

AFFIRMATIVE ACTION PROGRAM

FOR

Western Connecticut State University (WCSU)

Manohar Singh
Interim President

Equal Employment Opportunity Officer

Fred W. Cratty
Chief Human Resources Officer

**For the Reporting Period:
April 1, 2023 – March 31, 2024
Submitted: October 18, 2024**



OFFICE OF THE PRESIDENT

Dr. Manohar Singh

September 30, 2024

Dear Executive Director Hughes:

Western Connecticut State University has prepared its Affirmative Action Plan in accordance with section 46a-68 of the Connecticut General Statutes and Sections 46a-68-75 through 46a-68-114 of the Affirmative Regulations.

Affirmative Action and Equal Employment Opportunity are foundations to our higher education institutions. We firmly believe education is the gateway to undoing past practices of discrimination and building a workforce that reflects our diversity. The AA Plan is a reflection of our efforts and commitment to equal opportunity, equity, and justice.

The plan sets forth necessary goals and objectives for Western Connecticut State University to achieve parity with relevant labor markets and will serve as a guide in our efforts to eliminate barriers in employment processes. It further asserts our commitment to prohibiting discrimination as defined by Connecticut and Federal laws and regulations.

I am committed to the future achievements of this Affirmative Action Plan and the achievement of our programs and goals set forth herein.

Sincerely,

A handwritten signature in black ink that reads "Manohar Singh".

President (Interim)



State of Connecticut Commission on Human Rights and Opportunities

Central Office – 450 Columbus Blvd Ste 2, Hartford CT 06103

Promoting Equality and Justice for all People

PROPOSED AFFIRMATIVE ACTION PLAN

Western Connecticut State University
AGENCY

REVIEW AND ANALYSIS: A COMPARATIVE EVALUATION

INTRODUCTION

SECTION 46a-68-102. STANDARD OF REVIEW

- (a) To receive approved status, a plan must contain all elements required by Sections 46a-68-78 through 46a-68-94, inclusive.
- (b) Additionally, a plan shall be approved only if:
 - (1) the work force, considered as a whole and by occupational category, is in parity; or
 - (2) the agency has met all or substantially all of its hiring, promotion and program goals during the reporting period; or
 - (3) the agency has demonstrated every good faith effort to achieve such goals and, despite these efforts, has been unable to do so; and
 - (4) the agency has substantially addressed deficiencies noted by the Commission on Human Rights and Opportunities.

SECTION 46a-68-103. PLAN REVIEW AND ANALYSIS

As part of the review process, a written evaluation of the plan shall be prepared by Commission on Human Rights and Opportunities staff. Such evaluation shall:

1. assess the degree of procedural compliance with Regulations of CT State Agencies
2. identify and comment upon the deficiencies and weaknesses of the plan;
3. appraise the performance and effort of the agency in meeting its goals;
4. evaluate the effectiveness of the affirmative action program; and
5. suggest remedial action in addition to or in lieu of that proposed in the plan to achieve a balanced workforce and eliminate discriminatory practices.

Western Connecticut State University

SECTION 46a-68-78. Policy Statement

PREVIOUS SUBMISSION:

This section was in compliance in the prior filing.

PRESENT SUBMISSION:

This section is _____ Deficient _____ Weak X In Compliance

PROPOSALS/RECOMMENDATION:

An amendment under Public Act 22-82 created “Status as a Victim of Domestic Violence” as a new protected class. Review and revise the policy statement to comply with Public Act 22-82. It is recommended to review and revise these policies annually to be in compliance with state statutes. Ensure agency employees are made aware of the new protected class as described above, and ensure this protected class is identified in the Policy Statement.

SECTION 46a-68-79. Internal Communication

PREVIOUS SUBMISSION:

This section was in compliance in the prior filing.

PRESENT SUBMISSION:

This section is _____ Deficient _____ Weak X In Compliance

PROPOSALS/RECOMMENDATIONS:

Union letters should be included in Section 46a-68-80 External Communication and Recruitment Strategies and should not be included in Section 46a-68-79 Internal Communication.

SECTION 46a-68-80. External Communication and Recruitment Strategies

PREVIOUS SUBMISSION:

This section was deficient in the prior filing.

PRESENT SUBMISSION:

This section is _____ Deficient _____ Weak X In Compliance

PROPOSALS/RECOMMENDATIONS:

In future filings submit SBE / MBE forms that outline the goals set. Quarter 3 for FY 23 is missing. Be advised that capital improvement expenditures do not need to be submitted nor do the individual contractors contracted within each quarter need to be submitted.

SECTION 46a-68-81. Assignment of Responsibility and Monitoring

PREVIOUS SUBMISSION:

This section was in compliance in the prior filing.

PRESENT SUBMISSION:

This section is _____ Deficient _____ Weak In Compliance

SECTION 46a-68-82. Organizational Analysis

PREVIOUS SUBMISSION:

This section was in compliance in the prior filing.

PRESENT SUBMISSION:

This section is _____ Deficient _____ Weak In Compliance

SECTION 46a-68-83. Work Force Analysis

PREVIOUS SUBMISSION:

This section was in compliance in the prior filing.

PRESENT SUBMISSION:

This section is _____ Deficient _____ Weak In Compliance

SECTION 46a-68-84. Availability Analysis

PREVIOUS SUBMISSION:

This section was in compliance in the prior filing.

PRESENT SUBMISSION:

This section is Deficient _____ Weak _____ In Compliance

PROPOSALS/RECOMMENDATIONS:

There are discrepancies in the data provided for the promotable pool of Professor and Associate Professor from the Faculty occupational category. Workforce analysis data states that there are 58 individuals within the Faculty Associate Professor workforce which is the promotable pool for the Faculty Professor occupational Category. However, within the availability base there was 59 individuals within the Associate Professor occupational category. Additionally, workforce analysis data state there are 36 individuals within the Assistant Professor occupational category. However, within the availability base provided there were 42 individuals identified within the Assistant Professor occupational category. These data discrepancies impact utilization and subsequent goals analysis for these categories.

Tables 315.20 and 314.40 of the Digest of Education Statistics data set provided is incorrect from the data explained to have been consulted and provided in each of the following occupational categories separate availability analyses. The following occupational categories that have data discrepancies, as it pertains to Table 315.20, are Faculty Assistant Professor, and Faculty Instructor. The following occupation categories that have data discrepancies as it pertains to Table 314.40 is Professional Non-Faculty occupational category. These data discrepancies impact the utilization analysis, and subsequent goals analysis.

Seek technical assistance from the Commission on Human Rights and Opportunities.

Revise and re-submit this section within 30 days to the Commission on Human Rights and Opportunities.

SECTION 46a-68-85. Utilization Analysis and Hiring and Promotion Goals

PREVIOUS SUBMISSION:

This section was in compliance in the prior filing.

PRESENT SUBMISSION:

This section is X Deficient Weak In Compliance

PROPOSALS/RECOMMENDATIONS:

Due to the data discrepancies contained within the availability analysis specifically within Tables 315.20 and 314.40 of the Digest of Education Statistics data set, this causes an impact on the net utilization of the categories impacted by the data discrepancies, these occupational categories are Faculty Assistant Professor, Faculty Instructor, and Professional Non-Faculty. This makes it difficult to evaluate the accuracy of the net-utilization calculated in determining hiring and promotion goals for the upcoming filing period.

Western Connecticut State University

Additionally, all occupational categories except for Faculty Instructor identified incorrect previous net-utilizations calculated in the prior plan as provided in the Utilization analysis form. This impacts the ability to set accurate goals, and evaluate goals set. Also, there are occupational categories where the net utilization numbers from the prior plan are incorrectly placed in the current plan.

Executive Administrative, Protective Service and Skilled Craft Worker occupational categories have incorrectly identified previous plan goals set. Within Executive Administrative the utilization analysis identified 5 previous goals set, however there was only four goals set within this occupational category. Within Protective Services, the utilization analysis identified 3 goals set last filing period within this occupational category. The goals set last period were 7 total goals established within Skilled Craft Worker occupational category. However, within the last filing period there were 9 goals established. Review and revise all goals set and ensure they are accurate across all occupational categories, including net utilization, and previous utilization numbers. Also, the Professional Non-Faculty occupation category has incorrect hires identified, in the analysis it states only three hires, however in the goal analysis and applicant flow analysis there are 8 hires identified. Verify the accuracy of data from the employment analysis, utilization analysis, and Goals analysis.

Seek technical assistance from the Commission on Human Rights and Opportunities.

Revise and re-submit this section within 30 days to the Commission on Human Rights and Opportunities.

SECTION 46a-68-86. Employment Analyses

PREVIOUS SUBMISSION:

This section was in compliance in the prior filing.

PRESENT SUBMISSION:

This section is _____ Deficient _____ Weak _____ In Compliance

PROPOSALS/RECOMMENDATIONS:

Professional Non-Faculty applicant flow analysis is inaccurate to the hires said to have occurred during the filing period. Ensure this information is corrected and accurate as it relates to the goals analysis, and utilization analysis.

Seek technical assistance from the Commission on Human Rights and Opportunities.

Revise and re-submit this section within 30 days to the Commission on Human Rights and Opportunities.

Western Connecticut State University

SECTION 46a-68-87. Identification of Problem Areas

PREVIOUS SUBMISSION:

This section was in compliance in the prior filing.

PRESENT SUBMISSION:

This section is _____ Deficient _____ Weak X In Compliance

SECTION 46a-68-88. Program Goals

PREVIOUS SUBMISSION:

This section was in compliance in the prior filing.

PRESENT SUBMISSION:

This section is _____ Deficient _____ Weak X In Compliance

SECTION 46a-68-89. Discrimination Complaint Process

PREVIOUS SUBMISSION:

This section was in compliance in the prior filing.

PRESENT SUBMISSION:

This section is _____ Deficient X Weak _____ In Compliance

PROPOSALS/RECOMMENDATIONS:

The Discrimination Complaint Process, and Policy on Anti-Harassment and Discrimination, appears to have been last revised on August 18, 2022. An amendment under Public Act 22-82 created "Status as a Victim of Domestic Violence" as a new protected class. Review and revise these policies to comply with Public Act 22-82. It is recommended to review and revise these policies annually to ensure compliance with state statutes. Ensure agency employees are made aware of the new protected class as described above, and ensure this protected class is identified in the Discrimination Complaint Process.

Seek Technical Assistance with the Commission on Human Rights & Opportunities.

Revise and re-submit this section within 30 days to the Commission on Human Rights and Opportunities.

Western Connecticut State University

SECTION 46a-68-90. Goals Analysis

PREVIOUS SUBMISSION:

This section was in compliance in the prior filing.

PRESENT SUBMISSION:

This section is X Deficient Weak In Compliance

PROPOSALS/RECOMMENDATIONS:

Due to discrepancies in the availability analysis data, it makes it difficult to evaluate the accuracy of the goals set since most of the discrepancies within the availability analysis are contained within the agency's largest occupational categories. Additionally, since promotional data discrepancies exist within the Faculty Professor and Faculty Associate Professor occupation categories within the availability, this impacts the net availability base, and thereby impacts the net utilization for these occupational categories.

For the Professional Non-Faculty there is an incorrect goal being evaluated, Asian, American Indian, Alaska Native, Native Hawaiian/Pacific Islander Female is said to be a goal candidate for this occupational category. However, there is no Asian, American Indian, Alaska Native, Native Hawaiian/Pacific Islander female goal candidate identified within this occupation category. There is no Asian, American Indian, Alaska Native, Native Hawaiian/Pacific Islander Female goal being met as identified within this section, as there was no goal determined in the prior filing.

Two or more race individuals are not encompassed in any of the goals analyzed, these goals are not mentioned nor addressed, nor is it clear if this group is tracked currently as it was tracked in the previous filing period. The following occupational categories have goals of Two or More Race Male, Two or More Race Females, or both as goal candidate(s) to be evaluated during this filing period; Service Maintenance Custodian Title, Skilled Craft Workers, Protective Services. None of these occupational categories mention these individuals as goals established.

Additionally, words like "many, deep, high, extensive, appear, limited, and minimal" are not acceptable adjectives to describe the experience, knowledge, skills, expertise, or education of a candidate. Numerous jobs across multiple occupation categories in which hiring occurred exhibit not acceptable adjectives describing experience, knowledge, skills expertise, or education of a candidate. Some examples include "Extensive Experience" and "Significant Experience" as stated in the justifications for the hiring of the candidate for Assistant Director of Planning * Engineering- Division of Finance & Administration. Another example is "did not appear" and "many years of experience" as seen in the justification for candidates considered and the justification for the candidate hired in the Assistant Director, Office of Communication and Marketing- Division of Enrollment Management. The subjective language as explained is embedded throughout the justifications of numerous positions hired for. Candidates should be evaluated on concrete terms based on the job description, and the justifications should not contain subjective language as described.

Western Connecticut State University

Promotion goals evaluated for Faculty Professor, and Associate Professor are incorrect goals being evaluated. These promotional goals differ from the promotion goals that were set for this upcoming plan year, during the last filing period.

Within Protective Services occupational category, not a single goal candidate applied for the opening in this job class, it is recommended to reevaluate the promotion and advertising of jobs within this job class to ensure goals candidates and other members of diverse backgrounds are made aware of these opportunities, to ensure you are striving to include members underutilized within your workforce.

Seek technical assistance from the Commission on Human Rights and Opportunities.

Revise and re-submit this section within 30 days to the Commission on Human Rights and Opportunities.

SECTION 46a-68-91. Upward Mobility

PREVIOUS SUBMISSION:

This section was in compliance in the prior filing.

PRESENT SUBMISSION:

This section is _____ Deficient _____ Weak In Compliance

SECTION 46a-68-93. Innovative Programs

PREVIOUS SUBMISSION:

This section was in compliance in the prior filing.

PRESENT SUBMISSION:

This section is _____ Deficient _____ Weak In Compliance

SECTION 46a-68-94. Concluding Statement

PREVIOUS SUBMISSION:

This section was in compliance in the prior filing.

PRESENT SUBMISSION:

This section is _____ Deficient _____ Weak In Compliance

CONCLUSION:

The proposed affirmative action plan submitted by Western Connecticut State University for the filing date of July 30, 2023 has been voted DISAPPROVED.



OFFICE OF THE PRESIDENT

Dr. Manohar Singh

March 19, 2024

Ms. Tanya Hughes
Executive Director
Commission on Human Rights and Opportunities
450 Columbus Boulevard
Hartford, CT 06103

Re: **Western Connecticut State University - Letter of Commitment**

Dear Executive Director Hughes:

Pursuant to Section 46-68-66 of the Affirmative Action Regulations of Connecticut State Agencies, Western Connecticut State University (WCSU) hereby submits this letter of commitment and accepts the Commission's recommendations to achieve compliance with the Regulations.

Western Recognizes that the following elements of the 2023 AA Plan were noted as Deficient by the Commission on Human Rights and Opportunities:

- Section 46a-68-84 Availability Analysis
- Section 46a-68-85 Utilization Analysis
- Section 46a-68-90 Goals Analysis

Western Recognizes that the following elements of the 2023 AA Plan were noted as Weak by the Commission on Human Rights and Opportunities:

- Section 46a-68-86 Employment Process Analysis
- Section 46a-68-89 Discrimination Complaint Process

A technical assistance meeting was scheduled and conducted with Jase Olavarria on March 13, 2024, to address the recommendations of the 2023 Affirmative Action plan. Based on this technical assistance, the following steps will be taken to ensure compliance with CT's Affirmative Action Regulations.

- Section 46a-68-84 Availability Analysis and Section 46a-68-85 Utilization Analysis will be reviewed, corrected, and resubmitted to Jase Olavarria for review by March 28, 2024.
- Sections 46a-68-90 (Goals Analysis), 46a-68-86 (Employment Process Analysis) and 46a-68-90 (Goals Analysis) will not be updated, and deficiencies and weaknesses will be addressed in the next filing submission due on July 30, 2024.



Ms. Tanya Hughes
March 19, 2024
Page Two

Western Connecticut State University has been and remains committed to affirmative action, diversity, and equal employment opportunity. We are making every concerted effort to ensure full compliance with the Affirmative Action Regulations of Connecticut State Agencies. To that end, we have made three unsuccessful attempts to fill our Chief Diversity, Equity, and Inclusion Officer position. This vacancy continues to be recognized as a barrier in our ability to successfully meet achieve our Diversity, Equity, and Inclusion initiatives, including our assurances of Equal Employment Opportunity.

In an effort to resolve this, we have determined that having only one Diversity, Equity and Inclusion representative places too many responsibilities upon one person. As such, we will create a second position to assist with carrying out these duties. We are going to have one person who will be the overall supervisor for the department and direct report to the University President who will be in charge of handling the compliance duties (i.e.: Title IX Coordinator, Affirmative Action Plan, and Recruitments) while the new position will be focused on things such as development and assessment of inclusion programs, organizing, creating, facilitating, and delivering educational programming, workshops, events, and speeches focused on equity, access, inclusion, diversity, and cultural awareness. This new structure will put our staffing levels in line with our peer university within the system, Eastern Connecticut State University.

If you have any further questions or concerns, please feel free to contact me or Mr. Fred Cratty, Chief Human Resources Officer at crattyf@wcsu.edu.

Sincerely,

A handwritten signature in black ink, appearing to read "Manohar Singh", with a horizontal line underneath.

Dr. Manohar Singh
President (Interim)

cc: Mr. Fred Cratty, Chief Human Resources Officer

**WESTERN CONNECTICUT
STATE UNIVERSITY
AFFIRMATIVE ACTION PLAN**

**April 1, 2022 – March 31, 2024
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**Section 46a-68-78
Policy Statement**



President's Affirmative Action Policy Statement

Western Connecticut State University ("WCSU" or "University") is grounded on a sound Affirmative Action foundation. To that end, as President of WCSU, I am fully committed to the University's philosophy of the intellectual and moral leadership responsibility to carry out this well-established philosophy, as well as the responsibility of the University leadership to advance social justice and equity by exercising Affirmative Action to remove all discriminatory barriers to equal employment opportunity and upward mobility. Accordingly, the University, through its Plan of Affirmative Action will, with conviction and effort, continue to undertake positive action to overcome the present effects of past practices, policies or barriers to equal employment opportunity, and to achieve the full and fair participation of African Americans/Blacks, Hispanic/Latinos, Whites, Asians/Pacific Islanders, American Indians/Alaskan Aleuts and/or those who self-identify in two or more races, found to be underutilized in the workforce. The University through its Plan of Affirmative Action, with conviction and effort, will also continue to undertake positive action for the full and fair participation of the above groups and any other protected group found to be adversely impacted by University policies or practices.

Under the Provisions of Sections 46a-60(b), 46a-80(b) or 86a-81(b) of the Connecticut General Statutes, equal opportunity, a distinctly different matter, is employment of individuals without consideration of age, color, religious creed, age, gender/sex, marital status, race, sexual orientation, gender identity or expression, genetic information (Section 46a-60(a)(11) of the Connecticut General Statutes, national origin, ancestry, intellectual disability (learning disability), past or present history of mental disability, physical disability (including but not limited to blindness, deafness, prosthetic use, etc.), veteran status, status as a victim of domestic violence, or criminal record, unless the provisions of Sections 46a-60(b), 46a-80(b) or 86a-81(b) of excluding persons in one or more of the above protected groups. Equal employment opportunity is the purpose and goal of affirmative action.

WCSU's Affirmative Action Plan incorporates and lists all of the noted federal and state constitutional provisions, law regulations, guidelines and executive orders prohibiting or outlawing discrimination, identifying classes of persons protected based on race, color, religious creed, age, sex (including pregnancy and/or workplace exposure and hazard to a person's reproductive system), marital status, sexual orientation, national origin, ancestry, mental disability, genetic information, intellectual disability, physical disability, learning disability, gender identify or expression, veteran status, status as a victim of domestic violence, and criminal record, except for bona fide occupational qualifications.

The University outlines its employment process as one of recruitment, selection, assignment, compensation, promotion and upgrading, training, educational assistance, transfers, terminations, layoffs and recall, and all other terms, conditions and privileges of employment. Affirmative Action is an integral consideration throughout the entire employment process. Either (or both) the Chief Diversity, Equity & Inclusion Officer and/or the Chief Human Resources Officer (or an assigned designee from the Human Resources Department) are responsible for ensuring that affirmative action remains in the forefront of each step of the employment process. An affirmative action discussion occurs throughout the employment process continuum. All facets of the employment process are linked to affirmative action.

Clearly, affirmative action and equal employment opportunity are immediate and necessary agency objectives for WCSU. We shall affirmatively provide services and programs in a fair and impartial manner. We also recognize the hiring difficulties experienced by individuals who are physically disabled and many older persons and will undertake measures to overcome the present effects of past discrimination, if any, to achieve the full and fair utilization of such persons in the work force. The procedures for adding or refilling any unclassified faculty position are outlined in the current Faculty Handbook."

The Department Chairperson must obtain approval from the School's Dean, who obtains final approval from the Provost/Vice President for Academic Affairs to advertise for an open position. Then the Department Chairperson, or Department members acting together, prepare(s) the university search plan and drafted position announcement, which



is first reviewed and approved by the appropriate School Dean. The Chief Diversity, Equity & Inclusion Officer and/or an assigned designee from the Human Resources Department reviews the university search plan and drafted position announcement. After the Search Committee is established, the Chief Diversity, Equity & Inclusion Officer and/or an assigned designee from the Human Resources Department will routinely meet with and instruct its membership regarding the University's recruitment policy and related institutional goals to diversify the pool of applicants/candidates with respect to ethnicity, race, and gender. Through ongoing monitoring, the Chief Diversity, Equity & Inclusion Officer advises the Search Committee as to the sufficiency or insufficiency of the composition of the pool of applicants/candidates for the purpose of achieving the hiring and promotional goals of diversity.

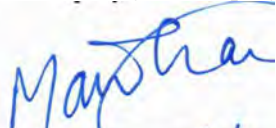
Before the Search Committee prepares and recommends a document known as the University Finalist Memorandum, to identify a list of the finalists, the Chief Diversity, Equity & Inclusion Officer and the Chairperson of the Search Committee will consult regarding good faith efforts made to obtain diversity, (if possible) obtain a goal candidate, and determine whether the finalist is a goal candidate, and the completion of relevant documentation. Prior to the offering of a position to a candidate, the corresponding hiring authority will request that the Chief Diversity, Equity & Inclusion Officer approve the candidate(s) recommended for hire.

The Program Goals as set forth in the Affirmative Action Plan further detail the University's Affirmative Action requirements for the hiring process of all positions. As President of WCSU, I am committed to the University adhering to and meeting the program goals and timetables as set forth in the plan. The University is well positioned to continue Affirmative Action progress, and I will continue to exercise leadership and commitment to achieve all of the goals and timetables as set forth in the WCSU Affirmative Action Plan.

This policy statement is not limited to employment practices but extends to services and programs provided by the University. All executive, administrative, and supervisory personnel are expected to discharge their affirmative action responsibilities, in word and deed, consistent with the University's objective to establish and implement affirmative action and equal employment opportunity for all qualified persons.

As President of Western Connecticut State University, I pledge to make every good faith effort to realize all of the goals and timetables as set forth in the WCSU Affirmative Action Plan, and as required by pertinent state and federal legislation as set forth in the Affirmative Action Plan. Electronic copies of the Affirmative Action Plan will be made available (and disseminated) online at www.wcsu.edu/diversity.

During the 2023 reporting period, the Office of Diversity and Equity is responsible for overseeing, monitoring and executing the Affirmative Action and Equal Employment Opportunity programs at the University. Mr. Fred Cratty serves as the University's full-time, interim Affirmative Action/Chief Diversity, Equity & Inclusion Officer, ADA and Title IX Coordinator. To this end, the Office of Diversity and Equity shall be concerned with equitable treatment to all in the university community. The Office of Diversity and Equity is located at the Midtown Campus, Old Main Building, Room 302, 181 White Street, Danbury, Connecticut, 06810, and can be reached by telephone at (203) 837-8444 or by email at ode@wcsu.edu. Employees and others who wish to file a complaint of discrimination pertaining to academic and/or employment disparities in policies and practices at WCSU may do so by contacting a member of the Office of Diversity and Equity.



Manohar Singh, Ph.D., President (Interim)



Date

Policy #	Policy Name	Reso #	Date Approved
4-05	Affirmative Action and Equal Employment Opportunity Policy Statement	BR 13-117 BR 24-079	2013-09-19 Revised 2024-07-31

Affirmative Action and Equal Employment Opportunity Policy Statement

The Board of Regents of Higher Education (“Board of Regents”) and Connecticut State Colleges and Universities (“CSCU”) are committed to leading, by example, in the areas of equal employment opportunity and affirmative action. The Board of Regents and the Connecticut State Colleges and Universities affirmatively seek to attract to its faculty, staff, and student body qualified persons of diverse backgrounds. Additionally, the Board of Regents commits to promote representative racial and ethnic diversity among its students, faculty, administrators, and staff at public institutions of higher education. Equal employment opportunity and affirmative action are essential to achieving public higher education’s goals of academic excellence and quality.

Equal Employment Opportunity

The Board of Regents is an equal employment opportunity/affirmative action employer. To ensure that employees and job applicants are not subjected to unlawful discrimination, it is the Board of Regent’s policy statement to comply with all State and Federal laws and regulations that prohibit employment discrimination and mandate specific actions for the purpose of eliminating present and past discrimination. Equal employment opportunity is the purpose and goal of affirmative action.

In accordance with this Policy and as delineated by federal and Connecticut law, the Board of Regents deems equal employment opportunity to be the employment of individuals without consideration of actual or perceived age, ancestry, color, gender identity or expression, genetic information and/or family medical history, intellectual disability, learning disability, parental, family or marital status, past or present history of mental disability, physical disability, pregnancy or related conditions, race or national origin, religion or creed, sex, sexual orientation, veteran or military status, arrest and/or criminal conviction status, lawful source of income, citizenship or immigration status, status as a victim of domestic violence, workplace hazards to reproductive systems, or any other protected characteristic, including protections for those opposing discrimination or participating in any grievance process within the institution, with the Equal Employment Opportunity Commission and/or the Connecticut Commission on Human Rights and Opportunities (“CHRO”), or other factors that cannot lawfully be the basis for employment actions, unless there is a bona fide occupational qualification under applicable local, state, or federal law.

Affirmative Action

Affirmative Action is a positive program of purposeful activity undertaken with conviction and effort to overcome present effects and past practices, policies, and barriers to equal employment opportunity. Affirmative action plans and programs are designed to achieve the full and fair participation of all protected class members found to be underutilized in the workforce or adversely affected by past policies and practice.

The Board of Regent’s commitment to affirmative action requires that the System Office and each College and University within the Connecticut State Colleges and Universities System make good faith efforts that may be necessary in all aspects of personnel administration to ensure that the recruitment and hiring of underrepresented individuals reflect their availability in the job market; that the causes of underutilization are identified and eliminated; that alternative approaches are explored when personnel practices have a negative impact on protected classes; and, that the terms and conditions, and privileges of employment, including upward and lateral mobility, are equitably administered.

The Board recognizes the employment difficulties experienced by individuals with disabilities and by many older people. Therefore, the Board will take necessary steps to identify and overcome areas of underutilization of such people in the workforce and to achieve their full participation in all System programs, processes, and services.

The Board of Regents is committed to ensuring that all Connecticut State Colleges and Universities services and programs are provided in a fair and impartial manner and thus has established affirmative action and equal employment opportunity as immediate and necessary system-wide objectives.

Each College and University and the System Office prepares an annual Affirmative Action Plan. The Affirmative Action Plans must comply with Connecticut law and regulations, provide a detailed, results-oriented set of procedures that blueprints a strategy to combat discrimination and implement equal employment opportunity and affirmative action goals. The objective of the Affirmative Action Plans is to set quantitative and non-quantitative goals, that promote affirmative action and/or eliminate any policy or employment practice that adversely affects protected class members.

Complete versions of the Affirmative Action Plans for each College and University within the Connecticut State Colleges and Universities System, and the Affirmative Action Plan for the System Office can be found online at: <https://www.ct.edu/hr/nondiscrimination>.

The Board of Regent’s policies and procedures against discrimination and harassment are included in the Affirmative Action Plans along with complaint procedures. Faculty, employees, students and other individuals participating in or attempting to participate in the CSCU’s education programs or activities may file complaints of discrimination, harassment, retaliation or alleged violations of this Policy may do so by contacting:

Lori Lamb, Interim Assistant Vice Chancellor for HR & Labor Relations
Phone: 860-723-0250
Address: 61 Woodland St., Hartford, CT 06105

Faculty, employees, students and others shall not be subjected to harassment, intimidation or any type of retaliation because they have (1) filed a complaint; (2) assisted or participated in an investigation, compliance review, hearing or any other activity related to the administration of any

CSCU Board of Regents

federal, state or local law requiring equal employment opportunity; (3) opposed any act or practice made unlawful by any federal, state or local law requiring equal opportunity; (4) exercised any other legal right protected by federal state or local law requiring equal opportunity.

Accountability

The Board of Regents hereby commits to ensure that Connecticut State Colleges and Universities make every effort to implement effective Affirmative Action Plans within timetables set forth in such Plans. The Board of Regents fully expects the CSCU executive and supervisory staff to treat compliance with Federal and State of Connecticut affirmative action statutes as a top priority and take positive steps to ensure the successful implementation of the policies, procedures and objectives of affirmative action and equal opportunity throughout Connecticut State Colleges and Universities, including the System Office.

In issuing this **Affirmative Action and Equal Employment Opportunity Policy Statement**, the Board of Regents reiterates the need for affirmative action and equal opportunity and attests to the Connecticut State Colleges and Universities' determination to identify strengths and weaknesses throughout our employment system, resolve problems when they appear, recruit employees vigorously and affirmatively, and retain current employees while also helping them prepare for advancement.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Implementation of CSCU Policies related to New Title IX Regulations

- Interim Discriminatory Harassment, Nondiscrimination, and Title IX Policy
- Affirmative Action and Equal Employment Opportunity Policy Statement

July 31, 2024

WHEREAS, the Board of Regents ("Board of Regents") and Connecticut State Colleges and Universities ("CSCU") are committed to creating a learning environment and academic community that promotes educational opportunities for all individuals; and

WHEREAS, The Board of Regents and Connecticut State Colleges and Universities are committed to leading, by example, in the areas of equal employment opportunity and affirmative action, and affirmatively seek to attract to its faculty, staff, and student body qualified persons of diverse backgrounds; and

WHEREAS, The Affirmative Action and Equal Employment Opportunity Policy Statement has been updated to comply with federal and state laws and regulations regarding types of protected classes, and includes other technical revisions; and

WHEREAS, The United States Department of Education promulgated regulations under Title IX of the Education Amendments of 1972 ("Title IX") and set forth certain specific requirements, which become effective on August 1, 2024; and

WHEREAS, The 2024 Title IX regulations have created an opportunity to realign and update CSCU Discriminatory Harassment, Nondiscrimination Title IX-related policies and procedures, and move to a unified policy to create one common community standard expectation for all members of the CSCU; and

WHEREAS, As there are numerous legal challenges underway in several states, other than Connecticut, that may affect the implementation of some or all the new Title IX regulations; and additional consultation with internal CSCU stakeholders is required to complete developing the related System-wide procedures to support the policies, with appropriate flexibility to accommodate the needs/staffing on specific campuses, it is advisable to title the Discriminatory Harassment, Nondiscrimination, and Title IX Policy as "Interim"; and

RESOLVED, that the Board of Regents approve the proposed revision to the “Affirmative Action and Equal Employment Opportunity Policy Statement” (BOR Policy 4-05); and be it further

RESOLVED, that the Board of Regents rescind the current Title IX Policy Statement (BOR Policy 4-11 dated 7-29-2020) and the current “Sexual Misconduct Reporting, Supporting Measures and Processes” Policy (BOR Policy 5-02 dated 7-29-2020) and adopt in their place the new Interim Discriminatory Harassment, Nondiscrimination, and Title IX Policy effective August 1, 2024.

STAFF REPORT

Human Resources Committee

ITEM

Recommendation to adopt the Interim Discriminatory Harassment, Nondiscrimination, and Title IX Policy and adopt the update to Affirmative Action and Equal Employment Opportunity Policy Statement.

BACKGROUND

The policy work before results from a convergence of issues that compel a comprehensive overhaul of policies dealing with Title IX, discriminatory harassment, nondiscrimination, and retaliation. The factors at play include:

- 1) The current CSCU policies have long needed updating to better comply with state and federal regulations and clarify and streamline policies and procedures for everyone involved.

CSCU staff have consistently expressed confusion and frustration with existing CSCU policies and procedures related to Title IX, non-discrimination, and Affirmative Action. In addition, there is confusion and conflicting information in the existing CSCU Title IX policy and the CSCU Student Code of Conduct. Currently, the CSCU System’s Title IX policies comprise a patchwork across several Board policies, the Student Conduct Code, and employee policies. These policies have long needed revision to better support the commitment of the CSCU to provide an educational and employment environment that is free from discrimination and/or harassment based on protected characteristics, and/or retaliation. Ease of use helps not only students, faculty, and staff (and their advisors/supporters), but also those who must implement the policies and procedures on the individual campuses and in the System Office.

- 2) There has been a lack of clarity in policies and a lack of clear direction specifically around discriminatory harassment, nondiscrimination and retaliation.

CSCU current patchwork of policies does not adequately address harassment and/or discrimination and/or retaliation based on all protected characteristics beyond sex as is required under various federal and state laws. As such, this is an opportune time for CSCU to address the lack of clarity around these issues at the system-level and move to a unified policy to create one common community standard for all members of the CSCU.

- 3) On April 19, 2024, the U.S. Department of Education promulgated new Title IX regulations that take effect on August 1, 2024, and supersede prior regulations.

CSCU is now required to adjust policies and procedures related to Title IX to comply with these new regulations.

- 4) There was a committee convened by the previous Provost to review and update the Student Conduct Code.

The details of this work are being processed through the Academic and Student Affairs Committee. However, references to Title IX are being removed to eliminate confusion.

The following summary chart may help provide clarity regarding the various policy revisions underway:

Current BOR Policy	Updated/New BOR Policy	BOR Committee
Affirmative Action BOR Policy 4-05	Reviewed and updated language	Human Resources July 17, 2024
Title IX BOR Policy 4-11 (recommended for recission)	New Interim Connecticut State Colleges and Universities Discriminatory Harassment, Nondiscrimination, and Title IX Policy	Human Resources July 17, 2024
Sexual Misconduct Reporting, Supporting Measures and Processes BOR Policy 5-02 (recommended for recission)		
Student Code of Conduct BOR Policy 2-01	Interim Student Code of Conduct is revised to update the preamble, definitions and prohibited conduct sections, which includes additional language to address protests on campuses; removes self-harm language; and removes Title IX and sexual misconduct components.	Academic & Student Affairs July 18, 2024

It is important to note that there are numerous legal challenges underway in other states that may affect the implementation of some or all the new Title IX regulations. Despite these potential legal challenges, it is our recommendation to proceed given that our current existing policies are not truly adequate to support the work in these key areas, and that we do not even have a system level policy related to non-discrimination. These policy changes are necessary – now – to improve our support and services in these key areas.

Should the Board adopt these policies, we plan to continue our work, in particular, on the Interim Discriminatory Harassment, Nondiscrimination and Title IX Policy. We are already beginning the process of developing system wide procedures to support the policies, with appropriate flexibility to accommodate the needs/staffing on specific campuses. We will continue consulting with relevant stakeholders on the policies and impacts thereof. We will adjust, as necessary, to any legal decisions that may be forthcoming. Most importantly, we will be working on efforts to train all employees on the new policies and regulations as required by the U.S. Department of Education.

ANALYSIS

The analysis centers on the key changes/updates/additions to the policies in question:

Summary of Major Changes Related to the Affirmative Action and Equal Employment Opportunity Policy Statement

- The Affirmative Action and Equal Employment Opportunity Policy Statement has been updated to comply with federal and state laws and regulations regarding types of protected classes.
- The policy has been reformatted for reading clarity.
- Typos were corrected.
- Contact information has been updated (and will need to be updated again in the near future).

Summary of Major Changes Related to Interim Discriminatory Harassment, Nondiscrimination, and Title IX Policy

The draft Interim Discriminatory Harassment, Nondiscrimination, and Title IX Policy addresses the following changes required to move CSCU from the 2020 Title IX regulations to the 2024 Title IX regulations, while retaining compliance with other federal laws (such as the Clery Act and VAWA) as well as state laws:

- **Expanded Definitions and Jurisdiction:** The 2024 Title IX regulations provide full protection from sex-based harassment and discrimination. The 2024 regulations expand the definitions of sex discrimination and sex-based harassment while also expanding Title IX jurisdiction. The 2024 amendments clarify the definition of sex-based harassment and the scope of sex discrimination to prohibit discrimination based on sex stereotypes, sex characteristics, pregnancy or related conditions, sexual orientation, and gender identity. Another major change in the 2024 regulations is that it defines “sex-based harassment” as a form of sex discrimination that include sexual harassment and harassment based on sex stereotypes, sex characteristics, pregnancy or related conditions, sexual orientation, or gender identity, that is quid pro quo harassment, hostile environment harassment, or one of four specific offenses of forms of interpersonal violence referenced in the Jeanne Clery Disclosure of Campus Security Policy and Campus Crimes Statistics Act (“Clery Act”) as amended by the Violence Against Women Reauthorization Act of 2013. The 2024 regulations also require specific grievance procedures for allegations of sex/gender discrimination and retaliation to bring alignment and parity with grievance procedures used to resolve allegations of sexual harassment.
- **Sexual Orientation and Gender Identity:** The 2024 regulations now explicitly recognize that discrimination against LGBTQI+ students, employees, and others based on sexual orientation and gender identity are forms of discrimination under Title IX, bringing federal law into alignment with existing requirements under state law. The rule prohibits discrimination and harassment based on sexual orientation, gender identity, and sex characteristics in federally funded education programs. Note that the 2024 Title IX regulations do not address protections for transgender students in athletics. Instead, the

U.S. Department of Education indicates that the regulatory process for Title IX regulations related to athletics is still ongoing.

- *Pregnant and Parenting Students*: Although CSCU has policies protecting employees regarding pregnancy or related conditions, the 2024 Title IX regulations reemphasize that discrimination based on pregnancy or related conditions, including pregnant students and/or student or employee applicants, violates Title IX.
- *Evidentiary Standard of Proof*: The evidentiary standard of proof will be the preponderance of the evidence for determining whether a policy violation occurred. The preponderance of the evidence is currently the standard of proof in the BOR/CSCU Policy Regarding Sexual Misconduct Reporting, Supportive Measures and Process Policy and Title IX Grievance Procedures. Consistent with the 2024 Title IX regulations and Connecticut state law, the proposed Equal Opportunity, Harassment, and Nondiscrimination Policy ensures that all comparable proceedings equally apply the same evidentiary standard of proof in adjudicating a complaint.
- *Reporting Requirements*: All CSCU employees (including student-employees), other than those deemed Confidential Employees, are now expected to promptly report all known details of actual or suspected discrimination, harassment, and/or retaliation to the Title IX/Equity Coordinator and provide contact information for the Title IX/Equity Coordinator to affected individuals within the CSCU community.
- *Supportive Measures*: CSCU is permitted to provide supportive measures to a complainant or a respondent affected by conduct that may constitute sex discrimination, including sexual violence and other forms of sex-based harassment as long as such supportive measures are not unreasonably burdensome, are not provided for punitive or disciplinary reasons, and are designed to protect the safety of the parties or CSCU's educational environment or to provide support during the grievance procedures or during an informal resolution process.

The proposed Interim Discriminatory Harassment, Nondiscrimination, and Title IX Policy allows CSCU to have a commonly understood single standard prohibiting discrimination and/or harassment based on all protected characteristics. This will confer the following benefits:

- Prevent the "patchwork approach" of confusing, overlapping, out-of-date, and vague policies that could apply to faculty, staff, and/or students.
- Better manage risk with a consistent approach across all allegations of harassment and/or discrimination, so that CSCU institutions do not treat allegations of one kind of discrimination differently than other kinds of discrimination. Additionally, issues of

intersectionality of identity are increasingly present in this work (i.e., an individual who alleges discrimination based on more than one protected characteristic).

- Ease-of-use by practitioners across the CSCU system; consistently following policies and procedures is a key risk management issue and having a common policy and procedural framework for all to follow will enhance this goal.
- Transparency for the CSCU community regarding community standards and ease of training for faculty, staff, and students.

The 2024 Title IX regulations provide for much more flexibility regarding procedures, notably no longer requiring live hearings with advisor-led cross examination. Therefore, CSCU now can bring coherence to the procedures that CSCU institutions utilize to respond to reports and allegations of discrimination and/or harassment all with the common goal to stop the harassment/discrimination, prevent its recurrence, and remedy the effects of the harassment/discrimination. Under the supervision of Kim Pacelli as Interim Title IX Coordinator, and with legal guidance from the Office of General Counsel, CSCU practitioners are continuing to refine elements of a common procedural framework that will include:

- Clarity and ease of training for faculty and staff about their reporting responsibilities and when and where to report.
- Clarity and consistency regarding prompt follow-up following a report or disclosure, including ease conducting proper outreach and intake, clear communication to reporting individuals about resolution processes and options, ability to take quick emergency action when needed, and ease of providing immediate supportive measures, where appropriate.
- Adherence to key due process procedural requirements for formal resolution procedures under federal and state laws, as well as consistent with grievance procedures under collective bargaining agreements. Features will include:
 - Equitable treatment of complainants and respondents.
 - Conflict-of-interest and bias-free Title IX Coordinators, investigators, and decisionmakers.
 - Reasonably prompt timeframes for all major stages of the resolution process.
 - Presumption that a Respondent is not responsible until a determination is made.
 - Well-trained investigators, with flexibility to assign investigators as appropriate to address differences in institutional practices, structures, and resources.
 - Clarity regarding decision making, including ensuring that determinations regarding policy violations are made by well-trained individuals, and ensuring fidelity to existing requirements regarding sanctioning and remedies (when needed).
 - Reasonable steps to protect privacy of parties and witnesses during the grievance procedures

- Objective evaluation of relevant evidence and the exclusion of impermissible evidence.
 - Written notice of allegations to the parties and written determinations at the conclusion of the resolution process.
 - Burden on the recipient to gather evidence and decide what is relevant or impermissible.
 - Equal opportunity for the parties to present fact witnesses and other evidence.
 - Equal opportunity for the parties to access the relevant and not otherwise impermissible evidence and a reasonable opportunity to respond.
 - Access to advisors.
 - An appeal process.
- The procedural framework will also include hallmark elements that balance CSCU's ability to ensure that its program and activities are free from discrimination while respecting Complainant autonomy. These elements include:
 - Training for mandated reporters to ensure reports are vetted by Title IX/Equity Coordinators who can determine appropriate next steps that balance the need for autonomy against the safety concerns/concern for the community at-large.
 - Inclusion of a small subset of employees who are available to provide confidential assistance.
 - Enhanced features for privacy and confidentiality.
 - Reduced hurdles to informal resolution measures when appropriate and desired. Continued requirement that in cases that implicate patterns of behavior, safety concerns, minors, and more widespread impact, the institution may need to move forward with a formal grievance procedure.

Summary of Major Changes Related to the Student Code of Conduct

Changes to the Student Code of Conduct are being handled through the Academic and Student Affairs Committee.

Attachments:

- Proposed updates to the Affirmative Action and Equal Employment Opportunity Policy Statement
- Proposed Interim Discriminatory Harassment, Nondiscrimination, and Title IX Policy

RECOMMENDATION

Based on the above, staff recommends the following:

1. Adopt the Affirmative Action Policy Statement – revise BOR 4.05
2. Rescind the Board of Regents' Title IX Policy – BOR 4.02
3. Rescind the Board of Regents' Sexual Misconduct Policy – 5.02
4. Adopt new Interim Discriminatory Harassment, Nondiscrimination, and Title IX Policy

Americans With Disabilities Act (ADA) Statement

Last updated: August 18, 2022

Western Connecticut State University (“WCSU” or “University”) does not discriminate on the basis of disability in the administration of, or access to, its programs, services or activities. Under this policy, a person with a disability is defined as *“a person who has a physical or mental impairment that substantially limits one or more major life activities, has a record of such an impairment, or is regarded as having an impairment.”*

The following below listed individual(s) are designated to coordinate the university’s compliance with the non-discrimination requirements of Section 35.1067 of the Department of Justice regulations:

Submitting requests for reasonable accommodation for medical/religious circumstances to:

Office of Diversity and Equity
Western Connecticut State University
Old Main, Room 302

181 White Street
Danbury, Connecticut 06810

Telephone: (203) 837-8444

Email: ode@wcsu.edu

Obtain a copy of your job description, please submit your request to:

Human Resources Department

Western Connecticut State University
University Hall, 1st Floor

181 White Street
Danbury, Connecticut 06810

Telephone: (203) 837-8678

Should you wish to notify either my office or the above-referenced offices of barriers that may exist in equal access to any program, service, or activity offered by Western Connecticut State University or to obtain information regarding the provisions of the Americans with Disabilities Act and your rights, you are highly encouraged to contact the ADA Compliance Coordinator listed. If you feel that you need a reasonable accommodation as a result of your disability to allow you to perform the essential functions of your position, please review the below procedures and forms for requesting a reasonable accommodation (“RA”).

Paul Beran, Ph.D., Interim President

Available Form(s):

University Request for Reasonable Accommodation for Medical (or Religious) Circumstances

Section 46a-68-79
Internal Communication

Internal Communication

Under Section 46a68-79 and 79(a) of the Affirmative Action Regulations of Connecticut State Agencies, Western Connecticut State University (“WCSU” or “University”) Policy Statement and a summary of the objectives of the University’s Affirmative Action Plan (“Plan”) are published and distributed each year on campus. Copies of the policy statement and objectives are available in the Office of Diversity and Equity as well as being included in the CSCU online employee training portals as well as the orientation materials given to all employees. These materials are also posted on the University’s webpage for the Office of Diversity and Equity at www.wcsu.edu/diversity. The Affirmative Action Policy Statement continues to be included in University catalogues and this described practice will continue.

- (a) WCSU has adopted the practice of annually distributing the Policy Statement and a summary of objectives of the Plan. The method of dissemination is by electronic mail (e-mail) to the campus community at the start of the Spring Semester has been established as the annual distribution period. The Chief Diversity, Equity & Inclusion Officer is responsible for coordinating this process with the appropriate persons and ensuring that distribution takes place. Additionally, the Chief Diversity, Equity & Inclusion Officer prepares an “Executive Summary” of the Affirmative Action Plan.

The Chief Diversity, Equity & Inclusion Officer is a member of the President’s Cabinet. The Cabinet is regularly informed on affirmative action recruiting, hiring, and promotional efforts, as well as recent developments in legal aspects of affirmative action, compliance with the American with Disabilities Act, and new developments in sexual harassment law under Title IX of the Educational Amendment Act. The Chief Diversity, Equity & Inclusion Officer meets with the Vice Presidents, Deans, Directors, and Department Heads/Chairs to discuss the goals of affirmative action, including strategies for recruitment. Additionally, the Chief Diversity, Equity & Inclusion Officer meets with every University search committee to discuss recruitment and hiring strategies to ensure that affirmative action goals are met. The Chief Diversity, Equity & Inclusion Officer also serves as a resource for all search committees.

All search committee members are issued copies of the electronic search materials and training to address the respective campus searches in management/confidential, faculty, administrative/clerical, service maintenance and/or protective services. The University search materials and training detail the roles and responsibilities of search committee participants when conducting an affirmative action search. In the meantime, the University will continue to utilize the available brochure (attached) named “A Guide for Search Committees” available as a point of reference until the search manual is completed and finalized.

- (b) It is University current (and continued) practice to have the Chief Diversity, Equity & Inclusion Officer maintain copies of all affirmative action related internal communication as well as comments received and noted date such statements were received. The University's Plan shall include a summary of all comments from employees concerning the Plan and note any responses related thereto.

During the review period, the University received *no comments* on the Plan.

The University has engaged in other employment and diversity initiatives. The Office of Diversity and Equity will continuously maintain a library of learning materials (i.e., books, training videos, publications/journals and pamphlets) available to all managers and employees for review.

- (c) The University is in compliance with various training requirements. Training is ongoing and is up to date. Employees regularly receive various forms of university training (see attached documentation), including diversity training. Employees are scheduled for diversity training within (or up to) one year of their hire date. Additionally, information related to the University's Policy on Sexual Misconduct Reporting (sexual harassment) and other non-discrimination policies are distributed to all employees and student groups in the form of posters and brochures. Information related to the Americans with Disabilities Act was also distributed. All University policies related to non-discrimination and sexual harassment (Title IX) provisions are posted as a visibly standard 11x17 poster (see attached documentation) as well as on the University's website at: <http://www.wcsu.edu/diversity/policies-procedures/>.

Cultural diversity training and sexual harassment (Title IX) training are ongoing by hosting bi-annual workshops during the year, and by including diversity training as one component of new faculty and new staff orientation workshops. In accordance with the sexual harassment training and posting requirements, training was also conducted for all new supervisory employees within six months of their assumption of a supervisory position. Supervisors received the three (3) hours of mandatory (online or in-person) training session.

During the reporting period, the following faculty and staff were trained:

Training Title	Total Number of Faculty	Total Number of Staff	Faculty/Staff Training Totals	Gender/Ethnic Breakdown							
				WM	WF	BM	BF	HM	HF	OM	OF
CSCU DEI Administrator In-Person Training (at WCSU)	N/A	21	20								
Cultural Diversity Training and Sexual Harassment (Title IX) Online and In-Person training sessions	107	88	195								
NeoGov Sexual Harassment Online Training	58	52	110								
Ethnic/Gender Training Totals:											

(d) In accordance with the Affirmative Action Regulations, it is established that all internal communications pertaining to the Plan, contain a written (and electronic notice by email) to employees on their have the right to review and comment on the Plan during the review period. Every year from January 1st to March 31st is the established time frame for employees to review and comment on the Plan.

On March 13, 2024, an emailed correspondence was sent to all WCSU employees (see attached) to inform each person of their right to review and comment on the Plan during the Plan’s review period and that all comments should be addressed to:

Mr. Fred Cratty
 Chief Human Resources Officer
 Western Connecticut State University
 Middtown Campus, University Hall, Room 102
 181 White St., Danbury, Connecticut 06810
 Telephone: (203) 837-8665
 Email: crattyf@wcsu.edu

In accordance with this practice, after notification from the Commission on Human Rights and Opportunities of the disposition of this Plan, a written (and email) notice is sent to all employees informing them of their right to a reasonable period of review and comment on the Plan.

WCSU employees also have access to the newly revised Office of Diversity and Equity webpage at www.wcsu.edu/diversity, which included access to an electronic copy of the filed 2023 Plan.

From: [Fred Cratty](#)
To: [Fred Cratty](#)
Cc: [Fred Cratty](#)
Subject: WCSU Affirmative Action Plan
Date: Monday, July 15, 2024 9:16:40 PM
Attachments: [image.png](#)
[Outlook-cqms23tt.png](#)

From: Office of Diversity and Equity <ode@wcsu.edu>
Sent: Wednesday, March 13, 2024 10:49 AM
To: users-aca <users-aca@wcsu.edu>; users-adm <users-adm@wcsu.edu>
Subject: WCSU Affirmative Action Plan



From the Office of Diversity, Equity & Inclusion

Hello,

In accordance with the Connecticut Commission on Human Rights and Opportunities (“CHRO”) Affirmative Action Regulations, it is established that all internal communications pertaining to the WCSU Affirmative Action Plan, contain a notice to the university community on their right to review and comment on the Plan during the review period.

From January 1st to March 31st is when an individual can review and comment on the Plan. You can view the 2023 Affirmative Action Plan at the following website: www.wcsu.edu/diversity/affirmative-action-plans/. Please send any comments, via email to:

Mr. Fred Cratty

Chief Human Resources Officer

Email: crattyf@wcsu.edu

In accordance with this practice, after notifications from the Commission on Human Rights and Opportunities of the disposition of this Plan, a written notice will be sent to all employees (on or after January 31, 2023) informing them of their electronic accessibility to the filed 2023 Affirmative Action Plan.

Thank you,

OFFICE OF DIVERSITY, EQUITY & INCLUSION

Western Connecticut State University

181 White Street, Danbury, Connecticut 06810

Phone: (203) 837-8444 | **Fax:** (203) 837-8530

Website: <https://www.wcsu.edu/diversity/>

Title IX Complaint Form: [Click Here](#)

Discrimination Complaint Form: [Click Here](#)

To Report a Crime or other Incident directly to the Police [Click Here](#)



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2023 EXECUTIVE SUMMARY OF THE AFFIRMATIVE ACTION PLAN

April 1, 2022 to March 31, 2023



Final Submitted on: June 9, 2023
Office of Diversity and Equity/Pride Center
181 White Street
Midtown Campus, University Hall, 2nd Fl. Suite
Danbury, Connecticut 06810
Report contact: Mrs. Jesenia Minier, DPA, MPA, Chief Diversity Officer/ADA and Title IX Coordinator

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ABSTRACT

Western Connecticut State University (“WCSU” or “University”) Affirmative Action Plan for Employment (“AAP” or “the Plan”) is a comprehensive, results-oriented set of procedures and programs that details the University’s strategy to eliminate discrimination; setting forth a good faith effort to attain hiring, promotional and programmatic goals; and to achieve equal opportunity for the university community.

INTRODUCTION

The University’s Office of Diversity and Equity (“ODE”) has completed the Plan per Connecticut General Statute (CGS) §46a-68 and §46a-68-75 to 46a-68-114, are inclusive. The Plan is a comprehensive, results-oriented set of procedures and programs that articulate the university’s strategy to address discrimination, put forth good faith efforts to reach hiring goals and achieve equal employment opportunity.

The Plan’s objectives are to:

1. Establish hiring, promotional, and program goals that promote affirmative action;
2. Illustrate the University’s efforts to achieve a work force that is properly balanced and fully representational of the relevant labor market areas;
3. Quantitatively and qualitatively measure the University’s degree of success in accomplishing hiring, promotion, and program goals; and
4. Examine and eliminate policy or employment practice that adversely affect protected classes.

The Plan is submitted annually for review and approval by the Connecticut Commission on Human Rights and Opportunities (“CHRO”). Within the 90-day review, CHRO evaluates the Plan to ensure that it contains all of the sixteen (16) required elements and meets the following standard(s) of review:

1. The work force, considered as a whole and by occupational category, is in parity with the relevant labor market area; or
2. The agency has met all or substantially all of its hiring, promotional and program goals; or
3. The agency has demonstrated every good faith effort to achieve such goals and despite if these reports has been unable to do so; and
4. The agency has substantially addressed deficiencies noted by the Commission in prior Plan reviews in accordance with Section 46a-68-10.

The University’s history of approvals has been based on CHRO’s acceptance that the University demonstrated every good faith effort to meet goals, rather than goal achievement. Connecticut General Statutes §46a-68-75 (v) defines good faith effort as:

... that degree of care and diligence which a reasonable person would exercise in the performance of legal duties and obligations. At a minimum, it includes all those efforts reasonably necessary to achieve full compliance with the law. Further, it includes additional or substituted efforts when initial endeavors will not meet statutory or regulatory requirements. Finally, it includes documentary evidence of all actions undertaken to achieve compliance, especially where requirements have not or will not be achieved within the reporting period established pursuant to section 46a-68-92 of the Regulations of Connecticut State Agencies.

The 2023 Plan was *Approved* by CHRO on October 12, 2022, based on a confirmed review by Neeva Vigezzi (“Ms. Vigezzi”) with one noted recommendation to include MBE/SBE charts in Section C, Element 3: External Communication & Recruitment Strategies, under §46a-68-80. Ms. Vigezzi’s recommendation in the Plan evaluation has been addressed in the 2023 Plan.

WCSU WORKFORCE

The executive summary is intended to assist the University’s ongoing efforts to diversify its workforce. The executive report has detailed demographic information organized by race and gender about the WCSU workforce, new hires, applicants and recruitment efforts. This 2023 update provides similar data and analyses as presented in past years, in a summarized format. The report includes the current faculty and staff workforce, 2022-2023 new employee hires, in-residence faculty promotions, applicant pool/historical hiring data. The data includes demographic information organized by race and gender. The demographic profiles are obtained through voluntary self-identification by employees and applicants. The data specific to applicants and hiring reflects the time period of April 1, 2022 to March 31, 2023. The information in this report is compiled by ODE also utilizing data from State of Connecticut Department of Administrative Services (“DAS”) CORE-CT Data System.

Definitions

- **Faculty:** Assistant, Associate and Full Professors. Clinical faculty are included for the Schools of Professional Studies and Arts and Sciences. Adjunct faculty, (Part-time), Lecturer and Instructor positions are not included.
- **Staff:** Management/Confidential Employees, State University Organization of Administrative Faculty (“SUOAF”), and Classified staff, which includes Secretarial/Clerical, Service/ Maintenance, Technical/Paraprofessional, Skilled Craft Worker and Protective Service employees. Part-Time Staff, University/Research assistant and Graduate Assistants are not included.
- **Workforce:** Totals of existing/retained faculty or staff (as defined above) evaluated within the 12-month period of April 1, 2022 to March 31, 2023.
- **New Hires:** Total of new faculty or staff (as defined above) hired within the 12-month period of April 1, 2022 to March 31, 2023.

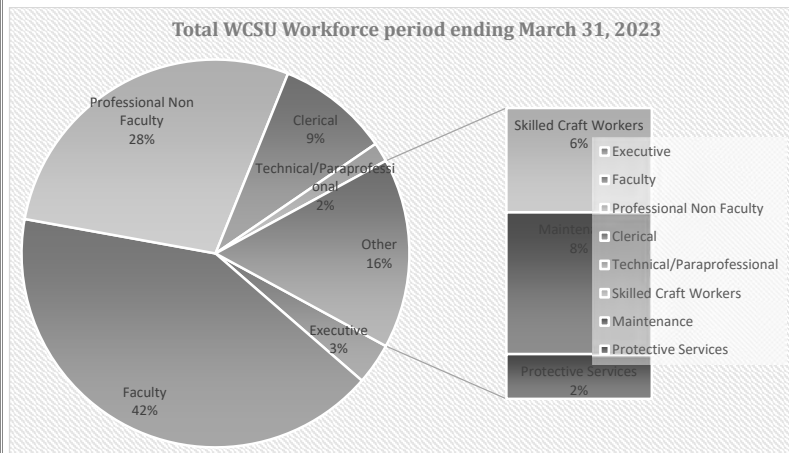
Race and Ethnicity Definitions¹*

- **White (Not of Hispanic Origin):** People with origins to Europe, North Africa, or the Middle East.
- **Black (Not of Hispanic Origin):** People with origins or in any racial groups of Africa.
- **Hispanic or Latino:** People with origins to Puerto Rican or Mexico, or people of Cuban, Central/ South American or other Spanish culture or origin, regardless of race.
- **Asian:** People with origin groups to Asia/Pacific Islands; Asian (all people having origins in any of the original peoples of China, Japan, Korea, Eastern/Southeast Asia, Indian subcontinent (including Pakistan) or Pacific Islands, including the Philippines).

¹ Introduction to Race and Ethnic (Hispanic Origin) Data for the Census 2000 Special EEO File. United States Equal Employment Opportunity Commission. (2012, May 18). Retrieved on July 14, 2022, from <https://www.eeoc.gov/statistics/introduction-race-and-ethnic-hispanic-origin-data-census-2000-special-eeo-file>

- **Native American:** Native American Indian or Alaskan Native (all people having origins in any of the original peoples of North America and who maintain cultural identification through tribal affiliation or community attachment). Note: Native American data is not included in applicant data due to the not statistically significant number of applicants self- identifying as Native American.
- **Two or More Races:** All persons identifying with 2 or more of the following races: White, Black, Hispanic, Asian, Native American.

Workforce Percentage(s)



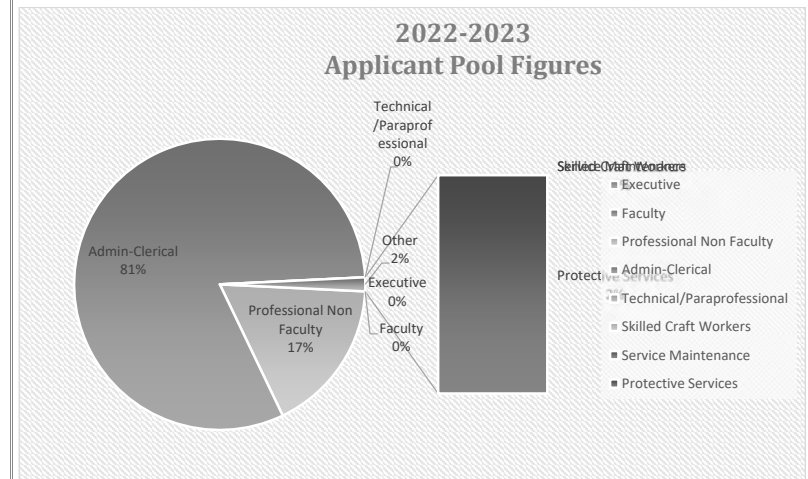
Of the combined WCSU workforce of **492**, the above noted diagram features:

- 55.0%** are Professional, Administrative and Service Staff
- 42.0%** are Professorate/Faculty titles
- 3.0%** are Executive/Management

Of the combined WCSU workforce of **492**, the ethnic/gender composition is:

Ethnic Composition	Gender Composition
73.3% White	52.4% Female
7.4% Black	47.6% Male
10.8% Hispanic	
8.6% Asian/Pacific Islander (Other)	

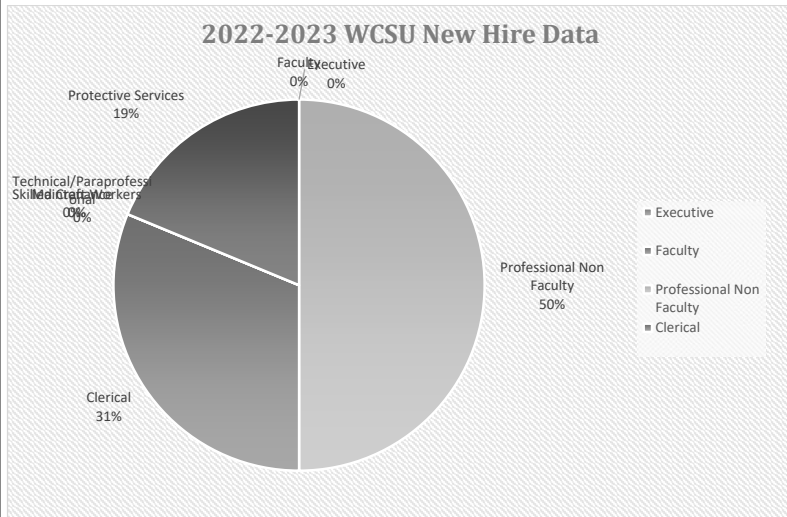
Applicants Figures for 2022-2023 Searches



There were **649 applicants for the total number of campus searches** from April 1, 2022 to March 31, 2023 with the following ethnic/gender composition:

Ethnic Composition	Gender Composition
35.7% White	74.4% Female
12.6% Black	25.6% Male
11.7% Hispanic	
39.9% Asian/Pacific Islander	

New Hires in 2022-2023



There were 16 new hires from April 1, 2022 to March 31, 2023 with the following ethnic/gender composition:

Ethnic Composition
68.8% White
12.5% Black
12.5% Hispanic
6.3% Asian/Pacific Islander

Gender Composition
75.0% Female
25.0% Male

GOAL ACHIEVEMENT

A hiring or promotional goal is set for each instance of underutilization of a race and/or gender group in any given job category. The utilization of race and/or gender groups is determined by comparing the representation of these groups in our workforce with the availability in the labor market. Underrepresentation in a specific race and/or gender group is based on the difference in percentages between the current workforce and the availability in the labor market. Hiring goals are then set based on the number of positions needed in order for the workforce to reach parity with the available population in the labor market. A promotional goal is set for each instance of underutilization of a race and/or gender group in any given job category. Promotional goals are set in lieu of or in addition to hiring goals, based on the historical pattern of fulfilling positions. This historical pattern is utilized when calculating the availability base for job categories. Because of the constantly changing labor market and University workforce, goals are updated annually.

Hiring Goals

For this reporting period, WCSU established and met three (3) hiring goals and acquired sixteen (16) new hires in total. Hiring occurred in the occupational categories of Executive/Administrative, Faculty (Professor, Associate Professor, Assistant Professor and Instructor Titles), Professional Non-Faculty (All titles), Clerical (All Titles), Skilled Craft Workers (All Titles), Maintenances (including Custodian) and Protective Services (All Titles). Since goal achievement cannot take place in categories where hiring did not occur, no goals attributable to the categories of Professor, Associate Professor and Technical/Paraprofessional EEO categories. These identified goals were not achievable, and therefore, no established goals were identified as achievable goals.

EEO Category	Hires	Goals	Goals Achieved	Percent of Goal Achievement
Executive/Admin	0	1 WM, 1 BF, 1 HM, 1 AAIAHNPI Male, 1 AAIAHNPI Female	0 goals achieved	N/A
Faculty (Professor)	0			
Faculty (Associate Prof.)	0			
Faculty (Assistant Prof.)	0	1 WF, 2 BM, 2 BF, 1 HM	0 goal achieved	N/A
Faculty (Instructors)	0	1 WM, 1 BM	0 goals achieved	N/A
Professional Non-Faculty	8	1 BM, 7 BF, 1 AAIAHNPI Female	3 goal achieved	5%
Secretarial/Clerical	5	5 WM, 3 BM, 2 HM, 2 HF, 1 AAIAHNPI Male	1 goal achieved	2%
Technical/Paraprofessional	0	1 BM, 1 HF	0 goals achieved	N/A
Skilled Craft Workers	0	1 BM, 5 HM	0 goals achieved	N/A
Service Maintenance	0	1 BM, 1 BF, 1 HM	0 goal achieved	N/A
Custodians	0	7 WM, 1 HF	0 goals achieved	N/A
Protective Service	3	1 BM, 1 BF, 1 HM	0 goal achieved	N/A
Total	16	57 goals established	4 goals achieved	7%

Of the sixteen (16) new hires that occurred during this reporting period, four (4) or seven (7%) met established reachable hiring goals. Additionally, in its commitment to diversify the University hired thirteen (13) members from underrepresented groups that did not meet established goals:

- Four (4) new hires identified as one (1) Black Male (**goal achievement**), one (1) Black Female (**goal achievement**), one (1) Hispanic Female and one (1) AAIANHNPI Female (**goal achievement**) from the Professional/Non-Faculty category;
- One (1) new hire identified as one (1) Hispanic Female (**goal achievement**) from the Secretarial/Clerical category; and

In all, one (1) out of the sixteen (16) new hires, or six (6%) percent, was not a goal candidate but a new hire from a historically underrepresented group(s).

For a full explanation of the new hires, please see §46a-68-90, Section M, Element 13: Goals Analysis.

Promotional Goals

For this reporting period, WCSU established and met five (5) promotional goal(s) as well as acquired the faculty (all titles) who were promoted. Promotions occurred in the occupational categories of Executive/Administrative and Faculty (Professor and Associate Professor titles. Since goal achievement cannot take place in categories where promotions did not occur, no goals attributable to the categories of Assistant Professor, Professional Non-Faculty, Technical/Paraprofessional, Secretarial-Clerical (all titles), Service/Maintenance and Skilled Craft Worker EEO categories. These identified goals were not achievable, and therefore, no established goals were identified as achievable goals.

EEO Category	Promotions	Goals	Goals Achieved	Percent of Goal Achievement
Executive				
Faculty (Professor)	5	8 WF, 1 BM, 2 BF, 10 AAIANHNPI Male and 3 AAIANHNPI Female	4 goals achieved	11%
Faculty (Associate Prof.)	5	8 WM, 1 HM, 3 HF	1 goal achieved	3%
Faculty (Assistant Prof.)				
Professional Non-Faculty				
Technical/Paraprofessional				
Secretarial-Clerical				
Skilled Craft Workers				
Service Maintenance				
Protective Service				
Total	10	36 goals established	5 goal achieved	14%

Of the ten (10) promotions that occurred during this reporting period, all met established reachable promotional goals. Additionally, in its commitment to diversify the University promoted four (4) members from underrepresented groups that did meet established goals:

- Three (3) promotions identified as three (3) AAIANHNPI Males (**goal achievements**) from the Professor category;
- Two (2) promotions identified as one (1) AAIANHNPI Male, one (1) AAIANHNPI Female from the Associate Professor category;

In all, two (2) out of the ten (10) promotions, or twenty (20%) percent were not candidates from historically underrepresented groups.

For a full explanation of the promotions, please see §46a-68-90, Section M, Element 13: Goals Analysis.

Hiring and Promotional Goals Summary

Based on §46a-68-40, Section H, Element 8: Utilization Analysis and Hiring and Promotional Goals, the University has **newly established** the following hiring and promotional goals for the period of April 1, 2022 through March 31, 2023.

EXECUTIVE/ADMINISTRATIVE

HIRING		PROMOTIONAL	
New Goal(s)	Ethnic/Gender Composition	New Goal(s)	Ethnic/Gender Composition
#1	1 White Male	#1	
#2	1 Black Female	#2	
#3	1 Hispanic Male	#3	
#4	1 AAIANHNPI Male	#4	
#5	1 AAIANHNPI Female	#5	
Total:	5 hiring goal(s)	Total:	0 promotional goal(s)

FACULTY - PROFESSOR

HIRING		PROMOTIONAL	
New Goal(s)	Ethnic/Gender Composition	New Goal(s)	Ethnic/Gender Composition
#1		#1	4 White Females
#2		#2	1 Black Male
#3		#3	2 Black Females
#4		#4	3 Hispanic Females
#5		#5	6 AAIANHNPI Males
Total:	0 hiring goal(s)	Total:	16 promotional goal(s)

FACULTY - ASSOCIATE PROFESSOR

HIRING		PROMOTIONAL	
New Goal(s)	Ethnic/Gender Composition	New Goal(s)	Ethnic/Gender Composition
#1		#1	5 White Males
#2		#2	4 White Females
#3		#3	2 Hispanic Females
		#4	
Total:	0 hiring goal(s)	Total:	11 promotional goal(s)

FACULTY - ASSISTANT PROFESSOR

HIRING		PROMOTIONAL	
New Goal(s)	Ethnic/Gender Composition	New Goal(s)	Ethnic/Gender Composition
#1	2 White Females	#1	
#2	2 Black Males	#2	
#3	3 Black Females	#3	
#4	1 Hispanic Male	#4	
#5		#5	
#6		#6	
Total:	8 hiring goal(s)	Total:	0 promotional goal(s)

FACULTY – INSTRUCTORS

HIRING		PROMOTIONAL	
<i>New Goals</i>	<i>Ethnic/Gender Composition</i>	<i>New Goals</i>	<i>Ethnic/Gender Composition</i>
#1		#1	
#2		#2	
Total:	0 hiring goals	Total:	0 promotional goal(s)

PROFESSIONAL NON-FACULTY

HIRING		PROMOTIONAL	
<i>New Goals</i>	<i>Ethnic/Gender Composition</i>	<i>New Goals</i>	<i>Ethnic/Gender Composition</i>
#1	12 White Males	#1	
#2	3 Black Females	#2	
#3	2 AAIAHNP I Females	#3	
#4	1 Two or More Races Male	#4	
#5	2 Two or More Races Females	#5	
#6		#6	
Total:	20 hiring goal(s)	Total:	0 promotional goal(s)

TECHNICAL/PARAPROFESSIONAL

HIRING		PROMOTIONAL	
<i>New Goals</i>	<i>Ethnic/Gender Composition</i>	<i>New Goals</i>	<i>Ethnic/Gender Composition</i>
#1	1 White Male	#1	
#2	1 Black Male	#2	
#3	1 Hispanic Male	#3	
#4	1 Hispanic Female	#4	
#5		#5	
Total:	4 hiring goal(s)	Total:	0 promotional goal(s)

SECRETARIAL/CLERICAL

HIRING		PROMOTIONAL	
<i>New Goals</i>	<i>Ethnic/Gender Composition</i>	<i>New Goals</i>	<i>Ethnic/Gender Composition</i>
#1	3 White Males	#1	
#2	1 Black Male	#2	
#3	1 Hispanic Male	#3	
#4	1 AAIAHNP I Male	#4	
#5	1 Two or More Races Female	#5	
#6		#6	
Total:	7 hiring goal(s)	Total:	0 promotional goal(s)

SKILLED CRAFT WORKERS

HIRING		PROMOTIONAL	
<i>New Goals</i>	<i>Ethnic/Gender Composition</i>	<i>New Goals</i>	<i>Ethnic/Gender Composition</i>
#1	5 Hispanic Males	#1	
#2	1 Two or More Races Male	#2	
#3		#3	
#4		#4	
Total:	7 hiring goal(s)	Total:	0 promotional goal(s)

SERVICE MAINTENANCE – ALL TITLES

HIRING		PROMOTIONAL	
<i>New Goal(s)</i>	<i>Ethnic/Gender Composition</i>	<i>New Goal(s)</i>	<i>Ethnic/Gender Composition</i>
#1	1 Black Male	#1	
#2	4 Hispanic Males	#2	
#3		#3	
Total:	5 hiring goal(s)	Total:	0 promotional goal(s)

SERVICE MAINTENANCE - CUSTODIANS

HIRING		PROMOTIONAL	
<i>New Goal(s)</i>	<i>Ethnic/Gender Composition</i>	<i>New Goal(s)</i>	<i>Ethnic/Gender Composition</i>
#1	7 White Males	#1	
#2	1 Hispanic Female	#2	
#3		#3	
Total:	8 hiring goal(s)	Total:	0 promotional goal(s)

PROTECTIVE SERVICES

HIRING		PROMOTIONAL	
<i>New Goal(s)</i>	<i>Ethnic/Gender Composition</i>	<i>New Goal(s)</i>	<i>Ethnic/Gender Composition</i>
#1	2 White Females	#1	
#2	1 Black Male	#2	
#3	1 Two or More Races Male	#3	
#4	1 Two or More Races Female	#4	
#5		#5	
Total:	5 hiring goal(s)	Total:	0 promotional goal(s)

PROGRAM GOALS: WHAT IS ACCOMPLISHED?

The University did not identify any employment policy or practice that adversely affects any minority group candidates, including physically disabled, older persons, or women. The University will, however, continue to take a critical look at its employment processes and if disparities occur, the University will initiate a goal to remove such impact and improve the processes. 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 will:

Recruitment and Equitable Search Process

The WCSU Office of Diversity and Equity (“ODE”) to develop and implement pipeline initiatives with a new institutional membership to the National Association of Colleges and Employers (“NACE”): <https://www.naceweb.org/> and a virtual institutional membership with www.RippleMatch.com: <https://f.hubspotusercontent20.net/hubfs/8139278/RippleMatch%20Guide%20To%20Recruiting%20at%20HBCUs.pdf>.

These new initiatives are in an effort to extend and diversify outreach of potential graduate and doctoral students at HBCU’s and HSI’s. The pipeline initiatives will include a communication package to twenty (20) HBCU and HSI institutions to heightened efforts to intentionally draw from the broad national network to fill existing faculty and administrative positions with emerging, graduating undergraduate and graduate students. Beginning in September 2023, the Chief Diversity Equity and Inclusion Officer will oversee the management of the new initiative and communication package to introduce the effort and build the contact network. There are developments in this proposal with the collaborative discussions with NACE.

Completion Date: March 31, 2024

Responsible Person(s): AAUP and SUOAF union representatives, Chief Human Resource Officer and Chief Diversity Equity and Inclusion Officer

Promotion of Equal Opportunity and Harassment-Free Workplace

Staff/Faculty Training needed:

The WCSU Office of Diversity and Equity (“ODE”) will continue to provide (in-person and virtual) training focused specifically on implicit bias in the workplace and offer it, as part of the Cultural Diversity Training, on an annual basis. All WCSU employees will be invited to attend, but supervisors, administrators and department chairpersons will be targeted. ODE, along with members of the Division(s) of Academic and Student Affairs and Human Resource Department, will work together to provide comprehensive training programs for all WCSU employees, graduate and undergraduates student employees.

Completion Date: January 1, 2024

Responsible Person(s): Provost, Vice President for the Division of Student Affairs, Vice President for the Division of Student Affairs, Members of the Campus Response and Resource (“CaRRT”), Members of the WCSU Diversity Council, Chief Diversity Equity and Inclusion Officer, Chief Human Resource Officer and Identified members of the Division of Student Affairs



To the WCSU Community,

Promoting diversity and inclusion is a key component of our healthy and productive workplace culture. Our newest effort to nurture this campus culture is the introduction of the WCSU Gender Identity and Pronoun Education/Awareness Initiative. This initiative is focused on educating students and staff around how we can support trans, non-binary and gender non-conforming members of our community by implementing simple changes in how we use pronouns in the classroom and workplace.

The work of creating truly inclusive environments takes time and a wholesale commitment to changing culture. This is not about convening a committee or running a short-term campaign. Rather, it's about taking serious steps to understand the everyday experiences of all members of the WCSU community. When we can make WCSU more inclusive, we make it more relevant, more attractive to current and prospective students and employees, and ultimately a more effective higher educational institution. *Why is this initiative focusing on pronouns?*

You probably use the gendered pronouns "he" or "she" when speaking about other people. However, it's important to consider that the terms you use are likely assumptions. We are hardwired to make quick assessments to form the most basic of conversations. An example of this would be: a person's clothing, length of hair, jewelry, and so on... might dictate if we say, "Have a nice day Mam" or "Have a nice day Sir". We can't always determine peoples' gender pronouns by their outward appearance or Gender Expression. We can no longer assume that all individuals identify within the outdated binary-gender system. Or that a person's Gender Expression matches their Gender Identity, or that either of these matches their assigned Sex at birth. Using an incorrect pronoun to describe a student or colleague can make them feel uncomfortable and unwelcome. Try to copy the language you hear from each individual you speak with. If a person is wearing a name tag that says, "William", but they introduce themselves as Bill, you're most likely to refer to them as Bill moving forward, pronouns are similar to this concept.

If you identify as cis-gender and you feel that this does not apply to you, please consider how important your allyship can be. We all make mistakes, and that is ok! If you accidentally use the wrong pronoun you should think of it as if you bumped into someone as you walked by. You would probably quickly say, "Excuse me" and continue you on. You wouldn't get on your knees and profusely apologize. By profusely apologizing you're accidentally making this moment about you and not the person you just mis-gendered. This might make the person you mis-gendered then feel obligated to try and make you feel better.

One way to create an opening to ask about someone's pronouns is to start a conversation by sharing your own; this signals that you're familiar with the concept of pronouns and that you are safe to talk to. Actively choosing to not use the pronouns someone has shared is harassment and implies that intersex, transgender, non-binary and gender-nonconforming people do not or should not exist.

Another suggestion is to wear a Pronoun Pin. The WCSU Pride Center, located in the Midtown Student Center room 218, offers free Pronoun Pins for anyone who wants one. Wearing a pin is voluntary, and may be done for several reasons, including to identify yourself to others, signal solidarity with non-cisgender allies, challenge heteronormativity, and foster a safer, more inclusive environment. Regardless of where folx land on the gender spectrum – male, female, non-binary, fluid, or elsewhere – the current offering of six \ pins – “He/Him,” “She/Her,” “They/Them”, He/They”, “She/They” and “Ask Me” – is designed to represent as many people as possible.

WCSU offers Safe Zone training through the WCSU Pride Center. There is a pressure to already know how to be LGBTQ+ inclusive. And while many of us want to be, we don't necessarily feel comfortable with the language, with our own level of understanding, and don't know where to go to learn more. Safe Zone trainings provide an opportunity to learn more, about their own gender/sexuality and deepen their understanding of LGBTQ+ identity and issues. Safe Zone also provides an opportunity to explore and examine prejudice, assumptions, and privilege. These training dates are available on the website at www.wcsu.edu/pridecenter/. The WCSU Pride Center is also willing to schedule personal Safe Zone sessions for specific departments or groups.

Are you wondering what you can do right now to be supportive and inclusive? One suggestion is to update your electronic footprint. Consider updating your email signature to include your pronouns. Also, we are **excited to announce** that students and staff can now update their Banner Profile. Banner Self-Service is now equipped to allow you to enter in your Gender Identity and pronouns. By doing this, all systems that use Banner, such as Degree Works and Class Roster Pages, will now have access to this information. Attached you will find a step by step guide on how to update your information so that our systems represent your most authentic self. You can also contact the WCSU Pride Center for assistance.

If you are seeking more information on the importance of proper pronoun usage this is a great resource: www.aclunc.org/blog/what-s-pronoun.

Sincerely,

Scott A. Towers, M.S.
He/Him/His
Pride Center / Deputy Title IX Coordinator
Email: TowersS@wcsu.edu
Phone: 203-837-8811

WCSU Self Identification Initiative

Office of Diversity and Equity <ode@wcsu.edu>

Wed 8/30/2023 3:50 PM

To:users-stu <users-stu@wcsu.edu>;users-aca <users-aca@wcsu.edu>;users-adm <users-adm@wcsu.edu>

📎 3 attachments (730 KB)

Pride Center Communication August 2023.pdf; Personal Pronouns - How To for Students.pdf; Personal Pronouns - How To for Faculty-Staff.pdf;

Good Afternoon and Happy First Week of Classes!

Western Connecticut State University is determined to continue the work of promoting diversity and inclusion within our community. We are excited to announce that students and staff can now update their Banner Profile. Banner Self-Service is now equipped to allow you to enter your Gender Identity and pronouns. By doing this, all systems that use Banner, such as Degree Works and Class Roster Pages, will now have access to this information. Attached you will find two step-by-step guides, one for students and one for faculty/staff, on how to update your information so that our systems represent your most authentic self. You can also contact the WCSU Pride Center for assistance at pridecenter@wcsu.edu or by calling (203) 837-8800.

Attached you will also find a letter that explains the importance of this initiative in more detail.

Sincerely,

Scott A. Towers, M.S.

(He/Him/His) [what's this?](#)

PRIDE CENTER / DEPUTY TITLE IX COORDINATOR

OFFICE OF DIVERSITY & EQUITY

MIDTOWN CAMPUS, OLD MAIN 302

Western Connecticut State University

Danbury, Connecticut 06810

Phone: (203) 837-8811/8800 | Fax: (203) 837-8530

Title IX Reporting Form: [Click Here](#)



[Why I include pronouns in my signature.](#)

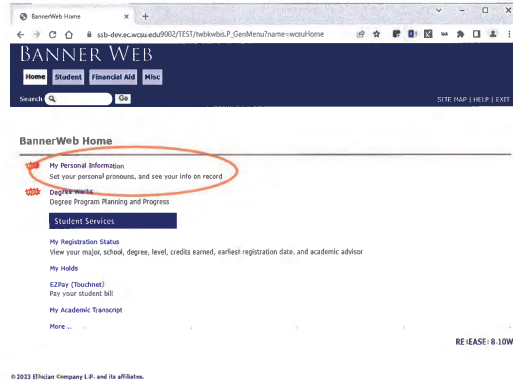
CONFIDENTIALITY NOTICE: The information contained in this email is privileged and confidential. This email and any files transmitted may contain confidential information as protected by the Family Educational Rights and Privacy Act (FERPA). If you are not the intended recipient, you are hereby notified that any disclosure, copying or distribution is strictly prohibited. Furthermore, if you are not the intended recipient, please notify me immediately by telephone or return email and completely delete this message from your system.

Log into MyBanner

Connect to MyBanner the way you would do to check your schedule, register for classes, etc.

When the BannerWeb Home page opens, choose the My Personal Information link

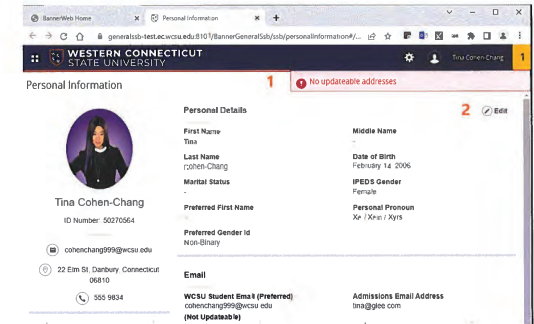
Students



Browse to My Personal Information

With this form, view the information we have on file for your records. You can use the Personal Details form to update some of your information.

1. This is an informational message letting you know that you can't update your addresses from here. You can ignore this.
2. Select the Edit icon to go into the Personal Details form

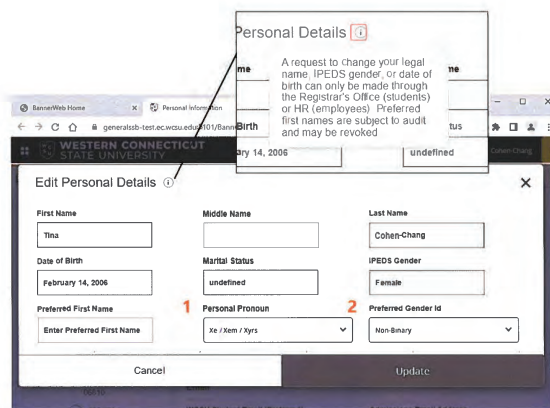


Edit your Personal Details

1. Choose your personal pronoun out of the drop-down list
2. Choose the gender you identify with out of the drop-down list

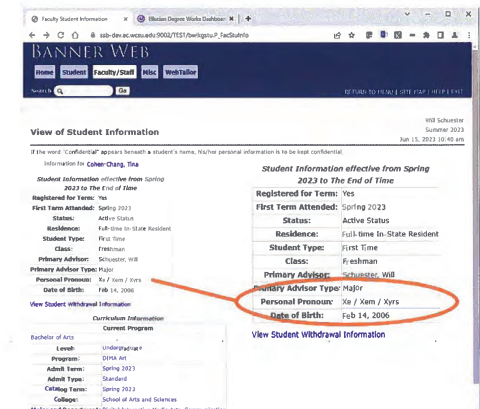
If you don't see the choices you're looking for, please reach out to the Pride Center.

Please note: Some of your personal details can't be changed here. Refer to the office who manages your records to find out how to update your information



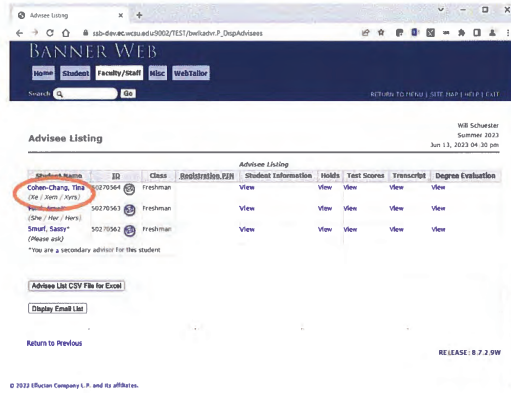
Personal Pronouns in BannerWeb – Student Information

- On the Student Information page, look in the first box above Date of Birth.
- If the student has added a preference, you will see a Personal Pronoun line.
- No Personal Pronoun line means the student hasn't entered a preference.



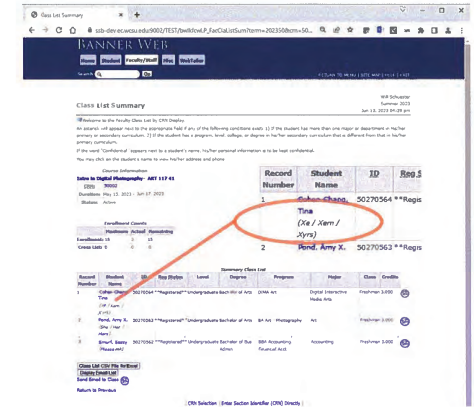
Personal Pronouns in BannerWeb – Advisee Listing

- On your Advisee Listing page, look for personal pronouns under the student's name.
- If your advisee has added a preference, you will see it in parentheses under the name on your list.
- No personal pronoun line means your advisee hasn't entered a preference.
- This information will also appear in the file generated by Advisee List CSV File for Excel



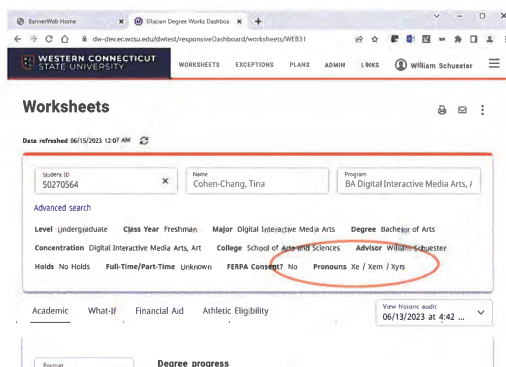
Personal Pronouns in BannerWeb – Class Roster

- On your Class List pages (Summary and Detail), look for personal pronouns under the student's name.
- If a student has added a preference, you will see it in parentheses under the name on your list.
- No personal pronoun line means the student hasn't entered a preference.
- This information will also appear in the file generated by Class List CSV File for Excel



Personal Pronouns in Degree Works

- Look for personal pronouns in the header of student worksheets in Degree Works
- If a student has added a preference, you will see it on the bottom right of the header, labeled Pronouns.
- If the student hasn't entered a preference, the Pronouns data will read "Not Specified"



10/17/23, 12:55 PM

Letter from the President - Keisha Stokes - Outlook

Letter from the President

Mary O'Connor <oconnorma@wcsu.edu>
on behalf of
Manohar Singh <singhm@wcsu.edu>

Tue 10/17/2023 12:54 PM

To:users-stu <users-stu@wcsu.edu>;users-aca <users-aca@wcsu.edu>;users-adm <users-adm@wcsu.edu>

Please be cautious

This email was sent from outside of your organization



Recent events in the Middle East have been the dominant focus of the news cycle since the recent escalation of conflict between Hamas and Israel on October 7. The disturbing news and social media coverage of the destruction and violence in the region can be extremely upsetting — especially for those who have personal connections in the conflict areas and are concerned about the safety of their loved ones.

As an institution of higher education, Western Connecticut State University is comprised of students, faculty and staff from diverse backgrounds and perspectives. During difficult times like these, it is imperative that we continue to focus on our collective relationship as a community that rests on the foundations of kindness and compassion.

Please be considerate of those around you who may be fearful or in pain, and be cognizant of heightened sensitivities because of what is taking place in the Middle East.

The WCSU Counseling Services offers free and confidential counseling to students. In-person and virtual sessions are available. Also, the Office of InterCultural Affairs serves as a resource for the university and the community in promoting an awareness and appreciation of cultural diversity.

10/17/23, 12:55 PM

Letter from the President - Keisha Stokes - Outlook

For students who feel the need to talk, please call the **Counseling Services** at (203) 837-8690 or stop by the office which is located in the Student Health and Wellness Center (connected to Newbury Hall) to make an appointment.

Faculty and staff may seek support services through our EAP provider by contacting **Human Resources** at hrservices@wcsu.edu.

With compassion,

Dr. Manohar Singh
President (Interim)
Western Connecticut State University



WCSU

In the News

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WCSU's JC Barone wins 'Best Documentary' at international film festival

September 21, 2023

DANBURY, CONN. — [Western Connecticut State University](#) Professor of [Communication and Media Arts Dr. JC Barone](#) was invited to screen his new documentary, "[a life we imagined](#)" this summer at the prestigious [Jane Austen International Film Festival](#), a competitive independent festival held annually in Jane Austen's Georgian city of Bath, England. As a result of the screening and subsequent judging, Barone's film was named "Best Documentary" at the festival.

The website dedicated to Barone's film describes it this way: "Anarchist. Rabble Rouser. Artist. Visionary. Kate Millett's transformative art colony created a nurturing space where women could freely explore their artistic endeavors and challenge societal norms. For four decades, the women's art colony offered sanctuary for community, creativity, sisterhood and empowerment. A place where women could experience freedoms that the Women's and



Dr. JC Barone

LGBTQ+ civil rights movements were fighting for, but that were not yet available in mainstream society. 'a life we imagined' features interviews with Millett and women at the colony."

Barone said his inspiration for making the documentary occurred because he was living and teaching in Poughkeepsie, New York, not too far from the Millett art colony, when a student asked him if he was interested in filming there. "I jumped on it knowing the historical importance of Kate Millett," Barone said. "The farm," as it was called, was visited by many people, including John Lennon and Yoko Ono, Gloria Steinem and Simone Beauvoir. While I was there, I met several influential feminists, writers and artists."

His decision to accept the invitation for his work to be screened at the Jane Austen International Film Festival came easily, Barone said. "Jane Austen's themes of female independence (or lack of it), agency, marriage, social status and economic opportunity all resonate with this documentary. The film records how it was for women at the farm who lived outside of accepted social norms from the 1970s to 1990s. Finding some equality and meaning through social and romantic relationships in a restrictive environment was shared by the art colonies' inhabitants and by Austen's leading women."

According to the festival website, "This is a festival for independent filmmakers who produce works in the following genres: animation, art-house, comedy, documentary, drama: including historical/costume drama, experimental, extended shorts, horror, LGBTQ+ and music video. The festival is named after Jane Austen because of her great storytelling and her connection to the city of Bath, England where the festival takes place. It's not only historical and costume dramas we accept, but all genres of short and feature films are welcome. We are looking for the most exciting and innovative storytelling, films that challenge and inspire audiences."

After the selection of his film as Best Documentary at the festival was announced, Barone said, "I'm absolutely thrilled! All the painstaking efforts to restore and make sense of the old, deteriorated mix of footage, Hi8, VHS, 3/4" video, 16 mm and 8 mm film, paid off. I can't wait to work on my next documentary."

Barone's previous documentary, about WWII POW and hero [Major "Doc" Brown](#), received a Telly Award and was screened at [seven film festivals](#).

At WCSU, Barone teaches COM 146 Basic Video Production, COM 247 Live News & Election Coverage, COM 336 Postproduction, COM 340 Sound for Media and COM 446 Advanced Video Production. His students have captured multiple Broadcast Education Association and

National Academy of Television Arts & Sciences, Boston/New England Student Production Awards.

For more information, contact Dr. JC Barone at baronej@wcsu.edu or WCSU Communications and Marketing at pr@wcsu.edu.

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Call for Nominations - HACU Hall of Champions 2024

President <president@wcsu.edu>

Tue 2/20/2024 1:49 PM

To:users-aca <users-aca@wcsu.edu>;users-adm <users-adm@wcsu.edu>;users-stu <users-stu@wcsu.edu>



The Hispanic Association of Colleges and Universities (HACU) (<https://www.hacu.net>) has invited its members to submit nominations for an individual to be inducted into the 2024 Hall of Champions. The pioneering spirit of those who founded HACU in 1986 serves as inspiration for this award. Each institution is allowed to submit one candidate.

Nominations for an individual (faculty or staff) should be for one who embodies the mission of HACU through their exemplary efforts of "Championing Hispanic Success in Higher Education." Nominees must demonstrate a longstanding commitment to these efforts and have received prior recognition for their contributions. Click here to see the past notable inductees [online](#).

All Western Connecticut State University nominations must be sent via email to president@wcsu.edu no later than March 1, 2024, at 5:00 p.m. for consideration. In your nomination email, please provide a response (250 words maximum) in each of the following areas:

1. Please describe the extraordinary contributions that the nominee has made to Hispanic higher education success.
2. Please document nominees' special accomplishments in championing Hispanic higher education success, including awards or recognition the nominee has received related to those accomplishments.
3. For approximately how long (over how many years) has the nominee made extraordinary contributions to Hispanic higher education success?

The guidelines for nominations are available [here](#). If you have any questions, please contact Mary O'Connor at aconnorma@wcsu.edu or (203) 837-8460.

WCSU designated a Hispanic-Serving Institution

February 20, 2024

DANBURY, Connecticut – Western Connecticut State University has received federal designation as a Hispanic-Serving Institution. According to the U.S. Department of Education, a Hispanic-Serving Institution (HSI) is defined as an institution of higher education that has an enrollment of at least 25 percent undergraduate Hispanic students.

As a result of the HSI designation, which also requires financial measurements, WCSU will be able to apply for federal Title III and Title V grants. Grant funds may be used for activities such as: scientific or laboratory equipment for teaching; construction or renovation of instructional facilities; faculty development; purchase of educational materials; academic tutoring or counseling programs; funds and administrative management; joint use of facilities; endowment funds; distance learning academic instruction; teacher education; and student support services.

In a letter announcing the HSI designation to the university community, WCSU Interim President Dr. Manohar Singh wrote, "I am pleased to announce a significant milestone in the history of Western Connecticut State University (WCSU) – we have achieved the designation of a Hispanic-Serving Institution (HSI). This accomplishment marks a pivotal moment in our progress toward fostering diversity, equity, and inclusion within our campus community.

"The HSI designation is not merely a label; it is a testament to our commitment and devotion to serving and supporting our Hispanic students, faculty, and staff. It represents our dedication to providing equitable opportunities for all members of our community to thrive academically, professionally, and personally. We look forward to additional accomplishments. HSI designation, which must be renewed every year, allows us to apply for federal grants available only to Hispanic-Serving Institutions.

"This achievement reflects the hard work of our entire WCSU community. It is a tribute to the collaborative efforts of faculty, staff, students, alumni, and partners who have worked tirelessly to create an environment that values diversity and promotes inclusivity."

The Biden-Harris Administration announced in September 2023 that it would award more than \$40 million to Hispanic Serving Institutions to support Hispanic and Latino students and the institutions



preparing them for the future. A Department of Education [press release](#) outlined the intent of the grants:

"Through the Developing Hispanic-Serving Institutions (DHSI) program, 64 grants totaling more than \$37 million were provided to assist HSIs to expand educational opportunities and improve the attainment of Hispanic students. Through the Minority Science and Engineering Improvement Program (MSEIP), which assists predominantly minority institutions with funds to improve science and engineering programs and to increase enrollment of underrepresented minority students, particularly women of color, in scientific and technological careers, more than \$3.8 million was awarded to 15 HSIs. These grants build on the historic Biden-Harris Administration investments in HSIs including nearly \$15 billion in funding from the U.S. Department of Education."

For more information, contact WCSU Communications and Marketing at pr@wcsu.edu

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HSI

HISPANIC SERVING INSTITUTION

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WCSU Achieves HSI Designation

President <president@wcsu.edu>

Thu 2/15/2024 11:47 AM

To: users-aca <users-aca@wcsu.edu>; users-adm <users-adm@wcsu.edu>; users-stu <users-stu@wcsu.edu>



Dear WCSU Friends and Colleagues,

I am pleased to announce a significant milestone in the history of Western Connecticut State University (WCSU) – we have achieved the designation of a Hispanic Serving Institution (HSI). This accomplishment marks a pivotal moment in our progress toward fostering diversity, equity, and inclusion within our campus community.

The HSI designation is not merely a label; it is a testament to our commitment and devotion to serving and supporting our Hispanic students, faculty, and staff. It represents our dedication to providing equitable opportunities for all members of our community to thrive academically, professionally, and personally. We look forward to additional accomplishments. HSI designation, which must be renewed every year, allows us to apply for federal grants available only to Hispanic Serving Institutions.

This achievement reflects the hard work of our entire WCSU community. It is a tribute to the collaborative efforts of faculty, staff, students, alumni, and partners who have worked tirelessly to create an environment that values diversity and promotes inclusivity.

As we celebrate this achievement, let us reaffirm our commitment to advancing a campus culture that embraces and celebrates our rich tapestry of identities, backgrounds, and perspectives. Let us continue to strive toward creating a welcoming and supportive environment where every individual feels valued, respected, and empowered to succeed.

Please accept my heartfelt congratulations on this momentous achievement. Together, we will continue to build a brighter future for our university and the diverse communities we serve.

Sincerely,

Dr. Manohar Singh
President (Interim)
Western Connecticut State University

Black History Month

CSCU-President <CSCU-President@ct.edu>

Wed 2/1/2023 9:13 AM

To:CSCU-Announcement <CSCU-Announcement@ct.edu>



Black History Month

Dear CSCU Community:

February 1 marks the beginning of Black History Month, a time to celebrate the contributions and achievements of Black and African American people and communities. This year's theme, "Black Resistance," is an acknowledgement of hard-fought civil rights gains, of the history of Black Americans standing up to disrupt established power structures and demand basic human rights in housing, education, health care and in every facet of society. It is a reminder of the progress we have made, but it is also an acknowledgement that the fight for justice is far from over – and that all of us have a role to play in pursuit of a better, more equitable world.

As our system becomes more diverse every day, our role as the state's primary driver of social mobility becomes ever-more important. Knowledge of Black and African American history is critical to our efforts in that space, and I encourage everyone to take some time this month to read and reflect.

- [Black History Month Homepage and Resources \(blackhistorymonth.gov\)](https://blackhistorymonth.gov)
- [About Black History Month \(asah.org\)](https://asah.org)
- [History Explained – Civil Rights Leaders \(naacp.org\)](https://naacp.org)

Survivor Art Gallery Flyer

Rachel Krehel <rachel.k@thecenterct.org>

Wed 4/5/2023 10:44 AM

To: Office of Diversity and Equity <ode@wcsu.edu>; Charles Alexander <alexanderc@wcsu.edu>; Scott Towers <towerss@wcsu.edu>; Dennis Leszko <leszkod@wcsu.edu>; Daryle Dennis <dennisd@wcsu.edu>; Lori Mazza <mazzal@wcsu.edu>; Maribeth Griffin <griffinm@wcsu.edu>; Keisha Stokes <stokesk@wcsu.edu>; Lycia A. Lopez-Torres <lopeztorres001@wcsu.edu>

Cc: Cara Mackler <cara.m@thecenterct.org>; Hanna Bogues <hanna.b@thecenterct.org>

1 attachments (868 KB)

WCSU Art Gallery Flyer 2023.png;

Please be cautious

This email was sent from outside of your organization

Good Morning,

Hope all is well! April is Sexual Assault Awareness Month so this month we will be hosting our annual Survivor Art Gallery! Please see attached flyer for details.

The Survivor Art Gallery will be in the **Westside Campus Center Ballroom** on Thursday **April 20th** and Friday **April 21st from 12pm-7pm.**

All are welcome, this event is open to the public as well!

Please share the flyer with students, faculty, and other folks that may be interested in joining us (submitting artwork, performing music or spoken word, and/or just attending and showing their support). Thank you all so much for your support with this, please don't hesitate to reach out to me if you have any questions.

Kind regards,

Rachel

Rachel Krehel (she/her/hers)

Campus Counselor/Advocate

The Center for Empowerment & Education

Western Connecticut State University

White Hall 003A, Midtown Campus

Phone (203)837-3939 / rachel.k@thecenterct.org

24/7 Sexual Assault Hotline (203)731-5204

24/7 Domestic Violence Hotline (203)731-5206



formerly The Women's Center of Greater Danbury

TheCenterCt.Org

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SURVIVOR ART GALLERY

The Center for Empowerment and Education is hosting a Survivor Art Gallery showcasing students' and community members' paintings, drawings, photography, poems, stories, and more that exemplify their story of abuse, assault, trauma, healing and survival.

SUBMIT YOUR ART!

WHERE DO I SUBMIT? WHITE HALL 003A, EMAIL
RACHEL.K@THECENTERCT.ORG TO SCHEDULE ARTWORK DROP OFFS
WHEN DO I SUBMIT? BY APRIL 18TH

From: Office of Diversity and Equity <ode@wcsu.edu>
Sent: Monday, May 1, 2023 4:57:40 PM
To: users-stu <users-stu@wcsu.edu>
Subject: Pride Center Event TONIGHT

To our WCSU Students,

The Pride Center is collaborating with PAC, F&SL, and IRHA to host a free Drag Show on Campus TONIGHT in the Wolf's Den inside the Midtown Student Center. Pangina Heals from RuPaul's Drag Race: UK vs. The World will be performing alongside some of Connecticut's top Drag Queens. The art of Drag has been in the news recently because some states are trying to ban certain performances.

Tonight, WCSU is celebrating the right for Drag Queens to express their art form while uplifting the LGBTQ+ Community. The show starts at 9:15 pm with a meet and greet picture-taking opportunity with Pangina Heals starting at 8:50 pm.

I've attached the flyer for the event and some information regarding current events involving Drag around the country.

Sincerely,


Scott A. Towers, M.S.
(He/Him/His) **she's a doctor**
PRIDE CENTER / DEPUTY TITLE IX COORDINATOR
OFFICE OF DIVERSITY & EQUITY
MIDTOWN CAMPUS, OLD MAIN 302
Western Connecticut State University
Danbury, Connecticut 06810
Phone: (203) 837-8811/8800 | Fax: (203) 837-8530



PRIDE CENTER

<https://www.wcsu.edu/pridecenter/>
Why I include pronouns in my signatures.

CONFIDENTIALITY NOTICE: The information contained in this email is privileged and confidential. This email and any files transmitted may contain confidential information as protected by the Family Educational Rights and Privacy Act (FERPA). If you are not the intended recipient, you are hereby notified that any disclosure, copying or distribution is strictly prohibited. Furthermore, if you are not the intended recipient, please notify me immediately by telephone or return email and completely delete this message from your system.

The Gallery will be in the Westside Campus Center Ballroom on April 20th and April 21st from 12pm-7pm.

WE ARE ALSO SEEKING STUDENTS WHO ARE INTERESTED IN PERFORMING LIVE MUSICAL AND/OR SPOKEN WORD PERFORMANCES!



If you are in need of any accommodations for this event, please contact Rachel at rachel.k@thecenterct.org for questions or info!



WESTERN CONNECTICUT STATE UNIVERSITY | WCSU | IRHA | SKY CASPER ENTERTAINMENT

PRIDE CENTER

WCSU PRESENTS

DRAG SHOW

MONDAY, MAY 1, 2023

9PM

SPECIAL GUEST
Pangina Heals
from RuPaul's Drag Race: UK vs. The World

MEET AND GREET WITH PANGINA


MULTIPLE DRAG QUEEN PERFORMANCES

LIP SYNC FOR YOUR LIFE OPPORTUNITY FOR STUDENTS

THE WOLVES DEN


Drag Censorship and Anti-Trans Bills Across the States

Anti-Drag Bills Being Pushed:




SCAN ME

Info on the recent Tennessee and how history is repeating itself:




SCAN ME

Anti-Trans Bills Explained:



SCAN ME

Anti-Trans Bill Tracker:



SCAN ME

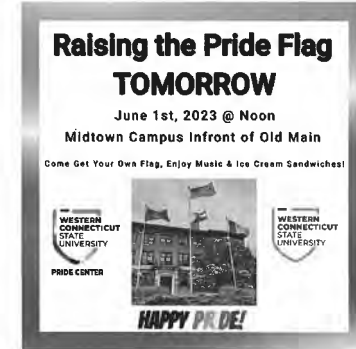
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TOMORROW! Raising the Pride Flag & Pride Month Kickoff!

Sarah Davin <davins@wcsu.edu>

Wed 5/31/2023 2:07 PM

To: users-admin <users-admin@wcsu.edu>; users-aca <users-aca@wcsu.edu>; users-stu <users-stu@wcsu.edu>



Scott A. Towers, M.S.

(He/Him/His) sa.towers@wcsu.edu

PRIDE CENTER / DEPUTY TITLE IX COORDINATOR

OFFICE OF DIVERSITY & EQUITY

MIDTOWN CAMPUS, OLD MAIN 303

Western Connecticut State University

Danbury, Connecticut 06810

Phone: (203) 837-8811/8500 | Fax: (203) 837-8530

Title IX Reporting Form: [Click Here](#)



[Why I include pronouns in my signature.](#)

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WCSU In the News

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FEATURED 2023 PRESS RELEASES ALL STORIES

WCSU and Cultural Alliance partner for Juneteenth Celebration

June 2, 2023

DANBURY, Connecticut – A celebration of Juneteenth will again be held on the Midtown campus of [Western Connecticut State University](#) with live performances, music, food trucks, historical activities, and art exhibitions sponsored by the [Cultural Alliance of Western Connecticut](#).

The free event will be held from noon to 5 p.m. on **Saturday, June 17, 2023**, on the Midtown campus at 181 White St. in Danbury.

D.J. Frank Stewart and MSM will provide music while visitors participate in Juneteenth walking tours, activities for kids, live performances, wellness events and more.

The two traveling art installations were curated by artist Elizabeth White of Bethel. Both exhibits amplify this year's overall theme of "Educate, Empower, Engage," through the lens of art.



"Ritual Open" is the work of eight artists who came together to build a shared exhibition on the theme of ritual. They explore processes of intentionality, cultural practice, familial patterns, documentation, gratitude, and mapping. Each artist created a five-foot by five-foot banner printed on mesh.

"The Folding Chair Collective" is a tribute to seven-term congresswoman Shirley Chisholm, who said, "If they don't give you a seat at the table, bring a folding chair." Chisholm was the first Black woman elected to Congress and the first to seek a presidential nomination. Several artists contributed a chair sculpture that speaks to different points of view concerning equity and empowerment and issues concerning a woman's right to choose.

Organizers of the event welcome others interested in participating. For more information, email DanburyJune19@gmail.com.

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WCSU AGAINST VIOLENCE
LOVE SHOULDN'T HURT

A dating abuse awareness event in honor of Alyssiah Wiley.

FRIDAY SEPTEMBER 29TH

WHAT COUNSELORS NEED TO KNOW ABOUT WORKING WITH LGBTQIA+ CLIENTS



NICHOLE MAYWEATHER-BANKS, LCSW
F.A.C.E.S LLC - FREEDOM OF ACCESS TO COMMUNITY EQUITY AND SUPPORT

M.S. IN ADDICTION COUNSELING SPEAKER SERIES
MONDAY OCT 9TH 2023 6:30-7:30 PM

10/17/23, 9:39 AM

ACADEMIC AFFAIRS WEEKLY ANNOUNCEMENTS - 10 16 2023 - Keisha Stokes - Outlook

English & IDS, History & World Perspectives, Psychology, Social Sciences, World Languages & Composition, Accounting, Finance, Management, MIS, Marketing, Educational & Educational Psychology (except IDM and Sec. Ed. Math), Health Promotion & Exercise Science (except Allied Health), Justice & Law Administration, Social Work, Art, Communication & Media Arts, Creative & Professional Writing, Music, Theatre Arts

For Non-STEM majors we are piloting three 4-credit courses that satisfy the QR competency. The courses are listed on spring 2024 Open/Close as MAT 198. These courses are:

- Great Ideas in Mathematics Enhanced
- Elementary Applied Mathematics Enhanced
- Elementary Statistics Enhanced

These courses are intended to substitute for MAT 110, MAT 118, and MAT 120 in major requirements. Upon earning a passing grade, a course substitution will be added to Degree Works for the appropriate course.

Placement cutoffs for Non-STEM majors are as follows:

Placement Level	High School GPA (4.0)	High School GPA (100 pt)	SAT	ACT	Math Course
1	Less than 2.80	Less than 83	Less than 510	Less than 17	MAT 098
2	2.80- 3.09	83-85	510-529	17-19	(4 credit) Gen Ed Enhanced Math courses
3	3.10 or above	86 or above	530 or above	20 or above	MAT 110/118/120 etc., as appropriate

NOTE: Students and advisors are encouraged to double check the high school GPA especially when a MAT 098 placement is indicated.

NOTE: MAT 198 courses cannot be used to repeat a D or F in MAT 110, 118 or 120. Likewise, MAT 110, 118 or 120 cannot be used as a repeat for any 198 course.

STEM Majors

Biology, Chemistry, Computer Science (including DIMA CS), Mathematics, Applied and Computational Mathematics, Elementary Education IDM, Math Sec.Ed.), Health Promotion & Exercise Science (Allied Health), Meteorology and Nursing.

STEM majors normally require more careful preparation in mathematics. Intermediate Algebra is the required prerequisite course for many required courses. The cutoff scores for STEM majors are in the table below.

Placement Level	High School GPA	SAT	ACT	Math Course
1	Less than 2.80	Less than 510	Less than 17	MAT 098
2	2.80- 3.09	510-529	17-19	MAT 100
3	3.10 or above	530 - 569	20 - 21	QR course required for major
4	86 or above	570- 610	22-23	MAT 131/MAT 133 as appropriate
5*		620	24 or higher	MAT 181

* Students placing at level 4 who have taken precalculus in high school with a grade of B or higher may take MAT 181.

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2/5

10/17/23, 9:39 AM

ACADEMIC AFFAIRS WEEKLY ANNOUNCEMENTS - 10 16 2023 - Keisha Stokes - Outlook

ACADEMIC AFFAIRS WEEKLY ANNOUNCEMENTS - 10 16 2023

Jennifer Cunningham <cunninghamj@wcsu.edu>

Mon 10/16/2023 9:39 AM

To: users-aca <users-aca@wcsu.edu>; users-admin <users-admin@wcsu.edu>

0 attachments (3 MB)

1. Academic Affairs Announcements 10 16 2023.pdf; 2. Math Pilot Advising Guidelines.pdf; 3. Kathwari House Opening.pdf; 4. Career Fair Student Flyer.pdf; 5. UDL Workshop.pdf; 6. The Success Express Fall 2023 Edition 2.pdf.



KATHWARI HONORS OPEN HOUSE

Thursday, October 26th from 2:00pm - 4:00pm

Have you never been in the Honors House or has it been quite a while since your last visit? Are you a student interested in learning more about how to join the Kathwari Honors Program and its benefits? It's time for you to come visit us! All WCSU staff, faculty and students are invited to the Honors Open House on **Thursday, October 26th from 2:00pm - 4:00pm**. Come check out the house, learn more about the program and meet honors staff, faculty and students. We can't wait to see you!

INTRODUCTION TO UNIVERSAL DESIGN FOR LEARNERS:

A CT State and WCSU Virtual Workshop Series for All CSU Professionals

PART 1: November 2nd from 11:00a—1:00p

PART 2: November 16, 2023, from 11:00a—1:00p

Facilitators: Kelli Custer, Aura Lippincott and Elisabeth Morel, WCSU

See the Attached flyer for more details and registration links for this online workshop series.

MATH PILOT ADVISING GUIDELINES

WCSU is currently implementing a pilot project that has the potential to significantly change how placement in mathematics is accomplished. Students are placed by their highest ranking in the following categories: high school GPA, SAT score, or ACT score.

Non-STEM majors:

about:blank

1/5

10/17/23, 9:39 AM

ACADEMIC AFFAIRS WEEKLY ANNOUNCEMENTS - 10 16 2023 - Keisha Stokes - Outlook

NOTE: Students and advisors are encouraged to double check the high school GPA especially when a MAT 098 placement is indicated.

NEW TO THE WCSU LIBRARIES

New Website & Faculty Resource Page

We launched a new website! Along with an updated look and feel, we've included new "For Students" and "For Faculty" tabs to help our users reach our resources even more easily! One such resource for faculty is our [Library & Research Resources for Faculty](#) guide, a one-stop location for library information for professors. Make sure to take some time to peruse this guide and visit often for updates.

Library Modules for Blackboard

Our Outreach & Instruction Librarian, Dylan Sprague, has created a series of new modules that can be inserted directly into your Blackboard course menu pages. Each module contains library information, tutorials, and links directly to our resources. For more information about these modules and how to implement them, check out the [Library Blackboard Modules](#) page on our website: <https://libguides.wcsu.edu/ulr-ph07ps13357328-n-9876501>.

Library Instruction

Please view this page of the [Library & Research Resources for Faculty](#) guide for the most up-to-date information on bibliographic/classroom

instruction: <https://libguides.wcsu.edu/ulr-faculty/classroom/instruction>

Library Hours/Openings

Please view this page for the most up-to-date information on the hours for the Haas Library, Young Library, and our Archives & Special Collections: <https://libguides.wcsu.edu/about-us/hours>. Spoiler alert! The Young Library is back to being open Monday-Thursday.

2023 WCSU ART ALUMNI EXHIBITION

The WCSU Art Alumni Exhibition will be on view **October 5 - November 12**. Gallery Hours are Tuesday - Thursday 12 PM - 4 PM, and Saturday - Sunday 1 PM - 4 PM.

SOMETHING ROTTEN! A VERY NEW MUSICAL

October 11 - October 22, times vary

Set in the 1590s, brothers Nick and Nigel Bottom are desperate to write a hit play but are stuck in the shadow of that Renaissance rock star known as "The Bard." When a local soothsayer foretells that the future of theatre involves singing, dancing and acting at the same time, Nick and Nigel set out to write the world's very first musical. *Something Rotten!* promises laughs, spectacle... and all that jazz. *Something Rotten!* is presented in the MainStage Theatre at the Visual and Performing Arts Center at WCSU.

CAREER FAIR

Western Connecticut State University in collaboration with the Greater Danbury Chamber will be hosting a Career Fair on Wednesday, **October 18th from 3 to 6 p.m.** in the Danbury Fair Mall (lower level). A list of

about:blank

3/5

registered employers can be found on [Handshake](#) or the [Career Success Center](#) website. (Flyer attached.)

The Career Success Center is available to visit your classroom at any time this semester. Please email careersuccess@wcsu.edu or call 203-837-8263 to schedule a date.

VISUAL AND PERFORMING ARTS CENTER'S 2023 - 2024 SEASON OF EVENTS

Tickets on sale now for the Visual and Performing Arts Center's 2023 - 2024 season of events. [Click here](#) to view the digital event brochure and to purchase tickets! The VPAC Box Office is open Mondays, Wednesdays, Thursdays and Fridays from 10 AM - 4 PM.

WHAT IS THE SCT?

The Student Care Team (SCT) at WCSU is a multi disciplinary leadership team established to foster essential information sharing and collaboration. The SCT's purpose is to monitor, assess, intervene, consult, and refer in order to remove barriers to student success and wellbeing. Students often come to college with various social, emotional, developmental, physical and, sometimes, mental health issues. These can create challenges as they can interfere with academic success or cause concern in residence life settings, in the classroom, or on campus.

HOW TO REFER A STUDENT TO THE SCT:

As a member of the WCSU community, you are in a unique position to identify signs of concern and connect students to services that support their success. Any member of the university community can submit documentation of a concern regarding someone who is exhibiting behaviors or signs of academic, social or emotional distress. Any member can contact one of the offices representing the SCT and speak to a representative who can determine if the concern falls into the domain of the SCT. If you are unsure whether a concern you have is something the SCT can assist with, ask anyway. The more opportunity we have to provide resources to our students, the better. Please access and complete the [online form](#) here.

VISUAL AND PERFORMING ARTS CENTER'S PREVIEW AND PUBLIC PERFORMANCES

Public performances: Oct. 20 at 8 PM, Oct. 21 at 2 PM and 8 PM, Oct. 22 at 2 PM. [Click here to purchase tickets](#). Enter code "wscufac_sr" to unlock a discounted faculty ticket.

PREPARING YOUR BLACKBOARD COURSES FOR FALL TERM

1. How to copy a course in Blackboard Learn

Step by step instructions to copy a course from a past term into your Fall semester Blackboard course shell.

2. How to add help and resource Modules to your Blackboard course menu

Step by step instructions to add Resource Modules for students, including course technology instructions, Library resources/services, academic support services online, Accessibility services.

3. 8 reasons to use the Blackboard course navigation template

Infographic that explains the student and faculty benefits of using the template, as well as how to request it.

4. Faculty Help with Course Design, How to use Blackboard, etc.

Please use this link to [Book time with Aura Lapinotti: Course Design Help](#)

A list of all upcoming events can be accessed [here](#). All listings are subject to change.

JOIN DELTA GAMMA PHI FOR A NIGHT OF EMPOWERMENT AND HEALING

OPEN TO PUBLIC

TAKE BACK THE NIGHT

for sexual violence survivors

Friday, October 20th
White hall Room 127
8:15pm

Join us for guest speakers, a candlelight vigil, and open mic for those compelled to share their words of empowerment and healing

FREE REFRESHMENTS, DESSERTS, AND GOODIES

COUNSELORS AVAILABLE

Would You Like To Be

SAFE ZONE

Free TRAINED?

Training Dates:

Faculty / Staff:	Students:
Wed Nov. 8th 10:00am to Noon Virtual: Microsoft Teams	Fri Oct. 20th 2:00pm to 4:00pm In-Person: SC Theatre
Wed March 28th 10:00am to Noon In-Person: SC 218	Wed Feb. 7th 10:00am to Noon In-Person: SC 218

RSVP by Emailing
PrideCenter@WCSU.edu

Safe Zone Trainings are opportunities to learn about LGBTQ+ identities, gender and sexuality, and examine prejudice, assumptions, and privilege

ACTION REQUIRED: Mandatory Sexual Violence Prevention Training

Office of Diversity and Equity <ode@wcsu.edu>

Thu 10/26/23 3:37 PM

Towers-stu <users-stu@wcsu.edu>

Good Afternoon WCSU Students,

My name is Scott Towers and I am the Deputy Title IX Coordinator here at WCSU. Both federal and state mandates (Campus SaVE Act and CT Public Act 14-11) require colleges and universities to educate all students on the prevention of sexual assault, dating violence, domestic violence, stalking, bystander intervention, and healthy relationships. Western Connecticut State University requires all students to complete the virtual "Not Anymore" training, which educates on the topics above.

New students, both Freshmen and Transfer, are required to complete the "Sexual Violence Prevention for Undergraduate Students (Primary)" module. This module should take about 55 to 60 minutes to complete. You have until **Friday, December 8, 2023** to complete this training, but I encourage you to do so before the due date.

██████████ are required to complete the refresher "Clarifying Consent" module. This module should take 25 to 30 minutes to complete. You have until ██████████ to complete this training, but I encourage you to do so before the due date.

You may access these trainings through this link: <https://wcsustudents-ct.safecolleges.com/>. Your username is simply your WCSU student email, and your password is your same usual login credentials.

You will be getting reminder emails from Vector Solutions until you complete this training. Again, this training is **MANDATORY** for all students, and not fulfilling this requirement may lead to inability to register for future courses at WCSU. Exemptions to these trainings can be granted by myself as the Deputy Title IX Coordinator. To seek an appropriate exemption please contact me directly at towers@wcsu.edu.

As a general reminder, if you have experienced any form of sexual misconduct/assault on campus, or while attending WCSU, please use the following link to report, or contact me directly, [Title IX Complaint Reporting \(taforms.net\)](https://www.wcsu.edu/taforms)

Sincerely,

Scott A. Towers, M.S.
(He/Him/His) stowers@wcsu.edu
Pride Center / Deputy Title IX Coordinator
OFFICE OF DIVERSITY & EQUITY
MIDTOWN CAMPUS, OLD MAIN 302
Western Connecticut State University
Danbury, Connecticut 06810
Phone: (203) 837-8818/8800 | Fax: (203) 837-8530

Title IX Reporting Form: [Click Here](#)



Why I include pronouns in my signature:

CONFIDENTIALITY NOTICE: The information contained in this email is privileged and confidential. This email and any files transmitted may contain confidential information as protected by the Family Educational Rights and Privacy Act (FERPA). If you are not the intended recipient, you are hereby notified that any disclosure, copying or distribution is strictly prohibited. Furthermore, if you are not the intended recipient, please notify me immediately by telephone or return email and completely delete this message from your system.




THUR. OCT. 26TH
2PM - 4PM

OPEN
HOUSE

KATHWARI HONORS HOUSE

ALL WCSU STAFF, FACULTY AND STUDENTS ARE INVITED
 TO COME CHECK OUT THE HONORS HOUSE, LEARN MORE



Celebrate

FIRST-GENERATION COLLEGE STUDENTS

NOV 8 | 11 AM - 2 PM

Higgins Hall Patio, Midtown Campus

- An event for the university community | - Commemorative t-shirt (limited)

- Tell your story (video capture) | - Stay for group photo

WESTERN
CONNECTICUT
UNIVERSITY


NOV 8TH
FIRST-GENERATION
 COLLEGE CELEBRATION

Sponsored by: Pre-Collegiate and Access Programs
 203-837-8801 | pcaap@wcsu.edu

International Student Education

President <president@wcsu.edu>
Tue 11/14/2023 12:45 PM
To: users-aca@wcsu.edu; users-admin@wcsu.edu

1 attachments (155 KB)
International Education Information.pdf

Good day, Colleagues,

President Singh is launching an international student recruitment initiative and seeking opportunities for global partnerships. International education and global partnerships will create a process for faculty and/or students exchange between institutions focusing on scholarship of teaching and learning, research, and education.

We are attaching a letter promoting Western Connecticut State University's international student recruitment effort to share with your global network. Thank you in advance for your support.

Best,

Katherine Roe, Ph.D. (she/her/hers)

Chair, ED & EPY Department and Presidential Liaison for International Education

Western Connecticut State University

Main Campus at White Hall room 321A, Danbury, CT 06810

Telephone: (203) 837-3263

Email: roek@wcsu.edu

Follow us: Twitter: @katherine_roe

Instagram: WCSU_education_programs

Tuesday 3PM-5PM; Wednesday 3PM-5PM; Thursday 3PM-4PM

Book an appointment using this link: CLICK HERE TO BOOK A MEETING.

'I've learned that people will forget what you said, people will forget what you did, but people will never forget how you made them feel.' - Maya Angelou



about:blank

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I am writing on behalf of Interim President Manohar Singh. President Singh is an experienced international educator, administrator and leader in fiscal management, fundraising, community outreach, program building, curriculum development and more. He has served as Dean of the School of Graduate and Professional Studies where he has worked to expand program offerings into the global market through international student recruitment, student exchange, and university collaboratives.

Western Connecticut State University is in part of the Connecticut State Colleges and Universities. This is a system consisting of 17 public colleges and universities in the state of Connecticut (CT) USA. The Connecticut State system serves over 85,000 students across 17 locations offering associate level, undergraduate, master's degree and doctoral level programs.

Western Connecticut State University is in picturesque New England, approximately one hour from New York City, near major airports, restaurants, and shopping. We offer over forty undergraduate, twenty graduate, and as well as doctoral programs. More information about Western Connecticut State University, programs, and interesting facts can be found here.

President Singh is seeking opportunities for collaboration for global partnerships. Global partnerships could create a process for faculty and/or students exchange between institutions focusing on scholarship of teaching and learning, research, and education. I look forward to meeting and continuing the conversation.

Best,
Katherine Roe, Ph.D.
Chair, ED & EPY Department and Presidential Liaison for International Education
Western Connecticut State University
Telephone: (203) 837-3263
Email: roek@wcsu.edu

WCSU Land Acknowledgment: In recognition of truth, history, and the enduring relationship between Indigenous Peoples and their sacred lands, we acknowledge that western Connecticut is the traditional homelands of the Schaghticoke, Weatrock, and other Native Peoples. The WCSU community seeks to foster greater knowledge of Connecticut's tribal nations, other Indigenous residents, and those forcibly removed. CLICK HERE to read about the 2021 Land Acknowledgment School Initiative.

NOTICE:

CONFIDENTIALITY NOTICE: This e-mail transmission, and any documents, files or previous e-mail messages attached to it, may contain confidential information that is legally privileged. If you are not the intended recipient, you are hereby notified that any disclosure, copying, distribution or use of any of the information contained in or attached to this message is STRICTLY PROHIBITED. If you have received this transmission in error, please immediately notify me by reply e-mail at roek@wcsu.edu and destroy the original transmission and its attachments without printing, reading or saving them. Thank you.

Office of the President
Western Connecticut State University
181 White Street, Danbury, CT 06810
Office: (203) 837-8450 Fax: (203) 837-8283
Email: president@wcsu.edu



about:blank

27

Realize your American Dream
Western Connecticut State University
Greater New York Metropolitan global destination
WOLVES wcsu.edu

WORLD CLASS EDUCATION
FIND YOUR HOME AWAY FROM HOME
Welcome to the greater New York Metro area
13 Accreditations
Visit wcsu.edu/admissions/internationalstudents to take a virtual tour and learn what Western Connecticut State University offers you.

WE ARE YOUR DESTINATION

Western Connecticut State University offers nearly 50 undergraduate degrees, over 20 master's degrees and three doctoral degrees. Our majors are relevant to the needs of today's world. Several of our programs are consistently rated highly by various organizations. New degree programs are being added.

OUR PROGRAMS

Anell School of Business

UNDERGRADUATE

BACHELOR OF BUSINESS ADMINISTRATION

- Accounting
- Business Administration
- Finance
- Health Services Administration
- Human Resources Management
- International Business
- Management
- Management Information Systems (MIS)
- Marketing
- Real Estate
- Supply Chain Management
- Transportation Management

MAJOR

- MSA: Master of Arts in Business Administration
- MSI: Master of Science in Information Systems
- MSM: Master of Science in Management

MAERICOSTAS SCHOOL OF ARTS & SCIENCES

UNDERGRADUATE

BACHELOR OF ARTS

- Anthropology
- Art History
- Chemistry
- Computer Science
- English Literature
- French
- Geography
- History
- International Studies
- Journalism
- Latin American Studies
- Liberal Studies
- Mathematics
- Music
- Philosophy
- Political Science
- Psychology
- Religion
- Sociology
- Spanish
- Statistics
- Theater
- Visual Arts

MAJOR

- MA: Master of Arts in History
- MA: Master of Arts in International Studies
- MA: Master of Arts in Music
- MA: Master of Arts in Philosophy
- MA: Master of Arts in Religion
- MA: Master of Arts in Theater
- MA: Master of Arts in Visual Arts
- MA: Master of Arts in Writing

SCHOOL OF PROFESSIONAL STUDIES

UNDERGRADUATE

- BA: Bachelor of Arts in Education
- BA: Bachelor of Arts in Health Services Administration
- BA: Bachelor of Arts in Human Resources Management
- BA: Bachelor of Arts in International Business
- BA: Bachelor of Arts in Management
- BA: Bachelor of Arts in Marketing
- BA: Bachelor of Arts in Real Estate
- BA: Bachelor of Arts in Supply Chain Management
- BA: Bachelor of Arts in Transportation Management

MAJOR

- MA: Master of Arts in Education
- MA: Master of Arts in Health Services Administration
- MA: Master of Arts in Human Resources Management
- MA: Master of Arts in International Business
- MA: Master of Arts in Management
- MA: Master of Arts in Marketing
- MA: Master of Arts in Real Estate
- MA: Master of Arts in Supply Chain Management
- MA: Master of Arts in Transportation Management

SCHOOL OF VISUAL & PERFORMING ARTS

UNDERGRADUATE

- BA: Bachelor of Arts in Music
- BA: Bachelor of Arts in Theater
- BA: Bachelor of Arts in Visual Arts

MAJOR

- MA: Master of Arts in Music
- MA: Master of Arts in Theater
- MA: Master of Arts in Visual Arts

WHY CHOOSE WESTCONN

- At Western Connecticut State University, you will find:
 - A welcoming and diverse student population, including international students from 22 countries
 - Small classroom environments
 - Undergraduate, graduate and doctoral degrees
 - Internships and field work
 - High level of student and faculty interaction
 - Connections that are possible with professional organizations, international corporations, leading health centers, large and small businesses, community groups and more

LOCATION CAN'T BE BEAT!

Western Connecticut State University is located in the New England region of the American Northeast. Not too far from major cities, ocean beaches and mountain retreats, the area offers plenty of hiking, amusement parks, skiing and late activities in four unique seasons.

DANBURY, CONNECTICUT offers many shops, restaurants, entertainment venues and one of the East Coast's biggest malls. A train ride takes you to New York City. There are several major airports serving the area. So besides social activities on campus, you can enjoy exploring our region and the United States.

FOUR SCHOOLS OF LEARNING

Whether you study in the **MAERICOSTAS SCHOOL OF ARTS & SCIENCES**, the **ANELL SCHOOL OF BUSINESS**, the **SCHOOL OF PROFESSIONAL STUDIES**, or the **SCHOOL OF VISUAL & PERFORMING ARTS**, you will benefit from a rich, close-knit community. All of the schools have a variety of student organizations and health and wellness centers and more. All listed new and old buildings.

Transportation is offered between both campuses, and there are four dorms including 140 with apartment-style living. There are two Student Centers offering study, food, dining, game and workout rooms for students and a large athletic complex.

11/29/23, 3:50 PM

Mail - Office of Diversity and Equity - Outlook

World AIDS DAY Health Tour This Friday - Wear Red

Office of Diversity and Equity <ode@wcsu.edu>

Wed 11/29/2023 3:54 PM

To: users-aca <users-aca@wcsu.edu>; users-adm <users-admin@wcsu.edu>; users-stu <users-stu@wcsu.edu>

1 attachments (4 MB)

World Aids Day Health Tour 2023 Flyer.pdf

Good afternoon,

This Friday, December 1st, is World AIDS Day. In recognition of the day, we are encouraging the WCSU Community to wear RED. Also, the WCSU Pride Center, in collaboration with WCSU Health Services, The Center for Empowerment and Education, and Apex Community Care is hosting a Health Tour in Berkshire Hall from noon to 4:00 pm. The event will include a raffle, giveaways, snacks, hot chocolate, HIV Testing, and great information, so stop on by. We will also be providing Red Ribbons, which are the universal symbol of awareness and support for people living with HIV. The red ribbons were first devised in 1991 when twelve artists met to discuss a new project for Visual AIDS, a New York HIV-awareness arts organization. It was there that they came up with what would become one of the most recognized symbols of the decade: the red ribbon, worn to signify awareness and support for people living with HIV. The artists wanted to create a visual expression of compassion for people living with HIV and chose red for its boldness and for its symbolic associations with passion, the heart, and love.

World AIDS Day has been observed on December 1st every year since 1988, with the purpose of honoring and remembering the millions who have been lost to the epidemic and to bring attention to HIV/AIDS and those currently living with it. When it was created, World AIDS Day became the first-ever health day to be commemorated worldwide, providing an important opportunity for the global community to unite in the fight against HIV/AIDS. This year's theme is "Getting to Zero: Zero New HIV Infections. Zero Discrimination. Zero AIDS Related Deaths."

There are approximately 1.2 million people in the United States living with HIV. About 13% of these 1.2 million do not know they are HIV Positive and need to be tested. It is estimated that in 2021 there were 32,100 new HIV infections diagnosed. The CDC estimates that new HIV infections have declined 12% from 2017 to 2021. This decline was driven by a 34% decrease in new infections among 13- to 24-year-olds. Annual infections in the U.S. have been reduced by more than two-thirds since the height of the epidemic in the mid-1980s. Further, the CDC estimates of annual HIV infections in the United States show hopeful signs of progress in recent years. People with HIV who take HIV medicine (called antiretroviral therapy or ART) as prescribed and get and keep an undetectable viral load can live long and healthy lives and will not transmit HIV to their HIV-negative partners through sex. This is often referred to as undetectable = untransmittable or U=U. The current goal is to end the HIV epidemic in the United States by 2030.

Sincerely,

Scott A. Towers, M.S.
 (H) (F) (S) (M) (T) (W) (Th) (F) (Sa) (Su)
 Pride Center / Deputy Title IX Coordinator
 OFFICE OF DIVERSITY, EQUITY & INCLUSION

11/29/23, 3:56 PM

Mail - Office of Diversity and Equity - Outlook

MIDTOWN CAMPUS, OLD MAIN 302
 Western Connecticut State University
 Danbury, Connecticut 06810
 Phone: (203) 837-8811/8800 Fax: (203) 837-8530

Title IX Reporting Form: [Click Here](#)



Why I include pronouns in my signature.

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WORLD AIDS DAY



FRIDAY, DECEMBER 1st

RESPECT
 SOLIDARITY
 SUPPORT
 LOVE

HEALTH TOUR
 IN
 BERKSHIRE HALL
 12PM to 4PM

GET TESTED! GIVE AWAYS! RAFFLE PRIZES! FREE SNACKS!

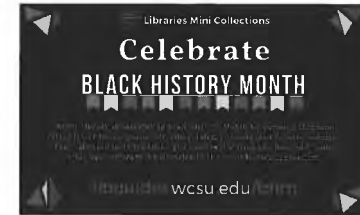
WESTERN CONNECTICUT STATE UNIVERSITY PRIDE CENTER

Asian Student Union

LUNAR NEW YEAR FEAST

Wednesday, February 7, 2024
 3pm - 9pm
 MS Campus Center

WCSU LIBRARIES CELEBRATE BLACK HISTORY MONTH



WCSU Library is celebrating Black History Month by curating a mini collection of books, music, art, films, talks, podcasts, and notable websites. The collection includes books you can borrow from the Haas and Young Libraries and from the libraries in the CSCU library consortium (i.e., the 12 Community Colleges, 4 Connecticut State Universities, and the CT State Library).

DEI-Focused Ebook Collection added to WestSearch

The Equity, Diversity, Inclusion, and Social Justice Committee (EDI-SJ) of the CSCU Library Consortium applied for and received \$91,200 in grant funding through PEGRETTA last year. The funding has been used to gain permanent online access to over 1,000 university press ebooks focused on equity, diversity, and inclusion. These books are available to all faculty, staff, and students throughout the CSCU system and will soon be discoverable through a simple.

PREPARING YOUR BLACKBOARD COURSES FOR SPRING TERM

- How to copy a course in Blackboard Learn**
 Step by step instructions to copy a course from a past term into your Fall semester Blackboard course shell.
- How to add help and resource Modules to your Blackboard course menu**
 Step by step instructions to add Resource Modules for students, including course technology instructions, Library resources/services, academic support services online, Accessibility services.
- 8 needs to use the Blackboard course navigation template**
 Infographic that explains the student and faculty benefits of using the template, as well as how to request it.
- Faculty Help with Course Design, How to use Blackboard, etc.**
 Please use this link to Book time with Aura Usajincott: Course Design Help

Would You Like To Be

SAFE ZONE

Free TRAINED?

Training Dates:


Faculty / Staff:	Students:
Wed Nov. 8th 10:00am to Noon Virtual: Microsoft Teams	Fri Oct. 20th 2:00pm to 4:00pm In-Person: SC Theatre
Wed March 28th 10:00am to Noon In-Person: SC 218	Wed Feb. 7th 10:00am to Noon In-Person: SC 218

RSVP by Emailing
 PrideCenter@WCSU.edu

WESTERN CONNECTICUT STATE UNIVERSITY PRIDE CENTER


Safe Zone Trainings are opportunities to learn about LGBTQ+ identities, gender and sexuality, and examine prejudice, assumptions, and privilege

THE CIRCE EFFECT: WOMEN'S CREATIVE POWER RECLAIMS THE NARRATIVE



OPENING RECEPTION FEBRUARY 8, 6-8PM
FEBRUARY 8-MARCH 3

THE GALLERY AT THE VISUAL
& PERFORMING ARTS CENTER




BLACK HISTORY MONTH

DISCUSSION CIRCLES:

MIDTOWN STUDENT CENTER RESTAURANT
(in the old student center cafeteria)

MONDAY FEB 26	TOPIC: Intersectionality and how issues of race intersect with gender, sexuality, class, and other identities. 5:30 - 7 p.m.
THURSDAY FEB 29	TOPIC: How solidarity and allyship with marginalized groups can be fostered to combat injustice. 11 a.m. - 12:30 p.m.

All students, faculty and staff welcome.
Refreshments served.
If accommodations are needed please contact rjc@wcsu.edu



Co-sponsored by the Racial Justice Coalition and SUOAF-Minority Recruitment and Mentoring Committee

2/6/24, 7:33 AM

Mail - Keleha Stokes - Outlook



Dear University Community,

As February unfolds, we find ourselves in the heart of Black History Month, a period of reflection, celebration, and education about the contributions and achievements of Black Americans. This month serves as a reminder of the resilience, creativity, and enduring spirit of the Black community, whose influences permeate every facet of American life and culture.

Black History Month is an opportunity for us to honor the countless Black leaders, thinkers, artists, scientists, and activists who have shaped our nation. It invites us to delve into the stories of individuals like Shirley Chisholm, the first Black woman elected to the United States Congress and the first woman and African American to seek the nomination for president from one of the two major political parties. Her trailblazing career paved the way for future generations of leaders in politics and beyond.

We also celebrate the genius of innovators like Garrett Morgan, whose inventions, such as the three-position traffic signal, have saved countless lives and are fundamental to our daily lives. His ingenuity and perseverance in the face of adversity are a testament to the indomitable spirit of inventors and entrepreneurs everywhere.

In the realm of literature and the arts, we draw inspiration from figures such as Langston Hughes and Zora Neale Hurston, whose writings during the Harlem Renaissance challenged and reshaped the cultural landscape of America. Their work not only gave voice to the Black Experience, but also celebrated the beauty, pain, and complexity of Black life in America.

In science and technology, we are reminded of the groundbreaking contributions of Dr. Patricia Bath, an ophthalmologist who invented laser cataract surgery, and Mae Jemison, the first African American woman to travel in space. Their achievements have opened the doors and laid the groundwork for future explorations and innovations.

As we observe this important month, let us commit to carrying the spirit of this month beyond February, integrating our newfound knowledge and perspectives into ongoing efforts to foster an inclusive, equitable, and just community.


Let Black History Month be a time of meaningful engagement, learning, and celebration of the diverse contributions that Black Americans have made to our nation and the world. Together, let us honor the past, inspire the present, and look forward to a future where everyone's history is acknowledged and valued.

Please join us this month for two engaging Discussion Circles sponsored by The Racial Justice Coalition and SUOAF-Minority Recruitment and Mentoring Committee. The circles will engage simple, yet meaningful and complex discussions on the concept of intersectionality and how issues of race intersect with gender, sexuality, class and other identities, as well as how solidarity and allyship with other marginalized groups can be fostered to combat injustice. On Monday, Feb. 26, enhance your knowledge at "Understanding Intersectionality" from 5:30 to

2/6/24, 7:33 AM

Mail - Keleha Stokes - Outlook

7:30 p.m. in the Midtown Student Center Restaurant (the old Student Center Cafeteria). On Thursday, Feb. 29, learn more about "Fostering Solidarity and Allyship" from 11 a.m. to 12:30 p.m. in the same location.




LEARN ABOUT DIVINE 9

FEB 27 7:30PM

MIDTOWN STUDENT CENTER THEATRE
Join us for an enriching experience exploring Black Greek life and our hopes for WCSU. Engage in exciting games for a chance to win prizes like AirPods, gift baskets, and more. Plus, enjoy some food.

FOR ANY QUESTIONS, CONTACT RA GABRIELA AT TORRES267@WCSU.EDU



3/1/24, 12:48 PM Mail - Keisha Stokes - Outlook

Noodle Miso and Coconut Soup at the Berkshire Dining Hall.

3. St. Patrick's Day Celebration.

- March 18th: Indulge in a traditional St. Patrick's Day feast featuring Corned Beef, Cabbage, Boiled Red Potatoes, Carrots, and Irish Soda Bread. Lunch will be served at Midtown, followed by dinner at Westside.

We hope you can join us for these exciting events. Please mark your calendar and feel free to reach out if you have any questions or special requests.

Best Wishes,
WCSU Dining

3/1/24, 12:48 PM Mail - Keisha Stokes - Outlook

Sodexo February Recap/ March Look Ahead

John Murphy <murphyj@wcsu.edu>
Fri 3/1/2024 12:44 PM

1000users-stu <users-stu@wcsu.edu>; users-aca <users-aca@wcsu.edu>; users-admin <users-admin@wcsu.edu>

2 Attachments (4 MB)
Calendar Flyers (US Letter) (3).png; Womens History Month (US Letter) (3).png

FROM THE OFFICE OF
AUXILIARY SERVICES

WESTERN CONNECTICUT STATE UNIVERSITY
Celebrating 220 Years

FEBRUARY CAMPUS DINING UPDATES

Good Afternoon,

I trust this email finds you well. As February swiftly comes to a close, I wanted to provide you with a recap of the month and share some exciting updates for March.

Firstly, please find attached our February Recap and March Calendar of events. Despite its brevity, February has been quite productive.

One highlight for March is our celebration of Women's History Month. We're thrilled to announce that every Monday and Wednesday, we'll be featuring a special menu inspired by influential women in the culinary world. This initiative aims to honor their contributions and showcase their signature dishes.


Additionally, we are excited to announce that we have set up an Egg Hunt throughout March! Both faculty and students are encouraged to be on the lookout for hidden eggs. These eggs will contain a Sodexo duck with a prize attached to it. Winners can claim a free grande drink or meal pass!

Looking ahead into March, there are several noteworthy events I'd like to personally invite you to attend:


- Women's History Month Menu:
 - March 4th: Julia Child - Indulge in her renowned Boeuf Bourguignon, a classic French dish from "Mastering the Art of French Cooking."
 - March 6th: Madhur Jaffrey - Enjoy the vibrant flavors of Chicken Tikka Masala, a dish credited with bringing Indian cuisine to the Western world.
 - March 20th: Leah Chase - Experience the flavors of Creole cuisine with her iconic Shrimp Gumbo.
 - March 25th: Nadiya Hussain - Delight in the Middle Eastern flavors of Chicken Shawarma, a recipe from "The Great British Bake Off" winner.
 - March 27th: Maricel Presilla - Savor the comforting Arroz con Pollo, showcasing the culinary traditions of Latin America.
- Special Guest Visit:
 - March 8th: Join us as we welcome Chef Rose Forrest C.E.C from Sodexo, bringing 29 years of culinary and sustainability expertise. She'll be showcasing her talent with a delightful Buckwheat

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3/1/24, 12:48 PM Mail - Keisha Stokes - Outlook




WOMEN'S HISTORY MONTH




Julia Child - American Cuisine
Boeuf Bourguignon
MAR. 4




Leah Chase - Creole Cuisine
Shrimp Gumbo
MAR. 20




Maricel Presilla - Latin American Cuisine
Arroz con pollo
MAR. 27



Madhur Jaffrey - Indian Cuisine
Chicken Tikka Masala
MAR. 6



Nadiya Hussain - British Bangladeshi Cuisine
Chicken Shawarma
MAR. 25



WESTERN CONNECTICUT STATE UNIVERSITY
Celebrating 220 Years

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PANEL DISCUSSION & NETWORKING EVENT

NAVIGATING COLLEGE FOR SUCCESS:
FIRST GENERATION STUDENT PERSPECTIVES

Tuesday, March 26, 2024
4 - 5:30 p.m.
WCSU Westside campus
Campus Center Ballroom

Listen and learn as first-generation student panelists talk about their **WCSU experience and opportunities that helped them.**

Stay for a **reception (mini-feast)** and networking with first-generation WCSU students and staff.

ALL WCSU STUDENTS ARE WELCOME!



For accommodations, please contact: Elise Budnick at budnick@wcsu.edu



Sponsored by:
Ancient Commons, Counseling Services, and
SUQAF-AFSCME Minority Recruitment and Mentoring Committee

Would You Like To Be **SAFE ZONE** TRAINED?

Free

Training Dates:

Faculty / Staff:	Students:
Wed Nov. 8th 10:00am to Noon Virtual: Microsoft Teams	Fri Oct. 20th 2:00pm to 4:00pm In-Person: SC Theatre
Wed March 28th 10:00am to Noon In-Person: SC 218	Wed Feb. 7th 10:00am to Noon In-Person: SC 218

RSVP by Emailing
PrideCenter@WCSU.edu

Safe Zone Trainings are opportunities to learn about LGBTQ+ identities, gender and sexuality, and examine prejudice, assumptions, and privilege

Diversity Events



SAT 1
April 13 @ 9:30 am - 12:00 pm
Afghan Potter

White Hall 07 | 88 White St., Danbury, CT.
MARTIN MALIQUZODA, AFGHAN POTTER, TALK AND DEMONSTRATION: Mal is a seventh-generation Afghan master of traditional pottery, internationally recognized for his technical skill and elegant designs. A native of Isaf, Afghanistan, once a vibrant center of ceramic art and commerce, ...Free



WED 12
April 12 @ 1:30 am - 3:00 pm
DIY Henna

Midtown Student Center Lobby
DO IT YOURSELF: HENNA: Free do-it-yourself Henna designs from 1:30 a.m. to 3 p.m. in the Midtown Student Center Lobby. Or pay \$10 to get a professional henna design by one of the members of the WSA. Sponsored by the Muslim Student ...

WOW! Diversity Events
What's On at WCSU?



MON 17
April 17 @ 7:00 pm - 10:00 pm

MSA Culture Night

Westside Campus Center 43 Lake Ave, Extension, Danbury, CT

MSA CULTURE NIGHT: Join in on this large scale festival to celebrate the plethora of cultures we have on campus! The Muslim Student Association (MSA) will be hosting the first annual MSA Culture Night from 6 to 10 p.m. Clubs, ...



WED 19
April 19 @ 8:00 pm - 10:00 pm

ACSA Elections

Westside Campus Center 43 Lake Ave, Extension, Danbury, CT.

AFRICAN CARIBBEAN STUDENT ASSOCIATION ELECTIONS: Diversity, equity, and inclusion are vital foundations of a union. ACSA elections allow the student body to run for an executive position and command their skills and leadership in running the African Caribbean Student Association. ...

WOW! Diversity Events

What's On at WCSU?



THU20

April 20 @ 12:00 pm - 7:00 pm

Survivor Art Gallery

Westside Campus Center Ballroom 43 Lake Ave. Extension, Danbury, CT

SURVIVOR ART GALLERY: The Center for Empowerment and Education is hosting their annual Survivor Art Gallery on Thursday April 20, and Friday, April 21, from noon to 7 p.m. in the Campus Center Ballroom on the Westside Campus showcasing students' ...FREE



THU20

April 20 @ 12:00 pm - April 21 @ 12:00 pm

TKE Jumpathon

Fairfield Lawn

TKE JUMPATHON: The brothers of TKE will be jumping and participating in this event for 24 hours to raise money and spread awareness for childhood cancer. Find and support them on the Fairfield Hall Lawn from noon on Thursday until [Read More](#) » Free

WOW! Diversity Events

What's On at WCSU?



FRI21

April 21 @ 6:00 pm - 8:00 pm

Westfest Kickoff

Westside Campus Center North Plaza

WESTFEST KICKOFF: To kick off WestFest, there will be axe throwing, food trucks, tie dye and spin art at 6 p.m. in the Westside Campus Center North Patio! Following these activities will be a Gameshow at 8 p.m. in the [Read More](#) »



MON24

April 24 @ 7:00 pm - 9:00 pm

Eid Party

Warner Hall 101

EID PARTY: Join the Muslim Student Association at the Eid Party, a celebration in which Muslims and non-Muslims alike get together to enjoy cultural cuisines and activities to celebrate the end of a month of fasting! The event will be ...

WOW! Diversity Events

What's On at WCSU?



WED26

April 26 @ 11:00 am - 12:00 pm

MFA Visiting Artist

Westside campus 43 Lake Ave. Extension, Danbury, CT, United States

MFA VISITING ARTIST - CATHERINE HAGGARTY, PAINTER: The campus and public are invited to this free talk by painter Catherine Haggarty at 11 a.m. in room 144 of the Visual and Performing Arts Center. Catherine Haggarty is an artist based ...Free



FRI28

April 28 @ 7:00 pm - 10:00 pm

MSA Culture Night

Westside Campus Center Ballroom

MSA CULTURE NIGHT: Join in on this large scale festival to celebrate the plethora of cultures we have on campus! The Muslim Student Association (MSA) will be hosting the first annual MSA Culture Night from 6 to 10 p.m. in ...

WOW! Diversity Events

What's On at WCSU?



SAT29

April 29 @ 7:00 pm - 9:00 pm

Love Wins Benefit Concert

Veronica Hagman Concert Hall, VPAC 43 Lake Ave. Extension, Danbury, CT.

26TH ANNUAL JAZZ FEST: LOVE WINS BENEFIT CONCERT: Love Wins! A Celebration of Music to benefit the Ana Marquez - Greene Endowed Music Scholarship at WCSU The concert takes place from 7 to 9 p.m. in the Veronica Hagman Concert ...\$35



MON1

May 1 @ 9:00 pm

Drag Show

Wolves Den (MT Student Center, lower level)

DRAG SHOW: Hosted by the WCSU Pride Center, PAC, FSL, and IRHA, WCSU's Drag Show returns to the Wolves Den at 9 p.m. There will be multiple drag queen performances, a lip sync for your life opportunity for students, and ...

WOW! Diversity Events

What's On at WCSU?



TUE2

May 2 @ 12:30 pm - 2:00 pm

Kulfi Fundraiser

Midtown Campus Quad 181 White Street, Danbury, CT

KULFI FUNDRAISER: Stop by the Midtown Campus Quad between 12:30 to 2 p.m. to buy a scoop of ice cream. The proceeds will fund activities for the Muslim Student Association.

\$3



WED3

May 3 @ 5:00 pm - 7:00 pm

Lotería Game Night

Westside Campus Center North Ballroom

LOTERIA GAME NIGHT: WCSU Beyond Borders invites you to Loteria Game Night! There will be free food, awesome prizes, and lots of fun!

Free

WOW! Diversity Events

What's On at WCSU?



THU4

May 4 @ 5:00 pm - 7:00 pm

Bailando With the Community

Warner Hall 101

BAILANDO WITH THE COMMUNITY: Join us for Bailando with the Community from 5 to 7 p.m. in Warner Hall 101! Join us to learn about Puerto Rico's traditional Bomba dancing with Brass City Bomba! There will be free food, raffle [Read More](#) »

Free



THU4

May 4 @ 11:00 am - 3:00 pm WCSU Food Pantry

WCSU Food Pantry

Wolves Den (MT Student Center, lower level)

WCSU FOOD PANTRY: The WCSU Food Pantry is now open for all students on Tuesdays and Thursdays between 11 a.m. and 3 p.m. The WCSU Food Pantry is designed to provide support to students who are experiencing food insecurity for ...

Free

WOW! Diversity Events

What's On at WCSU?

JUNETEENTH DAY OF FREEDOM

Saturday, June 17, 2023

All Day Music by DJ Frank Stewart & MSM

Informational Tables
Vendors
Live Performances
Food Trucks
Art Exhibit
Juneteenth Walking Tour
Cultural & Historical Activities
Kid's Corner
Wellness Exhibits
And much more ...

Noon - 5 PM
WCSU Midtown Campus
181 White Street, Danbury, CT
Free Outdoor Family Event
DanburyJune19@gmail.com

SAT24

June 24 @ 12:00 pm - 5:00 pm

2nd Annual Juneteenth

Midtown campus 181 White Street, Danbury, CT
2ND ANNUAL JUNETEENTH DAY OF FREEDOM: Join us for the 2nd Annual Danbury Juneteenth "Day of Freedom" Celebration from noon to 5 p.m. where our theme is "Educate. Empower. Engage."

Preliminary Schedule of Activities:

- All Day Music provided by D.J. Frank Stewart & MSM
 - Live Dance & Musical Performances: Featuring African Drummers, D.J. Frank Stewart and Friends, Hip-Hop artist DeAndre "D.J." Gaines, "Visions of Praise" Liturgical Dance Group, as well as other local artists and performers
 - Step Show & Stroll Showcase: Featuring members of the Divine 9 Fraternities and Sororities
 - Wellness Center & Health Fair: Healthy living information from guest speakers and health & fitness experts. Will also promote FREE COVID-19 vaccinations and Health Screenings from local medical service providers
 - Art Installations: Brought to you by The Cultural Alliance and facilitated by local artist Elizabeth White, we bring you "Ritual Open" banner installation, a traveling exhibition on the theme of ritual which is currently on view at DeWitt Clinton Park in New York City and "The Folding Chair Collective" chair installation, a tribute to seven-term congresswoman Shirley Chisholm, who said "If they don't give you a seat at the table, bring a folding chair!"
 - Kids' Corner: Children's activities (e.g., arts & crafts, ballooning, face painting and more)
 - Vendor & Resource Station: Merchandise for sale by small business owners and entrepreneurs (e.g., art, fashion, jewelry, etc.) as well as educational resources such as employment opportunities, banking, homeownership, etc.
 - Food Truck Station: Offering a variety of food and drink options
- This family-friendly Event is FREE and Open to the public. All Are Welcome!
If you're interested in being a vendor or setting up an informational table, please send an email to DanburyJune19@gmail.com

WOW! Diversity Events

What's On at WCSU?

TUE5

September 5 @ 9:00 am - 3:00 pm

AccessAbility Services Open House

AccessAbility Services White Hall 005, 181 White St., Danbury
ACCESSABILITY SERVICES OPEN HOUSE: Are you a student with a disability who may need accommodations in college? AccessAbility Services is for you! AccessAbility Services provides accommodations and academic support to students with documented disabilities. Come to our open house from ...



WED6

September 6 @ 11:00 am - 4:00 pm

Clubs Carnival

STEP INTO THE REALM OF ADVENTURE AT OUR "CLUBS CARNIVAL" - SUMMER CAMP AT CAMP WESTERN! 🎪🎡 JOIN US FROM 11 A.M. TO 4 P.M. FOR A DAY FILLED WITH EXCITEMENT, FUN AND ENDLESS POSSIBILITIES! 🎉

LOCATION: MIDTOWN CAMPUS - NEWBURY/FAIRFIELD LAWN
📅 DATE: WEDNESDAY, SEPTEMBER 6, FROM 11 A.M. TO 4 P.M. SO, GATHER YOUR CAMP GEAR, UNLEASH YOUR ENTHUSIASM, AND LET'S MAKE THIS CLUBS CARNIVAL THE BEST ONE YET! 🎪 SEE YOU THERE, CAMPERS!

WOW! Diversity Events

What's On at WCSU?



FRI 8

September 8 @ 3:00 pm - 7:00 pm

ACSA Carnival

Fairfield Lawn

ACSA CARNIVAL: Join us for an unforgettable experience at the ACSA Carnival! Our carnival is all about good vibes and great music! We'll play the latest and hottest reggae and dancehall hits, ensuring that you'll be moving and grooving throughout! [Read More »](#)

SAT 9

September 9 @ 8:00 pm - 10:00 pm

Hot Topic

Westside Campus Center North Ballroom

HOT TOPIC: Come show out to Black Student Union's very first event this semester from 8 to 10 p.m. in the Westside Campus Center Ballroom.

WOW! Diversity Events

What's On at WCSU?



FRI 15

Featured September 15 @ 8:00 am - 1:00 pm

WCSU Day Of Service

WCSU DAY OF SERVICE: All students, faculty, and staff are encouraged to participate in this Day of Service in Danbury and the Greater Danbury community. For more details go to the Day of Service webpage. An email will be sent [Read More »](#)

TUE 19

September 19 @ 9:00 am - 4:00 pm Hispanic Heritage Month Photo Shoot

Hispanic Heritage Month Photo Shoot

Westside Classroom Building 119 43 Lake Ave. Extension, Danbury, CT
HISPANIC HERITAGE MONTH PHOTO SHOOT: Come and celebrate your heritage and what it means to you by taking a professional headshot! This events will take place Sept. 19, 21 and 22 from 9 a.m. to 4 p.m. in Room 119 ...

Free

WOW! Diversity Events

What's On at WCSU?



TUE 19 & WED 20

September 19 @ 1:00 pm - 2:00 pm, September 20 @ 3:00pm - 4:00 pm ISEP Study Abroad Information Session

ISEP Study Abroad Information Session

Midtown Student Center 207

ISEP STUDY ABROAD INFORMATION SESSION: International Services will host in-person Study Abroad Info Sessions each month starting in September. Students of all majors are encouraged to attend to learn how to apply for a semester, year-long or summer study abroad experience. ...



FRI 26

September 26 @ 4:00 pm - 6:00 pm

Mingle With Amigos

Midtown Student Center 181 White St., Danbury, Select a Country: +1 more

MINGLE WITH AMIGOS: Come and have fun with your friends and meet new people! There will be free food, games and music from 4 to 6 p.m. in the Midtown Student Center Game Room. Free

WOW! Diversity Events

What's On at WCSU?



WED 27

September 27 @ 2:00 pm - 4:00 pm

ASU Snack Attack Fundraiser

Westside Campus Center 43 Lake Ave. Extension, Danbury, CT, United States

ASU SNACK ATTACK FUNDRAISER: Explore your taste buds with these unique Asian snacks and drinks! We will be selling different types of snacks that you can enjoy, so come support Asian Student Union! We will be set up in the ...



FRI 29

September 29 @ 5:30 pm - 10:00 pm

WCSU Against Violence (WAV)

Westside Campus Center 43 Lake Ave. Extension, Danbury, CT, United States

WCSU AGAINST VIOLENCE (WAV): Join The Center for Empowerment and Education and the Recreation Department (REC) for a dating violence workshop/guest speaker with UConn Encounters from 5:30-7 p.m., a wellness fair (with free giveaways!), free food and a roller-skating rink to ...

WOW! Diversity Events

What's On at WCSU?



SUN 1

October 1 @ 12:00 pm - 2:00 pm

REC Run or Dye

Ives Concert Park 43 Lake Ave. Extension, Danbury, CT

REC RUN OR DYE: Westside campus fun run starts and ends in Ives Concert Park. You start with a white shirt and you will go through the color stations. Registration begins at 11 a.m. and the run starts at noon. ...

TUE 3

October 3 @ 8:00 pm - 10:00 pm

Dear Black Men

Westside Campus Center North Ballroom

DEAR BLACK MEN: Come support the Black Men on campus. Take some time to show love and listen. There will be prizes and food! From 8 to 10 p.m. in the Westside Campus Center Ballroom North.

Free

WOW! Diversity Events

What's On at WCSU?



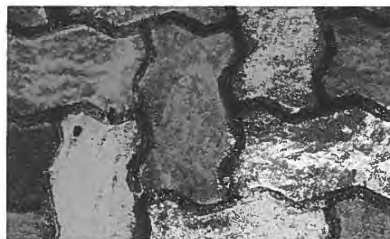
WED 4

October 4 @ 8:00 pm - 10:00 pm

Family Feud

Westside Campus Center Ballroom

FAMILY FEUD: We are bringing Family Feud to WCSU with BSU, BSWA, and LASO. We hope to see everyone at our fun game night from 8 to 10 p.m. in the Westside Campus Center Ballroom. Free



THU 5

October 5 @ 10:30 am - 3:00 pm Brick Painting

Brick Painting

Midtown Student Center Commuter Lounge 181 White St., Danbury, CT

BRICK PAINTING: Do you want to leave your mark on WCSU? The Commuter Lounge in the Student Center needs a makeover! Last semester the former president of CSO started a painting the wall, and we have a lot of bricks [Read More](#) » \$10

WOW! Diversity Events

What's On at WCSU?

WHAT COUNSELORS NEED TO KNOW ABOUT WORKING WITH LGBTQIA+ CLIENTS



NICHOLE MAYWEATHER-BANKS, LCSW
F.A.C.E.S. LLC - FREEDOM OF ACCESS TO COMMUNITY EQUITY AND SUPPORT



MON 9

October 9 @ 6:30 pm - 7:30 pm

M.S. in Addiction Counseling Speaker Series

Virtual event

M.S. IN ADDICTION COUNSELING SPEAKER SERIES: Learn about: Core competencies & Best practices for how & when to ask clients questions related LGBTQIA+, higher addiction rates & minority stress theory in this population. From 6:30 to 7:30 p.m. via WebEx. [Read More](#) »

Free



TUE 10

October 10 @ 7:00 pm - 9:00 pm

Loteria night

Housing - Pinney Hall

LOTERIA NIGHT: Come to Pinney Hall from 7 to 9 p.m. and play bingo... but make it Hispanic! We are going to have so many prizes, food and music! Even if you don't dorm you can come to this event, ...Free

WOW! Diversity Events

What's On at WCSU?



WED 11

October 11 @ 11:00 am - 12:00 pm

Visiting Artist Lecture

Visual & Performing Arts Center 43 Lake Ave. Extension, Danbury, CT

VISITING ARTIST LECTURE, WILL HUTNICK, ARTIST/CURATOR: 11 a.m., Visual & Performing Arts Center, Room 144, WCSU Westside campus. Free and open to the public, but limited seating available. Will Hutnick is an artist and curator based in Wassauc, New York. He [Read More](#) »

Free



THU 12

October 12 @ 5:00 pm - 7:00 pm

Hispanic Heritage Month Panel

White Hall 127

HISPANIC HERITAGE MONTH PANEL: Elaine Nadal, Maria E. Andreu and Fray Luis Paulino will be talking about their Latin experience and their journey with writing. Please bring your questions! From 5 to 7 p.m. in White Hall 127 on the Midtown ...free

WOW! Diversity Events

What's On at WCSU?

TUE 17

October 17 @ 8:00 pm - 10:00 pm

Black Women Are Loved

Westside Campus Center North Ballroom 43 Lake Ave. Extension, Danbury, CT

BLACK WOMEN ARE LOVED: The Black Student Union will host an event for all women on campus to come to our free space event and speak freely!! All are welcome to join from 8 to 10 p.m. in the Westside Campus ...



WED 1

November 1 @ 11:00 am - 12:00 pm

Visiting Artist Lecture

VPAC Room 144 43 Lake Ave. Extension, Danbury, CT

VISITING ARTIST LECTURE WITH MAGGE GAGLIARDI, ILLUSTRATOR: At 11 a.m., Visual & Performing Arts Center, Room 144, Westside campus. Free and open to the public; limited seating available. Reserve a seat at <https://www.eventbrite.com/e/visiting-artist-lecture-magge-gagliardi-illustrator-tickets-739534957967?aff=oddtcreator>. Magge Gagliardi is an award-winning illustrator, designer and commercial ...Free

WOW! Diversity Events

What's On at WCSU?

WED 1

November 1 @ 7:00 pm - 10:30 pm Student Previews - Angels in America, Part One: Millennium Approaches

Student Previews - Angels in America

MainStage Theatre, VPAC 43 Lake Ave. Extension, Danbury, CT

STUDENT PREVIEWS - "ANGELS IN AMERICA, PART ONE: MILLENNIUM APPROACHES": In the first part of Tony Kushner's epic, set in 1980's New York City, a gay man is abandoned by his lover when he contracts the AIDS virus, and a ... FREE



November 3 - 12

Photograph by Tony DeZimo

FRI 3

November 3 @ 11:00 am - 5:00 pm

Field of Flags

Midtown campus 181 White St., Danbury, CT

FIELD OF FLAGS: The university's Student Veterans Organization (SVO) will begin to place several thousand American flags in front of the Old Main Building on the Midtown campus. Flag placement will begin at 11 a.m. and the public is invited to ...



WOW! Diversity Events

What's On at WCSU?



WED 8

November 8 @ 11:00 am - 12:00 pm

Veterans Day Ceremony and Luncheon

Midtown Student Center Theater 181 White St., Danbury, CT +1 more

VETERANS DAY CEREMONY AND LUNCHEON: WCSU's Annual Veterans Day Ceremony will take place this year at 11 a.m. in the Midtown Student Center Theater. A planned reception will take place after the ceremony in Room 202 of the Midtown Student ... Free

WOW! Diversity Events

What's On at WCSU?

THU 9

November 9 @ 11:00 am - 2:00 pm

Lunch with a Vet

Berkshire Hall 181 White St., Danbury, CT

LUNCH WITH A VET: The Career Success Center, Student Veterans Association and Student Government Association will host a Lunch with a Vet event from 11 a.m. to 2 p.m. in Berkshire Hall on the Midtown campus. Students will have an ...



WED 8

November 8 @ 11:00 am - 2:00 pm

First-Generation College Celebration

Higgins Hall Patio 181 White St., Danbury, CT

FIRST-GENERATION COLLEGE CELEBRATION: Western Connecticut State University will host the fifth annual First-Generation College Celebration from 11 a.m. to 2 p.m. at the Higgins Hall Patio on the Midtown campus. During the event, WCSU will join in celebration with other ...

Free



TUE 14

November 14 @ 3:30 pm - 5:00 pm

Promoting Peace Within

Kathwari Honors House 181 White St., Danbury, CT

PROMOTING PEACE WITHIN: The Institute for Holistic Health Studies, the Honors Students of Compassion, and the Office of Intercultural Affairs invite you to Promoting Peace Within, to be held from 3:30 - 5 p.m. in the Kathwari Honors House, ...Free



WOW! Diversity Events

What's On at WCSU?



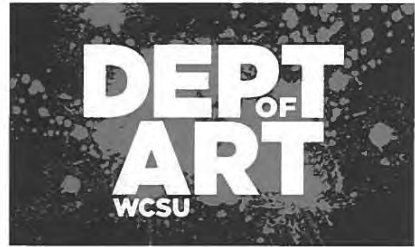
TUE 14

November 14 @ 5:00 pm - 6:30 pm

Out of the Darkness and Into the Light: Empowering Marginalized Communities

White Hall 127 181 White St., Danbury, CT

OUT OF THE DARKNESS AND INTO THE LIGHT: EMPOWERING MARGINALIZED COMMUNITIES: Join us for a panel event with U.S.-El Salvador Sister Cities and Connecticut Students for a Dream from 5 to 6:30 p.m. in White Hall 127 on the Midtown ...Free



WED 15

November 15 @ 11:00 am - 12:00 pm

Visiting Artist Lecture

Visual & Performing Arts Center 43 Lake Ave. Extension, Danbury, CT

VISITING ARTIST LECTURE WITH HANGAMA AMIRI, INTERDISCIPLINARY ARTIST: At 11 a.m. in Room 144 of the Visual & Performing Arts Center on the Westside campus. Free and open to the public; limited seating available. Hangama Amiri is an Afghan-Canadian artist who ...

Free

WOW! Diversity Events

What's On at WCSU?



THU 16

November 16 @ 11:30 am - 12:30 pm

The Influence of International Experiences

Midtown Student Center 202 181 White St., Danbury, CT

THE INFLUENCE OF INTERNATIONAL EXPERIENCES: Join WCSU alumnus Brenden Bish at 11:30 a.m. in Room 202 of the Midtown Student Center for a discussion about "The Influence of International Experiences." A WCSU alumnus and former athlete, Brenden is an educator. [Read More »](#)



FRI 1

December 1 @ 12:00 pm - 4:00 pm

World Aids Day Awareness and Testing Event

Berkshire Hall 181 White St., Danbury, CT

WORLD AIDS DAY AWARENESS AND TESTING EVENT: Explore our local health and wellness resources, get tested, and win prizes! From noon to 4 p.m. in Berkshire Hall on the Midtown campus.

Free

WOW! Diversity Events

What's On at WCSU?



FRI 1

December 1 @ 8:00 pm - 11:00 pm Three Sisters by Anton Chekhov

Three Sisters by Anton Chekhov

MainStage Theatre, VPAC 43 Lake Ave. Extension, Danbury, CT

"THREE SISTERS" BY ANTON CHEKHOV: Somewhere in the backwoods of Russia, the three Prozorov sisters, Olga, Masha and Irina, live in the large, beautiful house their father has left them. Raised to be bastions of refinement and taste, but stranded ... \$10

WOW! Diversity Events

What's On at WCSU?



THU 4

January 4 @ 7:30 pm - 9:00 pm

Reading and Q&A with E.A. Neeves and Patricia Park

President's Reception Room, Westside Classroom Building 218 43 Lake Ave. Extension, Danbury

LIVE READING AND Q&A WITH E.A. NEEVES AND PATRICIA PARK: Join WCSU's M.F.A. in Creative and Professional Writing for a live reading and Q&A with authors E.A. Neeves and Patricia Park! This event is free, open to the public and ...Free



WED 6

December 6 @ 6:00 pm - 8:00 pm

Understanding Israel/Palestine

Midtown Student Center Theater 181 White St., Danbury, CT

Rescheduled for December 6th UNDERSTANDING ISRAEL/PALESTINE: Join us for a discussion of the ongoing conflict in Israel/Palestine and learn how to find reliable information if you want to learn more. The Social Sciences Department and the Department of History, Philosophy, and [Read More »](#)

FRI 19

January 19 @ 4:00 pm - 6:00 pm

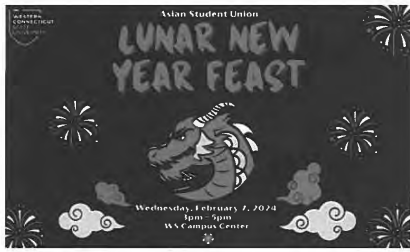
Chai Chat

Midtown Student Center Game Room 181 White St., Danbury, CT

MSA CHAI CHAT: The WCSU Muslim Student Association will host Chai Chat from 4 to 6 p.m. in the Midtown Student Center Game Room. Food and chai will be provided.

WOW! Diversity Events

What's On at WCSU?



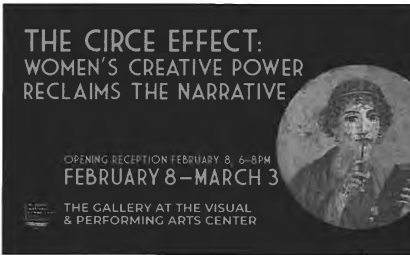
WED7

February 7 @ 3:00 pm - 5:00 pm

Lunar New Year Feast

Westside Campus Center 43 Lake Ave. Extension, Danbury, CT

LUNAR NEW YEAR FEAST: Join the Asian Student Union for a Lunar New Year celebration like no other! Indulge in a delectable buffet feast filled with traditional delicacies and modern twists, all for free! Open to all students, our Lunar ...



THU8

February 8 @ 6:00 pm - 8:00 pm

Gallery Opening - "The Circe Effect"

Art Gallery, VPAC 43 Lake Ave. Extension, Danbury, CT

GALLERY OPENING - "THE CIRCE EFFECT: WOMEN'S CREATIVE POWER RECLAIMS THE NARRATIVE": The Gallery at the Visual and Performing Arts Center at Western Connecticut State University will present "The Circe Effect: Women's Creative Power Reclaims the Narrative," featuring the work of Madeleine Conover, Donna Dodson, Katiushka Melo, Cheryl Mukherji, Dana Robinson and Chelsea Steinberg ... Free

WOW! Diversity Events

What's On at WCSU?



MON26

February 26 @ 5:30 pm - 7:30 pm

Discussion Circle - Understanding Intersectionality

Midtown Student Center Restaurant 181 White St., Danbury, CT, United States

DISCUSSION CIRCLE: The Racial Justice Coalition and SUOAF-Minority Recruitment and Mentoring Committee will host a discussion circle on "Understanding Intersectionality" from 5:30 to 7:30 p.m. in the Midtown Student Center Restaurant (the old Student Center Cafeteria). The circles will engage ...



THU29

February 29 @ 11:00 am - 12:30 pm

Discussion Circle - Fostering Solidarity and Allyship

Midtown Student Center Restaurant 181 White St., Danbury, CT, United States

DISCUSSION CIRCLE: The Racial Justice Coalition and SUOAF-Minority Recruitment and Mentoring Committee will host a discussion circle on "Fostering Solidarity and Allyship" from 11 a.m. to 12:30 p.m. in the Midtown Student Center Restaurant (the old Student Center Cafeteria). The ...

WOW! Diversity Events

What's On at WCSU?



THU21

March 21 @ 12:00 pm - 2:00 pm

Walkout and Vigil for Gaza

Midtown Campus Quad 181 White Street, Danbury, CT

WALKOUT AND VIGIL FOR GAZA: Join the MSA and other student clubs in walking out of classes, meetings, and work to show solidarity and remembrance for the lives lost in Palestine. From noon to 2 p.m. on the Midtown campus ...



TUE26

March 26 @ 4:00 pm - 5:00 pm

Navigating College for Success: First Gen Student Perspectives

Westside Campus Center Ballroom 43 Lake Ave. Extension, Danbury, CT

NAVIGATING COLLEGE FOR SUCCESS - FIRST GEN STUDENT PERSPECTIVES: Listen and learn as first-generation student panelists talk about their WCSU experience and opportunities that helped them. Stay for a reception (mini-feast) and networking with first-generation WCSU students and staff. From ... Free

Diversity Events Calendar



September

Hispanic/Latinx Heritage Month



An official celebration of those American citizens whose ancestry can be traced back to Spain, Mexico, Central and South America and the Caribbean. The tradition of the Hispanic/Latinx Heritage celebration started out as a week-long event in 1968. Twenty (20) years later, in 1988, the celebration expanded to dedicate a whole month starting and ending in the middle of the month and inclusive of the Day of the Dead (*"Día De Los Muertos"*) on November 2nd, to represent a traditional event in Mexico paying homage to loved ones who have passed on.

Hispanic/Latinx Heritage Month pays tribute to the generations of Hispanic/Latinx Americans who have positively influenced and enriched our nation and society. The celebration will take place between September 15th and October 15th and up to November 2nd. The 15th marks as the independence day of five Latin American countries: Costa Rica, El Salvador, Guatemala, Honduras and Nicaragua. While Mexico, Chile, and Belize follow shortly after on the 16th, 18th and 21st respectively.

Other Days of Remembrance

September 6-8 (sundown to sundown): Rosh Hashanah, the Jewish New Year celebration, marking the creation of the world.

September 15-16 (sundown to sundown): Yom Kippur, the holiest day on the Jewish calendar, a day of atonement marked by fasting and ceremonial repentance.

September 18: International Equal Pay Day, celebrated for the first time in September 2020, represents the longstanding efforts towards the achievement of equal pay for work of equal value. It further builds on the United Nations' commitment to human rights and against all forms of discrimination, including discrimination against women and girls.

October

Domestic Violence Awareness Month



Domestic Violence Awareness Month takes place every October. It evolved from a Day of Unity first observed in October, 1981 by the National Coalition Against Domestic Violence. The intent was to connect advocates for survivors of abuse across the nation who were working to end violence against women and their children. The Day of Unity soon became a special week when a range of activities were conducted at the local, state and national levels, and has since grown to become a federally observed month of awareness and action on domestic violence.

Across the country, families and friends of victims have gathered during Domestic Violence Awareness Month to remember and honor their loved ones who have lost their lives at the hands of a person they once loved and trusted.

Other Days of Remembrance

October 1: Native American Women's Equal Pay Day. The aim is to raise awareness about the wider-than-average pay gap between Native American women and White men. Native American women are paid 57 cents for every dollar paid to white men.

October 10: World Mental Health Day. First celebrated in 1993, this day is meant to increase public awareness about the importance of mental health, mental health services, and mental health workers worldwide.

October 11: National Coming Out Day (U.S.). For those who identify as lesbian, gay, bisexual or transgender, this day celebrates coming out and the recognition of the 1987 march on Washington for gay and lesbian equality.

October 11: National Indigenous Peoples Day, an alternative celebration to Columbus Day, gives recognition to the indigenous populations affected by colonization.

October 20: International Pronouns Day seeks to make respecting, sharing, and educating about personal pronouns commonplace. Each year it is held on the third Wednesday of October.

October 29: Latinx Women's Equal Pay Day. The aim is to raise awareness about the wider-than-average pay gap between Latinx women and White men. Latinx women are paid 54 cents for every dollar paid to white men.

November

Native American Heritage Month



November is Native American Heritage Month, or as it is commonly referred to as *American Indian and Alaska Native Heritage Month*. This month is a time to celebrate rich and diverse cultures, traditions, and histories and to acknowledge the important contributions of Native people.

Other Days of Remembrance

November 19: International Men's Day emphasizes the important issues affecting males, including health issues that affect males, improving the relations between genders, highlighting the importance of male role models and promoting gender equality. This holiday is celebrated in over 70 countries.

November 20: Transgender Day of Remembrance, established in 1998 to memorialize those who have been killed as a result of transphobia and to raise awareness of the continued violence endured by the transgender community.

November 25: Thanksgiving in the United States. It began as a day of giving thanks for the blessing of the harvest and of the preceding year.

November 26: Native American Heritage Day, held annually the Friday after Thanksgiving, encourages Americans of all backgrounds to observe and honor Native Americans through appropriate ceremonies and activities. The day was signed into law by George W. Bush in 2008.

December

National Human Rights Month



December recognizes National Human Rights Month. This month and every month to follow, everyone in the United States is encouraged to come together and stand up for equality, justice, and the dignity of all humans. December is a time to honor the Universal Declaration of Human Rights, an international document stating the fundamental rights and freedoms to which all human beings are entitled. These rights include freedom from discrimination, the right to equality, and the right to be considered innocent until proven guilty.

Other Days of Remembrance

December 1: World AIDS Day, commemorating those who have died of AIDS, and to acknowledge the need for a continued commitment to all those affected by the HIV/AIDS epidemic.

December 3: International Day of Persons with Disabilities, designed to raise awareness in regards to persons with disabilities in order to improve their lives and provide them with equal opportunity.

December 10: International Human Rights Day established by the United Nations in 1948 to commemorate the anniversary of the Universal Declaration of Human Rights.

December 25: Christmas Day, the day that many Christians associate with Jesus' birth.

November 28-December 6: Hanukkah, a Jewish holiday that is celebrated around the world for eight days and nights. Hanukkah celebrates the victory of the Maccabees, or Israelites, over the Greek-Syrian ruler, Antiochus, approximately 2,200 years ago.

December 26-January 1: Kwanzaa, an African-American holiday started by Maulana Karenga in 1966 to celebrate universal African American heritage.

January

National Poverty Awareness Month



January is **National Poverty Awareness Month** and it gives us at WCSU an opportunity to become more aware of those in need and the ways we can take action to combat poverty. There are over 40 million people living in poverty in the United States. Poverty creates inter-generational issues, causes health issues due to food insecurity, stress, and lack of access to care, and contributes to school-age and university students under-performing and/or missing school.

Other Days of Remembrance

January 4: World Braille Day, observed in order to raise awareness of the importance of braille as a means of communication in the full realization of the human rights for blind and partially sighted people. Celebrated on Louis Braille's birthday, the inventor of braille.

January 18: Martin Luther King Jr. Day commemorates the birth of Martin Luther King Jr., the recipient of the 1964 Nobel Peace Prize and an activist for nonviolent social change until his assassination in 1968.

January 27 (sundown to sundown): The International Day of Commemoration and Holocaust Remembrance Day is a time to remember the victims of the Holocaust. The anniversary of the liberation of the Auschwitz death camp in 1945 and U.N. Holocaust Memorial Day. This time is to also *"mourn the loss of lives, celebrate those who saved them, honor those who survived, and contemplate the obligations of the living."* — Former President Barack Obama.

February

Black Heritage/History Month



February marks **Black Heritage/History Month**, a federally recognized, nationwide celebration that calls on all Americans to reflect on the significant roles that African-Americans have played in shaping history in the United States. February marks Black Heritage/History Month, a tribute to African-American men and women who have made significant contributions to America and the rest of the world in the fields of science, politics, law, sports, the arts, entertainment, and many other fields.

While Black Heritage/History Month is synonymous with prominent figures such as Martin Luther King Jr., Harriet Tubman, Rosa Parks, Muhammad Ali, Jackie Robinson, Langston Hughes, Maya Angelou, Marian Anderson and President Barack Obama, there are countless other African-Americans who've made a profound impact in history: self-made millionaire Madam C.J. Walker, world-renowned sculptor Edmonia Lewis, carbon filament light bulb inventor Lewis Howard Latimer, open-heart surgeon Daniel Hale Williams, science-fiction writer Octavia E. Butler, and "Father of Black History" Carter G. Woodson, who lobbied extensively to establish Black Heritage/History Month as a nationwide celebration, among many others.

Other Days of Remembrance

February 1: National Freedom Day, which celebrates the signing of the 13th Amendment that abolished slavery in 1865.

February 11: Asian-American Women's Equal Pay Day. The aim is to raise awareness about the pay gap between Asian-American women and White men. Asian-American women are paid 90 cents for every dollar paid to white men.

March

Women's History Month



A nationally recognized celebration throughout March, **Women's History Month** originates back to 1981, **Women's History Month** originates back to 1981, when Congress authorized and requested President Reagan to proclaim the week starting March 7, 1982, to be **Women's History Week**. The week in March was selected to commemorate an 1857 strike for better pay and working conditions held by women working in a garment factory. In 1987, the **National Women's History Project** successfully petitioned for Congress to designate the month of March to be **Women's History Month**.

Every March, WCSU finds way to celebrate the contributions of history-making women to our society. From how it began to important dates in March, please support and learn more about this month-long celebration at WCSU.

Other Days of Remembrance

March 13-April 15: Deaf History Month. This observance celebrates key events in deaf history, including the founding of Gallaudet University and the American School for the Deaf.

March 17: St. Patrick's Day, a holiday started in Ireland to recognize St. Patrick, the patron saint of Ireland who brought Christianity to the country in the early days of the faith.

March 21: International Day for the Elimination of Racial Discrimination, observed annually in the wake of the 1960 killing of 69 people at a demonstration against apartheid pass laws in South Africa. The United Nations proclaimed the day in 1966 and called on the international community to redouble its efforts to eliminate all forms of racial discrimination.

March 25: International Day of Remembrance of the Victims of Slavery and the Transatlantic Slave Trade is a United Nations International observation that offers the opportunity to honor and remember those who suffered and died at the hands of the brutal slavery system. First observed in 2008, the international day also aims to raise awareness about the dangers of racism and prejudice today.

March 27-April 4: Passover, an eight-day Jewish holiday and festival in commemoration of the emancipation of the Israelites from slavery in ancient Egypt.

March 28: Palm Sunday, a Christian holiday commemorating the entry of Jesus into Jerusalem. It is the last Sunday of Lent and the beginning of the Holy Week

March 31: International Transgender Day of Visibility, celebrated to bring awareness to transgender people and their identities as well as recognize those who helped fight for rights for transgender people

April

Sexual Assault Awareness Month



Sexual Assault Awareness Month is an annual designation observed in April. During this month, WCSU raises awareness about sexual violence in Danbury and educates our community on how to prevent it and be active bystanders in prevention and awareness.

CULTURAL Mixology Month at WCSU

Our planet is filled with a rainbow of races and religions — all equal in every way. It doesn't matter if you don't understand them all or even know they exist, but it matters that you accept everyone and do not judge anyone as less than worthy. We are all in this together, and our ignorance of other's beliefs is no excuse for intolerance in any form. As we enter April, WCSU would like everyone to take some time to celebrate **Diversity Month**.

Other Days of Remembrance

April 2: World Autism Awareness Day, created to raise awareness of the developmental disorder around the globe.

April 13: Equal Pay Day, an attempt to raise awareness about the raw wage gap, the figure that shows that women, on average, earn about 80 cents for every dollar men earn. The date moves earlier each year as the wage gap closes. Equal Pay Day began in 1996 by the National Committee on Pay Equity as a public awareness event to illustrate the gender pay gap.

April 22: Earth Day promotes world peace and sustainability of the planet. Events are held globally to show support of environmental protection of the Earth.

April 23: The Day of Silence, during which students take a daylong vow of silence to protest the actual silencing of lesbian, gay, bisexual and transgender (LGBTQ+) students and their straight allies due to bias and harassment.

May

Asian Pacific American Heritage Month



May is **Asian American - Pacific Islander ("AAPI") Heritage Month** – a celebration of Asians and Pacific Islanders in the United States. AAPI Heritage commemoration was first proposed in 1977 to observe the immigration of the first Japanese to the United States (May 7, 1843), and the completion of the transcontinental railroad, constructed mainly by Chinese immigrant workers (May 10, 1869). In 1978, President Carter made it an annual week-long event and President George H.W. Bush extended the proclamation to include the entire month of May.

In the face of increasing anti-Asian bias, WCSU acknowledges and combats its roots in our society and on our campuses. This month we look to highlight resilience of our community, our enduring public service for all Asian-Americans, and the actions we can take to move forward at WCSU.

Other Days of Remembrance

May 5: Cinco de Mayo, a Mexican holiday commemorating the Mexican army's 1862 victory over France at the Battle of Puebla during the Franco-Mexican War (1861-1867). This day celebrates Mexican culture and heritage, including parades and music performances.

May 17: International Day Against Homophobia, Transphobia and Biphobia, a global celebration of sexual-orientation and gender diversities.

May 21: World Day for Cultural Diversity for Dialogue and Development, a day set aside by the United Nations as an opportunity to deepen our understanding of the values of cultural diversity and to learn to live together in harmony.

June

Pride Month



June is **Pride Month** which is established to recognize the impact that Lesbian, Gay, Bisexual, Transgender, Queer, Intersex, Asexual ("LGBTQIA") individuals have had on the world. LGBTQIA groups celebrate this special time with various pride parades, picnics, parties, memorials for those lost to hate crimes and HIV/AIDS, and other group gatherings.

Pride Month is celebrated as a tribute to those who were involved in the Stonewall Riots. With parades, festivals, and concerts, there's always some way for you to get involved at WCSU as well as learn some important social history along the way.

Other Days of Remembrance

June 15: Native American Citizenship Day, commemorating the day in 1924 when the U.S. Congress passed legislation recognizing the citizenship of Native Americans.

June 19: Juneteenth, also known as Freedom Day or Emancipation Day. It is observed as a public holiday in 14 U.S. states. This celebration honors the day in 1865 when slaves in Texas and Louisiana finally heard they were free, two months after the end of the Civil War. June 19, therefore, became the day of emancipation for thousands of African-Americans.

Last Sunday in June: Lesbian, Gay, Bisexual, Transgender (LGBT) Pride Day in the United States. It celebrates the Stonewall Riots on June 28, 1969.

(updated) WCSU Events for Affirmation Plan (4/1/2023-3/31/2024)

1. **May 2023** - "Building a Social Justice Bridge Between the US & El Salvador," Virtual conference, UndocuAlly Task Force & Department of Social Sciences
2. **6/24/2023** - Juneteenth Celebration, Sponsored by the Danbury Juneteenth Coalition
3. **October 2023** - "The Salvadorans," speaker Zulma Tobar from USESSC. UndocuAlly Task Force & Department of Social Sciences
4. **October 2023** - "Militant Puerto Ricans," speaker Michael Gonzalez-Cruz, University of Puerto Rico. Department of Social Sciences
5. **10/10/2023** -Paint & Chat: Black Haven-A safe space to be your authentic self. *Co-sponsored by Black Social Work Association, African Caribbean Student Association and Counseling Services*
6. **11/9/2023** - Paint & Chat: Safe Haven-A safe space to be your authentic self. *Co-sponsored by WCSU Borders, Latin Student Association and Counseling Services*
7. **November 2023** - "Out of the Darkness & Into the Light: Empowering Marginalized Communities" in collaboration with the UndocuAlly Task Force, Western Beyond Borders and Counseling Services.
8. **December 2023** - "Connecticut Students for a Dream," speaker, Najely Clavijo. UndocuAlly Task Force & Department of Social Sciences
9. **2/26/2024** - Black History Month Discussion Circles: Intersectionality and how issues of race, intersect with gender, sexuality, class and other identities. *Co-sponsored by the Racial Justice Coalition and SUOAF-Minority Recruitment and Mentoring Committee*
10. **2/29/2024** - Black History Month Discussion Circles: How solidarity and allyship with marginalized groups can be fostered to combat injustice. *Co-sponsored by the Racial Justice Coalition and SUOAF-Minority Recruitment and Mentoring Committee*

Carina A. Bandhauer, PhD (she/her)
 Chair, Department of Social Sciences
 Professor of Sociology
 Warner Hall 207
 Western Connecticut State University
 181 White Street, Danbury, CT 06810

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24-Hour Emergency Numbers. Imminent danger: 911. **Suicide & Crisis:** call/text 988. **Sexual Assault Hotline:** (888) 999-5545.

Land Acknowledgement. WCSU sits on the traditional homelands of the Mohican, Schaghticoke, Weantinock, Paugussett, Pootatuck, Pequannock, Wiechquaesgeck, and others.

Confidentiality If you received this in error, kindly let me know and delete this message.

Celebrating Pride Month

CSCU-Chancellor <CSCU-Chancellor@ct.edu>

Fri 6/7/2024 1:59 PM

To:CSCU-Chancellor <CSCU-Chancellor@ct.edu>



Celebrating Pride Month

Dear CSCU Community,

As we kick off Pride Month, we are reminded how diversity is one of CSCU's greatest strengths — diversity of our faculty and staff, diversity of thought, and the diversity of our students.

We are proud to be a system of six colleges and universities where all are welcome to be their true authentic selves.



CT State Middlesex participates in Middletown's annual PrideFEST.

Our incredible faculty and staff are dedicated to creating learning environments that are safe, inclusive, and welcoming to all, and we remain steadfast in our commitment in making sure our institutions

FW: Gratitude for our Veterans

D'Agostino, Nicholas <nicholas.dagostino@ctstate.edu>

Fri 6/21/2024 7:38 AM

To:Cannon-Klemenz, Rebecca <rebecca.cannonklemenz@ct.edu>

From: Raimondi, Terri <TRaimondi@commnet.edu>

Sent: Friday, November 10, 2023 10:04 AM

To: CSCU-Chancellor <CSCU-Chancellor@ct.edu>

Subject: Gratitude for our Veterans

Dear CSCU Community,

As we commemorate Veterans Day, I would like to express my deepest gratitude and respect to the brave men and women who have served — and continue to serve — in our nation's armed forces. Veterans Day is a powerful reminder of the extraordinary sacrifices military personnel and their families have made to our country.

Within our Connecticut State Colleges and Universities system, we are proud of the faculty, staff, and approximately 2,100 student veterans who have served our country, and the invaluable contributions our veterans bring to the CSCU community. Please join me in honoring our heroes by expressing our appreciation for their service, dedication, and sacrifices.

On this day, we must also remember that the challenges faced by veterans do not end when they return home as many struggle with the transition to civilian life. The Board of Regents, CSCU system, and our individual institutions are committed to providing comprehensive support, resources, and assistance to veterans, ensuring they have the tools needed to succeed in their academic pursuits and in the workforce.

To the veterans who work and study in the CSCU system: thank you for your service. Together, we can build a community that acknowledges and celebrates the unique experiences and perspectives our veterans bring to our institutions.

Sincerely,

Terrence Cheng
Chancellor, CSU



FW: President Cheng Joins Presidents' Alliance on Higher Education and Immigration

D'Agostino, Nicholas <nicholas.dagostino@ctstate.edu>

Fri 6/21/2024 7:45 AM

To:Cannon-Klemen, Rebecca <rebecca.cannonklemen@ct.edu>

external

From: CSU-Announcement <CSU-Announcement@ct.edu>

Sent: Monday, March 7, 2022 4:23 PM

To: CSU-Announcement <CSU-Announcement@ct.edu>

Subject: President Cheng Joins Presidents' Alliance on Higher Education and Immigration

PRESIDENT CHENG JOINS PRESIDENTS' ALLIANCE ON HIGHER EDUCATION AND IMMIGRATION

National group advocates for immigrant, international, and refugee students

(HARTFORD, CT) – Connecticut State Colleges and Universities (CSU) President Terrence Cheng today announced that the 17 institutions that make up the CSU system are officially joining the Presidents' Alliance on Higher Education and Immigration, a coalition of over 500 college and university presidents and chancellors promoting federal, state, and local policies in support of immigrant, international, and refugee students.

"I am pleased to be the newest member of the Presidents' Alliance on Higher Education and Immigration, joining over 500 campus leaders to ensure every student has the tools and support they need to thrive," **President Cheng said.** "This is particularly important for our refugee students and scholars, who bring invaluable perspectives and resilience based on their lived experiences. According to the UNHCR, while 39% of students are able to access higher education worldwide, only 5% of refugee students can say the same. Now is the time for universities to welcome refugee students, and I will continue to advocate for our refugee students and campus members as part of the Presidents' Alliance."

The nonpartisan, nonprofit [Presidents' Alliance on Higher Education and Immigration](#) brings college and university presidents and chancellors together on the immigration issues that impact higher education, our students, campuses, communities and nation. We work to advance just, forward-looking immigration policies and practices at the federal, state, and campus levels that are consistent with our heritage as a nation of immigrants and the academic values of equity and openness. The Alliance is composed of over 500 presidents and chancellors of public and private colleges and universities, enrolling over five million students in 43 states, D.C., and Puerto Rico.

###

FW: CSCU Buzz - April 2022

D'Agostino, Nicholas <nicholas.dagostino@ctstate.edu>

Fri 6/21/2024 7:45 AM

To:Cannon-Klemenz, Rebecca <rebecca.cannonklemenz@ct.edu>

For external.

From: CSCU-Announcement <CSCU-Announcement@ct.edu>

Sent: Wednesday, April 6, 2022 10:23 AM

To: CSCU-Announcement <CSCU-Announcement@ct.edu>

Subject: CSCU Buzz - April 2022

April 2022



From the President

Dear CSCU Community,

From national awards, to NASA Quadcopter Challenge recognition, to federal funding for our advanced manufacturing centers, to efforts to support Ukraine, our students and colleagues are doing amazing work every day.

Please take a moment to read this month's roundup, and if you have stories of

your own you would like to see featured in future editions, please reach out to cscu-newsletter@ct.edu.

Sincerely,
Terrence Cheng
President, CSCU

In the News



TCC Student Selected as National 2022 DREAM Scholar

Tunxis Community College student Diego Horisberger of West Hartford has been chosen as one of eight national 2022 DREAM Scholars by Achieving the Dream (ATD). Horisberger is an arts studies student who will participate in ATD's virtual 2022 DREAM Student Scholars program.



WCSU'S 'Election Connection' Wins National BEA Radio Newscast Award

"Election Connection," Western Connecticut State University's live news and election coverage production, won first place nationally in the competitive Broadcast Education Association's collegiate Festival of Media Arts. The award is in the Radio Newscast category for "Election Connection's" November 2021 live election coverage.



NVCC Students Awarded NASA Community College Quadcopter Challenge Grant

Naugatuck Valley Community College students Jonathan Escobar, Albert Lagerman, Anthony Lane, and James Petkin were awarded the NASA Community College Quadcopter challenge grant and are shown building a drone quadcopter for the flight challenge in April.



SAVE THE DATE:
Bioscience Careers Forum,
April 8, 9:30 a.m.-
2:30 p.m., a Virtual Event

Faculty, staff and students are invited to the virtual "Bioscience Careers Forum CONNECTICUT Shaping the Future of Healthcare: The Role of Innovation in Rapid Technology Development" on Friday, April 8, 9:30 a.m. to 2:30 p.m., with panel discussions and networking. The forum is hosted by Southern Connecticut State University, CSCU, Biopath: Bioscience Academic and Career Pathway Initiative, and The Jackson Laboratory. The keynote speaker is Patti Compton, Vice President, Head of Statistical Programming and Analysis, Pfizer. Lt. Governor Susan Bysiewicz will also make remarks.



GEAR UP CT and WINGS
For Growth Collaboration
Kick Off Event

The GEAR UP CT (GU CT) recently launched a new pilot mentoring initiative that recently kicked off at Platt High School in Meriden to identify what metrics and results are needed to improve attendance, grades and reduce negative behavior with female students. GU CT collaborated with WINGS for Growth (Women's Initiative to Nurture Growth and Success) to provide virtual mentoring to student mentees (pictured) who were named as "proteges."



HCC Awarded \$1M to
Support its Advanced
Manufacturing,
Technology Center

Housatonic Community College CEO Dwayne Smith, administrators, educators, staff, and students joined Congressman Jim Himes (CT-04) in announcing that HCC was awarded \$1 million in federal funding to support the college's Advanced

Manufacturing Technology Center.



CSCU President Cheng Joins Presidents' Alliance on Higher Education and Immigration

CSCU President Terrence Cheng announced that CSCU's 17 institutions are officially joining

the Presidents' Alliance on Higher Education and Immigration, a coalition of over 500 college and university presidents and chancellors promoting federal, state, and local policies in support of immigrant, international, and refugee students.



SCSU and HCC Announce New Partnership

Southern Connecticut State University (SCSU) and Housatonic Community College (HCC) announced a new partnership that will allow HCC students to earn a SCSU Bachelor of Science degree in Healthcare Studies without leaving the HCC campus.



CCC Announces New Career Choice Partnership with Amazon

Capital Community College (CCC) was selected as one of over 140 institutions nationwide to be part of Amazon's Career Choice program. Full- and part-time Amazon employees will be able to enroll in CCC beginning this summer and have their tuition costs paid by the company.



CSCU Student Musicians Show Support for People of Ukraine

As a show of support for the people of Ukraine, Central Connecticut State University student musicians learned and performed the national anthem of the Ukraine and shared some thoughts.



CSCU Military Friendly Schools

Central Connecticut State University (CCSU); and Asnuntuck (ACC), Manchester (MCC), Middlesex (MxCC), and Three Rivers Community Colleges (TRCC) earned the 2022-23 Military Friendly® School designation by VIQTORY. MxCC earned gold status distinction; ACC, MCC and TRCC were awarded silver level distinction; and CCSU was awarded bronze distinction.



The Donald R. Welter Library at TRCC Presents Diversity 365 Gallery Exhibition

The Donald R. Welter Library at Three Rivers Community College is presenting "Exhibition #1" in the new Diversity 365 Gallery, featuring two-dimensional work from 12 faculty members representing eight colleges in the CSCU system. All work explores the themes of diversity, equity, and inclusion. The exhibition will run through April 12, 2022, and can be viewed in person Monday to Thursday, 8:30 a.m. to 8 p.m. and Fridays, 8:30 a.m. to

3 p.m.



NCCC Opens Peer 2Peer Mentoring Program Space

The Peer2Peer Mentoring Program at Northwestern Connecticut Community College held an open house for its new dedicated space in Founders Hall for the program that provides mentoring to first year students.



Eastern 'Habitaters' Build Housing in North Carolina

Twelve members of Eastern Connecticut State University's student chapter of Habitat for Humanity and advisor Peter Bachiochi recently traveled to New Bern, NC, to help build houses with the Habitat for Humanity of Craven County.



MCC Announces Excellence in Service and Teaching Awards

Manchester Community College bestowed its annual Excellence in Service Award on Clayton Church (left), information technology technician, and the Excellence in Teaching Award to Assistant Professor Burcin Calafiore (right).



GCC Foundation Receives \$250,000 Gift to Enhance Wellness Center

The Gateway Community College (GCC) Foundation received a \$250,000 gift from the Amour Propre Fund, Inc. to be used to enhance services in GCC's Counseling & Wellness Center, which was renamed the "Amour Propre Fund / LindyLee Gold Center for Counseling and Wellness.



NCC Staff Featured on Podcast About NCC's Support During Ukrainian Crisis

Mario Haimindra, Norwalk Community College (NCC) marketing and public relations associate, and Praciya Titus, Guided Pathways advisor and chair of the Committee for Diversity & Inclusion, were featured on "Peer & Simple," a National Council for Marketing and Public Relations podcast, about how NCC has responded to the war in Ukraine and programs created to support students



MxCC Moves Vet Tech Labs to New Pieper Location

Middlesex Community College veterinary technology program labs moved to the renovated Pieper Veterinary location on Berlin Street in Middletown, featuring a new, multipurpose room for course lectures and live animal and/or clinical work.



SCSU President Honored with National Mentoring Award

The American Council on Education (ACE) awarded Joe Bertolino, President of Southern Connecticut State University, with the 2022 ACE Council of Fellows/Fidelity Investments Mentor Award for his role as a mentor in the success of ACE Fellows Program participants. He is pictured with Sherri Hughes, ACE assistant vice president for Community Strategy and Engagement (left); and ACE President Ted Mitchell (right).



BOR Sets 2022-23 Tuition Rates for State Universities and Charter Oak State College

The Board of Regents voted to set tuition and fee rates at the state universities and Charter Oak State College for the 2022-23 academic year. State universities are proposing an increase of \$24 per credit or \$291 per semester for full-time undergraduate students for tuition

and mandatory fees beginning in the fall of 2022. Tuition will remain flat at Charter Oak for the third consecutive year, and the college's graduation fee has been eliminated.



Board of Regents Sets 2022-23 Community College Tuition Rates

The Board of Regents voted to set tuition and fees for the state's 12 community colleges for the 2022-23 academic year. Under the approved structure, tuition and mandatory fees will increase by \$224 per year, or \$112 per semester, for full-time students who pay out of pocket.

Please submit story ideas for CSCU Buzz to cscu-newsletter@ct.edu.




Understanding the Expanding 'Genderverse':

Tangible Strategies for Inclusive Workplaces and Classrooms
December 8, 2023

Presented by:
Robin McHaelen, MSW
Roc Rochon, PhD

1

Introductions



Robin
She/her/hers

Roc
They/them/theirs

2

Overview: Grounding our Time Together

- What is Psychological Safety?
- Social Identity and Intersectionality
- Stress Model
- Developing a Common Language (Definitions)
- Break Time
- Best Practices
- Relating to Practice: Case Studies

3

Some things to Remember

We don't need to keep up
We just need to keep open

We don't need to understand
We just need to accept and respect

4

What is Psychological Safety?

- Psychological safety is employees feeling safe to be their full selves at work, in addition to feeling safe to voice opinions, thoughts, or ideas in a collaborative atmosphere.
- In a workplace with psychological safety, team members are not rejected for being their full self and mistakes are not often held against people.
- Employees will also feel safe to take risks, ask other team members for help, and more easily discuss difficult problems and issues (Edmondson, 1999, p. 26).
- Lastly, and potentially most importantly, all team members value and respect each other's contributions to the workplace.



5

Benefits of Psychological Safety

27%	78%	50%	74%
reduction in turnover	more engagement	more productivity	less stress
29%	57%	67%	
more life satisfaction	workers more likely to collaborate	higher probability that workers will apply a newly learned skill on the job	

6

Psychological Safety

- Protection from harm
 - Create an inclusive culture
 - Encourage DEI
- Lead with vulnerability
- Encourage dissent
- Celebrate failures as lessons learned
- Cultivate open feedback

Five Essentials for Workplace Mental Health & Well-Being

Components

- Work-Life Balance**
 - Establish boundaries between work and personal life
 - Encourage flexible work arrangements
 - Provide resources for stress management
- Connection & Community**
 - Encourage social connections and support networks
 - Provide opportunities for mentorship and guidance
 - Establish a culture of psychological safety
- Opportunity for Growth**
 - Provide professional development opportunities
 - Encourage continuous learning and skill acquisition
 - Offer challenging assignments and projects
- Mattering at Work**
 - Recognize and value individual contributions
 - Provide meaningful work and purpose
 - Encourage open communication and feedback

7

Social Identity Wheel

Physical Abilities/Qualities

Age

Sexual Orientation/Identity

Race

Ethnicity

Gender

- A tool to consider social identities critically within a historical, social, cultural, and political context.
- Being open and willing to learn about each other.
- Further reflection about your own social identities and experiences.

8

Understanding Intersectionality

- Combahee River Collective (1977)
- Kimberlé Crenshaw (1989)
 - Video

9



10

Reflection Questions to Consider (Small Groups)

- Which identities do you think about most often?
- Which identities do you think about least often?
- Which identities have the strongest effect on how you perceive yourself?
- Which identities have the greatest effect on how others perceive you?

Large group discussion: what is something you are taking away from this discussion? Is there anything you can bring back to your team?

11

Minority Stress Model (Meyer, 2003)

(Historically marginalized)

(a) Circumstances in the Environment

(b) Minority Status

- sexual orientation
- race/ethnicity
- gender

(c) General Stressors

- prejudice events (discrimination, violence)

(d) Minority Stress Processes (distal)

- expectations of rejection
- concealment
- internalized homophobia

(e) Minority Identity (gay, lesbian, bisexual)

(f) Minority Stress Processes (proximal)

- prominence
- visibility
- integration

(g) Characteristics of Minority Identity

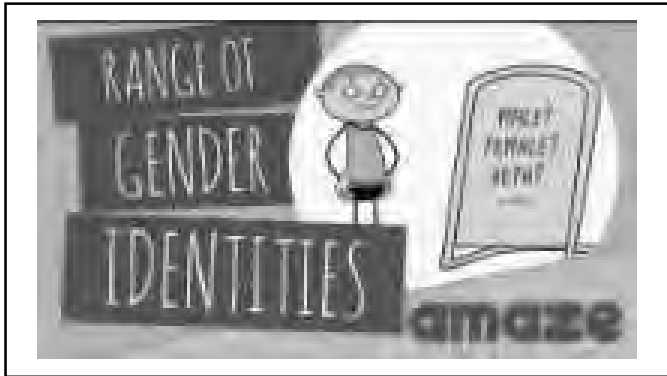
- prominence
- visibility
- integration

(h) Coping and Social Support (community and individual)

(i) Mental Health Outcomes

- negative
- positive

12

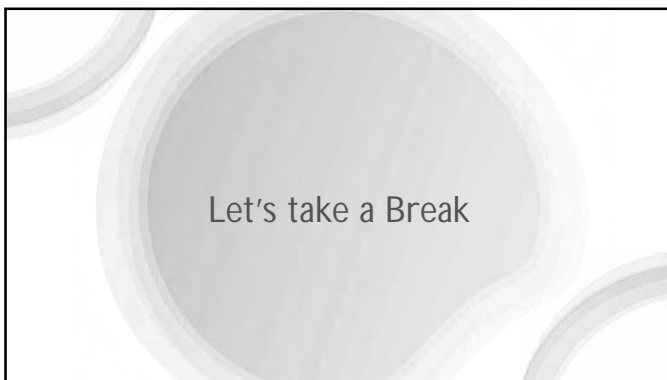


13

Developing a Common Language (Definitions)

- **Sex assigned at birth:** a system of classifications which are assigned at birth typically by medical personnel based on visible genitalia and other physical characteristics.
 - Western culture widely advances three categories with which to understand assigned sex at birth differences, and we live our lives by identifying with them e.g., female, male, and intersex. Intersex is a general term used for a person born with variations of chromosomal characteristics, gonads, anatomy, etc.
- **Gender Identity:** gender identity does not always align with one's assigned sex at birth. A person's sense of being in the world, including a woman, man, a combination or both or neither at all.
- **Cisgender:** when your assigned sex at birth corresponds with your gender identity
- **Transgender/Trans:** when your assigned sex at birth does not correspond with your gender identity.

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16

Pronoun Best Practices

- Offer your pronouns when meeting new people and include your pronouns on your email signature. You also can ask other's what their pronouns are too.
- Use gender inclusive language when addressing groups
- If you make a mistake, correct yourself, and move on
- Practice using less familiar pronouns like "they/them" or "Ze/Zir"
- Gently correct others who misgender

17

TRANSSEXUAL	TRANS or Transgender
Sex Change/Sex Reassignment	Gender Affirmation/Gender Marker Change
Biological man or biological woman	Cisgender man/Cisgender Woman
Feminine/female pronouns	She/Her Pronouns
Masculine/male pronouns	He/Him Pronouns
Preferred Pronouns	Pronouns
Homosexual	Gay or Lesbian
Lifestyle or preference	Orientation or Identity
Ladies and Gentlemen	Colleagues/Team/Folks/Friends/People
Maternity/Paternity Leave	Parental Leave
Opposite Sex/Both Sexes	All sexes (biology) or all genders (identity)
Assuming a person's pronoun	Default to they/them or use their name
Her/him/hers/his	Intersex
Born male or born female	Assigned male or female at birth
They were a girl but became a boy	He is a boy who was assigned female at birth
They were a boy but became a girl	She is a girl who was assigned male at birth
Being defensive with a mistake	Make a quick apology and keep trying
I can't keep up with all of this stuff	I will stay open and continue learning

Language (Current) Best Practices

18

Relating back to Practice: Case Studies

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Case Studies (Small Groups)

- Designate a RECORDER and a REPORTER
- Answer the following questions:
 - a. Faced with this situation, what would your immediate response be?
 - b. How might you support the parties involved personal/professional growth and development?
 - c. Are there policies or practices that might be put in place to prevent the problem that would be useful going forward?

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Case Study #1

- A member of your team (Jean) is transitioning from the sex they were assigned at birth to their affirmed gender.
- Most members of your team have been supportive. Pat, however, is struggling to balance their strongly held religious beliefs with state and University non-discrimination policies. Pat is refusing to use the transitioning person's new name and pronoun.
- Pat comes to you and wants to file a grievance to keep Jean out of the bathroom while Pat is using it.

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Case Study #2

- A recent anti-LGBTQ+ speaker has sparked protests, hurt feelings, and heightened agitation/conflict among students, faculty and staff with multiple and conflicting sides of the issue being expressed.
- Managers (like you) have been tasked with creating a plan to address this situation and help the university be more prepared for others as they arise.

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So, What? Now What?

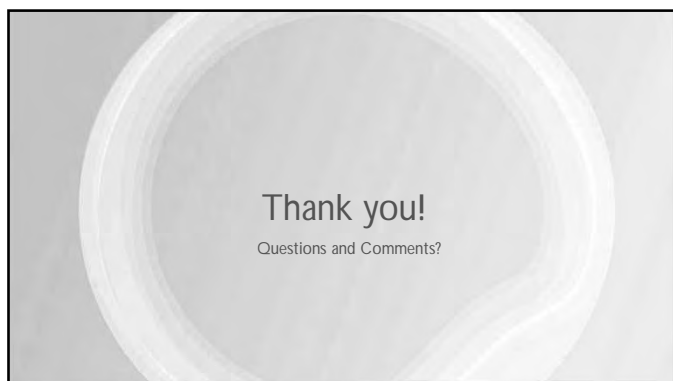
- What are you going to do?
- What will you commit to?
- Who will you center in the process?
- Accountability

23

References

- Edmondson, A. (1999). Psychological Safety and Learning Behavior in Work Teams. *Administrative Science Quarterly*, 44(2), 350-383. <https://www.proquest.com/proxy2.cl.msu.edu/docview/203964176/fulltextPDF/57B20B7027B34E86A01?accountid=12598>
- <https://hbr.org/2023/02/what-is-psychological-safety>
- <https://www.worldhappiness.academy/>
- Transathlete.com. <https://www.transathlete.com/>

24



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continue to be drivers of social mobility, opportunity, and life-long success for our students.

The Board of Regents has long been committed to fostering a supportive environment for all students to learn and grow. In recent years, the board has adopted policies related to the use of gender identity and pronouns, use of a preferred first name, and inclusive facilities accommodations for trans and nonbinary people. Our institutions have LGBTQ+ centers with resources and services to help students thrive, as well as guidance to help faculty members be as supportive as possible in the classroom.

- [CCSU LGBT Center \(ccsu.edu\)](https://ccsu.edu)
- [ECSU Pride Center \(easternct.edu\)](https://easternct.edu)
- [Sexuality and Gender Equality \(SAGE\) Center \(southernct.edu\)](https://southernct.edu)
- [WCSU Pride Center Home Page \(wcsu.edu\)](https://wcsu.edu)

Throughout Pride Month and beyond, let us celebrate our diversity and ensure our campus communities are places where everyone feels empowered to share their voices, ideas, and perspectives.

Happy Pride!

Terrence Cheng
CSCU Chancellor



Managing within a Diverse Organization: Moving Beyond Compliance Towards Equity and Inclusion

Training Team/Presenters

- Dr. Diane Ariza, VP of DEI for SCSU
- Kerry Beckford
Interim Director of DE&I at CT State
- Rebecca Cannon-Klemenz, EEO Specialist at CSCU
- Kimberly Carolina, Manager of EEO at CSCU
- Dr. John-Paul Chaisson-Cardenas,
VP of DEI for CT State
- Dr. Lamar Coleman, VP of DEI for ECSU
- Nicholas D'Agostino, CSCU Director of EEO
- Dr. Patricia Gagliardi
Director of Education and Restorative Justice
at SCSU
- Dr. Kimberly James,
Special Assistant to CSCU President
- Dr. Karen McLean,
Associate Professor for Social Work and
Department Chair at WCSU
- Jesenia Minier, VP of DEI for WCSU
- Dr. Kelvin Rutledge,
AVP for Institutional Inclusive Strategies and
Change Management at SCSU
- Ernestine Weaver, CSCU General Counsel
- Dr. Craig Wright, VP of DEI for CCSU
- Natalie McCabe Zwerger,
Executive Director for RE-Center

Learning Objectives

- Provide a common understanding of the term's diversity, equity and inclusion and begin to identify priority areas in our system/campus where equity and inclusion can thrive.
- Understand and interact with a set of best practices for employer's regarding discrimination and harassment, including sexual harassment.
- Understand and acknowledge civil rights laws and protected classes and recognizing the legal implications of our decisions/actions
- Understanding Implicit Bias, Microaggressions, and Gaslighting and develop strategies to reduce these in the workplace
- Understand and define the concept of the equity lens and begin to recognize its impact on our relationships with others and their relationship with us.

Community Participation Expectations:

- Participation – Actively listen and engage as you can
- Respect – Be mindful of language and listen to hear not to respond
- Open-Minded – Prepare to engage with perspectives different than your own
- Confidentiality – What is said here stays here, but what is learned here leaves here
- Express Yourself – Use “I” statements
- Space – Be mindful of how you make it and/or take it
- Self-care – Take care of yourselves here in this space and once you leave it

Community Participation Expectations: What do they mean?

Table 1: Participation – Actively listen and engage as you can

Table 2: Respect – Be mindful of language; listen to hear, not to respond

Table 3: Open-Minded – Prepare to engage with perspectives different than your own

Table 4: Confidentiality – What is said here stays here, but what is learned here leaves here

Table 5: Express Yourself – Use “I” statements

Table 6: Space – Be mindful of how you make it and/or take it

Table 7: Self-care – Take care of yourselves here in this space and once you leave it

Questions to consider:

- What does this expectation look like and mean to me (as an individual)?
- How does this expectation differ or coincide for each member at this table?
- Why is it important to calibrate expectations/norms for a group?

Community Participation Expectations: What do they mean? Share Out

Table 1: Participation – Actively listen and engage as you can

Table 2: Respect – Be mindful of language; listen to hear, not to respond

Table 3: Open-Minded – Prepare to engage with perspectives different than your own

Table 4: Confidentiality – What is said here stays here, but what is learned here leaves here

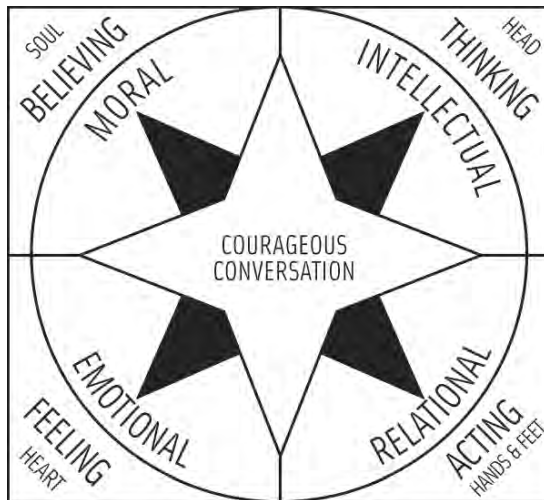
Table 5: Express Yourself – Use “I” statements

Table 6: Space – Be mindful of how you make it and/or take it

Table 7: Self-care – Take care of yourselves here in this space and once you leave it

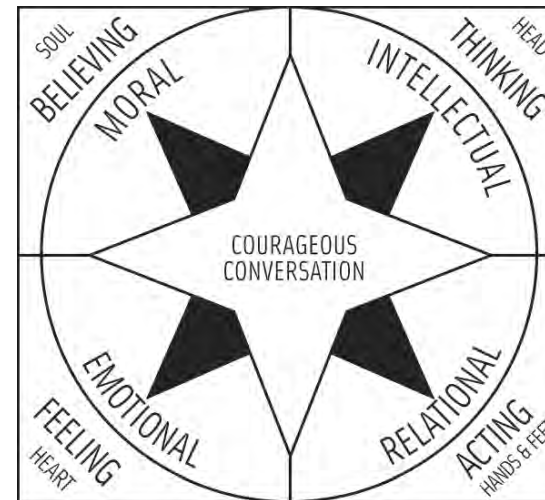
Share Out:

- How did your table calibrate the expectation you were tasked to discuss?
- What came up for your group during the process?



The Four Points are:

1. Emotional (heart): responding to information through feelings (when racial issues strike us at a physical level and causes an internal sensation such as anger, sadness, joy, or embarrassment).
2. Intellectual (mind): response to a racial issue or information may be characterized by personal disconnect with the subject or to search for more information or data. Our intellectual response is often verbal and based in our best thinking.
3. Moral (soul): responding from a deep-seated belief that relates to the racial information or event. Justifications of one's moral views may be seated in the "gut" and may not be verbally articulated.
4. Relational (hands/feet): connecting and responding to racial information through actions and behaviors.



Questions to Consider:

1. Where are you on the compass?
2. What is coming up for you?
3. Can you say more?
4. What I heard you say was...
5. Tell me more about what you meant by...
6. What angered you about what happened?
7. What hurt you about what happened?
8. What's familiar about what happened? (How did it affect you? How does it affect you now?)
9. What do you need/want?

ICE BREAKERS

What's in a Name Exercise

Diversity Bingo



DIVERSITY BINGO

1st | GROUP ONE

2nd | GROUP TWO

3rd | GROUP THREE

4th | GROUP FOUR



Module 1 The Law



HIGHEREDUCATIONTODAY

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POLICY & RESEARCH - LEADERSHIP - INTERNATIONAL - ATTAINMENT

News

Denied a Faculty Job for Marrying a Gay Couple

Her How a Flagship's Plan on Diversity So Drew the Ire of the Governor

By Nell Gluckman | NOVEMBER 24, 2021

By Nell Gluckman | MARCH 17, 2021



What is a Protected Class and why do they exist?

Prejudice vs Discrimination

PREJUDICE

- Negative attitudes towards social groups. Prejudice occurs when individuals are prejudged and disliked based on their group memberships.
- Prejudice can be founded on any group-based characteristics

DISCRIMINATION

- The behavioral component of the attitude of prejudice. It consists of a selectively unjustifiable behavior towards members of a target group

Privilege and Oppression

- A system that maintains advantage and disadvantage based on social group memberships and operates, intentionally and unintentionally, on *individual* (social group), *institutional* (policies, laws, rules, norms, and customs), and *cultural* (social norms, roles, rituals, language, music, art) levels.



- **Age (Federal 40+)**
- Alienage
- Ancestry
- **Breastfeeding**
- **Color**
- Criminal Record (state employment and licensing only)
- Familial Status, responsibly, or planning
- **Gender Identify or Expression**
- **Genetic Information (employment)**
- Lawful source of income (housing and public accommodations)

Bold = Federally protected/State Protected

Protected Classes

- Marital status
- National Origin
- Physical disability
- Race
- Religion/Religious /Creed
- Retaliation
- Sex (including pregnancy, transgender status, sexual harassment)
- Sexual orientation
- Veteran Status
- Disability:
 - Mental disability
 - Learning disability
 - Guide Dog (access)
 - Intellectual disability
 - Failure to accommodate due to Disability
- Victims of Domestic Violence

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Civil Rights Laws



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Civil Rights Laws Cont.

- Executive Order of 11246
- Equal Pay Act (EPA)
- Section 503 and 504 of Rehabilitation Act of 1973
- Vietnam Era Veterans Readjustment Assistance Act 1974 (VEVRAA)
- Genetic Information Non-Discrimination Act 2008 (GINA)
- Connecticut General Statutes
- Violence Against Women Act (VAWA)

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Age Discrimination Regulations

Mandates that "no person in the United States shall, on the basis of age, be excluded from participation in, be denied the benefits of, or be subject to discrimination under, any program or activity receiving federal financial assistance."

The Age Discrimination in Employment Act generally makes it unlawful to include age preferences, limitations, or specifications in job notices or advertisements.

A job notice or advertisement may specify an age limit only in the rare circumstances where age is shown to be a "bona fide occupational qualification" reasonably necessary to the normal operation of the business.

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Prevalence

- From 1997 to 2018, there were 1,889,631 discrimination complaints filed with the EEOC. In 2017, a majority of the complaints were categorized as:
 - retaliation (49%)
 - race (34%)
 - disability (32%)
 - sex (over 30%)
- Between 1997 and 2018, there were over 710,500 discrimination complaints filed to the EEOC for color and race. The total number of color and race discrimination charges remains higher than any other category of complaints.
- <https://www.paychex.com/articles/human-resources/eec-workplace-discrimination-enforcement-and-litigation>

Discrimination Differential Treatment

- Treating someone differently
- Based on individual's protected class status
- Interferes with or limits the ability of a person to participate in, or benefit from, the services, activities or privileges provided by the institution
- Otherwise adversely affect the person's employment or educational experience

Scenario

- You overhear several employees talking about how their colleagues always talk to each other in Spanish. You hear the following comments:
 - Why can't they just speak English?
 - Its rude – if you ask me
 - I'm sure they are talking about us

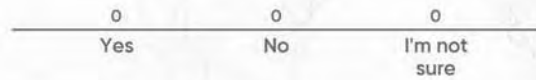
**When people speak other languages around me,
it makes me uncomfortable:**

0 0 0 0

Somewhat Agree Strongly Agree Strongly Disagree Somewhat Disagree

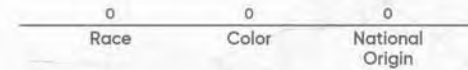
Is this an issue of discrimination?

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What protected class may be affected with this situation?

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Scenario

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- You overhear several employees talking about how their colleagues always talk to each other in Spanish. You hear the following comments:
 - Why can't they just speak English?
 - Its rude – if you ask me
 - I'm sure they are talking about us
- Is this an issue related to discrimination?
- What other issues does this raise?
- What would you do in this situation?

National Origin Discrimination Regulations

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Accent Discrimination An employer may not base a decision on an employee's foreign accent unless the accent materially interferes with job performance

English Fluency A fluency requirement is only permissible if required for the effective performance of the position for which it is imposed

Speak English Only Rules English only rules must be adopted for non-discriminatory reasons. An English only rule may be used if is needed to promote the safe or efficient operation of the employer's business. (Limited application)

Discrimination Disparate Impact

- A process, procedure or action that results in adverse impact towards members of a protected class.
- An action may not appear to be discriminatory on its face, but rather is one of discrimination based on its application or effect.

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Scenario – Pair Share

- A faculty member is informed that a student in their class requires time and a half for examinations. The faculty decides to give all students time and a half for examinations (e.g., a 60-minute examination is now 90 minutes without changing the content).
- Why might the faculty try this approach?
- Is there anything discriminatory or in violation of the ADA or other laws?
- If you were the Dean, how might you address this situation?

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Discrimination Hostile Environment

- Unwelcome verbal or physical conduct directed at another
- Because of that individual's protected class (e.g., gender/sex)
- That unreasonably interferes with the person's work or academic performance
- Sufficiently severe, pervasive or persistent
- Purpose or of creating a hostile work or educational environment
 - A one-time incident can be seen as severe

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Employment Harassment

Quid Pro Quo

Someone in a position of authority directly or indirectly subjects another person to unwelcome conduct in exchange for some benefit (e.g., promotion, pay increase)

Hostile Work Environment

Severe, persistent, or pervasive conduct that unreasonably interferes with, limits, deprives, or alters the conditions of education, employment or participation in an institution's program

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What is Sexual Harassment?

Illegal Sexual Harassment is defined in Conn. Gen. Stat. §46a-60(b)(8) as:

Any UNWELCOME sexual advances or request for sexual favors or any conduct of a sexual nature when:

- A. Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment,
- B. Submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual, or
- C. Such conduct has the purpose or effect of substantially interfering with an individual's work performance or creating an intimidating, hostile, or offensive working environment.

Retaliation for Protected Activity

Retaliation against an individual for filing a complaint or charge of discrimination, participating in an investigation, or opposing discriminatory practices.

An employer may not fire, demote, harass, or otherwise retaliate against an individual for reporting or filing a charge of discrimination, participating in a discrimination proceedings or otherwise opposing discrimination.



Scenario (Large Group)

Nick, an employee you hired just under a year ago files a discrimination case against you based on sexual orientation. He alleges unfair and unequal treatment compared to others who are straight, as well as harassment. You deny any discrimination and become frustrated with the situation.

You were in the process of Issuing a less than satisfactory performance review and not renewing this employee.

1. What would you do?
2. How do you manage the employee without engaging in retaliation?
3. What are the key elements to consider as a manager in this situation?



Hate Crime vs. Bias Related Incident

Hate Crimes

Congress defines a hate crime as "a criminal offence against a person or property motivated in whole or in part by an offender's bias against a race, religion, disability, ethnic origin or sexual orientation."

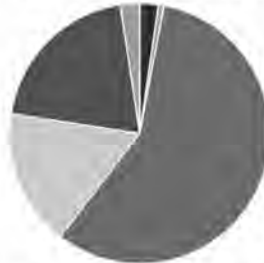
Bias Related Incidents

Non-criminal activities that harm another because of that person's race, national origin, age, ancestry, color, sex, gender identity or expression, sexual orientation, disability, religion, height, weight, marital status and veteran status.

Connecticut Hate Crime Statistics (2018)

7,036 single-bias incidents reported to the United States Department of Justice Federal Bureau of Investigation
81 in Connecticut

By Protected Group



■ Disability ■ Gender ■ Race ■ Sexual Orientation ■ Religion ■ Gender Identity

Examples of Hate Crimes vs. Bias Related Incidents

Hate Crimes

- Painting racial slurs on a building
- Assault because of perceived sexual orientation
- Throwing a rock through someone's window while yelling derogatory comments about the person's religion

Bias Related Incidents

- Writing a racial epithet in erasable marker on someone's dry erase board
- Making fun of a person's accent or language
- Making insulting comments about someone's traditional



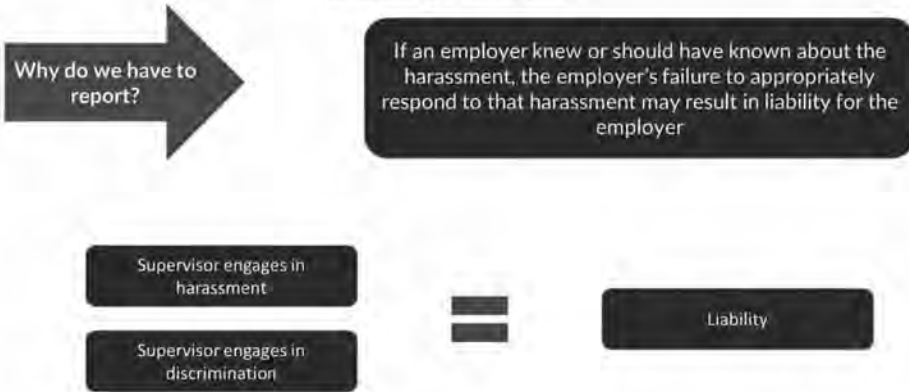
Supervisor Reporting Obligations



- Employees who supervise other employees have a **'heightened duty'** to receive and report allegations of discrimination.
- Deans, Directors, Department Heads, and Supervisors are obligated to report any discrimination, harassment or inappropriate amorous relationship to the Institution's Equity Office as soon as it becomes known to them.
- Failure to report known incidents is a policy violation

Supervisory Employee Reporting Obligations

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Handling Complaints

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Take all complaint seriously



Investigate thoroughly



Maintain confidentiality to the extent possible by law and consistent with adequate investigation



Enforce prohibition of retaliation.

Scenario

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You receive a complaint from one of your employees regarding a Dean/Director in another area. It is alleged that this dean has made sexually inappropriate comments to this employee, has asked them on dates on multiple occasions and the employee is uncomfortable being alone with them.

Background: The accused and you are good friends, and socialize outside of work. They are also married with children.

What would you do in this situation?

Avoiding Discrimination through Accommodations

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Religious Accommodations

- Employers must reasonably accommodate employees sincerely held religious practices unless doing so would impose an undue hardship.

Accommodations could include:

- Flexible scheduling
- Voluntary substitutions or swaps
- Job reassignments and lateral transfers
- Modification of grooming requirements or other workplace practices, policies, and/or procedures

Pregnancy Accommodations

The Pregnancy Discrimination Act is an amendment to Title VII of the Civil Rights Act of 1964 and allows for reasonable accommodations.

- Pregnant employees must be treated the same as any other temporarily disabled person
- An employer may not single out pregnancy-related conditions for special procedures to determine an employee's ability to work
- Pregnant employees must be permitted to work if they are able to perform their jobs
- An employer must hold open a job for a pregnancy-related absence the same length of time jobs are held open for employees on sick or disability leave

Disability Accommodations

An employer is required to make a reasonable accommodations to the known disability of a qualified applicant or employee

An employer is not required to lower quality, production or conduct standards to make an accommodation, or obligated to provide personal use items

Requests for Reasonable Accommodations are explored on a case-by-case basis through an interactive process.

Animals on Campus

Service Animals

- Any dog (or miniature horse) specifically trained to perform a task for the benefit of an individual with a disability
- Allowable in most spaces
- Prior permission not required (but students residing on campus encouraged to contact Residential Life in advance)

Emotional Support Animals

- Any animal specifically designated by a qualified medical provider that alleviates one or more identified symptoms of an individual's disability
- Prior permission to bring into buildings or controlled spaces is required

Inquiries About Animals on Campus

Inquiries about a service animal are strictly limited. When the task or work a service provides is not obvious, only two questions are allowed

1. Is the animal required because of a disability?

2. What work or task has the animal been trained to do?

Policy Resources

Affirmative Action
(BOR & Institutional)

Pluralism Policy
(BOR & Institutional)

Non-Discrimination Policy
Statements
(Institutional)

Title IX Grievance Procedures
(BOR)

Accessibility Policy for Electronic
Information and Technology
(BOR)

Sexual Misconduct Reporting Policies
(BOR)

Module 2:
Whistleblower and
First Amendment
Protections in the
Workplace



WHISTLEBLOWER AND FIRST AMENDMENT PROTECTIONS IN THE WORKPLACE

Whistleblower and First Amendment Protections - Video

https://ctregents.sharepoint.com/sites/MX-COM293CenterforNewMediaProductions/_layouts/15/stream.aspx?COM293CenterforNewMediaProductions%2FShared%20Documents%2FC%2CU%2FWhistle%20Blower%20Training%2FWhistleblower%20Training%20Ver%201%2Emp4&ct=16747&BodyKcid=51019860-E19A-40C5-9D32-BEA378D381A66ga=1

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Overview

- ✦ Connecticut statutes protect employees from retaliation for engaging in "whistleblowing" or for exercising their rights under the First Amendment
 - ✦ Conn. Gen. Stat. § 4-61dd
 - ✦ Conn. Gen. Stat. § 31-51q
 - ✦ Conn. Gen. Stat. § 31-51m
- ✦ The laws are nuanced and the following is not intended as personal legal advice

WHISTLEBLOWER RETALIATION CLAIMS

- ✦ **Conn. Gen. Stat. § 4-61dd**
 - ✦ Provides a cause of action for state employees who have engaged in protected whistleblowing activity and allege retaliation because of such report.
 - ✦ Employees file a claim with the Office of Public Hearing (OPH) rather than with court
 - ✦ The case is overseen by a Referee who makes rulings, hears evidence, and ultimately issues a decision on the merits, which can then be appealed to Superior Court

WHISTLEBLOWER RETALIATION CLAIMS

- ✦ **Who is protected?**
 - ✦ State employees
- ✦ **What is protected?**
 - ✦ Whistleblowing includes:
 - ✦ report of corruption,
 - ✦ unethical practices,
 - ✦ violation of state laws or regulations, mismanagement,
 - ✦ gross waste of funds,
 - ✦ abuse of authority or
 - ✦ danger to the public safety occurring in any state department or agency or any quasi-public agency
 - ✦ Personal grievances ≠ protected disclosures

WHISTLEBLOWER RETALIATION CLAIMS

▶ To whom should the report be made?

- Protected disclosure must be made to:
 - the auditors,
 - Attorney General,
 - an employee of the agency where the person is employed,
 - an employee of a state agency as a mandated reporter, or
 - if a contractor an employee of the contracting state agency.

▶ What is prohibited?

- Employer cannot take or threaten to take any personnel action against an employee because of the protected disclosure

WHISTLEBLOWER RETALIATION CLAIMS

▶ Conn. Gen. Stat. 31-51m

- Provides that employer cannot discipline, discharge or penalize an employee for reporting a violation or suspected violation of state or federal law or for participating in an investigation or hearing requested by a public body or court

▶ Who is protected?

- Public and private employees

▶ What is protected?

- a report of a violation or suspected violation of state or federal law; or
- for participating in an investigation or hearing requested by a public body or court

WHISTLEBLOWER RETALIATION CLAIMS

▶ To whom should the report be made?

- a legal violation (or suspected violation) must be reported to government authorities as defined as "public body", according to the statute.

▶ What is prohibited?

- Employer cannot:
 - discipline,
 - discharge or
 - penalize an employee for reporting a violation

Free Speech Retaliation

▶ First Amendment (Generally)

- Employee must have engaged in protected speech
- Employee must prove that:
 - the employer's actions adversely effected the First Amendment rights or that employee suffered some concrete harm; **and**
 - the employer's actions were motivated by the employee's exercise of their First Amendment rights

Free Speech Protections

† Conn. Gen. Stat. 31-51q

- Connecticut's free speech statute provides a cause of action for private and public employees who are terminated, or otherwise disciplined, as a result of exercising their free speech rights, as protected by the federal and state constitutions.
 - With certain limits.
- The law attempts to balance the employee's right to free speech with an employer's interests in controlling its own message and preserving workplace discipline, harmony, and efficiency. *Trusz v. UBS Realty Investors, LLC*, 319 Conn 175 (2015)

Free Speech Protections

† Section 31-51q, as amended by Public Act 22-24 provides that:

- any employer, who subjects or threatens to subject any employee to discipline or discharge on account of
 - (1) the exercise by such employee of rights guaranteed by the first amendment to the United States Constitution or section 3, 4 or 14 of article first of the Constitution of the state, provided such activity does not substantially or materially interfere with the employee's bona fide job performance or the working relationship between the employee and the employer, or (2) such employee's refusal to (A) attend an employer-sponsored meeting with the employer or its agent, representative or designee, the primary purpose of which is to communicate the employer's opinion concerning religious or political matters, or (B) listen to speech or view communications, the primary purpose of which is to communicate the employer's opinion concerning religious or political matters,
 - shall be liable to such employee for the full amount of gross loss of wages or compensation, with costs and such reasonable attorney's fees as may be allowed by the court. If the court determines that such action for damages was brought without substantial justification, the court may award costs and reasonable attorney's fees to the employer.

Free Speech Protections

† Who is protected?

- Public and private employees

† What is protected?

- Free speech as protected by the federal and state constitutions, or
- An employee's refusal to:
 - (A) attend an employer-sponsored meeting with the employer, when the primary purpose of the meeting is to communicate the employer's opinion concerning religious or political matters, or
 - (B) listen to speech or view communications, the primary purpose of which is to communicate the employer's opinion concerning religious or political matters

Free Speech Protections

† Captive-audience Meetings

- The statute's new language now bars compulsory meetings on political matters, which include "the decision to join or support any...labor organization," These are typically referred to by organized labor as "captive-audience meetings."
- Captive-audience meetings are mandatory meetings held during work hours during which employers discuss statutory labor rights with employees, oftentimes in response to a labor or trade union organizing campaign.

Free Speech Protections

What the Act Permits

- The law allows the following:
 - An employer communicating to its employees any information that they are required by law to communicate, and only allows them to do so to the extent of what is legally required;
 - An employer communicating to its employees any information that is relevant and necessary for the performance of their duties;
 - Permits institutions of higher education to meet with or discuss with employees matters relating to coursework or academic programs;
 - Casual conversations between employees or between an employee and an employer; and
 - Any requirement limited to managerial and supervisory employees.

Free Speech Protections

What is prohibited?

- Employers cannot terminate, or otherwise discipline because an employee exercised their free speech rights

What are the limits?

- Employee's free speech cannot substantially or materially interfere with either:
 - employee's bona fide job responsibilities or
 - with the employee's working relationship with the employer
- The law, however, does not protect employees if they speak as part of their official duties. In other words, the employee must have spoken as a "public citizen".
- To be protected, the speech must be of "public concern" and not regarding a personal matter.
 - For example, protected speech could be political, social or legal in nature, e.g. abortion rights.
 - Being denied a promotion, for example, is a matter of personal concern.

Free Speech Protections

- According to the Connecticut Supreme Court, the law adequately protects the right of employers to control employees' job related speech.
 - "Under this standard, if an employee's job related speech reflects a mere policy difference with the employer, it is not protected. It is only when the employee's speech is on a matter of public concern and implicates an employer's **official dishonesty . . . other serious wrongdoing, or threats to health and safety** . . . that the speech trumps the employer's right to control its own employees and policies."
- Trusz v. UBS Realty Investors, LLC*, 319 Conn. at 212

Scenario - Group Activity

- A student group invites a controversial speaker to campus, e.g., Milo Yiannopoulos.
- Several other student groups, faculty, staff and the public are raising concerns and asking administration to cancel the event.
-
-
- What would you do in this situation?

Module 3:
The national
dialogue on race,
sexual orientation,
gender...



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The Constitutional Debate about Race

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Anticlassification or Colorblind Constitutionalism

A legal doctrine that holds that skin color or race is virtually never a legitimate ground for legal or political distinctions, and thus, any law that is "color-conscious" or "race-sensitive" is presumptively unconstitutional regardless of whether its intent is to subordinate a group or remedy discrimination.

Antisubordination or Race Sensitive Constitutionalism

A legal doctrine that argues that equal citizenship cannot be realized under conditions of pervasive social stratification and argue that law should reform institutions and practices that enforce the secondary social status of historically oppressed groups.

A. Ancheta, 2008; A. N. Ancheta, 2008; Gross, 2019; Kennedy, 2013



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Supreme Court Associate Justice Ketanji Brown Jackson pointed out last October (2022) during oral arguments in *Merrill v. Milligan*, an important case about racial gerrymandering, that Roberts's colorblind narrative is at odds with the Constitution's history.





"The way to stop discrimination on the basis of race is to speak openly and candidly on the subject of race, and to apply the Constitution with eyes open to the unfortunate effects of centuries of racial discrimination."

Now Supreme Court Associate Justice Sonia Maria Sotomayor in *Schiette v. Coalition to Defend Affirmative Action* (2014)



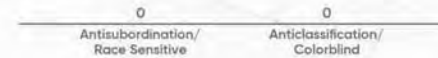
"The way to stop discrimination on the basis of race is to stop discriminating on the basis of race."

Now Supreme Court Chief Justice John Glover Roberts Jr. in *Parents Involved in Community Schools v. Seattle School District No. 1* (2007)

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Personally, which of these approaches (e.g.: Antisubordination/Race sensitive, or Anticlassification/Colorblind?) speaks to you?

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1

The national debate on race in increasingly polarized

Year	Poll Information
2010	Polling showed that white individuals were twice as likely (40%) to assert that "Black people are responsible for their own condition," as compared to selecting other systemic explanations for the continued existence of racial disparities. (Hanson & Zogby, p.579)
2017	Half of white respondents, 55% of those polled, said that they believe that "white people are being discriminated against today." (Robert Wood Johnson Foundation and Harvard's T.H. Chan School of Public Health)
2019	75% of white Republicans, from a representative sample of 1,003 registered voters with a margin of 3.1 percent points, believe that white people face discrimination because of programs designed to support people of color. (Hill-HarrisX)
2022	53% of Americans believe 'that white people in the US have certain advantages because of the color of their skin. However, Republicans agreeing with this view falls significantly, to 19%. Two-thirds of Republicans (67%) believe that America is "in danger of losing its culture and identity". (D. Rhodes, University of Massachusetts in Amherst)

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The Scientific and Research Debate

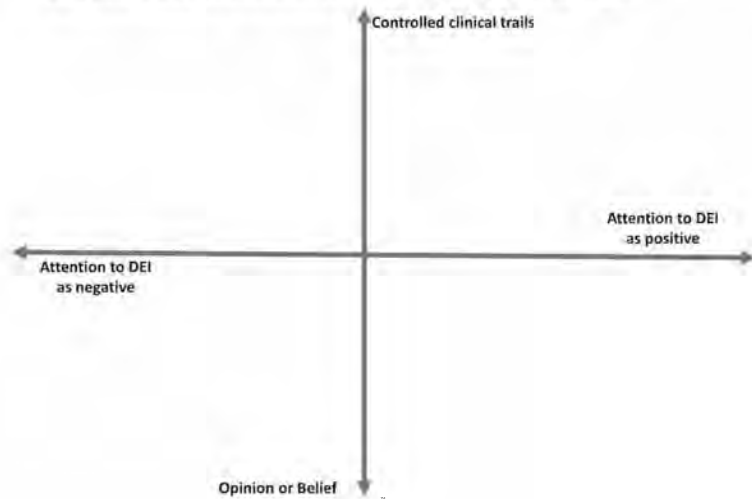
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- **Definition:** For this exercise **Critical Rigor** are a set of practices that are designed to challenge biases and discern academic and scientific quality and credibility. Examples include but are not limited to:
 - *Scientific methods (Hard and social sciences)*
 - *Research methods (Hard and social sciences)*
 - *Peer reviews (All academic areas)*
 - *Statistical Evidence (All academic areas)*
 - *Triangulation (Evaluation, Quantitative, Mixed and Qualitative Research)*
 - *Historical methods (History)*
 - *External Audits (Evaluation and qualitative research)*
 - *Metaevaluation (All evaluation and research)*
 - *Literature Reviews (Most research)*

1

Exercise: Body of Literature: Orientation by Critical Rigor

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Break/Lunch

Module 4:
Beyond Legal
Mandates:
Understanding
Microaggressions,
Implicit Bias, and
Gaslighting



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Understanding
Microaggressions,
Implicit Bias, and Gaslighting

<https://www.mentimeter.com/app/presentation/alfn8ykwqf6e487gnatzr2jc6dh3r98>

Beyond Legal Mandates

Understanding Microaggressions, Gaslighting and Implicit Bias

Presented by:

Jesenia Minier, MPA, DPA, VP of DEI, WCSU
Professor Karen McLean, Department Chairperson, Social Work, WCSU



Workshop Highlights

- 1 Definition: Microaggressions
- 2 Types and examples of Microaggressions
- 3 Video & Discussion: Microaggressions in the Classroom and Workplace
- 4 Poll Survey Exercises on Microaggressions
- 5 The Impact on Microaggressions
- 6 Definitions: Gaslighting and Race-lighting
- 7 The Impacts of Gaslighting and Race-lighting on college campuses
- 8 Definition: Implicit Bias
- 9 How implicit bias impacts our CSCU institutions
- 10 Next Steps and take-aways



Sensitive Content

Disclaimer: Presented material is for educational purposes. Triggering content.



Defining Microaggressions

The term "microaggressions" was coined in the 1970s by Harvard University professor Chester Pierce to describe the subtle, everyday ways that Black people experienced discrimination from their white counterparts. Use of the term has since become more widespread. It's powerful to have a commonly understood way to articulate these issues and address the impact they have on the experiences of marginalized people (McCabe, 2009).



Defining Microaggressions (cont'd)

Microaggressions have evolved as "subtle, stunning, often automatic verbal and non-verbal exchanges which are 'put downs.'" Microaggressions can also be constant reminders of a person's second class status in society.

The term has also been described by Derald Wing Sue, Professor of Counseling Psychology at Columbia University, as subtle insults delivered through dismissive looks, gestures and tones (*verbal, nonverbal, and/or visual*) toward people of color, women, or LGBTQ+ communities often automatically or unconsciously (Nadal, 2018).



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Types of Microaggressions

Microassault	Often intentional verbal or nonverbal attacks clearly intended to offend the recipient through name-calling, avoidant behavior, or purposeful discriminatory actions
Microinsult	Subtle snubs or humiliations that convey a demeaning message to the recipient in a way that may be unintentional to the offender
Microinvalidation	Aimed to exclude, negate, or dismiss the thoughts, feelings, or experiences of another person
Environmental Microaggression	Microaggressions that are reflected in the culture, process, and climate of the workspace

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Cultural Taxation

In the traditional sense, cultural taxation has focused on faculty of color and the higher burden that these faculty experience when they undertake diversity-related initiatives within their specific department and the university as a whole.

This may come in the form of:

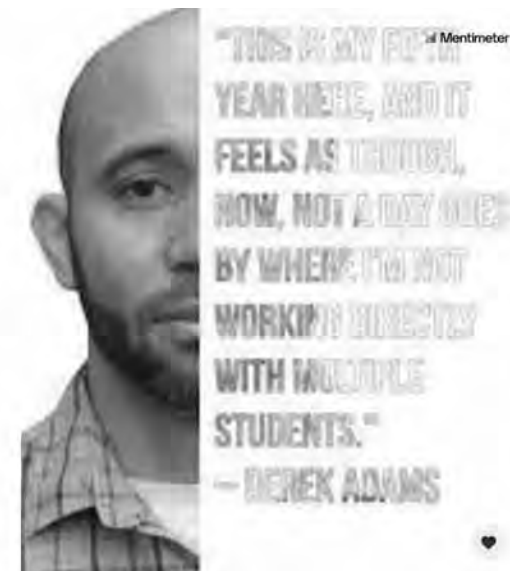
- Faculty of color sitting on diversity and inclusion committees;
- Giving lectures on diversity;
- Advising students of color;
- Being asked to speak for their race or other marginalized groups in meetings (Social Sciences Feminist Network Research Interest Group, 2017).

♥

Cultural Taxation (cont'd)

Faculty who experience 'cultural taxation' still have the same expectations as their white counterparts in participating in tasks to achieve tenure at universities, but this additional responsibility is often considered "invisible" and can impact the stress and mental health of faculty engaged in this work (Hirschfield & Joseph, 2011).

Beyond this idea of cultural taxation is a concept called identity taxation. It expands upon cultural taxation's original definition to include other marginalized identities, such as gender and sexual orientation (Hirschfield & Joseph, 2011), highlighting that cultural taxation and the issues that tend to come with it do not always need to be firmly related to race.



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Harmful Impacts

Studies reveal, that microaggressions, while seemingly trivial in nature have major consequences for marginalized groups in our society because they:

- (a) assail the mental health of recipients,
- (b) create a hostile and invalidating campus or work climate,
- (c) perpetuate stereotype threat (Sue, 2010),
- (d) create physical health problems (Kirkham, 2015),
- (e) saturate the broader society with cues that signal devaluation of social group identities,
- (f) lower work productivity and problem solving abilities (Nadal, 2018),
- (g) and are responsible for creating inequities in education, employment and health care,

Far from being benign slights, microaggressions have major detrimental consequences for people of color, women and LGBTQ+ communities (Sue, 2010).



What are some Microaggressions experienced by varying communities?

- African Americans
- Asians/Asian-Americans
- Latinx/Hispanic-Americans
- LGBTQIA
- Persons with disabilities
- Women

Microaggressive Themes for varying communities

Students, staff and faculty of marginalized groups report:

- Experiencing the campus climate as isolating, alienating, extremely stressful, and invalidating;
- Often being "the only one" that leads to feelings of isolation and loneliness;
- Lacking mentors who possess knowledge of the experience of socially devalued groups;
- Having their intelligence, competence and scholarship devalued and considered illegitimate;
- Having their racial or gender identities assailed;
- Experiencing elevated levels of stress and distress;
- Being subjected to biased criteria for graduation, promotion and tenure decisions.

Your people are hard workers. **Your hair is so pretty!**
 Do I call you "she" or "he?"
 How do you say your name again? **Do you speak English well!**
 Does your family live in America?
You have a cool accent. I love eating soul food.
Your hair is so pretty!
You are so articulate. Did you go to school here?
 Does your family live in America? **You speak English well!**
You are an inspiration.
 Did you grow up in a bad neighborhood?
 I walked into an [ethnicity] restaurant once and I felt so out of place.
Where are you from? Really?
 You're not like other [marginalized] people.
 Do you have a lot of brothers and sisters?
I don't see you as [marginalized identity].
 I'm sorry I used the wrong gender. I'm still getting used to
 I've been to [foreign country] before.
 I've heard [your ethnicity] is really friendly to foreigners.
 I know how to say "Hello" in [foreign language].



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YOUTUBE: Microaggressions in the Classroom

Instructions

Go to
www.menti.com

Enter the code



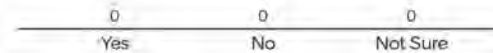
Or use QR code

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Please answer if you have ever experienced at least one incident that can be categorized as a microaggression?

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In viewing the short video, please share "one word" that you believe summarize your thoughts to the testimonials?



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The Impact of Microaggressions

Reinforces and perpetuates oppression, including marginalization

Three-part decision-making model (Nadal, 2018)

- 1) Did this microaggression really occur?
- 2) Should I respond to this microaggression?
- 3) How should I respond to this microaggression?



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Virtual Exercise: Killing Me Softly

Killing Me Softly is a web-based text game that uses the *Choose Your Own Adventure* format to allow a player to navigate through the lives of a character as they experience microaggressions.

Players can choose one of two characters:

Player: Alex, a white, able-bodied, gay man with a large social circle, or

Player: Leslie, a Black, straight, disabled, woman who has a partner.

As you move through Alex's or Leslie's days — including interactions with friends, coworkers, and strangers — you make choices that affect subsequent experiences and choices, choices that narrow as the microaggressions mount.

You have 10-15 minutes to complete this exercise.



The Impact of Microaggressions (cont'd)

- Hurts and re-traumatizes campus members who already experience oppression in the larger world.
- Significantly affect one's ability to be present and learn as they are consumed by their need to take care of their emotions.
- Feelings of pain can accumulate and affect student/staff overall health and well-being and possibly retention.
- Erodes any trust & credibility established with the professor/staff/student leader and seen as someone who "doesn't care about people like me."
- By not "leaning into" and examining the situation, we miss learning opportunities for everyone involved.
- Source: Dush, C.K. (2016). Fighting Back Implicit Bias, Microaggressions & Microresistance. <http://u.osu.edu/adventuresinhdfs/2016/11/11/implicitbias/>

OVERCOMING MICROAGGRESSIONS

If You Realize You Have Committed a Microaggression:

- Take a moment to pause
- Ask for clarification
- Listen for understanding
- Acknowledge and apologize
- Create space for follow-up

Source: Microaggressions: Power, Privilege, and Everyday Life. <http://www.microaggressions.com/>



OVERCOMING MICROAGGRESSIONS (cont'd)

As institutional leaders and educators, getting better at noticing and responding to microaggressions — and being more aware of our everyday speech — is a journey, one with a real effect on our mental health and well-being.

Microaggressions affect everyone, so creating more inclusive and culturally competent places means each of us must explore our own biases in order to become aware of them.

The goal is not to be fearful of communicating with each other, but instead to embrace the opportunity to be intentional about it. Creating inclusive spaces where people can thrive does not happen overnight.

It takes a continuous process of learning, evolving, and growing.





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YOUTUBE: How Do You Respond to Microaggressions?

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Two: Interrupting Microaggressions

Microaggression Category	Microaggression Example	Microaggression Response
Microaggression Category	Microaggression Example	Microaggression Response
Microaggression Category	Microaggression Example	Microaggression Response
Microaggression Category	Microaggression Example	Microaggression Response
Microaggression Category	Microaggression Example	Microaggression Response
Microaggression Category	Microaggression Example	Microaggression Response
Microaggression Category	Microaggression Example	Microaggression Response
Microaggression Category	Microaggression Example	Microaggression Response



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EPOCH

RECOGNIZING MICROAGGRESSIONS ACTIVITY

DESCRIPTION
 This activity is designed to help students understand and identify microaggressions and their impact on the lives of individuals and communities.

LEARNING OBJECTIVES

- Identify common microaggression examples and their impact on individuals and communities.
- Understand the role of microaggressions in perpetuating social inequality and discrimination.
- Analyze the role of microaggressions in the workplace and in academic settings.
- Develop strategies for recognizing and responding to microaggressions.
- Understand the role of microaggressions in the history of social justice movements.

ACTIVITY

- Read the scenarios and identify the microaggression(s) in each.
- Discuss the impact of the microaggression(s) on the individual(s) involved.
- Develop strategies for recognizing and responding to microaggressions.
- Share your findings and reflections with your classmates.



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Defining Gaslighting

The term "gaslighting" comes from a 1938 play titled *Gas Light*, which was adapted into the 1940 film *Gas Light*. In each work, a male protagonist convinces his wife she's imagining things that are actually happening—including the dimming of the house's gas lights—with the result of making her believe she's gone insane.

Gaslighting is a form of psychological manipulation that hinges on creating self-doubt. Paige Sweet, Ph.D., Assistant Professor of sociology at the University of Michigan, who studies gaslighting in relationships & in the workplace: "Making someone seem or feel unstable, irrational or not credible, like what they're seeing or experiencing isn't real, that they're making it up, that no one else will believe them."

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Gaslighting & Impacting Mental Health

Gaslighting is meant to provoke uncertainty and self-doubt, which is often harmful to a victim's mental health. If you're being gaslit, you may experience:

- Anxiety
- Depression and Disorientation
 - Lowered self-esteem
 - Post-traumatic stress disorder
- A hyperbolized fear of danger, known as hypervigilance
- Suicidal thoughts

In the workplace or academic classroom, if a person in a position of power causes you to question yourself in a way that is negatively affecting your career or confidence in your abilities, you may be experiencing gaslighting (Social Sciences Feminist Network Research Interest Group, 2017; Sweet, 2019).



Gaslighting and Intersectional Areas

Racelighting: an example is when a Black student is told that they are actually smart. If this microaggression is brought to the attention of the person who said it, their most common response is to state that the student "misunderstood," "took their comments out of context," or is "being too sensitive."

Gaslighting of transgender people: A gaslighter may try to convince a transgender person that they have a mental health disorder. As an example, a parent may tell their transgender daughter that she should wear pants because they are more comfortable for playtime causing the child to doubt the desire to wear skirts or dresses.

Source: Sue, D.W. (2010). Microaggressions in Everyday Life: Race, Gender, and Sexual Orientation.



Institutionalized Gaslighting

When an authority figure incites self-doubt in the victim, they are employing a tactic of emotional abuse referred to as "gaslighting." Gaslighters, whether they are individuals or institutions, use "gaslighting" to get what they want typically without ever taking responsibility for their actions (Ahern, 2018; Sweet, 2019).

Examples are:

- Subtle characterization, along with microaggressive questions about dress, drinks, and double standards is all indicative.
- It does not involve just one of these axes of identity—rather people experience gaslighting intersectionally, meaning that factors such as age, race, gender and sexuality all matter for the way people's realities are distorted, questioned or denied.



Defining Implicit Bias

Implicit bias is a form of bias that occurs automatically and unintentionally, that nevertheless affects judgments, decisions, and behaviors. Research has shown implicit bias can pose a barrier to recruiting and retaining a diverse scientific workforce.

Types of Implicit Bias are:

Racial Bias — Racial bias entails attaching negative assumptions to particular races and ethnicities.

Age Bias — Age stereotypes and prejudices stem from positive or negative assumptions about people based on their age.

Gender Bias — Traditional gender roles establish a foundation for gender bias.

Source: Ely, E. (2017). Dr. Chester Pierce Understood Racism on Multiple Fronts. <http://www.wbur.org/remembrance-project/2017/02/08/dr-chester-pierce>



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Defining Implicit Bias (cont'd)

Thoughts or ideas that we have that are considered outside of our control, unconscious thoughts, often stereotypes that we have about race, ethnicity, or other identity groups.

Many of the thoughts that we have about identity groups, or oppressed groups we have learned through socialization (Harro, 2000)

Although it is unconscious, it is pervasive in that it reinforces inequities experienced by members of these groups.

We combat these biases by:

- Bringing them to our consciousness and addressing them.
- Viewing people individually (cultural humility) & listening to them
- Having open and honest conversations.

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Youtube: Unconscious Bias Test



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Implicit Bias and the Search Process

Part of understanding implicit bias in the search process is admitting that you have the ability to exhibit bias.

Once you've accepted it, taking steps to overcoming bias and embracing diversity in university searches is critical. Resources are available to recognize and observe your own (as well as other participant) bias during the structured interview process.

You have an opportunity to learn not only how to identify, but to collaborate, and move past any known implicit bias.

Source: Searching for Excellence & Diversity (2016). A Guide for Search Committee Chairs, a guide developed by the Women in Science & Engineering Leadership Institute (WISELI) at the University of Wisconsin Madison. (Pages 5-13 in WISELI Book).



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Strategies on creating cultural competence

- Create a pledge statement for your office/unit/division.
- Introduce discussions on diversity-related practices, holidays and occasions.
- Promote diversity in your hiring process (i.e. search committee selections).
- Recommend/request to have unconscious bias training for staff, faculty and students.
- Frequently assess university programs, course curriculum and office communication/practices to promote inclusion.
- Give recognition for achievements.
- Align office/unit/division goals with the institution's mission and vision.
- Make all elements of the office/unit/division goals measurable and accessible.



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Conclusion

As a campus leader, your life must also be a constant "have to" in dealing with these attitudes and judgments. The American Psychological Association has advocated very useful common sense suggestions:

1. Be An Ally
2. Be Compassionate
3. Be Courageous
4. Be Honest
5. Be A Listener
6. Be A Role Model
7. Be Secure
8. Be Strong

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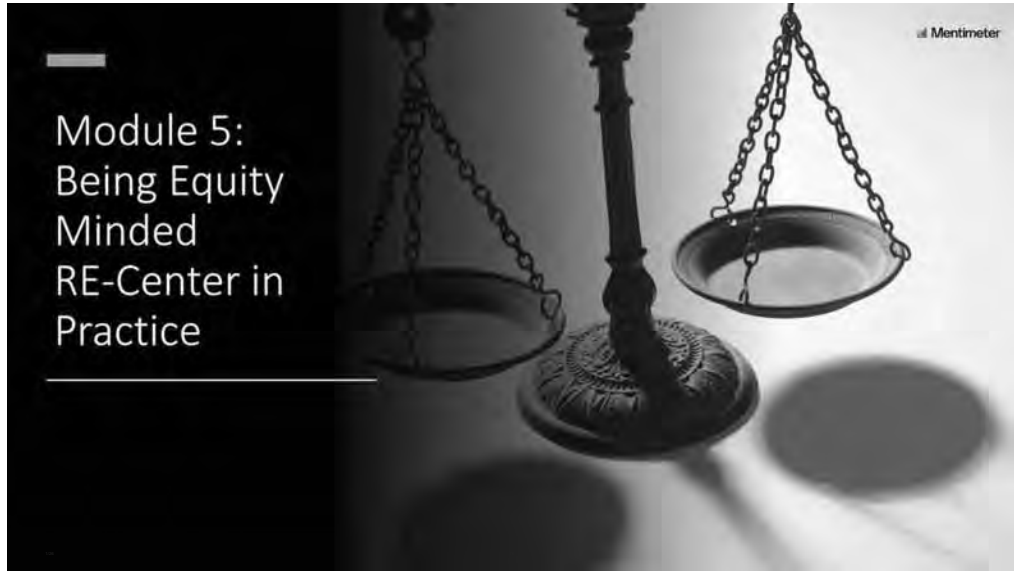
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Module 5: Being Equity Minded RE-Center in Practice

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Advancing equity & racial justice.
Driving transformative change.

Being equity-minded in practice

Natalie McCabe Zwerger, Executive Director



Advancing equity & racial justice.
Driving transformative change.



Micky Scottbey Jones

Together we will create *brave space*.
Because there is no such thing as a "safe space" —
We exist in the real world.
We all carry scars and we have all caused wounds.
In this space
We seek to turn down the volume of the outside world,
We amplify voices that fight to be heard elsewhere,
We call each other to more truth and love.
We have the right to start somewhere and continue to grow.
We have the responsibility to examine what we think we know.
We will not be perfect.
This space will not be perfect.
It will not always be what we wish it to be.
But
It will *be our brave space together*,
and
We will work on it side by side.

Characteristics of safe and brave spaces (Ravitch & Kannan, 2022)

Safe spaces	Brave spaces
Prioritize notions of politeness of some	Prioritize honesty and authenticity for all
Focus on socially constructed idea of comfort which comes with invisible rules	Acknowledge discomfort is inevitable in discussing difficult issues and invites it as a constructive process/experience
Can lead to defensiveness, lack of authenticity, and deflection	Value risk taking, vulnerability, learning, and being challenged to reflect
Narrowly defines safety, usually from a dominant white male, middle-class ableist perspective imposed as a norm	Safety means different things across people, attend to how individuals experience it to reach group understanding and norms
Tend not to prepare participants to engage in difficult conversations, reinforces "taboo topics," and marginalizes POC	Prepare groups for difficult conversations, develop understandings of critical dialogic engagement as professional development

From: Flux Leadership. Real-Time Inquiry for Humanizing Educational Change, 2022



Peeling back the onion



A Functional Framework: Historically Excluded & Included Groups

adapted from “A Working Conceptualization”, VISIONS, Inc, est. 1984

Equity is the removal and reduction of barriers that negatively impact student success within structures, policies and practices and ensuring that students receive targeted resources and supports to achieve their academic, professional, and personal goals. Equity is achieved by identifying and intentionally addressing structural racism, systemic poverty, and other forms of marginalization, upholding the expectation that administrators, faculty, and staff act as anti-racist institutional change agents.

CT State Community College commits to bold and disruptive change by actively identifying, naming, and dismantling structural racism, systemic poverty, and other barriers, establishing equitable and anti-racist policies and practices, and empowering students, faculty, staff, and administrators to advance racial, social, and economic justice. Our core collective responsibility is to continuously assess practices and policies and transform the world we live in by eliminating inequities.

RACIAL JUSTICE is the systematic fair treatment of people of all races that results in equitable opportunities and outcomes for everyone. All people are able to achieve their full potential in life, regardless of race, ethnicity or the community in which they live.

Racial justice — or racial equity — goes beyond “anti-racism.” It’s not just about what we are against, but also what we are for.

(NYSSED Culturally Responsive-Sustaining Education Framework, 2019)

Diversity

Diversity includes all the ways in which people differ, and it encompasses all the different characteristics that make one individual or group different from another. It is all-inclusive and recognizes everyone and every group as part of the diversity that should be valued. A broad definition includes not only race, ethnicity, and gender—the groups that most often come to mind when the term “diversity” is used—but also age, national origin, religion, disability, sexual orientation, socioeconomic status, education, marital status, language, and physical appearance. It also involves different ideas, perspectives, and values.

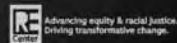
It is important to note that many activists and thinkers critique diversity alone as a strategy. For instance, Baltimore Racial Justice Action states: “Diversity is silent on the subject of equity. In an anti-oppression context, therefore, the issue is not diversity, but rather equity. Often when people talk about diversity, they are thinking only of the “non-dominant” groups.”

SOURCE: UC Berkeley Center for Equity, Inclusion and Diversity, “[Glossary of Terms](#)” (page 34 in 2009 Strategic Plan). Baltimore Racial Justice Action, “[Our Definitions](#)” (2018).

Inclusion

Authentically bringing traditionally excluded individuals and/or groups into processes, activities, and decision/policy making in a way that shares power.

SOURCE: [OpenSource Leadership Strategies](#)



Advancing equity & racial justice.
Driving transformative change.

An equity lens

An equity lens is one through which decisions and actions are made:

- 1) centering the value of equity,
- 2) mitigating the influence of bias, &
- 3) elevating the experiences, needs, and voices of folx from historically excluded identities (McCabe Zwerger, 2022).



Advancing equity & racial justice.
Driving transformative change.

Essential questions

How do our students know and feel we have a deep commitment to equity, inclusivity, & racial justice?

- *What has changed for them directly as a result of our work?*

How do our faculty, admin, & staff know we have a deep commitment to equity, inclusivity, & racial justice and how do they feel the impact of that commitment?

- *What has changed for them and how have they changed as a result of our work?*



Advancing equity & racial justice.
Driving transformative change.

Areas where your commitment to DEIRJ can thrive

- ✦ Mission, vision, values, & strategic plan
- ✦ Policy & governance
- ✦ Performance management, feedback, & supervision
- ✦ Data analysis through the lens of racial equity & inclusion
- ✦ Decision-making protocols
- ✦ Campus climate & student experience
- ✦ Workplace climate for faculty, admin, & staff, and its impact on those with whom we interact
- ✦ Recruitment/hiring/retaining new staff, admin, & faculty
- ✦ Representation, retention & leadership development of *historically excluded* staff, admin, & faculty
- ✦ Culturally responsive practices in and out of classrooms
- ✦ Communications & public-facing presence
- ✦ Assessing relationships and restoring when harm occurs
- ✦ Professional learning, training, and activating of new staff

MCCABE ZWERGER | 2021

DEIRJ: Diversity, equity, inclusion, & racial justice



Table discussion: In which areas do you feel strength in your commitment to DEIRJ? Where are your opportunities and why?

- ◆ Mission, vision, values, & strategic plan
- ◆ Policy & governance
- ◆ Performance management, feedback, & supervision
- ◆ Data analysis through the lens of racial equity & inclusion
- ◆ Decision-making protocols
- ◆ Campus climate & student experience
- ◆ Workplace climate for faculty, admin, & staff, and its impact on those with whom we interact
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MCCABE ZWERGER | 2021



Analyzing campus interactions

- How might identity be a factor? (*race*, ethnicity, gender, sexuality, country of origin, language, dis/ability, socioeconomic, religion, etc.)
- Have we heard from BIPOC? From LGBTQ+ voices? The voices of folk from other historically excluded identities?
- Who has been *silent*?
- Who has been *silenced*?
- Have we *avoided* a conversation about race or colorism by deflecting?
- Have we *accepted* an opportunity to uphold our commitment to equity & racial justice, even if it means we will confront or prompt discomfort?
- How have we been attentive to staff with fewer years on campus? Fewer years of experience in the field? How might power dynamics be at play?

(McCabe Zwerger, 2020)

Macroaggressions and microaggressions

Macroaggressions:
Laws, policies, and institutional practices



Microaggressions:
Verbal and nonverbal interpersonal exchanges

Sue, D. W. & Spanierman, L. B. (2020). *Microaggressions in everyday life* (2nd ed.). Hoboken, NJ: Wiley.



Common negotiations before intervening

- 1) The depth of the relationship
- 2) The power dynamics at play
- 3) The chance of being misunderstood
- 4) The possible pushback, negative response, or even retaliation
- 5) The benefit to me/the folk I represent

****These negotiations happen internally, consciously or unconsciously, and can occur whether the visible harm is a microaggression or macro injustice we experience or witness.**

(NYU Center for Strategic Solutions, 2021)



<https://vimeo.com/502300589>

Video debrief

- ★ If we are co-conspirators, what are we conspiring against?
- ★ What/who are we operating for?
- ★ How do the folk we manage & supervise feel & see evidence of our co-conspirator status?

Areas where your commitment to DEIRJ can thrive

- ✦ Mission, vision, values, & strategic plan
- ✦ Policy & governance
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MCCABE ZWERGER | 2021

DEIRJ: Diversity, equity, inclusion, & racial justice



#RJC23
#Recenterjustice

SAVE THE DATE

Racial Justice Conference

May 19, 2023
Virtual + In Person
Capital Community College
Hartford, CT

Facebook, Instagram, Twitter icons followed by @RE_CenterEDUC
www.re-center.org

Stay in touch

Email

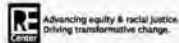
Natalie McCabe Zwerger
Executive Director
nzwerger@re-center.org

Suri Seymour
Email: ss Seymour@re-center.org

Tiah Barnes Email:
pearlellc2022@gmail.com

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[@RE_CenterEDUC](https://twitter.com/RE_CenterEDUC)
[@Natalie_Zwerger](https://twitter.com/Natalie_Zwerger)



Panel Discussion

Section 46a-68-80
External Communication and
Recruitment Strategies

External Communication

Under Section 46a-68-80(a) of the Affirmative Action Regulations of Connecticut State Agencies, Western Connecticut State University (“WCSU” or “University”) sends, on a regular basis, written expression of the University’s commitment to diversely recruit for current positions.

(b) WCSU has put itself on public record as an Affirmative Action/Equal Employment Opportunity Employer. Consistent with that posture:

(1) Written expression of the University’s commitment to Affirmative Action and Equal Employment Opportunity and a notice of job availability to the list of recruiting sources and organizations that are capable of referring qualified applicants for employment. Effective September 1, 2017, the Office of Diversity and Equity implemented a directory called “*The Diversity Resource Guide For Job Advertisements*” that lists various diverse recruitment sources, centers, institutions and organizations where said written expression and notification of job availability are sent (see attached documentation).

(2) On a continuous basis, all union contracts contain a non-discrimination clause. The Chief Human Resources Officer represents the University in collective bargaining between the state and the union. The Chief Diversity, Equity & Inclusion Officer annually notifies all unions which represent agency employees for collective bargaining purposes that the University is an Affirmative Action/Equal Opportunity Employer and invites all unions to review and comment upon the University’s Affirmative Action Plan. (see attached letters).

(c) The University has undertaken positive relationship building activity to ensure that affirmative action is more than a paper commitment. The Chief Diversity, Equity & Inclusion Officer and the Chief Human Resources Officer as well as other University management officials, such as the University’s Vice Presidents, Deans, Managerial and Supervisory staff as well as members of all designated search committees in order to make personal contacts with local, state and national recruitment sources in a concerted effort to maintain a successful, talent pipeline recruitment program.

All employment advertisements include notification that WCSU is an affirmative action/equal employment opportunity educator and employer. Except in the case of a bona fide occupational qualification or need, employment advertising does not, and will not make any references to age or gender, and clearly conveys the desire of the University to employ members of under-represented groups. The Chief Diversity, Equity & Inclusion Officer reviews all position announcements and advertising for compliance with this requirement. They will continue the long-standing practice of reviewing all position announcements and advertisements prior to finalization, scrutinizing for artificial barriers and discriminatory language.

The utilization of publication sources that include media that targets a protected class audience in the labor market area(s), most relevant for filling a position, continued to be a part of the University's recruitment program.

Local and national recruitment sources continue to expand, providing a wider base to draw applicants for employment. An affirmative action job search process continues to be an integral component of filling positions, facilitating the involvement of Affirmative Action from the onset of hiring activity to the actual filling of the position. The process keeps affirmative action in the forefront of all hiring activity, but more important, the goals of the Affirmative Action Plan are always under consideration.

Recruitment/outreach activities will now be extended to other known university entities, such as university centers, institutes and associations. A system is in place whereby position announcements are routinely sent to various agencies by the Office of Diversity & Equity for posting and distribution. In return, the university posts employment announcements through the DAS website and by email from other agencies.

As unclassified positions become available, a position announcement is sent to protected class recruiting sources. The announcement is sent in an affirmative effort to reach protected class persons. We want to reach as many potential applicants as we can with notification of employment opportunities. The department that houses the position is requested by the Chief Diversity, Equity & Inclusion Officer to make every effort to recruit protected class persons. The professorial (faculty) titles and other known university titles also request to recruit potential minority candidates at professional meetings that often occur at the national level.

As classified positions become available, a system is in place whereby the Human Resources Department routinely notifies classified employees of the employment/promotional opportunity. Classified positions are listed with the Department of Administrative Services (DAS) and advertised in local and regional newspapers, both in print and online. These positions are also sent to recruitment sources that may be helpful in the University's recruitment efforts.

The University continues to utilize various media sources such as newspapers, web sites, publications, and associations conducive to affirmative action efforts. The list include the following: Chronicle of Higher Education, Danbury News Times, Hartford Courant, Northeast Minority News, Stamford Advocate, New Haven Register, Connecticut Post, Immigrant, Student Affairs Placement, Career Builders, El Canillita, Waterbury Republican, La Tribuna, National Association of College and University Business Officers, National Association of Black Social Workers, American Society of Women Accountants, the American Institute of CPA's, Diverse Issues in Higher Education, Education Week, AACTE, CEA, Black Collegiate, Chemical Engineering News, NCAA News, Historically Black College Career Center, ACA Career Center, Counseling Today, Black Nurses Association, APA Monitor, New England Psychologist Newsletter, Connecticut Psychological Association Newsletter, Connecticut Association of Professional Financial Aid Administrators, NADOHE, NEACUHO, ASJA, College and

Research Library, ACSM Health and Fitness Journal, American Journal of Physical Health Education, Journal of Health Education, American Public Health Association, Career Mart, American Journal of Public Health, Academic Careers, Council for Support and Advancement of Education, University of Bridgeport Daily, AACN, American Journal of Nursing, Journal of Nursing Education Minority Nurse Newsletter, and Journal of Cultural Diversity.

The University maintains membership status with the following organizations as another means of expanding its Hispanic recruitment efforts:

1. Connecticut Association of Latin Americans in Higher Education; and
2. Hispanic Association for Colleges and Universities.

The Office of Diversity and Equity, in conjunction with members of our academic departments and the Human Resources Department, maintain annual subscriptions to Diversity.com and various other websites for recruiting, which includes but is not limited to the following: Health-Net, CAHALE.com, Career Builders.com, NACHUO.net, Higheredjobs.com, Fairfield County Jobs.com, DAS website/CT Hires, NASPA.com, Academic Careers on Line, Sciencejobs.com, NCAA News website, ACA Career Center website, Counseling Today website, APA Monitor website, New England Psychologist website, Connecticut Psychological Association website, Telecomcareers.net, Computerwork.net, NACCU website, Student Affairs.com, Journal of Health Education website, American Journal of Nursing website, Journal of Nursing Education website, Minority Nurse Newsletter website, Journal of Cultural Diversity website, Academic Careers Online, AACN website, ABNF website, Telecomcareer.net, and Computerwork.com. These media sources are used in direct correlation with the related university vacancies; and therefore, not all position announcements will appear in each listed venue.

The WCSU President facilitated an institutional membership with the Hispanic Association of Colleges and Universities (“HACU”) as a recruitment source and target recruitment efforts with their 20,000+ users to post and advertise all faculty and administrative open positions primarily across the nation. During this reporting period, the University received the official designation as a Hispanic Serving Institution, due to having an enrollment of at least 25 percent undergraduate Hispanic students.

Finally, all positions continue to be advertised on the University website.

All bidders, contractors, subcontractors and suppliers of materials are continuously notified of the University’s Affirmative Action Policy. In keeping with University practice, all bidders, contractors, subcontractors and suppliers of materials are notified that the University will not knowingly do business with any bidder, contractor, subcontractor, or supplier of materials who discriminates against members of any class protected under Section 4a-60a and 4a-60 of the Connecticut General Statutes.

The participation of minority business enterprises meeting qualifications established in regulations issued pursuant to the Connecticut General Statutes or federal law, is solicited and encouraged. The University refrains from knowingly doing business with any bidder, contractor, subcontractor, or supplier of materials debarred from participation in any federal or state contract program, or found to be in violation of any state or federal anti-discrimination law; and will promptly report any behavior inconsistent therewith to the Commission or other appropriate authorities for investigation; and encourages bidders, contractors, subcontractors, or suppliers of materials to develop and implement affirmative action plans of their own.

The Office of Diversity & Equity continues to utilize recruitment directories and publications that provide outreach to peoples in protected and underutilized populations. The directory includes hundreds of sources and additional sources continue to be added on the ongoing basis. The list of directories and publications include the following:

[Association of University Centers on Disability Resource Directory](#): This directory is a resource that aids in the University's outreach to persons with disabilities by providing the identification of outreach sources by name and address.

[Big Ten Academic Alliance Directory of Minority, Ph.D., MFA and MLS Candidates and Recipients](#): Contains a listing of advance graduate students who are in the final phase of their doctoral work at various New England campuses.

[Biomedical Sciences Careers Program New England Resource Directory](#): Provides information to students, advisors, and administrators on outreach efforts, internships and biomedical/science related programs at New England institutions, hospitals, and biomedical and biotechnology organizations.

[CollegeCalc Directory of New England Colleges, Universities and Institutes](#): Contains a complete listing of all New England colleges, universities and institutes including degrees offered at each and personnel information with title for each.

[HBCU Connect](#): Contains a national listing of minority from research universities in the United States, as well as pertinent academic information pertaining to the persons listed.

[Hispanic Outlook on Education](#): A national higher education publication, tantamount to a counterpart for the Diverse

Issues in Higher Education, advertises positions and discusses issues in American higher education.

[Minority Postdoc for Minority and Women Doctoral Directories](#): Contains a national listing of minority and women from research universities in the United States, as well as pertinent academic information pertaining to the persons listed.

[Permanent Commission on the Status of Women \(PCSW\) 2014 Directory of Women's Organizations in Connecticut](#): Contains over 500 entries listed alphabetically by county, with contact names, addresses, telephone and fax numbers for each organization.

[The Ph.D. Project](#): Contains a listing of doctoral students who are in the final phase of their doctoral work at various minority serving institutions (MSI) across the United States.

[UnivSearch Higher Education Directory](#): A directory of accredited postsecondary, degree granting institutions that are accredited by regional, national, professional and specialized agencies recognized by accrediting bodies of the U.S. Department of Education and the Council of Higher Education.

The Office of Diversity & Equity maintains a list of email addresses and contact information for agencies to which we distribute position announcements and advertisements. The result of this undertaking is readily apparent as is evidenced by timely and consistent follow-up and inquiries to our position announcements. Furthermore, the University receives all applications via electronic submission and the Office of Diversity & Equity collects Affirmative Action data electronically from all applications that are submitted electronically.

WCSU is easily recognized by its official logo which is placed on all position advertisements. The University sends various press releases to radio station networks in Danbury, Hartford, Norwalk, and Bridgeport. Various newspaper media are also used as recruitment sources in Hartford, Bridgeport and Stamford.

When needed, the radio networks utilized are the following:

Hartford	Danbury	Norwalk	Bridgeport
WHCN	WINE	WEFX	WEBE
WKSS	WATR		
WMRQ	WSHU		
WNPR			

The Office of Diversity & Equity, in conjunction with the Human Resources Department, maintain an adequate budget for advertising positions and the University continues its involvement with the community and outreach via professional affiliations and memberships, by various University professionals, on a multitude of organizational boards and committees.

The University continues to host meetings, workshops, conferences, etc. for the community and others as the University remains committed to partnering with agencies and organizations that have the potential to attract peoples in the protected and underutilized populations into the University's workforce. Specific connections include, but are not limited to, the following:

CSCU Diversity Equity Leadership Committee – Members of the Connecticut State Colleges and University have designated representatives (one representative from WCSU) who serve as faculty/staff and student advisors for the CSCU System Office.

WCSU/AAUP Minority Recruitment and Retention Committee – With members of the committee appointed by the WCSU President, and working in conjunction with the Office of Diversity and Equity, the minority recruitment/retention committees endeavor to make available in any way it can to achieve the University's goal of recruiting and retaining minority faculty.

According to the Collective Bargaining Agreements for SUOAF and AAUP, the role of the Minority Recruitment and Retention Committee(s) are to assist search committees and employees in their recruitment and retention of minorities, women and other protected groups, as well as support departments in the retention of said individuals.

WCSU/SUOAF Minority Recruitment and Mentoring Committee – With members of the committee appointed by the WCSU President, and working in conjunction with the Office of Diversity and Equity, the minority recruitment/retention committees endeavors to make available in any way it can to achieve the University's goal of recruiting and retaining minority faculty.

According to the Collective Bargaining Agreements for SUOAF and AAUP, the role of the Minority Recruitment and Retention Committee(s) are to assist search committees and employees in their recruitment and retention of minorities, women and other protected groups, as well as support departments in the retention of said individuals.

Connecticut Institute For Communities, Inc. - The University is represented on the Board of Directors.

Danbury Youth Services – The University supports the executive staff of the Danbury Youth Services and have collaborated with several offsite events throughout the year.

[Governor's Coalition for Youth with Disabilities](#) – The University has served as a participant of the Governor's Coalition for Youth with Disabilities.

[The Global Majority](#) – The University continues to be a sponsor of the Connecticut State University Global Majority Retreat, which provides the opportunity to network with other system universities and community college colleagues. The Office of Intercultural Affairs continues to provide financial assistance for employees who want to attend the Global Majority Retreat.

[Harambee Youth Center](#) – The University supports the executive staff of the Harambee Youth Center and have collaborated with several offsite events throughout the year.

[Hord Foundation](#) – The University continued its positive relationship with the Hord Foundation, an established foundation that serves the Black community of Danbury. The University is represented on the Advisory Board of the Hord Foundation.

[Metro New York/Southern Connecticut Higher Education Recruitment Consortium](#) – The Chief Diversity Officer serves as the point of contact and member liaison for this consortium.

Prior to advertising a position, the Chief Diversity, Equity & Inclusion Officer reviews the qualifications for appropriateness of content, including Western Connecticut State University's non-discrimination notice and other statements that are articulated in our commitment to employing members of protected and underutilized populations.

In summary, WCSU continues its pursuit to expand its external communication activity in furtherance of its commitment to Affirmative Action. Hiring and program goals have been set forth to further strengthen our recruitment capacity.

Affirmative Action Commitment

Office of Diversity and Equity <ode@wcsu.edu>

Wed 3/13/2024 3:40 PM

To: jdisette@andr.org <jdisette@andr.org>

📎 1 attachments (205 KB)

DiSette, J. - President.pdf;

 ***From the Office of Diversity, Equity & Inclusion***

Dear Mr. DiSette:

The State of Connecticut through all its agencies continues to engage in a vigorous Affirmative Action program, which includes notifying labor unions of any changes to Western Connecticut State University's ("WCSU" or "University") Affirmative Action commitment. As the Chief Diversity Officer, ADA/504 and Title IX Coordinator for WCSU, my role is to promote awareness and guidance from the WCSU Office of Diversity and Equity ("ODE") to support your represented membership.

I recently reached out to your represented membership to speak about the University's Affirmative Action commitment, extended an invitation for review and comment on the Plan as well as to promote events and/or available resources. If there is a need to discuss my actions moving forward, ODE staff would be happy to work with you and your staff to find a convenient time to meet virtually or in-person, if possible. If time does not permit, please contact ODE staff by email at ode@wcsu.edu.

Sincerely,



Fred Cratty
Chief Human Resources Officer

OFFICE OF DIVERSITY, EQUITY & INCLUSION
Western Connecticut State University
181 White Street, Danbury, Connecticut 06810
Phone: (203) 837-8444 | Fax: (203) 837-8530
Website: <https://www.wcsu.edu/diversity/>

Title IX Complaint Form: [Click Here](#)

Discrimination Complaint Form: [Click Here](#)

To Report a Crime or other Incident directly to the Police [Click Here](#)



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OFFICE OF DIVERSITY, EQUITY & INCLUSION
181 White Street, Old Main
Danbury, Connecticut 06810

Phone: (203) 837-8444

Email: ode@wcsu.edu

www.wcsu.edu/diversity/

March 13, 2024

Sent via Email to jdisette@andr.org

Mr. John DiSette, President
Administrative & Residual Employees Union
A&R Local 4200
805 Brook Street
Rocky Hill, Connecticut 06067

Dear Mr. DiSette:

The State of Connecticut through all its agencies continues to engage in a vigorous Affirmative Action program, which includes notifying labor unions of any changes to Western Connecticut State University's ("WCSU" or "University") Affirmative Action commitment. As the Chief Diversity Officer, ADA/504 and Title IX Coordinator for WCSU, my role is to promote awareness and guidance from the WCSU Office of Diversity and Equity ("ODE") to support your represented membership.

Affirmative Action programs play an essential role in ensuring a strong and diverse community by providing general information on accessibility, upward mobility and regulatory awareness to your represented membership. WCSU continues to maintain its status as an *Affirmative Action/Equal Opportunity Employer*. As a continued effort and at your discretion, you are invited to examine WCSU's Affirmative Action Plan ("Plan"), which you can access at the following website link: www.wcsu.edu/diversity/affirmative-action-plans/.

I recently reached out to your represented membership to speak about the University's Affirmative Action commitment, extended an invitation for review and comment on the Plan as well as to promote events and/or available resources. If there is a need to discuss my actions moving forward, ODE staff would be happy to work with you and your staff to find a convenient time to meet virtually or in-person, if possible. If time does not permit, please contact ODE staff by email at ode@wcsu.edu.

Sincerely,

A handwritten signature in black ink that reads "Fred Cratty".

Fred Cratty
Chief Human Resources Officer

Affirmative Action Commitment

Office of Diversity and Equity <ode@wcsu.edu>

Wed 3/13/2024 3:46 PM

To: Merisa Williams <williamsm@wcsu.edu>

1 attachments (208 KB)

Williams, M. - President AFSCME.pdf;



From the Office of Diversity, Equity & Inclusion

Dear Ms. Williams:

The State of Connecticut through all its agencies continues to engage in a vigorous Affirmative Action program, which includes notifying labor unions of any changes to Western Connecticut State University's ("WCSU" or "University") Affirmative Action commitment. As the Chief Diversity Officer, ADA/504 and Title IX Coordinator for WCSU, my role is to promote awareness and guidance from the WCSU Office of Diversity and Equity ("ODE") to support your represented membership.

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Fred Cratty
Chief Human Resources Officer

OFFICE OF DIVERSITY, EQUITY & INCLUSION
Western Connecticut State University
181 White Street, Danbury, Connecticut 06810
Phone: (203) 837-8444 | Fax: (203) 837-8530
Website: <https://www.wcsu.edu/diversity/>

Title IX Complaint Form: [Click Here](#)

Discrimination Complaint Form: [Click Here](#)

To Report a Crime or other Incident directly to the Police [Click Here](#)



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OFFICE OF DIVERSITY, EQUITY & INCLUSION
181 White Street, Old Main
Danbury, Connecticut 06810

Phone: (203) 837-8444

Email: ode@wcsu.edu

www.wcsu.edu/diversity/

March 13, 2024

Sent via Email to williamsm@wcsu.edu

Ms. Merisa Williams,
President of Local 478
AFSCME Council 4
444 East Main Street
New Britain, Connecticut 06051

Dear Ms. Williams:

The State of Connecticut through all its agencies continues to engage in a vigorous Affirmative Action program, which includes notifying labor unions of any changes to Western Connecticut State University's ("WCSU" or "University") Affirmative Action commitment. As the Chief Diversity Officer, ADA/504 and Title IX Coordinator for WCSU, my role is to promote awareness and guidance from the WCSU Office of Diversity and Equity ("ODE") to support your represented membership.

Affirmative Action programs play an essential role in ensuring a strong and diverse community by providing general information on accessibility, upward mobility and regulatory awareness to your represented membership. WCSU continues to maintain its status as an *Affirmative Action/Equal Opportunity Employer*. As a continued effort and at your discretion, you are invited to examine WCSU's Affirmative Action Plan ("Plan"), which you can access at the following website link: www.wcsu.edu/diversity/affirmative-action-plans/.

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Sincerely,

A handwritten signature in black ink that reads "Fred Cratty".

Fred Cratty
Chief Human Resources Officer

Affirmative Action Commitment

Office of Diversity and Equity <ode@wcsu.edu>

Wed 3/13/2024 3:41 PM

To: cchisem@ceui.org <cchisem@ceui.org>

📎 1 attachments (190 KB)

Chisem, C. - President CEUI.pdf;

 ***From the Office of Diversity, Equity & Inclusion***

Dear Mr. Chisem:

The State of Connecticut through all its agencies continues to engage in a vigorous Affirmative Action program, which includes notifying labor unions of any changes to Western Connecticut State University's ("WCSU" or "University") Affirmative Action commitment. As the Chief Diversity Officer, ADA/504 and Title IX Coordinator for WCSU, my role is to promote awareness and guidance from the WCSU Office of Diversity and Equity ("ODE") to support your represented membership.

I recently reached out to your represented membership to speak about the University's Affirmative Action commitment, extended an invitation for review and comment on the Plan as well as to promote events and/or available resources. If there is a need to discuss my actions moving forward, ODE staff would be happy to work with you and your staff to find a convenient time to meet virtually or in-person, if possible. If time does not permit, please contact ODE staff by email at ode@wcsu.edu.

Sincerely,



Fred Cratty
Chief Human Resources Officer

OFFICE OF DIVERSITY, EQUITY & INCLUSION
Western Connecticut State University
181 White Street, Danbury, Connecticut 06810
Phone: (203) 837-8444 | Fax: (203) 837-8530
Website: <https://www.wcsu.edu/diversity/>

Title IX Complaint Form: [Click Here](#)

Discrimination Complaint Form: [Click Here](#)

To Report a Crime or other Incident directly to the Police [Click Here](#)



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OFFICE OF DIVERSITY, EQUITY & INCLUSION
181 White Street, Old Main
Danbury, Connecticut 06810

Phone: (203) 837-8444

Email: ode@wcsu.edu

www.wcsu.edu/diversity/

March 13, 2024

Sent via Email to cchisem@ceui.org

Mr. Carl Chisem, President
Connecticut Employees Union Independent
110 Randolph Road
Middletown, Connecticut 06457

Dear Mr. Chisem:

The State of Connecticut through all its agencies continues to engage in a vigorous Affirmative Action program, which includes notifying labor unions of any changes to Western Connecticut State University's ("WCSU" or "University") Affirmative Action commitment. As the Chief Diversity Officer, ADA/504 and Title IX Coordinator for WCSU, my role is to promote awareness and guidance from the WCSU Office of Diversity and Equity ("ODE") to support your represented membership.

Affirmative Action programs play an essential role in ensuring a strong and diverse community by providing general information on accessibility, upward mobility and regulatory awareness to your represented membership. WCSU continues to maintain its status as an *Affirmative Action/Equal Opportunity Employer*. As a continued effort and at your discretion, you are invited to examine WCSU's Affirmative Action Plan ("Plan"), which you can access at the following website link: www.wcsu.edu/diversity/affirmative-action-plans/.

I recently reached out to your represented membership to speak about the University's Affirmative Action commitment, extended an invitation for review and comment on the Plan as well as to promote events and/or available resources. If there is a need to discuss my actions moving forward, ODE staff would be happy to work with you and your staff to find a convenient time to meet virtually or in-person, if possible. If time does not permit, please contact ODE staff by email at ode@wcsu.edu.

Sincerely,

A handwritten signature in black ink that reads "Fred Cratty".

Fred Cratty
Chief Human Resources Officer

Affirmative Action Commitment

Office of Diversity and Equity <ode@wcsu.edu>

Wed 3/13/2024 3:41 PM

To:ksaunders@cpfu.org <ksaunders@cpfu.org>

📎 1 attachments (192 KB)

Saunders, K. - President CPFU.pdf;

 ***From the Office of Diversity, Equity & Inclusion***

Dear Mr. Saunders:

The State of Connecticut through all its agencies continues to engage in a vigorous Affirmative Action program, which includes notifying labor unions of any changes to Western Connecticut State University's ("WCSU" or "University") Affirmative Action commitment. As the Chief Diversity Officer, ADA/504 and Title IX Coordinator for WCSU, my role is to promote awareness and guidance from the WCSU Office of Diversity and Equity ("ODE") to support your represented membership.

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Sincerely,



Fred Cratty
Chief Human Resources Officer

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Western Connecticut State University
181 White Street, Danbury, Connecticut 06810
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181 White Street, Old Main
Danbury, Connecticut 06810

Phone: (203) 837-8444
Email: ode@wcsu.edu

www.wcsu.edu/diversity/

March 13, 2024

Sent via Email to ksaunders@cpfu.org

Mr. Kevin Saunders, President
Connecticut Police & Fire Union
50 Columbus Boulevard, 3rd Floor
Hartford, Connecticut 06106

Dear Mr. Saunders:

The State of Connecticut through all its agencies continues to engage in a vigorous Affirmative Action program, which includes notifying labor unions of any changes to Western Connecticut State University's ("WCSU" or "University") Affirmative Action commitment. As the Chief Diversity Officer, ADA/504 and Title IX Coordinator for WCSU, my role is to promote awareness and guidance from the WCSU Office of Diversity and Equity ("ODE") to support your represented membership.

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Sincerely,

A handwritten signature in black ink that reads "Fred Cratty".

Fred Cratty
Chief Human Resources Officer

Affirmative Action Commitment

Office of Diversity and Equity <ode@wcsu.edu>

Wed 3/13/2024 4:05 PM

To: Rebecca Woodward <woodwardr@wcsu.edu>

📎 1 attachments (193 KB)

Woodward, R. - President SUOAF.pdf;

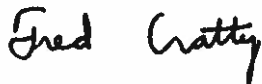
 ***From the Office of Diversity, Equity & Inclusion***

Dear Ms. Woodward:

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Sincerely,



Fred Cratty
Chief Human Resources Officer

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Phone: (203) 837-8444

Email: ode@wcsu.edu

www.wcsu.edu/diversity/

March 13, 2024

Sent via Email to woodwardr@wcsu.edu

Ms. Rebecca Woodward, President
State University Organization of Administrative Faculty
Western Connecticut State University - IT&I
181 White Street
Danbury, Connecticut 06810

Dear Ms. Woodward:

The State of Connecticut through all its agencies continues to engage in a vigorous Affirmative Action program, which includes notifying labor unions of any changes to Western Connecticut State University's ("WCSU" or "University") Affirmative Action commitment. As the Chief Diversity Officer, ADA/504 and Title IX Coordinator for WCSU, my role is to promote awareness and guidance from the WCSU Office of Diversity and Equity ("ODE") to support your represented membership.

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Sincerely,

A handwritten signature in black ink that reads "Fred Cratty".

Fred Cratty
Chief Human Resources Officer

Affirmative Action Commitment

Office of Diversity and Equity <ode@wcsu.edu>

Wed 3/13/2024 4:05 PM

To: Rotua Lumbantobing <lumbantobingr@wcsu.edu>

📎 1 attachments (191 KB)

Lumbantobing, R. - President AAUP.pdf;

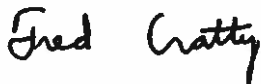
 ***From the Office of Diversity, Equity & Inclusion***

Dear Dr. Lumbantobing:

The State of Connecticut through all its agencies continues to engage in a vigorous Affirmative Action program, which includes notifying labor unions of any changes to Western Connecticut State University's ("WCSU" or "University") Affirmative Action commitment. As the Chief Diversity Officer, ADA/504 and Title IX Coordinator for WCSU, my role is to promote awareness and guidance from the WCSU Office of Diversity and Equity ("ODE") to support your represented membership.

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Sincerely,



Fred Cratty
Chief Human Resources Officer

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181 White Street, Old Main
Danbury, Connecticut 06810

Phone: (203) 837-8444

Email: ode@wcsu.edu

www.wcsu.edu/diversity/

March 13, 2024

Sent via Email to lumbantobingr@wcsu.edu

Dr. Rotua Lumbantobing, President
American Associate of University Professors
Western Connecticut State University - Dept. of Finance
181 White Street
Danbury, Connecticut 06810

Dear Dr. Lumbantobing:

The State of Connecticut through all its agencies continues to engage in a vigorous Affirmative Action program, which includes notifying labor unions of any changes to Western Connecticut State University's ("WCSU" or "University") Affirmative Action commitment. As the Chief Diversity Officer, ADA/504 and Title IX Coordinator for WCSU, my role is to promote awareness and guidance from the WCSU Office of Diversity and Equity ("ODE") to support your represented membership.

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Sincerely,

A handwritten signature in black ink that reads "Fred Cratty".

Fred Cratty
Chief Human Resources Officer

Back-Up Sheets require Totals for each MBE Category

SMALL/ MINORITY BUSINESS ENTERPRISE QUARTERLY REPORT

Fiscal Year Quarter: **4th Qtr** Fiscal Year Period: **2023**

ENTER THIS QTR- 4/1/23 - 6/30/23

Agency Name:	Western Connecticut State University	Agency Number:	BOR84500-7803
Prepared by:	Amy Lopez	E-mail Address:	lopeza@wcsu.edu
Tel. # -	203-837-8657		

1) TOTAL FUNDS AVAILABLE (ALL SOURCES) FROM YOUR ADOPTED BUDGET Page 1 (Summary Page) From The Annual Goals Calculations Report	156,418,607.00
2) Amount Available for Small/Minority Business Program after DAS APPROVED DEDUCTIONS/EXEMPTIONS	9,071,289.00
3) 25% of line # 2 Total - Set Aside - Small/Minority Business Enterprises (Combined)	2,267,822.00
4) 25% of line # 3 Total- Set Aside - Minority Business Enterprises only	566,955.50

	QUARTER	Number	YEAR TO DATE	Number
	TOTALS (\$)	Contracts	TOTALS (\$)	Contracts
5) Total Agency FY Expenditures for Purchases and Contracts	3,823,248.87	957	11,164,470.35	967
6) Total Agency FY Expenditures for Purchases and Contracts from Small and Minority Contractors. Combined TOTALS OF SBE AND MBE EXPENDITURES	2,404,586.35	10	3,045,350.92	37

7) Total Agency FY Expenditures for Purchases and Contracts from Minority Business Enterprises (MBE) only. PLEASE CATEGORIZE:				
A) American Indian (NI)				
B) Asian (A)				
C) Black (B)				
D) Disabled Individual (DI)				
E) Hispanic (H)				
F) Iberian Peninsula (I)	\$ 13,483.98	1	\$ 40,209.80	3
G) Disabled American Indian (DNI)				
H) Disabled Asian American (DA)				
I) Disabled Black American (DB)				
J) Disabled Hispanic American (DHI)				
K) Disabled Iberian Peninsula American (DI)				
L) Woman (W)	\$ 6,785.00	2	\$ 113,531.95	7
M) Woman American Indian (NWI)				
N) Woman Asian (AW)				
O) Woman Black (BW)				
P) Woman Disabled (DW)				
Q) Woman Hispanic (HW)				
R) Woman Iberian Peninsula (IW)				
S) Disabled American Indian Woman (DNWI)				
T) Disabled Asian American Woman (DAW)				
U) Disabled Black American Woman (DBW)				
V) Disabled Hispanic American Woman (DHW)				
W) Disabled Iberian Peninsula American Woman (DIW)				
DisBE TOTAL (Lines D, G, H, I, J, K, P, S,T,U, V, & W)	\$ -		\$ -	
WBE TOTAL [Lines L - W]	\$ 6,785.00	2	\$ 113,531.95	7
MBE TOTAL {Lines A - W}	\$ 20,268.98	3	\$ 153,741.75	10

DEPARTMENT OF ADMINISTRATIVE SERVICES
 SUPPLIER DIVERSITY PROGRAM SMALL/ MINORITY BUSINESS ENTERPRISE QUARTERLY REPORT

Fiscal Year
 2024

BE SURE TO INCLUDE SUBTOTALS FOR EACH MINORITY CATEGORY!!!

FY QUARTER PERIOD	4/1/23 - 6/30/23	In reporting data below, does your Agency utilize C.O.R.E.?	YES
If not utilizing C.O.R.E. , DID YOU VALIDATE COMPANY AS A CURRENT SBE AND/OR MBE? Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>			NO <input checked="" type="checkbox"/>

Agency Name:	Western Connecticut State University
--------------	--------------------------------------

Report Prepared by:	Amy Lopez	Agency Number:	BOR84500-7803
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CERTIFIED VENDORS ONLY		ACTUAL EXPENDITURES		SPECIFY:
(A) Small Business Enterprise (SBE) OR Minority Business Enterprise (MBE) Vendor Name	(B) State Contract # OR P.O. #	(C) DAS Certified SBE/MBE AMOUNT	(D) MBE Category	
Air Temp Mechanical Services	PO050554	\$ 8,195.65	SB	
ANC Facility Management	PO050692	\$ 136,694.00	SB	
	PO050692	\$ 136,694.00		
RNB Enterprises	PO050621	\$ 5,290.00	SB	
	PO050599	\$ 20,965.00		
SHI International Corp.	PO050617	\$ 10,258.00	SB	
Mercury Cabling Systems, LLC	BND83116	\$ 1,299.40	SB	
	BND83132	\$ 2,188.37		
Danielle's LLC	PO050605	\$ 5,000.00	SB	
	PO050643	\$ 3,056.00		
	PO050546	\$ 9,706.85		
Marie Nugent Temporary Services LLC	PO050567	\$ 3,150.00	W	
Fire Protection Testing	PO050573	\$ 232.34	SB	
	PO050578	\$ 1,297.76		
EF&G Construction	PO050647	\$ 14,950.00	SB	
Consolidated Electric, Inc.	CH083112	\$ 335,800.00	SB	
Kilcourse Specialty Products	BND85948	\$ 1,540.00	SB/MB/W	
	PO050673	\$ 2,095.00		
Asphalt Repair Solutions, Inc.	BND83115	\$ 725,690.00	SB	
Holzner Electric Co.	BND83096	\$ 967,000.00	SB	
C&C Janitorial Supplies	PO050582	\$ 13,483.98	W/I	
		\$ 2,404,586.35		

SMALL/ MINORITY BUSINESS ENTERPRISE QUARTERLY REPORT

Fiscal Year Quarter **1st** Fiscal Year Period **Jul 1 2023 - Sep 30 2023**

ENTER THIS QTR-

Agency Name:	Western CT State University	Agency Number:	
Prepared by:	Lisa Condon	E-mail Address:	condonl@wcsu.edu
Tel. # -	203-837-8657	<i>Please Submit a copy of this form and Back-Up Sheets via Inter-Office Mail to CHRO @ 25 SIGOURNEY ST, Hartford CT 06106</i>	

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

	QUARTER	Number	YEAR TO DATE	Number
	TOTALS (\$)	Contracts	TOTALS (\$)	Contracts
5) Total Agency FY Expenditures for Purchases and Contracts	\$6,553,685.31		\$6,553,685.31	

6) Total Agency FY Expenditures for Purchases and Contracts from Small and Minority Contractors. Combined TOTALS OF SBE AND MBE EXPENDITURES	\$ 267,903.02		\$ 267,903.02	
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7) Total Agency FY Expenditures for Purchases and Contracts from Minority Business Enterprises (MBE) only. <i>PLEASE CATEGORIZE:</i>				
A) American Indian (N)				
B) Asian (A)				
C) Black (B)				
D) Disabled Individual (D)				
E) Hispanic (H)	\$ 138,538.00		\$ 138,538.00	
F) Iberian Peninsula (I)	\$ 5,516.63		\$ 5,516.63	
G) Disabled American Indian (DN)				
H) Disabled Asian American (DA)				
I) Disabled Black American (DB)				
J) Disabled Hispanic American (DH)				
K) Disabled Iberian Peninsula American (DI)				
L) Woman (W)	\$ 154.50		\$ 154.50	
M) Woman American Indian (NW)				
N) Woman Asian (AW)				
O) Woman Black (BW)				
P) Woman Disabled (DW)				
Q) Woman Hispanic (HW)				
R) Woman Iberian Peninsula (IW)				
S) Disabled American Indian Woman (DNW)				
T) Disabled Asian American Woman (DAW)				
U) Disabled Black American Woman (DBW)				
V) Disabled Hispanic American Woman (DHW)				
W) Disabled Iberian Peninsula American Woman (DIW)				
DisBE TOTAL (Lines D, G, H, I, J, K, P, S,T,U, V, & W)	\$ -		\$ -	
WBE TOTAL (Lines L - W)	\$ 154.50		\$ 154.50	
MBE TOTAL (Lines A - W)	\$ 144,209.13		\$ 144,209.13	

DEPARTMENT OF ADMINISTRATIVE SERVICES
 SUPPLIER DIVERSITY PROGRAM

Fiscal Year
 SMALL/ MINORITY BUSINESS ENTERPRISE QUARTERLY REPORT 2023-2024

BE SURE TO INCLUDE SUBTOTALS FOR EACH MINORITY CATEGORY!!!

FY QUARTER PERIOD <i>If not utilizing C.O.R.E. , DID YOU VALIDATE COMPANY AS A CURRENT SBE AND/OR MBE Yes ___ No ___</i>	1st Qtr	In reporting data below, does your Agency utilize C.O.R.E.?	YES
			NO X

Agency Name:	Western Connecticut State University
--------------	--------------------------------------

Report Prepared by:	Lisa Condon	Agency Number:	
---------------------	-------------	----------------	--

CERTIFIED VENDORS ONLY		ACTUAL EXPENDITURES		SPECIFY:
(A) Small Business Enterprise (SBE) OR Minority Business Enterprise (MBE) Vendor Name	(B) State Contract # OR P.O. #	(C)		(D)
		DAS Certified SBE/MBE		MBE
		AMOUNT		Category
ANC Facility Management Corp.		\$	138,538.00	MBE
Air Temp Mechanical Services, Inc.		\$	20,985.36	SBE
C & C Janitorial Supplies, Inc.		\$	5,516.63	MBE
Fire Protection Testing, Inc.		\$	3,340.09	SBE
Kilcourse Specialty Products, LLC		\$	5,032.00	SBE
Mercury Cabling Systems, LLC		\$	40,469.50	SBE
Connecticut Boiler Repair & Mfg Co., Inc.		\$	3,748.00	SBE
Flow Tech, Inc.		\$	4,185.00	SBE
Infoshred LLC		\$	154.40	MBE
Magnakleen Services, LLC		\$	1,053.86	SBE
RnB Enterprises, Inc		\$	43,749.68	SBE
Swan Associates Inc.		\$	1,130.50	SBE
SBE/MBE TOTAL		\$	267,903.02	

SMALL/ MINORITY BUSINESS ENTERPRISE QUARTERLY REPORT

Fiscal Year Quarter **2nd** Fiscal Year Period **Oct 1, 2023 - Dec. 31, 2023**

ENTER THIS QTR-

Agency Name:	Western CT State University	Agency Number:	
Prepared by:	Lisa Condon	E-mail Address:	condonl@wcsu.edu
Tel. # -	203-837-8657	<i>Please Submit a copy of this form and Back-Up Sheets via Inter-Office Mail to CHRO @ 25 SIGOURNEY ST, Hartford CT 06106</i>	

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

	QUARTER	Number	YEAR TO DATE	Number
	TOTALS (\$)	Contracts	TOTALS (\$)	Contracts
5) Total Agency FY Expenditures for Purchases and Contracts	\$ 6,561,452.96		\$ 13,115,138.30	

6) Total Agency FY Expenditures for Purchases and Contracts from Small and Minority Contractors. Combined TOTALS OF SBE AND MBE EXPENDITURES	\$ 69,140.99		\$ 367,044.01	
---	--------------	--	---------------	--

7) Total Agency FY Expenditures for Purchases and Contracts from Minority Business Enterprises (MBE) only. <i>PLEASE CATEGORIZE:</i>				
A) American Indian (N)				
B) Asian (A)				
C) Black (B)	\$ 3,628.00		\$ 3,628.00	
D) Disabled Individual (D)				
E) Hispanic (H)			\$ 138,538.00	
F) Iberian Peninsula (I)			\$ 5,516.63	
G) Disabled American Indian (DN)				
H) Disabled Asian American (DA)				
I) Disabled Black American (DB)				
J) Disabled Hispanic American (DH)				
K) Disabled Iberian Peninsula American (DI)				
L) Woman (W)	\$ 108.08		\$ 262.58	
M) Woman American Indian (NW)				
N) Woman Asian (AW)				
O) Woman Black (BW)				
P) Woman Disabled (DW)				
Q) Woman Hispanic (HW)				
R) Woman Iberian Peninsula (IW)				
S) Disabled American Indian Woman (DNW)				
T) Disabled Asian American Woman (DAW)				
U) Disabled Black American Woman (DBW)				
V) Disabled Hispanic American Woman (DHW)				
W) Disabled Iberian Peninsula American Woman (DIW)				
DisBE TOTAL (Lines D, G, H, I, J, K, P, S,T,U, V, & W)	\$ -		\$ -	
WBE TOTAL [Lines L - W]	\$ 108.08		\$ 262.58	
MBE TOTAL (Lines A - W)	\$ 3,736.08		\$ 147,945.21	

SMALL/ MINORITY BUSINESS ENTERPRISE QUARTERLY REPORT

Fiscal Year Quarter **3rd** Fiscal Year Period **Jan 1 - March 31, 2024**

ENTER THIS QTR-

Agency Name:	Western CT State University	Agency Number:	
Prepared by:	Lisa Condon	E-mail Address:	condonl@wcsu.edu
Tel. # -	203-837-8657	<i>Please Submit a copy of this form and Back-Up Sheets via Inter-Office Mail to CHRO @ 25 SIGOURNEY ST, Hartford CT 06106</i>	

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

	QUARTER	Number	YEAR TO DATE	Number
	TOTALS (\$)	Contracts	TOTALS (\$)	Contracts
5) Total Agency FY Expenditures for Purchases and Contracts	\$ 14,020,667.59		\$27,135,806.00	

6) Total Agency FY Expenditures for Purchases and Contracts from Small and Minority Contractors. Combined TOTALS OF SBE AND MBE EXPENDITURES	\$ 181,493.76		\$548,537.77	
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7) Total Agency FY Expenditures for Purchases and Contracts from Minority Business Enterprises (MBE) only. <i>PLEASE CATEGORIZE:</i>				
A) American Indian (N)				
B) Asian (A)				
C) Black (B)			\$ 3,628.00	
D) Disabled Individual (D)				
E) Hispanic (H)			\$ 138,538.00	
F) Iberian Peninsula (I)			\$ 5,516.63	
G) Disabled American Indian (DN)				
H) Disabled Asian American (DA)				
I) Disabled Black American (DB)				
J) Disabled Hispanic American (DH)				
K) Disabled Iberian Peninsula American (DI)				
L) Woman (W)	\$ 185.28		\$ 447.86	
M) Woman American Indian (NW)				
N) Woman Asian (AW)				
O) Woman Black (BW)	\$ 3,628.00		\$ 3,628.00	
P) Woman Disabled (DW)				
Q) Woman Hispanic (HW)	\$ 20,868.00		\$ 20,868.00	
R) Woman Iberian Peninsula (IW)	\$ 6,072.71		\$ 6,072.71	
S) Disabled American Indian Woman (DNW)				
T) Disabled Asian American Woman (DAW)				
U) Disabled Black American Woman (DBW)				
V) Disabled Hispanic American Woman (DHW)				
W) Disabled Iberian Peninsula American Woman (DIW)				
DisBE TOTAL (Lines D, G, H, I, J, K, P, S,T,U, V, & W)	\$ -		\$ -	
WBE TOTAL [Lines L - W]	\$ 30,753.99		\$ 31,016.57	
MBE TOTAL {Lines A - W}	\$ 30,753.99		\$ 178,699.20	

Section 46a-68-81
Assignment of Responsibility
and Monitoring

Assignment of Responsibility and Monitoring

Under Section 46a-68-81(a) of the Affirmative Action Regulations of Connecticut State Agencies, the Connecticut State Colleges and Universities (CSCU) has appointed the President of Western Connecticut State University as the appointing authority and has assumed ultimate responsibility for developing, implementing and monitoring the University's Affirmative Action Plan ("Plan"). The President has also assumed accountability for the success and/or failure of the Plan.

(b) Subject to the provisions of Chapters 67 and 68 of the Connecticut General Statutes, the appointing authority may assign to any employee such duties and responsibilities necessary for the development and implementation of the Plan. In keeping with the aforementioned, the President appointed, during the reporting period, an Interim Chief Diversity Officer until the recruitment is concluded for the new Chief Diversity, Equity & Inclusion Officer, which is expected to be completed by October 1, 2024. The Chief Diversity, Equity & Inclusion Officer has various duties and responsibilities necessary for the development, implementation and monitoring of the Plan. The Chief Diversity, Equity & Inclusion Officer, reports directly to the President, and has been designated by the President as the President's designee to serve as the University's full-time advisor to the President on affirmative action, discrimination, equal employment opportunity, cultural diversity, sexual awareness and prevention action (under guidance from the Title IX of the Educational Amendment Act of 1972) and other related matters. To acquaint employees as well as executives (and Presidential Cabinet members) with their specific responsibilities under the Plan, the Chief Diversity, Equity & Inclusion Officer shall schedule regular meetings that emphasize:

1. Human relations and intergroup relations;
2. Non-discriminatory employment practices;
3. The legal authority for affirmative action and equal employment opportunity and the appointing authority's commitment to affirmative action;
4. The review of the affirmative action plan; and
5. Identification of obstacles in meeting the goals of the Plan.

(c) The President has committed to the employment of a full-time Chief Diversity, Equity & Inclusion Officer, and as the Presidential designee, has full resources of the University to carry out its affirmative action mission. The Chief Diversity, Equity & Inclusion Officer reports directly to the President on all matters concerning the Plan and other related matters and has full access to all records and personnel necessary for the effective performance of duties. The President has also provided the necessary authority to the Chief Diversity, Equity & Inclusion Officer to carry out effective affirmative action, cultural diversity, sexual awareness, and prevention action (under guidance from the Title IX of the Educational Amendment Act of 1972) and other related programs and initiatives. In addition, the Chief Human Resources Officer has been assigned, by the President, to ensure that personnel functions of the University are compatible with the University's affirmative action mission, and to actively assist the Chief Diversity, Equity & Inclusion Officer in all areas, as necessary, in the discharging of the said duties. The President is readily accessible, formally, and informally, to meet with the Chief Diversity, Equity & Inclusion Officer, as the need may arise. An open-door practice is in place.

In addition to meeting on an “as needed” basis, the President and the Chief Diversity, Equity & Inclusion Officer and the Executive Cabinet meet every Thursday of each month, where affirmative action issues are frequently discussed. The Chief Diversity, Equity & Inclusion Officer shall, at a minimum:

1. Develop, maintain and monitor the University’s Affirmative Action Plan (“Plan”) and to take corrective steps regarding the development and execution of programs, practices, goals and timetables, should an evaluation disclose that the Plan is not progressing as anticipated, or is not in accordance with the Affirmative Action Regulations by State Government, enforced by the Commission on Human Rights and Opportunities.
2. Initiate and maintain contact, in conjunction with the Human Resources department, with recruiting sources and organizations serving members of protected classes.
3. Inform the agency of developments in affirmative action law; and
4. Mitigate any discriminatory conduct and investigate discrimination complaints.

The Chief Diversity, Equity & Inclusion Officer is responsible for the development, administration, maintenance, and monitoring of the Plan, and is actively involved in the campus hiring process including: advertising to fill position vacancies; initiating and maintaining contact with recruiting sources, the community or other organizations serving members of protected classes; promoting the concept of affirmative action, equal employment opportunity, disability awareness and multiculturalism in the various University programs, initiatives and services; informing the University community of the availability of resources and services; investigating employment complaints; attempting to secure informal resolutions for discrimination complaints; providing consultation in the capacity of the Americans with Disabilities Act and Title IX Coordinator for the University as well as a full-time advisor to the President. The Chief Diversity, Equity & Inclusion Officer performs other responsibilities and duties, as required and necessary. The President ensures that the necessary resources for the performance of duties is available. The direct reporting of the Chief Diversity, Equity & Inclusion Officer is to the President, and shall remain, a constant.

- (d) In accordance with the Affirmative Action Regulations, the feasibility of an employee advisory committee was considered. No committee was designated as an employee advisory committee. However, there are several committees that address specific concerns of employees at the University and address issues of diversity. The Minority Mentoring and Recruitment Committee for administrative faculty and the Minority Mentoring and Retention Committee for instructional faculty are charged with promoting diversity and support minority hiring and retention and professional development, as specified in their collective bargaining agreements. The Chief Diversity, Equity & Inclusion Officer is a member of the President’s Cabinet, the senior leadership team and Advisor to the President. The feasibility of establishing a dedicated employee advisory committee, known as the WCSU Diversity Council, which was officially established as of *January 16, 2018*.

To this end, as a (completed) program goal, the University has finalized the development and implementation of a University’s Diversity Council to serve as an employee advisory committee with representation from across the University and guided direction from the Chief Diversity Officer, to create a long-range University Diversity Action Plan and to offer annual recommendations and reports to the President.

WCSU Diversity Council Active Service as of April 1, 2024				
Name	Position	Position Classification	Gender/Ethnicity	Time Commitment
Currently Vacant	Chief Diversity, Equity & Inclusion Officer	Management/Confidential	N/A	30%
Mr. Scott Towers	Deputy Title IX /Pride Center Coordinator	SUOAF	W/M	10%
Dr. Michelle Brown	Dean of the Macricostas School of Arts & Sciences	Management/Confidential	W/M	10%
Mr. Robert Pote	Director of Pre-Collegiate & Access Services	SUOAF	W/M	10%
Dr. Hasan Arslan	Professor, Justice and Law Administration	AAUP	A/F	10%
Mr. Paul Steinmetz	Director of Sponsored Research	SUOAF	W/M	10%
Dr. Carol Huang	Professor, Finance	AAUP	A/F	10%
Dr. Lorrie Ann Monte	Assistant Professor, Education and Education Psychology	AAUP	W/F	10%
Mrs. Elisabeth Morel	Director, Office of AccessAbility Services	SUOAF	W/F	10%
Dr. April Moreira	Associate Professor, Social Work	AAUP	H/F	10%
Ms. Julie Pryor-Bennett	Major Gifts Officer	SUOAF	W/F	10%
Ms. Sara Risko	Freshman, BS Health Promotion Studies	N/A	W/F	10%

(e) The Chief Diversity, Equity & Inclusion Officer maintains a list of the following groups, which include:

AAUP Minority Mentoring and Recruitment Committee Active Service as of April 1, 2024				
Name	Position	Position Classification	Gender/Ethnicity	Time Commitment
Currently Vacant	Chief Diversity, Equity & Inclusion Officer	Management/Confidential	N/A	30%
Dr. Theresa Canada	Professor, Education	AAUP	B/F	10%
Dr. Donald Gagnon	Professor, Theatre Arts	AAUP	H/M	10%

AAUP Minority Mentoring and Recruitment Committee				
Active Service as of April 1, 2024				
Name	Position	Position Classification	Gender/Ethnicity	Time Commitment
Dr. Rotua Lumbantobing	Professor, Finance	AAUP	A/F	10%

SUOAF Minority Mentoring and Retention Committee				
Active Service as of April 1, 2024				
Name	Position	Position Classification	Gender/Ethnicity	Time Commitment
Currently Vacant	Chief Diversity, Equity & Inclusion Officer	Management/Confidential	N/A	30%
Ree Gunter	Director, Office of Counseling Services	SUOAF	H/F	10%
Ron Mason	Director, Office of Residential Housing and Student Life	SUOAF	B/M	10%

Presidential Cabinet Members				
Active Service as of April 1, 2024				
Name	Position	Position Classification	Gender/Ethnicity	Time Commitment
Dr. Manohar Singh	Interim President	Management/Confidential	A/M	20%
Dr. Stephen Hegedus	Interim Provost/Vice President for Academic Affairs	Management/Confidential	W/M	20%
Mr. Gregg Crerar	Interim Vice President, Institutional Advancement	Management/Confidential	W/M	20%
Mr. Jay Murray	Vice President for Enrollment Services & Student Affairs	Management/Confidential	B/M	20%
Currently Vacant	Vice President for Finance & Administration/Chief Financial Officer	Management/Confidential	N/A	20%
Currently Vacant	Chief Diversity, Equity & Inclusion Officer	Management/Confidential	N/A	20%
Mr. Fred Cratty	Chief Human Resources Officer	Management/Confidential	W/M	20%
Mr. John DeRosa	Interim Chief Information Officer	Management/Confidential	W/M	20%
Ms. Charmaine Lloyd	Presidential Assistant	Management/Confidential	B/F	20%

The listed leadership at Western Connecticut State University (“WCSU” or “University”) provides consistent support for the development and implementation of the Affirmative Action Plan. There are also student programs and committees on diversity coordinated through the Division of Student Affairs and the Student Government Association. The University’s Office of Diversity & Equity maintains an “open door” policy on these initiatives and communication.

- (f) Consistent with the Affirmative Action Regulations, the President has assumed ultimate responsibility for the implementation and success or failure of the plan. The President leads by example; and, it is clear that Affirmative Action is a university priority.

The Affirmative Action search process has been well established at the University, and faculty and administrators are to be commended for their diligence in adherence to the campus search procedures. There is a need for more focus and development in affirmative action recruitment, internal affirmative action processes, and multicultural programming. In addition to the above, the Chief Diversity, Equity & Inclusion Officer is concerned with employment issues that may not be discriminatory but may have an unfair effect on employees. To this end, the Chief Diversity, Equity & Inclusion Officer will continue to monitor and have open communications with the University community on fair and equal treatment of all employees.

In accordance with the Affirmative Action Regulations, WCSU evaluates and monitors the affirmative action performance of all employees assigned affirmative action responsibilities and such performance is considered in promotion and merit increase decisions. All managerial and supervisory personnel of WCSU have responsibility for affirmative action. These efforts are considered in decisions related to promotions and salary increases.

- (g) It is University policy that no employees shall be coerced, intimidated, or retaliated against by the University or any person for performing affirmative action duties. Any person so aggrieved may file an internal complaint with the Chief Diversity, Equity & Inclusion Officer or with the Commission on Human Rights and Opportunities.
- (h) WCSU maintains a record of each person performing any duties related to the development or implementation of the University’s Affirmative Action Plan (“Plan”) by name, job title, percentage of time devoted to affirmative action duties, and outline specific responsibilities. The Chief Diversity, Equity & Inclusion Officer keeps records of individuals should they be assigned affirmative action duties for the development or implementation of the Plan.

All WCSU leadership is responsible for full cooperation with the Chief Diversity, Equity & Inclusion Officer and the requirements of the Plan. The Chief Diversity, Equity & Inclusion Officer maintains an internal reporting system to continually audit, monitor and evaluate programs and responsibilities, which also include fostering a non-discriminatory work environment (see attached documentation).

In addition to the above activities, staff that participate in the development of the Plan are:

Participating Staff with the University’s 2024 Affirmative Action Plan Reporting period from April 1, 2023 to March 31, 2024		
Name	Position	Time Commitment
Dr. Manohar Singh	Interim President	20%

**Participating Staff with the University’s 2024 Affirmative Action Plan
Reporting period from April 1, 2023 to March 31, 2024**

Name	Position	Time Commitment
Dr. Stephen Hegedus	Interim Provost/Vice President for Academic Affairs	20%
Mr. Gregg Crerar	Interim Vice President, Institutional Advancement	20%
Mr. Jay Murray	Vice President of Enrollment Services & Student Affairs	20%
Currently Vacant	Chief Financial Officer	20%
Currently Vacant	Chief Diversity, Equity & Inclusion Officer	100%
Ms. Keisha Stokes	Administrative Assistant	100%
Mr. Fred Cratty	Chief Human Resources Officer	50%
Ms. Margaret Boyle	University Human Resources Administrator – Recruitment & Labor Relations	50%
Ms. Charmaine Lloyd	Presidential Assistant	20%
Dr. Julie Perrelli	Interim Dean of Student Affairs	20%
Dr. Michelle Brown	Dean, Macricostas School of Arts and Sciences	25%
Mr. Brian T. Vernon	Dean, School of Visual and Performing Arts	25%
Dr. Joan Palladino	Dean, School of Professional Studies and	25%
Dr. Yaseen Hayajneh	Interim Dean, Ansell School of Business	25%
Ms. Michele Cazorla	University Human Resources Administrator - Benefits	25%
Mr. John DeRosa	Interim Chief Information Officer	10%
Ms. Lisa Condon	Director of Administrative Services	20%

The University has a sound leadership framework for an ongoing review and evaluation of the Affirmative Action Program. The Chief Diversity, Equity & Inclusion Officer is in regular contact with senior administrators that support the Plan in their respective roles.

Individual communications with members of the President’s Cabinet, which includes Vice Presidents, Academic Deans, Chief Information Officer, Chief Human Resources Officer, were a regular occurrence for the Chief Diversity, Equity & Inclusion Officer. These discussions mirrored the President’s emphasis on strategies to achieve a multicultural workforce that reflects solid representation of all race/sex groups and other protected classes.

The President is readily available to assist the Chief Diversity, Equity & Inclusion Officer in maintaining a budget line, which is critical to carrying out the University’s affirmative

action mission. The Provost/Vice President of Academic Affairs is clear in his actions regarding hiring practices and consistently champions and supports the work of the Chief Diversity, Equity & Inclusion Officer. The Vice President for Enrollment Management & Student Affairs and the Chief Human Resources Officer are both available for any aspect pertaining to affirmative action/diversity matters at the University.

The Chief Diversity, Equity & Inclusion Officer reports directly to the President, and has easy access to the University community at large. The Chief Diversity, Equity & Inclusion Officer is intimately involved in the employment job search process from beginning to end. Also, the Chief Human Resources Officer is required to exercise the necessary authority to enforce affirmative action requirements in the employment process. We will continue this practice.

In keeping with this practice, the job search process requires that approval must be received from the Chief Diversity, Equity & Inclusion Officer prior to an offer of employment. This enables affirmative action to remain in the forefront of employment decisions. We will continue this practice.

The Deans are superior in carrying out their affirmative action responsibilities and lead by example in this area. The Deans work very closely with the Chief Diversity, Equity & Inclusion Officer and keep affirmative action in the forefront throughout the hiring process. Affirmative Action leadership by the Deans is clearly evident in the affirmative action posture of Department Chairs and others when recruiting and hiring takes place in their departments. Discussions with the department chairpersons, faculty, and administrators were a regular occurrence for the Chief Diversity, Equity & Inclusion Officer. This segment of the University community is easily viewed as part of the solution to moving the University forward in its affirmative action and multicultural endeavors. Hiring supervisors and Department chairs are also to be commended for their attentiveness to affirmative action.

The appointed Interim Chief Information Officer is an integral force for affirmative action. The Chief Information Officer works with the Interim Chief Diversity, Equity & Inclusion Officer on a regular basis for the furtherance of affirmative action at the University. They ensure, without reservation, ready technology assistance and support throughout the year for affirmative action technology needs. The Interim Chief Information Officer is readily available for consultation and although technology demands at the University are at high volume, the Interim Chief Information Officer remains consistent to their commitment to the University's affirmative action mission.

The Chief Human Resources Officer is readily accessible and available to the Chief Diversity, Equity & Inclusion Officer for situations that may arise as it relates to the campus search process and other personnel matters. This includes involvement with implementing the Plan and assuming a leadership role in preventing employment activity that may impact on the Plan, and ensuring non-discriminatory personnel policies, procedures, and practices throughout the University from recruitment to employment separation. Communication between the Chief Diversity, Equity & Inclusion Officer and Human Resources personnel

is a regular occurrence, sometimes on a daily basis. Human Resources personnel are vital to the success or failure of the Plan.

Staff for the Office of Diversity and Equity work closely with the staff from the Human Resources Department to accomplish the University's Affirmative Action mandate for the State of Connecticut. The Human Resources staff is commended for timeliness in providing information and understanding the monitoring needs of the Office of Diversity and Equity.

- (i) In accordance with the Affirmative Action Regulations, Western Connecticut State University has an established internal program evaluation mechanism to monitor progress, lack of progress and anticipate shortcomings in the University's Affirmative Action Program. The evaluation process is in compliance with the Regulations and has been approved by the Commission. Evaluation mechanisms allow for ongoing and consistent monitoring, evaluation and assessment of the Plan that provides the current status of the Plan to always be in the forefront. In accordance with the Regulations, all writings, if any, are maintained. The Purpose of the internal evaluation is tri-fold:

1. To conduct Ongoing review and evaluation of the University's progress towards the goals of the Affirmative Action Plan;
2. To establish a system for evaluating supervisory performance on affirmative action consistent with Chapters 67 and 68 of the Connecticut General Statutes; and
3. To review the Affirmative Action Plan at least annually.

Consistent with the above, the following considerations are integral to internal evaluation efforts as set forth in the Regulations. In keeping with aforementioned, practices outlined represent in part, our mechanisms to monitor progress or lack of progress, and anticipate shortcomings in the Affirmative Action Program.

The Chief Human Resources Officer monitors employment activity very closely. Consistent with this involvement, all employment activity must be channeled through the Human Resources Department, with hiring activity channeled through the Office of Diversity & Equity. This enables an ongoing review and evaluation of supervisory affirmative action performance in accordance with Chapter 67 and 68 of the Connecticut General Statutes and University practices and procedures. Supervisory performance can also be monitored through affirmative action monitoring reports that have as one of its purposes, employment assessment. Also, the affirmative action employment reports clearly delineate the individual accountable for hiring, and the steps taken to satisfy affirmative action requirements. The Chief Human Resources Officer and the Chief Diversity, Equity & Inclusion Officer scrutinize all employment and hiring activity. Western Connecticut State University ("WCSU") will continue this practice.

The Chief Diversity, Equity & Inclusion Officer is also authorized by the President to direct, administer, implement and monitor the University's Affirmative Action Plan ("Plan"). In this regard, the Chief Diversity, Equity & Inclusion Officer is accountable for leadership of the ongoing review and evaluation of the Plan, and updating the goals and

objectives to meet University changing employment situation. The Chief Diversity, Equity & Inclusion Officer has and will continue to function in this capacity without restraint in carrying out internal program evaluation functions. We have and will continue this practice.

This includes, but is not limited to, a review of all employment transactions and the rationale thereof; a review of all advertising to insure the absence of discriminatory language; a review of position announcements prior to distribution; approval of membership on search committees and intricate involvement in university hiring from beginning to end; a review of each search committee's process with authority to place a search on hold, as appropriate, in order to further assess the process and provide advisement to the President; active monitoring of the Plan; and regular communication with Human Resources regarding affirmative action matters in general. Regular communication also takes place with the President. Monitoring pertaining to the progress, or lack of progress, in meeting goals and objectives of the Plan, is a regular and ongoing occurrence. The Plan is routinely reviewed on an ongoing basis and has been utilized as a working document. The Chief Diversity, Equity & Inclusion Officer functions without restraint in carrying out this very important affirmative action program evaluation function. WCSU will continue this practice.

A system is in place for monitoring affirmative action progress and maintaining written progress reports. The Human Resources Department provides monthly information of employment transactions for ongoing monitoring of affirmative action progress and bi-weekly updates of recruitment activities. Also, the affirmative action job search process provides for affirmative action involvement at every step of the hiring process. We will continue this practice.

The Chief Diversity, Equity & Inclusion Officer is responsible for involvement in the filling of unclassified positions to the same extent as classified positions. The same applies, as appropriate, to university promotions. Qualifications for open positions are jointly reviewed, as appropriate, by the Chief Diversity, Equity & Inclusion Officer and the Chief Human Resources Officer in a good faith effort to ensure that artificial barriers do not exist. We will continue this practice.

Advertised positions contained an affirmative action/equal employment statement, and were reviewed for the same, prior to dissemination. Advertising publications with a minority focus were utilized. External publications were reviewed for inclusion of the non-discrimination policy, and affirmative action inclusion was assured in the University's annual goals and objectives. WCSU will continue this practice.

University leadership such as the Vice Presidents, Academic Deans, and Managers have been made aware of their Affirmative Action responsibilities to the University Affirmative Action Program. Communication is ongoing with the Office of Diversity and Equity. We will continue this practice.

This internal program evaluation mechanism provides the basis for the capacity that the University has had, and will continue, to assess the effectiveness or ineffectiveness and results of its Plan. We will continue these practices of our internal program evaluation.

Western Connecticut State University
AFFIRMATIVE ACTION PLAN EXECUTIVE SUMMARY
REPORTING PERIOD: April 1, 2023 – March 31, 2024

AFFIRMATIVE ACTION PLAN/PROGRAM PERIOD: March 1, 2024 – February 28, 2025

Overall Status of the Affirmative Action/Equal Employment Opportunity Program

The Western Connecticut State University (WCSU) remains committed to a policy of affirmative action, equal employment opportunity, diversity, inclusion, and equity in the workplace. WCSU has submitted their plan which covers the reporting period April 1, 2023 – March 31, 2024 and details our efforts, goals, and responsibilities, and establishes our new hiring, promotional and programmatic goals for 2024-2025.

The Affirmative Action Plan is available on the Western Connecticut State University's website. Paper copies are available upon request. As a public document, the Plan was (and remains) available for review by employees, and the general public throughout the entire reporting period. The respective unions were encouraged to review the last AA Plan and direct any comments in writing to the Equal Employment Opportunity Officer. During the past reporting period, no comments were received.

WCSU is committed to ensuring that the workforce is in parity with the relevant labor market areas, demonstrating good faith efforts to achieving hiring, promotion and program goals, and addressing all deficiencies, omissions and errors as noted by the Commission on Human Rights and Opportunities (CHRO).

Affirmative Action, Equal Employment Opportunity, Diversity and Equity Responsibilities

WCSU strives to be in compliance with the CT Commission on Human Rights and Opportunities (CHRO), Equal Employment Opportunity Commission (EEOC) and the Federal Office of Civil Rights (OCR) mandatory requirements and related laws, statutes and regulations.

Western Connecticut State University (WCSU) has a responsibility for compliance with affirmative action, equal employment opportunity, diversity, inclusion and equity, Americans with Disabilities Act (ADA) and Title IX mandates and to set an example for the entire WCSU system to embrace these initiatives.

Affirmative Action Plan (AAP) Requirements

The CT Affirmative Action Regulations require that the ultimate responsibility for promoting and enforcing affirmative action rests with the Appointing Authority or Agency Head.

WCSU is required to file an annual Affirmative Action Plan for the current reporting period that covers the timeframe covering April 1, 2023 – March 31, 2024. CHRO reviews the AAP by the Regulations "Standard of Review" and by enforcing affirmative action and equal employment opportunity compliance.

The AAP has seventeen (17) narrative and statistical elements that analyze different parts of the employment process at each stage of the hiring & selection process. Some parts of the AAP required by CT Regulations include:

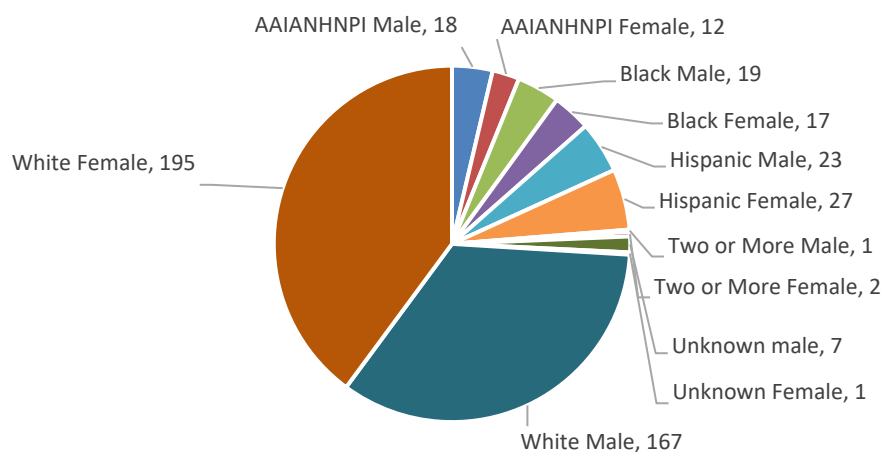
- Analyzing all personnel activity including all hiring, promotions, upward mobility opportunities and separations in the workforce;
- Reviewing the employment process to identify barriers to affirmative action, equal employment opportunity, diversity, inclusion and equity;

- Tracking all applicants through the entire employment process to identify the step at which they are no longer considered for the position;
- Setting hiring and promotional goals by comparing the workforce with similar job categories in the available census, labor, educational and other sources of data;

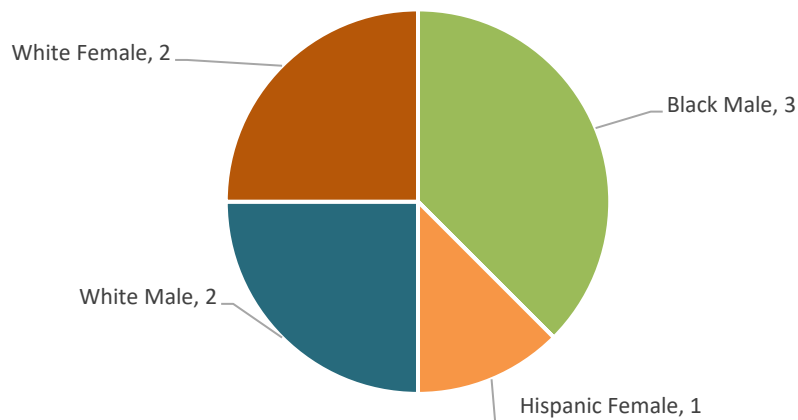
The most critical part of the AA Plan is the Goals Analysis narrative section. The CT CHRO Regulations require this section to be complete and detailed about every applicant that applies for every position during the reporting period. This section is difficult to develop and requires that each search committee be responsible for providing documentation and detailed reasons for selection or non-selection of every applicant.

Agencies must demonstrate “good-faith efforts” when hiring non-goal candidates. Good faith efforts definition means the degree, care and diligence which a reasonable person would exercise in the performance of legal duties and obligations. At a minimum this includes all those efforts reasonable to achieve the full and fair compliance. It includes efforts toward full statutory and regulation requirements.

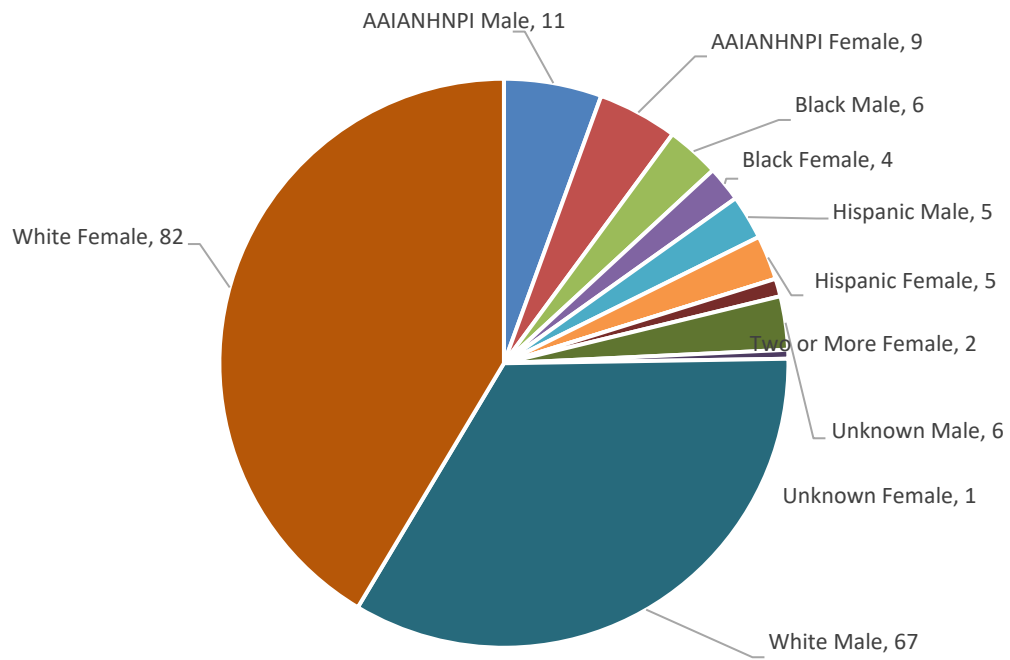
WCSU 2024 FT Workforce (489 Employees)



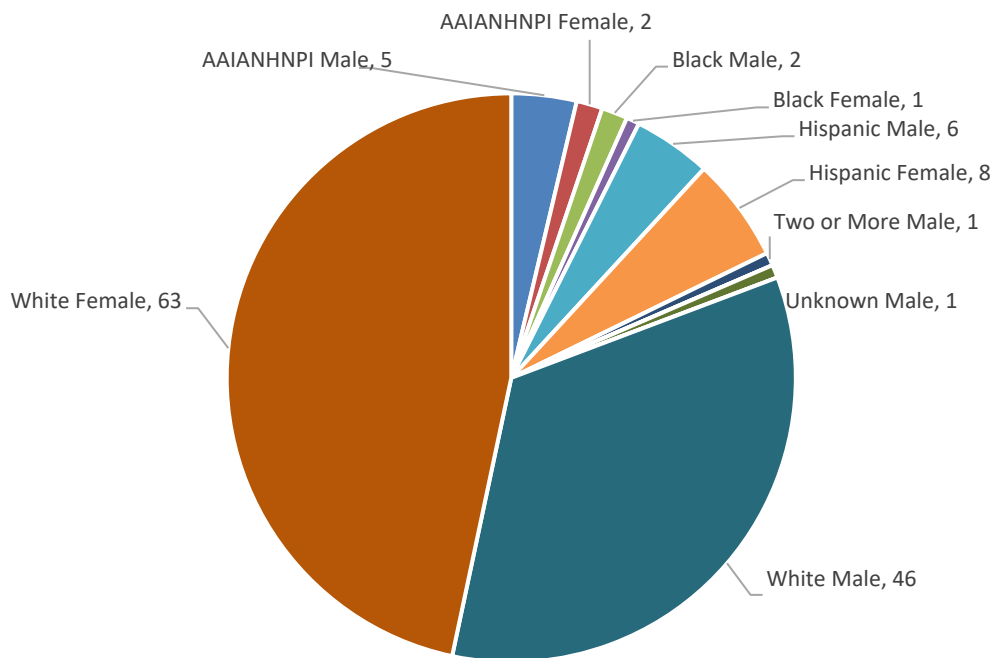
WCSU 2024 Executive Workforce



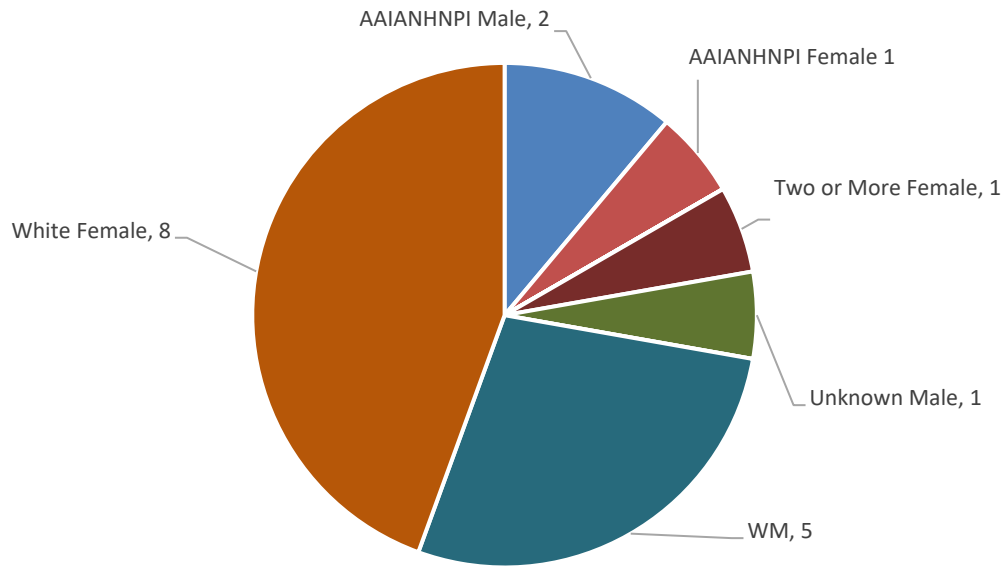
WCSU Faculty Workforce 2024 (198 Employees)



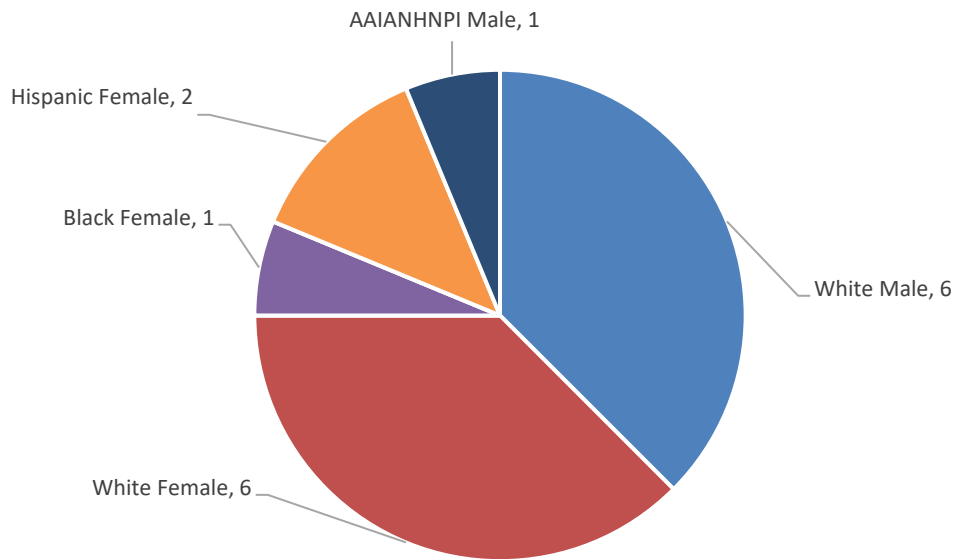
WCSU Professional Non- Faculty 2024 Workforce



WCSU Total Faculty Increases 2024, 18 Hires



WCSU Professional Non-Faculty Increases 2024, 16 Hires



Summary of the 2024 Affirmative Action Plan Achievements:

2023 - 2024 Goal Achievement

EEO Category	Goals Established	Hires	Promotions	Goal Achievement
Executive	Hiring: 1WM, 1BF, 1HM, 1AM Promotion: NONE	1BM	NONE	0 out of 1 or 0%
Professor	Promotion: 5WF, 1BM, 2BF, 12AM, 4AF	NONE	2WM, 1WF, 1AM, 1AF	3 out of 5 or 60%
Associate Professor	Promotion: 7WM, 2HM, 1HF	NONE	1WM, 2WF, 1AM, 2UM	1 out of 6 or 18%
Assistant Professor	Hiring Goals: 1BF, 1HM Promotion: NONE	2WM, 5WF, 1TF	None	0 out of 8 or 0%
Professional Non-Faculty	Hiring: 12WM, 3BF, 2AF, 1TM, 2TF Promotion: NONE	6WM, 6WF, 2HF, 1AM	1WM	6 out of 15 or 40%
Fairfield County				
Secretarial/ Clerical	Hiring: 3WM, 1BM, 1HM, 1AM, 1TF Promotion: NONE	4WF, 1BM, 1BF, 1HF,	None	1 out of 7 or 14%
Paraprofessionals	Hiring: 1WM, 1BM, 1HM, 1HF Promotions: NONE	2WF	None	0 out of 2 or 0%
Skilled Craft	Hiring: 5HM, 1TM Promotions: NONE	1WM	None	0 out of 1 or 0%
Service Maintenance – Except Custodian	Hiring: 1WF, 1BM, 4HM Promotions: NONE	3WM, 1BM	None	1 out of 4 or 25%
Service Maintenance – Custodian	Hiring: 1WM, 2BF, 5HF, 1AF, 1TF Promotions: NONE	0	None	0 out 0 or 0%
Protective Service	Hiring: 1BM, 1HM Promotions: NONE	3WM	None	0 out of 3 or 0%

Summary of the 2024-2026 Affirmative Action Goals and Objectives

The following hiring and promotion goals have been set for the period March 1, 2024 – February 28, 2026, in accordance with Regulations of Connecticut State Agencies Section 46a-68-85.

Statewide/National

Executive/Administrative/Managerial	Hiring: 1WM, 1WF, 1BF Promotion: None
Professor	Hiring: None Promotion: 9WM, 2BF, 2HF, 6AF,
Associate Professor	Promotion: 10WF, 1BM, 2HM, 2AF, 3TM
Assistant Professor	Hiring: 2WM, 2BF, 1HF, 2AM, 1AF, 1TM
Professional Non-Faculty	Hiring: 5WM, 2BM, 5BF, 2AF, 1TM, 2TF Promotion: None

Fairfield Labor Market Area

Secretarial Clerical	Hiring: 3WM, 1WF, 1HM, 1TF Promotion: None
Technical Paraprofessional	Hiring: 1HM, 1HF, 1AF, 1TF Promotion: None
Skilled Craft	Hiring: 5HM, 1TM Promotion: None
Service Maintenance – Except Custodian	Hiring: 1WF, 1BM, 7HM, 1AM Promotion: None
Service Maintenance – Custodian	Hiring: 2BF, 4HF, 1AF, 1TF Promotion: None
Protective Service	Hiring: 1BM, 1HM, 1AM Promotion: None

PROGRAM GOALS:

WCSU sets the goals below to address any noted problem areas and to enhance its efforts to ensure affirmative action and equal employment opportunity compliance.

1. Goal: Hire a permanent Chief Diversity, Equity & Inclusion Officer. The University has been without a permanent Chief Diversity, Equity & Inclusion Office since March 2023. A diverse search committee was established by the University President, in order to begin a recruitment process for a permanent replacement shortly after March 2023. Unfortunately, the search process has resulted in three (3) failed searches, which continues to leave the University without proper leadership in this area.

Date for completion: October 2024

Person(s) Responsible: WCSU President, Chief Human Resource Officer

2. Goal: Create a new position of Director of Inclusion & Belonging. This position will take on some responsibilities that were previously part of the Chief Diversity, Equity, & Inclusion Officer, as well as some new ones. Specifically, development and assessment of inclusion programs, organizing, creating, facilitating, and delivering educational programming, workshops, events, and speeches focused on equity, access, inclusion, diversity, and cultural awareness. This new position will focus its efforts on students, faculty, and staff.

Date for completion: July/August 2024

Person(s) Responsible: WCSU President, Chief Human Resource Officer

3. Goal: Once a new Chief Diversity, Equity & Inclusion Officer is hired, they will work in conjunction with the Human Resources Department to revamp the recruitment process.

This will include identifying and implementing a new job application software to assist our search committees in the recruitment process, including the gathering of EEO data for affirmative action purposes, e.g., JAZZHR utilized throughout the CSU. We will also identify new ways to enhance our advertising efforts in order to obtain more diverse applicant pools of candidates.

Increase recruitment efforts to ensure we achieve larger and more diverse applicant pools. Steps taken will include increased social media presence, additional online recruitment sources, training of search committee members in broad recruiting practices, and more. In addition to broadening recruitment efforts through the Recruitment team, WCSU has collaborated with CADEP to advertise their positions and attend scheduled meetings to network. Staff within EEO remain members of CADEP and continue to utilize the expertise within this group.

To address applicant pools that lacked demographic information, WCSU sets a goal to better utilize JobAps to better track applicant demographics for classified positions.

Lastly, we will review and make any necessary adjustments to our training program for search committees.

Date for completion: March 31, 2025

Person(s) Responsible: WCSU President, Chief Human Resource Officer, Chief Diversity Officer

4. Goal: WCSU sets a goal to determine the feasibility of adding a category for Athletics to include coaches and trainers. Currently, these titles are part of the faculty contract and are included in the faculty ranks accordingly. This may lead to data not establishing the best goals for the University.

Date for completion: March 31, 2024

Person(s) Responsible: Chief Diversity Officer, Chief Human Resource Officer

5. Goal: This program goal is re-set from the previous Affirmative Action Plan as the University is committed to its achievement with the hire of the new Chief Diversity Officer.

A program goal was set for the WCSU Office of Diversity and Equity ("ODE") to develop and implement pipeline initiatives with a new institutional membership to the National Association of Colleges and Employers ("NACE"): <https://www.naceweb.org/> and a virtual institutional membership with www.RippleMatch.com:

<https://f.hubspotusercontent20.net/hubfs/8139278/RippleMatch%20Guide%20To%20Recruiting%20at%20HBCUs.pdf>.

These new initiatives are in an effort to extend and diversify outreach of potential graduate and doctoral students at HBCU's and HSI's. The pipeline initiatives will include a communication package to twenty (20) HBCU and HSI institutions to heightened efforts to intentionally draw from the broad national network to fill existing faculty and administrative positions with emerging, graduating undergraduate and graduate students. The Chief Diversity Officer will oversee the management of the new initiative and communication package to introduce the effort and build the contact network.

Beginning in October 2024, the newly appointed Chief Diversity, Equity and Inclusion Officer will work to achieve this programmatic goal by implementing and establish a virtual resource guide, HBCU contact listing(s) and promote academic and administrative positions through these new resources. This program goal is proposed for completion by or before March 31, 2024.

Date for completion: March 31, 2024

Person(s) Responsible: Chief Diversity Officer

Section 46a-68-82
Organizational Analysis

Organizational Analysis

Under Section 46a-68-82(1) of the Affirmative Action Regulations of Connecticut State Agencies, Western Connecticut State University (“WCSU” or “University”) has conducted a job title classification study that arrange all of the job titles authorized by the Department of Administrative Services and the Board of Regents/Connecticut State Colleges and University (“CSCU”) established by statute into lines of progression that depict the order of jobs through which an employee may advance. Titles without promotional opportunity have been listed separately. Unclassified titles have also been identified.

(2) The University has conducted an occupational category study, and listed each job title contained in the job title classification study and placed it in an occupational category with job titles having like job content, compensation schedules and opportunity. Titles within an occupational category are ranked from the highest to lowest compensation schedule. The salary range for each office, position and/or position classification is noted.

(3) The University has included one (or more) of the University’s organizational chart(s) which illustrate the lines of progression and reporting within the University.

Job Titles Study

Positions without Lines of Progression

<u>Title</u>	<u>Department</u>
Associate VP Inst Eff Planning	Provost/VP Academic Affairs
Chief Human Resources Officer	Human Resources
Dean Macricostas Arts & Scienc	Dean of Arts & Sciences
Dean of Professional Studies	Dean of Professional Studies
Dean of Student Affairs	Student Affairs
Dean Visual Perfrmng&Comm Arts	Dean/Visual Perf & Commun Arts
Interim Chief Information Offr	Info. Tech. & Innovation (Mid)
Interim Dean Ancell School Bus	Dean of Business School
President	President's Office
Provost/Vice President	Provost/VP Academic Affairs
Vice President - IA	Institutional Advancement
Vice President Enrll Mgmt & SA	Enrollmnt Managemnt & Stdnt Af
Athletic Coach 4	Intercollegiate Athletics
Athletic Trainer 4	Intercollegiate Athletics
Librarian	Library - Young
Professor	Marketing
Academic Support for Ancell Sc	Dean of Business School
Access & Security Technician	Westconnect Office
Access Control & Security Spec	Westconnect Office
Accommodations Coordinator	Access Ability Services
Admissions Representative	Admissions
Assistant Dir Custodial Svs	Environmental/Facilities Srvs
Assistant Director	University Advisement Center
Assistant Director Advisement	University Advisement Center
Assistant Director Fiscal Affr	Fiscal Affairs
Assistant Director for CSI	Center for Student Involvement
Assistant Director IntExtAffrs	Intercollegiate Athletics
Assistant Director Media Ops	Info. Tech. & Innovation (Mid)
Assistant Director of Communciations & Marketing	Communications & Marketing
Assistant Director of Media Sr	Info. Tech. & Innovation (Mid)
Assistant Director of the Honors Program	Honors Program
Assistant Director of Travel	Fiscal Affairs
Assistant Director-RecrtEvents	Admissions
Assistant Payroll Coordinator	Fiscal Affairs
Assoc Dir Admissions - Transf	Admissions
Assoc Dir Campus & Studen Ctrs	Event & Conference Management
Assoc Dir of Fisc Aff Acct Pay	Fiscal Affairs
Assoc Dir of Hsng & Res Life	Residence Life
Assoc Registrar - Schd Officer	Registrar
Assoc Registrar Stdnt Aca Rec	Registrar
Assoc. Dir. - Public Relations	Communications & Marketing
Associate Athletic Director	Intercollegiate Athletics
Associate Bursar	Cashier's Office
Associate Controller	Fiscal Affairs

Job Titles Study

Positions without Lines of Progression

Associate Dean Enrlmt Mgmt FA	Financial Aid
Associate Dean LibrSvsAcaPrgms	Library - Haas
Associate Dean, Prof Studies	Dean of Professional Studies
Associate Dir Media Svcs & IT	Info. Tech. & Innovation (Mid)
Associate Director of Admissions	Admissions
Associate Director of Event & Conference Management	Event & Conference Management
Associate Director of Pre-Collegiate & Access Programs	Pre-Collegiate & Access Svcs
Associate Director -Recreation	Student Affairs
Asst Dean- StudAffrs_Dir-InAfr	Student Affairs
Asst Dir of Publications&Design	Communications & Marketing
Asst Dir-Student Financial Srv	Financial Aid
Asst Registrar DegrAudCurSvs	Registrar
Asst to Dir Meteorology St/WC	Weather Center
Asst to Dir. Hsg/Resident Dir.	Residence Life
Asst. Registrar-Degree Auditor	Registrar
AsstDirector_FinAid_CoordSchlr	Financial Aid
Athletic Equipment Manager	Intercollegiate Athletics
Audio Spec & Sound Coordinator	Dean/Visual & Performing Arts
Bursar	Cashier's Office
Card Systems Administrator	Westconnect Office
Chief of Police	Police
Clinical Coordinator - Grant	Nursing
Coord of Dig Pltfrm-Strategist	Info. Tech. & Innovation (Mid)
CTCSS Safety Coordinator	Dean of Professional Studies
CTCSS Safety Coordinator	Dean of Professional Studies
Customer Support Ctr Manager	Info. Tech. & Innovation (Mid)
Data Network & Telecom Manager	Info. Tech. & Innovation (Mid)
Development Database Administr	Info. Tech. & Innovation (Mid)
Digital Innovation Officer	Info. Tech. & Innovation (Mid)
Digital Media Assistant	Info. Tech. & Innovation (Mid)
Dir Alumni Relations	Institutional Advancement
Dir Fiscal Affairs/Controller	Fiscal Affairs
Dir of Administrative Services	Administrative Services
Dir of Event & Conference Mgmt & Aux Svcs	Event & Conference Management
Dir of Fac. Planning & Eng.	Facilities Planning & Eng
Dir of Fin Planning & Budgets	Finance & Administration
Dir of Ins Research/Assessment	Provost/VP Academic Affairs
Dir of Pre Coll. & Access Svcs	Pre-Collegiate & Access Svcs
Dir of Residential Prog.&Staff	Residence Life
Dir of Sponsored Rsch Adm Svc	Off Spons Rsrch Admin Svcs
Dir. - Center for Student Inv.	Center for Student Involvement
Director AccesCntrl One-CrdSvs	Westconnect Office
Director Center School Safety	Dean of Professional Studies
Director Communications & Mktg	Communications & Marketing
Director Emerg Mgmt EHS Progs	Police

Job Titles Study

Positions without Lines of Progression

Director Faci Ops Project Mgmt	Environmental/Facilities Srvs
Director Finan Aid Operations	Financial Aid
Director Inclusion & Belonging	Office of Diversity & Equity
Director of AccessAbility Srvs	Access Ability Services
Director of Admissions	Admissions
Director of Athletics	Intercollegiate Athletics
Director of Counseling Center	Counseling Services
Director of Health Services	Health Services
Director of Housing & Res Life	Residence Life
Director of Instit Advancement	Institutional Advancement
Director of Judicial Affairs	Student Affairs
Director of the Career Success Center	Career Success Center
Director of University Advancement & Business Operations	Institutional Advancement
Director University Advisement	University Advisement Center
Enterprise Content Mngr (ECM)	Info. Tech. & Innovation (Mid)
Event & Conference Coordinator	Event & Conference Management
Information Security Officer	Info. Tech. & Innovation (Mid)
Information Systems Manager	Info. Tech. & Innovation (Mid)
Infrastructure Services Manager	Info. Tech. & Innovation (Mid)
Instructional Designer	Library - Haas
International Services Coordin	Provost/VP Academic Affairs
IT Operations & Budget Coord	Info. Tech. & Innovation (Mid)
IT User Services Manager	Info. Tech. & Innovation (Mid)
Lab & Clinical Coordinator	Nursing
Learning Mgmt System Admin	Info. Tech. & Innovation (Mid)
Library Systems Specialist	Library - Haas
Major Gifts Officer	Institutional Advancement
Manager Digital Strategy &Comm	Info. Tech. & Innovation (Mid)
Musical Arts Assistant	Music
Network Infrastructure Admin	Info. Tech. & Innovation (Mid)
Network Specialist	Info. Tech. & Innovation (Mid)
Payroll Coordinator	Fiscal Affairs
PC Maintenance Technician	Info. Tech. & Innovation (Mid)
Piano Technician	Dean/Visual & Performing Arts
Presidential Assistant	President's Office
PrideCtr Coord Deputy Title IX	Office of Diversity & Equity
Programmer Specialist	Info. Tech. & Innovation (Mid)
Prop Control & Mail Serv Mngr	Admin Services (Property Mgt)
Psych Coordinator - Grant	Nursing
Registered Nurse	Health Services
Registrar	Registrar
Student Support Liaison	Pre-Collegiate & Access Srvs
Study Coordinator - Tick Grant	Biology
System Administrator	Info. Tech. & Innovation (Mid)
Technical Coordinator	Dean/Visual & Performing Arts

Job Titles Study

Positions without Lines of Progression

Theatre Arts Production Coord	Theatre Arts
Tutoring Resource Coordinator	Student Affairs
Univ HR Administrator-Benefits	Human Resources
Univ HR Administrator-Recr&LR	Human Resources
Upward Bound Site Advisor	Pre-Collegiate & Access Svcs
Veterans Affairs Officer	Enrollmnt Managemnt & Stdnt Af
Visual Arts Assistant	Art
VPAC Events Coordinator	Dean/Visual & Performing Arts
Police Lieutenant	Police
AdministrativeAssistant	Counseling Services
CSU Administrative Assistant	Police
ExecutiveAssistant toPresident	President's Office
PurchasingAssistant	Administrative Services
Bldg Maintenance Supervisor	Maint Trades & Minor Cap Proj
Mail Services Supervisor 1	Admin Services (Mail Services)
Maintenance_Supv2_Grounds	Env/Fac Svcs (Grounds/West)
MaintSupv2(HVACR)	Env/Fac Svcs (Boiler/Mid)
Material Storage Supervisor 2	Admin Services (Property Mgt)
QCW(HVACR)	Env/Fac Svcs (Boiler/Mid)
QCW(Lock)	Westconnect Office
QCW(Plmn&Stmfr)	Maint Trades & Minor Cap Proj
Qual Craft Worker-Carpentry	Maint Trades & Minor Cap Proj
Qual Craft Worker-Electrical	Maint Trades & Minor Cap Proj
Qual Craft Worker-Painting	Maint Trades & Minor Cap Proj
LibraryTechnician	Library - Young

Job Title Study
Lines of Progression

Lines of Progression

Administrative Support
Administrative Support
Administrative Support
Administrative Support
Administrative Support
Administrative Support

Athletic Coaches
Athletic Coaches
Athletic Coaches
Athletic Coaches
Athletic Trainer
Athletic Trainer
Athletic Trainer

Building Maintenance
Building Maintenance
Building Maintenance
Building Maintenance

Campus Police
Campus Police
Campus Police
Campus Police

Cashier's Office
Cashier's Office

Communications & Marketing
Communications & Marketing

Counseling Services
Counseling Services
Counseling Services

Faculty
Faculty
Faculty
Faculty

Title

AdministrativeAssistant
Secretary 2
Secretary 1
OfficeAssistant
ExecutiveAssistant toPresident
CSU Administrative Assistant

Athletic Coach 4
Athletic Coach 3
Athletic Coach 2
Athletic Coach 1
Athletic Trainer 4
Athletic Trainer 3
Athletic Trainer 2

Bldg Maintenance Supervisor
Supervising Custodian
Maintainer
Custodian

Police Lieutenant
Police Sergeant
Police Officer
Buildings & Grounds Patrol Off

Associate Bursar
Assistant Bursar - Acocunts Receivable

Assoc. Dir. - Public Relations
Assistant Director of Communciations

Counselor
Associate Counselor
Assistant Counselor

Professor
Associate Professor
Assistant Professor
Instructor

Job Title Study
Lines of Progression

Grounds Care
Grounds Care
HVACR
HVACR
HVACR

Maintenance_Supv2_Grounds
Landscape Technician
MaintSupv2(HVACR)
MaintSupv1(HVACR)
QCW(HVACR)

Library Services
Library Services
Library Services

Librarian
Associate Librarian
Assistant Librarian

Mail Services
Mail Services

Mail Services Supervisor 1
Mail Handler

Maintenance Trades
Maintenance Trades
Maintenance Trades

Qual Craft Worker
General Trades Worker
SkilledMaintainer

Property Management
Property Management

Material Storage Supervisor 2
Storekeeper

Occupational Category Study

<u>Classification</u>	<u>Title</u>	<u>Grade</u>	<u>Minimum Salary</u>	<u>Maximum Salary</u>
Executive, Administrative & Managerial	President	President	\$321,564	\$432,180
Executive, Administrative & Managerial	Provost/Vice President	Executive 4	\$228,231	\$342,347
Executive, Administrative & Managerial	Vice President - IA	Executive 3	\$194,253	\$291,379
Executive, Administrative & Managerial	Interim Chief Information Offr	Executive 3	\$194,253	\$291,379
Executive, Administrative & Managerial	Vice President Enrll Mgmt & SA	Executive 3	\$194,253	\$291,379
Executive, Administrative & Managerial	Dean Macricostas Arts & Scienc	Executive 2	\$165,083	\$247,624
Executive, Administrative & Managerial	Interim Dean Ancell School Bus	Executive 2	\$165,083	\$247,624
Executive, Administrative & Managerial	Dean of Professional Studies	Executive 2	\$165,083	\$247,624
Executive, Administrative & Managerial	Dean Visual Perfrmng&Comm Arts	Executive 2	\$165,083	\$247,624
Executive, Administrative & Managerial	Chief Human Resources Officer	Executive 1	\$140,721	\$211,082
Executive, Administrative & Managerial	Associate VP Inst Eff Planning	Executive 1	\$140,721	\$211,082
Executive, Administrative & Managerial	Dean of Student Affairs	Executive 1	\$140,721	\$211,082
Faculty	Athletic Coach 4	Professor	\$108,331	\$144,442
Faculty	Librarian	Professor	\$108,331	\$144,442
Faculty	Athletic Trainer 4	Professor	\$108,331	\$144,442
Faculty	Associate Librarian	Associate Professor	\$91,122	\$121,496
Faculty	Associate Professor	Associate Professor	\$91,122	\$121,496
Faculty	Athletic Coach 3	Associate Professor	\$91,122	\$121,496
Faculty	Professor	Associate Professor	\$91,122	\$121,496
Faculty	Athletic Trainer 3	Associate Professor	\$91,122	\$121,496
Faculty	Assistant Librarian	Assistant Professor	\$73,912	\$98,550
Faculty	Assistiant Professor	Assistant Professor	\$73,912	\$98,550
Faculty	Assistant Counselor	Assistant Professor	\$73,912	\$98,550
Faculty	Athletic Coach 2	Assistant Professor	\$73,912	\$98,550
Faculty	Athletic Trainer 2	Assistant Professor	\$73,912	\$98,550
Faculty	Athletic Coach 1	Instructor	\$65,308	\$87,077
Faculty	Instructor	Instructor	\$65,308	\$87,077
Professional/Non-Faculty	Chief of Police	Manager 3	\$119,245	\$178,866
Professional/Non-Faculty	Dir of Ins Research/Assessment	Manager 3	\$119,245	\$178,866
Professional/Non-Faculty	Associate Dean LibrSvsAcacPrgrms	Administrator 7	\$118,133	\$177,061
Professional/Non-Faculty	Director Emerg Mgmt EHS Progs	Administrator 7	\$118,133	\$177,061
Professional/Non-Faculty	Director of Instit Advancement	Administrator 7	\$118,133	\$177,061
Professional/Non-Faculty	Director of Athletics	Administrator 7	\$118,133	\$177,061
Professional/Non-Faculty	Dir of Event & Conference Mgmt & Aux Srvs	Administrator 7	\$118,133	\$177,061
Professional/Non-Faculty	Dir Fiscal Affairs/Controller	Administrator 7	\$118,133	\$177,061
Professional/Non-Faculty	Associate Dean, Prof Studies	Administrator 7	\$118,133	\$177,061
Professional/Non-Faculty	Director of Admissions	Administrator 7	\$118,133	\$177,061
Professional/Non-Faculty	Dir of Sponsored Rsch Adm Svc	Administrator 7	\$118,133	\$177,061
Professional/Non-Faculty	Associate Dean Enrlmt Mgmt FA	Administrator 7	\$118,133	\$177,061
Professional/Non-Faculty	Digital Innovation Officer	Administrator 7	\$118,133	\$177,061
Professional/Non-Faculty	Director of Judicial Affairs	Administrator 6	\$106,017	\$161,556
Professional/Non-Faculty	Dir of Fac. Planning & Eng.	Administrator 6	\$106,017	\$161,556
Professional/Non-Faculty	Dir of Administrative Services	Administrator 6	\$106,017	\$161,556
Professional/Non-Faculty	Director Communications & Mktg	Administrator 6	\$106,017	\$161,556
Professional/Non-Faculty	Director of Counseling Center	Administrator 6	\$106,017	\$161,556
Professional/Non-Faculty	Information Systems Manager	Administrator 6	\$106,017	\$161,556
Professional/Non-Faculty	Dir. - Center for Student Inv.	Administrator 6	\$106,017	\$161,556
Professional/Non-Faculty	Director of the Career Success Center	Administrator 6	\$106,017	\$161,556
Professional/Non-Faculty	Director of Housing & Res Life	Administrator 6	\$106,017	\$161,556
Professional/Non-Faculty	Information Security Officer	Administrator 6	\$106,017	\$161,556
Professional/Non-Faculty	Director University Advisement	Administrator 6	\$106,017	\$161,556
Professional/Non-Faculty	Data Network & Telecom Manager	Administrator 6	\$106,017	\$161,556
Professional/Non-Faculty	Director Faci Ops Project Mgmt	Administrator 6	\$106,017	\$161,556
Professional/Non-Faculty	Director of University Advancement & Business Operations	Administrator 6	\$106,017	\$161,556
Professional/Non-Faculty	Director of Health Services	Administrator 6	\$106,017	\$161,556
Professional/Non-Faculty	Registrar	Administrator 6	\$106,017	\$161,556
Professional/Non-Faculty	Univ HR Administrator-Recr&LR	Manager 2	\$101,935	\$152,902
Professional/Non-Faculty	Presidential Assistant	Manager 2	\$101,935	\$152,902
Professional/Non-Faculty	Univ HR Administrator-Benefits	Manager 2	\$101,935	\$152,902
Professional/Non-Faculty	Director Center School Safety	Administrator 5	\$93,901	\$146,052
Professional/Non-Faculty	Director AccesCntrl One-CrdSvs	Administrator 5	\$93,901	\$146,052
Professional/Non-Faculty	Dir Alumni Relations	Administrator 5	\$93,901	\$146,052
Professional/Non-Faculty	IT Operations & Budget Coord	Administrator 5	\$93,901	\$146,052
Professional/Non-Faculty	Dir of Fin Planning & Budgets	Administrator 5	\$93,901	\$146,052
Professional/Non-Faculty	IT User Services Manager	Administrator 5	\$93,901	\$146,052
Professional/Non-Faculty	Director Finan Aid Operations	Administrator 5	\$93,901	\$146,052
Professional/Non-Faculty	Dir of Residential Prog.&Staff	Administrator 5	\$93,901	\$146,052
Professional/Non-Faculty	Network Infrastructure Admin	Administrator 5	\$93,901	\$146,052
Professional/Non-Faculty	Associate Controller	Administrator 5	\$93,901	\$146,052
Professional/Non-Faculty	Director of AccessAbility Srvs	Administrator 5	\$93,901	\$146,052
Professional/Non-Faculty	Customer Support Ctr Manager	Administrator 5	\$93,901	\$146,052
Professional/Non-Faculty	Infrastructure Services Manager	Administrator 5	\$93,901	\$146,052
Professional/Non-Faculty	Dir of Pre Coll. & Access Srvs	Administrator 5	\$93,901	\$146,052
Professional/Non-Faculty	Major Gifts Officer	Administrator 5	\$93,901	\$146,052
Professional/Non-Faculty	Manager Digital Strategy &Comm	Administrator 5	\$93,901	\$146,052
Professional/Non-Faculty	Director Inclusion & Belonging	Administrator 5	\$93,901	\$146,052
Professional/Non-Faculty	Bursar	Administrator 5	\$93,901	\$146,052

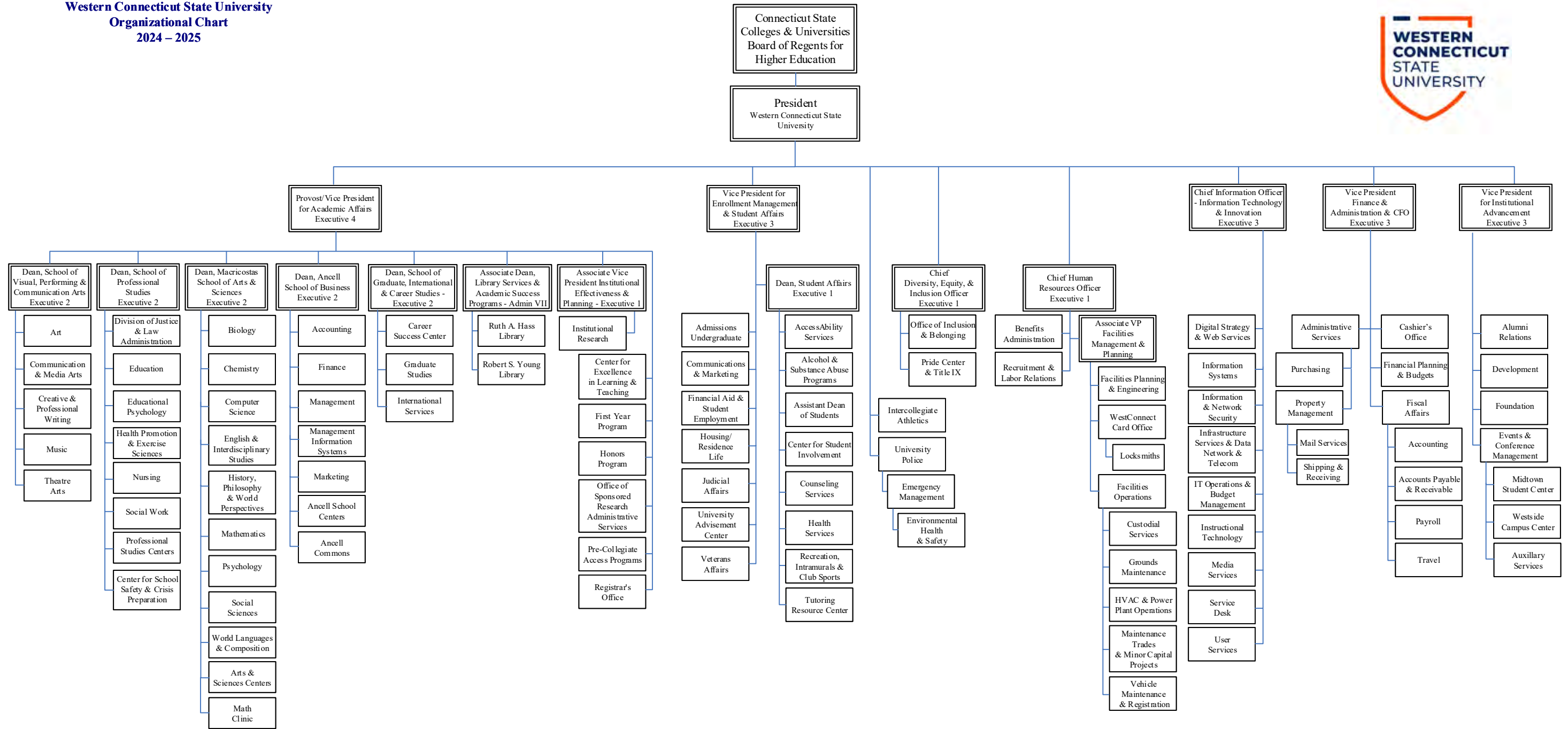
**Job Title Study
Salary Minimum and Maximum Analysis**

Professional/Non-Faculty	Assoc Dir of Fisc Aff Acct Pay	Administrator 4	\$81,784	\$130,547
Professional/Non-Faculty	Payroll Coordinator	Administrator 4	\$81,784	\$130,547
Professional/Non-Faculty	Assoc Dir of Hsg & Res Life	Administrator 4	\$81,784	\$130,547
Professional/Non-Faculty	Enterprise Content Mngr (ECM)	Administrator 4	\$81,784	\$130,547
Professional/Non-Faculty	Academic Support for Ancell Sc	Administrator 4	\$81,784	\$130,547
Professional/Non-Faculty	Asst Dean- StudAffrs_Dir-InAfr	Administrator 4	\$81,784	\$130,547
Professional/Non-Faculty	Coord of Dig Pltfrm-Strategist	Administrator 4	\$81,784	\$130,547
Professional/Non-Faculty	Associate Director of Pre-Collegiate & Access Programs	Administrator 4	\$81,784	\$130,547
Professional/Non-Faculty	Card Systems Administrator	Administrator 4	\$81,784	\$130,547
Professional/Non-Faculty	Learning Mgmt System Admin	Administrator 4	\$81,784	\$130,547
Professional/Non-Faculty	Assoc Registrar Stdtnt Aca Rec	Administrator 4	\$81,784	\$130,547
Professional/Non-Faculty	Programmer Specialist	Administrator 4	\$81,784	\$130,547
Professional/Non-Faculty	Assoc Dir Campus & Studen Ctrs	Administrator 4	\$81,784	\$130,547
Professional/Non-Faculty	Accommodations Coordinator	Administrator 4	\$81,784	\$130,547
Professional/Non-Faculty	Technical Coordinator	Administrator 4	\$81,784	\$130,547
Professional/Non-Faculty	Library Systems Specialist	Administrator 4	\$81,784	\$130,547
Professional/Non-Faculty	Associate Director of Admissions	Administrator 4	\$81,784	\$130,547
Professional/Non-Faculty	Assoc. Dir. - Public Relations	Administrator 4	\$81,784	\$130,547
Professional/Non-Faculty	Lab & Clinical Coordinator	Administrator 4	\$81,784	\$130,547
Professional/Non-Faculty	CTCSS Safety Coordinator	Administrator 4	\$81,784	\$130,547
Professional/Non-Faculty	Associate Athletic Director	Administrator 4	\$81,784	\$130,547
Professional/Non-Faculty	Prop Control & Mail Serv Mngr	Administrator 4	\$81,784	\$130,547
Professional/Non-Faculty	Associate Director of Event & Conference Management	Administrator 4	\$81,784	\$130,547
Professional/Non-Faculty	Assistant Director IntExtAffrs	Administrator 4	\$81,784	\$130,547
Professional/Non-Faculty	Instructional Designer	Administrator 4	\$81,784	\$130,547
Professional/Non-Faculty	System Administrator	Administrator 4	\$81,784	\$130,547
Professional/Non-Faculty	Access Control & Security Spec	Administrator 4	\$81,784	\$130,547
Professional/Non-Faculty	CTCSS Safety Coordinator	Administrator 4	\$81,784	\$130,547
Professional/Non-Faculty	Associate Bursar	Administrator 4	\$81,784	\$130,547
Professional/Non-Faculty	Development Database Administr	Administrator 4	\$81,784	\$130,547
Professional/Non-Faculty	Network Specialist	Administrator 4	\$81,784	\$130,547
Professional/Non-Faculty	Assoc Dir Admissions - Transf	Administrator 4	\$81,784	\$130,547
Professional/Non-Faculty	Associate Director -Recreation	Administrator 4	\$81,784	\$130,547
Professional/Non-Faculty	Theatre Arts Production Coord	Administrator 4	\$81,784	\$130,547
Professional/Non-Faculty	PrideCtr Coord Deputy Title IX	Administrator 4	\$81,784	\$130,547
Professional/Non-Faculty	Veterans Affairs Officer	Administrator 4	\$81,784	\$130,547
Professional/Non-Faculty	Associate Dir Media Svs & IT	Administrator 4	\$81,784	\$130,547
Professional/Non-Faculty	International Services Coordin	Administrator 4	\$81,784	\$130,547
Professional/Non-Faculty	Assoc Registrar - Schd Officer	Administrator 4	\$81,784	\$130,547
Professional/Non-Faculty	Tutoring Resource Coordinator	Administrator 3	\$69,669	\$115,043
Professional/Non-Faculty	Assistant Dir Custodial Svs	Administrator 3	\$69,669	\$115,043
Professional/Non-Faculty	Asst. Registrar-Degree Auditor	Administrator 3	\$69,669	\$115,043
Professional/Non-Faculty	Assistant Director	Administrator 3	\$69,669	\$115,043
Professional/Non-Faculty	Assistant Payroll Coordinator	Administrator 3	\$69,669	\$115,043
Professional/Non-Faculty	Assistant Director Advisement	Administrator 3	\$69,669	\$115,043
Professional/Non-Faculty	Asst Dir-Student Financial Srv	Administrator 3	\$69,669	\$115,043
Professional/Non-Faculty	Psych Coordinator - Grant	Administrator 3	\$69,669	\$115,043
Professional/Non-Faculty	Assistant Director of Travel	Administrator 3	\$69,669	\$115,043
Professional/Non-Faculty	Access & Security Technician	Administrator 3	\$69,669	\$115,043
Professional/Non-Faculty	Assistant Director of Communications & Marketing	Administrator 3	\$69,669	\$115,043
Professional/Non-Faculty	Assistant Director of Media Sr	Administrator 3	\$69,669	\$115,043
Professional/Non-Faculty	VPAC Events Coordinator	Administrator 3	\$69,669	\$115,043
Professional/Non-Faculty	Assistant Director Fiscal Affr	Administrator 3	\$69,669	\$115,043
Professional/Non-Faculty	Assistant Director of the Honors Program	Administrator 3	\$69,669	\$115,043
Professional/Non-Faculty	Assistant Director-RecrtEvents	Administrator 3	\$69,669	\$115,043
Professional/Non-Faculty	Asst Registrar DegrAudCurSvs	Administrator 3	\$69,669	\$115,043
Professional/Non-Faculty	PC Maintenance Technician	Administrator 3	\$69,669	\$115,043
Professional/Non-Faculty	Clinical Coordinator - Grant	Administrator 3	\$69,669	\$115,043
Professional/Non-Faculty	AsstDirector_FinAid_CoordSchlr	Administrator 3	\$69,669	\$115,043
Professional/Non-Faculty	Audio Spec & Sound Coordinator	Administrator 3	\$69,669	\$115,043
Professional/Non-Faculty	Assistant Director for CSI	Administrator 3	\$69,669	\$115,043
Professional/Non-Faculty	Asst Dir of Pulications&Design	Administrator 3	\$69,669	\$115,043
Professional/Non-Faculty	Musical Arts Assistant	Administrator 3	\$69,669	\$115,043
Professional/Non-Faculty	Assistant Director Media Ops	Administrator 3	\$69,669	\$115,043
Professional/Non-Faculty	Event & Conference Coordinator	Administrator 3	\$69,669	\$115,043
Professional/Non-Faculty	Registered Nurse	Administrator 3	\$69,669	\$115,043
Professional/Non-Faculty	Asst to Dir. Hsg/Resident Dir.	Administrator 2	\$57,552	\$99,538
Professional/Non-Faculty	Upward Bound Site Advisor	Administrator 2	\$57,552	\$99,538
Professional/Non-Faculty	Piano Technician	Administrator 2	\$57,552	\$99,538
Professional/Non-Faculty	Admissions Representative	Administrator 2	\$57,552	\$99,538
Professional/Non-Faculty	Study Coordinator - Tick Grant	Administrator 2	\$57,552	\$99,538
Professional/Non-Faculty	Asst to Dir Meteorology St/WC	Administrator 2	\$57,552	\$99,538
Professional/Non-Faculty	Student Support Liaison	Administrator 2	\$57,552	\$99,538
Professional/Non-Faculty	Digital Media Assistant	Administrator 2	\$57,552	\$99,538
Professional/Non-Faculty	Visual Arts Assistant	Administrator 2	\$57,552	\$99,538
Professional/Non-Faculty	Athletic Equipment Manager	Administrator 2	\$57,552	\$99,538

**Job Title Study
Salary Minimum and Maximum Analysis**

Protective Services	Police Lieutenant	PS 19	\$97,301	\$121,914
Protective Services	Police Sergeant	PS 14	\$76,981	\$96,973
Protective Services	Police Officer	PS 11	\$67,519	\$84,153
Protective Services	Buildings & Grounds Patrol Off	PS 05	\$51,096	\$64,489
Secretarial/Clerical	ExecutiveAssistant toPresident	Professional 3	\$73,940	\$110,910
Secretarial/Clerical	AdministrativeAssistant	CL 19	\$63,777	\$82,530
Secretarial/Clerical	CSU Administrative Assistant	Professional 2	\$62,829	\$94,241
Secretarial/Clerical	PurchasingAssistant	CL 17	\$57,949	\$75,518
Secretarial/Clerical	Secretary 2	CL 16	\$55,248	\$72,247
Secretarial/Clerical	Secretary 1	CL 14	\$50,475	\$66,229
Secretarial/Clerical	OfficeAssistant	CL 13	\$48,365	\$63,456
Service/Maintenance	MaintSupv2(HVACR)	FM 24	\$82,349	\$107,525
Service/Maintenance	Bldg Maintenance Supervisor	TC 25	\$80,895	\$105,430
Service/Maintenance	MaintSupv1(HVACR)	FM 22	\$75,159	\$98,291
Service/Maintenance	Maintenance_Supv2_Grounds	TC 22	\$70,460	\$92,147
Service/Maintenance	Material Storage Supervisor 2	TC 18	\$59,511	\$76,733
Service/Maintenance	Mail Services Supervisor 1	TC 16	\$54,114	\$70,269
Service/Maintenance	Landscape Technician	TC 14	\$49,377	\$64,482
Service/Maintenance	SkilledMaintainer	TC 14	\$49,377	\$64,482
Service/Maintenance	Supervising Custodian	TC 14	\$49,377	\$64,482
Service/Maintenance	Storekeeper	TC 12	\$44,837	\$57,056
Service/Maintenance	Mail Handler	TC 11	\$43,571	\$55,176
Service/Maintenance	Custodian	TC 09	\$41,213	\$51,500
Service/Maintenance	Maintainer	TC 09	\$41,213	\$51,500
Skilled Craft	QCW(HVACR)	FM 19	\$66,517	\$85,519
Skilled Craft	Qual Craft Worker-Electrical	TC 19	\$62,359	\$80,175
Skilled Craft	QCW(Lock)	TC 19	\$62,359	\$80,175
Skilled Craft	QCW(Plmn&Stmfr)	TC 19	\$62,359	\$80,175
Skilled Craft	Qual Craft Worker-Carpentry	TC 18	\$59,511	\$76,733
Skilled Craft	Qual Craft Worker-Painting	TC 18	\$59,511	\$76,733
Technical/Paraprofessional	Associate in Human Resources	Professional 3	\$73,940	\$110,910
Technical/Paraprofessional	LibraryTechnician	AR 20	\$69,341	\$87,846

**Western Connecticut State University
Organizational Chart
2024 – 2025**



Section 46a-68-83
Workforce Analysis

**WESTERN CONNECTICUT STATE UNIVERSITY
AFFIRMATIVE ACTION PLAN
SECTION 46a-68-83
WORKFORCE ANALYSIS**

This section was in Compliance in the last Affirmative Action Plan.

Subsection (a)

Western Connecticut State University (WCSU) reported the racial and sexual composition of the full-time employees for each office, position and position classification identified in the job title study on forms provided by the Commission on Human Rights and Opportunities (CHRO). A separate analysis was completed for the part-time, other miscellaneous temporary and durational employees. The workforce analysis shall inventory the following:

1. Total agency workforce by occupational category with percentages of race and sex groups calculated for each occupational category;
2. Total agency workforce by office(s), position(s) and position classification(s) within each occupational category;
3. Agency workforce in each labor market area by occupational category;
4. Agency workforce in each labor market area by office(s), position(s) and position classification(s) within each occupational category.

Subsection (b)

WCSU has also provided CHRO with an age grouping report of the full-time workforce by occupational category, in five (5) year increments as prescribed by the Commission on Human Rights and Opportunities (CHRO); and

Subsection (c)

WCSU has also provided the number of employees with disabilities in the full-time workforce by occupational category. No employees identified as disabled during the reporting period.

WORKFORCE ANALYSIS
TOTAL WORKFORCE

Form 83A

AGENCY: Western Connecticut State University

REPORTING DATE: March 31, 2024

OCCUPATIONAL CATEGORY/JOB TITLE	GRAND	TOTAL	TOTAL	WHITE		BLACK		HISPANIC		AAIANHNP		2 OR MORE RACES		UNKNOWN RACES	
	TOTAL	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE
Executive/Managerial	8	5	3	2	2	3	0	0	1	0	0	0	0	0	0
%TOTAL	100.0%	62.5%	37.5%	25.0%	25.0%	37.5%	0.0%	0.0%	12.5%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Faculty	198	95	103	67	82	6	4	5	5	11	9	0	2	6	1
%TOTAL	100.0%	48.0%	52.0%	33.8%	41.4%	3.0%	2.0%	2.5%	2.5%	5.6%	4.5%	0.0%	1.0%	3.0%	0.5%
Professional	135	61	74	46	63	2	1	6	8	5	2	1	0	1	0
%TOTAL	100.0%	45.2%	54.8%	34.1%	46.7%	1.5%	0.7%	4.4%	5.9%	3.7%	1.5%	0.7%	0.0%	0.7%	0.0%
Tech/Paraprofessional	21	5	16	4	12	1	3	0	1	0	0	0	0	0.0	0.0
%TOTAL	100.0%	23.8%	76.2%	19.0%	57.1%	4.8%	14.3%	0.0%	4.8%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Secretarial/Clerical	45	2	43	1	29	1	8	0	5	0	1	0	0	0	0
%TOTAL	100.0%	4.4%	95.6%	2.2%	64.4%	2.2%	17.8%	0.0%	11.1%	0.0%	2.2%	0.0%	0.0%	0.0%	0.0%
Skilled Craft	18	17	1	14	1	2	0	0	0	1	0	0	0	0	0
%TOTAL	100.0%	94.4%	5.6%	77.8%	5.6%	11.1%	0.0%	0.0%	0.0%	5.6%	0.0%	0.0%	0.0%	0.0%	0.0%
Service/Maintenance	49	38	11	22	5	4	0	11	6	1	0	0	0	0	0
%TOTAL	100.0%	77.6%	22.4%	44.9%	10.2%	8.2%	0.0%	22.4%	12.2%	2.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Protective Service	15	12	3	11	1	0	1	1	1	0	0	0	0	0	0
%TOTAL	100.0%	80.0%	20.0%	73.3%	6.7%	0.0%	6.7%	6.7%	6.7%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
TOTAL	489	235	254	167	195	19	17	23	27	18	12	1	2	7	1
%TOTAL	100.0%	48.1%	51.9%	34.2%	39.9%	3.9%	3.5%	4.7%	5.5%	3.7%	2.5%	0.2%	0.4%	1.4%	0.2%

WORKFORCE ANALYSIS

Form 83B

FULL-TIME WORKFORCE BY POSITION/JOB TITLE WITHIN OCCUPATIONAL CATEGORY

Western Connecticut State University

REPORTING DATE: March 31, 2024

OCCUPATIONAL CATEGORY: EXECUTIVE/ADMINISTRATIVE/MANAGERIAL

JOB TITLES	GRAND	TOTAL		WHITE		BLACK		HISPANIC		AAIANHNPI		2 OR MORE RACES	
	TOTAL	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE
Associate VP Inst Eff Planning	1	1	0			1							
Chief Human Resources Officer	1	1	0	1									
Chief Information Officer	1	1	0	1									
Dean Macricostos Arts & Scienc	1	0	1		1								
Dean of Professional Studies	1	0	1		1								
Dean Visual & Performing Arts	1	1	0			1							
Vice President Enrll Mgmt & SA	1	1	0			1							
VP Finance & Admin/CFO	1	0	1						1				
EXECUTIVE TOTAL	8	5	3	2	2	3	0	0	1	0	0	0	0

Western Connecticut State University

REPORTING DATE: March 31, 2024

OCCUPATIONAL CATEGORY: FACULTY

JOB TITLES	GRAND	TOTAL		WHITE		BLACK		HISPANIC		AAIANHNPI		2 OR MORE RACES		UNKNOWN	
	TOTAL	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE
Professor	104	50	54	33	41	4	2	4	2	5	8	0	0	4	1
Associate Professor	59	33	26	24	22	1	2	0	2	6	0	0	0	2	0
Assistant Professor	35	12	23	10	19	1	0	1	1	0	1	0	2	0	0
Instructor	0	0	0												
FACULTY TOTAL	198	95	103	67	82	6	4	5	5	11	9	0	2	6	1

Tutoring Resource Coordinator	1	0	1		1										
Univ HR Administrator-Benefits	1	0	1		1										
Univ HR Administrator-Recr&LR	1	0	1		1										
Veterans Affairs Officer	1	0	1		1										
VPAC Events Coordinator	1	1	0	1											
Associate Director Upward Bound	1	0	1						1						
PROFESSIONAL NON-FACULTY TOTAL	135	61	74	46	63	2	1	6	8	5	2	1	0	1	0
TOTAL STATEWIDE Workforce	341	161	180	115	147	11	5	11	14	16	11	1	2	7	1

Western Connecticut State University

REPORTING DATE: March 31, 2024

OCCUPATIONAL CATEGORY: TECHNICAL/PARAPROFESSIONAL

JOB TITLES	GRAND	TOTAL		WHITE		BLACK		HISPANIC		AAIANHNPI		2 OR MORE RACES		UNKNOWN	
	TOTAL	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE
Admissions Representative	2	0	2		2										
Asst to the Director	3	2	1	2	1										
Asst to the Dir Housing/RD	1	0	1		1										
Athletic Equipment Manager	1	1	0	1											
CTCSS Safety Coordinator	1	0	1				1								
Digital Media Assistant	1	1	0	1											
Environ Health Safety Asst	1	1	0			1									
Library Technician	6	0	6		4		2								
PurchasingAssistant	1	0	1		1										
Upward Bound Site Advisor	1	0	1		1										
Study Coordinator- Tick Grant	1	0	1		1										
Student Support Liaison	1	0	1						1						
Visual Arts Assistant	1	0	1		1										
PARAPROFESSIONAL TOTAL	21	5	16	4	12	1	3	0	1	0	0	0	0	0	0

Western Connecticut State University

REPORTING DATE: March 31, 2024

OCCUPATIONAL CATEGORY: SECRETARIAL CLERICAL

JOB TITLES	GRAND	TOTAL		WHITE		BLACK		HISPANIC		AAIANHNPI		2 OR MORE RACES		UNKNOWN	
	TOTAL	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE
AdministrativeAssistant	14	0	14		10		2		1		1				
CSU AdministrativeAssistant	5	0	5		3		2								
OfficeAssistant	4	1	3			1	1		2						
Secretary 1	7	0	7		5		1		1						
Secretary 2	15	1	14	1	11	0	2	0	1						
CLERICAL TOTAL	45	2	43	1	29	1	8	0	5	0	1	0	0	0	0

OCCUPATIONAL CATEGORY: Western Connecticut State University
PROTECTIVE SERVICE

REPORTING DATE: March 31, 2024

JOB TITLES	GRAND	TOTAL		WHITE		BLACK		HISPANIC		AAIANHNPI		2 OR MORE RACES		UNKNOWN	
	TOTAL	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE
Bldgs&GrndPatriOfcr	4	2	2	2	1	0	1								
PoliceLieutenant	1	1	0	1											
PoliceOfficer	7	6	1	6					1						
PoliceSergeant	3	3	0	2				1							
PROTECTIVE SERVICE TOTAL	15	12	3	11	1	0	1	1	1	0	0	0	0	0	0

OCCUPATIONAL CATEGORY: Western Connecticut State University
SKILLED CRAFT

REPORTING DATE: March 31, 2024

JOB TITLES	GRAND	TOTAL		WHITE		BLACK		HISPANIC		AAIANHNPI		2 OR MORE RACES		UNKNOWN RACE	
	TOTAL	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE
QCW(Carpy)	1	1	0	1											
QCW(Elect)	3	3	0	2		1									
QCW(HVACR)	9	9	0	8						1					
QCW(Lock)	2	2	0	2											
QCW(Plmb&Stmfitng)	1	0	1		1										
QCW(Pntg)	2	2	0	1		1									
SKILLED TOTAL	18	17	1	14	1	2	0	0	0	1	0	0	0	0	0

Western Connecticut State University
Service Maintenance - NON CUSTODIAN

REPORTING DATE: March 31, 2024

OCCUPATIONAL CATEGORY:

JOB TITLES	GRAND	TOTAL		WHITE		BLACK		HISPANIC		AAIANHNPI		2 OR MORE RACES		UNKNOWN RACE	
	TOTAL	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE
BldgMaintSupv	1	1	0	1											
BuildingSuperintendent1	1	1	0	1											
Custodian	22	15	7	4	4	3	0	7	3	1	0	0	0		
Landscape Technician	7	7	0	6				1							
Mail HandlerRC	1	0	1						1						
Mail Services Supervisor 1RC	1	1	0	1											
Maintainer	4	2	2	1		1			2						
Maintenance_Supv2_Grounds	1	1	0	1											
MaintSupv1(HVACR)	1	1	0	1											
MaintSupv2(HVACR)	1	1	0	1											
Material Storage Supervisor 2	1	1	0	1											
SkilledMaintainer	6	6	0	3				3							
Storekeeper	1	0	1		1										
SupervisingCustodian	1	1	0	1											
SERVICE TOTAL	49	38	11	22	5	4	0	11	6	1	0	0	0	0	0
TOTAL LMA WORKFORCE	489	235	254	167	195	19	17	23	27	18	12	1	2	7	1

WORKFORCE ANALYSIS
FULL-TIME WORKFORCE BY LABOR MARKET AREA

Form 83C

AGENCY: Western Connecticut State University

REPORTING DATE: September 30, 2022

LABOR MARKET AREA: NATIONAL

OCCUPATIONAL CATEGORY	GRAND	TOTAL	TOTAL	WHITE		BLACK		HISPANIC		AAIANHNPI		2 OR MORE RACES		UNKNOWN RACE	
	TOTAL	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE
Executive/Managerial	8	5	3	2	2	3	0	0	1	0	0	0	0	0	0
Faculty	198	95	103	67	82	6	4	5	5	11	9	0	2	6	1
Professional	135	61	74	46	63	2	1	6	8	5	2	1	0	1	0
TOTAL	341	161	180	115	147	11	5	11	14	16	11	1	2	7	1

LABOR MARKET AREA: FAIRFIELD COUNTY

OCCUPATIONAL CATEGORY	GRAND	TOTAL	TOTAL	WHITE		BLACK		HISPANIC		AAIANHNPI		2 OR MORE RACES		UNKNOWN RACE	
	TOTAL	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE
Tech/Paraprofessional	21	5	16	4	12	1	3	0	1	0	0	0	0	0	0
Secretarial/Clerical	45	2	43	1	29	1	8	0	5	0	1	0	0	0	0
Protective Service	15	12	3	11	1	0	1	1	1	0	0	0	0	0	0
Skilled Craft Workers	18	17	1	14	1	2	0	0	0	1	0	0	0	0	0
Service/Maintenance	49	38	11	22	5	4	0	11	6	1	0	0	0	0	0
TOTAL	148	74	74	52	48	8	12	12	13	2	1	0	0	0	0

WORKFORCE ANALYSIS

Form 83D

FULL-TIME WORKFORCE BY POSITION/JOB TITLE WITHIN OCCUPATIONAL CATEGORY BY LABOR MARKET AREA

AGENCY: Western Connecticut State University

REPORTING DATE: March 31, 2024

LABOR MARKET AREA: NATIONAL

OCCUPATIONAL CATEGORY	JOB TITLE	GRAND	TOTAL	TOTAL	WHITE		BLACK		HISPANIC		AAIANHNPI		2 OR MORE RACES		UNKNOWN RACE		
		TOTAL	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	
Executive/Managerial	Associate VP Inst Eff Planning	1	1	0			1										
	Chief Human Resources Officer	1	1	0	1												
	Chief Information Officer	1	1	0	1												
	Dean Macricostos Arts & Scienc	1	0	1		1											
	Dean of Professional Studies	1	0	1		1											
	Dean Visual & Performing Arts	1	1	0			1										
	Vice President Enrll Mgmt & SA	1	1	0			1										
	VP Finance & Admin/CFO	1	0	1						1							
	Subtotal		8	5	3	2	2	3	0	0	1	0	0	0	0		
Faculty	Professor	104	50	54	33	41	4	2	4	2	5	8	0	0	4	1	
	Associate Professor	59	33	26	24	22	1	2	0	2	6	0	0	0	2	0	
	Assistant Prof	35	12	23	10	19	1	0	1	1	0	1	0	2	0	0	
	Instructor	0	0	0													
	Subtotal		198	95	103	67	82	6	4	5	5	11	9	0	2	6	1

OCCUPATIONAL CATEGORY	JOB TITLE	GRAND	TOTAL	TOTAL	WHITE		BLACK		HISPANIC		AAIANHNPI		2 OR MORE RACES		UNKNOWN RACE	
		TOTAL	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE
Professional Non-Faculty	Access & Security Technician	1	1	0	1											
	Access Control & Security Spec	1	1	0	1											
	Accommodations Coordinator	1	1	0	1											
	Assistant Bursar	1	1	0									1			
	Assistant Counselor	1	0	1		1										
	Assistant Dir Custodial Svs	1	1	0	1											
	Assistant Director	12	4	8	3	6			1	2						
	Assistant Director Advisement	2	1	1	1	1										
	Assistant Director Fiscal Affr	1	1	0					1							
	Assistant Librarian	1	1	0	1											
	Assistant Payroll Coordinator	1	1	0	1											
	Assoc Dean of Prof Studies	1	0	1		1										
	Assoc Dir - Stud Fin Svs	1	0	1		1										
	Assoc Dir-Campus & Stud Cntrs	1	1	0	1											
	Assoc Director	3	2	1	1	1	1									
	Assoc Registrar - Schd Officer	1	0	1		1										
	Assoc Registrar Studt Acdm Rec	1	0	1		1										
	Associate Athletic Director	1	1	0	1											
	Associate Bursar	1	0	1						1						
	Associate Controller	1	0	1		1										
Associate Dean LibrSvsAcaPrgms	1	0	1		1											
Associate Dir Accounts Payable	1	0	1		1											
Associate Dir Media Svs & IT	1	1	0	1												
	Page Subtotal	37	18	19	14	16	1	0	2	3	0	0	1	0	0	0

OCCUPATIONAL CATEGORY	JOB TITLE	GRAND	TOTAL	TOTAL	WHITE		BLACK		HISPANIC		AAIANHNP		2 OR MORE RACES		UNKNOWN RACE	
		TOTAL	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE
Professional Non-Faculty	Associate Director	2	0	2		2										
	Associate Director - Transfer	1	0	1		1										
	Associate Director -Recreation	1	0	1		1										
	Associate in Human Resources	1	0	1		1										
	Asst Director	3	0	3		2				1						
	Asst Registrar DegrAudCurSvs	1	1	0	1											
	Asst. Registrar-Degree Auditor	2	0	2		1				1						
	AsstDirector_FinAid_CoordSchlr	1	0	1		1										
	Audio Spec & Sound Coordinator	1	1	0	1											
	Bursar	1	0	1		1										
	Capital Budget Fiscal Admin	1	0	1		1										
	Card Systems Administrator	1	0	1		1										
	Chief of Police/Dir. PubSafety	1	1	0	1											
	Coord of Dig Pltfrm-Strategist	1	1	0	1											
	Coordinator of AcademicSupport	1	0	1		1										
	Coordinator of Institut Advmnt	1	0	1		1										
	CTCSS Safety Coordinator	3	0	3		3										
	Customer Support Ctr Manager	1	1	0												1
	Data Network & Telecom Manager	1	1	0								1				
	Development Database Administr	1	1	0						1						
Dir Financial Aid & Stud Emp	1	0	1							1						
Dir Fiscal Affairs/Controller	1	1	0						1							
Dir Info Technology & Media Sv	1	0	1		1											
Page Subtotal		29	8	21	4	18	0	0	2	3	1	0	0	0	1	0

AGENCY: [Western Connecticut State University](#)

REPORTING DATE: [SEPTEMBER 30, 2022](#)

OCCUPATIONAL CATEGORY	JOB TITLE	GRAND	TOTAL	TOTAL	WHITE		BLACK		HISPANIC		AAIANHNP		2 OR MORE RACES		UNKNOWN RACE	
		TOTAL	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE
Professional Non-Faculty	Dir of Administrative Services	1	0	1		1										
	Dir of Fac. Planning & Eng.	1	1	0	1											
	Dir of Fin Planning & Budgets	1	1	0							1					
	Dir of Pre Coll. & Access Svs	1	1	0	1											
	Dir of Resid Programs & Staff	1	0	1		1										
	Dir of Sponsored Rsch Adm Svc	1	1	0	1											
	Director	2	1	1		1			1							
	Director - Counseling Services	1	0	1						1						
	Director - CSI	1	1	0	1											
	Director - Graduate Studies	1	1	0	1											
	Director AccesCntrl One-CrdSvs	1	0	1		1										
	Director Communications & Mktg	1	0	1		1										
	Director Emerg Mgmt EHS Progs	1	1	0	1											
	Director EventsConf Mgt AuxSvs	1	1	0							1					
	Director Faci Ops Project Mgmt	1	1	0	1											
	Director Inst Resrh/Assessment	1	1	0	1											
	Director of AccessAbility Svs	1	0	1		1										
	Director of Alumni Relations	1	1	0	1											
	Director of Athletics	1	0	1		1										
	Director of Health Services	1	0	1		1										
	Director of Housing	1	1	0				1								
	Director of Instit Advancement	1	0	1		1										
	Director of Judicial Affairs	1	1	0	1											
		Subtotal	24	14	10	10	9	1	0	1	1	2	0	0	0	

OCCUPATIONAL CATEGORY	JOB TITLE	GRAND	TOTAL	TOTAL	WHITE		BLACK		HISPANIC		AAIANHNP		2 OR MORE RACES		UNKNOWN RACE		
		TOTAL	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	
Professional Non-Faculty	Director of School Safety	1	1	0	1												
	Director University Advisement	2	0	2		2											
	Event & Conference Coordinator	1	1	0	1												
	ExecutiveAssistant toPresident	1	0	1		1											
	Information Security Officer	1	1	0	1												
	Information Systems Manager	1	0	1		1											
	Infrastructure Servics Manager	1	0	1		1											
	Instructional Designer	1	0	1		1											
	International Svs Coordinator	1	0	1		1											
	IT Operations & Budget Coord	1	0	1									1				
	IT User Services Manager	1	1	0	1												
	Lab & Clinical Coordinator	1	1	0	1												
	Learning Mgmt System Admin	1	0	1		1											
	Librarian	2	1	1								1	1				
	Library Systems Specialist	1	0	1		1											
	Major Gifts Officer	1	0	1		1											
	Manager Digital Strategy &Comm	1	1	0						1							
	Musical Arts Assistant	1	0	1		1											
	Network Infrastructure Admin	1	1	0								1					
	Network Security Specialist	1	0	1					1								
	Payroll Coordinator	1	0	1		1											
	PC Maintenance Technician	3	3	0	3												
		Page Subtotal	26	11	15	8	12	0	1	1	0	2	2	0	0		

OCCUPATIONAL CATEGORY	JOB TITLE	GRAND	TOTAL	TOTAL	WHITE		BLACK		HISPANIC		AAIANHNPI		2 OR MORE RACES		UNKNOWN RACE	
		TOTAL	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE
Professional Non-Faculty	PC/Mac Maintenance Technician	1	1	0	1											
	PrideCtr Coord Deputy Title IX	1	1	0	1											
	Programmer Specialist	1	1	0	1											
	Prop Control & Mail Serv Mngr	1	1	0	1											
	Registered Nurse	1	0	1												
	Registrar	1	0	1												
	SULibrarian	2	1	1	1	1										
	System Administrator	1	1	0	1											
	System Manager	1	1	0	1											
	Technical Assistant in Chemist	1	1	0	1											
	Technical Coordinator	1	0	1												
	Theatre Arts Production Coord	1	1	0	1											
	Tutoring Resource Coordinator	1	0	1												
	Univ HR Administrator-Benefits	1	0	1												
	Univ HR Administrator-Recr&LR	1	0	1												
	Veterans Affairs Officer	1	0	1												
	VPAC Events Coordinator	1	1	0	1											
	Associate Director Upward Bour	1	0	1							1					
		0	0	0												
		0	0	0												
		0	0	0												
		0	0	0												
	Page Subtotal	19	10	9	10	8	0	0	0	1	0	0	0	0	0	0
	Professional SubTotal	135	61	74	46	63	2	1	6	8	5	2	1	0	1	0
	National/Statewide TOTAL	341	161	180	115	147	11	5	11	14	16	11	1	2	7	1

AGENCY: Western Connecticut State University

REPORTING DATE: March 31, 2024

LABOR MARKET AREA: FAIRFIELD COUNTY

OCCUPATIONAL CATEGORY	JOB TITLE	GRAND	TOTAL	TOTAL	WHITE		BLACK		HISPANIC		AAIANHNPI		2 OR MORE RACES		UNKNOWN RACE	
		TOTAL	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE
Tech/Paraprofessional	Admissions Representative	2	0	2		2										
	Asst to the Director	3	2	1	2	1										
	Asst to the Dir Housing/RD	1	0	1		1										
	Athletic Equipment Manager	1	1	0	1											
	CTCSS Safety Coordinator	1	0	1				1								
	Digital Media Assistant	1	1	0	1											
	Environ Health Safety Asst	1	1	0			1									
	Library Technician	6	0	6		4		2								
	PurchasingAssistant	1	0	1		1										
	Upward Bound Site Advisor	1	0	1		1										
	Study Coordinator- Tick Grant	1	0	1		1										
	Student Support Liaison	1	0	1						1						
	Visual Arts Assistant	1	0	1		1										
		Subtotal	21	5	16	4	12	1	3	0	1	0	0	0	0	
Secretarial/Clerical	AdministrativeAssistant	14	0	14		10		2		1		1				
	CSU AdministrativeAssistant	5	0	5		3		2								
	OfficeAssistant	4	1	3			1	1		2						
	Secretary 1	7	0	7		5		1		1						
	Secretary 2	15	1	14	1	11	0	2	0	1						
		Subtotal	45	2	43	1	29	1	8	0	5	0	1	0	0	

OCCUPATIONAL CATEGORY	JOB TITLE	GRAND	TOTAL	TOTAL	WHITE		BLACK		HISPANIC		AAIANHNP		2 OR MORE RACES		UNKNOWN RACE		
		TOTAL	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	
Service/Maintenance	BldgMaintSupv	1	1	0	1												
	BuildingSuperintendent1	1	1	0	1												
	Custodian	22	15	7	4	4	3	0	7	3	1	0	0	0			
	Landscape Technician	7	7	0	6				1								
	Mail HandlerRC	1	0	1						1							
	Mail Services Supervisor 1RC	1	1	0	1												
	Maintainer	4	2	2	1		1			2							
	Maintenance_Supv2_Grounds	1	1	0	1												
	MaintSupv1(HVACR)	1	1	0	1												
	MaintSupv2(HVACR)	1	1	0	1												
	Material Storage Supervisor 2	1	1	0	1												
	SkilledMaintainer	6	6	0	3				3								
	Storekeeper	1	0	1		1											
	SupervisingCustodian	1	1	0	1												
		Subtotal	49	38	11	22	5	4	0	11	6	1	0	0	0		
	Skilled Craft	QCW(Carpy)	1	1	0	1											
QCW(Elecl)		3	3	0	2		1										
QCW(HVACR)		9	9	0	8						1						
QCW(Lock)		2	2	0	2												
QCW(Plmb&Stmfitng)		1	0	1		1											
QCW(Pntg)		2	2	0	1		1										
	Subtotal	18	17	1	14	1	2	0	0	0	1	0	0	0			
Protective Service	Bldgs&GrndPatrIOfcr	4	2	2	2	1	0	1									
	PoliceLieutenant	1	1	0	1												
	PoliceOfficer	7	6	1	6					1							
	PoliceSergeant	3	3	0	2				1								
		Subtotal	15	12	3	11	1	0	1	1	1	0	0	0	0		
	Fairfield Region TOTAL	148	74	74	52	48	8	12	12	13	2	1	0	0			

WORKFORCE ANALYSIS
TOTAL PART-TIME WORKFORCE

Form 83H

AGENCY: Western Connecticut State University

REPORTING DATE: March 31, 2024

OCCUPATIONAL CATEGORY	GRAND	TOTAL	TOTAL	WHITE		BLACK		HISPANIC		AAIANHNP		2 OR MORE RACES		UNKNOWN		
	TOTAL	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	UNK
Executive	4	3	1	3					1							
Athletic Staff	50	34	16	31	13	1	1	1	0	0	0	0	0	1	2	
Counselor	1	0	1										1			
Adjunct Faculty	296	129	167	108	136	4	8	6	4	4	11	0	2	7	6	0
Graduate Assistant	26	6	20	6	15	0	1	0	1	0	1				2	
Non-Instructional	41	16	25	12	22	0	0	2	1	0	1			2	1	
PT Library	13	3	10	3	7	0	0	0	0	0	1	0	0	0	2	0
University Assistsnt	64	29	35	22	28	1	1	2	2	3	4	0	0	1		
Student Worker	4	3	1	0	1	2	0	1								
TOTAL	499	223	276	185	222	8	11	12	9	7	18	0	3	11	13	0

WORKFORCE ANALYSIS
TOTAL FULL-TIME WORKFORCE BY AGE

Form 83E

AGENCY: Western Connecticut State University

REPORTING DATE: 3/31/2024

OCCUPATIONAL CATEGORY	TOTAL # OF EMPLOYEES	AGE INCREMENTS											
		16 -19	20 - 24	25 - 29	30 - 34	35 - 39	40 - 44	45 - 49	50 - 54	55 - 59	60 - 64	65 - 69	70+
Executive/Managerial	8							1	2	2	2	0	1
Faculty	198			4	7	18	26	18	25	31	30	22	17
Professional	135		1	3	2	7	17	17	16	23	28	15	6
Tech/Paraprofessional	21				2	2	3	3	6	4	1		
Secretarial/Clerical	45			3	3	3	1	7	7	9	5	5	2
Skilled Craft	18					5	2	1	2	3	5		
Service/Maintenance	49			1	2	5	4	11	8	1	8	5	4
Protective Service	15								4	2	7	1	1
TOTAL	489		1	11	16	40	53	58	70	75	86	48	31

WORKFORCE ANALYSIS
DISABLED WORKFORCE

Form 83F

AGENCY: Western Connecticut State University

REPORTING DATE: March 31, 2024

OCCUPATIONAL CATEGORY	TOTAL
Executive/Managerial	
Faculty	
Professional	
Tech/Paraprofessional	
Secretarial/Clerical	
Service/Maintenance	
Protective Service	
TOTAL	0

Section 46a-68-84
Availability Analysis

Section 46a-68-84 - Availability Analysis

Response to 2023 CHRO Review:

As part of the previous AA plan review, the Commission noted this section as deficient based on the following:

There are discrepancies in the data provided for the promotable pool of Professor and Associate Professor from the Faculty occupational category. Workforce analysis data states that there are 58 individuals within the Faculty Associate Professor workforce which is the promotable pool for the Faculty Professor occupational Category. However, within the availability base there was 59 individuals within the Associate Professor occupational category. Additionally, workforce analysis data states there are 36 individuals within the Assistant Professor occupational category. However, within the availability base provided there were 42 individuals identified within the Assistant Professor occupational category. These data discrepancies impact utilization and subsequent goals analysis for these categories.

Tables 315.20 and 314.40 of the Digest of Education Statistics data set provided is incorrect from the data explained to have been consulted and provided in each of the following occupational categories separate availability analyses. The following occupational categories that have data discrepancies, as it pertains to Table 315.20, are Faculty Assistant Professor, and Faculty Instructor. The following occupation categories that have data discrepancies as it pertains to Table 314.40 is Professional Non-Faculty occupational category. These data discrepancies impact the utilization analysis, and subsequent goals analysis.

Response: A technical assistance meeting was scheduled and conducted with Jase Olavarria on March 13, 2024, to address the recommendations of the 2023 Affirmative Action plan. Based on this technical assistance, the following steps will be taken to ensure compliance with CT's Affirmative Action Regulations.

- Section 46a-68-84 Availability Analysis was reviewed, corrected, and resubmitted to Jase Olavarria for review by March 28, 2024. Availability Analysis from the previous submission was updated to semester and resubmitted for Executive, Professor, Associate Professor, Assistant Professor, Professional Non-Faculty, Secretarial/Clerical, Technical/Paraprofessional, Skilled Craft, Protective Service, Service Maintenance except Custodian, Service Maintenance – Custodian.
- The current submission reflects the correct workforce for promotable pools and the correct/current Digest for Educational Statistics 314.40 and 315.20.
- All noted weaknesses/deficiencies with the availability of the 2023 submission were addressed and resubmitted, and the current submission has ensured the previous errors are no longer present.

Section 46a-68-84 - Availability Analysis

- (a) Under Section 46a-68-84 of the Affirmative Action Regulations of Connecticut State Agencies, as a preparatory step in determining whether protected classes are fully and fairly utilized in the workforce, the University has conducted an analysis by occupational category to determine the availability base of protected group members for employment. A separate availability analysis has been conducted for any position classification within an occupational category employing twenty-five (25) or more employees. A separate analysis may be performed by an agency for any job title requiring unique skills, abilities or educational qualifications. The available analysis shall:
- (1) Examine the job content of each office; position and position classification within an occupational category or, where appropriate, the job content of a position classification;
 - (2) Identifies the relevant labor market area; and
 - (3) Matches each office, position and position classification within an occupational category or, where appropriate, a position classification, with the most nearly parallel job title contained in the data source consulted.
- (b) In calculating availability, the University has provided the following information and data sources:
- (1) Employment figures;
 - (2) The racial and sexual composition of persons in promotable and transferable offices, positions and position classifications.
 - (3) Where applicable, the University has also included information from the Digest of Educational Statistics.
- (c) In calculating availability, the following information and data sources may be consulted by the University:
- (1) Population figures;
 - (2) Client Population figures;
 - (3) Figures for educational, technical and training program graduates and participants; or
 - (4) Any other relevant source(s)
- (d) For each occupational category, position classification or job title are analyzed, and the University's Affirmative Action Plan provides the name of each source consulted, explains the basis for selection of each source, and included copies of the specific data. Additionally, where job titles in the source consulted are not identical to the job titles employed by the agency, the University's Affirmative Action Plan has documented the job titles deemed most similar to office(s), position(s) and position classification(s) within an occupational category or, where appropriate, position classification or job title, and have substantiated the manner in which the availability base is calculated.
- (e) For job titles with 25 or more employees in occupational categories where only the entry level positions are filled by hiring and the other job titles in the series are filled by promotion, the documented availability base shall be calculated for the entire series and goals will be set for the entire series.
- (f) The availability base is calculated by determining the sources used to fill positions and the percentage of positions filled from that source. This percentage is the weight assigned to each source. The total weight for all sources cannot exceed 100%. The percent of each race/sex group from each relevant source is multiplied by the weight given to the corresponding source resulting in a weighted factor. The weighted factors for each race/sex group are added to determine the availability base for each race/sex group in each occupational category, position classification, or job title analyzed.
- (g) The University's Affirmative Action Plan substantiates the manner in which the availability base is calculated.
- (h) The University recognizes, as part of its review, the Commission on Human Rights and Opportunities reserves the right to determine the appropriateness of information and data used in subsection (c) of this section and reserves the right to accept or reject such information or data. An agency, with the consent of

Section 46a-68-84 - Availability Analysis

the executive director of the Commission on Human Rights and Opportunities, may analyze additional labor market areas when specific requirements of a job profile, such as geographic proximity, so require.

**WESTERN CONNECTICUT STATE UNIVERSITY
AVAILABILITY ANALYSIS**

OCCUPATIONAL CATEGORY:
JOB TITLE:

Executive/Administrative
All Titles

REPORTING DATE:
LABOR MARKET AREA:

April 1, 2023 -March 31, 2024
Statewide/National

AVAILABILITY SOURCE	TOTAL MALE			TOTAL FEMALE			WHITE MALE			WHITE FEMALE			BLACK MALE			BLACK FEMALE			HISPANIC MALE			HISPANIC FEMALE			AAIANHNPI* MALE			AAIANHNPI* FEMALE			TWO or MORE MALE			TWO or MORE FEMALE		
	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF
Employment data (Census)	62.3	50	31.2	37.7	50	18.9	53.2	50	26.6	31.1	50	15.6	2.4	50	1.2	1.8	50	0.9	3.0	50	1.5	2.7	50	1.4	2.5	50	1.3	1.5	50	0.8	1.1	50	0.6	0.6	50	0.3
Promotable Pool	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0
CT DOL	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0
Other Sources	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0
Digest of Ed Stats (National)	41.2	50	20.6	58.8	50	29.4	31.1	50	15.6	41.5	50	20.8	4.1	50	2.1	7.7	50	3.9	3.1	50	1.6	5.3	50	2.7	2.3	50	1.2	3.2	50	1.6	0.6	50	0.3	1.0	50	0.5
FINAL AVAILABILITY BASE PERCENTAGE			51.8			48.3			42.2			36.4			3.3			4.8			3.1			4.1			2.5			2.4			0.9			0.8

Employment Data - Census 2014-2018 EEO Data Tool, Statewide Data, Connecticut Executives and Administrators

Top Executives	31090	22725	8365	19900	7000	620	255	925	505	930	415	350	190
Education and Child Care Administrators	13949	5315	8634	4070	7020	445	535	440	730	205	264	155	85
Total	45039	28040	16999	23970	14020	1065	790	1365	1235	1135	679	505	275
Percentage	100.0%	62.3%	37.7%	53.2%	31.1%	2.4%	1.8%	3.0%	2.7%	2.5%	1.5%	1.1%	0.6%

Promotable Pool

N/A	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0
Percentage	0	0	0	0	0	0	0	0	0	0	0	0	0

N/A

Other Management	0	0	0	0	0	0	0	0	0	0	0	0	0
Percentage	0	0	0	0	0	0	0	0	0	0	0	0	0

OTHER SOURCE - N/A

N/A	0	0	0	0	0	0	0	0	0	0	0	0	0
Percentage	0	0	0	0	0	0	0	0	0	0	0	0	0

Digest of Ed. Statistics, Table 314.40, Fall 2023: Management

Management	267497	110305	157192	83304	111043	11040	20633	8273	14151	6177	8679	1511	2686
N/A	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	267497	110305	157192	83304	111043	11040	20633	8273	14151	6177	8679	1511	2686
Percentage	100.0%	41.2%	58.8%	31.1%	41.5%	4.1%	7.7%	3.1%	5.3%	2.3%	3.2%	0.6%	1.0%

FACTOR:	SOURCE CONSULTED:	BASIS OF SELECTION: GEOGRAPHICAL AREA/JOB TITLE:	REASONS FOR WEIGHTING THE FACTOR:
Employment data in the Applicable LMA	Employment Data - Census 2014-2018 EEO Data Tool, Statewide Residential Data, Connecticut Top Executives and Education/Child Care Administrators	The hiring area is predominantly within the state of Connecticut employment pool from other universities.	50% value weight as Executive/Administrative positions require advanced degrees and relevant/current experience. Most hires are recruited primarily through national searches and are those who are currently employed.
Promotable	Workforce Analysis by Job Classification	Positions are filled by hires in the job title.	0% value weight.
Unemployment in Applicable LMA	N/A	N/A	0% value weight as this data is no longer require for review/analysis (per CHRO).
Other Source	N/A	N/A	0% value weight.
Digest of Ed. Statistics	Digest of Ed. Statistics, Table 314.40. Management. Fall 2023	The hiring area is nationwide for this job category. Persons currently employed at the assistant professor level are a common recruitment pool.	50% value weight as Executive/Administrative positions require advanced degrees and relevant/current experience. Most hires are recruited primarily through national searches and are often currently employed at the postsecondary level.

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

**WESTERN CONNECTICUT STATE UNIVERSITY
AVAILABILITY ANALYSIS**

**OCCUPATIONAL CATEGORY:
JOB TITLE:**

**EEO 2 - FACULTY
PROFESSOR**

**REPORTING DATE:
LABOR MARKET AREA:**

**April 1, 2023-March 31, 2024
STATEWIDE/NATIONAL**

AVAILABILITY SOURCE	TOTAL MALE			TOTAL FEMALE			WHITE MALE			WHITE FEMALE			BLACK MALE			BLACK FEMALE			HISPANIC MALE			HISPANIC FEMALE			AAIANHNPI* MALE			AAIANHNPI* FEMALE			TWO or MORE MALE			TWO or MORE FEMALE			UNKNOWN MALE			UNKNOWN FEMALE								
	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF						
Employment data (Census)	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0			
Promotable Pool	55.9	100	55.9	44.1	100	44.1	40.7	100	40.7	37.3	100	37.3	1.7	100	1.7	3.4	100	3.4	0.0	100	0.0	3.4	100	3.4	10.2	100	10.2	0.0	100	0.0	0.0	100	0.0	0.0	100	0.0	0.0	100	0.0	0.0	100	0.0	3.4	100	3.4	0.0	100	0.0
Part-Time Pool	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0
Student Population	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0
Digest of Ed Stats (National)	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0
FINAL AVAILABILITY BASE PERCENTAGE			55.9			44.1			40.7			37.3			1.7			3.4			0.0			3.4			10.2			0.0			0.0			0.0			0.0			3.4			0.0			

Employment Data - Census 2014-2018 EEO Data Tool, Statewide Data, Connecticut Post Secondary Teachers (SOC 25-1000)	
POST SECONDARY TEACHERS	0
Total	0
Percentage	0
Promotable Pool	0
Associate Professors	59
Total	59
Percentage	100.0%
Part-Time Workforce - N/A	0
Part Time Lecturer	0
Percentage	0
OTHER SOURCE - N/A	0
Total	0
Percentage	0
Digest of Ed. Statistics, Table 315.20, Fall 2023 Professors	0
Professors	0
Total	0
Percentage	0

FACTOR:	SOURCE CONSULTED:	BASIS OF SELECTION: GEOGRAPHICAL AREA/JOB TITLE:	REASONS FOR WEIGHTING THE FACTOR:
Employment data in the Applicable LMA	N/A	N/A	0% value weight.
Promotable	Job Category - Associate Professors as of 3/31/2024	Associate Professors are promoted from within their position.	100% value weight as professors are filled through the promotion and tenure process.
Part-Time Workforce	N/A	N/A	0% value weight.
Fall Student Populations	N/A	N/A	0% value weight.
Digest of Ed. Statistics	N/A	N/A	0% value weight.

**WESTERN CONNECTICUT STATE UNIVERSITY
AVAILABILITY ANALYSIS**

OCCUPATIONAL CATEGORY:
JOB TITLE:

**EEO 2- FACULTY
ASSOCIATE PROFESSOR**

REPORTING DATE:
LABOR MARKET AREA:

**April 1, 2023 - March 31, 2024
STATEWIDE/NATIONAL**

AVAILABILITY SOURCE	TOTAL MALE			TOTAL FEMALE			WHITE MALE			WHITE FEMALE			BLACK MALE			BLACK FEMALE			HISPANIC MALE			HISPANIC FEMALE			AAIANHNPI* MALE			AAIANHNPI* FEMALE			TWO or MORE MALE			TWO or MORE FEMALE		
	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF
Employment data (Census)	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0
Promotable Pool	34.3	100	34.3	65.7	100	65.7	28.6	100	28.6	54.3	100	54.3	2.9	100	2.9	0.0	100	0.0	2.9	100	2.9	2.9	100	2.9	0.0	100	0.0	2.9	100	2.9	0.0	100	0.0	5.7	100	5.7
Part-Time Pool	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0
Student Population	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0
Digest of Ed Stats (National)	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0
FINAL AVAILABILITY BASE PERCENTAGE			34.3			65.7			28.6			54.3			2.9			0.0			2.9			2.9			0.0			2.9			0.0			

Employment Data - Census 2014-2018 EEO Data Tool, Statewide Data, Connecticut Post Secondary Teachers (SOC 25-1000)

POST SECONDARY TEACHERS																																	
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Percentage	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Promotable Pool																																	
Assistant Professors	35	12	23	10	19	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	2	2
Total	35	12	23	10	19	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	2	2			
Percentage	100.0%	34.3%	65.7%	28.6%	54.3%	2.9%	0	2.9%	2.9%	0	2.9%	2.9%	0	2.9%	2.9%	0	2.9%	2.9%	0	2.9%	2.9%	0	2.9%	2.9%	0	2.9%	2.9%	0	5.7%	5.7%			
Part-Time Workforce - N/A																																	
Part Time Lecturer	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Percentage	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0			
OTHER SOURCE - N/A																																	
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Percentage	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0			
Digest of Ed. Statistics, Table 315.20, Fall 2023 Associate Professors																																	
Associate Professors	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Percentage	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0			

FACTOR:	SOURCE CONSULTED:	BASIS OF SELECTION: GEOGRAPHICAL AREA/JOB TITLE:	REASONS FOR WEIGHTING THE FACTOR:
Employment data in the Applicable LMA	Employment Data - Census 2014-2018 EEO Data Tool, Statewide Data, Connecticut Post Secondary Teachers (SOC 25-1000)	N/A	0% value weight.
Promotable	Job Category - Assistant Professors as of 3/31/2024	Assistant Professors are promoted from within their position.	100% value weight as many associate professors are filled through the promotion and tenure process.
Part-Time Workforce	N/A	N/A	0% value weight.
Fall Student Populations	The region student population is considered as the region typically looks for prior experience in a community region environment.	N/A	0% value weight.
Digest of Ed. Statistics	Digest of Ed. Statistics, Table 315.20. Associate Professors. Fall 2021	N/A	0% value weight.

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

**WESTERN CONNECTICUT STATE UNIVERSITY
AVAILABILITY ANALYSIS**

OCCUPATIONAL CATEGORY:
JOB TITLE:

**EEO 2 - FACULTY
ASSISTANT PROFESSOR**

REPORTING DATE:
LABOR MARKET AREA:

**April 1, 2023-March 31, 2024
STATEWIDE/NATIONAL**

AVAILABILITY SOURCE	TOTAL MALE			TOTAL FEMALE			WHITE MALE			WHITE FEMALE			BLACK MALE			BLACK FEMALE			HISPANIC MALE			HISPANIC FEMALE			AAIANHNPI* MALE			AAIANHNPI* FEMALE			TWO or MORE MALE			TWO or MORE FEMALE		
	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF
Employment data (Census)	48.4	40	19.4	51.6	40	20.6	36.2	40	14.5	37.9	40	15.2	1.7	40	0.7	3.8	40	1.5	2.4	40	1.0	2.4	40	1.0	7.2	40	2.9	6.4	40	2.6	0.9	40	0.4	1.1	40	0.4
Promotable Pool	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0
Part-Time Pool	43.1	10	4.3	56.9	10	5.7	38.2	10	3.8	48.1	10	4.8	1.4	10	0.1	2.8	10	0.3	2.1	10	0.2	1.4	10	0.1	1.4	10	0.1	3.9	10	0.4	0.0	10	0.0	0.7	10	0.1
Student Population	46.5	10	4.7	53.5	10	5.4	25.3	10	2.5	27.0	10	2.7	4.7	10	0.5	4.7	10	0.5	11.6	10	1.2	16.4	10	1.6	2.3	10	0.2	3.1	10	0.3	2.7	10	0.3	2.4	10	0.2
Digest of Ed Stats (National)	43.8	40	17.5	56.2	40	22.5	31.5	40	12.6	40.0	40	16.0	2.9	40	1.2	4.9	40	2.0	3.3	40	1.3	4.1	40	1.6	5.4	40	2.2	6.1	40	2.4	0.7	40	0.3	1.0	40	0.4
FINAL AVAILABILITY BASE PERCENTAGE			45.9			54.2			33.4			38.7			2.5			4.3			3.7			4.3			5.4			5.7			1.0			1.1

Employment Data - Census 2014-2018 EEO Data Tool, Statewide Data, Connecticut Post Secondary Teachers (SOC 25-1000)

POST SECONDARY TEACHERS	19955	9660	10295	7225	7555	345	755	485	485	1430	1285	175	215
Total	19955	9660	10295	7225	7555	345	755	485	485	1430	1285	175	215
Percentage	100.0%	48.4%	51.6%	36.2%	37.9%	1.7%	3.8%	2.4%	2.4%	7.2%	6.4%	0.9%	1.1%

Promotable Pool													
Instructors	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0
Part-Time Pool - Non-Permanent Faculty (Lecturers) as of 3/31/2024 This does not include 13 UNKWN.													
Part Time Lecturer	283	122	161	108	136	4	8	6	4	4	11	0	2
Total	283	122	161	108	136	4	8	6	4	4	11	0	2
Percentage	100.0%	43.1%	56.9%	38.2%	48.1%	1.4%	2.8%	2.1%	1.4%	1.4%	3.9%	0	0.7%

Student Population Data Fall 2022													
Total	4000	1860	2140	1013	1078	186	187	462	657	93	122	106	96
Percentage	100.0%	46.5%	53.5%	25.3%	27.0%	4.7%	4.7%	11.6%	16.4%	2.3%	3.1%	2.7%	2.4%
Digest of Ed. Statistics, Table 315.20, Fall 2023: Lecturers, Instructors, Assistant Professors													
Assistant Professors	155444	69529	85915	47792	59310	4694	7972	4520	5260	11433	11664	1090	1709
Instructors	91064	38667	52397	28735	37968	2737	4792	3670	4678	2895	4011	630	948
Lecturers	42809	18493	24316	14530	18559	995	1340	1356	1944	1356	2111	256	362
Total	289317	126689	162628	91057	115837	8426	14104	9546	11882	15684	17786	1976	3019
Percentage	100.0%	43.8%	56.2%	31.5%	40.0%	2.9%	4.9%	3.3%	4.1%	5.4%	6.1%	0.7%	1.0%

FACTOR:	SOURCE CONSULTED:	BASIS OF SELECTION: GEOGRAPHICAL AREA/JOB TITLE:	REASONS FOR WEIGHTING THE FACTOR:
Employment data in the Applicable LMA	Employment Data - Census 2014-2018 EEO Data Tool, Statewide Data, Connecticut Post Secondary Teachers (SOC 25-1000)	The hiring area is predominantly within within the state of Connecticut employment pool from other universities.	40% value weight as assistant professor positions within the region require advanced degrees and relevant/current experience. Most occur from those currently employed.
Promotable	N/A- There were no instructors in this filing	N/A	Decrease due to lack of promotable pool (i.e., instructors)
Part-Time Workforce	Internal region applicants come from the current Part-time faculty employees - See workforce data for Part Time faculty. Data does not include those who identify as not specified.	The part-time/temporay faculty is a viable pool for which the region can identify qualified applicant pools. While they work throughout the region, they come from all over the state of CT.	10% value weight as percentage of our FT Instructors come from our part-time lecturers who meet the general requirements. New hires into this category often require more years of academic teaching experience which can be attained via PT faculty positions.
Fall Student Populations	The region student population is considered as the region typically looks for prior experince in a community region environment.	Client data comes from within the region's student population records.	10% value weight as students could become part of the workforce after more education and experience. The data is important as we seek to reflect the students in part due to our Hispanic Service Institution status. VW is lower due to the source consulted.
Digest of Ed. Statistics	Digest of Ed. Statistics, Table 315.20. Assistant Professors, Instructors and Lecturers. Fall 2021	The hiring area is nationwide for this job category. Persons currently employed as faculty are commonly recruited into the assistant professor rank.	40% value weight. Assistant professor positions required teaching and administrative experience for new hires. Those already teaching are a viable pool.

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

**WESTERN CONNECTICUT STATE UNIVERSITY
AVAILABILITY ANALYSIS**

OCCUPATIONAL CATEGORY:
JOB TITLE:

**EEO 2 - FACULTY
INSTRUCTOR**

REPORTING DATE:
LABOR MARKET AREA:

**April 1, 2023-March 31, 2024
STATEWIDE/NATIONAL**

AVAILABILITY SOURCE	TOTAL MALE			TOTAL FEMALE			WHITE MALE			WHITE FEMALE			BLACK MALE			BLACK FEMALE			HISPANIC MALE			HISPANIC FEMALE			AAIANHNPI* MALE			AAIANHNPI* FEMALE			TWO or MORE MALE			TWO or MORE FEMALE		
	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF
Employment data (Census)	48.4	40	19.4	51.6	40	20.6	36.2	40	14.5	37.9	40	15.2	1.7	40	0.7	3.8	40	1.5	2.4	40	1.0	2.4	40	1.0	7.2	40	2.9	6.4	40	2.6	0.9	40	0.4	1.1	40	0.4
Promotable Pool	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0
Part-Time Pool	43.1	10	4.3	56.9	10	5.7	38.2	10	3.8	48.1	10	4.8	1.4	10	0.1	2.8	10	0.3	2.1	10	0.2	1.4	10	0.1	1.4	10	0.1	3.9	10	0.4	0.0	10	0.0	0.7	10	0.1
Student Population	46.5	10	4.7	53.5	10	5.4	25.3	10	2.5	27.0	10	2.7	4.7	10	0.5	4.7	10	0.5	11.6	10	1.2	16.4	10	1.6	2.3	10	0.2	3.1	10	0.3	2.7	10	0.3	2.4	10	0.2
Digest of Ed Stats (National)	42.7	40	17.1	57.3	40	22.9	32.3	40	12.9	42.2	40	16.9	2.8	40	1.1	4.6	40	1.8	3.8	40	1.5	4.9	40	2.0	3.2	40	1.3	4.6	40	1.8	0.7	40	0.3	1.0	40	0.4
FINAL AVAILABILITY BASE PERCENTAGE			45.5			54.6			33.7			39.6			2.4			4.1			3.9			4.7			4.5			5.1			1.0			1.1

Employment Data - Census 2014-2018 EEO Data Tool, Statewide Data, Connecticut Post Secondary Teachers (SOC 25-1000)

POST SECONDARY TEACHERS	19955	9660	10295	7225	7555	345	755	485	485	1430	1285	175	215
Total	19955	9660	10295	7225	7555	345	755	485	485	1430	1285	175	215
Percentage	100.0%	48.4%	51.6%	36.2%	37.9%	1.7%	3.8%	2.4%	2.4%	7.2%	6.4%	0.9%	1.1%

Promotable Pool													
Instructors	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0

Part-Time Pool - Non-Permanent Faculty (Lecturers) as of 3/31/2024 This does not include 13 UNKWN.

Part Time Lecturer	283	122	161	108	136	4	8	6	4	4	11	0	2
Total	283	122	161	108	136	4	8	6	4	4	11	0	2
Percentage	100.0%	43.1%	56.9%	38.2%	48.1%	1.4%	2.8%	2.1%	1.4%	1.4%	3.9%	0	0.7%

Student Population Data Fall 2022

Total	4000	1860	2140	1013	1078	186	187	462	657	93	122	106	96
Percentage	100.0%	46.5%	53.5%	25.3%	27.0%	4.7%	4.7%	11.6%	16.4%	2.3%	3.1%	2.7%	2.4%

Digest of Ed. Statistics, Table 315.20, Fall 2023: Lecturers, Instructors, Assistant Professors

Instructors	91064	38667	52397	28735	37968	2737	4792	3670	4678	2895	4011	630	948
Lecturers	42809	18493	24316	14530	18559	995	1340	1356	1944	1356	2111	256	362
Total	133873	57160	76713	43265	56527	3732	6132	5026	6622	4251	6122	886	1310
Percentage	100.0%	42.7%	57.3%	32.3%	42.2%	2.8%	4.6%	3.8%	4.9%	3.2%	4.6%	0.7%	1.0%

FACTOR:	SOURCE CONSULTED:	BASIS OF SELECTION: GEOGRAPHICAL AREA/JOB TITLE:	REASONS FOR WEIGHTING THE FACTOR:
Employment data in the Applicable LMA	Employment Data - Census 2014-2018 EEO Data Tool, Statewide Data, Connecticut Post Secondary Teachers (SOC 25-1000)	The hiring area is predominantly within within the state of Connecticut employment pool from other universities.	40% value weight as assistant professor positions within the region require advanced degrees and relevant/current experience. Most occur from those currently employed.
Promotable	No Promotable Pool Identified		
Part-Time Workforce	Internal region applicants come from the current Part-time faculty employees - See workforce data for Part Time faculty. Data does not include those who identify as not specified.	The part-time/temporary faculty is a viable pool for which the region can identify qualified applicant pools. While they work throughout the region, they come from all over the state of CT.	10% value weight as a high percentage of our FT Instructors come from our part-time lecturers who meet the general requirements. New hires into this category often require more years of academic teaching experience which can be attained via PT faculty positions.
Fall Student Populations	The region student population is considered as the region typically looks for prior experience in a community region environment.	Client data comes from within the region's student population records.	10% value weight as students could become part of the workforce after more education and experience. The data is important as we seek to reflect the students in part due to our Hispanic Service Institution status. VW is lower due to the source consulted.
Digest of Ed. Statistics	Digest of Ed. Statistics, Table 315.20. Assistant Professors, Instructors and Lecturers. Fall 2021	The hiring area is nationwide for this job category. Persons currently employed at the assistant professor level are a common recruitment pool.	40% value weight. Assistant professor positions required teaching and administrative experience for new hires. Those already teaching are a viable pool.

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

**WESTERN CONNECTICUT STATE UNIVERSITY
AVAILABILITY ANALYSIS**

OCCUPATIONAL CATEGORY:
JOB TITLE:

**EEO 3 - Professional Non-Faculty
All Titles**

REPORTING DATE:
LABOR MARKET AREA:

**April 1, 2023 - March 31, 2024
Statewide/National**

AVAILABILITY SOURCE	TOTAL MALE			TOTAL FEMALE			WHITE MALE			WHITE FEMALE			BLACK MALE			BLACK FEMALE			HISPANIC MALE			HISPANIC FEMALE			AAIANHNPI* MALE			AAIANHNPI* FEMALE			TWO or MORE MALE			TWO or MORE FEMALE		
	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF
Employment data (Census)	60.0	50	30.0	40.0	50	20.0	49.6	50	24.8	31.6	50	15.8	2.4	50	1.2	2.9	50	1.5	3.7	50	1.9	3.2	50	1.6	3.6	50	1.8	1.8	50	0.9	0.7	50	0.4	0.5	50	0.3
Promotable Pool	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0
Part-Time Pool	43.1	10	4.3	56.9	10	5.7	38.2	10	3.8	48.1	10	4.8	1.4	10	0.1	2.8	10	0.3	2.1	10	0.2	1.4	10	0.1	1.4	10	0.1	3.9	10	0.4	0.0	10	0.0	0.7	10	0.1
Student Population	46.5	10	4.7	53.5	10	5.4	25.3	10	2.5	27.0	10	2.7	4.7	10	0.5	4.7	10	0.5	11.6	10	1.2	16.4	10	1.6	2.3	10	0.2	3.1	10	0.3	2.7	10	0.3	2.4	10	0.2
Digest of Ed Stats (National)	32.1	20	6.4	67.9	20	13.6	22.3	20	4.5	45.2	20	9.0	3.7	20	0.7	8.4	20	1.7	3.3	20	0.7	7.7	20	1.5	2.2	20	0.4	5.1	20	1.0	0.6	20	0.1	1.5	20	0.3
Digest of Ed Stats (National)	39.2	10	3.9	60.8	10	6.1	24.1	10	2.4	35.5	10	3.6	3.7	10	0.4	7.4	10	0.7	5.8	10	0.6	10.1	10	1.0	4.0	10	0.4	5.3	10	0.5	1.6	10	0.2	2.4	10	0.2
FINAL AVAILABILITY BASE PERCENTAGE			49.3			50.8			38.0			35.9			2.9			4.7			4.6			5.8			2.9			3.1			1.0			1.1

Employment Data - Census 2014-2018 EEO Data Tool, Statewide Data, Connecticut Professional Titles

Combined Totals (see chart)	93752	56220	37532	46465	29645	2250	2720	3465	3025	3405	1642	635	500
Total	93752	56220	37532	46465	29645	2250	2720	3465	3025	3405	1642	635	500
Percentage	100.0%	60.0%	40.0%	49.6%	31.6%	2.4%	2.9%	3.7%	3.2%	3.6%	1.8%	0.7%	0.5%

Promotable Pool													
N/A	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0
Percentage	0	0	0	0	0	0	0	0	0	0	0	0	0

Part-Time Pool - Non-Permanent Faculty (Lecturers) as of 3/31/2024 This does not include 13 UNKWN.

Part Time Lecturer	283	122	161	108	136	4	8	6	4	4	11	0	2
Percentage	100.0%	43.1%	56.9%	38.2%	48.1%	1.4%	2.8%	2.1%	1.4%	1.4%	3.9%	0	0.7%

OTHER SOURCE - Fall Student Populations 2023 This does not include 139 UNKWN

Total	4000	1860	2140	1013	1078	186	187	462	657	93	122	106	96
Percentage	100.0%	46.5%	53.5%	25.3%	27.0%	4.7%	4.7%	11.6%	16.4%	2.3%	3.1%	2.7%	2.4%

Digest of Ed. Statistics, Table 314.40, Fall 2023: Multiple Titles

Bus & Financial Ops	230878	61528	169350	42613	111057	6206	20908	6785	19523	4763	14374	1161	3488
Comm, Soc Svc, Leg, Arts etc.	195462	83776	111686	60236	75948	11098	13206	7447	13315	3265	6342	1730	2875
Healthcare Pract. And Tech	105364	28742	76622	18209	49337	2547	9201	2968	7955	4455	8783	563	1346
Librarians, Curators and Arch.	36203	10795	25408	8496	19246	652	2099	901	1814	588	1755	158	494
Stud. & Acad. Affs & Ed Svc.	163795	50143	113652	33885	75178	6511	16278	5757	13425	2947	6236	1043	2535
Total	731702	234984	496718	163439	330766	27014	61692	23858	56032	16018	37490	4655	10738
Percentage	100.0%	32.1%	67.9%	22.3%	45.2%	3.7%	8.4%	3.3%	7.7%	2.2%	5.1%	0.6%	1.5%

Digest of Ed. Statistics, Table 322.20 and 323.20, Fall 2023: Degrees Conferred - Bachelors and Masters Degrees

Bachelors Degrees	1920632	786001	1134631	479308	650262	69538	130424	122904	203025	81090	102423	33161	48497
Masters Degrees	764026	267254	496772	168113	302671	29500	69568	33618	67725	27214	40648	8809	16160
Total	2684658	1053255	1631403	647421	952933	99038	199992	156522	270750	108304	143071	41970	64657
Percentage	100.0%	39.2%	60.8%	24.1%	35.5%	3.7%	7.4%	5.8%	10.1%	4.0%	5.3%	1.6%	2.4%

FACTOR:	SOURCE CONSULTED:	BASIS OF SELECTION: GEOGRAPHICAL AREA/JOB TITLE:	REASONS FOR WEIGHTING THE FACTOR:
Employment data in the Applicable LMA	Employment Data - Census 2014-2018 EEO Data Tool, Statewide Data, Connecticut Combined Professionals (i.e., Admin. Managers, Financial Managers, Training/Development Managers, Other Managers, Management Analysts, Social and Community Service Managers)	The hiring area is statewide for this job category. Categories identified based on experience in higher education.	50% value weight as Professional Non-faculty positions are recruited from CT, often requiring previous and/or current work experience in the discipline/field.
Promotable	No longer utilized as of 2022		
Part-Time Workforce	Internal regional applicants come from the current Part-time Educational Assistants. Data does not include those who identify as not specified.	The PT pool is a viable pool for which the region can identify qualified applicant pools. While they work throughout the region, they come from all over the state of CT.	10% value weight as a high percentage of our FT professional staff come from the PT/Temp workforce after a period of time going to FT.
Fall Student Populations	The region student population is considered as the region typically looks for prior experience in a community region environment.	Client data comes from within the region's student population records.	10% value weight as students could become part of the workforce after more education and experience. The data is important as we seek to reflect the students in part due to our Hispanic Service Institution status. VW is lower due to the source consulted.
Digest of Ed. Statistics	Digest of Ed. Statistics, Table 314.40 - Various administrative/professional positions.	The hiring area is statewide; however, we do recruit nationally and hire across statelines for various professional level positions.	20% value weight. Most hires are recruited primarily through statewide; however, some national and/or regional hires do occur.
Digest of Ed. Statistics	Digest of Ed. Statistics, Table 322.20 and 323.20 - conferred bachelors and masters degrees. Fall 2021	Nationwide statistics used as graduating students will enter the workforce across state lines - and at times come from national searches.	10% value weight. PNF positions typically require a Bachelors degree and some require the masters degree.

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

**WESTERN CONNECTICUT STATE UNIVERSITY
AVAILABILITY ANALYSIS**

OCCUPATIONAL CATEGORY:
JOB TITLE:

**EEO 4- Secretarial-Clerical
All Titles**

REPORTING DATE:
LABOR MARKET AREA:

**April 1, 2023- March 31, 2024
FAIRFIELD/NEW HAVEN COUNTIES**

AVAILABILITY SOURCE	TOTAL MALE			TOTAL FEMALE			WHITE MALE			WHITE FEMALE			BLACK MALE			BLACK FEMALE			HISPANIC MALE			HISPANIC FEMALE			AAIANHNP1* MALE			AAIANHNP1* FEMALE			TWO or MORE MALE			TWO or MORE FEMALE		
	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF
Employment data (Census)	11.8	100	11.8	88.2	100	88.2	7.7	100	7.7	65.3	100	65.3	1.0	100	1.0	9.0	100	9.0	2.1	100	2.1	10.2	100	10.2	0.7	100	0.7	2.2	100	2.2	0.4	100	0.4	1.6	100	1.6
Unemployment data (DOL Statistics)	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0
Student Population	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0
Graduation Data (selected programs)	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0
FINAL AVAILABILITY BASE PERCENTAGE			11.8			88.2			7.7			65.3			1.0			9.0			2.1			10.2			0.7			2.2			0.4			1.6

Employment Data - Census 2014-2018 EEO Data Tool, Fairfield and New Haven Counties. Secretaries and Administrative Assistants 43-6010/5710 and Other Office and Administrative Support Workers 43-9000/5810													
Combine Totals (see chart)	37885	4465	33420	2900	24725	375	3400	780	3870	250	815	160	610
	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	37885	4465	33420	2900	24725	375	3400	780	3870	250	815	160	610
Percentage	100.0%	11.8%	88.2%	7.7%	65.3%	1.0%	9.0%	2.1%	10.2%	0.7%	2.2%	0.4%	1.6%
OTHER SOURCE - N/A													
N/A	0	0	0	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0
Percentage	0	0	0	0	0	0	0	0	0	0	0	0	0
OTHER SOURCE - N/A													
N/A	0	0	0	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0
Percentage	0	0	0	0	0	0	0	0	0	0	0	0	0
OTHER SOURCE - N/A													
N/A	0	0	0	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0
Percentage	0	0	0	0	0	0	0	0	0	0	0	0	0

FACTOR:	SOURCE CONSULTED:	BASIS OF SELECTION: GEOGRAPHICAL AREA/JOB TITLE:	REASONS FOR WEIGHTING THE FACTOR:
Employment data in the Applicable LMA	Employment Data - Census 2014-2018 EEO Data Tool, Fairfield and New Haven Counties. Secretaries and Administrative Assistants 43-6010/5710 and Other Office and Administrative Support Workers 43-9000/5810	This year the hiring area is mostly local within the proximate between towns from Fairfield and New Haven Counties through JobAps. Recruitment/applications are accepted from other counties.	100% as most positions are hired from those already employed.
OTHER SOURCE - N/A	N/A	N/A	0% value weight as this data is no longer reviewed or evaluated, per CHRO guidance.
OTHER SOURCE - N/A	N/A	N/A	N/A
OTHER SOURCE - N/A	N/A	N/A	N/A

*AAIANHNP1 = ASIAN, AMERICAN INDIAN, ALASKA NATIVE, HAWAIIAN NATIVE, PACIFIC ISLANDER

**WESTERN CONNECTICUT STATE UNIVERSITY
AVAILABILITY ANALYSIS**

OCCUPATIONAL CATEGORY:
JOB TITLE:

**EEO 5- Technical ParaProfessional
All Titles**

REPORTING DATE:
LABOR MARKET AREA:

**April 1, 2023 - March 31, 2023
FAIRFIELD COUNTY**

AVAILABILITY SOURCE	TOTAL MALE			TOTAL FEMALE			WHITE MALE			WHITE FEMALE			BLACK MALE			BLACK FEMALE			HISPANIC MALE			HISPANIC FEMALE			AAIANHNPI* MALE			AAIANHNPI* FEMALE			TWO or MORE MALE			TWO or MORE FEMALE		
	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF
Employment Data (Census)	24.5	100	24.5	75.5	100	75.5	15.5	100	15.5	53.0	100	53.0	3.0	100	3.0	7.7	100	7.7	4.5	100	4.5	10.5	100	10.5	1.2	100	1.2	3.0	100	3.0	0.3	100	0.3	1.3	100	1.3
Promotable Pool	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0
Other Source	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0
Other Source	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0
FINAL AVAILABILITY BASE PERCENTAGE			24.5			75.5			15.5			53.0			3.0			7.7			4.5			10.5			1.2			3.0			0.3			1.3

Employment Data - Census 2014-2018 EEO Data Tool, Fairfield County Other teachers and instructors, education, training, and library workers : 25-XXXX / 2350, Financial clerks, except bookkeeping, accounting, and auditing clerks; 43-30XX / 5100 25-XXXX / 2350, Bookkeeping, accounting, and auditing clerks : 43-3031 / 5120

25- XXXX New Haven	4065	1175	2890	650	1700	160	395	285	470	70	175	10	150
43-30XX New Haven	3510	645	2865	480	2050	75	290	75	420	15	70	0	35
43-3031 New Haven	3915	500	3415	270	2895	85	240	145	230	0	50	0	0
25- XXXX Fairfield	3709	1195	2514	980	1955	100	210	60	210	25	104	30	35
43-30XX Fairfield	4410	1260	3150	830	1765	70	295	210	775	150	215	0	100
43-3031 Fairfield	4245	1070	3175	490	2280	235	400	290	405	30	90	25	0
Total	23854	5845	18009	3700	12645	725	1830	1065	2510	290	704	65	320
Percentage	100.0%	24.5%	75.5%	15.5%	53.0%	3.0%	7.7%	4.5%	10.5%	1.2%	3.0%	0.3%	1.3%

Promotable Pool

N/A	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0
Percentage	0	0	0	0	0	0	0	0	0	0	0	0	0

OTHER SOURCE - N/A

N/A	0	0	0	0	0	0	0	0	0	0	0	0	0
N/A	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0
Percentage	0	0	0	0	0	0	0	0	0	0	0	0	0

OTHER SOURCE - N/A

Total	0	0	0	0	0	0	0	0	0	0	0	0	0
Percentage	0	0	0	0	0	0	0	0	0	0	0	0	0

FACTOR:	SOURCE CONSULTED:	BASIS OF SELECTION: GEOGRAPHICAL AREA/JOB TITLE:	REASONS FOR WEIGHTING THE FACTOR:
Employment data in the Applicable LMA	Employment Data - Census 2014-2018 EEO Data Tool, Fairfield County Data, Connecticut Technicians and Other ParaProfessional Titles	The hiring area is statewide for this job category. Categories identified based on experience in higher education.	100% value weight as Professional Technician positions are recruited from Connecticut, but often requiring previous and/or current work experience in the discipline/field. Mainly recruit from Fairfield County.
Promotable	N/A	N/A	0% value weight as this data is no longer reviewed or evaluated, per CHRO guidance.
Unemployment in Applicable LMA	N/A	N/A	0% value weight as this data is no longer reviewed or evaluated, per CHRO guidance.
Other Source	N/A	N/A	N/A
Other Source	N/A	N/A	N/A
Other Source	N/A	N/A	N/A

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

**WESTERN CONNECTICUT STATE UNIVERSITY
AVAILABILITY ANALYSIS**

OCCUPATIONAL CATEGORY:
JOB TITLE:

**SKILLED CRAFT WORKER
ALL TITLES**

REPORTING DATE:
LABOR MARKET AREA:

April 1, 2023 - March 31, 2024
FAIRFIELD/NEW HAVEN COUNTIES

AVAILABILITY SOURCE	TOTAL MALE			TOTAL FEMALE			WHITE MALE			WHITE FEMALE			BLACK MALE			BLACK FEMALE			HISPANIC MALE			HISPANIC FEMALE			AAIANHNPI* MALE			AAIANHNPI* FEMALE			TWO or MORE MALE			TWO or MORE FEMALE		
	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF
Employment Data (Census)	99.0	100	99.0	1.0	100	1.0	64.9	100	64.9	0.9	100	0.9	4.9	100	4.9	0.0	100	0.0	26.4	100	26.4	0.1	100	0.1	0.1	100	0.1	0.0	100	0.0	2.8	100	2.8	0.0	100	0.0
Promotable Pool	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0
OTHER SOURCE	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0
OTHER SOURCE	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0
OTHER SOURCE	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0
FINAL AVAILABILITY BASE PERCENTAGE			99.0			1.0			64.9			0.9			4.9			0.0			26.4			0.1			0.1			0.0			2.8			0.0

Employment Data - Census 2014-2018 EEO Data Tool, Fairfield and New Haven Counties. Carpenters : 47-2031 / 6230, Pipelayers, plumbers, pipefitters, and steamfitters : 47-2150 / 6441

Combined Totals (see chart)	13765	13633	132	8935	120	670	0	3630	12	0	380	0
Total	13765	13633	132	8935	120	670	0	3630	12	0	380	0
Percentage	100.0%	99.0%	1.0%	64.9%	0.9%	4.9%	0	26.4%	0.1%	0.1%	0	2.8%
Promotable Pool												
N/A	0	0	0	0	0	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0	0	0
Percentage	0	0	0	0	0	0	0	0	0	0	0	0
UNEMPLOYMENT DATA - N/A *SEE NOTES												
N/A	0	0	0	0	0	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0	0	0
Percentage	0	0	0	0	0	0	0	0	0	0	0	0
OTHER SOURCE - N/A												
Total	0	0	0	0	0	0	0	0	0	0	0	0
Percentage	0	0	0	0	0	0	0	0	0	0	0	0
OTHER SOURCE - N/A												
N/A	0	0	0	0	0	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0	0	0
Percentage	0	0	0	0	0	0	0	0	0	0	0	0

FACTOR:	SOURCE CONSULTED:	BASIS OF SELECTION: GEOGRAPHICAL AREA/JOB TITLE:	REASONS FOR WEIGHTING THE FACTOR:
Employment data in the Applicable LMA	Employment Data - Census 2014-2018 EEO Data Tool, New Haven and Fairfield Counties. Skilled Craft Worker titles	The hiring area is local and given the proximate between New Haven and Bridgeport, both New Haven and Fairfield Counties are utilized.	100% value weight as most positions are hired from those already employed.
Promotable	N/A	N/A	N/A
OTHER SOURCE	N/A	N/A	N/A
OTHER SOURCE	N/A	N/A	N/A
OTHER SOURCE	N/A	N/A	N/A

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

**WESTERN CONNECTICUT STATE UNIVERSITY
AVAILABILITY ANALYSIS**

OCCUPATIONAL CATEGORY:
JOB TITLE:

Service/Maintenance - Except Custodians
All Titles

REPORTING DATE:
LABOR MARKET AREA:

April 1, 2023 to March 31, 20:
FAIRFIELD/NEW HAVEN COUNTIES

AVAILABILITY SOURCE	TOTAL MALE			TOTAL FEMALE			WHITE MALE			WHITE FEMALE			BLACK MALE			BLACK FEMALE			HISPANIC MALE			HISPANIC FEMALE			AAIANHNPI* MALE			AAIANHNPI* FEMALE			TWO or MORE MALE			TWO or MORE FEMALE		
	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF
Employment data (Census)	95.0	70	66.5	5.0	70	3.5	39.5	70	27.7	2.2	70	1.5	3.6	70	2.5	0.9	70	0.6	48.3	70	33.8	1.5	70	1.1	1.3	70	0.9	0.2	70	0.1	2.2	70	1.5	0.2	70	0.1
Promotable Pool	80.0	30	24.0	20.0	30	6.0	45.0	30	13.5	12.5	30	3.8	12.5	30	3.8	0.0	30	0.0	17.5	30	5.3	7.5	30	2.3	5.0	30	1.5	0.0	30	0.0	0.0	30	0.0	0.0	30	0.0
OTHER SOURCE - N/A	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0
OTHER SOURCE - N/A	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0
OTHER SOURCE - N/A	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0
FINAL AVAILABILITY BASE PERCENTAGE			90.5			9.5			41.2			5.3			6.3			0.6			39.1			3.4			2.4			0.1			1.5			0.1

Employment Data - Census 2014-2018 EEO Data Tool, New Haven and Fairfield Counties. Maintenance Service Worker Titles													
Combined Totals (see chart)	14008	13304	704	5540	315	505	130	6760	205	184	29	315	25
	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	14008	13304	704	5540	315	505	130	6760	205	184	29	315	25
Percentage	100.0%	95.0%	5.0%	39.5%	2.2%	3.6%	0.9%	48.3%	1.5%	1.3%	0.2%	2.2%	0.2%
Promotable Pool													
Custodian	22	15	7	4	4	3	0	7	3	1	0	0	0
Skilled Craft	18	17	1	14	1	2	0	0	0	1	0	0	0
Total	40	32	8	18	5	5	0	7	3	2	0	0	0
Percentage	100.0%	80.0%	20.0%	45.0%	12.5%	12.5%	0	17.5%	7.5%	5.0%	0	0	0
OTHER SOURCE - N/A													
N/A	0	0	0	0	0	0	0	0	0	0	0	0	0
Percentage	0	0	0	0	0	0	0	0	0	0	0	0	0
OTHER SOURCE - N/A													
Total	0	0	0	0	0	0	0	0	0	0	0	0	0
Percentage	0	0	0	0	0	0	0	0	0	0	0	0	0
OTHER SOURCE - N/A													
N/A	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0
Percentage	0	0	0	0	0	0	0	0	0	0	0	0	0

FACTOR:	SOURCE CONSULTED:	BASIS OF SELECTION: GEOGRAPHICAL AREA/JOB TITLE:	REASONS FOR WEIGHTING THE FACTOR:
Employment data in the Applicable LMA	Employment Data - Census 2014-2018 EEO Data Tool, New Haven and Fairfield Counties. Maintenance Service Worker Titles (see chart)	The hiring area is local and given the proximate between New Haven and Bridgeport, both New Haven and Fairfield Counties are utilized.	70% as most positions are hired from those already employed.
Promotable	Workforce 2024 for Custodian and Skilled Craft Titles	Source data is regional LMA workforce - candidates in these titles can promote to higher level positions within Service Maintenance remaining titles, e.g., supervising custodian.	30% as some positions are filled via promotional opportunities with the University.
OTHER SOURCE - N/A	N/A	N/A	N/A
OTHER SOURCE - N/A	N/A	N/A	N/A
OTHER SOURCE - N/A	N/A	N/A	N/A

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

**WESTERN CONNECTICUT STATE UNIVERSITY
AVAILABILITY ANALYSIS**

OCCUPATIONAL CATEGORY:
JOB TITLE:

Service/Maintenance
Custodian Title

REPORTING DATE:
LABOR MARKET AREA:

April 1, 2023 - March 31, 2024
FAIRFIELD/NEW HAVEN COUNTIES

AVAILABILITY SOURCE	TOTAL MALE			TOTAL FEMALE			WHITE MALE			WHITE FEMALE			BLACK MALE			BLACK FEMALE			HISPANIC MALE			HISPANIC FEMALE			AAIANHNPI* MALE			AAIANHNPI* FEMALE			TWO or MORE MALE			TWO or MORE FEMALE		
	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF
Employment data (Census)	43.3	100	43.3	56.7	100	56.7	18.1	100	18.1	15.3	100	15.3	7.8	100	7.8	6.9	100	6.9	15.7	100	15.7	29.8	100	29.8	0.6	100	0.6	1.8	100	1.8	1.1	100	1.1	3.0	100	3.0
Promotable Pool	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0
OTHER SOURCE - N/A	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0
OTHER SOURCE - N/A	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0
OTHER SOURCE - N/A	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0
FINAL AVAILABILITY BASE PERCENTAGE			43.3			56.7			18.1			15.3			7.8			6.9			15.7			29.8			0.6			1.8			1.1			3.0

Employment Data - Census 2014-2018 EEO Data Tool, New Haven and Fairfield Counties. Building Cleaning Workers

Fairfield County	16390	5935	10455	2160	2140	1015	1100	2560	6250	65	315	135	650
New Haven County	10345	5650	4695	2685	1950	1070	740	1640	1705	85	155	170	145
Total	26735	11585	15150	4845	4090	2085	1840	4200	7955	150	470	305	795
Percentage	100.0%	43.3%	56.7%	18.1%	15.3%	7.8%	6.9%	15.7%	29.8%	0.6%	1.8%	1.1%	3.0%
Promotable Pool													
N/A	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0
Percentage	0	0	0	0	0	0	0	0	0	0	0	0	0
OTHER SOURCE - N/A													
N/A	0	0	0	0	0	0	0	0	0	0	0	0	0
Percentage	0	0	0	0	0	0	0	0	0	0	0	0	0
OTHER SOURCE - N/A													
Total	0	0	0	0	0	0	0	0	0	0	0	0	0
Percentage	0	0	0	0	0	0	0	0	0	0	0	0	0
OTHER SOURCE - N/A													
N/A	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0
Percentage	0	0	0	0	0	0	0	0	0	0	0	0	0

FACTOR:	SOURCE CONSULTED:	BASIS OF SELECTION: GEOGRAPHICAL AREA/JOB TITLE:	REASONS FOR WEIGHTING THE FACTOR:
Employment data in the Applicable LMA	Employment Data - Census 2014-2018 EEO Data Tool, New Haven and Fairfield Counties. Service Workers	The hiring area is local and given the proximate between New Haven and Bridgeport, both New Haven and Fairfield Counties are utilized.	100% as most positions are hired from those already employed.
Promotable	N/A	N/A	N/A
OTHER SOURCE - N/A	N/A	N/A	N/A
OTHER SOURCE - N/A	N/A	N/A	N/A
OTHER SOURCE - N/A	N/A	N/A	N/A

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

**Western Connecticut State University
AVAILABILITY ANALYSIS**

OCCUPATIONAL CATEGORY:
JOB TITLE:

**EEO 7 - Protective Services
All Titles**

REPORTING DATE:
LABOR MARKET AREA:

**April 1, 2023 - March 31, 2024
FAIRFIELD/NEW HAVEN COUNTIES**

AVAILABILITY SOURCE	TOTAL MALE			TOTAL FEMALE			WHITE MALE			WHITE FEMALE			BLACK MALE			BLACK FEMALE			HISPANIC MALE			HISPANIC FEMALE			AAIANHNPI* MALE			AAIANHNPI* FEMALE			TWO or MORE MALE			TWO or MORE FEMALE		
	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF
Employment data (Census)	88.8	100	88.8	11.2	100	11.2	64.6	100	64.6	5.7	100	5.7	8.0	100	8.0	3.7	100	3.7	13.2	100	13.2	1.1	100	1.1	1.8	100	1.8	0.6	100	0.6	1.2	100	1.2	0.1	100	0.1
Promotable Pool	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0
Part-Time Pool	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0
Student Population	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0
Graduation Data (selected programs)	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0
FINAL AVAILABILITY BASE PERCENTAGE			88.8			11.2			64.6			5.7			8.0			3.7			13.2			1.1			1.8			0.6			1.2			0.1

Employment Data - Census 2014-2018 EEO Data Tool, Fairfield and New Haven Counties. Protective Sworn and Protective Non-Sworn Titles ([33-1010/3700, 33-3050/3870])													
Combined Totals (see chart)	4952	4399	553	3200	280	394	185	655	55	90	29	60	4
Total	4952	4399	553	3200	280	394	185	655	55	90	29	60	4
Percentage	100.0%	88.8%	11.2%	64.6%	5.7%	8.0%	3.7%	13.2%	1.1%	1.8%	0.6%	1.2%	0.1%
Promotable Pool - N/A													
N/A	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0
Percentage	0	0	0	0	0	0	0	0	0	0	0	0	0
OTHER SOURCE - N/A													
N/A	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0
Percentage	0	0	0	0	0	0	0	0	0	0	0	0	0
OTHER SOURCE - N/A													
N/A	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0
Percentage	0	0	0	0	0	0	0	0	0	0	0	0	0

FACTOR:	SOURCE CONSULTED:	BASIS OF SELECTION: GEOGRAPHICAL AREA/JOB TITLE:	REASONS FOR WEIGHTING THE FACTOR:
Employment data in the Applicable LMA	Employment Data - Census 2014-2018 EEO Data Tool, Statewide. Protective - Sworn and Protective Non-Sworn	The hiring area is local and given the proximate between New Haven and Bridgeport, both New Haven and Fairfield Counties are utilized.	100% as most positions are hired from those already employed or entering retirement from other municipalities.
Promotable	There are no promotable positions into this category.	N/A	N/A
OTHER SOURCE - N/A	N/A	N/A	N/A
OTHER SOURCE - N/A	N/A	N/A	N/A
OTHER SOURCE - N/A	N/A	N/A	N/A

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

DIGEST OF EDUCATION STATISTICS

TABLE 314.40 - FALL 2023 EMPLOYEES IN DEGREE GRANTING POSTSECONDARY INSTITUTIONS

(Fall 2023 - Table Prepared December 2023)

STAFF	TOTAL	TOTAL	TOTAL	WHITE	WHITE	BLACK	BLACK	HISPA	HISPANI	AAIAN	AAIANH	Two/more	two/more
		MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	NIC	C	HNPI	NPI	MALE	FEMALE
Management	267,497	110,305 41.2%	157,192 58.8%	83,304 31.1%	111,043 41.5%	11,040 4.1%	20,633 7.7%	8,273 3.1%	14,151 5.3%	6,177 2.3%	8679 3.2%	1,511 0.6%	2686 1.0%
Business & Financial	230878	61,528 26.6%	169,350 73.4%	42,613 18.5%	111,057 48.1%	6,206 2.7%	20,908 9.1%	6,785 2.9%	19,523 8.5%	4763 2.1%	14374 6.2%	1161 0.7%	3488 2.1%
Computers, Engineering & Science	221503	129,958 58.7%	91,545 41.3%	91,483 41.3%	57,564 26.0%	8,426 3.8%	7,759 3.5%	11,964 5.4%	9061 4.1%	15490 7.0%	15116 6.8%	2595 2.8%	2045 2.2%
Community, Social Service, Legal, Arts, Design, Entertainment, Sports & Media	195462	83,776 42.9%	111,686 57.1%	60,236 30.8%	75,948 38.9%	11,098 5.7%	13,206 6.8%	7,447 3.8%	13,315 6.8%	3265 1.7%	6342 3.2%	1730 1.5%	2875 2.6%
Healthcare practioners and technicians	105364	28742 27.3%	76622 72.7%	18209 17.3%	49337 46.8%	2547 2.4%	9201 8.7%	2968 2.8%	7955 7.6%	4455 4.2%	8783 8.3%	563 0.7%	1346 1.8%
Librarians, Curators, & Archivists	36203	10,795 29.8%	25,408 70.2%	8,496 23.5%	19,246 53.2%	652 1.8%	2,099 5.8%	901 2.5%	1,814 5.0%	588 1.6%	1755 4.8%	158 0.6%	494 1.9%
Student & Academic Affairs & Other Education	163795	50,143 30.6%	113,652 69.4%	33,885 20.7%	75,178 45.9%	6,511 4.0%	16,278 9.9%	5,757 3.5%	13,425 8.2%	2947 1.8%	6236 3.8%	1043 0.9%	2535 2.2%

U.S. Department of Education, National Center for Education Statistics, Integrated System (IPEDS), Fall 2023, Human Resources component, Fall Staff section.

(This table was prepared December 2023.)

Table 314.40. Employees in degree-granting postsecondary institutions, by race/ethnicity, sex, employment status, control and level of institution, and primary occupation: Fall 2022

Sex, employment status, control and level of institution, and primary occupation	American Indian/Alaska Native, Asian, Black, Hispanic, Pacific Islander, and Two or more races										White	Race/ethnicity unknown	Nonresident\1\
	Total	Total	Percent\2\	American Indian/Alaska Native	Asian	Black	Hispanic	Pacific Islander	Two or more races				
Male	1,708,740	446,421	29.8	8,010	129,793	139,662	139,823	3,289	25,844	1,050,823	82,198	129,298	
Faculty (instruction/research/public service)	731,113	169,707	25.8	2,978	69,913	43,158	43,923	1,158	8,577	486,912	38,865	35,629	
Instruction	661,867	154,283	25.4	2,855	60,640	41,138	40,761	1,089	7,800	453,814	35,741	18,029	
Research	53,582	11,268	33.1	76	7,212	1,155	2,207	46	572	22,739	2,530	17,045	
Public service	15,664	4,156	28.6	47	2,061	865	955	23	205	10,359	594	555	
Graduate assistants	196,558	38,563	35.8	372	15,263	6,812	11,927	187	4,002	69,092	10,252	78,651	
Librarians, curators, and archivists	11,266	2,299	21.3	56	512	652	901	20	158	8,496	382	89	
Student and academic affairs and other education services	53,306	16,258	32.4	374	2,386	6,511	5,757	187	1,043	33,885	2,356	807	
Management	114,505	27,001	24.5	536	5,424	11,040	8,273	217	1,511	83,304	3,514	686	
Business and financial operations	64,945	18,915	30.7	314	4,301	6,206	6,785	148	1,161	42,613	2,765	652	
Computer, engineering, and science	143,475	38,475	29.6	601	14,646	8,426	11,964	243	2,595	91,483	5,450	8,067	
Community, social service, legal, arts, design, entertainment, sports, and media	88,771	23,540	28.1	458	2,491	11,098	7,447	316	1,730	60,236	4,337	658	
Healthcare practitioners and technicians	32,801	10,533	36.6	82	4,331	2,547	2,968	42	563	18,209	2,244	1,815	
Service occupations	124,707	53,357	45.2	1,130	4,566	25,673	19,800	393	1,795	64,780	5,647	923	
Sales and related occupations	3,536	1,202	36.1	30	116	545	391	22	98	2,132	180	22	
Office and administrative support	67,346	26,362	41.7	395	4,124	9,147	10,900	158	1,638	36,927	3,050	1,007	
Natural resources, construction, and maintenance	62,217	15,480	26.0	561	1,259	5,721	7,029	152	758	43,947	2,568	222	
Production, transportation, and material moving	14,194	4,729	34.9	123	461	2,126	1,758	46	215	8,807	588	70	
Female	2,171,582	658,574	33.2	11,208	153,426	239,467	209,599	4,199	40,675	1,322,198	94,315	96,495	
Faculty (instruction/research/public service)	776,528	198,768	27.9	3,704	63,159	68,897	49,615	1,441	11,952	512,417	41,005	24,338	
Instruction	715,575	182,235	27.4	3,482	55,151	65,529	45,801	1,378	10,894	481,913	38,017	13,410	
Research	43,016	11,116	36.8	119	5,908	1,730	2,587	33	739	19,050	2,327	10,523	
Public service	17,937	5,417	32.1	103	2,100	1,638	1,227	30	319	11,454	661	405	
Graduate assistants	202,304	49,856	37.1	542	16,481	11,480	15,526	209	5,618	84,686	11,201	56,561	
Librarians, curators, and archivists	26,398	6,162	24.3	163	1,537	2,099	1,814	55	494	19,246	821	169	
Student and academic affairs and other education services	119,094	38,474	33.9	893	5,045	16,278	13,425	298	2,535	75,178	4,292	1,150	
Management	162,241	46,149	29.4	831	7,604	20,633	14,151	244	2,686	111,043	4,319	730	
Business and financial operations	176,575	58,293	34.4	903	13,100	20,908	19,523	371	3,488	111,057	5,812	1,413	
Computer, engineering, and science	101,889	33,981	37.1	449	14,531	7,759	9,061	136	2,045	57,564	4,122	6,222	
Community, social service, legal, arts, design, entertainment, sports, and media	117,067	35,738	32.0	712	5,277	13,206	13,315	353	2,875	75,948	4,550	831	
Healthcare practitioners and technicians	82,365	27,285	35.6	242	8,447	9,201	7,955	94	1,346	49,337	3,934	1,809	
Service occupations	96,376	48,839	53.8	731	4,487	21,826	20,066	285	1,444	41,978	4,389	1,170	
Sales and related occupations	7,147	2,791	41.5	67	254	1,284	927	22	237	3,939	389	28	
Office and administrative support	294,669	109,129	38.5	1,879	13,208	44,413	43,178	666	5,785	174,487	9,067	1,986	
Natural resources, construction, and maintenance	5,769	1,854	34.3	62	211	798	672	13	98	3,558	292	65	
Production, transportation, and material moving	3,160	1,255	41.6	30	85	685	371	12	72	1,760	122	23	

†Not applicable.

\1\Race/ethnicity not collected.

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

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

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Human Resources component, Spring 2023 (provisional data).

(This table was prepared December 2023.)

WCSU Executive Census Data

Note: Race categories with grey background indicate "Not Hispanic or Latino, One Race."

	Total All Groups	Hispanic or Latino	White alone	Black or African American alone	American Indian /Alaska alone	Asian alone	Native Hawaiian /Pacific Islander	Balance of not Hispanic or Latino	
				880	620	0	1,350		0
Top executives : 11-10XX / 0010	Total	31,095	1,430	26,900	880	0	1,350	0	540
Top executives : 11-10XX / 0010	Male	22,730	925	19,900	620	0	930	0	350
Top executives : 11-10XX / 0010	Female	8,370	505	7,000	255	0	415	0	190
Top executives : 11-10XX / 0010	Percent Total	100.0%	4.6%	86.5%	2.8%	0.0%	4.3%	0.0%	1.7%
Top executives : 11-10XX / 0010	Percent Male	73.1%	3.0%	64.0%	2.0%	0.0%	3.0%	0.0%	1.1%
Top executives : 11-10XX / 0010	Percent Female	26.9%	1.6%	22.5%	0.8%	0.0%	1.3%	0.0%	0.6%
Education and childcare administrators : 11-9030 / 0230	Total	13,950	1,170	11,090	980	4	465	0	240
Education and childcare administrators : 11-9030 / 0230	Male	5,315	440	4,070	445	0	205	0	155
Education and childcare administrators : 11-9030 / 0230	Female	8,630	730	7,020	535	4	260	0	85
Education and childcare administrators : 11-9030 / 0230	Percent Total	100.0%	8.4%	79.5%	7.0%	0.0%	3.3%	0.0%	1.7%
Education and childcare administrators : 11-9030 / 0230	Percent Male	38.1%	3.2%	29.2%	3.2%	0.0%	1.5%	0.0%	1.1%
Education and childcare administrators : 11-9030 / 0230	Percent Female	61.9%	5.2%	50.3%	3.8%	0.0%	1.9%	0.0%	0.6%

Source: 2014-2018 ACS 5-Year EEO Estimates

Data Summary from above information represented in the AA Plan Formatting

	Total	TM	TF	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF
Top executives : 11-10XX / 0010	31,090	22,725	8,365	19,900	7,000	620	255	925	505	930	415	350	190
Education and childcare administrators : 11-9030 / 0230	13,949	5,315	8,634	4,070	7,020	445	535	440	730	205	264	155	85
	45,039	28,040	16,999	23,970	14,020	1,065	790	1,365	1,235	1,135	679	505	275

EEO 2 - Faculty (Assistant Professor) Census Data Back up

Connecticut EEO-ALL01R - Occupation by Sex and Race/Ethnicity for Residence Geography 2014-2018 ACS 5-Year EEO Estimates

Note: Race categories with grey background indicate "Not Hispanic or Latino, One Race."

Occupation Label: SOC / Census Code	Total All Groups	Hispanic or Latino	White alone	Black or African American alone	American Indian /Alaska Native alone	Asian alone	Native Hawaiian /Pacific Islander alone	Balance of not Hispanic or Latino
			Postsecondary teachers : 25-1000 / 2205 Total	19,945	965	14,780	1,100	
Postsecondary teachers : 25-1000 / 2205 Male	9,655	485	7,225	345	0	1,380	50	175
Postsecondary teachers : 25-1000 / 2205 Female	10,290	485	7,555	755	10	1,275	0	215
Postsecondary teachers : 25-1000 / 2205 Percent Total	100.0%	4.8%	74.1%	5.5%	0.1%	13.3%	0.3%	1.9%
Postsecondary teachers : 25-1000 / 2205 Percent Male	48.4%	2.4%	36.2%	1.7%	0.0%	6.9%	0.3%	0.9%
Postsecondary teachers : 25-1000 / 2205 Percent Female	51.6%	2.4%	37.9%	3.8%	0.1%	6.4%	0.0%	1.1%

Data summarized from the information above:

	Total	TM	TF	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF
Postsecondary teachers : 25-1000 / 2205	19,955	9,660	10,295	7,225	7,555	345	755	485	485	1430	1285	175	215

PNF Availability

Note: Race categories with grey background indicate "Not Hispanic or Latino, One Race."

Total All Groups	Hispanic or Latino	White alone	Black or African American	American Indian /Alaska Native alone	Asian alone	Native Hawaiian /Pacific	Balance of not Hispanic or Latino	
			American	alone	alone	alone		
Administrative services and facilities managers : 11-3010 / 0101	Total	2,300	220	1,985	75	0	15	0
Administrative services and facilities managers : 11-3010 / 0101	Male	1,620	70	1,460	75	0	15	0
Administrative services and facilities managers : 11-3010 / 0101	Female	675	150	525	0	0	0	0
Financial managers : 11-3031 / 0120	Total	20,010	1,730	16,095	860	4	1,080	0
Financial managers : 11-3031 / 0120	Male	11,090	845	9,105	335	0	720	0
Financial managers : 11-3031 / 0120	Female	8,920	890	6,990	530	4	360	0
Training and development managers : 11-3131 / 0137	Total	520	20	410	75	0	15	0
Training and development managers : 11-3131 / 0137	Male	205	0	205	0	0	0	0
Training and development managers : 11-3131 / 0137	Female	315	20	205	75	0	15	0
Social and community service managers : 11-9151 / 0420	Total	5,930	565	4,170	915	0	90	0
Social and community service managers : 11-9151 / 0420	Male	1,915	195	1,170	375	0	35	0
Social and community service managers : 11-9151 / 0420	Female	4,015	370	2,995	535	0	55	0
Other managers : 11-91XX / 0440	Total	51,235	3,170	42,035	2,690	35	2,720	20
Other managers : 11-91XX / 0440	Male	33,215	1,930	27,710	1,255	35	1,960	15
Other managers : 11-91XX / 0440	Female	18,020	1,240	14,325	1,435	4	755	4
Management analysts : 13-1111 / 0710	Total	13,765	780	11,420	355	15	1,060	0
Management analysts : 13-1111 / 0710	Male	8,175	425	6,815	210	0	625	0
Management analysts : 13-1111 / 0710	Female	5,585	355	4,605	145	15	430	0

Source: 2014-2018 ACS 5-Year EEO Estimates

DATA Summary from Above Data in AA Plan Formatting

Total	TM	TF	wm	wf	bm	bf	hm	hf	am	af	tm	tf
Administrative services and facilities managers : 11-3010 / 0101		1,620	675	1,460	525	75	0	70	150	15	0	0
Financial managers : 11-3031 / 0120		11,090	8,924	9,105	6,990	335	530	845	890	720	364	85
Training and development managers : 11-3131 / 0137		205	315	205	205	0	75	0	20	0	15	0
Social and community service managers : 11-9151 / 0420		1,910	4,015	1,170	2,995	375	535	195	370	35	55	135
Other managers : 11-91XX / 0440		33,220	18,018	27,710	14,325	1,255	1,435	1,930	1,240	2010	763	315
Management analysts : 13-1111 / 0710		8,175	5,585	6,815	4,605	210	145	425	355	625	445	100
total	93,752	56,220	37,532	46,465	29,645	2,250	2,720	3,465	3,025	3,405	1,642	635

Fairfield and New Haven Clerical

Note: Race categories with grey background indicate "Not Hispanic or Latino, One Race."

		Total All Groups	Hispanic or Latino	White	Black or African American	American Indian /Alaska Native	Asian alone	Native Hawaiian /Pacific Islander	Balance of not Hispanic or
				alone	alone	alone	alone	alone	
Fairfield									
Secretaries and administrative assistants : 43-6010 / 5710	Total	10,085	1,185	7,800	770	0	270	0	65
Secretaries and administrative assistants : 43-6010 / 5710	Male	660	70	480	10	0	90	0	15
Secretaries and administrative assistants : 43-6010 / 5710	Female	9,425	1,115	7,315	765	0	180	0	50
Other office and administrative support workers : 43-9000 / 5810	Total	7,450	1,100	4,720	1,060	15	330	0	220
Other office and administrative support workers : 43-9000 / 5810	Male	1,665	325	1,065	120	0	100	0	55
Other office and administrative support workers : 43-9000 / 5810	Female	5,785	780	3,650	940	15	235	0	165
New Haven									
Secretaries and administrative assistants : 43-6010 / 5710	Total	10,895	1,030	8,525	1,005	0	225	0	110
Secretaries and administrative assistants : 43-6010 / 5710	Male	510	150	250	100	0	0	0	15
Secretaries and administrative assistants : 43-6010 / 5710	Female	10,380	880	8,275	905	0	225	0	95
Secretaries and administrative assistants : 43-6010 / 5710	Percent Total	100.0%	9.5%	78.2%	9.2%	0.0%	2.1%	0.0%	1.0%
Secretaries and administrative assistants : 43-6010 / 5710	Percent Male	4.7%	1.4%	2.3%	0.9%	0.0%	0.0%	0.0%	0.1%
Secretaries and administrative assistants : 43-6010 / 5710	Percent Female	95.3%	8.1%	76.0%	8.3%	0.0%	2.1%	0.0%	0.9%
Other office and administrative support workers : 43-9000 / 5810	Total	9,445	1,330	6,590	935	0	220	0	370
Other office and administrative support workers : 43-9000 / 5810	Male	1,615	235	1,105	145	0	60	0	75
Other office and administrative support workers : 43-9000 / 5810	Female	7,830	1,095	5,485	790	0	160	0	300

Source: 2014-2018 ACS 5-Year EEO Estimates

Data Summary from Above - Represented in AA Plan Formatting

	total	tm	tf	wm	wf	bm	bf	hm	hf	am	af	tm	tf
Secretaries and administrative assistants : 43-6010 / 5710	10090	665	9,425	480	7,315	10	765	70	1,115	90	180	15	50
Other office and administrative support workers : 43-9000 / 5810	7450	1665	5,785	1,065	3,650	120	940	325	780	100	250	55	165
Secretaries and administrative assistants : 43-6010 / 5710	10895	515	10,380	250	8,275	100	905	150	880	0	225	15	95
Other office and administrative support workers : 43-9000 / 5810	9450	1620	7,830	1,105	5,485	145	790	235	1,095	60	160	75	300
	37885	4465	33420	2900	24725	375	3400	780	3870	250	815	160	610

WCUSU Paraprofessional Fairfield and New Haven 2024

Fairfield EEO-ALL01R - Occupation by Sex and Race/Ethnicity for Residence Geography (Universe: Civilian labor force 16 years and over)

Note: Race categories with grey background indicate "Not Hispanic or Latino, One Race."

	Total All Groups	Hispanic or Latino	White	Black or African American	American Indian / Alaska Native	Asian	Hawaiian / Pacific Islander	Balance of not Hispanic or Latino	
			alone	alone	alone	alone	alone		
Fairfield									
Other teachers and instructors, education, training, and library workers : 25-XXXX / 2350	Total	3,715	270	2,935	315	4	125	0	65
Other teachers and instructors, education, training, and library workers : 25-XXXX / 2350	Male	1,195	60	980	100	0	25	0	30
Other teachers and instructors, education, training, and library workers : 25-XXXX / 2350	Female	2,520	210	1,955	210	4	100	0	35
Other teachers and instructors, education, training, and library workers : 25-XXXX / 2350	Percent Total	100.0%	7.3%	79.0%	8.5%	0.1%	3.4%	0.0%	1.7%
Other teachers and instructors, education, training, and library workers : 25-XXXX / 2350	Percent Male	32.2%	1.6%	26.4%	2.7%	0.0%	0.7%	0.0%	0.8%
Other teachers and instructors, education, training, and library workers : 25-XXXX / 2350	Percent Female	67.8%	5.7%	52.6%	5.7%	0.1%	2.7%	0.0%	0.9%
Financial clerks, except bookkeeping, accounting, and auditing clerks : 43-30XX / 5100	Total	4,405	980	2,595	360	50	315	0	100
Financial clerks, except bookkeeping, accounting, and auditing clerks : 43-30XX / 5100	Male	1,255	210	830	70	0	150	0	0
Financial clerks, except bookkeeping, accounting, and auditing clerks : 43-30XX / 5100	Female	3,150	775	1,765	295	50	165	0	100
Financial clerks, except bookkeeping, accounting, and auditing clerks : 43-30XX / 5100	Percent Total	100.0%	22.2%	58.9%	8.2%	1.1%	7.2%	0.0%	2.3%
Financial clerks, except bookkeeping, accounting, and auditing clerks : 43-30XX / 5100	Percent Male	28.5%	4.8%	18.8%	1.6%	0.0%	3.4%	0.0%	0.0%
Financial clerks, except bookkeeping, accounting, and auditing clerks : 43-30XX / 5100	Percent Female	71.5%	17.6%	40.1%	6.7%	1.1%	3.7%	0.0%	2.3%
Bookkeeping, accounting, and auditing clerks : 43-3031 / 5120	Total	4,240	690	2,770	635	0	120	0	25
Bookkeeping, accounting, and auditing clerks : 43-3031 / 5120	Male	1,070	290	490	235	0	30	0	25
Bookkeeping, accounting, and auditing clerks : 43-3031 / 5120	Female	3,170	405	2,280	400	0	90	0	0
Bookkeeping, accounting, and auditing clerks : 43-3031 / 5120	Percent Total	100.0%	16.3%	65.3%	15.0%	0.0%	2.8%	0.0%	0.6%
Bookkeeping, accounting, and auditing clerks : 43-3031 / 5120	Percent Male	25.2%	6.8%	11.6%	5.5%	0.0%	0.7%	0.0%	0.6%
Bookkeeping, accounting, and auditing clerks : 43-3031 / 5120	Percent Female	74.8%	9.6%	53.8%	9.4%	0.0%	2.1%	0.0%	0.0%
New Haven									
Other teachers and instructors, education, training, and library workers : 25-XXXX / 2350	Total	4,075	760	2,355	555	0	250	0	160
Other teachers and instructors, education, training, and library workers : 25-XXXX / 2350	Male	1,180	285	650	160	0	70	0	10
Other teachers and instructors, education, training, and library workers : 25-XXXX / 2350	Female	2,895	470	1,700	395	0	175	0	150
Other teachers and instructors, education, training, and library workers : 25-XXXX / 2350	Percent Total	100.0%	18.7%	57.8%	13.6%	0.0%	6.1%	0.0%	3.9%
Other teachers and instructors, education, training, and library workers : 25-XXXX / 2350	Percent Male	29.0%	7.0%	16.0%	3.9%	0.0%	1.7%	0.0%	0.2%
Other teachers and instructors, education, training, and library workers : 25-XXXX / 2350	Percent Female	71.0%	11.5%	41.7%	9.7%	0.0%	4.3%	0.0%	3.7%
Financial clerks, except bookkeeping, accounting, and auditing clerks : 43-30XX / 5100	Total	3,510	500	2,530	365	0	80	0	35
Financial clerks, except bookkeeping, accounting, and auditing clerks : 43-30XX / 5100	Male	645	75	480	75	0	15	0	0
Financial clerks, except bookkeeping, accounting, and auditing clerks : 43-30XX / 5100	Female	2,865	420	2,050	290	0	70	0	35
Financial clerks, except bookkeeping, accounting, and auditing clerks : 43-30XX / 5100	Percent Total	100.0%	14.2%	72.1%	10.4%	0.0%	2.3%	0.0%	1.0%
Financial clerks, except bookkeeping, accounting, and auditing clerks : 43-30XX / 5100	Percent Male	18.4%	2.1%	13.7%	2.1%	0.0%	0.4%	0.0%	0.0%
Financial clerks, except bookkeeping, accounting, and auditing clerks : 43-30XX / 5100	Percent Female	81.6%	12.0%	58.4%	8.3%	0.0%	2.0%	0.0%	1.0%
Bookkeeping, accounting, and auditing clerks : 43-3031 / 5120	Total	3,915	375	3,165	325	0	50	0	0
Bookkeeping, accounting, and auditing clerks : 43-3031 / 5120	Male	500	145	270	85	0	0	0	0
Bookkeeping, accounting, and auditing clerks : 43-3031 / 5120	Female	3,415	230	2,895	240	0	50	0	0
Bookkeeping, accounting, and auditing clerks : 43-3031 / 5120	Percent Total	100.0%	9.6%	80.8%	8.3%	0.0%	1.3%	0.0%	0.0%
Bookkeeping, accounting, and auditing clerks : 43-3031 / 5120	Percent Male	12.8%	3.7%	6.9%	2.2%	0.0%	0.0%	0.0%	0.0%
Bookkeeping, accounting, and auditing clerks : 43-3031 / 5120	Percent Female	87.2%	5.9%	73.9%	6.1%	0.0%	1.3%	0.0%	0.0%

Source: 2014-2018 ACS 5-Year EEO Estimates

Data Summary from above Information in AA Plan Formatting

	Total	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF
New Haven											
Other teachers and instructors, education, training, and library workers : 25-XXXX / 2350	4065	650	1,700	160	395	285	470	70	175	10	150
Financial clerks, except bookkeeping, accounting, and auditing clerks : 43-30XX / 5100	3510	480	2,050	75	290	75	420	15	70	0	35
Bookkeeping, accounting, and auditing clerks : 43-3031 / 5120	3915	270	2,895	85	240	145	230	0	50	0	0
	11490	1400	6,645	320	925	505	1,120	85	295	10	185
Fairfield											
Title	Total	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF
Other teachers and instructors, education, training, and library workers : 25-XXXX / 2350	3709	980	1,955	100	210	60	210	25	104	30	35
Financial clerks, except bookkeeping, accounting, and auditing clerks : 43-30XX / 5100	4410	830	1,765	70	295	210	775	150	215	0	100
Bookkeeping, accounting, and auditing clerks : 43-3031 / 5120	4245	490	2,280	235	400	290	405	30	90	25	0
	12364	2300	6,000	405	905	560	1,390	205	409	55	135
Total	23854	3700	12645	725	1830	1065	2510	290	704	65	320
Combined Total for Census	23854	3700	12645	725	1830	1065	2510	290	704	65	320

WCSU Skilled Craft Fairfield and New Haven Data set

Fairfield EEO-ALL01R - Occupation by Sex and Race/Ethnicity for Residence Geography (Universe: Civilian labor force 16 years and over)

Note: Race categories with grey background indicate "Not Hispanic or Latino, One Race."

	Total All Groups	Hispanic or Latino	White	Black or African	American	Asian	Native	Balance of not Hispanic or Latino	
			alone	American alone	Indian /Alaska Native alone	alone	Hawaiian /Pacific Islander alone		
Fairfield									
Carpenters : 47-2031 / 6230	Total	6,535	2,290	3,615	265	0	4	0	360
Carpenters : 47-2031 / 6230	Male	6,495	2,280	3,580	265	0	4	0	360
Carpenters : 47-2031 / 6230	Female	40	4	35	0	0	0	0	0
Carpenters : 47-2031 / 6230	Percent Total	100.0%	35.0%	55.3%	4.1%	0.0%	0.1%	0.0%	5.5%
Carpenters : 47-2031 / 6230	Percent Male	99.4%	34.9%	54.8%	4.1%	0.0%	0.1%	0.0%	5.5%
Carpenters : 47-2031 / 6230	Percent Female	0.6%	0.1%	0.5%	0.0%	0.0%	0.0%	0.0%	0.0%
Pipelayers, plumbers, pipefitters, and steamfitters : 47-2150 / 6441	Total	1,350	165	1,040	145	0	0	0	0
Pipelayers, plumbers, pipefitters, and steamfitters : 47-2150 / 6441	Male	1,325	160	1,015	145	0	0	0	0
Pipelayers, plumbers, pipefitters, and steamfitters : 47-2150 / 6441	Female	30	4	25	0	0	0	0	0
Pipelayers, plumbers, pipefitters, and steamfitters : 47-2150 / 6441	Percent Total	100.0%	12.2%	77.0%	10.7%	0.0%	0.0%	0.0%	0.0%
Pipelayers, plumbers, pipefitters, and steamfitters : 47-2150 / 6441	Percent Male	98.1%	11.9%	75.2%	10.7%	0.0%	0.0%	0.0%	0.0%
Pipelayers, plumbers, pipefitters, and steamfitters : 47-2150 / 6441	Percent Female	2.2%	0.3%	1.9%	0.0%	0.0%	0.0%	0.0%	0.0%

Source: 2014-2018 ACS 5-Year EEO Estimates

New Haven

Carpenters : 47-2031 / 6230	Total	4,245	1,005	2,995	220	10	0	0	20
Carpenters : 47-2031 / 6230	Male	4,190	1,005	2,935	220	10	0	0	20
Carpenters : 47-2031 / 6230	Female	60	0	60	0	0	0	0	0
Carpenters : 47-2031 / 6230	Percent Total	100.0%	23.7%	70.6%	5.2%	0.2%	0.0%	0.0%	0.5%
Carpenters : 47-2031 / 6230	Percent Male	98.7%	23.7%	69.1%	5.2%	0.2%	0.0%	0.0%	0.5%
Carpenters : 47-2031 / 6230	Percent Female	1.4%	0.0%	1.4%	0.0%	0.0%	0.0%	0.0%	0.0%
Pipelayers, plumbers, pipefitters, and steamfitters : 47-2150 / 6441	Total	1,640	190	1,405	40	0	4	0	0
Pipelayers, plumbers, pipefitters, and steamfitters : 47-2150 / 6441	Male	1,635	185	1,405	40	0	4	0	0
Pipelayers, plumbers, pipefitters, and steamfitters : 47-2150 / 6441	Female	4	4	0	0	0	0	0	0
Pipelayers, plumbers, pipefitters, and steamfitters : 47-2150 / 6441	Percent Total	100.0%	11.6%	85.7%	2.4%	0.0%	0.2%	0.0%	0.0%
Pipelayers, plumbers, pipefitters, and steamfitters : 47-2150 / 6441	Percent Male	99.7%	11.3%	85.7%	2.4%	0.0%	0.2%	0.0%	0.0%
Pipelayers, plumbers, pipefitters, and steamfitters : 47-2150 / 6441	Percent Female	0.2%	0.2%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

Source: 2014-2018 ACS 5-Year EEO Estimates

Data from above in the AA Plan Formatting

	Total	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF
New Haven											
Carpenters : 47-2031 / 6230	4250	2935	60	220	0	1005	0	10	0	20	0
Pipelayers, plumbers, pipefitters, and steamfitters : 47-2150 / 6441	1638	1,405	0	40	0	185	4	4	0	0	0
	5888	4340	60	260	0	1190	4	14	0	20	0
Fairfield											
Carpenters : 47-2031 / 6230	6528	3580	35	265	0	2280	4	4	0	360	0
Pipelayers, plumbers, pipefitters, and steamfitters : 47-2150 / 6441	1349	1,015	25	145	0	160	4	0	0	0	0
	7877	4595	60	410	0	2440	8	4	0	360	0
Total All Combined	13765	8935	120	670	0	3630	12	18	0	380	0

WCSU Service Maintenance

New Haven EEO-ALLO1R - Occupation by Sex and Race/Ethnicity for Residence Geography (Universe: Civilian labor force 16 years and over)

Note: Race categories with grey background indicate "Not Hispanic or Latino, One Race."

	Total All Groups	Hispanic or Latino	White	African	Indian	Asian	Hawaiian	Balance of not Hispanic or Latino	
			alone	America n alone	/Alaska Native	alone	/Pacific Islander		
New Haven									
First-line supervisors of housekeeping and janitorial workers : 37-1011 / 4200	Total	485	70	335	55	0	20	0	0
First-line supervisors of housekeeping and janitorial workers : 37-1011 / 4200	Male	340	40	270	20	0	15	0	0
First-line supervisors of housekeeping and janitorial workers : 37-1011 / 4200	Female	145	30	70	40	0	4	0	0
First-line supervisors of housekeeping and janitorial workers : 37-1011 / 4200	Percent Total	100.0%	14.4%	69.1%	11.3%	0.0%	4.1%	0.0%	0.0%
First-line supervisors of housekeeping and janitorial workers : 37-1011 / 4200	Percent Male	70.1%	8.2%	55.7%	4.1%	0.0%	3.1%	0.0%	0.0%
First-line supervisors of housekeeping and janitorial workers : 37-1011 / 4200	Percent Female	29.9%	6.2%	14.4%	8.2%	0.0%	0.8%	0.0%	0.0%
First-line supervisors of landscaping, lawn service, and groundskeeping workers : 37-1012 / 4210	Total	600	110	350	30	50	0	0	60
First-line supervisors of landscaping, lawn service, and groundskeeping workers : 37-1012 / 4210	Male	575	110	325	30	50	0	0	60
First-line supervisors of landscaping, lawn service, and groundskeeping workers : 37-1012 / 4210	Female	30	0	30	0	0	0	0	0
First-line supervisors of landscaping, lawn service, and groundskeeping workers : 37-1012 / 4210	Percent Total	100.0%	18.3%	58.3%	5.0%	8.3%	0.0%	0.0%	10.0%
First-line supervisors of landscaping, lawn service, and groundskeeping workers : 37-1012 / 4210	Percent Male	95.8%	18.3%	54.2%	5.0%	8.3%	0.0%	0.0%	10.0%
First-line supervisors of landscaping, lawn service, and groundskeeping workers : 37-1012 / 4210	Percent Female	5.0%	0.0%	5.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Building cleaning workers : 37-2010 / 422C	Percent Total	100.0%	32.3%	44.8%	17.5%	0.6%	1.7%	0.0%	3.0%
Building cleaning workers : 37-2010 / 422C	Percent Male	54.6%	15.9%	26.0%	10.3%	0.4%	0.4%	0.0%	1.6%
Building cleaning workers : 37-2010 / 422C	Percent Female	45.4%	16.5%	18.8%	7.2%	0.2%	1.3%	0.0%	1.4%
Grounds maintenance workers : 37-3010 / 4251	Total	3,295	1,150	1,880	135	0	65	0	60
Grounds maintenance workers : 37-3010 / 4251	Male	3,095	1,050	1,825	135	0	40	0	45
Grounds maintenance workers : 37-3010 / 4251	Female	200	105	55	0	0	25	0	15
Grounds maintenance workers : 37-3010 / 4251	Percent Total	100.0%	34.9%	57.1%	4.1%	0.0%	2.0%	0.0%	1.8%
Grounds maintenance workers : 37-3010 / 4251	Percent Male	93.9%	31.9%	55.4%	4.1%	0.0%	1.2%	0.0%	1.4%
Grounds maintenance workers : 37-3010 / 4251	Percent Female	6.1%	3.2%	1.7%	0.0%	0.0%	0.8%	0.0%	0.5%
Fairfield									
First-line supervisors of housekeeping and janitorial workers : 37-1011 / 4200	Total	510	245	145	125	0	0	0	0
First-line supervisors of housekeeping and janitorial workers : 37-1011 / 4200	Male	345	195	95	50	0	0	0	0
First-line supervisors of housekeeping and janitorial workers : 37-1011 / 4200	Female	170	50	45	75	0	0	0	0
First-line supervisors of housekeeping and janitorial workers : 37-1011 / 4200	Percent Total	100.0%	48.0%	28.4%	24.5%	0.0%	0.0%	0.0%	0.0%
First-line supervisors of housekeeping and janitorial workers : 37-1011 / 4200	Percent Male	67.6%	38.2%	18.6%	9.8%	0.0%	0.0%	0.0%	0.0%
First-line supervisors of housekeeping and janitorial workers : 37-1011 / 4200	Percent Female	33.3%	9.8%	8.8%	14.7%	0.0%	0.0%	0.0%	0.0%
First-line supervisors of landscaping, lawn service, and groundskeeping workers : 37-1012 / 4210	Total	870	140	685	25	0	4	0	10
First-line supervisors of landscaping, lawn service, and groundskeeping workers : 37-1012 / 4210	Male	855	140	670	25	0	4	0	10
First-line supervisors of landscaping, lawn service, and groundskeeping workers : 37-1012 / 4210	Female	15	0	15	0	0	0	0	0
First-line supervisors of landscaping, lawn service, and groundskeeping workers : 37-1012 / 4210	Percent Total	100.0%	16.1%	78.7%	2.9%	0.0%	0.5%	0.0%	1.1%
First-line supervisors of landscaping, lawn service, and groundskeeping workers : 37-1012 / 4210	Percent Male	98.3%	16.1%	77.0%	2.9%	0.0%	0.5%	0.0%	1.1%
First-line supervisors of landscaping, lawn service, and groundskeeping workers : 37-1012 / 4210	Percent Female	1.7%	0.0%	1.7%	0.0%	0.0%	0.0%	0.0%	0.0%
Building cleaning workers : 37-2010 / 422C	Percent Total	100.0%	53.8%	26.2%	12.9%	0.0%	2.3%	0.0%	4.8%
Building cleaning workers : 37-2010 / 422C	Percent Male	36.2%	15.6%	13.2%	6.2%	0.0%	0.4%	0.0%	0.8%
Building cleaning workers : 37-2010 / 422C	Percent Female	63.8%	38.1%	13.1%	6.7%	0.0%	1.9%	0.0%	4.0%
Grounds maintenance workers : 37-3010 / 4251	Total	8,240	5,240	2,455	260	0	75	0	210
Grounds maintenance workers : 37-3010 / 4251	Male	8,100	5,225	2,355	245	0	75	0	200
Grounds maintenance workers : 37-3010 / 4251	Female	140	20	100	15	0	0	0	10
Grounds maintenance workers : 37-3010 / 4251	Percent Total	100.0%	63.6%	29.8%	3.2%	0.0%	0.9%	0.0%	2.5%
Grounds maintenance workers : 37-3010 / 4251	Percent Male	98.3%	63.4%	28.6%	3.0%	0.0%	0.9%	0.0%	2.4%
Grounds maintenance workers : 37-3010 / 4251	Percent Female	1.7%	0.2%	1.2%	0.2%	0.0%	0.0%	0.0%	0.1%

Summary of Above Data in AA Plan Formatting

	Total	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF
New Haven											
First-line supervisors of housekeeping and janitorial workers : 37-1011 / 4200	489	270	70	20	40	40	30	15	4	0	0
First-line supervisors of landscaping, lawn service, and groundskeeping workers : 37-1012 / 4210	605	325	30	30	0	110	0	50	0	60	0
Grounds maintenance workers : 37-3010 / 4251	3295	1,825	55	135	0	1050	105	40	25	45	15
Fairfield											
First-line supervisors of housekeeping and janitorial workers : 37-1011 / 4200	510	95	45	50	75	195	50	0	0	0	0
First-line supervisors of landscaping, lawn service, and groundskeeping workers : 37-1012 / 4210	864	670	15	25	0	140	0	4	0	10	0
Grounds maintenance workers : 37-3010 / 4251	8245	2,355	100	245	15	5225	20	75	0	200	10
Total Combined Census Data	14008	5540	315	505	130	6760	205	184	29	315	25

WCSU Fairfield and New Haven Custodian

		Total All Groups	Hispanic or Latino	<u>White alone</u>	<u>Black or African American alone</u>	<u>American Indian /Alaska Native alone</u>	<u>Asian alone</u>	<u>Native Hawaiian /Pacific Islander alone</u>	Balance of not Hispanic or Latino
Fairfield									
Building cleaning workers : 37-2010 / 4220	Total	16,390	8,810	4,300	2,115	0	380	0	785
Building cleaning workers : 37-2010 / 4220	Male	5,940	2,560	2,160	1,015	0	65	0	135
Building cleaning workers : 37-2010 / 4220	Female	10,455	6,250	2,140	1,100	0	315	0	650
Building cleaning workers : 37-2010 / 4220	Percent To	100.0%	53.8%	26.2%	12.9%	0.0%	2.3%	0.0%	4.8%
Building cleaning workers : 37-2010 / 4220	Percent M:	36.2%	15.6%	13.2%	6.2%	0.0%	0.4%	0.0%	0.8%
New Haven									
Building cleaning workers : 37-2010 / 4220	Total	10,345	3,345	4,630	1,815	60	180	0	315
Building cleaning workers : 37-2010 / 4220	Male	5,650	1,640	2,685	1,070	40	45	0	170
Building cleaning workers : 37-2010 / 4220	Female	4,695	1,705	1,950	740	20	135	0	145
Building cleaning workers : 37-2010 / 4220	Percent To	100.0%	32.3%	44.8%	17.5%	0.6%	1.7%	0.0%	3.0%
Building cleaning workers : 37-2010 / 4220	Percent M:	54.6%	15.9%	26.0%	10.3%	0.4%	0.4%	0.0%	1.6%
Building cleaning workers : 37-2010 / 4220	Percent Fe	45.4%	16.5%	18.8%	7.2%	0.2%	1.3%	0.0%	1.4%

Data from Above in the AA Plan Format

	Total	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF
NH											
Building cleaning workers : 37-2010 / 4220		2685	1,950	1070	740	1640	1,705	85	155	170	145
Fairfield											
Building cleaning workers : 37-2010 / 4220		2,160	2,140	1,015	1,100	2,560	6,250	65	315	135	650
Total Combined	26735	4845	4090	2085	1840	4200	7955	150	470	305	795

WCSU Fairfield and New Haven Protective Service

Fairfield EEO-ALL01R - Occupation by Sex and Race/Ethnicity for Residence Geography (Universe: Civilian labor force 16 years and over)

Note: Race categories with grey background indicate "Not Hispanic or Latino, One Race."

		Total All Groups	Hispanic or Latino	White	Black or African American	American Indian /Alaska Native	Asian	Native Hawaiian /Pacific Islander alone	Balance of not Hispanic or Latino
				alone	alone	alone	alone	alone	
Fairfield									
First-line supervisors of law enforcement workers : 33-1010 / 3700	Total	465	90	290	85	0	0	0	0
First-line supervisors of law enforcement workers : 33-1010 / 3700	Male	430	90	255	85	0	0	0	0
First-line supervisors of law enforcement workers : 33-1010 / 3700	Female	35	0	35	0	0	0	0	0
First-line supervisors of law enforcement workers : 33-1010 / 3700	Percent Total	100.0%	19.4%	62.4%	18.3%	0.0%	0.0%	0.0%	0.0%
First-line supervisors of law enforcement workers : 33-1010 / 3700	Percent Male	92.5%	19.4%	54.8%	18.3%	0.0%	0.0%	0.0%	0.0%
First-line supervisors of law enforcement workers : 33-1010 / 3700	Percent Female	7.5%	0.0%	7.5%	0.0%	0.0%	0.0%	0.0%	0.0%
Police officers : 33-3050 / 3870	Total	1,755	190	1,230	260	25	10	0	40
Police officers : 33-3050 / 3870	Male	1,465	170	1,075	170	0	10	0	35
Police officers : 33-3050 / 3870	Female	295	25	150	85	25	0	0	4
Police officers : 33-3050 / 3870	Percent Total	100.0%	10.8%	70.1%	14.8%	1.4%	0.6%	0.0%	2.3%
Police officers : 33-3050 / 3870	Percent Male	83.5%	9.7%	61.3%	9.7%	0.0%	0.6%	0.0%	2.0%
Police officers : 33-3050 / 3870	Percent Female	16.8%	1.4%	8.5%	4.8%	1.4%	0.0%	0.0%	0.2%
New Haven									
First-line supervisors of law enforcement workers : 33-1010 / 3700	Total	430	80	345	4	0	0	0	0
First-line supervisors of law enforcement workers : 33-1010 / 3700	Male	400	60	335	4	0	0	0	0
First-line supervisors of law enforcement workers : 33-1010 / 3700	Female	30	20	10	0	0	0	0	0
First-line supervisors of law enforcement workers : 33-1010 / 3700	Percent Total	100.0%	18.6%	80.2%	0.9%	0.0%	0.0%	0.0%	0.0%
First-line supervisors of law enforcement workers : 33-1010 / 3700	Percent Male	93.0%	14.0%	77.9%	0.9%	0.0%	0.0%	0.0%	0.0%
First-line supervisors of law enforcement workers : 33-1010 / 3700	Percent Female	7.0%	4.7%	2.3%	0.0%	0.0%	0.0%	0.0%	0.0%
Police officers : 33-3050 / 3870	Total	2,310	345	1,620	235	15	75	0	25
Police officers : 33-3050 / 3870	Male	2,105	335	1,535	135	15	65	0	25
Police officers : 33-3050 / 3870	Female	205	10	85	100	0	4	0	0
Police officers : 33-3050 / 3870	Percent Total	100.0%	14.9%	70.1%	10.2%	0.6%	3.2%	0.0%	1.1%
Police officers : 33-3050 / 3870	Percent Male	91.1%	14.5%	66.5%	5.8%	0.6%	2.8%	0.0%	1.1%
Police officers : 33-3050 / 3870	Percent Female	8.9%	0.4%	3.7%	4.3%	0.0%	0.2%	0.0%	0.0%

Data from above in the AA Plan Formatting

	Total	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF
New Haven											
First-line supervisors of law enforcement workers : 33-1010 / 3700	429	335	10	4	0	60	20	0	0	0	0
Police officers : 33-3050 / 3870	2309	1,535	85	135	100	335	10	80	4	25	0
Total New Haven	2738	1870	95	139	100	395	30	80	4	25	0
Fairfield											
First-line supervisors of law enforcement workers : 33-1010 / 3700	465	255	35	85	0	90	0	0	0	0	0
Police officers : 33-3050 / 3870	1749	1,075	150	170	85	170	25	10	25	35	4
Total Fairfield	2214	1330	185	255	85	260	25	10	25	35	4
total combined	4952	3200	280	394	185	655	55	90	29	60	4

Table 315.20. Full-time faculty in degree-granting postsecondary institutions, by race/ethnicity, sex, and academic rank: Fall 2019, fall 2020, and fall 2021

Year, sex, and academic rank	Total	American Indian/Alaska Native, Asian, Black, Hispanic, Pacific Islander, and Two or more races										Race/ethnicity unknown	Nonresident\1\
		Total	Percent\2\	American Indian/Alaska Native	Asian/Pacific Islander			Black	Hispanic	Two or more races	White		
					Total	Asian	Pacific Islander						
1	2	3	4	5	6	7	8	9	10	11	12	13	14
2021													
Total	837,109	202,426	26.7	3,290	94,184	92,949	1,235	48,383	46,155	10,414	557,044	27,389	50,250
Professors	188,518	40,447	22.1	576	23,089	22,833	256	7,563	7,822	1,397	142,823	3,561	1,687
Associate professors	162,008	40,711	26.4	574	20,627	20,364	263	9,390	8,337	1,783	113,691	4,456	3,150
Assistant professors	176,909	48,342	31.1	683	22,414	22,143	271	12,666	9,780	2,799	107,102	7,725	13,740
Instructors	96,560	24,361	26.8	679	6,227	5,989	238	7,529	8,348	1,578	66,703	3,649	1,847
Lecturers	46,244	9,720	22.7	167	3,300	3,263	37	2,335	3,300	618	33,089	1,646	1,789
Other faculty	166,870	38,845	29.3	611	18,527	18,357	170	8,900	8,568	2,239	93,636	6,352	28,037
Males	435,133	101,602	26.0	1,528	52,696	52,111	585	20,170	22,598	4,610	288,427	14,194	30,910
Professors	120,922	26,125	22.3	311	16,036	15,913	123	4,255	4,739	784	91,213	2,357	1,227
Associate professors	85,432	21,468	26.5	275	11,747	11,618	129	4,196	4,362	888	59,521	2,468	1,975
Assistant professors	81,461	21,737	31.3	281	11,152	11,022	130	4,694	4,520	1,090	47,792	3,732	8,200
Instructors	41,303	9,932	25.7	327	2,568	2,463	105	2,737	3,670	630	28,735	1,604	1,032
Lecturers	20,155	3,963	21.4	77	1,279	1,264	15	995	1,356	256	14,530	786	876
Other faculty	85,860	18,377	28.3	257	9,914	9,831	83	3,293	3,951	962	46,636	3,247	17,600
Females	401,976	100,824	27.3	1,762	41,488	40,838	650	28,213	23,557	5,804	268,617	13,195	19,340
Professors	67,596	14,322	21.7	265	7,053	6,920	133	3,308	3,083	613	51,610	1,204	460
Associate professors	76,576	19,243	26.2	299	8,880	8,746	134	5,194	3,975	895	54,170	1,988	1,175
Assistant professors	95,448	26,605	31.0	402	11,262	11,121	141	7,972	5,260	1,709	59,310	3,993	5,540
Instructors	55,257	14,429	27.5	352	3,659	3,526	133	4,792	4,678	948	37,968	2,045	815
Lecturers	26,089	5,757	23.7	90	2,021	1,999	22	1,340	1,944	362	18,559	860	913
Other faculty	81,010	20,468	30.3	354	8,613	8,526	87	5,607	4,617	1,277	47,000	3,105	10,437

\1\Race/ethnicity not collected.

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

NOTE: Data in this table represent the 50 states and the District of Columbia. Only instructional faculty were classified by academic rank. Those who were primarily research or public service faculty, as well as faculty without ranks, appear under "other faculty." Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs. Race categories exclude persons of Hispanic ethnicity. Some data have been revised from previously published figures.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2020 through Spring 2022 Human Resources component, Fall Staff section. (This table was prepared January 2023.)

Title	Total	TM	TF	WM	WF	BM	BF	HM	HF	AM	AF	TWM	TWF
Professors	183,270	117,338	65,932	91,213	51,610	4,255	3,308	4,739	3,083	16,347	7,318	784	613
Associate Professor	154,402	80,989	73,413	59,521	54,170	4,196	5,194	4,362	3,975	12,022	9,179	888	895
Assistant Professor	155,444	69,529	85,915	47,792	59,310	4,694	7,972	4,520	5,260	11,433	11,664	1,090	1,709
Instructors	91,064	38,667	52,397	28,735	37,968	2,737	4,792	3,670	4,678	2,895	4,011	630	948
Lecturers	42,809	18,493	24,316	14,530	18,559	995	1,340	1,356	1,944	1,356	2,111	256	362

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Table 322.20. Bachelor's degrees conferred by postsecondary institutions, by race/ethnicity and sex of student: Selected

Sex and year	Number of degrees conferred to U.S. citizens, permanent residents, and nonresidents										distributi	
	Total	American Indian/ Alaska Native	Asian/Pacific Islander			Black	Hispanic	White	Two or more races\1\	Nonresi dent		Two or more races\1\
			Total	Asian	Pacific Islander							
1	2	3	4	5	6	7	8	9	10	11	20	
Total												
2021-22	2,015,035	8,912	174,601	#####	4,323	199,962	325,929	1,129,570	81,658	94,403	4.3	
Males												
2021-22	835,316	3,127	77,963	76,154	1,809	69,538	122,904	479,308	33,161	49,315	4.2	
Females												
2021-22	1,179,719	5,785	96,638	94,124	2,514	130,424	203,025	650,262	48,497	45,088	4.3	

total	wm	wf	bm	bf	hm	hf	am	af	tm	tf
1,920,632	479,308	650,262	69,538	130,424	122,904	203,025	81,090	102,423	33,161	48,497.0

---Not available.

\1\For years prior to 2010-11, the surveys did not yet include the "Two or more races" category, and each student could

\2\Includes 1,121 males whose racial/ethnic group was not available.

\3\Includes 528 females whose racial/ethnic group was not available.

\4\Includes 258 males whose racial/ethnic group was not available.

\5\Includes 82 females whose racial/ethnic group was not available.

participating in Title IV federal financial aid programs and U.S. service academies. Race categories exclude persons of Hispanic ethnicity. For 1989-90 and later years, reported racial/ethnic distributions of students by level of degree, field of study, and sex were used to estimate race/ethnicity for students whose race/ethnicity was not reported. Detail Survey (HEGIS), "Degrees and Other Formal Awards Conferred" surveys, 1976-77 and 1980-81; Integrated Postsecondary Education Data System (IPEDS), "Completions Survey" (IPEDS-C:91); and IPEDS, Completions component, Fall 2000 through

Table 323.20. Master's degrees conferred by postsecondary institutions, by race/ethnicity and sex of student: Selected

Sex and year	Number of degrees conferred to U.S. citizens, permanent residents, and nonresidents										Percenta
	Total	Indian/A laska Native	Asian/Pacific Islander			Black	Hispanic	White	Two or more races\1\	Nonresid ent	Two or more races\1\
			Total	Asian	Pacific Islander						
1	2	3	4	5	6	7	8	9	10	11	20
Total											
2021-22	###	3,719	64,143	62,427	1,716	99,068	101,343	470,784	24,969	116,223	3.3
Males											
2021-22	###	1,173	26,041	25,439	602	29,500	33,618	168,113	8,809	61,640	3.3
Females											
2021-22	###	2,546	38,102	36,988	1,114	69,568	67,725	302,671	16,160	54,583	3.3
	Total	wm	wf	bm	bf	hm	hf	am	af	tm	tf
	764,026	168,113	302,671	29,500	69,568	33,618	67,725	27,214	40,648	8,809	16,160

---Not available.

\1\For years prior to 2010-11, the surveys did not yet include the "Two or more races" category, and each student could

\2\Includes 387 males whose racial/ethnic group was not available.

\3\Includes 175 females whose racial/ethnic group was not available.

\4\Includes 1,377 males whose racial/ethnic group was not available.

\5\Includes 179 females whose racial/ethnic group was not available.

NOTE: Data in this table represent the 50 states and the District of Columbia. Data are for postsecondary institutions participating in Title IV federal financial aid programs and U.S. service academies. Race categories exclude persons of Hispanic ethnicity. For 1989-90 and later years, reported racial/ethnic distributions of students by level of degree, field of study, and sex were used to estimate race/ethnicity for students whose race/ethnicity was not reported. Detail may not sum to totals because of rounding. Some data have been revised from previously published figures.

Survey (HEGIS), "Degrees and Other Formal Awards Conferred" surveys, 1976-77 and 1980-81; Integrated Postsecondary Education Data System (IPEDS), "Completions Survey" (IPEDS-C:91); and IPEDS, Completions component, Fall 2000 through

Section 46a-68-85
Utilization Analysis &
Hiring and Promotion Goals

46a-68-85 Utilization Analysis and Hiring and Promotional Goals

2023 CHRO Review:

As part of the previous AA plan review, the Commission noted this section as deficient based on the following:

Due to the data discrepancies contained within the availability analysis specifically within Tables 315.20 and 314.40 of the Digest of Education Statistics data set, this causes an impact on the net utilization of the categories impacted by the data discrepancies, these occupational categories are Faculty Assistant Professor, Faculty Instructor, and Professional Non-Faculty. This makes it difficult to evaluate the accuracy of the net-utilization calculated in determining hiring and promotion goals for the upcoming filing period.

Additionally, all occupational categories except for Faculty Instructor identified incorrect previous net-utilizations calculated in the prior plan as provided in the Utilization analysis form. This impacts the ability to set accurate goals, and evaluate goals set. Also, there are occupational categories where the net utilization numbers from the prior plan are incorrectly placed in the current plan.

Executive Administrative, Protective Service and Skilled Craft Worker occupational categories have incorrectly identified previous plan goals set. Within Executive Administrative the utilization analysis identified 5 previous goals set, however there was only four goals set within this occupational category. Within Protective Services, the utilization analysis identified 3 goals set last filing period within this occupational category. The goals set last period were 7 total goals established within Skilled Craft Worker occupational category. However, within the last filing period there were 9 goals established. Review and revise all goals set and ensure they are accurate across all occupational categories, including net utilization, and previous utilization numbers. Also, the Professional Non-Faculty occupation category has incorrect hires identified, in the analysis it states only three hires, however in the goal analysis and applicant flow analysis there are 8 hires identified. Verify the accuracy of data from the employment analysis, utilization analysis, and Goals analysis.

Response: A technical assistance meeting was scheduled and conducted with Jase Olavarria on March 13, 2024 to address the recommendations of the 2023 Affirmative Action plan. Based on this technical assistance, the following steps will be taken to ensure compliance with CT's Affirmative Action Regulations.

- Section 46a-68-85 Utilization Analysis will be reviewed, corrected, and resubmitted to Jase Olavarria for review by March 28, 2024.

As a result of updated submission, the following goals were correctly established for the 2023-2024 Affirmative Action Plan Cycle:

Executive:	1WM, 1BF, 1HM, 1AM
Professor:	5WF, 1BM, 2BF, 12AM, 4AF
Associate Professor:	7WM, 2HM, 1HF
Assistant Professor:	1BF, 1HM
Professional Non-Faculty:	12WM, 3BF, 2AF, 1TM, 2TF
Secretarial/Clerical:	3WM, 1BM, 1HM, 1AM, 1TF
Technical Paraprofessional:	1WM, 1BM, 1HM, 1HF
Skilled Craft:	5HM, 1TM
Protective Service:	1BM, 1HM
Service Maintenance Non-Custodian:	1WF, 1BM, 4HM
Service Maintenance – Custodian:	1WM, 2BF, 5HF, 1AF, 1TF

46a-68-85 Utilization Analysis and Hiring and Promotional Goals

Under Section 46a-68-85(a) of the Affirmative Action Regulations of Connecticut State Agencies, to determine whether protected classes are fully and fairly utilized, the University has established a process for which representation of protected group persons in the workforce shall be compared, in form or format prescribed by the Commission on Human Rights and Opportunities staff, to the availability of such persons for employment. Comparisons between the University workforce and the availability base calculated in section 46a-68-84 of the Regulations of Connecticut State Agencies shall be made by occupational category, position classifications employing a significant number of persons and job titles for which a separate base was calculated.

- a) For each instance of underutilization identified in the utilization analysis, employment goals shall be set by the University to increase the representation of protected class members in the full-time workforce. Employment goals shall be set by University for job titles filled through original appointment or promotional appointment. The University makes a good faith effort to achieve such goals in order to attain parity with the availability base for such protected class members.
- b) The University recognizes that where the underutilization of race and sex groups, considered individually, does not rise to the level to require a hiring or promotion goal, but where the underutilization of race and sex groups, considered collectively is fifty percent (50%) or greater, *either (or both) a hiring and/or promotion goal shall be set by the University*, based on the race and gender/sex group most underutilized in the occupational category, position classification or job title under consideration or for the race and sex group with the highest availability base, as the University elects.

WESTERN CONNECTICUT STATE UNIVERSITY

UTILIZATION ANALYSIS

AGENCY: WESTERN CONNECTICUT STATE UNIVERSITY
 CATEGORY OR CLASS: EEO1 -EXECUTIVE/ADMINISTRATIVE
 POSITION CLASSIFICATION (25+): All Titles

REPORTING DATE: April 1, 2023 -March 31, 2024
 LABOR MARKET AREA: STATEWIDE/NATIONAL

	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE		BLACK		HISPANIC		AAIANHNPI*		TWO or MORE			
				MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE		
WORKFORCE %	100.0%	62.5%	37.5%	25.0%	25.0%	37.5%	0.0%	0.0%	12.5%	0.0%	0.0%	0.0%	0.0%	A	
WORKFORCE PARITY %	100.1	51.8	48.3	42.2	36.4	3.3	4.8	3.1	4.1	2.5	2.4	0.9	0.8	B	
WORKFORCE NOS.	8	5	3	2	2	3	0	0	1	0	0	0	0	C	
WORKFORCE PARITY NOS.		4.1	3.9	3.4	2.9	0.3	0.4	0.2	0.3	0.2	0.2	0.1	0.1	D	
NET UTILIZATION (+/-)		0.9	-0.9	-1.4	-0.9	2.7	-0.4	-0.2	0.7	-0.2	-0.2	-0.1	-0.1	E	
PREVIOUS UTILIZATION		-0.8	0.8	-1.2	0.5	1.5	-0.7	-0.5	1.5	-0.4	-0.4	-0.3	-0.3	F	
*** Enter line E from previous filing															
HIRING GOALS	PREVIOUS PLAN GOALS	5	3	2	1	0	0	1	1	0	1	0	0	0	G
	CURRENT PLAN HIRES	1	1	0	0	0	1	0	0	0	0	0	0	0	H
	CURRENT PLAN GOALS	3	1	2	1	1	0	1	0	0	0	0	0	0	L
PROMOTIONAL GOALS	PREVIOUS PLAN GOALS	0	0	0	0	0	0	0	0	0	0	0	0	0	J
	CURRENT PLAN PROMOTIONS	0	0	0	0	0	0	0	0	0	0	0	0	0	K
	CURRENT PLAN GOALS	0	0	0	0	0	0	0	0	0	0	0	0	0	L
UPWARD/ CAREER MOBILITY GOALS	PREVIOUS PLAN GOALS	0	0	0	0	0	0	0	0	0	0	0	0	0	M
	CURRENT PLAN PROMOTIONS	0	0	0	0	0	0	0	0	0	0	0	0	0	N
	CURRENT PLAN GOALS	0	0	0	0	0	0	0	0	0	0	0	0	0	O

NOTE: *Cumulative goal established for Black Female

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

WESTERN CONNECTICUT STATE UNIVERSITY

UTILIZATION ANALYSIS

AGENCY: WESTERN CONNECTICUT STATE UNIVERSITY
 CATEGORY OR CLASS: EEO2 -FACULTY
 POSITION CLASSIFICATION (25+): PROFESSOR

REPORTING DATE: April 1, 2023-March 31, 2024
 LABOR MARKET AREA: STATEWIDE/NATIONAL

	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE		BLACK		HISPANIC		AAIANHNPI*		TWO or MORE		UNKNOWN		
				MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	
WORKFORCE %	100.0%	48.1%	51.9%	31.7%	39.4%	3.8%	1.9%	3.8%	1.9%	4.8%	7.7%	0.0%	0.0%	3.8%	1.0%	A
WORKFORCE PARITY %	100.0	55.9	44.1	40.7	37.3	1.7	3.4	0.0	3.4	10.2	0.0	0.0	0.0	3.4	0.0	B
WORKFORCE NOS.	104	50	54	33	41	4	2	4	2	5	8	0	0	4	1	C
WORKFORCE PARITY NOS.		58.1	45.9	42.3	38.8	1.8	3.5	0.0	3.5	10.6	0.0	0.0	0.0	3.5	0.0	D
NET UTILIZATION (+/-)		-8.1	8.1	-9.3	2.2	2.2	-1.5	4.0	-1.5	-5.6	8.0	0.0	0.0	0.5	1.0	E
PREVIOUS UTILIZATION		10.6	-10.6	19.5	-5.4	-0.7	-1.7	4.0	0.1	-12.1	-3.5	0.0	0.0	0.0	0.0	F
*** Enter line E from previous filing																
HIRING GOALS	PREVIOUS PLAN GOALS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	G
	CURRENT PLAN HIRES	0	0	0	0	0	0	0	0	0	0	0	0	0	0	H
	CURRENT PLAN GOALS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	L
PROMOTIONAL GOALS	PREVIOUS PLAN GOALS	24	13	11	0	5	1	2	0	0	12	4	0	0	0	J
	CURRENT PLAN PROMOTIONS	5	3	2	2	1	0	0	0	0	1	1	0	0	0	K
	CURRENT PLAN GOALS	19	15	4	9	0	0	2	0	2	6	0	0	0	0	L
UPWARD/ CAREER MOBILITY GOALS	PREVIOUS PLAN GOALS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	M
	CURRENT PLAN PROMOTIONS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	N
	CURRENT PLAN GOALS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	O
NOTE:																

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

WESTERN CONNECTICUT STATE UNIVERSITY

UTILIZATION ANALYSIS

AGENCY: WESTERN CONNECTICUT STATE UNIVERSITY
 CATEGORY OR CLASS: EEO2 -FACULTY
 POSITION CLASSIFICATION (25+): ASSOCIATE PROFESSOR

REPORTING DATE: April 1, 2023 - March 31, 2024
 LABOR MARKET AREA: STATEWIDE/NATIONAL

	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE		BLACK		HISPANIC		AAIANHNPI*		TWO or MORE		UNKNOWN		
				MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	
WORKFORCE %	100.0%	55.9%	44.1%	40.7%	37.3%	1.7%	3.4%	0.0%	3.4%	10.2%	0.0%	0.0%	0.0%	3.4%	0.0%	A
WORKFORCE PARITY %	100.0	34.3	65.7	28.6	54.3	2.9	0.0	2.9	2.9	0.0	2.9	0.0	5.7	0.0	0.0	B
WORKFORCE NOS.	59	33	26	24	22	1	2	0	2	6	0	0	0	2	0	C
WORKFORCE PARITY NOS.		20.2	38.8	16.9	32.0	1.7	0.0	1.7	1.7	0.0	1.7	0.0	3.4	0.0	0.0	D
NET UTILIZATION (+/-)		12.8	-12.8	7.1	-10.0	-0.7	2.0	-1.7	0.3	6.0	-1.7	0.0	-3.4	2.0	0.0	E
PREVIOUS UTILIZATION		-4.0	4.0	-6.9	2.4	0.4	0.4	-1.6	-0.6	4.2	1.8	0.0	0.0	0.0	0.0	F
*** Enter line E from previous filing																
HIRING GOALS	PREVIOUS PLAN GOALS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	G
	CURRENT PLAN HIRES	0	0	0	0	0	0	0	0	0	0	0	0	0	0	H
	CURRENT PLAN GOALS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	I
PROMOTIONAL GOALS	PREVIOUS PLAN GOALS	10	9	1	7	0	0	0	2	1	0	0	0	0	0	J
	CURRENT PLAN PROMOTIONS	6	4	2	1	2	0	0	0	0	1	0	0	0	2	K
	CURRENT PLAN GOALS	18	3	15	0	10	1	0	2	0	0	2	0	3	0	L
UPWARD/ CAREER MOBILITY GOALS	PREVIOUS PLAN GOALS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	M
	CURRENT PLAN PROMOTIONS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	N
	CURRENT PLAN GOALS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	O
NOTE:																

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

WESTERN CONNECTICUT STATE UNIVERSITY

UTILIZATION ANALYSIS

AGENCY: WESTERN CONNECTICUT STATE UNIVERSITY
 CATEGORY OR CLASS: EEO2 -FACULTY
 POSITION CLASSIFICATION (25+): ASSISTANT PROFESSOR

REPORTING DATE: April 1, 2023-March 31, 2024
 LABOR MARKET AREA: STATEWIDE/NATIONAL

	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE		BLACK		HISPANIC		AAIANHNPI*		TWO or MORE			
				MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE		
WORKFORCE %	100.0%	34.3%	65.7%	28.6%	54.3%	2.9%	0.0%	2.9%	2.9%	0.0%	2.9%	0.0%	5.7%	A	
WORKFORCE PARITY %	100.1	45.9	54.2	33.4	38.7	2.5	4.3	3.7	4.3	5.4	5.7	1.0	1.1	B	
WORKFORCE NOS.	35	12	23	10	19	1	0	1	1	0	1	0	2	C	
WORKFORCE PARITY NOS.		16.1	19.0	11.7	13.5	0.9	1.5	1.3	1.5	1.9	2.0	0.4	0.4	D	
NET UTILIZATION (+/-)		-4.1	4.0	-1.7	5.5	0.1	-1.5	-0.3	-0.5	-1.9	-1.0	-0.4	1.6	E	
PREVIOUS UTILIZATION		0.7	-0.7	0.0	0.4	0.2	-0.4	-0.4	-0.2	1.1	0.0	-0.4	-0.4	F	
*** Enter line E from previous filing															
HIRING GOALS	PREVIOUS PLAN GOALS	2	1	1	0	0	0	1	1	0	0	0	0	0	G
	CURRENT PLAN HIRES	8	2	6	2	5	0	0	0	0	0	0	1	H	
	CURRENT PLAN GOALS	9	5	4	2	0	0	2	0	1	2	1	1	0	L
PROMOTIONAL GOALS	PREVIOUS PLAN GOALS	0	0	0	0	0	0	0	0	0	0	0	0	0	J
	CURRENT PLAN PROMOTIONS	0	0	0	0	0	0	0	0	0	0	0	0	0	K
	CURRENT PLAN GOALS	0	0	0	0	0	0	0	0	0	0	0	0	0	L
UPWARD/ CAREER MOBILITY GOALS	PREVIOUS PLAN GOALS	0	0	0	0	0	0	0	0	0	0	0	0	0	M
	CURRENT PLAN PROMOTIONS	0	0	0	0	0	0	0	0	0	0	0	0	0	N
	CURRENT PLAN GOALS	0	0	0	0	0	0	0	0	0	0	0	0	0	O

Collective goal established for Two or More Male

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

WESTERN CONNECTICUT STATE UNIVERSITY

UTILIZATION ANALYSIS

AGENCY: WESTERN CONNECTICUT STATE UNIVERSITY
CATEGORY OR CLASS: EEO2 -FACULTY
POSITION CLASSIFICATION (25+): INSTRUCTOR

REPORTING DATE: April 1, 2023-March 31, 2024
LABOR MARKET AREA: STATEWIDE/NATIONAL

	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE		BLACK		HISPANIC		AAIANHNPI*		TWO or MORE		
				MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	
WORKFORCE %	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	A
WORKFORCE PARITY %	100.1	45.5	54.6	33.7	39.6	2.4	4.1	3.9	4.7	4.5	5.1	1.0	1.1	B
WORKFORCE NOS.	0	0	0	0	0	0	0	0	0	0	0	0	0	C
WORKFORCE PARITY NOS.		0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	D
NET UTILIZATION (+/-)		0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	E
PREVIOUS UTILIZATION		0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	F
*** Enter line E from previous filing														
HIRING GOALS	PREVIOUS PLAN GOALS	0	0	0	0	0	0	0	0	0	0	0	0	G
	CURRENT PLAN HIRES	0	0	0	0	0	0	0	0	0	0	0	0	H
	CURRENT PLAN GOALS	0	0	0	0	0	0	0	0	0	0	0	0	L
PROMOTIONAL GOALS	PREVIOUS PLAN GOALS	0	0	0	0	0	0	0	0	0	0	0	0	J
	CURRENT PLAN PROMOTIONS	0	0	0	0	0	0	0	0	0	0	0	0	K
	CURRENT PLAN GOALS	0	0	0	0	0	0	0	0	0	0	0	0	L
UPWARD/ CAREER MOBILITY GOALS	PREVIOUS PLAN GOALS	0	0	0	0	0	0	0	0	0	0	0	0	M
	CURRENT PLAN PROMOTIONS	0	0	0	0	0	0	0	0	0	0	0	0	N
	CURRENT PLAN GOALS	0	0	0	0	0	0	0	0	0	0	0	0	O

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

WESTERN CONNECTICUT STATE UNIVERSITY

UTILIZATION ANALYSIS

AGENCY: WESTERN CONNECTICUT STATE UNIVERSITY
 CATEGORY OR CLASS: EEO 3 - Professional Non-Faculty
 POSITION CLASSIFICATION (25+): All Titles

REPORTING DATE: April 1, 2023 - March 31, 2024
 LABOR MARKET AREA: STATEWIDE/NATIONAL

	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE		BLACK		HISPANIC		AAIANHNP*		TWO or MORE		UNKNOWN		
				MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	
WORKFORCE %	100.0%	45.2%	54.8%	34.1%	46.7%	1.5%	0.7%	4.4%	5.9%	3.7%	1.5%	0.7%	0.0%	0.7%	0.0%	A
WORKFORCE PARITY %	100.1	49.3	50.8	38.0	35.9	2.9	4.7	4.6	5.8	2.9	3.1	1.0	1.1	0.0	0.0	B
WORKFORCE NOS.	135	61	74	46	63	2	1	6	8	5	2	1	0	1	0	C
WORKFORCE PARITY NOS.		66.6	68.6	51.3	48.5	3.9	6.3	6.2	7.8	3.9	4.2	1.4	1.5	0.0	0.0	D
NET UTILIZATION (+/-)		-5.6	5.4	-5.3	14.5	-1.9	-5.3	-0.2	0.2	1.1	-2.2	-0.4	-1.5	1.0	0.0	E
PREVIOUS UTILIZATION		-10.9	10.9	-12.0	15.9	0.1	-3.4	-0.4	2.0	2.6	-2.2	-1.4	-1.7	0.0	0.0	F
*** Enter line E from previous filing																
HIRING GOALS	PREVIOUS PLAN GOALS	20	13	7	12	0	0	3	0	0	2	1	2	0	0	G
	CURRENT PLAN HIRES*	15	7	8	6	6	0	0	0	2	1	0	0	0	0	H
	CURRENT PLAN GOALS	17	8	9	5	0	2	5	0	0	2	1	2	0	0	L
*Hires includes 1 additional HF who transferred in from another region (adding to the workforce at Shoreline West).																
PROMOTIONAL GOALS	PREVIOUS PLAN GOALS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	J
	CURRENT PLAN PROMOTIONS	2	1	1	1	1	0	0	0	0	0	0	0	0	0	K
	CURRENT PLAN GOALS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	L
UPWARD/ CAREER MOBILITY GOALS	PREVIOUS PLAN GOALS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	M
	CURRENT PLAN PROMOTIONS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	N
	CURRENT PLAN GOALS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	O
NOTE:	Promotion numbers include 1 promotion and 1 demotion															

WESTERN CONNECTICUT STATE UNIVERSITY

UTILIZATION ANALYSIS

AGENCY: WESTERN CONNECTICUT STATE UNIVERSITY
CATEGORY OR CLASS: EEO 4- Secretarial-Clerical
POSITION CLASSIFICATION (25+): All Titles

REPORTING DATE: April 1, 2023- March 31, 2024
LABOR MARKET AREA: FAIRFIELD/NEW HAVEN COUNTIES

	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE		BLACK		HISPANIC		AAIANHNPI*		TWO or MORE			
				MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE		
WORKFORCE %	100.0%	4.4%	95.6%	2.2%	64.4%	2.2%	17.8%	0.0%	11.1%	0.0%	2.2%	0.0%	0.0%	A	
WORKFORCE PARITY %	100.0	11.8	88.2	7.7	65.3	1.0	9.0	2.1	10.2	0.7	2.2	0.4	1.6	B	
WORKFORCE NOS.	45	2	43	1	29	1	8	0	5	0	1	0	0	C	
WORKFORCE PARITY NOS.		5.3	39.7	3.5	29.4	0.5	4.1	0.9	4.6	0.3	1.0	0.2	0.7	D	
NET UTILIZATION (+/-)		-3.3	3.3	-2.5	-0.4	0.5	3.9	-0.9	0.4	-0.3	0.0	-0.2	-0.7	E	
PREVIOUS UTILIZATION		-4.4	4.4	-2.5	1.0	-0.5	3.9	-1.0	0.3	-0.3	0.0	-0.2	-0.7	F	
*** Enter line E from previous filing															
HIRING GOALS	PREVIOUS PLAN GOALS	7	6	1	3	0	1	0	1	0	1	0	0	1	G
	CURRENT PLAN HIRES	7	1	6	0	4	1	1	0	1	0	0	0	0	H
	CURRENT PLAN GOALS	6	4	2	3	1	0	0	1	0	0	0	0	1	L
PROMOTIONAL GOALS	PREVIOUS PLAN GOALS	0	0	0	0	0	0	0	0	0	0	0	0	0	J
	CURRENT PLAN PROMOTIONS	0	0	0	0	0	0	0	0	0	0	0	0	0	K
	CURRENT PLAN GOALS	0	0	0	0	0	0	0	0	0	0	0	0	0	L
UPWARD/ CAREER MOBILITY GOALS	PREVIOUS PLAN GOALS	0	0	0	0	0	0	0	0	0	0	0	0	0	M
	CURRENT PLAN PROMOTIONS	0	0	0	0	0	0	0	0	0	0	0	0	0	N
	CURRENT PLAN GOALS	0	0	0	0	0	0	0	0	0	0	0	0	0	O
NOTE: *A cumulative goal was established for WHITE Female															

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

WESTERN CONNECTICUT STATE UNIVERSITY

UTILIZATION ANALYSIS

AGENCY: WESTERN CONNECTICUT STATE UNIVERSITY
 CATEGORY OR CLASS: EEO 5- Technical ParaProfessional
 POSITION CLASSIFICATION (25+): All Titles

REPORTING DATE: April 1, 2023 - March 31, 2024
 LABOR MARKET AREA: FAIRFIELD COUNTY

	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE		BLACK		HISPANIC		AAIANHNPI*		TWO or MORE			
				MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE		
WORKFORCE %	100.0%	23.8%	76.2%	19.0%	57.1%	4.8%	14.3%	0.0%	4.8%	0.0%	0.0%	0.0%	0.0%	A	
WORKFORCE PARITY %	100.0	24.5	75.5	15.5	53.0	3.0	7.7	4.5	10.5	1.2	3.0	0.3	1.3	B	
WORKFORCE NOS.	21	5	16	4	12	1	3	0	1	0	0	0	0	C	
WORKFORCE PARITY NOS.		5.1	15.9	3.3	11.1	0.6	1.6	0.9	2.2	0.3	0.6	0.1	0.3	D	
NET UTILIZATION (+/-)		-0.1	0.1	0.7	0.9	0.4	1.4	-0.9	-1.2	-0.3	-0.6	-0.1	-0.3	E	
PREVIOUS UTILIZATION		-1.8	1.8	-0.5	1.3	-0.5	1.4	-0.4	-0.5	-0.4	-0.3	-0.1	-0.1	F	
*** Enter line E from previous filing															
HIRING GOALS	PREVIOUS PLAN GOALS	4	3	1	1	0	1	0	1	1	0	0	0	0	G
	CURRENT PLAN HIRES	2	0	2	0	2	0	0	0	0	0	0	0	0	H
	CURRENT PLAN GOALS*	4	1	3	0	0	0	0	1	1	0	1	0	1	L
PROMOTIONAL GOALS	PREVIOUS PLAN GOALS	0	0	0	0	0	0	0	0	0	0	0	0	0	J
	CURRENT PLAN PROMOTIONS	0	0	0	0	0	0	0	0	0	0	0	0	0	K
	CURRENT PLAN GOALS	0	0	0	0	0	0	0	0	0	0	0	0	0	L
UPWARD/ CAREER MOBILITY GOALS	PREVIOUS PLAN GOALS	0	0	0	0	0	0	0	0	0	0	0	0	0	M
	CURRENT PLAN PROMOTIONS	0	0	0	0	0	0	0	0	0	0	0	0	0	N
	CURRENT PLAN GOALS	0	0	0	0	0	0	0	0	0	0	0	0	0	O

NOTE: A cumulative goal was established for Two or More Female.

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

WESTERN CONNECTICUT STATE UNIVERSITY

UTILIZATION ANALYSIS

AGENCY: WESTERN CONNECTICUT STATE UNIVERSITY
CATEGORY OR CLASS: SKILLED CRAFT WORKER
POSITION CLASSIFICATION (25+): ALL TITLES

REPORTING DATE: April 1, 2023 - March 31, 2024
LABOR MARKET AREA: FAIRFIELD/NEW HAVEN COUNTIES

	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE		BLACK		HISPANIC		AAIANHNPI*		TWO or MORE				
				MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE			
WORKFORCE %	100.0%	94.4%	5.6%	77.8%	5.6%	11.1%	0.0%	0.0%	0.0%	5.6%	0.0%	0.0%	0.0%	A		
WORKFORCE PARITY %	100.0	99.0	1.0	64.9	0.9	4.9	0.0	26.4	0.1	0.1	0.0	2.8	0.0	B		
WORKFORCE NOS.	18	17	1	14	1	2	0	0	0	1	0	0	0	C		
WORKFORCE PARITY NOS.		17.8	0.2	11.7	0.2	0.9	0.0	4.8	0.0	0.0	0.0	0.5	0.0	D		
NET UTILIZATION (+/-)		-0.8	0.8	2.3	0.8	1.1	0.0	-4.8	0.0	1.0	0.0	-0.5	0.0	E		
PREVIOUS UTILIZATION		-1.4	1.4	3.0	1.6	0.2	0.0	-4.8	-0.1	0.7	-0.1	-0.6	0.0	F		
*** Enter line E from previous filing																
HIRING GOALS	PREVIOUS PLAN GOALS	6	6	0	0	0	0	0	0	5	0	0	0	1	0	G
	CURRENT PLAN HIRES	1	1	0	1	0	0	0	0	0	0	0	0	0	0	H
	CURRENT PLAN GOALS	6	6	0	0	0	0	0	0	5	0	0	0	1	0	L
PROMOTIONAL GOALS	PREVIOUS PLAN GOALS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	J
	CURRENT PLAN PROMOTIONS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	K
	CURRENT PLAN GOALS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	L
UPWARD/ CAREER MOBILITY GOALS	PREVIOUS PLAN GOALS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	M
	CURRENT PLAN PROMOTIONS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	N
	CURRENT PLAN GOALS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	O

NOTE:

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

WESTERN CONNECTICUT STATE UNIVERSITY

UTILIZATION ANALYSIS

AGENCY: WESTERN CONNECTICUT STATE UNIVERSITY
CATEGORY OR CLASS: Service/Maintenance - Except Custodians
POSITION CLASSIFICATION (25+): All Titles

REPORTING DATE: April 1, 2023 to March 31, 2024
LABOR MARKET AREA: FAIRFIELD/NEW HAVEN COUNTIES

	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE		BLACK		HISPANIC		AAIANHNPI*		TWO or MORE			
				MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE		
WORKFORCE %	100.0%	85.2%	14.8%	66.7%	3.7%	3.7%	0.0%	14.8%	11.1%	0.0%	0.0%	0.0%	0.0%	A	
WORKFORCE PARITY %	100.0	90.5	9.5	41.2	5.3	6.3	0.6	39.1	3.4	2.4	0.1	1.5	0.1	B	
WORKFORCE NOS.	27	23	4	18	1	1	0	4	3	0	0	0	0	C	
WORKFORCE PARITY NOS.		24.4	2.6	11.1	1.4	1.7	0.2	10.6	0.9	0.6	0.0	0.4	0.0	D	
NET UTILIZATION (+/-)		-1.4	1.4	6.9	-0.4	-0.7	-0.2	-6.6	2.1	-0.6	0.0	-0.4	0.0	E	
PREVIOUS UTILIZATION		-3.4	3.3	1.3	-0.3	-0.8	-0.1	-3.5	3.9	-0.2	-0.1	-0.2	0.0	F	
*** Enter line E from previous filing															
HIRING GOALS	PREVIOUS PLAN GOALS	6	5	1	0	1	1	0	4	0	0	0	0	0	G
	CURRENT PLAN HIRES	4	4	0	3	0	1	0	0	0	0	0	0	0	H
	CURRENT PLAN GOALS	10	9	1	0	1	1	0	7	0	1	0	0	0	L
PROMOTIONAL GOALS	PREVIOUS PLAN GOALS	0	0	0	0	0	0	0	0	0	0	0	0	0	J
	CURRENT PLAN PROMOTIONS	3	2	1	2	1	0	0	0	0	0	0	0	0	K
	CURRENT PLAN GOALS	0	0	0	0	0	0	0	0	0	0	0	0	0	L
UPWARD/ CAREER MOBILITY GOALS	PREVIOUS PLAN GOALS	0	0	0	0	0	0	0	0	0	0	0	0	0	M
	CURRENT PLAN PROMOTIONS	0	0	0	0	0	0	0	0	0	0	0	0	0	N
	CURRENT PLAN GOALS	0	0	0	0	0	0	0	0	0	0	0	0	0	O
NOTE: *Cumulative goal established for 1 WHITE Female															

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

WESTERN CONNECTICUT STATE UNIVERSITY

UTILIZATION ANALYSIS

AGENCY: WESTERN CONNECTICUT STATE UNIVERSITY
 CATEGORY OR CLASS: Service/Maintenance
 POSITION CLASSIFICATION (25+): Custodian Title

REPORTING DATE: April 1, 2023 - March 31, 2024
 LABOR MARKET AREA: FAIRFIELD/NEW HAVEN COUNTIES

	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE		BLACK		HISPANIC		AAIANHNPI*		TWO or MORE			
				MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE		
WORKFORCE %	100.0%	68.2%	31.8%	18.2%	18.2%	13.6%	0.0%	31.8%	13.6%	4.5%	0.0%	0.0%	0.0%	A	
WORKFORCE PARITY %	100.0	43.3	56.7	18.1	15.3	7.8	6.9	15.7	29.8	0.6	1.8	1.1	3.0	B	
WORKFORCE NOS.	22	15	7	4	4	3	0	7	3	1	0	0	0	C	
WORKFORCE PARITY NOS.		9.5	12.5	4.0	3.4	1.7	1.5	3.5	6.6	0.1	0.4	0.2	0.7	D	
NET UTILIZATION (+/-)		5.5	-5.5	0.0	0.6	1.3	-1.5	3.5	-3.6	0.9	-0.4	-0.2	-0.7	E	
PREVIOUS UTILIZATION		6.2	-6.2	-0.5	1.2	1.0	-1.7	5.1	-4.5	0.8	-0.5	-0.3	-0.8	F	
*** Enter line E from previous filing															
HIRING GOALS	PREVIOUS PLAN GOALS	10	1	9	1	0	0	2	0	5	0	1	0	1	G
	CURRENT PLAN HIRES	0	0	0	0	0	0	0	0	0	0	0	0	0	H
	CURRENT PLAN GOALS	8	0	8	0	0	0	2	0	4	0	1	0	1	L
PROMOTIONAL GOALS	PREVIOUS PLAN GOALS	0	0	0	0	0	0	0	0	0	0	0	0	0	J
	CURRENT PLAN PROMOTIONS	0	0	0	0	0	0	0	0	0	0	0	0	0	K
	CURRENT PLAN GOALS	0	0	0	0	0	0	0	0	0	0	0	0	0	L
UPWARD/ CAREER MOBILITY GOALS	PREVIOUS PLAN GOALS	0	0	0	0	0	0	0	0	0	0	0	0	0	M
	CURRENT PLAN PROMOTIONS	0	0	0	0	0	0	0	0	0	0	0	0	0	N
	CURRENT PLAN GOALS	0	0	0	0	0	0	0	0	0	0	0	0	0	O

NOTE: Cumulative goal established for AAIAHNPI Female.

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

WESTERN CONNECTICUT STATE UNIVERSITY

UTILIZATION ANALYSIS

AGENCY: WESTERN CONNECTICUT STATE UNIVERSITY
 CATEGORY OR CLASS: EEO 7 - Protective Services
 POSITION CLASSIFICATION (25+): All Titles

REPORTING DATE: April 1, 2023 - March 31, 2024
 LABOR MARKET AREA: FAIRFIELD/NEW HAVEN COUNTIES

	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE		BLACK		HISPANIC		AAIANHNPI*		TWO or MORE		UNKN
				MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE
WORKFORCE %	100.0%	80.0%	20.0%	73.3%	6.7%	0.0%	6.7%	6.7%	6.7%	0.0%	0.0%	0.0%	0.0%	0.0%
WORKFORCE PARITY %	100.0	88.8	11.2	64.6	5.7	8.0	3.7	13.2	1.1	1.8	0.6	1.2	0.1	0.0
WORKFORCE NOS.	15	12	3	11	1	0	1	1	1	0	0	0	0	0
WORKFORCE PARITY NOS.		13.3	1.7	9.7	0.9	1.2	0.6	2.0	0.2	0.3	0.1	0.2	0.0	0.0
NET UTILIZATION (+/-)		-1.3	1.3	1.3	0.1	-1.2	0.4	-1.0	0.8	-0.3	-0.1	-0.2	0.0	0.0
PREVIOUS UTILIZATION		-1.7	1.7	0.2	0.3	-1.0	0.6	-0.6	0.9	-0.2	-0.1	-0.1	0.0	0.0

*** Enter line E from previous filing

HIRING GOALS	PREVIOUS PLAN GOALS	2	2	0	0	0	1	0	1	0	0	0	0	0	0
	CURRENT PLAN HIRES	3	3	0	3	0	0	0	0	0	0	0	0	0	0
	CURRENT PLAN GOALS	3	3	0	0	0	1	0	1	0	1	0	0	0	0
PROMOTIONAL GOALS	PREVIOUS PLAN GOALS	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	CURRENT PLAN PROMOTIONS	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	CURRENT PLAN GOALS	0	0	0	0	0	0	0	0	0	0	0	0	0	0
UPWARD/ CAREER MOBILITY GOALS	PREVIOUS PLAN GOALS	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	CURRENT PLAN PROMOTIONS	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	CURRENT PLAN GOALS	0	0	0	0	0	0	0	0	0	0	0	0	0	0

NOTE: A cumulative goal was established for AAIAHNPI Male

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

Section 46a-68-86
Employment Analyses

Employment Analyses

2023 CHRO Review:

As part of the previous AA plan review, the Commission noted this section as weak based on the following:

Professional Non-Faculty applicant flow analysis is inaccurate to the hires said to have occurred during the filing period. Ensure this information is corrected and accurate as it relates to the goals analysis, and utilization analysis.

Response: A technical assistance meeting was scheduled and conducted with Jase Olavarria on March 13, 2024 to address the recommendations of the 2023 Affirmative Action plan. Based on this technical assistance, the following steps will be taken to ensure compliance with CT's Affirmative Action Regulations.

- Sections 46a-68-86 (Employment Process Analysis) was not updated; however, the deficiencies and weaknesses were expected to be addressed in the next filing submission due on July 30, 2024.
- The 2024 submission no longer contains inaccuracies related to the hires that occurred during the reporting period.
- Due the inability to confirm the prior workforce filing information, we used the raw data to build the 2023 workforce in employment process and as such made modifications in the employment process in the line item 2023 Workforce Rebuild for the following categories: Professor, Associate, Assistant Professor, and Professional Non-Faculty.

Employment Analyses

Under Section 46a-68-86 of the Affirmative Action Regulations of Connecticut State Agencies, Western Connecticut State University (“WCSU” or “University”) has undertaken a comprehensive review of the employment activity and process that perpetuate or build in barriers to equal employment.

The University has performed the following analyses:

(1) Employment Process Analysis

The University conducted a separate analysis named the Employment Process Analysis for any occupational category or position classification for which a separate availability base has been calculated and employment activity has occurred during the reporting period through hire, termination or other personnel activity.

The following statistical information/explanation has been analyzed:

- (a) Promotions: This data line is utilized to reflect only those promotions which occur from one EEO category to another EEO category.
- (b) Promotions Within: Promotions within each EEO category are listed at the end of each respective chart.
- (c) Hires: This data line includes new hires from outside and transfers from other state agencies to the University.
- (d) Transfers: Transfers within the University that are not promotions are recorded on this data line.
- (e) Coding Correction: As a result of further analysis, positions may be re-coded into a more appropriate occupational category.

(2) Applicant Flow Analysis

The University conducted a separate analysis on appointments to job titles shall be further analyzed. The applicant flow analysis shall track applicants through the hiring or promotional process to identify the step at which they were no longer candidates for employment. Information shall be provided as required for reductions in workforce. This analysis tracks applicants through the hiring or promotional process to determine the point at which they are no longer candidates for employment in the following categories:

- (a) Intra-Agency: includes all applicants who came from within the University;
- (b) Outside Agency: includes all applicants from other State agencies and Universities; and
- (c) Other Applicants: includes all other applicants that were neither from the University or State of Connecticut employees.

Since the University conducts national and regional searches for many of its administrative positions and faculty positions, the “Other Applicants” category contains the majority of the applicants.

(3) Personnel Evaluation Analysis

The University has provided information by occupational category on all matters involving personnel evaluations, discipline or other reductions in the workforce. All personnel evaluations, discipline or other reductions in the workforce which were calculated during this reporting period are recorded on this form.

**WESTERN CONNECTICUT STATE UNIVERSITY
EMPLOYMENT PROCESS ANALYSIS**

OCCUPATIONAL CATEGORY: Executive/Administrative

DATE: April 1, 2023 -March 31, 2024

POSITION OR POSITION CLASSIFICATION: All Titles

LABOR MARKET AREA: Statewide/National

EMPLOYMENT PROCESS ANALYSIS	GRAND TOTAL	TOTAL		WHITE		BLACK		HISPANIC		AAIANHNPI*		TWO or MORE	
		MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE
Workforce Number Current Filing	8	5	3	2	2	3	0	0	1	0	0	0	0
Workforce Number Prior Filing	17	9	8	7	6	2	0	0	2	0	0	0	0
Net Change(+or-)	-9	-4	-5	-5	-4	1	0	0	-1	0	0	0	0
Hires (including PT to FT)	1	1	0	0	0	1	0	0	0	0	0	0	0
PROMO INTO CATEGORY / CLASS	0	0	0	0	0	0	0	0	0	0	0	0	0
TRANSFER INTO	0	0	0	0	0	0	0	0	0	0	0	0	0
Data Correction*	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL INCREASES	1	1	0	0	0	1	0	0	0	0	0	0	0
TERMINATION/NON-RENEWAL	0	0	0	0	0	0	0	0	0	0	0	0	0
FULL TIME TO PART TIME	0	0	0	0	0	0	0	0	0	0	0	0	0
PROMOTION OUT	0	0	0	0	0	0	0	0	0	0	0	0	0
RESIGNATIONS	3	2	1	2	0	0	0	0	1	0	0	0	0
RETIREMENTS	3	2	1	2	1	0	0	0	0	0	0	0	0
DEMOTION OUT - Execs to SUOAF 7's	3	1	2	1	2	0	0	0	0	0	0	0	0
Data Correction - SUOAF 7 Moved to PNF*	1	0	1	0	1	0	0	0	0	0	0	0	0
Data Correction**	0	0	0	0	0	0	0	0	0	0	0	0	0
Demotion	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL REDUCTIONS	10	5	5	5	4	0	0	0	1	0	0	0	0
PROMOS WITHIN	1	1	0	1	0	0	0	0	0	0	0	0	0

NOTES: Data CorrectionData Correction* 1WF was erroneously counted as Executive instead of PNF as a SUAdmin7

**WESTERN CONNECTICUT STATE UNIVERSITY
EMPLOYMENT PROCESS ANALYSIS**

OCCUPATIONAL CATEGORY: EEO 2 - FACULTY

DATE: April 1, 2023-March 31, 2024

POSITION OR POSITION CLASSIFICATION: PROFESSOR

LABOR MARKET AREA: STATEWIDE/NATIONAL

EMPLOYMENT PROCESS ANALYSIS	GRAND TOTAL	TOTAL		WHITE		BLACK		HISPANIC		AAIANHNPI*		TWO or MORE		UNKNOWN	
		MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE
Workforce Number Current Filing	104	50	54	33	41	4	2	4	2	5	8	0	0	4	1
Workforce Number Prior Filing	110	58	52	46	42	3	2	4	2	5	6	0	0	0	0
Net Change(+or-)	-6	-8	2	-13	-1	1	0	0	0	0	2	0	0	4	1
Hires (including PT to FT)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PROMO INTO CATEGORY / CLASS	5	3	2	2	1	0	0	0	0	1	1	0	0	0	0
Race/sex change correction	2	0	2	0	2	0	0	0	0	0	0	0	0	0	0
Data correction 2023 workforce rebuild	10	5	5	0	1	1	0	0	0	0	1	0	0	4	3
TOTAL INCREASES	17	8	9	2	4	1	0	0	0	1	2	0	0	4	3
TERMINATION/NON-RENEWAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
FULL TIME TO PART TIME	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PROMOTION OUT	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
RESIGNATIONS	1	0	1	0	1	0	0	0	0	0	0	0	0	0	0
RETIREMENTS	7	3	4	2	4	0	0	0	0	1	0	0	0	0	0
Race/sex change correction	2	0	2	0	0	0	0	0	0	0	0	0	0	0	2
Data correction 2023 workforce rebuild	10	10	0	10	0	0	0	0	0	0	0	0	0	0	0
Data correction move to Assoc Professor	3	3	0	3	0	0	0	0	0	0	0	0	0	0	0
TOTAL REDUCTIONS	23	16	7	15	5	0	0	0	0	1	0	0	0	0	2
PROMOS WITHIN	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

NOTES:

WESTERN CONNECTICUT STATE UNIVERSITY

EMPLOYMENT PROCESS ANALYSIS

OCCUPATIONAL CATEGORY: EEO 2- FACULTY
 POSITION OR POSITION CLASSIFICATION: ASSOCIATE PROFESSOR
 LABOR MARKET AREA: STATEWIDE/NATIONAL

DATE: April 1, 2023 - March 31, 2024

EMPLOYMENT PROCESS ANALYSIS	GRAND TOTAL	TOTAL		WHITE		BLACK		HISPANIC		AAIANHNPI*		TWO or MORE		UNKNOWN	
		MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE
Workforce Number Current Filing	59	33	26	24	22	1	2	0	2	6	0	0	0	2	0
Workforce Number Prior Filing	58	25	33	14	25	2	2	0	1	9	5	0	0	0	0
Net Change(+or-)	1	8	-7	10	-3	-1	0	0	1	-3	-5	0	0	2	0
Hires (including PT to FT)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PROMO INTO CATEGORY / CLASS	6	4	2	1	2	0	0	0	0	1	0	0	0	2	0
Race/sex correction	2	2	0	1	0	0	0	0	0	1	0	0	0	0	0
Data correction previously counted in Professor	3	3	0	3	0	0	0	0	0	0	0	0	0	0	0
Data correction 2023 workforce rebuild	11	10	1	8	0	0	0	0	1	0	0	0	0	2	0
TOTAL INCREASES	22	19	3	13	2	0	0	0	1	2	0	0	0	4	0
TERMINATION/NON-RENEWAL	1	0	1	0	1	0	0	0	0	0	0	0	0	0	0
FULL TIME TO PART TIME	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PROMOTION OUT	5	3	2	2	1	0	0	0	0	1	1	0	0	0	0
RESIGNATIONS	2	1	1	1	1	0	0	0	0	0	0	0	0	0	0
RETIREMENTS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Race/sex correction	2	2	0	0	0	0	0	0	0	0	0	0	0	2	0
Data correction 2023 workforce rebuild	11	5	6	0	2	1	0	0	0	4	4	0	0	0	0
	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL REDUCTIONS	21	11	10	3	5	1	0	0	0	5	5	0	0	2	0
PROMOS WITHIN	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

NOTES:

WESTERN CONNECTICUT STATE UNIVERSITY

EMPLOYMENT PROCESS ANALYSIS

OCCUPATIONAL CATEGORY:

EEO 2 - FACULTY

DATE: April 1, 2023-March 31, 2024

POSITION OR POSITION CLASSIFICATION:

ASSISTANT PROFESSOR

LABOR MARKET AREA:

STATEWIDE/NATIONAL

EMPLOYMENT PROCESS ANALYSIS	GRAND TOTAL	TOTAL		WHITE		BLACK		HISPANIC		AAIANHNPI*		TWO or MORE		UNKNOWN	
		MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE
Workforce Number Current Filing	35	12	23	10	19	1	0	1	1	0	1	0	2	0	0
Workforce Number Prior Filing	36	18	18	13	14	1	1	1	1	3	2	0	0	0	0
Net Change(+or-)	-1	-6	5	-3	5	0	-1	0	0	-3	-1	0	2	0	0
Hires (including PT to FT)	8	2	6	2	5	0	0	0	0	0	0	0	1	0	0
PROMO INTO CATEGORY / CLASS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TRANSFER INTO	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Data correction 2023 workforce rebuild*	5	2	3	0	2	0	0	0	0	0	0	0	1	2	0
TOTAL INCREASES	13	4	9	2	7	0	0	0	0	0	0	0	2	2	0
TERMINATION/NON-RENEWAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
FULL TIME TO PART TIME	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PROMOTION OUT**	7	5	2	2	2	0	0	0	0	1	0	0	0	2	0
RESIGNATIONS	2	2	0	2	0	0	0	0	0	0	0	0	0	0	0
RETIREMENTS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
DECEASED	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Data correction 2023 workforce rebuild	5	3	2	1	0	0	1	0	0	2	1	0	0	0	0
	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL REDUCTIONS	14	10	4	5	2	0	1	0	0	3	1	0	0	2	0
PROMOS WITHIN	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

NOTES: *Prior workforce rebuilt as previous data could not be corroborated. As such the ins and outs reflect what was previously submitted and a new download of the FT workforce via CORECT. The ins and outs reflect the comparison in these data sets to rebalance/reset the workforce accordingly.

** 1 Promotion went to PNF and 6 Promotions went to Associate Professor

WESTERN CONNECTICUT STATE UNIVERSITY

EMPLOYMENT PROCESS ANALYSIS

OCCUPATIONAL CATEGORY: EEO 2 - FACULTY

DATE: April 1, 2023-March 31, 2024

POSITION OR POSITION CLASSIFICATION: INSTRUCTOR

LABOR MARKET AREA: STATEWIDE/NATIONAL

EMPLOYMENT PROCESS ANALYSIS	GRAND TOTAL	TOTAL		WHITE		BLACK		HISPANIC		AAIANHNPI*		TWO or MORE		UNKNOWN	
		MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE
Workforce Number Current Filing	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Workforce Number Prior Filing	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Net Change(+or-)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Hires (including PT to FT)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PROMO INTO CATEGORY / CLASS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TRANSFER INTO	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Data correction 2023 workforce rebuild*	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL INCREASES	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TERMINATION/NON-RENEWAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
FULL TIME TO PART TIME	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PROMOTION OUT	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
RESIGNATIONS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
RETIREMENTS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
DECEASED	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Data correction 2023 workforce rebuild	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL REDUCTIONS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PROMOS WITHIN	0	0	0	0	0	0	0	0	0	0	0	0	0		

NOTES:

WESTERN CONNECTICUT STATE UNIVERSITY

EMPLOYMENT PROCESS ANALYSIS

OCCUPATIONAL CATEGORY:

EEO 3 - Professional Non-Faculty

DATE:

April 1, 2023 - March 31, 2024

POSITION OR POSITION CLASSIFICATION:

All Titles

LABOR MARKET AREA:

Statewide/National

EMPLOYMENT PROCESS ANALYSIS	GRAND TOTAL	TOTAL		WHITE		BLACK		HISPANIC		AAIANHNPI*		TWO or MORE		UNKNOWN	
		MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE
Workforce Number Current Filing	135	61	74	46	63	2	1	6	8	5	2	1	0	1	0
Workforce Number Prior Filing	139	60	79	43	65	4	3	6	9	7	2	0	0	0	0
Net Change(+or-)	-4	1	-5	3	-2	-2	-2	0	-1	-2	0	1	0	1	0
HIRES (incl. Pt to Ft)	15	7	8	6	6	0	0	0	2	1	0	0	0	0	0
PROMO INTO CATEGORY / CLASS	1	1	0	1	0	0	0	0	0	0	0	0	0	0	0
DEMOTIONS INTO CATEGORY	1	0	1	0	1	0	0	0	0	0	0	0	0	0	0
Data correction Exec to PNF	3	1	2	1	2	0	0	0	0	0	0	0	0	0	0
Data correction Para to PNF	1	1	0	1	0	0	0	0	0	0	0	0	0	0	0
Data correction Clerical to PNF	1	0	1	0	1	0	0	0	0	0	0	0	0	0	0
Data correction erroneously omitted in prior AA Plan*	1	1	0	1	0	0	0	0	0	0	0	0	0	0	0
Data Correction - 2023 Race/Gender Errors	2	0	2	0	2	0	0	0	0	0	0	0	0	0	0
Data correction 2023 workforce rebuild***	7	5	2	2	0	0	0	0	0	0	0	2	0	1	2
TOTAL INCREASES	32	16	16	12	12	0	0	0	2	1	0	2	0	1	2
TERMINATION	1	1	0	0	0	0	0	0	0	0	0	1	0	0	0
RESIGNATIONS	8	3	5	3	4	0	1	0	0	0	0	0	0	0	0
RETIREMENTS	6	3	3	2	3	1	0	0	0	0	0	0	0	0	0
Data correction to PARA**	12	4	8	4	6	0	1	0	1	0	0	0	0	0	0
Data Correction - 2023 Race/Gender Errors	2	0	2	0	0	0	0	0	0	0	0	0	0	0	2
Data correction 2023 workforce rebuild***	7	4	3	0	1	1	0	0	2	3	0	0	0	0	0
TOTAL REDUCTIONS	36	15	21	9	14	2	2	0	3	3	0	1	0	0	2
Net Change(+or-)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Note: Data Correction* 1WM not counted in 2023 AA Plan,

** Suoaf 2's were moved to paraprofessional to reflect the EEO categorization based on job duties.

*** Prior workforce rebuilt as previous workforce data could not be corroborated. As such the ins and outs noted in this line reflect the differences in what was submitted and a new 2023 workforce data pulled from CORECT - this was done to rebalance the workforce to create the 2024 employment process.

WESTERN CONNECTICUT STATE UNIVERSITY

EMPLOYMENT PROCESS ANALYSIS

OCCUPATIONAL CATEGORY: EEO 4- Secretarial-Clerical

DATE: April 1, 2023- March 31, 2024

POSITION OR POSITION CLASSIFICATION: All Titles

LABOR MARKET AREA: FAIRFIELD/NEW HAVEN COUNTIES

EMPLOYMENT PROCESS ANALYSIS	GRAND TOTAL	TOTAL		WHITE		BLACK		HISPANIC		AAIANHNPI*		TWO or MORE	
		MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE
Workforce Number Current Filing	45	2	43	1	29	1	8	0	5	0	1	0	0
Workforce Number Prior Filing	46	1	45	1	31	0	8	0	5	0	1	0	0
Net Change(+or-)	-1	1	-2	0	-2	1	0	0	0	0	0	0	0
Hires (including PT to FT)	7	1	6	0	4	1	1	0	1	0	0	0	0
PROMO INTO CATEGORY / CLASS	0	0	0	0	0	0	0	0	0	0	0	0	0
TRANSFER INTO	0	0	0	0	0	0	0	0	0	0	0	0	0
Data correction not counted in 2023	0	0	0	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL INCREASES	7	1	6	0	4	1	1	0	1	0	0	0	0
TERMINATION/NON-RENEWAL	0	0	0	0	0	0	0	0	0	0	0	0	0
FULL TIME TO PART TIME	0	0	0	0	0	0	0	0	0	0	0	0	0
PROMOTION OUT	0	0	0	0	0	0	0	0	0	0	0	0	0
RESIGNATIONS	4	0	4	0	2	0	1	0	1	0	0	0	0
RETIREMENTS	3	0	3	0	3	0	0	0	0	0	0	0	0
Data correction: Prof 3 level position moved to PNF	1	0	1	0	1	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL REDUCTIONS	8	0	8	0	6	0	1	0	1	0	0	0	0
PROMOS WITHIN	0	0	0	0	0	0	0	0	0	0	0	0	0

NOTES:

WESTERN CONNECTICUT STATE UNIVERSITY

EMPLOYMENT PROCESS ANALYSIS

OCCUPATIONAL CATEGORY: EEO 5- Technical ParaProfessional

DATE: April 1, 2023 - March 31, 2024

POSITION OR POSITION CLASSIFICATION: All Titles

LABOR MARKET AREA: FAIRFIELD COUNTY

EMPLOYMENT PROCESS ANALYSIS	GRAND TOTAL	TOTAL		WHITE		BLACK		HISPANIC		AAIANHNPI*		TWO or MORE	
		MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE
Workforce Number Current Filing	21	5	16	4	12	1	3	0	1	0	0	0	0
Workforce Number Prior Filing	8	2	6	2	4	0	2	0	0	0	0	0	0
Net Change(+or-)	13	3	10	2	8	1	1	0	1	0	0	0	0
HIRES (incl. Pt to Ft)	2	0	2	0	2	0	0	0	0	0	0	0	0
PROMO INTO CATEGORY / CLASS	0	0	0	0	0	0	0	0	0	0	0	0	0
TRANSFER IN FROM ANOTHER CAMPUS	0	0	0	0	0	0	0	0	0	0	0	0	0
DATA Correction: SUOAF 2s Moved to Para/Tech	12	4	8	4	6	0	1	0	1	0	0	0	0
DATA Correction: Race Adjustment	1	1	0	0	0	1	0	0	0	0	0	0	0
DATA Correction:	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL INCREASES	15	5	10	4	8	1	1	0	1	0	0	0	0
LAYOFF	0	0	0	0	0	0	0	0	0	0	0	0	0
RESIGNATIONS	0	0	0	0	0	0	0	0	0	0	0	0	0
RETIREMENTS	0	0	0	0	0	0	0	0	0	0	0	0	0
JOB CATEGORY MOVED to EXECUTIVE**	0	0	0	0	0	0	0	0	0	0	0	0	0
TERMINATION	0	0	0	0	0	0	0	0	0	0	0	0	0
PROMOTION OUT OF REGION	0	0	0	0	0	0	0	0	0	0	0	0	0
NEW CATEGORY (GPA 1 - 25 OR MORE)	0	0	0	0	0	0	0	0	0	0	0	0	0
DATA Correction: SUOAF 3 - Moved to PNF	1	1	0	1	0	0	0	0	0	0	0	0	0
DATA Correction: Race Adjustment	1	1	0	1	0	0	0	0	0	0	0	0	0
TOTAL REDUCTIONS	2	2	0	2	0	0	0	0	0	0	0	0	0
PROMOS WITHIN	0	0	0	0	0	0	0	0	0	0	0	0	0

Note:

WESTERN CONNECTICUT STATE UNIVERSITY

EMPLOYMENT PROCESS ANALYSIS

OCCUPATIONAL CATEGORY: SKILLED CRAFT WORKER

DATE: April 1, 2023 - March 31, 2024

POSITION OR POSITION CLASSIFICATION: ALL TITLES

LABOR MARKET AREA: FAIRFIELD/NEW HAVEN COUNTIES

EMPLOYMENT PROCESS ANALYSIS	GRAND TOTAL	TOTAL		WHITE		BLACK		HISPANIC		AAIANHNPI*		TWO or MORE	
		MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE
Workforce Number Current Filing	18	17	1	14	1	2	0	0	0	1	0	0	0
Workforce Number Prior Filing	28	26	2	20	2	2	0	3	0	1	0	0	0
Net Change(+or-)	-10	-9	-1	-6	-1	0	0	-3	0	0	0	0	0
Hires (including PT to FT)	1	1	0	1	0	0	0	0	0	0	0	0	0
PROMO INTO CATEGORY / CLASS	0	0	0	0	0	0	0	0	0	0	0	0	0
TRANSFER INTO	0	0	0	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0	0	0	0
Data Correction: WM Counted as WF in Prev Plan	1	1	0	1	0	0	0	0	0	0	0	0	0
TOTAL INCREASES	2	2	0	2	0	0	0	0	0	0	0	0	0
TERMINATION/NON-RENEWAL	0	0	0	0	0	0	0	0	0	0	0	0	0
FULL TIME TO PART TIME	0	0	0	0	0	0	0	0	0	0	0	0	0
PROMOTION OUT*	2	2	0	2	0	0	0	0	0	0	0	0	0
RESIGNATIONS	0	0	0	0	0	0	0	0	0	0	0	0	0
RETIREMENTS	0	0	0	0	0	0	0	0	0	0	0	0	0
DECEASED	0	0	0	0	0	0	0	0	0	0	0	0	0
Data Correction: WM Counted as WF in Prev Plan**	1	0	1	0	1	0	0	0	0	0	0	0	0
Data correction out to Service Maintenance***	9	9	0	6	0	0	0	3	0	0	0	0	0
TOTAL REDUCTIONS	12	11	1	8	1	0	0	3	0	0	0	0	0
PROMOS WITHIN	0	0	0	0	0	0	0	0	0	0	0	0	0

NOTES: Promotion Out* to Service Maintenance
 Data correction Gender** WM counted as WF in previous plan instead of WM
 Data Correction*** Skilled Maintainer, Landscape Technician, Materials Storage Supervisor 2, Building Maintenance Supervisor, Maintenance Supervisor 2 (HVAC) are classified as Service Maintenance per DAS - As such the adjustment is being made here to reflect correct classification in this and future plans.

**WESTERN CONNECTICUT STATE UNIVERSITY
EMPLOYMENT PROCESS ANALYSIS**

OCCUPATIONAL CATEGORY: Service/Maintenance - Except Custodians

DATE: April 1, 2023 to March 31, 2024

POSITION OR POSITION CLASSIFICATION: All Titles

LABOR MARKET AREA: FAIRFIELD/NEW HAVEN COUNTIES

EMPLOYMENT PROCESS ANALYSIS	GRAND TOTAL	TOTAL		WHITE		BLACK		HISPANIC		AAIANHNPI*		TWO or MORE	
		MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE
Workforce Number Current Filing	27	23	4	18	1	1	0	4	3	0	0	0	0
Workforce Number Prior Filing	13	9	4	8	0	0	0	1	4	0	0	0	0
Net Change(+or-)	14	14	0	10	1	1	0	3	-1	0	0	0	0
Hires (including PT to FT)	4	4	0	3	0	1	0	0	0	0	0	0	0
PROMO INTO CATEGORY / CLASS	3	2	1	2	1	0	0	0	0	0	0	0	0
TRANSFER INTO	0	0	0	0	0	0	0	0	0	0	0	0	0
Not counted in 2023 plan	0	0	0	0	0	0	0	0	0	0	0	0	0
Data Correction: Positions Realigned with DAS	9	9	0	6	0	0	0	3	0	0	0	0	0
TOTAL INCREASES	16	15	1	11	1	1	0	3	0	0	0	0	0
TERMINATION/NON-RENEWAL	1	0	1	0	0	0	0	0	1	0	0	0	0
FULL TIME TO PART TIME	0	0	0	0	0	0	0	0	0	0	0	0	0
PROMOTION OUT	0	0	0	0	0	0	0	0	0	0	0	0	0
RESIGNATIONS	1	1	0	1	0	0	0	0	0	0	0	0	0
RETIREMENTS	0	0	0	0	0	0	0	0	0	0	0	0	0
DECEASED	0	0	0	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL REDUCTIONS	2	1	1	1	0	0	0	0	1	0	0	0	0
PROMOS WITHIN	0	0	0	0	0	0	0	0	0	0	0	0	0

NOTES:

WESTERN CONNECTICUT STATE UNIVERSITY

EMPLOYMENT PROCESS ANALYSIS

OCCUPATIONAL CATEGORY:

Service/Maintenance

DATE: April 1, 2023 - March 31, 2024

POSITION OR POSITION CLASSIFICATION:

Custodian Title

LABOR MARKET AREA:

FAIRFIELD/NEW HAVEN COUNTIES

EMPLOYMENT PROCESS ANALYSIS	GRAND TOTAL	TOTAL		WHITE		BLACK		HISPANIC		AAIANHNPI*		TWO or MORE		UNKNOWN	
		MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE
Workforce Number Current Filing	22	15	7	4	4	3	0	7	3	1	0	0	0	0	0
Workforce Number Prior Filing	25	17	8	4	5	3	0	9	3	1	0	0	0	0	0
Net Change(+or-)	-3	-2	-1	0	-1	0	0	-2	0	0	0	0	0	0	0
Hires (including PT to FT)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PROMO INTO CATEGORY / CLASS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TRANSFER IN	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Data correction in from skilled craft	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL INCREASES	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TERMINATION/NON-RENEWAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
FULL TIME TO PART TIME	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PROMOTION OUT	1	0	1	0	1	0	0	0	0	0	0	0	0	0	0
RESIGNATIONS	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0
RETIREMENTS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
DECEASED	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL REDUCTIONS	3	2	1	0	1	0	0	2	0	0	0	0	0	0	0
PROMOS WITHIN	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

NOTES:

WESTERN CONNECTICUT STATE UNIVERSITY

EMPLOYMENT PROCESS ANALYSIS

OCCUPATIONAL CATEGORY: EEO 7 - Protective Services

DATE: April 1, 2023 - March 31, 2024

POSITION OR POSITION CLASSIFICATION: All Titles

LABOR MARKET AREA: FAIRFIELD/NEW HAVEN COUNTIES

EMPLOYMENT PROCESS ANALYSIS	GRAND TOTAL	TOTAL		WHITE		BLACK		HISPANIC		AAIANHNPI*		TWO or MORE	
		MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE
Workforce Number Current Filing	15	12	3	11	1	0	1	1	1	0	0	0	0
Workforce Number Prior Filing	12	9	3	8	1	0	1	1	1	0	0	0	0
Net Change(+or-)	3	3	0	3	0	0	0	0	0	0	0	0	0
Hires (including PT to FT)	3	3	0	3	0	0	0	0	0	0	0	0	0
PROMO INTO CATEGORY / CLASS	0	0	0	0	0	0	0	0	0	0	0	0	0
TRANSFER INTO	0	0	0	0	0	0	0	0	0	0	0	0	0
Data Correction:	0	0	0	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL INCREASES	3	3	0	3	0	0	0	0	0	0	0	0	0
TERMINATION/NON-RENEWAL	0	0	0	0	0	0	0	0	0	0	0	0	0
FULL TIME TO PART TIME	0	0	0	0	0	0	0	0	0	0	0	0	0
PROMOTION OUT	0	0	0	0	0	0	0	0	0	0	0	0	0
RESIGNATIONS	0	0	0	0	0	0	0	0	0	0	0	0	0
RETIREMENTS	0	0	0	0	0	0	0	0	0	0	0	0	0
DECEASED	0	0	0	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL REDUCTIONS	0	0	0	0	0	0	0	0	0	0	0	0	0
PROMOS WITHIN	0	0	0	0	0	0	0	0	0	0	0	0	0

NOTES:

**WESTERN CONNECTICUT STATE UNIVERSITY
APPLICANT FLOW ANALYSIS - HIRES**

OCCUPATIONAL CATEGORY: Executive/Administrative
POSITION OR POSITION CLASSIFICATION: All Titles
LOCATION: Statewide/National

DATE: April 1, 2023 -March 31, 2024

APPLICANT FLOW ANALYSIS	GRAND TOTAL	TOTAL		WHITE		BLACK		HISPANIC		AAIANHNPI*		TWO or More		UNKNOWN			
		MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	UNKN	
Intra-agency	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	A
Outside agency	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	B
Reemployment List	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	C
Cert. Employment List	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	D
Transfer List	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	E
Other Applicants	23	2	3	1	3	1	0	0	0	0	0	0	0	0	0	18	F
TOTAL APPLICANTS	23	2	3	1	3	1	0	0	0	0	0	0	0	0	0	18	G
TOTAL REJECTED APPLICANTS	15	1	3	1	3	0	0	0	0	0	0	0	0	0	0	11	H
TOTAL QUALIFIED APPLICANTS	8	1	0	0	0	1	0	0	0	0	0	0	0	0	0	7	I
WITHDRAWAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	L
TOTAL INTERVIEWED	8	1	0	0	0	1	0	0	0	0	0	0	0	0	0	7	O
Not offered Position	7	0	0	0	0	0	0	0	0	0	0	0	0	0	0	7	P
Offered Position	1	1	0	0	0	1	0	0	0	0	0	0	0	0	0	0	Q
Refused Position	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	R
TOTAL ACCESSIONS*	1	1	0	0	0	1	0	0	0	0	0	0	0	0	0	0	S

Notes: Unknown applicant calculations are factored separately into the grand total, total male and total female categories. Total male + total female + unknown/unknown = grand total.

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

**WESTERN CONNECTICUT STATE UNIVERSITY
APPLICANT FLOW ANALYSIS - PROMOTIONS**

OCCUPATIONAL CATEGORY: Executive/Administrative
POSITION OR POSITION CLASSIFICATION: All Titles
LOCATION: Statewide/National

DATE: April 1, 2023 -March 31, 2024

APPLICANT FLOW ANALYSIS	GRAND TOTAL	TOTAL		WHITE		BLACK		HISPANIC		AAIANHNPI*		TWO or More		UNKNOWN			
		MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	UNKN	
Intra-agency	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	A
Outside agency	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	B
Reemployment List	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	C
Cert. Employment List	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	D
Transfer List	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	E
Other Applicants	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	F
TOTAL APPLICANTS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	G
TOTAL REJECTED APPLICANTS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	H
WTIHDRAWAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	L
TOTAL QUALIFIED APPLICANTS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	I
TOTAL INTERVIEWED	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	O
Not offered Position	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P
Offered Position	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	Q
Refused Position	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	R
TOTAL ACCESSIONS*	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	S

Notes: Unknown applicant calculations are factored separately into the grand total, total male and total female categories. Total male + total female + unknown/unknown = grand total.

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

**WESTERN CONNECTICUT STATE UNIVERSITY
APPLICANT FLOW ANALYSIS - HIRES**

OCCUPATIONAL CATEGORY: EEO 2 - FACULTY
POSITION OR POSITION CLASSIFICATION: PROFESSOR
LOCATION: STATEWIDE/NATIONAL

DATE: April 1, 2023-March 31, 2024

APPLICANT FLOW ANALYSIS	GRAND TOTAL	TOTAL		WHITE		BLACK		HISPANIC		AAIANHNPI*		TWO or More		UNKNOWN			
		MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	UNKN	
Intra-agency	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	A
Outside agency	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	B
Reemployment List	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	C
Cert. Employment List	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	D
Transfer List	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	E
Other Applicants	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	F
TOTAL APPLICANTS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	G
TOTAL REJECTED APPLICANTS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	H
TOTAL QUALIFIED APPLICANTS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	I
WITHDRAWAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	L
TOTAL INTERVIEWED	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	O
Not offered Position	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P
Offered Position	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	Q
Refused Position	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	R
TOTAL ACCESSIONS*	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	S

Notes: Unknown applicant calculations are factored separately into the grand total, total male and total female categories. Total male + total female + unknown/unknown = grand total.

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

**WESTERN CONNECTICUT STATE UNIVERSITY
APPLICANT FLOW ANALYSIS - PROMOTIONS**

OCCUPATIONAL CATEGORY: EEO 2 - FACULTY
POSITION OR POSITION CLASSIFICATION: PROFESSOR
LOCATION: STATEWIDE/NATIONAL

DATE: April 1, 2023-March 31, 2024

APPLICANT FLOW ANALYSIS	GRAND TOTAL	TOTAL		WHITE		BLACK		HISPANIC		AAIANHNPI*		TWO or More		UNKNOWN			
		MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	UNKN	
Intra-agency	7	5	2	3	1	1	0	0	0	1	1	0	0	0	0	0	A
Outside agency	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	B
Reemployment List	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	C
Cert. Employment List	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	D
Transfer List	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	E
Other Applicants	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	F
TOTAL APPLICANTS	7	5	2	3	1	1	0	0	0	1	1	0	0	0	0	0	G
TOTAL REJECTED APPLICANTS	2	2	0	1	0	1	0	0	0	0	0	0	0	0	0	0	H
WTIHDRAWAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	L
TOTAL QUALIFIED APPLICANTS	5	3	2	2	1	0	0	0	0	1	1	0	0	0	0	0	I
TOTAL INTERVIEWED	5	3	2	2	1	0	0	0	0	1	1	0	0	0	0	0	O
Not offered Position	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P
Offered Position	5	3	2	2	1	0	0	0	0	1	1	0	0	0	0	0	Q
Refused Position	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	R
TOTAL ACCESSIONS*	5	3	2	2	1	0	0	0	0	1	1	0	0	0	0	0	S

Notes: Unknown applicant calculations are factored separately into the grand total, total male and total female categories. Total male + total female + unknown/unknown = grand total.

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

**WESTERN CONNECTICUT STATE UNIVERSITY
APPLICANT FLOW ANALYSIS - HIRES**

OCCUPATIONAL CATEGORY: EEO 2- FACULTY
POSITION OR POSITION CLASSIFICATION: ASSOCIATE PROFESSOR
LOCATION: Statewide/National

DATE: April 1, 2023 - March 31, 2024

APPLICANT FLOW ANALYSIS	GRAND TOTAL	TOTAL		WHITE		BLACK		HISPANIC		AAIANHNPI*		TWO or More		UNKNOWN			
		MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	UNKN	
Intra-agency	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	A
Outside agency	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	B
Reemployment List	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	C
Cert. Employment List	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	D
Transfer List	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	E
Other Applicants	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	F
TOTAL APPLICANTS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	G
TOTAL REJECTED APPLICANTS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	H
TOTAL QUALIFIED APPLICANTS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	I
WITHDRAWAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	L
TOTAL INTERVIEWED	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	O
Not offered Position	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P
Offered Position	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	Q
Refused Position	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	R
TOTAL ACCESSIONS*	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	S

Notes: Unknown applicant calculations are factored separately into the grand total, total male and total female categories. Total male + total female + unknown/unknown = grand total.

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

**WESTERN CONNECTICUT STATE UNIVERSITY
APPLICANT FLOW ANALYSIS - PROMOTIONS**

OCCUPATIONAL CATEGORY: FACULTY
POSITION OR POSITION CLASSIFICATION: ASSOCIATE PROFESSOR
LOCATION: Statewide/National

DATE: April 1, 2023 - March 31, 2024

APPLICANT FLOW ANALYSIS	GRAND TOTAL	TOTAL		WHITE		BLACK		HISPANIC		AAIANHNPI*		TWO or More		UNKNOWN			
		MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	UNKN	
Intra-agency	6	4	2	1	2	0	0	0	0	1	0	0	0	2	0	0	A
Outside agency	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	B
Reemployment List	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	C
Cert. Employment List	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	D
Transfer List	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	E
Other Applicants	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	F
TOTAL APPLICANTS	6	4	2	1	2	0	0	0	0	1	0	0	0	2	0	0	G
TOTAL REJECTED APPLICANTS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	H
WTIHDRAWAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	L
TOTAL QUALIFIED APPLICANTS	6	4	2	1	2	0	0	0	0	1	0	0	0	2	0	0	I
TOTAL INTERVIEWED	6	4	2	1	2	0	0	0	0	1	0	0	0	2	0	0	O
Not offered Position	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P
Offered Position	6	4	2	1	2	0	0	0	0	1	0	0	0	2	0	0	Q
Refused Position	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	R
TOTAL ACCESSIONS*	6	4	2	1	2	0	0	0	0	1	0	0	0	2	0	0	S

Notes: Unknown applicant calculations are factored separately into the grand total, total male and total female categories. Total male + total female + unknown/unknown = grand total.

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

**WESTERN CONNECTICUT STATE UNIVERSITY
APPLICANT FLOW ANALYSIS - HIRES**

OCCUPATIONAL CATEGORY: EEO 2 - FACULTY
POSITION OR POSITION CLASSIFICATION: ASSISTANT PROFESSOR
LOCATION: Statewide/National

DATE: April 1, 2023-March 31, 2024

APPLICANT FLOW ANALYSIS	GRAND TOTAL	TOTAL		WHITE		BLACK		HISPANIC		AAIANHNPI*		TWO or More		UNKNOWN			
		MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	UNKN	
Intra-agency	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	A
Outside agency	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	B
Reemployment List	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	C
Cert. Employment List	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	D
Transfer List	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	E
Other Applicants	136	33	32	17	17	2	2	0	1	12	7	2	3	0	2	71	F
TOTAL APPLICANTS	136	33	32	17	17	2	2	0	1	12	7	2	3	0	2	71	G
TOTAL REJECTED APPLICANTS	90	24	17	11	6	2	2	0	1	11	5	0	1	0	2	49	H
TOTAL QUALIFIED APPLICANTS	46	9	15	6	11	0	0	0	0	1	2	2	2	0	0	22	I
WITHDRAWAL	1	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	L
TOTAL INTERVIEWED	45	9	14	6	10	0	0	0	0	1	2	2	2	0	0	22	O
Not offered Position	37	7	8	4	5	0	0	0	0	1	2	2	1	0	0	22	P
Offered Position	8	2	6	2	5	0	0	0	0	0	0	0	1	0	0	0	Q
Refused Position	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	R
TOTAL ACCESSIONS*	8	2	6	2	5	0	0	0	0	0	0	0	1	0	0	0	S

Notes: Unknown applicant calculations are factored separately into the grand total, total male and total female categories. Total male + total female + unknown/unknown = grand total.

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

**WESTERN CONNECTICUT STATE UNIVERSITY
APPLICANT FLOW ANALYSIS - PROMOTIONS**

OCCUPATIONAL CATEGORY: EEO 2 - FACULTY
POSITION OR POSITION CLASSIFICATION: ASSISTANT PROFESSOR
LOCATION: Statewide/National

DATE: April 1, 2023-March 31, 2024

APPLICANT FLOW ANALYSIS	GRAND TOTAL	TOTAL		WHITE		BLACK		HISPANIC		AAIANHNPI*		TWO or More		UNKNOWN			
		MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	UNKN	
Intra-agency	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	A
Outside agency	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	B
Reemployment List	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	C
Cert. Employment List	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	D
Transfer List	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	E
Other Applicants	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	F
TOTAL APPLICANTS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	G
TOTAL REJECTED APPLICANTS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	H
WTIHDRAWAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	L
TOTAL QUALIFIED APPLICANTS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	I
TOTAL INTERVIEWED	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	O
Not offered Position	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P
Offered Position	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	Q
Refused Position	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	R
TOTAL ACCESSIONS*	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	S

Notes: Unknown applicant calculations are factored separately into the grand total, total male and total female categories. Total male + total female + unknown/unknown = grand total.

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

**WESTERN CONNECTICUT STATE UNIVERSITY
APPLICANT FLOW ANALYSIS - HIRES**

OCCUPATIONAL CATEGORY: EEO 2 - FACULTY
POSITION OR POSITION CLASSIFICATION: INSTRUCTOR
LOCATION: Statewide/National

DATE: April 1, 2023-March 31, 2024

APPLICANT FLOW ANALYSIS	GRAND TOTAL	TOTAL		WHITE		BLACK		HISPANIC		AAIANHNPI*		TWO or More		UNKNOWN			
		MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	UNKN	
Intra-agency	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	A
Outside agency	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	B
Reemployment List	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	C
Cert. Employment List	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	D
Transfer List	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	E
Other Applicants	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	F
TOTAL APPLICANTS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	G
TOTAL REJECTED APPLICANTS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	H
TOTAL QUALIFIED APPLICANTS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	I
WITHDRAWAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	L
TOTAL INTERVIEWED	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	O
Not offered Position	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P
Offered Position	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	Q
Refused Position	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	R
TOTAL ACCESSIONS*	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	S

Notes: Unknown applicant calculations are factored separately into the grand total, total male and total female categories. Total male + total female + unknown/unknown = grand total.

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

**WESTERN CONNECTICUT STATE UNIVERSITY
APPLICANT FLOW ANALYSIS - PROMOTIONS**

OCCUPATIONAL CATEGORY: EEO 2 - FACULTY
POSITION OR POSITION CLASSIFICATION: INSTRUCTOR
LOCATION: Statewide/National

DATE: April 1, 2023-March 31, 2024

APPLICANT FLOW ANALYSIS	GRAND TOTAL	TOTAL		WHITE		BLACK		HISPANIC		AAIANHNPI*		TWO or More		UNKNOWN			
		MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	UNKN	
Intra-agency	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	A
Outside agency	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	B
Reemployment List	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	C
Cert. Employment List	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	D
Transfer List	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	E
Other Applicants	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	F
TOTAL APPLICANTS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	G
TOTAL REJECTED APPLICANTS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	H
WTIHDRAWAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	L
TOTAL QUALIFIED APPLICANTS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	I
TOTAL INTERVIEWED	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	O
Not offered Position	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P
Offered Position	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	Q
Refused Position	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	R
TOTAL ACCESSIONS*	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	S

Notes: Unknown applicant calculations are factored separately into the grand total, total male and total female categories. Total male + total female + unknown/unknown = grand total.

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

**WESTERN CONNECTICUT STATE UNIVERSITY
APPLICANT FLOW ANALYSIS - HIRES**

OCCUPATIONAL CATEGORY: EEO 3 - Professional Non-Faculty
POSITION OR POSITION CLASSIFICATION: All Titles
LOCATION: Statewide/National

DATE: April 1, 2023 - March 31, 2024

APPLICANT FLOW ANALYSIS	GRAND TOTAL	TOTAL		WHITE		BLACK		HISPANIC		AAIANHNPI*		TWO or More		UNKNOWN			
		MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	UNKN	
Intra-agency	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	A
Outside agency	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	B
Reemployment List	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	C
Cert. Employment List	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	D
Transfer List	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	E
Other Applicants	220	39	35	29	24	5	2	1	6	3	1	1	2	0	0	146	F
TOTAL APPLICANTS	220	39	35	29	24	5	2	1	6	3	1	1	2	0	0	146	G
TOTAL REJECTED APPLICANTS	164	26	20	18	13	5	1	1	3	1	1	1	2	0	0	118	H
TOTAL QUALIFIED APPLICANTS	56	13	15	11	11	0	1	0	3	2	0	0	0	0	0	28	I
WITHDRAWAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	L
TOTAL INTERVIEWED	53	12	14	10	10	0	1	0	3	2	0	0	0	0	0	27	O
Not offered Position	37	5	5	4	4	0	0	0	1	1	0	0	0	0	0	27	P
Offered Position	16	7	9	6	6	0	1	0	2	1	0	0	0	0	0	0	Q
Refused Position	1	0	1	0	0	0	1	0	0	0	0	0	0	0	0	0	R
TOTAL ACCESSIONS*	15	7	8	6	6	0	0	0	2	1	0	0	0	0	0	0	S

Notes: Unknown applicant calculations are factored separately into the grand total, total male and total female categories. Total male + total female + unknown/unknown = grand total.

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

**WESTERN CONNECTICUT STATE UNIVERSITY
APPLICANT FLOW ANALYSIS - PROMOTIONS**

OCCUPATIONAL CATEGORY: EEO 3 - Professional Non-Faculty
POSITION OR POSITION CLASSIFICATION: All Titles
LOCATION: Statewide/National

DATE: April 1, 2023 - March 31, 2024

APPLICANT FLOW ANALYSIS	GRAND TOTAL	TOTAL		WHITE		BLACK		HISPANIC		AAIANHNPI*		TWO or More		UNKNOWN			
		MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	UNKN	
Intra-agency	2	1	1	1	1	0	0	0	0	0	0	0	0	0	0	0	A
Outside agency	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	B
Reemployment List	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	C
Cert. Employment List	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	D
Transfer List	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	E
Other Applicants	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	F
TOTAL APPLICANTS	2	1	1	1	1	0	0	0	0	0	0	0	0	0	0	0	G
TOTAL REJECTED APPLICANTS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	H
TOTAL QUALIFIED APPLICANTS	2	1	1	1	1	0	0	0	0	0	0	0	0	0	0	0	I
WTIHDRAWAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	L
TOTAL INTERVIEWED	2	1	1	1	1	0	0	0	0	0	0	0	0	0	0	0	O
Not offered Position	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P
Offered Position	2	1	1	1	1	0	0	0	0	0	0	0	0	0	0	0	Q
Refused Position	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	R
TOTAL ACCESSIONS*	2	1	1	1	1	0	0	0	0	0	0	0	0	0	0	0	S

Notes: Unknown applicant calculations are factored separately into the grand total, total male and total female categories. Total male + total female + unknown/unknown = grand total. *Accessions include 1Demotion and 1 Promotion

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

**WESTERN CONNECTICUT STATE UNIVERSITY
APPLICANT FLOW ANALYSIS - HIRES**

OCCUPATIONAL CATEGORY: EEO 4- Secretarial-Clerical
POSITION OR POSITION CLASSIFICATION: All Titles
LOCATION: FAIRFIELD/NEW HAVEN COUNTIES

DATE: April 1, 2023 - March 31, 2024

APPLICANT FLOW ANALYSIS	GRAND TOTAL	TOTAL		WHITE		BLACK		HISPANIC		AAIANHNPI*		TWO or More		UNKNOWN			
		MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	UNKN	
Intra-agency	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	A
Outside agency	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	B
Reemployment List	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	C
Cert. Employment List	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	D
Transfer List	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	E
Other Applicants	693	35	232	20	143	4	21	7	39	1	8	3	18	0	3	426	F
TOTAL APPLICANTS	693	35	232	20	143	4	21	7	39	1	8	3	18	0	3	426	G
TOTAL REJECTED APPLICANTS	641	33	214	20	132	3	20	7	36	1	6	2	17	0	3	394	H
TOTAL QUALIFIED APPLICANTS	52	2	18	0	11	1	1	0	3	0	2	1	1	0	0	32	I
WITHDRAWAL	19	1	3	0	2	0	0	0	1	0	0	1	0	0	0	15	L
TOTAL INTERVIEWED	33	1	15	0	9	1	1	0	2	0	2	0	1	0	0	17	O
Not offered Position	26	0	9	0	5	0	0	0	1	0	2	0	1	0	0	17	P
Offered Position	7	1	6	0	4	1	1	0	1	0	0	0	0	0	0	0	Q
Refused Position	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	R
TOTAL ACCESSIONS*	7	1	6	0	4	1	1	0	1	0	0	0	0	0	0	0	S

Notes: Unknown applicant calculations are factored separately into the grand total, total male and total female categories. Total male + total female + unknown/unknown = grand total.

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

**WESTERN CONNECTICUT STATE UNIVERSITY
APPLICANT FLOW ANALYSIS PROMOTIONS**

THERE WERE NO PROMOTIONS INTO THIS CATEGORY DURING THE REPORTING PERIOD

OCCUPATIONAL CATEGORY:

EEO 4- Secretarial-Clerical

DATE: April 1, 2023- March 31, 2024

POSITION OR POSITION CLASSIFICATION:

All Titles

LOCATION:

FAIRFIELD/NEW HAVEN COUNTIES

APPLICANT FLOW ANALYSIS	GRAND TOTAL	TOTAL		WHITE		BLACK		HISPANIC		AAIANHNPI*		TWO or More		UNKNOWN			
		MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	UNKN	
Intra-agency	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	A
Outside agency	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	B
Reemployment List	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	C
Cert. Employment List	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	D
Transfer List	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	E
Other Applicants	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	F
TOTAL APPLICANTS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	G
TOTAL REJECTED APPLICANTS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	H
WTIHDRAWAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	L
TOTAL QUALIFIED APPLICANTS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	I
TOTAL INTERVIEWED	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	O
Not offered Position	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P
Offered Position	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	Q
Refused Position	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	R
TOTAL ACCESSIONS*	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	S

Notes: Unknown applicant calculations are factored separately into the grand total, total male and total female categories. Total male + total female + unknown/unknown = grand total.

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

**WESTERN CONNECTICUT STATE UNIVERSITY
APPLICANT FLOW ANALYSIS - HIRES**

OCCUPATIONAL CATEGORY: EEO 5- Technical ParaProfessional
POSITION OR POSITION CLASSIFICATION: All Titles
LOCATION: Statewide/National

DATE: April 1, 2023 - March 31, 2024

APPLICANT FLOW ANALYSIS	GRAND TOTAL	TOTAL		WHITE		BLACK		HISPANIC		AAIANHNPI*		TWO or More		UNKNOWN			
		MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	UNKN	
Intra-agency	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	A
Outside agency	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	B
Reemployment List	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	C
Cert. Employment List	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	D
Transfer List	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	E
Other Applicants	100	22	35	15	23	1	4	6	5	0	2	0	1	0	0	43	F
TOTAL APPLICANTS	100	22	35	15	23	1	4	6	5	0	2	0	1	0	0	43	G
TOTAL REJECTED APPLICANTS	87	20	29	13	19	1	4	6	5	0	1	0	0	0	0	38	H
TOTAL QUALIFIED APPLICANTS	13	2	6	2	4	0	0	0	0	0	1	0	1	0	0	5	I
WITHDRAWAL	3	0	1	0	1	0	0	0	0	0	0	0	0	0	0	2	L
TOTAL INTERVIEWED	10	2	5	2	3	0	0	0	0	0	1	0	1	0	0	3	O
Not offered Position	8	2	3	2	1	0	0	0	0	0	1	0	1	0	0	3	P
Offered Position	2	0	2	0	2	0	0	0	0	0	0	0	0	0	0	0	Q
Refused Position	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	R
TOTAL ACCESSIONS*	2	0	2	0	2	0	0	0	0	0	0	0	0	0	0	0	S

Notes: Unknown applicant calculations are factored separately into the grand total, total male and total female categories. Total male + total female + unknown/unknown = grand total.

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

**WESTERN CONNECTICUT STATE UNIVERSITY
APPLICANT FLOW ANALYSIS - PROMOTIONS**

OCCUPATIONAL CATEGORY: EEO 5- Technical ParaProfessional
POSITION OR POSITION CLASSIFICATION: All Titles
LOCATION: Statewide/National

DATE: April 1, 2023 - March 31, 2024

APPLICANT FLOW ANALYSIS	GRAND TOTAL	TOTAL		WHITE		BLACK		HISPANIC		AAIANHNPI*		TWO or More		UNKNOWN			
		MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	UNKN	
Intra-agency	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	A
Outside agency	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	B
Reemployment List	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	C
Cert. Employment List	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	D
Transfer List	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	E
Other Applicants	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	F
TOTAL APPLICANTS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	G
TOTAL REJECTED APPLICANTS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	H
TOTAL QUALIFIED APPLICANTS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	I
WTIHDRAWAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	L
TOTAL INTERVIEWED	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	O
Not offered Position	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P
Offered Position	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	Q
Refused Position	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	R
TOTAL ACCESSIONS*	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	S

Notes: Unknown applicant calculations are factored separately into the grand total, total male and total female categories. Total male + total female + unknown/unknown = grand total.

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

**WESTERN CONNECTICUT STATE UNIVERSITY
APPLICANT FLOW ANALYSIS - HIRES**

OCCUPATIONAL CATEGORY: SKILLED CRAFT WORKER
POSITION OR POSITION CLASSIFICATION: ALL TITLES
LOCATION: FAIRFIELD/NEW HAVEN COUNTIES

DATE: April 1, 2023 - March 31, 2024

APPLICANT FLOW ANALYSIS	GRAND TOTAL	TOTAL		WHITE		BLACK		HISPANIC		AAIANHNPI*		TWO or More		UNKNOWN			
		MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	UNKN	
Intra-agency	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	A
Outside agency	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	B
Reemployment List	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	C
Cert. Employment List	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	D
Transfer List	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	E
Other Applicants	4	2	0	2	0	0	0	0	0	0	0	0	0	0	0	2	F
TOTAL APPLICANTS	4	2	0	2	0	0	0	0	0	0	0	0	0	0	0	2	G
TOTAL REJECTED APPLICANTS	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	H
TOTAL QUALIFIED APPLICANTS	3	2	0	2	0	0	0	0	0	0	0	0	0	0	0	1	I
WITHDRAWAL	1	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	L
TOTAL INTERVIEWED	2	1	0	1	0	0	0	0	0	0	0	0	0	0	0	1	O
Not offered Position	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	P
Offered Position	1	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	Q
Refused Position	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	R
TOTAL ACCESSIONS*	1	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	S

Notes: Unknown applicant calculations are factored separately into the grand total, total male and total female categories. Total male + total female + unknown/unknown = grand total.

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

**WESTERN CONNECTICUT STATE UNIVERSITY
APPLICANT FLOW ANALYSIS PROMOTIONS**

THERE WERE NO PROMOTIONS INTO THIS CATEGORY DURING THE REPORTING PERIOD

OCCUPATIONAL CATEGORY: SKILLED CRAFT WORKER **DATE:** April 1, 2023 - March 31, 2024
POSITION OR POSITION CLASSIFICATION: ALL TITLES
LOCATION: FAIRFIELD/NEW HAVEN COUNTIES

APPLICANT FLOW ANALYSIS	GRAND TOTAL	TOTAL		WHITE		BLACK		HISPANIC		AAIANHNPI*		TWO or More		UNKNOWN			
		MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	UNKN	
Intra-agency	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	A
Outside agency	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	B
Reemployment List	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	C
Cert. Employment List	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	D
Transfer List	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	E
Other Applicants	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	F
TOTAL APPLICANTS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	G
TOTAL REJECTED APPLICANTS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	H
WTIHDRAWAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	L
TOTAL QUALIFIED APPLICANTS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	I
TOTAL INTERVIEWED	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	O
Not offered Position	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P
Offered Position	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	Q
Refused Position	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	R
TOTAL ACCESSIONS*	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	S

Notes: Unknown applicant calculations are factored separately into the grand total, total male and total female categories. Total male + total female + unknown/unknown = grand total.

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

**WESTERN CONNECTICUT STATE UNIVERSITY
APPLICANT FLOW ANALYSIS - HIRES**

OCCUPATIONAL CATEGORY: Service/Maintenance - Except Custodians
POSITION OR POSITION CLASSIFICATION: All Titles
LOCATION: FAIRFIELD/NEW HAVEN COUNTIES

DATE: April 1, 2023 to March 31, 2024

APPLICANT FLOW ANALYSIS	GRAND TOTAL	TOTAL		WHITE		BLACK		HISPANIC		AAIANHNPI*		TWO or More		UNKNOWN			
		MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	UNKN	
Intra-agency	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	A
Outside agency	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	B
Reemployment List	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	C
Cert. Employment List	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	D
Transfer List	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	E
Other Applicants	62	7	2	6	1	1	1	0	0	0	0	0	0	0	0	53	F
TOTAL APPLICANTS	62	7	2	6	1	1	1	0	0	0	0	0	0	0	0	53	G
TOTAL REJECTED APPLICANTS	44	2	0	2	0	0	0	0	0	0	0	0	0	0	0	42	H
TOTAL QUALIFIED APPLICANTS	18	5	2	4	1	1	1	0	0	0	0	0	0	0	0	11	I
WITHDRAWAL	6	0	0	0	0	0	0	0	0	0	0	0	0	0	0	6	L
TOTAL INTERVIEWED	12	5	2	4	1	1	1	0	0	0	0	0	0	0	0	5	O
Not offered Position	8	1	2	1	1	0	1	0	0	0	0	0	0	0	0	5	P
Offered Position	4	4	0	3	0	1	0	0	0	0	0	0	0	0	0	0	Q
Refused Position	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	R
TOTAL ACCESSIONS*	4	4	0	3	0	1	0	0	0	0	0	0	0	0	0	0	S

Notes: Unknown applicant calculations are factored separately into the grand total, total male and total female categories. Total male + total female + unknown/unknown = grand total.

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

**WESTERN CONNECTICUT STATE UNIVERSITY
APPLICANT FLOW ANALYSIS PROMOTIONS**

OCCUPATIONAL CATEGORY: Service/Maintenance - Except Custodians
POSITION OR POSITION CLASSIFICATION: All Titles
LOCATION: FAIRFIELD/NEW HAVEN COUNTIES

DATE: April 1, 2023 to March 31, 2024

APPLICANT FLOW ANALYSIS	GRAND TOTAL	TOTAL		WHITE		BLACK		HISPANIC		AAIANHNPI*		TWO or More		UNKNOWN			
		MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	UNKN	
Intra-agency	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	A
Outside agency	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	B
Reemployment List	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	C
Cert. Employment List	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	D
Transfer List	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	E
Other Applicants	12	8	1	6	1	0	0	2	0	0	0	0	0	0	0	3	F
TOTAL APPLICANTS	12	8	1	6	1	0	0	2	0	0	0	0	0	0	0	3	G
TOTAL REJECTED APPLICANTS	5	2	0	1	0	0	0	1	0	0	0	0	0	0	0	3	H
WITHDRAWAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	L
TOTAL QUALIFIED APPLICANTS	7	6	1	5	1	0	0	1	0	0	0	0	0	0	0	0	I
TOTAL INTERVIEWED	7	6	1	5	1	0	0	1	0	0	0	0	0	0	0	0	O
Not offered Position	4	4	0	3	0	0	0	1	0	0	0	0	0	0	0	0	P
Offered Position	3	2	1	2	1	0	0	0	0	0	0	0	0	0	0	0	Q
Refused Position	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	R
TOTAL ACCESSIONS*	3	2	1	2	1	0	0	0	0	0	0	0	0	0	0	0	S

Notes: Unknown applicant calculations are factored separately into the grand total, total male and total female categories. Total male + total female + unknown/unknown = grand total.

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

**WESTERN CONNECTICUT STATE UNIVERSITY
APPLICANT FLOW ANALYSIS - HIRES**

OCCUPATIONAL CATEGORY: Service/Maintenance

DATE: April 1, 2023 - March 31, 2024

POSITION OR POSITION CLASSIFICATION: Custodian Title

LOCATION: FAIRFIELD/NEW HAVEN COUNTIES

APPLICANT FLOW ANALYSIS	GRAND TOTAL	TOTAL		WHITE		BLACK		HISPANIC		AAIANHNPI*		TWO or More		UNKNOWN			
		MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	UNKN	
Intra-agency	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	A
Outside agency	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	B
Reemployment List	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	C
Cert. Employment List	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	D
Transfer List	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	E
Other Applicants	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	F
TOTAL APPLICANTS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	G
TOTAL REJECTED APPLICANTS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	H
TOTAL QUALIFIED APPLICANTS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	I
WITHDRAWAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	L
TOTAL INTERVIEWED	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	O
Not offered Position	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P
Offered Position	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	Q
Refused Position	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	R
TOTAL ACCESSIONS*	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	S

Notes: Unknown applicant calculations are factored separately into the grand total, total male and total female categories. Total male + total female + unknown/unknown = grand total.

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

**WESTERN CONNECTICUT STATE UNIVERSITY
APPLICANT FLOW ANALYSIS PROMOTIONS**

THERE WERE NO PROMOTIONS INTO THIS CATEGORY DURING THE REPORTING PERIOD

OCCUPATIONAL CATEGORY: Service/Maintenance **DATE:** April 1, 2023 - March 31, 2024
POSITION OR POSITION CLASSIFICATION: Custodian Title
LOCATION: FAIRFIELD/NEW HAVEN COUNTIES

APPLICANT FLOW ANALYSIS	GRAND TOTAL	TOTAL		WHITE		BLACK		HISPANIC		AAIANHNPI*		TWO or More		UNKNOWN			
		MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	UNKN	
Intra-agency	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	A
Outside agency	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	B
Reemployment List	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	C
Cert. Employment List	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	D
Transfer List	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	E
Other Applicants	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	F
TOTAL APPLICANTS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	G
TOTAL REJECTED APPLICANTS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	H
WTIHDRAWAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	L
TOTAL QUALIFIED APPLICANTS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	I
TOTAL INTERVIEWED	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	O
Not offered Position	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P
Offered Position	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	Q
Refused Position	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	R
TOTAL ACCESSIONS*	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	S

Notes: Unknown applicant calculations are factored separately into the grand total, total male and total female categories. Total male + total female + unknown/unknown = grand total.

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

**WESTERN CONNECTICUT STATE UNIVERSITY
APPLICANT FLOW ANALYSIS - HIRES**

OCCUPATIONAL CATEGORY: EEO 7 - Protective Services
POSITION OR POSITION CLASSIFICATION: All Titles
LOCATION: FAIRFIELD/NEW HAVEN COUNTIES

DATE: April 1, 2023 - March 31, 2024

APPLICANT FLOW ANALYSIS	GRAND TOTAL	TOTAL		WHITE		BLACK		HISPANIC		AAIANHNPI*		TWO or More		UNKNOWN			
		MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	UNKN	
Intra-agency	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	A
Outside agency	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	B
Reemployment List	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	C
Cert. Employment List	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	D
Transfer List	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	E
Other Applicants	55	10	1	7	1	1	0	1	0	0	0	1	0	0	0	44	F
TOTAL APPLICANTS	55	10	1	7	1	1	0	1	0	0	0	1	0	0	0	44	G
TOTAL REJECTED APPLICANTS	48	5	1	2	1	1	0	1	0	0	0	1	0	0	0	42	H
TOTAL QUALIFIED APPLICANTS	7	5	0	5	0	0	0	0	0	0	0	0	0	0	0	2	I
WITHDRAWAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	L
TOTAL INTERVIEWED	5	5	0	5	0	0	0	0	0	0	0	0	0	0	0	0	O
Not offered Position	2	2	0	2	0	0	0	0	0	0	0	0	0	0	0	0	P
Offered Position	3	3	0	3	0	0	0	0	0	0	0	0	0	0	0	0	Q
Refused Position	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	R
TOTAL ACCESSIONS*	3	3	0	3	0	0	0	0	0	0	0	0	0	0	0	0	S

Notes: Unknown applicant calculations are factored separately into the grand total, total male and total female categories. Total male + total female + unknown/unknown = grand total.

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

**WESTERN CONNECTICUT STATE UNIVERSITY
 APPLICANT FLOW ANALYSIS PROMOTIONS**

THERE WERE NO PROMOTIONS INTO THIS CATEGORY DURING THE REPORTING PERIOD

OCCUPATIONAL CATEGORY:

EEO 7 - Protective Services

DATE: April 1, 2023 - March 31, 2024

POSITION OR POSITION CLASSIFICATION:

All Titles

LOCATION:

FAIRFIELD/NEW HAVEN COUNTIES

APPLICANT FLOW ANALYSIS	GRAND TOTAL	TOTAL		WHITE		BLACK		HISPANIC		AAIANHNPI*		TWO or More		UNKNOWN			
		MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	UNKN	
Intra-agency	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	A
Outside agency	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	B
Reemployment List	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	C
Cert. Employment List	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	D
Transfer List	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	E
Other Applicants	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	F
TOTAL APPLICANTS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	G
TOTAL REJECTED APPLICANTS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	H
WITHDRAWAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	L
TOTAL QUALIFIED APPLICANTS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	I
TOTAL INTERVIEWED	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	O
Not offered Position	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P
Offered Position	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	Q
Refused Position	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	R
TOTAL ACCESSIONS*	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	S

Notes: Unknown applicant calculations are factored separately into the grand total, total male and total female categories. Total male + total female + unknown/unknown = grand total.

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

OCCUPATIONAL CATEGORY: EXECUTIVE/ADMINISTRATIVE/MANAGERIAL

All in Category

March 31, 2024

PERSONNEL EVALUATION ANALYSIS	TOTAL	TL MALE	TL FEM	WM	WF	BM	BF	HM	HF	OM	OF
SERVICE RATING											
Exceptional Performance	0	0	0	0	0	0	0	0	0	0	0
Exceeded Performance Reqs/Exceeds Expectations	2	2	0	1	0	1	0	0	0	0	0
Met Performance Reqs/Meets Expectations	4	2	2	1	2	1	0	0	0	0	0
Failed To Meet Perf Reqs/Doesn't Meet Expectations	1	0	1	0	0	0	1	0	0	0	0
REPRIMANDS	0	0	0								
SUSPENSIONS	0	0	0								
DEMOTIONS											
Within Occ Category	0	0	0								
Lower Occ Category	0	0	0								
TRANSFERS											
Intra-agency	1	0	1	0	1	0	0	0	0	0	0
Outside Agency	4	3	1	2	0	0	1	0	0	1	0

OCCUPATIONAL CATEGORY: FACULTY

All Categories

March 31, 2024

PERSONNEL EVALUATION ANALYSIS	TOTAL	TL MALE	TL FEM	WM	WF	BM	BF	HM	HF	OM	OF
SERVICE RATING											
<i>Satisfactory</i>	25	12	13	5	12	2	0	1	0	4	1
<i>Adequate, but needs improvement</i>	0	0	0	0	0	0	0	0	0	0	0
<i>Unsatisfactory</i>	1	1	0	0	0	1	0	0	0	0	0
COUNSELING	0	0	0								
REPRIMANDS	0	0	0								
SUSPENSIONS	0	0	0								
DEMOTIONS											
Within Occ Category	0	0	0								
Lower Occ Category	0	0	0								
TRANSFERS											
Intra-agency	0	0	0								
Outside Agency	0	0	0								

* faculty are evaluated at 1, 3, and 5 year intervals based on time of hire and once tenure is achieved; as such numbers will fluctuate and curve lower than workforce numbers as majority of faculty have tenure.

OCCUPATIONAL CATEGORY: PROFESSIONAL NON-FACULTY

All in Category

March 31, 2024

PERSONNEL EVALUATION ANALYSIS	TOTAL	TL MALE	TL FEM	WM	WF	BM	BF	HM	HF	OM	OF
SERVICE RATING											
Exceptional Performance/Excellent	89	41	48	32	44	2	1	3	3	4	0
Exceeds Expectations	0	0	0	0	0	0	0	0	0	0	0
Meets Expectations/Good	22	8	14	5	9	0	0	2	5	1	0
Fair	2	2	0	1	0	1	0	0	0	0	0
Does not Meet Expectations/Poor	0	0	0								
COUNSELING	0	0	0								
REPRIMANDS	0	0	0								
SUSPENSIONS	0	0	0								
DEMOTIONS											
Within Occ Category	0	0	0								
Lower Occ Category	0	0	0								
TRANSFERS											
Intra-agency	2	2	0	1	0	1	0	0	0	0	0
Outside Agency	3	1	2	1	1	0	0	0	1	0	0

* Professional bargaining staff are evaluated at 5 year intervals once tenure is achieved; as such numbers will fluctuate and curve lower than workforce numbers.

OCCUPATIONAL CATEGORY: TECHNICAL/PARAPROFESSIONAL

All in Category

March 31, 2024

PERSONNEL EVALUATION ANALYSIS	TOTAL	TL MALE	TL FEM	WM	WF	BM	BF	HM	HF	OM	OF
SERVICE RATING											
Exceptional Performance/Excellent	1	0	1	0	0	0	1	0	0	0	0
Exceeds Expectations	3	0	3	0	2	0	1	0	0	0	
Meets Expectations/Good	0	0	0								
Fair	0	0	0								
Does not Meet Expectations/Poor	0	0	0								
REPRIMANDS	0	0	0								
SUSPENSIONS	0	0	0								
DEMOTIONS											
Within Occ Category	0	0	0								
Lower Occ Category	0	0	0								
TRANSFERS											
Intra-agency	0	0	0								
Outside Agency	0	0	0								

*Bargaining unit members in CCCC and AFT contracts are evaluated at 5 year intervals once tenure is achieved; as such numbers will fluctuate and curve lower than workforce numbers

OCCUPATIONAL CATEGORY: SECRETARIAL/CLERICAL

All in Category

March 31, 2024

PERSONNEL EVALUATION ANALYSIS	TOTAL	TL		WM	WF	BM	BF	HM	HF	OM	OF
		MALE	FEM								
SERVICE RATING											
Excellent	22	0	22	0	16	0	3	0	2	0	1
Very Good	13	2	10	1	7	1	3	0	2	0	0
Good	3	0	3	0	2	0	0	0	1	0	0
Fair	0	0	0								
Unsatisfactory	0	0	0								
REPRIMANDS	0	0	0								
SUSPENSIONS	0	0	0								
DEMOTIONS	0	0	0								
Within Occ Category	0	0	0								
Lower Occ Category	0	0	0								
TRANSFERS	0	0	0								
Intra-agency	3	0	3	2	0	0	0	0	1	0	0
Outside Agency	3	0	3	0	1	0	1	0	1	0	0

OCCUPATIONAL CATEGORY: PROTECTIVE SERVICE

All in Category

March 31, 2024

PERSONNEL EVALUATION ANALYSIS	TOTAL	TL		WM	WF	BM	BF	HM	HF	OM	OF
		MALE	FEM								
SERVICE RATING											
Excellent	11	7	3	7	2	0	1	1	0	0	0
Good	3	3	0	3	0	0	0	0	0	0	0
Satisfactory	0	0	0								
Fair	0	0	0								
Unsatisfactory	0	0	0								
REPRIMANDS	0	0	0								
SUSPENSIONS	0	0	0								
DEMOTIONS											
Within Occ Category	0	0	0								
Lower Occ Category	0	0	0								
TRANSFERS											
Intra-agency	0	0	0								
Outside Agency	0	0	0								

OCCUPATIONAL CATEGORY: SKILLED CRAFT WORKERS

All in Category

March 31, 2024

PERSONNEL EVALUATION ANALYSIS	TOTAL	TL		WM	WF	BM	BF	HM	HF	OM	OF
		MALE	FEM								
SERVICE RATING											
Excellent	7	7	0	6	0	0	0	0	0	1	0
Good	12	11	1	9	1	1	0	0	0	1	0
Satisfactory	0	0	0								
Fair	0	0	0								
Unsatisfactory	0	0	0								
REPRIMANDS	0	0	0								
SUSPENSIONS	0	0	0								
DEMOTIONS											
Within Occ Category	0	0	0								
Lower Occ Category	0	0	0								
TRANSFERS											
Intra-agency	0	0	0								
Outside Agency	0	0	0								

OCCUPATIONAL CATEGORY: SERVICE MAINTENANCE

All in Category

March 31, 2024

PERSONNEL EVALUATION ANALYSIS	TOTAL	TL		WM	WF	BM	BF	HM	HF	OM	OF
		MALE	FEM								
SERVICE RATING											
Excellent	16	11	5	6	1	1	0	3	0	1	
Good	23	19	4	9	2	3	1	5	2	2	
Satisfactory	4	3	1	3	0	0	0	0	1	0	
Fair	2	2	0	2	0	0	0	0	0	0	
Unsatisfactory	0	0	0								
REPRIMANDS	0	0	0								
SUSPENSIONS	0	0	0								
DEMOTIONS											
Within Occ Category	0	0	0								
Lower Occ Category	0	0	0								
TRANSFERS											
Intra-agency	0	0	0								
Outside Agency	0	0	0								

Section 46a-68-87
Identification of Problem Areas

Identification of Problem Areas

Under Section 46a-68-87(a) of the Affirmative Action Regulations of the Connecticut State Agencies, Western Connecticut State University (“WCSU” or “University”) has established an examination where within an occupational category, position classification within an occupational category employing a significant number of persons or position classification for which a separate availability base is calculated has experienced an increase or reduction in workforce. The University has examined its personnel policies and practices to identify those non-quantifiable aspects of the employment process which may impede or prevent the full and fair participation of protected race and sex group members in the employment process. Where applicable, the University shall address the following aspects of employment:

(1) Employment Applications

For positions in the Executive/Administrative, Faculty, and Professional/Non-Faculty categories, candidates apply by sending a resume, cover letter, and a list of professional reference(s) as part of one application package. This process enables prospective candidates to present extensive information about their candidacy to search committees (“committees”), thereby enabling committees to review candidates with alternative experience or qualifications, where possible. Position advertisements state that WCSU may consider an equivalent combination of credentials and/or experience to meet the specified qualifications, as determined by (either or all) the Chief Human Resources Office (or an assigned designee with the Human Resources Department), Chief Diversity, Equity & Inclusion Officer and the hiring authority along with the search committee.

The University implemented procedure to solicit demographic data/information in which applicants are asked for this information via email. Applicants may voluntarily decline to provide the requested information, but this electronic process has led to a tremendous increase in applicant participation. Additionally, the use of a search consultant for varied “executive” searches ensured 100% of applicants responded to the University’s request for demographic data/information as the consultant highly encouraged applicants to respond to all of the University’s requests for Affirmative Action data information. In the Professional occupational category, there have been a few searches that are for grant funded positions that require this information. Therefore, the Chief Diversity, Equity & Inclusion Officer will actively address these specifics with applicants in the University’s requests for Affirmative Action data information.

Since September 2017, the Office of Diversity and Equity has utilized the “University Search Plan” (see attached documentation) to map out networking and recruitment opportunities to increase the number of applications for positions in the Executive/Administrative, Faculty, and Professional/Non-Faculty categories. With this new endeavor, the University has created a wider-net of applicant (minority) publications to apply for available positions, and will continue to report the outcomes in the Applicant Flow Analysis in the Affirmative Action Plan reporting period.

Since September of 2021, WCSU employment [paper] applications are no longer utilized to collect and document information necessary for an applicant of employment and does not request discriminatory data or other known information deemed discriminatory by law. To comply with Public Act 21-69, WCSU no longer accepts [paper] resumes during the initial application process for identified occupational categories unless submitted through JobAps. All application materials are now received by WCSU by the time specified on the job opening for the position. Late applications may not be submitted and will not be considered. Exceptions are rare and limited to documented events that incapacitate a candidate during the entire duration of the job posting time period. It is the candidate's obligation and responsibility to request an exception and provide a legally recognized justification to accommodate such exception.

In conjunction with the State of Connecticut Department of Administrative Services, the University utilizes JobAps [hyperlink: <https://www.jobapscloud.com/CT/>] is an state electronic centralized repository system to collect and examine the application and employment process and to collect an applicant's email address, commercial driver's license information, as well as any additional information from applicants in the Clerical/Secretarial, Service/Maintenance, Skilled Trades and Protective Services occupations.

(2) Job Qualifications

Executive/Administrative

The positions in this occupational category are unclassified and highly specialized in that each one is a one-of-a kind position and involves major areas of higher education administration. Recruitment for these positions can be difficult because extensive qualifications are required. The educational expectation is usually a doctorate and/or specialized terminal degree.

This requirement may reduce the number of underrepresented group candidates. However, in addition to recruiting within various professional affinity organizations, the University does advertise for and considers comparable alternative credentials and experience to improve access. Additional impediments to recruiting for this category are some of the employment conditions imposed on the Management & Confidential Employees by the Connecticut State Colleges and Universities ("CSCU"). These conditions include the inability to confer academic rank or tenure to non-teaching administrators. Loss of tenure is a critical issue to those who move from the teaching academic ranks to the administrative ranks.

Administrators want to have the ability to move between the two different employment classes as their careers move on an upward trajectory. In 2013, we were pleased that CSCU changed their policy and revoked a three (3) month non-continuation notice policy which had been imposed in 2006. This meant that with proper notification, after the first year of employment, executives and administrators could be terminated with ninety (90) days'

notice. This employment condition, combined with the lack of tenure and the high cost of living in Fairfield County, has made recruiting very difficult for the University, particularly as they are conditions over which the University has no control. The cost of living is a very difficult obstacle. The use of CSCU salary ranges and the State of Connecticut use are consistent across the state. However, the cost of living differs greatly from Fairfield County to Willimantic County. It is difficult to find satisfactory solutions within the boundaries of the State. We are able to offer some relocation assistance to Management/Confidential and instructional faculty from underrepresented minority groups but that does not counteract the day-to day demands.

Faculty

Job requirements for faculty members are usually demanding. The applicants must possess doctorates or have all requirements for their doctorates completed except for their dissertations (“All but Dissertation” status) or other terminal degrees in order to meet accreditation standards for the School and/or discipline.

Search committees seek applicants who meet not only the minimum qualifications but also the preferred qualifications. The quality of the applicants’ credentials significantly impacts the selection of the final candidates. Setting high levels of educational and experiential qualifications may limit the number of applicants who are members of underutilized groups. Competition to recruit minority candidates is intense. Collective bargaining salary caps, high course loads, and limited research funds all impact the University’s ability to recruit. However, the University has considered candidates who have not yet obtained their terminal degree, contingent upon receiving the appropriate degree by the time appointment has been offered. Department members who attend professional conferences and workshops are also encouraged to conduct interest discussions with potential candidates.

Professional/Non-Faculty

The Professional/Non-Faculty category consists of administrative faculty members who support all aspects of the University in divisions such as Student Affairs, Finance and Administration, Academic Affairs, and Information Technology & Innovation.

The job qualifications for each administrative faculty position are set out in a job description reviewed by the State University Organization of Administrative Faculty (SUOAF/AFSCME) union and management. All positions require a minimum of a Bachelor’s degree, with many positions requiring a Master’s degree and several years of relevant administrative experience.

The recruitment and selection process mandated by the SUOAF/AFSCME collective bargaining agreement requires that any vacancy or promotional opportunity must be posted internally so that bargaining unit members of the Connecticut State University System are afforded the opportunity to apply for the opportunity before external recruitment can be initiated. The bargaining unit member must communicate their interest to Human

Resources within ten (10) working days of the vacancy notification. This process facilitates upward mobility but can result in a limited pool of candidates.

Or (or around) November 2017, the Department of Administrative Services for the State of Connecticut implemented the use of JobAps, the new applicant recruitment system to improve the State's hiring process with classified positions. The Chief Diversity, Equity & Inclusion Officer, in collaboration with the representatives of the Human Resources Department actively train search committees on the use of this new system and its functionality in administrative searches. The review of applications and credentials/qualifications for classified positions has been changed to permit for equitable review of applications through this new system. Civil service certification lists are no longer commonly used upon the implementation of this new system.

Clerical

Job qualifications and specifications are set by the State of Connecticut's Department of Administrative Services for these positions. Candidates are occasionally selected from SEBAC and/or re-employment lists. Recruitment for clerical positions is often difficult because it is defined by the regulatory framework within which recruitment and selection must be conducted.

Technical/Paraprofessional

Positions within this category are specialized and require experience and/or education in specific types of work.

Skilled Crafts

The stringent qualifications for positions in this category may prevent some underutilized class members from applying for employment opportunities if they lack the requisite skills. Management makes information available to its employees regarding education, skills, and experience needed for each job in the career ladder. In addition, the Connecticut Employee Union Independent bargaining agreement requires that each vacancy shall first be filled by transfer from within the agency then filled by promotion from within the agency. Any employee who is seeking a transfer or promotion to another position within the agency shall be given preference over new hires unless he/she is not qualified to perform the job. Affirmative Action/EEO gains through external hires are compromised when vacancies within this category are generally filled by transfer or promotion.

Salary rates are an important factor that impacts the University's recruitment efforts in this category. Salary rates in this occupational category are not competitive with the local job market. Consequently, local minority skilled crafts workers are able to earn more in the private sector than at the University. Therefore, where possible, the University uses in-house training opportunities to develop internal pools of minority group members.

Service Maintenance

As with the Skilled Crafts classification the Connecticut Employee Union Independent bargaining agreement requires that each vacancy shall first be filled by transfer from within the agency then filled by promotion, based on seniority, from within the agency. Any employee who is seeking a transfer or promotion to another position within the agency shall be given preference over new hires unless he/she is not qualified to perform the job. Affirmative Action/EEO gains through external hires are compromised when vacancies within this category are generally filled by transfer or promotion. These contractual requirements can serve to limit the University's ability to recruit minority group members for positions in this category.

Protective Services

The recruitment of females, especially minority females, into positions traditionally held by males, such as Police Officer, is difficult statewide. Additionally, at the University level, salary rates are not competitive with the local market. Consequently, many females and minority group members are able to earn more through salary and overtime with municipal and county agencies. However, department members who attend professional conferences and workshops are encouraged to conduct interest discussions with potential candidates.

(3) Recruitment Practices

Western Connecticut State University ("WCSU" or "University") has a sound and extensive affirmative action recruitment structure and is attentive to expanding its recruitment sources. During the reporting period, the University has implemented new procedures with the use of search committee participants to recruit at conferences, events and/or publicized areas for potential applicants that target women, minorities, disabled individuals, and/or veterans. The University continuously strives to increase the affirmative action applicant flow and has developed a recruitment base for all race/sex groups, persons with physical disabilities, veterans, and older persons. Recruitment strategies include memberships in organizations with minority memberships and/or affiliations, professional websites that target women and minorities, disabled individuals, and/or veterans, posting notices on the University's website as well as the State of Connecticut Department of Administrative Services website, including the use and executed actions of JobAps (see page one for more explanation), and mailing of E-alert notices to candidates on the State of Connecticut JobAps submission(s) [hyperlink: <https://www.jobapscloud.com/CT/>].

(4) Personnel Policies

WCSU personnel policies are designed to ensure fair and equal treatment.

The Chief Human Resources Officer is charged with conducting a final review of all personnel policies and procedures prior to implementation in order to ensure that no policy

or procedure impedes or prevents the full and fair participation of protected race/sex group members, persons with physical or other disabilities, veterans, and older persons in the employment process and work force. The Chief Diversity, Equity & Inclusion Officer and the Chief of Human Resources Officer review personnel policies and procedures to ensure validation and made modifications where appropriate. Those personnel policies that are determined by collective bargaining obligations may be changed only through that process.

(5) Orientation

All new hires receive an employment orientation from the Human Resources Department as part of the employment process. This entails an orientation on all pertinent aspects of the individual's employment at Western Connecticut State University ("WCSU" or "University"). Members from the Human Resources Department provide all new employees the New CSCU web-based training portal (NeoGov), employee guide to employment related university policies, the employee benefits handbook, as well as a copy of one or more of the appropriate Collective Bargaining Agreement, as it is applicable. Hiring Managers/Supervisors provide new employees with a separate departmental/divisional/office orientation to the work location, department/divisional staff and other areas. All pertinent Affirmative Action/EEO policies are regularly provided to new and continuing employees through the University's Human Resources Department/Office of Diversity and Equity website, general poster(s) and signage throughout the University and quarterly scheduled cultural diversity training.

(6) Training

The University fosters and encourages employees to participate in training programs which will assist in their job responsibilities and their professional growth. To that end, the University provides in-house training in computer skills, blood borne pathogens, and supervisory skills, as well as makes available information on in-service training offered by the State of Connecticut Department of Administrative Services. An increasing number of trainings are offered through on-line resources. This increases the ability of the University to make training more accessible to a broader audience. Through programs such as tuition reimbursement, tuition waivers, and collective bargaining agreements, employees have the opportunity to pursue other training options including college courses. All training is provided to all occupational categories in a non-discriminatory manner. There are no discriminatory or access barriers with attendance at training events. Seminars, workshops, and other training aspects of the University are available throughout the academic year and are widely publicized. Mandatory training for sexual misconduct and cultural diversity trainings are also widely disseminated and publicized to all employees.

(8) Counseling

Counseling is available to all employees from either the Office of Diversity & Equity and Human Resources Department on an ongoing basis. The Office of Diversity and Equity as well as the members of the Human Resources Department are easily accessible to

employees for this purpose as is the staff of Career Services Personal counseling services are available through the Employee Assistance Program (EAP). More specific information is available in Section N, Element No. 14, Career Mobility.

(9) Discrimination Complaint Process

All employees have access to grievance procedures through their collective bargaining agreement and/or the Connecticut State Colleges and Universities (“CSCU”) Personnel Policies. Fair and equitable treatment is the objective of the grievance procedures. The Office of Diversity & Equity and Human Resources Department work closely to accomplish these objectives. Additionally, all employees are provided with a copy of the University’s Discrimination Complaint Procedures. These documents are also available in the Office of Diversity & Equity and have also been posted on their website.

(10) Evaluation

Performance appraisals are required for all University positions, in accordance with State of Connecticut Human Resources system. Performance appraisals are posted and available under Section III re: Evaluation Forms on the Human Resources Department website at http://www.wcsu.edu/hr/forms/WCSU_HRForms.asp.

Union contract provisions provide that performance evaluations less than satisfactory may be grieved.

The performance of unclassified Management/Confidential staff are evaluated on an annual basis. Based on the Human Resource Policies for the Connecticut State Colleges and Universities, the appropriate University President and Chief Executive Officers will review the performance appraisals. Information about performance appraisals can be found at: <http://www.ct.edu/files/pdfs/hr-policies-management-confidential.pdf>

(11) Layoffs

During the reporting period, the University *did not* experience any layoffs.

(12) Termination

Since May 2019, the Office of Diversity & Equity has begun to accept electronic/online exit questionnaires/surveys from separated employees in order to gain firsthand knowledge of the reasons employees are ending their employment with the University. During the reporting period, there were *no* exit interview conferences with separating employees regarding the reason(s) why an employee was separating from employment and if the action was due to discriminatory treatment.

During this reporting period, the primary reason(s) given by many employees were the uncertainty of economic/personal conditions in the State, promotional opportunities elsewhere and/or changes to State retiree benefits. The University will continue its exit interview practice in order to assure that disparities do not exist in this area.

As a (completed) program goal, the Office of Diversity and Equity has been reviewing a series of electronic/online exit questionnaires/surveys (see attached documentation) to execute this task with separating employees.

Information about electronic/online exit questionnaires/surveys can be found at: <http://wcsu.edu/diversity/exit-interview-questionnaire/>

This project was completed in (or around) April 15, 2019 as evaluated.

- (b) The University has undertaken an examination for each occupational category or job title examined in subsection (a) of this section, the University's Affirmative Action Plan listed all non-quantifiable elements of the employment process that were identified as a problem area.

- (c) The University has examined all aspects of the employment process itemized in subsection (a) of this section to identify whether any employment policy or practice may impede or prevent the full and fair participation of individuals with disabilities and older persons in the workforce. The University did not identify any employment policy and/or practice that adversely affected any minority group candidates, including any self-identified, physically disabled persons and/or older persons.

Section 46a-68-88
Program Goals

Program Goals

Under Section 46a-68-88(a) and (b) of the Affirmative Action Regulations of Connecticut State Agencies, Western Connecticut State University (“WCSU” or “University”) has identified, under Section 46a-68-43, any employment practice or policy that has adversely affected protected race and sex group members, the physically disabled or older persons.

(a) In the 2024-2025 Affirmative Action reporting period, the University will implement and/or the following program goals for the next reporting period:

1. **Goal:** Hire a permanent Chief Diversity, Equity & Inclusion Officer. The University has been without a permanent Chief Diversity, Equity & Inclusion Office since March 2023. A diverse search committee was established by the University President, in order to begin a recruitment process for a permanent replacement shortly after March 2023. Unfortunately, the search process has resulted in three (3) failed searches, which continues to leave the University without proper leadership in this area.

Date for completion: October 2024

Person(s) Responsible: WCSU President, Chief Human Resource Officer

2. **Goal:** Create a new position of Director of Inclusion & Belonging. This position will take on some responsibilities that were previously part of the Chief Diversity, Equity, & Inclusion Officer, as well as some new ones. Specifically, development and assessment of inclusion programs, organizing, creating, facilitating, and delivering educational programming, workshops, events, and speeches focused on equity, access, inclusion, diversity, and cultural awareness. This new position will focus its efforts on students, faculty, and staff.

Date for completion: July/August 2024

Person(s) Responsible: WCSU President, Chief Human Resource Officer

3. **Goal:** Once a new Chief Diversity, Equity & Inclusion Officer is hired, they will work in conjunction with the Human Resources Department to revamp the recruitment process.
 - a. This will include identifying and implementing a new job application software to assist our search committees in the recruitment process, including the gathering of EEO data for affirmative action purposes, e.g., JAZZHR utilized throughout the CSCU. We will also identify new ways to enhance our advertising efforts in order to obtain more diverse applicant pools of candidates.
 - b. Increase recruitment efforts to ensure we achieve larger and more diverse applicant pools. Steps taken will include increased social media presence, additional online recruitment sources, training of search committee members in broad recruiting practices, and more. In addition to broadening recruitment efforts through the Recruitment team, WCSU has collaborated with CADEP to advertise their positions and attend scheduled meetings to network. Staff within EEO remain members of CADEP and continue to utilize the expertise within this group.

- c. To address applicant pools that lacked demographic information, WCSU sets a goal to better utilize JobAps to better track applicant demographics for classified positions.
- d. Lastly, we will review and make any necessary adjustments to our training program for search committees.

Date for completion: March 31, 2025

Person(s) Responsible: WCSU President, Chief Human Resource Officer, Chief Diversity Officer

- 4. **Goal:** WCSU sets a goal to determine the feasibility of adding a category for Athletics to include coaches and trainers. Currently, these titles are part of the faculty contract and are included in the faculty ranks accordingly. This may lead to data not establishing the best goals for the University.

Date for completion: March 31, 2024

Person(s) Responsible: Chief Diversity Officer, Chief Human Resource Officer

- 5. **Goal:** This program goal is re-set from the previous Affirmative Action Plan as the University is committed to its achievement with the hire of the new Chief Diversity Officer.

A program goal was set for the WCSU Office of Diversity and Equity ("ODE") to develop and implement pipeline initiatives with a new institutional membership to the National Association of Colleges and Employers ("NACE"): <https://www.naceweb.org/> and a virtual institutional membership with www.RippleMatch.com:

<https://f.hubspotusercontent20.net/hubfs/8139278/RippleMatch%20Guide%20To%20Recruiting%20at%20HBCUs.pdf>.

These new initiatives are in an effort to extend and diversify outreach of potential graduate and doctoral students at HBCU's and HSI's. The pipeline initiatives will include a communication package to twenty (20) HBCU and HSI institutions to heightened efforts to intentionally draw from the broad national network to fill existing faculty and administrative positions with emerging, graduating undergraduate and graduate students. The Chief Diversity Officer will oversee the management of the new initiative and communication package to introduce the effort and build the contact network.

Beginning in September/October 2023, the newly appointed Chief Diversity, Equity and Inclusion Officer will work to achieve this programmatic goal by implementing and establish a virtual resource guide, HBCU contact listing(s) and promote academic and administrative positions through these new resources. This program goal is proposed for completion by or before March 31, 2024.

Date for completion: March 31, 2024

Person(s) Responsible: Chief Diversity Officer

- (b) The University have established the noted programs goals as meaningful, measurable and reasonably attainable, and consistent with Section 46a-68-92 of the Affirmative Action Regulations of Connecticut State Agencies, to ensure that:
1. the University actively promotes equal opportunity and ensuring that all workplaces are free of discrimination;^[SEP]
 2. the University promotes opportunities for all qualified applicants including underutilized groups;
 3. the University utilizes a fair and nondiscriminatory recruitment and selection process; and
 4. the University promotes career development opportunities to all interested and qualified employees, including minorities and women.
- (c) The University has and will continue to extend a level of cooperation to other Universities and/or agencies to implement a program goal. The University acknowledges this mandate and maintains records of any requests and/or contact with other Universities and/or agencies whose cooperation is requested and to report on the outcome of such request. During the reporting period, the University did not have any such contact and/or requests.
- (d) During the reporting period, the University did not identify any employment policy or practice that adversely affects any minority group candidates, including physically disabled persons or older persons.

The University will continue to examine its hiring processes to determine if there are any mitigating factors which would contribute to any imbalance on the hiring process and scrutinize said process to determine if any factors impede the full and fair participation of underrepresented group members. The Chief Diversity, Equity & Inclusion Officer meets with all search committees and hiring managers to ensure that the interview process is conducted in a non-discriminatory manner as well as to ensure that the integrity of the interview process is maintained and that all applicants are treated with fairness and equity throughout the employment process.

Section 46a-68-89
Discrimination Complaint Process

Discrimination Complaint Process

Under Section 46a-68-89(a) of the Affirmative Action Regulations of Connecticut State Agencies, the University has an established system to process and resolve employee allegations of discrimination consistent with Chapters 67 and 68 of the Connecticut General Statutes. The system provides for the expeditious resolution of complaints to assure that legal options for filing complaints are not foreclosed.

The University's Discrimination Complaint Process includes:

- (1) Periodic training in counseling and grievance investigation for agency designated personnel;
 - (2) Confidential counseling and procedures for informal resolution at the institution by the Chief Diversity, Equity & Inclusion Officer;
 - (3) Notice to employees that the university discrimination complaint process is available;
 - (4) A guarantee of no retaliation for the exercise of rights granted pursuant to the Connecticut General Statutes;
 - (5) Advisement of legal options to file complaints with the Connecticut Commission on Human Rights and Opportunities ("CHRO"); United State Equal Employment Opportunity Commission ("EEOC"); United States Department of Education Office of Civil Rights ("OCR"); United States Department of Labor ("DOL"), Wage and Hour Division; and any other agencies, state, federal, or local, that enforce laws concerning discrimination in employment or public services.
 - (6) Time frames not exceeding ninety (90) days for filing, processing and resolution of such matters.
- (b) The University maintains all records of grievances and dispositions and such records are reviewed on a regular basis by the Western Connecticut State University ("WCSU" or "University") Office of Diversity and Equity ("ODE") to detect any patterns in the nature of the grievances. The records maintained are kept confidential except where disclosure is required by law.
- (c) The University's Affirmative Action Plan contains a summary of the employee discrimination complaints alleged, the results thereof, and the length of time taken to resolve the complaint. Where informal allegations have resulted in complaints to enforcement agencies, the University's Affirmative Action Plan provides information on the number of such complaints, investigating agency, whether such matters are currently pending or the outcome thereof. All records relevant to complaints filed under this section are maintained by the agency for examination by the CHRO.

Enclosed is the completed Form #89A (Discrimination Complaint Log) with the filed University's internal complaints, reported allegations, the length take to resolve the complaint, and the results thereof, during the reporting period. This form includes complaints filed and action taken with outside enforcement agencies.

The WCSU Office of Diversity and Equity ("ODE") developed a website and detailed content/repository of the most current and relevant policies, procedures and contacts to all members of the university community and community at large.

DISCRIMINATION COMPLAINT LOG

AGENCY: Western Connecticut State University

REPORTING DATE: 31-Mar-24

NUMBER	COMPLAINANT RACE/SEX	DATE FILED	TYPE*	ACCUSED**	BASIS CLAIMED	FINDING	RESOLUTION	LENGTH OF TIME TO RESOLVE
1	2WF	4/25/2023	discrimination	staff	discrimination, unknown	dismissed via external investigation	n/a	60 days
2	BF	unkwn	CHRO	WCSU	discrimination, unknown	n/a	settlement reached with CHRO	resolved 4/3/2024
3	WF	unkwn	CHRO	staff	discrimination, unknown	pending	n/a	ongoing
4	WF	unkwn	CHRO	staff	discrimination, unknown	n/a	withdrew	210 days
5								
6								
7								
8								
9								
10								

*Internal (within Agency) or External (CHRO, DOL, EEOC, etc.)

**Co-worker, Supervisor, Manager, etc.

Policy #	Policy Name	Reso #	Date Approved
4-13	Interim Discriminatory Harassment, Nondiscrimination, and Title IX Policy	BR 24-079	2024-07-31

NOTE: BOR Policies 4-11 and 5-02 have been rescinded and are being replaced with this new policy effective 7-31-2024.

INTERIM DISCRIMINATORY HARASSMENT, NONDISCRIMINATION, AND TITLE IX POLICY

1. Statement of Policy

The Connecticut State Colleges and Universities (“CSCU”) is committed to providing an educational and employment environment that is free from discrimination and/or harassment based on protected characteristics, and/or retaliation, including retaliation under applicable federal and state laws for engaging in protected activity.¹ To ensure compliance with federal, state, and local civil rights laws and regulations, and to affirm its commitment to promoting the goals of fairness and equity in all aspects of its education program or activity, CSCU has developed this Discriminatory Harassment, Nondiscrimination, and Title IX Policy (the “Policy”) that provides for a prompt, fair, and impartial resolution of allegations of protected characteristic discrimination, harassment, and/or allegations of retaliation. CSCU values and upholds the equal dignity of all members of its community and strives to balance the rights of all individuals when resolving allegations during what is often a difficult time for all involved.

2. Definitions

- **College or University.** Any of the institutions within CSCU, including Central Connecticut State University, Charter Oak State College, Connecticut State Community College, Eastern Connecticut State University, Southern Connecticut State University, and Western Connecticut State University.
- **Complainant.** A student or employee who is alleged to have been subjected to conduct that could constitute discrimination, harassment, and/or retaliation under this Policy; or a person other than a student or employee who is alleged to have been subjected to conduct that could constitute discrimination, harassment, and/or retaliation under this Policy and who was participating or attempting to participate in CSCU’s education program or activity at the time of the alleged discrimination, harassment and/or retaliation.

¹ This Policy does not cover whistleblower retaliation complaints. Reports concerning corruption, unethical practices, mismanagement, violation of State laws and regulations, gross waste of funds, abuse of authority or danger to the public safety in any in any College or University, may be submitted to the State Auditors of Public Accounts, as authorized under the Whistle Blower Act, Gen. Stat. 4-61dd. Individuals may file a whistleblower retaliation complaint by visiting the Auditors of Public Accounts [website](#).

- **Complaint.** An oral or written request to CSCU that can objectively be understood as a request for CSCU to investigate and make a determination about allegations of discrimination, harassment, and/or retaliation under this Policy.
- **CSCU.** The Connecticut State Colleges and Universities, which includes the CSCU system office, and any and all specific Colleges or Universities within the CSCU. For purposes of this Policy, the term “CSCU” could mean the CSCU system or any College or University interchangeably.
- **Education Programs and Activities.** Locations, events, or circumstances in which CSCU exercises substantial control over both the Respondent and the context in which the conduct occurred.
- **Informal Resolution.** A resolution to a Report or Complaint agreed to by the Parties and CSCU that occurs prior to a final determination in the Resolution Process.
- **Parties.** The Complainant(s) and Respondent(s), collectively.
- **Protected Characteristic.** Any characteristic for which a person is afforded protection against discrimination and/or harassment by law or CSCU Policy.
- **Report.** When a faculty, staff, student, or third party informs CSCU of conduct that reasonably may constitute discrimination, harassment, and/or retaliation under this Policy.
- **Resolution Process.** The investigation and resolution, including informal resolution, of allegations of discrimination, harassment, and/or retaliation under this Policy.
- **Respondent.** A person who is alleged to have engaged in conduct that could constitute discrimination, harassment, and/or retaliation for engaging in protected activity under this Policy.
- **Supportive Measures.** Non-disciplinary, non-punitive individualized services offered as appropriate and reasonably available. They are offered, without fee or charge to the Parties, to restore or preserve access to CSCU’s education program or activity, including measures designed to protect the safety of all Parties and/or the CSCU educational environment and/or to deter discrimination, harassment, and/or retaliation.
- **Title IX/Equity Coordinator.** At least one official designated by a College or University to ensure compliance with Title IX and other federal and state civil rights laws and institutional compliance with this Policy. References to the Title IX/Equity Coordinator throughout this Policy may include the Title IX/Equity Coordinator’s designee.

3. Notice of Nondiscrimination

CSCU complies with all federal, state, and local laws, regulations, and ordinances prohibiting discrimination, harassment, and/or retaliation, including retaliation for engaging in protected activity, in public post-secondary education institutions. CSCU does not discriminate against any employee, applicant for employment, student, or applicant for admission on the basis of actual

or perceived age, ancestry, color, gender expression, gender identity, genetic information and/or family medical history, intellectual disability, learning disability, parental, family or marital status, past or present history of mental disability, physical disability, pregnancy or related conditions, race or national origin, religion or creed, sex, sexual orientation, veteran or military status, arrest and/or criminal conviction status, lawful source of income, citizenship or immigration status, or any other protected characteristic under applicable local, state, or federal law, including protections for those opposing discrimination or participating in any grievance process within the institution, with the Equal Employment Opportunity Commission and/or the Connecticut Commission on Human Rights and Opportunities (“CHRO”).

This Policy prohibits discrimination, harassment, and/or retaliation in access to employment and/or educational opportunities. Therefore, any act by CSCU or a member of the CSCU community that denies, deprives, unreasonably interferes with or limits a person’s education or employment, residential, and/or social access, benefits, and/or opportunity based upon that person’s actual or perceived protected characteristic(s), is in violation of this Policy. CSCU will promptly and effectively address any such discrimination, harassment, and/or retaliation when it has knowledge and/or notice of it using procedures promulgated pursuant to this Policy.

4. Key CSCU Contacts

CSCU has identified the Executive Director of EEO and Civil Rights/Title IX Coordinator to coordinate the System’s compliance with federal, state, and other civil rights laws and policies.

Each College or University has identified a Title IX/Equity Coordinator to coordinate civil rights compliance and the Resolution Process.² The Vice-President of Diversity, Equity and Inclusion serves as the Title IX/Equity Coordinator for Connecticut State Community College (“CCSC”). Each CSCC campus has a Deputy Title IX/Equity Coordinator to support civil rights compliance and programming for their institution.

Collectively, these individuals are responsible for providing comprehensive nondiscrimination education and training; coordinating a timely, thorough, and fair Resolution Process of all alleged prohibited conduct under this Policy; and monitoring the effectiveness of this Policy and related procedures to ensure that CSCU’s education and employment environments are free from discrimination, harassment, and/or retaliation.

² Note that individuals who serve as Title IX/Equity Coordinator for the institutions may have additional job titles and functions, as well. Although other staff from institutions may support related procedures under this Policy, all faculty and staff are always encouraged to coordinate efforts with their institution’s Title IX/Equity Coordinator.

5. Applicability and Jurisdiction

This Policy applies to all faculty, staff, employees, students (as currently defined in the BOR/CSCU Student Code of Conduct),³ and other individuals participating in or attempting to participate in the CSCU's education programs and activities, including but not limited to contractors, vendors, visitors, guests, or other third parties. This Policy may be applied to incidents, patterns or practices, and/or institutional culture/climate, all of which may be addressed in accordance with this Policy. This Policy applies to the CSCU's education programs and activities, circumstances where CSCU has disciplinary authority, and to misconduct occurring within any building owned or controlled by an officially recognized student organization (as defined in the BOR/CSCU Student Code of Conduct).

This Policy shall apply on and off CSCU campus property, at CSCU-sponsored activities, and at activities conducted by officially recognized student organizations. This also applies to conduct that occurs online and through other forms of electronic communication and social media. CSCU is more likely to exercise jurisdiction off-campus if the conduct poses a threat to anyone's health, safety, or security, could negatively affect the mission or reputation of CSCU, poses a threat of undermining CSCU's educational process, involves an alleged violation of local, state or federal law, or if CSCU is required to do so by law.

This Policy applies to alleged incidents of discrimination, harassment, sex-based harassment, and/or retaliation that occur after August 1, 2024. For alleged incidents of sexual misconduct occurring prior to August 1, 2024, CSCU shall apply the policies promulgated by the Board of Regents at the time the alleged incident occurred, and procedures promulgated pursuant to those policies. All policies and procedures may be obtained by contacting the Executive Director of EEO and Civil Rights/Title IX Coordinator.

For disciplinary action to be issued under this Policy, the Respondent must be a CSCU faculty member, staff, or student subject to CSCU's disciplinary authority. If the Respondent is unknown or is not a member of CSCU, the Title IX/Equity Coordinator will offer to assist the Complainant in identifying appropriate campus and local resources and support options and will implement appropriate supportive measures and/or remedial actions (e.g., trespassing a person from campus). The Title IX/Equity Coordinator can also assist in contacting local or campus law enforcement if the Complainant would like to file a police report about criminal conduct.

³ Under the BOR/CSCU Student Code of Conduct at the time of the adoption of this Policy: "Student" means any person who has been notified of their acceptance for admission, registered, enrolled, or attending any College or University course or program. This applies whether enrollment is full-time or part-time; whether the course(s) occur on-campus, online, or at an off-campus instructional site (domestically, or internationally such as students studying abroad); and whether the student is pursuing undergraduate, graduate, non-degree seeking, post-graduate, or professional studies. This may also apply to any person who resides in a College or University residence hall. Persons who withdraw or otherwise depart a College or University after allegedly violating the Student Code are still considered students for the purpose of resolution through this Student Code. For the purposes of applying this Student Code, the Chief Student Conduct Officer, or designee, may use discretion in determining if the person's "student" designation and will have the authority to make any final determination as to whether or not a person is a "student." Generally, a student is not considered to have a continuing relationship if a student has not been enrolled in classes at a College or University for three (3) or more consecutive terms.

When a Respondent is enrolled in or employed by another institution, the Title IX/Equity Coordinator may assist the Complainant in contacting the appropriate individual at that institution, as it may be possible for the Complainant to pursue action under that institution's policies.

Similarly, the Title IX/Equity Coordinator may be able to assist and support a student, faculty, or staff Complainant who experiences discrimination, harassment, and/or retaliation in an externship, study abroad program, or other environment external to CSCU where harassment and/or nondiscrimination policies and procedures of the facilitating or host organization may give the Complainant recourse. If there are effects of that external conduct that impact a CSCU faculty, staff, or student's work or educational environment, those effects may be addressed remedially by the Title IX/Equity Coordinator, if brought to their attention.

6. Prohibited Conduct

CSCU faculty, staff, and students are entitled to an employment and educational environment that is free of discrimination, harassment, and/or retaliation. This Policy is not meant to inhibit or prohibit educational content or discussions inside or outside of the classroom that include germane, but controversial or sensitive subject matters protected by the First Amendment or principles of academic freedom. When speech or conduct may be protected by the First Amendment and/or academic freedom, including speech in a public setting and/or speech that is also motivated by political or religious belief, CSCU may nevertheless have an obligation to respond and offer supportive measures for those impacted.

CSCU may communicate its opposition to stereotypical, derogatory opinions; provide counseling and support for students affected by such harassment; or take steps to establish a welcoming and respectful campus environment, which could include making clear that CSCU values the diversity and inclusion of individuals of all backgrounds across the entire CSCU system.

All definitions of prohibited conduct below encompass actual and/or attempted offenses. Violation of any other CSCU policies may constitute discrimination or harassment when motivated by actual or perceived protected characteristic(s), and the result is a limitation or denial of employment or educational access, benefits, or opportunities.

- A. **Discrimination** is different treatment with respect to an individual's employment or participation in an education program or activity based, in whole or in part, upon the individual's actual or perceived protected characteristic. Discrimination also includes allegations of a failure to provide reasonable accommodations as required by law or policy, such as for disability, religion, or creed. Discrimination can take two primary forms:
 - **Disparate Treatment Discrimination:** Any intentional differential treatment of a person or persons that is based on an individual's actual or perceived protected characteristic and that excludes an individual from participation in;

denies the individual benefits of; or otherwise adversely affects a term or condition of an individual's participation in a CSCU program or activity.

- **Disparate Impact Discrimination:** Disparate impact occurs when policies or practices that appear to be neutral unintentionally result in a disproportionate impact on a protected group or person that excludes an individual from participation in; denies the individual benefits of; or otherwise adversely affects a term or condition of an individual's participation in a CSCU program or activity.
- B. **Discriminatory Harassment** is unwelcome conduct based on actual or perceived protected characteristic(s), that based on the totality of the circumstances, is subjectively and objectively offensive, and is so severe, persistent, or pervasive, that it limits or denies a person's ability to participate in or benefit from a CSCU program or activity.
- C. **Sex-based Harassment** is a form of sex discrimination and means sexual harassment and other harassment based on sex,⁴ including sex stereotypes, sex characteristics, pregnancy or related conditions, sexual orientation, and gender identity; sexual assault, dating violence, domestic violence, and stalking.
- **Quid pro quo:** an employee agent, or other person authorized by CSCU, to provide an aid, benefit, or service under a CSCU program or activity, explicitly or impliedly conditioning the provision of such aid, benefit, or service, on a person's participation in unwelcome sexual conduct.
 - **Hostile Environment Harassment:** unwelcome sex-based conduct, that based on the totality of the circumstances, is subjectively and objectively offensive, and is so severe or pervasive, that it limits or denies a person's ability to participate in or benefit from the CSCU's education program or activity.
 - **Sexual Assault:** Any sexual act, including Rape, Sodomy, Sexual Assault with an Object, or Fondling directed against another person, without the consent of the victim, including instances where the victim is incapable of giving consent; also, unlawful sexual intercourse.

⁴ Throughout this Policy, "based on sex" means conduct that is sexual in nature, or that is directed to the Complainant because of his/her/their actual or perceived sex or gender identity.

- a. **Rape:** Penetration, without the consent of the Complainant, including instances where the Complainant is incapable of giving consent because of their age or because of their temporary or permanent mental or physical incapacity.
 - b. **Sodomy:** Oral or anal penetration, of the Complainant by the Respondent, without the consent of the Complainant, including instances where the Complainant is incapable of giving consent because of their age or, because of their temporary or permanent mental or physical incapacity.
 - c. **Sexual Assault with an Object:** Respondent's use of an object or instrument to unlawfully penetrate, however slightly, the genital or anal opening of the body of the Complainant, without the consent of the Complainant, including instances where the Complainant is incapable of giving consent because of their age or because of their temporary or permanent mental or physical incapacity.
 - d. **Fondling:** The touching of the private body parts (breasts, buttocks, groin) of the Complainant by the Respondent or causing the Complainant to touch the Respondent's private body parts intentionally for a sexual purpose without the consent of the Complainant, including instances where the Complainant is incapable of giving consent because of their age or because of their temporary or permanent mental incapacity or physical incapacity.
 - e. **Incest:** Nonforcible sexual intercourse between persons who are related to each other within the degrees wherein marriage is prohibited by Connecticut law.
 - f. **Statutory Rape:** Nonforcible sexual intercourse with a person who is under the statutory age of consent in Connecticut.
- D. **Dating Violence:** Violence⁵ committed by a Respondent, who is in or has been in a social relationship of a romantic or intimate nature with the Complainant; and where the existence of such a relationship shall be determined based on a consideration of the following factors: length of the relationship, type of relationship, and/or frequency of the interaction between the Parties involved in the relationship.

⁵ For purposes of this Policy, violence is defined as intentionally or recklessly causing the Complainant physical, emotional, or psychological harm. Legitimate use of violence for self-defense is not chargeable under this Policy because the purpose is safety, not harm. Consensual use of violence, such as in kink relationships, would also not meet this definition, in most circumstances.

- E. **Domestic Violence:** Felony or misdemeanor crimes committed by a person who: is a current or former spouse or intimate partner of the Complainant under the family or domestic violence laws of Connecticut, or a person similarly situated to a spouse of the Complainant; is cohabitating with, or has cohabitated with, the Complainant as a spouse or intimate partner; shares a child in common with the Complainant; or commits acts against a youth or adult Complainant who is protected from those acts under the family or domestic violence laws of Connecticut.
- F. **Stalking:** engaging in a course of conduct⁶ based on sex, that is directed at the Complainant that would cause a reasonable person to fear for the person's safety, or the safety of others; or suffer substantial emotional distress.
- G. **Sexual exploitation**⁷ occurs when the Respondent takes non-consensual or abusive sexual advantage of another for anyone's advantage or benefit other than the person being exploited, and that behavior does not otherwise constitute one of the preceding offenses. Examples of behavior that could rise to the level of sexual exploitation include, but are not limited to:
- Sexual voyeurism (such as observing or allowing others to observe a person undressing or using the bathroom or engaging in sexual acts, without the consent of the person being observed)
 - Knowingly making an unwelcome disclosure of (or threatening to disclose) an individual's sexual orientation, gender identity, or gender expression
 - Taking pictures, video, or audio recording of another in a sexual act, or in any other sexually related activity when there is a reasonable expectation of privacy during the activity, without the consent of all involved in the activity; or exceeding the boundaries of consent (such as allowing another person to hide in a closet and observe sexual activity, or disseminating sexual pictures without the photographed person's consent), including the making or posting of non-consensual pornography
 - Prostituting another person
 - Engaging in sexual activity with another person while knowingly infected with human immunodeficiency virus (HIV) or a sexually transmitted disease (STD) or infection (STI), without informing the other person of the virus, disease, or infection

⁶ For purposes of this definition, "A 'course of conduct' requires that there be more than one incident and the conduct must be directed at a specific person. Stalking can occur in person or using technology, and the duration, frequency, and intensity of the conduct should be considered. Stalking tactics can include, but are not limited to watching, following, using tracking devices, monitoring online activity, unwanted contact, property invasion or damage, hacking accounts, threats, violence, sabotage, and attacks. Merely annoying conduct, even if repeated, is a nuisance, but is not typically considered to be stalking.

⁷ Sexual exploitation is further defined as a crime in Connecticut State Law.

- Causing or attempting to cause the incapacitation of another person (through alcohol, drugs, or any other means) for the purpose of compromising that person's ability to give consent to sexual activity, or for the purpose of making that person vulnerable to non-consensual sexual activity
- Misappropriation of another person's identity on apps, websites, or other venues designed for dating or sexual connections (e.g., spoofing)
- Forcing a person to take an action against that person's will by threatening to show, post, or share information, video, audio, or an image that depicts the person's nudity or sexual activity
- Knowingly soliciting a minor for sexual activity
- Engaging in sex trafficking
- Knowingly creating, possessing, or disseminating child sexual abuse images or recordings
- Creating or disseminating synthetic media, including images, videos, or audio representations of individuals doing or saying sexually-related things that never happened, or placing identifiable real people in fictitious pornographic or nude situations without their consent (i.e., Deepfakes)
- Creating or disseminating images or videos of child sexual abuse material

H. Retaliation: Adverse action, including intimidation, threats, coercion, or discrimination, against any person, by the CSCU, any student, employee, or a person authorized by CSCU to provide aid, benefit, or service under CSCU's education programs or activities, for the purpose of interfering with any right or privilege secured by law or Policy, or because the person has engaged in protected activity, including reporting information, making a Complaint, testifying, assisting, or participating or refusing to participate in any manner in an investigation or Resolution Process pursuant to this Policy, including an informal resolution, or in any other appropriate steps taken by CSCU to promptly and effectively end any discrimination, harassment, and/or retaliation in its education programs or activities, prevent its recurrence, and/or remedy its effects.

I. Unauthorized Disclosure:⁸ Distributing or otherwise publicizing materials created or produced during an investigation or Resolution Process except as required by law or as expressly permitted by CSCU; or publicly disclosing a party's personally identifiable information without authorization or consent.

⁸ Nothing in this section restricts the ability of the Parties to: obtain and present evidence, including by speaking to witnesses (as long as it does not constitute retaliation under this Policy), consult with their family members, confidential resources, or Advisors; or otherwise prepare for or participate in the Resolution Process.

As used in this Policy, the following definition (and concepts) apply:

Consent is an understandable exchange of affirmative and clear words or actions, which indicate a willingness to voluntarily participate in mutually agreed upon sexual activity. Consent must be informed, freely and actively given. It is the responsibility of the initiator to obtain clear and affirmative responses at each stage of sexual involvement. Consent to one form of sexual activity does not imply consent to other forms of sexual activity. The lack of a negative response is not consent. An individual who is incapacitated by alcohol and/or other drugs both voluntarily or involuntarily consumed may not give consent. Past consent to sexual activity does not imply ongoing future consent. Consent can also be withdrawn once given, if the withdrawal is reasonably and clearly communicated. If consent is withdrawn, sexual activity should cease within a reasonably immediate time.

Consent cannot be given if any of the following are present: Force, Coercion, or Incapacitation.

- A. **Force** is the use of physical violence and/or imposing on someone physically to gain sexual access. Force also includes threats, intimidation (implied threats), and/or coercion that overcome resistance.
- B. **Coercion** is unreasonable pressure for sexual activity. Coercion is more than an effort to persuade, entice, or attract another person to have sex. Conduct does not constitute coercion unless it wrongfully impairs an individual's freedom of will to choose whether to participate in sexual activity.
- C. **Incapacitation** is a state where an individual cannot make rational, reasonable decisions due to the debilitating use of alcohol and/or other drugs, sleep, unconsciousness, or because of a disability that prevents the individual from having the capacity to give consent. Intoxication is not incapacitation and a person is not incapacitated merely because the person has been drinking or using drugs. Incapacitation due to alcohol and/or drug consumption results from ingestion that is more severe than impairment, being under the influence, drunkenness, or intoxication. The question of incapacitation will be determined on a case-by-case basis. Being intoxicated or incapacitated by drugs, alcohol, or other medication will not be a defense to any violation of this Policy.

7. Reports/Complaints of Discrimination, Harassment and/or Retaliation

A Report provides notice to CSCU of an allegation or concern about discrimination, harassment, and/or retaliation and provides an opportunity for the Title IX/Equity Coordinator to provide

information, resources, and supportive measures. A Complaint provides notice to CSCU that the Complainant would like to initiate an investigation or other appropriate resolution procedures. An individual may initially make a Report and may decide at a later time to make a Complaint. Reporting options are detailed in procedures promulgated pursuant to this Policy; however, Reports or Complaints of discrimination, harassment, and/or retaliation may be made by making a verbal or written Report or Complaint to the Title IX/Equity Coordinator.

Reporting carries no obligation to initiate a Complaint, and in most situations, CSCU may be able to respect a Complainant's request to not initiate the Resolution Process. However, there may be circumstances, such as pattern behavior, allegations of severe misconduct, or a compelling threat to health and/or safety, where CSCU may need to initiate the Resolution Process.

8. Mandated Reporting and Confidential Employees

All CSCU employees (including student-employees), other than those deemed Confidential Employees below, are Mandated Reporters and are expected to promptly report all known details of actual or suspected discrimination, harassment, and/or retaliation to the Title IX/Equity Coordinator immediately.

Complainants and other individuals should consider whether they share personally identifiable details with Mandated Reporters, as those details must be shared with the Title IX/Equity Coordinator. A Complainant who desires formal action in response to their allegations may report to any Mandated Reporter, who can connect them with resources to report alleged crimes and/or Policy violations, and Mandated Reporters will immediately notify the Title IX/Equity Coordinator (and/or police, if desired by the individual or required by law), who will act when an incident is reported to them.

CSCU makes every effort to preserve the Parties' privacy. Information related to a Report or Complaint will be shared with a limited number of CSCU employees who "need to know" in order to assist in providing supportive measures or evaluating, investigating, or resolving a Report or Complaint. All employees who are involved in the CSCU's procedures under this Policy receive specific training and guidance about sharing and safeguarding private information in accordance with federal and state law. CSCU will not share the identity of any individual who has made a Report or Complaint; any Complainant; any individual who has been reported to be the perpetrator of discrimination, harassment, and/or retaliation; any Respondent; or any witness, except as permitted by, or to fulfill the purposes, of applicable laws and regulations (e.g., Title IX), Family Educational Rights and Privacy Act (FERPA) and its implementing regulations, or as required by law; including any investigation, or resolution proceeding arising under this Policy.

Confidential Employees.⁹ To enable individuals to access support and resources without filing a Complaint, CSCU has designated specific employees as Confidential Employees. Those designated by CSCU as Confidential Employees for purposes of this Policy are not required to

report actual or suspected discrimination, harassment, and/or retaliation in a way that identifies the reporting individual. They will, however, provide individuals with the Title IX/Equity Coordinator's contact information and offer options and resources without any obligation to inform an outside agency or the Title IX/Equity Coordinator unless an individual has requested the information be shared.

⁹ The term "confidential" as used in this Policy differs from the use of the term "management/confidential" typically used to describe a category of employees within CSCU.

There are three categories of Confidential Employees: 1) Those with confidentiality bestowed by law or professional ethics, such as lawyers, medical professionals, clergy, and counselors; 2) Those whom CSCU has specifically designated as confidential for purposes of providing support and resources to the individual; and 3) Those conducting human subjects research as part of a study approved by an Institutional Review Board (IRB). For those in category 1), above, to be able to respect confidentiality, they must be in a confidential relationship with reporting individual, such that they are within the scope of their licensure, professional ethics, or confidential role at the time of receiving the report. These individuals will maintain confidentiality except in extreme cases of health or safety emergencies, immediacy of threat or danger or abuse of a minor, elder, or individual with a disability, or when required to disclose by law or court order.¹⁰

If a Complainant would like the details of an incident to be kept confidential, they may speak with the following Confidential Employees:

- Campus-based counseling center staff
- Campus-based health center staff
- Any clergy affiliated with a College or University
- Ombudspersons
- On-campus victim advocates
- Sports medicine staff/Athletic trainers

In addition, a Complainant may speak with individuals unaffiliated with CSCU without concern that Policy will require them to disclose information to the CSCU without permission such as: licensed professional counselors and other medical providers, local rape crisis counselors, domestic violence resources, local or state assistance agencies, clergy/chaplains, attorneys.

9. Supportive Measures

The Title IX/Equity Coordinator will offer and implement appropriate and reasonable supportive measures to individuals in response to reports of alleged discrimination, harassment, and/or retaliation. Supportive measures are non-disciplinary, non-punitive individualized services offered as appropriate and reasonably available. They are offered, without fee or charge to the

Parties, to restore or preserve access to CSCU's education program or activity, including measures designed to protect the safety of all individuals and/or the educational environment and/or to deter discrimination, harassment, and/or retaliation.

¹⁰ All employees must always comply with BOR Policy 5.6, Reporting Suspected Abuse or Neglect of a Child, as applicable.

10. Standard of Proof

CSCU uses the preponderance of the evidence standard of proof when determining whether this Policy has been violated. This means that the CSCU will decide whether it is more likely than not based upon the available information at the time of the decision, that an individual is in violation of this Policy.

11. Time Limits on Reporting

There is no time limitation on providing Reports or Complaints to a Title IX/Equity Coordinator. However, if an individual is no longer subject to the CSCU's jurisdiction and/or significant time has passed, the ability to investigate, respond, and/or provide remedies may be more limited or impossible. Acting on Reports or Complaints significantly impacted by the passage of time (including, but not limited to, the rescission or revision of Policy) is at CSCU's discretion; they may document allegations for future reference, offer supportive measures and/or remedies, and/or engage in informal or formal action, as appropriate.

12. Bias and Conflicts of Interest

Title IX/Equity Coordinators are expected to act without bias and conflicts of interest. Title IX/Equity Coordinators are trained to ensure they are not biased for or against any individual in a specific Complaint, or for or against Complainants and/or Respondents, generally.

To raise any concern involving bias, conflict of interest, misconduct, or discrimination by a Title IX/Equity Coordinator, contact the Executive Director of EEO and Civil Rights/Title IX Coordinator. Concerns of bias, conflict of interest, misconduct, or discrimination by other individuals involved in administering this Policy should be raised with the Title IX/Equity Coordinator.

13. External Agency Contact Information

Concerns about the CSCU's application of this Policy and compliance with federal or state civil rights laws may also be addressed to the agencies below. Making a Report or Complaint under this Policy has no bearing on reporting to an external enforcement agency. Individuals may concurrently make reports to law enforcement, external enforcement agencies, and any other entity as appropriate to their circumstances.

Contact information for state and federal agencies where one can report discrimination, harassment, retaliation and/or sexual misconduct in the workplace or educational environment are provided below. Individuals should contact these agencies directly for information on the respective reporting process, reporting timelines, and other matters.

United States Equal Employment Opportunity Commission (EEOC)

John F. Kennedy Federal Office Building
Government Center, Room 475
Boston, MA 02203
(617) 565-3200

United States Department of Education, Office for Civil Rights (OCR)

400 Maryland Avenue, SW
Washington, D.C. 20202-1100
(800) 421-3481
Facsimile: (202) 453-6012
TDD#: (877) 521-2172
Email: OCR@ed.gov
Web: <http://www.ed.gov/ocr>

United States Department of Education, Office for Civil Rights (OCR) (Boston office)

33 Arch Street, Ninth Floor
Boston, MA 02110
(617) 289-0111

United States Department of Justice, Civil Rights Division

950 Pennsylvania Avenue, NW
Washington, D.C. 20530-0001
(202) 514-3847 or (855) 856-1247
(TTY) (202) 514-0716

Offices of the Connecticut Commission on Human Rights and Opportunities

450 Columbus Boulevard, Suite 2, Hartford, CT 06103; (860) 566-7710
100 Broadway, Norwich, CT 06360; (860) 886-5703
55 W. Main Street, Suite 210, Waterbury, CT 06702; (203) 805-6530
350 Fairfield Avenue, 6th Floor, Bridgeport, CT 06604; (203) 579-6246

Connecticut Commission on Women, Children and Seniors, Equity & Opportunity

18-20 Trinity Street
Hartford, CT 06106
(860) 240-1424

State of Connecticut: Employee Grievance Procedure

(contact the College or University Human Resources Office or union representative for
Grievance forms and/or procedures)
200 Folly Brook Boulevard
Wethersfield, CT 06109
(860) 566-3450

14. Revision of this Policy

This Policy succeeds previous policies addressing discrimination, harassment, sexual misconduct, including Statement of Title IX Policy effective 7/29/2020, and/or retaliation, though previous policies and procedures related to sexual misconduct, including the Statement of Title IX Policy, remain in force for incidents occurring before August 1, 2024. The Executive Director of EEO and Civil Rights/Title IX Coordinator is responsible for periodic review and updates to this Policy, in consultation with the Office of General Counsel and other relevant CSCU stakeholders. The BOR reserves the right to revise this Policy as necessary.

This Policy is effective July 31, 2024.

CSCU Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Implementation of CSCU Policies related to New Title IX Regulations

- Interim Discriminatory Harassment, Nondiscrimination, and Title IX Policy
- Affirmative Action and Equal Employment Opportunity Policy Statement

July 31, 2024

WHEREAS, the Board of Regents (“Board of Regents”) and Connecticut State Colleges and Universities (“CSCU”) are committed to creating a learning environment and academic community that promotes educational opportunities for all individuals; and

WHEREAS, The Board of Regents and Connecticut State Colleges and Universities are committed to leading, by example, in the areas of equal employment opportunity and affirmative action, and affirmatively seek to attract to its faculty, staff, and student body qualified persons of diverse backgrounds; and

WHEREAS, The Affirmative Action and Equal Employment Opportunity Policy Statement has been updated to comply with federal and state laws and regulations regarding types of protected classes, and includes other technical revisions; and

WHEREAS, The United States Department of Education promulgated regulations under Title IX of the Education Amendments of 1972 (“Title IX”) and set forth certain specific requirements, which become effective on August 1, 2024; and

WHEREAS, The 2024 Title IX regulations have created an opportunity to realign and update CSCU Discriminatory Harassment, Nondiscrimination Title IX-related policies and procedures, and move to a unified policy to create one common community standard expectation for all members of the CSCU; and

WHEREAS, As there are numerous legal challenges underway in several states, other than Connecticut, that may affect the implementation of some or all the new Title IX regulations; and additional consultation with internal CSCU stakeholders is required to complete developing the related System-wide procedures to support the policies, with appropriate flexibility to accommodate the needs/staffing on specific campuses, it is advisable to title the Discriminatory Harassment, Nondiscrimination, and Title IX Policy as “Interim”; and

RESOLVED, that the Board of Regents approve the proposed revision to the “Affirmative Action and Equal Employment Opportunity Policy Statement” (BOR Policy 4-05); and be it further

RESOLVED, that the Board of Regents rescind the current Title IX Policy Statement (BOR Policy 4-11 dated 7-29-2020) and the current “Sexual Misconduct Reporting, Supporting Measures and Processes” Policy (BOR Policy 5-02 dated 7-29-2020) and adopt in their place the new Interim Discriminatory Harassment, Nondiscrimination, and Title IX Policy effective August 1, 2024.

ITEM

Recommendation to adopt the Interim Discriminatory Harassment, Nondiscrimination, and Title IX Policy and adopt the update to Affirmative Action and Equal Employment Opportunity Policy Statement.

BACKGROUND

The policy work before results from a convergence of issues that compel a comprehensive overhaul of policies dealing with Title IX, discriminatory harassment, nondiscrimination, and retaliation. The factors at play include:

- 1) The current CSCU policies have long needed updating to better comply with state and federal regulations and clarify and streamline policies and procedures for everyone involved.

CSCU staff have consistently expressed confusion and frustration with existing CSCU policies and procedures related to Title IX, non-discrimination, and Affirmative Action. In addition, there is confusion and conflicting information in the existing CSCU Title IX policy and the CSCU Student Code of Conduct. Currently, the CSCU System's Title IX policies comprise a patchwork across several Board policies, the Student Conduct Code, and employee policies. These policies have long needed revision to better support the commitment of the CSCU to provide an educational and employment environment that is free from discrimination and/or harassment based on protected characteristics, and/or retaliation. Ease of use helps not only students, faculty, and staff (and their advisors/supporters), but also those who must implement the policies and procedures on the individual campuses and in the System Office.

- 2) There has been a lack of clarity in policies and a lack of clear direction specifically around discriminatory harassment, nondiscrimination and retaliation.

CSCU current patchwork of policies does not adequately address harassment and/or discrimination and/or retaliation based on all protected characteristics beyond sex as is required under various federal and state laws. As such, this is an opportune time for CSCU to address the lack of clarity around these issues at the system-level and move to a unified policy to create one common community standard for all members of the CSCU.

- 3) On April 19, 2024, the U.S. Department of Education promulgated new Title IX regulations that take effect on August 1, 2024, and supersede prior regulations.

CSCU is now required to adjust policies and procedures related to Title IX to comply with these new regulations.

- 4) There was a committee convened by the previous Provost to review and update the Student Conduct Code.

The details of this work are being processed through the Academic and Student Affairs Committee. However, references to Title IX are being removed to eliminate confusion.

The following summary chart may help provide clarity regarding the various policy revisions underway:

Current BOR Policy	Updated/New BOR Policy	BOR Committee
Affirmative Action BOR Policy 4-05	Reviewed and updated language	Human Resources July 17, 2024
Title IX BOR Policy 4-11 (recommended for recission)	New Interim Connecticut State Colleges and Universities Discriminatory Harassment, Nondiscrimination, and Title IX Policy	Human Resources July 17, 2024
Sexual Misconduct Reporting, Supporting Measures and Processes BOR Policy 5-02 (recommended for recission)		
Student Code of Conduct BOR Policy 2-01	Interim Student Code of Conduct is revised to update the preamble, definitions and prohibited conduct sections, which includes additional language to address protests on campuses; removes self-harm language; and removes Title IX and sexual misconduct components.	Academic & Student Affairs July 18, 2024

It is important to note that there are numerous legal challenges underway in other states that may affect the implementation of some or all the new Title IX regulations. Despite these potential legal challenges, it is our recommendation to proceed given that our current existing policies are not truly adequate to support the work in these key areas, and that we do not even have a system level policy related to non-discrimination. These policy changes are necessary – now – to improve our support and services in these key areas.

Should the Board adopt these policies, we plan to continue our work, in particular, on the Interim Discriminatory Harassment, Nondiscrimination and Title IX Policy. We are already beginning the process of developing system wide procedures to support the policies, with appropriate flexibility to accommodate the needs/staffing on specific campuses. We will continue consulting with relevant stakeholders on the policies and impacts thereof. We will adjust, as necessary, to any legal decisions that may be forthcoming. Most importantly, we will be working on efforts to train all employees on the new policies and regulations as required by the U.S. Department of Education.

ANALYSIS

The analysis centers on the key changes/updates/additions to the policies in question:

Summary of Major Changes Related to the Affirmative Action and Equal Employment Opportunity Policy Statement

- The Affirmative Action and Equal Employment Opportunity Policy Statement has been updated to comply with federal and state laws and regulations regarding types of protected classes.
- The policy has been reformatted for reading clarity.
- Typos were corrected.
- Contact information has been updated (and will need to be updated again in the near future).

Summary of Major Changes Related to Interim Discriminatory Harassment, Nondiscrimination, and Title IX Policy

The draft Interim Discriminatory Harassment, Nondiscrimination, and Title IX Policy addresses the following changes required to move CSCU from the 2020 Title IX regulations to the 2024 Title IX regulations, while retaining compliance with other federal laws (such as the Clery Act and VAWA) as well as state laws:

- *Expanded Definitions and Jurisdiction*: The 2024 Title IX regulations provide full protection from sex-based harassment and discrimination. The 2024 regulations expand the definitions of sex discrimination and sex-based harassment while also expanding Title IX jurisdiction. The 2024 amendments clarify the definition of sex-based harassment and the scope of sex discrimination to prohibit discrimination based on sex stereotypes, sex characteristics, pregnancy or related conditions, sexual orientation, and gender identity. Another major change in the 2024 regulations is that it defines “sex-based harassment” as a form of sex discrimination that include sexual harassment and harassment based on sex stereotypes, sex characteristics, pregnancy or related conditions, sexual orientation, or gender identity, that is quid pro quo harassment, hostile environment harassment, or one of four specific offenses of forms of interpersonal violence referenced in the Jeanne Clery Disclosure of Campus Security Policy and Campus Crimes Statistics Act (“Clery Act”) as amended by the Violence Against Women Reauthorization Act of 2013. The 2024 regulations also require specific grievance procedures for allegations of sex/gender discrimination and retaliation to bring alignment and parity with grievance procedures used to resolve allegations of sexual harassment.
- *Sexual Orientation and Gender Identity*: The 2024 regulations now explicitly recognize that discrimination against LGBTQI+ students, employees, and others based on sexual orientation and gender identity are forms of discrimination under Title IX, bringing federal law into alignment with existing requirements under state law. The rule prohibits discrimination and harassment based on sexual orientation, gender identity, and sex characteristics in federally funded education programs. Note that the 2024 Title IX regulations do not address protections for transgender students in athletics. Instead, the

U.S. Department of Education indicates that the regulatory process for Title IX regulations related to athletics is still ongoing.

- *Pregnant and Parenting Students*: Although CSCU has policies protecting employees regarding pregnancy or related conditions, the 2024 Title IX regulations reemphasize that discrimination based on pregnancy or related conditions, including pregnant students and/or student or employee applicants, violates Title IX.
- *Evidentiary Standard of Proof*: The evidentiary standard of proof will be the preponderance of the evidence for determining whether a policy violation occurred. The preponderance of the evidence is currently the standard of proof in the BOR/CSCU Policy Regarding Sexual Misconduct Reporting, Supportive Measures and Process Policy and Title IX Grievance Procedures. Consistent with the 2024 Title IX regulations and Connecticut state law, the proposed Equal Opportunity, Harassment, and Nondiscrimination Policy ensures that all comparable proceedings equally apply the same evidentiary standard of proof in adjudicating a complaint.
- *Reporting Requirements*: All CSCU employees (including student-employees), other than those deemed Confidential Employees, are now expected to promptly report all known details of actual or suspected discrimination, harassment, and/or retaliation to the Title IX/Equity Coordinator and provide contact information for the Title IX/Equity Coordinator to affected individuals within the CSCU community.
- *Supportive Measures*: CSCU is permitted to provide supportive measures to a complainant or a respondent affected by conduct that may constitute sex discrimination, including sexual violence and other forms of sex-based harassment as long as such supportive measures are not unreasonably burdensome, are not provided for punitive or disciplinary reasons, and are designed to protect the safety of the parties or CSCU's educational environment or to provide support during the grievance procedures or during an informal resolution process.

The proposed Interim Discriminatory Harassment, Nondiscrimination, and Title IX Policy allows CSCU to have a commonly understood single standard prohibiting discrimination and/or harassment based on all protected characteristics. This will confer the following benefits:

- Prevent the “patchwork approach” of confusing, overlapping, out-of-date, and vague policies that could apply to faculty, staff, and/or students.
- Better manage risk with a consistent approach across all allegations of harassment and/or discrimination, so that CSCU institutions do not treat allegations of one kind of discrimination differently than other kinds of discrimination. Additionally, issues of

intersectionality of identity are increasingly present in this work (i.e., an individual who alleges discrimination based on more than one protected characteristic).

- Ease-of-use by practitioners across the CSCU system; consistently following policies and procedures is a key risk management issue and having a common policy and procedural framework for all to follow will enhance this goal.
- Transparency for the CSCU community regarding community standards and ease of training for faculty, staff, and students.

The 2024 Title IX regulations provide for much more flexibility regarding procedures, notably no longer requiring live hearings with advisor-led cross examination. Therefore, CSCU now can bring coherence to the procedures that CSCU institutions utilize to respond to reports and allegations of discrimination and/or harassment all with the common goal to stop the harassment/discrimination, prevent its recurrence, and remedy the effects of the harassment/discrimination. Under the supervision of Kim Pacelli as Interim Title IX Coordinator, and with legal guidance from the Office of General Counsel, CSCU practitioners are continuing to refine elements of a common procedural framework that will include:

- Clarity and ease of training for faculty and staff about their reporting responsibilities and when and where to report.
- Clarity and consistency regarding prompt follow-up following a report or disclosure, including ease conducting proper outreach and intake, clear communication to reporting individuals about resolution processes and options, ability to take quick emergency action when needed, and ease of providing immediate supportive measures, where appropriate.
- Adherence to key due process procedural requirements for formal resolution procedures under federal and state laws, as well as consistent with grievance procedures under collective bargaining agreements. Features will include:
 - Equitable treatment of complainants and respondents.
 - Conflict-of-interest and bias-free Title IX Coordinators, investigators, and decisionmakers.
 - Reasonably prompt timeframes for all major stages of the resolution process.
 - Presumption that a Respondent is not responsible until a determination is made.
 - Well-trained investigators, with flexibility to assign investigators as appropriate to address differences in institutional practices, structures, and resources.
 - Clarity regarding decision making, including ensuring that determinations regarding policy violations are made by well-trained individuals, and ensuring fidelity to existing requirements regarding sanctioning and remedies (when needed).
 - Reasonable steps to protect privacy of parties and witnesses during the grievance procedures

- Objective evaluation of relevant evidence and the exclusion of impermissible evidence.
 - Written notice of allegations to the parties and written determinations at the conclusion of the resolution process.
 - Burden on the recipient to gather evidence and decide what is relevant or impermissible.
 - Equal opportunity for the parties to present fact witnesses and other evidence.
 - Equal opportunity for the parties to access the relevant and not otherwise impermissible evidence and a reasonable opportunity to respond.
 - Access to advisors.
 - An appeal process.
- The procedural framework will also include hallmark elements that balance CSCU’s ability to ensure that its program and activities are free from discrimination while respecting Complainant autonomy. These elements include:
 - Training for mandated reporters to ensure reports are vetted by Title IX/Equity Coordinators who can determine appropriate next steps that balance the need for autonomy against the safety concerns/concern for the community at-large.
 - Inclusion of a small subset of employees who are available to provide confidential assistance.
 - Enhanced features for privacy and confidentiality.
 - Reduced hurdles to informal resolution measures when appropriate and desired. Continued requirement that in cases that implicate patterns of behavior, safety concerns, minors, and more widespread impact, the institution may need to move forward with a formal grievance procedure.

Summary of Major Changes Related to the Student Code of Conduct

Changes to the Student Code of Conduct are being handled through the Academic and Student Affairs Committee.

Attachments:

- Proposed updates to the Affirmative Action and Equal Employment Opportunity Policy Statement
- Proposed Interim Discriminatory Harassment, Nondiscrimination, and Title IX Policy

RECOMMENDATION

Based on the above, staff recommends the following:

1. Adopt the Affirmative Action Policy Statement – revise BOR 4.05
2. Rescind the Board of Regents’ Title IX Policy – BOR 4.02
3. Rescind the Board of Regents’ Sexual Misconduct Policy – BOR 5.02
4. Adopt new Interim Discriminatory Harassment, Nondiscrimination, and Title IX Policy



**CONNECTICUT STATE COLLEGES AND UNIVERSITIES
INTERIM RESOLUTION PROCESS PROCEDURES
FOR THE DISCRIMINATORY HARASSMENT,
NONDISCRIMINATION, AND TITLE IX POLICY**

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- Information Sharing Requirements
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Appendix A: Title IX Grievance Procedures for Addressing Formal Complaints of Sexual Harassment for Incidents of Covered Sexual Harassment That Are Alleged to Have Occurred Prior to August 1, 2024 (adapted from procedures last updated on September 17, 2021)

Section 1: General Information

The Connecticut State Colleges and Universities (CSCU) will act on any Report or Complaint of a potential violation of the Interim Discriminatory Harassment, Nondiscrimination, and Title IX Policy (“the Policy”) that is received by a Title IX/Equity Coordinator (or their designees) or any other Mandated Reporter by applying the Resolution Process below. These procedures apply to all allegations of discrimination on the basis of an actual or perceived protected characteristic, harassment, retaliation involving students, staff, administrators, faculty members, or third parties. Unionized/other categorized employees are subject to the terms of their agreements/employees’ rights to the extent those agreements do not conflict with federal or state compliance obligations.

CSCU will take actions to promptly and effectively end any discrimination, harassment, and/or retaliation, and will treat Parties equitably. CSCU will take reasonable steps to protect the privacy of the Parties and any witnesses, provided that it does not restrict the ability of the Parties to obtain and present evidence, including by speaking to witnesses without engaging in retaliation or consult with family members, confidential persons, or Advisors, or otherwise prepare for or participate in these Procedures.

Application of Policies

These Procedures apply to the following CSCU Board of Regents Policies:

- Affirmative Action and Equal Employment Opportunity Policy Statement ([Policy 4.5](#))
- Interim Discriminatory Harassment, Nondiscrimination, and Title IX Policy ([Policy 4.13](#))

Definitions of Key Terms

- **Advisor.** Any person chosen by a Party who may accompany the party to all meetings related to these Procedures and advise the Party on the process.
- **Appeal Decision-maker.** The person or panel who accepts or rejects a submitted appeal request, determines whether any of the grounds for appeal are met, and directs responsive action(s), accordingly.
- **College or University.** Any of the institutions within CSCU, including Central Connecticut State University, Charter Oak State College, Connecticut State Community College, Eastern Connecticut State University, Southern Connecticut State University, and Western Connecticut State University.
- **Complainant.** A student or employee who is alleged to have been subjected to conduct that could constitute discrimination, harassment, and/or retaliation under the Policy; or a person other than a student or employee who is alleged to have been subjected to conduct that could constitute discrimination, harassment, and/or retaliation under the Policy and who was participating or attempting to participate in CSCU's education program or activity at the time of the alleged discrimination, harassment and/or retaliation.
- **Complaint.** An oral or written request to CSCU that can objectively be understood as a request for CSCU to investigate and make a determination about allegations of discrimination, harassment, and/or retaliation under the Policy.
- **CSCU.** The Connecticut State Colleges and Universities, which includes the CSCU system office, and any and all specific Colleges or Universities within the CSCU. For purposes of the Policy, the term "CSCU" could mean the CSCU system or any College or University interchangeably.
- **Day.** A business day when CSCU is in normal operation. All references in these Procedures to days refer to business days unless specifically noted as calendar days.
- **Final Decision-maker.** The person who participates in Final Questioning Meetings and determines what sanctions should be applied (where applicable).
- **Education Programs and Activities.** Locations, events, or circumstances in which CSCU exercises substantial control over both the Respondent and the context in which the conduct occurred.
- **Employee.** A person employed by CSCU either full- or part-time, including student employees when acting within the scope of their employment.
- **Familial Status.** The configuration of one's family or one's role in a family.
- **Final Determination.** A conclusion by the standard of proof that the alleged conduct did or did not violate the Policy.

- **Finding.** A conclusion by the standard of proof that the conduct did or did not occur as alleged (as in a “finding of fact”).
- **Informal Resolution.** A resolution to a Report or Complaint agreed to by the Parties and CSCU that occurs prior to a final determination in the Resolution Process.
- **Investigation Report.** The Investigator’s summary of all relevant evidence gathered during the investigation. Variations include the Draft Investigation Report and the Final Investigation Report.
- **Investigator(s).** The person(s) authorized by CSCU to gather facts about an alleged violation of the Policy, assess relevance and credibility, synthesize the evidence, and compile this information into an Investigation Report. The Investigator(s) determines Findings and makes the Final Determination.
- **Marital Status.** The state of being married or unmarried.
- **Parental Status.** The status of a person who, with respect to another person who is under the age of 18,¹ is a biological, adoptive, foster, or stepparent; a legal custodian or guardian; in loco parentis with respect to such a person; or actively seeking legal custody, guardianship, visitation, or adoption of such a person.
- **Parties.** The Complainant(s) and Respondent(s), collectively.
- **Pregnancy or Related Conditions.** Pregnancy, childbirth, termination of pregnancy, or lactation, medical conditions related thereto, or recovery therefrom.
- **Protected Characteristic.** Any characteristic for which a person is afforded protection against discrimination and/or harassment by law or CSCU Policy.
- **Reasonable Modifications.** Individualized modifications to CSCU’s policies, practices, or procedures that do not fundamentally alter CSCU’s education program or activity.
- **Relevant Evidence.** Evidence that may aid in determining whether the alleged discrimination, harassment, and/or retaliation occurred, or in determining the credibility of the Parties or witnesses.
- **Remedies.** Typically, post-resolution actions directed to the Complainant and/or the community as mechanisms to address safety, prevent recurrence, and restore or preserve equal access to CSCU’s education program and activity.
- **Report.** When a faculty, staff, student, or third party informs CSCU of conduct that reasonably may constitute discrimination, harassment, and/or retaliation under the Policy.
- **Resolution Process.** The investigation and resolution, including informal resolution, of allegations of discrimination, harassment, and/or retaliation under the Policy.
- **Respondent.** A person who is alleged to have engaged in conduct that could constitute discrimination based on a protected characteristic, harassment, or retaliation for engaging in a protected activity under the Policy.
- **Sanction.** A consequence imposed on a Respondent who is found to have violated the Policy.

¹ Or a person who is 18 or older but who is incapable of self-care because of a mental or physical disability.

- **Sex.** Sex assigned at birth, sex stereotypes, sex characteristics, pregnancy or related conditions, sexual orientation, and gender identity.
- **Supportive Measures.** Non-disciplinary, non-punitive individualized services offered as appropriate and reasonably available. They are offered, without fee or charge to the Parties, to restore or preserve access to CSCU’s education program or activity, including measures designed to protect the safety of all Parties and/or the CSCU educational environment and/or to deter discrimination, harassment, and/or retaliation.
- **Title IX/Equity Coordinator.** At least one official designated by a College or University to ensure compliance with Title IX and other federal and state civil rights laws and institutional compliance with the Policy. References to the Title IX/Equity Coordinator throughout these Procedures may include the Title IX/Equity Coordinator’s designee.

Title IX/Equity Coordinators and Deputy Title IX/Equity Coordinators

CSCU has identified the Executive Director of EEO and Civil Rights/Title IX Coordinator to support the System’s compliance with federal, state, and other civil rights laws and policies. Each College or University has identified a Title IX/Equity Coordinator to coordinate civil rights compliance and the Resolution Process.² The Vice-President of Diversity, Equity and Inclusion serves as the Title IX/Equity Coordinator for Connecticut State Community College (“CCSC”). Each CSCC campus has a Deputy Title IX/Equity Coordinator to support civil rights compliance and programming for their institution.

System Office:

Kim Pacelli, Interim Title IX Coordinator (Executive Director of EEO and Civil Rights/Title IX Coordinator)
 (610) 993-0229 x1018
 61 Woodland Street, Hartford, CT 06105
 kim.pacelli@tngconsulting.com
<https://www.ct.edu/hr/nondiscrimination>

Central Connecticut State University:

Jill Bassett Cameron, Senior Equity & Title IX Coordinator (Title IX/Equity Coordinator)
 (860) 832-1653
 Davidson Hall, Room 1993
 Jbassett-cameron@ccsu.edu
<https://www.ccsu.edu/OEI>

Charter Oak State College:

David Ferreira, Provost (Title IX/Equity Coordinator)
 (860) 515-3727
 185 Main Street, New Britain, CT 06051
 dferreira@charteroak.edu
<https://www.charteroak.edu/student-conduct-title-ix/>

² Note that individuals who serve as Title IX/Equity Coordinator for the institutions may have additional job titles and functions, as well. Although other staff from a College/University may support the Policy and these Procedures, all faculty and staff are always encouraged to coordinate efforts with their College/University Title IX/Equity Coordinator.

Eastern Connecticut State University:

Sara Madera, Director of Institutional Equity/Title IX Coordinator (Title IX/Equity Coordinator)
(860) 465-5012
Gelsi-Young, Room 253
maderas@easternct.edu
<https://www.easternct.edu/equity-and-diversity/titleix.html>

Southern Connecticut State University:

Paula Rice, Director of Diversity & Equity Programs/Title IX Coordinator (Title IX/Equity Coordinator)
(203) 392-5568
501 Crescent Street, Engleman B110G, New Haven, CT 06515
ricep1@southernct.edu
<https://inside.southernct.edu/diversity>

Western Connecticut State University:

Scott Towers, Interim Title IX Coordinator/Price Center Coordinator (Title IX/Equity Coordinator)
(203) 837-8444
181 White Street, Danbury, CT 06810
towerss@wcsu.edu
<https://www.wcsu.edu/diversity/what-is-title-ix-and-cart/>

Connecticut State Community College (“CT State”):

John-Paul Chaisson-Cardenas, Vice President of Diversity, Equity, and Inclusion, Title IX Coordinator, and Chief Diversity Officer (Title IX/Equity Coordinator)
(860) 612-7056
185 Main Street, New Britain, CT 06051
jchaisson-cardenas@commnet.edu
<https://ctstate.edu/life-at-ct-state/dei>

Office of Equity and Civil Rights (ECR)
Connecticut State Community College
185 Main Street, New Britain, CT 06051
Nicholas D’Agostino, Director of Equity and Civil Rights
(860) 723-0727
NDagostino@commnet.edu
<https://ctstate.edu/life-at-ct-state/dei/ecr>

CT State Deputy Title IX/Equity Coordinators:

<https://ctstate.edu/life-at-ct-state/dei/odei-staff>

Asnuntuck: Dawn Bryden, Room 101, dbryden@asnuntuck.edu, (860) 253-1277

Capital: Jason Scappaticci, Room 210, jscappaticci@ccc.commnet.edu, (860) 906-5086

Gateway: Alese Mulvihill, Room N-220, amulvihill@gwcc.commnet.edu, (203) 285-2210

Housatonic: Yannick Brookes, Lafayette Hall Room 118, YBrookes@housatonic.edu or HC-TitleIX@housatonic.edu, (203) 332-5108

Manchester: Trent “T.J.” Barber, Lowe 287, tbarber@manchestercc.edu, (860) 512-3203

Middlesex: Sara Hanson, Founders Hall, Room 107, SHanson@mxcc.edu, (860) 343-5883

Naugatuck Valley: Sarah Gager, Kinney Hall, Room 509, sgager@nv.edu, (203) 575-8086

Northwestern: Ruth Gonzalez, Goulet Building, 56 Park Place, rgonzalez@nwcc.edu, (860) 783-6315

Norwalk: Tony Peffer, Room W106, gpeffer@norwalk.edu, (203) 857-7309

Quinebaug Valley: Tanaya Walters, Office E233, twalters@gvcc.edu, (860) 932-4184

Tunxis: Sydney Lake, Office 1-116, slake@tunxis.edu, (860) 773-1644

Rights of Parties

Parties have the following rights under these procedures:

- The opportunity to request that a Resolution Process, including an investigation, begin promptly.
- An equitable investigation and resolution of all credible allegations of prohibited discrimination, harassment, and/or retaliation when reported in good faith to CSCU officials.
- Timely written notice of all alleged violations, including the identity of the Parties involved (if known), the specific misconduct being alleged, the date and location of the alleged misconduct (if known), the implicated Policies and procedures, and possible sanctions.
- The right to have individuals leading the Resolution Process who have been trained annually in the area relevant to the complaint (i.e., discrimination, harassment, and/or retaliation).
- The right to have an Advisor or support person of their choosing (e.g., union representative) accompany them to any meetings, interviews, or proceedings throughout the process, as long as the involvement of the Advisor or support person does not unduly delay, postpone, or disrupt the proceedings.
- The right to present evidence and witnesses on their behalf.
- The right to receive written notice of the results of the investigation or outcome within a reasonable timeframe.
- The right to request an appeal or review of the outcome.
- Be informed of options to notify proper law enforcement authorities, including on-campus and local police, and the option(s) to be assisted by the CSCU in notifying such authorities, if the Party chooses. This also includes the right to not be pressured to report.
- Have all personally identifiable information protected from the CSCU's release to the public without consent, except to the extent permitted by law.

False Accusations

Deliberately false and/or malicious accusations are a serious offense and could be subject to appropriate disciplinary action. This does not include allegations that are made in good faith but are ultimately shown to be erroneous or do not result in a determination of a Policy violation. Additionally, witnesses and Parties who knowingly provide false evidence, tamper with or destroy evidence, or deliberately mislead an official conducting an investigation or resolution process can be subject to discipline under appropriate CSCU or College/University policies.

Amnesty

CSCU encourages the reporting of misconduct and crimes. Sometimes, Complainants or witnesses are hesitant to make a Report or Complaint to CSCU officials or participate in the Resolution Process because they fear that they themselves may be in violation of CSCU policies, such as underage drinking or use of illicit drugs at the time of the incident. Respondents may hesitate to be forthcoming during the process for the same reasons. It is in the best interests of the CSCU community that Complainants report misconduct to CSCU officials, that witnesses come forward to share what they know, and that all Parties be forthcoming during the process. To encourage reporting and participation in the process, CSCU

maintains a practice of offering students amnesty from minor policy violations, such as illegal alcohol consumption or the use of illicit drugs, related to the incident. Granting amnesty is a discretionary decision made by the CSCU, and amnesty does not apply to more serious allegations, such as physical abuse of another or illicit drug distribution.

Preservation of Evidence

The preservation of evidence may be critical to potential criminal prosecution and to obtaining restraining/protective orders, and it is particularly time sensitive. CSCU will inform the Complainant of the importance of preserving evidence by taking actions such as the following:

Sexual Assault

- Seek forensic medical assistance at the nearest hospital, ideally within 120 hours of the incident (sooner is better).
- Avoid urinating, showering, bathing, washing hands or face, or douching, if possible, but evidence may still be collected even if you do.
- If oral sexual contact took place, refrain from smoking, eating, drinking, or brushing teeth.
- If clothes are changed, place soiled clothes in a paper bag (plastic destroys evidence) or a secure evidence container (if provided one by law enforcement)
- Seeking medical treatment can be essential, even if it is not for the purposes of collecting forensic evidence.

Stalking/Dating Violence/Domestic Violence/Sex-Based Harassment

- Evidence in the form of text and voice messages may be lost in most cases if a Party changes their phone number.
 - Make a secondary recording of any voice messages and/or save the audio files to a cloud server.
 - Take screenshots and/or a video recording of any text messages or other electronic messages (e.g., Instagram, Snapchat, Facebook).
- Save copies of email and social media correspondence, including notifications related to account access alerts.
- Take timestamped photographs of any physical evidence, including notes, gifts, etc., in their original place when possible.
- Save copies of any messages, including those showing any request for no further contact.
- Obtain copies of call logs showing the specific phone number being used rather than a saved contact name if possible.

During the initial meeting between the Complainant and a Title IX/Equity Coordinator, the importance of taking these actions will be discussed, if timely.

Communication Generally

Per CSCU's [Information Technology Electronic Communication Policy](#) (BOR Policy 5.3.b), all written communication from CSCU officials regarding the Resolution Process will be delivered to the CSCU/College/University e-mail accounts of students and employees. If a person involved in the Resolution Process is not a student or employee, reasonable means will be used to contact them.

Section 2: Reporting

Making a Report or Complaint

A Report provides notice to CSCU of an allegation or concern about discrimination, harassment, and/or retaliation and provides an opportunity for the Title IX/Equity Coordinator to provide information, resources, and supportive measures. A Complaint provides notice to CSCU that the Complainant would like to initiate an investigation or other appropriate resolution procedures. An individual may initially make a Report and may decide at a later time to make a Complaint.

Reports or Complaints of discrimination, harassment, and/or retaliation may be directed to the Title IX/Equity Coordinator for the College/University (see above). Reports or Complaints can be made directly to the Title IX/Equity Coordinator at any time (including during non-business hours) by mail, phone, e-mail, or in person. Additionally, a College/University may choose to maintain secure, on-line forms to receive Reports; those online forms may be found at the College/University websites listed above.

Reporting carries no obligation to initiate a Complaint, and in most situations, CSCU may be able to respect a Complainant's request to not initiate the Resolution Process. However, there may be circumstances, such as pattern behavior, allegations of severe misconduct, or a compelling threat to health and/or safety, where CSCU may need to initiate the Resolution Process.

Anonymous reports are accepted, but anonymous reports may give rise to a need to try to determine the Parties' identities. Anonymous reports typically limit the CSCU's ability to investigate, respond, and provide remedies, depending upon what information is shared. Measures intended to protect the community or address or mitigate harm may be pursued. If an individual initially makes an anonymous report and later chooses to identify themselves by making a Report or Complaint, they may do so by contacting the Title IX/Equity Coordinator or the Deputy Title/Equity Coordinator (or for CT State, any official in the Office of Equity and Civil Rights).

Filing a report through these procedures has no bearing on other reporting procedures. Complainants may concurrently file reports with law enforcement, other state agencies (listed in the [Policy](#)), and any other entity as appropriate to their circumstances. Complainants will also never be required to file a report with another agency in order to make a Report to CSCU.

Mandated Reporting and Confidential Employees

All CSCU employees (including student-employees), other than those deemed Confidential Employees below, are Mandated Reporters and are expected to promptly report all known details of actual or suspected discrimination, harassment, and/or retaliation to the Title IX/Equity Coordinator immediately.

Complainants and other individuals should consider whether they share personally identifiable details with Mandated Reporters, as those details must be shared with the Title IX/Equity Coordinator. A Complainant who desires formal action in response to their allegations may report to any Mandated Reporter, who can connect them with resources to report alleged crimes and/or Policy violations, and Mandated Reporters will immediately notify the Title IX/Equity Coordinator (and/or police, if desired by the individual or required by law), who will act when an incident is reported to them.

CSCU makes every effort to preserve the Parties' privacy. Information related to a Report or Complaint will be shared with a limited number of CSCU employees who "need to know" in order to assist in providing supportive measures or evaluating, investigating, or resolving a Report or Complaint. All

employees who are involved in the CSCU’s procedures under the Policy receive specific training and guidance about sharing and safeguarding private information in accordance with federal and state law. CSCU will not share the identity of any individual who has made a Report or Complaint; any Complainant; any individual who has been reported to be the perpetrator of discrimination, harassment, and/or retaliation; any Respondent; or any witness, except as permitted by, or to fulfill the purposes, of applicable laws and regulations (e.g., Title IX), Family Educational Rights and Privacy Act (FERPA) and its implementing regulations, or as required by law; including any investigation, or resolution proceeding arising under the Policy.

Confidential Employees.³ To enable individuals to access support and resources without filing a Complaint, CSCU has designated specific employees as Confidential Employees. Those designated by CSCU as Confidential Employees for purposes of the Policy are not required to report actual or suspected discrimination, harassment, and/or retaliation in a way that identifies the reporting individual. They will, however, provide individuals with the Title IX/Equity Coordinator’s contact information and offer options and resources without any obligation to inform an outside agency or the Title IX/Equity Coordinator unless an individual has requested the information be shared.

There are three categories of Confidential Employees: 1) Those with confidentiality bestowed by law or professional ethics, such as lawyers, medical professionals, clergy, and counselors; 2) Those whom CSCU has specifically designated as confidential for purposes of providing support and resources to the individual; and 3) Those conducting human subjects research as part of a study approved by an Institutional Review Board (IRB). For those in category 1), above, to be able to respect confidentiality, they must be in a confidential relationship with reporting individual, such that they are within the scope of their licensure, professional ethics, or confidential role at the time of receiving the report. These individuals will maintain confidentiality except in extreme cases of health or safety emergencies, immediacy of threat or danger or abuse of a minor, elder, or individual with a disability, or when required to disclose by law or court order.⁴

If a Complainant would like the details of an incident to be kept confidential, they may speak with the following Confidential Employees:

- Campus-based counseling center staff
- Campus-based health center staff
- Any clergy affiliated with a College or University
- Ombudspersons
- On-campus victim advocates
- Sports medicine staff/Athletic trainers

In addition, a Complainant may speak with individuals unaffiliated with CSCU without concern that the Policy will require them to disclose information to the CSCU without permission such as: licensed professional counselors and other medical providers, local rape crisis counselors, domestic violence resources, local or state assistance agencies, clergy/chaplains, attorneys.

³ The term “confidential” as used in these Procedures differs from the use of the term “management/confidential” typically used to describe a category of employees within CSCU.

⁴ All employees must always comply with CSCU BOR [Policy 5.6](#), Reporting Suspected Abuse or Neglect of a Child, as applicable.

Confidentiality and Privacy in the Resolution Process

CSCU makes every effort to preserve the Parties' privacy, consistent with applicable federal and state laws; however, full confidentiality cannot be guaranteed throughout the Resolution Process. Only necessary and relevant information will be shared with witnesses and other involved individuals. CSCU officials may share information related to complaints with other campus officials at any point during or after the proceedings as necessary to fulfill institutional obligations. Additionally, CSCU officials may share relevant information with internal or external entities, consistent with applicable laws, if necessary to protect the campus community.

Unauthorized Disclosure of Information

Parties and Advisors are prohibited from unauthorized disclosure of information obtained by CSCU through the Resolution Process, to the extent that information is the work product of the CSCU (meaning it has been produced, compiled, or written by CSCU for purposes of its investigation and resolution of a Report or Complaint). It is also a violation of CSCU Policy to publicly disclose work product or a party's personally identifiable information without authorization or consent. Violation of this Policy is subject to disciplinary action.

Time Limits/Timelines for Reporting

There is no time limitation on providing Reports or Complaints to a Title IX/Equity Coordinator. However, if an individual is no longer subject to the CSCU's jurisdiction and/or significant time has passed, the ability to investigate, respond, and/or provide remedies may be more limited or impossible. Acting on Reports or Complaints significantly impacted by the passage of time (including, but not limited to, the rescission or revision of the Policy) is at CSCU's discretion; they may document allegations for future reference, offer supportive measures and/or remedies, and/or engage in informal or formal action, as appropriate.⁵

Section 3: Screening and Initial Evaluation

Initial Evaluation of Report/Complaint

Once a Report or Complaint of discrimination, harassment, or retaliation is received by a Title IX/Equity Coordinator, an initial evaluation will be conducted within five (5) days of receipt. The Title IX/Equity Coordinator of the College/University conducts the initial evaluation and may consult as appropriate with other College/University officials. In the case of CT State, an ECR official conducts the initial evaluation, and may consult with appropriate other CT State/campus officials, including the campus's Deputy Title IX/Civil Rights Coordinator. In order to conduct this initial evaluation, the Complainant may be contacted to gather further information as necessary.

The initial evaluation typically includes:

- Assessing whether the reported conduct may reasonably constitute a violation of the Discriminatory Harassment, Nondiscrimination, and Title IX Policy.

⁵ Complainants should note that some federal and state agencies, such as the Connecticut Commission on Human Rights and Opportunities (CHRO) and the U.S. Equal Employment Opportunity Commission (EEOC), have a three hundred (300) day time limit for filing a claim of discrimination and the U.S. Department of Education Office of Civil Rights (OCR) has a 180 day time-limit.

- If the conduct may not reasonably constitute a violation of the Policy, a Complaint is typically dismissed from these procedures, consistent with the dismissal provision below, and the Report/Complaint may then be referred to another appropriate College/University office, if applicable.
- Determining whether CSCU has jurisdiction over the reported conduct, as defined in Applicability and Jurisdiction section of the Policy.
 - If the conduct is not within CSCU jurisdiction, a Complaint is typically dismissed from these procedures, consistent with the dismissal provision below, and the Report/Complaint may then be referred to another appropriate College/University office, if applicable.
- Offering and coordinating supportive measures for the Complainant.
- Offering and coordinating supportive measures for the Respondent, as applicable.
- Notifying the Complainant, or the person who reported the allegation(s), of the resolution options, including a supportive and remedial response, any Informal Resolution options (if appropriate), or the Resolution Process described below.
- Determining whether the Complainant wishes to make a Complaint, if they have not done so already.
- If a Complaint is made, notifying the Respondent of the resolution options, including a supportive and remedial response, any Informal Resolution options (if appropriate), or the Resolution Process described below.

Supportive Measures for Parties

CSCU will offer and implement appropriate and reasonable supportive measures for both Parties. Supportive measures are non-disciplinary, non-punitive individualized services offered as appropriate and reasonably available, and are offered, without fee or charge to the Parties, to restore or preserve access to CSCU's education program or activity, including measures designed to protect the safety of all Parties and/or CSCU's educational environment and/or to deter discrimination, harassment, and/or retaliation.

Supportive measures may vary depending on what CSCU determines is reasonably available. Supportive measures must not unreasonably burden either Party. The Title IX/Equity Coordinator or their designee will provide contact information for relevant campus resources and services (i.e., campus counseling services, academic resources, employee counseling, union representation) as needed, and can assist in contacting campus resources and services as needed. CSCU will maintain the confidentiality of supportive measures, provided that confidentiality does not impair CSCU's ability to provide those supportive measures. CSCU will act to ensure as minimal an academic/occupational impact on the Parties as possible.

Supportive measures for students or employees could include (when available and applicable), but are not limited to:

- Referral to counseling, medical, and/or other healthcare services
- Referral to the Employment Assistance Program
- Referral to community-based support services
- Academic support, extensions of deadlines or other course-related adjustments
- Modifications of work or class schedules
- Safety planning

- Campus escort services
- Restrictions on contact between the parties (no contact orders)
- Changes in work or housing locations
- Leaves of absence
- Increased security and monitoring of certain areas of the campus
- Education to the institutional community or a subgroup of the community
- Any other actions deemed appropriate and reasonable

It is important to note that a Complainant may receive supportive measures even if they choose not to initiate a Complaint under these procedures. The Title IX/Equity Coordinator may consult with other CSCU officials, such as Behavior Intervention Teams (BIT), Human Resources, campus security, disability services, and others in order to make appropriate determinations regarding supportive measures.

The Parties are provided with a timely opportunity to seek modification or reversal of CSCU’s decision to provide, deny, modify, or terminate supportive measures applicable to them. A request to do so should be made in writing to the Title IX/Equity Coordinator. An impartial employee other than the employee who implemented the supportive measures, who has authority to modify or reverse the decision, will determine whether to provide, deny, modify, or terminate the supportive measures if they are inconsistent with the definition of supportive measures above. CSCU will also provide the Parties with the opportunity to seek additional modification or termination of supportive measures applicable to them if circumstances change materially. CSCU typically renders decisions on supportive measures within seven (7) days of receiving a request and provides a written determination to the impacted Party or Parties and the Title IX/Equity Coordinator.

Title IX/Equity Coordinator Authority to Initiate a Complaint

If the Complainant does not wish to file a Complaint, the Title IX/Equity Coordinator, who has an obligation under law to exercise discretion as to whether a Complaint is initiated, will offer supportive measures and determine whether to initiate a Complaint themselves. To make this determination, the Title IX/Equity Coordinator will evaluate that request to determine if there is a serious and imminent threat to someone's safety or if the CSCU cannot ensure equal access without initiating a Complaint. The Title IX/Equity Coordinator will consider the following factors, including other relevant information, to determine whether to file a Complaint:

- The Complainant’s request not to proceed with initiation of a Complaint
- The Complainant’s reasonable safety concerns regarding initiation of a Complaint
- The risk that additional acts of harassment, discrimination, and/or retaliation would occur if a Complaint were not initiated
- The severity of the alleged harassment, discrimination, and/or retaliation, including whether the conduct, if proven, would require the removal of a Respondent from campus or imposition of another disciplinary sanction to end the discrimination and prevent its recurrence
- The age and relationship of the Parties, including whether the Respondent is an employee
- The scope of the alleged harassment, discrimination, and/or retaliation, including information suggesting a pattern, ongoing harassment, discrimination, and/or retaliation, or conduct alleged to have impacted multiple individuals
- The availability of evidence to assist a Decision-maker in determining whether harassment, discrimination, and/or retaliation occurred
- Whether the College/University could end the alleged harassment, discrimination, and/or retaliation and prevent its recurrence without initiating its resolution process

If deemed necessary, the Title IX/Equity Coordinator may consult with appropriate College/University employees, and/or conduct a threat assessment to aid their determination whether to initiate a Complaint. When the Title IX/Equity Coordinator initiates a Complaint, they do not become the Complainant. The Complainant is the person who experienced the alleged conduct that could constitute a violation of the Policy.

Emergency Removal/Interim Suspension of a Student

CSCU may remove a student on an emergency basis accused of discrimination on the basis of sex or sex-based harassment upon receipt of a Report, a Complaint, or at any time during the Resolution Process. Prior to an emergency removal, CSCU will conduct an individualized risk assessment and may remove the student if that assessment determines that an imminent and serious threat to the health or safety of a Complainant or any students, employees, or other persons arising from the allegations justifies such action. Students accused of other forms of discrimination or harassment (not sex or sex-based) are subject to Interim Administrative Action (interim suspension) under the Interim Student Code of Conduct ([BOR Policy 2.01](#)).

When an emergency removal is imposed, wholly or partially, the affected student will be notified of the action, which will include a written rationale, and the option to challenge the emergency removal within two (2) days of the notification. Upon receipt of a challenge, the Title IX/Equity Coordinator will meet with the student (and their Advisor, if desired) as soon as reasonably possible thereafter to allow them to show cause why the removal/action should not be implemented or should be modified. This meeting is not a hearing on the merits of the allegation(s), but rather is an administrative process intended to determine solely whether the emergency removal is appropriate, should be modified, or lifted. If this meeting is not requested within two (2) days, objections to the emergency removal will be deemed waived. A student can later request a meeting to show why they are no longer an imminent and serious threat because conditions related to imminence or seriousness have changed. A Complainant and their Advisor may be permitted to participate in this meeting if the Title IX/Equity Coordinator determines it is equitable to do so.

The Respondent may provide information, including expert reports, witness statements, communications, or other documentation for consideration prior to or during the meeting. When applicable, a Complainant may provide information to the Title IX/Equity Coordinator for review.

An emergency removal may be affirmed, modified, or lifted as a result of a requested review or as new information becomes available. The Title IX/Equity Coordinator will communicate the final decision in writing, typically within three (3) days of the review meeting.

Placing an Employee on Leave

Employees are subject to existing policies and procedures for interim actions and leaves.

Dismissal of a Complaint

CSCU may dismiss a Complaint if, at any time during the Resolution Process, one or more of the following grounds are met:

- CSCU is unable to identify the Respondent after taking reasonable steps to do so
- CSCU no longer enrolls or employs the Respondent
- A Complainant voluntarily withdraws any or all of the allegations in the Complaint in writing, and the Title IX/Equity Coordinator declines to initiate a Complaint

- CSCU determines the conduct alleged in the Complaint would not constitute a violation of the Policy, if proven

An Investigator(s) and/or Final Decision-maker may recommend dismissal to the Title IX/Equity Coordinator, if they believe the grounds are met. A Complainant who decides to withdraw a Complaint may later request to reinstate or refile it.

Upon any dismissal, CSCU will promptly send the Complainant written notification of the rationale for the dismissal. If the dismissal occurs after the Respondent has been made aware of the allegations, CSCU will also notify the Respondent of the dismissal.

Appeal of a Dismissal

The Title IX/Equity Coordinator will implement dismissal appeal procedures equally for the Parties. The Title IX/Equity Coordinator will designate a trained Dismissal Appeal Officer from the Pool (see below) who did not take part in the investigation or dismissal of the Complaint. The Parties will have a reasonable and equal opportunity to make a statement in support of, or challenging, the dismissal; and the Parties will be notified in writing of the result of the appeal and the rationale for the result.

The Complainant may appeal a dismissal of their Complaint. The Respondent may also appeal the dismissal of the Complaint if dismissal occurs after the Respondent has been made aware of the allegations. All dismissal appeal requests must be filed within five (5) days of the notification of the dismissal.

The Title IX/Equity Coordinator will notify the Parties of any submitted appeal of the dismissal. If, however, the Complainant appeals, but the Respondent was not yet notified of the Complaint, the Title IX/Equity Coordinator must then provide the Respondent with written notice of the allegations and will notify the Respondent of the Complainant's appeal with an opportunity to respond.

The grounds for dismissal appeals are limited to:

- Procedural irregularity that would change the outcome of the dismissal
- New evidence that would change the outcome of the dismissal and that was not reasonably available when the dismissal was decided;
- The Title IX/Equity Coordinator, Investigator(s), or Final Decision-maker had a conflict of interest or bias for or against Complainants or Respondents generally or the individual Complainant or Respondent that would change the outcome of the dismissal

Upon receipt of a dismissal appeal in writing from one or more Parties, the Title IX/Equity Coordinator will share the petition with the other party and provide five (5) days for other Parties to respond to the request. The appeal should specify at least one of the grounds above and provide any reasons or supporting evidence for why the ground is met. This appeal will be provided in writing to the other Parties, and the Title IX/Equity Coordinator, who will be invited to respond in writing. At the conclusion of the response period, the Title IX/Equity Coordinator will forward the appeal, as well as any response provided by the other Parties to the Dismissal Appeal Officer for consideration.

If the Request for Appeal does not provide information that meets the grounds in this Policy, the request will be denied by the Dismissal Appeal Officer, and the Parties, their Advisors, and the Title IX/Equity Coordinator will be notified in writing of the denial and the rationale. If any of the asserted grounds in the appeal satisfy the grounds described in this Policy, then the Dismissal Appeal Officer will

notify all Parties and their Advisors, and the Title IX/Equity Coordinator, of their decision and rationale in writing. The effect will be to reinstate the Complaint.

In most cases, dismissal appeals are confined to a review of the written documentation or record of the original determination and pertinent documentation regarding the specific appeal grounds. The Dismissal Appeal Officer has seven (7) days to review and decide on the appeal, though extensions can be granted at the discretion of the Title IX/Equity Coordinator, and the Parties will be notified of any extension.

Federal Timely Warning Obligations

A College/University must issue timely warnings for reported incidents that pose a serious or continuing threat of bodily harm or danger to members of the College/University community. CSCU will ensure that a Complainant's name and other identifying information is not disclosed, while still providing enough information for community members to make safety decisions in light of any potential danger.

Counter-Complaints

CSCU is obligated to ensure that the procedures are not abused for retaliatory purposes. Although the CSCU permits the filing of Counter-Complaints, the Title IX/Equity Coordinator (or ECR official, in the case of CT State) will use an initial screening and evaluation, described above, to assess whether the allegations in the Counter-Complaint are made in good faith. When Counter-Complaints are not made in good faith, they will not be permitted. They will be considered potentially retaliatory and may constitute a violation of the Policy. Counter-Complaints determined to have been reported in good faith will be processed using the Resolution Process below. Investigation of such claims may take place concurrently or after resolution of the underlying initial Complaint.

Advisors

The Parties may each have an Advisor (friend, mentor, family member, attorney, union representative, or any other individual a Party chooses) present with them for all meetings, interviews, and proceedings within the Resolution Process, including intake. The Parties may select whomever they wish to serve as their Advisor as long as the Advisor is eligible and available.⁶ Some CSCU institutions may maintain a list of Advisors/support persons. CSCU cannot guarantee equal Advisory rights, meaning that if one Party selects an Advisor who is an attorney, but the other Party does not, or cannot afford an attorney, CSCU is not obligated to provide an attorney to advise that Party.

A Party may elect to change Advisors during the Resolution Process and is not obligated to use the same Advisor throughout. Parties are expected to provide the Title IX/Equity Coordinator with timely notification if they change Advisors. CSCU may permit Parties to have more than one Advisor in unusual circumstances, or an Advisor and a support person, upon special request to the Title IX/Equity Coordinator.

⁶ "Available" means the party cannot insist on an Advisor who simply doesn't have inclination, time, or availability. Also, the Advisor cannot have institutionally conflicting roles, such as being an administrator who has an active role in the matter, or a supervisor who must monitor and implement sanctions. Additionally, choosing an Advisor who is also a witness in the process creates potential for bias and conflicts of interest. A party who chooses an Advisor who is also a witness can anticipate that issues of potential bias will be explored by the Investigator(s) and Final Decision-maker.

CSCU fully respects and accords legal rights for employees, meaning that for Parties who are entitled to union representation, CSCU will allow the unionized employee to have their union representative as well as an Advisor of their choice (if requested) present for all meetings, interviews, and proceedings. To uphold the principles of equity, the other Party (regardless of union membership) will also be permitted to have two Advisors.

Advisors should help the Parties to prepare for each meeting and are expected to advise ethically, with integrity, and in good faith. Advisors may not provide testimony or speak on behalf of their advisee unless given specific permission to do so. CSCU generally expects an Advisor to adjust their schedule to allow them to attend meetings, interviews, and proceedings. CSCU may change scheduled meetings, interviews, and proceedings to accommodate an Advisor's inability to attend, if doing so does not cause an unreasonable delay.

Advisors are entitled to the same opportunity as their advisee to access relevant evidence, and/or the same written investigation report that accurately summarizes this evidence. Advisors are expected to maintain the confidentiality of the records CSCU shares with them. Advisors may not disclose any CSCU work product or evidence CSCU obtained solely through the Resolution Process for any purpose not explicitly authorized by CSCU.

Section 4: Informal Resolution

An Informal Resolution is a structured alternative to the Resolution Process that does not include a formal investigation or finding of responsibility for a violation of the Policy. Informal Resolution may be available following a Report or a Complaint. Informal Resolution mechanisms may be able to repair harm and identify outcomes and a resolution that are agreeable to all Parties, including the College/University.

To initiate Informal Resolution, a Complainant or Respondent may make such a request to the Title IX/Equity Coordinator at any time prior to a final determination, or the Title IX/Equity Coordinator may offer the option to the Parties, in writing. CSCU will obtain voluntary, written confirmation that all Parties wish to resolve the matter through Informal Resolution before proceeding and will not pressure the Parties to participate in Informal Resolution.

Before initiation of an Informal Resolution process, CSCU will provide the Parties with a Notice of Allegation that details:

- The allegations
- The requirements of the Informal Resolution process
- That, prior to agreeing to a resolution, any party has the right to withdraw from the Informal Resolution process and to initiate or resume the Resolution Process
- That the Parties' agreement to a resolution at the conclusion of the Informal Resolution process will preclude the Parties from initiating or resuming the resolution process arising from the same allegations
- The potential terms that may be requested or offered in an Informal Resolution agreement, including notification that an Informal Resolution agreement is binding only on the Parties
- What information CSCU will maintain, and whether and how it could disclose such information for use in its Resolution Process.

An individual facilitating an Informal Resolution must be trained and cannot be the Investigator(s), Final Decision-maker, or Appeal Decision-maker.

It is not necessary to pursue Informal Resolution first in order to pursue a Resolution Process. Any Party participating in Informal Resolution can withdraw from the Informal Resolution at any time and initiate or resume the Resolution Process. The Parties may agree, as a condition of engaging in Informal Resolution, on what statements made or evidence shared during the Informal Resolution process will not be considered in the Resolution Process, should Informal Resolution not be successful, unless agreed to by all Parties.

If an investigation is already underway, CSCU will determine if an investigation will be paused, if it will be limited, or if it will continue during the Informal Resolution process.

Informal Resolution may take one of the following forms, which shall be made available at the discretion of the Title IX/Equity Coordinator:

- 1) **Supportive Resolution.** When the Title IX/Equity Coordinator can resolve the matter informally by providing supportive measures (only) designed to remedy the situation. Typically, the Title IX/Equity Coordinator will meet with the Complainant to determine reasonable supportive measures that are designed to restore or preserve the Complainant's access to CSCU's education program and activity. Such measures can be modified as the Complainant's needs evolve over time or circumstances change. If the Respondent has received notice of the Report, the Title IX/Equity Coordinator may also provide reasonable supportive measures for the Respondent as deemed appropriate. This option is available when the Complainant does not want to engage in the other resolution options, and the Title IX/Equity Coordinator does not initiate a Complaint.
- 2) **Educational Conversation.** When the Title IX/Equity Coordinator can resolve the matter informally by having a conversation with the Respondent to discuss the Complainant's concerns in a Report and College/University expectations or can accompany the Complainant in their desire to confront the conduct. The Complainant(s) may request that the Title IX/Equity Coordinator address their allegations by meeting (with or without the Complainant) with the Respondent(s) to discuss concerning behavior and CSCU policies and expectations. Such a conversation is non-disciplinary and non-punitive. Respondent(s) are not required to attend such meetings, nor are they compelled to provide any information if they attend. The conversation will be documented as the Informal Resolution for the matter, if it takes place. In light of this conversation, or the Respondent's decision not to attend, the Title IX/Equity Coordinator may also implement remedial actions to ensure that policies and expectations are clear and to minimize the risk of recurrence of any behaviors that may not align with the Policy.
- 3) **Accepted Responsibility.** The Respondent may accept responsibility for any or all of the alleged Policy violations at any point during the Resolution Process. If the Respondent indicates an intent to accept responsibility for **all** alleged Policy violations, the ongoing process will be paused, and the Title IX/Equity Coordinator will determine whether Informal Resolution is an option.

If Informal Resolution is available, the Title IX/Equity Coordinator will determine whether all Parties and the College/University (including consultation with other appropriate College/University officials) are able to agree on responsibility, restrictions, sanctions, restorative measures, and/or remedies. If so, the Title IX/Equity Coordinator implements the accepted finding and final determination that the Respondent is in violation of the Policy,

implements agreed-upon restrictions and remedies, and determines the appropriate responses in coordination with other appropriate administrator(s), as necessary. This resolution is not subject to appeal once all Parties indicate their written agreement to all resolution terms. When the Parties cannot agree on all terms of resolution, the Resolution Process will either continue or resume. When a resolution is reached, the appropriate sanction(s) or responsive actions are promptly implemented to effectively stop the harassment, discrimination, and/or retaliation, prevent its recurrence, and remedy the effects of the discriminatory conduct, both on the Complainant and the community.

4) **Alternative Resolution.** Alternative Resolution may involve agreement to pursue individual or community remedies, including targeted or broad-based educational programming or training; supported direct conversation or interaction with the Respondent(s); indirect action by the Title IX/Equity Coordinator or other appropriate College/University officials; and other forms of resolution that can be tailored to the needs of the Parties. Some Alternative Resolution mechanisms will result in an agreed-upon outcome, while others are resolved through dialogue. All Parties must consent to the use of an Alternative Resolution approach, and the Parties may, but are not required to, have direct or indirect contact during an Alternative Resolution process. The Title IX/Equity Coordinator may consider the following factors to assess whether Alternative Resolution is appropriate, or which form of Alternative Resolution may be most successful for the Parties:

- The Parties' amenability to Alternative Resolution
- Likelihood of potential resolution, considering any power dynamics between the Parties
- The nature and severity of the alleged misconduct
- The Parties' motivation to participate
- The Parties' civility, rationality and/or goals
- Results of a threat assessment/ongoing risk analysis
- Respondent's disciplinary history
- Whether an emergency removal/interim suspension or other interim action is needed
- Complaint complexity
- Emotional investment/capability of the Parties
- Adequate resources to invest in Alternative Resolution (e.g., time, staff, etc.)

The Title IX/Equity Coordinator has the authority to determine whether Alternative Resolution is available or successful, to facilitate a resolution that is acceptable to all Parties, and/or to accept the Parties' proposed resolution. Parties do not have the authority to stipulate restrictions or obligations for individuals or groups that are not involved in the Alternative Resolution process. The Title IX/Equity Coordinator will determine whether additional individual or community remedies are necessary to meet the College/University's compliance obligations in addition to the Alternative Resolution.

The Title IX/Equity Coordinator maintains records of any Informal Resolution. Failure to abide by an Informal Resolution may result in appropriate responsive/disciplinary actions (e.g., dissolution of the Agreement and resumption of the Resolution Process, referral to a conduct process for failure to

comply, application of the enforcement terms of the Agreement, etc.). The results of Reports or Complaints resolved by Accepted Responsibility or Alternative Resolution are not appealable.

Section 5: Resolution Process

Resolution Timeline

CSCU will make a good faith effort to complete the investigation expeditiously, normally within sixty (60) days, though some investigations may take longer, depending on issues such as the nature, extent, and complexity of the allegations, witness availability, law enforcement involvement, and other factors. Therefore, the timeline may be extended as necessary for appropriate cause by the Title IX/Equity Coordinator, with notification to the Parties.

CSCU may undertake a short delay in its investigation (several days to a few weeks) if circumstances require. Such circumstances include but are not limited to a request from law enforcement to delay the investigation temporarily, the need for language assistance, the absence of Parties and/or witnesses, and/or health conditions. CSCU will promptly resume its Resolution Process as soon as feasible. During such a delay, CSCU will implement and maintain supportive measures for the Parties as deemed appropriate. CSCU action(s) or processes are not typically altered or precluded on the grounds that civil or criminal charges involving the underlying incident(s) have been filed or that criminal charges have been dismissed or reduced.

The Parties will receive regular updates on the progress of the Resolution Process, as well as notification and a rationale for any extensions or delays, and an estimate of how much additional time will be needed to complete the process.

If a Party or witness chooses not to participate in the Resolution Process or becomes unresponsive, CSCU may continue the investigation without their participation to ensure a prompt resolution. Non-participatory or unresponsive Parties retain the rights outlined in this Policy and the opportunity to participate in these procedures.

Ensuring Impartiality

Any individual materially involved in the administration of the Resolution Process, including the Title IX/Equity Coordinator, Investigator(s), and Final and Appeal Decision-maker(s), may neither have nor demonstrate a conflict of interest or bias for a party generally, or for a specific Complainant or Respondent.

The Title IX/Equity Coordinator will vet the assigned Investigator(s), Final Decision-maker, and Appeal Decision-maker(s) for impartiality by ensuring there are no actual or apparent conflicts of interest or disqualifying biases. At any time during the Resolution Process, the Parties may raise a concern regarding bias or conflict of interest, and the Title IX/Equity Coordinator will determine whether the concern is reasonable and supportable. If the source of the conflict of interest or bias is the Title IX/Equity Coordinator, concerns should be raised with the Executive Director of EEO and Civil Rights/Title IX Coordinator at the CSCU System office.

The Resolution Process involves an objective evaluation of all available relevant and not otherwise impermissible evidence, including evidence that supports that the Respondent engaged in a violation of the Policy and evidence that supports that the Respondent did not engage in a violation of the Policy. Credibility determinations may not be based solely on an individual's status or participation as a Complainant, Respondent, or witness. All Parties have a full and fair opportunity, through the

investigation process, to suggest witnesses and questions, to provide evidence, and to receive a written investigation report that accurately summarizes this evidence.

Resolution Process Pool

The Resolution Process relies on a pool of individuals⁷ (“the Pool”) to serve in certain roles. Members of the Pool are trained annually, and can serve in the following roles, typically as assigned by the Title IX/Equity Coordinator:

- Appropriate intake of and initial guidance pertaining to Complaints
- Perform or assist with initial evaluation and provision of Supportive Measures
- Informal Resolution Facilitator
- Investigator(s)
- Final Decision-Maker
- Decision-maker for challenges to emergency removal and supportive measures
- Appeal Decision-maker(s) including for dismissal appeals

The Title IX/Equity Coordinator, in consultation with other individuals as necessary, appoints the Pool, which acts with independence and impartiality.

Notice of Investigation and Allegations

Prior to an investigation, the Title IX/Equity Coordinator will promptly issue a detailed written Notice of Investigation and Allegations (NOIA) to the Parties. The notice will include:

- A meaningful summary of all allegations
- The identity of the involved Parties (if known)
- The precise misconduct being alleged
- The date and location of the alleged incident(s) (if known)
- The specific policies/offenses implicated
- A description of, link to, or copy of the applicable procedures
- A statement that the Parties are entitled to an equal opportunity to access the relevant and not otherwise impermissible evidence
- The name(s) of the Investigator(s), along with a process to identify to the Title IX/Equity Coordinator, in advance of the interview process, any conflict of interest that the Investigator(s) may have
- A statement that CSCU presumes the Respondent is not responsible for the reported misconduct unless and until the evidence supports a different determination
- A statement that determinations of responsibility are made at the conclusion of the process and that the Parties will be given an opportunity to inspect and review all relevant evidence
- A statement that retaliation is prohibited
- A statement that the Parties may have an Advisor of their choice who may accompany them through all steps of the Resolution Process
- Information about the confidentiality of the process, including that the Parties and their Advisors (if applicable) may not share CSCU work product obtained through the Resolution Process

⁷ External, trained third-party neutral professionals may also be used to serve in Pool roles.

- A statement informing the Parties that the CSCU’s Policy prohibits knowingly making false statements, including knowingly submitting false information during the Resolution Process
- Detail on how a party may request disability accommodations during the Resolution Process
- An instruction to preserve any evidence that is directly related to the allegations
- A statement that Parties who are members of a union are entitled to union representation throughout the process⁸
- The Parties shall receive a copy of any written Complaint and any written response to it, if any

If, during the course of an investigation, the Title IX/Equity Coordinator and/or Investigator(s) decide to investigate additional allegations that would constitute a violation of CSCU Policy, then the Parties will be notified via an updated NOIA.

CSCU may consolidate Complaints against more than one Respondent, or by more than one Complainant against one or more Respondents, when the allegations arise from the same facts or circumstances or implicate a pattern, collusion, and/or other shared or similar actions.

Investigation

All investigations are adequate, thorough, reliable, impartial, prompt, and fair. A trained CSCU official or other appropriate designee will be assigned to investigate, either as an individual Investigator or as a pair. Investigations involve the gathering of facts and information so as to establish whether it is more likely than not that the reported behavior occurred and whether it was a violation of the Policy detailed in the NOIA.

The Investigator(s) will, when participation of a Party is invited or expected, provide that Party with written notification of the date, time, and location of the meeting or interview, as well as the expected participants and purpose.

Parties may provide written statements to the Investigator(s); however, a written statement is not required. Any written statements must be provided to the Investigator(s) within ten (10) days of the date of the NOIA.

Credibility determinations may not be based solely on an individual’s status or participation as a Complainant, Respondent, or witness. All Parties have a full and fair opportunity, through the investigation process, to suggest witnesses and questions and to provide or suggest evidence.

Witnesses

The Parties may, but are not required to, provide a list of potential witnesses to the Investigator(s). Witnesses should be individuals who have direct knowledge of the alleged behavior(s) in the Complaint. The Investigator(s) may also contact witnesses who have not been named by either Party. The Investigator(s) will contact all relevant witnesses and request that they participate in an interview, including any follow-up interviews. Witnesses may also provide written statements to the Investigator(s).

⁸ When a Party is a member of a union, the Party may be asked to acknowledge in writing that they have been advised of this right, and when the Party refuses to make such a written acknowledgment, the Investigator(s) or designee shall notify the applicable Union.

Interviews

Interviews are a regular part of the investigation process. Interviews may be conducted in-person, by phone, or via video conference. The Parties will each be invited to take part in separate interviews, and follow-up interviews may be requested at the Investigator(s)'s discretion. Parties may bring their Advisor to the interview. Parties may also suggest questions they wish the Investigator(s) to ask the other Party and/or witnesses.

Other Evidence

The Investigator(s) may collect additional evidence including, but not limited to: video recordings, security camera footage, audio recordings, phone records, police reports, social media postings, academic records, e-mails, text and social media messages, tangible items, and employee records. The Parties and any witnesses may also submit evidence to the Investigator(s).

Evidentiary Considerations and Impermissible Evidence

The Investigator(s) will only consider evidence that is deemed relevant and not otherwise impermissible. Relevant evidence is that which may aid in determining whether the allegation occurred, or whether the behavior constitutes a violation of the Policy.

Impermissible evidence is defined as:

- Evidence that relates to the Complainant's sexual interests or prior sexual conduct, unless 1) evidence about the Complainant's prior sexual conduct is offered to prove that someone other than the Respondent committed the alleged conduct, or 2) is evidence about specific incidents of the Complainant's prior sexual conduct with the Respondent that is offered to prove consent. The fact of prior consensual sexual conduct between the Complainant and Respondent does not by itself demonstrate or imply the Complainant's consent or preclude a determination that sex-based harassment occurred.
- Evidence that is protected under a privilege as recognized by Federal or State law or evidence provided to a confidential employee, unless the person to whom the privilege or confidentiality is owed has voluntarily waived, in writing, the privilege or confidentiality.
- A Party or witness's records that are made or maintained by a physician, psychologist, or other recognized profession or paraprofessional in connection with the provision of treatment to the Party or witness, unless the Party or witness provides voluntary, written consent for the records to be considered.

Previous disciplinary action of any kind involving the Respondent may not be considered unless there is an allegation of a pattern of misconduct. Barring a pattern allegation, this information is only considered at the sanction stage of the process. Such information may, however, be considered in determining an appropriate sanction following a Final Determination of responsibility.

Within the limitations stated above, the investigation can consider character evidence, if offered and relevant; however, character evidence is not likely to be relevant unless it is fact evidence or relates to a pattern of conduct.

Draft Investigation Report

After completing all interviews and collecting available evidence, the Investigator(s) will compile a draft investigation report, which will be provided to the Parties and the Final Decision-Maker via electronic

copy along with all relevant evidence obtained as part of the investigation for review and comment. The Draft Investigation Report will include draft factual findings, and a summary of evidence gathered, including evidence that relates to credibility. The Parties may provide a written response to the Draft Investigation Report to the Investigator(s) within seven (7) days of receiving it; however, a written response is not required.

Decision-Making Phase

The Title IX/Equity Coordinator will designate an appropriate Final Decision-Maker at the time that the Investigator(s) has provided the Parties with the Draft Investigation Report.

The Decision-making phase typically takes approximately forty (40) days to complete. The Parties will be updated regularly on the timing and any significant deviation from this typical timeline.

Final Questioning Meetings

During or at the conclusion of the seven-day review period, the Final Decision-maker may provide the Investigator(s) with a list of relevant questions to ask the Parties or any witnesses.

During the seven-day review period, the Parties may also provide to the Investigator(s) a proposed list of final questions (if any) to ask the other Parties and any witnesses. The Investigator(s) will promptly share all party-proposed questions with the Final Decision-maker, who will finalize the list with the Investigator(s) to ensure all questions are both relevant and permissible. For any question deemed not relevant or duplicative, the Investigator(s) and/or Final Decision-maker will provide a rationale for not asking the question, either during the final questioning meeting, or in writing.

The Investigator(s) and/or Final Decision-maker will then hold individual meetings with the Parties and witnesses to ask the questions posed by the Final Decision-maker, as well as the questions posed by the Parties that have been deemed relevant and not duplicative, including questions intended to assess credibility. These meetings will be recorded or transcribed. Typically, within two (2) days of the last of these meetings, the recordings or transcripts will be provided to the Parties for review. The Parties will then have three (3) days to review these recordings or transcripts and propose follow-up questions to be asked by the Investigator(s) and/or Final Decision-maker.

The Investigator(s) will review the proposed questions with the Final Decision-maker, to determine relevance and permissibility. If deemed necessary, the Investigator(s) and/or Final Decision-maker will then meet individually with the Parties or witnesses for whom there are relevant, and not duplicative, follow-up questions. These follow-up meetings will also be recorded, and the Parties will receive the recordings or transcripts of these meetings. This final round of questioning is the last such round permitted, unless the Investigator(s) and/or Final Decision-maker determines circumstances necessitate additional questions.

Final Investigation Report and Policy Determination

The Investigator(s) will then incorporate any new, relevant evidence and information obtained through the Parties' review of the Draft Investigation Report and the Final Questioning Meetings into a Final Investigation Report. The Investigator(s) will also respond in writing (typically within the Final Investigation Report) to the relevant elements of the Parties' written responses to the Draft Investigation Report and incorporate relevant elements of the Parties' written responses, additional relevant evidence, and any necessary revisions into the Final Investigation Report.

The Investigator(s) will then objectively evaluate all relevant evidence that is not otherwise impermissible, including both inculpatory and exculpatory evidence. The Investigator(s) then determines, based on the evidence summarized in the Final Investigation Report, whether it is more likely than not that the behavior occurred in final Findings, and whether the behavior was a violation of the Policy in a Final Determination. The Investigator(s)'s determination on each allegation is included in the Final Investigation Report.

When the Investigator(s) determines that the Respondent is not responsible for all allegations, the Investigator(s) will notify the Title IX/Equity Coordinator, who will provide a written Notice of Outcome (see below).

When the Investigator(s) determines that the Respondent is responsible for one or more of the allegations, the Investigator(s) will notify the Title IX/Equity Coordinator and the Parties/Advisors, including providing a copy of the Final Investigation Report.

Final Decision-maker's Determination of Sanctions (when applicable)

When the Investigator(s) determines that the Respondent is responsible for one or more policy violations, the Investigator(s) will provide the Final Decision-maker with the Final Investigation Report and investigation file, including the evidence and information during the Final Questioning Meetings.

The Final Decision-maker will provide the Parties an opportunity to submit a written impact and/or mitigation statement with any additional information that could affect the determination of sanctions. The Final Decision-maker may provide each of the Parties with an opportunity to meet, accompanied by their Advisors and either in person or virtually, with the Final Decision-maker. Any written statements will be submitted within five (5) days and any meetings will typically occur within seven (7) days. Any written submissions will be shared with the other Parties. The Parties will not be permitted to introduce new or additional evidence related to the underlying allegations in written statements or in meetings with the Final Decision-maker.

Following submission of any written statements or the completion of meetings, the Final Decision-maker will then make a final decision regarding any sanctions.

Sanctions

Factors considered by the Final Decision-maker when determining sanctions and responsive actions may include, but are not limited to:

- The nature, severity of, and circumstances surrounding the violation(s)
- The Respondent's disciplinary history
- The need for sanctions/responsive actions to bring an end to the discrimination, harassment, and/or retaliation
- The need for sanctions/responsive actions to prevent the future recurrence of discrimination, harassment, and/or retaliation
- The need to remedy the effects of the discrimination, harassment, and/or retaliation on the Complainant and the community
- The impact on the Parties
- Any other information deemed relevant by the Final Decision-maker(s)

The sanctions described in these Procedures are not exclusive of, and may be in addition to, other actions taken, or sanctions imposed, by external authorities. The sanctions will be implemented as soon as it is feasible once a determination is final, either upon the outcome of any appeal or the expiration of the window to appeal, without an appeal being requested.

Student Sanctions

The following are the common sanctions that may be imposed upon students singly or in combination:

- *Warning/Reprimand*: A formal statement that the conduct was unacceptable and a warning that further violation of any CSCU Policy, procedure, or directive will result in more severe sanctions/responsive actions.
- *Required Counseling*: A mandate to meet with and engage in either CSCU-sponsored or external counseling to better comprehend the misconduct and its effects.
- *Restrictions*: A student may be restricted in their activities, including, but not limited to, being restricted from locations, programs, participation in certain activities or extracurriculars, study abroad, or from holding leadership in student organizations.
- *Probation*: An official sanction for violation of CSCU or College/University Policy, providing for more severe disciplinary sanctions in the event that the student is found in violation of any institutional Policy, procedure, or directive within a specified period of time. Terms of the probation will be articulated and may include denial of specified social privileges, exclusion from co-curricular activities, exclusion from designated areas of campus, no-contact orders, and/or other measures deemed appropriate.
- *Suspension*: Separation from the CSCU, or one or more of its Colleges/Universities or facilities, for a definite period of time, typically not to exceed two years, after which the student is eligible to return. Eligibility may be contingent upon satisfaction of specific conditions noted at the time of suspension, on successfully applying for readmission, or upon a general condition that the student is eligible to return if the institution determines it is appropriate to re-enroll/readmit the student. The student is typically required to vacate institutional property within 24 hours of notification of the action, though this deadline may be extended at the discretion of the Title IX/Equity Coordinator or other appropriate College/University official. During an institution-wide suspension, the student is banned from institutional property, functions, events, and activities unless they receive prior written approval from an appropriate institutional official. This sanction may be enforced with a trespass action, as necessary.
- *Expulsion*: Permanent separation from the CSCU or one or more of its Colleges/Universities. The student is banned from institutional property, and the student's presence at any institution-sponsored activity or event is prohibited. This action may be enforced with a trespass action, as necessary.
- *Withholding Diploma*: CSCU may withhold a student's diploma for a specified period of time and/or deny a student participation in commencement activities as a sanction if the student is found responsible for violating Policy.
- *Revocation of Degree*: Though rare, CSCU reserves the right to revoke a degree previously awarded from a College/University for fraud, misrepresentation, and/or other violation of CSCU or College/University policies, procedures, or directives in obtaining the degree, or for other serious violations committed by a student prior to graduation.
- *Restitution*. Compensation for loss of or damage to property.

- *Other Actions:* In addition to, or in place of, the above sanctions, CSCU may assign any other sanctions as deemed appropriate.

Employee Sanctions and Responsive/Corrective Actions

Responsive actions for an employee who has engaged in harassment, discrimination, and/or retaliation could include, but is not limited to:

- Verbal or Written Warning
- Performance Improvement Plan/Management Process
- Required Counseling
- Required Training or Education
- Extension of a Probationary or Working Test Period
- Loss of Oversight or Supervisory Responsibility
- Demotion
- Transfer
- Shift or schedule adjustments
- Reassignment
- Restriction of Stipends, Research, and/or Professional Development Resources
- Suspension/Administrative Leave with Pay
- Suspension/Administrative Leave without Pay
- Termination
- *Other Actions:* In addition to or in place of the above sanctions/responsive actions, CSCU may assign any other responsive actions as deemed appropriate.

Notice of Outcome

The Title IX/Equity Coordinator or designee provides the Parties with a written Notice of Outcome, within three (3) days of the conclusion of the Resolution Process. The Parties will be notified of any delays.

The Notice of Outcome will specify the Investigator(s)'s Final Determination for each alleged Policy violation with a detailed rationale, any applicable sanctions imposed by the Final Decision-Maker that CSCU is permitted to share pursuant to State or Federal law. The Notice of Outcome will also detail the Parties' equal rights to appeal, the grounds for appeal, the steps to take to request an appeal, and when the outcome is considered final if neither party appeals. The Title IX/Equity Coordinator will provide the Parties with the outcome notification simultaneously, or without significant time delay between notifications.

Appeals

The Title IX/Equity Coordinator will designate a single Appeal Decision-maker or a three-member Appeal Panel chosen from the Pool to hear the appeal. No Appeal Decision-maker(s) will have been previously involved in the Resolution Process for the Complaint, including in any supportive measure or dismissal appeal that may have been heard earlier in the process.

Appeals are limited to the following grounds:

- A procedural irregularity that would change the outcome
- New evidence that would change the outcome and that was not reasonably available at the time the Final Determination regarding responsibility or dismissal was made
- The Title IX/Equity Coordinator, Investigator(s), or Decision-maker(s) had a conflict of interest or bias for or against Complainants or Respondents generally or the specific Complainant or Respondent that would change the outcome

Any Party may submit a written request for appeal to the Title IX/Equity Coordinator within five (5) days of the delivery of the Notice of Outcome. The Request for Appeal will be forwarded to the Appeal Decision-maker for consideration to determine if the request meets the grounds for appeal. This is not a review of the merits of the appeal, but solely a determination as to whether the request could reasonably be construed to meet the grounds and is timely filed.

If the appeal request does not provide information that meets the grounds under these Procedures, the request will be denied by the Appeal Decision-maker, and the Parties and their Advisors will be simultaneously notified in writing of the denial and the rationale.

If the appeal request meets the grounds under these Procedures, then the Appeal Decision-maker will notify all Parties and their Advisors, the Title IX/Equity Coordinator, and, when appropriate, the Investigator(s) and/or the original Decision-maker.

All other Parties and their Advisors, the Title IX/Equity Coordinator, and, when appropriate, the Investigator(s) and/or the Decision-maker will be provided a copy of the appeal request with the approved grounds and then be given five (5) days to submit a response to the appeal. The Appeal Decision-maker will forward all responses, if any, to all Parties for review and comment. The non-appealing party (if any) may also choose to appeal at this time. If so, that appeal request will be reviewed by the Appeal Decision-maker to determine if it meets the grounds under these Procedures and will either be approved or denied. If approved, it will be forwarded to the party who initially requested an appeal, the Title IX/Equity Coordinator, and the Investigator(s) and/or original Decision-maker, as necessary, who will submit their responses, if any, within five (5) days. Any such responses will be circulated for review and comment by all Parties. If denied, the Parties will be notified accordingly, in writing.

The Appeal Decision-maker will collect any additional information needed and all documentation regarding the approved appeal grounds, and the subsequent responses will be shared with the Appeal Decision-Maker, who will promptly render a decision.

In most cases, appeals are confined to a review of the written documentation or record of the original determination and pertinent documentation regarding the specific appeal grounds. The Appeal Decision-maker will deliberate as soon as is practicable and discuss the merits of the appeal. Appeal decisions are to be deferential to the original determination, making changes to the finding only when there is clear error and to the sanction(s)/responsive action(s) only if there is a compelling justification to do so. All decisions are made by majority vote and apply the preponderance of the evidence standard. An appeal is not an opportunity for the Appeal Decision-makers to substitute their judgment for that of the original Decision-maker merely because they disagree with the finding and/or sanction(s).

An appeal may be granted or denied. Appeals that are granted should normally be remanded (or partially remanded) to the original Investigator(s) and/or Decision-maker with corrective instructions for reconsideration. In rare circumstances where an error cannot be cured by the original Investigator(s)

and/or Decision-maker or the Title IX/Equity Coordinator (as in cases of bias), the Appeal Decision-maker may order a new investigation and/or a new determination with new individuals in the Investigator and Decision-maker roles.

A Notice of Appeal Outcome letter will be sent to all Parties simultaneously, or without significant time delay between notifications. The Appeal Outcome will specify the finding on each ground for appeal, any specific instructions for remand or reconsideration, any sanction(s) that may result which CSCU is permitted to share according to federal or state law, and the rationale supporting the essential findings to the extent CSCU is permitted to share under federal or state law.

Once an appeal is decided, the outcome is final and constitutes the final determination; further appeals are not permitted, even if a decision or sanction is changed on remand (except in the case of a new determination). When appeals result in no change to the finding or sanction, that decision is final. When an appeal results in a new finding or sanction, that finding or sanction can be appealed one final time on the grounds listed above and in accordance with these procedures.

If a remand results in a new determination that is different from the appealed determination, that new determination can be appealed, once, on any of the available appeal grounds.

Any sanctions imposed as a result of the determination are stayed (i.e., not implemented) during the appeal process, and supportive measures may be maintained or reinstated until the appeal determination is made.

Section 6: Other Considerations Related to the Resolution Process

Long-Term Remedies/Other Actions

Following the conclusion of the Resolution Process, and in addition to any sanctions implemented or Informal Resolution terms, the Title IX/Equity Coordinator, in consultation with other College/University officials where appropriate, may implement additional long-term remedies or actions with respect to the Parties and/or CSCU community that are intended to stop the discrimination, harassment, and/or retaliation, remedy the effects, and prevent recurrence.

These remedies/actions may include, but are not limited to:

- Referral to counseling and health services
- Referral to the Employee Assistance Program
- Course and registration adjustments, such as retroactive withdrawals
- Education to the individual and/or the community
- Permanent alteration of housing assignments
- Permanent alteration of work arrangements for employees
- Provision of campus safety escorts
- Climate surveys
- Policy modification and/or training
- Provision of transportation assistance
- Implementation of long-term contact limitations between the Parties
- Implementation of adjustments to academic deadlines, course schedules, etc.

Long-term supportive measures that are not punitive in nature may also be provided to the Parties even if no Policy violation is found. When no Policy violation is found, the Title IX/Equity Coordinator will address any remedies to ensure no effective denial of educational access.

CSCU will maintain the confidentiality of any long-term remedies/actions/measures, provided confidentiality does not impair CSCU's ability to provide these services.

Failure to Comply with Sanctions, Responsive Actions, and/or Informal Resolutions

All Respondents are expected to comply with the assigned sanctions, responsive actions, corrective actions, and/or Informal Resolution terms within the timeframe specified by the Final Decision-maker(s), including the Appeal Panel, Final Decision-maker, or the Informal Resolution agreement. Failure to abide by the sanction(s)/action(s) imposed by the date specified, whether by refusal, neglect, or any other reason, may result in additional sanction(s)/action(s), including suspension, expulsion, and/or termination. Supervisors are expected to enforce the completion of sanctions/responsive actions for their employees.

Recordkeeping

For a period of at least seven (7) years following the conclusion of the Resolution Process, CSCU will maintain records of:

- Each discrimination, harassment, and/or retaliation resolution process, including any Final Determination regarding responsibility or appeal, and any audio or audiovisual recording or transcript required under federal regulation
- Any disciplinary sanctions imposed on the Respondent
- Any supportive measures provided to the Parties and any remedies provided to the Complainant or the community designed to restore or preserve equal access to CSCU's education program or activity
- Any appeal and the result therefrom
- Any Informal Resolution and the result therefrom
- All materials used to provide training to the Title IX/Equity Coordinator, Deputy Coordinators, and designees, Investigators, Final Decision-makers, Appeal Decision-makers, Informal Resolution Facilitators, and any person who is responsible for implementing CSCU's Resolution Process, or who has the authority to modify or terminate supportive measures. CSCU will make these training materials available for review upon a request to the Title IX/Equity Coordinator.
- All materials used to train all employees consistent with the requirements under Title IX

CSCU will also maintain any and all records in accordance with state and federal laws.

Disability Accommodations During the Resolution Process

CSCU is committed to providing reasonable accommodations and support to qualified students, employees, or others with disabilities to ensure equal access to CSCU's Resolution Process. Any person needing such accommodations or support should contact the Title IX/Equity Coordinator, who will work with disability support colleagues as appropriate to review the request and, in consultation with the person requesting the accommodation, determine which accommodations are appropriate and necessary for full process participation.

Other Support During the Resolution Process

CSCU will also address reasonable requests for support for the Parties and witnesses, including:

- Language services/Interpreters
- Access and training regarding use of technology throughout the Resolution Process
- Other support as deemed reasonable and necessary to facilitate participation in the Resolution Process

Section 7: Procedures to Provide Modifications for Pregnancy and Related Conditions and Parenting Students

Information Sharing Requirements

Any CSCU employee who becomes aware of a student's pregnancy or related condition is required to provide the student with the Title IX/Equity Coordinator's contact information (including a Deputy Title IX/Equity Coordinator in the case of a CT State campus) and communicate that the Title IX/Equity Coordinator can help take specific actions to prevent discrimination and ensure equal access to CSCU's education program and activity. If the employee has a reasonable belief that the Title IX/Equity Coordinator is already aware of the pregnancy or related condition, the employee is not required to provide the student with the Title IX/Equity Coordinator's contact information.

Upon notification of a student's pregnancy or related condition, the Title IX/Equity Coordinator will contact the student and inform the student of CSCU's obligations to:

- Prohibit sex discrimination
- Provide reasonable modifications
- Allow access, on a voluntary basis, to any separate and comparable portion of CSCU's education program or activity
- Allow a voluntary leave of absence
- Ensure lactation space availability
- Maintain a Resolution Process for alleged discrimination, harassment, and/or retaliation
- Treat pregnancy as comparable to other temporary medical conditions for medical benefit, service, plan, or policy purposes

The Title IX/Equity Coordinator will also notify the student of the process to make a Report or Complaint for alleged discrimination, harassment, and/or retaliation, as applicable.

Reasonable Modifications for Students

Students who are pregnant or are experiencing related conditions are entitled to Reasonable Modifications to prevent sex discrimination and ensure equal access to CSCU's education program and activity. Any student seeking Reasonable Modifications must contact the Title IX/Equity Coordinator to discuss appropriate and available Reasonable Modifications based on their individual needs. Students are encouraged to request Reasonable Modifications as promptly as possible, although retroactive modifications may be available in unusual circumstances. Reasonable Modifications are voluntary, and a student can accept or decline the offered Reasonable Modifications. Not all Reasonable Modifications are appropriate for all contexts. Reasonable Modifications may include:

- Breaks during class to express breast milk, breastfeed, or attend to health needs associated with pregnancy or related conditions, including eating, drinking, or using the restroom

- Intermittent absences to attend medical appointments
- Access to online or homebound education
- Changes in schedule or course sequence
- Time extensions for coursework and rescheduling of tests and examinations
- Allowing a student to sit or stand, or carry or keep water nearby
- Counseling
- Changes in physical space or supplies (for example, access to a larger desk or a footrest)
- Elevator access
- A larger uniform or other required clothing or equipment
- Other changes to policies, practices, or procedures determined by or arranged by the Title IX/Equity Coordinator

In situations such as clinical rotations, performances, labs, and group work, the Title IX/Equity Coordinator will work with the student to devise an alternative path to completion, if possible. In progressive curricular and/or cohort-model programs, medically necessary leaves are sufficient cause to explore, where feasible, shifting course order, substituting similar courses, or joining a subsequent cohort when returning from leave, where possible. Students are encouraged to work with their faculty members and CSCU's support systems to devise a plan for how to best address the conditions as pregnancy progresses, anticipate the need for leaves, minimize the academic impact of their absence, and get back on track as efficiently and comfortably as possible. The Title IX/Equity Coordinator will assist with plan development and implementation as needed.

Supporting documentation for Reasonable Modifications will only be required when it is necessary and reasonable under the circumstances to determine which Reasonable Modifications to offer to determine other specific actions to take to ensure equal access.

Information about pregnant students' requests for modifications will be shared with faculty and staff only to the extent necessary to provide the Reasonable Modification.

Students experiencing pregnancy-related conditions that manifest as a temporary disability under federal or state disability laws are eligible for reasonable accommodations just like any other student with a temporary disability. The Title IX/Equity Coordinator will consult with the College/University's disability services staff to ensure the student receives reasonable accommodation for their disability as required by law.

Certification to Participate

All students should be informed of health and safety risks related to participation in academic and co-curricular activities, regardless of pregnancy status. A student may not be required to provide health care provider or other certification that the student is physically able to participate in the program or activity, unless:

- The certified level of physical ability or health is necessary for participation;
- The institution requires such certification of all students participating; and
- The information obtained is not used as a basis for pregnancy-related discrimination.

Lactation Space Access

CSCU provides students and employees with access to lactation spaces that are functional, appropriate, and safe. Such spaces are regularly cleaned, shielded from view, and free from the intrusion of others. Individuals needing access to lactation spaces may contact the Title IX/Equity Coordinator.

Section 8: Revision of these Procedures

These procedures succeed any previous procedures addressing discrimination, harassment, sexual misconduct and retaliation for incidents occurring on or after August 1, 2024. The Executive Director of EEO and Civil Rights/Title IX Coordinator will regularly review and update these procedures. CSCU reserves the right to make changes to these procedures as necessary, and once those changes are posted online, they are in effect.

If governing laws or regulations change, or court decisions alter legal requirements in a way that impacts these procedures, this document will be construed to comply with the most recent governing laws or regulations or court holdings. This document does not create legally enforceable protections beyond the protections of state and federal laws that frame policies and codes, generally.

These procedures are effective August 1, 2024.

APPENDIX A: Title IX Grievance Procedures for Addressing Formal Complaints of Sexual Harassment for Incidents of Covered Sexual Harassment That Are Alleged to Have Occurred Prior to August 1, 2024 (adapted from procedures last updated on September 17, 2021).

CSCU implemented the below Title IX Grievance Procedures (“Appendix Procedures”) for Covered Sexual Harassment as defined below, effective August 14, 2020, for incidents that occurred between August 14, 2020, and August 31, 2024. To the extent that alleged sexual misconduct falls outside these Appendix Procedures, CSCU retains authority to investigate and adjudicate policy violations under the procedures above. The elements established in these Appendix Procedures are not transferable to any other CSCU for any violation of the Student Code of Conduct, employment policies, or any civil rights violation except as narrowly defined in these Appendix Procedures. These Appendix Procedures do not set a precedent for other policies or processes of the CSCU and may not be cited for or against any right or aspect of any other or process.

These Appendix Procedures only apply to Formal Complaints of Covered Sexual Harassment (as defined below) regarding behavior that is alleged to have occurred between August 14, 2020 and July 31, 2024. Should any portion of the 2020 Title IX Final Rule, 85 Fed. Reg. 30026 (May 19, 2020), be stayed or held invalid by a court of law, or should those federal regulations be withdrawn or modified to not require some or all elements of these Appendix Procedures, these Appendix Procedures will be deemed revoked, and any conduct covered under the Interim Discriminatory Harassment, Nondiscrimination, and Title IX Policy shall be resolved under the Procedures above.

Covered Sexual Harassment

For the purposes of these Appendix Procedures, “Covered Sexual Harassment” includes any conduct on the basis of sex that satisfies one or more of the following:

1. An employee conditioning educational benefits on participation in unwelcome sexual conduct (i.e., quid pro quo);
2. Unwelcome conduct that a reasonable person would determine is so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the educational institution’s education program or activity;
3. Sexual assault (as defined in the Clery Act), which includes any sexual act directed against another person, without the consent of the victim including instances where the victim is incapable of giving consent;
4. Dating violence (as defined in the Violence Against Women Act (VAWA) amendments to the Clery Act), which includes any violence committed by a person: (A) who is or has been in a social relationship of a romantic or intimate nature with the victim; and (B) where the existence of such a relationship shall be determined based on a consideration of the following factors: (i) The length of the relationship; (ii) The type of relationship; (iii) The frequency of interaction between the persons involved in the relationship.
5. Domestic violence (as defined in the VAWA amendments to the Clery Act), which includes any felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of the victim, by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner, by a person similarly situated to a spouse of the victim under Connecticut domestic or family violence laws or by any other person against an adult or youth victim who

is protected from that person's acts under the domestic or family violence laws of Connecticut.

6. Stalking (as defined in the VAWA amendments to the Clery Act), meaning engaging in a course of conduct directed at a specific person that would cause a reasonable person to-- (A) fear for their safety or the safety of others; or (B) suffer substantial emotional distress.

Consent

For the purposes of these Appendix Procedures, “consent” refers to “affirmative consent.” Affirmative consent means an active, clear and voluntary agreement by a person to engage in sexual activity with another person.

Education Program or Activity

For the purposes of these Appendix Procedures, CSCU’s “education program or activity” includes:

- Any on-campus premises
- Any off-campus premises that CSCU has substantial control over. This includes buildings or property owned or controlled by a recognized student organization.
- Activity occurring within computer and internet networks, digital platforms, and computer hardware or software owned or operated by, or used in the operations of CSCU’s programs and activities over which CSCU has substantial control.

Formal Complaint

For the purposes of these Appendix Procedures, “Formal Complaint” means a document, including an electronic submission, filed by a Complainant with a signature or other indication that the Complainant is the person filing the Formal Complaint, or signed by the Title IX/Equity Coordinator, alleging Covered Sexual Harassment against a Respondent about conduct within CSCU’s education program or activity and requesting initiation of the procedures consistent with these Appendix Procedures to investigate the allegation.

Complainant

For the purposes of these Appendix Procedures, Complainant means any individual who has reported being or is alleged to be the victim of conduct that could constitute Covered Sexual Harassment.

Relevant evidence and questions

“Relevant” evidence and questions refer to any questions and evidence that tends to make an allegation of Covered Sexual Harassment more or less likely to be true. “Relevant” evidence and questions do not include the following types of evidence and questions, which are deemed “irrelevant” at all stages of these Appendix Procedures:

- Evidence and questions about the Complainant’s sexual predisposition or prior sexual behavior unless:
 - They are offered to prove that someone other than the Respondent committed the

- conduct alleged by the Complainant, or
- They concern specific incidents of the Complainant's prior sexual behavior with respect to the Respondent and are offered to prove consent.
- Evidence and questions that constitute, or seek disclosure of, information protected under a legally-recognized privilege. Any party's medical, psychological, and similar records unless the party has given voluntary, written consent.

Respondent

For the purposes of these Appendix Procedures, Respondent means any individual who has been reported to be the perpetrator of conduct that could constitute Covered Sexual Harassment.

School Calendar Days

For the purposes of these Appendix Procedures, "school calendar days" means the weekdays (Mondays through Fridays) when classes are in session.

Privacy vs. Confidentiality

References made to *confidentiality* refer to the ability of identified confidential resources to not report crimes and violations to law enforcement or college officials without permission, except for extreme circumstances, such as a health and/or safety emergency or child abuse. References made to *privacy* mean CSCU offices and employees who cannot guarantee confidentiality but will maintain privacy to the greatest extent possible, and information disclosed will be relayed only as necessary to investigate and/or seek a resolution and to notify the Title IX/Equity Coordinator or designee, who is responsible for tracking patterns and spotting systemic issues. CSCU will limit the disclosure as much as practicable, even if the Title IX Coordinator determines that the request for confidentiality cannot be honored.

Disability Accommodations

These Appendix Procedures do not alter any institutional obligations under federal disability laws including the Americans with Disabilities Act of 1990, and Section 504 of the Rehabilitation Act of 1973. Parties may request reasonable accommodations for disclosed disabilities to the Title IX/Equity Coordinator at any point before or during these Appendix Procedures that do not fundamentally alter the process provided by these Appendix Procedures. The Title IX/Equity Coordinator will not affirmatively provide disability accommodations that have not been specifically requested by the Parties, even where the Parties may be receiving accommodations in other institutional programs and activities.

Non-Investigatory Measures Available Under these Appendix Procedures

Supportive Measures

Complainants who report allegations that could constitute Covered Sexual Harassment under these Appendix Procedures, have the right to receive supportive measures from CSCU regardless of whether they desire to file a Formal Complaint. Supportive measures are non-disciplinary and non-punitive. As appropriate, supportive measures may include, but not be limited to:

- Counseling
- Extensions of deadlines or other course-related adjustments

- Modifications of work or class schedules
- Campus escort services
- Restrictions on contact between the parties (no contact orders)
- Changes in work or housing locations
- Leaves of absence
- Increased security and monitoring of certain areas of the campus

Emergency Removal

CSCU retains the authority to remove a Respondent from CSCU program or activity on an emergency basis, where CSCU (1) undertakes an individualized safety and risk analysis and (2) determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of Covered Sexual Harassment justifies a removal. If CSCU determines such removal is necessary, the respondent will be provided notice and an opportunity pursuant to Emergency Removal provision described in the Procedures above.

Administrative Leave

CSCU retains the authority to place a non-student employee respondent on administrative leave during these Appendix Procedures, consistent with collective bargaining agreements and human resource policies.

Filing a Formal Complaint

The timeframe for these Appendix Procedures begins with the filing of a Formal Complaint. These Appendix Procedures will be concluded within a reasonably prompt manner, and no longer than ninety (90) school calendar days after the filing of the Formal Complaint, provided that the timeframe under these Appendix Procedures may be extended for a good reason, including but not limited to the absence of a Party, a Party's Advisor, or a witness; concurrent law enforcement activity; or the need for language assistance or accommodation of disabilities. The procedure for applying for extensions is described below.

To file a Formal Complaint, a Complainant must provide the Title IX/Equity Coordinator with a written, signed Complaint describing the facts alleged. Complainants are only able to file a Formal Complaint under these Appendix Procedures if they were participating in, or attempting to participate in, the education programs or activities of CSCU at the time of the alleged incident(s), including as an employee. For Complainants who do not meet this criteria, CSCU will use the Procedures above.

If a Complainant does not wish to make a Formal Complaint, the Title IX/Equity Coordinator may determine a Formal Complaint is necessary. CSCU will inform the Complainant of this decision in writing, and the Complainant need not participate in the process further but will receive all notices issued under these Appendix Procedures. Nothing in these Appendix Procedures prevents a Complainant from seeking the assistance of state or local law enforcement alongside the appropriate on-campus process.

Informal Resolution

A Complainant who files a Formal Complaint may elect, at any time, to address the matter through

the Informal Resolution Process describe above. All Parties to a Formal Complaint must consent in writing to pursue an Informal Resolution.

Multi-Party Situations

CSCU may consolidate Formal Complaints alleging Covered Sexual Harassment against more than one Respondent, or by more than one Complainant against one or more Respondents, or by one Party against the other Party, where the allegations of Covered Sexual Harassment arise out of the same facts or circumstances.

Determining Jurisdiction

The Title IX/Equity Coordinator will determine if these Appendix Procedures should apply to a Formal Complaint. These Appendix Procedures will apply when all of the following elements are met, in the reasonable determination of the Title IX/Equity Coordinator:

- The conduct is alleged to have occurred on or after August 14, 2020, but before August 1, 2024;
- The conduct is alleged to have occurred in the United States;
- The conduct is alleged to have occurred in CSCU's education program or activity; and
- The alleged conduct, if true, would constitute Covered Sexual Harassment as defined in these Appendix Procedures.

If all of the elements are met, CSCU will investigate the allegations according to these Appendix Procedures.

Allegations Potentially Falling Under Two Procedures

If the alleged conduct would constitute Covered Sexual Harassment as well as other violations of the Interim Discriminatory Harassment, Nondiscrimination, and Title IX Policy, these Appendix Procedures will be applied to the Covered Sexual Harassment conduct. However, any conduct that is unrelated to Covered Sexual Harassment, will be investigated and adjudicated in accordance with other appropriate policies and procedures, as applicable.

Mandatory Dismissal

If any one of the above elements are not met, the Title IX/Equity Coordinator will notify the Parties that the Formal Complaint is being dismissed for the purposes of these Appendix Procedures. Each Party may appeal this dismissal using the procedure outlined in "Appeals," below.

Discretionary Dismissal

The Title IX/Equity Coordinator may dismiss a Formal Complaint brought under these Appendix Procedures, or any specific allegations raised within that Formal Complaint, at any time during the investigation or hearing, if:

- The Complainant notifies the Title IX/Equity Coordinator in writing that they would like to withdraw the Formal Complaint or any allegations raised in the Formal Complaint;
- The Respondent is no longer enrolled or employed by CSCU, or,
- If specific circumstances prevent CSCU from gathering evidence sufficient to reach a determination regarding the Formal Complaint or allegations within the Formal Complaint.

Any Party may appeal a dismissal determination using the process set forth in “Appeals,” below.

Notice of Dismissal

Upon reaching a decision that the Formal Complaint will be dismissed, CSCU will promptly send written notice of the dismissal of the Formal Complaint or any specific allegation within the Formal Complaint, and the reason for the dismissal, simultaneously to the Parties through their institutional email accounts. It is the responsibility of Parties to maintain and regularly check their email accounts.

Notice of Removal

Upon dismissal under these Appendix Procedures, CSCU retains discretion to utilize other policies and procedures to determine if a violation of other CSCU or College/University policies has occurred. If so, CSCU will promptly send written notice of the dismissal of the Formal Complaint under these Appendix Procedures and removal of the allegations to the appropriate referral process.

Notice of Allegations

The Title IX/Equity Coordinator will draft and provide the Notice of Allegations to any Party to the allegations of Covered Sexual Harassment. Such notice will occur as soon as practicable, after CSCU receives a Formal Complaint of the allegations, if there are no extenuating circumstances. The Parties will be notified by their CSCU-issued email accounts if they are a student or employee, and by other reasonable means if they are neither. CSCU will provide sufficient time for the parties to review the Notice of Allegations and prepare a response before any initial interview.

The Title IX/Equity Coordinator may determine that the Formal Complaint must be dismissed on the mandatory grounds identified above, and will issue a Notice of Dismissal. If such a determination is made, any Party to the allegations of Covered Sexual Harassment identified in the Formal Complaint will receive the Notice of Dismissal in conjunction with, or in separate correspondence after, the Notice of Allegations.

Contents of Notice

The Notice of Allegations will include the following:

- Notice of and a copy of CSCU’s Appendix Procedures.
- Notice of the allegations potentially constituting Covered Sexual Harassment, and sufficient details known at the time the Notice is issued, such as the identities of the Parties involved in the incident, if known, including the Complainant; the conduct allegedly constituting Covered Sexual Harassment and the policy violated; and the date and location of the alleged incident, if known.
- A statement that the Respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility is made at the conclusion of the grievance process.
- A statement that the Parties may have an Advisor of their choice, who may be, but is not required to be, an attorney, as required under federal law;
- A statement that before the conclusion of the investigation, the Parties may inspect and review evidence obtained as part of the investigation that is directly related to the

allegations raised in the Formal Complaint, including the evidence upon which CSCU does not intend to rely in reaching a determination regarding responsibility, and evidence that both tends to prove or disprove the allegations, whether obtained from a party or other source, as required under federal law;

- A statement that prohibits knowingly making false statements or knowingly submitting false information during these Appendix Procedures.

Ongoing Notice

If, in the course of these Appendix Procedures, the institution decides to investigate allegations about the Complainant or Respondent that are not included in the Notice of Allegations and are otherwise Covered Sexual Harassment falling within these Appendix Procedures, CSCU will notify the Parties whose identities are known of the additional allegations by their CSCU-issued email accounts or other reasonable means. The Parties will be provided sufficient time to review the additional allegations to prepare a response before any initial interview regarding those additional charges.

Advisor of Choice and Participation of Advisor of Choice

CSCU will provide the Parties equal access to Advisors and support persons; any restrictions on Advisor participation will be applied equally.

CSCU has a long-standing practice of requiring students to participate in the process directly and not through an advocate or representative. Students participating as Complainant or Respondent in this process may be accompanied by an Advisor of Choice to any meeting or hearing to which they are required or are eligible to attend. The Advisor of Choice is not an advocate. Except where explicitly stated by these Appendix Procedures, as consistent with federal law, Advisors of Choice shall not participate directly in the process as per standard policy and practice of CSCU.

CSCU will not intentionally schedule meetings or hearings on dates where the Advisors of Choice for all Parties are not available, provided that the Advisors act reasonably in providing available dates and work collegially to find dates and times that meet all schedules.

CSCU's obligations to investigate and adjudicate in a prompt timeframe under Title IX and other policies apply to matters governed under these Appendix Procedures, and CSCU cannot agree to extensive delays solely to accommodate the schedule of an Advisor of Choice. The determination of what is reasonable shall be made by the Title IX/Equity Coordinator or designee. CSCU will not be obligated to delay a meeting or hearing under this process more than five (5) school calendar days due to the unavailability of an Advisor of Choice and may offer the Party the opportunity to obtain a different Advisor of Choice or utilize one provided by CSCU.

Notice of Meetings and Interviews

CSCU will provide, to a Party whose participation is invited or expected, written notice of the date, time, location, participants, and purpose of all hearings, investigative interviews, or other meetings with a Party, with sufficient time for the party to prepare to participate.

Delays

Each Party may request a one-time delay in these Appendix Procedures of up to five (5) school calendar

days for good cause (granted or denied in the sole judgment of the Title IX/Equity Coordinator or designee) provided that the requestor provides reasonable notice and the delay does not overly inconvenience other Parties. For example, a request to take a five day pause made an hour before a hearing for which multiple Parties and their Advisors have traveled to and prepared for shall generally not be granted, while a request for a five day pause in the middle of investigation interviews to allow a Party to obtain certain documentary evidence shall generally be granted. The Title IX/Equity Coordinator or designee shall have sole judgment to grant further pauses under these Appendix Procedures.

Investigation

General Rules of Investigations

An investigator designated by the Title IX/Equity Coordinator will perform an investigation under a reasonably prompt timeframe of the conduct alleged to constitute Covered Sexual Harassment after issuing the Notice of Allegations.

CSCU and not the Parties, has the burden of proof and the burden of gathering evidence, i.e. the responsibility of showing a violation of Title IX has occurred. This burden does not rest with either Party, and either Party may decide not to share their account of what occurred or may decide not to participate in an investigation or hearing. This does not shift the burden of proof away from CSCU and does not indicate responsibility.

CSCU cannot access, consider, or disclose medical records without a waiver from the Party (or parent, if applicable) to whom the records belong or of whom the records include information. CSCU will provide an equal opportunity for the Parties to present witnesses, including fact and expert witnesses, and other inculpatory and exculpatory evidence, (i.e. evidence that tends to prove and disprove the allegations) as described below.

Inspection and Review of Evidence

Prior to the completion of the investigation, the Parties will have an equal opportunity to inspect and review the evidence obtained through the investigation. The purpose of the inspection and review process is to allow each Party the equal opportunity to meaningfully respond to the evidence prior to conclusion of the investigation.

Evidence that will be available for inspection and review by the Parties will be any evidence that is directly related to the allegations raised in the Formal Complaint. It will include any:

- Evidence that is relevant, even if that evidence does not end up being relied upon by CSCU in making a determination regarding responsibility;
- Inculpatory or exculpatory evidence (i.e. evidence that tends to prove or disprove the allegations) that is directly related to the allegations, whether obtained from a party or other source.

All Parties must submit any evidence they would like the investigator to consider prior to when the Parties' time to inspect and review evidence begins.

CSCU will send the evidence made available for each Party and each Party's Advisor, if any, to inspect and review through an electronic format or a hard copy. CSCU is not under an obligation to use any specific process or technology to provide the evidence and shall have the sole discretion in terms of

determining format and any restrictions or limitations on access.

The Parties will have ten (10) school calendar days to inspect and review the evidence and submit a written response by email to the investigator. The investigator will consider the parties' written responses before completing the Investigative Report.

Requests to Extend Inspection and Review

CSCU may provide the Parties five (5) school calendar days after the initial inspection and review of evidence, and before the investigator completes their Investigative Report, to provide additional evidence in response to their inspection and review of the evidence, and then provide the Parties five (5) school calendar days to inspect, review, and respond to the Party's additional evidence through a written response to the investigator. Those written responses may be disclosed to the parties.

Any evidence subject to inspection and review will be available at any hearing, including for purposes of cross-examination. The Parties and their Advisors agree not to photograph or otherwise copy the evidence and must sign an agreement not to disseminate any of the evidence subject to inspection and review or use such evidence for any purpose unrelated to these Appendix Procedures.

Inclusion of Evidence Not Directly Related to the Allegations:

Evidence obtained in the investigation that is determined in the reasoned judgment of the investigator not to be directly related to the allegations in the Formal Complaint will not be disclosed, or may be appropriately redacted before the Parties' inspection to avoid disclosure of personally identifiable information of a student. Any evidence obtained in the investigation that is kept from disclosure or appropriately redacted will be documented in a "privilege log" that may be reviewed by the Parties and their Advisors, if any.

Investigative Report

The investigator designated by the Title IX/Equity Coordinator will create an Investigative Report that fairly summarizes relevant evidence, and will provide that Report to the Parties at least ten (10) school calendar days prior the hearing in an electronic format or a hard copy for each Party's review and written response. The Investigative Report is not intended to catalog all evidence obtained by the investigator, but only to provide a fair summary of that evidence. Only relevant evidence (including both inculpatory and exculpatory – i.e. tending to prove and disprove the allegations - relevant evidence) will be referenced in the Investigative Report. The investigator may redact irrelevant information from the Investigative Report when that information is contained in documents or evidence that is/are otherwise relevant.

Hearing

General Rules of Live Hearings

CSCU will not issue a disciplinary sanction arising from an allegation of Covered Sexual Harassment without holding a live hearing unless otherwise resolved through an informal resolution process.

The live hearing may be conducted with all Parties physically present in the same geographic location,

or, at CSCU's discretion, any or all Parties, witnesses, and other participants may appear at the live hearing virtually through remote video conferencing. This technology will enable participants simultaneously to see and hear each other. At its discretion, CSCU may delay or adjourn a hearing based on technological errors not within a Party's control.

All proceedings will be recorded through either an audio recording, audiovisual recording or transcript. That recording or transcript will be made available to the Parties for inspection and review.

Prior to obtaining access to any evidence, the Parties and their advisors must sign an agreement not to disseminate any of the testimony heard or evidence obtained in the hearing or use such testimony or evidence for any purpose unrelated to these Appendix Procedures. Once signed, this Agreement may not be withdrawn.

Continuances or Granting Extensions

CSCU may determine that multiple sessions or a continuance (i.e. a pause on the continuation of the hearing until a later date or time) is needed to complete a hearing. If so, CSCU will notify all participants and endeavor to accommodate all participants' schedules and complete the hearing as promptly as practicable.

Newly-discovered Evidence

As a general rule, no new evidence or witnesses may be submitted during the live hearing. If a Party identifies new evidence or witnesses that were not reasonably available prior to the live hearing and could affect the outcome of the matter, the Party may request that such evidence or witnesses be considered at the live hearing.

The Hearing Official/Panel will consider this request and make a determination regarding (1) whether such evidence or witness testimony was actually unavailable by reasonable effort prior to the hearing, and (2) whether such evidence or witness testimony could affect the outcome of the matter. The Party offering the newly-discovered evidence or witness has the burden of establishing these questions by the preponderance of the evidence.

If the Hearing Official/Panel answers in the affirmative to both questions, then the Parties will be granted a reasonable pause in the hearing to review the evidence or prepare for questioning of the witness.

Participants in the Live Hearing

Live hearings are not public, and the only individuals permitted to participate in the hearing are as follows:

Complainant and Respondent (The Parties)

- The Parties cannot waive the right to a live hearing.
- CSCU will not threaten, coerce, intimidate or discriminate against the Party in an attempt to secure the Party's participation.
- The hearing body cannot draw an inference about the determination regarding responsibility based solely on a Party's absence from the live hearing or refusal to answer

cross examination or other questions.

The Hearing Body

- The hearing body will consist of a single decision-maker
- No member of the hearing body will also have served as the Title IX/Equity Coordinator, investigator, or Advisor to any party in the case, nor may any member of the hearing body serve on the appeals body in the case.
- No member of the hearing body will have a conflict of interest or bias in favor of or against Complainants or Respondents generally, or in favor or against the Parties to the particular case.
- The hearing body will be trained on topics including how to serve impartially, issues of relevance, including how to apply the rape shield protections provided for Complainants, and any technology to be used at the hearing.
- The Parties will have an opportunity to raise any objections regarding a decision-maker's actual or perceived conflicts of interest or bias at the commencement of the live hearing.

Advisor of Choice

- The Parties have the right to select an Advisor of their choice, who may be, but does not have to be, an attorney.
- The Advisor of choice may accompany the Party to any meeting or hearing they are permitted to attend, but may not speak for the Party, except for the purpose of cross-examination.
- The Parties are not permitted to conduct cross-examination; it must be conducted by the Advisor. As a result, if a Party does not select an Advisor, the institution will select an Advisor to serve in this role for the limited purpose of conducting the cross-examination at no fee or charge to the Party.
- The Advisor is not prohibited from having a conflict of interest or bias in favor of or against Complainants or Respondents generally, or in favor or against the Parties to the particular case.
- The Advisor is not prohibited from being a witness in the matter.
- If a Party does not attend the live hearing, the Party's Advisor may appear and conduct cross-examination on their behalf.
- If neither a Party nor their advisor appear at the hearing, CSCU will provide an Advisor to appear on behalf of the non-appearing party.

Witnesses

- Witnesses cannot be compelled to participate in the live hearing and have the right not to participate in the hearing free from retaliation.

Hearing Procedures

For all live hearings conducted under these Appendix Procedures, the hearing procedure will be as follows:

- The hearing body will open and establish rules and expectations for the hearing;

- The Parties will each be given the opportunity to provide opening statements;
- The hearing body will ask questions of the Parties and witnesses;
- Parties will be given the opportunity for live cross-examination after the hearing body conducts its initial round of questioning; During the Parties' cross-examination, the hearing body will have the authority to pause cross-examination at any time for the purposes of asking the hearing body's own follow up questions; and any time necessary in order to enforce the established rules of decorum.
- Should a Party or the Party's Advisor choose not to cross-examine a Party or witness, the Party shall affirmatively waive cross-examination through a written or oral statement to the hearing body. A Party's waiver of cross-examination does not eliminate the ability of the hearing body to use statements made by the Party.
- The hearing body is allowed to consider statements made by Parties or witnesses that are otherwise permitted under federal law, even if those Parties or witnesses do not participate in cross-examination at the live hearing, in reaching a determination regarding responsibility under these Appendix Procedures.

Live Cross-Examination Procedure

Each Party's Advisor will conduct live cross-examination of the other Party or Parties and witnesses. During this live-cross examination the Advisor will ask the other Party or Parties and witnesses relevant questions and follow-up questions, including those challenging credibility directly, orally, and in real time. Before any cross-examination question is answered, the hearing body will determine if the question is relevant. Cross-examination questions that are duplicative of those already asked, including by the hearing body may be deemed irrelevant if they have been asked and answered.

Review of Transcript/Recording

Either the recording or transcript of the hearing will be available for review by the Parties unless there are any extenuating circumstances. The record/transcript of the hearing will not be provided to Parties or Advisors of choice.

Determination Regarding Responsibility

Standard of Proof

CSCU uses the preponderance of the evidence standard for investigations and determinations regarding responsibility of Formal Complaints covered under these Appendix Procedures. This means that the investigation and hearing determine whether it is more likely than not that a violation occurred.

General Considerations for Evaluating Testimony and Evidence

While the opportunity for cross-examination is required in all hearings under these Appendix Procedures, determinations regarding responsibility may be based in part, or entirely, on documentary, audiovisual, and digital evidence, as warranted in the reasoned judgment of the hearing body.

The hearing body shall not draw inferences regarding a Party or witness' credibility based on the Party or witness' status as a Complainant, Respondent, or witness, nor shall it base its judgments in stereotypes about how a Party or witness would or should act under the circumstances.

Generally, credibility judgments should rest on the demeanor of the Party or witness, the plausibility of their testimony, the consistency of their testimony, and its reliability in light of corroborating or conflicting testimony or evidence.

Still, credibility judgments should not rest on whether a Party or witness' testimony is non-linear or incomplete, or if the Party or witness is displaying stress or anxiety.

Decision makers will afford the highest weight relative to other testimony to first-hand testimony by Parties and witnesses regarding their own memory of specific facts that occurred. Both inculpatory and exculpatory (i.e. tending to prove and disprove the allegations) evidence will be weighed in equal fashion.

Except where specifically barred by federal law, a witness' testimony regarding third-party knowledge of the facts at issue will be allowed, but will generally be accorded lower weight than testimony regarding direct knowledge of specific facts that occurred.

These Appendix Procedures require that the hearing body allow Parties to call "expert witnesses" for direct and cross examination. CSCU does not provide for expert witnesses in other proceedings. While the expert witness will be allowed to testify and be crossed as required under federal law, the decision-maker will be instructed to afford lower weight to non-factual testimony of the expert relative to fact witnesses, and any expert testimony that is not directed to the specific facts that occurred in the case will be afforded lower weight relative to fact witnesses, regardless of whether the expert witness testimony is the subject of cross examination and regardless of whether all Parties present experts as witnesses.

These Appendix Procedures require that CSCU allows Parties to call character witnesses to testify. CSCU does not provide for character witnesses in other proceedings. While the character witnesses will be allowed to testify and be crossed as required under federal law, the decision-maker will be instructed to afford very low weight to any non-factual character testimony of any witness.

These Appendix Procedures require that CSCU admit and allow testimony regarding polygraph tests ("lie detector tests") and other procedures that are outside of standard use in academic and non-academic conduct processes. While the processes and testimony about them will be allowed to testify and be crossed as required under federal law, the decision-maker will be instructed to afford lower weight to such processes relative to the testimony of fact witnesses.

Where a Party or witness' conduct or statements demonstrate that the Party or witness is engaging in retaliatory conduct, including but not limited to witness tampering and intimidation, the hearing body may draw an adverse inference as to that Party or witness' credibility.

Components of the Determination Regarding Responsibility

The written Determination Regarding Responsibility will be issued simultaneously to all Parties through their CSCU email account, or other reasonable means as necessary. The Determination will

include:

- Identification of the allegations potentially constituting Covered Sexual Harassment;
- A description of the procedural steps taken from the receipt of the Formal Complaint through the determination, including any notifications to the Parties, interviews with Parties and witnesses, site visits, methods used to gather other evidence, and hearings held;
- Findings of fact supporting the determination;
- Conclusions regarding which section of these Appendix Procedures, if any, the Respondent has or has not violated.
- For each allegation:
 - A statement of, and rationale for, a determination regarding responsibility;
 - A statement of, and rationale for, any disciplinary sanctions the recipient imposes on the Respondent; and
 - A statement of, and rationale for, whether remedies designed to restore or preserve equal access to CSCU's education program or activity will be provided by CSCU to the Complainant; and
- CSCU's procedures and the permitted reasons for the Complainant and Respondent to appeal (described below in "Appeal").

Timeline of Determination Regarding Responsibility

If there are no extenuating circumstances, the determination regarding responsibility will be issued by CSCU within ten (10) school calendar days of the completion of the hearing.

Finality

The determination regarding responsibility becomes final either on the date that CSCU provides the Parties with the written determination of the result of the appeal, if an appeal is filed consistent with the procedures and timeline outlined in "Appeals" below, or if an appeal is not filed, the date on which the opportunity to appeal expires.

Appeals

Each Party may appeal the dismissal of a Formal Complaint or any included allegations and/or a determination regarding responsibility. To appeal, a Party must submit their written appeal within five (5) school calendar days of being notified of the decision, indicating the grounds for the appeal.

The limited grounds for appeal available are as follows:

- Procedural irregularity that affected the outcome of the matter (i.e. a failure to follow these Appendix Procedures);
- New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter;
- The Title IX/Equity Coordinator, Investigator(s), or decision-maker(s) had a conflict of interest or bias for or against an individual Party, or for or against Complainants or Respondents in general, that affected the outcome of the matter;
- The severity of sanctions.

The submission of appeal stays any sanctions for the pendency of an appeal. Supportive measures and remote learning opportunities remain available during the pendency of the appeal.

If a Party appeals, CSCU will as soon as practicable notify the other Party in writing of the appeal; however, the time for appeal shall be offered equitably to all Parties and shall not be extended for any Party solely because the other party filed an appeal.

Appeals should be submitted in electronic form using ARIAL or TIMES NEW ROMAN, 12 point font, and single-spaced. Appeals should use footnotes, not endnotes. Appeals that do not meet these standards may be returned to the Party for correction, but the time for appeal will not be extended unless there is evidence that technical malfunction caused the appeal document not to meet these standards.

Appeals will be decided by an Appeals Officer, who will be free of conflict of interest and bias, and will not serve as investigator, Title IX/Equity Coordinator, or hearing decision maker in the same matter.

Outcome of appeal will be provided in writing simultaneously to both Parties, and include a rationale for the decision.

Retaliation

CSCU will keep the identity of any individual who has made a Report or Complaint Covered Sexual Harassment confidential, including the identity of any individual who has made a Report or filed a Formal Complaint of Covered Sexual Harassment under these Appendix Procedures, any Complainant, any individual who has been reported to be the perpetrator of sex discrimination, any Respondent, and any witness, except as permitted by the FERPA statute, 20 U.S.C. 1232g, or FERPA regulations, 34 CFR part 99, or as required by law, or to carry out the purposes of 34 CFR part 106, including the conduct of any investigation, hearing, or judicial proceeding under these Appendix Procedures.

No person may intimidate, threaten, coerce, or discriminate against any individual for the purpose of interfering with any right or privilege secured by Title IX of the Education Amendments of 1972 or its implementing regulations.

No person may intimidate, threaten, coerce, or discriminate against any individual because the individual has made a Report or Complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding or hearing under these Appendix Procedures.

Any intimidation, threats, coercion, or discrimination, for the purpose of interfering with any right or privilege secured by Title IX or its implementing regulations constitutes retaliation. This includes any charges filed against an individual for code of conduct violations that do not involve sex discrimination or sexual harassment, but that arise from the same facts or circumstances as a Report or Complaint of sex discrimination or a report or Formal Complaint of Covered Sexual Harassment.

Complaints alleging retaliation may be filed according to the Procedures promulgated pursuant to the Interim Discriminatory Harassment, Nondiscrimination, and Title IX Policy.

Sanctions

See the Procedures above for applicable sanctions.

Section 46a-68-90
Goals Analysis

Section 46a-68-90 – Goal Analysis
Western Connecticut State University

As part of the previous AA plan review, the Commission noted this section as deficient based on the following:

- Sections 46a-68-90 (Goals Analysis), 46a-68-86 (Employment Process Analysis) and 46a-68-90 (Goals Analysis) will not be updated, and deficiencies and weaknesses will be addressed in the next filing submission due on July 30, 2024.
- Due to discrepancies in the availability analysis data, it makes it difficult to evaluate the accuracy of the goals set since most of the discrepancies within the availability analysis are contained within the agency's largest occupational categories. Additionally, since promotional data discrepancies exist within the Faculty Professor and Faculty Associate Professor occupation categories within the availability, this impacts the net availability base, and thereby impacts the net utilization for these occupational categories.

For the Professional Non-Faculty there is an incorrect goal being evaluated, Asian, American Indian, Alaska Native, Native Hawaiian/Pacific Islander Female is said to be a goal candidate for this occupational category. However, there is no Asian, American Indian, Alaska Native, Native Hawaiian/Pacific Islander female goal candidate identified within this occupation category. There is no Asian, American Indian, Alaska Native, Native Hawaiian/Pacific Islander Female goal being met as identified within this section, as there was no goal determined in the prior filing.

Two or more race individuals are not encompassed in any of the goals analyzed, these goals are not mentioned nor addressed, nor is it clear if this group is tracked currently as it was tracked in the previous filing period. The following occupational categories have goals of Two or More Race Male, Two or More Race Females, or both as goal candidate(s) to be evaluated during this filing period; Service Maintenance Custodian Title, Skilled Craft Workers, Protective Services. None of these occupational categories mention these individuals as goals established.

Additionally, words like "many, deep, high, extensive, appear, limited, and minimal" are not acceptable adjectives to describe the experience, knowledge, skills, expertise, or education of a candidate. Numerous jobs across multiple occupation categories in which hiring occurred exhibit not acceptable adjectives describing experience, knowledge, skills expertise, or education of a candidate. Some examples include "Extensive Experience" and "Significant Experience" as stated in the justifications for the hiring of the candidate for Assistant Director of Planning * Engineering- Division of Finance & Administration. Another example is "did not appear" and "many years of experience" as seen in the justification for candidates considered and the justification for the candidate hired in the Assistant Director, Office of Communication and Marketing- Division of Enrollment Management. The subjective language as explained is embedded throughout the justifications of numerous positions hired for. Candidates should be evaluated on concrete terms based on the job description, and the justifications should not contain subjective language as described.

Section 46a-68-90 – Goal Analysis
Western Connecticut State University

Promotion goals evaluated for Faculty Professor, and Associate Professor are incorrect goals being evaluated. These promotional goals differ from the promotion goals that were set for this upcoming plan year, during the last filing period.

Within Protective Services occupational category, not a single goal candidate applied for the opening in this job class, it is recommended to reevaluate the promotion and advertising of jobs within this job class to ensure goals candidates and other members of diverse backgrounds are made aware of these opportunities, to ensure you are striving to include members underutilized within your workforce.

Seek technical assistance from the Commission on Human Rights and Opportunities.

Revise and re-submit this section within 30 days to the Commission on Human Rights and Opportunities.

Response: A technical assistance meeting was scheduled and conducted with Jase Olavarria on March 13, 2024 to address the recommendations of the 2023 Affirmative Action plan. Based on this technical assistance, the following steps will be taken to ensure compliance with CT's Affirmative Action Regulations.

- Sections 46a-68-90 (Goals Analysis) was not to be updated and resubmitted; however, the deficiencies and weaknesses were expected to be addressed in the next filing submission due on July 30, 2024.

Section 46a-68-90 – Goal Analysis
Western Connecticut State University

Western Connecticut State University (WCSU) engaged in necessary steps to ensure every *good faith effort* occurred in every recruitment. Each campus submitted AA plans within this reporting period and were found to be in compliance with the Affirmative Action regulations.

WCSU engaged in the necessary activities to ensure compliance with subsection (a) and (b).

- a) The WCSU shall prepare a report on all activity undertaken to achieve the hiring, promotion, and program goals contained in the previous affirmative action plan and a probing self-analysis of the progress made toward those ends. If the analysis reveals additional problem areas or finds any current course of action ineffective, the University shall undertake corrective action as set forth in section 46a-68-88 of the Regulations of Connecticut State Agencies.
- b) For each job search, the University shall provide the race and gender of:
 - (1) the total applicant pool
 - (2) the qualified applicant pool
 - (3) the applicants interviewed.
- c) When a goal is met, the University shall identify the selected candidate as a goal candidate. No other information is required.
- d) Each unmet goal shall be accompanied by a narrative outlining the University's good faith efforts to achieve that goal by explaining why each goal candidate was eliminated. Each unmet goal, by job search, shall be separately addressed by narrative and the discussion of each goal applicant shall be detailed and complete.

Activity to Demonstrate Good Faith Efforts to Achieve Goals

During this reporting period, the University has made good faith efforts to hire/promote only the most qualified individuals to fill vacancies in a fair and equitable manner.

The University took steps to advertise its job opportunities broadly in mainstream, culturally specific media, and special listservs.

Search and selection committees were established for every search conducted. Each search committee was composed of diverse employees and/or a representative from the WCSU Racial Justice Committee in an attempt to reflect the demographics of the employment goals. Prior to reviewing application materials, each search committee receives information on the search process and EEO/AA compliance.

Information on the following is provided to committee members:

- The search process and committee's role.
- The job description and position announcement.
- Affirmative action/equal employment opportunity principles and the non-discrimination procedure.
- Confidentiality and proper search documentation.
- The development of interview questions and criteria including *legal dos and don'ts*;

Additional topics around the value of having a diverse workforce were discussed during these meetings. Search committee members were asked to be actively aware of their personal biases and stereotypes, and the possible impact on individual decisions in the selection and recommendation process.

Applicant Race Categories Key:

W=White, B=Black, H=Hispanic, A=(Asian, American Indian, Alaskan Native, Hawaiian, Pacific Islander), U=Unknown, T=two or more races, F=Female, M=Male

Section 46a-68-90 - GOALS ANALYSIS
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Hiring Goals Analysis

Executive/Administrative

- **Goals:** 1WM, 1BF, 1HM, 1AM,
- **Hires:** 1BM
- **Goal Achievement:** Achieved zero (0) of five (5) goals established or 0% of established goals.

1. Associate VP Institute Effectiveness Planning

Position Summary: Under the direction of the Provost and Vice President for Academic Affairs, the Associate Vice President of Institutional Effectiveness & Planning is responsible for providing oversight for institutional research, strategic planning, program review/assessment, and regionalized and specialized accreditation for the University. The position is responsible for collecting, managing, and reporting institutional research data for the University and for driving the strategic planning process, working with cross-functional teams, translating strategic goals into tactical plans, coordinating program review and assessment processes for academic and student success programs. This position reports directly to the Provost and Vice President for Academic Affairs. This position supervises the Director of Institutional Research & Assessment and, other administrative and/or clerical staff as needed. Information on Western Connecticut State University may be found at www.wcsu.edu and the Division of Academic Affairs can be found at www.wcsu.edu/academics/welcome/.

This position was posted on the following sites: CT DOL, HigherEdJobs.com, Monster.com; MaxRecruit.com, NAEP,NADOHE Career Center – National Association of Diversity Officers in Higher Education, NCORE Job Board – National Conference on Race and Ethnicity, ACPA Career Central – ACPA College Student Educators International, LGBTQ Leaders in Higher Education, NAME Job Bank – National Association of Multicultural Education, Association of Financial Professionals, National Association of College and University Business Officers – NACUBO, Sigma Theta Tau International, Student Affairs.com, D3 job.ticker.com

Minimum Qualifications: Incumbents must possess proven ability to effectively work with a culturally, linguistically, and ethnically diverse faculty, staff, and student. They are expected to have excellent oral and written communication skills along with strong Information technology literacy skills such as Microsoft Office (Word, Excel, Outlook, Teams etc.) Incumbents are required to have demonstrated advanced knowledge and abilities in the following:

- Earned Doctorate from an accredited institution; minimum of five years of senior administrative level leadership experience in higher education;
- Three or more of those years in a related university senior management/leadership position preferred;
- Demonstrated evidence of leading strategic and integrated planning processes in a comprehensive university system;
- Demonstrated experience with outcomes assessment at the course, program, or institutional level;
- Demonstrated experience working with regional accreditation standards and processes;
- Demonstrated ability to develop and implement complex projects and programs in support of college objectives, including support for grant development;
- Demonstrated breadth of information and technology literacy and the ability to apply analytical tools and methods to measure, forecast and report upon complex data sets;
- Demonstrated ability to exercise leadership skills, which emphasize data driven decision making, collaboration, consensus building, conflict resolution, and problem solving to facilitate innovation and build partnerships;

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- Demonstrated sensitivity to and ability to work with the diverse academic, socioeconomic, cultural and ethnic backgrounds of members of the University community, including those with disabilities;
- Can substantiate acumen with oral, written, and interpersonal communications.

Applicant pool summary (bolded = goal candidates)

	Total			White		Black		Hispanic		AAIANHNPI		Two or More		Unknown		
	Tot	M	F	M	F	M	F	M	F	M	F	M	F	M	F	U
Total Applicants	23	2	3	1	3	1	0	0	0	0	0	0	0	0	0	18
Not Qualified	15	1	3	1	3	0	0	0	0	0	0	0	0	0	0	11
Qualified	8	1	0	0	0	1	0	0	0	0	0	0	0	0	0	7
Qual. No Interview	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Qual. Rec. Interview	8	1	0	0	0	1	0	0	0	0	0	0	0	0	0	7
Withdrawn	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Interviewed	8	1	0	0	0	1	0	0	0	0	0	0	0	0	0	7
Offered	1	1	0	0	0	1	0	0	0	0	0	0	0	0	0	0
Not Accepted	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Hired	1	1	0	0	0	1	0	0	0	0	0	0	0	0	0	0

*AAIANHNPI = Asian, American Indian, Alaskan Native, Hawaiian Native, Pacific Islander.

We received twenty-three (23) candidates for this position of which there was 1WM goal candidate in the pool.

Of the twenty-three (23) candidates, fifteen (15) were deemed not qualified including 1WM goal candidate.

- 1WM did not possess a minimum of five (5) years of Senior Administrative Leadership in Higher Ed.

The agency did not achieve a goal with the hire of **one (1) Black male** who met all of the minimum and preferred qualifications. There were no goal candidates remaining in the pool.

Professor

- **Goals:** N/A
- **Hires:** N/A
- **Goal Achievement:** N/A

Associate Professor

- **Goals:** N/A
- **Hires:** N/A
- **Goal Achievement:** N/A

Assistant Professor

- **Goals:** 1BF, 1HM
- **Hires:** 2WM, 5WF, 1TF
- **Goal Achievement:** N/A

1. Computer Science

Position Summary: The successful candidate will teach both general education Computer Science courses and courses required for the major. Said candidate will be expected to participate in departmental and university service by taking an active role in developing new curricula, advising and mentoring students, serving on departmental and university committees, assisting student groups on campus, and engaging in professional

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activity. The full-time teaching load is 12 credit hours per semester. Western has a 4/4 teaching load, but class sizes are capped at between 15-38 students each. Small classes allow for student-based teaching and learning and project-based activities. Faculty may apply for course load reduction for research purposes beginning in their second year. Additionally, there are generous travel, research, and other grants competitively awarded each year.

This position was posted on the following sites: Chronicle of Higher Education, HigherEdJobs.com; Diverse Issues in Higher Education, College Music Society, CT APRN Job Board, Connecticut Nurses Association, Nursing Network, Hispanic Nurses Association of Connecticut part of Nursing Network, Black Nurses Association of Connecticut part of Nursing Network, American Association of Critical Care Nurses – AACN, Association for Counselor Education and Supervision (ACES) ProductionOnDeck.com

Minimum Qualifications: A completed doctorate in any area of Computer Science is required at the time of appointment. Also required are:

- Demonstrated proficiency in more than one programming language including C++
- Documented ability to teach a wide variety of undergraduate courses, including courses in data management, database design, and data analysis or courses in operating systems and networking;
- Ability to teach a general education introductory website development course, including HTML, CSS and introductory JavaScript;
- Proven capability for research;
- Demonstrated willingness to participate in faculty governance.

Applicant pool summary (bolded = goal candidates)

	Total			White		Black		Hispanic		AAIANHNPI		Two or More		Unknown		
	Tot	M	F	M	F	M	F	M	F	M	F	M	F	M	F	U
Total Applicants	14	3	1	1	0	0	0	0	0	2	1	0	0	0	0	10
Not Qualified	8	2	0	0	0	0	0	0	0	2	0	0	0	0	0	6
Qualified	6	1	1	1	0	0	0	0	0	0	1	0	0	0	0	4
Qual. No Interview	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Qual. Rec. Interview	6	1	1	1	0	0	0	0	0	0	1	0	0	0	0	4
Withdrew	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Interviewed	6	1	1	1	0	0	0	0	0	0	1	0	0	0	0	4
Offered	1	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0
Not Accepted	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Hired	1	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0

*AAIANHNPI = Asian, American Indian, Alaskan Native, Hawaiian Native, Pacific Islander.

We received fourteen (14) candidates for this position of which there were **0 goal candidates** in the pool.

The region did not achieve a goal with the hire of **one (1) White Male** who met all of the minimum and preferred qualifications.

2. [Counselor Education](#)

Position Summary: his position requires the candidate to be on campus. The successful candidate will be responsible for teaching both clinical mental health and school counseling courses in the counselor education program. The successful candidate is also responsible for engagement in appropriate service; engagement in scholarly activity including research and grant writing; support for Chi Sigma Iota; and collaboration with colleagues to conduct program evaluation, CACREP accreditation activities, and field placement of students. The candidate will serve on department, university and program committees. The counselor education program is

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digital; however, the candidate must complete office hours on campus and participate in skills clinics on campus three Saturdays per semester. There is opportunity for summer and intersession teaching.

This position was posted on the following sites: Chronicle of Higher Education, HigherEdJobs.com

Diverse Issues in Higher Education, College Music Society, CT APRN Job Board, Connecticut Nurses Association, Nursing Network, Hispanic Nurses Association of Connecticut part of Nursing Network, Black Nurses Association of Connecticut part of Nursing Network, American Association of Critical Care Nurses – AACN, Association for Counselor Education and Supervision (ACES) ProductionOnDeck.com

Minimum Qualifications:

- Doctorate in counselor education and supervision or a closely related field. Teaching and supervisory experience in counselor education. ABD applicants may be considered; however, completion of degree must occur prior to the hire date of August 2023.

Applicant pool summary (bolded = goal candidates)

	Total			White		Black		Hispanic		AAIANHNPI		Two or More		Unknown			
	Tot	M	F	M	F	M	F	M	F	M	F	M	F	M	F	U	
Total Applicants	4	1	2	0	2	0	0	0	0	0	0	0	1	0	0	0	1
Not Qualified	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Qualified	4	1	2	0	2	0	0	0	0	0	0	1	0	0	0	0	1
Qual. No Interview	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Qual. Rec. Interview	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Withdrawn	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Interviewed	4	1	2	0	2	0	0	0	0	0	0	1	0	0	0	0	1
Offered	1	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0
Not Accepted	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Hired	1	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0

*AAIANHNPI = Asian, American Indian, Alaskan Native, Hawaiian Native, Pacific Islander.

We received four (4) candidates for this position of which there were **0 goal candidates** in the pool.

The agency did not achieve a goal with the hire of **one (1) White Female** who met all of the minimum and preferred qualifications.

3. [Marketing](#)

Position Summary: Teaching assignments will include undergraduate and graduate courses in global business and other courses as needed by the Department. Scholarly activity is expected and required for tenure, promotion and continuing thereafter. In addition, the successful candidate will participate in departmental and university service, engage in professional activity, and will advise and mentor students.

This position was posted on the following sites: Chronicle of Higher Education, HigherEdJobs.com

Diverse Issues in Higher Education, College Music Society, CT APRN Job Board, Connecticut Nurses Association, Nursing Network, Hispanic Nurses Association of Connecticut part of Nursing Network, Black Nurses Association of Connecticut part of Nursing Network, American Association of Critical Care Nurses – AACN, Association for Counselor Education and Supervision (ACES) ProductionOnDeck.com

Minimum Qualifications:

- An earned doctorate in Marketing, Global Business or related areas is highly preferred. Candidates with a relevant Master-level degree, additional professional certifications and substantial recent relevant work experience exceeding three (3) years' cumulative may be considered.

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- Candidates who have completed the AACSB Bridge Program may also be considered. Quality of degree (e.g., AACSB, EQUIS or other comparable accredited programs) will be required.
- At least three (3) years of college teaching experience in global business or related areas is required. Evidence of satisfactory student/course evaluation is required. Competency in Global Business as evidenced by publications and/or business experience and/or international academic collaborations is required. Course project experience with regional or national organizations is desirable. Candidates must present evidence of peer reviewed research and publication and an active agenda of scholarship. Publications/scholarship in the area of global business and related areas are preferred. The ideal candidate would be professionally active and engage in college and university service especially in those areas related to student success. Relevant professional work experience in global business with managerial experience is preferred.

Applicant pool summary (bolded = goal candidates)

	Total			White		Black		Hispanic		AAIANHNPI		Two or More		Unknown		
	Tot	M	F	M	F	M	F	M	F	M	F	M	F	M	F	U
Total Applicants	47	10	9	5	3	0	0	0	0	5	5	0	1	0	0	28
Not Qualified	37	8	7	4	2	0	0	0	0	4	4	0	1	0	0	22
Qualified	10	2	2	1	1	0	0	0	0	1	1	0	0	0	0	6
Qual. No Interview	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Qual. Rec. Interview	10	2	2	1	1	0	0	0	0	1	1	0	0	0	0	6
Withdrew	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Interviewed	10	2	2	1	1	0	0	0	0	1	1	0	0	0	0	6
Offered	1	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0
Not Accepted	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Hired	1	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0

*AAIANHNPI = Asian, American Indian, Alaskan Native, Hawaiian Native, Pacific Islander.

We received forty-seven (47) applications for this position of which there were **0 goal candidates**.

The agency did not achieve a goal with the hire of **one (1) White Female** who met all of the minimum and preferred qualifications.

4. Health Promotion Exercise

Position Summary: Primary responsibilities will include teaching major requirement courses in the Health Promotion Studies (HPS) program, content specific courses within the HPS options, and other courses as assigned. The faculty may supervise field-based health promotion internships as needed. Other responsibilities include advising students; serving on department, university and community committees; participating in the HPX department's on-going Council on Education for Public Health (CEPH) accreditation process and engaging in professional and creative activities.

This position was posted on the following sites: Chronicle of Higher Education, HigherEdJobs.com, Diverse Issues in Higher Education, College Music Society, CT APRN Job Board, Connecticut Nurses Association, Nursing Network, Hispanic Nurses Association of Connecticut part of Nursing Network, Black Nurses Association of Connecticut part of Nursing Network, American Association of Critical Care Nurses – AACN, Association for Counselor Education and Supervision (ACES) ProductionOnDeck.com

Minimum Qualifications:

- A Doctorate degree in Public Health, Health Promotion, Health Behavior, Exercise Science, or related fields (ABD minimum requirement).

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- Experience in community (public) health and health behavior disciplines and in curriculum development and instructional technology.
- Documented teaching experience at a four-year university/college is required. Additional preference given to applicants with experience teaching in the areas of public/community health, including; community assessment, health promotion program design, health behavior theory, health program evaluation, health and public policy, epidemiology, and/or global public health.
- Applicants demonstrating experience working collaboratively with fellow faculty and community partners, and experience with service or experiential learning are preferred.
- WCSU is particularly interested in applicants who have experience working with students from diverse backgrounds and a demonstrated commitment to improving access to higher education for first generation and under-represented groups.

Applicant pool summary (bolded = goal candidates)

	Total			White		Black		Hispanic		AAIANHNPI		Two or More		Unknown		
	Tot	M	F	M	F	M	F	M	F	M	F	M	F	M	F	U
Total Applicants	16	4	6	1	4	1	1	0	0	2	0	0	0	0	1	6
Not Qualified	12	4	4	1	2	1	1	0	0	2	0	0	0	0	1	4
Qualified	4	0	2	0	2	0	0	0	0	0	0	0	0	0	0	2
Qual. No Interview	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Qual. Rec. Interview	4	0	2	0	2	0	0	0	0	0	0	0	0	0	0	2
Withdraw	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Interviewed	4	0	2	0	2	0	0	0	0	0	0	0	0	0	0	2
Offered	1	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0
Not Accepted	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Hired	1	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0

*AAIANHNPI = Asian, American Indian, Alaskan Native, Hawaiian Native, Pacific Islander.

We received sixteen (16) applications for this position of which there were **1BF** goal candidates.

Of the applicants sixteen (16) candidates, twelve (12) were deemed not qualified including 1BF goal candidate.

- 1BF did not possess a doctorate degree in Public Health, Health Promotion, Health Behavior, Exercise, or related field.

The agency did not achieve a goal with the hire of **one (1) White Female** who met all of the minimum and preferred qualifications. There were no remaining goal candidates in the pool.

5. Health Promotion Internship Coordinator

Position Summary: Primary responsibilities will include serving as the Internship Coordinator for the Health Promotion Studies (HPS) program. This position requires internship supervision of up to 22 HPS interns per semester, including internship site visits; professional mentoring and internship placement for the fall, spring, and summer semesters; recruitment of new internship sites, and regular communication with existing internship sites and preceptors. The faculty is also assigned to teach the Health Promotion Studies Senior Seminar during the fall and spring terms and can be assigned to teach other major requirement courses in the Health Promotion Studies program as needed. Other responsibilities include advising students; serving on department, university and community committees; participating in the HPX department's on-going Council on Education for Public Health (CEPH) accreditation process and engaging in creative and professional activities.

This position was posted on the following sites: Chronicle of Higher Education, HigherEdJobs.com, Diverse Issues in Higher Education, College Music Society, CT APRN Job Board, Connecticut Nurses Association, Nursing

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Network, Hispanic Nurses Association of Connecticut part of Nursing Network, Black Nurses Association of Connecticut part of Nursing Network, American Association of Critical Care Nurses – AACN, Association for Counselor Education and Supervision (ACES) ProductionOnDeck.com

Minimum Qualifications: A Master's degree in Public Health, Health Promotion, or related field is required. Documented ability to work with community partners and teaching experience at a four-year university/college are required. Additional preference will be given to applicants with: A terminal degree in a related field (or ABD). Previous experience supervising undergraduate interns; experience with service and/or experiential learning; well- rounded experience in public health and community health. WCSU is particularly interested in applicants who have experience working with students from diverse backgrounds and a demonstrated commitment to improving access to higher education for first generation and under-represented groups.

Applicant pool summary (bolded = goal candidates)

	Total			White		Black		Hispanic		AAIANHNPI		Two or More		Unknown		
	Tot	M	F	M	F	M	F	M	F	M	F	M	F	M	F	U
Total Applicants	11	3	3	1	2	0	1	0	0	1	0	1	0	0	0	5
Not Qualified	5	1	1	0	0	0	1	0	0	1	0	0	0	0	0	3
Qualified	6	2	2	1	2	0	0	0	0	0	0	1	0	0	0	2
Qual. No Interview	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Qual. Rec. Interview	6	2	2	1	2	0	0	0	0	0	0	1	0	0	0	2
Withdrew	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Interviewed	6	2	2	1	2	0	0	0	0	0	0	1	0	0	0	2
Offered	1	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0
Not Accepted	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Hired	1	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0

*AAIANHNPI = Asian, American Indian, Alaskan Native, Hawaiian Native, Pacific Islander.

We received eleven (11) applications for this position of which there were **1BF** goal candidates.

Of the applicants eleven (11) candidates, five (5) were deemed not qualified including 1BF goal candidate.

- 1BF did not possess a Master's degree in Public Health, Health Promotion, Health Behavior, Exercise, or related field.

The agency did not achieve a goal with the hire of **one (1) White Female** who met all of the minimum and preferred qualifications. There were no goal candidates remaining in the pool.

6. Theatre Arts – Lighting Design

Position Summary: This Assistant Professor of Lighting Design and Technical Theatre (BFA Design/Tech Coordinator) position will teach undergraduate courses in Lighting Design and Technical Theatre, design for our season of productions, and depending upon the candidate's breadth of knowledge, teach additional courses in secondary areas of expertise (i.e.: sound, projections, computer drafting, etc.). As the Design/Tech Coordinator, the candidate will have the opportunity to lead and grow our newly approved BFA degree track in Design/Technology. This includes leading recruitment efforts in the Design/Tech area, including but not limited to organizing multiple BFA interview days throughout the academic year, serving as the point of contact for prospective students and families, and acting as the face of the Design/Tech program. The candidate will also oversee lighting and tech crews, participate in appropriate department, university, and professional service, and serve as an academic advisor.

This position was posted on the following sites: Chronicle of Higher Education, HigherEdJobs.com

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Diverse Issues in Higher Education, College Music Society, CT APRN Job Board, Connecticut Nurses Association, Nursing Network, Hispanic Nurses Association of Connecticut part of Nursing Network, Black Nurses Association of Connecticut part of Nursing Network, American Association of Critical Care Nurses – AACN, Association for Counselor Education and Supervision (ACES) ProductionOnDeck.com

Minimum Qualifications: An MFA in Lighting Design is preferred; however, those without a terminal degree with a minimum of 10 years of significant professional experience in the areas of lighting design and technical theatre will be considered. Candidates might also provide evidence of at least three years of successful college teaching experience and departmental service. WCSU is particularly interested in applicants who have experience working with students from diverse backgrounds and a demonstrated commitment to improving access to higher education for first-generation and under-represented groups.

Applicant pool summary (bolded = goal candidates)

	Total			White		Black		Hispanic		AAIANHNPI		Two or More		Unknown		
	Tot	M	F	M	F	M	F	M	F	M	F	M	F	M	F	U
Total Applicants	10	4	1	4	0	0	0	0	0	0	0	0	1	0	0	5
Not Qualified	4	2	0	2	0	0	0	0	0	0	0	0	0	0	0	2
Qualified	6	2	1	2	0	0	0	0	0	0	0	0	1	0	0	3
Qual. No Interview	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Qual. Rec. Interview	6	2	1	2	0	0	0	0	0	0	0	0	1	0	0	3
Withdrew	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Interviewed	6	2	1	2	0	0	0	0	0	0	0	0	1	0	0	3
Offered	1	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0
Not Accepted	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Hired	1	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0

*AAIANHNPI = Asian, American Indian, Alaskan Native, Hawaiian Native, Pacific Islander.

We received ten (10) applicants of which there were **0 goal candidates**.

The agency did not achieve a goal with the hire of this **one (1) White Male** who met all of the minimum and preferred qualifications.

7. Communications

Position Summary: The successful candidate will teach courses in media production and interactive digital media, serve as the Director of our multi-disciplinary program in Digital and Interactive Media Arts (DIMA), and spearhead development of a Master’s program and undergraduate option in game design. The DIMA program integrates various media that interact with users in video, computer science, and art/ design forms. Students in the program take an interdisciplinary core of media production, computer science, and art and then specialize in one of the options (www.wcsu.edu/dima/). The successful candidate will participate in departmental and university service by taking an active role in advising and mentoring students, serving on departmental and university committees, assisting student groups on campus, and engaging in professional activity and scholarship. WCSU’s small classes allow for student-based teaching and learning and project-based activities. The teaching load for all full-time faculty members is four courses (12 credits) per semester; however, the incumbent will receive release time while developing the graduate program.

This position was posted on the following sites: Chronicle of Higher Education, HigherEdJobs.com
Diverse Issues in Higher Education, College Music Society, CT APRN Job Board, Connecticut Nurses Association, Nursing Network, Hispanic Nurses Association of Connecticut part of Nursing Network, Black Nurses Association of Connecticut part of Nursing Network, American Association of Critical Care Nurses – AACN, Association for Counselor Education and Supervision (ACES) ProductionOnDeck.com

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Minimum Qualifications: Candidates must have a terminal degree in Communication, Media Arts, Digital Media, or a closely related discipline. Evidence of teaching excellence is required. The candidate will have a record of creative work, and high level of professional accomplishment in a DIMA-related field. Relevant industry experience is desired, and the ability to collaborate with other departments is required. Additional responsibilities depend upon departmental need and applicant's expertise. WCSU is particularly interested in applicants who have experience working with students from different backgrounds and a demonstrated commitment to improving access to higher education for first-generation and under-represented groups.

Applicant pool summary (bolded = goal candidates)

	Total			White		Black		Hispanic		AAIANHNPI		Two or More		Unknown		
	Tot	M	F	M	F	M	F	M	F	M	F	M	F	M	F	U
Total Applicants	20	4	5	3	2	0	0	0	1	1	1	0	1	0	0	11
Not Qualified	15	4	3	3	1	0	0	0	1	1	1	0	0	0	0	8
Qualified	5	0	2	0	1	0	0	0	0	0	0	0	1	0	0	3
Qual. No Interview	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Qual. Rec. Interview	5	0	2	0	1	0	0	0	0	0	0	0	1	0	0	3
Withdrawn	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Interviewed	5	0	2	0	1	0	0	0	0	0	0	0	1	0	0	3
Offered	1	0	1	0	0	0	0	0	0	0	0	0	1	0	0	0
Not Accepted	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Hired	1	0	1	0	0	0	0	0	0	0	0	0	1	0	0	0

*AAIANHNPI = Asian, American Indian, Alaskan Native, Hawaiian Native, Pacific Islander.

We received twenty (20) applicants of which there were **0 goal candidates**.

There region did not achieve a goal with the hire of **one (1) Two or More Female** who met all of the minimum and preferred qualifications.

8. Lacrosse Coach

Position Summary: Responsibilities include, but are not limited to, all aspects of developing and sustaining a women's lacrosse program that desires to be highly competitive; Providing direction, coordination, and instruction to the WestConn men's basketball team; Recruiting high quality prospective student athletes; Supervising assistant coaches; Ensuring compliance with NCAA, Little East and University policies; Monitor and assisting team members in academic, disciplinary, and personal matters; Assisting with program promotion and marketing; Representing the Athletic Department at professional, civic, charity, and alumni events; Budget management and fundraising leadership are also required. Candidates must demonstrate a proven aptitude for coaching as illustrated by a strong work ethic, organizational skills, computer skills, and the ability to interact professionally within the department, the campus, and the community. This position may have a secondary duty that is commensurate with the candidate's experience.

This position was posted on the following sites: Chronicle of Higher Education, HigherEdJobs.com; Diverse Issues in Higher Education, College Music Society, CT APRN Job Board, Connecticut Nurses Association, Nursing Network, Hispanic Nurses Association of Connecticut part of Nursing Network, Black Nurses Association of Connecticut part of Nursing Network, American Association of Critical Care Nurses – AACN, Association for Counselor Education and Supervision (ACES) ProductionOnDeck.com

Minimum Qualifications: Bachelor's Degree is required; Master's degree preferred. A minimum of three (3) years coaching experience at the collegiate level, preferably at least two (2) years' experience as a head coach. Candidates should have a demonstrated ability to recruit, retain, train, and develop student-athletes. Knowledge

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of NCAA rules and regulations and an understanding of, and a commitment to, the Division III student-athlete philosophy is essential. Extensive computer skills are required as is the ability to use Microsoft Office and sport-specific and budget software. Excellent communication skills are also important to work effectively with diverse populations including students, administrators, faculty, and alumni. The ability to adhere to the NCAA, LEC, University, and Athletics department policies and rules and regulations is required. The Head Coach will work within the framework of the Department of Intercollegiate Athletics administration and coaches and is expected to communicate effectively with students, faculty, administration, staff, and alumni. Must be or able to be certified in First Aid, AED, and CPR.

Applicant pool summary (bolded = goal candidates)

	Total			White		Black		Hispanic		AAIANHNPI		Two or More		Unknown		
	Tot	M	F	M	F	M	F	M	F	M	F	M	F	M	F	U
Total Applicants	14	4	5	2	4	1	0	0	0	1	0	0	0	0	1	5
Not Qualified	9	3	2	1	1	1	0	0	0	1	0	0	0	0	1	4
Qualified	5	1	3	1	3	0	0	0	0	0	0	0	0	0	0	1
Qual. No Interview	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Qual. Rec. Interview	5	1	3	1	3	0	0	0	0	0	0	0	0	0	0	1
Withdrawn	1	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0
Interviewed	4	1	2	1	2	0	0	0	0	0	0	0	0	0	0	1
Offered	1	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0
Not Accepted	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Hired	1	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0

*AAIANHNPI = Asian, American Indian, Alaskan Native, Hawaiian Native, Pacific Islander.

We received fourteen (14) applicants of which there were **0 goal candidates**.

There region did not achieve a goal with the hire of **one (1) White Female** who met all of the minimum and preferred qualifications.

Professional Non-Faculty

- **Goals:** 12WM, 3BF, 2AF, 1TM, 2TF
- **Hires:** 6WM, 6WF, 1BF, 2HF, 1AM
- **Goal Achievement:** Achieved seven (7) of nineteen (19) goals established or 36% of established goals.

1. Chief of Police/Director of Public Safety

Applicant pool summary (bolded = goal candidates)

	Total			White		Black		Hispanic		AAIANHNPI		Two or More		Unknown		
	Tot	M	F	M	F	M	F	M	F	M	F	M	F	M	F	U
Total Applicants	16	7	1	6	1	1	0	0	0	0	0	0	0	0	0	8
Not Qualified	8	4	0	3	0	1	0	0	0	0	0	0	0	0	0	4
Total Qualified	8	3	1	3	1	0	0	0	0	0	0	0	0	0	0	4
Qual. No Interview	3	1	1	1	1	0	0	0	0	0	0	0	0	0	0	1
Qual. Rec. Interview	5	2	0	2	0	0	0	0	0	0	0	0	0	0	0	3
Withdrawn	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Interviewed	5	2	0	2	0	0	0	0	0	0	0	0	0	0	0	3
Offered	1	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0
Not Accepted	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Hired	1	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0

*AAIANHNPI = Asian, American Indian, Alaskan Native, Hawaiian Native, Pacific Islander.

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We received sixteen (16) applicants of which there were **6WM** goal candidates.

With this hire, the agency achieved the goal of **one (1)** of **twelve (12) white male goals** with the hire of this **one (1) White Male** goal in the category.

2. Associate Director of Housing

Applicant pool summary (bolded = goal candidates)

	Total			White		Black		Hispanic		AAIANHNPI		Two or More		Unknown		
	Tot	M	F	M	F	M	F	M	F	M	F	M	F	M	F	U
Total Applicants	14	3	4	2	2	0	0	0	0	1	0	0	2	0	0	7
Not Qualified	10	1	4	1	2	0	0	0	0	0	0	0	2	0	0	5
Qualified	4	2	0	1	0	0	0	0	0	1	0	0	0	0	0	2
Qual. No Interview	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Qual. Rec. Interview	4	2	0	1	0	0	0	0	0	1	0	0	0	0	0	2
Withdrew	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Interviewed	4	2	0	1	0	0	0	0	0	1	0	0	0	0	0	2
Offered	1	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0
Not Accepted	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Hired	1	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0

*AAIANHNPI = Asian, American Indian, Alaskan Native, Hawaiian Native, Pacific Islander.

We received fourteen (14) applicants of which there were **2WM** and **2TF** goal candidates.

The agency achieved **second (2)** of **twelve (12) White Male** goals with the hire of **one (1) White male**.

3. Assistant Director - Advising

Position Summary: The Assistant Director reports directly to the Director of Academic Advisement and works under his/her supervision. This position is responsible for assisting with the operations of the Advising Center; providing precursory and integrated educational and career information to the student populations served by this office, and administers and interprets a variety of assessment instruments, conducts research on advisement techniques, and leads workshops.

This position was posted on the following sites: CT DOL, HigherEdJobs.com, Monster.com, MaxRecruit.com, NAEP, NADOHE Career Center – National Association of Diversity Officers in Higher Education, NCORE Job Board – National Conference on Race and Ethnicity, ACPA Career Central – ACPA College Student Educators International, LGBTQ Leaders in Higher Education, NAME Job Bank – National Association of Multicultural Education, Association of Financial Professionals, National Association of College and University Business Officers – NACUBO, Sigma Theta Tau International, Student Affairs.com, D3 job.ticker.com

Minimum Qualifications: A Bachelor's degree is required; Master's preferred; Three (3) years of experience in either career planning, educational planning, or employment placement in a college setting is required. Multi-lingual or bi-lingual candidates preferred. Must be proficient in the Microsoft Office Suite; Knowledgeable with CRM; Excellent time management and organizational skills; Outstanding verbal and written communication skills; as well as the ability to work and communicate effectively with diverse academic administrative units.

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Applicant pool summary (bolded = goal candidates)

	Total			White		Black		Hispanic		AAIANHNPI		Two or More		Unknown		
	Tot	M	F	M	F	M	F	M	F	M	F	M	F	M	F	U
Total Applicants	36	5	14	3	8	0	2	1	3	0	1	1	0	0	0	17
Not Qualified	21	2	7	0	4	0	1	1	1	0	1	1	0	0	0	12
Qualified	15	3	7	3	4	0	1	0	2	0	0	0	0	0	0	5
Qual. No Interview	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Qual. Rec. Interview	15	3	7	3	4	0	1	0	2	0	0	0	0	0	0	5
Withdrawn	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Interviewed	15	3	7	3	4	0	1	0	2	0	0	0	0	0	0	5
Offered	6	1	5	1	3	0	1	0	1	0	0	0	0	0	0	0
Not Accepted	1	0	1	0	0	0	1	0	0	0	0	0	0	0	0	0
Hired	5	1	4	1	3	0	0	0	1	0	0	0	0	0	0	0

*AAIANHNPI = Asian, American Indian, Alaskan Native, Hawaiian Native, Pacific Islander.

We received thirty-six (36) applicants of which there were **3WM**, **2BF**, **1AF**, and **1TM** goal candidates.

Of the thirty-six (36) applicants, twenty-one (21) were deemed not qualified including 1BF, 1AF, and 1TM goal candidate.

- 1BF did not possess proficiency in Microsoft Office Suite, nor was she experienced with CRM, Banner or other SIS systems.
- 1AF did not possess three (3) years of experience in either career planning, educational planning, or employment placement in a college setting is required.
- 1TM did not possess three (3) years of experience in either career planning, educational planning, or employment placement in a college setting is required.

The remaining candidates were offered interviews including 3WM and 1BF goal candidates.

- The agency achieved the **third (3) of twelve (12) White male** goals with the hire of **one (1) White Male**.
- 1BF was offered the position but declined.
- 1WM was not selected based on his interview. While the candidate has experience working in higher education and working with students, his answer to questions about short term and long term goals did not lend to commitment to being part of the advisement team. This candidate is interested in instructional opportunities. In addition, this candidate's question about potential for remote work, further informed the committee that this candidate's goals are not in-line with advisement services for a student facing office to be present for serving students.
- 1WM was not selected because this candidate indicated that he wants to get back into higher education as his reason for applying for this position. His current role was not directly related to advisement, instead his experience is in tutoring and mentoring.
- 1WF was selected because she spoke about her ability to represent the office to all audiences. She discussed her advising experience as it related to identifying with students, reliability and expertise with advising. She has experience advising diverse student populations, is adaptable, knows SIS, Office 365, and CRM. Introduced innovative programming in current role. Her additional experience as an advising professional includes utilizing the advising role to advance student success, as well as using and implementing technology to find efficiencies. She has possessed various positions within higher education, including professional communications, advising, and faculty engagement.
- 1WF was selected because she spoke about her ability to represent the office to all audiences. She

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discussed her advising experience as it related to identifying with students, reliability and expertise with advising. She reported that she was driven to meet goals, seeks guidance and reassurance with projects and duties. She has experience advising diverse student populations, is adaptable, knows Banner 9 and CRM. She had direct advising experience. Her experience as a professional in advisement and higher education is what puts her above other candidates. In addition to advising, she has held other positions, including admissions and recruitment, advising, and faculty engagement.

- 1WF was selected because she spoke about her ability to represent the office to all audiences. She discussed her advising experience as it related to identifying with students, reliability and expertise with advising. She reported that she was driven to meet goals, seeks guidance and reassurance with projects and duties. She has experience advising diverse student populations, is adaptable, knows Banner 9 and CRM. She reported introducing innovative programming in her current role and that she was looking to advance and grow as an advisor and professional. Suzanne provided examples of her experience as it related to initiatives that benefited students, including relationships built with other offices and areas of campus. She has supervised students. She has direct experience working as an advisor, program coordinator, and alignment with a school.
- 1HF was selected because she was bilingual and she spoke about her ability to represent the office to all audiences. She discussed her advising experience as it related to identifying with students, reliability and expertise with advising. She reported that she was driven to meet goals, seeks guidance and reassurance with projects and duties. She has experience advising diverse student populations, is adaptable, and knows Banner and CRM. She expressed that she has introduced innovative programming in her current role and has additional experience as an adviser. She has held various positions in higher education, including community engagement, advising, and engaging with faculty.

4. Athletics – Associate Director

Applicant pool summary (bolded = goal candidates)

	Total			White		Black		Hispanic		AAIANHNPI		Two or More		Unknown		
	Tot	M	F	M	F	M	F	M	F	M	F	M	F	M	F	U
Total Applicants	33	2	0	1	0	0	0	0	0	1	0	0	0	0	0	31
Not Qualified	31	1	0	0	0	0	0	0	0	1	0	0	0	0	0	30
Qualified	2	1	0	1	0	0	0	0	0	0	0	0	0	0	0	1
Qual. No Interview	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Qual. Rec. Interview	2	1	0	1	0	0	0	0	0	0	0	0	0	0	0	1
Withdrew	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Interviewed	2	1	0	1	0	0	0	0	0	0	0	0	0	0	0	1
Offered	1	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0
Not Offered	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Hired	1	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0

*AAIANHNPI = Asian, American Indian, Alaskan Native, Hawaiian Native, Pacific Islander.

We received thirty-three (33) applicants of which there were **1WM** goal candidate.

The agency achieved the **fourth (4)** of **twelve (12) White Male** goals with the hire of **one (1) White Male**.

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Multicultural Education, Association of Financial Professionals, National Association of College and University Business Officers – NACUBO, Sigma Theta Tau International, Student Affairs.com, D3 job.ticker.com

Minimum Qualifications Bachelor’s Degree in business, accounting, or related field required. Master’s Degree or MBA preferred. Minimum of four (4) years of experience working in student services. Demonstrated ability to manage staff. Demonstrated proficiency in using student information systems (ex: Banner), Customer Relationship Management (CRM) system, or other enterprise software preferred. Candidate must possess excellent communication skills with demonstrated competence in handling complex information and the ability to relate positively to students, parents, and University staff.

Applicant pool summary (**bolded = goal candidates**)

	Total			White		Black		Hispanic		AAIANHNPI		Two or More		Unknown		
	Tot	M	F	M	F	M	F	M	F	M	F	M	F	M	F	U
Total Applicants	13	0	3	0	1	0	0	0	2	0	0	0	0	0	0	10
Not Qualified	9	0	2	0	1	0	0	0	1	0	0	0	0	0	0	7
Total Qualified	4	0	1	0	0	0	0	0	1	0	0	0	0	0	0	3
Qual. No Interview	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Qual. Rec. Interview	4	0	1	0	0	0	0	0	1	0	0	0	0	0	0	3
Withdrew	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Interviewed	4	0	1	0	0	0	0	0	1	0	0	0	0	0	0	3
Offered	1	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0
Not Accepted	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Hired	1	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0

*AAIANHNPI = Asian, American Indian, Alaskan Native, Hawaiian Native, Pacific Islander.

The agency received thirteen (13) applicants of which there were **0 goal candidates**.

The agency did not achieve a goal with the hire, **one (1) Hispanic Female** who met all of the minimum and preferred qualifications.

8. Director of Administrative Services

Position Summary: The Director of Administrative Services reports to the Vice President for Finance & Administration/Chief Financial Officer (VPFA/CFO) and is responsible for the following Administrative Service areas: Purchasing, Property Management, Shipping and Receiving, University Credit Card Program (P-Card), and Mailroom operations. This individual is responsible for ensuring the University’s contract compliance procedures. In addition, the Director is also responsible for the University’s records management and liability insurance functions. The incumbent will supervise professional, maintenance and clerical staff as well as student employees.

This position was posted on the following sites: CT DOL, HigherEdJobs.com, Monster.com

MaxRecruit.com, NAEP, NADOHE Career Center – National Association of Diversity Officers in Higher Education, NCORE Job Board – National Conference on Race and Ethnicity, ACPA Career Central – ACPA College Student Educators International, LGBTQ Leaders in Higher Education, NAME Job Bank – National Association of Multicultural Education, Association of Financial Professionals, National Association of College and University Business Officers – NACUBO, Sigma Theta Tau International, Student Affairs.com, D3 job.ticker.com

Minimum Qualifications: Master’s degree required, preferably in accounting, purchasing management, financial management or a relevant business or public administration concentration. Six or more years of experience in administrative services (purchasing, contract compliance, debit card programs) with experience with the formulation and implementation of policy. Demonstrated ability to develop complex and involved contracts, to

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negotiate these contracts with vendors and service providers, and to manage and monitor contracts in accordance with their terms and conditions, and applicable statutes, regulations, and policies. Prior supervisory experience. Excellent communication, analytical, and interpersonal skills. Must be able to work collaboratively across the campus community.

Applicant pool summary (bolded = goal candidates)

	Total			White		Black		Hispanic		AAIANHNPI		Two or More		Unknown		
	Tot	M	F	M	F	M	F	M	F	M	F	M	F	M	F	U
Total Applicants	3	2	1	2	1	0	0	0	0	0	0	0	0	0	0	0
Not Qualified	2	2	0	2	0	0	0	0	0	0	0	0	0	0	0	0
Total Qualified	1	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0
Qual. No Interview	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Qual. Rec. Interview	1	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0
Withdrew	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Interviewed	1	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0
Offered	1	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0
Not Accepted	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Hired	1	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0

*AAIANHNPI = Asian, American Indian, Alaskan Native, Hawaiian Native, Pacific Islander.

The agency received three (3) applicants of which there were **2WM** goal candidates.

Of the three (3) applicants two (2) were deemed not qualified including 2WM goal candidates.

- 2WM did not possess a Master’s degree required, preferably in accounting, purchasing management, financial management or a relevant business or public administration concentration; six or more years of experience in administrative services (purchasing, contract compliance, debit card programs) with experience with the formulation and implementation of policy

The agency did not achieve a goal with the hire, **one (1) White Female** who met the minimum and preferred qualifications. There were no goal candidates remaining in the pool.

9. Assistant Director – Honors Program

Position Summary: Reporting directly to the Director of the Honors Program, the Assistant Director helps with coordinating, implementing, and monitoring all activities related to the Honors Program; Collaborates with the Admissions department for honors recruitment activities.

This position was posted on the following sites: CT DOL, HigherEdJobs.com, Monster.com

MaxRecruit.com, NAEP,NADOHE Career Center – National Association of Diversity Officers in Higher Education, NCORE Job Board – National Conference on Race and Ethnicity, ACPA Career Central – ACPA College Student Educators International, LGBTQ Leaders in Higher Education, NAME Job Bank – National Association of Multicultural Education, Association of Financial Professionals, National Association of College and University Business Officers – NACUBO, Sigma Theta Tau International, Student Affairs.com, D3 job.ticker.com

Minimum Qualifications: A Bachelor’s degree is required as is three (3) years of event/program experience in a staff or volunteer capacity; Proven experience providing administrative support in an academic context, or comparable field; Experience with an Honors Program is preferred; Tech savvy, proficient in the Microsoft Office Suite; Excellent time management and organizational skills; Outstanding verbal and written communication skills; as well as the ability to work and communicate effectively with diverse academic administrative units.

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Applicant pool summary (bolded = goal candidates)

	Total			White		Black		Hispanic		AAIANHNPI		Two or More		Unknown		
	Tot	M	F	M	F	M	F	M	F	M	F	M	F	M	F	U
Total Applicants	28	2	6	2	6	0	0	0	0	0	0	0	0	0	0	20
Not Qualified	19	1	3	1	3	0	0	0	0	0	0	0	0	0	0	15
Total Qualified	9	1	3	1	3	0	0	0	0	0	0	0	0	0	0	5
Qual. No Interview	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Qual. Rec. Interview	9	1	3	1	3	0	0	0	0	0	0	0	0	0	0	5
Withdrew	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Interviewed	9	1	3	1	3	0	0	0	0	0	0	0	0	0	0	5
Offered	1	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0
Not Accepted	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Hired	1	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0

*AAIANHNPI = Asian, American Indian, Alaskan Native, Hawaiian Native, Pacific Islander.

The agency received twenty-eight (28) applicants of which there were **2WM** goal candidates.

Of the twenty-eight (28) applicants, nineteen (19) candidates were deemed not qualified including **1WM** goal candidates.

- 1WM did not possess a Bachelor’s degree is required as is three (3) years of event/program experience in a staff or volunteer capacity; Proven experience providing administrative support in an academic context, or comparable field; Experience with an Honors Program is preferred; Tech savvy, proficient in the Microsoft Office Suite; Excellent time management and organizational skills; Outstanding verbal and written communication skills; as well as the ability to work and communicate effectively with diverse academic administrative units.

The remaining candidates were offered interviews including 1WM goal candidate.

- 1WM withdrew after interviewing, as he was selected for hire in another position within the agency during the reporting period.
- The agency did not achieve a goal with the hire, **one (1) White Female** who met all of the minimum and preferred qualifications and selected based on her interview. There were no goal candidates remaining in the pool.

10. Network Administrator

Position Summary: Under the supervision of the Data Network & Telecommunications Manager, the Network Infrastructure Administrator is responsible for technical support of data network infrastructure.

This position was posted on the following sites: CT DOL, HigherEdJobs.com, Monster.com

MaxRecruit.com, NAEP, NADOHE Career Center – National Association of Diversity Officers in Higher Education, NCORE Job Board – National Conference on Race and Ethnicity, ACPA Career Central – ACPA College Student Educators International, LGBTQ Leaders in Higher Education, NAME Job Bank – National Association of Multicultural Education, Association of Financial Professionals, National Association of College and University Business Officers – NACUBO, Sigma Theta Tau International, Student Affairs.com, D3 job.ticker.com

Minimum Qualifications: Bachelor’s degree in data networking, computer science, electrical engineering or a related field is required*. Five (5) years of professional experience in configuration, installation and support of Local Area Networks (LANs), with technical experience in routing, switching and troubleshooting complex issues. Proven hands-on knowledge of TCP/IP, Cisco IOS/NXOS, Cisco Wireless Controllers, DNS/DHCP, VLANs, Radius, ACLs and ISE; Professional demeanor and effective interpersonal communication skills and collaboration with vendors and

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other members of IT&I; Strong customer service skills and accountability for assigned tasks or issues; Strong organizational, problem solving and analytical skills, with follow-through; Ability to work effectively under pressure and perform root cause analysis for complex network related issues; Willingness to train and supervise junior staff or student workers. *Eight (8) years of professional experience in configuration, installation and support of Local Area Networks (LANs), with technical experience in routing, switching and troubleshooting complex issues may be substituted for a bachelor’s degree.

Applicant pool summary (bolded = goal candidates)

	Total			White		Black		Hispanic		AAIANHNPI		Two or More		Unknown		
	Tot	M	F	M	F	M	F	M	F	M	F	M	F	M	F	U
Total Applicants	9	2	0	1	0	0	0	0	0	1	0	0	0	0	0	7
Not Qualified	8	1	0	1	0	0	0	0	0	0	0	0	0	0	0	7
Total Qualified	1	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0
Qual. No Interview	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Qual. Rec. Interview	1	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0
Withdraw	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Interviewed	1	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0
Offered	1	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0
Not Accepted	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Hired	1	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0

*AAIANHNPI = Asian, American Indian, Alaskan Native, Hawaiian Native, Pacific Islander.

We received nine (9) applications for this position of which there was **1WM** goal candidates.

Of the nine (9) applicants, eight (8) were not offered interviews, including 1WM goal candidate.

- 1WM did not possess a Bachelor’s degree in data networking, computer science, electrical engineering or a related field & Five (5) years of professional experience in configuration, installation and support of Local Area Networks (LANs).

The agency did not achieve a goal with the hire of this **one (1) Asian male** who met all of the minimum and preferred qualifications. There were no goal candidates remaining in the pool.

11. Library Systems Specialist

Position Summary: The Library Systems Specialist supports the technical infrastructure that powers library systems and services.

This position was posted on the following sites: CT DOL, HigherEdJobs.com, Monster.com MaxRecruit.com, NAEP,NADOHE Career Center – National Association of Diversity Officers in Higher Education, NCORE Job Board – National Conference on Race and Ethnicity, ACPA Career Central – ACPA College Student Educators International, LGBTQ Leaders in Higher Education, NAME Job Bank – National Association of Multicultural Education, Association of Financial Professionals, National Association of College and University Business Officers – NACUBO, Sigma Theta Tau International, Student Affairs.com, D3 job.ticker.com

Minimum Qualifications:

- Bachelor’s or master’s degree in appropriate field (computer science, library science, data management, etc.).
- Four (4) years of professional experience in technology and technology management.
- Experience with integrated library systems.
- Experience with server administration, including configuration, updating, and protocols.
- Proven expertise with Web content associated software and applications (including but not limited to:

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PHP, CSS, JavaScript, Ruby, Python, Perl, etc.)

- Proven expertise with data migrations, including experience with system APIs.
- Working knowledge of databases and querying data.
- Experience with version control and documentation.
- Experience working in an academic library setting.
- Experience with Alma integrated library system and Primo discovery system

Applicant pool summary (bolded = goal candidates)

	Total			White		Black		Hispanic		AAIANHNPI		Two or More		Unknown		
	Tot	M	F	M	F	M	F	M	F	M	F	M	F	M	F	U
Total Applicants	10	0	1	0	1	0	0	0	0	0	0	0	0	0	0	9
Not Qualified	8	0	0	0	0	0	0	0	0	0	0	0	0	0	0	8
Total Qualified	2	0	1	0	1	0	0	0	0	0	0	0	0	0	0	1
Qual. No Interview	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Qual. Rec. Interview	2	0	1	0	1	0	0	0	0	0	0	0	0	0	0	1
Withdraw	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Interviewed	2	0	1	0	1	0	0	0	0	0	0	0	0	0	0	1
Offered	1	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0
Not Accepted	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Hired	1	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0

*AAIANHNPI = Asian, American Indian, Alaskan Native, Hawaiian Native, Pacific Islander.

We received ten (10) applications for this position of which, there were **0 goal candidates**. The EEO data for this search was not available at the time of this plan, as such it has been identified as a problem area.

Of the ten (10) applicants, eight (8) were not deemed qualified as they did not meet one or more of the minimum qualifications.

- 8UU did not possess one or more of the minimum qualifications.

The agency did not achieve a goal with the hire of this **one (1) White Female** who met all of the minimum and preferred qualifications and was selected based upon her interview.

Clerical – New Haven and Fairfield

- **Goals:** 3WM, 1BM, 1HM, 1AM, 1TF
- **Hires:** 4WF, 1BM, 1BF, 1HF
- **Goal Achievement:** The region achieved one (1) of seven (7) established goals achieved or 14% goal achievement.

1. CSCU Administrative Assistant

Position Summary: This senior level administrative support position will be responsible for providing executive level administrative assistance support to the Vice President for Enrollment Management & Student Affairs including scheduling/managing calls/appointments, drafting correspondence, customer service resolution; assistance with Enrollment Management & Student Affairs' division websites; budget monitoring; student surveying as well as supervising student employees. Efficiently and effectively steps into any medium-term project work to provide assistance to any area of the University's business processes that requires tact and maturity, strong technical skills, and good judgment to help bridge issues to bring to a resolution. Must be able to accomplish these tasks with minimal supervision and direction while providing excellent customer service to internal and external constituents.

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This position was posted on the following sites: Job Clouds and Monster.com

Minimum Qualifications: Bachelor’s degree is preferred. Must possess a minimum of three (3) years of executive-level secretarial experience supporting a department head or business executive, preferably a senior level executive. Must possess excellent oral, written, and interpersonal skills. Strong organizational skills in order to maintain an orderly and efficient office operations are required. Demonstrated and advanced experience using Microsoft Office Suite including Excel, PowerPoint, Teams & Word, as well as virtual meeting software, such as Teams and/or WebEx is required; Website experience is preferred. Experience with Banner or similar information system software is preferred. Must be able to work collaboratively across the campus community. Evening and weekend work may occasionally be required.

Applicant pool summary (bolded = goal candidates)

	Total			White		Black		Hispanic		AAIANHNPI		Two or More		Unknown		
	Tot	M	F	M	F	M	F	M	F	M	F	M	F	M	F	U
Total Applicants	14	0	8	0	6	0	0	0	1	0	1	0	0	0	0	6
Not Qualified	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total Qualified	14	0	8	0	6	0	0	0	1	0	1	0	0	0	0	6
Qual. No Interview	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Qual. Rec. Interview	14	0	8	0	6	0	0	0	1	0	1	0	0	0	0	6
Withdrew	2	0	2	0	1	0	0	0	1	0	0	0	0	0	0	0
Interviewed	12	0	6	0	5	0	0	0	0	0	1	0	0	0	0	6
Offered	1	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0
Not Accepted	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Hired	1	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0

*AAIANHNPI = Asian, American Indian, Alaskan Native, Hawaiian Native, Pacific Islander.

We received fourteen (14) applicants of which there were **0 goal candidates**.

The agency did not achieve a goal with the hire of **one (1) White Female** who met all of the minimum and preferred qualifications.

2. **CSCU Administrative Assistant - Finance**

Position Summary: The successful candidate will be responsible for providing executive level administrative assistance support to the Vice President of Finance & Administration/Chief Financial Officer including scheduling/managing calls/appointments, drafting correspondence, contacting and receiving high level government and industry officials, collecting and preparing data, and ensuring a high degree of document quality representing the executive’s office; confidential assistance with the development of organizational budgets, monthly/quarterly/yearly system and ad-hoc reports, strategic planning and annual summaries; generating reports using Banner and Hyperion databases to detail specific enrollment-related metrics; analyzes trends and works with other offices to ensure data reliability; coordinating scheduling of meetings, events and activities of divisional departments; minute-taking services at various meetings; closely manages tracking and reminders related to department/divisional projects, events, staff evaluations, etc.; manage the Finance & Administration website; efficiently and effectively steps into any medium-term project work to provide assistance to any area of the University’s business processes that requires tact and maturity, strong technical skills, and good judgment to help bridge issues to bring to a resolution. Must be able to accomplish these tasks with minimal supervision and direction while providing excellent customer service to internal and external constituents.

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This position was posted on the following sites: Job Clouds and Monster.com

Minimum Qualifications: Bachelor’s degree is preferred. Must possess a minimum of three (3) years of executive-level secretarial experience supporting a department head or business executive, preferably a senior financial executive. Must possess excellent oral, written and interpersonal skills. Strong organizational skills in order to maintain an orderly and efficient office operations are required. Demonstrated and advanced experience using Microsoft Office Suite including Excel, PowerPoint, Teams & Word, as well as virtual meeting software, such as Teams and/or WebEx is required; Website experience is preferred. Experience with Banner or similar information system software is preferred. The incumbent will be required to either possess or immediately pursue obtaining a notary public license. Must be able to work collaboratively across the campus community. Evening and weekend work may occasionally be required.

Applicant pool summary (bolded = goal candidates)

	Total			White		Black		Hispanic		AAIANHNPI		Two or More		Unknown		
	Tot	M	F	M	F	M	F	M	F	M	F	M	F	M	F	U
Total Applicants	14	0	8	0	6	0	1	0	1	0	0	0	0	0	0	6
Not Qualified	12	0	7	0	5	0	1	0	1	0	0	0	0	0	0	5
Total Qualified	2	0	1	0	1	0	0	0	0	0	0	0	0	0	0	1
Qual. No Interview	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Qual. Rec. Interview	2	0	1	0	1	0	0	0	0	0	0	0	0	0	0	1
Withdrew	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Interviewed	2	0	1	0	1	0	0	0	0	0	0	0	0	0	0	1
Offered	1	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0
Not Accepted	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Hired	1	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0

*AAIANHNPI = Asian, American Indian, Alaskan Native, Hawaiian Native, Pacific Islander.

We received fourteen (14) applicants of which there were **0 goal candidates**.

The agency did not achieve a goal with the hire of **one (1) White Female** who met all of the minimum and preferred qualifications.

3. Administrative Assistant

Position Summary: Western Connecticut State University (WCSU) is a constituent unit of the Board of Regents for Higher Education (BOR), Connecticut State Colleges and Universities. As one of the State of Connecticut institutions of higher learning, this university offers undergraduate and graduate programs that weave together liberal arts and professional education and instill a desire for life-long learning. We are recruiting for a full-time Administrative Assistant to support the Dean's Office for the Ansell School of Business Dean's Office, located on the Westside Campus on Lake Avenue in Danbury, CT.

This position was posted on the following sites: Job Clouds and Monster.com

Minimum Qualifications:

- Four (4) years of experience above the routine clerk level in of office support or secretarial work.
- One (1) year of the General Experience must have been as a Secretary 2 or its equivalent.

Preferred Qualifications:

- Excellent experience with written and verbal communication;
- Experience with front-end reception and providing excellent customer service;

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- Attention to detail, accuracy and proofreading skills;
- Proficiency in Microsoft Office, including Outlook, Excel, Word, Teams and PowerPoint;
- Experience with handling confidential materials/data;
- Experience in Higher Education and Banner; Experience with budgets;
- Supervisory experience is preferred.

Applicant pool summary (bolded = goal candidates)

	Total			White		Black		Hispanic		AAIANHNPI		Two or More		Unknown		
	Tot	M	F	M	F	M	F	M	F	M	F	M	F	M	F	U
Total Applicants	213	10	64	4	40	2	8	3	9	1	3	0	4	0	0	139
Not Qualified	208	10	62	4	38	2	8	3	9	1	3	0	4	0	0	136
Total Qualified	5	0	2	0	2	0	0	0	0	0	0	0	0	0	0	3
Qual. No Interview	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Qual. Rec. Interview	5	0	2	0	2	0	0	0	0	0	0	0	0	0	0	3
Withdrawn	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2
Interviewed	3	0	2	0	2	0	0	0	0	0	0	0	0	0	0	1
Offered	1	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0
Not Accepted	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Hired	1	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0

*AAIANHNPI = Asian, American Indian, Alaskan Native, Hawaiian Native, Pacific Islander.

We received two hundred and thirteen (213) applicants of which there were **4WM, 2BM, 3HM, 1AM, and 4TF** goal candidates.

Of the two hundred and thirteen (213) applicants, two hundred and eight (208) were deemed not qualified, including 4WM, 2BM, 3HM, 1AM and 4TF goal candidates.

- 4WM were screened as not qualified by DAS.
- 2BM were screened as not qualified by DAS.
- 3HM were screened as not qualified by DAS.
- 1AM was screened as not qualified by DAS.
- 4TF were screened as not qualified by DAS.

The remaining candidates were offered interviews. There were no goal candidates remaining in the pool.

The agency did not achieve a goal with the hire of **one (1) White Female** who met all of the minimum and preferred qualifications.

4. Office Assistant

Position Summary: Western Connecticut State University (WCSU) is a constituent unit of the Board of Regents for Higher Education (BOR), Connecticut State Colleges and Universities. As one of the State of Connecticut institutions of higher learning, this university offers undergraduate and graduate programs that weave together liberal arts and professional education and instill a desire for life-long learning. This Office Assistant opening is for Western Connecticut State University's Cashier's Office located on the Middtown Campus at 181 White Street, Danbury, CT. WCSU's Cashier's Office is responsible for student billing and collection of all monies due the University, operating under the guidelines and policies set forth by the CSU Board of Trustees. The environment is energetic and very fast paced, particularly during peak billing season.

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This position was posted on the following sites: Job Clouds and Monster.com

Minimum Qualifications:

- Two (2) years of general clerical work experience.
- College training may be substituted for the General Experience on the basis of fifteen (15) semester hours equaling one/half (1/2) year of experience.

Preferred Qualifications:

- Highly organized, detailed oriented and the ability to multi-task
- Excellent customer service and interpersonal skills
- Strong verbal and written communication skills
- Experience in processing payments including cash transactions
- Proficient in Microsoft Word, Excel & Outlook
- Experience with Banner or similar type of Finance/data management software.

Applicant pool summary (bolded = goal candidates)

	Total			White		Black		Hispanic		AAIANHNPI		Two or More		Unknown		
	Tot	M	F	M	F	M	F	M	F	M	F	M	F	M	F	U
Total Applicants	123	5	13	3	7	1	1	0	4	0	1	1	0	0	0	105
Not Qualified	104	3	12	3	7	0	1	0	3	0	1	0	0	0	0	89
Total Qualified	19	2	1	0	0	1	0	0	1	0	0	1	0	0	0	16
Qual. No Interview	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Qual. Rec. Interview	19	2	1	0	0	1	0	0	1	0	0	1	0	0	0	16
Withdrew	13	1	0	0	0	0	0	0	0	0	0	1	0	0	0	12
Interviewed	6	1	1	0	0	1	0	0	1	0	0	0	0	0	0	4
Offered	2	1	1	0	0	1	0	0	1	0	0	0	0	0	0	0
Not Accepted	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Hired	2	1	1	0	0	1	0	0	1	0	0	0	0	0	0	0

*AAIANHNPI = Asian, American Indian, Alaskan Native, Hawaiian Native, Pacific Islander.

We received one hundred and twenty-three (123) applicants of which there were **3WM** and **1BM** goal candidates.

Of the one hundred and twenty-three (123) applicants, one hundred and four (104) were deemed not qualified, including 3WM goal candidates.

- 3WM did not possess a minimum of two (2) years General Clerical Work Experience or appropriate college training - training must a secretarial program)

The remaining nineteen (19) candidates were deemed qualified. Of which thirteen (13) candidates withdrew. The remaining six (6) candidates participated in interviews including 1BM goal candidate.

The agency achieved a goal with the hire of **one (1) Black Male**. The agency did not achieve a goal with the hire of **one (1) Hispanic Female** who met all of the minimum and preferred qualifications. There were no goal candidates remaining in the pool.

5. Administrative Assistant

Position Summary: Western Connecticut State University (WCSU) is a constituent unit of the Board of Regents for Higher Education (BOR), Connecticut State Colleges and Universities. As one of the State of Connecticut institutions of higher learning, this university offers undergraduate and graduate programs that weave together liberal arts and professional education and instill a desire for life-long learning. We are recruiting for a full-time Administrative Assistant to support the University's Counseling Center,

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located at 181 White Street in Danbury, CT.

This position was posted on the following sites: Job Clouds and Monster.com

Minimum Qualifications:

- Four (4) years of experience above the routine clerk level in office support or secretarial work.
- One (1) year of the General Experience must have been as a Secretary 2 or its equivalent.

Applicant pool summary (bolded = goal candidates)

	Total			White		Black		Hispanic		AAIANHNPI		Two or More		Unknown		
	Tot	M	F	M	F	M	F	M	F	M	F	M	F	M	F	U
Total Applicants	314	20	135	13	83	1	10	4	23	0	3	2	13	0	3	159
Not Qualified	306	20	130	13	81	1	10	4	22	0	2	2	12	0	3	156
Total Qualified	8	0	5	0	2	0	0	0	1	0	1	0	1	0	0	3
Qual. No Interview	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Qual. Rec. Interview	8	0	5	0	2	0	0	0	1	0	1	0	1	0	0	3
Withdrew	2	0	1	0	1	0	0	0	0	0	0	0	0	0	0	1
Interviewed	6	0	4	0	1	0	0	0	1	0	1	0	1	0	0	2
Offered	1	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0
Not Accepted	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Hired	1	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0

*AAIANHNPI = Asian, American Indian, Alaskan Native, Hawaiian Native, Pacific Islander.

We received three hundred and fourteen (314) applicants of which there were **13WM**, **1BM**, **4HM**, **0AM**, and **13TF** goal candidates.

Of the three hundred and fourteen (314) applicants, three hundred and six (306) were deemed not qualified, including 13WM, 1BM, 4HM, and 12TF goal candidates.

- 13WM did not possess a minimum of four (4) years' experience above the routine clerk level in office support or secretarial work.
- 1BM did not possess a minimum of four (4) years' experience above the routine clerk level in office support or secretarial work.
- 4HM did not possess a minimum of four (4) years' experience above the routine clerk level in office support or secretarial work.
- 12TF did not possess a minimum of four (4) years' experience above the routine clerk level in office support or secretarial work.

The remaining candidates were offered interviews including 1TF goal candidate.

- 1TF was not selected for the position because she had average Judgement in the moment (i.e., ascertain urgent vs non-urgent and confidential matters). She lacked an emphasis of being in a supportive role but emphasized being the change agent. Inability to graciously acquiesce if her opinion is not taken for decision making with supervisor (i.e., will defer if others have expertise). Having multiple roles/positions on campus could result in dual relationships with clients which could cause privacy concerns on behalf of students or be a deterrent to students to seek services. She stated that this position was the “pinnacle of her career” which seemed disingenuous given the pursuit Ed.D. and most likely move to a high level when Ed.D. is obtained. Demonstrated lack of appreciation for chain of command (“allyship”, “expertise”).
- The agency did not achieve a goal with the hire of **one (1) White Female**. She was selected for

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the position because she presented examples that demonstrated she researched the university and department. She reported having experience working with individuals from various cultural backgrounds (i.e., socioeconomic status, race/ethnicity, religion/faith, LGBTQ+), and vulnerable individuals. Expressed experienced working in a small office (i.e., three or four people) and provided examples which reflected compassion (i.e., not using the term victim or injury but client) and a wide range of cultural sensitivity (i.e., race/ethnicity, LGBTQ+). She provided specific examples on how to ascertain the difference between an urgent and non-urgent matter and how to seek help if necessary. She has a Bachelor's degree in business management to enhance her profession and discussed the importance of maintaining privacy and confidentiality. She described herself as team player and her abilities to support her supervisor.

6. CSCU Administrative Assistant

Position Summary: The successful candidate will be responsible for providing executive level administrative assistance support to the Vice President of Finance & Administration/Chief Financial Officer including scheduling/managing calls/appointments, drafting correspondence, contacting and receiving high level government and industry officials, collecting and preparing data, and ensuring a high degree of document quality representing the executive's office; confidential assistance with the development of organizational budgets, monthly/quarterly/yearly system and ad-hoc reports, strategic planning and annual summaries; generating reports using Banner and Hyperion databases to detail specific enrollment-related metrics; analyzes trends and works with other offices to ensure data reliability; coordinating scheduling of meetings, events and activities of divisional departments; minute-taking services at various meetings; closely manages tracking and reminders related to department/divisional projects, events, staff evaluations, etc.; manage the Finance & Administration website; efficiently and effectively steps into any medium-term project work to provide assistance to any area of the University's business processes that requires tact and maturity, strong technical skills, and good judgment to help bridge issues to bring to a resolution. Must be able to accomplish these tasks with minimal supervision and direction while providing excellent customer service to internal and external constituents.

This position was posted on the following sites: Job Clouds and Monster.com

Minimum Qualifications: Bachelor's degree is preferred. Must possess a minimum of three (3) years of executive-level secretarial experience supporting a department head or business executive, preferably a senior financial executive. Must possess excellent oral, written and interpersonal skills. Strong organizational skills in order to maintain an orderly and efficient office operations are required. Demonstrated and advanced experience using Microsoft Office Suite including Excel, PowerPoint, Teams & Word, as well as virtual meeting software, such as Teams and/or WebEx is required; Website experience is preferred. Experience with Banner or similar information system software is preferred. The incumbent will be required to either possess or immediately pursue obtaining a notary public license. Must be able to work collaboratively across the campus community. Evening and weekend work may occasionally be required.

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Applicant pool summary (bolded = goal candidates)

	Total			White		Black		Hispanic		AAIANHNPI		Two or More		Unknown		
	Tot	M	F	M	F	M	F	M	F	M	F	M	F	M	F	U
Total Applicants	15	0	4	0	1	0	1	0	1	0	0	0	1	0	0	11
Not Qualified	11	0	3	0	1	0	0	0	1	0	0	0	1	0	0	8
Total Qualified	4	0	1	0	0	0	1	0	0	0	0	0	0	0	0	3
Qual. No Interview	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Qual. Rec. Interview	4	0	1	0	0	0	1	0	0	0	0	0	0	0	0	3
Withdrew	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Interviewed	4	0	1	0	0	0	1	0	0	0	0	0	0	0	0	3
Offered	1	0	1	0	0	0	1	0	0	0	0	0	0	0	0	0
Not Accepted	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Hired	1	0	1	0	0	0	1	0	0	0	0	0	0	0	0	0

*AAIANHNPI = Asian, American Indian, Alaskan Native, Hawaiian Native, Pacific Islander.

We received fifteen (15) applicants of which there was **1TF** goal candidates.

Of the fifteen (15) applicants, eleven (11) were deemed not qualified, including 1TF goal candidates.

- 1TF did not possess a minimum of three (3) years of Executive level Secretarial Experience supporting a Department Head or Business Executive

The remaining candidates were offered interviews. There were no goal candidates remaining in the pool.

The agency did not achieve a goal with the hire of **one (1) Black Female** who met all of the minimum and preferred qualifications.

Paraprofessional – New Haven and Fairfield

- **Goals: 1WM, 1BM, 1HM, 1HF,**
- **Hires: 2WF**
- **Goal Achievement:** Zero (0) out of four (4) for 0% of the hires in this category met Affirmative action Goals.

1. Purchasing Assistant

Position Summary: Western Connecticut State University (WCSU) is a constituent unit of the Board of Regents for Higher Education (BOR), Connecticut State Colleges and Universities. As one of the State of Connecticut institutions of higher learning, this university offers undergraduate and graduate programs that weave together liberal arts and professional education and instill a desire for life-long learning. We are recruiting for a full-time Purchasing Assistant to support the WCSU Administrative Services Department under the auspices of Finance and Administration, located at Western Connecticut State University, 181 White Street, Danbury, CT. This individual shall provide assistance to the Director of WCSU Administrative Services and other department staff.

This position was posted on the following sites: Job Clouds and Monster.com

Minimum Qualifications:

- Four (4) years of clerical work involving purchasing or procurement.
- Two (2) years of the General Experience must have been at a technical or complex clerical level.

Preferred Qualifications:

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- Excellent written and verbal communication skills Experience providing excellent customer service
- Attention to detail, accuracy, and experience with proofreading
- Proficiency in Microsoft Office including Outlook, Excel, Word, Teams and PowerPoint
- Experience with handling confidential materials/information
- Experience in Higher Education
- Experience with Banner
- Experience with Budgets and Spreadsheets
- Knowledge of the P-card program
- Experience with purchasing activities such as bids and awards
- Overall experience of state purchasing procedures and regulations and inventory control procedures

Applicant pool summary (**bolded = goal candidates**)

	Total			White		Black		Hispanic		AAIANHNPI		Two or More		Unknown		
	Tot	M	F	M	F	M	F	M	F	M	F	M	F	M	F	U
Total Applicants	69	16	22	9	15	1	3	6	3	0	1	0	0	0	0	31
Not Qualified	64	16	20	9	13	1	3	6	3	0	1	0	0	0	0	28
Total Qualified	5	0	2	0	2	0	0	0	0	0	0	0	0	0	0	3
Qual. No Interview	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Qual. Rec. Interview	5	0	2	0	2	0	0	0	0	0	0	0	0	0	0	3
Withdrew	2	0	1	0	1	0	0	0	0	0	0	0	0	0	0	1
Interviewed	3	0	1	0	1	0	0	0	0	0	0	0	0	0	0	2
Offered	1	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0
Not Accepted	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Hired	1	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0

*AAIANHNPI = Asian, American Indian, Alaskan Native, Hawaiian Native, Pacific Islander.

We received sixty-nine (69) applicants of which there were **9WM**, **1BM**, **6HM**, and **3HF** goal candidates.

Of the sixty-nine (69) applicants, sixty-four (64) were deemed not qualified including 9WM, 1BM, 6HM, and 3HF goal candidate.

- 9WM did not possess a minimum of four (4) years of clerical work involving purchasing or procurement; or two (2) years of the General Experience must have been at a technical or complex clerical level - this experience is interpreted at the Office Assistant or Financial Clerk or its equivalent.
- 1BM did not possess a minimum of four (4) years of clerical work involving purchasing or procurement; or two (2) years of the General Experience must have been at a technical or complex clerical level - this experience is interpreted at the Office Assistant or Financial Clerk or its equivalent.
- 6HM did not possess a minimum of four (4) years of clerical work involving purchasing or procurement; or two (2) years of the General Experience must have been at a technical or complex clerical level - this experience is interpreted at the Office Assistant or Financial Clerk or its equivalent.
- 3HF did not possess a minimum of four (4) years of clerical work involving purchasing or procurement; or two (2) years of the General Experience must have been at a technical or complex clerical level - this experience is interpreted at the Office Assistant or Financial Clerk or its equivalent.

The remaining five (5) candidates were offered interviews. There were no goal candidates remaining in

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the pool.

The region did not achieve a goal with the hire of **one (1) White Female** who met all of the minimum and preferred qualifications.

2. Admissions Representative

Position Summary: Reports to the Director of Admissions, the Admissions Representative is responsible for assisting with the coordinated recruitment and admission activities for the University. Executes the recruitment, evaluation, and selection of students. Participates in travel, correspondence and follow-up with prospective students, and the general public. Assists in special projects/programs, interacts with members of the University Community as required.

This position was posted on the following sites: Job Clouds and Monster.com

Minimum Qualifications: Bachelor’s Degree is required. One to two years of experience in admissions or another student service experience at an institution of higher education is required. Familiarity with admissions computer software and applications are preferred. Must possess good interpersonal skills. This position requires the incumbent to be available to attend evening and weekend recruitment activities, as well as regional overnight travel and possess the ability to transport themselves to recruitment activities off campus.

Applicant pool summary (bolded = goal candidates)

	Total			White		Black		Hispanic		AAIANHNPI		Two or More		Unknown		
	Tot	M	F	M	F	M	F	M	F	M	F	M	F	M	F	U
Total Applicants	31	6	13	6	8	0	1	0	2	0	1	0	1	0	0	12
Not Qualified	23	4	9	4	6	0	1	0	2	0	0	0	0	0	0	10
Total Qualified	8	2	4	2	2	0	0	0	0	0	1	0	1	0	0	2
Qual. No Interview	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Qual. Rec. Interview	8	2	4	2	2	0	0	0	0	0	1	0	1	0	0	2
Withdrew	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1
Interviewed	7	2	4	2	2	0	0	0	0	0	1	0	1	0	0	1
Offered	1	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0
Not Accepted	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Hired	1	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0

*AAIANHNPI = Asian, American Indian, Alaskan Native, Hawaiian Native, Pacific Islander.

We received thirty-one (31) applicants of which there were **6WM** and **2HF** goal candidates.

Of the thirty-one (31) candidates, twenty-three (23) were not offered interviews including **4WM** and **2HF** goal candidates.

- 4WM did not possess a bachelor's degree and one (1) year of experience in Student Services.
- 2HF did not possess a bachelor's degree and one (1) year of experience in Student Services.

The remaining eight candidates were offered interviews including 2WM goal candidates as they met the minimum qualifications.

- 1WM was not selected for the position because has a passion for providing student’s access. He stated that he is looking to make WCSU his last job. He was unable to provide examples of skills with Banner and CRM such as Target X during interview. He had limited experience with recruiting within undergraduate public higher education as compared to other candidates, all examples given during interview were in regards to a medical school. He mentioned “thong” in interview, and the committee felt language was not professional.

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- 1WM met the minimum and preferred qualifications; however, he was not selected for the position based on the interview. While he presented as a good communicator, his presentation showed he researched WCSU; and discussed how WCSU is “embedded in the community” when discussing the split campus. However, when answering questions regarding planning travel, his lack of recruitment experience was shown as he did not seem to know what goes into travel planning. He mentioned his weakness is organization and when asked about the question regarding yield, he did not understand how to answer the question.
- The agency did not achieve a goal with the hire of **One (1) White Female**. She was selected because she has experience recruiting in New York and has connections in New Haven and Bridgeport to help with recruitment. She is experienced in public and panel presentations. She has good experience working at three different universities and worked with first generation students as Gear-Up mentor and advisor. She is very detail-oriented and prepared. She brought up good data points in her presentation. She is knowledgeable of competing universities in higher education and the execution of recruitment programs. She mentioned teamwork and being data oriented. She does not mind wearing different hats and doing what needs to get done. She mentioned coordinating with other departments and high school counselors when answering the yield question.

Skilled Craft – New Haven and Fairfield

- **Goals:** 5HM, 1TM
- **Hires:** 1WM
- **Goal Achievement:** Zero (0) out of SIX (6) for 0% of the hires in this category met Affirmative action Goals.

1. Quality Craft Worker – HVAC Boiler

Position Summary: This position is for Western Connecticut State University's Department of Environmental & Facilities Services - Boiler House Operations, which is located at 181 White Street in Danbury, CT. Duties include: Performs highly skilled tasks in accordance with standard trade practices and codes on air systems used in heating, ventilating and refrigeration; operates, maintains, repairs, installs, modifies and assembles air conditioning and refrigeration equipment and systems which may use Freon or chilled water for air cooling means and air or water for condenser means; determines required cooling capacity of units needed for small areas; uses and interprets a psychometric chart; controls and measures air flow, room air changes and room pressurizing; monitors computerized control systems; performs minor tests for fuel specific gravity and gas leaks; adds water treatment chemicals to boilers; may install, modify, repair and assemble electrical or pneumatic controls for this type of equipment; may inspect and repair steam traps fed by main system at various locations; may remove pipe insulation materials associated with repair of pipes and fittings using OSHA approved methods.

This position was posted on the following sites: Job Clouds and Monster.com

Minimum Qualifications: Applicants must possess four (4) years in HVACR Trades, with two (2) of these years performing HVACR duties. Preference will be given to applicants who can demonstrate in their application:

- HVAC experience in an industrial, commercial, or institutional environment;
- Knowledge of standard trade practices;
- Implementing and practicing safety procedures;
- Excellent interpersonal, oral and written communication skills;

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- Ability to prepare estimates and keep shop records;
- Ability to use computer software;
- Trade license and experience working with steam.

Applicant pool summary (bolded = goal candidates)

	Total			White		Black		Hispanic		AAIANHNPI		Two or More		Unknown			
	Tot	M	F	M	F	M	F	M	F	M	F	M	F	M	F	U	
Total Applicants	4	2	0	2	0	0	0	0	0	0	0	0	0	0	0	0	2
Not Qualified	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1
Total Qualified	3	2	0	2	0	0	0	0	0	0	0	0	0	0	0	0	1
Qual. No Interview	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Qual. Rec. Interview	3	2	0	2	0	0	0	0	0	0	0	0	0	0	0	0	1
Withdrew	1	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0
Interviewed	2	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1
Offered	1	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0
Not Accepted	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Hired	1	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0

*AAIANHNPI = Asian, American Indian, Alaskan Native, Hawaiian Native, Pacific Islander.

We received four (4) applicants of which there were 0HM and 0TM goal candidates.

The agency did not achieve a goal with the hire of **one (1) White male** who met all of the minimum and preferred qualifications.

Service Maintenance – Non-Custodial titles

- **Goals:** 1WF,1BM, 4HM
- **Hires:** 3WM, 1BM
- **Goal Achievement:** One (1) out of FIVE (5) for 20% of the hires in this category met Affirmative action Goals.

1. Maintainer

Position Summary: Western Connecticut State University (WCSU) is a constituent unit of the Board of Regents for Higher Education (BOR), Connecticut State Colleges and Universities. As one of the State of Connecticut institutions of higher learning, this university offers undergraduate and graduate programs that weave together liberal arts and professional education and instill a desire for life-long learning. We are recruiting for multiple Maintainer positions for WCSU's Department of Environmental & Facilities Services - Custodial Services.

This position was posted on the following sites: Job Clouds and Monster.com

Minimum Qualifications:

- Prior custodial experience;
- Commercial/Industrial Cleaning Experience;
- Experience working in a large facility/multiple buildings;
- Experience operating, caring for & performing minor maintenance on tools and equipment used in daily work; Ability to perform simple record keeping;
- Must possess the ability to install bulletin boards, pictures, shelving, as well as move furniture;
- Experience with snow removal.

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Applicant pool summary (bolded = goal candidates)

	Total			White		Black		Hispanic		AAIANHNPI		Two or More		Unknown		
	Tot	M	F	M	F	M	F	M	F	M	F	M	F	M	F	U
Total Applicants	30	3	0	2	0	1	0	0	0	0	0	0	0	0	0	27
Not Qualified	25	1	0	1	0	0	0	0	0	0	0	0	0	0	0	24
Total Qualified	5	2	0	1	0	1	0	0	0	0	0	0	0	0	0	3
Qual. No Interview	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Qual. Rec. Interview	5	2	0	1	0	1	0	0	0	0	0	0	0	0	0	3
Withdrawn	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1
Interviewed	4	2	0	1	0	1	0	0	0	0	0	0	0	0	0	2
Offered	2	2	0	1	0	1	0	0	0	0	0	0	0	0	0	0
Not Accepted	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Hired	2	2	0	1	0	1	0	0	0	0	0	0	0	0	0	0

*AAIANHNPI = Asian, American Indian, Alaskan Native, Hawaiian Native, Pacific Islander.

We received thirty (30) applicants of which there were **0WF**, **1BM** and **0HM** goal candidates.

The agency achieved a goal with the hire of **one (1) Black male**. The agency did not achieve a goal with the hire of **one (1) White male**. There were no goal candidates remaining in the pool.

2. Landscape Technician

Position Summary: Western Connecticut State University (WCSU) is a constituent unit of the Board of Regents for Higher Education (BOR), Connecticut State Colleges and Universities. As one of the State of Connecticut institutions of higher learning, this university offers undergraduate and graduate programs that weave together liberal arts and professional education and instill a desire for life-long learning. We are recruiting for a Landscape Technician position for WCSU's Department of Environmental & Facilities Services - Grounds Operations, located at 181 White Street in Danbury, CT.

This position was posted on the following sites: Job Clouds and Monster.com

Minimum Qualifications:

- Two (2) years of experience in landscape maintenance including the operation, maintenance and repair of small and large power/motor equipment and heavy construction and/or commercial equipment and vehicles used in landscaping.
- One (1) year of the General Experience must include plant selection and installation, pruning, fertilization and seeding of turf grasses.

Preferred Qualifications:

- Experience in a large-scale service industry
- Experience in Grounds, Sports Fields Maintenance, and Snow Removal, including plant selection and installation, pruning, fertilization and seeding of turf grasses.;
- Demonstrated use of technical & communicative skills;
- Professional Certifications such as Property Maintenance and Management;
- Previous experience at a college or university-like setting;
- Demonstrated knowledge of horticulture.

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Applicant pool summary (bolded = goal candidates)

	Total			White		Black		Hispanic		AAIANHNPI		Two or More		Unknown			
	Tot	M	F	M	F	M	F	M	F	M	F	M	F	M	F	U	
Total Applicants	32	4	2	4	1	0	1	0	0	0	0	0	0	0	0	0	26
Not Qualified	19	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	18
Total Qualified	13	3	2	3	1	0	1	0	0	0	0	0	0	0	0	0	8
Qual. No Interview	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Qual. Rec. Interview	13	3	2	3	1	0	1	0	0	0	0	0	0	0	0	0	8
Withdrawn	5	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	5
Interviewed	8	3	2	3	1	0	1	0	0	0	0	0	0	0	0	0	3
Offered	2	2	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0
Not Accepted	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Hired	2	2	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0

*AAIANHNPI = Asian, American Indian, Alaskan Native, Hawaiian Native, Pacific Islander.

We received thirty-two (32) applicants of which there were **1WF**, **OBM**, and **OHM** goal candidates. Goals for BM were previously achieved.

Of the thirty-two (32) candidates, nineteen (19) were not offered interviews including **zero (0)** goal candidates.

The remaining thirteen (13) candidates were offered interviews including **1WF** goal candidates as they met the minimum qualifications.

- The **1WF** goal candidate met the required qualifications; however, was not selected based on the interview and overall experience. While this candidate previously worked for Western Connecticut State University and had custodial experience, it was determined that this candidate lacked the overall experience necessary for the position, i.e., she does not have snow removal and athletic field maintenance experience.

The region did not achieve a goal with the hires of **two (2) White males**.

The first WM met the qualifications and was selected based on the interview and overall experience. He has over 10 years of experience in the landscape industry and shared his passion with working outdoors. Currently, he maintains the properties of the Executive Auto Group throughout Connecticut and has experience with many pieces of large landscape and snow removal equipment. During the winter months with Executive Auto, this candidate is on call and clears parking lots, walkways, loading docks, and new and used car inventory. In warmer months, he routinely maintains the properties by himself, focusing on lawn mowing, planting, mulching, trimming, irrigation repair, etc. With many responsibilities, he stays organized by creating lists and prioritizing work, as well as walking the grounds each morning to identify non-routine work. Although he does not possess intricate athletic field experience besides mowing, edging, and trimming, he is expressed in willingness to learn and eager to try new things.

The second WM met the qualifications and was selected based on the interview and overall experience. He has experience in many areas of landscaping, having owned and operated his own landscape company for the past 5 years. He has experience with routine maintenance, special projects, equipment operation and repair, and snow removal. Additionally, he has spent the last 3 years working at the Canterbury School in New Milford, CT. He has utilized his landscape skills and experience in this role and has also learned athletic field maintenance and is familiar with working in a school/collegial community setting.

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Service Maintenance – Custodians

- **Goals:** 1WM, 2BF, 5HF, 1AF, 1TF
- **Hires:** NONE
- **Goal Achievement:** Zero (0) out of ten (10) for 0% of the hires in this category met Affirmative action Goals.

Protective Service

- **Goals:** 1BM, 1HM
- **Hires:** 3WM
- **Goal Achievement:** Zero (0) out of two (2) goals for 0% of the hires in this category met Affirmative action Goals.

1. Police Officer

Position Summary: Western Connecticut State University (WCSU) is a constituent unit of the Board of Regents for Higher Education (BOR), Connecticut State Colleges and Universities. As one of the State of Connecticut institutions of higher learning, this university offers undergraduate and graduate programs that weave together liberal arts and professional education and instill a desire for life-long learning. We are recruiting for a Police Officer position in Danbury, CT. WCSU has two campuses in Danbury - the Midtown campus, located at 181 White Street and the Westside campus, located at 43 Lake Avenue Extension. The University Police Department is located on the Midtown campus and serves both campuses.

This position was posted on the following sites: Job Clouds and Monster.com

Minimum Qualifications:

- Certification as a law enforcement officer in the State of Connecticut pursuant to regulations promulgated by the Connecticut Police Officer Standards and Training Council.

Preferred Qualifications:

- Experience with Emergency situations;
- Dispatch, Security, Law Enforcement experience;
- Providing good customer service;
- Experience using technology, including Microsoft Office and Law Enforcement Software;
- Community policing outreach experience.

Applicant pool summary (bolded = goal candidates)

	Total			White		Black		Hispanic		AAIANHNPI		Two or More		Unknown		
	Tot	M	F	M	F	M	F	M	F	M	F	M	F	M	F	U
Total Applicants	40	4	1	3	1	0	0	0	0	0	0	1	0	0	0	35
Not Qualified	37	1	1	0	1	0	0	0	0	0	0	1	0	0	0	35
Total Qualified	3	3	0	3	0	0	0	0	0	0	0	0	0	0	0	0
Qual. No Interview	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Qual. Rec. Interview	3	3	0	3	0	0	0	0	0	0	0	0	0	0	0	0
Withdraw	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Interviewed	3	3	0	3	0	0	0	0	0	0	0	0	0	0	0	0
Offered	2	2	0	2	0	0	0	0	0	0	0	0	0	0	0	0
Not Accepted	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Hired	2	2	0	2	0	0	0	0	0	0	0	0	0	0	0	0

*AAIANHNPI = Asian, American Indian, Alaskan Native, Hawaiian Native, Pacific Islander.

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We received forty (40) applicants of which there were 0BM and 0HM goal candidates.

The agency did not achieve a goal with the hire of **two (2) White males**.

2. Police Officer

Position Summary: Western Connecticut State University (WCSU) is a constituent unit of the Board of Regents for Higher Education (BOR), Connecticut State Colleges and Universities. As one of the State of Connecticut institutions of higher learning, this university offers undergraduate and graduate programs that weave together liberal arts and professional education and instill a desire for life-long learning. We are recruiting for a Police Officer position in Danbury, CT. WCSU has two campuses in Danbury - the Midtown campus, located at 181 White Street and the Westside campus, located at 43 Lake Avenue Extension. The University Police Department is located on the Midtown campus and serves both campuses.

This position was posted on the following sites: Job Clouds and Monster.com

Minimum Qualifications:

- Certification as a law enforcement officer in the State of Connecticut pursuant to regulations promulgated by the Connecticut Police Officer Standards and Training Council.
- Successful completion of prescribed training and probationary requirements set forth in the class of Protective Services Trainee.

Preferred Qualifications:

- Experience with Emergency situations;
- Dispatch, Security, Law Enforcement experience;
- Providing good customer service;
- Experience using technology, including Microsoft Office and Law Enforcement Software;
- Community policing outreach experience.

Applicant pool summary (bolded = goal candidates)

	Total			White		Black		Hispanic		AAIANHNPI		Two or More		Unknown		
	Tot	M	F	M	F	M	F	M	F	M	F	M	F	M	F	U
Total Applicants	15	6	0	4	0	1	0	1	0	0	0	0	0	0	0	9
Not Qualified	11	4	0	2	0	1	0	1	0	0	0	0	0	0	0	7
Total Qualified	4	2	0	2	0	0	0	0	0	0	0	0	0	0	0	2
Qual. No Interview	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Qual. Rec. Interview	4	2	0	2	0	0	0	0	0	0	0	0	0	0	0	2
Withdrew	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2
Interviewed	2	2	0	2	0	0	0	0	0	0	0	0	0	0	0	0
Offered	1	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0
Not Accepted	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Hired	1	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0

*AAIANHNPI = Asian, American Indian, Alaskan Native, Hawaiian Native, Pacific Islander.

We received fifteen (15) applicants of which there were **1BM** and **1HM** goal candidates.

Of the fifteen (15) applicants, eleven (11) were deemed not qualified including 1BM and 1HM goal candidates.

- 1BM did not possess a certification as a law enforcement officer in the State of Connecticut pursuant to regulations promulgated by the Connecticut Police Officer Standards and Training Council.

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- 1HM did not possess a certification as a law enforcement officer in the State of Connecticut pursuant to regulations promulgated by the Connecticut Police Officer Standards and Training Council.

The remaining candidates were offered interviews as they met all of the minimum and preferred qualifications. There were no remaining goal candidates in the pool.

The agency did not achieve a goal with the hire of **one (1) White male**. There were no goals remaining in the category.

Promotional Goals Analysis

Executive/Administrative

- **Goals:** None
- **Promotions:** None
- **Goal Achievement:** N/A

Professor

- **Goals:** 5WF, 1BM, 2BF, 12AM, 4AF
- **Promotions:** 2WM, 1WF, 1AM, 1AF
- **Goal Achievement:** Achieved three (3) of twenty-four (24) goals established or 12.5% of established goals.

1. Professor

Applicant pool summary (**bolded = goal candidates**)

	Total			White		Black		Hispanic		AAIANHNPI		Two or More		Unknown		
	Tot	M	F	M	F	M	F	M	F	M	F	M	F	M	F	U
Total Applicants	7	5	2	3	1	1	0	0	0	1	1	0	0	0	0	0
Not Qualified	2	2	0	1	0	1	0	0	0	0	0	0	0	0	0	0
Qualified	5	3	2	2	1	0	0	0	0	1	1	0	0	0	0	0
Qual. No Interview	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Qual. Rec. Interview	5	3	2	2	1	0	0	0	0	1	1	0	0	0	0	0
Withdrew	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Interviewed	5	3	2	2	1	0	0	0	0	1	1	0	0	0	0	0
Offered	5	3	2	2	1	0	0	0	0	1	1	0	0	0	0	0
Not Accepted	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Hired	5	3	2	2	1	0	0	0	0	1	1	0	0	0	0	0

*AAIANHNPI = Asian, American Indian, Alaskan Native, Hawaiian Native, Pacific Islander.

This pool consisted of the following seven (7) applicants: 3WM, 1WF, 1BM, 1AM and 1AF; of which there were 1WF, 1BM, 1AM, and 1AF goal candidates.

Of the seven (7) applicants who applied for promotion, 1 WM and 1BM (goal candidate) applied for and were not approved as they did not meet the qualifications for promotion in accordance with the collective bargaining agreement, and the promotion and tenure process.

In this category, the five (5) applicants 2WM, 1WF, 1AM and 1AF applied for and were recommended by the President and Deans for promotion from Associate Professor to Professor in accordance with the collective bargaining agreement, and promotion and tenure process. With these promotions the agency achieved goals with the promotion of **one (1) White Female**, **one (1) Asian Male**, and **one (1) Asian Female**. The agency did not

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achieve goals with the promotions of **two (2) White Males**.

Associate Professor

- **Goals:** 7WM, 2HM, 1HF
- **Promotions:** 1WM, 2WF, 1AM, 1UM
- **Goal Achievement:** Achieved one (1) of nine (9) goals established or 11% of established goals.

2. Associate Professor

Applicant pool summary (bolded = goal candidates)

	Total			White		Black		Hispanic		AAIANHNPI		Two or More		Unknown		
	Tot	M	F	M	F	M	F	M	F	M	F	M	F	M	F	U
Total Applicants	6	4	2	1	2	0	0	0	0	1	0	0	0	2	0	0
Not Qualified	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Qualified	6	4	2	1	2	0	0	0	0	1	0	0	0	2	0	0
Qual. No Interview	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Qual. Rec. Interview	6	4	2	1	2	0	0	0	0	1	0	0	0	2	0	0
Withdrew	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Interviewed	6	4	2	1	2	0	0	0	0	1	0	0	0	2	0	0
Offered	6	4	2	1	2	0	0	0	0	1	0	0	0	2	0	0
Not Accepted	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Hired	6	4	2	1	2	0	0	0	0	1	0	0	0	2	0	0

*AAIANHNPI = Asian, American Indian, Alaskan Native, Hawaiian Native, Pacific Islander.

This pool consisted of the following six (6) applicants: 1WM, 2WF, 1AM and 2UM; of these there was 1WM goal candidate.

In this category, the six (6) applicants: 1WM, 2WF, 1AM, 2UM applied for and were recommended by the President and Deans for promotion from Assistant Professor to Associate Professor in accordance with the collective bargaining agreement, and promotion and tenure process. With these promotions, the agency achieved one **(1) White male** goal for this category.

The agency did not achieve a goal with the promotion of **two (2) White Females, one (1) Asian Male and two (2) Unknown Males**.

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Professional Non-Faculty

- **Goals:** None
- **Promotions:** None
- **Goal Achievement:** N/A

1. Director of Access

Applicant pool summary (bolded = goal candidates)

	Total			White		Black		Hispanic		AAIANHNPI		Two or More		Unknown		
	Tot	M	F	M	F	M	F	M	F	M	F	M	F	M	F	U
Total Applicants	1	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0
Not Qualified	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Qualified	1	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0
Qual. No Interview	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Qual. Rec. Interview	1	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0
Withdraw	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Interviewed	1	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0
Offered	1	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0
Not Accepted	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Hired	1	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0

*AAIANHNPI = Asian, American Indian, Alaskan Native, Hawaiian Native, Pacific Islander.

The agency did not achieve a goal when **one (1) White Female** was demoted into the category.

2. Theatre Arts Coordinator

Applicant pool summary (bolded = goal candidates)

	Total			White		Black		Hispanic		AAIANHNPI		Two or More		Unknown		
	Tot	M	F	M	F	M	F	M	F	M	F	M	F	M	F	U
Total Applicants	1	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0
Not Qualified	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Qualified	1	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0
Qual. No Interview	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Qual. Rec. Interview	1	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0
Withdraw	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Interviewed	1	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0
Offered	1	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0
Not Accepted	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Hired	1	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0

*AAIANHNPI = Asian, American Indian, Alaskan Native, Hawaiian Native, Pacific Islander.

This pool consisted of the following one (1) applicant: 1WM; of these there was zero (0) goal candidates.

The agency did not achieve a goal with the promotion of **one (1) White Male** who was reclassified into the category, as he met the minimum and preferred qualifications. With this promotion, the university achieved an underutilization of White male set as a hiring goal.

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Clerical – New Haven and Fairfield

- Goals: None
- Promotions: None
- Goal Achievement: N/A

Paraprofessional – New Haven and Fairfield

- Goals: None
- Promotions: None
- Goal Achievement: N/A

Skilled Craft – New Haven and Fairfield

- Goals: None
- Promotions: None
- Goal Achievement: N/A

Service Maintenance Except Custodians – Fairfield LMA

- Goals: None
- Promotions: None
- Goal Achievement: N/A

1. Maintenance Supervisor - Grounds

Applicant pool summary (bolded = goal candidates)

	Total			White		Black		Hispanic		AAIANHNPI		Two or More		Unknown			
	Tot	M	F	M	F	M	F	M	F	M	F	M	F	M	F	U	
Total Applicants	5	4	0	2	0	0	0	2	0	0	0	0	0	0	0	0	1
Not Qualified	2	1	0	0	0	0	0	1	0	0	0	0	0	0	0	0	1
Total Qualified	3	3	0	2	0	0	0	1	0	0	0	0	0	0	0	0	0
Qual. No Interview	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Qual. Rec. Interview	3	3	0	2	0	0	0	1	0	0	0	0	0	0	0	0	0
Withdrew	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Interviewed	3	3	0	2	0	0	0	1	0	0	0	0	0	0	0	0	0
Offered	1	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0
Not Accepted	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Hired	1	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0

*AAIANHNPI = Asian, American Indian, Alaskan Native, Hawaiian Native, Pacific Islander.

This pool consisted of the following five (5) applicants: 2WM, 2HM, and 1UU; of these there were zero (0) goal candidate.

The agency did not achieve a goal with the promotion of **one (1) White Male** who met the minimum and preferred qualifications.

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2. Storekeeper

Applicant pool summary (bolded = goal candidates)

	Total			White		Black		Hispanic		AAIANHNPI		Two or More		Unknown			
	Tot	M	F	M	F	M	F	M	F	M	F	M	F	M	F	U	
Total Applicants	5	2	1	2	1	0	0	0	0	0	0	0	0	0	0	0	2
Not Qualified	3	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	2
Total Qualified	2	1	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0
Qual. No Interview	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Qual. Rec. Interview	2	1	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0
Withdrew	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Interviewed	2	1	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0
Offered	1	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0
Not Accepted	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Hired	1	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0

*AAIANHNPI = Asian, American Indian, Alaskan Native, Hawaiian Native, Pacific Islander.

This pool consisted of the following five (5) applicants: 2WM, 1WF, and 2UU; of these there were zero (0) goal candidates.

The agency did not achieve a goal with the promotion of **one (1) White Female** who met the minimum and preferred qualifications. With this promotion, the university achieved an underutilization of White Female set as a hiring goal.

3. Maintenance Supervisor - HVAC

Applicant pool summary (bolded = goal candidates)

	Total			White		Black		Hispanic		AAIANHNPI		Two or More		Unknown			
	Tot	M	F	M	F	M	F	M	F	M	F	M	F	M	F	U	
Total Applicants	2	2	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0
Not Qualified	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total Qualified	2	2	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0
Qual. No Interview	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Qual. Rec. Interview	2	2	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0
Withdrew	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Interviewed	2	2	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0
Offered	1	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0
Not Accepted	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Hired	1	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0

*AAIANHNPI = Asian, American Indian, Alaskan Native, Hawaiian Native, Pacific Islander.

This pool consisted of the following two (2) applicants: 2WM; of these there were zero (0) goal candidates.

The agency did not achieve a goal with the promotion of **one (1) White Male** who met the minimum and preferred qualifications.

Service Maintenance: Custodian – New Haven and Fairfield

- **Goals: None**
- **Promotions: None**
- **Goal Achievement: N/A**

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Protective Service – New Haven and Fairfield

- **Goals: None**
- **Promotions: None**
- **Goal Achievement: N/A**

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Program Goals Analysis

The following programmatic goals were established in the 2023 - 2024 WCSU Affirmative Action Plan.

A program goal was set for the WCSU Office of Diversity and Equity ("ODE") to develop and implement pipeline initiatives with a new institutional membership to the National Association of Colleges and Employers ("NACE"): <https://www.naceweb.org/> and a virtual institutional membership with www.RippleMatch.com: <https://f.hubspotusercontent20.net/hubfs/8139278/RippleMatch%20Guide%20To%20Recruiting%20at%20HBCUs.pdf>.

These new initiatives are in an effort to extend and diversify outreach of potential graduate and doctoral students at HBCU's and HSI's. The pipeline initiatives will include a communication package to twenty (20) HBCU and HSI institutions to heightened efforts to intentionally draw from the broad national network to fill existing faculty and administrative positions with emerging, graduating undergraduate and graduate students. The Chief Diversity Officer will oversee the management of the new initiative and communication package to introduce the effort and build the contact network.

Beginning in September/October 2023, the newly appointed Chief Diversity, Equity and Inclusion Officer will work to achieve this programmatic goal by implementing and establish a virtual resource guide, HBCU contact listing(s) and promote academic and administrative positions through these new resources. This program goal is proposed for completion by or before March 31, 2024.

Achievement/Outcome: As a result of multiple unsuccessful searches to fill the Chief Diversity position at WCSU, the university was not able to achieve this goal. However, the university has undergone a strategic planning process and through this work will re-set this goal as part of their broader DE&I initiatives and goals.

From: [Peggy Boyle](#)
To: [Boyle, Peggy \(WCSU\)](#)
Subject: 1. RECRUITMENT - Diversity Office Search Documents 0924
Date: Tuesday, October 15, 2024 9:56:55 AM
Attachments: [image.png](#)
[Outlook-a13j2jak.png](#)
[Outlook-r3ei0hik.png](#)
[University Guidance on Recruitment Strategies \(compl. 8.16.2017\) \(2\) 1.pdf](#)
[University Search Plan \(rev. 12.14.2017\)-fillable.pdf](#)
[RJC Search Committee Volunteers \(updated 07.05.2024\).xlsx](#)



Office of Diversity, Equity & Inclusion

The Office of Diversity, Equity, and Inclusion is responsible for creating a broad, diverse pool of highly qualified applicants for your university administrative search. It is essential to have a workforce that will achieve our university hiring goals, serve students, and demonstrate fair representation for the university for decades to come. Your search committee must be aggressive in identifying strong candidates, at least some of whom may not have been considering a job change or may not have previously considered Western Connecticut State University. The Office of Diversity, Equity, and Inclusion will review and approve the University Search Plan and monitor the search results in collaboration with the Human Resources Department. Please note that a pause can occur in the university search if the University Search Plan is not being followed and/or to improve proactive strategies for targeted outreach by:

- Identify all recruiting resources the search committee plans to use, such as listservs, websites, journals, or newsletters for specialized professional associations, directories of recent doctoral recipients, contacts for pursuing targeted outreach, or other resources, as needed. Please be reminded that the Human Resources Department will use one or more sourced online publication(s) (i.e., Chronicle for Higher Education, Diverse: Issues in Higher Education, Highedjobs.com, Internal BOR/SUOAF postings, etc.) to advertise the university position announcement.
- Search committee members/requestors are also responsible for helping to place any discipline-initiated position announcements/advertisements. This involves using platforms such as LinkedIn, STEM/professional publications/associations, and discipline-specific listservs, as well as making personal contacts to fill a vacancy as outlined in the approved University Search Plan. Search committee members/requestors must collaborate with the Human Resource Department to keep copies of the advertisement/publication of the position announcement and provide documentation of the efforts. If you have questions about this process, please let Peggy know, and she'll gladly assist you in navigating this action step.
- Providing documentation on all search committee members with their full titles, academic departments/positions, and knowledge of the position. It is highly recommended to have a minimum of three to five participants from various areas of the represented divisions/offices/academic departments. If the position is unionized, one union representative must be included in the search committee. Please note that the Office of Diversity, Equity, and Inclusion will verify each

participant's race and gender through the CORE-CT system.

- As part of a collaborative agreement with members of the Office of Diversity, Equity, and Inclusion, Human Resources, and WCSU Racial Justice Coalition ("RJC"), search committees are encouraged to consider including a representative of the Racial Justice Coalition in their recruitment processes. It's important to note that inviting an RJC representative to serve on the search committee is not mandatory but is highly encouraged. Attached, you will find a list of RJC representatives who are willing to serve on a search committee. After reviewing the list, the search chair should contact the Co-Chairs of RJC, Dr. Ree Gunter at gunterr@wcsu.edu and Dr. Carina Bandhauer at bandhauerc@wcsu.edu, with the names of anyone being considered for the search committee, and the RJC co-chairs will check to see who is available to serve on the search. If you need assistance in finding someone, feel free to contact the RJC co-chairs. Please note: If the search committee has already selected an RJC representative to serve on the committee prior to receiving the list, there is no need to select another individual.

Complete, sign, and submit the enclosed University Search Plan for recruitment/record purposes to the attention of the Office of Diversity, Equity & Inclusion at ode@wcsu.edu and to Peggy Boyle at boylep@wcsu.edu. Please let Peggy know if you wish to arrange an in-person and/or MS TEAMS meeting to discuss further.

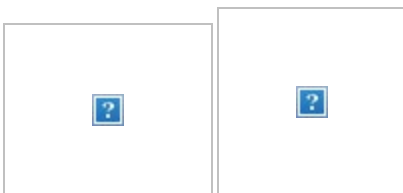
Thank you,

OFFICE OF DIVERSITY, EQUITY & INCLUSION
Western Connecticut State University
181 White Street, Danbury, Connecticut 06810
Phone: (203) 837-8444 | **Fax:** (203) 837-8530
Website: <https://www.wcsu.edu/diversity/>

Title IX Complaint Form: [Click Here](#)

Discrimination Complaint Form: [Click Here](#)

To Report a Crime or other Incident directly to the Police [Click Here](#)



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UNIVERSITY GUIDANCE ON RECRUITMENT STRATEGIES

Faculty and Administrative positions usually involve certain regional search proximities, and therefore, the minimum period the position should be open is two weeks. Generally positions can be open for a month or longer depending on the field, job market for that specialty, and other factors. The Human Resources Department will work with you to determine a closing date that works best with your needs and ensures sufficient time for quality candidates to apply.

Below are some strategies to expand your recruitment effort and enlarge the pool of applicants:

1. Advertisement in a primary journal or publication for the relevant discipline is necessary, but it is not sufficient. The hiring manager and/or search committee should identify and advertise in publications and on listservs targeted to specific populations. When we advertise in a venue directed to underrepresented populations, those candidates know that we are specifically reaching out to them. Viewing the position announcement in more than one place, especially when it appears in a targeted publication or listserv, reinforces the message of inclusion.
2. As you know, people contacts are much more effective in generating candidates than paper contacts. When you call colleagues and other professionals to inform them of the vacancy and to request nominations, those contacts can be extremely productive. Follow up with a letter and a position announcement or send an e-mail that they can share with others.
3. Forward the position announcement, with cover letter, to the relevant professional associations serving specific populations (i.e., Women in Engineering or the Association of Black Psychologists). Also, consider recruiting in-person at national meetings of these organizations. Many national associations also have caucuses for specific populations. Contact them as well, ask them to share the information, and ask for nominations of possible candidates. Whenever possible, use targeted listservs.
4. Where applicable, send the position announcements with a cover letter seeking assistance to minority-serving institutions and women's colleges. Send them to colleagues in specific departments, rather than to a President's or Vice President's Office. Again, ask for nominations. Follow up with a phone call. The Office of Diversity and Equity has a list of minority serving institutions, but put in your due diligence.
5. Use annual directories of recent Ph.D. recipients. Contact potential candidates by phone to inform them of the position and follow up with an announcement and cover letter. If the persons contacted are not available or interested, ask for nominations of other potential candidates. Some of these resources are available on the Office of Diversity and Equity website (available on or after September 1, 2017).
6. Use the web. Particularly if you are looking for a candidate with some experience, you may find individuals of interest by looking at the web sites of departments or programs at other institutions,



organizations, or agencies. Many faculty members or researchers maintain information about their research and teaching interests and accomplishments on publicly available web sites and blogs. Send information about the position to determine if the individual is interested and available, or knows of others who are. This is particularly effective in locating women or minority candidates who may not be actively searching for a position. Recommended places such as LinkedIn.com. More recommendations will be included.

7. Whenever you ask for nominations, be sure to follow up. The degree and timeliness of follow-up are perceived as indications of how serious you are about recruiting diverse applicants. Remember that effective searches utilize creative and aggressive strategies to identify qualified applicants. Make technology work for you – contact new people, hunt for graduate students in departments, use listservs, reach out to alumni, browse likely web sites from the relevant association or other institutions, etc. Monitoring the response to various ad sources is also important. Paid advertisements may not be nearly as effective as distributions to relevant listservs or posting on electronic bulletin boards. There is no requirement that the department spend substantial sums on paid advertising in any particular journal or publication. What is important is the scope of planned recruitment activities and the likelihood that these will reach and attract a strong pool of candidates from diverse backgrounds. Analysis of the effectiveness of various recruitment strategies is important information to use in the next search, so that committees build on the work and learning of previous efforts. The faculty application on careers.umw asks applicants to indicate where they learned of the opening. Search committee should review this information to help determine the effectiveness and efforts, particularly in attracting applicants from underrepresented groups.

While the strategies above may serve for particular searches, successful recruitment is really a long-term, continual effort for a department or office. Faculty members and administrators should be systematically observing new members in the field at their professional meetings so they can identify emerging scholars (or administrators) who can add to the department at some point. Making and maintaining contact in such a situation can ultimately result in a successful recruitment two or three years down the road. When traveling to or presenting at another university, faculty members (and administrators) should take the opportunity to ask about and meet Ph.D. students in the pipeline, particularly women and minorities. Promising leads can be followed up by an invitation to campus to give a talk and to develop contacts and shared interests with others in the department so that the recruitment, when it occurs, is the culmination of a longer-term relationship. Whether the particular individual joins Western Connecticut State University faculty (staff) or not, these efforts very often have a beneficial secondary effect when positive impressions are shared with others and their colleagues are then encouraged to apply.

Below is a summary of ideas to further your recruitment efforts:

Outreach

- Contact candidates not currently in academia—government, military, private sector.
- Seek organizations and web sites targeting diverse members of the profession.
- Contact historically Black, Hispanic, Asian & Tribal colleges for new Ph.D. lists.
- Use the Minorities & Women Doctoral Directory, and others like it.
- Use author names in journals to identify possible candidates of color and women.



Nominations

- Ask colleagues around the country to nominate women and people of color.
- Contact colleagues at institutions with high populations for people of color for nominations.

Non-traditional postings

- Use government job placement agencies.
- Send announcements to organizations that employ people of color, women and people with disabilities in the discipline.

Advertising

- Advertise in journals that serve women, people of color, and people with disabilities.

Early candidate development

- Contact Ph.D. candidates about a year before degree is awarded.
- Create pipeline programs in the discipline.

Going places

- Send faculty/students/ administrators to campuses serving students of color, highlight upcoming job opportunities.
- Market position openings (present and future) at conferences.
- Attend minority/women caucuses at conferences to recruit candidates.

Ongoing candidate contact

- Keep in close touch with candidates throughout the process.
- Follow up to obtain missing materials.
- If candidates haven't given you enough detail, ask for it!

Referral

- Seek referrals from people of color and women.
- Contact officers of professional organizations that serve women and people of color.
- Contact the minority caucuses of your discipline's professional organization(s).



OFFICE OF DIVERSITY & EQUITY

HR/ODE PRF INFORMATION (DO NOT FILL)

SEARCH NO.: _____

POSITION TITLE: _____

UNIVERSITY SEARCH PLAN

INSTRUCTIONS: *Please fill and complete all sections of this form. You must attach the approved Position Request Form (PRF) and Organizational Chart (if needed). Submission of an incomplete search plan will be returned.*

Requestor's Name/Title: _____ PRF Approval Date: ____/____/____
Department: _____ Request Date: ____/____/____
Office/Contact Number: _____ Email Address: _____

POSITION CLASSIFICATION:

Position Name: _____

- | | |
|--|--|
| <input type="checkbox"/> MANAGEMENT/CONFIDENTIAL | <input type="checkbox"/> AAUP (UNIVERSITY FACULTY) |
| <input type="checkbox"/> ADMINISTRATIVE & RESIDUAL | <input type="checkbox"/> MAINTENANCE |
| <input type="checkbox"/> CLERICAL | <input type="checkbox"/> POLICE (CT FIRE AND POLICE UNION) |
| <input type="checkbox"/> SUOAF | |

POSITION STATUS:

VACANCY/REFILL POSITION REPOSTING Number of positions to fill: _____

SEARCH COMMITTEE COMPOSITION:

INSTRUCTIONS: *List the proposed Chairperson and search committee participants. Give careful consideration to a diverse search committee. Before you make any selection, please extend an invitation to the proposed participant(s) listed to serve and include in the below chart. Final confirmation of the proposed search committee selection will be made by the Chief Diversity Officer based on the following:*

- Has the participant served on three or less campus searches in an academic year?
- Does the participant have direct/collaborative knowledge of the position, department needs and challenges?
- Can the participant provide fair and impartial judgment with the applicant/interview process?
- Can the participant commit to a minimum of a three (3) month (or less) timeframe depending on the campus search?

No.	Participant Name (First/Last Name)	Department/Division	Position/ Title	(Select) Direct or Collaborative Affiliation	To be completed by either CDO or Human Resources	
					Gender	Race
1.	Chairperson:					
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						

Attach any additional selections on a separate page, as needed.

Note: Additional participant selections can be made for either (or both) student and/or union representation depending on the collective bargaining agreement for the position/vacancy. Please check with the Human Resources Office and/or the Office of Diversity and Equity for directed details and advisement.

181 WHITE STREET, DANBURY, CONNECTICUT, 06810

WWW.WCSU.EDU/DIVERSITY

WESTERN CONNECTICUT STATE UNIVERSITY IS AN AFFIRMATIVE ACTION/EQUAL OPPORTUNITY EMPLOYER



HR/ODE PRF INFORMATION (DO NOT FILL)

SEARCH NO.: _____

POSITION TITLE: _____

OFFICE OF DIVERSITY & EQUITY

RECRUITMENT SOURCES:

INSTRUCTIONS: Please list all planned recruitment activities, including contacts with colleges and universities, advertisement(s) in professional journals and/or newspapers, use of certification lists and/or applications on file. Describe recruitment activities to attract applicants from under-represented groups to this pool of applicants.

HUMAN RESOURCES OFFICE ADVERTISEMENT SOURCES:

- CHRONICLE FOR HIGHER EDUCATION
- DIVERSE: ISSUES IN HIGHER EDUCATION
- OTHER: _____
- INTERNAL SUOAF POSTING
- INTERNAL BOR POSTING
- HIGHEREDJOBS.COM

WCSU DIVERSITY RESOURCE GUIDE SELECTION(S):

PROFESSIONAL ASSOCIATIONS/ORGANIZATIONS:

DIVERSITY WEBSITES/PUBLICATIONS:

UPCOMING CONFERENCES/MEETINGS NOTICE(S):

SEARCH CERTIFICATION:

I, _____, affirm my time commitment as the Chairperson of the search committee and understanding on maintaining confidentiality of the employment deliberations as prescribed by CSCU Policy and the guidelines set forth in the campus search.

Chairperson Signature: _____ Date: ____/____/____

DEPARTMENT/DIVISION AFFIRMATION:

Dean/Director Signature: _____ Date: ____/____/____

Vice President's Signature: _____ Date: ____/____/____

Search Plan Approval Status:

- Search Plan Approved
- Search Plan Modified
- Search Plan Returned

CDO Signature: _____ Date: ____/____/____

Comments:

Section 46a-68-91
Career Mobility

Career Mobility

Under Section 46a-68-91(a) of the Affirmative Action Regulations of Connecticut State Agencies, the University makes every effort to provide a centered-career (upward) mobility program, as required by section 46a-68 of the Connecticut General Statutes, for occupational groups, which includes, but is not limited to, secretarial, clerical, supervisory clerical, semi-skilled, crafts and trades, supervisory crafts and trades, custodial, supervisory custodial and laborers. The University makes provision for career counseling for such occupational groups.

The senior leadership of Western Connecticut State University (“WCSU” or “University”) is aware that essential aspects of sound management practice and the realization of affirmative action goals include the greater use of employees’ skills and abilities and the development of employees for higher-level work. The University’s Career Mobility Program consists on the following services and resources available to University employees:

- (1) Education and training opportunities are an integral part of the University’s mission. Free or reduced tuition costs for employees are available for those who wish to pursue undergraduate, graduate, or professional degrees. Additionally, many other types of training are available to employees at no cost whatsoever. These opportunities include: State of Connecticut in-service training, university-sponsored trainings, conferences, meetings, webinars and workshops. Many of these professional development opportunities prepare employees to take on supervisory roles. Others provide development opportunities to new employees, such as basic and advanced technology skills;
- (2) Pursuant to their respective collective bargaining agreements, employees (and their dependents, if applicable) are eligible for tuition reimbursement for college courses taken;
- (3) Flex-time options when the employee’s academic schedule occurs (or conflicts) with the employee’s work hours;
- (4) Consultation with supervisors for employees interested in promotion or reclassification. This is a voluntary process open to all University employees, however, the focus is primarily on entry-level technical paraprofessional, clerical, protective services, and maintenance employees;
- (5) Tuition Waivers: Unclassified employees, and their dependents, and Administrative Clerical employees are eligible for tuition waivers pursuant to their collective bargaining agreements or the management/confidential employee policies.
- (6) Other components of the University’s Career mobility program includes: opportunities for career development and preparation for higher level work; opportunities for advancement both within and across occupational lines; and education by which classified employees may gain entry to higher level career ladders.

Career development plans for University employees who have an interest and motivation for advancement are important Career mobility tools. Career development plans are: (1) tailored to

the needs, individual capabilities, and motivation of employees so that they will have the opportunity to reach their highest level of performance; and (2) related to the present and future needs of the agency.

Counseling and guidance is also available to employees in order to encourage and assist them in planning and achieving training, education, and career goals. The University encourages employees to meet with the Human Resources Department staff to discuss career development.

Career counseling sessions are available to any employee seeking to select a career path, make decisions on educational directions and be advised on promotional examinations given by the Department of Administrative Services. However, the Department of Administrative Services have been eliminating promotional examinations with the use of JobAps (see Paragraph 2 – Job Qualifications under Section J, Element No. 10: Identification of Problem Areas) to foster career mobility for promotional opportunities with advanced clerical, technical/paraprofessional, protective services, skilled trades and service maintenance positions. These sessions are available upon request from either the Human Resources Department and the Office of Diversity and Equity. Training opportunities are an integral part of the University's career mobility program. These training opportunities are designed for employees to attain new skills and abilities and to prepare themselves for advancement both within and across occupational category lines. Types of training activities available include:

- State of Connecticut In-service training: The schedule is available to all staff and money has been budgeted to help facilitate attendance at appropriate programs.
- University Sponsored training: A variety of computer and technology in-service training programs are continuously offered at no cost to permit staff to upgrade their skills.
- Conferences and workshops: University employees are provided with the opportunity to attend educational events occurring during normal working hours, usually requiring a travel authorization and normally lasting five days or less. Funds may be available under a union contract.
- Educational leave: University employees can take time off with or without salary during normal working hours to attend courses and/or educational events usually lasting more than five (5) days.

(b) As stated in Section 46a-68-87, under training and counseling, the University has identified no aspect of the employment process, which impedes or prevents the full participation of all individuals, including those with disabilities. To that end, the University has an effective program of accommodation and entry level training for all employees, including persons with disabilities. All University trainings are provided equally for abled and disabled persons. There are no trainings, which the University provides that are not open to persons with disabilities.

During the reporting period, the following (virtual) career counseling sessions as well as referral for identified training(s) were documented:

**University's Career Mobility Program
Employee Records from April 1, 2023 to March 31, 2024**

Occupational Category	No. of Participants	Gender		Ethnicity				
				White	Black	Hispanic	Asian	Other
Management/Confidential		Male	0					
		Female	0					
Faculty	0	Male	0					
		Female	0					
Professional/Non-Faculty	0	Male	0					
		Female	0					
Secretarial/Clerical	0	Male	0					
		Female	0					
Service Maintenance	3	Male	3	3				
		Female	0					
Protective Services	0	Male	0					
		Female	0					

With that in mind, the University's Office Diversity and Equity, in conjunction with the Human Resources Department will continue providing the above-mentioned resources and services for the University's career mobility program. Also, the University's Office of Diversity and Equity and the Human Resources Office will maintain electronic job boards, on the Human Resources webpage where notices for current vacancies are posted, including postings from WCSU, the State of Connecticut, and other Connecticut State Colleges and Universities opportunities.

Section 46a-68-92
Good Faith Efforts

Good Faith Efforts

Under Section 46a-68-92(a) of the Affirmative Action Regulations of Connecticut State Agencies, Western Connecticut State University (“WCSU” or “University”) has demonstrated good faith efforts when it engaged in the initiatives articulated in subsections (a) to (d), inclusive, of this section:

WCSU has promoted equal opportunity to achieve a workplace that is free of discrimination with the following initiatives:

- 1) Communicate the University’s commitment to equal employment opportunity and affirmative action to all employees. All University employees received a notice advising them of the Affirmative Action Plan and the opportunity to review it. University employees were notified of the University’s commitment to affirmative action and equal employment opportunity. The Affirmative Action Plan is available via the Office of Diversity & Equity’s website. All search committees are required to attend a search charge meeting where AA/EEO, Diversity and Inclusion are addressed. This is referenced in the Internal Communication Section.
- 2) Ensure that employees are aware of nondiscrimination policies and procedures; post policies in visible areas. University employees receive an annual letter notifying them of the nondiscrimination policies at the University and through the Connecticut State Colleges and Universities (“CSCU”). All policies related to Affirmative Action/Equal Employment Opportunity, cultural diversity and Title IX are posted on bulletin/office announcement boards, department head offices, and common areas in the University’s Library, Human Resources Department, Office of Diversity and Equity, in the academic and student department offices for the Divisions of Academic Affairs and Student Affairs.
- 3) Ensure that departmental processes, procedures and systems are nondiscriminatory and free of bias. All University and CSCU policies and procedures are continually reviewed by the University administration and distributed annually. University employees are also provided information about mandatory Title IX/Sexual Harassment, Cultural Diversity, and other related training programs, processes, procedures and systems.
- 4) Evaluate supervisors for making good faith efforts in equal employment opportunity and affirmative action; document in performance appraisals. Supervisors and managers at the University are evaluated on diversity, affirmative action and equal employment opportunity which are included in the performance appraisals process.
- 5) The University ensures that reasonable accommodations are made for disabled employees. Reasonable accommodations are provided to assist employees to perform the essential functions of the job.
- 6) The University takes appropriate and timely action when there has been as allegation of sexual harassment. Employees are provided copies of the Discrimination Complaint (Grievance) Procedure annually and all complaints related to sexual harassment are

resolved within the required ninety (90) day timeframe. The Grievance Procedure is posted on the University Website at <http://www.wcsu.edu/diversity/grievance.asp> and the Board of Regents for Higher Education also has a Grievance Procedure posted on the CSCU website at <https://www.ct.edu/hr/nondiscrimination#policies>.

- 7) The University provides training to employees to enhance their knowledge of non-discrimination. Employees are provided training on Diversity, Sexual Harassment, Title IX, ADA and Ethics training. Additional training is also provided on-line. The University CaRRT (“Campus Response and Resource Team”) also attended training-related sessions on Title IX and nondiscrimination. The University continues to provide education and training opportunities related to Affirmative Action/EEO, diversity and inclusion.
- (b) The University has developed recruitment strategies that ensure opportunities for all qualified applicants, including underutilized groups with the following:
- 1) Identify affirmative action placement goals for all job openings. Each Search Committee is provided a copy of the job announcement describing the position requirements and the affirmative action goal established for the position. They are also provided information about the University’s commitment to affirmative action and equal employment opportunity and diversifying of the workforce to match the student population. Recruitment strategies are developed for the type of position and position requirements to ensure opportunities are available to all qualified applicants. The University maintains and secures ongoing relationships and develops additional recruitment sources while cultivating recruitment programs as required by the regulations.
 - 2) Make efforts to attract a large and diverse pool of qualified applicants, particularly inclusive of groups associated with affirmative action recruitment goals. The University attracts a large and diverse pool of qualified applicants for all positions because of the efforts made to use recruitment resources that attract the most qualified to fill the position being recruited for.
 - 3) Develop a contingency strategy if the initial recruitment effort does not bring in a sufficiently diverse pool. The University seems to have diverse pools of qualified applicants for most positions. If the recruitment process failed to have enough diverse applicants, the University would extend the search and contact more diverse recruitment resources that would attract more qualified applicants from a diverse pool.
 - 4) Contacting special interest organizations, groups and individuals. Most University searches are for positions that are typical to an academic environment, but the University will reach out to special interest organizations, groups and individuals for specialized recruitment efforts or to attract a specific type of candidate with highly specialized skills and experience.
 - 5) Or other means of outreach utilized to hire goal candidates. The University continues to conduct outreach initiatives for highly specialized recruitments and uses all types of good faith outreach efforts to diverse recruitment resources to hire goal candidates.

(c) The University has ensured a fair and nondiscriminatory selection process by:

- 1) Review the selection process to ensure that it treats each applicant consistently. The Chief Diversity, Equity & Inclusion Officer and either the Chief Human Resources Officer (or a member of the Human Resources Department) will meet with members of the search committees for full-time and part-time positions. The hiring, interviewing and selection process is explained, and questions are answered to assure the search committee members follow a fair and consistent selection process.
- 2) Review the interview format and questions for possible bias. The Chief Diversity, Equity & Inclusion Officer reviews all interview questions and interview format(s) for approval before they are used in the interview process.
- 3) Ensure that reasonable accommodations are made for all applicants. The University works with all applicants when scheduling interviews to assure reasonable accommodations are provided. If any applicant requires assistance with applying for a University opportunity, the Human Resources Staff would work with the Office of Diversity and Equity to provide appropriate services, technology and assistance to apply for positions.
- 4) When using the group interview process, diverse selection panels are created to provide the best approach to experience, insight, University, and Department perspectives. The University uses diverse selection panels for all full-time and part-time positions. The diversity of the search committee also highlights the commitment to hiring candidates from underutilized groups to provide role models to students of all cultures.
- 5) Assess all applicants using the same selection criteria. The Chief Diversity, Equity & Inclusion Officer and the Chief Human Resources Officer will also highlight the requirement that all applicants have to be reviewed equally, fairly and consistently and all of the documentation throughout the selection process. The importance that the same questions have to be asked of all applicants is also detailed in the search charge meetings throughout the reposting period.
- 6) The University considers all skills that qualify the applicant, including volunteer and professional experience. All search committee members consider volunteer and professional experience when evaluating the experience and training that the applicants have when they apply for positions.
- 7) Interviewing as many applicants as possible to increase opportunity is a continuous process of the selection process. The Chief Diversity, Equity & Inclusion Officer and either the Chief Human Resources Officer (or a member of the Human Resources Department) will actively monitor the search and interview process. The University continuously attracts large applicant pools for all of the positions.
- 8) The Chief Diversity, Equity & Inclusion Officer maintains written records of all applicants interviewed and that the information recorded relates to the individual's ability to perform

the duties. In all search committee meetings, documentation is emphasized and the evaluation of applicants based on their experience and training and also the skills and knowledge of the position requirements are factors they consider in the hiring process.

- 9) The Chief Diversity, Equity & Inclusion Officer and either the Chief Human Resources Officer (or a member of the Human Resources Department) participates in the education and impact/liability of common biases such as stereotyping, unsubstantiated first impressions that may influence a decision, and assessments based on different “comfort level” with people from dissimilar groups.
 - 10) The Chief Diversity, Equity & Inclusion Officer ensures that documenting the selection process is executed fully and retaining all records is also explained to each search committee member to assure that all documentation on all applicants is maintained through the hiring and selection process. The search committee members are also told about the Freedom of Information Act and that all applicants have the right to file a complaint with the Commission on Human Rights and Opportunities, if they feel that they were not treated fairly during the interview and the selection process.
- (d) The University has provided career development opportunities to all interested and qualified employees, with emphasis on those groups found to be underutilized in the workforce by:
- 1) The University encourages all staff to participate on University committees to enhance development. Participation in University committee’s is encouraged and employees chair and participate in a large variety of committee meetings. The President also participates in a number of University wide committees and attends many meetings throughout the reporting period. Employees represent diversity in many ways by race, culture, gender, work title and full time and part time status. Students are also encouraged to participate in University Committees.
 - 2) The Human Resources Department will inform all staff of internal staff development and promotional opportunities. The Human Resources Department will distribute information about promotional opportunities that occur throughout the reporting period. The Human Resources Department provides information about training and staff development opportunities.
 - 3) Either (or both) the Office of Diversity and Equity and/or the Human Resources Department will promote and support training and development for all employees. As an academic environment, all types of training are provided to staff, faculty and students on a weekly basis throughout the academic year by the University. The President, leadership team, supervisors and managers promote and support staff to attend training and professional development opportunities that occur throughout the reporting period.
 - 4) Either (or both) the Office of Diversity and Equity and/or the Human Resources Department will promote and provide career counseling sessions (as reported in the *Career Mobility section, under Section 46a-68-91(a) and (b)*) through the reporting period. The

Chief Diversity, Equity & Inclusion Officer and either the Chief Human Resources Officer (or a member of the Human Resources Office) will provide career counseling sessions with employees and discuss educational, promotional opportunities and opportunities within the CSCU. Each office (and representative) assists with the review of the employee's resumes, resume writing and interviewing tips are also provided.

(c) Nothing in this section shall be construed to absolve the University of its obligations under sections 46a-68-78, 46a-68-79, 46a-68-80, 46a-68-81, 46a-68, 85, 46a-68-87, 46a-68-89 and 46a-68-90 and 46a-68-92 of the Regulations of Connecticut State Agencies.

Section 46a-68-93
Innovative Programs

Innovative Programs

Under Section 46a-68-93(a) of the Affirmative Action Regulations of Connecticut State Agencies, Western Connecticut State University (“WCSU” or “University”) has participated in the development and implementation of programs not covered elsewhere in the Affirmative Action Plan, which continues to be an important part of the road to affirmative action. Accordingly, the University has developed programs for the campus community to create opportunities, not otherwise available, to achieve the full and fair participation of all protected group members. Within this framework, the University is proud to provide information on the accomplishments in this area. The programs included in this report will showcase the diverse environment at the University and an understanding of affirmative action while supporting a diverse workforce. The following initiatives attempt to step outside the traditional arena and are as follows:

(1) Summer Employment Programs: N/A

During the reporting period, the University did not sponsor or create opportunities for summer employment programs.

(2) Apprenticeships: N/A

During the reporting period, the University has not sponsored or created apprenticeships or apprenticeship opportunities.

(3) Work Study Programs: **University’s Federal Work Study Program**

In order to prepare the next generation of workers, University students are encouraged to take on available internship opportunities at the University. The Federal Work Study Program is a federally funded program *based on financial need*. Because the program is financially need based, work experience is not the qualifying factor. In order to work under the Federal College Work Study Program, a student must have financial need, as determined by FAFSA.

The dollar amount awarded under the College Work-Study Program to a student on his/her Award Letter, is not a guaranteed receivable. It is a fair estimate of what a student could earn. Work-Study is an allotment that students can earn if they have a job on campus. It is not money that is directly deferred on their bill, or automatically applied while they are working. If a student does not put in the necessary hours or is released from employment for just cause, the money shown on the Award Letter will not be obtained. Student employees are utilized in all areas of the University from administrative offices to facilities/maintenance work crews.

During the reporting period, below is the list of the represented university students who had sponsored internships:

- Biology – 2 WF
- Athletics – 2 BM
- Career Success Center – 2 AF, 2 HF, 2 WF, 1 HM
- Center for School Safety – 1 WM
- Communications – 2 WM, 1 WF, 2 HM

- Event & Conference Mgt. – 1 WM
- Fiscal Affairs – 1 AF
- Health Services – 1 WF
- Housing & Residence Life – 1 BF
- Human Resources – 1 AF
- Institute for Holistic Health – 1 WF
- Intercultural Affairs – 1 HF
- Information Technology – 1 HF
- Marketing – 1 WF
- Media Arts – 1 WM
- Media Services – 1 HF, 1 WF, 1 WM
- Pre-Collegiate & Access Programs – 1 TwoF
- Publications – 1 TwoF
- Student Government Association – 1 WM
- Tutoring Resources Center – 1 AF
- TV Studio Class – 1 BM

All student employees **must be matriculated in at least 6 credits per semester** to remain eligible to work on campus. Student employment is an integral part of the university and of university life for many students. Student labor benefits the school in almost every academic and administrative department on campus. The student's employment can be related to his/her major and/or interests and work schedules can be arranged around the student's academic schedule.

The University may employ up to 400 students during the academic year. The types of jobs available are as diverse as the students themselves. There is a complete list of jobs and their descriptions available for students to examine in the Office of Student Financial Services (see attached documentation). Students are paid biweekly with an hourly rate of pay contingent on the difficulty of the position and the experience of the student. The first paycheck is held back for two weeks, as required by the state.

Institutional Payroll is **not** based on a student's financial need in relation to qualifying under the federal programs. Students are employed under this program based on the needs of the department, the availability of funds, and the student's experience in specific areas. All federal and state funds are subject to federal and state regulations and the University will comply as mandated.

(4) Job Sharing Arrangements: N/A

During the reporting period, the University has not sponsored or created job sharing arrangements and/or opportunities.

(5) Internships: University's Career Success Center

The University's Career Success Center sponsors the *Cooperative Education Internship Program* which helps to prepare students to become job world ready and to progress confidently toward graduation and launch meaningful careers. Whether you are a first-year student, about to graduate or already have graduated, The University has an employer resource system named "HANDSHAKE" to provide all students with an important source/link to various internship referrals, career-related events, and career exploration tools. Most importantly, HANDSHAKE is the main platform that the University uses to post internships, job opportunities, and other important career-related information.

For more information about these programs, please visit:

<http://www.wcsu.edu/careersuccess>

(6) Creation of New Positions:

- Created an Associate Athletic Director for Internal & External Affairs (Administrator IV)
- Created an Associate Vice President for Institutional Effectiveness & Planning (Executive 1)
- Created a Presidential Assistant (Manager 2)

(7) Outreach for High School and College Students: **University's Pre-Collegiate and Access Programs**

The University's Pre-Collegiate and Access Programs include the following programs:

ConnCAP/Upward Bound

The ConnCAP/Upward Bound Program is a year-round, college preparatory program serving 140 Danbury High School students from grades 9 through 12. The Excel Program is a middle-school (Broadview, Rogers Park and Westside Academy) feeder program for the ConnCAP/Upward Bound Program, currently serving 90 students in grades 7 and 8. The ConnCAS/ EA²P Program is a year-round academic enhancement program serving underprivileged college students.

Excel Program

The University Excel Program is an opportunity for middle school students to develop their academic potential and achieve their goal of admission into a post-secondary educational program upon completion of high school. The program serves Broadview, Rogers Park and Westside Middle School students in families where neither parent has completed a 4-year college degree and/or low-income families whose taxable income is within our eligibility guidelines. The Excel Program is a year-round program currently serving up to 90 middle school students in the 7th – 8th grades.

This program begins recruiting students at the end of 6th grade to develop and strengthen their academic skills. The Excel Program is a feeder program for ConnCAP/Upward Bound and the majority of students continue on to participate in the high school. ConnCAP/Upward Bound will continue to edify and focus their academic and social-

personal needs throughout high school in preparation for entrance into a post-secondary educational program.

A mandatory six-week, nonresidential summer program is conducted on the campus of Western Connecticut State University. The summer program, in conjunction with ConnCAP/Upward Bound, is designed to prepare students academically and socially for the upcoming school year. Students are given English, to strengthen their Language Arts and Writing Skills; Math, to strengthen their Mathematical skills.

During the academic year, each student meets with an academic advisor who monitors his or her academic and behavioral progress. Student progress is shared with parents at the end of each marking period, during parent conferences. The Excel Program works collaboratively with students, parents, teachers, and guidance counselors to assure that students will work towards their academic potential.

The Excel Program involves students in their school and community through club meetings, community service and field trips, thereby enabling the facilitation of a sense of community and unity developed over the summer. The program is funded through the Connecticut Department of Higher Education along with additional support from the Danbury Board of Education. In short, the University Excel Program stands for respect for others, respect for yourself, and the pursuit of lifelong learning!

ConnCAS/ EA²P(Educational Achievement and Access Program)

The University's ConnCAS/ EA²P (Educational Achievement & Access) program provides support for underrepresented and underserved students to successfully transition from high school to college and to continue completion of an undergraduate degree. The students' preparation for college is enhanced by their participation in a five (5) week residential program before starting college in the Fall semester. Student support and academic counseling are continued throughout the academic year. During the ConnCAS/ EA²P residential summer program, academic courses in math and English will be reinforced with tutorial sessions designed to prepare students for academic life.

Transitional workshops and campus presentations are created to promote achievement and student success in college. Students will also participate in leadership and teambuilding activities provided by our P.A.S.S. program (Programs for Achieving Student Success), Wide Angle Vision and various other departments on campus throughout the summer and academic year. The transition to college is much simpler for ConnCAS/ EA²P students when they begin their college careers in the Fall semester at the University. Students become familiar with the campus and faculty and will have support from the ConnCAS/ EA²P staff and counselors.

For more information about the above-noted programs, please visit:

<http://www.wcsu.edu/pcaap/>

(8) Reassignments: N/A

During the reporting period, the University has had no need to create reassignment opportunities within the University.

(9) Positive, Results-Oriented Program(s) designated to achieve Affirmative Action:

Faculty Development Funds: Under the terms of the CSU-AAUP contract, Article 9.6 and 12.10.1, the University annually allocates funds for faculty development, “*which shall be construed broadly to mean activities by and for members that enhance their ability to be productive and innovative professionals.*” A maximum of \$1,500 may be granted to any individual full-time faculty member and \$750 to any individual part-time faculty member. The Faculty Development and Recognition Committee reviews and grants funds that are available to many individuals, so prior use of the Fund as well as merit of activity will be considered. In cases where the dollar total for approved applications exceeds available funds in a given funding period, preference will be given to applicants who have not been awarded full funding in the previous fiscal year.” Applications for “in-house” workshops do not have a specified maximum funding level, but will be reviewed on the basis of merit and numbers of individuals across the University community who will benefit from the workshops. Proposals from AAUP members may be co-sponsored with non-members.

For more information about this Fund and application guidelines, please visit:
<https://www.wcsu.edu/facultystaff/handbook/pages/fac-fund-app.asp>

Minority Recruitment and Retention Committee: This AAUP bargaining unit committee meets regularly with the Chief Diversity, Equity & Inclusion Officer to develop strategies to attract a diverse faculty applicant pool. Additionally, the Committee frequently reviews proposals to support faculty attendance at workshops and conferences which expand their knowledge of their particular discipline. During the reporting period, the University continued its support of teaching faculty’s attendance at professional conferences as well as assisting with relocation costs of new faculty members to the Danbury area.

For more information about this Committee and application for funds, please visit:
<http://www.wcsu.edu/minority/>

Minority Recruitment and Mentoring Committee: This SUOAF-AFSCME bargaining unit committee meets regularly with the Chief Diversity, Equity & Inclusion Officer to discuss recruiting strategies and to develop programming which enhance the work environment for employees, including highlighting career opportunities both internal and external to the University. During the reporting period, the University continued to encourage and support administrative staff attendance at professional conferences.

For more information about this Committee, application and guidelines, please visit:
<https://wcsu.edu/suoaf/documents/MRM%20Application.pdf>
<https://wcsu.edu/suoaf/documents/MRM%20Guidelines.pdf>

University's Fall and Spring Semester Diversity (Virtual) Events Calendar

At WCSU, we believe in fostering a dynamic and vibrant learning environment by engaging our university and local community in thought-provoking discussions about issues that matter and meaningful programs to create culturally competent citizens. Every Fall and Spring semesters, the University's Office of Diversity and Equity sponsors and promotes the use of the University Diversity Events Calendar. This calendar is posted on the primary university webpage (each applicable semester) to offer the university (and general) community an opportunity to become involved in high-impact events, information sharing, ideas and insights on issues of social justice and equity.

To access the University's Semester Diversity Events Calendar (virtual links and copies attached), you can visit the Office of Diversity and Equity website link(s) at:
<https://www.wcsu.edu/diversity/diversity-virtual-activities-calendar-fall-2020-draft/>
<https://www.wcsu.edu/diversity/spring-2021-diversity-virtual-events-calendar/>

University's Community Service/Volunteer Opportunities:

The University provides students and employees with opportunities to participate in community service projects and/or volunteer options (on and off campus). Many participants get involved through their athletic teams, student organizations, fraternities and sororities, and other organizations. Regardless of a student's major and/or a participant's interests, there are many opportunities for either a student and/or employee to become involved. Volunteer opportunities can last anywhere from a few hours over the course of a day or weekend for special events to major commitments of time and energy. Volunteer work provides students and/or employees with training and skills that can be invaluable to you in the participant's current (or future) career endeavors.

For more information about the University's community service/volunteer opportunities, please visit: <http://www.wcsu.edu/community-service/volunteer-opportunities/>

Western's Day of Service

On September 15, 2023, the University held its ninth annual Day of Service.

This community service event where over 800 volunteers register to help not-for-profit organizations in the Greater Danbury Area. From reading to elementary school students, painting stairwells, sorting through donated clothes, cleaning, pulling weeds or washing fire trucks and ambulances, there was something worthwhile for every participant to do everywhere around the Danbury area.

For more information about this event, please visit: <http://www.wcsu.edu/community-service/western-day-of-service/>

Additionally, during this reporting period and with the assistance of students (and/or student clubs/associations), staff and the local community, the University once again sponsored many widely-publicized events:

- 9th Annual Health, Fitness & Wellness Fair

The objective of this event is to increase awareness of topics relate to health, fitness, and wellness by providing activities, materials, demonstrations, screenings and information. The 2024 event took place in the Midtown Student Center Restaurant which is located on our midtown campus. There were also pop-up activities outside of the building.

There were a total of 50 exhibitors and vendors who participated, which is less than we traditionally have each year. With Bill Williams Gym still under renovation, we used the Midtown Student Center Restaurant as our primary location. The available programming space allowed us to accommodate 50 vendors comfortably, which included: 15 local vendors, 10 university department exhibitors and 25 student research groups. Approximately 230 attendees at the event.

Selection of Local Vendors (not an all-inclusive list)

- 1 – CT Council on Problem Gambling: purpose is to educate the public on gambling risks.
- 2 – Essential Solutions: pure CPTG oils as a holistic approach for a wide range of emotional and physical wellness applications
- 3 – ROAR (Ridgefield Operation for Animal Rescue): provide comfort and affection, raise awareness for rescue and the need for these animals
- 4 – Lyme Connection: education about prevention and early diagnosis for tick-borne diseases
- 5 – Embody The Sacred – Cross cultural natural and spiritual healing
- 6 – Danbury Hospital Trauma Center: Injury Prevention related to alcohol and THC impairment
- 7- ArrayRx: provided prescription discount cards and information on medication affordability.
- 8- Local fitness studios and training facilities offering different fitness training options and discounts for students.

Selection of University Departments- All provided departmental information along with a wellness “topic”

- 1 – Exercise is Medicine: information on the importance of exercise in health maintenance
- 2 – Smoke and Vape Free Campus: Quit-kits and quitting resources
- 3 – WCSU Career Success Center: College to Career prep resources
- 4 – IHHS: Stress management tips and self care practices
- 5 – The Center For Empowerment and Education: interpersonal violence information, awareness & prevention
- 6 – Western CT Tickborne Disease Prevention Laboratory: Tickborne illness awareness and prevention.
- 7 – Accessibility Services: bookmarks and friendship bracelet making (importance of connectedness)
- 8 – Counseling Services- focus on self-care aspects of sleep/sleep hygiene
- 9 – Health Services: focus on menstrual health/equity

10 – Substance Abuse and Prevention: information regarding substance abuse prevention resources.

Student presenters – HPX 470 groups

STD: awareness, education – performed a condom test for a prize

Motor vehicle accident prevention: distracted driving info – performed remote control car demo

Smoke free: info on prevention – offered a vape swap bin

Healthy eating athletes: promoted healthy eating for athletes

Portion control: stress balls, food pouches – interactive food knowledge game

Portion control (taste test): taste test, food giveaways, healthy eating

Racial Education Equity: how to eliminate stress during your academic journey at WCSU

Strength and Conditioning: Importance of training for injury prevention

Moderate to vigorous physical activity: scavenger hunt regarding physical activity

Resistance training: games for resistance training

RN-BSN Student Capstone project: smoke and vape free health hazards

HPX Internship Fair (HPX 490/491 students)

15 student interns who presented on the Spring 2024 internships.

<https://news.wcsu.edu/public-invited-to-health-fitness-and-wellness-fair-at-wcsu/>

- **2023-2024 Career Success Center Job Fairs**

On October 18, 2023, the University’s Career Success Center hosted a student career fair which connected over 100+ local (and regional) employers with students seeking both permanent and summer employment opportunities. The University’s Career Success Center Job Fairs are open to all University students and alumni as well as students and alumni from Eastern Connecticut State University, Central Connecticut State University, and Southern Connecticut State University.

For more information about the University’s job fairs with the Career Success Center, please visit: <https://www.wcsu.edu/careersuccess/career-fair/>

The WCSU UndocuAlly Task Force

The WCSU UndocuAlly Task Force is a campus-wide effort centered around undocumented student needs as well as the needs of students with undocumented family members. It is open to students, faculty, staff, alumni, and members of the community regardless of immigration status.

Purpose:

- Ensure the safety and privacy of undocumented students.

- Give a voice to undocumented students and their families.
- Connect students with and help them navigate services on and off campus.
- Ensure nondiscriminatory university policies and practices.
- Educate WCSU and the broader community about issues that impact immigrant students.
- Advocate with and on behalf of immigrant students to advance the rights of immigrant students.

UndocuAlly Task Force has a variety of subcommittees and initiatives. Their foci include:

- Outreach & Training
- Financial Access
- The UndocuAlly Scholarship
- Student Outreach & Advising
- WCSU Beyond Borders (an SGA group!)

The UndocuAlly Task Force has also partnered with members from the [Connecticut Students For A Dream](#).

Additional Programs/Events/Speakers

1. **May 2023** - “Building a Social Justice Bridge Between the US & El Salvador,” Virtual conference, UndocuAlly Task Force & Department of Social Sciences.
2. **6/24/2023** - Juneteenth Celebration, Sponsored by the Danbury Juneteenth Coalition.
3. **October 2023** - "The Salvadorans,” speaker Zulma Tobar from USESSC. UndocuAlly Task Force & Department of Social Sciences.
4. **October 2023** - “Militant Puerto Ricans,” speaker Michael Gonzalez-Cruz, University of Puerto Rico. Department of Social Sciences.
5. **10/10/2023** -Paint & Chat: Black Haven-A safe space to be your authentic self.*Co-sponsored by Black Social Work Association, African Caribbean Student Association and Counseling Services.*
6. **11/9/2023** - Paint & Chat: Safe Haven-A safe space to be your authentic self. *Co-sponsored by WCSU Borders, Latin Student Association and Counseling Services.*
7. **November 2023** - “Out of the Darkness & Into the Light: Empowering Marginalized Communities” in collaboration with the UndocuAlly Task Force, Western Beyond Borders and Counseling Services.

8. **December 2023** - “Connecticut Students for a Dream,” speaker, Najely Clavijo. UndocuAlly Task Force & Department of Social Sciences.
9. **2/26/2024** - Black History Month Discussion Circles: Intersectionality and how issues of race, intersect with gender, sexuality, class and other identities. *Co-sponsored by the Racial Justice Coalition and SUOAF-Minority Recruitment and Mentoring Committee.*
10. **2/29/2024** - Black History Month Discussion Circles: How solidarity and allyship with marginalized groups can be fostered to combat injustice. *Co-sponsored by the Racial Justice Coalition and SUOAF-Minority Recruitment and Mentoring Committee.*

Section 46a-68-94
Concluding Statement

**WESTERN CONNECTICUT STATE UNIVERSITY
AFFIRMATIVE ACTION PLAN
CONCLUDING STATEMENT
SECTION 46a-68-94**

This section was in compliance in the last Affirmative Action Plan submission.

Subsection (a)

Western Connecticut State University (WCSU) Affirmative Action Plan shall contain a Concluding Statement that:

- 1.) Acknowledges that the ultimate responsibility for promoting and enforcing affirmative action rests with the Appointing Authority, who shall account for the success or failure of the plan;
- 2.) Acknowledges that every good faith effort to achieve the objectives and goals set forth in the plan has been made; and
- 3.) Attests that the Equal Employment Opportunity Officer reports directly to the President.

Subsection (b)

The Concluding Statement shall be signed and dated by the Appointing Authority.

Section 46a-68-94: CONCLUDING STATEMENT

I, Manohar Singh, President (Interim) for Western Connecticut State University, serve as the appointing authority for this institution. As the appointing authority, I acknowledge that the ultimate responsibility for promoting and enforcing affirmative action rests with me and I will account for the success or failure of the plan. I have read this Affirmative Action Plan and believe that its contents are true and correct.

As President (Interim), I attest that the Chief Diversity, Equity & Inclusion Officer reports directly to me on all matters related to affirmative action and equal opportunity within the University. I also pledge the University has made every good faith effort to achieve the objectives, goals and timetables set forth in this plan.

A handwritten signature in black ink, appearing to read "Manohar Singh", written over a horizontal line.

Manohar Singh, Ph.D.
President (Interim)

September 10, 2024

Date

Appendix
Resubmitted
Documents
March 28, 2024

Section 46a-68-84
Availability Analysis
Resubmitted
March 28, 2024

**WESTERN CONNECTICUT STATE UNIVERSITY
AVAILABILITY ANALYSIS**

OCCUPATIONAL CATEGORY:
JOB TITLE:

Executive/Administrative
All Titles

REPORTING DATE:
LABOR MARKET AREA:

April 1, 2022-March 31, 2023
Statewide/National

AVAILABILITY SOURCE	TOTAL MALE			TOTAL FEMALE			WHITE MALE			WHITE FEMALE			BLACK MALE			BLACK FEMALE			HISPANIC MALE			HISPANIC FEMALE			AAIANHNPI* MALE			AAIANHNPI* FEMALE			TWO or MORE MALE			TWO or MORE FEMALE		
	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF
Employment data (Census)	73.1	50	36.6	26.9	50	13.5	64.0	50	32.0	22.5	50	11.3	2.0	50	1.0	0.8	50	0.4	3.0	50	1.5	1.6	50	0.8	3.0	50	1.5	1.3	50	0.7	1.1	50	0.6	0.6	50	0.3
Promotable Pool	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0
CT DOL	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0
Other Sources	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0
Digest of Ed Stats (National)	41.8	50	20.9	58.2	50	29.1	32.2	50	16.1	41.8	50	20.9	4.0	50	2.0	7.4	50	3.7	2.9	50	1.5	4.8	50	2.4	2.2	50	1.1	3.1	50	1.6	0.6	50	0.3	0.9	50	0.5
FINAL AVAILABILITY BASE PERCENTAGE			57.5			42.6			48.1			32.2			3.0			4.1			3.0			3.2			2.6			2.3			0.9			0.8

Employment Data - Census 2014-2018 EEO Data Tool, Statewide Data, Connecticut Executives and Administrators															
Top Executives	31090	22725	8365	19900	7000	22725	620	255	19900	925	505	930	415	350	190
Education and Child Care Administrators	13949	5315	8634	4070	7020	445	535	440	730	205	264	155	85		
Total	45039	28040	16999	23970	14020	1065	790	1365	1235	1135	679	505	275		
Percentage	100.0%	73.1%	26.9%	64.0%	22.5%	2.0%	0.8%	3.0%	1.6%	3.0%	1.3%	1.1%	0.6%		
Promotable Pool															
N/A	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Percentage	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Connecticut Department of Labor SOC 11.90 Other Management Occupations N/A															
Other Management	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Percentage	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
OTHER SOURCE - N/A															
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Percentage	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Digest of Ed. Statistics, Table 314.40, Fall 2021: Management															
Management	257981	107965	150016	82950	107914	10430	19177	7432	12469	5727	8046	1426	2410		
N/A	0	0	0	0	0	0	0	0	0	0	0	0	0		
Total	257981	107965	150016	82950	107914	10430	19177	7432	12469	5727	8046	1426	2410		
Percentage	100.0%	41.8%	58.2%	32.2%	41.8%	4.0%	7.4%	2.9%	4.8%	2.2%	3.1%	0.6%	0.9%		

FACTOR:	SOURCE CONSULTED:	BASIS OF SELECTION: GEOGRAPHICAL AREA/JOB TITLE:	REASONS FOR WEIGHTING THE FACTOR:
Employment data in the Applicable LMA	Employment Data - Census 2014-2018 EEO Data Tool, Statewide Residential Data, Connecticut Top Executives and Education/Child Care Administrators	The hiring area is predominantly within within the state of Connecticut employment pool from other universities.	50% value weight as Executive/Administrative positions require advanced degrees and relevant/current experience. Most hires are recruited primarily through national searches and are those who are currently employed.
Promotable	Workforce Analysis by Job Classification	Positions are filled by hires in the job title.	0% value weight.
Unemployment in Applicable LMA	N/A	N/A	0% value weight as this data is no longer require for review/analysis (per CHRO).
Other Source	N/A	N/A	0% value weight.
Digest of Ed. Statistics	Digest of Ed. Statistics, Table 314.40. Management. Fall 2019	The hiring area is nationwide for this job category. Persons currently employed at the assistant professor level are a common recruitment pool.	50% value weight as Executive/Administrative positions require advanced degrees and relevant/current experience. Most hires are recruited primarily through national searches and are often currently employed at the postsecondary level.

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

**WESTERN CONNECTICUT STATE UNIVERSITY
AVAILABILITY ANALYSIS**

OCCUPATIONAL CATEGORY:
JOB TITLE:

EEO 2 - FACULTY
PROFESSOR

REPORTING DATE:
LABOR MARKET AREA:

April 1, 2022-March 31, 2023
STATEWIDE/NATIONAL

AVAILABILITY SOURCE	TOTAL MALE			TOTAL FEMALE			WHITE MALE			WHITE FEMALE			BLACK MALE			BLACK FEMALE			HISPANIC MALE			HISPANIC FEMALE			AAIANHNPI* MALE			AAIANHNPI* FEMALE			TWO or MORE MALE			TWO or MORE FEMALE		
	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF
Employment data (Census)	48.4	0	0.0	51.6	0	0.0	36.2	0	0.0	37.9	0	0.0	1.7	0	0.0	3.8	0	0.0	2.4	0	0.0	2.4	0	0.0	7.2	0	0.0	6.4	0	0.0	0.9	0	0.0	1.1	0	0.0
Promotable Pool	43.1	100	43.1	56.9	100	56.9	24.1	100	24.1	43.1	100	43.1	3.4	100	3.4	3.4	100	3.4	0.0	100	0.0	1.7	100	1.7	15.5	100	15.5	8.6	100	8.6	0.0	100	0.0	0.0	100	0.0
Part-Time Pool	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0
Student Population	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0
Digest of Ed Stats (National)	64.0	0	0.0	36.0	0	0.0	49.8	0	0.0	28.2	0	0.0	2.3	0	0.0	1.8	0	0.0	2.6	0	0.0	1.7	0	0.0	8.9	0	0.0	4.0	0	0.0	0.4	0	0.0	0.3	0	0.0
FINAL AVAILABILITY BASE PERCENTAGE			43.1			56.9			24.1			43.1			3.4			3.4			0.0			1.7			15.5			8.6			0.0			

Employment Data - Census 2014-2018 EEO Data Tool, Statewide Data, Connecticut Post Secondary Teachers (SOC 25-1000)

POST SECONDARY TEACHERS	19955	9660	10295	7225	7555	345	755	485	485	1430	1285	175	215
Total	19955	9660	10295	7225	7555	345	755	485	485	1430	1285	175	215
Percentage	100.0%	48.4%	51.6%	36.2%	37.9%	1.7%	3.8%	2.4%	2.4%	7.2%	6.4%	0.9%	1.1%

Promotable Pool

Associate Professors	58	25	33	14	25	2	2	0	1	9	5	0	0
Total	58	25	33	14	25	2	2	0	1	9	5	0	0
Percentage	100.0%	43.1%	56.9%	24.1%	43.1%	3.4%	3.4%	0	1.7%	15.5%	8.6%	0	0

Part-Time Workforce - N/A

Part Time Lecturer	0	0	0	0	0	0	0	0	0	0	0	0	0
Percentage	0	0	0	0	0	0	0	0	0	0	0	0	0

OTHER SOURCE - N/A

Total	0	0	0	0	0	0	0	0	0	0	0	0	0
Percentage	0	0	0	0	0	0	0	0	0	0	0	0	0

Digest of Ed. Statistics, Table 315.20, Fall 2021 Professors

Professors	183270	117338	65932	91213	51610	4255	3308	4739	3083	16347	7318	784	613
	0	0	0	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	183270	117338	65932	91213	51610	4255	3308	4739	3083	16347	7318	784	613
Percentage	100.0%	64.0%	36.0%	49.8%	28.2%	2.3%	1.8%	2.6%	1.7%	8.9%	4.0%	0.4%	0.3%

FACTOR:	SOURCE CONSULTED:	BASIS OF SELECTION: GEOGRAPHICAL AREA/JOB TITLE:	REASONS FOR WEIGHTING THE FACTOR:
Employment data in the Applicable LMA	Employment Data - Census 2014-2018 EEO Data Tool, Statewide Data, Connecticut Post Secondary Teachers (SOC 25-1000)	N/A	0% value weight.
Promotable	Job Category - Associate Professors as of 3/31/2022	Associate Professors are promoted from within their position.	100% value weight as many assistant professors are filled through the promotion and tenure process. Increased from previous submission to reflect the % of increases from instructor to Assistant Professor
Part-Time Workforce	N/A	N/A	0% value weight.
Fall Student Populations	The region student population is considered as the region typically looks for prior experience in a community region environment.	N/A	0% value weight.
Digest of Ed. Statistics	Digest of Ed. Statistics, Table 315.20. Professors. Fall 2019	N/A	0% value weight.

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

**WESTERN CONNECTICUT STATE UNIVERSITY
AVAILABILITY ANALYSIS**

OCCUPATIONAL CATEGORY:
JOB TITLE:

EEO 2- FACULTY
ASSOCIATE PROFESSOR

REPORTING DATE:
LABOR MARKET AREA:

April 1, 2022-March 31, 2023
STATEWIDE/NATIONAL

AVAILABILITY SOURCE	TOTAL MALE			TOTAL FEMALE			WHITE MALE			WHITE FEMALE			BLACK MALE			BLACK FEMALE			HISPANIC MALE			HISPANIC FEMALE			AAIANHNPI* MALE			AAIANHNPI* FEMALE			TWO or MORE MALE			TWO or MORE FEMALE		
	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF
Employment data (Census)	48.4	0	0.0	51.6	0	0.0	36.2	0	0.0	37.9	0	0.0	1.7	0	0.0	3.8	0	0.0	2.4	0	0.0	2.4	0	0.0	7.2	0	0.0	6.4	0	0.0	0.9	0	0.0	1.1	0	0.0
Promotable Pool	50.0	100	50.0	50.0	100	50.0	36.1	100	36.1	38.9	100	38.9	2.8	100	2.8	2.8	100	2.8	2.8	100	2.8	2.8	100	2.8	8.3	100	8.3	5.6	100	5.6	0.0	100	0.0	0.0	100	0.0
Part-Time Pool	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0
Student Population	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0
Digest of Ed Stats (National)	52.5	0	0.0	47.5	0	0.0	38.5	0	0.0	35.1	0	0.0	2.7	0	0.0	3.4	0	0.0	2.8	0	0.0	2.6	0	0.0	7.8	0	0.0	5.9	0	0.0	0.6	0	0.0	0.6	0	0.0
FINAL AVAILABILITY BASE PERCENTAGE			50.0			50.0			36.1			38.9			2.8			2.8			2.8			2.8			8.3			5.6			0.0			0.0

Employment Data - Census 2014-2018 EEO Data Tool, Statewide Data, Connecticut Post Secondary Teachers (SOC 25-1000)

POST SECONDARY TEACHERS	19955	9660	10295	7225	7555	345	755	485	485	1430	1285	175	215
Total	19955	9660	10295	7225	7555	345	755	485	485	1430	1285	175	215
Percentage	100.0%	48.4%	51.6%	36.2%	37.9%	1.7%	3.8%	2.4%	2.4%	7.2%	6.4%	0.9%	1.1%

Promotable Pool

Assistant Professors	36	18	18	13	14	1	1	1	1	3	2	0	0
Total	36	18	18	13	14	1	1	1	1	3	2	0	0
Percentage	100.0%	50.0%	50.0%	36.1%	38.9%	2.8%	2.8%	2.8%	2.8%	8.3%	5.6%	0	0

Part-Time Workforce - N/A

Part Time Lecturer	0	0	0	0	0	0	0	0	0	0	0	0	0
Percentage	0	0	0	0	0	0	0	0	0	0	0	0	0

OTHER SOURCE - N/A

Total	0	0	0	0	0	0	0	0	0	0	0	0	0
Percentage	0	0	0	0	0	0	0	0	0	0	0	0	0

Digest of Ed. Statistics, Table 315.20, Fall 2021 Associate Professors

Associate Professors	154402	80989	73413	59521	54170	4196	5194	4362	3975	12022	9179	888	895
Total	154402	80989	73413	59521	54170	4196	5194	4362	3975	12022	9179	888	895
Percentage	100.0%	52.5%	47.5%	38.5%	35.1%	2.7%	3.4%	2.8%	2.6%	7.8%	5.9%	0.6%	0.6%

FACTOR:	SOURCE CONSULTED:	BASIS OF SELECTION: GEOGRAPHICAL AREA/JOB TITLE:	REASONS FOR WEIGHTING THE FACTOR:
Employment data in the Applicable LMA	Employment Data - Census 2014-2018 EEO Data Tool, Statewide Data, Connecticut Post Secondary Teachers (SOC 25-1000)	N/A	0% value weight.
Promotable	Job Category - Assistant Professors as of 3/31/2022	Assistant Professors are promoted from within their position.	100% value weight as many assistant professors are filled through the promotion and tenure process. Increased from previous submission to reflect the % of increases from instructor to Assistant Professor
Part-Time Workforce	N/A	N/A	0% value weight.
Fall Student Populations	The region student population is considered as the region typically looks for prior experience in a community region environment.	N/A	0% value weight.
Digest of Ed. Statistics	Digest of Ed. Statistics, Table 315.20. Associate Professors. Fall 2021	N/A	0% value weight.

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

**WESTERN CONNECTICUT STATE UNIVERSITY
AVAILABILITY ANALYSIS**

OCCUPATIONAL CATEGORY:
JOB TITLE:

**EEO 2 - FACULTY
ASSISTANT PROFESSOR**

REPORTING DATE:
LABOR MARKET AREA:

**April 1, 2022-March 31, 2023
STATEWIDE/NATIONAL**

AVAILABILITY SOURCE	TOTAL MALE			TOTAL FEMALE			WHITE MALE			WHITE FEMALE			BLACK MALE			BLACK FEMALE			HISPANIC MALE			HISPANIC FEMALE			AAIANHNP1* MALE			AAIANHNP1* FEMALE			TWO or MORE MALE			TWO or MORE FEMALE		
	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF
Employment data (Census)	48.4	40	19.4	51.6	40	20.6	36.2	40	14.5	37.9	40	15.2	1.7	40	0.7	3.8	40	1.5	2.4	40	1.0	2.4	40	1.0	7.2	40	2.9	6.4	40	2.6	0.9	40	0.4	1.1	40	0.4
Promotable Pool	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0
Part-Time Pool	49.9	20	10.0	50.1	20	10.0	44.2	20	8.8	41.6	20	8.3	0.6	20	0.1	2.9	20	0.6	2.4	20	0.5	1.2	20	0.2	2.7	20	0.5	4.4	20	0.9	0.0	20	0.0	0.0	20	0.0
Student Population	55.4	10	5.5	44.6	10	4.5	31.5	10	3.2	24.1	10	2.4	4.2	10	0.4	4.4	10	0.4	13.6	10	1.4	9.8	10	1.0	2.6	10	0.3	2.1	10	0.2	3.5	10	0.4	4.3	10	0.4
Digest of Ed Stats (National)	43.8	30	13.1	56.2	30	16.9	31.5	30	9.5	40.0	30	12.0	2.9	30	0.9	4.9	30	1.5	3.3	30	1.0	4.1	30	1.2	5.4	30	1.6	6.1	30	1.8	0.7	30	0.2	1.0	30	0.3
FINAL AVAILABILITY BASE PERCENTAGE			48.0			52.0			36.0			37.9			2.1			4.0			3.9			3.4			5.3			5.5			1.0			1.1

Employment Data - Census 2014-2018 EEO Data Tool, Statewide Data, Connecticut Post Secondary Teachers (SOC 25-1000)

POST SECONDARY TEACHERS	19955	9660	10295	7225	7555	345	755	485	485	1430	1285	175	215
Total	19955	9660	10295	7225	7555	345	755	485	485	1430	1285	175	215
Percentage	100.0%	48.4%	51.6%	36.2%	37.9%	1.7%	3.8%	2.4%	2.4%	7.2%	6.4%	0.9%	1.1%

Promotable Pool

Instructors	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0
Percentage	0	0	0	0	0	0	0	0	0	0	0	0	0

Part-Time Pool - Non-Permanent Faculty (Lecturers) as of 3/31/20221

Part Time Lecturer	339	169	170	150	141	2	10	8	4	9	15	0	0
Total	339	169	170	150	141	2	10	8	4	9	15	0	0
Percentage	100.0%	49.9%	50.1%	44.2%	41.6%	0.6%	2.9%	2.4%	1.2%	2.7%	4.4%	0	0

OTHER SOURCE - Fall Student Populations 2021

Total	4802	2660	2142	1513	1156	200	210	653	471	124	100	170	205
Percentage	100.0%	55.4%	44.6%	31.5%	24.1%	4.2%	4.4%	13.6%	9.8%	2.6%	2.1%	3.5%	4.3%

Digest of Ed. Statistics, Table 315.20, Fall 2021: Lecturers, Instructors, Assistant Professors

Assistant Professors	155444	69529	85915	47792	59310	4694	7972	4520	5260	11433	11664	1090	1709
Instructors	91064	38667	52397	28735	37968	2737	4792	3670	4678	2895	4011	630	948
Lecturers	42809	18493	24316	14530	18559	995	1340	1356	1944	1356	2111	256	362
Total	289317	126689	162628	91057	115837	8426	14104	9546	11882	15684	17786	1976	3019
Percentage	100.0%	43.8%	56.2%	31.5%	40.0%	2.9%	4.9%	3.3%	4.1%	5.4%	6.1%	0.7%	1.0%

FACTOR:	SOURCE CONSULTED:	BASIS OF SELECTION: GEOGRAPHICAL AREA/JOB TITLE:	REASONS FOR WEIGHTING THE FACTOR:
Employment data in the Applicable LMA	Employment Data - Census 2014-2018 EEO Data Tool, Statewide Data, Connecticut Post Secondary Teachers (SOC 25-1000)	The hiring area is predominantly within within the state of Connecticut employment pool from other universities.	40% value weight as assistant professor positions within the region require advanced degrees and relevant/current experience. Most occur from those currently employed.
Promotable	Job Category - Instructors as of 3/31/2022	Instructors promote from within their position.	0% value weight as many assistant professors are filled through the promotion and tenure process. This is changed due to there being no available instructors in the 2023 workforce that could promote to Assistant Professor.
Part-Time Workforce	Internal region applicants come from the current Part-time faculty employees - See workforce data for Part Time faculty. Data does not include those who identify as not specified.	The part-time/temporary faculty is a viable pool for which the region can identify qualified applicant pools. While they work throughout the region, they come from all over the state of CT.	20% value weight as a high percentage of our FT Instructors come from our part-time lecturers who meet the general requirements. New hires into this category often require more years of academic teaching experience which can be attained via PT faculty positions.
Fall Student Populations	The region student population is considered as the region typically looks for prior experience in a community region environment.	Client data comes from within the region's student population records.	10% value weight as students could become part of the workforce after more education and experience. The data is important as we seek to reflect the students in part due to our Hispanic Service Institution status. VW is lower due to the source consulted.
Digest of Ed. Statistics	Digest of Ed. Statistics, Table 315.20. Assistant Professors, Instructors and Lecturers. Fall 2021	The hiring area is nationwide for this job category. Persons currently employed at the assistant professor level are a common recruitment pool.	30% value weight. Assistant professor positions required teaching and administrative experience for new hires. Those already teaching are a viable pool.

*AAIANHNP1 = ASIAN, AMERICAN INDIAN, ALASKA NATIVE, HAWAIIAN NATIVE, PACIFIC ISLANDER

**WESTERN CONNECTICUT STATE UNIVERSITY
AVAILABILITY ANALYSIS**

OCCUPATIONAL CATEGORY:
JOB TITLE:

**EEO 2 - FACULTY
INSTRUCTOR**

REPORTING DATE:
LABOR MARKET AREA:

April 1, 2022-March 31, 2023
STATEWIDE/NATIONAL

AVAILABILITY SOURCE	TOTAL MALE			TOTAL FEMALE			WHITE MALE			WHITE FEMALE			BLACK MALE			BLACK FEMALE			HISPANIC MALE			HISPANIC FEMALE			AAIANHNP1* MALE			AAIANHNP1* FEMALE			TWO or MORE MALE			TWO or MORE FEMALE			
	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF				
Employment data (Census)	48.4	60	29.0	51.6	60	31.0	36.2	60	21.7	37.9	60	22.7	1.7	60	1.0	3.8	60	2.3	2.4	60	1.4	2.4	60	1.4	7.2	60	4.3	6.4	60	3.8	0.9	60	0.5	1.1	60	0.7	
Promotable Pool	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Part-Time Pool	49.9	10	5.0	50.1	10	5.0	44.2	10	4.4	41.6	10	4.2	0.6	10	0.1	2.9	10	0.3	2.4	10	0.2	1.2	10	0.1	2.7	10	0.3	4.4	10	0.4	0.0	10	0.0	0.0	10	0.0	
Student Population	55.4	10	5.5	44.6	10	4.5	31.5	10	3.2	24.1	10	2.4	4.2	10	0.4	4.4	10	0.4	13.6	10	1.4	9.8	10	1.0	2.6	10	0.3	2.1	10	0.2	3.5	10	0.4	4.3	10	0.4	
Digest of Ed Stats (National)	43.8	20	8.8	56.2	20	11.2	31.5	20	6.3	40.0	20	8.0	2.9	20	0.6	4.9	20	1.0	3.3	20	0.7	4.1	20	0.8	5.4	20	1.1	6.1	20	1.2	0.7	20	0.1	1.0	20	0.2	
FINAL AVAILABILITY BASE PERCENTAGE			48.3			51.7			35.6			37.3			2.1			4.0			3.7			3.3			6.0			5.6			1.0			1.3	

Employment Data - Census 2014-2018 EEO Data Tool, Statewide Data, Connecticut Post Secondary Teachers (SOC 25-1000)

POST SECONDARY TEACHERS	19955	9660	10295	7225	7555	345	755	485	485	1430	1285	175	215
Total	19955	9660	10295	7225	7555	345	755	485	485	1430	1285	175	215
Percentage	100.0%	48.4%	51.6%	36.2%	37.9%	1.7%	3.8%	2.4%	2.4%	7.2%	6.4%	0.9%	1.1%
<u>Promotable Pool</u>													
N/A	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0
Percentage	0	0	0	0	0	0	0	0	0	0	0	0	0

Part-Time Pool - Non-Permanent Faculty (Lecturers) as of 3/31/20221

Part Time Lecturer	339	169	170	150	141	2	10	8	4	9	15	0	0
Total	339	169	170	150	141	2	10	8	4	9	15	0	0
Percentage	100.0%	49.9%	50.1%	44.2%	41.6%	0.6%	2.9%	2.4%	1.2%	2.7%	4.4%	0	0

OTHER SOURCE - Fall Student Populations 2021

Total	4802	2660	2142	1513	1156	200	210	653	471	124	100	170	205
Percentage	100.0%	55.4%	44.6%	31.5%	24.1%	4.2%	4.4%	13.6%	9.8%	2.6%	2.1%	3.5%	4.3%

Digest of Ed. Statistics, Table 315.20, Fall 2019: Lecturers, Instructors, Assistant Professors

Assistant Professors	155444	69529	85915	47792	59310	4694	7972	4520	5260	11433	11664	1090	1709
Instructors	91064	38667	52397	28735	37968	2737	4792	3670	4678	2895	4011	630	948
Lecturers	42809	18493	24316	14530	18559	995	1340	1356	1944	1356	2111	256	362
Total	289317	126689	162628	91057	115837	8426	14104	9546	11882	15684	17786	1976	3019
Percentage	100.0%	43.8%	56.2%	31.5%	40.0%	2.9%	4.9%	3.3%	4.1%	5.4%	6.1%	0.7%	1.0%

FACTOR:	SOURCE CONSULTED:	BASIS OF SELECTION: GEOGRAPHICAL AREA/JOB TITLE:	REASONS FOR WEIGHTING THE FACTOR:
Employment data in the Applicable LMA	Employment Data - Census 2014-2018 EEO Data Tool, Statewide Data, Connecticut Post Secondary Teachers (SOC 25-1000)	The hiring area is predominantly within within the state of Connecticut employment pool from other universities.	60% value weight as assistant professor positions within the region require advanced degrees and relevant/current experience. Most occur from those currently employed.
Promotable	N/A	N/A	0% value weight as many assistant professors are filled through the promotion and tenure process. Increased from previous submission to reflect the % of increases from instructor to Assistant Professor
Part-Time Workforce	Internal region applicants come from the current Part-time faculty employees - See workforce data for Part Time faculty. Data does not include those who identify as not specified.	The part-time/temporary faculty is a viable pool for which the region can identify qualified applicant pools. While they work throughout the region, they come from all over the state of CT.	10% value weight as a high percentage of our FT Instructors come from our part-time lecturers who meet the general requirements. New hires into this category often require more years of academic teaching experience which can be attained via PT faculty positions.
Fall Student Populations	The region student population is considered as the region typically looks for prior experience in a community region environment.	Client data comes from within the region's student population records.	10% value weight as students could become part of the workforce after more education and experience. The data is important as we seek to reflect the students in part due to our Hispanic Service Institution status. VW is lower due to the source consulted.
Digest of Ed. Statistics	Digest of Ed. Statistics, Table 315.20. Assistant Professors, Instructors and Lecturers. Fall 2019	The hiring area is nationwide for this job category. Persons currently employed at the assistant professor level are a common recruitment pool.	20% value weight. Assistant professor positions required teaching and administrative experience for new hires. Those already teaching are a viable pool.

**WESTERN CONNECTICUT STATE UNIVERSITY
AVAILABILITY ANALYSIS**

OCCUPATIONAL CATEGORY:
JOB TITLE:

EEO 3 - Professional Non-Faculty
All Titles

REPORTING DATE:
LABOR MARKET AREA:

April 1, 2022 - March 31, 202
Statewide/National

AVAILABILITY SOURCE	TOTAL MALE			TOTAL FEMALE			WHITE MALE			WHITE FEMALE			BLACK MALE			BLACK FEMALE			HISPANIC MALE			HISPANIC FEMALE			AAIANHNPI* MALE			AAIANHNPI* FEMALE			TWO or MORE MALE			TWO or MORE FEMALE		
	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF
Employment data (Census)	60.0	50	30.0	40.0	50	20.0	49.6	50	24.8	31.6	50	15.8	2.4	50	1.2	2.9	50	1.5	3.7	50	1.9	3.2	50	1.6	3.6	50	1.8	1.8	50	0.9	0.7	50	0.4	0.5	50	0.3
Promotable Pool	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0
Part-Time Pool	49.9	10	5.0	50.1	10	5.0	44.2	10	4.4	41.6	10	4.2	0.6	10	0.1	2.9	10	0.3	2.4	10	0.2	1.2	10	0.1	2.7	10	0.3	4.4	10	0.4	0.0	10	0.0	0.0	10	0.0
Student Population	55.4	10	5.5	44.6	10	4.5	31.5	10	3.2	24.1	10	2.4	4.2	10	0.4	4.4	10	0.4	13.6	10	1.4	9.8	10	1.0	2.6	10	0.3	2.1	10	0.2	3.5	10	0.4	4.3	10	0.4
Digest of Ed Stats (National)	32.3	20	6.5	67.7	20	13.5	22.8	20	4.6	45.8	20	9.2	3.6	20	0.7	8.3	20	1.7	3.1	20	0.6	7.1	20	1.4	2.2	20	0.4	5.0	20	1.0	0.6	20	0.1	1.4	20	0.3
Digest of Ed Stats (National)	40.4	10	4.0	59.6	10	6.0	26.2	10	2.6	36.7	10	3.7	3.8	10	0.4	7.3	10	0.7	5.3	10	0.5	8.6	10	0.9	3.7	10	0.4	4.8	10	0.5	1.4	10	0.1	2.2	10	0.2
FINAL AVAILABILITY BASE PERCENTAGE			51.0			49.0			39.6			35.3			2.8			4.6			4.6			5.0			3.2			3.0			1.0			1.2

Employment Data - Census 2014-2018 EEO Data Tool, Statewide Data, Connecticut Professional Titles

Combined Totals (see chart)	93752	56220	37532	46465	29645	2250	2720	3465	3025	3405	1642	635	500
Total	93752	56220	37532	46465	29645	2250	2720	3465	3025	3405	1642	635	500
Percentage	100.0%	60.0%	40.0%	49.6%	31.6%	2.4%	2.9%	3.7%	3.2%	3.6%	1.8%	0.7%	0.5%

Promotable Pool

N/A	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0
Percentage	0	0	0	0	0	0	0	0	0	0	0	0	0

Part-Time Pool - Non-Permanent Faculty (Lecturers) as of 3/31/2022

Part Time Lecturer	339	169	170	150	141	2	10	8	4	9	15	0	0
Total	339	169	170	150	141	2	10	8	4	9	15	0	0
Percentage	100.0%	49.9%	50.1%	44.2%	41.6%	0.6%	2.9%	2.4%	1.2%	2.7%	4.4%	0	0

OTHER SOURCE - Fall Student Populations 2021

Total	4802	2660	2142	1513	1156	200	210	653	471	124	100	170	205
Percentage	100.0%	55.4%	44.6%	31.5%	24.1%	4.2%	4.4%	13.6%	9.8%	2.6%	2.1%	3.5%	4.3%

Digest of Ed. Statistics, Table 314.40, Fall 2021: Multiple Titles

Bus & Financial Ops	218213	58667	159546	41382	106330	5778	19503	6114	17271	4325	13312	1068	3130
Comm, Soc Svc, Leg, Arts etc.	182712	79560	103152	58581	72151	10248	12344	6451	11033	2831	5235	1449	2389
Healthcare Pract. And Tech	105659	29304	76355	18696	50051	2550	9088	2883	7355	4608	8509	567	1352
Librarians, Curators and Arch.	35939	10770	25169	8495	19381	685	2036	852	1630	583	1665	155	457
Stud. & Acad. Affs & Ed Svc.	164517	50406	114111	34233	75830	6389	15988	5664	13111	3100	6671	1020	2511
Total	707040	228707	478333	161387	323743	25650	58959	21964	50400	15447	35392	4259	9839
Percentage	100.0%	32.3%	67.7%	22.8%	45.8%	3.6%	8.3%	3.1%	7.1%	2.2%	5.0%	0.6%	1.4%

Digest of Ed. Statistics, Table 322.20 and 323.20, Fall 2019: Degrees Conferred - Bachelors and Masters Degrees

Bachelors Degrees	1911018	803184	1107834	516342	673667	70811	125845	111468	173542	74344	91357	30219	43423
Masters Degrees	695616	250842	444774	165374	282051	27599	65527	27359	51515	23015	32660	7495	13021
Total	2606634	1054026	1552608	681716	955718	98410	191372	138827	225057	97359	124017	37714	56444
Percentage	100.0%	40.4%	59.6%	26.2%	36.7%	3.8%	7.3%	5.3%	8.6%	3.7%	4.8%	1.4%	2.2%

FACTOR:	SOURCE CONSULTED:	BASIS OF SELECTION: GEOGRAPHICAL AREA/JOB TITLE:	REASONS FOR WEIGHTING THE FACTOR:
Employment data in the Applicable LMA	Employment Data - Census 2014-2018 EEO Data Tool, Statewide Data, Connecticut Combined Professionals (i.e., Admin. Managers, Financial Managers, Training/Development Managers, Other Managers, Management Analysts, Social and Community Service Managers)	The hiring area is statewide for this job category. Categories identified based on experience in higher education.	50% value weight as Professional Non-faculty positions are recruited from CT, often requiring previous and/or current work experience in the discipline/field.
Promotable	No longer utilized as of 2022		
Part-Time Workforce	Internal regional applicants come from the current Part-time Educational Assistants. Data does not include those who identify as not specified.	The PT pool is a viable pool for which the region can identify qualified applicant pools. While they work throughout the region, they come from all over the state of CT.	10% value weight as a high percentage of our FT professional staff come from the PT/Temp workforce after a period of time going to FT.
Fall Student Populations	The region student population is considered as the region typically looks for prior experience in a community region environment.	Client data comes from within the region's student population records.	10% value weight as students could become part of the workforce after more education and experience. The data is important as we seek to reflect the students in part due to our Hispanic Service Institution status. VW is lower due to the source consulted.
Digest of Ed. Statistics	Digest of Ed. Statistics, Table 314.40 - Various administrative/professional positions.	The hiring area is statewide; however, we do recruit nationally and hire across statelines for various professional level positions.	20% value weight. Most hires are recruited primarily through statewide; however, some national and/or regional hires do occur.
Digest of Ed. Statistics	Digest of Ed. Statistics, Table 322.20 and 323.20 - conferred bachelors and masters degrees. Fall 2021	Nationwide statistics used as graduating students will enter the workforce across state lines - and at times come from national searches.	10% value weight. PNF positions typically require a Bachelors degree and some require the masters degree.

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

WESTERN CONNECTICUT STATE UNIVERSITY
AVAILABILITY ANALYSIS

OCCUPATIONAL CATEGORY:
JOB TITLE:

EEO 5- Technical ParaProfessional
All Titles

REPORTING DATE:
LABOR MARKET AREA:

April 1, 2022 - March 31, 202
FAIRFIELD COUNTY

AVAILABILITY SOURCE	TOTAL MALE			TOTAL FEMALE			WHITE MALE			WHITE FEMALE			BLACK MALE			BLACK FEMALE			HISPANIC MALE			HISPANIC FEMALE			AAIANHNPI* MALE			AAIANHNPI* FEMALE			TWO or MORE MALE			TWO or MORE FEMALE				
	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF		
Employment Data (Census)	47.5	100	47.5	52.5	100	52.5	31.6	100	31.6	34.0	100	34.0	5.7	100	5.7	7.5	100	7.5	4.9	100	4.9	6.0	100	6.0	4.7	100	4.7	4.1	100	4.1	0.7	100	0.7	0.8	100	0.8		
Promotable Pool	0.0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0.0
Other Source	0.0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0.0
Other Source	0.0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0.0
Other Source	0.0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0.0
Other Source	0.0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0.0
FINAL AVAILABILITY BASE PERCENTAGE			47.5			52.5			31.6			34.0			5.7			7.5			4.9			6.0			4.7			4.1			0.7			0.8		

Employment Data - Census 2014-2018 EEO Data Tool, Fairfield County, Connecticut Technician and ParaProfessional Titles

Combined Totals (see chart)	16363	7780	8583	5170	5570	925	1230	805	980	765	668	115	135
Total	16363	7780	8583	5170	5570	925	1230	805	980	765	668	115	135
Percentage	100.0%	47.5%	52.5%	31.6%	34.0%	5.7%	7.5%	4.9%	6.0%	4.7%	4.1%	0.7%	0.8%

Promotable Pool													
N/A	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0
Percentage	0	0	0	0	0	0	0	0	0	0	0	0	0

OTHER SOURCE - N/A													
N/A	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0
Percentage	0	0	0	0	0	0	0	0	0	0	0	0	0

OTHER SOURCE - N/A													
Total	0	0	0	0	0	0	0	0	0	0	0	0	0
Percentage	0	0	0	0	0	0	0	0	0	0	0	0	0

OTHER SOURCE - N/A													
Total	0	0	0	0	0	0	0	0	0	0	0	0	0
Percentage	0	0	0	0	0	0	0	0	0	0	0	0	0

OTHER SOURCE - N/A													
Total	0	0	0	0	0	0	0	0	0	0	0	0	0
Percentage	0	0	0	0	0	0	0	0	0	0	0	0	0

FACTOR:	SOURCE CONSULTED:	BASIS OF SELECTION: GEOGRAPHICAL AREA/JOB TITLE:	REASONS FOR WEIGHTING THE FACTOR:
Employment data in the Applicable LMA	Employment Data - Census 2014-2018 EEO Data Tool, Fairfield County Data, Connecticut Technicians and Other ParaProfessional Titles	The hiring area is statewide for this job category. Categories identified based on experience in higher education.	100% value weight as Professional Technician positions are recruited from Connecticut, but often requiring previous and/or current work experience in the discipline/field. Mainly recruit from Fairfield County.
Promotable	N/A	N/A	0% value weight as this data is no longer reviewed or evaluated, per CHRO guidance.
Unemployment in Applicable LMA	N/A	N/A	0% value weight as this data is no longer reviewed or evaluated, per CHRO guidance.
Other Source	N/A	N/A	N/A
Other Source	N/A	N/A	N/A
Other Source	N/A	N/A	N/A

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

WESTERN CONNECTICUT STATE UNIVERSITY
AVAILABILITY ANALYSIS

OCCUPATIONAL CATEGORY:
JOB TITLE:

EEO 4- Secretarial-Clerical
All Titles

REPORTING DATE:
LABOR MARKET AREA:

April 1, 2022 - March 31, 202
FAIRFIELD/NEW HAVEN COUNTIES

AVAILABILITY SOURCE	TOTAL MALE			TOTAL FEMALE			WHITE MALE			WHITE FEMALE			BLACK MALE			BLACK FEMALE			HISPANIC MALE			HISPANIC FEMALE			AAIANHNP1* MALE			AAIANHNP1* FEMALE			TWO or MORE MALE			TWO or MORE FEMALE		
	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF			
Employment data (Census)	11.8	100	11.8	88.2	100	88.2	7.7	100	7.7	65.3	100	65.3	1.0	100	1.0	9.0	100	9.0	2.1	100	2.1	10.2	100	10.2	0.7	100	0.7	2.2	100	2.2	0.4	100	0.4	1.6	100	1.6
Unemployment data (DOL Statistics)	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0
Student Population	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0
Graduation Data (selected programs)	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0
	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0
FINAL AVAILABILITY BASE PERCENTAGE			11.8			88.2			7.7			65.3			1.0			9.0			2.1			10.2			0.7			2.2			0.4			

Employment Data - Census 2014-2018 EEO Data Tool, Fairfield and New Haven Counties. Secretaries and Administrative Assistants 43-6010/5710 and Other Office and Administrative Support Workers 43-9000/5810

Combine Totals (see chart)	37885	4465	33420	2900	24725	375	3400	780	3870	250	815	160	610
	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	37885	4465	33420	2900	24725	375	3400	780	3870	250	815	160	610
Percentage	100.0%	11.8%	88.2%	7.7%	65.3%	1.0%	9.0%	2.1%	10.2%	0.7%	2.2%	0.4%	1.6%
OTHER SOURCE - N/A													
N/A	0	0	0	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0
Percentage	0	0	0	0	0	0	0	0	0	0	0	0	0
OTHER SOURCE - N/A													
N/A	0	0	0	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0
Percentage	0	0	0	0	0	0	0	0	0	0	0	0	0
OTHER SOURCE - N/A													
N/A	0	0	0	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0
Percentage	0	0	0	0	0	0	0	0	0	0	0	0	0

FACTOR:	SOURCE CONSULTED:	BASIS OF SELECTION: GEOGRAPHICAL AREA/JOB TITLE:	REASONS FOR WEIGHTING THE FACTOR:
Employment data in the Applicable LMA	Employment Data - Census 2014-2018 EEO Data Tool, Fairfield and New Haven Counties. Secretaries and Administrative Assistants 43-6010/5710 and Other Office and Administrative Support Workers 43-9000/5810	This year the hiring area is mostly local within the proximate between towns from Fairfield and New Haven Counties through JobAps. Recruitment/applications are accepted from other counties.	100% as most positions are hired from those already employed.
OTHER SOURCE - N/A	N/A	N/A	0% value weight as this data is no longer reviewed or evaluated, per CHRO guidance.
OTHER SOURCE - N/A	N/A	N/A	N/A
OTHER SOURCE - N/A	N/A	N/A	N/A

*AAIANHNP1 = ASIAN, AMERICAN INDIAN, ALASKA NATIVE, HAWAIIAN NATIVE, PACIFIC ISLANDER

**WESTERN CONNECTICUT STATE UNIVERSITY
AVAILABILITY ANALYSIS**

OCCUPATIONAL CATEGORY:
JOB TITLE:

SKILLED CRAFT WORKER
ALL TITLES

REPORTING DATE:
LABOR MARKET AREA:

April 1, 2022 - March 31, 202
FAIRFIELD/NEW HAVEN COUNTIES

AVAILABILITY SOURCE	TOTAL MALE			TOTAL FEMALE			WHITE MALE			WHITE FEMALE			BLACK MALE			BLACK FEMALE			HISPANIC MALE			HISPANIC FEMALE			AAIANHNP1* MALE			AAIANHNP1* FEMALE			TWO or MORE MALE			TWO or MORE FEMALE					
	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF			
Employment Data (Census)	97.9	100	97.9	2.1	100	2.1	60.7	100	60.7	1.6	100	1.6	6.5	100	6.5	0.1	100	0.1	27.8	100	27.8	0.2	100	0.2	0.9	100	0.9	0.2	100	0.2	2.0	100	2.0	2.0	100	2.0	0.0	100	0.0
Promotable Pool	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0
OTHER SOURCE	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0
OTHER SOURCE	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0
OTHER SOURCE	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0
FINAL AVAILABILITY BASE PERCENTAGE			97.9			2.1			60.7			1.6			6.5			0.1			27.8			0.2			0.9			0.2			2.0			2.0			0.0

Employment Data - Census 2014-2018 EEO Data Tool, Fairfield and New Haven Counties. Skilled Craft Worker Titles (combined)

Combined Totals (see chart)	14932	14623	309	9060	235	965	20	4155	235	31	138	23	305	0
	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	14932	14623	309	9060	235	965	20	4155	31	138	23	305	0	
Percentage	100.0%	97.9%	2.1%	60.7%	1.6%	6.5%	0.1%	27.8%	0.2%	0.9%	0.2%	2.0%	0	

Promotable Pool	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0
Percentage	0	0	0	0	0	0	0	0	0	0	0	0	0

UNEMPLOYMENT DATA - N/A *SEE NOTES

N/A	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0
Percentage	0	0	0	0	0	0	0	0	0	0	0	0	0

OTHER SOURCE - N/A	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0
Percentage	0	0	0	0	0	0	0	0	0	0	0	0	0

OTHER SOURCE - N/A	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0
Percentage	0	0	0	0	0	0	0	0	0	0	0	0	0

FACTOR:	SOURCE CONSULTED:	BASIS OF SELECTION: GEOGRAPHICAL AREA/JOB TITLE:	REASONS FOR WEIGHTING THE FACTOR:
Employment data in the Applicable LMA	Employment Data - Census 2014-2018 EEO Data Tool, New Haven and Fairfield Counties. Skilled Craft Worker titles	The hiring area is local and given the proximate between New Haven and Bridgeport, both New Haven and Fairfield Counties are utilized.	100% value weight as most positions are hired from those already employed.
Promotable	N/A	N/A	N/A
OTHER SOURCE	N/A	N/A	N/A
OTHER SOURCE	N/A	N/A	N/A
OTHER SOURCE	N/A	N/A	N/A

*AAIANHNP1 = ASIAN, AMERICAN INDIAN, ALASKA NATIVE, HAWAIIAN NATIVE, PACIFIC ISLANDER

**Western Connecticut State University
AVAILABILITY ANALYSIS**

OCCUPATIONAL CATEGORY:
JOB TITLE:

EEO 7 - Protective Services
All Titles

REPORTING DATE:
LABOR MARKET AREA:

April 1, 2022 - March 31, 2023
FAIRFIELD/NEW HAVEN COUNTIES

AVAILABILITY SOURCE	TOTAL MALE			TOTAL FEMALE			WHITE MALE			WHITE FEMALE			BLACK MALE			BLACK FEMALE			HISPANIC MALE			HISPANIC FEMALE			AAIANHNP I* MALE			AAIANHNP I* FEMALE			TWO or MORE MALE			TWO or MORE FEMALE		
	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF
Employment data (Census)	88.8	100	88.8	11.2	100	11.2	64.6	100	64.6	5.7	100	5.7	8.0	100	8.0	3.7	100	3.7	13.2	100	13.2	1.1	100	1.1	1.8	100	1.8	0.6	100	0.6	1.2	100	1.2	0.1	100	0.1
Promotable Pool	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0
Part-Time Pool	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0
Student Population	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0
Graduation Data (selected programs)	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0
FINAL AVAILABILITY BASE PERCENTAGE			88.8			11.2			64.6			5.7			8.0			3.7			13.2			1.1			1.8			0.6			1.2			0.1

Employment Data - Census 2014-2018 EEO Data Tool, Fairfield and New Haven Counties. Protective Sworn and Protective Non-Sworn Titles I(33-1010/3700, 33-3050/3870)													
Combined Totals (see chart)	4952	4399	553	3200	280	394	185	655	55	90	29	60	4
	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	4952	4399	553	3200	280	394	185	655	55	90	29	60	4
Percentage	100.0%	88.8%	11.2%	64.6%	100.0%	8.0%	3.7%	13.2%	1.1%	1.8%	0.6%	1.2%	0.1%
Promotable Pool - N/A													
N/A	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0
Percentage	0	0	0	0	0	0	0	0	0	0	0	0	0
OTHER SOURCE - N/A													
N/A	0	0	0	0	0	0	0	0	0	0	0	0	0
Percentage	0	0	0	0	0	0	0	0	0	0	0	0	0
OTHER SOURCE - N/A													
Total	0	0	0	0	0	0	0	0	0	0	0	0	0
Percentage	0	0	0	0	0	0	0	0	0	0	0	0	0
OTHER SOURCE - N/A													
N/A	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0
Percentage	0	0	0	0	0	0	0	0	0	0	0	0	0

FACTOR:	SOURCE CONSULTED:	BASIS OF SELECTION: GEOGRAPHICAL AREA/JOB TITLE:	REASONS FOR WEIGHTING THE FACTOR:
Employment data in the Applicable LMA	Employment Data - Census 2014-2018 EEO Data Tool, Statewide. Protective - Sworn and Protective Non-Sworn	The hiring area is local and given the proximate between New Haven and New Haven and Fairfield Counties are utilized.	100% as most positions are hired from those already employed or entering retirement from other municipalities.
Promotable	There are no promotable positions into this category.	N/A	N/A
OTHER SOURCE - N/A	N/A	N/A	N/A
OTHER SOURCE - N/A	N/A	N/A	N/A
OTHER SOURCE - N/A	N/A	N/A	N/A

*AAIANHNP I = ASIAN, AMERICAN INDIAN, ALASKA NATIVE, HAWAIIAN NATIVE, PACIFIC ISLANDER

**WESTERN CONNECTICUT STATE UNIVERSITY
AVAILABILITY ANALYSIS**

OCCUPATIONAL CATEGORY:
JOB TITLE:

Service/Maintenance - Except Custodians
All Titles

REPORTING DATE:
LABOR MARKET AREA:

3/31/2023
FAIRFIELD/NEW HAVEN COUNTIES

AVAILABILITY SOURCE	TOTAL MALE			TOTAL FEMALE			WHITE MALE			WHITE FEMALE			BLACK MALE			BLACK FEMALE			HISPANIC MALE			HISPANIC FEMALE			AAIANHNPI* MALE			AAIANHNPI* FEMALE			TWO or MORE MALE			TWO or MORE FEMALE		
	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF
Employment data (Census)	95.0	100	95.0	5.0	100	5.0	51.4	100	51.4	2.3	100	2.3	5.8	100	5.8	1.0	100	1.0	34.9	100	34.9	1.0	100	1.0	1.4	100	1.4	0.5	100	0.5	1.5	100	1.5	0.2	100	0.2
Promotable Pool	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0
OTHER SOURCE - N/A	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0
OTHER SOURCE - N/A	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0
OTHER SOURCE - N/A	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0
FINAL AVAILABILITY BASE PERCENTAGE			95.0			5.0			51.4			2.3			5.8			1.0			34.9			1.0			1.4			0.5			1.5			0.2

Employment Data - Census 2014-2018 EEO Data Tool, New Haven and Fairfield Counties. Maintenance Service Worker Titles

Combined Totals (see chart)	26903	25549	1354	13825	620	1555	265	9385	280	379	124	405	65
	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	26903	25549	1354	13825	620	1555	265	9385	280	379	124	405	65
Percentage	100.0%	95.0%	5.0%	51.4%	2.3%	5.8%	1.0%	34.9%	1.0%	1.4%	0.5%	1.5%	0.2%
Promotable Pool													
N/A	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0
Percentage	0	0	0	0	0	0	0	0	0	0	0	0	0
OTHER SOURCE - N/A													
N/A	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0
Percentage	0	0	0	0	0	0	0	0	0	0	0	0	0
OTHER SOURCE - N/A													
N/A	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0
Percentage	0	0	0	0	0	0	0	0	0	0	0	0	0

FACTOR:	SOURCE CONSULTED:	BASIS OF SELECTION: GEOGRAPHICAL AREA/JOB TITLE:	REASONS FOR WEIGHTING THE FACTOR:
Employment data in the Applicable LMA	Employment Data - Census 2014-2018 EEO Data Tool, New Haven and Fairfield Counties. Maintenance Service Worker Titles (see chart)	The hiring area is local and given the proximate between New Haven and Bridgeport, both New Haven and Fairfield Counties are utilized.	100% as most positions are hired from those already employed.
Promotable	N/A	N/A	N/A
OTHER SOURCE - N/A	N/A	N/A	N/A
OTHER SOURCE - N/A	N/A	N/A	N/A
OTHER SOURCE - N/A	N/A	N/A	N/A

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

WESTERN CONNECTICUT STATE UNIVERSITY
AVAILABILITY ANALYSIS

OCCUPATIONAL CATEGORY:
JOB TITLE:

Service/Maintenance
Custodian Title

REPORTING DATE:
LABOR MARKET AREA:

April 1, 2022 - March 31, 202
FAIRFIELD/NEW HAVEN COUNTIES

AVAILABILITY SOURCE	TOTAL MALE			TOTAL FEMALE			WHITE MALE			WHITE FEMALE			BLACK MALE			BLACK FEMALE			HISPANIC MALE			HISPANIC FEMALE			AAIANHNPI* MALE			AAIANHNPI* FEMALE			TWO or MORE MALE			TWO or MORE FEMALE								
	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF			
Employment data (Census)	43.3	100	43.3	56.7	100	56.7	18.1	100	18.1	15.3	100	15.3	7.8	100	7.8	6.9	100	6.9	15.7	100	15.7	29.8	100	29.8	0.6	100	0.6	1.8	100	1.8	1.1	100	1.1	3.0	100	3.0	3.0	100	3.0			
Promotable Pool	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0
OTHER SOURCE - N/A	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0
OTHER SOURCE - N/A	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0
OTHER SOURCE - N/A	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0
FINAL AVAILABILITY BASE PERCENTAGE			43.3			56.7			18.1			15.3			7.8			6.9			15.7			29.8			0.6			1.8			1.1			3.0			3.0			

Employment Data - Census 2014-2018 EEO Data Tool, New Haven and Fairfield Counties. Building Cleaning Workers

Fairfield County	16390	5935	10455	2160	2140	1015	1100	2560	6250	65	315	135	650
New Haven County	10345	5650	4695	2685	1950	1070	740	1640	1705	85	155	170	145
Total	26735	11585	15150	4845	4090	2085	1840	4200	7955	150	470	305	795
Percentage	100.0%	43.3%	56.7%	18.1%	15.3%	7.8%	6.9%	15.7%	29.8%	0.6%	1.8%	1.1%	3.0%
Promotable Pool													
N/A	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0
Percentage	0	0	0	0	0	0	0	0	0	0	0	0	0
OTHER SOURCE - N/A													
N/A	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0
Percentage	0	0	0	0	0	0	0	0	0	0	0	0	0
OTHER SOURCE - N/A													
N/A	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0
Percentage	0	0	0	0	0	0	0	0	0	0	0	0	0

FACTOR:	SOURCE CONSULTED:	BASIS OF SELECTION: GEOGRAPHICAL AREA/JOB TITLE:	REASONS FOR WEIGHTING THE FACTOR:
Employment data in the Applicable LMA	Employment Data - Census 2014-2018 EEO Data Tool, New Haven and Fairfield Counties. Service Workers	The hiring area is local and given the proximate between New Haven and Bridgeport, both New Haven and Fairfield Counties are utilized.	100% as most positions are hired from those already employed.
Promotable	N/A	N/A	N/A
OTHER SOURCE - N/A	N/A	N/A	N/A
OTHER SOURCE - N/A	N/A	N/A	N/A
OTHER SOURCE - N/A	N/A	N/A	N/A

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

Section 46a-68-85
Utilization Analysis &
Hiring and Promotion Goals

WESTERN CONNECTICUT STATE UNIVERSITY

UTILIZATION ANALYSIS

AGENCY: WESTERN CONNECTICUT STATE UNIVERSITY
CATEGORY OR CLASS: EEO1 -EXECUTIVE/ADMINISTRATIVE
POSITION CLASSIFICATION (25+): All Titles

REPORTING DATE: April 1, 2022-March 31, 2023
LABOR MARKET AREA: STATEWIDE/NATIONAL

	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE		BLACK		HISPANIC		AAIANHNPI*		TWO or MORE			
				MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE		
WORKFORCE %	100.0%	52.9%	47.1%	41.2%	35.3%	11.8%	0.0%	0.0%	11.8%	0.0%	0.0%	0.0%	0.0%	A	
WORKFORCE PARITY %	100.1	57.5	42.6	48.1	32.2	3.0	4.1	3.0	3.2	2.6	2.3	0.9	0.8	B	
WORKFORCE NOS.	17	9	8	7	6	2	0	0	2	0	0	0	0	C	
WORKFORCE PARITY NOS.		9.8	7.2	8.2	5.5	0.5	0.7	0.5	0.5	0.4	0.4	0.2	0.1	D	
NET UTILIZATION (+/-)		-0.8	0.8	-1.2	0.5	1.5	-0.7	-0.5	1.5	-0.4	-0.4	-0.2	-0.1	E	
PREVIOUS UTILIZATION		0.1	-0.2	-0.2	-0.4	1.5	-0.6	-0.5	1.5	-0.4	-0.4	-0.3	-0.3	F	
*** Enter line E from previous filing															
HIRING GOALS	PREVIOUS PLAN GOALS	4	2	2	0	0	0	1	1	0	1	1	0	0	G
	CURRENT PLAN HIRES	0	0	0	0	0	0	0	0	0	0	0	0	0	H
	CURRENT PLAN GOALS	4	3	1	1	0	0	1	1	0	1	0	0	0	L
PROMOTIONAL GOALS	PREVIOUS PLAN GOALS	0	0	0	0	0	0	0	0	0	0	0	0	0	J
	CURRENT PLAN PROMOTIONS	0	0	0	0	0	0	0	0	0	0	0	0	0	K
	CURRENT PLAN GOALS	0	0	0	0	0	0	0	0	0	0	0	0	0	L
UPWARD/ CAREER MOBILITY GOALS	PREVIOUS PLAN GOALS	0	0	0	0	0	0	0	0	0	0	0	0	0	M
	CURRENT PLAN PROMOTIONS	0	0	0	0	0	0	0	0	0	0	0	0	0	N
	CURRENT PLAN GOALS	0	0	0	0	0	0	0	0	0	0	0	0	0	O
NOTE: *Cumulative goal established for AAIANHNPI Male															

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

WESTERN CONNECTICUT STATE UNIVERSITY

UTILIZATION ANALYSIS

AGENCY: WESTERN CONNECTICUT STATE UNIVERSITY
 CATEGORY OR CLASS: EEO2 -FACULTY
 POSITION CLASSIFICATION (25+): PROFESSOR

REPORTING DATE: April 1, 2022-March 31, 2023
 LABOR MARKET AREA: STATEWIDE/NATIONAL

	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE		BLACK		HISPANIC		AAIANHNPI*		TWO or MORE		
				MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	
WORKFORCE %	100.0%	52.7%	47.3%	41.8%	38.2%	2.7%	1.8%	3.6%	1.8%	4.5%	5.5%	0.0%	0.0%	A
WORKFORCE PARITY %	100.0	43.1	56.9	24.1	43.1	3.4	3.4	0.0	1.7	15.5	8.6	0.0	0.0	B
WORKFORCE NOS.	110	58	52	46	42	3	2	4	2	5	6	0	0	C
WORKFORCE PARITY NOS.		47.4	62.6	26.5	47.4	3.7	3.7	0.0	1.9	17.1	9.5	0.0	0.0	D
NET UTILIZATION (+/-)		10.6	-10.6	19.5	-5.4	-0.7	-1.7	4.0	0.1	-12.1	-3.5	0.0	0.0	E
PREVIOUS UTILIZATION		5.9	-5.9	9.3	-3.5	-0.9	-1.9	3.0	-2.9	-5.5	2.2	0.0	0.0	F
*** Enter line E from previous filing														
HIRING GOALS	PREVIOUS PLAN GOALS	0	0	0	0	0	0	0	0	0	0	0	0	G
	CURRENT PLAN HIRES	0	0	0	0	0	0	0	0	0	0	0	0	H
	CURRENT PLAN GOALS	0	0	0	0	0	0	0	0	0	0	0	0	L
PROMOTIONAL GOALS	PREVIOUS PLAN GOALS	16	7	9	0	4	1	2	0	3	6	0	0	J
	CURRENT PLAN PROMOTIONS	5	4	1	1	1	0	0	0	0	3	0	0	K
	CURRENT PLAN GOALS	24	13	11	0	5	1	2	0	0	12	4	0	L
UPWARD/ CAREER MOBILITY GOALS	PREVIOUS PLAN GOALS	0	0	0	0	0	0	0	0	0	0	0	0	M
	CURRENT PLAN PROMOTIONS	0	0	0	0	0	0	0	0	0	0	0	0	N
	CURRENT PLAN GOALS	0	0	0	0	0	0	0	0	0	0	0	0	O
NOTE:														

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

WESTERN CONNECTICUT STATE UNIVERSITY

UTILIZATION ANALYSIS

AGENCY: WESTERN CONNECTICUT STATE UNIVERSITY
 CATEGORY OR CLASS: EEO2 -FACULTY
 POSITION CLASSIFICATION (25+): ASSOCIATE PROFESSOR

REPORTING DATE: April 1, 2022-March 31, 2023
 LABOR MARKET AREA: STATEWIDE/NATIONAL

	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE		BLACK		HISPANIC		AAIANHNPI*		TWO or MORE		
				MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	
WORKFORCE %	100.0%	43.1%	56.9%	24.1%	43.1%	3.4%	3.4%	0.0%	1.7%	15.5%	8.6%	0.0%	0.0%	A
WORKFORCE PARITY %	100.0	50.0	50.0	36.1	38.9	2.8	2.8	2.8	2.8	8.3	5.6	0.0	0.0	B
WORKFORCE NOS.	58	25	33	14	25	2	2	0	1	9	5	0	0	C
WORKFORCE PARITY NOS.		29.0	29.0	20.9	22.6	1.6	1.6	1.6	1.6	4.8	3.2	0.0	0.0	D
NET UTILIZATION (+/-)		-4.0	4.0	-6.9	2.4	0.4	0.4	-1.6	-0.6	4.2	1.8	0.0	0.0	E
PREVIOUS UTILIZATION		6.5	-6.5	-0.6	-6.5	2.0	2.0	0.0	-0.8	5.2	-1.2	0.0	0.0	F
*** Enter line E from previous filing														
HIRING GOALS	PREVIOUS PLAN GOALS	0	0	0	0	0	0	0	0	0	0	0	0	G
	CURRENT PLAN HIRES	0	0	0	0	0	0	0	0	0	0	0	0	H
	CURRENT PLAN GOALS	0	0	0	0	0	0	0	0	0	0	0	0	L
PROMOTIONAL GOALS	PREVIOUS PLAN GOALS	10	1	9	1	7	0	0	0	1	0	1	0	K
	CURRENT PLAN PROMOTIONS	5	2	3	1	2	0	0	0	0	1	1	0	L
	CURRENT PLAN GOALS	10	9	1	7	0	0	0	2	1	0	0	0	L
UPWARD/ CAREER MOBILITY GOALS	PREVIOUS PLAN GOALS	0	0	0	0	0	0	0	0	0	0	0	0	M
	CURRENT PLAN PROMOTIONS	0	0	0	0	0	0	0	0	0	0	0	0	N
	CURRENT PLAN GOALS	0	0	0	0	0	0	0	0	0	0	0	0	O
NOTE:														

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

WESTERN CONNECTICUT STATE UNIVERSITY

UTILIZATION ANALYSIS

AGENCY: WESTERN CONNECTICUT STATE UNIVERSITY
 CATEGORY OR CLASS: EEO2 -FACULTY
 POSITION CLASSIFICATION (25+): ASSISTANT PROFESSOR

REPORTING DATE: April 1, 2022-March 31, 2023
 LABOR MARKET AREA: STATEWIDE/NATIONAL

	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE		BLACK		HISPANIC		AAIANHNPI*		TWO or MORE		
				MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	
WORKFORCE %	100.0%	50.0%	50.0%	36.1%	38.9%	2.8%	2.8%	2.8%	2.8%	8.3%	5.6%	0.0%	0.0%	
WORKFORCE PARITY %	100.0	48.0	52.0	36.0	37.9	2.1	4.0	3.9	3.4	5.3	5.5	1.0	1.1	
WORKFORCE NOS.	36	18	18	13	14	1	1	1	1	3	2	0	0	
WORKFORCE PARITY NOS.		17.3	18.7	13.0	13.6	0.8	1.4	1.4	1.2	1.9	2.0	0.4	0.4	
NET UTILIZATION (+/-)		0.7	-0.7	0.0	0.4	0.2	-0.4	-0.4	-0.2	1.1	0.0	-0.4	-0.4	
PREVIOUS UTILIZATION		-0.3	0.3	2.1	2.8	-0.7	-4.1	-1.3	0.8	0.1	1.2	-0.5	-0.5	
*** Enter line E from previous filing														
HIRING GOALS	PREVIOUS PLAN GOALS	9	3	6	0	0	1	4	1	0	0	1	1	1
	CURRENT PLAN HIRES	0	0	0	0	0	0	0	0	0	0	0	0	0
	CURRENT PLAN GOALS	2	1	1	0	0	0	1	1	0	0	0	0	0
PROMOTIONAL GOALS	PREVIOUS PLAN GOALS	0	0	0	0	0	0	0	0	0	0	0	0	0
	CURRENT PLAN PROMOTIONS	0	0	0	0	0	0	0	0	0	0	0	0	0
	CURRENT PLAN GOALS	0	0	0	0	0	0	0	0	0	0	0	0	0
UPWARD/ CAREER MOBILITY GOALS	PREVIOUS PLAN GOALS	0	0	0	0	0	0	0	0	0	0	0	0	0
	CURRENT PLAN PROMOTIONS	0	0	0	0	0	0	0	0	0	0	0	0	0
	CURRENT PLAN GOALS	0	0	0	0	0	0	0	0	0	0	0	0	0
NOTE: Collective goal for Black Female and Hispanic Male														

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

WESTERN CONNECTICUT STATE UNIVERSITY

UTILIZATION ANALYSIS

AGENCY: WESTERN CONNECTICUT STATE UNIVERSITY
 CATEGORY OR CLASS: EEO2 -FACULTY
 POSITION CLASSIFICATION (25+): INSTRUCTOR

REPORTING DATE: April 1, 2022-March 31, 2023
 LABOR MARKET AREA: STATEWIDE/NATIONAL

	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE		BLACK		HISPANIC		AAIANHNPI*		TWO or MORE		
				MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	
WORKFORCE %	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	A
WORKFORCE PARITY %	100.0	48.3	51.7	35.6	37.3	2.1	4.0	3.7	3.3	6.0	5.6	1.0	1.3	B
WORKFORCE NOS.	0	0	0	0	0	0	0	0	0	0	0	0	0	C
WORKFORCE PARITY NOS.		0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	D
NET UTILIZATION (+/-)		0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	E
PREVIOUS UTILIZATION		-1.4	1.4	-1.1	0.9	-0.1	0.9	-0.1	-0.1	-0.2	-0.2	0.0	0.0	F
*** Enter line E from previous filing														
HIRING GOALS	PREVIOUS PLAN GOALS	1	1	0	1	0	0	0	0	0	0	0	0	G
	CURRENT PLAN HIRES	0	0	0	0	0	0	0	0	0	0	0	0	H
	CURRENT PLAN GOALS	0	0	0	0	0	0	0	0	0	0	0	0	L
PROMOTIONAL GOALS	PREVIOUS PLAN GOALS	0	0	0	0	0	0	0	0	0	0	0	0	J
	CURRENT PLAN PROMOTIONS	0	0	0	0	0	0	0	0	0	0	0	0	K
	CURRENT PLAN GOALS	0	0	0	0	0	0	0	0	0	0	0	0	L
UPWARD/ CAREER MOBILITY GOALS	PREVIOUS PLAN GOALS	0	0	0	0	0	0	0	0	0	0	0	0	M
	CURRENT PLAN PROMOTIONS	0	0	0	0	0	0	0	0	0	0	0	0	N
	CURRENT PLAN GOALS	0	0	0	0	0	0	0	0	0	0	0	0	O

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

WESTERN CONNECTICUT STATE UNIVERSITY

UTILIZATION ANALYSIS

AGENCY: WESTERN CONNECTICUT STATE UNIVERSITY
 CATEGORY OR CLASS: EEO 3 - Professional Non-Faculty
 POSITION CLASSIFICATION (25+): All Titles

REPORTING DATE: April 1, 2022 - March 31, 2023
 LABOR MARKET AREA: STATEWIDE/NATIONAL

	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE		BLACK		HISPANIC		AAIANHNPI*		TWO or MORE		
				MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	
WORKFORCE %	100.0%	43.2%	56.8%	30.9%	46.8%	2.9%	2.2%	4.3%	6.5%	5.0%	1.4%	0.0%	0.0%	
WORKFORCE PARITY %	100.0	51.0	49.0	39.6	35.3	2.8	4.6	4.6	5.0	3.2	3.0	1.0	1.2	
WORKFORCE NOS.	139	60	79	43	65	4	3	6	9	7	2	0	0	
WORKFORCE PARITY NOS.		70.9	68.1	55.0	49.1	3.9	6.4	6.4	7.0	4.4	4.2	1.4	1.7	
NET UTILIZATION (+/-)		-10.9	10.9	-12.0	15.9	0.1	-3.4	-0.4	2.0	2.6	-2.2	-1.4	-1.7	
PREVIOUS UTILIZATION		-9.7	9.7	-11.8	15.1	-1.2	-4.9	0.1	0.6	4.2	0.6	-1.5	-1.7	
*** Enter line E from previous filing														
HIRING GOALS	PREVIOUS PLAN GOALS	22	15	7	12	0	1	5	0	0	0	0	2	2
	CURRENT PLAN HIRES*	8	1	7	0	4	1	1	0	1	0	1	0	0
	CURRENT PLAN GOALS	20	13	7	12	0	0	3	0	0	0	2	1	2
*Hires includes 1 additional HF who transferred in from another region (adding to the workforce at Shoreline West).														
PROMOTIONAL GOALS	PREVIOUS PLAN GOALS	0	0	0	0	0	0	0	0	0	0	0	0	0
	CURRENT PLAN PROMOTIONS	0	0	0	0	0	0	0	0	0	0	0	0	0
	CURRENT PLAN GOALS	0	0	0	0	0	0	0	0	0	0	0	0	0
UPWARD/ CAREER MOBILITY GOALS	PREVIOUS PLAN GOALS	0	0	0	0	0	0	0	0	0	0	0	0	0
	CURRENT PLAN PROMOTIONS	0	0	0	0	0	0	0	0	0	0	0	0	0
	CURRENT PLAN GOALS	0	0	0	0	0	0	0	0	0	0	0	0	0
NOTE:														

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

WESTERN CONNECTICUT STATE UNIVERSITY

UTILIZATION ANALYSIS

AGENCY: WESTERN CONNECTICUT STATE UNIVERSITY
 CATEGORY OR CLASS: EEO 4- Secretarial-Clerical
 POSITION CLASSIFICATION (25+): All Titles

REPORTING DATE: April 1, 2022 - March 31, 2023
 LABOR MARKET AREA: FAIRFIELD/NEW HAVEN COUNTIES

	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE		BLACK		HISPANIC		AAIANHNPI*		TWO or MORE			
				MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE		
WORKFORCE %	100.0%	2.2%	97.8%	2.2%	67.4%	0.0%	17.4%	0.0%	10.9%	0.0%	2.2%	0.0%	0.0%	A	
WORKFORCE PARITY %	100.0	11.8	88.2	7.7	65.3	1.0	9.0	2.1	10.2	0.7	2.2	0.4	1.6	B	
WORKFORCE NOS.	46	1	45	1	31	0	8	0	5	0	1	0	0	C	
WORKFORCE PARITY NOS.		5.4	40.6	3.5	30.0	0.5	4.1	1.0	4.7	0.3	1.0	0.2	0.7	D	
NET UTILIZATION (+/-)		-4.4	4.4	-2.5	1.0	-0.5	3.9	-1.0	0.3	-0.3	0.0	-0.2	-0.7	E	
PREVIOUS UTILIZATION		-4.9	4.9	-2.9	1.3	-0.5	5.5	-1.1	-1.1	-0.4	-0.1	-0.2	-0.8	F	
*** Enter line E from previous filing															
HIRING GOALS	PREVIOUS PLAN GOALS	8	6	2	3	0	1	0	1	1	1	0	0	1	G
	CURRENT PLAN HIRES	5	0	5	0	4	0	0	0	1	0	0	0	0	H
	CURRENT PLAN GOALS	7	6	1	3	0	1	0	1	0	1	0	0	1	L
PROMOTIONAL GOALS	PREVIOUS PLAN GOALS	0	0	0	0	0	0	0	0	0	0	0	0	0	J
	CURRENT PLAN PROMOTIONS	0	0	0	0	0	0	0	0	0	0	0	0	0	K
	CURRENT PLAN GOALS	0	0	0	0	0	0	0	0	0	0	0	0	0	L
UPWARD/ CAREER MOBILITY GOALS	PREVIOUS PLAN GOALS	0	0	0	0	0	0	0	0	0	0	0	0	0	M
	CURRENT PLAN PROMOTIONS	0	0	0	0	0	0	0	0	0	0	0	0	0	N
	CURRENT PLAN GOALS	0	0	0	0	0	0	0	0	0	0	0	0	0	O

NOTE: *In this current plan, a cumulative goal was re-established for AAIAHNPI Male

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

WESTERN CONNECTICUT STATE UNIVERSITY

UTILIZATION ANALYSIS

AGENCY: WESTERN CONNECTICUT STATE UNIVERSITY
 CATEGORY OR CLASS: EEO 5- Technical ParaProfessional
 POSITION CLASSIFICATION (25+): All Titles

REPORTING DATE: April 1, 2022 - March 31, 2023
 LABOR MARKET AREA: FAIRFIELD COUNTY

	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE		BLACK		HISPANIC		AAIANHNPI*		TWO or MORE			
				MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE		
WORKFORCE %	100.0%	25.0%	75.0%	25.0%	50.0%	0.0%	25.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	A	
WORKFORCE PARITY %	100.0	47.5	52.5	31.6	34.0	5.7	7.5	4.9	6.0	4.7	4.1	0.7	0.8	B	
WORKFORCE NOS.	8	2	6	2	4	0	2	0	0	0	0	0	0	C	
WORKFORCE PARITY NOS.		3.8	4.2	2.5	2.7	0.5	0.6	0.4	0.5	0.4	0.3	0.1	0.1	D	
NET UTILIZATION (+/-)		-1.8	1.8	-0.5	1.3	-0.5	1.4	-0.4	-0.5	-0.4	-0.3	-0.1	-0.1	E	
PREVIOUS UTILIZATION		-1.8	1.8	-0.5	1.3	-0.5	1.4	-0.4	-0.5	-0.4	-0.3	-0.1	-0.1	F	
*** Enter line E from previous filing															
HIRING GOALS	PREVIOUS PLAN GOALS	4	3	1	1	0	1	0	1	1	0	0	0	0	G
	CURRENT PLAN HIRES*	0	0	0	0	0	0	0	0	0	0	0	0	0	H
	CURRENT PLAN GOALS	4	3	1	1	0	1	0	1	1	0	0	0	0	L
PROMOTIONAL GOALS	PREVIOUS PLAN GOALS	0	0	0	0	0	0	0	0	0	0	0	0	0	J
	CURRENT PLAN PROMOTIONS	0	0	0	0	0	0	0	0	0	0	0	0	0	K
	CURRENT PLAN GOALS	0	0	0	0	0	0	0	0	0	0	0	0	0	L
UPWARD/ CAREER MOBILITY GOALS	PREVIOUS PLAN GOALS	0	0	0	0	0	0	0	0	0	0	0	0	0	M
	CURRENT PLAN PROMOTIONS	0	0	0	0	0	0	0	0	0	0	0	0	0	N
	CURRENT PLAN GOALS	0	0	0	0	0	0	0	0	0	0	0	0	0	O

NOTE: In current utilization, a cumulative goal was established for Hispanic Male for this current plan.

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

WESTERN CONNECTICUT STATE UNIVERSITY

UTILIZATION ANALYSIS

AGENCY: WESTERN CONNECTICUT STATE UNIVERSITY
 CATEGORY OR CLASS: SKILLED CRAFT WORKER
 POSITION CLASSIFICATION (25+): ALL TITLES

REPORTING DATE: April 1, 2022 - March 31, 2023
 LABOR MARKET AREA: FAIRFIELD/NEW HAVEN COUNTIES

	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE		BLACK		HISPANIC		AAIANHNPI*		TWO or MORE			
				MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE		
WORKFORCE %	100.0%	92.9%	7.1%	71.4%	7.1%	7.1%	0.0%	10.7%	0.0%	3.6%	0.0%	0.0%	0.0%	A	
WORKFORCE PARITY %	100.0	97.9	2.1	60.7	1.6	6.5	0.1	27.8	0.2	0.9	0.2	2.0	0.0	B	
WORKFORCE NOS.	28	26	2	20	2	2	0	3	0	1	0	0	0	C	
WORKFORCE PARITY NOS.		27.4	0.6	17.0	0.4	1.8	0.0	7.8	0.1	0.3	0.1	0.6	0.0	D	
NET UTILIZATION (+/-)		-1.4	1.4	3.0	1.6	0.2	0.0	-4.8	-0.1	0.7	-0.1	-0.6	0.0	E	
PREVIOUS UTILIZATION		-1.3	1.3	2.2	1.5	-1.0	0.0	-6.6	-0.1	4.7	-0.1	-0.6	0.0	F	
*** Enter line E from previous filing															
HIRING GOALS	PREVIOUS PLAN GOALS	9	9	0	0	0	1	0	7	0	0	0	1	0	G
	CURRENT PLAN HIRES	0	0	0	0	0	0	0	0	0	0	0	0	0	H
	CURRENT PLAN GOALS	6	6	0	0	0	0	0	5	0	0	0	1	0	L
PROMOTIONAL GOALS	PREVIOUS PLAN GOALS	0	0	0	0	0	0	0	0	0	0	0	0	0	J
	CURRENT PLAN PROMOTIONS	0	0	0	0	0	0	0	0	0	0	0	0	0	K
	CURRENT PLAN GOALS	0	0	0	0	0	0	0	0	0	0	0	0	0	L
UPWARD/ CAREER MOBILITY GOALS	PREVIOUS PLAN GOALS	0	0	0	0	0	0	0	0	0	0	0	0	0	M
	CURRENT PLAN PROMOTIONS	0	0	0	0	0	0	0	0	0	0	0	0	0	N
	CURRENT PLAN GOALS	0	0	0	0	0	0	0	0	0	0	0	0	0	O
NOTE:															

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

WESTERN CONNECTICUT STATE UNIVERSITY

UTILIZATION ANALYSIS

AGENCY: WESTERN CONNECTICUT STATE UNIVERSITY
 CATEGORY OR CLASS: EEO 7 - Protective Services
 POSITION CLASSIFICATION (25+): All Titles

REPORTING DATE: April 1, 2022 - March 31, 2023
 LABOR MARKET AREA: FAIRFIELD/NEW HAVEN COUNTIES

	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE		BLACK		HISPANIC		AAIANHNPI*		TWO or MORE		UNKN
				MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE
WORKFORCE %	100.0%	75.0%	25.0%	66.7%	8.3%	0.0%	8.3%	8.3%	8.3%	0.0%	0.0%	0.0%	0.0%	0.0%
WORKFORCE PARITY %	100.0	88.8	11.2	64.6	5.7	8.0	3.7	13.2	1.1	1.8	0.6	1.2	0.1	0.0
WORKFORCE NOS.	12	9	3	8	1	0	1	1	1	0	0	0	0	0
WORKFORCE PARITY NOS.		10.7	1.3	7.8	0.7	1.0	0.4	1.6	0.1	0.2	0.1	0.1	0.0	0.0
NET UTILIZATION (+/-)		-1.7	1.7	0.2	0.3	-1.0	0.6	-0.6	0.9	-0.2	-0.1	-0.1	0.0	0.0
PREVIOUS UTILIZATION		3.8	-3.8	4.5	-2.8	-0.2	0.1	-0.6	-0.6	0.7	0.0	-0.6	-0.5	0.0

*** Enter line E from previous filing

HIRING GOALS	PREVIOUS PLAN GOALS	7	2	5	0	3	0	0	1	1	0	0	1	1	0	
	CURRENT PLAN HIRES	3	3	0	3	0	0	0	0	0	0	0	0	0	0	0
	CURRENT PLAN GOALS	2	2	0	0	0	1	0	1	0	0	0	0	0	0	0
	PROMOTIONAL GOALS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
UPWARD/ CAREER MOBILITY GOALS	PREVIOUS PLAN GOALS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	CURRENT PLAN PROMOTIONS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	CURRENT PLAN GOALS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

NOTE: In this current plan, a cumulative goal was (each) established for Two or More Male and Female

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

WESTERN CONNECTICUT STATE UNIVERSITY

UTILIZATION ANALYSIS

AGENCY: WESTERN CONNECTICUT STATE UNIVERSITY
 CATEGORY OR CLASS: Service/Maintenance - Except Custodians
 POSITION CLASSIFICATION (25+): All Titles

REPORTING DATE: 3/31/2023
 LABOR MARKET AREA: FAIRFIELD/NEW HAVEN COUNTIES

	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE		BLACK		HISPANIC		AAIANHNPI*		TWO or MORE			
				MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE		
WORKFORCE %	100.0%	69.2%	30.8%	61.5%	0.0%	0.0%	0.0%	7.7%	30.8%	0.0%	0.0%	0.0%	0.0%	A	
WORKFORCE PARITY %	100.0	95.0	5.0	51.4	2.3	5.8	1.0	34.9	1.0	1.4	0.5	1.5	0.2	B	
WORKFORCE NOS.	13	9	4	8	0	0	0	1	4	0	0	0	0	C	
WORKFORCE PARITY NOS.		12.4	0.7	6.7	0.3	0.8	0.1	4.5	0.1	0.2	0.1	0.2	0.0	D	
NET UTILIZATION (+/-)		-3.4	3.3	1.3	-0.3	-0.8	-0.1	-3.5	3.9	-0.2	-0.1	-0.2	0.0	E	
PREVIOUS UTILIZATION		-5.1	5.1	-1.3	1.6	1.0	-0.2	-4.3	2.8	-0.3	0.9	-0.3	0.0	F	
*** Enter line E from previous filing															
HIRING GOALS	PREVIOUS PLAN GOALS	6	6	0	1	0	0	0	4	0	0	0	1	0	G
	CURRENT PLAN HIRES	0	0	0	0	0	0	0	0	0	0	0	0	0	H
	CURRENT PLAN GOALS	6	5	1	0	1	1	0	4	0	0	0	0	0	L
PROMOTIONAL GOALS	PREVIOUS PLAN GOALS	0	0	0	0	0	0	0	0	0	0	0	0	0	J
	CURRENT PLAN PROMOTIONS	0	0	0	0	0	0	0	0	0	0	0	0	0	K
	CURRENT PLAN GOALS	0	0	0	0	0	0	0	0	0	0	0	0	0	L
UPWARD/ CAREER MOBILITY GOALS	PREVIOUS PLAN GOALS	0	0	0	0	0	0	0	0	0	0	0	0	0	M
	CURRENT PLAN PROMOTIONS	0	0	0	0	0	0	0	0	0	0	0	0	0	N
	CURRENT PLAN GOALS	0	0	0	0	0	0	0	0	0	0	0	0	0	O
NOTE: *Cumulative goal established for White Female															

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

**WESTERN CONNECTICUT STATE UNIVERSITY
UTILIZATION ANALYSIS**

AGENCY: WESTERN CONNECTICUT STATE UNIVERSITY
 CATEGORY OR CLASS: Service/Maintenance
 POSITION CLASSIFICATION (25+): Custodian Title

REPORTING DATE: April 1, 2022 - March 31, 2023
 LABOR MARKET AREA: FAIRFIELD/NEW HAVEN COUNTIES

	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE		BLACK		HISPANIC		AAIANHNPI*		TWO or MORE			
				MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE		
WORKFORCE %	100.0%	68.0%	32.0%	16.0%	20.0%	12.0%	0.0%	36.0%	12.0%	4.0%	0.0%	0.0%	0.0%	A	
WORKFORCE PARITY %	100.0	43.3	56.7	18.1	15.3	7.8	6.9	15.7	29.8	0.6	1.8	1.1	3.0	B	
WORKFORCE NOS.	25	17	8	4	5	3	0	9	3	1	0	0	0	C	
WORKFORCE PARITY NOS.		10.8	14.2	4.5	3.8	2.0	1.7	3.9	7.5	0.2	0.5	0.3	0.8	D	
NET UTILIZATION (+/-)		6.2	-6.2	-0.5	1.2	1.0	-1.7	5.1	-4.5	0.8	-0.5	-0.3	-0.8	E	
PREVIOUS UTILIZATION		9.1	-9.1	2.2	0.1	0.5	-2.2	2.0	-6.5	4.8	0.4	-0.4	-1.0	F	
*** Enter line E from previous filing															
HIRING GOALS	PREVIOUS PLAN GOALS	10	0	10	0	0	0	2	0	7	0	0	0	1	G
	CURRENT PLAN HIRES	0	0	0	0	0	0	0	0	0	0	0	0	0	H
	CURRENT PLAN GOALS	10	1	9	1	0	0	2	0	5	0	1	0	1	L
PROMOTIONAL GOALS	PREVIOUS PLAN GOALS	0	0	0	0	0	0	0	0	0	0	0	0	0	J
	CURRENT PLAN PROMOTIONS	0	0	0	0	0	0	0	0	0	0	0	0	0	K
	CURRENT PLAN GOALS	0	0	0	0	0	0	0	0	0	0	0	0	0	L
UPWARD/ CAREER MOBILITY GOALS	PREVIOUS PLAN GOALS	0	0	0	0	0	0	0	0	0	0	0	0	0	M
	CURRENT PLAN PROMOTIONS	0	0	0	0	0	0	0	0	0	0	0	0	0	N
	CURRENT PLAN GOALS	0	0	0	0	0	0	0	0	0	0	0	0	0	O
NOTE:															

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