

Section 46a-68-90

Goals Analysis

The CT State Community College engaged in necessary steps to ensure every *good faith effort* occurred in every recruitment.

The CT State Community College engaged in the necessary activities to ensure compliance with subsection (a) and (b).

- a) The CT State Community College 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 agency 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 agency 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 agency 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 region'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 agency has made good faith efforts to hire/promote only the most qualified individuals to fill vacancies in a fair and equitable manner.

The agency took steps to advertise its job opportunities broadly in mainstream, culturally specific media, and special listservs. The agency increased its recruitment resources utilizing JAZZHR and other identified sources to advertise job opportunities as the budget permitted.

Search and selection committees were established for every search conducted. Each search committee was composed of diverse employees in an attempt to reflect the demographics of the employment goals. Prior to reviewing application materials, each search committee developed criteria and questions based on the job duties and position qualifications listed on the position announcements. To ensure compliance with AA/EEO laws and regulations, the criteria and questions were reviewed and approved by the Recruitment and Talent Specialist, and the Office of Equity and Civil Rights before the interview process began

Prior to the application deadlines, the Recruitment and Talent Specialist and the Office of Equity and Civil Rights met with each search committee to discuss the following:

- 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. A copy of search committee documents is attached at the end of this section.

The Office of Equity and Civil Rights is involved throughout the search and selection process and reviewed applications to ensure compliance with both Affirmative Action and Equal Employment Opportunity. To that end, where practicable, the Office of Equity and Civil Rights ensured that the committee interviewed goal and minority or

other protected class applicants who, based on the application materials, appeared to meet the qualifications for the position. The agency is aware that it must always monitor the pulse of the overall workforce and provide occasional training in various non-discrimination regulations as they are beneficial to the overall employment process and the diversity of the campus.

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

1

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Hiring Goals Analysis

Executive

- **Goals:** 5WF, 1HF, 1AM, 1AF, 1TM, 1TF
- **Hires:** 3WM, 5WF, 3BM, 3BF, 1HM, 1HF, 1AF, 1TM
- **Goal Achievement:** 8 of 10 established goals were achieved or 80% goal achievement.

1. Manager of Talent and Recruitment (1WF)

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
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 achieved the **first (1) of five (5) White Female** goals with the **one (1) White Female** who transferred into the agency.

2. Vice President of Human Resources (1WF)

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	17	7	10	4	6	1	3	1	1	0	0	0	0	1	0	0
Not Qualified	9	3	6	2	2	0	3	0	1	0	0	0	0	1	0	0
Total Qualified	8	4	4	2	4	1	0	1	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	8	4	4	2	4	1	0	1	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	8	4	4	2	4	1	0	1	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 achieved the **second (2) of five (5) White Female** goals with the hire of **one (1) White Female**.

3. Vice Provost of Academic Affairs (1WF)

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	52	33	18	17	12	5	2	2	0	4	2	5	1	0	1	1
Not Qualified	19	14	4	6	2	1	2	1	0	3	0	3	0	0	0	1
Total Qualified	33	19	14	11	10	4	0	1	0	1	2	2	1	0	1	0
Qual. No Interview	17	12	5	7	4	2	0	1	0	1	1	1	0	0	0	0
Qual. Rec. Interview	16	7	9	4	6	2	0	0	0	0	1	1	1	0	1	0
Withdraw	2	2	0	2	0	0	0	0	0	0	0	0	0	0	0	0
Interviewed	14	5	9	2	6	2	0	0	0	0	1	1	1	0	1	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 achieved the **third (3)** of **five (5) White Female** goals with the hire of **one (1) White Female**.

4. Campus Dean of Students and Faculty (1WF)

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	85	39	37	9	16	9	10	5	3	10	2	2	2	4	4	9
Not Qualified	59	27	28	3	11	7	9	4	3	8	2	2	2	3	1	4
Total Qualified	26	12	9	6	5	2	1	1	0	2	0	0	0	1	3	5
Qual. No Interview	16	10	3	6	1	1	1	1	0	1	0	0	0	1	1	3
Qual. Rec. Interview	10	2	6	0	4	1	0	0	0	1	0	0	0	0	2	2
Withdraw	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Interviewed	10	2	6	0	4	1	0	0	0	1	0	0	0	0	2	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.

The agency achieved the **fourth (4)** of **five (5) White Female** goals with the hire of **one (1) White Female**.

5. Executive Director of Institutional Advancement (1WF)

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	22	8	13	5	9	0	3	0	0	0	0	0	0	3	1	1
Not Qualified	10	4	6	2	3	0	2	0	0	0	0	0	0	2	1	0
Total Qualified	12	4	7	3	6	0	1	0	0	0	0	0	0	1	0	1
Qual. No Interview	9	3	5	2	4	0	1	0	0	0	0	0	0	1	0	1
Qual. Rec. Interview	3	1	2	1	2	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	1	2	1	2	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 achieved the **fifth (5) of five (5) White Female** goals with the hire of **one (1) White Female**.

6. Director of Campus Climate (1HF)

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	55	19	33	5	8	9	10	2	8	1	3	1	0	1	4	3
Not Qualified	45	17	26	4	6	8	9	2	6	1	2	1	0	1	3	2
Total Qualified	10	2	7	1	2	1	1	0	2	0	1	0	0	0	1	1
Qual. No Interview	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Qual. Rec. Interview	10	2	7	1	2	1	1	0	2	0	1	0	0	0	1	1
Withdrew	3	0	3	0	1	0	1	0	0	0	0	0	0	0	1	0
Interviewed	7	2	4	1	1	1	0	0	2	0	1	0	0	0	0	1
Offered	2	0	2	0	0	0	0	0	1	0	1	0	0	0	0	0
Not Accepted	1	0	1	0	0	0	0	0	0	0	1	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 achieved a goal with the hire of **one (1) Hispanic Female**. This achieved the goals established for HF. Goals for WF were previously achieved.

7. President of CT State Community College – Gateway (1AF)

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	127	94	30	41	11	28	10	12	3	7	3	2	0	4	3	3
Not Qualified	29	20	7	9	2	3	3	5	1	2	1	0	0	1	0	2
Total Qualified	98	74	23	32	9	25	7	7	2	5	2	2	0	3	3	1
Qual. No Interview	60	49	10	23	5	13	2	6	1	5	1	1	0	1	1	1
Qual. Rec. Interview	38	25	13	9	4	12	5	1	1	0	1	1	0	2	2	0
Withdrew	5	3	2	3	1	0	1	0	0	0	0	0	0	0	0	0
Interviewed	33	22	11	6	3	12	4	1	1	0	1	1	0	2	2	0
Offered	1	0	1	0	0	0	0	0	0	0	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	1	0	1	0	0	0	0	0	0	0	1	0	0	0	0	0

*AAIANHNPI = Asian, American Indian, Alaskan Native, Hawaiian Native, Pacific Islander.

The agency achieved a goal with the hire of **one (1) Asian Female**. This achieved the goals established for AF. Goals for WF and HF were previously achieved.

8. President of CT State Community College – Manchester, Asnuntuck, Middlesex (1TM)

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	126	90	33	42	14	25	11	10	2	7	3	2	0	4	3	3
Not Qualified	29	19	8	9	3	3	3	4	1	2	1	0	0	1	0	2
Total Qualified	97	71	25	33	11	22	8	6	1	5	2	2	0	3	3	1
Qual. No Interview	60	49	10	23	5	14	3	5	0	5	1	1	0	1	1	1
Qual. Rec. Interview	37	22	15	10	6	8	5	1	1	0	1	1	0	2	2	0
Withdrew	3	2	1	2	1	0	0	0	0	0	0	0	0	0	0	0
Interviewed	34	20	14	8	5	8	5	1	1	0	1	1	0	2	2	0
Offered	1	1	0	0	0	0	0	0	0	0	0	1	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	0	0	1	0	0	0	0

*AAIANHNPI = Asian, American Indian, Alaskan Native, Hawaiian Native, Pacific Islander.

The agency achieved a goal with the hire of **one (1) Two or More Male**. This achieved the goals established for Two or More males. Goals for WF, HF, and AF were previously achieved.

9. President of CT State Community College – Housatonic and Danbury (1BM)

To ensure maximum exposure for recruitment CT State Community College utilized a SEARCH FIRM

Position Summary: The College President is the Community College's Chief Executive Officer and in consultation with the CSCU President and the Board of Regents, provides leadership at the policy level, spearheads change management, sets a tone for the system, represents the organization broadly, and manages the Office of the College President in serving and executing the mission and goals of the system and institution. The College President is a respectful manager; a visible advocate for students; and a convincing and compelling leader of an organization dedicated to excellence in learning and service. As the top administrator, the College President ultimately is responsible for the quality of service provided to all students and delegates responsibilities related to the operational and strategic management of the system to the central office leadership team and the Community College Regional Presidents, as appropriate. As the primary external spokesperson of the College in Connecticut, he/she must develop appropriate coalitions, promote community college higher education, engage in statewide educational finance discussions, and build strong working relationships and partnerships with government, businesses, industry, and other educational institutions and organizations. The College President is accountable for facilitating solutions for workforce development in a new economic era and providing access to a world class college education for an increasingly diverse and growing student population. Ultimately, the College President will lead by example, fostering a culture that is student-centered and celebrates the diversity of the system while still focusing on access, outcomes, and impact.

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.)

In addition to the recruitment conducted by the search firm, this position was posted on the following sites: HigherEdJobs.com, Diverse Issues in Higher Education, Workplace Diversity, Latino's in Higher Ed, LinkedIn, Indeed.com, Facebook page, Zip Recruiter, Indeed.com, ct.edu, Oodle, Careerjet, Sercanto, Job.net, Jobcase.com, Neuvo, Adzuna, and sent through the CSCU email system distribution lists.

Minimum Qualifications: A Master's degree in a relevant field from an accredited institution is required, plus five (5) years' demonstrated experience leading multi-functional teams in higher education setting or an organization of similar complexity, with a track record of successful leadership at the dean level or above. Also required is a well-rounded understanding of methods and ways to manage resources effectively, increase efficiency, reduce costs, foster a culture of innovation and inclusion, and improve the quality of education and student experience in a higher education or comparable environment. The President must possess strong communication, interpersonal, and collaboration skills; and a commitment to the mission of community colleges and the diverse needs of their students. Substitute education and experience that meets the minimum qualifications for the position may be considered.

Preferred Qualifications:

- Doctoral degree in a relevant field from an accredited institution.
- Preference for candidates with executive level experience in community colleges, particularly in multi-campus unionized environments similar to CT State Community College.
- Preference for candidates with experience fundraising for a college/university or community-based organization.
- Preference for candidates that have demonstrated experience leading workforce development initiatives that involve employers, state agencies and/or workforce investment boards.
- Preference for candidates that have significant experience acquiring and overseeing large federal, state and/or philanthropic grants.
- Preference for candidates with experience managing large scale budgets (\$10 million+) and with experience developing mitigation strategies that limit impact on educational quality and student support.
- Demonstrated experience implementing equity programs and initiatives that increase educational outcomes for historically underrepresented and underserved communities.

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	125	91	31	43	12	22	10	13	3	7	3	1	0	5	3	3
Not Qualified	31	25	5	9	1	3	2	5	1	7	1	0	0	1	0	1
Total Qualified	94	66	26	34	11	19	8	8	2	0	2	1	0	4	3	2
Qual. No Interview	57	44	12	26	6	11	3	5	1	0	1	1	0	1	1	1
Qual. Rec. Interview	37	22	14	8	5	8	5	3	1	0	1	0	0	3	2	1
Withdrew	3	2	1	2	1	0	0	0	0	0	0	0	0	0	0	0
Interviewed	34	20	13	6	4	8	5	3	1	0	1	0	0	3	2	1
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 one hundred and twenty-five (125) applicants of which there were **7AM**, and **0TF** goal candidates. Goals for WF, HF, AF, and TM were previously achieved.

Of the one hundred twenty-five (125), thirty-one (31) were deemed not qualified including 7AM goal candidates, who were screened out by the search firm.

- 7AM did not possess the following: Five (5) years' demonstrated experience leading multi-functional teams in higher education setting or an organization of similar complexity, with a track record of successful leadership at the dean level or above."

There were no goal candidates remaining in the pool.

The agency did not achieve a goal with the hire of **one (1) Black Male** who met the minimum and preferred qualifications and was selected based on their interview.

10.VP of Enrollment Management (1BM)

To ensure maximum exposure for recruitment CT State Community College utilized a SEARCH FIRM

Position Summary: Reporting to the CT State Community College President, this position oversees the development and application of the policies and procedures that affect the student body in the area of Enrollment Management. The Vice President will manage, lead, inspire and motivate enrollment staff across institutions. The Vice President for Enrollment Management facilitates the development and implementation of the college's strategic enrollment management plan, promotes recruitment, retention and completion of initiatives and collaborates with faculty, staff, student organizations and community groups to ensure all community college students in Connecticut have access to all resources necessary for student success. The Vice President for Enrollment Management plays a critical role in establishing the operations framework, success metrics and performance benchmarks for the merged institution. The incumbent will have a vision for a world-class, student-centered college that remains true to an open access mission and be able to motivate staff to engage in designing the future college

This position was posted on the following sites: HigherEdJobs.com, Diverse Issues in Higher Education, Workplace Diversity, Latino's in Higher Ed, LinkedIn, Indeed.com, Facebook page, Zip Recruiter, Indeed.com, ct.edu, Oodle, Careerjet, Sercanto, Job.net, Jobcase.com, Neuvo, Adzuna, and sent through the CSCU email system distribution list

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.)

Qualifications: Minimum qualifications include a Master's degree (Doctorate preferred) and eight or more years of experience in higher education enrollment management that includes progressively responsible leadership experience in admissions, financial aid, and/or records required. Equivalent education and experience that meet the minimum qualifications for the position may be considered.

Incumbents are required to have demonstrated advanced knowledge and abilities in the following:

- Experience in the development and implementation of strategic enrollment plans and projection reports based on market-driven data analysis, and experience in budgeting, supervision, student services planning, leading teams, and working with diverse populations.
- Experience with Banner student information system 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	35	19	15	10	9	6	2	1	2	2	0	0	0	0	2	1
Not Qualified	25	13	12	7	7	4	1	0	2	2	0	0	0	0	2	0
Total Qualified	10	6	3	3	2	2	1	1	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	10	6	3	3	2	2	1	1	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	10	6	3	3	2	2	1	1	0	0	0	0	0	0	0	1
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 thirty-five (35) applicants of which there were **2AM**, and **0TF** goal candidates. Goals for WF, HF, AF, and TM were previously achieved.

Of the thirty-five (35), twenty-five (25) were deemed not qualified including 2AM goal candidates.

- 2AM were deemed not qualified by the search firm as they did not meet one or more of the required qualifications.

There were no goal candidates remaining in the pool.

The agency did not achieve a goal with the hire of **one (1) Black Male** who met the minimum and preferred qualifications and was selected based upon their interview.

11.Campus Dean of Students (1BM)

Position Summary: The Campus Dean of Students serves at a large campus within CT State Community College ("CT State"). The position is responsible for managing the day-to-day operation of the campus's student affairs/services functions in close collaboration with the Campus Chief Executive Officer (CEO), Campus Dean of Faculty and the CT State administration. Through collaborative work with the campus leadership team, the Campus Dean of Students ensures that all out-of-classroom campus services operate effectively and develops strong relationships with staff and faculty. They shall ensure that students can access all buildings and services necessary to support student success at the campus.

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.)

This position was posted on the following sites: HigherEdJobs.com, Diverse Issues in Higher Education, Workplace Diversity, Latino's in Higher Ed, LinkedIn, Indeed.com, Facebook page, Zip Recruiter, Indeed.com, ct.edu, Oodle, Careerjet, Sercanto, Job.net, Jobcase.com, Neuvo, Adzuna, and sent through the CSU email system distribution list

Minimum Qualifications: Master's degree in an appropriately related higher education field is required.

Incumbents are required to have demonstrated advanced knowledge and abilities in the following:

- Four (4) or more years of managerial experience in Student Affairs/Higher Education, including two (2) years of supervisory experience.

Preferred Qualifications:

- Doctoral degree
- Demonstrated ability to work with the diverse academic, socioeconomic, cultural, and ethnic backgrounds of members of the College community, including those with disabilities.
- Planning, developing, and evaluating student services and programs focused on equitable outcomes.
- Relevant experience in associate degree education and demonstrated understanding of a comprehensive community college.
- Experience and working knowledge of regional and specialized accreditation, professional standards, and certifications/accreditations relevant to campus services and programming.
- Leading, directing, and evaluating student support staff in a higher education environment.
- Management of operating budgets and plans.
- Research, information, and computer literacy skills, including but limited to:
 - o Development of databases in support of outcomes assessment
 - o Data analysis and interpretation
 - o Evidence-based decision making
- Proven leadership ability and demonstrated ability to effectively collaborate with a diverse range of stakeholders.
- Proven success at problem-solving
- Five (5) years or more of managerial experience in Student Affairs at a college or university
- Four (4) years or more of supervisory experience in the field

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	88	49	30	25	15	12	7	4	3	1	2	2	1	5	2	9
Not Qualified	74	40	26	20	12	11	7	3	2	0	2	2	1	4	2	8
Total Qualified	14	9	4	5	3	1	0	1	1	1	0	0	0	1	0	1
Qual. No Interview	2	0	2	0	2	0	0	0	0	0	0	0	0	0	0	0
Qual. Rec. Interview	12	9	2	5	1	1	0	1	1	1	0	0	0	1	0	1
Withdrew	4	2	1	0	0	0	0	1	1	0	0	0	0	1	0	1
Interviewed	8	7	1	5	1	1	0	0	0	1	0	0	0	0	0	0
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 eighty-eight (88) applicants of which there were **1AM** and **1TF** goal candidates. Goals for WF, HF, AF, and TM were previously achieved.

Of the eighty-eight (88), seventy-four (74) were deemed not qualified including 1TF goal candidates.

- 1TF did not possess a Master's degree in an appropriately related higher education field is required and four (4) or more years of managerial experience in Student Affairs/Higher Education, including two (2) years of supervisory experience.

The remaining fourteen (14) candidates were deemed qualified, however, twelve (12) were offered interviews including 1AM goal candidate.

- 1AM was not selected because when asked about the CT State mission, he offered a deficit model interpretation of it, indicating that our community college students were "not ready for university-level work" and "needed to learn fiscal responsibility," and that the community college as a result was "more welcoming to a more diverse student body." He did not provide examples of his experiences working with ethnically or culturally diverse students other than mentioning those who were first-generation. He did not explain what Title IX is but rather stated, "Make sure students have advocate at the university in situations they are not comfortable with." He did not provide examples of how he would collaborate as a Dean within CT State and maintain policies and procedures across campuses while focusing on Manchester simultaneously but rather only offered how he would work with "different deans to focus on what's happening at each campus."

The agency did not achieve a goal with the hire of **one (1) Black Male**.

- 1BM met the required and preferred qualifications and was selected based on his interview. He described his understanding of the mission of CT State, noting that students have differing goals and educational pursuits and that it is our responsibility and a matter of equity to assist them in reaching their goals. He spoke about student diversity, providing his own experiences of how he began his college journey and not at first feeling that he had a place in the college. He provided an example of when he was a Dean of Academic Support Services and how he developed an initiative that analyzed the achievement gaps between 10-12 differing student populations to develop programming to close those gaps. He was able to define Title IX, and was serving as a Title IX investigator, and expressed an awareness of possible changes to Title IX with the new Presidential Administration. He also discussed his experience working with veterans, as he had oversight of the veterans office director, accurately described the veterans population (focused, families, leaders) and support (priority registration, on-time support).

12. President of CT State Community College – Capital and Tunxis (1BF)

To ensure maximum exposure for recruitment CT State Community College utilized a SEARCH FIRM

Position Summary: The College President is the Community College's Chief Executive Officer and in consultation with the CSCU President and the Board of Regents, provides leadership at the policy level, spearheads change management, sets a tone for the system, represents the organization broadly, and manages the Office of the College President in serving and executing the mission and goals of the system and institution. The College President is a respectful manager; a visible advocate for students; and a convincing and compelling leader of an organization dedicated to excellence in learning and service. As the top administrator, the College President ultimately is responsible for the quality of service provided to all students and delegates responsibilities related to the operational and strategic management of the system to the central office leadership team and the Community College Regional Presidents, as appropriate. As the primary external spokesperson of the College in Connecticut, he/she must develop appropriate coalitions, promote community college higher education, engage in statewide educational finance discussions, and build strong working relationships and partnerships with government, businesses, industry, and other educational institutions and organizations. The College

President is accountable for facilitating solutions for workforce development in a new economic era and providing access to a world class college education for an increasingly diverse and growing student population. Ultimately, the College President will lead by example, fostering a culture that is student-centered and celebrates the diversity of the system while still focusing on access, outcomes, and impact.

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.)

In addition to the recruitment conducted by the search firm, this position was posted on the following sites: HigherEdJobs.com, Diverse Issues in Higher Education, Workplace Diversity, Latino's in Higher Ed, LinkedIn, Indeed.com, Facebook page, Zip Recruiter, Indeed.com, ct.edu, Oodle, Careerjet, Sercanto, Job.net, Jobcase.com, Neuvo, Adzuna, and sent through the CSU email system distribution list

Minimum Qualifications: A Master's degree in a relevant field from an accredited institution is required, plus five (5) years' demonstrated experience leading multi-functional teams in higher education setting or an organization of similar complexity, with a track record of successful leadership at the dean level or above. Also required is a well-rounded understanding of methods and ways to manage resources effectively, increase efficiency, reduce costs, foster a culture of innovation and inclusion, and improve the quality of education and student experience in a higher education or comparable environment. The President must possess strong communication, interpersonal, and collaboration skills; and a commitment to the mission of community colleges and the diverse needs of their students. Substitute education and experience that meets the minimum qualifications for the position may be considered.

Preferred Qualifications:

- Doctoral degree in a relevant field from an accredited institution.
- Preference for candidates with executive level experience in community colleges, particularly in multi-campus unionized environments similar to CT State Community College.
- Preference for candidates with experience fundraising for a college/university or community-based organization.
- Preference for candidates that have demonstrated experience leading workforce development initiatives that involve employers, state agencies and/or workforce investment boards.
- Preference for candidates that have significant experience acquiring and overseeing large federal, state and/or philanthropic grants.
- Preference for candidates with experience managing large scale budgets (\$10 million+) and with experience developing mitigation strategies that limit impact on educational quality and student support.
- Demonstrated experience implementing equity programs and initiatives that increase educational outcomes for historically underrepresented and underserved communities.

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	128	93	31	41	14	30	9	9	3	7	2	1	0	5	3	4
Not Qualified	34	25	7	9	3	4	2	4	1	7	1	0	0	1	0	2
Total Qualified	94	68	24	32	11	26	7	5	2	0	1	1	0	4	3	2
Qual. No Interview	58	45	12	25	6	14	3	4	1	0	1	1	0	1	1	1
Qual. Rec. Interview	36	23	12	7	5	12	4	1	1	0	0	0	0	3	2	1
Withdrew	2	1	1	1	1	0	0	0	0	0	0	0	0	0	0	0
Interviewed	34	22	11	6	4	12	4	1	1	0	0	0	0	3	2	1
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 one hundred and twenty-eight (128) applicants of which there were 7AM, and OTF goal candidates. Goals for WF, HF, AF, and TM were previously achieved.

Of the one hundred and twenty-eight (128), thirty-four (34) were deemed not qualified including 7AM goal candidates, who were screened out by the search firm.

- 7AM did not possess the following: Five (5) years' demonstrated experience leading multi-functional teams in higher education setting or an organization of similar complexity, with a track record of successful leadership at the dean level or above."

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 qualifications and was selected based upon their interview.

13.Campus Director of Diversity, Equity and Inclusion Initiatives (1BF)

Position Summary: The Campus Director of DEI (CD-DEI) leads strategic initiative development, implementation, and evaluation in the areas of diversity, equity, and inclusion. The CD-DEI leads and develops the Campus DEI Center, leads the campus DEI Committee, and holds staff and faculty accountable for the use of data to inform and monitor progress towards closing DEI related opportunity gaps. Under the direct guidance of the Campus CEO, and in partnership with the foundation, the CD-DEI builds and sustains strategic community partnerships that benefit and support DEI related efforts and initiatives. This position drives the alignment of department goals and associated budgets with the CT State mission of support and resource application towards student success through an equity lens.

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.)

This position was posted on the following sites: HigherEdJobs.com, Diverse Issues in Higher Education, Workplace Diversity, Latino's in Higher Ed, LinkedIn, Indeed.com, Facebook page, Zip Recruiter, Indeed.com, ct.edu, Oodle, Careerjet, Sercanto, Job.net, Jobcase.com, Neuvo, Adzuna, and sent through the CSCU email system distribution list

Minimum Qualifications: Master's degree in an appropriately related field with two (2) or more years of related experience; or a combination of education, training and experience which would lead to the competencies required for successful performance of the position's essential duties.

Incumbents are required to have demonstrated advanced knowledge and abilities in the following:

- Non-academic student supports
- Equity-minded initiative and programing for students, staff, and faculty
- Community services and the development of community partnerships
- Program evaluation and reporting
- Supervision of staff
- Budget management

Preferred Qualifications:

- Experience implementing continuous quality improvement processes
- Experience in grant management and reporting
- Experience documenting success of initiatives that advance DEI goals and objectives
- Experience implementing a climate survey or similar instrument; and using the resulting data to drive change

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	70	25	36	2	4	13	19	6	3	1	2	2	2	1	6	9
Not Qualified	55	18	29	2	3	8	15	5	3	1	1	1	2	1	5	8
Total Qualified	15	7	7	0	1	5	4	1	0	0	1	1	0	0	1	1
Qual. No Interview	3	2	1	0	0	1	1	1	0	0	0	0	0	0	0	0
Qual. Rec. Interview	12	5	6	0	1	4	3	0	0	0	1	1	0	0	1	1
Withdrew	3	3	0	0	0	2	0	0	0	0	0	1	0	0	0	0
Interviewed	9	2	6	0	1	2	3	0	0	0	1	0	0	0	1	1
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 seventy (70) applicants of which there were **1AM**, and **2TF** goal candidates. Goals for WF, HF, AF, and TM were previously achieved.

Of the seventy (70) applicants, fifty-five (55) were deemed not qualified including 1AM and 2TF goal candidates.

- 1AM did not possess a Master's degree in an appropriately related field with two (2) or more years of related experience; or a combination of education, training and experience which would lead to the competencies required for successful performance of the position's essential duties.
- 2TF did not possess a Master's degree in an appropriately related field with two (2) or more years of related experience; or a combination of education, training and experience which would lead to the competencies required for successful performance of the position's essential duties.

There were no goal candidates remaining in the pool.

The remaining twelve (12) were offered interviews, including zero (0) goal candidates.

The agency did not achieve a goal with the hire of **one (1) Black Female** who met all of the minimum and preferred qualifications and was selected based upon their interview.

14. Dean of Business (1BF)

Position Summary: The School Dean reports directly to the Provost of Connecticut State Community College and serves on the Provost's Leadership Team and the President's Leadership Council. The School Dean is responsible for the curriculum development and assessment in accordance with Guided Pathways and equity-minded principles, student outcomes, and the strategic direction, growth, and implementation of all Area of Study programs in collaboration with campus academic teams in serving the needs of all CT State stakeholders. The School Dean aligns Area of Study programs with industry and transfer opportunities.

This position was posted on the following sites: HigherEdJobs.com, Diverse Issues in Higher Education, Workplace Diversity, Latino's in Higher Ed, LinkedIn, Indeed.com, Facebook page, Zip Recruiter, Indeed.com, ct.edu, Oodle, Careerjet, Sercanto, Job.net, Jobcase.com, Neuvoo, Adzuna, and sent through the CSCU email system distribution list

Incumbents must possess a 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:

The School Dean is required to possess:

- A Doctoral degree from an accredited institution along with broad knowledge across the Area of Study is preferred; a minimum of a master's degree in an area of focus discipline from an accredited institution is required.
- Five or more years of progressive administrative and managerial experience in higher education, including three years of supervisory experience (four or more years of community college experience preferred).
- Minimum of three years of higher education teaching experience in an area of focus.
- The School Dean is required to have demonstrated advanced knowledge, skills, and abilities in these areas:
- Evidence of knowledge and skills in the development and implementation of discipline curricula. Classroom and/or laboratory teaching effectiveness.
- Planning, developing, and evaluating academic services and programs.
- Relevant experience in associate degree education and demonstrated understanding of a comprehensive community college.
- Experience and working knowledge of regional and specialized accreditation standards relevant to Area of Study programming.
- Leading, directing, and evaluating faculty and staff in a higher education environment.
- Management of operating budgets and plans.

Research, information, and computer literacy skills, including but limited to:

- Institutional and External programmatic accreditation experience.
- Institutional, regional, and national data analysis, interpretation and evidence-based decision making. Proven leadership ability and demonstrated ability to effectively collaborate with a diverse range of stakeholders.
- Experience working in a collective bargaining agreement.
- Sensitivity to and ability to work with the diverse academic, socioeconomic, cultural, and ethnic backgrounds of members of the College community, including those with disabilities.
- Preferred bilingual skills
- These skills and abilities are typically acquired through a combination of education, training, and 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	16	10	6	6	4	3	2	1	0	0	0	0	0	0	0	0
Not Qualified	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	0
Total Qualified	15	9	6	6	4	3	2	0	0	0	0	0	0	0	0	0
Qual. No Interview	8	4	4	3	3	1	1	0	0	0	0	0	0	0	0	0
Qual. Rec. Interview	7	5	2	3	1	2	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
Interviewed	7	5	2	3	1	2	1	0	0	0	0	0	0	0	0	0
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 sixteen (16) applicants of which there were 0AM, and 0TF goal candidates. Goals for WF, HF, AF, and TM were previously achieved.

The agency did not achieve a goal with the hire of **one (1) Black Female** who possessed all of the minimum and preferred qualifications and was selected based upon their interview.

15. Associate Dean of Institutional Advancement (1WM)

Position Summary: The Campus Associate Dean of Institutional Advancement is responsible for designing and implementing comprehensive institutional advancement programs toward the goal of significantly increasing constituent involvement and fundraising outcomes. The advancement function includes responsibility for corporate and foundation relations, community and public relations, events management, grant development and administration, alumni and constituent relations efforts, stewardship, and advancement services. The Campus Associate Dean of Institutional Advancement may advise and provide support in matters related to the annual fund, major gifts and gift planning, endowment, and capital campaigns, and include the foundation in the college's marketing, branding and other communications strategies to the extent that they are relevant to the foundation's mission of supporting the college. In addition to leading the advancement office, the Campus Associate Dean of Institutional Advancement is the campus's primary liaison to the campus foundation and coordinates the mutual support required for the campus's and foundation's success.

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.)

This position was posted on the following sites: HigherEdJobs.com, Diverse Issues in Higher Education, Workplace Diversity, Latino's in Higher Ed, LinkedIn, Indeed.com, Facebook page, Zip Recruiter, Indeed.com, ct.edu, Oodle, Careerjet, Sercanto, Job.net, Jobcase.com, Neuvoo, Adzuna, and sent through the CSCU email system distribution list

Minimum Qualifications: Bachelor's degree in a related field.

Incumbents are required to have demonstrated advanced knowledge and abilities in the following:

- Five (5) years of experience as a senior-level advancement professional.
- A record of leadership and accomplishment in advancement with a proven track record of collaborating with foundations in fundraising success and increasing responsibilities, especially with campaign planning/execution and in major gift solicitations in a goal-oriented environment.
- Documented successful solicitation of numerous major and principal gifts and a history of building advancement programs and fundraising performance.
- Experience working with/within an institutionally related foundation and a volunteer board of directors.
- History of enhancing an organization's culture of philanthropy and maintaining cooperative working relationships with administrators, faculty, staff, students and alumni.
- Exemplary interpersonal skills.
- Demonstrated development of comprehensive and inter-related strategic and operational plans for multiple business units; for example, advancement office, institutionally related foundation, and college/university.
- Experience with complex financial policies, demonstrated successful implementation of them, and monitoring to ensure accurate completion and submission of all regulatory requirements. Examples may include disbursements, IRS filings, financial statements, audits and investment reports.
- Experience with maintaining working relationships with financial consultants, including accountants, auditors, banks and investment advisers.
- Ability to develop annual plans and budgets for multiple, substantial, inter-related constituent units and to work within those budgets.
- History of serving as an organization's representative in the community and building strategic relationships with local and state government leaders, community groups, business and corporate partners and grantors.
- Comprehensive understanding of advancement and foundation operations, and the policy, functions and procedures necessary for these areas to be successful.
- Experience supervising staff, and managing and delegating workloads, as well as running an effective team.
- Demonstrated commitment to lifelong learning and professional growth.

Preferred Qualifications:

- Experience in higher education or similar complex environment
- Experience working in a collective-bargaining environment

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	26	16	9	8	3	1	3	1	2	4	0	1	0	1	1	1
Not Qualified	20	13	7	6	1	1	3	1	2	3	0	1	0	1	1	0
Total Qualified	6	3	2	2	2	0	0	0	0	1	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	6	3	2	2	2	0	0	0	0	1	0	0	0	0	0	1
Withdrew	1	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0
Interviewed	5	2	2	2	2	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 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 twenty-six (26) applicants of which there were **4AM**, and **0TF** goal candidates. Goals for WF, HF, AF, and TM were previously achieved.

Of the twenty-six (26), twenty (20) were deemed not qualified including 3AM goal candidates.

- 1AM was not authorized to work in the United States.
- 1AM submitted an incomplete application and did not include a cover letter or resume.
- 1AM did not possess five (5) years of experience as a senior-level advancement professional.

The remaining six (6) candidates were offered interviews, including 1AM goal candidate.

- 1AM withdrew prior to the interview.

There were no goal candidates remaining in the pool.

The agency did not achieve a goal with the hire of **one (1) White Male** who met all of the minimum and preferred qualifications and was selected based upon their interview.

16.Chief Information Officer (1WM)

Position Summary: The Chief Information Officer (CIO) reporting to the Vice President for Finance and Administration is responsible for providing leadership and management to the Information Technology Services department and is responsible for CT State-wide planning, management, security, and coordination of the technology resources of the College. The CIO is responsible for Information Technology planning, budget management, information systems deployment and management, centralized IT procurement, upholding CSCU information security policies, and the delivery of campus IT services. The CIO plays a key role supporting the institution's strategic goals and managing relationships with IT Shared Services provider.

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.)

This position was posted on the following sites: HigherEdJobs.com, Diverse Issues in Higher Education, Workplace Diversity, Latino's in Higher Ed, LinkedIn, Indeed.com, Facebook page, Zip Recruiter, Indeed.com, ct.edu, Oodle, Careerjet, Sercanto, Job.net, Jobcase.com, Neuvoo, Adzuna, and sent through the CSU email system distribution list

Minimum Qualifications: Bachelor's degree from an accredited institution in a computer related field and ten (10) years of experience.

Incumbents are required to have demonstrated advanced knowledge and abilities in the following:

- Proven ability to serve as an effective member of a management team, be an effective leader to a team of highly trained personnel and consultants; and interact effectively with technical staff, technical service customers, auditors, consultants, vendors, and stakeholders at all levels.
- Excellent interpersonal and collaborative skills, and the ability to communicate technical concepts to technical and non-technical audiences.
- Experience working within a complex and diverse organization, interacting with and influencing multiple stakeholders.
- Proven track record and experience in developing technical solutions, technical standards, policies, and procedures and successfully executing solutions to improve student outcomes
- Knowledge of IT Service Management (ITSM) frameworks (i.e., ITIL)

Preferred Qualifications:

- Master's degree from an accredited institution and ten (10) years of comparable managerial experience or a Doctorate and seven (7) years of comparable managerial experience.
- Experience with Banner, Ellucian Experience, and other higher education enterprise applications.
- Experience with Blackboard or similar LMS system.
- Experience in higher education.

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	76	61	7	26	2	12	1	3	0	14	1	1	1	5	2	8
Not Qualified	10	8	0	1	0	1	0	0	0	5	0	0	0	1	0	2
Total Qualified	66	53	7	25	2	11	1	3	0	9	1	1	1	4	2	6
Qual. No Interview	53	42	6	18	1	9	1	3	0	7	1	1	1	4	2	5
Qual. Rec. Interview	13	11	1	7	1	2	0	0	0	2	0	0	0	0	0	1
Withdrew	4	4	0	3	0	1	0	0	0	0	0	0	0	0	0	0
Interviewed	9	7	1	4	1	1	0	0	0	2	0	0	0	0	0	1
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 seventy-six (76) applicants of which there were **14AM**, and **1TF** goal candidates. Goals for WF, HF, AF, and TM were previously achieved.

Of the seventy-six (76), ten (10) were deemed not qualified including 5AM goal candidates.

- 5AM were not authorized to work legally in the United States.

The remaining sixty-six (66) candidates were deemed qualified, however, fifty-three (53) were not offered interviews, including 7AM and 1TF goal candidate.

- 7AM did not possess a Master's degree from an accredited institution and ten (10) years of comparable managerial experience or a Doctorate and seven (7) years of comparable managerial experience.
- 1TF did not possess a Master's degree from an accredited institution and ten (10) years of comparable managerial experience or a Doctorate and seven (7) years of comparable managerial experience.

The remaining thirteen (13) were offered interviews, including 2AM goal candidates.

- 1AM withdrew from consideration after the first-round interviews.
- 1AM was not selected based on his interview. The committee was unable to fully assess the candidate's qualifications as the candidate's answers were brief and did not address the preferred responses or demonstrate that they possessed the required years of experience and/or related experience regarding the position.

The agency did not achieve a goal with the hire of **one (1) White Male**.

- 1WM met the required and preferred qualifications (including the Master's degree and 10 years of comparable experience) and was selected based on his interview. He was selected because he had IT experience with multiple higher education institutions including serving as AVP of IT for CT State, Director of IT for QVCC, Director of IT for Utica School of Commerce, and Web Developer for MSCEI SUNY at Morrisville. He provided a detailed response on how he aligned technology project with a critical business strategy and cited a student printing policy and explained how savings were reinvested to support students; discussed the importance of stakeholder engagement; developing project plans; and, creating feedback loops and assessing the project's success. He also provided examples of when he held a vendor accountable to contractual obligation, cited Presidio networking issues as an example; discussed importance of having IT participate in development of contract scope; developing KPIs that assess quality, and reporting cadence; and escalation provisions to hold vendor accountable. He also provided examples of how he led an institution through a crisis, cited severe flood issue at SUNY Utica. He discussed having continuity of operation plans that are adaptable in both a written and digital format in case the digital format is compromised and using the experience to strengthen future response protocols. The candidate described how he analyzed and determined the cost of delivering an IT service, citing example of laptop reimaging initiative, discussed how to achieve economies of scale in purchasing and discussed how to streamline process to reduce man hours, thereby achieving savings. He also discussed how to establish measures to ensure projects stay on track by analyzing past spending, aligning the project with business goals, identifying spending categories to better analyze cost disparities and seeking cost optimization strategies like cloud-based options. He also provided examples of how he communicated with key constituencies to achieve a technology goal citing IT framework and stressed identifying who owns each area citing example of website and stressed goal of creating simplicity for end user.

17. Associate Dean of Campus Operations (1WM)

Position Summary: The Associate Dean of Campus Operations oversees the day-to-day campus environment and provides leadership, general direction, and administration of the campus' facilities, maintenance and custodial services, financial support services, information technology services,

emergency preparedness, and auxiliary services (e.g. campus security, campus bookstore, food services). The incumbent assists the President/CEO in managing the overall budget and serves as a liaison with appropriate local, State, and College officials

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.)

This position was posted on the following sites: HigherEdJobs.com, Diverse Issues in Higher Education, Workplace Diversity, Latino's in Higher Ed, LinkedIn, Indeed.com, Facebook page, Zip Recruiter, Indeed.com, ct.edu, Oodle, Careerjet, Sercanto, Job.net, Jobcase.com, Neuvoo, Adzuna, and sent through the CSCU email system distribution list

Minimum Qualifications: Master's degree in an appropriate field with a minimum of five (5) years of experience in higher education or academic administration, which includes three (3) years of experience in the supervision of the work of others or a combination of education, training and experience that would lead to the competencies required for successful performance of the position's essential duties.

Incumbents are required to have demonstrated advanced knowledge and abilities in the following:

- Budget and fiscal management
- Facilities and Capital Planning and Management
- Campus Operations and Security
- Higher education administration
- Supervision and training

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	112	63	42	25	15	16	11	5	7	3	1	1	3	13	5	7
Not Qualified	107	59	41	23	14	15	11	4	7	3	1	1	3	13	5	7
Total Qualified	5	4	1	2	1	1	0	1	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	5	4	1	2	1	1	0	1	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	5	4	1	2	1	1	0	1	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 one hundred and twelve (112) applicants of which there were **3AM** and **3TF** goal candidates. Goals for WF, HF, AF, and TM were previously achieved.

Of the one hundred and twelve (112), one hundred and seven (107) were deemed not qualified including 3AM and 3TF goal candidates.

- 1AM submitted an incomplete application.
- 1AM was not legally authorized to work in the United States.
- 1AM did not possess a Master's degree in an appropriate field with a minimum of five (5) years of experience in higher education or academic administration, which includes three (3) years of

experience in the supervision of the work of others or a combination of education, training and experience that would lead to the competencies required for successful performance of the position's essential duties.

- 3TF did not possess a Master's degree in an appropriate field with a minimum of five (5) years of experience in higher education or academic administration, which includes three (3) years of experience in the supervision of the work of others or a combination of education, training and experience that would lead to the competencies required for successful performance of the position's essential duties.

There were no goal candidates remaining in the pool.

The agency did not achieve a goal with the hire of **one (1) White Male** who met all of the minimum and preferred and was selected based upon their interview.

18. Campus Dean of Students (1HM)

Position Summary: The Campus Dean of Students serves at a large campus (Gateway/Manchester/Naugatuck Valley/Norwalk) within CT State Community College ("CT State"). The position is responsible for managing the day-to-day operation of the campus's student affairs/services functions in close collaboration with the Campus Chief Executive Officer (CEO), Campus Dean of Faculty and the CT State administration. Through collaborative work with the campus leadership team, the Campus Dean of Students ensures that all out-of-classroom campus services operate effectively and develops strong relationships with staff and faculty. They shall ensure that students can access all buildings and services necessary to support student success at the campus.

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.)

This position was posted on the following sites: HigherEdJobs.com, Diverse Issues in Higher Education, Workplace Diversity, Latino's in Higher Ed, LinkedIn, Indeed.com, Facebook page, Zip Recruiter, Indeed.com, ct.edu, Oodle, Careerjet, Sercanto, Job.net, Jobcase.com, Neuvo, Adzuna, and sent through the CSCU email system distribution list

Minimum Qualifications: Master's degree in an appropriately related higher education field.

Incumbents are required to have demonstrated advanced knowledge and abilities in the following:

- Four or more years of managerial experience in Student Affairs/Higher Education, including two years of supervisory experience.

Preferred Qualifications:

- Doctoral degree
- Demonstrated ability to work with the diverse academic, socioeconomic, cultural, and ethnic backgrounds of members of the College community, including those with disabilities.
- Planning, developing, and evaluating student services and programs focused on equitable outcomes.
- Relevant experience in associate degree education and demonstrated understanding of a comprehensive community college.

- Experience and working knowledge of regional and specialized accreditation, professional standards, and certifications/accreditations relevant to campus services and programming.
- Leading, directing, and evaluating student support staff in a higher education environment.
- Management of operating budgets and plans.
- Research, information, and computer literacy skills, including but limited to:
 - o Development of databases in support of outcomes assessment
 - o Data analysis and interpretation
 - o Evidence-based decision making
- Proven leadership ability and demonstrated ability to effectively collaborate with a diverse range of stakeholders.
- Proven success at problem-solving
- Five (5) years or more of managerial experience in Student Affairs at a college or university
- Four (4) years or more of supervisory experience in the field

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	88	38	40	11	12	7	14	6	6	8	4	1	1	5	3	10
Not Qualified	81	35	36	11	10	7	13	4	5	7	4	1	1	5	3	10
Total Qualified	7	3	4	0	2	0	1	2	1	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	7	3	4	0	2	0	1	2	1	1	0	0	0	0	0	0
Withdrew	3	2	1	0	0	0	0	1	1	1	0	0	0	0	0	0
Interviewed	4	1	3	0	2	0	1	1	0	0	0	0	0	0	0	0
Offered	1	1	0	0	0	0	0	1	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	0	0	1	0	0	0	0	0	0	0	0

*AAIANHNPI = Asian, American Indian, Alaskan Native, Hawaiian Native, Pacific Islander.

We received eighty-eight (88) applicants of which there were **8AM**, and **1TF** goal candidates. Goals for WF, HF, AF, and TM were previously achieved.

Of the eighty-eight (88), eighty-one (81) were deemed not qualified including 7AM and 1TF goal candidates.

- 3AM were not legally authorized to work in the United States.
- 4AM did not possess a Master's degree in an appropriately related higher education field or four or more years of managerial experience in Student Affairs/Higher Education, including two years of supervisory experience.
- 1TF did not possess a Master's degree in an appropriately related higher education field or four or more years of managerial experience in Student Affairs/Higher Education, including two years of supervisory experience.

The remaining seven (7) candidates were offered interviews, including 1AM goal candidate.

- 1AM withdrew prior to the interview.

There were no goal candidates remaining in the pool.

The agency did not achieve a goal with the hire of **one (1) Hispanic Male** who possessed all of the minimum and preferred qualifications and was selected based upon their interview.

Professor

- **Goals:** None
- **Hires:** None
- **Goal Achievement:** N/A

Associate Professor

- **Goals:** None
- **Hires:** None
- **Goal Achievement:** N/A

Assistant Professor

- **Goals:** 8WM, 3WF, 1AM, 1TM
- **Hires:** 1WM, 4WF, 1HF, 1AF
- **Goal Achievement:** Four (4) out of thirteen (13) established goals were achieved of 31%.

1. Assistant Professor of Medical Assisting (1WF)

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	5	8	3	4	0	0	0	1	2	1	0	0	0	2	1
Not Qualified	8	2	5	1	2	0	0	0	1	1	1	0	0	0	1	1
Total Qualified	6	3	3	2	2	0	0	0	0	1	0	0	0	0	1	0
Qual. No Interview	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Qual. Rec. Interview	6	3	3	2	2	0	0	0	0	1	0	0	0	0	1	0
Withdrew	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Interviewed	6	3	3	2	2	0	0	0	0	1	0	0	0	0	1	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 achieved **one (1) of three (3) White Female** goals with the hire of **one (1) White Female**.

2. Assistant Professor of Nursing (2WF)

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	19	3	15	2	12	1	0	0	1	0	0	0	2	0	0	1
Not Qualified	7	2	5	1	3	1	0	0	0	0	0	0	2	0	0	0
Total Qualified	12	1	10	1	9	0	0	0	1	0	0	0	0	0	0	1
Qual. No Interview	1	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0
Qual. Rec. Interview	11	1	9	1	8	0	0	0	1	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	11	1	9	1	8	0	0	0	1	0	0	0	0	0	0	1
Offered	3	0	3	0	3	0	0	0	0	0	0	0	0	0	0	0
Not Accepted	1	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0
Hired	2	0	2	0	2	0	0	0	0	0	0	0	0	0	0	0

*AAIANHNPI = Asian, American Indian, Alaskan Native, Hawaiian Native, Pacific Islander.

The agency achieved the **second (2) and third (3) of three (3) White Female** goals with the hire of **two (2) White Females**. This achieved the WF goals established for this category.

3. Assistant Professor of Nursing (1WF)

Position Summary: All Teaching Faculty members shall: Prepare and teach college-approved courses in accordance with approved course descriptions and class schedules, including developing syllabi and reading lists and keeping each course taught complete and up to date; respond to and work with multiple constituencies, including students, peers (faculty and staff), and external agencies (business, community, educational, etc.); perform divisional departmental responsibilities in the selection of texts and related teaching resources; and other teaching and related duties as outlined on the Collective Bargaining Agreement.

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.)

This position was posted on the following sites: HigherEdJobs.com, Diverse Issues in Higher Education, Workplace Diversity, Latino's in Higher Ed, LinkedIn, Indeed.com, Facebook page, Zip Recruiter, Indeed.com, ct.edu, Oodle, Careerjet, Sercanto, Job.net, Jobcase.com, Neuvo, Adzuna, and sent through the CSU email system distribution list

Minimum Qualifications: Master's degree in Nursing. Eligibility for or have a current unencumbered CT RN licensure.

Successful Candidate must have or must possess:

- Four (4) years' college teaching experience, (96+ credits); OR
- Two (2) years' college teaching experience (48+ credits) with four (4) or more years (Fulltime Equivalency) of clinical nursing experience. (Medical surgical nursing, critical care, homecare, and/or acute rehabilitation nursing).

Preferred Qualifications:

- Experience using simulation to teach in a nursing skills lab.
- Experience teaching Medical-Surgical Nursing in an acute care setting.
- Experience as an instructor in a health care facility.
- Experience with curriculum development, program assessment and evaluation.
- Familiarity with the community college experience as a student, faculty or staff.
- Experience using technology to enhance the learning environment, e.g., Blackboard, online instruction or other modalities/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	26	1	22	1	15	0	1	0	2	0	2	0	0	0	2	3
Not Qualified	13	1	12	1	8	0	1	0	1	0	1	0	0	0	1	0
Total Qualified	13	0	10	0	7	0	0	0	1	0	1	0	0	0	1	3
Qual. No Interview	6	0	4	0	3	0	0	0	0	0	1	0	0	0	0	2
Qual. Rec. Interview	7	0	6	0	4	0	0	0	1	0	0	0	0	0	1	1
Withdrew	2	0	2	0	2	0	0	0	0	0	0	0	0	0	0	0
Interviewed	5	0	4	0	2	0	0	0	1	0	0	0	0	0	1	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.

The agency received twenty-six (26) applicants, of which there were **1WM**, **0AM**, and **0TM** goal candidates. Goals for WF were previously achieved.

Of the twenty-six (26) applicants, thirteen (13) applicants were deemed not qualified including 1WM goal candidate.

- 1WM did not possess Four (4) years' college teaching experience, (96+ credits); OR Two (2) years' college teaching experience (48+ credits) with four (4) or more years (Fulltime Equivalency) of clinical nursing experience. (Medical surgical nursing, critical care, homecare, and/or acute rehabilitation nursing).

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 minimum and preferred qualifications and was selected based upon their interview.

4. Assistant Professor – Automotive (1WM)

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	6	1	4	0	0	0	0	0	2	0	0	0	0	1	0
Not Qualified	4	3	1	1	0	0	0	0	0	2	0	0	0	0	1	0
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
Withdrew	1	1	0	1	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
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.

The agency achieved the **first (1) of eight (8) White Male** goals with the hire of **one (1) White Male**.

5. Assistant Professor - Nursing (1AF)

Position Summary: All Teaching Faculty members shall: Prepare and teach college-approved courses in accordance with approved course descriptions and class schedules, including developing syllabi and reading lists and keeping each course taught complete and up to date; respond to and work with multiple constituencies, including students, peers (faculty and staff), and external agencies (business,

community, educational, etc.); perform divisional departmental responsibilities in the selection of texts and related teaching resources; and other teaching and related duties as outlined on the Collective Bargaining Agreement.

Incumbents must possess proven ability to effectively work with culturally, linguistically, and ethnically diverse faculty, staff, and students. Experience with reflective, interactive, culturally responsive pedagogical teaching techniques. 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.).

This position was posted on the following sites: HigherEdJobs.com, Diverse Issues in Higher Education, Workplace Diversity, Latino's in Higher Ed, LinkedIn, Indeed.com, Facebook page, Zip Recruiter, Indeed.com, ct.edu, Oodle, Careerjet, Sercanto, Job.net, Jobcase.com, Neuvoo, Adzuna, and sent through the CSCU email system distribution list

Minimum Qualifications: Master's degree in Nursing or related field. Eligibility for or have a current unencumbered CT RN licensure required.

Successful Candidate must have or must possess:

- Four (4) years' college teaching experience, (96+ credits). OR
- Two (2) years' college teaching experience with four (4) or more years of clinical nursing experience. (medical surgical nursing, critical care, homecare, and/or acute rehabilitation nursing).

Substitutions Allowed: Applicants who do not meet the minimum qualifications as stated are encouraged to put in writing precisely how their background and experience have prepared them for the responsibilities of this position and by providing appropriate references. Exceptions to the degree requirements may be made for compelling reasons.

Preferred Qualifications:

- 48 + credits after two (2) years
- Experience teaching in simulation/nursing skills lab and acute care setting.
- Experience in facilitating high-fidelity simulation.
- Experience teaching Medical-Surgical Nursing and/or Psychiatric/Mental Health Nursing.
- Familiarity with the community college experience as a student, faculty or staff.
- Experience incorporating technology to enhance the learning environment, e.g., Blackboard, online instruction or other modalities/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	16	3	11	1	3	0	1	0	0	1	3	0	0	1	4	2
Not Qualified	10	2	7	0	2	0	0	0	0	1	2	0	0	1	3	1
Total Qualified	6	1	4	1	1	0	1	0	0	0	1	0	0	0	1	1
Qual. No Interview	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Qual. Rec. Interview	6	1	4	1	1	0	1	0	0	0	1	0	0	0	1	1
Withdrew	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Interviewed	6	1	4	1	1	0	1	0	0	0	1	0	0	0	1	1
Offered	1	0	1	0	0	0	0	0	0	0	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	1	0	1	0	0	0	0	0	0	0	1	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 **1WM**, **1AM**, and **0TM** goal candidates. Goals for WF were previously achieved.

Of the sixteen (16) applications, ten (10) applicants were deemed not qualified including 1AM goal candidate.

- 1AM was not legally authorized to work in the United States.

The remaining six (6) were deemed qualified and offered interviews, including 1WM goal candidate.

- 1WM was not selected because he had no didactic teaching experience. His answers related to the mission and the program did not address key elements of the community college mission or key elements of the nursing program. He also did not address his abilities to work as part of a team, student centered approaches, or the role and expectations of faculty at CT State Community College.

The region did not achieve a goal with the hire of **one (1) Asian female**.

- 1AF was selected because she had twenty years of nursing experience, teaching and simulation experience. She detailed her understanding of the mission of college and nursing program by providing examples of the college and nursing program invested in the community and success of students. She discussed her ability to work in a team by her example of working with a team on an educational program on a patient case study in which she worked with all team members to develop a teaching presentation for Shared Governance at Norwalk Hospital. During the teaching demonstration she presented a PowerPoint appropriate for 1st year students and engaged the committee in active learning activities.

6. Assistant Professor Surgical Technology (1HF)

Position Summary: All Teaching Faculty members shall: Prepare and teach college-approved courses in accordance with approved course descriptions and class schedules, including developing syllabi and reading lists and keeping each course taught complete and up to date; respond to and work with multiple constituencies, including students, peers (faculty and staff), and external agencies (business, community, educational, etc.); perform divisional departmental responsibilities in the selection of texts and related teaching resources; and other teaching and related duties as outlined on the Collective Bargaining Agreement.

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.)

This position was posted on the following sites: HigherEdJobs.com, Diverse Issues in Higher Education, Workplace Diversity, Latino's in Higher Ed, LinkedIn, Indeed.com, Facebook page, Zip Recruiter, Indeed.com, ct.edu, Oodle, Careerjet, Sercanto, Job.net, Jobcase.com, Neuvoo, Adzuna, and sent through the CSCU email system distribution list

Minimum Qualifications: Bachelor's degree in a Health field or a related discipline.

Successful Candidate must have or must possess:

- Six (6) years' experience as a Surgical Technician or as a certified Nurse-Operating room.
- Possess a Certified Surgical Technologist license.

Preferred Qualifications:

- Experience teaching Surgical Technology classes
- Experience with curriculum development, program assessment and evaluation.
- Experience Supervising faculty or staff.
- Experience with the community college experience as a student, faculty or staff.
- Experience using technology to enhance the learning environment, e.g., Blackboard, online instruction or other modalities/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	5	1	4	1	1	0	1	0	1	0	0	0	0	0	1	0
Not Qualified	2	1	1	1	0	0	1	0	0	0	0	0	0	0	0	0
Total Qualified	3	0	3	0	1	0	0	0	1	0	0	0	0	0	1	0
Qual. No Interview	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Qual. Rec. Interview	3	0	3	0	1	0	0	0	1	0	0	0	0	0	1	0
Withdrew	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Interviewed	3	0	3	0	1	0	0	0	1	0	0	0	0	0	1	0
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.

We received five (5) applicants for this position of which, there was **1WM**, **0AM**, and **0TM** goal candidates. Goals for WF were previously achieved.

Of the five (5) applicants, two (2) were deemed not qualified including 1WM goal candidate.

- 1WM submitted an incomplete application, no resume.

There were no goal candidates remaining in the pool.

The agency did not achieve a goal with the hire of **one (1) Hispanic Female** who was selected because they met all of the minimum and preferred qualifications and based on their interviews.

Instructor

- **Goals:** 3WM, 2BF, 1HM, 2HF, 1AM
- **Hires:** 7WM, 6WF, 1HF, 2AM
- **Goal Achievement:** With these five (5) of nine (9) or 55% of the established hiring goals for this category.

1. Instructor of Biology (1WM)

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	42	22	17	6	6	2	1	2	1	10	4	1	1	1	4	3
Not Qualified	19	10	8	1	3	1	1	0	0	8	1	0	0	0	3	1
Total Qualified	23	12	9	5	3	1	0	2	1	2	3	1	1	1	1	2
Qual. No Interview	11	5	5	1	0	0	0	0	1	2	3	1	0	1	1	1
Qual. Rec. Interview	12	7	4	4	3	1	0	2	0	0	0	0	1	0	0	1
Withdraw	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1
Interviewed	11	7	4	4	3	1	0	2	0	0	0	0	1	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.

The agency achieved the **first (1)** of **three (3) White Males** goals with the hire of the **one (1) White Male**.

2. Instructor of English (1WM)

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	177	68	86	52	64	1	8	3	3	3	8	1	0	8	3	23
Not Qualified	135	48	73	35	55	1	8	1	2	3	6	1	0	7	2	14
Total Qualified	42	20	13	17	9	0	0	2	1	0	2	0	0	1	1	9
Qual. No Interview	5	4	0	2	0	0	0	1	0	0	0	0	0	1	0	1
Qual. Rec. Interview	37	16	13	15	9	0	0	1	1	0	2	0	0	0	1	8
Withdraw	14	4	7	4	5	0	0	0	1	0	0	0	0	0	1	3
Interviewed	23	12	6	11	4	0	0	1	0	0	2	0	0	0	0	5
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.

The agency achieved the **second (2)** of **three (3) White Males** goals with the hire of the **one (1) White Male**.

3. Instructor of Digital Media and Arts (1WM)

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	35	15	17	11	10	0	3	2	1	0	1	0	0	2	2	3
Not Qualified	4	2	2	2	2	0	0	0	0	0	0	0	0	0	0	0
Total Qualified	31	13	15	9	8	0	3	2	1	0	1	0	0	2	2	3
Qual. No Interview	25	10	12	7	5	0	3	1	1	0	1	0	0	2	2	3
Qual. Rec. Interview	6	3	3	2	3	0	0	1	0	0	0	0	0	0	0	0
Withdraw	2	1	1	0	1	0	0	1	0	0	0	0	0	0	0	0
Interviewed	4	2	2	2	2	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.

The agency achieved the **third (3) of three (3) White Males** goals with the hire of the **one (1) White Male**. This achieved the goals for WM established in the category.

4. Instructor of Music (1HF)

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	83	41	30	28	18	4	1	3	1	3	7	0	1	3	2	12
Not Qualified	78	40	27	27	17	4	1	3	0	3	6	0	1	3	2	11
Total Qualified	5	1	3	1	1	0	0	0	1	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
Qual. Rec. Interview	5	1	3	1	1	0	0	0	1	0	1	0	0	0	0	1
Withdraw	1	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0
Interviewed	4	1	2	1	0	0	0	0	1	0	1	0	0	0	0	1
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 achieved the **first (1) of two (2) Hispanic Females** goals with the hire of the **one (1) Hispanic Female**.

5. Instructor of Microbiology(1AM)

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	44	23	18	8	6	4	0	1	5	8	5	0	1	2	1	3
Not Qualified	30	16	12	5	4	3	0	0	4	6	3	0	0	2	1	2
Total Qualified	14	7	6	3	2	1	0	1	1	2	2	0	1	0	0	1
Qual. No Interview	7	4	3	2	1	1	0	1	0	0	1	0	1	0	0	1
Qual. Rec. Interview	7	3	3	1	1	0	0	0	1	2	1	0	0	0	0	0
Withdraw	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Interviewed	7	3	3	1	1	0	0	0	1	2	1	0	0	0	0	1
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.

The agency achieved **one (1) of one (1) Asian Male** goals with the hire of the **one (1) Asian Male**. This achieved the goals for AM established in the category.

6. Instructor of Culinary Arts (1WF)

Position Summary: All Teaching Faculty members shall: Prepare and teach college-approved courses in accordance with approved course descriptions and class schedules, including developing syllabi and reading lists and keeping each course taught complete and up to date; respond to and work with multiple constituencies, including students, peers (faculty and staff), and external agencies (business, community, educational, etc.); perform divisional departmental responsibilities in the selection of texts and related teaching resources; and other teaching and related duties as outlined on the Collective Bargaining Agreement.

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.)

This position was posted on the following sites: HigherEdJobs.com, Diverse Issues in Higher Education, Workplace Diversity, Latino's in Higher Ed, LinkedIn, Indeed.com, Facebook page, Zip Recruiter, Indeed.com, ct.edu, Oodle, Careerjet, Sercanto, Job.net, Jobcase.com, Neuvoo, Adzuna, and sent through the CSCU email system distribution list

Minimum Qualifications: Master's degree in Business or Hospitality.

Preferred Qualifications:

- An associate degree or higher in Culinary Arts
- ServSafe Food Protection Manager certified and maintain current certification.
- Five (5) years of documented/verifiable work experience within the past four (4) years in the culinary or baking and pastry field, with at least one year in a management position.
- One (1) or more years' teaching-related college-level courses (24+ credits).
- Familiarity with the community college experience as a student, faculty, or staff.
- Experience using technology to enhance the learning environment, e.g., Blackboard, online instruction, or other modalities/software.
- Member of the American Culinary Federation (ACF)
- Experience in demonstrating hands-on culinary arts cooking techniques in accordance with American Culinary Federation standards.
- Experience teaching and demonstrating culinary/ baking fundamentals and/or food service 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	20	13	7	10	3	0	0	2	1	0	0	0	2	1	1	0
Not Qualified	17	11	6	8	2	0	0	2	1	0	0	0	2	1	1	0
Total Qualified	3	2	1	2	1	0	0	0	0	0	0	0	0	0	0	0
Qual. No Interview	1	1	0	1	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
Withdrew	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
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 twenty (20) applicants for this position of which, there were **0BF**, **2HM**, and **1HF** goal candidates. Goals for WM and AM were previously achieved.

Of the twenty (20) applicants, seventeen (17) were deemed not qualified, including **2HM** and **1HF**.

- 2HM did not possess a Master's degree in Hospitality.
- 1HF did not possess a Master's degree in Hospitality.

The remaining candidates were offered interviews. There were no remaining goal candidates remaining in the pool

The agency did not achieve a goal with the hire of **one (1) White female** who was selected because she met the minimum and preferred qualifications and was selected based on their interview.

7. Instructor of English (1WF)

Position Summary: All Teaching Faculty members shall: Prepare and teach college-approved courses in accordance with approved course descriptions and class schedules, including developing syllabi and reading lists and keeping each course taught complete and up to date; respond to and work with multiple constituencies, including students, peers (faculty and staff), and external agencies (business, community, educational, etc.); perform divisional departmental responsibilities in the selection of texts and related teaching resources; and other teaching and related duties as outlined on the Collective Bargaining Agreement.

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.)

This position was posted on the following sites: HigherEdJobs.com, Diverse Issues in Higher Education, Workplace Diversity, Latino's in Higher Ed, LinkedIn, Indeed.com, Facebook page, Zip Recruiter, Indeed.com, ct.edu, Oodle, Careerjet, Sercanto, Job.net, Jobcase.com, Neuvoo, Adzuna, and sent through the CSCU email system distribution list

Minimum Qualifications: Master's degree in English or a related discipline.

Preferred Qualifications:

- One (1) or more years' teaching-related college-level courses (24+ credits).

- Experience teaching English composition and literature.
- Experience teaching in community college.
- Experience using technology to enhance the learning environment, e.g., Blackboard, online instruction or other modalities/software. (e.g., TRAD/ONLN/LRON/LRCR).
- Bilingual in English/Spanish.

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	110	42	45	33	36	0	1	2	2	0	4	3	0	4	2	23
Not Qualified	22	7	11	3	8	0	0	1	0	0	2	1	0	2	1	4
Total Qualified	88	35	34	30	28	0	1	1	2	0	2	2	0	2	1	19
Qual. No Interview	69	30	26	26	22	0	1	1	1	0	2	1	0	2	0	13
Qual. Rec. Interview	19	5	8	4	6	0	0	0	1	0	0	1	0	0	1	6
Withdrew	13	5	3	4	2	0	0	0	0	0	0	1	0	0	1	5
Interviewed	6	0	5	0	4	0	0	0	1	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 one-hundred (110) applications for this position of which, there were **1BF**, **2HM**, and **2HF** goal candidates. Goals for WM and AM were previously achieved.

Of the one-hundred (110) applicants, twenty-two (22) were deemed not qualified, including **1HM**.

- 1HM did not possess a Master's Degree in English or a related discipline.

The remaining eight-eight (88) were deemed qualified; however, sixty-nine (69) were not offered interviews including 1BF, 1HM, and 1HF.

- 1BF did not possess a one (1) or more years' teaching-related college-level courses (24+ credits).
- 1HM did not possess a one (1) or more years' teaching-related college-level courses (24+ credits).
- 1HF did not possess a one (1) or more years' teaching-related college-level courses (24+ credits).

The remaining nineteen (19) were offered interviews based on meeting the required, and preferred qualifications including one (1) or more years' teaching-related college-level courses (24+ credits), including 1HF goal candidate.

- 1HF met the required and all preferred qualifications, except being bilingual, and was not selected based on her interview. Specifically, she used the term "rural student" when discussing our population without giving much depth to specific challenges of our students (e.g., example of food insecurity being an issue, when that is not unique to a rural campus). She also provided terms relevant to diversity of student population, but did not provide examples of how her teaching practice would support a diverse population. Her answer regarding how she helps student grasp difficult concepts only provided superficial knowledge of teaching practice (e.g., "teaching in bite-sized chunks").

The agency did not achieve a goal with the hire of **one (1) White female**.

- 1WF met the minimum and all preferred qualifications, except being bilingual, and was selected based on her interview. She discussed how there has been an evolution of the ENGL 1010 course at CT State Quinebaug Valley, including her knowledge of resources here (e.g., learning center and library), and how she has adapted over time. She discussed how she has collaborated with the library and learning center, as well as student services (e.g., Advising). When discussing how she'll find balance in the role, she indicated she's "more flexible now than I've ever been" and provided the example of integrating her discipline knowledge into committee work. She also addressed the diversity of student population in terms of neurodiversity, intellectual challenges and LGBTQ populations; personalized answers (e.g., family).

8. Instructor of Visual Arts (1WF)

Position Summary: All Teaching Faculty members shall: Prepare and teach college-approved courses in accordance with approved course descriptions and class schedules, including developing syllabi and reading lists and keeping each course taught complete and up to date; respond to and work with multiple constituencies, including students, peers (faculty and staff), and external agencies (business, community, educational, etc.); perform divisional departmental responsibilities in the selection of texts and related teaching resources; and other teaching and related duties as outlined on the Collective Bargaining Agreement.

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.)

This position was posted on the following sites: HigherEdJobs.com, Diverse Issues in Higher Education, Workplace Diversity, Latino's in Higher Ed, LinkedIn, Indeed.com, Facebook page, Zip Recruiter, Indeed.com, ct.edu, Oodle, Careerjet, Sercanto, Job.net, Jobcase.com, Neuvoo, Adzuna, and sent through the CSCU email system distribution list

Minimum Qualifications: Master's degree in Fine Arts or Visual Arts or a related discipline.

Preferred Qualifications:

- One (1) or more years' teaching-related college-level courses (24+ credits).
- Experience teaching Studio Art Courses that may include the following- Drawing I, Drawing II, Two-Dimensional Design, Color Theory, Painting I, Sculpture I.
- Experience using technology to enhance the learning environment (e.g., Blackboard, Canvas, Kaltura, or similar).

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	152	43	83	22	58	4	2	7	5	3	5	0	3	7	10	26
Not Qualified	40	12	20	4	14	1	1	1	0	2	1	0	2	4	2	8
Total Qualified	112	31	63	18	44	3	1	6	5	1	4	0	1	3	8	18
Qual. No Interview	104	29	59	16	42	3	1	6	5	1	3	0	1	3	7	16
Qual. Rec. Interview	8	2	4	2	2	0	0	0	0	0	1	0	0	0	1	2
Withdrew	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Interviewed	8	2	4	2	2	0	0	0	0	0	1	0	0	0	1	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 one-hundred fifty-two (152) applicants for this position of which there were **2BF**, **7HM**, and **5HF** goal candidates. Goals for WM and AM were previously achieved.

Of the one-hundred fifty-two (152) applicants, forty (40) were deemed not qualified, including **1BF** and **1HM**.

- 1BF did not possess a Master's degree in Fine Arts or Visual Arts or a related discipline.
- 1HM did not possess a Master's degree in Fine Arts or Visual Arts or a related discipline.

The remaining one hundred twelve (112) were deemed qualified, however, one hundred and four (104) were not offered interviews as they did not possess all preferred qualifications including 1BF, 6HM, and 5HF.

- 1BF did not possess one (1) or more years' teaching-related college-level courses (24+ credits).
- 4HM did not possess experience teaching Studio Art Courses that may include the following- Drawing I, Drawing II, Two-Dimensional Design, Color Theory, Painting I, Sculpture I; Experience using technology to enhance the learning environment (e.g., Blackboard, Canvas, Kaltura, or similar).
- 2HM did not possess experience using technology to enhance the learning environment (e.g., Blackboard, Canvas, Kaltura, or similar).
- 3HF did not possess experience teaching Studio Art Courses that may include the following- Drawing I, Drawing II, Two-Dimensional Design, Color Theory, Painting I, Sculpture I; Experience using technology to enhance the learning environment (e.g., Blackboard, Canvas, Kaltura, or similar).
- 1HF did not possess experience using technology to enhance the learning environment (e.g., Blackboard, Canvas, Kaltura, or similar).
- 1HF did not possess experience teaching Studio Art Courses that may include the following- Drawing I, Drawing II, Two-Dimensional Design, Color Theory, Painting I, Sculpture I.

The remaining eight (8) candidates met the required and all preferred qualifications and were offered interviews. There were no remaining goal candidates remaining in the pool

The agency did not achieve a goal with the hire of **one (1) White female** who was selected because she met the minimum and preferred qualifications and was selected based on their interview.

9. Instructor of Criminal Justice (1WM)

Position Summary: All Teaching Faculty members shall: Prepare and teach college-approved courses in accordance with approved course descriptions and class schedules, including developing syllabi and reading lists and keeping each course taught complete and up to date; respond to and work with multiple constituencies, including students, peers (faculty and staff), and external agencies (business, community, educational, etc.); perform divisional departmental responsibilities in the selection of texts and related teaching resources; and other teaching and related duties as outlined on the Collective Bargaining Agreement.

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.)

This position was posted on the following sites: HigherEdJobs.com, Diverse Issues in Higher Education, Workplace Diversity, Latino's in Higher Ed, LinkedIn, Indeed.com, Facebook page, Zip Recruiter, Indeed.com, ct.edu, Oodle, Careerjet, Sercanto, Job.net, Jobcase.com, Neuvoo, Adzuna, and sent through the CSCU email system distribution list

Minimum Qualifications: Master's degree in Criminal Justice or a related discipline.

Successful Candidate must have or must possess:

- Professional experience working in a law enforcement or a criminal justice-related field.

Preferred Qualifications:

- One (1) or more years' teaching-related college-level courses (24+ credits).
- Experience teaching classes in law enforcement, criminal investigation and forensics.
- Experience with the community college experience as a student, faculty or staff.
- Experience using technology to enhance the learning environment, e.g., Blackboard, online instruction or other modalities/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	55	32	20	15	4	6	5	5	3	2	4	2	0	2	4	3
Not Qualified	30	14	14	7	2	2	4	2	2	2	3	0	0	1	3	2
Total Qualified	25	18	6	8	2	4	1	3	1	0	1	2	0	1	1	1
Qual. No Interview	16	11	5	5	1	3	1	1	1	0	1	1	0	1	1	0
Qual. Rec. Interview	9	7	1	3	1	1	0	2	0	0	0	1	0	0	0	1
Withdrew	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Interviewed	9	7	1	3	1	1	0	2	0	0	0	1	0	0	0	1
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 fifty-five (55) applications for this position of which, there were **5BF**, **5HM**, and **3HF** goal candidates. Goals for WM and AM were previously achieved.

Of the fifty-five (55) applicants, thirty (30) were deemed not qualified, including **4BF**, **2HM**, and **2HF**.

- 4BF did not possess a Master's degree in Criminal Justice or a related discipline or Professional experience working in a law enforcement or a criminal justice-related field.
- 1HM submitted an incomplete application.
- 1HM was not legally authorized to work in the United States.
- 2HF did not possess a Master's degree in Criminal Justice or a related discipline or Professional experience working in a law enforcement or a criminal justice-related field.

The remaining twenty-five (25) were deemed qualified; however, sixteen (16) were not offered interviews including 1BF, 1HM, 1HF.

- 1BF did not possess one (1) or more years' teaching-related college-level courses (24+ credits); Experience teaching classes in law enforcement, criminal investigation and forensics; Experience with the community college experience as a student, faculty or staff.
- 1HM did not possess one (1) or more years' teaching-related college-level courses (24+ credits); Experience with the community college experience as a student, faculty or staff.
- 1HF did not possess any of the preferred qualifications

The remaining nine (9) candidates were offered interviews based on meeting the required and at least three (3) preferred qualifications, including 2HM goal candidates.

- 1HM met the required qualifications, and three of the four preferred qualifications; however, he was not selected based on his interview. He was not selected because he did not discuss his teaching experience with criminal justice courses and his experience with community colleges. Although the candidate was able to discuss part of the mission of community colleges is to develop students of color, minorities, those without money, he did not discuss the role a community college has in preparing students for transfer or the workplace. While he discussed that he knows the POST curriculum, he did not say if he was certified and he did not elaborate on any other certifications he has that would make him qualified for this position. The candidate shared that he could contribute to the college and department with social media and local ties in the community, but he did not discuss other contributions such as sitting on specific committees, designing courses, or assisting with club activities. The candidate was able to discuss that to keep up with his field he reads law enforcement bulletins and case law, but he did not elaborate on specific bulletins he reads. The candidate was able to discuss that he has helped with diversity in police departments but did not specify on steps teaching to a diverse student. He discussed using different teaching methods in the classroom after gaging students one-by-one in terms of what works best for them, but he did not elaborate on specific strategies used in these environments including not addressing working with students who have accommodations as required by law. The candidate's teaching demonstration was on the use of force. However, as he began, his presentation had 48 slides that were not geared to students with terminology that was at a professional level, so it made understanding it difficult as it was geared to law enforcement. The demonstration had videos, but he did not use them. He defined terms that were well above a student's understanding level, as a result we were lost at points trying to follow his demonstration and it became worse because he then jumped around at times and didn't address what was on the slides he was presenting. Candidate did not run it like a class and foster engagement in the learning process.

- 1HM met the required qualifications, and all preferred qualifications; however, was not selected based on their interview. Although the candidate stated they had experience at Southern New Hampshire University, University of Denver, University of New Mexico designing courses, he did not elaborate what specific courses he developed and where taught. When discussing the mission of the community college, he made an offensive comment that they are, “good for blacks.” The candidate shared that he is not POST certified and did not elaborate on any other certifications he held that would have made him uniquely qualified for this position. The candidate shared that he stays current in his field by reading journals but did not elaborate on any of them nor any books he reads to stay up to date.

When asked about working with a diverse student body, he shared that where he worked in NJ was similar to CT State, but did not give specifics related to race, ethnicity, socioeconomic status. When asked about teaching students with different learning styles, candidate did not elaborate on working with students who receive accommodations as required by law. Candidate discussed a disagreement he had with a supervisor, and he mentioned that it has happened and he gave us an example of a disagreement he had with a chair at the school in Denver and made the doubly offensive remark that it happened because, “she’s a women” and “she’s from China.” The teaching demonstration was poorly organized, did not have a focus and did not clearly defined terms and did not use technology to make it engaging.

The agency did not achieve a goal with the hire of **one (1) White Male**.

1WM met the required and three of the four preferred qualifications and was selected based on the interview. He was selected based on his professional work history in law enforcement and detailed that he held multiple patrol and leadership roles in policing, including Detective, Captain and Public Information Officer. He also had experience in Criminal Investigations and Forensics, which is an area where Housatonic currently lacks instructional expertise. He has prior college teaching experience in multiple police and investigation-related courses at Quinnipiac and is vetted and current on CT P.O.S.T. (CT State Police Officers' Standardized Training) which allows him to lead professional standards training courses for law enforcement; something that is required of faculty pursuant to the CJ Program's current pending application for ACJS accreditation. He discussed his connections with the law enforcement agencies in the region and discussed how he could help in the creation of internship opportunities, outreach and career exposure for Criminal Justice students on our campus. He reported that he was able to discuss that during his time on the police force he has implemented body cameras and dealt with budgeting and purchasing for a police department and that he has been Post-C certified for 18 years and a Certified ALICE instructor. The candidate was able to discuss the mission statement and specifically mentioned that it is about open access regardless of age and socioeconomic status, it is about helping students be successful and hopefully residing back in the Bridgeport area, and that it is about connecting with students and being a mentor to students as well as working with a diverse student body to help them achieve their goals, e.g., jobs or transferring. He reported that he wanted to contribute to the college community and department and gave specific examples about how he would by mentoring students, helping students get internships and jobs, and helping them prepare for the oral boards, and helping students set up their career. Regarding the way he stayed on top of changes in his field, he gave specific examples of how he does this by reading court briefs online, reading SCOTUS briefs, journal articles, newsletters, and changes in the law, taking academy classes to learn new areas in his field, reading about older DNA analysis law, reading annual updates on various legal cases, subscribes to various law enforcement newsletters, and reading Forensic Science Weekly. The

candidate discussed ways to teach students with different learning styles and gave specific examples such as meeting students where they are, understanding that concepts are key and it is not just about grades. He discussed accommodating a student with a medical issue at Quinnipiac, as required via accommodations, so they could still attend and learn via zoom, all while holding this student to the same standards. He also discussed ways to teach students with different learning styles, and he gives students PowerPoint in advance if needed, meets with students during office hours before class to assist them, if need be, and that his teaching approach involves using PowerPoint, videos, and handouts when he teaches. The candidate was able to discuss a time he had a difficult student, then he shared a specific example of a student's phone that kept going off, that he gave her a verbal warning, and then when the behavior continued, he asked to see the student after class. This de-escalation was appropriate and then he explained that after class he gave the student an opportunity to respond, he explained the policy and discussed the impact on other students, and he discussed a level system for students, and he said he let his department chair know what happened.

He discussed how disagreements happen with supervisors and he provided a specific example when he was in internal affairs, and a complaint was filed and his supervisor said to let it go. He didn't want to show conflict in front of others and said we should discuss it in private, and he met privately with the supervisor and shared his concerns, and even though the supervisor's decision stood, they had good rapport after resolving this disagreement. The candidate's teaching demonstration was well organized and clearly defined on the topic of Miranda Warnings. He had PowerPoint handout he gave us and used technology in the classroom to show the slides, and he also gave us a handout on the notice of waiver of rights from the state of Connecticut division of criminal justice. His demonstration began with clearly stated objectives and used defined terminology throughout his presentation that was easy to understand that connected the lesson. Candidate treated the committee as his students and engaged the committee by asking questions when talking about the history of Miranda warnings and he tied it to court cases. He gave additional cases to learn about Miranda if we looked cases up. His presentation was clearly focused, well formatted, organized, and he expanded on bullets in his slides with explanations. To further the engagement of the committee as his class and highlight his use of technology he showed us bodycam footage he could access, and at the end of the presentation he gave us a concluding summary.

10. Instructor of Anatomy and Physiology (1WM)

Position Summary: All Teaching Faculty members shall: Prepare and teach college-approved courses in accordance with approved course descriptions and class schedules, including developing syllabi and reading lists and keeping each course taught complete and up to date; respond to and work with multiple constituencies, including students, peers (faculty and staff), and external agencies (business, community, educational, etc.); perform divisional departmental responsibilities in the selection of texts and related teaching resources; and other teaching and related duties as outlined on the Collective Bargaining Agreement.

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.)

This position was posted on the following sites: HigherEdJobs.com, Diverse Issues in Higher Education, Workplace Diversity, Latino's in Higher Ed, LinkedIn, Indeed.com, Facebook page, Zip Recruiter,

Indeed.com, ct.edu, Oodle, Careerjet, Sercanto, Job.net, Jobcase.com, Neuvoo, Adzuna, and sent through the CSCU email system distribution list

Minimum Qualifications: Master's degree in Anatomy & Physiology or a related degree.

Preferred Qualifications:

- One (1) or more years of teaching-related college-level courses (24+ credits).
- Experience teaching Anatomy and Physiology I and II
- Experience incorporating technology to enhance the learning environment, e.g., Blackboard, online instruction, and data acquisition hardware and 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	43	17	23	9	13	0	1	4	2	4	2	0	1	0	4	3
Not Qualified	21	5	14	2	7	0	1	1	2	2	1	0	0	0	3	2
Total Qualified	22	12	9	7	6	0	0	3	0	2	1	0	1	0	1	1
Qual. No Interview	15	7	7	4	5	0	0	2	0	1	0	0	1	0	1	1
Qual. Rec. Interview	7	5	2	3	1	0	0	1	0	1	1	0	0	0	0	0
Withdrew	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	0
Interviewed	6	4	2	3	1	0	0	0	0	1	1	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 forty-three (43) applications for this position of which, there were **1BF**, **4HM**, and **2HF** goal candidates. Goals for WM and AM were previously achieved.

Of the forty-three (43) applicants, twenty-one (21) were deemed not qualified, including **1BF**, **1HM**, and **2HF**.

- 1BF submitted an incomplete application
- 1HM submitted an incomplete application.
- 2HF did not possess a Master's degree in Anatomy & Physiology or a related degree

The remaining twenty-two (22) were deemed qualified, however, fifteen (15) were not offered interviews based on not meeting preferred qualifications, including 2HM goal candidates.

- 1HM did not possess experience incorporating technology to enhance the learning environment, e.g., Blackboard, online instruction, and data acquisition hardware and software.
- 1HM did not possess one (1) or more years of teaching-related college-level courses (24+ credits), experience teaching Anatomy and Physiology I and II,.

The remaining seven (7) candidates were offered interviews based on meeting the required and all preferred qualifications, including 1HM goal candidate.

- 1HM did not report for the interview.

There were no goal candidates remaining in the pool.

The agency did not achieve a goal with the hire of **one (1) White Male** who met all of the minimum and preferred and was selected based upon their interview.

11. Instructor of Culinary Arts (1WM)

Position Summary: All Teaching Faculty members shall: Prepare and teach college-approved courses in accordance with approved course descriptions and class schedules, including developing syllabi and reading lists and keeping each course taught complete and up to date; respond to and work with multiple constituencies, including students, peers (faculty and staff), and external agencies (business, community, educational, etc.); perform divisional departmental responsibilities in the selection of texts and related teaching resources; and other teaching and related duties as outlined on the Collective Bargaining Agreement.

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.)

This position was posted on the following sites: HigherEdJobs.com, Diverse Issues in Higher Education, Workplace Diversity, Latino's in Higher Ed, LinkedIn, Indeed.com, Facebook page, Zip Recruiter, Indeed.com, ct.edu, Oodle, Careerjet, Sercanto, Job.net, Jobcase.com, Neuvoo, Adzuna, and sent through the CSCU email system distribution list

Minimum Qualifications: Bachelor's degree in Hospitality Management, Culinary Arts or a related degree

Successful Candidate must have or must possess:

- Three (3) years' experience in the hospitality industry
- One (1) year teaching experience. (24+ credits)

Preferred Qualifications:

- Master's degree in a related field (e.g., Hospitality Administration, Education or similar)
- ServSafe Food Protection Manager certification
- Experience teaching culinary fundamentals including courses related to catering management, classical cuisine, and international cuisine and applications
- Experience using technology to enhance the learning environment (e.g. Blackboard, Kaltura, Canvas, etc.)

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	9	1	7	1	0	0	0	0	0	0	1	0	1	0	3
Not Qualified	10	7	1	6	1	0	0	0	0	0	0	1	0	0	0	2
Total Qualified	3	2	0	1	0	0	0	0	0	0	0	0	0	1	0	1
Qual. No Interview	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Qual. Rec. Interview	3	2	0	1	0	0	0	0	0	0	0	0	0	1	0	1
Withdrew	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1
Interviewed	2	2	0	1	0	0	0	0	0	0	0	0	0	1	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 thirteen (13) applications for this position of which, there were **0 goal candidates**. Goals for WM and AM were previously achieved.

The agency did not achieve a goal with the hire of **one (1) White Male** who was selected because he met the minimum and preferred qualifications and was selected based on their interview.

12. Instructor of Photography (1WM)

Position Summary: All Teaching Faculty members shall: Prepare and teach college-approved courses in accordance with approved course descriptions and class schedules, including developing syllabi and reading lists and keeping each course taught complete and up to date; respond to and work with multiple constituencies, including students, peers (faculty and staff), and external agencies (business, community, educational, etc.); perform divisional departmental responsibilities in the selection of texts and related teaching resources; and other teaching and related duties as outlined on the Collective Bargaining Agreement.

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.)

This position was posted on the following sites: HigherEdJobs.com, Diverse Issues in Higher Education, Workplace Diversity, Latino's in Higher Ed, LinkedIn, Indeed.com, Facebook page, Zip Recruiter, Indeed.com, ct.edu, Oodle, Careerjet, Sercanto, Job.net, Jobcase.com, Neuvo, Adzuna, and sent through the CSCU email system distribution list

Minimum Qualifications: Masters of Fine Arts degree in Photography or a related discipline.

Preferred Qualifications:

- One (1) or more years' experience teaching related college-level courses (24+ credits).
- Experience teaching darkroom and digital Photography, studio lighting, video and video editing.
- Experience with analog darkroom procedures (including small, medium and large-format camera techniques, film processing, traditional and non-silver printing).
- Experience with digital photography, post processing using Adobe Photoshop, and inkjet printing.
- Exhibition record with evidence of an ongoing and active fine art studio practice.
- Experience with studio lighting, product photography and commercial photography.
- Experience with video production/video editing a plus.
- Familiarity with the community college experience as a student, faculty or staff.
- Experience incorporating technology to enhance the learning environment, e.g., Blackboard, online instruction or other modalities/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	29	18	6	9	6	1	0	3	0	4	0	0	0	1	0	5
Not Qualified	7	4	1	2	1	1	0	0	0	1	0	0	0	0	0	2
Total Qualified	22	14	5	7	5	0	0	3	0	3	0	0	0	1	0	3
Qual. No Interview	15	10	3	6	3	0	0	3	0	1	0	0	0	0	0	2
Qual. Rec. Interview	7	4	2	1	2	0	0	0	0	2	0	0	0	1	0	1
Withdrew	2	0	1	0	1	0	0	0	0	0	0	0	0	0	0	1
Interviewed	5	4	1	1	1	0	0	0	0	2	0	0	0	1	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 twenty-nine (29) applications for this position of which, there were **0BF**, **3HM**, and **0HF** goal candidates. Goals for WM and AM were previously achieved.

Of the twenty-nine (29) applicants, twenty-two (22) were deemed qualified; however, fifteen (15) were not offered interviews including 3HM goal candidates.

- 2HM did not possess experience with analog darkroom procedures (including small, medium and large-format camera techniques, film processing, traditional and non-silver printing).
- 1HM did not possess One (1) or more years' teaching-related college-level courses (24+ credits)

There were no goal candidates remaining in the pool

The agency did not achieve a goal with the hire of **one (1) White Male** who was selected because he met the minimum and preferred qualifications and was selected based on their interview.

13. Instructor of Biology (1WF)

Position Summary: All Teaching Faculty members shall: Prepare and teach college-approved courses in accordance with approved course descriptions and class schedules, including developing syllabi and reading lists and keeping each course taught complete and up to date; respond to and work with multiple constituencies, including students, peers (faculty and staff), and external agencies (business, community, educational, etc.); perform divisional departmental responsibilities in the selection of texts and related teaching resources; and other teaching and related duties as outlined on the Collective Bargaining Agreement.

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.)

This position was posted on the following sites: HigherEdJobs.com, Diverse Issues in Higher Education, Workplace Diversity, Latino's in Higher Ed, LinkedIn, Indeed.com, Facebook page, Zip Recruiter, Indeed.com, ct.edu, Oodle, Careerjet, Sercanto, Job.net, Jobcase.com, Neuvoo, Adzuna, and sent through the CSCU email system distribution list

Minimum Qualifications: Master's degree in biology or a related discipline.

Preferred Qualifications:

- Two (2) or more years' teaching-related college-level courses (48+ credits).

- Experience teaching Anatomy and Physiology or Human Biology.
- Experience teaching Human Anatomy and Physiology I and II Lecture and Lab at the college level.
- Experience with student-center teaching and active-learning.
- Experience with interactive teaching using surface anatomy, computer simulations, models, diagnostic imaging, and case studies.
- Familiarity with the community college experience as a student, faculty or staff.
- Experience using technology to enhance the learning environment, e.g., Blackboard, online instruction or other modalities/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	77	30	36	16	20	3	3	0	3	6	8	3	1	2	1	11
Not Qualified	27	7	15	1	7	2	0	0	2	3	6	1	0	0	0	5
Total Qualified	50	23	21	15	13	1	3	0	1	3	2	2	1	2	1	6
Qual. No Interview	39	17	16	10	10	1	2	0	1	3	2	2	0	1	1	6
Qual. Rec. Interview	11	6	5	5	3	0	1	0	0	0	0	0	1	1	0	0
Withdrew	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Interviewed	11	6	5	5	3	0	1	0	0	0	0	0	1	1	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.

We received seventy-seven (77) applications for this position of which, there were **3BF**, **0HM**, and **3HF** goal candidates. Goals for WM and AM were previously achieved.

Of the seventy-seven (77) applicants, twenty-seven (27) were deemed not qualified, including **2HF** goal candidates.

- 2HF did not possess a Master's degree in biology or a related discipline.

The remaining fifty (50) were deemed qualified, however, thirty-nine (39) were not offered interviews based on not meeting preferred qualifications, including 2BF and 1HF goal candidates.

- 2BF did not possess two (2) or more years' teaching-related college-level courses (24+ credits).
- 1HF did not possess any of the preferred qualifications.

The remaining eleven (11) candidates were offered interviews based on meeting the required qualifications and all preferred qualifications, including 1BF goal candidate.

- 1BF was not selected because she did not have a teaching demonstration prepared and arrived late to the interview. She did not answer with preferred answers and added "and so much more"... at the end of each answer. She also stated that she did not know about the teaching demonstration when she had received two emails about it.

The agency did not achieve a goal with the hire of **one (1) White female**.

- 1WF met the required and preferred qualifications and was selected based on their interview. When discussing her understanding of the student population, the candidate discussed the different diverse student populations that CT State has served in her answer to question #3 and

mentioned the age range, socioeconomic background, parents juggling multiple responsibilities and students that come from different countries and cultural backgrounds. She reported that she understood the socioeconomic background of the students and created material that is affordable and discussed using open educational resources (OER). She has taught and created material for Human Biology. The candidate mentioned as part of her answer to question #6 that she has helped with the creation of material for this course at CT State Manchester and at Goodwin University. She also discussed her experience with Universal design, Blackboard Ultra and Canvas LMS. She had an interactive teaching demonstration, and the candidate used a prop to explain how the central nervous system (CNS) works. She ultimately made a relationship between MS and CNS as part of her demo. The candidate used trivia questions that were embedded in the presentation to explain the topics.

14. Instructor of Math (1WF)

Position Summary: All Teaching Faculty members shall: Prepare and teach college-approved courses in accordance with approved course descriptions and class schedules, including developing syllabi and reading lists and keeping each course taught complete and up to date; respond to and work with multiple constituencies, including students, peers (faculty and staff), and external agencies (business, community, educational, etc.); perform divisional departmental responsibilities in the selection of texts and related teaching resources; and other teaching and related duties as outlined on the Collective Bargaining Agreement.

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.)

This position was posted on the following sites: HigherEdJobs.com, Diverse Issues in Higher Education, Workplace Diversity, Latino's in Higher Ed, LinkedIn, Indeed.com, Facebook page, Zip Recruiter, Indeed.com, ct.edu, Oodle, Careerjet, Sercanto, Job.net, Jobcase.com, Neuvoo, Adzuna, and sent through the CSCU email system distribution list.

Minimum Qualifications: Master's degree in Mathematics or a related discipline.

Preferred Qualifications:

- One (1) or more years' teaching-related college-level courses (24+ credits).
- Experience teaching in Community College.
- Experience teaching Quantitative Literacy, Quantitative Reasoning, Elementary Statistics, Statistics I, Mathematics of Finance, Mathematics for Science & Technology, Elementary Algebra, Intermediate Algebra, College Algebra.
- Bilingual in English/Spanish.
- Experience using technology to enhance the learning environment, e.g., Blackboard, online instruction or other modalities/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	44	22	17	12	9	6	2	0	2	4	4	0	0	0	0	5
Not Qualified	11	7	3	4	2	2	0	0	0	1	1	0	0	0	0	1
Total Qualified	33	15	14	8	7	4	2	0	2	3	3	0	0	0	0	4
Qual. No Interview	26	14	9	8	4	3	1	0	2	3	2	0	0	0	0	3
Qual. Rec. Interview	7	1	5	0	3	1	1	0	0	0	1	0	0	0	0	1
Withdrew	1	0	1	0	0	0	1	0	0	0	0	0	0	0	0	0
Interviewed	6	1	4	0	3	1	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
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-four (44) applicants for this position of which, there were **2BF**, **0HM**, and **2HF** goal candidates. Goals for WM and AM were previously achieved.

Of the forty-four (44), eleven (11) were deemed not qualified, including zero (0) goal candidates.

The remaining thirty-three (33) were deemed qualified, however, twenty-six (26) were not offered interviews, including 1BF and 2HF goal candidates.

- 1BF did not possess one (1) or more years' teaching-related college-level courses (24+ credits); Experience teaching in Community College; Bilingual in English/Spanish.
- 1HF did not possess one (1) or more years' teaching-related college-level courses (24+ credits); Bilingual in English/Spanish; Experience using technology to enhance the learning environment, e.g., Blackboard, online instruction or other modalities/software.
- 1HF did not possess one (1) or more years' teaching-related college-level courses (24+ credits); Experience teaching Quantitative Literacy, Quantitative Reasoning, Elementary Statistics, Statistics I, Mathematics of Finance, Mathematics for Science & Technology, Elementary Algebra, Intermediate Algebra, College Algebra; Bilingual in English/Spanish; Experience using technology to enhance the learning environment, e.g., Blackboard, online instruction or other modalities/software.

The remaining seven (7) were offered interviews, based on meeting the required, and at least four (4) preferred qualifications, including 1BF goal candidate.

- 1BF withdrew prior to the interview.

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 was selected because she met the minimum and all preferred qualifications, except being bilingual, and was selected based on their interview.

15. Instructor of English (1WF)

Position Summary: All Teaching Faculty members shall: Prepare and teach college-approved courses in accordance with approved course descriptions and class schedules, including developing syllabi and reading lists and keeping each course taught complete and up to date; respond to and work with multiple constituencies, including students, peers (faculty and staff), and external agencies (business, community, educational, etc.); perform divisional departmental responsibilities in the selection of texts

and related teaching resources; and other teaching and related duties as outlined on the Collective Bargaining Agreement.

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.)

This position was posted on the following sites: HigherEdJobs.com, Diverse Issues in Higher Education, Workplace Diversity, Latino's in Higher Ed, LinkedIn, Indeed.com, Facebook page, Zip Recruiter, Indeed.com, ct.edu, Oodle, Careerjet, Sercanto, Job.net, Jobcase.com, Neuvoo, Adzuna, and sent through the C SCU email system distribution list

Minimum Qualifications: Master's degree in English or a related discipline.

Preferred Qualifications:

- Two or more years of teaching-related college-level courses and a minimum of 24+ credits.
- Experience teaching a range of courses, from developmental to college-level composition, as well as literature and/or writing courses.
- Teaching experience in a community college setting.
- Familiarity with the community college experience as a student, faculty or staff.
- Experience using technology to enhance the learning environment, e.g., Blackboard, online instruction or other modalities/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	185	66	87	48	64	2	1	7	5	5	9	2	5	2	3	32
Not Qualified	61	17	36	9	25	0	1	3	0	4	7	0	1	1	2	8
Total Qualified	124	49	51	39	39	2	0	4	5	1	2	2	4	1	1	24
Qual. No Interview	100	40	42	31	30	2	0	4	5	0	2	2	4	1	1	18
Qual. Rec. Interview	24	9	9	8	9	0	0	0	0	1	0	0	0	0	0	6
Withdraw	5	3	2	3	2	0	0	0	0	0	0	0	0	0	0	0
Interviewed	19	6	7	5	7	0	0	0	0	1	0	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 one hundred eighty-five (185) applications for this position of which, there were **1BF**, **7HM**, and **5HF** goal candidates. Goals for WM and AM were previously achieved.

Of the one hundred eighty-five (185) applicants, sixty-one (61) were deemed not qualified, including **1BF** and **3HM** goal candidates.

- 1BF did not possess a master's degree in English
- 3HM did not possess a master's degree in English.

The remaining one hundred twenty-four (124) applicants were deemed qualified; however, one hundred (100) were not offered interviews, including **4HM** and **5HF** goal candidates.

- 2HM did not possess experience teaching first year composition, developmental composition, and introduction to literature.
- 2HM did not possess experience teaching in a community college or have experience teaching first year composition, developmental composition, and introduction to literature.
- 3HF did not possess experience teaching in a community college or have experience teaching first year composition, developmental composition, and introduction to literature.
- 2HF did not possess experience teaching in a community college

The remaining twenty-four (24) met the required and all preferred qualifications and were offered interviews. There were no remaining goal candidates remaining in the pool.

The agency did not achieve a goal with the hire of **one (1) White female** who met the minimum and preferred qualifications and was selected based on their interview.

16. Instructor of New Media and Production (1AM)

Position Summary: All Teaching Faculty members shall: Prepare and teach college-approved courses in accordance with approved course descriptions and class schedules, including developing syllabi and reading lists and keeping each course taught complete and up to date; respond to and work with multiple constituencies, including students, peers (faculty and staff), and external agencies (business, community, educational, etc.); perform divisional departmental responsibilities in the selection of texts and related teaching resources; and other teaching and related duties as outlined on the Collective Bargaining Agreement.

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.)

This position was posted on the following sites: HigherEdJobs.com, Diverse Issues in Higher Education, Workplace Diversity, Latino's in Higher Ed, LinkedIn, Indeed.com, Facebook page, Zip Recruiter, Indeed.com, ct.edu, Oodle, Careerjet, Sercanto, Job.net, Jobcase.com, Neuvoo, Adzuna, and sent through the CSCU email system distribution list

Minimum Qualifications: Master's degree in Media, Design, Audio, Film, and/or a related discipline.

Preferred Qualifications:

- One (1) or more years of teaching-related college-level courses (24+ credits).
- College-level teaching experience in media production, communication, and/or a related field.
- Experience in digital content creation with an emphasis on audience engagement and content consumption.
- Experience developing, implementing, and evaluating content strategies in professional and/or educational settings, emphasizing audience engagement and analytics.
- Experience guiding students in developing original digital content with measurable impact, such as audience engagement, portfolio development, and/or industry recognition.

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	43	22	13	13	7	1	3	3	0	2	0	0	0	3	3	8
Not Qualified	22	11	8	7	4	1	2	1	0	0	0	0	0	2	2	3
Total Qualified	21	11	5	6	3	0	1	2	0	2	0	0	0	1	1	5
Qual. No Interview	14	8	3	5	2	0	1	1	0	1	0	0	0	1	0	3
Qual. Rec. Interview	7	3	2	1	1	0	0	1	0	1	0	0	0	0	1	2
Withdrew	4	2	1	1	1	0	0	1	0	0	0	0	0	0	0	1
Interviewed	3	1	1	0	0	0	0	0	0	1	0	0	0	0	1	1
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 forty-three (43) applications for this position of which, there were **3BF**, **3HM**, and **0HF** goal candidates. Goals for WM and AM were previously achieved.

Of the forty-three (43) applications applicants, twenty-two (22) were deemed not qualified, including 2BF and 1HM goal candidates.

- 2BF did not possess a Master's degree in Media, Design, Audio, Film, and/or a related discipline.
- 1HM did not possess a Master's degree in Media, Design, Audio, Film, and/or a related discipline.

The remaining twenty-one (21) were deemed qualified; however, fourteen (14) were not offered interviews including 1BF and 1HM goal candidates.

- 1BF did not possess one (1) or more years of teaching-related college-level courses (24+ credits); or, college-level teaching experience in media production, communication, and/or a related field.
- 1HM did not possess one (1) or more years of teaching-related college-level courses (24+ credits); or, college-level teaching experience in media production, communication, and/or a related field.

The remaining seven (7) candidates met the required and preferred qualifications, including one (1) or more years of teaching-related college-level courses (24+ credits) and college-level teaching experience in media production, communication, and/or a related field, and were offered interviews, including one (1) Hispanic male goal candidate.

- 1HM declined an offer for interview

The agency did not achieve a goal with the hire of **one (1) Asian Male** who was selected because he met the minimum and preferred qualifications and was selected based on their interview.

Professional Non-Faculty

- **Goals:** 7WM, 2BM, 3HM, 2HF, 9AM, 2TM, 6TF
- **Hires:** 16WM, 27WF, 6BM, 9BF, 2HM, 5HF, 1AF, 2TM
- **Goal Achievement:** Fifteen (15) of thirty-one (31) or 48.4% of the established goals in this category were achieved.

1. Director of Environmental Health and Safety (1WM)

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	46	35	5	20	3	3	0	3	1	3	0	3	0	3	1	6
Not Qualified	37	27	5	16	3	2	0	2	1	2	0	3	0	2	1	5
Total Qualified	9	8	0	4	0	1	0	1	0	1	0	0	0	1	0	1
Qual. No Interview	1	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0
Qual. Rec. Interview	8	7	0	3	0	1	0	1	0	1	0	0	0	1	0	1
Withdraw	5	4	0	2	0	0	0	1	0	0	0	0	0	1	0	1
Interviewed	3	3	0	1	0	1	0	0	0	1	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.

The agency achieved the **first (1)** of **seven (7) White Male** goals with the hire of the **one (1) White Male**.

2. Advanced Manufacturing Instructor (1WM)

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	19	16	0	9	0	1	0	1	0	3	0	0	0	2	0	3
Not Qualified	5	4	0	0	0	0	0	0	0	3	0	0	0	1	0	1
Total Qualified	14	12	0	9	0	1	0	1	0	0	0	0	0	1	0	2
Qual. No Interview	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Qual. Rec. Interview	14	12	0	9	0	1	0	1	0	0	0	0	0	1	0	2
Withdraw	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2
Interviewed	12	12	0	9	0	1	0	1	0	0	0	0	0	1	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.

The agency achieved the **second (2)** of **seven (7) White Male** goals with the hire of the **one (1) White Male**.

3. Director of Career Services (1WM)

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	22	6	14	5	8	0	3	0	2	0	0	0	1	1	0	2
Not Qualified	9	1	7	1	4	0	2	0	0	0	0	0	1	0	0	1
Total Qualified	13	5	7	4	4	0	1	0	2	0	0	0	0	1	0	1
Qual. No Interview	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Qual. Rec. Interview	13	5	7	4	4	0	1	0	2	0	0	0	0	1	0	1
Withdrew	1	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0
Interviewed	12	4	7	3	4	0	1	0	2	0	0	0	0	1	0	1
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.

The agency achieved the **third (3)** of **seven (7)** **White Male** goals with the hire of the **one (1)** **White Male**.

4. Director of the Werth Center for Entrepreneurship (1WM)

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	19	10	15	4	1	3	1	0	1	0	0	2	1	1	7
Not Qualified	24	15	5	11	1	1	2	1	0	1	0	0	1	1	1	4
Total Qualified	12	4	5	4	3	0	1	0	0	0	0	0	1	0	0	3
Qual. No Interview	3	0	2	0	1	0	1	0	0	0	0	0	0	0	0	1
Qual. Rec. Interview	9	4	3	4	2	0	0	0	0	0	0	0	1	0	0	2
Withdrew	2	1	1	1	1	0	0	0	0	0	0	0	0	0	0	0
Interviewed	7	3	2	3	1	0	0	0	0	0	0	0	1	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.

The agency achieved the **fourth (4)** of **seven (7)** **White Male** goals with the hire of the **one (1)** **White Male**.

5. Police Lieutenant (1WM)

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	19	17	1	14	0	2	0	0	0	0	0	0	0	1	1	1
Not Qualified	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total Qualified	19	17	1	14	0	2	0	0	0	0	0	0	0	1	1	1
Qual. No Interview	9	8	0	5	0	2	0	0	0	0	0	0	0	1	0	1
Qual. Rec. Interview	10	9	1	9	0	0	0	0	0	0	0	0	0	0	1	0
Withdrew	2	2	0	2	0	0	0	0	0	0	0	0	0	0	0	0
Interviewed	8	7	1	7	0	0	0	0	0	0	0	0	0	0	1	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.

The agency achieved the **fifth (5)** of **seven (7) White Male** goals with the hire of the **one (1) White Male**.

6. Director of AMTC (1WM)

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	11	0	8	0	1	0	2	0	0	0	0	0	0	0	0
Not Qualified	7	7	0	5	0	0	0	2	0	0	0	0	0	0	0	0
Total Qualified	4	4	0	3	0	1	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	4	4	0	3	0	1	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	4	4	0	3	0	1	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.

The agency achieved the **sixth (6)** of **seven (7) White Male** goals with the hire of the **one (1) White Male**.

7. Advanced Manufacturing Instructor (1WM)

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	21	16	1	7	0	3	1	1	0	3	0	1	0	1	0	4
Not Qualified	16	11	1	4	0	3	1	1	0	2	0	0	0	1	0	4
Total Qualified	5	5	0	3	0	0	0	0	0	1	0	1	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	5	0	3	0	0	0	0	0	1	0	1	0	0	0	0
Withdrew	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Interviewed	5	5	0	3	0	0	0	0	0	1	0	1	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.

The agency achieved the **seventh (7)** of **seven (7) White Male** goals with the hire of the **one (1) White Male**. This college achieved all WM goals established in the category.

8. Librarian (1BM)

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	84	23	49	12	29	1	2	3	4	4	2	1	4	2	8	12
Not Qualified	40	12	19	4	11	0	1	3	1	3	1	0	2	2	3	9
Total Qualified	44	11	30	8	18	1	1	0	3	1	1	1	2	0	5	3
Qual. No Interview	17	4	12	4	7	0	0	0	0	0	1	0	2	0	2	1
Qual. Rec. Interview	27	7	18	4	11	1	1	0	3	1	0	1	0	0	3	2
Withdraw	6	2	3	1	2	0	0	0	0	1	0	0	0	0	1	1
Interviewed	21	5	15	3	9	1	1	0	3	0	0	1	0	0	2	1
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.

The agency achieved the first (1) of **two (2) Black Male** goals with the hire of the **one (1) Black Male**.

9. Campus Director of IT (1BM)

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	68	52	4	20	1	7	1	6	0	8	1	0	0	11	1	12
Not Qualified	59	45	3	17	1	6	1	5	0	8	0	0	0	9	1	11
Total Qualified	9	7	1	3	0	1	0	1	0	0	1	0	0	2	0	1
Qual. No Interview	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Qual. Rec. Interview	9	7	1	3	0	1	0	1	0	0	1	0	0	2	0	1
Withdraw	2	2	0	0	0	0	0	0	0	0	0	0	0	2	0	0
Interviewed	7	5	1	3	0	1	0	1	0	0	1	0	0	0	0	1
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.

The agency achieved the second (2) of **two (2) Black Male** goals with the hire of the **one (1) Black Male**. This achieved the goals for BM in the category.

10. Network Manager (1HM)

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	19	14	2	7	0	3	0	2	0	2	1	0	1	0	0	3
Not Qualified	9	7	1	5	0	2	0	0	0	0	1	0	0	0	0	1
Total Qualified	10	7	1	2	0	1	0	2	0	2	0	0	1	0	0	2
Qual. No Interview	7	5	1	2	0	1	0	1	0	1	0	0	1	0	0	1
Qual. Rec. Interview	3	2	0	0	0	0	0	1	0	1	0	0	0	0	0	1
Withdraw	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Interviewed	3	2	0	0	0	0	0	1	0	1	0	0	0	0	0	1
Offered	1	1	0	0	0	0	0	1	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	0	0	1	0	0	0	0	0	0	0	0

*AAIANHNPI = Asian, American Indian, Alaskan Native, Hawaiian Native, Pacific Islander.

The agency achieved the **first (1) of three (3) Hispanic Male** goals with the hire of the **one (1) Hispanic Male**.

11. AMTC Instructor (1HM)

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	27	24	1	12	1	5	0	3	0	2	0	1	0	1	0	2
Not Qualified	17	14	1	8	1	3	0	1	0	2	0	0	0	0	0	2
Total Qualified	10	10	0	4	0	2	0	2	0	0	0	1	0	1	0	0
Qual. No Interview	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Qual. Rec. Interview	10	10	0	4	0	2	0	2	0	0	0	1	0	1	0	0
Withdrew	2	2	0	0	0	1	0	0	0	0	0	1	0	0	0	0
Interviewed	8	8	0	4	0	1	0	2	0	0	0	0	0	1	0	0
Offered	1	1	0	0	0	0	0	1	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	0	0	1	0	0	0	0	0	0	0	0

*AAIANHNPI = Asian, American Indian, Alaskan Native, Hawaiian Native, Pacific Islander.

The agency achieved the **second (2) of three (3) Hispanic Male** goals with the hire of the **one (1) Hispanic Male**.

12. Academic Associate - English (1HF)

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	50	17	27	9	10	2	5	2	6	2	2	0	0	2	4	6
Not Qualified	14	3	10	2	3	0	1	0	4	0	1	0	0	1	1	1
Total Qualified	36	14	17	7	7	2	4	2	2	2	1	0	0	1	3	5
Qual. No Interview	32	13	15	7	7	2	3	1	1	2	1	0	0	1	3	4
Qual. Rec. Interview	4	1	2	0	0	0	1	1	1	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	4	1	2	0	0	0	1	1	1	0	0	0	0	0	0	1
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 achieved the **first (1) of two (2) Hispanic Female** goals with the hire of the **one (1) Hispanic Female**.

13.Executive Assistant to the President (1HF)

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	112	8	92	4	66	2	4	1	9	1	4	0	2	0	7	12
Not Qualified	46	4	38	2	22	0	4	1	5	1	1	0	2	0	4	4
Total Qualified	66	4	54	2	44	2	0	0	4	0	3	0	0	0	3	8
Qual. No Interview	57	4	45	2	36	2	0	0	3	0	3	0	0	0	3	8
Qual. Rec. Interview	9	0	9	0	8	0	0	0	1	0	0	0	0	0	0	0
Withdrew	2	0	2	0	2	0	0	0	0	0	0	0	0	0	0	0
Interviewed	7	0	7	0	6	0	0	0	1	0	0	0	0	0	0	0
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 achieved the second of **two (2) Hispanic Female** goals with the hire of the **one (1) Hispanic Female**. This achieved the goals for HF in this category.

14.Associate Director of Finance - CCC (1TM)

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	29	10	16	5	6	1	4	0	2	2	2	1	2	1	0	3
Not Qualified	22	7	13	4	5	0	4	0	1	2	2	0	1	1	0	2
Total Qualified	7	3	3	1	1	1	0	0	1	0	0	1	1	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	7	3	3	1	1	1	0	0	1	0	0	1	1	0	0	1
Withdrew	3	1	1	1	1	0	0	0	0	0	0	0	0	0	0	1
Interviewed	4	2	2	0	0	1	0	0	1	0	0	1	1	0	0	0
Offered	1	1	0	0	0	0	0	0	0	0	0	1	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	0	0	1	0	0	0	0

*AAIANHNPI = Asian, American Indian, Alaskan Native, Hawaiian Native, Pacific Islander.

The agency achieved the **first (1)** of **two (2) Two or More Male** goals with the hire of **one (1) Two or More Male**.

15.Human Resources Generalist (1WF, 1TM)

Position Summary: The Human Resources Generalist, under the leadership of the Human Resources Manager, is accountable for providing on site human resources services to employees and coordinating with CSCU Centers of Excellence (COE) to optimize service delivery for assigned campuses within a region. This position will collaborate with other parts of the Human Resources organization to ensure processes and programs are aligned with CSCU goals and designed to deliver seamless and efficient service.

Example of Job Duties: Under the direction of the Human Resources Manager the Human Resources Generalist is accountable for providing on site human resources services to employees and coordinating with CSCU Centers of Excellence (COE) to optimize service delivery for assigned campuses within a region through effective performance in these essential duties:

- Partners with and is accountable for successful relationships with campus leadership teams to ensure alignment of human resources support services with organizational goals and strategies.
- Advises campus leadership teams on human resources policies, procedures and mission driven strategies.
- Collaborates with campus leadership to fulfill their organizational staffing needs by ensuring accurate job classifications are used and collaborating with HR Administration to initiate refill requests and position actions.
- Collaborates with Talent and Recruitment COE, to facilitate search processes, including forming search committees and providing guidance throughout the duration of search activities.
- Partners with and is accountable for successful relationships with Talent and Recruitment, EEO, Labor Relations and Compensation/Benefits/HR Admin, COE's and Payroll to ensure seamless service for customers.
- Provides guidance to employees on various human resources matters including employment, career development, salary and benefits, labor relations, leaves of absence and retirement.
- Implements standardized employee engagement programs that support the CSCU culture and promote retention of talent, and improved organizational performance.
- Delivers standardized inclusion and diversity initiatives that are responsive to organizational culture, and in line with transforming demographics.
- Executes a standardized talent management program to cultivate and develop future leaders to position the organization for sustained leadership effectiveness.
- Collaborates and assists the Talent and Recruitment/EEO teams in implementing an onboarding program to ensure seamless transition for new employees and includes completion of state mandated training programs.
- Works with campus leadership to administer the performance management system,
- Assists campus leadership in addressing employee performance problems. engaging Human Resources Manager and Labor Relations COE when appropriate.
- Assists in ensuring compliance with applicable state and federal laws, regulations, policies and procedures.
- May assist, coordinate, and/or provide campus training and/or staff development programs

Incumbents must possess proven ability to effectively work with culturally, linguistically, and ethnically diverse faculty, staff, and students. 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.).

This position was posted on the following sites: HigherEdJobs.com, Diverse Issues in Higher Education, Workplace Diversity, Latino's in Higher Ed, LinkedIn, Indeed.com, Facebook page, Zip Recruiter, Indeed.com, ct.edu, Oodle, Careerjet, Sercanto, Job.net, Jobcase.com, Neuvo, Adzuna, and sent through the CSCU email system distribution list

Minimum Qualifications: Bachelor's degree with one (1) or more years' experience in the principles, practices and techniques of Human Resources.

Incumbents are required to have demonstrated advanced knowledge and abilities in the following:

- Considerable knowledge of human resources administration, relevant state and federal laws, regulations, policies and procedures, principles and practices of organizational design and human resources information systems.
- Considerable written and oral communications skills, interpersonal skills, and negotiation and conflict resolution skills.

Preferred Qualifications:

- Experience using CORE CT or another HRIS system.
- Experience working in a unionized environment.
- Experience in higher education.

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	116	26	76	11	30	4	18	2	15	4	4	2	4	3	5	14
Not Qualified	84	22	52	10	20	4	13	2	10	2	2	1	4	3	3	10
Total Qualified	32	4	24	1	10	0	5	0	5	2	2	1	0	0	2	4
Qual. No Interview	17	1	14	0	7	0	3	0	1	1	2	0	0	0	1	2
Qual. Rec. Interview	15	3	10	1	3	0	2	0	4	1	0	1	0	0	1	2
Withdrew	5	2	3	1	0	0	0	0	3	1	0	0	0	0	0	0
Interviewed	10	1	7	0	3	0	2	0	1	0	0	1	0	0	1	2
Offered	2	1	1	0	1	0	0	0	0	0	0	1	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	1	0	0	0	0	0	0	1	0	0	0	0

*AAIANHNPI = Asian, American Indian, Alaskan Native, Hawaiian Native, Pacific Islander.

We received one hundred and sixteen (116) applications for this position of which there were **2HM**, **4AM**, **2TM**, and **4TF** goal candidates. Previous goals for WM, BM, and HF were previously achieved.

Of the one hundred and sixteen (116) candidates, eighty-four (84) were deemed not qualified, including 2HM, 2AM, 1TM and 4TF goal candidates.

- 2HM did not possess one (1) or more years' experience in the principles, practices and techniques of Human Resources.
- 2AM did not possess one (1) or more years' experience in the principles, practices and techniques of Human Resources.
- 1TM did not possess one (1) or more years' experience in the principles, practices and techniques of Human Resources.
- 2TF did not possess one (1) or more years' experience in the principles, practices and techniques of Human Resources.
- 2TF did not possess the required bachelor's degree.

The remaining thirty-two (32) were deemed qualified, however, seventeen (17) were not offered interviews as they did not meet preferred qualifications, including 1AM goal candidate.

- 1AM did not possess experience working in a unionized environment or experience in higher education.

The remaining fifteen (15) candidates were offered interviews, including **1AM** and **1TM**.

- 1AM did not respond to the request for an interview.

The agency achieved the **second (2) of two (2) Two or More Male** goals with the hire of **one (1) Two or More Male**.

There were no goal candidates remaining in the pool with this hire. With this hire the college achieved the goals for TM established in this category.

The agency did not achieve a goal with the hire of **one (1) White Female** who met the minimum requirements and all preferred qualifications and was selected based on their interview.

16. Enrollment Management Specialist (1WM,1HF)

Position Summary: Under the direction of the Campus Supervisor of Enrollment Services, the Enrollment Management Specialist is responsible for assisting in the delivery of a comprehensive, one-stop enrollment services experience to all credit students on their campus of the Connecticut State Community College. This position is accountable for contributing to the enrollment, registration, and retention operations of the College.

The Enrollment Management Specialist plays a critical role in ensuring the delivery of high-quality collaborative enrollment plans and seamless onboarding support that meets the diverse needs of all students and maintains compliance with FERPA and all applicable policies and laws.

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.)

This position was posted on the following sites: HigherEdJobs.com, Diverse Issues in Higher Education, Workplace Diversity, Latino's in Higher Ed, LinkedIn, Indeed.com, Facebook page, Zip Recruiter, Indeed.com, ct.edu, Oodle, Careerjet, Sercanto, Job.net, Jobcase.com, Neuvo, Adzuna, and sent through the CSCU email system distribution list

Minimum Qualifications: Bachelor's degree in education, counseling, student development, social work, enrollment management or an appropriately related field together with one (1) or more years of related experience; or a combination of education, training and experience which would lead to the competencies required for successful performance of the position's essential duties.

Incumbents are required to have demonstrated advanced knowledge and abilities in the following:

- Demonstrated understanding of a comprehensive community college.
- Demonstrated fundamental knowledge of student records and enrollment practices and methods accepted by the higher education field.
- Demonstrated skill in operating computerized and manual systems for collecting, preserving, and reporting student information.
- Demonstrated ability to work in groups, which emphasize collaboration, consensus building, conflict resolution, and problem solving.
- Experience in using enrollment management, content management, and project management software.

Preferred Qualifications:

- Experience using a Student Information System such as Banner (or comparable system).

- Experience in a student-facing office setting.
- Experience in a direct customer service setting.

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	44	13	24	8	17	0	1	2	3	2	3	1	0	0	0	7
Not Qualified	17	6	9	3	6	0	1	1	2	1	0	1	0	0	0	2
Total Qualified	27	7	15	5	11	0	0	1	1	1	3	0	0	0	0	5
Qual. No Interview	3	1	2	1	1	0	0	0	0	0	1	0	0	0	0	0
Qual. Rec. Interview	24	6	13	4	10	0	0	1	1	1	2	0	0	0	0	5
Withdraw	3	1	1	0	1	0	0	1	0	0	0	0	0	0	0	1
Interviewed	21	5	12	4	9	0	0	0	1	1	2	0	0	0	0	4
Offered	2	1	1	1	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	2	1	1	1	0	0	0	0	1	0	0	0	0	0	0	0

*AAIANHNPI = Asian, American Indian, Alaskan Native, Hawaiian Native, Pacific Islander.

We received forty-four (44) applications for this position of which there were **2HM**, **2AM**, and **0TF** goal candidates. Previous goals for WM, BM, HF, and TM were previously achieved.

Of the forty-four (44) candidates, seventeen (17) were deemed not qualified, including 1HM and 1AM goal candidates.

- 1AM did not possess experience in using enrollment management, content management, and project management software.
- 1HM did not possess a Bachelor's degree in education, counseling, student development, social work, enrollment management or an appropriately related field together with one (1) or more years of related experience; or a combination of education, training and experience which would lead to the competencies required for successful performance of the position's essential duties.

The remaining twenty-seven (27) candidates were deemed qualified. Of the twenty-seven (27), twenty-four (24) candidates, were offered interviews including 1HM and 1AM goal candidate.

- 1HM did not respond to the request for an interview.
- 1AM was not selected for the position because he did not have experience with Banner, CRM or additional record keeping. He also did not possess experience working with multiple administrative stakeholders and did not discuss his knowledge about the student body population.

The agency did not achieve a goal with the hire of **one (1) White Male** and **one (1) Hispanic Female**.

- 1WM was selected because he met all of the minimum and preferred qualifications. During his interview he discussed his experience working with comparable enrollment management systems to Banner OCAS and Rosie. He also has experience working in admissions and recruitment and enrollment record keeping and academic advising. He also discussed his knowledge of the community college mission and student body through his example of dealing with a difficult circumstance and developing a solution that would help the student succeed. He also had higher education work experience as he worked at Alpha College of Business & Technology in Canada and worked in the Admissions and Registrar's Office

- 1HF was selected because she met all of the minimum and preferred qualifications. During her interview she expressed that she was bilingual in English and Spanish and worked as a Health Plan Bilingual Customer Service Representative. She shared her understanding of the mission of Community Colleges & CT State through her examples: the merging of the 12 colleges provided easier access to apply and enroll in classes; added that campuses provide additional resources to support students socially and emotionally; and, how we provide a more affordable way to earn an education. She also spoke about FERPA and described how it is a federal regulation that protects the privacy of students and student records and shared her experience with HIPAA and noted its similarities with protecting personal information. She spoke about her experience working with agitated and/or frustrated students and customers by providing examples of how to remain calm, listen, understand point of view, and resolution of issue.

The hire of this HF achieved an underutilization in the category for HF which was established as a promotional goal in the prior AA Plan filing.

17. Campus Director of Tutoring and Academic Support (1WM)

Position Summary: The Campus Director of Tutoring and Academic Support, manages a comprehensive program of academic supports, tutoring, and learning assistance at a CT State Community College campus. The College provides academic opportunities for a broad range of students seeking two- year liberal arts degrees as well as career, technical and occupational certifications and training. These students include those who may be lacking in basic skills and subject content which inhibits success in higher education.

The position directs the full range of academic services needed to assist students to achieve their learning goals including skill testing and assessment; tutoring and lab assistance; special course examinations; computer-based instruction; learning skills advising; and operation of a learning center to support students' adaptation to higher education. The incumbent may perform some of those professional services personally.

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.)

This position was posted on the following sites: HigherEdJobs.com, Diverse Issues in Higher Education, Workplace Diversity, Latino's in Higher Ed, LinkedIn, Indeed.com, Facebook page, Zip Recruiter, Indeed.com, ct.edu, Oodle, Careerjet, Sercanto, Job.net, Jobcase.com, Neuvoo, Adzuna, and sent through the CSCU email system distribution list

Minimum Qualifications: Master's degree in an appropriately related field together with two (2) or more years of related experience which includes two (2) years of experience in the supervision of the work of others; or a combination of education, training and experience which would lead to the competencies required for successful performance of the position's essential duties.

Incumbents are required to have demonstrated advanced knowledge and abilities in the following:

- Academic and skills testing and assessment methods
- Familiarity with physical and learning disabilities
- Remedial, developmental and adult education methods and techniques

- Computer-based and multi-media instructional technology, including information technology literacy skills
- Supervision of staff
- Budget management

Preferred Qualifications:

- Two (2) years of tutoring or academic coaching experience at the postsecondary/community college level
- Experience collecting, analyzing, and interpreting data for decision-making purposes
- Experience collaborating with faculty from multiple disciplines
- Experience supervising student peer tutors
- Knowledge of higher education requirements and processes for ADA accommodation

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	84	30	46	12	21	4	14	5	5	3	0	3	1	3	5	8
Not Qualified	79	28	45	10	20	4	14	5	5	3	0	3	1	3	5	6
Total Qualified	5	2	1	2	1	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	5	2	1	2	1	0	0	0	0	0	0	0	0	0	0	2
Withdraw	1	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0
Interviewed	4	1	1	1	1	0	0	0	0	0	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 eighty-four (84) applications for this position of which there were **5HM**, **3AM**, and **1TF** goal candidates. Previous goals for WM, BM, HF and TM were previously achieved.

Of the eighty-four (84) applicants, seventy-nine (79) were deemed not qualified, including 5HM, 3AM, and 1TF goal candidates.

- 1HM did not possess did not possess Master's degree in an appropriately related field together with two (2) or more years of related experience which includes two (2) years of experience in the supervision of the work of others; or a combination of education, training and experience which would lead to the competencies required for successful performance of the position's essential duties.
- 1HM did not possess two (2) or more years of related experience which includes two (2) years of experience in the supervision of the work of others; or a combination of education, training and experience which would lead to the competencies required for successful performance of the position's essential duties.
- 3HM did not possess familiarity with physical and learning disabilities or remedial, developmental and adult education methods and techniques, computer-based and multi-media instructional technology, including information technology literacy skills, or supervision of staff
- 2AM are not legally authorized to work in the United States.

- 1AM did not possess Master's degree in an appropriately related field together with two (2) or more years of related experience which includes two (2) years of experience in the supervision of the work of others; or a combination of education, training and experience which would lead to the competencies required for successful performance of the position's essential duties.
- 1TF did not possess familiarity with individuals with physical and learning disabilities, remedial, developmental and adult education methods and techniques, computer-based and multi-media instructional technology, including information technology literacy skills, or supervision of staff.

There were no goal candidates remaining in the pool.

The agency did not achieve a goal with the hire of **one (1) White Male** who met the minimum and preferred qualifications and based upon their interview.

18. Librarian (1WM)

Position Summary: The Librarian performs a broad range of professional responsibilities of librarianship in the library or learning resource center of a Community College providing library services to students, faculty and citizens of the communities served by the College.

These professional responsibilities encompass a broad spectrum including: reference services; online, original and copy cataloging; inter-library loan management; collection development; circulation management; acquisitions; and teaching students and faculty in the use of such library resources as on-line access to information, bibliographic search, access to print materials and methods of research for academic course materials. In addition, the library relies to an increasing extent on computer-based information technology. Therefore, the Librarian may be assigned to provide professional information technology services.

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.)

This position was posted on the following sites: HigherEdJobs.com, Diverse Issues in Higher Education, Workplace Diversity, Latino's in Higher Ed, LinkedIn, Indeed.com, Facebook page, Zip Recruiter, Indeed.com, ct.edu, Oodle, Careerjet, Sercanto, Job.net, Jobcase.com, Neuvoo, Adzuna, and sent through the CSCU email system distribution list

Minimum Qualifications: Master's degree in Library Science together with one (1) or more years of related experience including up to two (2) years of experience in leading or supervising others; or a combination of education, training and experience which would lead to the competencies required for successful performance of the position's essential duties.

Incumbents are required to have demonstrated advanced knowledge and abilities in the following:

- Demonstrated ability to perform the full range of professional librarianship with strong competencies in public services, reference, technical services, collection development, information technology.
- Information literacy skills and instruction in effective use of library resources in a higher education environment.
- Demonstrated ability to lead and train support staff.

Preferred Qualifications:

- Fluency in Spanish.
- Two (2) years working experience in an academic library setting.
- Library instruction 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	58	12	32	9	23	0	0	0	1	1	4	1	1	1	3	14
Not Qualified	42	7	24	5	17	0	0	0	0	1	4	0	1	1	2	11
Total Qualified	16	5	8	4	6	0	0	0	1	0	0	1	0	0	1	3
Qual. No Interview	3	3	0	2	0	0	0	0	0	0	0	1	0	0	0	0
Qual. Rec. Interview	13	2	8	2	6	0	0	0	1	0	0	0	0	0	1	3
Withdraw	5	0	4	0	3	0	0	0	1	0	0	0	0	0	0	1
Interviewed	8	2	4	2	3	0	0	0	0	0	0	0	0	0	1	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 fifty-eight (58) applications for this position of which there were **0HM**, **1AM**, and **1TF** goal candidates. Previous goals for WM, BM, HF, TM were previously achieved.

Of the fifty-eight (58) candidates, forty-two (42) were deemed not qualified, including 1AM, and 1TF goal candidates.

- 1AM is not legally authorized to work in the United States.
- 1TF did not possess master's degree in library science together with one (1) or more years of related experience including up to two (2) years of experience in leading or supervising others; or a combination of education, training and experience which would lead to the competencies required for successful performance of the position's essential duties.

The remaining sixteen (16) candidates were deemed qualified, including zero (0) goal candidates.

There were no goal candidates remaining in the pool.

The agency did not achieve a goal with the hire of **one (1) White Male** who met all of the minimum and preferred qualifications and based upon their interview.

19. Director of Student Activities (1BM)

Position Summary: The Director of Student Activities develops, designs, and implements a range of services to promote the social, cultural, fitness and recreational needs of students at a Community College. These services include such functional areas as: advising student government and other student organizations; co-curricular activities which enhance students' practical and community-service experience; activities which develop students' awareness and appreciation of multi-cultural social conditions; activities which develop students' leadership skills; and activities which support students' physical fitness and recreational needs.

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.)

This position was posted on the following sites: HigherEdJobs.com, Diverse Issues in Higher Education, Workplace Diversity, Latino's in Higher Ed, LinkedIn, Indeed.com, Facebook page, Zip Recruiter, Indeed.com, ct.edu, Oodle, Careerjet, Sercanto, Job.net, Jobcase.com, Neuvoo, Adzuna, and sent through the CSCU email system distribution list

Minimum Qualifications: Bachelor's degree in Student Development in Higher Education, Counseling, Higher Education Administration, or in an appropriately related field with two (2) or more years of experience in a related field; or a combination of education, training and experience which would lead to the competencies required for successful performance of the position's essential duties.

Incumbents are required to have demonstrated advanced knowledge and abilities in the following:

- Advisement of student organizations.
- Student activities including recreational activities and those oriented toward providing for enhancement of students' cultural and leadership experience.
- Supervising human resources.
- Developing and managing operating budgets and plans.

Preferred Qualifications:

- Three (3) or more years related experience in student activities, co-curricular programming, and/or leadership training.
- Experience negotiating contracts.

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	67	33	31	12	16	7	7	7	5	4	1	0	0	3	2	3
Not Qualified	52	25	24	11	11	4	6	5	4	2	1	0	0	3	2	3
Total Qualified	15	8	7	1	5	3	1	2	1	2	0	0	0	0	0	0
Qual. No Interview	8	6	2	1	1	2	1	1	0	2	0	0	0	0	0	0
Qual. Rec. Interview	7	2	5	0	4	1	0	1	1	0	0	0	0	0	0	0
Withdrew	5	1	4	0	3	0	0	1	1	0	0	0	0	0	0	0
Interviewed	2	1	1	0	1	1	0	0	0	0	0	0	0	0	0	0
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 sixty-seven (67) applications for this position of which there were **7HM**, **4AM**, and **0TF** goal candidates. Previous goals for WM, BM, HF and TM were previously achieved.

Of the sixty-seven (67) applicants, fifty-two (52) were deemed not qualified, including 5HM and 2AM goal candidates.

- 2HM did not possess a Bachelor's degree in Student Development in Higher Education, Counseling, Higher Education Administration, or in an appropriately related field with two (2) or more years of experience in a related field; or a combination of education, training and experience which would lead to the competencies required for successful performance of the position's essential duties.

- 3HM did not possess experience in the advisement of student organizations, student activities including recreational activities and those oriented toward providing for enhancement of students' cultural and leadership experience, or supervising human resources.
- 1AM did not possess experience developing and managing operating budgets and plans.
- 1AM did not possess experience working in the advisement of student organizations.

The remaining fifteen (15) candidates were deemed qualified, however, eight (8) were not offered interviews based on not meeting preferred qualifications, including 1HM and 2AM goal candidates.

- 1HM did not possess experience negotiating contracts.
- 2AM did not possess three (3) or more years related experience in student activities, co-curricular programming, and/or leadership training.

The remaining seven (7) candidates were offered interviews, including 1HM goal candidates.

- 1HM withdrew from consideration.

There were no goal candidates remaining in the pool.

The agency did not achieve a goal with the hire of **one (1) Black Male** who met all of the minimum and all preferred qualifications and was selected based upon their interview.

The hire of this BM achieved an underutilization in the category which was established as a promotional goal in the prior filing.

20. Wellness Counselor (1BF)

Position Summary: Connecticut State Community College offers a broad range of two-year liberal arts degree programs as well as many technical, occupational, and career programs. These programs attract traditional students as well as non-traditional students, including those pursuing academic training or degrees following absences from higher education, those intending to increase occupational skills, and those entering higher education from other countries. Many of these students require counseling, support, and referrals on various issues that impact their ability to successfully reach their academic and career goals.

The Wellness Counselor acts as an applied educational specialist concerned with the mental health, wellness, and overall wellbeing of students, with special attention given to the needs of those least able to act as their own advocates. This position develops and fosters extensive cooperative and collaborative relationships with faculty, staff, administrators and external stakeholders; maintains currency with emerging trends and best practices in counseling and students support; and leads the campus counseling services in the adoption of innovative practices that increase student retention and completion and eliminates equity gaps that exist between for black, LatinX, and other marginalized students when compared to white students.

The Wellness Counselor regularly collects, analyzes, and uses data to inform practice, maintain compliance with all local, state, and federal policies and laws, and ensure equitable attainment of outcomes. Wellness counselors deliver programming and direct services to students that utilize their professional expertise gained through a master's degree in counseling, social work, marriage and family therapy, or a doctoral degree in psychology. The Wellness Counselor must be a Licensed Professional Counselor (LPC), Licensed Clinical Social Worker (LCSW), Licensed Marriage and Family Therapist (LMFT), or PsyD or Ph.D. in Psychology with active licensure in the state of Connecticut.

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.)

This position was posted on the following sites: HigherEdJobs.com, Diverse Issues in Higher Education, Workplace Diversity, Latino's in Higher Ed, LinkedIn, Indeed.com, Facebook page, Zip Recruiter, Indeed.com, ct.edu, Oodle, Careerjet, Sercanto, Job.net, Jobcase.com, Neuvoo, Adzuna, and sent through the CSU email system distribution list

Minimum Qualifications: Master's degree in counseling, social work, or marriage and family therapy or a doctoral degree in psychology together with two (2) or more years of experience in a professional counseling capacity; or a combination of experience and training which would lead to the competencies required for the effective performance of the position's essential duties.

Incumbents are required to have demonstrated advanced knowledge and abilities in the following:

- Must be a Licensed Professional Counselor (LPC), Licensed Clinical Social Worker (LCSW), Licensed Marriage and Family Therapist (LMFT), or PsyD or Ph.D. in Psychology with active licensure in the state of CT.
- Experience with the full spectrum of professional counseling theory, techniques, and methods.
- Experience with crisis counseling and intervention.

Preferred Qualifications:

- Experience working in a college/university counseling center.
- Experience in mental health and wellness outreach programming.
- Experience delivering clinical supervision to undergraduate or graduate students.

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	74	11	59	2	21	3	17	3	8	1	5	2	3	0	5	4
Not Qualified	30	5	24	1	7	1	8	1	4	1	3	1	0	0	2	1
Total Qualified	44	6	35	1	14	2	9	2	4	0	2	1	3	0	3	3
Qual. No Interview	28	4	23	0	9	1	7	2	4	0	0	1	2	0	1	1
Qual. Rec. Interview	16	2	12	1	5	1	2	0	0	0	2	0	1	0	2	2
Withdrew	3	2	1	1	0	1	0	0	0	0	0	0	0	0	1	0
Interviewed	13	0	11	0	5	0	2	0	0	0	2	0	1	0	1	2
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 seventy-four (74) applications for this position of which there were **3HM**, **1AM**, and **3TF** goal candidates. Previous goals for WM, BM, HF and TM were previously achieved.

Of the seventy-four (74) applicants, thirty (30) were deemed not qualified, including 1HM and 1AM goal candidates.

- 1HM did not possess Master's degree in counseling, social work, or marriage and family therapy or a doctoral degree in psychology together with two (2) or more years of experience in a professional counseling capacity; or a combination of experience and training which would lead

to the competencies required for the effective performance of the position's essential duties, or was not Licensed Professional Counselor (LPC), Licensed Clinical Social Worker (LCSW), Licensed Marriage and Family Therapist (LMFT), or PsyD or Ph.D. in Psychology with active licensure in the state of CT

- 1AM was not Licensed Professional Counselor (LPC), Licensed Clinical Social Worker (LCSW), Licensed Marriage and Family Therapist (LMFT), or PsyD or Ph.D. in Psychology with active licensure in the state of CT.

The remaining forty-four (44) candidates were deemed qualified, however, twenty-eight (28) were not offered interviews including 2HM and 2TF goal candidates.

- 2HM did not possess experience working in a college/university counseling center or experience delivering clinical supervision to undergraduate or graduate students.
- 2TF did not possess experience working in a college/university counseling center or experience delivering clinical supervision to undergraduate or graduate students.

The remaining sixteen (16) candidates were offered interviews as they met the required qualifications and at least two (2) preferred qualifications, including 1TF goal candidate.

- 1TF met the required and two (2) preferred qualifications and was not selected for the position based on her interview. Specifically, she did not provide an understanding of community college student population. During her interview she focused on traditional K-12 school-aged students and did not discuss the basic needs of the college student population. She also did not describe or explain hierarchy of needs or strategies for addressing crises. She did not provide examples of how she has taken steps to become a culturally competent counselor by providing specific examples or explaining the training she has attended. She did not identify or explain programming experience for college-aged students. She also did not identify or provide examples of current trends or practices related to LGBTQ or BIPOC populations.

The agency did not achieve a goal with the hire of **one (1) Black Female** who met all of the minimum and preferred qualifications and based upon their interview.

- 1BF met the required and two (2) preferred qualifications and was selected for the position based on her interview. Specifically, she described her work in the area of self-care (mindfulness) and practical exercises that she has equipped adolescents with and how these could be used to support students at CT State Capital. She also presented how she has experience with the type of therapy that is offered at CT State (short term) and described how her knowledge and experience with Dialectical Behavior Therapy (DBT) would be a good fit for our center. She described her extensive experience with crisis counseling and currently works per diem for the mobile crisis unit of Hartford HealthCare and her experience with various assessment instruments and is certified to conduct QPR training. She also described her approach to raising awareness and the marketing of services (tabling, classroom visits, etc.) that would result in increased utilization of services.

21. Campus Public Relations Coordinator (1BF)

Position Summary: The Public Relations Coordinator is a campus-based position that is responsible for the development and implementation of public relations activities for the campus and its Foundation/Institutional Advancement, consistent with CT State strategic branding, goals, and objectives. The incumbent coordinates with the CEO, the Institutional Advancement team and CT State

Media and Organizational Communications teams on public relations activities to support strategic goals and is the campus point-person for public and media relations. The coordinator develops and distributes press releases; manages social media; maintains relationship with local media including print, digital and broadcast; contributes website and e-newsletter content; supports on-campus events, community spaces and outreach; and produces vital documents that support enrollment, student affairs, and the Institutional Advancement.

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.)

This position was posted on the following sites: HigherEdJobs.com, Diverse Issues in Higher Education, Workplace Diversity, Latino's in Higher Ed, LinkedIn, Indeed.com, Facebook page, Zip Recruiter, Indeed.com, ct.edu, Oodle, Careerjet, Sercanto, Job.net, Jobcase.com, Neuvoo, Adzuna, and sent through the CSCU email system distribution list

Minimum Qualifications: Bachelor's degree in an appropriately related field together with one (1) or more years of related experience; or a combination of education, experience and training which would lead to the competencies required for successful performance of the position's essential duties.

Incumbents are required to have demonstrated advanced knowledge and abilities in the following:

- Professional practice of journalism, social media and public relations.
- Copy writing.
- Desktop Publishing.
- Event Planning.
- Photography.
- Media Relations.
- Presentation skills.

Preferred Qualifications:

- Two (2) years or more experience with professional practice of journalism, social media, and public relations for a large institution.
- Two (2) years or more experience in media relations for a large institution.
- Two (2) years or more experience of writing original content to promote a product or service.
- Minimum of 1 year experience in Connecticut-based media relations.
- One (1) or more years of experience and proficiency in managing social media, including Facebook, Twitter, Instagram, Snapchat, TikTok, etc. for a corporation or institution.

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	112	33	69	21	40	3	14	3	5	1	3	2	2	3	5	10
Not Qualified	95	30	57	20	31	3	12	1	5	1	3	2	2	3	4	8
Total Qualified	17	3	12	1	9	0	2	2	0	0	0	0	0	0	1	2
Qual. No Interview	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Qual. Rec. Interview	17	3	12	1	9	0	2	2	0	0	0	0	0	0	1	2
Withdrew	2	1	1	0	1	0	0	1	0	0	0	0	0	0	0	0
Interviewed	15	2	11	1	8	0	2	1	0	0	0	0	0	0	1	2
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 one hundred-twelve (112) applications for this position of which there were **3HM, 1AM,** and **2TF** goal candidates. Previous goals for WM, BM, HF and TM were previously achieved.

Of the one hundred-twelve (112) candidates, ninety-five (95) were deemed not qualified, including 1HM, 1AM, and 2TF goal candidates.

- 1HM did not possess a Bachelor's degree in an appropriately related field together with one (1) or more years of related experience; or a combination of education, experience and training which would lead to the competencies required for successful performance of the position's essential duties.
- 1AM did not possess a Bachelor's degree in an appropriately related field together with one (1) or more years of related experience; or a combination of education, experience and training which would lead to the competencies required for successful performance of the position's essential duties.
- 1TF submitted an incomplete application.
- 1TF did not possess a Bachelor's degree in an appropriately related field together with one (1) or more years of related experience; or a combination of education, experience and training which would lead to the competencies required for successful performance of the position's essential duties.

The remaining seventeen (17) candidates were deemed qualified and offered interviews as they met all of the minimum and preferred qualifications including 2HM goal candidates.

- 1HM withdrew from consideration.
- 1HM declined an offer for a second interview.

The agency did not achieve a goal with the hire of **one (1) Black Female** who met all of the minimum and preferred qualifications and was selected based upon their interview.

22. Child Development Teacher (1BF, 1AF)

Position Summary: Individual colleges within the Community College system provide child development centers, offering childcare, child development, nutrition and related services for the children of students, staff and citizens of communities in their respective service areas. The college also offer academic programs in early childhood education. The child development centers provide the collateral function of serving as laboratories for practical experience by early childhood education students.

The Child Development Teacher plans and carries out learning activities for children in a college child development center as well as assisting early childhood education students of the Community College in gaining practical teaching experience as part of their curriculum.

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.)

This position was posted on the following sites: HigherEdJobs.com, Diverse Issues in Higher Education, Workplace Diversity, Latino's in Higher Ed, LinkedIn, Indeed.com, Facebook page, Zip Recruiter, Indeed.com, ct.edu, Oodle, Careerjet, Sercanto, Job.net, Jobcase.com, Neuvoo, Adzuna, and sent through the CSCU email system distribution list

Minimum Qualifications: Bachelor's degree in Early Childhood Education or an appropriately related field together with two (2) or more years of experience in a related field; or a combination of education, training and experience which would lead to the competencies required for successful performance of the position's essential duties.

Incumbents are required to have demonstrated advanced knowledge and abilities in the following:

- Early childhood education
- Child development and learning principles and applications
- Child care administration

Special Requirements

- Hold a valid First Aid, CPR, and Medication Administration Certificates approved by the OEC Division of Licensing; Health & Safety Training, Mandated Reporter Training.
- Incumbents must be fingerprinted through the Office of Early Childhood and approved to work in a childcare setting.

Preferred Qualifications:

- Experience with the Connecticut Early Learning and Development Standards and the Connecticut Documentation and Observation for Teaching Systems.
- Experience with NAEYC Accreditation and State of CT Early Childhood Education licensing.
- Experience within a laboratory school and/or with preservice teachers.
- Knowledge of and/or experience with the Reggio Emilia Approach.
- Two (2) or more years of experience teaching toddler aged children.
- Demonstrated experience communicating with students, caregivers, and staff in Spanish and/or Albanian.
- Demonstrated experience utilizing and evaluating classroom and behavior management strategies (e.g., PBIS, etc.).

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	0	38	0	17	0	6	0	9	0	2	0	2	0	2	2
Not Qualified	24	0	22	0	13	0	2	0	4	0	1	0	0	0	2	2
Total Qualified	16	0	16	0	4	0	4	0	5	0	1	0	2	0	0	0
Qual. No Interview	3	0	3	0	1	0	0	0	1	0	0	0	1	0	0	0
Qual. Rec. Interview	13	0	13	0	3	0	4	0	4	0	1	0	1	0	0	0
Withdrew	7	0	7	0	2	0	2	0	3	0	0	0	0	0	0	0
Interviewed	6	0	6	0	1	0	2	0	1	0	1	0	1	0	0	0
Offered	2	0	2	0	0	0	1	0	0	0	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	2	0	2	0	0	0	1	0	0	0	1	0	0	0	0	0

*AAIANHNPI = Asian, American Indian, Alaskan Native, Hawaiian Native, Pacific Islander.

We received forty (40) applications for this position of which there were **0HM**, **0AM**, and **2TF** goal candidates. Previous goals for WM, BM, HF and TM were previously achieved.

Of the forty (40) candidates, sixteen (16) were deemed qualified; however, three (3) were not offered interviews based on not meeting preferred qualifications, including 1TF goal candidates.

- 1TF did not possess experience with the Connecticut Early Learning and Development Standards and the Connecticut Documentation and Observation for Teaching Systems; experience with NAEYC Accreditation and State of CT Early Childhood Education licensing; experience within a laboratory school and/or with preservice teachers; knowledge of and/or experience with the Reggio Emilia Approach; demonstrated experience communicating with students, caregivers, and staff in Spanish and/or Albanian; or demonstrated experience utilizing and evaluating classroom and behavior management strategies (e.g., PBIS, etc.).

The remaining thirteen (13) candidates were deemed qualified and offered interviews, including 1TF goal candidate.

- 1TF met the required qualifications and all preferred qualifications and was not selected based on her interview. She stated that she applied for the position because she is a graduate from the program, familiar with it, and loves seeing how children grow and working with families. While the candidate discussed a clear understanding of and commitment to the Reggio Emilia philosophy, their professional experience is limited to the Lab School environment. This means they haven't professionally engaged with a variety of early childhood education settings or differing program structures, teaching methods, or family dynamics outside of the Reggio framework. Their approach to scenario explained how each child's need would be handled on its own; this answer depended on other people being there to support the competing needs of children.

The agency did not achieve a goal with the hire of **one (1) Black Female** and **one (1) Asian Female** who met all of the minimum and preferred qualifications and based upon their interview.

- 1BF met the required qualifications and all preferred qualifications and was selected based on their interview. She was selected because she explained the distinctions between Reggio Emilia and Montessori, focusing on "emerging" approaches, ideas from children, play-based, and teachers are hands on. Her response to challenging behaviors of children, expressed the importance of getting to know child's personality to be successful, learning their movements & behaviors to find effective ways to communicate; she gave an example of child who needed pressure applied to reduce stimulation but who didn't want to wear his vest, so she bought

herself a vest and put it on so he would understand. She also brought the same kinds of food to help a child eat her food at the correct time. Her answer shows a deep investment in working with children and also that she is highly reflective about her work. In another example, with parents who had special requests, she stated that she would explain/clarify policies for safety & regulations and find alternative ways to communicate with the child. In the scenario question, she prioritized how she would approach the situation, and explained why a child grabbing would need the most attention because it can escalate and also explained that simultaneously she would address the child who wants to talk by using a hand sign to ask the child to wait. She stated the philosophy about the lab school that "we're here for the children but we exist for the students." In other words, she understands the importance of the children while at the same time knows the importance of working with students who are training to go into ECE and being their mentor. She talked about the challenges of students and supporting them as well. She also expressed interest in getting involved in campus community.

- 1AF met the required and preferred qualifications and was selected based on their interview. She explained that she applied because she saw that this lab school uses the Reggio Emilia approach and that aligns with her philosophy that children learn from their environments and their interests need to be nurtured. In the interview she explained what the Reggio Emilia approach is and described it as "project & play" based on children's interests. The example she provided was about a recycling project that involved collaboration w/families and resulted in the creation of "robots." She stated she uses this approach in her current employment. In the scenario response she first looked at the climate of the entire classroom to get a sense of what to prioritize; referenced her own emotional intelligence to ascertain needs; explained that a "brain break"--or a change of environment and/or diversion could address all three challenges. This response demonstrates critical thinking, maturity, and experience of handling children's multiple needs simultaneously. Her response to parent/policy question stated importance of "professional and positively educating parents without dismissing their own beliefs;" clarify the policy, explain why it's important, work to get "on the same page" with the parents. Her example of children not wearing the uniform included how she offered to help find resources to ensure the child could have a uniform. This attention to finding resources aligns with what is in resume about being a childcare referral specialist for United Way of CT. Understands value of community connections. In the answer above and while addressing challenges in position she referenced the importance of understanding and being very comfortable with cultural differences.

23. Director of the Equity Center (1BF)

Position Summary: The Director for the Gateway Center for Equity and Social Justice, facilitates and manages a comprehensive array of equity, diversity and inclusion (EDI) initiatives at a Gateway Community College to assist and support students, staff, faculty and the community and serves as the primary administrator for the Center for Equity and Social Justice at the college.

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.)

This position was posted on the following sites: HigherEdJobs.com, Diverse Issues in Higher Education, Workplace Diversity, Latino's in Higher Ed, LinkedIn, Indeed.com, Facebook page, Zip Recruiter,

Indeed.com, ct.edu, Oodle, Careerjet, Sercanto, Job.net, Jobcase.com, Neuvoo, Adzuna, and sent through the CSCU email system distribution list

Minimum Qualifications: Master's degree in an appropriately related field together with two (2) or more years of related experience which includes up to two (2) years of experience in the supervision of the work of others; or a combination of education, training and experience which would lead to the competencies required for successful performance of the position's essential duties.

Incumbents are required to have demonstrated advanced knowledge and abilities in the following:

- Non-academic student supports.
- Equity-minded activities for staff and faculty.
- Community services and the development of community partnerships.
- Service record keeping and the development of reports.
- Supervision of staff.
- Budget management.

Preferred Qualifications:

- Three (3) or more years of Higher education and/or community experience in developing and delivering equity-minded programming.
- Demonstrated record of service to marginalized populations.
- Demonstrated ability to gather and interpret data in order to assess effectiveness and impact of programs or initiatives.
- Experience with Equal Opportunity, Affirmative Action or other equity-focused policy/regulation

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	152	45	88	6	23	22	34	6	16	0	5	5	4	6	6	19
Not Qualified	57	16	37	2	10	10	16	0	8	0	0	1	1	3	2	4
Total Qualified	95	29	51	4	13	12	18	6	8	0	5	4	3	3	4	15
Qual. No Interview	30	8	17	2	6	4	4	2	5	0	0	0	0	0	2	5
Qual. Rec. Interview	65	21	34	2	7	8	14	4	3	0	5	4	3	3	2	10
Withdrew	52	18	27	2	6	7	10	4	2	0	4	4	3	1	2	7
Interviewed	13	3	7	0	1	1	4	0	1	0	1	0	0	2	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 one hundred fifty-two (152) applications for this position of which there were **6HM**, **0AM**, and **4TF** goal candidates. Previous goals for WM, BM, HF and TM were previously achieved.

Of the one hundred fifty-two (152) applicants, fifty-seven (57) were deemed not qualified, including 1TF goal candidates.

- 1TF did not possess a Master's degree in an appropriately related field together with two (2) or more years of related experience which includes up to two (2) years of experience in the supervision of the work of others; or a combination of education, training and experience which

would lead to the competencies required for successful performance of the position's essential duties.

Of ninety-five (95) candidates were deemed qualified, thirty (30) were not offered interviews, including 2HM goal candidates.

- 1HM did not possess experience with Equal Opportunity, Affirmative Action or other equity-focused policy/regulation
- 1HM did not possess three (3) or more years of Higher education and/or community experience

The remaining sixty-five (65) were offered interviews as they met the required qualifications and all preferred qualifications, including 4HM and 3TF.

- 4HM withdrew from consideration.
- 3TF withdrew from consideration.

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 all preferred qualifications and based upon their interview.

24. Director of Advanced Manufacturing (1WF)

Position Summary: The Director of Advanced Manufacturing Technology performs a full range of responsibilities at a Connecticut State Community College campus. The Advanced Manufacturing Program Director is responsible for program needs assessment, development, marketing, program accreditation, and administrative oversight of classroom and skills instruction.

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.)

This position was posted on the following sites: HigherEdJobs.com, Diverse Issues in Higher Education, Workplace Diversity, Latino's in Higher Ed, LinkedIn, Indeed.com, Facebook page, Zip Recruiter, Indeed.com, ct.edu, Oodle, Careerjet, Sercanto, Job.net, Jobcase.com, Neuvoo, Adzuna, and sent through the CSCU email system distribution list

Minimum Qualifications: Master's degree with two (2) or more years of Manufacturing Technology Industry or educational experience and two (2) or more years of management experience OR

- Bachelor's degree with five (5) or more years of Manufacturing Technology Industry or educational experience and two (2) or more years of management experience OR
- Associate's degree with five (5) or more years of Manufacturing Technology Industry or educational experience and five (5) or more years of management experience OR
- Ten (10) or more years of Military or Industry Experience in a relatable field with five (5) or more years of management experience.

Incumbents are required to have demonstrated advanced knowledge and abilities in the following:

- Academic curriculum and course design, (credit and/or non-credit)
- Utilizing assessment and evaluation techniques in academic program effectiveness

- Knowledge of industry accreditation procedures and strategies
- Experience supervising employees
- Managing operating budgets and plans
- Program evaluation and assessment

Preferred Qualifications:

- Experience developing and maintaining professional connections with industry partners.
- Experience with credit and non-credit program curriculum, scheduling, and certification pathways.
- Experience with student internship placements and securing employment.

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	11	2	8	2	0	0	0	0	2	0	0	0	1	0	2
Not Qualified	12	9	1	6	1	0	0	0	0	2	0	0	0	1	0	2
Total Qualified	3	2	1	2	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	3	2	1	2	1	0	0	0	0	0	0	0	0	0	0	0
Withdrew	1	1	0	1	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
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 fifteen (15) applications for this position of which there were **0HM**, **2AM**, and **0TF** goal candidates. Previous goals for WM, BM, HF and TM were previously achieved.

Of the fifteen (15) candidates, twelve (12) were deemed not qualified, including 2AM goal candidates.

- 1AM was not legally authorized to work in the United States.
- 1AM did not possess a Master's degree with two (2) or more years of Manufacturing Technology Industry or educational experience and two (2) or more years of management experience OR Bachelor's degree with five (5) or more years of Manufacturing Technology Industry or educational experience and two (2) or more years of management experience OR an Associate's degree with five (5) or more years of Manufacturing Technology Industry or educational experience and five (5) or more years of management experience OR Ten (10) or more years of Military or Industry Experience in a relatable field with five (5) or more years of management experience.

There were no more 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 and selected based upon their interview.

25. Financial Aid Specialist (1WF)

Position Summary: The Financial Aid Specialist provides operational support to the Financial Aid Office, with a focus on assisting with the review and processing of financial aid paperwork and providing

information to a variety of individuals regarding financial aid, payment plans, and student aid eligibility. The incumbent will assist with the accurate processing of all financial aid application and student loan materials within a highly automated environment. The Financial Aid Specialist provides student service in person and other communication channels to assist with the financial aid process for students and families.

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.)

This position was posted on the following sites: HigherEdJobs.com, Diverse Issues in Higher Education, Workplace Diversity, Latino's in Higher Ed, LinkedIn, Indeed.com, Facebook page, Zip Recruiter, Indeed.com, ct.edu, Oodle, Careerjet, Sercanto, Job.net, Jobcase.com, Neuvo, Adzuna, and sent through the CSCU email system distribution list

Minimum Qualifications: Bachelor's degree in an appropriately related field together with one (1) or more years of related experience in financial aid in higher education or related field; or a combination of education, training and experience which would lead to the competencies required for successful performance of the position's essential duties.

Incumbents are required to have demonstrated advanced knowledge and abilities in the following:

- Demonstrates an ability to relate favorably to students, parents, and college staff.
- Knowledge of state and federal financial aid rules and regulations.
- Strong organization and analytical skills.
- Proficiency with office technology, such as Microsoft Word, Excel, and PowerPoint.
- The ability to multi-task with complex subject matter in a fast-paced environment.
- Must possess strong interpersonal, written, oral, and presentation skills.

Preferred Qualifications:

- Two (2) or more years of financial aid experience, preferably in a community college setting.
- Expertise in student information systems, preferably Banner.

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	25	7	16	4	9	0	3	2	1	0	0	0	1	1	2	2
Not Qualified	16	3	11	3	8	0	1	0	1	0	0	0	0	0	1	2
Total Qualified	9	4	5	1	1	0	2	2	0	0	0	0	1	1	1	0
Qual. No Interview	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Qual. Rec. Interview	9	4	5	1	1	0	2	2	0	0	0	0	1	1	1	0
Withdraw	7	4	3	1	0	0	2	2	0	0	0	0	1	1	0	0
Interviewed	2	0	2	0	1	0	0	0	0	0	0	0	0	0	1	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.

We received twenty-five (25) applications for this position of which there were **2HM**, **0AM**, and **1TF** goal candidates. Previous goals for WM, BM, HF and TM were previously achieved.

Of the twenty-five (25) candidates, nine (9) were deemed qualified and offered interviews, including 2HM and 1TF goal candidate.

- 2HM did not respond to the request for an interview.
- 1TF did not respond to the request for an interview.

The agency did not achieve a goal with the hire of **one (1) White Female** who met all of the minimum and preferred qualifications and selected based upon their interview.

26. Director of Workforce Development and Continuing Education (1WF)

Position Summary: The Campus Director of Workforce Development and Continuing Education performs a full range of duties related to strategic development and delivery of occupational, non-credit certificates, and personal development programs to meet the varied learning needs of the populations served. Workforce Development education includes short-term courses and certificate programs that lead directly to employment and professional development training for incumbent workers. Personal Enrichment programs include youth enrichment education and adult enrichment programs for lifelong learners. This position directs part-time and full-time program coordinators, part-time faculty, and clerical support personnel conducting research, IT needs assessment, program, instructional design, curriculum development, program implementation, and assessment of the quality of courses, workshops, seminars, and other forms of non-credit instruction and training at a community college.

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.)

This position was posted on the following sites: HigherEdJobs.com, Diverse Issues in Higher Education, Workplace Diversity, Latino's in Higher Ed, LinkedIn, Indeed.com, Facebook page, Zip Recruiter, Indeed.com, ct.edu, Oodle, Careerjet, Sercanto, Job.net, Jobcase.com, Neuvoo, Adzuna, and sent through the CSCU email system distribution list

Minimum Qualifications: Master's degree in an appropriately related field with at least two years of related experience and up to two years of supervisory experience; or a combination of education, training, and experience, which would lead to the competencies required for the successful performance of the position's essential duties.

Incumbents are required to have demonstrated advanced knowledge and abilities in the following:

- Curriculum design in adult learning environment.
- Academic administration.
- Marketing, business development, public relations, or a related field

Preferred Qualifications:

- Experience with operational budget oversight, including determining profit margins of classes or programs.

- Experience with establishing and sustaining innovative workforce programs that meet evolving community needs.
- Experience with non-credit program curriculum development and scheduling, with emphasis on stackable credentials and certification pathways.
- Experience supervising different levels of hourly and salaried employees.

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	9	14	2	9	1	1	2	1	1	0	1	0	2	3	5
Not Qualified	22	7	10	2	7	0	1	2	0	1	0	1	0	1	2	5
Total Qualified	6	2	4	0	2	1	0	0	1	0	0	0	0	1	1	0
Qual. No Interview	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Qual. Rec. Interview	6	2	4	0	2	1	0	0	1	0	0	0	0	1	1	0
Withdrew	3	2	1	0	0	1	0	0	0	0	0	0	0	1	1	0
Interviewed	3	0	3	0	2	0	0	0	1	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.

We received twenty-eight (28) applications for this position of which there were **2HM**, **1AM**, and **0TF** goal candidates. Previous goals for WM, BM, HF and TM were previously achieved.

Of the twenty-eight candidates, twenty-two (22) were deemed not qualified, including 2HM and 1AM, goal candidates.

- 2HM did not possess a master's degree in an appropriately related field with at least two years of related experience and up to two years of supervisory experience; or a combination of education, training, and experience, which would lead to the competencies required for the successful performance of the position's essential duties.
- 1AM did not possess the required two years of related experience.

Six (6) candidates were deemed qualified, of which there were zero (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 and selected based upon their interview.

27. Director of Education Technology (1WF)

Position Summary: The Community College system makes higher education available to a broad range of constituents and strives to make academic programs as accessible and exciting as possible. Among the techniques used to accomplish that objective, the colleges use state of the art technology to enhance classroom instruction, web course management technology to enhance on-site courses and to deliver online courses and television and other multimedia technology and programming to present academic instruction.

The Director of Education Technology is the strategic person in the college, responsible for providing direct pedagogical expertise in course development and augmentation, including planning, assessment and implementation of distance and online learning, and partnering with faculty and academic staff in the exploration and use of instructional technologies to enhance the teaching and learning environment.

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.)

This position was posted on the following sites: HigherEdJobs.com, Diverse Issues in Higher Education, Workplace Diversity, Latino's in Higher Ed, LinkedIn, Indeed.com, Facebook page, Zip Recruiter, Indeed.com, ct.edu, Oodle, Careerjet, Sercanto, Job.net, Jobcase.com, Neuvoo, Adzuna, and sent through the CSU email system distribution list

Minimum Qualifications: Master's degree in Instructional Technology or other appropriately related field together with one (1) year of related experience; or a combination of education, training and experience which would lead to the competencies required for successful performance of the position's essential duties.

Incumbents are required to have demonstrated advanced knowledge and abilities in the following:

- Application of computers and internet to transmission of instruction, including information technology literacy skills.
- Design of instructional courses for adaptation to internet or television transmission.
- Methods of applying technology-based presentation in academic settings.
- Leadership in program development.
- Fiscal and business administration.

Preferred Qualifications:

- Experience teaching students or faculty in a learning management system.
- Experience in a direct customer service setting.
- Experience in media production for online and campus-based courses, e.g., video, audio, images, and animations.
- Experience in advanced usage or administration of Blackboard or Blackboard Ultra learning management 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	29	19	9	15	6	0	1	1	0	3	1	0	0	0	1	1
Not Qualified	18	12	5	8	3	0	1	1	0	3	0	0	0	0	1	1
Total Qualified	11	7	4	7	3	0	0	0	0	0	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	11	7	4	7	3	0	0	0	0	0	1	0	0	0	0	0
Withdrew	3	2	1	2	1	0	0	0	0	0	0	0	0	0	0	0
Interviewed	8	5	3	5	2	0	0	0	0	0	1	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.

We received twenty-nine (29) applications for this position of which there were **1HM**, **3AM**, and **0TF** goal candidates. Previous goals for WM, BM, HF and TM were previously achieved.

Of the twenty-nine (29) candidates, eighteen (18) were deemed not qualified, including 1HM and 3AM goal candidates.

- 1HM did not possess a master's degree in Instructional Technology or other appropriately related field together with one (1) year of related experience; or a combination of education, training and experience which would lead to the competencies required for successful performance of the position's essential duties.
- 2AM were not legally authorized to work in the United States
- 1AM did not possess a master's degree in Instructional Technology or other appropriately related field together with one (1) year of related experience; or a combination of education, training and experience which would lead to the competencies required for successful performance of the position's essential duties.

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 and selected based upon their interview.

28. Librarian (1WF)

Position Summary: The Librarian performs a broad range of professional responsibilities of librarianship in the library or learning resource center of a Community College providing library services to students, faculty and citizens of the communities served by the College.

These professional responsibilities encompass a broad spectrum including reference services; online, original and copy cataloging; inter-library loan management; collection development; circulation management; acquisitions; and teaching students and faculty in the use of such library resources as on-line access to information, bibliographic search, access to print materials and methods of research for academic course materials. In addition, the library relies to an increasing extent on computer-based information technology. Therefore, the Librarian may be assigned to provide professional information technology services.

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.)

This position was posted on the following sites: HigherEdJobs.com, Diverse Issues in Higher Education, Workplace Diversity, Latino's in Higher Ed, LinkedIn, Indeed.com, Facebook page, Zip Recruiter, Indeed.com, ct.edu, Oodle, Careerjet, Sercanto, Job.net, Jobcase.com, Neuvoo, Adzuna, and sent through the CSU email system distribution list

Minimum Qualifications: Master's degree in Library Science together with one (1) or more years of related experience including up to two (2) years of experience in leading or supervising others; or a combination of education, training and experience which would lead to the competencies required for successful performance of the position's essential duties.

Incumbents are required to have demonstrated advanced knowledge and abilities in the following:

- Demonstrated ability to perform the full range of professional librarianship with strong competencies in public services, reference, technical services, collection development, information technology.

- Information literacy skills and instruction in effective use of library resources in a higher education environment.
- Demonstrated ability to lead and train support staff.

Preferred Qualifications:

- Two (2) years working experience in an academic library setting.
- Library resources management.
- Library instruction experience.
- Experience with the library systems Alma and Primo.

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	77	26	42	18	31	2	2	1	4	1	1	1	1	3	3	9
Not Qualified	45	15	25	9	14	2	2	1	4	1	1	1	1	1	3	5
Total Qualified	32	11	17	9	17	0	0	0	0	0	0	0	0	2	0	4
Qual. No Interview	18	5	10	4	10	0	0	0	0	0	0	0	0	1	0	3
Qual. Rec. Interview	14	6	7	5	7	0	0	0	0	0	0	0	0	1	0	1
Withdraw	1	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0
Interviewed	13	6	6	5	6	0	0	0	0	0	0	0	0	1	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 seventy-seven (77) applications for this position of which there were **1HM**, **1AM**, and **1TF** goal candidates. Previous goals for WM, BM, HF and TM were previously achieved.

Of the seventy-seven (77) candidates, forty-five (45) were deemed not qualified including **1HM**, **1AM** and **1TF** goal candidate.

- 1HM did not possess a master's degree in library science together with one (1) or more years of related experience including up to two (2) years of experience in leading or supervising others; or a combination of education, training and experience which would lead to the competencies required for successful performance of the position's essential duties.
- 1AM was not legally authorized to work in the United States.
- 1TF did not possess a master's degree in library science together with one (1) or more years of related experience including up to two (2) years of experience in leading or supervising others; or a combination of education, training and experience which would lead to the competencies required for successful performance of the position's essential duties.

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 and selected based upon their interview.

29. Workforce Development and Continuing Education Coordinator (1WF)

Position Summary: Connecticut State Community College offers two-year liberal arts degree programs and a broad range of career, occupational and technical certificate and short-term programs in order to

meet the varied learning needs of the populations served. Among those programs are workforce development and continuing education courses in subject areas which assist learners in improving and increasing their skills in occupational and professional fields as well as programs for personal interest or enrichment. Some of these programs include training and education services for state agencies. Several of the programs are conducted during evenings or weekends for the convenience of learners.

The position performs administrative services for workforce development and continuing education programs and courses at a Community College Campus. The work encompasses such services as assessing public interests in workforce development and continuing education, course development, publicity, program administration and program evaluation.

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.)

This position was posted on the following sites: HigherEdJobs.com, Diverse Issues in Higher Education, Workplace Diversity, Latino's in Higher Ed, LinkedIn, Indeed.com, Facebook page, Zip Recruiter, Indeed.com, ct.edu, Oodle, Careerjet, Sercanto, Job.net, Jobcase.com, Neuvoo, Adzuna, and sent through the CSCU email system distribution list

Minimum Qualifications: Bachelor's degree in an appropriately related field, with one (1) or more years of experience applying those disciplines in a field related to education administration, business or training and development; or a combination of education, training and experience that would lead to the competencies required for successful performance of the position's essential duties.

Incumbents are required to have demonstrated advanced knowledge and abilities in the following:

- Experience with training program design in an adult/youth learning environment.
- Experience with academic and office administration.
- Experience with Marketing, publicity writing or a related field.

Preferred Qualifications:

- Experience working in higher education or in an adult education environment, preferably with community college programs.
- Experience with student information systems (e.g., Banner).
- Experience working with other agencies and establishing partnerships.
- Experience with MS Office.
- Experience with Budgeting.

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	2	1	2	1	0	0	0	0	0	0	0	0	0	1
Not Qualified	3	1	1	0	1	1	0	0	0	0	0	0	0	0	0	1
Total Qualified	2	1	1	1	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	2	1	1	1	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	2	1	1	1	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.

We received five (5) applications for this position of which there were **0HM**, **0AM**, and **0TF** goal candidate. Previous goals for WM, BM, HF and TM were previously achieved.

The agency did not achieve a goal with the hire of **one (1) White Female** who met all of the minimum and preferred qualifications and selected based upon their interview.

30. Instructional Design and Educational Technology Coordinator (1WF)

Position Summary: The Connecticut State Community College makes higher education available to a broad range of constituents and strives to make academic programs as accessible, innovative and engaging as possible. Among the techniques used to accomplish that objective, the campuses use distance/online learning pedagogy/andragogy combined with state-of-the-art technology to enhance academic instruction through synchronous, asynchronous and combined instructional modalities.

The Instructional Design and Educational Technology Campus Lead Coordinator (IDTC) is the strategic person on the campus, responsible for planning, developing, and facilitating/providing direct pedagogical and technical support as well as training to faculty, students, and academic staff in the exploration, innovation and effective use of instructional and educational technologies to enhance the teaching and learning environment/experience.

This Campus Lead Coordinator is responsible for planning, assessing and implementing best practices related to distance and online learning and collaborates/works closely with the CT State Director of Educational Technology & Curricular Innovation on developing state-wide professional development training and standards for faculty, students, and staff in regard to instructional and educational technology.

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.)

This position was posted on the following sites: HigherEdJobs.com, Diverse Issues in Higher Education, Workplace Diversity, Latino's in Higher Ed, LinkedIn, Indeed.com, Facebook page, Zip Recruiter, Indeed.com, ct.edu, Oodle, Careerjet, Sercanto, Job.net, Jobcase.com, Neuvoo, Adzuna, and sent through the CSCU email system distribution list

Minimum Qualifications: Master's degree in Educational Technology, Instructional Design Technology or other appropriately related field with one (1) or more years of related experience that includes (2)

years of supervisory experience; or a combination of education, training and experience which would lead to the competencies required for successful performance of the position's essential duties.

Incumbents are required to have demonstrated advanced knowledge and abilities in the following:

- Expertise/Familiarity with online pedagogy/andragogy and training methodology.
- Expertise/Familiarity with instructional course design (e.g.: Universal Design for Learning (UDL), Backward Design), and/or learning management systems, and integrated tools (e.g.: SafeAssign, Kaltura; Ally, Collaborate, Inline grading).
- Expertise in web conferencing technology and platforms (e.g.: Collaborate, WebEx, MS Teams).
- Knowledge in lecture capture and media sharing technologies.
- Ability to take initiative and work independently.
- Ability to work effectively with others.
- Sensitivity to and ability to work with the diverse academic, socioeconomic, cultural, and ethnic backgrounds of members of the College community, including those with disabilities.
- Application of computers and internet to transmission of instruction, including information technology literacy skills.

Preferred Qualifications:

- Experience working in higher education or in an adult education environment, preferably with community college programs.
- Experience with student information systems (e.g., Banner).
- Experience working with other agencies and establishing partnerships.
- Experience with MS Office.
- Experience with Budgeting.

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	52	18	24	11	17	3	0	0	0	3	3	0	3	1	1	10
Not Qualified	42	14	20	8	13	3	0	0	0	3	3	0	3	0	1	8
Total Qualified	10	4	4	3	4	0	0	0	0	0	0	0	0	1	0	2
Qual. No Interview	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Qual. Rec. Interview	10	4	4	3	4	0	0	0	0	0	0	0	0	1	0	2
Withdrew	1	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0
Interviewed	9	4	3	3	3	0	0	0	0	0	0	0	0	1	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 fifty-two (52) applications for this position of which there were **3AM**, and **3TF** goal candidates. Previous goals for WM, BM, HF and TM were previously achieved.

Of the fifty-two (52) applicants, forty-two (42) were deemed not qualified, including 3AM and 3TF goal candidates.

- 3AM did not possess a master's degree in educational technology, Instructional Design Technology or other appropriately related field with one (1) or more years of related experience that includes (2) years of supervisory experience; or a combination of education, training and experience which would lead to the competencies required for successful performance of the position's essential duties.
- 3TF did not possess a master's degree in educational technology, Instructional Design Technology or other appropriately related field with one (1) or more years of related experience that includes (2) years of supervisory experience; or a combination of education, training and experience which would lead to the competencies required for successful performance of the position's essential duties.

The remaining ten (10) candidates were deemed qualified and offered interviews. There were no 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 and selected based upon their interview.

31. Director of TRIO Student Support Services(1BF)

Position Summary: The TRIO – Student Support Services Director oversees all aspects of the Grant Program as described in the grant application and the Statement of Assurances. The Director is responsible for grant preparation and reporting, program design, implementation, evaluation, and tracking based on the state/federal guidelines and the Statement of Assurances. The Director manages the overall functions of the Grant Program serving selected students who are enrolled in the grant funded program.

The director is responsible for the administration and oversight of program and personnel that ensure the efficient, equitable, and student-centered delivery of program services. This position supervises full-time and part-time professional and classified staff. The Director of Student Support Services reports to the Dean of Academics or Academic Dean. Director acts as a liaison between the students, employees, stakeholders, Faculty, and staff.

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.)

This position was posted on the following sites: HigherEdJobs.com, Diverse Issues in Higher Education, Workplace Diversity, Latino's in Higher Ed, LinkedIn, Indeed.com, Facebook page, Zip Recruiter, Indeed.com, ct.edu, Oodle, Careerjet, Sercanto, Job.net, Jobcase.com, Neuvo, Adzuna, and sent through the CSCU email system distribution list

Minimum Qualifications: Master's degree in education, psychology, counseling, social work, or appropriately related field and one (1) or more years of related experience together with two (2) years supervisory experience.

Incumbents are required to have demonstrated advanced knowledge and abilities in the following:

- Ability to communicate and collaborate with staff, students and parents/guardians
- Demonstrated experience in budget and/or fiscal management

- Ability to prepare, oversee and follow through the grant applications complete process and annual performance report
- Familiarity with the challenges faced by students who are first-generation, from low-income backgrounds and/or populations underrepresented in higher education

Preferred Qualifications:

- Two (2) years of experience in higher-ed.
- Experience handling confidential student information and case management

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	37	11	22	1	5	4	9	4	2	1	1	1	1	0	4	4
Not Qualified	27	10	14	1	5	4	4	3	2	1	1	1	0	0	2	3
Total Qualified	10	1	8	0	0	0	5	1	0	0	0	0	1	0	2	1
Qual. No Interview	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Qual. Rec. Interview	10	1	8	0	0	0	5	1	0	0	0	0	1	0	2	1
Withdrew	4	1	3	0	0	0	2	1	0	0	0	0	1	0	0	0
Interviewed	6	0	5	0	0	0	3	0	0	0	0	0	0	0	2	1
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 thirty-seven (37) applications for this position of which there were **4HM**, **1AM**, and **1TF** goal candidates. Previous goals for WM, BM, HF and TM were previously achieved.

Of the thirty-seven (37) candidates, twenty-seven (27) were deemed not qualified, including 3HM and 1AM goal candidates.

- 3HM did not possess master's degree in education, psychology, counseling, social work, or appropriately related field and one (1) or more years of related experience together with two (2) years supervisory experience.
- 1AM did not possess a Master's degree in education, psychology, counseling, social work, or appropriately related field and one (1) or more years of related experience together with two (2) years supervisory experience.

The remaining ten (10) candidates were deemed qualified and offered interviews, including 1HM and 1TF.

- 1HM withdrew prior to the interview.
- 1TF withdrew prior to the interview

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 and selected based upon their interview.

32. Director of Operations for Workforce Innovations and Partnerships (1WF)

Position Summary: Under the direction of the Executive Dean of Workforce Innovations and Partnerships (EDWIP), the Director of Operations is overseeing the daily internal operations of the

Workforce Innovation and Partnerships Division to ensure efficiency and productivity statewide including the 15 CT State campuses and locations. This includes setting and implementing goals and strategies, optimizing processes, and ensuring the division operates smoothly. The Director of Operations will work closely with the Executive Dean to develop and execute plans that align with overall objectives and is responsible for the smooth flow and operation of all internal functions and processes for the division. This position works across all divisions and disciplines as necessary to enhance a seamless structure and operational flow within Workforce Innovations and Partnerships.

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.)

This position was posted on the following sites: HigherEdJobs.com, Diverse Issues in Higher Education, Workplace Diversity, Latino's in Higher Ed, LinkedIn, Indeed.com, Facebook page, Zip Recruiter, Indeed.com, ct.edu, Oodle, Careerjet, Sercanto, Job.net, Jobcase.com, Neuvoo, Adzuna, and sent through the CSCU email system distribution list

Minimum Qualifications: Master's degree with three (3) or more years' experience in higher education and one (1) or more years of experience in Workforce Development or Continuing Education; or a combination of education, training and experience that would lead to the competencies required for successful performance of the position's essential duties.

Incumbents are required to have demonstrated advanced knowledge and abilities in the following:

- Commitment to academic quality and standards.
- Extensive experience with Ellucian Banner or a similar higher education enterprise resource planning (ERP) system.
- Extensive knowledge of the workforce training curriculum development process.
- Ability to prioritize and manage multiple projects in a fast-paced environment while maintaining close attention to detail.
- Knowledge of data and data analysis relevant to academic areas.
- Experience with authoring reports, extracting, and analyzing data.
- Experience with creative use of information technology systems to provide solutions to the academic team.
- Demonstrated ability to work in groups, which emphasize collaboration, consensus building, conflict resolution, and problem solving across multiple constituencies.
- Outstanding communication skills in writing, speaking, and listening.
- Strong interpersonal skills to articulate ideas clearly, listen actively, and convey information in a way that fosters understanding and collaboration.
- Amid change, effectively communicates the need for change, address concerns, and help facilitate a smooth transition for the division.

Preferred Qualifications:

- Three (3) or more years of experience in a community college.

- Experience with delivery of training for business and industries online asynchronously, live remote, on campus or at the partner's facility.
- A minimum of two years' experience providing administrative direction and support through a One College model with many campuses.
- CT State recognizes the need for language diverse staff and faculty when serving our students. To that effect the ability to speak additional languages beyond English.

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	1	2	0	1	1	0	0	0	0	1	0	0	0	0	0
Not Qualified	1	0	1	0	0	0	0	0	0	0	1	0	0	0	0	0
Total Qualified	2	1	1	0	1	1	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	2	1	1	0	1	1	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	2	1	1	0	1	1	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.

We received three (3) applications for this position of which there were **OHM**, **OAM**, and **OTF** goal candidates. Previous goals for WM, BM, HF and TM were previously achieved.

The agency did not achieve a goal with the hire of **one (1) White Female** who met all of the minimum and preferred qualifications and was selected based upon their interview.

33.Campus Director of Workforce Development and Continuing Education (1WF)

Position Summary: The Campus Director of Workforce Development and Continuing Education performs a full range of duties related to strategic development and delivery of occupational, non-credit certificates, and personal development programs in order to meet the varied learning needs of the populations served. Workforce Development education includes short-term courses and certificate programs that lead directly to employment and professional development training for incumbent workers. Personal Enrichment programs include youth enrichment education and adult enrichment programs for lifelong learners. This position directs part-time and full-time program coordinators, part-time faculty and clerical support personnel in conducting research and needs assessment, program and instructional design, curriculum development, program implementation, and assessment of the quality of courses, workshops, seminars and other forms of non-credit instruction and training at a community college.

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.)

This position was posted on the following sites: HigherEdJobs.com, Diverse Issues in Higher Education, Workplace Diversity, Latino's in Higher Ed, LinkedIn, Indeed.com, Facebook page, Zip Recruiter, Indeed.com, ct.edu, Oodle, Careerjet, Sercanto, Job.net, Jobcase.com, Neuvoo, Adzuna, and sent through the CSCU email system distribution list

Minimum Qualifications: A Master's degree in an appropriately related field together with at least two (2) years of related experience and up to two (2) years of supervisory experience; or a combination of education, training and experience which would lead to the competencies required for successful performance of the position's essential duties.

Incumbents are required to have demonstrated advanced knowledge and abilities in the following:

- Curriculum design in an adult learning environment
- Academic administration
- Marketing, business development, public relations or a related field

Preferred Qualifications:

- Experience with operational budget oversight, including determining profit margins of classes or programs.
- Experience with establishing and sustaining innovative workforce programs that meet evolving community needs.
- Experience with non-credit program curriculum development and scheduling, with emphasis on stackable credentials and certification pathways.
- Experience supervising different levels of hourly and salaried employees.

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	63	24	34	10	17	5	9	3	1	3	2	2	1	1	4	5
Not Qualified	52	19	29	8	14	4	9	2	1	3	2	2	1	0	2	4
Total Qualified	11	5	5	2	3	1	0	1	0	0	0	0	0	1	2	1
Qual. No Interview	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Qual. Rec. Interview	11	5	5	2	3	1	0	1	0	0	0	0	0	1	2	1
Withdrew	3	0	2	0	1	0	0	0	0	0	0	0	0	0	1	1
Interviewed	8	5	3	2	2	1	0	1	0	0	0	0	0	1	1	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.

We received sixty-three (63) applications for this position of which there were **3HM**, **3AM**, and **1TF** goal candidates. Previous goals for WM, BM, HF and TM were previously achieved.

Of the sixty-three (63) candidates, fifty-two (52) were deemed not qualified, including 2HM, 3AM, and 1TF goal candidates.

- 1HM did not possess experience in curriculum design in an adult learning environment.
- 1HM did not possess experience in academic administration, or marketing, business development, public relations or a related field.
- 1AM was not legally authorized to work in the United States.
- 2AM did not possess experience in curriculum design in an adult learning environment, academic administration, or marketing, business development, public relations or a related field.

- 1TF did not possess two years of supervisory experience, experience in curriculum design in an adult learning environment, academic administration, or marketing, business development, public relations or a related field.

The remaining eleven (11) candidates were deemed qualified and offered interviews including 1HM.

- 1HM was not selected because he did not provide evidence of understanding the college's mission or vision; didn't mention who the stakeholders were. He didn't mention that non-credit was a feeder for credit programs. While he mentioned he was familiar with WIOA and the need for stackable credentials, he provided no specific experiences were mentioned. To paraphrase he said: I am sure you can see from my resume what I have done in this area. The candidate didn't provide substantive answers to questions about supervision, budgets, marketing, or new programming ideas. Supervision, he said: he would humbly ask for help. An example was asking the English department for help with funding issues related to a grant he was managing. He also said he uses a whiteboard to list variables and find solutions for each. He mentioned contemplating and meditating on what needs to get done. His philosophy is if it needs to get done, it will get done. He mentioned staying late and working through lunch which are admirable actions, but never mentioned a plan, priorities or good communication to stay on track or use resources wisely so it wouldn't come down to having to stay late or skip lunch. Budgets, he said: he was called to manage a grant that wasn't set up to be aligned with program costs. He said he modified the grants and was known as the "great savior" for saving the grant. He didn't say anything about developing a budget or making tough budget decisions. Marketing he said he would communicate and ask "what more can we do?". He would be visible at meetings to build programs. Did not suggest that he knew our mission or vision. Never referenced our mission or vision. Never described actions he would take related to Danbury or Waterbury that aligned with our Mission or Vision. Did not acknowledge the Danbury campus or suggest how programs and services might be offered or differ at that location. Experience tied heavily to grant writing and administration. Didn't talk about running a department or supervising others. Didn't mention having any experience with SNAP. He had no questions for the search committee.

The agency did not achieve a goal with the hire of **one (1) White Female** who met all of the minimum and preferred qualifications and selected based upon their interview.

- 1WF was selected because they gave a presentation which included creative thinking and understanding of non-credit/credit pathways. For example, CNA to LPN to RN (or other allied health programs); IT Pathways certifications to a range of computer science certificates/degrees. CV and answers to interview questions show the candidate has supervisory experience and skills, describing herself as "Firm but fair." Presentation & interview referenced both community college mission & students first philosophy. Answer to interview question showed thorough understanding of working w/lean budgets, analyzing course costs, & enrollment targets. For example, she does cost analyses for each program and updates the cost each year; offers programs in unconventional ways such as Medical Coding & Billing offered online with sections being self-paced but with clear outcomes and instructor oversight. Presentation & answers to interview questions show positive & forward thinking: "On an unwritten path and we'll get stronger; the hard part is behind us." Answer to interview question indicates strong understanding of challenges of being part of multi-campus institution while also noting (1) benefits of collaboration, and (2) desire to make non-credit dept more visible across campus. Challenges include top down decisions on program alignments and prices set too low in

some instances, and not allowing some online programming which compels students to go to Goodwin or elsewhere. Collaborations, though, foster sense of belonging and abilities to brainstorm solutions and possibly trade resources.

34. Associate Director of Finance (1WF)

Position Summary: The Associate Director is responsible for a wide range of accounting, finance and administrative services at a Community College. These services include several functional areas as assigned:

- General accounting management.
- Capital planning.
- Grant accounting.
- Travel and Professional Development.
- Accounts Receivable and Billing.
- Procurement and Accounts Payable.
- Fixed Assets management.
- Other areas and/or duties as assigned.

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.)

This position was posted on the following sites: HigherEdJobs.com, Diverse Issues in Higher Education, Workplace Diversity, Latino's in Higher Ed, LinkedIn, Indeed.com, Facebook page, Zip Recruiter, Indeed.com, ct.edu, Oodle, Careerjet, Sercanto, Job.net, Jobcase.com, Neuvo, Adzuna, and sent through the CSCU email system distribution list

Minimum Qualifications: Master's degree in business, accounting, finance or a related area and a minimum of one (1) year of experience in a Fiscal or Business Office and up to two (2) years of supervisory experience.

Incumbents are required to have demonstrated advanced knowledge and abilities in the following:

- Experience in computer operations.
- Extensive knowledge of the Banner financial accounting systems.
- Experience working with and accounting for complex grants.
- Experience with fixed assets procurement and management.
- Business Office operation including procurement and Accounts Payable.
- Cashier's/Bursar's Office and accounts receivable functions.
- State travel and professional development guidelines.
- Supervision of human resources.

Candidates must possess proven ability to effectively work with culturally, linguistically, and ethnically diverse faculty, staff, and students. 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.).

Preferred Qualifications:

- Experience working with state agencies and other external organizations in contract and grant compliance.
- One (1) or more years of experience in Higher Education.
- Experience with budgets and planning.

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	2	9	2	4	0	1	0	2	0	0	0	1	0	1	3
Not Qualified	8	1	5	1	2	0	0	0	1	0	0	0	1	0	1	2
Total Qualified	6	1	4	1	2	0	1	0	1	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	6	1	4	1	2	0	1	0	1	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	6	1	4	1	2	0	1	0	1	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) applications for this position of which there were **0HM**, **0AM**, and **1TF** goal candidates. Previous goals for WM, BM, HF and TM were previously achieved.

Of the fourteen (14) applications, eight (8) were deemed not qualified, including 1TF goal candidate.

- 1TF did not possess a master's degree in business, accounting, finance or a related area and a minimum of one (1) year of experience in a Fiscal or Business Office and up to two (2) years of supervisory experience.

The remaining candidates were deemed qualified and 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 and selected based upon their interview.

35.Enrollment Management Specialist (1WF)

Position Summary: Under the direction of the Campus Supervisor of Enrollment Services, the Enrollment Management Specialist is responsible for assisting in the delivery of a comprehensive, one-stop enrollment services experience to all credit students on their campus of the Connecticut State Community College.

The Enrollment Management Specialist plays a critical role in ensuring the delivery of high-quality collaborative enrollment plans and seamless onboarding support that meets the diverse needs of all students and maintains compliance with FERPA and all applicable policies and laws. 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.)

This position was posted on the following sites: HigherEdJobs.com, Diverse Issues in Higher Education, Workplace Diversity, Latino's in Higher Ed, LinkedIn, Indeed.com, Facebook page, Zip Recruiter, Indeed.com, ct.edu, Oodle, Careerjet, Sercanto, Job.net, Jobcase.com, Neuvo, Adzuna, and sent through the CSCU email system distribution list

Minimum Qualifications: Bachelor's degree in education, counseling, student development, social work, enrollment management or an appropriately related field together with one (1) or more years of related experience; or a combination of education, training and experience which would lead to the competencies required for successful performance of the position's essential duties.

Incumbents are required to have demonstrated advanced knowledge and abilities in the following:

- Demonstrated understanding of a comprehensive community college.
- Demonstrated fundamental knowledge of student records and enrollment practices and methods accepted by the higher education field.
- Demonstrated skill in operating computerized and manual systems for collecting, preserving, and reporting student information.
- Demonstrated ability to work in groups, which emphasize collaboration, consensus building, conflict resolution, and problem solving.
- Experience in using enrollment management, content management, and project management software.

Preferred Qualifications:

- Experience using a Student Information System such as Banner (or comparable system).
- Experience in a student-facing office setting.
- Experience in a direct customer service setting.

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	138	35	82	20	40	4	9	5	11	3	5	0	5	3	12	21
Not Qualified	109	26	65	17	35	1	7	3	7	3	4	0	3	2	9	18
Total Qualified	29	9	17	3	5	3	2	2	4	0	1	0	2	1	3	3
Qual. No Interview	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Qual. Rec. Interview	29	9	17	3	5	3	2	2	4	0	1	0	2	1	3	3
Withdrew	2	1	1	1	0	0	0	0	0	0	0	0	0	0	1	0
Interviewed	27	8	16	2	5	3	2	2	4	0	1	0	2	1	2	3
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 one hundred thirty-eight (138) applications for this position of which there were **5HM**, **3AM**, and **5TF** goal candidates. Previous goals for WM, BM, HF and TM were previously achieved.

Of the hundred thirty-eight (138), one hundred nine (109) were deemed not qualified including 3HM, 3AM and 3TF goal candidates.

- 3HM did not possess a Bachelor's degree in education, counseling, student development, social work, enrollment management or an appropriately related field together with one (1) or more years of related experience; or a combination of education, training and experience which would lead to the competencies required for successful performance of the position's essential duties.
- 3AM did not possess a Bachelor's degree in education, counseling, student development, social work, enrollment management or an appropriately related field together with one (1) or more years of related experience; or a combination of education, training and experience which would lead to the competencies required for successful performance of the position's essential duties.
- 3TF did not possess a Bachelor's degree in education, counseling, student development, social work, enrollment management or an appropriately related field together with one (1) or more years of related experience; or a combination of education, training and experience which would lead to the competencies required for successful performance of the position's essential duties.

The remaining candidates were deemed qualified and offered interviews including 2HM and 2TF goal candidates.

- 1HM was not selected based on his interview. This candidate struggled to elaborate and provide examples for all questions; only providing examples in one question. He discussed his desire to learn in diverse environments comparing the range of Storrs to Hartford, but did not provide specifics of demographics outside of mentioned learning styles. He added that the environment allows for one-to-one and knowing students closely, but did not identify best practices or routines/experiences involving front-line interactions to foster these interactions. He discussed creating modules for the Work Plus program design, but this training was remote and not in-person – lacking in in-person professional development leadership experience. When asked about the enrollment process, he only mentioned that we are an open enrollment college, but did not explain the process, his work experience in enrollment, or gathering other documents like immunization records.

1TF was not selected based on her interview. While they mentioned being a product of CT State, they did not discuss the community college setting or a connection other than wanting to give back. They also did not successfully indicate how a challenging situation would be handled – only mentioned general concepts in approach of killing with kindness and understanding being overwhelmed/shy, relating to students. When discussing diversity they only mentioned socioeconomical aspects of diversity and alluded to difference between Danbury and New Hampshire, without divulging details or ways she has navigated or assisted in development or student impact or working with diverse students. They discussed their training experience; however she did not provide specific outcomes showing success as sought by the question. They mentioned free tuition aspect of CT State, but didn't discuss aspects of the admissions process and what's required; and, the process order in enrollment.

- 1HM was not selected based on their interview. When asked about his experience, he did not address the totality of the question regarding multiple demands, and didn't address prioritization of day-to-day engagement in student facing roles, and/or demanding high volume needs. Skills mentioned were from high-level approach as administrator, supervisor role, director, coordinator and didn't address the hands on aspects of this position. Diversity was

hyper focused on one demographic, focusing in on the Hispanic population, but didn't mention any other aspects of diversity or their experience working in diverse environments. Mentioned if a conversation gets too involved there's a policy to move to another area, but provided no example or instance when or why this should take place. He explained his holistic training approach and micro-goals, but did not provide examples of training from start to finish with results/outcomes as prompted by the question. When asked about the enrollment process and CT State, he mentioned that we have a free application similar to New Jersey's application process, then focus was on figuring out the program path as opposed to other admissions criteria pre-advising/or financial aid involvement, gathering documents.

- 1TF was advanced to final interviews; however, at that phase was not selected because her range of experience focused on the admissions process and did not address or mention student records and registrar functions of the position. The candidate's experiences are heavily focused on the 4 year highly selective university and they did not address how this translates from the highly selective 4-year university to open enrollment 2-year community college. This was evidenced by candidate's examples related to high level programs focused on "flying students out" to visit college and identifying "most stellar" students. This disconnect and lack of correlation into the CT State student experience was the primary basis for non-selection.

The agency did not achieve a goal with the hire of **one (1) White Female**.

- 1WF was selected based on their interviews. She was advanced to a final interview and was selected based on this interview. She was selected because she detailed her understanding of the community college student as traditional and non-traditional students as evidenced through her discussion of her experience at Charter Oak. She emphasized the needs of non-traditional adult learners as a priority of the community college. She shared her personal story of how education opened the doors of opportunity for her and her desire to do that for others. Additionally, they shared how she came from a lower-socioeconomic community and shared her observations of high rates of addiction, teen pregnancy, and drop out rates from high school. She shared a personal story of how education created the pathway for success and a better lifestyle. The candidate has experience in the enrollment process and paired that with customer service experience to explain personal philosophy on student service. This was evidenced by her time working at Charter Oak from application to matriculation and graduation. The candidate walked the committee through the full enrollment cycle from application to degree completion and showed ability to be organized and prioritize tasks. They emphasized the importance of having calendars, planners, and to-do lists as well as their expressed urgency of responding to communication in 24hr timeframe. She showed an interest in student's holistic success by helping to create resources on SNAP, EBT, Safelink (Cellphone).

36.Campus Public Relations Coordinator HCC (1BM)

Position Summary: The Public Relations Coordinator is a campus-based position that is responsible for the development and implementation of public relations activities for the campus and its Foundation/Institutional Advancement, consistent with CT State strategic branding, goals, and objectives. The incumbent coordinates with the CEO, the Institutional Advancement team and CT State Media and Organizational Communications teams on public relations activities to support strategic goals and is the campus point-person for public and media relations. The coordinator develops and distributes press releases; manages social media; maintains relationship with local media including print, digital and broadcast; contributes website and e-newsletter content; supports on-campus events, community

spaces and outreach; and produces vital documents that support enrollment, student affairs, and the Institutional Advancement.

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.)

This position was posted on the following sites: HigherEdJobs.com, Diverse Issues in Higher Education, Workplace Diversity, Latino's in Higher Ed, LinkedIn, Indeed.com, Facebook page, Zip Recruiter, Indeed.com, ct.edu, Oodle, Careerjet, Sercanto, Job.net, Jobcase.com, Neuvoo, Adzuna, and sent through the CSCU email system distribution list

Minimum Qualifications: Bachelor's degree in an appropriately related field together with one (1) or more years of related experience; or a combination of education, experience and training which would lead to the competencies required for successful performance of the position's essential duties.

Incumbents are required to have demonstrated advanced knowledge and abilities in the following:

- Professional practice of journalism, social media and public relations.
- Copy writing.
- Desktop Publishing.
- Event Planning.
- Photography.
- Media Relations.
- Presentation skills.

Preferred Qualifications:

- Two (2) years or more experience with professional practice of journalism, social media, and public relations for a large institution.
- Two (2) years or more experience in media relations for a large institution.
- Two (2) years or more experience of writing original content to promote a product or service.
- Minimum of 1 year experience in Connecticut-based media relations.
- One (1) or more years of experience and proficiency in managing social media, including Facebook, Twitter, Instagram, Snapchat, TikTok, etc. for a corporation or institution.

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	105	32	58	24	36	4	9	3	3	1	1	0	3	0	6	15
Not Qualified	74	21	41	16	27	2	3	2	3	1	1	0	3	0	4	12
Total Qualified	31	11	17	8	9	2	6	1	0	0	0	0	0	0	2	3
Qual. No Interview	21	7	11	5	4	1	6	1	0	0	0	0	0	0	1	3
Qual. Rec. Interview	10	4	6	3	5	1	0	0	0	0	0	0	0	0	1	0
Withdrew	2	0	2	0	2	0	0	0	0	0	0	0	0	0	0	0
Interviewed	8	4	4	3	3	1	0	0	0	0	0	0	0	0	1	0
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 one hundred-five (105) applications for this position of which there were **3HM**, **1AM**, and **3TF** goal candidates. Previous goals for WM, BM, HF and TM were previously achieved.

Of the one hundred-five (105) candidates, seventy-four (74) were deemed not qualified, including 2HM, 1AM, and 3TF goal candidates.

- 2HM did not possess Bachelor's degree in an appropriately related field together with one (1) or more years of related experience; or a combination of education, experience and training which would lead to the competencies required for successful performance of the position's essential duties.
- 1AM was not authorized to legally work in the United States.
- 1TF submitted an incomplete application.
- 2TF did not possess a Bachelor's degree in an appropriately related field together with one (1) or more years of related experience; or a combination of education, experience and training which would lead to the competencies required for successful performance of the position's essential duties.

The remaining thirty-one (31) were deemed qualified, however twenty-one (21) were not offered interviews based on not meeting preferred qualifications, including 1HM goal candidate.

- 1HM did not possess two (2) years or more experience with professional practice of journalism, social media, and public relations for a large institution.

There were no goal candidates remaining in the pool.

The agency did not achieve a goal with the hire of **one (1) Black Male** who the minimum qualifications and all preferred qualifications and selected based on their interview.

37. Investigator and Compliance Specialist (1BM)

Position Summary: Reporting to the CT State Community College Director of Equity and Civil Rights, the Investigator & Compliance Specialist assists with managing day-to-day equal opportunity and civil rights matters, including but not limited to, civil rights investigations, equal employment opportunity compliance, affirmative action, Americans with Disabilities compliance. The Investigator & Compliance Specialist will also contribute to trainings, committees and programs that advance CT State Community College's initiatives related to equality and inclusion.

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.)

This position was posted on the following sites: HigherEdJobs.com, Diverse Issues in Higher Education, Workplace Diversity, Latino's in Higher Ed, LinkedIn, Indeed.com, Facebook page, Zip Recruiter, Indeed.com, ct.edu, Oodle, Careerjet, Sercanto, Job.net, Jobcase.com, Neuvoo, Adzuna, and sent through the CSCU email system distribution list

Minimum Qualifications: Bachelor's degree in public administration, counseling/social work, human resources, higher education, or a closely related field with three (3) years of professional experience working in civil rights compliance, Title IX, human resources, employee relations, and/or other similar work.

Incumbents are required to have demonstrated advanced knowledge and abilities in the following:

- Experience using data to inform decisions and monitor workforce changes that can lead to successful implementation of the CT State Affirmative Action and Equal Opportunity programs, e.g., Affirmative Action Plan.
- Experience with problem-solving and conflict resolution.
- Ability to act both independently and collaboratively while exercising sound judgment with a high level of personal and professional ethics.
- Strong organizational skills, including the ability to manage time and tasks effectively, prioritize tasks, meet deadlines, and maintain detailed records.
- Openness to receiving and giving feedback and suggestions from/to other team members in service of ongoing improvement and learning.

Preferred Qualifications:

- Master's degree
- Experience conducting independent civil rights investigations for employees and students.
- Experience facilitating training for large audiences.
- Experience with CORECT and/or other HRIS systems.
- Experience in the development of the Affirmative Action Plans.

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	85	31	44	16	12	3	14	3	6	0	5	5	3	4	4	10
Not Qualified	63	24	30	13	8	1	8	3	5	0	5	3	2	4	2	9
Total Qualified	22	7	14	3	4	2	6	0	1	0	0	2	1	0	2	1
Qual. No Interview	12	3	8	2	1	0	5	0	1	0	0	1	0	0	1	1
Qual. Rec. Interview	10	4	6	1	3	2	1	0	0	0	0	1	1	0	1	0
Withdrew	3	0	3	0	1	0	0	0	0	0	0	0	1	0	1	0
Interviewed	7	4	3	1	2	2	1	0	0	0	0	1	0	0	0	0
Offered	2	2	0	1	0	1	0	0	0	0	0	0	0	0	0	0
Not Accepted	1	1	0	1	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 eighty-five (85) applications for this position of which there were **3HM**, **0AM**, and **3TF** goal candidates. Previous goals for WM, BM, HF and TM were previously achieved.

Of the eighty-five (85) candidates, sixty-three (63) were deemed not qualified, including 3HM and 2TF goal candidates.

- 3HM did not possess Bachelor's degree in public administration, counseling/social work, human resources, higher education, or a closely related field with three (3) years of professional experience working in civil rights compliance, Title IX, human resources, employee relations, and/or other similar work.
- 2TF did not possess a Bachelor's degree in public administration, counseling/social work, human resources, higher education, or a closely related field with three (3) years of professional experience working in civil rights compliance, Title IX, human resources, employee relations, and/or other similar work.

The remaining twenty-two (22) were deemed qualified and ten (10) were offered interviews including 1TF goal candidate.

- 1TF withdrew prior to the interview.

There were no goal candidates remaining in the pool.

The agency did not achieve a goal with the hire of **one (1) Black Male** who met all of the minimum and preferred qualifications and because of their interview.

38. Director of Accessibility Services (1WF)

Position Summary: The Director of Accessibility and Disability Services supervises the delivery of comprehensive and coordinated services for students with disabilities and accessibility needs, as defined under the 1990 Americans with Disabilities Act (ADA) and Section 504 of the 1973 Rehabilitation Act for the entire CT State Community College, inclusive of 12 legacy campuses, 23 instructional sites. The Director serves as the primary liaison with state and private agencies and as a resource to CT State Community College campuses and to the public at-large. The Director supervises the professional and support staff, manages operating and auxiliary aids budgets, and conducts annual program and service evaluations. The Director researches and remains current on issues related to disability support services in K-12 and postsecondary settings.

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.)

This position was posted on the following sites: HigherEdJobs.com, Diverse Issues in Higher Education, Workplace Diversity, Latino's in Higher Ed, LinkedIn, Indeed.com, Facebook page, Zip Recruiter, Indeed.com, ct.edu, Oodle, Careerjet, Sercanto, Job.net, Jobcase.com, Neuvo, Adzuna, and sent through the CSCU email system distribution list

Minimum Qualifications: Master's Degree in Special Education, or a related field, with four (4) or more years of related experience that includes two to four years of supervisory experience; or a combination of education, training and experience which would lead to the competencies required for successful performance of the position's essential duties.

Incumbents are required to have demonstrated advanced knowledge and abilities in the following:

- Administrative experience with demonstrated ability to relate to students, faculty, and staff.
- Proven ability and experience working with students with disabilities and delivering services to them and recognized and proven ability to coordinate a large, multi-faceted program of student support services.
- Demonstrated strong organizational skills.
- Strong networking with social service agencies and community-based partners that serve and provide resources to individuals with disability and accessibility needs.
- Demonstrated understanding of ADA compliance.
- Extensively trained in Universal Design principles and neuro divergent needs.
- Knowledge of Assistive Learning Technology/Adaptive Devices.

Preferred Qualifications:

- Multi campus experience.
- Community college experience.
- Doctorate in Special Education or Higher Education Leadership.

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	83	11	62	7	36	3	13	0	2	1	6	0	3	0	2	10
Not Qualified	75	9	56	6	33	2	12	0	2	1	6	0	1	0	2	10
Total Qualified	8	2	6	1	3	1	1	0	0	0	0	0	2	0	0	0
Qual. No Interview	1	0	1	0	0	0	1	0	0	0	0	0	0	0	0	0
Qual. Rec. Interview	7	2	5	1	3	1	0	0	0	0	0	0	2	0	0	0
Withdrew	3	2	1	1	1	1	0	0	0	0	0	0	0	0	0	0
Interviewed	4	0	4	0	2	0	0	0	0	0	0	0	2	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.

We received eighty-three (83) applications for this position of which there were **0HM**, **1AM**, and **3TF** goal candidates. Previous goals for WM, BM, HF and TM were previously achieved.

Of the eighty-three (83) candidates, seventy-five (75) were deemed not qualified, including 1AM and 1TF goal candidates.

- 1AM did not have a master's degree in special education, or a related field, with four (4) or more years of related experience that includes two to four years of supervisory experience; or a combination of education, training and experience which would lead to the competencies required for successful performance of the position's essential duties.
- 1TF did not have a master's degree in special education, or a related field, with four (4) or more years of related experience that includes two to four years of supervisory experience; or a combination of education, training and experience which would lead to the competencies required for successful performance of the position's essential duties.

Of the eight (8) remaining candidates, seven (7) who met the required and preferred qualifications were offered interviews including 2TF goal candidates.

- 1TF did not respond to the request for an interview.
- 1TF was not selected based on her interview. While the candidate shared their knowledge of CT State, they only provided examples or responses to a question on the CT State ODAS process from a single campus perspective and not the multi-campus perspective this role would oversee. On questions 4, 5, and 6, candidate responses referenced incidents/challenges and solutions from a one-campus perspective and did not answer how they would address these items from a one-college to a CT State multi-campus perspective.

The agency did not achieve a goal with the hire of **one (1) White Female** who met all of the minimum and preferred qualifications.

- 1WF was selected based on her interview. This candidate possessed 6 years of administrator level experience with an Office of Disability and Accessibility and shared examples of advocacy and compliance for students with accessibility and disability accommodations. Candidate shared their advanced knowledge of 504/ADA laws and processes and included relevant examples. Candidate highlighted current challenges with ADA in the political climate; referenced cases in the court system and in higher educational institutions specific to ADA and 504, referenced the actual ADA law and highlighted differences between K-12 and college processes. Candidate provided an understanding of UDL principles and provided examples of engagement with faculty and staff regarding UDL trainings. Candidates provided examples of specific faculty trainings they led on UDL in the classroom; provided explanation of UDL fundamentals and how UDL benefits all campus communities and not just ODAS students; provided detailed explanation of multiple collaborative projects centered on UDL with academic staff. Candidate provided a solid understanding of conflict resolution and supervision including multi-campus leadership and provided relevant examples. She was the only candidate to have multi-campus experience and spoke to working in a matrixed environment; understood being the only person in an office and needing support of supervisor; provided explanation of how they resolved a conflict about a process across three different campus locations that led to positive change.

39.Compliance Specialist (1BF)

Position Summary: The Compliance Specialist provides confidential, technical, and professional level support to the CT State organizational compliance framework in achieving compliance efficiencies in alignment with legal standards and internal policies, assists with identifying and addressing institutional risks, and establishing the highest ethical standards of conduct in accordance with the state's Code of Ethics.

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.)

This position was posted on the following sites: HigherEdJobs.com, Diverse Issues in Higher Education, Workplace Diversity, Latino's in Higher Ed, LinkedIn, Indeed.com, Facebook page, Zip Recruiter, Indeed.com, ct.edu, Oodle, Careerjet, Sercanto, Job.net, Jobcase.com, Neuvo, Adzuna, and sent through the CSCU email system distribution list

Minimum Qualifications: Bachelor's degree in a related field with three (3) or more years of experience providing compliance or investigatory administrative support or conducting compliance audits; **OR**

Completion of a Paralegal or Legal Assistance Certificate Program approved by the American Bar Association and three (3) years of experience providing paraprofessional legal assistance.

Incumbents are required to have demonstrated advanced knowledge and abilities in the following:

- Strong attention to detail and organizational skills.
- Ability to work independently and as part of a team.
- Proficiency in Microsoft Office Suite and compliance management software.
- Experience in developing, drafting and implementing policies and procedures.
- Demonstrated active listening skills, problem sensing and solving skills, and customer service orientation.
- Ability to maintain strict standards of confidentiality.
- Ability to create effective training materials.

Preferred Qualifications:

- Proven experience in a compliance role.
- Experience working in higher education.

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	81	30	41	17	16	3	9	5	10	1	1	2	0	2	5	10
Not Qualified	58	21	29	12	9	3	8	4	7	1	1	0	0	1	4	8
Total Qualified	23	9	12	5	7	0	1	1	3	0	0	2	0	1	1	2
Qual. No Interview	9	3	5	2	4	0	0	0	1	0	0	0	0	1	0	1
Qual. Rec. Interview	14	6	7	3	3	0	1	1	2	0	0	2	0	0	1	1
Withdraw	4	2	1	1	0	0	0	0	1	0	0	1	0	0	0	1
Interviewed	10	4	6	2	3	0	1	1	1	0	0	1	0	0	1	0
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 eighty-one (81) applications for this position of which there were **5HM**, **1AM**, and **0TF** goal candidates. Previous goals for WM, BM, HF and TM were previously achieved.

Of the eighty-one (81) candidates, fifty-eight (58) were deemed not qualified including 4HM and 1AM goal candidates.

- 4HM did not possess a bachelor's degree in a related field with three (3) or more years of experience providing compliance or investigatory administrative support or conducting compliance audits, or Completion of a Paralegal or Legal Assistance Certificate Program approved by the American Bar Association and three (3) years of experience providing paraprofessional legal assistance.
- 1AM did not possess a bachelor's degree in a related field with three (3) or more years of experience providing compliance or investigatory administrative support or conducting compliance audits, or Completion of a Paralegal or Legal Assistance Certificate Program approved by the American Bar Association and three (3) years of experience providing paraprofessional legal assistance.

Of the remaining twenty-three (23), fourteen (14) were offered interviews including 1HM goal candidate.

- 1HM was not selected because the candidate did not have experience with higher education policy such as FERPA, Title IV, Title VI, Title IX, Clery, etc. They discussed participating in training, but did not provide examples of creating & facilitating training efforts, and they did not provide examples of drafting or implementing policy. The candidate does not have experience in running audits or reviewing audit findings.

The agency did not achieve a goal with the hire of **one (1) Black Female** who met all of the minimum and preferred qualifications and because of their interview.

- 1BF met the required and preferred qualifications and was selected based on the interview. When asked, the candidate provided a highly detailed example of a complex compliance issue. As an auditor for the USDOT, candidate was charged with ensuring ARPA funds were properly used. Candidate explained her work to ensure that the different sets of criteria for programs were used. For example, for airports, they can get funding for areas within the airport. Candidate explained that not all airport lounges were able to get ARPA funding. She explained how she handled her audit findings in those cases. When asked, candidate was able to provide a highly detailed example of a time she had to interpret and apply state or federal regulations to resolve a complex compliance issue. The candidate revamped her department's Alternative Dispute Resolution (ADR) policy. The policy had not been updated since 2005. After seeking permission from management, the candidate went on Code of Federal Register, interpreted the federal ADR regulations, and updated what they have under ADR. When asked, candidate was able to provide a highly detailed example of a time she worked on responding to a Freedom of Information request. The candidate was an Assistant General Counsel with the Department of Health. In that capacity, she handled a few FOIs. First, she worked on understanding the scope. As practice, she keeps files in different folders in Outlook especially because of FOI. In responding to a FOI request, the candidate was able to go to that specific folder and submit everything. She also provided a checklist of the steps she took. When asked, candidate was able to provide a highly detailed answer to how she prioritizes tasks when supporting multiple compliance areas. Candidate explained that she has a daily planner for work. She organizes pages for each day. She also keeps excel sheets with specific dates. She maintains different sheets for different projects. Red, green and yellow indicators plus high, low, medium priority. When asked, candidate was able to provide a highly detailed answer to her experience providing functional supervision or mentorship to staff or student workers. In the USDOT they use "sponsorships." This is a way to support new employees. Candidate was tasked with leading new employees. She walked them through processes. Candidate also explained that she was previously an advising secretary at the Univ of Florida. Students would come to her with concerns.

40. Wellness Counselor (1WF)

Position Summary: Connecticut State Community College offers a broad range of two-year liberal arts degree programs as well as many technical, occupational, and career programs. These programs attract traditional students as well as non-traditional students, including those pursuing academic training or degrees following absences from higher education, those intending to increase occupational skills, and those entering higher education from other countries. Many of these students require counseling,

support, and referrals on various issues that impact their ability to successfully reach their academic and career goals.

The Wellness Counselor acts as an applied educational specialist concerned with the mental health, wellness, and overall wellbeing of students, with special attention given to the needs of those least able to act as their own advocates. This position develops and fosters extensive cooperative and collaborative relationships with faculty, staff, administrators and external stakeholders; maintains currency with emerging trends and best practices in counseling and students support; and leads the campus counseling services in the adoption of innovative practices that increase student retention and completion and eliminates equity gaps that exist between for black, LatinX, and other marginalized students when compared to white students.

The Wellness Counselor regularly collects, analyzes, and uses data to inform practice, maintain compliance with all local, state, and federal policies and laws, and ensure equitable attainment of outcomes. Wellness counselors deliver programming and direct services to students that utilize their professional expertise gained through a master's degree in counseling, social work, marriage and family therapy, or a doctoral degree in psychology. The Wellness Counselor must be a Licensed Professional Counselor (LPC), Licensed Clinical Social Worker (LCSW), Licensed Marriage and Family Therapist (LMFT), or PsyD or Ph.D. in Psychology with active licensure in the state of Connecticut.

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.)

This position was posted on the following sites: HigherEdJobs.com, Diverse Issues in Higher Education, Workplace Diversity, Latino's in Higher Ed, LinkedIn, Indeed.com, Facebook page, Zip Recruiter, Indeed.com, ct.edu, Oodle, Careerjet, Sercanto, Job.net, Jobcase.com, Neuvo, Adzuna, and sent through the CSCU email system distribution list

Minimum Qualifications: Master's degree in counseling, social work, or marriage and family therapy or a doctoral degree in psychology together with two (2) or more years of experience in a professional counseling capacity; or a combination of experience and training which would lead to the competencies required for the effective performance of the position's essential duties.

Incumbents are required to have demonstrated advanced knowledge and abilities in the following:

- Must be a Licensed Professional Counselor (LPC), Licensed Clinical Social Worker (LCSW), Licensed Marriage and Family Therapist (LMFT), or PsyD or Ph.D. in Psychology with active licensure in the state of CT.
- Experience with the full spectrum of professional counseling theory, techniques, and methods.
- Experience with crisis counseling and intervention.

Preferred Qualifications:

- Experience working in a college/university counseling center.
- Experience in mental health and wellness outreach programming.
- Experience delivering clinical supervision to undergraduate or graduate students.

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	106	11	84	4	36	1	24	2	11	2	4	1	1	1	8	11
Not Qualified	25	3	20	1	7	0	6	1	4	1	1	0	0	0	2	2
Total Qualified	81	8	64	3	29	1	18	1	7	1	3	1	1	1	6	9
Qual. No Interview	58	6	47	1	18	1	15	1	6	1	3	1	1	1	4	5
Qual. Rec. Interview	23	2	17	2	11	0	3	0	1	0	0	0	0	0	2	4
Withdrew	9	0	7	0	5	0	1	0	0	0	0	0	0	0	1	2
Interviewed	14	2	10	2	6	0	2	0	1	0	0	0	0	0	1	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 one hundred six (106) applications for this position of which there were **2HM**, **2AM** and **1TF** goal candidates. Previous goals for WM, BM, HF and TM were previously achieved.

Of the one hundred six (106) applications, twenty-five (25) were deemed not qualified, including 1HM, 1AM goal candidate.

- 1HM did not possess a master's degree in counseling, social work, or marriage and family therapy or a doctoral degree in psychology together with two (2) or more years of experience in a professional counseling capacity; or a combination of experience and training which would lead to the competencies required for the effective performance of the position's essential duties.
- 1AM did not possess a master's degree in counseling, social work, or marriage and family therapy or a doctoral degree in psychology together with two (2) or more years of experience in a professional counseling capacity; or a combination of experience and training which would lead to the competencies required for the effective performance of the position's essential duties.

Of the eighty-one (81) candidates were deemed qualified, however, fifty-eight (58) were not offered interviews based on not meeting preferred qualifications, including 1HM, 1AM, and 1TF goal candidates.

- 1HM did not possess experience working in a college/university counseling center or experience delivering clinical supervision to undergraduate or graduate students.
- 1AM did not possess experience working in a college/university counseling center or experience in mental health and wellness outreach programming.
- 1TF did not possess any preferred qualifications.

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 the minimum qualifications and two (2) preferred qualifications, and was selected based upon their interview.

41. Advanced Manufacturing Instructor (1WM)

Position Summary: The Community Colleges offer a wide variety of educational programs including two-year academic degree programs as well as technical and occupational programs. Among the programs are Advanced Manufacturing, Mechatronics Automation, LEAN Manufacturing, and Manufacturing Engineering Technology, which combine classroom, precision machining and fabrication training, and

internship opportunities as components of the instruction model.

The Manufacturing Technology Instructor teaches courses at a Community College in subject areas such as applied computer use, mathematics, blueprint reading and set up, calibration, and operation of complex machine tools. The Instructor provides both classroom lecture and “hands-on” precision machining instruction and may develop curriculum as needed to respond to workforce needs.

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.)

This position was posted on the following sites: HigherEdJobs.com, Diverse Issues in Higher Education, Workplace Diversity, Latino’s in Higher Ed, LinkedIn, Indeed.com, Facebook page, Zip Recruiter, Indeed.com, ct.edu, Oodle, Careerjet, Sercanto, Job.net, Jobcase.com, Neuvoo, Adzuna, and sent through the CSU email system distribution list

Minimum Qualifications: High school diploma (or equivalent) from a public comprehensive high school or vocational technical high school and ten (10) or more years of manufacturing technology industry experience **OR;**

- High school diploma (or equivalent) from a public comprehensive high school or vocational technical high school and a five (5) or more years of manufacturing technology industry experience and a CSU community college advance manufacturing technology certificate or nationally recognized credential (i.e. NIMS, AWS, MSSC)
- OR;**
- Advanced Manufacturing Technology associate’s degree and five (5) or more years of manufacturing technology industry experience.

Incumbents are required to have demonstrated advanced knowledge and abilities in the following:

- Professional competence in the assigned advanced manufacturing subject disciplines.
- Academic and practical instruction techniques and methodologies.
- Student testing and evaluation.

Preferred Qualifications:

- Experience in operating and maintaining manual manufacturing machines, including milling machines, lathes, and grinders.
- Experience in setup, maintaining, operation, and programming of CNC manufacturing machines such as vertical machining centers and turning centers.
- Experienced in component inspection techniques to ensure precision and quality in manufacturing processes.
- Experience instructing in a training environment, either academically or on-the-job, focusing on advanced manufacturing technologies.

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	21	16	1	7	0	3	1	1	0	3	0	1	0	1	0	4
Not Qualified	16	11	1	4	0	3	1	1	0	2	0	0	0	1	0	4
Total Qualified	5	5	0	3	0	0	0	0	0	1	0	1	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	5	0	3	0	0	0	0	0	1	0	1	0	0	0	0
Withdrew	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Interviewed	5	5	0	3	0	0	0	0	0	1	0	1	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 twenty-one (21) applications for this position of which there were **1HM**, **3AM**, and **0TF** goal candidates. Previous goals for WM, BM, HF and TM were previously achieved.

Of the twenty-one (21) applications, sixteen (16) were deemed not qualified, including 1HM and 2AM goal candidate.

- 1HM did not possess any of the minimum qualifications.
- 2AM did not possess any of the minimum qualifications.

The remaining five (5) candidates were deemed qualified and offered interviews, including 1AM goal candidate.

- 1AM was not selected because the candidate did not give examples of their understanding of the work demands (workforce development, industry partnerships, economic growth, education accessibility, state and federal support). The candidate also shared that they had no industry experience. They could not answer questions about adapting teaching methods to accommodate students' different learning needs. He also address working with and supporting neurodivergent students. The candidate said they view them as "only students." The candidate rushed through the teaching demonstration and did not engage the audience.

The agency did not achieve a goal with the hire of **one (1) White Male**.

- 1WM met the required and preferred qualifications and was selected based on the interview. When responding to question 1 the candidate gave a very strong answer showing care for students, understanding them as individuals, making them feel like they belong. During question 2 the candidate mentioned seeing what students can "do next" based on prior knowledge and they also discussed doing research and going to trade shows to stay relevant and current. Regarding lesson plans they discussed documenting the key objectives and building lesson plans from these key objectives (backwards design). They also stated that they wanted to assure each student that they belong and that there is "no perfect student" and there is a role for everyone in manufacturing and it's about finding your strength. During their interview they acknowledged accommodations through 504s and following their requirements and suggested connecting with students on an individual basis and to find their strengths and weaknesses and then reflecting on different ways to help them. The candidate mentioned taking notes on lessons to review and reflect to improve upon them. This saves time in future preparations. During the teaching demonstration they communicated clearly and presented all the fine details of the machining process as seen in the following bullet points. They also explained their

selection of parallels to use in the vise and the tool loading process. They also operated the spindle in the correct direction and cut in the correct direction. They also discussed the difference between climb vs conventional mill as well as described why conventional and climb mill is not referenced during facing operations. They used correct deburring technique and emphasized datum points and solid jaw correctly. They also calculated RPM and explained the formula and presented multiple cutting techniques through manual feeding and power feed. They verified the inspection setup by indicating the 1-2-3 blocks, correctly machined flatness and perpendicular surfaces and correctly inspected flatness and perpendicular.

42. Director of Campus Workforce Development (1WF)

Position Summary: The Campus Director of Workforce Development and Continuing Education performs a full range of duties related to strategic development and delivery of occupational, non-credit certificates, and personal development programs in order to meet the varied learning needs of the populations served. Workforce Development education includes short-term courses and certificate programs that lead directly to employment and professional development training for incumbent workers. Personal Enrichment programs include youth enrichment education and adult enrichment programs for lifelong learners. This position directs part-time and full-time program coordinators, part-time faculty and clerical support personnel in conducting research and needs assessment, program and instructional design, curriculum development, program implementation, and assessment of the quality of courses, workshops, seminars and other forms of non-credit instruction and training at a community college.

The director is responsible for the administration and oversight of program and personnel that ensure the efficient, equitable, and student-centered delivery of program services. This position supervises full-time and part-time professional and classified staff. The Director of Student Support Services reports to the Dean of Academics or Academic Dean. Director acts as a liaison between the students, employees, stakeholders, Faculty, and staff.

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.)

This position was posted on the following sites: HigherEdJobs.com, Diverse Issues in Higher Education, Workplace Diversity, Latino's in Higher Ed, LinkedIn, Indeed.com, Facebook page, Zip Recruiter, Indeed.com, ct.edu, Oodle, Careerjet, Sercanto, Job.net, Jobcase.com, Neuvo, Adzuna, and sent through the CSCU email system distribution list

Minimum Qualifications: A Master's degree in an appropriately related field together with at least two (2) years of related experience and up to two (2) years of supervisory experience; or a combination of education, training and experience which would lead to the competencies required for successful performance of the position's essential duties.

Incumbents are required to have demonstrated advanced knowledge and abilities in the following:

- Curriculum design in an adult learning environment
- Academic administration
- Marketing, business development, public relations or a related field

Preferred Qualifications:

- Experience with operational budget oversight, including determining profit margins of classes or programs.
- Experience with establishing and sustaining innovative workforce programs that meet evolving community needs.
- Experience with non-credit program curriculum development and scheduling, with emphasis on stackable credentials and certification pathways.
- Experience supervising different levels of hourly and salaried employees.

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	62	22	30	12	15	4	6	3	4	2	2	1	1	0	2	10
Not Qualified	44	14	21	7	10	3	5	1	3	2	1	1	1	0	1	9
Total Qualified	18	8	9	5	5	1	1	2	1	0	1	0	0	0	1	1
Qual. No Interview	9	5	4	2	2	1	1	2	0	0	0	0	0	0	1	0
Qual. Rec. Interview	9	3	5	3	3	0	0	0	1	0	1	0	0	0	0	1
Withdraw	6	3	2	3	0	0	0	0	1	0	1	0	0	0	0	1
Interviewed	3	0	3	0	3	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.

We received sixty-two (62) applications for this position of which there were **3HM**, **2AM**, and **1TF** goal candidates. Previous goals for WM, BM, HF and TM were previously achieved.

Of the sixty-two (62) applications, forty-four (44) were deemed not qualified, including 1HM, 1AM, and 1TF goal candidates.

- 1HM did not possess a master's degree in an appropriately related field together with at least two (2) years of related experience and up to two (2) years of supervisory experience; or a combination of education, training and experience which would lead to the competencies required for successful performance of the position's essential duties.
- 1AM was not legally authorized to work in the United States.
- 1AM did not possess a master's degree in an appropriately related field together with at least two (2) years of related experience and up to two (2) years of supervisory experience; or a combination of education, training and experience which would lead to the competencies required for successful performance of the position's essential duties.
- 1TF submitted an incomplete application, e.g. no cover letter.

The remaining eighteen (18) were deemed qualified, however, nine (9) candidates were not offered interviews based on not meeting preferred qualifications, including 2HM goal candidates.

- 2HM did not possess any of the preferred qualifications.

There were no goal candidates in the pool.

The agency did not achieve a goal with the hire of **one (1) White Female** who met the minimum and all preferred qualifications and was selected based upon their interview.

43.Academic Division Director of Nursing - (1WF)

Position Summary: The Academic Division Director of Nursing manages an academic division including the design and development of courses and curricula and the direction of assigned faculty and staff in teaching and administering the instructional programs at a two-year Connecticut Community College which offers degree and certificate programs in a broad range of liberal arts, occupational and career studies. Some of the College's learning programs may include continuing education and non-credit programs under the position's direction.

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.)

This position was posted on the following sites: HigherEdJobs.com, Diverse Issues in Higher Education, Workplace Diversity, Latino's in Higher Ed, LinkedIn, Indeed.com, Facebook page, Zip Recruiter, Indeed.com, ct.edu, Oodle, Careerjet, Sercanto, Job.net, Jobcase.com, Neuvoo, Adzuna, and sent through the CSCU email system distribution list

Minimum Qualifications: Masters degree in Nursing or in a field closely related to administration of higher education, together with four (4) or more years of teaching in higher education and/or academic administration in an institution of higher learning including two (2) years of supervisory experience; or a combination of education, training and experience which would provide the competencies required for successful performance of the position's essential duties.

Incumbents are required to have demonstrated advanced knowledge and abilities in the following:

- Academic curriculum design, course and syllabi development and of appropriate and effective teaching materials and methods.
- Classroom and laboratory teaching effectiveness.
- Research methodology and in evaluation of academic program effectiveness.
- Leading and directing human resources in a higher education environment.
- Management of operating budgets and plans.

Preferred Qualifications:

- Experience with managing a large academic division in higher education
- Experience collaborating with both internal and external stakeholders (e.g., clinical sites, regulatory agencies, etc.).

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	3	7	1	5	0	0	1	0	0	1	0	0	1	1	3
Not Qualified	7	2	5	1	3	0	0	0	0	0	1	0	0	1	1	0
Total Qualified	6	1	2	0	2	0	0	1	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	6	1	2	0	2	0	0	1	0	0	0	0	0	0	0	3
Withdrew	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1
Interviewed	5	1	2	0	2	0	0	1	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 thirteen (13) applications for this position of which there were **1HM**, **0AM**, and **0TF** goal candidates. Previous goals for WM, BM, HF and TM were previously achieved.

Of the thirteen (13) applicants, seven (7) were deemed not qualified, including zero (0) goal candidates.

The remaining six (6) were deemed qualified and offered interviews including 1HM goal candidates.

- 1HM was not selected because they did not describe how their experience aligns with the position, didn't mention student recruiting strategy, nor details about the development of these programs. They did not mention prioritizing, did not provide concrete examples when asked to do so for questions. This candidate did not mention identifying accommodations for student, or clinical partnerships or community relationships, nor did they mention the roles of advisory boards. They did not provide examples of item analysis, writing questions, or have experience working directly with ACEN or any accrediting body.

The agency did not achieve a goal with the hire of **one (1) White Female** who met all of the minimum and preferred and was selected because of their interview.

- 1WF was selected because she met the required and preferred qualifications and was selected based on the interview. This candidate possesses a PHD and a master's in nursing education and has been an adjunct instructor and director of education. During the interview, she explained that she has managed \$1-3M budgets and has worked in several union environments and key is to understand & respect the contract, bringing parties together, listening to all sides, and focusing on common goals (patients and/or students). Her presentation identified challenges of nursing education & vision: including rapid changes in healthcare delivery, nursing shortage, decreased resources, burnout. Emphasized importance of having a collaborative/supportive leadership style; strong/clear communication; incorporating emotional intelligence; celebrations/recognitions (noted NV's NCLEX pass rate that she got from website), fostering positive work environment for job satisfaction. Also referenced interprofessional education and strategic use of technology-based learning balanced with traditional pedagogy. In interview, she identified two different accreditations and had experience with (Dept of Health & Hospital accreditation); noted the key is to know exactly what they want, give that to the body, and be able to document it for alignment. Emphasized it is a collaborative, team effort in being consistent and aligning with standards. They have didactic experience as an adjunct in college setting. The candidate mentioned she has managerial/supervisory experience. In response to interview questions referenced her current position as Director of Education & previous job as a Program Manager she explained she gets feedback from faculty and staff to meet KPIs;

collaborates with the entire team to meet goals; referenced being a manager in union environment and importance of working with respect, understanding contract, & focusing on common goals with union employees; gave example about using performance plans to make sure people are successful; stated importance of being a role model for leadership and stressed the importance of good communication, building trust, and being a team player.

44. Academic Division Director of Nursing – (1WF)

Position Summary: The Academic Division Director of Nursing manages an academic division including the design and development of courses and curricula and the direction of assigned faculty and staff in teaching and administering the instructional programs at a two-year Connecticut Community College which offers degree and certificate programs in a broad range of liberal arts, occupational and career studies. Some of the College's learning programs may include continuing education and non-credit programs under the position's direction.

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.)

This position was posted on the following sites: HigherEdJobs.com, Diverse Issues in Higher Education, Workplace Diversity, Latino's in Higher Ed, LinkedIn, Indeed.com, Facebook page, Zip Recruiter, Indeed.com, ct.edu, Oodle, Careerjet, Sercanto, Job.net, Jobcase.com, Neuvoo, Adzuna, and sent through the CSCU email system distribution list

Minimum Qualifications: Masters degree in Nursing or in a field closely related to administration of higher education, together with four (4) or more years of teaching in higher education and/or academic administration in an institution of higher learning including two (2) years of supervisory experience; or a combination of education, training and experience which would provide the competencies required for successful performance of the position's essential duties.

Incumbents are required to have demonstrated advanced knowledge and abilities in the following:

- Academic curriculum design, course and syllabi development and of appropriate and effective teaching materials and methods.
- Classroom and laboratory teaching effectiveness.
- Research methodology and in evaluation of academic program effectiveness.
- Leading and directing human resources in a higher education environment.
- Management of operating budgets and plans.

Preferred Qualifications:

- Experience with managing a large academic division in higher education
- Experience collaborating with both internal and external stakeholders (e.g., clinical sites, regulatory agencies, etc.).

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	1	4	0	4	0	0	0	0	1	0	0	0	0	0	1
Not Qualified	4	1	2	0	2	0	0	0	0	1	0	0	0	0	0	1
Total Qualified	2	0	2	0	2	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	2	0	2	0	2	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	2	0	2	0	2	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.

We received six (6) applications for this position of which there were **0HM**, **1AM**, and **0TF** goal candidates. Previous goals for WM, BM, and HF and TM were previously achieved.

Of the six (6) applicants, four (4) were deemed not qualified, including 1AM goal candidate.

- 1AM did not possess a Master's degree in Nursing or in a field closely related field to administration of higher education, together with four (4) or more years of teaching in higher education and/or academic administration in an institution of higher learning including two (2) years of supervisory experience; or a combination of education, training and experience which would provide the competencies required for successful performance of the position's essential duties.

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 and was selected based on their interview.

45.Campus Director of Institutional Research (1BF)

Position Summary: The Campus Director of Institutional Research performs complex and comprehensive analyses of information about such subject areas as applicant and student demographics, student academic histories, course offerings, institutional effectiveness, and alumni career outcomes to provide guidance to faculty, staff, and administrators on the effectiveness of Connecticut State Community College's (CT State's) and local campuses' strategic direction.

The Campus Director will employ advanced data transformation techniques, qualitative survey data and statistical methods to collect, analyze and interpret a wide array of information to provide planning and decision support to CT State administrators on strategic planning and evaluation. A significant portion of the position's scope of work involves reporting institutional compliance to external agencies and doing mandatory reporting for State and Federal agencies. The Campus Director will manage data requests at their home campus(es) and perform institutional research for other CT State campuses and offices, the CSCU System Office, and external constituencies as needed while maintaining appropriate procedures for ensuring subject privacy and data security.

The Campus Director also plays a critical role in supporting CT State in its efforts to govern the production, distribution and access to data and the democratization of institutional research to various college constituencies

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.)

This position was posted on the following sites: HigherEdJobs.com, Diverse Issues in Higher Education, Workplace Diversity, Latino's in Higher Ed, LinkedIn, Indeed.com, Facebook page, Zip Recruiter, Indeed.com, ct.edu, Oodle, Careerjet, Sercanto, Job.net, Jobcase.com, Neuvo, Adzuna, and sent through the CSCU email system distribution list

Minimum Qualifications: Master's degree in an appropriately related field together with two (2) or more years of experience applying those disciplines in a field related to educational or institutional planning together with up to two years of supervisory experience; or a combination of education, training and experience which would lead to the competencies required for successful performance of the position's essential duties.

Incumbents are required to have demonstrated advanced knowledge and abilities in the following:

- Collecting, analyzing and applying data to support planning and evaluation.
- Statistical analysis methods and techniques.
- Knowledge of and experience with research design, statistical techniques, and use of current information technology, including educational resource and planning software (e.g. Banner) and statistical analysis tools (e.g. SPSS, Stata, and/or R).
- Querying database management systems, developing spreadsheets and/or other structured data products, and application of computerized statistical systems.
- A history of providing service and support of client or customer needs.

Preferred Qualifications:

- Experience with Banner Education Resource and Planning Software
- Experience using data visualization software/platforms including Argos, PowerBI, or similar.
- Working experience in a community college
- Experience serving multiple communities (staff, faculty, administration, etc.) in higher education
- Experience developing data and decision support for equity initiatives and/or in support of minority-serving institutions

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	27	15	8	6	2	2	1	1	0	4	4	1	1	1	0	4
Not Qualified	14	7	6	3	2	1	0	0	0	2	3	0	1	1	0	1
Total Qualified	13	8	2	3	0	1	1	1	0	2	1	1	0	0	0	3
Qual. No Interview	5	3	0	1	0	0	0	1	0	1	0	0	0	0	0	2
Qual. Rec. Interview	8	5	2	2	0	1	1	0	0	1	1	1	0	0	0	1
Withdrew	3	2	0	1	0	1	0	0	0	0	0	0	0	0	0	1
Interviewed	5	3	2	1	0	0	1	0	0	1	1	1	0	0	0	0
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 twenty-seven (27) for this position of which there were **1HM**, **4AM**, and **1TF** goal candidates. Previous goals for WM, BM, HF and TM were previously achieved.

Of the twenty-seven (27), fourteen (14) were deemed not qualified, including 2AM and 1TF goal candidates.

- 2AM were not legally authorized to work in the United States.
- 1TF did not possess Master's degree in an appropriately related field together with two (2) or more years of experience applying those disciplines in a field related to educational or institutional planning together with up to two years of supervisory experience; or a combination of education, training and experience which would lead to the competencies required for successful performance of the position's essential duties.

The remaining thirteen (13) were deemed qualified, however five (5) were not offered interviews including 1HM and 1AM goal candidates.

- 1HM did not have experience using data visualization software/platforms including Argos, PowerBI, or similar or experience serving multiple communities (staff, faculty, administration, etc.) in higher education.
- 1AM did not possess experience using data visualization software/platforms including Argos, PowerBI, or similar or working experience in a community college.

The remaining eight (8) were offered interviews based on meeting the required and at least (4) preferred qualifications, including 1AM goal candidates.

- 1AM met the required qualifications and four (4) preferred qualifications (they did not have community college experience) and was not selected based on their interview. Specifically, because during their presentation they only discussed class, which was incongruent with best practices for diverse public colleges. They did not provide an answer to the third presentation question about additional findings, and they repeatedly stated a lack of experience in working with data from majority-minority public two-year institutions. They also over-filtered the data in the presentation in such a way that would have been better handled by other statistical tests.

The agency did not achieve a goal with the hire of **one (1) Black Female**.

- 1BF was selected because she met the minimum and all preferred qualifications and was selected based on their interview. Specifically, she discussed her knowledge of statistical methodology in the presentation, specifically stepwise logistic regression and model best fit. She

also was required to answer three questions in presentation on provided data set regarding student success, attrition, and additional insights. Through this she showed statistical correlation with demographic and student characteristic values with graduation and attrition and discussed how additional data could yield deeper insights. She also shared her understanding of the context of CT State (public, two-year, diverse) with commentary on how non-demographic correlations could help us break out of the "deficit mindset." She also acknowledged in her presentation an understanding of the limitations of the data provided. She also shared her skills and abilities, and success in the work required with answers to questions about finding trends in institutional data, prioritizing requests, strategic planning and enrollment trends.

46.Academic Associate - (1WF)

Position Summary: The Community College system offers two-year liberal arts degree programs as well as occupational and technical programs for a population with a wide range of academic and experiential preparation. In order to provide an instructional environment conducive to successful learning experiences for this wide array of students, the Colleges provide the support and help of the Academic Associate.

The Academic Associate is responsible for the independent scheduling, set up and maintenance of labs as well as assisting faculty with laboratory instruction to students in the use of lab equipment and in carrying out lab assignments at a Community College. Incumbents provide this support in a specific learning unit or center such as science, technology, and office administration. 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.)

This position was posted on the following sites: HigherEdJobs.com, Diverse Issues in Higher Education, Workplace Diversity, Latino's in Higher Ed, LinkedIn, Indeed.com, Facebook page, Zip Recruiter, Indeed.com, ct.edu, Oodle, Careerjet, Sercanto, Job.net, Jobcase.com, Neuvoo, Adzuna, and sent through the CSCU email system distribution list

Minimum Qualifications: Bachelor's degree in biology, chemistry or a closely allied field in addition to one (1) or more years of related experience; or an equivalent combination of experience and training which would lead to the competencies required to carry out the position's essential duties.

Incumbents are required to have demonstrated advanced knowledge and abilities in the following:

- Understanding of principles and concepts of biology or chemistry
- Advanced understanding in assigned lab equipment operation, and set up and safety procedures
- Strong information technology literacy skills
- Basic skill in assigned equipment maintenance

Preferred Qualifications:

- Experience working in Higher Education system
- Experience working with multiple disciplines in science
- Experience ordering lab equipment and maintaining a budget

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	19	5	9	2	3	0	1	0	1	1	2	0	0	2	2	5
Not Qualified	8	2	4	1	0	0	1	0	0	0	1	0	0	1	2	2
Total Qualified	11	3	5	1	3	0	0	0	1	1	1	0	0	1	0	3
Qual. No Interview	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Qual. Rec. Interview	11	3	5	1	3	0	0	0	1	1	1	0	0	1	0	3
Withdrew	4	1	2	0	1	0	0	0	0	1	1	0	0	0	0	1
Interviewed	7	2	3	1	2	0	0	0	1	0	0	0	0	1	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 nineteen (19) applications for this position of which there were **0HM**, **1AM**, and **0TF** goal candidates. Previous goals for WM, BM, HF and TM were previously achieved.

Of the nineteen (19), eleven (11) were deemed qualified and offered interview, including 1AM goal candidate.

- 1AM withdrew from consideration.

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 and was selected because of their interview.

47. Veterinary Technology Clinical Specialist - (1WF)

Position Summary: The Community College system offers two-year liberal arts degree programs as well as occupational and technical programs for a population with a wide range of academic and experiential preparation. In order to provide an instructional environment conducive to successful learning experiences for this wide array of students, the Colleges provide laboratory and technical support.

The Veterinary Technology Clinical Specialist provides support for the program in various ways, as needed. They assist with the coordination of clinical sites and clinical activities, provide recordkeeping and administrative support for the program, provide clinical and laboratory course set up and maintenance, guide students in the use of clinical and laboratory equipment and in carrying out clinical and laboratory assignments, assist with the care of program animals and clinical patients as needed, and teach courses in the Veterinary Technology program at a Community College.

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.)

This position was posted on the following sites: HigherEdJobs.com, Diverse Issues in Higher Education, Workplace Diversity, Latino's in Higher Ed, LinkedIn, Indeed.com, Facebook page, Zip Recruiter, Indeed.com, ct.edu, Oodle, Careerjet, Sercanto, Job.net, Jobcase.com, Neuvoo, Adzuna, and sent through the CSCU email system distribution list

Minimum Qualifications: Associate's Degree in Veterinary Technology from an AVMA-CVTEA accredited program; or a combination of education, training and experience which would lead to the competencies required for successful performance of the position's essential duties.

Incumbents are required to have demonstrated advanced knowledge and abilities in the following:

- C.V.T. licensing.
- Advanced understanding in assigned lab equipment operation, set up and safety procedures
- Animal care experience.
- Skill in teaching and basic instruction.
- Understanding of the operation and function of the Institutional Animal Care and Use Committee and USDA Animal Welfare Act regulation.

Preferred Qualifications:

- Master's degree in a related field.
- Three (3) years employed as a credentialed Veterinary Technician in a Small, Mixed, or Large Animal Veterinary Clinic.
- One (1) year of experience providing clinical instruction in a CVTEA-AVMA accredited Veterinary Technology Program.

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	8	2	5	1	5	0	0	0	0	0	0	0	0	1	0	1
Not Qualified	4	2	1	1	1	0	0	0	0	0	0	0	0	1	0	1
Total Qualified	4	0	4	0	4	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	4	0	4	0	4	0	0	0	0	0	0	0	0	0	0	0
Withdrew	2	0	2	0	2	0	0	0	0	0	0	0	0	0	0	0
Interviewed	2	0	2	0	2	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.

We received eight (8) applications for this position of which there were **0HM**, **0AM**, and **0TF** goal candidates. Previous goals for WM, BM, HF and TM were previously achieved.

The agency did not achieve a goal with the hire of **one (1) White Female** who met all of the minimum and preferred and was selected because of their interview.

48.Enrollment Management Specialist - (2WF)

Position Summary: The Enrollment Management Specialist is responsible for assisting in the delivery of a comprehensive, one-stop enrollment services experience to all credit students on their campus of the Connecticut State Community College. This position is accountable for contributing to the enrollment, registration, and retention operations of the College.

The Enrollment Management Specialist plays a critical role in ensuring the delivery of high-quality collaborative enrollment plans and seamless onboarding support that meets the diverse needs of all students and maintains compliance with FERPA and all applicable policies and laws.

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.)

This position was posted on the following sites: HigherEdJobs.com, Diverse Issues in Higher Education, Workplace Diversity, Latino's in Higher Ed, LinkedIn, Indeed.com, Facebook page, Zip Recruiter, Indeed.com, ct.edu, Oodle, Careerjet, Sercanto, Job.net, Jobcase.com, Neuvoo, Adzuna, and sent through the CSCU email system distribution list

Minimum Qualifications: Bachelor's degree in education, counseling, student development, social work, enrollment management or an appropriately related field with one (1) or more years of related experience; or a combination of education, training and experience which would lead to the competencies required for successful performance of the position's essential duties.

Incumbents are required to have demonstrated advanced knowledge and abilities in the following:

- Demonstrated understanding of a comprehensive community college.
- Demonstrated fundamental knowledge of student records and enrollment practices and methods accepted by the higher education field.
- Demonstrated skill in operating computerized and manual systems for collecting, preserving, and reporting student information.
- Demonstrated ability to work in groups, which emphasize collaboration, consensus building, conflict resolution, and problem solving.
- Experience in using enrollment management, content management, and project management software.
- Sensitivity to and ability to work with the diverse academic; socioeconomic, cultural and ethnic backgrounds of members of the College community, including those with disabilities.

Preferred Qualifications:

- Experience using a Student Information System such as Banner (or comparable system).
- Experience in a student-facing office setting.
- Experience in a direct customer service setting.

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	19	46	13	28	3	3	0	5	2	4	0	1	1	5	4
Not Qualified	51	14	34	9	19	3	3	0	3	1	4	0	1	1	4	3
Total Qualified	18	5	12	4	9	0	0	0	2	1	0	0	0	0	1	1
Qual. No Interview	1	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0
Qual. Rec. Interview	17	5	11	4	8	0	0	0	2	1	0	0	0	0	1	1
Withdrew	6	3	2	3	1	0	0	0	1	0	0	0	0	0	0	1
Interviewed	11	2	9	1	7	0	0	0	1	1	0	0	0	0	1	0
Offered	2	0	2	0	2	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	0	2	0	2	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) applications for this position of which there were **0HM**, **2AM**, and **1TF** goal candidate. Previous goals for WM, BM, HF and TM were previously achieved.

Of the sixty-nine (69) candidates, fifty-one (51) were deemed not qualified, including 1AM and 1TF goal candidates.

- 1AM did not possess a bachelor's degree in education, counseling, student development, social work, enrollment management or an appropriately related field with one (1) or more years of related experience; or a combination of education, training and experience which would lead to the competencies required for successful performance of the position's essential duties.
- 1TF did not possess bachelor's degree in education, counseling, student development, social work, enrollment management or an appropriately related field with one (1) or more years of related experience; or a combination of education, training and experience which would lead to the competencies required for successful performance of the position's essential duties.

The remaining seventeen (17) candidates were deemed qualified and offered interviews based on meeting the required qualifications and preferred qualifications, including 1AM goal candidate.

- 1AM met the required qualifications and two (2) preferred qualifications (i.e., did not possess Experience in a student-facing office setting); however, they were not selected based on their interview. He shared he only had experience working with graduate students. They also had no front-facing experience as their experience is through email communications. They also did not provide any examples of how they collaborated with others, prioritized workloads to support multiple deadlines or supporting students, parents, legal guardians with various linguistic backgrounds. They also reported they had no registration experience.

The agency did not achieve a goal with the hire of **two (2) White Females** who met all of the minimum requirements and all preferred qualifications and selected based upon their interview.

- 1WF was selected because she highlighted their top skills as organized, student focused, collaborative and an effective communicator. Also shared the importance of kindness, being a good listener, supporting each person as an individual with equal respect, okay to say, "I don't know but I will find out for you". She shared their understanding of community colleges as supporting a broad spectrum of students offering educational opportunities from early college, career pathways, bridge to 4+ year institutions. She also shared an example describing empathy, good listening skills, effective problem solving, ability to reflect on the situation and use it as an opportunity to help inform more effective communications and greater future transparency. She provided several examples of effectively supporting multiple deadlines that included balancing the needs of students, supervisor, and colleagues which included collaboration, effective communications, organizational skills, and attention to details. She described her volunteer as an ESOL tutor in their community to support various linguistic backgrounds that detailed their ability to do so in a workplace setting. She provided specific examples of their current position responsibilities to maintain confidentiality and application of FERPA that detailed their professionalism and effective communications. Two of the specific examples included obtaining student FERPA releases for clinical site placement so the clinical site has their schedule at their facility for the semester and a situation whereby a parent requested access to the student academic record. She also explained to the student the reason the clinical site needed the schedule for their time at the site so the student could make an informed decision. She reported that she explained to the parent about FERPA and how a student can submit a FERPA release to the institution to allow the designated individual access to the information specific in the release.

- 1WF was selected because she shared that her top skills are being punctual, ability to build trust, organized and highly self-motivated. She highlighted the importance of providing their undivided attention when communicating with others, using appropriate and professional language that supports effective communications with those they are engaging with, and maintaining a professional demeanor and appearance within the workplace. (effective communicator, respectful, professional) She provided specific examples of their use of technologies and collaboration with others that detailed their ability to effectively communicate with students and their families from various linguistic backgrounds to respond to their needs. Examples included the use of Google Translate, reaching out to faculty/colleagues who could assist with translation assistance. Candidate emphasized the importance of always demonstrating kindness, respect and empathy when working with others (students/colleagues). She also provided specific examples of their understanding, interpretation, and correct implementation of FERPA when working with students, and parents/legal guardians that addressed professionalism and effective communication skills. Some examples included a situation whereby a parent contacted them requesting information on the student grades. The candidate explained both FERPA and the institutional policy regarding FERPA and steps the student may take if they choose to submit a FERPA release. In addition, the candidate shared that the institution has a secondary protection level that includes issuing a code to the individual(s) granted a FERPA release that they need to provide to the College when requesting information about the student. The staff then verify the code against the ID of the person presenting it to confirm identity.

49. Server Administrator (1WM)

Position Summary: The Server Administrator is responsible for systems technical support of computer hardware and software. This includes setup, maintenance, installation, and support of system hardware and management of internet, system administration and other related software.

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.)

This position was posted on the following sites: HigherEdJobs.com, Diverse Issues in Higher Education, Workplace Diversity, Latino's in Higher Ed, LinkedIn, Indeed.com, Facebook page, Zip Recruiter, Indeed.com, ct.edu, Oodle, Careerjet, Sercanto, Job.net, Jobcase.com, Neuvoo, Adzuna, and sent through the CSCU email system distribution list

Minimum Qualifications: Bachelor's degree in telecommunications, computer science or a related area together with two (2) or more years of related experience; or a combination of education, training and experience which would lead to the competencies required for successful performance of the position's essential duties.

Incumbents are required to have demonstrated advanced knowledge and abilities in the following:

- Professional experience in data and wide area network applications in a large organization.
- Demonstrated knowledge of policy development, programming and analysis of data and wide area network systems.

Preferred Qualifications:

- Network + certification
- Server + certification

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	76	60	8	29	5	6	1	5	0	9	2	5	0	6	0	8
Not Qualified	47	37	4	19	2	5	1	3	0	3	1	3	0	4	0	6
Total Qualified	29	23	4	10	3	1	0	2	0	6	1	2	0	2	0	2
Qual. No Interview	18	14	2	5	2	0	0	2	0	4	0	2	0	1	0	2
Qual. Rec. Interview	11	9	2	5	1	1	0	0	0	2	1	0	0	1	0	0
Withdraw	4	2	2	1	1	0	0	0	0	1	1	0	0	0	0	0
Interviewed	7	7	0	4	0	1	0	0	0	1	0	0	0	1	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 seventy-six (76) applications for this position of which there were **5HM**, **9AM**, and **0TF** goal candidates. Previous goals for WM, BM, HF and TM were previously achieved.

Of the seventy-six (76) candidates, forty-seven (47) were deemed not qualified, including 3HM and 3AM goal candidates.

- 3HM did not possess bachelor's degree in telecommunications, computer science or a related area together with two (2) or more years of related experience; or a combination of education, training and experience which would lead to the competencies required for successful performance of the position's essential duties.
- 2AM submitted incomplete applications.
- 1AM did not possess bachelor's degree in telecommunications, computer science or a related area together with two (2) or more years of related experience; or a combination of education, training and experience which would lead to the competencies required for successful performance of the position's essential duties.

The remaining twenty-nine (29) were deemed qualified; however, eighteen (18) were not offered interviews based on not meeting preferred qualifications, including 2HM and 4AM goal candidates.

- 2HM did not possess Network + certification or Server + certification
- 4AM did not possess Network + certification or Server + certification.

The remaining eleven (11) were offered interviews, based on meeting the required qualifications and all preferred qualifications, including 2AM goal candidates.

- 1AM withdrew from consideration.
- 1AM was not selected because they stated they did not have any experience with public safety and did not mention the college in his answer for why he applied for the position. He did not provide any examples of experience with Active Directory or managing users and permissions. Additionally, his experience was outside the higher education sector. When asked to describe his leadership experience he did not provide any examples of how he has formally led a team. He discussed his work primarily as an individual contributor rather than in a leadership role.

The agency did not achieve a goal with the hire of **one (1) White Male** who met all of the minimum and preferred qualifications and was selected based on their interview.

- 1WM was selected because he discussed his experience with both IT and Public Safety, having worked at a municipality. He also shared his understanding of how public safety and IT intersect with descriptions of things like police cruiser hardware and security cameras. He stated he has experience with Service Now, our ticketing system. He also described how he has experience with Active Directory and creating users and permissions, specifically with the town of Plainville. He also identified all three components of the Zero Trust Security Model: explicit verification, Least-privileged access, and assume breach and gave examples of each, e.g. how data is verified and authenticated for each component. He also presented a logical order for trouble shooting the blue phone scenario. For example, the candidate stated that he would check the hardware, software, wiring, and power. He also gave a reply to the software scenario that showed adherence to college policy while also demonstrating respect. He offered to help the requester get similar software if needed. For example, he discussed that the college may already have a similar tool that would assist the requester. On the scenario involving a troublesome employee, he correctly stated that he would tell someone to move it up the chain and that he would research the proper party the complaint needed to be reported to and follow up with the employee.

50. Transfer Credit Evaluator (1WF)

Position Summary: The Transfer Credit Evaluation Coordinator performs a full range of operations and administrative tasks in support of the admission and enrollment of students at CT State Community College. This position provides advising services to prospective students to assist them in enrolling in programs best suited for their academic area of interest. The position also performs outreach tasks to promote the enrollment of transfer, dual enrollment, and international students.

In collaboration with campus partners, this student-centered position will also include maintaining compliance with policies, laws and regulations set by the Board of Regents, CSCC, as well as local, federal, and grant requirements. The Transfer Credit Evaluation Coordinator must demonstrate a commitment to the values of inclusion, equity, and diversity and support the missions of the Office of Student Orientation and Onboarding.

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.)

This position was posted on the following sites: HigherEdJobs.com, Diverse Issues in Higher Education, Workplace Diversity, Latino's in Higher Ed, LinkedIn, Indeed.com, Facebook page, Zip Recruiter, Indeed.com, ct.edu, Oodle, Careerjet, Sercanto, Job.net, Jobcase.com, Neuvoo, Adzuna, and sent through the CSCU email system distribution list

Minimum Qualifications: Bachelor's degree in an appropriately related field together with one (1) or more years of related experience; or a combination of education, training and experience which would lead to the competencies required for successful performance of the position's essential duties.

Incumbents are required to have demonstrated advanced knowledge and abilities in the following:

- Admissions, enrollment, advising, transfer evaluation services and FERPA.

- Navigating federal and state laws and regulations related to admissions and compliance.
- Knowledge of transfer credit evaluations and course equivalency policies and practices.
- Knowledge of the transition needs of dual enrollment, transfer, international and readmit students.
- Experience working in a higher education institution or similar environment.

Preferred Qualifications:

- Experience using a Student Information Systems such as Banner and a Customer Relationship Management (CRM) system.
- Experience using a degree auditing system (such as Degree Works).

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	70	17	42	8	26	3	6	4	4	0	3	1	1	1	2	11
Not Qualified	59	15	34	8	21	3	3	2	4	0	3	1	1	1	2	10
Total Qualified	11	2	8	0	5	0	3	2	0	0	0	0	0	0	0	1
Qual. No Interview	3	0	3	0	2	0	1	0	0	0	0	0	0	0	0	0
Qual. Rec. Interview	8	2	5	0	3	0	2	2	0	0	0	0	0	0	0	1
Withdrew	1	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0
Interviewed	7	2	4	0	2	0	2	2	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 seventy (70) applications for this position of which there were **4HM**, **0AM**, and **1TF** goal candidate. Previous goals for WM, BM, HF and TM were previously achieved.

Of the seventy (70), fifty-nine (59) were deemed not qualified, including 2HM and 1TF goal candidate.

- 2HM did not possess Bachelor's degree in an appropriately related field together with one (1) or more years of related experience; or a combination of education, training and experience which would lead to the competencies required for successful performance of the position's essential duties, or Admissions, enrollment, advising, transfer evaluation services and FERPA, navigating federal, and state laws and regulations related to admissions and compliance, or knowledge of transfer credit evaluations and course equivalency policies and practices.
- 1TF did not possess did not possess Bachelor's degree in an appropriately related field together with one (1) or more years of related experience; or a combination of education, training and experience which would lead to the competencies required for successful performance of the position's essential duties, or Admissions, enrollment, advising, transfer evaluation services and FERPA, navigating federal, and state laws and regulations related to admissions and compliance, knowledge of transfer credit evaluations and course equivalency policies and practices, knowledge of the transition needs of dual enrollment, transfer, international and readmit students, or experience working in a higher education institution or similar environment.

The remaining eleven (11) were deemed qualified, however, eight (8) were offered interviews based on meeting the required qualifications and all preferred qualifications, including 2HM goal candidates.

- 1HM was not selected because the candidate did not provide a specific example of a difficult student/client/customer. He also did not provide a specific example of a lapse in communication/policy or detail specific uses of database management systems. They did not

provide details on how they would be able to multi-task and complete tasks within a shift. The candidate failed to address the ways to support students that presented with a language barrier.

- 1HM was not selected because they did not detail specific uses of database management systems or detail how to multi-task and complete tasks within a shift. They did not provide a specific example of a lapse in communication/policy and did not provide a specific example of a difficult student/client/customer.

The agency did not achieve a goal with the hire of **one (1) White Female** who met all of the minimum and preferred qualifications and was selected based upon their interview.

- 1WF was selected because they provided examples of transcript technology like Banner and Degree Works and the basic examples for transfer technology including experience in inputting data into Banner. She was able to provide direct examples of multitasking when working with students and managing other tasks such as Nursing Admissions applications along with her GPA work. She discussed direct examples of Banner screens and provided a general understanding of how Banner works and was able to provide direct examples of the steps to understand why a transcript wasn't evaluated like they were accepted or how to navigate the situation when they are on the phone with the student. She also provided a process for handling difficult situations with a supervisor by directly working with a faculty member and a veteran student to help them graduate alongside the supervisor.

51.Enrollment Management Specialist - (1WF)

Position Summary: The Enrollment Management Specialist is responsible for assisting in the delivery of a comprehensive, one-stop enrollment services experience to all credit students on their campus of the Connecticut State Community College. This position is accountable for contributing to the enrollment, registration, and retention operations of the College.

The Enrollment Management Specialist plays a critical role in ensuring the delivery of high-quality collaborative enrollment plans and seamless onboarding support that meets the diverse needs of all students and maintains compliance with FERPA and all applicable policies and laws.

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.)

This position was posted on the following sites: HigherEdJobs.com, Diverse Issues in Higher Education, Workplace Diversity, Latino's in Higher Ed, LinkedIn, Indeed.com, Facebook page, Zip Recruiter, Indeed.com, ct.edu, Oodle, Careerjet, Sercanto, Job.net, Jobcase.com, Neuvo, Adzuna, and sent through the CSU email system distribution list

Minimum Qualifications: Bachelor's degree in education, counseling, student development, social work, enrollment management or an appropriately related field with one (1) or more years of related experience; or a combination of education, training and experience which would lead to the competencies required for successful performance of the position's essential duties.

Incumbents are required to have demonstrated advanced knowledge and abilities in the following:

- Demonstrated understanding of a comprehensive community college.

- Demonstrated fundamental knowledge of student records and enrollment practices and methods accepted by the higher education field.
- Demonstrated skill in operating computerized and manual systems for collecting, preserving, and reporting student information.
- Demonstrated ability to work in groups, which emphasize collaboration, consensus building, conflict resolution, and problem solving.
- Experience in using enrollment management, content management, and project management software.
- Sensitivity to and ability to work with the diverse academic; socioeconomic, cultural and ethnic backgrounds of members of the College community, including those with disabilities.

Preferred Qualifications:

- Experience using a Student Information System such as Banner (or comparable system).
- Experience in a student-facing office setting.
- Experience in a direct customer service setting.

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	70	19	43	8	18	2	9	5	4	3	5	1	2	0	5	8
Not Qualified	59	18	34	8	11	2	9	5	3	2	4	1	2	0	5	7
Total Qualified	11	1	9	0	7	0	0	0	1	1	1	0	0	0	0	1
Qual. No Interview	2	0	2	0	2	0	0	0	0	0	0	0	0	0	0	0
Qual. Rec. Interview	9	1	7	0	5	0	0	0	1	1	1	0	0	0	0	1
Withdrew	3	1	2	0	2	0	0	0	0	1	0	0	0	0	0	0
Interviewed	6	0	5	0	3	0	0	0	1	0	1	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 seventy (70) applications for this position of which there were **5HM**, **3AM**, and **2TF** goal candidates. Previous goals for WM, BM, HF and TM were previously achieved.

Of the seventy (70) candidates, fifty-nine (59) were deemed not qualified, including 5HM, 2AM and 2TF goal candidates.

- 5HM did not possess a bachelor's degree in education, counseling, student development, social work, enrollment management or an appropriately related field with one (1) or more years of related experience; or a combination of education, training and experience which would lead to the competencies required for successful performance of the position's essential duties.
- 1AM did not possess bachelor's degree in education, counseling, student development, social work, enrollment management or an appropriately related field with one (1) or more years of related experience; or a combination of education, training and experience which would lead to the competencies required for successful performance of the position's essential duties.
- 1AM did not possess a demonstrated understanding of a comprehensive community college, demonstrated fundamental knowledge of student records and enrollment practices and

methods accepted by the higher education field, or a demonstrated skill in operating computerized and manual systems for collecting, preserving, and reporting student information.

- 1TF did not possess bachelor's degree in education, counseling, student development, social work, enrollment management or an appropriately related field with one (1) or more years of related experience; or a combination of education, training and experience which would lead to the competencies required for successful performance of the position's essential duties.
- 1TF did not possess a demonstrated understanding of a comprehensive community college, a demonstrated fundamental knowledge of student records and enrollment practices and methods accepted by the higher education field, a demonstrated skill in operating computerized and manual systems for collecting, preserving, and reporting student information, a demonstrated ability to work in groups, which emphasize collaboration, consensus building, conflict resolution, and problem solving, experience in using enrollment management, content management, and project management software, or sensitivity to and ability to work with the diverse academic; socioeconomic, cultural and ethnic backgrounds of members of the College community, including those with disabilities.

The remaining eleven (11) candidates were deemed qualified and offered interviews including 1AM goal candidate.

- 1AM did not respond to the request for an interview.

The agency did not achieve a goal with the hire of **one (1) White Female** who met all of the minimum and preferred qualifications and selected based upon their interview.

52.AMTC Director of AMTC (1WF)

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
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 did not achieve a goal with the hire of **1WF** who transitioned from non-permanent to permanent within her position and in accordance with the collective bargaining agreement.

53.HR Talent and Recruitment Specialists (1WF, BM, BF HF)

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	3	0	1	1	1	0	1	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
Total Qualified	4	1	3	0	1	1	1	0	1	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	4	1	3	0	1	1	1	0	1	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	4	1	3	0	1	1	1	0	1	0	0	0	0	0	0	0
Offered	4	1	3	0	1	1	1	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	4	1	3	0	1	1	1	0	1	0	0	0	0	0	0	0

*AAIANHNPI = Asian, American Indian, Alaskan Native, Hawaiian Native, Pacific Islander.

The agency did not achieve a goal with the hire of **one (1) White Female, one (1) Black Male, one (1) Black Female, and one (1) Hispanic Female** who all transferred into the agency as a result of a system-wide reorganization.

54.SNAP Coordinator (1BF)

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	0	0	1	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
Total Qualified	1	0	1	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
Qual. Rec. Interview	1	0	1	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
Interviewed	1	0	1	0	0	0	1	0	0	0	0	0	0	0	0	0
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.

The agency did not achieve a goal with the hire of **1BF** who transitioned from non-permanent to permanent within her position and in accordance with the collective bargaining agreement.

55.Veteran's Coordinator(1WM)

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
Total 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
Withdrew	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.

The agency did not achieve a goal with the hire of **1WM** who transitioned from non-permanent to permanent within his position and in accordance with the collective bargaining agreement.

56.CT ORH Director (1WF)

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
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 did not achieve a goal with the hire of **1WF** who transitioned from non-permanent to permanent within her position and in accordance with the collective bargaining agreement.

57.Instructor of AMTC (1WF)

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
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 did not achieve a goal with the hire of **1WF** who transitioned from non-permanent to permanent within her position and in accordance with the collective bargaining agreement.

58. Director of Transfer Student Success (1HF)

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	0	0	0	0	1	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
Total Qualified	1	0	1	0	0	0	0	0	1	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	0	0	0	0	1	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	0	0	0	0	1	0	0	0	0	0	0	0
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 did not achieve a goal with the hire of **1HF** who transitioned from non-permanent to permanent within her position and in accordance with the collective bargaining agreement.

59. Academic Associate AMTC (2WM)

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
Not Qualified	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
Qual. No Interview	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
Withdraw	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
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.

The agency did not achieve a goal with the hire of **2WM** who transitioned from non-permanent to permanent within their positions and in accordance with the collective bargaining agreement.

60. CAP Crossroads to Career Apprenticeships

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
Total 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.

The agency did not achieve a goal with the hire of **1WM** who transitioned from non-permanent to permanent within his position and in accordance with the collective bargaining agreement.

Guided Pathways Advisor 1

- **Goals:** 14WM, 7WF, 2AM, 1TM
- **Hires:** 1WF
- **Goal Achievement:** One (1) out of twenty-four (24) for 4% of the hires in this category met Affirmative action Goals.

1. Guided Pathways Advisor 1 (1WF)

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	223	53	147	22	66	13	38	10	24	4	8	3	3	1	8	23
Not Qualified	96	21	66	10	29	3	15	3	12	2	6	3	2	0	2	9
Total Qualified	127	32	81	12	37	10	23	7	12	2	2	0	1	1	6	14
Qual. No Interview	108	23	73	9	33	9	21	2	11	2	2	0	1	1	5	12
Qual. Rec. Interview	19	9	8	3	4	1	2	5	1	0	0	0	0	0	1	2
Withdrew	3	1	2	0	1	0	1	1	0	0	0	0	0	0	0	0
Interviewed	16	8	6	3	3	1	1	4	1	0	0	0	0	0	1	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.

The agency achieved the **first (1) of seven (7) White Female** goals with the hire of **one (1) White Female**.

Information Technology Technician II

- **Goals:** 4WM, 2WF, 1AF, 1TM
- **Hires:** 3WM, 1HM
- **Goal Achievement:** Three (3) out of eight (8) for 38% of the hires in this category met Affirmative action Goals.

1. Information Technician II (3WM)

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	98	81	6	46	4	10	0	6	1	11	0	4	1	4	0	11
Not Qualified	72	57	6	31	4	9	0	5	1	6	0	3	1	3	0	9
Total Qualified	26	24	0	15	0	1	0	1	0	5	0	1	0	1	0	2
Qual. No Interview	9	8	0	3	0	0	0	0	0	4	0	0	0	1	0	1
Qual. Rec. Interview	17	16	0	12	0	1	0	1	0	1	0	1	0	0	0	1
Withdrew	5	5	0	2	0	1	0	1	0	0	0	1	0	0	0	0
Interviewed	12	11	0	10	0	0	0	0	0	1	0	0	0	0	0	1
Offered	3	3	0	3	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	3	3	0	3	0	0	0	0	0	0	0	0	0	0	0	0

*AAIANHNPI = Asian, American Indian, Alaskan Native, Hawaiian Native, Pacific Islander.

The agency achieved three goals with the hire of **three (3) White Males** candidates from this search.

2. Information Technology Technician II (1HM)

Position Summary: The Information Technology Technician II independently performs a broad range of computer hardware and software operation, maintenance and repair at a Community College which relies on computerized services in support of its academic and administrative functions. Those computerized services include academic computer labs, classroom computerized instruction and presentations, and several data bases, reporting programs and routines, including the centralized Banner system, which assist such departments as the Business Office, Registrar, Admission, Library, and Student Services.

The position's role is that of providing technical assistance to the users of the various computer systems through installation of hardware and software, diagnosing and repairing computer operating problems, scheduling and assisting in the operation of computer labs. The position demonstrates and provides personal instruction to students in computer system operation and assists and trains administrators in software applications.

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.)

This position was posted on the following sites: HigherEdJobs.com, Diverse Issues in Higher Education, Workplace Diversity, Latino's in Higher Ed, LinkedIn, Indeed.com, Facebook page, Zip Recruiter, Indeed.com, ct.edu, Oodle, Careerjet, Sercanto, Job.net, Jobcase.com, Neuvoo, Adzuna, and sent through the CSCU email system distribution list

Minimum Qualifications: Associate's degree in computer science or related technological discipline together with one (1) or more years of experience in computer system and software installation, repair, maintenance and operation; or a combination of education, training, and experience which would lead to the competencies required for successful performance of the position's essential duties.

Incumbents are required to have demonstrated advanced knowledge and abilities in the following:

- Microcomputer hardware, software, related peripheral equipment, software applications and equipment assembly and installation
- Installing, operating, adapting, diagnosing and repairing malfunctions in computer equipment and software, including complex software systems such as the Banner system.

Preferred Qualifications:

- Experience working at a Help Desk – assisting users in person and by phone or email and using systems such as ServiceNow.
- Hardware expertise (Windows, Mac's, printers, copiers, and more) and software expertise (Windows, macOS, mobile devices, and more)
- Support and troubleshooting of classroom audio/video systems
- Imaging using systems such as Ghost, MECM, VDI, and JAMF.
- Supporting users by using various enterprise tools such as Active Directory, BeyondTrust, and others.

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	104	76	14	33	6	18	2	6	3	11	3	4	0	4	0	14
Not Qualified	89	64	12	30	5	15	1	4	3	8	3	4	0	3	0	13
Total Qualified	15	12	2	3	1	3	1	2	0	3	0	0	0	1	0	1
Qual. No Interview	10	8	1	2	1	1	0	1	0	3	0	0	0	1	0	1
Qual. Rec. Interview	5	4	1	1	0	2	1	1	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	5	4	1	1	0	2	1	1	0	0	0	0	0	0	0	0
Offered	2	2	0	1	0	0	0	1	0	0	0	0	0	0	0	0
Not Accepted	1	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0
Hired	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	0

*AAIANHNPI = Asian, American Indian, Alaskan Native, Hawaiian Native, Pacific Islander.

The agency received one hundred and four (104) applications, of which there were **33WM**, **6WF**, **3AF**, and **4TM** goal candidates.

Of the one hundred and four (104) applications, eighty-nine (89) were deemed not qualified including 30WM, 5WF, 3AF, and 4TM goal candidates.

- 15WM did not possess an associate's degree in computer science or related technological discipline together with one (1) or more years of experience in computer system and software installation, repair, maintenance and operation; or a combination of education, training, and experience which would lead to the competencies required for successful performance of the position's essential duties.
- 15WM did not possess advanced knowledge and/or abilities in microcomputer hardware, software, related peripheral equipment, software applications and equipment assembly and installation or installing, operating, adapting, diagnosing and repairing malfunctions in computer equipment and software, including complex software systems such as the Banner system.
- 3WF did not possess an associate's degree in computer science or related technological discipline together with one (1) or more years of experience in computer system and software installation, repair, maintenance and operation; or a combination of education, training, and experience which would lead to the competencies required for successful performance of the position's essential duties.
- 2WF did not possess advanced knowledge and/or abilities microcomputer hardware, software, related peripheral equipment, software applications and equipment assembly and installation or installing, operating, adapting, diagnosing and repairing malfunctions in computer equipment and software, including complex software systems such as the Banner system.
- 1AF submitted an incomplete application.
- 2AF did not possess an associate's degree in computer science or related technological discipline together with one (1) or more years of experience in computer system and software installation, repair, maintenance and operation; or a combination of education, training, and experience which would lead to the competencies required for successful performance of the position's essential duties.
- 4TM did not possess an associate's degree in computer science or related technological discipline together with one (1) or more years of experience in computer system and software installation, repair, maintenance and operation; or a combination of education, training, and

experience which would lead to the competencies required for successful performance of the position's essential duties.

The remaining fifteen (15) candidates were deemed qualified including 3WM and 1WF goal candidates. Of these, 10 candidates were not offered interviews based on not meeting the preferred qualifications for the position, including 2WM and 1WF

- 2WM did not possess any of the preferred qualifications.
- 1WF did not possess any of the preferred qualifications.

The remaining five (5) were offered interviews as they met the required qualifications and at least four (4) preferred qualifications, including 1WM goal candidate.

- 1WM was offered the position but declined.

The agency did not achieve a goal with the hire of **one (1) Hispanic Male** who met the minimum and preferred qualifications and was selected based upon their interview.

Clerical - Fairfield

- **Goals:** 2WM, 1WF, 1HM, 1AF
- **Hires:** 1AF
- **Goal Achievement:** One (1) out of five (5) for 20% of the hires in this category met Affirmative action Goals.

1. Human Resources Assistant (1AF)

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	251	62	174	33	78	11	31	5	30	3	9	2	11	8	15	15
Not Qualified	81	22	54	8	23	6	14	4	10	0	2	0	2	4	3	5
Total Qualified	170	40	120	25	55	5	17	1	20	3	7	2	9	4	12	10
Qual. No Interview	146	33	105	24	48	3	15	1	18	2	6	1	7	2	11	8
Qual. Rec. Interview	24	7	15	1	7	2	2	0	2	1	1	1	2	2	1	2
Withdrew	8	2	5	0	4	0	0	0	1	1	0	0	0	1	0	1
Interviewed	16	5	10	1	3	2	2	0	1	0	1	1	2	1	1	1
Offered	1	0	1	0	0	0	0	0	0	0	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	1	0	1	0	0	0	0	0	0	0	1	0	0	0	0	0

*AAIANHNPI = Asian, American Indian, Alaskan Native, Hawaiian Native, Pacific Islander.

The agency achieved **one (1) of one (1) Asian Female** goals with the hire of **one (1) Asian Female**.

Clerical – Hartford

- **Goals:** 2WM, 1BM, 1AF
- **Hires:** 6WF, 1BF, 1HF, 1TF
- **Goal Achievement:** Zero (0) out of four (4) for 0% of the hires in this category met Affirmative action Goals.

1. Administrative Assistant – (2WF)

PURPOSE OF JOB CLASS (NATURE OF WORK): In a state agency this class is accountable for independently performing the most complex tasks in providing both office administration and secretarial support for a major program.

EXAMPLES OF DUTIES: Performs the most complex office administrative duties as described in the following areas:

- **TYPING:**
 - Using computers, tablets, and other electronic equipment, formats and types a full range of correspondence, reports, bills, drafts, etc. from rough draft, transcription, dictated notes, etc.;
 - Proofreads for content;
 - Edits using knowledge of grammar, punctuation and spelling.
- **FILING:**
 - Designs office filing systems;
 - Organizes and maintains files (including confidential files);
 - Maintains, updates and reviews references materials and manuals.
- **CORRESPONDENCE:**
 - Composes complex letters and/or memoranda, etc. (e.g., explaining department practices and/or policies) for own or manager's signature.
- **REPORT WRITING:**
 - Researches and assembles information from a variety of sources and prepares statistical and/or narrative reports;
 - Analyzes information and may make recommendations.
- **INTERPERSONAL:**
 - Acts for manager by interpreting established policies and procedures, etc.;
 - Troubleshoots by relieving manager of as much administrative detail as possible;
 - Acts for and regularly makes decisions in manager's absence (within prescribed limits of authority).
- **PROCESSING:**
 - Screens letters, memos, reports and other materials to determine action required;
 - May make recommendations to supervisor.
- **SECRETARY:**
 - Arranges and coordinates meetings (including space and equipment);
 - Researches, assembles and coordinates meeting materials (e.g., charts, graphs, reports);
 - Writes minutes of meetings, lectures, conferences, etc. from rough draft;
 - Takes notes and/or meeting minutes;
 - Prepares expense accounts;
 - Makes travel arrangements.
- **OFFICE MANAGEMENT:**
 - Authorizes purchases and payments (within prescribed limits of authority);
 - Develops input and prepares documentation for office and/or department budget;
 - Coordinates budget control and monitoring;
 - Develops office and/or department procedural manuals;
 - Assists in interviewing and hiring office support staff;
 - Trains office support staff;

- May supervise office support staff.
- Performs related duties as required.

KNOWLEDGE, SKILL AND ABILITY

- Considerable knowledge of
 - office administration and management;
 - department and/or unit policies and procedures;
 - proper grammar, punctuation and spelling;
 - business communications;
- Knowledge of business math;
- Considerable
 - interpersonal skills;
 - oral and written communication skills;
- Ability to
 - operate office equipment which includes computers, tablets, and other electronic equipment;
 - operate office suite software;
 - take notes (shorthand, speedwriting or other method acceptable to manager).

MINIMUM QUALIFICATIONS - GENERAL EXPERIENCE

Four (4) years of experience above the routine clerk level in office support or secretarial work.

MINIMUM QUALIFICATIONS - SPECIAL EXPERIENCE

One (1) year of the General Experience must have been as a Secretary 2 or its equivalent.

MINIMUM QUALIFICATIONS - SUBSTITUTIONS ALLOWED

College training in the secretarial sciences may be substituted for the General Experience on the basis of 15 semester hours equaling one-half (1/2) year of experience to a maximum of two (2) years.

PREFERRED QUALIFICATIONS

Preferred Qualifications:

- Experience managing front desk reception.
- Experience in a higher education setting.
- Experience with Banner and Event Management System (EMS).
- Experience with CT State purchasing policies and procedures.
- Experience with Microsoft Office Suite products (Word, Outlook, Teams, Excel, PowerPoint, etc).

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	292	31	252	14	128	6	64	0	0	5	12	2	23	4	25	9
Not Qualified	13	4	9	2	2	1	3	0	0	0	1	0	2	1	1	0
Total Qualified	279	27	243	12	126	5	61	0	0	5	11	2	21	3	24	9
Qual. No Interview	275	27	239	12	124	5	60	0	0	5	10	2	21	3	24	9
Qual. Rec. Interview	4	0	4	0	2	0	1	0	0	0	1	0	0	0	0	0
Withdrew	1	0	1	0	0	0	0	0	0	0	1	0	0	0	0	0
Interviewed	3	0	3	0	2	0	1	0	0	0	0	0	0	0	0	0
Offered	2	0	2	0	2	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	0	2	0	2	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 ninety-two (292) applications for this position of which, there were **14WM**, **6BM**, and **12AF** goal candidates.

Of the two hundred and ninety-two (292) candidates, thirteen (13) were deemed not qualified including 2WM, 1BM and 1AF.

- 2WM did not possess one (1) year of Secretary 2 level experience.
- 1BM did not possess one (1) year of Secretary 2 level experience.
- 1AF did not possess four (4) years of experience above the routine clerk level in office support or secretarial work.

The remaining two hundred and seventy-nine (279) candidates were deemed qualified, however, two hundred and seventy-five (275) were not offered interviews based on not meeting preferred qualifications, including 12WM, 5BM, and 10AF goal candidates.

- 3WM did not have experience with state purchasing policies and procedures.
- 5WM did not possess experience with Banner, higher education experience, or state purchasing policies and procedures.
- 1WM did not possess higher education or Banner experience.
- 1WM did not possess higher education experience.
- 2WM did not possess experience with Banner.
- 1BM did not possess higher education experience, or state purchasing policies and procedures.
- 1BM not possess experience with Banner, higher education experience, or state purchasing policies and procedures.
- 1BM did not possess higher education experience.
- 2BM did not possess familiarity with state purchasing policies and procedures or Banner experience.
- 6AF did not possess Banner, higher education, or state purchasing policies and procedures experience.
- 1AF did not possess higher education experience.

- 1AF did not possess higher education experience, or state purchasing policies and procedures.
- 1AF did not possess experience with Banner or state purchasing policies and procedures.
- 1AF did not possess familiarity with state purchasing policies and procedures.

The remaining four (4) candidates were offered interviews as they either met the required and preferred qualifications and/or were mandatory interviews per the collective bargaining agreement, including 1AF goal candidate.

- 1AF did not respond to the request for an interview.

There were no goal candidates remaining in the pool.

The region did not achieve a goal with the hire of **two (2) White Females** who met the minimum and preferred qualifications and were selected based on their interviews.

- 1WF met the required and all preferred qualifications and was selected based on their interview.
- 1WF met the required and all preferred qualifications and was a mandatory interview per the collective bargaining agreement and was selected based on their interview.

2. Administrative Assistant – (1WF)

PURPOSE OF JOB CLASS (NATURE OF WORK): In a state agency this class is accountable for independently performing the most complex tasks in providing both office administration and secretarial support for a major program.

EXAMPLES OF DUTIES: Performs the most complex office administrative duties as described in the following areas:

- **TYPING:**
 - Using computers, tablets, and other electronic equipment, formats and types a full range of correspondence, reports, bills, drafts, etc. from rough draft, transcription, dictated notes, etc.;
 - Proofreads for content;
 - Edits using knowledge of grammar, punctuation and spelling.
- **FILING:**
 - Designs office filing systems;
 - Organizes and maintains files (including confidential files);
 - Maintains, updates and reviews references materials and manuals.
- **CORRESPONDENCE:**
 - Composes complex letters and/or memoranda, etc. (e.g., explaining department practices and/or policies) for own or manager's signature.
- **REPORT WRITING:**
 - Researches and assembles information from a variety of sources and prepares statistical and/or narrative reports;
 - Analyzes information and may make recommendations.
- **INTERPERSONAL:**
 - Acts for manager by interpreting established policies and procedures, etc.;
 - Troubleshoots by relieving manager of as much administrative detail as possible;
 - Acts for and regularly makes decisions in manager's absence (within prescribed limits of authority).

- **PROCESSING:**
 - Screens letters, memos, reports and other materials to determine action required;
 - May make recommendations to supervisor.
- **SECRETARY:**
 - Arranges and coordinates meetings (including space and equipment);
 - Researches, assembles and coordinates meeting materials (e.g., charts, graphs, reports);
 - Writes minutes of meetings, lectures, conferences, etc. from rough draft;
 - Takes notes and/or meeting minutes;
 - Prepares expense accounts;
 - Makes travel arrangements.
- **OFFICE MANAGEMENT:**
 - Authorizes purchases and payments (within prescribed limits of authority);
 - Develops input and prepares documentation for office and/or department budget;
 - Coordinates budget control and monitoring;
 - Develops office and/or department procedural manuals;
 - Assists in interviewing and hiring office support staff;
 - Trains office support staff;
 - May supervise office support staff.
- Performs related duties as required.

KNOWLEDGE, SKILL AND ABILITY

- Considerable knowledge of
 - office administration and management;
 - department and/or unit policies and procedures;
 - proper grammar, punctuation and spelling;
 - business communications;
- Knowledge of business math;
- Considerable
 - interpersonal skills;
 - oral and written communication skills;
- Ability to
 - operate office equipment which includes computers, tablets, and other electronic equipment;
 - operate office suite software;
 - take notes (shorthand, speedwriting or other method acceptable to manager).

MINIMUM QUALIFICATIONS - GENERAL EXPERIENCE

Four (4) years of experience above the routine clerk level in office support or secretarial work.

MINIMUM QUALIFICATIONS - SPECIAL EXPERIENCE

One (1) year of the General Experience must have been as a Secretary 2 or its equivalent.

MINIMUM QUALIFICATIONS - SUBSTITUTIONS ALLOWED

College training in the secretarial sciences may be substituted for the General Experience on the basis of 15 semester hours equaling one-half (1/2) year of experience to a maximum of two (2) years.

Minimum Qualifications – Substitutions Allowed: College training in the secretarial sciences may be substituted for the General Experience on the basis of 15 semester hours equaling one-half (1/2) year of experience to a maximum of two (2) years.

Preferred Qualifications:

- Experience managing front desk reception.
- Experience in a higher education setting.
- Experience with Banner and Event Management System (EMS).
- Experience with CT State purchasing policies and procedures.
- Experience with Microsoft Office Suite products (Word, Outlook, Teams, Excel, PowerPoint, etc).

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	430	52	369	35	190	7	78	0	0	4	20	5	42	1	39	9
Not Qualified	408	51	348	34	179	7	71	0	0	4	19	5	41	1	38	9
Total Qualified	22	1	21	1	11	0	7	0	0	0	1	0	1	0	1	0
Qual. No Interview	7	0	7	0	4	0	3	0	0	0	0	0	0	0	0	0
Qual. Rec. Interview	15	1	14	1	7	0	4	0	0	0	1	0	1	0	1	0
Withdrew	3	0	3	0	1	0	1	0	0	0	0	0	1	0	0	0
Interviewed	12	1	11	1	6	0	3	0	0	0	1	0	0	0	1	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.

We received four hundred and thirty (430) applications for this position of which, there were **35WM**, **7BM**, and **20AF** goal candidates.

Of the four hundred and thirty (430) candidates, four hundred and eight (408) candidates were deemed not qualified including 34WM, 7BM and 19AF.

- 34WM were deemed not qualified by Department of Administrative Services.
- 7BM were deemed not qualified by Department of Administrative Services.
- 19AF were deemed not qualified by Department of Administrative Services.

The remaining twenty-two (22) candidates were deemed qualified, of which fifteen (15) were offered interviews, including 1WM and 1AF goal candidates.

- 1WM was not offered the position based on their interview. When asked about his understanding of Diversity, Equity and Inclusion, he did not provide a work-related example as prompted by the question. He also did not have experience with higher education, and didn't address confidentiality in the role, e.g., didn't mention FERPA. He also failed to provide an example related to handling/resolving a difficult work matter.
- 1AF was not offered the position based on their interview. She did not provide specific examples of how she proofreads and edits documents and stated that she had limited experience proofing flyers. She also did not provide an example of what a day in the office looks like for her, only stating that she answers the phone and completes tasks. She did not explain how she prioritizes tasks/organization. When asked about diversity and inclusion, their answer

only focused on not making assumptions and didn't discuss the diverse populations within community colleges or CT State.

The region did not achieve a goal with the hire of **one (1) White Female**.

- 1WF met the minimum and preferred qualifications and was selected based on their interview. This candidate had previous experience as an administrative assistant and provided her example of her role as Executive Assistant to a CEO. She also provided her understanding of DEI and provided two relevant examples as she stated that she has worked in a diverse environment with all ages, and backgrounds at health company, and currently working as a hostess in a very diverse setting with staff and community. She also described her experience working with affinity groups to create a sense of belonging; specifically, that she has worked with expecting mothers, individuals with disabilities, and LGBT populations, etc. She described her extensive knowledge of Microsoft programs, Grammarly, and shared examples of creating budget spreadsheets, compiling research from providers, and creating workflows to train staff. She also discussed her skills for improving operational efficiencies of administrative tasks to improve software processes including requesting feedback and advocating for collective responses. She provided an example of how she prioritized complex tasks by sharing a breakdown of daily schedule in her previous position, and problem-solving by reducing duplicative work: working with supervisors, staff and IT to merge information for data entry for required documentation. She also shared how her experience as a care coordinator, providing help to individuals to navigate all the available resources in their health journey would help her in this role by assisting faculty staff and students to navigate answers to their questions, and she was able to provide a clear definition of FERPA in higher education. She shared that she is a first generation and current adult college student with a child in college and that she learned about FERPA and navigated the FERPA process with her child at another CT State campus.

3. Human Resources Assistant (1TF/WF)

Note: This position was posted for multiple labor markets and as such the applicant pool is duplicated to reflect the hires for each LMA.

Position Summary: Reporting to a Human Resources Manager, the Human Resources Assistant is a customer-centric role primarily responsible for supporting the Office of Human Resources and its overall day-to-day responsibilities, duties & and special projects/events. Serves as the first point of contact, receives all inquiries and requests for information, and maintains a welcoming environment for staff, faculty, students, prospective employees, and visitors. Supports higher level HR positions and functions by processing documents, triaging customer contacts (front desk, phone, and e-mail), and providing HR administrative support for projects and initiatives. May provide direct administrative support to Human Resources Generalists or Human Resources Managers, including support with vendors and contracts, budget processes, office supplies, and events.

Distinguishing Characteristics: Position of the class perform skilled and para-professional services in a broad range of campus-based human resources areas which can include employment, benefits administration, affirmative action, fair employment practices, personnel records management, training administration, payroll management and general administrative assistance. These positions are distinguished from clerical support positions by virtue of involvement in personnel practices such as employment or benefits administration where decisions and actions can have a material effect on present and potential staff members.

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.)

This position was posted on the following sites: HigherEdJobs.com, Diverse Issues in Higher Education, Workplace Diversity, Latino's in Higher Ed, LinkedIn, Indeed.com, Facebook page, Zip Recruiter, Indeed.com, ct.edu, Oodle, Careerjet, Sercanto, Job.net, Jobcase.com, Neuvoo, Adzuna, and sent through the CSCU email system distribution list

Minimum Qualifications: Associate's degree in an appropriately related field together with two years of related experience; or a combination of education, training and experience which would lead to the competencies required for the successful performance of the position's essential duties.

Incumbents are required to have demonstrated advanced knowledge and abilities in the following:

- Demonstrated ability to understand and apply human resources policies and procedures in a way that meets legal and regulatory requirements and that supports the community colleges' management in their objective of recruiting and retaining appropriately qualified staff and providing effective administration of sound human resource management programs.

Preferred Qualifications:

- Knowledge and experience with Core-CT or similar Human Resources Information System (HRIS).
- Experience working in a higher education environment.

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	251	62	173	33	78	10	30	5	30	3	9	3	11	8	15	16
Not Qualified	81	22	54	8	23	6	14	4	10	0	2	0	2	4	3	5
Total Qualified	170	40	119	25	55	4	16	1	20	3	7	3	9	4	12	11
Qual. No Interview	146	33	104	24	48	3	14	1	18	2	6	1	7	2	11	9
Qual. Rec. Interview	24	7	15	1	7	1	2	0	2	1	1	2	2	2	1	2
Withdraw	8	2	5	0	4	0	0	0	1	1	0	0	0	1	0	1
Interviewed	16	5	10	1	3	1	2	0	1	0	1	2	2	1	1	1
Offered	2	0	2	0	1	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	2	0	2	0	1	0	0	0	0	0	0	0	1	0	0	0

*AAIANHNPI = Asian, American Indian, Alaskan Native, Hawaiian Native, Pacific Islander.

We received two hundred and fifty-one (251) applications for this position of which there was **33WM**, **10BM**, and **9AF** goal candidate.

Of the two hundred and fifty-one (251) candidates, eighty-one (81) were deemed not qualified, including 8WM, 6BM and 2AF goal candidates.

- 6WM did not possess an Associate's degree in an appropriately related field together with two years of related experience; or a combination of education, training and experience which would lead to the competencies required for the successful performance of the position's essential duties.
- 2WM did not possess two years of related experience; or a combination of education, training and experience which would lead to the competencies required for the successful performance of the position's essential duties.

- 6BM did not possess two years of related experience; or a combination of education, training and experience which would lead to the competencies required for the successful performance of the position's essential duties.
- 2AF did not possess an Associate's degree in an appropriately related field together with two years of related experience; or a combination of education, training and experience which would lead to the competencies required for the successful performance of the position's essential duties

The remaining one hundred and seventy (170) candidates were deemed qualified. Of the one hundred and seventy candidates (170) one hundred and forty-six (146) were not offered interviews based on not meeting preferred qualifications, including 24WM, 3BM and 6AF goal candidates.

- 24WM did not possess Knowledge and experience with Core-CT or similar Human Resources Information System (HRIS) or experience working in a higher education environment.
- 3BM did not possess Knowledge and experience with Core-CT or similar Human Resources Information System (HRIS) or experience working in a higher education environment.
- 6AF did not possess Knowledge and experience with Core-CT or similar Human Resources Information System (HRIS) or experience working in a higher education environment.

The remaining twenty-four (24) candidates were offered interviews as they met the required qualifications and all preferred qualifications, including **1WM**, **1BM**, and **1AF**.

- 1WM was not selected based on their interview. Specifically, he did not possess HR experience other than an HR internship and his job duties included supported factory hiring by reviewing applications, scheduling, and conducting phone screens, performed miscellaneous forms of data entry to keep policy, procedure, and data up to date. He also did not reference any HR experience during interview and did not have experience working with unions. He also did not have experience working with confidential information as he asked the question "How do you ensure confidentiality? And, how do you maintain it?" The candidate did not seem to understand the question and simply stated that he would say he could not speak about it without providing a basis related to confidentiality in higher education. His responses to questions were not HR related and were mostly based on his experience as a resident assistant, being a referee, President of the Rugby team, or his state park experience. He also stated that he did not have experience with HRMS systems as when asked "What computer software applications and HRMS systems are you proficient with (e.g., Core-CT, Word, Excel, PowerPoint, etc.)? How often are you utilizing HRMS in your current position?" He stated they used CORECT to put in employee payroll and did not list any other HRMS systems.
- 1BM was not selected as it was determined during the interview that they did not possess the preferred experience related to higher education or CORE-CT experience. They also did not have experience working with unions. They also discussed their work experience consisting of working for Amazon from October 2022 - March 2024 in Human Resources; however, they only discussed training newly hired HRAs and did not discuss specific duties related to their work in HR.
- 1AF was hired in another LMA and is accounted for as a hire as a Human Resources assistant in the Clerical Fairfield Category and was no longer a candidate for this pool/LMA after their interview.

The agency did not achieve a goal with the hire of **one (1) White Female** and **one (1) Two or more Female**.

- 1WF was selected because she met all of the minimum and preferred qualifications and because of her interview. She described her experience with onboarding, I-9 verification (e-verify!) recruitment, and payroll and that she was the only person performing recruitment and payroll. She also possessed experience working in a public-school setting as a human resource professional, experience working with unions (ex, grievances, time off requests based on different union contracts), and experience with HRMS systems, Microsoft office, Vector/teach point, PowerSchool/school spring (for hiring and onboarding), and Municipality. She also expressed an understanding of confidentiality, stating that nothing is shared, especially in other departments and information is not discussed with others unless it needs to be, and sensitive conversations would be held in a private setting.
- 1TF was selected based on meeting the required and preferred qualifications, and their interview. Specifically, they discussed the importance of having excellent communication skills and had hands on experience with main HR functions, sharing the functions and experience gained from the most recent positions supporting HR functions, with focus on recruitment and interest in a Generalist role or career pathway. They had 1.5 years of HR experience focusing on the two most recent positions focusing on recruitment with expressed interest in obtaining a varied experience in all HR functions and support. They had experience working with a diverse population and in an education setting responding with examples from prior positions including establishing KPI for DEI initiatives at a recent role and expressed specific interest and knowledge about CSCU.

4. Secretary 2 – (1HF)

PURPOSE OF JOB CLASS (NATURE OF WORK): In a state agency this class is accountable for independently performing a full range of secretarial support functions requiring an understanding of organizational policies and procedures.

EXAMPLES OF DUTIES

Performs a variety of secretarial duties as described in the following areas:

- **TYPING:**
 - Using computers, tablets, and other electronic equipment, formats and types a full range of correspondence, reports, bills, drafts, etc. from rough draft, transcription, dictated notes, etc.;
 - Proofreads for content;
 - Edits using knowledge of grammar, punctuation and spelling.
- **FILING:**
 - Designs office filing systems;
 - Organizes and maintains files (including confidential files);
 - Maintains, updates and reviews reference materials and manuals.
- **CORRESPONDENCE:**

- Composes complex letters and/or memoranda, etc. (e.g., explaining department practices/policies) for own or supervisor's signature.
- REPORT WRITING:
 - Compiles information from a variety of sources and prepares narrative or statistical reports, exercising judgment in the selection of items to be included.
- INTERPERSONAL:
 - Greets and directs visitors;
 - Answers phones and screens incoming calls;
 - Provides advice to callers regarding policy and procedures (e.g., citing a regulation to solve a specific problem);
 - Coordinates with others both within and outside of the organization on a variety of non-routine matters.
- PROCESSING:
 - Screens letters, memos, reports and other materials to determine action required;
 - May make recommendations to the supervisor.
- SECRETARY:
 - Arranges and coordinates meetings (including space and equipment);
 - Researches, assembles and coordinates meeting materials (e.g., charts, graphs, reports);
 - Writes minutes of meetings, lectures, conferences, etc. from rough draft;
 - Takes notes and/or meeting minutes;
 - Prepares expense accounts;
 - Makes travel arrangements.
- OFFICE MANAGEMENT:
 - Maintains an inventory of supplies and equipment;
 - Orders supplies when necessary;
 - Completes, processes and maintains paperwork for purchasing (e.g., orders, requisitions, invoices, etc.);
 - Maintains time and attendance records;
 - Assists in preparing and monitoring the office budget (e.g., compiles figures, reviews statistical reports, verifies expense items);
 - Designs and initiates new forms and procedures to facilitate workflow;
- Performs related duties as required.

KNOWLEDGE, SKILL AND ABILITY

- Considerable knowledge of
 - office systems and procedures;

- proper grammar, punctuation and spelling;
- Knowledge of
 - business communications;
 - department's/unit's policies and procedures;
 - business math;
- Skills;
 - interpersonal skills;
 - oral and written communication skills;
- Ability to
 - schedule and prioritize office workflow;
 - operate office equipment which includes computers, tablets, and other electronic equipment;
 - operate office suite software;
 - take notes (shorthand, speedwriting or other method acceptable to the supervisor).

MINIMUM QUALIFICATIONS - GENERAL EXPERIENCE

Three (3) years of experience above the routine clerk level in office support or secretarial work.

MINIMUM QUALIFICATIONS - SPECIAL EXPERIENCE

One (1) year of the General Experience must have been as a Secretary 1 or its equivalent.

MINIMUM QUALIFICATIONS - SUBSTITUTIONS ALLOWED

College training in the secretarial sciences may be substituted for the General Experience on the basis of fifteen (15) semester hours equaling one-half (1/2) year of experience to a maximum of two (2) years.

Preferred Qualifications:

- Experience working in higher education.
- Customer Service experience.
- Experience working with Baner, Degree Works, CRM Advise, CRM Recruit or similar programs
- Experience working with diverse populations.
- Experience working in a higher education environment.

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	29	5	24	1	7	2	4	1	6	0	3	0	3	1	1	0
Not Qualified	14	4	10	1	4	1	0	1	1	0	3	0	2	1	0	0
Total Qualified	15	1	14	0	3	1	4	0	5	0	0	0	1	0	1	0
Qual. No Interview	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Qual. Rec. Interview	15	1	14	0	3	1	4	0	5	0	0	0	1	0	1	0
Withdrew	3	1	2	0	1	1	0	0	0	0	0	0	0	0	1	0
Interviewed	12	0	12	0	2	0	4	0	5	0	0	0	1	0	0	0
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.

We received twenty-nine (29) applications for this position of which there was **1WM**, **2BM**, and **3AF** goal candidate.

Of the twenty-nine (29), fourteen (14) were deemed not qualified, including 1WM, 1BM and 3AF goal candidates.

- 1WM did not possess three year's of experience above the routine clerk level in office support or secretarial work.
- 1BM did not possess three year's of experience above the routine clerk level in office support or secretarial work.
- 3AF did not possess three year's of experience above the routine clerk level in office support or secretarial work.

The remaining fifteen (15) candidates were offered interviews including 1BM goal candidates.

- 1BM did not respond to the request for an interview.

There were no goal candidates remaining in the pool.

The agency did not achieve a goal with the hire of **one (1) Hispanic Female** who met all of the minimum and preferred and was selected based upon their interview.

5. CSCU Administrative Assistant - (1BF)

Position Summary: Perform confidential administrative support for the Dean of Faculty to contribute to the effective and efficient operation of the assigned department.

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.)

This position was posted on the following sites: HigherEdJobs.com, Diverse Issues in Higher Education, Workplace Diversity, Latino's in Higher Ed, LinkedIn, Indeed.com, Facebook page, Zip Recruiter, Indeed.com, ct.edu, Oodle, Careerjet, Sercanto, Job.net, Jobcase.com, Neuvoo, Adzuna, and sent through the CSCU email system distribution list

Minimum Qualifications: A combination of experience and training in a professionally oriented office setting of three (3) to five (5) years.

Incumbents are required to have demonstrated advanced knowledge and abilities in the following:

- Demonstrated ability to produce quality written materials using computer equipment and software, to produce spreadsheets using associated software.
 - Demonstrated ability to meet personally with a variety of people as a representative of the CSCU System.
 - Strong organizational skills to maintain an orderly and efficient office operation.
- Strong skills in Banner and MS Office suite required as well as suite of virtual meeting applications.

Preferred Qualifications:

- Associate degree
- Five (5) or more years of experience as a secretary or higher.
- Experience providing administrative support to a Dean level or higher administrator in higher education.
- Proficiency and aptitude with office technology and databases such as Microsoft Office, and Enterprise Resource Planning (ERP) systems such as Banner.
- Bilingual or multilingual.

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	256	45	194	20	96	7	34	5	28	6	9	3	11	4	16	17
Not Qualified	185	37	133	17	63	7	21	3	23	5	7	1	6	4	13	15
Total Qualified	71	8	61	3	33	0	13	2	5	1	2	2	5	0	3	2
Qual. No Interview	46	7	38	3	19	0	8	2	1	1	2	1	5	0	3	1
Qual. Rec. Interview	25	1	23	0	14	0	5	0	4	0	0	1	0	0	0	1
Withdrew	15	1	14	0	10	0	1	0	3	0	0	1	0	0	0	0
Interviewed	10	0	9	0	4	0	4	0	1	0	0	0	0	0	0	1
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 two hundred and fifty-six (256) applications for this position of which there was **20WM**, **7BM**, and **9AF** goal candidate.

Of the two hundred and fifty-six (256) candidates, one hundred and eighty-five (185) were deemed not qualified, including 17WM, 7BM, and 7AF goal candidates.

- 1WM submitted an incomplete application.
- 16WM did not possess a combination of experience and training in a professionally oriented office setting of three (3) to five (5) years.
- 7BM did not possess a combination of experience and training in a professionally oriented office setting of three (3) to five (5) years.
- 1AF was not legally authorized to work in the United States.
- 1AF submitted an incomplete application.

- 5AF did not possess a combination of experience and training in a professionally oriented office setting of three (3) to five (5) years.

The remaining seventy-one (71) candidates were deemed qualified, however, forty-six (46) were not offered interviews including 3WM and 2AF goal candidates.

- 3WM did not possess experience providing administrative support to a Dean level or higher administrator in higher education.
- 2AF did not possess experience providing administrative support to a Dean level or higher administrator in higher education.

The remaining twenty-five (25) candidates met the required and preferred qualifications, including experience providing administrative support to a Dean level or higher administrator in higher education, 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 and was selected based on their interview.

6. CSCU Administrative Assistant - (1WF)

Position Summary: Perform confidential administrative support for the Dean of Faculty to contribute to the effective and efficient operation of the assigned department.

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.)

This position was posted on the following sites: HigherEdJobs.com, Diverse Issues in Higher Education, Workplace Diversity, Latino's in Higher Ed, LinkedIn, Indeed.com, Facebook page, Zip Recruiter, Indeed.com, ct.edu, Oodle, Careerjet, Sercanto, Job.net, Jobcase.com, Neuvoo, Adzuna, and sent through the CSCU email system distribution list

Minimum Qualifications: A combination of experience and training in a professionally oriented office setting of three (3) to five (5) years.

Incumbents are required to have demonstrated advanced knowledge and abilities in the following:

- Demonstrated ability to produce quality written materials using computer equipment and software, to produce spreadsheets using associated software.
- Demonstrated ability to meet personally with a variety of people as a representative of the CSCU System.
- Strong organizational skills to maintain an orderly and efficient office operation.
- Strong skills in Banner and MS Office suite required as well as suite of virtual meeting applications.

Preferred Qualifications:

- Associate degree
- Five (5) or more years of experience as a secretary or higher.

- Experience providing administrative support to a Dean level or higher administrator in higher education.
- Proficiency and aptitude with office technology and databases such as Microsoft Office, and Enterprise Resource Planning (ERP) systems such as Banner.
- Bilingual or multilingual.

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	258	26	199	14	110	5	22	5	28	0	16	1	11	1	12	33
Not Qualified	68	8	54	4	25	1	5	2	10	0	7	1	3	0	4	6
Total Qualified	190	18	145	10	85	4	17	3	18	0	9	0	8	1	8	27
Qual. No Interview	177	17	134	10	78	3	16	3	17	0	9	0	8	1	6	26
Qual. Rec. Interview	13	1	11	0	7	1	1	0	1	0	0	0	0	0	2	1
Withdrew	3	0	3	0	2	0	0	0	1	0	0	0	0	0	0	0
Interviewed	10	1	8	0	5	1	1	0	0	0	0	0	0	0	2	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 fifty-eight (258) applications for this position of which there was **14WM**, **5BM**, and **16AF** goal candidate.

Of the two hundred and fifty-eight (258) candidates, sixty-eighty-(68) were deemed not qualified, including 4WM, 1BM, and 7AF goal candidates.

- 1WM submitted an incomplete application.
- 1WM was not legally authorized to work in the United States.
- 1WM did not possess a combination of experience and training in a professionally oriented office setting of three (3) to five (5) years.
- 1WM did not possess Banner experience.
- 1BM submitted an incomplete application.
- 1AF submitted an incomplete application.
- 1AF was not legally authorized to work in the United States.
- 5AF did not possess a combination of experience and training in a professionally oriented office setting of three (3) to five (5) years.

The remaining one hundred and ninety (190) candidates were deemed qualified, however, one hundred and ninety (177) were not offered interviews based on not meeting preferred qualifications, including 10WM, 3BM, and 9AF goal candidates.

- 3WM did not possess five (5) or more years of experience as a secretary or higher, experience providing administrative support to a Dean level or higher administrator in higher education, or Bilingual or multilingual.
- 3WM did not possess five (5) or more years of experience as a secretary or higher, or bilingual or multilingual.

- 4WM did not possess experience providing administrative support to a Dean level or higher administrator in higher education, or Bilingual or multilingual.
- 2BM did not possess five (5) or more years of experience as a secretary or higher, or bilingual or multilingual.
- 1BM did not possess five (5) or more years of experience as a secretary or higher or experience providing administrative support to a Dean level or higher administrator in higher education, or bilingual or multilingual.
- 4AF did not possess five (5) or more years of experience as a secretary or higher or experience providing administrative support to a Dean level or higher administrator in higher education, or bilingual or multilingual.
- 2AF did not possess an associate's degree, five (5) or more years of experience as a secretary or higher, or bilingual or multilingual.
- 1AF did not possess an associate's degree, experience providing administrative support to a Dean level or higher administrator in higher education, or bilingual or multilingual.
- 1AF did not possess five (5) or more years of experience as a secretary or higher, or experience providing administrative support to a Dean level or higher administrator in higher education.
- 1AF did not possess five (5) or more years of experience as a secretary or higher or proficiency and aptitude with office technology and databases such as Microsoft Office, and Enterprise Resource Planning (ERP) systems such as Banner.

The remaining thirteen (13) candidates met the required qualifications and at least four (4) preferred qualifications and were offered interviews, including 1BM goal candidate.

- 1BM met the required and four (4) preferred qualifications (i.e., was not bilingual); however, he was not selected based on their interview. In response to question 1, candidate did not express an awareness or understanding of the mission of the community college and the student population that it serves. He gave a response that the mission was to "assist students in any way possible." The candidate did not share specific strengths, skills, and experiences he had related to the position. He mentioned a student worker position at MXCC describing tasks that didn't relate to this position (e.g. campus tours, creating marketing displays). In response to question 3, candidate focused on ordering supplies and spending money on mailings but did not address working with budgets, vendors, and making purchases and payments. In response to question 4, candidate did not share specific skills and techniques in using technology applications, but just rather stated that he "loves Excel and Teams." His specificity only spoke to hardware (not software) such as "hooking up cameras", etc. He did not describe his experience with proofreading documents (in response to question 5) - Talked about EBT cards, health benefits, and labor benefits for his clients at DSS in response to the proofreading question. In response to question 6, he describes his typical day mainly occupied with scanning and mailing documents which did not address how he prioritizes tasks. The candidate's response to handling a conflict at work was limited to a theft which his supervisor handled.

The agency did not achieve a goal with the hire of **one (1) White Female** who met all of the minimum and four (4) preferred (i.e., was not bilingual) and was selected based on their interview.

- 1WF was selected based on the interview. In response to question 1, candidate described her interest in the position as a potential advancement of a long-standing career at CT State

Middlesex as Secretary 1 and Secretary 2 level positions. Candidate expressed wanting to advance her career within the CT State system. In response to the mission of the community college, she mentioned, "wanting to provide educational resources and making it accessible". She had an awareness of CT State as she discussed the changes in leadership (i.e., Regional President structure) at CT State and offered a positive/optimistic view of the changes. In response to question 2, candidate described 25 years of state services, 23 years at the community college in an administrative role, 23 years of Banner system experience, has chaired meetings, provided front line support such as phones and emails, skills in MS Office including Excel, Word, and Teams. In response to question 4, candidate described experience with Excel (favorite software), Teams, Word, Outlook and uses Word for composing letters/emails. Also has experience with Banner and OnBase processing a myriad of financial aid reports. Uses Word to create/edit letters, emails, reports, mail merges, flyers, uses Excel to track work study applications, uses Teams to chair the Student Services Assembly, schedules/leads this meeting 1x per month, meets to address student financial aid questions in Teams, uses Outlook to schedule calendars, set up shared calendars, etc. Uses OnBase which is a portal used for students uploading Financial Aid documents/information. In response to question 5, candidate described triple checking and telling her work study students to proofread data, be careful, check for accuracy. Also described proofreading the college catalog when it was in a printed format. Also, she mentioned always trying to be detail oriented. In response to question 9, candidate said that she has an Associates degree in Business Office Technology and 4 classes towards her Bachelor's; Also has Executive Secretary, Word Processing, and Library Technical Associate certificates.

7. HR Talent and Recruitment Assistant (1WF)

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
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 did not achieve a goal when this **one (1) White Female** transferred into the agency from the CT State Colleges and Universities System Office within their position as a result of a system-wide reorganization resulting in the talent and recruitment team transitioning into CT State Community College from the CSCU System Office.

Clerical – Litchfield

- **Goals: 2HF**
- **Hires: 1AF**
- **Goal Achievement: Zero (0) out of two (2) for 0% of the hires in this category met Affirmative action Goals.**

1. Secretary 2 – NWCC (1AF)

PURPOSE OF JOB CLASS (NATURE OF WORK): In a state agency this class is accountable for independently performing a full range of secretarial support functions requiring an understanding of organizational policies and procedures.

EXAMPLES OF DUTIES

Performs a variety of secretarial duties as described in the following areas:

- **TYPING:**
 - Using computers, tablets, and other electronic equipment, formats and types a full range of correspondence, reports, bills, drafts, etc. from rough draft, transcription, dictated notes, etc.;
 - Proofreads for content;
 - Edits using knowledge of grammar, punctuation and spelling.
- **FILING:**
 - Designs office filing systems;
 - Organizes and maintains files (including confidential files);
 - Maintains, updates and reviews reference materials and manuals.
- **CORRESPONDENCE:**
 - Composes complex letters and/or memoranda, etc. (e.g., explaining department practices/policies) for own or supervisor's signature.
- **REPORT WRITING:**
 - Compiles information from a variety of sources and prepares narrative or statistical reports, exercising judgment in the selection of items to be included.
- **INTERPERSONAL:**
 - Greets and directs visitors;
 - Answers phones and screens incoming calls;
 - Provides advice to callers regarding policy and procedures (e.g., citing a regulation to solve a specific problem);
 - Coordinates with others both within and outside of the organization on a variety of non-routine matters.
- **PROCESSING:**
 - Screens letters, memos, reports and other materials to determine action required;
 - May make recommendations to the supervisor.
- **SECRETARY:**
 - Arranges and coordinates meetings (including space and equipment);
 - Researches, assembles and coordinates meeting materials (e.g., charts, graphs, reports);

- Writes minutes of meetings, lectures, conferences, etc. from rough draft;
- Takes notes and/or meeting minutes;
- Prepares expense accounts;
- Makes travel arrangements.
- **OFFICE MANAGEMENT:**
 - Maintains an inventory of supplies and equipment;
 - Orders supplies when necessary;
 - Completes, processes and maintains paperwork for purchasing (e.g., orders, requisitions, invoices, etc.);
 - Maintains time and attendance records;
 - Assists in preparing and monitoring the office budget (e.g., compiles figures, reviews statistical reports, verifies expense items);
 - Designs and initiates new forms and procedures to facilitate workflow;
- Performs related duties as required.

KNOWLEDGE, SKILL AND ABILITY

- Considerable knowledge of
 - office systems and procedures;
 - proper grammar, punctuation and spelling;
- Knowledge of
 - business communications;
 - department's/unit's policies and procedures;
 - business math;
- Skills;
 - interpersonal skills;
 - oral and written communication skills;
- Ability to
 - schedule and prioritize office workflow;
 - operate office equipment which includes computers, tablets, and other electronic equipment;
 - operate office suite software;
 - take notes (shorthand, speedwriting or other method acceptable to the supervisor).

MINIMUM QUALIFICATIONS - GENERAL EXPERIENCE

Three (3) years of experience above the routine clerk level in office support or secretarial work.

MINIMUM QUALIFICATIONS - SPECIAL EXPERIENCE

One (1) year of the General Experience must have been as a Secretary 1 or its equivalent.

MINIMUM QUALIFICATIONS - SUBSTITUTIONS ALLOWED

College training in the secretarial sciences may be substituted for the General Experience on the basis of fifteen (15) semester hours equaling one-half (1/2) year of experience to a maximum of two (2) years.

Preferred Qualifications:

- 2 years or more experience managing and operating an office (answering phones, screening calls, transferring as needed, copying, assisting colleagues, etc.)
- Experience with front-end reception & providing excellent customer service, including working with students, clients, or public.
- Experienced in the use of Microsoft Office Suite applications (Word, Excel, Outlook, PowerPoint, and Teams)
- Experience with maintaining schedules for a busy, multi-staffed office.

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	87	9	75	3	56	2	5	0	6	0	2	1	2	3	4	3
Not Qualified	71	6	62	1	46	2	5	0	6	0	1	1	1	2	3	3
Total Qualified	16	3	13	2	10	0	0	0	0	0	1	0	1	1	1	0
Qual. No Interview	3	0	3	0	2	0	0	0	0	0	0	0	0	0	1	0
Qual. Rec. Interview	13	3	10	2	8	0	0	0	0	0	1	0	1	1	0	0
Withdrew	2	0	2	0	2	0	0	0	0	0	0	0	0	0	0	0
Interviewed	11	3	8	2	6	0	0	0	0	0	1	0	1	1	0	0
Offered	1	0	1	0	0	0	0	0	0	0	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	1	0	1	0	0	0	0	0	0	0	1	0	0	0	0	0

*AAIANHNPI = Asian, American Indian, Alaskan Native, Hawaiian Native, Pacific Islander.

We received eighty-seven (87) applications for this position of which there were **6HF** goal candidates.

Of the eighty-seven (87), seventy-one (71) applicants were deemed not qualified, including 6HF goal candidates.

- 6HF did not possess three years of experience above the routine clerk level in office support or secretarial work.

There were no goal candidates remaining in the pool.

The agency did not achieve a goal with the hire of **one (1) Asian Female** who met the minimum and preferred and was selected based upon their interview.

Clerical – Middlesex

- **Goals: 1BF**
- **Hires: NONE**
- **Goal Achievement: Zero (0) out of one (1) for 0% of the hires in this category met Affirmative action Goals.**

Clerical – New Haven

- **Goals: 2WF, 1BM, 1HM, 1AF, 1TF**
- **Hires: NONE**
- **Goal Achievement: Zero (0) out of six (6) for 0% of the hires in this category met Affirmative action Goals.**

Clerical – New London

- **Goals: 1WM, 1HM**
- **Hires: NONE**
- **Goal Achievement: Zero (0) out of one (1) for 0% of the hires in this category met Affirmative action Goals.**

Clerical – Windham

- **Goals: NONE**
- **Hires: NONE**
- **Goal Achievement: Zero (0) out of zero(0) for 0% of the hires in this category met Affirmative action Goals.**

Paraprofessional – Fairfield

- **Goals: 1WM, 2WF, 1AM**
- **Hires: 1WF, 1HM**
- **Goal Achievement: One (1) of five (5) for 20% of the hires in this category met Affirmative action Goals.**

1. Administrative Services Assistant – HCC (1WF)

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	131	22	93	9	31	4	29	3	16	2	6	2	5	2	6	16
Not Qualified	115	21	79	8	26	4	23	3	15	2	4	2	5	2	6	15
Total Qualified	16	1	14	1	5	0	6	0	1	0	2	0	0	0	0	1
Qual. No Interview	11	0	10	0	2	0	5	0	1	0	2	0	0	0	0	1
Qual. Rec. Interview	5	1	4	1	3	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
Interviewed	5	1	4	1	3	0	1	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 achieved **one (1) of two (2) White Female** goals with the hire of **one (1) White Female**.

2. Administrative Services Assistant – NCC (1HM)

Position Summary: The Administrative Services Assistant is responsible for a wide range of procurement, accounts receivable, accounts payable, payroll, cashiering, and administrative services at a Community College.

This position was posted on the following sites: HigherEdJobs.com, Diverse Issues in Higher Education, Workplace Diversity, Latino's in Higher Ed, LinkedIn, Indeed.com, Facebook page, Zip Recruiter, Indeed.com, ct.edu, Oodle, Careerjet, Sercanto, Job.net, Jobcase.com, Neuvoo, Adzuna, and sent through the CSU email system distribution list

Minimum Qualifications: An Associate's degree in an appropriately related field or a combination of education, training and experience which would lead to the competencies required for successful performance of the position's essential duties

Incumbents are required to have demonstrated advanced knowledge and abilities in the following:

- Experience working in a cashiers, finance, financial aid, or other similar financial and/or business office.

Preferred Qualifications:

- Experience using financial database software to process financial transactions, e.g., Banner
- Experience serving the public
- Experience in an educational environment
- Experience using Microsoft Excel

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	65	16	39	7	18	2	7	3	7	2	1	0	2	2	4	10
Not Qualified	32	9	16	5	9	2	2	1	2	1	0	0	1	0	2	7
Total Qualified	33	7	23	2	9	0	5	2	5	1	1	0	1	2	2	3
Qual. No Interview	8	2	5	1	3	0	0	0	1	0	0	0	1	1	0	1
Qual. Rec. Interview	25	5	18	1	6	0	5	2	4	1	1	0	0	1	2	2
Withdraw	11	2	8	0	2	0	2	1	2	1	0	0	0	0	2	1
Interviewed	14	3	10	1	4	0	3	1	2	0	1	0	0	1	0	1
Offered	1	1	0	0	0	0	0	1	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	0	0	1	0	0	0	0	0	0	0	0

*AAIANHNPI = Asian, American Indian, Alaskan Native, Hawaiian Native, Pacific Islander.

We received sixty-five (65) applications for this position of which, there were **7WM**, **18WF**, and **2AM** goal candidates.

Of the sixty-five (65) candidates, thirty-two (32) were deemed not qualified including 5WM, 9WF, and 1AM.

- 2WM did not possess an Associate's degree in an appropriately related field or a combination of education, training and experience which would lead to the competencies required for successful performance of the position's essential duties.
- 2WM did not possess experience working in a cashiers, finance, financial aid, or other similar financial and/or business office.
- 1WM submitted an incomplete application.
- 6WF did not possess an Associate's degree in an appropriately related field or a combination of education, training and experience which would lead to the competencies required for successful performance of the position's essential duties.

- 1WF submitted an incomplete application.
- 2WF did not possess experience working in a cashiers, finance, financial aid, or other similar financial and/or business office.
- 1AM did not possess experience working in a cashiers, finance, financial aid, or other similar financial and/or business office.

The remaining thirty-three (33) candidates were deemed qualified, however, eight (8) were not offered interviews based on not meeting preferred qualifications, including 1WM, 3WF goal candidates.

- 1WM did not possess experience using financial database software to process financial transactions, e.g., Banner or experience in an educational environment.
- 3WF did not possess experience using financial database software to process financial transactions, e.g., Banner or experience in an educational environment.

The remaining twenty-five (25) candidates were deemed qualified and recommended for interviews based on meeting at least three of the four preferred qualifications, including 1WM, 6WF and 1AM goal candidates.

- 2WF did not respond to requests for interviews.
- 1AM did not respond to request for interview.
- 1WM met required and all preferred qualifications; however, was not selected based on the interview. He was not selected because he reported he had no experience in accounts payable and made no mention of setting goals or how he prioritizes tasks based on importance and urgency. He did not detail his proficiency or any understanding of various functions in Microsoft Excel.
- 1WF met the required qualifications and three preferred (i.e., did not possess experience using financial database software to process financial transactions); however, was not selected based on the interview. She was not selected because she did not provide a specific outline to their leadership approach nor an example of how they have successfully used this leadership style with their past or current team. She reported during the interview she had limited Excel experience and had very limited exposure to creating spreadsheets.
- 1WF met the required qualifications and three preferred (i.e., did not possess experience in an educational setting); however, was not selected based on the interview. She was not selected because she indicated she had no experience working with educational departments in higher education. She stated she did not have a lot of experience with Excel and specifically stated she did not understand how to produce pivot tables, or other Excel functions.
- 1WF met the required and all preferred qualifications; however, was not selected based on their interview. She was not selected because she indicated they did not have experience working in a higher education setting and did not discuss diversity beyond the construct of race or provide any examples of how diversity can be used to make a positive experience. She also did not provide a specific outline to their leadership approach nor an example of their leadership style. Based on questioning during interview, the candidate did not have experience with excel or creating spreadsheets.
- 1WF met the required and all preferred qualifications; however, was not selected based on their interview. She was not selected because they did not present experience working

collaboratively with educational departments specifically in higher education. They did not discuss using Excel, including pivot tables, or other functions. They also did not provide a specific outline to their leadership approach of how to lead the team or a project they were assigned to in order to successfully complete assigned tasks.

The region did not achieve a goal with the hire of **one (1) Hispanic Male**.

- 1HM who met all of the minimum and all preferred qualifications and was selected based on his interview. He provided examples of collaborative experiences with educational departments such as Academic Counseling, Business, One Stop and Financial Aid, as well as faculty support. He works in the CT State Norwalk campus and gave an example of supporting students by partnering with staff in the above mentioned office to best support the student's needs. He indicated his proficiency with Microsoft Office Suite, including excel, and stated he has worked in the Information Technology office at Norwalk and is able to provide IT support to all students, staff, and faculty. He provided examples of his experience with accounts payable, working with inventory, and cashing as well as compliance training. He mentioned working at a bank where he would explain contracts to new hires, balance out the cash box as a teller, and attended training for money laundering and customer service. He reported that he works well under pressure or in high volume traffic and gave an example of how he worked as a supervisor and had to handle a conflict where he remained calm and productive enough to handle questions from the rest of his team. He referred to himself as an effective multi-tasker who works well with multiple offices and multiple students at the same time. He also shared experience about how he communicates well with team and supervisor and excels in customer service because he said he feels in order to be successful, you must know how to work really well with a team. He is also multi-lingual- Spanish, Portuguese, English.

Paraprofessional – Hartford

- **Goals:** 2WF, 1BF, 1HM, 1TF
- **Hires:** 1WM, 2WF, 1BF, 1HM
- **Goal Achievement:** Four (4) out of five (5) for 80% of the hires in this category met Affirmative action Goals.

1. Administrative Services Assistant – MCC (1WF)

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	90	25	57	14	30	5	11	3	8	2	3	0	3	1	2	8
Not Qualified	74	22	45	13	23	5	9	2	6	1	3	0	2	1	2	7
Total Qualified	16	3	12	1	7	0	2	1	2	1	0	0	1	0	0	1
Qual. No Interview	3	0	2	0	1	0	1	0	0	0	0	0	0	0	0	1
Qual. Rec. Interview	13	3	10	1	6	0	1	1	2	1	0	0	1	0	0	0
Withdrew	5	3	2	1	2	0	0	1	0	1	0	0	0	0	0	0
Interviewed	8	0	8	0	4	0	1	0	2	0	0	0	1	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 achieved the **first (1) of two (2) White Female** goals with the hire of **one (1) White Female**.

2. Administrative Services Assistant – (1WF, 1HM)

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	120	31	77	18	43	2	9	8	12	2	7	0	2	1	4	12
Not Qualified	103	26	66	17	39	2	7	6	8	1	6	0	2	0	4	11
Total Qualified	17	5	11	1	4	0	2	2	4	1	1	0	0	1	0	1
Qual. No Interview	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Qual. Rec. Interview	17	5	11	1	4	0	2	2	4	1	1	0	0	1	0	1
Withdrew	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Interviewed	17	5	11	1	4	0	2	2	4	1	1	0	0	1	0	1
Offered	2	1	1	0	1	0	0	1	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	1	1	0	1	0	0	1	0	0	0	0	0	0	0	0

*AAIANHNPI = Asian, American Indian, Alaskan Native, Hawaiian Native, Pacific Islander.

The agency achieved **the second (2) of two (2) White Female** goals with the hire of **one (1) White Female**.

The agency achieved **one (1) of one (1) Hispanic Male** goals with the hire of **one (1) Hispanic Male**.

3. Administrative Services Assistant – NCC (1BF)

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	132	32	78	14	39	3	14	5	11	2	6	3	3	5	5	22
Not Qualified	116	30	66	13	35	3	12	5	9	2	4	3	3	4	3	20
Total Qualified	16	2	12	1	4	0	2	0	2	0	2	0	0	1	2	2
Qual. No Interview	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Qual. Rec. Interview	16	2	12	1	4	0	2	0	2	0	2	0	0	1	2	2
Withdrew	9	2	6	1	2	0	1	0	2	0	1	0	0	1	0	1
Interviewed	7	0	6	0	2	0	1	0	0	0	1	0	0	0	2	1
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.

The agency achieved **one (1) of one (1) Black Female** goals with the hire of **one (1) Black Female**.

4. Admission Processing Specialist – TXCC (1WM)

Position Summary: The Admission Processing Specialist provides operational support to the Admissions Office, with a focus on the review and processing of admissions paperwork and providing information to a variety of individuals regarding admissions and enrollment. The Admissions Processing Specialist processes applications for all 12 CT State CC campuses. The incumbent will assist with the accurate processing of all admissions application and supplemental items within a highly automated environment. The Admissions Processing Specialist is the designated campus liaison for CRM Recruit. The Admissions Processing Specialist provides mostly back-office support to move students accurately and efficiently through the process to admission but may be tasked with working the front counter in the same capacity for students and their families. This position is located on ground at a campus location.

This position was posted on the following sites: HigherEdJobs.com, Diverse Issues in Higher Education, Workplace Diversity, Latino's in Higher Ed, LinkedIn, Indeed.com, Facebook page, Zip Recruiter, Indeed.com, ct.edu, Oodle, Careerjet, Sercanto, Job.net, Jobcase.com, Neuvoo, Adzuna, and sent through the CSCU email system distribution list

Minimum Qualifications: Associate's degree in an appropriately related field together with up to three (3) years of related experience in admissions, enrollment services, or related field; or a combination of education, training and experience which would lead to the competencies required for successful performance of the position's essential duties.

Incumbents are required to have demonstrated advanced knowledge and abilities in the following:

- Demonstrates an ability to relate favorably to students, parents, and college staff.
- Knowledge of FERPA and other compliance areas as it relates to student records.
- Strong organization and detail-oriented skills.
- Proficiency and aptitude with office technology and databases such as Microsoft Office, Banner, and CRM Recruit.
- The ability to multi-task in a fast-paced environment.

Preferred Qualifications:

- Experience working in a community college environment.
- Experience using college database platforms such as CRM Recruit, Banner, or similar.

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	128	40	79	22	40	4	14	6	11	6	4	1	5	1	5	9
Not Qualified	112	35	68	20	36	4	13	4	10	5	4	1	3	1	2	9
Total Qualified	16	5	11	2	4	0	1	2	1	1	0	0	2	0	3	0
Qual. No Interview	3	1	2	0	0	0	0	1	0	0	0	0	0	0	2	0
Qual. Rec. Interview	13	4	9	2	4	0	1	1	1	1	0	0	2	0	1	0
Withdrew	3	1	2	0	0	0	0	1	0	0	0	0	1	0	1	0
Interviewed	10	3	7	2	4	0	1	0	1	1	0	0	1	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 one hundred and twenty-eight (128) applications for this position of which, there were **5TF** goal candidates. Goals for WF, BF, and HM were previously achieved.

Of the one hundred and twenty-eight (128) applicants, one hundred-twelve (112) were deemed not qualified including 3TF.

- 1TF did not possess an Associate's degree in an appropriately related field together with up to three (3) years of related experience in admissions, enrollment services, or related field; or a combination of education, training and experience which would lead to the competencies required for successful performance of the position's essential duties which would lead to the competencies required for successful performance of the position's essential duties.

- 2TF did not have higher education experience, as such did possess experience demonstrating an ability to relate favorably to students, parents, and college staff, knowledge of FERPA and other compliance areas as it relates to student records or student information systems, e.g., Proficiency and aptitude with office technology and databases such as Banner and CRM Recruit.

The remaining sixteen (16) candidates met the required and all preferred qualifications and were recommended for interview, including 2TF goal candidate.

- 1TF did not respond to request for interview.
- 1TF was not selected based on their interview. She gave a general statement regarding the mission but did not elaborate on its purpose or indicate that research had been conducted prior to the interview. They also stated that they were unfamiliar with the community college process. The candidate did not provide examples of participation in any special projects. When asked to describe an example of a difficult situation, although they provided an example they did not go into detail. There was a lack of insight into the candidate's ability to troubleshoot issues that may arise with database systems or technology as the desired response would have included an example of handling a situation when errors occurred.

The region did not achieve a goal with the hire of **one (1) White Male**.

- 1WM met all of the minimum and preferred qualifications and was selected based on the interview. He shared his familiarity with our students and through his work at Central Connecticut State University. They also went into detail how we serve everyone and went over the actual mission statement for CCCC. They detailed their understanding of the community college admissions process as they went through the admissions process, talked about supplemental items, and went through the process himself as a student at Tunxis. He stated the definition of FERPA and the requirements. They also discussed FERPA waiver and the finite details and requirements of FERPA. He stated that he had a commitment to professionalism and provided examples of overcoming obstacles to providing services and can establish rapport with individuals from diverse backgrounds. This was done by spending more time with certain populations and understanding that there are sensitive situations and has to keep things confidential. They described their experience using CRM and Student Information Systems (e.g., Banner) and recognized the need to meet students at their level and is skilled in handling difficult situations. He described how he is able to multitask and manage time efficiently and talked about daily tasks and setting up to do list as well as shifting tasks depending on the priority. He stated that he enjoys and values teamwork and is willing to collaborate as a team player and understands that professionalism requires respect and calmness. He also described how he is proficient in problem-solving and aware of the appropriate chain of command and will troubleshoot himself and will take next steps to supervisor to make sure the needs of the office and students are met.

Paraprofessional – Litchfield

- **Goals:** 1HF
- **Hires:** NONE
- **Goal Achievement:** Zero (0) out of one (1) for 0% of the hires in this category met Affirmative action Goals.

Paraprofessional – Middlesex

- **Goals:** 1WF
- **Hires:** 1WF
- **Goal Achievement:** One (1) out of one (1) for 100% of the hires in this category met Affirmative action Goals.

1. Administrative Services Specialist (1WF)

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	152	35	101	20	57	4	9	2	11	6	7	2	3	1	14	16
Not Qualified	123	30	79	18	46	4	7	1	7	5	6	1	3	1	10	14
Total Qualified	29	5	22	2	11	0	2	1	4	1	1	1	0	0	4	2
Qual. No Interview	7	1	6	1	5	0	0	0	0	0	0	0	0	0	1	0
Qual. Rec. Interview	22	4	16	1	6	0	2	1	4	1	1	1	0	0	3	2
Withdraw	4	0	3	0	0	0	1	0	2	0	0	0	0	0	0	1
Interviewed	18	4	13	1	6	0	1	1	2	1	1	1	0	0	3	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.

The agency achieved **one (1) of one (1) White Female** goals with the hire of **one (1) White Female**.

Paraprofessional – New Haven

- **Goals:** 1WM, 3WF, 1BM, 1HM
- **Hires:** 1WM, 1AF, 1UF
- **Goal Achievement:** One (1) out of six (6) for 16% of the hires in this category met Affirmative Action Goals.

1. Library Associate (1WM)

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	106	31	59	17	46	2	3	6	4	4	2	0	2	2	2	16
Not Qualified	59	16	33	7	25	1	2	4	2	3	1	0	1	1	2	10
Total Qualified	47	15	26	10	21	1	1	2	2	1	1	0	1	1	0	6
Qual. No Interview	33	11	20	7	17	0	0	2	2	1	1	0	0	1	0	2
Qual. Rec. Interview	14	4	6	3	4	1	1	0	0	0	0	0	1	0	0	4
Withdraw	6	3	3	2	2	1	0	0	0	0	0	0	1	0	0	0
Interviewed	8	1	3	1	2	0	1	0	0	0	0	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.

The agency achieved **one (1) of one (1) White Male** goals with the hire of **one (1) White Male**.

2. Information Technician 1 (1AF)

Position Summary: The Information Technology Technician I performs computer hardware and software maintenance and repair at a Community College which relies on computerized services in support of its academic and administrative functions. Those computerized services include information technology assistance to academic computer labs, classroom computerized instruction and to departments such as the Business Office, Registrar, Admission, Library, and Student Services.

The position's role is focused on providing technical assistance to the users of the various computer systems through diagnosing and repairing computer and software operating problems but also includes computer installation and modification as well as demonstrating proper computer and related equipment operation.

Minimum Qualifications: Associate's degree, in computer technology or related field, with one (1) or more years of experience in computer system and software installation, repair, maintenance and operation; or a combination of education, training, and experience which would lead to the competencies required for successful performance of the position's essential duties.

Incumbents are required to have demonstrated advanced knowledge and abilities in the following:

- Microcomputer hardware, software, related peripheral equipment, software applications and equipment assembly and installation
- Installing, operating, adapting, diagnosing and repairing malfunctions in computer equipment and software, including complex software systems such as the Banner system

Candidates must possess proven ability to effectively work with culturally, linguistically, and ethnically diverse faculty, staff, and students. They are expected to have excellent interpersonal oral and written communication skills along with strong Information technology literacy skills such as Microsoft Office (Word, Excel, Outlook, Teams etc.).

Preferred Qualifications:

- Two (2) years of experience in computer system and software installation, repair, maintenance and operation
- Experience with enterprise level Help Desk software
- Experience with Microsoft Active Directory
- Experience in diagnosing, maintaining, and repairing Audio/Visual classroom equipment

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	196	145	15	57	3	28	5	19	2	17	2	11	1	13	2	36
Not Qualified	145	106	9	45	0	18	4	18	1	9	1	5	1	11	2	30
Total Qualified	51	39	6	12	3	10	1	1	1	8	1	6	0	2	0	6
Qual. No Interview	46	35	5	11	3	10	1	1	1	6	0	6	0	1	0	6
Qual. Rec. Interview	5	4	1	1	0	0	0	0	0	2	1	0	0	1	0	0
Withdrew	1	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0
Interviewed	4	3	1	1	0	0	0	0	0	1	1	0	0	1	0	0
Offered	1	0	1	0	0	0	0	0	0	0	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	1	0	1	0	0	0	0	0	0	0	1	0	0	0	0	0

*AAIANHNPI = Asian, American Indian, Alaskan Native, Hawaiian Native, Pacific Islander.

We received one-hundred ninety-six (196) applicants of which there were **3WF**, **28BM**, and **19HM**. Goals for WM were previously achieved.

Of the one-hundred ninety-six (196) candidates, one hundred and forty-five (145) were deemed not qualified including 18BM and 18HM goal candidates.

- 2BM were not legally authorized to work in the United States.
- 4BM submitted incomplete applications.
- 10BM did not possess a Associate's degree, in computer technology or related field, with one (1) or more years of experience in computer system and software installation, repair, maintenance and operation; or a combination of education, training, and experience which would lead to the competencies required for successful performance of the position's essential duties.
- 1BM did not possess experience installing, operating, adapting, diagnosing and repairing malfunctions in computer equipment and software, including complex software systems such as the Banner system.
- 1BM did not possess experience with microcomputer hardware, software, related peripheral equipment, software applications and equipment assembly and installation, installing, operating, adapting, diagnosing and repairing malfunctions in computer equipment and software, including complex software systems such as the Banner system.
- 14HM did not possess an Associate's degree, in computer technology or related field, with one (1) or more years of experience in computer system and software installation, repair, maintenance and operation; or a combination of education, training, and experience which would lead to the competencies required for successful performance of the position's essential duties.
- 2HM submitted incomplete applications.
- 2HM did not possess experience with microcomputer hardware, software, related peripheral equipment, software applications and equipment assembly and installation, installing, operating, adapting, diagnosing and repairing malfunctions in computer equipment and software, including complex software systems such as the Banner system.

The remaining fifty-one (51) candidates were deemed qualified; however, forty-six (46) were not offered interviews, including 3WF, 10BM, and 1HM.

- 1WF did not possess experience with Microsoft Active Directory, or experience in diagnosing, maintaining, and repairing Audio/Visual classroom equipment.
- 2WF did not possess experience in diagnosing, maintaining, and repairing Audio/Visual classroom equipment.
- 5BM did not possess experience in diagnosing, maintaining, and repairing Audio/Visual classroom equipment.
- 5BM did not possess two (2) years of experience in computer system and software installation, repair, maintenance and operation, experience with enterprise level Help Desk software, experience with Microsoft Active Directory, experience in diagnosing, maintaining, and repairing Audio/Visual classroom equipment.

- 1HM did not possess experience with Microsoft Active Directory, or experience in diagnosing, maintaining, and repairing Audio/Visual classroom equipment.

The remaining five (5) candidates were offered interviews by meeting the required and all preferred qualifications for the position.

There were no goal candidates remaining in the pool.

The agency did not achieve a goal with the hire of **one (1) Asian Female** who met all of the minimum and preferred qualifications and was selected based upon their interview.

3. Library Associate (1UF)

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	0	0	0	0	0	0	0	0	0	0	1	0
Not Qualified	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total Qualified	1	0	1	0	0	0	0	0	0	0	0	0	0	0	1	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	0	0	0	0	0	0	0	0	0	0	1	0
Withdrew	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Interviewed	1	0	1	0	0	0	0	0	0	0	0	0	0	0	1	0
Offered	1	0	1	0	0	0	0	0	0	0	0	0	0	0	1	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	0	0	1	0

*AAIANHNPI = Asian, American Indian, Alaskan Native, Hawaiian Native, Pacific Islander.

The agency did not achieve a goal with this UF who went from PT to FT within their position. There were no other applicants.

Paraprofessional – New London

- **Goals: 1WM, 1HM**
- **Hires: NONE**
- **Goal Achievement: Zero (0) out of one (1) for 0% of the hires in this category met Affirmative action Goals.**

Paraprofessional – Windham

- **Goals: 3WF**
- **Hires: 1BM**
- **Goal Achievement: Zero (0) out of three (3) for 0% of the hires in this category met Affirmative action Goals.**

1. Student Services Generalist (1BM)

Position Summary: The Student Services Generalist plays a vital role in providing immediate guidance and assistance to students in need of advising, enrollment, financial aid, IT, and other support. This role will entail providing on-site, front-office support to students arriving at the facility with a broad range of needs. The incumbent maintains extensive cooperation and collaborative relationships with campus offices across both student and academic affairs.

Candidates must possess proven ability to effectively work with culturally, linguistically, and ethnically diverse faculty, staff, and students. They are expected to have excellent interpersonal oral and written

communication skills along with strong Information technology literacy skills such as Microsoft Office (Word, Excel, Outlook, Teams etc.).

Minimum Qualifications: Associate's Degree in an appropriately relevant field together with up to three (3) years of related experience; or a combination of education, training and experience which would lead to the competencies required for successful performance of the position's essential duties.

Incumbents are required to have demonstrated advanced knowledge and abilities in the following:

- Experience in student services in a higher education setting.
- Strong communication skills with demonstrated success in developing and maintaining professional relationships with various internal partners, including students, faculty, administration, and staff.

Preferred Qualifications:

- Experience in student services in a community college setting.
- Experience using a Student Information System such as Banner (or comparable system).
- Experience using Event Management software e.g. EMS.
- Experience in a student-facing office setting.
- Bilingual (English/Spanish).

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	48	20	20	12	12	2	2	1	5	2	0	3	1	0	0	8
Not Qualified	16	5	7	2	4	1	1	0	1	1	0	1	1	0	0	4
Total Qualified	32	15	13	10	8	1	1	1	4	1	0	2	0	0	0	4
Qual. No Interview	16	7	7	4	4	0	0	1	3	0	0	2	0	0	0	2
Qual. Rec. Interview	16	8	6	6	4	1	1	0	1	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	16	8	6	6	4	1	1	0	1	1	0	0	0	0	0	2
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 forty-eight (48) applicants of which there were **12WF** goal candidates.

Of the forty-eight (48) applicants, sixteen (16) were deemed not qualified, including 4WF.

- 2WF submitted incomplete applications.
- 2WF did not possess an associate's degree in an appropriately relevant field together with up to three (3) years of related experience; or a combination of education, training and experience which would lead to the competencies required for successful performance of the position's essential duties.

The remaining thirty-two (32) were deemed qualified, however, sixteen (16) were not offered interviews based on only meeting one of five preferred qualifications, including 4WF.

- 4WF did not possess experience in student services in a community college setting, experience using a Student Information System such as Banner (or comparable system), experience using

Event Management software e.g. EMS, or experience in a student-facing office setting, or Bilingual (English/Spanish).

The remaining sixteen (16) were offered interviews based on meeting required and at least two (2) preferred qualifications, including **4WF**.

- **1WF** met the required qualifications and all three (3) preferred qualifications (i.e., did not possess Experience in student services in a community college setting or bilingual (English/Spanish)); however, was not selected based on their interview. She did not list off previous office skills and interpersonal connections, nor did she explain the forms of communication she uses. She did not share decision making skills. For example, she shared an example of reaching out to the Dean's office to report an unhoused student needing resources but didn't provide additional information towards a resolution. She did not provide examples of resolution of conflicts, her experience with community colleges, or student services. She did not discuss the differences between certificates and/or degrees between institutions and did not address question on diversity in its entirety or bring up multiple forms of DEI. For example, she did not share the difference between equity and equality. She also did not answer question regarding DEI, but instead shared an example of working with students from India in the past. She did not discuss how she addresses confidentiality. She disclosed that she did not have application process/booking appointment experience. Candidate did not discuss cross-campus/school partnerships, communication, importance of community-building and asking for help when needed. She did not have experience with maintaining inventory. Candidate did not describe experience with contacting DC/PC's/Communication with GP Advisement, etc.
- **1WF** met the required qualifications and four (4) preferred qualifications (i.e., no experience in a student-facing office setting); however, was not selected based on their interview. She shared she has a hard time managing and taking too much control but clarified she is attempting to be better with delegating. She did not distinguish the difference between Certificates, 2-Year associate degree vs. bachelor's degree and Work Force Development within CT State. She did not differentiate between equality and equity. She also did not indicate awareness of confidential information. She was not aware of the hours of position. For example, she was unaware of offices/course times and the closure of certain offices with business hours when Willimantic is busier in the evening. She did not indicate how she would discuss appointments and/or courses with a student who is asking to register for courses.
- **1WF** met the required qualifications and three (3) preferred qualifications (i.e., did not possess experience in student services in a community college setting or bilingual (English/Spanish)); however, was not selected based on their interview. She did not distinguish the difference between Certificates, 2-Year associate degree vs. bachelor's degree and Work Force Development within CT State. They did not give examples of how diversity can be used to make a positive work experience. The candidate did not discuss that they have personal experience working with diverse populations. She was did not differentiate between equality and equity. She did not discuss prioritization of student needs, helping a student make appointments or confidentiality. She did not suggest solutions to student scenario question and did not describe different programs to the student. She did not assist with application processing or booking appointments. She did not discuss cross-campus/school partnerships, communication, importance of community-building and asking for help when needed or her experience with maintaining inventory. She did not describe experience with contacting DC/PC's/Communication with GP Advisement, etc.

- **1WF** met the required qualifications and three (3) preferred qualifications (i.e., did not possess experience using Event Management software e.g. EMS or bilingual (English/Spanish)); however, was not selected based on their interview. She did not mention her experience with learning management systems, sharing experience with troubleshooting low-level IT issues, or sharing a specific example of helping self or another person with this. Additionally, she did not discuss saving documents to the cloud, navigating a Blackboard Shell, troubleshooting IT issues (printer, Wi-Fi, Course Search, Student Services forms), helping students make appointments or how she maintains confidentiality. She did not provide examples of de-escalation techniques, comforting measures. She did not share that they would describe different programs to the student in the scenario presented. Candidate did not share they would assist with application processing and/or book appointments. Candidate did not discuss cross-campus/school partnerships, communication, importance of community-building and asking for help when needed. They did not discuss experience with maintaining inventory or experience with contacting DC/PC's/Communication with GP Advisement, etc.

The agency did not achieve a goal with the hire of **one (1) Black Male** who met all of the minimum and preferred qualifications and was selected based upon their interview.

- **1BM** met the required and two preferred qualifications (i.e., he did not possess experience in student services in a community college setting, experience using Event Management software e.g. EMS, or bilingual (English/Spanish)) and was selected based on his interview. He expressed an interest in working with students/in education/the public. For example, he gave examples of working with students in tutoring, academic coach, mentoring/work with ConnCap high school students from New Haven. He also discussed his willingness to work/help the community served. For example, he gave the example, of working with students in tutoring, academic coaching, mentoring and work with ConnCap high school students from New Haven. He provided a list of previous office skills and interpersonal connections and provided examples of building positive community relationships. For example, he listened to others' side before suggesting solutions to junior camp counselors in a conflicting situation. He explained his form of communication. For example, stating that he uses a leadership style as opposed to top-down style and identified decision making skills by listening to other's before suggesting solutions. He described his examples of resolution of conflicts. For example, he stated that at a Summer Camp he worked with the director and functioned as senior leader mediating conflict among junior camp counselors by listening to everyone's side before working out a solution between junior camp counselors. He provided examples of experience with student services while at school, e.g., worked as tutor, academic coach, mentor for ConnCap students from New Haven. He was able to identify the difference between 2-Year and 4-Year colleges, understanding that 2-Year degree can be a steppingstone toward 4-year college, and the difference between Certificates, 2-Year associate degree vs. bachelor's degree and Work Force Development within CT State. He gave examples of how diversity can be used to make a positive work and living environment/experience. He also discussed personal experience working with diverse populations and highlighted several forms of DEI and how diversity builds community. For example, he stated that he is aware people come from different places and people should be treated the same. He discussed his experience working as an English Language Learner tutor. He reported that patience is necessary when working with way students communicate. He stated he had a strength in troubleshooting basic IT and shared his experience Working as coach for high school students in a ConnCap program helping to navigate platforms and technology. Candidate provided examples of de-escalation techniques, i.e., he suggested he would try to

calm the student down by showing empathy, guiding them to why they got dropped from class. He attempted to find resources to best communicate with prospective students. They stated they love working in a team; feels comfortable being a leader or a team member; no role is too big or small, i.e., discussing his work as tutor/academic coach/mentor for ConnCap.

Skilled Craft – Fairfield

- **Goals:** 1HM
- **Hires:** NONE
- **Goal Achievement:** Zero (0) out of zero (0) for 0% of the hires in this category met Affirmative action Goals.

Skilled Craft- Hartford

- **Goals:** 1WM
- **Hires:** NONE
- **Goal Achievement:** Zero (0) out of zero (0) for 0% of the hires in this category met Affirmative action Goals.

Skilled Craft- Litchfield

- **Goals:** NONE
- **Hires:** NONE
- **Goal Achievement:** Zero (0) out of zero (0) for 0% of the hires in this category met Affirmative action Goals.

Skilled Craft- Middlesex

- **Goals:** NONE
- **Hires:** NONE
- **Goal Achievement:** Zero (0) out of zero (0) for 0% of the hires in this category met Affirmative action Goals.

Skilled Craft- New Haven

- **Goals:** 2HM
- **Hires:** NONE
- **Goal Achievement:** Zero (0) out of zero (0) for 0% of the hires in this category met Affirmative action Goals.

Skilled Craft- New London

- **Goals:** NONE
- **Hires:** NONE
- **Goal Achievement:** Zero (0) out of zero (0) for 0% of the hires in this category met Affirmative action Goals.

Skilled Craft- Windham

- **Goals:** NONE
- **Hires:** NONE

- **Goal Achievement:** Zero (0) out of zero (0) for 0% of the hires in this category met Affirmative action Goals.

Service Maintenance – Fairfield

- **Goals:** 1WF, 1BF, 1HM, 3HF
- **Hires:** 1HM
- **Goal Achievement:** One (1) out of four (4) for 25% of the hires in this category met Affirmative action Goals.

1. Skilled Maintainer (1HM)

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	27	27	0	15	0	5	0	5	0	0	0	1	0	1	0	0
Not Qualified	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total Qualified	27	27	0	15	0	5	0	5	0	0	0	1	0	1	0	0
Qual. No Interview	23	23	0	12	0	5	0	4	0	0	0	1	0	1	0	0
Qual. Rec. Interview	4	4	0	3	0	0	0	1	0	0	0	0	0	0	0	0
Withdrew	2	2	0	2	0	0	0	0	0	0	0	0	0	0	0	0
Interviewed	2	2	0	1	0	0	0	1	0	0	0	0	0	0	0	0
Offered	1	1	0	0	0	0	0	1	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	0	0	1	0	0	0	0	0	0	0	0

*AAIANHNPI = Asian, American Indian, Alaskan Native, Hawaiian Native, Pacific Islander.

The agency achieved a goal with the hire of **one (1) Hispanic Male** who met all of the minimum and preferred qualifications and was selected based upon their interview.

Service Maintenance – Hartford

- **Goals:** 2WM, 2BF, 4HF, 1TM, 1TF
- **Hires:** 2WM, 2WF, 1BM, 2HM
- **Goal Achievement:** Two (2) out of ten (10) for 20% of the hires in this category met Affirmative action Goals.

1. Skilled Maintainer (1WM)

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	50	46	3	28	3	9	0	0	0	3	0	2	0	4	0	1
Not Qualified	6	6	0	2	0	1	0	0	0	2	0	0	0	1	0	0
Total Qualified	44	40	3	26	3	8	0	0	0	1	0	2	0	3	0	1
Qual. No Interview	33	30	2	19	2	7	0	0	0	1	0	2	0	1	0	1
Qual. Rec. Interview	11	10	1	7	1	1	0	0	0	0	0	0	0	2	0	0
Withdrew	6	5	1	3	1	0	0	0	0	0	0	0	0	2	0	0
Interviewed	5	5	0	4	0	1	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.

The agency achieved the **first (1) of two (2) White Male** goals with the hire of **one (1) White Male**.

2. Custodian (1WM, 1BM, 1HM)

PURPOSE OF JOB CLASS (NATURE OF WORK): In a state agency this class is accountable for performing a full range of basic tasks in the cleaning and maintenance of buildings.

EXAMPLES OF DUTIES: Performs custodial tasks and maintenance of areas such as dormitories, classrooms, offices, auditoriums, wards, kitchens, dining rooms and lavatories including outdoor areas (i.e. trash around buildings);

- Dusts, mops, sweeps, scrubs, strips, waxes and polishes floors using appropriate equipment such as floor polishers and buffers; Washes, dusts and polishes glass including windows, woodwork, walls, furniture and metal equipment; Makes beds; Checks, marks, stores and issues linens, blankets, and clothing (limited to individual's work area not to include counting and inspection for a larger area); Collects and counts soiled laundry; Distributes, empties and sterilizes glassware, wash basins and bedpans; Sweeps walks; Collects and disposes of trash; Reports needs for repairs; Performs minor maintenance; Runs errands; Inspects buildings for damage and reports conditions to supervisor; May change light bulbs and replace fuses; May lubricate or tighten door hinges, drawers, cabinets, etc.; May replace ceiling or floor tiles; May remove snow and ice from stairways and walkways around buildings; May sand and salt stairways and walkways; May move furniture and/or set-up classrooms; Performs related duties as required.

KNOWLEDGE, SKILL AND ABILITY: Interpersonal skills; oral and written communication skills; Ability to follow oral and written instructions; operate, care for and perform minor maintenance on tools and equipment used in daily work; keep records.

MINIMUM QUALIFICATIONS

Any experience and training which would provide the knowledge, skills and abilities listed above.

Preferred Qualifications:

- Custodial work experience in educational institutions of similar settings
- Ability to operate power cleaning equipment
- Ability to strip and wax hard surface floors
- Ability to perform carpet care cleaning

(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	130	96	32	25	7	29	13	20	6	1	2	6	2	15	2	2
Not Qualified	64	45	18	8	4	13	5	10	4	0	2	5	1	9	2	1
Total Qualified	66	51	14	17	3	16	8	10	2	1	0	1	1	6	0	1
Qual. No Interview	54	42	11	13	2	13	7	8	1	1	0	1	1	6	0	1
Qual. Rec. Interview	12	9	3	4	1	3	1	2	1	0	0	0	0	0	0	0
Withdraw	5	3	2	1	1	2	1	0	0	0	0	0	0	0	0	0
Interviewed	7	6	1	3	0	1	0	2	1	0	0	0	0	0	0	0
Offered	3	3	0	1	0	1	0	1	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	3	3	0	1	0	1	0	1	0	0	0	0	0	0	0	0

*AAIANHNPI = Asian, American Indian, Alaskan Native, Hawaiian Native, Pacific Islander.

The agency received one hundred thirty (130) applications for this position of which, there were **25WM**, **13BF**, **6HF**, **6TM**, and **2TF** goal candidates.

Of the one hundred thirty (130) applicants, sixty-four (64) were not qualified, including 8WM, 5BF, 4HF, 5TM, and 1TF.

- 8WM were deemed not qualified by DAS as they did not respond to the referral questions.
- 5BF were deemed not qualified by DAS as they did not respond to the referral questions.
- 4HF were deemed not qualified by DAS as they did not respond to the referral questions.
- 5TM were deemed not qualified by DAS as they did not respond to the referral questions.
- 1TF were deemed not qualified by DAS as they did not respond to the referral questions.

The remaining sixty-six (66) were deemed qualified; however, fifty-four (54) were not offered interviews based on not meeting preferred qualifications, including 13WM, 7BF, 1HF, 1TM, and 1TF goal candidates.

- 1WM did not possess any of the preferred qualifications.
- 8WMs did not possess experience performing custodial work experience in educational institutions of similar settings.
- 4WM did not possess the ability to operate power cleaning equipment or ability to strip and wax hard surface floors.
- 3BF did not possess the ability to operate power cleaning equipment or ability to strip and wax hard surface floors.
- 4BF did not possess experience performing custodial work experience in educational institutions of similar settings.
- 1HF did not possess experience performing custodial work experience in educational institutions of similar settings.
- 1TM did not possess experience performing custodial work experience in educational institutions of similar settings.
- 1TF did not possess experience performing custodial work experience in educational institutions of similar settings.

The remaining twelve (12) were offered interviews as they met the required and all preferred qualifications, including 4WM, 1BF and 1HF goal candidates.

The agency achieved the **second (2) of two (2) White Male goals** with the hire of **one (1) White Male**. With this hire, White males were no longer goal candidates.

- 1BF withdrew prior to the interview.
- 1HF was not selected for the position because she disclosed that she has not used a side by side or a carpet extractor. She also stated that she did not want to work the hours of the position and that she would ask the hiring manager if the hours for this position could be changed. She also reported that she did not like to work under pressure, and she has not stripped and waxed floors.

The agency did not achieve a goal with the hires of **one (1) Black Male** and **one (1) Hispanic Male**.

- 1BM was selected because he possessed 10+ years of experience in all aspects of custodial services and was experienced with all types of specialized cleaning machines, including scrubbers, stripers, and ride-ons. He spoke in detail about being thorough in all aspects of cleaning, protecting areas from the public for safety reasons and taking pride in doing his best. The candidate stressed following procedures to do the job the way the supervisor expects work to be done. He described himself as highly motivated, team player, personable, attention to detail, takes pride in his work and asked pointed questions on the campus and custodial practices.
- 1HM was selected because he possessed 6.5+ years of custodial experience at public schools and at CCSU and experienced with all major types of cleaning equipment and cleaning required on a college campus. He also had experience performing summer custodial projects. He also clearly described many cleaning projects and the processes for successfully completing them and understands how to organize and prioritize cleaning needs when the public is present. Spoke of working as a team and his past experiences doing similar projects.

3. Custodian TXCC (2WF)

PURPOSE OF JOB CLASS (NATURE OF WORK): In a state agency this class is accountable for performing a full range of basic tasks in the cleaning and maintenance of buildings.

EXAMPLES OF DUTIES: Performs custodial tasks and maintenance of areas such as dormitories, classrooms, offices, auditoriums, wards, kitchens, dining rooms and lavatories including outdoor areas (i.e. trash around buildings);

- Dusts, mops, sweeps, scrubs, strips, waxes and polishes floors using appropriate equipment such as floor polishers and buffers; Washes, dusts and polishes glass including windows, woodwork, walls, furniture and metal equipment; Makes beds; Checks, marks, stores and issues linens, blankets, and clothing (limited to individual's work area not to include counting and inspection for a larger area); Collects and counts soiled laundry; Distributes, empties and sterilizes glassware, wash basins and bedpans; Sweeps walks; Collects and disposes of trash; Reports needs for repairs; Performs minor maintenance; Runs errands; Inspects buildings for damage and reports conditions to supervisor; May change light bulbs and replace fuses; May lubricate or tighten door hinges, drawers, cabinets, etc.; May replace ceiling or floor tiles; May remove snow and ice from stairways and walkways around buildings; May sand and salt stairways and walkways; May move furniture and/or set-up classrooms; Performs related duties as required.

KNOWLEDGE, SKILL AND ABILITY: Interpersonal skills; oral and written communication skills; Ability to follow oral and written instructions; operate, care for and perform minor maintenance on tools and equipment used in daily work; keep records.

MINIMUM QUALIFICATIONS

Any experience and training which would provide the knowledge, skills and abilities listed above.

Preferred Qualifications:

- Custodial work experience in educational institutions of similar settings
- Ability to operate power cleaning equipment
- Ability to strip and wax hard surface floors

- Ability to perform carpet care cleaning

(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	68	54	13	23	7	10	2	12	4	1	0	5	0	3	0	1
Not Qualified	42	35	6	17	2	9	2	5	2	0	0	2	0	2	0	1
Total Qualified	26	19	7	6	5	1	0	7	2	1	0	3	0	1	0	0
Qual. No Interview	17	14	3	4	1	1	0	5	2	1	0	2	0	1	0	0
Qual. Rec. Interview	9	5	4	2	4	0	0	2	0	0	0	1	0	0	0	0
Withdrew	1	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0
Interviewed	8	5	3	2	3	0	0	2	0	0	0	1	0	0	0	0
Offered	2	0	2	0	2	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	0	2	0	2	0	0	0	0	0	0	0	0	0	0	0

*AAIANHNPI = Asian, American Indian, Alaskan Native, Hawaiian Native, Pacific Islander.

We agency received sixty-eight (68) applications for this position of which, there were **2BF**, **4HF**, **5TM**, and **0TF** goal candidates. Goals for WM were previously achieved.

Of the sixty-eight (68) applicants, forty-two (42) were deemed not qualified, including 2BF, 2HF and 2TM.

- 2BF did not possess any experience and training which would provide the knowledge, skills and abilities listed above, i.e., no experience performing custodial work.
- 2HF did not possess any experience and training which would provide the knowledge, skills and abilities listed above, i.e., no experience performing custodial work.
- 2TM did not possess any experience and training which would provide the knowledge, skills and abilities listed above, i.e., no experience performing custodial work.

The remaining twenty-six (26) were deemed qualified; however, seventeen (17) were not offered interviews based on not meeting preferred qualifications, including 2HF and 2TM goal candidates.

- 2HF did not possess any of the preferred qualifications.
- 2TM did not possess any of the preferred qualifications.

The remaining nine (9) candidates were offered interviews based on meeting the required and at least two (2) preferred qualifications, including 1TM goal candidates.

- 1TM met the required and three (3) preferred qualifications (i.e., no custodial work experience in educational institutions of similar settings); however, he was not selected based on the interview. In response to the first question about how to approach a day if a supervisor was out and did not leave instructions, the first thing the candidate said was that they would try to contact the supervisor and, if they could not get in contact, they would look for someone else in charge before doing any work. He also discussed his background is based more on “handyman” work duties rather than custodial work. Regarding question 9, the candidate said they work part-time as a life coach and has worked with diverse communities. However, they did not provide any examples of experiences or approaches to understanding the communities served by the community college.

The agency did not achieve a goal with the hire of **two (2) White Females**.

- 1WF met the required and all preferred qualifications and was selected based on her interview. She was selected because the candidate already works for DDS, part of the state and they are familiar with the job because the responsibilities are similar, including cleaning offices, bathrooms, and floors. The candidate reported that she is willing to work after hours or overtime. For question 4, the candidate answered that they will contact the supervisor, put up a sign, and put salt out in the area. When handling ladders, the candidate said they prefer to do that with someone else because they feel safer if someone keeps the ladder still.
- 1WF met the required and all preferred qualifications and was selected based on her interview. She was selected because the candidate stated that she comfortable with the schedule and willing to work weekends or be here when the campus is closed because of weather or other emergencies. The candidate has custodial work experience in elementary, high school, and college settings and her experience includes deep cleaning, dusting, trash removal, floor maintenance, window cleaning, and medical equipment like manikins. They have experience in cleaning areas like fitness centers, classrooms, bathrooms, offices, and labs. The candidate stated that they like to help others after completing their job. Therefore, they are willing to stay to help with other projects after hours or provide assistance to others. The candidate's answer to question 6 was that they would take care of their usual job first and then find something to do if there was no supervisor around. They will especially help others with their jobs once they are done with their job or area. The candidate stated that they are comfortable going up ladders and carrying heavy stuff if needed. If it is too heavy, they will ask for help or help others.

4. Skilled Maintainer TXCC (1HM)

PURPOSE OF JOB CLASS (NATURE OF WORK): In a state agency this class is accountable for performing one or more tasks of a skilled nature (requiring prior experience or training, below the level of a specialized trades worker which would give the incumbent proficiency in required knowledges, skills and abilities on the first day of the job) in addition to performing lower level duties. Only complex tasks should be learned on the job. Tasks performed will be in one or several of the following areas:

Building and equipment maintenance (operational and remedial) including the operation of trucks of five (5) ton or greater capacity or complex motorized equipment; Grounds care as a supervisor and/or specialized landscaping functions; Assists Qualified Craft Workers or other higher level employees in the trades areas.

KNOWLEDGE, SKILL AND ABILITY

Considerable knowledge of methods, tools, equipment, materials and procedures of specific trade or work area concerned; Knowledge of maintenance problems and their proper handling; manual and machine operations of trade or work area skills; interpersonal skills; oral and written communication skills; Ability to follow written and oral instructions; utilize computer software.

MINIMUM QUALIFICATIONS - GENERAL EXPERIENCE

Two (2) years of experience in one of the following areas:

One of the skilled trades; Landscape maintenance or vegetable gardening; Operation of motor trucks or large buses; The experience area should reflect the needs of the position.

MINIMUM QUALIFICATIONS - SUBSTITUTIONS ALLOWED

Graduation from a vocational or technical school with a diploma designating completion of subject requirements in a maintenance trade area may be substituted for the General 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	24	19	5	10	3	3	1	1	1	0	0	2	0	3	0	0
Not Qualified	12	11	1	3	0	3	0	0	1	0	0	2	0	3	0	0
Total Qualified	12	8	4	7	3	0	1	1	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	12	8	4	7	3	0	1	1	0	0	0	0	0	0	0	0
Withdrew	4	4	0	4	0	0	0	0	0	0	0	0	0	0	0	0
Interviewed	8	4	4	3	3	0	1	1	0	0	0	0	0	0	0	0
Offered	1	1	0	0	0	0	0	1	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	0	0	1	0	0	0	0	0	0	0	0

*AAIANHNPI = Asian, American Indian, Alaskan Native, Hawaiian Native, Pacific Islander.

The College received twenty-four (24) applications for this position of which, there were **1BF**, **1HF**, **2TM**, and **0TF** goal candidates. Goals for WM were previously achieved.

Of the twenty-four (24) applicants, twelve (12) were deemed not qualified including 1HF and 2TM.

- 1HF did not possess two (2) years of experience in one of the following areas: One of the skilled trades; Landscape maintenance or vegetable gardening; Operation of motor trucks or large buses.
- 2TM did not possess two (2) years of experience in one of the following areas: One of the skilled trades; Landscape maintenance or vegetable gardening; Operation of motor trucks or large buses.

The remaining twelve (12) were deemed qualified and offered interviews including 1BF goal candidates.

- 1BF was not selected as she reported that she did not have experience with a large facility, and would contact vendors for common repair work, and reported experience only with painting and lightbulb replacement.

The agency did not achieve a goal with the hire of **one (1) Hispanic Male**.

- 1HM was selected based on his interview. Candidate discussed how they prioritize work demands, has experience working with maintenance in a large facility and 5+ years in facility repair, including hands-on-repair work including plumbing, electrical, and roadway repairs.

Service Maintenance – Litchfield

- **Goals:** 1HM, 1HF
- **Hires:** 1WM, 1HM
- **Goal Achievement:** One (1) out of two (2) for 50% of the hires in this category met Affirmative action Goals.

1. Custodian NWCC (1HM)

(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	41	33	5	17	2	12	0	1	2	1	0	1	0	1	1	3
Not Qualified	27	23	3	14	1	7	0	0	1	1	0	1	0	0	1	1
Total Qualified	14	10	2	3	1	5	0	1	1	0	0	0	0	1	0	2
Qual. No Interview	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Qual. Rec. Interview	14	10	2	3	1	5	0	1	1	0	0	0	0	1	0	2
Withdrew	8	4	2	1	1	3	0	0	1	0	0	0	0	0	0	2
Interviewed	6	6	0	2	0	2	0	1	0	0	0	0	0	1	0	0
Offered	1	1	0	0	0	0	0	1	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	0	0	1	0	0	0	0	0	0	0	0

*AAIANHNPI = Asian, American Indian, Alaskan Native, Hawaiian Native, Pacific Islander.

The agency achieved a goal with the hire of **one (1) Hispanic Male**.

2. Skilled Maintainer (1WM)

PURPOSE OF JOB CLASS (NATURE OF WORK): In a state agency this class is accountable for performing one or more tasks of a skilled nature (requiring prior experience or training, below the level of a specialized trades worker which would give the incumbent proficiency in required knowledges, skills and abilities on the first day of the job) in addition to performing lower level duties. Only complex tasks should be learned on the job. Tasks performed will be in one or several of the following areas:

Building and equipment maintenance (operational and remedial) including the operation of trucks of five (5) ton or greater capacity or complex motorized equipment; Grounds care as a supervisor and/or specialized landscaping functions; Assists Qualified Craft Workers or other higher level employees in the trades areas.

KNOWLEDGE, SKILL AND ABILITY

Considerable knowledge of methods, tools, equipment, materials and procedures of specific trade or work area concerned; Knowledge of maintenance problems and their proper handling; manual and machine operations of trade or work area skills; interpersonal skills; oral and written communication skills; Ability to follow written and oral instructions; utilize computer software.

MINIMUM QUALIFICATIONS - GENERAL EXPERIENCE

Two (2) years of experience in one of the following areas:

One of the skilled trades; Landscape maintenance or vegetable gardening; Operation of motor trucks or large buses; The experience area should reflect the needs of the position.

MINIMUM QUALIFICATIONS - SUBSTITUTIONS ALLOWED

Graduation from a vocational or technical school with a diploma designating completion of subject requirements in a maintenance trade area may be substituted for the General Experience.

Minimum Qualifications: Two (2) years of experience in one of the following areas: One of the skilled trades; Landscape maintenance or vegetable gardening; Operation of motor trucks or large buses. The experience area should reflect the needs of the position.

Preferred Qualifications:

- Experience working in a trade on a college/school campus.
- Experience in at least one of the following: electrical, plumbing, HVAC, mechanical equipment.
- Experience working with Siemens Building Maintenance System or similar facility BMS.
- Operational experience of building fire alarm and fire sprinkler systems.
- Experience multitasking and working as part of a team.
- Experience using Microsoft Word, electronic communication and payroll systems

(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	18	18	0	12	0	2	0	0	0	0	0	1	0	3	0	0
Not Qualified	11	11	0	9	0	1	0	0	0	0	0	0	0	1	0	0
Total Qualified	7	7	0	3	0	1	0	0	0	0	0	1	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	7	7	0	3	0	1	0	0	0	0	0	1	0	2	0	0
Withdrew	3	3	0	2	0	0	0	0	0	0	0	0	0	1	0	0
Interviewed	4	4	0	1	0	1	0	0	0	0	0	1	0	1	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 fifty-four (54) applications for this position of which, there were **0HF** goal candidates. Goals of HM were previously achieved.

The agency did not achieve a goal with the hire of **one (1) White Male**.

Service Maintenance – Middlesex

- **Goals:** NONE
- **Hires:** NONE
- **Goal Achievement:** Zero (0) out of zero (0) for 0% of the hires in this category met Affirmative action Goals.

Service Maintenance – New Haven

- **Goals:** 3WF, 2BF, 1HM, 1AF, 1TF
- **Hires:** 2WM, 2BM, 1HM, 1AM
- **Goal Achievement:** One (1) out of eight (8) for 13% of the hires in this category met Affirmative action Goals.

1. Custodian (1HM,1WM)

PURPOSE OF JOB CLASS (NATURE OF WORK): In a state agency this class is accountable for performing a full range of basic tasks in the cleaning and maintenance of buildings.

EXAMPLES OF DUTIES: Performs custodial tasks and maintenance of areas such as dormitories, classrooms, offices, auditoriums, wards, kitchens, dining rooms and lavatories including outdoor areas (i.e. trash around buildings); Dusts, mops, sweeps, scrubs, strips, waxes and polishes floors using appropriate equipment such as floor polishers and buffers; Washes, dusts and polishes glass including windows, woodwork, walls, furniture and metal equipment; Makes beds; Checks, marks, stores and

issues linens, blankets, and clothing (limited to individual's work area not to include counting and inspection for a larger area); Collects and counts soiled laundry; Distributes, empties and sterilizes glassware, wash basins and bedpans; Sweeps walks; Collects and disposes of trash; Reports needs for repairs; Performs minor maintenance; Runs errands; Inspects buildings for damage and reports conditions to supervisor; May change light bulbs and replace fuses; May lubricate or tighten door hinges, drawers, cabinets, etc.; May replace ceiling or floor tiles; May remove snow and ice from stairways and walkways around buildings; May sand and salt stairways and walkways; May move furniture and/or set-up classrooms; Performs related duties as required.

KNOWLEDGE, SKILL AND ABILITY: Interpersonal skills; oral and written communication skills; Ability to follow oral and written instructions; operate, care for and perform minor maintenance on tools and equipment used in daily work; keep records.

MINIMUM QUALIFICATIONS

Any experience and training which would provide the knowledge, skills and abilities listed above.

Preferred Qualifications:

- Prior custodial experience.
- Experience waxing and polishing floors using floor polishers and buffers.
Experience performing simple record keeping.
- Experience removing snow and ice from stairways and walkways around school buildings (Flexibility with shift assignments).
- Experience navigating Microsoft Office Suite and have the skills to work with Microsoft Outlook email.
- Experience performing minor maintenance on tools and equipment used in daily work.

(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	182	143	35	28	2	70	19	21	8	3	0	17	3	4	3	4
Not Qualified	140	106	31	19	2	52	15	15	8	3	0	15	3	2	3	3
Total Qualified	42	37	4	9	0	18	4	6	0	0	0	2	0	2	0	1
Qual. No Interview	11	8	2	2	0	5	2	1	0	0	0	0	0	0	0	1
Qual. Rec. Interview	31	29	2	7	0	13	2	5	0	0	0	2	0	2	0	0
Withdrew	21	19	2	5	0	9	2	3	0	0	0	1	0	1	0	0
Interviewed	10	10	0	2	0	4	0	2	0	0	0	1	0	1	0	0
Offered	3	3	0	2	0	0	0	1	0	0	0	0	0	0	0	0
Not Accepted	1	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0
Hired	2	2	0	1	0	0	0	1	0	0	0	0	0	0	0	0

*AAIANHNPI = Asian, American Indian, Alaskan Native, Hawaiian Native, Pacific Islander.

We received one hundred-eighty-two (182) applications for this position of which, there were **2WF**, **19BF**, **21HM**, **0AF** and **3TF** goal candidates.

Of the one hundred-eighty-two (182), one hundred forty (140) were deemed not qualified including 2WF, 15BF, 15HM, and 3TF goal candidates.

- 2WF did not possess any experience and training which would provide the knowledge, skills and abilities listed above, i.e., no previous experience as a custodian or similar work.
- 11BF did not possess any experience and training which would provide the knowledge, skills and abilities listed above, i.e., no previous experience as a custodian or similar work.

- 4BF submitted incomplete applications.
- 15HM did not possess any experience and training which would provide the knowledge, skills and abilities listed above, i.e., no previous experience as a custodian or similar work.
- 2TF did not possess any experience and training which would provide the knowledge, skills and abilities listed above, i.e., no previous experience as a custodian or similar work.
- 1TF submitted an incomplete application.

The remaining forty-two (42) candidates were deemed qualified; however, eleven (11) were not offered interviews based on not meeting preferred qualifications, including 2BF and 1HM goal candidates.

- 2BF did not possess any of the preferred qualifications.
- 1HM did not possess any preferred qualifications.

The remaining thirty-one (31) were offered interviews including 2BF and 5HM goal candidates.

- 2BF did not respond to the request for interviews.
- 3HM did not respond to the request for interviews

The agency achieved **one (1) of one (1) Hispanic Male** goals with the hire of this Hispanic Male. This achieved the HM goal set for this category.

With this hire, there were no goals candidates remaining in the pool.

The agency did not achieve a goal with the hire of **one (1) White Male** who met the minimum and all preferred qualifications, including experience related to operating power cleaning equipment, stripping and waxing hard surface floors, or carpet care cleaning, and was selected based upon their interview.

2. General Trades Worker (1WM)

PURPOSE OF JOB CLASS (NATURE OF WORK): This class is accountable for performing highly skilled trades duties in various trade areas.

EXAMPLES OF DUTIES: Performs highly skilled maintenance and/or construction work requiring the application of trade skills, codes, and standard trade practices in a variety of trade areas including but not limited to: electrical, plumbing, carpentry, HVACR, glazing, masonry, painting work, etc.; Makes estimates of time, personnel, and material required on assigned tasks; Keeps necessary records; Performs duties related to the trade or trade areas as required; In smaller trade areas, may be the sole worker running a skilled trade area; At state owned airports may be required to stand by for and respond to fire and/or crash emergency situations; May operate and maintain heavy earth moving equipment; Performs related duties as required.

KNOWLEDGE, SKILL AND ABILITY

Considerable knowledge of and ability to apply the standard tools, materials, methods, and practices of a variety of trade areas; interpersonal skills; oral and written communication skills; Ability to prepare estimates and keep shop records; utilize computer software.

MINIMUM QUALIFICATIONS - GENERAL EXPERIENCE

Four (4) years of experience in one or more trade areas.

MINIMUM QUALIFICATIONS - SPECIAL EXPERIENCE

Two (2) years of the General Experience must have been performing skilled trade functions in one or more trade areas.

NOTE: For state employees this experience is interpreted at the level of a Skilled Maintainer or Transportation Maintainer 2. Housekeeping, custodial, and food services duties will not be considered as qualifying experience.

MINIMUM QUALIFICATIONS - SUBSTITUTIONS ALLOWED

Graduation from a vocational or technical school with a diploma designating completion of subject requirements in a maintenance trade area may be substituted for two (2) years of the General Experience.

At the University of Connecticut Internship Training Program: Possession of 4,000 registered on-the-job training (OJT) apprenticeship program hours, recognized by the Department of Labor's Office of Apprenticeship, along with related instruction hours in the respective maintenance trade area may be substituted for the General Experience for licensed trades (Electrical, Plumbing, HVACR) only.

At other state agencies: Two (2) years of experience as a Qualified Craft Worker Intern may be substituted for the General and Special Experience.

Preferred Qualifications:

- Extensive experience working in the electrical field
- Experience working in the carpentry field
- Experience with snow removal
- Possession of an E2 license

(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	56	53	2	29	0	9	2	11	0	0	0	0	0	4	0	1
Not Qualified	34	32	2	16	0	6	2	7	0	0	0	0	0	3	0	0
Total Qualified	22	21	0	13	0	3	0	4	0	0	0	0	0	1	0	1
Qual. No Interview	12	12	0	8	0	3	0	1	0	0	0	0	0	0	0	0
Qual. Rec. Interview	10	11	0	5	0	0	0	3	0	0	0	0	0	1	0	1
Withdrew	2	2	0	1	0	0	0	0	0	0	0	0	0	1	0	0
Interviewed	8	7	0	4	0	0	0	3	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 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 fifty-six (56) applications for this position of which, there were **0WF**, **2BF**, **0AF** and **0TF** goal candidates. Goals for HM in this category were previously achieved.

Of the fifty-six (56) applications, thirty-four (34) were deemed not qualified, including 2BF goal candidates.

- 2BF did not possess four (4) years of experience in one or more trade areas.

The remaining candidates were deemed qualified, however, twelve (12) were not offered interviews including zero goal candidates. Of these, ten (10) candidates were offered interviews as they met the required and at least two preferred qualifications.

The agency did not achieve a goal with the hire of **one (1) White Male**, who met the required and at least two preferred qualifications, and was selected based on his interview.

- This 1WM was selected based on his interview. He spoke of his experience in the General Trades Worker position at another state agency, he possessed five years of carpentry experience, ten years of experience with grounds including snow removal and equipment maintenance.

3. Custodian (2BM,1AM)

(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	3	0	0	0	2	0	0	0	1	0	0	0	0	0	0
Not Qualified	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total Qualified	3	3	0	0	0	2	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	3	3	0	0	0	2	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	3	3	0	0	0	2	0	0	0	1	0	0	0	0	0	0
Offered	3	3	0	0	0	2	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	3	3	0	0	0	2	0	0	0	1	0	0	0	0	0	0

*AAIANHNPI = Asian, American Indian, Alaskan Native, Hawaiian Native, Pacific Islander.

The agency did not achieve a goal when **two (2) Black Males** and **one (1) Asian Male** transferred into the region in accordance with the collective bargaining agreement.

Service Maintenance – New London

- **Goals:** 1BM, 1HF, 1AF
- **Hires:** 1WM, 1WF, 1BM
- **Goal Achievement:** One (1) of three goals met or 33.3%.

1. Custodian TRCC (1WM, 1WF, 1BM)

PURPOSE OF JOB CLASS (NATURE OF WORK): In a state agency this class is accountable for performing a full range of basic tasks in the cleaning and maintenance of buildings.

EXAMPLES OF DUTIES: Performs custodial tasks and maintenance of areas such as dormitories, classrooms, offices, auditoriums, wards, kitchens, dining rooms and lavatories including outdoor areas (i.e. trash around buildings); Dusts, mops, sweeps, scrubs, strips, waxes and polishes floors using appropriate equipment such as floor polishers and buffers; Washes, dusts and polishes glass including windows, woodwork, walls, furniture and metal equipment; Makes beds; Checks, marks, stores and issues linens, blankets, and clothing (limited to individual's work area not to include counting and inspection for a larger area); Collects and counts soiled laundry; Distributes, empties and sterilizes glassware, wash basins and bedpans; Sweeps walks; Collects and disposes of trash; Reports needs for repairs; Performs minor maintenance; Runs errands; Inspects buildings for damage and reports conditions to supervisor; May change light bulbs and replace fuses; May lubricate or tighten door hinges, drawers, cabinets, etc.; May replace ceiling or floor tiles; May remove snow and ice from stairways and walkways around buildings; May sand and salt stairways and walkways; May move furniture and/or set-up classrooms; Performs related duties as required.

KNOWLEDGE, SKILL AND ABILITY: Interpersonal skills; oral and written communication skills; Ability to follow oral and written instructions; operate, care for and perform minor maintenance on tools and equipment used in daily work; keep records.

MINIMUM QUALIFICATIONS

Any experience and training which would provide the knowledge, skills and abilities listed above.

Preferred Qualifications:

- Custodial work experience in educational institutions of similar settings
- Ability to operate power cleaning equipment
- Ability to strip and wax hard surface floors
- Ability to perform carpet care cleaning

(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	55	13	21	7	16	1	12	3	3	0	2	1	1	1	1
Not Qualified	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total Qualified	69	55	13	21	7	16	1	12	3	3	0	2	1	1	1	1
Qual. No Interview	36	27	8	9	6	10	0	6	2	2	0	0	0	0	0	1
Qual. Rec. Interview	33	28	5	12	1	6	1	6	1	1	0	2	1	1	1	0
Withdrew	25	23	2	10	0	4	1	6	0	0	0	2	0	1	1	0
Interviewed	8	5	3	2	1	2	0	0	1	1	0	0	1	0	0	0
Offered	3	2	1	1	1	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	3	2	1	1	1	1	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) applications for this position of which, there was **16BM**, **3HF**, and **0AF** goal candidates. All sixty-nine (69) applicants were deemed qualified per DAS.

Of the sixty-nine (69) applications, thirty-six (36) were not offered interview based on not meeting any preferred qualifications, including 10BM, and 2HF goal candidates.

- 10BM did not possess custodial work experience in educational institutions of similar settings, ability to operate power cleaning equipment, ability to strip and wax hard surface floors, ability to perform carpet care cleaning.
- 2HF did not possess custodial work experience in educational institutions of similar settings, ability to operate power cleaning equipment, ability to strip and wax hard surface floors, ability to perform carpet care cleaning.

The remaining thirty-three (33) were offered interviews including 6BM and 1HF goal candidate.

- The agency achieved a goal with the hire of **one (1) Black Male**. This achieved the BM goals for this category.
- 1HF met the required and one (1) preferred qualification; however, was not selected based on the interview. When asked to describe their education, training, and work experience, the candidate did not provide details, simply stating that they would do a good job. When asked to describe how they would go about prioritizing the cleaning of approximately 20,000 square feet, the candidate did not provide specific steps or prioritization, rather stating that she would

complete the tasks with love, attention, and to the best of her ability. The candidate overall provided some examples to some questions related to the actual cleaning processes including using gloves, masks, etc. However, they did not describe any specific action steps or planning when asked how they would encounter a safety hazard. Further, when asked to describe their experience working in a diverse environment, the candidate did not provide any concrete examples, stating that they would try not to be indifferent.

The College did not achieve goals with the hires of 2WM, who were selected backed

- 1WM met the required and one (1) preferred qualification (experience in an educational setting) and was selected based on his interview. This candidate possessed custodial experience in a high school and middle school and has an understanding of their needs, and has experience in a public higher educational setting, described his experience with stripping/waxing floors and detailed the process, i.e., putting the mop in a bucket, apply to floor, buff with the machine, remove old wax, another bucket with a new mop, apply new wax coat, then apply hot water.
- 1WF met the required and two (2) preferred qualifications (i.e., ability to operate power cleaning equipment; ability to strip and wax hard surface floors) and was selected based on the interview. Candidate has experience working with PPE (ex, gloves, mask, booties, gown); has 7 years of custodial experience (in a hospital, cleaning 4 floors); experience working with safety hazards (ex, take action & use proper PPE); flexibility (ex, gave example of following procedures and appropriate schedule when asked how to stay on top of her tasks).

Service Maintenance – Windham

- **Goals:** 1WF, 1HF
- **Hires:** 1WM, 1WF, 1AM
- **Goal Achievement:** One (1) of two (2) goals achieved or 50%.

1. Custodian QVCC (1WF, 1WM)

PURPOSE OF JOB CLASS (NATURE OF WORK): In a state agency this class is accountable for performing a full range of basic tasks in the cleaning and maintenance of buildings.

EXAMPLES OF DUTIES: Performs custodial tasks and maintenance of areas such as dormitories, classrooms, offices, auditoriums, wards, kitchens, dining rooms and lavatories including outdoor areas (i.e. trash around buildings); Dusts, mops, sweeps, scrubs, strips, waxes and polishes floors using appropriate equipment such as floor polishers and buffers; Washes, dusts and polishes glass including windows, woodwork, walls, furniture and metal equipment; Makes beds; Checks, marks, stores and issues linens, blankets, and clothing (limited to individual's work area not to include counting and inspection for a larger area); Collects and counts soiled laundry; Distributes, empties and sterilizes glassware, wash basins and bedpans; Sweeps walks; Collects and disposes of trash; Reports needs for repairs; Performs minor maintenance; Runs errands; Inspects buildings for damage and reports conditions to supervisor; May change light bulbs and replace fuses; May lubricate or tighten door hinges, drawers, cabinets, etc.; May replace ceiling or floor tiles; May remove snow and ice from stairways and walkways around buildings; May sand and salt stairways and walkways; May move furniture and/or set-up classrooms; Performs related duties as required.

KNOWLEDGE, SKILL AND ABILITY: Interpersonal skills; oral and written communication skills; Ability to follow oral and written instructions; operate, care for and perform minor maintenance on tools and equipment used in daily work; keep records.

MINIMUM QUALIFICATIONS

Any experience and training which would provide the knowledge, skills and abilities listed above.

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	62	43	19	16	4	8	7	8	0	2	1	4	1	5	6	0
Not Qualified	32	21	11	8	3	5	6	1	0	1	0	4	0	2	2	0
Total Qualified	30	22	8	8	1	3	1	7	0	1	1	0	1	3	4	0
Qual. No Interview	9	8	1	3	0	1	0	2	0	0	0	0	0	2	1	0
Qual. Rec. Interview	21	14	7	5	1	2	1	5	0	1	1	0	1	1	3	0
Withdraw	1	0	1	0	0	0	0	0	0	0	0	0	0	0	1	0
Interviewed	20	14	6	5	1	2	1	5	0	1	1	0	1	1	2	0
Offered	2	1	1	1	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	2	1	1	1	1	0	0	0	0	0	0	0	0	0	0	0

*AAIANHNPI = Asian, American Indian, Alaskan Native, Hawaiian Native, Pacific Islander.

We sixty-two (62) applications for this position of which, there were **4WF** and **0HF** goal candidates.

The agency achieved a goal with the hire of **one (1) White Female**. With the hire of this WF, no goal candidates remained in the pool.

This achieved the goals for WF established in the category.

The agency did not achieve a goal with the hire of **one (1) White Male**. This candidate met the required and preferred qualifications and was selected based on their interview.

2. Custodian QVCC (1AM)

PURPOSE OF JOB CLASS (NATURE OF WORK): In a state agency this class is accountable for performing a full range of basic tasks in the cleaning and maintenance of buildings.

EXAMPLES OF DUTIES: Performs custodial tasks and maintenance of areas such as dormitories, classrooms, offices, auditoriums, wards, kitchens, dining rooms and lavatories including outdoor areas (i.e. trash around buildings); Dusts, mops, sweeps, scrubs, strips, waxes and polishes floors using appropriate equipment such as floor polishers and buffers; Washes, dusts and polishes glass including windows, woodwork, walls, furniture and metal equipment; Makes beds; Checks, marks, stores and issues linens, blankets, and clothing (limited to individual's work area not to include counting and inspection for a larger area); Collects and counts soiled laundry; Distributes, empties and sterilizes glassware, wash basins and bedpans; Sweeps walks; Collects and disposes of trash; Reports needs for repairs; Performs minor maintenance; Runs errands; Inspects buildings for damage and reports conditions to supervisor; May change light bulbs and replace fuses; May lubricate or tighten door hinges, drawers, cabinets, etc.; May replace ceiling or floor tiles; May remove snow and ice from stairways and walkways around buildings; May sand and salt stairways and walkways; May move furniture and/or set-up classrooms; Performs related duties as required.

KNOWLEDGE, SKILL AND ABILITY: Interpersonal skills; oral and written communication skills; Ability to follow oral and written instructions; operate, care for and perform minor maintenance on tools and equipment used in daily work; keep records.

MINIMUM QUALIFICATIONS: Any experience and training which would provide the knowledge, skills and abilities listed above.

Preferred Qualifications:

- Custodial work experience in educational institutions of similar settings
- Ability to operate power cleaning equipment
- Ability to strip and wax hard surface floors
- Ability to perform carpet care cleaning

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	42	35	6	12	3	6	1	10	2	1	0	4	0	2	0	1
Not Qualified	26	22	3	9	2	4	1	6	0	0	0	3	0	0	0	1
Total Qualified	16	13	3	3	1	2	0	4	2	1	0	1	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	16	13	3	3	1	2	0	4	2	1	0	1	0	2	0	0
Withdraw	11	9	2	1	1	2	0	3	1	0	0	1	0	2	0	0
Interviewed	5	4	1	2	0	0	0	1	1	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 forty-two (42) candidates for this position of which, there were **2HF** goal candidates. The goal for WF was previously achieved.

Of the forty-two (42) applications, twenty-six (26) were deemed not qualified including zero goal candidates.

The remaining sixteen (16) were offered interviews, including 2HF goal candidates.

- 1HF withdrew prior to the interview.
- 1HF was not selected as during the interview it was determined that she had no experience with snow removal or equipment experience, and it was determined that she did not have work experience in a school environment; and did not have any experience with technology including MS Office.

No goal candidates remained in the pool.

The agency did not achieve a goal with the hire of **one (1) AAIANHNPI Male**.

- The **AAIANHNPI male** nongoal candidate met the required and preferred qualifications and was selected based on their interview. This candidate worked on campus before, knows the community, knows the campus, knows students as a student worker. Candidate worked on a college campus before and had experience with snow removal.

Protective Service – Fairfield

- **Goals:** 1WM, 1BM
- **Hires:** 1WM, 1BM, 1HM
- **Goal Achievement:** Two (2) of two (2) goals achieved or 100%

1. Police Sergeant (1WM)

(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	54	46	6	31	5	5	1	7	0	1	0	1	0	1	0	2
Not Qualified	8	8	0	2	0	4	0	2	0	0	0	0	0	0	0	0
Total Qualified	46	38	6	29	5	1	1	5	0	1	0	1	0	1	0	2
Qual. No Interview	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Qual. Rec. Interview	46	38	6	29	5	1	1	5	0	1	0	1	0	1	0	2
Withdraw	13	7	4	5	3	1	1	1	0	0	0	0	0	0	0	2
Interviewed	33	31	2	24	2	0	0	4	0	1	0	1	0	1	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.

The agency achieved a goal with the hire of **one (1) White Male**.

2. Police Officer HCC (1BM)

(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	29	6	12	5	6	1	10	0	0	0	0	0	1	0	1
Not Qualified	10	8	2	1	1	3	1	4	0	0	0	0	0	0	0	0
Total Qualified	26	21	4	11	4	3	0	6	0	0	0	0	0	1	0	1
Qual. No Interview	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Qual. Rec. Interview	26	21	4	11	4	3	0	6	0	0	0	0	0	1	0	1
Withdraw	13	10	2	4	2	0	0	5	0	0	0	0	0	1	0	1
Interviewed	13	11	2	7	2	3	0	1	0	0	0	0	0	0	0	0
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.

The agency achieved a goal with the hire of **one (1) Black Male**.

3. Police Sergeant (1HM)

PURPOSE OF JOB CLASS (NATURE OF WORK): In a state agency, college or university this class is used in two ways: Supervising and participating in the activities of an assigned shift engaged in providing for the security and protection of lives and/or property through the enforcement of state statutes and regulations; Assisting a Lieutenant in supervising operations of a facility protective services operation.

EXAMPLES OF DUTIES: Supervises and assists an assigned staff in performance of police functions and duties including orientation, training, counseling, evaluation and discipline in accordance with department standards; Assigns duties and reviews results for accuracy, effectiveness and conformance with policy; Reviews and evaluates courtesy and attitude toward public; Studies, analyzes and evaluates tasks performed on shift; Reviews and maintains police officer reports, records and logs and submits pertinent reports; Coordinates exchange of information among shifts or with other law enforcement agencies; Implements established procedures to minimize various law enforcement matters; Performs full range of public enforcement, protection, security and administrative functions as assigned to subordinate staff; Responds to complaints of police error, improper actions or negligence; Supervises, coordinates and conducts investigations, special assignments and emergency response situations; May

be temporarily assigned to long term serious investigations; May train, assist in and/or supervise training of departmental personnel; May serve as dispatcher; Performs related duties as required.

KNOWLEDGE, SKILL AND ABILITY: Considerable knowledge of police and security practices and procedures; Knowledge of relevant state and federal laws, statutes and regulations; criminal law and court procedures; traffic control practices and procedures; training practices and procedures; Considerable interpersonal skills; oral and written communication skills; Ability to analyze emergency situations and develop effective courses of action; utilize computer software; Supervisory ability.

MINIMUM QUALIFICATIONS - GENERAL EXPERIENCE: Three (3) years of experience as a Police Officer in an organized police department or within state service.

MINIMUM QUALIFICATIONS - SUBSTITUTIONS ALLOWED: A Bachelor's degree may be substituted for one (1) year of the General Experience.

SPECIAL REQUIREMENTS: Candidates for this class are subject to selection standards pursuant to Section 7-294-a-e of the Connecticut General Statutes and the regulations of the Connecticut Police Officer Standards and Training Council.

Incumbents in this class must possess and maintain authority from the Commissioner of Emergency Services and Public Protection to "arrest and present before a competent authority any person for any offense committed within his precinct". (Connecticut General Statutes 29-18 and/or 10a-142).

Incumbents in this class must possess and maintain certification as a law enforcement officer in the State of Connecticut pursuant to Section 7-294-a-e of the Connecticut General Statutes and the regulations promulgated by the Connecticut Police Officer Standards and Training Council. Loss of certification will result in removal from the class.

Incumbents in this class must possess and maintain a valid Motor Vehicle Operator's license.

Incumbents in this class must be eligible and qualified to bear arms.

Incumbents in this class may be required to maintain certifications pursuant to the regulations of the Connecticut Police Officer Standards and Training Council and/or agency requirements.

Incumbents in this class may be required to obtain and retain Emergency Medical Technician (EMT) certification.

Incumbents in this class may be required to travel.

CHARACTER REQUIREMENTS: In addition to the checking of references and of facts stated in the application, a thorough background investigation of each candidate may be made before persons are certified for appointment.

PHYSICAL REQUIREMENTS: Incumbents in this class must have general good health, be free from any disease or injury which would impair health or usefulness and possess and retain sufficient physical strength, stamina, agility, endurance and visual and auditory acuity required, to perform the duties of the class.

Applicants may be required to pass a physical examination.

WORKING CONDITIONS: Incumbents in this class may be exposed to unpleasant and/or dangerous situations which could cause injury or loss of life, to uncomfortable weather conditions and/or to confinement within a vehicle for prolonged periods.

Preferred Qualifications:

- Two or more years of police leadership experience.
- Experience as a School Resource Officer or supervision of an SRO unit.
- Experience with administrative duties, such as scheduling, budgeting, and police accreditation reporting.
- Possession of a current CT P.O.S.T.C. Police Certification.

(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	11	1	7	0	1	1	1	0	0	0	0	0	2	0	1
Not Qualified	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total Qualified	13	11	1	7	0	1	1	1	0	0	0	0	0	2	0	1
Qual. No Interview	4	4	0	3	0	0	0	0	0	0	0	0	0	1	0	0
Qual. Rec. Interview	9	7	1	4	0	1	1	1	0	0	0	0	0	1	0	1
Withdrew	5	3	1	2	0	1	1	0	0	0	0	0	0	0	0	1
Interviewed	4	4	0	2	0	0	0	1	0	0	0	0	0	1	0	0
Offered	1	1	0	0	0	0	0	1	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	0	0	1	0	0	0	0	0	0	0	0

*AAIANHNPI = Asian, American Indian, Alaskan Native, Hawaiian Native, Pacific Islander.

We received thirteen (13) applications for this position of which there were zero (0) goal candidates as the goal for 1WM and 1BM were previously achieved.

Of the thirteen (13) applicants deemed qualified, four (4) were not offered interviews, including zero goal candidates.

The remaining nine (9) candidates were offered interviews including zero goal candidates.

The agency did not achieve a goal with the hire of **one (1) Hispanic Male**. There were no goal candidates in the pool.

- 1HM was selected as they met the required and preferred qualifications and were selected based on their interview.

Protective Service – Hartford

- **Goals:** 3WM, 1BF
- **Hires:** 1WM
- **Goal Achievement:** One (1) of four (4) goals achieved or 25%.

1. Police Sergeant (1WM)

(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	54	46	6	31	5	5	1	7	0	1	0	1	0	1	0	2
Not Qualified	8	8	0	2	0	4	0	2	0	0	0	0	0	0	0	0
Total Qualified	46	38	6	29	5	1	1	5	0	1	0	1	0	1	0	2
Qual. No Interview	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Qual. Rec. Interview	46	38	6	29	5	1	1	5	0	1	0	1	0	1	0	2
Withdrew	12	7	4	5	3	1	1	1	0	0	0	0	0	0	0	1
Interviewed	34	31	2	24	2	0	0	4	0	1	0	1	0	1	0	1
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.

The agency achieved a goal with the hire of **one (1) White Male**.

Protective Service – Litchfield

- **Goals:** 1WF
- **Hires:** NONE
- **Goal Achievement:**

Protective Service – Middlesex

- **Goals:** NONE
- **Hires:** 1WM
- **Goal Achievement:** NONE

1. Police Officer MXCC (1WM)

(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	29	6	12	5	6	1	10	0	0	0	0	0	1	0	1
Not Qualified	10	8	2	1	1	3	1	4	0	0	0	0	0	0	0	0
Total Qualified	26	21	4	11	4	3	0	6	0	0	0	0	0	1	0	1
Qual. No Interview	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Qual. Rec. Interview	26	21	4	11	4	3	0	6	0	0	0	0	0	1	0	1
Withdrew	13	10	2	4	2	0	0	5	0	0	0	0	0	1	0	1
Interviewed	13	11	2	7	2	3	0	1	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.

The agency did not achieve a goal with the hire of **one (1) White Male** as there were no goals established for the category.

Protective Service – New Haven

- **Goals:** 1BF, 1HM
- **Hires:** 4WM
- **Goal Achievement:** Zero (0) of two (2) or 0%.

1. Police Officer GCC (1WM)

PURPOSE OF JOB CLASS (NATURE OF WORK): In a state agency, college or university this class is accountable for independently performing a full range of tasks in the protection, safety and security of individuals and property with full police powers and responsibility for law enforcement.

EXAMPLES OF DUTIES: The Police Officer may perform a combination or concentration of the following functions on a fixed or rotating basis as directed by the agency:

SECURITY: Provides crowd control at various events and activities; Monitors designated areas to ensure physical security and authorized access in order to prevent theft, trespass, vandalism or violation of state statutes or regulations; Gives directions and routine information to the public; Participates in evacuation activities in event of fire, bomb threats or other potential disasters; Operates firefighting apparatus if needed; May conduct cruiser or foot patrols; May conduct bicycle patrols as weather permits.

PROTECTION: Provides traffic and/or crowd control; Assesses nature of further assistance needed and makes timely and appropriate arrangements; May gather background information and provide threat assessments regarding high risk locations, safety of persons or property, biological or physical threats; May respond to emergency situations and provide CPR or first aid to injured parties; May transport or escort couriers with currency and prisoners or Absent Without Leave (AWOL) persons; May assist in search for escaped patients or inmates; May assist State Police in investigation of major criminal acts; May be required to maintain building security and perform patrol duties at time of heightened alert level under Homeland Security procedures.

ENFORCEMENT: Directs traffic and enforces motor vehicle and parking regulations; May initiate and conduct criminal and other investigations of violations, suspicious activities or reports of incidents occurring within jurisdiction; May conduct on site investigations, question witnesses, arrest individuals at scene and issue summons.

ADMINISTRATION: Records information; Applies for and serves arrest warrants; Processes paperwork on arrests and activity reports; Arranges surety and non-surety bond payments or Written Promise to Appear (WPA); Provides court testimony; Conducts special programs, projects and services as required; May process arrested individuals including determining charges, fingerprinting, photographing, initiating National Crime Information Computer (NCIC) check, searching, removing and inventorying personal belongings and transporting arrested persons to lock up; May conduct various safety training, certification and/or recertification courses; May perform minor equipment repairs; May make public presentations regarding crime prevention and safety; May serve as dispatcher; Performs related duties as required.

KNOWLEDGE, SKILL AND ABILITY: Knowledge of police and security practices and procedures; relevant state and federal laws, statutes and regulations; traffic and crowd control practices and procedures; criminal law and court procedures; Considerable interpersonal skills; oral and written communication skills; Ability to analyze emergency situations and develop effective courses of action; utilize computer software.

MINIMUM QUALIFICATIONS - GENERAL EXPERIENCE: Certification as a law enforcement officer in the State of Connecticut pursuant to regulations promulgated by the Connecticut Police Officer Standards and Training Council.

NOTE: Candidates with a pending certification status may be employed on a temporary basis pending re-certification by the Connecticut Police Officer Standards and Training Council.

MINIMUM QUALIFICATIONS - SUBSTITUTIONS ALLOWED: Successful completion of prescribed training and probationary requirements set forth in the class of Protective Services Trainee.

SPECIAL REQUIREMENTS: Applicants must be authorized to work lawfully in the United States by date of appointment.

Candidates for this class are subject to selection standards pursuant to Section 7-294-a-e of the Connecticut General Statutes and the regulations of the Connecticut Police Officer Standards and Training Council.

Incumbents in this class must possess and maintain authority from the Commissioner of Emergency Services and Public Protection to "arrest and present before a competent authority any person for any offense committed within his precinct." (Connecticut General Statutes 29-18 and/or 10a-142)

Incumbents in this class must possess and maintain certification as a law enforcement officer in the State of Connecticut pursuant to Section 7-294-a-e of the Connecticut General Statutes and the regulations promulgated by the Connecticut Police Officer Standards and Training Council. Loss of certification will result in removal from the class.

Incumbents in this class may be required to maintain certifications pursuant to the regulations of the Connecticut Police Officer Standards and Training Council and/or agency requirements.

Incumbents in this class must possess and maintain a valid Motor Vehicle operator's license.

Incumbents in this class may be required to obtain and retain Emergency Medical Technician (EMT) certification.

Incumbents in this class must be eligible and qualified to bear arms.

Incumbents in this class may be required to travel.

CHARACTER REQUIREMENTS: In addition to the checking of references and of facts stated in the application, a thorough background investigation of each candidate may be made before persons are certified for appointment.

PHYSICAL REQUIREMENTS: Incumbents in this class must have general good health, be free from any disease or injury which would impair health or usefulness and possess and retain sufficient physical strength, stamina, agility, endurance and visual and auditory acuity required, to perform the duties of the class. A physical fitness assessment will be required of all applicants.

A comprehensive medical examination, including a controlled substance screening, will be required of all applicants upon a conditional offer of employment.

WORKING CONDITIONS: Incumbents in this class may be exposed to unpleasant and/or dangerous situations which could cause injury or loss of life, to uncomfortable weather conditions and/or to confinement within a vehicle for prolonged periods.

(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	12	9	2	4	1	3	0	0	0	1	0	0	0	1	1	1
Not Qualified	8	6	1	2	0	2	0	0	0	1	0	0	0	1	1	1
Total Qualified	4	3	1	2	1	1	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	4	4	1	2	1	1	0	0	0	0	0	0	0	0	0	0
Withdrew	1	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0
Interviewed	3	2	1	1	1	1	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 twelve (12) applications for this position of which there were **0BF** and **0HM** goal candidates.

There were no goal candidates in the pool.

The agency did not achieve a goal with the hire of **one (1) White Male** who met the required qualifications and was selected based on their interview.

2. Police Officer NVCC (2WM)

PURPOSE OF JOB CLASS (NATURE OF WORK): In a state agency, college or university this class is accountable for independently performing a full range of tasks in the protection, safety and security of individuals and property with full police powers and responsibility for law enforcement.

EXAMPLES OF DUTIES: The Police Officer may perform a combination or concentration of the following functions on a fixed or rotating basis as directed by the agency:

SECURITY: Provides crowd control at various events and activities; Monitors designated areas to ensure physical security and authorized access in order to prevent theft, trespass, vandalism or violation of state statutes or regulations; Gives directions and routine information to the public; Participates in evacuation activities in event of fire, bomb threats or other potential disasters; Operates firefighting apparatus if needed; May conduct cruiser or foot patrols; May conduct bicycle patrols as weather permits.

PROTECTION: Provides traffic and/or crowd control; Assesses nature of further assistance needed and makes timely and appropriate arrangements; May gather background information and provide threat assessments regarding high risk locations, safety of persons or property, biological or physical threats; May respond to emergency situations and provide CPR or first aid to injured parties; May transport or escort couriers with currency and prisoners or Absent Without Leave (AWOL) persons; May assist in search for escaped patients or inmates; May assist State Police in investigation of major criminal acts; May be required to maintain building security and perform patrol duties at time of heightened alert level under Homeland Security procedures.

ENFORCEMENT: Directs traffic and enforces motor vehicle and parking regulations; May initiate and conduct criminal and other investigations of violations, suspicious activities or reports of incidents occurring within jurisdiction; May conduct on site investigations, question witnesses, arrest individuals at scene and issue summons.

ADMINISTRATION: Records information; Applies for and serves arrest warrants; Processes paperwork on arrests and activity reports; Arranges surety and non-surety bond payments or Written Promise to

Appear (WPA); Provides court testimony; Conducts special programs, projects and services as required; May process arrested individuals including determining charges, fingerprinting, photographing, initiating National Crime Information Computer (NCIC) check, searching, removing and inventorying personal belongings and transporting arrested persons to lock up; May conduct various safety training, certification and/or recertification courses; May perform minor equipment repairs; May make public presentations regarding crime prevention and safety; May serve as dispatcher; Performs related duties as required.

KNOWLEDGE, SKILL AND ABILITY: Knowledge of police and security practices and procedures; relevant state and federal laws, statutes and regulations; traffic and crowd control practices and procedures; criminal law and court procedures; Considerable interpersonal skills; oral and written communication skills; Ability to analyze emergency situations and develop effective courses of action; utilize computer software.

MINIMUM QUALIFICATIONS - GENERAL EXPERIENCE: Certification as a law enforcement officer in the State of Connecticut pursuant to regulations promulgated by the Connecticut Police Officer Standards and Training Council.

NOTE: Candidates with a pending certification status may be employed on a temporary basis pending recertification by the Connecticut Police Officer Standards and Training Council.

MINIMUM QUALIFICATIONS - SUBSTITUTIONS ALLOWED: Successful completion of prescribed training and probationary requirements set forth in the class of Protective Services Trainee.

SPECIAL REQUIREMENTS: Applicants must be authorized to work lawfully in the United States by date of appointment.

Candidates for this class are subject to selection standards pursuant to Section 7-294-a-e of the Connecticut General Statutes and the regulations of the Connecticut Police Officer Standards and Training Council.

Incumbents in this class must possess and maintain authority from the Commissioner of Emergency Services and Public Protection to "arrest and present before a competent authority any person for any offense committed within his precinct." (Connecticut General Statutes 29-18 and/or 10a-142)

Incumbents in this class must possess and maintain certification as a law enforcement officer in the State of Connecticut pursuant to Section 7-294-a-e of the Connecticut General Statutes and the regulations promulgated by the Connecticut Police Officer Standards and Training Council. Loss of certification will result in removal from the class.

Incumbents in this class may be required to maintain certifications pursuant to the regulations of the Connecticut Police Officer Standards and Training Council and/or agency requirements.

Incumbents in this class must possess and maintain a valid Motor Vehicle operator's license.

Incumbents in this class may be required to obtain and retain Emergency Medical Technician (EMT) certification.

Incumbents in this class must be eligible and qualified to bear arms.

Incumbents in this class may be required to travel.

CHARACTER REQUIREMENTS: In addition to the checking of references and of facts stated in the application, a thorough background investigation of each candidate may be made before persons are certified for appointment.

PHYSICAL REQUIREMENTS: Incumbents in this class must have general good health, be free from any disease or injury which would impair health or usefulness and possess and retain sufficient physical strength, stamina, agility, endurance and visual and auditory acuity required, to perform the duties of the class. A physical fitness assessment will be required of all applicants.

A comprehensive medical examination, including a controlled substance screening, will be required of all applicants upon a conditional offer of employment.

WORKING CONDITIONS: Incumbents in this class may be exposed to unpleasant and/or dangerous situations which could cause injury or loss of life, to uncomfortable weather conditions and/or to confinement within a vehicle for prolonged periods.

(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	29	6	12	5	6	1	10	0	0	0	0	0	1	0	1
Not Qualified	10	8	2	1	1	3	1	4	0	0	0	0	0	0	0	0
Total Qualified	26	21	4	11	4	3	0	6	0	0	0	0	0	1	0	1
Qual. No Interview	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Qual. Rec. Interview	26	21	4	11	4	3	0	6	0	0	0	0	0	1	0	1
Withdrew	13	10	2	4	2	0	0	5	0	0	0	0	0	1	0	1
Interviewed	13	11	2	7	2	3	0	1	0	0	0	0	0	0	0	0
Offered	4	4	0	3	0	0	0	1	0	0	0	0	0	0	0	0
Not Accepted	2	2	0	1	0	0	0	1	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.

The agency received thirty-six (36) applications for this position of which there were **1BF** and **10HM** goal candidates.

Of the thirty-six (36) applications, ten (10) were deemed not qualified, including 1BF and 4HM.

- 1BF was not CT P.O.S.T certified.
- 4HM were not CT P.O.S.T certified.

The remaining twenty-six (26) were deemed qualified and offered interviews including 6HM goal candidates.

- 5HM withdrew their applications
- 1HM was offered the position and declined.

There were no goal candidates remaining in the pool.

The agency did not achieve a goal with the hires of **two (2) White Males** who met all of the minimum and preferred qualifications and were selected based on their interviews.

3. Police Sergeant (1WM)

PURPOSE OF JOB CLASS (NATURE OF WORK): In a state agency, college or university this class is used in two ways: Supervising and participating in the activities of an assigned shift engaged in providing for the security and protection of lives and/or property through the enforcement of state statutes and regulations; Assisting a Lieutenant in supervising operations of a facility protective services operation.

EXAMPLES OF DUTIES: Supervises and assists an assigned staff in performance of police functions and duties including orientation, training, counseling, evaluation and discipline in accordance with

department standards; Assigns duties and reviews results for accuracy, effectiveness and conformance with policy; Reviews and evaluates courtesy and attitude toward public; Studies, analyzes and evaluates tasks performed on shift; Reviews and maintains police officer reports, records and logs and submits pertinent reports; Coordinates exchange of information among shifts or with other law enforcement agencies; Implements established procedures to minimize various law enforcement matters; Performs full range of public enforcement, protection, security and administrative functions as assigned to subordinate staff; Responds to complaints of police error, improper actions or negligence; Supervises, coordinates and conducts investigations, special assignments and emergency response situations; May be temporarily assigned to long term serious investigations; May train, assist in and/or supervise training of departmental personnel; May serve as dispatcher; Performs related duties as required.

KNOWLEDGE, SKILL AND ABILITY: Considerable knowledge of police and security practices and procedures; Knowledge of relevant state and federal laws, statutes and regulations; criminal law and court procedures; traffic control practices and procedures; training practices and procedures; Considerable interpersonal skills; oral and written communication skills; Ability to analyze emergency situations and develop effective courses of action; utilize computer software; Supervisory ability.

MINIMUM QUALIFICATIONS - GENERAL EXPERIENCE: Three (3) years of experience as a Police Officer in an organized police department or within state service.

MINIMUM QUALIFICATIONS - SUBSTITUTIONS ALLOWED: A Bachelor's degree may be substituted for one (1) year of the General Experience.

SPECIAL REQUIREMENTS: Candidates for this class are subject to selection standards pursuant to Section 7-294-a-e of the Connecticut General Statutes and the regulations of the Connecticut Police Officer Standards and Training Council.

Incumbents in this class must possess and maintain authority from the Commissioner of Emergency Services and Public Protection to "arrest and present before a competent authority any person for any offense committed within his precinct". (Connecticut General Statutes 29-18 and/or 10a-142).

Incumbents in this class must possess and maintain certification as a law enforcement officer in the State of Connecticut pursuant to Section 7-294-a-e of the Connecticut General Statutes and the regulations promulgated by the Connecticut Police Officer Standards and Training Council. Loss of certification will result in removal from the class.

Incumbents in this class must possess and maintain a valid Motor Vehicle Operator's license.

Incumbents in this class must be eligible and qualified to bear arms.

Incumbents in this class may be required to maintain certifications pursuant to the regulations of the Connecticut Police Officer Standards and Training Council and/or agency requirements.

Incumbents in this class may be required to obtain and retain Emergency Medical Technician (EMT) certification.

Incumbents in this class may be required to travel.

CHARACTER REQUIREMENTS: In addition to the checking of references and of facts stated in the application, a thorough background investigation of each candidate may be made before persons are certified for appointment.

PHYSICAL REQUIREMENTS: Incumbents in this class must have general good health, be free from any disease or injury which would impair health or usefulness and possess and retain sufficient physical strength, stamina, agility, endurance and visual and auditory acuity required, to perform the duties of the class.

Applicants may be required to pass a physical examination.

WORKING CONDITIONS: Incumbents in this class may be exposed to unpleasant and/or dangerous situations which could cause injury or loss of life, to uncomfortable weather conditions and/or to confinement within a vehicle for prolonged periods.

Preferred Qualifications:

- Two or more years of police leadership experience.
- Experience as a School Resource Officer or supervision of an SRO unit.
- Experience with administrative duties, such as scheduling, budgeting, and police accreditation reporting.
- Possession of a current CT P.O.S.T.C. Police Certification.

(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	54	46	6	31	5	5	1	7	0	1	0	1	0	1	0	2
Not Qualified	8	8	0	2	0	4	0	2	0	0	0	0	0	0	0	0
Total Qualified	46	38	6	29	5	1	1	5	0	1	0	1	0	1	0	2
Qual. No Interview	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Qual. Rec. Interview	46	38	6	29	5	1	1	5	0	1	0	1	0	1	0	2
Withdrew	13	8	4	5	3	1	1	2	0	0	0	0	0	0	0	1
Interviewed	33	30	2	24	2	0	0	3	0	1	0	1	0	1	0	1
Offered	2	2	0	1	0	0	0	1	0	0	0	0	0	0	0	0
Not Accepted	1	1	0	0	0	0	0	1	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 fifty-four (54) applications for this position of which there were **1BF** and **7HM** goal candidates.

Of the fifty-four (54) applicants, eight (8) were deemed not qualified, including 2HM goal candidates.

- 2HM did not possess a current CT P.O.S.T.C. Police Certification.

The remaining forty-six (46) applicants were deemed qualified and offered interviews, including 1BF and 5HM goal candidates.

- 1BF withdrew prior to the interview.
- 2HM withdrew prior to the interview.
- 1HM was offered the position but did not pass a successful background check.
- 1HM was not selected based on the interview. The candidate has the time on the job and experience but gave no details to any of the questions. During question #1, the candidate was asked to tell the committee about themselves but did not provide details about their leadership experience or qualifications related to the sergeant position. He had no experience with Title IX and only knew that it had to do with equal treatment. With regards to question #4 he reported

his weakness was his lack of computer skills, despite the job requiring a large amount of computer experience. They did not provide examples related to de-escalation during question #5 even though he is an instructor. The candidate answered the diversity question by stating he has a love of languages and food but did not provide examples related to law enforcement.

- 1HM was not selected based on his interview. The candidate was asked to describe their leadership experience and how it relates to being a Sergeant at CT State, but the candidate did not list any leadership experience in his answer and they used profanity in his answer. The candidate was asked to describe their first 100 days if they were selected to be the next Sergeant at CT State and the candidate spent most of his time answering the question by stating he would not “rule with an iron thumb” and “give his officers freedom.” The candidate did not list any steps he would take in the first 100 days other than meeting with subordinates and staff. The candidate was asked to describe their experience working in a diverse environment and how they would adapt working at CT State. The candidate stated in his answer that there was a lot of “Muslim and Jewish things going on,” but did not explain what that meant. The candidate was asked to describe how they would expand the role of Sergeant at the CT State campus they would be assigned and asked what programs they would like to join on campus or what programs they would initiate as a Sergeant and the candidate did not list any current programs on campus and used profanities in his answer.

The agency did not achieve a goal with the hire of **one (1) White Male**.

- 1WM was selected based on their interview. When asked to describe their leadership experience and how it relates to being a Sergeant at CT State, the candidate stated that he is a Veteran of Army National Guard and a graduate of CCSU. The candidate is retired from New Haven holding the rank of Lieutenant. The candidate’s first assignment as a New Haven police officer was walking a beat and assigned to a community policing initiative. The candidate stated that he held numerous assignments as a police officer until he was selected to be an investigator. In 2017 the candidate stated he was promoted to Patrol Sergeant and eventually assigned as a District Manager. The candidate gave a lengthy explanation of this role describing his duties as being a liaison between the police department, the community, and the Mayor’s office. The candidate explained that he helped solve quality of life and crime problems with the partnership of the diverse community he served. The candidate stated that he became a Lieutenant in 2021 and placed in charge of the Special Victim’s unit that had the responsibility of investigating crimes against children, sexual assaults, and Sex Offender Registry duties. The candidate stated that he retired in 2023 where he was then hired by Prospect Police as a part time police officer. The candidate stated that his career with New Haven PD would make him a great Sergeant at CT State due to his experience as a District Manager in New Haven. The candidate learned how to deal with politicians, the colleges that were in his area, the diverse community he served, the police executives, and officers he led. The candidate explained that he can translate that experience to working with the college staff, faculty, students, and other stakeholders on campus. The candidate was asked to describe their first 100 days if they were selected to be the next Sergeant at CT State and stated that it was relationship building. The candidate provided a lengthy answer and stated that he would try to learn everyone’s first name and their backgrounds. The candidate stated that he would spend this time to build personal relationships with the CEO, Staff, Faculty, Police Officers, Security Guards, Deans, etc. The candidate stated that he would spend the time learning as much as he could about the inner workings of the college environment. The candidate would then learn about the Police Department’s General Orders, Policies, Procedures, etc. The candidate would speak to the

people he supervised and identify what is working and what is not working. The candidate would spend time talking to the CEO, Deans, Staff, and other stakeholders to identify their needs. The candidate would then make a list of priorities and start addressing them. The candidate stated that he would set objectives and goals. The candidate was asked to describe their experience working in a diverse environment and how they would adapt working at CT State. The candidate stated that he grew up in Meriden which was very diverse. The candidate stated that his experience working in the Military was also diverse working with people from all different types of backgrounds. The candidate stated that his career with the New Haven Police Department was the most educational. The candidate stated that he not only served a diverse community, he led officers that were made up of a diverse background. The candidate provided a detailed explanation of having difficulty supervising a female officer from a different background then his own. The candidate stated that he conducted an introspective analysis and determined that he was not using the proper management approach with the officer and subsequently adapted his approach. The candidate stated that he went from having a difficult relationship with officer to mentoring her through promotional opportunities. The candidate stated that he always adapts his approaches with individuals with the understanding we all come from different backgrounds. The candidate explained that he spends time getting to know the individual and listening to their needs to build trust and understanding. The candidate was asked to describe how they would expand the role of Sergeant at the CT State campus they would be assigned. The candidate was further asked what programs they would like to join on campus or what programs they would initiate as a Sergeant. The candidate stated that he would first meet with the campus CEO and Police Chief to learn what clubs/activities he would be allowed to join and initiate. The candidate stated that he would like to start a Criminal Justice club and provide students with insight into a career in law enforcement. The candidate stated that he would love to join or be a part of any psychological club/group or any club involved in philosophy as well. The candidate would like to explore and initiate any sports program that would be allowed since he is a youth sports coach.

Protective Service – New London

- **Goals:** NONE
- **Hires:** WM
- **Goal Achievement:** NONE

1. Police Sergeant (1WM)

(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	54	46	6	31	5	5	1	7	0	1	0	1	0	1	0	2
Not Qualified	8	8	0	2	0	4	0	2	0	0	0	0	0	0	0	0
Total Qualified	46	38	6	29	5	1	1	5	0	1	0	1	0	1	0	2
Qual. No Interview	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Qual. Rec. Interview	46	38	6	29	5	1	1	5	0	1	0	1	0	1	0	2
Withdrew	12	7	4	5	3	1	1	1	0	0	0	0	0	0	0	1
Interviewed	34	31	2	24	2	0	0	4	0	1	0	1	0	1	0	1
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.

The agency did not achieve a goal with the hire of **one (1) White Male**.

Protective Service – Windham

- **Goals:** NONE
- **Hires:** NONE
- **Goal Achievement:** NONE

Promotion Goals Analysis

Executive

- **Goals:** 2WF
- **Hires:** 1HM
- **Goal Achievement:** Zero (0) out of zero (0) for 0%.

1. Deputy Chief of Police (1HM)

Position Summary: The Deputy Police Chief is responsible for the administrative functions of the police department, providing direction and oversight of the Connecticut State Community College (CT State) Police Department, the delivery of public safety services, and supervising the work of all assigned subordinate police department personnel. The Deputy Police Chief serves as an extension of the Chief of Police and has responsibility to direct the police department in the absence of the Chief of Police. The Deputy Police Chief is required to take command during emergencies in the absence of or as directed by the Chief of Police.

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.)

This position was posted on the following sites: HigherEdJobs.com, Diverse Issues in Higher Education, Workplace Diversity, Latino's in Higher Ed, LinkedIn, Indeed.com, Facebook page, Zip Recruiter, Indeed.com, ct.edu, Oodle, Careerjet, Sercanto, Job.net, Jobcase.com, Neuvoo, Adzuna, and sent through the CSCU email system distribution list

Minimum Qualifications: Bachelor's degree from an accredited college or university with eight (8) years of experience in an organized police force or sworn law enforcement agency, which shall have involved investigating or apprehending and with at least three (3) years having been in a command position (i.e., Commissioner, Inspector, Chief, Captain or Lieutenant).

Incumbents are required to have demonstrated advanced knowledge and abilities in the following:

- Experience as an Accreditation Manager.

Special Requirements:

- Incumbents in this position must possess and maintain authority from the Commissioner of Emergency Services and Public Protection to "arrest and present before a competent authority any person for any offense committed within his precinct". (Connecticut General Statutes 29-18 and/or 10a-142).
- Incumbents in this position must possess and maintain certification as a law enforcement officer in the State of Connecticut pursuant to Section 7-294-a-e of the Connecticut General Statutes and the regulations promulgated by the Police Officer Standards and Training Council. Loss of certification will result in removal from the position.
- Incumbents in this position may be required to maintain certifications pursuant to the regulations of the Connecticut Police Officer Standards and Training Council and/or agency requirements.

- Incumbents in this position must possess and retain a valid Motor Vehicle Operator's license.
- Incumbents in this position may be required to obtain and maintain Emergency Medical Technician (EMT) certification.
- Incumbents in this position must be eligible and qualified to bear arms.
- Incumbents in this position may be required to travel.
- Incumbents in this position must possess and retain sufficient physical strength, stamina, agility, endurance and visual and auditory acuity to perform the duties of this position.

Physical Requirements:

- Candidates must possess general good health and must possess and retain sufficient strength, stamina, agility, visual and auditory acuity necessary to perform the duties of the class. Candidates may be required to pass a physical examination.

Preferred Qualifications:

- Knowledge of Connecticut Laws including but not limited to the Penal Law, Criminal Procedure Law, Vehicle and Traffic Law in order to effectively enforce the law in CT.
- Knowledge of Modern Law Enforcement Methods, Practices and Procedures needed to assist and direct various situations that police personnel may encounter in the course of their day-to-day activities.
- Knowledge of Administrative Supervision including assigning work and coordinating staff activities, evaluating performance, as well as establishing and guiding staff development programs.
- Ability to maintain cooperative relationships with other College officials and with the general community.
- Ability to plan, organize and supervise the work of subordinates.
- Ability to effectively communicate both orally and in writing.
- Personal characteristics necessary to perform the duties of the position.
- Experience as a sworn police officer working for an institution of higher education.
- Experience working for a CALEA designated police department.

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	1	0	0	0	1	0	0	0	0	0	0	1	0
Not Qualified	1	0	1	0	0	0	0	0	0	0	0	0	0	0	1	0
Total Qualified	2	2	0	1	0	0	0	1	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	2	2	0	1	0	0	0	1	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	2	2	0	1	0	0	0	1	0	0	0	0	0	0	0	0
Offered	1	1	0	0	0	0	0	1	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	0	0	1	0	0	0	0	0	0	0	0

*AAIANHNPI = Asian, American Indian, Alaskan Native, Hawaiian Native, Pacific Islander.

We received three (3) applicants of which there were **0WF** goal candidates.

The agency did not achieve a goal with the promotion of **one (1) Hispanic Male** who met all of the minimum and preferred qualifications and was selected based upon their interview.

Professor

- **Goals:** 10BF, 14HM, 12HF, 5AM, 9AF
- **Promotions:** 8WM, 14WF, 2BF, 3HM, 3HF, 2AM
- **Goal Achievement:** Ten (10) out of fifty (50) goals achieved for 20% of the promotions in this category met Affirmative action 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	32	13	19	8	14	0	2	3	3	2	0	0	0	0	0	0
Not Qualified	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total Qualified	32	13	19	8	14	0	2	3	3	2	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	32	13	19	8	14	0	2	3	3	2	0	0	0	0	0	0
Withdrew	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Interviewed	32	13	19	8	14	0	2	3	3	2	0	0	0	0	0	0
Offered	32	13	19	8	14	0	2	3	3	2	0	0	0	0	0	0
Not Accepted	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Promotions	32	13	19	8	14	0	2	3	3	2	0	0	0	0	0	0

*AAIANHNPI = Asian, American Indian, Alaskan Native, Hawaiian Native, Pacific Islander.

This pool consisted of the following thirty-two (32) applicants: 8WM, 14WF non-goal applicants and **2BF**, **3HM**, **3HF**, and **2AM** (Goal Candidates).

In this category, 8WM, 14WF, **2BF** (goal candidates), **3HM** (goal candidates), **3HF** (goal candidates), and **2AM** (goal candidates) 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.

Associate Professor

- **Goals:** 4BM, 2BF, 6AF, 2TF
- **Promotions:** 5WM, 15WF, 5BM, 2BF, 1HM, 1AM, 3AF, and 1TF
- **Goal Achievement:** Ten (10) out of fourteen (14) established promotional goals were achieved or 71%.

1. 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	36	13	23	6	16	5	2	1	0	1	4	0	1	0	0	0
Not Qualified	3	1	2	1	1	0	0	0	0	0	1	0	0	0	0	0
Total Qualified	33	12	21	5	15	5	2	1	0	1	3	0	1	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	33	12	21	5	15	5	2	1	0	1	3	0	1	0	0	0
Withdrew	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Interviewed	33	12	21	5	15	5	2	1	0	1	3	0	1	0	0	0
Offered	33	12	21	5	15	5	2	1	0	1	3	0	1	0	0	0
Not Accepted	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Promotions	33	12	21	5	15	5	2	1	0	1	3	0	1	0	0	0

*AAIANHNPI = Asian, American Indian, Alaskan Native, Hawaiian Native, Pacific Islander.

This pool consisted of the following thirty-six (36) applicants: 6WM, 16WF, **5BM**, **2BF**, 1HM, 1AM, **4AF**, and **1TF**.

1WM and 1WF non-goal candidates, and 1AF goal candidate did not meet the qualifications for promotion and were denied promotion in accordance with the collective bargaining agreement.

Thirty-three (33) applicants 5WM, 15WF, **5BM** (goal candidates), **2BF** (goal candidates), 1HM, 1AM, **3AF** (goal candidates), and **1TF** (goal candidate) applied for promotion 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.

Assistant Professor

- **Goals:** 4WM, 2WF
- **Promotional:** 4WM, 10WF, 2BM, 1AM, and 2AF.
- **Goal Achievement:** Six (6) out of six (6) for 100% of the goals achieved in this category.

1. Assistant 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	19	7	12	4	10	2	0	0	0	1	2	0	0	0	0	0
Not Qualified	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total Qualified	19	7	12	4	10	2	0	0	0	1	2	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	19	7	12	4	10	2	0	0	0	1	2	0	0	0	0	0
Withdrew	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Interviewed	19	7	12	4	10	2	0	0	0	1	2	0	0	0	0	0
Offered	19	7	12	4	10	2	0	0	0	1	2	0	0	0	0	0
Not Accepted	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Promotions	19	7	12	4	10	2	0	0	0	1	2	0	0	0	0	0

*AAIANHNPI = Asian, American Indian, Alaskan Native, Hawaiian Native, Pacific Islander.

This pool consisted of the following nineteen (19) applicants: **4WM**, **10WF**, 2BM, 1AM, and 2AF.

Of the nineteen (19) applicants, all nineteen (19) applicants: 4WM (goal candidates), 10WF (goal candidates), 2BM, 1AM, and 2AF applied for and were recommended by the President and Deans for

promotion from Instructor to Assistant Professor in accordance with the collective bargaining agreement, and promotion and tenure process.

Instructor

- **Goals:** None
- **Promotions:** NONE
- **Goal Achievement:** N/A

Professional Non-Faculty

- **Goals:** 2WM, 1BM, 1HM, 1HF, 1AM
- **Promotions:** 2WM, 2WF, 1AF
- **Goal Achievement:** Two (2) of six (6) goals achieved or 33.3%.

1. Systems Manager

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
Total 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
Withdrew	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
Promotions	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.

The agency achieved a **first (1) of three (3) White Male** goals with the promotion of **one (1) White Male**.

2. Network Manager – Promotion (1WM)

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
Total 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
Withdrew	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.

The agency achieved the **second (2) of three (3) White Male** goals with the promotion of **one (1) White Male** when **1WM** was promoted into this category in accordance with the WILLIS job evaluation review resulting in a reclassification of these positions.

3. Financial Aid Specialists – Promotion (1WF, 1AF)

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	0	2	0	1	0	0	0	0	0	1	0	0	0	0	0
Not Qualified	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total Qualified	2	0	2	0	1	0	0	0	0	0	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	2	0	2	0	1	0	0	0	0	0	1	0	0	0	0	0
Withdraw	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Interviewed	2	0	2	0	1	0	0	0	0	0	1	0	0	0	0	0
Offered	2	0	2	0	1	0	0	0	0	0	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	2	0	2	0	1	0	0	0	0	0	1	0	0	0	0	0

*AAIANHNPI = Asian, American Indian, Alaskan Native, Hawaiian Native, Pacific Islander.

The agency did not achieve a goal when 1WF and 1AF were promoted into this category in accordance with the WILLIS job evaluation review resulting in a reclassification of these positions.

4. Continuing Education Aide (1WF)

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
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
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 **1WF** was promoted into this category in accordance with the WILLIS job evaluation review resulting in a reclassification of this position.

Guided Pathways Advisor 1

- **Goals:** NONE
- **Promotions:** NONE
- **Goal Achievement:** N/A

Information Technology Technician II

- **Goals:** NONE
- **Promotions:** 3WM, 1WF, 1AF
- **Goal Achievement:** N/A

1. Information Technician II (1WM, 2WF)

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	3	2	3	1	0	0	0	0	0	1	0	0	0	0	0
Not Qualified	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total Qualified	5	3	2	3	1	0	0	0	0	0	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	3	1	0	0	0	0	0	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	3	1	0	0	0	0	0	1	0	0	0	0	0
Offered	5	3	2	3	1	0	0	0	0	0	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	3	1	0	0	0	0	0	1	0	0	0	0	0

*AAIANHNPI = Asian, American Indian, Alaskan Native, Hawaiian Native, Pacific Islander.

The agency did not achieve a goal when 3WM, 1WF, and 1AF employees were reclassified in accordance with the collective bargaining agreement and promoted into the category. Although they did not achieve a goal, 1WM, 1WF and 1AF promotions achieved underutilization in the category that were established as hiring goals.

Clerical - Fairfield

- **Goals:** None
- **Promotions:** NONE

Clerical - Hartford

- **Goals:** None
- **Promotions:** NONE
- **Goal Achievement:** N/A

Clerical - Litchfield

- **Goals:** None
- **Promotions:** NONE
- **Goal Achievement:** N/A

Clerical - Middlesex

- **Goals:** None
- **Promotions:** NONE
- **Goal Achievement:** N/A

Clerical – New Haven

- **Goals:** 1WF
- **Promotions:** NONE
- **Goal Achievement:** N/A

Clerical – New London

- **Goals:** None
- **Promotions:** NONE
- **Goal Achievement:** N/A

Clerical - Windham

- **Goals:** None
- **Promotions:** NONE
- **Goal Achievement:** N/A

Paraprofessional – Fairfield

- **Goals:** None
- **Promotions:** NONE
- **Goal Achievement:** N/A

Paraprofessional – Hartford

- **Goals:** None
- **Promotions:** NONE
- **Goal Achievement:** N/A

Paraprofessional – Litchfield

- **Goals:** None
- **Promotions:** NONE
- **Goal Achievement:** N/A

Paraprofessional – Middlesex

- **Goals:** None
- **Promotions:** NONE
- **Goal Achievement:** N/A

Paraprofessional – New Haven

- **Goals:** 1WF
- **Promotions:** NONE
- **Goal Achievement:** N/A

Paraprofessional – New London

- **Goals:** NONE
- **Promotions:** NONE
- **Goal Achievement:** N/A

Paraprofessional – Windham

- **Goals:** NONE
- **Promotions:** NONE
- **Goal Achievement:** N/A

Skilled Craft – Fairfield

- **Goals:** NONE
- **Promotions:** NONE
- **Goal Achievement:** N/A

Skilled Craft – Hartford

- **Goals:** NONE
- **Promotions:** NONE
- **Goal Achievement:** N/A

Skilled Craft – Litchfield

- **Goals:** NONE
- **Promotions:** NONE
- **Goal Achievement:** N/A

Skilled Craft – Middlesex

- **Goals:** NONE
- **Promotions:** NONE
- **Goal Achievement:** N/A

Skilled Craft – New Haven

- **Goals:** NONE
- **Promotions:** NONE
- **Goal Achievement:** N/A

Skilled Craft – New London

- **Goals:** NONE
- **Promotions:** NONE
- **Goal Achievement:** N/A

Skilled Craft – Windham

- **Goals:** NONE
- **Promotions:** NONE
- **Goal Achievement:** N/A

Service Maintenance - Hartford

- **Goals:** None
- **Promotions:** 1WM, 1BM
- **Goal Achievement:** N/A

1. Building Maintenance Supervisor CT State Manchester (1BM)

PURPOSE OF JOB CLASS (NATURE OF WORK): In a state agency this class is accountable for functioning in one of the following ways: As staff assistant to a Plant Facilities Engineer 2 at a major state institution supervises and coordinates maintenance and repair projects in the building and maintenance trades; As chief physical plant employee at a moderate sized state institution in charge of custodial and maintenance services for the entire institution; As chief physical plant employee at a regional vocational technical school in charge of custodial and maintenance services for the entire institution.

EXAMPLES OF DUTIES: Schedules, assigns, oversees and reviews work of staff; Provides staff training and assistance; Conducts performance evaluations; Determines priorities and plans building and grounds maintenance work; Establishes and maintains building maintenance procedures; Develops or makes recommendations on development of policies and standards; Acts as liaison with other operating units, agencies and outside officials regarding unit policies and procedures; Prepares reports and correspondence; Inspects buildings and equipment to determine repair and improvement needs; Receives repair requests, makes estimates of time and materials to meet requests and prioritizes according to need; Maintains inventories of tools, equipment, supplies and orders or requisitions when needed, possibly requiring interaction with vendors; Serves as a centralized purchasing officer for properties under their authority; Coordinates arrangements for deliveries of materials and access to area by workers; Arranges alternative plans for areas and services disrupted during construction and/or repair; May solicit bids from outside contractors and inspect contracted work; May read and interpret design blueprints and specifications for small scale renovations and remodeling; May make budget recommendations; Performs related duties as required.

KNOWLEDGE, SKILL AND ABILITY: Considerable knowledge of relevant state and federal laws, statutes and regulations; relevant agency policies and procedures; materials and methods of building repair and maintenance; preventive maintenance techniques; Considerable interpersonal skills; Oral and written communication skills; Ability to lay out and inspect building repair and maintenance work; read and interpret blueprints and specifications; coordinate work assignments; utilize computer software; Supervisory ability.

MINIMUM QUALIFICATIONS - GENERAL EXPERIENCE: Six (6) years of experience in the repair and maintenance of large buildings.

NOTE: Experience performing technical duties within the maintenance trade area on a military base, aircraft carrier or large compound may be substituted for the General Experience on a year for year basis.

MINIMUM QUALIFICATIONS - SPECIAL EXPERIENCE: Two (2) years of the General Experience must have been in a supervisory capacity.

NOTE: For state employees this experience is interpreted at the level of a Building Superintendent 2.

MINIMUM QUALIFICATIONS - SUBSTITUTIONS ALLOWED

College training in architecture, mechanical or electrical engineering or a related field may be substituted for the General Experience on the basis of fifteen (15) semester hours equaling one-half (1/2) year of experience to a maximum of four (4) years for a Bachelor's degree.

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

CHARACTER REQUIREMENTS: At state airports: In addition to the checking of references and of facts stated in the application, a thorough background investigation of each candidate may be made before persons are certified for appointment.

PHYSICAL REQUIREMENTS: Incumbents in this class must have adequate physical strength, stamina, physical agility and visual and auditory acuity, and must maintain such physical fitness as to be able to perform the duties.

A physical examination may be required.

WORKING CONDITIONS: Incumbents in this class may be exposed to some risk of injury from equipment.

The appointing authority may require completion of an asbestos removal program consistent with EPA guidelines for operations and maintenance during employment in this class. Incumbents may be required to use protective equipment such as respirators and safety goggles.

Minimum Qualifications: Six (6) years of experience in the repair and maintenance of large buildings.

Any experience and training which would provide the knowledge, skills and abilities listed above.

(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	27	26	1	19	0	1	1	0	0	1	0	2	0	3	0	0
Not Qualified	19	18	1	14	0	0	1	0	0	1	0	1	0	2	0	0
Total Qualified	8	8	0	5	0	1	0	0	0	0	0	1	0	1	0	0
Qual. No Interview	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Qual. Rec. Interview	8	8	0	5	0	1	0	0	0	0	0	1	0	1	0	0
Withdrew	2	2	0	1	0	0	0	0	0	0	0	1	0	0	0	0
Interviewed	6	6	0	4	0	1	0	0	0	0	0	0	0	1	0	0
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.

The agency did not achieve a goal with the promotion of **one (1) Black Male**. There were no promotional goals established in this category.

2. Skilled Maintainer MCC (1WM)

PURPOSE OF JOB CLASS (NATURE OF WORK): In a state agency this class is accountable for performing one or more tasks of a skilled nature (requiring prior experience or training, below the level of a specialized trades worker which would give the incumbent proficiency in required knowledges, skills and abilities on the first day of the job) in addition to performing lower level duties. Only complex tasks should be learned on the job. Tasks performed will be in one or several of the following areas:

Building and equipment maintenance (operational and remedial) including the operation of trucks of five (5) ton or greater capacity or complex motorized equipment; Grounds care as a supervisor and/or

specialized landscaping functions; Assists Qualified Craft Workers or other higher level employees in the trades areas.

KNOWLEDGE, SKILL AND ABILITY

Considerable knowledge of methods, tools, equipment, materials and procedures of specific trade or work area concerned; Knowledge of maintenance problems and their proper handling; manual and machine operations of trade or work area skills; interpersonal skills; oral and written communication skills; Ability to follow written and oral instructions; utilize computer software.

MINIMUM QUALIFICATIONS - GENERAL EXPERIENCE

Two (2) years of experience in one of the following areas:

One of the skilled trades;

- Landscape maintenance or vegetable gardening;
- Operation of motor trucks or large buses.
- The experience area should reflect the needs of the position.

MINIMUM QUALIFICATIONS - SUBSTITUTIONS ALLOWED

Graduation from a vocational or technical school with a diploma designating completion of subject requirements in a maintenance trade area may be substituted for the General Experience.

Preferred Qualifications:

- Experience working in a trade on a college/school campus.
- Experience in at least one of the following: electrical, plumbing, HVAC, mechanical equipment.
- Experience working with Siemens Building Maintenance System or similar facility BMS.
- Operational experience of building fire alarm and fire sprinkler systems.
- Experience multitasking and working as part of a team.
- Experience using Microsoft Word, electronic communication and payroll systems

(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
Total 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
Withdrew	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.

The agency did not achieve a goal with the promotion of **one (1) White Male** who was promoted into the labor market area from another labor market area within the College in accordance with the collective bargaining agreement rights.

Service Maintenance – Litchfield

- **Goals:** None
- **Promotions:** 1WM, 1BM
- **Goal Achievement:** N/A

Service Maintenance – Middlesex

- **Goals:** None
- **Promotions:** 1HM
- **Goal Achievement:** N/A

1. General Trades Worker (1HM)

PURPOSE OF JOB CLASS (NATURE OF WORK): This class is accountable for performing highly skilled trades duties in various trade areas.

EXAMPLES OF DUTIES: Performs highly skilled maintenance and/or construction work requiring the application of trade skills, codes, and standard trade practices in a variety of trade areas including but not limited to: electrical, plumbing, carpentry, HVACR, glazing, masonry, painting work, etc.; Makes estimates of time, personnel, and material required on assigned tasks; Keeps necessary records; Performs duties related to the trade or trade areas as required; In smaller trade areas, may be the sole worker running a skilled trade area; At state owned airports may be required to stand by for and respond to fire and/or crash emergency situations; May operate and maintain heavy earth moving equipment; Performs related duties as required.

KNOWLEDGE, SKILL AND ABILITY

Considerable knowledge of and ability to apply the standard tools, materials, methods, and practices of a variety of trade areas; interpersonal skills; oral and written communication skills; Ability to prepare estimates and keep shop records; utilize computer software.

MINIMUM QUALIFICATIONS - GENERAL EXPERIENCE

Four (4) years of experience in one or more trade areas.

MINIMUM QUALIFICATIONS - SPECIAL EXPERIENCE

Two (2) years of the General Experience must have been performing skilled trade functions in one or more trade areas.

NOTE: For state employees this experience is interpreted at the level of a Skilled Maintainer or Transportation Maintainer 2. Housekeeping, custodial, and food services duties will not be considered as qualifying experience.

MINIMUM QUALIFICATIONS - SUBSTITUTIONS ALLOWED

Graduation from a vocational or technical school with a diploma designating completion of subject requirements in a maintenance trade area may be substituted for two (2) years of the General Experience.

At the University of Connecticut Internship Training Program: Possession of 4,000 registered on-the-job training (OJT) apprenticeship program hours, recognized by the Department of Labor's Office of

Apprenticeship, along with related instruction hours in the respective maintenance trade area may be substituted for the General Experience for licensed trades (Electrical, Plumbing, HVACR) only.

At other state agencies: Two (2) years of experience as a Qualified Craft Worker Intern may be substituted for the General and Special Experience.

Minimum Qualifications: Four (4) years of experience in one or more trade areas.

Preferred Qualifications:

- Extensive experience working in the electrical field
- Experience working in the carpentry field
- Experience with snow removal
- Possession of an E2 license

(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	0	0	0	0	1	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
Total Qualified	1	1	0	0	0	0	0	1	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	0	0	0	0	1	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	1	0	0	0	0	0	1	0	0	0	0	0	0	0	0
Offered	1	1	0	0	0	0	0	1	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	0	0	1	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) Hispanic Male** was demoted into the category in accordance with the collective bargaining agreement.

Service Maintenance – New Haven

- **Goals:** None
- **Promotions:** NONE
- **Goal Achievement:** N/A

Service Maintenance – New London

- **Goals:** None
- **Promotions:** 1HM
- **Goal Achievement:** N/A

Service Maintenance – Windham

- **Goals:** None
- **Promotions:** NONE
- **Goal Achievement:** N/A

Protective Service – Fairfield

- **Goals:** None

- **Promotions:** NONE
- **Goal Achievement:** N/A

Protective Service – Hartford

- **Goals:** None
- **Promotions:** NONE
- **Goal Achievement:** N/A

Protective Service – Litchfield

- **Goals:** None
- **Promotions:** NONE
- **Goal Achievement:** N/A

Protective Service – Middlesex

- **Goals:** None
- **Promotions:** NONE
- **Goal Achievement:** N/A

Protective Service – New Haven

- **Goals:** None
- **Promotions:** NONE
- **Goal Achievement:** N/A

Protective Service – New London

- **Goals:** None
- **Promotions:** NONE
- **Goal Achievement:** N/A

Protective Service – Windham

- **Goals:** None
- **Promotions:** NONE
- **Goal Achievement:** N/A

PROGRAM GOALS ANALYSIS

Goals: 4 Program Goals

Goal Achievement: Four (4) out of four (4) program goals were achieved, or 100%.

1. **CT State in partnership with CSCU Talent and Recruitment will undergo a year-long LEAN process to identify opportunities to streamline and strengthen the search process.**

Responsible person(s): Equity and Civil Rights, CSCU Talent and Recruitment, Cabinet
Timeframe: Completion by July 30, 2025.

Goal Achievement: This goal was achieved and additional efforts to create efficiencies in the search process were identified and implemented. **See attached** summary of key results of the LEAN process.

2. **Through a climate survey, CT State will undergo an analysis to set forth a climate effort to ensure all staff and faculty feel valued and affirmed. This analysis is designed to be incorporated into the Strategic Plan CT State 2030.**

Responsible person(s): VP of DEI, Campus Climate Director, Cabinet
Timeframe: Completion by July 30, 2025.

Goal Achievement: This goal was achieved and the Director of Campus Climate has created action plans for each campus to implement strategic initiatives tailored to each campus based on the climate survey results. **See attached** exhibit from CT State – Capital identifying their strategic priorities.

3. **Expand training opportunities and professional development throughout CT State to build comprehensiveness and consistency across all campuses. Some initial efforts include:**

- a. This CT State will open up 15-30 opportunities to provide ADA certification training for campus Accessibility Leads, Equity and Civil Rights, Deans of Students, etc.
- b. Identify an LMS and training management system to roll out mandated and other trainings around DE&I and compliance.
- c. Rebuilding/Rebranding and or building new diversity and other mandated trainings.

Responsible persons: VP of DEI, ECR, Compliance, and HR

Timeframe: Completion by July 30, 2025.

Goal Achievement: This goal was achieved. CT State identified two vendors to provide training on ADA/504. We are currently in the process of registering and having CT State employees go through these trainings. The trainings will take place in 2026.

The Office of Equity and Civil Rights in coordination with our compliance committee has worked with current LMS systems and purchased additional software to build out key trainings in house for compliance purposes. ECR built and implemented the mandated training for domestic violence, and each employee is assigned their own learning plan to ensure compliance with mandated and other trainings. CT State continues to explore other trainings that can be customized for CT State

The DEI training has been updated and implemented during the reporting period.

4. **Expand CT State's use of data and data systems to enhance work around equal opportunity, applicant tracking, complaint monitoring, and campus climate efforts.**

Responsible persons: VP of DEI, Climate Director, Data Specialist, ECR staff Timeframe: Completion by July 30, 2025.

Goal Achievement: This goal was achieved. CT State has expanded our usage of our Symplicity database for complaint tracking and compliance, as well as reporting. We also continue to use JAZZHR as our recruitment and applicant tracking program to enhance our EEO/AA compliance efforts. These combined with our climate surveys allow us to assess campus climate matters related to protect class, and ensures our search process affords a fair and equal opportunity for each candidate.

Lean Process Recommendations Summary

Draft 7/23/24

Issue	Concern/Impact	Action	Priority
General:			
General Search Training done once or twice a semester	General confusion about the process and frustration at how long it takes	Develop search training; implement this Fall	
Cross training of Recruiting team by ECR	Recruiting is not alert to issues; eliminate as many back-and-forth communications as possible	ECR Training of TA team	
Develop a search process checklist that is easy to understand and can be used throughout the process	Hard to know the steps Hard to know where things are in the process Hard to know what is next and begin preparing	Search Process Checklist	
Standard Communications “moments that matter”; improved communication to candidates	Candidate experience is poor; they do not know what is happening	Develop timely communications	
Shorten lengthy emails; more direct conversations; more tip sheets for key steps in the process	Confusion in emails; people cannot follow; too complicated	Shorter emails Regular check ins – via phone/Teams Periodic updates and tip sheets for next steps in the process	
Change the Excel spreadsheet to a more user-friendly format	Spreadsheet is hard to manager for end users; too much information is housed there; spreadsheet is hard to input data into	ECR/TA can keep the spreadsheet and just copy info into it Smaller “asks” for specific information	
Improve the workflow; fewer handoffs from TA to ECR and back	Process is too long; too many manual hand offs; things get missed		
Technology investments, e.g. workflow; electronic signatures	Where can we improve; can we use Jazz HR for effectively; other technologies; solutions for people to get real time information		

Search Process			
RTF Process (generally out of scope)	Not getting things started in a timely manner	Tip sheet on what you can do to get started with the search (e.g., form the committee, pick a chair; determine any preferred qualifications, advertising/recruiting)	
Confidentiality Agreement	Not necessary; not enforceable; cover in Charge Training	Do Not Use	
Charge Training – move to online	Hard to get scheduled; can delay the process by two weeks or more	Convert training to online just in time format	
Composition of Search Committee re diversity	Difficult to find ethnic diversity Overuse and underuse of staff/faculty from underrepresented Implication that you must be ethnically diverse to support diversity	Utilize broader definition of diversity; have HM describe how the search committee is diverse Find a better way to control for ethnicity, gender, sex, and disability in committees	
Limit size of Search Committee	Bigger committee takes longer to process all the steps due largely to scheduling issues	Can make a recommendation to HM regarding size of committee Do not recommend imposing a specific limit	
Prescreen applicant pool for minimum qualifications	Amount of time to review applications is extensive	Consider how this might be done efficiently – with a team from ECR and TA Focus on TA and ECR people screening out those not minimally qualified; create an appeal process as necessary Socialize with leadership to ensure acceptance prior to implementation; faculty will have a perspective here that is essential	
Live Kick Off Meeting	Unclear roles and responsibilities; no “quarterback”	Meet with TA rep, HM, Search Chair to talk through process, anticipated challenges, timing, contact information, etc.	
Interview questions	Dislike of review of interview questions; dumbing down technical questions so they are meaningless, etc.	Provide an approved / suggested questions bank Provide “dos and don’ts” overview Train recruiters from ECR Perspective (also labeled cross training) Recruiters make initial review and forward to ECR if red flags raised	

		Keep on file in TA for use, if needed, when reviewing strengths and weaknesses	
Follow up questions in interview	Frustration that interviews are overly scripted and do not lend themselves to learning enough about candidates	Allow appropriate follow up questions; train on this issue in online Charge Training. Provide a tool for dos and don'ts, and best practices	
Strengths & Weaknesses	Excel sheet is unmanageable; difficulty in getting the justifications sufficient; numerous times can go back and forth between SC Chair or HM and ECR	Hold ECR office hours to help SC Chairs and HMs with this process to expedite Provide a tip sheet at time of interviews on how to best document the justifications	
Offer Process to Onboarding			
Evaluate Offer Process	Confusing; HMs miss key steps with compensation; impersonal; not a warm welcome to CSCU At some levels the HM wants to conduct reference checks	Contact HR via phone or teams to discuss process Provide "here's what to know now" HM reaches out to preferred candidate initially Compensation must conduct review of compensation for compliance with policies and bargaining agreements Equity review if necessary TA makes offer and follows up with paperwork TA conducts background check Evaluate welcome packet and web page information to make sure candidate gets information they need Have HM reach out to express congrats etc.	



This report covers activities from September 2024-June 12, 2025.

CT State Capital created its Center for Diversity, Equity, and Inclusion in 2018. The purpose of the Center is to create a more equity-minded campus so that more students will successfully complete certificate and degree programs. The Center has four main strategies to achieve that goal. The first is through its Equity Center or student support center. Here students can receive assistance with basic need services and case management to address barriers that impede them from being successful. Second, is through its various diversity, equity, and inclusion activities and programs. These include cultural programming and educational opportunities for students, staff, and faculty. Third, is the collection of relevant data to demonstrate need, effectiveness and improve program efficacy. The fourth strategy is to advocate for equitable changes, often utilizing the data collected.

Our college's primary work is diversity, equity, and inclusion work. The Center for Diversity, Equity, and Inclusion staff works with many other colleagues to create a more inclusive campus where students, staff, and faculty feel like they belong. They include Student Affairs, Hartford Heritage Project, Black Heritage Project, Herencias Latinas, Institutional Research, Institutional Development and Library Services.

CT State Capital's Center for Diversity, Equity, and Inclusion has a full-time director, part-time Equity Navigator and two part-time student Equity Ambassadors. The Center has sponsored Americorps VISTA members and social work interns.

Our Equity Center also includes Mental Health & Wellness Services and the Office of Disabilities and Accessibility Services.

CT State Capital's Diversity, Equity, and Inclusion Committee, comprised of staff, faculty and management, meets on the third Monday of each month. A list of committee members is at the end of this document.

Funding

Capital received a three-year, \$300,000 grant from the Hartford Foundation for Public Giving to further develop the Center (2022-2024). Since January 2025, the C D & R Foundation (Clayton, Dubilier and Rice) has been a primary funder. The Fischer Fund, Liberty Bank, Aurora Foundation for Women and Girls, the Capital Foundation and many individuals have contributed to the Center this past year. For 24-25, the operating budget was \$50,500. The overall budget is approximately \$200,000.

Community Partners

We have several partners who help us achieve our goals. They include the Aurora Foundation for Women and Girls, YWCA, SUN Scholars, CT Department of Housing, CT Foodshare, Dodd Center, UCONN, MidAtlantic Equity Consortium, and the Commission on Women, Children, Seniors, Equity and Opportunity. We continue to work with other entities to provide housing, transportation, and case management services.



Equity Ambassadors Lloyd Valentin and Kien Nguye

STRATEGY #1, STUDENT SUPPORTS/EQUITY CENTER

Emergency Microgrants

For this Academic Year 24-25, 31 students have received microgrants for a total of \$18,219. Most of the grants were to cover outstanding utility bills, rent/mortgage payments, and auto payments/repairs. Students can receive up to \$750 in emergency microgrants while at the college.

Book/Course Material Scholarships

61 grants were approved for a total of \$14,000. Most of the students were from the nursing program, our largest program. Students can apply for these grants each semester.

HFPG Basic Needs Grant

The Hartford Foundation for Public Giving (HFPG) has awarded our campus \$75,000 for student scholarship and basic needs support throughout this calendar year. CT State has allowed the Equity Center to collaborate with our Financial Aid Office to award up to \$1,500 directly to students in need. Students complete a microgrant application and then we pass along our recommendations to Financial Aid for payment. Through the Equity Center, seven students have received awards for a total of \$9,000 during the Spring 25 Semester.

Single Stop

Single Stop screening identifies benefit programs for which students and family members are eligible. The average student becomes aware of approximately \$10,000 in benefits. Over the years, more than 400 students completed the Single Stop screening involving 870 individuals. This academic year, 156 students completed the screening involving 318 individuals. Unfortunately, apart from the Pell Grant, few students apply for other benefits. Next year we plan to make a more concerted effort to screen and assist students who are eligible for benefits. A recent study concluded that assisting students to access resources is the best way to assist them financially. Our own Student Needs Assessment confirmed that finances is a major concern.

Financial Avenue (Money Management Educational Program)

This academic year, 104 students completed at least one module of Financial Avenue. All of them increased their knowledge determined from post test results.

Food Pantry

The Equity Center applied for and received a \$10,000 grant from CT Foodshare to purchase a commercial refrigerator, freezer and display shelving to increase capacity and make the food pantry look and function more like a regular store. The Food Pantry has been run by the Student Activities Department for a decade.



Student Outreach

The Center employs two student Equity Ambassadors to help connect students with the Center.

The Center has provided a new “Inform and Inspire” digital display on monitors on each floor. The display includes information about events, services, and inspirational memes and changes monthly.

The Center also creates a **Student Support Services Directory** each semester to inform students of all the support services throughout the campus. Faculty are provided with a PowerPoint presentation of the Directory for faculty to use in their classes.

How was the overall quality of service at the Equity Center?



STRATEGY # 2 DEI LEARNING

Student Leadership Forum

In collaboration with the Aurora Foundation, we have offered a Women's Leadership Forum for three years. Approximately 50 women attended this year. This year we also offered a Men's Leadership Forum. Over 30 students attended. The forums offer presentations and networking opportunities. Next year, the forum will take place on November 20, 2025.



DEI Award

We created a Center for Diversity, Equity, and Inclusion Scholarship Award this year. A \$500 scholarship was awarded to a student who demonstrated academic achievement and exemplifies the principles of diversity, equity, and inclusion.

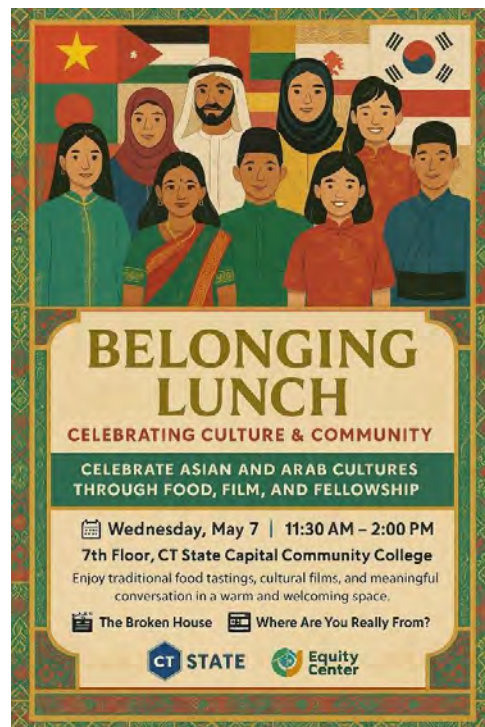
DEI Action Plan

We submitted a **DEI Action Plan** with input from staff, faculty, and students for Academic Year 25-26 to the CT State DEI Office. This plan outlines activities, events, and professional development opportunities to reduce barriers and create a more equity-minded campus. Staff, faculty and students provided input at Convocation 25 and DEI Committee meetings and leadership team meetings (Cabinet and Administrative Council). As a result, we are planning a robust variety of programming for staff, faculty, and students for the 25-26 Academic Year through a variety of venues (Common Read discussion, Center for Teaching Workshops, Brown Bag Discussions, Teaching Squares, etc.). This plan will be modified later in the summer when budgets are approved and new leadership starts.

Cultural/Heritage Months

The Center for DEI collaborated with college divisions to provide activities for Black History Month, Hispanic Heritage Month, Women's History Month, and Arab and Asian/Pacific Islander months.

These activities included cultural foods, speakers, and book and movie discussions. The DEI Committee also approved a Land Acknowledgement Statement and protocol.



CARE Team

This team addresses referrals of students in need of support. These are primarily mental health and basic needs requests. The Director of the Center for Diversity, Equity, and Inclusion is part of this team.

CT State Immigrant Guide

The director assisted in the creation of a resource guide for immigrant students. The guide provides information about legal services, citizenship, resident status, and the organizations that provide these services. While waiting for approval of the web-based resource guide by CSCU, four workshops were held to educate students, staff, and faculty. (See **Immigrant Resources Workshop** under Strategy #4, Advocacy.)

HSI Retreat

The director, along with other Capital staff participated in a CT State sponsored retreat to enhance services for Hispanic/Latino students. The Capital campus has been a designated Hispanic Serving Institution for several years. Now CT State qualifies for this status.

Mental Health/Suicide Prevention

The Center houses our mental health services and assists in our annual mental health awareness day (Fresh Check in April) that promotes services and brings together community partners.

STRATEGIES # 3 DEI DATA

We are working with our office of Institutional Research, Achieving the Dream, a higher education resource organization, and the CT Data Collaborative to collect data that demonstrates the effectiveness of our services.

Campus Climate Data and KPIs

At Spring Convocation and at DEI Committee meetings we discussed the Campus Climate data. We are focusing on our KPIs for our Action Plan for 25-26.

The Mid-Atlantic Equity Collaborative (MAEC), Campus Equity Audit

CT State Capital received a grant to conduct an equity audit for our campus from MAEC. MAEC, a federally funded regional resource organization, notified us in February that they terminated the contract because of a mandate from the Department of Education. The equity audit we developed is paused and may occur next academic year.

STRATEGY # 4, ADVOCACY

The Equity Center assists students who are having difficulties with systems or procedures that are not working for them. Often this means referring students to community advocacy services. For example, we have assisted students with housing and legal issues.



Immigrant Resources Workshop

In response to concerns about the political climate, the Center in collaboration with the ESOL Program, held four Immigrant Resource Workshops in May. Approximately 100 students attended those workshops. Community resources were shared.

Respectfully submitted,

Carl Guerriere, Director

Center for Diversity, Equity, and Inclusion



DEI Committee Members 24-25

1. Braverman, Lisa (Co-chair), Associate Professor Math and Science
2. Carrasquillo, Helena, Disabilities Service Coordinator
3. Chapman, Chakeya, MSW Intern
4. Guerriere, Carl (Co-chair), Director, Center for Diversity, Equity, and Inclusion
5. Gomez, Nicole, (Associate Professor, Nursing)
6. Herron, Kathy, Professor Math and Science
7. Hope, Kelly, Associate Dean of Student Development
8. Lamkins, Kevin, Professor, English
9. Susan Perreira, Guided Pathways Advisor
10. Marilee Roussat, Associate Professor Business and Technology
11. Kristin Moreland, Guided Pathways Advisor
12. Robinson, Ariel, Director, Title V
13. Sanchez-Blanco, Adolfo, Assistant Professor and Health Science Program Coordinator
14. Thomas, John, Director, Capital's Career Advancement Program
15. Ward, Randall, Director, Student Activities