

## **ASSIGNMENT OF RESPONSIBILITY AND MONITORING**

### **Section 46a-68-81**

#### **Appointing Authority**

Zulma R. Toro, Ph.D. is the President of Central Connecticut State University and as appointing authority, she had the ultimate responsibility for the establishment and enforcement of result-oriented Affirmative Action policies and practices. Dr. Toro was responsible for the development, filing, implementation and monitoring of an Affirmative Action Plan in accordance with Affirmative Action Regulations of Connecticut State Agencies §§ 46a-68-75 through 46a-68-114, and shall be accountable for the program's success or failure.

The Vice President for Equity & Inclusion, Dr. Stacey Miller, resigned in March of 2022 and was replaced, on an interim basis initially by Carolyn Magnan, University Counsel (retired), from March of 2022 to May of 2022. Then by Daniel Moreland, Director of Employee and Labor Relations, from May 2022 to July of 2022. They reported directly to the CCSU President on all issues regarding affirmative action, equity, and inclusion. During the reporting period, the University conducted a national search for the position of Vice President for Equity and Inclusion and selected Dr. Craig J. Wright, who joined the University in August of 2022. This search will be described in detail in the 2023 Affirmative Action Plan, section 46a-68-90, *Goal Analysis*.

The Office for Equity & Inclusion (OEI), under the auspices of the Vice President's includes the Ruthe Boyea Women's Center, which serves as a resource/advocate for women's rights on campus; the Office of Victim Advocacy (OVA), which is responsible for the university's Title IX training and advocacy for victims of sexual harassment, including sexual assault, stalking and intimate partner violence; and the LGBTQ+ Center, which offers resources, programming, referrals and support services as well as trainings and workshops for the entire campus community.

The direct reports to the VP of Equity and Inclusion are: Coordinator of the Ruthe Boyea Women's Center, Jacqueline Cobbina-Boivin; the Coordinator of the LGBTQ+ Center, William Mann, resigned in June of 2022 and a search is currently being conducted to fill the position; and Jill Bassett-Cameron, the Senior Equity and Inclusion Officer/Title IX Coordinator. In March of 2022, Claudia Richards-Meade was promoted to Equity and Inclusion Associate from Human Resources Assistant and Erin Rodas was also promoted from CSU Administrative Assistant to Equity and Inclusion Associate. The Sexual Assault and Violence Prevention Specialist (SAVP), Lindsey Hammell, reports directly to the Senior Equity and Inclusion Officer/Title IX Coordinator.

The President assigns such duties and responsibilities necessary for the development and implementation of the affirmative action plan to several employees. To acquaint employees with their specific responsibilities under the Plan during this reporting period, the Vice President for Equity & Inclusion participated in regularly scheduled meetings that emphasized human relations and intergroup relations, non-discriminatory employment practices, the legal authority for affirmative action and the President's commitment to affirmative action, review of the CCSU Affirmative Action Plan and identification of obstacles in meeting the goals of the plan.

#### **Affirmative Action (Office for Equity & Inclusion) (100%)**

The Office for Equity and Inclusion (OEI) was managed during this reporting period with the following staff:

- Stacey Miller, VP for Equity and Inclusion, February 2021 through March 2022.
- Carolyn Magnan, University Counsel as Interim VP of Equity and Inclusion, March 2022 through May 2022.
- Daniel Moreland, Director of Employee and Labor Relations as Interim VP of Equity and Inclusion, May 2022 through July 2022

- Erin Rodas, Equity and Inclusion Associate
- Claudia Richards-Meade, Equity and Inclusion Associate
- Michelle Shaw, Diversity and Equity Associate through December 2021
- Jacqueline Cobbina-Boivin, Coordinator, Ruthe Boyea Women’s Center
- Lindsey Hammell Coordinator, Office of Victim Advocacy
- William Mann, Coordinator, LGBTQ+ Center through June 2022

Other responsibilities of the Vice President for Equity & Inclusion and OEI staff include overseeing the unclassified hiring process to assure that the implementation of affirmative action procedures 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 OEI is responsible on a continuing basis for thorough knowledge of federal and state laws, regulations, and overseeing the development of the University Affirmative Action Plan. In addition, the OEI assists with the classified hiring process.

#### Specific Functions of the Vice President for Equity & Inclusion and OEI Staff

1. Develop, coordinate, evaluate, monitor, report, and implement the University Affirmative Action Plan.
2. Revise the Affirmative Action Plan subject to the approval by the President. Work directly with appropriate federal or state agencies or offices and serve as principal contact with state and federal representatives in affirmative action reviews of the institution.
3. Initiate and maintain contact with recruiting sources and organizations serving members of protected classes, in conjunction with other members in the University community.
4. Review, analyze, and evaluate all reports and statistical data pertaining to the University’s workforce for accuracy and progress made toward affirmative action goals and status of hiring and promoting minorities and women.
5. Coordinate all staff involved in the implementation of the Affirmative Action Plan through the development of written guidelines, resource files, orientation sessions, and individual advisement.
6. Meet and train all search committees on the recruitment and search process including affirmative action guidelines and goals. OEI provides the committees with written affirmative goals for both classified and unclassified searches.
7. The Vice President for OEI meets with the President and the Vice Presidents/Chief Officers to review the Affirmative Action Plan and all other issues related to affirmative action, equal opportunity, and discrimination.
8. Mitigate any discriminatory conduct and investigate all complaints of alleged discrimination.
9. The Vice President for OEI and the OEI staff lead the development and administration of diversity, sexual harassment, and Title IX training.
10. The Vice President for OEI leads the Employee Advisory Council whose responsibilities include but are not limited to the following: periodically reviewing goal achievement, developing strategies to meet affirmative action goals and diversify CCSU faculty and staff ranks, and making recommendations to ensure EEO/AA are foundations to CCSU’s processes and procedures.

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

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

The Office of Human Resources is managed by Ms. Anna Suski-Lenczewski, Chief Human Resources Officer, and the following staff served during this reporting period:

- Daniel Moreland, Director, Employee & Labor Relations
- Gabriella Flores-Erazo, Associate in Human Resources
- Mary Cavanaugh, University Human Resources Administrator, retired July 1, 2022
- Norma Rivera, Associate in Human Resources
- Kathleen DeBoer, Associate in Human Resources
- Doreen Revoir, Associate in Human Resources
- Claudia Richards-Meade, Assistant in Human Resources, moved to OEI March 2022
- Christine Derwitsch, Assistant in Human Resources
- Victoria Karwowski, Associate in Human Resources
- Shaela Barry, Administrative Operations Assistant
- Olivia Duncan, Administrative Operations Assistant

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

Other responsibilities of the HRAs and any other HR staff include assisting in the oversight of the classified hiring process to assure that the affirmative action procedures are implemented in the employment process through involvement in recruiting, interviewing, hiring, evaluating, promoting, or counseling employees, including their counterparts throughout the academic and administrative structures. In addition, the HR Office is responsible on a continuing basis for thorough knowledge of federal, state, and the University affirmative action requirements. The Director of Employee & Labor Relations works closely with the OEI regarding employee relations issues in the workplace.

Human Resource staff assists the OEI with preparation of the Affirmative Action Plan e.g., organizational analysis, exit surveys, performance evaluation, training and career counseling, as well as Human Resource-related review and consultation, as appropriate.

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

Deans, managers, supervisors, and department heads are held fully responsible for implementing those aspects of the affirmative action program related to their specific area of operation, including recruiting, interviewing, hiring, evaluating, promoting, and counseling teaching faculty, administrators, and staff. Managers and supervisors are required to submit clear job descriptions, and to document the specific efforts made to recruit minorities and women, in accordance with the schedules indicated in the affirmative action hiring procedural guidelines. In addition, managers and supervisors understand that equal employment opportunity and affirmative action are: (1) consistent with good management and personnel principles; (2) a basic part of their job; and (3) consistent with the concept of employment and promotion based on merit. Search chairs, managers, and supervisors play an important role in the success of an affirmative action program, perhaps the crucial role. Through the use of fair employment practices, access to data, and immediate contact with possible sources of discrimination or problem areas in their units or divisions, managers and supervisors provide the grass roots perception of affirmative action and ensure that all employees are informed of the University's continuing commitment to affirmative action.

The University evaluates and monitors the affirmative action performance of all officials assigned affirmative action responsibilities. This includes deans, directors, department heads, and others with

specific affirmative action responsibilities. The evaluation will be based on the individual's commitment to the effective management of a diverse workforce and the performance of their affirmative action duties will be considered in promotion and merit increase decisions.

#### **Employment Advisory Committee (Less than 5%)**

Pursuant to Section 46a-68-81(d), each agency of 100 or more employees shall consider the feasibility of establishing an Employee Advisory Committee (EAC), which, if established, may consider any matter appropriate to the development and implementation of the affirmative action plan. The EAC consists of a cross section of our campus including diversity in position, union, and demographics.

The committee will receive training on the AA Plan/regulations, established goals and objectives, policy and law updates, and the University's goal achievement. While serving and acting on behalf of the EAC, the members contribute 100% of this time to EEO/AA responsibilities; however, this likely represents less than 5% of their overall job responsibilities.

In addition to the EAC, there are campus committees, comprised of a diverse cross section of employees that continually address many affirmative action concerns as well as specific employee issues. These committees include: The President's Commission on Diversity, Equity, and Inclusion; The College of Liberal and Social Sciences Diversity Committee, the AAUP Minority Recruitment and Retention Committee and the SUOAF-AFSCME Minority Recruitment and Mentoring Committee that address recruitment and retention of protected group members; the Safety and Health Committee; the Latin American Association; the African American Advisory Committee; the Facilities Planning Committee that looks at accessibility for persons with disabilities; the President's Advisory Committee for Students with Disabilities; the Committee on the Concerns of Women; the LGBTQ+ Advisory Committee; and the Faculty Senate Diversity Committee. Their members represent all campus community constituencies and are charged with creating a campus that is diverse, inclusive, and welcoming.

CCSU maintains a list of the members of the above committees, and they are identified by name, race, sex, position or position classification and approximate percentage of time devoted to such duties. Copies of all minutes of the committee meetings and of any recommendations made to the OEI including whether the recommendations were accepted or rejected by the University, shall be likewise retained, as required by CCSU records retention schedules for state agencies.

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

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

The University has developed an internal reporting system to continually audit, monitor and evaluate programs essential for a successful Affirmative Action Plan. The University conducts an ongoing review and evaluation of the agency's progress towards the goals of the Affirmative Action Plan. As each hire occurs, it is recorded in a summary of hires to review and address progress towards meeting affirmative action goals and the University's commitment to diversify its workforce. The Plan is reviewed with the University President and other administrators on an annual basis. Additionally, the Vice President of Equity and Inclusion informs other administrators on the progress of the goals during each recruiting period.

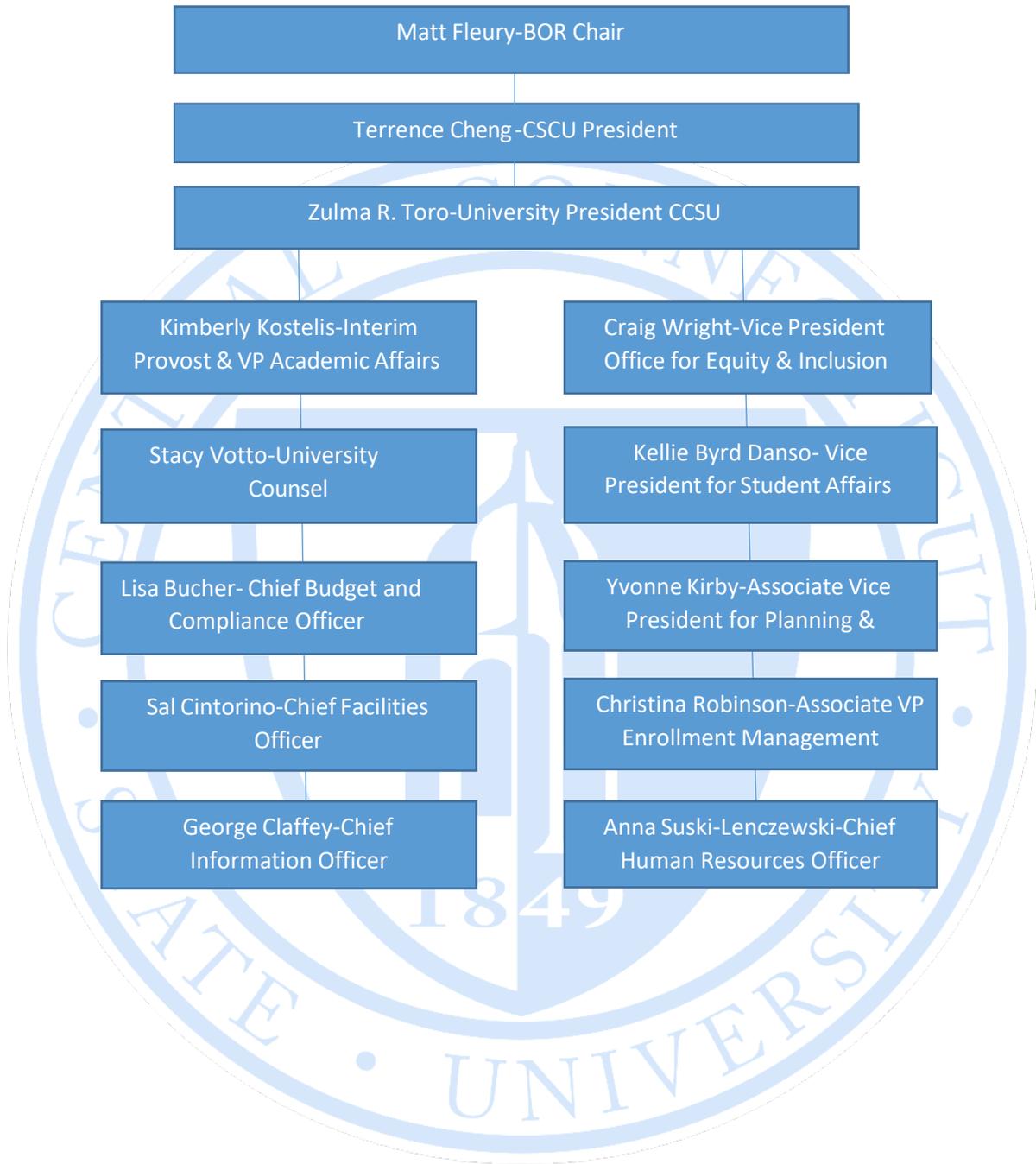
## ACTIVITIES DURING THIS REPORTING PERIOD

1. OEI distributed the annual notice to all employees on February 17, 2022 (located in the Internal Communication section of this Plan).
2. In November 2022, the Vice President for Equity & Inclusion submitted a copy of the Executive Summary of the AA plan and related policy/procedural updates to the Executive Committee.
3. The Vice President for Equity & Inclusion was an active participant of the monthly executive staff meetings. During these meetings, Dr. Miller discussed updates to policies, procedures, programming, and developments on other issues related to EEO/AA and Title IX matters.
4. OEI staff ensured that each building had the required EEO/Nondiscrimination and sexual harassment posters and those were properly displayed.
5. The Vice President for Equity & Inclusion regularly met with Deans, Supervisor, Managers and Administrators to discuss the recruitment and selection processes and procedures related to their respective areas.
6. The Vice President for Equity & Inclusion met regularly with the University President to discuss issues related to EEO/AA including, but not limited to, discussions regarding alleged violations of the university's non-discrimination in education and employment policy, sexual harassment policy, sexual assault prevention and awareness as well as issues related to the recruitment and selection of staff and faculty.
7. The AAUP Minority Recruitment and Retention Committee; the SUOAF-AFSCME Minority Recruitment and Mentoring Committee; the Committee on the Concerns of Women; the LGBTQ+ Advisory Committee; and the Faculty Senate Diversity Committee met regularly to develop procedures, policies, and programming to increase awareness and cultural competency related to their target audience.
8. OEI staff distributed more than 1,500 booklets and pamphlets containing the nondiscrimination and anti-harassment policies, resources and complaint procedures to students, faculty, and staff.
9. Facilities provided by CCSU for employees are comparable for both sexes.
10. Minority and female employees are offered full opportunity and are encouraged to participate in all educational, training, recreational and social activities.
11. OEI staff met with every search committee for all searches included in the plan. During the AA plan period, Dr. Miller, Claudia Richards-Meade and Erin Rodas met with all employees serving on search committees to charge them with their duties and responsibilities related to EEO/AA and the hiring processes. This year supervisors were asked to attend search charge meetings to discuss their expectations of the search. A copy of a search charge is included in the exhibits related to this section.
12. During the reporting period OEI staff coordinated training regarding diversity and Title IX including sexual harassment. A full reporting on this training can be found in the Internal Communication section of this Affirmative Action Plan.
13. Supervisors' work performance is evaluated based on their equal employment opportunity efforts and results, as well as their performance criteria.
14. Supervisors are reminded of their responsibility to act to prevent harassment of employees through affirmative action efforts.
15. OEI staff advises and informs those individuals involved in the hiring and promotion process of their legal obligations and of the University's procedures for recruitment, hiring, interviewing, and counseling through written guidelines and orientation training. Each department is responsible for the monitoring of all their hiring and promotion actions through the reporting period.
16. OEI and respective departments coordinate the communication of affirmative action information to all employees and applicants on a continuing basis.
17. Each department conducting a search completes all required mandatory Equal Employment Opportunity or Affirmative Action forms.

18. Each department documents the search and selection procedure when a new employee is hired, in accordance with the search procedure and required for the Goals Analysis section of the Affirmative Action Plan.
19. Each major division works with community relations programs in efforts to improve the quality of relations between Central Connecticut State University and the outside community, minority organizations, women's organizations, organizations of and for persons with disabilities, organizations of and for disabled veterans and all veterans, and community action groups.
20. Where appropriate, each department develops and coordinates additional plans as needed in areas other than employment, such as Title IX, student programs, financial aid, admissions, and career planning.
21. Each department advises its individual members of their specific area of responsibility for the implementation of the Affirmative Action program.

The OEI co-sponsored several events with the Ruth Boyea Women's Center, the Office of Victim Advocacy, the Committee on the Concerns of Women, the Center for Africana Studies, the African American Studies Program, the Caribbean and Latin American Studies Center, Latin American Student Organization, Center for International Education, and History Department. For example, these events include lectures about equity, affirmative action and social justice issues, and lectures by social activists. **A complete list of cultural events is available in Section 6. Internal Communication Supportive Materials.**

## Leadership of Major Divisions and Units



**Priorities Identified by the President's Commission on Diversity, Equity, and Inclusion  
Based on the Faculty Climate Survey Results**

1. Address bullying behavior
2. Offer a university-wide faculty mentoring program
3. Educate faculty about who our students are
4. Improve the faculty-administration relationship
5. Assist faculty members in identifying their areas for improvement as it relates to teaching, and foster their participation in professional development to address those areas. Special attention should be given to inclusive pedagogical approaches and practices.

**Recommended Additional Analyses:**

**Academic Rank:**

- Full, Associate, Assistant; by Gender; by White
- Full, Associate, Assistant; by Race/Ethnicity (White vs non-White)

**Tenure Status:**

- Tenured vs. Non-tenured (tenure track and not-tenure track combined) by Gender
- Tenured vs. Non-tenured (tenure track and not-tenure track combined) by Race/Ethnicity (White vs non-White)

**Priorities Identified by the President's Commission on Diversity, Equity, and Inclusion  
Based on the Staff Climate Survey Results**

1. Address bullying, mobbing, and incivility
2. Increase leadership and professional development opportunities for staff
3. Improve hiring practices to better reflect the student population i.e., increase Hispanic representation
4. Address the discontent with Black/AA staff
  - a. Racial Tension
  - b. Safety
  - c. Being seen as competent

- d. Professional skills put to good use
- 5. Focus on working with the White/majority population

Suggestions on Follow Up

- Focus groups
  - Black/AA
  - LGBTQA
- “We Value you at CCSU” campaign?

## **DEI Initiatives, Units, and Groups on Campus**

Faculty Senate Equity, Justice, and Inclusion Committee

Committee on the Concerns of Women (CCW)

LGBTQ Center

Women's Center

Latin American, Latino, and Caribbean Center

African Center

John Lewis Institute for Social Justice

Academic Programs:

WGSS (Women, Gender, Sexuality Studies minor)

Latino and Puerto Rican Studies

Racial Justice Certificate

International Studies

African American Studies

Asian American and Pacific Islander Studies

Social Justice Minor

Center for Teaching Innovation (CTFD/CTI)

Deferred Action for Childhood Arrivals (DACA)

Office for Equity and Inclusion

Health, Student Wellness Services

Center for International Education

Disability Services

Student Success Programs: EOP, TRiO, Success Central, FYC

Next Gen Grant: Student Success, Diversity, Innovation, and Community Engagement

AAUP Minority Recruitment and Retention Committee (and Grant)

# President's Commission on Diversity , Equity and Inclusion

## Meeting Notes

December 3, 2021

### Welcome/Introductions

Z. Toro opened the meeting and welcomed new members to the Commission, noting that some memberships have expired after a two-year term and new membership nominations were recently made. She stated that the purpose of the meeting was to discuss the charge of the Commission and decide how the group will move forward. Members then made introductions.

### Charge of President's Commission vs. Charge of President's Committee on the Concerns of Women

Z. Toro reported that in recent conversations with the President's Committee on the Concerns of Women (CCW), it appears there is a bit of overlap in the efforts of the Committee and the Commission. She then engaged the group in a discussion about how best to move forward and clarify the roles of both groups. The following is a summary of the conversation.

- CCW's primary focus includes issues that concern women on CCSU's campus
- CCW has a number of subcommittees and is involved in efforts to secure scholarships, childcare, lactation rooms on campus, and other needs for women
- The Commission has much broader representation and covers a much wider mission than the CCW, and there is a lot of opportunity for collaboration
- The Commission and CCW can work closely together to ensure all women are represented by the CCW (including transgender women, for example)
- The Commission can help to involve more students in the efforts of the CCW and find more leadership opportunities and scholarships for these students
- Both groups can work to embrace and empower CCSU students
- CCW works with several cultural centers on campus and can bring a lot of perspective regarding women's issues to the Commission
- Members agreed the groups should have a formal process for collaboration, possibly using liaisons to share information

### Actions:

- Z. Toro will work with Commission members to create an inventory of committees and other groups that will collaborate with the Commission moving forward
- Once an inventory is created, liaisons from each group will be selected

Members then reviewed the President's Commission on Diversity, Equity and Inclusion Charge Overview document (see **Appendix I**). After some discussion, the group agreed to move forward with this charge as it was presented in the document.

## Recommendation to Restructure Commission Based on Priorities Identified from Campus Climate Surveys

The group engaged in discussion regarding the role of the Commission. The following is a summary of the conversation.

The previous composition of the Commission developed a list of faculty priorities from the campus climate survey. These priorities are:

1. Address bullying behavior
2. Offer a university-wide faculty mentoring program
3. Educate faculty about who our students are
4. Improve the faculty-administration relationship
5. Assist faculty members in identifying their areas for improvement as it relates to teaching, and foster their participation in professional development to address those areas. Special attention should be given to inclusive pedagogical approaches and practices

Staff priorities included:

1. Increased leadership and professional development opportunities
2. Improve hiring practices to better reflect the student population
3. Address discontent with African American and Black staff (racial tension, safety, being seen as competent)
4. Utilize African American and Black staff professional skills and recognize their full potential
5. Focus on working with the white majority population

We have already made progress addressing these priorities:

- CTI has been working to educate faculty about who our students are as well as to provide professional development on inclusive pedagogical approaches and practices
- The Interdepartmental Mentoring Program and the Mastermind Groups will be running on a larger scale next semester
- B. Merenstein conducted a training a couple of weeks ago regarding inclusive pedagogy
- We hired a full-time ombudsperson with a charge to work with faculty and staff to understand bullying and assist faculty and staff in this area
- CCW has been working to educate faculty on student issues, Latino students, sexual assault victims, and racial battle fatigue

Comments and Suggestions:

- These goals are student-focused
- The Office of Equity and Inclusion will work with CTI to determine how to collaborate on more comprehensive faculty professional development
- Every time there is a crisis on campus, CCSU responds quickly; however, we need more consistency when it comes to addressing bullying on campus
- We need to remember that we are still in a pandemic, which brings specific student needs to the forefront; faculty need to understand these needs
- LGBTQ has many trainings that would be beneficial to the wider university community; we need to find a way to open these trainings up to the wider campus community

- It is important to take action, rather than just engage in discussion. The campus community wants to see that things are improving
- Determine goals and priorities and split the Commission into groups to work on these priorities
- Communicate the Commission's goals and progress with the campus community
- Qualitative research is also important to consider when determining our priorities
- It would be beneficial to see how these priorities fit with our Strategic Plan goals

After some discussion, Z. Toro suggested splitting the Commission into working groups to focus on specific priorities and collaborate with resources in those areas. Members agreed that this would be a great way to take action and achieve the Commissions goals.

**Actions:**

- Z. Toro will work with the Commission to develop small groups to work on the above priorities. We will discuss these proposed groups at the next scheduled meeting
- S. Miller will create a shared file to house all of the appropriate Commission documents and supporting materials
- S. Miller will send the Commission priorities to the group

## Appendix I

### **President's Commission on Diversity, Equity and Inclusion Charge Overview December 2, 2021**

The President's Commission on Diversity, Equity and Inclusion (Commission) is dedicated to bringing multiple voices, knowledge and perspectives toward enhancement of an environment that welcomes and promotes all peoples as students, faculty, staff and community.

- The Commission's charge is to review and monitor diversity, equity and inclusion efforts, policies, climate, data/research that will contribute toward transforming the campus environment.
- Specifically, the Commission will advise the President on diversity, equity, and inclusion initiatives and policies, and will work in concert with the President and members of the Executive team on institutional goals and priorities.
- The Commission will also host an annual diversity summit that will focus on the status of diversity, equity and inclusion at CCSU.
- The Commission will provide an annual report to the President.

**Membership:** The Commission will be comprised of Diversity Liaisons selected by colleges, departments, affinity groups, the Faculty Senate and the Student Government Association (SGA) for one and two-year rotating terms.

**Chair and Co-Chair:** To be selected by the President maintaining appropriate representation of faculty and staff. The Vice President for Equity and Inclusion will serve as an ex-officio member of the Commission and as an advisor to the co-chairs.

**Staffing:** The Office of Equity and Inclusion in concert with the President's Office will provide support to the Commission.

**Purpose/Charge:** Diversity Liaisons will lead the transformation of the CCSU campus climate to become a more inclusive, welcoming and safe environment as part of the President's Commission on Diversity, Equity and Inclusion.

**Vision:** Developing a network of faculty, staff and students dedicated to promoting Diversity, Equity and Inclusion within their individual Colleges and/or Departments that enhances coordination and collaboration.

**Expectations/Responsibilities:**

- Assist in the development and implementation of institutional diversity goals and priorities;
- Serve as resources on such matters as searches, outreach and retention strategies, research, etc.;
- Provide an annual report of diversity efforts; and
- Work with Deans and Department chairs and other institutional representatives to develop innovative curricular strategies and support efforts for students, faculty and staff.

# President's Commission on Diversity, Equity and Inclusion

## Meeting Agenda

February 11, 2022

2:00 pm

1. Welcome
2. Inventory of Committees and Other Groups to Work with the Commission
3. Restructuring the Commission – Small Groups

## **President's Commission on Diversity, Equity, and Inclusion Charge**

*Finalized on February 11, 2022*

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- The Commission's charge is to review and monitor diversity, equity and inclusion efforts, policies, climate, data/research that will contribute toward transforming the campus environment.
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**Expectations/Responsibilities:**

- Assist in the development and implementation of institutional diversity goals and priorities;
- Serve as resources on such matters as searches, outreach and retention strategies, research, etc.;
- Provide an annual report of diversity efforts; and
- Work with Deans and Department chairs and other institutional representatives to develop innovative curricular strategies and support efforts for students, faculty and staff.

**Work Groups:** The co-chairs, in consultation with the Vice President for Equity and Inclusion, and approval of the President, will be responsible for keeping an updated membership roster and a relevant set of work groups. The work groups should respond to the results of the Campus Climate results from faculty, staff, and students.

The work groups roles and responsibilities are to:

- Create an inventory of other groups or programs relevant to the group;
- Identify liaisons from the Commission to serve in every group in the inventory;
- Conduct an assessment of needs or gaps in the area the group is working on and issue a description of the institution's state of affairs in the area;
- Develop proposals/programs to address the gaps and submit these for the consideration and approval of the full Commission membership;
- Once a proposal is approved by the Commission, it will be submitted to the CCSU Executive Committee for consideration, approval and implementation; and
- Submit an annual report to the full Commission.

# President's Commission on Diversity, Equity and Inclusion

## Meeting Agenda

May 4, 2022

9:00 am

Welcome	9:00am-9:10am
Review of DEI Initiatives, Units & Groups on Campus	9:10am-9:25am
Review Committee Member List	9:25am-9:30am
Working Groups Report Out (5 minutes each group)	9:30am-9:55am
<ul style="list-style-type: none"><li>• Progress toward completed initiatives</li><li>• Goal for first meeting in the fall</li></ul>	
Next meeting	9:55am-10:00am
As May Arise	

## Central Connecticut State University Charge of the Search Committee

**Position:**

**Search Number:**

### **General issues**

1. Search committee liability: it is possible, and has happened here, that search committee members can be sued in their individual and official capacities. Under Connecticut law, state employees are entitled to representation by the Attorney General's Office and indemnification by the state where their actions within the scope of employment or discharge of duties for damage or injury are "not wanton, reckless or malicious..." Conduct that is merely negligent comes within the statutory protection.
2. The committee must meet as a whole throughout the search and must conduct its deliberations within the meetings. Do not discuss anything related to the search, either with members or non-members of the committee, except when the committee is formally meeting. If you E-mail information regarding the search, all of the committee should be copied.
3. Each applicant must receive an individualized and complete review of his/her qualifications as compared to the job advertisement. If there are general terms in the advertisement that need further clarification, those standards must be set out before reviewing the applications. For example, the ad requires "teaching experience" without further definition. The committee needs to describe the skill set and scope that term is meant to capture, rather than the jobs that might suffice.
4. All members of the committee must use the same standards to evaluate the applicants. Again, decide before looking at the applications, as that helps to insulate the committee from charges of bias or favoritism.
5. Members of the committee should disclose to each other if they know any of the applicants in the pool and how they know of them, or about them. If a member feels that he or she cannot be objective about a candidate, he or she should recuse him or herself from the committee.
6. Master file: The search chair should maintain clean originals and make copies for the committee members. There must be no notes or writing of any kind on the original materials.
7. By state and federal law, the official, or master, search file must be maintained in a secure and accessible location for a minimum of 3 years. The Office for Equity and Inclusion maintains the AA search file, but the official (or master) file, containing all application materials from all applicants (whether or not qualified) should be maintained by the hiring department chair. At the end of the search, the search committee file should be returned to the HR office.
8. The search chair should contemporaneously document all of committee's decisions, including standards to be applied and the committee's action for each applicant which will become part of the master file. Only committee decisions should be recorded on the minutes. Internal discussions or procedural matters should not be kept in record.

**I. AAP-2: Affirmative Action search plan N/A – Handled through Human Resources**

1. The committee should develop an advertisement that is specific but inclusive. Note that you must evaluate all applicants by comparing their qualifications to those listed in your ad. Your evaluation should be thorough and fair, treating all applicants equally.
2. The advertisement is not a job description. It contains a list of minimal and preferred qualifications necessary to do the job. Remember, any applicant with all the minimal qualification should be, in theory, able to perform the job.
3. Weight carefully the minimal qualifications, and be inclusive. Try not to include qualifications that will unnecessarily exclude potential qualified applicants. For example, if you say “5 years’ experience” as a minimal qualification, think: why five? Is this really the minimum necessary? Would four do just as well, but broaden my pool?
4. For the most part, the preferred qualifications will differentiate the minimally qualified from your finalists. List qualifications that is specific and objective.
5. Recruitment is the most important tool we have to increase diversity. Make sure to include AT LEAST two sources of advertisements that are specifically targeted to historically underrepresented groups in the position’s field. Also, include proactive recruitment measures as part of your plan.
6. Once the advertisement is completed and approved by the committee and relevant supervisors, Human Resources will post your ad in one major advertisement source. Other sources must be paid and placed by the department, the dean’s office, or the academic division. The bargaining units’ minority recruitment committees may have available funds for advertisement and recruitment. The Office for Equity and Inclusion DOES NOT have any available funds for advertisement.

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

1. When completing this form, the members must articulate their reasons for voting each individual applicant into the categories and must challenge those reasons that appear unsupported.
2. Pre-Screening-all or none within each category. Applicants within a category must be treated the same. For example, if one is called about missing materials, all must be called who are similarly situated.
3. Each applicant must have a reason-factual and not conclusory, based on the job ad-for why she or he is placed in a category.
4. The **Not Qualified** category is intended for those applicants who do not meet the required elements of the job qualifications. Failure of an applicant to meet any one of the required qualifications should result in placement in the Not Qualified category unless, on the judgment of the committee, the applicant possesses substantially comparable qualifications. The minimum requirement that the applicant has not met should be stated under the Reason column. Letters may be sent to those applicants once the AAP-3 is fully signed.
5. The **Minimally Qualified** category lists those applicants who meet all the minimum requirements, but, based on the paper review and on the judgment of the committee,

are not the preferred candidates to be considered finalists. State the factual reasons for placement in the Minimally Qualified category based on the ad and the standards the committee set in advance. For example, if the preference is for someone who has supervised students in field placements and the applicant has no such experience.

6. Then separate the **Finalists** from the Minimally Qualified-apply the standards the committee set-the committee is to work towards speaking with one voice, either unanimously or consensus, at the end. Special attention should be placed on Affirmative Action target candidates.
7. This is a paper review process for the most part. If an applicant is known to the committee (e.g., because of serving a special appointment or other University employment), that information should have limited effect -in other words, if he or she is minimally qualified based on the paper review, but the committee would like to interview him/her based on personal knowledge of the applicant, the person still should go into minimally qualified and not the finalist category.
8. Is the pool the size expected? If not, why not? What should be done to increase the size of the pool? Is there a qualification that acts to exclude otherwise qualified applicants? It is permissible to re-advertise and extend a search if the committee feels it is necessary to attain a larger and more diverse pool of applicants.
9. Is the pool apparently diverse in gender? Race/Ethnicity? If not, why? What else can be done to diversify the pool? The **Priority Target** for this search is a\_\_\_\_\_. The Office for Equity and Inclusion will provide demographic information to the committee when the AAP3 is submitted about the candidate.
10. Do not interview anyone until this form is completely approved. The Office for Equity and Inclusion might reject an AAP3 form if the pool of finalists does not include an applicant from the target group.
11. If you have candidates from outside the local area, telephone interviews must be conducted. After telephone interviews are conducted, the search committee will conduct telephone reference of the candidates that are still being considered for the on-campus interviews. Once this has been done, please email the Office for Equity and inclusion the names of the candidates who will be invited for the final on-campus interviews. You will receive a final approval to proceed via email.

### III. Interviews (Telephone and On-campus Interviews):

1. Read through the "Hiring and Search Manual" before beginning to interview. (<http://www.ccsu.edu/page.cfm?p=4176> ). Stop interviewees from offering information we don't want to know. Frame your questions carefully.
2. All interviewees are asked the same basic questions.
3. The search committee members must agree ahead of time on the criteria used and the weight to be given to each question.
4. If you did not sit through all the interviews, your ability to vote for candidates is limited. With their consent, candidates might be video or audio recorded, and the recordings shared with members of the committee.

5. At the end of the interviews, the committee now has considerable objective and subjective information. Articulate the committee's decisions for each interviewee. Be factual, weigh the relative strengths and weaknesses of each.
6. Put those decisions into a memo to the hiring manager.

**IV. AAP-4 form:**

1. Fill out the unranked candidates' names only.
2. Attach the memo to the hiring manager. The memo must address all the finalists that were listed on the AAP3.
3. Do not make any conditional offers to candidates until this form has been fully signed.
4. If the hiring manager asks the committee to make a conditional offer to a candidate, document all conversation with the candidate, contemporaneously, and file them in the master search file.
5. Be very clear that the offer is conditional upon the results of a background check and final approval of the President, and put that in writing.

11/11/21  
Edited

# Unconscious Bias Terminology

## **Micro Advantage:**

Unconscious behaviors that often bestow unearned advantages to the receiver that supports them in building relationships, obtaining employment, receiving promotions, and feeling a sense of comfort, which allows them to navigate environments more easily (Miller, S.A. 2013).

## **Micro Inequities**

Refers to the ways in which individuals are either “singled out,” overlooked, ignored, or otherwise discounted, [often] based on an innate characteristic such as race or gender. They are typically birthed out of unconscious learned behaviors from the media, family and reinforced by institutions such as government and faith based communities (Koen, pg. 25).

## **Confirmation Behavioral Bias**

Is a tendency of people to favor information that confirms their beliefs. People display this bias when they gather or remember information selectively, or when they interpret it in a biased way. The effect is stronger for emotionally charged issues and for deeply entrenched beliefs. They also tend to interpret ambiguous evidence as supporting their existing position ([http://en.wikipedia.org/wiki/Confirmational\\_bias](http://en.wikipedia.org/wiki/Confirmational_bias)).

*Example:* A Black candidate has a difficult time communicating a perspective during an interview, thus confirming that Black people are inarticulate.

## **Stereotype Threat**

Is the experience of anxiety or concern in a situation where a person has the potential to confirm a negative stereotype about their social group. Since its introduction into the academic literature in 1995, stereotype threat has become one of the most widely studied topics in the field of social psychology. First described by social psychologist Claude Steele and his colleagues, stereotype threat has been shown to reduce the performance of individuals who belong to negatively stereotyped groups. If negative stereotypes are present regarding a specific group, they are likely to become anxious about their performance, which may hinder their ability to perform at their maximum level ([http://en.wikipedia.org/wiki/Stereotype\\_threat](http://en.wikipedia.org/wiki/Stereotype_threat)).

*Example:* A Black candidate is aware of the stereotype that Black people are less articulate than White people, and makes several speaking errors during their presentation.

## **“Similar to Me”**

Tendency to like people we see as being similar to ourselves, often based on innate characteristics like race, gender or age.

### **Halo Effect or Halo Error**

Is a cognitive bias in which our judgments of a person's character can be influenced by our overall impression of them. It can be found in a range of situations from the courtroom to the classroom and in everyday interactions. The halo effect was given its name by psychologist Edward Thorndike; subsequent researchers have studied it in relation to attractiveness and its bearing on the judicial and educational systems.

*Example:* Even though the candidate did not answer the "diversity and inclusion" questions well, which is a significant criteria for the position, she did give outstanding answers related to supervision and crisis response, which are also important aspects of the job - so I believe they are still hireable.  
([http://en.wikipedia.org/wiki/Halo\\_effect](http://en.wikipedia.org/wiki/Halo_effect)).

### **Distorted Personality Type Theory**

The inclination to base hiring decisions based on specific traits the employer and/or interviewer believe is needed in order to perform well in the position.

*Example:* Police officers and teachers **have to be extroverted** in order to work with the community and children.

### **Good Worker Image**

A mental image of what a "good worker" acts and performs like, and favoring candidates that match that image. This can result in unfair criticism of other candidates who fit the stereotype.

*Example:* Joseph was one of the best Assistant Director's we've ever had. He went above and beyond, always stayed late, and sometimes worked on weekends. We need to hire someone just like Joe.

### **Prejudice**

The judgment of a reviewer is clouded by personal views of a particular group or type of people.

*Example:* Region, Faith, Political Affiliation, etc.

### **Coded Language**

- The are just "*not the right fit*"
- "*We need someone who can hit the ground running*"
- They are not "*professional*"
- "Lacks a professional communication style"
- "Couldn't see them working with faculty"
- "Would work well with first- years"
- "Well-spoken/articulate"
- "I felt..."
- "Just had a spark"
- "Talks too fast"
- "Talks too slow"
- Can you think of others?

## Diversity Questions for the Interview Process

### Group 1

- What communities have you worked in that are different from your own and what was your role?
- What was the most important lesson you learned from that experience?
- Provide some examples of your past current participation in organizations that represent historically underserved/underrepresented groups.

### Group2

- Tell us about a time you worked with someone who had a significant social identity that was different from your own. What were the rewards and challenges of working with that person?

### Group 3

- What does cultural and/or intercultural competence mean to you?
- What learning activities or experiences have you participated in relation to diversity?
- Describe how you will continue to develop your intercultural competence?

### Group 4

- Please tell us what on-going professional development toward diversity awareness have you participated in?
- How have you applied that learning to your professional life?
- What opportunities have you taken advantage of to participate in internal teams or committees focused on diversity awareness?
- What activities outside of work have you engaged in that focus on addressing the needs of underrepresented groups?

### Group 5

- When have you told the truth and paid the price?
- Do you give back to your community? If so how?
- If you volunteer, where and why?



**AFFIRMATIVE ACTION SEARCH PLAN**

Department \_\_\_\_\_

Position Title \_\_\_\_\_

**INSTRUCTIONS: Complete the AAP Form 2, attach a draft of the proposed advertisement & submit via Adobe sign.**

**PROPOSED AD** *(Attach a draft of the proposed advertisement) Please see attached sample.*

The advertisement is not a job description. The ad must include required and preferred qualifications and state either a deadline for applications or a date to begin review of applications. Please note: If no deadline to submit applications is specified, all applications must be reviewed until the position has been filled. No position may be advertised until the AAP- 2 form has been approved. Any changes require approval of the signatories.

**ADVERTISING**

*(The Human Resources Department provides funding for one reasonably priced classified ad. Additional advertising, with the exception of ads paid for by MRRC and MRMC, is the responsibility of the hiring department).*

Recommended journals/newspapers for advertisements:  
*(Specify print or web)*

Banner index to be charged:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

(Human Resources Dept)  
\_\_\_\_\_  
\_\_\_\_\_

**ADDITIONAL RECRUITMENT EFFORTS**

*(Include anticipated attendance at conferences, postings, electronic mailing lists, networking, etc.)*

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**PROPOSED SEARCH COMMITTEE** *(Must include a member of an underrepresented group)*

**RACE/ETHNIC CODE: W = White B = Black H = Hispanic TW = Two or More O = Other U = Unknown**

		Gender/ They	Race/ Ethnicity		Gender/ They	Race/ Ethnicity
1 Chair	_____	_____	_____	4	_____	_____
2	_____	_____	_____	5	_____	_____
3	_____	_____	_____	6	_____	_____

*Search Plan Approved by:*

1 _____ Department Head	Date	2 _____ Dean/Director	Date
3 _____ Executive Officer	Date	4 _____ Equity & Inclusion	Date

**Once the Office for Equity & Inclusion has approved this form, the ad will be placed by the Human Resources Department.**







Position Control # \_\_\_\_\_

Search # \_\_\_\_\_

**Recommended Candidates**

Department \_\_\_\_\_ Position Title/Rank \_\_\_\_\_

**Instructions:** See pages 27-29 of the **Hiring and Search Manual**.

A **memorandum** summarizing the search committee’s assessment of **all** candidates listed as finalists on the AAP 3 or candidates interviewed must be attached. List the committee’s recommended (unranked) candidates below. Please ensure the recommended salary and start date are included. Also, check the box below if reference checks have been completed. Submit AAP 4 and all supporting documents via Adobe Sign.

Name of Recommended Candidate (For search committee use)	Gender/ Race/Ethnicity (For OEI office use only.)	Recommended Salary (To be completed by the hiring manager)	Recommended Start Date	Special Terms/Conditions (if applicable)
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

**RACE/ETHNICITY:** W = White B = Black H = Hispanic TW = Two or More O = Other U = Unknown

**Reference checks have been completed for all recommended candidates.**

Search Chair \_\_\_\_\_ Date \_\_\_\_\_

**Approvals:**

Hiring Manager (Director/Dean) \_\_\_\_\_ Date \_\_\_\_\_

Executive Officer (Chief Officer, Vice President, President) \_\_\_\_\_ Date \_\_\_\_\_

Equity & Inclusion \_\_\_\_\_ Date \_\_\_\_\_

Human Resources \_\_\_\_\_ Date \_\_\_\_\_