
	3. Promotable/ Transferables	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	Entry level positions. Promotions within the category.
OPTIONAL	4. Population in Applicable LMA																																	
	5. Client Population Figures																																	
	6. Educational/ Technical Training Figures																																	
	7. Other Source (Specify) Civ. Lab. Force	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	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) Civ. Lab. Force	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0.0		

FINAL AVAILABILITY BASE PERCENTAGE =

25.8	74.2	16.8	47.3	4.4	15.3	3.1	8.4	1.5	3.2
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RS=RAW STATISTIC

1. 2000 COS Vol. 2 Pgs. 40 & 41, Hartford County Line: Other Office & Admin. Support Workers (439000)

VW=VALUE WEIGHT

2. State of Connecticut Jobseekers, December 2011, Hartford LMA, Pg. 22, SOC Code: 43.9, Other office and administrative support workers

WF=WEIGHTED FACTOR

3. Most promotions are within the category.

Employed data	GT	TM	TF	WM	WF	BM	BF	HM	HF	OM	OF
Other Office & Suppt	15691.0	3908.0	11783.0	2804	8275	595	1960	336	1134	173	414
Total	15691.0	3908.0	11783.0	2804	8275	595	1960	336	1134	173	414
Percentage	100.0	24.9	75.1	17.9	52.7	3.8	12.5	2.1	7.2	1.1	2.6

Unemployed data	GT	TM	TF	WM	WF	BM	BF	HM	HF	OM	OF
SOC Code 43.9	576.0	169.0	407.0	72	147	41	154	39	75	17	31
Total	576.0	169.0	407.0	72	147	41	154	39	75	17	31
Percentage	100.0	29.3	70.7	12.5	25.5	7.1	26.7	6.8	13.0	3.0	5.4

AVAILABILITY ANALYSIS COMPUTATION FORM

OCCUPATIONAL CATEGORY: EEO4 - SECRETARIAL CLERICAL

REPORTING DATE: February 29, 2012

JOB TITLE: Administrative Assistant

LABOR-MARKET AREA: Hartford County

FACTOR	TOTAL MALE			TOTAL FEMALE			WHITE MALE			WHITE FEMALE			BLACK MALE			BLACK FEMALE			HISPANIC MALE			HISPANIC FEMALE			OTHER MALE			OTHER FEMALE			SOURCE OF STATISTIC	REASON(S) FOR WEIGHTING THE FACTOR	
	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			
MANDATORY	1. Employment Data in the Applicable Labor Market Area	3.5	25	0.9	96.5	25	24.1	2.7	25	0.7	79.1	25	19.8	0.4	25	0.1	10.3	25	2.6	0.3	25	0.1	5.4	25	1.4	0.1	25	0.0	1.7	25	0.4	See #1 below	Significant source of hires for this category.
	2. Unemployment in Applicable Labor-Market Area	7.0	15	1.1	93.0	15	14.0	2.8	15	0.4	47.6	15	7.1	2.3	15	0.3	22.7	15	3.4	0.6	15	0.1	13.0	15	2.0	1.3	15	0.2	9.8	15	1.5	December 2011 Jobseekers	Secondary source of hires for this category.
	3. Promotable/Transferables	2.5	60	1.5	97.5	60	58.5	2.5	60	1.5	67.5	60	40.5	0.0	60	0.0	15.0	60	9.0	0.0	60	0.0	12.5	60	7.5	0.0	60	0.0	2.5	60	1.5	Workforce Analysis	Most positions are filled by promotions from Secretary 2.
OPTIONAL	4. Population in Applicable LMA																																
	5. Client Population Figures																																
	6. Educational/Technical Training Figures																																
7. Other Source (Specify) Civ. Lab. Force	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	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) Civ. Lab. Force	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0			
FINAL AVAILABILITY BASE PERCENTAGE =		3.5			96.6			2.6			67.4			0.4			15.0			0.2			10.9			0.2			3.4				

RS=RAW STATISTIC

VW=VALUE WEIGHT

WF=WEIGHTED FACTOR

1. 2000 COS Vol. 2 Pgs.40 & 41, Hartford County Line: Secretaries & Administrative Assistants (436010)

2. State of Connecticut Jobseekers, December 2011, Hartford LMA, Pg. 22, SOC Code: 43.60, Secretaries & Administrative Assistants.

3. Promotions from Secretary 2 category.

Employed data	GT	TM	TF	WM	WF	BM	BF	HM	HF	OM	OF
Sec & Admin Assts	13190.0	460.0	12730.0	360	10430	50	1360	35	715	15	225
Total	13190.0	460.0	12730.0	360	10430	50	1360	35	715	15	225
Percentage	100.0%	3.5%	96.5%	2.7%	79.1%	0.4%	10.3%	0.3%	5.4%	0.1%	1.7%

Unemployed data	GT	TM	TF	WM	WF	BM	BF	HM	HF	OM	OF
SOC CODE 43.60	471.0	33.0	438.0	13	224	11	107	3	61	6	46
Total	471.0	33.0	438.0	13	224	11	107	3	61	6	46
Percentage	100.0%	7.0%	93.0%	2.8%	47.6%	2.3%	22.7%	0.6%	13.0%	1.3%	9.8%

Promo Pool	GT	TM	TF	WM	WF	BM	BF	HM	HF	OM	OF
Secretary 2	40.0	1.0	39.0	1	27	0	6	0	5	0	1
Total	40.0	1.0	39.0	1	27	0	6	0	5	0	1
Percentage	100.0%	2.5%	97.5%	2.5%	67.5%	0.0%	15.0%	0.0%	12.5%	0.0%	2.5%

AVAILABILITY ANALYSIS COMPUTATION FORM

OCCUPATIONAL CATEGORY: EEO4 - SECRETARIAL CLERICAL

REPORTING DATE: February 29, 2012

JOB TITLE: Secretary 2

LABOR-MARKET AREA: Hartford County

FACTOR	TOTAL MALE			TOTAL FEMALE			WHITE MALE			WHITE FEMALE			BLACK MALE			BLACK FEMALE			HISPANIC MALE			HISPANIC FEMALE			OTHER MALE			OTHER FEMALE			SOURCE OF STATISTIC	REASON(S) FOR WEIGHTING THE FACTOR																																
	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																																		
MANDATORY	1. Employment Data in the Applicable Labor Market Area																														3.5	80	2.8	96.5	80	77.2	2.7	80	2.2	79.1	80	63.3	0.4	80	0.3	10.3	80	8.2	0.3	80	0.2	5.4	80	4.3	0.1	80	0.1	1.7	80	1.4	See #1 below	Primary source of hires for this category.		
	2. Unemployment in Applicable Labor-Market Area																														7.0	10	0.7	93.0	10	9.3	2.8	10	0.3	47.6	10	4.8	2.3	10	0.2	22.7	10	2.3	0.6	10	0.1	13.0	10	1.3	1.3	10	0.1	9.8	10	1.0	December 2011 Jobseekers	Secondary source of hires for this category.		
	3. Promotable/Transferables																														14.3	10	1.4	85.7	10	8.6	0.0	10	0.0	57.1	10	5.7	14.3	10	1.4	0.0	10	0.0	0.0	10	0.0	28.6	10	2.9	0.0	10	0.0	0.0	10	0.0	Workforce Analysis	Some of the positions are filled by promotions from Secretary 1.		
OPTIONAL	4. Population in Applicable LMA																																																															
	5. Client Population Figures																																																															
	6. Educational/Technical Training Figures																																																															
7. Other Source (Specify) Civ. Lab. Force																														0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	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) Civ. Lab. Force																														0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0		
FINAL AVAILABILITY BASE PERCENTAGE =																																4.9			95.1			2.5			73.8			1.9			10.5			0.3			8.5			0.2			2.4					

RS=RAW STATISTIC
 VW=VALUE WEIGHT
 WF=WEIGHTED FACTOR

- 2000 COS Vol. 2 Pgs. 40 & 41, Hartford County Line: Secretaries & Administrative Assistants (436010)
- State of Connecticut Jobseekers, December 2011, Hartford LMA, Pg. 22, SOC Code: 43.60, Secretaries & Administrative Assistants.
- Promotions from Secretary 1 category.

Employed data	GT	TM	TF	WM	WF	BM	BF	HM	HF	OM	OF
Sec & Admin Assts	13190	460	12730	360	10430	50	1360	35	715	15	225
Total	13190	460	12730	360	10430	50	1360	35	715	15	225
Percentage	100.0%	3.5%	96.5%	2.7%	79.1%	0.4%	10.3%	0.3%	5.4%	0.1%	1.7%

Unemployed data	GT	TM	TF	WM	WF	BM	BF	HM	HF	OM	OF
SOC CODE 43.60	471	33	438	13	224	11	107	3	61	6	46
Total	471	33	438	13	224	11	107	3	61	6	46
Percentage	100.0%	7.0%	93.0%	2.8%	47.6%	2.3%	22.7%	0.6%	13.0%	1.3%	9.8%

Promo Pool	GT	TM	TF	WM	WF	BM	BF	HM	HF	OM	OF
Secretary 1	7	1	6	0	4	1	0	0	2	0	0
Total	7	1	6	0	4	1	0	0	2	0	0
Percentage	100.0%	14.3%	85.7%	0.0%	57.1%	14.3%	0.0%	0.0%	28.6%	0.0%	0.0%

AVAILABILITY ANALYSIS COMPUTATION FORM

OCCUPATIONAL CATEGORY: EEO5 - TECHNICAL PARAPROFESSIONAL

REPORTING DATE: February 29, 2012

JOB TITLE: All Titles in this category

LABOR-MARKET AREA: Hartford County

FACTOR	TOTAL MALE			TOTAL FEMALE			WHITE MALE			WHITE FEMALE			BLACK MALE			BLACK FEMALE			HISPANIC MALE			HISPANIC FEMALE			OTHER MALE			OTHER FEMALE			SOURCE OF STATISTIC	REASON(S) FOR WEIGHTING THE FACTOR			
	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					
MANDATORY	1. Employment Data in the Applicable Labor Market Area	25.1	70	17.6	74.9	70	52.4	18.0	70	12.6	52.8	70	37.0	3.9	70	2.7	12.3	70	8.6	2.2	70	1.5	7.1	70	5.0	1.1	70	0.8	2.6	70	1.8	See #1 below	Primary source of hires for this category.		
	2. Unemployment in Applicable Labor-Market Area	37.5	30	11.3	62.5	30	18.8	18.6	30	5.6	29.8	30	8.9	8.0	30	2.4	15.2	30	4.6	6.3	30	1.9	11.5	30	3.5	4.6	30	1.4	6.0	30	1.8	December 2011 Jobseekers	Secondary source of hires for this category.		
	3. Promotable/Transferables	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0		Entry level positions. Promotions within the category.		
OPTIONAL	4. Population in Applicable LMA																																		
	5. Client Population Figures																																		
	6. Educational/Technical Training 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)	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0.0	0	0.0		

FINAL AVAILABILITY BASE PERCENTAGE =

28.9	71.2	18.2	45.9	5.1	13.2	3.4	8.5	2.2	3.6
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RS=RAW STATISTIC

1. 2000 COS Vol. 2 Pgs. 32-33 & 40-41, Hartford County Line: Library Technicians (254031) & Other Office & Admin Support Workers (439000)

VW=VALUE WEIGHT

2. State of Connecticut Jobseekers, Dec. 2011, Hartford, Pg. 20-21, SOC Codes: 13.20, Financial Specialists & 25.90 Other Education, Training & Library.

WF=WEIGHTED FACTOR

Employed data	GT	TM	TF	WM	WF	BM	BF	HM	HF	OM	OF
Other Office & Support	15691	3908	11783	2804	8275	595	1960	336	1134	173	414
Library Technicians	180	80	100	45	100	25	0	10	0	0	0
Total	15871	3988	11883	2849	8375	620	1960	346	1134	173	414
Percentage	100.0%	25.1%	74.9%	18.0%	52.8%	3.9%	12.3%	2.2%	7.1%	1.1%	2.6%

Unemployed data	GT	TM	TF	WM	WF	BM	BF	HM	HF	OM	OF
SOC Code 13.20	210	89	121	52	65	16	31	10	11	11	14
SOC code 25.90	139	42	97	13	39	12	22	12	29	5	7
Total	349	131	218	65	104	28	53	22	40	16	21
Percentage	100.0%	37.5%	62.5%	18.6%	29.8%	8.0%	15.2%	6.3%	11.5%	4.6%	6.0%

AVAILABILITY ANALYSIS COMPUTATION FORM

OCCUPATIONAL CATEGORY: EEO6 - SKILLED CRAFT

REPORTING DATE: February 29, 2012

JOB TITLE: All Titles in this category

LABOR-MARKET AREA: Hartford County

FACTOR	TOTAL MALE			TOTAL FEMALE			WHITE MALE			WHITE FEMALE			BLACK MALE			BLACK FEMALE			HISPANIC MALE			HISPANIC FEMALE			OTHER MALE			OTHER FEMALE			SOURCE OF STATISTIC	REASON(S) FOR WEIGHTING THE FACTOR			
	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					
MANDATORY	1. Employment Data in the Applicable Labor Market Area	97.6	80	78.1	2.4	80	1.9	78.6	80	62.9	1.8	80	1.4	7.5	80	6.0	0.2	80	0.2	8.9	80	7.1	0.3	80	0.2	2.7	80	2.2	0.1	80	0.1	See #1 below.	Primary source of hires for this category.		
	2. Unemployment in Applicable Labor Market Area	97.7	20	19.5	2.3	20	0.5	56.1	20	11.2	1.1	20	0.2	14.4	20	2.9	0.1	20	0.0	18.2	20	3.6	0.7	20	0.1	9.1	20	1.8	0.4	20	0.1	December 2011 Jobseekers	Relevant & challenging source of hires.		
	3. Promotable/Transferables	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0.0	0.0	0.0
OPTIONAL	4. Population in Applicable LMA																																		
	5. Client Population Figures																																		
	6. Educational/Technical Training Figures																																		
7. Other Source (Specify) Civ. Lab. Force	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0	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) Civ. Lab. Force	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0.0	
FINAL AVAILABILITY BASE PERCENTAGE =				97.6			2.4			74.1			1.6			8.9			0.2			10.7			0.3			4.0			0.2				

1. 2000 COS Vol. 2 Hartford County Pgs. 42 & 43, Line: Construction Trades Workers (472000)

2. State of Connecticut Jobseekers, December 2011, Hartford LMA, Pg. 22, SOC Code: 47.20, Construction Trades Workers.

RS=RAW STATISTIC

VW=VALUE WEIGHT

WF=WEIGHTED FACTOR

Employed data	GT	TM	TF	WM	WF	BM	BF	HM	HF	OM	OF
Construction Trades Workers	14415	14076	339	11330	257	1074	25	1281	39	391	18
Total	14415	14076	339	11330	257	1074	25	1281	39	391	18
Percentage	100.0%	97.6%	2.4%	78.6%	1.8%	7.5%	0.2%	8.9%	0.3%	2.7%	0.1%

Unemployed data	GT	TM	TF	WM	WF	BM	BF	HM	HF	OM	OF
SOC CODE 47.20	826	807	19	463	9	119	1	150	6	75	3
Total	826	807	19	463	9	119	1	150	6	75	3
Percentage	100.0%	97.7%	2.3%	56.1%	1.1%	14.4%	0.1%	18.2%	0.7%	9.1%	0.4%

AVAILABILITY ANALYSIS COMPUTATION FORM

OCCUPATIONAL CATEGORY: EEO7 - SERVICE MAINTENANCE
 JOB TITLE: All titles except Custodians & Protective Services

REPORTING DATE: February 29, 2012
 LABOR-MARKET AREA: Hartford County

FACTOR	TOTAL MALE			TOTAL FEMALE			WHITE MALE			WHITE FEMALE			BLACK MALE			BLACK FEMALE			HISPANIC MALE			HISPANIC FEMALE			OTHER MALE			OTHER FEMALE			SOURCE OF STATISTIC	REASON(S) FOR WEIGHTING THE FACTOR			
	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 Labor Market Area	77.3	50	38.7	22.7	50	11.4	56.6	50	28.3	15.3	50	7.7	10.6	50	5.3	2.8	50	1.4	9.6	50	4.8	4.5	50	2.3	0.5	50	0.3	0.0	50	0.0	See #1 below.	Primarily source of hires for this category. Relevant & challenging source of hires and this category. Promotions from Custodian workforce.			
2. Unemployment in Applicable Labor Market Area	77.6	20	15.5	22.4	20	4.5	29.8	20	6.0	5.0	20	1.0	12.4	20	2.5	3.9	20	0.8	30.9	20	6.2	11.6	20	2.3	4.5	20	0.9	2.0	20	0.4	December 2011 Jobseekers				
3. Promotable/ Transferables	65.6	30	19.7	34.4	30	10.3	43.8	30	13.1	15.6	30	4.7	9.4	30	2.8	0.0	30	0.0	12.5	30	3.8	15.6	30	4.7	0.0	30	0.0	3.1	30	0.9	Workforce Analysis				
4. Population in Applicable LMA																																			
5. Client Population Figures																																			
6. Educational/ Technical Training Figures																																			
7. Other Source (Specify) Civ. Lab. Force	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	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) Civ. Lab. Force	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0		
FINAL AVAILABILITY BASE PERCENTAGE =			73.9			26.2			47.4			13.4			10.6			2.2			14.8			9.3			1.2			1.3					

- RS=RAW STATISTIC** 1. 2000 COS Vol. 2 Hartford County Pgs. 36 - 37 Line: Super., Building & Grounds Cleaning & Maintenance Workers (371000)
VW=VALUE WEIGHT 2. State of Connecticut Jobseekers, December 2011, Hartford LMA Pg. 21, SOC Code: 37, Building & Grounds Cleaning & Maintenance Occupations.
WF=WEIGHTED FACTOR 3. Custodian Workforce

Employed data	GT	TM	TF	WM	WF	BM	BF	HM	HF	OM	OF
Supv. Bldng/Grnds Clean & Maint Wrkrs	883	683	200.0	500	135	94	25	85	40	4	0
Total	883	683	200.0	500	135	94	25	85	40	4	0
Percentage	100.0%	77.3%	22.7%	56.6%	15.3%	10.6%	2.8%	9.6%	4.5%	0.5%	0.0%

Unemployed data	GT	TM	TF	WM	WF	BM	BF	HM	HF	OM	OF
SOC CODE 37	805	625	180.0	240	40	100	31	249	93	36	16
Total	805	625	180.0	240	40	100	31	249	93	36	16
Percentage	100.0%	77.6%	22.4%	29.8%	5.0%	12.4%	3.9%	30.9%	11.6%	4.5%	2.0%

Promo data	GT	TM	TF	WM	WF	BM	BF	HM	HF	OM	OF
Custodian	32	21	11.0	14	5	3	0	4	5	0	1
Total	32	21	11.0	14	5	3	0	4	5	0	1
Percentage	100.0%	65.6%	34.4%	43.8%	15.6%	9.4%	0.0%	12.5%	15.6%	0.0%	3.1%

AVAILABILITY ANALYSIS COMPUTATION FORM

OCCUPATIONAL CATEGORY: EEO7 - SERVICE MAINTENANCE

REPORTING DATE: February 29, 2012

JOB TITLE: Custodians

LABOR-MARKET AREA: Hartford County

FACTOR	TOTAL MALE			TOTAL FEMALE			WHITE MALE			WHITE FEMALE			BLACK MALE			BLACK FEMALE			HISPANIC MALE			HISPANIC FEMALE			OTHER MALE			OTHER FEMALE			SOURCE OF STATISTIC	REASON(S) FOR WEIGHTING THE FACTOR			
	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					
MANDATORY	1. Employment Data in the Applicable Labor Market Area	78.5	60	47.1	21.5	60	12.9	46.1	60	27.7	10.5	60	6.3	11.7	60	7.0	3.5	60	2.1	17.7	60	10.6	6.7	60	4.0	3.0	60	1.8	0.7	60	0.4	See #1 below	Most relevant source of hires into this category.		
	2. Unemployment in Applicable Labor-Market Area	77.6	40	31.0	22.4	40	9.0	29.8	40	11.9	5.0	40	2.0	12.4	40	5.0	3.9	40	1.6	30.9	40	12.4	11.6	40	4.6	4.5	40	1.8	2.0	40	0.8	December 2011 Jobseekers	Relevant & challenging source of hires. Entry level positions. Promotions within the category		
	3. Promotable/ Transferables	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0				
OPTIONAL	4. Population in Applicable LMA																																		
	5. Client Population Figures																																		
	6. Educational/ Technical Training 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		
8. 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		
FINAL AVAILABILITY BASE PERCENTAGE =				78.1			21.9			39.6			8.3			12.0			3.7			23.0			8.6			3.6			1.2				

RS=RAW STATISTIC

VW=VALUE WEIGHT

WF=WEIGHTED FACTOR

1. 2000 COS Vol. 2 Hartford County Pgs. 38 - 39 Line: Janitors & Building Cleaners (37201X)

2. State of Connecticut Jobseekers, December 2011, Hartford LMA Pg. 21, SOC Code: 37, Building & Grounds Cleaning & Maintenance Occupations.

Employed data	GT	TM	TF	WM	WF	BM	BF	HM	HF	OM	OF	
Janitors/Bldg Cleaners	6088	4778	1310	2805	640	715	215	1075	410	183	45	
Total	6088	4778	1310	2805	640	715	215	1075	410	183	45	
Percentage	100.0%	78.5%	21.5%	46.1%	10.5%	0.0%	11.7%	3.5%	17.7%	6.7%	3.0%	0.7%

Unemployed data	GT	TM	TF	WM	WF	BM	BF	HM	HF	OM	OF
SOC CODE 37	805	625	180	240	40	100	31	249	93	36	16
Total	805	625	180	240	40	100	31	249	93	36	16
Percentage	100.0%	77.6%	22.4%	29.8%	5.0%	12.4%	3.9%	30.9%	11.6%	4.5%	2.0%

AVAILABILITY ANALYSIS COMPUTATION FORM

OCCUPATIONAL CATEGORY: EEO7- SERVICE MAINTENANCE - PROTECTIVE SERVICES

REPORTING DATE: February 29, 2012

JOB TITLE: All Titles in this category

LABOR-MARKET AREA: Hartford County

FACTOR	TOTAL MALE			TOTAL FEMALE			WHITE MALE			WHITE FEMALE			BLACK MALE			BLACK FEMALE			HISPANIC MALE			HISPANIC FEMALE			OTHER MALE			OTHER FEMALE			SOURCE OF STATISTIC	REASON(S) FOR WEIGHTING THE FACTOR
	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		
MANDATORY 1. Employment Data in the Applicable Labor Market Area 2. Unemployment in Applicable Labor-Market Area 3. Promotable/ Transferables	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	See #1 below	Most relevant source of hires into the category - experienced personnel likely to be employed.
	74.9	20	15.0	25.1	20	5.0	34.1	20	6.8	8.4	20	1.7	25.7	20	5.1	9.5	20	1.9	11.2	20	2.2	5.6	20	1.1	3.9	20	0.8	1.7	20	0.3	December 2009 Jobseekers	Secondary source of accretions for this category.
	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0		Entry level positions. Promotions within the category
OPTIONAL 4. Population in Applicable LMA 5. Client Population Figures 6. Educational/ Technical Training Figures 7. Other Source (Specify) Civ. Lab. Force 8. Other Source (Specify) Civ. Lab. Force																																
	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0		
	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0		
FINAL AVAILABILITY BASE PERCENTAGE =			84.8	15.2	64.9	8.7	11.8	2.9	6.3	2.8	1.7	0.7																				

RS=RAW STATISTIC

1. 2000 COS Vol. 2 Pgs. 36 & 37, Hartford County Line: First-Line Supv./Mgr. Protective Serv. Wrkr(331000), Police Officers(333050), Fire Fighters(332011), Detectives & Crim Investigators(333021)

VW=VALUE WEIGHT

2. State of Connecticut Jobseekers, December 2011, Hartford LMA, Pg. 21, SOC Code: 33, Protective Service Occupations.

WF=WEIGHTED FACTOR

Employed data	GT	TM	TF	WM	WF	BM	BF	HM	HF	OM	OF
1st Line Spv./Mgr Prot Serv Wrkr	1091	964	127	765	115	150	4	35	4	14	4
Police Officers	1609	1399	210	1195	115	85	30	105	55	14	10
Detectives & Crim. Investigators	136	112	24	100	20	4	4	4	0	4	0
Total	2836	2475	361	2060	250	239	38	144	59	32	14
Percentage	100.0%	87.3%	12.7%	72.6%	8.8%	8.4%	1.3%	5.1%	2.1%	1.1%	0.5%

Unemployed data	GT	TM	TF	WM	WF	BM	BF	HM	HF	OM	OF
SOC CODE 33	179	134	45	61	15	46	17	20	10	7	3
Total	179	134	45	61	15	46	17	20	10	7	3
Percentage	100.0%	74.9%	25.1%	34.1%	8.4%	25.7%	9.5%	11.2%	5.6%	3.9%	1.7%

DIGEST OF EDUCATION STATISTICS
FALL 2009

TABLE 260: FULL-TIME INSTRUCTIONAL FACULTY IN DEGREE-GRANTING INSTITUTIONS

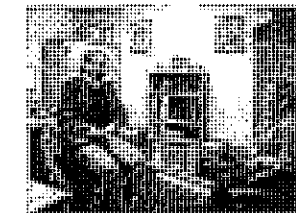
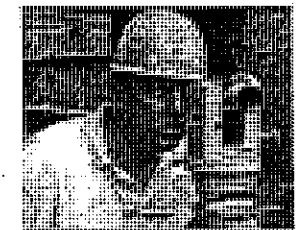
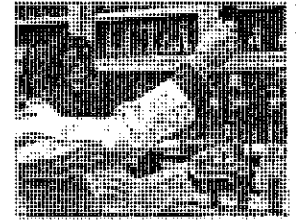
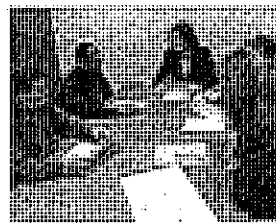
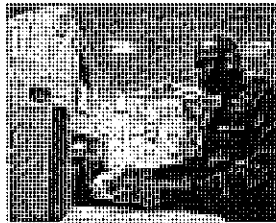
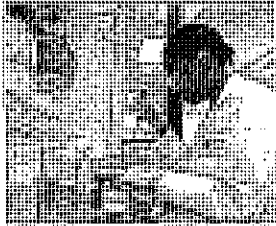
STAFF	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISPANIC MALE	HISPANIC FEMALE	OTHER MALE	OTHER FEMALE
PROFESSOR	174,201	125,328 71.9%	48,873 28.1%	107,315 61.6%	42,253 24.3%	3,755 2.2%	2,331 1.3%	3,209 1.8%	1,474 0.8%	11,049 6.3%	2,815 1.6%
ASSOCIATE PROFESSOR	144,049	84,682 58.8%	59,367 41.2%	68,747 47.7%	48,523 33.7%	4,180 2.9%	3,983 2.8%	3,096 2.1%	2,287 1.6%	8,659 6.0%	4,574 3.2%
ASSISTANT PROFESSOR	155,091	78,561 50.7%	76,530 49.3%	59,607 38.4%	58,285 37.6%	4,568 2.9%	6,411 4.1%	3,422 2.2%	3,367 2.2%	10,964 7.1%	8,467 5.5%
INSTRUCTORS	99,280	44,140 44.5%	55,140 55.5%	35,137 35.4%	43,192 43.5%	2,880 2.9%	4,926 5.0%	3,078 3.1%	3,499 3.5%	3,045 3.1%	3,523 3.5%
LECTURER	30,746	14,322 46.6%	16,424 53.4%	11,702 38.1%	13,193 42.9%	822 2.7%	990 3.2%	650 2.1%	933 3.0%	1,148 3.7%	1,308 4.3%
OTHER FACULTY	78,807	39,568 50.2%	39,239 49.8%	32,204 40.9%	31,113 39.5%	1,821 2.3%	3,048 3.9%	1,410 1.8%	1,615 2.0%	4,133 5.2%	3,463 4.4%

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2009 Integrated Postsecondary Education Data System (IPEDS), Winter 2009-10. (This data in this table was prepared August 2010.)

DIGEST OF EDUCATION STATISTICS
FALL 2009
TABLE 330: DOCTORAL DEGREES CONFERRED

STAFF	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISPANIC MALE	HISPANIC FEMALE	OTHER MALE	OTHER FEMALE
DOCTOR'S DEGREES CONFERRED Table - 303	50,829	21,578	29,251	17,094	22,554	1,484	2,950	1,092	1,448	1,908	2,299
		42.5%	57.5%	33.6%	44.4%	2.9%	5.8%	2.1%	2.8%	3.8%	4.5%

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2008- 09 Integrated Postsecondary Education Data System (IPEDS), Fall 2009 (This data in this table was prepared September 2010.)



Connecticut Labor Force Data for Affirmative Action Plans 4th Quarter - 2011

*"All of us do not have equal talent, but all of us should have an equal opportunity to develop our talents."
John F. Kennedy*



Characteristics of Job Seekers registered with <i>CT Works</i> Career Centers												Connecticut	
Occupation	SOC Code	Total Applicants	Total Male	Total Female	White Male	White Female	Black Male	Black Female	Hispanic Male	Hispanic Female	Other Male	Other Female	
Total - All Occupations	00	64,732	35,706	29,026	18,793	13,673	5,707	6,372	6,885	5,584	4,321	3,397	
Management Occupations	11	3,490	1,980	1,510	1,451	1,035	157	166	190	176	182	133	
Top Executives	11.10	1,158	708	450	529	316	54	48	59	44	66	42	
Advertising, Marketing, Promotions, Public Rel. Occupations	11.20	462	280	182	221	124	15	23	19	21	25	14	
Operations Specialties Managers	11.30	609	252	357	186	259	19	34	23	32	24	32	
Other Management Occupations	11.90	1,261	740	521	515	336	69	61	89	79	67	45	
Business & Financial Operations Occupations	13	1,813	804	1,009	528	623	121	192	166	97	89	97	
Business Operations Specialists	13.10	610	270	340	171	204	44	73	31	35	24	28	
Financial Specialists	13.20	772	357	415	237	250	51	79	23	37	46	49	
Other Business & Financial Operations Occupations	13.90	431	177	254	120	169	26	40	12	25	19	20	
Computer & Mathematical Occupations	15	994	700	294	456	183	82	45	57	28	105	38	
Computer Specialists	15.10	783	571	212	372	134	66	32	46	19	87	27	
Mathematical Scientists	15.20	16	11	5	5	3	0	0	1	1	5	1	
Other Computer & Mathematical Occupations	15.90	195	118	77	79	46	16	13	10	8	13	10	
Architecture & Engineering Occupations	17	720	602	118	423	71	56	11	46	21	77	15	
Architects, Surveyors, & Cartographers	17.10	52	42	10	29	8	2	1	1	0	10	1	
Engineers	17.20	421	354	67	262	41	27	6	26	10	39	10	
Drafters, Engineering, & Mapping Technicians	17.30	200	169	31	111	16	22	4	14	9	22	2	
Other Architecture & Engineering Occupations	17.90	47	37	10	21	6	5	0	5	2	6	2	
Life, Physical, & Social Science Occupations	19	327	167	160	105	98	26	12	10	22	26	28	
Life Scientists	19.10	19	6	13	3	8	1	0	1	1	1	4	
Physical Scientists	19.20	56	34	22	20	15	5	0	2	2	7	5	
Social Scientists & Related Workers	19.30	121	49	72	32	46	6	7	3	9	8	10	
Life, Physical, & Social Science Technicians	19.40	58	36	22	24	10	6	3	2	4	4	5	
Other Life, Physical, & Social Science Occupations	19.90	73	42	31	26	19	8	2	2	6	6	4	
Community & Social Services Occupations	21	861	285	576	110	235	100	216	47	80	28	45	
Counselors, Social Workers, Other Cmnty./Soc. Svcs. Workers	21.10	668	223	445	88	185	72	166	39	57	24	37	
Religious Workers	21.20	25	13	12	7	3	5	2	1	5	0	2	
Other Community & Social Services Occupations	21.90	168	49	119	15	47	23	48	7	18	4	6	
Legal Occupations	23	296	88	208	59	127	16	40	9	24	4	17	
Lawyers, Judges, & Related Workers	23.10	78	42	36	38	18	1	9	1	7	2	2	
Legal Support Workers	23.20	159	12	147	4	93	2	27	4	14	2	13	
Other Legal Occupations	23.90	59	34	25	17	16	13	4	4	3	0	2	

Characteristics of Job Seekers registered with <i>CT Works</i> Career Centers										Connecticut			
Occupation	SOC Code	Total Applicants	Total Male	Total Female	White Male	White Female	Black Male	Black Female	Hispanic Male	Hispanic Female	Other Male	Other Female	
Education, Training, & Library Occupations													
	25	1,118	310	808	157	414	75	164	44	141	34	89	
Postsecondary Teachers	25.10	167	76	91	32	32	28	25	10	21	6	13	
Primary, Secondary & Special Education Teachers	25.20	354	95	259	61	166	14	38	7	27	13	28	
Other Teachers & Instructors	25.30	75	26	49	16	28	5	7	3	9	2	5	
Librarians, Curators, & Archivists	25.40	13	2	11	0	5	1	3	1	2	0	1	
Other Education, Training, & Library Occupations	25.90	509	111	398	48	183	27	91	23	82	13	42	
Arts, Design, Entertainment, Sports, & Media Occupations													
	27	559	310	249	199	168	42	35	42	23	27	23	
Art & Design Workers	27.10	267	147	120	100	87	14	14	17	10	16	9	
Entertainers & Performers, Sports & Related Workers	27.20	51	31	20	16	11	9	6	4	2	2	1	
Media & Communication Workers	27.30	142	74	68	59	49	7	10	5	3	3	6	
Media & Communication Equipment Workers	27.40	44	27	17	12	11	6	1	6	2	3	3	
Other Arts, Design, Entertainment, Sports, & Media Workers	27.90	55	31	24	12	10	6	4	10	6	3	4	
Healthcare Practitioners & Technical Occupations													
	29	1,262	247	1,015	145	558	47	249	30	129	25	79	
Health Diagnosing & Treating Practitioners	29.10	413	74	339	49	229	10	59	7	25	8	26	
Health Technologists & Technicians	29.20	640	140	500	78	250	28	135	19	73	15	42	
Other Healthcare Practitioners & Technical Occupations	29.90	209	33	176	18	79	9	55	4	31	2	11	
Healthcare Support Occupations													
	31	4,222	822	3,400	397	1,209	231	1,251	123	621	71	319	
Nursing, Psychiatric, & Home Health Aides	31.10	2,113	219	1,894	45	529	107	820	44	334	23	211	
Occupational & Physical Therapist Assistants & Aides	31.20	16	3	13	1	5	2	3	0	4	0	1	
Other Healthcare Support Occupations	31.90	2,093	600	1,493	351	675	122	428	79	283	48	107	
Protective Service Occupations													
	33	597	444	153	209	58	115	48	68	32	52	15	
First-Line Supervisors/Mgrs. of Protective Service Workers	33.10	6	5	1	5	1	0	0	0	0	0	0	
Fire Fighting & Prevention Workers	33.20	5	4	1	4	1	0	0	0	0	0	0	
Law Enforcement Workers	33.30	53	39	14	24	6	6	5	5	2	4	1	
Other Protective Service Workers	33.90	533	396	137	176	50	109	43	63	30	48	14	
Food Preparation & Serving Related Occupations													
	35	3,057	1,538	1,519	591	788	424	320	350	274	173	137	
Supervisors of Food Preparation & Serving Workers	35.10	262	192	70	115	45	33	11	26	10	18	4	
Cooks & Food Preparation Workers	35.20	1,202	740	462	265	190	215	120	174	100	86	52	
Food & Beverage Serving Workers	35.30	1,180	366	814	148	486	89	135	86	123	43	70	
Other Food Preparation & Serving Related Workers	35.90	413	240	173	63	67	87	54	64	41	26	11	
Building & Grounds Cleaning & Maintenance Occupations													
	37	2,828	2,217	611	952	174	305	101	782	279	178	57	
Supervisors of Bldg./Grounds Cleaning & Maintenance Workers	37.10	78	49	29	24	8	14	6	10	13	1	2	
Building Cleaning & Pest Control Workers	37.20	978	506	472	140	112	144	90	180	225	42	45	
Grounds Maintenance Workers	37.30	1,519	1,449	70	716	45	88	3	523	13	122	9	
Other Building/Grounds Cleaning & Maintenance Occupations	37.90	253	213	40	72	9	59	2	69	28	13	1	

Characteristics of Job Seekers registered with CT Works Career Centers
Hartford

Occupation	SOC Code	Total Applicants	Total Male	Total Female	White Male	White Female	Black Male	Black Female	Hispanic Male	Hispanic Female	Other Male	Other Female
Total - All Occupations	00	17,431	9,678	7,753	4,511	3,163	1,905	2,071	2,151	1,732	1,111	787
Management Occupations	11	924	518	406	360	269	53	56	166	59	39	22
Top Executives	11.10	391	239	152	168	110	28	21	25	16	18	5
Advertising, Marketing, Promotions, Public Rel. Occupations	11.20	92	54	38	44	24	2	6	3	8	5	0
Operations Specialties Managers	11.30	143	55	88	40	54	5	13	5	16	5	5
Other Management Occupations	11.90	298	170	128	108	81	18	16	33	19	11	12
Business & Financial Operations Occupations	13	492	208	284	121	159	34	70	28	29	25	26
Business Operations Specialists	13.10	197	87	110	46	60	15	29	15	13	11	8
Financial Specialists	13.20	210	89	121	52	65	16	31	10	11	11	14
Other Business & Financial Operations Occupations	13.90	85	32	53	23	34	3	10	3	5	3	4
Computer & Mathematical Occupations	15	255	184	71	123	40	22	11	10	11	29	9
Computer Specialists	15.10	219	160	59	107	34	20	10	9	8	24	7
Mathematical Scientists	15.20	6	4	2	2	1	0	0	1	1	1	0
Other Computer & Mathematical Occupations	15.90	30	20	10	14	5	2	1	0	2	4	2
Architecture & Engineering Occupations	17	197	163	34	97	24	22	3	17	3	27	4
Architects, Surveyors, & Cartographers	17.10	12	10	2	7	2	1	0	0	0	2	0
Engineers	17.20	122	104	18	69	13	10	1	10	1	15	3
Drafters, Engineering, & Mapping Technicians	17.30	54	42	12	20	7	8	2	5	2	9	1
Other Architecture & Engineering Occupations	17.90	9	7	2	1	2	3	0	2	0	1	0
Life, Physical, & Social Science Occupations	19	67	30	37	18	21	5	5	4	6	3	5
Life Scientists	19.10	3	2	1	1	0	1	0	0	1	0	0
Physical Scientists	19.20	4	3	1	1	1	1	0	0	0	1	0
Social Scientists & Related Workers	19.30	35	11	24	8	15	1	3	2	3	0	3
Life, Physical, & Social Science Technicians	19.40	13	6	7	3	2	0	2	2	1	1	2
Other Life, Physical, & Social Science Occupations	19.90	12	8	4	5	3	2	0	0	1	1	0
Community & Social Services Occupations	21	296	116	180	38	60	38	76	23	34	17	10
Counselors, Social Workers, Other Cmnty./Soc. Svcs. Workers	21.10	221	90	131	29	42	28	60	19	21	14	8
Religious Workers	21.20	12	7	5	4	1	2	0	1	4	0	0
Other Community & Social Services Occupations	21.90	63	19	44	5	17	8	16	3	9	3	2
Legal Occupations	23	98	32	66	27	31	2	18	3	12	0	5
Lawyers, Judges, & Related Workers	23.10	32	21	11	19	3	1	5	1	3	0	0
Legal Support Workers	23.20	55	4	51	2	26	1	12	1	8	0	5
Other Legal Occupations	23.90	11	7	4	6	2	0	1	1	1	0	0

Characteristics of Job Seekers registered with CT Works Career Centers
Hartford

Occupation	SOC Code	Total Applicants	Total Male	Total Female	White Male	White Female	Black Male	Black Female	Hispanic Male	Hispanic Female	Other Male	Other Female
Education, Training, & Library Occupations												
	25	312	92	220	37	96	23	50	18	56	14	18
Postsecondary Teachers	25.10	40	13	27	5	5	4	8	3	11	1	3
Primary, Secondary & Special Education Teachers	25.20	105	31	74	17	43	4	15	3	10	7	6
Other Teachers & Instructors	25.30	26	6	20	2	9	3	4	0	5	1	2
Librarians, Curators, & Archivists	25.40	2	0	2	0	0	0	1	0	1	0	0
Other Education, Training, & Library Occupations	25.90	139	42	97	13	39	12	22	12	29	5	7
Arts, Design, Entertainment, Sports, & Media Occupations												
	27	135	79	56	47	36	13	9	15	10	4	1
Art & Design Workers	27.10	65	39	26	25	18	5	3	8	5	1	0
Entertainers & Performers, Sports & Related Workers	27.20	11	6	5	2	3	4	2	0	0	0	0
Media & Communication Workers	27.30	40	21	19	16	14	0	2	3	2	2	1
Media & Communication Equipment Workers	27.40	8	7	1	3	1	3	0	1	0	0	0
Other Arts, Design, Entertainment, Sports, & Media Workers	27.90	11	6	5	1	0	1	2	3	3	1	0
Healthcare Practitioners & Technical Occupations												
	29	352	74	278	38	150	15	72	12	33	9	23
Health Diagnosing & Treating Practitioners	29.10	117	23	94	14	64	3	18	4	3	2	9
Health Technologists & Technicians	29.20	182	43	139	18	66	12	39	6	23	7	11
Other Healthcare Practitioners & Technical Occupations	29.90	53	8	45	6	20	0	15	2	7	0	3
Healthcare Support Occupations												
	31	937	119	818	29	235	54	333	18	175	18	75
Nursing, Psychiatric, & Home Health Aides	31.10	558	62	496	8	108	35	240	12	95	7	53
Occupational & Physical Therapist Assistants & Aides	31.20	1	0	1	0	1	0	0	0	0	0	0
Other Healthcare Support Occupations	31.90	378	57	321	21	126	19	93	6	80	11	22
Protective Service Occupations												
	33	179	134	45	61	15	46	17	20	10	7	3
Fire Fighting & Prevention Workers	33.20	3	2	1	2	1	0	0	0	0	0	0
Law Enforcement Workers	33.30	8	7	1	5	1	2	0	0	0	0	0
Other Protective Service Workers	33.90	168	125	43	54	13	44	17	20	10	7	3
Food Preparation & Serving Related Occupations												
	35	958	493	465	157	192	152	131	134	106	50	36
Supervisors of Food Preparation & Serving Workers	35.10	71	54	17	25	6	14	5	10	5	5	1
Cooks & Food Preparation Workers	35.20	391	240	151	68	53	78	50	69	39	25	9
Food & Beverage Serving Workers	35.30	363	115	248	42	118	29	58	32	48	12	24
Other Food Preparation & Serving Related Workers	35.90	133	84	49	22	15	31	18	23	14	8	2
Building & Grounds Cleaning & Maintenance Occupations												
	37	805	625	180	240	40	100	31	249	93	36	16
Supervisors of Bldg./Grounds Cleaning & Maintenance Workers	37.10	20	14	6	4	2	8	1	2	3	0	0
Building Cleaning & Pest Control Workers	37.20	286	144	142	27	21	43	30	63	79	11	12
Grounds Maintenance Workers	37.30	435	413	22	198	13	31	0	163	6	21	3
Other Building/Grounds Cleaning & Maintenance Occupations	37.90	64	54	10	11	4	18	0	21	5	4	1

Characteristics of Job Seekers registered with CT Works Career Centers
Hartford

Occupation	SOC Code	Total Applicants	Total Male	Total Female	White Male	White Female	Black Male	Black Female	Hispanic Male	Hispanic Female	Other Male	Other Female
Personal Care & Service Occupations	39	153	23	130	58	51	7	44	6	28	2	7
Supervisors of Personal Care & Service Workers	39.10	1	0	1	0	1	0	0	0	0	0	0
Animal Care & Service Workers	39.20	1	0	1	0	1	0	0	0	0	0	0
Entertainment Attendants & Related Workers	39.30	8	2	6	1	3	1	1	0	1	0	1
Personal Appearance Workers	39.50	25	6	19	3	14	1	2	2	1	0	2
Other Personal Care & Service Workers	39.90	118	15	103	4	32	5	41	4	26	2	4
Sales & Related Occupations	41	1,418	612	806	382	311	99	211	78	229	53	55
Supervisors of Sales Workers	41.10	105	51	54	38	31	5	8	5	11	3	4
Retail Sales Workers	41.20	862	300	562	162	177	63	166	42	180	33	39
Sales Representatives, Services	41.30	269	158	111	116	72	17	16	11	15	14	8
Sales Representatives, Wholesale & Manufacturing	41.40	36	25	11	19	7	1	2	4	2	1	0
Other Sales & Related Workers	41.90	146	78	68	47	24	13	19	16	21	2	4
Office & Administrative Support Occupations	43	2,778	816	1,962	298	816	194	585	155	346	169	215
Supervisors of Office & Administrative Support Workers	43.10	6	2	4	2	2	0	2	0	0	0	0
Communications Equipment Operators	43.20	11	1	10	0	2	1	5	0	3	0	0
Financial Clerks	43.30	214	39	175	23	87	8	40	7	34	1	14
Information & Record Clerks	43.40	1,254	426	828	138	312	86	253	77	148	125	115
Material Recording, Scheduling, Dispatch/Distribution Workers	43.50	246	146	100	50	42	47	24	29	25	20	9
Secretaries & Administrative Assistants	43.60	471	33	438	13	224	11	107	3	61	6	46
Other Office & Administrative Support Workers	43.90	576	169	407	72	147	41	154	39	75	17	31
Farming, Fishing, & Forestry Occupations	45	135	113	22	15	2	7	2	35	17	6	1
Supervisors of Farming, Fishing, & Forestry Workers	45.10	1	0	1	0	0	0	1	0	0	0	0
Agricultural Workers	45.20	114	97	17	10	2	6	0	78	14	3	1
Fishing & Hunting Workers	45.30	1	1	0	1	0	0	0	0	0	0	0
Forest, Conservation, & Logging Workers	45.40	4	3	1	1	0	0	0	0	1	2	0
Other Farming, Fishing, & Forestry Workers	45.90	15	12	3	3	0	1	1	7	2	1	0
Construction & Extraction Occupations	47	1,395	1,349	46	757	15	172	6	296	19	124	6
Supervisors of Construction & Extraction Workers	47.10	3	3	0	1	0	0	0	0	0	2	0
Construction Trades Workers	47.20	826	807	19	463	9	119	1	150	6	75	3
Helpers, Construction Trades	47.30	434	415	19	246	5	32	3	99	8	38	3
Other Construction & Related Workers	47.40	53	48	5	8	0	10	1	25	4	5	0
Extraction Workers	47.50	3	2	1	1	0	0	0	0	1	1	0
Other Construction & Extraction Occupations	47.90	76	74	2	38	1	11	1	22	0	3	0
Installation, Maintenance, & Repair Occupations	49	533	508	25	283	14	82	2	102	7	41	2
Supervisors of Installation, Maintenance, & Repair Workers	49.10	3	3	0	3	0	0	0	0	0	0	0
Electrical & Electronic Equipment Mechanics, Installers	49.20	47	42	5	21	4	13	0	5	1	3	0
Vehicle & Mobile Equipment Mechanics, Installers, Repairers	49.30	148	143	5	86	4	22	1	25	0	10	0
Other Installation, Maintenance & Repair Occupations	49.90	335	320	15	173	6	47	1	72	6	28	2

Characteristics of Job Seekers registered with CT Works Career Centers

Hartford

Occupation	SOC Code	Total Applicants	Total Male	Total Female	White Male	White Female	Black Male	Black Female	Hispanic Male	Hispanic Female	Other Male	Other Female
Production Occupations	51	1,928	1,351	577	495	164	337	108	373	222	146	83
Supervisors of Production Workers	51.10	3	3	0	3	0	0	0	0	0	0	0
Assemblers & Fabricators	51.20	44	35	9	19	3	7	1	8	4	1	1
Food Processing Workers	51.30	18	10	8	2	3	5	0	2	4	1	1
Metal Workers & Plastic Workers	51.40	552	448	104	222	34	82	23	86	32	58	15
Printing Workers	51.50	42	33	9	19	2	7	3	5	2	2	2
Textile, Apparel, & Furnishings Workers	51.60	31	11	20	3	5	3	1	4	11	1	3
Woodworkers	51.70	9	7	2	1	1	1	0	2	1	3	0
Plant & System Operators	51.80	6	6	0	0	0	2	0	3	0	1	0
Other Production Occupations	51.90	1,223	798	425	226	116	230	80	263	168	79	61
Transportation & Material Moving Occupations	53	838	701	137	245	32	220	38	187	56	49	11
Supervisors of Transportation & Material Moving Workers	53.10	1	1	0	0	0	1	0	0	0	0	0
Air Transportation Workers	53.20	4	4	0	2	0	0	0	2	0	0	0
Motor Vehicle Operators	53.30	483	401	82	151	20	119	27	100	30	31	5
Rail Transportation Workers	53.40	2	2	0	0	0	1	0	0	0	1	0
Water Transportation Workers	53.50	3	3	0	2	0	1	0	0	0	0	0
Other Transportation Workers	53.60	19	14	5	5	2	7	2	2	1	0	0
Material Moving Workers	53.70	263	215	48	60	10	75	8	67	24	13	6
Other Transportation & Material Moving Occupations	53.90	63	61	2	25	0	16	1	16	1	4	0
Military Specific Occupations	55	24	19	5	9	1	2	0	6	3	2	1
Military Officer Special & Tactical Operations Leaders/Mgrs.	55.10	2	1	1	0	0	0	0	1	1	0	0
Military Enlisted Tactical Operations & Air/Weapon	55.30	5	5	0	2	0	0	0	2	0	1	0
Other Military Specific Occupations	55.90	17	13	4	7	1	2	0	3	2	1	1
Unknown/Unclassifiable Occupations	99	2,222	1,319	903	626	389	206	193	246	168	241	153
Unknown/Unclassifiable Occupations	99.90	2,222	1,319	903	626	389	206	193	246	168	241	153

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.

UTILIZATION ANALYSIS

Recruiting Area: Statewide
 Category or Class: **EEO2 - FACULTY - INSTRUCTOR**
 Facility in Area: CCSU
 Data Resource: AVAILABILITY

Projected Turnover (12mos.): 1
 Projected Hires (12mos.): 0
 Proj. Promotions (12mos.): 2
Data Current to: February 29, 2012

		1	2	3	4	5	6	7	8	9	10	11
		Grand Total	Total Male	Total Female	White Male	White Female	Black Male	Black Female	Hispanic Male	Hispanic Female	Other Male	Other Female
WORKFORCE %		100.0%	40.0%	60.0%	40.0%	60.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
WORKFORCE PARITY %		100.0	50.5	49.5	36.7	35.0	5.6	5.0	3.1	4.5	5.0	5.0
WORKFORCE NUMBERS		5	2	3	2	3	0	0	0	0	0	0
WORKFORCE PARITY NUMBERS			2.5	2.5	1.8	1.8	0.3	0.3	0.2	0.2	0.3	0.3
NET UTILIZATION (+)			-0.5	0.5	0.2	1.3	-0.3	-0.3	-0.2	-0.2	-0.3	-0.3
PREVIOUS UTILIZATION			0.5	-0.5	0.9	-0.1	-0.2	-0.2	-0.1	-0.2	-0.1	-0.1
HIRING	Previous Filing's Goals	Short	1	0	1	0	0	0	1*	0	0	0
		Long	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
		Long	0	0	0	0	0	0	0	0	0	0
GOALS	Achieve % Rate	Short			0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
		Long			0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	Current Filing's Goals	Short	1	0	1	0	0	1*	1*	0	0	0
		Long	0	0	0	0	0	0	0	0	0	0
PROM. GOALS incl.	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
	Current Filing's Promos.	Total	1	0	1	0	1	0	0	0	0	0
		UM	0	0	0	0	0	0	0	0	0	0
UPWARD	Achieve % Rate	Total			0.0%	0.0%	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%	0.0%	0.0%
MOBILITY	Current 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

*c=Combined goal

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, University Ombudsman, 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 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.

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, 2012 through February 28, 2013.

HIRING GOALS:

EXECUTIVE/ADMINISTRATIVE

GOALS:

Short-Term

2 White Females

3 Black Females

1 Other Male

1 Other Female

Long-Term

FACULTY

A. PROFESSOR

No hiring goals established.

B. ASSOCIATE PROFESSOR

Short-Term

1 Black Male

2 Black Females

3 Hispanic Females

3 Other Females

Long-Term

C. ASSISTANT PROFESSOR

Short-Term

1 Black Male

3 Black Females

2 Hispanic Males

1 Hispanic Female

1 Other Female

Long-Term

D. INSTRUCTOR

Short-Term

1 Black Male

1 Black Female

Long-Term

PROFESSIONAL/NON-FACULTY

Short-Term

6 White Females
3 Black Females
2 Hispanic Females
2 Other Females

Long-Term

3 Other Females

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

SECRETARIAL CLERICAL/ADMINISTRATIVE ASSISTANT

Short-Term

2 Black Female
1 Hispanic Female
1 Other Female

Long-Term

SECRETARIAL CLERICAL/SECRETARY 2

Short-Term

2 White Females
1 Black Male

Long-Term

TECHNICAL/PARAPROFESSIONAL

Short-Term

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

Long-Term

SKILLED CRAFTS

Short-Term

1 Black Male
1 Hispanic Male
1 Other Male

Long-Term

SERVICE MAINTENANCE (EXCLUDING CUSTODIANS and PROTECTIVE SERVICES)

Short-Term

Long-Term

- 4 White Females
- 2 Black Males
- 1 Black Female
- 3 Hispanic Males
- 3 Hispanic Females
- 1 Other Female

SERVICE MAINTENANCE/CUSTODIANS

Short-Term

Long-Term

- 1 Black Male
- 1 Black Female
- 3 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

No promotional goals established.

FACULTY

A. PROFESSOR

18 White Females

5 Other Males

B. ASSOCIATE PROFESSOR

1 Black Male

1 Hispanic Female

1 Other Female

C. ASSISTANT PROFESSOR

No promotional goals established.

D. INSTRUCTOR

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 Black Female

1 Hispanic Female

SECRETARIAL CLERICAL/SECRETARY 2

1 White Female

TECHNICAL/PARAPROFESSIONAL

No promotional goals established.

SKILLED CRAFTS

No promotional goals established.

SERVICE MAINTENANCE (EXCLUDING CUSTODIANS and PROTECTIVE SERVICES)

1 White Female

1 Hispanic Male

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.

OCCUPATIONAL CATEGORY: EEO2 - FACULTY

POSITION OR POSITION CLASSIFICATION: Professor

Date: February 29, 2012

42A1

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	191	119	72	94	56	7	5	9	4	9	7
WORKFORCE NUMBER PRIOR FILING	187	116	71	90	55	8	5	8	4	10	7
NET CHANGE (+ or -)	4	3	1	4	1	-1	0	1	0	-1	0
HIRES	0	0	0	0	0	0	0	0	0	0	0
PART-TIME TO FULL-TIME	0	0	0	0	0	0	0	0	0	0	0
PROMOTIONS INTO	9	7	2	6	2	0	0	1	0	0	0
	0	0	0	0	0	0	0	0	0	0	0
TOTAL INCREASES	9	7	2	6	2	0	0	1	0	0	0
CODING CORRECTIONS	0	0	0	0	0	0	0	0	0	0	0
DECEASED	0	0	0	0	0	0	0	0	0	0	0
END OF CONTRACT	0	0	0	0	0	0	0	0	0	0	0
RESIGNATIONS	0	0	0	0	0	0	0	0	0	0	0
RETIREMENTS (VOL.)	5	4	1	2	1	1	0	0	0	1	0
	0	0	0								
TOTAL REDUCTIONS	5	4	1	2	1	1	0	0	0	1	0

OCCUPATIONAL CATEGORY: EEO2 - FACULTY

POSITION OR POSITION CLASSIFICATION: Associate Professor

Date: February 29, 2012

42A1

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	122	70	52	53	49	3	2	4	0	10	1
WORKFORCE NUMBER PRIOR FILING	119	68	51	52	49	3	2	5	0	8	0
NET CHANGE (+ or -)	3	2	1	1	0	0	0	-1	0	2	1
CODING CORRECTIONS	0	0	0	0	0	0	0	0	0	0	0
HIRES	4	3	1	1	0	0	0	0	0	2	1
PART-TIME TO FULL-TIME	0	0	0	0	0	0	0	0	0	0	0
PROMOTIONS INTO	13	8	5	7	5	0	0	1	0	0	0
TRANSFER INTO	0	0	0	0	0	0	0	0	0	0	0
TOTAL INCREASES	17	11	6	8	5	0	0	1	0	2	1
CODING CORRECTIONS	0	0	0	0	0	0	0	0	0	0	0
DECEASED	1	1	0	1	0	0	0	0	0	0	0
END OF CONTRACT	0	0	0	0	0	0	0	0	0	0	0
PROMOTIONS Out OF	9	7	2	6	2	0	0	1	0	0	0
RESIGNATIONS	2	1	1	0	1	0	0	1	0	0	0
RETIREMENTS (VOL.)	2	0	2	0	2	0	0	0	0	0	0
TOTAL REDUCTIONS	14	9	5	7	5	0	0	2	0	0	0

OCCUPATIONAL CATEGORY: EEO2 - FACULTY

POSITION OR POSITION CLASSIFICATION: Assistant Professor

Date: February 29, 2012

42A1

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	80	40	40	32	33	3	2	0	2	5	3
WORKFORCE NUMBER PRIOR FILING	86	45	41	37	34	3	3	1	2	4	2
NET CHANGE (+ or -)	-6	-5	-1	-5	-1	0	-1	-1	0	1	1
CODING CORRECTIONS	1	0	1	0	1	0	0	0	0	0	0
HIRES	15	9	6	8	5	0	0	0	0	1	1
PROMOTIONS INTO	0	0	0	0	0	0	0	0	0	0	0
TOTAL INCREASES	16	9	7	8	6	0	0	0	0	1	1
CODING CORRECTIONS	1	1	0	1	0	0	0	0	0	0	0
DEATH	1	1	0	1	0	0	0	0	0	0	0
END OF CONTRACT	2	1	1	1	1	0	0	0	0	0	0
PROMOTIONS FROM	13	8	5	7	5	0	0	1	0	0	0
RESIGNATIONS	4	3	1	3	1	0	0	0	0	0	0
RETIREMENTS (VOL.)	1	0	1	0	0	0	1	0	0	0	0
TOTAL REDUCTIONS	22	14	8	13	7	0	1	1	0	0	0

* Corrections made to 2011 totals for WM & WF

OCCUPATIONAL CATEGORY: EEO2 - FACULTY
 POSITION OR POSITION CLASSIFICATION: Coach A

Date: February 29, 2012

42A1

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	4	3	1	1	1	2	0	0	0	0	0
WORKFORCE NUMBER PRIOR FILING	2	1	1	1	1	0	0	0	0	0	0
NET CHANGE (+ or -)	2	2	0	0	0	2	0	0	0	0	0
CODING CORRECTIONS	0	0	0	0	0	0	0	0	0	0	0
HIRES	4	3	1	1	1	2	0	0	0	0	0
	0	0	0								
TOTAL INCREASES	4	3	1	1	1	2	0	0	0	0	0
END OF CONTRACT	0	0	0	0	0	0	0	0	0	0	0
PROMOTIONS FROM	1	0	1	0	1	0	0	0	0	0	0
RESIGNATIONS	1	1	0	1	0	0	0	0	0	0	0
RETIREMENTS (VOL.)	0	0	0	0	0	0	0	0	0	0	0
TOTAL REDUCTIONS	2	1	1	1	1	0	0	0	0	0	0

Note: Not including CoachA in AAP

OCCUPATIONAL CATEGORY: EEO3 - PROFESSIONAL/NON-FACULTY

POSITION OR POSITION CLASSIFICATION: All Titles in Category

Date: February 29, 2012

42A1

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	233	100	133	79	102	10	16	7	12	4	3
WORKFORCE NUMBER PRIOR FILING	236	97	139	78	107	9	16	6	12	4	4
NET CHANGE (+ or -)	-3	3	-6	1	-5	1	0	1	0	0	-1
CODING CORRECTIONS	0	0	0								
HIRES*	17	6	11	4	8	1	2	1	1	0	0
PROMOTION INTO	1	0	1	0	1	0	0	0	0	0	0
TRANSFER INTO	0	0	0	0	0	0	0	0	0	0	0
TOTAL INCREASES	18	6	12	4	9	1	2	1	1	0	0
CODING CORRECTIONS**	1	1	0	1	0	0	0	0	0	0	0
END OF CONTRACT	6	0	6	0	3	0	2	0	1	0	0
PROMOTIONS OUT	0	0	0	0	0	0	0	0	0	0	0
RESIGNATIONS	7	2	5	2	5	0	0	0	0	0	0
RETIREMENTS (VOL.)	6	0	6	0	5	0	0	0	0	0	1
TERMINATION	1	0	1	0	1	0	0	0	0	0	0
TRANSFERS OUT	0	0	0	0	0	0	0	0	0	0	0
TOTAL REDUCTIONS	21	3	18	3	14	0	2	0	1	0	1
PROMOS WITHIN CATEGORY	10	5	5	3	3	1	2	1	0	0	0

* A White female and Black female transferred from the CSU Board office as outlined in the Human Resources Policies for Mgmt. Conf. Prof. Personnel

** As a result of grievance resolution--White male

OCCUPATIONAL CATEGORY: EE04 - SECRETARIAL/CLERICAL

POSITION OR POSITION CLASSIFICATION: All Titles Except Secretary 2 & Administrative Assistant

Date: FEBRUARY 29, 2012

42A1

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	7	29	1	19	3	5	3	5	0	0
WORKFORCE NUMBER PRIOR FILING	37	7	30	1	20	3	5	3	5	0	0
NET CHANGE (+ or -)	-1	0	-1	0	-1	0	0	0	0	0	0
HIRES	0	0	0	0	0	0	0	0	0	0	0
PROMOTIONS INTO	0	0	0	0	0	0	0	0	0	0	0
TOTAL INCREASES	0	0	0	0	0	0	0	0	0	0	0
CORRECTIONS	1	0	1	0	1	0	0	0	0	0	0
RESIGNATIONS	0	0	0	0	0	0	0	0	0	0	0
RETIREMENTS (VOL.)	0	0	0	0	0	0	0	0	0	0	0
TRANSFERS/PROMOTION	0	0	0	0	0	0	0	0	0	0	0
TOTAL REDUCTIONS	1	0	1	0	1	0	0	0	0	0	0
PROMO WITHIN CATEGORY											

Correction made; there were a Grand TTL of 36 EE's in EE04 - Secretarial/Clerical (Not including Sec 2 & AA for 2011)

OCCUPATIONAL CATEGORY: EE06 - SKILLED CRAFTS

POSITION OR POSITION CLASSIFICATION: All Titles in Category

Date: February 29, 2012

42A1

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	12	12	0	12	0	0	0	0	0	0	0
WORKFORCE NUMBER PRIOR FILING	15	15	0	15	0	0	0	0	0	0	0
NET CHANGE (+ or -)	-3	-3	0	-3	0	0	0	0	0	0	0
CODING CORRECTIONS	0	0	0	0	0	0	0	0	0	0	0
HIRES	0	0	0	0	0	0	0	0	0	0	0
PROMOTIONS INTO	2	2	0	2	0	0	0	0	0	0	0
TOTAL INCREASES	2	2	0	2	0	0	0	0	0	0	0
RESIGNATIONS	0	0	0	0	0	0	0	0	0	0	0
RETIREMENTS (VOL.)	4	4	0	4	0	0	0	0	0	0	0
TERMINATION	0	0	0	0	0	0	0	0	0	0	0
CODING CORRECTIONS	1	1	0	1	0	0	0	0	0	0	0
TOTAL REDUCTIONS	5	5	0	5	0	0	0	0	0	0	0
PROMOS WITHIN CATEGORY	0	0	0	0	0	0	0	0	0	0	0

Correction made; there were a Grand TTL of 14 EE's in EE06 - Skilled Craftworks for 2011 (All White Males)

OCCUPATIONAL CATEGORY: EE07 - SERVICE/MAINTENANCE

POSITION OR POSITION CLASSIFICATION: Custodian

Date: February 29, 2012

1/11/2013 8:24

42A1

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	21	11	14	5	3	0	4	5	0	1
WORKFORCE NUMBER PRIOR FILING	33	22	11	14	5	4	0	4	5	0	1
NET CHANGE (+ or -)	-1	-1	0	0	0	-1	0	0	0	0	0
DEMOTION INTO	0	0	0	0	0	0	0	0	0	0	0
HIRES	0	0	0	0	0	0	0	0	0	0	0
PROMOTIONS	0	0	0	0	0	0	0	0	0	0	0
	0	0	0								
TOTAL INCREASES	0	0	0	0	0	0	0	0	0	0	0
	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 (VOL.)	0	0	0	0	0	0	0	0	0	0	0
TERMINATIONS	1	1	0	0	0	1	0	0	0	0	0
TOTAL REDUCTIONS	1	1	0	0	0	1	0	0	0	0	0

OCCUPATIONAL CATEGORY: EEO7 - SERVICE/MAINTENANCE

POSITION OR POSITION CLASSIFICATION: Protective Services

Date: February 29, 2012

1/11/2013 8:24

42A1

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	9	0	5	1	5	0	1	0
NET CHANGE (+ or -)	0	0	0	1	0	-1	0	0	0	0	0
HIRES	0	0	0	0	0	0	0	0	0	0	0
PROMOTIONS	0	0	0	0	0	0	0	0	0	0	0
MOVED INTO CATEGORY*	1	1	0	1	0	0	0	0	0	0	0
Coding Correction	0	0	0	0	0	0	0	0	0	0	0
TOTAL INCREASES	1	1	0	1	0	0	0	0	0	0	0
DISMISSALS	0	0	0	0	0	0	0	0	0	0	0
PROMOTION	0	0	0	0	0	0	0	0	0	0	0
RESIGNATIONS	0	0	0	0	0	0	0	0	0	0	0
RETIREMENTS (VOL.)	0	0	0	0	0	0	0	0	0	0	0
TERMINATION	0	0	0	0	0	0	0	0	0	0	0
CODING CORRECTION**	1	1	0	0	0	1	0	0	0	0	0
TOTAL REDUCTIONS	1	1	0	0	0	1	0	0	0	0	0
PROMOS WITHIN CATEGORY	1	1	0	0	0	1	0	0	0	0	0

* As a result of grievance resolution

**One extra Black male was incorrectly counted in the AAP last year

OCCUPATIONAL CATEGORY: EEO1 - Executive/Administrative
POSITION OR POSITION CLASSIFICATION: All Titles in Category

DATE: February 28, 2012

1/10/2013 16:46

42A2

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											
Outside Agency	0	0	0											
Re-employment List	0	0	0											
Employment List	0	0	0											
Transfer List	0	0	0											
Other Applicants	184	133	47	88	30	9	4	5	2	7	3	24	8	4
TOTAL APPLICANTS	184	133	47	88	30	9	4	5	2	7	3	24	8	4
TOTAL REJECTED APPLICANTS	149	113	34	73	20	9	3	4	2	4	2	23	7	2
TOTAL QUAL. APPLICANTS	35	20	13	15	10	0	1	1	0	3	1	1	1	2
TOTAL TESTED	0	0	0											
TOTAL PASSING EXAMINATION	0	0	0											
Earned Ratings 1-5	0	0	0											
Earned Ratings 6-10	0	0	0											
Earned Ratings 11-15	0	0	0											
TOTAL INTERVIEWED	24	11	11	7	8	0	1	1	0	3	1	0	1	2
Not Offered Position	22	11	9	7	6	0	1	1	0	3	1	0	1	2
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
TOTAL ACCESSIONS	2	0	2	0	2	0	0	0	0	0	0	0	0	0

*Grand Total = Total Male + Total Female + Unknown/Unknown

For program goals

42.9 28.6 0.0 2.9 2.9 0.0 8.6 2.9

OCCUPATIONAL CATEGORY: EEO2 - Faculty

POSITION OR POSITION CLASSIFICATION: Associate Professor

DATE: February 28, 2012

42A2

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	20	12	8	9	8			2	0	1				
Outside Agency	0	0	0											
Re-employment List	0	0	0											
Employment List	0	0	0											
Transfer List	0	0	0											
Other Applicants	88	49	15	21	4	3	1	0	0	24	10	1	0	24
TOTAL APPLICANTS	108	61	23	30	12	3	1	2	0	25	10	1	0	24
TOTAL REJECTED APPLICANTS	46	24	5	12	4	0	0	1	0	11	1	0	0	17
TOTAL QUAL. APPLICANTS	62	37	18	18	8	3	1	1	0	14	9	1	0	7
TOTAL TESTED	0	0	0											
TOTAL PASSING EXAMINATION	0	0	0											
Earned Ratings 1-5	0	0	0											
Earned Ratings 6-10	0	0	0											
Earned Ratings 11-15	0	0	0											
TOTAL INTERVIEWED	47	27	15	15	7	3	1	1	0	8	7	0	0	5
Not Offered Position	30	16	9	7	2	3	1	0	0	6	6	0	0	5
Offered Position	17	11	6	8	5	0	0	1	0	2	1	0	0	0
Refused Position	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL ACCESSIONS	17	11	6	8	5	0	0	1	0	2	1	0	0	0

OCCUPATIONAL CATEGORY: EEO2 - Faculty

POSITION OR POSITION CLASSIFICATION: Assistant Professors

DATE: February 28, 2012

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											
Outside Agency	0	0	0											
Re-employment List	0	0	0											
Employment List	0	0	0											
Transfer List	0	0	0											
Other Applicants	528	343	137	158	68	12	8	9	8	132	32	32	21	48
TOTAL APPLICANTS	528	343	137	158	68	12	8	9	8	132	32	32	21	48
TOTAL REJECTED APPLICANTS	297	209	56	83	24	9	6	2	3	89	11	26	12	32
TOTAL QUAL. APPLICANTS	231	134	81	75	44	3	2	7	5	43	21	6	9	16
TOTAL TESTED	0	0	0											
TOTAL PASSING EXAMINATION	0	0	0											
Earned Ratings 1-5	0	0	0											
Earned Ratings 6-10	0	0	0											
Earned Ratings 11-15	0	0	0											
TOTAL INTERVIEWED	71	41	27	22	18	1	2	2	0	14	5	2	2	3
Not Offered Position	56	32	21	14	13	1	2	2	0	13	4	2	2	3
Offered Position	15	9	6	8	5	0	0	0	0	1	1	0	0	0
Refused Position	0	0	0											
TOTAL ACCESSIONS	15	9	6	8	5	0	0	0	0	1	1	0	0	0

OCCUPATIONAL CATEGORY: EEO3 - Professional/Non-Faculty
POSITION OR POSITION CLASSIFICATION: All Titles in Category

DATE: February 28, 2012

42A2

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		1									
Outside Agency	2	0	2		1		1							
Re-employment List	0	0	0											
Employment List	0	0	0											
Transfer List	0	0	0											
Other Applicants	1315	432	752	305	510	58	94	29	61	25	36	15	51	131
TOTAL APPLICANTS	1318	432	755	305	512	58	95	29	61	25	36	15	51	131
TOTAL REJECTED APPLICANTS	902	295	505	202	333	41	66	19	38	21	30	12	38	102
TOTAL QUAL. APPLICANTS	416	137	250	103	179	17	29	10	23	4	6	3	13	29
TOTAL TESTED	0	0	0											
TOTAL PASSING EXAMINATION	0	0	0											
Earned Ratings 1-5	0	0	0											
Earned Ratings 6-10	0	0	0											
Earned Ratings 11-15	0	0	0											
TOTAL INTERVIEWED	210	72	123	54	78	8	19	5	16	3	2	2	8	15
Not Offered Position	190	66	109	50	68	7	16	4	15	3	2	2	8	15
Offered Position	20	6	14	4	10	1	3	1	1	0	0	0	0	0
Refused Position	2	0	2	0	1	0	1	0	0	0	0	0	0	0
TOTAL ACCESSIONS	18	6	12	4	9	1	2	1	1	0	0	0	0	0

OCCUPATIONAL CATEGORY: EEO-1 - EXECUTIVE/ADMINISTRATIVE
 POSITION OR POSITION CLASSIFICATION:

Form #42 A4

TRAINING ANALYSIS

1/10/2013 16:48

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
Generational Issues	SPRING 2011	1	0	1	0	1	0	0	0	0	0	0
There's Spinach in Your Teeth	SPRING 2011	1	1	0	0	0	1	0	0	0	0	0
Getting Fiscally Fit	SPRING 2011	2	1	1	0	1	1	0	0	0	0	0
Nutrition and Anti-Aging	SPRING 2011	1	0	1	0	1	0	0	0	0	0	0
Sexual Harassment Prevention	SUMMER 2011	1	0	1	0	1	0	0	0	0	0	0
Sexual Harassment Prevention	FALL 2011	3	3	0	2	0	1	0	0	0	0	0
Blackboard Learn	SPRING 2012	1	1	0	1	0	0	0	0	0	0	0
Migration Lab	FALL 2011	1	1	0	1	0	0	0	0	0	0	0
Moving to Blackboard Learn	FALL 2011	1	1	0	1	0	0	0	0	0	0	0
Grand Totals		12	8	4	5	4	3	0	0	0	0	0

OCCUPATIONAL CATEGORY: EEO-2 - FACULTY

POSITION OR POSITION CLASSIFICATION: Associate Professor

Form #42 A4

TRAINING ANALYSIS

1/10/2013 16:48

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
Anger Management	SPRING 2011	1	1	0	0	0	1	0	0	0	0	0
There's Spinach in Your Teeth	SPRING 2011	1	0	1	0	0	0	0	0	1	0	0
Get Fiscally Fit	SPRING 2011	1	0	1	0	0	0	0	0	1	0	0
Sexual Harassment Prevention	SUMMER 2011	6	2	4	2	4	0	0	0	0	0	0
Sexual Harassment Prevention	FALL 2011	10	6	4	6	4	0	0	0	0	0	0
Blackboard Learn	FALL 2011	1	1	0	1	0	0	0	0	0	0	0
Blackboard Learn	SUMMER 2011	1	0	1	0	1	0	0	0	0	0	0
Blackboard Vista	FALL 2011	8	4	4	4	4	0	0	0	0	0	0
Blackboard Vista	SPRING 2011	1	0	1	0	1	0	0	0	0	0	0
Blackboard Vista	SPRING 2012	1	1	0	1	0	0	0	0	0	0	0
Blackboard Vista	SUMMER 2011	1	0	1	0	1	0	0	0	0	0	0
Expression Web	FALL 2011	1	1	0	1	0	0	0	0	0	0	0
Final Site	FALL 2011	4	1	3	1	3	0	0	0	0	0	0
Instructional Design	SPRING 2012	1	0	1	0	1	0	0	0	0	0	0
Instructional Design	SUMMER 2011	1	0	1	0	1	0	0	0	0	0	0
Migration Lab	FALL 2011	1	0	1	0	1	0	0	0	0	0	0
Migration Lab	SPRING 2011	2	1	1	0	1	1	0	0	0	0	0
Moving to Blackboard Learn	FALL 2011	2	0	2	0	2	0	0	0	0	0	0
Moving to Blackboard Learn	SPRING 2012	3	2	1	1	1	1	0	0	0	0	0
Podcasting	FALL 2011	1	0	1	0	1	0	0	0	0	0	0
Survey Tool	SPRING 2012	1	1	0	0	0	0	0	1	0	0	0
Universal Design	SPRING 2012	1	0	1	0	1	0	0	0	0	0	0
WebEx	FALL 2011	1	1	0	0	0	1	0	0	0	0	0
PHP & MySQL Introduction: How to Create Web Forms and Capture Info	FALL 2011	1	0	1	0	1	0	0	0	0	0	0
Web Page Design with HTML	FALL 2011	1	0	1	0	1	0	0	0	0	0	0

OCCUPATIONAL CATEGORY: EEO-2 - FACULTY

POSITION OR POSITION CLASSIFICATION: Assistant Professor

Form #42 A4

TRAINING ANALYSIS

1/10/2013 16:48

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
There's Spinach in Your Teeth	SPRING 2011	1	0	1	0	0	0	0	0	0	0	1
Diversity Awareness Training	SUMMER 2011	2	2	0	1	0	0	0	0	0	1	0
Sexual Harassment Prevention	SUMMER 2011	4	1	3	1	2	0	0	0	0	0	1
Sexual Harassment Prevention	FALL 2011	11	6	5	5	4	1	0	0	1	0	0
Blackboard Learn	FALL 2011	1	0	1	0	1	0	0	0	0	0	0
Blackboard Learn	SPRING 2012	1	0	1	0	1	0	0	0	0	0	0
Blackboard Vista	FALL 2011	6	3	3	1	2	2	1	0	0	0	0
Blackboard Vista	SPRING 2011	2	2	0	0	0	2	0	0	0	0	0
Blackboard Vista	SUMMER 2011	4	2	2	0	2	2	0	0	0	0	0
ePortfolio	SPRING 2012	1	0	1	0	1	0	0	0	0	0	0
Final Site	FALL 2011	3	1	2	1	2	0	0	0	0	0	0
Moving to Black Board Learn	FALL 2011	1	1	0	1	0	0	0	0	0	0	0
Podcasting	SPRING 2011	1	1	0	1	0	0	0	0	0	0	0
PPT	SUMMER 2011	1	1	0	1	0	0	0	0	0	0	0
Smartboard	FALL 2011	1	1	0	0	0	1	0	0	0	0	0
Smartboard	SPRING 2011	1	1	0	0	0	1	0	0	0	0	0
Turning Point	FALL 2011	1	0	1	0	1	0	0	0	0	0	0
WordPress	FALL 2011	1	1	0	1	0	0	0	0	0	0	0
Excel 2007 & 2010: Intermediate (Certification Path)	FALL 2011	1	1	0	0	0	1	0	0	0	0	0
Great Grammar! A Workshop to Increase Your Working Knowledge of Grammar Punctuation	FALL 2011	1	1	0	0	0	1	0	0	0	0	0
Spanish for the Community	FALL 2011	1	1	0	0	0	1	0	0	0	0	0
Three Days to Better Writing: Rethinking Your Writing	FALL 2011	1	1	0	0	0	1	0	0	0	0	0
Grand Totals		47	27	20	13	16	13	1	0	1	1	2

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

TRAINING ANALYSIS

1/10/2013 16:48

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
Moving to Blackboard Learn	FALL 2011	1	0	1	0	1	0	0	0	0	0	0

OCCUPATIONAL CATEGORY: EEO-3 - PROFESSIONAL NON-FACULTY
 POSITION OR POSITION CLASSIFICATION:
 Form #42 A4

1/10/2013 16:48

TRAINING ANALYSIS

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
Anger Management	SPRING 2011	30	5	25	3	22	0	1	1	1	1	1
Generational Issues	SPRING 2011	14	4	10	4	8	0	0	0	2	0	0
There's Spinach in Your Teeth	SPRING 2011	38	5	33	5	29	0	1	0	3	0	0
Getting Fiscally Fit	SPRING 2011	42	11	31	7	26	1	2	2	2	1	1
Nutrition and Anti-Aging	SPRING 2011	38	6	32	5	29	0	0	0	1	1	2
Sexual Harassment Prevention	SUMMER 2011	6	2	4	1	2	1	0	0	2	0	0
Sexual Harassment Prevention	FALL 2011	20	8	12	7	7	0	3	0	2	1	0
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
Excel	SPRING 2011	1	0	1	0	1	0	0	0	0	0	0
Blackboard Vista	SUMMER 2011	1	0	1	0	1	0	0	0	0	0	0
Banner	SPRING 2012	1	1	0	0	0	0	1	0	0	0	0
Banner	FALL 2011	1	1	0	1	0	0	0	0	0	0	0
Hyperion	FALL 2011	1	1	0	1	0	0	0	0	0	0	0
Blackboard Vista	SPRING 2012	1	1	0	1	0	0	0	0	0	0	0
Blackboard Vista	SUMMER 2011	1	1	0	1	0	0	0	0	0	0	0
Burn CD	FALL 2011	1	0	1	0	1	0	0	0	0	0	0
Suoaf Professional Development	SUMMER 2011	2	1	1	1	0	0	1	0	0	0	0
Access 2007 & 2010: Introduction	SUMMER 2011	1	0	1	0	0	0	0	0	1	0	0
Access Reports and Queries	FALL 2011	1	0	1	0	0	0	0	0	1	0	0
SpeedReading & SpeedREACHING People - NEW	FALL 2011	1	0	1	0	0	0	0	0	1	0	0
Suoaf Professional Development	SPRING 2011	1	0	1	0	0	0	1	0	0	0	0
Support Your Boss, Communicating and Managing Up!	SUMMER 2011	1	0	1	0	0	0	0	0	1	0	0
Access 2007 & 2010: Introduction	FALL 2011	1	0	1	0	1	0	0	0	0	0	0
Adobe Acrobat: In-Depth	SPRING 2011	1	0	1	0	1	0	0	0	0	0	0
Attitude - NEW	FALL 2011	1	0	1	0	1	0	0	0	0	0	0
Excel Formulas & Functions	SPRING 2011	1	0	1	0	1	0	0	0	0	0	0
Essentials of Project Management	FALL 2011	1	0	1	0	1	0	0	0	0	0	0
Managing Multiple Priorities When Resources are Scarce and Teams are Lean	FALL 2011	1	0	1	0	1	0	0	0	0	0	0
Organizing Your Work Area	FALL 2011	1	0	1	0	1	0	0	0	0	0	0
Suoaf Professional Development	SPRING 2011	1	1	0	0	1	0	0	0	0	0	0
Adobe Photoshop: In-Depth (PC)	SPRING 2011	1	0	1	0	1	0	0	0	0	0	0
Excel (Data & Functions)	SPRING 2011	1	0	1	0	1	0	0	0	0	0	0
Suoaf Professional Development	SPRING 2011	1	0	1	0	1	0	0	0	0	0	0
Let the World's Best Web Tools Work for You!- Web 2.0	SPRING 2011	1	1	0	1	0	0	0	0	0	0	0
Adobe Photoshop: In-Depth (PC)	SUMMER 2011	1	1	0	0	0	0	0	0	0	1	0
Forty Bare Essentials & Golden Rules for Business Writing	SUMMER 2011	1	1	0	1	0	0	0	0	0	0	0
Adventures in Critical Thinking and Problem Solving	SUMMER 2011	1	1	0	0	0	1	0	0	0	0	0
Database Introduction	SPRING 2011	1	1	0	1	0	0	0	0	0	0	0
CPR/AED Certification (will take class at CCSU)	FALL 2011	1	0	1	0	0	0	0	0	1	0	0
Using the MS Office Suite Together as a Whole	SPRING 2011	1	0	1	0	0	0	0	0	1	0	0
Access 2007 & 2010: Introduction	SUMMER 2011	1	1	0	0	0	0	0	1	0	0	0
Adobe Acrobat: In-Depth	SPRING 2011	1	1	0	0	0	0	0	1	0	0	0
Assertiveness Training: Getting Your Point Across Nicely	SPRING 2011	1	0	1	0	0	0	0	0	0	0	1
Climbing the Public Speaking Mountain - Overcoming Fears and Phobias	SPRING 2011	1	0	1	0	0	0	0	0	0	0	1
Boost Your Brain Power	SPRING 2011	1	0	1	0	1	0	0	0	0	0	0
Essentials of Project Management	SPRING 2011	1	1	0	1	0	0	0	0	0	0	0
Microsoft SQL Server 2008: In Depth	SPRING 2011	1	1	0	1	0	0	0	0	0	0	0
SharePoint 2007 Design: Introduction	SPRING 2011	1	1	0	1	0	0	0	0	0	0	0
Adobe Acrobat: In-Depth	SUMMER 2011	1	0	1	0	1	0	0	0	0	0	0
Climbing the Public Speaking Mountain - Overcoming Fears and Phobias	SPRING 2011	1	0	1	0	1	0	0	0	0	0	0
MS Excel 2007 III (Advanced) - NEW	FALL 2011	1	0	1	0	1	0	0	0	0	0	0
Winning Grant Writing Skills: The Basics	FALL 2011	1	0	1	0	1	0	0	0	0	0	0
Introduction to Dashboard (in Excel)	SPRING 2011	1	0	1	0	0	0	0	0	0	0	1
Advanced Grant Writing	FALL 2011	1	1	0	1	0	0	0	0	0	0	0
Essentials of Project Management	FALL 2011	1	1	0	1	0	0	0	0	0	0	0
Interpersonal Intelligence and Leadership: The Key to Understanding Others	FALL 2011	1	1	0	1	0	0	0	0	0	0	0
Managing Multiple Priorities When Resources are Scarce and Teams are Lean	FALL 2011	1	1	0	1	0	0	0	0	0	0	0
Organizing Your Work Area	FALL 2011	1	1	0	1	0	0	0	0	0	0	0
The Successful Manager - NEW!	FALL 2011	1	1	0	1	0	0	0	0	0	0	0
Learning to Stress Less in Todays Stress More Workplace	SUMMER 2011	1	0	1	0	0	0	1	0	0	0	0
Grand Totals		243	64	179	49	143	4	10	6	19	5	7

OCCUPATIONAL CATEGORY: EEO-4 -
 SECRETARIAL CLERICAL
 POSITION OR POSITION CLASSIFICATION:
Administrative Assistant
 Form #42 A4

TRAINING ANALYSIS

1/10/2013 16:48

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
Anger Management	SPRING 2011	5	0	5	0	4	0	0	0	1	0	0
Generational Issues	SPRING 2011	2	0	2	0	2	0	0	0	0	0	0
There's Spinach in Your Teeth	SPRING 2011	6	0	6	0	6	0	0	0	0	0	0
Getting Fiscally Fit	SPRING 2011	9	0	9	0	7	0	1	0	1	0	0
Nutrition and Anti-Aging	SPRING 2011	8	0	8	0	6	0	1	0	1	0	0
Excel	SUMMER 2011	1	0	1	0	1	0	0	0	0	0	0
Excel Formulas & Functions	SUMMER 2011	1	0	1	0	1	0	0	0	0	0	0
Grand Totals		32	0	32	0	27	0	2	0	3	0	0

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

TRAINING ANALYSIS

1/10/2013 16:48

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
Anger Management	SPRING	1	0	1	0	1	0	0	0	0	0	0
There's Spinach in Your Teeth	SPRING	5	0	5	0	5	0	0	0	0	0	0
Getting Fiscally Fit	SPRING	4	0	4	0	3	0	0	0	1	0	0
Nutrition and Anti-Aging	SPRING	8	1	7	0	6	0	0	1	1	0	0
Sexual Harassment Prevention	FALL 2011	1	0	1	0	1	0	0	0	0	0	0
Grand Totals		19	1	18	0	16	0	0	1	2	0	0

OCCUPATIONAL CATEGORY: EEO-7 SERVICE/MAINTENANCE

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

Form #42 A4

1/10/2013 16:48

TRAINING ANALYSIS

	DATE	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISPANIC MALE	HISPANIC	OTHER MALE	OTHER FEMALE
TYPES OF TRAINING												
Adobe Acrobat: In-Depth	SUMMER 2011	1	1	0	0	0	1	0	0	0	0	0

OCCUPATIONAL CATEGORY: EEO-7 - SERVICE/MAINTENANCE

POSITION OR POSITION CLASSIFICATION: Custodians

Form #42 A4

TRAINING ANALYSIS

1/10/2013 16:48

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
Nutrition and Anti-Aging	SPRING 2011	6	3	3	2	2	0	0	1	1	0	0
Developing Peak Personal Confidence	FALL 2011	1	0	1	0	0	0	0	0	1	0	0
Managing Disagreement, Conflict and Confrontation	FALL 2011	1	0	1	0	0	0	0	0	1	0	0
Organizing Your Work Area	FALL 2011	1	0	1	0	1	0	0	0	0	0	0
OSHA -10	FALL 2011	4	2	2	2	1	0	0	0	1	0	0
Stress That Motivates - NEW	FALL 2011	1	0	1	0	1	0	0	0	0	0	0
Grand Totals		14	5	9	4	5	0	0	1	4	0	0

**EXIT INTERVIEW
RESPONSES**

	YES	NO
4. Would you consider returning to work for CCSU?	12	2
5. Were you able to utilize your skills and abilities in your position(s) at CCSU?	13	2
6. Did the job meet your expectations?	12	2
7. Do you feel that the supervising staff provided the guidance and information you needed to do your job?	13	1
8. Were you provided at the supervising staff provided the guidance and information you needed to do your job?	13	1
9. Was your supervising staff responsive to your questions and concerns on the job?	11	2
10. Were you provided sufficient and accurate information about the job? (Prior to hiring)	14	0
10a. Were you provided sufficient and accurate information about the job (at orientation training)?	5	3
11. Were you provided adequate on-the-job training?	11	3
12. Were there adequate opportunities for promotional advancement and career growth?	11	3
13. Did your department/work unit work well together as a team?	8	0
14. Did you feel that you were treated fairly and respectfully by your supervisor/manager?	8	2

**CENTRAL CONNECTICUT STATE UNIVERSITY
EXIT INTERVIEW**

Name: _____ Department: _____ Job Title: _____

Home Mailing Address: _____
If your mailing address has changed since the last time you completed paperwork in Human Resources, please check: _____

1. Total years with Central Connecticut State University: _____

2. Job title at time of separation: _____

3. Please list the reason(s) that contributed to your decision to leave CCSU:

a) Promotional opportunity: _____

b) Lack of training: _____

c) Lack of advancement opportunities: _____

d) Working conditions: _____

e) Relocation: _____

f) Other: _____

4. Would you consider returning to work for CCSU?

Yes _____ No _____ If no, please explain why: _____

5. Were you able to utilize your skills and abilities in your position(s) at CCSU?

Yes _____ No _____ If no, please explain how your skills and abilities were underutilized?

6. Did the job meet your expectations?

Yes _____ No _____ If no, please explain why: _____

Do you feel that the supervising staff provided the guidance and information you needed to do your job?
Yes _____ No _____ If no, please explain how supervision could have been more helpful in
guiding you on the job: _____

8. Were you provided with positive feedback and recognition for your work accomplishments?
Yes _____ No _____ If no, please explain: _____

9. Was your supervising staff responsive to your questions and concerns on the job?
Yes _____ No _____ If no, please explain: _____

10. Were you given sufficient and accurate information about the job?
Prior to hiring: Yes _____ No _____ If no, please explain: _____

At orientation training: Yes _____ No _____ If no, please explain: _____

11. Were you provided adequate on-the-job training?
Yes _____ No _____ If no, how could training be improved? _____

12. Were there adequate opportunities for promotional advancement and career growth?
Yes _____ No _____ If no, please explain: _____

3. Did your department/work unit work well together as a team?
Yes _____ No _____ If no, please explain: _____

14. Did you feel that you were treated fairly and respectfully by your supervisor/manager?
Yes _____ No _____ If no, please explain: _____

15. Please list any suggestions for changes or improvements or other comments which could assist CCSU in enhancing its operations:

Employee's Signature: _____

Date: _____

Interviewer's Signature: _____

Date: _____

**CENTRAL CONNECTICUT STATE UNIVERSITY
EXIT INTERVIEW FOR RETIREMENT**

1. Total years with Central Connecticut State University: _____
2. Job title at time of retirement: _____
3. Please list the reason(s) that contributed to your decision to leave CCSU:
 - a) Retirement: _____
 - b) Other: _____
4. Were you able to utilize your skills and abilities in your position(s) at CCSU?
Yes _____ No _____ If no, please explain how your skills and abilities were underutilized?

5. Did the job meet your expectations?
Yes _____ No _____ If no, please explain why: _____

6. Do you feel that the supervising staff provided the guidance and information you needed to do your job?
Yes _____ No _____ If no, please explain how supervision could have been more helpful in
guiding you on the job: _____

7. Were you provided with positive feedback and recognition for your work accomplishments?
Yes _____ No _____ If no, please explain: _____

8. Was your supervising staff responsive to your questions and concerns on the job?
Yes _____ No _____ If no, please explain: _____

CENTRAL CONNECTICUT STATE UNIVERSITY
EXIT INTERVIEW
(continued)

9. Were you provided adequate on-the-job training?
Yes _____ No _____ If no, how could training be improved? _____

10. Were there adequate opportunities for promotional advancement and career growth?
Yes _____ No _____ If no, please explain: _____

11. Did your department/work unit work well together as a team?
Yes _____ No _____ If no, please explain: _____

12. Did you feel that you were treated fairly and respectfully by your supervisor/manager?
Yes _____ No _____ If no, please explain: _____

13. Please list any suggestions for changes or improvements or other comments which could assist CCSU in enhancing its operations:

Employee's Signature: _____

Date: _____

Interviewer's Signature: _____

Date: _____

CCSU Exit Questionnaire



1. Name

	Response Count
	14
answered question	14
skipped question	0

2. University Department

	Response Count
	14
answered question	14
skipped question	0

3. Job Title

	Response Count
	14
answered question	14
skipped question	0

4. Employment Category/Appointment Type

AAUP Faculty

	Special Appointment (temp.)	Tenure Track	Tenured	Defi Appoint
Please select one	0.0% (0)	50.0% (1)	0.0% (0)	50.0%

SUOAF Administrative Faculty

	Temporary Appointment	Term Appointment	Continuing Ap
Please select one	0.0% (0)	55.6% (5)	44.4%

Classified

	Administrative Clerical	Administrative & Residual	Engineering & Scientific	Maintenance
Please select one	75.0% (3)	0.0% (0)	25.0% (1)	0.0% (0)

Management/Confidential

	Non-Temporary Appointment	Temporary Appointme
Please select one	66.7% (2)	33.3% (1)

answ

skij






5. Gender

	Response Percent	Response Count
Male	21.4%	3
Female	78.6%	11



answered question 14

skipped question 0



6. Length of CCSU service

		Response Percent	Response Count
Under 5 years		64.3%	9
5 - 9 years		0.0%	0
10 - 15 years		7.1%	1
16 - 19 years		7.1%	1
20 - 25 years		14.3%	2
26+ years		7.1%	1
answered question			14
skipped question			0

7. Would you work for CCSU again in the future?

		Response Percent	Response Count
Yes		92.3%	12
No		7.7%	1
If no, please explain why:			2
answered question			13
skipped question			1

8. Were you able to utilize your skills and abilities in your position at CCSU?



		Response Percent	Response Count
Yes		78.6%	11
No		21.4%	3

If no, please explain how your skills/abilities were underutilized: 2

answered question 14

skipped question 0

9. Did the job meet your expectations?

		Response Percent	Response Count
Yes		50.0%	7
No		50.0%	7

If no, please explain why: 5

answered question 14

skipped question 0

10. Please indicate the reason/s that contributed to your decision to leave CCSU.

		Response Percent	Response Count
Salary/Wage		7.1%	1
Employment conditions		14.3%	2
Promotional opportunity		21.4%	3
Work location/relocation		7.1%	1
Workplace culture and values		28.6%	4
Family/Childcare reasons		0.0%	0
Health-related reasons		7.1%	1
Retirement		21.4%	3
End of contract		14.3%	2
Lack of advancement opportunities		7.1%	1
Other (please specify)		28.6%	4
answered question			14
skipped question			0

11. Overall Experience

	Extremely satisfied	Somewhat satisfied	Neutral	Somewhat dissatisfied	Extremely dissatisfied	Rating Average	Response Count
Your overall work experience	27.3% (3)	45.5% (5)	0.0% (0)	9.1% (1)	18.2% (2)	3.55	

Comments:

answered question
skipped question

12. Job/Role

	Extremely satisfied	Somewhat satisfied	Neutral	Somewhat dissatisfied	Extremely dissatisfied	Rating Average	Response Count
Definition of your role and responsibilities	27.3% (3)	45.5% (5)	18.2% (2)	0.0% (0)	9.1% (1)	3.82	
The nature of the work required in your role	27.3% (3)	63.6% (7)	0.0% (0)	9.1% (1)	0.0% (0)	4.09	
Opportunities for advancement and development	27.3% (3)	9.1% (1)	9.1% (1)	36.4% (4)	18.2% (2)	2.91	
Evaluation/Performance Review process	27.3% (3)	36.4% (4)	18.2% (2)	0.0% (0)	18.2% (2)	3.55	
Ability to provide input into issues that affected your job	36.4% (4)	9.1% (1)	18.2% (2)	0.0% (0)	36.4% (4)	3.09	

Comments:

answered question

skipped question

13. Terms & Conditions

	Extremely satisfied	Somewhat satisfied	Neutral	Somewhat dissatisfied	Extremely dissatisfied	Rating Average	Response Count
Salary	25.0% (3)	50.0% (6)	8.3% (1)	8.3% (1)	8.3% (1)	3.75	
Fringe benefits	41.7% (5)	41.7% (5)	8.3% (1)	8.3% (1)	0.0% (0)	4.17	
Work Schedule	50.0% (6)	25.0% (3)	8.3% (1)	16.7% (2)	0.0% (0)	4.08	
Access to flexible working arrangements	25.0% (3)	41.7% (5)	25.0% (3)	0.0% (0)	8.3% (1)	3.75	
Office/Work space	16.7% (2)	33.3% (4)	33.3% (4)	16.7% (2)	0.0% (0)	3.50	
On-Campus Health & Fitness Opportunities	36.4% (4)	18.2% (2)	18.2% (2)	18.2% (2)	9.1% (1)	3.55	
Geographic location	63.6% (7)	27.3% (3)	0.0% (0)	9.1% (1)	0.0% (0)	4.45	

Comments:

answered question

skipped question

14. Interpersonal Relationships

	Extremely satisfied	Somewhat satisfied	Neutral	Somewhat dissatisfied	Extremely dissatisfied	Rating Average	Response Count
Relationship with immediate supervisor	27.3% (3)	45.5% (5)	0.0% (0)	9.1% (1)	18.2% (2)	3.55	
Relationship with coworkers in your department	45.5% (5)	18.2% (2)	18.2% (2)	9.1% (1)	9.1% (1)	3.82	
Relationship with faculty & staff in other departments	72.7% (8)	18.2% (2)	9.1% (1)	0.0% (0)	0.0% (0)	4.64	
Relationship with the administration	45.5% (5)	18.2% (2)	18.2% (2)	9.1% (1)	9.1% (1)	3.82	

Comments:

answered question

skipped question

15. Training & Development

	Extremely satisfied	Somewhat satisfied	Neutral	Somewhat dissatisfied	Extremely dissatisfied	Rating Average	Response Count
Orientation	36.4% (4)	18.2% (2)	27.3% (3)	9.1% (1)	9.1% (1)	3.64	
On the job training	18.2% (2)	27.3% (3)	18.2% (2)	27.3% (3)	9.1% (1)	3.18	
Training and development opportunities	27.3% (3)	18.2% (2)	9.1% (1)	27.3% (3)	18.2% (2)	3.09	
Access to training programs	18.2% (2)	18.2% (2)	18.2% (2)	36.4% (4)	9.1% (1)	3.00	

Comments:

answered question

skipped question

16. Immediate Supervisor/Management

	Extremely satisfied	Somewhat satisfied	Neutral	Somewhat dissatisfied	Extremely dissatisfied	Rating Average	Response Count
Communication of strategic direction and policy	27.3% (3)	36.4% (4)	9.1% (1)	0.0% (0)	27.3% (3)	3.36	
Feedback on your performance	36.4% (4)	27.3% (3)	0.0% (0)	9.1% (1)	27.3% (3)	3.36	
Communication of decisions and issues affecting you	27.3% (3)	27.3% (3)	9.1% (1)	9.1% (1)	27.3% (3)	3.18	
Competence of your immediate supervisor	45.5% (5)	9.1% (1)	0.0% (0)	18.2% (2)	27.3% (3)	3.27	

Comments:

answered question

skipped question

17. Workplace Culture

	Extremely satisfied	Somewhat satisfied	Neutral	Somewhat dissatisfied	Extremely dissatisfied	Rating Average	Response Count
Culture of supporting faculty & staff to develop and reach their potential	27.3% (3)	27.3% (3)	9.1% (1)	18.2% (2)	18.2% (2)	3.27	
Culture of respecting individual differences	54.5% (6)	27.3% (3)	9.1% (1)	0.0% (0)	9.1% (1)	4.18	
Culture of providing a workplace free of harassment and bullying	54.5% (6)	27.3% (3)	0.0% (0)	0.0% (0)	18.2% (2)	4.00	

Comments:

answered question

skipped question

18. Please use this space for any additional comments you would like to make. Thank you.

**Response
Count**

7









answered question

7

skipped question

7

Please indicate the reason/s that contributed to your decision to leave CCSU.

		Response Percent	Response Count
Salary/Wage		7.1%	1
Employment conditions		14.3%	2
Promotional opportunity		21.4%	3
Work location/relocation		7.1%	1
Workplace culture and values		28.6%	4
Family/Childcare reasons		0.0%	0
Health-related reasons		7.1%	1
Retirement		21.4%	3
End of contract		14.3%	2
Lack of advancement opportunities		7.1%	1
Other (please specify)		28.6%	4
answered question			14
skipped question			0

Page 2, Q1. Please indicate the reason/s that contributed to your decision to leave CCSU.

- | | | |
|---|---|----------------------|
| 1 | husband accepted position in another state | Jan 31, 2012 7:08 AM |
| 2 | Reemployment rights to a previously held position | Nov 30, 2011 6:45 AM |
| 3 | see above comments | Sep 29, 2011 7:31 PM |
| 4 | Malloy and SEBAC 2011 Agreement. | Sep 6, 2011 3:55 AM |
-

CCSU Exit Questionnaire

At CCSU, we are committed to providing a positive work environment for our faculty and staff. This Exit Questionnaire provides a valuable source of information to assist us in assessing the overall quality of your experience at CCSU. Thank you for taking a few minutes to complete this survey to let us know how you feel about the time you spent employed here.

Your responses are confidential and all questions are optional.

Please return completed questionnaire to:
Laurie Dunn
Human Resources, LD101
Central CT State University
1615 Stanley Street
New Britain, CT 06050

CCSU Exit Questionnaire

*** 1. Name**

2. University Department

3. Job Title

4. Employment Category/Appointment Type

	AAUP Faculty	SUOAF Administrative Faculty	Classified	Management/Confidential
Please select one	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

5. Gender

Male

Female

6. Length of CCSU service

Under 5 years

16 - 19 years

5 - 9 years

20 - 25 years

10 - 15 years

26+ years

7. Would you work for CCSU again in the future?

Yes

No

If no, please explain why:

8. Were you able to utilize your skills and abilities in your position at CCSU?

Yes

No

If no, please explain how your skills/abilities were underutilized:

CCSU Exit Questionnaire

9. Did the job meet your expectations?

Yes

No

If no, please explain why:

10. Please indicate the reason/s that contributed to your decision to leave CCSU.

Health-related reasons

Promotional opportunity

Lack of advancement opportunities

Workplace culture and values

Employment conditions

Salary/Wage

End of contract

Retirement

Work location/relocation

Family/Childcare reasons

Other (please specify)

CCSU Exit Questionnaire

Please comment on how satisfied you were with each of the following aspects of your job:

11. Overall Experience

	Extremely satisfied	Somewhat satisfied	Neutral	Somewhat dissatisfied	Extremely dissatisfied
Your overall work experience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments:

12. Job/Role

	Extremely satisfied	Somewhat satisfied	Neutral	Somewhat dissatisfied	Extremely dissatisfied
Definition of your role and responsibilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The nature of the work required in your role	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Opportunities for advancement and development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evaluation/Performance Review process	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to provide input into issues that affected your job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments:

13. Terms & Conditions

	Extremely satisfied	Somewhat satisfied	Neutral	Somewhat dissatisfied	Extremely dissatisfied
Salary	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fringe benefits	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Work Schedule	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Access to flexible working arrangements	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Office/Work space	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
On-Campus Health & Fitness Opportunities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Geographic location	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments:

CCSU Exit Questionnaire

14. Interpersonal Relationships

	Extremely satisfied	Somewhat satisfied	Neutral	Somewhat dissatisfied	Extremely dissatisfied
Relationship with immediate supervisor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Relationship with coworkers in your department	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Relationship with faculty & staff in other departments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Relationship with the administration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments:

15. Training & Development

	Extremely satisfied	Somewhat satisfied	Neutral	Somewhat dissatisfied	Extremely dissatisfied
Orientation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
On the job training	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Training and development opportunities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Access to training programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments:

16. Immediate Supervisor/Management

	Extremely satisfied	Somewhat satisfied	Neutral	Somewhat dissatisfied	Extremely dissatisfied
Communication of strategic direction and policy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Feedback on your performance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communication of decisions and issues affecting you	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Competence of your immediate supervisor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments:

CCSU Exit Questionnaire

17. Workplace Culture

	Extremely satisfied	Somewhat satisfied	Neutral	Somewhat dissatisfied	Extremely dissatisfied
Culture of supporting faculty & staff to develop and reach their potential	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Culture of respecting individual differences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Culture of providing a workplace free of harassment and bullying	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments:

CCSU Exit Questionnaire

18. Please use this space for any additional comments you would like to make. Thank you.

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 (90) short and long-term hiring goals and experienced forty-four (44) hires.

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

Note: The White female Instructor hire noted in the workforce, employment and utilization analysis was hired from an applicant pool from 2009; at that time this search was put on hold to refill.

Since goal achievement cannot take place in categories where hiring did not occur, the thirty-two (32) goals attributable to the categories of Professor, Technical Paraprofessional, Secretarial/Clerical-(all categories except Secretary 2 and Administrative), Secretarial Clerical-Administrative Assistant; Skilled Crafts, Protective Services and Custodians could not be achieved. Therefore, only forty-four (44) of the ninety (90) – sixty (60) short-term and thirty (30) long-term -established goals were identified as achievable goals. Of the forty-four (44) hires that occurred during this reporting period, fifteen (15), or thirty-four (34%) percent of all hires, met established reachable hiring goals.

Additionally, in its commitment to diversity the University demonstrated good faith effort by hiring fourteen (14) members of underrepresented groups that did not meet established goals:

- Two (2) Other males in the Associate Professor Category;
- Five (5) White females and one (1) Other male in the Assistant Professor category;
- Two (3) White females, one (1) Hispanic male, and one (1) Black male in the Professional/Non-faculty category;
- One (1) White female in the Secretary 2 category.

In all, twenty-nine (29) out of the forty-four (44) hires, or sixty-six (66%), 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 eighteen months 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 identify their race and gender from forty (40%) percent to eighty-five (85%) percent. The University will be implementing the State's Core application tracking system. At this time, we are uncertain on how this new system will impact data collection in the search process.

The University utilizes the standard State of Connecticut application (PLD-1) for candidates applying for positions in all classified occupational categories. The PLD-1 does not screen out candidates on the basis of race, sex, age, or disability. 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 consider 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 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 Annual Status Report (ACE, 2008) indicate that in 2004-05, 5.5% of all doctorates were awarded to African Americans, 3.2% to Hispanics, 5.1% to Asian Americans, and less than 1% to American Indians. As a result of this 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 (MRRRC) plays a role in assisting the University to diversify its faculty and retain underutilized group members. The MRRRC supports the University's recruitment efforts by supporting the improvement of non-tenured minority member's 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 addresses these and other factors during search committee orientations, 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 VII. The administrative faculty support 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 (SUAOF/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 SUAOF/AFSCME collective bargaining agreement requires that any vacancy or promotional opportunity must be posted internally so that bargaining unit members of the Connecticut State University 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 upward mobility, but can result in a limited pool of candidates.

SUAOF/AFSCME and Minority Recruitment and Mentoring Committee (MRMC) funds are used to enhance the professional development of minority employees during the first through third (1-3) 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.

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. 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 "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." 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 on 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. Although more recently females have been entering the Skilled Crafts field, the University has been unable to hire females since the available applicant pool may be 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 "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.” 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 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 at the University. 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 as well as utilize lists from the *Women and Minority Doctoral Directory*. Previous recruitment strategies, such as the extension of searches, personal recruitment through employees’ contacts, and recruitment initiatives of the MRRC and MRMC, were continued. In addition, the University initiated a program designed to increase the diversity in the faculty ranks by developing a resource for search committees to utilize.

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. Applicants for clerical position examinations were provided with study guides for state certification examinations.

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 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 procedure.

The Human Resources Office provides all new employees the Central Connecticut State University Guide to Employment Related University Policies and the Employee Benefits Handbook. The Guide and the Handbook include information relating to employment at the University, such as a 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. The Guide and the Handbook are 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 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 Human Resources Office, the Office of Diversity & Equity, 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 Office of Diversity and Equity website: 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 Office of Office of Diversity & Equity requires that minorities and females are included on all search committees.

Recruitment Practices:

For the Office Clerical occupational category, state certification examinations held only in Hartford are inconvenient for local, interested applicants who have transportation problems. Mass transit is neither reliable nor easily accessible. Further, it appears that the state certification examinations pose a difficulty for some interested applicants. These applicants must be encouraged to prepare for the certification examination by utilizing the study guide, which is provided by the Office of Diversity & Equity. Recruitment continued to pose a problem in that interested applicants had difficulty passing state certification examinations in clerical job classifications and there was limited public transportation to New Britain, particularly from Hartford.

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 agency. Consequently, the University seeks to mentor those employees who have emergent skills and are likely candidates for the promotional opportunity. Other factors that impact on this occupational category include starting salaries that are not competitive compared with the local labor market and minority candidates that often lack the required skills and work experience.

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.

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 Office of Diversity & Equity 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, 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.

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, 2011 meeting and officially dated on September 6, 2011 and September 28, 2012 , regarding the University's June 30, 2011 Affirmative Action Plan.

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

SECTION 46a-58-37. Organizational Analysis

Present Submission:

This section is in **compliance**.

Commission's Proposals/Recommendations

The organizational chart belongs in this section of the affirmative action plan.

University Response:

The organizational chart has been placed in this section.

SECTION 46a-58-39. Availability Analysis

Present Submission:

This section is **weak**.

Commission's Proposals/Recommendations

As was stated in the prior review and analysis report, statewide data must be used for the Professor, Assistant Professor and Instructor Analyses. The labor market area for these job titles are identified as being statewide and national so it is not clear why the Hartford County data were utilized. Only ten percent weight was given to the employment data so these analyses do not need to be revised for this filing.

University Response:

The state data will be used.

SECTION 46a-58-42. Employment Analysis

Present Submission:

This section is **deficient**.

Commission's Proposals/Recommendations

Discrepancies exist between the data shown on the form 42A1 and 42A2 and the data on the forms 40A1.

For example:

Associate Professor – The form 42A1 shows one (1) White Male and one (1) one female hires while for 40A1 shows one (1) Hispanic Male and one (1) Hispanic Female.

Instructor – The White Male promotion into this job title is not on the form 42A1.

Professional Non-Faculty – the promotions on the form 42A1 are on the form 40A1.

Technical/Paraprofessional – The form 42A1 shows one (1) White Male and one Hispanic Male. No hires are shown on the form 40A1.

The total accessions on the form 42A2 do not correspond with similar data on the forms 40A1 and 42A1 for the Associate Professor, Assistant Professor, Professional Non-Faculty, Technical/Paraprofessional and Secretary 2 occupational categories/job titles.

The form 40A1 and 4038A shows a total workforce of fourteen (14) employees for the Skilled Craft Occupational category but the form 42A1 shows fifteen (15) employees.

The form 42A1 for the Administrative Assistant job title show two (2) White Females promotions into the job title while the only promotions out of the Secretarial/Clerical occupational categories are two (2) Hispanic Females.

Any employee going to another state agency is considered to be a resignation not a transfer for affirmative action plan reporting purposes.

All data must be cross-checked for accuracy before the data become a part of the affirmative action plan.

Review section 46a-68-42 of the affirmative action plan regulations and seek technical assistance from the Commission on Human Rights and Opportunities.

University Response:

All forms used in this AAP were crossed-checked for accuracy.

SECTION 46a-68-44 – Program Goals and Timetables

Present Submission:

This section is in **compliance**.

The program goals should correspond with the requirements of the affirmative action Regulations. While the goal of exploring the development of a local consensual relationship policy may be necessary on a college campus, consensual relationships are not part of the affirmative action Regulations.

University Response:

Program goals in this AAP were established based on the AAP regulations.

SECTION 46a-68-45 – Upward Mobility

Present Submission:

This section is in **compliance**.

Commission’s Proposals/Recommendations

Not all promotions are upward mobility promotions pursuant to the affirmative action Regulations and the upward Mobility guidelines. Review these regulations and guidelines and seek technical assistance from the commission on Human Rights and Opportunities.

As was stated in the prior review and analysis report, the focus of the upward mobility program is to improve the mobility for sub professional positions. Review Section 46a-68-45 of the affirmative action Regulations and the Upward Mobility Guidelines. Program such as the

Minority Recruitment and Mentoring Committee are good programs, but they do not address the sub professional position that the focus of the upward mobility programs.

University Response:

A review of the regulations and guidelines was completed and addressed.

SECTION 46a-68-46. Grievance Procedure

Commission's Proposals/Recommendations:

The employee's position title should not be in the complaint log.

Student complaints do not need to be reported in the affirmative action log.

University Response:

Correction has been made. Titles and student complaints have been removed. The university received technical assistance from the Commission and new version of the complaint log has been included in this plan.

SECTION 46a-68-48. Goal Analysis

Commission's Proposals/Recommendations:

Discrepancies exist between the data in this section of the affirmative action plan and similar data elsewhere in the affirmative action plan.

Executive/Administrative/Managerial – The goals analysis states that of the two hires two (2) White Males were hired but these hires do not appear on the form 40A1 or 42A1. The form 40A1 shows one (1) Hispanic Male and one (1) Hispanic Female hire.

Assistant Professor – The goal analysis states that five (5) White Males, one (1) Hispanic Male, two (2) Other Males, seven (7) White Females and one (1) Other Female were hired. White the form 40A1 shows three (3) White Males, seven (7) White Females, two (2) Other Females and one (1) Other Male hires.

Professional Non-Faculty – The goals analysis states that nine (9) White Males, one (1) Hispanic Male, one (1) Other Male, eight (8) White Females, and two (2) Black Females and one (1) Hispanic Female were hired.

Secretary 2 – The White Female hire is not on the forms 40A1 and 42A1.

Technical Paraprofessional – The Form 40A1 does not show the Hispanic Male hire referred to in the goal analysis.

Sixteen promotions into the Associate Professor job title are referred to in the goals analysis while 14 promotions are shown on the form 40A1.

The "Unknown" applicants must be regarded as possible goal candidates in all stages of the employment process.

Many applicants were not interviewed because they were "minimally qualified. "Minimally" is still quality. The goals analysis must provide detailed explanations as to why these applicants were not interviewed.

Phrases and adjectives such as did not provide appropriate responses," "failed to demonstrate," "weak" and "minimal" should be avoided or explained in the narrative as to how these skills are

assessed. Attention needs to be placed on the criteria provided in the goals analysis to explain why goal candidates were not hired to avoid potentially subjective criteria such as “weak” skills.

In future fillings indicate whether the programs goals were met, not met or are in the process of being met.

All data must be cross-checked for accuracy.

Review section 46a-68-48 of the affirmative action Regulations and 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.

The university will provide a detailed explanation when “minimally” qualified candidates are not interviewed. Additionally, attention will be placed on the criteria on the goal analysis to explain the reasons why goal candidates were not interviewed or hired to avoid potentially subjective criteria.

All data will be crossed checked for accuracy.

Technical assistance was provided by CHRO.



State of Connecticut
Commission on Human Rights and Opportunities

Central Office – 25 Sigourney Street, 7th Floor, Hartford, CT 06106

Promoting Equality and Justice for all People

SENT BY FACSIMILE: (860) 832-3033

September 28, 2011

John W. Miller
President
Central Connecticut State University
1615 Stanley Street
New Britain, Connecticut 06050-4010

Dear Mr. Miller:

Pursuant to Section 46a-68(d) of the general statutes, the Commission on Human Rights and Opportunities has reviewed the proposed affirmative action plan submitted by Central Connecticut State University on June 27, 2011. The Commission at its September 13, 2011 meeting voted that the plan be DISAPPROVED.

The review and analysis of the proposed affirmative action plan was performed in accordance with Section 46a-68-60 and is transmitted herewith. THE SCHEDULED DATE FOR YOUR NEXT FILING is June 30, 2012.

Your attention is called to Section 46a-68-66, LETTER OF COMMITMENT, of the Affirmative Action Regulations of Connecticut State Agencies. Section 46a-68-66 requires that the agency shall accept or reject the Commission's proposals to achieve compliance with the Regulations, and that the Commission shall closely monitor the agency's efforts to achieve compliance. A letter of commitment and a technical assistance meeting to address the weak and deficient elements noted in the attached evaluation is required from Central Connecticut State University within thirty (30) days from the date notice of the Commission's action is received.

The following sections are deficient in the proposed affirmative action plan:

Section 46a-68-42. Employment Analyses
Section 46a-68-48. Goals Analysis

The following sections are weak in the proposed affirmative action plan:

Section 46a-68-39. Availability Analysis
Section 46a-68-46. Grievance Procedure

Page 1 of 2

John W. Miller
President
Central Connecticut State University
September 28, 2011

The Commission requests that the attached evaluation be thoroughly reviewed to ensure that all deficiencies, omissions, and errors identified in the Evaluation be addressed.

Failure to correct deficiencies may result in a recommendation to disapprove the plan.

For technical assistance or if you have any questions you may contact Neva Elaine Vigezzi, Affirmative Action Program Analyst at (860) 541-4706.

Sincerely,



Robert J. Brothers, Jr.
Executive Director

(rjb,jr.:vdddissappleteCCSU9/28/11)

Attachment

cc: Rosa Rodriguez, Chief Diversity Officer (E-Mail) rosa.rodriques@ccsu.edu
Neva Elaine Vigezzi, Affirmative Action Program Analyst



State of Connecticut Commission on Human Rights and Opportunities

Central Office – 25 Sigourney Street, 7th Floor, Hartford, CT 06106

Promoting Equality and Justice for all People

PROPOSED AFFIRMATIVE ACTION PLAN

Central Connecticut State University
AGENCY

REVIEW AND ANALYSIS: A COMPARATIVE EVALUATION

INTRODUCTION

SECTION 46a-68-59. STANDARD OF REVIEW

- (a) To receive approved status, a plan must contain all elements required by Sections 46a-68-31 through 46a-68-74, inclusive.
- (b) Additionally, a plan shall be approved only if:
 - (1) the work force, considered as a whole and by occupational category, is in parity with the relevant labor market area; or
 - (2) the agency has met all or substantially all of its hiring, promotion and program goals; or
 - (3) the agency has demonstrated every good faith effort to achieve such goals and, despite these efforts, has been unable to do so; and
 - (4) the agency has substantially addressed deficiencies noted by the Commission in prior plan reviews in accordance with Section 46a-68-62(c).

This review and analysis is a comparative evaluation, section by section, and considers but is not limited to the following:

- (a) degree of procedural compliance with Regulations;
- (b) relative strengths and weaknesses of the proposed plan;
- (c) performance and effort of the agency in meeting its goals;
- (d) effectiveness of the affirmative action program in meeting its goals.

(rev:vddevalCCSU9/06/11)

Page 1 of 9

SECTION 46a-68-33. Policy Statement

PREVIOUS SUBMISSION:

This section was in compliance with the Regulations in the previous filing.

PRESENT SUBMISSION:

This section is _____ Deficient _____ Weak X In Compliance

SECTION 46a-68-34. Internal Communication

PREVIOUS SUBMISSION:

This section was in compliance with the Regulations in the previous filing.

PRESENT SUBMISSION:

This section is _____ Deficient _____ Weak X In Compliance

SECTION 46a-68-35. External Communication

PREVIOUS SUBMISSION:

This section was in compliance with the Regulations in the previous filing.

PRESENT SUBMISSION:

This section is _____ Deficient _____ Weak X In Compliance

SECTION 46a-68-36. Assignment of Responsibility

PREVIOUS SUBMISSION:

This section was in compliance with the Regulations in the previous filing.

PRESENT SUBMISSION:

This section is _____ Deficient _____ Weak X In Compliance

(nev:vddevalCCSU9/06/11)

Central Connecticut State University

SECTION 46a-68-37. Organizational Analysis

PRESENT SUBMISSION:

This section is _____ Deficient _____ Weak X In Compliance

PROPOSALS/RECOMMENDATIONS:

The organizational chart belongs in this section of the affirmative action plan.

SECTION 46a-68-38. Work Force Analysis

PREVIOUS SUBMISSION:

This section was in compliance with the Regulations in the previous filing.

PRESENT SUBMISSION:

This section is _____ Deficient _____ Weak X In Compliance

SECTION 46a-68-39. Availability Analysis

PREVIOUS SUBMISSION:

This section was in compliance with the Regulations in the previous filing.

PRESENT SUBMISSION:

This section is _____ Deficient X Weak _____ In Compliance

PROPOSALS/RECOMMENDATIONS:

As was stated in the prior review and analysis report, statewide data must be used for the Professor, Assistant Professor and Instructor 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. Only ten percent weight was given to the employment data so these analyses do not need to be revised for this filing.

SECTION 46a-68-40. Utilization Analysis

PREVIOUS SUBMISSION:

This section was in compliance with the Regulations in the previous filing.

(nev:vddevaiCCSU9/06/11)

Central Connecticut State University

PRESENT SUBMISSION:

This section is _____ Deficient _____ Weak X In Compliance

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

PREVIOUS SUBMISSION:

This section was in compliance with the Regulations in the previous filing.

PRESENT SUBMISSION:

This section is _____ Deficient _____ Weak X In Compliance

SECTION 46a-68-42. Employment Analyses

PREVIOUS SUBMISSION:

This section was in compliance with the Regulations in the previous filing.

PRESENT SUBMISSION:

This section is X Deficient _____ Weak _____ In Compliance

PROPOSALS/RECOMMENDATIONS:

Discrepancies exist between the data shown on the form 42A1 and 42A2 and the data on the forms 40A1.

For example:

Associate Professor – The form 42A1 shows one (1) White Male and one (1) White Female hires while the form 40A1 shows one (1) Hispanic Male and one (1) Hispanic Female hire.

Instructor – The White Male promotion into this job title is not on the form 40A1.

Professional Non-Faculty – The promotions shown on the form 42A1 are not on the form 40A1.

Technical/Paraprofessional – The form 42A1 shows one (1) White Male and one (1) Hispanic Male. No hires are shown on the form 40A1.

(nev:vddevalCCSU9/06/11)

Central Connecticut State University

The total accessions on the form 42A2 do not correspond with similar data on the forms 40A1 and 42A1 for the Associate Professor, Assistant Professor, Professional Non-Faculty, Technical/Paraprofessional and Secretary 2 occupational categories/job titles.

The form 40A1, and 4038A shows a total workforce of fourteen (14) employees for the Skilled Craft occupational category but the form 42A1 shows fifteen (15) total employees.

The form 42A1 for the Administrative Assistant job title show two (2) White Females promotions into the job title while the only promotions out of the Secretarial/Clerical occupational category are two (2) Hispanic Females.

Any employee going to another state agency is considered to be a resignation not a transfer for affirmative action plan reporting purposes.

All data must be cross-checked for accuracy before the data become a part of the affirmative action plan.

Review section 46a-68-42 of the affirmative action Regulations and seek technical assistance from the Commission on Human Rights and Opportunities.

SECTION 46a-68-43. Identification of Problem Areas

PREVIOUS SUBMISSION:

This section was in compliance with the Regulations in the previous filing.

PRESENT SUBMISSION:

This section is _____ Deficient _____ Weak X In Compliance

SECTION 46a-68-44. Program Goals and Timetables

PREVIOUS SUBMISSION:

This section was in compliance with the Regulations in the previous filing.

PRESENT SUBMISSION:

This section is _____ Deficient _____ Weak X In Compliance

(nev:vddevalCCSU9/06/11)

Central Connecticut State University

PROPOSALS/RECOMMENDATIONS:

The program goals should correspond with the requirements of the affirmative action Regulations. While the goal of exploring the development of a local consensual relationship policy may be necessary on a college campus, consensual relationships are not part of the affirmative action Regulations.

Review section 46a-68-44 of the affirmative action Regulations.

SECTION 46a-68-45. Upward Mobility

PREVIOUS SUBMISSION:

This section was in compliance with the Regulations in the previous filing.

PRESENT SUBMISSION:

This section is _____ Deficient _____ Weak X In Compliance

PROPOSALS/RECOMMENDATIONS:

Not all promotions are upward mobility promotions pursuant to the affirmative action Regulations and the upward mobility Guidelines. Review these regulations and guideline and seek technical assistance from the Commission on Human Rights and Opportunities.

As was stated in the prior review and analysis report, the focus of the upward mobility program is to improve mobility for sub professional positions. Review Section 46a-68-45 of the affirmative action Regulations and the Upward Mobility Guidelines. Program such as the Minority Recruitment and Retention Program and the SUOAF/AFSCME Minority Recruitment and mentoring Committee are good programs, but they do not address the sub professional positions that are the focus of the upward mobility program.

SECTION 46a-68-46. Grievance Procedure

PREVIOUS SUBMISSION:

This section exhibited weakness in the previous filing. Please refer to the previous plan review and analysis report for specific commentary.

PRESENT SUBMISSION:

This section is _____ Deficient X Weak _____ In Compliance

(nev:vddevalCCSU9/06/11)

Central Connecticut State University

PROPOSALS/RECOMMENDATIONS:

The employee's position title should not be in the complaint log.

Student complaints do not need to be reported in the affirmative action plan.

SECTION 46a-68-47. Internal Program Evaluation

PREVIOUS SUBMISSION:

This section was in compliance with the Regulations in the previous filing.

PRESENT SUBMISSION:

This section is _____ Deficient _____ Weak X In Compliance

SECTION 46a-68-48. Goals Analysis

PREVIOUS SUBMISSION:

This section was in compliance with the Regulations in the previous filing.

PRESENT SUBMISSION

This section is _____ Deficient _____ Weak X In Compliance

PROPOSALS/RECOMMENDATIONS:

Discrepancies exist between the data in this section of the affirmative action plan and similar data elsewhere in the affirmative action plan.

Executive/Administrative/Managerial – The goals analysis states that of the hires two (2) White Males were hired but these hires do not appear on the form 40A1 or 42A1. The form 40A1 shows one (1) Hispanic Male and one (1) Hispanic Female hire.

Assistant Professor – The goals analysis states that five (5) White Males, one (1) Hispanic Male, two (2) Other Males, seven (7) White Females, and one (1) Other Female were hired. While the form 40A1 shows three (3) White Males, seven (7) White Females, two (2) Other Females and one (1) Other Male hires.

Professional Non-Faculty – The goals analysis states that nine (9) White Males, one (1) Hispanic Male, one (1) Other Male, eight (8) White Females, two (2) Black Females and one (1) Hispanic Female were hired.

(nev:vddevalCCSU9/06/11)

Central Connecticut State University

Secretary 2 -- The White Female hire is not on the forms 40A1 and 42A1.

Technical/Paraprofessional -- The form 40A1 does not show the Hispanic Male hire referred to in the goals analysis.

Sixteen (16) promotions into the Associate Professor job title are referred to in the goals analysis while fourteen (14) promotions are shown on the form 40A1.

The "Unknown" applicants must be regarded as possible goal candidates in all stages of the employment process.

Many applicants were not interviewed because they were "minimally" qualified. "Minimally" qualified is still qualified. The goals analysis must provide detailed explanations as to why these goal applicants were not interviewed.

Phrases and adjectives such as "did not provide appropriate responses", "failed to demonstrate", "weak" and "minimal" should be avoided or explained in the narrative as to how these skills are assessed. Attention needs to be placed on the criteria provided in the goals analysis to explain why goal candidates were not hired to avoid potentially subjective criteria such as "weak" skills.

In future filings indicate whether the program goals were met, not met or are in the process of being met.

All data must be cross-checked for accuracy.

Review Section 46a-68-48 of the affirmative action Regulations and seek technical assistance from the Commission on Human Rights and Opportunities.

SECTION 46a-68-49. Innovative Programs

PRESENT SUBMISSION

This section is _____ Deficient _____ Weak X In Compliance

SECTION 46a-68-50. Concluding Statement

PRESENT SUBMISSION

This section is _____ Deficient _____ Weak X In Compliance

CONCLUSION:

The proposed affirmative action plan submitted by Central Connecticut State University for the filing date of June 30, 2011 has been voted DISAPPROVED.

(nev:vddevalCCSU9/06/11)

Central Connecticut State University

SECTION 46A-68-66. Letter of Commitment

Central Connecticut State University shall, within thirty (30) days from the date notice of the Commission's action is received, accept or reject the Commission's proposals to achieve compliance, therewith in a letter of commitment.

TECHNICAL ASSISTANCE REQUIRED ON THE FOLLOWING ELEMENTS:

Section 46a-68-42. Employment Analyses
Section 46a-68-48. Goals Analysis

(rev:vddevalCCSU9/06/11)

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

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.

Sexual Misconduct 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. In an ongoing effort to prevent sexual misconduct 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 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. "ⁱ
- 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.

Who Should Read this Policy?

All members of the CCSU community.

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 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.

Sexual Assault. Any non-consensual sexual contact¹ with the victim's intimate parts² 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-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."

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

1 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.

² "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.

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.

ⁱ CCSU Student Code of Conduct, Part B

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- 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 Harassment Policy
 - Student Code of Conduct and Statement of Disciplinary Procedures

Date of Adoption: October 25, 2011

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.

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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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 group 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 461-68-31 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

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 is 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 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.



John W. Miller, President



Date

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.

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."

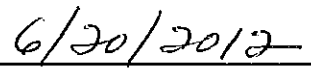
As President, I have designated the following individual to coordinate the University's compliance with the non-discrimination requirements of Section 35.1067 of the Department of Justice regulations:

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



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, rr0703@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>.

CONFIDENTIAL

REASONABLE ACCOMMODATION REQUEST FORM

To be completed by employee or job applicant requesting an accommodation. Send to:

Rosa Rodríguez, Chief Diversity Officer, Office of Diversity and Equity, Davidson Hall, Room 102, 1615 Stanley Street, New Britain, CT 06050

This form must be used by University employees and/or applicants for employment who believe they have a disability and wish to request a reasonable accommodation under the Americans with Disabilities Act (ADA) or other applicable State and Federal civil rights laws. By considering this request, the University does not consider or regard the person making the request as having a disability as defined by the ADA, the Connecticut Fair Employment Practices Act, or any other applicable law.

The purpose of this form is to assist the University in determining whether, or to what extent, a reasonable accommodation is appropriate for an employee or applicant for employment. This form must be maintained separately from the employee's personnel file and is a **confidential** document.

Fill out all sections that apply to you.

Name: _____ Date of Request _____

Job Title/Classification: _____ Phone #: _____

Supervisor's Name: _____ Phone #: _____

Department/Unit: _____

If job applicant, for what position are you applying? _____

1. Identify the physical and/or mental impairment(s) for which you are requesting an accommodation and expected prognosis/duration of the impairment(s).
2. Explain how the impairment(s) listed in #1 affects your ability to perform the essential function(s) of the job/job applying for.
3. List the accommodation(s) you are requesting.

4. Medical verification of impairment from my physician or health care provider (check the appropriate box):

I have enclosed the documentation for this request.

The disability and the need for reasonable accommodation is obvious and no medical documentation is needed. Explain:

I, _____, give Central Connecticut State University permission to explore coverage and reasonable accommodations under the Americans with Disabilities Act of 1990, and all applicable State and Federal laws. I understand that all information obtained during this process will be maintained and used in accordance with the ADA, including its confidentiality requirements.

Signature of Requestor

Date

To Be Completed By the ADA Coordinator

Accommodation Request is: Approved ____ Denied ____ Modified ____ (Explain below)

Comments:

Signature of ADA Coordinator: _____ Date: _____

Reviewed by: _____ Date: _____

HEALTH CARE PROVIDER RELEASE FORM

I, _____ (employee/applicant), give Central Connecticut State University permission to contact _____ (health care provider). I understand the reason for this contact is to advise the University about my functional abilities and limitations in relation to my job functions. I understand that the University will provide _____ (health care provider) with specific information about the position, including the essential functions and specific requirements. All information obtained from employee medical examinations and inquiries will be job-related and consistent with business necessity. All information obtained will be maintained and used in accordance with the Americans with Disabilities Act of 1990 confidentiality requirements, and all other applicable State and Federal laws.

Employee/Applicant Signature

Date

ANTI-DISCRIMINATION LAW LIST

CONNECTICUT CONSTITUTIONAL PROVISIONS:

Article First – Section 1 – (Equality of Rights)

Article First – Section 3 – (Right of Religious Liberty)

Article First – Section 20 - (Equal protection. No segregation or discrimination.)

CONNECTICUT GENERAL STATUTES (or CGS):

CGS – Section 2-120 – Establishment of Latino and Puerto Rican Affairs Commission

CGS – Section 2-121 – Establishment of African American Affairs Commission

CGS-Section 4-61u – Establishment of programs for career mobility for all levels and job classifications complete with affirmative action annual goals, timetables and accommodation/entry level training of persons with disabilities

CGS-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.

CGS-Section 4a-60 – Affirmative action provisions in state contracts and non-discrimination on the basis of race, color, religious creed, age, marital status, national origin, ancestry, sex, mental retardation or physical disability, includes blindness.

CGS-Section 4a-60a – Non-discrimination provision in state contracts on the basis of sexual orientation.

CGS-Section 4a-60g – Establishment of small business and minority business enterprise set-aside program involving state contracts; administered by Department of Administrative Services.

CGS-Section 4a-61 – Requirement of procedures for the award of state contracts concerning minority business enterprises.

CGS-4a-62 – Establishment of Minority Business Review Committee

CGS-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.

CGS-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.

CGS-Section 10-15c - Discrimination in public schools prohibited on the basis of race, color, sex, religion, national origin or sexual orientation.

CGS-Section 10-17f – Requires program of bilingual education in public schools where applicable.

CGS-Section 10-18a – Requires use in public school of instructional materials representative of all races, ethnic origins and both sexes.

CGS-Section 10-153 – Non-discrimination in employment of teachers by local or regional boards of education on the basis of sex and marital status.

CGS-Section 10a-10 – Establishment of Office of Educational Opportunity to aid disadvantaged students and ensure workforce diversity in public institutions of higher education.

CGS-Section 10a-11(a) – The Board of Governors of Higher Education shall develop a strategic plan, consistent with its affirmative action policy, to ensure racial and ethnic diversity of workforce within state system of higher education.

CGS-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.

CGS-Section 27-59 – Prohibition against discrimination and segregation in armed forces of the state on the basis of race, creed or color.

CGS-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.

CGS-Section 31-75 – Non-discrimination in wages solely on the basis of sex.

CGS-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.

CGS-38a-446 – Prohibition against discrimination towards classes of insureds in transactions involving life insurance.

CGS-Section 38a-543 – Age discrimination in group insurance coverage prohibited.

CGS-Section 38a-816 – Prohibition against certain unfair insurance practices on the basis of race, color, creed, physical disability, mental retardation, blindness, and genetic information.

CGS-Section 38a-824 – Prohibition against redlining in real estate insurance transactions.

CGS-Section 46a-1 – Establishment of a Permanent Commission on the Status of Women.

CGS-Section 46a-10 – Establishment of an Office of Protection and Advocacy for persons with disabilities.

CGS-Section 46a-27 – Establishment of a commission for the advocacy of deaf and impaired persons, and the providing of qualified interpreter services.

CGS-Section 46a-52 – Establishment of the state commission for civil and human rights enforcement, the Commission on Human Rights and Opportunities.

CGS-Section 46a-54(15)(A) – Requirement of employers with 3 or more employees to post notice of prohibition against sexual harassment; requirement of employers with 50 or more to provide training to supervisors regarding sexual harassment law.

CGS-Section 46a-54(16) - Requirement that state agencies conduct diversity training for state employees.

CGS- Section 46a-56 – Broad grant of authority regarding discriminatory practices.

CGS-Section 46a-58(a) – Prohibition against deprivation of civil rights on the basis of religion, national origin, alienage, color, race, sex, blindness, physical disability, or sexual orientation.

CGS-Section 46a-59(a) – Prohibition against discrimination in professional and occupational associations on the basis of race, national origin, creed, sex, or color.

CGS-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, 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 qualification or need.

CGS-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).

CGS-Section 46a-60(a)(3) – Prohibition against discrimination regarding 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 disability, mental retardation, learning disability or physical disability, (including blindness).

CGS-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.

CGS-Section 46a-60-(a)(5) – Prohibition against aiding, abetting, or inciting discriminatory employment practices.

CGS-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).

CGS-Section 46a-60(a)(7) – Prohibition against termination of employment because of pregnancy; right of reinstatement and employment benefits; right to request temporary transfer.

CGS-Section 46a-60(a)(8) – Prohibition against sexual harassment in employment.

CGS-Section 46a-60(a)(9) – Employers and labor organizations prohibited from requiring any information concerning familial responsibilities, pregnancy, or birth control information in employment situations or union membership unless bona fide occupational qualification exists.

CGS-Section 46a-60(a)(10) – Requirement of employer to take reasonable measures to protect employee from exposure to workplace hazard pursuant to CGS-Section 46a-60(a)(9).

CGS-Section 46a-60(a)(11) – Prohibition against employer requiring genetic information; discrimination in employment situations prohibited on the basis of genetic information.

CGS-Section 46a-64 – Prohibition against discrimination and segregation in places of public accommodation 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 breast-feeding.

CGS-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.

CGS-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.

CGS-Section 46a-68(b)(3)(5) – Requires CHRO and Permanent Commission on the Status of Women (PCSW) to conduct annual training of state affirmative action officers, and designees representing their agencies before CHRO or EEOC; state affirmative action officers prohibited from representing their agencies before CHRO or EEOC

CGS-Section 46a-68(c) – Requires state agencies to file affirmative action plans with the CHRO. Agencies with fewer than 20 employees to file biennially.

CGS-Section 46a-69 – Prohibition against discriminatory practices by state agencies.

CGS-Section 46a-70(a) – Guarantee of equal employment opportunities 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).

CGS-Section 46a-70a – Judicial Department included in guarantee of equal employment in state agencies, including filing an Affirmative Action Plan with the CHRO.

CGS-Section 46a-71 – 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).

CGS-Section 46a-72 – Non-discrimination in job placement activities 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).

CGS-Section 46a-73 – Non-discrimination in state licensing and charter procedures 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).

CGS-Section 46a-74 – Prohibition against state agencies allowing discriminatory practices in professional or occupational associations, public accommodations, or housing, in violation of state anti-discrimination laws.

CGS-Section 46a-75(a) – 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).

CGS-Section 46a-76(a) – Non-discrimination in allocation of state benefits 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).

CGS-Section 46a-79 – Statement of encouragement for all employers to hire qualified persons with criminal conviction records.

CGS-Section 46a-80 – Prohibition, with certain exceptions, against denial of state employment or licensing based on prior conviction of a crime.

CGS-Section 46a-81b – Prohibition against discrimination in professional and occupational associations on the basis of sexual orientation.

CGS-Section 46a-81c – Prohibition against employment discrimination on the basis of sexual orientation.

CGS-Section 46a-81d – Prohibition against discrimination and segregation in places of public accommodation on the basis of sexual orientation.

CGS-Section 46a-81e – Prohibition against housing discrimination on the basis of sexual orientation.

CGS-Section 46a-81f – Prohibition against discriminatory credit practices by creditors on the basis of sexual orientation.

CGS-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.

CGS-Section-46a-81i – Non-discrimination in services provide by state agencies on the basis of sexual orientation.

CGS-Section 46a-81j – Non-discrimination in job placement activities by state agencies on the basis of sexual orientation.

CGS-Section 46a-81k – Non-discrimination in state licensing and charter procedures on the basis of sexual orientation.

CGS-Section 46a-81 l – Prohibition against sate agencies allowing discriminatory practices in professional or occupational associations, public accommodations, or housing in violation of state anti-discrimination laws regarding sexual orientation.

CGS-Section 46a-81m – Non-discrimination in state educational, counseling, apprenticeship, and on-the-job training programs on the basis of sexual orientation.

CGS-Section 46a-81n – Non-discrimination in allocation of state benefits on the basis of sexual orientation.

CGS-Section 46a-83b – Alternate Dispute Resolution available to address discriminatory employment practice complaints field with CHRO; CHRO can promulgate procedural regulations for ADR.

CGS-Section 47-59a - Recognition of equal rights and privileges for resident Indians of state tribes.

CGS-Section 47-59b(a) – Establishment of Indian Affairs Council to oversee rights of Indians of state tribes.

CGS-Section 53-37 – Ridicule on account of creed, religion, color, denomination, nationality, or race prohibited.

CGS-Section 53-37a – Deprivation of a person's civil rights on the basis of religion, national origin, alienage, color, race, sex, blindness or physical disability prohibited when using concealing hood/mask.

CGS-Section 54-1m(f)(g) – Municipal and state police prohibited from stopping, detaining, or searching a person solely on the basis of race, color, ethnicity, age, gender or sexual orientation; African-American Affairs Commission authorized to review reports and make recommendations.

RECENT PUBLIC ACTS

PA 07-62 – Amends Conn. General Statutes Sec. 46a-58 by adding sexual orientation as a protected class.

PA-07-142 – Establishes procedures for hearing complaints against state contractors and subcontractors by the CHRO and requires a state contractor to adopt a resolution by its board of directors to support the nondiscrimination provisions of the contract.

PA 07-181 – An act concerning the investigation of a discrimination complaint against or by an agency head or state commission or board member

PA 07-245 – Adds civil union status as a protected class in various statutes under the CHRO's jurisdiction.

PA 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.

PA 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.

PA 08-49 – Makes it a violation of Conn. General Statutes Sec. 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.

PA 08-166 – Establishes a 13-member Asian Pacific American Affairs Commission within the Legislative Department.

REGULATIONS: (Sections not in blue and underlined are not yet available online)

Sections 46a-54-1a – 46a-54-103a – Complaint processing and contested case proceedings regulations.

Sections 46a-68-1 – 46a-68-17 – Apprenticeship regulations.

Sections 46a-68-32 – 46a-68-74 – Agency Affirmative Action Plan regulations

Sections 46a-68j-21 – 46a-68j-43, Sections 46a-68k-1 through 46a-68k-8;
Sections 46a-56(d)-1 – 46a-56(d)-7 – Contract compliance regulations.

Sections 46a-54-200 through 46a-54-207 – Regulations for sexual harassment prevention posting and training requirements.

Sections 4-61dd-1 through 4-61dd-21 – Rules of practice for contested case proceedings under the Whistleblower Protection Act.

GUIDELINES: 1978 guidelines established by the Upward Mobility Committee.

EXECUTIVE ORDERS: (Links coming soon)

Executive Order No. 3, Governor Thomas J. Meskill:

Requirement that state contractors file compliance reports with the Commissioner of Labor on their equal employment opportunity practices.

Executive Order No. 9, Governor William A. O'Neill:

Affirmative Action compliance mandated a top priority for state agencies.

Executive Order No. 11, Governor Ella T. Grasso:

Provision for promulgating affirmative action guidelines and technical assistance to state agencies.

Executive Order No. 12, Governor Ella T. Grasso:

Establishment of Governor's Council on opportunities for Spanish speaking persons.

Executive Order No. 18, Governor Thomas J. Meskill:

Establishment of affirmative action program for ensuring equal employment opportunities within state service.

UNITED STATES CONSTITUTION:

First Amendment – Freedom of religion for all persons.

Thirteenth Amendment – Prohibition against slavery and involuntary servitude.

Fourteenth Amendment – Equal protection under the law for all persons.

Fifteenth Amendment – Prohibition against denying voting rights on the basis of race and color.

Nineteenth Amendment – Abolishment of voting restrictions on the basis of sex.

FEDERAL LAWS:

15 U.S.C. 1691 – 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.

20 U.S.C. 1681 (a) – Title IX of the Education Amendments of 1972, prohibiting discrimination on the basis of sex in federally funded educational services and programs.

29 U.S.C. Section 206(d) – Equal Pay Act of 1963, prohibiting discrimination in wages on the basis of sex.

29 U.S.C. 791 et seq – Rehabilitation Act of 1973, as amended, requiring affirmative action and prohibition discrimination in the federal sector and federally funded activities and programs on the basis of disability.

29 U.S.C. Section 621 et seq – Age Discrimination in Employment Act of 1967, as amended, (ADEA) prohibiting age discrimination in employment.

42 U.S.C. Sections 1981 – Civil Rights Act of 1866, providing equal right under the law and property rights for persons of all races and national origins.

42 U.S.C. Section 1981a et seq – 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.

42 U.S.C. Section 2000d et seq – 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 the grounds of race, color, or national origin.

42 U.S.C. Section 2000e et seq – 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.

42 U.S.C. Section 3601 et seq – 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.

42 U.S.C. Section 12101 et seq – American with Disabilities Act of 1990, (ADA) prohibiting discrimination on the basis of disability in employment, public accommodations, public services and telecommunications.

FEDERAL REGULATIONS:

12 CFR 202.1 et seq – Equal Credit Opportunity regulations.

28 CFR Part 36 – Regulations on non-discrimination toward persons with disabilities by public accommodations and commercial facilities.

29 CFR Part 30 – Equal Employment Opportunity in apprenticeship and training.

29 CFR Part 32 – Non-discrimination in federally assisted programs on the basis of handicap.

29 CFR Parts 1600 through 1699 – Regulations of the Equal Employment Opportunity Commission (EEOC).

29 CFR Part 1602 – EEOC records and reports under Title VII and the ADA.

29 CFR Part 1620 – Interpretations of Equal Pay Act.

29 CFR Part 1627 – ADEA records and reports regulations.

29 CFR Part 1630 – Equal employment opportunities for individuals with disabilities.

31 CFR Part 51 – Non-discrimination by revenue sharing recipients.

41 CFR Part 60-1 – Office of Federal Contract Compliance regulations.

41 CFR Part 60-741 – Affirmative action and non-discrimination regulations pertaining to disabled workers.

FEDERAL GUIDELINES:

29 CFR Part 1604 – Sex discrimination guidelines.

29 CFR Part 1605 – Religious discrimination guidelines.

29 CFR Part 1606 - National origin discrimination guidelines.

29 CFR Part 1607 – Uniform guidelines on Employee Selection Procedures.

29 CFR Part 1608 – Affirmative action guidelines under Title VII of the Civil Rights Act of 1964.

29 CFR Part 1625 – Interpretations of Age Discrimination in Employment Act. (ADEA)

EXECUTIVE ORDERS (EO):

EO 10590, President Dwight D. Eisenhower – Establishment of The President's Committee on Government Employment Policy as amended by EO10722 and superseded by EO 11246. (I have a copy of 10590 from the National Archives)

EO 10925, President John F. Kennedy – Establishment of Equal Employment Opportunity Commission (EEOC).

EO 11063 – Establishment of President's Committee on Equal Opportunity in Housing, amended by EO 12259, repealed in part by EO 12892.

EO 11141 – Declaring a public policy against discrimination on the basis of age.

EO 11246 and EO 11375, President Lyndon B. Johnson – Non-discrimination in federal employment by federal contractors on the basis of race, color, religion, sex, and national origin. Amended by EO's 11375, 11478, 12086, and 12107.

EO 11625 – Prescribing additional arrangements for developing and coordinating a national program for Minority Business Enterprises. Amended by EO 12007, Continued by EO's 11827, 11948.

EO 12067 – Providing for coordination of federal equal employment opportunity programs. Amended by EO 12107.

EO 12138, President Jimmy Carter – Creating a national Women's Business Enterprise policy and prescribing arrangements for developing, coordinating, and implementing a national program for Women's Business Enterprise. Amended by EO 12608.

EO 12190 – Establishment of Advisory Committee on Small and Minority Business Ownership. Continued by EO's 12258, 12399, 12489, 12534, and 12610.

EO 12259 – Leadership and coordination of Fair Housing in federal programs.

EO 12432, President Ronald Reagan – Development of Minority Business Enterprises.

EO 12640 – Re-establishment of the President's Committee on Employment of People with Disabilities. (Also, review EO 10555)

EO 12898, President William Clinton – Environmental Justice.

Internal Communication: Section 46a-68-34

The Affirmative Action staff at Central Connecticut State University (CCSU) consists of Rosa Rodriguez, Chief Diversity Officer, Bonnie Price, Assistant to the Chief Diversity Officer, and Pamela Soucy, University Assistant. The office address for both the Chief Diversity Officer and Assistant to the Chief Diversity Officer is Central Connecticut State University, 1615 Stanley Street, 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.rodriguez@ccsu.edu. The telephone number for Ms. Price's phone number is 860.832.1653 and her email address Price_Uly@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 Statement, CCSU Sexual Harassment Policy Statement, and the CCSU Statement of Assurances Regarding Complaints of Discrimination and Sexual Harassment are distributed annually to all employees via email transmission which is globally distributed. 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 Office of Diversity and Equity'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 Office of Diversity and Equity, 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 Chief Diversity Officer. 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 Chief Diversity Officer.

ACTIVITY DURING THIS REPORTING PERIOD

The Affirmative Action Plan was made available for all employees to review and comment. Employees were notified on July 2010 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 Pluralism, Sexual Harassment, and Non-discrimination for Persons with Disabilities are published in the University's Survival Guide, 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 and the Sexual

Harassment Policy Statement as well as the Statement of Assurances Regarding Complaints of Discrimination and Sexual Harassment are published in the Campus Telephone Directory. 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 2010-2011 hiring, promotion, and program goals can be accessed through the website at <http://www.ccsu.edu/AffAction/>.

The President's Executive Committee was regularly 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 Chief Diversity Officer 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 Chief Diversity Officer 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.

The Chief Diversity Officer 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 Office of Diversity and Equity staff answered numerous inquiries from the search committees throughout the year related to the search procedures. In addition, the Chief Diversity Officer met with the Human Resources staff to discuss the search procedures as well as answer any questions.

All new employees receive copies of the University's *Guide to Employment Related University Policies and Employee Benefits Handbook*.

The Office of Diversity and Equity 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 Chief Diversity Officer 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 Chief Diversity Officer 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. The Director of Publication publishes articles featuring Affirmative Action/Equal Employment Opportunity programs, reports and promotions of minority group members. Such publications include *CCSU Courier*, *Central Focus*, *Universe*, *The Recorder*, and *Women Speak*.

A variety of University Offices, academic programs, and campus organizations, including Office of Vice President and Provost, Academic Affairs, 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, 2011 to February 28, 2012.)

Central Connecticut State University Offices

- 2011 Black & Hispanic/Latino Male Statewide Forum (December 16, 2011)
- School Funding Equity Forum (December 19, 2011)
- Conference on Latinos in Higher Education (November 17, 2012)—over 250 attended.

GLBTQ Center

- Safe Zone Training Sessions

Mosaic Center

- Precious Knowledge film—explores the civil rights battle over Ethnic Studies in Arizona Public Schools (November 15, 2011)
- Racial Conciliation (February 22, 2012)
- Transgender Remembrance Day (November 30, 2011)

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 2012)

History Department

- Palestine and the Arab Spring: The Bid for Statehood (November 17, 2011)

Anthropology Department

- The Lost and Forgotten: History of Black Civil Society 1776-1860

Ruthe Boyea Women's Center sponsored events:

- Playgrounds for Palestine: Children in Palestine
- Telling Her Story (a monthly series) featuring female faculty, staff and students at CCSU who share personal inspirational stories
- Take Back the Night
- Walk of No Shame

Office of Diversity and Equity and Women Center:

- Women History Month: Lilly Ledbetter (salary equity) March 30, 2011
- June Baker Higgins Gender Conference (May 2011)
- Disability Awareness Month (October 2011)

On 8/26/2011, Dr. Jane Fried (CCSU) conducted two sessions (three hours) of state mandated diversity training for new faculty members with a total of 17 participants;

The Chief Diversity Officer 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

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) in conformance with the requirements of Connecticut General Statutes, Section 46a-54(15)(B).

During this reporting period, the Chief Diversity Officer resumed meeting the requirements of Conn. Gen. Stat. § 46a-54(15)(B) by providing for sexual harassment training for newly hired supervisory employees. 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.

Diversity Training is also periodically 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) in conformance with the requirements of Connecticut General Statutes, Section 46a-54(15)(B). 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.

The Residence Life Department requires that all Residence Assistants attend a two-hour diversity training program every semester.

Training sessions were conducted as follows:

- August 25, 2011, Dr. Jane Fried conducted a diversity session (three hours) of state mandated diversity training for new faculty members with a total of 18 participants
- June 27, 2011, Natasha M. Pierre of the Permanent Commission on the Status of Women conducted a two hour session with a total of 24 participating;
- September 23, 2011 Natasha M. Pierre of the Permanent Commission on the Status of Women conducted a two hour session with a total of 39 participating;
- October 13, 2011, Natasha M. Pierre of the Permanent Commission on the Status of Women conducted a two hour session with a total of 27 participating;
- During Disability Awareness Month in October the major division 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 person with disabilities. The topics included PTSD, learning disabilities, veterans' issues and an expo etc.

The Chief Diversity Officer 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.

See University Events 2011-12 Attachment in supportive documents area.



Central Connecticut State University

TO: All Employees

FROM: Office of Diversity and Equity

DATE: July 6, 2011

SUBJECT: Affirmative Action Plan

The Office of Diversity and Equity invites all employees to read and review the Central Connecticut State University's 2010-2011 Affirmative Action Plan. Copies are available on-line at <http://www.ccsu.edu/affaction> or in the following locations:

Office of Diversity & Equity
Human Resources

Office of the President
Elihu Burrit Library

Any comments regarding the Affirmative Action Plan should be directed to Rosa Rodriguez, Chief Diversity Officer of the Office of Diversity and Equity. Ms. Rodriguez is the person designated with the responsibility and authority to administer and monitor our Affirmative Action Program. There is a sixty (60) day period of review. Employees must submit their comments no later than September 30, 2011, so that the comments can be incorporated into the University's submission of its 2010-2011 Affirmative Action Plan.

For information relating to the University's policy on affirmative action, please visit the department's web page at <http://www.ccsu.edu/AffAction/>. The web page contains CCSU's Affirmative Action/Equal Employment Opportunity Policy Statement, the CCSU Statement of Assurances, CCSU's Sexual Harassment Policy Statement, CSU Policy Regarding Persons with Disabilities Statement, and the CCSU Procedures and Timetables for Processing of Discrimination and Sexual Harassment Complaints.

The signed copy of the Affirmative Action/Equal Employment Opportunity Policy Statement is on file in the Office of Diversity and Equity, Davidson Hall, Room 102.

**CENTRAL CONNECTICUT STATE UNIVERSITY
2011-2012 AFFIRMATIVE ACTION PLAN
EXECUTIVE SUMMARY**

ANALYSIS OF GOALS FOR 2011-2012

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 (90) short and long-term hiring goals and experienced forty-four (44) hires.

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

Note: The White female Instructor hire noted in the workforce, employment and utilization analysis was hired from an applicant pool from 2009; at that time this search was put on hold to refill.

Since goal achievement cannot take place in categories where hiring did not occur, the thirty-two (32) goals attributable to the categories of Professor, Technical Paraprofessional, Secretarial/Clerical-(all categories except Secretary 2 and Administrative), Secretarial Clerical-Administrative Assistant; Skilled Crafts, Protective Services and Custodians could not be achieved. Therefore, only forty-four (44) of the ninety (90) – sixty (60) short-term and thirty (30) long-term -established goals were identified as achievable goals. Of the forty-four (44) hires that occurred during this reporting period, fifteen (15), or thirty-four (34%) percent of all hires, met established reachable hiring goals.

Additionally, in its commitment to diversity the University demonstrated its commitment to diversity by hiring fourteen (14) members of underrepresented groups that did not meet established goals:

- Two (2) Other males in the Associate Professor Category;
- Five (5) White females and one (1) Other male in the Assistant Professor category;
- Two (3) White females, one (1) Hispanic male, and one (1) Black male in the Professional/Non-faculty category;
- One (1) White female in the Secretary 2 category.

In all, twenty-nine (29) out of the forty-four (44) hires, or sixty-six (66%), 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 established goals in the following faculty ranks:

- In the rank of Professor the following goals were established: nineteen (19) White females; and two (2) Black males.
- In the Associate Professor rank the following goals were established: two (2) Black females; three (3) Hispanic females; and three (3) Other females.

The University had the following promotions in the faculty category:

- In the Professor rank the University had nine (9) promotions: six (6) White males; two (2) White females; and one (1) Hispanic male.

- In the Associate Professor rank the University had thirteen promotions: seven (7) White males; five (5) White females; and one (1) Hispanic male.
- In the Faculty category: one (1) White female was promoted from Coach A to Instructor.
- In the Professional-Non-Faculty the University had ten (10) promotions: three (3) White males; four (4) White females; one (1) Black male; and two (2) Black females.

Although no other upward mobility promotional goals were established for this period, the University had the following upward mobility promotions:

- In the Secretarial Clerical (Secretary 2) category: one (1) White female was promoted from Secretary 1 to Secretary 2.
- In the Skilled Craft category the University had two (2) promotions: two (2) White males from General Trade Workers to Skilled Craft Workers.
- In the Protective Services category the University had one promotion: one (1) Black male was promoted from Police Officer to Detective.

CONTRACT COMPLIANCE/SMALL BUSINESS SET-ASIDE ACTIVITIES

Central Connecticut State University submitted its Small and Minority Business Set-Aside goals for fiscal year 2011-2012 to Department of Administrative Services (DAS) Business CONNections and the Commission on Human Rights and Opportunities (CHRO) in July 2011. The University received a notice September 23, 2011 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 2011-2012 were **\$1,169,272** and **\$292,318**, respectively. At the close of the third quarter of the fiscal year, the SBE expenditures totaled **\$1,482,647**, and the MBE expenditures totaled **\$999,104**, both of which exceed the goals set for the fiscal year 2011-2012.

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 2011-12 established goals. In addition, the University will continue to evaluate its comprehensive recruitment initiatives in light of the above stated program goal.

It is important to note that with the current economic downturn and circumstances, most of the Universities hiring activities were severely curtailed. Thus, many planned hiring and recruitment, which would have provided the University with the opportunity to meet its hiring/affirmative action goals, were not realized.

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 2011-2012 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.

In collaboration with the Office of Human Resources, the search process manual was updated and new advertising sources identified and a new process of doing search charges (search committee training) was developed.

Summary of Achievement of 2011-2012 Goals

1. Search Process

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 2012
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.
- Begin the development process for sexual harassment on-line training.

Completion Date: February 2012
Responsible Person: Chief Diversity Officer; Chief Human Resources Officer; Provost; Women’s Center Coordinator; Vice President of Student Affairs

3. Women’s Center Support Group

Increase the number of participants in the sexual violence support group.

Completion Date: February 2012
Responsible Person: Chief Diversity Officer; Hiring Authorities
Completion Date: February 2012
Responsible Person: Chief Diversity Officer; Vice President of Student Affairs; Chief Human Resources Officer and SART

Goal	Description of Goal	Progress towards Goal
Goal 1	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.	Goal met. Ongoing goal. Either the Chief Diversity Officer (CDO) and Associate to CDO have provided every search committee with the search charge as they begin the search process. The search charge provided information on the search process, equal opportunity principles and the affirmation action goal for that particular position.

Goal	Description of Goal	Progress towards Goal
Goal 2	<p><u>Training</u></p> <ul style="list-style-type: none"> 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. Begin the development process for sexual harassment on-line training. 	<p>Goal met.</p> <p>The university sponsored the first Disability Awareness Month Program with the purpose of providing information how best serve people with disabilities including psychiatric and learning disabilities, veterans, etc. Over 200 people attended these events.</p> <p>The Office of Diversity and Equity sponsored three sexual harassment sessions and one general diversity session focusing on diversity issues in the classroom.</p> <p>The Women Center sponsored a variety of programs dealing with issues affecting women.</p> <p>Several university departments sponsored a variety of programs during Hispanic Month, Black History Month, Bullying Awareness Month, Women History Month, etc.</p> <p>The University has purchased an online sexual harassment training program that will be implemented on July 1, 2012.</p>
Goal 3	<p><u>Women’s Center Support Group</u></p> <p>Increase the number of participants in the sexual violence support group.</p>	<p>Goal met.</p> <p>The center sponsored several support groups:</p> <p>Sexual Assault Victim’s/Survivor’s support was co-facilitated by the Women Center Coordinator and an advocate from the Connecticut Sexual Assault Services Crisis Services.</p> <p>Sister’s Support Group for African American Women – facilitated by the Women Center staff.</p> <p>Latina Support Group—facilitated by a counselor from the university’s Counseling and Wellness Office and the women center staff.</p> <p>Domestic Violence Support Group facilitated by the Women Center Staff.</p>
Goal 4	<p><u>Policy Development</u></p> <ul style="list-style-type: none"> Continue to work with the Sexual Assault Response Team (SART) on the revision and expansion of the Sexual Assault Policy and Procedure. 	<p>Goal met.</p> <ol style="list-style-type: none"> Sexual Misconduct Policy and Protocol were developed. Consensual relationship policy was developed.

Goal	Description of Goal	Progress towards Goal
	<ul style="list-style-type: none"> • Explore the development of a local consensual relationship policy. • Update the University's Statement of Assurance. Review and possibly update the Sexual Harassment and Discrimination Complaint Procedure. 	<p>3. Update the following policies and procedures:</p> <ul style="list-style-type: none"> • Nondiscrimination policy (formerly the University's Statement of Assurance) • Sexual harassment policy • Discrimination and harassment reporting procedures

HIRING/PROMOTION 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.

Because of the current budgetary climate and hiring restrictions, our goals are very conservative for the 2011-2012 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.

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, 2012 through February 28, 2013.

HIRING GOALS:

EXECUTIVE/ADMINISTRATIVE

GOALS:

Short-Term

Long-Term

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

FACULTY

A. PROFESSOR

No hiring goals established.

B. ASSOCIATE PROFESSOR

Short-Term	Long-Term
1 Black Male	
2 Black Females	
3 Hispanic Females	
3 Other Females	

C. ASSISTANT PROFESSOR

Short-Term	Long-Term
1 Black Male	
3 Black Females	
2 Hispanic Males	
1 Hispanic Female	
1 Other Female	

D. INSTRUCTOR

Short-Term	Long-Term
1 Black Male	
1 Black Female	

PROFESSIONAL/NON-FACULTY

Short-Term	Long-Term
6 White Females	
3 Black Females	
2 Hispanic Females	
2 Other Females	3 Other Females

SECRETARIAL CLERICAL (EXCLUDING ADMINISTRATIVE ASSISTANT and SECRETARY 2)

Short-Term	Long-Term
3 White Males	2 White Males
1 Black Female	
1 Other Male	
1 Other Female	

SECRETARIAL CLERICAL/ADMINISTRATIVE ASSISTANT

Short-Term	Long-Term
-------------------	------------------

2 Black Female
1 Hispanic Female
1 Other Female

SECRETARIAL CLERICAL/SECRETARY 2

Short-Term	Long-Term
2 White Females	
1 Black Male	

TECHNICAL/PARAPROFESSIONAL

Short-Term	Long-Term
1 White Female	
1 Black Male	
2 Black Females	
2 Hispanic Females	

SKILLED CRAFTS

Short-Term	Long-Term
1 Black Male	
1 Hispanic Male	
1 Other Male	

SERVICE MAINTENANCE (EXCLUDING CUSTODIANS and PROTECTIVE SERVICES)

Short-Term	Long-Term
4 White Females	
2 Black Males	
1 Black Female	
3 Hispanic Males	
3 Hispanic Females	
1 Other Female	

SERVICE MAINTENANCE/CUSTODIANS

Short-Term	Long-Term
1 Black Male	
1 Black Female	
3 Hispanic Males	

1 Other Male

SERVICE MAINTENANCE/PROTECTIVE SERVICES

Short-Term

2 White Males

2 White Females

1 Hispanic Female

Long-Term

2 White Males

PROMOTION GOALS:

EXECUTIVE/ADMINISTRATIVE

No promotional goals established.

FACULTY

A. PROFESSOR

18 White Females

5 Other Males

B. ASSOCIATE PROFESSOR

1 Black Male

1 Hispanic Female

1 Other Female

C. ASSISTANT PROFESSOR

No promotional goals established.

D. INSTRUCTOR

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 Black Female

1 Hispanic Female

SECRETARIAL CLERICAL/SECRETARY 2

1 White Female

TECHNICAL/PARAPROFESSIONAL

No promotional goals established.

SKILLED CRAFTS

No promotional goals established.

SERVICE MAINTENANCE (EXCLUDING CUSTODIANS and PROTECTIVE SERVICES)

1 White Female

1 Hispanic Male

1 Hispanic Female

SERVICE MAINTENANCE/CUSTODIANS

No promotional goals established.

SERVICE MAINTENANCE/PROTECTIVE SERVICES

2 White Males

PROGRAM GOALS

As Program Goals for the plan year 2012-2013, 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

- Update hiring manual;
- 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;
- Strategize with search committee 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 2013

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;
- Organize the second annual Disability Awareness Month;
- Hire a victim's advocate to provide additional training on prevention of sexual harassment including sexual misconduct;
- Implement protocol on 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,
- Implement sexual harassment on-line training.

Completion Date: February 2013

Responsible Person: Chief Diversity Officer; Chief Human Resources Officer; Provost; Women's Center Coordinator; Vice President of Student Affairs

3. Women's Center

- Increase the number of participants in the following support groups: sexual violence, Latina, and Sisters.

Completion Date: February 2013

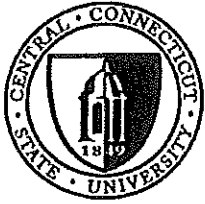
Responsible Person: Women Center Coordinator and Chief Diversity Officer

4. Policy Development

- Update the employee accommodations policy and procedure;
- Notify employees of the changes to the existing and polices and the development of new policies.

Completion Date: February 2013

Responsible Person: Chief Diversity Officer; Vice President of Student Affairs; Chief Human Resources Officer and SART



Central Connecticut State University

New Employee Orientation

September 16, 2011

9 a.m. to 11 a.m.

- | | | |
|---|--|------------|
| I. <i>The Big Picture</i> | Anne Alling
Chief Human Resources Officer | 9:00 a.m. |
| II. Introductions & President's Welcome | Jack Miller
President | 9:15 a.m. |
| III. Benefits, Programs & Services | Anne Alling
Chief Human Resources Officer | 9:40 a.m. |
| IV. Institutional Advancement Message | Cynthia Cayer
Director, Institutional Advancement | 10:00 a.m. |
| V. Administrative Affairs Overview | Richard Bachoo
Chief Administrative Officer | 10:10 a.m. |
| VI. Campus Police | Sgt. Gerald Erwin | 10:40 a.m. |
| VII. Wrap up, Questions & Evaluation | | 10:55 a.m. |

NEW FACULTY ORIENTATION

Monday, August 22, 2011

- 8:15-8:45 a.m.** **Continental Breakfast - Connecticut Dining Room, Memorial Hall**
- 8:45-9:15 a.m.** **Welcome – Connecticut Dining Room, Memorial Hall**
Dr. Carl Lovitt, Provost and Vice President for Academic Affairs
Dr. Jack Miller, President
Dr. Candace Barrington, Faculty Senate President & Professor of English
Dr. Jason Jones, CCSU-AAUP President & Associate Professor of English
Dr. George Murphy, Interim CCSU/ Part-Time Advisory Committee Chair
and Part-Time Instructor of Mathematical Sciences
- 9:15 – 9:45 a.m.** **Introduction to the Library - Burritt Library, Main Floor**
Mr. Carl Antonucci, Director, Library Services
- 9:45 – 10:00 a.m.** **Break – Constitution Room, Memorial Hall**
- 10:00 – 10:30 a.m.** **Academic Integrity and Legal Issues– Constitution Room, Memorial Hall**
Atty. Carolyn Magnan, Special Assistant to the President
Dr. Jennifer Hedlund, Associate Professor of Criminology & Criminal Justice
- 10:30 – 11:00 a.m.** **Human Resources Policies– Constitution Room, Memorial Hall**
Ms. Anne Alling, Chief Human Resources Officer
- 11:00 – 11:15 a.m.** **Office of Diversity and Equity Policies– Constitution Room, Memorial Hall**
Ms. Rosa Rodriguez, Chief Diversity Officer
- 11:30 –12:30 p.m.** **Lunch –Connecticut Dining Room, Memorial Hall**
- 12:45 – 2:30 p.m.** **Workshop -“Focusing on Student Learning” – Constitution Room, Memorial Hall**
- 2:30-2:45 p.m.** **Break – Constitution Room, Memorial Hall**
- 2:45-4:00 p.m.** **Academic Computing/Central Pipeline/VISTA – Vance Academic Center, Room 003**
Ms. Sherry Pesino, Instructional Design Coordinator Academic Computing, IT
Ms. Lisa Washko, Instructional Technology Manager, Academic Computing, IT
Ms. Tina-Marie Rivera, Help Desk Manager, IT
- 4:00 – 5:00 p.m.** **CCSU-AAUP Reception - Connecticut Dining Room, Memorial Hall**

ARTICLE 3 — NON-DISCRIMINATION

3.1 The Board of Trustees and SUOAF-AFSCME agree that no member of the bargaining unit shall be discriminated against in violation of federal or state statutes, such as discrimination based on race, color, religious creed, age, sex, marital status, sexual orientation, national origin and disability. Violations of this section shall be grievable but not arbitrable. Any claim of violation may be filed through the Commission on Human Rights and Opportunities (CHRO) or any appropriate legal forum.

3.2 The parties to this agreement recognize the compelling need to increase the minority proportion of bargaining unit members to more closely approximate the racial and ethnic diversity of the population of our state and nation.

Notwithstanding other provisions, if any, in this Agreement to the contrary, the following affirmative programs and actions are adopted to increase the proportion of minority bargaining unit members.

The President/Chancellor shall bring into being a Minority Recruitment and Mentoring Committee under the direction of the Affirmative Action Officer. The committee shall have a minimum of two minority bargaining unit members. The Committee shall be charged with the responsibility for identifying and recommending qualified minority candidates to search committees after the promotional process in Article 10 has been followed. Travel and associated costs for this effort approved by the Affirmative Action Officer may be charged to the University's budget.

The Minority Recruitment and Mentoring Committee shall ensure that mentoring arrangements are available for newly appointed minority employees. The mentors shall be charged with responsibility for enhancing the professional development of minority employees during the first 1-3 years of their appointment(s). Costs of this effort, which may not include any salary payment for the mentor(s) or related personnel, may be charged to the support fund described below.

When direct continuing support for obtaining credentials/qualifications is provided to appointees, it shall be part of individual agreements prescribing the support accepted by the appointee and specifying that the appointee will remain with CSU for an appropriate interval after the support has ended. Such agreements shall require the approval of the university President/Chancellor. The existence or substance of a mentoring agreement is not to be considered in an appointee's evaluation pursuant to Article 19.

The continuation of a mentoring agreement is conditioned upon the appointee's renewal of appointment pursuant to Article 14.

Funding for the mentoring program shall be available in proportion to university bargaining unit membership.

Funding for this program shall be .0261 of the aggregate biweekly salary of bargaining unit members based on an April payroll listing. Unexpended funds shall roll over for use in succeeding fiscal years. The Board shall provide the union with a report detailing all expenditures under this program annually.

Together the parties agree to promulgate principles that seek to insure affirmative action within the Connecticut State University. The parties further agree to the universities' policy on racism, sexual harassment and other acts of intolerance. This section is not grievable.

3.3 SUOAF-AFSCME recognizes its responsibility as bargaining agent and agrees to represent all employees in the bargaining unit without discrimination, interference, restraint, or coercion.

The Board of Trustees and its management officials within the Connecticut State University acknowledge that SUOAF-AFSCME's obligation to represent its employees will not be subject to interference, restraint, or coercion.

**ARTICLE 3
NON-DISCRIMINATION,
AFFIRMATIVE ACTION AND SEXUAL HARASSMENT**

3.1 The Board of Trustees and the CSU-AAUP agree that no member of the bargaining unit shall be discriminated against in violation of federal or state statutes, nor on the basis of characteristics or conditions including age, race, religion, gender, sexual orientation, disability, or ethnic or cultural origin, nor with respect to any legal behavior not detrimental to the students or other members of the university community.

3.2 The parties are committed to positive and aggressive affirmative action programs. The function of hiring searches is to maintain objectivity and use all available information in a balanced manner that identifies the best available candidates. Hence, search committees are specifically obligated to apply principles of affirmative action in their consideration of candidate selection.

3.3 Allegations of violations of Article 3.1 shall be processed exclusively through the Affirmative Action/Non-discrimination Complaint Procedures and are not covered by Article 15 (Grievance Procedure) of this Agreement. Such procedures shall include the elements identified in Appendix F. The parties agree to review procedures currently part of affirmative action plans and procedures addressing acts of intolerance and to recommend revisions as necessary.

3.4 Minority Recruitment and Retention Program

The parties to this Agreement recognize the compelling and continuing need to recruit and retain bargaining unit members who are members of minority and other protected groups. The following affirmative action program is adopted for the purpose of increasing the number of such full-time members.

3.4.1 Minority Recruitment and Retention Committee

The University President with the advice and consent of the AAUP Chapter President and consultation with the Director of Affirmative Action shall appoint a Minority Recruitment and Retention Committee. At least two committee members shall be members of minority or other protected groups. The Director of Affirmative Action shall be an ex-officio member of this committee.

3.4.2 The committee shall be charged with the responsibility of assisting search committees to recruit members of minority and other protected groups who are least represented in the bargaining unit ranks at the respective university, consistent with the principles of Affirmative Action; to assist the university in retaining such members; and to engage in such other actions as will effectuate the above purposes including the possibility of travel, mentoring, support for obtaining appropriate credentials, etc. When mentoring is arranged and if the committee so recommends, a mentor may be provided one (1) load credit per semester for this purpose. During the life of this Agreement, no university committee may recommend more than one (1) load credit per one-hundred (100) full-time members or fraction thereof during any semester.

3.4.3 When direct support for obtaining credentials or other qualifications is provided to any full-time member, it shall be part of an individual agreement prescribing the support accepted by the member and specifying any conditions, including continuation of future service, placed on said support. Such agreements shall require the written agreement of the member, recommendation of the President and approval of the Chancellor or designee. A copy shall be sent to CSU-AAUP.

3.4.4 Minority Recruitment and Retention Funds

Funding for this program shall be governed by Article 12.10.3.

Unexpended funds appropriated pursuant to this Article shall carry forward from year to year and be available for expenditure for these purposes until exhausted.

Funds may be used for any incidental expenses directly related to recruiting, assisting and retaining minority full-time members until the final tenure decision. The Minority Recruitment and Retention Committee shall be responsible for recommending the expenditure of funds. Funds may not be used for any salary payment or stipend to CSU personnel. Distribution of funds shall be made to each university in proportion to university full-time membership.

**Affirmative Action Plan 2011-12
Event Calendar**

Date of Event	Department	Type	Name of Event	Description of Event
3/1/2011	Ruthe Boyea Women's Center	Lecture	Put the Blame On Eve: What Women Must Overcome to Feel WORTHY	We've come a long way, but we're not there yet! Dr. Rising will discuss women's struggle for equal pay and equal respect, tracing back to the fateful day when Eve reputedly seduced Adam into joining her in an apple fest. How did Eve, and by association all women, become scapegoats for the ills of humankind? Who was responsible for devising such a negative spin in the creation story and what was their motivation?
3/8/2011	Ruthe Boyea Women's Center	Film	Senorita Extraviada	Tells the haunting story of the more than 350 kidnapped, raped and murdered young women of Juárez, Mexico. Visually poetic, yet unflinching in its gaze, this compelling investigation unravels the layers of complicity that have allowed for the brutal murders of women living along the Mexico-U.S. border. In the midst of Juárez's international mystique and high profile job market, there exists a murky history of grossly underreported human rights abuses and violence against women. The climate of violence and impunity continues to grow, and the murders of women continue to this day. Relying on what Portillo comes to see as the most reliable of sources – the testimonies of the families of the victims–SEÑORITA EXTRAVIADA, MISSING YOUNG WOMAN documents a two-year search for the truth in the underbelly of the new global economy. An Independent Television Service (ITVS) Production.
3/8/2011	Several Universities	Lecture	Scholar, Activist, and Change-maker: Embracing the African American Woman's Voice in Black Studies Scholarship	
3/13/2011	Mosaic Center	Rally	Educate Over Hate	Solidarity Rally

Date of Event	Department	Type	Name of Event	Description of Event
3/16/2011	Ruthe Boyea Women's Center	Lecture/dialogue	Telling Her Story: Dr. Cindy Pope	Telling Her Story provides an opportunity for CCSU female students, staff, faculty and administrators to meet once a month to share their personal and professional successes. Each month, a female member of the campus community is selected to speak about her work, her life and her challenges in an informal setting among fellow female students, faculty, staff and administrators. The goal of the series is to develop a supportive community for females on campus as well as develop mentoring relationships for new female students, staff, faculty and administrators.
3/26/2011	Mosaic Center	Speaker	Stacy Ann Chin	"Jamaican-Born, Brooklyn Living, Woman-Loving, Political Activist. And Writer/Poet, Performance Artist."
3/31/2011	Office of Provost and International & Area Studies	Speaker	Dr. Gina Ulysse - When the Body is a Country's Archive: Some Women's Stories of Trauma, Stories of Will	Dr. Ulysse considers how the body - a depository or reservoir of discursive, physiologic, psychological, and social memories - functions as an archive of the nation and its diaspora to make an argument for the continuous significance of feminist methods, especially reflectivity. Her ultimate aim with this focus is to insist that Chak moun gen ti istwa Haiti pa yo or Everyone has their own little history of Haiti, which become characteristic of the Republic.

Date of Event	Department	Type	Name of Event	Description of Event
3/31/2011	Ruthe Boyea Women's Center	Lecture/dialogue	Women's History Month: The Lilly Ledbetter Fair Pay Act	Although Lilly Ledbetter began working for Goodyear Tire & Rubber Co. in 1979, she did not find out until many years later that she was paid less than her male counterparts her entire career because the company forbade employees from sharing salary information. A jury found that Goodyear had discriminated and awarded substantial back pay, but the Supreme Court held, in a 5-4 decision, that the law required her to challenge discriminatory practices within 180 days and her compensation. The first law President Obama signed into law was the Lilly Ledbetter Fair Pay Act, allowing plaintiffs to recover for continuing discrimination, but almost no progress has been made in closing the wage gap between men and women in the last thirty years. Come hear Lilly Ledbetter's Story and find out how to make equal pay a reality.
4/4/2011	Ruthe Boyea Women's Center	Film	Bernie Dwyer on The Covert US War Against Cuba	The new documentary by Bernie Dwyer and Roberto Ruiz Rebo exposes the story behind the lock up of 75 "independent" journalists, trade unionists, and librarian in Cuba in 2003 through the eyes of four ex-Cuban state agents working undercover. The main stream media never fully investigates the role played by the U.S diplomats in Cuba in controlling the "dissidents" movement. In this film former Cuban undercover agents speak out for the first time on film about the inner workings of the dissident groups they infiltrated and the various plans, supported by the U.S government, that were being developed to destabilize Cuba.

Date of Event	Department	Type	Name of Event	Description of Event
4/6/2011	Ruthe Boyea Women's Center	Lecture/dialogue	Take Back the Night March 2011: "It's Time...to Get Involved Engaging Bystanders in Sexual Violence Prevention"	Inspires both men and women to confront myriad of social ills including rape, sexual violence, domestic violence, violence against children, and violence against women. The unifying theme throughout these diverse topics is the assertion that all human beings have the right to be free from violence, the right to be heard, and the right to reclaim those rights if they are violated. This is an opportunity for victims and survivors to come together and share music, poetry, and begin the road to healing.
4/7/2011	Global Women's Issues Forum In Conjunction With Central Connecticut State University	Program/Panel Discussion	Women and War in Afghanistan	
4/11/2011	Ruthe Boyea Women's Center	Play	Wide Open: A One Woman Show	Starring: Shireal Renee; Directed by: Tracy "Mind Evolution" Caldwell; Stage Manager: Patrice Bruce; Choreography by: Sharece Sellem, Maurice "Reese" Clark
4/12/2011	Ruthe Boyea Women's Center, and Counseling and Wellness Center	Informational	Understanding the Gender Gap and 10 Ways to Improve the Outcomes	Express the challenges most commonly impacting both men and women.

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4/12/2011	CCSU History Department	Film	Fatal Promises	A controversial new documentary that takes an in-depth and refreshingly honest look into the scourge of human trafficking. Through personal stories of victims of trafficking, and interviews with politicians, non-governmental organizations and prominent spokespeople like Emma Thompson and Gloria Steinem, Fatal Promises cleverly juxtaposes the brutal realities of human trafficking suffered by victims and battled by activists, with the hollow rhetoric of politicians and pundits who claim to be making significant strides in combating this horrific crime against humanity.
4/14/2011	Counseling and Wellness Center	Informational	The Peace Project	
4/14/2011	Ruthe Boyea Women's Center	Program	Be You (tiful) Beauty. True You.	Create your own ice cream sundaes and watch the film Slim Hopes, followed by a poster-making workshop about our bodies and our lives.
4/15/2011	Office of Diversity and Equity (ODE)	Lecture/dialogue	Kingian Nonviolence Conflict Reconciliation	The curriculum embodies the philosophy of nonviolent social change as applied to a broad spectrum on individual, group, institutional and systemic conflicts. It will be facilitated through role-play, lectures, music, and exercises that illuminate the material.
4/9-4/16/2011	Ruthe Boyea Women's Center	Campaign	Put your old phone to good use.	Recycling your old phone can help victims of domestic violence.
4/19/2011	Ruthe Boyea Women's Center	Lecture	Stop Street Harassment: Making Public Places Safe and Welcoming for Women	Addresses the prevalence and the global scope of street harassment.

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4/20/2011	Ruthe Boyea Women's Center	Lecture/dialogue	Telling Her Story: Dr. Cindy White	Telling Her Story provides an opportunity for CCSU female students, staff, faculty and administrators to meet once a month to share their personal and professional successes. Each month, a female member of the campus community is selected to speak about her work, her life and her challenges in an informal setting among fellow female students, faculty, staff and administrators. The goal of the series is to develop a supportive community for females on campus as well as develop mentoring relationships for new female students, staff, faculty and administrators.
4/20/2011	Counseling and Wellness Center and Recentralize	Program	3-on-3 Basketball Tournament	Using Basketball as a way to promote mutual respect and dignity.
4/20/2011	Counseling and Wellness Center	Program	Men's Health Expo	Health Assessments, Posture & Spine Analysis, Giveaways, Information and Resources etc.
4/20/2011	Counseling and Wellness Center	Program	Showcase	Lambda Theta Phi Latin Fraternity, INC Salute and Iota Phi Theta Fraternity, INC. Step and Stroll
4/21/2011	Counseling and Wellness Center	Informational	Transition Life Coaching	
4/21/2011	Ruthe Boyea Women's Center	Speaker	Racism and Dehumanization in the Darfur Genocide	Research on the genocide in Darfur focusing on racism, dehumanization and the physical sexual violence that occurred during the attacks will be presented.
4/26/2011	Counseling and Wellness Center	Program	Man Enough Support Initiative Reception	

Date of Event	Department	Type	Name of Event	Description of Event
4/26/2011	Ruthe Boyea Women's Center	Lecture/dialogue	Telling Amy's Story: Raising Awareness of Domestic Violence	Hosted by actress and advocate, Mariska Hargitay, Telling Amy's Story follows the timeline of a domestic violence homicide that occurred in central Pennsylvania on November 8, 2001. The victim's parents, co-workers, law enforcement officers and county personal share their perspectives on what happened to Amy in the weeks, months, and years leading up to her death.
4/26/2011	Ruthe Boyea Women's Center	Lecture/dialogue	Holly Kears: Stop Street Harassment: Making Public Places Safe and Welcoming for Women.	Holly Kears is a national street harassment expert, writer, and nonprofit professional based in the Washington, D.C. area. Her work has been cited by the United Nations, CNN, Washington Post, the Guardian, Ms. Magazine, AMC News, Feminizing, and Jezebel. Author of the 2010 Book, Stop Street Harassment: Making Public Places Safe and Welcoming for Women.
4/28/2011	CCSU Committee on Latin American Studies of the International and Area Studies Committee	Concert	Brim Brown	Conversations with the Musicians, Panel Discussion: Prof. Eric Galm.
5/2-6/2011	Latin American Student Organization (LASO)	Variety	Latin Week	Cultural events to educate the student body and create awareness about the Latino Culture on campus.
5/7/2011	Center for African Studies	Program	Annual Banquet and Lecture	Alumni success stories: Navigating through CCSU Campus as a Student
8/22/2011		Program	New Faculty Orientation	

Date of Event	Department	Type	Name of Event	Description of Event
9/2011-5/2012	Ruthe Boyea Women's Center	Support Group	Healthy Relationships	Focus on having healthy relationships with intimate partners.
9/20/2011	Anthropology and International Studies	Lecture	Women's Environmental Leadership in Nicaragua	A talk by Haydee Castillo. The Hartford/Ocotal Sister City Project along with CCSU is very excited about the approaching visit of Haydee Castillo Flores, human rights activist from Ocotal. She is a leader and strong speaker who is active at local, national, and international levels. Miss Castillo Flores is eager to share her experiences and work in Nicaragua to sustain the environment and empower women, the poor, and the indigenous. Her visit offers a valuable opportunity for people to learn directly from a Nicaraguan citizen about meeting challenges in one of the poorest countries in the Western Hemisphere, about revolutionary change, and strong leadership.

Date of Event	Department	Type	Name of Event	Description of Event
9/22/2011	The Anthropology Department, International & Area Studies and the Center for International Education	Speaker	Reflections on National Security and Civil Rights from Two September 11's	Pedro Matta was a student leader at the Law School of the University of Chile in Santiago when the CIA-sponsored coup of September 11, 1973, overthrew the democratically elected government of President Salvador Allende. In 1975, Matta was arrested, imprisoned for over 13 months at two different torture centers (including the infamous Villa Grimaldi). He was released in July 1976 and flown directly to the United States, with political asylum. Matta testified about the Chilean military dictatorship's human rights violations before the 1976 United Nations Commission of Human Rights sessions. Matta later became a successful private investigator in San Francisco. Since his return to Chile in 1991, he has put his detective skills at the service of human rights, documenting the abuses of torture centers and advocating remembrances as a way to confront the past to prepare a better future. His research has informed the transformation of the Villa Grimaldi into the Peace Park, uncovered the names of those who died there for the Park's Memory Wall, and provided the evidence for the military dictator Augusto Pinochet's arrest under international law.
9/22/2011	Ruthe Boyea Women's Center	Discussion	The Legendary Freshman 15	We will discuss: What foods you can incorporate to keep your mind sharp and waistline slim, What foods bog you down and bloat you up, The role of stress and how to use it to your advantage, Tips on how to eat well with simple and affordable foods both on and off campus, Plus plenty of time to answer your questions about staying healthy while still having fun.

Date of Event	Department	Type	Name of Event	Description of Event
9/23/2011	Office of Diversity and Equity (ODE)	Informational	Sexual Harassment Awareness and Prevention Training	To give others an understanding of both the full range of behaviors that define sexual harassment, and the pro-active steps they can take to prevent it. Teaches others how to create and maintain an environment free from sexual harassment.
9/26/2011	Department of Sociology and the Counseling and Wellness Center	Lecture/dialogue	Migration, Colonialism and Oppression: A Puerto Rican Perspective, Dr. Julio Morales	Dr. Julio Morales, Professor Emeritus, University of Connecticut, School of Social Work, will speak on migration, imperialism and colonialism, highlighting the legacy of historical oppression in the United States. He will also discuss the U.S. and Puerto Rican experience within such context. Dr. Morales is the author of Puerto Rican Poverty and Migration: We Just Had to Try Elsewhere.
9/27/2011		Speakers	New England Conference on Multi Cultural Education (NECME)	
10/4/2011	Office of Diversity and Equity (ODE)	Lecture/dialogue: National Disability Awareness Month	Have You Heard? Talking about Post-Traumatic Stress Disorder with Bryan Adams	Hailing from a small New Jersey town, Bryan Adams set his sights on the U.S. army after high school. He served a year-long deployment as a sniper in Tikrit, Iraq. In October 2004, he was shot in the left leg and left hand during an ambush and was awarded a Purple Heart. He struggled to reintegrate back into society and was eventually diagnosed with PTSD. As a student at Rutgers University, Bryan's program sheds light on what it is like to be a veteran and a college student.

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10/6/2011	Office of Diversity and Equity (ODE)	Lecture/dialogue: National Disability Awareness Month	In the Classroom: Supporting Students with Mental Health Issues	Speaker: Dr. Lawrence Haber and Dr. Mara De Maio from the Institute of Living. How do you distinguish between a psychiatric disorder as a disability and a behavioral issue/problem? What are some signs or "red flags" to look for in the classroom, with regards to psychiatric/mental health issues in students? What are some ways to proactively address these issues, so they do not become a classroom management issue?
10/11/2011	Ruthe Boyea Women's Center	Lecture/dialogue	Changing the Tide: A Strategy to Reduce Violence in Intimate Relationship	Examine how changes in the family structure and society have blurred the lines of gender roles and expectations in relationships. Broaden the definition of domestic violence. Identifies the three primary levels of where control or abuse is present and the goal of self-preservation ignites. Examine the external influences which drive or support our expectations for intimate relationships. Identifies one's choice and personal responsibility for abuse. Offers an opportunity to commit to higher personal values.
10/11/2011	Counseling and Wellness Office	Program	Wellness Recovery Action Plan (WRAP)	Peer-to-peer recovery workshop for college students who experience psychiatric symptoms related to health issues like anxiety, depression, bipolar and/or substance use. WRAP offers a structural plan for monitoring the uncomfortable symptoms through planned responses. The goal of WRAP is to reduce, modify or eliminate symptoms.
10/12/2011	Border Visions	Film	"Sin Nombre" & "Illegal"	"Sin Nombre"-Director:Cary Fukunaga "Illegal"-Director: Olivier Masset-DePasse. An International film conference on Borderlands at CCSU

Date of Event	Department	Type	Name of Event	Description of Event
10/13/2011	Office of Diversity and Equity (ODE)	Informational	Sexual Harassment Awareness and Prevention Training	Previously Described
Fridays 10/14/2011- 2012	Ruthe Boyea Women's Center	Support Group	United Sister	A weekly support, mentoring and empowerment group for African American female students.
10/17/2011	Office of Diversity and Equity (ODE)	Lecture/dialogue	Using Universal Designing Learning, Technology and Beyond.	Speaker: Laura Diablo (Disability Services Specialist) If Universal Design works well for a person with a disability, it probably works better for everyone. Interested in learning if Universal Design is substance or hype?
10/17- 21/2011	Mosaic Center	Program	Our Hair	The concept of Black Beauty remains one of the most complex to define and Hair can speak volumes about minority identity. Starting as an attempt to capture the "Minority Experience" on campus, my final Photo 1 project evolved into an exploration of the close-knit community surrounding the celebration of maintenance of "Black Hair" at predominantly white Colgate University. As the greater Hamilton, New York area offered nothing for myself and my friends-even turning us away at the beauty parlors in town - we relied on each other to do what our fellow students could do with ease. We bonded. We related. We did each other's hair.
10/18/2011	Ruthe Boyea Women's Center	Lecture/dialogue	Connecticut Freedom from Workplace Bullies Week	Speaker Karen Samberg, Director of the Center for Work-Life Policy, New York and author of a study on LGBTQ People in the Closet at Work.
10/19/2011	Mosaic Center	Film	Good Hair	"Fresh, funny and altogether fascinating..."

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10/20/2011	Ruthe Boyea Women's Center	Lecture/dialogue	Connecticut Freedom from Workplace Bullies Week	"Is Connecticut Ready for Healthy Workplaces?": A Forum on Law, Psychology, and Society's Response to Abusive Conduct in the Workplace. Speakers include Tom Witt of New York Health Workplace Advocates, Vicki J. Magley, Ph.D. Department of Psychology-University of Connecticut.
10/24/2011	Office of Diversity and Equity (ODE)	Expo	Challenges to Human Existence	An experiential expo of challenges people face on a day-to-day basis while managing in the world. A brief exposure to limitations of the senses and the mind that a majority of humans do not experience and therefore may not understand.
10/25/2011	Ruthe Boyea Women's Center	Presentation	Donna Ferrato: A Visual Journey in and out of violence in relationships.	An award-winning photojournalist and author of Living with the Enemy, for over 22 years, Ferrato has devoted her life to documenting, exposing, and preventing the abuse of women and children by the ones they love. Her photographs have changed laws and consistently challenged ignorant attitudes promoted by society about violence against women and children. Her domestic violence documentation has appeared in every major magazine and in television reports on domestic violence, including the Oprah Winfrey Show, OXYGEN, CBS America Tonight, Good Morning America, Dateline, Eyes on America, NBC Now, The Crusaders and Court TV.

Date of Event	Department	Type	Name of Event	Description of Event
10/26/2011	Office of Diversity and Equity (ODE)	Lecture/dialogue	Meeting the Learning Needs of Students with Cognitive Disabilities through Universal Design	Speaker: Dr. Joseph Madaus (Director) Center on Postsecondary Education & Disability University of Connecticut. Most likely you are working with students with increasingly diverse learning needs in your classes, including those with hidden cognitive disabilities. Traditionally, these students receive retrofitted accommodations to allow them to access course materials and to have an even playing field on course assessments. This presentation will feature a panel of faculty who have used an "e-toolbox" to identify and employ a range of free and low cost "e-tools" to make their course more accessible for all.
Mondays 2011	Ruthe Boyea Women's Center	Group	Sexual Assault Survivor's Support Group	Are you a Victim or Survivor of Sexual Assault? We Are here to Help. Meet Other Victims and Survivors of Sexual Assault.
11/2/2011	Latin American Student Organization (LASO)	Play	Platanos and Collard Greens--Off Broadway Play	Platanos and Collard Greens is a thought-provoking romantic comedy that tactfully addresses stereotypes, prejudices and urban myths that exist between African Americans and Latinos, within the context of Hip-Hop, humor, and satire. The play impels the audience to evaluate pervasive stereotypes. This program is meant to promote unity and mutual respect on campus through entertainment and performance. This critically acclaimed play does an outstanding job at bringing about stereotypes in a comfortable environment. It addresses many issues and promotes diversity amongst cultures.

Date of Event	Department	Type	Name of Event	Description of Event
11/10/2011	Ruthe Boyea Women's Center	Program	Sugar Blues: Understanding You Sugar Cravings	Are you constantly craving sugar and want to understand why? Or do you want to learn to control your cravings without deprivation? Come and hear how sugar effects your body and get tips on how to overcome sugar addiction.
11/15/2011		Informational	Precious Knowledge	Provision of an insider's perspective to a historic battle over civil rights.
11/30/2011	Mosaic Center	Film	Paris Is Burning	A 1990 documentary film directed by Jennie Livingston. Filmed in the mid-to-late 1980s, it chronicles the ball culture of New York City and the African American, Latino, gay and transgender communities involved in it. Many members of the ball culture community consider Paris Is Burning to be an invaluable documentary of the end of the "Golden Age" of New York City drag balls, as well as a thoughtful exploration of race, class and gender in America.
12/5/2011	University Hispanic Community	Program	Welcome Ceremony	An open house. Information Kit provided for new Hispanic students. Information regarding, how to find scholarships, get an on-campus job, join a student club, and participate in cross-campus cultural celebrations.
12/8/2011	Ruthe Boyea Women's Center	Program	Eating for Energy	Want more energy and vitality in your life? Come to this workshop and learn about the food/mood relationship and foods that naturally increase energy.
Wednesdays 2011-2012	Ruthe Boyea Women's Center	Support Group	Building Social Confidence and Reducing Shyness	8-week community group for female undergraduate students interested in enhancing their social skills.

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Tuesdays 2012	Ruthe Boyea Women's Center	Group	Sexual Assault Survivor's Support Group	Are you a Victim or Survivor of Sexual Assault? We Are here to Help. Meet Other Victims and Survivors of Sexual Assault.
Wednesdays 2012	Ruthe Boyea Women's Center	Support Group	Latina Students' Support Group	Goal is to support participants to successfully adjust to college life and effectively use their college experience to obtain their educational and career goals. Group discussion exploring family issues/pressure, peer pressure, interpersonal relationships,, social versus academic life, social stigma and stereotypes.
Thursdays 1/26/ 2012	Ruthe Boyea Women's Center	Support Group	Non-Traditional Women Students' Support Group	Women who are returning to the workforce or the academic community after prolonged absences often bear additional family and financial responsibilities that make adjusting to the college experience especially stressful. Finding balance in the midst of often competing responsibility can be a frustrating and difficult experience. Participants can connect with others who share similar concerns and discuss areas of interest and needs.
1/11/2012	The Latino/a Student Cultural Center	Program	Three Kings Celebration Fiesta de Los Reyes Magos	
1/12/2012	The Latino/a Student Cultural Center	Program	Learn How to: Brand Yourself Everyday	
1/25/2012	The Latino/a Student Cultural Center	Program	Cocinar Con Gusto	
1/28/2012	Office of the President of Student Affairs	Panel Discussion/Program	Empower	A leadership conference for students of color. There will be workshops and speakers.

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1/28/2012	Chinese Culture Center	Gala	Chinese New Year Gala	Happy New Year! Come join the fun in this open to the public gala that features the chinese new year and will be filled with different aspects of chinese culture and its many beautiful traditions.
2/2/2012	Department of Political Science	Lecture	Negotiating Citizenship	Dr. Khalilah Brown-Dean, a prof. of Political Science and Philosophy at Quinnipiac University will be discussing the politics of punishment in the United States as well as highlight African American History.
2/8/2012	History Department	Informational	Central Authors Series	Mr. Matthew Warshauer will be visiting the CCSU bookstore to discuss his novel, "Connecticut in the Civil War: Slavery, Sacrifice, and Survival". He is a prof. here at CCSU and this informational program will consist of various facts concerning Connecticut's history.
2/8/2012	Center for Africana Studies	Exhibit	Black Inventions Exhibit	Want to learn more about African American inventions? Then this exhibit is the place to be! There will be numerous artifacts and the history behind them. Come and enjoy this exhibit as well as learn a lot more about a fundamental part of history!
2/8/2012	Latin American Student Organization (LASO)	Play	Platanos and Collard Greens-Off-Broadway Play	The Latin American Student Organization is bringing the off-Broadway play to CCSU! This critically acclaimed play focuses on the stereotypes in a comfortable environment along with numerous other issues that promote diversity amongst cultures. It is absolutely a must see play that will not only be enjoyable but eye opening to everyone who takes their time out and support this cause!

Date of Event	Department	Type	Name of Event	Description of Event
2/9/2012	Ruthe Boyea Women's Center	Program	Health Jump Start 2012	Want to start 2012 with a plan to feel better? What better time for beginning of a new year? Jump start healthy change in your life by attending this free talk. The class will cover health tips you can easily incorporate into your daily routine. From tips to fool yourself into eating less and still feeling full to incorporating guilt-free, self-care into your life. I will touch on issues of body, mind, and spirit to give you practical tools to start your new year right!
2/9/2012	Torp Theater	Speaker	Religion & Civil Rights Movement	Reverend Arthur Price Jr. , Pastor of 16th Street Baptist Church, Birmingham, Alabama will speak on the role of "Religion and the Civil Rights Movement". The Black Church has been the flame bearer of the civil rights movement since its beginning, Christianity has played a prominent role in establishing a moral conscious for the civil rights of blacks in America. Many individual and collective efforts contributed to the freedoms we now enjoy as African Americans, but few institutions provided the united voice echoed by that of the Black Church. Come to this event to learn more about that time in history and become enlightened by Reverend Price's insightful words of wisdom!

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2/9/2012	Torp Theater	Musical Show	A Brass Music Evening	Compositions of Josquin des Pérez, Giovanni Bassano, William Byrd, Eugène Bozza, Lauren Bernofsky, John Kenny, and Francis Poulenc. These musicians will put on a performance that will be pure entertainment for those who enjoy brass music as well as though who are just discovering it. Everyone is welcome to join in on the fun and have a great time!
2/9/2012	Latino/a Student Cultural Center	Program	LSCC Civic Engagement Award Ceremony	
2/10/2012	Art Department	Performance	Unmasked: Echoes from a Child's Soul	An Art and Education Project featuring CCSU faculty and students and the work of Gaffney Elementary & DiLoreto Magnet Schools. This performance is put on to help the children unmask their true selves without having to hide behind their ethnicity, race, culture, gender, circumstances, etc. and come together as one with the other children along with CCSU students and faculty to put on a magnificent work of art that they will surely remember and be proud of in the years to come.
2/15/2012	Latino/a Student Cultural Center	Program	LSCC Experiencia Latina Luncheon	
2/16/2012	Philosophy Department	Lecture	African-American Female Abolitionists	Prof. Donna McDaniel of Boston Historical Society will be visiting to discuss African American History as well as the female abolitionists that made a difference during the times of slavery and the Underground Railroad.

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2/22/2012	Mosaic Center	Informational	Racial Reconciliation	Belvie Brooks and Tom DeWolf will be returning to CCSU to host a deep conversation about race and healing. This conversation will delve into the hidden slave history of the north and how the traumas of the era still have a fundamental effect on our everyday lives today. Come and be part of this conversation and do your part in helping to make a change.
2/23/2012	Political Science	Lecture	Black Studies Closing Achievement Gap	Dr. Benjamin Foster, a Distinguished Practitioner of public school administration and human resources management as well as a current Chairman for the Connecticut State Conference NAACP Branches will be coming to CCSU to discuss "The Relevance of Black Studies to Closing the Achievement Gap in Education" . He will delve into this topic as well as give some insight regarding the steps that we can all take to bridge this gap that has limited all individuals from reaching their full potential.
2/28/2012	Founders Hall	Lecture	Annual 2012 Amistad Lecture	Dr. Abdul Karim Bangura, Georgetown University; Author of 65 Books and more than 550 scholarly articles will come in and discuss "The Life and Times of the Amistad Returnees to Sierra Leone and Their Impact: A Pluridisciplinary Exploration". Come to this informational lecture and enjoy this annual exploration!

RACIAL CONCILIATION

FEBRUARY 22ND-7PM : TORP THEATER

Explore the hidden slave history of the North and how the traumas of that era still reverberate today. Join Belvie Rooks and Tom DeWolf in a deeper conversation about race and national healing.



THOMAS NORMAN DeWOLF

Is the author of *Inheriting the Trade: A Northern Family Confronts Its Legacy as the Largest Slave-Trading Dynasty in U.S. History* (Beacon Press). Tom wrote about his experiences of traveling with nine distant relatives on a life-altering journey through Rhode Island, Ghana, and Cuba to film Katrina Browne's Emmy-nominated documentary *Traces of the Trade: A Story from the Deep North*. DeWolf is convinced that four things must happen first: awareness of the issue, an apology, some kind of reparations, and forgiveness from the harmed party. Legislators in New Jersey, Alabama, Maryland, North Carolina and Virginia have apologized or expressed "profound regret" for their role in slavery and the slave trade. Rhode Island should too, says DeWolf.



BELVIE ROOKS

Is a writer, educator, and television producer whose work weaves together the worlds of spirituality, ecology, and social and environmental justice. She was a writer and producer of the inspirational TV show *Courage* and currently serves on the board of IONS. Belvie has a masters degree in Interdisciplinary Studies in Education. Belvie Rooks is an African American woman whose family story of enslavement is chronicled in *The Seeds of Sally Good'n: A Black Family in Arkansas, 1833 - 1953*.

MOSAIC
CENTER



Central Connecticut State University

Dear Faculty member:

The Mosaic Center is bringing back the wonderful program, DeWolf Family Burden, to CCSU. We would like to extend an invitation to you and your students to attend this wonderful lecture and discussion.

Everyone has secrets, and the DeWolf Family has a big one. From 1769 to 1820, the clan's fathers, sons and grandsons trafficked in human beings. They sailed ships filled with rum and guns from Bristol to West Africa, where they purchased African captives on the coast. The captives were then shipped to plantations that the DeWolfs owned in Cuba or were sold at auctions in such ports as Havana and Charleston, S.C.

Thomas Norman DeWolf is the author of *Inheriting the Trade: A Northern Family Confronts Its Legacy as the Largest Slave-Trading Dynasty in U.S. History* (Beacon Press). Tom wrote about his experiences of traveling with nine distant relatives on a life-altering journey through Rhode Island, Ghana, and Cuba to film Katrina Browne's Emmy-nominated documentary *Traces of the Trade: A Story from the Deep North*.

Belvie Rooks is an African American woman whose family story of enslavement is chronicled in *The Seeds of Sally Good'n: A Black Family in Arkansas, 1833 - 1953*. Rooks is a writer, educator, and television producer whose work weaves together the worlds of spirituality, ecology, and social and environmental justice. She was a writer and producer of the inspirational TV show *Courage* and currently serves on the board of IONS. Belvie has a master's degree in Interdisciplinary Studies in Education.

Seven years later, the DeWolf family is a part of an effort to reach a racial conciliation through public discussions and education. DeWolf is convinced that four things must happen first: awareness of the issue, an apology, some kind of reparations, and forgiveness from the harmed party.

Your classes are invited to join them in a deeper conversation about race. Explore the hidden slave history of the North and how the traumas of that era still reverberate today. Join the urgent call for honest and opened-hearted dialogue in a nation ready for healing. There are two opportunities to experience this program, a conversation at 3:00pm designed for classes in advance with relevant questions, and the campus wide lecture in the evening at 7:00pm, both in Founders Hall. This will be held on **February 22nd, 2012**. Faculty interested in the 3:00pm conversation please get in contact with Bulaong Ramiz to reserve space. If you would like more information please get in contact with Bulaong Ramiz at st_br7664@ccsu.edu or 832-1892. Thank you for your cooperation and continued support.

Sincerely,

Handwritten signature of Sue Sweeney in cursive.

Sue Sweeney
Associate Director of Student Activities

Handwritten signature of Bulaong Ramiz in cursive.

Bulaong Ramiz
Mosaic Program Advisor

NINTH ANNUAL AMISTAD LECTURE

"The Life and Times of the Amistad Returnees to Sierra Leone and Their Impact: A Pluridisciplinary Exploration"

Founders Hall, Davidson Building, Central CT State University, New Britain, CT
February 28, 2012, 3:00-4:20pm

Welcome & Introduction	Dr. Olusegun Sogunro <i>Professor of Educational Leadership & Co-Chair, AMISTAD Committee, CCSU</i>
Opening Remarks	Dr. Carl Lovitt <i>Provost & Vice President, Academic Affairs, CCSU</i>
Greetings	Dr. Susan Pease <i>Dean, School of Arts & Sciences, CCSU</i> Dr. Warren Perry <i>Professor of Anthropology & Co-Director, Center for Africana Studies, CCSU</i>
Poetry Reading	Dr. Beverly Johnson <i>Associate Professor of English & Chief Editor, "The Sojourner Truth," Center for Africana Studies, CCSU</i>
Introduction of Keynote Speaker	Dr. Gloria Emeagwali <i>Professor of History, Chief Editor of "Africa Update" & Co-Chair, AMISTAD Committee, CCSU</i>
Keynote Address "The Life and Times of the Amistad Returnees to Sierra Leone and Their Impact: A Pluridisciplinary Exploration"	Dr. Abdul Karim Bangura <i>Professor of Research Methodology & Political Science, Howard University, Washington DC.</i>
Questions & Answers	Dr. Katherine Harris <i>Adjunct Prof. of History, CCSU</i>
Closing & Invitation to Reception	Dr. Beverly Johnson

Sponsors: Center for Africana Studies, School of Arts & Sciences, School of Education & Professional Studies, School of Engineering & Technology, School of Business, Diversity & Equity Office, Center for Public Policy & Social Research, Administrative Affairs Office, Ruth Boyea Women's Center, Departments of Educational Leadership, History, English, and Political Science.

Organizers: AMISTAD Committee-- Dr. Gloria Emeagwali, (Co-Chair), Dr. Katherine Harris, Dr. Beverly Johnson, Dr. Walton Brown-Foster, and Dr. Olusegun Sogunro (Co-Chair).

THANK YOU FOR COMING + HOPE TO SEE YOU THIS TIME NEXT YEAR—2/26/13!

The Department of
Teacher Education

M.A.T. Program Information Sessions

All sessions are from 5:00 p.m. ♦ 6:00 p.m.

When	Where
Monday, December 12, 2011	SC Clock 134 - Student Center
Wednesday, January 18, 2012	Sprague Room - Student Center

Campus Map

This is a new, 13 month, full-time teacher preparation program for graduate students who have mastered their content area. The program offers a Master's degree and teaching certification in the following areas of teacher shortage:

- Spanish (7-12)
- Math (7-12)
- Sciences (7-12)
- English (7-12)
- Technology & Engineering Education (K-12)

During the information sessions, the program coordinator will explain admission requirements and process, program structure and expectations, and answer questions about the program.

No reservation is required, please feel free to attend any session that is convenient for you.

Financial Aid for CCSU MAT Students for 2010- 2011

Last Updated: Thursday, December 08, 2011 | Please send feedback to: arthura@ccsu.edu

School of Education and Professional Studies / Barnard Hall 203.0000
Central Connecticut State University, 1615 Stanley Street, New Britain, CT 06050
SEPS Phone: 860.832.2100 / Fax: 860.832.2109 / CCSU Phone: 860.832.CCSU
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Central Connecticut State University

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School of Education & Professional Studies

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SEPS

Information Session for Potential Students:

Individuals who hold a bachelor's degree and are seeking information about Central Connecticut State University's Post-Baccalaureate Certification Programs in Teacher Education are cordially invited to attend an information session. These sessions explain the requirements and process for admission to the CCSU Graduate School and the School of Education and Professional Studies' Professional Program. Topics include the academic requirements for programs leading to certification as teachers of Elementary Education, Secondary Education, and Special Subjects (Art, Music, Physical Education, Special Education, Technology Education, and TESOL). Requirements include grade point averages, Praxis 1 PPST testing scores and specific program requirements will be discussed.

NOTE: *Deadline for Graduate admission application will be **June 1** for the Fall semester and **December 1** for the Spring semester.*

DateLocation

Wed. December 14, 2011 Henry Barnard #HB222

All sessions will be held **5:00 p.m. to 6:15 p.m.** No reservation is required – feel free to attend any session that is convenient for you.

A campus map and directions to CCSU are available on the CCSU Website [here](#).

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Educational Leadership
Nursing
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Reading & Language Arts
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Undergraduate Advising
Graduate/Post-bacc
Curriculum Sheets
Professional Program
Information Sessions
Program Admission
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Wednesday, March 30, 2011

1:40 - 2:55 P.M.

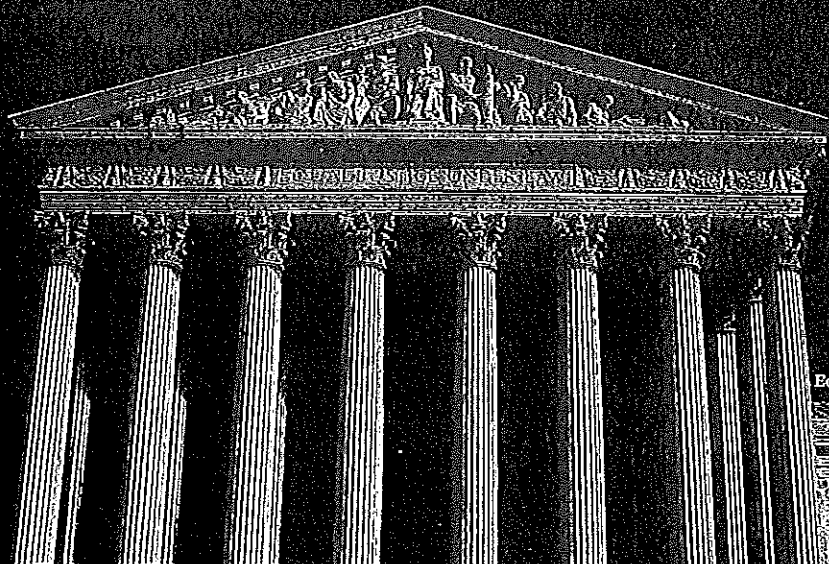
Central Connecticut State University

1615 Stanley St., New Britain, CT

Founders Hall, Davidson Hall

Women's History Month Lilly Ledbetter:

Although Lilly Ledbetter began working for Goodyear Tire & Rubber Co. in 1979, she did not find out until many years later that she was paid less than her male counterparts her entire career because the company forbade employees from sharing salary information. A jury found that Goodyear had discriminated and awarded substantial back pay, but the Supreme Court held, in a 5-4 decision, that the law required her to challenge discriminatory practices within 180 days and denied her compensation. The first law President Obama signed into law was the Lilly Ledbetter Fair Pay Act, allowing plaintiffs to recover for continuing discrimination, but almost no progress has been made in closing the wage gap between men and women in the last 30 years. Come hear Lilly Ledbetter's story, and find out how to make equal pay a reality.

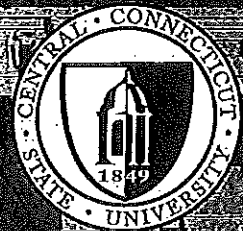


For more information, contact
Jacqueline Cobbina-Boivin of the
Ruthe Boyea Women's Center at
860-832-1655 or
Student Center Room 216.
Equal Opportunity Employer/Educator



Ruthe Boyea
Women's Center

Sponsors: CCSU Ruthe Boyea Women's Center,
Office of Diversity & Equity,
Center for Public Policy and Social Research,
Sociology Department,
Center for Advising & Career Exploration
Women, Gender & Sexuality Studies



Announcement from the Connecticut State Department of Education (CSDE)
& the State Education Resource Center (SERC).

2011 Black & Hispanic / Latino MALE STATEWIDE FORUM

You are invited to advance the agenda of equity and social justice for young Black & Hispanic/Latino males in Connecticut.

The Black & Hispanic/Latino Male Forum has been designed to bring together members from various constituencies (e.g., public schools, higher education, clergy, legislators, fraternal organizations, Connecticut-based civic organizations, and state agencies) in order to engage in courageous dialogue and renew the commitment to the social, emotional, and academic development and success of our young Black and Hispanic/Latino male students.

This year, the Black & Hispanic/Latino Male Forum will focus on philosophies, practices, and systems that support behavior in schools. The Forum will explore behavior supports for all students, with an emphasis on the particular way these supports can engage, and be responsive to, Black and Hispanic/Latino males.

Friday, December 16, 2011

9:00 a.m. to 4:00 p.m.

(Breakfast and lunch included.)

**Central Connecticut State University
New Britain, CT**

Please make check payable to *Henssler at Hartford*.

\$25.00

REGISTRATION INFORMATION:

Please direct registration questions to Lauren D. Jones, Education Services Specialist at SERC, (860) 632-1485, ext. 256, or ljones@ctserc.org. For content questions, please contact Gerald Hairston, Consultant, at ext. 374, or hairston@ctserc.org, or Nicole M. Vitale, Education Services Specialist, at ext. 234, or vitale@ctserc.org. Once you have registered online, please submit payment to SERC, Attention: BHF, 25 Industrial Park Road, Middletown, CT 06457. Payment will also be accepted at the event.

Please Note: Space is limited to 200 participants. Registration must be received by December 2, 2011. Registration received after that date will be accepted as space permits.

YOU WILL RECEIVE A CONFIRMATION VIA EMAIL APPROXIMATELY 2 WEEKS BEFORE THE FORUM. THE CONFIRMATION WILL INCLUDE DIRECTIONS AND ANY ADDITIONAL INFORMATION YOU MAY NEED.

Register online at: ctserc.org/blhf11-12

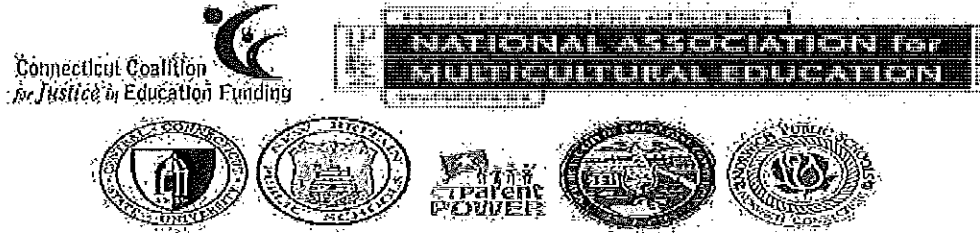


Featuring:
Dr. Edward Fergus
Deputy Director of the Metropolitan
Center for Urban Education, NYU
And
Dr. Jason G. Irizarry
Assistant Professor, UConn



School Funding Equity Forum, Dec 9

Date: Friday - December 09, 2011
Time: 9:00 AM to 12:30 PM
Location: Torp Theatre



**School Funding Equity Forum:
What Will It Take to Provide All Students
a Quality Education?**

Date: Friday, Dec. 9th, 2011
Time: 9:00AM - 12:30PM
Place: TORP Theatre, Central Connecticut State University
Cost: Free

Come join us for inspiration, awareness, and action on how we can better ensure all of Connecticut's schools receive equitable and just funding.

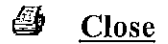
Keynote: Dianne Kaplan deVries, Project Director,
Connecticut Coalition for Justice in Education

Day will also include:

- Theater and musical performances by CCSU pre-service teachers and 8th graders from DiLoreto Dual Language Magnet School.
- Dianne Orson, Senior Editor/Reporter of WNPR, will facilitate a Superintendents' panel of:
 - Abby T. Dalliver, Norwich Public Schools
 - John Ramos, Sr., Bridgeport Public Schools
 - Ron Jakubowski, New Britain Public Schools

RSVP Via e-mail by Dec. 8th to: llongo88@gmail.com
 For more information, contact: Jacob Werblaw, 860-832-2474

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**Mosaic Center sponsors upcoming films and discussions***Posted 10/24/2011**02:05PM*

The Department of Student Activities and Leadership Development wishes to invite you and your classes to attend these upcoming films and discussions sponsored by the Mosaic Center.

November 1st at 6:00 pm, Mosaic Center will be screening "Vincent Who?" in Torp Theater. This film explores the murder of Chinese-American Vincent Chin, while looking at his case in relation to Asian American History: Chinese Exclusion, Japanese American Internment in WWII, 1992 L.A. Riots, and post-9/11 racial profiling. The producer, Curtis Chin, will be in attendance and will be hosting a Q&A session after the film screening.

On November 15th, 6:00 pm in Torp Theater, we will be showing "Precious Knowledge," a film that explores the civil rights battle over Ethnic Studies classes in Arizona public schools. While lawmakers believe that ethnic studies teaches racism, victimization, and revolution, student and teachers fight to keep their ethnic studies programs alive. This is a recent battle that is being fought across the country, and the producer Eren McGinnis, will be in attendance for a Q&A after the film screening.

MOSAIC has invited each producer to have dinner with a few students and faculty around 8:00pm, after their screenings. If you or your students are interested please contact the Mosaic Center Graduate Intern Bulaong Ramiz, st_br7664@ccsu.edu, there are a limited number of seats so the first people to contact Bulaong will be put on the list.

As part of Transgender Remembrance Day, we will be showing "Paris is Burning" in the Mosaic Center on November 30th at 6:00pm. There will be light refreshments provided.

If you have interest in bringing a class to any of the films please feel free to contact Ms. Ramiz at 832-1892 so we can alert the directors what class disciplines are expected to be present or by email st_br7664@ccsu.edu. We hope to see you and your students at some of these wonderful events.

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Palestine & Arab Spring, Nov 17

Date: Thursday - November 17, 2011
Time: 5:00 PM
Location: Marcus White Living Room

Central Connecticut State University

Middle East Lecture Series

Talk by Professor Lawrence Davidson, West Chester University, Pennsylvania, on

Palestine and the Arab Spring: The Bid for Statehood

Marcus White Living Room,

Thursday, November 17, 2011,

5 pm,

ALL WELCOME

Refreshments will be served

Prof. Davidson is a well known writer on Middle East history. He is the author of three books on Islam, Middle East history and Palestine. He maintains a blog with articles on developments in the region and US foreign policy at <http://www.tothepointanalyses.com>

More information here.

Sponsored by the office of the Provost, International & Area Studies, Center for International Education, Middle East Studies and Peace Studies at CCSU

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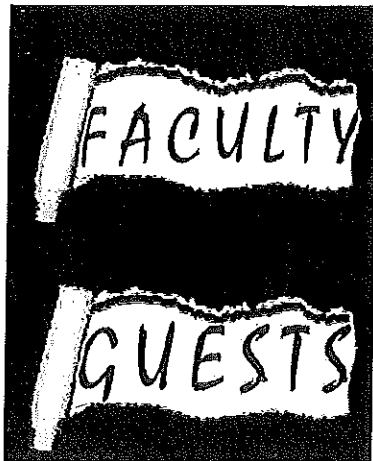
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\$10 General Admission

\$5 Students

\$8 Seniors

Call CENtix 860-832-1989



For more info or comp tickets:
Sheila Siragusa (860) 832-3156

2011 - 2012 Productions

Contact Us

About Us

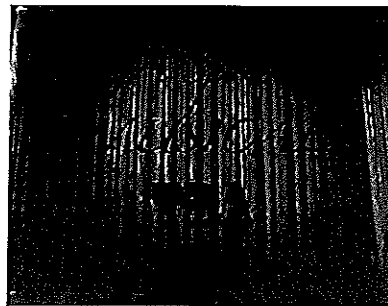
Directions

CCSU, Maloney Hall
1615 Stanley Street
New Britain CT, 06050
860-832-3150

for website issues:
v.clarkebligh@ccsu.edu

This *new* version of the
CCSU Theatre website
is still under
construction. You can
visit the old version
[here](#).

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Department of Theatre




Click image for details...

Ahoy Theatre Majors!

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Latinos in Higher Ed Conference, Nov 17

Date: Thursday - November 17, 2011
 Time: 8:00 AM to 4:00 PM
 Location: Constitution Room (Memorial Hall)

Conference of Latinos in Higher Education, Embracing our Successes and Facing our Challenges: The State of Latinos in Higher Education in Connecticut

Please join us on

Thursday, November 17, 2011

8:00 a.m. to 4:00 p.m.

Constitution Room (Memorial Hall)

FREE

Lunch will be provided to those who register.

[To register for the conference, please click here.](#)

The conference is aimed to unite leaders from higher education, the public sector, the business community and civil society together in a constructive open dialogue to address issues affecting Latinos and their educational prospects. Critical issues to be addressed are the need of implementing systemic changes to improve the recruitment and retention of Latinos in higher education in Connecticut, barriers to education, and bilingualism in America schools. Despite the programs designed to recruit and prepare Latino students to succeed in college, Latinos continue to disproportionately experience academic difficulties leading to poor retention and low graduation rates, and the status of the State initiatives to close the Achievement Gap in Connecticut.

Conference Schedule

8:30-8:35am –Opening Remarks: Dr. Carl Lovitt, *Provost & VP for Academic Affairs*

8:35-8:45am: Welcome: Gladys Moreno-Fuentes

8:45-9:00am: Tribute to Ronald Fernandez: Christian Velez and Pablo Rodríguez

9:00-9:30am: Dr. Tim Black, University of Hartford, *"In Search of a Place"*
 Dr. Tim Black is the *Director Center for Social Research, University of Hartford* and author of *When a Heart Turns Rock Solid: The Lives of Three Puerto Rican Brothers On and Off the Streets*, an 18-year ethnographic study of a network of Puerto Rican men and women from Springfield, Massachusetts, which was awarded the best book of 2010 by the Association of Humanist Sociology.

9:30-10:15am: Keynote Address: Dr. Tony De Jesus, Hunter College - *"Tinkering Toward Latinotopia: Higher Education pipelines, pathways and promises."* Dr. De Jesus is a Social work practitioner, administrator and researcher in urban schools, community organizations, and institutions of higher education, Dr. De Jesus has focused on addressing the social and cultural barriers which prevent Latino and African American students from accessing post-secondary education experience and transitioning to higher education.

10:15-10:30am: Break

10:30-11:30am: CCSU Student Research and Poster Presentations, SOC 478: Latinos in Higher Education and UCONN School of Social Work Student Poster Presentations

11:30am-12:30pm: Moving Up and Making a Difference: Roundtable of Senior Level Latinos in Higher Education- Participants: Dr. Elsa Nunez, Dr. Wilfredo Nieves, Dr. Estela Lopez, and moderator Dr. Pete Rosa

Panelists include:

Dr. Elsa Nunez, *President, Eastern Connecticut State University*
 Dr. Nunez has over 20 years of experience in higher education. As the former Vice Chancellor for Academic and Student Affairs in the University of Maine system, she oversaw academic and student policies, new program approval, and other academic matters related to the system's seven universities. As Provost and Vice President for Academic Affairs at Lesley University, Dr. Nunez was responsible for Lesley's six schools and its student affairs department. Dr. Nunez has served as a tenured faculty member at Ramapo State College, the College of Staten Island of the City University of New York, and Lehman College of the City University of New York. She has also authored *Pursuing Diversity* (1992) and numerous articles in the areas of language acquisition, diversity, academic attainment in higher education, cultural differences in education and retention.

Dr. Wilfredo Nieves, President, Capital Community College

Dr. Nieves has been an educator and educational leader in community college affairs for more than 30 years. He served as Vice President for Academic Affairs at Baltimore City Community College, where he was responsible for the overall planning, management, and evaluation for all educational programs. Dr. Nieves was also involved extensively in community relations and in developing partnerships with colleges and universities in the Baltimore region. As a leader in the Connecticut Community College system, Dr. Nieves has brought an understanding of the major issues and opportunities for community colleges, and how to succeed in a challenging environment.

Dr. Estela Lopez, Senior Program Associate, Excelencia in Education

Dr. López, the former Vice Chancellor for Academic Affairs of the Connecticut State University System (CSU), has held top administrative positions in different institutions and settings, including Chicago, where she was the Provost of Northeastern Illinois University (NEIU), and Puerto Rico where she served as the Vice President for Academic Affairs and Planning at Inter American University. Over the past several years, Dr. Lopez co-chaired Hartford's Blue Ribbon Commission on Higher Education, which plans to increase the number of Hartford students going on to a four-year college or university by 25 percent. Dr. Lopez has been the recent recipient of the Connecticut Hispanic Bar Association Achievement Award (2008), as well as the Illinois Latino Council in Higher Education Distinguished Service Award. In 2005, she was selected for the Connecticut Women's Education and Legal Fund award. In 2006, the Latino and Puerto Rican Affairs Commission designated her the Latina Citizen of the Year.

Dr. Peter Rosa, Program Officer, Hartford Foundation for Public Giving

Peter has an extensive background in higher education, most recently as executive officer for academic affairs / chief student affairs officer with the Connecticut State University System. Peter has also served as associate professor for the past 18 years at Central Connecticut State University, teaching graduate classes on counseling and student development in higher education. Peter has served as president of the City's Board of Education and as alderman of the Common Council. Active with several area nonprofits, Peter is a member of the board of directors of the Community Foundation of Greater New Britain and former president of the Connecticut Association of Latinos in Higher Education. Peter received his Ph.D. in higher education administration from the University of Connecticut and his M.S. and B.A. from Central Connecticut State University.

12:30 – 1:30 - LUNCH

1:30 – 2:00 - Werner Oyanadel, - *Acting Executive Director, Latino and Puerto Rican Affairs Commission, "CT Legislative Initiatives on Closing the Achievement gap"*

2:00-3:45pm: -- "Linking CCSU and Connecticut: Action Plan Forum on Latinos In Higher Education"

4:00-8:00pm: Social, with music and dance performances in Torp Theater, located in Davidson Hall, Music by Amor y Cultura and dance performance by COLADA

For more information please contact Gladys Fuentes, Counseling and Wellness at morenofuent_gla@mail.ccsu.edu

Sponsored by the CCSU Sociology Department, Latino Study Program, Anthropology Department, English Department, Office of Diversity, Counseling and Wellness Center and Student Affairs.

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Fundamentalist Terrorism, Nov 14

Date: Monday - November 14, 2011
Time: 1:30 PM
Location: Diloreto, Rm 001

Fundamentalist Terrorism: Psycho-historical Patterns in the 20th and 21st Centuries

Faculty, staff, and students are cordially invited to a lecture, sponsored by the Department of History, by Anna Geifman, Professor of History at Boston University, on Monday, November 14 at 1:30 p.m. in Diloreto Hall, Room 001.

The title of her lecture is "Fundamentalist Terrorism: Psychohistorical Patterns in the 20th and 21st Centuries."

Professor Geifman received her B.A. in History with Distinction, Magna Cum Laude, from Boston University in 1984; her M.A. in History in 1985, also from Boston University; a second M.A. in History from Harvard University in 1987, and her Ph.D. in History in 1990 from Harvard University, where she wrote her doctoral dissertation under the direction of Richard Pipes.

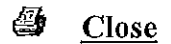
Professor Geifman has written *Thou Shalt Kill: Revolutionary Terrorism in Russia, 1894-1917* (Princeton University Press, 1993); *Entangled in Terror: The Azef Affair and the Russian Revolution* (Rowman & Littlefield Publishers, Inc., 2000); and numerous articles and book chapters. She is the editor of *Russia under the Last Tsar: Opposition and Subversion, 1894-1917* (Blackwell, 1999). She is also the author of a psychohistorical essay, *La mort sera votre dieu: du nihilisme russe au terrorisme islamiste* (La Table Ronde: Paris, 2005). Her most recent book is *Death Orders: The Vanguard of Modern Terrorism in Revolutionary Russia* (Praeger Security International, 2010).

She has held numerous awards and grants, including the Harvard University Davis Center for Russian Studies Postdoctoral Fellowship; Boston University Humanities Foundation Junior Fellowship; John M. Olin Foundation Fellowships; International Research and Exchanges Board (IREX) Grants; and the Lady Davis Fellowship at the Hebrew University (Israel).

She has been a visiting professor and researcher at various academic institutions, including the Moscow Institute for Advanced Studies and the International University (Moscow, Russia); the Hebrew University; and the University of Tel-Aviv (Israel).

In addition to her position at Boston University, she is currently a Research Associate in the Political Science Department at the University of Bar-Ilan (Israel).

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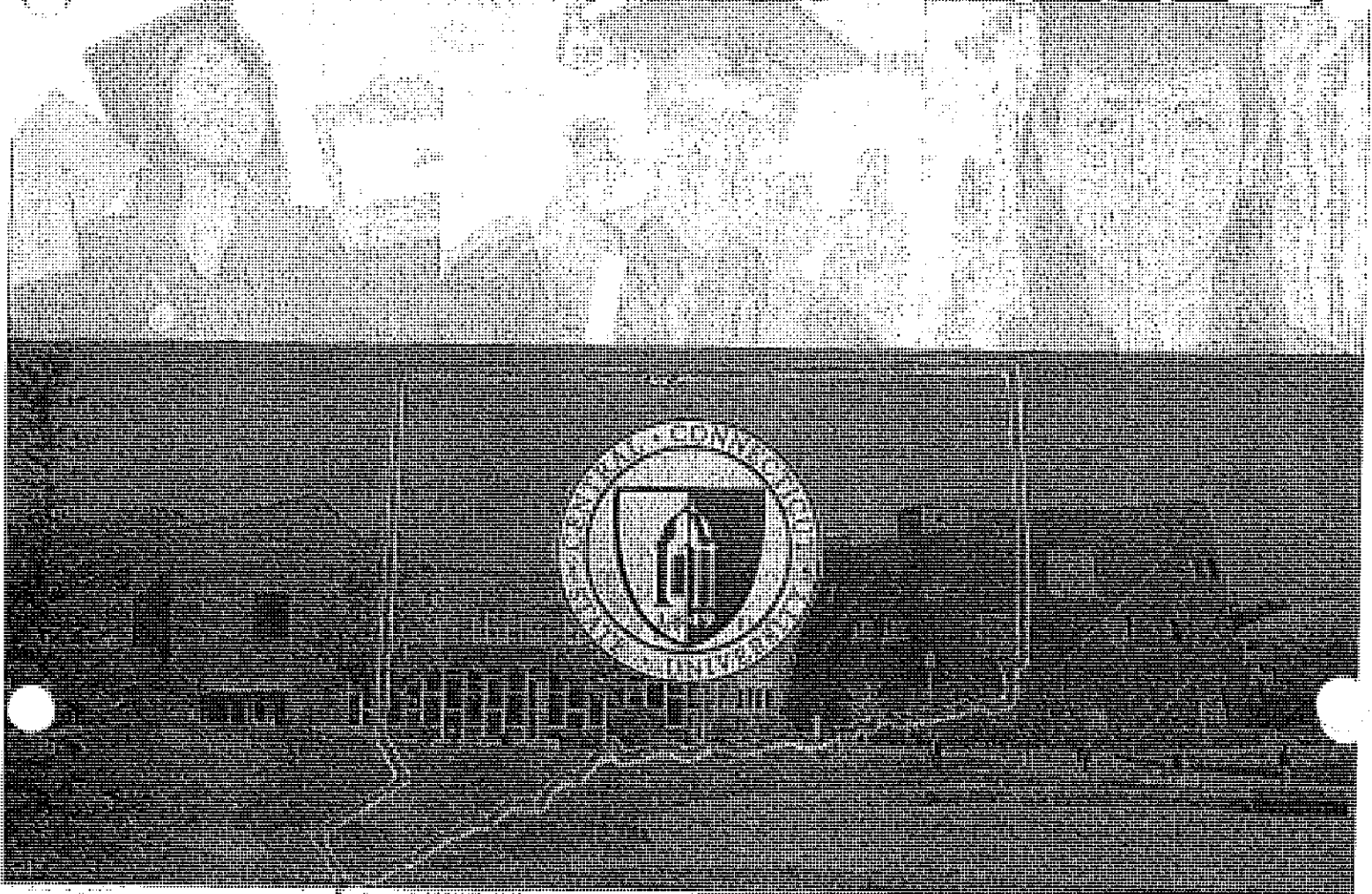
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SAVE THE DATE



CONFERENCE ON LATINOS IN HIGHER EDUCATION

Embracing our Successes and Facing Our Challenges:
The State of Latinos in Higher Education in Connecticut

Thursday, November 17, 2011

Central Connecticut State University

8:00 a.m. - 4 p.m.

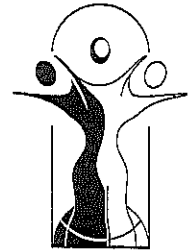
Lunch will be provided to those who register.

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[HTTP://WWW.CCSU.EDU/PAGE.CFM?P=10075](http://www.ccsu.edu/page.cfm?p=10075)

Sugar Blues

Understanding Your Sugar Cravings



Come and hear how sugar effects your body and get tips on how to overcome sugar addiction.

November 10, 2011
Women's Center Lounge - Student Center 215
12:00 pm - 1:00 pm



For more information, contact Jacqueline
Cobbina-Boivin at the Women's Center.
Student Center Room 215
860-832-1655
Equal Opportunity Employer/Educator



the hit off-broadway play

Platamos & Collared Greens



Nov. 2 @ 6pm
Torp Theater
Davidson Hall
Free Admission

RUTHE BOYEA WOMEN'S CENTER
FACILITATOR: DANIELLA ARTHURS
WWW.CCSU.EDU/WOMENCTR
(860) 832-1655



UNITED SISTER

A WEEKLY SUPPORT, MENTORING AND EMPOWERMENT
GROUP FOR AFRICAN AMERICAN FEMALE STUDENTS



FRIDAYS 1:30 - 2:30 PM
WOMEN'S CENTER LOUNGE
ROOM 215, STUDENT CENTER
STARTING FRIDAY, OCT. 14, 2011

Using Universal Design in Learning, Technology and Beyond

Marcus White Living Room
Noon - 2 PM

October
17
Monday

Laura DiGalbo
Disability Services Specialist

If Universal Design works well for a person with a disability, it works well for everyone. Interested in learning about Universal Design's substance or type?

Meeting the Learning Needs of Students with Cognitive Disabilities through Universal Design

Dr. Joseph Madans
Director

Center on Postsecondary Education & Disability
University of Connecticut

Willard 004
1:30 - 3 PM

October
26
Wednesday

This presentation will feature a panel of faculty who have used an "e-toolbox" to identify and employ a range of free and low cost "e-tools" to make their course more accessible for all.

Persons with Disabilities who need accommodations to participate in these events must contact the Office of Student Disability Services two weeks prior to the event at 860-832-1900

Equal Opportunity Employer and Educator



Latina Students Support Group

Every Wednesday

1:00-2:00PM

CCSU Women's Center, Student Center Room 216

The Latina Student Support group goal is to support participants to successfully adjust to college life and effectively use their college experience to obtain their educational and career goals.

Getting together as Latina women is an ideal way for group members to help one another to address the unique challenges faced while completing a higher education. Group discussion will explore family issues/pressure, peer pressure, interpersonal relationships, social vs. academic life, social stigma and stereotypes.

The group will be a safe place to bring your concerns in a supportive and caring environment.



For more information contact the Women's Center at 860-832-1655.

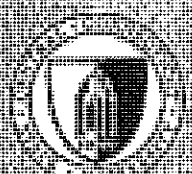
This group work is a collaboration of the Women's Center and the Counseling and Wellness Center.

**Are You a Victim or
Survivor of Sexual Assault?
We Are Here to Help.
Meet Other Victims and
Survivors of Sexual Assault.**

*Date/Acquaintance Rape
Flashbacks
Self-Esteem
Trust Issues
Anger
Fear
Relationships
Intimacy
Guilt
...and More*

**Sexual Assault
Survivor Support Group**
Every Monday

**Time: 3:30 - 4:30 P.M.
Location: Women's Center Lounge
Student Center Room 215**



**The 5th Annual CCSU
Employee Appreciation Week
April 25 - 29, 2011**

**Monday
April 25, 2011**

"There's Spinach in Your Teeth"*

How to Deliver Feedback

Cindy Maher, Leading Edge Coaching & Development founder and stand-up comedian
1 p.m. to 2:30 p.m., Constitution Room, Memorial Hall

**Tuesday
April 26, 2011**

Nutrition & Anti-Aging*

Want to Feel Younger?

Joy Pacitto, Nutritionist

9 a.m. to 10:30 a.m., Constitution Room, Memorial Hall

Seven Proven Ways to Control Anger & Live a Happier Life*

Anger Management for Every one

Chip Tafrate, Professor of Criminology, clinical psychologist and co-author of
Anger Management for Everyone

1:30 p.m. to 3 p.m., Constitution Room, Memorial Hall

**Wednesday
April 27, 2011**

CCSU Service Awards and Retiree Recognition Ceremony & Reception

The 3rd Annual Performance Excellence Award for Support Staff will be Presented
1:30 p.m. to 3 p.m., Alumni Hall, Student Center

**Thursday
April 28, 2011**

Generational Issues in the Workplace*

Bridge the Generation Gap

Glynis Fitzgerald, Associate Professor of Communication

9:30 a.m. to 11 a.m., Constitution Room, Memorial Hall

Part 1: Getting Fiscally Fit*

Part 2: Estate Planning – Taking Action!*

Become Financially Savvy

Paul Poulin, Certified Financial Planner, and Attorney Ron Soccoli, both from the Foundation
of Personal Financial Education

1:30 p.m. to 3 p.m., Constitution Room, Memorial Hall

**Friday
April 29, 2011**

Fun Run/Walk around camps*

Start Your Day Off Right!

Sponsored by RECentral

8 a.m. at Student Center Circle (rain location, Kaiser Bubble)

Campus Picnic*

A great way to end Employee Appreciation Week!

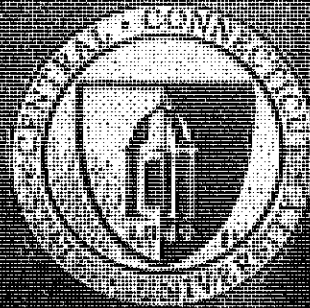
12 noon to 2 p.m.

Davidson Hall Courtyard (rain location, Constitution Rm., Memorial Hall)

***Registration required for planning purposes.**

celebrating CCSU's employees

SAVE THE DATE



CONFERENCE ON LATINOS IN HIGHER EDUCATION

Embracing our Successes and Facing Our Challenges:
The State of Latinos in Higher Education in Connecticut

Thursday, November 17, 2011

Central Connecticut State University

8:00 a.m. - 4 p.m.

Lunch will be provided to those who register.

REGISTER FOR FREE AT:

[HTTP://WWW.CCSU.EDU/PAGE.CFM?P=10075](http://www.ccsu.edu/page.cfm?p=10075)