

1. Policy Statement
Section 46a-68-78



POLICY STATEMENT

It is the intellectual and moral responsibility, but more importantly, the POLICY of the leadership of the Connecticut State Colleges & Universities (CSCU), to advance social justice and equity by exercising affirmative action and upward mobility. Accordingly, Southern Connecticut State University as a constituent unit of the CSCU, through this plan of affirmative action, will, with conviction and effort, undertake positively to overcome the present effect of past practices, policies, or barriers to equal employment opportunity, and to achieve the full and fair participation of women, African Americans, Hispanics, and any other protected groups found to be underutilized in the workforce or adversely impacted by system policies or practices.

Equal employment opportunity, a distinctly different matter, is employment of individuals without consideration of age; ancestry; color; gender identity or expression; genetic information; learning disability; marital status; past or present history of a mental disability; intellectual disability; national origin; physical disability (including blindness); race; religious creed; sex, including pregnancy, sexual harassment and sexual assault; sexual orientation; veteran's status; criminal record (in state employment) and genetic information unless the provisions of Section 46a-60(b), 46a-80(b), or 46a-81(b), of the Connecticut General Statutes are controlling or there is a bona fide occupational qualification excluding persons in one of the above protected groups. Equal employment opportunity is the purpose and goal of affirmative action under Section 46a-68-75 through 46a-68-114.

As president of Southern Connecticut State University, I pledge to take every good faith effort to realize our goals within the timetables set forth in this plan and as required by pertinent state and federal legislation, detailed in the pages which follow.

Appended to this Policy Statement, and incorporated by reference, is listed Federal and State constitutional provisions, laws, regulations, guidelines, and executive orders prohibiting or outlawing discrimination, identifying classes of protected persons.

Clearly, affirmative action and equal employment opportunity are immediate and necessary agency objectives for Southern Connecticut State University. We shall affirmatively provide services and programs in a fair and impartial manner. Southern ensures that affirmative action principles and practices are followed in each step of the employment process. The role of affirmative action in each step of the employment process is outlined in further detail in the body of the affirmative action plan.

The role of the diversity and equity programs office:

- It reviews its personnel policies and procedures to ensure that barriers which unnecessarily exclude protected classes, and practices which have an illegal discriminatory impact, are identified and eliminated.
- It explores alternative approaches wherever personnel practices have a negative impact on protected groups.
- It establishes procedures for the extra effort that may be necessary to assure that the recruitment and hiring of protected group members reflect their availability in the job market.
- It administers all terms, conditions, privileges and benefits of employment in an equitable manner.
- It provides sign-off rights to the executive assistant to the president for Diversity and Equity Programs at each step of the employment process.

We also recognize the hiring difficulties experienced by the physically disabled and many older persons, and will undertake measures to overcome the present effects of underutilization of such persons in the workforce.

All executive, administrative, and supervisory personnel are expected to discharge their affirmative action responsibilities, in word and deed, consistent with this agency's objective of establishing and implementing affirmative action and equal employment opportunity. All employees have the right to review and comment on the Affirmative Action Plan. A copy will be kept in Office of Diversity & Equity Programs and in the library.

The person responsible for overseeing affirmative action and equal employment opportunity is Paula Rice, Director of the Office of Diversity and Equity Programs at Southern Connecticut State University, 501 Crescent Street, Engleman B110, New Haven, Connecticut 06515, telephone number (203) 392-5568.

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



Dwayne Smith, Ph.D.
Interim President

7/25/23
Date

POLICY STATEMENT

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Joseph Bertolino, Ed.D
President

8-25-22
Date

Southern CT State University
Policies

Continuing Notice of Nondiscrimination

Southern Connecticut State University does not discriminate on the basis of age; ancestry, color; gender identity and expression; intellectual disability; learning disability; mental disorder; physical disability; marital status, national origin; race; religious creed; sex, including pregnancy, transgender status, sexual harassment and sexual assault; sexual orientation; veteran status; or any other status protected by federal or state laws. The following person has been designated to handle inquiries regarding the non-discrimination policies: Paula Rice, Director/Title IX Coordinator, Office of Diversity & Equity Programs, Engleman B-110, New Haven, CT 06515, (203)392-5568, ricep1@southernct.edu.

Policy Regarding Persons With Disabilities

Southern Connecticut State University affirms its policy of nondiscrimination against all persons protected by all state and federal laws, regulations and executive orders. This policy of nondiscrimination commits Southern Connecticut State University (SCSU) to achieving equal employment opportunity and full participation for employees with disabilities. No qualified person shall be excluded from consideration for employment, participation in any university 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 SCSU'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 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 accommodations in all aspects of the employment process including application, performance of duties and benefits and privileges of employment. SCSU'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, the university's regular services and programs. In keeping with SCSU's commitment to equal employment opportunity, the university will make reasonable accommodations 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 Office of Diversity and Equity Programs at (203) 392-5491 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 the university departments, offices and personnel. The university shall periodically review its compliance with this policy as part of its commitment to nondiscrimination.

OFFICE OF DIVERSITY & EQUITY PROGRAMS

POLICY STATEMENT ON PLURALISM

Southern Connecticut State University adopted a policy statement on pluralism which forbids acts of violence or harassment reflecting bias or intolerance based on an individual's race, religious creed, gender, sexual orientation, disability, and ethnic or cultural origin. The University has also adopted procedures for investigating complaints of acts of intolerance brought by students or staff.

Southern Connecticut State University endorses the Connecticut State University Policy Regarding Racism and Acts of Intolerance. That policy is:

The Connecticut State University declares:

Institutions within the Connecticut State University have a duty to foster tolerance;

The promotion of racial, religious, and ethnic pluralism within the University is the responsibility of all individuals within the University community:

Every person within the University community should be treated with dignity and assured security and equality;

Individuals may not exercise personal freedom in ways that invade or violate the rights of others;

Acts of violence and harassment reflecting bias or intolerance of race, religious creed, gender, sexual orientation, disability, and ethnic or cultural origins are unacceptable;

and

The University shall take appropriate corrective action if such acts of violence or harassment occur.

Anyone who has a complaint alleging an act of violence or harassment based on race, religious creed, gender, sexual orientation, disability, or ethnic or cultural origin should contact the Office for Diversity and Equity Programs at Engleman B-110, (203) 392-5491.

Discrimination and Sexual Harassment Prevention Policy Statement

It is the policy of Southern Connecticut State University does not discriminate on the basis of age; ancestry, color; gender identity and expression; intellectual disability; learning disability; mental disorder; physical disability; marital status, national origin; race; religious creed; sex, including pregnancy, transgender status, sexual harassment and sexual assault; sexual orientation; veteran status; or any other status protected by federal or state laws. Discrimination includes harassment on any basis mentioned above, and sexual harassment as defined in the Connecticut General Statutes, U.S. EEOC Guidelines of Sexual Harassment, and in Title IX of the Higher Education Amendments of 1972. Discrimination or harassment will not be tolerated at Southern Connecticut State University, whether by faculty, students or staff, or by others while on property owned by or under the control of the University.

The purpose of this policy is to help prevent acts of discrimination/harassment and to offer students and employees who believe they have experienced discrimination or harassment a means to promptly redress any such claim. The University's goal is to end the discrimination or harassment and promote a learning and working environment free of discrimination and harassment.

Any employee, student, or applicant for employment or admission to the University, who believes that he or she has been discriminated against or harassed as defined by this policy may file a complaint by following the Procedures for Discrimination and Harassment Complaints available at SouthernCT.edu/diversityequity. Inquiries regarding the university's compliance with state and federal laws regarding discrimination may be directed to the Director/Title IX Coordinator in the Office of Diversity and Equity Programs at (203) 392-5568 at Southern Connecticut State University; the Commission of Human Rights and Opportunities, West Central Region Office, 55 West Main St., Suite 210, Waterbury, CT 07602 (203) 803-6530; or the Office of Civil Rights, United States Department of Education, 8th Floor, 5 Post Office Square, Boston, MA 02109-3921, (617) 289-0111, ocr.boston@ed.gov.

2. Internal Communication
Section 46a-68-79

SOUTHERN CONNECTICUT STATE UNIVERSITY
AFFIRMATIVE ACTION PLAN
SECTION 46A-68-79
INTERNAL COMMUNICATION

Southern Connecticut State University is committed to implementing its Affirmative Action Plan and to encouraging and coordinating the equity efforts at the constituent units and all public institutions of higher education. The first step in this regard is achieved by developing an acceptable Affirmative Action Plan and by making all those concerned and affected aware of the University's policies, intentions, goals, and objectives for the university-wide achievement of equity. The following procedures are utilized to assure that all affected parties are informed of and given an opportunity to comment on the contents of the University's Affirmative Action Plan. Employees had from February 16, 2023 to May 31, 2023 to comment on the plan. No comments were received on the 2022 AA plan.

It is the University's position that all its staff, in the course of their daily activities shall be aware of the University's policy, plans, goals and objectives relevant to affirmative action. Accordingly, the following internal communication procedures are in place.

- A copy of the University's Affirmative Action Policy Statement and summary of objectives is posted and disseminated to all employees on an annual basis via electronic mail. Copies of the statement and objectives are also available in the Office of Diversity and Equity Programs as well as on the ODE website.
- The Human Resources Office provided all new employees to Southern Connecticut State University copies of SCSU policies including the University's Affirmative Action Policy, Sexual misconduct/sexual harassment Policy. In addition, new employees are also provided with a link to the website with all relevant University policies. **www.southernct.edu/faculty-staff/hr/policies.html**
- All employees are notified that a copy of the University's complete Affirmative Action Plan is available for their perusal in the Office of Diversity and Equity Programs.
- Employees may review and direct questions or comments concerning the agency's Affirmative Plan Action Plan to Affirmative Action Officer/Designee at any time during the plan year.
- Copies of the *Plan* are available in the Office of Diversity and Equity, the Office of Human Resources, and the Buley Library. A complete copy is also posted on the Office of Diversity and Equity website:
<http://www.southernct.edu/offices/diversity/affirmativeactionplan.html> .
- A copy of the University's complete Affirmative Action Plan is made available to the President, Cabinet, and the members of the University community.
- On a regular basis the President will meet with the Affirmative Action Officer/Designee and other administrative staff to discuss the Affirmative Action Plan, clarifies responsibilities, review progress and discuss problems.

- The Director of Diversity and Equity Programs/Affirmative Action Officer will report quarterly to the President on the University's progress toward meeting affirmative action goals and objectives.
- The Director of Diversity and Equity Programs/Affirmative Action Officer discusses the Affirmative Action Plan with members of the cabinet and Deans.
- The Director of Diversity and Equity Programs/Affirmative Action Officer maintains copies of all affirmative action related internal communications and comments received and notes the date such statements were received.
- The Director of Diversity and Equity Programs/Affirmative Action Officer monitors and assumes responsibility for communicating to the University community appropriate state and federal regulations and responsibilities that ensure compliance.
- The notices listed above, and similar communications list the Affirmative Action Officer/Designee by name and address and state that: (a) all University employees have the right to a reasonable period of review and comment upon the communications regarding the University's Affirmative Action Plan and (b) that such comments should be addressed by the Affirmative Action Officer/Designee.
- The Office of the Diversity and Equity website is dedicated to providing information to employees and the website is updated regularly to reflect changes in policies and procedures.
- The Director of Diversity and Equity Programs/Affirmative Action Officer discusses the Affirmative Action/Equal Employment Opportunity Policy Statement, Sexual Harassment Policy, and the Procedures for Processing of Internal Discrimination and Sexual Harassment Complaints at the New Employee Orientations and copies of these policies are distributed to the new hires.

Search Committee Trainings/presentation (virtual and in-person sessions)

- The Director of Diversity and Equity Programs or staff designee meets with all search committees seeking to fill vacancies to discuss the search procedures, affirmative action goals, Anti-Bias Awareness Training, recruitment strategies, evaluation of candidates, and information on nondiscriminatory interviewing.
- The Director of Diversity and Equity Programs or staff designee answers numerous inquiries from the search committees throughout the year related to the search procedures.
- The Director of Diversity and Equity Programs meets with the Vice-Presidents, Deans, Directors, throughout the year to discuss the search procedures, affirmative action goals, recruitment strategies and their role in the search process.
- The Director of Diversity and Equity Programs participates and presents at the annual faculty workshop held for faculty search committee chairs and committee members. This is a mandatory training for all academic departments conducting faculty searches for the academic year.
- The Director of Diversity and Equity Programs reviews and updates the search procedures to ensure committees provide clear documentation of efforts undertaken by all who serve Southern Connecticut State University to support its affirmative action policy and goals.

Diversity Training & Sexual Harassment Prevention Training

The University is in compliance with diversity training and sexual harassment training requirements. Diversity and sexual harassment training are hosted throughout the year in conjunction with timeframes of employee hiring. Diversity training is conducted by the Division of Diversity, Equity and Inclusion. The University's diversity training sessions are scheduled for faculty and staff as a component of new faculty/staff orientation. All new employees (whether or not they are supervisors) take an online sexual harassment training in addition to the in-person training.

Diversity/Sexual harassment prevention in person training for new employees was offered two times this plan year November 4, 2022, and February 3, 2023. A total of 54 employees attended the training: 12WM, 18WF, 3BM, 12BF, 4HF, 2AAIANHNPIIM, 2AAIANHNPIF.

Other University programs address these issues through speakers on topics of race, ethnicity, gender, social justice, sexual harassment and through innovative programs planned for the University and community.

Rice, Paula

From: announce-campus <announce-campus-bounces@lists.southernct.edu> on behalf of SCSU Announcements <scsuannounce@southernct.edu>
Sent: Thursday, February 16, 2023 12:34 PM
To: 'announce-campus@lists. edu'
Subject: 2022 Affirmative Action Plan
Attachments: ATT00001.txt

To: All SCSU Employees

From: Office of Diversity & Equity Programs

Date: February 16, 2023

Re: 2022 Affirmative Action Plan

As an agency of the State of Connecticut, Southern is hereby communicating to all employees, that we are an affirmative action/equal opportunity employer. Each year in accordance with section 46a-68-79 of the Commission on Human Rights and Opportunities Regulations, the University's Affirmative Action Policies and Affirmative Action Plan are made available for review to the Southern Connecticut State University campus community. To meet our affirmative action commitments, we are inviting you to review the 2022 SCSU Affirmative Action Plan. Copies are available on-line at [https://inside.southernct](https://inside.southernct.edu/diversity/affirmative-action/plan)

[.edu/diversity/affirmative-action/plan](https://inside.southernct.edu/diversity/affirmative-action/plan) or in the following locations:

- Office of Diversity & Equity
- Buley Library

Any comments regarding the Affirmative Action Plan should be directed to Paula Rice, Director of the Office of Diversity and Equity Programs. Ms. Rice is the person designated with the responsibility and authority to administer and monitor our Affirmative Action Program. We solicit and appreciate any comments you may have regarding our plan and/or suggestions you might have concerning how we might be more successful in achieving our affirmative action goals. Comments on the 2022 plan will be accepted until May 31, 2023.

We also encourage employees at this time to review the University's Affirmative Action, anti-discrimination, pluralism, ADA, sexual harassment, sexual misconduct reporting support services and processes policies <https://inside.southernct.edu/diversity/policies-procedures>, and the discrimination complaint procedures <https://inside.southernct.edu/diversity/complaint-procedures> on the ODE website:

If you have any questions, you may contact the Office of Diversity and Equity at 203-392-5568 or via email at ricep1@southernct.edu

**3. External Communications
& Recruitment Strategies
Section 46a-68-80**

EXTERNAL COMMUNICATION AND RECRUITMENT STRATEGIES

Section 46a-68-80

Southern Connecticut State University is on record as being an affirmative action/equal opportunity employer. This commitment to affirmative action is communicated regularly, along with notices of job availability, to recruiting sources and organizations which are capable of referring qualified women and minority applicants for employment.

We have reviewed all advertising for employment at Southern Connecticut State University. No employment advertisements contain reference to age or gender, and, further, all such advertisements include language that encourages applications from qualified women, minorities, and other protected class members. Further, all ads must state that SCSU is an Affirmative Action/Equal Employment Opportunity employer.

Notice that Southern is an affirmative action employer was sent to all unions representing employees of this agency with a request for union cooperation and assistance in promoting affirmative action. They were also invited to review and comment on our affirmative action plan. (See attached notices).

Advertisements for unclassified job vacancies were and will continue to be placed in publications and with other media that target protected group members and are most relevant for filling a campus position, such as The Chronicle of Higher Education, Diverse Issues in Higher Education; Hispanic Outlook; Higher Ed jobs; Hartford Courant; and New Haven Register in addition to advertisements placed in appropriate professional journals. [Classified vacancies were announced per employee contracts and state procedures, and advertised to the extent permitted by union contract and Department of Administrative Services policies. All vacancies are also advertised on Southern's website <https://southernct.edu/faculty-staff/hr/jobs.html> .

The name and address of each organization, recruiting source, bidder, contractor, subcontractor, supplier of materials, publisher, and union receiving notice of the university's policy has been maintained along with the date of notice and copies of all communications, statements, advertising, and contract provisions with these groups or individuals.

The University's Office of Diversity and Equity Programs is staffed by a Director of Diversity and Equity Programs, a retired rehire, and a student worker. Recruitment activities are directed by the Director of Diversity and Equity Programs, and many of the recruitment efforts are carried out systematically by other staff in the office as noted above. Once a job search is opened, the office reviews the posting; HR publicizes the position in state and national newspapers and posts it on the university and other websites. In addition to this recruitment, the staff regularly telephones contacts to specifically solicit candidates. Similar telephone contacts are made by the search chairperson and by other managerial staff on campus.

In addition to the above recruitment efforts, faculty and staff are encouraged to attend professional conferences to recruit candidates. This combination of websites, telephone calls, and advertisements is documented by the summary of the Office's efforts.

AFFIRMATIVE ACTION

REPORTING PERIOD MAY 1, 2022– APRIL 30, 2023

The University has made strides in its affirmative action goal attainment this reporting period, has hired female and minority faculty and staff to meet hiring goals, has achieved program goals and made aggressive, good faith hiring and recruitment efforts.

Below are the significant highlights and initiatives of the Diversity and Equity Programs Office staff (internally and externally) during the past reporting period, via Virtual meetings.

1. Met regularly with President, Vice Presidents, Deans, Directors, faculty, supervisors and chairpersons for affirmative action/diversity progress reports and initiatives.
2. Collaborated with Southern Connecticut State University Multicultural Center and Violence Prevention Victim Advocacy and support center on educational programs, training workshops, etc.
3. Maintained close relationship with Southern Connecticut State University Office of Human Resources on matters of hiring, training, promotion, etc.

4. Coordinated counseling sessions, referral systems and programs with Southern Connecticut State University Violence Prevention Victim Advocacy and support center and counseling office.
5. Served as member of the AAUP Minority Faculty Recruitment and Retention Committee.
6. Served as member of the SUOAF/AFSCME Minority Faculty Recruitment and Retention Committee.
7. Participated as a member of the Connecticut Association of Diversity and Equity Professionals (CADEP).
8. Continued contacts made with recruiting sources and organizations capable of recommending qualified applicants.
9. The University makes intensive recruitment efforts and contacts local, state, and national universities, organizations and computer job data banks for referrals of protected class individuals for employment.
10. All collective bargaining contracts involving employees of the Connecticut State University system contain a non-discrimination clause.
11. All faculty and administrative positions were advertised nationally to attract a large and diverse pool of candidates. Ads were placed in the Chronicle of Higher Education, Higherjobs.com as well as newspapers which target minority candidates, such as Diverse Issues in Higher Education, and Hispanic Outlook.
12. All advertisements contained a reference to Southern's commitment to affirmative action and a statement is included on every job announcement.
13. Job announcements were also transmitted as appropriate to list serves of professional organizations.
14. Notices were sent to all unions which represent university employees for collective bargaining purposes that the university is an affirmative action employer. All union representatives were invited to examine and comment of the Affirmative Action Plan at any time.

Specifically, the fore-mentioned initiatives provided significant opportunities for Southern Connecticut State University to continue its ongoing outreach efforts to attract more diverse faculty and staff, as well as address the importance of racial, ethnic and cultural diversity to the Southern Connecticut State University campus.

These highlights reflect only a part of the work of the Office of Diversity and Equity Programs as it attempts to adhere to its mission of advocacy for the institutionalization of equal access to opportunity, non-discrimination in the university community and diversity in the campus workforce.

Southern Connecticut State University has and will continue to initiate and undertake aggressive, positive relationship building activity to ensure that affirmative action is not just a paper commitment. Virtual meetings occurred during reporting periods with individuals, groups and organizations that represent or can refer applicants from protected groups. Some of the contacts were with the state and local Affirmative Action Officers, Black and Hispanic clergy; current faculty and minority alumni who can help to recruit from their colleges and/or friends with experience in a variety of disciplines; and Business and Professional Women's Associations, Hispanic organizations, and minority and female alumni organizations.

LETTERS TO UNION PRESIDENTS

Rice, Paula

From: Rice, Paula
Sent: Wednesday, March 1, 2023 3:17 PM
To: 'cchisem@ceui.org'; 'bwallace@cpfu.org'; DeMezzo, Robert C.; Swanson, Kari A.; 'twoodward@csea760.com'; 'jdissette@adr.org'; 'info@council4.org'
Subject: 2022 Affirmative action plan

Dear Union leader,

The State of Connecticut through all of its agencies is engaged in a vigorous Affirmative Action Program, which includes notifying unions of the Agency's Affirmative Action commitment.

As an agency of the State, the Southern Connecticut State University is hereby communicating to all unions that represent agency employees, that we are an Affirmative Action Employer. You are welcome to examine our 2022 Affirmative Action Plan online at [Affirmative Action Plan | Southern Connecticut State University \(southernct.edu\)](#) . In addition, we solicit any comments you may have on our plan and/or suggestions you might volunteer concerning how we might be more successful in achieving Affirmative Action goals. Comments on the 2022 plan will be accepted until May 31, 2023.

Sincerely,
Paula Rice

Paula Rice
Director/Title IX Coordinator
Office of Diversity & Equity Programs
Buley Library Room 240, (203) 392-5568 office (203) 392-5489 fax
ricep1@southernct.edu

**4. Assignment of Responsibility & Monitoring
Section 46a-68-81**

ASSIGNMENT OF RESPONSIBILITY and MONITORING

Section 46a-68-81 Appointing Authority

- (a) The ultimate responsibility for the implementation of affirmative action process and program rests with University President, Joseph Bertolino, Ed.D, and with the Board of Regents for Higher Education, the Connecticut State Colleges and Universities (CSCU). Joseph Bertolino was the Chief Executive Officer of the University during the plan year and was responsible for carrying out and enforcing all policies during the reporting period. Interim – President Dr. Dwayne Smith has been appointed effective June 1, 2023. Dr. Smith will be handling these responsibilities until the position is refilled. The regulations are adopted by the Board of Regents for Higher Education.

The President is familiar with all affirmative action requirements and directives; appoints competent staff with the appropriate status, authority, and time to effectively design and implement the Affirmative Action Plan; and is responsible for the performance of the affirmative action program.

- (b) The President assigns to employees such duties and responsibilities necessary for the development and implementation of the Affirmative Action Plan. To acquaint employees with their specific responsibilities under the plan, the appointing authority regularly schedules meetings that emphasize:
1. Human relations and inter-group relations;
 2. Nondiscriminatory employment practices;
 3. The legal authority for affirmative action and the appointing authority's commitment thereto;
 4. Review of the Affirmative Action Plan;
 5. Identification of obstacles in meeting the goals of the Affirmative Action Plan.

- (c) The Director of the Office of Diversity and Equity Programs is responsible for the management and implementation of the University's Affirmative Action Plan. This position reports directly to the President on affirmative action matters and is a member of the President's Leadership Council. Ms. Paula Rice serves as the Director for the Office of Diversity Programs and Equity and the University's Title IX Coordinator. Ms Rice had dotted line reporting relationship to the Vice President of Diversity, Equity and Inclusion.

The responsibilities of the Director of Diversity and Equity Programs are as follows: develop, coordinate, evaluate, monitor, report on and implement the Affirmative Action Plan including the following specific functions:

1. With appropriate consultation, write revisions to the Affirmative Action Plan and communicate such revisions, upon the President's approval, to the appropriate State or Federal agencies or offices, and serve as the principal contact with state and federal representatives in affirmative action and with 504 compliance reviews for the Southern Connecticut State University.
2. Complete all equal employment opportunity or affirmative action documents, reports and forms as may be required by governmental regulatory agencies, including but not necessarily limited to, the Commission on Human Rights and Opportunities, Office of Civil Rights, Commission on Higher Education, Department of Education, and other such agencies. In preparing these reporting requirements, staff in the Human Resources Office, and the Office of Institutional Research, are available for providing statistical data and analysis whenever necessary.
3. Review, analyze, and evaluate all relevant reports and data for their accuracy and implications for affirmative action goals, and report on the status of minorities and women at the University as reflected in such reports and data.
4. Maintains a systematic procedure for monitoring the hiring processes and all phases of the Affirmative Action Plan. Meets with all search committees to discuss the compliance of the search process.
5. Developing a specific program of regular evaluation to determine the effectiveness of the University's affirmative action program.
6. Advise and inform those persons involved in the hiring and promotion process, through written guidelines and orientation training, of the legal requirements and of the University's procedures for recruiting, hiring, interviewing and counseling, and monitoring all hiring and promotional actions.
7. Develop and maintain contact with recruiting sources and organizations serving members of all protected classes. Monitor the advertising of position vacancies, internally and externally to attract qualified women, persons of color and goal candidates.
8. Coordinate the communication of affirmative action information and changes to the laws to all employees and applicants.
9. Develop and coordinate an advisory structure within the University.
10. Report to the President of the University and to the University community, throughout the year regarding the status and progress of the Affirmative Action Plan and related programs.

11. Inform all University personnel of developments in affirmative action, equal employment opportunity, diversity laws, statutes and regulations.
 12. Conduct annual training, information sessions, Title IX training sessions, orientations, career counseling sessions and reviews for all agency personnel regarding affirmative action obligations and related laws.
- (d) In accordance with the regulations, the feasibility of an employee advisory committee was considered. No committee functions specifically as Employee Advisory Committee. Historically, the University has maintained several committees that address issues of diversity and specific concerns of employees at the University.

The Minority Mentoring and Recruitment Committee for administrative faculty and the Minority Recruitment and Retention Committee for instructional faculty are charged to also promote diversity and support minority hiring and retention, and professional development as specified in their collective bargaining agreements.

The AAUP teaching faculty Minority Recruitment and Retention Committee met monthly to discuss recruitment and retention strategies for minority faculty. The committee awarded over \$15,000 in grants to minority faculty for professional development to ensure promotion and tenure. The Committee focused on reviewing retention data specifically for non-tenured minority faculty. The committee met with newly hired minority faculty members to answer questions and review files for renewal, promotion, and tenure applications. Additionally, grant funds were utilized to absorb moving expenses for minority faculty hires and provided grant awards for non-tenure minority faculty.

The SUOAF administrative faculty Minority Recruitment and Mentoring Committee met monthly during this academic year to develop programs to assist in the achievement of the committee's mission. The Committee hosted several personal and professional development programs for minority SUOAF employees including monthly Community connection forums. The committee's grant program has provided grants opportunities and awarded over \$36,000 in grants for minority members to participate in professional development workshops and seminars. This year the committee sponsor over 15 members to attend the CT State University's Global Majority retreat. The Committees continues to review and develop strategies to assist in the recruitment and retention of minority employees.

The Minority Recruitment and Retention Committee (MRRC) meets for an hour monthly in the Fall and Spring semesters. Members of the committee include:

<u>MRRC</u>	<u>Race/Sex</u>	<u>Job Title</u>
Kauther Badr	AF	Associate Professor
Brandon Hutchinson	BF	Associate Professor
Gladys Labas	HF	Associate Professor
Sobeira Latorre	WF	Associate Professor
Yi-Chun T Lin	AF	Professor
Paula Rice	BF	Director, Diversity & Equity
Kari Swanson	WF	Librarian
Miaowei Weng	AF	Associate Professor

The Minority Recruitment and Mentoring Committee MRMC meets monthly in the Fall and Spring semesters. Members of the committee include:

<u>MRMC</u>	<u>Race/Sex</u>	<u>Job Title</u>
Dian Brown Albert	BF	Coord of Multicultural Affairs
Megane Watkins	BF	Campus One Card Admin.
Ajjay Chhabra	AM	Fin Info. System Support Spec.
Dawn Stanton- Holmes	BF	Director of University Access Programs
Rob Demezzo	WM	Director of Residence Life
Anna Rivera- Alfaro	HF	Asst. Director of Transfer Adv
Paula Rice	BF	Director, Diversity & Equity
Ebonee Brown	BF	Assistant Registrar

Under the leadership of the VP of Diversity, Equity and Inclusion (DEI), the University established the DEI Advisory Council. The DEI Council met throughout the academic year. Members of the committee include:

<u>Name</u>	<u>Race/Sex</u>	<u>Job Title</u>
Diane Ariza	HF	VP of Diversity, Equity and Inclusion
Tracy Tyree	WF	VP of Student Affairs
Steve Hoffer	BM	Associate Professor
Dian Brown-Albert	BF	Coord of Multicultural Affairs
Brandon Hutchinson	BF	Associate Professor
Betsy Beacom	WF	Writer/ Editor Inergrated Cmmunication & Marketing
Andreina Barajas	HF	Student
Renea DaCosta	BF	Graduate Student
Estaban Garcia	HM	Associate Bursar
Vu Trieu	AM	Director User Services
Angela Lopez-Valasquez	HF	Associate Professor
Paula Rice	BF	Director, Diversity & Equity Programs
Tiana Williams	BF	Assistant Director of Annual Giving
Sir Snowden	BM	Assistant Director Admissions
Merideth Sinclair	WF	Associate Professor
Trudy Milburn	HF	Associate Vice President for Academic Affairs

- (e) The University evaluates and monitors the affirmative action performance of any employee assigned affirmative action responsibilities. Subject to the provisions of Chapters 67 and 68 of the Connecticut General Statutes, such performance is considered in promotion, merit increase decisions and ratings.
- (f) No employee shall be coerced, intimidated, or retaliated against by the agency or any person for performing any of the duties recited in this section. Any person so aggrieved may file a complaint with the Commission on Human Rights and Opportunities (CHRO) of the State of Connecticut, provided that nothing herein shall preclude an agency from disciplining or discharging an employee for just cause.
- (g) The University shall maintain a record of each person by name, race, sex, position or position classification, and percentage of time devoted to duties relating to Affirmative Action and Equal Employment Opportunity responsibilities.

The University has identified those people who have specific responsibilities in the development and/or implementation of the Affirmative Action Plan. Affirmative Action activity for searches is documented and records are maintained by the Director of the Office of Diversity and Equity Programs (ODE). The Director of Diversity and Equity Programs and the ODE staff are the employees directly involved in the development of the plan. Staff in the Human Resources Office also assist with data support to develop the Affirmative Action Plan.

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

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

Deans, managers, administrators and supervisors, including department chairpersons and division directors, are fully responsible for implementing those aspects of the affirmative action program related to their respective areas of concern. This includes recruitment, interviewing, hiring, evaluating, promoting and counseling Managers, Administrators and supervisors. They are required to

5. Organizational Analysis
Section 46a-68-82

JOB TITLE STUDY

(These are titles used by the agency. Not all titles/positions are currently filled.
Titles listed in italics are in order from bottom to top representing the lines of progression)

UNCLASSIFIED

OFFICE OF ACADEMIC AFFAIRS

Provost/Vice President Academic Affairs

Associate Vice President Academic Affairs

Associate Vice President for Strategic Initiatives and Outreach

Academic Schools

Arts & Sciences

Dean, School of Arts and Sciences

Associate Dean, School of Arts and Sciences

Education

Dean, School of Education

Associate Dean, School of Education

Business

Dean, School of Business & Economics

Assistant to Dean/Accreditation Coordinator

Director of MBA Program

School of Health and Human Services

Dean, School of Health and Human Services

Associate Dean, School of Health and Human Services

Director of Field Experience & MSW Administrator

Clinical Coordinator Nursing

School of Graduate Studies Research and Innovation

Dean of Graduate Studies

Associate Dean of Sponsored Programs and Research

Associate Director of SPAR

Assistant Director Post-Award

Institutional Effectiveness

Associate Vice President for Institutional Effectiveness

Director of Assessment

Planner Analyst, Assessment

Business Manager, Assessment & Planning

Assistant Director of Institutional Research

Institutional Research Specialist

Faculty Development

Director of Faculty development
Associate in Faculty development

First Year Experience (FYE) Office

Director of FYE
Assistant Director of FYE

Faculty

Professor
Associate Professor
Assistant Professor
Coaches I, II, III & IV
Athletic Trainer 2
Instructor
Lecturers; Levels A, B, C, and D

Library Services

Director of Library Services
Librarian
Associate Librarian
Assistant Librarian

International Education

Director of International Education
Assistant Director of International Education
Assistant Director, Programs abroad
Assistant Director /Int'l Student Advisor
Immigration Specialist

Education Department

Director of Field Experience-School of Education
Certification & Title II Officer
Coordinator of Student Services
Coordinator Student Services
Administrator, Educational Leadership

ENROLLMENT MANAGEMENT

Associate Vice President for Enrollment Management

Admissions

Director of Admissions
Associate Director of Admissions
Assistant Director of Admissions

Graduate Admissions

Director of Graduate Admissions
Associate Director of Graduate Studies
Assistant Director of Graduate Admissions

Registrar

Registrar
Associate Registrar
Assistant Registrar

Academic and Career Advising

Director of Academic and Career Advising
Associate Director of Academic Advising
Assistant Director of Academic Career Advising
Coordinator of Employer Recruitment

Financial Aid

Director of Financial Aid & Scholarships
Associate Director of Financial Aid
Assistant Director of Financial Aid
Financial Aid Systems and Compliance Specialist
Financial Aid Counselor

FINANCE AND ADMINISTRATION

Executive Vice President Finance and Administration

Controller

University Controller
Director of Accounting Services
Financial Analyst
Grants Fiscal Associate
Fiscal Assistant

Card Office

Director of Financial Business Applications
Campus One Card Administrator
Accounts Payable Coordinator

Payroll

Payroll Coordinator

Bursar's Office

Bursar
Assistant Bursar/Cash Management
Assistant Bursar/Federal Programs
Director of Financial Planning and Information Services
Financial Information System Support Specialist

Procurement and Contract Compliance

Manager Contract Compliance and Procurement
Procurement Card Program Administrator
University Records Specialist
Business Analyst

Facilities Operations

Associate Vice President for Capital Budget and Facilities Operations
Director of Facilities Engineering
Director of Facilities Planning & Architectural Services
Assistant Director of Facility Plan/Arch Services
Coordinator of University Construction & Facilities Management
Director Environmental Health & Safety
Director of Facilities Operations Services
Assistant Director Facilities Operations
Assistant Property Control Coordinator
Director of Custodial Services
Associate Director of Custodial & Grounds Services
Sustainability Coordinator
Recycling Coordinator
Accounting and Budget Assistant

University Police

Chief of Police/Director of Public Safety
Deputy Chief of Police, Associate Director of Public Safety

Office of Human Resources

Chief Human Resources Officer
University HR Administrator
Associate in Human Resources
Assistant in Human Resources

STUDENT AFFAIRS

Vice President of Student Affairs
Associate Vice President of Student Affairs
Assistant Vice President-Dean of Student Affairs
Assistant Vice President Student Affairs

Student Conduct

Assistant Dean and Director of Student Conduct
Assistant Director of Student Conduct

Health Services

Director of Health Services
Associate Director of Health and Wellness Services
Assistant Director of Health Services

Health Services, Continued

College Nurse Practitioner (APRN)
Clinical Practice Manager

Counseling Services

Director of Counseling Services
Associate Director of Counseling Services
Coordinator for Center of Wellbeing
Counselor
Assistant Counselor

Director of Student Life

Director of Student Life
Associate Director of Student Life
Assistant Director of Student Life
Assistant Director of Student Life for Clubs & Organizations

Violence Prevention Victim Advocacy Center (VPAS)

Coordinator of Victim Advocacy and Support Services
Sexual Assault and Prevention Specialist

Disability Resources

Director of Disabilities Resources
Assistant Director Disability Resources
Disability Specialist

Student Success Center

Director of Academic Student Success
Associate Director of Academic Success Center

Student Center

Director of Student Center
Associate Director University Student Center
Assistant Director of Student Center/Coordinator of Conference Services
Manager of Technology Systems for ASC
Assistant Director of Student Center Fitness

Residence Life

Director of Residence Life
Associate Director of Housing Operations
Assistant to the Director of Residence Life
Housing Assignment Coordinator
Associate Director of Residence Education and Community Development
Residence Hall Director

Transfer Student Services

Director of Transfer Student Services
Assistant Director of Transfer Student Services
Transfer Services Assistant

Lyman Performing Arts Center

Director of Lyman Center
Associate Director Student Activities and Special Events
Assistant Director of Lyman Center
Assistant Director of Business Services

Athletics

Director of Intercollegiate Athletics
Associate Director of Athletics
Associate Director of Athletics/Communication
Assistant Director of Athletics
Assistant Director/Athletic Equipment Manager
Assistant Director of Athletics/Fiscal Administrator
Assistant Compliance Coordinator
Assistant Coordinator Athletics
Coordinator Athletic Facilities

INSTITUTIONAL ADVANCEMENT

Vice President Institutional Advancement
Associate to Vice President Institutional Advancement

Annual Giving

Director of Annual Leadership Giving
Assistant Director of IA, Annual Giving
Prospect Research Officer

Alumni Relations

Director of Alumni Relations
Assistant Director of Alumni Relations
Business Manager, IA Foundation Manager
Assistant to the Business Manager
User Support Specialist

Public Affairs

Director of Public Affairs
Assistant Director of Public Affairs
University Writer/Editor
Assistant Manager of Internet Services
Coordinator of Graphic Services

6. Workforce Analysis
Section 46a-68-83

Category or Class	Grand Total	Total Male	Total Female	White Male	White Female	Black Male	Black Female	Hispanic Male	Hispanic Female	AAIANHNP Male	AAIANHNP Female	Two or more Races Males	Two or more Races Females
I. EXECUTIVE	33	19	14	13	10	3	2	1	2	2	0	0	0
		57.6%	42.4%	39.4%	30.3%	9.1%	6.1%	3.0%	6.1%	6.1%	0.0%	0.0%	0.0%
II. FACULTY	422	207	215	156	165	15	13	5	11	31	26	0	0
		49.1%	50.9%	37.0%	39.1%	3.6%	3.1%	1.2%	2.6%	7.3%	6.2%	0.0%	0.0%
III. PROF./NON FACULTY	253	93	160	65	119	15	18	4	14	6	8	3	1
		36.8%	63.2%	25.7%	47.0%	5.5%	7.1%	1.6%	5.5%	2.4%	3.2%	0.7%	0.2%
IV. SECRETARIAL/CLERICAL	79	12	67	9	33	3	22	0	10	0	1	0	1
		15.2%	84.8%	11.4%	41.8%	3.8%	27.8%	0.0%	12.7%	0.0%	1.3%	0.0%	0.2%
V. TECH/PARA/PROFESSIONAL	4	1	3	0	2	0	0	1	0	0	1	0	0
		25.0%	75.0%	0.0%	50.0%	0.0%	0.0%	25.0%	0.0%	0.0%	25.0%	0.0%	0.0%
VI. SKILLED CRAFTS	29	29	0	24	0	4	0	1	0	0	0	0	0
		100.0%	0.0%	82.8%	0.0%	13.8%	0.0%	3.4%	0.0%	0.0%	0.0%	0.0%	0.0%
VII. PROTECTIVE SERVICES	21	16	5	8	3	3	2	5	0	0	0	0	0
		76.2%	23.8%	38.1%	14.3%	14.3%	9.5%	23.8%	0.0%	0.0%	0.0%	0.0%	0.0%
VIII. MAINTENANCE	82	55	27	15	5	30	12	8	9	2	1	0	0
		67.1%	32.9%	18.3%	6.1%	36.6%	14.6%	9.8%	11.0%	2.4%	1.2%	0.0%	0.0%
Total	923	432	491	290	337	73	69	25	46	41	37	3	2
4/2022 AA Plan	902	429	473	293	336	70	59	24	40	40	37	2	1
Change +/-	21	3	18	-3	1	3	10	1	6	1	0	1	1
		46.80%	53.20%	31.42%	36.51%	7.91%	7.48%	2.71%	4.98%	4.44%	4.01%	0.33%	0.22%

Category or Class	WORKFORCE ANALYSIS												Two or More Male	Two or More Female					
	Grand Total		Total Male		Total Female		White		Black		Hispanic				AA/AN/HP/PI				
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female			Male	Female			
PRESIDENT	1	1	0	1															
PROVOST/VP ACADEMIC AFFAIRS	1	1	0	1															
EXECUTIVE VP FOR FINANCE & ADMIN	1	1	0	1															
VP STUDENT & UNIV AFFAIRS & DEAN OF STUDENT AFFAIRS	1	0	1		1														
VP INSTITUTIONAL ADVANCEMENT & DIRECTOR OF DEVELOPMENT	1	1	0	1															
VP OF ENROLLMENT MANAGEMENT	1	0	1		1														
VP of DIVERSITY, EQUITY, AND INCLUSION	1	0	1								1								
VP OF TECHNOLOGY/CIO	1	1	0	1															
ASSOC DEAN, SCHOOL OF EDUCATION	1	0	1		1														
ASSOC DEAN, ARTS & SCIENCES	2	1	1	1	1														
ASSOC DEAN, CAREER & STUDENT SUCCESS	1	1	0	1					1										
ASSOC DEAN, COLLEGE OF HEALTH AND HUMAN SVCS	1	0	1								1								
ASSOC DEAN, GRAD ENROLLMENT MGMT	1	0	1		1														
ASSOC VP FOR ACADEMIC AFFAIRS	1	0	1								1								
ASSOC VP FOR CAPITAL BUDGETS & FAC OPERATIONS	1	1	0	1															
ASSOC VP FOR INSTITUTIONAL ADVANCEMENT/ALUMNI RELATIONS	1	0	1		1														
ASSOC VP FOR INSTITUTIONAL INCLUSION & STRATEGIC CHANGE MGMT	1	1	0	1					1										
ASSOC VP OF STUDENT AFFAIRS	1	1	0	1															
ASSOC VP STRATEGIC INITIATIVES & OUTREACH	1	0	1		1														
CHIEF HUMAN RESOURCES OFFICER	1	1	0	1															
CHIEF OF POLICE, DIRECTOR OF PUBLIC SAFETY	0	0	0																
DEAN, COLLEGE OF HEALTH & HUMAN SERVICES	1	0	1		1														
DEAN SCHOOL OF ARTS AND SCIENCES	1	1	0	1															
DEAN SCHOOL OF BUSINESS	1	1	0	1															
DEAN SCHOOL OF EDUCATION	1	1	0	1															
DEAN OF GRADUATE STUDIES	1	1	0	1										1					
DIRECTOR INTERCOLLEGIATE ATHLETICS	1	1	0	1					1										
DIRECTOR OF ADMISSIONS	1	1	0	1							1								
DIRECTOR OF BULEY LIBRARY	0	0	0																
DIRECTOR OF DIVERSITY & EQUITY PROGRAMS	1	0	1																
DIRECTOR OF INSTITUTIONAL RESEARCH	1	1	0	1										1					
DIRECTOR PUBLIC AFFAIRS	1	1	0	1															
EXECUTIVE DIRECTOR OF HEALTHCARE PROGRAM	1	0	1		1														
UNIVERSITY CONTROLLER	1	0	1		1														
Total	33	19	14	13	10	3	2	1	2	1	2	2	0	2	0	0	0	0	0
4/2022 AA Plan	31	17	14	12	10	2	2	1	2	1	2	2	0	2	0	0	0	0	0
Change +/-	2	2	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0
	57.6%	42.4%	39.4%	30.3%	9.1%	6.1%	3.0%	6.1%	6.1%	6.1%	6.1%	6.1%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

WORKFORCE ANALYSIS

Category or Class	Grand Total		Total Male		Total Female		White Male		White Female		Black Male		Black Female		Hispanic Male		Hispanic Female		AAIA/HNPI Male		AAIA/HNPI Female		Two or More Male		Two or More Female	
	Total	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
PROFESSOR	168	94	74	76	59	8	3	3	3	3	3	3	3	3	3	3	3	3	7	9						
ASSOCIATE PROFESSOR	154	69	85	50	63	4	7	2	4	4	4	7	4	4	2	4	4	4	13	11						
ASSISTANT PROFESSOR	76	28	48	17	36	0	3	0	3	3	0	3	3	3	0	3	3	3	11	6						
COACH IV	10	6	4	5	4	1																				
COACH III	8	6	2	5	1	1																				
COACH II	5	3	2	2	2	1																				
COACH I/A	1	1	0	1																						
Total	422	207	215	156	165	15	13	5	11	15	13	13	11	5	31	26	31	26	31	26	0	0	0	0	0	0
4/2022 AA Plan	402	210	192	157	168	16	14	7	10	16	14	14	10	7	30	27	30	27	30	27	0	0	0	0	0	
Change +/-	20	-3	23	-1	-3	-1	-1	-2	1	-1	-1	-1	1	-2	1	-1	1	1	1	-1	0	0	0	0	0	
		49.1%	50.9%	37.0%	39.1%	3.6%	3.1%	1.2%	2.6%	3.6%	3.1%	1.2%	2.6%	1.2%	7.3%	6.2%	7.3%	6.2%	7.3%	6.2%	0.0%	0.0%	0.0%	0.0%	0.0%	

FORM 38A		Category: All		III. Professional Nonfaculty		Date: April 30, 2023							
Titles:		WORKFORCE ANALYSIS											
Category or Class	Grand Total	Total Male	Total Female	White Male	White Female	Black Male	Black Female	Hispanic Male	Hispanic Female	AAIAHNP Male	AAIAHNP Female	TWO or More RACES Male	TWO or More RACES Female
Associate Dean of Counseling and Wellness, Admin 7	1	1	0	1									
Associate Dean of Student Conduct, Admin 7	1	1	0	1									
Director of IS, System & Appl., Admin 7	1	1	0	1									
Director of IS, Tech Admin, Admin 7	1	1	0	1									
Director of Residence Life, Admin 7	1	1	0	1				1					
Senior Director of Conf, Events & SA Aux	1	1	0	1									
Associate Director of Admissions, Admin 6	1	0	1						1				
Director of Academic Advising, Admin 6	1	1	0	1									
Director of Academic Success Center, Admin 6	1	0	1		1								
Director of Academic Technologies, Admin 6	1	1	0	1									
Director of Accounting Services, Admin 6	1	0	1		1								
Director of Arch Services, Admin 6	1	1	0	1									
Director of CARE, Admin 6	1	0	1		1								
Director of Communication Disorders, Admin 6	1	0	1							1			
Director of Community Adv., Admin 6	1	1	0	1									
Director of Financial Aid, Admin 6	1	0	1		1								
Director of Infor System- Edge Comp, Admin 6	1	1	0	1									
Director of IS, Admin 6	1	1	0	1									
Director of IT Strat Init & Spec Proj, Admin 6	1	1	0	1									
Director of International Education, Admin 6	1	0	1		1								
Director of Lyman Center, Admin 6	0	0	0										
Director of Marketing & Publications, Admin 6	1	0	1		1								
Director of SPAR, Admin 6	1	0	1		1								
Director of Student Health Services, Admin 6	1	0	1								1		
Director of Student Life, Admin 6	1	0	1		1								
Director of Support Services, Admin 6	1	1	0							1			
Director of System Intergration, Admin 6	1	1	0	1									
Director of Transfer Stud Svcs, Admin 6	1	0	1		1								
Director of Univ Development, Admin 6	1	0	1		1								
Registrar, Admin 6	1	0	1		1								
Senior Assoc Athl Director, Admin 6	1	1	0	1									
Associate Director of Athl/Communication, Admin 5	1	1	0	1									
Associate Director of Coordinator of Athletics Fac, Admin 5	1	1	0	1									
Associate Director of Career & Prof Dev, Admin 5	1	0	1		1								

FORM 38A	Category: Titles:	III. Professional Nonfaculty										Date:	April 30, 2023
		WORKFORCE ANALYSIS											
Grand Total	Total Male	Total Female	White Male	White Female	Black Male	Black Female	Hispanic Male	Hispanic Female	AAIANHNP Male	AAIANHNP Female	TWO or More RACES Male	TWO or More RACES Female	
	2	0	1	1	1								
Associate Director of Conference & Event Services, Admin 5	1	0	1	1									
Associate Director of Counseling, Admin 5	1	0	1	1									
Associate Director of First Year Experience, Admin 5	1	0	1	1									
Associate Director of Res Life, Ed. & Comm. Dev., Admin 5	1	0	1	1									
Associate Director of Student Conduct, Admin 5	1	0	1	1									
Audiology Supervisor, Admin 5	1	0	1	1									
Bursar, Admin 5	1	0	1	1									
Business Manager, Admin 5	1	0	1	1									
Clinical Supervisor (SLP), Admin 5	1	0	1	1									
Customer Support Center Manager, Admin 5	1	1	0								1		
Database Manager, Admin 5	1	0	1	1									
Director of Advancement Strat & Tech, Admin 5	1	0	1	1									
Director of Alumni Relations, Admin 5	1	1	0		1								
Director of Annual Giving, Admin 5	1	0	1	1									
Director of Assessment, Admin 5	1	1	0	1									
Director of Budget & Financial Planning, Admin 5	1	0	1	1									
Director of Center for Ed & Assist Tech, Admin 5	1	1	0	1									
Director of Clinical Educ, Admin 5	1	0	1	1									
Director of Custodial & Grounds Services, Admin 5	1	1	0		1								
Director of Donor Relations, Admin 5	1	0	1	1									
Director of Env. Health & Safety, Admin 5	1	1	0	1									
Director of Facilities Engineering, Admin 5	1	1	0	1									
Director of Facilities Operations Services, Admin 5	1	1	0	1									
Director of Field Experiences, School of Ed., Admin 5	1	0	1	1									
Director of Financial Bus Appl, Admin 5	1	1	0	1									
Director of Financial Literacy & Adv, Admin 5	1	1	0	1									
Director of Inclusion & Restorative Justice Educ, Admin 5	1	0	1	1									
Director of Multicultural Center, Admin 5	1	0	1	1									
Director of New Student & Sophomore Prgm, Admin 5	1	1	0	1									
Director of Univ Access Program, Admin 5	1	0	1	1									
Enterprise Cloud Infra Mgr-Windows, Admin 5	2	2	0	2									
Enterprise Infra. Manager, Admin 5	1	1	0	1									
ERP/ Acad. Application Manager, Admin 5	1	0	1	1									

FORM 38A		Category: III. Professional Nonfaculty										Date: April 30, 2023	
Titles:		All WORKFORCE ANALYSIS											
Category or Class	Grand Total	Total Male	Total Female	White Male	White Female	Black Male	Black Female	Hispanic Male	Hispanic Female	AAIANHNP Male	AAIANHNP Female	TWO or More RACES Male	TWO or More RACES Female
Infrastructure Support Specialist, Admin 5	1	1	0	1									
Major Gift Officer, Admin 5	3	2	1	1			1			1			
Manager of Contract Compliance & Proc Svcs, Admin 5	1	0	1		1								
Senior Associate Director, Admin 5	1	0	1		1								
Speech-Language Path., Clinical Supervisor, Admin 5	3	0	3		2		1						
System Manager, Admin 5	1	0	1		1								
Telecommunications Manager, Admin 5	1	1	0	1									
Voice & Video Network Manager, Admin 5	1	1	0	1									
Accounts Payable Coord, Admin 4	1	0	1					1					
Admin Coord for Interdis Stud, Admin 4	1	1	0									1	
Assessment Resource Associate, Admin 4	1	0	1		1								
Assistant Dean of Education, Admin 4	1	0	1		1								
Assistant Director of Athletic Equip Mgr, Admin 4	1	1	0	1									
Assistant Director of Athletics, Fiscal Affairs, Admin 4	1	1	0	1									
Assistant Director of Career & Professional Dev, Admin 4	2	0	2		1		1						
Assistant Director of External Relations, Admin 4	1	0	1		1								
Assistant Director of Facilities Planning, Admin 4	1	1	0	1									
Assistant Director of ICM for Social Media, Admin 4	1	0	1		1								
Assistant Director of RL Upper Class Comm, Admin 4	1	1	0				1						
Assistant Director of SWK Field Education, Admin 4	1	0	1		1								
Assistant Director of Student Conduct, Admin 4	1	0	1		1								
Assistant Manager of Internet Services, Admin 4	1	1	0							1			
Associate Bursar, Admin 4	1	1	0										
Associate Director of Academic Support, Admin 4	1	0	1		1								
Associate Director of Admissions, Admin 4	1	1	0				1						
Associate Director of Alumni Relations, Admin 4	1	0	1		1								
Associate Director of Custodians & Grounds, Admin 4	1	1	0				1						
Associate Director of Financial Aid, Admin 4	1	0	1						1				
Associate Director of H/C Studies, Admin 4	1	0	1		1								
Associate Director of Health & Wellness, Admin 4	1	0	1				1						
Associate Director of Nursing Adm, Admin 4	1	0	1										
Associate Director of Post Award Services, Admin 4	1	0	1		1								
Associate Director of Pre Award Svcs, Admin 4	1	0	1		1								

7. Availability Analysis
Section 46a-68-84

AVAILABILITY ANALYSIS

OCC. CATEGORY: Executive- All Titles
 JOB TITLE: CT/National

REPORTING PERIOD: 4/30/2023

LMA:

FACTOR	TOTAL MALE			TOTAL FEMALE			WHITE MALE			WHITE FEMALE			BLACK MALE			BLACK FEMALE		
	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF
Employment	62.3	30	18.7	37.7	30	11.3	53.2	30	16.0	31.1	30	9.3	2.4	30	0.7	1.8	30	0.5
Unemployment	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0
Promotional Pool	48.8	10	4.9	51.3	10	5.1	40.0	10	4.0	42.5	10	4.3	3.8	10	0.4	5.0	10	0.5
Educational Statistics	42.3	60	25.4	57.7	60	34.6	33.0	60	19.8	42.2	60	25.3	3.9	60	2.3	7.1	60	4.3
FINAL AVAIL. FACTOR			49.0			51.0			39.8			38.9			3.4			5.3

FACTOR	HISPANIC MALE			HISPANIC FEMALE			AAIAN/HNPI MALE			AAIAN/HNPI FEMALE			TWO OR MORE MALE			TWO OR MORE FEMALE		
	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF
Employment	3.0	30	0.9	2.7	30	0.8	2.5	30	0.8	1.5	30	0.5	1.1	30	0.3	0.6	30	0.2
Unemployment	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0
Promotional Pool	1.3	10	0.1	1.3	10	0.1	2.5	10	0.3	2.5	10	0.3	1.3	10	0.1	0.0	10	0.0
Educational Statistics	2.8	60	1.7	4.5	60	2.7	2.2	60	1.3	3.0	60	1.8	0.5	60	0.3	0.8	60	0.5
FINAL AVAIL. FACTOR			2.7			3.6			2.4			2.6			0.7			0.7

FACTOR	SOURCE OF STATISTIC	REASON FOR WEIGHTING THE FACTOR
Employment	Census-2014-2018 EEO Occup. Code List EEO-ALL01R-Occup by Sex, Race/Ethnicity for Residence Geography Connecticut Data- Top Executives-11-10XX/0010 Education Administrators and childcare workers -11-9030/0230	30%-Important source of applicants. Executive/Administrative positions require advanced degrees and relevant/current experience.
Unemployment	No source used from unemployment jobseekers.	0%-This source was not used in this category.
Promotional Pool	Promotable Pool comes from Professional Non-Faculty category job titles.	10%-All positions in Admin 5, 6 & 7 in category 3 classifications could be eligible for upward mobility positions into this category. 60% - Best available source for educational statistics from all Colleges/Universities. Based on national scope of searches in this category.
Educational Statistics	Digest of Education Statistics Table 314.40, Employees in Degree- Granting Institutions; Management Spring 2021-table prepared February 2022	

AVAILABILITY ANALYSIS

Executive-All Titles - Employed Pool Data													
	GT	TM	TF	WM	WF	BM	BF	HM	HF	AAIAN HNPI-M	AAIAN HNPI-F	TWO or MORE M	TWO or MORE F
Census Data 2014-2018													
11-10XX/0010- Top Executives	31090	22725	8365	19900	7000	620	255	925	505	930	415	350	190
11-9030/0230-Educ Admin and childcare workers	13949	5315	8634	4070	7020	445	535	440	730	205	264	155	85
TOTAL	45039	28040	16999	23970	14020	1065	790	1365	1235	1135	679	505	275
	100.0%	62.3%	37.7%	53.2%	31.1%	2.4%	1.8%	3.0%	2.7%	2.5%	1.5%	1.1%	0.6%
Executive-All Titles - Promotable Pool Data													
	GT	TM	TF	WM	WF	BM	BF	HM	HF	AAIAN HNPI-M	AAIAN HNPI-F	TWO or MORE M	TWO or MORE F
Promotional Pool													
Admin 5, 6 & 7	80	39	41	32	34	3	4	1	1	2	2	1	0
Total	80	39	41	32	34	3	4	1	1	2	2	1	0
		48.8%	51.3%	40.0%	42.5%	3.8%	5.0%	1.3%	1.3%	2.5%	2.5%	1.3%	0.0%
Executive-All Titles- Educational Data													
	GT	TM	TF	WM	WF	BM	BF	HM	HF	AAIAN HNPI-M	AAIAN HNPI-F	TWO or MORE M	TWO or MORE F
Educational Data													
Table 3/14.40 Management	255575	108215	147360	84249	107965	10046	18215	7113	11413	5522	7611	1285	2156
TOTAL		42.3%	57.7%	33.0%	42.2%	3.9%	7.1%	2.8%	4.5%	2.2%	3.0%	0.5%	0.8%

AVAILABILITY ANALYSIS

OCC. CATEGORY: **Professor** REPORTING PERIOD: **4/30/2023**
 TITLE: LMA: **CT/National**

FACTOR	TOTAL MALE			TOTAL FEMALE			WHITE MALE			WHITE FEMALE			BLACK MALE			BLACK FEMALE		
	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF
Employment	48.4	10	4.8	51.6	10	5.2	36.2	10	3.6	37.9	10	3.8	1.7	10	0.2	3.8	10	0.4
Unemployment	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0
Promotional Pool	50.0	80	40.0	50.0	80	40.0	36.8	80	29.4	36.8	80	29.4	2.9	80	2.3	4.4	80	3.5
Educational Data	58.7	10	5.9	41.3	10	4.1	44.6	10	4.5	31.3	10	3.1	2.5	10	0.3	2.5	10	0.3
FINAL AVAIL. FACTOR			50.7			49.3			37.5			36.3			2.8			4.2

FACTOR	HISPANIC MALE			HISPANIC FEMALE			AAIANHNP I MALE			AAIANHNP I FEMALE			TWO OR MORE MALE			TWO OR MORE FEMALE		
	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF
Employment	2.4	10	0.2	2.4	10	0.2	7.2	10	0.7	6.4	10	0.6	0.9	10	0.1	1.1	10	0.1
Unemployment	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0
Promotional Pool	2.9	80	2.3	2.9	80	2.3	7.4	80	5.9	5.9	80	4.7	0.0	80	0.0	0.0	80	0.0
Educational Data	2.7	10	0.3	2.1	10	0.2	8.4	10	0.8	4.9	10	0.5	0.5	10	0.1	0.4	10	0.0
FINAL AVAIL. FACTOR			2.8			2.7			7.4			5.8			0.2			0.1

FACTOR	SOURCE OF STATISTIC	REASON FOR WEIGHTING THE FACTOR
Employment	Census-2014-2018 EEO Occup. Code List EEO-ALL01R-Occup by Sex, Race/Ethnicity for Residence Geography Connecticut Data- Post-secondary Teachers- 25-1000/2205	10%-Important source of applicants with experience used most for specialized areas of discipline
Unemployment	No source used from unemployment jobseekers.	0%-This source was not used in this category.
Promotional Pool	Promotions based on assessment of the eligible (5 years in rank) Associate Professor category	80%-Promotions occur from Associate Professor level.
Educational Statistics	Digest of Education Statistics Table 315.20 Spring 2020 through Spring 2022 Professor and Associate Professor (Table prepared January 2023)	10% - Professors and Associate Professors educational statistics used based on national scope of searches in this category.

AVAILABILITY ANALYSIS

Professor - Employed Pool Data													
	GT	TM	TF	WM	WF	BM	BF	HM	HF	AAIAN HNPI-M	AAIAN HNPI-F	TWO or MORE M	TWO or MORE F
Census Data 2014-2018													
25-1000/2205- Post-secondary Teachers	19955	9660	10295	7225	7555	345	755	485	485	1430	1285	175	215
TOTAL	19955	9660	10295	7225	7555	345	755	485	485	1430	1285	175	215
	100%	48.4%	51.6%	36.2%	37.9%	1.7%	3.8%	2.4%	2.4%	7.2%	6.4%	0.9%	1.1%
		48.4	51.6	36.2	37.9	1.7	3.8	2.4	2.4	7.2	6.4	0.9	1.1

Promo Pool For Professor													
	GT	TM	TF	WM	WF	BM	BF	HM	HF	AAIAN HNPI-M	AAIAN HNPI-F	TWO or MORE M	TWO or MORE F
Promo Pool													
From Associate Professor (eligible for promotion)	68	34	34	25	25	2	3	2	2	5	4	0	0
TOTAL	68	34	34	25	25	2	3	2	2	5	4	0	0
	100%	50.0%	50.0%	36.8%	36.8%	2.9%	4.4%	2.9%	2.9%	7.4%	5.9%	0.0%	0.0%
		50.0	50.0	36.8	36.8	2.9	4.4	2.9	2.9	7.4	5.9	0.0	0.0

Professor - Educational Data													
	GT	TM	TF	WM	WF	BM	BF	HM	HF	AAIAN HNPI-M	AAIAN HNPI-F	TWO or MORE M	TWO or MORE F
Educational Data													
Professor	183270	117,338	65,932	91,213	51,610	4,255	3,308	4,739	3,083	16,347	7,318	784	613
Associate Professor	154402	80,989	73,413	59521	54170	4196	5194	4362	3975	12022	9179	888	895
TOTAL	337672	198327	139345	150734	105780	8451	8502	9101	7058	28369	16497	1672	1508
		58.7%	41.3%	44.6%	31.3%	2.5%	2.5%	2.7%	2.1%	8.4%	4.9%	0.5%	0.4%
		58.7	41.3	44.6	31.3	2.5	2.5	2.7	2.1	8.4	4.9	0.5	0.4

AVAILABILITY ANALYSIS

OCC. CATEGORY: Associate Professor
 TITLE:

REPORTING PERIOD: 4/30/2023
 LMA: CT/National

FACTOR	TOTAL MALE			TOTAL FEMALE			WHITE MALE			WHITE FEMALE			BLACK MALE			BLACK FEMALE		
	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF
Employment	48.4	15	7.3	51.6	15	7.7	36.2	15	5.4	37.9	15	5.7	1.7	15	0.3	3.8	15	0.6
Unemployment	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0
Promotional Pool	44.4	70	31.1	55.6	70	38.9	25.9	70	18.1	37.0	70	25.9	0.0	70	0.0	0.0	70	0.0
Educational Data	48.6	15	7.3	51.4	15	7.7	34.6	15	5.2	36.6	15	5.5	2.9	15	0.4	4.2	15	0.6
FINAL AVAIL. FACTOR			45.7			54.3			28.7			37.1			0.7			1.2
FACTOR	HISPANIC MALE			HISPANIC FEMALE			AAIANHNP1 MALE			AAIANHNP1 FEMALE			TWO OR MORE MALE			TWO OR MORE FEMALE		
	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF
Employment	2.4	15	0.4	2.4	15	0.4	7.2	15	1.1	6.4	15	1.0	0.9	15	0.1	1.1	15	0.2
Unemployment	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0
Promotional Pool	0.0	70	0.0	3.7	70	2.6	18.5	70	13.0	14.8	70	10.4	0.0	70	0.0	0.0	70	0.0
Educational Data	2.9	15	0.4	3.0	15	0.5	7.6	15	1.1	6.7	15	1.0	0.6	15	0.1	0.8	15	0.1
FINAL AVAIL. FACTOR			0.8			3.5			15.2			12.4			0.2			0.3
																		100.1
FACTOR	SOURCE OF STATISTIC			REASON FOR WEIGHTING THE FACTOR														
Employment	Census-2014-2018 EEO Occup. Code List EEO-ALL01R-Occup by Sex, Race/Ethnicity for Residence Geography Connecticut Data- Post-secondary Teachers- 25-1000/2205			15%-Important source of applicants														
Unemployment	No source used from unemployment jobseekers.			0%- This source was not used in this category.														
Promotional Pool	Promotions based on assessment of the eligible (5 years in rank) Assistant Professor category			70%-Historically, promotions occur from Associate Professor level.														
Educational Statistics	Digest of Education Statistics Table 315.20 Spring 2020 through Spring 2022 Associate Professor and Assistant Professor (Table prepared January 2023)			15% - Associate Professors and Assistant Professor educational statistics used based on national scope of searches in this category.														

AVAILABILITY ANALYSIS

Associate Professor - Employed Pool Data													
	GT	TM	TF	WM	WF	BM	BF	HM	HF	AAIA NHNP I-M	AAIA NHNP I-F	TWO or MORE M	TWO or MORE F
Census Data 2014-2018													
25-1000/2205- Post-secondary Teachers	19955	9660	10295	7225	7555	345	755	485	485	1430	1285	175	215
TOTAL	19955	9660	10295	7225	7555	345	755	485	485	1430	1285	175	215
%	100%	48.4%	51.6%	36.2%	37.9%	1.7%	3.8%	2.4%	2.4%	7.2%	6.4%	0.9%	1.1%
		48.4	51.6	36.2	37.9	1.7	3.8	2.4	2.4	7.2	6.4	0.9	1.1

Promo Pool For Associate Professor													
	GT	TM	TF	WM	WF	BM	BF	HM	HF	AAIA NHNP I-M	AAIA NHNP I-F	TWO or MORE M	TWO or MORE F
Promo Pool													
From Assistant Professor (eligible for promotion)	27	12	15	7	10	0	0	0	1	5	4		
TOTAL	27	12	15	7	10	0	0	0	1	5	4		
	100%	44.4%	55.6%	25.9%	37.0%	0.0%	0.0%	0.0%	3.7%	18.5%	14.8%		
		44.4	55.6	25.9	37.0	0.0	0.0	0.0	3.7	18.5	14.8		

Associate Professor - Educational Data													
	GT	TM	TF	WM	WF	BM	BF	HM	HF	AAIA NHNP I-M	AAIA NHNP I-F	TWO or MORE M	TWO or MORE F
Educational Data													
Associate Professor	154402	80,989	73,413	59521	54170	4196	5194	4362	3975	12022	9179	888	895
Assistant Professor	155444	69,529	85,915	47792	59310	4694	7972	4520	5260	11433	11664	1090	1709
TOTAL	309846	150518	159328	107313	113480	8890	13166	8882	9235	23455	20843	1978	2604
		48.6%	51.4%	34.6%	36.6%	2.9%	4.2%	2.9%	3.0%	7.6%	6.7%	0.6%	0.8%
		48.6	51.4	34.6	36.6	2.9	4.2	2.9	3.0	7.6	6.7	0.6	0.8

**8. Utilization Analysis & Hiring
and Promotion Goals
Section 46a-68-40**

Utilization Analysis- Hiring, Promotional and Upward/Career Mobility

FORM 85A

Reporting Date: April 30, 2023
Labor Market Area: CT/National

Occupational Category/Class:
I. Executive All

Agency:
Southern CT State University

	GRAND TOTAL	TOTAL		WHITE		BLACK		HISPANIC		AAIAN/HNPI		2 OR MORE RACES	
		MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE
WORKFORCE %	100	57.6	42.4	39.4	30.3	9.1	6.1	3.0	6.1	6.1	0.0	0.0	0.0
WORKFORCE PARITY %	100	49.0	51.0	39.8	38.9	3.4	5.3	2.7	3.6	2.4	2.6	0.7	0.7
WORKFORCE NOS.	33	19	14	13	10	3	2	1	2	2	0	0	0
WORKFORCE PARITY NOS.	33	16.2	16.8	13.1	12.8	1.1	1.7	0.9	1.2	0.8	0.9	0.0	0.0
NET UTILIZATION (+/-)		2.8	-2.8	-0.1	-2.8	1.9	0.3	0.1	0.8	1.2	-0.9	0.0	0.0
PREVIOUS UTILIZATION		1.7	-1.7	-0.4	-2.0	0.9	0.4	0.2	0.9	1.3	-0.7	0.0	0.0
HIRING GOALS	PREVIOUS PLAN GOALS	2	2		1						1		
	CURRENT PLAN HIRES	4	1	2		1	1						
	CURRENT PLAN GOALS	3	3		2						1		
PROMOTIONAL GOALS	PREVIOUS PLAN GOALS	1	1		1								
	CURRENT PLAN PROMOTIONS	0	0										
	CURRENT PLAN GOALS	1	1		1								
UPWARD/ CAREER MOBILITY GOALS	PREVIOUS PLAN GOALS	0	0										
	CURRENT PLAN PROMOTIONS	0	0										
	CURRENT PLAN GOALS	0	0										

Utilization Analysis- Hiring, Promotional and Upward/Career Mobility

Agency: Southern CT State University
 Occupational Category/Class: Professor
 Reporting Date: April 30, 2023
 Labor Market Area: CT/National

II. Faculty

	GRAND TOTAL	WHITE		BLACK		HISPANIC		AAIANHNP		2 OR MORE RACES	
		MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE
WORKFORCE %	100	56.0	44.0	4.8	1.8	1.8	1.8	4.2	5.4	0.0	0.0
WORKFORCE PARITY %	100	50.7	49.3	2.8	4.2	2.8	2.7	7.4	5.8	0.2	0.1
WORKFORCE NOS.	168	94	74	8	3	3	3	7	9	0	0
WORKFORCE PARITY NOS.	168	85.2	82.8	4.7	7.1	4.7	4.5	12.4	9.7	0.0	0.0
NET UTILIZATION (+/-)		8.8	-8.8	3.3	-4.1	-1.7	-1.5	-5.4	-0.7	0.0	0.0
PREVIOUS UTILIZATION		11.2	-11.2	5.9	-2.6	-2.3	-1.9	-12.2	-4.1	0.0	0.0
HIRING GOALS	PREVIOUS PLAN GOALS	5	0					5			
	CURRENT PLAN HIRES	1	0					1			
	CURRENT PLAN GOALS	0	0								
PROMOTIONAL GOALS	PREVIOUS PLAN GOALS	20	11		3	2	2	7	4		
	CURRENT PLAN PROMOTIONS	12	7		1		2				
	CURRENT PLAN GOALS	16	9		4	2	2	5	1		
UPWARD/ CAREER MOBILITY GOALS	PREVIOUS PLAN GOALS	0	0								
	CURRENT PLAN PROMOTIONS	0	0								
	CURRENT PLAN GOALS	0	0								

Utilization Analysis- Hiring, Promotional and Upward/Career Mobility

FORM 85A FORM 85A

FORM 85A

Agency: **Southern CT State University** Occupational Category/Class: **II. Faculty Associate Professor** Reporting Date: **April 30, 2023** Labor Market Area: **CT/National**

	GRAND TOTAL	TOTAL		WHITE		BLACK		HISPANIC		AA/IAN/HN/PI		2 OR MORE RACES	
		MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE
WORKFORCE %	100	44.8	55.2	32.5	40.9	2.6	4.5	1.3	2.6	8.4	7.1	0.0	0.0
WORKFORCE PARITY %	100	45.7	54.3	28.7	37.1	0.7	1.2	0.8	3.5	15.2	12.4	0.2	0.3
WORKFORCE NOS.	154	69	85	50	63	4	7	2	4	13	11	0	0
WORKFORCE PARITY NOS.	154	70.4	83.6	44.2	57.1	1.1	1.8	1.2	5.4	23.4	19.1	0.0	0.0
NET UTILIZATION (+/-)		-1.4	1.4	5.8	5.9	2.9	5.2	0.8	-1.4	-10.4	-8.1	0.0	0.0
PREVIOUS UTILIZATION		11.2	-11.2	23.9	-6.9	-0.5	-1.0	1.8	-2.4	-13.5	-1.2	0.0	0.0
HIRING GOALS	PREVIOUS PLAN GOALS	9	0							9			
	CURRENT PLAN HIRES	0	0										
	CURRENT PLAN GOALS	2	2								2		
PROMOTIONAL GOALS	PREVIOUS PLAN GOALS	17	11		7	1	1		2	5	1		
	CURRENT PLAN PROMOTIONS	22	14	6	10		1			2	3		
	CURRENT PLAN GOALS	17	7						1	10	6		
UPWARD/ CAREER MOBILITY GOALS	PREVIOUS PLAN GOALS	0	0										
	CURRENT PLAN PROMOTIONS	0	0										
	CURRENT PLAN GOALS	0	0										

Utilization Analysis- Hiring, Promotional and Upward/Career Mobility

FORM 85A

Agency:

Southern CT State University

Occupational Category/Class:

II. Faculty Assistant Professor

Reporting April 30, 2023

Labor Market Area:

CT/National

	GRAND TOTAL	WHITE		BLACK		HISPANIC		AAIANHNP		2 OR MORE RACES				
		MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE			
WORKFORCE %	100	36.8	63.2	22.4	47.4	0.0	3.9	0.0	3.9	14.5	7.9	0.0	0.0	A.
WORKFORCE PARITY %	100	45.0	55.1	32.7	39.5	2.6	4.7	3.1	3.7	5.9	6.2	0.7	1.1	B.
WORKFORCE NOS.	76	28	48	17	36	0	3	0	3	11	6	0	0	C.
WORKFORCE PARITY NOS.	76	34.2	41.9	24.9	30.0	2.0	3.6	2.4	2.8	4.5	4.7	0.0	0.0	D.
NET UTILIZATION (+/-)		-6.2	6.1	-7.9	6.0	-2.0	-0.6	-2.4	0.2	6.5	1.3	0.0	0.0	E.
PREVIOUS UTILIZATION		-6.2	6.2	-9.6	4.2	-2.0	-0.6	-2.4	-0.8	8.4	4.1	0.0	0.0	F.
HIRING GOALS	PREVIOUS PLAN GOALS	16	2	10		2	1	2	1					G.
	CURRENT PLAN HIRES	21	13	7	10		1		1	1	1			H.
	CURRENT PLAN GOALS	13	1	8		2	1	2						I.
PROMOTIONAL GOALS	PREVIOUS PLAN GOALS	0	0											J.
	CURRENT PLAN PROMOTIONS	1	1		1									K.
	CURRENT PLAN GOALS	0	0											L.
UPWARD/ CAREER MOBILITY GOALS	PREVIOUS PLAN GOALS	0	0											M.
	CURRENT PLAN PROMOTIONS	0	0											N.
	CURRENT PLAN GOALS	0	0											O.

Utilization Analysis- Hiring, Promotional and Upward/Career Mobility

FORM 85A

Agency: Southern CT State University

Occupational Category/Class: II. Faculty Coaches

Reporting Date: April 30, 2023
Labor Market Area: CT/National

	GRAND TOTAL	TOTAL		WHITE		BLACK		HISPANIC		AAIANHPI		2 OR MORE RACES	
		MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE
WORKFORCE %	100	66.7	33.3	54.2	29.2	12.5	0.0	0.0	4.2	0.0	0.0	0.0	0.0
WORKFORCE PARITY %	100	68.4	31.6	49.7	24.0	11.8	4.1	3.6	1.5	1.8	0.2	0.1	
WORKFORCE NOS.	24	16	8	13	7	3	0	0	1	0	0	0	
WORKFORCE PARITY NOS.	24	16.4	7.6	11.9	5.8	2.8	1.0	0.9	0.4	0.7	0.4	0.0	
NET UTILIZATION (+/-)		-0.4	0.4	1.1	1.2	0.2	-1.0	-0.9	0.6	-0.7	-0.4	0.0	
PREVIOUS UTILIZATION		0.0	0.0	0.0	0.5	0.2	-0.9	0.3	0.7	-0.4	-0.3	0.0	
HIRING GOALS	PREVIOUS PLAN GOALS	2	1				1			1			
	CURRENT PLAN HIRES	5	2	3	2								
	CURRENT PLAN GOALS	3	1				1	1		1			
PROMOTIONAL GOALS	PREVIOUS PLAN GOALS	0	0										
	CURRENT PLAN PROMOTIONS-	0	0										
	CURRENT PLAN GOALS	0	0										
UPWARD/ CAREER MOBILITY GOALS	PREVIOUS PLAN GOALS	0	0										
	CURRENT PLAN PROMOTIONS	0	0										
	CURRENT PLAN GOALS	0	0										

Utilization Analysis- Hiring, Promotional and Upward/Career Mobility

Agency: Southern CT State University Occupational Category/Class: All Nonfaculty Reporting Date: April 30, 2023 Labor Market Area: CT/National

III. Professional

	GRAND TOTAL	TOTAL		WHITE		BLACK		HISPANIC		AAIANHPI		2 OR MORE RACES	
		MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE
WORKFORCE %	100	36.8	63.2	25.7	47.0	5.9	7.1	1.6	5.5	2.4	3.2	1.2	0.4
WORKFORCE PARITY %	100	44.7	55.3	32.3	39.5	3.4	5.6	3.4	5.1	5.0	4.4	0.7	1.0
WORKFORCE NOS.	253	93	160	65	119	15	18	4	14	6	8	3	1
WORKFORCE PARITY NOS.	253	113.1	139.9	81.7	99.9	8.6	14.2	8.6	12.9	12.7	11.1	1.8	2.5
NET UTILIZATION (+/-)		-20.1	20.1	-16.7	19.1	6.4	3.8	-4.6	1.1	-6.7	-3.1	1.2	-1.5
PREVIOUS UTILIZATION		-10.2	10.2	-9.3	15.0	9.1	1.0	-4.9	-1.9	-5.7	-3.3	0.4	-1.3
HIRING GOALS	26	20	6	9				5	2	6	3		1
PREVIOUS PLAN GOALS	37	10	27	4	19	2	4	2	3	1	1	1	
CURRENT PLAN HIRES	34	29	5	17				5		7	3		2
CURRENT PLAN GOALS													
PROMOTIONAL GOALS	0	0	0										
PREVIOUS PLAN GOALS	3	1	2	1	1	1			1				
CURRENT PLAN PROMOTIONS	0	0	0										
CURRENT PLAN GOALS													
UPWARD/ CAREER MOBILITY GOALS	0	0	0										
PREVIOUS PLAN GOALS	0	0	0										
CURRENT PLAN PROMOTIONS	0	0	0										
CURRENT PLAN GOALS	0	0	0										

9. Employment Analyses
Section 46a-68-86

FORM 42A1

Category: **I. Executive**

Titles: **All**

Date: April 30, 2023

Employment Process Analysis

Employment Process	Grand Total	Total		White		Black		Hispanic		AAIANHNP		Two or More Races	
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Workforce #, Current	33	19	14	13	10	3	2	1	2	2	0	0	0
Workforce #, Previous	31	17	14	12	10	2	2	1	2	2	0	0	0
Net Change	2	2	0	1	0	1	0	0	0	0	0	0	0
Hires	4	3	1	2		1	1						
Promotion within Category	0	0	0										
Temporary Appts.	0	0	0										
Miscout in Last AAP	0	0	0										
Promotion into Category	0	0	0										
Total Increases	4	3	1	2	0	1	1	0	0	0	0	0	0
Layoffs	0	0	0										
Retirements	2	1	1	1			1						
Termination/dismissals	0	0	0										
Resignations	0	0	0										
Total Reductions	2	1	1	1	0	0	1	0	0	0	0	0	0

FORM 42A1

Category: **II. Faculty**
 Titles: **Professor**

Date: April 30, 2023

Employment Process Analysis

Employment Process	Grand Total	Total		White		Black		Hispanic		AAIANHNPI		Two or More Races	
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Workforce #, Current	168	94	74	76	59	8	3	3	3	7	9	0	0
Workforce #, Previous	170	94	76	76	63	9	3	1	6	9	9	0	0
Net Change	-2	0	-2	0	-4	-1	0	2	1	0	0	0	0
Hires	1	1	0						1				
Promotion within Category	0	0	0										
Corrected Race	0	0	0										
Interims now reported in permanent position	0	0	0										
Return from leave	0	0	0										
Promotion into Category	12	5	7	5	4		1	2					
Total Increases	13	6	7	5	4	0	1	2	1	0	0	0	0
Transfers	0	0	0										
Went to PT staff	0	0	0										
Retirements	15	6	9	5	8	1	1						
Resignations	0	0	0										
Deceased	0	0	0										
Promotion out of category	0	0	0										
Total Reductions	15	6	9	5	8	1	1	0	0	0	0	0	0

FORM 42A1

II. Faculty
Associate Professor
 Employment Process Analysis

Category:

Titles:

Date: April 30, 2023

Employment Process	Grand Total	Total Male	Total Female	White Male	White Female	Black Male	Black Female	Hispanic Male	Hispanic Female	AAIANHNP Male	AAIANHNP Female	Two or More Races Male	Two or More Races Female
Workforce #, Current	154	69	85	50	63	4	7	2	4	13	11	0	0
Workforce #, Previous	155	69	86	51	63	4	8	3	6	11	9	0	0
Net Change	-1	0	-1	-1	0	0	-1	-1	-2	2	2	0	0
Hires	0	0	0										
Promotion within Category	0	0	0										
Temporary Appts.	0	0	0										
	0	0	0										
	0	0	0										
Promotion into Category	22	8	14	6	10	0	1	1	0	2	3	0	0
Total Increases	22	8	14	6	10	0	1	0	0	2	3	0	0
Transfers	0	0	0										
Retirements	6	1	5	1	5								
Deceased	0	0	0										
Resignations	5	2	3	1	1		1	1			1		
Promotion out of category	12	5	7	5	4		1		2				
	0	0	0										
Total Reductions	23	8	15	7	10	0	2	1	2	0	1	0	0

FORM 42A1

Category:

II. Faculty

Titles:

Assistant Professor

Date: April 30, 2023

Employment Process Analysis

Employment Process	Grand Total	Total		White		Black		Hispanic		AAIANHNPI		Two or More Races	
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Workforce #, Current	76	28	48	17	36	0	3	0	3	11	6	0	0
Workforce #, Previous	80	30	50	17	36	0	3	0	2	13	9	0	0
Net Change	-4	-2	-2	0	0	0	0	0	1	-2	-3	0	0
Hires	21	8	13	7	10	1	1	1	1	1	1		
Promotion within Category	0	0	0										
Temporary Appts.	0	0	0										
Emergency Hires	0	0	0										
Miscounted in last AAP	0	0	0										
Promotion into Category	1	0	1		1								
Total Increases	22	8	14	7	11	0	1	0	1	1	1	0	0
Dismissal	0	0	0										
Full time to part time	0	0	0										
Contract Ended	0	0	0										
Retirement	1	0	1		1								
Resignations	3	2	1	1	1					1	1		
Promotion out of category	22	8	14	6	10		1			2	3		
Total Reductions	26	10	16	7	11	0	1	0	0	3	4	0	0

FORM 42A1

II. Faculty Coaches

Category:
Titles:

Employment Process Analysis

Date: April 30, 2023

Employment Process	Grand Total	Total		White		Black		Hispanic		AAIANHNPI		Two or More Races	
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Workforce #, Current	24	16	8	13	7	3	0	0	1	0	0	0	0
Workforce #, Previous	24	17	7	13	6	3	0	1	1	0	0	0	0
Net Change	0	-1	1	0	1	0	0	-1	0	0	0	0	0
Hires	5	3	2	3	2								
Promotion within Category	0	0	0										
Temporary Appts.	0	0	0										
Return from leave	0	0	0										
Emergency Hires	0	0	0										
Promotion into Category	0	0	0										
Total Increases	5	3	2	3	2	0	0	0	0	0	0	0	0
Transfers	0	0	0										
Went to PT staff	0	0	0										
Retirements	2	1	1	1									
Contract Ended	1	0	1		1								
Resignations	3	3	0	2				1					
Promotion to another category	0	0	0										
Total Reductions	5	4	1	3	1	0	0	1	0	0	0	0	0

FORM 42A1

Category: **III. Prof. Nonfaculty**

Titles: **All**

Date: April 30, 2023

Employment Process Analysis

Employment Process	Grand Total	Total		White		Black		Hispanic		AAIANHNP		Two or More Races	
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Workforce #, Current	253	93	160	65	119	15	18	4	14	6	8	3	1
Workforce #, Previous	233	94	139	66	107	17	14	3	10	6	7	2	1
Net Change	20	-1	21	-1	12	-2	4	1	4	0	1	1	0
Hires	37	10	27	4	19	2	4	2	3	1	1	1	
Promotion within Category	0	0	0										
Temporary Appts.	0	0	0										
Emergency Hires	0	0	0										
Intermittent Appts.	0	0	0										
	0	0	0										
Promotion into Category	3	1	2		1	1			1				
Total Increases	40	11	29	4	20	3	4	2	4	1	1	1	0
Transfer	0	0	0										
Retirements	11	5	6	2	6	2				1			
Contract Ended	1	1	0	1									
Disability Retirement	1	1	0	1									
Resignations	5	5	0	1		3		1					
Promotion to another category	2	0	2		2								
Total Reductions	20	12	8	5	8	5	0	1	0	1	0	0	0

10. Identification of Problem Areas
Section 46a-68-87

SOUTHERN CONNECTICUT STATE UNIVERSITY
AFFIRMATIVE ACTION PLAN
SECTION 46a-68-87
IDENTIFICATION OF PROBLEM AREAS

(1) Employment Applications:

For all positions in the executive, faculty, and professional/non-faculty categories, candidates apply by sending a resume, cover letter, and letters of reference. This process enables prospective candidates to present extensive information about their candidacy to search committees, thereby enabling committees to review candidates with alternative experience or qualifications where possible.

The Department of Administrative Services recruitment process is currently a paperless Online Employment Center and this is used for all classified positions.

<https://www.jobapscloud.com/CT/sup/bulpreview.asp?R1=AF&R2=010101&R3=000>

No problems have been identified with this aspect of the employment process.

(2) Job Qualifications

Recruitment for professional positions in the University is difficult because specific and targeted qualifications are required. The educational expectation for the executive and faculty levels is usually a doctorate or comparable degree. Careful reference and background checks are also conducted.

Faculty departments at Southern must hire people with doctorates or ABD's to meet University criteria for promotion, tenure and accreditation standards. Also, search committees for faculty positions usually seek candidates with college level teaching experience and a record of scholarship in a particular field. Setting high levels of educational and experiential qualifications may limit the number of minority and female candidates.

The Professional Non-Faculty category, positions consist mainly of administrative faculty members in ranks of Administrator I through Administrator VI. The job qualifications for each administrative faculty position are set out in a job description reviewed by the State University Organization of Administrative Faculty (SUOAF/AFSCME) union and management. All positions require a minimum of a Bachelor's degree, with many positions requiring a Master's degree and several years of relevant administrative experience. For some positions a Doctorate is preferred. Recruitment and hiring of females and minorities in this category has been successful at this University over the last several years.

Job qualifications and specifications are set by the State of Connecticut, Department of Administrative Services for classified clerical/secretarial, technical, skilled craft and service maintenance positions.

During this employment period, there were several classified hires. Candidates from layoff lists continue to have priority over other candidates for some classified positions due to union contracts and state personnel regulations.

Supervisors are usually not willing to downgrade positions because the jobs require a high level of skill to perform the essential job functions. Usually, the person is the only support staff person in the office or department. Also, the administrative assistant position must report to a department Director, Dean or Vice President.

The Skilled Craft-Worker job qualifications are stringent but necessary and may require licenses or certifications. Also, salary rates are not competitive in the local labor market; thus the applicant pools are continue to be small.

In the Service Maintenance and Protective Service areas, job qualifications are not a problem. Recruitment and hiring for protective service positions is usually at the entry level. Applicants are mostly hired as protective services trainee and eventually promoted to officer. This provides a greater opportunity for applicants of protected classes to apply.

No problems have been identified with this aspect of the employment process.

(3) Recruitment Practices:

Southern continues to expand its recruitment efforts: search committees extend searches when necessary and members engage in extensive personal recruitment. The University advertises in local, state and national publications. Minority recruitment sources and news sources are also used. However, the technical paraprofessional and skilled craft categories continue to be problem areas for recruitment because wages are low in these areas compared to the private sector.

No problems have been identified with this aspect of the employment process.

(4) Personnel Policies:

Southern's personnel policies do not impede or prevent the full participation of protected race and sex group members from employment. No problem area has been identified.

(5) Orientation:

New faculty members attend an orientation session at the start of the academic year sponsored by the Office of Faculty Development. Mentors assist new faculty in their first-year adjustment to the University. The Human Resources Office provides a full-day Orientation Program for all new employees throughout the year.

No problems have been identified with this aspect of the employment process.

(6) Training:

Employees are encouraged to participate in training programs which will assist in professional growth. The University departments make available funds for employees to attend professional conferences and in-service training offered by the Department of Administrative Services. In addition, the Office of Human Resources provides training on a variety of topics including supervisory training, worker-compensation, Ethics, and the Americans with Disability Act (ADA). Many employees are eligible for tuition reimbursement and tuition waivers through their collective bargaining agreements.

No problems have been identified with this aspect of the employment process.

(7) Counseling:

Career counseling is available in the Human Resources Office, the Office of Diversity and Equity Programs and the Career Services Office. For personal counseling the University has an effective Employee Assistance Program that employees are referred to take advantage of this type of counseling to assist with their concerns and private matters. Many employees take advantage of the Employee Assistance Program and supervisors can also refer employees when necessary.

No problems have been identified with this aspect of the employment process.

(8) Discrimination Complaint Process:

All employees have access to the University's Grievance Procedures either through their collective bargaining agreements or the Connecticut State Colleges and Universities (CSCU) Personnel Policies. All employees are covered by the University policies on Sexual Harassment and Nondiscrimination, the Affirmative Action Policy, and by the Policy on Persons with Disabilities. (See Complaint Procedures in the Grievance Section).

No problems have been identified with this aspect of the employment process.

(9) Evaluation:

Evaluations are covered by collective bargaining agreements. In addition, they are reviewed by the Chief Human Resources Officer or the Human Resources Administrators. Human Resources have worked with the managers and supervisors and provided technical assistance on completing evaluation forms during the reporting period.

No problems have been identified with this aspect of the employment process.

(10) Layoffs:

No layoffs occurred during this reported period.

(11) Termination:

Employee matters are usually worked out in the grievance process. Termination occurs only when the employees work performance warrants such a step, or through normal attrition.

No problems have been identified with this aspect of the employment process.

(b) Itemization List for Problem Areas:

Itemization of all non-quantifiable elements of the employment process identified as problems areas:

(1) Employment applications: This has not been identified as a problem area.

(2) Job qualifications:

- A. Substantial level of qualifications required for executive, faculty, administrative, technical paraprofessional, and skilled crafts positions.
- B. Ph.D. or equivalent required for executive and faculty.
- C. Skilled craft-workers' salaries are not competitive with the labor market. Positions are being phased through normal attrition and will eventually be contracted with outside vendors. Some positions in the Technical/Paraprofessional occupational category have problems filling because salaries are not competitive to the private sector.

(3) Recruitment Practices:

- A. Recruitment methods are consistently changing and SCSU continues to expand recruitment resources. Recruiting classified positions in the skilled craft and technical paraprofessional categories continue to be difficult to attract qualified applicants because of low salary ranges.

(4) Personnel Policies:

- A. This has not been identified as a problem area.

(5) Orientation:

- A. This has not been identified as a problem area.

(6) Training:

- A. This has not been identified as a problem area.

(7) Counseling:

- A. Employees may experience personal or problems with co-workers at any part of their employment. Human Resources serves as resource for labor related issues and the Employee Assistance Program is available to employees.

(8) Discrimination Complaint Process:

- A. This has not been identified as a problem area.

(9) Evaluation: Continuing to improve this area. The response rate for managers completing these forms has improved tremendously due to the one-on-one training sessions facilitated by the Human Resources Office. This area will continue to be a focus of the Human Resources Office and staff continues to provide training to new supervisors or managers.

(10) Layoffs:

A. This has not been identified as a problem area.

(11) Termination:

A. This has not been identified as a problem area.

(c) Southern has examined all aspects of the employment process itemized in subsection (a) of this section and has not identified any employment policy or practice that impedes or prevents the full and fair participation of individuals with disabilities and older persons in the workforce.

11. Program Goals
Section 46a-68-88

PROGRAM GOALS AND TIMETABLES

Sec. 46a-68-88

The University did not identify any employment policy or practice that adversely affects any protected group candidates, or practice having an adverse impact upon individuals with disabilities or older persons. The University will continue to look critically at its employment practices and if disparities occur, the University will initiate goals to remove such impacts and improve the processes.

In an effort to ensure (1) the promotion of equal opportunity and achieve a workplace free of discrimination; (2) opportunities for all qualified applicants including underutilized groups (3) the utilization of fair and nondiscriminatory recruitment and selection process; and (4) that career development opportunities are available to all interested and qualified employees including minorities and women, Program goals have been set. The University has elected to set program goals for employment practices that were not identified as having adverse impact pursuant to section 46a-68-87 of the Regulations of Connecticut State Agencies.

The Goals for the Plan year are designed to encourage an educational and professional training and promotion of a harassment free environment.

1. Build supportive and diverse communities for employees and students at the University to strategically address their needs and concerns.

Completion Date: May 2024

Responsible Persons: Staff from the Division of DEI

2. Access and evaluate the University's culture by reporting on institutional climate and culture progress.

Completion Date: May 2024

Responsible Persons: Staff from the Division of DEI

12. Discrimination Complaint Process
Section 46a-68-89

Southern Connecticut State University

Office of Diversity & Equity Programs

Complaint Packet

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Introduction

Welcome to the Office of Diversity and Equity Programs. Enclosed please find the information needed to process a complaint alleging discrimination with the Office of Diversity and Equity Programs.

Please read your Rights and Responsibilities, the Discrimination and Sexual Harassment Prevention Policy and the Procedures for Discrimination and Harassment Complaints.

The complaint form is also enclosed. You may type your complaint on the form by accessing it from the website at <http://www.southernct.edu/diversityequity/forms/> or submit it in writing to the Office of Diversity and Equity Programs with any supporting documentation.

Once your complaint has been received, a copy of the complaint will be forward to the respondent in accordance with collective bargaining agreements.

DISCRIMINATION AND SEXUAL HARRASSMENT COMPLAINT INVESTIGATIONS

RIGHTS AND RESPONSIBILITIES

It is the goal of the University and the Office of Diversity & Equity Programs to: Ensure that the rights of the complainant are protected. Ensure that the University takes steps to eliminate the discriminating practice, if a complaint is found to be legitimate. Ensure that the complainant is offered the opportunity to carry the complaint to the extent allowed by law in order to effectuate a resolution.

Complaint Procedure: The complaint procedure is outlined in the following pages and is available to any employee, student, or aggrieved person who feels that he or she has been discriminated against on the basis of race, color, religious creed, sex, age, national origin, ancestry, marital status, gender identity or expression, sexual orientation or disability including, but not limited to blindness, learning disability, physical disability, mental disorder, intellectual disability, genetic background, or criminal record.

Complainant(s) are encouraged to file as soon as possible following but not later than sixty (60) days of the alleged discriminatory act. The internal complaint must be resolved within ninety (90) calendar days of the incident.

Confidentiality: All complaint investigations and pertinent written materials will be kept confidential and no complainant will be retaliated against for exercising his or her options under this section. Filing time-frames are not to exceed ninety days from the date of the incident or the date of resolution. Training in counseling and in complaint investigations will be provided by the Director of Diversity and Equity Programs. Additionally, confidential counseling will be available to any employee, student or aggrieved person who grieves discrimination.

All records and complaints relative to discrimination will be confidentially maintained by the Director of Diversity and Equity Programs and reviewed periodically to check for patterns or frequency of prohibited employment practices that bar full and fair participation of protected race group members. Disclosure of such records will be only as required by law.

Retaliation: Ensure the complainant that no retaliation will be inflicted upon him or her because he or she has opposed any unlawful employment practices or has made charges, testified, or participated in any actions under Title VII, IX or other State or Federal laws or regulations. To retaliate in any way is considered a separate violation of the law.

External Complaint Sources: Advise of legal options to file complaints with the Connecticut Commission on Human Rights and Opportunities (CHRO), the United States Equal Employment Opportunity Commission (EEOC), The United States Department of Labor/Wages and Hour Division, any other agencies/state, federal, or local/that enforce

laws concerning discrimination in employment. Time-line for filing with CHRO is 300 days, and for filing with the United States Equal Opportunity Commission (EEOC) is 300 days, contingent upon the individual's having filed with CHRO within its 180 filing period. Students may file with the Office of Civil Rights (OCR), U.S. Department of Education (DOE), 8th floor, 5 Post Office Square, Boston MA 02109-3921, Phone: (617) 289-0111, Fax: (617) 289-0510, E-mail:OCR.boston@ed.gov.

I have read the above information regarding my rights and understand that it is my responsibility to cooperate fully during the investigation, to maintain confidentiality, and to file a separate complaint if I believe that I have been discriminated against or retaliated against because of my participation in or cooperation with this investigation.

Complainant's/Respondent's Signature _____ Date _____

POLICY AND PROCEDURES GOVERNING SEXUAL HARASSMENT

SECTION 1. PURPOSE

Southern Connecticut State University reaffirms and emphasizes its commitment to maintain a workplace and educational environment free from sexual harassment. Sexual harassment is reprehensible and subverts the mission of the University and will not be tolerated at Southern Connecticut State University. It threatens the careers of faculty and staff, and the educational experience of our students. The purpose of this policy is to prevent sexual harassment and to offer students and employees who believe they have been sexually harassed a means to redress any such claim with the goal of ending the harassment and providing an environment conducive to learning and working. Retaliation against an individual who complains about sexual harassment or who cooperates with an investigation of a complaint is unlawful and, if found to have occurred, will not be tolerated by the University.

SECTION 2. STATUTORY AUTHORITY

Sexual harassment is prohibited by Title IX of the Education Amendments of 1972, Title VII of the Civil Rights Act of 1964, Section 46a-60 of the General Statutes of Connecticut and University policy. It is the intention of the University to take whatever appropriate action may be needed to prevent, correct, and if necessary, discipline behavior that violates this policy.

SECTION 3. POLICY STATEMENT

All members of the University community shall conduct themselves in an appropriate manner with concern, dignity and respect for others. The University community includes students, employees, and non-employees when they conduct business on University property.

Sexual harassment may occur between employee and employee, employee and student, or student and student. Complaints of sexual harassment within the University will be taken seriously and investigated. Any member of the University community who violates this policy is subject to the full range of disciplinary action. Sexual harassment in some instances need not be intentional to violate this policy.

In the event of a charge of sexual harassment, a defense based upon consent when the facts establish an employee/student or supervisor/employee relationship existed will be given little weight. Since any significant power differential between members of the University community makes voluntary consent questionable, members of the faculty

and staff are expected to be aware of their professional responsibilities and avoid apparent or actual conflict of interest.

An individual with a complaint concerning sexual harassment has a right to be heard. By means of these procedures, the University provides an opportunity for an individual (Complainant), without fear of retaliation, to express a complaint and to seek a prompt and equitable resolution while protecting the rights of the person against whom the complaint has been filed (Respondent). These procedures shall be available to any person who, at the time of the act complained of, was an employee, student, or applicant for employment or admission to the University.

SECTION 4. DEFINITION OF SEXUAL HARASSMENT

"Any unwelcomed sexual advances or requests for sexual favors or any conduct of a sexual nature when (1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment, (2) submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual or (3) such conduct has the purpose or effect of substantially interfering with an individual's work or academic performance or creating an intimidating hostile or offensive working environment." In an academic setting sexual harassment would also include any unwelcome sexual advances or requests for sexual favors or any conduct of a sexual nature when submission to or rejection of such conduct by an individual might affect academic or personnel decisions that are subject to the influence of the person making the proposal.

The law currently recognizes two forms of sexual harassment:

Quid Pro Quo

Unwelcomed sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature when:

Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's academic work or employment; or Submission to or rejection of such conduct by an individual is used as the basis of employment or academic decisions affecting such individuals; and

Hostile Environment

Such contact affects or interferes with an individual's work or academic performance or creates an intimidating, hostile or offensive academic or working environment. Hostile

13. Goals Analysis
Section 46a-68-90

GOALS ANALYSIS

Hiring Goal Achievement

For all executive level positions, advertisements were placed in the *Chronicle of Higher Education*, *Diverse Issues in Higher Education* and *Hispanic Outlook in Higher Education*. Ads were placed in relevant professional websites, list serves and journals. Position announcements were placed on the Southern Connecticut State University's and the Connecticut State Colleges and Universities (CSCU) websites and sent to female and diverse minority recruitment lists.

Category 1 - Executive Management

Hiring Goals: 1WF, 1 AAIANHNPI F

Hires: 4 (2WM, 1BM, 1BF)

Dean, School of Business

1 WM

Qualifications: A record of successful teaching and scholarship in a business or business-related discipline; A history of increasingly more responsible leadership and administrative roles in business education; Experience with AACSB accreditation; A record of successful fundraising and external relations; Experience working outside higher education; A record of creative curricular innovation; A commitment to Southern's mission and the School of Business's vision of serving both its students and the New Haven region; A demonstrated commitment to diversity, equity, and inclusion; Excellent leadership skills; Excellent communication skills; Experience working in public higher education in a collective-bargaining environment.

Applicants: 38

Nineteen (19) White males, **two (2) White females**, two (2) Black males, one (1) Hispanic female, nine (9) AAIANHNPI males, **one (1) AAIANHNPI female**, one (1) Two or more races' male, one (1) Unknown male, and two (2) Unknown females.

Applicants Rejected: 29

Fifteen (15) White males, **one (1) White female**, one (1) Black male, one (1) Hispanic female, eight (8) AAIANHNPI males, one (1) Unknown male and two (2) Unknown females.

One (1) White female, goal candidate, did not have experience in an administrative role and did not have any experience with fundraising. She also was not directly involved with any academic accreditations or similar procedures.

Interviewed: 9

Four (4) White males, **one (1) White female**, one (1) Black male, one (1) AAIANHNPI male, **one (1) AAIANHNPI female** and one (1) Two or more races' male.

One (1) White female indicated that she did not have direct experience with the new accreditation requirements and standards when she was answering the interview questions. She also stated that she was not involved directly with any fundraising initiatives at the University where she was employed.

One (1) AAIANHNPI female withdrew after the interview process because she accepted another position.

The selected candidate (White male) had experience in a Dean role and oversaw the chairpersons of all departments and their faculty members on matters related to recruitment, development, academic standards, faculty evaluations, and faculty discipline. He also provided oversight to course offerings of the departments, controlled the budgetary matters, and had experience with reviews and resolutions to academic concerns and student issues. He had direct experience with AACSB accreditation standards and measuring and assessing impact. He had experience with enrollment and retention of students including international students. He had fundraising experience and worked directly with the community to raise funds for faculty research.

Chief Human Resources Officer

1 WM

Qualifications: Bachelor's degree in human resource management, public administration, organizational behavior, or a related field. Minimum of seven years of related human resource management experience in an organization with complex personnel systems and staff. Demonstrated ability to interpret and apply laws and regulations applying to employment, benefits administration, and labor relations in large and complex organizations. Demonstrated ability to direct and perform all the profession-based fields of human resource administration including employment, affirmative action and fair employment practices, training and development, compensation and benefits administration, payroll administration and accommodation of workers with disabilities. Demonstrated ability to effectively manage a professional staff in providing such services. Demonstrated ability to cultivate and develop inclusive and equitable relationships at all levels of the organization, coupled with a commitment to working in an organization that values and promotes diversity, equity, inclusion, and social justice.

Applicants: 8

Three (3) White males, **one (1) White female**, one (1) Black male, one (1) Hispanic female, and two (2) Two or more races' females.

Applicants Rejected: 2

One (1) White male and one (1) Two or more races' female

Interviewed: 6

Two (2) White males, **one (1) White female**, one (1) Black male, one (1) Hispanic female and one (1) Two or more races' female

One (1) White female was interviewed by phone and was scheduled for a second interview. When the search committee contacted her for the scheduled interview, she stated that she noted the wrong date and time on her calendar and could not make the interview and withdrew from consideration.

The selected candidate (White male) had experience in higher education labor and employee relations and twenty years' experience as an attorney labor and employment law. He was the Chief Human Resources Officer at the University of Vermont and was responsible for all human resources functions for a campus of approximately 13,000 undergraduate, graduate, and medical school students and almost 5,000 faculty and staff. He worked with six (6) different bargaining unions and worked with union administration and conducted union negotiations. He also developed best practices on HR policies, functions, and processes, including benefits, recruitment, performance management, training, and improvement of business processes. He also detailed his experience as an advocate for the wider LGBTQ+ community and he advanced many diversity, equity, and inclusion initiatives on campus, including affirmative recruiting, overhauling the University's Title IX processes, and implementing discrimination and harassment prevention training for all employees.

Qualifications: Master's degree in higher education, student affairs, career counseling, human resources, business, or related field and a minimum of seven years' full-time, progressive leadership in career development/services within higher education or related area; strong working knowledge of career development theories, student development theory, adult development theory, career coaching techniques, career decision making, learning styles, career competencies, and job search techniques; direct experience working successfully with diverse populations, demonstrating multicultural competence, and a commitment to working at a university with a mission for social justice and anti-racism; highly effective written and oral communication skills with the ability to deliver information in a clear, concise and articulate manner to multiple stakeholder groups; proven leadership and management skills, particularly as they relate to advancing innovative practices, building strategic partnerships, and leveraging team capacity; and effective staff development and supervision.

Preferred Qualifications: Demonstrated success in developing employer relations strategies; professional interpersonal skills and emotional intelligence necessary to work effectively with multiple stakeholder groups and navigate a complex environment; experience setting and managing multiple priorities, meeting deadlines, and working cooperatively with a team environment; knowledge of emerging technology, strong analytical skills, and in-depth understanding of best practices research in the field.

Applicants: 40

Twelve (12) White males, **fifteen (15) White females**, two (2) Black males, four (4) Black females, one (1) AAIANHNPI male, **one (1) AAIANHNPI female**, three (3) Two or more races' males and two (2) Two or more races' females.

Applicants Rejected: 33

Ten (10) White males, **twelve (12) White females**, four (4) Black females, one (1) AAIANHNPI male, **one (1) AAIANHNPI female**, three (3) Two or more races' males and two (2) Two or more races' females.

Six (6) White females and **one (1) AAIANHNPI female** did not have the required seven (7) years' full-time, progressive leadership in career development/services within higher education or related area.

Two (2) White females did not have the required Master's degree in higher education, student affairs, career counseling, human resources, business, or related field.

Four (4) White females did not submit complete application packages. They did not submit the required references.

Interviewed: 7

Two (2) White males, **three (3) White females**, and two (2) Black males.

One (1) White female, goal candidate was inconsistent with her responses throughout the day with various interview groups. She was not able to answer questions related to her management and supervision style and indicated that she was a recent supervisor and could not provide any details of her direct experience managing and supervising staff or her management style. She also did not have direct experience that she was able to highlight to the search committee regarding working with diverse staff, students, or any details about working with racial diversity or the disabled community.

One (1) White female, goal candidate withdrew from consideration after the interview process because she accepted another position.

One (1) White female, goal candidate did not provide information, or any work experience related to her direct supervisory and student development experience. During her interview, when asked about these areas she was not able to provide examples or details about this work-related experience. She would provide information of her ability to work on a team and not about supervising the team.

The selected candidate (Black male) had twelve years of experience supervising programs and staff. He had experience overseeing the Employee Relations team, developing relationships with various stakeholders to create experiential learning, internship, and job/career opportunities to help students explore career options to gain experience and professional skills. He had experience working and supervising diverse staff and students.

Associate Dean, College of Health and Human Services -

1BF

Qualifications: Earned doctorate; Seven years of experience in higher education; Evidence of successful university level teaching, scholarship, and service. Demonstrated effectiveness with communication, time management, data management, and project management; Demonstrated ability to work successfully, in a collegial manner, with students, faculty, staff, administration and the public; Demonstrated commitment to valuing diversity and contributing to an inclusive working and learning environment.

Preferred Qualifications: Earned doctorate in a discipline housed in the College of Health and Human Services; Achieved tenure as a faculty member; Experienced academic leader (chair/assistant chair, program coordinator or director); Knowledge of and experience with current state, national and professional accreditation and certification policies, procedures and processes; and experience with grant seeking and proposal writing.

Applicants: 13

Three (3) White males, **two (2) White females**, one (1) Black male, one (1) Black female, one (1) AAIANHNPI male, two (2) Two or more races' females and three (3) Unknown females.

Applicants Rejected: 7

Three (3) White males, one (1) Black male, one (1) AAIANHNPI male, and two (2) Unknown females.

Interviewed: 6

Two (2) White females, one (1) Black female, two (2) Two or more races' females and one (1) Unknown female.

One (1) White female did not answer interview questions regarding her experience working with project management. She indicated that some of her recent projects were not accomplished by the deadline date.

One (1) White female withdrew after the interview because she accepted another position.

The selected candidate (Black female) had seventeen (17) years of experience in higher education and served in lead roles at the University of Pennsylvania. She was a Director that worked in recruiting, retaining and advancing faculty from underrepresented groups. She had experience teaching undergraduate, master's degree, and doctoral degree level courses.

She taught a variety of programs including: *Health Science; Allied Health; Wellness & Fitness; Nutrition; Health Promotion; and Health Education courses* in traditional formats as well as online and remote formats. She also served on an Executive Board and had experience with grants.

Category 2 – Faculty

For all faculty positions, advertisements were placed in the *Chronicle of Higher Education, Diverse Issues in Higher Education and Hispanic Outlook in Higher Education, and Higher ED jobs*. Ads were also placed in relevant professional websites, list serves and journals. Position announcements were placed on the Southern Connecticut State University's and the Connecticut State Colleges and Universities (CSCU) websites and sent to female and diverse minority recruitment lists.

Professor

Hiring goals: 9 AAIANHNPI M

Hires: 1 (1 AAIANHNPI M)

Professor, Management and International Business

1 AAIANHNPI M

Qualifications: A research doctorate in International Business or related field is required, preferably from an AACSB accredited institution. ABD applicants will be considered. Earned doctorate must be completed within two years of appointment. Alternatively, applicants with an appropriate terminal degree and substantial, recent senior-level practitioner experience will be considered. Candidates must establish their ability to be qualified under our AACSB standards. All candidates must be able to teach effectively at the university level to a diverse group of undergraduate and MBA students. Candidates must demonstrate an ability to engage in meaningful scholarship. Candidates must have excellent oral and written communication skills.

Preferred Qualifications: Preference will be given to candidates with:

Experience teaching courses on International Business at the Graduate and/or Undergraduate levels;
With demonstrated evidence of personalized student mentoring or coaching outside of advisement;
Experience teaching classes in hybrid and online formats; Evidence of creative teaching innovation; An ability to publish high-impact research; An active research agenda; Industry or consulting experience and a research agenda and teaching experience that complements departmental needs.

Applicants: 5

Two (2) White males, one (1) Black female, **one (1) AAIANHNPI male** and one (1) AAIANHNPI female.

Applicants Rejected: 2

One (1) White male and one (1) AAIANHNPI female.

Interviewed: 3

One (1) White male, one (1) Black female and **one (1) AAIANHNPI male**.

The selected candidate (**AAIANHNPI M**) achieved a hiring goal. His educational qualifications included a PhD in Management Studies and Master of Engineering in Industrial Engineering. He had 8 years of higher education teaching experience and two years of teaching at the American university in the Kingdom of Bahrain. He has experience developing and executing various experiential educational activities in partnership with industries and published research findings in A level papers and journals. He also worked with research grants from various organizations.

Associate Professor

Hiring goals: 9 AAIANHNPI M

Hires: 0

No hiring activity occurred during the reporting period.

Assistant Professor

Hiring goals: 10WM, 2BM, 1BF, 2HM, 1HF

Hires: 21 (7WM, 10WF, 1BF, 1HF, 1 AAIANHNPI M, 1 AAIANHNPI F)

Assistant Professor – Mathematics

1 WM

Qualifications: Qualifications must include an earned doctorate in Mathematics as well as the ability to teach a wide range of mathematics and/or statistics classes at the undergraduate and master's level in more than one area of specialty. ABD candidates for the position must be on a course to earn their degree in mathematics by the start date. Candidates' research programs and related teaching interests must complement the department's curriculum and mission. Applicants must have broad intellectual interests in mathematics with a commitment to both teaching and scholarship.

Preferred Qualifications: Preference will be given to candidates with college-level teaching experience. Candidates with experience at a regional comprehensive public university are especially welcomed.

Applicants: 56

Twenty-two (22) White males, twelve (12) White females, **two (2) Black males**, **two (2) Hispanic males**, **one (1) Hispanic female**, ten (10) AAIANHNPI males, four (4) AAIANHNPI females, two (2) Two or more races' males and one (1) Two or more races' female.

Applicants Rejected: 51

Twenty (20) White males, ten (10) White females, **two (2) Black males**, **two (2) Hispanic males**, **one (1) Hispanic female**, ten (10) AAIANHNPI males, three (3) AAIANHNPI females, two (2) Two or more races' males and one (1) Two or more races' female.

Interviewed: 5

Two (2) White males, two (2) White females, and one (1) AAIANHNPI female.

The candidate selected (**White male**) achieved a hiring goal. He is a reflective math teacher and used a flipped classroom model for a HyFlex class and worked on instituting a more alternative forms of assessment that was like a mastery-based learning project. His research interests are very diverse, including geo-engineering, data analysis, Markov chains, and networks. He has been a productive scholar in each of these areas of study. He also collaborated with people across the country, including a research group at Dartmouth and he worked with a Fields Medalist at Princeton.

Assistant Professor – Mathematics

1 WM

Qualifications: Include an earned doctorate in Statistics, Mathematics or closely related field. ABD candidates for the position must be on course to earn their degree by the start date. Applicants must have intellectual interests and experience in research directly related to statistics and/or data science. College-level experience in teaching statistics courses is required. Candidates' research programs and related teaching interests must complement the department's curriculum and mission.

Preferred Qualifications: Preference will be given to candidates with experience in teaching a variety of college-level mathematics/statistics/data science courses. Interest/experience in developing and contributing to a data science/applied statistics program at both the bachelor's and master's levels, a record of external funding, or cross-disciplinary research with other departments within the school or university are also preferred.

Applicants: 55

Twenty-two (22) White males, twelve (12) White females, **one (1) Black male**, **two (2) Hispanic males**, **one (1) Hispanic female**, ten (10) AAIANHNPI males, four (4) AAIANHNPI females, two (2) Two or more races' males and one (1) Two or more races' female.

Applicants Rejected: 43

Twenty-one (21) White males, eleven (11) White females, **one (1) Black male**, **two (2) Hispanic males**, **one (1) Hispanic female**, five (5) AAIANHNPI males, and two (2) Two or more races' males.

Interviewed: 12

One (1) White male, one (1) White female, five (5) AAIANHNPI males, four (4) AAIANHNPI females and one (1) Two or more races' female.

The candidate selected (**White male**) achieved a hiring goal. He has experience teaching Mathematics, Statistics, and Data Science such as: Calculus, Discrete Math, Python for Data Science, Intro to Financial Engineering, Elementary Statistics, and Linear Algebra with Statistical Applications. During his presentation, he got students and faculty to use R to compute the eigenvectors and eigenvalues as well as create various networks from a Data Science prospective. He also spoke about his interest in developing a B.S. Actuarial Science program and wanted to work with the Biology Department to build minors in the program. He has given over 15 talks in the last 4 years and has published 3 papers on topics in mathematics and statistics.

Assistant Professor – Recreation, Tourism and Sports Management

1WM

Qualifications: Earned doctorate in Sport Management or related field; ABD candidates considered. If ABD, candidate must provide evidence of earned doctorate by the time of appointment; Teaching experience that aligns with the department's current Sport Management curriculum; Evidence of the ability to teach effectively at the university level and to engage in meaningful scholarship, including peer-reviewed publications and grant-funded activities; Evidence of excellent oral and written communication skills.

Preferred Qualifications: Equivalent of two or more years of experience teaching college-level teaching courses; Demonstrated commitment to teaching and mentoring a diverse group of undergraduate students; Demonstrated effectiveness with teaching in a variety of formats (on-ground, hybrid, online); Demonstrated record of scholarship/creative activity; Professional work experience in hospitality or tourism management. Experience in the sport industry and/or in higher education environments; Experience in academic program development/coordination; Experience with and/or understanding of COSMA accreditation standards.

Applicants: 31

Six (6) White males, four (4) White females, **one (1) Black male**, **one (1) Hispanic male**, nine (9) AAIANHNPI males, nine (9) AAIANHNPI females and one (1) Unknown female.

14. Career Mobility
Section 46a-68-91

SECTION 46a-68-91 CAREER MOBILITY

Southern Connecticut State University has established a career mobility program as part of its Affirmative Action Plan as required by section 46a-68 for occupational groups, which includes, but is not limited to secretarial, clerical, supervisory clerical, semiskilled, crafts and trades, supervisory crafts and trades, custodial, supervisory custodial and laborers. Southern's Career Mobility Program relies on efforts of career counseling, employee training, tuition reimbursement and consultation with supervisors interested in promotion or reclassification. This program is consistent with Section 46a-68 of the Connecticut General Statutes and (1) provides career counseling opportunities; (2) make a range of training opportunities available; (3) initiates classification requests that result in the development of career ladder and lattices to improve mobility for sub-professional positions; and (4) establishes specific goals and timetables separately on the number of positions in entry level classes to be filled through career mobility.

In line with this program, the Chief Human Resources Officer, the Director of Diversity and Equity Programs, the Human Resource Administrators, and respective division managers provide counseling to employees on policies, procedures and training for advancement within or outside the agency, or within and across occupational lines.

Additionally, tuition waiver and reimbursement programs are available, as provided in the various employee contracts. The staff from Human Resources and Diversity and Equity Programs monitor these activities to make certain that they provide for the full and fair participation of protected race/gender group members.

Staff members from Human Resources conducted individual counseling meetings to assist with career mobility for staff members. Subjects covered in the various sessions can be summarized as falling into two (2) major areas: first, educational and training opportunities to enhance a person's likelihood of success in upward mobility; and second, resources and search strategies to identify promotional and advancement opportunities, on campus and at other state agencies and with other employers as well.

Additionally, positions in the various classified position categories continue to be reviewed for the purpose of possible reclassification to higher positions or other career avenues offering greater upward mobility potential.

General revisions to secretarial and other clerical job specifications have resulted in changes in job related skill requirements. Those requirements that are not necessary for successful performance in a position have been removed.

Target positions may now be more readily identified for the various career ladders, thus permitting more effective career counseling.

Members from the Office of Diversity and Equity Programs and the Human Resources Office continue to make vigorous efforts in the direction of planning and implementation of a more effective Career Mobility program.

Where the cooperation of another agency is essential to the implementation of an upward mobility goal, the agency keeps a record of each instance of contact with the agency whose cooperation is requested, and the outcome of the request.

Career. Mobility Efforts

1. Career Counseling

The University makes an effort to ensure that the composition of career mobility participants is consistent with affirmative action. To this end employees are encouraged to take courses, seek in-service training. As appropriated tuition reimbursement for courses taken towards a degree also provided.

In addition to the efforts indicated below, career counseling sessions remain available to help employees select career paths, make decisions on educational directions, and be advised on how to apply for promotional opportunities advertised by the Department of Administrative Services (DAS) website. These sessions are available as requested and are offered by the Office of Human Resources staff. The Office of Human Resources also coordinates training sessions and tuition reimbursements and has placed greater emphasis on assisting classified staff with skill development such as technology training and courses in writing. They also provide assistance with resume development and tips and techniques on successful interviewing.

The following career counseling sessions occurred during this reporting period:

Category	No. by Race/Sex
Clerical/All	6WF, 4BF, 2HF
Maintenance/All	1WM, 2BM

2. Training Opportunities

In-service training programs scheduled by the Training Division of the Department of Administrative Services are publicized and employees are invited to enroll. During this reporting period, a total of forty-three (43) classified employees have attended in-service training programs developed by the Department of Administrative Services (DAS) and paid for by their individual departments.

During this reporting period, three (3) classified employees received tuition reimbursement for courses they took toward degree credits. One (1) White female, and two (2) Black females from the Administrative Clerical Union received tuition reimbursement and or tuition waiver benefits.

3. Classification Requests

Employees promoted during this period due to reclassification and promotion within category and to different categories.

Professional Non-Faculty

1WF – Secretary 2 to Admin & Field Placement Assistant (promotion into category)

1HF – Clerk Typist to Collection Agent (promotion into category)

Secretarial/Clerical- varied

2 WF and 2HF- Secretary 2 to Administrative Assistant (promotion into category)

Secretary 2

There were no promotions into this category during this reporting period.

Technical/ParaProfessional

There were no promotions into this category during this reporting period.

Skilled Craft

There were no promotions into this category during this reporting period.

Service Maintenance, Varied

2BM – Custodian to Lead Custodian (promotion into category)

1WM – Custodian to Maintainer (promotion into category)

1HF – Lead Custodian to Supervising Custodian (promotion within category)

Protective Services

There were no promotions into this category during this reporting period.

4. Goals and Timetables

There are no Upward Mobility goals to be filled by 4/30/23.

The Office of Diversity and Equity Programs will continue to work with Human Resources Office to encourage Vice Presidents, directors, managers, and supervisors to identify individuals who are eligible to participate in a career mobility program for the next plan period.

15. Innovative Programs
Section 46a-68-93

SECTION 46a-68-93 INNOVATIVE PROGRAMS

Section 46a-68-93 of the Southern Connecticut State University's Affirmative Action Plan describes the development and implementation of programs to create opportunities to achieve the full and fair participation of all protected group members. The university's efforts focus on educational, recruitment and employment programs.

Administrative Clerical Tuition Waiver Program

The Connecticut State Colleges and University System has an agreement with AFSCME Council 4 to provide a tuition waiver program to clerical employees of the Connecticut State Colleges and University System. Members of the Administrative Clerical bargaining unit, who are permanent and work at least twenty (20) hours weekly, may take up to two (2) courses per semester at any of the four (4) state universities, tuition free. During the fall and spring semesters, three (3) SCSU employees benefitted from the tuition waiver program: One White female and Two (2) Black females.

University Access Programs

The Educational Opportunity Programs at Southern Connecticut State University is an undergraduate support program designed to provide special academic support in a personalized way. The primary purpose of EOP is to enhance the efforts of the university in recruiting, counseling, and educating academically promising students who have the desire, motivation, and willingness to assume responsibility for achieving their academic potential. EOP provides comprehensive academic advisement, personal counseling, tutorial assistance, and referrals in career-oriented, work-study, and learning skills development. EOP also maintains a liaison with each of the university's academic schools and many individual academic departments.

The Connecticut Collegiate Awareness and preparation Program (ConnCAP)

ConnCAP is an initiative of the State of Connecticut Department of Higher Education. Through this grant-funded opportunity, Southern is partnering with New Haven Public Schools to help students successfully complete high school and prepare for college. Students are selected at the end of 9th grade or beginning of 10th grade to participate in the ConnCAP Pre-College Program throughout their 10th, 11th, and 12th grade years.

GEAR UP

GEAR UP stands for Gaining Early Awareness and Readiness for Undergraduate Programs. In collaboration with New Haven Public Schools, students from high need areas have received early college awareness and support activities like tutoring, mentoring academic preparation, financial education, and college scholarships to improve access to higher education for low income, minority and disadvantaged, first-generation students and their families. We are proud to provide tuition and fee waivers to more than 400 GEAR UP students who chose to pursue a bachelor's degree at Southern and we are committed to their success. As of Spring 2023, 481 GearUp students attended Southern, and 94 earned bachelor's degrees.

Student Worker Program

Each year hundreds of students work on-campus. Southern's on-campus jobs offer students extra cash and the opportunity to develop the skills and work habits necessary to be successful after graduation. The University Student Worker Program is open to all matriculated students and is available throughout campus. Each fall and spring, the Center for Career Services hosts a Career Fair that brings national and regional employers representing all fields to the Southern campus. The fairs foster student and employer interaction while offering the opportunity to explore career fields, learn about organizations and industries, and investigate cooperative education and full or part-time job opportunities.

The Office of Faculty Development

The Office of Faculty Development (OFD) provides faculty with resources and experiences that enhance teaching and learning.

The OFD is committed to promoting a spirit of innovation, collaboration, and love of learning, as well as enhancing a sense of collegiality among faculty as they expand their intellectual, teaching, and scholarly horizons. In pursuing these goals, the OFD works to enhance the intellectual climate and promote open and ongoing dialogue among all members of the university community. It serves as an advocate for academic initiatives and enterprises that relate to teaching and learning through a variety of programs, activities, and resources in achieving the university's mission. The vision of the OFD is to create an environment at Southern that facilitates and promotes effective teaching, professional development, research, university service, and integration of new instructional technologies.

SAGE Center

The purpose of the SAGE Center is to transform the university into a safe haven that provides a positive academic, cultural and social environment for all people of sexual diversity including students, faculty, staff, alumni/ae, and university guests.

To achieve that goal, the center seeks to provide a safe communal space, personal support, resource information, relevant programming, and positive acknowledgment of the lesbian, gay, bisexual, transgender, intersex, queer, questioning, asexual and ally (LGBTIQQAA) community. Ultimately, the SAGE Center wants to create a campus atmosphere of tolerance and understanding that is open and accepting of all human differences and free from the oppressive forces of homophobia, heterosexism, gender bias, and all other forms of discrimination that hurt and hinder humanity.

Minority Recruitment & Retention

The AAUP (teaching faculty) Minority Recruitment and Retention Committee (MRRC) have held numerous programs to assist in the recruitment and retention of faculty. The MRRC met throughout the academic year to plan a wide range of recruitment and retention initiatives. Grant money totaling approximately \$15,000 has been distributed to minority faculty for professional development this past year. The Committee continues to develop its mentoring program with newly hired minority faculty to assist them with renewal, promotion and tenure files. The MRRC engages in personal recruitment at state and national conferences and meets minority candidates.

The SUOAF (administrative faculty) Minority Recruitment and Mentoring Committee (MRMC) have met regularly this year. The committee continues to meet and develop new minority recruitment and mentoring strategies. Members of SUOAF and the Multicultural Center coordinated annual multicultural and international reception. Out of State travel to conferences were also expended to assist minority staff for professional development. This past year MRMC funds totaling approximately \$36,000 have been distributed toward programs for minority staff members including covering expenditures for professional development. To continue to enhance the recruitment program, the Office of Diversity & Equity and Human Resources work with the SUOAF/AFSCME Minority Recruitment and Mentoring Committee (MRMC) and AAUP Minority Recruitment and Retention Committee (MRRC) to develop strategies to attract a diversified pool of applicants to fill vacant positions at the university.

Division of Diversity, Equity, and Inclusion

The Division of Diversity, Equity, and Inclusion provides strategic leadership to Southern Connecticut State University by collaborating between university divisions to create a space of belonging for diverse students, staff, faculty, and alumni; fostering an environment of communal care and healing through restorative practices and principles; addressing historically oppressive structures and instances of bias and discrimination to advance equity for all; Cultivating opportunities for learning and development; ensuring university compliance regarding state and federal regulations and policies around non-discrimination; Assessing progress utilizing evidence-based practices in all we do to positively impact the campus culture, alumni, and the communities we serve.

Office of Diversity and Equity Programs

The Office of Diversity and Equity Programs (ODE) continues to advocate for the achievement of hiring goals for the inclusion of women and minorities in the interview and selection process as well as for the promotion of members of these protected groups. The Office of Diversity and Equity programs meets with all search committee chairs and other supervisors to discuss effective recruiting and hiring strategies at the initiation of all searches. Members of the office also collaborated on programs with the Multicultural Center, VPAS, SAGE, Student Program Council, Women's Studies Department, Multicultural Student Organizations including University chapter of NAACP, Black Student union, and OLAS.

Office of Human Resources

The Human Resources Office provides services for employees to ensure that recruitment, conditions of employment, promotional opportunities, professional development, and retention are conducted uniformly for all employees. The Human Resources Office continues to sponsor one-on-one training in labor relations' issues for supervisors in discipline, grievance handling, counseling and equality in treatment and performance evaluations. The HR Office offers training in the area of supervisory/management training. The Office also conducted information sessions for all employees with information on health insurance options, retirement plans, family medical leave, personnel and work place policies, employee assistance plan and other relevant topics. The HR Office also coordinates the Student Worker Program with the Center for Career Services.

Violence Prevention, Victim Advocacy and Support Center (VPAS)

Southern Connecticut State University's Women's Center and Men's Initiative offer a variety of programs and events. The center aims to empower and educate the campus and local community on gender issues through outreach efforts. Program topics offered include sexual violence, domestic violence, healthy relationships, perceptions of masculinity, and bystander intervention.

The Racial and Intersectional Justice Group (RIJG)

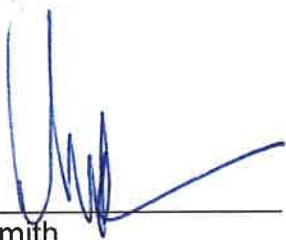
The RIJG currently includes faculty and staff dedicated to racial justice-focused change across the university. The group emerged out of a core group of approximately 18 faculty and staff who participated in Undoing Racism trainings and came together to process their impact. Members of the group have led faculty development workshops, grant development, and faculty reading groups on issues related to social justice pedagogy.

16. Concluding Statement
Section 46a-68-94

As President of Southern Connecticut State University and appointing authority, I acknowledge that I have ultimate responsibility for promoting and enforcing affirmative action and I will account for the success or failure of the plan.

I pledge that the University and I have made and will continue to make every good faith effort to achieve the objectives and goals set forth in the plan.

I further confirm that Paula Rice, Director of Diversity and Equity Programs/Title IX Coordinator, is the designated Affirmative Action Officer for the University and reports directly to me.



Dwayne Smith
Interim President

2/25/23

Date

Dwayne Smith
Interim President

Diane Ariza
Vice President for Diversity Equity & Inclusion

Paula Rice
Director of Diversity & Equity Programs

Cynthia Cardozo
CSU Administrative Assistant

Kelvin Rutledge
Associate VP for Institutional Inclusive Strategies & Change Management

Vacant
Diversity Equity & Inclusion Associate

Patricia Gagliardi
Director for Inclusion and Restorative Justice Education Development

Daisy Torres Baez
Faculty and Staff Diversity Recruitment and Retention Specialist



INFORMATION TECHNOLOGY

Chief Information Officer
Associate Chief Information Officer
Director of Academic Technologies
Director of IS Computing and Infrastructures
Director of IS System and Application
Director of Information Systems –Tech Administration
Director Technology Administration
Director of ERP Application Services
System Manager
Enterprise Infrastructure Manager
Telecommunications Manager
Voice & Video Network Manager
Enterprise Infrastructure Administrator (Unix)
Enterprise Infrastructure Administrator (Database)
Coordinator of Academic Technologies
Web Application Development
Tech Support Analyst
Director of ERP Application Services
Customer Support Center Lead
Tech Support Engineer
Coordinator of High-Tech Classrooms
Programmer Specialist
Infrastructure Support Specialist
Technical Support Specialist (LAN)
Student Information System Banner/ERP Specialist

UNCLASSIFIED POSITIONS WITHOUT LINES OF PROGRESSION

Administrative Operations Assistant
Assistant Program Manager (Physics)
Associate Dean, Career & Student Success
Associate Dean of Student Affairs
Associate VP for Institutional Inclusion Strategies & change Management
Chemistry Stockroom Manager
Coordinator of Academic Resources
Coordinator of Multicultural Center
Coordinator of Substance Abuse Programs (Drug & Alcohol Resource Center)
Coordinator of Summer Educational Opportunity Programs
Coordinator of the Wellness Center
Coordinator of Veterans and Military Service
CSU Administrative Assistant
Director of Diversity and Equity Programs
Director of Inclusion & Rest Justice Educ
Director of Institutional Research
Director of New Students & Sophomore Programs
Faculty Development Associate
Faculty Staff Diversity Recruitment & Retention Specialist

TITLES AT TOP OF THEIR LINE OF PROGRESSION WITHOUT FURTHER LINES OF PROGRESSION

Associate Vice President for Capital Budget and Facilities Operations
Director of Community Engagement
Associate Vice President for Institutional Effectiveness
Bursar
Chief Human Resources Officer
Chief Information Officer
Chief of Police/Director of Public Safety Director of Student Life
Coordinator of VPAS

TITLES AT TOP OF THEIR LINE OF PROGRESSION WITHOUT FURTHER LINES OF PROGRESSION

Director of Academic Student Success
Director of Campaign Operations
Director of Counseling Services
Director of Disabilities Resources
Director of Financial Aid & Scholarships
Director of Health Services
Director of Intercollegiate Athletics
Director of Intercollegiate Athletics
Director of Lyman Center
Director of Residence Life
Director of Student Center
Director Residence Life
Provost/Vice President Academic Affairs
University Controller
Vice President of Diversity, Equity & Inclusion
Vice President Institutional Advancement

B. CLASSIFIED

Supervising Accountant
Accountant
Associate Accountant
Fiscal Administrative Assistant

Purchasing Services Officer
Purchasing Assistant
Contract Compliance Specialist

Office Supervisor
Administrative Assistant
Office Auto System Spec
Secretary 2
Secretary 1
Office Assistant
Clerk Typist

B. CLASSIFIED

Payroll Clerk
Processing Technician
Head Cash Accounting Clerk
Head Clerk
Clerk

Mail Services Supervisor
Mail Handler
Mail Handler Trainee
Messenger & Supply Clerk

Material Storage Supervisor
Storekeeper
Bookstore Assistant
Collection Agent

Telecommunications Operator
Lead Telephone Operator
Telephone Operator

Supervising Communications Therapist
Communication Therapist

Library Technician
Library Technical Assistant

Supervising Stationary Engineer
Stationary Engineer
Plant Facility Engineer
Environmental Health & Safety Coordinator
Maintenance Services Supervisor
Building Maintenance Supervisor
Qualified Craft Worker, Automobile Mechanic
Qualified Craft Worker, Carpenter
Qualified Craft Worker, Electrician
Qualified Craft Worker, Locksmith
Qualified Crafts Worker, Painter
Qualified Crafts Worker, Plumber
Qualified Crafts Worker, HVAC
Qualified Crafts Worker, General Trades
Material Storage Supervisor

Police Lieutenant
Police Sergeant
Detective
Police Officer
Protective Services Trainee
Telecommunications Dispatcher

B. CLASSIFIED

Building and Grounds Patrol Officer

Building Superintendent

Supervising Custodian

Skilled Maintainer

Lead Custodian

Maintainer

Custodian

**OCCUPATIONAL CATEGORY STUDY
EXECUTIVE, ADMINISTRATIVE & MANAGERIAL
PROFESSIONAL NON-FACULTY**

These are titles used by the agency. Not all titles/positions are currently filled.

Titles are grouped in order of ranking

TITLE	SALARY RANGE
President	305,000
Provost/Vice President Academic Affairs	208,998 – 313,497
Executive Vice President for Finance & Admin	208,998 – 313,497
Vice President of Technology/CIO	177, 833 –266,824
Vice President of Diversity, Equity & Inclusion	177, 833 –266,824
Vice President Student and University Affairs	177, 833 –266,824
Vice President Institutional Advancement	177, 833 –266,824
Vice President of Enrollment	151,171– 226,757
Dean, School of Arts and Sciences	151,171– 226,757
Dean, School of Business and Economic	151,171– 226,757
Dean, School of Graduate Studies	151,171– 226,757
Dean, School of Health and Human Services	151,171– 226,757
Dean of Education	151,171– 226,757
Associate VP for Institutional Inclusion Strategies & Chg Mgmt	128,862 – 193,294
Associate VP for Academic Affairs	128,862 – 193,294
Associate VP for Strategic Initiatives and Outreach	128,862 – 193,294
Assistant VP for Student Affairs	128,862 – 193,294
Associate VP Capital Budgets and Facilities Operations	128,862 – 193,294
Associate VP /Alumni Outreach & Phil	128,862 – 193,294
Director of Institutional Research	128,862 – 193,294
Director of Diversity & Equity Programs	128,862 – 193,294
Director of Public Safety	109,196 –163,793
Administrator 7	108,178 – 162,140
Director of Admissions	
Director of Athletics	
Director of Counseling Services	
Director of Graduate Admissions	
Director of Health Services	
Director of Info. Systems Tech Administration	
Director of Intercollegiate Athletics	
Director of IS, Systems and Applications	
Director of Library Services	
Director of Public Affairs	
Residence Life Director	
University Controller	
Associate Dean School of Art & Sciences	
Associate Dean Student Affairs	
Associate Dean Career & Student Success	
Associate Dean Graduate and Continuing Education	
Associate Dean School of Education	
Associate Dean School of Health & Human Services	

TITLE**SALARY RANGE****Administrator 6**

97,083 – 147,942

Assistant Dean of Students/Judicial Affairs
Associate Director of Admissions
Director of Academic & Career Advising
Director of Academic Success Center
Director of Academic Technologies
Director of Accounting Services
Director of Arch Services
Director of Career Services
Director of CMD-Clinical Education
Director of Communication Engagement
Director of Community Advising
Director of ERP Application Services
Director of Facilities Planning & Arch. Services
Director of Financial Aid & Scholarships
Director of Info System-Edge Comp
Director of Information System- Tech Administration
Director of International Education
Director of IS System & Applications
Director of Lyman Center
Director of Marketing & Publications
Director of SPAR
Director of Special Academic Programs
Director of Sponsored Programs & Research
Director of Student Center
Director of Student Life
Director of Support Services
Director of Systems Integration
Director of Transfer Student Services
Director of University Development
Director of Women's Programs
Registrar
Senior Associate Athletic Director

Administrator 5

85,988 – 133,744

Assistant Director of Athletic Communications
Associate Athletics Director/Coord of Athletic Fac
Associate Director of Career & Prof Development
Associate Director of Counseling
Associate Director of FYE
Associate Director of Housing Operations
Associate Director of Residence Life & Community Development
Audiology Supervisor
Bursar
Business Manager
CARE Director
Client Infrastructure Manager
Clinical Supervisor
Coordinator of University Construction and Facilities Operations

TITLE**SALARY RANGE**

Coordinator of Violence Prevention & Victim Advocacy
Customer Services Support Manager
Database Manager
Director of Advancement Strategies & Technology
Director of Alumni Services
Director of Annual Giving
Director of Assessment
Director of Budgets & Financial Planning
Director of Center for Ed & Assistive Technology
Director of Clinical Education
Director of Customer & Grant Services
Director of Customer and Grant Services
Director of Donor Relations & Adv Events
Director of Environmental Health & Safety
Director of Facilities Engineering
Director of Facilities Operations/Grounds Services
Director of Field Experience
Director of Financial Business Applications
Director of Financial Literacy & Advocacy
Director of Inclusion & Rest Justice Educ
Director of Multicultural Center
Director of New Student & Sophomore Programs
Director of University Access Programs
Ent & Cloud Infrastructure Manager
Enterprise Infrastructure Manager
ERP/Academic Application Manager
Infrastructure Support Specialist
Major Gifts Officer
Manager, Contract Compliance & Procurement Services
Senior Associate Director
Speech Language Path Clinical Supervisor
Systems Manager
Telecommunications Manager
Voice & Video Network Manager

Administrator 4

74,892 – 119,545

Accounts Payable Coordinator
Administrative Coordinator for Interdisciplinary Students
Assistant Athletics Director for Sports Performance
Assistant Athletics Director/Equipment Manager
Assistant Athletics Director/Fiscal Affairs
Assistant Dean of Education
Assistant Dean of Student Affairs
Assistant Director of Academic & Career Advisement
Assistant Director of Career and Professional Development
Assistant Director of Customer & Grant Services
Assistant Director of External Relations
Assistant Director of Facilities Operations
Assistant Director of Facilities Planning & Arch. Services

submit job descriptions and procedures used for the active recruitment of minorities, females, and other protected groups and all search related paperwork throughout the recruitment process to the Director of Diversity and Equity Programs.

First line supervisors are responsible for ensuring that employees are aware of their rights and opportunities, and should make their respective supervisors or department heads cognizant of problems or areas of dissension. Managers and supervisors are evaluated and monitored in their affirmative action performance on a continual basis.

<u>NAME – TITLE</u>	<u>% OF TIME ON AFFIRMATIVE ACTION DUTIES</u>	
Paula Rice Director of Diversity And Equity Programs	BF	100%
Diane Ariza VP Diversity, Equity and Inclusion	HF	20%
Cynthia Cardoza CSU Administrative Assistant	Two or More Races' F	10%
Daisy Baez-Torres Faculty and Staff Diversity Recruitment and Retention Specialist	HF	50%
Cynthia Shea-Luzik Manager of Contract Compliance and Procurement	WF	20%
Robert Prezant Vice President of Academic Affairs	WM	20%
Tracy Tyree Vice President Student & University Affairs	WF	20%
Michael Keagan Vice President Institutional Advancement	WM	20%
Julie Edstrom Associate Vice President Enrollment management	WM	20%
Mark Rozewski Executive President for Finance & Administration	WM	20%
Denis Reiman Chief Information and Technology	WM	20%
Jes Kraus Chief Human Resources Officer	WM	20%

LeKecia Anderson University HR Administrator	BF	20%
Tisha Miller University HR Administrator	OF	20%
Fran Poole, HR Associates/Assistant	BF	20%
Joseph Bertolino President	WM	10%
Dwayne Smith Interim President	BM	10%
Deans.Managers,and Supervisors		10%
DEI Advisory Council, MRRC, MRMC		10%

(h) The University will monitor and evaluate programs essential for a successful Affirmative Action Plan utilizing a system providing for goals and initiative and periodic evaluation. Through the combined efforts of the President, the Director for Diversity and Equity Programs, and the President's Leadership team the University will evaluate the effectiveness of the affirmative action program. Additionally, feedback or recommendations from campus personnel, either verbal or written, is continually invited, accepted and reviewed.

- 1) The Affirmative Action Plan is subject to ongoing review and evaluation by the Director for Diversity and Equity Programs in conjunction with the President and cabinet to revise any goals, objectives or programs in order to meet changes in the University's employment situation.
- 2) Supervisors' performance, and their policies and procedures are reviewed to evaluate their progress and efforts in achieving affirmative action goals and objectives.
- 3) The affirmative action program is also reviewed periodically to determine what, if any, barriers there might be to the effective implementation of the program and achievement of program goals and timetables.

Summary of activities taken to satisfy the requirement of this section in this reporting period:

1. The Director of Diversity and Equity Programs met with faculty and staff to discuss affirmative action goals, diversity issues, sexual harassment training and other non-discriminating employment practices.

2. Staff from the Division of Diversity and Equity Programs consulted with all search chairs or department chairs throughout the search process to discuss effective search procedures and necessary data collection and submission of information for the Affirmative Action Plan.
3. The Director of Diversity and Equity Programs met with new faculty to discuss the University's policies on nondiscrimination and sexual harassment and to answer questions on academic legal issues, non-discriminatory employment practices and related matters.
4. The President, the Vice Presidents, and the Director of Diversity and Equity Programs scheduled meetings where employees were acquainted with their specific responsibilities in the Affirmative Action Plan.
5. Members of the Office of Diversity and Equity Programs participated in the state-mandated training, and attended workshops on race and human relations.
6. The President, the Vice Presidents, and the Director of Diversity and Equity Programs also met with the MRMC and MRRC committees to address the affirmative action issues with regard to hiring and retaining minority faculty. The faculty and administrative minority recruitment and retention committees meet regularly during the semester.
8. At the outset of the academic year, the hiring goals for all occupational categories are distributed to leadership and to personnel involved in the search and hiring process. A set of the goals was given to search committee chairs.
9. The Office of Diversity and Equity Programs continued its efforts to educate search committees and search committee chairpersons, emphasizing the importance of meeting hiring goals, especially in the faculty, executive, administrative, managerial, and professional non-faculty occupational categories, where national searches are conducted.
10. At a minimum, the following steps were taken by the Director for Diversity and Equity Programs to enforce the plan:
 - a. Approval of advertisements for all positions searches to ensure that no discriminatory language is used and the University is recognized as an affirmative action-equal opportunity employer.
 - b. Approval of membership on search committees for all positions.
 - c. One or more meetings with every search committee to discuss affirmative action goals, recruitment strategies, nondiscriminatory interviewing, and search procedures.
 - d. Approval of all interviews.

- e. Approval of all search files acknowledging the affirmative action procedures have been followed.
- f. Approval of all University external publications to ensure that the compliance policy is printed.
- g. Identification of female and minority applicants: all applicants for unclassified positions are asked to fill out online and an affirmative action response card. All responses are recorded by race, gender, veteran, and disability status into an Excel database for each position. These files are confidentially maintained in the Office of Diversity and Equity Programs.
- h. Advise management that searches can be extended or closed when the applicant pool is of insufficient size for the particular discipline or the search committee cannot demonstrate a good faith effort to recruit a diverse pool of applicants.

Dwayne Smith
Interim President

Diane Ariza
Vice President for Diversity Equity & Inclusion

Paula Rice
Director of Diversity & Equity Programs

Cynthia Cardozo
CSU Administrative Assistant

Kelvin Rutledge
Associate VP for Institutional Inclusive Strategies & Change Management

Vacant
Diversity Equity & Inclusion Associate

Patricia Gagliardi
Director for Inclusion and Restorative Justice Education Development

Daisy Torres Baez
Faculty and Staff Diversity Recruitment and Retention Specialist



AVAILABILITY ANALYSIS

OCC. CATEGORY: Assistant Professor
 TITLE:

REPORTING PERIOD: CT/National
 LMA:

4/30/2023

FACTOR	TOTAL MALE			TOTAL FEMALE			WHITE MALE			WHITE FEMALE			BLACK MALE			BLACK FEMALE		
	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF
Employment	48.4	25	12.1	51.6	25	12.9	36.2	25	9.1	37.9	25	9.5	1.7	25	0.4	3.8	25	1.0
Unemployment	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0
Promotional Pool	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0
Educational Statistics	43.8	75	32.9	56.2	75	42.2	31.5	75	23.6	40.0	75	30.0	2.9	75	2.2	4.9	75	3.7
FINAL AVAIL. FACTOR			45.0			55.1			32.7			39.5			2.6			4.7
FACTOR	HISPANIC MALE			HISPANIC FEMALE			AAIANHNP1 MALE			AAIANHNP1 FEMALE			TWO OR MORE MALE			TWO OR MORE FEMALE		
	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF
Employment	2.4	25	0.6	2.4	25	0.6	7.2	25	1.8	6.4	25	1.6	0.9	25	0.2	1.1	25	0.3
Unemployment	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0
Promotional Pool	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0
Educational Statistics	3.3	75	2.5	4.1	75	3.1	5.4	75	4.1	6.1	75	4.6	0.7	75	0.5	1.0	75	0.8
FINAL AVAIL. FACTOR			3.1			3.7			5.9			6.2			0.7			1.1

FACTOR	SOURCE OF STATISTIC	REASON FOR WEIGHTING THE FACTOR
Employment	Census-2014-2018 EEO Occup.Code List EEO-ALL01R-Occup by Sex, Race/Ethnicity for Residence Geography Connecticut - Post secondary Teachers - 25-1000/2205	25%-Important source of applicants into vacancies at this level.
Unemployment	No source used from unemployment jobseekers.	0%-This source was not used in this category.
Promotional Pool	No Promotable Pool	0%-No promotable pool used in this category.
Educational Statistics	Digest of Education Statistics Table 315.20 Spring 2020 through Spring 2022 Assistant Professor, Instructor, & Lecturer (Table prepared January 2023)	75% - Assistant Professors, instructors and lecturers, educational statistics used, based on national scope of searches in this category.

AVAILABILITY ANALYSIS

Used for Assistant Professor Employed Pool Data													
	GT	TM	TF	WM	WF	BM	BF	HM	HF	AAIA NHNP I-M	AAIA NHNP I-F	TWO or MORE M	TWO or MORE F
Census Data 2014-2018													
25-1000/2205- Post-secondary Teachers	19955	9660	10295	7225	7555	345	755	485	485	1430	1285	175	215
TOTAL	19955	9660	10295	7225	7555	345	755	485	485	1430	1285	175	215
%	100%	48.4%	51.6%	36.2%	37.9%	1.7%	3.8%	2.4%	2.4%	7.2%	6.4%	0.9%	1.1%
		48.4	51.6	36.2	37.9	1.7	3.8	2.4	2.4	7.2	6.4	0.9	1.1

Assistant Professor - Educational Data													
	GT	TM	TF	WM	WF	BM	BF	HM	HF	AAIA NHNP I-M	AAIA NHNP I-F	TWO or MORE M	TWO or MORE F
Educational Data													
Assistant Professor	155444	69,529	85,915	47792	59310	4694	7972	4520	5260	11433	11664	1090	1709
Instructor	91064	38,667	52,397	28735	37968	2737	4792	3670	4678	2895	4011	630	948
Lecturer	42809	18,493	24,316	14530	18559	995	1340	1356	1944	1356	2111	256	362
TOTAL	289317	126,689	162,628	91057	115837	8426	14104	9546	11882	15684	17786	1976	3019
		43.8%	56.2%	31.5%	40.0%	2.9%	4.9%	3.3%	4.1%	5.4%	6.1%	0.7%	1.0%
		43.8	56.2	31.5	40.0	2.9	4.9	3.3	4.1	5.4	6.1	0.7	1.0

AVAILABILITY ANALYSIS

OCC. CATEGORY: **Coaches** REPORTING PERIOD: **4/30/2023**
 TITLE: **LMA: CT/National**

FACTOR	TOTAL MALE			TOTAL FEMALE			WHITE MALE			WHITE FEMALE			BLACK MALE			BLACK FEMALE		
	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF
Employment	51.3	15	7.7	48.7	15	7.3	38.7	15	5.8	36.7	15	5.5	2.7	15	0.4	3.5	15	0.5
Unemployment	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0
Promotional Pool	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0
Educational Statistics	71.4	85	60.7	28.6	85	24.3	51.7	85	43.9	21.8	85	18.5	13.4	85	11.4	4.2	85	3.6
FINAL AVAIL. FACTOR			68.4			31.6			49.7			24.0			11.8			4.1

FACTOR	HISPANIC MALE			HISPANIC FEMALE			AAIANHPI MALE			AAIANHPI FEMALE			TWO OR MORE MALE			TWO OR MORE FEMALE		
	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF
Employment	2.7	15	0.4	2.1	15	0.3	6.0	15	0.9	5.5	15	0.8	1.2	15	0.2	0.9	15	0.1
Unemployment	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0
Promotional Pool	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0
Educational Statistics	3.8	85	3.2	1.4	85	1.2	2.5	85	2.1	1.2	85	1.0	0.0	85	0.0	0.0	85	0.0
FINAL AVAIL. FACTOR			3.6			1.5			3.0			1.8			0.2			0.1

FACTOR	SOURCE OF STATISTIC	REASON FOR WEIGHTING THE FACTOR
Employment	Census-2014-2018 EEO Occup. Code List EEO-ALL01R-Occup by Sex, Race/Ethnicity for Residence Geography Connecticut - Post secondary Teachers - 25-1000/2205 27-2020/2721- Athletes, coaches, umpires & related workers	15%-Important source of applicants.
Unemployment		0%- This source was not used in this category.
Promotional Pool	No Promotable Pool	0%-No promotable pool used in this category.
Educational Statistics	National NCAA Data Head Coaches & Assistant Coaches	85% - Head Coaches & Assistant Coaches educational statistics used.

AVAILABILITY ANALYSIS

Used for Coaches Employed Pool Data													
	GT	TM	TF	WM	WF	BM	BF	HM	HF	AAIAN HNPI- M	AAIAN HNPI-F	TWO or MORE M	TWO or MORE F
Census Data 2014-2018													
25-1000/2300- Post-Secondary Teachers	19955	9660	10295	7225	7555	345	755	485	485	1430	1285	175	215
Z7-Z0Z0Z7Z1- Athletes, coaches, umpires & related	4900	3095	1805	2385	1570	335	105	180	35	70	80	125	15
TOTAL	24855	12755	12100	9610	9125	680	860	665	520	1500	1365	300	230
%	100%	51.3%	48.7%	38.7%	36.7%	2.7%	3.5%	2.7%	2.1%	6.0%	5.5%	1.2%	0.9%
		51.3	48.7	38.7	36.7	2.7	3.5	2.7	2.1	6.0	5.5	1.2	0.9

NCAA Statistical Data for Coaches													
	GT	TM	TF	WM	WF	BM	BF	HM	HF	AAIAN HNPI- M	AAIAN HNPI-F	TWO or MORE M	TWO or MORE F
Head/assistant Coaches	12426	8873	3553	6,424	2,704	1,661	526	478	178	310	145	0	0
TOTAL	12426	8873	3553	6424	2704	1661	526	478	178	310	145	0	0
100%	71.4%	71.4	28.6%	51.7%	21.8%	13.4%	4.2%	3.8%	1.4%	2.5%	1.2%	0.0%	0.0%
		71.4	28.6	51.7	21.8	13.4	4.2	3.8	1.4	2.5	1.2	0.0	0.0

AVAILABILITY ANALYSIS

OCC. CATEGORY: **Professional Non-Faculty** REPORTING PERIOD: **4/30/2023**
 TITLE: **CT/National** LMA: **CT/National**

FACTOR	TOTAL MALE		TOTAL FEMALE		WHITE MALE		WHITE FEMALE		BLACK MALE		BLACK FEMALE	
	RS	VW	RS	VW	RS	VW	RS	VW	RS	VW	RS	VW
Employment	51.7	40	20.7	40	19.3	40	37.6	40	15.0	40	3.0	40
Unemployment	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0
Promotional Pool	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0
Educational Statistics	40.0	60	24.0	60	36.0	60	28.9	60	17.3	60	3.7	60
FINAL AVAIL. FACTOR			44.7		55.3				32.3		39.5	
											3.4	
											3.4	
												5.6
												100.4

FACTOR	HISPANIC MALE		HISPANIC FEMALE		AAIANHNP1 MALE		AAIANHNP1 FEMALE		TWO OR MORE MALE		TWO OR MORE FEMALE	
	RS	VW	RS	VW	RS	VW	RS	VW	RS	VW	RS	VW
Employment	3.3	40	1.3	40	3.7	40	1.5	40	7.7	40	3.6	40
Unemployment	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0
Promotional Pool	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0
Educational Statistics	3.5	60	2.1	60	6.0	60	3.6	60	3.1	60	5.0	60
FINAL AVAIL. FACTOR			3.4		5.1		5.0		4.4		0.7	

FACTOR	SOURCE OF STATISTIC	REASON FOR WEIGHTING THE FACTOR
Employment	Census-2014-2018 EEO Occup. Code List EEO-ALL01R-Occup by Sex, Race/Ethnicity for Residence Geography Connecticut Data-Educ Admin -11-9030/0230 Computer & Info Systems Mgrs-11-3021/0110, Financial Managers-11-3031/0120 Social & Community Service Mgrs-11-9151/0420, HR Wkrs-13-1070/0630 Accountants & Aud 13-2011/0800, Software & Web Developers, Programmers & Testers - 15-1250/1010 Librarians, Curators & Archivists-25-4000/2400	40%-Most positions are recruited from outside agencies colleges/universities and private sector.
Unemployment	No source used from unemployment jobseekers.	0%-This source was not used in this category.
Promotional Pool	No promotable/transferable pool	0%-No promotable/transferable pool.
Educational Statistics	US Dept of Education, National Center for Education Statistics Digest of Education Statistics Business & Financial Operations, computers, science & engineering, Community, social service, legal, art, design, entertainment Sport & media, Librarians, Curators, & Archivists, Student & Academic Affairs & Other Education Services Table 314.40 Fall 2020-Table prepared February 2022	60%- Best available source for educational statistics from all Colleges/Universities. Weight assigned by national scope of searches.

AVAILABILITY ANALYSIS

Used for Professional Non-Faculty - Employed Pool Data													
	GT	TM	TF	WM	WF	BM	BF	HM	HF	AAIA NHNP I-M	AAIA NHNP I-F	TWO or MORE M	TWO or MORE F
Census Data 2014-2018													
11-9030/0230-Educ Admin and childcare workers	13949	5315	8634	4070	7020	445	535	440	730	205	264	155	85
11-3021/0110-Computer & Info Systems Mgrs	10305	7380	2925	5145	2135	415	105	400	220	1420	465	100	25
11-3031/0120-Financial Managers	19779	11005	8774	9105	6990	335	530	845	890	720	364	85	150
11-9151/0420-Social & Community Service Mgrs	5730	1775	3955	1170	2995	375	535	195	370	35	55	135	60
13-1070/0630-Human Resources Workers	9844	2564	7280	2180	5555	150	855	220	640	14	230	35	75
13-2011/0800-Accountants & Auditors	28355	13430	14925	10905	11590	955	1175	740	1065	830	1095	90	235
15-1250/1010-Software & Web Developers, Programmers & Testers	22920	17410	5510	10190	3390	710	305	870	270	5640	1545	345	195
25-4000/2400-Librarians, Curators & Archivists	5040	1005	4035	830	3670	65	175	80	65	30	125	0	30
TOTAL	115922	59884	56038	43595	43345	3450	4215	3790	4250	8894	4143	945	855
%	100%	51.7%	48.3%	37.6%	37.4%	3.0%	3.6%	3.3%	3.7%	7.7%	3.6%	0.8%	0.7%
		51.7	48.3	37.6	37.4	3.0	3.6	3.3	3.7	7.7	3.6	0.8	0.7

AVAILABILITY ANALYSIS

Educational Statistical Data for Professional Non-Faculty													
	GT	TM	TF	WM	WF	BM	BF	HM	HF	AAIA NHNP I-M	AAIA NHNP I-F	TWO or MORE M	TWO or MORE F
Table 314.40													
Business & Financial Operations	218069	58449	159620	41452	107215	5677	19527	5937	16859	4379	13149	1004	2870
Computers, Science & Engineering	217238	129182	88056	93300	57042	8194	7445	10649	7669	14814	14189	2225	1711
Community, Social Service, Legal, arts, design, Entertainment, Sports & Media	178960	77371	101589	57645	71838	9647	12070	6038	10401	2709	5050	1332	2230
Librarians, Curators, & Archivists	37133	10970	26163	8777	20185	654	2123	819	1612	569	1760	151	483
Student & Academic Affairs & Other Education Services	165703	51083	114620	35069	77151	6407	15921	5543	12673	3103	6542	961	2333
TOTAL	817103	327055	490048	236243	333431	30579	57086	28986	49214	25574	40690	5673	9627
		40.0%	60.0%	28.9%	40.8%	3.7%	7.0%	3.5%	6.0%	3.1%	5.0%	0.7%	1.2%
			60.0	28.9	40.8	3.7	7.0	3.5	6.0	3.1	5.0	0.7	1.2

AVAILABILITY ANALYSIS

OCC. CATEGORY: **Secretarial Clerical - Varied** REPORTING PERIOD: **4/30/2023**
 TITLE: **New Haven** LMA: **New Haven**

FACTOR	TOTAL MALE			TOTAL FEMALE			WHITE MALE			WHITE FEMALE			BLACK MALE			BLACK FEMALE		
	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF
Employment	10.5	80	8.4	89.5	80	71.6	6.7	80	5.4	67.6	80	54.1	1.2	80	1.0	8.3	80	6.6
Unemployment*	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0
Promotional Pool	2.5	20	0.5	97.5	20	19.5	0.0	20	0.0	52.5	20	10.5	2.5	20	0.5	35.0	20	7.0
FINAL AVAIL. FACTOR			8.9			91.1			5.4			64.6			1.5			13.6
FACTOR	HISPANIC MALE			HISPANIC FEMALE			AAIANHNP1 MALE			AAIANHNP1 FEMALE			TWO OR MORE MALE			TWO OR MORE FEMALE		
	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF
Employment	1.9	80	1.5	9.7	80	7.8	0.3	80	0.2	1.9	80	1.5	0.4	80	0.3	1.9	80	1.5
Unemployment	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0
Promotional Pool	0.0	20	0.0	10.0	20	2.0	0.0	20	0.0	0.0	20	0.0	0.0	20	0.0	0.0	20	0.0
FINAL AVAIL. FACTOR			1.5			9.8			0.2			1.5			0.3			1.5

FACTOR	SOURCE OF STATISTIC	REASON FOR WEIGHTING THE FACTOR
Employment	Census-2014-2018 EEO Occup. Code List EEO-ALL01R-Occup by Sex, Race/Ethnicity for Residence Geography New Haven County -Secretaries & Admin Assts- 43-6010/5710 Other Office & Admin Support Workers-43-9000/5810	80%-Most positions are recruited from outside agencies, colleges and technical schools.
Unemployment	No source used from unemployment jobseekers.	0%-This source was not used in this category.
Promotional Pool	Promotable pool used in this occupational category from employees in the Secretary 2 classification.	20% - Promotable pool from employees in the Secretary 2 classification. Degree of upward mobility in line of progression.

AVAILABILITY ANALYSIS

Used for Secretarial Clerical - Varied - Employed Pool Data													
	GT	TM	TF	WM	WF	BM	BF	HM	HF	AAIANHNP I-M	AAIANHNP I-F	TWO or MORE M	TWO or MORE F
Census Data 2014-2018													
43-6010/5710- Secretaries & Admin Assistants	10895	515	10380	250	8275	100	905	150	880	0	225	15	95
43-9000/5810- Other Office & Admin Support Workers	9450	1620	7830	1105	5485	145	790	235	1095	60	160	75	300
TOTAL	20345	2135	18210	1355	13760	245	1695	385	1975	60	385	90	395
	100%	10.5%	89.5%	6.7%	67.6%	1.2%	8.3%	1.9%	9.7%	0.3%	1.9%	0.4%	1.9%
		10.5	89.5	6.7	67.6	1.2	8.3	1.9	9.7	0.3	1.9	0.4	1.9

Promo Pool For Secretarial Clerical, Varied - Promotable Pool Data													
	GT	TM	TF	WM	WF	BM	BF	HM	HF	AAIANHNP I-M	AAIANHNP I-F	TWO or MORE M	TWO or MORE F
Promo Pool													
Secretary 2	40	1	39		21	1	14	0	4	0	0	0	0
TOTAL	40	1	39	0	21	1	14	0	4	0	0	0	0
%	100%	2.5%	97.5%	0.0%	52.5%	2.5%	35.0%	0.0%	10.0%	0.0%	0.0%	0.0%	0.0%
		2.5	97.5	0.0	52.5	2.5	35.0	0.0	10.0	0.0	0.0	0.0	0.0

AVAILABILITY ANALYSIS

OCC. CATEGORY: **Secretarial Clerical** REPORTING PERIOD: **4/30/2023**
 TITLE: **Secretary 2** LMA: **New Haven**

FACTOR	TOTAL MALE			TOTAL FEMALE			WHITE MALE			WHITE FEMALE			BLACK MALE			BLACK FEMALE		
	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF
Employment	4.7	70	3.3	95.3	70	66.7	2.3	70	1.6	76.0	70	53.2	0.9	70	0.6	8.3	70	5.8
Unemployment	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0
Promotional Pool	13.3	30	4.0	86.7	30	26.0	6.7	30	2.0	33.3	30	10.0	6.7	30	2.0	33.3	30	10.0
FINAL AVAIL. FACTOR			7.3			92.7			3.6			63.2			2.6			15.8
FACTOR	HISPANIC MALE	HISPANIC FEMALE	AAIANHNP MALE	AAIANHNP FEMALE	TWO OR MORE MALE	TWO OR MORE FEMALE												
	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF
Employment	1.4	70	1.0	8.1	70	5.7	0.0	70	0.0	2.1	70	1.5	0.1	70	0.1	0.9	70	0.6
Unemployment	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0
Promotional Pool	0.0	30	0.0	13.3	30	4.0	0.0	30	0.0	0.0	30	0.0	0.0	30	0.0	6.7	30	2.0
FINAL AVAIL. FACTOR			1.0			9.7			0.0			1.5			0.1			2.6
REASON FOR WEIGHTING THE FACTOR																		
Employment	70%-Most positions are recruited from outside agencies, colleges and technical schools.																	
Unemployment	0%-This source was not used in this category.																	
Promotional Pool	30% - Promotable pool from employees in the Secretary 1 and Office Assistant classifications.																	

100.1

AVAILABILITY ANALYSIS

Used for Secretarial Clerical - Secretary 2 - Employed Pool Data

	GT	TM	TF	WM	WF	BM	BF	HM	HF	AAIANHNP I-M	AAIANHNP I-F	TWO or MORE M	TWO or MORE F
Census Data 2014-2018													
43-6010/5710- Secretaries & Admin Assistants	10895	515	10380	250	8275	100	905	150	880	0	225	15	95
TOTAL	10895	515	10380	250	8275	100	905	150	880	0	225	15	95
	100%	4.7%	95.3%	2.3%	76.0%	0.9%	8.3%	1.4%	8.1%	0.0%	2.1%	0.1%	0.9%
		4.7	95.3	2.3	76.0	0.9	8.3	1.4	8.1	0.0	2.1	0.1	0.9

**Promo Pool For
Secretarial Clerical-
Secretary 2 -
Promotable Pool Data**

	GT	TM	TF	WM	WF	BM	BF	HM	HF	AAIANHNP I-M	AAIANHNP I-F	TWO or MORE M	TWO or MORE F
Promo Pool													
Secretary 1	4	0	4	0	2	0	2	0	0	0	0	0	0
Office Assistant	11	2	9	1	3	1	3	0	2	0	0	0	1
TOTAL	15	2	13	1	5	1	5	0	2	0	0	0	1
%	100%	13.3%	86.7%	6.7%	33.3%	6.7%	33.3%	0.0%	13.3%	0.0%	0.0%	0.0%	6.7%
		13.3	86.7	6.7	33.3	6.7	33.3	0.0	13.3	0.0	0.0	0.0	6.7

AVAILABILITY ANALYSIS

OCC. CATEGORY: **Technical Paraprofessional** REPORTING PERIOD: **4/30/2023**
 TITLE: **New Haven** LMA: **New Haven**

FACTOR	TOTAL MALE			TOTAL FEMALE			WHITE MALE			WHITE FEMALE			BLACK MALE			BLACK FEMALE		
	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF
Employment	28.9	100	28.9	71.1	100	71.1	16.0	100	16.0	41.8	100	41.8	3.9	100	3.9	9.7	100	9.7
Unemployment	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0
Promotional Pool	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0
FINAL AVAIL. FACTOR			28.9			71.1			16.0			41.8			3.9			9.7
FACTOR	HISPANIC MALE			HISPANIC FEMALE			AAIANHNP MALE			AAIANHNP FEMALE			TWO OR MORE MALE			TWO OR MORE FEMALE		
	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF
Employment	7.0	100	7.0	11.6	100	11.6	1.7	100	1.7	4.3	100	4.3	0.2	100	0.2	3.7	100	3.7
Unemployment	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0
Promotional Pool	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0
FINAL AVAIL. FACTOR			7.0			11.6			1.7			4.3			0.2			3.7

FACTOR	SOURCE OF STATISTIC	REASON FOR WEIGHTING THE FACTOR
Employment	Census-2014-2018 EEO Occup. Code List EEO-ALL01R-Occup by Sex, Race/Ethnicity for Residence Geography New Haven County -Other teachers, instructors, education, training & library workers- 25-XXXX	100%-Most positions are recruited from outside agencies, colleges and technical schools.
Unemployment	No source used from unemployment jobseekers.	0%-This source was not used in this category.
Promotional Pool	No Promotable/Transferable Pool.	0%- No Promotable/Transferable Pool.

AVAILABILITY ANALYSIS

OCC. CATEGORY: **Skilled Craft Workers** REPORTING PERIOD: **4/30/2023**
 TITLE: **New Haven** LMA: **New Haven**

FACTOR	TOTAL MALE			TOTAL FEMALE			WHITE MALE			WHITE FEMALE			BLACK MALE			BLACK FEMALE		
	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF
Employment	96.9	80	77.5	3.1	80	2.5	73.1	80	58.5	1.8	80	1.4	6.1	80	4.9	0.6	80	0.5
Unemployment	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0
Promotional Pool	66.7	20	13.3	33.3	20	6.7	13.3	20	2.7	0.0	20	0.0	33.3	20	6.7	6.7	20	1.3
FINAL AVAIL. FACTOR			90.8			9.2			61.2			1.4			11.6			1.8
FACTOR	HISPANIC MALE			HISPANIC FEMALE			AAIANHNP MALE			AAIANHNP FEMALE			TWO OR MORE MALE			TWO OR MORE FEMALE		
	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF
Employment	16.3	80	13.0	0.4	80	0.3	0.7	80	0.6	0.1	80	0.1	0.6	80	0.5	0.3	80	0.2
Unemployment	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0
Promotional Pool	20.0	20	4.0	26.7	20	5.3	0.0	20	0.0	0.0	20	0.0	0.0	20	0.0	0.0	20	0.0
FINAL AVAIL. FACTOR			17.0			5.6			0.6			0.1			0.5			0.2

FACTOR	SOURCE OF STATISTIC	REASON FOR WEIGHTING THE FACTOR
Employment	Census-2014-2018 EEO Occup. Code List EEO-ALL01R-Occup by Sex, Race/Ethnicity for Residence Geography New Haven County - Carpenters-47-2031/6230, Electricians-47-2111/6355, Pipefitters, Plumbers, Pipefitters, Etc.-47-2150/6441 Other Installation, Maintenance, & repair workers-49-XXXX/7010	80%-Most positions are recruited from outside agencies, and this is the largest source of potential qualified applicants.
Unemployment	No source used from unemployment jobseekers.	0%-This source was not used in this category.
Promotional Pool	Promotable Pool - from the Service Maintenance - varied	20% - Promotable Pool - from the Service Maintenance - varied classifications.

SELECT NEW TABLE

Table: EEO-ALL01R - Occupation by Sex and Race/Ethnicity for Residence Geography
Universe: Civilian labor force 16 years and over
Geography: New Haven
Occupations: 237 (2014-2018 EEO Occupation Code List)

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Not Hispanic or Latino, One Race

Other teachers and instructors, education, training, and library workers : 25-XXXX / 2350

	Total All Groups	Hispanic or Latino	White alone	Black or African American alone	American Indian /Alaska Native alone	Asian alone	Native Hawaiian /Pacific Islander alone	Balance of not Hispanic or Latino
Total	4,075	760	2,355	555	0	250	0	160
Male	1,180	285	650	160	0	70	0	10
Female	2,895	470	1,700	395	0	175	0	150
Percent Total	100.0%	18.7%	57.8%	13.6%	0.0%	6.1%	0.0%	3.9%
Percent Male	29.0%	7.0%	16.0%	3.9%	0.0%	1.7%	0.0%	0.2%
Percent Female	71.0%	11.5%	41.7%	9.7%	0.0%	4.3%	0.0%	3.7%

Previous **1** Next

Explanation of Symbols

Type here to search

Is this page helpful? Yes No

Occupations: 237 (2014-2018 EEO Occupation Code List)

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Total All Groups	Hispanic or Latino	White alone	Black or African American alone	American Indian /Alaska Native alone	Asian alone	Native Hawaiian /Pacific Islander alone	Balance of not Hispanic or Latino
------------------	--------------------	-------------	---------------------------------	--------------------------------------	-------------	---	-----------------------------------

Athletes, coaches, umpires, and related workers : 27-2020 / 2721

Total	4,895	215	3,950	440	0	150	0	140
Male	3,095	180	2,385	335	0	70	0	125
Female	1,800	35	1,570	105	0	80	0	15
Percent Total	100.0%	4.4%	80.7%	9.0%	0.0%	3.1%	0.0%	2.9%
Percent Male	63.2%	3.7%	48.7%	6.8%	0.0%	1.4%	0.0%	2.6%
Percent Female	36.8%	0.7%	32.1%	2.1%	0.0%	1.6%	0.0%	0.3%

Previous **1** Next

Explanation of Symbols

An " " entry in the estimate column indicates that either no sample observations or too few sample observations were available to compute an estimate, or a ratio of medians cannot be calculated because one or both of the median estimates falls in the lowest interval or upper interval of an open-ended distribution, or the margin of error associated with a median was larger than the median itself.

An "(X)" means that the estimate is not applicable or not available.

An "***" entry in the margin of error column indicates that either no sample observations or too few sample observations were available to

Is this page helpful? Yes No

SELECT NEW TABLE

Table: EEO-ALL01R - Occupation by Sex and Race/Ethnicity for Residence Geography
Universe: Civilian labor force 16 years and over
Geography: New Haven
Occupations: 237 (2014-2018 EEO Occupation Code List)

*** Open Quick Guide to Using Table Tools ***

Quick Search:
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Not Hispanic or Latino, One Race

	Total All Groups	Hispanic or Latino	White alone	Black or African American alone	American Indian /Alaska Native alone	Asian alone	Native Hawaiian /Pacific Islander alone	Balance of not Hispanic or Latino
Police officers : 33-3050 / 3870								
Total	2,310	345	1,620	235	15	75	0	25
Male	2,105	335	1,535	135	15	65	0	25
Female	205	10	85	100	0	4	0	0
Percent Total	100.0%	14.9%	70.1%	10.2%	0.6%	3.2%	0.0%	1.1%
Percent Male	91.1%	14.5%	66.5%	5.8%	0.6%	2.8%	0.0%	1.1%
Percent Female	8.9%	0.4%	3.7%	4.3%	0.0%	0.2%	0.0%	0.0%

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Explanation of Symbols

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 Yes No

Table: EEO-ALL01R - Occupation by Sex and Race/Ethnicity for Residence Geography
 Universe: Civilian labor force 16 years and over
 Geography: New Haven
 Occupations: 237 (2014-2018 EEO Occupation Code List)

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Not Hispanic or Latino, One Race

	Total All Groups	Hispanic or Latino	White alone	Black or African American alone	American Indian /Alaska Native alone	Asian alone	Native Hawaiian /Pacific Islander alone	Balance of not Hispanic or Latino
Total	430	80	345	4	0	0	0	0
Male	400	60	335	4	0	0	0	0
Female	30	20	10	0	0	0	0	0
Percent Total	100.0%	18.6%	80.2%	0.9%	0.0%	0.0%	0.0%	0.0%
Percent Male	93.0%	14.0%	77.9%	0.9%	0.0%	0.0%	0.0%	0.0%
Percent Female	7.0%	4.7%	2.3%	0.0%	0.0%	0.0%	0.0%	0.0%

First-line supervisors of law enforcement workers : 33-1010 / 3700

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Explanation of Symbols

An " " entry in the estimate column indicates that either no sample observations or too few sample observations were available to compute an estimate, or a ratio of medians cannot be calculated because one or both of the median estimates falls in the lowest interval or upper

SELECT NEW TABLE

Table: EEO-ALL01R - Occupation by Sex and Race/Ethnicity for Residence Geography
Universe: Civilian labor force 16 years and over
Geography: New Haven
Occupations: 237 (2014-2018 EEO Occupation Code List)

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Not Hispanic or Latino, One Race

Total All Groups	Hispanic or Latino	White alone	Black or African American alone	American Indian /Alaska Native alone	Asian alone	Native Hawaiian /Pacific Islander alone	Balance of not Hispanic or Latino
------------------	--------------------	-------------	---------------------------------	--------------------------------------	-------------	---	-----------------------------------

First-line supervisors of housekeeping and janitorial workers : 37-1011 / 4200

Total	485	70	335	55	0	20	0	0
Male	340	40	270	20	0	15	0	0
Female	145	30	70	40	0	4	0	0
Percent Total	100.0%	14.4%	69.1%	11.3%	0.0%	4.1%	0.0%	0.0%
Percent Male	70.1%	8.2%	55.7%	4.1%	0.0%	3.1%	0.0%	0.0%
Percent Female	29.9%	6.2%	14.4%	8.2%	0.0%	0.8%	0.0%	0.0%

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Explanation of Symbols

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Is this page helpful? Yes No

SELECT NEW TABLE

Table: EEO-ALL01R - Occupation by Sex and Race/Ethnicity for Residence Geography
Universe: Civilian labor force 16 years and over
Geography: New Haven
Occupations: 237 (2014-2018 EEO Occupation Code List)

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Not Hispanic or Latino, One Race

First-line supervisors of landscaping, lawn service, and groundskeeping workers : 37-1012 / 4210

	Total All Groups	Hispanic or Latino	White alone	Black or African American alone	American Indian /Alaska Native alone	Asian alone	Native Hawaiian /Pacific Islander alone	Balance of not Hispanic or Latino
Total	600	110	350	30	50	0	0	60
Male	575	110	325	30	50	0	0	60
Female	30	0	30	0	0	0	0	0
Percent Total	100.0%	18.3%	58.3%	5.0%	8.3%	0.0%	0.0%	10.0%
Percent Male	95.8%	18.3%	54.2%	5.0%	8.3%	0.0%	0.0%	10.0%
Percent Female	5.0%	0.0%	5.0%	0.0%	0.0%	0.0%	0.0%	0.0%

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Explanation of Symbols

SELECT NEW TABLE

Table: EEO-ALL01R - Occupation by Sex and Race/Ethnicity for Residence Geography
Universe: Civilian labor force 16 years and over
Geography: New Haven
Occupations: 237 (2014-2018 EEO Occupation Code List)

*** Open Quick Guide to Using Table Tools ***

Quick Search:

(1) OCCUPATIONS SELECTED

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Not Hispanic or Latino, One Race

Other installation, maintenance, and repair workers : 49-XXXX / 7010

	Total All Groups	Hispanic or Latino	White alone	Black or African American alone	American Indian /Alaska Native alone	Asian alone	Native Hawaiian /Pacific Islander alone	Balance of not Hispanic or Latino
Total	7,185	1,180	5,195	585	0	115	0	115
Male	6,840	1,125	5,030	510	0	100	0	75
Female	345	55	165	75	0	10	0	40
Percent Total	100.0%	16.4%	72.3%	8.1%	0.0%	1.6%	0.0%	1.6%
Percent Male	95.2%	15.7%	70.0%	7.1%	0.0%	1.4%	0.0%	1.0%
Percent Female	4.8%	0.8%	2.3%	1.0%	0.0%	0.1%	0.0%	0.6%

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Explanation of Symbols

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AVAILABILITY ANALYSIS

Used for Skilled Craft -Employed Pool Data

	GT	TM	TF	WM	WF	BM	BF	HM	HF	AAIANHNP I-M	AAIANHNP I-F	TWO or MORE M	TWO or MORE F
Census Data 2014-2018													
47-2031/6230-Carpenters	4250	4190	60	2935	60	220	0	1005	0	10	0	20	0
47-2111/6355-Electricians	2514	2440	74	2030	50	185	20	225	4	0	0	0	0
47-2150/6441-Pipelayers, Plumbers, Pipefitters, Etc.	1638	1634	4	1405	0	40	0	185	4	4	0	0	0
49-XXXX/7010-Other Installation, Maintenance, & repair workers	7185	6840	345	5030	165	510	75	1125	55	100	10	75	40
TOTAL	15587	15104	483	11400	275	955	95	2540	63	114	10	95	40
	100%	96.9%	3.1%	73.1%	1.8%	6.1%	0.6%	16.3%	0.4%	0.7%	0.1%	0.6%	0.3%
		96.9	3.1	73.1	1.8	6.1	0.6	16.3	0.4	0.7	0.1	0.6	0.3

**Promo Pool For Skilled
Craft- PromotablePool
Data**

	GT	TM	TF	WM	WF	BM	BF	HM	HF	AAIANHNP I-M	AAIANHNP I-F	TWO or MORE M	TWO or MORE F
Promo Pool													
Serv Maint Varied(all titles except custodians)	15	10	5	2	0	5	1	3	4	0	0	0	0
TOTAL	15	10	5	2	0	5	1	3	4	0	0	0	0
	100%	66.7%	33.3%	13.3%	0.0%	33.3%	6.7%	20.0%	26.7%	0.0%	0.0%	0.0%	0.0%
		66.7	33.3	13.3	0.0	33.3	6.7	20.0	26.7	0.0	0.0	0.0	0.0

AVAILABILITY ANALYSIS

OCC. CATEGORY: **Service Maintenance**
 TITLE: **Varied**

REPORTING PERIOD:
 LMA: **New Haven**

4/30/2023

FACTOR	TOTAL MALE		TOTAL FEMALE		WHITE MALE		WHITE FEMALE		BLACK MALE		BLACK FEMALE	
	RS	WF	RS	WF	RS	WF	RS	WF	RS	WF	RS	WF
Employment	57.4	80	42.6	80	28.7	80	17.9	80	9.8	80	6.8	80
Unemployment	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0
Promotional Pool	67.2	20	32.8	20	19.4	20	7.5	20	37.3	20	16.4	20
FINAL AVAIL. FACTOR			59.3				26.9				15.8	
												8.7

FACTOR	HISPANIC MALE		HISPANIC FEMALE		AAIANHNI MALE		AAIANHNI FEMALE		TWO OR MORE MALE		TWO OR MORE FEMALE	
	RS	WF	RS	WF	RS	WF	RS	WF	RS	WF	RS	WF
Employment	15.6	80	12.5	80	1.3	80	1.0	1.4	2.0	80	1.6	1.3
Unemployment	0.0	0	0.0	0	0.0	0	0.0	0.0	0.0	0	0.0	0.0
Promotional Pool	7.5	20	1.5	20	3.0	20	0.6	1.5	0.0	20	0.0	0.0
FINAL AVAIL. FACTOR			14.0				13.7				1.4	
											1.6	
												1.0
												100.0

FACTOR	SOURCE OF STATISTIC	REASON FOR WEIGHTING THE FACTOR
Employment	Census-2014-2018 EEO Occup. Code List EEO-ALL01R-Occup by Sex, Race/Ethnicity for Residence Geography New Haven County - Bldg Cleaning Workers- 37-2010/4220 First line Supvrs of housekeeping & janitorial wkrs 37-1011/4022 First line Supvrs of landscaping, lawn svc & ground keeping workers-37-1012/4210	80%-Most positions are recruited from outside agencies, and private sector.
Unemployment	No source used from unemployment jobseekers.	0%-This source was not used in this category.
Promotional Pool	Promotable pool used in this occupational category from Custodians.	20% - Promotional Pool from Custodians

AVAILABILITY ANALYSIS

Used for Serv Maintenance -Employed Pool Data

	GT	TM	TF	WM	WF	BM	BF	HM	HF	AAIANHNP I-M	AAIANHNP I-F	TWO or MORE M	TWO or MORE F
Census Data 2014-2018													
37-2010/4220-Building Cleaning Workers	10345	5650	4695	2685	1950	1070	740	1640	1705	85	155	170	145
37-1011/4022- First line Supvrs of housekeeping & janitorial wkrs	489	345	144	270	70	20	40	40	30	15	4	0	0
37-1012/4210- First line Supvrs of landscaping, lawn svc & ground keeping workers	605	575	30	325	30	30	0	110	0	50	0	60	0
TOTAL	11439	6570	4869	3280	2050	1120	780	1790	1735	150	159	230	145
	100%	57.4%	42.6%	28.7%	17.9%	9.8%	6.8%	15.6%	15.2%	1.3%	1.4%	2.0%	1.3%
		57.4	42.6	28.7	17.9	9.8	6.8	15.6	15.2	1.3	1.4	2.0	1.3

Promo Pool For Service Maintenance- Varied Promotable Pool Data

	GT	TM	TF	WM	WF	BM	BF	HM	HF	AAIANHNP I-M	AAIANHNP I-F	TWO or MORE M	TWO or MORE F
Promo Pool Custodian	67	45	22	13	5	25	11	5	5	2	1	0	0
TOTAL	67	45	22	13	5	25	11	5	5	2	1	0	0
	100%	67.2%	32.8%	19.4%	7.5%	37.3%	16.4%	7.5%	7.5%	3.0%	1.5%	0.0%	0.0%
		67.2	32.8	19.4	7.5	37.3	16.4	7.5	7.5	3.0	1.5	0.0	0.0

AVAILABILITY ANALYSIS

OCC. CATEGORY: **Service Maintenance Custodians**

REPORTING PERIOD: **4/30/2023**
LMA: **New Haven**

FACTOR	TOTAL MALE			TOTAL FEMALE			WHITE MALE			WHITE FEMALE			BLACK MALE			BLACK FEMALE		
	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF
Employment	54.6	100	54.6	45.4	100	45.4	26.0	100	26.0	18.8	100	18.8	10.3	100	10.3	7.2	100	7.2
Unemployment	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0
Promotional Pool	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0
FINAL AVAIL. FACTOR			54.6			45.4			26.0			18.8			10.3			7.2
FACTOR	HISPANIC MALE			HISPANIC FEMALE			AAIANHNP MALE			AAIANHNP FEMALE			TWO OR MORE MALE			TWO OR MORE FEMALE		
	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF
Employment	15.9	100	15.9	16.5	100	16.5	0.8	100	0.8	1.5	100	1.5	1.6	100	1.6	1.4	100	1.4
Unemployment	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0
Promotional Pool	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0
FINAL AVAIL. FACTOR			15.9			16.5			0.8			1.5			1.6			1.4

FACTOR	SOURCE OF STATISTIC	REASON FOR WEIGHTING THE FACTOR
Employment	Census-2014-2018 EEO Occup.Code List EEO-ALL01R-Occup by Sex, Race/Ethnicity for Residence Geography New Haven County - Bldg Cleaning Workers- 37-2010/4220	100%-Positions are recruited from applicants from the employed pool.
Unemployment	No source used from unemployment jobseekers.	0%-This source was not used in this category.
Promotional Pool	No promotable pool.	0% - No promotional pool since entry level position.

AVAILABILITY ANALYSIS

OCC. CATEGORY: **Protective Services**

REPORTING PERIOD: **4/30/2023**

LMA: **New Haven**

FACTOR	TOTAL MALE		TOTAL FEMALE		WHITE MALE		WHITE FEMALE		BLACK MALE		BLACK FEMALE	
	RS	WF	RS	WF	RS	WF	RS	WF	RS	WF	RS	WF
Employment	91.6	100	8.4	100	68.3	100	68.3	100	5.1	100	3.7	100
Unemployment	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0
Promotional Pool	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0
FINAL AVAIL. FACTOR					68.3				3.5		5.1	
												3.7
FACTOR	HISPANIC MALE		HISPANIC FEMALE		AAIANHNP1 MALE		AAIANHNP1 FEMALE		TWO OR MORE MALE		TWO OR MORE FEMALE	
	RS	WF	RS	WF	RS	WF	RS	WF	RS	WF	RS	WF
Employment	14.4	100	1.1	100	2.9	100	2.9	100	0.1	100	0.9	100
Unemployment	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0
Promotional Pool	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0
FINAL AVAIL. FACTOR					1.1				0.1		0.9	
												0.0

FACTOR	SOURCE OF STATISTIC	REASON FOR WEIGHTING THE FACTOR
Employment	Census-2014-2018 EEO Occup. Code List EEO-ALL01R-Occup by Sex, Race/Ethnicity for Residence Geography New Haven County - First Line Supervisors of Law Enforcement Workers 33-1010/3700 Police Officers-33-3050/3870	100%-Positions are recruited from outside agencies, and local municipalities. Retired Police Officers also apply for vacancies.
Unemployment	No source used from unemployment jobseekers.	0%- This source was not used in this category.
Promotional Pool	No promotable pool used in this occupational category.	All promotional opportunities are from within the category.

DIGEST OF EDUCATION STATISTICS
 TABLE 315.20 - FULL TIME FACULTY IN DEGREE GRANTING POSTSECONDARY INSTITUTIONS
 Fall 2021 - Table prepared January 2023

RANK	GRAND TOTAL	TOTAL		WHITE		BLACK		HISPANIC		HISPANIC		AAIANHNP		AAIANHNP		TWO OR MORE	
		MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE
Professor	183270	117,338 64.0	65,932 36.0	91,213 49.8	51,610 28.2	4,255 2.3	3,308 1.8	4,739 2.6	3,083 1.7	4,362 2.8	3,975 2.6	16,347 13.9	7,318 11.1	16,347 13.9	7,318 11.1	784 0.4	613 0.3
Associate Professor	154402	80,989 52.5	73,413 47.5	59,521 38.5	54,170 35.1	4,196 2.7	5,194 3.4	4,362 2.8	3,975 2.6	4,362 2.8	3,975 2.6	12,022 14.8	9,179 12.5	12,022 14.8	9,179 12.5	888 0.6	895 0.6
Assistant Professor	155444	69,529 44.7	85,915 55.3	47,792 30.7	59,310 38.2	4,694 3.0	7,972 5.1	4,520 2.9	5,260 3.4	4,520 2.9	5,260 3.4	11,433 16.4	11,664 13.6	11,433 16.4	11,664 13.6	1,090 0.7	1,709 1.1
Instructor	91064	38,667 42.5	52,397 57.5	28,735 31.6	37,968 41.7	2,737 3.0	4,792 5.3	3,670 4.0	4,678 5.1	3,670 4.0	4,678 5.1	2,895 7.5	4,011 7.7	2,895 7.5	4,011 7.7	630 0.7	948 1.0
Lecturer	42809	18,493 43.2	24,316 56.8	14,530 33.9	18,559 43.4	995 2.3	1,340 3.1	1,356 3.2	1,944 4.5	1,356 3.2	1,944 4.5	1,356 7.3	2,111 8.7	1,356 7.3	2,111 8.7	256 0.6	362 0.8
Other Faculty	132481	65,013 49.1	67,468 50.9	46,636 35.2	47,000 35.5	3,293 2.5	5,607 4.2	3,951 3.0	4,617 3.5	3,951 3.0	4,617 3.5	10,171 15.6	8,967 13.3	10,171 15.6	8,967 13.3	962 0.7	1,277 1.0

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data (IPEDS) Spring 2020 through Spring 2022, Human Resources Component, Fall Staff section (Table was Prepared January 2023).

DIGEST OF EDUCATION STATISTICS

TABLE 314.40 -SPRING 2021 EMPLOYEES IN DEGREE GRANTING POSTSECONDARY INSTITUTIONS
(Spring 2021 - Table Prepared February 2022)

STAFF	TOTAL	TOTAL		WHITE		BLACK		HISPANIC		HISPANIC C		AAIAN		AAIANH		Two/more	
		MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE
Management	255575	108,215 42.3%	147,360 57.7%	84,249 33.0%	107,965 42.2%	10,046 3.9%	18,215 7.1%	7,113 2.8%	11,413 4.5%	5,522 2.2%	7611 3.0%	5,522 2.2%	1,285 0.5%	2156 0.8%	1,285 0.5%	2156 0.8%	
Professional/ Faculty	1356292	663,015 48.9%	693,277 51.1%	503,916 37.2%	513,010 37.8%	40,858 3.0%	63,574 4.7%	40,227 3.0%	43,535 3.2%	70435 5.2%	62801 4.6%	70435 5.2%	7579 1.1%	10357 1.5%	7579 1.1%	10357 1.5%	
Business & Financial	218069	58,449 26.8%	159,620 73.2%	41,452 19.0%	107,215 49.2%	5,677 2.6%	19,527 9.0%	5,937 2.7%	16,859 7.7%	4379 2.0%	13149 6.0%	4379 2.0%	1004 0.6%	2870 1.8%	1004 0.6%	2870 1.8%	
Computers, Engineering & Science	217238	129,182 59.5%	88,056 40.5%	93,300 42.9%	57,042 26.3%	8,194 3.8%	7,445 3.4%	10,649 4.9%	7669 3.5%	14814 6.8%	14189 6.5%	14814 6.8%	2225 2.5%	1711 1.9%	2225 2.5%	1711 1.9%	
Community, Social Service, Legal, Arts, Design, Entertainment, Sports & Media	178960	77,371 43.2%	101,589 56.8%	57,645 32.2%	71,838 40.1%	9,647 5.4%	12,070 6.7%	6,038 3.4%	10,401 5.8%	2709 1.5%	5050 2.8%	2709 1.5%	1332 1.3%	2230 2.2%	1332 1.3%	2230 2.2%	
Healthcare Practitioners & Technicians	106565	29,832 28.0%	76,733 72.0%	19,435 18.2%	51,005 47.9%	2,652 2.5%	9,334 8.8%	2,672 2.5%	6,933 6.5%	4568 4.3%	8189 7.7%	4568 4.3%	505 0.7%	1272 1.7%	505 0.7%	1272 1.7%	
Librarians, Curators, & Archivists	37133	10,970 29.5%	26,163 70.5%	8,777 23.6%	20,185 54.4%	654 1.8%	2,123 5.7%	819 2.2%	1,612 4.3%	569 1.5%	1760 4.7%	569 1.5%	151 0.6%	483 1.8%	151 0.6%	483 1.8%	
Student & Academic Affairs & Other Education	165703	51,083 30.8%	114,620 69.2%	35,069 21.2%	77,151 46.6%	6,407 3.9%	15,921 9.6%	5,543 3.3%	12,673 7.6%	3103 1.9%	6542 3.9%	3103 1.9%	961 0.8%	2333 2.0%	961 0.8%	2333 2.0%	
Graduate Assistants	239980	109,458 45.6%	130,522 54.4%	74,779 31.2%	86,886 36.2%	6,275 2.6%	10,878 4.5%	10,964 4.6%	13,640 5.7%	13662 5.7%	14139 5.9%	13662 5.7%	3778 2.9%	4979 3.8%	3778 2.9%	4979 3.8%	

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2021, Human Resources component.
(This table was prepared February 2022.)

Research	26	14	12	46.2	0	4	6	0	0	2	0	0
Public service	17	8	7	46.7	0	1	6	0	0	0	2	0
Graduate assistants	305	146	100	40.7	42	21	17	0	2	18	55	4
Librarians, curators, and archivists	531	375	131	25.9	21	59	30	3	2	16	24	1
Student and academic affairs and other education	8,258	4,486	3,190	41.6	1,397	1,021	428	53	39	252	582	0
Management	6,032	4,050	1,699	29.6	598	540	357	20	23	161	277	6
Business and financial operations	2,785	1,622	1,014	38.5	339	356	198	8	16	97	142	7
Computer, engineering, and science	1,445	777	492	38.8	104	149	174	2	7	56	85	91
Community, social service, legal, arts, design,												
Entertainment, sports, and media	2,817	1,740	946	35.2	412	269	124	7	11	123	129	2
Healthcare practitioners and technicians	241	139	93	40.1	8	19	46	2	2	16	9	0
Service occupations	1,425	572	785	57.9	292	410	39	11	10	26	65	0
Sales and related occupations	2,424	1,085	1,229	53.1	737	258	99	7	20	108	109	1
Office and administrative support	5,270	2,616	2,377	47.6	647	1,056	319	24	50	281	262	15
Natural resources, construction, and maintenance	349	120	210	63.6	28	170	2	2	3	5	19	0
Production, transportation, and material movement	130	50	75	60.0	14	28	21	5	1	6	5	0
Private for-profit 2-year	21,346	11,380	9,322	45.0	3,782	3,666	1,005	96	114	659	581	63
Faculty (instruction/research/public service)	11,840	6,725	4,712	41.2	2,034	1,613	592	55	68	350	366	37
Instruction	11,798	6,707	4,697	41.2	2,029	1,610	586	55	68	349	357	37
Research	17	10	7	41.2	4	2	1	0	0	0	0	0
Public service	25	8	8	50.0	1	1	5	0	0	1	9	0
Graduate assistants	4	0	4	100.0	0	4	0	0	0	0	0	0
Librarians, curators, and archivists	118	82	35	29.9	16	15	3	0	0	1	1	0
Student and academic affairs and other education	1,959	988	918	48.2	315	392	112	8	11	80	41	12
Management	2,475	1,429	997	41.1	411	371	119	6	9	81	49	0
Business and financial operations	898	437	437	50.0	143	218	46	5	2	23	21	3
Computer, engineering, and science	175	106	64	37.6	14	29	17	1	0	3	3	2
Community, social service, legal, arts, design,												
Entertainment, sports, and media	232	80	137	63.1	73	49	6	1	1	7	12	3
Healthcare practitioners and technicians	23	13	9	40.9	6	1	2	0	0	0	1	0
Service occupations	309	144	160	52.5	56	90	4	2	1	7	5	0
Sales and related occupations	1,078	434	608	58.3	252	279	30	4	3	40	35	1
Office and administrative support	2,090	864	1,175	57.6	449	563	73	14	13	63	46	5
Natural resources, construction, and maintenance	139	75	63	45.7	11	42	1	0	6	3	1	0
Production, transportation, and material movement	6	3	3	50.0	2	0	0	0	0	1	0	0

†Not applicable.

\\Race/ethnicity not collected.

\\2\\Combined total of staff who were Black, Hispanic, Asian, Pacific Islander, American Indian/Alaska Native, and of Two or more races as a percentage of total staff, excluding race/ethnicity unknown and nonresident alien.

NOTE: Data in this table represent the 50 states and the District of Columbia. Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs. By definition, all graduate assistants are part time. Race categories exclude persons of Hispanic ethnicity.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2021, Human Resources component. (This table was prepared February 2022.)

NCAA Coaching Data (2022 - Division II Figures)												
HEAD COACHES	Total	TM	TF	WM	WF	BM	BF	HM	HF	OM	OF	
Baseball Mens	260	260	0	228		9		10		13		
Basketball Mens	307	307	0	228		63		7		9		
Basketball Womens	307	158	149	113	109	31	35	9	2	5	3	
Cross County Mens	290	258	32	207	23	36	8	10		5	1	
Field Hockey Womens	40	3	37	1	32		3	2	1		1	
Football Mens	172	172	0	139		25		5		3		
Golf Mens	220	210	10	186	6	15	3	4		5	1	
Golf Womens	201	160	41	149	37	10	4			1		
Lacrosse Women's	113	33	80	29	76	2	3	2			1	
Soccer Mens	205	205	0	166		7		18		14		
Soccer Womens	266	177	89	141	79	27	9	8		1	1	
Softball Womens	289	101	188	83	157	11	18	5	8	2	5	
Swimming Mens	79	78	1	54	1	18		3		3		
Swimming Womens	106	78	28	70	27	1	1	3		4		
Track Indoor Mens	184	168	16	133	8	30	7	3		2	1	
Track Indoor Womens	208	46	162	37	137	9	18		2		5	
Track Outdoor Mens	227	205	22	158	14	39	6	5	1	3	1	
Track Outdoor Womens	262	58	204	44	167	11	26	2	5	1	6	
Volleyball Womens	297	157	140	129	108	20	17	5	7	3	8	
ASSISTANT COACHES												
Baseball Mens	632	631	1	538	1	19		51		23		
Basketball Mens	664	660	4	382	1	225	3	27		26		
Basketball Womens	582	209	373	125	231	64	120	15	12	5	10	
Cross County Mens	294	209	85	146	64	41	9	15	8	7	4	
Field Hockey Womens	50	5	45	3	41			2	2		2	
Football Mens	1,193	1,191	2	720	2	405		40		26		
Golf Mens	156	124	32	103	28	4		6	2	11	2	
Golf Womens	131	80	51	73	48	3		2	1	2	2	
Lacrosse Women's	151	29	122	24	114	2	3	1		2	5	
Soccer Mens	392	392	0	241		32		75		44		
Soccer Womens	373	173	200	129	167	14	5	22	16	8	12	
Softball Womens	469	135	334	109	276	13	23	8	25	5	10	
Swimming Mens	122	91	31	63	28	18		6	2	4	1	
Swimming Womens	146	84	62	68	47	3	1	7	7	6	7	
Track Indoor Mens	567	416	151	291	91	97	36	19	12	9	12	
Track Indoor Womens	625	450	175	314	108	102	44	17	12	17	11	
Track Outdoor Mens	677	501	176	336	117	128	39	28	12	9	8	
Track Outdoor Womens	756	538	218	376	134	120	52	22	17	20	15	
Volleyball Womens	413	121	292	88	225	7	33	14	24	12	10	
Total	12,426	8,873	3,553	6,424	2,704	1,661	526	478	178	310	145	
Percentage	100.0%	71.4%	28.6%	51.7%	21.8%	13.4%	4.2%	3.8%	1.4%	2.5%	1.2%	

To: Equal Employment Opportunity Staff

From: Neva Vigezzi, CHRO Supervisor, Affirmative Action Unit

Re: Affirmative Action Labor Market Data Updates

Date: October 14, 2021

Beginning with the April 30, 2022 filing date, Equal Employment Opportunity professionals will be required to use the 2014-2018 EEO Tabulations from the U.S. Census Bureau to develop all State Affirmative Action Plans. Agencies may utilize the 2014-2018 EEO Tabulations for Affirmative Action Plans due prior to April 30, 2022. Use of the new EEO Tabulations will ensure that Affirmative Action Plan data reflect Connecticut's population.

To facilitate a smooth transition to the 2014-2018 EEO Tabulations, the U.S. Census Bureau has provided an interim interface to make the most commonly used Census EEO data tables more accessible to end users.

The data are accessed by table and geographic selection, which includes National, State, County Sets (EEO 1R only), and Metropolitan/Micropolitan Statistical Areas (MSA's). CHRO encourages Equal Employment Opportunity Professionals to familiarize themselves with the new 2014-2018 data set in the interim interface. Equal Employment Opportunity Professionals must use the 2014-2018 EEO tabulations to conduct their availability analyses.

Connecticut's statewide occupation totals by sex and race/ethnicity for residence geography is available here. Specific occupations can be selected by clicking the *Search: Detailed Occupations* tab. Multiple occupations can be selected by holding the Ctrl button. The relevant 2014-2018 Census EEO Tabulation Occupation Codes are available here.

The 2014-2018 EEO Tabulations report unemployed individuals in a new way that should streamline the Affirmative Action Plan development process and provide more accurate data. People who are unemployed and had an occupation in the last five years (e.g. civilian engineer, military civil engineer) are included in the appropriate occupation and are not in the "unemployed" occupation category in the 2014-2018 EEO tabulations. Equal Employment Opportunity Professionals should no longer reference CT DOL's quarterly labor force unemployment information, and CT DOL will discontinue updates to this series going forward. Each agency should therefore only report two weights in the availability analysis: one for the internal pool of promotable candidates and one for the external labor force.

If you have questions regarding implementing these changes, please contact Neva Vigezzi, CHRO Affirmative Action Director at neva.vigezzi@ct.gov.

Occupations: 237 (2014-2018 EEO Occupation Code List)

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Not Hispanic or Latino, One Race

Total All Groups	Hispanic or Latino	White alone	Black or African American alone	American Indian /Alaska Native alone	Asian alone	Native Hawaiian /Pacific Islander alone	Balance of not Hispanic or Latino
Total	1,430	26,900	880	0	1,350	0	540
Male	925	19,900	620	0	930	0	350
Female	505	7,000	255	0	415	0	190
Percent Total	4.6%	86.5%	2.8%	0.0%	4.3%	0.0%	1.7%
Percent Male	3.0%	64.0%	2.0%	0.0%	3.0%	0.0%	1.1%
Percent Female	1.6%	22.5%	0.8%	0.0%	1.3%	0.0%	0.6%

Explanation of Symbols

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Universe: Civilian labor force 16 years and over
 Geography: Connecticut
 Occupations: 237 (2014-2018 EEO Occupation Code List)

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Not Hispanic or Latino, One Race

	Total All Groups	Hispanic or Latino	White alone	Black or African American alone	American Indian /Alaska Native alone	Asian alone	Native Hawaiian /Pacific Islander alone	Balance of not Hispanic or Latino
Social and community service managers : 11-9151 / 0420								
Total	5,930	565	4,170	915	0	90	0	195
Male	1,915	195	1,170	375	0	35	0	135
Female	4,015	370	2,995	535	0	55	0	60
Percent Total	100.0%	9.5%	70.3%	15.4%	0.0%	1.5%	0.0%	3.3%
Percent Male	32.3%	3.3%	19.7%	6.3%	0.0%	0.6%	0.0%	2.3%
Percent Female	67.7%	6.2%	50.5%	9.0%	0.0%	0.9%	0.0%	1.0%

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Universe: Civilian labor force 16 years and over
Geography: Connecticut

Occupations: 237 (2014-2018 EEO Occupation Code List)

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Not Hispanic or Latino, One Race

Computer and information systems managers : 11-3021 / 0110

	Total All Groups	Hispanic or Latino	White alone	Black or African American alone	American Indian /Alaska Native alone	Asian alone	Native Hawaiian /Pacific Islander alone	Balance of not Hispanic or Latino
Total	10,425	615	7,280	520	25	1,860	0	125
Male	7,475	400	5,145	415	25	1,395	0	100
Female	2,950	220	2,135	105	0	465	0	25
Percent Total	100.0%	5.9%	69.8%	5.0%	0.2%	17.8%	0.0%	1.2%
Percent Male	71.7%	3.8%	49.4%	4.0%	0.2%	13.4%	0.0%	1.0%
Percent Female	28.3%	2.1%	20.5%	1.0%	0.0%	4.5%	0.0%	0.2%

Explanation of Symbols

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Universe: Civilian labor force 16 years and over
Geography: Connecticut
Occupations: 237 (2014-2018 EEO Occupation Code List)

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Not Hispanic or Latino, One Race

	Total All Groups	Hispanic or Latino	White alone	Black or African American alone	American Indian /Alaska Native alone	Asian alone	Native Hawaiian /Pacific Islander alone	Balance of not Hispanic or Latino
Financial managers : 11-3031 / 0120								
Total	20,010	1,730	16,095	860	4	1,080	0	235
Male	11,090	845	9,105	335	0	720	0	85
Female	8,920	890	6,990	530	4	360	0	150
Percent Total	100.0%	8.6%	80.4%	4.3%	0.0%	5.4%	0.0%	1.2%
Percent Male	55.4%	4.2%	45.5%	1.7%	0.0%	3.6%	0.0%	0.4%
Percent Female	44.6%	4.4%	34.9%	2.6%	0.0%	1.8%	0.0%	0.7%

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Explanation of Symbols

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Occupations: 237 (2014-2018 EEO Occupation Code List)

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Education and childcare administrators : 11-9030 / 0230

Total All Groups	Hispanic or Latino	White alone	Black or African American alone	American Indian /Alaska Native alone	Asian alone	Native Hawaiian /Pacific Islander alone	Balance of not Hispanic or Latino	
Total	13,950	1,170	11,090	980	4	465	0	240
Male	5,315	440	4,070	445	0	205	0	155
Female	8,630	730	7,020	535	4	260	0	85
Percent Total	100.0%	8.4%	79.5%	7.0%	0.0%	3.3%	0.0%	1.7%
Percent Male	38.1%	3.2%	29.2%	3.2%	0.0%	1.5%	0.0%	1.1%
Percent Female	61.9%	5.2%	50.3%	3.8%	0.0%	1.9%	0.0%	0.6%

Previous **1** Next

Explanation of Symbols

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Universe: Civilian labor force 16 years and over

Geography: Connecticut

Occupations: 237 (2014-2018 EEO Occupation Code List)

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Not Hispanic or Latino, One Race

Education and childcare administrators : 11-9030 / 0230	Total All Groups	Hispanic or Latino	White alone	Black or African American alone	American Indian /Alaska Native alone	Asian alone	Native Hawaiian /Pacific Islander alone	Balance of not Hispanic or Latino
Total	13,950	1,170	11,090	980	4	465	0	240
Male	5,315	440	4,070	445	0	205	0	155
Female	8,630	730	7,020	535	4	260	0	85
Percent Total	100.0%	8.4%	79.5%	7.0%	0.0%	3.3%	0.0%	1.7%
Percent Male	38.1%	3.2%	29.2%	3.2%	0.0%	1.5%	0.0%	1.1%
Percent Female	61.9%	5.2%	50.3%	3.8%	0.0%	1.9%	0.0%	0.6%

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Explanation of Symbols

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Not Hispanic or Latino, One Race

	Total All Groups	Hispanic or Latino	White alone	Black or African American alone	American Indian /Alaska Native alone	Asian alone	Native Hawaiian /Pacific Islander alone	Balance of not Hispanic or Latino
Human resources workers : 13-1070 / 0630								
Total	9,955	865	7,735	1,005	10	230	0	110
Male	2,600	220	2,180	150	4	10	0	35
Female	7,355	640	5,555	855	10	220	0	75
Percent Total	100.0%	8.7%	77.7%	10.1%	0.1%	2.3%	0.0%	1.1%
Percent Male	26.1%	2.2%	21.9%	1.5%	0.0%	0.1%	0.0%	0.4%
Percent Female	73.9%	6.4%	55.8%	8.6%	0.1%	2.2%	0.0%	0.8%

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Occupations: 237 (2014-2018 EEO Occupation Code List)

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Not Hispanic or Latino, One Race

	Total All Groups	Hispanic or Latino	White alone	Black or African American alone	American Indian /Alaska Native alone	Asian alone	Native Hawaiian /Pacific Islander alone	Balance of not Hispanic or Latino
Accountants and auditors : 13-2011 / 0800								
Total	28,680	1,800	22,495	2,130	10	1,890	30	325
Male	13,520	740	10,905	955	0	800	30	90
Female	15,160	1,065	11,590	1,175	10	1,085	0	235
Percent Total	100.0%	6.3%	78.4%	7.4%	0.0%	6.6%	0.1%	1.1%
Percent Male	47.1%	2.6%	38.0%	3.3%	0.0%	2.8%	0.1%	0.3%
Percent Female	52.9%	3.7%	40.4%	4.1%	0.0%	3.8%	0.0%	0.8%

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Universe: Civilian labor force 16 years and over

Geography: Connecticut

Occupations: 237 (2014-2018 EEO Occupation Code List)

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Not Hispanic or Latino, One Race

	Total All Groups	Hispanic or Latino	White alone	Black or African American alone	American Indian /Alaska Native alone	Asian alone	Native Hawaiian /Pacific Islander alone	Balance of not Hispanic or Latino
Software and web developers, programmers, and testers : 15-1250 / 1010								
Total	23,465	1,145	13,580	1,015	0	7,160	25	545
Male	17,755	870	10,190	710	0	5,615	25	345
Female	5,710	270	3,390	305	0	1,545	0	195
Percent Total	100.0%	4.9%	57.9%	4.3%	0.0%	30.5%	0.1%	2.3%
Percent Male	75.7%	3.7%	43.4%	3.0%	0.0%	23.9%	0.1%	1.5%
Percent Female	24.3%	1.2%	14.4%	1.3%	0.0%	6.6%	0.0%	0.8%
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Occupations: 237 (2014-2018 EEO Occupation Code List)

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Quick Search: Occupation code/keyword

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Not Hispanic or Latino, One Race

Total All Groups	Hispanic or Latino	White alone	Black or African American alone	American Indian /Alaska Native alone	Asian alone	Native Hawaiian /Pacific Islander alone	Balance of not Hispanic or Latino
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Postsecondary teachers : 25-1000 / 2205

Total	19,945	965	14,780	1,100	10	2,655	50	385
Male	9,655	485	7,225	345	0	1,380	50	175
Female	10,290	485	7,555	755	10	1,275	0	215
Percent Total	100.0%	4.8%	74.1%	5.5%	0.1%	13.3%	0.3%	1.9%
Percent Male	48.4%	2.4%	36.2%	1.7%	0.0%	6.9%	0.3%	0.9%
Percent Female	51.6%	2.4%	37.9%	3.8%	0.1%	6.4%	0.0%	1.1%

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Explanation of Symbols

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Occupations: 237 (2014-2018 EEO Occupation Code List)

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Not Hispanic or Latino, One Race

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Total All Groups	Hispanic or Latino	White alone	Black or African American alone	American Indian /Alaska Native alone	Asian alone	Native Hawaiian /Pacific Islander alone	Balance of not Hispanic or Latino
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Postsecondary teachers : 25-1000 / 2205

Total	19,945	965	14,780	1,100	10	2,655	50	385
Male	9,655	485	7,225	345	0	1,380	50	175
Female	10,290	485	7,555	755	10	1,275	0	215
Percent Total	100.0%	4.8%	74.1%	5.5%	0.1%	13.3%	0.3%	1.9%
Percent Male	48.4%	2.4%	36.2%	1.7%	0.0%	6.9%	0.3%	0.9%
Percent Female	51.6%	2.4%	37.9%	3.8%	0.1%	6.4%	0.0%	1.1%

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Explanation of Symbols

An "-" entry in the estimate column indicates that either no sample observations or too few sample observations were available to compute an estimate, or a ratio of medians cannot be calculated because one or both of the median estimates falls in the lowest interval or upper interval of an open-ended distribution, or the margin of error associated with a median was larger than the median itself.

An "(X)" means that the estimate is not applicable or not available.

An "***" entry in the margin of error column indicates that either no sample observations or too few sample observations were available to

Is this page helpful? Yes No

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81°F Partly sunny

7:14 PM 8/21/2002

Occupations: 237 (2014-2018 EEO Occupation Code List)

**** Open Quick Guide to Using Table Tools ****

Quick Search:

(1) OCCUPATIONS SELECTED

DOWNLOAD

SHOW MORE

HIDE MORE

Display Rows

Not Hispanic or Latino, One Race

Total All Groups	Hispanic or Latino	White alone	Black or African American alone	American Indian /Alaska Native alone	Asian alone	Native Hawaiian /Pacific Islander alone	Balance of not Hispanic or Latino
Librarians, curators, and archivists : 25-4000 / 2400							
Total	150	4,500	240	0	155	0	30
Male	80	830	65	0	30	0	0
Female	65	3,670	175	0	125	0	30
Percent Total	100.0%	88.8%	4.7%	0.0%	3.1%	0.0%	0.6%
Percent Male	19.9%	16.4%	1.3%	0.0%	0.6%	0.0%	0.0%
Percent Female	80.2%	72.4%	3.5%	0.0%	2.5%	0.0%	0.6%

Previous **1** Next

Explanation of Symbols

An "-" entry in the estimate column indicates that either no sample observations or too few sample observations were available to compute an estimate, or a ratio of medians cannot be calculated because one or both of the median estimates falls in the lowest interval or upper interval of an open-ended distribution, or the margin of error associated with a median was larger than the median itself.

An "(X)" means that the estimate is not applicable or not available.

An "***" entry in the margin of error column indicates that either no sample observations or too few sample observations were available to

Is this page helpful? Yes No

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7:07 PM 8/21/2002

SELECT NEW TABLE

Table: EEO-ALL01R - Occupation by Sex and Race/Ethnicity for Residence Geography
Universe: Civilian labor force 16 years and over
Geography: New Haven
Occupations: 237 (2014-2018 EEO Occupation Code List)

[** Open Quick Guide to Using Table Tools **](#)

Quick Search: (1) OCCUPATIONS SELECTED [DOWNLOAD] [SHOW MODE] [HIDE MODE] [Display] 6 Rows

Not Hispanic or Latino, One Race

	Total All Groups	Hispanic or Latino	White alone	Black or African American alone	American Indian /Alaska Native alone	Asian alone	Native Hawaiian /Pacific Islander alone	Balance of not Hispanic or Latino
Secretaries and administrative assistants : 43-6010 / 5710								
Total	10,895	1,030	8,525	1,005	0	225	0	110
Male	510	150	250	100	0	0	0	15
Female	10,380	880	8,275	905	0	225	0	95
Percent Total	100.0%	9.5%	78.2%	9.2%	0.0%	2.1%	0.0%	1.0%
Percent Male	4.7%	1.4%	2.3%	0.9%	0.0%	0.0%	0.0%	0.1%
Percent Female	95.3%	8.1%	76.0%	8.3%	0.0%	2.1%	0.0%	0.9%

Previous 1 Next

Explanation of Symbols

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81°F Partly sunny 6:26 PM 8/27/2017

Is this page helpful? Yes No

SELECT NEW TABLE

Table: EEO-ALL01R - Occupation by Sex and Race/Ethnicity for Residence Geography
Universe: Civilian labor force 16 years and over
Geography: New Haven
Occupations: 237 (2014-2018 EEO Occupation Code List)

** Open Quick Guide to Using Table Tools **

Quick Search:

Occupation code/keyword

(1) OCCUPATIONS SELECTED

DOWNLOAD

SHOW MODE

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Display

6

Rows

Not Hispanic or Latino, One Race

Other office and administrative support workers : 43-9000 / 5810

	Total All Groups	Hispanic or Latino	White alone	Black or African American alone	American Indian /Alaska Native alone	Asian alone	Native Hawaiian /Pacific Islander alone	Balance of not Hispanic or Latino
Total	9,445	1,330	6,590	935	0	220	0	370
Male	1,615	235	1,105	145	0	60	0	75
Female	7,830	1,095	5,485	790	0	160	0	300
Percent Total	100.0%	14.1%	69.8%	9.9%	0.0%	2.3%	0.0%	3.9%
Percent Male	17.1%	2.5%	11.7%	1.5%	0.0%	0.6%	0.0%	0.8%
Percent Female	82.9%	11.6%	58.1%	8.4%	0.0%	1.7%	0.0%	3.2%

Previous 1 Next

Explanation of Symbols

Is this page helpful?
 Yes No

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81°F Partly sunny

8/27/2012

SELECT NEW TABLE

Table: EEO-ALL01R - Occupation by Sex and Race/Ethnicity for Residence Geography
 Universe: Civilian labor force 16 years and over
 Geography: New Haven
 Occupations: 237 (2014-2018 EEO Occupation Code List)

** Open Quick Guide to Using Table Tools **

Quick Search: 471 (1) OCCUPATIONS SELECTED DOWNLOAD SHOW PAGE Display 6 Rows

Not Hispanic or Latino, One Race

Total All Groups	Hispanic or Latino	White alone	Black or African American alone	American Indian /Alaska Native alone	Asian alone	Native Hawaiian /Pacific Islander alone	Balance of not Hispanic or Latino
------------------	--------------------	-------------	---------------------------------	--------------------------------------	-------------	---	-----------------------------------

Carpenters : 47-2031 / 6230

Total	4,245	1,005	2,995	220	10	0	0	20
Male	4,190	1,005	2,935	220	10	0	0	20
Female	60	0	60	0	0	0	0	0
Percent Total	100.0%	23.7%	70.6%	5.2%	0.2%	0.0%	0.0%	0.5%
Percent Male	98.7%	23.7%	69.1%	5.2%	0.2%	0.0%	0.0%	0.5%
Percent Female	1.4%	0.0%	1.4%	0.0%	0.0%	0.0%	0.0%	0.0%

Previous 1 Next

Explanation of Symbols

Type here to search

SELECT NEW TABLE

Table: EEO-ALL01R - Occupation by Sex and Race/Ethnicity for Residence Geography
 Universe: Civilian labor force 16 years and over
 Geography: New Haven
 Occupations: 237 (2014-2018 EEO Occupation Code List)

** Open Quick Guide to Using Table Tools **

Quick Search: SEARCH: DETAILED OCCUPATIONS DOWNLOAD SHOW MORE Display Rows

Not Hispanic or Latino, One Race

	Total All Groups	Hispanic or Latino	White alone	Black or African American alone	American Indian /Alaska Native alone	Asian alone	Native Hawaiian /Pacific Islander alone	Balance of not Hispanic or Latino
Building cleaning workers : 37-2010 / 4220								
Total	10,345	3,345	4,630	1,815	60	180	0	315
Male	5,650	1,640	2,685	1,070	40	45	0	170
Female	4,695	1,705	1,950	740	20	135	0	145
Percent Total	100.0%	32.3%	44.8%	17.5%	0.6%	1.7%	0.0%	3.0%
Percent Male	54.6%	15.9%	26.0%	10.3%	0.4%	0.4%	0.0%	1.6%
Percent Female	45.4%	16.5%	18.8%	7.2%	0.2%	1.3%	0.0%	1.4%

Previous Next

Explanation of Symbols

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Is this page helpful?
 Yes No

83°F Mostly sunny

8:27 AM 8/27/2012

environment sexual harassment involves speech or conduct that is directed at someone because of their gender and/or is conduct of a sexual nature. Such speech or conduct includes but is not limited to unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature. Such speech or conduct is reasonably regarded as offensive and substantially impairs the academic or work opportunity of students, colleagues or co-workers. In all contexts it must also be persistent and/or pervasive. This policy shall not be interpreted so as to constitute interference with academic freedom.

In addition, this policy covers:

Gender Harassment

Gender harassment is a form of sexual harassment which consists of discriminatory behavior towards an individual based on gender. It includes the use of sexist language, illustrations, examples and gestures that demonstrate discriminatory behavior. Sexually-related conduct forms the basis of a sexual harassment claim if a reasonable person of the same gender would consider the actions sufficient to interfere unreasonably with the academic and/or employment performance of the Complainant.

SECTION 5. EXAMPLES OF POSSIBLE SEXUAL HARASSMENT

When any unwanted, unwelcome, or unsolicited sexual conduct is imposed on a person who regards it as offensive or undesirable, it may be sexual harassment. Sexual harassment may include but is not limited to:

Direct unwanted propositions of a sexual nature; Direct or implied threats that submission to sexual advances is a condition of employment, promotion or advancement in grades, letters of recommendation, scholarships or any related matter; A pattern of conduct intentionally intended and/or which has the effect of humiliating another that includes examples of the following; comments of a sexual nature; sexually explicit statements, questions, anecdotes, jokes, pictures, or other written materials; A pattern of conduct that would humiliate another (using the reasonable person standard) which would include the following: unnecessary touching, patting, hugging, or brushing against another's body, remarks of a sexual nature about a person's clothing or body, or remarks about sexual activity or speculations about sexual experiences.

SECTION 6. CONFIDENTIALITY

The University is committed to take corrective action when it becomes aware of a problem involving sexual harassment. Individuals are strongly encouraged to come forward with complaints regarding sexual harassment and to seek assistance from University officials. The University cannot insure confidentiality upon receipt of a complaint of sexual harassment; however, dissemination of information relating to the case should be limited, in order that the privacy of all individuals involved is safeguarded as fully as possible to the extent permitted by law. The University will enforce compliance with the non-retaliation provision of this policy. The University may proceed to investigate a complaint without the consent of the individual who originally filed the complaint.

The University Counseling Service and the Women's Center are available to provide assistance and guidance to individuals who have complaints about sexual harassment. An individual who comes to a member of the staff or counselor with a concern regarding alleged sexual harassment will be encouraged to file a sexual harassment complaint. However, the counselor will to the extent permitted by law, upon the individual's request, maintain the confidentiality of the information provided to the counselor.

SECTION 7. COMPLAINT PROCEDURES

A complaint alleging a violation of this policy should be directed to one of the following University officials: Director of Diversity & Equity Programs, Appropriate Dean, Supervisor, or Vice-President.

INFORMAL PROCESS

Complaints should be lodged as soon as possible after the alleged incident.

The University official who receives the complaint will advise the Complainant of the formal and informal resolution alternatives. With the Complainant's consent, the University official to whom the complaint was brought will assist in the resolution of the problem with the involved parties or direct them to the appropriate party who can aid in resolving the dispute. The complaint will be considered "open for informal resolution". Matters referred for informal resolution must be closed or referred to the Director of Diversity & Equity Programs for resolution within thirty (30) days of the lodging of the initial complaint.

The University official to whom the complaint is brought must either contact or refer the Complainant to the Office of Diversity and Equity Programs:

Provide the Complainant with a copy of the Sexual Harassment Policy. Advise the Complainant as to the options available under this policy, including, but not limited to, the 180 day time limit for filing a CHRO complaint. Notify the Director of Diversity and Equity Programs, in writing, of the complaint within 48 hours with a statement of how the matter will be handled; and Notify the Respondent within 15 days of the lodging of the initial complaint.

FORMAL PROCESS

If the informal process is unsuccessful or if the Complainant employee wishes to bypass the informal process, he/she may file a formal complaint with the Director of Diversity and Equity Programs within 180 calendar days of the alleged harassment giving rise to the complaint. (Please note that the 180 day time limit also applies to filing a CHRO complaint.) If a University official becomes aware of a claim of harassment and believes that the claim has merit and requires further investigation, the University official can file a formal complaint. Although the University will attempt to keep the Complainant's name confidential, the Complainant cannot be given an absolute promise of confidentiality. This does not mitigate the University's belief that all participants should maintain confidentiality. The Complainant will be informed that the University official intends to file a formal complaint and will explain to the Complainant what the University will do to prevent, and if necessary, to address acts of retaliation. The Complainant and the Respondent shall have the right to representation, and shall be afforded due process. Anyone wishing to file a formal complaint will be asked to put the complaint in writing; alternatively, the University official who received the informal complaint may opt to reduce the complaint to writing in order to proceed with the investigation. A written complaint shall include the name of the Complainant, the name of the Respondent, the date(s) of the alleged harassment, the location of the alleged harassment, a description of the incident(s), including any statements made by those present at the incident and a list of all known witnesses. The Complainant should also indicate whether any specific remedy is being sought. The Director of Diversity and Equity Programs will notify in writing the Respondent that a complaint has been filed and provide him/her a copy of the complaint, a copy of the Sexual Harassment Policy and all accompanying material within seven (7) calendar days of the filing. Within fifteen (15) calendar days of the filing of the formal charge, the Director of Diversity and Equity Programs will afford all parties the opportunity to participate in mediation. The University will designate a mediator who

has been trained to mediate such disputes. If the Complainant or the Respondent decides not to participate in mediation or if the mediation is not successful, the Director of Diversity and Equity Programs will further investigate the charges. The purpose of the investigation is to gather information and verify the facts in the dispute. The Director of Diversity and Equity Programs has the authority to interview witnesses and to review personnel files. Investigations will be conducted in a fair and impartial manner. The Complainant and the Respondent will be given the full opportunity to present his/her position. The findings in the investigation will be made available to all parties and submitted to the President within forty-five (45) calendar days of the filing of the formal complaint.

The findings in the investigation can include the following:

No violation of the policy has occurred based upon the information available and no further action is warranted; The parties have reached a mutually acceptable resolution that complies with the Sexual Harassment Policy and any applicable collective bargaining agreements; or There is a reason to believe that the Respondent has engaged in conduct violating this policy, a mutually acceptable resolution cannot be reached and further action by the University is warranted.

APPEAL OF FINDING

Upon a finding by the Director of Diversity and Equity Programs that the University policy has been violated, the Respondent shall have ten (10) days to appeal said finding to the Sexual Harassment Appeals Panel. This Panel, appointed by the President, will have been trained in the area of Sexual Harassment law and administrative process. It will be comprised of five (5) members representing the following University constituencies:

Instructional Faculty (AAUP) Administrative Faculty/Staff (SUOAF-AFSCME) Clerical/Maintenance (AFSCME) Students (Student Government Association) At-large (Presidential Discretion).

The Panel shall hear the appeal within thirty (30) days of its filing. The Panel's charge will be to ascertain the validity of the Director of Diversity and Equity Programs finding, then either uphold said finding, modify it, or overturn it. In any event, the decision should be rendered within thirty (30) days of said hearing and presented to the President.

The conduct of said hearing shall follow standard administrative law procedure and though formal in process, shall not strictly adhere to traditional rules of evidence or civil procedure. However, both Complainant and Respondent will be permitted to be represented by counsel, or an advocate. The Panel will ensure that both Complainant and Respondent have access to all relevant documents to the extent permitted by law. Access shall include but not be limited to all documents presented to or considered by the panel.

Should the panel uphold the finding of the Director of Diversity and Equity Programs that the Sexual Harassment Policy has been violated, the Respondent can then appeal only to the President.

Should the panel overturn said finding of the Director of Diversity and Equity Programs, the case is disposed of as far as the University is concerned. However, once overturned the Complainant can then at his/her option file his/her complaint with the Connecticut Commission on Human Rights and Opportunities (CHRO), the Equal Employment Opportunity Commission (EEOC), the Office of Civil Rights (OCR) or exercise whatever legal options he/she chooses.

SANCTIONS

In the event of finding that a violation of the policy has occurred, and a mutually agreeable resolution has not been reached to the satisfaction of the parties and the University, appropriate corrective actions for staff and faculty will be governed by the disciplinary articles of the appropriate collective bargaining agreement, the personnel policies if there is no collective bargaining agreement in effect, or for the students the disciplinary articles under the Student Code of Conduct.

SECTION 8. RETALIATION

Swift and appropriate action will be taken against any member of the University community who is found to have retaliated against any other member of the University community because he/she reported sexual harassment, assisted in the investigation of a sexual harassment complaint, or testified or otherwise participated in a proceeding or hearing relating to an allegation of sexual harassment within the University. Retaliation may include, but is not limited to, any form of hostility, intimidation, reprisal or harassment.

SECTION 9. ALTERNATIVE LEGAL REMEDIES

Nothing contained in the Policy is intended to deny any member of the University community the right to pursue other avenues of recourse in the event he/she believes that he/she has experienced sexual harassment. Such recourse may include filing charges with a state or federal enforcement agency, or initiating civil or criminal action under state and federal law.

SECTION 10. DISSEMINATION OF POLICY

This Policy shall be conspicuously posted throughout each school building in areas accessible to students, faculty and staff members. This policy shall appear in the student handbook and faculty handbook and shall be reviewed periodically for compliance with state and federal law.

FOR FURTHER INFORMATION ABOUT THIS POLICY OR FOR HELP WITH A SEXUAL HARASSMENT PROBLEM, CONSULT – The Director of Diversity and Equity Programs, Paula Rice, Engleman B-10, (203) 392-5568. For more general information, you may contact the Connecticut Commission on Human Rights and Opportunities(CHRO), 21 Grand Street, Hartford, CT 06106; (860) 541-3400, the Equal Employment Opportunity Commission (EEOC), One Congress Street, 10th Floor, Suite 1001, Boston, Massachusetts, 02114; (800) 669-4000, (617) 565-3200 or the Department of Education (DOE), Boston Office, Office of Civil Rights (OCR), Room 222, J W McCormack Building, Post Office and Court House, Boston, MA 02109; (617) 223-9662. The policy will include an appendix with names and addresses of University officials, student counseling, Women's Center, etc. that can be changed as needed.

PROCEDURES FOR DISCRIMINATION AND HARASSMENT COMPLAINTS

The following procedures are designed to provide an internal process for the handling of complaints involving claims of discrimination or harassment. Such claims may arise from violation of federal or state statutes or University policy or regulations. In addition, a complaint may be filed with state and federal civil rights enforcement agencies, generally within 300 calendar days of the date of the alleged discriminatory event.

Any complainant who believes that he or she is a victim of discrimination or harassment in violation of University policies is encouraged to promptly notify the alleged perpetrator (the "respondent") verbally or in writing that his or her conduct is unwelcome. Such an action may cause the offending conduct to cease as well as help to maintain a discrimination and/or harassment free environment. Regardless of having given this notice, the complainant may initiate a complaint under the policies by bringing the matter to the attention of any one of the following: Director of Diversity and Equity Programs, appropriate Dean, appropriate Vice President or Associate Vice President, or supervisor.

Complainant(s) are encouraged to file as soon as possible following the alleged discriminatory act. The internal complaint will be resolved within ninety (90) calendar days of the incident.

The Complainant should understand, however, that the state civil rights agency, CHRO, also has a 300-day time limit for filing a claim of discrimination and that filing a complaint under this SCSU policy does not affect that timeline.

Individuals filing complaints internally will be 1) informed of and provided a copy of University policies on non-discrimination and/or sexual harassment 2) asked if they wish to pursue the complaint on an informal or formal basis, and 3) advised that they have the right not to be retaliated against for bringing the complaint and that the University will not tolerate retaliation. Individuals will be further advised that they have the legal right to file a complaint with the Connecticut Commission on Human Rights and Opportunities, the United States Equal Employment Opportunity Commission, the U. S. Department of Labor, Wage and Hour division, and any other agencies, state, federal, or local, that enforce laws concerning discrimination in employment. When appropriate, the ODE may also recommend confidential counseling or other support services that provide victim assistance.

If the complaint is initially received by another University official, it shall be promptly forwarded to the Director of Diversity and Equity Programs. If the complaint is verbal, the person receiving the complaint shall make a written summary and request that the complainant sign it. Any supervisor who has witnessed or becomes aware of the alleged occurrence of discrimination or harassment, or who receives a complaint of discrimination or harassment, involving a person within their purview is required to report the matter to the Director of Diversity and Equity Programs and to take prompt corrective action as appropriate. Failure of the supervisor to report the incident or take appropriate corrective action shall be a violation of this policy and shall constitute misconduct subject to disciplinary action.

The Director will review the complaint and, at this stage or at a later stage after further investigation, determine whether the acts complained of, as stated by the complainant, constitute a violation of the Discrimination and Sexual Harassment Prevention Policy ("Policy"), and if not the complainant will be so informed. The Director may still recommend that informal resolution be pursued, particularly in the situation where the Director determines that the complaint involves unprofessional or other objectionable behavior, but not discrimination or harassment on the basis of a protected class category as defined in the Policy. If the Director determines the alleged acts may constitute a violation of the policy, investigation will proceed as set forth in the Formal Process below, unless the matter is satisfactorily resolved through the Informal Process.

Informal Process

In some circumstances informal resolution of a complaint agreeable to both parties may be more satisfactory than proceeding directly to a formal complaint. Under this policy, there are essentially two types of informal resolution: (1) with complainant's agreement, an informal resolution by the appropriate Dean, Associate Vice President or Vice President, and/or (2) mediation between the parties arranged by the Office of Diversity and Equity Programs.

In the informal process of resolution with the department head or supervisor, appropriate Vice President or Dean or other designated University official, he/she takes some action to eliminate the causative factors precipitating the original complaint, stop the offending behavior, and resolve the complaint in a manner that is equitable and timely to all parties. In this case, however, the University official taking this action is required to promptly inform the Office of Diversity and Equity Programs of the allegations as well as how he/she proposes to eliminate or resolve the situation resulting in the complaint.

In appropriate cases, the complainant and respondent may agree to pursue mediation and the Office of Diversity and Equity Programs will arrange for a mediator who is mutually acceptable to both parties. The mediator will consult with and advise both the complainant and the respondent about the mediation process. If the mediation results in a mutually acceptable agreement, copies of the agreement will be forwarded to the Director of Diversity and Equity Programs for review and monitoring. If the mediation does not result in an agreement, the case will be returned to the Office of Diversity and Equity Programs to proceed through the formal process.

Complainant(s) are encouraged to file as soon as possible following the alleged discriminatory act. The internal complaint will be resolved within ninety (90) calendar days of the incident.

Formal Process

If the informal process is unsuccessful or if the Complainant wishes to proceed directly to the formal process, the complainant must file a written complaint within 180 days following the act or omission giving rise to the complaint or the date on which the

complainant knew or should have known of such act or omission. The written complaint should follow the format in Appendix A.

The Office of Diversity and Equity Programs will notify the respondent in writing that a complaint has been filed and provide him/her with a copy of the complaint with any attachments, the discrimination and or sexual harassment policy. Respondents shall be informed of the allegations and be given an opportunity to respond orally or in writing.

Within fifteen (15) calendar days of filing of the formal complaint, the Director of Diversity and Equity Programs may afford the parties an opportunity to mediate a resolution to the complaint. The University will designate an individual who has been trained to mediate such complaints.

If the complainant or the respondent decides not to participate in mediation or if the mediation is not successful, the Director will further investigate the complaint. The investigation may include, but not be limited to, interviewing witnesses deemed appropriate and obtaining written statements, propounding written questions, reviewing any documents or files deemed relevant, and interviewing the parties to the complaint.

The Office of Diversity and Equity Programs shall issue a written report of findings, including recommended action(s), to the President within ninety (90) days of receipt of the formal complaint. The complainant and respondent shall be notified in writing of the findings by the Office of Diversity and Equity Programs.

If the Office of Diversity and Equity Programs finds a reasonable cause to believe that a violation of this policy has occurred, the complaint will be referred to the appropriate member of management for a decision on what, if any, further action is warranted, including whether to pursue formal disciplinary action up to and including termination. The process for disciplinary action will be governed by the applicable sections of the collective bargaining agreement, the personnel policies if no collective bargaining agreement is in effect, or for students, the disciplinary articles of the Student Code of Conduct.

This procedure for formal investigation of complaints regarding violations of the policies governing discrimination and harassment shall be conducted in accordance with applicable collective bargaining agreements of the University.

Procedure for Review of Findings (applicable to AAUP members only)

Within ten (10) calendar days of receiving the notice of the findings from the Director of the Office of Diversity and Equity Programs, a faculty member who brought the complaint may request a review, by the Discrimination and Harassment Complaint Review Committee, of an ODE finding that the discrimination or sexual harassment policy has not been violated. If the Office of Diversity and Equity finds that the policy has been violated, and the respondent is also an AAUP member, that faculty member may also request review by the Committee. The request for review must be submitted in writing to the Director of the Office of Diversity and Equity Programs and include a statement describing in detail the grounds for the review request. The grounds for

review will be limited to a) violations of complaint procedures; and b) additional evidence, which was not available during the investigation. The findings of the Office of Diversity and Equity Programs will be binding on all parties unless the complainant or the respondent files a request for review within ten (10) calendar days of receipt of the findings.

Upon receiving the written request, the Director of Diversity and Equity Programs shall forward copies of the request to the Chief Human Resources Officer and Labor Relations or designee, and the SCSU-AAUP President or designee. If a request for review is filed, the complainant and respondent shall have access to all relevant documents to the extent permitted by law. Access shall include, but not be limited to, all documents presented to or considered by the Committee.

Within thirty (30) days of filing the request for review, the Panel shall be convened for the purpose of reviewing the findings and recommendations of the Office of Diversity and Equity Programs. The Committee shall consist of three members selected from a volunteer panel of reviewers who will serve two-year terms. The panel will include SCSU full-time faculty members, members of the administration, and individuals from other campus constituencies. When a Committee must be convened, one faculty member, one member of administration, and one member from one of the other campus constituencies will be selected. Every effort will be made to rotate the selection of Committee members. The panel of reviewers will be given an orientation on the nature of the review process, and prohibited forms of discrimination, including harassment.

The Committee's responsibility will be to review the complaint and the ODE findings and recommendations and submit a report to the President. The proceedings of the review panel are informal. The Committee should not consider cumulative, repetitious, or irrelevant evidence. In discharging their duties, the Committee may interview the principals in the specific complaints, review complaint records, and have access to additional relevant records, which may not already be included with the Office of Diversity and Equity Programs file.

Within thirty (30) days of convening, the Committee shall forward their findings and recommendations to the President in writing.

Upon receipt of the Committee's report, the President will make the final decision as to the disposition of the complaint. The President will give written notice of his or her decision to the Complainant, the Respondent, the Committee, and the ODE within thirty (30) calendar days of the receipt of the Committee's report. If the President's decision upholds a recommendation that action(s) are required to remedy a violation, the President will refer the matter to the appropriate University administrator who will decide what further action is warranted, including any disciplinary action.

Filing a False Complaint

Any member of the University community who knowingly files a false complaint of discrimination or harassment, or who knowingly provides false information to or intentionally misleads any University official who is investigating a complaint, is subject to disciplinary action.

DISCRIMINATION COMPLAINT FORM

COMPLAINANT'S NAME: _____

CAMPUS ADDRESS: _____

TELEPHONE NUMBER WHERE COMPLAINANT CAN BE REACHED:

BASIS OF DISCRIMINATION: (e.g. race, color, sex, etc.) _____

RESPONDENT (S): _____

STATEMENT OF COMPLAINT:

SIGNATURE OF COMPLAINT: _____

DATE: _____

(ATTACH SUPPORTING DOCUMENTATION)

Appendix A

SOUTHERN CONNECTICUT STATE UNIVERSITY
OFFICE OF DIVERSITY & EQUITY PROGRAMS DECISION

Notice to complainant and respondent to include:

In the matter of: _____

Date of decision: _____

Basis of the complaint: _____

Findings of fact: _____

Decision: _____

Recommendation (if applicable): _____

Contact information of the investigator: _____

Freedom of Information contact: _____

Signature of the Director of Diversity & Equity Programs: _____

Date of notification: _____

Appendix B

SOUTHERN CONNECTICUT STATE UNIVERSITY

APPEAL FORM

OFFICE OF DIVERSITY & EQUITY PROGRAMS

INVESTIGATOR'S DECISION

Name of person filing appeal: _____

Home address: _____

Campus Address: _____

Telephone number where complaint can be reached: _____

Procedures violated during processing of complaint and/or errors claimed to have been made in Diversity & Equity Programs Investigator's decision: _____

Signature: _____

Date: _____

(Attach supporting documentation)

Appendix C

APPENDIX D

NAMES AND ADDRESSES OF UNIVERSITY OFFICIALS

Office of Diversity & Equity Programs

Paula Rice
Director of Diversity & Equity Programs
(203) 392-5899
ricep1@southernct.edu

Office of the Dean of Student Affairs

Dr. Jules Tetreault
Associate VP and Dean of Student Affairs
Engleman Hall A106
tetreaultj4@southernct.edu

Human Resources

Director
Wintergreen Building
(203) 392-5405 voice

University Student Counseling Services

(203) 392-25475 voice
(203) 392-25478 fax
Engleman Hall B 219

University Victim Advocate

203-392-6946 voice
203 392-5867 fax

University Campus Police

10 Wintergreen Avenue, Granoff Hall
(203) 392-5375
rahnk1@southernct.edu

Athletics

Christopher Barker
Director of Athletics
(203) 392-2605
Moore Field House
barkerb7@southernct.edu

NOTIFICATION OF COMPLAINT INVESTIGATION

The Office of Diversity and Equity Programs received a complaint alleging discrimination/harassment. You are named as a respondent to this complaint. This office is responsible for conducting an investigation of any complaints alleging discrimination to determine whether there has been a violation of the University's policy.

In accordance with Public Act 03-151 codified in the CGS 46a-68(b) sections (4) (A-C):

(4) Each person designated by a state agency, department, board or commission as an affirmative action officer shall

(A) be responsible for mitigating any discriminatory conduct within the agency, department, board or commission,

(B) investigate all complaints of discrimination made against the state agency, department, board or commission,

(C) report all findings and recommendations upon the conclusion of an investigation to the commissioner or director of the state agency, department, board or commission for proper action.

If you are a member of a bargaining unit, you have the right to have a union representative present during this interview. A copy of the complaint is attached and your Rights and Responsibilities are attached. The University's anti-discrimination policy and complaint procedures are available at:

<http://www.southernct.edu/diversityequity/policyonnon-discriminationandsexualharassmentprevention/>

<http://www.southernct.edu/diversityequity/sexualharassmentpreventionpolicy/>

If there are questions or concerns, you may reach me at (203) 392-5568 ricep1@southernct.edu. Thank you for your cooperation in this matter.

Paula Rice

Director of Diversity & Equity Programs & Title IX Coordinator

Office of Diversity and Equity Programs

**IV. Secretarial / Clerical
Varied**

Category:
Titles:

Date: April 30, 2023

Employment Process Analysis

Employment Process	Grand Total	Total		White		Black		Hispanic		AAIANHNP		More Races	
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Workforce #, Current	39	11	28	9	12	2	8	0	6	0	1	0	1
Workforce #, Previous from the prior category excluding	44	11	33	9	15	2	12	0	5	0	1	0	0
Net Change	-5	0	-5	0	-3	0	-4	0	1	0	0	0	1
Hires	1	0	1										1
Employee return from leave Went from part-time to full-time	0	0	0										
Temporary Appts.	0	0	0										
	0	0	0										
Promoted into Category	4	0	4		2				2				
Total Increases	5	0	5	0	2	0	0	0	2	0	0	0	1
Layoffs	0	0	0										
Transfers	0	0	0										
Retirements	7	0	7		5		2						
Disability Retirement	1	0	1				1						
Resignations	1	0	1				1						
Promotion to another category	1	0	1						1				
Total Reductions	10	0	10	0	5	0	4	0	1	0	0	0	0

FORM 42A1

**IV. Secretarial / Clerical
Secretary 2**

Category:
Titles:

Date: April 30, 2023

Employment Process Analysis

Employment Process	Grand Total	Total		White		Black		Hispanic		AAIANHNPI		Two or More Races	
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Workforce #, Current	40	1	39	0	21	1	14		4				
Workforce #, Previous	38	1	37	0	25	1	8	0	4	0	0	0	0
Net Change	2	0	2	0	-4	0	6	0	0	0	0	0	0
Hires	15	0	15		6		6		3				
Promotion within Category	0	0	0										
Temporary Appts.	0	0	0										
Return from Leave of absence	0	0	0										
Intermittent Appts.	0	0	0										
Promotion into Category	0	0	0										
Total Increases	15	0	15	0	6	0	6	0	3	0	0	0	0
Transfers	0	0	0										
Layoffs	0	0	0										
Retirements	7	0	7		6				1				
Termination/dismissals	0	0	0										
Resignations	1	0	1		1								
Promotion to another category	5	0	5		3				2				
Total Reductions	13	0	13	0	10	0	0	0	3	0	0	0	0

FORM 42A1

Category:

V. Technical / Paraprofessional

Titles:

All

Date: April 30, 2023

Employment Process Analysis

Employment Process	Grand Total	Total		White		Black		Hispanic		AAIANHNPI		Two or More Races	
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Workforce #, Current	4	1	3	0	2	0	0	1	0	0	1	0	0
Workforce #, Previous	4	0	4	0	3	0	0	0	0	0	1	0	0
Net Change	0	1	-1	0	-1	0	0	1	0	0	0	0	0
Hires	1	1	0				1						
Promotion into Category	0	0	0										
Temporary Appt	0	0	0										
Emergency Hires	0	0	0										
Intermittent Appts.	0	0	0										
parttime to fulltime	0	0	0										
Total Increases	1	1	0	0	0	0	0	1	0	0	0	0	0
Transfers	0	0	0										
Layoffs	0	0	0										
Retirements	1	0	1		1								
Termination/dismissals	0	0	0										
Resignations	0	0	0										
Transfer to another category	0	0	0										
Total Reductions	1	0	1	0	1	0	0	0	0	0	0	0	0

FORM 42A1

Category:

VI. Skilled Crafts

Titles:

All

Date: April 30, 2023

Employment Process Analysis

Employment Process	Grand Total		Total Male		Total Female		White Male		White Female		Black Male		Black Female		Hispanic Male		Hispanic Female		AAIANHNPI Male		AAIANHNPI Female		Two or More Races Male		Two or More Races Female	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Workforce #, Current	29	29	29	0	24	0	4	0	4	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Workforce #, Previous	29	29	29	0	24	0	4	0	4	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Net Change	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Hires	3	3	3	0	3	0																				
Promotion within Category	0	0	0	0																						
Correction	0	0	0	0																						
Emergency Hires	0	0	0	0																						
Intermittent Appts.	0	0	0	0																						
Promotion into Category	0	0	0	0																						
Total Increases	3	3	3	0	3	0	3	0	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Transfers	0	0	0	0																						
Layoffs	0	0	0	0																						
Retirements	3	3	3	0	3	0																				
Termination/dismissals	0	0	0	0																						
Resignations	0	0	0	0																						
Promotion out to another category	0	0	0	0																						
Total Reductions	3	3	3	0	3	0	3	0	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORM 42A1

Category: **VII. Service Maintenance**

Titles: **Varied**

Employment Process Analysis

Date: April 30, 2023

Employment Process	Grand Total	Total		White		Black		Hispanic		AAIANHNPI		Two or More Races	
		Total Male	Total Female	White Male	White Female	Black Male	Black Female	Hispanic Male	Hispanic Female	AAIANHNPI Male	AAIANHNPI Female	Two or More Races Male	Two or More Races Female
Workforce #, Current	15	10	5	2	0	5	1	3	4	0	0	0	0
Workforce #, Previous	16	8	8	1	0	4	3	3	5	0	0	0	0
Net Change	-1	2	-3	1	0	1	-2	0	-1	0	0	0	0
Hires	0	0	0										
Temporary Appts.	0	0	0										
Emergency Hires	0	0	0										
Intermittent Appts.	0	0	0										
Promotion into Category	4	4	0	1		2		1					
Total Increases	4	4	0	1	0	2	0	1	0	0	0	0	0
Death	0	0	0										
Layoffs	0	0	0										
Retirements	3	1	2			1	1		1				
Demoted out of category	1	1	0					1					
Resignations	0	0	0										
Promo out of category	1	0	1				1						
Total Reductions	5	2	3	0	0	1	2	1	1	0	0	0	0

Employment Process	Grand Total	Total		White		Black		Hispanic		AAIANHNP		Two or More Races	
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Workforce #, Current	67	45	22	13	5	25	11	5	5	2	1	0	0
Workforce #, Previous	56	42	14	15	4	21	5	4	4	2	1	0	0
Net Change	11	3	8	-2	1	4	6	1	1	0	0	0	0
Hires	21	12	9	1	1	9	6	2	2				
Promotion within Category	0	0	0										
Temporary Appts.	0	0	0										
Demoted in category	1	1	0					1					
Transfer into Category	0	0	0										
Total Increases	21	12	9	1	1	9	6	2	2	0	0	0	0
Deceased	0	0	0										
Went to part time staff	0	0	0										
Retirements	6	5	1	2		3			1				
Termination/dismissals	0	0	0										
Resignations	0	0	0										
Promo out of category	4	4	0	1		2		1					
Total Reductions	10	9	1	3	0	5	0	1	1	0	0	0	0

FORM 42A1

Category:

VII. Protective Services

Titles:

Protective Services

Date: April 30, 2023

Employment Process Analysis

Employment Process	Grand Total	Total		White		Black		Hispanic		AAIANHNP		Two or More Races	
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Workforce #, Current	21	16	5	8	3	3	2	5	0	0	0	0	0
Workforce #, Previous	22	17	5	9	4	3	1	5	0	0	0	0	0
Net Change	-1	-1	0	-1	-1	0	1	0	0	0	0	0	0
Hires	2	1	1			1	1						
Promotion within Category	0	0	0										
Temporary Appointments	0	0	0										
Emergency Hires	0	0	0										
Intermittent Appts.	0	0	0										
	0	0	0										
Total Increases	2	1	1	0	0	1	1	0	0	0	0	0	0
Transfers	0	0	0										
Layoffs	0	0	0										
Retirements/disability retireme	0	0	0										
Termination/dismissals	0	0	0										
Resignations	2	1	1	1	1								
Promotion to another category	1	1	0			1							
Total Reductions	3	2	1	1	1	1	0	0	0	0	0	0	0

FORM 42A2

Category: **II. Faculty Professor**

Titles: Applicant Flow Analysis (Hires)

Date: April 30, 2023

Applicant Flow Analysis	Grand Total	Total Male	Total Female	White Male	White Female	Black Male	Black Female	Hispanic Male	Hispanic Female	AA/IANHNPI Male	AA/IANHNPI Female	TM	TF	UM	UF	UU
Intra-agency	0	0	0													
Outside agency	0	0	0													
Reemployment list	0	0	0													
Employment list	0	0	0													
Transfer list	0	0	0													
Other applicants	5	3	2	2		1	1			1	1					
TOTAL APPLICANTS	5	3	2	2	0	0	1	0	0	1	1	0	0	0	0	0
TOTAL REJECTED APPLICANTS	2	1	1	1	0	0	0	0	0	0	1	0	0	0	0	0
TOTAL QUALIFIED APPLICANTS	3	2	1	1	0	0	1	0	0	1	0	0	0	0	0	0
TOTAL INTERVIEWED	3	2	1	1	0	0	1	0	0	1	0	0	0	0	0	0
Not offered position	2	1	1	1			1									
Offered position	1	1	0							1						
Refuse position/Withdrew Candidacy	0	0	0													
TOTAL ACCESSIONS	1	1	0							1						

FORM 42A2

Category:
Titles:

II. Faculty Assistant Professor
Applicant Flow Analysis (Hires)

Date: April 30, 2023

Applicant Flow Analysis	Grand Total	Total Male	Total Female	White Male	White Female	Black Male	Black Female	Hispanic Male	Hispanic Female	AAIANHNPI Male	AAIANHNPI Female	TM	TF	UM	UF	UU
Intra-agency	0	0	0													
Outside agency	0	0	0													
Reemployment list	0	0	0													
Employment list	0	0	0													
Transfer list	0	0	0													
Other applicants	414	212	202	109	117	10	9	11	10	71	58	11	7	0	1	0
TOTAL APPLICANTS	414	212	202	109	117	10	9	11	10	71	58	11	7	0	1	0
TOTAL REJECTED APPLICANTS	296	170	126	85	69	8	4	10	7	57	39	10	6	0	1	0
TOTAL QUALIFIED APPLICANTS	118	42	76	24	48	2	5	1	3	14	19	1	1	0	0	0
TOTAL INTERVIEWED	118	42	76	24	48	2	5	1	3	14	19	1	1	0	0	0
Not offered position	96	33	63	17	38	1	4	1	2	13	18	1	1	0	0	0
Offered position	22	9	13	7	10	1	1	0	1	1	1	0	0	0	0	0
Refused position	1	1	0	0	0	1	0	0	0	0	0	0	0	0	0	0
TOTAL ACCESSIONS	21	8	13	7	10	0	1	0	1	1	1	0	0	0	0	0

FORM 42A2

Category: **III. Professional/Nonfaculty**
 Titles: **All**

Date: April 30, 2023

Applicant Flow Analysis (hires)

Applicant Flow Analysis	Grand Total	Total Male	Total Female	White Male	White Female	Black Male	Black Female	Hispanic Male	Hispanic Female	AAIANHNP Male	AAIANHNP Female	TM	TF	UM	UF	UU
Intra-agency	0	0	0													
Outside agency	0	0	0													
Reemployment list	0	0	0													
Employment list	0	0	0													
Transfer list	0	0	0													
Other applicants	542	203	339	109	189	40	76	29	39	13	18	8	14	4	3	0
TOTAL APPLICANTS	542	203	339	109	189	40	76	29	39	13	18	8	14	4	3	0
TOTAL REJECTED APPLICANTS	367	143	224	85	117	20	52	20	26	10	14	5	12	3	3	0
TOTAL QUALIFIED APPLICANTS	175	60	115	24	72	20	24	9	13	3	4	3	2	1	0	0
TOTAL INTERVIEWED	169	55	114	21	72	20	24	8	13	2	3	3	2	1	0	0
Not offered position	131	45	86	17	52	18	20	6	10	1	2	2	2	1	0	0
Offered position	38	10	28	4	20	2	4	2	3	1	1	1	0	0	0	0
Refused Position	1	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0
TOTAL ACCESSIONS	37	10	27	4	19	2	4	2	3	1	1	1	0	0	0	0

Applicant Flow Analysis	Grand Total	Total Male		Total Female		White Male	White Female	Black Male	Black Female	Hispanic Male	Hispanic Female	AAIANH NPI Male	AAIANH NPI Female	TM	TF	UM	UF	UU
Intra-agency	0	0	0	0	0													
Outside agency	0	0	0	0	0													
Reemployment list	0	0	0	0	0													
Employment list	0	0	0	0	0													
Transfer list	0	0	0	0	0													
Other applicants	271	35	228	21	96	4	67	6	41	0	7	2	11	2	6	8		
TOTAL APPLICANTS	271	35	228	21	96	4	67	6	41	0	7	2	11	2	6	8		
TOTAL REJECTED APPLICANTS	260	35	217	21	92	4	63	6	39	0	7	2	10	2	6	8		
TOTAL QUALIFIED APPLICANTS	11	0	11	0	4	0	4	0	2	0	0	0	1	0	0	0		
TOTAL INTERVIEWED	11	0	11	0	4	0	4	0	2	0	0	0	1	0	0	0		
Not offered position	10	0	10	0	4	0	4	0	2	0	0	0	0	0	0	0		
Offered position	1	0	1	0	0	0	0	0	0	0	0	0	1	0	0	0		
Refuse position/Withdrew Candidacy	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
TOTAL ACCESSIONS	1	0	1	0	0	0	0	0	0	0	0	0	1	0	0	0		

FORM 42A2

Category:
Titles:

**IV. Secretarial/Clerical
sect2**

Applicant Flow Analysis (hires)

Date: April 30, 2023

Applicant Flow Analysis	Grand Total	Total Male	Total Female	White Male	White Female	Black Male	Black Female	Hispanic Male	Hispanic Female	AAIANH NPI Male	AAIANH NPI Female	TM	TF	UM	UF	UU
Intra-agency	0	0	0													
Outside agency	0	0	0													
Certified employment list	0	0	0													
Re-employment list	0	0	0													
Transfer list	0	0	0													
Other applicants	1626	166	1437	61	767	38	268	27	262	11	36	3	48	26	56	23
TOTAL APPLICANTS	1626	166	1437	61	767	38	268	27	262	11	36	3	48	26	56	23
TOTAL REJECTED APPLICANTS	1499	156	1320	55	693	36	245	25	248	11	36	3	45	26	53	23
TOTAL QUALIFIED APPLICANTS	127	10	117	6	74	2	23	2	14	0	0	0	3	0	3	0
TOTAL INTERVIEWED	116	8	108	4	68	2	22	2	14	0	0	0	1	0	3	0
Not offered position	101	8	93	4	62	2	16	2	11	0	0	0	1	0	3	0
Offered position	15	0	15	0	6	0	6	0	3	0	0	0	0	0	0	0
Refuse position/Withdraw Candidacy	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL ACCESSIONS	15	0	15	0	6	0	6	0	3	0	0	0	0	0	0	0

FORM 42A2

Category: **VII. Maintenance and Service Custodian**
 Titles: Applicant Flow Analysis (hires)

Date: April 30, 2023

Applicant Flow Analysis	Grand Total	Total Male		Total Female		White		Black		Hispanic		AAIAN		Hispanic		AAIAN		TF	UM	UF	UU
		Total Male	Total Female	White Male	White Female	Black Male	Black Female	Hispanic Male	Hispanic Female	AAIAN Male	AAIAN Female	Hispanic Male	Hispanic Female	AAIAN Male	AAIAN Female						
Intra-agency	0	0	0	0	0																
Outside agency	0	0	0	0	0																
Reemployment list	0	0	0	0	0																
Employment list	0	0	0	0	0																
Transfer list	0	0	0	0	0																
Other applicants	231	181	50	46	7	92	31	20	10	0	0	15	1	8	1	0					
TOTAL APPLICANTS	231	181	50	46	7	92	31	20	10	0	0	15	1	8	1	0					
TOTAL REJECTED APPLICANTS	184	150	34	38	6	78	20	17	6	0	0	10	1	7	1	0					
TOTAL QUALIFIED APPLICANTS	47	31	16	8	1	14	11	3	4	0	0	5	0	1	0	0					
TOTAL INTERVIEWED	47	31	16	8	1	14	11	3	4	0	0	5	0	1	0	0					
Not offered position	26	19	7	7	0	5	5	1	2	0	0	5	0	1	0	0					
Offered position	21	12	9	1	1	9	6	2	2	0	0	0	0	0	0	0					
Refuse position/Withdraw Candidacy	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0					
TOTAL ACCESSIONS	21	12	9	1	1	9	6	2	2	0	0	0	0	0	0	0					

FORM 42A2

Category:
Titles:

**II. Faculty
Professor**

Date: April 30, 2023

Applicant Flow Analysis (promo)

Applicant Flow Analysis	Grand Total	Total		White		Black		Hispanic		AAIA/HNPI		TM	TF	UM	UF	UU
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female					
Intra-agency	14	7	7	6	4	0	1	0	2	1	0	0	0	0	0	0
Outside agency	0	0	0													
Reemployment list	0	0	0													
Employment list	0	0	0													
Transfer list	0	0	0													
Other applicants	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL APPLICANTS	14	7	7	6	4	0	1	0	2	1	0	0	0	0	0	0
TOTAL REJECTED APPLICANTS	2	2	0	1	0	0	0	0	0	1	0	0	0	0	0	0
TOTAL QUALIFIED APPLICANTS	12	5	7	5	4	0	1	0	2	0	0	0	0	0	0	0
TOTAL INTERVIEWED***	14	7	7	6	4	0	1	0	2	1	0	0	0	0	0	0
Not offered position	2	2	0	1	0	0	0	0	0	1	0	0	0	0	0	0
Offered position	12	5	7	5	4	0	1	0	2	0	0	0	0	0	0	0
Refuse position/Withdrew Candidacy	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL ACCESSIONS	12	5	7	5	4	0	1	0	2	0	0	0	0	0	0	0

*** all applicants are interviewed per union contract

Applicant Flow Analysis	Grand Total	Total Male	Total Female	White Male	White Female	Black Male	Black Female	Hispanic Male	Hispanic Female	AAIANHNP Male	AAIANHNP Female	TM	TF	UM	UF	UU
Intra-agency	24	9	15	6	11	0	1	0	0	3	3	0	0	0	0	0
Outside agency	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Reemployment list	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Employment list	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Transfer list	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other applicants	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL APPLICANTS	24	9	15	6	11	0	1	0	0	3	3	0	0	0	0	0
TOTAL REJECTED APPLICANTS	2	1	1	0	1	0	0	0	0	1	0	0	0	0	0	0
TOTAL QUALIFIED APPLICANTS	22	8	14	6	10	0	1	0	0	2	3	0	0	0	0	0
TOTAL INTERVIEWED***	24	9	15	6	11	0	1	0	0	3	3	0	0	0	0	0
Not offered position	2	1	1	0	1	0	0	0	0	1	0	0	0	0	0	0
Offered position	22	8	14	6	10	0	1	0	0	2	3	0	0	0	0	0
Refuse position/Withdrew Candidacy	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL ACCESSIONS	22	8	14	6	10	0	1	0	0	2	3	0	0	0	0	0

*** all applicants are interviewed per union contract

Date: April 30, 2023 Titles: **Varied** Applicant Flow Analysis (promos)

Applicant Flow Analysis	Grand Total	Total		White		Black		Hispanic		AAIANHNP		TM			
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	TF	UM	UF	UU
Intra-agency	4	4	0	1	0	2	0	1	0	0	0	0	0	0	0
Outside agency	0	0	0												
Reemployment list	0	0	0												
Employment list	0	0	0												
Transfer list	0	0	0												
Other applicants	0	0	0												
TOTAL APPLICANTS	4	4	0	1	0	2	0	1	0	0	0	0	0	0	0
TOTAL REJECTED APPLICANTS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL QUALIFIED APPLICANTS	4	4	0	1	0	2	0	1	0	0	0	0	0	0	0
TOTAL INTERVIEWED	4	4	0	1	0	2	0	1	0	0	0	0	0	0	0
Not offered position	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Offered position	4	4	0	1	0	2	0	1	0	0	0	0	0	0	0
Refuse position/Withdrew Candidacy	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL ACCESSIONS	4	4	0	1	0	2	0	1	0	0	0	0	0	0	0

Category: **II. Faculty**
Titles: **All**

Date: April 30, 2023

PERSONNEL EVALUATION ANALYSIS	Grand Total	Total		White		Black		Hispanic		AAIANHN		AAIANHNP		Two or more Male		Two or More Female	
		Male	Female	Male	Female	Male	Female	Male	Female	PI Male	I Female	more Male	Female				
SERVICE RATINGS																	
Excellent																	
Good																	
Satisfactory																	
Poor																	
REPRIMANDS																	
SUSPENSIONS																	
DEMOTIONS																	
Within Occupational Category																	
Lower Occupational Category																	
TRANSFERS																	
Intra-Agency																	
Outside Agency																	

Faculty are evaluated in accordance with article 4 of the AAUP contract for promotion and tenure. They are not given "service ratings," nor are their evaluations quantifiable as "excellent" or "good." Narrative evaluations by departments are made which cannot be converted to fit the requirements of this form.

VII. Maintenance
All

Category:
Titles:

Date: April 30, 2023

PERSONNEL EVALUATION ANALYSIS	Grand Total	Total Male	Total Female	White Male	White Female	Black Male	Black Female	Hispanic Male	Hispanic Female	AAIANHN PI Male	AAIANHNP I Female	Two or more Male	Two or More Female
SERVICE RATINGS													
Excellent	33	26	7	10	1	12	2	3	4	1			
Good	28	17	11	4	3	9	4	3	3	1	1		
Satisfactory	0	0	0										
Poor	0	0	0										
REPRIMANDS													
SUSPENSIONS													
DEMOTIONS													
Within Occupational Category													
Lower Occupational Category													
TRANSFERS													
Intra-Agency													
Outside Agency													

RECRUITMENT LISTS

RECRUITMENT RESOURCES
CONNECTICUT COMMUNITY ORGANIZATIONS
BETHEL

Ability beyond Disability
4 Berkshire Boulevard
Bethel, CT 06801
(888) 832-8247

BRISTOL

Bristol Community Organization, Inc.
55 South Street
Bristol, CT 06010
(860) 589-6968

Community Renewal Team, Inc.
36 Race Street
Bristol, CT 06010
(860) 582-5733

NAACP – Bristol Branch
PO Box 241
Bristol, CT 06010

BRIDGEPORT

International Institute of Connecticut
670 Clinton Avenue
Bridgeport, CT 06605
(203) 336-0141

ABCD Inc. Personnel
500 Palisade Avenue
Bridgeport, CT 06604
(203) 330-0814

Goodwill Industries
165 Ocean Terrace
Bridgeport, CT 06605
(203) 368-6511

Southern Connecticut Black
Chamber of Commerce
1018 Broad Street – Suite 103
Bridgeport, CT 06604
(877) 722 - 2293

Greater Bridgeport Latino Network
PO Box 9385
Bridgeport, CT 06601
gbln@hotmail.com

H.E.L.P Ministries
165 Ocean Terrace
Bridgeport, CT 06605
(203) 581-5040

Groundwork Bridgeport, Inc.
1001 Main Street Suite 201
Bridgeport, CT 06604
(203) 335-6126

Groundwork Bridgeport Program
480 Barnum Avenue Suite 3
Bridgeport, CT 06608
(203) 335-6126

Greater Bridgeport NAACP
P.O. Box 9180
Bridgeport, CT 06601
(203)- 581-1480

DANBURY

NAACP
42 Lake Avenue
Danbury, CT 06811
(203) 668-3444

Community Action Agency
66 North Street
Danbury, CT 06810
(203) 744-4700

Hispanic Center Greater Danbury
4 Harmony Street
Danbury, CT 06810
(203) 798-2855

CT Works
152 West Street
Danbury, CT 06810
(203) 797- 4140

DANBURY

Danbury American Job Center
4 Liberty Street
Danbury, CT 06810
(203) 730-0451

HAMDEN

Hamden Job Resource Center
2901 Dixwell Avenue
Hamden, CT 06518
(203) 287-7000

HARTFORD

Community Renewal Team
555 Windsor Street
Hartford, CT 06120
(860) 560-5600

Community Renewal Team
240 Laurel Street
Hartford, CT 06105
(860) 4220-8280

Community Renewal Team, Inc.
395 Wethersfield Avenue
Hartford, CT 06113
(860) 560-5353

Urban League of Greater Hartford
140 Woodland Street
Hartford, CT 06120
(860) 527-0147

NAACP – Greater Hartford Branch
56 Canterbury Street
Hartford, CT 06112
(860) 724-6966

San Juan Center
1283 Main Street
Hartford, CT 06103
(860) 522-2205

Connecticut Puerto Rican Forum, Inc.
95 Park Street
Hartford, CT 06106
(860) 247-3227

Latino Community Services
184 Wethersfield Avenue
Hartford, CT 06114
(860) 296- 6400

Community Renewal Team
2 Barbour Street
Hartford, CT 06115
(860) 725-0028

Community Renewal Team
1143 Main Street
Hartford, CT 06106
(860) 560-5315

CONNECT-ABILITY
Department of Rehabilitation Services
55 Farmington Avenue-12th Floor
Hartford, CT 06105
(860) 844 -1903

CT Works
3580 Main Street
Hartford, CT 06120
(860) 566-5790

NAACP- CT State Conference Branch
2074 Park Street #2
Hartford, CT 06106
(860) 523-9962

La Casa de Puerto Rico, Inc.
48 Main Street
Hartford, CT 06103
(860) 522-7296

International Institute of CT, Inc.
175 Main Street
3rd Floor
Hartford, CT 06106
(860) 692-3085

Upper Albany Main Street
1382 Albany Avenue 2nd Floor
Hartford, CT 06112
(860) 727-9830

HARTFORD

CT Association for United Spanish Action (CAUSA)
555 Windsor Street
Hartford, CT 06120

Hispanic Professionals Network
One Union Place – 3rd Floor
Hartford, CT 06103
(860) 251 – 8307

City of Hartford
550 Main Street
Hartford, CT 06112
(860) 545-8495

National Organization for Women
135 Broad Street
Hartford, CT 06105

Chamber of Commerce
31 Pratt Street
Hartford, CT 06106
(860) 525- 4451

American Jobs Center
3580 Main Street
Hartford, CT 06120

Capital Workforce Partners Construction Jobs Initiative
One Union Place
Hartford, CT 06103
(860) 522-1111

Center for Latino Progress (CPRF)
95 Park Street
Hartford, CT 06106
(860) 247-2337

MANCHESTER

Goodwill
232 Tolland Turnpike
Manchester, CT 06042
(860) 643-2709

True Colors, Inc.
945 Main Street #211
Manchester, CT 06040
(860) 232-0050

Community Partners in Action
31 Bent Street
Manchester, CT 06042
(860) 812-0070

Disabled American Women
Serving Manchester Area
(877) 310-4167

MERIDEN

New Opportunities of Greater Meriden
74 Cambridge Street
Meriden, CT 06450
(203) 639-5060

Connecticut Works-Meriden
87 West Main Street 2nd Floor
Meriden, CT 06040
(203) 238-3688

Meriden-Wallingford NAACP
74 Cambridge Street
Meriden, CT 06450
(203) 237-6907

CT Nurses Association
377 Research Parkway
Meriden, CT 06450
(203) 238-1207

MIDDLETOWN

Community Renewal Team, Inc.
41 Hamlin Street
Middletown, CT 06457
(860) 347-4465

National Electrical Contractors
306 Industrial Park Road Suite 205
Middletown, CT 06457
(860) 635-1117

NEW BRITAIN

Opportunities Industrialization Center
Of New Britain (OIC)
114 North Street
New Britain, CT 06051
(860) 224-7151

Human Resources Agency
Mid-Connecticut Works
One-Stop & Youth One-Stop
57 Arch Street
New Britain, CT 06501
(860) 826-4482

CT Works
260 Lafayette Street
New Britain, CT 06053
(860) 566-5790

Puerto Rican Society
152 High Street
New Britain, CT 06051
(860) 225-6607

Connecticut Association of Latino in Higher Education (CALAHE)
1615 Stanley Street
Clarence Carroll Hall 03506
New Britain, CT 06050

NEW HAVEN

NAACP Greater Hartford New Haven Branch
545 Whalley Avenue
New Haven, CT 06511
(203) 389 - 7275

Community Development Program
11 Pine Street
New Haven, CT 06520
(203) 776-5978

Junta for Progressive Action
169 Grand Street
New Haven, CT 06513
(203) 787-0191

Connecticut Works New Haven
560 Ella Grasso Boulevard
New Haven, CT 06519
(203) 867-4030

Latin American Women Association
116 Chairman Avenue
New Haven, CT 06511

NEW LONDON

Opportunities Industrialization Center
New London County OIC
106 Truman Street
New London, CT 06320
(860) 447-1731

Centro de la Comunicad, Inc.
109 Blinman Street
New London, CT 06320
(860) 442-4463

New London American Job Center
Shaw's Cove Six
New London, CT 06320
(860)439-7400

ROCKY HILL

Connecticut Innovations
865 Brook Street
Rocky Hill, CT 06067
(860) 563-4877

STAMFORD

Urban League of Southern Conn., Inc.
46 Atlantic Street
Stamford, CT 06902
(203) 327-5810

American Job Center Conn., Inc.
141 Franklin Street -Floor 2
Stamford, CT 06901
(203) 353-1702

STAMFORD

NAACP Stamford Branch
26 Halloween Blvd.
Stamford, CT 06902
(203) 324-4952

STORRS

African American Cultural Center
2110 Hillside Rd U-180
Storrs, CT 06269
(860) 486-3433

Asian Cultural Center
2110 Hillside Rd U-3186
Storrs, CT 06269
(860) 486-0830

Puerto Rican/Latin American Cultural Center
2110 Hillside Rd U-3188
Storrs, CT 06269
(860) 486-1135

WALLINGFORD

Spanish Community-Wallingford
284 Washington Street
Wallingford, CT 06492
(203) 265-5866

WATERBURY

New Opportunities Head Start
232 North Elm Street
Waterbury, CT 06702
(203) 595-9799

NAACP of Greater Waterbury
25 Crane Street
Waterbury, CT 06702
(203) 757-4440

CT Works
249 Thomaston Avenue
Waterbury, CT 06702
(203) 437-3380

Hispanic Center of Waterbury
725 Oronoke Road
Waterbury, CT 06708
(203) 754-7763

Hispanic Coalition of Greater Waterbury
135 East Liberty Street
Waterbury, CT 06706
(203) 754-6172

Albertus Magnus
700 Prospect Street
New Haven, CT 06511
(203) 773-8550

COLLEGES/UNIVERSITIES

Asnuntuck Community College
170 Elm Street
Enfield, CT 06082
(860) 253-3045

Briarwood College
2279 Mount Vernon Road
Southington, CT 06489
(860) 728-4751 X191

Capital Community College
950 Main Street
Hartford, CT 06103
(860) 906-5002

Central Connecticut State University
Career Services & Cooperative Education
1516 Stanley Street Willard 100
New Britain, CT 06050
(860) 832-1630

Charter Oak State College
55 Paul Manafort Drive
New Britain, CT 06053
(860) 832-3898

COLLEGES/UNIVERSITIES

Connecticut College
270 Mohegan Avenue
New London, CT 06320
(860) 447-1911

Fairfield University
1073 North Benson Road
Fairfield, CT 06824
(203) 254-4000

Housatonic Community College
900 Lafayette Boulevard
Bridgeport, CT 06604
(203) 332-5160

Middlesex Community College
100 Training Hill Road
Middletown, CT 06457
(860) 343-5759

Naugatuck Valley Community College
750 Chase Parkway
Waterbury, CT 06708
(203) 575-8043

Norwalk Community College
188 Richards Avenue
Norwalk, CT 06854
(203) 857-6866

Quinebaug Valley Community College
742 Upper Maple Street
Danielson, CT 06239
(860) 774-1130 X437

Southern Connecticut State University
Center for Career Services
501 Crescent Street
New Haven, CT 06515 -(203) 392-6536

Trinity College
300 Summit Street
Hartford, CT 06106
(860) 297-2080

University of Connecticut
Department of Career Services
Career Development Library
181 Auditorium Road, Unit 3051
Storrs, CT 06269-3051
(860) 486-3013

University of Saint Joseph
1678 Asylum Avenue
West Hartford, CT 06117
(860) 232 - 4571

Eastern Connecticut State University
83 Windham Street
Willimantic, CT 06226
(860) 465-5228

Gateway Community College
20 Church Street
New Haven, CT 06510
(203) 285 - 2000

Manchester Community College
Great Path
Manchester, CT 06040
(860) 512-3000

Mitchell College
437 Pequot Avenue
New London, CT 06320
(860) 701-5000

Northwestern CT Community College
Park Place East
Winsted, CT 06098
(860) 738-6300

Post University
800 Country Club Road
Waterbury, CT 06723
(203) 596-4504

Quinnipiac University
Career Services
275 Mt. Carmel Avenue
Hamden, CT 06518
(203) 582-8680/ (203) 582-8796

Three Rivers Community College
574 New London Turnpike
Norwich, CT 06360
(860) 892-5734

Tunxis Community College
271 Scott Swamp Road
Farmington, CT 06032
(860) 773- 1646

University of Hartford
200 Bloomfield Avenue
West Hartford, CT 06117-1599
(860) 768-4390

Wesleyan University
Office of Diversity
156 High Street
Middletown, CT 06459 - (860) 685-2456

COLLEGES/UNIVERSITIES

Western Connecticut State University
181 White Street
Danbury, CT 06810
(203) 837-8678

Yale University
221 Whitney Avenue
3rd Floor
New Haven, CT 06520
(203) 432 - 4771

PROFESSIONAL ORGANIZATIONS

Commission on Equity and Opportunity
18-20 Trinity Street
Hartford, CT 06106
(860) 240-1424

Connecticut Association of
Diversity and Equity Professionals (CADEP)
Website information: www.cadep.net

Commission on Women, Children & Seniors
18-20 Trinity Street
Hartford, CT 06106
(860) 240-1475

Connecticut Bar Association
30 Bank Street
New Britain, CT 06050
(860) 223-4400

Connecticut Hispanic Bar Association
P.O. Box 230869
Hartford, CT 06123-0869
(860) 285-8058

CT Computer Service, Inc.
101 East Summer Street
Plantsville, CT 06479
(860) 276-1285

George W. Crawford Law Association, Inc.
P.O. Box 2715
Hartford, CT 06146-2715
(860) 578-4764

Drake Beam Main, Inc.
49 North Main Street
West Hartford, CT 06107
(860) 313-5000

Hartford County Bar Association
179 Allyn Street, Suite 210
Hartford, CT 06103
(860) 525-8106

National Black MBA Association
Greater Hartford Chapter
P.O. Box 2332
Hartford, CT 06106
(860) 586-7002

Puerto Rican Federal Affairs Administration
100 Pearl Street, 12th Floor
Hartford, CT 06103
(860) 522-2434

Southern New England Association
of Technical Professionals (SNEATP)
P.O. Box 4429
East Hartford, CT 06128
(860) 565-4755

Connecticut Association of Latinos in Higher Education
(CALAHE)
CCSU-1615 Stanley Street
New Britain, CT 06050

Hispanic Professional Network, Inc
1 Union Place, 3rd floor
Hartford, CT 06103
(860) 251-8370 Email: www.calahe.org

Hispanic Association for Higher Education
Of New Jersey, Inc.
P.O. Box 5084
Iron Bound Station
Newark, NJ 07105

League of United Latin American Citizens
National Office
1133 19th Street, NW, Suite 1000
Washington, DC 20036
(202) 833-6130

National Society for Hispanic MBAs
Connecticut Chapter
PO Box 231712
Hartford, CT 06123

National Society of Hispanic MBAs
450 East John Carpenter Freeway, Suite 200
Irving, TX 75052

Diversity Careers in Engineering & Information Technology
1281 Cleveland Hill Road
Tamworth, NH 03886
(603) 323-8224
www.diversitycareers.com

MEDIA/PUBLIC ACCESS RESOURCE MAILING LISTING

The Advisor
83 State Street
North Haven, CT 06473
(203) 239-5404

CTNow
285 Broad Street
Hartford, CT 06105
(860)241-6200

Hartford Public Access Television
Channel 5
20-28 Sargeant Street
Hartford, CT 06105
(860) 524-8621

Inquiring News
PO Box 1984
Hartford, CT 06144
(860) 983-7587

Northeast Minority News, Inc
3580 Main Street
Hartford, CT 06120
(860) 249-6065

Northend Agent
150 Trumbull Street
Hartford, CT 06120
(860) 244-2445

West Indian American
1443 Albany Avenue
Hartford, CT 06112
(860) 293-1118

MEDIA/PUBLIC ACCESS RESOURCE MAILING LISTING

WCUM-AM Radio Cumbre
1862 States Drive
Bridgeport, CT 06605
(203) 335-1540

WKND-AM
544-J Windsor Avenue
Windsor, CT 06095
(860) 218-2173

WLAT-AM
135 Burnside Ave., 2nd Floor
East Hartford, CT 06108
(860) 524-0001

WNHU Radio
46 Roden Street
West Haven, CT 06516
(203) 479-8807

WRYM Radio
1056 Willard Avenue
Newington, CT 06111
(860) 666-5646

WZMX 93.7
10 Executive Drive
Farmington, CT 06032
(860) 677-6700

DISABILITIES RESOURCE MAILING LIST

American with Disabilities Act
Coalition of CT
60-B Weston Street
Hartford, CT 06120
(860) 297-4383
TDD: (860) 297-4380
Email: adacoalition@sbc.global.net
Website: www.adacc.net

Board of Education and
Services for the Blind (BESB)
184 Windsor Avenue
Windsor, CT 06095
(860) 602-4000
TDD: (860) 602-4002

DISABILITIES RESOURCE MAILING LIST

Bureau of Rehabilitation Services (BRS)
Department of Social Services
55 Farmington Avenue
Hartford, CT 06106
(860) 424-4844
TDD: (860) 920-7163
Email: brs.dss@ct.gov
Website: www.ct.gov/brs

Office of Protection and Advocacy
For Persons with Disabilities (P&A)
60-B Weston Street
Hartford, CT 06120
(860) 297-4300
TDD: (860) 297-4380
Email: OPA-webmaster@po.state.ct.us
Website: www.state.ct.us/osapd

AFFIRMATIVE ACTION RESOURCE MAILING LISTING

American Association for
Paralegal Education
19 Mantura Road
Mount Royal, NJ 08061
(856) 423-2829

American Bar Association
321 North Clark Street, 21st floor
Chicago, IL 60654
(312) 988-6738

Bridgeport Bar Association
1057 Broad Street
Bridgeport, CT 06604
(203) 384-9346
Fax: (203) 336-8986

Commission on Official
Legal Publications
111 Phoenix Avenue
Enfield, CT 06082
(860) 741-3027

Connecticut Asian Pacific American
Bar Association
90 State House Square, 8th floor
Hartford, CT 06103

Connecticut Attorneys Title
Insurance Company
101 Corporate Place, #1
Rocky Hill, CT 06067
(860) 257-0606

Connecticut Bar Association
30 Bank Street, P.O. Box 350
New Britain, CT 06050-0350
(860) 223-4400
Fax: (860) 223-4488

Connecticut Bar Foundation
31 Pratt Street
Hartford, CT 06103
(860) 722-2494
Fax: (860) 722-2497
Email: ctbf@cbf-1.org

Connecticut Hispanic Bar Association
P.O. Box. 230869
Hartford, CT 06123-0869
Email: chba@ctbar.org

Connecticut Trial Lawyers Association
150 Trumbull Street, 2nd floor
Hartford, CT 06103
(860) 522-4345
Fax: (860) 522-1027

Hartford County Bar Association
100 Pearl Street
(860) 525-8106
Fax: (860) 293-1345

Lawyer Referral Services
P.O. Box 1767
Waterbury, CT 06720-1767

Lawyer Referral Services
Fairfield County
1057 Broad Street
Bridgeport, CT 06604
(203) 335-4116

Lawyer Referral Services
Hartford/Litchfield/Middlesex/
Tolland and Windham County
61 Hungerford Street
Hartford, CT 06106
(860) 525-6052
New Haven County Bar Association
P.O. Box 1441/171 Orange Street
New Haven, CT 06506
(203) 562-9652- Fax: (203) 624-8695

Lawyers Concerned for Lawyers
2080 Silas Deane Highway
Rocky Hill, CT 06067
(860) 563-4900

AFFIRMATIVE ACTION RESOURCE MAILING LISTING

New London Lawyer Referral Services
P.O. Box 97
Yantic, CT 06389
(860) 889-9384

State Bar Examining Committee
100 Washington Street
Hartford, CT 06106
(860) 706-5135

State Law Library
231 Capitol Avenue
Hartford, CT 06106
(860) 757-6500

Statewide Grievance Committee
287 Main Street, 2nd floor
East Hartford, CT 06118-1885
(860) 568-5157

Statewide Legal Services
Of Connecticut
425 Main Street, Suite 2
Middletown, CT 06457
(860) 344-0380
Fax: (860) 344-1918

The Regional Bar
P.O. Box 8210
Stamford, CT 06905
(203) 327-7041
Fax: (203) 327-0413

CONTRACT COMPLIANCE

EXTERNAL COMMUNICATION and RECRUITMENT STRATEGIES
Section 46a-68-80

CONTRACT COMPLIANCE

The participation of minority business enterprises meeting qualifications established in regulations pursuant to Sections 4-114b or 32-9f of the Connecticut General Statutes, or federal law is solicited and encouraged. The University has refrained from doing business with any bidder, contractor, subcontractor, or supplier of materials barred from participation in any federal or state contract program or found to be in violation of any state or federal ant discrimination law, and shall promptly report any such inconsistent behavior to the Commission or other appropriate authorities for investigation, and we continue to encourage bidders, contractors, subcontractors and suppliers of materials to develop and implement affirmative action programs of their own.

All bidders, contractors, and suppliers of materials have been made aware of Southern's affirmative action policy. Every formal bid contains contract compliance regulations and bidder contract compliance report forms. Per the content of C.G.S. Section 4a-60 and 41-61 is provided to every recipient an RFP. In addition, purchase order forms include the content of C. G. S. Section 4a-60 and 4a-61 and are printed on the reverse of every purchase order, as well as any other agreement entered into between SCSU and another party in which review and approval of the Attorney General Office is conducted. Included with this notice is the statement that we will not knowingly do business with any bidder, contractor, subcontractor, or supplier of materials who discriminates against members of any class protected under Sections 4a-60 and 4a-61a of the Connecticut General Statutes.

Southern Connecticut State University has worked diligently to meet its SBM- Set Aside goals. Outreach efforts to women and minority owned businesses continue to be enhanced. The University has continued its initiatives to increase participation by women and persons of color in Southern Connecticut State University's contract compliance efforts. Initiatives included: compilation of resource listing of businesses in the state and region owned by women and persons of color, meetings with State of Connecticut personnel from Department of Public Works, Commission of Human Rights and Opportunities (CHRO) and the Department of Administrative Services.

Pursuant to contract compliance requirements of C.G.S. Section 4a-60 and minority business enterprise contracting requirements of C.G.S. Section 32-9e, the Small Contractor and Minority Business Enterprises (MBE) Utilization Report and Quarterly Summaries are included in this section.

In addition, Southern Connecticut State University has documented instances of good faith efforts and activities taken to contact Small Contractors, Minority, women and persons with disabilities owned business regarding upcoming university bids, in order to award a fair proportion of contracts to Small contractors and minority/women/disabled owned business enterprises.

Southern Connecticut State University Small Contractor and Minority Business Enterprise (MBE) Utilization Reports for the four fiscal year quarters, July 1, 2022 to June 30, 2023 have been included as well as a copy of the Small Business/Minority Set-Aside exemptions submitted for approval. Due to the CHRO Reviewer's recommendation, an additional quarterly report to cover the reporting period. Our quarterly reports show the progress to meet our annual goals. Southern ended the year by exceeding its SBE and MBE goals. Five (5) quarterly reports are included in this section.

The University plans to continue to be aggressive in its efforts to attain diversity and equity in the areas of purchasing and contracting. Key university personnel involved in the assignment of contracts continue to meet to discuss ways to improve SCSU's doing business with persons of color, women and persons with disabilities. Southern Connecticut State University will continue to find ways to fully comply with the Set-Aside program.

QUARTERLY REPORTS

SMALL/ MINORITY BUSINESS ENTERPRISE QUARTERLY REPORT

Fiscal Year Quarter 4 Fiscal Year Period: _____
 ENTER THIS QTR-

Agency Name:	Southern Connecticut State University	Agency Number:	7804
Prepared by:	Timothy J Krauss, Business Analyst	E-mail Address:	krausst1@southernct.edu
Tel. # -	203-392-5715		

1) TOTAL FUNDS AVAILABLE (ALL SOURCES) FROM YOUR ADOPTED BUDGET Page 1 (Summary Page) From The Annual Goals Calculations Report	\$ 267,468,557.00
2) Amount Available for Small/Minority Business Program after DAS APPROVED DEDUCTIONS/EXEMPTIONS	\$ 3,478,975.00
3) 25% of line # 2 Total - Set Aside - Small/Minority Business Enterprises (Combined)	\$ 869,743.75
4) 25% of line # 3 Total- Set Aside - Minority Business Enterprises only	\$ 217,435.94

	QUARTER	Number	YEAR TO DATE	Number
	TOTALS (\$)	Contracts	TOTALS (\$)	Contracts
5) Total Agency FY Expenditures for Purchases and Contracts	\$ 7,032,945.37	404	\$ 30,752,635.72	1,783
6) Total Agency FY Expenditures for Purchases and Contracts from Small and Minority Contractors. Combined TOTALS OF SBE AND MBE EXPENDITURES	\$ 892,132.78	28	\$ 3,498,858.90	179

7) Total Agency FY Expenditures for Purchases and Contracts from Minority Business Enterprises (MBE) only. PLEASE CATEGORIZE:				
A) American Indian (N)				
B) Asian (A)				
C) Black (B)				
D) Disabled Individual (D)	\$ -	0	\$ 30,116.00	5
E) Hispanic (H)	\$ -	0	\$ 188,014.00	4
F) Iberian Peninsula (I)				
G) Disabled American Indian (DN)				
H) Disabled Asian American (DA)				
I) Disabled Black American (DB)				
J) Disabled Hispanic American (DH)				
K) Disabled Iberian Peninsula American (DI)				
L) Woman (W)	\$ 85,583.17	9	\$ 517,741.56	53
M) Woman American Indian (NW)				
N) Woman Asian (AW)				
O) Woman Black (BW)				
P) Woman Disabled (DW)				
Q) Woman Hispanic (HW)	\$ 13,800.00	1	\$ 13,800.00	1
R) Woman Iberian Peninsula (IW)				
S) Disabled American Indian Woman (DNW)				
T) Disabled Asian American Woman (DAW)				
U) Disabled Black American Woman (DBW)				
V) Disabled Hispanic American Woman (DHW)				
W) Disabled Iberian Peninsula American Woman (DIW)				
DisBE TOTAL (Lines D, G, H, I, J, K, P, S,T,U, V, & W)	\$ -	0	\$ 30,116.00	5
WBE TOTAL [Lines L - W]	\$ 99,383.17	10	\$ 531,541.56	54
MBE TOTAL (Lines A - W)	\$ 99,383.17	10	\$ 749,671.56	63

SMALL/ MINORITY BUSINESS ENTERPRISE QUARTERLY REPORT

Fiscal Year Quarter 1 Fiscal Year Period:

ENTER THIS QTR-

Agency Name:	Southern Connecticut State University	Agency Number:	7804
Prepared by:	Timothy J Krauss, Business Analyst	E-mail:	krausst1@southernct.edu
Tel. # -	203-392-5715	Address:	

1) TOTAL FUNDS AVAILABLE (ALL SOURCES) FROM YOUR ADOPTED BUDGET Page 1 (Summary Page) From The Annual Goals Calculations Report	\$ 277,036,585.00
2) Amount Available for Small/Minority Business Program after DAS APPROVED DEDUCTIONS/EXEMPTIONS	\$ 740,305.00
3) 25% of line # 2 Total - Set Aside - Small/Minority Business Enterprises (Combined)	\$ 185,076.25
4) 25% of line # 3 Total- Set Aside - Minority Business Enterprises only	\$ 46,269.06

	QUARTER	Number	YEAR TO DATE	Number
	TOTALS (\$)	Contracts	TOTALS (\$)	Contracts
5) Total Agency FY Expenditures for Purchases and Contracts	\$ 23,391,540.52	575	\$ 23,391,540.52	575
6) Total Agency FY Expenditures for Purchases and Contracts from Small and Minority Contractors. Combined TOTALS OF SBE AND MBE EXPENDITURES	\$ 3,504,999.02	78	\$ 3,504,999.02	78

7) Total Agency FY Expenditures for Purchases and Contracts from Minority Business Enterprises (MBE) only. PLEASE CATEGORIZE:				
A) American Indian (N)				
B) Asian (A)				
C) Black (B)				
D) Disabled Individual (D)	\$ 30,000.00	3	\$ 30,000.00	3
E) Hispanic (H)	\$ -	0	\$ -	0
F) Iberian Peninsula (I)				
G) Disabled American Indian (DN)				
H) Disabled Asian American (DA)				
I) Disabled Black American (DB)				
J) Disabled Hispanic American (DH)				
K) Disabled Iberian Peninsula American (DI)				
L) Woman (W)	\$ 273,300.11	17	\$ 273,300.11	17
M) Woman American Indian (NW)				
N) Woman Asian (AW)				
O) Woman Black (BW)				
P) Woman Disabled (DW)				
Q) Woman Hispanic (HW)	\$ 1,165,029.62	2	\$ 1,165,029.62	2
R) Woman Iberian Peninsula (IW)				
S) Disabled American Indian Woman (DNW)				
T) Disabled Asian American Woman (DAW)				
U) Disabled Black American Woman (DBW)				
V) Disabled Hispanic American Woman (DHW)				
W) Disabled Iberian Peninsula American Woman (DIW)				
DisBE TOTAL (Lines D, G, H, I, J, K, P, S,T,U, V, & W)	\$ 30,000.00	3	\$ 30,000.00	3
WBE TOTAL (Lines L - W)	\$ 1,438,329.73	19	\$ 1,438,329.73	19
MBE TOTAL (Lines A - W)	\$ 1,468,329.73	22	\$ 1,468,329.73	22

SMALL/ MINORITY BUSINESS ENTERPRISE QUARTERLY REPORT

Fiscal Year Quarter 2 Fiscal Year Period: _____

ENTER THIS QTR-

Agency Name:	Southern Connecticut State University	Agency Number:	7804
Prepared by:	Timothy J Krauss, Business Analyst	E-mail Address:	krausst1@southernct.edu
Tel. # -	203-392-5715		

1) TOTAL FUNDS AVAILABLE (ALL SOURCES) FROM YOUR ADOPTED BUDGET Page 1 (Summary Page) From The Annual Goals Calculations Report	\$ 277,036,585.00
2) Amount Available for Small/Minority Business Program after DAS APPROVED DEDUCTIONS/EXEMPTIONS	\$ 740,305.00
3) 25% of line # 2 Total - Set Aside - Small/Minority Business Enterprises (Combined)	\$ 185,076.25
4) 25% of line # 3 Total- Set Aside - Minority Business Enterprises only	\$ 46,269.06

	QUARTER	Number	YEAR TO DATE	Number
	TOTALS (\$)	Contracts	TOTALS (\$)	Contracts
5) Total Agency FY Expenditures for Purchases and Contracts	\$ 5,755,010.79	412	\$ 29,146,551.31	987
6) Total Agency FY Expenditures for Purchases and Contracts from Small and Minority Contractors. Combined TOTALS OF SBE AND MBE EXPENDITURES	\$ 862,324.36	31	\$ 4,367,323.38	109

7) Total Agency FY Expenditures for Purchases and Contracts from Minority Business Enterprises (MBE) only. PLEASE CATEGORIZE:	QUARTER	Number	YEAR TO DATE	Number
	TOTALS (\$)	Contracts	TOTALS (\$)	Contracts
A) American Indian (N)				
B) Asian (A)				
C) Black (B)				
D) Disabled Individual (D)	\$ 10,120.00	2	\$ 40,120.00	5
E) Hispanic (H)	\$ 9,850.00	1	\$ 9,850.00	1
F) Iberian Peninsula (I)				
G) Disabled American Indian (DN)				
H) Disabled Asian American (DA)				
I) Disabled Black American (DB)				
J) Disabled Hispanic American (DH)				
K) Disabled Iberian Peninsula American (DI)				
L) Woman (W)	\$ 78,084.60	11	\$ 351,384.71	28
M) Woman American Indian (NW)				
N) Woman Asian (AW)				
O) Woman Black (BW)				
P) Woman Disabled (DW)				
Q) Woman Hispanic (HW)	\$ 5,350.00	1	\$ 1,170,379.62	3
R) Woman Iberian Peninsula (IW)	\$ 10,000.00	1	\$ 10,000.00	1
S) Disabled American Indian Woman (DNW)				
T) Disabled Asian American Woman (DAW)				
U) Disabled Black American Woman (DBW)				
V) Disabled Hispanic American Woman (DHW)				
W) Disabled Iberian Peninsula American Woman (DIW)				
DisBE TOTAL (Lines D, G, H, I, J, K, P, S,T,U, V, & W)	\$ 10,120.00	2	\$ 40,120.00	5
WBE TOTAL [Lines L - W]	\$ 93,434.60	13	\$ 1,531,764.33	32
MBE TOTAL {Lines A - W}	\$ 113,404.60	16	\$ 1,581,734.33	38

SMALL/ MINORITY BUSINESS ENTERPRISE QUARTERLY REPORT

Fiscal Year Quarter 3 Fiscal Year Period: _____

ENTER THIS QTR-

Agency Name:	Southern Connecticut State University	Agency Number:	7804
Prepared by:	Timothy J Krauss, Business Analyst	E-mail Address:	krausst1@southernct.edu
Tel. # -	203-392-5715		

1) TOTAL FUNDS AVAILABLE (ALL SOURCES) FROM YOUR ADOPTED BUDGET Page 1 (Summary Page) From The Annual Goals Calculations Report	\$ 277,036,585.00
2) Amount Available for Small/Minority Business Program after DAS APPROVED DEDUCTIONS/EXEMPTIONS	\$ 740,305.00
3) 25% of line # 2 Total - Set Aside - Small/Minority Business Enterprises (Combined)	\$ 185,076.25
4) 25% of line # 3 Total- Set Aside - Minority Business Enterprises only	\$ 46,269.06

	QUARTER	Number	YEAR TO DATE	Number
	TOTALS (\$)	Contracts	TOTALS (\$)	Contracts
5) Total Agency FY Expenditures for Purchases and Contracts	\$ 13,309,248.84	362	\$ 42,455,800.15	1,349
6) Total Agency FY Expenditures for Purchases and Contracts from Small and Minority Contractors. Combined TOTALS OF SBE AND MBE EXPENDITURES	\$ 410,273.34	32	\$ 4,777,596.72	141

7) Total Agency FY Expenditures for Purchases and Contracts from Minority Business Enterprises (MBE) only.				
PLEASE CATEGORIZE:				
A) American Indian (N)				
B) Asian (A)				
C) Black (B)				
D) Disabled Individual (D)	\$ -	0	\$ 40,120.00	5
E) Hispanic (H)	\$ 65,870.00	2	\$ 75,720.00	3
F) Iberian Peninsula (I)				
G) Disabled American Indian (DN)				
H) Disabled Asian American (DA)				
I) Disabled Black American (DB)				
J) Disabled Hispanic American (DH)				
K) Disabled Iberian Peninsula American (DI)				
L) Woman (W)	\$ 54,086.20	8	\$ 405,470.91	36
M) Woman American Indian (NW)				
N) Woman Asian (AW)				
O) Woman Black (BW)				
P) Woman Disabled (DW)				
Q) Woman Hispanic (HW)	\$ -	0	\$ 1,170,379.62	3
R) Woman Iberian Peninsula (IW)	\$ 7,127.70	1	\$ 17,127.70	2
S) Disabled American Indian Woman (DNW)				
T) Disabled Asian American Woman (DAW)				
U) Disabled Black American Woman (DBW)				
V) Disabled Hispanic American Woman (DHW)				
W) Disabled Iberian Peninsula American Woman (DIW)				
DisBE TOTAL (Lines D, G, H, I, J, K, P, S,T,U, V, & W)	\$ -	0	\$ 40,120.00	5
WBE TOTAL [Lines L - W]	\$ 61,213.90	9	\$ 1,592,978.23	41
MBE TOTAL {Lines A - W}	\$ 127,083.90	11	\$ 1,708,818.23	49

SMALL/ MINORITY BUSINESS ENTERPRISE QUARTERLY REPORT

Fiscal Year Quarter 4 Fiscal Year Period: _____

ENTER THIS QTR-

Agency Name: Southern Connecticut State University Agency Number: 7804
 Prepared by: Timothy J Krauss, Business Analyst E-mail: krausst1@southernct.edu
 Tel. #: 203-392-5715 Address: _____

1) TOTAL FUNDS AVAILABLE (ALL SOURCES) FROM YOUR ADOPTED BUDGET Page 1 (Summary Page) From The Annual Goals Calculations Report	\$ 277,036,585.00
2) Amount Available for Small/Minority Business Program after DAS APPROVED DEDUCTIONS/EXEMPTIONS	\$ 740,305.00
3) 25% of line # 2 Total - Set Aside - Small/Minority Business Enterprises (Combined)	\$ 185,076.25
4) 25% of line # 3 Total- Set Aside - Minority Business Enterprises only	\$ 46,269.06

	QUARTER	Number	YEAR TO DATE	Number
	TOTALS (\$)	Contracts	TOTALS (\$)	Contracts
5) Total Agency FY Expenditures for Purchases and Contracts	\$ 14,379,954.67	554	\$ 56,835,754.82	1,903
6) Total Agency FY Expenditures for Purchases and Contracts from Small and Minority Contractors. Combined TOTALS OF SBE AND MBE EXPENDITURES	\$ 3,635,851.50	39	\$ 8,413,448.22	180

7) Total Agency FY Expenditures for Purchases and Contracts from Minority Business Enterprises (MBE) only. PLEASE CATEGORIZE:				
A) American Indian (N)				
B) Asian (A)				
C) Black (B)				
D) Disabled Individual (D)	\$ -	0	\$ 40,120.00	5
E) Hispanic (H)	\$ 1,200.00	1	\$ 76,920.00	4
F) Iberian Peninsula (I)				
G) Disabled American Indian (DN)				
H) Disabled Asian American (DA)				
I) Disabled Black American (DB)				
J) Disabled Hispanic American (DH)				
K) Disabled Iberian Peninsula American (DI)				
L) Woman (W)	\$ 819,524.00	7	\$ 1,224,994.91	43
M) Woman American Indian (NW)				
N) Woman Asian (AW)				
O) Woman Black (BW)	\$ 2,251,158.00	1	\$ 2,251,158.00	1
P) Woman Disabled (DW)				
Q) Woman Hispanic (HW)	\$ 13,500.00	1	\$ 1,183,879.62	4
R) Woman Iberian Peninsula (IW)	\$ -	0	\$ 17,127.70	2
S) Disabled American Indian Woman (DNW)				
T) Disabled Asian American Woman (DAW)				
U) Disabled Black American Woman (DBW)				
V) Disabled Hispanic American Woman (DHW)				
W) Disabled Iberian Peninsula American Woman (DIW)				
DisBE TOTAL (Lines D, G, H, I, J, K, P, S, T, U, V, & W)	\$ -	0	\$ 40,120.00	5
WBE TOTAL (Lines L - W)	\$ 3,084,182.00	9	\$ 4,677,160.23	50
MBE TOTAL (Lines A - W)	\$ 3,085,382.00	10	\$ 4,794,200.23	59

South T State University
2023 SUMMARY SBE/MBE PURCHASES

	Q1	Q2	Q3	Q4	TOTALS	FY23 GOALS	% Goals Achieved YTD
Total Purch.	\$ 3,504,999.02	\$ 862,324.36	\$ 410,273.34	\$ 3,635,851.50	\$ 8,413,448.22		
Black	-	-	-	-	\$ -		
Disabled	30,000.00	10,120.00	-	-	\$ 40,120.00		
Hispanic	-	9,850.00	65,870.00	1,200.00	\$ 76,920.00		
Woman	273,300.11	78,084.60	54,086.20	819,524.00	\$ 1,224,994.91		
Woman Black	-	-	-	2,251,158.00	\$ 2,251,158.00		
Woman Hispanic	1,165,029.62	5,350.00	-	13,500.00	\$ 1,183,879.62		
Woman Iberian Peninsula	-	10,000.00	7,127.70	-	\$ 17,127.70		
Total SBE/MBE	\$ 3,504,999.02	\$ 862,324.36	\$ 410,273.34	\$ 3,635,851.50	\$ 8,413,448.22	\$ 185,076	4546%
Total MBE	\$ 1,468,329.73	\$ 113,404.60	\$ 127,083.90	\$ 3,085,382.00	\$ 4,794,200.23	\$ 46,269	10362%
Capital	\$ 622,382.80	\$ 72,724.74	\$ 319,149.51	\$ 2,583,810.86	\$ 3,598,067.91		
Black	-	-	-	-	\$ -		
Disabled	-	-	-	-	\$ -		
Hispanic	-	9,850.00	54,870.00	1,200.00	\$ 65,920.00		
Woman	72,873.77	6,571.68	33,849.20	32,742.00	\$ 145,036.65		
Woman Black	-	-	-	2,251,158.00	\$ 2,251,158.00		
Woman Hispanic	-	-	-	-	\$ -		
Woman Iberian Peninsula	-	-	-	-	\$ -		
Total SBE/MBE Capital	\$ 622,382.80	\$ 72,724.74	\$ 319,149.51	\$ 2,583,810.86	\$ 3,598,067.91		
Total MBE Capital	\$ 72,873.77	\$ 16,421.68	\$ 88,719.20	\$ 2,285,100.00	\$ 2,463,114.65		
NOTE: Capital purchases are included in "Total Purch" totals. CHRO requests a snapshot extract of capital improvements.							
Change from Prior Year*							
Total Purch.	\$ 1,586,444.69	\$ 471,842.88	\$ 112,583.03	\$ 2,743,718.72	\$ 4,914,589.32		140.5%
Black	-	-	-	-	\$ -		
Disabled	(116.00)	10,120.00	-	-	\$ 10,004.00		
Hispanic	(91,276.00)	9,850.00	(30,868.00)	1,200.00	\$ (111,094.00)		
Woman	(11,141.64)	(10,615.83)	(4,930.01)	733,940.83	\$ 707,253.35		
Woman Black	-	-	-	2,251,158.00	\$ 2,251,158.00		
Woman Hispanic	1,165,029.62	5,350.00	-	(300.00)	\$ 1,170,079.62		
Woman Iberian Peninsula	-	10,000.00	7,127.70	-	\$ 17,127.70		
Total SBE/MBE	\$ 1,586,444.69	\$ 471,842.88	\$ 112,583.03	\$ 2,743,718.72	\$ 4,914,589.32		140.5%
Total MBE	\$ 1,062,495.98	\$ 24,704.17	\$ (28,670.31)	\$ 2,985,998.83	\$ 4,044,528.67		539.5%
Capital	\$ 349,234.11	\$ (65,088.49)	\$ 188,142.54	\$ 1,937,018.63	\$ 2,409,306.79		
Black	-	-	-	-	\$ -		
Disabled	(10,116.00)	-	-	-	\$ (10,116.00)		
Hispanic	(22,300.00)	9,850.00	22,614.00	1,200.00	\$ 11,364.00		
Woman	(2,309.26)	6,571.68	(996.63)	20,457.57	\$ 23,723.36		
Woman Black	-	-	-	2,251,158.00	\$ 2,251,158.00		
Woman Hispanic	-	-	-	-	\$ -		
Woman Iberian Peninsula	-	-	-	-	\$ -		
Total SBE/MBE Capital	\$ 349,234.11	\$ (65,088.49)	\$ 188,142.54	\$ 1,937,018.63	\$ 2,409,306.79		
Total MBE Capital	\$ (34,725.26)	\$ 16,421.68	\$ 21,617.37	\$ 2,272,815.57	\$ 2,276,129.36		

* Prior year amounts not shown here

He did not use technology in his presentation and was not able to answer some of the questions from the students and faculty.

The candidate selected (White female) had teaching experience and the pedagogical framework focuses on meeting the needs of diverse student populations with high attention to equity and inclusion. She is a scholar, employing qualitative and quantitative methodologies as she focuses on the desistance of previously incarcerated women and on factors affecting carceral outcomes within the criminal justice system. She is a productive scholar with 11 peer-reviewed publications since 2010, two book chapters, authored book, and a book under contract with University of California Press. She authored a book, *Mothering and Desistance in Re-Entry*, draws upon interviews from nearly 100 formerly incarcerated women to understand the role of motherhood in women's efforts to desist from crime. Her work is in the center of public debate regarding criminal justice reform. During her teaching presentation, she engaged students in timely conversations about controversial issues, embraced diversity, equity, and inclusion in the classroom, lead cutting-edge conversations about social and economic positionality, emphasizing overlaps between race, gender, sexualities, and abilities.

Assistant Professor -Health and Movement Sciences

1WF

Qualifications: Earned academic terminal degree in Athletic Training, Health Science, or related field. ABD candidates are encouraged to apply and will be considered with completion of degree required by end of the first year of appointment. BOC Certification as an athletic trainer in good standing; NATA membership; and an NPI number. Connecticut licensure as an Athletic Trainer or eligible. Must possess current Connecticut state license upon the start of the position. Teaching experience that aligns with the current graduate Athletic Training and undergraduate Health Science curriculums. Demonstrated effective oral and written communication skills. Ability to engage in meaningful scholarship/creative activity and secure external grant funding leading to presentations at professional meetings and publications in peer-reviewed journals in the disciplines.

Preferred Qualifications: Preference will be given to candidates who demonstrate evidence of: Post-secondary teaching effectiveness in the areas of athletic training and the health sciences; contemporary expertise in the areas of urgent and emergent care and primary care; scholarly competence through peer-reviewed publications, presentations, and/or obtaining external grants; clinical experience as an athletic trainer providing direct patient care; ability to work with colleagues and campus and community partners; ability to collaborate as part of an interprofessional team; student-centered, caring practices for students; commitment to diversity; effective student academic advisement; ability to integrate technology within the classroom and across the curriculum; experience working in a variety of health care settings; record of professional service in professional organizations; experience as a preceptor in a CAATE accredited Athletic Training program; Working knowledge of CAATE accredited practices and policies; involvement with enhancing learning opportunities and assessing competence through simulation; additional certifications or credentials in addition to BOC certification.

Applicants: 7

One (1) White male, five (5) White females and one (1) Black female.

Applicants Rejected: 3

One (1) White male, one (1) White female and one (1) Black female.

One (1) White male did not have the required earned academic terminal degree in Athletic Training, Health Science, or related field.

Interviewed: 4
Four (4) White females

The candidate selected (White female) had done an effective teaching presentation and used name tags, clear objectives, introductions, different activities to maintain engagement, and student/faculty feedback forms. She also incorporated technology in her curriculum. She demonstrated her ability to use student-centered, caring practices and fluency in cultural competency in her ability to respond to different student viewpoints throughout her presentation. She has experience as a preceptor in a CAATE accredited AT program. She also held leadership and administrative academic roles.

Assistant Professor – Recreation, Tourism and Sports Management

1WF

Qualifications: Teaching experience that aligns with the current Tourism, Hospitality, and Event Management curriculum; Demonstrated effective oral and written communication skills; Ability to engage in meaningful scholarship/creative activity, leading to presentations at professional meetings and publications in peer-reviewed journals in the disciplines.

Preferred Qualifications: Equivalent of two or more years of experience teaching college-level courses; Demonstrated commitment to teaching and mentoring a diverse group of undergraduate students; Demonstrated effectiveness with teaching in a variety of formats (on-ground, hybrid, online); Demonstrated record of scholarship/creative activity; Professional work experience in hospitality or tourism management; Experience in academic program development/coordination.

Applicants: 24

Five (5) White males, three (3) White females, **one (1) Black male**, **one (1) Hispanic male**, one (1) Hispanic female, six (6) AAIANHNPI males, four (4) AAIANHNPI females, one (1) Two or more races' male and two (2) Two or more races' females.

Applicants Rejected: 22

Five (5) White males, one (1) White female, **one (1) Black male**, **one (1) Hispanic male**, one (1) Hispanic female, six (6) AAIANHNPI males, four (4) AAIANHNPI females, one (1) Two or more races' male and two (2) Two or more races' females.

Three (3) White males, and one (1) Black male did not submit the complete application paperwork and did not include the required references.

Two (2) White males and one (1) Hispanic male did not meet the preferred requirements of demonstrated record of scholarship and creative activity, professional work experience in hospitality or tourism management and experience in academic program development.

Interviewed: 2
Two (2) White females

The selected candidate (White female) had a dynamic presentation for the Research into Practice element demonstrated her creative design that incorporated international based project that had direct applicability in a classroom. She indicated her motivation to continue to improve her teaching skills in order to be an effective instructor and department colleague. Her professional work experience in the hospitality industry matches with the specific needs of the department program to expand upon that aspect of the Tourism, Hospitality, & Event Management major.

Assistant Professor- Health Care Studies/Health Systems and Innovations

1WF

Qualifications: Research- or practice- based doctoral degree in a health-related field (Ph.D., DNP, EdD or other comparable degree). ABD candidates will be considered, with completion required by the end of the first year of appointment. Advanced professional and/or academic experience in healthcare/clinical research or healthcare administration. Teaching experience that aligns with the healthcare studies curriculum. Evidence of ability to engage in meaningful scholarship/creative activity and secure external grant funding leading to presentations at professional meetings and publications in peer-reviewed journals in the disciplines. Evidence of ability to work in an interdisciplinary setting, and to collaborate across departments and disciplines. Strong interest in mentoring and advising students pursuing healthcare careers. Demonstrated ability to communicate with, work, and interact successfully with students, colleagues, and community. Demonstrated effective oral and written communication skills.

Preferred Qualifications: Preference will be given to candidates who demonstrate: Evidence of strong foundations in two or more of the following areas: clinical health research; health informatics and data management; healthcare administration; healthcare billing policy; medical documentation and coding; evidence of college/university teaching effectiveness, including online instruction, at the undergraduate level in content areas covered by the healthcare studies curriculum; evidence of scholarly competence through external grants, research, peer-reviewed publications and/or presentations in the areas of healthcare research or healthcare administration, and a well-articulated plan for future scholarship activities; evidence of effective student academic advisement; evidence of student-centered, caring practices for students; evidence of a commitment to diversity; ability to utilize technology in the classroom.

Applicants: 12

Two (2) White males, four (4) White females, four (4) AAIANHNPI males and two (2) AAIANHNPI females.

Applicants Rejected: 5

Two (2) White males and three (3) AAIANHNPI males.

Two (2) White males did not submit a complete application package and did not submit the required research, teaching or diversity statement.

Interviewed: 7

Four (4) White females, one (1) AAIANHNPI male and two (2) AAIANHNPI females.

The candidate selected (White female) had met all the minimum and preferred qualifications in the field of Health Care Studies. She had engaged in scholarly activities and has several publications and has written and applied for grants related to health systems and innovations. She had experience teaching, mentoring, and advising students pursuing healthcare careers. She also had been through the accreditation process.

Assistant Professor-Music Therapy-

1 WF

Qualifications: MT-BC credential and earned master's degree in music therapy; Demonstrated potential as a high-quality instructor at the college level; Demonstrated potential for creative activity (scholarship, performance, or composition) and professional activity in music therapy; Three years of full-time clinical experience in music therapy or its equivalent in part-time work.

Preferred Qualifications: Earned doctorate or ABD status in music therapy; Experience as an instructor in music therapy at the college level; Experience as an internship director or in coordinating clinical experiences; A record of creative activity (scholarship, performance, or composition) and professional activity in music therapy.

Applicants: 9

Two (2) White males, four (4) White females, **one (1) Black male**, one (1) Hispanic female, and one (1) AAIANHNPI female.

Applicants Rejected: 2

One (1) White female and one (1) AAIANHNPI female.

Interviewed: 7

Two (2) White males, three (3) White females, **one (1) Black male** and one (1) Hispanic female.

One (1) White male did not prepare for his interview or presentation. He was not able to answer any interview questions by supporting it with some examples or details of knowledge of or direct experience teaching and mentoring students. He was not able to answer student and staff questions during his presentation either.

One (1) White male had clinical experience but did not have experience teaching students. He did have experience supervising staff as an administrator in a clinical setting and did not have any direct experience in an academic setting. This position would need the leadership experience but required the teaching to be able to develop new academic programs in Music Therapy.

One (1) Black male did not have experience as an instructor in music therapy at the college level. He did have some track record of creative activity, but it was primarily composition. While he delivered a presentation of introductory-level material he did have difficulty answering the student and faculty questions. He does not have experience with teaching and administrating a program comparable in scope to a college academic program like an upper-level and/or research-based coursework.

The candidate selected (White female) had experience as an instructor in Music Therapy at the college level and taught undergraduate and graduate coursework. She has experience coordinating clinical experiences and has knowledge of potential clinical sites within the State and she has a broad network to secure practicum and internship placements for students as well as job placements upon graduation. She has a track record of creative activity including research, publication, and national and international presentations.

Assistant Professor – Management & International Business

1 AAIANHNPI M

Qualifications: A research doctorate in management or related field is required, preferably from an AACSB accredited institution. ABD applicants will be considered. Earned doctorate must be completed within two years of appointment. Alternatively, applicants with an appropriate terminal degree and substantial, recent senior-level practitioner experience will be considered.

Candidates must establish their ability to be qualified under our AACSB standards. All candidates must be able to teach effectively at the university level to a diverse group of undergraduate and/or MBA students. Candidates must demonstrate an ability to engage in meaningful scholarship. Candidates must have excellent oral and written communication skills.

Preferred Qualifications

Preference will be given to candidates with: Qualifications, experience, and deep expertise in teaching the subject matter of one or more of our existing MGT or MBA courses in areas of: Business Policy/Strategy, International/Global Business, Business & Society, Organization Theory, and Sustainability. Experience teaching classes in hybrid and online formats. Evidence of creative teaching innovation. An ability to publish high-impact research. An active research agenda. Industry or consulting experience. A research agenda and teaching experience that complements departmental needs.

Applicants: 21

Three (3) White males, three (3) White females, **one (1) Black male**, one (1) Black female, **one (1) Hispanic male**, eight (8) AAIANHNPI males, and four (4) AAIANHNPI females.

Applicants Rejected: 15

Two (2) White males, three (3) White females, **one (1) Hispanic male**, five (5) AAIANHNPI males and four (4) AAIANHNPI females.

One (1) White male and **one (1) Hispanic male** did not submit a complete application package and did not submit any of the required references.

One (1) White male did not have the required research doctorate in management or related field is required, preferably from an AACSB accredited institution.

Interviewed: 6

One (1) White male, **one (1) Black male**, one (1) Black female and three (3) AAIANHNPI males.

One (1) White male withdrew from consideration after the interview process because he was offered a faculty position at another University.

One (1) Black male was offered the position and declined.

The selected candidate (AAIANHNPI male) has experience teaching and conducting research in the areas of strategy, business ethics, and corporate social responsibility. He has two (2) recent peer-reviewed publications and a pipeline of working papers and one he was the author. He had experience teaching 37 sections of the courses used in the strategy and society courses taught in the department. He highlighted his research on important topics in strategy, knowledge of management including organizational secrets, ethical decision-making, and sustainability. His presentation was organized with a clear set up of hypotheses and topics related to his experience in business and sustainability.

Assistant Professor – Critical Race Theory

1 AAIANHNPI F

Qualifications: The candidate must have completed a Ph.D. in Sociology or closely related discipline by the time of appointment. The candidate must show evidence of ability to teach university level core courses in sociology (e.g. research methods, statistics, sociological theory, and/or senior capstone), race, and social justice. The candidate must demonstrate a strong potential for scholarly activity.

Preferred Qualifications: Preference may be given to candidates who have experience teaching a range of courses in critical race studies and intersectional justice, who can contribute to our core curriculum, and who have an established record of scholarship.

Applicants: 49

Twelve (12) White males, fourteen (14) White females, **two (2) Black males**, three (3) Black females, **three (3) Hispanic males**, one (1) Hispanic female, four (4) AAIANHNPI males, six (6) AAIANHNPI females, two (2) Two or more races' males and two (2) Two or more races' females.

Applicants Rejected: 45

Twelve (12) White males, thirteen (13) White females, **two (2) Black males**, two (2) Black females, **three (3) Hispanic males**, one (1) Hispanic female, four (4) AAIANHNPI males, four (4) AAIANHNPI females, two (2) Two or more races' males and two (2) Two or more races' females.

Four (4) White males, one (1) Black male and one (1) Hispanic male did not have a Ph.D. in Sociology or closely related discipline by the time of appointment.

Five (5) White males, and one (1) Hispanic male did not submit the required evidence of their work experience demonstrating their ability to teach university level core courses in sociology (e.g. research methods, statistics, sociological theory, and/or senior capstone), race, and social justice. They also omitted their scholarly activity or potential for it.

Three (3) White males, one (1) Black male, and one (1) Hispanic male did not submit the complete application paperwork and omitted the required cover letter and references.

Interviewed: 4

One (1) White female, one (1) Black female and two (2) AAIANHNPI females.

The selected candidate (AAIANHNPI female) had teaching experience and uses different types of technology in the classroom to help students learn and apply new concepts and active learning applied to real life. She added that when talking about her teaching style she thinks the most important thing for her students to learn that life is intersectional and that we cannot separate Critical Race Theory from anything we do. She created several ways to help students related to core courses and see them as important to their foundations as sociology students and potential researchers. She currently has one peer reviewed publication, seven additional publications including op-eds, newspaper articles and encyclopedia entries, and five manuscripts in preparation for submission to academic journals. She also was a mentor for first-generation students to help them navigate by creating an Orientation 101 course for all majors.

Coaches

Hiring goals: 1BF, 1 AAIANHNPI M

Hires: 5 (3WM, 2WF)

Assistant Athletic Trainer

1WM and 2WF

Qualifications: BOC certified and two (2) years of appropriate professional level experience. Must hold a current Athletic Training license in the State of Connecticut. Commitment in following the letter and spirit of NCAA, Conference and University rules and regulations. Ability to effectively work with a diverse population of student athletes and coaches in a cultural climate that celebrates diversity.

Preferred Qualifications: A master's degree preferred.

Applicants: 6

Two (2) White males, three (3) White females, and one (1) Two or more races' female.

Applicants Rejected: 2

One (1) White male and one (1) White female

Interviewed: 4

One (1) White male, two (2) White females and one (1) Two or more races' female.

One (1) White male and two (2) White females selected held current Athletic Training licenses in Connecticut. They both had experience with student athletes and worked with NCAA rules and regulations.

Head Athletic Trainer

1 WM

Qualifications: An earned Master's degree required, NATABOC certified and five (5) years of appropriate professional level experience. Must hold a current Athletic Training license in the State of Connecticut (or eligible to receive). Commitment in following the letter and spirit of NCAA, Conference and University rules and regulations. Ideal candidate must demonstrate strong communication and written skills in order to work closely with a diverse population of student-athletes, coaches, strength and conditioning personnel as well as Campus Health Services. Southern CT State University celebrates a cultural climate of diversity and inclusion.

Applicants: 8

Four (4) White males, three (3) White females and one (1) Hispanic male.

Applicants Rejected: 5

Three (3) White males, one (1) White female and one (1) Hispanic male

Interviewed: 3

One (1) White male and two (2) White females

The candidate selected (White male) had worked as an Athletic Trainer at Assumption University. He primarily worked with football, women's basketball, and softball students. Then he was an Assistant Athletic Trainer, he was responsible for athletic training for women's field hockey, volleyball and men's ice hockey and lacrosse. The athletic department consisted of nearly 700 students across 24 intercollegiate sports. He also handled the inventory of equipment and ordered medical supplies and followed NCAA and University rules and regulations.

Head Men's Soccer Coach

1 WM

Qualifications: Bachelors degree and five (5) years of professional level experience. Commitment in following the letter and spirit of NCAA, Conference and University rules and regulations. Ability to effectively work with a diverse population of student athletes and coaches in a cultural climate that celebrates diversity. These qualifications may be waived for individuals with appropriate alternate experience.

Preferred Qualifications: Master's degree

Applicants: 69

Forty-four (44) White males, three (3) White females, seven (7) Black males, eight (8) Hispanic males, **three (3) AAIANHNPI males**, one (1) Two or more races' male and three (3) Unknown males.

Applicants Rejected: 60

Thirty-eight (38) White males, three (3) White females, six (6) Black males, seven (7) Hispanic males, **three (3) AAIANHNPI males**, and three (3) Unknown males.

One (1) AAIANHNPI male did not have the required bachelor's degree.

Two (2) AAIANHNPI male did not have the required five (5) years of professional level experience.

Interviewed: 9

Six (6) White males, one (1) Black male, one (1) Hispanic male, and one (1) Two or more races' male.

The candidate selected (White male) had experience with fundraising, integrating the alumni, good networking skills in an academic environment. He provided examples of his understanding of on and off field development and head coaching and mentoring experience. He was knowledgeable of NCAA rules and regulations.

Professional Non-Faculty.

Hiring goals: 9WM, 5HM, 2HF, 6 AAIANHNPI M, 3 AAIANHNPI F, 1 TWO OR MORE RACES F

Hires: 37 (4WM, 19WF, 2BM, 4BF, 2HM, 3HF, 1 AAIANHNPI M, 1 AAIANHNPI F, 1 TWO OR MORE RACES M)

Assistant Director of Transfer Student Services

1 WM, 1 BF

Qualifications: Bachelor's degree required. Minimum of three years of experience in higher education or related field required. Demonstrated ability to work effectively with diverse student populations and University personnel is required. Previous experience supporting student success, responding to student concerns, and providing academic advising. Demonstrated ability to grasp curricular concepts and communicate information about academic programs.

Preferred Qualifications: Master's preferred. Familiarity with relevant technologies is preferred. Basic knowledge of the Connecticut Community College curriculum.

Applicants: 23

Five (5) White males, five (5) White females, four (4) Black males, six (6) Black females, **one (1) Hispanic male, and two (2) Hispanic females.**

Applicants Rejected: 13

Four (4) White males, three (3) White females, one (1) Black male, three (3) Black females, **one (1) Hispanic male and one (1) Hispanic female.**

One (1) White male and one (1) Hispanic female applied after the deadline date.

Three (3) White males and one (1) Hispanic male did not have the required three (3) years of experience in higher education.

Interviewed: 10

One (1) White male, Two (2) White females, three (3) Black males, three (3) Black females, and **one (1) Hispanic female.**

One (1) Hispanic female withdrew from consideration after the interview because she accepted another position.

The candidate selected (**White male**) achieved a hiring goal. He had knowledge of system-wide initiatives, policies and knowledge of community college curriculum and transfer student support services. He had good technology skills and virtual event management experience. He has academic advising experience and works with social justice programs.

The candidate selected (Black female) had good communication skills and worked with students at another university. She had knowledge of the community college curriculum and had academic advising experience. She had event planning experience and knowledge of transfer student support services and is an advocate for social justice initiatives in her present position.

Digital Production Facility Coordinator

1 WM

Qualifications: Bachelor's degree in Communication or a closely related discipline. Three or more years of professional experience in one or more of the following areas: studio production/engineering; field production; remote production; post-production; and/or graphic design and animation.

Significant proficiently in verbal, written, and electronic communication. Positive attitude and the proven ability to collaborate with others.

Preferred Qualifications: A MS, MA, or MFA in Communication or a closely related discipline (required for adjunct teaching). An ideal candidate will have a proven record of college-level instruction and more than three years of professional experience in one or more of the following areas: studio production/engineering; field production; remote production; post-production; and/or graphic design and animation.

In addition, experience with NewTek Tricaster, Canon/Sony camera systems, Mac OS, Adobe Creative Cloud, Final Cut Pro X, Davinci Resolve, and Avid Pro Tools software is preferred.

Applicants: 9

Five (5) White males, one (1) Black male, **one (1) Hispanic male** and **two (2) Two or more races' females**.

Applicants Rejected: 5

One (1) White male, one (1) Black male, **one (1) Hispanic male**, and **two (2) Two or more races' females**.

Interviewed: 4

Four (4) White males

The candidate selected (**White male**) achieved a hiring goal. He had previous experience in a similar position at another university. He also had related teaching experience and worked closely with staff, students and the community. He had experience with related camera systems and a variety of software like Final Cut ProX, Mac OS, Davind Resolve Adobe Creative Cloud, and Avid Pro Tools.

Assistant Director of Facilities Planning/Arch Svc

1 WM

Qualifications: Bachelor's degree in architecture or related field. At least 15 years' experience with facilities design, renovations, planning and construction management. Knowledge and ability to utilize AutoCAD and Revit. Ability to work and communicate effectively with diverse academic and administrative units. Credentials and/or experience substantially comparable to the above may also be considered.

Preferred Qualifications: Licensed Architect preferred.

Applicants: 6

Three (3) White males, two (2) White females and **one (1) Hispanic male**.

Applicants Rejected: 2

One (1) White female and **one (1) Hispanic male**

Interviewed: 4

Three (3) White males and one (1) White female

The candidate selected (**White male**) achieved a hiring goal. He is a registered and licensed Architect also a registered Interior Designer in the State of Connecticut. He also has experience working at a Facilities environment at Yale New Haven Hospital and for private corporate clients as a practicing architect in private architectural firms.

Programmer Specialist

1 WM

Qualifications: Bachelor's degree in Computer Science, Mathematics or a related area, and four or more years of professional experience in applications programming with demonstrated knowledge of Java, JavaScript, Groovy, Grails application framework and XML. Working knowledge of Oracle development tools including Oracle APEX and PL/ SQL (with the ability to construct complex SQL statements). Familiarity with Ellucian Banner SIS data. Ability to meet requirements of skill set. These qualifications may be waived for individuals with appropriate alternate experience.

Preferred Qualifications: Master's degree preferred

Applicants: 7

Four (4) White males, one (1) Black male and **two (2) Hispanic males**.

Applicants Rejected: 3

Two (2) White males and one (1) Black male

Interviewed: 3

Two (2) White males and **one (1) Hispanic male**

One (1) Hispanic male was contacted several times to schedule an interview and he did not respond.

One (1) Hispanic male withdrew after the interview process because he accepted another position.

The candidate selected (**White male**) achieved a hiring goal. He had experience with testing and supporting web applications. He had applications programming skills and knowledge of systems design. He worked with a variety of computer applications including Java, SQL, Groovy, Oracle tools

and Ellucian Banner. He had good communication and organizational skills and worked with all levels of administration.

Access Services Specialist

1 HM

Qualifications: A Masters' degree in education or related field (i.e., school/educational psychology, learning disabilities, counseling, or special education) and three years of experience working with students with disabilities in an educational setting are required. Also required are: demonstrated expertise interpreting diagnostic assessments and in understanding the implications of behaviors elicited by learning differences and/or attentional and psychological disabilities; ability to make data-informed decisions; and, demonstrated commitment to creating a just and inclusive community, intercultural competency and enthusiasm for working at an institution committed to social justice.

Preferred Qualifications: Success developing and maintaining collaborative relationships; strong communication skills for effective oral and written communication with students, faculty and parents; excellent organizational, interpersonal, and problem solving skills; demonstrated ability to use computers/software; and a proven ability to work independently as well as with a team.

Applicants: 5

One (1) White male, two (2) White females, **one (1) Hispanic male** and **one (1) Hispanic female**.

Applicants Rejected: 0

Interviewed: 5

One (1) White male, two (2) White females, **one (1) Hispanic male** and **one (1) Hispanic female**.

The candidate selected (**Hispanic male**) achieved a hiring goal. He had worked with disabled students and had a way of connecting with students with learning differences and students with psychological disabilities. He had provided several examples of his experience solving problems for his department and dealing with different situations to help create an inclusive environment. He also had worked with computer software systems that assisted in tracking his meetings and writing reports.

Director of Residence Life

1 HM

Qualifications: Master's degree in student affairs, higher education, business administration, or closely related field, and a minimum seven years of progressively responsible professional experience in a university residential life/housing program required. The Director must be student-centered, self-initiated, innovative, and results driven. The Director must have strong leadership and organizational skills with the ability to solve problems, think critically, explain decision rationale, manage multiple tasks, and be an effective communicator, both orally and in writing with students, faculty, staff, parents, and other stakeholders. The Director must demonstrate success working collaboratively across a college campus, building a strong team, supervising professional and students, staff, and leading in crisis response. The Director must demonstrate cultural awareness and competency and an ability to contribute to a campus committed to diversity, inclusion, and social justice.

The Director should have working knowledge of best practices in on-campus housing, experience developing living/learning residential communities, and/or experience developing co-curricular programs, grounded in student development theory, to promote student success, satisfaction, and retention. The Director should demonstrate experience in managing and operating a large administrative unit; experience in planning and managing a large, comprehensive budget;

knowledge of standard business practices pertaining to student housing; experience formulating, communicating, and enforcing policy; and knowledge of relevant federal and state regulations, practices, and procedures. The Director should have a working knowledge of Microsoft Office programs with proficiency in Word and Excel.

Applicants: 13

Six (6) White males, three (3) Black males, **three (3) Hispanic males** and **one (1) AAIANHNPI male**.

Applicants Rejected: 6

Five (5) White males and **one (1) AAIANHNPI male**.

Interviewed: 7

One (1) White male, three (3) Black males and **three (3) Hispanic males**.

The candidate selected (**Hispanic male**) achieved a hiring goal. He had defined experience in Living Learning Communities and residential life experience. He had worked in collaboration with various departments in his current and previous institutions. He explained how he is an advocate for diversity, equity and inclusion and has worked with diverse populations. He had good communication skills and leadership experience. He also handled all the financial responsibilities of the residential life department.

Assistant Director of Academic Advising

1 HF

Qualifications: Master's degree in student affairs, student development, counseling, education, or related field and a minimum of three years of full time experience providing educational and/or personal support to college students; working knowledge of student development theory and best practices in academic advising; direct experience working successfully with diverse populations; demonstrating multicultural awareness and a clear passion for working at a university with a mission of social justice; strong ability to communicate orally and in writing; ability to be creative and develop innovative academic support programming; experience using technological tools to support student success or willingness to learn; Demonstrated effectiveness at independently managing projects and working collaboratively as a member of a team; and strong interpersonal skills and capacity for building partnerships across campus.

Preferred Qualifications: Prior experience in an academic advising role or work that includes knowing curricular requirements, having significant faculty interaction, and/or supporting students who have been academically unsuccessful; knowledge of academic disciplines in the neighborhood departments (e.g., STEM, business arts and humanities, etc.); ability to multitask in a fast-paced, dynamic environment; ability to generate reports and use data to inform decision making and engage in evidence-based practice; and supervision of student employees.

These qualifications may be waived for individuals with an equivalent combination of education, training and experience.

Applicants: 40

Ten (10) White males, nine (9) White females, four (4) Black males, six (6) Black females, **five (5) Hispanic males**, and **six (6) Hispanic females**.

Applicants Rejected: 33

Nine (9) White males, eight (8) White females, four (4) Black males, five (5) Black females, **three (3) Hispanic males** and **four (4) Hispanic females**.

Interviewed: 7

One (1) White male, one (1) White female, one (1) Black female, **two (2) Hispanic males**, and **two (2) Hispanic females**.

The candidate selected (**Hispanic female**) achieved a hiring goal. She had worked as an Advising and Student Support Specialist at another University. Her main role was advising, mentoring, and advocating for students working toward completion of their degrees. She worked directly with students with academic, social, and cultural support. She also supervised students and interns.

Assistant Director of University Access Programs

1 HF

Qualifications: Master's degree in counseling, education, student development, or related field and a minimum of three years of experience coordinating academic support programs and/or teaching underserved students (e.g. first-generation, academically underprepared, lower -income, etc.) Ability to interact with a diverse student population and campus community; experience advising and supervising students; and having a working knowledge of recruitment and financial aid policies and practices are essential. This position requires keen organizational skills with an ability to manage multiple tasks, effective communication skills, both orally and in writing, and effective engagement of multiple stakeholder groups.

Preferred Qualifications: Experience coordinating residential summer transition or orientation programs, and program assessment experience preferred.

Applicants: 26

Four (4) White males, ten (10) White females, three (3) Black males, three (3) Black females, **two (2) Hispanic females**, **one (1) AAIANHNPI female** and **three (3) Two or more races' females**.

Applicants Rejected: 20

Three (3) White males, nine (9) White females, one (1) Black male, three (3) Black females, **one (1) AAIANHNPI female** and **three (3) Two or more races' females**.

Interviewed: 6

One (1) White male, one (1) White female, two (2) Black males, and **two (2) Hispanic females**.

The candidate selected (**Hispanic female**) achieved a hiring goal. She had worked directly with first-generation, low-income, and marginalized student populations in her present position at another University. She worked with social justice and anti-racism programs, and she had working knowledge of advising and advocating pedagogies. She worked with faculty, administrative staff, students and the community.

The hiring goals for Hispanic female have been achieved.

Major Gifts Officer

1 AAIANHNPI M

Qualifications: Bachelor's degree in appropriate field. Five years of development experience with at least three years of major gifts fundraising experience. financial systems and advanced accounting functions. Excellent computer and mathematical abilities. Thorough understanding of all approaches and techniques used in the development process, including prospect identification and research, relationship building, solicitation and stewardship. Proven track record of closing major gifts.

Excellent verbal and written communication skills and technologically proficient. These qualifications may be waived for individuals with appropriate alternate experience.

Applicants: 5

Three (3) White males, one (1) White female and **one (1) AAIANHNPI male**.

Applicants Rejected: 2

Two (2) White males

Interviewed: 3

One (1) White male, one (1) White female and **one (1) AAIANHNPI male**.

The candidate selected (**AAIANHNPI male**) achieved a hiring goal. He had worked in all areas of fundraising and development. He had good organizational skills and attention to detail in all the examples of his related work experience he provided during the interview. He also worked and collaborated with a diverse culture in his present position. He had worked with financial and accounting software and had good computer skills.

Fiscal Assistant

1 AAIANHNPI F

Qualifications: Bachelor's degree in accounting or business-related field. Two years of work experience in accounting or business-related area. Demonstrated knowledge and ability in the use of personal computer equipment and standard office software including that supported by the University (Microsoft Office Suite). Credentials and/or experience substantially comparable to the above may also be considered.

Applicants: 11

One (1) White male, three (3) White females, two (2) Black females, **one (1) Hispanic male**, one (1) Hispanic female, **two (2) AAIANHNPI females** and **one (1) Two or more races' female**.

Applicants Rejected: 6

One (1) White male, one (1) White female, one (1) Black female, one (1) Hispanic female, **one (1) AAIANHNPI female** and **one (1) Two or more races' female**.

Interviewed: 5

Two (2) White females, one (1) Black female, **one (1) Hispanic male** and **one (1) AAIANHNPI female**.

The candidate selected (**AAIANHNPI female**) achieved a hiring goal. She had experience with financial compliance and worked with grants. She had experience with financial software and worked with Excel, Word and Outlook. She had good customer service experience and organizational skills.

Residence Hall Director

2 WF, 1BM, 1TM

Qualifications: A bachelor's degree is required; Additional requirements include demonstrated commitment and ability to create just, equitable, inclusive communities where students feel welcomed and supported; strong written and verbal communication, organization, and problem-solving skills; ability to work collaboratively with others; effective ability to motivate others and build teams; understanding of and commitment to a holistic approach to college student development.

Preferred Qualifications: A master's degree in Student Personnel, Student Affairs, or Higher Education is preferred. Preferred experiences, knowledge and/or skills: leadership; supervision; program development and delivery; conflict resolution, restorative justice and mediation. Those who are passionate about working with college students, intrinsically motivated and able to work in a highly dynamic environment are best suited for this position.

Applicants: 54

Ten (10) White males, eighteen (18) White females, six (6) Black males, eight (8) Black females, **four (4) Hispanic males**, one (1) Hispanic female, **two (2) AAIANHNPI males**, **one (1) AAIANHNPI female**, one (1) Two or more races' male, two (2) Unknown males and one (1) Unknown female.

Applicants Rejected: 40

Seven (7) White males, sixteen (16) White females, three (3) Black males, five (5) Black females, **four (4) Hispanic males**, **one (1) AAIANHNPI male**, **one (1) AAIANHNPI female**, two (2) Unknown males and one (1) Unknown female.

Three (3) White males and **two (2) Hispanic males** did not have the required bachelor's degree.

Three (3) White males, **two (2) Hispanic males** and **one (1) AAIANHNPI male** did not submit complete application packages and omitted the required references.

One (1) White male and **one (1) AAIANHNPI female** applied after the closing date.

Interviewed: 10

Two (2) White females, three (3) Black males, three (3) Black females, one (1) Hispanic female and one (1) Two or more races' male.

Three (3) White males and **one (1) AAIANHNPI male** were contacted to be scheduled for an interview and they failed to respond.

The candidate selected (White female) had higher education background experience and worked with first generation and student identity groups. She provided examples of her related work experience and discussed social justice, racism and equity issues that she dealt with. She also provided information about strategies for developing rapport with students. She also understood the role of the Diversity, Equity and Inclusion Office and Title IX.

The selected candidate (White female) had worked in residence life at another university and focused on learning about student work life issues and struggles some students dealt with. She had spoken about how she developed rapport with students and how she could assist them in support services referrals and assistance. She did also provide examples of working with trans and non-binary students.

The candidate selected (Black male) had experience advocating for student needs and residence life support. He gave examples of his experience connecting with students during staff sessions. He emphasized his advocacy for social justice and after George Floyd's death he spoke to the President of the university and discussed marginalized students and representation of diverse staff members. He also spoke about developing a robust and comprehensive program about financial resources and helping students.

The selected candidate (Two or more races' male) had worked with student support and advising. He was prepared for the interview and asked detailed questions and he provided good examples of his knowledge and skills in related areas. He also was bi-lingual and talked about how he used his translation skills to assist first-year students. He also worked with diverse students and students from the LGBTQ community.

College Health Nurse

1 WF

Qualifications: Possession of a current license to practice nursing as a Registered Nurse in the State of Connecticut. Evidence of completion of a Nurse Practitioner program from an accredited educational institution with a concentration in adult and/or family practice. Gynecological experience required. Certification by an appropriate national accrediting body; must maintain certification. Licensure (per Public Act 89-389) as APRN. Maintain certification in Basic Life Support for the professional rescuer. Two years previous professional nursing experience. College Health, Emergency Room or Acute Care Medicine experience preferred. Ability to interact effectively with others; interest in and ability to relate to college age students. Able to work autonomously as well as in collaboration with other members of the health care team within the University Health Service. Good communication skills – both written and verbal. Revised July 202

Applicants: 14

Seven (7) White females, five (5) Black females, and two (2) Unknown females.

Applicants Rejected: 5

One (1) White female, three (3) Black females and one (1) Unknown female.

Interviewed: 9

Six (6) White females, two (2) Black females and one (1) Unknown female.

The selected candidate (White female) had been serving in a Director of Student for seven (7) years and served as a Registered Nurse for nine (9) years at Quinnipiac University. She also was a Registered Nurse for thirteen years in a 24-hour emergency room at Yale and the Hospital of St Raphael. She worked directly with medical supplies and equipment. She also supervised staff and student workers.

Clinical Coordinator

1 WF

Qualifications: RN licensure, Baccalaureate degree in nursing. Minimum of two years clinical experience as an RN.

Preferred Qualifications: Masters degree in nursing.

Applicants: 2

Two (2) White females

Applicants Rejected: 0

Interviewed: 2

Two (2) White females

The candidate selected (White female) had clinical experience working at a local hospital and she also had supervised and trained staff. She worked in a lead nursing role and continues to keep up on learning new clinical skills and techniques.

Director, Inclusive & Restorative Justice Education

1 WF

Qualifications: A Master's Degree in human resources, social psychology, organizational development, adult learning education, social work, academic or student affairs, higher education or related field related to the development of college students, staff and faculty and 5 years' experience and knowledge of adult learning strategies, identity-based and critical race theory, cultural humility, bias awareness, change management and leadership, and inclusive communication strategies is required. Experience developing and delivering web-based training (via Zoom, webinar platforms, Canvas, Microsoft Teams) with interactive activities; curriculum development and assessment, and engagement with learning management systems. Experience providing training and program management to undergraduate and graduate students and working collaboratively with interdisciplinary units such as academic affairs. Excellent communication and interpersonal skills to include written, oral, and listening and presentation skills. Demonstrate ability to build strong working relationships with campus partners, and to meaningfully interact with diverse populations. Strong analytical, assessment and organizational skills. Solid attention to detail, ability to meet deadlines, effectively prioritize, self-manage, and tolerate ambiguity. Incumbents must possess proven ability to effectively work with a culturally, linguistically, and ethnically diverse faculty, staff, and student. They are expected to have excellent oral and written communication skills along with strong Information technology literacy skills such as Microsoft Office (Word, Excel, Outlook, Teams etc.). These qualifications may be waived for individuals with an equivalent combination of education, training and experience.

Applicants: 9

One (1) White male, three (3) White females, one (1) Black male, **one (1) Hispanic male**, two (2) Hispanic females, and **one (1) AAIANHNPI male**.

Applicants Rejected: 7

One (1) White male, two (2) White females, **one (1) Hispanic male**, two (2) Hispanic females and **one (1) AAIANHNPI male**.

One (1) White male and **one (1) AAIANHNPI male** did not submit a complete application package and did not submit the required cover letter and references.

One (1) Hispanic male did not have the required Master's Degree in human resources, social psychology, organizational development, adult learning education, social work, academic or student affairs, higher education or related field related to the development of college students, staff and faculty.

Interviewed: 2

One (1) White female and one (1) Black male.

The candidate selected (White female) had professional and academic experience as well as training and professional development experience. She was an employee of the New Haven Public School District for 12 years, and served as an English teacher, a Dean of Students, Leadership Team Member, and a member of the District Equity Team facilitating training and educational opportunities regarding ABAR (Anti-Bias, Anti-Racist) approaches and restorative practices in the classroom setting. She also was an Adjunct English Professor at Tunxis Community College and worked to integrate DEI initiatives within the department's curricular experience.

Assistant Director of Financial Aid

1 WF

Qualifications: Bachelor's degree and at least three years of experience in financial aid or higher education enrollment management or student services; Knowledge of or ability to learn federal Title IV needs analysis; Excellent communication and service skills; Ability to manage multiple tasks and priorities, working under pressure and time constraints; Cultural awareness and competency and an ability to contribute to a campus committed to diversity, inclusion and social justice; Experience learning and becoming proficient with a variety of computer applications.

Preferred Qualifications: Experience with the Ellucian Banner financial aid or similar student information system and financial aid administration software.

Applicants: 15

Four (4) White males, five (5) White females, three (3) Black males, **two (2) AAIANHNPI males**, and one (1) Two or more races' male.

Applicants Rejected: 11

Three (3) White males, three (3) White females, three (3) Black males, **one (1) AAIANHNPI male**, and one (1) Two or more races' male.

Three (3) White males and **one (1) AAIANHNPI male** did not have the required three years of financial aid experience.

Interviewed: 4

One (1) White male, two (2) White females and **one (1) AAIANHNPI male**.

One (1) White male, and **one (1) AAIANHNPI male** withdrew from consideration because they accepted other positions.

The candidate selected (White female) had fifteen years of financial aid experience. She had administered financial aid programs utilizing Banner and PowerFails systems. She had good customer service skills while working with students and parents to navigate through the confusing and complex nature of higher education financial aid programs.

Institutional Research Specialist

1 WF

Qualifications: Bachelor's degree is required, with 4 years of experience in institutional research or relevant areas; professional experience with Banner, data management, and analysis; knowledge of STATA or other similar statistical packages (SPSS, R, SAS), and knowledge of SQL or python.

Preferred Qualifications: Master's degree. Knowledge of advanced statistics; ability to write and interpret statistical package's command syntax; intermediate level of Excel, SQL, or python; ability to build reports, and interactive charts/graphs using tools such as Tableau (Power BI, or Google Analytics); Ability to work independently and collaborate with others; meet deadlines in a fast-paced office environment; excellent analytical skills and detail oriented; must be committed to data integrity, confidentiality and student success. These qualifications may be waived for individuals with appropriate alternate experience.

Applicants: 20

Four (4) White males, eight (8) White females, **two (2) Hispanic males**, **two (2) AAIANHNPI males** and **four (4) AAIANHNPI females**.

Applicants Rejected: 16

Three (3) White males, seven (7) White females, **two (2) Hispanic males**, **two (2) AAIANHNPI males** and **two (2) AAIANHNPI females**.

Three (3) White males, **one (1) Hispanic male**, **one (1) AAIANHNPI males** and **one (1) AAIANHNPI females** did not have the required 4 years of experience in institutional research or relevant areas; professional experience with Banner, data management, and analysis; knowledge of STATA or other similar statistical packages (SPSS, R, SAS), and knowledge of SQL or python.

One (1) Hispanic male, **one (1) AAIANHNPI male** and **one (1) AAIANHNPI female** did not submit a complete application paperwork and did not submit the required references.

Interviewed: 4

One (1) White male, one (1) White female and **two (2) AAIANHNPI females**.

One (1) White male could not explain his related skills with advanced statistical data and using SQL and Banner. A few of the interview questions asked were related to the type of level of skill he had using different technology and producing statistical reports and he was not able to provide details to demonstrate his knowledge of using the required software or programs.

One (1) AAIANHNPI female did not have knowledge of data tools and SQL or python. She could not provide any details or examples of her ability to use these statistical packages. She worked with another department that did the statistical reports, data and worked with the technology and computer systems.

One (1) AAIANHNPI female stated that she did not work with Banner independently and that all the reports or data that she used was generated by another department. Her answers regarding the data and systems were not related to technology used in higher education.

The candidate selected (White female) had experience in an institutional research environment and was familiar with Federal surveys, human resources data, student life, accreditation, and data ethics. She had worked with Banner computer system in another academic institution and has SQL skills and statistical skills.

Assistant Registrar – Degree Auditor

1 WF

Qualifications: Bachelor's degree required. At least three years of experience in a university setting demonstrating ability to maintain detailed records, interpret and apply rules and policies, and to relate effectively to students and staff required. Proficiency in the use of computer applications essential (e.g. Excel Access, Word). Excellent communication skills required. Persons with an equivalent combination of skills and experience may be considered.

Preferred Qualifications: Master's degree preferred.

Applicants: 20

Two (2) White males, eleven (11) White females, three (3) Black females, three (3) Hispanic females and **one (1) AAIANHNPI female**.

Applicants Rejected: 13

Two (2) White males, six (6) White females, two (2) Black females, two (2) Hispanic females and **one (1) AAIANHNPI female**.

Two (2) White males and one (1) AAIANHNPI female did not have the minimum of three years of experience in a university setting demonstrating ability to maintain detailed records, interpret and apply rules and policies, and to relate effectively to students and staff required.

Interviewed: 7

Five (5) White females, one (1) Black female and one (1) Hispanic female.

The candidate selected (White female) had experience with teaching and advising in the first-year experience program and was knowledgeable about general education requirements, honors curriculum, and early expectations for majors. She had experience working with Degree Works evaluations, Banner, and other technologies. She also had a Master's degree.

Coordinator of Victim Advocacy/Support Services

1 WF

Qualifications: Bachelor's degree required in counseling, social work, women's studies, public health or related field. At least four years of professional experience in program development and implementation and a demonstrated commitment to advocacy work and sexual violence prevention.

This position requires keen organizational skills with an ability to manage multiple tasks, effective communication skills, both orally and in writing; demonstrated commitment to creating a just and inclusive community, intercultural competency, and enthusiasm for working in an institution committed to social justice and anti-racism; experience working with diverse populations and at-risk individuals; demonstrated ability to manage multiple initiatives; programs, and responsibilities while ensuring excellence in the provision of direct services. These requirements may be waived for individuals with appropriate alternate experience.

Preferred Qualifications: Master's degree and/or certification as an advocate. Experience on a college or university campus, experience and training around cultural diversity, and a strong team orientation are strongly preferred.

Applicants: 28

One (1) White male, six (6) White females, eleven (11) Black females, seven (7) Hispanic females, **two (2) AAIANHNPI females and one (1) Two or more races' female**.

Applicants Rejected: 19

One (1) White male, one (1) White female, eight (8) Black females, six (6) Hispanic females, **two (2) AAIANHNPI females and one (1) Two or more races female**

One (1) White, two (2) AAIANHNPI females and one (1) Two or more races' female did not have the required four (4) years minimum experience program development and implementation and a demonstrated commitment to advocacy work and sexual violence prevention.

Interviewed: 9

Five (5) White females, three (3) Black females and one (1) Hispanic female.

The selected White female had direct experience working with Title IX and Sexual Harassment, Sexual Assault and Violence Prevention programs at all the colleges and universities in her System Office position. She worked directly with the Department of Justice handling the responsibilities of a Violence Against Women Act grant. She had direct experience training students, faculty and staff throughout the CSCU system. She had created partnerships with community agencies and set up many Memorandums of Understanding (MOU's) used throughout each college and university within the system. She articulated a collaborative approach and highlighted her team building skills throughout the interview process.

Associate Director for Academic Support

1 WF

Qualifications: A Master's degree in education or related field (i.e., counseling, teacher education, higher education, student development) and four years of experience working in academic/learning support are required.

Also required: the ability to be creative, develop innovative academic support programming, and independently manage projects; strong interpersonal skills; experience supervising students and/or staff; and, demonstrated commitment to creating a just and inclusive community, intercultural competency, and enthusiasm for working in an institution committed to social justice.

Preferred Qualifications: Knowledge in cognitive development and learning; experience working with faculty in a variety of departments across campus; experience with tutoring specific software and new technology within academic success centers; a proven ability to work independently, as well as with a team; and, experience in one or more of the following areas: tutoring, supplemental instruction, curriculum and instruction design, academic workshops, academic success coaching, and/or experience in a classroom, especially within remedial or developmental courses.

Applicants: 31

Six (6) White males, fifteen (15) White females, six (6) Black females, **one (1) Hispanic male**, **one (1) AAIANHNPI male**, one (1) Two or more races' male and **one (1) Two or more races' female**.

Applicants Rejected: 19

Four (4) White males, seven (7) White females, five (5) Black females, **one (1) Hispanic male**, **one (1) AAIANHNPI male**, and one (1) Two or more races' male.

Two (2) White males and **one (1) Hispanic male** did not have the required Master's degree in education or related field (i.e., counseling, teacher education, higher education, student development).

One (1) White male and **one (1) AAIANHNPI male** did not have the required four years of experience working in academic/learning support are required.

One (1) White male did not submit a complete application package and did not submit the required references.

Interviewed: 12

Two (2) White males, eight (8) White females, one (1) Black female and **one (1) Two or more races' female**.

One (1) White male was only able to provide yes and no answers to all of the interview questions and was not able to provide any examples of his related work experience. The search committee tried several ways to ask the questions but that did not gain any other information.

One (1) White male went on with a long-winded answer and was not able to state that he had the related experience or provide any examples. He did not have the required research knowledge or experience and he did not supervise staff or students.

One (1) Two or more races' female withdrew from consideration after the interview process because she accepted another position.

The candidate selected (White female) had cited specific data from her research and provided best practices that worked best for her projects. She created training and professional development related to her research and she spoke about how she enjoyed working with diverse students, faculty and staff in her present position and was able to provide some examples of collaboration and innovation with diverse student body. She also gave some examples of working with Career Services to help students professionalize transferrable skills and about her leadership and supervisory experience.

Assistant Director of Career and Professional Development

1 WF

Qualifications: Bachelor's degree and a minimum of four years of full-time, relevant, professional-level experience; working knowledge of best practices in external relations; direct experience working successfully with diverse populations, demonstrating multicultural competence, and a commitment to working at a university with a mission for social justice and anti-racism; very strong written and verbal communication skills; experience in event planning; demonstrated success in roles that required setting priorities and managing deadlines; and highly effective at working collaboratively with others.

Preferred Qualifications: Master's degree in business, education, psychology, communication, or related field and four years or working in external relations, alumni engagement, or career services. Strong working knowledge of career coaching techniques, career decision making, and career competencies; experience in large-scale event planning; ability to work in a complex, fast-paced, dynamic environment; knowledge of current trends in social media.

Applicants: 29

Seven (7) White males, thirteen (13) White females, one (1) Black male, one (1) Black female, **one (1) Hispanic male**, one (1) Hispanic female, **three (3) AAIANHNPI females** and two (2) Two or more races' males.

Applicants Rejected: 26

Seven (7) White males, twelve (12) White females, **one (1) Hispanic male**, one (1) Hispanic female, **three (3) AAIANHNPI females** and two (2) Two or more races' males.

Two (2) White males, one (1) Hispanic male and one (1) AAIANHNPI female did not submit complete application packages and did not submit the required three (3) references.

Three (3) White males and one (1) AAIANHNPI female did not have the required four (4) years of professional experience.

Two (2) White males and one (1) AAIANHNPI female applied after the deadline date.

Interviewed: 3

One (1) White female, one (1) Black male and one (1) Black female.

The candidate selected (White female) had experience in all areas of Career Services. She was able to explain a clear and concise approach to how she connects with students and to employers and the benefits to students and to the institution. She explained a thorough understanding of campus partnerships and how to effectively collaborate and build programs. She talked about recruitment language and internship requirements and how these could potentially be barriers for diverse hiring and how these barriers should be removed. She had experience with focus-based data and mentoring programs. She also had networking experience with affiliations with councils and associations.

Immigration Specialist

1 WF

Qualifications: Bachelor's degree required. Two years' experience interacting with international students and faculty in a university environment, good organizational skills, significant computer literacy and excellent organizational and communication skills required. Must be a Citizen or Permanent Resident of the United States.

Preferred Qualifications: Master's degree is preferred. Knowledge of SEVIS, J-Visa immigration issues, H visa immigration issues, and risk management in international study. International experience, competency in at least one foreign language and knowledge of at least one foreign culture preferred.

An equivalent combination of credential and/or experience may also be considered.

Applicants: 24

Two (2) White males, eight (8) White females, three (3) Black males, three (3) Black females, **one (1) Hispanic male**, two (2) Hispanic females, **two (2) AAIANHNPI males**, **two (2) AAIANHNPI females**, and one (1) Two or more races' male.

Applicants Rejected: 19

Two (2) White males, seven (7) White females, one (1) Black male, three (3) Black females, **one (1) Hispanic male**, two (2) Hispanic females, **two (2) AAIANHNPI males**, and **one (1) AAIANHNPI female**.

Two (2) White males, **one (1) Hispanic male**, and **one (1) AAIANHNPI male** did not send a complete application and did not send the required cover letter.

Two (2) AAIANHNPI males, and **one (1) AAIANHNPI female** did not have the required two years' experience interacting with international students and faculty in a university environment.

Interviewed: 4

One (1) White female, two (2) Black males, and one (1) Two or more races' male.

One (1) AAIANHNPI female was contacted several times to schedule an interview and she never returned the calls.

The candidate selected (White female) had worked in the US House of Representatives as a Senior Immigration Specialist and Outreach Coordinator for seven (7) years. She was responsible for over 200 immigration related cases that included knowledge of visas and travel casework, deportation and removal cases, student visas, US Citizens missing abroad casework, USCIS applications and petitions, CBP and US Department of State matters. She also had good computer technology skills and used different types of databases and software and she had a Master's degree in Criminal Justice.

Associate in Human Resources

1 WF

Qualifications: Bachelor's degree; Four years of human resource experience; Experience with high volume data entry; Strong technological background; Experience working in union environment with more than one bargaining unit. Incumbents must possess proven ability to effectively work with a culturally, linguistically, and ethnically diverse faculty, staff, and student. They are expected to have excellent oral and written communication skills along with strong information technology literacy skills such as Microsoft Office (Word, Excel, Outlook, Teams, etc.). Incumbents are required to have demonstrated advanced knowledge and abilities in the following:

Applicants: 8

Two (2) White males, five (5) White females and **one (1) Hispanic male**.

Applicants Rejected: 5

Two (2) White males, two (2) White females and **one (1) Hispanic male**.

Two (2) White males and one (1) Hispanic male did not have the required four years of human resource experience.

Interviewed: 3

Three (3) White females

The candidate selected (White female) worked with the Human Resources Service Center and was responsible for the candidate onboarding process. She completed post offer checks that included background checks, drug screening tests, reference checks and medical paperwork. She also set up employee personnel files and maintained compliance. She also coordinated and planned a variety of recruiting events such as job fairs, open houses, CNA graduations and conferences. She worked to compile and analyze various human resources metrics, reports, and requests. She worked with confidential correspondence and maintained confidential records and gave examples of her organizational skills.

Clinical Fieldwork Coordinator

1 WF

Qualifications: Master's degree or higher in Speech-Language Pathology. Minimum four years of experience in clinical practice as a speech-language pathologist which includes a minimum of one-year experience as a clinical supervisor. Certificate of Clinical Competence in Speech-Language Pathology from the American Speech-Language Hearing Association, Connecticut Health Department Licensure in Speech-Pathology) or eligibility). Knowledge of current best practice standards in screening, assessment, diagnosis, and treatment of communication disorders in children and adults. Knowledge of current best practices in clinical supervision. History of broad and positive interaction with community-based speech-language pathologists across a variety of practice settings. Excellent oral and written communication skills. Excellent organizational and team collaboration skills. Computer skills for administrative and clinical purposes. These qualifications may be waived for individuals with appropriate alternate experience.

Applicants: 1

One (1) White female

Interviewed: 1

One (1) White female

The candidate selected (White female) went full time from a part-time position in the Communication Disorders Department.

Transfer Student Assistant

1 WF

Qualifications: Bachelor's degree and two years of enrollment management work experience with transfer credit processing familiarity. Demonstrated ability to handle varied and confidential information, effectively organize and perform detailed work, and multitask while demonstrating exemplary customer service skills. Demonstrated ability to communicate and share information effectively with a variety of people and groups. Demonstrated experience using student information systems, document imaging systems and the Microsoft Office Suite. Credentials and/or experience substantially comparable to the above may also be considered.

Applicants: 20

Five (5) White males, four (4) White females, one (1) Black male, three (3) Black females, **one (1) Hispanic male**, three (3) Hispanic females and **three (3) Two or more races' females**.

Applicants Rejected: 13

Five (5) White males, one (1) Black male, three (3) Black females, **one (1) Hispanic male**, one (1) Hispanic female and **two (2) Two or more races' female**.

Three (3) White males, **one (1) Hispanic male** and **one (1) Two or more races' female** did not have the required bachelor's degree.

Two (2) White males and **one (1) Two or more races' female** did not have the required two (2) years of enrollment management work experience with transfer credit processing familiarity.

Interviewed: 7

Four (4) White females, two (2) Hispanic females and **one (1) Two or more races' female**.

The **Two or more races' female, goal candidate** was not selected. The search committee would have liked her to expand on some of her answers to describe her skills and experience more relating to the job requirements. She also was asked to turn her camera on for the video meeting and she never turned on her camera during the entire interview and she did not state that her camera was experiencing any difficulties. She also indicated that she was more interested in another position that was being recruited for at the same time and indicated she would rather have a position like that one.

The candidate selected (White female) had direct experience with transfer credit evaluation and entry, end user experience. She provided detailed examples of her direct knowledge and experience related to transfer students and student information systems. In her current position, she works as a Transfer Admission Officer where she reviewed applications and part of her responsibilities include conducting credit evaluations and working closely with other departments like the registrar and academic advising. She is knowledgeable with student information systems and well versed with Slate and TES systems.

Clinical Supervisor

1 WF

Qualifications: Master's degree or higher in Speech-Language Pathology. Certificate of Clinical Competence in Speech-Language Pathology from the American Speech-Language-Hearing Association. Connecticut Health Department Licensure in Speech-Language Pathology (or eligibility). Minimum 5 years of experience in clinical practice as a speech language pathologist which should include a minimum 1 year experience as a clinical supervisor,

Knowledge of current best practice standards in screening, assessment, diagnosis, and treatment of communication disorders in children and adults. Knowledge of current best practices in clinical supervision. Excellent oral and written communication skills. Excellent organizational skills. Excellent team collaboration skills. Computer literacy skills for administrative and clinical purposes. These qualifications may be waived for individuals with appropriate alternate experience.

Applicants: 5

Three (3) White females and two (2) Unknown females.

Applicants Rejected: 2

Two (2) Unknown females

Interviewed: 3

Three (3) White females

The White female was offered the position and declined.

The candidate selected (White female) had direct clinical experience working with children and adults. She conducted screenings, assessments, diagnosed and treated communication disorders. She built a program from the ground up and worked through the accreditation process at the University of New Haven. She was organized and worked on a few computerized systems to track her cases and assignments.

Assistant Director of Graduate Recruitment & Student Success

1 WF

Qualifications: Bachelors degree required. Three years' experience in university admissions. Experience with CRM is required.

Preferred Qualifications: Masters degree preferred from a regionally accredited institution. Graduate admissions experience is preferred. Experience with research and analytics is preferred. State experience is preferred. Comprehensive communication plan experience.

Applicants: 19

Two (2) White males, nine (9) White females, two (2) Black males and six (6) Black females.

Applicants Rejected: 14

Two (2) White males, six (6) White females and six (6) Black females.

Two (2) White males did not meet the minimum requirements and did not have the required three years of experience in admissions.

Interviewed: 5

Three (3) White females and two (2) Black males.

The candidate selected (White female) had worked in the Admissions Office at Post University. She had experience managing caseloads of high-risk, non-traditional students on Satisfactory Academic Warning and Probation and advised students on their academic progress, course registration, financial obstacles, and retention. She described her experience identifying barriers to students' academic success and developed creative solutions to improve retention, including evaluating and recommending support resources and student success methods. She had supervisory experience and trained, coached and mentored thirteen direct reports. She also had experience with Graduate Admissions.

Financial Aid Director

1 WF

Qualifications: Master's degree and minimum of six years of progressively responsible financial aid leadership in higher education. Experience with staff motivation, supervision, training and employee relations (experience with staff in collective bargaining units preferred.) Excellent interpersonal communication (written and verbal) and organizational skills, as well as demonstrated ability to work with a diverse, multicultural student population and workforce. Leadership experience and skills in establishing and developing partnerships internally and externally. Experience with policy formulation and regulatory compliance related to federal and state financial aid programs.

Preferred Qualifications: Experience using Banner SIS

Applicants: 12

Three (3) White males, four (4) White females, three (3) Black males, one (1) Black female, and one (1) Two or more races' male.

Applicants Rejected: 7

Two (2) White males, two (2) White females, two (2) Black males, and one (1) Black female.

Two (2) White males did not submit complete application packages and omitted the required cover letter.

Interviewed: 5

One (1) White male, two (2) White females, one (1) Black male and one (1) Two or more races' male.

One (1) White male was unable to answer questions and provide specific examples or details of knowledge in key areas of the position during his interview. He indicated he did not know about the University and the department functions. He was not able to provide a detailed answer about working with budgets and financial records.

The candidate selected (White female) had worked in a lead position in the Financial Aid Department at another university. She had supervisory responsibilities and worked with all levels of administration, faculty, staff, students, and parents. She worked with federal and state financial aid programs and updated policies. She worked with Banner and had experience using financial computer systems and Microsoft Office skills.

Assistant Director of Internal Communication and Marketing

1 WF

Qualifications: Bachelor's degree required. At least three years' experience in writing and editing in a field such as public relations, communications, or journalism. Proven track record leading successful media relations campaigns and placing stories in the media, creating, and executing media relations strategy, and providing media relations counsel to faculty, administrators, and organization leaders. Knowledge of digital communications, social media and current technological developments/trends. Excellent organizational, communication, and interpersonal skills. Experience working in a diverse community.

Preferred Qualifications: Master's degree preferred.

Applicants: 16

Eight (8) White males, five (5) White females, one (1) Black female, **one (1) Hispanic male** and one (1) Hispanic female.

Applicants Rejected: 13

Seven (7) White males, four (4) White females, **one (1) Hispanic male** and one (1) Hispanic female.

Three (3) White males did not have the required three (3) years of experience in writing and editing in a field such as public relations, communications, or journalism.

Four (4) White males, and **one (1) Hispanic male** did not submit a complete application package. They all omitted the required cover letter and three (3) references.

Interviewed: 3

One (1) White male, one (1) White female and one (1) Black female.

One (1) White male did not have direct multimedia experience. He did say that he worked with a team and did a few updates himself, but he could not detail any direct experience with communications, marketing or public relations independently. He also did not have event planning management experience and had no experience writing communications or public relation plans.

The candidate selected (White female) had over ten (10) years of related experience working in public relations and marketing. She managed corporate communications levels for a multi-level non-profit company. She oversaw the social media and web page content and coordinated event management. She wrote strategy plans and communication guidelines.

Assistant Registrar – Student Services

1 BM

Qualifications: A bachelor's degree and minimum of three years of experience in customer service is required. Candidate must possess (a) excellent communication skills to work with a diverse population; (b) demonstrated competence in handling escalated concerns with the ability to relate positively to students, parents, and university staff and faculty; (c) supervisory/leadership skills to support and train front-line staff, (d) technical experience to support form creation and process flow. These qualifications may be waived for individuals with appropriate alternate experience.

Preferred Qualifications: Demonstrated experience in higher education is preferred, along with a working knowledge of Registrar functions and related enrollment services. experience with ERP systems (Banner) experience preferred.

Applicants: 17

Two (2) White males, eight (8) White females, one (1) Black male, one (1) Black female, three (3) Hispanic females, **and two (2) Two or more races' females**.

Applicants Rejected: 12

Two (2) White males, six (6) White females, two (2) Hispanic females **and two (2) Two or more races' females**.

Two (2) White males, one (1) Hispanic female **and two (2) Two or more races' females** did not have the three (3) years of customer service experience.

Interviewed: 5

Two (2) White females, one (1) Black male, one (1) Black female and one (1) Hispanic female.

The selected candidate (Black male) had experience in higher education student service functions. He had knowledge of Bursar and Financial Aid functions and how they overlap with the Registrar's functions. He had technical experience with the Banner Student Information System and OnBase Document Management system. He had experience working in the CSCU system in a union environment, as an administrator, clerical member, and student worker. He had dealt with all levels of administration, faculty, and students. He also had organizational and problem-solving skills.

Assistant Librarian -Education Librarian

1 BF

Qualifications: Candidates must have an ALA-accredited MLS or equivalent; knowledge of and experience with information resources for education disciplines; strong communication and interpersonal skills; Commitment to providing inclusive and equitable services to a diverse population; ability to work effectively and with initiative, both as a team member and as an individual; ability interest in tenure-track faculty responsibilities related to librarianship and scholarship.

Preferred Qualifications:

Two (2) years or more of professional library experience in an academic library; an undergraduate or advanced degree in education ; experience providing library services, including instruction and collection development, to education programs in an academic library; familiarity with current trends in education librarianship related to research and instruction, such as the ACRL Framework for Information Literacy in Higher Education; experience working collaboratively as a member of an academic library team.

Applicants: 21

Three (3) White males, ten (10) White females, one (1) Black male, three (3) Black females, one (1) Hispanic female, **one (1) AAIANHNPI male**, **one (1) AAIANHNPI female**, and one (1) Two or more races' male.

Applicants Rejected: 18

Three (3) White males, nine (9) White females, one (1) Black male, one (1) Black female, one (1) Hispanic female, **one (1) AAIANHNPI male**, **one (1) AAIANHNPI female**, and one (1) Two or more races' male.

Two (2) White males and one (1) AAIANHNPI female did not have the preferred requirement of the required two (2) years' experience in an academic library.

One (1) White male and one (1) AAIANHNPI male did not indicate he had knowledge of resources for education disciplines and experience providing instruction and collection development to education programs in an academic library on his application paperwork.

Interviewed: 3

One (1) White female and two (2) Black females.

The candidate selected (Black female) had experience working full-time at a university Library and she has been an SCSU part-time adjunct librarian. She has institutional knowledge and a strong familiarity with the SCSU students and academic departments. She has experience using print and electronic resources that the library owns.

Her research and information services experience has helped her work closely with students. She also had incorporated diversity, equity, social justice library resources into her examples of knowledge and work experience within library services.

Financial Aid Counselor

1 BF

Qualifications: Bachelors' degree and two years of 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. Credentials and/or experience substantially comparable to the above may also be considered.

Applicants: 11

Three (3) White males, four (4) White females, one (1) Black male, one (1) Black female and two (2) Hispanic female.

Applicants Rejected: 8

Three (3) White males, three (3) White females, and two (2) Hispanic females.

Two (2) White males did not have the required bachelor's degree.

One (1) White male did not have the required two years of financial aid office work experience.

Interviewed: 3

One (1) White female, one (1) Black male and one (1) Black female.

The candidate selected (Black female) had financial aid experience and had worked with all aspects of the process. She worked closely with students and parents to resolve issues and she provided outreach to students to assist them with payment options, financial aid applications, processes, eligibility, appeals process, resources, and other student account requirements to cover account balance. She performed verifications and followed procedures to clear ISIR-C flags. She had worked with different technology and financial aid systems.

Coordinator, Center for Wellbeing

1 BF

Qualifications: Master's degree in related area and a minimum of four years of relevant experience; Experience in wellness-related program development for college populations; Demonstrate skills in a variety of educational methods including presentations, workshops, trainings, individual behavior change sessions, and small group discussion/facilitation; Demonstrate cultural awareness and competency and contribute to a campus committed to diversity, inclusion, social justice and anti-racism; Have an understanding of well-being related to one's social identities; Demonstrate success working collaboratively with diverse stakeholders; Be an effective communicator.

Preferred Qualifications: Certified Health Education Specialist, Certified in Public Health or eligible and intent to become certified; Experience on a college campus; Supervision of student or professional employees.

Applicants: 16

Two (2) White males, six (6) White females, one (1) Black male, five (5) Black females, **one (1) Hispanic male**, and **one (1) AAIANHNPI female**.

Applicants Rejected: 9

Two (2) White males, one (1) White female, one (1) Black male, three (3) Black females, **one (1) Hispanic male and one (1) AAIANHNPI female**.

Two (2) White males, one (1) Hispanic male and one (1) AAIANHNPI female did not have the required four (4) years of relevant experience; Experience in wellness-related program development for college populations.

Interviewed: 7

Five (5) White females and two (2) Black females.

The candidate selected (Black female) worked as a Wellness Specialist at City University of New York City. She is a licensed psychologist, educator, and student affairs professional with over ten (10) years of facilitation experience about topics related to diversity, mental health, social justice issues, and leadership for college students.

Faculty and Staff Diversity Recruitment & Retention Specialist

1 HF

Qualifications: Required Masters degree; 5-7 years of professional experience in progressive advancement in leadership and project management, recruitment, or related experiences. Knowledge of and/or Experience within recruitment initiatives, retention practices, and emerging DEI trends; Documented experience working with institutional or organizational partners to achieve organizational success; Experience in developing programs and opportunities for professional growth, learning and development, and engagement; Experience in data collection, assessment, and evaluation; Experience working with organizational metrics of success; Experience with working with external and community partners to achieve goals and outcomes; Experience with working with cross-functional teams to achieve organizational success. Under the general direction of the VP for DEI, and reporting to the AVP for Institutional Inclusive Strategies and Change Management, this position provides the educational leadership in the following ways: Actualize the strategic plan priorities for recruiting and retaining of BIPOC faculty and staff developed by the DEI Advisory Council. Work with senior leaders, department chairs, search committees, and shared governance groups to create and support a more diverse and supportive environment particularly for BIPOC communities. Create innovative pathways to strengthen institutional equity and excellence by helping to recruit and support diverse faculty and staff. Create and share institutional data and national availability data pertaining to the respective discipline, addressing ways that search committees can be more transparent, as well as addressing concepts of implicit bias. Work closely and collaboratively with HR, MRMC, MRRC and other standing groups to increase as well as support the minority proportion of bargaining unit members to approximate the racial and ethnic diversity of the population of our state and nation. Working with Department Chairs, Deans, Managers help create innovative mentoring programs for newly appointed diverse employees. Research and share information re: best practices around cluster hiring, mentorship programs, faculty exchange program, pathways/pipelines discipline driven and other strategies from higher education institutions that have been effective in recruiting and retaining faculty and staff of color. Other duties and responsibilities as assigned.

Preferred Qualifications: A J.D. or terminal degree

Applicants: 5

Two (2) White females, one (1) Black female, one (1) Hispanic female and **one (1) Two or more races' female**.

Applicants Rejected: 1

One (1) Two or more races' female

One (1) Two or more races' female did not have the required five to seven years of progressive advancement in leadership & recruitment experience, particularly in higher education.

Interviewed: 4

Two (2) White females, one (1) Black female and one (1) Hispanic female.

The candidate selected (Hispanic female) had academic, community, and professional experience that related to the responsibilities of the Division of DEI. She served as the Diversity Programs Coordinator at Weill Cornell Medicine where she managed a \$2.7 million 4-year HRSA grant, coordinated diversity education programs for pre-medical and graduate students, residents, and academic faculty, and collaborated in the development of mentorship programs for Black and Latino Men in Medicine and LGBTQ+ populations. Additionally, she held professional roles at SUNY Purchase College, Latino U College Access, Inc., and Austin Peay State University contributing to the overall success of diverse populations in collegiate environments.

CLASSIFIED HIRES

All openings were first run through the state layoff SEBAC list. Once the layoff list was exhausted, positions were posted to union members within the statewide AFL-CIO administrative clerical (NP-3) bargaining unit to apply for promotional or lateral positions and then they are advertised externally. Positions are placed on the DAS website and the New Haven Register.

Category 4

Secretarial/Clerical Varied

Hiring goals: 13WF, 1 HM

Hires: 1 (1 TWO OR MORE RACES F)

Office Assistant

1 TWO OR MORE RACES F

Qualifications: Two (2) years of general work experience. Substitutions Allowed: College training may be substituted for the General Experience on the basis of fifteen (15) semester hours equaling six (6) months of experience.

Preferred Qualifications: Experience working with a work order system (ex. School Dude); Excellent oral and written communication skills; Experience with Microsoft Office Excel; and Ability to multi-tasking a fast-paced environment (interacting with students, faculty, staff, etc.)

Special Requirements: Persons having responsibility for supervising or observing the behavior of inmates or custodial individuals will be required to possess a high school diploma or General Educational Development (GED) certification by the time of permanent appointment.

Applicants: 271

Twenty-one (21) White males, **ninety-six (96) White females**, four (4) Black males, sixty-seven (67) Black females, **six (6) Hispanic males**, forty-one (41) Hispanic females, seven (7) AAIANHNPI females, two (2) Two or more races' males, eleven (11) Two or more races' females, two (2) Unknown males, six (6) Unknown females and eight (8) Unknown unknowns.

Applicants Rejected: 260

Twenty-one (21) White males, **ninety-two (92) White females**, four (4) Black males, sixty-three (63) Black females, **six (6) Hispanic males**, thirty-nine (39) Hispanic females, seven (7) AAIANHNPI females, two (2) Two or more races' males, ten (10) Two or more races' females, two (2) Unknown males, six (6) Unknown females and eight (8) Unknown unknowns.

Explanation of Goal Candidates Rejected:

The following **ninety-two (92) White females** and **six (6) Hispanic males** answered "no" to one or more of the following referral questions regarding the preferred qualifications and were eliminated. The referral questions were:

1. Do you have experience working with a work order system (ex. School Dude)? If you answered yes to the previous question, please explain your experience working with a work order system (ex. School Dude). If you answered no, please indicate N/A.
2. Do you have experience with Microsoft Office Excel? If you answered yes to the previous question, please explain your experience with Microsoft Office Excel. If you answered no, please indicate N/A.
3. Do you have experience multi-tasking in a fast-paced environment, while interacting with students, faculty, staff, etc.? If you answered yes to the previous question, please explain your experience multi-tasking in a fast-paced environment, while interacting with students, faculty, staff, etc.? If you answered no, please indicate N/A.

Interviewed: 11

Four (4) White females, four (4) Black females, two (2) Hispanic females and one (1) Two or more races' female.

One (1) White female did not prepare for the interview and continued to get the name of the University and Department of Facilities Operations incorrect through the entire interview. She had provided some answers regarding her computer skills that indicated that she was learning how to use Excel and was taking some beginner courses.

One (1) White female was not able to highlight her direct experience and related skills that could be used in this position. Her examples did not show that she had skills in some areas of the position like multi-tasking ability and computer related skills.

Two (2) White females withdrew after the interview because they both accepted other positions.

The selected candidate (Two or more races' female) had administrative support experience handling a variety of clerical functions. She worked in a busy office environment and provided customer service to students and administrative staff. She had good computer technology skills and used Microsoft Office programs including Word, Excel, Access, and PowerPoint, Outlook and TEAMS. She also ordered supplies for the office and was the contact person for the fax, scanner, and printers throughout her department.

Secretary 2

Hiring goals: 1 AAIANHNPI F

Hires: 15 (6WF, 6BF, 3HF)

Secretary 2

1 WF

Minimum Qualifications – General Experience:

Three (3) years' experience above the routine clerk level in office support or secretarial work.

Minimum Qualifications – Special Experience:

One (1) year of the General Experience must have been as a Secretary 1 or its equivalent.

Minimum Qualifications – Substitutions Allowed:

College training in the secretarial sciences 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 (2) years.

Preferred Qualifications:

Experience working with Microsoft Office and Microsoft Teams; Experience ordering, managing and tracking office and special event supplies; Experience working in a fast-paced environment, managing multiple tasks and prioritizing office workflow; Experience planning and supporting events and executing special projects; Effective communication skills, both orally and in writing; Demonstrates a high level of customer service and initiative; A proven ability to work independently, as well as with a team.

Applicants: 159

Six (6) White males, sixty-six (66) White females, five (5) Black males, twenty-nine (29) Black females, two (2) Hispanic males, thirty-eight (38) Hispanic females, one (1) AAIANHNPI male, **two (2) AAIANHNPI females**, four (4) Two or more races' females, three (3) Unknown females and three (3) Unknown unknowns.

Applicants Rejected: 149

Six (6) White males, fifty-eight (58) White females, five (5) Black males, twenty-seven (27) Black females, two (2) Hispanic males, thirty-eight (38) Hispanic females, one (1) AAIANHNPI male, **two (2) AAIANHNPI females**, four (4) Two or more races' females, three (3) Unknown females and three (3) Unknown unknowns.

Explanation of Goal Candidates Rejected:

The following **two (2) AAIANHNPI females** answered "no" to one or more of the following referral questions regarding the preferred qualifications and were eliminated. The referral questions were:

1. Do you have experience working with Microsoft Office and Microsoft Teams? If you answered yes to the previous question, please explain your experience working with Microsoft Office and Microsoft Teams. If you answered no, please indicate N/A.
2. Do you have experience ordering, managing, and tracking office and special event supplies? If you answered yes to the previous question, please explain your experience ordering, managing, and tracking office and special event supplies. If you answered no, please indicate N/A.

3. Do you have experience working in a fast-paced environment, managing multiple tasks and prioritizing office workflow? If you answered yes to the previous question, please explain your experience working in a fast-paced environment, managing multiple tasks and prioritizing office workflow. If you answered no, please indicate N/A.
4. Do you have experience planning and supporting events and executing special projects? If you answered yes to the previous question, please explain your experience planning and supporting events and executing special projects. If you answered no, please indicate N/A.

Interviewed: 10

Eight (8) White females and two (2) Black females.

The selected candidate (White female) had administrative operations experience. She handled the daily office functions such as reception, mail, conference/visitation room scheduling, weekly and monthly reports, updated databases, researched files, and other miscellaneous functions. She had good customer service skills, time management and organizational skills.

Secretary 2

1 WF

Qualifications: Minimum Qualifications – General Experience:

Three (3) years' experience above the routine clerk level in office support or secretarial work.

Minimum Qualifications – Special Experience:

One (1) year of the General Experience must have been as a Secretary 1 or its equivalent.

Minimum Qualifications – Substitutions Allowed:

College training in the secretarial sciences 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 (2) years.

Preferred Qualifications: At least 1-2 years of experience working in higher education; experience using a University Management System (ex: Banner); experience with Microsoft Office products (In particular Word, Excel and TEAMS); experience with Adobe software (Ex: generating PDF's, fillable PDF's, electronic signatures, and converting hard copy documents to the PDF format); Knowledge and skills to assist in the coordination of posts and content for social media that foster community building and new student recruitment; Knowledge and skills in webpage design, namely assisting faculty working with University web designers in the page layout process; and experience or general knowledge to successfully manage posts and content on social media outlets (Twitter, Facebook, LinkedIn & Twitter) for a department.

Applicants: 134

Six (6) White males, sixty-four (64) White females, two (2) Black males, twenty (20) Black females, twenty-four (24) Hispanic females, one (1) AAIANHNPI male, **three (3) AAIANHNPI females**, four (4) Two or more races' females, seven (7) Unknown females and three (3) Unknown unknowns.

Applicants Rejected: 130

Six (6) White males, sixty-two (62) White females, two (2) Black males, twenty (20) Black females, twenty-four (24) Hispanic females, one (1) AAIANHNPI male, **three (3) AAIANHNPI females**, two (2) Two or more races' females, seven (7) Unknown females and three (3) Unknown unknowns.

Explanation of Goal Candidates Rejected:

The following **three (3) AAIANHNPI females** answered “no” to one or more of the following referral questions regarding the preferred qualifications and were eliminated. The referral questions were:

1. Do you have 1 – 2 years of experience working in higher education? If you answered yes to the previous question, please explain your experience working in higher education and include the total number of years working in higher education. If you answered no, please indicate N/A.
2. Do you have experience using a University Management System (ex. Banner)? If you answered yes to the previous question, please explain your experience using a University Management System (ex. Banner). If you answered no, please indicate N/A.
3. Do you have experience with Microsoft Office Word, Excel, Outlook, and Teams? If you answered yes to the previous question, please explain your experience with Microsoft Office Word, Excel, Outlook and Teams. If you answered no, please indicate N/A.
4. Do you have experience with Adobe software? If you answered yes to the previous question, please explain your experience with Adobe software. If you answered no, please indicate N/A.
5. Do you have general experience and knowledge to successfully manage posts and content on social media outlets for a department? If you answered yes to the previous question, please explain your experience and knowledge managing posts and content on social media outlets for a department. If you answered no, please indicate N/A.
6. Do you have knowledge and skills to assist in the coordination of posts and content for social media that fosters community-building and new student recruitment? If you answered yes to the previous question, please explain your knowledge and skills assisting in coordinating posts and content for social media that fosters community-building and new student recruitment. If you answered no, please indicate N/A.
7. Do you have knowledge and skills in webpage design, namely assisting faculty working with university web designers in the page-layout process? If you answered yes to the previous question, please explain your knowledge and skills assisting in webpage design with faculty working with university web designers in the page-layout process?

Interviewed: 2

Two (2) White females

Two (2) Two or more races' females declined the opportunity for an interview because they accepted other positions.

The selected candidate (White female) had experience in radio promotions, video productions, marketing services and customer service. She created and produced social media and digital content. She had good communication and organizational skills and provided examples during the interview. She prepared office quarterly reports and maintained the annual department budget. She had good computer skills and used financial software and created databases to track training.

Secretary 2

1 WF

Minimum Qualifications – General Experience:

Three (3) years' experience above the routine clerk level in office support or secretarial work.

Minimum Qualifications – Special Experience:

One (1) year of the General Experience must have been as a Secretary 1 or its equivalent.

Minimum Qualifications – Substitutions Allowed:

College training in the secretarial sciences 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 (2) years.

Preferred Qualifications: Ability to work in EAB Navigate and SCT Banner. Knowledge and skills to successfully manage posts and content on the social media. Knowledge and skills in Adobe software, namely as it applies to generating PDF's, fillable PDF's, and electronic signatures, and converting hard-copy documents to electronic. General knowledge and skills in webpage design, namely as it applies to working with university web designers in the design process. Knowledge and skills in Microsoft Office including MS TEAMS. Ability to work successfully cross-functionally and effectively communicate with all University/RTSM stakeholders including (but not limited to) students, staff faculty, administration, alumni, advisory boards, and others. Ability to work closely and effectively with university assistants and graduate assistants.

Applicants: 35

One (1) White male, sixteen (16) White females, one (1) Black male, four (4) Black females, eleven (11) Hispanic females and **two (2) AAIANHNPI females**.

Applicants Rejected: 22

One (1) White male, nine (9) White females, one (1) Black male, two (2) Black females, seven (7) Hispanic females and **two (2) AAIANHNPI females**.

Explanation of Goal Candidates Rejected:

The following **two (2) AAIANHNPI females** answered "no" to one or more of the following referral questions regarding the preferred qualifications and were eliminated.

The referral questions were:

1. Do you have general experience and knowledge to successfully manage posts and content on social media outlets for a department? If you answered yes to the previous question, please explain your experience and knowledge managing posts and content on social media outlets for a department. If you answered no, please indicate N/A.
2. Do you have knowledge and skills in webpage design, namely as it applies to working with web designers in the design process? If you answered yes to the previous question, please explain your knowledge and skills in webpage design, namely as it applies to working with web designers in the design process. If you answered no, please indicate N/A.
3. Do you have knowledge and skills in Microsoft Office, including TEAMS? If you answered yes to the previous question, please explain your knowledge and skills in Microsoft Office, including TEAMS. If you answered no, please indicate N/A.
4. Do you have experience with Adobe software (generating and editing fillable PDFs, electronic signatures, conversions to PDF)? If you answered yes to the previous question, please explain your experience with Adobe software (generating and editing fillable PDFs, electronic signatures, conversions to PDF). If you answered no, please indicate N/A.
5. Do you have experience with Navigate and Banner? If you answered yes to the previous question, please explain your experience with Navigate and Banner. If you answered no, please indicate N/A.

Interviewed: 13

Seven (7) White females, two (2) Black females and four (4) Hispanic females.

Applicants Rejected: 27

Four (4) White males, three (3) White females, **one (1) Black male**, **one (1) Hispanic male**, nine (9) AAIANHNPI males, eight (8) AAIANHNPI females and one (1) Unknown female.

Interviewed: 4

Two (2) White males, one (1) White female and one (1) AAIANHNPI female.

The candidate selected (**White male**) achieved a hiring goal. He had experience working with diverse students and students with varied challenges to learning. He had experience developing curriculum and was involved with program development in his present position. He also created 2 Sport Management programs and held campus leadership roles and managerial experience. He has wide-ranging experience with creating on-line teaching and developing on-line hybrid courses. He worked with diverse student athlete population at a large institution. He also stated that he had local internships connections that he works directly with and was willing to forge new ones. He had worked directly with high schools to recruit students. He had experience with business accreditation and would be able to take part in COSMA accreditation for the SMT program.

Assistant Professor -Health and Movement Sciences

1 WM

Qualifications: Earned doctorate or ABD in Physical Education or closely related field. ABD candidates are encouraged to apply and should make clear what progress they have made on their dissertation. Teaching experience that aligns with the current Physical Education Teacher Education curriculum. Demonstrated effective oral and written communication skills. Ability to engage in meaningful scholarship/creative activity and secure external grant funding, leading to presentations at professional meetings and publications in peer-reviewed journals in the discipline.

Preferred Qualifications: Preference will be given to candidates who demonstrate: Evidence of teaching experience in Physical Education at both public school and college levels; evidence of experience supervising interns and/or student teachers in Physical Education and/or Health Education; evidence of scholarly competence through publications, presentations, research and/or obtaining grants; the ability to work and interact successfully with students and colleagues; evidence of student-centered, caring practices for students; evidence of a commitment to diversity; ability to utilize technology in the classroom; ability to teach courses in one or more areas of Physical Education content, pedagogy, and/or curriculum; fundamental movement skills, rhythm and dance education; individual and team sports/physical activities, and/or adventure education; and selected courses in the undergraduate and/or graduate School Health Education program; working knowledge of accreditation practices and policies; willingness to assume leadership role(s) in response to future department needs.

Applicants: 15

Five (5) White males, six (6) White females, and four (4) AAIANHNPI males.

Applicants Rejected: 8

One (1) White male, four (4) White females, and three (3) AAIANHNPI males.

Interviewed: 7

Four (4) White males, two (2) White females, and one (1) AAIANHNPI male.

The candidate selected (**White male**) achieved a hiring goal. He has work experience related to teaching Physical Education and Health Education. He worked with different organizations at the state, regional and national levels (SHAPE America and NAHKE).

He supervised interns and student teachers for several years. He has several publications, presentations and evidence of scholarly competence and continues to collaborate with colleagues in higher education institutions nationwide. He worked with technology in PE and Health settings. He has served in a few leadership roles and chaired committees and research projects. He also had hands-on knowledge of the CAEP/SPA accreditation process and was involved with assessment, data collection, data analysis and the reporting writing process.

Assistant Professor-Health and Movement Sciences

1WM

Qualifications: Earned doctorate or ABD in Physical Education or closely related field. *ABD candidates are encouraged to apply and should make clear what progress they have made on their dissertation. Teaching experience that aligns with the current Physical Education curriculum. Demonstrated effective oral and written communication skills. Ability to engage in meaningful scholarship/creative activity, leading to presentations at professional meetings and publications in peer-reviewed journals in the disciplines.

Preferred Qualifications: Preference will be given to candidates who demonstrate evidence of teaching experience at both public school and college levels: evidence of experience supervising interns and/or student teachers in Health and Physical Education; evidence of scholarly competence through publications, presentations, research and/or obtaining grants; the ability to work and interact successfully with students and colleagues; and evidence of student-centered, caring practices for students. Additional preferred qualifications include evidence of a commitment to diversity and the ability to utilize technology in the classroom. The ability to teach courses in the areas of adapted physical education, motor learning, motor development, and pedagogy are strongly preferred. Candidates with working knowledge of accreditation practices and policies, and a willingness to assume leadership role(s) in response to future department needs are strongly preferred.

Applicants: 16

Three (3) White males, five (5) White female, four (4) AAIANHNPI males, three (3) AAIANHNP females, and one (1) Two or more races' male.

Applicants Rejected:9

One (1) White male, two (2) White females, three (3) AAIANHNPI males, two (2) AAIANHNP females, and one (1) Two or more races' male.

Interviewed: 7

Two (2) White males, three (3) White females, one (1) AAIANHNPI male and one (1) AAIANHNP female.

The selected candidate (**White male**) achieved a hiring goal. He had served in the director role for the Physical Education program at Williamson Patterson University in Wayne, New Jersey. He taught at several universities and at the high school level. He supervised staff and student workers in the Health and Physical Education department. He presently serves as the Student Advisor for the State Association where he mentored future professionals throughout New Jersey. He had direct experience with CAEP/SAP accreditation process and utilized standards-based assessments, collected, analyzed, and wrote reports of the findings.

Assistant Professor - Communication Disorders

1WM

Qualifications: Earned Ph.D. in Communication Disorders or related field; ABD candidates considered. If ABD, candidate must earn doctorate by end of first year of appointment.

Must have ASHA Certificate of Clinical Competence and be eligible for Connecticut state licensure in Audiology. Must meet the ASHA 2020 standard for clinical instruction by start of employment. Evidence of the ability to teach effectively at the university level and to engage in meaningful scholarship, including peer-reviewed publications and grant funded activities. Experience and expertise in teaching, research, and clinical practice in hearing science and/or audiology.

Preferred Qualifications: Teaching at the university level and clinical instruction experience. Demonstration of an established record of scholarship. Excellent oral/written communication skills. Interpersonal/team collaboration skills. Computer literacy skills for administrative, research and instructional purposes.

Applicants: 7

Four (4) White males and three (3) White females.

Applicants Rejected: 4

Three (3) White males and one (1) White female

Interviewed: 3

One (1) White male and two (2) White females

The selected goal candidate (**White male**) achieved a hiring goal. He had university teaching experience and computer literacy skills. He had clinical practice experience in audiology, research, and peer reviewed publications. He also was directly involved with grant-funded research projects.

Assistant Professor -Marketing -

1 WM

Qualifications: An earned doctorate in Marketing or a closely related business field from an accredited university, or an appropriate terminal degree with substantial, recent senior-level practitioner experience is required. Applicants must establish their ability to be classified as “qualified faculty” according to AACSB standards. This requires both initial qualification and maintenance of qualifications.

Strong candidates with ABD will be considered. If ABD, candidate must have earned doctorate within one year of appointment. Candidates must demonstrate the ability to teach effectively at the university level to a diverse group of undergraduate and MBA students in on-ground and hybrid formats; teaching responsibilities include evenings and weekends. In addition, candidates must demonstrate an ability to engage in original and impactful scholarship.

Preferred Qualifications:

Preference will be given to candidates with industry or consulting experience.

Applicants: 20

Seven (7) White males, twelve (12) AAIANHNPI females, and one (1) Two or more races' male.

Applicants Rejected: 11

Four (4) White males, and seven (7) AAIANHNPI females

Interviewed: 9

Three (3) White males, five (5) AAIANHNPI females and one (1) Two or more races' male.

The candidate selected (**White male**) achieved a hiring goal. He had taught a variety of Marketing and Business courses by hybrid, in-person and on-line. He used technology in all the courses he taught and used different types of methods to present courses he developed. He had published articles and done presentations on a variety of topics in the Marketing field throughout his career. He has done research and received funding for research grants and spoke about the details of his research projects.

Assistant Professor – Social Work

1BF

Required Education: MSW degree from a CSWE accredited program; Doctoral degree in social work or a related field by August 2022

Qualifications: Demonstrate potential for excellence in teaching; Demonstrate the capacity to produce peer-reviewed scholarship; A minimum of two years post-MSW practice experience is required in clinical, community or policy practice.

Preferred Qualifications: Demonstrated effectiveness in working with and teaching diverse populations as indicated in the above description of the study body; Two or more years of experience teaching social work at the undergraduate or graduate level in online, hybrid and on ground formats; Demonstrated record of scholarship/creative activity; and/or Clinical, community or policy social work practice experience with a range of populations, ages, and/or settings.

Applicants: 13

One (1) White male, nine (9) White females, **one (1) Black female** and two (2) AAIANHNPI females.

Applicants Rejected: 4

One (1) White male, two (2) White females, and one (1) AAIANHNPI female.

Interviewed: 9

Seven (7) White females, **one (1) Black female** and one (1) AAIANHNPI female.

The candidate selected (**Black female**) achieved a hiring goal. She had over ten years of teaching experience both in-person and on-line. She has worked with diverse student populations, and she provided clinical supervision with trainings and consultations. She worked with many first year students and also had provided guidance and mentoring.

Assistant Professor – Chemistry

1HF

Required Qualifications

Candidates must have earned a Ph.D. in analytical chemistry by the time of appointment.

Preferred Qualifications

Preference will be given to candidates with college-level teaching experience, a track record of obtaining external funding, and an area of expertise that emphasizes environmental or pharmaceutical research utilizing newly acquired chromatographic instrumentation (LCMS or GCMS).

The goal for **Black female** was previously achieved.

Applicants: 25

Five (5) White males, three (3) White females, one (1) Black female, **one (1) Hispanic female**, eleven (11) AAIANHNPI males, three (3) AAIANHNPI females, and one (1) Two or more races' male.

Applicants Rejected: 16

Four (4) White males, one (1) White female, eight (8) AAIANHNPI males, two (2) AAIANHNPI females, and one (1) Two or more races' male.

Interviewed: 9

One (1) White male, two (2) White females, one (1) Black female, **one (1) Hispanic female**, three (3) AAIANHNPI males, and one (1) AAIANHNPI female.

The selected goal candidate (**Hispanic female**) achieved a hiring goal. She had chemistry teaching and research experience. She has worked with grants to fund some of her research projects and her focus of study has been with marine analytical chemistry and chemical biology.

The hiring goals for Black female and Hispanic female have been achieved.

Assistant Professor –Health and Movement Sciences

1WF

Qualifications: Earned doctorate or ABD in Health Education or closely related field. If doctorate is not in Health Education, the applicant's master's degree must be in Health Education; ABD candidates are encouraged to apply and should make clear what progress they have made on their dissertation and a date of anticipated program completion; Teaching experience that aligns with the contemporary School Health Education curriculum; Demonstrated effective oral and written communication skills; Ability to engage in meaningful scholarship/creative activity and secure external grant funding, leading to presentations at professional meetings and publications in peer-reviewed journals in the discipline.

Preferred Qualifications: Preference will be given to candidates who demonstrate: Evidence of teaching experience in School Health Education at both public school and college levels; evidence of scholarly competence through publications, presentations, research and/or obtaining grants; the ability to work and interact successfully with students and colleagues; evidence of student-centered, caring practices for students; evidence of a commitment to diversity; ability to utilize technology in the classroom; experience teaching synchronous and/or asynchronous online college level courses; ability to teach courses in one or more areas of Health Education content, skills-based pedagogy, and/or curriculum development; working knowledge of accreditation practices and policies; willingness to assume leadership role(s) in response to future department needs.

Applicants: 8

Four (4) White females, **one (1) Black male**, two (2) Black females, and one (1) Two or more races' female.

Applicants Rejected: 5

Two (2) White females, **one (1) Black male**, one (1) Black female, and one (1) Two or more races' female.

One (1) Black male did not have the required earned doctorate or ABD in Health Education or closely related field. If doctorate is not in Health Education, the applicant's master's degree must be in Health Education and his was not in Health Education.

Interviewed: 3

Two (2) White females and one (1) Black female.

The candidate selected (White female) had experience and demonstrated her national impact on profession of school health education during her interview. She is a recognized leader and author in the field writing four textbooks on skilled based school health education (SHE) and published numerous related articles. She had experience in teacher preparation in SHE and she had experience in leadership roles and has experience securing grants.

Assistant Professor – Nursing

2 WF

Required Education: Master of science (MSN) or doctoral degree in Nursing; If MSN prepared, requires substantial progress towards the doctorate with anticipated completion within one year.

Qualifications: State of Connecticut RN license (or eligible); Evidence of student-centered teaching effectiveness in the discipline of nursing at the college or university level; Ability to engage in meaningful scholarship/creative activity of relevance to nursing practice and/or nursing education; Demonstrated experience and effectiveness in working with diverse populations.

Preferred Qualifications: Teaching experience at the baccalaureate or graduate level (MSN or Doctorate); Expertise and/or certification in online teaching; Recent practice as an RN, APRN or academic nurse educator; Nursing practice or nursing education certification(s); Experience in use of simulation (high or low fidelity and/or standardized patients); Research doctorate (either Ph.D. or Ed.D.); Evidence of excellent writing and/or editing skills; Evidence of scholarship; Evidence of leadership.

Applicants: 4

Three (3) White females and one (1) Hispanic female

Applicants Rejected: 2

One (1) White female and one (1) Hispanic female

Interviewed: 2

Two (2) White females

The candidate selected (White female) had experience providing instruction to nursing students in the areas of Community Health Nursing, Geriatrics, and Medical/Surgical coursework. She also had scholarship activity related to nursing education and worked with diverse students at another university.

The candidate selected (White female) had taught nursing and clinical education courses at the bachelors and master's level. She had experience teaching both in-person, hybrid and on-line courses and used technology tools for all courses. She also had experience with research in the nursing education area. She had managed leadership roles at another university and had articles and presentations published.

Assistant Professor- Nursing

1 WF

Qualifications: State of Connecticut RN license (or eligible); Evidence of student-centered teaching effectiveness in the discipline of nursing at the college or university level; Ability to engage in meaningful scholarship/creative activity of relevance to nursing practice and/or nursing education; Demonstrated experience and effectiveness in working with diverse populations.

Preferred Qualifications: Teaching experience at the baccalaureate or graduate level (MSN or Doctorate); Expertise and/or certification in online teaching; Recent practice as an RN, APRN or academic nurse educator; Nursing practice or nursing education certification(s); Experience in use of simulation (high or low fidelity and/or standardized patients); Research doctorate (either Ph.D. or Ed.D.); Evidence of excellent writing and/or editing skills; Evidence of scholarship; or Evidence of leadership.

Applicants: 8

One (1) White males, five (5) White females, one (1) Hispanic female and one (1) AAIANHNPI female.

Applicants Rejected: 3

Two (2) White females, and one (1) AAIANHNPI female.

Interviewed: 5

One (1) White male, three (3) White females, and one (1) Hispanic female.

One (1) White male withdrew his candidacy after the interviews because he accepted another position.

The candidate selected (White female) had teaching experience in the OB/GYN and maternal newborn nursing area. She had clinical experience in the lab and hospital settings. She had a very interactive presentation and used technology tools and received positive feedback from the students and faculty that attended. She also has publications and presentations and other scholarly activity related to nursing. She has received grants to assist in her research related projects.

Assistant Professor- Special Education

1 WF

Qualifications: Earned doctorate in Applied Behavior Analysis, Special Education, or related area. At least one graduate degree in Applied Behavior Analysis. Certification as a Board-Certified Behavior Analyst (BCBA), in good standing, by the time of appointment. Hold or be eligible to receive behavior analysis licensure in the State of Connecticut. Three years of full-time experience implementing the principles of ABA with individuals with disabilities. Experience supervising graduate students using ABA in applied settings. Evidence of strong potential for scholarly activity leading to peer-reviewed publications, external grants or other support, and presentations at professional conferences. Excellent written and oral communication skills. Verified Course Sequence instructor eligibility per Association for Behavior Analysis International requirements.

Preferred Qualifications: Preference given to candidates who have both special education (K-12) and ABA experience. University experience teaching behavior analysis courses and/or special education courses with a focus in ABA principles, at either the undergraduate or graduate level in a variety of formats (e.g., on ground, hybrid, online). Developing and/or demonstrated record of scholarship/creative activity. Knowledge of federal and Connecticut state laws regarding the education of students with disabilities. Demonstrated effectiveness in leadership roles.

Applicants: 14

Two (2) White males, nine (9) White females, two (2) Hispanic females, and one (1) Two or more races' male.

Applicants Rejected: 10

Two (2) White males, five (5) White females, two (2) Hispanic females, and one (1) Two or more races' male.

Two (2) White males did not submit complete application packages. They did not submit the required references.

Interviewed: 4

Four (4) White females

The candidate selected (White female) had over nineteen years of experience as a Special Education (SPED) teacher implementing the principles of Applied Behavior Analysis (ABA) with individuals with wide range of disabilities in urban districts in and around New Haven. She had several years of experience leading school-wide teams in the area of behavior support and training staff on using the principles of ABA with students with varying disabilities. She also is currently a Board-Certified Behavior Analyst (BCBA) in good standing and a licensed behavior analyst in the State of Connecticut, making her eligible to be a verified course sequence instructor in the ABA program. She also has supervisory experience over 5 graduate students and their clinical progress. She has developed manuscripts and journals that are going to be presented at multiple conferences.

Assistant Professor – Criminology

1WF

Qualifications: The candidate must have completed a Ph.D. in Sociology or Criminology by the time of appointment. The candidate must show evidence of ability to teach university level core courses in sociology (e.g. research methods, statistics, sociological theory, and/or senior capstone) and criminology. The candidate must demonstrate a strong potential for scholarly activity that takes a critical approach to criminology.

Preferred Qualifications: Preference may be given to candidates who have experience teaching a range of courses in criminology and sociology who can contribute to our core curriculum, and who have an established record of scholarship.

Applicants: 20

Six (6) White males, nine (9) White females, **one (1) Hispanic male**, one (1) AAIANHNPI male and three (3) AAIANHNPI females.

Applicants Rejected: 11

Two (2) White males, six (6) White females, one (1) AAIANHNPI male and two (2) AAIANHNPI females.

One (1) White male did not have the required Ph.D in Sociology or Criminology.

One (1) White male did not submit the complete application paperwork and omitted the required references.

Interviewed: 9

Four (4) White males, three (3) White females, **one (1) Hispanic male**, and one (1) AAIANHNPI female.

Three (3) White males and one (1) Hispanic male withdrew after the interview process because the accepted other faculty positions.

One (1) White male talked about his approach to crime and punishment in teaching and research and he did not include information of reform within the criminal justice system during his presentation.

The selected candidate (White female) achieved a hiring goal. She had good skills and proficiency with Microsoft Office products, QuickBooks, Outlook, and Internet Explorer. She had good time management and organizational skills. She also worked with the accountants to resolve billing issues. She maintained and updated client information into the database in Access. She had good communication and customer service skills.

Secretary 2

1 WF

Minimum Qualifications – General Experience:

Three (3) years' experience above the routine clerk level in office support or secretarial work.

Minimum Qualifications – Special Experience:

One (1) year of the General Experience must have been as a Secretary 1 or its equivalent.

Minimum Qualifications – Substitutions Allowed:

College training in the secretarial sciences 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 (2) years.

Preferred Qualifications: Experience in higher education.

Applicants: 131

Three (3) White males, seventy-four (74) White females, sixteen (16) Black females, twenty-one (21) Hispanic females, **one (1) AAIANHNPI female**, four (4) Two or more races' females, four (4) Unknown males, four (4) Unknown females and four (4) Unknown unknowns.

Applicants Rejected: 114

One (1) White male, sixty-six (66) White females, twelve (12) Black females, eighteen (18) Hispanic females, **one (1) AAIANHNPI female**, four (4) Two or more races' females, four (4) Unknown males, four (4) Unknown females and four (4) Unknown unknowns.

Explanation of Goal Candidates Rejected:

The following **one (1) AAIANHNPI female** answered "no" to one or more of the following referral questions regarding the preferred qualifications and were eliminated. The referral questions were:

1. Do you have experience working in higher education? If you answered yes to the previous question, please explain your experience working in higher education. If you answered no, please indicate N/A.
2. Do you have working knowledge of FERPA and HIPPA regulations? If you answered yes to the previous question, please explain your working knowledge of FERPA and HIPPA regulations. If you answered no, please indicate N/A.
3. Do you have experience or general knowledge in webpage design as it relates to the design process of a department's webpage? If you answered yes to the previous question, please explain your experience or knowledge in webpage design as it relates to the design process of a department's webpage. If you answered no, please indicate N/A.
4. Do you have experience with Microsoft Office Suite (Word, Excel and Teams)? If you answered yes to the previous question, please explain your experience with Microsoft Office Suite (Word, Excel and Teams). If you answered no, please indicate N/A.
5. Do you have experience coordinating office or division wide meetings? If you answered yes to the previous question, please explain your experience coordinating office or division wide meetings. If you answered no, please indicate N/A.

6. Do you have experience using Adobe software? If you answered yes to the previous question, please explain your experience using Adobe software. If you answered no, please indicate N/A.
7. Do you have experience working within externally accredited academic programs and self-direction using spreadsheets that support and maintain the accreditation process? If you answered yes to the previous question, please explain your experience working within externally accredited academic programs and self-direction using spreadsheets that support and maintain the accreditation process. If you answered no, please indicate N/A.
8. Do you have experience or general knowledge to successfully manage posts and content on social media outlets (Twitter, Facebook, LinkedIn, & Twitter) for a department. If you answered yes to the previous question, please explain your experience or general knowledge to successfully manage posts and content on social media outlets (Twitter, Facebook, LinkedIn, & Twitter) for a department. If you answered no, please indicate N/A.

Interviewed: 14

Two (2) White males, six (6) White females, three (3) Black females, and three (3) Hispanic females.

Two (2) White females and one (1) Black female were contacted for an interview and declined the opportunity because they accepted other positions.

The selected candidate (White female) had ten (10) years of experience in business management and customer service. She was organized and worked with a large team of professionals and managers. She was knowledgeable of Microsoft products and used Word, Excel, PowerPoint and Access. She also used Outlook and scheduled meetings for staff. She also drafted email correspondence and worked with confidential records.

Secretary 2

1 WF

Minimum Qualifications – General Experience:

Three (3) years' experience above the routine clerk level in office support or secretarial work.

Minimum Qualifications – Special Experience:

One (1) year of the General Experience must have been as a Secretary 1 or its equivalent.

Minimum Qualifications – Substitutions Allowed:

College training in the secretarial sciences 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 (2) years.

Preferred Qualifications: Successful higher education and/or medical secretary experience. Knowledge and skills to manage posts and content on social media that foster community-building and new student recruitment. Knowledge and skills in Adobe software, including generating PDF's, fillable PDF's, electronic signatures, and converting hard-copy documents to the PDF format. Knowledge and skills in webpage design, namely working on university web designers in the page-layout process. Knowledge and skills in Microsoft Office Products. Ability to develop and report weekly productivity logs that contribute toward team goals. Ability to effectively communicate and collaborate in a team environment.

Applicants: 234

Nine (9) White males, ninety-two (92) White females, four (4) Black males, fifty-one (51) Black females, six (6) Hispanic males, forty-five (45) Hispanic females, **seven (7) AAIANHNPI females**, nine (9) Two or more races' females, two (2) Unknown males, six (6) Unknown females and three (3) Unknown unknowns.

Applicants Rejected: 228

Nine (9) White males, eighty-seven (87) White females, four (4) Black males, fifty (50) Black females, six (6) Hispanic males, forty-five (45) Hispanic females, **seven (7) AAIANHNPI females**, nine (9) Two or more races' females, two (2) Unknown males, six (6) Unknown females and three (3) Unknown unknowns.

Explanation of Goal Candidates Rejected:

The following **seven (7) AAIANHNPI females** answered "no" to one or more of the following referral questions regarding the preferred qualifications and were eliminated. The referral questions were:

1. Do you have experience working in Higher Education?
2. If you answered yes to the previous question, please explain your experience working in Higher Education. If you answered no, please indicate N/A.
3. Do you have experience with Microsoft Office Suite (Word, Excel and Teams)? If you answered yes to the previous question, please explain your experience with Microsoft Office Suite (Word, Excel and Teams). If you answered no, please indicate N/A.
4. Do you have experience coordinating office or division wide meetings? If you answered yes to the previous question, please explain your experience coordinating office or division wide meetings. If you answered no, please indicate N/A.
5. Do you have experience using Adobe software? If you answered yes to the previous question, please explain your experience using Adobe software. If you answered no, please indicate N/A.
6. Do you have professional experience maintaining confidentiality of records and information? If you answered no, please indicate N/A

Interviewed: 6

Five (5) White females and one (1) Black female.

The selected candidate (White female) had good technology skills and experience with Microsoft Word, Excel, PowerPoint, and Access. She had social media and webpage experience. She worked with PDF formatting and electronic filings. She created monthly and annual reports and maintained office paperwork. She provided administrative support to the Director of Nursing Education in a medical office, and she worked directly for a Principal in a school system. She had worked with all levels of management, administration and had good customer service and communication skills.

Secretary2

1 WF

Minimum Qualifications – General Experience

Three (3) years' experience above the routine clerk level in office support or secretarial work.

Minimum Qualifications – Special Experience:

One (1) year of the General Experience must have been as a Secretary 1 or its equivalent.

Minimum Qualifications – Substitutions Allowed:

College training in the secretarial sciences 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 (2) years.

Preferred Qualifications:

Experience working in a medical setting; Experience using electronic medical software; Ability to work independently; Knowledge of Microsoft Excel; Ability to effectively communicate office policies, multi-task, and work in a fast-paced environment; Excellent communication and critical thinking skills; Ability to follow through and complete assigned tasks in a timely manner; Ability to create efficient workflow for the front office and experience with scheduling.

No goal candidates applied for this position.

Applicants: 32

One (1) White male, eighteen (18) White females, one (1) Black male, two (2) Black females, four (4) Hispanic females, one (1) Two or more races' male, one (1) Two or more races' female, two (2) Unknown males, and two (2) Unknown females.

Applicants Rejected: 23

One (1) White male, twelve (12) White females, two (2) Black females, four (4) Hispanic females, one (1) Two or more races' male, one (1) Two or more races' female, and two (2) Unknown males.

Interviewed: 9

Six (6) White females, one (1) Black male and two (2) Unknown females.

The selected candidate (White female) had clerical support and office management skills from working in a large medical office. She maintained the office equipment and handled the mail distribution. She had good customer service experience and communication skills. She was knowledgeable with all types of computer equipment, fax, copier, and mail machines. She used Microsoft Office products including Word, Excel, Access, and Outlook.

Secretary 2**1 BF****Qualifications: Minimum Qualifications – General Experience**

Three (3) years' experience above the routine clerk level in office support or secretarial work.

Minimum Qualifications – Special Experience:

One (1) year of the General Experience must have been as a Secretary 1 or its equivalent.

Minimum Qualifications – Substitutions Allowed:

College training in the secretarial sciences 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 (2) years.

Preferred Qualifications: Prior successful higher education Secretary experience, Knowledge, and skills to successfully manage posts and content on the social media sites. Knowledge and skills in Adobe software, namely as it applies to generating PDF's, fillable PDF's, and electronic signatures, and converting hard-copy documents to electronic. General knowledge and skills in webpage design, namely as it applies to working with university web designers in the design process. Knowledge and skills in Microsoft Office products. Ability to work successfully cross-functionally and effectively communicate with all university/PCH RTSM stakeholders, including (but not limited to) students, staff, faculty, administration, alum, advisory boards, and others. Ability to work closely and effectively with undergraduate assistants, teaching assistants, teaching assistants, research assistants, and graduate assistants.

Applicants: 132

Five (5) White males, sixty-nine (69) White females, one (1) Black male, twenty-four (24) Black females, three (3) Hispanic males, eighteen (18) Hispanic females, two (2) AAIANHNPI males, **one (1) AAIANHNPI female**, two (2) Two or more races' females, six (6) Unknown females and one (1) Unknown unknown.

Applicants Rejected: 123

Four (4) White males, sixty-five (65) White females, one (1) Black male, twenty-three (23) Black females, three (3) Hispanic males, fifteen (15) Hispanic females, two (2) AAIANHNPI males, **one (1) AAIANHNPI female**, two (2) Two or more races' females, six (6) Unknown females and one (1) Unknown unknown.

Explanation of Goal Candidates Rejected:

The following **one (1) AAIANHNPI female** answered "no" to one or more of the following referral questions regarding the preferred qualifications and were eliminated. The referral questions were:

1. Do you have experience working within a higher education environment? If you answered yes, please explain your experience working within a higher education institution. If you answered no, please indicate N/A.
2. Do you have experience successfully managing social media content? If you answered yes, please explain your experience managing social media content. If you answered no, please indicate N/A.
3. Do you have experience working with Adobe software, namely as it applies to generating PDF's, fillable PDF's, applying electronic signatures, and converting hard-copy documents to electronic files? If you answered yes, please explain your experience with Adobe software, namely as it applies to generating PDF's, fillable PDF's, applying electronic signatures, and converting hard-copy documents to electronic. If you answered no, please indicate N/A.
4. Do you have experience working with webpage design, namely as it applies to working with university web designers in the design process? If you answered yes, please explain your experience with webpage design, namely as it applies to working with university web designers in the design process. If you answered no, please indicate N/A.
5. Do you have experience with Microsoft Office products? If you answered yes, please explain your experience with Microsoft Office products. If you answered no, please indicate N/A.
6. Do you have experience working with university stakeholders including but not limited to students, staff faculty, administration, alum, advisory boards, and others? If you answered yes, please explain your experience working with university stakeholders including but not limited to students, staff faculty, administration, alum, advisory boards, and others. If you answered no, please indicate N/A.

Interviewed: 9

One (1) White male, four (4) White females, one (1) Black female and three (3) Hispanic females

The selected candidate (Black female) had worked in a complex corporate setting and handled administrative work for two areas and worked with multi-level administrators and managers. She worked with electronic signatures, electronic PDF's and fillable forms and had good organizational skills. She worked with Microsoft Office products and TEAMS. She had good communication skills and gave examples of her ability to work with diverse staff and all stakeholders at all levels of management, administration, faculty, staff and students.

Secretary 2

1 BF

This position was announced within the Connecticut State Colleges and Universities (CSCU) to see if qualified internal candidates are interested in a transfer to Southern Connecticut State University. No applicants from the public were eligible for this opportunity.

Qualifications: Minimum Qualifications – General Experience

Three (3) years' experience above the routine clerk level in office support or secretarial work.

Minimum Qualifications – Special Experience:

One (1) year of the General Experience must have been as a Secretary 1 or its equivalent.

Minimum Qualifications – Substitutions Allowed:

College training in the secretarial sciences 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 (2) years.

Preferred Qualifications: Experience working in higher education. Computer skills and familiarity with computer software and programs such as word processing, Microsoft Outlook, Excel, PowerPoint, etc. and willingness to learn others used by the Department. Technical skills and familiarity with basic office equipment, such as multi-line phones and photocopier and fax machines.

No goal candidates applied for this position.

Applicants: 6

One (1) White male, three (3) White females, one (1) Black female, and one (1) Unknown female.

Applicants Rejected: 0

One (1) White male was scheduled for an interview and declined the opportunity.

Interviewed: 5

Three (3) White females, one (1) Black female, and one (1) Unknown female.

The selected candidate (Black female) had experience with all the minimum qualifications and transferred in from another campus within the CSCU system. She had experience with most preferred qualifications (particularly knowledge of another language; records maintenance skills; computer skills). She had experience in other clerical positions that demand efficiency and absolute discretion in handling confidential information. She showed great responsibility and initiative during her interviews by talking directly about her related skills and experience handling the job requirements. She came across to the search committee as more than just knowledgeable, but as a caring perceptive and motivated individual. She is familiar with most platforms we use and had related computer software experience.

Secretary 2

1 BF

Qualifications: Minimum Qualifications – General Experience

Three (3) years' experience above the routine clerk level in office support or secretarial work.

Minimum Qualifications – Special Experience:

One (1) year of the General Experience must have been as a Secretary 1 or its equivalent.

Minimum Qualifications – Substitutions Allowed:

College training in the secretarial sciences 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 (2) years.

Preferred Qualifications: Experience working in higher education.

Applicants: 173

Eight (8) White males, eighty-nine (89) White females, seven (7) Black males, fourteen (14) Black females, six (6) Hispanic males, twenty-eight (28) Hispanic females, **seven (7) AAIANHNPI females**, two (2) Two or more races' females, ten (10) Unknown females and two (2) Unknown unknowns.

Applicants Rejected: 157

Eight (8) White males, seventy-six (76) White females, seven (7) Black males, twelve (12) Black females, five (5) Hispanic males, twenty-eight (28) Hispanic females, **seven (7) AAIANHNPI females**, two (2) Two or more races' females, ten (10) Unknown females and two (2) Unknown unknowns.

Explanation of Goal Candidates Rejected:

The following **seven (7) AAIANHNPI females** answered "no" to one or more of the following referral questions regarding the preferred qualifications and were eliminated. The referral questions were:

1. Do you have experience with Microsoft Office Suite? If you answered yes to the previous question, please explain your experience with Microsoft Office Suite. If you answered no, please indicate N/A.
2. Do you have experience using Excel and Microsoft Outlook Teams to create, maintain and monitor spreadsheets? If you answered yes to the previous question, please explain your experience using Excel and Microsoft Outlook Teams to create, maintain and monitor spreadsheets? If you answered no, please indicate N/A.
3. Do you have experience handling largescale programing plans: invitations, registration, working with outside participants? If you answered yes to the previous question, please explain your experience handling largescale programing plans: invitations, registration, working with outside participants. If you answered no, please indicate N/A.

Interviewed: 16

Thirteen (13) White females, two (2) Black females and one (1) Hispanic male.

The selected candidate (Black female) had good technical skills and had good communication skills. She explained to the search committee her experience providing a high level of administrative support to three (3) Directors and administrative staff. She had good customer service skills and oversaw the front office reception area in her previous position. She had event planning and travel authorization experience.

Secretary 2

1 BF

Minimum Qualifications – General Experience:

Three (3) years' experience above the routine clerk level in office support or secretarial work.

Minimum Qualifications – Special Experience:

One (1) year of the General Experience must have been as a Secretary 1 or its equivalent.

Minimum Qualifications – Substitutions Allowed:

College training in the secretarial sciences 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 (2) years.

Preferred Qualifications: Experience working in higher education; Experience using a University Management System (ex. Banner); Experience with Microsoft Office products (Microsoft Word, Excel and TEAMS); Knowledge social media; Experience with updating department webpages and keeping web content current.

Applicants: 99

Six (6) White males, forty-four (44) White females, one (1) Black male, twenty-one (21) Black females, one (1) Hispanic male, thirteen (13) Hispanic females, two (2) AAIANHNPI males, **one (1) AAIANHNPI female**, one (1) Two or more races' female, three (3) Unknown males, five (5) Unknown females and one (1) Unknown unknown.

Applicants Rejected: 95

Six (6) White males, forty-two (42) White females, one (1) Black male, nineteen (19) Black females, one (1) Hispanic male, thirteen (13) Hispanic females, two (2) AAIANHNPI males, **one (1) AAIANHNPI female**, one (1) Two or more races' female, three (3) Unknown males, five (5) Unknown females and one (1) Unknown unknown.

Explanation of Goal Candidates Rejected:

The following **one (1) AAIANHNPI female** answered "no" to one or more of the following referral questions regarding the preferred qualifications and were eliminated. The referral questions were:

1. Do you have experience working in Higher Education? If you answered yes to the previous question, please explain your experience working in higher education. If you answered no, please indicate N/A.
2. Do you have experience using a University Management System (ex. Banner)? If you answered yes to the previous question, please explain your experience using a University Management System (ex. Banner). If you answered no, please indicate N/A.
3. Do you have experience with Microsoft Office Word, Excel, Outlook, and Teams? If you answered yes to the previous question, please explain your experience with Microsoft Office Word, Excel, Outlook and Teams. If you answered no, please indicate N/A.
4. Do you have knowledge and skills to assist in the coordination of posts and content for social media that fosters community-building and new student recruitment? If you answered yes to the previous question, please explain your knowledge and skills assisting in coordinating posts and content for social media that fosters community-building and new student recruitment. If you answered no, please indicate N/A.
5. Do you have experience updating department webpages and keeping web content current? If you answered yes to the previous question, please your experience updating department webpages and keeping web content current. If you answered no, please indicate N/A.

Interviewed: 4

Two (2) White females and two (2) Black females

The selected candidate (Black female) had good organizational and administrative support experience. She had experience with creating and generating reports, planning events, managing calendars and maintaining the social media posts and webpages. She also had experience with computerized

systems, like Banner, Microsoft Office 365 products, and Outlook. She had collaborations with other departments and staff and was considered the go to person to get assistance.

Secretary 2

1 BF

Minimum Qualifications – General Experience:

Three (3) years' experience above the routine clerk level in office support or secretarial work.

Minimum Qualifications – Special Experience:

One (1) year of the General Experience must have been as a Secretary 1 or its equivalent.

Minimum Qualifications – Substitutions Allowed:

College training in the secretarial sciences 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 (2) years.

Preferred Qualifications: Prior experience in higher education; Experience with office equipment (copiers, scanner, shredder, etc.); Experience using a University Management System (Ex: Blackboard); Experience with purchase orders and tracking office expenditures and familiarity with the other budgetary processes; Experience completing DocuSign forms; Excellent oral and written communication skills; Excellent organizational skills; Ability to supervise student workers; Prior experience with customer service and the Ability to multi-task in a fast paced environment (dealing with students, faculty , etc.).

Applicants: 140

Seven (7) White males, sixty-nine (69) White females, five (5) Black males, twenty-five (25) Black females, one (1) Hispanic male, one (1) Hispanic female, one (1) AAIANHNPI male, **six (6) AAIANHNPI females**, two (2) Two or more races' males, ten (10) Two or more races' females, eleven (11) Unknown females and two (2) Unknown unknowns.

Applicants Rejected: 136

Seven (7) White males, sixty-eight (68) White females, five (5) Black males, twenty-four (24) Black females, one (1) AAIANHNPI male, **six (6) AAIANHNPI females**, two (2) Two or more races' males, ten (10) Two or more races' females, eleven (11) Unknown females and two (2) Unknown unknowns.

Explanation of Goal Candidates Rejected:

The following **six (6) AAIANHNPI females** answered "no" to one or more of the following referral questions regarding the preferred qualifications and were eliminated. The referral questions were:

1. Do you have current or prior experience working in higher education? If you answered yes to the previous question, please explain your current or prior experience working in higher education. If you answered no, please indicate N/A.
2. Do you have experience using a University Management System (ex. Blackboard)? If you answered yes to the previous question, please explain your experience using a University Management System (ex. Blackboard). If you answered no, please indicate N/A.
3. Do you have experience with purchase orders, tracking office expenditures and familiarity with other budgetary processes? If you answered yes to the previous question, please explain your experience with purchase orders, tracking office expenditures and familiarity with other budgetary processes. If you answered no, please indicate N/A.

4. Do you have experience completing DocuSign forms? If you answered yes to the previous question, please explain your experience completing DocuSign forms. If you answered no, please indicate N/A.
5. Do you have current or prior customer service experience? If you answered yes to the previous question, please explain your customer service experience. If you answered no, please indicate N/A.
6. Do you have experience multi-tasking in a fast-paced environment? If you answered yes to the previous question, please explain your experience multi-tasking in a fast-paced environment. If you answered no, please indicate N/A.
7. Do you have experience supervising student workers or clerical staff? If you answered yes to the previous question, please explain your experience supervising student workers or clerical staff. If you answered no, please indicate N/A.

Interviewed: 4

One (1) White female, one (1) Black female, one (1) Hispanic male and one (1) Hispanic female.

The selected candidate (Black female) had worked as an Administrative Assistant in a fast-paced office at Sacred Heart University. She had experience with University Management Systems and used DocuSign and Adobe PDF's. She had knowledge of a variety of office equipment and used Microsoft Office products. She also worked directly with students, student workers and interns, management, faculty and staff.

Secretary 2

1 BF

Minimum Qualifications – General Experience:

Three (3) years' experience above the routine clerk level in office support or secretarial work.

Minimum Qualifications – Special Experience:

One (1) year of the General Experience must have been as a Secretary 1 or its equivalent.

Minimum Qualifications – Substitutions Allowed:

College training in the secretarial sciences 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 (2) years.

Preferred Qualifications: Prior experience in higher education setting and dealing with confidential student information, Experience with student accounts and financial aid.

Applicants: 118

Three (3) White males, forty-eight (48) White females, five (5) Black males, twenty-three (23) Black females, three (3) Hispanic males, twenty-one (21) Hispanic females, one (1) AAIANHNPI male, **two (2) AAIANHNPI females**, three (3) Two or more races' females, two (2) Unknown males, five (5) Unknown females, and two (2) Unknown unknown.

Applicants Rejected: 106

Two (2) White males, forty-two (42) White females, five (5) Black males, nineteen (19) Black females, three (3) Hispanic males, twenty-one (21) Hispanic females, one (1) AAIANHNPI male, **two (2) AAIANHNPI females**, two (2) Two or more races' females, two (2) Unknown males, five (5) Unknown females, and two (2) Unknown unknown.

Explanation of Goal Candidates Rejected:

The following **two (2) AAIANHNPI females** answered “no” to one or more of the following referral questions regarding the preferred qualifications and were eliminated. The referral questions were:

1. Do you have experience working in Higher Education?
2. If you answered yes to the previous question, please explain your experience working in higher education. If you answered no, please indicate N/A.
3. Do you have experience dealing with confidential student information?
4. If you answered yes to the previous question, please explain your experience dealing with confidential student information. If you answered no, please indicate N/A.

Interviewed: 7

Two (2) White females, four (4) Black females and one (1) Two or more races' female.

One (1) White male and three (3) White females declined the offer to interview for the position.

One (1) White female did not show up for a scheduled interview.

The selected candidate (Black female) had experience in a University Financial Aid office. She had worked with confidential student accounts and records. She had good communication and organizational skills. She had worked with similar confidential computer systems like Banner and she had knowledge of Microsoft Office products, Teams, Outlook and DocuSign and Adobe Acrobat.

Secretary 2

1 HF

Minimum Qualifications – General Experience:

Three (3) years' experience above the routine clerk level in office support or secretarial work.

Minimum Qualifications – Special Experience:

One (1) year of the General Experience must have been as a Secretary 1 or its equivalent.

Minimum Qualifications – Substitutions Allowed:

College training in the secretarial sciences 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 (2) years.

Preferred Qualifications: Higher Education experience.

Applicants: 114

Two (2) White males, sixty-seven (67) White females, one (1) Black male, fifteen (15) Black females, two (2) Hispanic males, sixteen (16) Hispanic females, two (2) AAIANHNPI males, **two (2) AAIANHNPI females**, five (5) Two or more races' females, and two (2) Unknown females.

Applicants Rejected: 102

One (1) White male, sixty-one (61) White females, twelve (12) Black females, two (2) Hispanic males, fifteen (15) Hispanic females, two (2) AAIANHNPI males, **two (2) AAIANHNPI females**, five (5) Two or more races' females, and two (2) Unknown females.

Explanation of Goal Candidates Rejected:

The following **two (2) AAIANHNPI females** answered “no” to one or more of the following referral questions regarding the preferred qualifications and were eliminated.

The referral questions were:

1. Do you have experience working in Higher Education? If you answered yes to the previous question, please explain your experience working in Higher Education. If you answered no, please indicate N/A.
2. Do you have experience designing and creating fillable PDF forms? If you answered yes to the previous question, please explain your experience designing and creating fillable PDF forms. If you answered no, please indicate N/A.
3. Do you have advanced skills in Microsoft Word and Excel? If you answered yes to the previous question, please explain your advanced skills in Microsoft Word and Excel. If you answered no, please indicate N/A.
4. Do you have experience documenting policy and procedure by way of reports and flowcharts? If you answered yes to the previous question, please explain your experience documenting policy and procedure by way of reports and flowcharts. If you answered no, please indicate N/A.
5. Do you have experience updating webpages via content manager? If you answered yes to the previous question, please explain your experience updating webpages via content manager. If you answered no, please indicate N/A.
6. Do you have experience with Navigate and Banner? If you answered yes to the previous question, please explain your experience with Navigate and Banner. If you answered no, please indicate N/A.

Interviewed: 12

One (1) White male, six (6) White females, one (1) Black male, three (3) Black females and one (1) Hispanic female.

The selected candidate (Hispanic female) had customer service experience in the private sector and recent experience in higher education working as a University Assistant. She had working knowledge of Microsoft Office products, Teams, and Outlook. She had experience working with fillable forms, Abode and updating webpages. She had clerical and administrative support experience in a busy office and worked with all levels of administration.

Secretary 2

1 HF

This employee went full time from part time staff during the reporting period. No other applicants were eligible for this position.

Secretary 2

1 HF

Qualifications: Three (3) years' experience above the routine clerk level in office support or secretarial work.

Special Experience: One (1) year of the General Experience must have been as a Secretary 1 or its equivalent.

Preferred Qualifications: Ability to work with basic graphic design and publicity materials (Canva) and document layout (formatting concert programs). Ability to work with and/or learn software and programs for task-management, asynchronous collaboration, and teamwork (Google Drive, OneDrive, Teams, Asana). Generate and format written communication for department functions (meeting minutes, communication with vendors, correspondence with prospective students and faculty)

SUBSTITUTIONS ALLOWED College training in the secretarial sciences 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 (2) years.

Applicants: 118

Three (3) White males, forty-eight (48) White females, five (5) Black males, twenty-three (23) Black females, three (3) Hispanic males, twenty-one (21) Hispanic females, one (1) AAIANHNPI male, **two (2) AAIANHNPI females**, three (3) Two or more races' females, two (2) Unknown males, five (5) Unknown females, and two (2) Unknown unknowns.

Applicants Rejected: 114

Three (3) White males, forty-five (45) White females, five (5) Black males, twenty-three (23) Black females, three (3) Hispanic males, twenty (20) Hispanic females, one (1) AAIANHNPI male, **two (2) AAIANHNPI females**, three (3) Two or more races' females, two (2) Unknown males, five (5) Unknown females, and two (2) Unknown unknowns.

Explanation of Goal Candidates Rejected:

The following **two (2) AAIANHNPI females** answered "no" to one or more of the following referral questions regarding the preferred qualifications and were eliminated. The referral questions were:

1. Do you have experience with basic graphic design, publicity materials (Canva) and document layout (ex. formatting concert programs)? If you answered yes to the previous question, please explain your experience with basic graphic design, publicity materials (Canva) and document layout (ex. formatting concert programs). If you answered no, please indicate N/A or explain your ability to work with basic graphic design, publicity materials (Canva) and document layout.
2. Do you have experience with software and programs for task-management, asynchronous collaboration, and teamwork (Google Drive, OneDrive, Teams, Asana)? If you answered yes to the previous question, please explain your experience with software and programs for task-management, asynchronous collaboration, and teamwork (Google Drive, OneDrive, Teams, Asana).
If you answered no, please indicate N/A or explain your ability to learn new software programs for task-management, asynchronous collaboration, and teamwork (Google Drive, OneDrive, Teams, Asana).
3. Do you have experience generating and formatting written communication for department functions (meeting minutes, communication with vendors, correspondence with prospective students and faculty)? If you answered yes to the previous question, please explain your experience generating and formatting written communication for department functions (meeting minutes, communication with vendors, correspondence with prospective students and faculty)? If you answered no, please indicate N/A.

Interviewed: 4

Three (3) White females and one (1) Hispanic female.

The selected candidate (Hispanic female) provided detailed answers to the interview questions. She provided answers and an example of her knowledge with office administration and organization skills. She had prior work experience that she stated would aid her in her job at Southern. She was enthusiastic, out-going, and asked several questions about the department and the duties. She also had good customer service experience and worked directly with the public in her current position. Reference checks completed with a former colleague and her supervisor confirmed her dependability and experience with office support and organizational skills.

Category 5

Technical Paraprofessional

Hiring goals: 1WM, 1BF, 1 HF

Hires: 1 (1HM)

Library Technical Assistant

1 HM

Minimum Qualifications-General Experience: Two (2) years of experience in library work.

Minimum Substitutions Allowed: Two (2) years of college training equaling sixty (60) semester hours with at least twelve (12) semester hours in library science may be substituted for the General Experience.

Preferred Qualifications • Basic knowledge of library classification systems; Experience using a library services platform, such as ExLibris Alma; Experience processing interlibrary loan requests; Experience hiring, training, supervising, and scheduling employees; Strong oral and written communication skills; Strong customer service orientation; Experience overseeing library opening and closing procedures.

Special Requirements: During fall and spring semesters the candidate must be able to work the required hours of 3:00 p.m. – 11:00 p.m., Sunday through Thursday.

Applicants: 65

Nine (9) White males, eighteen (18) White females, three (3) Black males, **four (4) Black females**, seven (7) Hispanic males, **six (6) Hispanic females**, three (3) AAIANHNPI males, one (1) AAIANHNPI female, two (2) Two or more races' males, one (1) Two or more races' female, four (4) Unknown males, three (3) Unknown females, and four (4) Unknown unknown.

Applicants Rejected: 58

Nine (9) White males, sixteen (16) White females, three (3) Black males, **four (4) Black females**, five (5) Hispanic males, **six (6) Hispanic females**, one (1) AAIANHNPI male, one (1) AAIANHNPI female, two (2) Two or more races' males, one (1) Two or more races' female, four (4) Unknown males, two (2) Unknown females, and four (4) Unknown unknown.

Explanation of Goal Candidates Rejected:

Nine (9) White males, **four (4) Black females** and **six (6) Hispanic females** answered "no" to one or more of the following referral questions regarding the preferred qualifications and were eliminated. The referral questions were:

1. Do you currently work for the State of Connecticut?
2. If you answered yes to the previous question, please indicate your current job title with the State of Connecticut. If you answered no, please indicate N/A.
3. Do you have basic knowledge of library classification systems?
4. If you answered yes to the previous question, please explain your knowledge of library classification systems. If you answered no, please indicate N/A.
5. If you answered yes to the previous question, please explain your experience using a library services platform, such as ExLibris Alma? If you answered no, please indicate N/A.
6. Do you have experience processing interlibrary loan requests?
7. If you answered yes to the previous question, please explain your experience processing interlibrary loan requests. If you answered no, please indicate N/A.
8. Do you have experience hiring, training, supervising, and scheduling employees?

9. If you answered yes to the previous question, please explain your experience hiring, training, supervising, and scheduling employees. If you answered no, please indicate N/A.
10. Do you have experience overseeing library opening and closing procedures?
11. If you answered yes to the previous question, please explain your experience overseeing library opening and closing procedures. If you answered no, please indicate N/A.
12. Are you able to work the required hours of 3:00 pm – 11:00 pm, Sunday through Thursday?

Interviewed: 7

Two (2) White females, two (2) Hispanic males, two (2) AAIANHNPI males and one (1) Unknown female.

The selected candidate (Hispanic male) had worked as a Library Assistant and worked in a Page position for 3 years putting materials away using the Dewey Decimal system. Currently, he has experience with the Evergreen platform to check in and check out materials, sign patrons up for library cards, pay fines, look up materials for patrons, search materials within the system of libraries and other libraries within bibliomation, in-housing and more. He also uses C-Card and provided training to full and part time staff.

Category 6

Skilled Craft

Hiring goals: 1WF, 1BF, 4HM, 2HF

Hires: 3 (3WM)

Qualified Craft Worker (HVACR)

1 WM

This position was advertised to only present State employees.

Minimum Qualifications – General Experience: Four (4) years of experience in tasks in the heating, ventilation, air-conditioning and refrigeration trade.

Minimum Qualifications – Special Experience: Two (2) years of the General Experience must have been performing skilled heating, ventilation, air conditioning and refrigeration trades. Note: For State Employees, this is interpreted at the level of Skilled Maintainer or Transportation Maintainer 2.

Special Requirements: 1. University of Connecticut: Incumbents in this class are required to possess and retain appropriate current license, permits and/or certifications including possession and retention of a State of Connecticut heating, piping, and/or cooling license. 2. Incumbents in this class may be required by the appointing authority to possess or acquire and retain appropriate current licenses, permits and/or certifications.

Applicants: 5

Five (5) White males

Applicants Rejected: 0

Interviewed: 5

Five (5) White males

Four (4) White males were offered the position but declined and remained in their present State positions.

The selected candidate (WM) had experience working as a QCW/HVACR and accepted the offer and transferred to Southern CT State University.

Qualified Craft Worker (Locksmith)

1 WM

This position was advertised to only present State employees.

Minimum Qualifications- General Experience: Four (4) Years of experience in tasks in the locksmith trade.

Minimum Qualifications- Special Experience: Two (2) years of the General Experience must have been performing skilled locksmith trades. Note: for State Employees, this is interpreted at the level of Skilled Maintainer or Transportation Maintainer 2.

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

Applicants: 1
One (1) White male

Applicants Rejected: 0

Interviewed: 1
One (1) White male

The selected candidate (WM) was a State employee presently in a Qualified Craft Worker (Locksmith) position and transferred into the University from another State agency.

Building Maintenance Supervisor

1 WM

This position was advertised within the Connecticut State Colleges and Universities (CSCU) and only open to employees within the system.

Qualifications: Minimum Requirements: Six (6) years of experience in the repair and maintenance of large buildings.

Special Experience: Two (2) years of the General Experience must have been in a supervisory capacity.

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

NOTE: Experience performing technical duties within the maintenance trade area on a military base, aircraft carrier or large compound may be substituted for the General Experience on a year for year basis.

Applicants: 1
One (1) White male

Applicants Rejected: 0

Interviewed: 1
One (1) White male

The selected candidate (WM) had experience at the Building Maintenance Supervisor level at one of the other Universities and was offered this position. He had the NP-2 union rights to this position. No other applicants applied for this position.

Category 7 – Maintenance

Service Maintenance- Varied

Hiring goals: 3WM, 3WF, 1 AAIANHNPI M

Hires: 0

No hiring activity occurred during the reporting period.

Custodians

Hiring goals: 7WF, 5HM, 5HF

Hires: 21 (1WM, 1WF, 9BM, 6BF, 2HM, 2HF)

Custodian

Facilities Operations

1WM, 1WF, 9BM, 6BF, 2HM, and 2HF

Qualifications:

Any experience and training which would provide the knowledge, skills and abilities listed above.

Preferred Qualifications:

Professional experience buffing floors and using a Tennant machine.

Special Requirements:

Incumbents in this class 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 of the class.
2. A physical examination may be required.

Applicants: 231

Forty-six (46) White males, **seven (7) White females**, ninety-two (92) Black males, thirty-one (31) Black females, **twenty (20) Hispanic males, ten (10) Hispanic females**, fifteen (15) Two or more races' males, one (1) Two or more races' female, eight (8) Unknown males, and one (1) Unknown female.

Applicants Rejected: 184

Thirty-eight (38) White males, **six (6) White females**, seventy-eight (78) Black males, twenty (20) Black females, **seventeen (17) Hispanic males, six (6) Hispanic females**, ten (10) Two or more races' males, one (1) Two or more races' female, seven (7) Unknown males, and one (1) Unknown female.

Explanation of Goal Candidates Rejected:

The following **six (6) White females, seventeen (17) Hispanic males, six (6) Hispanic females** answered "no" to one or more of the following referral questions regarding the preferred qualifications and were eliminated. The referral questions were:

1. Do you have professional experience buffing floors?

2. If you answered yes to the previous question, please explain your professional experience buffing floors. If you answered no, please indicate N/A.
3. Do you have experience using a Tennant machine?
4. If you answered yes to the previous question, please explain your experience using a Tennant machine. If you answered no, please indicate N/A.
5. Are you available to work 1st shift (6:00 am – 2:00 pm, Monday – Friday)?
6. Are you available to work 2nd shift (2:00 pm – 10:00 pm, Monday – Friday)?
7. Are you available to work 3rd shift (11:00 pm – 7:00 am, Sunday – Thursday)?

Interviewed: 47

Eight (8) White males, **one (1) White female**, fourteen (14) Black males, eleven (11) Black females, **three (3) Hispanic males, four (4) Hispanic females**, five (5) Two or more races' males, and one (1) Unknown male.

One (1) Hispanic female withdrew from consideration after the interview because she accepted another position.

One (1) Hispanic male and **one (1) Hispanic female** were not able to work the hours of the standard shifts and any additional hours to cover University events or weekend hours when certain conferences or student and staff event setups. They were all considered for the Part time positions in the department that had the hours that they were able to cover.

The Facilities Operations Department filled twenty-one (21) full time Custodian positions and five (5) part-time positions due to a large volume of retirements during the reporting period.

The selected candidates (1WM, **1 WF**, 9BM, 6BF, **2HM**, and **2HF**) were offered positions for different shifts (1st, 2nd and 3rd) and custodial responsibilities. **One (1) White female, one (1) Hispanic male** and **two (2) Hispanic females** achieved hiring goals.

Protective Services

Hiring goals: 6WM, 1 AAIAHNPI M

Hires: 2 (1BM, 1BF)

Protective Services Trainee (Police)

1 BM, 1BF

Special Requirements:

1. Applicants must be authorized to work lawfully in the United States by date of appointment.
2. Applicants must have a High School diploma or General Educational Development (GED) certification prior to admission to the Connecticut Police Training Academy.
3. During the period as a Police Trainee candidates will be required to complete a course of training to include completion and graduation from the Connecticut Police Training Academy program or its equivalent.
4. Appointment to this class will be for a period not to exceed twelve (12) months. Provisional appointment will be made to the target class when formal training has not been completed after twelve (12) months as a Protective Services Trainee (Police). Appointment will be made to the target class after successful completion and graduation of formal training.

5. Applicants in this class must have reached their 21st birthday.
6. Incumbents in this class must possess and retain a valid Motor Vehicle Operator's license.
7. Incumbents in this class may be required to obtain and retain Emergency Medical Technician (EMT) or Paramedic certification.

Character Requirements: In addition to the checking of references and of facts stated in the application, a thorough background investigation of each candidate may be made before persons are certified for appointment.

Physical Requirements: 1. Incumbents in this class must have general good health, be free from any disease or injury which would impair health or usefulness and possess and retain sufficient physical strength, stamina, agility, endurance, and visual and auditory acuity to perform the duties of the class. A physical fitness assessment will be required of all applicants.
2. A comprehensive medical examination, including a controlled substance screening, will be required of all applicants upon a conditional offer of employment.

Applicants: 109

Thirty-three (33) White males, seven (7) White females, twenty-nine (29) Black males, nine (9) Black females, **five (5) AAIANHNPI males**, three (3) Two or more races' males, five (5) Two or more races' females, twelve (12) Unknown males, four (4) Unknown females and two (2) Unknown unknowns.

Applicants Rejected: 92

Twenty-seven (27) White males, six (6) White females, twenty-two (22) Black males, eight (8) Black females, **four (4) AAIANHNPI males**, two (2) Two or more races' males, five (5) Two or more races' females, twelve (12) Unknown males, four (4) Unknown females and two (2) Unknown unknowns.

Twenty-seven (27) White males and **four (4) AAIANHNPI males** did not complete the application completely on-line and part of their applications were completely blank.

Two (2) White males and one (1) Two or more races' races male did not respond when contacted to schedule interviews.

One (1) White male, one (1) White female and one (1) Black male withdrew before the interviews because they had childcare and family obligations.

One (1) White male, two (2) Black males and one (1) AAIANHNPI male withdrew from consideration prior to the interviews because they accepted other positions.

One (1) White male and two (2) Black males withdrew before the interview process because they are serving actively in the military.

Interviewed: 4

One (1) White male, two (2) Black males and one (1) Black female.

One (1) White male, goal candidate did not pass the physical agility portion of the interview.

The selected candidate (Black male) was successful completing all aspects of the interview process. He retired from the New Haven Fire Department and was an EMT. He also had experience as a Judicial Marshal and worked with the public and community.

The selected candidate (Black female) had successfully completed all aspects of the interview process. She worked with at risk youth, and she also was a Southern Alumni.

PROMOTIONS

Category 1 – Executive Managerial

Promotion goals: 1WF

Promoted: None

No promotional activity occurred in the Executive Managerial category during the reporting period.

Category 2 – Faculty

In this category, promotions are governed by the AAUP Collective Bargaining Agreement (Article 4.11). 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 Chairperson as well as the Department Evaluation Committee (DEC) Chairperson by the deadline stated in the contract. The submitted materials are reviewed and evaluated by the DEC, the appropriate Dean, and the Promotion and Tenure Committee with each making a recommendation. This procedure for granting promotions is conducted on an annual basis.

Professor

Promotion Goals: 2WF, 3BF, 2HM, 2HF, 7 AAIANHNPI M, 4 AAIANHNPI F

Promoted into category: 12 (5WM, 4WF, 1BF and 2HF) in accordance with union contract procedures.

7 goals were met with the promotion of 4WF, 1BF, and 2HF.

Applicants: 14

Six (6) White males, **four (4) White females, one (1) Black female, two (2) Hispanic females, and one (1) AAIANHNPI male.**

Applicants Rejected: 2

One (1) White male and **one (1) AAIANHNPI male.**

Interviewed: 14

All were interviewed per promotion and tenure procedures.

Promoted: 12

Five (5) White males, **four (4) White females, one (1) Black female, and two (2) Hispanic females** were interviewed per promotion and tenure procedures.

Associate Professor

Promotion Goals: 7WF, 1BM, 1BF, 2HF, 5 AAIANHNPI M and 1 AAIANHNPI F

Promoted into category: 22 (6WM, 10WF, 1BF, 2 AAIANHNPI M and 3 AAIANHNPI F), in accordance with union contract procedures.

11 goals were met with the promotion of 7WF, 1BF, 2 AAIANHNPI M and 1 AAIANHNPI F

Applicants: 24

Six (6) White males, **eleven (11) White females, one (1) Black female, three (3) AAIANHNPI males, and three (3) AAIANHNPI females.**

Applicants Rejected: 2

One (1) White female and one (1) AAIANHNPI male.

Interviewed: 24

All applicants were interviewed per promotion and tenure procedures.

Promoted: 22

Six (6) White males, **ten (10) White females, one (1) Black female, two (2) AAIANHNPI males, and three (3) AAIANHNPI females.**

Assistant Professor

Promotion Goals: None established

Promoted: 1 (1WF)

Clinical Field Coordinator to Assistant Professor – Communication Disorders

1 WF

Qualifications: Earned doctorate in Communication Disorders or related field; ABD candidates considered. If ABD, candidate must earn doctorate by end of first year of appointment; Must have ASHA Certificate of Clinical Competence and be eligible for Connecticut state licensure in Speech-Language Pathology; Must meet the ASHA 2020 standard for clinical instruction by start of employment; Evidence of the ability to teach effectively at the university level and to engage in meaningful scholarship, including peer-reviewed publications and grant funded activities. Experience and expertise in teaching, research, and clinical practice in one or more of the following areas: speech science, anatomy and physiology, neurological bases of communication, neurogenic speech and language disorders, and/or cognitive communication disorders.

Preferred Qualifications: Earned Ph.D. in communication disorders or related field; Teaching at the university level and clinical instruction experience; Demonstration of an established record of scholarship; Excellent oral/written communication skills; Interpersonal/team collaboration skills; Computer literacy skills for administrative, research and instructional purposes.

Applicants: 8

One (1) White male, and six (6) White females and one (1) Hispanic female.

Applicants Rejected: 5

Five (5) White females

One (1) Hispanic female was offered an interview but withdrew from consideration prior to the interview because she accepted another position.

Interviewed: 2

One (1) White male and one (1) White female

One (1) White male was offered the position but declined the opportunity.

The selected candidate (White female) had experience teaching, performing research and she provided clinical instruction. She was experienced with several types of teaching tools and technology. She also had published articles and research projects.

Coaches

Promotion Goals: None established

Promoted: None

No promotional activity occurred in the Coaches category during the reporting period.

Category 3

Professional Non-Faculty

Promotion Goals: None established

Promotion into Category: 3 (1WF, 1BM, 1HF)

SECRETARY 2 TO ADMIN & FIELD PLACEMENT ASSISTANT

1 WF

This employee was promoted to Admin & Field Placement Assistant. She was performing duties at the higher level and was reclassified. No other employees were eligible for this position.

TELECOMMUNICATIONS DISPATCHER TO ASSISTANT PROPERTY CONTROL COORD

1 BM

This employee was promoted to Assistant Property Control Coordinator. He was performing duties at the higher level and was reclassified. No other employees were eligible for this position.

CLERK TYPIST TO COLLECTION AGENT

1 HF

This employee was promoted to Collection Agent. She was performing duties at the higher level and was reclassified. No other employees were eligible for this position.

Promoted within Category:

The following 18 promotions are all promotions with the Professional Category 3 and do not result in an accession.

Per union contract, there is a ten-day period in which union members at the four CSU campuses are eligible to apply for positions as per the CSU-SUOAF collective bargaining agreement. This position was filled in the initial ten-day period and not opened outside the union.

Dir of Residence Life to Senior Dir of Conf, Events & Dir/Conf, Events & SA Auxiliary

1 WM

This employee was promoted to Senior Director of Conference, Events & Dire of Conference Events and SA Axillary. He was performing duties at the higher level and was reclassified. No other employees were eligible for this position.

Residence Hall Director to Residence Life Coordinator **1 WM**

This employee was promoted to Residence Life Coordinator. He was performing duties at the higher level and was reclassified. No other employees were eligible for this position.

Director of Info Tech Admin to Director of Info Systems Technology Admin **1 WM**

This employee was promoted to Director of Information Systems Technology Administrator. He was performing duties at the higher level and was reclassified. No other employees were eligible for this position.

Assistant Director, Academic Advising to Coord of Adv for First Year Students **1 WM**

This employee was promoted to Coordinator of Adv for First Year Students. He was performing duties at the higher level and was reclassified. No other employees were eligible for this position.

Director of Counseling Services to Associate Dean, Counseling & Wellness **1 WM**

This employee was promoted to Associate Dean, Counseling & Wellness. He was performing duties at the higher level and was reclassified. No other employees were eligible for this position.

Assistant Dean of Students to Associate Dean of Student Conduct **1 WM**

This employee was promoted to Associate Dean of Student Conduct. He was performing duties at the higher level and was reclassified. No other employees were eligible for this position.

Client Infrastructure Manager to Director, IT Strategy Initiatives & Spec Project **1 WM**

This employee was promoted to IT Strategy Initiatives & Special Project. He was performing duties at the higher level and was reclassified. No other employees were eligible for this position.

Director, Lyman Center to Associate Director of Conference & Event Services **1 WM**

This employee was promoted to Associate Director of Conference & Event Services. He was performing duties at the higher level and was reclassified. No other employees were eligible for this position.

Assistant Director Advancement Services to Advancement Operations Analyst **1 WF**

Qualifications: Required: Bachelor's degree and three years' experience working with data in a nonprofit or fundraising organization. Strong knowledge and understanding of databases. Advanced Excel capability.

Preferred Qualifications: Past experience using Raiser's Edge or a similar donor database. Familiarity with tools used in development research (i.e. iWave, Lexis Nexis; Researchpoint). These qualifications may be waived for individuals with appropriate alternate experience.

Applicants: 4

One (1) White male and three (3) White females.

Applicants Rejected: 2

One (1) White male and one (1) White female.

One (1) White male did not meet the preferred qualifications and did not have experience with donor databases such as Raiser's Edge, nor any familiarity with development tools such as iWave, Lexis Nexis and Researchpoint.

Interviewed: 2

Two (2) White females.

The selected candidate (WF) had experience in the areas of data integrity, database management, donor and prospect software, and applicable experience to the exact requirements of this position. She detailed her ability to be hands on handling problems and trouble shooting.

Student Development Spec to Coordinator of Veterans, Military & Adv Learn Services 1 WF

This employee was promoted to Coordinator of Veterans, Military & Adv Learning Services. She was performing duties at the higher level and was reclassified. No other employees were eligible for this position.

Assistant Director of Transfer Student Services to Associate Director of TSS 1 WF

This employee was promoted to Associate Director of TSS. She was performing duties at the higher level and was reclassified. No other employees were eligible for this position.

Sustainability Coordinator to Assoc Director of Sustainability 1 WF

This employee was promoted to Associate Director of Sustainability. She was performing duties at the higher level and was reclassified. No other employees were eligible for this position.

Associate Registrar-Curriculum Mgmt to Enrollment Systems Coordinator 1 WF

This employee was promoted to Enrollment Systems Coordinator. She was performing duties at the higher level and was reclassified. No other employees were eligible for this position.

Assistant Director Student Conduct and Coordinator of LGBTQ+ 1 WF

This employee was promoted to Assistant Director Student Conduct and Coordinator of LGBTQ+. She was performing duties at the higher level and was reclassified. No other employees were eligible for this position.

Associate Director of Student Center to Associate Director of Conf & Event Op 1 BM

This employee was promoted to Associate Director of Conferences & Event Operations. He was performing duties at the higher level and was reclassified. No other employees were eligible for this position.

Assistant Director, Admissions to Associate Director, Admissions 1 BM

This employee was promoted to Associate Director, Admissions. He was performing duties at the higher level and was reclassified. No other employees were eligible for this position.

Assistant Registrar to Associate Registrar-Curriculum Mgmt 1 BF

This employee was promoted to Associate Registrar-Curriculum Management. She was performing duties at the higher level and was reclassified. No other employees were eligible for this position.

Assistant Director of Annual Giving to Major Gifts Officer 1 BF

This employee was promoted to Major Gifts Officer. She was performing duties at the higher level and was reclassified. No other employees were eligible for this position.

Category 4

Secretarial Clerical – Varied

Promotion Goals: 2WF

Promotions into Category: 4 (2WF, 2HF)

Secretary 2 to Administrative Assistant 1 WF

A promotional goal was achieved with this promotion of a White female.

This employee was promoted to Administrative Assistant. She was performing duties at the higher level and was reclassified. No other employees were eligible for this position.

Secretary 2 to Administrative Assistant 1 WF

A promotional goal was achieved with this promotion of a White female.

This employee was promoted to Administrative Assistant. She was performing duties at the higher level and was reclassified. No other employees were eligible for this position.

Secretary 2 to Administrative Assistant 1 HF

This employee was promoted to Administrative Assistant. She was performing duties at the higher level and was reclassified. No other employees were eligible for this position.

Secretary 2 to Administrative Assistant 1 HF

This employee was promoted to Administrative Assistant. She was performing duties at the higher level and was reclassified. No other employees were eligible for this position.

Secretary 2

Promotion Goals: 1WM

Promotions into Category: 0

No promotional activity occurred in the Secretary 2 category during the reporting period.

Category 5
Technical Paraprofessional
Promotion Goals: None established
Promotions into Category: 0

No promotional activity occurred in the Technical Paraprofessional category during the reporting period.

Category 6
Skilled Craft
Promotion Goals: None established
Promotions within Category: 0

No promotional activity occurred in the Skilled Craft category during the reporting period.

Category 7
Service Maintenance- Varied
Promotion Goals: 1 WM
Promotion Into Category: 4 (1WM, 2BM, 1HM)
Promotions within Category: 1 (1HF)

Custodian to Maintainer **1 WM**

A promotional goal was achieved with this promotion of a White male.

This employee was promoted to Maintainer. He was performing duties at the higher level and was reclassified. No other employees were eligible for this position.

Custodian to Lead Custodian **1 BM**

This employee was promoted to Lead Custodian. He was performing duties at the higher level and was reclassified. No other employees were eligible for this position.

Custodian to Lead Custodian **1 BM**

This employee was promoted to Lead Custodian. He was performing duties at the higher level and was reclassified. No other employees were eligible for this position.

Custodian to Lead Custodian **1 HM**

This employee was promoted to Lead Custodian. He was performing duties at the higher level and was reclassified. No other employees were eligible for this position.

Promotions within Category: 1 HF

Lead Custodian to Supervising Custodian **1 HF**

This employee was promoted to the Supervising Custodian. She was performing duties at the higher level and were reclassified. No other employees were eligible for this position.

Custodian

Promotion Goals: None established

Promotions into Category: 0

No promotional activity occurred in the Custodian category during the reporting period.

Protective Services

Promotion Goals: None established

Promotions into Category: 0

No promotional activity occurred in the Protective Services category during the reporting period.

Program Goals were established in the last Affirmative Action Plan.

1. Build capacity for greater equity-mindedness among faculty and staff, through workshops, programs and professional training.

Completion Date: May 2023

Responsible Persons: Division of DEI and Respective University working group executed several trainings and workshops to meet the needs of the campus community.

Specialized Curricular & Professional Development – The division provided an opportunity for a unit or department to request a customized curricular experience for a prescribed audience to increase knowledge and understanding around DEI topics of interest. **Identity, Implicit Bias, & Microaggression Training** – This offering leveraged the identity wheel as a way of understanding who we are as individuals, implicit bias, and all the stories we believe and tell ourselves about others, and the microaggressions we receive and commit because of our identities and implicit bias. **Restorative Practices Training** – This offering developed relationships and build community, guide decision making, or offer support or reactively respond to conflicts and harm that occur. **Community Building Session**– This offering executed a community building activity or one that infuses DEI topics and/or focuses on the mission and vision of the team. Additionally, the division provided over 100 hours of dedicated coaching and consultation to departmental managers and leaders across the university regarding various DEI topics through support sessions, professional development, training, unit specific guidance.

2. Develop a bias response protocol that creates a clear pathway for students and employees to report incidents of bias or hate, including a protocol for response and action.

Completion Date: May 2023

Responsible Persons: Division of DEI and Respective University working group

During the reporting period, the Campus Climate Support Team (CCST) was proposed to address concerns that students or staff have witnessed or something they might want to report. Campus climate concerns can include conduct, speech or expression that negatively targets, intimidates, or threatens an individual or group due to race, ethnicity, ancestry, national origin, religion, gender, sexual orientation, gender identity or expression, age, physical, mental, and intellectual disabilities, as well as past/present history of mental disorders.

The newly created Campus Climate Submission Protocol includes a form that may be submitted anonymously or with the name of the reporter included. If the form is submitted with contact information, CCST will reach out to help the individual navigate the incident and determine available support to help address the incident. All concerns are taken seriously and help inform places and spaces on campus that may need training or a more intentional partnership with the Division of Diversity, Equity, and Inclusion.

After the concern is reviewed, a DEI staff member will follow-up with the individual who submitted the report (unless the concern was submitted anonymously) to assess any immediate support needs, ask any necessary follow-up or clarifying questions, and discuss potential next steps for the impacted individuals. The reporter will learn about different supports on campus, the formal processes, and informal processes, so they can make a decision that is best for them in how they want to address concerns. The reporter and a DEI staff member will discuss the concern as well as both formal and informal processes. If the reporter chooses to engage in the formal process, a referral to the appropriate office will be made. The Campus Climate Support Process does not determine policy violation or implement consequences. If the reporter chooses to engage in the informal process, possible outcomes include (but are not limited to):

Affirmation and support for the impacted individual(s) – The primary goal of this reporting is to provide support for individuals and groups on SCSU's campus who have been impacted by climate concerns. DEI works with the impacted individuals to determine the type of response sought and to initiate an appropriate follow up.

Educational conversation with responsible party – Often, individuals who have been impacted by a climate concern are focused on ensuring the responsible party understands how and why their behavior caused harm. In such cases, a DEI staff member will arrange for an informal conversation with the responsible party to help them take perspective and understand the impact of their behavior on others.

Restorative circle or conference – In some cases, impacted individuals would like a space to explore and discuss the impact of an incident and how they will move forward. The restorative process allows for naming harm, listening to and educating one another, and for building, repairing and/or restoring relationships and communities. DEI utilizes restorative processes either with impacted individuals only or by bringing together impacted individuals with the responsible party. This is a voluntary option for all parties involved.

***Statement to the Campus Community** – In most cases, the impact of a climate concern is localized to the individual(s) present. However, in some cases the impact either expands to the broader campus community (often through various forms of media) or the incident occurs in a public space and the responsible party is unknown. In such cases, the University may opt to send a message to the campus community to name the incident and its impact and to encourage impacted individuals to seek support.

The University plans to launch this protocol this fall semester 2023. The Campus Climate Support Team has developed the submission protocol and form to report climate concerns and the link below is the draft format.

[Campus Climate Concerns Submission Protocol | Southern Connecticut State University \(southernct.edu\)](#)

Good Faith Efforts
Section 46a-68-92

GOOD FAITH EFFORTS

Sec. 46a-68-92

Southern Connecticut State University has demonstrated good faith efforts by engaging in the initiatives articulated in subsections (a) to (d), inclusive of this section.

- a) The University had promoted equal opportunity to achieve a workplace that is free of discrimination.
- b) The University has developed recruitment strategies that ensure opportunities for all qualified applicants, including underutilized groups.
- c) The University has ensured a fair and nondiscriminatory selection process.
- d) The University has provided career development opportunities to all interested and qualified employee, with emphasis on those groups found to be underutilized in the workforce.
- e) Nothing in this section shall be construed to absolve the University of its Obligations under sections 46a-68-78, 46a-68-79, 46a-68-80, 46a-68-81, 46a-68-85, 46a-68-80, 46a-68-87, 46a-68-89, 46a-68-90, 46a-68-92 of the Regulations of Connecticut State Agencies.

All University efforts, initiatives, and programs are articulated throughout the Plan.

POLICY STATEMENT

It is the intellectual and moral responsibility, but more importantly, the POLICY of the leadership of the Connecticut State Colleges & Universities (CSCU), to advance social justice and equity by exercising affirmative action and upward mobility. Accordingly, Southern Connecticut State University as a constituent unit of the CSCU, through this plan of affirmative action, will, with conviction and effort, undertake positively to overcome the present effect of past practices, policies, or barriers to equal employment opportunity, and to achieve the full and fair participation of women, African Americans, Hispanics, and any other protected groups found to be underutilized in the workforce or adversely impacted by system policies or practices.

Equal employment opportunity, a distinctly different matter, is employment of individuals without consideration of age; ancestry; color; gender identity or expression; genetic information; learning disability; marital status; past or present history of a mental disability; intellectual disability; national origin; physical disability (including blindness); race; religious creed; sex, including pregnancy, sexual harassment and sexual assault; sexual orientation; veteran's status; criminal record (in state employment) and genetic information unless the provisions of Section 46a-60(b), 46a-80(b), or 46a-81(b), of the Connecticut General Statutes are controlling or there is a bona fide occupational qualification excluding persons in one of the above protected groups. Equal employment opportunity is the purpose and goal of affirmative action under Section 46a-68-75 through 46a-68-114.

As president of Southern Connecticut State University, I pledge to take every good faith effort to realize our goals within the timetables set forth in this plan and as required by pertinent state and federal legislation, detailed in the pages which follow.

Appended to this Policy Statement, and incorporated by reference, is listed Federal and State constitutional provisions, laws, regulations, guidelines, and executive orders prohibiting or outlawing discrimination, identifying classes of protected persons.

Clearly, affirmative action and equal employment opportunity are immediate and necessary agency objectives for Southern Connecticut State University. We shall affirmatively provide services and programs in a fair and impartial manner. Southern ensures that affirmative action principles and practices are followed in each step of the employment process. The role of affirmative action in each step of the employment process is outlined in further detail in the body of the affirmative action plan.

The role of the diversity and equity programs office:

- It reviews its personnel policies and procedures to ensure that barriers which unnecessarily exclude protected classes, and practices which have an illegal discriminatory impact, are identified and eliminated.
- It explores alternative approaches wherever personnel practices have a negative impact on protected groups.
- It establishes procedures for the extra effort that may be necessary to assure that the recruitment and hiring of protected group members reflect their availability in the job market.
- It administers all terms, conditions, privileges and benefits of employment in an equitable manner.
- It provides sign-off rights to the executive assistant to the president for Diversity and Equity Programs at each step of the employment process.

We also recognize the hiring difficulties experienced by the physically disabled and many older persons, and will undertake measures to overcome the present effects of underutilization of such persons in the workforce.

All executive, administrative, and supervisory personnel are expected to discharge their affirmative action responsibilities, in word and deed, consistent with this agency's objective of establishing and implementing affirmative action and equal employment opportunity. All employees have the right to review and comment on the Affirmative Action Plan. A copy will be kept in Office of Diversity & Equity Programs and in the library.

The person responsible for overseeing affirmative action and equal employment opportunity is Paula Rice, Director of the Office of Diversity and Equity Programs at Southern Connecticut State University, 501 Crescent Street, Hilton C. Buley Library, Room 240, New Haven, Connecticut 06515, telephone number (203) 392-5568.

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


Joseph Bertolino, Ed.D
President

8-25-22
Date

Affirmative Action Plan Summary

As state of Connecticut agency, the University is required to prepare an annual Affirmative Action Plan in accordance with Connecticut General Statute (CGS), Section 46a-68. The plan is submitted and reviewed by the Connecticut Commission on Human Rights and Opportunities.

The Plan articulates the University's strategy to implement affirmative action in employment and to combat discrimination. The objectives of the Plan are to establish goals, which promote affirmative action and eliminate any policy or employment practice that adversely affects members of protected classes.

The Affirmative action plan year for SCSU is May1- April 30. The plan is to be submitted August 30, annually. The AAP consist of the following sections:

Section 46a-68-78 Policy Statement:

The Policy Statement describes the University's commitment to Affirmative Action and Equal Opportunity. The Policy Statements included in the Affirmative Action Plan (Plan) are signed each year by the President. ODE reviews them for potential changes prior to his signature.

Section 46a-68-79 Internal Communication:

Information in this section summarizes activities undertaken to communicate the University's commitment to Affirmative Action to the internal community. The University's policy statements are publicized annually to all members of the University community. The full version of the Plan is available in libraries and The Office of Diversity and Equity for review and comment.

Section 46a-68-80 External Communication:

This section details the various methods by which the University publicizes its commitment to affirmative action to external constituencies. These include, but are not limited to, employment recruiting sources, bidders, vendors, contractors, subcontractors, collective bargaining units which represent University employees, and others. This section includes the Department of Purchasing annual report regarding contract compliance.

Section 46a-68-81 Assignment of Responsibility:

This section identifies the individuals and departments in the University with duties and responsibilities, both wholly or in part, relating to promoting affirmative action policies and assuring compliance, including the development and implementation of the Plan.

Section 46a-68-82 Organizational Analysis:

Authorized position titles are grouped with other classifications having similar job content, salary ranges, and opportunity into occupational categories. Within each job category, titles are ranked from the highest to lowest salary range. The following categories, which correspond to federal designations for higher education institutions, are used throughout the Plan:

1 - Executive/Managerial

2- Faculty

3- Nonteaching Professional

4- Secretarial/Clerical

5- Technical/Paraprofessional

6- Qualified Craft Worker

7 - Maintenance/Protective Service

Section 46a-68-83 Workforce Analysis:

In this section, we summarize workforce data by race and gender, for the entire University and for each campus. Separate summaries enumerate full-time and part-time employees. Additional analyses report on age groupings and the number of employees with disabilities in the full-time workforce.

Section 46a-68-84 Availability Analysis:

As a preparatory step in determining whether protected classes are fully and fairly utilized in the workforce, we conduct analysis to determine the availability of those groups in the labor markets relevant to each campus. Separate analyses are conducted for each occupational category and for payroll titles with a significant number of employees at each location. Various data sources such as employment statistics, unemployment data, racial and sexual compositions of persons in feeder groups, census data, and educational statistics are used to calculate the potential availability base, which is incorporated into the Utilization Analysis. This section details the labor markets, data sources, and value weights used for each analysis group.

Section 46a-68-85 Utilization Analysis and hiring and promotion goals:

In this section, we calculate how the representation of protected groups in the University's workforce compares to the availability of similar groups in the relevant labor market. If the percentage of representation of a particular race/gender group in the workforce is less than the percentage of that group in the availability base, then a condition of underutilization exists. These statistical comparisons provide the basis by which we set numerical hiring and promotional goals. Utilization analyses are performed along the same lines as the various availability analyses.

Section 46a-68-86 Employment Analysis:

The University undertakes a comprehensive review of the employment process to identify policies and practices that perpetuate or build in barriers to equal employment opportunity. In the Employment Process Analysis, using the same analysis groups as in the previous data sections, we report the various types of personnel actions which result in an increase or decrease in the specific analysis group during the Plan year. These include hires; promotions; reassignments; separations; and others. The Applicant Flow Analysis tracks applicants through the hiring or promotional process to identify the step at which they are no longer viable candidates. Information on all training and personnel evaluations are also included in this section.

Section 46a-68-87 Identification of Problem Areas:

In this section, the University reports on its examination of personnel policies and practices to identify nonquantifiable aspects of the employment process which may impede affirmative action progress. Once again, we perform these analyses along the same lines as used in prior sections. The following aspects of employment are addressed: employment applications, job qualifications, recruitment practices, personnel policies, job structuring, orientation, training, counseling, grievance procedure, evaluation, layoffs, and termination. This section also includes adverse impact test information and results, which indicate potential problems with the employment process. The adverse impact tests cover the areas of employment application, recruitment activities, performance evaluation, and termination. Problems in these areas may impede or prevent the full and fair participation of members of protected groups. Program goals are established to address and remedy potential adverse impact as indicated in this section.

Section 46a-68-88 Program Goals:

In this section, the University establishes non-quantitative program goals which promote affirmative action and/or eliminate any policy or employment practice that adversely affects protected class members. Program goals are mandated if the adverse impacts tests in the previous section indicate a significant impact to underrepresented groups in any of the employment process categories. For each of these goals, we also set a target date for its accomplishment.

Section 46a-68-89 Discrimination Complaint Process:

Each agency is required to establish procedures to process and resolve employee allegations of discrimination and harassment. Any employee, student, or other member of the University community injured by the discriminatory behavior of an employee may file a complaint under the University's Discrimination and Harassment Complaint Procedures.

Section 46a-68-90 Goals Analysis:

This section describes the various activities undertaken to achieve the hiring, promotion, upward mobility, and program goals contained in the previous year's Plan. In addition, the University is required to provide clear, concise, and specific explanations for each permanent hire and promotion that occurred during the year. These narrative explanations illustrate the University's good faith effort. The information collected in the University's search process is the primary source for the detailed descriptions required in this section.

Section 46a-68-91 Career Mobility:

This section summarizes the year's efforts and activities in providing career mobility programming and opportunities. While most career mobility efforts are primarily directed toward employees in classified service, career counseling and exploring staff development opportunities are also ongoing for unclassified nonteaching professionals.

Section 46a-68-93 Innovative Programs:

In this section, the development and implementation of programs not covered elsewhere in the Plan contributing to affirmative action goals and diversity are explained. Programs described in this section are innovative, comprehensive, and designed to create opportunities not otherwise available to achieve the full and fair participation of all protected group members.

Section 45-Sa-68-94 Concluding Statement:

In this section, the Appointing Authority communicates his and the University's commitment to affirmative action and pledges to make every good faith effort to achieve the objectives set forth in the Plan.

All
WORKFORCE ANALYSIS

Category or Class	Grand Total	Total Male	Total Female	White Male	White Female	Black Male	Black Female	Hispanic Male	Hispanic Female	AAIANHNP Male	AAIANHNP Female	Two or more Races Males	Two or more Races Females
I. EXECUTIVE	31	17	14	12	10	2	2	1	2	2	0	0	0
		54.8%	45.2%	38.7%	32.3%	6.5%	6.5%	3.2%	6.5%	6.5%	0.0%	0.0%	0.0%
II. FACULTY	429	210	219	157	168	16	14	7	10	30	27	0	0
		49.0%	51.0%	36.5%	39.2%	3.7%	3.3%	1.6%	2.3%	7.0%	6.3%	0.0%	0.0%
III. PROF./NON FACULTY	233	94	139	66	107	17	14	3	10	6	7	2	1
		40.3%	59.7%	28.3%	45.9%	7.3%	6.0%	1.3%	4.3%	2.6%	3.0%	0.5%	0.2%
IV. SECRETARIAL/CLERICAL	82	12	70	9	40	3	20	0	9	0	1	0	0
		14.6%	85.4%	11.0%	48.8%	3.7%	24.4%	0.0%	11.0%	0.0%	1.2%	0.0%	0.0%
V. TECH/PARAPROFESSIONAL	4	0	4	0	3	0	0	0	0	0	1	0	0
		0.0%	100.0%	0.0%	75.0%	0.0%	0.0%	0.0%	0.0%	0.0%	25.0%	0.0%	0.0%
VI. SKILLED CRAFTS	29	29	0	24	0	4	0	1	0	0	0	0	0
		100.0%	0.0%	82.8%	0.0%	13.8%	0.0%	3.4%	0.0%	0.0%	0.0%	0.0%	0.0%
VII. PROTECTIVE SERVICES	22	17	5	9	4	3	1	5	0	0	0	0	0
		77.3%	22.7%	40.9%	18.2%	13.6%	4.5%	22.7%	0.0%	0.0%	0.0%	0.0%	0.0%
VII. MAINTENANCE	72	50	22	16	4	25	8	7	9	2	1	0	0
		69.4%	30.6%	22.2%	5.6%	34.7%	11.1%	9.7%	12.5%	2.8%	1.4%	0.0%	0.0%
Total	902	429	473	293	336	70	59	24	40	40	37	2	1
4/2021 AA Plan	935	437	498	304	352	68	68	25	39	38	39	2	0
Change +/-	-33	-8	-25	-11	-16	2	-9	-1	1	2	-2	0	1
		47.56%	52.44%	32.48%	37.25%	7.76%	6.54%	2.66%	4.43%	4.43%	4.10%	0.22%	0.11%

Rice, Paula

Subject: Required Training

From: Gagliardi, Patricia M. <gagliardip3@southernct.edu>

Sent: Monday, October 17, 2022 11:00 AM

Cc: Rice, Paula <ricep1@southernct.edu>

Subject: Required Training

Good Morning!

The Division of Diversity, Equity, and Inclusion invites you to attend our upcoming Diversity and Policy/Compliance orientation/training. Connecticut law requires all state employees to attend this training. A portion of the training will be dedicated to engaging participants in training that will enhance their skills for promoting awareness of, and respect for, a diverse and inclusive work environment. This training is designed to enhance participant's understanding of all discrimination policies and engage in conversations about equity and inclusion.

The training will take place on **Friday, November 4, 2022, from 10:00am to 2:00pm, in EN B121. Lunch will be provided.**

If you are recipient of this invite, you have not previously completed the mandatory training and must register.

Please **RSVP by October 26, 2022** by clicking on the link to confirm your registration: **[Diversity Training Registration.](#)**

Thanks,
Division of DEI

Patricia M. Gagliardi
Pronouns: She/her/hers

Director of Education & Restorative Justice
Division of Diversity, Equity, & Inclusion
Southern Connecticut State University
501 Crescent Street
Engleman B 110 D
New Haven, CT 06511

"You do not have to be me in order for us to fight alongside each other." –Audre Lorde

Rice, Paula

From: Gagliardi, Patricia M.
Sent: Monday, January 23, 2023 9:49 AM
To:

Cc:
Subject: REMINDER: Required Training

Good Morning!

The Division of Diversity, Equity, and Inclusion invites you to attend our upcoming Diversity and Policy/Compliance orientation/training. Connecticut law requires all state employees to attend this training. A portion of the training will be dedicated to engaging participants in training that will enhance their skills for promoting awareness of, and respect for, a diverse and inclusive work environment. This training is designed to enhance participant's understanding of all discrimination policies and engage in conversations about equity and inclusion.

The training will be held on ***Friday, February 3, 2023, from 10:00am to 2:00pm, via Teams.***

If you are recipient of this invite, you have not previously completed the mandatory training and must register. If you feel this is an error, please contact Paula Rice (ricep1@southernct.edu) to ensure you have met the state's requirement.

Please ***RSVP by January 30, 2023***; click on the link to confirm your registration: **[Diversity Training Registration](#)**.

Thanks,
Division of DEI

Patricia M. Gagliardi
Pronouns: She/her/hers

Director of Education & Restorative Justice
Division of Diversity, Equity, & Inclusion
Southern Connecticut State University
501 Crescent Street
Engleman B 110 D
New Haven, CT 06511
(203) 392-6916

Rice, Paula

From: SCSU Announcements
Sent: Thursday, September 15, 2022 3:00 PM
To: 'announce-student@lists. edu'
Subject: Title IX and Sexual Misconduct Reporting

Dear Southern Student,

At Southern Connecticut State University (SCSU), we are committed to creating a community where individuals are treated with dignity, respect, civility, kindness, and compassion. Your health and safety are a top priority! In line with this mission, we comply with Title IX of the Education Amendment of 1972 which prohibits sex discrimination including acts of sexual harassment/misconduct at educational institutions. Acts of sexual misconduct (sexual harassment, sexual assault, intimate partner violence, sexual exploitation, and stalking) are a violation of Southern Connecticut State University policies, as well as state and federal law. We encourage you to report any incidents of sexual misconduct and/or utilize the support and advocacy services available to you. (click links below to access respective policies)

<https://www.ct.edu/files/policies/5.2%20SexualMisconductReportingSuppMeasuresProcesses.pdf>

<https://www.ct.edu/files/policies/4.11%20-%20Statement%20of%20Title%20IX%20Policy.pdf>

<https://inside.southernct.edu/sites/default/files/a/inside-southern/diversity/T-IX-Grievance-Procedures.pdf>

<https://inside.southernct.edu/student-conduct/code-of-conduct>

RESPONSIBLE EMPLOYEES

All employees, including faculty, staff and administrators, are responsible employees and are required to report disclosures or reports of sexual misconduct except for those University employees in our Health Center and Counseling Center. This means that when you report or disclose information regarding sexual misconduct to a responsible employee they will need to report this to the University's Title IX Coordinator. The University Advocate will then be contacted and provide you with information including supportive services, reporting options, and your Title IX rights.

Please note that if you are under the age of eighteen (18) the Title IX Coordinator must contact the Connecticut Department of Children and Families to inform them of the alleged situation involving sexual misconduct.

FORMAL REPORTING OPTIONS

University Police @ 203.392.5375 (If you wish to press criminal charges.)

Ms. Paula Rice, Title IX Coordinator @203.392.5568 ricep1@southernct.edu (If you wish to file a complaint with the university.)

Anonymous Reports, please click here <http://www.southernct.edu/university-police/silent-witness.html>

ADVOCACY & SUPPORT SERVICES

• University Victim Advocate — 203-392-6946 office • 203-687-1252 cell

- Violence Prevention, Victim Advocacy and Support Center (VPAS) 203-392-6946
- University Police 203-392-5375 or 911
- Title IX Coordinator Paula Rice 203-392-5568
- Office of Diversity, Equity & Inclusion 203-392-5491
- Office of the Dean of Students and Student Conduct 203-392-6188
- Human Resources: (for student employees) 203-392-5405
- Multicultural Center 203-392-5879
- Interfaith Office 203-392-5331
- Sexuality and Gender Equality Center (SAGE) 203-392-8989

Confidential Support Services

SCSU Counseling Center @ (203)392-5475

SCSU Health Center @ (203)392-6300

Women & Families Center@1-888-999-5545, 24/7

The Umbrella Center for Domestic Violence Services @ (203)789-8104, 24/7

To learn more about reporting options and advocacy, support services, students' rights (including rights of pregnant/parenting students) please click here <https://inside.southernct.edu/sexual-misconduct>

Support and Resource Team

Southern Connecticut State University's Support and Resource Team (SART) is designed to provide a collaborative victim-centered team response to survivors of sexual misconduct. The SART members can connect a survivor to many supportive options including counseling, medical attention, judicial services, advocacy, law enforcement, referrals, and general information regarding sexual misconduct and intimate partner violence. A complete list of SCSU Support and Resource team (SART) members is available at <https://www.southernct.edu/vpas/sart.html> .

Prevention Education and Awareness Programs

The University understands the importance of prevention education and is committed to providing you with ongoing education through its prevention programming and awareness campaigns. It is with this purpose we offer numerous educational opportunities for you including a required online course, ***Not Anymore***. At the beginning of the fall semester all students were informed of the requirements to complete an initial or refresher module of the ***Not Anymore*** course. Individual emails were sent to all students with instructions on how to access the training. Reminder emails will be sent to students who still need to complete this requirement.

Educational information and programming that are related to prevention, bystander intervention, rape culture, and more are also provided throughout the academic year. Please visit the Violence Prevention, Victim Advocacy and Support Center (VPAS) events page <https://www.southernct.edu/vpas/events.html> for a complete list of programs.

Be Informed: Know Your Campus Crime Report

We want you to be informed of the number of incidences of sexual misconduct and intimate partner violence reported to the University. Click here to view the entire Uniform Campus Crime and Safety Report

<https://inside.southernct.edu/university-police/clery-report>

Paula Rice

Pronouns: She, Her, Hers

Director/Title IX Coordinator

Office of Diversity & Equity Programs

Buley Library Room 240, (203) 392-5568 office (203) 392-5489 fax

ricep1@southernct.edu

Rice, Paula

From: announce-campus <announce-campus-bounces@lists.southernct.edu> on behalf of SCSU Announcements <scsuannounce@southernct.edu>
Sent: Wednesday, October 5, 2022 10:25 AM
To: 'announce-campus@lists.edu'
Subject: Sexual Misconduct Reporting
Attachments: ATT00001.txt

To All University Faculty & Staff,

Southern Connecticut State University is highly committed to creating a campus free of sexual misconduct. This is an annual notice of the CSCU BOR established policy concerning sexual misconduct reporting, Title IX policy statement and grievance procedures. The policies require the reporting of sexual misconduct incidents in an effort to ensure that each member of the community has the opportunity to fully participate in the process of education and development. The policies are intended to supplement and work in congruence with the requirements of Title IX and Connecticut Public Act 14-11. It is our commitment to provide a supportive and safe environment for our community and provide our students, faculty and staff with support and advocacy services.

As a Southern Connecticut State University employee, you may find yourself responding to a student or other employee's report or disclosure of sexual misconduct (sexual harassment, sexual assault, sexual exploitation, intimate partner violence, and stalking) **All university employees are considered responsible employees and are mandated to report under the BOR policy, except those employees whose official responsibilities provide confidentiality** (health providers, professional counselors, and pastoral counselors whose official responsibilities include providing mental-health counseling to members of the University community).

The following protocol has been developed for employees to follow if they find themselves in a position in which a student or other employee discloses or reports being a survivor of sexual misconduct. This protocol describes your reporting obligations and a process for informing, in a timely manner, those who report or disclose any type of sexual misconduct of all of their rights and options, including the necessary steps and potential outcomes of each option.

We understand and recognize the significant trust relationship and the difficult situation you are placed in when a student/employee requests confidentiality. To help mitigate these challenges students/employees have been informed that all faculty, staff and administrators must share information with the University and that they have options for confidential reporting.

We recognize the importance of providing training for employees on the topic of sexual misconduct and thus all employees are **required** to take the annual Title IX on-line training program, intended to help you learn more about the topic and equip you with the tools and knowledge needed to uphold your obligations as a responsible employee. Individual emails will be sent to all employees with instructions on how to access the training. We also encourage you to visit the Sexual Misconduct reporting webpage <https://inside.southernct.edu/diversity/sexual-misconduct-reporting>

We want to thank you for your role in helping to support survivors of sexual misconduct. Although this work may be challenging and difficult at times, it is extremely important. If you have any questions, please feel free to contact either of us.

Sincerely,

Paula Rice
Director of Diversity & Equity Programs

Jes Kraus
Chief Human Resources Officer

Title IX Coordinator
Buley Library Room 240, 203-392-5568
Ricep1@southernct.edu

203-392-5405
Wintergreen Building
krausj3@southernct.edu

**SOUTHERN CT STATE UNIVERSITY
AFFIRMATIVE ACTION PLAN**

Submitted: August 30th, 2023

**Dwayne Smith
Interim President**



State of Connecticut
Commission on Human Rights and Opportunities

Central Office – 450 Columbus Blvd Ste 2, Hartford CT 06103

Promoting Equality and Justice for all People

SENT VIA EMAIL

December 1, 2022

Joseph Bertolino, EdD, President
Southern Connecticut State University
501 Crescent Street
New Haven, CT 06515-1355

RE: 2022 Affirmative Action Plan - APPROVED

Dear Dr. Bertolino:

Pursuant to Section 46a-68(d) of the general statutes, the Commission on Human Rights and Opportunities has reviewed the proposed affirmative action plan submitted by Southern Connecticut State University on August 30, 2021. The Commission at its regular meeting on November 9, 2022 voted that the plan be **APPROVED**.

The review and analysis of the proposed affirmative action plan was performed in accordance with Section 46a-68-103 and is transmitted herewith. **THE SCHEDULED DATE FOR YOUR NEXT FILING is August 30, 2023.**

The Commission requests that the attached evaluation be thoroughly reviewed to ensure that all deficiencies, omissions, and errors identified in the Evaluation be addressed.

For technical assistance or if you have any questions you may contact Gary Madison, CHRO Trainee, at 860-541-3411.

Sincerely,

Tanya A. Hughes
Executive Director

Attachment

C: Paula Rice, Director, Office of Diversity & Equity Program
Diane M. Ariza, PhD, Vice President Diversity and Equity Programs
Neva Elaine Vigezzi, Supervisor, Affirmative Action Unit
Gary Madison, CHRO Trainee



State of Connecticut Commission on Human Rights and Opportunities

Central Office – 450 Columbus Blvd Ste 2, Hartford CT 06103

Promoting Equality and Justice for all People

PROPOSED AFFIRMATIVE ACTION PLAN

Southern Connecticut State University AGENCY

REVIEW AND ANALYSIS: A COMPARATIVE EVALUATION

INTRODUCTION

SECTION 46a-68-102. STANDARD OF REVIEW

- (a) To receive approved status, a plan must contain all elements required by Sections 46a-68-78 through 46a-68-94, inclusive.
- (b) Additionally, a plan shall be approved only if:
 - (1) the work force, considered as a whole and by occupational category, is in parity; or
 - (2) the agency has met all or substantially all of its hiring, promotion and program goals during the reporting period; or
 - (3) the agency has demonstrated every good faith effort to achieve such goals and, despite these efforts, has been unable to do so; and
 - (4) the agency has substantially addressed deficiencies noted by the Commission on Human Rights and Opportunities.

SECTION 46a-68-103. PLAN REVIEW AND ANALYSIS

As part of the review process, a written evaluation of the plan shall be prepared by Commission on Human Rights and Opportunities staff. Such evaluation shall:

1. assess the degree of procedural compliance with Regulations of CT State Agencies
2. identify and comment upon the deficiencies and weaknesses of the plan;
3. appraise the performance and effort of the agency in meeting its goals;
4. evaluate the effectiveness of the affirmative action program; and
5. suggest remedial action in addition to or in lieu of that proposed in the plan to achieve a balanced workforce and eliminate discriminatory practices.

Main (860) 541-3400 – Fax (860) 541-3432

www.ct.gov/chro - Toll Free in Connecticut (800) 477-5737 – TDD (860) 541-3459

Affirmative Action / Equal Opportunity Employer

Southern Connecticut State University

SECTION 46a-68-78. Policy Statement

PREVIOUS SUBMISSION:

This section was in compliance in the prior filing.

PRESENT SUBMISSION:

This section is _____ Deficient _____ Weak In Compliance

SECTION 46a-68-79. Internal Communication

PREVIOUS SUBMISSION:

This section was in compliance in the prior filing.

PRESENT SUBMISSION:

This section is _____ Deficient _____ Weak In Compliance

SECTION 46a-68-80. External Communication and Recruitment Strategies

PREVIOUS SUBMISSION:

This section was in compliance in the prior filing.

PRESENT SUBMISSION:

This section is _____ Deficient _____ Weak In Compliance

PROPOSALS/RECOMMENDATIONS:

In future filings please provide the fourth quarter for the previous fiscal year.

SECTION 46a-68-81. Assignment of Responsibility and Monitoring

PREVIOUS SUBMISSION:

This section was in compliance in the prior filing.

PRESENT SUBMISSION:

This section is _____ Deficient _____ Weak In Compliance

Southern Connecticut State University

SECTION 46a-68-82. Organizational Analysis

PREVIOUS SUBMISSION:

This section was in compliance in the prior filing.

PRESENT SUBMISSION:

This section is _____ Deficient _____ Weak In Compliance

SECTION 46a-68-83. Work Force Analysis

PREVIOUS SUBMISSION:

This section was in compliance in the prior filing.

PRESENT SUBMISSION:

This section is _____ Deficient _____ Weak In Compliance

SECTION 46a-68-84. Availability Analysis

PREVIOUS SUBMISSION:

This section was in compliance in the prior filing.

PRESENT SUBMISSION:

This section is _____ Deficient _____ Weak In Compliance

SECTION 46a-68-85. Utilization Analysis and Hiring and Promotion Goals

PREVIOUS SUBMISSION:

This section was in compliance in the prior filing.

PRESENT SUBMISSION:

This section is _____ Deficient _____ Weak In Compliance

Southern Connecticut State University

SECTION 46a-68-86. Employment Analyses

PREVIOUS SUBMISSION:

This section was in compliance in the prior filing.

PRESENT SUBMISSION:

This section is _____ Deficient _____ Weak X In Compliance

SECTION 46a-68-87. Identification of Problem Areas

PREVIOUS SUBMISSION:

This section was in compliance in the prior filing.

PRESENT SUBMISSION:

This section is _____ Deficient _____ Weak X In Compliance

SECTION 46a-68-88. Program Goals

PREVIOUS SUBMISSION:

This section was in compliance in the prior filing.

PRESENT SUBMISSION:

This section is _____ Deficient _____ Weak X In Compliance

SECTION 46a-68-89. Discrimination Complaint Process

PREVIOUS SUBMISSION:

This section was in compliance in the prior filing.

PRESENT SUBMISSION:

This section is _____ Deficient _____ Weak X In Compliance

Southern Connecticut State University

SECTION 46a-68-90. Goals Analysis

PREVIOUS SUBMISSION:

This section was in compliance in the prior filing.

PRESENT SUBMISSION:

This section is _____ Deficient _____ Weak X In Compliance

SECTION 46a-68-91. Upward Mobility

PREVIOUS SUBMISSION:

This section was in compliance in the prior filing.

PRESENT SUBMISSION:

This section is _____ Deficient _____ Weak X In Compliance

SECTION 46a-68-93. Innovative Programs

PREVIOUS SUBMISSION:

This section was in compliance in the prior filing.

PRESENT SUBMISSION:

This section is _____ Deficient _____ Weak X In Compliance

SECTION 46a-68-94. Concluding Statement

PREVIOUS SUBMISSION:

This section was in compliance in the prior filing.

PRESENT SUBMISSION:

This section is _____ Deficient _____ Weak X In Compliance

CONCLUSION:

The proposed affirmative action plan submitted by Southern Connecticut State University for the filing date of August 30, 2022 has been voted APPROVED.

TITLE**SALARY RANGE**

Assistant Director of Finance and Information Services
Assistant Director of Financial Aid
Assistant Director of Health Services
Assistant Director of Intercollegiate Athletics
Assistant Director of Residence Life
Assistant Director of Student Activities/Special Events
Assistant Director of Student Conduct
Assistant Director of Student Life for Clubs & Organizations
Assistant Director/ICM for Social Media
Assistant Manager of Internet Services
Associate Bursar
Associate Director for Healthcare Studies
Associate Director of Academic & Career Advising
Associate Director of Academic Advisement
Associate Director of Academic Success Center
Associate Director of Academic Support
Associate Director of Admissions
Associate Director of Alumni Services
Associate Director of Career Services
Associate Director of Counseling
Associate Director of Custodial/Grounds
Associate Director of Disability Resource Center
Associate Director of Financial Aid
Associate Director of Health and Wellness Services
Associate Director of Housing
Associate Director of Lyman
Associate Director of Nursing Administration
Associate Director of Post Award Services
Associate Director of Pre-Award Services
Associate Director of Public Safety
Associate Director of Sponsored Programs & Research
Associate Director of Student Center
Associate Director of Student Involvement
Associate Director of Success Coaching & Programming
Associate Director of University Access Programs
Associate Registrar/Retention Officer
Associate Registrar/Scheduling Officer
Business Analyst
Business Manager, Assessment
Campus One Card Admin
Clinical Field Coordinator
College Health Nurse Practitioner
Coordinator of Academic Resources
Coordinator of Adaptive Technical Services
Coordinator of Campus Recreation & Fitness
Coordinator for Center of Wellbeing
Coordinator of Duplicating and Mail Services
Coordinator of Employer Recruitment
Coordinator of First Year Services

TITLE**SALARY RANGE**

Coordinator of Graphic Services
Coordinator of High-Tech Classrooms
Coordinator of Multicultural Counseling Services
Coordinator of Student Literacy & Advising
Coordinator of Substance Abuse Programs
Coordinator of University Construction
Coordinator of Veterans & Military Service
Coordinator of Victim Advocacy and Support Services
Coordinator of Wellness Center
Customer Support Center Supervisor
Database Administrator
Director of Field Experience & MSW Administrator
ECM Applications Administrator
Enterprise Infrastructure Administrator
Financial Aid Systems & Compliance Specialist
Financial Information Systems Support Specialist
Information Tech Coordinator for Res Life
Institutional Research Specialist
Instructional Support Specialist
Inventory Stores Coordinator
IS Trainer Lead
Manager of Technical Systems
Math Emporium Coordinator
Media & Instructional Services Supervisor
Nursing Simulation Coordinator
Payroll Coordinator
Program Manager
Programmer Analyst
Programmer Specialist
Purchasing Manager
Student Loan Administrator
Support Specialist
Technical Support Engineer
University Writer/Editor
Web Application Development Specialist

Administrator 3

63,798 – 105,348

Academic Affairs Associate
Academic International Program Coordinator
Accounting Budget Assistant
Accounts Payable Coordinator
Adaptive Technician
Assistant Bursar
Assistant Coordinator of Athletic Facilities
Assistant Director of AV/TV
Assistant Director of Educational Programs
Assistant Director of Academic Advising
Assistant Director of Admissions
Assistant Director of Advancement Services

TITLE**SALARY RANGE**

Assistant Director of Alumni Affairs
Assistant Director of Annual Giving
Assistant Director of Business Services
Assistant Director of Disability Resource Center
Assistant Director of Educational Services
Assistant Director of Financial Aid
Assistant Director of Graduate Admissions
Assistant Director of Graduate Recruitment and Student Success
Assistant Director of Health Services
Assistant Director of Housing
Assistant Director of ICM/Website Development
Assistant Director of Institutional Research
Assistant Director of internal Communication & Marketing
Assistant Director of International Education
Assistant Director of International Programs
Assistant Director of Lyman Center
Assistant Director of Multicultural Center
Assistant Director of Public Affairs
Assistant Director of Public Affairs/Graphic Design
Assistant Director of Social Worker Field Education
Assistant Director of Sponsored Research
Assistant Director of Student Life
Assistant Director of Student Support Services
Assistant Director of Transfer Student Services
Assistant Director of University Student Center
Assistant Director of University Access Programs
Assistant Director University Counseling
Assistant Program Manager
Assistant Property Control Coordinator
Assistant Registrar
Assistant to Dean of Grad Studies
Business Analyst
Campus One Card Administrator
Certification & Title II Officer
Client Server Administrator
Clinical Coordinator
Clinical Practice Manager
Coordinator of SEOP
Coordinator of Student Services
Coordinator Support Ed. Program
Coordinator Women's Center
Customer Support Center Lead
Development Associate
Disability Specialist
Faculty Development Associate
Financial Analyst
Gear-up Project Manager
Grants Fiscal Associate
Housing Assignment Coordinator

TITLE**SALARY RANGE**

IS Trainer Lead
Major Gifts Associate
Payroll Coordinator
PC Maintenance Technician
PC Support Manager
Planner/Analyst
Procurement Card Program Administrator
Program Development Officer
Prospect Research Officer
REACH Coordinator
Residence Life Coordinator
Scholarship Coordinator
Student Loan Pell Grant Coordinator
Support Specialist
Sustainability Coordinator
System Program Analyst
Systems Programmer Manager
Technical Support Analyst
Telecommunication Analyst
User Support Specialist

Administrator 2

52,702 – 91,150

Admin & Field Placement Assistant
Accounting & Budget Assistant
Admissions Counselor
Assistant Dean of Student Affairs
Assistant Director of Admission
Assistant for Faculty Development
Assistant in Academic Advising
Assistant in Business Services
Assistant in Disability Resources
Assistant to Bursar
Assistant to Director of Career Services
Assistant to Director of Extended Learning
Assistant to Director of Residence Life
Assistant to Director of Staff & Programming
Assistant to Director of Student Center
Assistant to Director of Student Supportive Services
Assistant to Director Public Affairs/Writer
Assistant to Director Student Services
Assistant to Registrar
Assistant to the Business Manager
Chemistry Stockroom Manager
Collections Agent
Development Assistant/Donor Relations
Financial Aid Counselor
Fiscal Assistant
Nursing Lab Coordinator
Program Director CONNCAP Program

TITLE**SALARY RANGE**

Property Control Assistant
Research Associate
Residence Hall Director
Student Development Specialist
Transfer Services Assistant
Vaccine Outreach Coordinator

Administrator 1

41,607 – 76,953

Project Coordinator
Nursing Information & Program Admissions Coordinator

OTHER TITLES

Coach 4	101,137 – 134,851
Coach 3	85,070 – 113,428
Coach 2	69,004 – 92,006
Coach 1	60,970 – 81,295
Coach A	48,777 – 65,036
Librarian	101,137 – 134,851
Counselor	101,137 – 134,851
University HR Administrator	93,345 – 140,017
Associate Counselor	85,070 – 113,428
Associate Librarian	85,070 – 113,428
Accountant	72,704 – 93,987
Assistant Counselor	69,004 – 92,006
Assistant Librarian	69,004 – 92,006
Executive Assistant to the President	67,709 – 101,564
Payroll Officer 1	67,561 – 85,320
Associate in HR	62,003 – 93,005
CSU Administrative Assistant	57,534 – 86,299
Assistant in HR	52,685 – 79,027
Professor	101,137 – 134,851
Associate Professor	85,070 – 113,428
Assistant Professor	69,004 – 92,006
Instructor	60,970 – 81,295

Lecturer A Hour	1854 Per Semester
Lecturer B Hour	1926 Per Semester
Lecturer C Hour	2002 Per Semester
Lecturer D Hour	2028 Per Semester
Lecturer E Hour	2103 Per Semester
Lecturer F Hour	2174 Per Semester

THE ABOVE ARE UNCLASSIFIED – PROMOTIONAL POSITIONS TO WHICH ONE MAY BE PROMOTED PROVIDING THEY MEET THE ACADEMIC AND EXPERIENCE REQUIREMENTS SET FORTH IN THE COLLECTIVE BARGAINING CONTRACT. THE LECTURER POSITIONS ARE PART – TIME AND IN THE AAUP FACULTY BARGAINING UNIT.

**OCCUPATIONAL CATEGORIES PROMOTIONAL
TECHNICAL- PARAPROFESSIONAL AND SECRETARIAL (CLASSIFIED)**

TITLE	SALARY RANGE
Administrative Assistant	62,221 – 80,517
Secretary 2	59,345 – 77,020
Payroll Clerk	59,345 – 77,020
Purchasing Assistant	56,345 – 73,676
Secretary 1	49,243 – 64,613
Administrative Operations Assistant	49,029 – 73,530
Storekeeper	43,743 – 55,664
Office Assistant	47,185 – 61,908
Clerk Typist	43,533 – 55,230
Clerk	42,306 – 53,478
Mail Services Supervisor 1	52,794 – 68,555
Mail Handler	42,508 – 53,830
Lead Telephone Operator	48,172 – 62,909
Telephone Operator	42,508 – 53,830
Library Technician	64,389 – 81,572
Library Technical Assistant	52,964 – 68,132

**OCCUPATIONAL CATEGORY STUDY
SKILLED CRAFTS (CLASSIFIED)**

TITLE	SALARY RANGE
Building Maintenance Supervisor	78,921 – 102,858
Maintenance Supervisor 2	68,741 – 83,479
Maintenance Supervisor 1	63,866 – 81,784
Material Storage Supervisor	58,059 – 74,861
Qualified Craft Worker	58,059 – 74,861
Stationary Engineer	55,336 – 71,635
General Trade Worker	55,336 – 71,635
Skilled Maintainer	48,172 – 62,909

**OCCUPATIONAL CATEGORY STUDY
SERVICE AND MAINTENANCE (CLASSIFIED)**

TITLE	SALARY RANGE
Building Superintendent 2	63,866 – 81,784
Building Superintendent 1	53,912 – 69,515
Supervising Custodian	48,172 – 62,909
Lead Custodian	42,508 – 53,830
Custodian	40,207 – 50,243
Maintainer	40,207 – 50,243

**OCCUPATIONAL CATEGORY STUDY
PROTECTIVE SERVICES (CLASSIFIED)**

TITLE	SALARY RANGE
Police Lieutenant	82,393 – 109,330
Police Sergeant	64,977 – 86,961
Detective	63,243 – 82,597
Police Officer	57,354 – 75,468
Telecommunication Dispatcher	51,454 – 67,475
Protective Services Trainee (Police)	43,092 – 57,828
Telecommunications Operator	42,508 – 53,830

Policy and Procedures Governing Sexual Harassment

Section 1. Purpose

Southern Connecticut State University reaffirms and emphasizes its commitment to maintain a workplace and educational environment free from sexual harassment. Sexual harassment is reprehensible and subverts the mission of the university and will not be tolerated at Southern Connecticut State University. It threatens the careers of faculty and staff, and the educational experience of our students. The purpose of this policy is to prevent sexual harassment and to offer students and employees who believe they have been sexually harassed a means to redress any such claim with the goal of ending the harassment and providing an environment conducive to learning and working. Retaliation against an individual who complains about sexual harassment or who cooperates with an investigation of a complaint is unlawful and, if found to have occurred, will not be tolerated by the University.

Section 2. Statutory Authority

Sexual harassment is prohibited by Title IX of the Education Amendments of 1972, Title VII of the Civil Rights Act of 1964, Section 46a-60 of the General Statutes of Connecticut and University policy. It is the intention of the University to take whatever appropriate action may be needed to prevent, correct, and if necessary, discipline behavior that violates this policy.

Section 3. Policy Statement

All members of the University community shall conduct themselves in an appropriate manner with concern, dignity and respect for others. The University community includes students, employees, and non-employees when they conduct business on University property.

Sexual harassment may occur between employee and employee, employee and student, or student and student. Complaints of sexual harassment within the University will be taken seriously and investigated. Any member of the University community who violates this policy is subject to the full range of disciplinary action. Sexual harassment in some instances need not be intentional to violate this policy.

In the event of a charge of sexual harassment, a defense based upon consent when the facts establish an employee/student or supervisor/employee relationship existed will be given little weight. Since any significant power differential between members of the University community makes voluntary consent questionable, members of the faculty and staff are expected to be aware of their professional responsibilities and avoid apparent or actual conflict of interest.

An individual with a complaint concerning sexual harassment has a right to be heard. By means of these procedures, the university provides an opportunity for an individual (Complainant), without

fear of retaliation, to express a complaint and to seek a prompt and equitable resolution while protecting the rights of the person against whom the complaint has been filed (Respondent). These procedures shall be available to any person who, at the time of the act complained of, was an employee, student, or applicant for employment or admission to the University.

Section 4. Definition of Sexual Harassment

"Any unwelcomed sexual advances or requests for sexual favors or any conduct of a sexual nature when (1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment, (2) submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual or (3) such conduct has the purpose or effect of substantially interfering with an individual's work or academic performance or creating an intimidating hostile or offensive working environment." In an academic setting sexual harassment would also include any unwelcome sexual advances or requests for sexual favors or any conduct of a sexual nature when submission to or rejection of such conduct by an individual might affect academic or personnel decisions that are subject to the influence of the person making the proposal.

The law currently recognizes two forms of sexual harassment:

Quid Pro Quo

Unwelcomed sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature when:

Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's academic work or employment; or Submission to or rejection of such conduct by an individual is used as the basis of employment or academic decisions affecting such individuals; and

Hostile Environment

Such contact affects or interferes with an individual's work or academic performance or creates an intimidating, hostile or offensive academic or working environment. Hostile environment sexual harassment involves speech or conduct that is directed at someone because of their gender and/or is conduct of a sexual nature. Such speech or conduct includes but is not limited to unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature.

Such speech or conduct is reasonably regarded as offensive and substantially impairs the academic or work opportunity of students, colleagues or co-workers. In all contexts it must also be persistent and/or pervasive. This policy shall not be interpreted so as to constitute interference with academic freedom.

In addition, this policy covers:

Gender Harassment

Gender harassment is a form of sexual harassment which consists of discriminatory behavior towards an individual based on gender. It includes the use of sexist language, illustrations, examples and

gestures that demonstrate discriminatory behavior. Sexually-related conduct forms the basis of a sexual harassment claim if a reasonable person of the same gender would consider the actions sufficient to interfere unreasonably with the academic and/or employment performance of the Complainant.

Section 5. Examples of Possible Sexual Harassment

When any unwanted, unwelcome, or unsolicited sexual conduct is imposed on a person who regards it as offensive or undesirable, it may be sexual harassment. Sexual harassment may include but is not limited to:

Direct unwanted propositions of a sexual nature; Direct or implied threats that submission to sexual advances is a condition of employment, promotion or advancement in grades, letters of recommendation, scholarships or any related matter; A pattern of conduct intentionally intended and/or which has the effect of humiliating another that includes examples of the following; comments of a sexual nature; sexually explicit statements, questions, anecdotes, jokes, pictures, or other written materials; A pattern of conduct that would humiliate another (using the reasonable person standard) which would include the following: unnecessary touching, patting, hugging, or brushing against another's body, remarks of a sexual nature about a person's clothing or body, or remarks about sexual activity or speculations about sexual experiences.

Section 6. Confidentiality

The University is committed to take corrective action when it becomes aware of a problem involving sexual harassment. Individuals are strongly encouraged to come forward with complaints regarding sexual harassment and to seek assistance from University officials. The University cannot insure confidentiality upon receipt of a complaint of sexual harassment; however, dissemination of information relating to the case should be limited, in order that the privacy of all individuals involved is safeguarded as fully as possible to the extent permitted by law. The University will enforce compliance with the non-retaliation provision of this policy. The University may proceed to investigate a complaint without the consent of the individual who originally filed the complaint.

The University Counseling Service and the Women's Center are available to provide assistance and guidance to individuals who have complaints about sexual harassment. An individual who comes to a member of the staff or counselor with a concern regarding alleged sexual harassment will be encouraged to file a sexual harassment complaint. However, the counselor will to the extent permitted by law, upon the individual's request, maintain the confidentiality of the information provided to the counselor.

Section 7. Complaint Procedures

A complaint alleging a violation of this policy should be filed following the university Procedures for discrimination and Harassment Complaints.

Section 8. Retaliation

Swift and appropriate action will be taken against any member of the University community who is found to have retaliated against any other member of the University community because he/she reported sexual harassment, assisted in the investigation of a sexual harassment complaint, or testified or otherwise participated in a proceeding or hearing relating to an allegation of sexual harassment within the University. Retaliation may include, but is not limited to, any form of hostility, intimidation, reprisal or harassment.

Section 9. Alternative Legal Remedies

Nothing contained in the Policy is intended to deny any member of the University community the right to pursue other avenues of recourse in the event he/she believes that he/she has experienced sexual harassment. Such recourse may include filing charges with a state or federal enforcement agency, or initiating civil or criminal action under state and federal law.

Section 10. Dissemination of Policy

This Policy shall be conspicuously posted throughout each school building in areas accessible to students, faculty and staff members. This policy shall appear in the student handbook and the Faculty Resource Guide and shall be reviewed periodically for compliance with state and federal law.

FOR FURTHER INFORMATION ABOUT THIS POLICY OR FOR HELP WITH A SEXUAL HARASSMENT PROBLEM, CONSULT - The Director, Office of Diversity and Equity Programs, Paula Rice, Engleman B110, (203) 392-5568.

For more general information, you may contact the Connecticut Commission on Human Rights and Opportunities, 21 Grand Street, Hartford, CT 06106; (860) 541-3400, the Equal Employment Opportunity Commission, One Congress Street, 10th Floor, Suite 1001, Boston, Massachusetts, 02114; (800) 669-4000, (617) 565-3200 or the Department of Education, Boston Office, Office of Civil Rights, Room 222, J W McCormack Building, Post Office and Court House, Boston, MA 02109; (617) 223-9662.

The policy will include an appendix with names and addresses of university officials, student counseling, Women's Center, etc. that can be changed as needed.

CSCU System Policies

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

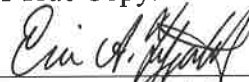
regarding

Consensual Relationships Policy

November 21, 2013

- WHEREAS, All employees with managerial, supervisory, or evaluative responsibilities for students or other employees carry a special responsibility to adhere to the highest ethical and professional standards and to avoid any actions that may appear to undermine this atmosphere of trust and respect and thereby hinder the institution's educational mission; and
- WHEREAS, Because of the inherent imbalance of power and need for trust, all employees with evaluative or supervisory authority over students and employees should be aware that dating or sexual relationships that might be appropriate in other circumstances have inherent dangers when they occur between employees, or between an employee and a student; and
- WHEREAS, Consensual relationships can create real conflicts of interest and appearances of impropriety that can impair the integrity of academic and employment decisions and pose special risks between individuals in inherently unequal positions of power, such as students and teachers or supervisors and employees; and
- WHEREAS, Although these relationships may begin and remain consensual, they may easily be later characterized as non-consensual given the inherent power differential between the parties, and such relationships could potentially lead to sexual harassment charges; therefore be it
- RESOLVED, That the Board of Regents rescinds the following policy, "Connecticut State University System Policy Regarding Consensual Relationships" adopted pursuant to BR#05-13; and be it
- RESOLVED, That the Board of Regents adopts the attached policy regarding "Policy regarding Consensual Relationships" applicable to all Connecticut State Colleges and Universities effective immediately, and that a copy thereof shall be disseminated annually to all employees.

A True Copy:



Erin A. Fitzgerald, Secretary of the
CT Board of Regents for Higher Education

Board of Regents for Higher Education
Connecticut State Colleges and Universities

Policy on Consensual Relationships

The Board of Regents for Higher Education (BOR) of the Connecticut State Colleges and Universities' respects that the educational mission of its institutions is founded on an atmosphere of mutual trust and respect between all members of the academic community. Faculty members, as well as those individuals upon whom the institution confers managerial, supervisory, or evaluative responsibilities, (including graduate assistants or undergraduate teaching assistants) carry a special responsibility to adhere to the highest ethical and professional standards and to avoid any actions that may appear to undermine this atmosphere of trust and respect and thereby hinder the institution's educational mission.

Because of the inherent imbalance of power and need for trust, faculty members, supervisory staff, and those with evaluative authority should be aware that dating or sexual relationships that might be appropriate in other circumstances have inherent dangers when they occur between a staff member and a student as well as when they occur between a supervisor and employee.

Such relationships can create real conflicts, are susceptible to an appearance of exploitation, and can impair the trust and integrity of the teaching, coaching, or other supervisory or evaluative relationship and may cause a perception of favoritism or bias on the part of the staff. In addition, although these relationships may begin and remain consensual, they may easily be later characterized as non-consensual and could potentially lead to sexual harassment charges.

Policy

Prohibited

Between employee and student: Consensual romantic, dating, or sexual relationships between any employee and any student over whom that employee exercises direct or otherwise significant academic, supervisory, or evaluative authority or influence are prohibited at all State Universities and Colleges. The evaluative relationship can take a variety of forms, such as teacher to student, advisor to advisee, coach to athlete, supervisor to student employee, or similar relationship.

Strongly Discouraged

Between employee and student: Romantic, dating or sexual relationships between employees and students over whom said employee does *not* have supervisory or evaluative authority are strongly discouraged. Such relationships are not only susceptible to future conflicts of interest, but also may present the appearance of impropriety.

If this situation exists, no employee should agree to supervise or evaluate a student with whom he or she has, or formerly had, a consensual relationship. A faculty member should inform the Dean if such a student wishes to enroll in a credit bearing course that he or she is teaching so that alternate arrangements can be made. Nor should a faculty member direct the student's independent study, internship, or thesis; participate in decisions regarding grades; or write letters of recommendation or reference.

Between employee and employee: BOR discourages employees with supervisory or evaluative authority from engaging in romantic, dating or sexual relationships with employees who they supervise or evaluate. If such a relationship exists or develops, the supervisory employee must notify his/her manager so that arrangements can be made for the unbiased supervision and evaluation of the employee. These situations are handled on a case-by-case basis and may require transfer or reassignment of one or more employees.

In the event of a Sexual Harassment Charge

Anyone who enters into a romantic, dating or sexual relationship where a professional power differential exists must realize that if a charge of sexual harassment is subsequently filed, it may be difficult to defend the charge by claiming that there was mutual consent. Employees could be held personally liable in a criminal or civil lawsuit.

Sanctions

All violations of this policy should be reported to Human Resources for investigation and appropriate administrative action, up to and including disciplinary action.

11/21/13

ITEM

The Board of Regents for Higher Education establishes and adopts a policy regarding “Consensual Relationships Policy” that shall be applicable to each of the Connecticut State Colleges and Universities.

BACKGROUND

Although the Connecticut State Universities have had a policy regarding consensual relationships since 2005, the Community Colleges had not adopted such a policy. In unifying the Connecticut State Colleges and Universities, the Board of Regents has directed that the preexisting policies of the successor boards be harmonized and unified. Applying the proposed policy to all of the institutions under the jurisdiction of the BOR achieves that purpose while promoting an important concern of the BOR.

ANALYSIS

Under the Consensual Relationship Policy relationships between employees and students when the employee exercises direct or significant academic, supervisory or evaluative authority or influence over a student are prohibited. All other consensual relationships, such as relationships between students and employees even when there is no supervisory or evaluative relationship, are strongly discouraged. Likewise, employees are strongly discouraged from engaging in consensual relationships with other employees.

If employees and students choose to engage in a consensual relationship, the policy provides for actions steps that must be taken to diminish appearance of impropriety and conflict as well as provides sanctions for violation of the policy. The policy also provides notice to employees that if a sexual harassment claim is filed against an employee due to their workplace relationship, that employee could be held personally liable in a criminal or civil lawsuit.

RECOMMENDATION

That the Board of Regents for Higher Education to adopt and implement the policy regarding “Consensual Relationships.”

5.2	Sexual Misconduct Reporting, Supportive Measures and Processes Policy	20-103	2020-07-29
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**Board of Regents for Higher Education
Connecticut State Colleges and Universities**

**Policy Regarding
Sexual Misconduct Reporting, Supportive Measures and Processes Policy**

STATEMENT OF POLICY

The Board of Regents for Higher Education (BOR) in conjunction with the Connecticut State Colleges and Universities (CSCU) is committed to ensuring that each member of every BOR governed college and university community has the opportunity to participate fully in the process of education and development. The BOR and CSCU strive to maintain a safe and welcoming environment free from acts of sexual misconduct, including, sexual harassment, sexual assault, intimate partner violence and stalking. It is the intent of the BOR and each of its colleges or universities to provide safety, privacy and support to victims of sexual misconduct and intimate partner violence.

The BOR strongly encourages students, parents, bystanders and employees to report any instance of sexual misconduct, including sexual harassment, sexual assault, sexual exploitation, stalking and intimate partner violence. Title IX Coordinators will promptly address these matters and treat all parties equitably. In accordance with federal law Respondents will be presumed not responsible and receive no punitive treatment unless and until found responsible after due process. All BOR governed colleges and universities will provide complainants and respondents with supportive measures, including referral to agencies that provide medical attention, counseling, legal services, advocacy, referrals and general information regarding sexual misconduct.

All CSCU employees and support persons will make any limits of confidentiality clear before any disclosure of facts takes place. Other than confidential resources as defined below and employees who qualify as Campus Security Authorities under the Jeanne Clery Act, all CSCU employees are required to immediately communicate to the institution's Title IX Coordinator any disclosure or report of sexual misconduct received from a student as well as communicate any disclosure or report of sexual misconduct the employee received from another employee when misconduct is related to the business of the institution.

Affirmative consent must be given by all parties before engaging in sexual activity. Affirmative consent means an active, clear and voluntary agreement by a person to engage in sexual activity with another person. Sexual misconduct, as defined herein, is a violation of BOR policies and, in addition, may subject an accused student or employee to criminal penalties. The BOR and each of its governed colleges and universities are committed to providing an environment free of personal offenses. Sexual relationships of any kind between staff/faculty and students are discouraged pursuant to BOR policy.

The Board of Regents for Higher Education hereby directs the Connecticut State Colleges and Universities to implement the Policy stated above pursuant to the following provisions:

TERMS, USAGE AND STANDARDS

Complainant means an individual who is alleged to be the victim of conduct that could constitute sexual harassment.

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Consent must be affirmed and given freely, willingly, and knowingly of each participant to desired sexual involvement. Consent is a mutually affirmative, conscious decision – indicated clearly by words or actions – to engage in mutually accepted sexual contact. Consent may be revoked at any time during the sexual activity by any person engaged in the activity.

Affirmative consent may never be assumed because there is no physical resistance or other negative response. A person who initially consents to sexual activity shall be deemed not to have affirmatively consented to any such activity which occurs after that consent is withdrawn. It is the responsibility of each person to assure that he or she has the affirmative consent of all persons engaged in the sexual activity to engage in the sexual activity and that affirmative consent is sustained throughout the sexual activity. It shall not be a valid excuse to an alleged lack of affirmative consent that the student or employee responding to the alleged violation believed that the student reporting or disclosing the alleged violation consented to the activity (i) because the responding student or employee was intoxicated or reckless or failed to take reasonable steps to ascertain whether the student or employee reporting or disclosing the alleged violation affirmatively consented, or (ii) if the responding student or employee knew or should have known that the student or employee reporting or disclosing the alleged violation was unable to consent because the student or employee was unconscious, asleep, unable to communicate due to a mental or physical condition, or incapacitated due to the influence of drugs, alcohol or medication. The existence of a past or current dating or sexual relationship between the persons involved in the alleged violation shall not be determinative of a finding of affirmative consent.

Report means a document filed by a complainant or signed by the Title IX Coordinator alleging sexual harassment against a respondent and requesting that the institution investigate the allegation of sexual harassment. At the time of the filing the formal complaint, the complainant must be participating in or attempting to participate in an education program or activity of the institution.

Disclosure is the receipt of any communication of an incident of sexual misconduct that is not accompanied by a request for an investigation or adjudication by the institution.

Respondent means an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment.

Sexual misconduct includes engaging in any of the following behaviors:

- (a) **Sexual harassment**, which can include any unwelcome sexual advance or request for sexual favors, or any conduct of a sexual nature when submission to such conduct is made either explicitly or implicitly a term or condition of an individual's education or employment; submission to or rejection of such conduct by an individual is used as a basis for academic or employment decisions affecting the individual; or such conduct has the purpose or effect of substantially interfering with an individual's academic or work performance or creating an intimidating, hostile or offensive educational or employment environment. Examples of conduct which may constitute sexual harassment include but are not limited to:

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- sexual flirtation, touching, advances or propositions
- verbal abuse of a sexual nature
- pressure to engage in sexual activity
- graphic or suggestive comments about an individual's dress or appearance
- use of sexually degrading words to describe an individual
- display of sexually suggestive objects, pictures or photographs
- sexual jokes
- stereotypic comments based upon gender
- threats, demands or suggestions that retention of one's educational status is contingent upon toleration of or acquiescence in sexual advances.

(b) **Sexual assault** shall include but is not limited to a sexual act directed against another person without the consent (as defined herein) of the other person or when that person is not capable of giving such consent-

Sexual assault is further defined in sections 53a-70, 53a-70a, 53a-70b, 53a-71, 53a-72a, 53a-72b and 53a-73a of the Connecticut General Statutes.

(c) **Sexual exploitation** occurs when a person takes non-consensual or abusive sexual advantage of another for anyone's advantage or benefit other than the person being exploited, and that behavior does not otherwise constitute one of the preceding sexual misconduct offenses. Examples of behavior that could rise to the level of sexual exploitation include:

- Prostituting another person;
- Non-consensual visual (e.g., video, photograph) or audio-recording of sexual activity;
- Non-consensual distribution of photos, other images, or information of an individual's sexual activity, intimate body parts, or nakedness, with the intent to or having the effect of embarrassing an individual who is the subject of such images or information;
- Going beyond the bounds of consent (for example, an individual who allows friends to hide in the closet to watch him or her having consensual sex);
- Engaging in non-consensual voyeurism;
- Knowingly transmitting an STI, such as HIV to another without disclosing your STI status;
- Exposing one's genitals in non-consensual circumstances, or inducing another to expose his or her genitals; or
- Possessing, distributing, viewing or forcing others to view illegal pornography.

Sexual exploitation is further defined as a crime in Connecticut State Law.

(d) **Intimate partner, domestic and/or dating violence means** any physical or sexual harm against an individual by a current or former spouse of or person in a dating or cohabitating relationship with such individual that results from any action by such spouse or such person that may be classified as a sexual assault under section 53a-70, 53a-70a, 53a-70b, 53a-71, 53a-72a, 53a-72b or 53a-73a of the general statutes, stalking under section 53a-181c, 53a-181d or 53a-181e of the

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general statutes, or domestic or family violence as designated under section 46b-38h of the general statutes. This includes any physical or sexual harm against an individual by a current or former spouse or by a partner in a dating relationship that results from (1) sexual assault (2) sexual assault in a spousal or cohabiting relationship; (3) domestic violence; (4) sexual harassment (5) sexual exploitation, as such terms are defined in this policy.

Offenses that are designated as “domestic violence” are against family or household members or persons in dating or cohabiting relationships and include assaults, sexual assaults, stalking, and violations of protective or restraining orders issued by a Court. Intimate partner violence may also include physical abuse, threat of abuse, and emotional abuse.

- Physical abuse includes, but is not limited to, slapping, pulling hair or punching.
- Threat of abuse includes but is not limited to, threatening to hit, harm or use a weapon on another (whether victim or acquaintance, friend or family member of the victim) or other forms of verbal threat.
- Emotional abuse includes but is not limited to, damage to one’s property, driving recklessly to scare someone, name calling, threatening to hurt one’s family members or pets and humiliating another person.
- Cohabitation occurs when two individuals dwell together in the same place as if married.
- The determination of whether a “dating relationship” existed is to be based upon the following factors: the complainant’s statement as to whether such a relationship existed, the length of the relationship, the type of the relationship and the frequency of the interaction between the persons reported to be involved in the relationship.

(e) **Stalking**, which is defined as repeatedly contacting another person when contacting person knows or should know that the contact is unwanted by the other person; and the contact causes the other person reasonable apprehension of imminent physical harm or the contacting person knows or should know that the contact causes substantial impairment of the other person’s ability to perform the activities of daily life.

As used in this definition, the term “contacting” includes, but is not limited to, communicating with (including internet communication via e-mail, instant message, on-line community or any other internet communication) or remaining in the physical presence of the other person.

Retaliation is prohibited and occurs when a person is subjected to an adverse employment or educational action because he or she made a complaint under this policy or assisted or participated in any manner in an investigation. No institution or person may intimidate, threaten, coerce, or discriminate against any individual for the purpose of interfering with any right or privilege secured by Title IX or because the individual has made a report of complaint, testified, assisted or participated or refused to participate in any manner in an investigation, proceeding or hearing related to a report or complaint related to sex discrimination.

CONFIDENTIALITY

When a BOR governed college or university receives a report of sexual misconduct all reasonable steps will be taken by the appropriate CSCU officials to preserve the privacy of the complainant and

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respondent while promptly investigating and responding to the report. While the institution will strive to maintain the confidentiality of personally identifiable student information reported, which information is subject to privacy requirements of the Family Education Rights Privacy Act (FERPA), the institution also must fulfill its duty to protect the campus community.

Confidential resources are defined as follows: For the Universities, entities with statutory privilege, which include campus based counseling center, health center and pastoral counseling staff members whose official responsibilities include providing mental health counseling to members of the University community as well as off campus counseling and psychological services, health services providers, member(s) of the clergy, and the local Sexual Assault Crisis Center and Domestic Violence Center. For the Colleges, confidential resources are limited to entities with statutory privilege, such as off campus counseling, on campus counseling where available, and psychological services, health services providers, member(s) of the clergy, and the local Sexual Assault Crisis Center and Domestic Violence Center. The personnel of these centers and agencies are bound by state statutes and professional ethics from disclosing information about reports without written releases.

Information provided to a confidential resource by a complainant or respondent cannot be disclosed legally to any other person without consent, except under very limited circumstances, such as an imminent threat of danger to self or others or if the reported complainant is a minor. Therefore, for those who wish to obtain the fullest legal protections and disclose in full confidentiality, she/he must speak with a confidential resource. Each BOR governed college and university will provide a list of such confidential resources in the College or University's geographic region to complainants and respondents as well as publish these resources on-line and in various publications.

Where it is deemed necessary for the institution to take steps to protect the safety of members of the campus community, the institution will seek to act in a manner so as not to compromise the privacy or confidentiality of the either the complainant or respondent to the extent reasonably possible.

MANDATED REPORTING BY COLLEGE AND UNIVERSITY EMPLOYEES

Other than confidential resources as defined above, in addition to employees who qualify as Campus Security Authorities under the Jeanne Clery Act, all employees are required to immediately communicate to the institution's designated recipient (e.g., Title IX Coordinator) any disclosure or report of sexual misconduct received from a student regardless of the age of the complainant. All employees are also required to communicate to the institution's designated recipient (e.g., Title IX Coordinator) any disclosure or report of sexual misconduct received from an employee that impacts employment with the institution or is otherwise related to the business of the institution.

Upon receiving a disclosure or a report of sexual misconduct, employees are expected to supportively, compassionately and professionally offer academic and other accommodations and to provide a referral for support and other services.

Further, in accordance with Connecticut State law, with the exception of student employees, any paid administrator, faculty, staff, athletic director, athletic coach or athletic trainer who, in the ordinary course of their employment, has a reasonable cause to suspect or believe that a person under the age

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of 18 years has been abused or neglected, has been placed in imminent harm or has had a non-accidental injury is required by law and Board policy to report the incident within twelve hours to their immediate supervisor and to the Department of Children and Families.

RIGHTS OF PARTIES

Complainants and respondents will be informed in a timely manner of all their rights and options, including the necessary steps and potential outcomes of each option. Complainants and respondents shall be offered non-disciplinary, non-punitive individualized services as appropriate and available that are designed to restore or preserve equal access to the institution's education program or activity without unreasonably burdening the other party, which may include measures designed to protect the safety of all parties or the institution's educational environment or deter sexual harassment.

When choosing a reporting resource the following information should be considered:

- All reports of sexual misconduct will be treated seriously and with dignity by the institution.
- Referrals to off-campus counseling and medical services that are available immediately and confidential, whether or not those who report feel ready to make any decisions about reporting to police, a college or university employee or the campus's Title IX Coordinator.
- Information regarding the right to take both criminal and civil legal action against the individual allegedly responsible.
- Those who seek confidentiality may contact a clergy member(s), a University counseling center psychologist, a University health center care provider, the Sexual Assault Crisis Center of Connecticut and/or the Connecticut Coalition Against Domestic Violence – all of whom are bound by state statutes and professional ethics to maintain confidentiality without written releases.

RIGHT TO NOTIFY LAW ENFORCEMENT & SEEK PROTECTIVE AND OTHER ORDERS

Complainants and respondents shall be provided written information about her/his right to:

- (1) notify law enforcement and receive assistance from campus authorities in making the notification; and,
- (2) obtain a protective order, apply for a temporary restraining order or seek enforcement of an existing order. Such orders include:
 - standing criminal protective orders;
 - protective orders issued in cases of stalking, harassment, sexual assault, or risk of injury to or impairing the morals of a child;
 - temporary restraining orders or protective orders prohibiting the harassment of a witness;
 - family violence protective orders.

The institution will also honor lawful protective or temporary restraining orders.

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Each and every BOR governed college and university shall create and provide information specific to its campus detailing the procedures to follow after the commission of such violence, including people or agencies to contact for reporting purposes or to request assistance, and information on the importance of preserving physical evidence.

OPTIONS FOR CHANGING ACADEMIC, HOUSING, TRANSPORTATION AND WORKING ARRANGEMENTS

College and university Title IX Coordinators will provide supportive measures to complainants and respondents. These supportive measures may include, but are not limited to, reasonably available options for changing academic situations, including but not limited to extensions of deadlines or other course related adjustments, modifications of work or class schedules, campus transportation and escort services, mutual restrictions on contact between parties, leaves of absence, increased security and monitoring and housing or working situations.

SUPPORT SERVICES CONTACT INFORMATION

It is BOR policy that whenever a college or university Title IX Coordinator or other employee receives a report of sexual misconduct, the Title IX Coordinator shall immediately provide all parties with contact information for and, if requested, professional assistance in accessing and using any appropriate campus resources, or local advocacy, counseling, health, and mental health services, without fee. All CSCU campuses shall develop and distribute contact information for this purpose as well as provide such information on-line.

SEXUAL MISCONDUCT INVESTIGATION AND PROCEDURES

All complaints of sexual misconduct will be reviewed by the college or university Title IX Coordinator who will determine supportive measures and whether the complaint falls within the scope of Title IX. If the institution's Title IX Coordinator determines that the alleged harassment is

- (1) so severe, pervasive, and objectively offensive that it effectively denies a person equal access to an education program or activity; or,
- (2) implicates an employee of the institution, alleging that the employee conditioned a provision of an aid, benefit, or service upon the complainant's participation in unwelcome sexual conduct; or,

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(3) alleges "Sexual assault" as defined in 20 U.S.C. 1092(f)(6)(A)(v)¹, "dating violence" as defined in 34 U.S.C. 12291(a)(10)², "domestic violence" as defined in 34 U.S.C. 12291(a)(8)³, or "stalking" as defined in 34 U.S.C. 12291(a)(30)⁴ as defined in 34 U.S.C. 12291(a)(30)⁵

and

(4) the alleged harassment occurred within the United States on property owned or controlled by the institution or any building owned or controlled by a student organization officially recognized by the institution; and

(5) at the time of the filing the Complainant was participating or attempting to participate in the educational program or activity;

The Title IX coordinator will initiate the Title IX Process which shall be applicable to students, faculty and staff. The Title IX Process and Procedures are available on-line and through the Office of the Title IX Coordinator.

If the institution's Title IX Coordinator determines that the alleged harassment does not meet the factors above but the alleged misconduct violates BOR Policy, the following procedures apply:

- Each party shall have the opportunity to request that an investigation or disciplinary proceedings begin promptly; that such disciplinary proceedings shall be conducted by an official trained annually in issues relating to sexual assault, stalking and dating, domestic or intimate partner violence and shall use the preponderance of the evidence (more likely than

¹ 20 U.S.C. 1092(f)(6)(A)(v), The term "sexual assault" means an offense classified as a forcible or non-forcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation.

² 34 U.S.C. 12291(a)(10) The term "dating violence" means violence committed by a person - (A) who is or has been in a social relationship of a romantic or intimate nature with the victim; and (B) where the existence of such a relationship shall be determined based on a consideration of the following factors: (i) The length of the relationship. (ii) The type of relationship. (iii) The frequency of interaction between the persons involved in the relationship.

³ 34 U.S.C. 12291(a)(8) The term "domestic violence" includes felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of the victim, by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner, by a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction receiving grant monies, or by any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the jurisdiction.

⁴ 34 U.S.C. 12291(a)(30) (30) The term "stalking" means engaging in a course of conduct directed at a specific person that would cause a reasonable person to - (A) fear for his or her safety or the safety of others; or (B) suffer substantial emotional distress.

⁵ 34 U.S.C. 12291(a)(30) (30) The term "stalking" means engaging in a course of conduct directed at a specific person that would cause a reasonable person to - (A) fear for his or her safety or the safety of others; or (B) suffer substantial emotional distress.

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not) standard in accordance with State law in making a determination concerning sexual assault, stalking or domestic/dating/intimate partner violence.

- Both the complainant and respondent are entitled to be accompanied to any meeting or proceeding relating to the allegation of sexual misconduct by an advisor or support person of their choice, provided the involvement of such advisor or support person does not result in the postponement or delay of such meeting as scheduled and provided such an advisor or support person may not directly address the Hearing Body, question witnesses or otherwise actively participate in the hearing process or other meeting pertaining to a report of sexual misconduct and each party shall have the opportunity to present evidence and witnesses on her/his behalf during any disciplinary proceeding.
- Both parties are entitled to be provided at the same time written notice of the results of any disciplinary proceeding, normally within one (1) business day after the conclusion of such proceeding, which notice shall include the following: the name of the respondent the violation committed, if any, and any sanction imposed upon the respondent. Sanctions may range from a warning to expulsion, depending upon the behavior and its severity of the violation(s). The complainant shall have the same right to request a review of the decision of any disciplinary proceeding in the same manner and on the same basis as shall the respondent; however, in such cases, if a review by any complainant is granted, among the other actions that may be taken, the sanction of the disciplinary proceeding may also be increased. Both the complainant and respondent are entitled to be simultaneously provided written notice of any change in the results of any disciplinary proceeding prior to the time when the results become final as well as to be notified when such results become final.

If the institution's Title IX Coordinator determines that the allegations do not constitute a violation of either Title IX or Board policy and can make no finding of responsibility, complainant and respondent shall be notified that the matter shall be closed.

Employee sexual misconduct not subject to Title IX is subject to discipline in accordance with the procedures applicable to the employee's classification of employment.

REVIEW AND AUDIT

The Title IX Coordinator will report to the President of the institution on a regular basis all findings on reported sexual misconduct matters. The Title IX Coordinator shall include within its annual Connecticut General Statute 10a-55m Sexual Misconduct Report a separate report specifically disclosing the number of complaints, the subject matter of each complaint and the final outcome of each case processed under Title IX. At a joint meeting of the Human Resources and Administration Committee and the Academic and Student Affairs Committee, the CSCU Title IX

**Sexual Misconduct Reporting
Support Services and Processes Policy**

Coordinator will report annually on CSCU data of complaints and outcomes of sexual misconduct matters reviewed under Title IX, BOR policies, and other applicable state statutes.

DISSEMINATION OF THIS POLICY

Upon adoption by the Board all CSCU institutions shall, upon receipt, immediately post and maintain this policy at all times in an easily accessible manner on each institution's website, handbook and catalogue. This policy shall thereafter be annually provided to all Title IX Coordinators, campus law enforcement officers and security personnel, and other campus personnel. Further, this policy shall be presented at student orientation and at student awareness and prevention trainings, and made broadly available at each campus. The policy shall be expanded upon by each institution to provide resources and contact information specific to their institution and geographic area as set forth above. This includes but is not limited to the name, office address, email address and telephone number of the Title IX Coordinators.

Board of Regents for Higher Education
Connecticut State Colleges and Universities
Regarding

Statement of Title IX Policy

Consistent with Title IX of the Education Amendments of 1972 ("Title IX")ⁱ, the Connecticut State Colleges and Universities (CSCU) does not and will not discriminate against students, faculty or staff based upon sex in any of its programs or activities, including but not limited to education programs, employment or admission. Further, retaliation against any person who made a complaint, testified, assisted, participated or refused to participate in a Title IX process will not be tolerated.

The Board of Regents for Higher Education (BOR) is committed to ensuring that each member of the CSCU community has the opportunity to participate fully in the process of education and development. The BOR and CSCU strive to maintain a safe and welcoming environment free from acts of sexual discrimination, including, sexual harassment, sexual assault, dating violence and stalking. It is the intent of the BOR that each college and university provide safety, privacy and support.

The BOR strongly encourages students, parents, bystanders and employees to alert Title IX Coordinators to sexual discrimination, including sexual harassment. Title IX Coordinators will promptly address these matters and treat all parties equitably. In accordance with federal law, those accused of engaging in prohibited conduct will be presumed not responsible and receive no punitive treatment unless and until found responsible after due process. All BOR governed colleges and universities will provide complainants and the respondents with supportive measures, including referral to agencies that provide medical attention, counseling, legal services, advocacy, referrals and other relevant information.

Under Title IX sexual harassment under means conduct on the basis of sex that satisfies one or more of the following:

1. An employee of the recipient conditioned in the provision of an aid, benefit, or service of the recipient on an individual's participation in unwelcome sexual conduct;
2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the recipient's education program or activity; or
3. "Sexual assault" as defined in 20 U.S.C. 1092(f)(6)(A)(v)ⁱⁱ, "dating violence" as defined in 34 U.S.C. 12291(a)(10)ⁱⁱⁱ, "domestic violence" as defined in 34 U.S.C. 12291(a)(8)^{iv}, or "stalking" as defined in 34 U.S.C. 12291(a)(30).^v

If the institution's Title IX Coordinator determines that the alleged harassment meets the above definition of sexual harassment, as well as occurred within the United States on property owned or controlled by the institution and at the time of the filing the complainant was participating or attempting to participated in an educational program or activity at the particular College or

University, the Title IX coordinator will initiate a Title IX process. If the Title IX Coordinator determines that the alleged harassment does not meet the above factors, but the alleged misconduct violates BOR policy the Title IX Coordinator will comply with the BOR Sexual Misconduct Reporting, Supportive Measures and Processes Policy. If the institution's Title IX Coordinator determines that the allegations do not constitute a violation of either Title IX or Board policy and can make no finding of responsibility, complainant and respondent will be notified that the matter will be closed.

Sexual harassment will not be tolerated.

Any inquiries about this policy should be directed to the Title IX Coordinator

¹ Title IX states that "no person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance"

ⁱⁱ 20 U.S.C. 1092(f)(6)(A)(v), The term "sexual assault" means an offense classified as a forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation.

ⁱⁱⁱ 34 U.S.C. 12291(a)(10) The term "dating violence" means violence committed by a person - (A) who is or has been in a social relationship of a romantic or intimate nature with the victim; and (B) where the existence of such a relationship shall be determined based on a consideration of the following factors: (i) The length of the relationship. (ii) The type of relationship. (iii) The frequency of interaction between the persons involved in the relationship.

^{iv} 34 U.S.C. 12291(a)(8) The term "domestic violence" includes felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of the victim, by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner, by a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction receiving grant monies, or by any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the jurisdiction.

^v 34 U.S.C. 12291(a)(30) (30) The term "stalking" means engaging in a course of conduct directed at a specific person that would cause a reasonable person to - (A) fear for his or her safety or the safety of others; or (B) suffer substantial emotional distress.

7/29/2020

Utilization Analysis- Hiring, Promotional and Upward/Career Mobility

FORM 85A

Agency: Southern CT State University

Occupational Category/Class: IV. Secretarial/ Clerical-

Varied

Reporting Date: April 30, 2023

Labor Market Area: New Haven County

	GRAND TOTAL	TOTAL		WHITE		BLACK		HISPANIC		AAIANHPI		2 OR MORE RACES	
		MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE
WORKFORCE %	100	28.2	71.8	23.1	30.8	5.1	20.5	0.0	15.4	0.0	2.6	0.0	2.6
WORKFORCE PARITY %	100	8.9	91.1	5.4	64.6	1.5	13.6	1.5	9.8	0.2	1.5	0.3	1.5
WORKFORCE NOS.	39	11	28	9	12	2	8	0	6	0	1	0	1
WORKFORCE PARITY NOS.	39	3.5	35.5	2.1	25.2	0.6	5.3	0.6	3.8	0.1	0.6	0.0	0.0
NET UTILIZATION (+/-)		7.5	-7.5	6.9	-13.2	1.4	2.7	-0.6	2.2	-0.1	0.4	0.0	0.0
PREVIOUS UTILIZATION		7.1	-7.1	6.6	-14.6	1.3	7.2	-0.7	0.6	-0.1	0.3	0.0	0.0
HIRING GOALS	PREVIOUS PLAN GOALS	14	1	13				1					
	CURRENT PLAN HIRES	1	0	1								1	
	CURRENT PLAN GOALS	12	1	11				1					
PROMOTIONAL GOALS	PREVIOUS PLAN GOALS	2	0	2									
	CURRENT PLAN PROMOTIONS	4	0	4					2				
	CURRENT PLAN GOALS	2	0	2									
UPWARD/ CAREER MOBILITY GOALS	PREVIOUS PLAN GOALS	0	0	0									
	CURRENT PLAN PROMOTIONS	0	0	0									
	CURRENT PLAN GOALS	0	0	0									

Utilization Analysis- Hiring, Promotional and Upward/Career Mobility

FORM 85A

Agency: Southern CT State University

Occupational Category/Class:

IV. Secretarial/ Clerical- Secretary2

Reporting Date: April 30, 2023

Labor Market Area: New Haven County

	GRAND TOTAL	TOTAL MALE		TOTAL FEMALE		WHITE		BLACK		HISPANIC		AAIANHNP		2 OR MORE RACES	
		MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE
WORKFORCE %	100	2.5	97.5	0.0	52.5	2.5	35.0	0.0	10.0	0.0	0.0	0.0	0.0	0.0	0.0
WORKFORCE PARITY %	100	7.3	92.7	3.6	63.2	2.6	15.8	1.0	9.7	0.0	1.5	0.1	2.6		
WORKFORCE NOS.	40	1	39	0	21	1	14	0	4	0	0	0	0		
WORKFORCE PARITY NOS.	40	2.9	37.1	1.4	25.3	1.0	6.3	0.4	3.9	0.0	0.6	0.0	0.0		
NET UTILIZATION (+/-)		-1.9	1.9	-1.4	-4.3	0.0	7.7	-0.4	0.1	0.0	-0.6	0.0	0.0		
PREVIOUS UTILIZATION		-1.6	1.6	-1.3	1.4	0.1	0.4	-0.4	0.5	0.0	-0.6	0.0	0.0		
HIRING GOALS	PREVIOUS PLAN GOALS	1	0	1							1				
	CURRENT PLAN HIRES	15	0	15	6	6		3							
	CURRENT PLAN GOALS	5	1	4	1	3					1				
PROMOTIONAL GOALS	PREVIOUS PLAN GOALS	1	1	0	1										
	CURRENT PLAN PROMOTIONS	0	0	0											
	CURRENT PLAN GOALS	1	0	1	1										
UPWARD/ CAREER MOBILITY GOALS	PREVIOUS PLAN GOALS	0	0	0											
	CURRENT PLAN PROMOTIONS	0	0	0											
	CURRENT PLAN GOALS	0	0	0											

Utilization Analysis- Hiring, Promotional and Upward/Career Mobility

FORM 85A

Agency: Southern CT State University

Occupational Category/Class:

V. Technical/Para- Professional

Reporting Date: April 30, 2023

Labor Market Area: New Haven County

	GRAND TOTAL	WHITE		BLACK		HISPANIC		AA/IANH/PI		2 OR MORE RACES	
		MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE
WORKFORCE %	100	25.0	75.0	0.0	0.0	25.0	0.0	0.0	25.0	0.0	0.0
WORKFORCE PARITY %	100	28.9	71.1	16.0	41.8	7.0	11.6	1.7	4.3	0.2	3.7
WORKFORCE NOS.	4	1	3	0	2	0	0	0	1	0	0
WORKFORCE PARITY NOS.	4	1.2	2.8	0.6	1.7	0.3	0.5	0.1	0.2	0.0	0.0
NET UTILIZATION (+/-)		-0.2	0.2	-0.6	0.3	0.7	-0.5	-0.1	0.8	0.0	0.0
PREVIOUS UTILIZATION		-1.2	1.2	-0.6	1.3	-0.3	-0.5	-0.1	0.8	0.0	0.0
HIRING GOALS	PREVIOUS PLAN GOALS	3	2	1		1	1				
	CURRENT PLAN HIRES	1	0			1					
	CURRENT PLAN GOALS	3	2	1		1	1				
PROMOTIONAL GOALS	PREVIOUS PLAN GOALS	0	0								
	CURRENT PLAN PROMOTIONS	0	0								
	CURRENT PLAN GOALS	0	0								
UPWARD/ CAREER MOBILITY GOALS	PREVIOUS PLAN GOALS	0	0								
	CURRENT PLAN PROMOTIONS	0	0								
	CURRENT PLAN GOALS	0	0								

Utilization Analysis- Hiring, Promotional and Upward/Career Mobility FORM 85A

Agency: **Southern CT State University** Occupational Category/Class: **All** Reporting Date: **April 30, 2023**
 Labor Market Area: **New Haven County**

VI. Skilled Crafts

	GRAND TOTAL	TOTAL		WHITE		BLACK		HISPANIC		AAIAN/HNPI		2 OR MORE RACES	
		MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE
WORKFORCE %	100	100.0	0.0	82.8	0.0	13.8	0.0	3.4	0.0	0.0	0.0	0.0	0.0
WORKFORCE PARITY %	100	90.8	9.2	61.2	1.4	11.6	1.8	17.0	5.6	0.6	0.1	0.5	0.2
WORKFORCE NOS.	29	29	0	24	0	4	0	1	0	0	0	0	0
WORKFORCE PARITY NOS.	29	26.3	2.7	17.7	0.4	3.4	0.5	4.9	1.6	0.2	0.0	0.0	0.0
NET UTILIZATION (+/-)		2.7	-2.7	6.3	-0.4	0.6	-0.5	-3.9	-1.6	-0.2	0.0	0.0	0.0
PREVIOUS UTILIZATION		3.6	-3.6	6.7	-0.4	1.1	-1.2	-3.9	-1.9	-0.2	0.0	0.0	0.0
HIRING GOALS	PREVIOUS PLAN GOALS	8	4		1		1	4	2				
	CURRENT PLAN HIRES	3	0	3									
	CURRENT PLAN GOALS	8	4		1		1	4	2				
PROMOTIONAL GOALS	PREVIOUS PLAN GOALS	0	0										
	CURRENT PLAN PROMOTIONS	0	0										
	CURRENT PLAN GOALS	0	0										
UPWARD/ CAREER MOBILITY GOALS	PREVIOUS PLAN GOALS	0	0										
	CURRENT PLAN PROMOTIONS	0	0										
	CURRENT PLAN GOALS	0	0										

Utilization Analysis- Hiring, Promotional and Upward/Career Mobility

FORM 85A

Agency: Southern CT State University

Occupational Category/Class:

VII. Maintenance/ Services- Varied

Reporting Date: April 30, 2023

Labor Market Area: New Haven County

	GRAND TOTAL	TOTAL		WHITE		BLACK		HISPANIC		AAIANHPI		2 OR MORE RACES		
		MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	
WORKFORCE %	100	66.7	33.3	13.3	0.0	33.3	6.7	20.0	26.7	0.0	0.0	0.0	0.0	A.
WORKFORCE PARITY %	100	59.3	40.7	26.9	15.8	15.3	8.7	14.0	13.7	1.6	1.4	1.6	1.0	B.
WORKFORCE NOS.	15	10	5	2	0	5	1	3	4	0	0	0	0	C.
WORKFORCE PARITY NOS.	15	8.9	6.1	4.0	2.4	2.3	1.3	2.1	2.1	0.2	0.2	0.0	0.0	D.
NET UTILIZATION (+/-)		1.1	-1.1	-2.0	-2.4	2.7	-0.3	0.9	1.9	-0.2	-0.2	0.0	0.0	E.
PREVIOUS UTILIZATION		-1.7	1.7	-3.5	-2.5	1.6	1.8	0.8	2.8	-0.3	-0.2	0.0	0.0	F.
HIRING GOALS	PREVIOUS PLAN GOALS	7	4	3	3					1				G.
	CURRENT PLAN HIRES	0	0	0	0									H.
	CURRENT PLAN GOALS	3	1	2	1	1	1							I.
PROMOTIONAL GOALS	PREVIOUS PLAN GOALS	1	1	0	1									J.
	CURRENT PLAN PROMOTIONS	4	4	0	1	2		1						K.
	CURRENT PLAN GOALS	2	1	1	1	1	1							L.
UPWARD/ CAREER MOBILITY GOALS	PREVIOUS PLAN GOALS	0	0	0	0									M.
	CURRENT PLAN PROMOTIONS	0	0	0	0									N.
	CURRENT PLAN GOALS	0	0	0	0									O.

Utilization Analysis- Hiring, Promotional and Upward/Career Mobility

FORM 85A

Agency: Southern CT State University
 Occupational Category/Class: VII. Protective Services
 Reporting Date: April 30, 2023
 LMA: New Haven County

	GRAND TOTAL	TOTAL		WHITE		BLACK		HISPANIC		AAIANHNP		2 OR MORE RACES		
		MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	
WORKFORCE %	100	76.2	23.8	38.1	14.3	14.3	9.5	23.8	0.0	0.0	0.0	0.0	0.0	A.
FINAL AVAILABILITY BASE%	100	91.6	8.4	68.3	3.5	5.1	3.7	14.4	1.1	2.9	0.1	0.9	0.0	B.
WORKFORCE NUMBERS	21	16	5	8	3	3	2	5	0	0	0	0	0	C.
WORKFORCE PARITY NUMBERS	21	19.2	1.8	14.3	0.7	1.1	0.8	3.0	0.2	0.6	0.0	0.0	0.0	D.
NET UTILIZATION (+/-)		-3.2	3.2	-6.3	2.3	1.9	1.2	2.0	-0.2	-0.6	0.0	0.0	0.0	E.
PREVIOUS UTILIZATION		-3.2	3.2	-6.0	3.2	1.9	0.2	1.8	-0.2	-0.6	0.0	0.0	0.0	F.
HIRING GOALS	PREVIOUS PLAN GOALS	7	0	6						1				G.
	CURRENT PLAN HIRES	2	1		1	1	1							H.
	CURRENT PLAN GOALS	7	0	6						1				I.
PROMOTIONAL GOALS	PREVIOUS PLAN GOALS	0	0											J.
	CURRENT PLAN PROMOTIONS-	0	0											K.
	CURRENT PLAN GOALS	0	0											L.
UPWARD/ CAREER MOBILITY GOALS	PREVIOUS PLAN GOALS	0	0											M.
	CURRENT PLAN PROMOTIONS	0	0											N.
	CURRENT PLAN GOALS	0	0											O.

Southern Connecticut State University
Hiring/Promotional Goals

May 1, 2023- April 30, 2024

Occupational Category/Class	Hiring Goals	Achieved	Other Hires	Promotion Goals	Achieved	Other Promo
Executive/Managerial (Cat.1)	1 WF 1 AAIANHNPI F			1 WF		
Faculty-Professional- (Cat. 2) <i>Professor</i>				2 WF 4 BF 2 HM 2 HF 5 AAIANHNPI M 1 AAIANHNPI F		
<i>Associate Professor- Full time tenure track</i>	2 AAIANHNPI F			1 HF 10 AAIANHNPI M 6 AAIANHNPI F		
<i>Assistant Professor Full time tenure track</i>	8 WM 2 BM 1 BF 2 HM					
<i>Coaches</i>	1 BF 1 HM 1 AAIANHNPI M					
Professional Non-faculty (Cat. 3)	17 WM 5 HM 7 AAIANHNPI M 3 AAIANHNPI F 2 TWO OR MORE RACES F					
Secretarial/Clerical- Varied (Cat. 4)	11 WF 1 HM			2 WF		

Southern Connecticut State University
Hiring/Promotional Goals

May 1, 2023- April 30, 2024

Occupational Category/Class	Hiring Goals	Achieved	Other Hires	Promotion Goals	Achieved	Other Promo
Secretary 2	1 WM 3 WF 1 AAIAHNPI F			1	WF	
Technical and Paraprofessional (Cat. 5)	1 WM 1 BF 1 HF					
Skilled Craft (Cat 6)	1 WF 1 BF 4 HM 2 HF					
Service/Maintenance Varied NEC (Cat 7)	1 WM 1 WF 1 BF			1 WM 1 WF		
Custodian (Cat 7)	4 WM 8 WF 6 HM 6 HF					
Protective Services	6 WM 1 AAIAHNPI M					
Total	116	0	0	39	0	

FORM 38A	Category: Titles:	III. Professional Nonfaculty										Date:	April 30, 2023
		All											
		WORKFORCE ANALYSIS											
Category or Class	Grand Total	Total Male	Total Female	White Male	White Female	Black Male	Black Female	Hispanic Male	Hispanic Female	AAIANHNP Male	AAIANHNP Female	TWO or More RACES Male	TWO or More RACES Female
Associate Director of SI & Lead. Dev., Admin 4	1	1	0	1									
Associate Director of Sustainability, Admin 4	1	0	1		1								
Associate Director of Success Coach & Prog, Admin 4	1	1	0			1							
Associate Director of Transfer Student Services, Admin 4	1	0	1		1								
Associate Director of Univ Access Programs, Admin 4	1	0	1					1					
Associate Registrar, Admin 4	2	0	2		1		1						
Associate Registrar/Scheduling Officer, Admin 4	1	1	0	1									
Business Analyst, Admin 4	1	1	0	1									
Campus One Card Admin, Admin 4	1	0	1				1						
Clinical Field Coordinator-SLP, Admin 4	1	0	1		1								
College Nurse Practitioner, Admin 4	2	0	2		2								
Coordinator of Academic Resources, Admin 4	1	0	1		1								
Coordinator of Adv for Maj Expl, Admin 4	1	0	1		1								
Coordinator of Campus Rec & Fitness, Admin 4	1	1	0	1									
Coordinator for the Center of Wellbeing, Admin 4	1	0	1				1						
Coordinator of Adv for First Yr Stud, Admin 4	1	1	0	1									
Coordinator of Graphic Svs, Admin 4	1	0	1		1								
Coordinator Substance Abuse Program, Admin 4	1	0	1		1								
Coordinator of Vet. Mil & Ad Learn Svcs, Admin 4	1	0	1		1								
Coordinator of Victim Advocacy and Support Services, Admin 4	1	0	1		1								
ECM Appl Administrator, Admin 4	1	1	0	1									
Enrollment Systems Coordinator, Admin 4	1	0	1		1								
Enterprise Infrastructure Admin., Admin 4	1	1	0	1									
Fin Aid Compliance Specialist, Admin 4	1	0	1		1								
Fin Info System Support Spec, Admin 4	1	1	0							1			
Info Tech Coord for Res Life, Admin 4	1	0	1		1								
Institutional Research Specialist, Admin 4	1	0	1		1								
Instructional Support Specialist, Admin 4	1	1	0	1									
Manager of Tech Systems, Admin 4	1	1	0					1					
Math Emporium Coordinator, Admin 4	1	0	1		1								
Media & Instr Svc Specialist, Admin 4	1	1	0	1									
Nursing Sim Coordinator, Admin 4	2	0	2		2								
Payroll Coordinator, Admin 4	1	0	1		1								

FORM 38A

Category: Titles:	III. Professional Nonfaculty										Date:		
	All	WORKFORCE ANALYSIS											
	Grand Total	Total Male	Total Female	White Male	White Female	Black Male	Black Female	Hispanic Male	Hispanic Female	AAIANHNP Male	AAIANHNP Female	TWO or More RACES Male	TWO or More RACES Female
Programmer Specialist, Admin 4	2	2	0	2									
Simulation Op/Tech Support, Admin 4	1	1	0			1							
Tech Support Analyst, Admin 4	1	1	0							1			
Tech Support Engineer, Admin 4	3	2	1	2	1								
University Writer/Editor, Admin 4	1	0	1		1								
Web Application Development Spec, Admin 4	1	1	0	1									
Access Services Specialist, Admin3	1	1	0					1					
Accounting/Budget Assistant, Admin 3	1	0	1		1								
Advancement Operations Analyst, Admin3	1	0	1		1								
Assistant Bursar,Accounts Receivable/Stdnt Accts/Svcs, Admin 3	2	0	2		2								
Assistant Coordinator Athletics, Admin 3	1	1	0	1									
Assistant Director of Academic Advising, Admin3	6	0	6	2	2	1	1	2			1		
Assistant Director of Admissions, Admin3	3	3	0	3									
Assistant Director of Business Services, Admin3	1	1	0	1									
Assistant Director of Educational Services, Admin3	1	0	1						1				
Assistant Director of Financial Aid, Admin3	2	1	1		1	1							
Assistant Director of Graduate Recruitment & Stud Svcs, Admin3	1	0	1		1								
Assistant Director of Internal Communication & Marketing, Admin3	1	0	1		1								
Assistant Director of International Education, Admin3	1	1	0	1									
Assistant Director of Int'l Programs, Admin 3	1	0	1		1								
Assistant Director of Public Affairs, Admin3	1	0	1		1								
Assistant Director of Student Center, Admin3	1	1	0	1									
Assistant Director of Student Life, Admin3	2	0	2				1				1		
Assistant Director of Transfer Student Services, Admin 3	2	1	1	1			1						
Assistant Director of University Access Programs, Admin 3	1	0	1						1				
Assistant Property Control Coordinator, Admin3	1	1	0			1							
Assistant Registrar, Admin3	6	2	4	4	2								
Business Analyst, Admin3	1	0	1		1								
Clinical Coordinator Nursing, Admin3	2	0	2		2								
Clinical Practice Manager, Admin3	1	0	1								1		

8/23/2023

FORM 38A	Category: Titles:	III. Professional Nonfaculty										Date:	April 30, 2023	
		All												
		WORKFORCE ANALYSIS												
Grand Total	Total Male	Total Female	White Male	White Female	Black Male	Black Female	Hispanic Male	Hispanic Female	AAIANHNPI Male	AAIANHNPI Female	TWO or More RACES Male	TWO or More RACES Female		
Coordinator of Nursing School and EC Programs, Admin3	1	0	1									1		
CRM Coordinator, Admin3	1	0	1		1									
Digital Production Facility Coordinator, Admin3	1	1	0	1										
Faculty Development Associate, Admin3	1	0	1		1									
Financial Analyst, Admin 3	3	0	3	2						1				
Immigration Specialist, Admin3	1	0	1	1										
Planner Analyst, Admin3	1	0	1	1										
Procurement Card Prog Admin, Admin3	1	0	1		1									
Residence Life Coordinator, Admin 3	1	1	0	1										
Scholarship Coordinator, Admin 3	1	0	1		1									
Student Loan & Pell Grant Administrator, Admin3	1	0	1		1									
User Support Specialist, Admin3	1	0	1		1									
Wellbeing Specialist, Admin3	1	0	1		1									
Adm & Field Place Assistant, Admin2	1	0	1		1							1		
Admissions Counselor, Admin 2	1	0	1		1									
Assistant in Business Services, Admin 2	1	0	1		1							1		
Assistant to the Dir, Res Life, Staff & Prog, Admin2	1	0	1		1									
Chemistry Stockroom Manager, Admin2	1	0	1		1							1		
Collections Agent, Admin2	1	0	1		1									
Financial Aid Counselor, Admin2	2	0	2		1						1			
Fiscal Assistant, Admin2	1	0	1		1									
Nursing Lab Technician, Admin 2	1	1	0											
Residence Hall Director, Admin2	4	2	2	2	1									1
Transfer Services Assistant, Admin 2	1	0	1		1									
Vaccination Outreach Coordinator, Admin 2	1	1	0		1									
Accountant	1	1	0		1									
Assistant Counselor	1	0	1											
Assistant Librarian	6	1	5	1	4									
Associate Counselor	1	1	0	1										
Associate in Human Resources	1	0	1		1									
Associate Librarian	4	1	3	1	3									
Counselor	1	0	1		1									
CSU Administrative Assistant	4	2	2	2	1									1
Executive Assistant to the President	1	0	1		1									

FORM 38A		III. Professional Nonfaculty		Date: April 30, 2023									
Category: All		WORKFORCE ANALYSIS											
Titles:													
Category or Class	Grand Total	Total Male	Total Female	White Male	White Female	Black Male	Black Female	Hispanic Male	Hispanic Female	AAIANHNP Male	AAIANHNP Female	TWO or More RACES Male	TWO or More RACES Female
Faculty/Staff Diversity Recruitment & Ret Spec	1	0	1						1				
Librarian	5	0	5		5								
Payroll Officer 1	1	1	0	1									
University Human Resources Administrator	3	0	3				2			1			
Total	253	93	160	65	119	15	18	4	14	6	8	3	1
4/2022 AA Plan	233	94	139	66	107	17	14	3	10	6	7	2	1
Change +/-	20	-1	21	-1	12	-2	4	1	4	0	1	1	0
	36.76%		63.24%	25.69%	47.04%	5.93%	7.11%	1.58%	5.53%	2.37%	3.16%	1.19%	0.40%

WORKFORCE ANALYSIS

Category or Class	Grand Total	Total Male	Total Female	White Male	White Female	Black Male	Black Female	Hispanic Male	Hispanic Female	AAIANHNP I Male	AAIANHNP I Female	TWO or More RACES Male	TWO or More RACES Female
ADMIN OPERATIONS ASST	1	0	1		1								
ADMINISTRATIVE ASSISTANT	10	0	10		3		3		4				
CLERK	0	0	0										
CLERK TYPIST	0	0	0										
LEAD TELEPHONE OPERATOR	1	0	1		1								
MAIL HANDLER	2	2	0	2									
MAIL SERVICES SUPERVISOR	1	1	0	1									
OFFICE ASSISTANT	11	2	9	1	3	1	3		2				1
PAYROLL CLERK	2	0	2		1						1		
PURCHASING ASSISTANT	1	1	0	1									
SECRETARY 1	4	0	4		2		2						
STOREKEEPER	5	5	0	4		1							
TELEPHONE OPERATOR	1	0	1		1								
SECRETARY 2	40	1	39		21	1	14		4				
Total	79	12	67	9	33	3	22	0	10	0	1	0	1
4/2022 AA Plan	82	12	70	9	40	3	20	0	9	0	1	0	0
Change +/-	-3	0	-3	0	-7	0	2	0	1	0	0	0	1
*Office Assistant is now included in the Secretarial Clerical-varied category		15.2%	84.8%	11.4%	41.8%	3.8%	27.8%	0.0%	12.7%	0.0%	1.3%	0.0%	1.3%

Category: V. Technical / Paraprofessional
 Titles: All
 WORKFORCE ANALYSIS

Date: April 30, 2023

Category or Class	Grand Total	Total Male	Total Female	White Male	White Female	Black Male	Black Female	Hispanic Male	Hispanic Female	AAIANHNPI Male	AAIANHNPI Female	Two or More Male	Two or More Female
LIBRARY TECHNICIAN	1	0	1								1		
LIBRARY TECHNICAL ASSISTANT	4	1	3		3			1					
Total	4	1	3	0	2	0	0	1	0	0	1	0	0
4/2022 AA Plan	4	0	4	0	3	0	0	0	0	0	1	0	0
Change +/-	0	1	-1	0	-1	0	0	1	0	0	0	0	0
		25.0%	75.0%	0.0%	50.0%	0.0%	0.0%	25.0%	0.0%	0.0%	25.0%	0.0%	0.0%

FORM 38A

Category: VII. Maintenance

Date: April 30, 2023

All
WORKFORCE ANALYSIS

Category or Class	Grand Total	Total Male	Total Female	White Male	White Female	Black Male	Black Female	Hispanic Male	Hispanic Female	AAIANHNP Male	AAIANHNP Female	Two or More Male	Two or More Female
BUILDING SUPERINTENDENT 2	1	0	1				1						
SUPERVISING CUSTODIAN	3	2	1			2			1				
MAINTAINER	3	3	0	1		1		1					
LEAD CUSTODIAN	8	5	3	1		2		2	3				
CUSTODIAN	67	45	22	13	5	25	11	5	5	2	1		
Total	82	55	27	15	5	30	12	8	9	2	1	0	0
4/2022 AA Plan	72	50	22	16	4	25	8	7	9	2	1	0	0
Change +/-	10	5	5	-1	1	5	4	1	0	0	0	0	0
		67.1%	32.9%	18.3%	6.1%	36.6%	14.6%	9.8%	11.0%	2.4%	1.2%	0.0%	0.0%

FORM 38A

Category: VII. Protective Services

All

Date: April 30, 2023

WORKFORCE ANALYSIS

Category or Class	Grand Total	Total Male	Total Female	White		Black		Hispanic		AAIANHNPI		TWO OR MORE	
				Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
POLICE LIEUTENANT	1	1	0	1									
POLICE SERGEANT	4	2	2		1	1	1	1					
POLICE OFFICER	9	8	1	4	1	1		3					
PROTECTIVE SERVICES OFFICER TRAINEE	2	1	1			1	1						
TELECOMMUNICATIONS DISPATCHER	4	3	1	3	1								
DETECTIVE	1	1	0					1					
Total	21	16	5	8	3	3	2	5	0	0	0	0	0
<i>4/2022 AA Plan</i>	22	17	5	9	4	3	1	5	0	0	0	0	0
Change +/-	-1	-1	0	-1	-1	0	1	0	0	0	0	0	0
		76.2%	23.8%	38.1%	14.3%	14.3%	9.5%	23.8%	0.0%	0.0%	0.0%	0.0%	0.0%

FORM 38A

Category:
Titles:

Date: April 30, 2023

WORKFORCE ANALYSIS-AGE ANALYSIS

Category or Class	20-24	25-29	30-34	35-39	40-44	45-49	50-54	55-59	60-64	65-69	70-74	75+	Total
I. Executive	0	0	1	2	2	3	8	8	5	3	1	0	33
II. Faculty	0	3	10	44	65	56	66	60	55	32	21	10	422
III. Prof. Non Faculty	1	8	34	33	36	35	37	31	20	15	2	1	253
IV. Secretarial / Clerical	0	5	5	9	7	11	10	17	11	4	0	0	79
V. Tech / Paraprofessional	0	0	0	1	0	1	1	1	0	0	0	0	4
VI. Skilled Crafts	0	2	1	1	3	3	1	9	8	1	0	0	29
VII. Protective Services	0	0	0	2	4	1	9	3	2	0	0	0	21
VIII. Maintenance	0	1	5	6	11	13	14	15	12	4	0	1	82
Total	1	19	56	98	128	123	146	144	113	59	24	12	923

FORM 38A

Category:
Titles:

Date: April 30, 2023

**PART-TIME EMPLOYEES
WORKFORCE ANALYSIS**

Category or Class	Grand Total	Total Male	Total Female	White Male	White Female	Black Male	Black Female	Hispanic Male	Hispanic Female	AAIAHNPI Male	AAIAHNPI Female	Two or More Male	Two or More Female
Faculty- Lecturer	565	209	356	164	294	19	29	11	22	11	3	4	8
University Assistant	232	106	126	68	65	20	28	5	20	5	5	8	8
Total	797	315	482	232	359	39	57	16	42	16	8	12	16
Percentages	100.0%	39.5%	60.5%	29.1%	45.0%	4.9%	7.2%	2.0%	5.3%	2.0%	1.0%	1.5%	2.0%

Date: April 30, 2023

**PERSONS WITH DISABILITIES IN FULL- TIME
WORKFORCE BY OCCUPATIONAL CATEGORY**

I. Executive	1
II. Faculty	33
III. Prof. Non Faculty	26
IV. Secretarial / Clerical	12
V. Tech / Paraprofessional	0
VI. Skilled Crafts	2
VII. Protective Services	0
VIII. Maintenance	5