

## GOALS ANALYSIS

46a-68-90

August 1, 2016 through July 31, 2017

All activity that was undertaken to achieve the hiring, promotion, upward mobility, and program goals, contained in the previous plan, is reported in this section of the Affirmative Action Plan (AAP). Each goal is addressed separately, and the discussion of any action taken in furtherance thereof is detailed and complete.

The University utilizes a search process to fill all positions in the executive/administrative, faculty, and professional/non-faculty occupational categories. The search process comprises a significant part of the University's affirmative action efforts. The University employs the search process as a tool to help ensure that positions are filled in a non-discriminatory fashion and as a means of developing a representative pool of applicants and ultimately, a workforce, which is representative of the availability in the relevant labor markets for the disciplines. The search process is governed by affirmative action principles and its overall purpose is to hire the most qualified person for the position. Upon receipt of the applicant's applications materials, a letter acknowledging the receipt of their application. The data provided by the applicant through the Affirmative Action Online Applicant Cover Page is included in this section of the plan as a means of reporting the race and gender composition of each applicant pool.

It is the responsibility of the Chief Diversity Officer (CDO) to oversee the search process. Prior to the start of the search process, the hiring manager reviews the current job description for the position to ensure that it accurately reflects the duties and responsibilities, as well as the knowledge, skills and abilities (KSAs) for the position, and that the requirements are job-relevant. To initiate the search process, a search committee chairperson is appointed and an affirmative action search plan is developed, including a list of proposed committee members and advertisement outlets. In accordance with affirmative action policy, at least one member must be representative of a minority group. Before the review of any applicant's materials, the CDO or designee charges the entire search committee.

During the charge to the search committee, the CDO apprises the committee of the established goals to and reminds the committee of their affirmative action responsibilities in the search process. Throughout the process, each committee must document its honest and good faith efforts to remove any requirement that is a barrier and would have a disproportionate impact on members of underutilized groups; recruit a diverse pool of qualified applicants; carefully and thoroughly consider the credentials of each applicant; and consistently and fairly apply the same search criteria to each applicant. The Office of Diversity and Equity (ODE) must approve the composition of the search committee, the job announcement and advertisement outlets prior to the start of the search. ODE must also approve the list of interviewees before interviews are scheduled, as well as the list of the candidates recommended for hire prior to an extension of an offer. Further, the committee is aware of its responsibility to conduct all interviews in a fair and equitable manner. **See Supportive Materials.** (See Hiring Process website at <http://www.ccsu.edu/HR/hiringprocess.html>.) At the conclusion of the search, the committee will list the candidate(s) it recommends for hire based on the candidate's qualifications.

The ODE is also responsible for overseeing the selection process to fill positions in the classified occupational categories. The Human Resources Office (HRO) pre-screens the applicant packages submitted in response to a job posting. After a thorough review of the application materials to determine if the applicant has submitted all the necessary documents and meets the required experience and training or where applicable, are on a current state certification list, the HRO prepares a form (**See Supportive Materials**) listing all eligible candidates, which is forwarded to the hiring manager as well as the ODE. This form includes the hiring goals for the particular occupational category. The

hiring manager reviews the materials sent by human resources, selects the candidates to be interviewed, and returns the completed form to the ODE for review and approval. Upon receiving approval, the hiring manager can begin the interview process. The hiring manager is responsible for conducting the interview process in a fair and equitable manner. At the conclusion of the interview process, the hiring manager will make a recommendation for hire and complete the second form (**See Supportive Materials**), which s/he forwards to the ODE for review and approval before it is submitted to the HRO.

The University has made and will continue to make every good-faith effort to meet the established hiring, promotional, upward mobility, and program goals that were outlined in the relevant sections of the plan.

## HIRING

CCSU posts all vacancies at <http://www.ccsu.edu/HumanResources/jobs.html>, in their respective occupational categories. In addition, the University lists all unclassified vacancies in each occupational category at [www.higheredjobs.com](http://www.higheredjobs.com). All classified vacancies in each occupational category are listed on the Department of Administrative Services website and many are shared with the CT Association of Diversity and Equity Professionals *listserv*. Additionally, during this reporting period, CCSU developed an extensive local recruitment list that has been utilized on many classified searched not requiring examination (see external communication for a copy of this list).

## EXECUTIVE/ADMINISTRATIVE (EE01)

### GOALS:

Short-Term		Promotions	
1	White female		
2	Black females	1	Black female
1	AAIANHNPI male		
1	AAIANHNPI female		

### 1. Director of Student Wellness (C16-043) Administrator

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

Advertisements and/or announcements were placed in DAS website, the *Chronicle of Higher Education*, *Diversejobs.net*, and *higheredjobs.com*.

**Eighteen (18) individuals applied for this position:** One (1) White male, Eight (8) White females; Five (5) Black females; One (1) Hispanic male; One (1) Hispanic female; Two (2) AAIANHNPI males.

**Twelve (12) applicants were determined to be not qualified:** Six (6) White females; Two (2) Black females; One (1) Hispanic male; One (1) Hispanic female and Two (2) AAIANHNPI males.

**One (1) applicant was found to be minimally qualified:** One (1) Black female.

**Five (5) applicants were determined to be qualified and were considered finalists:** One (1) White male, Two (2) White females and Two (2) Black females.

**One (1) Black female was hired for this position. The selected One (1) Black female met one Black female goal for the university.**

## **2. University President**

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

The Board of Regents for Higher Education of the Connecticut State Colleges and Universities (CSCU) announces the search for the next President of Central Connecticut State University and invites expressions of interest, nominations, and applications. The new president of Central will join an energetic and ambitious community of creative faculty, dedicated staff, inquisitive students, and passionate alumni, eager to meet the challenges of public higher education in Connecticut and increase Central's effectiveness and reach as one of the state's premier institutions of higher learning. Building on the sustained and successful work of Central's current president, Dr. Jack Miller, the new president will reap the benefits of a history of careful and systematic planning, conservative budgeting and sound financial management, stable enrollments, creative and well-targeted curricular development, an experienced and effective senior leadership team, a well-developed institutional advancement effort, and a dramatic expansion and enhancement of campus facilities.

The president serves as the institution's chief executive officer, is accountable to the President of the CSCU for the management of the University within Board policy, and works collaboratively with presidential colleagues of the three other universities, the twelve community colleges, Charter Oak State College, and the system leadership to meet state goals. The president works in concert with other senior leaders on campus to develop campus policy, directs the activities of University administrative staff, provides stewardship of University resources, enhances Central's instructional programs, facilitates research and other creative activity, fosters University relations with alumni and the public, and serves as the face of the institution to internal and external constituencies.

Central's next president will be a strong and proven academic leader, who understands the academic enterprise and can make the case for liberal arts education and its integration with professional preparation, and who understands and values the work of faculty in teaching, research, and service. The new president will be able to engender trust from all of Central's constituents—students, faculty, staff, alumni, and community members. This will require someone who is comfortable working with a high degree of transparency and accountability. The new president will also be entrepreneurial and able to recognize opportunities when they present themselves. A deep personal commitment to diversity, inclusion, and service to the community is essential.

The ideal candidate will have a strong academic background a history of successful leadership and administration in higher education. Additionally s/he will have an appreciation of liberal arts education; a history of success in external relations and a demonstrated ability for fundraising; a broad understanding of higher education; skills in financial management and planning; a commitment to shared governance within a collective bargaining environment; a demonstrated commitment to diversity and inclusion; and, experience in a public university system.

The Connecticut State Colleges and Universities' Board of Regents (BOR) hired the AGB Search Company to conduct the Central Connecticut Presidential search. The BOR's Search Committee establishes criteria and processes for the selection of the President. Two (2) search committees formed—Regents Committee and the University Advisory Committee (UAC). The BOR committee conducts due diligence review, as the committee deems appropriate, considers the recommendations of the BOR President, and of the UAC and makes a recommendation to the Board of Regents for the appointment of the campus president. The UAC, comprised of a cross section of employees, assists the search process by providing input into the criteria for the selection of a new president, reviews the resumes of applicants, and recommends possible candidates to the Regents Search Committee for consideration. They also participate in the interview process for the semifinalists and finalists, and makes recommendations to

the Regents Search Committee for nominees considered for appointment. Two members of the UAC serve on the Regents Search Committee.

Advertisements and/or announcements were placed in the DAS website, *The Chronicle of Higher Education* (web and in print), *Insidehighered.com*, *Women in Higher Education*, *Diverse Issues in Higher Education (Diverse Jobs)*, and *The Hispanic Outlook in Higher Education*

The candidate generation plan included contacting individuals in the following categories: President, CEO within a system, Executive Vice President, Provost/VPAA, Director, Enrollment Management; Associate Academic Officer; Chief Development Officer; Chief Student Life Officers; and Deans of relevant CCSU colleges/schools at all AACSB members, all Master's Colleges and Universities, Hispanic serving institutions, LGBTQ friendly institutions, and regional Doctorate-granting Universities.

Outreach recruitment efforts included contacting by e-mail or telephone leaders and/or members of all the organizations listed below.

- American Association of Hispanics in Higher Education
- American Indian Higher Education Consortium
- Asian Pacific Americans in Higher Education
- Association of Chief Academic Officers (ACE)
- Association of State Colleges and Universities
- American Council on Education
- Connecticut Conference of Independent Colleges
- Equity in Higher Education Alliance
- Higher Learning Commission of the North Central Association
- National Association for Diversity Officers in Higher Education
- National Association for Equal Opportunity
- National Association of System
- New England Association of Schools and Colleges
- New England Board of Higher Education
- State Higher Education Executive Officers

Additionally, former higher education colleagues and current AGB Search colleagues were notified of the search seeking their recommendations. Because of the nature and level of this position, all candidates are given assurance of confidentiality. Only the names of the candidates invited for on-campus interviews are public. This level of confidentiality is critical in ensuring that candidates are not hesitant to apply for concern of that their application may negatively affect their current position.

**Sixty-nine (69) individuals applied for this position:** Forty (42) White males; Nine (9) White females; Eight (8) Black males; Three (3) Hispanic males; Two (2) Hispanic females; Four (4) AAIANHNPI males; and, One (1) Unknown male.

**Sixty-one (61) applicants were found to be minimally qualified:** Thirty-eight (38) White males; Nine (9) White females; Eight (8) Black males; Two (2) Hispanic males; Three (3) AAIANHNPI males; and, One (1) Unknown male. While these candidates met the general requirements, they did not have one or more of the following: scholarly record, faculty rank, experience in a cabinet level position, experience working at a similar public and/or unionized college/university as CCSU, successful or consistent administrative experience.

**Eight (8) applicants were determined to be qualified and were considered finalists:** Four (4) White males; One (1) Hispanic male; Two (2) Hispanic females and One (1) AAIANHNPI male. To ensure confidentiality, the BOR conducted interviews of these candidates at an off-campus location.

- The **AAIANHNPI Male** goal candidate did not possess sufficient administrative experience nor did they have presidential experience.

Three (3) applicants invited for on-campus interviews: Two (2) White males and One (1) Hispanic female.

The three candidates invited for on-campus interviews most closely matched the needs of CCSU. Additionally, all three had successfully served in the capacity of University presidents and/or held interim president positions. No goal candidates remained in this pool.

**One (1) Hispanic female hired for this position.**

The **selected Hispanic female** met all required and preferred qualifications. The selected candidate has almost 30 years in higher education including 20 years of administrative experience. She has served as dean, provost, chancellor and most recently as interim president at a public university similar in size to CCSU. She also has an extensive scholarly record with over 125 journal articles, conference presentations, and supervision of master’s and doctoral thesis. Prior to her work as an administrator, she achieved the rank of professor of engineering. Because CCSU is the STEM school for the Connecticut State Colleges and Universities, hiring a President with an academic discipline in STEM was critical to the university’s image and success in working with business and industry. She was the only finalist with a STEM background. Fundraising is a critical job function for a President and she has clearly demonstrating the past, she helped raise almost 20 million at the last three institutions. Additionally, she is the first female and Latina to serve as CCSU President.

**FACULTY**

**A. PROFESSOR**

Short-Term		Promotions	
1	White Female	12	White Females
		7	AAIANHNPI Males

**No hires occurred in this category.**

**B. ASSOCIATE PROFESSOR**

Short-Term		Promotions	
1	Black Male		
3	Black Females	2	Black Females
2	Hispanic Females	1	Hispanic Female
1	AAIANHNPI Female	1	AAIANHNPI Female

**1. Associate Professor - Counseling Education and Family Therapy (C16-049)**

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

Central Connecticut State University invites applications for a full-time, tenure-track position in the Department of Counseling & Family Therapy/Student Development in Higher Education Concentration. The successful candidate will teach graduate courses in student development and counselor education, 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**

- Earned doctorate in counselor education (with a focus on student development in higher education) or a related discipline (ABD candidates will be considered; completion of degree is required within one year of appointment)
- Demonstrated commitment to excellence in teaching core counseling courses (theories and techniques of counseling, group counseling, multicultural counseling) AND student development in higher education courses (student development theory, student services, legal issues, program design)
- Experience in higher education practice, including training and supervision of student development professionals and/or counselors
- Potential for research and scholarship
- Commitment to serving culturally diverse communities

**Preferred Qualifications:**

- Successful teaching experience in higher education
- Experience mentoring and supervising graduate students and new professionals
- Three years full-time experience in student development in higher education settings

Advertisements and/or announcements placed in DAS website, the ACPA ListServ, NASPA Region 1 listserv, the *Chronicle of Higher Education*, *Diversejobs.net*, and *higheredjobs.com*.

**Twenty-Seven (27) individuals applied for this position:** Seven (7) White males; Seven (7) White females; One (1) Black male; Seven (7) Black Females; One (1) Hispanic male; Two (2) AAIANHNPI females; One (1) Unknown male; and One (1) Unknown female.

**Thirteen (13) applicants were determined to be not qualified:** Four (4) White males; Three (3) White females; Three (3) Black females; One (1) AAIANHNPI female; One (1) Unknown male and One (1) Unknown female.

- Of the **non-qualified three (3) Black females**, the **first** did not submit the required cover letter, which resulted in her application being determined to be incomplete; and the **second and third non-qualified Black females** had no professional level experience in higher education practice.
- The **non-qualified AAIANHNPI female** did have a degree in human development and family studies and had no professional level experience in higher education.
- Both the **non-qualified Unknown male** and the **Unknown female** did not have professional level experience in higher education practice.

**Four (4) applicants were found to be minimally qualified:** Two (2) White males; One (1) Black female; and One (1) AAIANHNPI female.

- The **minimally qualified Black female** met all of the required and the preferred qualifications of having higher education teaching experience. While she met the degree requirement, her degree was in clinical mental health rather than counseling education, and she only has one (1) year experience as a staff counselor. She provided no indication of her experience relative to supervising student development professionals.
- The **minimally qualified AAIANHNPI female**, met all of the required and two of the preferred qualifications; however, she withdrew her application from consideration.

**Ten (10) applicants were determined to be qualified and considered finalists:** One (1) White male; Four (4) White females; One (1) Black male; Three (3) Black females and One (1) Hispanic male

**One (1) White Female hired for this position.**

- **One (1) White male and one (1) White female** withdrew from the process prior to interviews.
- The **selected White female**, met all of the required and preferred qualifications, including higher education and practice with supervision and training of student development professionals and/or counselors for almost thirty (30) years. She possess a doctorate of education counseling, certification as a professional life coach, license as a mental health counselor; and experience as an Assistant Director of the Office of Career Services and of Student Life/Student Affairs and Program Coordinator of Career Development Services. As a faculty member at a small private college and a former Student Affairs practitioner, she has been involved in curriculum, program development and recruitment efforts; and has developed an understanding of scholarship in teaching and the value of working in a collaborative environment. She has taught numerous courses including theory, as well as counseling courses related to the core as established by the CACREP accreditation program. She described her teaching style emphasizing her classes are from the lens of a diversity educator and as that of a scholar practitioner.
- The **non-selected Black male**, met all of the required and preferred qualifications. While serving as a Director of Graduate School Counseling, he performed duties related to recruitment, supervising student activities, advising students, and teaching three classes including organization and administration, group guidance, career counseling and advanced human development and growth, practicum and internships. However, he did not have any recent relevant experience. During the interview, he appeared to be distracted and unfocused. He also had difficulty answering questions as his responses were not always in line with the questions asked. He was unable to convey his knowledge or understanding of student development in higher education as a profession. His responses related to developing master and doctoral students than as professional counselors.
- The **first non-selected Black female** met all of the required and preferred qualifications. With a Juris Doctorate degree, she met the required qualifications; however, she possessed only two (2) years of full-time related student advising experience, which is in the area of human services and criminal justice. She has no experience in teaching core-counseling courses and because she has a JD, she does not have the academic credentials to teach them. The **second non-selected Black female** met the required and preferred qualifications; however, she has only taught one course in student development in higher education at the graduate level and psychology at the undergraduate level. The **third non-selected Black female** met the required and preferred qualifications; however, she has only taught one graduate-level course as her teaching experience is primarily at the community college-level. She lacks the academic credentials to teach these courses, as her degree is an Ed.D. in higher education leadership.

## 2. Associate Professor- Finance (C17-016)

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

Central Connecticut State University invites applications for a full-time, tenure-track position in Finance at the Assistant/Associate Professor level. The successful candidate will teach undergraduate and graduate finance courses 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. The normal teaching load is four sections per semester with the possibility of a reduction to three sections per semester for conducting research.

### Required Qualifications

- Ph.D. in finance or financial economics from an AACSB accredited institution (ABDs from an accredited institution will be considered; completion of the Ph.D. is required by August 30, 2017.)
- A proven record of excellence in teaching finance courses

- Have an ability to use technology effectively in teaching and learning
- Commitment to serving culturally, ethnically and linguistically diverse communities

#### Preferred Qualifications

- Business work experience in the financial industry
- Evidence of scholarly activity in finance
- Ph.D. area in corporate finance or/and investment

Advertisements and/or announcements were placed in DAS website, the Financial Management Association website, the *Chronicle of Higher Education*, *Diversejobs.net*, and *higheredjobs.com*.

**Ninety-One (91) individuals applied for this position:** Twenty (20) White males; Four (4) White females; Three (3) Black males; Three (3) Hispanic males; Thirty-six (36) AAIANHNPI males; Nineteen (19) AAIANHNPI females; Two (2) Unknown males; Two (2) Unknown females; Two (2) Unknown unknowns.

**Forty-Three (43) applicants were determined to be not qualified:** Five (5) White males; Two (2) White females; Three (3) Black males; One (1) Hispanic male; Eighteen (18) AAIANHNPI males; Ten (10) AAIANHNPI females; One (1) Unknown male; One (1) Unknown female; and Two (2) Unknown unknowns.

- Of the **three (3) non-qualified Black males**, all submitted incomplete applications (missing copy of their transcripts and evidence of having excellence in teaching finance).
- Of the **ten (10) non-qualified AAIANHNPI females**, the **first, second, third, fourth, fifth, sixth, seventh, and eighth** did not possess any teaching experience in the area of finance. The **ninth's** application materials did not demonstrate evidence of having a record of excellence in teaching finance courses. The **tenth AAIANHPI** submitted an incomplete application packet (only submitted a resume).
- The **Unknown male's** transcript was not included in his application packet and his Ph.D. was not from an AACSB accredited institution as required.
- **One (1) Unknown female** and **one (1) the first Unknown unknown** did not meet the required the Ph.D. in finance or financial economics from an AACSB accredited institution. The **second Unknown/unknown's** application packet was incomplete (cover letter, references and evidence of having teaching excellence)

**Seventeen (17) applicants were found to be minimally qualified:** Three (3) White males; One (1) White female; One (1) Hispanic male; Seven (7) AAIANHNPI males; and Five (5) AAIANHNPI females.

Since the primary responsibility is teaching the normal load (four finance sections per semester) with the possibility of a reduction to three sections per semester for conducting research to undergraduate and graduate students. The selection committee decided to interview individuals with a Ph.D./ABD in the area of corporate finance or/investment and with at least one (1) publication or multiple articles currently under review in the area of finance.

- The **first minimally qualified AAIANHNPI female** met the required and preferred qualifications. She holds an ABD with an expected graduation date of spring 2017. With respect to publications, she described her scholarly activity as having several working papers or work in progress (have not been published), and two (2) publications in Chinese that related to insurance and investment rather than the area of finance.
- The **second minimally qualified AAIANHNPI female** met the required and preferred qualifications. She holds an ABD/Ph.D. with an expected graduation date of May 2017; and demonstrates scholarly activity by having working papers but none published.



- The **third minimally qualified AAIANHNPI female** met the required, preferred qualifications. She holds an ABD in finance with an expected graduation date of spring 2017, and demonstrates her scholarly activity. Her working paper on credit ratings and three (3) works in progress, which is unrelated to the area of finance, but none published.
- The **fourth minimally qualified AAIANHNPI female** met the required qualifications. She holds an ABD in finance with an expected graduation date of spring 2017. Her scholarly activity she only has three (3) working papers and two (2) works in progress but none are published.
- The **fifth minimally qualified AAIANHNPI female** met the required and preferred qualifications. She holds an ABD/Ph.D. in finance with an expected graduation date of spring 2017. While she demonstrated scholarly activity as co-author of three (3) research papers, but none are published.

**Thirty-One (31) applicants were determined to be qualified and were considered finalists:** Twelve (12) White males; One (1) White female; One (1) Hispanic male; Eleven (11) AAIANHNPI males; Four (4) AAIANHNPI females; One (1) Unknown male; and One (1) Unknown female.

**One (1) White male hired for this position.**

- The **selected White male** met the required and preferred qualifications, and at the time of the interview was working on his Ph.D. in finance with expected completion by May 2017. He has approximately two (2) years teaching experience in advanced investments, investment principles, principles of macroeconomics and finance online courses. This demonstrated his ability to use technology effectively in teaching and learning; and has teaching interests in the areas of insurance, personal finance, commercial banking, financial modeling and analytics, financial statement analysis or risk management, which are the most needed areas of the department. His teaching evaluations rated him as an excellent teacher; in fact, the summary of his student evaluations showed that he received a score of 4.62 across all semesters related to finance courses on a 5-point scale. He has two (2) publications, one in the Review of Quantitative Finance and Accounting and another in the 2017 of Managerial Finance, and has made five (5) conference presentations. He exhibited excellent presentation skills, provided in-depth answers to questions asked, therefore demonstrating excellent communications skills.
- The **non-selected Unknown male** withdrew from consideration.
- The **first non-selected AAIANHNPI female** met the required and preferred qualifications. She holds an ABD in finance with an expected graduation date of spring 2017. She has two (2) journal submissions specifically dealing with finance under review, and two (2) working papers are demonstrative of her scholarly activity, however, publishers have rejected them. During the interview when asked to identify what courses she was prepared to teach, she listed courses not needed by the department. Her teaching experience is limited to three (3) business finance courses for only three (3) semesters and she has no teaching experience in insurance, personal finance, commercial banking, financial modeling and analytics, risk management or financial derivative, which are the most needed areas of the department. For these reasons, it was determined that she did not have experience related to the needs of the department.
- The **second non-selected AAIANHNPI female** met the required and preferred qualifications. She has an ABD in finance with an expected graduation date of spring 2017. Despite the fact that her cover letter was addressed to another university, she was interviewed. Her teaching experience lacks diversity as her most recent teaching has only been in the areas of introduction to corporate finance, managerial finance, and principles of financial management, and she has none in commercial banking, financial modeling and analytics, financial statement analysis or risk management. While she has published journal articles related to business, finance, and electronic

finance, none is in AACSB or tier one journals. Finally, most of her stated teaching preferences do not match the current needs of the department.

- The **third non-selected AAIANHNPI female** met the required and preferred qualifications. She is ABD in finance with an expected graduation date of spring 2017. She has one (1) publication, which appeared in the Journal of International Money and Finance, three (3) working papers and has made several conference presentations. Her expressed teaching interests are in the area of insurance, security analysis, risk management, and financial derivatives, few of which match the department's needs. Additionally, she has no recent teaching experience. She has only taught two (2) courses between 2012-2014, which did not include commercial banking, financial modeling and analytics, financial statement analysis or risk management.
- The **fourth non-selected AAIANHNPI female** met the required and preferred qualifications. She is working on her Ph.D. in finance with expectation to finish in 2017. She has two (2) papers under review and four (6) working papers, but none have been published to date. She has no teaching experience in the areas of insurance, commercial banking, financial modeling and analytics, risk management or financial derivative. Her responses to interview questions were disjointed, unorganized, and she sometimes appeared to be disinterested.
- The **non-selected Unknown female** met the required and preferred qualifications; however, she has no teaching experience in insurance, personal finance, commercial banking, financial modeling and analytics, financial statement analysis or risk management. Very few of her publications or working papers are grade 1 or 2, in terms of quality in the ABCD list of academic journal quality. When questioned about her teaching preference she emphasized a desire to teach economic courses, which did not fall outside the finance department's needs.

### **3. Mechanical Engineering Associate Professor (C16-033)**

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

CCSU's Engineering Department invites applications for a tenure-track faculty position. The new faculty will join a rapidly growing and vibrant mechanical engineering program. Applicants with significant academic experience and accomplishments considered for the rank of Associate Professor. Successful candidate is expected to be collaborative, committed to excellence in teaching, able to teach and develop a variety of mechanical engineering and engineering technology courses, contribute significantly to undergraduate and graduate research, actively engage in scholarly activity with a continuous research agenda. It is expected that department faculty to participate in program assessment, ABET accreditation activities, service to the department and University, and to be professionally active.

#### **Required Qualifications**

- B.S. in mechanical, aerospace, electro-mechanical, or electrical engineering
- Ph.D. in mechanical engineering or closely related field by the date of appointment, with at least one degree in mechanical
- Exceptional background in (1) the theory, methodology, and practice of measurements; (2) design, development and analysis of instrumentation and measurement systems used in generating, acquiring, conditioning and processing signals; (3) modeling and control of dynamic systems
- Excellent communication and presentation skills
- Commitment to serving a culturally diverse student body

#### **Preferred Qualifications**

- Two years of relevant full-time industrial experience in the related areas, or equivalent hands-on experience in industrial , and government research labs
- Teaching experience in ABET accredited mechanical and/or manufacturing undergraduate programs, as well as, at the graduate level
- Ability to teach a wide range of mechanical engineering and engineering technology courses including but not limited to: mechanics, thermo-fluid sciences, numerical analysis and simulations
- Demonstrated record of outstanding teaching, scholarly activities, advising, service, and experience in developing and/or maintaining instructional and research laboratories
- Experience working with industry with a record of successful external funding for collaborative applied research involving undergraduate and graduate students
- A professional engineering (P.E.) license

Advertisements and/or announcements were placed in the *Chronicle of Higher Education*, *Diversejobs.net*, *higheredjobs.com*, Mechanical Engineering Magazine, Engineering Technology ListServ, <http://engineering.academickeys.com>, [www.monster.com](http://www.monster.com), [www.careerbuilder.com](http://www.careerbuilder.com), <http://nsbe.org>, [www.hacu.net](http://www.hacu.net), [www.swe.com](http://www.swe.com), <http://www.jobhe.com>, [etd-l@listproc.tamu.edu](mailto:etd-l@listproc.tamu.edu), AIAA conference, ASME conference, ASEE conference, IEEE conference, SE&T Web site, ASME-Hartford section news letter

**Seventy (70) individuals applied for this position:** Twenty-Six (26) White males; Two (2) White females; Three (3) Black males; Three (3) Hispanic males; Thirty-Two (32) AAIANHNPI males; Three (3) Unknown males; and One (1) Unknown unknown.

**Sixty (60) applicants were determined to be not qualified:** Twenty (20) White males; Two (2) White females; Three (3) Black males; Two (2) Hispanic males; Thirty (30) AAIANHNPI males; and Three (3) Unknown males.

- The **three (3) non-qualified Black males** did not meet the required qualification of having analysis of instrumentation, signals, and control of dynamics system experience, and, possess a background focus area, which was unrelated to the required qualifications. The **first's** focus area was aircraft structure, the **second's** was in materials, and the **third** possess experience in combustion and thermodynamics.
- Of the **three (3) non-qualified Unknown males**, the **first** submitted an incomplete application, missing references; the **second** did not meet the degree requirement; and, the **third's** background focus area was not among the three (3) required qualifications identified in the job posting.

**Three (3) applicants were found to be minimally qualified:** One (1) Hispanic male; One (1) AAIANHNPI male and One (1) Unknown unknown.

- The **minimally qualified Unknown unknown** met the required qualifications; however, his/her teaching experience was only in the area of controls and dynamics and there was no demonstration of their ability to teach thermo-fluids. In addition, his/her attempt to detail the background in the area of instrumentation analysis was unclear and difficult to understand.

**Seven (7) applicants were determined to be qualified and were considered finalists:** Six (6) White males and One (1) AAIANHNPI male.

During the previous reporting period, a **White male** was hired; however, after one semester (fall 2016) he resigned from this position. Once the person submitted his resignation, a **second White male** was extended a job offer and he declined it. Ultimately, the university ultimate extended an offer to another **(third) White male** and he accepted it.

**One (1) White Male hired for this position.**

The **selected White male** holds B.Sc. and M.Sc. degrees in Mechanical Engineering from Istanbul Technical University, Turkey and Ph.D. degree. He spent many years in academia as an educator and researcher in different countries. He was "Japan Society for the Promotion of Science" research fellow for two years at the "National Institute of Advanced Industrial Science and Technology. He has approximately 30 publications in well-respected journals and conferences. His research interests are in the areas of dynamics, vibration control, robotic applications, modelling, simulation and control of mechanical systems. He expressed desire to teach a wide spectrum of courses in the Mechanical and Mechanical Engineering Technology programs particularly in the fields of instrumentation, mechanics (statics, dynamics, mechanics of materials, and mechanical vibrations), modelling and control of dynamic systems. He also suggested several other potential courses such as kinematics and dynamics of machinery at the undergraduate level, and advanced vibrations at the future graduate program. Students' evaluations of his teaching skills and delivery style were very positive. The presentation was well organized; students commended him for being calm, confident, and able to answer questions in a clear way. The faculty evaluations of both his research plan and teaching were on the positive side.

**C. ASSISTANT PROFESSOR**

Short-Term		Promotions	
1	White Male		
3	White Females		
2	Hispanic Males		
1	AAIANHNPI Female		

**1. Assistant Professor- English (C17-015)**

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

Advertisements and/or announcements placed in DAS website, the *Chronicle of Higher Education*, *Diversejobs.net*, and *higheredjobs.com*. Additionally, posted on the MLA Job Information List, the Assoc. of Writing Programs Job Line, and Publishers weekly Job Zone.

**One-hundred and Forty-two (142) individuals applied for this position:** Fifty-nine (59) White males; Fifty-one (51) White females; One (1) Black male; One (1) Black female; Two (2) Hispanic males; One (1) Hispanic female; Two (2) AAIANHNPI males; Four (4) AAIANHNPI females; Seven (7) Unknown males; Ten (10) Unknown females; Four (4) Unknown unknowns.

**Eighty-seven (87) applicants were determined to be not qualified:** Thirty-six (36) White males; Thirty-one (31) White females; One (1) Black male; One (1) Black female; Two (2) Hispanic males; One (1) Hispanic female; One (1) AAIANHNPI male; Two (2) AAIANHNPI females; Five (5) Unknown males; Four (4) Unknown females; and Three (3) Unknown unknowns.

**Forty-four (44) applicants were found to be minimally qualified:** Sixteen (16) White males; Seventeen (17) White females; One (1) AAIANHNPI male; Two (2) AAIANHNPI females; Two (2) Unknown males; Five (5) Unknown females and One (1) Unknown unknown.

**Eleven (11) applicants were determined to be qualified and were considered finalists:** Seven (7) White males; Three (3) White females and One (1) Unknown female.

**One (1) White male hired for this position. This hire met the White Male goal for the university. No White male goals remain.**

## 2. Assistant Professor-Economics (C17-014)

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

**Two-hundred and sixty-seven (267) individuals applied for this position:** Fifty-five (55) White males; Twenty-six (26) White females; Seventeen (17) Black males; Five (5) Black females; Eleven (11) Hispanic males; Seven (7) Hispanic females; Seventy (70) AAIANHNPI males; Fifty-eight (58) AAIANHNPI females; Eight (8) Unknown males; Five (5) Unknown females; and Five (5) Unknown unknowns

**One-hundred and ninety-eight (198) applicants were determined to be not qualified:** Forty-nine (49) White males; Nineteen (19) White females; Eleven (11) Black males; Three (3) Black females; Nine (9) Hispanic males; Two (2) Hispanic females; Fifty-one (51) AAIANHNPI male; Thirty-nine (39) AAIANHNPI females; Seven (7) Unknown males; Three (3) Unknown females; and Five (5) Unknown unknowns.

**Fifty-seven (57) applicants were found to be minimally qualified:** Five (5) White males; Six (6) White females; Four (4) Black males; Two (2) Black females; Two (2) Hispanic males; Four (4) Hispanic females; Seventeen (17) AAIANHNPI males; Fifteen (15) AAIANHNPI females; One (1) Unknown male; and One (1) Unknown female.

**Twelve (12) applicants were determined to be qualified and were considered finalists:** One (1) White male; One (1) White female; Two (2) Black males; One (1) Hispanic female; Two (2) AAIANHNPI males; Four (4) AAIANHNPI females; and One (1) Unknown Female.

**One (1) White female was hired for the position. The selected White female met the first of three affirmative goals for White females.**

## 3. Assistant Professor- Nursing (C17-020)

**Se5ection:** One (1) White Female

Advertisements and/or announcements placed in DAS website, the *Chronicle of Higher Education*, *Diversejobs.net*, and *higheredjobs.com*.

**Three (3) individuals applied for this position:** Three (3) White females.

**One (1) applicants was determined to be not qualified:** One (1) White Female.

**Zero (0) applicants were found to be minimally qualified.**

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

**One (1) White Female hired for this position. This hire met the second of three White female goals for the university.**

## 4. Assistant Professor- Physical Education & Human Performance (C17-019)

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

Advertisements and/or announcements placed in DAS website, the *Chronicle of Higher Education*, *Diversejobs.net*, and *higheredjobs.com*.

**Twenty-one (21) individuals applied for this position:** Eight (8) White males; Five (5) White females; One (1) Black male; Five (5) AAIANHNPI males; One (1) AAIANHNPI female and One (1) Unknown male.

**Ten (10) applicants were determined to be not qualified:** Six (6) White males; One (1) White female; One (1) Black male and, Two (2) AAIANHNPI males.

**Four (4) applicants were found to be minimally qualified:** Three (3) White females and One (1) AAIANHNPI male.

**Seven (7) applicants were determined to be qualified and were considered finalists:** Two (2) White males; One (1) White female; Two (2) AAIANHNPI males; One (1) AAIANHNPI female and One (1) Unknown male.

**One (1) AAIANHNPI Female hired for this position. This hire met the AAIANHNPI female goal for the University. No AAIANHNPI female goals remain.**

#### 5. Assistant Professor- Physics and Engineering Physics (C17-009)

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

Central Connecticut State University invites applications for a full-time, tenure-track position in the Physics & Engineering Physics Department. The successful candidate will teach undergraduate courses in Physics and/or Engineering Physics and contribute actively and effectively to service, scholarship, undergraduate research, and student growth.

The department offers comprehensive programs in physics leading to a B.S in Physics. Departmental research areas in physics include laser radar and materials properties. We seek an experimental physicist with a strong commitment to undergraduate teaching of both physics majors and non-majors, and to mentoring majors. Candidates are expected to be committed to multiculturalism and working with a diverse student body.

#### **Required Qualifications**

- Ph.D. in Experimental Physics or Engineering Physics (The completion of the Ph.D. required by at the time of employment.)
- Research interests appropriate for student participation and experience in involving undergraduates in research
- Commitment to serving culturally, ethnically and linguistically diverse communities

#### **Preferred Qualifications:**

- Research experience in energy storage systems, biophysics, materials physics and/or engineering physics
- College teaching experience
- Experience teaching undergraduate Electronics, and Nanostructure Science and technology
- Experience in successful research grant writing

Advertisements and/or announcements placed in DAS website, the Chronicle of Higher Education, Diversejobs.net, and higheredjobs.com. Additionally, this position also posted on jobs.physicstoday.org.

**Fifty-six (56) individuals applied for this position:** Twenty-two (22) White males; Three (3) White females; One (1) Black male; One (1) Hispanic male; One (1) Hispanic female; Twenty-six (26) AAIANHNPI males; and Two (2) Unknown males.

**Forty-eight (48) applicants were determined to be not qualified:** Twenty-one (21) White males; Three (3) White females; One (1) Black male; One (1) Hispanic male; Twenty (20) AAIANHNPI males; and Two (2) Unknown males.

- Of the **three (3) non-qualified White females**, the **first and second** did not have a Ph.D. in Experimental Physics or Engineering Physics; and the **third** did not have any experience working with undergraduates in the research area and provided no evidence of research productivity in the past decade.
- One (1) **Hispanic male** did not have a Ph.D. in Experimental Physics or Engineering Physics.

- Both of the **two (2) non-qualified Unknown males** did not have any experience working with undergraduates in the research area.

**Five (5) applicants were found to be minimally qualified:** One (1) White male; One (1) Hispanic female and Three (3) AAIANHNPI males. No goal candidates remained in this pool.

**Three (3) applicants were determined to be qualified and were considered finalists:** Three (3) AAIANHNPI males. No goal candidates remained in the pool.

**One (1) AAIANHNPI male hired for this position.**

The **selected AAIANHNPI male** met all of the required and preferred qualifications. He has a Ph.D. in Experimental Physics and over the past two years, he has been teaching in temporary position at CCSU. He has experience teaching a diverse student body at a community college and another Connecticut university. His research focused on experimental physics in biosensors and conducting polymer. This was very appealing and an important interest for the science department as it is an area that will attract and retain new students interested in the interdisciplinary interface between Physics and Engineering. From his post-doc experience in Puerto Rico, his research evolved to focus on the hot topic of Lithium-ion batteries, which is at the forefront of many research areas in physics due to its great importance in current and emerging technologies including cell phones, jet planes, and storage of renewable energy. He exhibited an ability to work with colleagues in multiple fields and disciplines, while maintaining a strong Physics background, ability to benefit the department's efforts to broaden its focus from pure physics to Physics and Engineering, and has authored or co-authored forty-nine (49) journals, three (3) book chapters, and forty-seven (47) research paper presentations around the world.

## **6. Assistant Professor Geography (C17-017)**

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

Central Connecticut State University's Geography Department invites applications for a tenure-track **Assistant/Associate Professor in Tourism and Hospitality Studies** beginning August 2017.

Responsibilities include teaching introductory and upper level courses in Tourism and Hospitality. The position expected to play a key role in the administration of our Tourism & Hospitality Studies program including supervision of interns, advising students, and contributing to our growing outreach activities with the local and regional tourism and hospitality industry. Candidates are expected to be committed to multiculturalism and working with a diverse student body. A strong commitment to teaching and an active program of research and publication are expected.

### **Required Qualifications**

- Ph.D. in Tourism, Hospitality, Geography or allied field (ABD will be considered at the instructor rank.)
- Teaching experience in Hospitality, Tourism and/or Geography
- Ability to teach introductory and advanced level courses in hospitality studies
- Commitment to serving a culturally diverse student body

### **Preferred Qualifications**

- Practical/outreach experience in tourism and hospitality
- Ability to teach hotel and food management courses
- Demonstrate potential for excellence in teaching and research
- Teaching or research of sustainable systems/processes in THS

Advertisements and/or announcements placed in DAS website, the Chronicle of Higher Education, Diversejobs.net, and higheredjobs.com. Additionally, this position posted on Jobs in Geography/Association of American Geographers, and Global Hospitality Educators ListServ.

**Sixty-five (65) individuals applied for this position:** Thirteen (13) White males; Eight (8) White females; Four (4) Black males; One (1) Black female; One (1) Hispanic male; Fourteen (14) AAIANHNPI males; Seventeen (17) AAIANHNPI females; Two (2) Unknown males; One (1) Unknown female; and Four (4) Unknown unknowns.

**Forty-five (45) applicants were determined to be not qualified:** Nine (9) White males; Five (5) White females; Three (3) Black males; One (1) Black female; One (1) Hispanic male; Ten (10) AAIANHNPI males; Eleven (11) AAIANHNPI females; Two (2) Unknown males; and Three (3) Unknown unknowns.

- **Five (5) White females** did not meet the teaching experience in hospitality, tourism and geography.
- **One (1) Hispanic male** submitted an incomplete application (no list of references).
- Of the **Eleven (11) AAIANHNPI females, eight (8)** did not have the teaching experience in hospitality, tourism or geography and failed to demonstrate their experience, skills, and ability to teach advanced level courses in hospitality studies. The **ninth candidate** submitted no documents thus her application was incomplete. The **tenth and eleventh** candidates failed to demonstrate their experience, skills, and ability to teach advanced level courses in hospitality studies.
- Of the **two (2) Unknown males**, the **first** did not have the teaching experience in hospitality, tourism and/or geography and failed to demonstrate their experience, skills, and ability to teach advanced level courses in hospitality studies. The **second** submitted no application materials.
- The **three (3) Unknown unknowns** did not meet the required qualifications of possessing teaching experience in Hospitality, Tourism and/or Geography and failed to demonstrate their experience, skills, and ability to teach advanced level courses in hospitality studies.

**Thirteen (13) applicants were found to be minimally qualified:** Three (3) White males; One (1) White female; One (1) Black male; Two (2) AAIANHNPI males; Four (4) AAIANHNPI females; One (1) Unknown female; and One (1) Unknown unknown.

- **The minimally qualified White female** met the required qualifications; however, her degree was in history.
- Of the **minimally qualified four (4) AAIANHNPI females, the first and second** met the required qualifications; however there was no demonstration of their practical/outreach experience in tourism and hospitality, a preferred qualification. The **third AAIANHNPI female** met the required qualifications and had practice experience and potential for excellence in teaching and research; however, she did not have professional level teaching experience, as her experience was only as a teacher assistant. The **fourth AAIANHNPI female** met the required qualifications (still ABD) but she did not have a broad range of teaching experience needed for this position as it was only in the area of hospitality and tourism marketing and foundations of tourism.
- **One (1) minimally qualified Unknown female and one (1) Unknown unknown** met the required qualifications and appeared to have the potential for excellence in teaching and research; however, they did not have the practical/outreach in tourism and hospitality experience.

**Seven (7) applicants were determined to be qualified and were considered finalists:** One (1) White male; Two (2) White females; Two (2) AAIANHNPI males and Two (2) AAIANHNPI females.

**One (1) White male hired for this position.**

- The **selected White male** holds a Ph.D. in Hospitality Management. He **met** the required and the preferred qualification. He possesses a unique combination of over twenty (20) years of



professional teaching and industry experience in GIS and research. He has taught GIS undergraduate and graduate courses in areas including business, telecommunications, database design, cartography, and public health. He also has extensive experience in developing and teaching online courses. He appeared well prepared for the interview, as he knew of the CCSU faculty's research, and displayed the professional experience and business acumen necessary to direct the program and has experience actively working with the business community to place students. His teaching presentation was excellent, in fact, ninety-two (92) percent of students rated him an excellent instructor and his research relevant, compelling and interesting.

- The **first qualified White female** met the required and the preferred qualification of having practical experience and potential for excellence in teaching and research. When contacted for an interview, she declined the offer stating she had accepted another position.
- The **second qualified White female** met the required and the preferred qualification of having practical experience and potential for excellence in teaching and research. Her interview presentation did not impress the interview panel as she was not prepared and her responses were not germane to the position responsibilities. While her teaching presentation was adequate with a seventy-five (75%) percent rating, the students did not find her interesting or inspiring.

## Coaching

Short-Term		Promotions	
2	Black Females		
1	Hispanic Male		
1	Hispanic Female		
1	AAIANHNPI Male		

### 1. Coach- Head Women's Lacrosse (C17-004)

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

Advertisements and/or announcements placed in DAS website; NCAA News website; *USLacrosse.org*; *Diversejobs.net*, and *higheredjobs.com*.

**Fifteen (15) individuals applied for this position:** Four (4) White males; Eight (8) White females; One (1) Black male; One (1) Black female and One (1) Unknown female.

**Nine (9) applicants were determined to be not qualified:** Two (2) White males; Six (6) White females; and One (1) Black male.

**Four (4) applicants were found to be minimally qualified:** Two (2) White males; One (1) White female; and One (1) Unknown female.

**Two (2) applicants were determined to be qualified and were considered finalists:** One (1) White female and One (1) Black female.

**One (1) Black female hired for this position.**

**The selected One (1) Black female met one Black female goal for the university.**

## PROFESSIONAL/NON-FACULTY

Short-Term		Promotions	
3	White males		
2	Black females		
4	AAIANHNPI males		
3	AAIANHNPI females		

### 1. Associate Bursar (Internal Search)

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

This position was filled via an internal SOUAF recruitment. Per the State University Organization of Administrative Faculty (SUOAF) collective bargaining agreement, this position was advertised internally to all statewide members.

**Four (4) applicants applied for this position:** One (1) White male, One (1) White female, One (1) Black female and One (1) Hispanic male.

**One (1) applicant was determined to be not qualified:** One (1) Black female.

**One (1) applicant was found to be minimally qualified:** One (1) White female.

**Two (2) applicants were determined to be qualified and were considered finalists:** One (1) White male and one (1) Hispanic male.

**One (1) White male hired for this position.**

The **selected White male** met the required qualifications and **the first of three White male goals** for the university.

### 2. Admin Assistant – CSU Assistant to Chief Financial Officer (C17-003)

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

Advertisements and/or announcements were placed in DAS website, Connecticut Association of Diversity and Equity Professionals (CADEP), Career Builder, the *Chronicle of Higher Education*, *Diversejobs.net*, and *higheredjobs.com*.

**Three-hundred and fifty-three (353) individuals applied for this position:** Eighteen (18) White males; One hundred and ninety-five (195) White females; Seven (7) Black males; Fifty-four (54) Black females; Four (4) Hispanic males; Forty-seven (47) Hispanic females; Three (3) AAIANHNPI males; Seven (7) AAIANHNPI females; Two (2) Unknown male; Fifteen (15) Unknown females; and One (1) Unknown unknown.

**Two-hundred and twenty-two (222) applicants were determined to be not qualified:** Fifteen (15) White males; One hundred and fifteen (115) White females; Six (6) Black males; Thirty-nine (39) Black females; Three (3) Hispanic males; Twenty-two (22) Hispanic females; Three (3) AAIANHNPI males; Five (5) AAIANHNPI females; Two (2) Unknown males; Eleven (11) Unknown females; and One (1) Unknown unknown.

**One-hundred and nineteen (119) applicants were found to be minimally qualified:** Three (3) White males; Seventy-three (73) White females; One (1) Black male; Twelve (12) Black females; One (1) Hispanic male; Twenty-four (24) Hispanic females; Two (2) AAIANHNPI females; and Three (3) Unknown females.

**Twelve (12) applicants were determined to be qualified and were considered finalists:** Seven (7) White females; Three (3) Black females; One (1) Hispanic female and One (1) Unknown female.

**One (1) Black Female hired for this position. This met the first of two Black female affirmative action goals for the university.**

### **3. Assistant Director of Admissions (Internal Search)**

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

This position filled via an internal SOUAF recruitment. Per the State University Organization of Administrative Faculty (SUOAF) collective bargaining agreement, this position internally advertised to all statewide members.

**Six (6) applicants applied for this position:** Two (2) White males, Three (3) White females, and One (1) Hispanic male.

**Zero (0) applicants were determined to be not qualified.**

**Zero (0) applicants were found to be minimally qualified.**

**Six (6) applicants were determined to be qualified and considered finalist:** Two (2) White males, Three (3) White females, and One (1) Hispanic male.

**One (1) White male hired for this position.** This hire met the second White male affirmative action goal for the university.

### **4. Assistant to the Resident Director (C17-035B)**

**Selection:** One (1) White Male and Two (2) Black Females

Central Connecticut State University invites applications for a full-time Assistant to the Director/Residence Hall Director. This 10-month live-in professional staff member is responsible for the quality of life in a University residence hall. The emphasis of this position is on establishing and maintaining an atmosphere conducive to personal growth, community building and academic achievement. Candidates are expected to be committed to multiculturalism and working with a diverse student body. Please note CCSU does not permit pets.

#### **Required Qualifications:**

- Bachelor's degree
- Two years (FTE) of relevant housing experience which equips the applicant to relate effectively to resident university students and staff
- Commitment to serving a diverse student body
- Equivalent combination of training and experience may be considered.

#### **Preferred Qualifications:**

- Recent residence life work experience at a college or university setting
- Experience with Microsoft Office Suite and Adirondack Solutions The Housing Director and/or other housing management software
- Experience seeing to the operational needs of a residence hall (i.e., submitting work orders, inventory control) and supervising resident assistants
- Demonstrated experience advising student organizations (i.e., clubs, hall council)
- Experience developing and providing training in a college/university setting
- Demonstrated experience with crisis management including student conduct

Advertisements and/or announcements placed in DAS website, the *Chronicle of Higher Education*, *Diversejobs.net*, and *higheredjobs.com*.

**Forty-Three (43) individuals applied for this position:** Fifteen (15) White males; Twelve (12) White females; Four (4) Black males; Eight (8) Black females; Two (2) Hispanic males; and Two (2) Hispanic females.

**Twenty-Nine (29) applicants were determined to be not qualified:** Twelve (12) White males; Six (6) White females; Two (2) Black males; Six (6) Black females; One (1) Hispanic male; and Two (2) Hispanic females.

**One (1) applicants was found to be minimally qualified:** One (1) White male.

**Thirteen (13) applicants were determined to be qualified and were considered finalists:** Two (2) White males; Six (6) White females; Two (2) Black males; Two (2) Black females and One (1) Hispanic male.

**Three (3) Individuals hired for this position:** One (1) White Male and two (2) Black Females.

**The White male hire met the third and final White male goal for the university. The second and final Black female goal achieved. There were no additional goal applicants in this pool.**

**The only remaining goals remaining are for AAIANHNPI female and male.**

#### **5. Assistant to the Director/Residence Hall Director (C16-045)**

**Selections:** One (1) White Male; Three (3) White Females

Central Connecticut State University invites applications for a full-time Assistant to the Director of Residence Life/Resident Director in the Department of Residence Life. This is a 10-month live-in professional staff member is responsible for the over quality of life in a University residence hall. The emphasis of this position is on establishing and maintaining an atmosphere conducive to personal growth, community building and academic achievement. Candidates are expected to be committed to multiculturalism and working with a diverse student body. Please note CCSU does not permit pets.

#### **Required Qualifications**

- Bachelor's degree
- Two years of relevant housing experience which equips the applicant to relate effectively to resident university students and staff
- Commitment to serving a diverse student body

#### **Preferred Qualifications**

- Recent residence life work experience at a college or university setting
- Experience with Microsoft Office Suite and Adirondack Solutions The Housing Director and/or other housing management software
- Experience seeing to the operational needs of a residence hall (i.e., submitting work orders, inventory control) and supervising resident assistants
- Demonstrated experience advising student organizations (i.e., clubs, hall council)
- Experience developing and providing training in college/university setting
- Demonstrated experience with crisis management including student conduct

Advertisements and/or announcements placed in DAS website, the *Chronicle of Higher Education*, *Diversejobs.net*, and *higheredjobs.com*.

**Ninety-Two (92) individuals applied for this position:** Twenty-Seven (27) White males; Thirty-Five (35) White females; Fourteen (14) Black males; Six (6) Black females; Six (6) Hispanic males; One (1) Hispanic female; Two (2) AAIANHNPI males and, One (1) Unknown male.

**Twenty-Six (26) applicants were determined to be not qualified:** Seven (7) White male; Nine (9) White females; Four (4) Black males; One (1) Black females; Two (2) Hispanic males; Two (2) AAIANHNPI males; and One (1) Unknown male.

- The **non-qualified two (2) AAIANHNPI males and one (1) Unknown male** do not possess any housing experience qualification.

**Thirty-Eight (38) applicants were found to be minimally qualified:** Twelve (12) White males; Sixteen (16) White females; Five (5) Black males; One (1) Black female; Three (3) Hispanic males; and One (1) Hispanic female.

**Twenty-Eight (28) applicants were determined to be qualified and were considered finalists:** Eight (8) White males; Ten (10) White females; Five (5) Black males; Four (4) Black females and One (1) Hispanic male. No goal candidates remained in the pool.

**Four (4) Individuals hired for this position:** One (1) White Male and Three (3) White Females.

- The **selected White male** met the required qualifications and has two years of experience as a Resident Director in which he supervised a staff of paraprofessionals, adjudicated entry-level conduct cases and provided crisis management when responding to situations. Through committee work, he has assisted in the planning and implementation of resident assistant selection and training processes along with serving as an advisor to a student organization. His references commented positively on his work ethic, adaptability, ability to work as a member of a team, and someone who easily develops a positive rapport with students. This candidate's answers to interview questions were organized and informative. When asked about his style of supervision, he responded that his approach is to tailor his style to each student as "fair is not always equal." His answers to questions pertaining to conduct showed a focus on the individual not the policy along with wanting the experience to be educational not punitive. When asked about his philosophy of working with parents, he recognized the importance of staying calm and working with parents to come up with what is best for the student. When presented with scenarios of possible situations that a resident director could encounter his responses aligned with established best practices and common sense. Of particular note was his answer on how to handle a returning resident assistant who is meeting contractual obligations but is unhappy for receiving an average evaluation.
- The **first selected White female** met the required qualifications and has more than two (2) years' experience as a resident hall director, and previous experience as a University (CCSU) senior resident assistant (RA) and RA. As a resident director, she supervised a staff of RAs, managed the operational needs of a residence hall and work with a living learning community based in her building. She has experience with the recruitment and training of paraprofessional staff, responding to crises while on duty and hearing entry-level cases as a student conduct officer. In addition, she assisted in RA Selection, resident assistant continuing development, campus Personal Safety Committee and the Hall Council, an RHA Assessment Committee. During the interviews, she displayed a thorough understanding of the role of resident director, and provided well thought out responses to student conduct questions. More specifically, she mentioned the importance of connecting repeat offenders to the appropriate campus resources to offer support and reduce the likelihood of further violations.
- The **second selected White female** met the required qualifications and has a Master in Counselor Education degree. She has been serving as a university resident director under an emergency

appointment at CCSU. For the past year, she has served as an assistant to the resident hall director here at the University. In this capacity, she supervised a staff of RAs, the operational needs of the building, served as a judicial hearing officer, developed and implemented a RA training program, and provided crisis management when responding to situations. Additionally, she served as hall council advisor and assisted in the implementation of the Fitness Wellness themed housing in her building. When responding to interview questions, her answers were well grounded in both theory and university process. For example, her response to a student conduct question displayed an understanding that conduct should be educational not punitive and made it clear that she is addressing a person who made a bad decision not a bad person. Her references were positive and described her as an energetic individual who easily develops a rapport with students, and as a natural leader.

- The **third selected White female** met the required qualifications and has served for the past two (2) years as a University Resident Director under an emergency appointment at CCSU. In addition, while serving as a Residence Coordinator at the University of Saint Joseph she gained experience in the areas of planning and implementing RA training, and Student Leader Training for Orientation Leaders, Peer Mentors, and Diversity Educators. She has experience as a member of the Crisis Assessment Team where she reviewed incidents that happened on campus and participated in activity designed to ensure student safety, served as a student conduct officer, acted as an advisor to hall council, along with seeing to the operational needs of her building. Her responses to interview questions were well thought out, and aligned with established best practices and departmental expectations. When responding to questions pertaining to student conduct she demonstrated that she understood how conduct meetings can serve as a learning experience for the student involved and the importance of the meeting being more than just covering the incident, but designed to provide students with campus resources as well.

## **6. Financial Aid Counselor (C16-051)**

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

Central Connecticut State University invites applications for a full-time **Financial Aid Counselor in the Office of Financial Aid**. The successful candidate will provide operational support to the Financial Aid Office with a focus on assisting with the review and processing of financial aid paperwork and providing information to a variety of individuals regarding financial aid and student aid eligibility. Candidates are expected to be committed to multiculturalism and working with a diverse student body.

### **Required Qualifications**

- Bachelor's degree and one year financial aid office work experience
- Demonstrated ability to handle complex information, effectively organize and manage detail work and manage multiple priorities.
- Demonstrated ability to communicate and share information effectively with a variety of people and groups.
- Demonstrated experience using financial aid ERP systems, document imaging systems and Microsoft Office Suite.
- Demonstrated commitment to serving a culturally diverse student body

### **Preferred Qualifications**

- Experience using Banner software
- Knowledge of federal student financial aid programs
- Bilingual skills (Arabic, Polish or Spanish)

- Knowledge and experience with one or more financial aid literacy programs, i.e., verification, origination, disbursement, or reconciliation

Advertisements and/or announcements placed in DAS website, the Connecticut Association of Financial Aid Administrators, the *Chronicle of Higher Education*, *Hartford Courant*, *Diversejobs.net*, and *higheredjobs.com*.

**Fifty-five (55) individuals applied for this position:** Seven (7) White males; Twenty (20) White females; Three (3) Black males; Ten (10) Black females; Two (2) Hispanic males; Seven (7) Hispanic females; One (1) AAIANHNPI male; One (1) AAIANHNPI female; One (1) Unknown male and Three (3) Unknown females.

**Forty-one (41) applicants were determined to be not qualified:** Four (4) White males; Sixteen (16) White females; Three (3) Black males; Seven (7) Black females; Two (2) Hispanic males; Six (6) Hispanic females; One (1) AAIANHNPI female; One (1) Unknown male and One (1) Unknown female.

- **One (1) AAIANHNPI female** and **one (1) Unknown female** did not meet the one (1) year financial aid experience.
- **One (1) Unknown male's** application packet was incomplete (missing reference and cover letter).

**Eight (8) applicants were found to be minimally qualified:** Three (3) White males; Two (2) Black females; One (1) AAIANHNPI male and Two (2) Unknown females.

- The **minimally qualified AAIANHNPI male** met the required qualifications and only met two preferred qualifications (knowledge of financial aid programs and has experience with one financial literacy program; however, he did not have experience with Banner and he was not bilingual).
- The **first minimally qualified Unknown female** met required qualification and only two preferred qualifications (Banner experience and knowledge of federal student financial aid programs); however, she is not bilingual and she did not address her experience with financial aid literacy programs. The **second minimally qualified Unknown female** met the required; however, she only had one year of financial aid work experience.

**Six (6) applicants determined to be qualified and considered finalists:** Four (4) White females; One (1) Black female; and One (1) Hispanic female. No goal candidates remained in the pool.

**One (1) White female hired for this position.**

The **selected White female** met all of the required qualifications and three preferred qualifications (not bilingual). Currently, she is working at CCSU in the Financial Aid Office as a temporary financial aid counselor and has worked in this capacity for the past two (2) years. Prior to this, she gained experience as a university assistant in the Financial Aid Office as well. Her resume addressed how she has learned to communicate effectively and effectively to all groups of people and how her experience as a student employee provided her with the necessary skills to succeed in this position. She gained knowledge and experience related to the Banner system as well as Image Now, reconciliation of federal funds, and campus based funds, and correctly listed and thoroughly explained her experience with each of these funds. She demonstrated her working knowledge of the financial aid process including those related to verification and processing of applications, and provided specific details when questioned about information verification. She also successfully explained all of the required documents necessary to disburse federal funds, provided exact financial aid documents, including graduate amounts when asked for loan limits.

## **7. DIRECTOR OF STUDENT DISABILITY SERVICES-C16-048**

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

Central Connecticut State University invites applications for a full-time, Director of Student Disability Services. Under the supervision of the Associate Dean of Student Affairs, the Director of Student Disability Services supervises the delivery of comprehensive and coordinated services for students with disabilities, as defined under the 1990 Americans with Disabilities Act (ADA) and Section 504 of the 1973 Rehabilitation Act. The Director (1) serves as the primary liaison with state and private agencies and as a resource to the University and to the public at-large; (2) supervises the professional and paraprofessional staff, manages operating and auxiliary aids budgets, and conducts annual program and service evaluations and, (3) conducts research and remains current on issues related to disability support services in postsecondary education settings.

### Required Qualifications

- Master's degree in Special Education, Psychology, Counseling, Social Work or related field
- Five years of administrative experience with demonstrated ability to relate to students, faculty and staff
- Proven ability and experience working with students with disabilities and delivering services to them
- Recognized and proven ability to coordinate a large, multi-faceted program of student support services
- Demonstrated strong oral and written communication skills, and organizational skills
- Demonstrated ability in utilizing Microsoft Office Suite programs
- Commitment to serving culturally, ethnically and linguistically diverse communities

### Preferred Qualifications

- Three years of full-time professional experience administering programs and support services for students with disabilities in a college or non-profit setting
- Proficient working knowledge of the Section 504 of the 1973 Rehabilitation Act, 1990 Americans with Disabilities Act (ADA), and the Federal Education Right to Privacy Act (FERPA).
- Expertise and experience in the collection and use of data essential for legal compliance and assessing outcomes
- Knowledge of assistive learning technology/adaptive devices
- Experience in the supervision of professional staff and budget management

Advertisements and/or announcements were placed in DAS website, the *Chronicle of Higher Education*, *Diversejobs.net*, and *higheredjobs.com*, *Black Issues in Higher Education*, *HigherEdJobs.com*, *Career Builder*, *American Association of Hispanics in Higher Education (AAHHE)*, *CTAHEAD*, *AHEAD*.

**Forty-Seven (47) individuals applied for this position:** Nine (9) White males; Nineteen (19) White females; Two (2) Black males; Seven (7) Black females; Three (3) Hispanic males; Three (3) Hispanic females; One (1) AAIANHNPI male; Two (2) AAIANHNPI females and One (1) Unknown female.

**Thirty-Two (32) applicants were determined to be not qualified:** Five (5) White males; Twelve (12) White females; One (1) Black male; Six (6) Black females; Two (2) Hispanic males; Two (2) Hispanic females; One (1) AAIANHNPI male; Two (2) AAIANHNPI females and One (1) Unknown female.

- The **non-qualified AAIANHNPI male** did not meet the five years of administrative experience with a demonstrated ability to relate to students, faculty, and staff.
- Of the **non-qualified two (2) AAIANHNPI females**, the **first AAIANHNPI female** had experience as a teacher, however, she did not possess a degree in education, and there was no discussion of her administrative responsibilities in her resume, cover letter, or application. The **second AAIANHNPI female's** experience was as a mental health provider in a non-academic setting and did not meet



the experience requirement of having experience working with students with disabilities and delivering services to them.

- The **non-qualified Unknown female** submitted an incomplete application packet (missing cover letter). Based upon the information provided, she did not meet the five (5) year administrative experience requirement.

**Seven (7) applicants were found to be minimally qualified:** Five (5) White females; One (1) Hispanic male; and One (1) Hispanic female. No goals candidates in this pool.

**Eight (8) applicants were determined to be qualified and were considered finalists:** Four (4) White males; Two (2) White females; One (1) Black male and One (1) Black female. No goals candidates remained in the pool.

**One (1) White female hired for this position.**

The **selected White female** met the all required and preferred qualifications. Additionally, her administrative experience has been at the specialist level. In addition to having a master's degree of education, she has more than five years (5) of experience in the field of disability services working at a university as a senior disability access coordinator and at a community college as a learning disability specialist. Her university position afforded her the opportunity to be in a leading role on staff, she assisted a law school in disability matters, which she indicated has been crucial to her development as a disability services professional. While at a community college, she was responsible for the day-to-day operations of the disability services office, and worked closely with students, student workers, faculty, and staff in ensuring equal access to the college campus. Additionally she served as an advocate for students with disabilities to ensure compliance with legal responsibilities, as well as instructional programming, physical and curriculum modifications.

## **8. Instructional Coordinator (C17-007)**

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

CCSU's Department of Information Technology invites applications for an Instructional Coordinator position with the Instructional Design and Technology Resource Center (IDTRC). Candidates are expected to be committed to multiculturalism and working with a diverse student body. The successful candidate will:

- Assist faculty with the design, development and implementation of course materials.
- Coordinate the design, planning and production of audiovisual and multimedia programs for instructional and informational purposes. Identifies staff needed to support program assignment. Schedules, coordinates and supervises web-conferencing services.
- Will assist in the course administration of the Learning Management System (LMS), which includes course setup, problem diagnosis, testing and providing feedback on software compatibility and updates.
- Researches, evaluates and recommends system and software applicable to the Center's operation to the IDTRC Supervisor and integrates its functions with appropriate University offices and academic departments.
- Acts as a resource and conducts workshops in the development and utilization of instructional media and multimedia technologies. Assists faculty in the operation of equipment, development and production of computer-based multimedia instructional material in the IDTRC.
- Provides software support and training to the University community such as Banner, Blackboard and MS Office, etc.
- Ensures timely communication and follow-up between clients and Information Technology Staff.

- Performs other duties and responsibilities as related to those enumerated above which do not alter the basic responsibility of the position.

#### **Required Qualifications**

- Bachelor's degree
- A minimum of three years' experience in development of computer-based multimedia instructional materials
- Demonstrated ability to work constructively with a wide variety of individuals
- Strong organization skills
- Commitment to serving culturally, ethnically and linguistically diverse communities

#### **Preferred Qualifications**

- Blackboard Learn 9 System administration experience
- Master's degree in instructional design or related field
- Teaching/training experience
- Experience using design software e.g., Storyline, Photoshop, Camtasia

Advertisements and/or announcements placed in DAS website, the *Chronicle of Higher Education*, *Diversejobs.net*, *higheredjobs.com*, Career Builder, Indeed, Linked-In, SIGUCCS, and E-Learning Guild.

**Forty-Four (44) individuals applied for this position:** Fourteen (14) White males; Sixteen (16) White females; Two (2) Black females; Two (2) Hispanic males; Three (3) AAIANHNPI males; One (1) AAIANHNPI females; Three (3) Unknown males and Three (3) Unknown females.

**Thirty (30) applicants were determined to be not qualified:** Nine (9) White males; Ten (10) White females; Two (2) Black females; One (1) Hispanic male; Two (2) AAIANHNPI males; One (1) AAIANHNPI female; Two (2) Unknown males and Three (3) Unknown females.

- **The two (2) AAIANHNPI males** did not meet the required three (3) year development of computer-based multimedia instructional materials qualification.
- **The AAIANHNPI female** did not meet the required three (3) year development of computer-based multimedia instructional materials qualification.
- Of the **two (2) Unknown males**, the **first** submitted application materials, which were unrelated to this position or for a different job and the **second**, did not meet three (3) years of development computer-based multimedia instructional materials experience.
- Of the **three (3) non-qualified Unknown females**, the **first and second Unknown females'** application packets were incomplete; they failed to provide the required references. The **third Unknown female** did not possess three (3) years' experience in the development of computer-based multimedia instructional materials.

**Seven (7) applicants were found to be minimally qualified:** Three (3) White males; Three (3) White females; and One (1) Unknown male.

- The **minimally qualified Unknown male** met the required qualifications; however, he did not meet the preferred qualifications of having a master's degree in institutional design and Blackboard Learn 9 System administration experience.

**Seven (7) applicants were determined to be qualified and were considered finalists:** Two (2) White males; Three (3) White females; One (1) Hispanic male; and One (1) AAIANHNPI male.

**One (1) White female hired for this position.**

- The **selected White female** met all of the required and preferred qualifications. She graduated with a master's in Educational Technology with a focus on Instructional Design and has eight (8) years of teaching or training experience. Photoshop, Camtasia and Storyline 2 are among the educational technology she has used. Her presentation to the interview panel began with a comprehensive Camtasia demonstration of her use of CCSU's preferred software as well as other programs, providing evidence of successful work experience with custom graphic design, creating and importing audio files, site editing, and troubleshooting. She has worked with individuals and small groups of faculty members to solve problems and to assist with special instructional technology needs. Prior to this position, she worked at CCSU as a University Assistant, in that role she gained many of the skills required of an Instructional Coordinator. As a member of the Blackboard Transition Team, she participated in preparation and in communication involving local transition team colleagues as well as the Board Regents' members. Her response to an interview question about a number of Blackboard administrative tasks demonstrated her understanding of the processes and structures underpinning the Blackboard Learn Management System. She provided examples related to day-to-day operations, which were clear, accurate and realistic responses focusing on needed support while empowering faculty members with information and resources for future independent application.
- The **non-selected AAIA/NH/NPI male** met the required qualifications and had a master's degree in a related field. He has experience with Blackboard transition, which is a CCSU's preferred software; however, despite being given multiple prompts, he answered questions in general terms or not at all to some questions, listing key terms but not specifically describing tasks, problem-solving examples, or other specifics, particularly those related to Blackboard administration and to current iterations of CCSU's preferred software.

## 9. Assistant Director of Marketing and Communication (C17-008)

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

Central Connecticut State University invites applications for a full-time, Assistant Director of Marketing & Communications in the Office of Marketing & Communications. The successful candidate will work with the AVP of Marketing & Communications to produce copy for and coordinate the editing of print and electronic publications. Candidates are expected to be committed to multiculturalism and working with a diverse student body.

### Required Qualifications

- Bachelor's degree
- Three years (FTE) of work experience in writing and editing and developing communications for print and electronic publications
- Possess a strong commitment to customer service and teamwork
- Excellent communication and organizational skills
- Must be detail oriented, able to function efficiently and independently in a fast-paced environment, and manage multiple priorities
- Commitment to serving a diverse student body

### Preferred Qualifications

- Bachelor's or master's degree in English, communications, journalism, marketing or closely related area
- Experience supervising/mentoring entry-level writers
- Experience managing requests from a variety of constituencies

- Experience working in a higher education setting
- Experience using the following: Microsoft Suite, Adobe Dream Weaver, PhotoShop, and Adobe Acrobat
- Experience working on publications with a 10,000+ distribution.

Advertisements and/or announcements placed in DAS website, the *Chronicle of Higher Education*, *Diversejobs.net*, and *higheredjobs.com*.

**One-hundred and twenty-three (123) individuals applied for this position:** Thirty-seven (37) White males; Fifty-three (53) White females; Five (5) Black males; Five (5) Black females; Four (4) Hispanic males; Three (3) Hispanic females; One (1) AAIANHNPI male; Three (3) AAIANHNPI females and Twelve (12) Unknown females.

**One-hundred and eight (108) applicants were determined to be not qualified:** Thirty-one (31) White males; Forty-four (44) White females; Five (5) Black males; Five (5) Black females; Four (4) Hispanic males; Three (3) Hispanic females; One (1) AAIANHNPI male; Three (3) AAIANHNPI females and Twelve (12) Unknown females.

- The **AAIANHNPI male** did not meet the three years of work experience in writing, editing, and digital or electronic publications.
- Of the **three AAIANHNPI females**, the **first** did not have three years of work experience in writing, editing and digital or electronic publications. The **second and third** submitted an incomplete application packet (missing references and/or cover letters).
- Of the **twelve (12) Unknown females**, **eleven (11)** did not have the three years of work experience in writing, editing and digital or electronic publications. The **twelfth Unknown female** submitted an incomplete application packet (missing cover letter and references).

**Seven (7) applicants found to be minimally qualified:** Three (3) White males and Four (4) White females. No goal candidates remain.

**Eight (8) applicants determined to be qualified and considered finalists:** Three (3) White males and Five (5) White females. No goal candidates remain.

**One (1) White Female hired for this position.**

The **selected White Female** met the required and four preferred qualifications. She spent more than four (4) years as an editor with a publishing company and wrote feature stories and columns bound for publication in the company's award-winning features section. Her portfolio displayed a range of publications experience, from writing and blogging to creative production of newspaper special sections. With twelve (12) years' experience as an editor and writer, she enthusiastically described her ideas and vision for getting the *Courier*, the University's magazine, back on track and for developing online content. Her presentation included a two-page document outlining her ideas for cosmetic changes to the *Courier* webpage, increasing its web and social media presence, and promoting upcoming issues. Her years of experience working with graphic designers, writers, photographers, and web developers was unmatched by any other candidate.

## **10. School of Business Advising and Student Support Specialist (C17-029)**

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

Central Connecticut State University invites applications for a full-time, Advising and Student Support Specialist in the School of Business. The Student Services Center-Advising and Student Support Specialist delivers comprehensive advising services for students interested in pursuing of degree

programs in the School of Business, and ensures successful articulation of transfer credit and increased student satisfaction, retention and graduation. Candidates are expected to be committed to multiculturalism and working with a diverse student body.

### Required Qualifications

- Bachelor's degree
- Three years of experience in relevant advising and student support services
- Experience working with transfer student populations and advising students in professional degree programs
- Experience using student information data bases such as Banner
- Experience with web-based technology
- Demonstrated strong oral and written communication, and organizational skills
- Commitment to serving a culturally and ethnically diverse student body

### Preferred Qualifications

- Master's degree in counseling or related discipline
- Experience in design and coordination of outreach activities, for students, parents, faculty and other appropriate stakeholders
- Experience working in a multi-ethnic environment with students who have a variety of learning styles and academic experiences

Advertisements and/or announcements placed in DAS website, the *Chronicle of Higher Education*, *Diversejobs.net*, and *higheredjobs.com*.

**Two-hundred and twenty-eight (228) individuals applied for this position:** Twenty-One (21) White males; Ninety-Four (94) White females; Twelve (12) Black males; Forty-Six (46) Black females; Seven (7) Hispanic males; Twenty (20) Hispanic females; One (1) AAIANHNPI male; Seven (7) AAIANHNPI females; Three (3) Unknown males; Sixteen (16) Unknown females and One (1) Unknown unknown.

**Two-hundred and sixteen (216) applicants were determined to be not qualified:** Twenty-One (21) White males; Eighty-Five (85) White females; Twelve (12) Black males; Forty-Four (44) Black Females; Seven (7) Hispanic males; Nineteen (19) Hispanic females; One (1) AAIANHNPI male; Seven (7) AAIANHNPI females; Three (3) Unknown males; Sixteen (16) Unknown females and One (1) Unknown unknown.

- **One (1) AAIANHNPI male** submitted an incomplete application (missing reference letters).
- Of the **seven (7) AAIANHNPI females**, **two (2)** submitted incomplete application packets (missing cover letters and list of references); **four (4)** did not meet the three years of experience in advising and student support services and **one (1)** did not possess experience using web-based technology.
- Of the **three (3) Unknown males**, the **first** did not meet the three (3) years of experience in advising and student support services; the **second** did have experience working with transfer student populations; and advising students in professional degree programs and the **third** submitted an incomplete application (missing references).
- Of the **sixteen (16) Unknown females**, **eight (8)** candidates did not meet the three (3) years of experience in advising and student support services; **two (2)** did not possess experience using web-based technology; **one (1)** submitted an incomplete application (missing list of references); **two (2)** did not have experience working with transfer student populations and advising students in professional degree programs; **one (1)** did not demonstrate strong written communication skills, as she failed to address or convey her organization experience and abilities and, **two (2)** did not have experience using student information databases, such as Banner.

- **One (1) Unknown unknown** did not have three (3) years of experience in advising and student support services.

**One (1) applicants were found to be minimally qualified:** One (1) White female.

**Eleven (11) applicants were determined to be qualified and considered finalists:** Eight (8) White females; Two (2) Black females; and One (1) Hispanic female.

**One (1) Hispanic female hired for this position.**

The **selected Hispanic female** met the required and three preferred qualifications. She possesses nearly seven (7) years’ experience in academic advising and student support roles. She not only demonstrated commitment to working in a diverse environment, but also has substantial experience in the area and clearly articulated her student-centered advising philosophy. She expressed a deep understanding of the needs of transfer students and she has experience advising pre-business students. She has an academic background in business management. She also possesses with Banner experience, which she uses daily in her current position. When asked about her ideal work environment, she expressed an understanding of the complex nature of advising in a higher education institution and discussed the importance of working collaboratively with her colleagues in the School of Business as well as across the university.

**11. Assistant Director of Advancement Service and Operations (Internal Search)**

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

This position filled via an internal SOUAF recruitment. Per the State University Organization of Administrative Faculty (SUOAF) collective bargaining agreement this position internally advertised to all statewide members

**One (1) individual applied for this position:** One (1) White female.

**One (1) applicant was determined to be qualified and was considered finalist:** One (1) White female.

**One (1) White female hired for this position.**

The **selected White female** met the required qualifications. No other goal candidates were in the applicant pool.

**SECRETARIAL CLERICAL (Excluding Secretary 2)**

Short-Term		Promotions	
5	White males	1	Hispanic female
1	AAIANHNPI female		

**1. Payroll Clerk (C17-023)**

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

**Eligibility Requirements:** Candidates must have applied for and passed the Payroll Clerk examination and be on the current certification list promulgated by the Department of Administration Services for this classification. State employees currently holding the above title or those who have previously attained permanent status may apply for lateral transfer.

**Knowledge, Skills and Abilities:** Knowledge of payroll terminology, practices and procedures; knowledge of basic accounting and bookkeeping principles and procedures; knowledge of general office procedures, skill in performance; basic interpersonal skills; ability to read, understand and apply

contract guidelines and regulations; ability to maintain records and files; ability to follow complex oral and written instructions; ability to operate office equipment which includes personal computer and other electronic equipment.

**General Experience:** Three (3) years of experience in bookkeeping, accounts payable or clerical work finances.

**Special Experience:** One (1) year of the General Experience must have involved payroll preparation.

**Substitutions Allowed:** 1) College training may be substituted for the General Experience on the basis of fifteen (15) semester hours equaling one-half (1/2) year of experience to a maximum of two years. 2) One (1) year as a Financial Clerk performing payroll duties may be substituted for the General and Special Experience.

**Preferred Experience:**

- Experience using Microsoft Office applications, specifically, MS Word and Excel
- Experience working with Core-CT
- Experience in a fast-paced environment with interpersonal and computer skills.

Advertisements and/or announcements placed in DAS website, *Diversejobs.net*, and *higheredjobs.com*.

**Twenty-eight (28) individuals applied for this position:** Two (2) White males; Sixteen (16) White females; Two (2) Black males; Five (5) Black females; One (1) Hispanic male and Two (2) Hispanic females.

**Nine (9) applicants were determined to be not qualified:** Five (5) White females; One (1) Black male; One (1) Black female One (1) Hispanic male and, One (1) Hispanic female.

- The **Hispanic female** submitted her application after the deadline. (promotional goal candidate)

**Seven (7) applicants were found to be minimally qualified:** Four (4) White females and Three (3) Black females.

**Twelve (12) applicants were determined to be qualified and were considered finalists:** Two (2) White males; Seven (7) White females; One (1) Black male; One (1) Black female and One (1) Hispanic female.

**One (1) White female hired for this position.**

- The **selected White female** met the qualifications of being on a current DAS Certification list for Payroll Clerk and has three (3) recent years of employment in the payroll field. The committee rated her interview as exceptional as she displayed a high level of professionalism and intelligence by providing in-depth and well thought out responses to the questions. In response to a question about her payroll responsibilities, she mentioned how she manually processes timesheets in CORE-CT, reporting overpayments and calculating federal and state taxes, which was the correct response to the question. As a current Payroll Clerk, there would be no need for further training and she could transition easily into the position.
- The **first non-selected White male** was a current DAS Certification list for Payroll Clerk and has three (3) years of employment in payroll; however, his responses to the questions were not well thought out, as many of them were short, abbreviated or not answered. When questioned about his payroll responsibilities, his answer made it appear that he compiled data to input for payroll processing, rather than processing payroll. This caused concern over the lack of specific payroll duties performed. The **second non-selected White male** met the qualifications and has three (3) recent years of employment in the payroll field. During the interview, he said he did not like doing mundane and routine tasks, such as filing and this position requires filing; the interview committee

felt he was not a practical candidate. Additionally, his performance reviews were not very favorable as they indicated that he needed to work on “managing distractions to remain focused on the task at hand.”

- The **non-selected Hispanic female** met the qualifications; however, during the interview she indicated that her experience is more customer service and call center related than payroll-related responsibilities. (promotional goal candidate)

Initially, a White female was offered the position but declined it.

## SECRETARIAL CLERICAL/SECRETARY 2

Short-Term		Promotions	
1	White Female		
1	Black Female		

### 1. Secretary 2 – Learning Center

One (1) Hispanic female hired via SEBAC layoff rights. There were no other applicants.

## TECHNICAL/PARAPROFESSIONAL

Short-Term		Promotions	
3	White Females		
1	Black Male		
1	Hispanic Female		

No hires occurred in this category.

## PROTECTIVE SERVICES

Short-Term		Promotions	
4	White Males		
1	White Female		
1	Hispanic Female		

No hires occurred in this category.

## SKILLED CRAFTS

Short-Term		Promotions	
1	Black Male		
1	Hispanic Male		

No hires occurred in this category.

## SERVICE MAINTENANCE (EXCLUDING CUSTODIANS)

Short-Term		Promotions	
1	White Female	1	White female
1	Hispanic Male	1	Hispanic male
2	Hispanic Females		
1	AAIANHNPI male		

### 1. Storekeeper

**Selection:** White Male



This hire was a result of a mandatory hire from the SEBAC re-employment list. There were no other applicants.

### **SERVICE MAINTENANCE/CUSTODIANS**

<b>Short-Term</b>		<b>Promotions</b>	
<b>3</b>	Black Males		
<b>2</b>	Black Females		
<b>1</b>	Hispanic Male		
<b>1</b>	AAIANHNPI Male		

#### **1. Custodian**

**Selection: White Male**

This hire was a result of a mandatory hire from the SEBAC re-employment list. There were no other applicants.

## PROMOTIONAL GOALS ANALYSIS

### EXECUTIVE/ADMINISTRATIVE (EE01)

No goals were established

#### 1. Associate Dean School of Business (C17-011)

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

Central Connecticut State University's School of Business invites applications for an Associate Dean. The Associate Dean is responsible for the academic and operational leadership of graduate and undergraduate business programs. In consultation with the Dean and other School of Business stakeholders, the Associate Dean works to create and maintain innovative and impactful business programs that align with the School's mission and strategic direction. The priorities include but are not limited to growth, visibility, and recognition with a focus on teaching effectiveness, scholarship, academic excellence, and operational efficiency. The Associate Dean will also be responsible for overseeing operational leadership to promote excellence in all phases of the School's academic activities in compliance with University policy/procedures and the Association to Advance Collegiate Schools of Business (AACSB) accreditation standards. This role requires collaborative work with department chairs, faculty, and other internal and external stakeholders to ensure that programs address market needs and create local and global engagement. Candidates are expected to be committed to multiculturalism and working with a diverse student body.

#### Required Qualifications

- Doctorate degree in business or a related discipline
- Seven years of work experience in higher education including significant academic administration in roles such as department chairperson, program coordinator, or other relevant assignments
- Demonstrated ability to develop and execute strategies that initiate change within a complex environment
- Working, up to date knowledge of AACSB accreditation standards, processes and procedures
- Prior experience supporting the design and leadership of high quality assurance of learning programs
- Strong commitment to, and experience working with a diverse student population

#### Preferred Qualifications

- AACSB Scholarly Academic qualifications in their field
- College teaching experience
- Past experience leading MBA or other graduate business programs
- Experience working in a shared governance, collectively bargained environment

Advertisements and/or announcements placed in DAS website, the *Chronicle of Higher Education*, *Diversejobs.net*, and *higheredjobs.com*.

**Search-related Note:** There were no promotional goals established for the Executive Administrative category for this reporting period. The below justifications are for information purposes only and justify applicants who would have met a hiring goal if the position was filled though a hire rather than a promotion. Per a conversation with our reviewer, it was suggested that we demonstrate our good faith effort and explain goal related (hiring goals) candidates in this search.

**Eighteen (18) individuals applied for this position:** Four (4) White males; Four (4) White females; One (1) Black male; One (1) Black female; Two (2) AAIANHNPI males; One (1) AAIANHNPI female; Three (3) Unknown males; and, Two (2) Unknown females.

**Thirteen (13) applicants were determined to be not qualified:** Three (3) White males; Three (3) White females; One (1) Black male; One (1) Black female; One (1) AAIANHNPI male; Two (2) Unknown males; and Two (2) Unknown females.

- The **first non-qualified White female** submitted an incomplete application. There was no cover letter included.
- The **second and third non-qualified White females** failed to demonstrate that they have up to date working knowledge of AACSB accreditation standards, processes and procedures, and scholarly academic qualifications in their fields; and therefore did not meet the required and preferred qualifications in this area.
- The **non-qualified Black female** did not possess the minimum qualification of having a Doctorate degree in business or a related discipline.
- The **non-qualified AAIANHNPI male** did not meet the required and preferred qualifications related to the AACSB scholarly academic requirements.
- Of the **two (2) Unknown males**, the **first's** application packet was determined to be incomplete, as his cover letter was not included; and the **second** failed to demonstrate that he met the qualifications of having seven (7) years of work experience in higher education and of having up to date knowledge of AACSB accreditation standards, processes and procedures.
- Of the **two (2) Unknown females**, the **first** referenced the wrong job title in her cover letter and did not demonstrate her knowledge of AACSB accreditation standards, processes and procedure; and the **second** did not possess a doctorate degree in business or a related discipline.

**Zero (0) applicants were found to be minimally qualified:**

**Five (5) applicants were determined to be qualified and were considered finalists:** One (1) White male; One (1) White female; One (1) AAIANHNPI male; One (1) AAIANHNPI female and, One (1) Unknown male

**One (1) White male hired for this position.**

- The **selected White male** exceeded the required qualifications by having more than seven (7) years of work experience in the School of Business as well as having current administrative experience in the CCSU MBA program. He possess experience as an Associate Professor in MIS and Associate to the Dean for the School of Business, Director of the MBA program, and has helped develop and grow a once defunct program into a thriving presence on campus. As Associate to the Dean, he has contributed directly to the Business School's upcoming AACSB re-accreditation and has become increasingly involved in undergraduate advising, including implementing a significant upgrade to upper-division advising in the School of Business. He has an established teaching and publication record, as he has published two books, and numerous articles and publications. His work in the University Faculty Senate and with AAUP, as a former executive committee member, has assisted in his development and understanding of navigating and succeeding in a union-based environment.
- The **non-selected White female**, following the interview, withdrew from consideration citing salary concerns.
- The **non-selected AAIANHNPI male** met the required qualification, by having AACSB qualifications and more than ten (10) years administrative experience as Department Chair of Accounting and Finance at Alabama A&M University. As Chair of the department, he ensured that the program met the requirements set by the AACSB accrediting agency. The interview committee determined that he did not adequately respond to several questions, in fact, he incorrectly identified the

departments at CCSU and only named four of five of them. In addition, while he does have AACSB experience, that university has not achieved accreditation to date. As a result, he was unable to describe effectively how he could aid the School of Business in its upcoming re-accreditation process and indicated that he could not identify a “best practice.”

- The **non-selected AAIANHNPI female** met the required qualifications by having more than ten (10) year of experience and a doctorate degree. While her Ph.D. was not in a business related field, the selection committee cited that her years of experience and her dissertation topic was enough to be considered a finalist. However, during the interview the committee determined that she did not have the level of experience required at the Associate Dean level. A major part of the Associate Dean role is dealing with students in both positive and negative situations. Her lack of experience was evident when asked about her interaction with students and she failed to give specific or detailed responses. In addition, she did not demonstrate the expected level of knowledge about the University and was unable to provide some basic information about the Business school and the University, which was accessible on the internet.
- The **non-selected Unknown male** met the required qualifications by having a Juris Doctorate Degree and met the requirement of having seven years of work experience in higher education including significant academic administration in a role as the Chairperson for the Department of Accounting, Business Law, and Finance at a state university. In his role at the University, he had very little contact with administrators and association with the graduate program. While he does schedule classes, he said he did not have any recruiting experience or related activities. His description of his management style is contrary to the collaborative style desired by the School of Business advisors as set forth by the University Dean. He described his style as “very strict” and the committee felt that a more flexible style would be more effective. The information he provided related to his AACSB experience was basic information limited to attending one conference or even researching accreditation on-line.

## **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 portfolio is 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. The P&T forwards these recommendations 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 above noted criterion. 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 is an annual procedure.

### **A. PROFESSOR**

12 White Females

7 AAIANHNPI Males

**There were fourteen (14) faculty members who applied for promotions to Professor:** Seven (7) White males; Six (6) White females and One (1) AAIANHNPI male.

Eleven (11) applicants were recommended for promotions to Professor based on the evaluations of the DEC, the deans, the P&T, Provost and the President: Five (5) White males and Six (6) White females. Of the Eleven (11) promotions that occurred in this category, the University achieved six (6) White female established promotional goals.

- Two (2) White male non-goal candidates, and One (1) AAIANHNPI male goal candidate, 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.
- Thus, out of the seven (7) applicants who were goal candidates, the University achieved six (6) goals: Six (6) White females.

#### **B. ASSOCIATE PROFESSOR**

2 Black Females  
1 Hispanic Female  
1 AAIANHNPI Female

**There were fourteen (14) faculty members who applied for promotions to Associate Professor:** Six (6) White males; Six (6) White females; One (1) Hispanic female, and One (1) AAIANHNPI females.

Eleven (11) applicants were recommended for promotions to Associate Professor based on the evaluations of the DEC, the deans, the P&T, Provost and the President: Five (5) White males; Five (5) White females; and One (1) AAIANHNPI female. Of the Eleven (11) promotions that occurred in this category, the University achieved one (1) AAIANHNPI female established promotional goals.

- One (1) White male non-goal candidates, One (1) White female non-goal candidate and One (1) Hispanic female goal candidate 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.
- Thus, out of the two (2) goal applicants, the University achieved one (1) goal: One (1) AAIANHNPI female.

#### **C. ASSISTANT PROFESSOR**

No promotional goals were established and no promotions occurred during the reporting period.

#### **D. Coaching/Athletics**

No promotional goals were established and no promotions occurred during the reporting period.

#### **PROFESSIONAL/NON-FACULTY (EEO3)**

No promotional goals were established

##### **1. Human Resources Assistant 1**

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

One (1) Black female Administrative Operations Assistant promoted by reclassification within her position to a Human Resources Assistant 1. There were no other applicants.

**SECRETARIAL CLERICAL (EEO 4)**

**A. SECRETARIAL CLERICAL (Excluding Secretary 2)**

Short-Term		Promotions	
5	White males	1	Hispanic female
1	AAIANHNPI female		

**1. Administrative Assistant – Literacy, Elementary and Early Childhood Education**

One (1) White female promoted within her position via reclassification from Secretary 2 to Administrative Assistant. There were no other applicants.

**B. SECRETARIAL CLERICAL/SECRETARY 2**

No promotional goals were established

**1. Secretary 2 – Academic Affairs**

One (1) Hispanic female promoted within her position via reclassification from Secretary 1 to Secretary 2. There were no other applicants.

**2. Secretary 2 – Engineering**

One (1) White female promoted within her position via reclassification from Secretary 1 to Secretary 2. There were no other applicants.

**TECHNICAL/PARA PROFESSIONAL (EEO 5)**

No promotional goals were established and no promotions during the reporting period.

**PROTECTIVE SERVICES**

No promotional goals were established and no promotions during the reporting period.

**SKILLED CRAFT ALL TITLES (EEO 6)**

No promotional goals were established

**1. Quality Crafts Workers-Carpentry (C17-027)**

Selection: One (1) White male

One (1) White male promoted.

The **selected White male** was a mandatory promotion in accordance with his contractual rights.

**SERVICE MAINTENANCE (EEO 7)**

Under the collective bargaining agreement, all service maintenance promotional job opportunities initially posted within the system and offered based on seniority.

**A. SERVICE MAINTENANCE/CUSTODIANS**

No promotional goals were established and no promotions during the reporting period.

**B. SERVICE MAINTENANCE/SERVICE RESIDUAL**

Short-Term		Promotions	
1	White Female	1	White female
1	Hispanic Male	1	Hispanic male
2	Hispanic Females		
1	AAIANHNPI male		

**1. Lead Custodians (C17-032)**

The University conducted a search to recruit for this Lead Custodian position. Advertisements and/or announcements placed in the DAS Website, CCSU’s HR website, and email to all CT State agencies for posting.

**Eligibility Requirements:**

**Purpose:** In a state agency, this class is accountable for acting as a working supervisor for a crew of Custodians engaged in the cleaning of buildings. Incumbent lead a crew of four to nine custodians.

**Duties:** Plans crew workflow and determines priorities; schedules, assigns, oversees and reviews work; establishes and maintains crew procedures; provides staff training and assistance; conducts or assists in conducting performance evaluations; acts as liaison with operating units, agencies and outside officials regarding unit policies and procedures; may make recommendations on policies or standards; may prepare reports and correspondence’ ensures supplies and equipment for crew are adequate by reporting shortages to supervisor; performs full range of duties as outlined in Custodian class specification; performs related duties as required.

**Minimum Qualifications Required/Knowledge, Skill and Ability:** Knowledge of building custodial and/or housekeeping work and related equipment; interpersonal skills; oral and written communication skills; ability to operate, care for and perform minor maintenance on tools and equipment used in daily work; some supervisory ability; some ability to utilize computer software.

**General Experience:** One (1) year of experience in work that could reasonably be expected to provide the knowledge, skills, and abilities listed above.

**Special Requirement:** Incumbents may be required by the appointing authority to possess and retain appropriate current licenses, permits and/or certifications.

**Physical Requirements:** (1) Incumbents in this class must have adequate physical strength, stamina, physical agility, physical agility and visual and auditory acuity and must maintain such physical fitness as to be able to perform the duties. (2) A physical examination may be required.

**Four (4) applicants applied for this positon and were determined to be qualified:** Three (3) White males and one (1) Hispanic female.

Two (2) applicants were promoted for this position per contractual right. One (1) White male and one (1) Hispanic female. The University met an underutilization with the promotion of this Hispanic female. An initial offer extended to another White male with more seniority rights to the position but he declined the position.

**2. Lead Custodian**

The University conducted a search to recruit for this Lead Custodian position. Advertisements and/or announcements were placed in the DAS Website, CCSU’s HR website, and email to all CT State agencies for posting. Ultimately, based on re-employment rights, a candidate was hired.

**One (1) applicant was eligible for this position and determined to be qualified and considered a finalist:** One (1) White male.

One **(1) White male** promoted for this position. This promotion was a result of mandatory re-employment rights to the appointment of lead custodian. There were no other applicants.

### **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 2016-17 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 2016-2017 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, new advertising sources identified, and a new process of doing search charges (search committee training) was developed.



## Summary of Achievement of 2016-2017 Goals

Goal	Description of Goal	Progress towards Goal
<b>Goal 1</b>	<b>Search Process</b> <u>1. Recruitment &amp; Equitable Search Process</u>	
	<p><b>a. Training</b></p> <p><b>1. Re-established:</b> Develop a process to collect demographic applicant data on the internal search process for SUOAF positions in the Professional Non-Faculty Category, as outlined in the SUOAF-AFSCME Collective Bargaining Agreement. The Office of Human Resources will update the search and hiring manual to reflect this new process. During this reporting period, ODE will work with Human Resources and the SUOAF Union to establish protocols to ensure this internal process meets the requirements of the AA regulations.</p>	<p>The Employee Advisory Committee (EAC) appointed a subcommittee to address this issue. During the reporting period, the subcommittee consulted with the SUOAF Union President to address this issue and they will be forwarding their findings to the EAC to finalize its recommendation for the ODE and the University President during this upcoming reporting period. This goal re-established in the 2017/2018 affirmative action plan (see program goals analysis section).</p>
	<p><b>2.</b> ODE will conduct a formal review of the diversity of applicants for positions filled through the SUOAF internal search process to determine if any barriers exist for applicants of color, women or the disabled.</p>	<p>The review conducted and no significant barriers identified.</p>
<b>Goal 2</b>	<b><u>Promotion of Equal Opportunity and Harassment-free Workplace</u></b>	
	<p><b>b. Training</b></p> <p>ODE will conduct two training sessions specifically targeting hiring managers, search committee chairs and search committee members. This training will focus on implicit bias and equitable hiring/recruitment standards.</p>	<p>Completion is in process. The hiring managers have been invited to participate in search committee charges and there has been improvement in the committees' understanding of the manager's expectations as well as the equitable hiring. Additionally, the first formal training for hiring managers and search committee members has been scheduled and it will focus on implicit bias. This will be reported on in the next AA Plan submission.</p>
	<p><b>Cleary Reporting:</b> To meet Cleary Act requirements, identify campus security authorities (CSA), provide training and develop online Cleary reporting form. While CSA's were identified, the training was rolled out in fall 2016. During this period, we intend to ensure all identified parties have completed the online module on Cleary reporting requirements. ODE, in collaboration with the Chief Administrative Officer will continually review staff to</p>	<p>Training provided and newly appointed CSAs notified. This will continue to be an on-going practice.</p>

Goal	Description of Goal	Progress towards Goal
	determine if additional staff need to be added to the university's CSA listing	
	ODE will coordinate a structured training program for the members of the newly established employee advisory committee. The fall 2016 training will focus on the AA regulations and the establishment of hiring and promotional goals and implicit bias.	Fully completed. These two trainings took place during the reporting period. Additional trainings will be identified and offered to enhance the expertise of this committee.
	<p>b. Employee Climate Survey</p> <p>ODE in partnership with the Office of Victim Advocacy and Human Resources will lead a staff wide climate survey to address gender-based discrimination (including sexual harassment).</p>	The writing of the survey was completed and the administration is in process. A full-report scheduled for completion by the end of June 2018.
	<p>c. Complaint Database</p> <p>ODE has contracted with a cloud-based complaint management database. During the reporting period. ODE will complete the implementation. This will assist ODE in ensuring timely compliance with all protected class investigations, as well as, with Title IX reporting procedures. This system will increase ODE's potential for analyzing complaint data. Lastly, this database will improve ODE's case management and timely notations to files as we will be able to track on an on-going basis every point of contact made for a case record.</p>	Completed. The database is presently operational and being utilized to track cases. ODE is still working on some aspects of database management and report writing. In partnership with IT, ODE will develop reporting tools based on the data entered into the system. Additionally, an electronic intake form has been completed and will be launched during the upcoming AA Plan period. The implementation of the ISIGHT program will be continuously ongoing, as we identify areas of improvement to maximize its potential for our office.

# President

Central Connecticut State University in Connecticut

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**Date Posted** June 21, 2016

CENTRAL CONNECTICUT STATE UNIVERSITY

New Britain, Connecticut

## PRESIDENT

The Board of Regents for Higher Education of the Connecticut State Colleges and Universities (CSCU) announces the search for the next President of Central Connecticut State University and invites expressions of interest, nominations, and applications.

The new president of Central will join an energetic and ambitious community of creative faculty, dedicated staff, inquisitive students, and passionate alumni, eager to meet the challenges of public higher education in Connecticut and increase Central's effectiveness and reach as one of the state's premier institutions of higher learning. Building on the sustained and successful work of Central's current president, Dr. Jack Miller, the new president will reap the benefits of a history of careful and systematic planning, conservative budgeting and sound financial management, stable enrollments, creative and well-targeted curricular development, an experienced and effective senior leadership team, a well-developed institutional advancement effort, and a dramatic expansion and enhancement of campus facilities.

Founded in 1849 as New Britain Normal School, Central has evolved to become a

modern comprehensive university with both undergraduate and graduate programs built on a robust foundation of liberal learning. One of four comprehensive universities of the 17-member Connecticut State Colleges and Universities, Central is the oldest public institution of higher education in Connecticut.

Central's five schools – the Carol A. Ammon College of Arts and Sciences, the School of Business (AACSB-accredited), the School of Education and Professional Studies, the School of Engineering, Science, and Technology, and the School of Graduate Studies – offer 100 major programs in over 80 fields of study, including bachelor's and master's degrees as well as several sixth-year professional diplomas and doctoral degrees in educational leadership and nurse anesthesia practice. In recent years, Central has added master's programs in accounting, exercise science, and STEM education, and an MBA.

Central's 12,086 diverse students are taught and mentored by 450 talented full-time and 499 part-time faculty members and are supported by a devoted full-time staff of 531 and a part-time staff of 225, all of whom are true partners in the educational enterprise.

Central's faculty and staff provide a rich educational experience in addition to classroom instruction. Its international study/travel program is ranked by *Open Doors* as one of the top 40 in the nation among regional comprehensive universities; it is ranked eighth for its faculty-led short-term courses. Twenty-one percent of Central's graduates have had a research experience. The Carnegie Foundation for the Advancement for Teaching has recognized Central for its high level of community engagement.

The president serves as the institution's chief executive officer, is accountable to the President of the CSCU for the management of the University within Board policy, and works collaboratively with presidential colleagues of the three other universities, the twelve community colleges, Charter Oak State College, and the system leadership to meet state goals. The president works in concert with other senior leaders on campus to develop campus policy in support of system

objectives, directs the activities of University administrative staff, provides stewardship of University resources, enhances Central's instructional programs, facilitates research and other creative activity, fosters University relations with alumni and the public, and serves as the face of the institution to internal and external constituencies.

Central's next president will be a strong and proven academic leader, who understands the academic enterprise and can make the case for liberal arts education and its integration with professional preparation, and who understands and values the work of faculty in teaching, research, and service. The new president will be able to engender trust from all of Central's constituents—students, faculty, staff, alumni, and community members. This will require someone who is comfortable working with a high degree of transparency and accountability. The new president will also be entrepreneurial and able to recognize opportunities when they present themselves and create them when they don't. A deep personal commitment to diversity, inclusion, and service to the community is essential.

The ideal candidate will have a strong academic background, a history of successful leadership and administration in higher education, an appreciation of liberal arts education within the academy, a history of success in external relations and a demonstrated ability for fundraising, a broad understanding of higher education, skills in financial management and planning, a commitment to shared governance within a collective bargaining environment, a demonstrated commitment to diversity and inclusion, and experience in a public university system.

For further information about this opportunity and instructions to applicants, please visit [www.agbsearch.com/searches/president-central-connecticut-state-university](http://www.agbsearch.com/searches/president-central-connecticut-state-university)

For fullest consideration, applications should be received by **August 15, 2016**. Nominations and inquiries are welcomed and should be directed to:

**Robert Holyer, PhD**  
**Senior Consultant**  
**AGB Search**  
[rkh@agbsearch.com](mailto:rkh@agbsearch.com)  
**804-359-9370**  
**804-402-6736 (c)**

All inquiries, nominations, and applications will be held in the strictest confidence.

*The Board of Regents for Higher Education is committed to a policy of equal opportunity/affirmative action for all qualified persons. The Board does not discriminate in any employment practice, education program, or educational activity on the basis of race, color, religious creed, sex, age, national origin, ancestry, marital status, sexual orientation, transgender status, gender identity or expression, disability (including, but not limited to, intellectual disability, past or present history of mental disability, physical disability, or learning disability), genetic information, or any other basis prohibited by Connecticut state and/or federal nondiscrimination laws. The Board does not unlawfully discriminate in employment and licensing against qualified persons with a prior criminal conviction.*

## **C16-043 – Director in Student Wellness Services Notice of Vacancy**

Central Connecticut State University invites applications for a full-time, Director in Student Wellness Services. Under the supervision of the Vice President for Student Affairs, the Director of Student Wellness Services plans, develops and provides oversight for (1) the total student health care activities of the University, and (2) the preventive and support services in various forms of individual and group counseling including but not limited to psychotherapy, stress reduction, substance abuse preventive outreach programs, and crisis intervention services. The Director also provides consultation and training and coordinates all wellness programs and activities within Student Affairs. Candidates are expected to be committed to multiculturalism and working with a diverse student body.

### **Required Qualifications**

- Candidates are required to have at least one of the following two credentials:
  - 1) M.D./D.O. degree from an accredited and approved medical school, with a current unrestricted license to practice medicine in Connecticut or eligibility for such a license
  - 2) Doctorate in psychology, social work or counseling, with a current unrestricted license in Connecticut or eligibility for such a license
- Five years of progressively responsible work experience in psychology/counseling, health, or related programs
- Commitment to serving a diverse student body

Credentials and/or experience substantially comparable to the above may also be considered.

### **Preferred Qualifications**

- Professional work experience in higher education, including progressive administrative responsibility
- Knowledge of local and national issues, trends, and best practice standards in primary health care, college health, sports medicine, health insurance, and managed care
- Demonstrated clinical, outreach, consultation and crisis intervention skills
- Strong leadership, supervisory, interpersonal, communications and critical thinking skills
- Demonstrated ability to, motivate and develop staff, effectively manage resources, and cultivate strong collaborative relationships with a variety of constituent groups

**The University:** CCSU is one of four universities in the Connecticut State Colleges & Universities 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." CCSU serves approximately 12,200 students - 9,500 undergraduates, and 2,700 graduates. CCSU is richly diverse: more than 25 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 Art and offers a range of cultural opportunities, including the New Britain Symphony Orchestra, two theatres, and an extensive park system. The University is approximately two hours (by car) from both Boston and New York City.

**Application and Appointment:** For full consideration, applications must be received by April 15, 2016. Salary is commensurate with education and experience. **Incomplete applications will not be considered.** To begin the application process, go to [www.ccsu.edu/jobs](http://www.ccsu.edu/jobs) or click on [Apply Here](#) and electronically submit the following in a single file:

- Letter of interest addressing qualifications for the position
- Current résumé
- Names of three current professional references with addresses, email addresses and telephone numbers
- Copy of current medical/counseling/psychologist license

**No hard or emailed copies will be accepted.** For more information contact Jan Taddei at 860-832-1601 or [Taddejaa@ccsu.edu](mailto:Taddejaa@ccsu.edu). Please make sure your Social Security Number *is not* listed on any documents submitted.

Central Connecticut State University is an affirmative action and equal opportunity employer.

**Assistant/Associate Professor (C16-049)**  
**Department of Counselor Education & Family Therapy**  
**Student Development in Higher Education Concentration**

**Notice of Vacancy**

Central Connecticut State University invites applications for a full-time, tenure-track position in the Department of Counseling & Family Therapy/Student Development in Higher Education Concentration. The successful candidate will teach graduate courses in student development and counselor education, 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:**

- Earned doctorate in counselor education (with a focus on student development in higher education) or a related discipline (ABD candidates will be considered; completion of degree is required within one year of appointment)
- Demonstrated commitment to excellence in teaching core counseling courses (theories and techniques of counseling, group counseling, multicultural counseling AND student development in higher education courses (student development theory, student services, legal issues, program design)
- Experience in higher education practice, including training and supervision of student development professionals and/or counselors
- Potential for research and scholarship
- Commitment to serving culturally diverse communities

**Preferred Qualifications:**

- Successful teaching experience in higher education
- Experience mentoring and supervising graduate students and new professionals
- Three years full-time experience in student development in higher education settings

**The University:** CCSU is one of four universities in the Connecticut State Colleges & Universities 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." CCSU serves approximately 12,200 students - 9,500 undergraduates, and 2,700 graduates. CCSU is richly diverse: more than 25 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 Art and offers a range of cultural opportunities, including the New Britain Symphony Orchestra, two theatres, and an extensive park system. The University is approximately two hours (by car) from both Boston and New York City.

**Application and Appointment:** For full consideration, applications must be received by **June 15 2016**. Salary and rank are commensurate with education and experience. To begin the application process, go to [www.ccsu.edu/jobs](http://www.ccsu.edu/jobs) or click on Apply Now and electronically submit the following:

- Letter of interest addressing **required and preferred** qualifications for the position.
- Current curriculum vitae including the names of three current professional references with addresses, email addresses and telephone numbers. References will be contacted prior to on-campus interviews.
- For ABD candidates, letter from thesis advisor stating anticipated date of completion.

For more information contact Marian Rosario at (860)-832-2154 or [marian.rosario@ccsu.edu](mailto:marian.rosario@ccsu.edu). Please be sure your Social Security Number and/or Date of Birth are redacted from any documents submitted. **Incomplete applications will *not* be considered; Emailed or mailed copies will *not* be accepted.**

Central Connecticut State University is an Affirmative Action and Equal Opportunity Employer

**Assistant/Associate Professor [#C17-016]  
Finance Department**

**Notice of Vacancy**

Central Connecticut State University invites applications for a full-time, tenure-track position in Finance at the Assistant/Associate Professor level. The successful candidate will teach undergraduate and graduate finance courses 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. The normal teaching load is four sections per semester with the possibility of a reduction to three sections per semester for conducting research.

**Required Qualifications**

- Ph.D. in finance or financial economics from an AACSB accredited institution (ABDs from an accredited institution will be considered; completion of the Ph.D. is required by August 30, 2017.)
- A proven record of excellence in teaching finance courses
- Have an ability to use technology effectively in teaching and learning
- Commitment to serving culturally, ethnically and linguistically diverse communities

**Preferred Qualifications**

- Business work experience in the financial industry
- Evidence of scholarly activity in finance
- Ph.D. area in corporate finance or/and investment

**The University:** CCSU is one of four universities in the Connecticut State Colleges & Universities 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.* CCSU serves approximately 12,200 students - 9,500 undergraduates, and 2,700 graduates. CCSU is richly diverse: more than 25 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 Art and offers a range of cultural opportunities, including the New Britain Symphony Orchestra, two theatres, and an extensive park system. The University is approximately two hours (by car) from both Boston and New York City.

**Application and Appointment:** For full consideration, applications must be received by **November 30, 2016**. Salary and rank are commensurate with education and experience. Incomplete files will not be considered. To begin the application process, go [www.ccsu.edu/jobs](http://www.ccsu.edu/jobs) or click on [Apply Now](#) and submit the following in a single file:

- Letter of interest addressing their qualifications for the position
- Current curriculum vitae
- Names of three current professional references with addresses, email addresses and telephone numbers
- Transcripts (Unofficial copies are acceptable; if selected, official copies will be required.)
- Teaching evaluations (for the most recent year)
- For ABD candidates, letter from thesis advisor stating anticipated date of completion.
- Three letters of professional recommendations mailed directly by the recommender to Dr. Joseph Farhat, Finance Search Committee Chair, CCSU, 1615 Stanley St., New Britain, CT 06053, or [JosephFarhat@ccsu.edu](mailto:JosephFarhat@ccsu.edu)

Please redact any personally identifiable information (i.e., SSN, DOB, marital status, country of origin) from any documents submitted. **Emailed or mailed copies will not be accepted.** For information contact, Dr. Joseph Farhat at [JosephFarhat@ccsu.edu](mailto:JosephFarhat@ccsu.edu).

CCSU is an affirmative action and equal opportunity employer/educator.

**Assistant/Associate Professor in Mechanical Engineering (C16-033)**  
**Engineering Department**  
**Notice of Vacancy**

Central Connecticut State University's Engineering Department invites applications for a tenure-track faculty position. The new faculty will join a rapidly growing and vibrant mechanical engineering program. Applicants with significant academic experience and accomplishments could be considered for the rank of Associate Professor. Successful candidates will be expected to be collaborative, committed to excellence in teaching, able to teach and develop a variety of mechanical engineering and engineering technology courses, contribute significantly to undergraduate and graduate research, actively engage in scholarly activity with a continuous research agenda. Department faculty are also expected to participate in program assessment, ABET accreditation activities, service to the department and University, and to be professionally active.

**Required Qualifications**

- B.S. in mechanical, aerospace, electro-mechanical, or electrical engineering
- Ph.D. in mechanical engineering or closely related field by the date of appointment, with at least one degree in mechanical
- Exceptional background in (1) the theory, methodology, and practice of measurements; (2) design, development and analysis of instrumentation and measurement systems used in generating, acquiring, conditioning and processing signals; (3) modeling and control of dynamic systems
- Excellent communication and presentation skills
- Commitment to serving a culturally diverse student body

**Preferred Qualifications**

- Two years of relevant full-time industrial experience in the related areas, or equivalent hands-on experience in industrial, and government research labs
- Teaching experience in ABET accredited mechanical and/or manufacturing undergraduate programs, as well as, at the graduate level
- Ability to teach a wide range of mechanical engineering and engineering technology courses including but not limited to: mechanics, thermo-fluid sciences, numerical analysis and simulations
- Demonstrated record of outstanding teaching, scholarly activities, advising, service, and experience in developing and/or maintaining instructional and research laboratories
- Experience working with industry with a record of successful external funding for collaborative applied research involving undergraduate and graduate students
- A professional engineering (P.E.) license

**The University:** CCSU is one of four universities in the Connecticut State Colleges & Universities 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." CCSU serves approximately 12,200 students - 9,500 undergraduates, and 2,700 graduates. CCSU is richly diverse: more than 25 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 Art and offers a range of cultural opportunities, including the New Britain Symphony Orchestra, two theatres, and an extensive park system. The University is approximately two hours (by car) from both Boston and New York City.

**Application & Appointment:** For full consideration, applications must be received by **February 15, 2016**. Salary and rank are commensurate with education and experience. Incomplete applications will not be considered. To begin the application process, go to [www.ccsu.edu/jobs](http://www.ccsu.edu/jobs) or click on the **Apply Now** button and electronically submit the following in a single file and in the order given below:

1. Letter of interest addressing all qualifications for the position
2. Current curriculum vitae
3. Concise statements of teaching philosophy and research interests (two pages maximum)
4. Names of three current professional references with addresses, email addresses and telephone numbers
5. Unofficial transcripts
6. *ABD candidates*, include a letter from thesis advisor stating anticipated date of completion.

**Emailed or mailed applications are not accepted.** For more information, contact Dr. Nidal Al-Masoud, Search Committee Chair at [almasoudn@ccsu.edu](mailto:almasoudn@ccsu.edu). Please make sure your Social Security Number *is not* listed on any documents submitted. Redact any personally identifiable information.

CCSU is an affirmative action and equal opportunity employer.



**ASSISTANT PROFESSOR (C17-015)  
PUBLISHING/EDITING/DIGITAL WRITING**

**Notice of Vacancy**

Central Connecticut State University's English Department invites applications for a full-time, tenure-track specialist in publishing, editing, and digital writing. Especially important for this position is the ability to mentor students in standards of editing and publishing in creative, professional, and industry writing. The successful candidate will teach courses primarily in the Writing and Creative Writing minors including but not limited to Writing for Digital Media, Publishing (including a lab and production of an online literary magazine), Introduction to Creative Writing, and creative writing courses in poetry, fiction, creative nonfiction, or playwriting. Normal load is 12 credits per semester. The position also requires active scholarship and publication in the field, plus university and professional service. Candidates are expected to be committed to promoting multiculturalism and working with a diverse student body.

**Required Qualifications**

- Ph.D. or MFA in Writing Studies or related field
- Professional experience in writing, editing, and/or publishing in print and digital media
- Minimum three years experience teaching in field at college level, full-time or part-time
- Record of scholarly or creative publication in field
- Commitment to serving culturally, ethnically, and linguistically diverse communities

**Preferred Qualifications**

- Record of publication of poetry, fiction, creative nonfiction, or drama in nationally-recognized venues
- Experience teaching creative writing at the college level
- Experience supervising student publications

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**Application and Appointment:** For full consideration, applications must be received by [December 5, 2017]. Salary and rank are commensurate with education and experience. Incomplete applications will not be considered. To begin the application process, go to [www.ccsu.edu/jobs](http://www.ccsu.edu/jobs) or click on Apply Now and electronically submit the following (e-mailed or mailed copies will not be accepted):

- Letter of interest addressing qualifications for the position;
- Current curriculum vitae;
- Unofficial transcripts for highest degree and any other relevant graduate degrees;
- One sample of recent scholarly or creative writing (published or unpublished); and,
- Names and contact information for three references.

Additionally, please ask the three references to send letters of recommendation as e-mail attachments to the chair of the English Department, Dr. Stephen Cohen, at [cohens@ccsu.edu](mailto:cohens@ccsu.edu). Candidates who have not yet been granted terminal degree should include in these three letters a letter from your thesis advisor stating anticipated date of completion and degree conferral.

For more information, contact Dr. Stephen Cohen at 860-832-2795 or [cohens@ccsu.edu](mailto:cohens@ccsu.edu). Please make sure your Social Security Number is not listed on any documents submitted.

**Assistant Professor (C17-014)**  
**Department of Economics**  
**Notice of Vacancy**

Central Connecticut State University invites applications for a full-time, tenure-track Assistant Professor in the Economics Department beginning August 2017. Responsibilities include teaching introductory and upper-division courses, engaging in scholarly research leading to refereed publications, serving on departmental and university committees, advising students, and participating in allied professional activities. Candidates are expected to be committed to multiculturalism and working with a diverse student body.

**Required Qualifications**

- Ph.D. in Economics, by June 2017, with primary specialization in Economic Development (O1)
- Commitment to serving culturally, ethnically, and linguistically diverse communities

**Preferred Qualifications**

- A secondary specialization in Gender Economics or International Economics
- Evidence of demonstrated effectiveness in teaching as a primary instructor at the undergraduate level, scholarly research, and professional activity commensurate with experience

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**Application and Appointment:** For full consideration, applications must be received by **December 15, 2016**. Salary and rank are commensurate with education and experience. Incomplete applications will not be considered. To begin the application process, go to [www.ccsu.edu/jobs](http://www.ccsu.edu/jobs) or click on [Apply Now](#) and electronically submit the following:

- Letter of application addressing all the qualifications for the position.
- Current curriculum vitae including the names of three current professional references with address, email addresses and telephone numbers
- Statement of teaching philosophy
- Teaching evaluations
- A sample of recent research and a research agenda
- Transcripts (Unofficial copies are acceptable; if selected, official copies will be required.)

**Emailed or mailed copies will not be accepted.** For more information contact, Dr. Christina Robinson at 860-832-2727 or [ChristinaRobinson@CCSU.edu](mailto:ChristinaRobinson@CCSU.edu). Please make sure your Social Security Number is not listed on any documents submitted.

CCSU is an affirmative action and equal opportunity employer.

**Assistant/Associate Professor (C16-020)**

**Department of Nursing**

**Notice of Vacancy**

Central Connecticut State University invites applications for a full-time, tenure-track position in the Department of Nursing. The successful candidate will teach undergraduate and graduate courses in the BSN and RN-BSN levels, and contribute actively and effectively to student growth, service, and scholarship. Candidates are expected to be committed to multiculturalism and working with a diverse student body.

**Required Qualifications**

- Master's in Nursing and matriculated into a doctoral program in nursing or health-related discipline
- Experience in pediatric nursing and in one or more of the following: nursing theory; medical surgery; critical care; and, leadership and management
- College teaching experience along with recent clinical experience in Pediatric nursing
- Ability to teach across the curriculum
- Current or have eligibility for Connecticut RN and/or APRN licensure
- Commitment to serving culturally, ethnically and linguistically diverse communities

**Preferred Qualifications**

- Doctoral degree in nursing or related discipline
- Evidence of scholarly activity

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**Application and Appointment:** For full consideration, applications must be received by December 5, 2016. Salary and rank are commensurate with education and experience. Incomplete applications will not be considered. To begin the application process, go to [www.ccsu.edu/jobs](http://www.ccsu.edu/jobs) or click on *Apply Now* and electronically submit the following:

- Letter of interest addressing the qualifications for the position
- Current curriculum vitae
- Names of three current professional references with addresses, email addresses and telephone numbers
- For ABD candidates, letter from thesis advisor stating anticipated date of completion.

**Emailed or mailed copies will not be accepted.** For more information contact Dr. Catherine Thomas, Co-Chair at 860-832-2405 or [csthomas@ccsu.edu](mailto:csthomas@ccsu.edu) or Dr. Michele McKelvey, Co-Chair, at 860-832-2429 or [mmckelvey@ccsu.edu](mailto:mmckelvey@ccsu.edu). Please make sure your Social Security Number *is not* listed on any documents submitted.

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## **Assistant Professor (C17-019)**

### **Department of Physical Education and Human Performance**

#### **Notice of Vacancy**

CCSU is seeking candidates for a fulltime tenure track inter-disciplinary position in the Department of Physical Education and Human Performance at the assistant professor rank beginning in August 2017. The candidate should document a commitment to teaching excellence, knowledge of instructional technology, assessment and sensitivity to teaching diverse populations. 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 and exercise science majors. Candidates are expected to be committed to multiculturalism and working with diverse students.

#### **Required qualifications**

- Doctorate in Physical Education and/or Exercise Science or closely related field
- One year college teaching experience
- Recent record of a combination of presentations, publications, research, and community engagement

#### **Preferred qualifications**

- Three years Physical education (PK-12) public school teaching experience
- Experience teaching the following Physical Education and Exercise Science courses, but not limited to: Motor Learning, Assessment in Physical Education, School Health Education, Skills and Activity in PE and Dance Education, Fitness/Wellness, and Anatomy and Physiology
- Certification in any of the following: Certified National Strength & Conditioning Association Certified Strength & Conditioning Specialist (NSCA-CSCS); American College of Sports Medicine Certified Exercise Physiologist (ACSM EP-C)

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**Application and Appointment:** For full consideration, applications must be received by **December 9, 2016** for an August 2017 appointment. Salary and rank are commensurate with education and experience. Incomplete applications will not be considered. To begin the application process, go to [www.ccsu.edu/jobs](http://www.ccsu.edu/jobs) or click on [Apply Now](#) and [electronically](#) submit the following:

- Letter of interest addressing the qualifications for the position
- Current curriculum vitae
- Names of three current professional references with addresses, email addresses and telephone numbers
- Transcripts (Unofficial copies are acceptable; if selected, official copies will be required)

**Emailed or mailed copies will not be accepted.** For more information contact Carol Ciotto, Search Committee Chair at 860-832-2155 or [ciottocaj@ccsu.edu](mailto:ciottocaj@ccsu.edu) Please make sure your Social Security Number *is not* listed on any documents submitted.

CCSU is an affirmative action and equal opportunity employer.

**Assistant Professor of Physics (C17-009)**  
**Physics & Engineering Physics Department**  
**Notice of Vacancy**

Central Connecticut State University invites applications for a full-time, tenure-track position in the Physics & Engineering Physics Department. The successful candidate will teach undergraduate courses in Physics and/or Engineering Physics and contribute actively and effectively to service, scholarship, undergraduate research, and student growth.

The department offers comprehensive programs in physics leading to a B.S in Physics. Departmental research areas in physics include laser radar and materials properties. We seek an experimental physicist with a strong commitment to undergraduate teaching of both physics majors and non-majors, and to mentoring majors. Candidates are expected to be committed to multiculturalism and working with a diverse student body.

**Required Qualifications:**

- Ph.D. in Experimental Physics or Engineering Physics (The completion of the Ph.D. is required by at the time of employment.)
- Research interests appropriate for student participation and experience in involving undergraduates in research
- Commitment to serving culturally, ethnically and linguistically diverse communities

**Preferred Qualifications:**

- Research experience in energy storage systems, biophysics, materials physics and/or engineering physics
- College teaching experience
- Experience teaching undergraduate Electronics, and Nanostructure Science and technology
- Experience in successful research grant writing

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**Application and Appointment:** For full consideration, applications must be received by **November 7, 2016**. Salary and rank are commensurate with education and experience. Incomplete applications will not be considered. To begin the application process, go to [www.ccsu.edu/jobs](http://www.ccsu.edu/jobs) or click on *Apply Now* and electronically submit the following:

- Letter of interest addressing all the qualifications for the position.
- Current curriculum vita with the names of three current professional references with addresses, email addresses and telephone numbers.
- One document addressing three areas: 1.) teaching philosophy; 2.) statement on commitment to diversity; and, 3.) description of experience involving undergraduate in research and statement on research interests and specific plans for research here at CCSU.
- For ABD candidates, letter from thesis advisor stating anticipated date of completion.
- Three letters of professional recommendations mailed directly by the recommender to Dr. Peter Lemaire, Physics Search Committee Chair, CCSU, 1615 Stanley St., New Britain, CT 06053, or [lemaire@ccsu.edu](mailto:lemaire@ccsu.edu).

Emailed or mailed applications will not be considered. For more information contact Dr. Peter LeMaire at [lemaire@ccsu.edu](mailto:lemaire@ccsu.edu). Please make sure your Social Security Number is not listed on any documents submitted.

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**Assistant/Associate Professor (C17-017)**  
**Geography/ Tourism & Hospitality Department**  
**Notice of Vacancy**

Central Connecticut State University's Geography Department invites applications for a tenure-track **Assistant/Associate Professor in Tourism and Hospitality Studies** beginning August 2017. Responsibilities include teaching introductory and upper level courses in Tourism and Hospitality. The candidate is expected to play a key role in the administration of our Tourism & Hospitality Studies program including supervision of interns, advising students, and contributing to our growing outreach activities with the local and regional tourism and hospitality industry. Candidates are expected to be committed to multiculturalism and working with a diverse student body. A strong commitment to teaching and an active program of research and publication are expected.

**Required Qualifications:**

- Ph.D. in Tourism, Hospitality, Geography or allied field (ABD will be considered at the instructor rank.)
- Teaching experience in Hospitality, Tourism and/or Geography
- Ability to teach introductory and advanced level courses in hospitality studies
- Commitment to serving a culturally diverse student body

**Preferred Qualifications:**

- Practical/outreach experience in tourism and hospitality
- Ability to teach hotel and food management courses
- Demonstrate potential for excellence in teaching and research
- Teaching or research of sustainable systems/processes in THS

**The Geography Department:** The Geography Department provides expertise in environmental studies, sustainability, GIS, planning, regional studies, and tourism and hospitality. The department is the largest in New England with approximately 175 undergraduate majors and 50 graduate students. The graduate program offers two degree options: Master of Science in Geography and Master of Science in Geography with a specialization in Global Sustainability.

**The University:** CCSU is one of four universities in the Connecticut State Colleges & Universities 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." CCSU serves approximately 12,200 students - 9,500 undergraduates, and 2,700 graduates. CCSU is richly diverse: more than 25 percent of students are of traditional minority heritage. Visit our web site at <http://www.ccsu.edu/>.

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**Application and Appointment:** For full consideration, applications must be received by **January 17, 2017**. Salary and rank are commensurate with education and experience. Incomplete files will not be considered. To begin the application process, go to [www.ccsu.edu/jobs](http://www.ccsu.edu/jobs) or click on **Apply Now** and **electronically** submit the following:

- Letter of interest addressing the qualifications for the position
- Current curriculum vitae
- Names of three current professional references with addresses, email addresses and telephone numbers
- Unofficial transcripts
- Evidence of teaching ability, may include sample syllabi and assignments, student evaluations, letters of recommendation addressing teaching
- If terminal degree is not in hand at time of application, a letter from an academic advisor stating expected date of completion is required.

Emailed or mailed copies will not be accepted. For information contact, Dr. Richard Benfield, Search Chair, at [benfieldr@ccsu.edu](mailto:benfieldr@ccsu.edu). **Redact any personally identifiable information, e.g., SSN, date of birth.**

CCSU is an affirmative action and equal opportunity employer.

Internal Search

**Mantel, Ellen (Human Resources)**

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**From:** Mantel, Ellen (Human Resources)  
**Sent:** Tuesday, January 10, 2017 8:08 AM  
**To:** Suski-Lenczewski, Anna E. (Human Resources); Deryl Dennis; Diane Mazza; Fred Cratty; Gayle Osuba; Jay Zhu; Keisha Stokes; Ken DeLisa; Kimberly Massores; Lourdes Ardel; Marlene Santiago-Cordero; Cavanaugh, Mary Narciso (Human Resources); Mike Lopez; Paula Rice; Peggy Boyle; Steve Weinberger; SUOAF Designees  
**Cc:** Casamento, Charlene (CFO); Fangiullo, Elizabeth (Bursar)  
**Subject:** SUOAF Position Announcement: Associate Bursar - Bursar's Office  
**Attachments:** AssociateBursar IV 10\_6\_16.pdf

Central Connecticut State University  
CSU-SUOAF Promotional Opportunity

ASSOCIATE BURSAR  
BURSAR'S OFFICE  
Administrator IV

**Position Summary/Description:** See attached

**Application Process:** Prospective candidates must submit a cover letter, resume, and contact information of three (3) professional references (in one Word or PDF document) to Elizabeth Fangiullo at [Fangiullo@ccsu.edu](mailto:Fangiullo@ccsu.edu).

**Application Deadline:** Applications must be received by **January 24, 2017**.

Ellen Mantel  
Associate Director Employee & Labor Relations  
[Fangiullo@ccsu.edu](mailto:Fangiullo@ccsu.edu) / [Mantel@ccsu.edu](mailto:Mantel@ccsu.edu) / (P) (860) 832-1760 / (F) (860) 832-3197

Central Connecticut State University  
Davidson Hall, Room 101  
1615 Stanley Street  
New Britain, CT 06050-4010



**CSU Administrative Assistant (C17-003)**  
**Office of the Chief Financial Officer**  
**Notice of Vacancy**

Central Connecticut State University invites applications for a full-time, CSU Administrative Assistant in the Office of the Chief Financial Officer. CCSU is seeking an experienced, energetic professional to assist in a fast paced work environment with a broad range of support functions. Duties include: administration of a professional office environment; the compilation of complex data and writing of reports; maintenance of CFO agenda, including the scheduling of appointments and meetings; general office reception; and, the maintenance of confidential records and information. This position may require the supervision of lower level employees. This position is an unclassified confidential (40 hours/week) position. Occasional evening and weekend work may be required.

**Required Qualifications:**

- Five (5) years' work experience in a professional office setting
- Proficiency with Microsoft Office Suite, i.e., Outlook, Word, Excel and PowerPoint
- Experience creating forms and spreadsheets and writing basic reports
- Excellent organizational and time management skills
- Ability to handle multiple demands and prioritize work
- Attention to detail and problem solving abilities
- Ability to work with a culturally diverse workforce and student body
- Excellent communication (written, oral and cross-cultural) and interpersonal skills

**Preferred Qualifications:**

- Bachelor's degree
- Administrative support experience working for an executive level professional
- Ability to oversee and/or direct the work of office staff
- Experience with management information systems

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**Application and Appointment:** For full consideration, applications must be received by **August 26, 2016**. Starting salary is from \$52,000; commensurate with education and experience. Benefits include tuition waiver at any of the 4 state universities for the employee, their spouse and unmarried dependents under the age of 25. Incomplete applications will not be considered. To begin the application process, go to [www.ccsu.edu/jobs](http://www.ccsu.edu/jobs) or click on [Apply Here](#) and electronically submit the all the following:

- Letter of interest addressing qualifications for the position
- Current resume
- Names of three current professional references (one must be a current or past supervisor) with addresses, email addresses and telephone numbers.

**No hard or emailed copies will be accepted.** For more information contact Nicholas D'Agostino at 860-832-1653 or [Nicholas.dagostino@ccsu.edu](mailto:Nicholas.dagostino@ccsu.edu).

Please make sure your Social Security Number *is not* listed on any documents submitted.

Central Connecticut State University is an Affirmative Action and Equal Opportunity Employer



## **Assistant to the Director of Residence Life/Resident Director (10 Month Live-In) (C17-035B)**

### **Department or Residence Life**

#### **Notice of Vacancy**

Central Connecticut State University invites applications for a full-time Assistant to the Director /Residence Hall Director. This **10-month live-in** professional staff member is responsible for the quality of life in a University residence hall. The emphasis of this position is on establishing and maintaining an atmosphere conducive to personal growth, community building and academic achievement. Candidates are expected to be committed to multiculturalism and working with a diverse student body. Please note CCSU does not permit pets.

#### **Required Qualifications:**

- Bachelor's degree
- Two years (FTE) of relevant housing experience which equips the applicant to relate effectively to resident university students and staff
- Commitment to serving a diverse student body

Equivalent combination of training and experience may be considered.

#### **Preferred Qualifications:**

- Recent residence life work experience at a college or university setting
- Experience with Microsoft Office Suite and Adirondack Solutions The Housing Director and/or other housing management software
- Experience seeing to the operational needs of a residence hall (i.e., submitting work orders, inventory control) and supervising resident assistants
- Demonstrated experience advising student organizations (i.e., clubs, hall council)
- Experience developing and providing training in a college/university setting
- Demonstrated experience with crisis management including student conduct

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**Application & Appointment:** For full consideration, applications must be received by **June 14, 2017**. Salary is commensurate with education and experience; minimum salary \$36,133 (10 month salary). To begin the application process, click on the [Apply Now](#) button and electronically submit the following in a single file:

- Letter of interest addressing qualifications for the position
- Current resume
- Names of three current professional references (including a current or former supervisor) with mail and email addresses, and phone numbers

Please redact any personally identifiable information (i.e., SSN, DOB, marital status) from any documents submitted. **Incomplete applications will not be considered. Emailed or mailed copies will not be accepted.** For more information, contact Nicholas D'Agostino at 860-832-1653 or [nicholas.dagostino@ccsu.edu](mailto:nicholas.dagostino@ccsu.edu).

*Central Connecticut State University is an affirmative action and equal opportunity employer*

## **Assistant to the Director of Residence Life/Resident Director (C16-045)**

### **Department of Residence Life**

#### **Notice of Vacancy**

Central Connecticut State University invites applications for a full-time Assistant to the Director of Residence Life/Resident Director in the Department of Residence Life. This is a **10-month live-in** professional staff member is responsible for the over quality of life in a University residence hall. The emphasis of this position is on establishing and maintaining an atmosphere conducive to personal growth, community building and academic achievement. Candidates are expected to be committed to multiculturalism and working with a diverse student body. Please note CCSU does not permit pets.

#### **Required Qualifications**

- Bachelor's degree
- Two years of relevant housing experience which equips the applicant to relate effectively to resident university students and staff
- Commitment to serving a diverse student body

Equivalent combination of training and experience may be considered.

#### **Preferred Qualifications:**

- Recent residence life work experience at a college or university setting
- Experience with Microsoft Office Suite and Adirondack Solutions The Housing Director and/or other housing management software
- Experience seeing to the operational needs of a residence hall (i.e., submitting work orders, inventory control) and supervising resident assistants
- Demonstrated experience advising student organizations (i.e., clubs, hall council)
- Experience developing and providing training in college/university setting
- Demonstrated experience with crisis management including student conduct

**The University:** CCSU is one of four universities in the Connecticut State Colleges & Universities 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." CCSU serves approximately 12,200 students - 9,500 undergraduates, and 2,700 graduates. CCSU is richly diverse: more than 25 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 Art and offers a range of cultural opportunities, including the New Britain Symphony Orchestra, two theatres, and an extensive park system. The University is approximately two hours (by car) from both Boston and New York City.

**Application and Appointment:** For full consideration, applications must be received by March 19, 2016. Salary is commensurate with education and experience. Incomplete applications will not be considered. To begin the application process, go to [www.ccsu.edu/jobs](http://www.ccsu.edu/jobs) or click on [Apply Here](#) and electronically submit the following:

- Letter of interest addressing qualifications for the position
- Current resume
- Names of three current professional references with addresses, email addresses and telephone numbers

**No hard or emailed copies will be accepted.** For more information contact Ryan Baumann at 860-832-1663 or [baumannryf@ccsu.edu](mailto:baumannryf@ccsu.edu). Please make sure your Social Security Number and date of birth are ***not*** listed on any documents submitted.

Central Connecticut State University is an affirmative action and equal opportunity employer.

**Financial Aid Counselor (C16-051)**  
**Office of Financial Aid**  
**Notice of Vacancy**

Central Connecticut State University invites applications for a full-time, Financial Aid Counselor in the Office of Financial Aid. The successful candidate will provide operational support to the Financial Aid Office with a focus on assisting with the review and processing of financial aid paperwork and providing information to a variety of individuals regarding financial aid and student aid eligibility. Candidates are expected to be committed to multiculturalism and working with a diverse student body.

**Required Qualifications:**

- Bachelors' degree and one year financial aid office work experience.
- Demonstrated ability to handle complex information, effectively organize and manage detail work and manage multiple priorities.
- Demonstrated ability to communicate and share information effectively with a variety of people and groups.
- Demonstrated experience using financial aid ERP systems, document imaging systems and Microsoft Office Suite.
- Demonstrated commitment to serving a culturally diverse student body

**Preferred Qualifications:**

- Experience using Banner software
- Knowledge of federal student financial aid programs
- Bilingual skills (Arabic, Polish or Spanish)
- Knowledge and experience with one or more financial aid literacy programs, i.e., verification, origination, disbursement, or reconciliation

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**Application and Appointment:** For full consideration, applications must be received by **July 5, 2016**. Starting salary is \$45,000. To begin the application process, go to [www.ccsu.edu/jobs](http://www.ccsu.edu/jobs) and submit the following:

- Letter of interest addressing the required and preferred qualifications
- Current resume
- Names of three current professional references with addresses, email addresses and telephone numbers

**No hard or emailed copies will be accepted.** For more information contact Keri Lupachino at 860-832-2204 or [lupachinok@ccsu.edu](mailto:lupachinok@ccsu.edu).

Central Connecticut State University is an Affirmative Action and Equal Opportunity Employer

**Director of Student Disability Services (C16-048)**  
**Student Disability Services (SDS)/Division of Student Affairs**  
**Notice of Vacancy**

Central Connecticut State University invites applications for a full-time, Director of Student Disability Services. Under the supervision of the Associate Dean of Student Affairs, the Director of Student Disability Services supervises the delivery of comprehensive and coordinated services for students with disabilities, as defined under the 1990 Americans with Disabilities Act (ADA) and Section 504 of the 1973 Rehabilitation Act. The Director (1) serves as the primary liaison with state and private agencies and as a resource to the University and to the public at-large; (2) supervises the professional and paraprofessional staff, manages operating and auxiliary aids budgets, and conducts annual program and service evaluations and, (3) conducts research and remains current on issues related to disability support services in postsecondary education settings.

**Required Qualifications**

- Master's Degree in Special Education, Psychology, Counseling, Social Work or related field
- Five years of administrative experience with demonstrated ability to relate to students, faculty and staff
- Proven ability and experience working with students with disabilities and delivering services to them
- Recognized and proven ability to coordinate a large, multi-faceted program of student support services
- Demonstrated strong oral and written communication skills, and organizational skills
- Demonstrated ability in utilizing Microsoft Office Suite programs
- Commitment to serving culturally, ethnically and linguistically diverse communities

Equivalent combination of training and experience may be considered.

**Preferred Qualifications**

- Three years of full-time professional experience administering programs and support services for students with disabilities in a college or non-profit setting
- Proficient working knowledge of the Section 504 of the 1973 Rehabilitation Act, 1990 Americans with Disabilities Act (ADA), and the Federal Education Right to Privacy Act (FERPA).
- Expertise and experience in the collection and use of data essential for legal compliance and assessing outcomes
- Knowledge of assistive learning technology/adaptive devices
- Experience in the supervision of professional staff and budget management

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**Application and Appointment:** For full consideration, applications must be received by **June 17, 2016**. Starting salary is from \$70,745 – \$90,000; commensurate with education and experience. To begin the application process, go to [www.ccsu.edu/jobs](http://www.ccsu.edu/jobs) or click on [Apply Here](#) and electronically submit the following:

- Letter of interest addressing qualifications for the position
- Current resume
- Names of three current professional references (one must be a current or past supervisor) with addresses, email addresses and telephone numbers.

**No hard or emailed copies will be accepted.** For more information contact Charmagne Brooks at 860-832-1990 or [brooksc@ccsu.edu](mailto:brooksc@ccsu.edu).

Please make sure your Social Security Number *is not* listed on any documents submitted. Redact any personally identifiable information.

Central Connecticut State University is an Affirmative Action and Equal Opportunity Employer

## Information Technology: Instructional Coordinator (C17-007)

### Notice of Vacancy

Central Connecticut State University's Department of Information Technology invites applications for an Instructional Coordinator position with the Instructional Design and Technology Resource Center (IDTRC). Candidates are expected to be committed to multiculturalism and working with a diverse student body. The successful candidate will:

- Assist faculty with the design, development and implementation of course materials.
- Coordinate the design, planning and production of audiovisual and multimedia programs for instructional and informational purposes. Identifies staff needed to support program assignment. Schedules coordinates and supervises web-conferencing services.
- Will assist in the course administration of the Learning Management System (LMS) which includes course setup, problem diagnosis, testing and providing feedback on software compatibility and updates.
- Researches, evaluates and recommends system and software applicable to the Center's operation to the IDTRC Supervisor and integrates its functions with appropriate University offices and academic departments.
- Acts as a resource and conducts workshops in the development and utilization of instructional media and multimedia technologies. Assists faculty in the operation of equipment, development and production of computer-based multimedia instructional material in the IDTRC.
- Provides software support and training to the University community such as Banner, Blackboard and MS Office, etc.
- Ensures timely communication and follow-up between clients and Information Technology Staff.
- Performs other duties and responsibilities as related to those enumerated above which do not alter the basic responsibility of the position.

### Required Qualifications

- Bachelor's degree
- A minimum of three years' experience in development of computer-based multimedia instructional materials
- Demonstrated ability to work constructively with a wide variety of individuals
- Strong organization skills
- Commitment to serving culturally, ethnically and linguistically diverse communities

### Preferred Qualifications

- Blackboard Learn 9 System administration experience
- Master's degree in instructional design or related field
- Teaching/training experience
- Experience using design software e.g., Storyline, Photoshop, Camtasia

Substantially comparable experience and/or credentials will be considered.

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**Application and Appointment:** For full consideration, applications must be received by October 21, 2016. Salary is commensurate with experience; minimum annual salary is \$52,489. Incomplete applications will not be considered. To begin the application process, go to [www.ccsu.edu/jobs](http://www.ccsu.edu/jobs) or click on [Apply Here](#) and electronically submit the following in one document:

- Letter of interest addressing qualifications for the position
- Current resume
- Names of three current professional references with addresses, email addresses and telephone numbers

Emailed or mailed copies will not be accepted. Please redact your social security number from any documents submitted. For more information, contact Claude Abbott at [cabbott@ccsu.edu](mailto:cabbott@ccsu.edu)

Central Connecticut State University is an affirmative action and equal opportunity employer.

**Assistant Director of Marketing & Communications (C17-008)**  
**Marketing & Communications**  
**Notice of Vacancy**

Central Connecticut State University invites applications for a full-time, Assistant Director of Marketing & Communications in the Office of Marketing & Communications. The successful candidate will work with the AVP of Marketing & Communications to produce copy for and coordinate the editing of print and electronic publications. Candidates are expected to be committed to multiculturalism and working with a diverse student body.

**Required Qualifications**

- Bachelor's degree
- Three years (FTE) of work experience in writing and editing and developing communications for print and electronic publications
- Possess a strong commitment to customer service and teamwork
- Excellent communication and organizational skills
- Must be detail oriented, able to function efficiently and independently in a fast-paced environment, and manage multiple priorities
- Commitment to serving a diverse student body

Credentials and/or experience substantially comparable to the above may also be considered.

**Preferred Qualifications**

- Bachelor's or master's degree in English, communications, journalism, marketing or closely related area
- Experience supervising/mentoring entry-level writers
- Experience managing requests from a variety of constituencies
- Experience working in a higher education setting
- Experience using the following: Microsoft Suite, Adobe Dream Weaver, PhotoShop, and Adobe Acrobat
- Experience working on publications with a 10,000+ distribution.

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**Application and Appointment:** For full consideration, applications must be received by October 24, 2016. Salary is commensurate with education and experience. Incomplete applications will not be considered. To begin the application process, go to [www.ccsu.edu/jobs](http://www.ccsu.edu/jobs) or click on [Apply Here](#) and electronically submit the following:

- Letter of interest addressing qualifications for the position
- Current resume
- Names of three current professional references with addresses, email addresses and telephone numbers

No hard or emailed copies will be accepted. For more information contact Janice Palmer at 860-832-1791 or [palmerj@ccsu.edu](mailto:palmerj@ccsu.edu). Please make sure your Social Security Number *is not* listed on any documents submitted.

Central Connecticut State University is an affirmative action and equal opportunity employer.

## Advising and Student Support Specialist (C17-029)

School of Business

### Notice of Vacancy

Central Connecticut State University invites applications for a full-time, Advising and Student Support Specialist in the School of Business. The Student Services Center-Advising and Student Support Specialist delivers comprehensive advising services for students interested in pursuing of degree programs in the School of Business, and ensures successful articulation of transfer credit and increased student satisfaction, retention and graduation. Candidates are expected to be committed to multiculturalism and working with a diverse student body.

### Required Qualifications

- Bachelor's degree
- Three years of experience in relevant advising and student support services
- Experience working with transfer student populations and advising students in professional degree programs
- Experience using student information data bases such as Banner
- Experience with web-based technology
- Demonstrated strong oral and written communication, and organizational skills
- Commitment to serving a culturally and ethnically diverse student body

Credential and/or experience substantially comparable to the above **may be** considered.

### Preferred Qualifications

- Master's degree in counseling or related discipline
- Experience in design and coordination of outreach activities, for students, parents, faculty and other appropriate stakeholders
- Experience working in a multi-ethnic environment with students who have a variety of learning styles and academic experiences

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**Application and Appointment:** For full consideration, applications must be received by **March 24, 2017**. Salary is commensurate with education and experience; minimum salary is \$53,000. **Incomplete applications will not be considered.** To begin the application process, go to [www.ccsu.edu/jobs](http://www.ccsu.edu/jobs) or click on [Apply Here](#) and electronically submit the following:

- Letter of interest addressing the required and preferred qualifications for the position
- Current resume
- Names of three current professional references with addresses, email addresses and telephone numbers

No hard or emailed copies will be accepted. For more information contact Dr. Jason Snyder, Search Chair at 860-832-3207 or [snyderjal@ccsu.edu](mailto:snyderjal@ccsu.edu). Please make sure your Social Security Number *is not* listed on any documents submitted.

Central Connecticut State University is an affirmative action and equal opportunity employer.

**Mantel, Ellen (Human Resources)**

*Internal Search*

**From:** Mantel, Ellen (Human Resources)  
**Sent:** Friday, September 9, 2016 2:23 PM  
**To:** Suski-Lenczewski, Anna E. (Human Resources); Deryl Dennis; Diane Mazza; Fred Cratty; Gayle Osuba; Jay Zhu; Keisha Stokes; Kerl DeLisa; Kimberly Massores; Lourdes Ardel; Marlene Santiago-Cordero; Cavanaugh, Mary Narciso (Human Resources); Mike Lopez; Paula Rice; Peggy Boyle; Steve Weinberger; SUOAF Designees  
**Cc:** Galligan, Christopher (Institutional Advancement); Gordon, Joseph (Advancement Services); Avery, Melody (Institutional Advancement)  
**Subject:** SUOAF Position Announcement: Assistant Director of Advancement Services & Operations  
**Attachments:** AssistantDirectorOfAdvancementServicesAndOperations III 8\_3\_15.pdf

Central Connecticut State University  
CSU-SUOAF Promotional Opportunity

ASSISTANT DIRECTOR OF ADVANCEMENT SERVICES & OPERATIONS  
INSTITUTIONAL ADVANCEMENT  
Administrator III

**Position Summary/Description:** See attached

**Application Process:** Prospective candidates must submit a cover letter, resume, and contact information of three (3) professional references (in one Word or PDF document) to Melody Avery at [mavery@ccsu.edu](mailto:mavery@ccsu.edu).

**Application Deadline:** Applications must be received by **September 22, 2016**.

Ellen Mantel  
Associate Director Employee & Labor Relations  
[Mantele@ccsu.edu](mailto:Mantele@ccsu.edu) / (P) (860) 832-1760 / (F) (860) 832-3197

Central Connecticut State University  
Davidson Hall, Room 101  
1615 Stanley Street  
New Britain, CT 06050-4010





**CENTRAL CONNECTICUT STATE UNIVERSITY**  
New Britain, CT 06050

**POSITION DESCRIPTION**

**POSITION TITLE:** Assistant Director, Admissions  
**RANK:** Administrator III  
**DEPARTMENT:** Recruitment and Admissions  
**SUPERVISOR:** Director of Recruitment and Admissions

**POSITION SUMMARY:**

Recruits, advises, and counsels incoming students regarding University programs, admission requirements, procedures and related matters with special emphasis on high school and transfer students. Makes decisions on applications for admissions to the University.

**POSITION RESPONSIBILITIES:**

Attends and represents the University at college fair programs, conducts high school visits and other outreach activities to support the University's mission.

Assists the Director with various assignments related to enrollment services.

Represents Admissions Office at high schools and community colleges in seeking qualified applicants for admission to the University.

Assists the Director in developing and implementing recruitment activities which include alumni programs and telemarketing techniques.

Counsels incoming students and their families regarding processes and procedure for admission to the University.

Reviews application files and makes admission decisions on First-time and Transfer applications.

Participates in various admission activities on and off campus requiring evening and occasional weekend work.

Supports the Director in office administration including the supervision of students.

Performs other duties and responsibilities related to those enumerated above which do not alter the basic level of responsibility of the position.

**QUALIFICATIONS**

Bachelor's degree required. Master's preferred in counseling or related field. Demonstrated high quality interpersonal communication skills and ability to master administrative functions. Demonstrated ability to grasp knowledge of and communicate information about all academic programs offered to the University. These qualifications may be waived for individuals with appropriate alternate experience.

12/6/96

*State of Connecticut*  
**JOB POSTING**

**CENTRAL CONNECTICUT STATE UNIVERSITY  
JOB OPPORTUNITY  
PAYROLL CLERK**

**PLEASE FOLLOW THE SPECIFIC APPLICATION FILING INSTRUCTIONS AT THE BOTTOM OF THIS PAGE!**

**Open To:** Candidates on a current Payroll Clerk examination list or lateral transfers (see Eligibility Requirements)

**Location:** Payroll Department

**Job Posting No:** C17-023

**Hours:** Monday through Friday, 8 A.M. to 5 P.M. with a 1 hour meal period (40 hours per week)

**Salary:** \$46,721 to \$61,096 Annually (CL-16)

**Closing Date:** December 1, 2016

**Eligibility Requirements:** Candidates must have applied for and passed the Payroll Clerk examination and be on the current certification list promulgated by the Department of Administrative Services for this classification. State employees currently holding the above title or those who have previously attained permanent status may apply for lateral transfer.

**Knowledge, Skills and Abilities:** Knowledge of payroll terminology, practices and procedures; knowledge of basic accounting and bookkeeping principles and procedures; knowledge of general office procedures; skill in performing arithmetic computations; basic interpersonal skills; ability to read, understand and apply applicable contract guidelines and regulations; ability to maintain records and files; ability to follow complex oral and written instructions; ability to operate office equipment which includes personal computer and other electronic equipment.

**General Experience:** Three (3) years of experience in bookkeeping, accounts payable or clerical work involving finances.

**Special Experience:** One (1) year of the General Experience must have involved payroll preparation.

**Substitutions Allowed:** 1) College training may be substituted for the General Experience on the basis of fifteen (15) semester hours equating one-half (1/2) year of experience to a maximum of two (2) years. 2) One (1) year as a Financial Clerk performing payroll duties may be substituted for the General and Special Experience.

**Preferred Experience:**

Experience using Microsoft Office applications, specifically, MS Word and Excel  
Experience working with Core-CT  
Experience in a fast-paced environment with interpersonal and customer services skills

**Note:** The filling of this position will be in accordance with reemployment, SEBAC, transfer, promotion and merit employment rules, if applicable.

**Application Instructions:** Interested and qualified candidates who meet the above requirements must submit a complete application package by the closing date that includes the following:

- 1) Cover letter specifying this posting number (C17-023)
- 2) A completed State application (CT-HR-12) – available at [http://das.ct.gov/HR/Forms/CT-HR-12\\_Application.pdf](http://das.ct.gov/HR/Forms/CT-HR-12_Application.pdf)
- 3) The names, titles and phone numbers of two current professional references.
- 4) State employees attach copies of your two most recent performance appraisals.

Incomplete application packages will not be accepted. Applications must be received by Human Resources before 5 p.m. on Thursday, December 1, 2016, for consideration. Faxes will not be accepted. Send or deliver application packages to:

Human Resources  
Davidson Hall – Room 101  
Central Connecticut State University  
1616 Stanley Street  
New Britain, CT 06050

(Telephone: 860-832-0031)

All candidates for employment at Central CT State University are subject to a pre-employment background investigation, including criminal background check, federal sanctions, and reference checks. Selection for employment is contingent upon satisfactory completion of the background investigation.

**AN AFFIRMATIVE ACTION/EQUAL OPPORTUNITY EMPLOYER**

The State of Connecticut 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.

**School of Business: Associate Dean (C17-011)**  
**Notice of Vacancy**

Central Connecticut State University's School of Business invites applications for an Associate Dean. The Associate Dean is responsible for the academic and operational leadership of graduate and undergraduate business programs. In consultation with the Dean and other School of Business stakeholders, the Associate Dean works to create and maintain innovative and impactful business programs that align with the School's mission and strategic direction. The priorities include but are not limited to growth, visibility, and recognition with a focus on teaching effectiveness, scholarship, academic excellence, and operational efficiency. The Associate Dean will also be responsible for overseeing operational leadership to promote excellence in all phases of the School's academic activities in compliance with University policy/procedures and the Association to Advance Collegiate Schools of Business (AACSB) accreditation standards. This role requires collaborative work with department chairs, faculty, and other internal and external stakeholders to ensure that programs address market needs and create local and global engagement. Candidates are expected to be committed to multiculturalism and working with a diverse student body.

**Required Qualifications**

- Doctorate degree in business or a related discipline
- Seven years of work experience in higher education including significant academic administration in roles such as department chairperson, program coordinator, or other relevant assignments
- Demonstrated ability to develop and execute strategies that initiate change within a complex environment
- Working, up to date knowledge of AACSB accreditation standards, processes and procedures
- Prior experience supporting the design and leadership of high quality assurance of learning programs
- Strong commitment to, and experience working with a diverse student population

Credentials and/or experience substantially comparable to the above may be considered.

**Preferred Qualifications**

- AACSB Scholarly Academic qualifications in their field
- College teaching experience
- Past experience leading MBA or other graduate business programs
- Experience working in a shared governance, collectively bargained environment

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**Application & Appointment:** For full consideration, applications must be received by November 15, 2016. Minimum salary is \$90,000. To begin the application process, go to [www.ccsu.edu/jobs](http://www.ccsu.edu/jobs) or click on [Apply Here](#) and electronically submit the following:

- Letter of interest addressing qualifications for the position
- Current curriculum vita or resume
- Names of three current professional references with mail and email addresses, and phone numbers

**Incomplete applications will not be considered; emailed or mailed copies will not be accepted.** Please redact personally identifiable or personal information (i.e., SSN, DOB, marital status, country of origin) from any documents submitted. For more information, contact Ms. Rosa Colon, School of Business Administrative Assistant at (860) 832-3210 or [colonr@ccsu.edu](mailto:colonr@ccsu.edu).

Central Connecticut State University is an affirmative action and equal opportunity employer.

State of Connecticut  
**JOB POSTING**

**CENTRAL CONNECTICUT STATE UNIVERSITY  
JOB OPPORTUNITY**

**Qualified Craft Worker - Carpentry**

**PLEASE FOLLOW THE SPECIFIC APPLICATION FILING INSTRUCTIONS AT THE BOTTOM OF THIS PAGE!**

**Open To:** The Public

**Location:** Facilities Management

**Job Posting No:** C17-027

**Hours:** Saturday through Wednesday, 3 P.M. to 11 P.M. with a ½ hour meal period. 37.5 hours per week.

**Salary:** \$47,967 Annually

**Closing Date:** January 3, 2017

**Eligibility Requirement:** State employees currently holding the above title or those who have previously attained permanent status may apply for lateral transfer.

**Knowledge, Skills and Abilities:** Considerable knowledge of and ability to apply standard tools, materials, methods, and practices of carpentry; interpersonal skills; oral and written communication skills; basic computer skills; ability to prepare estimates and keep shop records.

**General Experience:** Four (4) years of experience in carpentry.

**Special Experience:** Two (2) years of the General Experience must have been performing skilled trade functions in carpentry. Note: For State employees, the Special Experience is interpreted at the level of Skilled Maintainer or Transportation Maintainer 2. Housekeeping, custodial, and food services duties will not be considered as qualifying experience.

**Substitutions Allowed:**

1. Graduation from a vocational or technical school with a diploma designating completion of subject requirements in the carpentry trade area may be substituted for two (2) years of the General Experience.
2. Two (2) years of experience as a Qualified Craft Worker Intern may be substituted for the General and Special Experience.
3. Experience performing technical duties within the carpentry trade area on a military base, aircraft carrier or large compound may be substituted for the General and Special Experience on a year-for-year basis.

**Special Requirement:** Incumbents in this class may be required by the appointing authority to possess appropriate current licenses, permits and/or certifications.

**Physical Requirements:** Incumbents in this class must have adequate physical strength, stamina, physical agility, and visual and auditory acuity, and must maintain such physical fitness as to be able to perform the duties of the class. A physical examination may be required.

**Working Conditions:** Incumbents in this class may be required to lift moderate to heavy weights; may be exposed to extreme weather conditions and to risk of injury from equipment. The appointing authority may require completion of an asbestos removal program consistent with EPA guidelines for operations and maintenance during employment in this class. Incumbents may be required to use protective equipment such as respirators and safety goggles.

**Note:** The filling of this position will be in accordance with reemployment, SEBAC, transfer, promotion and merit employment rules, if applicable.

**Application Instructions:** Interested and qualified candidates who meet the above requirements must submit a complete application package by the closing date that includes the following:

- 1) Cover letter specifying this posting number (C17-027)
- 2) A completed State application (CT-HR-12) – available at [http://das.ct.gov/HR/Forms/CT-HR-12\\_Application.pdf](http://das.ct.gov/HR/Forms/CT-HR-12_Application.pdf)
- 3) The names, titles and phone numbers of two current professional references.
- 4) State employees attach copies of your two most recent performance appraisals.

**Incomplete application packages will not be accepted. Applications must be received by Human Resources before 5 p.m. on Wednesday, January 3, 2017, for consideration. Faxes will not be accepted. Send or deliver application packages to:**

**Human Resources  
Davidson Hall – Room 101  
Central Connecticut State University  
1615 Stanley Street  
New Britain, CT 06500**

(Telephone: 860-832-0031)

All candidates for employment at Central CT State University are subject to a pre-employment background investigation, including criminal background check, federal sanctions, and reference checks. Selection for employment is contingent upon satisfactory

**INTERNAL JOB POSTING**  
**OPEN TO CURRENT EMPLOYEES OF THE**  
**BOARD OF REGENTS (BOR)/CONNECTICUT STATE UNIVERSITIES AND COLLEGES (CSCU)**

**LEAD CUSTODIAN**  
**FACILITIES MANAGEMENT**  
**2 Vacancies**

**Job Posting No:** C17-032 (Include Job Posting Number in Cover Letter)

**Closing Date:** February 3, 2017

**Salary:** TE 11 \$16.95 hourly / TC 11 \$18.83 hourly

**Hours:** Monday thru Friday 6 am to 2 pm 37 ½ hours per week with ½ hour unpaid meal period

**Hours:** Tuesday thru Saturday 6 am to 2 pm 37 ½ hours per week with ½ hour unpaid meal period

**Purpose:** In a state agency this class is accountable for acting as a working supervisor for a crew of Custodians engaged in the cleaning of buildings. Incumbents lead a crew of four to nine Custodians.

**Duties:** Plans crew workflow and determines priorities; schedules, assigns, oversees and reviews work; establishes and maintains crew procedures; provides staff training and assistance; conducts or assists in conducting performance evaluations; acts as liaison with operating units, agencies and outside officials regarding unit policies and procedures; may make recommendations on policies or standards; may prepare reports and correspondence; ensures supplies and equipment for crew are adequate by reporting shortages to supervisor; performs full range of duties as outlined in Custodian class specification; performs related duties as required.

**Minimum Qualifications Required/Knowledge, Skill and Ability:**

Knowledge of building custodial and/or housekeeping work and related equipment; interpersonal skills; oral and written communication skills; ability to operate, care for and perform minor maintenance on tools and equipment used in daily work; some supervisory ability; some ability to utilize computer software.

**General Experience:**

One (1) year of experience in work that could reasonably be expected to provide the knowledge, skills, and abilities listed above.

**Special Requirement:**

Incumbents may be required by the appointing authority to possess and retain appropriate current licenses, permits and/or certifications.

**Physical Requirements:**

(1) Incumbents in this class must have adequate physical strength, stamina, physical agility and visual and auditory acuity and must maintain such physical fitness as to be able to perform the duties. (2) A physical examination may be required.

**NOTE:** The filling of this position will be in accordance with reemployment, SEBAC, transfer, promotion and merit employment rules, if applicable.

**Application Instructions:**

Current employees working within the Board of Regents, State Universities, and Colleges who meet the above requirements must submit a complete application package by the closing date that includes the following:

- 1) Cover letter specifying this posting number: C17-032
- 2) A completed State application (CT-HR-12) – available at [http://das.ct.gov/HR/Forms/CT-HR-12\\_Application.pdf](http://das.ct.gov/HR/Forms/CT-HR-12_Application.pdf)
- 3) Copies of your two most recent performance appraisals

Incomplete application packages will not be accepted. Applications must be received by Human Resources before 5 p.m. on Friday, February 3, 2017, for consideration. Faxes will not be accepted. Send application packages to:

Human Resources  
Davidson Hall – Room 101  
Central Connecticut State University  
1615 Stanley Street  
New Britain, CT 06050

(Telephone: 860-832-0031)

All candidates for employment at Central Connecticut State University are subject to a pre-employment background investigation, including criminal background check, federal sanctions, and reference checks. Selection for employment is contingent upon satisfactory completion of the background investigation.

**AN AFFIRMATIVE ACTION/EQUAL OPPORTUNITY EMPLOYER**

The State of Connecticut 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**



## **HIRING AND SEARCH MANUAL**

*Published: February 2010  
Revised: January 2016*

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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 (x21751, Davidson 101) or the Office of Diversity & 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 ConnSCU/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**

Revisions and updates will be made electronically and the most up-to-date version will always be available on HR's website.

**SECTION 1**  
**UNCLASSIFIED POSITIONS**

**AAUP, SUOAF, and**  
**MANAGEMENT/CONFIDENTIAL**

## AAP-1 PERSONNEL ACTION REQUEST FORM

Filling/Refilling of a non-faculty position **must** be approved by the President either during the fiscal year budget process or a request from the respective Vice President/Chief Officer. Confirmation of the President's approval must be emailed to Karen Portera, Human Resources, before proceeding with the request.

**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.

AAP-1s are **not** required for University Assistant (UA) or Student Worker positions. See hiring procedures for UAs and Student Workers in Sections 4 and 5 respectively.

### 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)  
(Articles 5.4-5.5)**

#### ***Completing the AAP-1 Personnel Action Request Form***

- The Hiring Manager is responsible for completing the [AAP-1](#) and 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
- The justification should include 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.8 for more information).
- The completed AAP-1 form is routed to the appropriate Vice President/Chief Officer, the Budget Office, and Human Resources 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 University campuses and the Board of Regents receive an electronic notice of any bargaining unit opening 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***

- 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 should seek guidance from Human Resources regarding salary.
- In accordance with Article 10.5.2, Human Resources will consult with SUOAF to approve the appointment.
- 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 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 in writing.
- 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 information is sent 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 completes the 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 will assign a search number and email the Hiring Manager with instructions on forming the Search Committee. The Hiring Manager must forward a list of Search Committee members to the Office of Diversity & Equity (ODE) and identify the Search Chair.
- Once the search number has been issued and the ODE has been notified, ODE will send a Search Packet to the Search Chair. 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 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 along with the organizational chart.

### ***If a new Job Description is required***

- If the position is NEW and we do not have a current job description, contact Human Resources (x21856). HR will determine if an existing description can be modified or if a new job description is needed. HR will work with the Hiring Manager to ensure that the job duties and the qualifications are accurate. If the position requires review by the system-wide Council on Employee Relations (CER) 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 the university community is 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 of 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***

- Once the membership of the Search Committee has been approved by ODE, 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 forwards it to the appropriate parties for approval.
- The Search Chair then contacts the ODE (x21652 or [soucyp@ccsu.edu](mailto: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, ODE 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.

No position will be advertised until the AAP-2 form has been approved by the ODE 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 (long and short versions) must be attached to the AAP-2 form.
- ❑ The short version (the actual published advertisement) should include qualifications, application instructions and submission deadline.
- ❑ The proposed draft Notice of Vacancy submitted with the AAP-2 must include:
  - ✓ Basic minimum qualifications;
  - ✓ Preferred qualifications (if applicable); and,
  - ✓ Date when applications will no longer be accepted.

- 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. 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 ODE before placement.

**NOTICE OF VACANCY TEMPLATE FOR CCSU'S WEBSITE**  
**(tailored to the specific position)**

**DEPARTMENT: JOB TITLE [#CXX-XXX]**

Central Connecticut State University's Department of \_\_\_\_\_ invites applications for a \_\_\_\_\_. 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. [The completion of a Ph.D. is required by [insert date of completion].
- \_\_\_\_ years' experience with \_\_\_\_\_
- Commitment to serving culturally, ethnically and linguistically diverse communities.

***Preferred Qualifications:***

- College teaching experience.
- \_\_\_\_\_
- \_\_\_\_\_

Substantially comparable experience and/or credentials will be considered.

***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.

***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, two theatres, and an extensive park system. The University is approximately 2 hours (by car) from both Boston and New York City.

***Application & Appointment:*** For full consideration, applications must be received by [date]. To begin the application process, click on the *Apply Now* button and submit the following ***in one document:***

- Letter of interest addressing qualifications for the position;
- Current curriculum vita or resume; and,
- Names of three current professional references with mail and email addresses, and phone numbers;
- Unofficial transcripts. (for faculty only)

Incomplete applications will *not* be considered. Emailed or mailed copies will *not* be accepted. Please redact any personally identifiable information (e.g., SSN) from any documents submitted.

For more information, contact \_\_\_\_\_ at (860) 832-xxxx or \_\_\_\_\_@ccsu.edu.

## TEMPLATE FOR SHORT EXTERNAL AD

### DEPARTMENT: JOB TITLE [#CXX-XXX]

Central Connecticut State University's Department of \_\_\_\_\_ invites applications for a \_\_\_\_\_. 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. [The completion of a Ph.D. is required by [insert date of completion].
- \_\_\_\_\_ years' experience with \_\_\_\_\_
- Commitment to serving culturally, ethnically and linguistically diverse communities.

#### **Preferred Qualifications:**

- College teaching experience.
- \_\_\_\_\_
- \_\_\_\_\_

**Application & Appointment:** For full consideration, applications must be received by [date]. For more information and application instructions, go to <https://hrat.ccsu.edu/default.php> and submit the following:

- Letter of interest addressing qualifications for the position;
- Current curriculum vita or resume; and,
- Names of three current professional references with mail and email addresses, and phone numbers;
- Unofficial transcripts. (for instructional faculty only)

#### **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 the ad and provides funding for no more than two (2) ads. Departments are generally responsible for funding additional advertisements.
- Besides CCSU's website, the ad is placed on Higheredjobs.com and Diversejobs.net. Faculty ads are placed on the Chronicle of Higher Ed's website.
- 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.

## AAP-3 CANDIDATE REVIEW PROCESS

**Interviews may not 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 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 ODE 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 Exceeds Qualifications, is 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, state the requirement(s) that 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/Exceeds Qualifications category *based on 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.
- 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 ODE.

- If in doubt about what kind of work experience counts toward fulfilling the minimum experience requirements, consult with the ODE.

***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 22. 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 ODE 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 as 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 time, 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 interview details with each candidate in writing, including:



- ✓ Date and time of interview;
- ✓ Locations and room number(s) where the interview(s) will be held;
- ✓ Any materials or information the candidate should bring with them to the interview;
- ✓ Names and titles of Search Committee members;
- ✓ Directions to campus, map, and parking instructions; and,
- ✓ 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 CCSU's website:
  - ✓ CCSU [Profile](#)
  - ✓ CCSU [Mission Statement](#)
  - ✓ CCSU [Strategic Plan](#)
  - ✓ 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 re-confirm the interview information, including the candidate's preferred number at which to be contacted if a phone interview. Provide the candidate with the name of the contact person and a phone number.

## ***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 (local) candidates.
- 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.
- ❑ After all phone interviews are complete, the committee meets to decide which of the candidates they now want to bring to campus for an in-person interview.

### ***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.
- ❑ *Remember*, it is not recommended that you check candidates through a search on the Internet or social networking sites. But if you do, 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.
- If applicable, provide the candidate with a detailed itinerary for the day, including names of persons or groups they will meet, locations, and times.
- If applicable, let the candidate know whether he/she is expected to deliver a lecture, an informal talk, or some other type of presentation.
- If applicable, provide the candidate with information about reimbursement for travel expenses.
- 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 that 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.
- If you haven't already done so, 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 a candidate is someone 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** 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 & 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.
- Include 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 salary recommendation, which 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, Human Resources will send the candidate an email regarding their background investigation and attach the **Summary of Rights Under Fair Credit Reporting Act, Disclosure & Consent Forms** and the **Social Security Verification Authorization** (See p. 34 for more information on the Pre-Employment Background Investigation process).
- The Hiring Manager should ask the candidate if they are authorized to work in the United States. If they are not, contact the Center for International Education (x22052) for assistance.

Full-time AAUP instructional faculty employed at any rank and SUOAF administrative faculty employed at the Administrator IV level or higher qualifies for H-1B visa sponsorship by CCSU. The Center for International Education will then work directly with the new hire and Department Chair to review the new hire's current immigrant status and explore the feasibility of petitioning for H-1B Specialty Occupations visa status. The process, which involves sequential approvals by multiple CCSU offices and federal agencies, takes **a minimum of 90**

**days** to complete and, under most circumstances, **employment cannot commence** until H-1B status is approved by the U.S. Citizenship and Immigration Service.

- When the background investigation is successfully completed, Human Resources prepares the appropriate appointment letter for the President's signature. If an H-1B is required, a copy of the appointment letter should be sent to Toyin Ayeni, the Center for International Education's Immigration Specialist.
- The appointment letter includes the position title and/or rank, salary, starting date, and appointment length.
- Human Resources sends information regarding employment forms, benefits and retirement 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.

### ***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/INTERIM APPOINTMENTS (Management Confidential  
Policies, Article 5.7)**

***Completing the AAP-1 Form***

- The hiring manager is responsible for completing the [AAP-1](#) form 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.
- 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 (x21856) for guidance. (See *Job Descriptions* on p.8 for more information)
- The completed AAP-1 is routed to the Vice President/Chief, the Budget Office, and Human Resources for review and approval.
- After the AAP-1 has been approved, Human Resources will notify the Hiring Manager. Procedures may vary depending on contractual requirements.

**SUOAF and MANAGEMENT CONFIDENTIAL POSITIONS**

Temporary appointments may be established for (a) a specific grant-funded or self-supporting project; (b) relieving workload while an employee is on leave; or (c) to fill a vacancy while the search is in progress. These temporary appointments are usually filled by an external hire.

## **External Hires**

- Affirmative Action searches are ***not*** required for temporary appointments.
- If a candidate has already been identified, the Hiring Manager completes a **Temporary Appointment Form** available on HR's website and sends it along with the candidate's resume 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, Human Resources will send the candidate an email regarding their background investigation and attach the **Summary of Rights Under Fair Credit Reporting Act, Disclosure & Consent Forms** and the **Social Security Verification Authorization** (See p. 34 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.
- 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.

## **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; and,
- d) A grant or contract funded position.

**Most special appointments fall into category c.**

- After approval of the AAP-1, the Provost's Office will send the **AAUP Emergency Appointment Form** to the 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 emergency 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 Emergency Appointment form must be approved and signed by the Dean and Provost. The form, along with the individual's current resume, is then forwarded to Human Resources for processing.
- Once the candidate accepts the university's **conditional** verbal offer of employment, Human Resources will send the candidate an email regarding their background investigation and attach the **Summary of Rights Under Fair Credit Reporting Act, Disclosure & Consent Forms** and the **Social Security Verification Authorization** (See p. 34 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.
- 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.

### **PRE-EMPLOYMENT BACKGROUND INVESTIGATION**

All regular full- 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 more than one year, must undergo a Pre-Employment Background Investigation. **Candidates will not receive an 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)
  
- 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 send the employee an appointment letter.
  
- 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 or resume 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 [ConnSCU 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 maintained in an electronic file at the company retained by ConnSCU 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 paperwork, as well as arranging for their ID card and parking.
- 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 a *New Employee Orientation* sponsored by Human Resources held on a quarterly basis.
- Formal mentoring programs for new faculty are required in accordance with the [Faculty Senate Promotion & Tenure Policy](#) (Amended Fall 2014).
- Academic department chairs should provide all new faculty members with a copy of the Senate Promotion & 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 at the time of hire. If approved, a letter is sent to the candidate along with their appointment letter from the President.
- Reimbursements are not processed unless the President has authorized it in advance.

### **Procedures**

- Employees must complete and sign an [Employee Voucher](#).
- Employees must provide 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 at the same time or not.



- 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

Filling/Refilling of any classified position **must** be approved by the President either during the fiscal year budget process or a request from the respective Vice President/Chief Officer. Confirmation of the President's approval must be emailed to Karen Portera, Human Resources, before proceeding with the AAP-1.

The AAP-1 Personnel Action Request Form must be submitted and approved before any temporary or permanent classified position can be filled.

## PROCEDURES FOR FILLING CLASSIFIED POSITIONS

### ***Completing the AAP-1 Form***

- The hiring manager is responsible for completing the [AAP-1](#) 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 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 referencing the search number;
  - ✓ A signed State Application ([CT-HR-12](#)); and,
  - ✓ Names, titles, and phone numbers of at two (2) current professional references

### ***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 C-1 Form and sends it to the department, along with the Qualified and Minimally Qualified 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 C-1 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 C-1 form is signed by the Hiring Supervisor, the Department Head, and the Chief Diversity Officer. 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:
  - ✓ Day, date and time the interview will begin
  - ✓ Location and room number where the interview will be held
  - ✓ 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, application, and other any 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.
- ❑ If a candidate is offered a tour of CCSU at the end of their interview, ensure the candidate has contact information for 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 & 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 & 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 C-2.
- 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 & 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 is sent an email regarding their background investigation with the **Summary of Rights Under the Fair Credit Reporting Act, Disclosure & Consent Forms** and the **Social Security Verification Authorization**.
- Candidates for positions in the Maintenance & Service bargaining unit (CEUI) and the Connecticut Police & 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 Human Resources representative 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 or 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 “Job 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 teach 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**. **Disclosure & Consent Forms** and the **Social Security Verification Authorization** must be completed in order to process the background investigation. The **Summary of Rights Under Fair Credit Reporting Act** should be given to the employee.
- 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 before going on the Payroll.**
- The package contains forms for payroll, parking, 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).
- New part-time faculty must submit a resume and official transcript(s) for their personnel file.

### ***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 can be found on [HR's website](#)



**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. The minimum hourly rate is \$15/hour. Higher 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.
- Upon completing 680 hours worked, University Assistants will accrue one (1) hour paid sick time for every 40 hours worked and can use a maximum of 40 hours per calendar year.
- There are no fringe benefits (medical/dental, accrued leave time, retirement, etc.) associated with University Assistant positions.
- University Assistants cannot hold a UA position 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 need to advertise, send a short description of the position, hourly wage, schedule of hours, and to whom applications should be sent, to Karen Portera in Human Resources ([porterak@ccsu.edu](mailto:porterak@ccsu.edu)). The position will be posted on Human Resources' Job Opportunities website.

### **Hiring Process**

- Filling/Refilling of a University Assistant position **must** be approved by the President either during the fiscal year budget process or by a request from the respective Vice President/Chief Officer. Confirmation of the President's approval must be emailed to Karen Portera, Human Resources, before proceeding with this request.
- 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 your position is approved and you have selected a candidate, fill out the University Assistant Appointment Form (See **Appendix G**) and send it to Human Resources, Davidson Hall Room 119. Include the individual's resume and completed **Disclosure & Consent Forms** and the **Social Security Verification Authorization** for the background investigation.
- University Assistants are required to satisfactorily complete a background investigation (See **Section II**) prior to hiring.
- University Assistants must come to Human Resources, Davidson 119, to complete an I-9 form and paperwork.
- Time sheets for University Assistants are processed through CORE's Time & Attendance system.
- Supervisors are responsible for monitoring the salary and hours of their University Assistants.
- A University Assistant Appointment Form must be completed each fiscal year for renewal of your University Assistant.

**SECTION 5**

**STUDENT WORKERS**

### ***Student Worker Board Resolution #98-62***

- Student workers must be matriculated at one of the ConnSCU 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.
- As state employees, student workers are required to abide by State and University policies.
- Upon completing 680 hours worked, a Student Worker will accrue one (1) hour paid sick time for every 40 hours worked and can use a maximum of 40 hours per calendar year.

### ***Finding and hiring a student worker***

- See **Appendix I** for Student Worker Pay Rates and **Appendix J** for Student Worker 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, you may post the position on The Center for Advising & Career Exploration's [College Central Network](#), where students can search for available positions. Students will contact the department to set up an interview.
- Once you have hired a student worker, he/she must read several policy documents and complete required forms. See the [Student Employment](#) website for information.
- 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 J**).
- 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 CORE's Time & Attendance system.
- Questions regarding forms, time sheet processing, or paychecks should be directed to the Business Office at x22503.

**SECTION 6**  
**GRADUATE ASSISTANTS**  
**&**  
**GRADUATE INTERNS**

## **GRADUATE ASSISTANTS**

### **Procedures and Criteria for Appointing Graduate Assistants**

The purpose of the Graduate Assistantship is to allow well-qualified graduate students to participate in institutional activities academically relevant to the student's program of study.

Graduate Assistantships will *only* be awarded to matriculated graduate students. Graduate students awarded full assistantships shall pay full-time tuition; graduate students awarded half assistantships and enrolled for nine (9) semester hours or more shall pay full-time tuition. Those enrolled for less than nine (9) hours shall pay appropriate registration and course fees for part-time students.

The State University Fee, University General Fee (except for portion attributable to student accident insurance), and the Student Activity Fee shall be waived for Graduate Assistants.

The maximum stipend for full graduate assistantships shall be \$4,800 per semester and \$2,400 per for half graduate assistantships.

Part-time Graduate Assistants are expected to complete 10 hours per week or 150 hours per semester. Full-time Graduate Assistants are expected to complete 20 hours per week or 300 hours per semester. Assignments begin the first week of each semester and continue through the semester's end.

#### **Criteria**

***A graduate student must meet the following criteria to be appointed as a Graduate Assistant (GA):***

- Matriculated in a Graduate program
- Maintain a 3.0 GPA or higher
- Be registered in the current semester (At least 9 credits full-time; at least 3 credits part-time).

#### ***Graduate Studies Policy Regarding GA Positions***

- May not be employed by any other employment category by the university
- Full- and part-time Graduate Assistants should not be engaged in significant employment outside of the university, or hold full-time employment elsewhere or be 4engaged in a full time (20 hours) internship.
- Graduate Assistants are expected to make a full time commitment to graduate study.



## **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 a University General Fee sufficient to defray the cost of student accident and health insurance. 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 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 Interns 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 \$15,000 for the academic year (nine months) and a stipend not to exceed \$5,000 for summer sessions (three months). 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 Studies, who confirms that the student 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 & 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 & 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 \_\_\_\_\_ . The Office of Diversity & Equity will provide demographic information to the committee when the AAP-3 is submitted about the candidate.
10. Do not interview anyone until this form is completely approved. The Office of Diversity & 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. 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.

**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*  
and 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 candidate 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 \_\_\_\_\_ (building, room number). 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 was phone interviewed 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 & 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 & 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: \_\_\_\_\_



**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**

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- 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 USA Today, 1/29/01 *Illegal Interview Questions*



**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. \_\_\_\_\_ DATE \_\_\_\_\_

DEPARTMENT/UNIT HEAD

3. \_\_\_\_\_ DATE \_\_\_\_\_

PROVOST/EXECUTIVE OFFICER

2. \_\_\_\_\_ DATE \_\_\_\_\_

DEAN/DIRECTOR







# APPENDIX H-B

## DUAL EMPLOYMENT FORM



### State of Connecticut Human Resources Dual Employment Request Form

**Form #: CT-HR-25** (formerly PER-DE-1)  
**Rev. Date: 5/2014**

**Instructions:** The Secondary Agency initiates a Dual Employment Request when hiring a current State of CT employee into a Secondary assignment. The Secondary Agency retains a copy of the form in a suspense file and forwards the original form to the Primary Agency. (See General Letter 204 for procedure and specific requirements pertaining to Dual Employment\*.)

**IMPORTANT**

- A fully executed Form CT-HR-25 must be on file prior to an employee commencing employment in a Secondary assignment.
- Effective 07/01/2013, any dual employment arrangement that results in the necessity to pay overtime shall be approved in advance by the Commissioner of Administrative Services in accordance with CGS §5-208a as amended by Public Act 13-247.
- Once approved, both agencies must keep a copy of the fully executed Form CT-HR-25 on file.
- The Secondary Agency must initiate an extension via this form every six (6) calendar months when an assignment exceeds six (6) months or when the assignment or the semester changes, whichever occurs first.

**Section One: Secondary Agency completes this section**

Today's Date: \_\_\_ / \_\_\_ / \_\_\_\_\_

Assignment Anticipated to Begin: \_\_\_ / \_\_\_ / \_\_\_\_\_ & End: \_\_\_ / \_\_\_ / \_\_\_\_\_ (not to exceed 6 months)

Secondary Agency/College/University\*: \_\_\_\_\_ Facility, if any: \_\_\_\_\_

Name of Employee under consideration for Secondary Assignment: \_\_\_\_\_

Employee ID of Employee under consideration for Secondary Assignment: \_\_\_\_\_

City/State of Secondary Agency/Facility	City/State of Primary Agency/Facility or Telecommuting Location, if applicable	This information is required to determine the feasibility of an employee travelling from/to the Primary Assignment or when a Telecommuting Arrangement exists.

Official Title of Secondary Position: \_\_\_\_\_ Duties to be performed in Secondary Position: \_\_\_\_\_

**Is there a potential for a Conflict of Interest?** (You must consult your Ethics Liaison; the dual employment assignment **MUST NOT** be approved when a conflict of interest exists.)

\_\_\_ Yes      \_\_\_ No

**Determine the potential for Overtime\*\*:** FLSA Status of Secondary Position: \_\_\_\_\_ Exempt (No Overtime)      \_\_\_\_\_ Non-Exempt (Overtime-eligible)

Work Schedule: Indicate the scheduled days the employee is expected to work and the start/end times for each day. Specify all hours for teaching, grading and preparation work for part-time Lecturer positions.

Day of Week	Mondays	Tuesdays	Wednesdays	Thursdays	Fridays	Saturdays	Sundays
Time In:							
Time Out:							

\* For the purpose of Dual Employment, the term "agency" means any state entity in the Executive Branch, including colleges and universities. General Letter 204 also applies to the Legislative and Judicial Branches of government when one of the assignments involves an employee who is employed with (or anticipated to become an employee of) the Executive Branch.

\*\* The US Department of Labor FLSA Regulations is the authority on eligibility for overtime when an employee is dually employed.

**Section Two: Secondary Agency retains a copy of the form and routes to the Primary Agency AND any other employing State Agency.**

Form CT-HR-25 sent to:

Current Employing Agency/Agencies (include Facility, if appropriate):

- 1.) \_\_\_\_\_ Emailed to: \_\_\_\_\_ Date: \_\_\_\_\_  
 2.) \_\_\_\_\_ Emailed to: \_\_\_\_\_ Date: \_\_\_\_\_

**Notes:** This form must be completed and fully executed by each agency when an employee is ACTIVELY employed by one or more state agencies. Following completion of a Secondary Assignment, the employee's record is to be terminated in CoreCT.

**Section Three: Person at Secondary Agency who initiated the Dual Employment Request completes this section.**

\_\_\_\_\_  
 Name Official Job Title Email Address/Phone (include area code)

**Section Four: If Primary Agency determines the Secondary assignment may be CONSIDERED then the Primary Agency completes, retains a copy, and returns form to the Secondary Agency for determination of FLSA implications (Overtime).**

Official Title of Employee (Primary job): \_\_\_\_\_ Major Duties performed in Primary Position: \_\_\_\_\_

**Is there a potential for a Conflict of Interest?** (You must consult your Ethics Liaison; the dual employment assignment MUST NOT be approved when a conflict of interest exists.)

\_\_\_ Yes \_\_\_ No

**Determine the potential for Overtime\*\*:** FLSA Status of Secondary Position: \_\_\_\_\_ Exempt (No Overtime) \_\_\_\_\_ Non-Exempt (Overtime-eligible)

City/State of Primary Agency/Facility or Telecommuting Location, if applicable	City/State of Secondary Agency/Facility	This information is required to determine the feasibility of an employee travelling from/to the Primary Assignment or when a Telecommuting Arrangement exists.

Work Schedule (Indicate the scheduled the employee is expected to be available for work and start/end times for each day):

Day of Week	Mondays	Tuesdays	Wednesdays	Thursdays	Fridays	Saturdays	Sundays
Time In:							
Time Out:							

All hours for actual teaching and preparation hours are to be shown above.

Form CT-HR-25 sent via Email to: \_\_\_\_\_ Date: \_\_\_\_\_

**Section Five: Secondary Agency completes and routes to the Primary Agency AND any other employing State Agency.**

**The Secondary Agency must verify the following information before commencing a Dual Employment arrangement.**

In order for a dual employment assignment to be approved, the Secondary agency must confirm all of the following are true:

\_\_\_ Employee is not on a Personal Services Agreement (PSA) with any state agency including other branches of State Government, Universities and Colleges.

\_\_\_ Comparison of hours has been conducted and no duplication of work hours exists. Note: Employees may not use accrued or earned leave time in one agency to travel to or work during the same period of time for another agency.

\_\_\_\_\_ Description of duties provided by Primary agency has been reviewed.

*Findings following review:*

- \_\_\_\_\_ Similarity of duties exist; communication with Primary agency has occurred
- \_\_\_\_\_ No similarity of duties exist

\_\_\_\_\_ Ethics Liaison has determined no conflict of interest exists.

\_\_\_\_\_ **Primary position FLSA:**

Anticipated # of Hours per Week: \_\_\_\_\_

- \_\_\_\_\_ Exempt
- \_\_\_\_\_ Non-Exempt

\_\_\_\_\_ **Secondary position FLSA:**

Anticipated # of Hours per Week: \_\_\_\_\_

- \_\_\_\_\_ Exempt
- \_\_\_\_\_ Non-Exempt

FLSA Status must ALWAYS be considered. **DAS approval is required when either position is Non-Exempt.** This chart is intended to serve as a guide when determining whether the employee is eligible for Overtime payment:

If the FLSA Status of Primary Job is:	And the FLSA Status of Secondary Job is:	Then the following Applies:
Exempt	Exempt	No Overtime (DAS approval is not required)
Non-Exempt	Non-Exempt	DAS approval is required
Exempt	Non-Exempt	DAS approval is required
Non-Exempt	Exempt	DAS approval is required

**If both jobs are Exempt, Secondary Agency completes and routes to Primary Agency**

I certify that the duties specified above are outside the responsibility of the agency of principal employment and that the hours worked at the Secondary agency are documented accurately and have been reviewed to preclude duplicate payment. If for any reason there is a change in the hours and/or days of work as indicated, or if there is a change in the employee's job class, a new Form CT-HR-25 with the required information will be submitted promptly to the Primary agency. I further certify no conflicts of interest exist between services performed.

Recommend Approval: \_\_\_ Yes \_\_\_ No

\_\_\_\_\_  
Signature of Agency Head/HR Designee      Official Job Title      Date

**If both jobs are Exempt, Primary Agency completes, retains a copy and routes to Secondary Agency**

I certify that the duties specified above are outside the responsibility of the agency of principal employment and that the hours worked at the Primary agency are documented accurately and have been reviewed to preclude duplicate payment. If for any reason there is a change in the hours and/or days of work as indicated, or if there is a change in the employee's job class, a new Form CT-HR-25 with the required information will be submitted promptly to the Secondary agency. I further certify no conflicts of interest exist between services performed.

Recommend Approval: \_\_\_ Yes \_\_\_ No

\_\_\_\_\_  
Signature of Agency Head/HR Designee      Official Job Title      Date

**Stop here when both jobs are Exempt. DAS approval is NOT required.**

**Continue when either job is Non-Exempt. DAS approval is required.**

(DAS approval is also required when the request involves an employee already serving in more than one assignment.)

**Secondary Agency completes and routes to Primary Agency**

**Determine the Overtime Rate of Pay:** In accordance with FLSA Regulations, when each position has a different rate of pay and when all hours over 40 in a week are subject to Overtime, the Overtime Rate is to be based on the "weighted average" of both rates of pay. This means the average weekly gross pay of both positions divided by the number of hours worked (in both positions).

- a. (Hours paid at Primary x hourly rate) + (hours paid at Secondary x hourly rate)
- b. Divide total pay by total hours paid to get weighted average hourly rate
- c. Divide the weighted average hourly rate by 2 (or multiply it by .5) to derive the amount that must be applied to hours worked over 40 per week
  - Reasoning: FLSA requires the payment of overtime at time and one half for hours worked over 40 in a week. The hours over 40 have already been paid as straight time by the respective agency; now we must calculate and add the additional "half" to the straight time already paid for those hours over 40, using the weighted average rate
- d. Multiply the figure from 'c' above (which is one-half of the weighted average rate) by the number of hours over 40. This is the amount of overtime pay owed the employee for the week

$$\text{Example: } \frac{(40 \text{ hours} \times \$20/\text{hour}) + (20 \text{ hours} \times \$10/\text{hour})}{60} = \$16.67$$

$$\$16.67 / 2 = \$8.335 \text{ (or } \$16.67 \times .5 = \$8.335)$$

$$\$8.335 \times 20 = \$166.70 \text{ (This is the Overtime amount owed for the week.)}$$

**The base rate of pay for Overtime shall be: \$ \_\_\_\_ . \_\_\_\_ per hour<sup>^</sup>**

Overtime payment to be paid by Primary Agency  
 Overtime payment to be paid by Secondary Agency  
 Overtime payment to be paid by both agencies – by selecting this option, both/all agencies agree to communicate with the other whenever there is a variation to the schedules provided in Sections One and Two. Both agencies are also agreeing to pay the Overtime incurred as a result of working in the assignment associated with the specific agency. For example, any hours for which the employee is to be paid as a result of working in the Primary job will be paid by the Primary agency in accordance with the Time and Labor rules affiliated with that assignment; all hours worked over 40 as a result of work performed in the Secondary assignment will be paid by the Secondary agency.

**SPECIAL NOTE:** This Overtime rate reflects the employee worked the exact number of hours indicated on the Form CT-HR-25 and presumes all hours were actual hours worked in a week. *If an employee works more hours or takes accrued time off during the week, the resulting rate will vary. As such, the actual Overtime rate must be re-calculated every time the employee works a different number of hours in a week.*

<sup>^</sup> - The employer and employee must agree that overtime hours will be compensated at one and one-half times the regular rate for the overtime work performed, and this agreement must be arrived at before the performance of the overtime work. **An employee's signature is to be obtained by the Secondary agency after DAS approval has been received.**

**Section Six: Secondary Agency and/or Primary Agency complete(s). Form is returned to Secondary Agency.**

Check one:

- Primary agency will be responsible for overtime payment  
 OR  
 Secondary agency will be responsible for overtime payment  
 OR  
 Primary and Secondary agencies will be responsible for overtime payment as follows:

**Approval recommended by Primary agency:**

Yes  No \_\_\_\_\_ Fiscal Director of Primary Agency – Agency/College/University Date  
 Yes  No \_\_\_\_\_ Agency Head/Designee of Primary Agency – Agency/College/University Date

**Approval recommended by Secondary agency:**

Yes  No \_\_\_\_\_ Fiscal Director of Secondary Agency – Agency/College/University Date  
 Yes  No \_\_\_\_\_ Agency Head/Designee of Secondary Agency – Agency/College/University Date

**DAS MUST APPROVE BEFORE THE EMPLOYEE BEGINS WORKING IN THE SECOND POSITION.**

**Section Seven: Secondary Agency routes to DAS Statewide Human Resources Management**

Certification from DAS is required if the dual employment arrangement results in the necessity to pay Overtime. DAS has reviewed this dual employment request and all materials required in accordance with General Letter 204. Based on the information provided by the Secondary and Primary Agencies, this request is:

Approved  Denied      Comments: \_\_\_\_\_  
 \_\_\_\_\_  
 Signed: \_\_\_\_\_ Date: \_\_\_\_\_  
 DAS Statewide HR Management Director/ Designee



**Section Eight: DAS HR Liaison provides the Secondary and Primary Agencies with a copy of the fully executed form.**

Form CT-HR-25 sent from \_\_\_\_\_ to Primary and Secondary Agencies, as indicated below.  
(DAS Statewide HR Management staff)

Primary & Secondary Agency Contact:

- 1.) \_\_\_\_\_ Email: \_\_\_\_\_ Date: \_\_\_\_\_  
2.) \_\_\_\_\_ Email: \_\_\_\_\_ Date: \_\_\_\_\_  
3.) \_\_\_\_\_ Email: \_\_\_\_\_ Date: \_\_\_\_\_

**The Form CT-HR-25 must be available on request during post-audit by the Department of Administrative Services – Statewide Human Resources Management.**

### **Addendum to Form CT-HR-25**

Effective July 1, 2013, Section 5-208a of the Connecticut General Statutes reads:

No state employee shall be compensated for services rendered to more than one state agency during a biweekly pay period unless the appointing authority of each agency or such authority's designee certifies that the duties performed are outside the responsibility of the agency of principal employment, that the hours worked at each agency are documented and reviewed to preclude duplicate payment and that no conflicts of interest exist between services performed. No state employee who holds multiple job assignments within the same state agency shall be compensated for services rendered to such agency during a biweekly pay period unless the appointing authority of such agency or his designee certifies that the duties performed are not in conflict with the employee's primary responsibility to the agency, that the hours worked on each assignment are documented and reviewed to preclude duplicate payment, and that there is no conflict of interest between the services performed. Any dual employment arrangement that results in the necessity to pay overtime shall be approved in advance by the Commissioner of Administrative Services.

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### **The employee must read and complete the following section after DAS approval is received and before working in the assignment:**

I understand this dual employment assignment is approved until \_\_\_\_\_ (maximum six months) and is contingent upon no change in assigned work schedule, job duties, job title, or rate of pay in either position. I further understand my obligation to inform both agencies and that any such change will require a new Form CT-HR-25 and may result in a termination of assignment prior to the aforementioned date.

I understand I may be paid an (estimated) overtime rate of \_\_\_\_\_ in accordance with the above procedure. I further understand overtime while working in a dual employment assignment is based on hours actually worked.

I have reviewed the State Ethics Policy and certify no conflicts of interest exist.

Print Employee's Name

Employee's Signature

Date

## APPENDIX I

# Student Worker Pay Rates and Job Classifications

		Hourly Rate
<b>Class I</b>	Position requiring no work experience or some experience and/or training	\$ 9.60
	sufficient to work at semi-skilled jobs not requiring supervisory responsibility;	\$10.55
	routine tasks such as desk receptionists or jobs of short duration such as assisting at special events.	\$11.52
<b>Class II</b>	Position requires proven skills and/or technical knowledge with capability of	\$10.56
	assuming extra responsibilities such as supervision of others, data entry,	\$12.00
	or activity supervisor.	\$13.44
<b>Class III</b>	Advanced position requiring skills and knowledge acquired through prior	\$12.48
	employment or class training in the appropriate area (minimum of two years).	\$13.76
	This class usually requires supervisory responsibilities or the ability to work	\$15.04
	independently on projects requiring specialized skills.	\$16.32

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 the 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. Effective 12/25/2015

**APPENDIX J**

**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