

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 Interim Vice President for Equity & Wellbeing, Dr. Michael Russo, reports directly to the CCSU President on all issues regarding affirmative action, equity, and inclusion.

The Office of Equity & Inclusion (OEI), under the auspices of the Interim 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. During the reporting period, the Ruthe Boyea Women's Center, which serves as a resource/advocate for women's rights on campus was moved back to the Office of Equity and Inclusion.

The direct reports to the Interim VP of Equity and Wellbeing are Dr. Jill Bassett-Cameron, Senior Equity and Inclusion Officer/Title IX Coordinator; Mallory Gatison-Marsh, Equity and Inclusion Investigator; two (2) Equity and Inclusion Associates, Claudia Richards-Meade and Erin Rodas; and Beth Frankel Merenstein, Interim Director of Inclusion. The Sexual Assault and Violence Prevention Specialist (SAVP), Jamaal Wagner, reports to the Senior Equity and Inclusion Officer/Title IX Coordinator, Dr. Jill Bassett-Cameron. The LGBTQ Center Coordinator, Donique McIntosh, and the Director of the Ruthe Boyea Women's Center, Jacqueline Cobbina-Boivin, report to the Interim Director of Inclusion, Beth Frankel Merenstein.

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 Interim Vice President for Equity & Well-Being 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 of Equity & Inclusion) (100%)

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

- Craig Wright, VP for Equity and Inclusion through December 2023
- Michael Russo, Interim VP for Equity and Wellbeing from January 2024 to present.
- Jill Bassett-Cameron, Senior Equity and Inclusion Officer/Title IX Coordinator
- Mallory Gatison-Marsh, Equity and Inclusion Investigator
- Jamaal Wagner Coordinator, Sexual Assault and Violence Prevention Specialist (SAVP)
- Erin Rodas, Equity and Inclusion Associate
- Claudia Richards-Meade, Equity and Inclusion Associate
- Beth Frankel Merenstein, Interim Director of Inclusion
- Jacqueline Cobbina-Boivin, Coordinator, Ruthe Boyea Women's Center
- Donique McIntosh, Coordinator, LGBTQ+ Center

Other responsibilities of the Interim Vice President for Equity & Well-Being 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. 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 Interim Vice President for Equity & Well-Being 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 and state agencies and serve as primary 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. Also, 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 Interim Vice President for Equity and Well-Being 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 Interim Vice President for Equity and Well-Being and the OEI staff lead the development and administration of diversity, sexual harassment, and Title IX training.
10. The Interim Vice President for Equity and Well-Being attends affirmative action and diversity meetings that periodically review 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 Mr. Christopher T. Wethje, Chief Human Resources Officer, and the following staff during this reporting period:

- Daniel Moreland, Director, Employee & Labor Relations until January 2024
- Gabriella Flores-Erao, Associate in Human Resources
- Madelaine Kelsey, Associate in Human Resources
- Norma Rivera, University HR Administrator
- Doreen Revoir, University HR Administrator

- Christine Derwitsch, Assistant in Human Resources
- Victoria Godlewski, Associate in Human Resources
- Olivia Duncan, Administrative Operations Assistant
- Chaianne Henry, Assistant in Human Resources
- Fania Alabre, Human Resources Assistant
- Kristina Caruso, HR Administrator
- Rachel Veilleux, 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 evaluations, classified recruitment, training and career counseling, as well as Human Resource-related review and consultation, as appropriate.

Deans, Managers, Supervisors, Department Heads, 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. 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.

Presidential Commission on Diversity, Equity, and Inclusion Committee/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, which, if established, may consider any matter appropriate to the development and implementation of the affirmative action plan. The Presidential Commission on Diversity, Equity, and Inclusion Committee consists of a cross section of our campus including diversity in position, union, and demographics.

Besides the Presidential Commission on Diversity, Equity, and Inclusion Committee, there are also other 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 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; Digital Accessibility Committee; the President's Advisory Committee for Students with Disabilities; the Committee on the Concerns of Women; the LGBTQ+ Advisory Committee; and the Faculty Senate Equity, Justice, and Inclusion 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 and its workforce. The Plan is reviewed with the University President and other administrators on an annual basis. Additionally, the Interim Vice President of Equity and Well-Being informs other administrators on the progress of the goals during each recruiting period.

ACTIVITIES DURING THIS REPORTING PERIOD

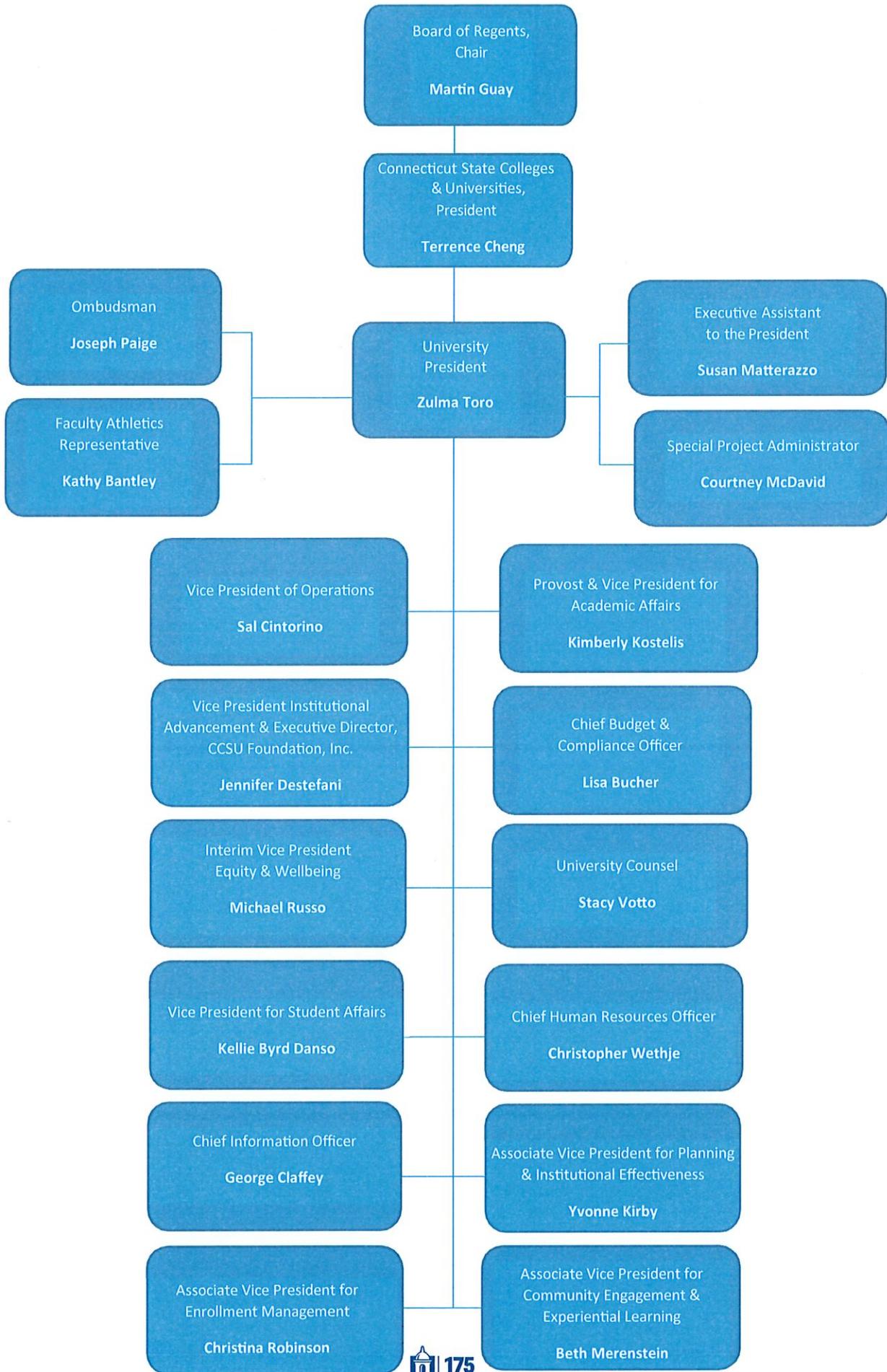
1. OEI distributed the annual notice to all employees on March 20, 2024 (located in the Internal Communication section of this Plan).
2. In November 2023, the Vice President for Equity & Inclusion submitted a copy of the Executive Summary of the AA plan and related policy/procedural updates to the Executive Committee.
3. The Vice President for Equity & Inclusion was an active participant (through December 2023) of the monthly executive staff meetings. During these meetings, the Vice President for Equity & Inclusion discussed updates to policies, procedures, programming, and developments on other issues related to EEO/AA and Title IX matters. The Interim Vice President of Equity and Well-Being has attended Executive Committee meetings.

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 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. Supervisors/hiring managers are encouraged 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 Community Engagement and Social Research, 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



PERSONNEL ACTION REQUEST FORM
(THIS FORM MUST BE COMPLETED FOR ALL POSITIONS IN ALL BARGAINING UNITS)

AAP FORM 1

Search #: _____

PCN: 000 _____ Requested by: _____ Department: _____ Phone: _____

ESTABLISH, REFILL and/or RECLASSIFY POSITION

Establish New Position Proposed Title and Rank: _____ Bargaining unit: SELECT ONE

Refill Vacant Position Prior incumbent: _____ Date vacated: _____

Title and Rank: _____ Current Salary: \$ _____ B.U.: SELECT ONE

Reclassification of this vacancy is also being requested:

Proposed Title and Rank: _____ Proposed salary: \$ _____ B.U.: SELECT ONE

OTHER POSITION(S) ACTION (for current incumbents)

Reclassification / Promotion *In-rank Adjustment* *TSHC (Classified)*

Retention Bonus *Inequity salary adjustment* *10.6 adjustment (SUOAF)*

Employee: _____ Current Title/Rank/Salary: _____ \$ _____

Proposed Title/Rank: _____ Proposed Salary adjustment: \$ _____

FOR ALL REQUESTS

A written justification is required for all requests. Please attach the current job description and organizational chart to all requests to refill positions other than AAUP. Establishment of new positions and reclassification requests should include a proposed job description. All requests must include an explanation of how the transaction will be funded.

Proposed Start Date (on pay period): _____ F/T or P/T SELECT ONE # Hrs/Wk: _____

Appt Type: SELECT ONE Appt Length: SELECT ONE

AAUP ONLY: Appt Type: SELECT ONE *If Special Appt, per Art. 4.8.2, Type: SELECT ONE*

Defined Term (Coaches only): _____ Banner Index _____

Salary range minimum \$ _____ Salary range maximum: \$ _____ Proposed starting salary: \$ _____

JUSTIFICATION. Include specific explanation of how this request will be funded.

(Attach additional sheet if necessary)

This request and the proposed funding plan are appropriate to support the needs of the Department.

Dean/Supervisor

Date

Provost/VP/Chief

Date

Funds are available to support the above request.

Budget Director/Chief Financial Officer

Date

Classification/compensation is appropriate.

Chief HR Officer

Date

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 _____

AUTHORIZATION TO INTERVIEW/RECRUITMENT EFFORTS

Search #

Dept:	Position Title:
-------	-----------------

Instructions: See pages 19 - 12 of the Hiring and Search Manual. Do not conduct interviews until this form has been completely approved. PLEASE ATATCH ALL CANDIDATES RESUMES.

FINALISTS---resumes must be attached

<u>LAST</u>	<u>FIRST</u>	<u>For office use only</u>		<u>REASON</u>
		<u>Race</u>	<u>Gender</u>	

Race/Ethnic Code: W = White B = Black H= Hispanic T = Two or More O = Other U = Unknown

APPROVALS:

1			
	Search Chair	Date	Comments
2			
	Pres./VP/Dean/Director	Date	Comments
3			
	Equity & Inclusion	Date	Comments

Rev. 5/02/22

Search #

0

MINIMALLY QUALIFIED -- resumes must be attached

<u>LAST</u>	<u>FIRST</u>	<u>For office use only</u>		<u>REASON</u>
		<u>Race</u>	<u>Gender</u>	

APPROVAL OF RECOMMENDED CANDIDATES

Search # C -

Dept:	Position Title:
-------	-----------------

Approval of this Form Signifies only that the University's Affirmative Action Obligations have been met.

Recommended Candidate(s) - Unranked

ATTACH RESUME PACKAGES. A memorandum summarizing the search committee's/hiring supervisor's assessments of all candidates interview must be attached.

<u>LAST</u>	<u>FIRST</u>	<u>RACE</u>	<u>GENDER</u>	<u>Remarks</u>
		For office use only		

Race Code: W = White B = Black H = Hispanic T = Two or More O = Other U = Unknown

APPROVALS:

1	Hiring Supervisor	Date	Comments
2	Equity & Inclusion	Date	Comments
3	Human Resources Designee	Date	Comments

Rev. 5/22



OFFICE OF
EQUITY &
INCLUSION

CENTRAL



**Search Committee Charge
Memo & Supplemental
Information**



Important Information for Conducting a Fair and Equitable Recruitment Search

- ✚ Search Committee Liability: it is possible that search committee members can be sued in their individual and official capacities. Under Connecticut law, state employees are entitled to representation by the Attorney General's Office and indemnification by the state where their actions within the scope of employment or discharge of duties for damage or injury are "not wanton, reckless or malicious..." Conduct that is merely negligent comes within the statutory protection.
- ✚ The committee must meet as a whole throughout the search and must conduct its discussions 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.
- ✚ Each applicant must receive an individualized and complete review of their qualifications as compared to the job posting/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.
- ✚ All members of the committee must use the same standards to evaluate the applicants. It is recommended the committee use a screening tool (non-numeric) that reflects the required qualifications and preferred qualifications stated in the job posting/advertisement. This helps to protect the committee from charges of bias or favoritism and allows for an equitable search.
- ✚ Members of the committee should disclose to each other if they know any of the applicants either professionally or personally. If a member feels that they cannot be objective about an applicant, they can recuse themselves from providing feedback on that applicant.
- ✚ Master file: The search chair should maintain clean originals. There must be no notes or writing of any kind on the original materials. The search chair should 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.
- ✚ By state and federal law, the official, or master, search file must be maintained in a secure and accessible location for a minimum of 3 years. The Office of 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.
- ✚ The Affirmative Action Hiring Goal (highlighted in yellow) for this search is *White Male, White Female, Black Male, Black Female, Hispanic Male, Hispanic Female, AAIAHNPI* Male, AAIAHNPI* Female, Two or More Male, Two or More Female* (*Asian, American Indian, Alaska Native, Hawaiian Native, Pacific Islander). **Please note** that the goals are for recruitment of a diverse applicant pool and should not be factored into the candidate selection. The more diverse the applicant pool the more likely it is to achieve a hiring goal.

SEARCH FORMS

AAP-2 Affirmative Action Search Plan

Note: The AAP-2 may have already been completed by the hiring manager and Human Resources

- The committee should develop an advertisement that is specific and inclusive. The job posting/advertisement is not a job description. It contains a list of minimal/required qualifications and may also contain a list of preferred qualifications necessary to perform the job. In theory, any applicant with all the minimal qualifications should be able to perform the job.
- Try not to include qualifications that will unnecessarily exclude potential qualified applicants. For example, "5 years' experience" as minimal qualifications. Is five years really the minimum necessary? Would 4 years' experience do just as well, but broaden the pool of applicants?
- For the most part, the preferred qualifications will differentiate the minimally qualified from your finalists. List qualifications that are specific and objective to the position.
- Recruitment is the most crucial 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 additional recruitment efforts such as listservs, conferences, networking, and professional affiliations as part of the search plan. There are three advertising sources HR uses that are no cost: *Higher Ed Jobs, Diverse Jobs, and Chronicles of Higher Education*. Human Resources has a list of diverse advertising sources that may or may not have a cost associated with them. These sources must be paid for 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.
- Once the advertisement is complete and approved by the committee, relevant supervisors, and OEI, Human Resources will post the advertisement.

AAP-3 Authorization to Interview

- The job posting/advertisement has yielded a pool of applicants that the committee needs to review, comparing the applicants' qualifications to those specified in the job posting.
- The review of submitted application material is based on what can be discerned from a paper review.
- If an applicant provides a link in their application materials to their social media page, it is best if Human Resources checks and reviews social media content, as this may be the only way to retain an unbiased hiring process. In addition, you may have access to information that is unlawful to consider when screening applicants, such as marital status, sexual orientation, or religion. Keep in mind that viewing applicants' personal information on social networking sites may leave you vulnerable to a legal challenge. You could be screening out applicants based on lawful, off-duty conduct that is protected in Connecticut under the First Amendment. If the applicant is not hired, or if an employment dispute arises later, the use of this information can be problematic for the University.

- 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.
- All 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.
- If any of the applicants are known to a member of the Search Committee either professionally or personally, this fact must be disclosed to the committee. If a committee member feels they cannot be objective when reviewing the application materials, the committee member is allowed to refrain from providing input/feedback on the applicant. This also applies to the interviews.
- If an applicant is known to the search committee as a whole that information should have a limited effect. In other words, if an applicant is minimally qualified, based on the paper review, but the committee would like to interview them based on personal knowledge, the applicant still should go into minimally qualified and not the finale category. It's important to only consider the application materials submitted by the applicant and not any personal or professional knowledge.
- Each applicant must have a justification based on the required/minimum qualifications and any preferred qualifications listed in the job posting/advertisement. Please refer to the following when placing applicants in the Not Qualified, Minimally Qualified, and Finalist Categories:
 - The **Not Qualified** category is intended for those applicants who do not meet one or more of the required/minimal qualifications. The minimum requirements the applicant **did not** meet should be listed under the Reason column. Applicants who submit an incomplete application must also be listed under this category and the application material missing must be stated (e.g., Applicant did not submit a complete application. The applicant did not provide the required cover letter/letter of interest). Once the AAP-3 is signed by OEI, letters may be sent to notify the applicants determined to not be qualified that their candidacy is not under consideration.
 - The **Minimally Qualified** category lists those applicants who meet the required/minimal requirements but may not meet all of the preferred qualifications. Under the Reason column the justification should state the applicant met all the required/minimum qualifications and no preferred qualifications. If the applicant pool is small, the committee can decide to move the minimally qualified candidates to the Finalist section for interview. Also, if the applicant pool is large the committee may decide to interview those applicants that meet the majority of the preferred qualifications. Under the reason column the justification should state that the applicant met all the required qualifications and any preferred qualifications that were met (e.g., Applicant met all the required qualifications and one of five preferred qualifications. The applicant has supervised students in field placements).
 - The **Finalist** category is for those applicants that meet the required/minimum requirements and any or all preferred qualifications. The preferred qualifications that the applicant has met should be stated under the Reason column (e.g., Applicant met all the required qualifications and all preferred qualifications). Please note that this may change based on the size of the applicant pool (refer to Minimally Qualified statement above).
 - Do not interview candidates until this form is approved by the Office of Equity and Inclusion. OEI might reject an AAP-3 form if the pool of finalists is too small and/or does not represent a diverse applicant pool.

Interviews

- If there are candidates from outside the local area, telephone or web conferencing interviews must be conducted. After interviews are conducted, the search committee will conduct reference checks for the candidates that are being considered for the on-campus interviews.
- The search committee members must work together and agree on the interview questions. Make sure to include open ended questions to capture the required knowledge, skills, and abilities necessary to perform the job responsibilities. Also include situational based questions to capture the necessary soft skills (examples include customer service, communication, problem-solving, critical thinking, conflict resolution, leadership, interpersonal skills).
- All candidates are asked the same questions and allowed the same amount of time. It is good practice to build in time at the end of the search committee's questions to allow the candidate to ask the committee questions.
- It is important that each search committee member be available for the interviews. If for some reason a committee member is not available that committee member will not be able to provide feedback on the candidate's interview that was missed. *Please note that video or audio recording interviews is not allowed.*
- Once the interviews are conducted, the search committee has considerable objective and subjective information. The committee's observations must be summarized into a memo for the hiring manager. It is important to be factual, weigh the strengths and weaknesses of each candidate. Use measurable quantifiable language and refrain from opinionated, coded, or assumptive language.

AAP-4 Recommended Candidates (*To be filled out after Hiring Manager has interviewed the committee's recommended candidates)

- Fill out the candidates' names, salary, and start date. Candidates should not be ranked.
- Check the box ensuring that the reference checks have been completed.
 - Reference checks have been completed for all recommended candidates.**
- Before sending for approval signature through Adobe, ensure the following are included:
 - The hiring memo from the hiring manager to the Director, Dean, or Executive Committee member. This includes the recommended candidate(s) name, salary and start date. If there is more than one hire, please complete each one separately. Do not include candidates on the same hiring memo.
 - Justifications for the finalists interviewed. The memo must address all the finalists listed on the AAP-3 and specify the Search Committee's recommendations to the hiring manager.
 - Resumes of Finalist(s)
- Do not make any conditional offers to candidate(s) until this form has been fully signed by the Chief Human Resource Officer.

Contact Information:

Office of Equity and Inclusion:

Claudia Richards-Meade, claudia.richardsmeade@ccsu.edu, 860-832-1654

Erin Rodas, erodas@ccsu.edu, 860-832-1662

Human Resources:

Chianne Henry, c.henry@ccsu.edu, 860.832.1856 (for non-classified searches)

Diversity Questions for the Interview Process

The Consortium for Inclusion & Equity, LLC 2017

- 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 an example of your past or current participation in organizations that represent historically underserved/underrepresented groups.
- 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?
- 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?
- 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?
- 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?

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).

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).

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).

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.

Subjective, Coded, Assumptive and Opinionated Language:

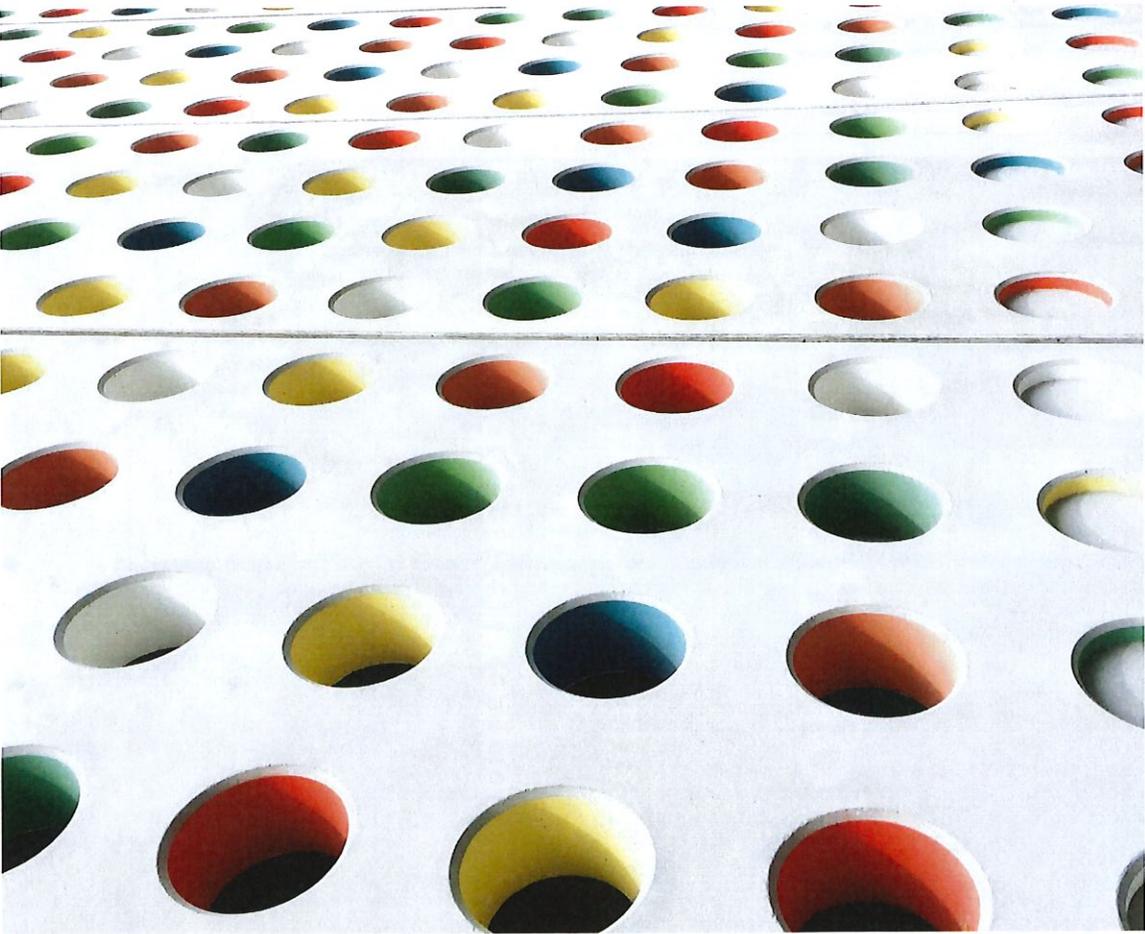
- They are just not the right fit.
- We need someone who can hit the ground running.
- They are not professional.
- Lacks a professional communication style.
- Couldn't see them working with faculty.
- Would work well with first-years.
- Well-spoken/articulate
- I felt...
- Just had a spark.
- Talks too fast/too slow
- Adequate knowledge...
- Some Knowledge...
- Substantial Knowledge...
- Recent experience

Contract Compliance and Procurement Specialist

C24-081

CHARGE MEETING

10/1/2024



Job Posting

Contract Compliance and Procurement Specialist

Required Qualifications:

- Bachelor's degree from an accredited institution in a business-related field or paralegal studies.
- Four (4) years of experience in business, purchasing and/or contract law and administration.

Preferred Qualifications:

- Demonstrated knowledge of State bidding procedures, contract award and required provisions in accordance with the Office of the Attorney General and Commission on Human Rights and Opportunities.
- Demonstrated knowledge to determine types of solicitations depending on the University's needs to carry out an entire bid process from initiation to final implementation and ultimate award.
- Demonstrated experience working within a Higher Education setting to meet the demands of the University.

What's NEXT?

- Create Screening Tool - Matrix/Rubric
- Keep it simple
- Required/Preferred Qualifications

	Bachelor's degree...	Four (4) years of experience...	Add Columns of all required qualifications...	Demonstrated knowledge...	Demonstrated knowledge to determine types of solicitations	Add Columns of all preferred required qualifications...
Blue Bass	Yes	-		Yes		
Davia Davidson	Yes	Yes		Yes		
Alum Hall	Yes	Yes		Yes		
Kaizer Roll	Yes	No		No		
Newbrit Uni	No	No		No		
Stanley Way	Yes	Yes		Yes		

Review Applications

SAMPLE APP3

- Search closed (9/22/2024)
- HR will send search folder
- Entire Committee Reviews Application Materials
- **WAIT!!! I KNOW THE APPLICANT**
- **AAP3** Justifications*
 - based on what can discern from paper review.
 - Focus is on required/*preferred qualifications*.
 - OEI must sign prior to interviews

Finalist

Meets all required and 1 of 3 preferred: Demonstrated experience working within a Higher Education setting to meet the demands of the University.

Minimally Qualified

Meets all required and no preferred.

Not Qualified

Does not meet the required qualifications. Does not have a degree. Incomplete Application. Application submission was blank/empty.

AUTHORIZATION TO INTERVIEW/RECRUITMENT EFFORTS

Department: Position Title:

DISCLAIMER: In order to receive credit, the applicant and submitter must complete AAP Form 3a. Adobe Sign Applicants in the pool of finalists may NOT be interviewed and applicants who do not meet the required qualifications may NOT be interviewed. This form is to be completed and signed by the Office for Equity & Inclusion. Upon receipt of the approved and signed copy of the AAP3, a copy should be sent to the Office for Equity & Inclusion.

GENDER/ RACE	NAME	ENQUIRY	
		REASON	

SEARCHING CODE: W = White B = Black R = Hispanic TW = Two or More O = Other F = Colored

APPROVALS:		
1.	Department	Date
2.	Dean Director	Date
3.	Equity & Inclusion	Date

What's Next?

Create Interview Questions –

- Review About the job posting's Position Profile and Knowledge, Skills, and Abilities (KSA's) sections
- Ask Open Ended questions
- Know your preferred responses

Position Profile:

The successful candidate will be independently preparing and reviewing contracts, Request for Proposals (RFP's), purchase orders, Personal Service Agreements (PSA's), student affiliation agreements and various license agreements. In addition, the success incumbent will develop, negotiate and finalize agreements for authorized signatures including the Office of Attorney General's office while adhering to State Ethics Code, State and Federal statutes, BOR/CSCU Policies and internal procedures and contract terms and conditions.

Knowledge, Skills, and Abilities

- Demonstrated ability to develop complex and involved contracts, negotiate these contracts with vendors and service providers, and manage and monitor contracts in accordance with their terms and conditions, State and Federal statutes and regulations, Attorney General guidelines, CSCU and Board of Regents policies and State Code of Ethics;
- Knowledge of the basic principles of risk management and insurance programs including safety and loss control techniques;
- Demonstrated experience in developing RFP's and other such justification documents;
- Demonstrated knowledge of applicable State and Federal statutes, and procurement best practices;
- Ability to use personal computers and associated software;
- Knowledge of basic principles of contract law including the ability to read, interpret and understand legal documents and language preferred;
- Demonstrated strong oral and written communication skills.

Interviews

- Interviews
 - No Audio or Video Recording
 - Allow same amount of time and same format
 - Ask same questions
 - No Prompting
 - Build time for candidate to ask questions
 - Build time committee to discuss strengths/weaknesses
- **AAP4** – Tell the story – expand on justifications from AAP3 – Do not place in ranking order or compare candidates in the justifications
- Omit opinionated words, coded or assumptive language
 - “Hit the ground running”
 - “Good fit”
 - They’re perfect for this job
 - Lacked/Limited, Some, Recent, Current, Enough, Substantial, Strong
- Use measurable/quantifiable language

Sample AAP4

Recommended Candidate

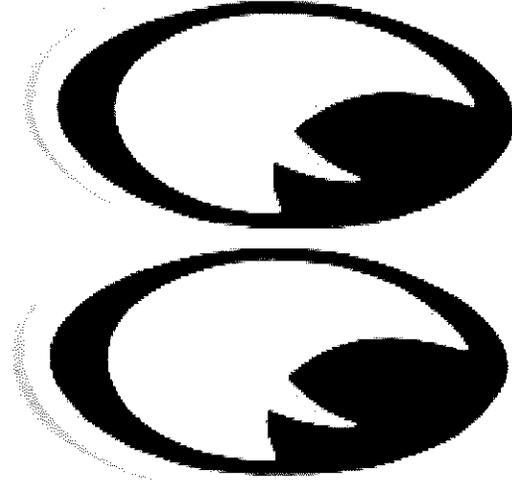
Alum Hall has a Bachelor’s degree in Business Administration and six years experience in purchasing and contract law. Alum has described in detail the procedures he takes when carrying out the entire bid process from initiation to final implementation. He appears very organized and knowledgeable about the bidding process. ..

Not Recommended Candidate and not well written justification.

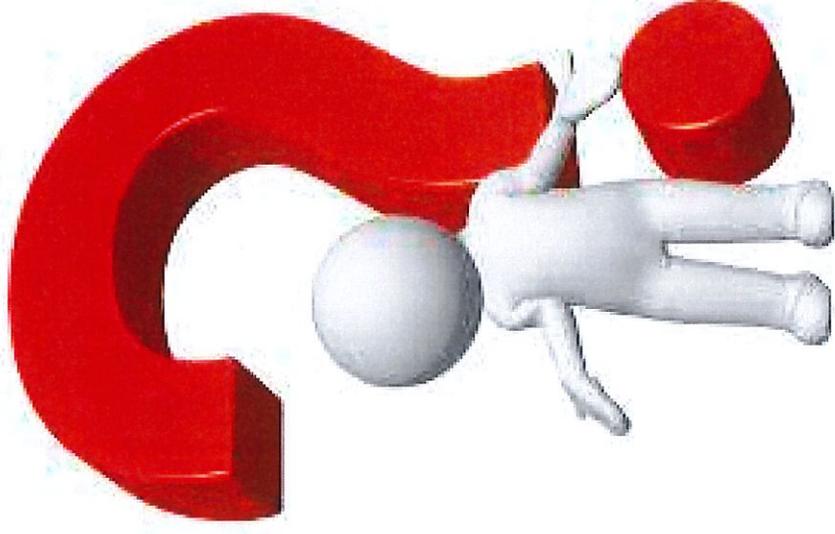
Stanley Way has a Bachelor’s Degree in Business Administration and four years experience in purchasing. He processes purchase orders but was not involved the process in its entirety and works with a team of individuals who are responsible for certain duties. He spoke a lot about buying paper products during the pandemic. He would not be a good fit for CCSU.

Reminders:

- **CONFIDENTIALITY** is important. Please do not reveal the identity of any of the candidates at any time, either during the search or after it has concluded.
- If you print off applicant/candidate resumes, please keep them in a secure place.
- If you E-mail information regarding the search, copy all search committee members.
- **Social Media:** No social media info used in the search process
- No recording interviews
- **Charge Memo & Supplemental Info** – Review for current search procedure/required documents to submit with forms – Priority Target - Hiring Manual (OUTDATED)
- Contact both OEI Associates with any questions.



Questions?



<https://clipartix.com/wp-content/uploads/2016/08/Questions-question-clipart-clipart-kid.jpg>



President's Commission on Diversity, Equity, and Inclusion

January 22, 2024

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 students, faculty, staff as an integral part of the CCSU community.

CHARGE:

The Commission's charge (as of January 2024) is to monitor and distribute diversity, equity and inclusion efforts, policies, climate, data/research that will contribute toward transforming the campus environment.

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 work with other groups/committees on campus to achieve a more inclusive campus; this includes representatives serving as liaisons.

The Commission will also host an annual summit that will focus on the status of diversity, equity, and inclusion at CCSU.

The Commission will provide an annual report to the President.

MISSION:

To assist in the cultivation of a campus environment that is equitable, inclusive and respectful.

To assist as facilitators and organizers for an understanding and appreciation of different faiths, cultures, and opinions.

To work closely with the Director of Inclusion (under the VP for Equity and Well-Being) to provide multicultural engagement, campus culture outreach, and opportunities for shared and respectful exchange of ideas.

MEMBERSHIP:

Emphasizing the inclusive mission of the Commission, the membership will be comprised of students, faculty and staff representing race, ethnic, gender, LGBTQ+, faith, disability, and religious affiliations on campus.

Recommendations will come from colleges, departments, affinity groups, the Faculty Senate, and the Student Government Association (SGA), and approved by the CCSU President for one and two-year rotating terms.

All measures will be taken to ensure fair and extensive representation.

Chair and Co-Chair: To be selected by the CCSU 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.

Members of the Commission 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.

Work Groups: The co-chairs, with assistance from the Office of the President, will be responsible for keeping an updated membership roster and a relevant set of work groups. The work groups will reflect the charge and mission of the Commission.

WORK GROUPS:

1. Professional Development for Faculty and Staff
 - a. Working with *Center for Teaching and Innovation*, creating programming to develop inclusive pedagogy, educating our faculty on who our students are, and engaging in respectful conversations.
 - b. Ensure diversity, equity, inclusion, and belonging content is integrated into the curriculum and co-curriculum.
2. Cultivate Respect and Facilitate Communication with Each Other
 - a. Working with the *Task Force on Free Speech* to help develop mechanisms for engaging in respectful conversations.
 - b. Helping to facilitate productive discussions around difficult, emotional topics.
3. Improve our efforts to recruit, develop, and retain students, faculty, and staff of diverse backgrounds
 - a. Working with *Human Resources, the AAUP Minority Retention Committee, and Dean's representatives* to increase our campus diversity efforts.
 - b. Assist in the develop of programs to help retain under-represented students, faculty, and staff.
4. Assist in the assessment of campus climate
 - a. Working with the *AVP for Planning and Institutional Effectiveness*, assist in the development of the campus climate surveys
 - b. Develop supplementary focus groups on campus climate.

5. Provide support for events, lectures, and programs supporting our diverse campus community

- a. *Working with the various interest groups on campus*, promote, publicize, and support events.
- b. Make recommendations for possible campus events that will reflect the diversity of thought and opinion on our campus.

President's Commission on Diversity, Equity, and Inclusion Work Groups

1. Professional Development for Faculty and Staff

Nidal Al-Masoud

Natsuko Takemae **(Chair)**

Donique McIntosh

Candice Wallace

Amy Strickland

2. Cultivate Respect and Facilitate Communication with Each Other

Michael Russo

Juan Coronado

Stacy Votto

Decorti Rodgers-Tonge **(Chair)**

3. Improve our efforts to recruit, develop, and retain students, faculty, and staff of diverse backgrounds.

Cathal Leone

Chianne Henry **(Chair)**

Oluwatoyin Awoderu

Yusaf Allam

Heather Rodriguez

4. Assist in the assessment of campus climate

Audra King

Tatiana Melendez-Rhodes

Mia Dorantes **(Chair)**

Chris Gutierrez

Joseph Jimsly

5. Provide support for events, lectures, and programs supporting our diverse campus community

Aaliyah Brown

Daniel Franco

Leah Skinner

Velma Walters

Kelle Byrd-Danso **(Chair)**

President's Commission on Diversity, Equity and Inclusion
Updated Membership Roster

AY 2024-2025

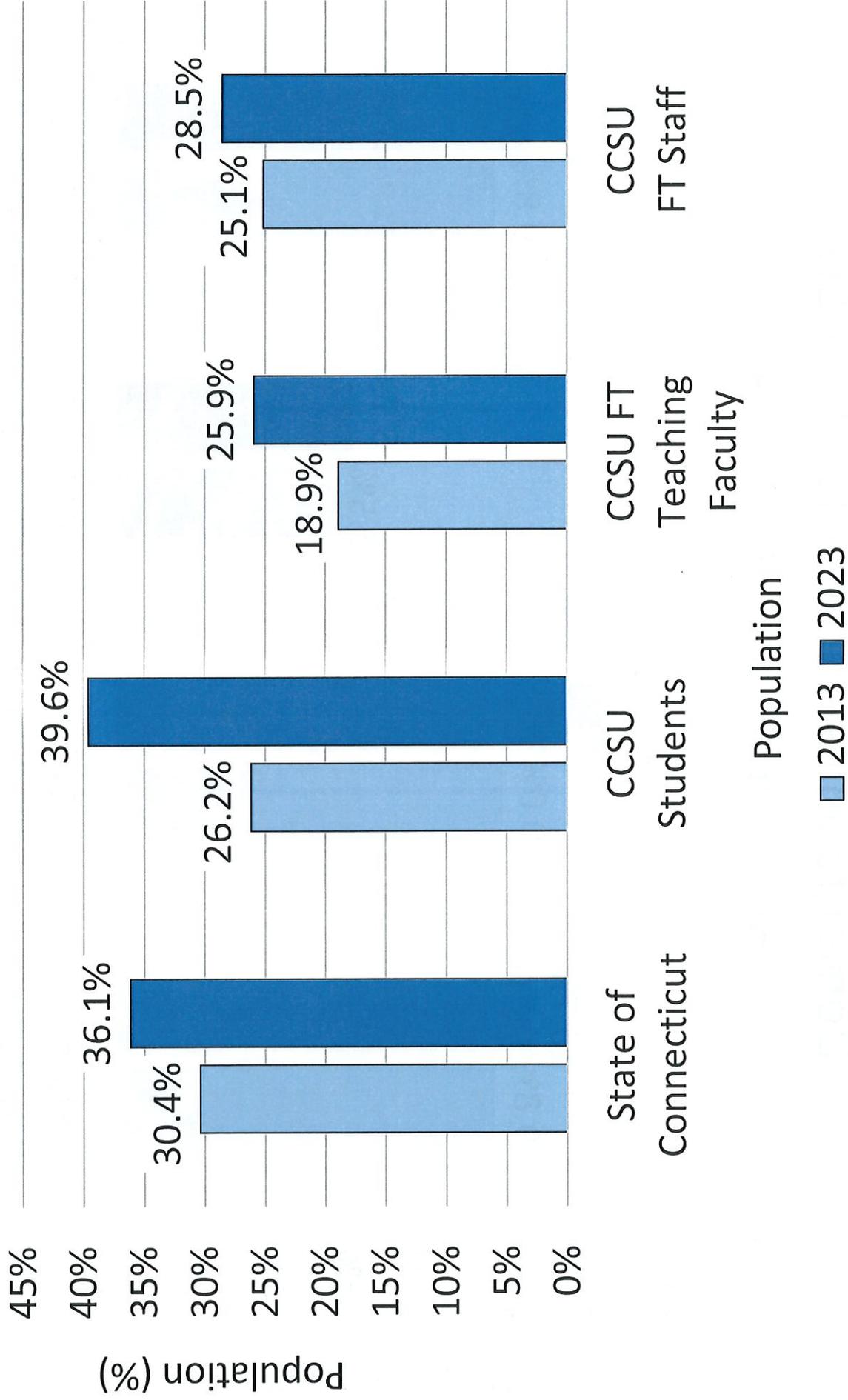
F. Name	L. Name	Title	Division/Affiliation	Email/Phone	Term Limit	Term Expiration
Yusuf	Allam	Student Representative		yallam@my.ccsu.edu	1 Year	February 2025
Nidal	Al-Masoud	Professor, Engineering	SEST; Muslim Leadership	almasoudn@ccsu.edu 860-832-1825	1 Year	February 2025
Toyin	Awoderu	Associate Director	Center for International Education; Member of CCW; Africana Center; SUOAF-MRMC	860-832-2052 avenio@ccsu.edu	2 years	February 2026
Aaliyah	Brown	Student Representative	Black Student Union; Community Engagement Coordinator	aaliyahbrown@my.ccsu.edu	1 Year	February 2025
Kellie	Byrd Danso	VP for Student Affairs	Student Affairs	860-832-1601 kbyrd-danso@ccsu.edu	2 Years	February 2026
Amily	Colon	Student Representative	Graduate Student Representative	st_ac2680@ccsu.edu	1 Year	February 2025
Juan	Coronado	Assistant Professor, Department of History	CCW, LALCC, JLI; AAUP-MRRC	860-832-2820 jdcoronado@ccsu.edu	1 Year	February 2025
Mia	Dorantes	Office of Equity and Inclusion		m.dorantes@ccsu.edu	1 Year	February 2025
Daniel	Franco Rios	Student Representative	LASO President	203-545-7997 d.franco@my.ccsu.edu	1 Year	February 2025
Chris	Gutierrez	Veterans Affairs Coordinator	Office of Veterans Affairs	860-832-2838 gutierrezc@ccsu.edu	1 Year	February 2025

Chianne	Henry	Human Resources Assistant	Human Resources	860-832-1856 c.henry@ccsu.edu	2 Years	February 2026
Jimsly	Joseph	Student Representative	United Caribbean Club	joseph@my.ccsu.edu	1 Year	February 2025
Audra	King	Associate Professor, Philosophy	Equity, Justice and Inclusion FS Committee; Social Justice Minor	860-832-2921 kingaul@ccsu.edu	2 Years	February 2026
Cathal	Leone	Student Representative	PRIDE Events Coordinator	cathalleone@my.ccsu.edu	1 Year	February 2025
Donique	McIntosh	LGBTQ Center Director		dmcintosh@ccsu.edu	1 Year	February 2025
Tatiana	Melendez-Rhodes	Associate Professor, Counselor Education and Family Therapy	School of Education and Professional Studies; AAUP-MRRC	860-832-2256 tatianam@ccsu.edu	2 Years	February 2026
Beth	Merenstein	Interim AVP for Community Engagement and Experiential Learning; Executive Director of CCESR	Chair, Committee on Anti-Semitism and Education; CCESR	860-832-3174 merensteinb@ccsu.edu	2 Years	February 2026
Surbhi	Patel	Director, Student Disability Services	President's Advisory Committee for Students with Disabilities	860-832-1952 spatel@ccsu.edu	2 Years	February 2026
Decorti	Rodgers-Tonge	Accounting	School of Business	Dr8145@ccsu.edu	2 Years	February 2026
Heather	Rodriguez	Associate Professor, Department of Sociology	CLASS; LALCC	860-832-2985 hrodriguez@ccsu.edu	1 Year	February 2025
Mike	Russo*	Interim Vice President	Office of Equity and Inclusion		1 Year	February 2025

Leah	Skinner	Advising and Career Specialist	Academic Affairs	860-832-1645 skinner@ccsu.edu	2 Years	February 2026
Amy	Strickland	Associate Director for Compliance	Institutional Advancement (Athletics)	860-832-3019 stricklanda@ccsu.edu	2 Years	February 2026
Natsuko	Takemae	Assistant Professor, Department of Special Education	AAPI Minor Studies	takemae@ccsu.edu	1 Year	February 2025
Stacy	Votto*	University Counsel	University Counsel	860-832-3715 stacy.votto@ccsu.edu	2 Years	February 2026
Candice	Wallace	Assistant Professor, Psychological Science	CLASS	Candice.wallace@ccsu.edu 860-832-3116	1 Year	February 2025
Velma	Walters	Academic Affairs	CASA	waltersv@ccsu.edu	2 Years	February 2026

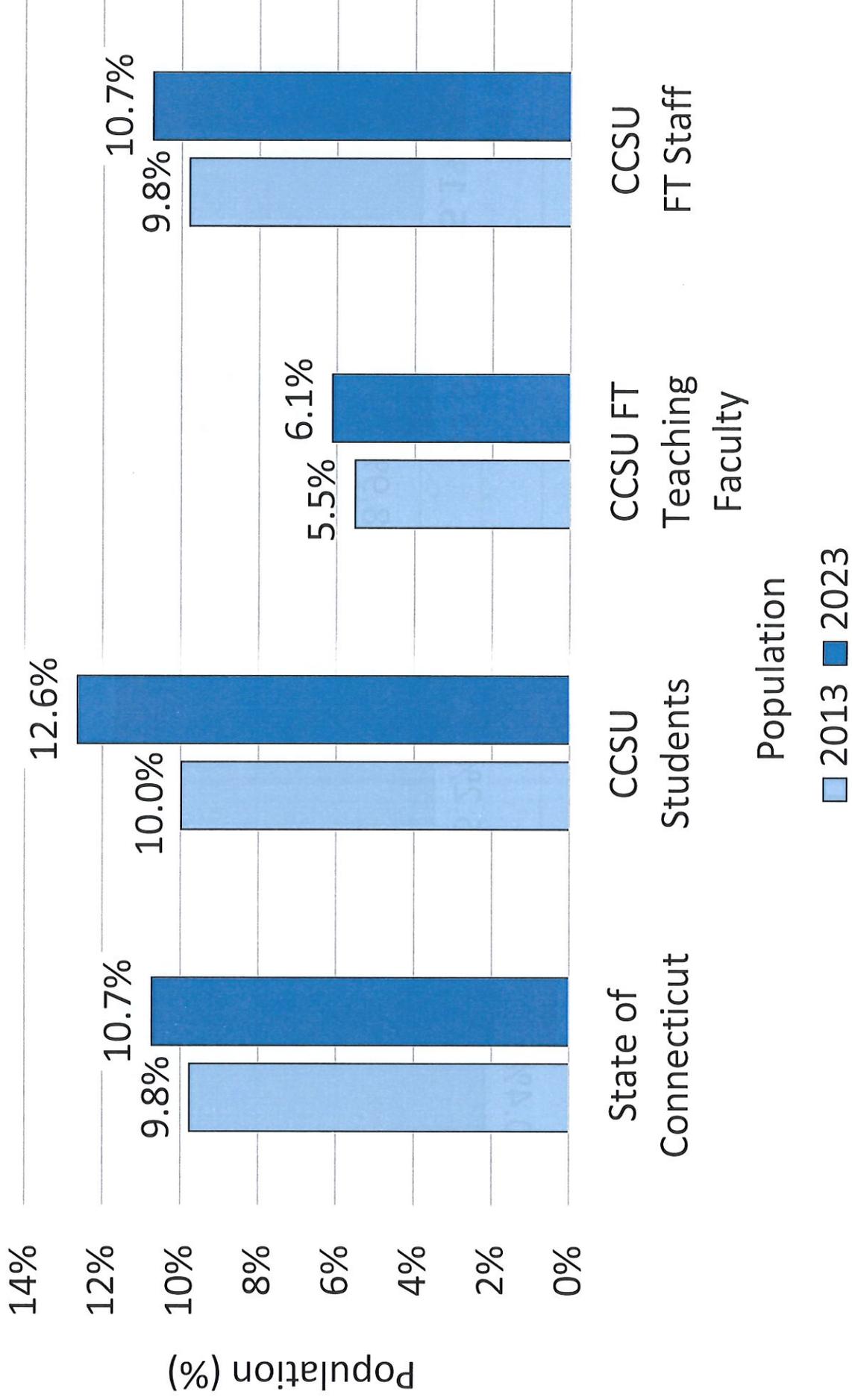
*Ex-Officio Member

Demographics - Statewide & CCSU: Identify as a Person of Color



* 2022 is the most recent data for the State of Connecticut

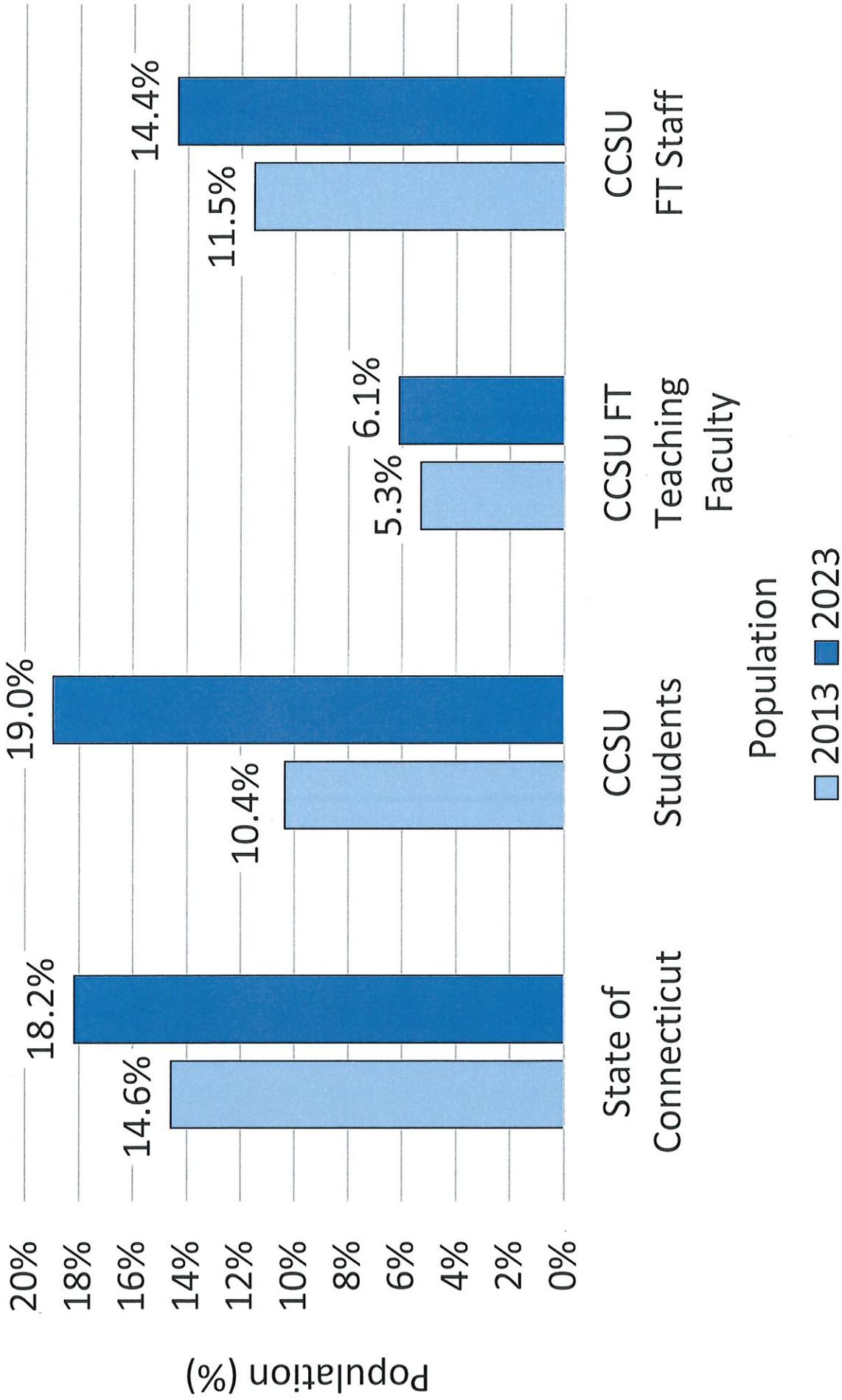
Demographics - Statewide & CCSU: Black or African American



* 2022 is the most recent data for the State of Connecticut

Demographics - Statewide & CCSU:

Hispanic or Latino



* 2022 is the most recent data for the State of Connecticut

CENTRAL CONNECTICUT STATE UNIVERSITY 2024 AFFIRMATIVE ACTION PLAN

Executive Summary

Office of Equity & Inclusion

The Affirmative Action Plan is a comprehensive, result-oriented set of procedures that details the University's unique strategy. It strives to eliminate discrimination, set forth a good faith effort to attain hiring, promotional and programmatic goals, and achieve equal opportunity.

CCSU is an Affirmative Action and Equal Opportunity Employer and Educator.

EXECUTIVE SUMMARY

The Central Connecticut State University (CCSU) Office of Equity & Inclusion (OEI) has completed the University's Affirmative Action Plan (AAP) per the requirements of the Connecticut General Statutes 46a-68. The AAP is a comprehensive, results-oriented set of procedures and programs, which detail the University's strategy in the area of diversity, inclusion, and equity. It ventures to eliminate discrimination through good faith efforts to attain hiring, promotional and programmatic goals, and achieve equal opportunity in the workforce.

CCSU, as required in the regulations, submits the AAP annually for review and approval by the Commission on Human Rights and Opportunities (CHRO). The CHRO reviews and evaluates the AAP within 90 days, to ensure that it contains all required elements and is in compliance. CHRO approved the 2023 AAP with no recommendations noted by the CHRO Reviewer, Gary Madison.

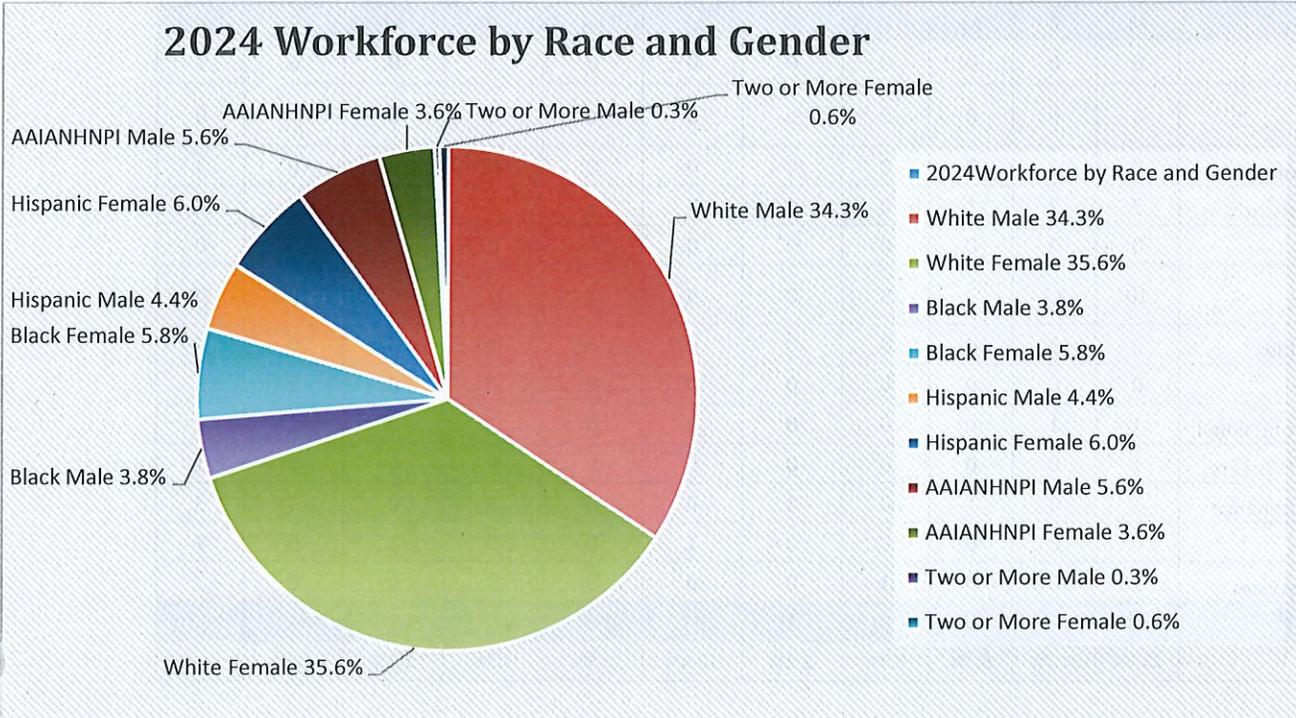
CCSU Full-time Workforce Statistics Table

Category or Class	Grand Total	Total		White		Black		Hispanic		AAIANHNPI*		Two or More			
		M	F	M	F	M	F	M	F	M	F	M	F		
Executive Management	36	15	21	11	16	3	1	1	3	0	1	0	0		
		41.7%	58.3%	30.6%	44.4%	8.3%	2.8%	2.8%	8.3%	0.0%	2.8%	0.0%	0.0%		
Faculty	377	214	163	147	118	10	14	11	11	46	20	0	0		
		56.8%	43.2%	39.0%	31.3%	2.7%	3.7%	2.9%	2.9%	12.2%	5.3%	0.0%	0.0%		
Coaching	22	16	6	14	4	2	2	0	0	0	0	0	0		
		72.7%	27.3%	63.6%	18.2%	9.1%	9.1%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%		
Professional Non-Faculty	268	93	175	72	120	9	20	8	23	2	8	2	4		
		34.7%	65.3%	26.9%	44.8%	3.4%	7.5%	3.0%	8.6%	0.7%	3.0%	0.7%	1.5%		
Clerical Secretarial	62	5	57	3	36	1	13	0	6	1	2	0	0		
		8.1%	91.9%	4.8%	58.1%	1.6%	21.0%	0.0%	9.7%	1.6%	3.2%	0.0%	0.0%		
Tech/ Para Professional	11	2	9	1	4	0	0	1	3	0	1	0	1		
		18.2%	81.8%	9.1%	36.4%	0.0%	0.0%	9.1%	27.3%	0.0%	9.1%	0.0%	9.1%		
Skilled Crafts	12	11	1	10	1	1	0	0	0	0	0	0	0		
		91.7%	8.3%	83.3%	8.3%	8.3%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%		
Service Maintenance	76	57	19	35	11	6	1	15	7	0	0	1	0		
		75.0%	25.0%	46.1%	14.5%	7.9%	1.3%	19.7%	9.2%	0.0%	0.0%	1.3%	0.0%		
Protective Services	16	13	3	9	3	1	0	3	0	0	0	0	0		
		81.3%	18.8%	56.3%	18.8%	6.3%	0.0%	18.8%	0.0%	0.0%	0.0%	0.0%	0.0%		
TOTALS	880	426	454	302	313	33	51	39	53	49	32	3	5		
		100.0%		48.4%	51.6%	34.3%	35.6%	3.8%	5.8%	4.4%	6.0%	5.6%	3.6%	0.3%	0.6%

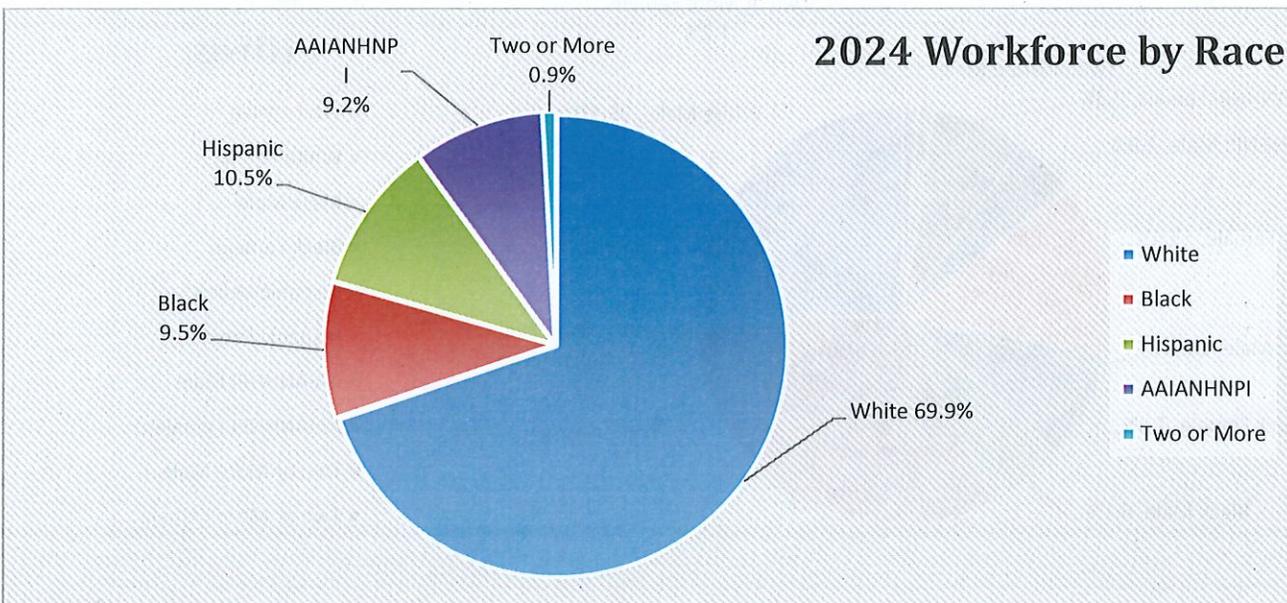
*Asian, American Indian, Alaskan Native, Hawaiian Native and Pacific Islander

Note: The above Workforce Statistics Table includes FT permanent appointments, excluding PT, Special and Temporary/Emergency appointments. Faculty special appointments, University Assistants, Lecturers and Emergency hires, and graduate interns are not included in the full-time workforce.

Analysis of CCSU Full-time Workforce by Race and Gender



Analysis of CCSU Full-time Workforce by Race Categories



Category or Class	Grand Total	White	Black	Hispanic	AAIANHNPI	Two or More
Totals	880	615	84	92	81	8
	100.0%	69.9%	9.5%	10.5%	9.2%	0.9%

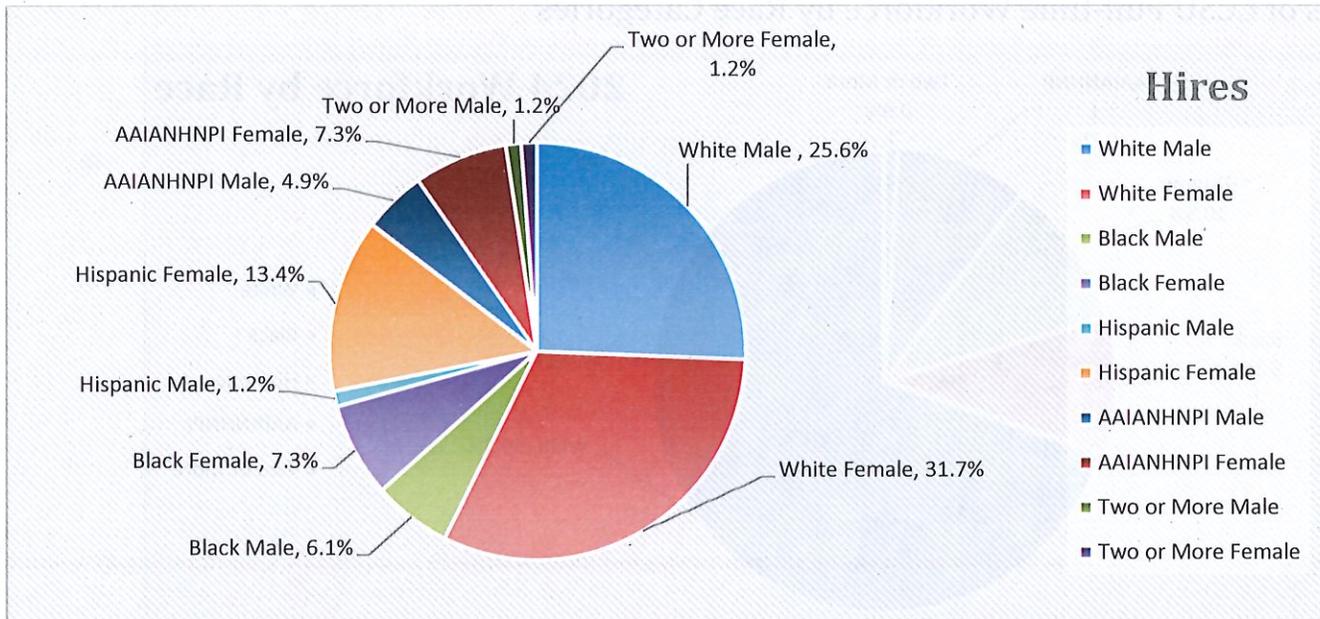
Analysis of Hiring Activity for 2023-2024 Affirmative Action Plan

Hiring Activity

This table includes only categories where hiring occurred between 8/1/2023 – 7/31/2024. During this reporting period, no hiring activity occurred for Professors, Coaches, and Secretary 2.

EEO Category	White		Black		Hispanic		AAIANHNPI*		Two or More		Total
	M	F	M	F	M	F	M	F	M	F	
Executive	0	0	0	0	0	0	0	1	0	0	1
Professor	0	0	0	0	0	0	0	0	0	0	0
Associate Professor	0	2	0	0	0	0	0	0	0	0	2
Assistant Professor	7	7	1	0	0	2	2	2	0	0	21
Coaches	0	0	0	0	0	0	0	0	0	0	0
Professional Non-Faculty	10	13	3	5	0	5	2	1	0	0	39
Clerical All Titles	0	3	0	0	0	0	0	1	0	0	4
Secretary 2	0	0	0	0	0	0	0	0	0	0	0
Tech/Paraprofessional	1	1	0	0	0	3	0	1	0	1	7
Skilled Craft Workers	1	0	0	0	0	0	0	0	0	0	1
Service Maintenance	1	0	1	0	1	0	0	0	0	0	3
Custodians	0	0	0	0	0	1	0	0	1	0	2
Protective Services	1	0	0	1	0	0	0	0	0	0	2
Total	21	26	5	6	1	11	4	6	1	1	82
Percentage	25.6%	31.7%	6.1%	7.3%	1.2%	13.4%	4.9%	7.3%	1.2%	1.2%	

Analysis of CCSU Full-time Workforce: Hires



For this reporting period, CCSU established eighty-one (81) hiring goals, and experienced eighty-two (82) hires. Hiring occurred in the occupational categories of Executive Administrative, Associate Professor, Assistant Professor, Professional Non-Faculty, Clerical All Titles, Tech/Paraprofessional, Skilled Craft, Service Maintenance, Custodians, and Protective Services.

Of the eighty-two (82) hires that occurred during this reporting period, twenty-five (25) or (30.9%) of all hires met established reachable hiring goals.

EEO Category	Hires	Goals	Goals Achieved	Percent of Goal Achievement
Executive Administrative	1	4	1	25.0%
Faculty including Coaches	23	25	8	38.1%
Professional Non-Faculty	39	20	11	55.0%
Other Staff (Classified)	19	32	5	15.6%
Total	82	81	25	30.9%

Additionally, in its commitment to diversify the workforce, the University hired twenty-three (23) members of underrepresented groups that did not meet established goals:

- Five (5) diverse hires in the **Assistant Professor** category: One (1) Black Female; Two (2) AAIANHNPI Males; Two (2) AAIANHNPI Females.
- Ten (10) diverse hires in the **Professional/Non-faculty** category: Five (5) Black Females; Five (5) Hispanic Females.
- One (1) diverse hire in **Clerical, All Titles except Sec. 2** category: One (1) AAIANHNPI Female.
- Four (4) diverse hires in **Tech/Paraprofessional** category: Two (2) Hispanic Females; One (1) AAIANHNPI Female, One (1) Two or More Female.
- One (1) diverse hire in **Skilled Craft** category: One (1) Black Male
- One (1) diverse hire in the **Service Maintenance all titles except Custodian** category: One (1) Black Male.

Goal candidates or candidates from historically underrepresented groups were part of most searches throughout the reporting period.

For a full explanation, see Section 46a-68-90, *Goals Analysis*.

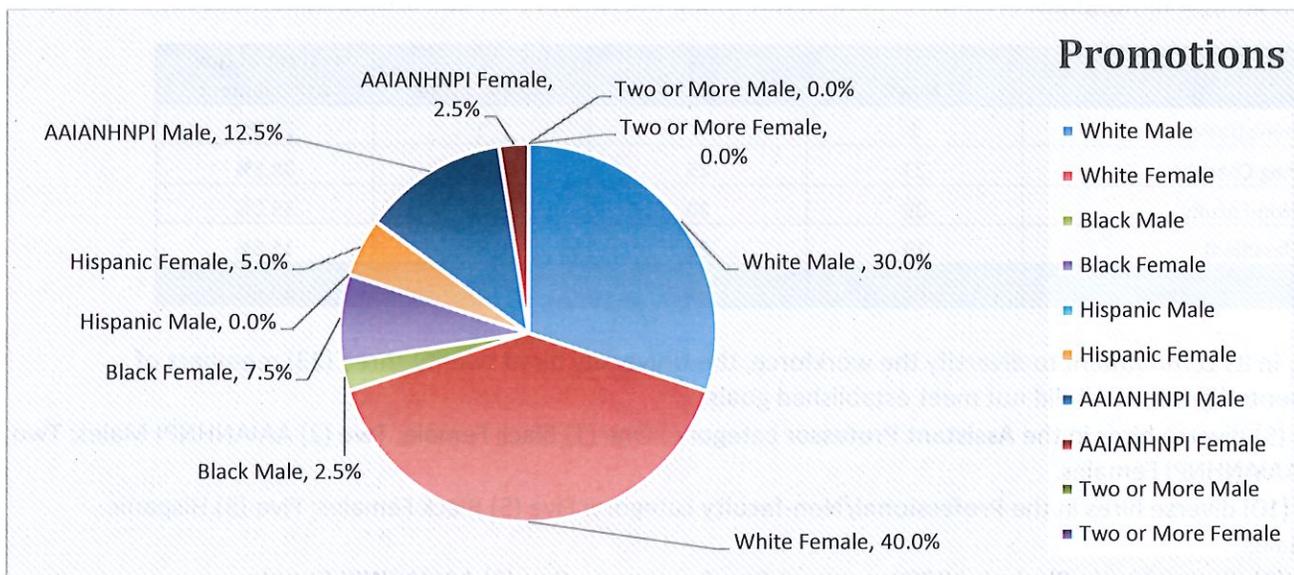
Promotional Activity

This table includes only categories where promotions occurred between 8/1/2023 – 7/31/2024.

During this reporting period, no promotional activity occurred for Clerical, Technical Paraprofessional, Custodians, Service Maintenance, and Protective Services.

EEO Category	White		Black		Hispanic		AAIANHNPI		Two or More		Total
	M	F	M	F	M	F	M	F	M	F	
Executive	3	3	0	0	0	0	0	0	0	0	6
Professor	7	4	0	1	0	1	3	0	0	0	16
Associate Professor	1	7	0	2	0	1	2	1	0	0	14
Assistant Professor	0	1	0	0	0	0	0	0	0	0	1
Professional Non-Faculty	1	1	0	0	0	0	0	0	0	0	2
Skilled Craft	0	0	1	0	0	0	0	0	0	0	1
Total	12	16	1	3	0	2	5	1	0	0	40
Percentage	30.0%	40.0%	2.5%	7.5%	0.0%	5.0%	12.5%	2.5%	0.0%	0.0%	

Analysis of CCSU Full-time Workforce: Promotions



For this reporting period, CCSU established forty-two (42) promotional goals and experienced forty (40) promotions. Promotions occurred in the occupational categories of Executive Administrative, Professor, Associate Professor, Assistant Professor, Professional Non-Faculty, and Skilled Craft.

Of the forty (40) promotions that occurred during this reporting period, seventeen (17) or forty-point five percent (40.5%) met established reachable promotional goals.

EEO Category	Promotions	Goals	Goals Achieved	Percent of Goal Achievement
Executive Administrative	6	1	1	100.0%
Faculty	31	34	16	47.1%
Professional Non-Faculty	2	0	0	0.0%
Clerical All Titles including Secretary 2	0	3	0	0.0%
Skilled Craft	1	0	0	0.0%
Service Maintenance	0	4	0	0.0%
Total	40	42	17	40.5%

Additionally, consistent with its commitment to diversify, the University promoted four (4) members of underrepresented groups that did not meet established goals:

- One (1) diverse promotion in the **Professor** category: One (1) Black Female.
- Three (3) diverse promotions in the **Associate Professor** category: One (1) Hispanic Female; Two (2) AAIANHNPI Males

For a full explanation, see Section 46a-68-90, Goals Analysis.

Summary of Faculty Promotions

Promotions in the faculty category are self-directed; therefore, goal achievement can be measured against those who apply for promotion. For this reporting period, CCSU established thirty-four (34) faculty promotion goals and experienced thirty-one (31) promotions. Of the thirty-one (31) faculty promotions that occurred during this reporting period, sixteen (16) or forty-seven-point-one (47.1%) met established reachable promotion goals.

Promotions to Professor

Twenty (20) faculty members applied for promotion to Professor: Seven (7) White Males; Six (6) White Females; One (1) Black Female; One (1) Hispanic Female; Five (5) AAIANHNPI Males.

Sixteen (16) applicants were recommended for promotions to Professor based on the evaluations of the Department Evaluation Committee (DEC), the Deans, the Promotion and Tenure Committee (P&T) and Provost: Seven (7) White Males; Four (4) White Females; One (1) Black Female; One (1) Hispanic Female; Three (3) AAIANHNPI Males.

Of the sixteen (16) promotions that occurred in this category, the University achieved six (6) established promotional goals: Two (2) White Females; One (1) Hispanic Female; Three (3) AAIANHNPI Males.

Four (4) applicants were denied promotion because they failed to meet the criterion set forth in Article 4.11.9.1-4.11.9.5 of the Collective Bargaining Agreement: Two (2) White Females; Two (2) AAIANHNPI Males.

Of the sixteen (16) promotions that occurred in the Professor category, the University achieved six (6) established promotional goals or thirty-seven-point-five (37.5%).

Promotions to Associate Professor

Fifteen (15) faculty members applied for promotion to Associate Professor: Two (2) White Males; Seven (7) White Females; Two (2) Black Females; One (1) Hispanic Female; Two (2) AAIANHNPI Males; One (1) AAIANHNPI Female.

Fourteen (14) applicants were recommended for promotions to Associate Professor based on the evaluations of the DEC, the Deans, P&T, and Provost: One (1) White Male; Seven (7) White Females; Two (2) Black Females; One (1) Hispanic Female; Two (2) AAIANHNPI Males; One (1) AAIANHNPI Female.

Of the fourteen (14) promotions that occurred in this category, the University achieved ten (10) established promotional goal: Seven (7) White Females; Two (2) Black Females; One (1) AAIANHNPI Female.

One (1) White Male applicant was denied promotion because they failed to meet the criterion set forth in Article 4.11.9.1-4.11.9.5 of the Collective Bargaining Agreement.

Of the fourteen (14) promotions that occurred in the Associate Professor category, the University achieved ten (10) goals or seventy-one-point four (71.4%) percent.

Director of Inclusion Position

The University established a new position within the Office of Equity and Inclusion titled "Director of Inclusion." This role was filled on an interim basis in February 2024, pending the appointment of a permanent candidate. Reporting directly to the Interim Vice President of Equity and Well-Being, the Interim Director of Inclusion has been responsible for supporting the development, administration, and assessment of comprehensive inclusion programs. Additionally, the Interim Director has played a key role in fostering stakeholder engagement and promoting education on issues of diversity, equity, and inclusion across both the University and the broader community. During the Spring 2024 semester, the Interim Director worked to cultivate a campus environment that honors the diverse backgrounds and perspectives of CCSU's community. This was achieved through a series of workshops, panel discussions, informal discussion groups, and listening sessions, all aimed at encouraging respectful dialogue, enhancing understanding, and driving positive change.

Hiring and Promotional Goals for 2024-2025

The University has established hiring and/or promotional goals to remedy the underutilization of protected classes identified in the utilization analysis. Hiring goals are established for jobs usually filled through original appointment and

promotional goals are for jobs filled through an internal promotional appointment. The objective of hiring and promotional goals is to reach parity with the availability base of protected groups in relevant labor market areas.

A **goal** is a hiring or promotion objective, which the University must strive to obtain by demonstrating every good faith effort. Goals are set to remedy the underutilization of minorities and women in the workforce and must be established within a designated time frame.

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

Based on the **Section 46a-68-40, Utilization Analysis**, the University has established the following hiring and promotional goals for the period of August 1, 2024, through July 31, 2025.

EXECUTIVE/ADMINISTRATIVE

Hiring	Promotional
1 White Male	
1 Black Female	1 Black Female
1 AAIANHNPI Male	
1 Two or More Female	

FACULTY

PROFESSOR

Hiring	Promotional
None	11 White Females
	8 Hispanic Females
	4 AAIANHNPI Males
	3 AAIANHNPI Females

ASSOCIATE PROFESSOR

Hiring	Promotional
	1 White Male
1 White Female	1 White Female
	1 Black Male
1 Black Female	2 Black Females
3 AAIANHNPI Females	4 AAIANHNPI Females
1 Two or More Female	

ASSISTANT PROFESSOR

Hiring	Promotional
1 White Female	None
2 Hispanic Males	
1 Hispanic Female	
1 Two or More Male	
1 Two or More Female	

COACHING

Hiring	Promotional
1 White Female	None
1 Black Male	
1 Hispanic Male	

1 AAIANHNPI Male	
1 AAIANHNPI Female	

PROFESSIONAL/NON-FACULTY

Hiring	Promotional
4 White Males	None
1 Black Male	
2 Hispanic Males	
6 AAIANHNPI Males	
5 AAIANHNPI Females	

SECRETARIAL CLERICAL (Excluding SECRETARY 2)

Hiring	Promotional
1 Hispanic Male	
2 Hispanic Females	2 Hispanic Females
1 Two or More Female	

SECRETARIAL CLERICAL/SECRETARY 2

Hiring	Promotional
1 White Male	
3 White Females	1 White Female
1 AAIANHNPI Female	
1 Two or More Female	

TECHNICAL/PARAPROFESSIONAL

Hiring	Promotional
1 White Male	None
1 White Female	
1 Black Male	
1 Black Female	

SKILLED CRAFTS

Hiring	Promotional
1 Hispanic Male	None

SERVICE MAINTENANCE (EXCLUDING CUSTODIANS)

Hiring	Promotional
2 White Females	1 White Female
1 Black Female	
2 Hispanic Males	1 Hispanic Male
2 Hispanic Females	1 Hispanic Female
1 Two or More Male	
1 Two or More Female	

SERVICE MAINTENANCE/CUSTODIANS

Hiring	Promotional
1 White Male	None
1 Black Male	
1 Black Female	
3 Hispanic Females	

1 AAIANHNPI Female	
1 Two or More Female	

PROTECTIVE SERVICES

Hiring	Promotional
1 White Male	None
1 Black Male	
1 Black Female	
1 Hispanic Female	

*AAIANHNPI = ASIAN, AMERICAN INDIAN, ALASKA NATIVE, HAWAIIAN NATIVE, PACIFIC ISLANDER

Program Goals for 2024-2025

The University did not identify any employment policy or practice that adversely affects any minority group candidates, including physically disabled or older persons. The University will, however, continue to take a critical look at its employment processes and if disparities occur, the University will initiate efforts to remove such impact and improve the processes. In order to foster a campus climate of inclusion and diversity, to ensure equal rights for all the various groups that make up the University community, and to educate our students toward appreciation for diversity, the University’s goals for this reporting period are:

1. Completion of Recruitment and Equitable Search Process

Following a period of testing, the Office of Equity Inclusion (OEI), Human Resources (HR), and Information Technology (IT) staff will launch a new secure hiring and search process online platform for the University. Once the adjustments are made OEI, HR, and IT will develop training on the entire updated hiring and search process. The Equity and Inclusion Associates will also update the content for search charge meetings, including developing a new PowerPoint slide deck, search charge memos, and training materials. When the new hiring and search process goes live, the new Hiring Manual will be made available on the Human Resource’s webpage and a link will be included in the new search charge memo.

Completion Date: July 31, 2025

Responsible Persons: Dr. Michael Russo, Interim Vice President for Equity and Well-being & Director of Counseling and Student Development, Christopher Wethje, Chief Human Resource Officer, Equity and Inclusion Associates, Human Resources Associates, and IT Staff.

2. Professional Development

Provide professional development opportunities to the campus community to continue the development of an inclusive campus culture and environment. Programs will allow participants to engage with topics that include Unconscious vs Conscious Bias, Cultural Competence, Cycle of Socialization, and Inclusivity vs Exclusivity. The programs will include strategies for addressing tough and controversial subjects in the classroom and on campus. These programs will help navigate challenges to help create an environment that encourages thoughtful engagement and critical thinking. The Interim Vice President for Equity and Well-being will collaborate with the Interim Director of Inclusion, and staff from the Center for Community Engagement & Social Research to provide these professional development opportunities for faculty and staff.

Completion Date: July 31, 2025

Responsible Persons: Dr. Michael Russo, Interim Vice President for Equity and Well-being & Director of Counseling and Student Development and Dr. Beth Merenstein, Associate Vice President for Community Engagement and Experiential Learning, Executive Director of the Center for Community Engagement and Social Research and Interim Director of Inclusion.

Cooperation with Other Agencies

When the cooperation of another agency is essential to the implementation of program goals, CCSU will maintain a record of each instance of contact with the agency and the outcome of the request.