

University of Connecticut Affirmative Action Plan



2025

POLICY STATEMENT

(Section 46a-68-78)

March 2025

This section was in compliance in the previous filing, and there were no proposals or recommendations.

The Policy Statement on Affirmative Action is signed and dated by the appointing authority and included in this section of the *Plan*.

Subsection (a)

The University of Connecticut's Policy Statement on Affirmative Action & Equal Employment Opportunity:

- identifies the purpose and need for affirmative action and equal employment opportunity.
- identifies the classes protected under all federal and state constitutions, laws, regulations, and executive orders that prohibit or outlaw discrimination.
- establishes affirmative action as an immediate and necessary agency objective.
- pledges the agency to take affirmative steps to provide services and programs in a fair and impartial manner.
- recognizes the hiring difficulties experienced by individuals with disabilities and by many older people and sets program goals for action to overcome the present effects of past discrimination, if any, to achieve the full and fair utilization of such persons in the workforce.
- advises employees of the existence of the agency's internal complaint procedures; and
- identifies the agency equal employment opportunity officer or person assigned affirmative action duties by name, position or position classification, address, and telephone number.

Subsection (b)

The Policy Statement on Affirmative Action & Equal Employment Opportunity has been signed by President Dr. Radenka Maric and references her commitment to achieving goals set forth in the *Plan*.

Policy Statement: Affirmative Action & Equal Employment Opportunity

Equal Employment Opportunity

The University of Connecticut is an equal employment opportunity/affirmative action employer. In order to ensure that employees and job applicants are not subjected to unlawful discrimination, it is the University's policy to comply with all State and Federal laws and regulations that prohibit employment discrimination and mandate specific actions for the purpose of eliminating the present effects of past discrimination. Equal employment opportunity is the purpose and goal of affirmative action. The University has established equal employment opportunity and affirmative action as immediate and necessary objectives because we are committed to its concepts, principles and goals.

At the University equal employment opportunity (EEO) means nondiscrimination in employment policies and practices. The University is committed to ensuring that individual employees and applicants are not excluded from participation in the employment process based on an individual's legally protected status which includes race, color, ethnicity, religious creed, age, sex (including pregnancy and sexual harassment), marital status, national origin, ancestry, sexual orientation, genetic information, physical or mental disabilities (including learning disabilities, intellectual disabilities, past/present history of a mental disorder), prior conviction of a crime (or similar characteristic), veteran status, status as a victim of domestic violence, workplace hazards to reproductive systems, gender identity or expression, or other factors which cannot lawfully be the basis for employment actions, unless there is a bona fide occupational qualification.

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

Affirmative Action

Affirmative action plays a role at all stages of the employment process, including, but not limited to: recruitment, evaluation, interview, selection, hire, promotion, demotion, transfer,

discipline, layoff, termination, benefits, rates of pay or other forms of compensation, selection for training, the use of all facilities, and participation in all University sponsored employee activities. Provisions in applicable laws providing for bona fide occupational qualifications, business necessity or age limitations will be adhered to by the University where appropriate. Accordingly, the University pledges to regularly reexamine all policies and procedures to identify and eliminate barriers to access, and to change practices that may have a discriminatory impact.

The University's commitment to affirmative action requires that we make the good faith efforts that may be necessary in all aspects of personnel administration to ensure that the recruitment and hire of underrepresented individuals reflect their availability in the job market; that the causes of underutilization are identified and eliminated; that alternative approaches are explored when personnel practices have a negative impact on protected classes; and that the terms, conditions, and privileges of employment, including upward and lateral mobility, are equitably administered.

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

The University is committed to ensuring that all services and programs are provided in a fair and impartial manner and thus has established affirmative action and equal employment opportunity as immediate and necessary agency objectives.

As a Connecticut state agency, the University prepares its *Affirmative Action Plan* each year. The *Plan* is a detailed, results-oriented set of procedures, which blueprints a strategy to combat discrimination and implement affirmative action. The objectives of the *Plan* are to set both quantitative and non-quantitative goals, which promote affirmative action and/or eliminate any policy or employment practice that adversely affects protected class members.

A complete version of the University's current *Affirmative Action Plan* is available at the Office of Institutional Equity (OIE) and may also be found [online](#) on the OIE website.

Procedure:

For more information and advice regarding rights and responsibilities under the *Plan*, the University's Equal Employment Opportunity Officer can be contacted by telephone, email or in person during regular office hours. All comments are welcome.

Sarah Chipman, JD

Interim Associate Vice President, Office of Institutional Equity

Director of Equity Response & Education, Interim Title IX Coordinator

Wood Hall, Unit 4175,

241 Glenbrook Road

Storrs, Connecticut 06269-4175

Sarah.chipman@uconn.edu

860-486-2943.

The University's [policies against discrimination and harassment](#) are included in the *Plan* along with [complaint procedures](#). Employees and others wishing to file complaints of discrimination or of affirmative action policy violations may do so by contacting the Office of Institutional Equity by telephone, email or in person during regular office hours:

Office of Institutional Equity

Wood Hall, First Floor

241 Glenbrook Road

Storrs, Connecticut 06279

860-486-2943

equity@uconn.edu

www.equity.uconn.edu

Employees and others shall not be subjected to harassment, intimidation or any type of retaliation because they have (1) filed a complaint; (2) assisted or participated in an investigation, compliance review, hearing or any other activity related to the administration of any federal, state or local law requiring equal employment opportunity; (3) opposed any act or practice made unlawful by any federal, state or local law requiring equal opportunity; (4) exercised any other legal right protected by federal, state or local law requiring equal opportunity.

Accountability:

As President, I commit the University and myself to make every effort to implement an effective *Affirmative Action Plan* within timetables set forth in the *Plan*. I fully expect my managerial and supervisory staff to treat compliance with Federal and State of Connecticut affirmative action statutes as a top priority and take positive steps to ensure the successful

implementation of the policies, procedures and objectives of affirmative action and equal opportunity at the University.

In issuing the University's affirmative action policy, I reiterate the need for affirmative action and attest to the University's determination to identify strengths and weaknesses in our employment system, resolve problems when they appear, recruit employees vigorously and affirmatively, and retain current employees while also helping them prepare for advancement.

3.25.25

Date

A handwritten signature in cursive script, reading "Radenka Maric", written over a horizontal line.

Dr. Radenka Maric

President, University of Connecticut

INTERNAL COMMUNICATION

(Section 46a-68-79)

March 2025

This section was in compliance in the previous filing and there were no proposals or recommendations.

Subsection (a)

The University has continued to utilize established procedures for distributing the *Policy Statement: Affirmative Action & Equal Employment Opportunity* and other related policy statements and notifying the University community and employees about the *Affirmative Action Plan (Plan.)*

The policy statements are widely posted at prominent and accessible locations on each campus and are distributed to all employees annually. The policy statements are also available on the Office of Institutional Equity's [website](#), as well as the University's [e-Policy website](#).

All employees are notified of the right to a reasonable period of review and comment upon the *Plan* and that all comments should be addressed to the Interim Associate Vice President of the Office of Institutional Equity, Sarah Chipman, who is identified by name and address.

Copies of the *Plan* are available in the Office of Institutional Equity (OIE). The mailing address is 241 Glenbrook Road, Storrs, CT 06269-4175, and the telephone number is (860) 486-2943.

The *Plan* includes a summary of all comments from employees concerning the *Plan* and the response. No comments from employees were received during this reporting period.

All University faculty and staff were notified electronically that the *2024 Affirmative Action Plan* was available for review and comment and provided copies of policies, and procedures to file discrimination complaints. The University community received the following:

- A communication from the Associate Vice President of the Office of Institutional Equity regarding the policies and complaint procedures and the review of the *2024 Plan* as well as information about AA/EEO compliance relative to searches, Diversity Awareness and Sexual Harassment Prevention Trainings, and the Americans with Disabilities Act (ADA) compliance.
- [Policy Statement: Affirmative Action and Equal Employment Opportunity](#)
- [Policy Against Discrimination, Harassment and Related Interpersonal Violence](#)
- [Policy Statement: People with Disabilities](#)
- [University of Connecticut Discrimination Complaint Procedures](#)

Please see **Exhibit 1** in this section for the letter, policies and procedures provided to the University community.

Subsection (b)

The University maintains, as required by the agency's state library records retention schedules for state agencies, copies of all affirmative action related internal communications and comments received pursuant to subsection (a) of this section and notes the dates such comments were received.

No comments from employees were received during this reporting period.

Subsection (c)

All employees are also required to attend Diversity Awareness Training within the first six months of their employment. This training is now conducted twice a month via Webex. During this *Plan* year, 362 permanent employees attended Diversity Awareness Training.

All employees are also required to attend Sexual Harassment Prevention Training within the first six months of their employment. This training is now offered twice a month via Webex. Additionally, a self-paced fully online course is also available to all employees. During this *Plan* year, 249 permanent employees attended Sexual Harassment Training, either in person or via the on-line option

Please see **EXHIBIT 2** in this section for the detailed training attendee demographic information.

To achieve full participation with Diversity Awareness and Sexual Harassment Prevention training, OIE notifies managers of employees who did not attend the mandatory trainings.

Subsection (d)

At any time of the year, the Interim Associate Vice President of Institutional Equity welcomes comments regarding the *Plan* and its implementation. Employees wishing to have their comments on the 2024 *Plan* considered for the 2025 *Plan* were asked to submit comments no later than March 24, 2025. No comments were received during this reporting period.

To: All University Faculty, Staff, and Union Representatives

From: Sarah Chipman, Interim Associate Vice President, Office of Institutional Equity

Date: February 26, 2025

Subject: State of Connecticut Affirmative Action Plan Update and Distribution of Policy Statements

The University of Connecticut's 2024 State of Connecticut Affirmative Action Plan for Employment (*Plan*) was approved by the Connecticut Commission on Human Rights and Opportunities on June 12, 2024. The *Plan* reports the University's good faith efforts towards attaining goals and achieving equal employment opportunity as required by [Connecticut General Statute \(CGS\) §46a-68](#).

All employees are invited to review and comment on the 2024 *Plan* until March 24, 2025. A copy of the 2024 *Plan* is available for review and comment by appointment at:

[The Office of Institutional Equity \(OIE\)](#)

Wood Hall
241 Glenbrook Road
Storrs, CT 06269

All comments or questions are welcome and may be sent to:

[Sarah Chipman, JD](#)

Interim Associate Vice President, Office of Institutional Equity
Wood Hall, Unit Box 4175
241 Glenbrook Road
Storrs, CT 06269-4175
860.486.2943

The following policies and procedures are included in the *Plan*, available to all employees through OIE's webpage and the University's policy website, and posted throughout the University:

[Affirmative Action and Equal Employment Opportunity](#)
[Policy Against Discrimination, Harassment and Related Interpersonal Violence](#)
[Policy Statement: People with Disabilities](#)
[University of Connecticut Discrimination Complaint Procedures](#)

Policy Posting Obligation

OIE satisfies the statutory requirement of policy distribution to employees via this notification. Additionally, relevant policies are posted in visible locations throughout the University.

Compliance Obligations for Searches

Training: Search committee members are required to complete search committee training before serving on a search committee. The Search Committee Training, providing information about conducting compliant search and hiring process, is currently available as a web-based training course. To enroll in a training session please visit OIE's [website](#).

OIE Search Review: OIE's Employment Equity staff substantively reviews search files for faculty and staff (classified and unclassified) at the pre-interview and pre-offer stages of the search process for compliance with AA/EEO regulations. At the pre-interview stage, OIE's review ensures that proactive recruitment strategies were implemented. Additionally, the review confirms that disposition reasons for applicant ranking are qualification-related, objective, and specific. At the hire stage, OIE looks for detailed explanations of the search committee's qualification-based rationale for rejecting and selecting applicants for hire.

Diversity Awareness and Sexual Harassment Prevention Training

Sexual Harassment Prevention and Diversity Awareness Trainings are important components of the University's commitment to maintaining safe, inclusive, and non-discriminatory learning and working environments for all members of our community. The University complies with Connecticut statute by offering these trainings as part of the orientation program for new employees at UConn and UConn Health.

Discrimination Complaint Management

OIE's staff investigators address concerns regarding employee conduct pursuant to UConn's [non-discrimination policies](#). OIE reviews, and where applicable, objectively investigates complaints of discrimination and harassment to determine whether employee conduct violates the University's non-discrimination policies and makes recommendations designed to mitigate the effects of discriminatory conduct.

More information about how to report discrimination and [OIE's complaint process](#) can be found online at www.equity.uconn.edu. If you have a specific question regarding the complaint process or need further assistance, please do not hesitate to contact a member of OIE at

860.486.2943 or by email at equity@uconn.edu.

Americans with Disabilities Act (ADA) Compliance Activities

OIE monitors the University's compliance with the Americans with Disabilities Act (ADA) requirements. OIE also provides consultation, information, and referral to appropriate resources related to disability-related access and accommodations. More information can be found online at www.accessibility.uconn.edu or by contacting OIE at 860-486-2943 or by email at equity@uconn.edu.

The Office of Human Resources processes and facilitates requests for employee workplace accommodations. If you believe that you may need an accommodation, or if you are a supervisor or manager who is presented with an employee request for an accommodation, please contact the ADA Case Manager at 860.486.2598 or via email at tiffanie.robback@uconn.edu.

Policy Statement: Affirmative Action & Equal Employment Opportunity

Equal Employment Opportunity

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The University's commitment to affirmative action requires that we make the good faith efforts that may be necessary in all aspects of personnel administration to ensure that the recruitment and hire of underrepresented individuals reflect their availability in the job market; that the causes of underutilization are identified and eliminated; that alternative approaches are explored when personnel practices have a negative impact on protected classes; and that the terms, conditions, and privileges of employment, including upward and lateral mobility, are equitably administered. The University recognizes the employment difficulties experienced by individuals with disabilities and by many older persons. Therefore, the University will take necessary steps to identify and overcome areas of underutilization of such persons in the workforce and to achieve their full

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Sarah Chipman

Interim Associate Vice President, Office of Institutional Equity
Director of Equity Response & Education, Deputy Title IX Coordinator
Wood Hall, Unit 4175
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Employees and others shall not be subjected to harassment, intimidation or any type of retaliation because they have (1) filed a complaint; (2) assisted or participated in an investigation, compliance review, hearing or any other activity related to the administration of any federal, state or local law requiring equal employment opportunity; (3) opposed any act or practice made unlawful by any federal, state or local law requiring equal opportunity; (4) exercised any other legal right protected by federal, state or local law requiring equal opportunity.

Accountability

As President, I commit the University and myself to make every effort to implement an effective *Affirmative Action Plan* within timetables set forth in the *Plan*. I fully expect my managerial and supervisory staff to treat compliance with Federal and State of Connecticut affirmative action statutes as a top priority and take positive steps to ensure the successful implementation of the policies, procedures and objectives of affirmative action and equal opportunity at the University.

In issuing the University's affirmative action policy, I reiterate the need for affirmative action and attest to the University's determination to identify strengths and weaknesses in our employment system, resolve problems when they appear, recruit employees vigorously and affirmatively, and retain current employees while also helping them prepare for advancement.

Radenka Maric
President

UNIVERSITY OF CONNECTICUT POLICY AGAINST
DISCRIMINATION, HARASSMENT, AND RELATED
INTERPERSONAL VIOLENCE

*Including Sexual and Gender-Based Harassment, Sexual
Assault, Sexual Exploitation, Intimate Partner Violence,
Stalking, Complicity, Retaliation and Inappropriate
Amorous Relationships*

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I. STATEMENT OF POLICY

The University of Connecticut (the “University”) is committed to maintaining a safe and non-discriminatory learning, living, and working environment for all members of the University community – students, employees, and visitors. Academic and professional excellence can exist only when each member of our community is assured an atmosphere of safety and mutual respect. All members of the University community are responsible for the maintenance of an environment in which people are free to learn and work without fear of discrimination, discriminatory harassment or interpersonal violence. Discrimination diminishes individual dignity and impedes equal employment and educational opportunities.

The University does not unlawfully discriminate in any of its education or employment programs and activities on the basis of an individual’s actual or perceived race, color, ethnicity, religious creed, age, sex (including pregnancy or pregnancy-related conditions), marital status, national origin, ancestry, sexual orientation, genetic information, physical or mental disability (including learning disabilities, intellectual disabilities, and past or present history of mental illness), veteran’s status, status as a victim of domestic violence, prior conviction of a crime, workplace hazards to the reproductive system, gender identity or expression, or membership in any other protected classes as set forth in state or federal law. To that end, this Policy Against Discrimination, Harassment and Related Interpersonal Violence, Including Sexual Harassment, Sexual Assault, Sexual Exploitation, Intimate Partner Violence, Stalking, Complicity, Retaliation and Inappropriate Amorous Relationships (the “Policy Against Discrimination” or “Policy”) prohibits specific forms of behavior that violate state and federal laws, including but not limited to Titles VI and VII of the Civil Rights Act of 1964 (“Title VI”) and (“Title VII”), Title IX of the Education Amendments of 1972 (“Title IX”), the Violence Against Women Reauthorization Act of 2022 (“VAWA”), the Pregnant Workers Fairness Act, and related state and federal anti-discrimination laws. Such behavior may also require the University to fulfill certain reporting obligations under the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (the “Clery Act”), as amended by VAWA, and Connecticut state law regarding reporting suspected child abuse and neglect.

The University prohibits discrimination, as well as discriminatory harassment, sexual assault, sexual exploitation, intimate partner violence, stalking, sexual harassment, complicity in the commission of any act prohibited by this Policy, retaliation against a person for the good faith reporting of any of these forms of conduct or participation in any investigation or proceeding under this Policy (collectively, “Prohibited Conduct”¹). These forms of Prohibited Conduct are unlawful and undermine the mission and values of our academic community. In addition, engagement in or pursuit of inappropriate amorous relationships with employees in positions of authority can undermine the University’s mission when those in positions of authority abuse or appear to abuse their authority.

The University adopts this Policy with a commitment to: (1) eliminating, preventing, and addressing the effects of Prohibited Conduct; (2) fostering a safe and respectful University community; (3) cultivating a climate where all individuals are well-informed and supported

¹ Definitions for all forms of Prohibited Conduct can be found in Section IX of this Policy.

in reporting Prohibited Conduct; (4) providing a fair and impartial process for all parties in the investigation and resolution of such reports; and (5) identifying the standards by which violations of this Policy will be evaluated and disciplinary action may be imposed. In addition, the University conducts ongoing prevention, awareness, and training programs for employees and students to facilitate the goals of this Policy.

A student or employee determined by the University to have committed an act of Prohibited Conduct is subject to disciplinary action, up to and including separation from the University. Third Parties who commit acts of Prohibited Conduct may have their relationships with the University terminated and/or their privileges of being on University premises withdrawn. Registered Student Organizations that commit acts of prohibited conduct may have their registration revoked or be subject to other sanctions.

It is the responsibility of every member of the University community to foster an environment free of Prohibited Conduct. All members of the University community are encouraged to take reasonable and prudent actions to prevent or stop an act of Prohibited Conduct. The University will support and assist community members who take such actions.

Retaliation against any individual who, in good faith, reports or participates in the reporting, investigation, or adjudication of Prohibited Conduct is strictly forbidden.

This Policy applies to all reports of Prohibited Conduct occurring on or after the effective date of this Policy. Where the date of the Prohibited Conduct precedes the effective date of this Policy, the definitions of misconduct in effect at the time of the alleged incident(s) will be used.

II. TO WHOM THIS POLICY APPLIES

This Policy applies to: students as defined in UConn's Responsibilities of Community Life: The Student Code and students enrolled at UConn Health ("students"); University employees, consisting of all full-time and part-time faculty, University Staff (including special payroll employees), UConn Health employees (including residents and fellows), professional research staff, and post-doctoral research associates ("employees"); contractors, vendors, visitors, guests or other third parties ("third parties"); and Registered Student Organizations as defined in Blueprints: The Official Handbook of RSOs at the University of Connecticut ("Registered Student Organizations"). This Policy pertains to acts of Prohibited Conduct committed by or against students, employees, third parties, and Registered Student Organizations when:

1. the conduct occurs on campus or other property owned or controlled by the University or a Registered Student Organization;
2. the conduct occurs in the context of a University employment or education program or activity, including, but not limited to, University-sponsored study abroad, research, on-line, or internship programs; or

3. the conduct occurs outside the context of a University employment or education program or activity, but has continuing adverse effects on or creates a hostile environment for students, employees or third parties while on campus or other property owned or controlled by the University or in any University employment or education program or activity.

III. APPLICABLE PROCEDURES UNDER THIS POLICY

The specific procedures for reporting, investigating, and resolving Prohibited Conduct are based upon the nature of the respondent's relationship to the University (student, employee, or third party). Each set of procedures referenced below is guided by the same principles of fairness and respect for complainants and respondents. "Complainant" means the individual who presents as the victim of any Prohibited Conduct under this Policy, regardless of whether that person makes a report or seeks action under this Policy.² "Respondent" means the individual who has been accused of violating this Policy.

The procedures referenced below provide for prompt and equitable response to reports of Prohibited Conduct. The procedures designate specific timeframes for major stages of the process, provide for thorough and impartial investigations that afford the Complainant and Respondent notice and an opportunity to present witnesses and evidence, and assure equal and timely access to the information that will be used in determining whether a Policy violation has occurred. The University applies the Preponderance of the Evidence standard when determining whether this Policy has been violated. "Preponderance of the Evidence" means that it is more likely than not that a Policy violation occurred.

A. WHERE THE RESPONDENT IS A STUDENT

Except as noted in Section IIIE, below, the procedures for responding to reports of Prohibited Conduct committed by students are detailed in Responsibilities of Community Life: The Student Code ("The Student Code") (<http://community.uconn.edu/the-student-code-preamble/>).

B. WHERE THE RESPONDENT IS AN EMPLOYEE

The procedures for responding to reports of Prohibited Conduct committed by Employees are detailed in OIE's Complaint Processes (<https://equity.uconn.edu/policiesprocedures/>).

² UConn recognizes that an individual may choose to self-identify as a victim or a survivor. For consistency in this Policy, the University uses the term Complainant to maintain the neutrality of the Policy and procedures.

C. WHERE THE RESPONDENT IS BOTH A STUDENT AND AN EMPLOYEE

Each situation will be evaluated for context and the University will determine which of the procedures applies based on the facts and circumstances (such as which role predominates in the context of the alleged Prohibited Conduct). The Student-Respondent procedures typically will apply to graduate students except in those cases where the graduate student's assistantship role predominated in the context of the Prohibited Conduct. Further, where a Respondent is both a student and an employee (including but not limited to graduate students), the Respondent may be subject to any of the sanctions applicable to students or employees.

D. WHERE THE RESPONDENT IS A THIRD PARTY

The University's ability to take appropriate corrective action against a third party will be determined by the nature of the relationship of the third party to the University. The University will determine the appropriate manner of resolution consistent with the University's commitment to a prompt and equitable process under federal law, federal guidance, and this Policy.

E. WHERE THE RESPONDENT IS A UCONN HEALTH STUDENT, EMPLOYEE OR THIRD PARTY

Parties should contact the UConn Health Office of Institutional Equity by calling (860) 679-3563 or email: equity@uconn.edu. UConn's *Responsibilities of Community Life: The Student Code* does not apply to students enrolled in MD or DMD/DDS degree programs at UConn Health.

F. WHERE THE RESPONDENT IS A REGISTERED STUDENT ORGANIZATION

The procedures for responding to reports of Prohibited Conduct committed by Registered Student Organizations are set out in *Blueprints: The Official Handbook of RSOs at the University of Connecticut* (<https://solid.uconn.edu/wp-content/uploads/sites/471/2014/05/Blueprints-2022-2023-1.pdf>).

IV. TITLE IX COORDINATOR

Under Title IX:

No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance.

The Title IX Coordinator is charged with monitoring the University's compliance with Title IX, ensuring appropriate education and training, coordinating the University's investigation,

response, and resolution of all reports under this Policy, and ensuring appropriate actions to eliminate Prohibited Conduct, prevent its recurrence, and remedy its effects. The Office of Institutional Equity oversees reports involving students, employees, and third parties. The University has also designated Deputy Title IX Coordinators who may assist the Title IX Coordinator in the discharge of these responsibilities. The Title IX Coordinator and Deputy Title IX Coordinators receive ongoing appropriate training to discharge their responsibilities.

Concerns about the University's application of Title IX may be addressed to the Title IX Coordinator. Additionally, concerns about the University's application of Title VII and/or other federal and state anti-discrimination laws may be addressed to the Office of Institutional Equity.

The Office of Institutional Equity's Associate Vice President and/or the Title IX Coordinator can be contacted by telephone, email, or in person during regular office hours:

Sarah Chipman

Interim Associate Vice President, Interim Equal Employment Opportunity Officer,
Interim ADA Coordinator, Interim Title IX Coordinator, Director of Investigations, Office
of Institutional Equity

Storrs: Wood Hall, First Floor

UConn Health: Munson Road, Third Floor

sarah.chipman@uconn.edu

(860) 486-2943

External reporting options include the United States Department of Education, Clery Act Compliance Team (at clery@ed.gov); the United States Department of Education, Office for Civil Rights (at OCR@ed.gov or (800) 421-3481); the Equal Employment Opportunity Commission (at info@eeoc.gov or (800) 669-4000); and/or the Connecticut Commission on Human Rights and Opportunities (at CHRO.Capitol@ct.gov or (800)-477-5737).

V. UNDERSTANDING THE DIFFERENCE BETWEEN PRIVACY AND CONFIDENTIALITY

The University is committed to protecting the privacy of all individuals involved in the investigation and resolution of a report under this Policy. The University also is committed to providing assistance to help students, employees, Registered Student Organizations, and third parties make informed choices. With respect to any report under this Policy, the University will take reasonable efforts to protect the privacy of participants, in accordance with applicable state and federal law, while balancing the need to gather information to assess the report and to take steps to eliminate Prohibited Conduct, prevent its recurrence, and remedy its effects.

Privacy and confidentiality have distinct meanings under this Policy.

Privacy: Privacy means that information related to a report of Prohibited Conduct will be shared with University Employees who need to know the information in order to assist individuals identified as having been impacted by the alleged conduct in the assessment, investigation, and resolution of the report. All Employees who are involved in the University's response to reports of Prohibited Conduct receive specific training and guidance about sharing and safeguarding private information in accordance with state and federal law.

The privacy of student education records will be protected in accordance with relevant privacy laws including the Family Educational Rights and Privacy Act ("FERPA"), as outlined in the University's [FERPA](http://policy.uconn.edu/2011/05/24/ferpa-policy/) policy. (<http://policy.uconn.edu/2011/05/24/ferpa-policy/>).

Confidentiality: Confidentiality exists in the context of laws that protect certain relationships, including with medical and clinical care providers (and those who provide administrative services related to the provision of medical and clinical care), mental health providers, counselors, and ordained clergy, all of whom may engage in confidential communications under Connecticut law. The University has designated individuals who have the ability to have privileged communications as "Confidential Employees." When information is shared by an individual with a Confidential Employee or a community professional with the same legal protections, the Confidential Employee (and/or such community professional) cannot reveal the information to any third party except where required or permitted by law. For example, information may be disclosed when: (i) the individual gives written consent for its disclosure; (ii) there is a concern that the individual will likely cause serious physical harm to self or others; or (iii) the information concerns conduct involving suspected abuse or neglect of a minor under the age of 18.

VI. EMPLOYEE REPORTING AND INFORMATION SHARING RESPONSIBILITIES

A. DEAN, DIRECTOR, DEPARTMENT HEAD, AND SUPERVISOR REPORTING RESPONSIBILITIES

Under this Policy, Deans, Directors, Department Heads and Supervisors are required to report to the Office of Institutional Equity all relevant details about any alleged incident of Prohibited Conduct³ (including but not limited to discrimination, discriminatory harassment, sexual harassment, and/or retaliation), inappropriate amorous relationships, or failures to report, involving any University employee as either the Complainant or the Respondent. Reporting is required when such Deans, Directors, Department Heads and Supervisors know (by reason of direct or indirect disclosure) or should have known of such incident.

³These supervisory employees are required to report **all** forms of Prohibited Conduct where the Complainant or Respondent is an employee.

B. TITLE IX REPORTING OBLIGATIONS

Most University employees are required to immediately report information about certain types of Prohibited Conduct to the University's Office of Institutional Equity. An employee's responsibility to report under this Policy is governed by their role at the University. The University designates every employee as either a Confidential Employee or a Responsible Employee.

Confidential Employee: Any employee who is entitled under state law to have privileged communications. Confidential Employees will not disclose information about Prohibited Conduct to the University without the permission of the student or employee (subject to the exceptions set forth in the Confidentiality section of this Policy). Confidential Employees at the University of Connecticut include:

- Student Health and Wellness (limited to Medical Services, Mental Health Services, and Sports Medicine)
- Employee Assistance Program

Designated Confidential Employee: An employee who is designated by the University as confidential for the purposes of providing services to persons related to disclosures of potential violations under this policy. Designated Confidential Employees include the Chief Diversity Officer and professional staff within the Office for Diversity and Inclusion, as well as staff within the University's African American Cultural Center, Asian American Cultural Center, Puerto Rican and Latin American Cultural Center, Women's Center, Rainbow Center; Ombuds Office; and professional staff within Student Health and Wellness Health Promotion. Designated Confidential Employees will offer students and employees information about resources, support and how to report incidents of Prohibited Conduct to law enforcement and the University. Designated Confidential Employees will only report the information shared with them to the University if the student and/or employee requests that the information be shared (unless someone is in imminent risk of serious harm or a minor). Designated Confidential Employees do not have the ability to implement measures in response to a disclosure. They will provide information about how students and employees may receive such measures.

Where the disclosed conduct reasonably constitutes sex-based discrimination under this policy, the Confidential or Designated Confidential Employee will explain the circumstances in which the employee is not required to notify the Title IX Coordinator about conduct that reasonably may constitute sex-based discrimination, how to contact the Title IX Coordinator, and that the Title IX Coordinator may be able to offer and coordinate supportive measures, as well as initiate an informal resolution or an investigation under the grievance procedures.

Responsible Employee: Any employee who is not a Confidential Employee or

Designated Confidential Employee, and certain categories of student employees. Responsible Employees include (but are not necessarily limited to) Faculty and Staff, Resident Assistants, Post- Doctoral Research Assistants, Graduate Teaching Assistants, Graduate Research Assistants, and any student-employees serving as Campus Security Authorities (CSAs) when disclosures are made to any of them in their capacities as employees.

Responsible Employees are required to immediately report to the University's Office of Institutional Equity all relevant details (obtained directly or indirectly) about an incident of:

- Sexual Assault
- Stalking
- Intimate Partner Violence

Involving a student in any capacity, regardless of when or where the incident occurred. The report should include all available information, including dates, times, locations, and names of parties and witnesses.

Reporting is required when the Responsible Employee knows (by reason of a direct or indirect disclosure) of such an incident.

Pursuant to Federal Law, Responsible Employees are also required to report to OIE conduct that reasonably constitutes sex-based discrimination, involving students, employees, or third parties while participating or attempting to participate in University programs or activities. This requirement does not apply to the Responsible Employee's personal experiences.

The University is not obligated to respond to information disclosed at public awareness events (e.g., "Take Back the Night," candlelight vigils, protests, "survivor speak-outs" or other public forums in which students may disclose incidents of Prohibited Conduct; collectively, "Public Awareness Events"). However, disclosures at Public Awareness Events will be evaluated to determine whether the information indicates an imminent and serious threat to the health or safety of a complainant, any students, employees, or other persons and will be used to inform the University's prevention efforts.

A Responsible Employee who is conducting an Institutional Review Board-approved human-subjects research study designed to gather information about sex discrimination is not required to report information received during the course of the study.

Aside from the reporting responsibilities set forth above, all members of the campus community are encouraged to report any conduct which they become aware of and which they believe in good faith to have been a violation of this policy, and as to which they do not have an obligation to report as set forth above.

This encouragement does not apply to Confidential and Exempt Designated Confidential Employees and is subject to limitations necessary to preserve confidentiality and privacy.

All University employees are strongly encouraged to report to the law enforcement any conduct that could potentially present a danger to the community or may be a crime under Connecticut law.

C. CLERY REPORTING OBLIGATIONS

Under the Clery Act, certain University employees are designated as Campus Security Authorities. CSAs generally include individuals with significant responsibility for campus security or student and campus activities. Based on information reported to CSAs, the University includes statistics about certain criminal offenses in its annual security report and provides those statistics to the United States Department of Education in a manner that does not include any personally identifying information about individuals involved in an incident. The Clery Act also requires the University to issue timely warnings to the University community about certain reported crimes that may pose a serious or continuing threat to students and employees. Consistent with the Clery Act, the University withholds the names and other personally identifying information of Complainants when issuing timely warnings to the University community.

D. CHILD ABUSE REPORTING OBLIGATIONS

All University employees except student employees are **mandated reporters** of child abuse or neglect as defined by Connecticut General Statutes Section 17a-101(b) and must comply with Connecticut's mandated reporting laws.⁴ All University employees should refer to UConn's [Protection of Minors and Reporting of Child Abuse and Neglect Policy](http://policy.uconn.edu/?p=6754) (<http://policy.uconn.edu/?p=6754>) for detailed definitions and reporting information.

E. PREGNANCY RELATED OBLIGATIONS

All University employees who receive a disclosure from a student, or a person who has a legal right to act on behalf of the student, of a student's pregnancy or related condition must provide the student with the Title IX Coordinator's contact information and inform the student that the Title IX Coordinator can coordinate specific actions to prevent sex-based discrimination and ensure the student's equal access to the University's programs and activities.

⁴ See Connecticut General Statutes Sections 17a-101a to 17a-101d.

VII. COMPLAINANT OPTIONS FOR REPORTING PROHIBITED CONDUCT

A Complainant may choose to report to the University and/or to law enforcement when alleged Prohibited Conduct may also constitute a crime under the applicable laws. These two reporting options are not mutually exclusive. Therefore, Complainants may choose to pursue both the University process and the criminal process concurrently. The University will support Complainants in understanding, assessing and pursuing these options.

The first priority for any individual should be personal safety and well-being. In addition to seeking immediate medical care, the University encourages all individuals to seek immediate assistance from 911, UConn Police, and/or local law enforcement. This is the best option to ensure preservation of evidence. The University also strongly urges that law enforcement be notified immediately in situations that may present imminent or ongoing danger.

A. REPORTING TO LAW ENFORCEMENT

Conduct that violates this Policy may also constitute a crime under the laws of the jurisdiction in which the incident occurred. For example, the State of Connecticut criminalizes and punishes some forms of Sexual Assault, Intimate Partner Violence, Sexual Exploitation, Stalking, and Physical Assault.⁵ Whether or not any specific incident of Prohibited Conduct may constitute a crime is a decision made solely by law enforcement. Similarly, the decision to arrest any individual for engaging in any incident of Prohibited Conduct is determined solely by law enforcement and not the University. Such decisions are based on a number of factors, including availability of admissible evidence.

Complainants have the right to notify or decline to notify law enforcement. In keeping with its commitment to take all appropriate steps to eliminate, prevent, and remedy all Prohibited Conduct, the University urges Complainants (or others who become aware of potential criminal conduct) to report Prohibited Conduct immediately to local law enforcement by contacting:

- i. 911 (for emergencies)
- ii. University Police (for non-emergencies):
 - 1. Storrs and Regional Campuses (860) 486-4800
 - 2. UConn Health (860) 679-2121
- iii. State Police (for conduct occurring off campus in Connecticut) (800) 308-7633

Police have unique legal authority, including the power to seek and execute search warrants, collect forensic evidence, make arrests, and assist in seeking protective and

⁵ See Title 53a of the Connecticut General Statutes for the State of Connecticut's Penal Code (https://www.cga.ct.gov/current/pub/title_53a.htm).

restraining orders. Although a police report may be made at any time, Complainants should be aware that delayed reporting may diminish law enforcement's ability to take certain actions, including collecting forensic evidence and making arrests. The University will assist Complainants in notifying law enforcement if they choose to do so. Under limited circumstances posing a threat to health or safety of any University community member, the University may independently notify law enforcement.

B. REPORTING TO THE UNIVERSITY

Complainants (or others, including parents, guardians, or other authorized legal representatives with the legal right to act on behalf of a complainant, who become aware of an incident of Prohibited Conduct) are encouraged to report the incident to the University through the following reporting options:

By contacting the Office of Institutional Equity by telephone, email, or in person during regular office hours (8am-5pm, M-F):

Office of Institutional Equity (Storrs and Regionals) Wood Hall, First Floor
241 Glenbrook Road Storrs, Connecticut (860) 486-2943

equity@uconn.edu

www.titleix.uconn.edu

www.equity.uconn.edu

Office of Institutional Equity (UConn Health) 16 Munson Road, Third Floor
Farmington, Connecticut (860) 679-3563

equity@uconn.edu

www.equity.uconn.edu

There is no time limit to report Prohibited Conduct to the University under this Policy;⁶ however, the University's ability to respond may diminish over time, as evidence may erode, memories may fade, and Respondents may no longer be affiliated with the University. If the Respondent is no longer affiliated with the University, the University will provide reasonably appropriate remedial measures, assist the Complainant in identifying external reporting options, and take reasonable steps to eliminate Prohibited Conduct, prevent its recurrence, and remedy its effects.

The University will not pursue disciplinary action against Complainants or witnesses for disclosure of illegal personal consumption of drugs or alcohol where such disclosures are made in connection with a good faith report or investigation of Prohibited Conduct.

⁶ This statement does not relieve Responsible Employees of their obligation to report Sexual Assault, Intimate Partner Violence and/or Stalking involving a student immediately to the Office of Institutional Equity.

VIII. ACCESSING CAMPUS AND COMMUNITY RESOURCES AND SUPPORTIVE MEASURES

The University offers a wide range of resources to provide support and guidance to students and employees in response to any incident of Prohibited Conduct. Comprehensive information on accessing University and community resources is contained online at the following sites:

- Sexual assault, sexual exploitation, intimate partner violence, sexual or gender-based harassment, and stalking: www.titleix.uconn.edu
- Discrimination and discriminatory harassment where the Respondent is an employee or third party: www.equity.uconn.edu
- Related violations of The Student Code where the Respondent is a student: www.community.uconn.edu

Available resources include, but are not limited to: emergency and ongoing assistance; health, mental health, and victim-advocacy services; options for reporting Prohibited Conduct to the University and/or law enforcement; available support with academics, housing, and employment. For more information about resources and support measures, please visit www.titleix.uconn.edu.

The University offers a wide range of resources for students and employees, whether as Complainants or Respondents, to provide support and guidance throughout the submission, investigation, and resolution of a report of Prohibited Conduct. The University will offer reasonable and appropriate measures to individuals impacted by an allegation of Prohibited Conduct in order to facilitate their continued access to University employment or education programs and activities. These measures may be both remedial (designed to address a Complainant's safety and well-being and continued access to educational opportunities) or protective (designed to reduce the risk of harm to an individual or community). Remedial and protective measures, which may be temporary or permanent, may include no-contact directives, on-campus residence modifications, academic modifications and support, work schedule modifications, suspension from employment, and pre-disciplinary leave (with or without pay). Remedial measures are available regardless of whether a Complainant pursues a complaint or investigation under this Policy and may continue regardless of the outcome of an investigation if reasonable and appropriate.

The University will maintain the privacy of any remedial and protective measures provided under this Policy to the extent practicable and will promptly address any violation of the protective measures. The University has the discretion to impose and/or modify any remedial or protective measure based on all available information.

The University will provide reasonable remedial and protective measures to Third Parties as appropriate and available, taking into account the role of the third party and the nature of any contractual relationship with the University.

IX. PROHIBITED CONDUCT UNDER THIS POLICY⁷

Conduct under this Policy is prohibited regardless of the sex, sexual orientation and/or gender identity/expression of the Complainant or Respondent. Prohibited Conduct includes the following specifically defined forms of behavior: Discrimination, Discriminatory Harassment, Sexual or Gender-Based Harassment, Sexual Assault, Sexual Exploitation, Intimate Partner Violence, Stalking, Complicity, and Retaliation.

A. DISCRIMINATION

Discrimination is any unlawful distinction, preference, or detriment to an individual that is based upon an individual's actual or perceived race, color, ethnicity, religious creed, age, sex (including pregnancy or pregnancy-related conditions), marital status, national origin, ancestry, sexual orientation, genetic information, physical or mental disabilities (including learning disabilities, intellectual disabilities, past/present history of a mental disorder), veteran status, status as a victim of domestic violence, prior conviction of a crime, workplace hazards to reproductive systems, gender identity or expression, or membership in other protected classes set forth in state or federal law and that: (1) excludes an individual from participation; (2) denies the individual the benefits of; (3) treats the individual adversely; or (4) otherwise adversely affects a term or condition of an individual's employment, education, living environment or participation in a University program or activity.

Discrimination may include failing to make good faith efforts to provide reasonable accommodation, consistent with state and federal law and University policy, to persons with disabilities. The University of Connecticut is committed to achieving equal educational and employment opportunities and full participation for persons with disabilities.⁸

Discrimination also may include failing to make good faith efforts to provide reasonable modifications to University policies, practices, or procedures, consistent with state and federal law and University policy, related to pregnancy, including childbirth, termination of pregnancy, recovery, related medical conditions, and lactation.⁹ The University of Connecticut is committed to achieving equal educational and employment opportunities

⁷ These definitions may overlap with Connecticut criminal statutes in some cases, and provide greater protection in other instances. Connecticut's Penal Code may be found in Title 53a of the Connecticut General Statutes.

(https://www.cga.ct.gov/current/pub/title_53a.htm)

⁸ See Policy Statement: People with Disabilities. (<http://policy.uconn.edu/2011/05/24/people-with-disabilities-policy-statement/>).

⁹ See Lactation Policy. (<https://policy.uconn.edu/2016/12/21/lactation-policy/>).

and full participation for persons experiencing pregnancy and all related conditions.

Discrimination also may include failing to make good faith efforts to provide reasonable accommodations, consistent with state and federal law and University policy, for persons' sincerely held religious practices or beliefs. The University of Connecticut is committed to providing welcoming and inclusive learning environments and will make good faith efforts to provide reasonable religious accommodations to faculty, staff, and students.¹⁰

B. DISCRIMINATORY HARASSMENT AND SEXUAL HARASSMENT

Discriminatory Harassment consists of verbal, physical, electronic, or other conduct based upon an individual's actual or perceived race, color, ethnicity, religious creed, age, sex (including pregnancy and pregnancy-related conditions), marital status, national origin, ancestry, sexual orientation, genetic information, physical or mental disabilities (including learning disabilities, intellectual disability, past/present history of a mental disorder), veteran status, status as a victim of domestic violence, prior conviction of a crime, workplace hazards to reproductive systems, gender identity or expression, or membership in other protected classes set forth in state or federal law that interferes with that individual's educational or employment opportunities, participation in a University program or activity, or receipt of legitimately-requested services or benefits. Such conduct is a violation of this Policy when the circumstances demonstrate the existence of either Hostile Environment Harassment, Quid Pro Quo Harassment, or Sexual Harassment as defined below.

Hostile Environment Harassment: **Discriminatory Harassment** that is so severe, persistent or pervasive that it unreasonably interferes with, limits, deprives, or alters the conditions of education (e.g., admission, academic standing, grades, assignment); employment (e.g., hiring, advancement, assignment); or participation in a University program or activity (e.g., campus housing, official University list-servs or other University-sponsored platforms), when viewed from both a subjective and objective perspective.

Quid Pro Quo Harassment: **Discriminatory Harassment** where submission to or rejection of unwelcome conduct is used, explicitly or implicitly, as the basis for decisions affecting an individual's education (e.g., admission, academic standing, grades, assignment); employment (e.g., hiring, advancement, assignment); or participation in a University program or activity (e.g., campus housing).

Sexual Harassment: **Discriminatory Harassment** that consists of unwelcome conduct of a sexual nature. This may include, but is not limited to, unwanted sexual advances, requests for sexual favors, inappropriate touching, acts of sexual violence, or other

¹⁰ See Religious Accommodations Policy (<https://policy.uconn.edu/2018/08/01/religious-accommodation-policy/>).

unwanted conduct of a sexual nature, whether verbal, non- verbal, graphic, physical, written or otherwise. Such conduct is a violation of this Policy when the conditions for Hostile Environment Harassment or Quid Pro Quo Harassment are present, as defined above.

C. SEXUAL ASSAULT

Sexual Assault consists of (1) Sexual Contact and/or (2) Sexual Intercourse that occurs without (3) Consent.¹¹

1. **Sexual Contact** (or attempts to commit) is the intentional touching of another person's intimate body parts, clothed or unclothed, if that intentional touching can reasonably be construed as having the intent or purpose of obtaining sexual arousal or gratification.
2. **Sexual Intercourse** (or attempts to commit) is any penetration, however slight, of a bodily orifice with any object(s) or body part. Sexual Intercourse includes vaginal or anal penetration by a penis, object, tongue or finger, or any contact between the mouth of one person and the genitalia of another person.
3. **Consent** is an understandable exchange of affirmative words or actions, which indicate a willingness to participate in mutually agreed upon sexual activity. Consent must be informed, freely and actively given. It is the responsibility of the initiator to obtain clear and affirmative responses at each stage of sexual involvement. Consent to one form of sexual activity does not imply consent to other forms of sexual activity. The lack of a negative response is not consent. An individual who is incapacitated by alcohol and/or other drugs both voluntarily or involuntarily consumed may not give consent. Past consent of sexual activity does not imply ongoing future consent.

Consent cannot be given if any of the following are present: A. Force, B. Coercion or C. Incapacitation.

- A. **Force** is the use of physical violence and/or imposing on someone physically to gain sexual access. Force also includes threats, intimidation (implied threats) and/or coercion that overcome resistance.
- B. **Coercion** is unreasonable pressure for sexual activity. Coercion is more than an effort to persuade, entice, or attract another person to have sex. Conduct does not constitute coercion unless it wrongfully impairs an individual's freedom of will to choose whether to participate in the sexual

¹¹ Sexual assault includes any offense classified as a forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation.

activity.

- C. **Incapacitation** is a state where an individual cannot make rational, reasonable decisions due to the debilitating use of alcohol and/or other drugs, sleep, unconsciousness, or because of a disability that prevents the individual from having the capacity to give consent. A person is not incapacitated merely because the person has been drinking or using drugs. Incapacitation due to alcohol and/or drug consumption results from ingestion that is more severe than impairment, being under the influence, drunkenness, or intoxication. The question of incapacitation will be determined on a case-by-case basis. Being intoxicated or incapacitated by drugs, alcohol, or other medication will not be a defense to any violation of this Policy.

D. **SEXUAL EXPLOITATION**

Sexual Exploitation is taking advantage of a person due to their sex and/or gender identity for personal gain or gratification. It is the abuse of a position of vulnerability, differential power, or trust for sexual purposes. Examples include, but are not limited to:

- Recording, photographing, disseminating, and/or posting images of private sexual activity and/or a person's intimate parts (including genitalia, groin, breasts, or buttocks) without consent;
- Threatening to disseminate sensitive personal materials (e.g. photos, videos) by any means to any person or entity without consent;
- Allowing third parties to observe private sexual activity from a hidden location without consent (for example through a hidden location (e.g., closet) or through electronic means (e.g., Skype or livestreaming of images));
- Fetish behaviors including stealing articles of clothing for personal gain and/or satisfaction;
- Manipulation of contraception;
- Peeping or voyeurism;
- Prostituting another person;
- Intentionally or knowingly exposing another person to a sexually transmitted infection or virus without the other's knowledge; or
- Possessing, distributing, viewing or forcing others to view illegal pornography.

E. **INTIMATE PARTNER VIOLENCE**

Intimate Partner Violence includes any felony or misdemeanor crime, act of violence, or threatened act of violence that occurs between individuals who are involved or have

been involved in a sexual, dating, spousal, domestic, or other intimate relationship.¹² Intimate Partner Violence may include any form of Prohibited Conduct under this Policy, including Sexual Assault, Stalking (as defined herein) and/or physical assault. Intimate Partner Violence may involve a pattern of behavior used to establish power and control over another person through fear and intimidation, or may involve one-time conduct. A pattern of behavior is typically determined based on the repeated use of words and/or actions and inactions in order to demean, intimidate, and/or control another person. This behavior can be verbal, emotional and/or physical.

F. STALKING

Stalking means engaging in a course of conduct directed at a specific individual that would cause a reasonable person to fear for their safety or the safety of others, or for the individual to suffer substantial emotional distress.

Stalking includes unwanted, repeated, or cumulative behaviors that serve no purpose other than to threaten, or cause fear for another individual.

Common stalking acts include, but are not limited to: harassing, threatening or obscene phone calls, excessive and/or threatening communication, following, vandalism of personal property, and/or leaving/giving unwanted gifts or objects. Stalking includes cyberstalking.

G. RETALIATION

Retaliation means any adverse action taken against a person for making a good faith report of Prohibited Conduct or participating in any proceeding under this Policy, including requesting supportive measures (remedial and/or protective), for the purpose of interfering with any right or privilege secured by this Policy. Retaliation includes threatening, intimidating, discriminating, harassing, coercing, interfering with potential witnesses or a potential proceeding under this Policy, or any other conduct that would discourage a reasonable person from engaging in activity protected under this Policy. Retaliation may be present even where there is a finding of “no responsibility” on the allegations of Prohibited Conduct. Retaliation does not include good faith actions lawfully pursued in response to a report of Prohibited Conduct. In determining whether an act constitutes retaliation, the full context of the conduct will be considered, including the individual right to freedom of speech.

Retaliation can include, but is not limited to, actions taken by the University, actions

¹² Intimate partner violence may also occur between individuals that cohabitate, or have cohabitated, as spouses or intimate partners, share a child in common, or when an individual commits acts against a youth or adult victim who is protected from those acts under the family or domestic violence laws of the relevant jurisdiction.

taken by one student against another student, actions taken by an employee against another employee or student, actions taken by a Registered Student Organization against a student, or actions taken by a third party against a student or employee. See the University's Non-Retaliation Policy (<http://policy.uconn.edu/2011/05/24/non-retaliation-policy/>).

H. COMPLICITY

Complicity is any act taken with the purpose of aiding, facilitating, promoting or encouraging the commission of an act of Prohibited Conduct by another person.

X. INAPPROPRIATE AMOROUS RELATIONSHIPS

For the purposes of this Policy, "amorous relationships" are defined as intimate, sexual, and/or any other type of amorous encounter or relationship, whether casual or serious, short-term or long-term.

A. INSTRUCTIONAL/STUDENT CONTEXT

All faculty and staff must be aware that amorous relationships with students are likely to lead to difficulties and have the potential to place faculty and staff at great personal and professional risk. The power difference inherent in the faculty-student or staff-student relationship means that any amorous relationship between a faculty or staff member and a student is potentially exploitative or could at any time be perceived as exploitative and should be avoided. Faculty and staff engaged in such relationships should be sensitive to the continuous possibility that they may unexpectedly be placed in a position of responsibility for the student's instruction or evaluation. In the event of a charge of Sexual Harassment arising from such circumstances, the University will in general be unsympathetic to a defense based upon consent when the facts establish that a faculty-student or staff-student power differential existed within the relationship.

1. Undergraduate Students

Subject to the limited exceptions herein, all members of the faculty and staff are prohibited from pursuing or engaging in an amorous relationship with any undergraduate student.

2. Graduate Students

With respect to graduate students (including but not limited to Master's, Law, Doctoral, Medical, Dental and any other post-baccalaureate students), all faculty and staff are prohibited from pursuing or engaging in an amorous relationship

with a graduate student under that individual's authority. Situations of authority include but are not limited to: teaching; formal mentoring or advising; supervision of research and employment of a student as a research, clinical, or teaching assistant; exercising substantial responsibility for grades, honors, or degrees; and involvement in disciplinary action related to the student.

Students and faculty/staff alike should be aware that pursuing or engaging in an amorous relationship with any graduate student will limit the faculty or staff member's ability to teach, mentor, advise, direct work, employ and promote the career of the student involved with them in an amorous relationship.

3. Graduate Students in Positions of Authority

Like faculty and staff members, graduate students may themselves be in a position of authority over other students, for example, when serving as a teaching assistant in a course or when serving as a research assistant and supervising other students in research. The power difference inherent in such relationships means that any amorous relationship between a graduate student and another student over whom they have authority (undergraduate or graduate) is potentially exploitative and should be avoided. All graduate students currently or previously engaged in an amorous relationship with another student are prohibited from serving in a position of authority over that student. Graduate students also should be sensitive to the continuous possibility that they may unexpectedly be placed in a position of responsibility for another student's instruction or evaluation.

4. Pre-existing Relationships with Any Student

The University recognizes that an amorous relationship may exist prior to the time a student enrolls at the University or, for amorous relationships with graduate students, prior to the time the faculty or staff member is placed in a position of authority over the graduate student. The current or prior existence of such an amorous relationship must be disclosed to the Office of Institutional Equity by the employee in a position of authority immediately if the student is an undergraduate, and prior to accepting a supervisory role of any type over any graduate student.

All faculty and staff currently or previously engaged in an amorous relationship with a student are prohibited from the following unless effective steps have been taken in conjunction with Labor Relations and the applicable dean or vice president to eliminate any potential conflict of interest in accordance with this Policy: teaching; formal mentoring or advising; supervising research; exercising responsibility for grades, honors, or degrees; considering disciplinary action involving the student; or employing the student in any capacity - including but

not limited to student employment and internships, work study, or as a research or teaching assistant.

Similarly, all graduate students currently or previously engaged in an amorous relationship with another student are prohibited from serving in a position of authority over that student.

5. If an Amorous Relationship Occurs with Any Student

If, despite these warnings, a faculty member, staff member, or graduate student becomes involved in an amorous relationship with a student in violation of this Policy, the faculty member, staff member, or graduate student must disclose the relationship immediately to the Office of Institutional Equity. Absent an extraordinary circumstance, no relationships in violation of this Policy will be permitted while the student is enrolled or the faculty or staff member is employed by the University. In most cases, it will be unlikely that an acceptable resolution to the conflict of interest will be possible, and the faculty or staff member's employment standing or the graduate student's position of authority may need to be adjusted until they no longer have supervisory or other authority over the student.

In addition to the amorous relationship itself, a faculty, staff or graduate student's failure to report the existence of an inappropriate amorous relationship with a student is also a violation of this Policy. The University encourages immediate self-reporting, and will consider this factor in the context of any resolution that may be able to be reached.

B. EMPLOYMENT CONTEXT

Amorous relationships between supervisors and their subordinate employees often adversely affect decisions, distort judgment, and undermine workplace morale for all employees, including those not directly engaged in the relationship. Any University employee who participates in supervisory or administrative decisions concerning an employee with whom they have or has had an amorous relationship has a conflict of interest in those situations. These types of relationships, specifically those involving spouses and/or individuals who reside together, also may violate the State Code of Ethics for Public Officials as well as the University's Policy on Employment and Contracting for Service of Relatives.

Accordingly, the University prohibits all faculty and staff from pursuing or engaging in amorous relationships with employees whom they supervise. No supervisor shall initiate or participate in institutional decisions involving a direct benefit or penalty (employment, retention, promotion, tenure, salary, leave of absence, etc.) to a person with whom that individual has or has had an amorous relationship. The individual in a

position of authority can be held accountable for creating a sexually hostile environment or failing to address a sexually hostile environment and thus should avoid creating or failing to address a situation that adversely impacts the working environment of others.

1. Pre-existing Amorous Relationships Between Supervisors and Subordinate Employees

The University recognizes that an amorous relationship may exist prior to the time an individual is assigned to a supervisor. Supervisory, decision-making, oversight, evaluative or advisory relationships for someone with whom there exists or previously has existed an amorous relationship is unacceptable unless effective steps have been taken to eliminate any potential conflict of interest in accordance with this Policy. The current or prior existence of such a relationship must be disclosed by the employee in a position of authority prior to accepting supervision of the subordinate Employee to the Office of Institutional Equity. Labor Relations and the applicable dean or vice president will determine whether the conflict of interest can be eliminated through termination of the situation of authority. The final determination will be at the sole discretion of the relevant dean or vice president.

2. If an Amorous Relationship Occurs or has Occurred Between a Supervisor and Their Subordinate Employee

If, despite these warnings, a University Employee enters into an amorous relationship with someone over whom they have supervisory, decision-making, oversight, evaluative, or advisory responsibilities, that Employee must disclose the existence of the relationship immediately to the Office of Institutional Equity. Labor Relations and the applicable dean or vice president will determine whether the conflict of interest can be eliminated through termination of the situation of authority. The final determination will be at the sole discretion of the relevant dean or vice president. In most cases, it will be likely that an acceptable resolution to the conflict of interest will be possible. If the conflict of interest cannot be eliminated, the supervisor's employment standing may need to be adjusted. In addition to the amorous relationship itself, a supervisor's failure to report the existence of the relationship with a subordinate Employee is also a violation of this Policy. The University encourages immediate self-reporting, and will consider this factor in the context of any resolution that may be able to be reached.

XI. PREVENTION, AWARENESS AND TRAINING PROGRAMS

The University is committed to the prevention of Prohibited Conduct through regular and ongoing education and awareness programs. Incoming students and new employees receive

primary prevention and awareness programming as part of their orientation, and returning students and current employees receive ongoing training and related education and awareness programs. The University provides training, education and awareness programs to students and employees to ensure broad understanding of this Policy and the topics and issues related to maintaining an education and employment environment free from harassment and discrimination. The University provides further training to employees annually, and when an employee's change of position alters their duties under Title IX, that explains how the University addresses and defines sex-based discrimination, and associated reporting responsibilities.

For a description of the University's Prohibited Conduct prevention and awareness programs, including programs on minimizing the risk of incidents of Prohibited Conduct and bystander intervention, see the University's annual Clery reports (found online at: <http://publicsafety.uconn.edu/police/clery/about-clery/uconn-and-the-clery-act/>).

XII. OBLIGATION TO COOPERATE AND PROVIDE TRUTHFUL INFORMATION

All University employees are expected to cooperate and to provide all relevant information of which they are aware and/or in their possession as deemed necessary in connection with investigating allegations under this policy. Further, all University community members are expected to provide truthful information in any report, investigation, or proceeding under this Policy. Submitting or providing false or misleading information in bad faith or in an effort to achieve personal gain or cause intentional harm to another in connection with an incident of Prohibited Conduct, or employees failing to cooperate in the investigation process, is prohibited and subject to disciplinary sanctions under The Student Code (for students), The Code of Conduct (for employees), General Rules of Conduct (for employees), and any other applicable and appropriate University policy or policies. This provision does not apply to reports made or information provided in good faith, even if the facts alleged in the report are not later substantiated.

XIII. RELATED POLICIES

A. STUDENTS

- Responsibilities of Community Life: The Student Code: <https://community.uconn.edu/the-student-code-preamble/>

B. EMPLOYEES AND THIRD PARTIES

- Policy Statement: People With Disabilities: <http://policy.uconn.edu/?p=419>
- Protection of Minors and Reporting of Child Abuse and Neglect Policy: <http://policy.uconn.edu/?p=6754>

- Non-Retaliation Policy: <http://policy.uconn.edu/?p=415>
- Policy Statement: Affirmative Action and Equal Employment Opportunity: <http://policy.uconn.edu/?p=102>
- Age Act Policy: <http://policy.uconn.edu/?p=2007>
- Code of Conduct (employees): <http://policy.uconn.edu/?p=140>
- General Rules of Conduct (employees):
<https://policy.uconn.edu/2011/05/24/general-rules-of-conduct/>
- Code of Conduct for University of Connecticut Vendors:
<http://policy.uconn.edu/?p=2718>
- Policy on Employment and Contracting for Service of Relatives:
<http://policy.uconn.edu/?p=357>

XIV. ENFORCEMENT

Violations of this policy may result in appropriate disciplinary measures in accordance with University By-Laws, Code of Conduct, General Rules of Conduct, applicable collective bargaining agreements, and the University of Connecticut Student Code.

XV. POLICY REVIEW

This Policy is maintained by the Office of Institutional Equity (OIE). The University will periodically review and update this Policy and will evaluate, among other things, any changes in legal requirements, existing University resources, and the resolution of cases from the preceding year (including, but not limited to, timeframes for completion and sanctions and remedies imposed).

Revised August 1, 2024

Editorial revisions December 11, 2024

People with Disabilities, Policy Statement:

The University of Connecticut is committed to achieving equal educational and employment opportunity and full participation for persons with disabilities. It is the University's policy that no qualified person be excluded from consideration for employment, participation in any University program or activity, be denied the benefits of any University program or activity, or otherwise be subjected to discrimination with regard to any University program or activity. This policy derives from the University's commitment to nondiscrimination for all persons in employment, academic programs, and access to facilities, programs, activities, and services.

A person with a disability must be ensured the same access to programs, opportunities, and activities at the University as all others. Existing barriers, whether physical, programmatic, or attitudinal must be removed. Further, there must be ongoing vigilance to ensure that new barriers are not erected.

The University's efforts to accommodate people with disabilities must be measured against the goal of full participation and integration. Services and programs to promote these benefits for people with disabilities shall complement and support, but not duplicate, the University's regular services and programs.

Achieving full participation and integration of people with disabilities requires the cooperative efforts of all of the University's departments, offices, and personnel. To this end, the University will continue to strive to achieve excellence in its services and to assure that its services are delivered equitably and efficiently to all of its members.

Anyone with questions regarding this policy is encouraged to consult the Office of Institutional Equity (OIE). The office is located in Wood Hall, Unit 4175, 241 Glenbrook Road, Storrs, Connecticut 06269-4175, telephone, 860-486-2943.

The University of Connecticut & UConn Health Office of Institutional Equity (OIE) Complaint Procedures

I. General Provisions

The procedures, effective January 21, 2025, generally apply to all allegations of potential violations of the University of Connecticut's *Policy Against Discrimination, Harassment, and Related Interpersonal Violence* ("Policy"), where the responding party is a UConn employee or third party. For certain allegations of sexual misconduct occurring on or after August 13, 2020, OIE will follow the 2020 Sexual Misconduct Grievance [Procedures](#).

The University of Connecticut will treat complainants and respondents equitably throughout the process.

The University of Connecticut requires that any Title IX Coordinator, investigator, or decisionmaker not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent.

Parties involved in the following grievance process may be accompanied by one advisor of their choice (which may be a union representative or attorney) to any meeting or proceeding. OIE will not assign an advisor for the purposes of these proceedings. If a party chooses to have an advisor, the party should provide OIE with the advisor's contact information for the purpose of scheduling. The advisor may act as a support person for their party, assist the party in navigating the process, and help formulate questions for the hearing. The advisor may not participate in lieu of the party in any capacity.

An allegation that an individual or individuals violated the *Policy* does not constitute an assumption that the behaviors occurred as alleged or that a policy violation occurred. Determinations of responsibility are only made at the conclusion of the process described in these procedures.

OIE may implement supportive measures, including no contact directives, consistent with the *Policy*. Supportive measures are available to both parties, non-punitive, and put in place to restore or preserve a person's access to UConn's employment or education program or activity or provide support during these grievance procedures. Any party impacted by the supportive measure implementation or denial may appeal the decision by emailing OIE's Associate Vice President ("AVP"). The appeal should clearly state why the party believes the measure is deficient and may include a recommended alternative measure. The appeal will be reviewed by OIE's AVP, the Title IX Coordinator, or designee. Any impacted parties will be notified of the outcome in writing within ten (10) business days of receipt of the appeal.

OIE will make appropriate arrangements to ensure that individuals with disabilities and individuals with limited English proficiency are provided auxiliary aids and services or language assistance services, respectively, if needed to participate in this complaint process. Such arrangements may include, but are not limited to, providing qualified interpreters, or assuring a barrier-free location for the proceedings.

The University of Connecticut will take reasonable steps to protect the privacy of the parties and witnesses during its grievance procedures. These steps will not restrict the ability of the parties to obtain and present evidence, including by speaking to witnesses; consult with their family members, confidential resources, or advisors; or otherwise prepare for or participate in the grievance procedures. The parties cannot engage in retaliation, including against witnesses.

While this process is private, it is not confidential. OIE may provide the notice of outcome or other information pertaining to matters addressed under these procedures to individuals or offices with a need to know the information.

If there is a determination that a violation of the *Policy* occurred, UConn may impose appropriate disciplinary sanctions, up to, and including, separation from the institution. UConn may also provide remedies to restore access to the University's employment or education program or activity.

II. Timeline

OIE is committed to the prompt and thorough resolution of complaints under the *Policy*. As such, OIE will issue a discretionary dismissal under Section VI or determination under Section X within ninety (90) days of receipt of a complaint.

These procedures allow for reasonable extensions of timeframes on a case-by-case basis for good cause, which includes but is not limited to: investigations where additional time is necessary to ensure the integrity and completeness of the investigation; to comply with a request by law enforcement for temporary delay to gather evidence for a criminal investigation; to accommodate the availability of parties and/or witnesses; to account for University breaks or vacations; to account for complexities of a case, including the number of witnesses and volume of information provided by the parties; or for other legitimate reasons.

III. Standard of Evidence

All determinations will be based on the *preponderance of evidence* standard, meaning the evidence must demonstrate that it is more likely than not that the incident occurred as alleged.

Decisionmaker(s) must evaluate relevant and not otherwise impermissible evidence for its persuasiveness. If the decisionmaker(s) is not persuaded by the evidence that a violation of the *Policy* occurred, whatever the quantity of the evidence is, the decisionmaker(s) will not determine that a violation occurred.

IV. Review of Evidence

Relevant evidence is evidence that has some value or tendency to prove a matter of fact significant to the case. Relevant evidence may pertain to a party or witness's credibility.

Parties will be provided with equal opportunity to present evidence during the grievance process. Additionally, OIE will take reasonable steps to obtain relevant evidence which may not be in the parties' control. The decision-maker will objectively evaluate all evidence that is relevant and not otherwise impermissible, including both inculpatory and exculpatory evidence.[\[1\]](#) Credibility determinations will not be based on a person's status as a complainant, respondent, or witness.

The following types of evidence, and questions seeking that evidence, are impermissible (i.e., will not be accessed or considered by OIE in connection with its investigation, except as may be

necessary to determine whether one of the exceptions listed below applies; will not be disclosed; and will not otherwise be used), regardless of whether they are relevant:

- Evidence that is protected under a privilege recognized by Federal or State law or evidence provided to a confidential employee, unless the person to whom the privilege or confidentiality is owed has voluntarily waived the privilege or confidentiality;
- A party's or witness's records that are made or maintained by a physician, psychologist, or other recognized professional or paraprofessional in connection with the provision of treatment to the party or witness, unless OIE obtains that party's or witness's voluntary, written consent for use in its grievance procedures; and
- Evidence that relates to the complainant's sexual interests or prior sexual conduct, unless evidence about the complainant's prior sexual conduct is offered to prove that someone other than the respondent committed the alleged conduct or is evidence about specific incidents of the complainant's prior sexual conduct with the respondent that is offered to prove consent to the alleged sex-based harassment. The fact of prior consensual sexual conduct between the complainant and respondent does not by itself demonstrate or imply the complainant's consent to the alleged sex-based harassment or preclude determination that sex-based harassment occurred.

V. Initial Review

Upon receipt of a report (oral or written), OIE will evaluate the report to determine whether the alleged conduct is within OIE's investigative authority as prescribed in the *Policy*. Where the alleged conduct does not fall under the *Policy* but may constitute behaviors prohibited by other University policies, OIE will promptly refer the matter to the appropriate authority and notify the impacted party of the referral in writing.

VI. Discretionary Dismissal

The University of Connecticut may dismiss a complaint if:

- OIE is unable to identify the respondent after taking reasonable steps to do so;
- The respondent is not participating in the University of Connecticut's education program or activity and is not employed by the University of Connecticut;
- OIE obtains the complainant's voluntary withdrawal in writing of any or all of the allegations, OIE's AVP and/or the Title IX Coordinator decline to initiate a complaint, and OIE determines that, without the complainant's withdrawn allegations, the conduct that remains alleged in the complaint, if any, would not constitute a potential violation of the *Policy*; or
- OIE determines the conduct alleged in the complaint, even if proven, would not constitute a violation of the *Policy*. Before dismissing the complaint, OIE will make reasonable efforts to clarify the allegations with the complainant.

A discretionary dismissal may occur at any point in the grievance proceeding prior to the final determination, including before initiating the formal fact gathering. Any impacted parties will receive notification of dismissal in writing and may request review of a discretionary dismissal, consistent with section XI of these procedures.

VII. Informal Resolution

Where appropriate and available, OIE may offer the parties the option to engage in an informal

resolution. There is no expectation that parties elect to participate in the informal resolution process. Further, both parties must agree to engage in the process prior to initiation. Parties may decide to withdraw from the informal resolution process at any time prior to a final resolution, and based on the facts and circumstances, the matter may return to the grievance process described by these procedures. An informal resolution is binding on the parties and is considered a final resolution to the matter.

VIII. Investigation (Fact Gathering)

Where the alleged conduct is within OIE's investigative authority, the impacted party is seeking an investigation, and the report is not otherwise dismissible, OIE will initiate an investigation.^[2] Upon initiating an investigation, OIE will provide written notice to the parties with sufficient time for the parties to prepare a response before any initial interview.

After providing notice, OIE will conduct an adequate, reliable, and impartial investigation into the complaints. The burden is on the investigator – not the parties- to conduct an investigation that gathers sufficient evidence to determine whether a policy violation occurred. As such, OIE maintains full authority to determine whether certain evidence or witnesses are necessary to conduct a thorough investigation.

OIE will provide to a party whose participation is invited or expected, written notice of the date, time, location, participants, and purpose of all meetings or proceedings with sufficient time for the party to prepare to participate. OIE will provide equal opportunity for parties to present information, both inculpatory and exculpatory, and recommend fact witnesses. On a case-by-case basis, OIE may allow for parties to present expert witnesses equally.

At the conclusion of the fact gathering, OIE will provide at least ten (10) days for the parties to review ^[3] all relevant and not otherwise impermissible evidence, to which the parties may submit a written response for consideration by the decision-maker(s). During the same period, parties will be given the opportunity to submit questions, in writing, to the decision-maker(s), which the decision-maker(s) will review for relevancy prior to the hearing. The decision-maker will explain to the submitting party any decisions to exclude questions based on relevance, impermissibility, lack of clarity, or harassment of another party. Parties will be given a reasonable opportunity to clarify or revise the excluded question(s) prior to the hearing.

The unauthorized disclosure of information and evidence obtained solely through these grievance procedures is prohibited, and OIE will take reasonable steps to prevent and address any disclosures.

IX. Hearing

At the conclusion of the fact gathering, OIE will schedule an administrative hearing where the decision-maker(s) (OIE's AVP, the Title IX Coordinator, investigator, or trained designee) will ask all relevant questions, including their own questions and questions submitted by the parties. The parties, the decision-maker(s), and where applicable the parties' advisors will be invited. Further, witnesses may be invited to participate in the hearing if the decision-maker(s) and/or the parties have relevant questions for the witness(es). The hearing will be recorded for review purposes and will be available to parties, if necessary, to facilitate a request for review.

No party or advisor will be permitted to directly question any party or witness. After the initial

round of questions, the decision-maker(s) will suspend the hearing for at least fifteen (15) minutes for the parties to consider and submit any follow-up questions in writing to the decision-maker(s). The decision-maker(s) will reconvene the hearing and ask all relevant follow-up questions to the appropriate parties.

Any party present at the hearing may be removed from the proceedings for engaging in disruptive or harmful behavior.[\[4\]](#)

The decision-maker(s) may consider a party's level of participation in the hearing process in their determination, but a finding that a party engaged in prohibited conduct under the *Policy* may not be solely based on a party's refusal to participate in the hearing or answer specific questions.

Following the hearing, the decision-maker(s) will objectively consider all relevant evidence obtained during the fact finding and at the hearing, consistent with sections I, III, and IV of these procedures to determine what occurred and whether what occurred constitutes a violation of the *Policy*.

X. Determination

Within ten (10) business days of the hearing, OIE's AVP, the decision-maker(s), or trained designee will issue a written notice of outcome to the parties simultaneously. The notice of outcome will include a description of the allegations, information about the *Policy* and these procedures, the decision-maker's evaluation of the relevant and not otherwise impermissible evidence, the policy determination(s), information on sanctions, referrals, and remedies, and information regarding requests for review. OIE will also notify the Office of the President and/or the Executive Vice President of UConn Health, and any other individual or office that may need to know the information.

The determination regarding responsibility becomes final either on the date that the written determination of the result of any request for review is issued, or, if no party requests review, the date on which the request for review would no longer be considered timely as defined in section XI of this policy.

As applicable, OIE's AVP, the Title IX Coordinator, or designee will coordinate with appropriate management concerning the implementation of remedies, the imposition of any disciplinary sanctions, and take further appropriate action to ensure that violations of the *Policy* do not continue or recur.

XI. Written Response and Request for Review

At the conclusion of OIE's grievance process, outlined above, any party may submit a written response to the outcome. The written response does not constitute a request for review but will be added to and maintained in OIE's files.

Parties may also request a review of OIE's discretionary dismissal or findings. Requests for review must be received by OIE's AVP no later than 5:00 PM (EST) on the tenth (10) business day from the issuance of the written notice of dismissal or outcome. A request for an extension of time beyond ten (10) business days may be granted at the discretion of OIE's AVP or designee. The grounds for review are limited to: (1) Procedural irregularity that would change the outcome; (2) New evidence that would change the outcome and that was not reasonably available when the

determination or dismissal was made; and (3) The investigator, decisionmaker, and/or in matters involving sex-based discrimination, the Title IX Coordinator, had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that would change the outcome.

A party's request for review must identify at least one of the three grounds for review and provide sufficient detail to understand the basis for the request. Mere disagreement with the outcome is not sufficient grounds for review.

Upon receipt of a request for review within the prescribed timelines, OIE's AVP will refer the request and underlying documents to the Panel of Reviewers, which consists of trained faculty, staff, and members of the administration appointed by OIE to serve two-year terms. The Panel of Reviewers will designate one or more members to review the request.

The reviewer(s) will first review the request to determine if at least one of the review grounds is identified. The reviewer(s) has the discretion to deny a request if none of the permissible grounds for review are identified. The reviewer(s) decision to deny a request for failure to identify any of these grounds is deemed final.

If any of the three permissible grounds for review is identified, the role of the reviewer(s) is to evaluate all available evidence and make a recommendation to the President and/or the Executive Vice President of UConn Health, which may include accepting or rejecting one or all of the items contained in the notice of outcome, or any other actions deemed necessary or appropriate in the discretion of the reviewer(s), within twenty (20) business days of the reviewer(s) receipt of the request for review. Extensions of time may be granted by the President and/or the Executive Vice President of UConn Health or their respective designee for good cause.

XII. Related Policies

[Policy Against Discrimination, Harassment, and Related Interpersonal Violence | University Policies \(uconn.edu\)](#) (effective August 1, 2024)

[Affirmative Action & Equal Employment Opportunity, Policy Statement: | University Policies \(uconn.edu\)](#) (effective October 3, 2022)

[People with Disabilities, Policy Statement: | University Policies \(uconn.edu\)](#) (effective November 15, 2011)

[Religious Accommodation Policy | University Policies \(uconn.edu\)](#) (effective August 1, 2018)

[Non-Retaliation Policy | University Policies \(uconn.edu\)](#) (effective October 22, 2021)

[1] Inculpatory evidence is evidence that tends to prove that the respondent engaged in the alleged behavior, while exculpatory evidence is evidence that is favorable to the respondent.

[2] In the absence of a participating complainant, OIE may institutionally initiate an investigation after consideration of the specific facts and circumstances consistent with federal and state law.

[3] To protect the privacy of everyone involved, parties will not be allowed to retain evidence or investigative materials.

[4] Throughout the process, students are subject to the [Student Code](#) and employees are subject to the [Code of Conduct](#).

Sexual Harassment Prevention Training Attendance by EEO
December 1, 2023 - November 30, 2024

EEO Job Category	Grand Total	Total Male	Total Female	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU
1-Executive Management	1	1	0	1	0	0	0	0	0	0	0	0	0	0
2-Faculty	67	30	32	19	21	0	1	2	3	8	7	1	0	5
3-Professional Staff	142	50	76	35	54	5	12	7	7	1	2	2	1	16
4-Secretarial/Clerical	17	1	15	0	10	0	2	1	1	0	1	0	1	1
6-Qualified Craft	2	2	0	2	0	0	0	0	0	0	0	0	0	0
7B-Protective Services	10	10	0	4	0	2	0	4	0	0	0	0	0	0
7-Service/Maintenance	10	7	2	4	2	0	0	3	0	0	0	0	0	1
Total Permanent Employees	249	101	125	65	87	7	15	17	11	9	10	3	2	23

Diversity Awareness Training Attendance by EEO
December 1, 2023 - November 30, 2024

EEO Job Category	Grand Total	Total Male	Total Female	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU
1-Executive Management	1	1	0	1	0	0	0	0	0	0	0	0	0	0
2-Faculty	113	49	59	30	34	3	2	1	8	14	15	1	0	5
3-Professional Staff	198	76	103	54	75	8	14	11	10	1	3	2	1	19
4-Secretarial/Clerical	20	1	18	0	12	0	2	1	1	0	2	0	1	1
6-Qualified Craft	2	2	0	2	0	0	0	0	0	0	0	0	0	0
7B-Protective Services	17	12	5	3	3	2	1	7	0	0	0	0	1	0
7-Service/Maintenance	11	8	3	3	3	0	0	5	0	0	0	0	0	0
Total Permanent Employees	362	149	188	93	127	13	19	25	19	15	20	3	3	25

EXTERNAL COMMUNICATION AND RECRUITMENT STRATEGIES

(Section 46a-68-80)

March 2025

This section was found to be in compliance in the previous filing with no proposals or recommendations:

Subsection (a)

The University of Connecticut has developed a means of recruiting goal candidates for current positions.

- 1) To foster consistency and ease of application, the University of Connecticut posts all available employment opportunities on the [UConn Jobs website](#). This readily identifiable point of access allows all applicants to search for positions and provides instructions to applicants on how to submit applications for University employment. This user-friendly website boasts extensive information about the University and its commitment to equal employment opportunity and the University's commitment to diversity and inclusion. This website includes comprehensive information related to working at the University, a breakdown of faculty, staff, and executive positions as well as instructions for creating applicant profiles to enhance and simplify the application process. The University continuously reviews this website and makes changes to improve prospective candidates' experiences.
- 2) Individual hiring departments, responsible for their own recruitment activities, circulated job advertisements to 521 unique recruiting sources during the *Plan* year. Please see **EXHIBIT 1** in this section for the list of recruitment sources. Sources utilized by search committees included organizations, field specific associations, list serves, conferences, and print and on-line media targeted to women, diverse groups, and other members of protected classes. In addition, search committees made use of other contacts through professional networks and other universities.
- 3) The University continuously reviews the faculty job openings landing page for enhancements and improvements to attract outstanding candidates. This initiative is dedicated to faculty recruitment and growth. It is a visible indication of the University's effort to attract excellent candidates, including those from underrepresented populations. This website included specialized descriptions of each school and college and the open positions available. Language is included in job advertisements intended to attract under-represented applicant populations by highlighting the University's commitment and compliance to Affirmative Action/Equal Employment Opportunity in its hire process and educational mission.
- 4) The University continues to use PageUp as its Applicant Tracking System and routinely reviews system functionality to determine if improvements can be made to streamline the application process. During the *Plan* Year, the University began a

robust review of the PageUp Applicant Tracking System and has begun discussion with PageUp about system enhancements including the potential for their Recruitment Marketing module which would significantly enhance applicants' experiences and allow the University to remain connected in a more meaningful way with applicants. The system has the capability to read resumes and curriculum vitae, so applicants do not have to enter profile information manually; and the system can parse information from applicant resumes. Integrations with key recruitment sources continued, including HERC, Diverse, and Inside Higher Ed. The University also posts all job openings to the CT Hires Website.

Subsection (b)

The University has put itself on public record as an Affirmative Action and Equal Employment Opportunity Employer. The following is consistent with that posture:

- 1) Written expressions of the University's commitment to affirmative action and notice of job availability are sent regularly to recruiting sources and organizations, which can refer qualified applicants for employment. All job postings and advertisements include a statement that the University is an Equal Employment Opportunity/Affirmative Action Employer. The statement is also included on job postings on the UConn Jobs website where applicants apply for current positions.

The UConn Jobs website, where all applicants are directed when applying for positions, also clearly displays the University's commitment to be an EEO/AA employer. In addition to job openings, this page displays the statement that the University of Connecticut is an Affirmative Action and Equal Employment Opportunity Employer. Other compliance statements include the Jeanne Clery Disclosure of Campus Security and Campus Crime Statistics Act; commitment to Diversity, Inclusion, and a Respectful workplace, accommodations for applicants with disabilities; and the recruitment of veterans. Please see **EXHIBIT 2** of this section for a copy of the website page.

Additionally, the faculty-landing page described in Subsection (a) number 3 provides compliance language related to the University's status as an Affirmative Action/Equal Employment Opportunity Employer.

- 2) Notice that the agency is an affirmative action and equal employment opportunity employer was sent to all unions that represent University employees for collective bargaining purposes. The letter from the Interim Associate Vice President and Equal Employment Opportunity Officer Sarah Chipman contained an invitation to review and comment upon the University's *2024 Affirmative Action Plan* as well as information about AA/EEO compliance relative to searches, Diversity Awareness and Sexual Harassment Prevention Trainings, and the Americans with Disabilities Act (ADA) compliance and included the following policies:

- [Policy Statement: Affirmative Action and Equal Employment Opportunity](#)
- [Policy Against Discrimination, Harassment and Related Interpersonal Violence](#)
- [Policy Statement: People with Disabilities](#)
- [University of Connecticut Discrimination Complaint Procedures](#)

The communication was sent to contacts at the eight bargaining units represented at the University. Please see **EXHIBIT 3** of this section for the list of the unions as well as copies letter and attached policies they were sent.

Subsection (c)

The University initiates and undertakes vigorous, positive relationship-building activities to ensure that affirmative action is more than a paper commitment. The University has worked to secure ongoing relationships and develop additional recruiting sources while cultivating outreach recruitment programs and maintaining contact with protected class members and resource agencies. Consistent with that effort:

- 1) Protected class audiences in the labor market/area(s) most relevant for filling a vacant office, position, or position classification are aggressively solicited to by an outreach media focused campaign utilized by University publication sources. In addition to the individual recruitment efforts made by departments, listed in **EXHIBIT 1** of this section, communications firm Graystone, managed the advertisement program for searches throughout the University, utilizing numerous recruitment sources. Graystone provided access to advertisements in various diversity trade publications to support the University's particular emphasis on under-represented group publications and websites. Graystone provided demographic information on publication and website audiences on request, with particular emphasis on under-represented group publications and websites.

Graystone also provides upon request the latest higher education demographics on under-represented group enrollment to assist with diverse recruitment efforts. During this *Plan* year, Human Resources (HR) continued to encourage departments to utilize innovative recruitment strategies to connect with more diverse populations regarding vacant positions. Graystone had facilitated these efforts and continues to provide additional services upon request, including branding, messaging, copyrighting, market-to-market recruitment, job board reporting, and niche recommendations for diversity and specific job markets. Please see **EXHIBIT 4** of this section for a listing of sources utilized by Graystone with the diversity trade publications highlighted.

- 2) The University actively encourages search committees to engage in proactive and non-traditional recruiting to target goal applicants. Specifically, search committees are encouraged to recruit amongst existing professional networks as well as research new recruiting sources they may not have traditionally considered. A high emphasis is placed on direct professional networking and

recruiting of promising applicants, particularly those from goal applicant populations.

- 3) The Office of Institutional Equity (OIE) continues to provide guidance and resources to assist search committees in developing recruitment strategies to target underrepresented groups. This oversight includes reviewing recruitment efforts in searches and ensuring that the efforts include sources such as professional contacts, professional associations and resources targeting protected classes. Continual search training throughout the recording period reinforced the search committee's obligation to engage in robust external recruitment efforts.
- 4) The Office of Institutional Equity website helps facilitate networking potential by offering a list of Suggested Recruitment Sources with direct links to the websites of organizations in discipline and profession-specific categories. This information assists search committees in focusing advertising and recruiting activities in areas that have the greatest potential for providing qualified and under-represented applicants. OIE publishes on its website the comprehensive [Faculty Recruitment and Outreach Guide](#), an 80 page web-based interactive listing of race/gender sources specific to individual schools and higher education. Please see **EXHIBIT 5** of this section for the Recruitment Guide.
- 5) The diversity publication, *Diverse: Issues in Higher Education* along with *Inside Higher Education* and the *Higher Education Recruitment Consortium (HERC)* are contracted online publications that HR utilizes for recruiting and advertising resources.
- 6) External search firms are hired to facilitate senior executive searches, when appropriate. These firms are mandated by contractual guidelines to verify compliance with state and federal affirmative action reporting requirements and other legal obligations. Search firm personnel meet with representatives from OIE and HR at the initiation of a search to review the guidelines, ensure Affirmative Action statements are included in all external correspondence, and that University statutory obligations are achieved. Guidelines are distributed to search firms prior to initiating the search to ensure compliance with state and federal affirmative action reporting requirements and other legal obligations. Please see **EXHIBIT 6** of this section for the External Search Firm Guidelines.
- 7) HR provides employment counseling and referrals to unclassified and classified applicants (phone and walk-in), which include information on the application and hiring process at the University. Workforce Solutions team members continued to provide career counseling and guidance to applicants seeking employment in classified and unclassified positions at the University. This year, nineteen (19) potential applicants were counseled individually. Please see **EXHIBIT 7** for a listing of applicants counseled.

The University reaffirms that it has initiated and undertaken the steps necessary to engage in positive relationship-building activity to ensure that affirmative action is more than just a paper commitment. OIE views networking and collaborating with minority organizations and associations as essential in developing a pipeline for qualified minority and diverse populations. The University is committed to a policy of equal opportunity/affirmative action for all persons and does not discriminate in any employment practice, education program, or educational activity on the basis of race, color, ethnicity, religious creed, age, sex (including pregnancy and sexual harassment), marital status, national origin, ancestry, sexual orientation, genetic information, physical or mental disabilities (including learning disabilities, intellectual disabilities, past/present history of a mental disorder), prior conviction of a crime (or similar characteristic), veteran status, status as a victim of domestic violence, workplace hazards to reproductive systems, gender identity or expression, or any other basis prohibited by Connecticut state and/or federal nondiscrimination laws.

During the Affirmative Action Plan reporting period, the University successfully achieved several of its goals in many of the categories/classifications, thereby upholding its commitment toward achieving parity in the workforce. The University supports affirmative action in the workplace and actively seeks applicants from all sectors of the population and takes seriously the commitment to develop a workforce that reflects the diversity of the client population it serves.

Recruitment Sources	Count
1890 Listserv- Historically black land-grant institutions (https://www.aplu.org/members/jobs-at-aplu-anc)	11
4-H Listservs	2
AACRAO	1
AAEA Committee on the Opportunities and Status of Blacks in Agricultural Economics (COSBAE)	4
AAG	1
AAJA	1
AALS	3
AAM (American Alliance of Museums) Paid	1
AAS Job Register	1
Ability Jobs Online	3
Ability Links Online	3
ACA job board www.counseling.org/careers/aca-career-central	1
Academic Diversity Search	5
Academic Jobs Online	6
Academic Keys	8
AcademicJobsOnline.org	2
Academy of Management Careers	1
ACCCCS	1
Accounting & Financial Women's Alliance	3
ACUHO-I Listserv	3
Advising Council	2
Advising Network	2
AEMA	1
AERE	1
Affinity Bar Associations	1
Ag Hires	2
Ag Jobs in Higher Ed	2
Agricultural and Applied Economics Association Website	2
AGT (Genetic Technologists)	1
AHA Job Service	1
AHEAD	3
AIAA	1
AIGA	1
Allied Health Alumni network (undergraduates and graduates)	1
Alternate Roots	1
Alumni listserv	1
American Association of University Professors (AAUP)	2
American College Personnel Association - Online	2
American Comparative Literature Association: https://www.acla.org/resources-links/job-postings	1
American Dairy Association	1
American Dairy science Association	1
American Economic Association	1
American Feed Industry Association	1

Recruitment Sources	Count
American Geophysical Union	1
American Indian Higher Education Consortium	1
American Library Association	1
American Literature Association: https://americanliteratureassociation.org/	1
American Physical Society, Women in Physics	1
American Psychological Association Division 7	1
American Quarterly	1
American Sign Language Teachers Association (ASLTA)	1
American Society for Engineering Education	1
American Society for Mechanical Engineers	1
American Society for Public Administration (ASPA)	2
American Society of Animal Science job board	2
American Society of Hispanic Economists	1
American Sociological Association	1
American Statistical Association	3
America's SBDC career posting site	4
Animal Science Alumni contacts	1
Animal Science Department webpage	1
Animal Science list alumni list serv	1
ANSADM Listserv	1
AOTA OT Job Link	1
APA	3
APAP (Association of Performing Arts Professionals)	1
APHA	1
APLU	4
APS	1
Archives Gig (New England Archivists)	1
Archivist Round Table	1
Artjobs.artsearch.us (digital ad)	1
Arts Administrators of Color Network	1
ASAS	1
ASBMB	1
ASCLS (Clinical Lab Science)	1
ASCP (Clinical Pathology)	1
ASHRAE (American Society Heating, Refrigerating & AC Engineers)	1
Asian American Psychological Association	1
Asians in Higher Ed	4
ASME	2
Assoc. for Budgeting & Financial Management (ABFM) Line Item email newsletter	2
Assoc. for Public Policy Analysis and Management (APPAM)	1
Associate Dean listserv	3
Association for Institutional Research (AIR)	3
Association for Psychological Science	1

Recruitment Sources	Count
Association for Public & Land Grant Institutions	1
Association for Women in Science (AWIS)	2
Association of American Theatre Educators (AATE)	1
Association of Black Psychologists	1
Association of Black Sociologists	1
Association of College and Research Libraries New England Chapter Listserv	1
Association of College Unions International	3
Association of Managers in Magnetic Resonance Laboratories	1
Association of Public & Land Grant Universities	1
Association of University Technology Managers	1
ASTA – The American String Teachers Assoc.	1
ATHE LGBTQ Focus Group	1
Atypl	1
AUCCCD job board https://taucccd.mcjobboard.net/jobs	1
AUCCCO	1
Bar Association listserv	3
BEA BROADCAST EDUCATION ASSOCIATION	1
Biochemistry	1
BioCT	4
BiologyJobs: http://www.biologyjobs.com/	1
Biophysical Journal	1
Biophysical Society	1
Black Careers Network	1
Black Theatre Association	1
Blacks in Higher Ed	10
Boston Library Consortium	1
CAA	1
CAHNR Communications	6
CAHNR Faculty/Staff Digest	2
CAPFAA listserv	1
Career Builder	13
CASE	2
Caucus for Woman in Statistics	3
CEFMA/NACDA	1
Cell Careers	1
Chemistry and Engineering News (C&EN)	1
Chronicle of Higher Ed	37
Chronicle of Higher Education	3
Chronicle Vitae	1
CLAS ListServ	2
CoE internal weekly newsletter	1
COGDOP	2
Collaborative Computational Project for NMR	1

Recruitment Sources	Count
College Art Association	1
College Central Network	1
College Music Society	3
Community College Jobs	1
Community College Network	1
Conductors Guild	1
Conference postings	3
Connecticut Association for Institutional Research (ConnAIR)	1
Connecticut Association of Educational Opportunity Programs (CAEOP)	1
Connecticut Community College Network	2
Connecticut local and affinity bar associations	2
Connecticut Physician Assistant	1
ConSERT (Consortium of Eastern Regional Theaters)	1
Council on Black Health listserv	1
Council On Social Work Education	3
CPSDA Job Board: Job Listings (boxwoodgo.com)	1
Creative Heads	1
CSCAA	1
CT Academy of Nutrition and Dietetics	1
CT Ag Teacher Listserv	1
CT AHEAD	3
CT Association for Infant Mental Health	1
CT Association for the Education of Young Children	1
CT Clearinghouse listserv	1
CT Community Colleges Job Consortium	1
CT Fire Academy	1
CT Food System Alliance Listserv	1
CT Listserv	1
CT NASW	3
CTJobs.com	9
Culinary Agents	2
Cultural Center Directors	1
D1.Ticker	3
Daily Digest	13
DAS JobApps Grants and Contracts interested candidates	3
DCF Director for distribution	1
Deaf Job Wizard	1
Department heads/Chairs of land grant and 1890's schools	1
Department Listserv	3
Department website	1
Dice.com	21
Direct Correspondence through recruitment interest link	2
disabledinhigher.com	1

Recruitment Sources	Count
Dissemination through our listservs	1
Diverse Creatives (job board)	1
Diversity and Production Working Group Facebook Group	1
Diversity in Higher Education	2
DSSHE	2
Earth Science Womens Network	1
Earthworks	1
EASFAA Job Board	1
ECE website	1
Ecolog	1
Econ Job Market	1
econjobmarket.com	2
ECSU	1
EEB Dept listserv	2
EEB Jobs Wiki	1
EEB/PNB listservs	1
Email	1
Email Direct to New England Department Heads/Chairs	1
Equine Science Society https://www.equinescience.org/Membership/Job-Center	1
Evoldir	1
Extension Foundation	1
Facebook	22
Facilities Operations Website	10
Faculty Women of Color in Academia (FWCA)	1
Fastenal	1
FB Scoop	1
FirefighterApp	1
First Nations Theater Guild	1
Football Convention	1
Futuress	1
Geological Society of America	1
Get HVAC Jobs	1
GIS Connecticut Listserv	1
Glassdoor.com - https://www.glassdoor.com/post-job/?src=site-header-locked-b2c	1
GPA	1
Grainger	1
Granite Group	1
Group for the Advancement of Doctoral Education (GADE)	1
Hartford Courant	6
HBCU Connect: http://www.hbcuconnect.com	1
Healthy Eating Research listserv	1
HERC	1
HighEdWeb - https://membership.highedweb.org/jobs/	1

Recruitment Sources	Count
Higher Ed Jobs	51
Hire Diversity www.hirediversity.com	1
Hispanic and American Indians serving institutions in agriculture	2
Hispanic Association of Colleges & Universities	1
Hispanic Outlook in Higher Education	3
Hispanics In Higher Education	10
H-Net Job Guide	1
H-Net: https://www.h-net.org/jobs/job_submit.php	1
Honors and EP websites	1
HSIs	1
http://psychjobsearch.wikidot.com	1
http://www.higheredjobs.com/	1
https://blc.org/page/careers	1
https://careers.insidehighered.com	1
https://jobs.chronicle.com	1
https://jobs.chronicle.com/jobs/faculty-positions/	1
https://jobs.mediajobboard.com	1
https://networks.h-net.org/h-judaic	1
https://www.aaja.org/career_center	1
https://www.ama.org/	1
https://www.associationforjewishstudies.org/	1
https://www.cttech.org/careercenter	2
https://www.fabula.org/bo/suggestion-actualite.html	1
https://www.hackshackers.com/categories/jobs/	1
https://www.journalismnext.com/	1
https://www.nacaa.com/job-openings	1
https://www.sbl-site.org/careercenter/jobs.aspx	1
HVACjobscenter.com	1
IACUC List Serv	1
Idealist.org	2
IEEE	2
Indeed	38
Instagram	13
Institute for Food Technologists	1
Institute of Electrical and Electronic Engineers	1
Institute of Mathematical Statistics	3
Instrumental Conductors Group	1
International Association for Food Protection	1
International Musician	1
IoE e-mail distribution list	1
IRE	1
IWLC	1
JAWS	1

Recruitment Sources	Count
Job Openings for Economics - JOE (by the American Economics Association)	8
job.ac.uk: https://www.jobs.ac.uk/recruiters/	1
Journal of Blacks in Higher Ed	1
Journal of Blacks in Higher Education	1
Journal of Extension https://jobs.joe.org/	1
JournalismJobs https://www.journalismjobs.com/	1
journalismjobs.com	1
K.A. Recruiting 617-746-2660	1
Latin American Studies Librarians & Archivists Listserv	1
Latina Social Work Organization (LSWO)	3
Latinos in Higher Education	1
Latinx Theatre Commons	1
Latinx, Indigenous, and the Americas ATHE Focus Group	1
Law School Alumni Association Board	3
Lead 1	1
LES	1
lgbtinhighered.com	1
LGBTQ in Higher Education	1
LinkedIn	125
LinkedIn	1
Listserv: all department heads of Agricultural and Resource Economics in the USA, including 1890 (histor	2
Listserv: Black British Studies	1
Listserv: Caribbean Philosophical Association	1
Listserv: Committee on the Status of Black Philosophers	2
Listserv: Feminist Ethics and Social Theory	1
Listserv: Minorities and Philosophy	1
Listserv: Society for Women in Philosophy	1
Listserv: The American Philosophical Association Committee on Latin American Philosophy	1
Listserv: The American Philosophical Association Committee on Native American Philosophy	1
Listserv: The American Philosophical Association Committee on Public Philosophy	1
Listserv: The American Philosophical Association Committee on the Status of Black Philosophers	1
Listserv: Workshop on Gender and Philosophy	1
Local Bar Association	1
LSAC	2
MA Listserv	1
MA NASW	3
Maine Maritime	1
Manchester Journal Inquirer	9
MANNRRS Minorities in Agriculture, Natural Resources and Related Sciences (https://info.manrrs.org/job	6
Maritimejobs.com	1
MASFAA website	1
Massachusetts Maritime	1
MathJobs	1

Recruitment Sources	Count
MCB Listserv	2
MCB Website	2
Media Bistro https://www.mediabistro.com/	1
Mid Atlantic Dairy Consortium	1
Mid-Atlantic Archives Conference	1
Middle East Studies Association	1
Midwest Archives Conference	1
Minority Nurse	12
MLA	3
Molecular Cell	1
Monster	18
Monster - \$375 for 30 days	1
MRI Imaging Listservs (SPM, AFNI, FSL)	1
MSC	1
MSMR (MA Society for Medical Research)	1
Musicalchairs.com	1
N4A	1
NABJ Career Center	1
NACAC	1
NACADA	7
NACUFS	3
NAE4-HYDP Job Board	1
NAfME Careers	1
NAFSA Region XI listserv.	2
NAHJ Pro-Diversity Network	1
NALP	2
NALSAP	2
NAPE	1
NASFAA Career Center	1
NASPA	3
NASPAA Diversity and Social Equity Committee listserv	1
NASW – National Association of Social Workers	4
National Art Education Association	1
National Association for College Admission Counseling (NACAC)	1
National Association for Law Placement	1
National Association for the Education of Young Children	1
National Association of Asian American Professionals	1
National Association of Black Geoscientists	1
National Association of Black Journalists: https://www.nabjcareers.org/	1
National Association of Black Social Workers (NABSW)	2
National Association of Diversity Officers in Higher Education (NADOHE) website	1
National Association of Hispanic Journalists: https://www.nahjcareers.org/	1
National Association of Student Affairs Professionals	1

Recruitment Sources	Count
National College Advising Association	1
National Council of University Research Administrators	8
National Economic Association (NEA)	1
National Forum of Black Public Administrators (career board)	1
National Grants Management Association	6
National Institute of Standards in Technology (NIST), Institute of Bioscience and Biotechnology Research,	1
National Latina/o Psychological Association	1
National Organization of Research Development Professionals Listserv	1
National Society of Black Engineers	1
National Society of Black Engineers (NSBE)	1
National Society of Black Physicists	1
National Society of Hispanic Physicists	1
Native American Jobs	1
nativeamericanshighered.com	1
Nat'l Dev Research	2
Nature Careers	3
NCAA	7
NCMS	1
NCURA	3
NE AHEAD	2
NEACAC	1
NEACRAO	1
NEACUHO Listserv	2
NEACUHU Listserv	1
NEMA (New England Museum Association) Paid	1
NEP (New England Presenters) (ad/notice in newsletter)	1
Network of Schools of Public Policy, Affairs, and Administration (NASPAA) mailing list/listserv	1
New England Archivists Listserv	1
New England Association for College Admission Counseling (NEACAC)	1
New England Dairy and Livestock Group	1
New London Day	2
NFCA	1
NGMA	2
NLGJA.org	1
NMR Manufacturer Bruker Inc.	1
NMRbox	1
NODA	1
NONPF	1
NOPREN listserv	1
Northeast Ag and Feed Alliance	1
Northeast Association for Institutional Research (NEAIR)	1
Norwich Bulletin	9
NP-2 internal positing	1

Recruitment Sources	Count
NURCA	1
OIE listserv	4
Online News Association	1
Only SPS RESADM-L (Member Listserv)	2
OrchestraPlayers.com	1
OVPR Careers Page	12
Parker Executive Search website	1
People of Color in Higher Education	1
Peterson School	1
PHCC (Plumbing-Heating-Cooling Contractors Assoc)	1
Philjobs.org	1
Physics Today	1
Pink Jobs	1
Playbill.com (digital ad)	1
PNB Listserv	1
POD	1
PoliceApp	4
Post in ISSP Listserv	1
POST Recruitment Efforts	2
Post University	1
Poultry Science Association	1
Practice Area listserv	3
PRIM&R	2
Production on Deck	1
Professional Networking	109
Protein Science	1
Provost Website - Academic leader searches	1
PSYC Wiki	1
Public Management Research Association (PMRA) weekly email list and website (https://pmranet.org/)	1
Publicservicecareers.org	2
RBMS jobs blog	1
Republican American	1
RESADM-L	7
RESECON listserv	1
Rhode Island School of Design	1
RIASFAA listserv	1
SACNAS	7
Salud America listserv	1
SARE network	1
Savannah College of Art & Design	1
SBM	1
School of Business Minority Serving Institutions list	8
School of Computing Website	1

Recruitment Sources	Count
School of the Art Institute of Chicago	1
School of Visual Arts	1
Science	1
Science Careers: https://jobs.sciencecareers.org/ (recommended!)	1
Science Magazine	1
Science Online	1
Scientific organization email lists	2
Section for Women in Public Administration (SWPA) membership (ASPA) via Charlene Roach & Michaela ,	1
Secuss-L International Education Listserv postings	2
SEGD	1
SEJ	1
SFA Website and social media accounts	1
SNEAALAS	2
SNE-CUPA Community Board Page	1
Social Media	29
Society for Advancement of Chicano and Native Americans in Science (SACNAS): http://www.sacnas.org	1
Society for Health Psychology listserv	1
Society for Social Work and Research (SSWR)	2
Society of American Archivists	1
Society of Hispanic Professional Engineers	2
Society of Indian Psychologists	1
Society of Manufacturing Engineers (SME)	1
Society of Women Engineers	1
Sociologists for Women in Society	1
Soil and Water Conservation Society (https://swcs.careerwebsite.com/)	4
SON list serv	2
SON Newsletter	4
SON Website	6
Southern Regional Education Board	2
Sphinx Virtuosi	1
SPP_CAREERS-L listserv	1
Student Affairs news	1
StudentAffairs.com	1
SUNY	1
Symplicity	2
The Group for the Advancement of Doctoral Education (GADE)	1
The Placement Exchange	3
The Society for the Classical Studies	1
The Society of Women Engineers (SWE)	1
Threads	1
Tri-Societies (ASA-CSSA-SSSA) Career Center (https://www.careerplacement.org/)	4
TRUCEN Campus Compact Email List Serv.	1
Twitter	13

Recruitment Sources	Count
UConn and UConn Health Staff/Admin Listservs	2
UConn Center for Career Development	1
UConn Community Standards Office	1
UConn Cultural Centers	7
UConn Daily Digest	34
UConn Dean of Students Office	1
UConn diversity and equity listserv through OIE	1
UConn Fire Department website	1
UConn Health Careers Website	1
UConn OEM website	1
UConn OIE Staff Listserv	1
UConn Police Website	2
UConn School of Law	1
UConn SPP Website	2
UConn UCIS Listserv	1
UConnHuskies.com	19
UIDP	1
United Latino Job Bank	1
University Film & Video Association	1
University-Industry Demonstration Partnership	1
UNOLS	1
UPCEA	1
US National Labor Exchange Network	1
USITT (US Institute for Theatre Technology)	1
USITT Queer Theatre Network	1
USITT Women in Theatre Network	1
USTFCCCA.org	1
Veteran's Enterprise	7
Veterans in Higher Education	1
VetJobs	1
Volcker Alliance	1
We Here	1
Website	1
West Hartford Senior Job Bank	1
Where are the Black Designers	1
Willimantic Chronicle	9
Women in Higher Education	16
Women in Public Administration listserv	1
Women in Theatre Program	1
womenandhighered.com	1
Worcester Telegram and Gazette	1
www.IndigenousJournalists.org	1
www.universityjobs.com	1

Recruitment Sources	Count
Zip RecruiterA471A525A459:A522A452:A52A18:A522 (blank)	12
Academic Careers	3
Grand Total	1435
Total of Unique Recruitment Contacts:	519

Human Resources



UConn is committed to fostering a multicultural and inclusive workplace that recognizes and embraces the unique talents and contributions of our diverse workforce.

Diversity, one of UConn's core values, is embedded in all aspects of the employment process.

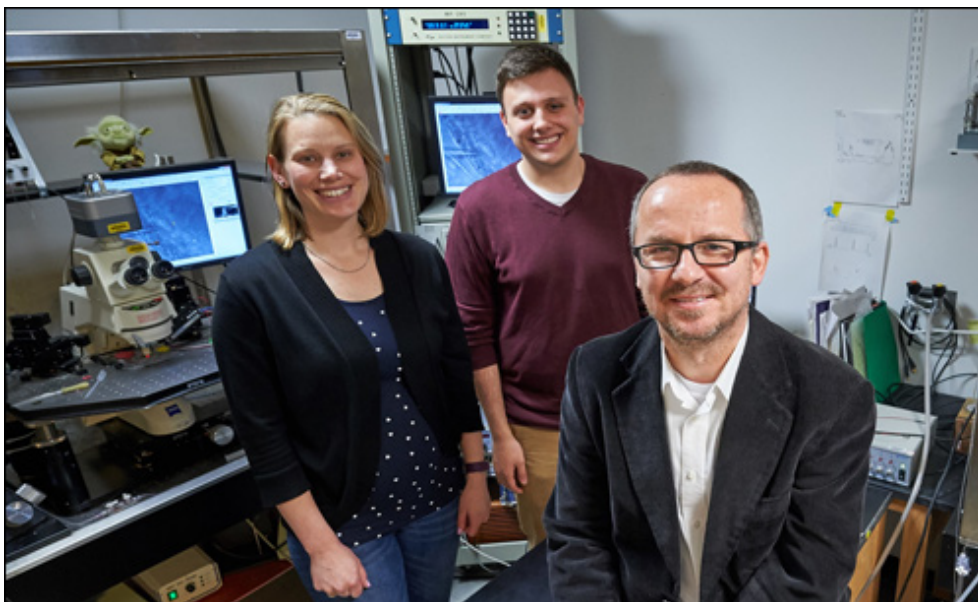
Please review the required notices and policy statements below prior to searching UConn job listings.



FACULTY OPENINGS



STAFF OPENINGS



FACULTY & STAFF OPENINGS



EXECUTIVE OPENINGS





LABOR CONDITION APPLICATIONS

GET TO KNOW US!

UConn is one of the top public research universities in the nation, with more than 30,000 students pursuing answers to critical questions in labs, lecture halls, and the community. Knowledge exploration throughout the University's network of campuses is united by a culture of innovation. An unprecedented commitment from the state of Connecticut ensures UConn attracts internationally renowned faculty and the world's brightest students. A tradition of coaching winning athletes makes UConn a standout in Division I sports and fuels our academic spirit. As a vibrant, progressive leader, UConn fosters a diverse and dynamic culture that meets the challenges of a changing global society.

Benefits Beyond Pay



Benefits Videos



The University of Connecticut is an AA/EEO Employer, and encourages applications from women, veterans, people with disabilities and members of traditionally underrepresented populations.

CLERY COMPLIANCE STATEMENT

The Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (Clery Act)

The University of Connecticut Police Department invites all prospective University employees, current employees and students to read the Annual Security and Fire Safety Report and the compilation of criminal incidents charged or alleged on campus grounds "crime log". These reports are prepared in cooperation with many departments throughout the university along with local law enforcement agencies. These entities

provide updated information on their educational efforts and programs to comply with the Clery Act. Written copies of the report may be requested from the UConn Police Department. Visit clery.uconn.edu for additional information.

NON-DISCRIMINATION POLICY

Commitment to Diversity, Inclusion and a Respectful Workplace

UConn is committed to providing equal employment opportunities to all its employees and applicants for employment. All applicants will receive consideration for employment without regard to race, color, ethnicity, religious creed, age, sex, marital status, national origin, ancestry, sexual orientation, genetic information, physical or mental disabilities (including learning disabilities, intellectual disabilities, past/present history of a mental disorder), prior conviction of a crime (or similar characteristic), workplace hazards to reproductive systems, gender identity or expression, or other factors which cannot lawfully be the basis for employment actions.

Accommodations for Applicants with Disabilities

Applicants with disabilities may request reasonable accommodations under the American with Disabilities Act (ADA). Accommodations are available to help applicants complete application materials and also during the interview and hiring process itself. The University engages in an interactive process with each person making a request for accommodations and reviews the requests on an individualized, case-by-case basis. Please contact ADA Case Management at 860-486-2598 or via e-mail at [Tiffanie Roback](mailto:Tiffanie.Roback@uconn.edu) to request an accommodation.

Recruiting Veterans

UConn respects the commitment of applicants and employees who have served in the armed forces and values their skills and abilities. The University has dedicated efforts to actively recruit, employ and support veterans as members of the UConn community. The University of Connecticut is committed to the recruitment of veterans for employment and promotion throughout the University and ensures accommodation for veterans with disabilities.

For questions related to the University's non-discrimination policies, please contact: the Department of Human Resources at 860-486-3034 or via e-mail at hr@uconn.edu or the Office of Veteran Affairs and Military Programs at 860-486-2442 or via e-mail at veterans@uconn.edu.

AMERICANS WITH DISABILITIES ACT COMPLIANCE & ACCOMMODATIONS

The Department of Human Resources Americans with Disabilities Act (ADA) Accommodations Case Manager is charged with processing and facilitating requests for employee ADA accommodations. If you believe you may need an accommodation, or if you are a supervisor or manager who has been presented with a request for an accommodation, please contact the ADA Case Manager, Ryan Bangham, and/or visit our page on Employee Accommodations. See the guide to HR's Reasonable Accommodations Process .pdf. Students who require an accommodation in the academic setting should contact the Center for Students with Disabilities. Please feel free to contact ADA Case Management at 860-486-2598 or via e-mail at [Tiffanie Roback](mailto:Tiffanie.Roback@uconn.edu) for further assistance.

When in doubt, please do not hesitate to contact ADA Case Management for advice.

Tiffanie Roback

ADA Case Management
(860) 486-2598

Download a PDF copy of:

Policy Statement: People with Disabilities

Request for Reasonable Accommodations Form .pdf

Release of Medical Information Form .pdf

Important Changes to the ADA .pdf

ADA Accommodations Process Flowchart .pdf

University of Connecticut Committee on Access and Accommodations

The University of Connecticut is committed to providing equal educational and employment opportunities and achieving full participation for all members of the University community, including persons with disabilities. The University of Connecticut Committee on Access and Accommodations will focus on assuring that the University as a whole is positioned to meet this goal, including regional campuses, the School of Law, and the School of Social Work. The Committee's primary focus is to promote ongoing assessment and awareness of goals, needs, and requirements related to access and accommodations at the University. It will consider a range of compliance issues with the Americans with Disabilities Act (ADA) and its amendments and other legislation related to disabilities and accommodations. It serves to facilitate coordination across all of the units and offices that have a role in assuring appropriate access and accommodation in University services and activities. The Committee also serves to continuously improve the University's efforts to ensure equal access and provide reasonable accommodations to persons with disabilities by identifying best practices and developing approaches to implement them, and devising and facilitating solutions to problems.

Discrimination Complaint Procedures

OIE encourages all members of the University community to partner in ensuring an environment free of discrimination at all University-related activities and in the working and learning environment. The University forbids all forms of disability discrimination, including the failure to provide reasonable accommodations and discrimination or harassment based on physical or mental disabilities. To that end, incidents of discrimination or discriminatory harassment (including disability discrimination, and failure to provide a reasonable accommodation) by University employees should be reported to OIE at (860) 486-2943 or via e-mail at equity@uconn.edu. To facilitate the internal resolution of complaints, OIE encourages persons needing to file a complaint to complete a Discrimination and/or Discriminatory Harassment Complaint Form .pdf as soon as possible. For information regarding the discrimination complaint process, please review OIE's complaint procedures and flow chart regarding its process. Additionally information about reporting complaints of discrimination and/or discriminatory harassment can be obtained by calling a member of OIE at (860) 486-2943 or by contacting the University's ADA Coordinator:

Sarah Chipman

Interim Associate Vice President,
Interim ADA Coordinator,
Director of Equity Response and Education,
Interim Title IX Coordinator
Office of Institutional Equity (OIE)
241 Glenbrook Rd., Unit 4175
Storrs, CT 06269
Tel: (860) 486-2943
equity@uconn.edu

Civil Rights Enforcement Agencies

The U.S. Department of Education, Office for Civil Rights (OCR) enforces several Federal civil rights laws that prohibit discrimination in programs or activities that receive financial assistance from the U.S. Department of Education. OCR is also responsible for Title II of the Americans with Disabilities Act (ADA) of 1990 which prohibits disability discrimination by all public entities.

The Equal Employment Opportunity Commission (EEOC) enforces Federal laws prohibiting discrimination in employment on the basis of race, color, sex, pregnancy, genetic information, religion, national origin, age, or disability, as well as retaliation protections for persons complaining of discrimination or participating in the

investigation of discriminatory activity. These laws prohibit discrimination in the job application and hiring process, and in the context of terminations, promotions, trainings, wages, or any other terms, privileges or conditions of employment.

The Connecticut Commission on Human Rights and Opportunities (CHRO) enforces state laws prohibiting discrimination in employment, housing, public accommodations, and credit transactions. The mission of the CHRO is to eliminate discrimination through the enforcement of civil and human rights laws and to further the goals of equal opportunity and justice for all persons within the state through advocacy and education. Connecticut law provides protections against discrimination on the basis of age, ancestry, color, race, criminal record, genetic information, disability, national origin, religion, sex, pregnancy, sexual orientation, gender identity or expression, or workplace hazards to reproductive systems, as well as retaliation protections for whistleblowers and persons complaining of discrimination or participating in the investigation of discriminatory activity.

The U.S. Department of Labor administers a variety of federal labor laws including those that guarantee workers' rights to safe and healthful working conditions, a minimum hourly wage, and overtime pay. The Department of Labor is also responsible for enforcing comprehensive federal labor laws in areas such as record keeping, youth and special employment, family and medical leave, migrant workers, lie detector tests, protections in certain temporary worker programs, and the prevailing wages for government service and construction contracts. The Connecticut Department of Labor is responsible for a number of state labor programs, including unemployment insurance, wage and workplace standards, and the Connecticut Family and Medical Leave Act.

For more information about other entities that enforce state and federal non-discrimination laws, please go to the Connecticut Commission on Human Rights and Opportunities, the U.S. Department of Justice or to the U.S. Commission on Civil Rights.

CONTACT HR

Phone: 860.486.3034

Fax: 860.486.0378

Email: hr@uconn.edu

Monday-Friday 8:00 am - 5:00 pm

Allyn Larabee Brown Building

9 Walters Ave.

(Depot Campus - Unit 5075)

Storrs, CT 06269-5075

[Link to Google Map](#)

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CONTACT LIST FOR UNCLASSIFIED BARGAINING UNITS

<p style="text-align: center;"><u>American Association of University Professors</u> <u>(AAUP)</u></p> <p style="text-align: center;">American Association of University Professors 1875 Storrs Road Storrs, CT 06268 UBOX: 6028</p> <p>Phone: 860-487-0450 Fax: 860-487-0341 Website: www.uconnaaup.com</p> <p>President:</p> <ul style="list-style-type: none"> Christopher Vials christopher.vials@uconn.edu 860-486-3033 <p>Executive Vice President:</p> <ul style="list-style-type: none"> Valerie Duffy valerie.duffy@uconn.edu 860-486-1997 <p>Secretary/Treasurer:</p> <ul style="list-style-type: none"> Oskar Harmon oskar.harmon@uconn.edu 203-251-8415 <p>Executive Director:</p> <ul style="list-style-type: none"> Michael Bailey MichaelBailey@uconnaaup.org <p>Associate Director:</p> <ul style="list-style-type: none"> David Amdur DavidAmdur@uconnaaup.org <p>Sr. Admin Asst: vacant</p> <p>Sr. Financial Mgr/Membership Admin:</p> <ul style="list-style-type: none"> Debra Reynolds DebraR@uconnaaup.org 	<p style="text-align: center;"><u>University of Connecticut Professional Employees</u> <u>Assoc. (UCPEA)</u></p> <p style="text-align: center;">University of Connecticut Professional Employees Assoc. 18 Dog Lane Storrs, CT 06268</p> <p>Phone: 860-487-0850 Fax: 860-487-0050 Website: www.ucpea.org</p> <p>President (as of 7/1/2021):</p> <ul style="list-style-type: none"> Kathy Fischer kathy.fischer@uconn.edu president@ucpea.org <p>First VP for Collective Bargaining:</p> <ul style="list-style-type: none"> firstvp@ucpea.org <p>VP for Professional Issues:</p> <ul style="list-style-type: none"> Jen Morenus Jennifer.morenus@uconn.edu professionalissues@ucpea.org <p>VP Political Affairs:</p> <ul style="list-style-type: none"> Peter Morenus politicalaffairs@ucpea.org <p>VP for Communications:</p> <ul style="list-style-type: none"> Nikki Eberly Nikki.eberly@uconn.edu communications@ucpea.org <p>VP Membership Services:</p> <ul style="list-style-type: none"> Monique Griffin Monique.griffin@uconn.edu membershipservices@ucpea.org <p>VP for Social Justice:</p> <ul style="list-style-type: none"> Nishelli Ahmed nishelli.ahmed@uconn.edu socialjustice@ucpea.org <p>Treasurer:</p> <ul style="list-style-type: none"> David Paquette treasurer@ucpea.org David.m.paquette@uconn.edu 860-486-2664 <p>Chief Union Representative:</p> <ul style="list-style-type: none"> Jeremiah Macht chiefunionrep@ucpea.org <p>Secretary:</p> <ul style="list-style-type: none"> Donald Babcock Donald.babcock@uconn.edu secretary@ucpea.org <p>Executive Director:</p> <ul style="list-style-type: none"> Elizabeth Sullivan esullivan@ucpea.org
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CONTACT LIST FOR UNCLASSIFIED BARGAINING UNITS
CONTACT LIST FOR CLASSIFIED BARGAINING UNITS

<u>Graduate Employee Union (GEU-UAW)</u>	<u>Postdocs</u>
<p style="text-align: center;">GEU-UAW Local 6950 1734 Storrs Rd. Storrs, CT 06268</p> <p>Phone: 617-426-1515 Fax: 617-426-1653 617-997-6069 Website: http://uconngradunion.org/</p> <p>President:</p> <ul style="list-style-type: none"> Grace Easterly uaw6950pres@gmail.com grace.easterly@uconn.edu 646-966-9709 <p>Vice President:</p> <ul style="list-style-type: none"> Alex Kueny uaw6950vp@gmail.com alexander.kueny@uconn.edu <p>Recording Secretary:</p> <ul style="list-style-type: none"> Marie Nour Nakhle Marienour.nakhle@uconn.edu <p>Financial Secretary:</p> <ul style="list-style-type: none"> Caitrin Hall uaw6950fin.sec@gmail.com <p>Sergeant-at-Arms:</p> <ul style="list-style-type: none"> Anika Agrawal <p>Guide:</p> <ul style="list-style-type: none"> Brenden Ferland <p>Trustees:</p> <ul style="list-style-type: none"> Marcus Harris (Chair) Jimmy Palmer Zubair Qadiri <p>GA Unit Rep:</p> <ul style="list-style-type: none"> Erin Egersheim <p>International Representative – UAW Region 9A</p> <ul style="list-style-type: none"> Amy Fehr afehr@uaw.net 	<p style="text-align: center;">Local 6950 1734 Storrs Rd. Storrs, CT 06268</p> <p>Phone: 617-426-1515 Fax: 617-426-1653 617-997-6069 Website: https://uconnpostdocunion.org/</p> <p>President:</p> <ul style="list-style-type: none"> Grace Easterly uaw6950pres@gmail.com grace.easterly@uconn.edu 646-966-9709 <p>Vice President:</p> <ul style="list-style-type: none"> Alex Kueny uaw6950vp@gmail.com alexander.kueny@uconn.edu <p>Recording Secretary:</p> <ul style="list-style-type: none"> Marie Nour Nakhle Marienour.nakhle@uconn.edu <p>Financial Secretary:</p> <ul style="list-style-type: none"> Caitrin Hall uaw6950fin.sec@gmail.com <p>International Representative – UAW Region 9A</p> <ul style="list-style-type: none"> Amy Fehr afehr@uaw.net <p>Sergeant at Arms:</p> <ul style="list-style-type: none"> Anika Agrawal <p>Guide:</p> <ul style="list-style-type: none"> Brenden Ferland <p>Trustees:</p> <ul style="list-style-type: none"> Marcus Harris (Chair) Jimmy Palmer Zubair Qadiri <p>GA Unit Reps:</p> <ul style="list-style-type: none"> Roc Rochon

<u>NP-2 Maintenance & Service Unit (CEUI)</u>	<u>NP-3 Administrative Clerical Unit (AFSCME)</u>
<p data-bbox="245 258 756 289">CT Employees Union “Independent” (CEUI)</p> <p data-bbox="396 291 609 317">110 Randolph Road</p> <p data-bbox="428 319 574 344">PO Box 1268</p> <p data-bbox="371 346 630 375">Middletown, CT 06457</p> <p data-bbox="204 409 600 438">Phone: 1-800-622-3359 (toll-free)</p> <p data-bbox="318 441 472 466">860- 344-0311</p> <p data-bbox="204 468 472 495">Fax: 860- 344-8648</p> <p data-bbox="204 497 469 527">Website: www.ceui.org</p> <p data-bbox="204 577 321 602">President:</p> <ul data-bbox="253 611 558 697" style="list-style-type: none"> • Carl Chisem cchisem@ceui.org 860- 343-8709 Ext. 709 <p data-bbox="204 701 402 726">General Counsel:</p> <ul data-bbox="253 735 547 821" style="list-style-type: none"> • Cara O’Sullivan cosullivan@ceui.org 860-343-8719 Ext. 719 <p data-bbox="204 825 513 852">Staff Rep (Storrs/Avery Point):</p> <ul data-bbox="253 856 610 976" style="list-style-type: none"> • Rich Baez rbaez@ceui.org 860-343-8716 – direct phone 860-343-8716 – cell phone <p data-bbox="204 1010 612 1037">Staff Rep (Greater Hartford/Law School):</p> <ul data-bbox="253 1041 376 1066" style="list-style-type: none"> • Vacant <p data-bbox="204 1102 534 1129">Staff Rep (Waterbury/Stamford):</p> <ul data-bbox="253 1134 547 1222" style="list-style-type: none"> • Deryl Walker dwalker@ceui.org 860-343-8737 Ext. 737 <p data-bbox="204 1255 311 1283">Staff Rep</p> <ul data-bbox="253 1287 563 1377" style="list-style-type: none"> • Danielle McMullen dmcmullen@ceui.org (860) 343-8720 Ext. 720 	<p data-bbox="1008 258 1234 285">AFSCME Council 4</p> <p data-bbox="1024 287 1218 312">444 East Main St.</p> <p data-bbox="992 315 1250 344">New Britain, CT 06051</p> <p data-bbox="824 409 1094 436">Phone: 860-224-4000</p> <p data-bbox="824 438 1094 466">Fax: 860-224-3041</p> <p data-bbox="824 468 1143 529">Website: www.afscme.org www.council4.org</p> <p data-bbox="824 571 1045 596">Executive Director:</p> <ul data-bbox="873 602 1130 663" style="list-style-type: none"> • Jody Barr jbarr@council4.org <p data-bbox="824 693 985 718">Chief of Staff:</p> <ul data-bbox="873 724 997 751" style="list-style-type: none"> • Vacant <p data-bbox="824 787 1320 848">President Local 478 (Stamford, Waterbury, Torrington and Bethel Ext):</p> <ul data-bbox="873 852 1174 938" style="list-style-type: none"> • Merisa Williams 203-232-3341 afscme478@gmail.com <p data-bbox="824 942 1177 970">President Local 704 (Hartford)</p> <ul data-bbox="873 974 1205 1060" style="list-style-type: none"> • Mark Torres marklocal704@gmail.com 203-528-7990 <p data-bbox="824 1066 1209 1094">President Local 610 (Avery Point)</p> <ul data-bbox="873 1098 1265 1186" style="list-style-type: none"> • Timothy Walker timwalker.local610@gmail.com 860-861-6261 <p data-bbox="824 1220 1242 1247">President Local 196 (West Hartford)</p> <ul data-bbox="873 1253 1216 1339" style="list-style-type: none"> • Kimberly Brown kimafscme196@gmail.com 860-965-0553 <p data-bbox="824 1346 1180 1373">Council 4- Staff Representative</p> <ul data-bbox="873 1377 1170 1465" style="list-style-type: none"> • Heather Longo Racicot 860-989-1058 hlongo@council4.org

CONTACT LIST FOR CLASSIFIED BARGAINING UNITS

<u>NP-5 Connecticut Police and Fire Union</u>	<u>P-2 Social & Human Services</u>
<p>Connecticut Police and Fire Union 50 Columbus Blvd. Hartford, CT 06106</p> <p>Phone: 860- 953-2626 x205 Fax: 860 953-1978 Website: www.cpfu.org</p> <p>President (as of 7/1/2021)</p> <ul style="list-style-type: none">Kevin Saunders ksaunders@cpfu.org <p>Chief Steward:</p> <ul style="list-style-type: none">Steven Wales swales@cpfu.orgWilliam Boucher wboucher@cpfu.org <p>Police Steward:</p> <ul style="list-style-type: none">Joseph Conetta joseph.conetta@uconn.eduRachael Levy rachael.levy@uconn.edu <p>Fire Steward:</p> <ul style="list-style-type: none">Frank Vumbaca frank.vumbaca@uconn.eduNeil Prendergast neil.prendergast@uconn.eduScott Moro scott.moro@uconn.edu	<p>AFSCME Council 4 444 East Main St. New Britain, CT 06051</p> <p>Phone: 860- 224-4000 Fax: 860- 224-3041 Website: www.council4.org</p> <p>Executive Director:</p> <ul style="list-style-type: none">Jody Barr jbarr@council4.org <p>Staff Representative:</p> <ul style="list-style-type: none">Neal Cunningham ncunningham@council4.org

CONTACT LIST FOR CLASSIFIED BARGAINING UNITS

Q:\HR\LABORREL\Union Contact Information\7.1.2021 UConn All BU Contact List.docx

To: All University Faculty, Staff, and Union Representatives

From: Sarah Chipman, Interim Associate Vice President, Office of Institutional Equity

Date: February 26, 2025

Subject: State of Connecticut Affirmative Action Plan Update and Distribution of Policy Statements

The University of Connecticut's 2024 State of Connecticut Affirmative Action Plan for Employment (*Plan*) was approved by the Connecticut Commission on Human Rights and Opportunities on June 12, 2024. The *Plan* reports the University's good faith efforts towards attaining goals and achieving equal employment opportunity as required by [Connecticut General Statute \(CGS\) §46a-68](#).

All employees are invited to review and comment on the 2024 *Plan* until March 24, 2025. A copy of the 2024 *Plan* is available for review and comment by appointment at:

[The Office of Institutional Equity \(OIE\)](#)

Wood Hall
241 Glenbrook Road
Storrs, CT 06269

All comments or questions are welcome and may be sent to:

[Sarah Chipman, JD](#)

Interim Associate Vice President, Office of Institutional Equity
Wood Hall, Unit Box 4175
241 Glenbrook Road
Storrs, CT 06269-4175
860.486.2943

The following policies and procedures are included in the *Plan*, available to all employees through OIE's webpage and the University's policy website, and posted throughout the University:

[Affirmative Action and Equal Employment Opportunity](#)
[Policy Against Discrimination, Harassment and Related Interpersonal Violence](#)
[Policy Statement: People with Disabilities](#)
[University of Connecticut Discrimination Complaint Procedures](#)

Policy Posting Obligation

OIE satisfies the statutory requirement of policy distribution to employees via this notification. Additionally, relevant policies are posted in visible locations throughout the University.

Compliance Obligations for Searches

Training: Search committee members are required to complete search committee training before serving on a search committee. The Search Committee Training, providing information about conducting compliant search and hiring process, is currently available as a web-based training course. To enroll in a training session please visit OIE's [website](#).

OIE Search Review: OIE's Employment Equity staff substantively reviews search files for faculty and staff (classified and unclassified) at the pre-interview and pre-offer stages of the search process for compliance with AA/EEO regulations. At the pre-interview stage, OIE's review ensures that proactive recruitment strategies were implemented. Additionally, the review confirms that disposition reasons for applicant ranking are qualification-related, objective, and specific. At the hire stage, OIE looks for detailed explanations of the search committee's qualification-based rationale for rejecting and selecting applicants for hire.

Diversity Awareness and Sexual Harassment Prevention Training

Sexual Harassment Prevention and Diversity Awareness Trainings are important components of the University's commitment to maintaining safe, inclusive, and non-discriminatory learning and working environments for all members of our community. The University complies with Connecticut statute by offering these trainings as part of the orientation program for new employees at UConn and UConn Health.

Discrimination Complaint Management

OIE's staff investigators address concerns regarding employee conduct pursuant to UConn's [non-discrimination policies](#). OIE reviews, and where applicable, objectively investigates complaints of discrimination and harassment to determine whether employee conduct violates the University's non-discrimination policies and makes recommendations designed to mitigate the effects of discriminatory conduct.

More information about how to report discrimination and [OIE's complaint process](#) can be found online at www.equity.uconn.edu. If you have a specific question regarding the complaint process or need further assistance, please do not hesitate to contact a member of OIE at 860.486.2943 or by email at equity@uconn.edu.

Americans with Disabilities Act (ADA) Compliance Activities

OIE monitors the University's compliance with the Americans with Disabilities Act (ADA)

requirements. OIE also provides consultation, information, and referral to appropriate resources related to disability-related access and accommodations. More information can be found online at www.accessibility.uconn.edu or by contacting OIE at 860-486-2943 or by email at equity@uconn.edu.

The Office of Human Resources processes and facilitates requests for employee workplace accommodations. If you believe that you may need an accommodation, or if you are a supervisor or manager who is presented with an employee request for an accommodation, please contact the ADA Case Manager at 860.486.2598 or via email at tiffanie.robback@uconn.edu.

Policy Statement: Affirmative Action & Equal Employment Opportunity

Equal Employment Opportunity

The University of Connecticut is an equal employment opportunity/affirmative action employer. In order to ensure that employees and job applicants are not subjected to unlawful discrimination, it is the University's policy to comply with all State and Federal laws and regulations that prohibit employment discrimination and mandate specific actions for the purpose of eliminating the present effects of past discrimination. Equal employment opportunity is the purpose and goal of affirmative action. The University has established equal employment opportunity and affirmative action as immediate and necessary objectives because we are committed to its concepts, principles and goals.

At the University equal employment opportunity (EEO) means nondiscrimination in employment policies and practices. The University is committed to ensuring that individual employees and applicants are not excluded from participation in the employment process based on an individual's legally protected status which includes race, color, ethnicity, religious creed, age, sex (including pregnancy and sexual harassment), marital status, national origin, ancestry, sexual orientation, genetic information, physical or mental disabilities (including learning disabilities, intellectual disabilities, past/present history of a mental disorder), prior conviction of a crime (or similar characteristic), veteran status, status as a victim of domestic violence, workplace hazards to reproductive systems, gender identity or expression, or other factors which cannot lawfully be the basis for employment actions, unless there is a bona fide occupational qualification.

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

Affirmative Action

Affirmative action plays a role at all stages of the employment process, including, but not limited to: recruitment, evaluation, interview, selection, hire, promotion, demotion, transfer, discipline, layoff, termination, benefits, rates of pay or other forms of compensation, selection for training, the use of all facilities, and participation in all University sponsored employee activities. Provisions in applicable laws providing for bona fide occupational qualifications, business necessity or age

limitations will be adhered to by the University where appropriate. Accordingly, the University pledges to regularly reexamine all policies and procedures to identify and eliminate barriers to access, and to change practices that may have a discriminatory impact.

The University's commitment to affirmative action requires that we make the good faith efforts that may be necessary in all aspects of personnel administration to ensure that the recruitment and hire of underrepresented individuals reflect their availability in the job market; that the causes of underutilization are identified and eliminated; that alternative approaches are explored when personnel practices have a negative impact on protected classes; and that the terms, conditions, and privileges of employment, including upward and lateral mobility, are equitably administered.

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

The University is committed to ensuring that all services and programs are provided in a fair and impartial manner and thus has established affirmative action and equal employment opportunity as immediate and necessary agency objectives.

As a Connecticut state agency, the University prepares its *Affirmative Action Plan* each year. The *Plan* is a detailed, results-oriented set of procedures, which blueprints a strategy to combat discrimination and implement affirmative action. The objectives of the *Plan* are to set both quantitative and non-quantitative goals, which promote affirmative action and/or eliminate any policy or employment practice that adversely affects protected class members.

A complete version of the University's current *Affirmative Action Plan* is available at the Office of Institutional Equity (OIE) and may also be found [online](#) on the OIE website.

Procedure

For more information and advice regarding rights and responsibilities under the *Plan*, the University's Equal Employment Opportunity Officer can be contacted by telephone, email or in person during regular office hours. All comments are welcome.

Sarah Chipman
Interim Associate Vice President, Office of Institutional Equity
Director of Equity Response & Education, Deputy Title IX Coordinator
Wood Hall, Unit 4175
241 Glenbrook Road
Storrs, Connecticut 06269-4175
Sarah.Chipman@uconn.edu
860-486-2943

The University's [policies against discrimination and harassment](#) are included in the *Plan* along with the [complaint procedures](#). Employees and others wishing to file complaints of discrimination or of affirmative action policy violations may do so by contacting the Office of Institutional Equity by telephone, email or in person during regular office hours:

Office of Institutional Equity
Wood Hall, First Floor
241 Glenbrook Road
Storrs, Connecticut 06279
860-486-2943
equity@uconn.edu
www.equity.uconn.edu

Employees and others shall not be subjected to harassment, intimidation or any type of retaliation because they have (1) filed a complaint; (2) assisted or participated in an investigation, compliance review, hearing or any other activity related to the administration of any federal, state or local law requiring equal employment opportunity; (3) opposed any act or practice made unlawful by any federal, state or local law requiring equal opportunity; (4) exercised any other legal right protected by federal, state or local law requiring equal opportunity.

Accountability

As President, I commit the University and myself to make every effort to implement an effective *Affirmative Action Plan* within timetables set forth in the *Plan*. I fully expect my managerial and supervisory staff to treat compliance with Federal and State of Connecticut affirmative action statutes as a top priority and take positive steps to ensure the successful implementation of the policies, procedures and objectives of affirmative action and equal opportunity at the University.

In issuing the University's affirmative action policy, I reiterate the need for affirmative action and attest to the University's determination to identify strengths and weaknesses in our employment system, resolve problems when they appear, recruit employees vigorously and affirmatively, and retain current employees while also helping them prepare for advancement.

Radenka Maric

President

UNIVERSITY OF CONNECTICUT POLICY AGAINST
DISCRIMINATION, HARASSMENT, AND RELATED
INTERPERSONAL VIOLENCE

*Including Sexual and Gender-Based Harassment, Sexual
Assault, Sexual Exploitation, Intimate Partner Violence,
Stalking, Complicity, Retaliation and Inappropriate
Amorous Relationships*

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I. STATEMENT OF POLICY

The University of Connecticut (the “University”) is committed to maintaining a safe and non-discriminatory learning, living, and working environment for all members of the University community – students, employees, and visitors. Academic and professional excellence can exist only when each member of our community is assured an atmosphere of safety and mutual respect. All members of the University community are responsible for the maintenance of an environment in which people are free to learn and work without fear of discrimination, discriminatory harassment or interpersonal violence. Discrimination diminishes individual dignity and impedes equal employment and educational opportunities.

The University does not unlawfully discriminate in any of its education or employment programs and activities on the basis of an individual's actual or perceived race, color, ethnicity, religious creed, age, sex (including pregnancy or pregnancy-related conditions), marital status, national origin, ancestry, sexual orientation, genetic information, physical or mental disability (including learning disabilities, intellectual disabilities, and past or present history of mental illness), veteran's status, status as a victim of domestic violence, prior conviction of a crime, workplace hazards to the reproductive system, gender identity or expression, or membership in any other protected classes as set forth in state or federal law. To that end, this Policy Against Discrimination, Harassment and Related Interpersonal Violence, Including Sexual Harassment, Sexual Assault, Sexual Exploitation, Intimate Partner Violence, Stalking, Complicity, Retaliation and Inappropriate Amorous Relationships (the “Policy Against Discrimination” or “Policy”) prohibits specific forms of behavior that violate state and federal laws, including but not limited to Titles VI and VII of the Civil Rights Act of 1964 (“Title VI”) and (“Title VII”), Title IX of the Education Amendments of 1972 (“Title IX”), the Violence Against Women Reauthorization Act of 2022 (“VAWA”), the Pregnant Workers Fairness Act, and related state and federal anti-discrimination laws. Such behavior may also require the University to fulfill certain reporting obligations under the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (the “Clery Act”), as amended by VAWA, and Connecticut state law regarding reporting suspected child abuse and neglect.

The University prohibits discrimination, as well as discriminatory harassment, sexual assault, sexual exploitation, intimate partner violence, stalking, sexual harassment, complicity in the commission of any act prohibited by this Policy, retaliation against a person for the good faith reporting of any of these forms of conduct or participation in any investigation or proceeding under this Policy (collectively, “Prohibited Conduct”¹). These forms of Prohibited Conduct are unlawful and undermine the mission and values of our academic community. In addition, engagement in or pursuit of inappropriate amorous relationships with employees in positions of authority can undermine the University's mission when those in positions of authority abuse or appear to abuse their authority.

The University adopts this Policy with a commitment to: (1) eliminating, preventing, and addressing the effects of Prohibited Conduct; (2) fostering a safe and respectful University community; (3) cultivating a climate where all individuals are well-informed and supported

¹ Definitions for all forms of Prohibited Conduct can be found in Section IX of this Policy.

in reporting Prohibited Conduct; (4) providing a fair and impartial process for all parties in the investigation and resolution of such reports; and (5) identifying the standards by which violations of this Policy will be evaluated and disciplinary action may be imposed. In addition, the University conducts ongoing prevention, awareness, and training programs for employees and students to facilitate the goals of this Policy.

A student or employee determined by the University to have committed an act of Prohibited Conduct is subject to disciplinary action, up to and including separation from the University. Third Parties who commit acts of Prohibited Conduct may have their relationships with the University terminated and/or their privileges of being on University premises withdrawn. Registered Student Organizations that commit acts of prohibited conduct may have their registration revoked or be subject to other sanctions.

It is the responsibility of every member of the University community to foster an environment free of Prohibited Conduct. All members of the University community are encouraged to take reasonable and prudent actions to prevent or stop an act of Prohibited Conduct. The University will support and assist community members who take such actions.

Retaliation against any individual who, in good faith, reports or participates in the reporting, investigation, or adjudication of Prohibited Conduct is strictly forbidden.

This Policy applies to all reports of Prohibited Conduct occurring on or after the effective date of this Policy. Where the date of the Prohibited Conduct precedes the effective date of this Policy, the definitions of misconduct in effect at the time of the alleged incident(s) will be used.

II. TO WHOM THIS POLICY APPLIES

This Policy applies to: students as defined in UConn's Responsibilities of Community Life: The Student Code and students enrolled at UConn Health ("students"); University employees, consisting of all full-time and part-time faculty, University Staff (including special payroll employees), UConn Health employees (including residents and fellows), professional research staff, and post-doctoral research associates ("employees"); contractors, vendors, visitors, guests or other third parties ("third parties"); and Registered Student Organizations as defined in Blueprints: The Official Handbook of RSOs at the University of Connecticut ("Registered Student Organizations"). This Policy pertains to acts of Prohibited Conduct committed by or against students, employees, third parties, and Registered Student Organizations when:

1. the conduct occurs on campus or other property owned or controlled by the University or a Registered Student Organization;
2. the conduct occurs in the context of a University employment or education program or activity, including, but not limited to, University-sponsored study abroad, research, on-line, or internship programs; or

3. the conduct occurs outside the context of a University employment or education program or activity, but has continuing adverse effects on or creates a hostile environment for students, employees or third parties while on campus or other property owned or controlled by the University or in any University employment or education program or activity.

III. APPLICABLE PROCEDURES UNDER THIS POLICY

The specific procedures for reporting, investigating, and resolving Prohibited Conduct are based upon the nature of the respondent's relationship to the University (student, employee, or third party). Each set of procedures referenced below is guided by the same principles of fairness and respect for complainants and respondents. "Complainant" means the individual who presents as the victim of any Prohibited Conduct under this Policy, regardless of whether that person makes a report or seeks action under this Policy.² "Respondent" means the individual who has been accused of violating this Policy.

The procedures referenced below provide for prompt and equitable response to reports of Prohibited Conduct. The procedures designate specific timeframes for major stages of the process, provide for thorough and impartial investigations that afford the Complainant and Respondent notice and an opportunity to present witnesses and evidence, and assure equal and timely access to the information that will be used in determining whether a Policy violation has occurred. The University applies the Preponderance of the Evidence standard when determining whether this Policy has been violated. "Preponderance of the Evidence" means that it is more likely than not that a Policy violation occurred.

A. WHERE THE RESPONDENT IS A STUDENT

Except as noted in Section IIIE, below, the procedures for responding to reports of Prohibited Conduct committed by students are detailed in Responsibilities of Community Life: The Student Code ("The Student Code") (<http://community.uconn.edu/the-student-code-preamble/>).

B. WHERE THE RESPONDENT IS AN EMPLOYEE

The procedures for responding to reports of Prohibited Conduct committed by Employees are detailed in OIE's Complaint Processes (<https://equity.uconn.edu/policiesprocedures/>).

² UConn recognizes that an individual may choose to self-identify as a victim or a survivor. For consistency in this Policy, the University uses the term Complainant to maintain the neutrality of the Policy and procedures.

C. WHERE THE RESPONDENT IS BOTH A STUDENT AND AN EMPLOYEE

Each situation will be evaluated for context and the University will determine which of the procedures applies based on the facts and circumstances (such as which role predominates in the context of the alleged Prohibited Conduct). The Student-Respondent procedures typically will apply to graduate students except in those cases where the graduate student's assistantship role predominated in the context of the Prohibited Conduct. Further, where a Respondent is both a student and an employee (including but not limited to graduate students), the Respondent may be subject to any of the sanctions applicable to students or employees.

D. WHERE THE RESPONDENT IS A THIRD PARTY

The University's ability to take appropriate corrective action against a third party will be determined by the nature of the relationship of the third party to the University. The University will determine the appropriate manner of resolution consistent with the University's commitment to a prompt and equitable process under federal law, federal guidance, and this Policy.

E. WHERE THE RESPONDENT IS A UCONN HEALTH STUDENT, EMPLOYEE OR THIRD PARTY

Parties should contact the UConn Health Office of Institutional Equity by calling (860) 679-3563 or email: equity@uconn.edu. UConn's *Responsibilities of Community Life: The Student Code* does not apply to students enrolled in MD or DMD/DDS degree programs at UConn Health.

F. WHERE THE RESPONDENT IS A REGISTERED STUDENT ORGANIZATION

The procedures for responding to reports of Prohibited Conduct committed by Registered Student Organizations are set out in *Blueprints: The Official Handbook of RSOs at the University of Connecticut* (<https://solid.uconn.edu/wp-content/uploads/sites/471/2014/05/Blueprints-2022-2023-1.pdf>).

IV. TITLE IX COORDINATOR

Under Title IX:

No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance.

The Title IX Coordinator is charged with monitoring the University's compliance with Title IX, ensuring appropriate education and training, coordinating the University's investigation,

response, and resolution of all reports under this Policy, and ensuring appropriate actions to eliminate Prohibited Conduct, prevent its recurrence, and remedy its effects. The Office of Institutional Equity oversees reports involving students, employees, and third parties. The University has also designated Deputy Title IX Coordinators who may assist the Title IX Coordinator in the discharge of these responsibilities. The Title IX Coordinator and Deputy Title IX Coordinators receive ongoing appropriate training to discharge their responsibilities.

Concerns about the University's application of Title IX may be addressed to the Title IX Coordinator. Additionally, concerns about the University's application of Title VII and/or other federal and state anti-discrimination laws may be addressed to the Office of Institutional Equity.

The Office of Institutional Equity's Associate Vice President and/or the Title IX Coordinator can be contacted by telephone, email, or in person during regular office hours:

Sarah Chipman

Interim Associate Vice President, Interim Equal Employment Opportunity Officer,
Interim ADA Coordinator, Interim Title IX Coordinator, Director of Investigations, Office
of Institutional Equity
Storrs: Wood Hall, First Floor
UConn Health: Munson Road, Third
Floor sarah.chipman@uconn.edu
(860) 486-2943

External reporting options include the United States Department of Education, Clery Act Compliance Team (at clery@ed.gov); the United States Department of Education, Office for Civil Rights (at OCR@ed.gov or (800) 421-3481); the Equal Employment Opportunity Commission (at info@eeoc.gov or (800) 669-4000); and/or the Connecticut Commission on Human Rights and Opportunities (at CHRO.Capitol@ct.gov or (800)-477-5737).

V. UNDERSTANDING THE DIFFERENCE BETWEEN PRIVACY AND CONFIDENTIALITY

The University is committed to protecting the privacy of all individuals involved in the investigation and resolution of a report under this Policy. The University also is committed to providing assistance to help students, employees, Registered Student Organizations, and third parties make informed choices. With respect to any report under this Policy, the University will take reasonable efforts to protect the privacy of participants, in accordance with applicable state and federal law, while balancing the need to gather information to assess the report and to take steps to eliminate Prohibited Conduct, prevent its recurrence, and remedy its effects.

Privacy and confidentiality have distinct meanings under this Policy.

Privacy: Privacy means that information related to a report of Prohibited Conduct will be shared with University Employees who need to know the information in order to assist individuals identified as having been impacted by the alleged conduct in the assessment, investigation, and resolution of the report. All Employees who are involved in the University's response to reports of Prohibited Conduct receive specific training and guidance about sharing and safeguarding private information in accordance with state and federal law.

The privacy of student education records will be protected in accordance with relevant privacy laws including the Family Educational Rights and Privacy Act ("FERPA"), as outlined in the University's [FERPA](http://policy.uconn.edu/2011/05/24/ferpa-policy/) policy. (<http://policy.uconn.edu/2011/05/24/ferpa-policy/>).

Confidentiality: Confidentiality exists in the context of laws that protect certain relationships, including with medical and clinical care providers (and those who provide administrative services related to the provision of medical and clinical care), mental health providers, counselors, and ordained clergy, all of whom may engage in confidential communications under Connecticut law. The University has designated individuals who have the ability to have privileged communications as "Confidential Employees." When information is shared by an individual with a Confidential Employee or a community professional with the same legal protections, the Confidential Employee (and/or such community professional) cannot reveal the information to any third party except where required or permitted by law. For example, information may be disclosed when: (i) the individual gives written consent for its disclosure; (ii) there is a concern that the individual will likely cause serious physical harm to self or others; or (iii) the information concerns conduct involving suspected abuse or neglect of a minor under the age of 18.

VI. EMPLOYEE REPORTING AND INFORMATION SHARING RESPONSIBILITIES

A. DEAN, DIRECTOR, DEPARTMENT HEAD, AND SUPERVISOR REPORTING RESPONSIBILITIES

Under this Policy, Deans, Directors, Department Heads and Supervisors are required to report to the Office of Institutional Equity all relevant details about any alleged incident of Prohibited Conduct³ (including but not limited to discrimination, discriminatory harassment, sexual harassment, and/or retaliation), inappropriate amorous relationships, or failures to report, involving any University employee as either the Complainant or the Respondent. Reporting is required when such Deans, Directors, Department Heads and Supervisors know (by reason of direct or indirect disclosure) or should have known of such incident.

³ These supervisory employees are required to report **all** forms of Prohibited Conduct where the Complainant or Respondent is an employee.

B. TITLE IX REPORTING OBLIGATIONS

Most University employees are required to immediately report information about certain types of Prohibited Conduct to the University's Office of Institutional Equity. An employee's responsibility to report under this Policy is governed by their role at the University. The University designates every employee as either a Confidential Employee or a Responsible Employee.

Confidential Employee: Any employee who is entitled under state law to have privileged communications. Confidential Employees will not disclose information about Prohibited Conduct to the University without the permission of the student or employee (subject to the exceptions set forth in the Confidentiality section of this Policy). Confidential Employees at the University of Connecticut include:

- Student Health and Wellness (limited to Medical Services, Mental Health Services, and Sports Medicine)
- Employee Assistance Program

Designated Confidential Employee: An employee who is designated by the University as confidential for the purposes of providing services to persons related to disclosures of potential violations under this policy. Designated Confidential Employees include the Chief Diversity Officer and professional staff within the Office for Diversity and Inclusion, as well as staff within the University's African American Cultural Center, Asian American Cultural Center, Puerto Rican and Latin American Cultural Center, Women's Center, Rainbow Center; Ombuds Office; and professional staff within Student Health and Wellness Health Promotion. Designated Confidential Employees will offer students and employees information about resources, support and how to report incidents of Prohibited Conduct to law enforcement and the University. Designated Confidential Employees will only report the information shared with them to the University if the student and/or employee requests that the information be shared (unless someone is in imminent risk of serious harm or a minor). Designated Confidential Employees do not have the ability to implement measures in response to a disclosure. They will provide information about how students and employees may receive such measures.

Where the disclosed conduct reasonably constitutes sex-based discrimination under this policy, the Confidential or Designated Confidential Employee will explain the circumstances in which the employee is not required to notify the Title IX Coordinator about conduct that reasonably may constitute sex-based discrimination, how to contact the Title IX Coordinator, and that the Title IX Coordinator may be able to offer and coordinate supportive measures, as well as initiate an informal resolution or an investigation under the grievance procedures.

Responsible Employee: Any employee who is not a Confidential Employee or

Designated Confidential Employee, and certain categories of student employees. Responsible Employees include (but are not necessarily limited to) Faculty and Staff, Resident Assistants, Post- Doctoral Research Assistants, Graduate Teaching Assistants, Graduate Research Assistants, and any student-employees serving as Campus Security Authorities (CSAs) when disclosures are made to any of them in their capacities as employees.

Responsible Employees are required to immediately report to the University's Office of Institutional Equity all relevant details (obtained directly or indirectly) about an incident of:

- Sexual Assault
- Stalking
- Intimate Partner Violence

Involving a student in any capacity, regardless of when or where the incident occurred. The report should include all available information, including dates, times, locations, and names of parties and witnesses.

Reporting is required when the Responsible Employee knows (by reason of a direct or indirect disclosure) of such an incident.

Pursuant to Federal Law, Responsible Employees are also required to report to OIE conduct that reasonably constitutes sex-based discrimination, involving students, employees, or third parties while participating or attempting to participate in University programs or activities. This requirement does not apply to the Responsible Employee's personal experiences.

The University is not obligated to respond to information disclosed at public awareness events (e.g., "Take Back the Night," candlelight vigils, protests, "survivor speak-outs" or other public forums in which students may disclose incidents of Prohibited Conduct; collectively, "Public Awareness Events"). However, disclosures at Public Awareness Events will be evaluated to determine whether the information indicates an imminent and serious threat to the health or safety of a complainant, any students, employees, or other persons and will be used to inform the University's prevention efforts.

A Responsible Employee who is conducting an Institutional Review Board-approved human-subjects research study designed to gather information about sex discrimination is not required to report information received during the course of the study.

Aside from the reporting responsibilities set forth above, all members of the campus community are encouraged to report any conduct which they become aware of and which they believe in good faith to have been a violation of this policy, and as to which they do not have an obligation to report as set forth above.

This encouragement does not apply to Confidential and Exempt Designated Confidential Employees and is subject to limitations necessary to preserve confidentiality and privacy.

All University employees are strongly encouraged to report to the law enforcement any conduct that could potentially present a danger to the community or may be a crime under Connecticut law.

C. CLERY REPORTING OBLIGATIONS

Under the Clery Act, certain University employees are designated as Campus Security Authorities. CSAs generally include individuals with significant responsibility for campus security or student and campus activities. Based on information reported to CSAs, the University includes statistics about certain criminal offenses in its annual security report and provides those statistics to the United States Department of Education in a manner that does not include any personally identifying information about individuals involved in an incident. The Clery Act also requires the University to issue timely warnings to the University community about certain reported crimes that may pose a serious or continuing threat to students and employees. Consistent with the Clery Act, the University withholds the names and other personally identifying information of Complainants when issuing timely warnings to the University community.

D. CHILD ABUSE REPORTING OBLIGATIONS

All University employees except student employees are **mandated reporters** of child abuse or neglect as defined by Connecticut General Statutes Section 17a-101(b) and must comply with Connecticut's mandated reporting laws.⁴ All University employees should refer to UConn's [Protection of Minors and Reporting of Child Abuse and Neglect Policy](http://policy.uconn.edu/?p=6754) (<http://policy.uconn.edu/?p=6754>) for detailed definitions and reporting information.

E. PREGNANCY RELATED OBLIGATIONS

All University employees who receive a disclosure from a student, or a person who has a legal right to act on behalf of the student, of a student's pregnancy or related condition must provide the student with the Title IX Coordinator's contact information and inform the student that the Title IX Coordinator can coordinate specific actions to prevent sex-based discrimination and ensure the student's equal access to the University's programs and activities.

⁴ See Connecticut General Statutes Sections 17a-101a to 17a-101d.

VII. COMPLAINANT OPTIONS FOR REPORTING PROHIBITED CONDUCT

A Complainant may choose to report to the University and/or to law enforcement when alleged Prohibited Conduct may also constitute a crime under the applicable laws. These two reporting options are not mutually exclusive. Therefore, Complainants may choose to pursue both the University process and the criminal process concurrently. The University will support Complainants in understanding, assessing and pursuing these options.

The first priority for any individual should be personal safety and well-being. In addition to seeking immediate medical care, the University encourages all individuals to seek immediate assistance from 911, UConn Police, and/or local law enforcement. This is the best option to ensure preservation of evidence. The University also strongly urges that law enforcement be notified immediately in situations that may present imminent or ongoing danger.

A. REPORTING TO LAW ENFORCEMENT

Conduct that violates this Policy may also constitute a crime under the laws of the jurisdiction in which the incident occurred. For example, the State of Connecticut criminalizes and punishes some forms of Sexual Assault, Intimate Partner Violence, Sexual Exploitation, Stalking, and Physical Assault.⁵ Whether or not any specific incident of Prohibited Conduct may constitute a crime is a decision made solely by law enforcement. Similarly, the decision to arrest any individual for engaging in any incident of Prohibited Conduct is determined solely by law enforcement and not the University. Such decisions are based on a number of factors, including availability of admissible evidence.

Complainants have the right to notify or decline to notify law enforcement. In keeping with its commitment to take all appropriate steps to eliminate, prevent, and remedy all Prohibited Conduct, the University urges Complainants (or others who become aware of potential criminal conduct) to report Prohibited Conduct immediately to local law enforcement by contacting:

- i. 911 (for emergencies)
- ii. University Police (for non-emergencies):
 - 1. Storrs and Regional Campuses (860) 486-4800
 - 2. UConn Health (860) 679-2121
- iii. State Police (for conduct occurring off campus in Connecticut) (800) 308- 7633

Police have unique legal authority, including the power to seek and execute search warrants, collect forensic evidence, make arrests, and assist in seeking protective and

⁵ See Title 53a of the Connecticut General Statutes for the State of Connecticut's Penal Code (https://www.cga.ct.gov/current/pub/title_53a.htm).

restraining orders. Although a police report may be made at any time, Complainants should be aware that delayed reporting may diminish law enforcement's ability to take certain actions, including collecting forensic evidence and making arrests. The University will assist Complainants in notifying law enforcement if they choose to do so. Under limited circumstances posing a threat to health or safety of any University community member, the University may independently notify law enforcement.

B. REPORTING TO THE UNIVERSITY

Complainants (or others, including parents, guardians, or other authorized legal representatives with the legal right to act on behalf of a complainant, who become aware of an incident of Prohibited Conduct) are encouraged to report the incident to the University through the following reporting options:

By contacting the Office of Institutional Equity by telephone, email, or in person during regular office hours (8am-5pm, M-F):

Office of Institutional Equity (Storrs and Regionals) Wood Hall, First
Floor 241 Glenbrook Road Storrs, Connecticut (860) 486-2943
equity@uconn.edu
www.titleix.uconn.edu
www.equity.uconn.edu

Office of Institutional Equity (UConn Health) 16 Munson Road, Third Floor
Farmington, Connecticut (860) 679-3563
equity@uconn.edu
www.equity.uconn.edu

There is no time limit to report Prohibited Conduct to the University under this Policy;⁶ however, the University's ability to respond may diminish over time, as evidence may erode, memories may fade, and Respondents may no longer be affiliated with the University. If the Respondent is no longer affiliated with the University, the University will provide reasonably appropriate remedial measures, assist the Complainant in identifying external reporting options, and take reasonable steps to eliminate Prohibited Conduct, prevent its recurrence, and remedy its effects.

The University will not pursue disciplinary action against Complainants or witnesses for disclosure of illegal personal consumption of drugs or alcohol where such disclosures are made in connection with a good faith report or investigation of Prohibited Conduct.

⁶ This statement does not relieve Responsible Employees of their obligation to report Sexual Assault, Intimate Partner Violence and/or Stalking involving a student immediately to the Office of Institutional Equity.

VIII. ACCESSING CAMPUS AND COMMUNITY RESOURCES AND SUPPORTIVE MEASURES

The University offers a wide range of resources to provide support and guidance to students and employees in response to any incident of Prohibited Conduct. Comprehensive information on accessing University and community resources is contained online at the following sites:

- Sexual assault, sexual exploitation, intimate partner violence, sexual or gender-based harassment, and stalking: www.titleix.uconn.edu
- Discrimination and discriminatory harassment where the Respondent is an employee or third party: www.equity.uconn.edu
- Related violations of The Student Code where the Respondent is a student: www.community.uconn.edu

Available resources include, but are not limited to: emergency and ongoing assistance; health, mental health, and victim-advocacy services; options for reporting Prohibited Conduct to the University and/or law enforcement; available support with academics, housing, and employment. For more information about resources and support measures, please visit www.titleix.uconn.edu.

The University offers a wide range of resources for students and employees, whether as Complainants or Respondents, to provide support and guidance throughout the submission, investigation, and resolution of a report of Prohibited Conduct. The University will offer reasonable and appropriate measures to individuals impacted by an allegation of Prohibited Conduct in order to facilitate their continued access to University employment or education programs and activities. These measures may be both remedial (designed to address a Complainant's safety and well-being and continued access to educational opportunities) or protective (designed to reduce the risk of harm to an individual or community). Remedial and protective measures, which may be temporary or permanent, may include no-contact directives, on-campus residence modifications, academic modifications and support, work schedule modifications, suspension from employment, and pre-disciplinary leave (with or without pay). Remedial measures are available regardless of whether a Complainant pursues a complaint or investigation under this Policy and may continue regardless of the outcome of an investigation if reasonable and appropriate.

The University will maintain the privacy of any remedial and protective measures provided under this Policy to the extent practicable and will promptly address any violation of the protective measures. The University has the discretion to impose and/or modify any remedial or protective measure based on all available information.

The University will provide reasonable remedial and protective measures to Third Parties as appropriate and available, taking into account the role of the third party and the nature of any contractual relationship with the University.

IX. PROHIBITED CONDUCT UNDER THIS POLICY⁷

Conduct under this Policy is prohibited regardless of the sex, sexual orientation and/or gender identity/expression of the Complainant or Respondent. Prohibited Conduct includes the following specifically defined forms of behavior: Discrimination, Discriminatory Harassment, Sexual or Gender-Based Harassment, Sexual Assault, Sexual Exploitation, Intimate Partner Violence, Stalking, Complicity, and Retaliation.

A. DISCRIMINATION

Discrimination is any unlawful distinction, preference, or detriment to an individual that is based upon an individual's actual or perceived race, color, ethnicity, religious creed, age, sex (including pregnancy or pregnancy-related conditions), marital status, national origin, ancestry, sexual orientation, genetic information, physical or mental disabilities (including learning disabilities, intellectual disabilities, past/present history of a mental disorder), veteran status, status as a victim of domestic violence, prior conviction of a crime, workplace hazards to reproductive systems, gender identity or expression, or membership in other protected classes set forth in state or federal law and that: (1) excludes an individual from participation; (2) denies the individual the benefits of; (3) treats the individual adversely; or (4) otherwise adversely affects a term or condition of an individual's employment, education, living environment or participation in a University program or activity.

Discrimination may include failing to make good faith efforts to provide reasonable accommodation, consistent with state and federal law and University policy, to persons with disabilities. The University of Connecticut is committed to achieving equal educational and employment opportunities and full participation for persons with disabilities.⁸

Discrimination also may include failing to make good faith efforts to provide reasonable modifications to University policies, practices, or procedures, consistent with state and federal law and University policy, related to pregnancy, including childbirth, termination of pregnancy, recovery, related medical conditions, and lactation.⁹ The University of Connecticut is committed to achieving equal educational and employment opportunities

⁷ These definitions may overlap with Connecticut criminal statutes in some cases, and provide greater protection in other instances. Connecticut's Penal Code may be found in Title 53a of the Connecticut General Statutes. (https://www.cga.ct.gov/current/pub/title_53a.htm)

⁸ See Policy Statement: People with Disabilities. (<http://policy.uconn.edu/2011/05/24/people-with-disabilities-policy-statement/>).

⁹ See Lactation Policy. (<https://policy.uconn.edu/2016/12/21/lactation-policy/>).

and full participation for persons experiencing pregnancy and all related conditions.

Discrimination also may include failing to make good faith efforts to provide reasonable accommodations, consistent with state and federal law and University policy, for persons' sincerely held religious practices or beliefs. The University of Connecticut is committed to providing welcoming and inclusive learning environments and will make good faith efforts to provide reasonable religious accommodations to faculty, staff, and students.¹⁰

B. DISCRIMINATORY HARASSMENT AND SEXUAL HARASSMENT

Discriminatory Harassment consists of verbal, physical, electronic, or other conduct based upon an individual's actual or perceived race, color, ethnicity, religious creed, age, sex (including pregnancy and pregnancy-related conditions), marital status, national origin, ancestry, sexual orientation, genetic information, physical or mental disabilities (including learning disabilities, intellectual disability, past/present history of a mental disorder), veteran status, status as a victim of domestic violence, prior conviction of a crime, workplace hazards to reproductive systems, gender identity or expression, or membership in other protected classes set forth in state or federal law that interferes with that individual's educational or employment opportunities, participation in a University program or activity, or receipt of legitimately-requested services or benefits. Such conduct is a violation of this Policy when the circumstances demonstrate the existence of either Hostile Environment Harassment, Quid Pro Quo Harassment, or Sexual Harassment as defined below.

Hostile Environment Harassment: **Discriminatory Harassment** that is so severe, persistent or pervasive that it unreasonably interferes with, limits, deprives, or alters the conditions of education (e.g., admission, academic standing, grades, assignment); employment (e.g., hiring, advancement, assignment); or participation in a University program or activity (e.g., campus housing, official University list-servs or other University-sponsored platforms), when viewed from both a subjective and objective perspective.

Quid Pro Quo Harassment: **Discriminatory Harassment** where submission to or rejection of unwelcome conduct is used, explicitly or implicitly, as the basis for decisions affecting an individual's education (e.g., admission, academic standing, grades, assignment); employment (e.g., hiring, advancement, assignment); or participation in a University program or activity (e.g., campus housing).

Sexual Harassment: **Discriminatory Harassment** that consists of unwelcome conduct of a sexual nature. This may include, but is not limited to, unwanted sexual advances, requests for sexual favors, inappropriate touching, acts of sexual violence, or other

¹⁰ See Religious Accommodations Policy (<https://policy.uconn.edu/2018/08/01/religious-accommodation-policy/>).

unwanted conduct of a sexual nature, whether verbal, non- verbal, graphic, physical, written or otherwise. Such conduct is a violation of this Policy when the conditions for Hostile Environment Harassment or Quid Pro Quo Harassment are present, as defined above.

C. SEXUAL ASSAULT

Sexual Assault consists of (1) Sexual Contact and/or (2) Sexual Intercourse that occurs without (3) Consent.¹¹

1. **Sexual Contact** (or attempts to commit) is the intentional touching of another person's intimate body parts, clothed or unclothed, if that intentional touching can reasonably be construed as having the intent or purpose of obtaining sexual arousal or gratification.
2. **Sexual Intercourse** (or attempts to commit) is any penetration, however slight, of a bodily orifice with any object(s) or body part. Sexual Intercourse includes vaginal or anal penetration by a penis, object, tongue or finger, or any contact between the mouth of one person and the genitalia of another person.
3. **Consent** is an understandable exchange of affirmative words or actions, which indicate a willingness to participate in mutually agreed upon sexual activity. Consent must be informed, freely and actively given. It is the responsibility of the initiator to obtain clear and affirmative responses at each stage of sexual involvement. Consent to one form of sexual activity does not imply consent to other forms of sexual activity. The lack of a negative response is not consent. An individual who is incapacitated by alcohol and/or other drugs both voluntarily or involuntarily consumed may not give consent. Past consent of sexual activity does not imply ongoing future consent.

Consent cannot be given if any of the following are present: A. Force, B. Coercion or C. Incapacitation.

- A. **Force** is the use of physical violence and/or imposing on someone physically to gain sexual access. Force also includes threats, intimidation (implied threats) and/or coercion that overcome resistance.
- B. **Coercion** is unreasonable pressure for sexual activity. Coercion is more than an effort to persuade, entice, or attract another person to have sex. Conduct does not constitute coercion unless it wrongfully impairs an individual's freedom of will to choose whether to participate in the sexual

¹¹ Sexual assault includes any offense classified as a forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation.

activity.

- C. **Incapacitation** is a state where an individual cannot make rational, reasonable decisions due to the debilitating use of alcohol and/or other drugs, sleep, unconsciousness, or because of a disability that prevents the individual from having the capacity to give consent. A person is not incapacitated merely because the person has been drinking or using drugs. Incapacitation due to alcohol and/or drug consumption results from ingestion that is more severe than impairment, being under the influence, drunkenness, or intoxication. The question of incapacitation will be determined on a case-by-case basis. Being intoxicated or incapacitated by drugs, alcohol, or other medication will not be a defense to any violation of this Policy.

D. SEXUAL EXPLOITATION

Sexual Exploitation is taking advantage of a person due to their sex and/or gender identity for personal gain or gratification. It is the abuse of a position of vulnerability, differential power, or trust for sexual purposes. Examples include, but are not limited to:

- Recording, photographing, disseminating, and/or posting images of private sexual activity and/or a person's intimate parts (including genitalia, groin, breasts, or buttocks) without consent;
- Threatening to disseminate sensitive personal materials (e.g. photos, videos) by any means to any person or entity without consent;
- Allowing third parties to observe private sexual activity from a hidden location without consent (for example through a hidden location (e.g., closet) or through electronic means (e.g., Skype or livestreaming of images));
- Fetish behaviors including stealing articles of clothing for personal gain and/or satisfaction;
- Manipulation of contraception;
- Peeping or voyeurism;
- Prostituting another person;
- Intentionally or knowingly exposing another person to a sexually transmitted infection or virus without the other's knowledge; or
- Possessing, distributing, viewing or forcing others to view illegal pornography.

E. INTIMATE PARTNER VIOLENCE

Intimate Partner Violence includes any felony or misdemeanor crime, act of violence, or threatened act of violence that occurs between individuals who are involved or have

been involved in a sexual, dating, spousal, domestic, or other intimate relationship.¹² Intimate Partner Violence may include any form of Prohibited Conduct under this Policy, including Sexual Assault, Stalking (as defined herein) and/or physical assault. Intimate Partner Violence may involve a pattern of behavior used to establish power and control over another person through fear and intimidation, or may involve one-time conduct. A pattern of behavior is typically determined based on the repeated use of words and/or actions and inactions in order to demean, intimidate, and/or control another person. This behavior can be verbal, emotional and/or physical.

F. STALKING

Stalking means engaging in a course of conduct directed at a specific individual that would cause a reasonable person to fear for their safety or the safety of others, or for the individual to suffer substantial emotional distress.

Stalking includes unwanted, repeated, or cumulative behaviors that serve no purpose other than to threaten, or cause fear for another individual.

Common stalking acts include, but are not limited to: harassing, threatening or obscene phone calls, excessive and/or threatening communication, following, vandalism of personal property, and/or leaving/giving unwanted gifts or objects. Stalking includes cyberstalking.

G. RETALIATION

Retaliation means any adverse action taken against a person for making a good faith report of Prohibited Conduct or participating in any proceeding under this Policy, including requesting supportive measures (remedial and/or protective), for the purpose of interfering with any right or privilege secured by this Policy. Retaliation includes threatening, intimidating, discriminating, harassing, coercing, interfering with potential witnesses or a potential proceeding under this Policy, or any other conduct that would discourage a reasonable person from engaging in activity protected under this Policy. Retaliation may be present even where there is a finding of “no responsibility” on the allegations of Prohibited Conduct. Retaliation does not include good faith actions lawfully pursued in response to a report of Prohibited Conduct. In determining whether an act constitutes retaliation, the full context of the conduct will be considered, including the individual right to freedom of speech.

Retaliation can include, but is not limited to, actions taken by the University, actions

¹² Intimate partner violence may also occur between individuals that cohabitate, or have cohabitated, as spouses or intimate partners, share a child in common, or when an individual commits acts against a youth or adult victim who is protected from those acts under the family or domestic violence laws of the relevant jurisdiction.

taken by one student against another student, actions taken by an employee against another employee or student, actions taken by a Registered Student Organization against a student, or actions taken by a third party against a student or employee. See the University's Non-Retaliation Policy (<http://policy.uconn.edu/2011/05/24/non-retaliation-policy/>).

H. COMPLICITY

Complicity is any act taken with the purpose of aiding, facilitating, promoting or encouraging the commission of an act of Prohibited Conduct by another person.

X. INAPPROPRIATE AMOROUS RELATIONSHIPS

For the purposes of this Policy, “amorous relationships” are defined as intimate, sexual, and/or any other type of amorous encounter or relationship, whether casual or serious, short-term or long-term.

A. INSTRUCTIONAL/STUDENT CONTEXT

All faculty and staff must be aware that amorous relationships with students are likely to lead to difficulties and have the potential to place faculty and staff at great personal and professional risk. The power difference inherent in the faculty-student or staff-student relationship means that any amorous relationship between a faculty or staff member and a student is potentially exploitative or could at any time be perceived as exploitative and should be avoided. Faculty and staff engaged in such relationships should be sensitive to the continuous possibility that they may unexpectedly be placed in a position of responsibility for the student's instruction or evaluation. In the event of a charge of Sexual Harassment arising from such circumstances, the University will in general be unsympathetic to a defense based upon consent when the facts establish that a faculty- student or staff-student power differential existed within the relationship.

1. Undergraduate Students

Subject to the limited exceptions herein, all members of the faculty and staff are prohibited from pursuing or engaging in an amorous relationship with any undergraduate student.

2. Graduate Students

With respect to graduate students (including but not limited to Master's, Law, Doctoral, Medical, Dental and any other post-baccalaureate students), all faculty and staff are prohibited from pursuing or engaging in an amorous relationship

with a graduate student under that individual's authority. Situations of authority include but are not limited to: teaching; formal mentoring or advising; supervision of research and employment of a student as a research, clinical, or teaching assistant; exercising substantial responsibility for grades, honors, or degrees; and involvement in disciplinary action related to the student.

Students and faculty/staff alike should be aware that pursuing or engaging in an amorous relationship with any graduate student will limit the faculty or staff member's ability to teach, mentor, advise, direct work, employ and promote the career of the student involved with them in an amorous relationship.

3. Graduate Students in Positions of Authority

Like faculty and staff members, graduate students may themselves be in a position of authority over other students, for example, when serving as a teaching assistant in a course or when serving as a research assistant and supervising other students in research. The power difference inherent in such relationships means that any amorous relationship between a graduate student and another student over whom they have authority (undergraduate or graduate) is potentially exploitative and should be avoided. All graduate students currently or previously engaged in an amorous relationship with another student are prohibited from serving in a position of authority over that student.

Graduate students also should be sensitive to the continuous possibility that they may unexpectedly be placed in a position of responsibility for another student's instruction or evaluation.

4. Pre-existing Relationships with Any Student

The University recognizes that an amorous relationship may exist prior to the time a student enrolls at the University or, for amorous relationships with graduate students, prior to the time the faculty or staff member is placed in a position of authority over the graduate student. The current or prior existence of such an amorous relationship must be disclosed to the Office of Institutional Equity by the employee in a position of authority immediately if the student is an undergraduate, and prior to accepting a supervisory role of any type over any graduate student.

All faculty and staff currently or previously engaged in an amorous relationship with a student are prohibited from the following unless effective steps have been taken in conjunction with Labor Relations and the applicable dean or vice president to eliminate any potential conflict of interest in accordance with this Policy: teaching; formal mentoring or advising; supervising research; exercising responsibility for grades, honors, or degrees; considering disciplinary action involving the student; or employing the student in any capacity - including but

not limited to student employment and internships, work study, or as a research or teaching assistant.

Similarly, all graduate students currently or previously engaged in an amorous relationship with another student are prohibited from serving in a position of authority over that student.

5. If an Amorous Relationship Occurs with Any Student

If, despite these warnings, a faculty member, staff member, or graduate student becomes involved in an amorous relationship with a student in violation of this Policy, the faculty member, staff member, or graduate student must disclose the relationship immediately to the Office of Institutional Equity. Absent an extraordinary circumstance, no relationships in violation of this Policy will be permitted while the student is enrolled or the faculty or staff member is employed by the University. In most cases, it will be unlikely that an acceptable resolution to the conflict of interest will be possible, and the faculty or staff member's employment standing or the graduate student's position of authority may need to be adjusted until they no longer have supervisory or other authority over the student.

In addition to the amorous relationship itself, a faculty, staff or graduate student's failure to report the existence of an inappropriate amorous relationship with a student is also a violation of this Policy. The University encourages immediate self-reporting, and will consider this factor in the context of any resolution that may be able to be reached.

B. EMPLOYMENT CONTEXT

Amorous relationships between supervisors and their subordinate employees often adversely affect decisions, distort judgment, and undermine workplace morale for all employees, including those not directly engaged in the relationship. Any University employee who participates in supervisory or administrative decisions concerning an employee with whom they have or has had an amorous relationship has a conflict of interest in those situations. These types of relationships, specifically those involving spouses and/or individuals who reside together, also may violate the State Code of Ethics for Public Officials as well as the University's Policy on Employment and Contracting for Service of Relatives.

Accordingly, the University prohibits all faculty and staff from pursuing or engaging in amorous relationships with employees whom they supervise. No supervisor shall initiate or participate in institutional decisions involving a direct benefit or penalty (employment, retention, promotion, tenure, salary, leave of absence, etc.) to a person with whom that individual has or has had an amorous relationship. The individual in a

position of authority can be held accountable for creating a sexually hostile environment or failing to address a sexually hostile environment and thus should avoid creating or failing to address a situation that adversely impacts the working environment of others.

1. Pre-existing Amorous Relationships Between Supervisors and Subordinate Employees

The University recognizes that an amorous relationship may exist prior to the time an individual is assigned to a supervisor. Supervisory, decision-making, oversight, evaluative or advisory relationships for someone with whom there exists or previously has existed an amorous relationship is unacceptable unless effective steps have been taken to eliminate any potential conflict of interest in accordance with this Policy. The current or prior existence of such a relationship must be disclosed by the employee in a position of authority prior to accepting supervision of the subordinate Employee to the Office of Institutional Equity. Labor Relations and the applicable dean or vice president will determine whether the conflict of interest can be eliminated through termination of the situation of authority. The final determination will be at the sole discretion of the relevant dean or vice president.

2. If an Amorous Relationship Occurs or has Occurred Between a Supervisor and Their Subordinate Employee

If, despite these warnings, a University Employee enters into an amorous relationship with someone over whom they have supervisory, decision-making, oversight, evaluative, or advisory responsibilities, that Employee must disclose the existence of the relationship immediately to the Office of Institutional Equity. Labor Relations and the applicable dean or vice president will determine whether the conflict of interest can be eliminated through termination of the situation of authority. The final determination will be at the sole discretion of the relevant dean or vice president. In most cases, it will be likely that an acceptable resolution to the conflict of interest will be possible. If the conflict of interest cannot be eliminated, the supervisor's employment standing may need to be adjusted. In addition to the amorous relationship itself, a supervisor's failure to report the existence of the relationship with a subordinate Employee is also a violation of this Policy. The University encourages immediate self-reporting, and will consider this factor in the context of any resolution that may be able to be reached.

XI. PREVENTION, AWARENESS AND TRAINING PROGRAMS

The University is committed to the prevention of Prohibited Conduct through regular and ongoing education and awareness programs. Incoming students and new employees receive

primary prevention and awareness programming as part of their orientation, and returning students and current employees receive ongoing training and related education and awareness programs. The University provides training, education and awareness programs to students and employees to ensure broad understanding of this Policy and the topics and issues related to maintaining an education and employment environment free from harassment and discrimination. The University provides further training to employees annually, and when an employee's change of position alters their duties under Title IX, that explains how the University addresses and defines sex-based discrimination, and associated reporting responsibilities.

For a description of the University's Prohibited Conduct prevention and awareness programs, including programs on minimizing the risk of incidents of Prohibited Conduct and bystander intervention, see the University's annual Clery reports (found online at: <http://publicsafety.uconn.edu/police/clery/about-clery/uconn-and-the-clery-act/>).

XII. OBLIGATION TO COOPERATE AND PROVIDE TRUTHFUL INFORMATION

All University employees are expected to cooperate and to provide all relevant information of which they are aware and/or in their possession as deemed necessary in connection with investigating allegations under this policy. Further, all University community members are expected to provide truthful information in any report, investigation, or proceeding under this Policy. Submitting or providing false or misleading information in bad faith or in an effort to achieve personal gain or cause intentional harm to another in connection with an incident of Prohibited Conduct, or employees failing to cooperate in the investigation process, is prohibited and subject to disciplinary sanctions under The Student Code (for students), The Code of Conduct (for employees), General Rules of Conduct (for employees), and any other applicable and appropriate University policy or policies. This provision does not apply to reports made or information provided in good faith, even if the facts alleged in the report are not later substantiated.

XIII. RELATED POLICIES

A. STUDENTS

- Responsibilities of Community Life: The Student Code: <https://community.uconn.edu/the-student-code-preamble/>

B. EMPLOYEES AND THIRD PARTIES

- Policy Statement: People With Disabilities: <http://policy.uconn.edu/?p=419>
- Protection of Minors and Reporting of Child Abuse and Neglect Policy: <http://policy.uconn.edu/?p=6754>

- Non-Retaliation Policy: <http://policy.uconn.edu/?p=415>
- Policy Statement: Affirmative Action and Equal Employment Opportunity: <http://policy.uconn.edu/?p=102>
- Age Act Policy: <http://policy.uconn.edu/?p=2007>
- Code of Conduct (employees): <http://policy.uconn.edu/?p=140>
- General Rules of Conduct (employees):
<https://policy.uconn.edu/2011/05/24/general-rules-of-conduct/>
- Code of Conduct for University of Connecticut Vendors: <http://policy.uconn.edu/?p=2718>
- Policy on Employment and Contracting for Service of Relatives: <http://policy.uconn.edu/?p=357>

XIV. ENFORCEMENT

Violations of this policy may result in appropriate disciplinary measures in accordance with University By-Laws, Code of Conduct, General Rules of Conduct, applicable collective bargaining agreements, and the University of Connecticut Student Code.

XV. POLICY REVIEW

This Policy is maintained by the Office of Institutional Equity (OIE). The University will periodically review and update this Policy and will evaluate, among other things, any changes in legal requirements, existing University resources, and the resolution of cases from the preceding year (including, but not limited to, timeframes for completion and sanctions and remedies imposed).

Revised August 1, 2024
Editorial revisions December 11, 2024

People with Disabilities, Policy Statement:

The University of Connecticut is committed to achieving equal educational and employment opportunity and full participation for persons with disabilities. It is the University's policy that no qualified person be excluded from consideration for employment, participation in any University program or activity, be denied the benefits of any University program or activity, or otherwise be subjected to discrimination with regard to any University program or activity. This policy derives from the University's commitment to nondiscrimination for all persons in employment, academic programs, and access to facilities, programs, activities, and services.

A person with a disability must be ensured the same access to programs, opportunities, and activities at the University as all others. Existing barriers, whether physical, programmatic, or attitudinal must be removed. Further, there must be ongoing vigilance to ensure that new barriers are not erected.

The University's efforts to accommodate people with disabilities must be measured against the goal of full participation and integration. Services and programs to promote these benefits for people with disabilities shall complement and support, but not duplicate, the University's regular services and programs.

Achieving full participation and integration of people with disabilities requires the cooperative efforts of all of the University's departments, offices, and personnel. To this end, the University will continue to strive to achieve excellence in its services and to assure that its services are delivered equitably and efficiently to all of its members.

Anyone with questions regarding this policy is encouraged to consult the Office of Institutional Equity (OIE). The office is located in Wood Hall, Unit 4175, 241 Glenbrook Road, Storrs, Connecticut 06269-4175, telephone, 860-486-2943.

The University of Connecticut & UConn Health Office of Institutional Equity (OIE) Complaint Procedures

I. General Provisions

The procedures, effective January 21, 2025, generally apply to all allegations of potential violations of the University of Connecticut's *Policy Against Discrimination, Harassment, and Related Interpersonal Violence* ("Policy"), where the responding party is a UConn employee or third party. For certain allegations of sexual misconduct occurring on or after August 13, 2020, OIE will follow the 2020 Sexual Misconduct Grievance [Procedures](#).

The University of Connecticut will treat complainants and respondents equitably throughout the process.

The University of Connecticut requires that any Title IX Coordinator, investigator, or decisionmaker not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent.

Parties involved in the following grievance process may be accompanied by one advisor of their choice (which may be a union representative or attorney) to any meeting or proceeding. OIE will not assign an advisor for the purposes of these proceedings. If a party chooses to have an advisor, the party should provide OIE with the advisor's contact information for the purpose of scheduling. The advisor may act as a support person for their party, assist the party in navigating the process, and help formulate questions for the hearing. The advisor may not participate in lieu of the party in any capacity.

An allegation that an individual or individuals violated the *Policy* does not constitute an assumption that the behaviors occurred as alleged or that a policy violation occurred. Determinations of responsibility are only made at the conclusion of the process described in these procedures.

OIE may implement supportive measures, including no contact directives, consistent with the *Policy*. Supportive measures are available to both parties, non-punitive, and put in place to restore or preserve a person's access to UConn's employment or education program or activity or provide support during these grievance procedures. Any party impacted by the supportive measure implementation or denial may appeal the decision by emailing OIE's Associate Vice President ("AVP"). The appeal should clearly state why the party believes the measure is deficient and may include a recommended alternative measure. The appeal will be reviewed by OIE's AVP, the Title IX Coordinator, or designee. Any impacted parties will be notified of the outcome in writing within ten (10) business days of receipt of the appeal.

OIE will make appropriate arrangements to ensure that individuals with disabilities and individuals with limited English proficiency are provided auxiliary aids and services or language assistance services, respectively, if needed to participate in this complaint process. Such arrangements may include, but are not limited to, providing qualified interpreters, or assuring a barrier-free location for the proceedings.

The University of Connecticut will take reasonable steps to protect the privacy of the parties and witnesses during its grievance procedures. These steps will not restrict the ability of the parties to obtain and present evidence, including by speaking to witnesses; consult with their family members, confidential resources, or advisors; or otherwise prepare for or participate in the grievance procedures. The parties cannot engage in retaliation, including against witnesses.

While this process is private, it is not confidential. OIE may provide the notice of outcome or other information pertaining to matters addressed under these procedures to individuals or offices with a need to know the information.

If there is a determination that a violation of the *Policy* occurred, UConn may impose appropriate disciplinary sanctions, up to, and including, separation from the institution. UConn may also provide remedies to restore access to the University's employment or education program or activity.

II. Timeline

OIE is committed to the prompt and thorough resolution of complaints under the *Policy*. As such, OIE will issue a discretionary dismissal under Section VI or determination under Section X within ninety (90) days of receipt of a complaint.

These procedures allow for reasonable extensions of timeframes on a case-by-case basis for good cause, which includes but is not limited to: investigations where additional time is necessary to ensure the integrity and completeness of the investigation; to comply with a request by law enforcement for temporary delay to gather evidence for a criminal investigation; to accommodate the availability of parties and/or witnesses; to account for University breaks or vacations; to account for complexities of a case, including the number of witnesses and volume of information provided by the parties; or for other legitimate reasons.

III. Standard of Evidence

All determinations will be based on the *preponderance of evidence* standard, meaning the evidence must demonstrate that it is more likely than not that the incident occurred as alleged. Decisionmaker(s) must evaluate relevant and not otherwise impermissible evidence for its persuasiveness. If the decisionmaker(s) is not persuaded by the evidence that a violation of the *Policy* occurred, whatever the quantity of the evidence is, the decisionmaker(s) will not determine that a violation occurred.

IV. Review of Evidence

Relevant evidence is evidence that has some value or tendency to prove a matter of fact significant to the case. Relevant evidence may pertain to a party or witness's credibility.

Parties will be provided with equal opportunity to present evidence during the grievance process. Additionally, OIE will take reasonable steps to obtain relevant evidence which may not be in the parties' control. The decision-maker will objectively evaluate all evidence that is relevant and not otherwise impermissible, including both inculpatory and exculpatory evidence.^[1] Credibility determinations will not be based on a person's status as a complainant, respondent, or witness.

The following types of evidence, and questions seeking that evidence, are impermissible (i.e., will not be accessed or considered by OIE in connection with its investigation, except as may be necessary to determine whether one of the exceptions listed below applies; will not be disclosed; and will not otherwise be used), regardless of whether they are relevant:

- Evidence that is protected under a privilege recognized by Federal or State law or evidence provided to a confidential employee, unless the person to whom the privilege or confidentiality is owed has voluntarily waived the privilege or confidentiality;
- A party's or witness's records that are made or maintained by a physician, psychologist, or other recognized professional or paraprofessional in connection with the provision of treatment to the party or witness, unless OIE obtains that party's or witness's voluntary, written consent for use in its grievance procedures; and
- Evidence that relates to the complainant's sexual interests or prior sexual conduct, unless evidence about the complainant's prior sexual conduct is offered to prove that someone other than the respondent committed the alleged conduct or is evidence about specific incidents of the complainant's prior sexual conduct with the respondent that is offered to prove consent to the alleged sex-based harassment. The fact of prior consensual sexual conduct between the complainant and respondent does not by itself demonstrate or imply the complainant's consent to the alleged sex-based harassment or preclude determination that sex-based harassment occurred.

V. Initial Review

Upon receipt of a report (oral or written), OIE will evaluate the report to determine whether the alleged conduct is within OIE's investigative authority as prescribed in the *Policy*. Where the alleged conduct does not fall under the *Policy* but may constitute behaviors prohibited by other University policies, OIE will promptly refer the matter to the appropriate authority and notify the impacted party of the referral in writing.

VI. Discretionary Dismissal

The University of Connecticut may dismiss a complaint if:

- OIE is unable to identify the respondent after taking reasonable steps to do so;
- The respondent is not participating in the University of Connecticut's education program or activity and is not employed by the University of Connecticut;
- OIE obtains the complainant's voluntary withdrawal in writing of any or all of the

allegations, OIE's AVP and/or the Title IX Coordinator decline to initiate a complaint, and OIE determines that, without the complainant's withdrawn allegations, the conduct that remains alleged in the complaint, if any, would not constitute a potential violation of the *Policy*; or

- OIE determines the conduct alleged in the complaint, even if proven, would not constitute a violation of the *Policy*. Before dismissing the complaint, OIE will make reasonable efforts to clarify the allegations with the complainant.

A discretionary dismissal may occur at any point in the grievance proceeding prior to the final determination, including before initiating the formal fact gathering. Any impacted parties will receive notification of dismissal in writing and may request review of a discretionary dismissal, consistent with section XI of these procedures.

VII. Informal Resolution

Where appropriate and available, OIE may offer the parties the option to engage in an informal resolution. There is no expectation that parties elect to participate in the informal resolution process. Further, both parties must agree to engage in the process prior to initiation. Parties may decide to withdraw from the informal resolution process at any time prior to a final resolution, and based on the facts and circumstances, the matter may return to the grievance process described by these procedures. An informal resolution is binding on the parties and is considered a final resolution to the matter.

VIII. Investigation (Fact Gathering)

Where the alleged conduct is within OIE's investigative authority, the impacted party is seeking an investigation, and the report is not otherwise dismissible, OIE will initiate an investigation.^[2] Upon initiating an investigation, OIE will provide written notice to the parties with sufficient time for the parties to prepare a response before any initial interview.

After providing notice, OIE will conduct an adequate, reliable, and impartial investigation into the complaints. The burden is on the investigator – not the parties- to conduct an investigation that gathers sufficient evidence to determine whether a policy violation occurred. As such, OIE maintains full authority to determine whether certain evidence or witnesses are necessary to conduct a thorough investigation.

OIE will provide to a party whose participation is invited or expected, written notice of the date, time, location, participants, and purpose of all meetings or proceedings with sufficient time for the party to prepare to participate. OIE will provide equal opportunity for parties to present information, both inculpatory and exculpatory, and recommend fact witnesses. On a case-by-case basis, OIE may allow for parties to present expert witnesses equally.

At the conclusion of the fact gathering, OIE will provide at least ten (10) days for the parties to review [\[3\]](#) all relevant and not otherwise impermissible evidence, to which the parties may submit a written response for consideration by the decision-maker(s). During the same period, parties will be given the opportunity to submit questions, in writing, to the decision-maker(s), which the decision-maker(s) will review for relevancy prior to the hearing. The decision-maker will explain to the submitting party any decisions to exclude questions based on relevance, impermissibility, lack of clarity, or harassment of another party. Parties will be given a reasonable opportunity to clarify or revise the excluded question(s) prior to the hearing.

The unauthorized disclosure of information and evidence obtained solely through these grievance procedures is prohibited, and OIE will take reasonable steps to prevent and address any disclosures.

IX. Hearing

At the conclusion of the fact gathering, OIE will schedule an administrative hearing where the decision-maker(s) (OIE's AVP, the Title IX Coordinator, investigator, or trained designee) will ask all relevant questions, including their own questions and questions submitted by the parties. The parties, the decision-maker(s), and where applicable the parties' advisors will be invited. Further, witnesses may be invited to participate in the hearing if the decision-maker(s) and/or the parties have relevant questions for the witness(es). The hearing will be recorded for review purposes and will be available to parties, if necessary, to facilitate a request for review.

No party or advisor will be permitted to directly question any party or witness. After the initial round of questions, the decision-maker(s) will suspend the hearing for at least fifteen (15) minutes for the parties to consider and submit any follow-up questions in writing to the decision-

maker(s). The decision-maker(s) will reconvene the hearing and ask all relevant follow-up questions to the appropriate parties.

Any party present at the hearing may be removed from the proceedings for engaging in disruptive or harmful behavior.[\[4\]](#)

The decision-maker(s) may consider a party's level of participation in the hearing process in their determination, but a finding that a party engaged in prohibited conduct under the *Policy* may not be solely based on a party's refusal to participate in the hearing or answer specific questions.

Following the hearing, the decision-maker(s) will objectively consider all relevant evidence obtained during the fact finding and at the hearing, consistent with sections I, III, and IV of these procedures to determine what occurred and whether what occurred constitutes a violation of the *Policy*.

X. Determination

Within ten (10) business days of the hearing, OIE's AVP, the decision-maker(s), or trained designee will issue a written notice of outcome to the parties simultaneously. The notice of outcome will include a description of the allegations, information about the *Policy* and these procedures, the decision-maker's evaluation of the relevant and not otherwise impermissible evidence, the policy determination(s), information on sanctions, referrals, and remedies, and information regarding requests for review. OIE will also notify the Office of the President and/or the Executive Vice President of UConn Health, and any other individual or office that may need to know the information.

The determination regarding responsibility becomes final either on the date that the written determination of the result of any request for review is issued, or, if no party requests review, the date on which the request for review would no longer be considered timely as defined in section XI of this policy.

As applicable, OIE's AVP, the Title IX Coordinator, or designee will coordinate with appropriate management concerning the implementation of remedies, the imposition of any disciplinary sanctions, and take further appropriate action to ensure that violations of the *Policy* do not continue or recur.

XI. Written Response and Request for Review

At the conclusion of OIE's grievance process, outlined above, any party may submit a written response to the outcome. The written response does not constitute a request for review but will be added to and maintained in OIE's files.

Parties may also request a review of OIE's discretionary dismissal or findings. Requests for review must be received by OIE's AVP no later than 5:00 PM (EST) on the tenth (10) business day from the issuance of the written notice of dismissal or outcome. A request for an extension of time beyond ten (10) business days may be granted at the discretion of OIE's AVP or designee.

The grounds for review are limited to: (1) Procedural irregularity that would change the outcome; (2) New evidence that would change the outcome and that was not reasonably available when the determination or dismissal was made; and (3) The investigator, decisionmaker, and/or in matters involving sex-based discrimination, the Title IX Coordinator, had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that would change the outcome.

A party's request for review must identify at least one of the three grounds for review and provide sufficient detail to understand the basis for the request. Mere disagreement with the outcome is not sufficient grounds for review.

Upon receipt of a request for review within the prescribed timelines, OIE's AVP will refer the request and underlying documents to the Panel of Reviewers, which consists of trained faculty, staff, and members of the administration appointed by OIE to serve two-year terms. The Panel of Reviewers will designate one or more members to review the request.

The reviewer(s) will first review the request to determine if at least one of the review grounds is identified. The reviewer(s) has the discretion to deny a request if none of the permissible grounds for review are identified. The reviewer(s) decision to deny a request for failure to identify any of these grounds is deemed final.

If any of the three permissible grounds for review is identified, the role of the reviewer(s) is to evaluate all available evidence and make a recommendation to the President and/or the Executive Vice President of UConn Health, which may include accepting or rejecting one or all of the items contained in the notice of outcome, or any other actions deemed necessary or appropriate in the discretion of the reviewer(s), within twenty (20) business days of the reviewer(s) receipt of the request for review. Extensions of time may be granted by the President and/or the Executive Vice President of UConn Health or their respective designee for good cause.

XII. Related Policies

[Policy Against Discrimination, Harassment, and Related Interpersonal Violence | University Policies \(uconn.edu\)](#) (effective August 1, 2024)

[Affirmative Action & Equal Employment Opportunity, Policy Statement: | University Policies \(uconn.edu\)](#) (effective October 3, 2022)

[People with Disabilities, Policy Statement: | University Policies \(uconn.edu\)](#) (effective November 15, 2011)

[Religious Accommodation Policy | University Policies \(uconn.edu\)](#) (effective August 1, 2018)

[Non-Retaliation Policy | University Policies \(uconn.edu\)](#) (effective October 22, 2021)

[1] Inculpatory evidence is evidence that tends to prove that the respondent engaged in the alleged behavior, while exculpatory evidence is evidence that is favorable to the respondent.

[2] In the absence of a participating complainant, OIE may institutionally initiate an investigation after consideration of the specific facts and circumstances consistent with federal and state law.

[3] To protect the privacy of everyone involved, parties will not be allowed to retain evidence or investigative materials.

[4] Throughout the process, students are subject to the [*Student Code*](#) and employees are subject to the [*Code of Conduct*](#).

Job_ID	Date	Job_Name	Media Source	Ad_Type
216184	02/08/2024	497983 Native American Graves Protection And Repatriation Act (NAGPRA) Coordinator	AAM-US.ORG	Web
218704	04/24/2024	497983 Native American Graves Protection And Repatriation Act (NAGPRA) Coordinator	AAM-US.ORG	Web
222581	09/16/2024	498641 Assistant/Associate Professor	ABILITYJOBS.COM	Web
216170	02/13/2024	498159 Assistant Cooperative Extension Educator in Dairy Management	Academic Careers Online - ACO	Web
224593	11/18/2024	498746 Assistant Professor in Animal Science	Academic Careers Online - ACO	Web
217712	03/18/2024	498260 Financial And Administrative Specialist	Academic Keys	Web
222583	09/16/2024	498484 Assistant Or Associate Extension Professor Of Soil Science And Director	Academic Keys	Web
223314	10/10/2024	498699 Postdoctoral Research Associate	Academic Keys	Web
224064	10/30/2024	498713 State 4-H Program Coordinator	Academic Keys	Web
224683	11/19/2024	498742 - Assistant/Associate Professor	Academic Keys	Web
215761	02/01/2024	HR24-36 - Adjunct Faculty – Management & Entrepreneurship Department	Academy of Management	Web
218585	04/17/2024	498309 Financial Assistant 2	Accounting & Financial Women's Alliance	Web
220748	07/11/2024	498506 Financial Assistant 1	Accounting & Financial Women's Alliance	Web
220759	07/11/2024	498516 Financial Assistant 2	Accounting & Financial Women's Alliance	Web
224290	11/05/2024	498738 - Assistant Finance Director (Finance Manager 2)	Accounting & Financial Women's Alliance	Web
214656	12/18/2023	498037 - Director of SHaW Regional Campus Operations	ACHE.ORG - American College of Healthcare Executives	Web
216444	02/14/2024	498064 Financial And Administrative Specialist, Plant Science And Landscape Architecture	AdministrativeJobs.com Nexxt	Web
217712	03/18/2024	498260 Financial And Administrative Specialist	AdministrativeJobs.com Nexxt	Web
224064	10/30/2024	498713 State 4-H Program Coordinator	AgHires.com	Web
224064	10/30/2024	498713 State 4-H Program Coordinator	AGJobsinHigherEducation.com	Web
214326	12/07/2023	498066 Assistant Professor - Art, Graphic Design	AIGA.ORG	Web
225022	11/26/2024	498789 Mental Health Clinician	American Association for Marriage and Family Therapy - NHCN	Web
214431	12/08/2023	497985 - Assistant or Associate Professor, One Health Approaches to Infectious Diseases	American Association of Immunologists	Web
214635	12/15/2023	498085 Assistant Professor of Arabic	American Association of Teachers Of Arabic	Web
214431	12/08/2023	497985 - Assistant or Associate Professor, One Health Approaches to Infectious Diseases	American Association of Veterinary Laboratory Diagnosticians	Web
214431	12/08/2023	497985 - Assistant or Associate Professor, One Health Approaches to Infectious Diseases	American College of Veterinary Pathologists	Web
221437	08/09/2024	498543 Evening And Weekends Events And Operations Coordinator	American College Personnel Association	Web
214635	12/15/2023	498085 Assistant Professor of Arabic	American Comparative Literature Association	Web
217066	03/07/2024	HR24-45 Adjunct Finance Faculty	American Finance Association	Web
224538	11/18/2024	498770 - Assistant Professor in American Studies	American Historical Association	Web
224538	11/18/2024	498770 - Assistant Professor in American Studies	American Literature Association	Web
220574	07/08/2024	498478 Publicity/Marketing Administrator	American Marketing Association	Web
218222	04/03/2024	497402 Director, Psychiatric Medication Services - APRN	American Psychiatric Nurses Association	Web
213960	12/11/2023	497773 UConn Mental Health Clinician - Psychologist	American Psychological Association	Web
211892	12/01/2023	497873 Assistant Professor of Asian American Literary and Cultural Studies	American Quarterly	Display
214431	12/08/2023	497985 - Assistant or Associate Professor, One Health Approaches to Infectious Diseases	American Society for Microbiology Career Center	Web
214431	12/08/2023	497985 - Assistant or Associate Professor, One Health Approaches to Infectious Diseases	American Society for Virology	Web
223980	10/29/2024	498736 Associate or Full Professor, Native American and Indigenous Studies	American Studies Association	Web
224538	11/18/2024	498770 - Assistant Professor in American Studies	American Studies Association	Web
214431	12/08/2023	497985 - Assistant or Associate Professor, One Health Approaches to Infectious Diseases	American Veterinary Medical Association	Web
221273	08/02/2024	498484 Assistant Or Associate Extension Professor Of Soil Science And Director	Apsnet	Web
218385	04/18/2024	498298 Theater Operations Manager	ArtSearch.TCG.org - Theatre Communications Group	Web
221162	07/25/2024	498298 Theater Operations Manager	ArtSearch.TCG.org - Theatre Communications Group	Web

Job_ID	Date	Job_Name	Media Source	Ad_Type
220574	07/08/2024	498478 Publicity/Marketing Administrator	Asian American Journalists Association	Web
223300	10/09/2024	498421 Assistant Professor In-Residence	Asian American Journalists Association	Web
224538	11/18/2024	498770 - Assistant Professor in American Studies	Asiansinhighered.com	Web
223057	10/03/2024	498667 Director of the Nancy A. Humphreys Institute & Faculty in Residence (Open Rank)	Association for Community Organization & Social Action	Web
223300	10/09/2024	498421 Assistant Professor In-Residence	Association for Education in Journalism and Mass Communication	Web
224307	11/06/2024	HR24-105 - 108 UConn BME Clinical Engineering Internship Program Job Opportunities	Association for the Advancement of Medical Instrumentation	Web
218385	04/18/2024	498298 Theater Operations Manager	Association for Theatre in Higher Education	Web
221162	07/25/2024	498298 Theater Operations Manager	Association for Theatre in Higher Education	Web
218704	04/24/2024	497983 Native American Graves Protection And Repatriation Act (NAGPRA) Coordinator	Association of Academic Museums and Galleries	Web
221437	08/09/2024	498543 Evening And Weekends Events And Operations Coordinator	Association of College Unions Int'l	Web
221437	08/09/2024	498543 Evening And Weekends Events And Operations Coordinator	Association of Collegiate Conference and Events Director International	Web
215667	01/19/2024	498154 Communications Manager (Editor 2)	Association of Public and Land-Grant Universities	Web
221273	08/02/2024	498484 Assistant Or Associate Extension Professor Of Soil Science And Director	Association of Public and Land-Grant Universities	Web
218385	04/17/2024	498298 Theater Operations Manager	backstage.com	Web
218385	04/18/2024	498298 Theater Operations Manager	Black Theatre Network	Web
214315	12/07/2023	498050 Functional Specialist - Training Environments	blacksinhighered.com	Web
221169	07/26/2024	498525 Practicum Education Coordinator (Educational Program Administrator)	blacksinhighered.com	Web
223301	10/21/2024	498697 Administrative Services Specialist II	blacksinhighered.com	Web
224538	11/18/2024	498770 - Assistant Professor in American Studies	blacksinhighered.com	Web
224599	11/15/2024	498761 Senior Educational Program Administrator	blacksinhighered.com	Web
224684	11/19/2024	498767 - Student Services Program Assistant 2	blacksinhighered.com	Web
224683	11/19/2024	498742 - Assistant/Associate Professor	BMES Bulletin	Web
221273	08/02/2024	498484 Assistant Or Associate Extension Professor Of Soil Science And Director	British Ecological Society	Web
213960	12/11/2023	497773 UConn Mental Health Clinician - Psychologist	CAREERBUILDER.COM	Web
214048	12/01/2023	497502_497929 UConn Facilities Operations Openings	CAREERBUILDER.COM	Web
215588	01/18/2024	497229 Maintenance Supervisor 1 - General (Waterbury Campus) - 1 Position	CAREERBUILDER.COM	Web
218222	04/03/2024	497402 Director, Psychiatric Medication Services - APRN	CAREERBUILDER.COM	Web
219120	05/10/2024	498358 UConn Student Health And Wellness Clinical Phlebotomist	CAREERBUILDER.COM	Web
220676	07/09/2024	Skilled Trades Apprentices - Carpentry, Roofing and Glazing	CAREERBUILDER.COM	Web
221167	07/26/2024	498552 Financial Assistant 1	CAREERBUILDER.COM	Web
221723	08/19/2024	498586 Maintenance Supervisor 1 - General (Stamford Campus) - 1 Position	CAREERBUILDER.COM	Web
222260	09/06/2024	497258, 497260 UConn Facilities Openings – Lead PPO, PPO 2	CAREERBUILDER.COM	Web
222837	09/24/2024	498683 Educational Program Assistant 1	CAREERBUILDER.COM	Web
223347	10/16/2024	498644 Water Pollution Control Operator 2	CAREERBUILDER.COM	Web
223687	10/22/2024	498725 Financial Assistant 1	CAREERBUILDER.COM	Web
224842	11/22/2024	498778 Grants and Contracts Assistant, Associate, or Specialist	CAREERBUILDER.COM	Web
215667	01/19/2024	498154 Communications Manager (Editor 2)	Case Website	Web
220574	07/08/2024	498478 Publicity/Marketing Administrator	Case Website	Web
214326	12/07/2023	498066 Assistant Professor - Art, Graphic Design	Chronicle of Higher Education	Web
214897	12/22/2023	498091 Web Communications Manager	Chronicle of Higher Education	Web
215162	01/10/2024	498123 Financial Assistant 1	Chronicle of Higher Education	Web
215667	01/19/2024	498154 Communications Manager (Editor 2)	Chronicle of Higher Education	Web
216170	02/13/2024	498159 Assistant Cooperative Extension Educator in Dairy Management	Chronicle of Higher Education	Web

Job_ID	Date	Job_Name	Media Source	Ad_Type
217750	03/18/2024	498278 Educational Program Assistant 2	Chronicle of Higher Education	Web
217751	03/18/2024	498277 Educational Program Assistant 1	Chronicle of Higher Education	Web
218113	04/02/2024	498290 Assistant Director Of First Year Experience (Curriculum And Instructor Development S	Chronicle of Higher Education	Web
218235	04/04/2024	498293 Assistant Director Of First Year Experience, Student Development Specialist	Chronicle of Higher Education	Web
219421	05/17/2024	498382 Assistant Professor in Residence	Chronicle of Higher Education	Web
220574	07/08/2024	498478 Publicity/Marketing Administrator	Chronicle of Higher Education	Web
220748	07/11/2024	498506 Financial Assistant 1	Chronicle of Higher Education	Web
220759	07/11/2024	498516 Financial Assistant 2	Chronicle of Higher Education	Web
221273	08/02/2024	498484 Assistant Or Associate Extension Professor Of Soil Science And Director	Chronicle of Higher Education	Web
222581	09/16/2024	498641 Assistant/Associate Professor	Chronicle of Higher Education	Web
223300	10/09/2024	498421 Assistant Professor In-Residence	Chronicle of Higher Education	Web
223980	10/29/2024	498736 Associate or Full Professor, Native American and Indigenous Studies	Chronicle of Higher Education	Web
224290	11/05/2024	498738 - Assistant Finance Director (Finance Manager 2)	Chronicle of Higher Education	Web
224538	11/18/2024	498770 - Assistant Professor in American Studies	Chronicle of Higher Education	Web
224593	11/18/2024	498746 Assistant Professor in Animal Science	Chronicle of Higher Education	Web
214326	12/07/2023	498066 Assistant Professor - Art, Graphic Design	College Art Association	Web
218385	04/17/2024	498298 Theater Operations Manager	College Music Society Music Vacancy List	Web
223350	10/10/2024	498682 Outreach Support Coordinator	Connecticut Land Conservation Council	Web
222994	10/02/2024	498655 Student Health and Wellness Nurse - Evenings	Connecticut Nurses Association	Web
213960	12/11/2023	497773 UConn Mental Health Clinician - Psychologist	Connecticut Psychological Association	Web
214656	12/18/2023	498037 - Director of SHaW Regional Campus Operations	Connecticut Public Health Association	Web
223350	10/10/2024	498682 Outreach Support Coordinator	Conservation Job Board	Web
215383	01/12/2024	498102 Director of MSW Program and Assistant/Associate Professor in Residence	Council On Social Work Education	Web
223057	10/03/2024	498667 Director of the Nancy A. Humphreys Institute & Faculty in Residence (Open Rank)	Council On Social Work Education	Web
223319	10/11/2024	HR24-100 Educational Program Coordinator (Temporary University Specialist)	CT Academy of Nutrition and Dietetics	Web
218627	05/08/2024	498214 Chief Research Security Officer	Dice.com Tech Jobs	Web
224538	11/18/2024	498770 - Assistant Professor in American Studies	DisabledInHigherEd.com	Web
221437	08/09/2024	498543 Evening And Weekends Events And Operations Coordinator	disabledperson.com	Web
222581	09/16/2024	498641 Assistant/Associate Professor	disabledperson.com	Web
220597	07/10/2024	498496 Director Of Student Success, Equity, & Inclusion	Diverse Issues in Higher Education	Web
222581	09/16/2024	498641 Assistant/Associate Professor	Diverse Issues in Higher Education	Web
224538	11/18/2024	498770 - Assistant Professor in American Studies	Diverse Issues in Higher Education	Web
224717	11/20/2024	498652 - Director of Health Equity and Access to Care	DIVERSITY.COM	Web
216185	02/08/2024	498180 Business Advisor (Educational Program Administrator)	Diversityinhighereducation.com	Web
216240	02/08/2024	498194 Administrative Coordinator (Administrative Program Support 2)	Diversityinhighereducation.com	Web
216352	02/08/2024	498186 Technical Support Specialist (Computer Support Specialist 2)	Diversityinhighereducation.com	Web
217071	03/08/2024	498207 Business Advisor (Educational Program Administrator)	Diversityinhighereducation.com	Web
218222	04/03/2024	497402 Director, Psychiatric Medication Services - APRN	Diversityinhighereducation.com	Web
219456	05/20/2024	498364 Regional & National Recruitment Specialist, Specialized Master's Programs In Business	Diversityinhighereducation.com	Web
221088	07/24/2024	498504 Project Administrator (Educational Program Coordinator)	Diversityinhighereducation.com	Web
224717	11/20/2024	498652 - Director of Health Equity and Access to Care	Diversityinhighereducation.com	Web
224717	11/20/2024	498652 - Director of Health Equity and Access to Care	DIVERSITYJOBS.COM	Web
214656	12/18/2023	498037 - Director of SHaW Regional Campus Operations	Diversity-Jobs.com	Web

Job_ID	Date	Job_Name	Media Source	Ad_Type
221273	08/02/2024	498484 Assistant Or Associate Extension Professor Of Soil Science And Director	Ecological Society of America	Web
221483	08/08/2024	498561 Research Vessel Engineer - Marine Sciences	gCaptain	Web
214771	12/18/2023	498060 Educational Program Coordinator	Glassdoor.com powered by Indeed	Web
215667	01/19/2024	498154 Communications Manager (Editor 2)	Glassdoor.com powered by Indeed	Web
217785	03/20/2024	498195 Project Manager (Research Assistant 3)	Glassdoor.com powered by Indeed	Web
222581	09/16/2024	498641 Assistant/Associate Professor	Glassdoor.com powered by Indeed	Web
215588	01/18/2024	497229 Maintenance Supervisor 1 - General (Waterbury Campus) - 1 Position	Hartford Courant	Web
221723	08/19/2024	498586 Maintenance Supervisor 1 - General (Stamford Campus) - 1 Position	Hartford Courant	Web
222260	09/22/2024	497258, 497260 UConn Facilities Openings – Lead PPO, PPO 2	Hartford Courant	Line Ad
214326	01/04/2024	498066 Assistant Professor - Art, Graphic Design	HIGHEREDJOBS.COM	Web
215154	01/04/2024	498042 Executive Assistant To The Campus Dean	HIGHEREDJOBS.COM	Web
215665	01/19/2024	498146 Service Desk Administrator (Computer Support Technician 1)	HIGHEREDJOBS.COM	Web
215667	01/19/2024	498154 Communications Manager (Editor 2)	HIGHEREDJOBS.COM	Web
216170	02/13/2024	498159 Assistant Cooperative Extension Educator in Dairy Management	HIGHEREDJOBS.COM	Web
216240	02/08/2024	498194 Administrative Coordinator (Administrative Program Support 2)	HIGHEREDJOBS.COM	Web
216352	02/08/2024	498186 Technical Support Specialist (Computer Support Specialist 2)	HIGHEREDJOBS.COM	Web
216444	02/14/2024	498064 Financial And Administrative Specialist, Plant Science And Landscape Architecture	HIGHEREDJOBS.COM	Web
217071	03/08/2024	498207 Business Advisor (Educational Program Administrator)	HIGHEREDJOBS.COM	Web
217712	03/18/2024	498260 Financial And Administrative Specialist	HIGHEREDJOBS.COM	Web
218113	04/02/2024	498290 Assistant Director Of First Year Experience (Curriculum And Instructor Development S	HIGHEREDJOBS.COM	Web
218222	04/03/2024	497402 Director, Psychiatric Medication Services - APRN	HIGHEREDJOBS.COM	Web
218623	04/17/2024	498321 Administrative Coordinator, Office Of Diversity Initiatives	HIGHEREDJOBS.COM	Web
219303	05/17/2024	498313 RISE Program Coordinator, Waterbury Campus	HIGHEREDJOBS.COM	Web
219421	05/17/2024	498382 Assistant Professor in Residence	HIGHEREDJOBS.COM	Web
219456	05/20/2024	498364 Regional & National Recruitment Specialist, Specialized Master's Programs In Business	HIGHEREDJOBS.COM	Web
219830	06/03/2024	498407 Head Women's Diving Coach (Specialist 1A)	HIGHEREDJOBS.COM	Web
220574	07/08/2024	498478 Publicity/Marketing Administrator	HIGHEREDJOBS.COM	Web
220575	07/09/2024	498475 Director, Office Of Student Care And Concern	HIGHEREDJOBS.COM	Web
220596	07/09/2024	498175 Weekend Custodian	HIGHEREDJOBS.COM	Web
220597	07/09/2024	498496 Director Of Student Success, Equity, & Inclusion	HIGHEREDJOBS.COM	Web
220889	07/16/2024	HR24-80 Temporary University Specialist [Graduate Career Counselor]	HIGHEREDJOBS.COM	Web
221088	07/24/2024	498504 Project Administrator (Educational Program Coordinator)	HIGHEREDJOBS.COM	Web
221437	08/09/2024	498543 Evening And Weekends Events And Operations Coordinator	HIGHEREDJOBS.COM	Web
221528	08/16/2024	HR24-88 Temporary University Specialist	HIGHEREDJOBS.COM	Web
221936	09/03/2024	498436 Research Development Professional	HIGHEREDJOBS.COM	Web
222230	09/04/2024	498444 Recruitment and Admissions Coordinator (Admissions Officer 2)- MBA Programs	HIGHEREDJOBS.COM	Web
223281	10/07/2024	498635 Academic Advisor 1	HIGHEREDJOBS.COM	Web
223300	10/09/2024	498421 Assistant Professor In-Residence	HIGHEREDJOBS.COM	Web
223314	10/10/2024	498699 Postdoctoral Research Associate	HIGHEREDJOBS.COM	Web
223321	10/09/2024	498636 Student Welfare Specialist	HIGHEREDJOBS.COM	Web
223366	10/09/2024	498629 Academic Advisor 2	HIGHEREDJOBS.COM	Web
224064	10/30/2024	498713 State 4-H Program Coordinator	HIGHEREDJOBS.COM	Web
224211	11/04/2024	498315 Student Services Program Assistant 2	HIGHEREDJOBS.COM	Web

Job_ID	Date	Job_Name	Media Source	Ad_Type
224290	11/05/2024	498738 - Assistant Finance Director (Finance Manager 2)	HIGHEREDJOBS.COM	Web
224417	11/12/2024	498754 Residence Hall Director	HIGHEREDJOBS.COM	Web
224593	11/18/2024	498746 Assistant Professor in Animal Science	HIGHEREDJOBS.COM	Web
224683	11/19/2024	498742 - Assistant/Associate Professor	HIGHEREDJOBS.COM	Web
222581	09/17/2024	498641 Assistant/Associate Professor	HireBlack.com	Web
214315	12/07/2023	498050 Functional Specialist - Training Environments	Hispanicsinhighered.com	Web
221169	07/26/2024	498525 Practicum Education Coordinator (Educational Program Administrator)	Hispanicsinhighered.com	Web
223301	10/21/2024	498697 Administrative Services Specialist II	Hispanicsinhighered.com	Web
224538	11/18/2024	498770 - Assistant Professor in American Studies	Hispanicsinhighered.com	Web
224599	11/15/2024	498761 Senior Educational Program Administrator	Hispanicsinhighered.com	Web
224684	11/19/2024	498767 - Student Services Program Assistant 2	Hispanicsinhighered.com	Web
214635	12/15/2023	498085 Assistant Professor of Arabic	H-net -- Humanities & Social Sciences	Web
214771	12/18/2023	498060 Educational Program Coordinator	Idealist.org --action Without Borders, Inc.	Web
217816	03/19/2024	498269 Administrative Program Support 1	Idealist.org --action Without Borders, Inc.	Web
224683	11/19/2024	498742 - Assistant/Associate Professor	Ieee Engineering in Medicine and Biology	Web
214315	12/07/2023	498050 Functional Specialist - Training Environments	INDEED.COM	Web
214395	12/07/2023	498064 - Business Operations Specialist 1, Plant Science And Landscape Architecture	INDEED.COM	Web
214771	12/18/2023	498060 Educational Program Coordinator	INDEED.COM	Web
214792	12/18/2023	498104 - Educational Program Assistant 2	INDEED.COM	Web
214876	12/18/2023	498112 Educational Program Coordinator	INDEED.COM	Web
214896	12/22/2023	498041 UConn SHaW RN Coordinator - Regional Campuses	INDEED.COM	Web
214897	12/22/2023	498091 Web Communications Manager	INDEED.COM	Web
214918	01/10/2024	HR24-23 Training, Learning, and Outreach Facilitator	INDEED.COM	Web
215152	01/04/2024	498118 Financial Assistant 1	INDEED.COM	Web
215162	01/10/2024	498123 Financial Assistant 1	INDEED.COM	Web
215383	01/12/2024	498102 Director of MSW Program and Assistant/Associate Professor in Residence	INDEED.COM	Web
215666	01/19/2024	498143 Educational Program Coordinator	INDEED.COM	Web
215667	01/19/2024	498154 Communications Manager (Editor 2)	INDEED.COM	Web
215798	01/25/2024	498141 - Administrative Program Support, Vergnano Institute for Inclusion	INDEED.COM	Web
216018	02/01/2024	498164 Program Assistant, Engineering Graduate Programs	INDEED.COM	Web
216208	01/31/2024	497866 Finance And Office Manager (Administrative Program Support 4), CSE	INDEED.COM	Web
216359	02/08/2024	497978 Financial Assistant 1 Or 2	INDEED.COM	Web
216444	02/14/2024	498064 Financial And Administrative Specialist, Plant Science And Landscape Architecture	INDEED.COM	Web
216480	02/29/2024	HR24-46 Business Advisor (Temporary Position)	INDEED.COM	Web
216493	02/14/2024	498212 Administrative Program Support 2 Or 3	INDEED.COM	Web
217712	03/18/2024	498260 Financial And Administrative Specialist	INDEED.COM	Web
217750	03/18/2024	498278 Educational Program Assistant 2	INDEED.COM	Web
217751	03/18/2024	498277 Educational Program Assistant 1	INDEED.COM	Web
217816	03/19/2024	498269 Administrative Program Support 1	INDEED.COM	Web
218585	04/18/2024	498309 Financial Assistant 2	INDEED.COM	Web
218586	04/16/2024	498326 Educational Program Administrator	INDEED.COM	Web
218835	04/30/2024	HR24-63 Technology Technician (Temporary Position)	INDEED.COM	Web
219457	05/21/2024	498366 Theatre Company/House Manager	INDEED.COM	Web

Job_ID	Date	Job_Name	Media Source	Ad_Type
220596	07/09/2024	498175 Weekend Custodian	INDEED.COM	Web
220748	07/11/2024	498506 Financial Assistant 1	INDEED.COM	Web
220759	07/11/2024	498516 Financial Assistant 2	INDEED.COM	Web
220889	07/17/2024	HR24-80 Temporary University Specialist [Graduate Career Counselor]	INDEED.COM	Web
221167	07/26/2024	498552 Financial Assistant 1	INDEED.COM	Web
221284	07/31/2024	498501 Histotechnician, Laboratory Technician II	INDEED.COM	Web
221342	08/01/2024	HR24-85 Temporary University Specialist	INDEED.COM	Web
221482	08/08/2024	498440 Research Vessel Mate, Marine Sciences	INDEED.COM	Web
221483	08/08/2024	498561 Research Vessel Engineer - Marine Sciences	INDEED.COM	Web
221723	08/19/2024	498586 Maintenance Supervisor 1 - General (Stamford Campus) - 1 Position	INDEED.COM	Web
221809	08/22/2024	498554 Administrative Program Support 1	INDEED.COM	Web
222229	09/06/2024	498613 Administrative Program Support 1 - NIUVT	INDEED.COM	Web
222260	09/06/2024	497258, 497260 UConn Facilities Openings – Lead PPO, PPO 2	INDEED.COM	Web
222353	09/07/2024	498602 IMS Grants and Contracts Associate	INDEED.COM	Web
222581	09/16/2024	498641 Assistant/Associate Professor	INDEED.COM	Web
222746	09/20/2024	HR24-93 Temporary University Specialist	INDEED.COM	Web
222837	09/24/2024	498683 Educational Program Assistant 1	INDEED.COM	Web
222910	09/26/2024	(HR24-98) Temporary University Specialist	INDEED.COM	Web
222994	10/02/2024	498655 Student Health and Wellness Nurse - Evenings	INDEED.COM	Web
223057	10/03/2024	498667 Director of the Nancy A. Humphreys Institute & Faculty in Residence (Open Rank)	INDEED.COM	Web
223301	10/21/2024	498697 Administrative Services Specialist II	INDEED.COM	Web
223347	10/16/2024	498644 Water Pollution Control Operator 2	INDEED.COM	Web
223350	10/10/2024	498682 Outreach Support Coordinator	INDEED.COM	Web
223687	10/22/2024	498725 Financial Assistant 1	INDEED.COM	Web
224538	11/18/2024	498770 - Assistant Professor in American Studies	INDEED.COM	Web
224599	11/15/2024	498761 Senior Educational Program Administrator	INDEED.COM	Web
224684	11/19/2024	498767 - Student Services Program Assistant 2	INDEED.COM	Web
224842	11/22/2024	498778 Grants and Contracts Assistant, Associate, or Specialist	INDEED.COM	Web
223300	10/09/2024	498421 Assistant Professor In-Residence	Indigenous Journalists Association	Web
222581	09/16/2024	498641 Assistant/Associate Professor	INSIDEHIGHERED.COM	Web
222837	09/24/2024	498683 Educational Program Assistant 1	INSIDEHIGHERED.COM	Web
223300	10/09/2024	498421 Assistant Professor In-Residence	INSIDEHIGHERED.COM	Web
224538	11/18/2024	498770 - Assistant Professor in American Studies	INSIDEHIGHERED.COM	Web
224842	11/22/2024	498778 Grants and Contracts Assistant, Associate, or Specialist	INSIDEHIGHERED.COM	Web
221437	08/09/2024	498543 Evening And Weekends Events And Operations Coordinator	Job Opportunities for DisABLED Veterans	Web
222581	09/16/2024	498641 Assistant/Associate Professor	Job Opportunities for DisABLED Veterans	Web
214635	12/15/2023	498085 Assistant Professor of Arabic	JOBS.AC.UK	Web
221437	08/09/2024	498543 Evening And Weekends Events And Operations Coordinator	JobSpider.com	Web
222581	09/16/2024	498641 Assistant/Associate Professor	JobSpider.com	Web
214326	12/07/2023	498066 Assistant Professor - Art, Graphic Design	Journal of Blacks in Higher Education	Web
220574	07/08/2024	498478 Publicity/Marketing Administrator	Journalism Next.com	Web
215667	01/19/2024	498154 Communications Manager (Editor 2)	JOURNALISMJOBS.COM	Web
223300	10/09/2024	498421 Assistant Professor In-Residence	JOURNALISMJOBS.COM	Web

Job_ID	Date	Job_Name	Media Source	Ad_Type
224538	11/18/2024	498770 - Assistant Professor in American Studies	LGBTinHigherEd.com	Web
214315	12/07/2023	498050 Functional Specialist - Training Environments	LINKEDIN	Web
214341	12/07/2023	498048 Senior Grants And Contracts Specialist	LINKEDIN	Web
214342	12/08/2023	498039 IRB Specialist (Administrative Program Support 4)	LINKEDIN	Web
214343	12/08/2023	498049 Grants And Contracts Assistant	LINKEDIN	Web
214395	12/07/2023	498064 - Business Operations Specialist 1, Plant Science And Landscape Architecture	LINKEDIN	Web
214469	12/08/2023	498018 IRB Program Manager (Administrative Program Manager 3)	LINKEDIN	Web
214521	12/11/2023	498055 - Cash Management Assistant (Financial Assistant 1 or 2	LINKEDIN	Web
214657	12/15/2023	498036 - COR2E Program Manager (Administrative Program Manager 1)	LINKEDIN	Web
214792	12/18/2023	498104 - Educational Program Assistant 2	LINKEDIN	Web
214876	12/18/2023	498112 Educational Program Coordinator	LINKEDIN	Web
214883	12/18/2023	497715 - Assistant Director Of Post-Award Services (Senior Grants & Contracts Manager)	LINKEDIN	Web
214886	12/27/2023	498038 COR2E Biosupply Coordinator	LINKEDIN	Web
214897	12/22/2023	498091 Web Communications Manager	LINKEDIN	Web
214918	01/10/2024	HR24-23 Training, Learning, and Outreach Facilitator	LINKEDIN	Web
214949	12/29/2023	497941 Program Assistant	LINKEDIN	Web
215152	01/04/2024	498118 Financial Assistant 1	LINKEDIN	Web
215161	01/11/2024	498103 Senior Contracts Specialist	LINKEDIN	Web
215162	01/10/2024	498123 Financial Assistant 1	LINKEDIN	Web
215376	01/12/2024	498098 Financial Assistant 2	LINKEDIN	Web
215458	01/22/2024	498100 SPS Process Improvement Manager	LINKEDIN	Web
215665	01/19/2024	498146 Service Desk Administrator (Computer Support Technician 1)	LINKEDIN	Web
215666	01/19/2024	498143 Educational Program Coordinator	LINKEDIN	Web
215667	01/19/2024	498154 Communications Manager (Editor 2)	LINKEDIN	Web
215743	01/26/2024	498097 - Post-Award Grants and Contracts Specialist or Senior Specialist (Open Rank)	LINKEDIN	Web
216185	02/08/2024	498180 Business Advisor (Educational Program Administrator)	LINKEDIN	Web
216240	02/08/2024	498194 Administrative Coordinator (Administrative Program Support 2)	LINKEDIN	Web
216352	02/08/2024	498186 Technical Support Specialist (Computer Support Specialist 2)	LINKEDIN	Web
216444	02/14/2024	498064 Financial And Administrative Specialist, Plant Science And Landscape Architecture	LINKEDIN	Web
216480	02/29/2024	HR24-46 Business Advisor (Temporary Position)	LINKEDIN	Web
216486	02/08/2024	498018 IRB Program Manager (Administrative Program Manager 3)	LINKEDIN	Web
216487	02/16/2024	497278 Director Of Venture Development (University Staff Professional 1)	LINKEDIN	Web
217606	03/12/2024	498048 Senior Grants And Contracts Specialist	LINKEDIN	Web
217657	03/13/2024	498055 Cash Management Assistant (Financial Assistant 1 Or 2)	LINKEDIN	Web
217712	03/18/2024	498260 Financial And Administrative Specialist	LINKEDIN	Web
217816	03/19/2024	498269 Administrative Program Support 1	LINKEDIN	Web
217985	03/22/2024	498039 IRB Specialist (Administrative Program Support 4)	LINKEDIN	Web
218222	04/03/2024	497402 Director, Psychiatric Medication Services - APRN	LINKEDIN	Web
218235	04/04/2024	498293 Assistant Director Of First Year Experience, Student Development Specialist	LINKEDIN	Web
218586	04/16/2024	498326 Educational Program Administrator	LINKEDIN	Web
218623	04/17/2024	498321 Administrative Coordinator, Office Of Diversity Initiatives	LINKEDIN	Web
218627	05/08/2024	498214 Chief Research Security Officer	LINKEDIN	Web
218835	04/30/2024	HR24-63 Technology Technician (Temporary Position)	LINKEDIN	Web

Job_ID	Date	Job_Name	Media Source	Ad_Type
219191	05/09/2024	498216 IACUC Specialist -	LINKEDIN	Web
219456	05/20/2024	498364 Regional & National Recruitment Specialist, Specialized Master's Programs In Business	LINKEDIN	Web
219738	05/31/2024	498018 IRB Program Manager (Administrative Program Manager 3)	LINKEDIN	Web
219755	05/30/2024	498103 Senior Contracts Specialist	LINKEDIN	Web
219815	06/04/2024	498097 Post-Award Grants And Contracts Specialist Or Senior Specialist (Open Rank)	LINKEDIN	Web
220109	06/17/2024	498098 Financial Assistant 2	LINKEDIN	Web
220574	07/08/2024	498478 Publicity/Marketing Administrator	LINKEDIN	Web
220889	07/16/2024	HR24-80 Temporary University Specialist [Graduate Career Counselor]	LINKEDIN	Web
221075	07/22/2024	498541 Business Operations Specialist 1	LINKEDIN	Web
221088	07/24/2024	498504 Project Administrator (Educational Program Coordinator)	LINKEDIN	Web
221157	07/26/2024	498532 Minority Business Growth Program Facilitator (Educational Program Administrator)	LINKEDIN	Web
221158	07/26/2024	498536 Business Advisor (Educational Program Administrator)	LINKEDIN	Web
221167	07/26/2024	498552 Financial Assistant 1	LINKEDIN	Web
221437	08/09/2024	498543 Evening And Weekends Events And Operations Coordinator	LINKEDIN	Web
221455	08/06/2024	498572 Financial Assistant 2 - Sea Grant Program	LINKEDIN	Web
221483	08/08/2024	498561 Research Vessel Engineer - Marine Sciences	LINKEDIN	Web
221528	08/16/2024	HR24-88 Temporary University Specialist	LINKEDIN	Web
221573	08/15/2024	HR24-78 Clinical Application Analyst	LINKEDIN	Web
221693	08/23/2024	498568 Operations & Administrative Coordinator (Administrative Program Support 3)	LINKEDIN	Web
221809	08/22/2024	498554 Administrative Program Support 1	LINKEDIN	Web
222123	08/28/2024	498097 Post-Award Grants and Contracts Specialist or Senior Specialist (Open Rank)	LINKEDIN	Web
222229	09/06/2024	498613 Administrative Program Support 1 - NIUVT	LINKEDIN	Web
222230	09/04/2024	498444 Recruitment and Admissions Coordinator (Admissions Officer 2)- MBA Programs	LINKEDIN	Web
222353	09/07/2024	498602 IMS Grants and Contracts Associate	LINKEDIN	Web
222837	09/24/2024	498683 Educational Program Assistant 1	LINKEDIN	Web
222918	10/03/2024	498637 Assistant/Associate Professor, Computer Engineering/Microelectronics	LINKEDIN	Web
222966	10/01/2024	H\$24-96 Temporary University Specialist [Procurement Services Program Specialist]	LINKEDIN	Web
222967	09/30/2024	(HR24-97) Temporary University Specialist [Business Advising Specialist]	LINKEDIN	Web
223207	10/04/2024	498686 Professor and Department Head, Electrical and Computer Engineering	LINKEDIN	Web
223300	10/09/2024	498421 Assistant Professor In-Residence	LINKEDIN	Web
223350	10/10/2024	498682 Outreach Support Coordinator	LINKEDIN	Web
223355	10/10/2024	498673 Director, Research Compliance-Animal Research and Safety	LINKEDIN	Web
223366	10/09/2024	498629 Academic Advisor 2	LINKEDIN	Web
223466	10/11/2024	498694 Pre-Award Specialist- Faculty Shared Services	LINKEDIN	Web
223687	10/22/2024	498725 Financial Assistant 1	LINKEDIN	Web
223876	10/24/2024	498701 Multimedia Strategist	LINKEDIN	Web
224061	10/30/2024	498716 Financial Aid Officer (Federal & Special Programs)	LINKEDIN	Web
224064	10/30/2024	498713 State 4-H Program Coordinator	LINKEDIN	Web
224065	10/30/2024	498698 Director of Conflicts of Interest & Research Integrity	LINKEDIN	Web
224599	11/15/2024	498761 Senior Educational Program Administrator	LINKEDIN	Web
224684	11/19/2024	498767 - Student Services Program Assistant 2	LINKEDIN	Web
224842	11/22/2024	498778 Grants and Contracts Assistant, Associate, or Specialist	LINKEDIN	Web
224900	11/25/2024	498686 - Professor and Department Head, Electrical and Computer Engineering	LINKEDIN	Web

Job_ID	Date	Job_Name	Media Source	Ad_Type
217712	03/18/2024	498260 Financial And Administrative Specialist	LinkedIn Professional Groups	Web
214048	12/09/2023	497502_497929 UConn Facilities Operations Openings	Manchester Journal Inquirer	Line Ad
220596	07/13/2024	498175 Weekend Custodian	Manchester Journal Inquirer	Line Ad
220676	07/13/2024	Skilled Trades Apprentices - Carpentry, Roofing and Glazing	Manchester Journal Inquirer	Line Ad
222260	09/21/2024	497258, 497260 UConn Facilities Openings – Lead PPO, PPO 2	Manchester Journal Inquirer	Line Ad
223347	10/19/2024	498644 Water Pollution Control Operator 2	Manchester Journal Inquirer	Line Ad
221273	08/02/2024	498484 Assistant Or Associate Extension Professor Of Soil Science And Director	MANRRS.ORG	Web
223319	10/11/2024	HR24-100 Educational Program Coordinator (Temporary University Specialist)	Massachusetts Academy of Nutrition and Dietetics	Web
223300	10/09/2024	498421 Assistant Professor In-Residence	Media Job Board	Web
215667	01/19/2024	498154 Communications Manager (Editor 2)	MEDIABISTRO.COM	Web
214635	12/15/2023	498085 Assistant Professor of Arabic	Mesa Newsletter	Web
214896	12/22/2023	498041 UConn SHaW RN Coordinator - Regional Campuses	MINORITYNURSE.com	Web
222994	10/02/2024	498655 Student Health and Wellness Nurse - Evenings	MINORITYNURSE.com	Web
214635	12/15/2023	498085 Assistant Professor of Arabic	Modern Language Association - MLA	Web
219421	05/17/2024	498382 Assistant Professor in Residence	Modern Language Association - MLA	Web
224538	11/18/2024	498770 - Assistant Professor in American Studies	Modern Language Association - MLA	Web
214048	12/01/2023	497502_497929 UConn Facilities Operations Openings	MONSTER.COM	Web
215588	01/18/2024	497229 Maintenance Supervisor 1 - General (Waterbury Campus) - 1 Position	MONSTER.COM	Web
218585	04/18/2024	498309 Financial Assistant 2	MONSTER.COM	Web
220596	07/09/2024	498175 Weekend Custodian	MONSTER.COM	Web
220676	07/09/2024	Skilled Trades Apprentices - Carpentry, Roofing and Glazing	MONSTER.COM	Web
221167	07/26/2024	498552 Financial Assistant 1	MONSTER.COM	Web
221284	07/31/2024	498501 Histotechnician, Laboratory Technician II	MONSTER.COM	Web
221723	08/19/2024	498586 Maintenance Supervisor 1 - General (Stamford Campus) - 1 Position	MONSTER.COM	Web
222837	09/24/2024	498683 Educational Program Assistant 1	MONSTER.COM	Web
223687	10/22/2024	498725 Financial Assistant 1	MONSTER.COM	Web
224842	11/22/2024	498778 Grants and Contracts Assistant, Associate, or Specialist	MONSTER.COM	Web
218385	04/17/2024	498298 Theater Operations Manager	Musical America Worldwide	Web
223300	10/09/2024	498421 Assistant Professor In-Residence	NABJ Journal	Web
219303	05/17/2024	498313 RISE Program Coordinator, Waterbury Campus	NAME Job Bank	Web
215383	01/12/2024	498102 Director of MSW Program and Assistant/Associate Professor in Residence	NASW - Ct Chapter	Web
215383	01/12/2024	498102 Director of MSW Program and Assistant/Associate Professor in Residence	NASW Massachusetts	Web
223057	10/03/2024	498667 Director of the Nancy A. Humphreys Institute & Faculty in Residence (Open Rank)	NASW Massachusetts	Web
215383	01/12/2024	498102 Director of MSW Program and Assistant/Associate Professor in Residence	Nasw News	Web
223057	10/03/2024	498667 Director of the Nancy A. Humphreys Institute & Faculty in Residence (Open Rank)	Nasw News	Web
223281	10/07/2024	498635 Academic Advisor 1	National Academic Advising Association	Web
214326	12/07/2023	498066 Assistant Professor - Art, Graphic Design	National Association of Asian American Professionals	Web
215383	01/12/2024	498102 Director of MSW Program and Assistant/Associate Professor in Residence	National Association of Black Social Workers, Inc	Web
223057	10/03/2024	498667 Director of the Nancy A. Humphreys Institute & Faculty in Residence (Open Rank)	National Association of Black Social Workers, Inc	Web
223300	10/09/2024	498421 Assistant Professor In-Residence	National Association of Hispanic Journalists	Web
221936	09/03/2024	498436 Research Development Professional	National Council of University Research Administrators	Web
223350	10/10/2024	498682 Outreach Support Coordinator	National Council of University Research Administrators	Web
221936	09/03/2024	498436 Research Development Professional	National Grants Management Association	Web

Job_ID	Date	Job_Name	Media Source	Ad_Type
223300	10/09/2024	498421 Assistant Professor In-Residence	National Lesbian and Gay Journalists Association	Web
224538	11/18/2024	498770 - Assistant Professor in American Studies	National Women's Studies Association	Web
218704	04/24/2024	497983 Native American Graves Protection And Repatriation Act (NAGPRA) Coordinator	Native American and Indigenous Studies Association	Web
223980	10/29/2024	498736 Associate or Full Professor, Native American and Indigenous Studies	Native American and Indigenous Studies Association	Web
224538	11/18/2024	498770 - Assistant Professor in American Studies	NativeAmericansInHigherEd.com	Web
216184	02/08/2024	497983 Native American Graves Protection And Repatriation Act (NAGPRA) Coordinator	NEMAJOB	Web
218704	04/24/2024	497983 Native American Graves Protection And Repatriation Act (NAGPRA) Coordinator	NEMAJOB	Web
224307	11/06/2024	HR24-105 - 108 UConn BME Clinical Engineering Internship Program Job Opportunities	New England Society of Clinical Engineering	Web
222260	09/22/2024	497258, 497260 UConn Facilities Openings – Lead PPO, PPO 2	New London Day	Line Ad
223347	10/20/2024	498644 Water Pollution Control Operator 2	New London Day	Line Ad
214395	12/07/2023	498064 - Business Operations Specialist 1, Plant Science And Landscape Architecture	Nexxt	Web
214048	12/10/2023	497502_497929 UConn Facilities Operations Openings	Norwich Bulletin	Line Ad
214048	12/13/2023	497502_497929 UConn Facilities Operations Openings	Norwich Bulletin	Line Ad
220596	07/13/2024	498175 Weekend Custodian	Norwich Bulletin	Line Ad
220596	07/14/2024	498175 Weekend Custodian	Norwich Bulletin	Line Ad
220676	07/13/2024	Skilled Trades Apprentices - Carpentry, Roofing and Glazing	Norwich Bulletin	Line Ad
220676	07/14/2024	Skilled Trades Apprentices - Carpentry, Roofing and Glazing	Norwich Bulletin	Line Ad
222260	09/21/2024	497258, 497260 UConn Facilities Openings – Lead PPO, PPO 2	Norwich Bulletin	Line Ad
222260	09/22/2024	497258, 497260 UConn Facilities Openings – Lead PPO, PPO 2	Norwich Bulletin	Line Ad
223347	10/19/2024	498644 Water Pollution Control Operator 2	Norwich Bulletin	Line Ad
223347	10/20/2024	498644 Water Pollution Control Operator 2	Norwich Bulletin	Line Ad
224307	11/06/2024	HR24-105 - 108 UConn BME Clinical Engineering Internship Program Job Opportunities	Physiciansjobsplus	Web
221273	08/02/2024	498484 Assistant Or Associate Extension Professor Of Soil Science And Director	Phytobiomes.org	Web
219738	05/31/2024	498018 IRB Program Manager (Administrative Program Manager 3)	Public Responsibility in Medicine and Research - NHCN	Web
223319	10/11/2024	HR24-100 Educational Program Coordinator (Temporary University Specialist)	Rhode Island Academy of Nutrition & Dietetics	Web
214431	01/08/2024	497985 - Assistant or Associate Professor, One Health Approaches to Infectious Diseases	Science Magazine - www.postandgo.org	Web
214431	12/08/2023	497985 - Assistant or Associate Professor, One Health Approaches to Infectious Diseases	Science Magazine - www.postandgo.org	Web
221273	08/02/2024	498484 Assistant Or Associate Extension Professor Of Soil Science And Director	Science Societies Career Center	Web
222583	09/16/2024	498484 Assistant Or Associate Extension Professor Of Soil Science And Director	Science Societies Career Center	Web
216184	02/08/2024	497983 Native American Graves Protection And Repatriation Act (NAGPRA) Coordinator	Society for American Archaeology	Web
218704	04/24/2024	497983 Native American Graves Protection And Repatriation Act (NAGPRA) Coordinator	Society for American Archaeology	Web
216184	02/08/2024	497983 Native American Graves Protection And Repatriation Act (NAGPRA) Coordinator	Society for Historical Archaeology	Web
218704	04/24/2024	497983 Native American Graves Protection And Repatriation Act (NAGPRA) Coordinator	Society for Historical Archaeology	Web
215383	01/12/2024	498102 Director of MSW Program and Assistant/Associate Professor in Residence	Society for Social Work & Research	Web
223057	10/03/2024	498667 Director of the Nancy A. Humphreys Institute & Faculty in Residence (Open Rank)	Society for Social Work & Research	Web
221273	08/02/2024	498484 Assistant Or Associate Extension Professor Of Soil Science And Director	Society for the Advancement of Chicanos & Native Americans in	Web
221273	08/02/2024	498484 Assistant Or Associate Extension Professor Of Soil Science And Director	Soil and Water Conservation Society	Web
221723	08/19/2024	498586 Maintenance Supervisor 1 - General (Stamford Campus) - 1 Position	Stamford Daily Voice	Web
224211	11/04/2024	498315 Student Services Program Assistant 2	STUDENTAFFAIRS.COM	Web
221437	08/09/2024	498543 Evening And Weekends Events And Operations Coordinator	TalentAlly	Web
224717	11/20/2024	498652 - Director of Health Equity and Access to Care	TalentAlly	Web
214431	12/08/2023	497985 - Assistant or Associate Professor, One Health Approaches to Infectious Diseases	United States Animal Health Association	Web
218385	04/18/2024	498298 Theater Operations Manager	United States Institute for Theatre Technology -sightlines	Web

Job_ID	Date	Job_Name	Media Source	Ad_Type
221162	07/24/2024	498298 Theater Operations Manager	United States Institute for Theatre Technology -sightlines	Web
213960	12/11/2023	497773 UConn Mental Health Clinician - Psychologist	University Counseling Jobs (formally Positions in Counseling Cen	Web
218222	04/03/2024	497402 Director, Psychiatric Medication Services - APRN	University Counseling Jobs (formally Positions in Counseling Cen	Web
218385	04/17/2024	498298 Theater Operations Manager	University Resident Theatre Association	Web
220574	07/08/2024	498478 Publicity/Marketing Administrator	Universityjobs.com - Americareers.com	Web
221437	08/09/2024	498543 Evening And Weekends Events And Operations Coordinator	US Diversity Job Search SEARCHBOX	Web
222581	09/16/2024	498641 Assistant/Associate Professor	US Diversity Job Search SEARCHBOX	Web
214048	12/01/2023	497502_497929 UConn Facilities Operations Openings	Veterans Enterprise	Web
224538	11/18/2024	498770 - Assistant Professor in American Studies	VeteransInHigherEd.com	Web
214949	12/30/2023	497941 Program Assistant	Waterbury Republican	Line Ad
214048	12/09/2023	497502_497929 UConn Facilities Operations Openings	Willimantic Chronicle	Display
220596	07/13/2024	498175 Weekend Custodian	Willimantic Chronicle	Display
220676	07/13/2024	Skilled Trades Apprentices - Carpentry, Roofing and Glazing	Willimantic Chronicle	Display
222260	09/21/2024	497258, 497260 UConn Facilities Openings – Lead PPO, PPO 2	Willimantic Chronicle	Display
223347	10/19/2024	498644 Water Pollution Control Operator 2	Willimantic Chronicle	Display
223347	11/02/2024	498644 Water Pollution Control Operator 2	Willimantic Chronicle	Display
214315	12/07/2023	498050 Functional Specialist - Training Environments	Women in Higher Education - John Wiley & Sons	Web
216170	02/13/2024	498159 Assistant Cooperative Extension Educator in Dairy Management	Women in Higher Education - John Wiley & Sons	Web
221169	07/26/2024	498525 Practicum Education Coordinator (Educational Program Administrator)	Women in Higher Education - John Wiley & Sons	Web
221273	08/02/2024	498484 Assistant Or Associate Extension Professor Of Soil Science And Director	Women in Higher Education - John Wiley & Sons	Web
223301	10/21/2024	498697 Administrative Services Specialist II	Women in Higher Education - John Wiley & Sons	Web
224593	11/18/2024	498746 Assistant Professor in Animal Science	Women in Higher Education - John Wiley & Sons	Web
224599	11/15/2024	498761 Senior Educational Program Administrator	Women in Higher Education - John Wiley & Sons	Web
224684	11/19/2024	498767 - Student Services Program Assistant 2	Women in Higher Education - John Wiley & Sons	Web
224538	11/18/2024	498770 - Assistant Professor in American Studies	WomenAndHigherEd.com	Web
222260	09/22/2024	497258, 497260 UConn Facilities Openings – Lead PPO, PPO 2	Worcester Telegram and Gazette	Line Ad
215665	01/19/2024	498146 Service Desk Administrator (Computer Support Technician 1)	ZipRecruiter	Web
216185	02/08/2024	498180 Business Advisor (Educational Program Administrator)	ZipRecruiter	Web
216240	02/08/2024	498194 Administrative Coordinator (Administrative Program Support 2)	ZipRecruiter	Web
216352	02/08/2024	498186 Technical Support Specialist (Computer Support Specialist 2)	ZipRecruiter	Web
217071	03/08/2024	498207 Business Advisor (Educational Program Administrator)	ZipRecruiter	Web
218623	04/17/2024	498321 Administrative Coordinator, Office Of Diversity Initiatives	ZipRecruiter	Web
219456	05/20/2024	498364 Regional & National Recruitment Specialist, Specialized Master's Programs In Business	ZipRecruiter	Web
221088	07/24/2024	498504 Project Administrator (Educational Program Coordinator)	ZipRecruiter	Web
221157	07/26/2024	498532 Minority Business Growth Program Facilitator (Educational Program Administrator)	ZipRecruiter	Web
221158	07/26/2024	498536 Business Advisor (Educational Program Administrator)	ZipRecruiter	Web
221167	07/26/2024	498552 Financial Assistant 1	ZipRecruiter	Web
221528	08/16/2024	HR24-88 Temporary University Specialist	ZipRecruiter	Web
221693	08/23/2024	498568 Operations & Administrative Coordinator (Administrative Program Support 3)	ZipRecruiter	Web
222230	09/04/2024	498444 Recruitment and Admissions Coordinator (Admissions Officer 2)- MBA Programs	ZipRecruiter	Web
222260	09/06/2024	497258, 497260 UConn Facilities Openings – Lead PPO, PPO 2	ZipRecruiter	Web
222837	09/24/2024	498683 Educational Program Assistant 1	ZipRecruiter	Web
222966	10/01/2024	H\$24-96 Temporary University Specialist [Procurement Services Program Specialist]	ZipRecruiter	Web

Job_ID	Date	Job_Name	Media Source	Ad_Type
222967	09/30/2024	(HR24-97) Temporary University Specialist [Business Advising Specialist]	ZipRecruiter	Web
223347	10/16/2024	498644 Water Pollution Control Operator 2	ZipRecruiter	Web
223687	10/22/2024	498725 Financial Assistant 1	ZipRecruiter	Web
224842	11/22/2024	498778 Grants and Contracts Assistant, Associate, or Specialist	ZipRecruiter	Web
			Ad Total	477
			Diversity Total	69
			Diversity Share of Total Ads	14.5%
			Diversity Share of Total Spend	11.2%

Faculty Recruitment &

Outreach

Resources

Office of Institutional Equity



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College of Agriculture & Natural Resources

Discipline/Subject Specific

ACADEMIC KEYS, HEALTH SCIENCES

Academic Keys for Health Sciences provides resources to further academic careers and find jobs. This higher education job site for academics offers 17 discipline focused sites with compressive information about faculty, educational resources, research interests and relevant professional activities. More than 89% of the top 120 universities (as ranked by US news and World Report) contribute job postings and ads to this site.

AGCAREERS.COM

Agcareers.com posts over 2400 jobs on its site each month. Posting on AgCareers.com can assist employers in selectively targeting only candidates from specific industry sectors. Employers can post their new openings and search a database of almost ten thousand applicant resumes.

AMERICAN AGRICULTURAL AND APPLIED ECONOMICS ASSOCIATION

The Agricultural & Applied Economics Association (AAEA) is a not-for-profit association serving the professional interests of members working in agricultural and broadly related fields of applied economics. Members of the AAEA are employed by academic or government institutions, as well as in industry and not-for-profit organizations, and engage in a variety of teaching, research, and extension/outreach activities. A career opportunities page hosts employment ads of interest to members and a resume bank is available.

AMERICAN ASSOCIATION OF VETERINARY LABORATORY DIAGNOSTICIANS

The American Association of Veterinary Laboratory Diagnosticians (AAVLD) is a not-for-profit professional organization which seeks to disseminate information relating to the diagnosis of animal diseases, coordinate diagnostic activities of regulatory, research and service laboratories, establish uniform diagnostic techniques, improve existing diagnostic techniques, develop new diagnostic techniques, and to establish accepted guidelines for the improvement of diagnostic laboratory organizations relative to personnel qualifications and facilities Act as a consultant to the [United States Animal Health Association](#) on uniform diagnostic criteria involved in regulatory animal disease programs. The career center connects job seekers with prospective employers in the veterinary diagnostics industry.

AMERICAN FISHERIES SOCIETY

The mission of the American Fisheries Society is to improve the conservation and sustainability of fishery resources and aquatic ecosystems by advancing fisheries and aquatic science and promoting the development of fisheries professionals. The job board posts openings for six months.

AMERICAN SOCIETY FOR HORTICULTURAL SCIENCE

ASHS supports science for specialty crops: global solutions for nutritious food sources and healthy, beautiful environments. ASHS members (researchers, faculty and other educational personnel,

extension agents, Federal and state experiment station representatives, and growers and distributors of horticultural products) continue to make significant advances in these areas, and are well-positioned to lead the rapid evolution of horticultural science through the 21st century.

AMERICAN SOCIETY FOR NUTRITION

The American Society for Nutrition is an excellent resource for nutrition research and practice for those looking to acquire and extend knowledge of nutrition across all species. Goals of the ASN include multidisciplinary and clinical research, contact among investigators of the nutritional sciences, generate interest in medicine and related fields, support of education and training to improve public health, and provide nutritional information to those in need.

AMERICAN SOCIETY OF AGRICULTURE AND BIOLOGICAL ENGINEERS

The American Society of Agricultural and Biological Engineers is an educational and scientific organization dedicated to the advancement of engineering applicable to agricultural, food, and biological systems. Agricultural, Food and Biological Engineers develop efficient and environmentally sensitive methods of producing food, fiber, timber, and renewable energy sources for an ever-increasing world population.

AMERICAN SOCIETY OF AGRONOMY

The American Society of Agronomy (ASA) is a prominent international scientific society headquartered in Madison, Wisconsin. Because of their common interests, ASA, the Crop Science Society of America (CSSA), and the Soil Science Society of America (SSSA) share a close working relationship as well as the same headquarters office staff.

ASSOCIATION OF ENVIRONMENTAL RESOURCE ECONOMICS

AERE was founded as a means for exchanging ideas, stimulating research, and promoting graduate training in environmental and resource economics. AERE currently has over 900 members from more than thirty nations, coming from academic institutions, the public sector, and private industry. AERE provides many forums for exchanging ideas relevant to the management of natural and environmental resources.

THE ASSOCIATION OF PUBLIC AND LAND GRANT UNIVERSITIES

The Association of Public and Land Grant Universities (APLU) includes more than 100 universities including all land grant institutions (which includes a number of historically black, tribal and Hispanic Sciences serving institutions).

FEDERATION OF ANIMAL SCIENCES SOCIETIES

The Federation of Animal Sciences Societies is a service organization representing animal agriculture. FASS unites individuals through a science-based voice that supports animal agriculture, animal products, and food systems globally through effective and innovative management services. Currently, FASS serves over 10,000 professionals from animal agriculture. There are also many opportunities individuals of FASS to represent FASS in Congress on a national scale.

INSTITUTE OF FOOD TECHNOLOGY

The Institute of Food Technology is a resource for anyone looking to further their career in food science and the food industry. IFT provides insight about food science jobs by creating a space to discuss the latest salary figures, employment outlook data and workplace issues with peers. In addition, the institute offers online mentoring services to match up mentors and mentees who have similar academic interests.

JOURNAL OF ANIMAL SCIENCE

The Journal of Animal Science (JAS) is the premier journal for animal science and serves as the leading source of new knowledge and perspective in this area. JAS publishes more than 400 fully reviewed research articles, invited reviews, technical notes, and letters to the editor each year.

JOURNAL OF DAIRY SCIENCE

The Journal of Dairy Science is a leading dairy research journal in the world, representing education, industry, and government groups from over 70 countries. This journal provides information from various interests including biochemistry, breeding, economics, engineering, environment, food science, genetics, microbiology, nutrition, pathology, physiology, processing, public health, quality assurance, and sanitation.

JOURNAL OF EXTENSION

The Journal of Extension (JOE) is the official refereed journal of the U.S. Cooperative Extension System. JOE expands and updates the research and knowledge base for Extension professionals and other adult educators to improve their effectiveness. In addition, JOE serves as a forum for emerging and contemporary issues affecting Extension education.

NATUREJOBS

Naturejobs is the worldwide career resource for scientists, providing a wide range of career advice and information across Nature Publishing Group journals as well as centrally at naturejobs.com.

NATIONAL INSTITUTE OF FOOD AND AGRICULTURE

The National Institute of Food and Agriculture (NIFA) is an agency within the U.S. Department of Agriculture (USDA), part of the executive branch of the Federal Government. Congress created NIFA through the Food, Conservation, and Energy Act of 2008. NIFA replaced the former Cooperative State Research, Education, and Extension Service (CSREES), which had been in existence since 1994.

POULTRY SCIENCE

Poultry Science is an international publication offering original papers, research notes, symposium papers, and elementary science as applied to poultry. Poultry science is at the forefront of poultry oriented research and seeks to educate about breeding, genetics, immunology, metabolism, and physiology amongst other topics.

SOCIETY FOR NUTRITION EDUCATION

The Society for Nutrition Education (SNE) represents the unique professional interests of nutrition educators in the United States and worldwide. SNE is dedicated to promoting effective nutrition

education and communication to support and improve healthful behaviors and has a vision of healthy communities through nutrition education and advocacy. SNE provides forums for sharing innovative strategies for nutrition education, expressing a range of views on important scientific, pedagogic and policy issues, and disseminating research findings.

Race/Gender Specific

ASSOCIATION FOR WOMEN IN SCIENCE

The Association for Women in Science is composed of both men and women who support equality for women in science, technology, engineering, and mathematics. AWIS strives to advocate for women looking to embrace these career goals by outlining public policy objectives, position statements, and advocacy for females in these disciplines.

COMMITTEE ON THE OPPORTUNITIES AND THE STATUS OF BLACKS IN AGRICULTURAL ECONOMICS

The Agricultural & Applied Economics Association (AAEA) is a not-for-profit association serving the professional interests of members working in agricultural and broadly related fields of applied economics. Members of the AAEA are employed by academic or government institutions, as well as in industry and not-for-profit organizations, and engage in a variety of teaching, research, and extension/outreach activities.

COMMITTEE ON WOMEN IN AGRICULTURAL ECONOMICS

The Agricultural & Applied Economics Association (AAEA) is a not-for-profit association serving the professional interests of members working in agricultural and broadly related fields of applied economics. Members of the AAEA are employed by academic or government institutions, as well as in industry and not-for-profit organizations, and engage in a variety of teaching, research, and extension/outreach activities.

LATINOS IN AGRICULTURE

LIA is committed to providing resources to better educate and inform Latinos of the opportunities afforded to them in agriculture in order to stay competitive in the marketplace. Lia reaches out to students from under-represented groups that will impact the future of agriculture in the US.

MINORITIES IN AGRICULTURE AND NATURAL RESOURCES AND RELATED SCIENCES

MANRRS is a national society that welcomes membership of people of all racial and ethnic group participation in agricultural and related sciences careers. MANRRS attempts to provide networks to support professional development of minorities. It is a springboard for their entry into and advancement in careers where they otherwise could be lost in the sheer number and established connections of mainstream participants. MANRRS also serves employers in the broader agricultural sector. It provides them a locus to identify prospective well qualified employees who are members of ethnic groups.

SOCIETY OF WOMEN ENVIRONMENTAL PROFESSIONALS

Membership is composed of a diverse and dynamic network of professionals who regularly come together to share their knowledge and work experiences and to promote the professional development and achievement of women in the environmental field.

WOMEN IN NATURAL RESOURCES

Women in Natural Resources (WiNR) is a unique, high quality e-journal in the field of natural resources. It combines the best elements of a technical journal, the informal style of a newsletter, and the reader-friendly format of a magazine. It is designed and written by women at all levels in forestry, fisheries, wildlife, range, recreation, soils, and the environmental and social sciences as they relate to natural resources.

School of Business

Discipline/Subject Specific

ACADEMY OF MANAGEMENT

The Academy of Management (the Academy; AOM) is a leading professional association for scholars dedicated to creating and disseminating knowledge about management and organizations. Their central mission is to enhance the profession of management by advancing the scholarship of management and enriching the professional development of its members. The Academy is also committed to shaping the future of management research and education.

AMERICAN MARKETING ASSOCIATION

The American Marketing Association (AMA) is the largest marketing association in North America. It is a professional association for individuals and organizations involved in the practice, teaching, and study of marketing worldwide. AMA members are connected to a network of leading marketing academics and, researchers and practitioners from every industry.

AMERICAN PURCHASING SOCIETY

The American Purchasing Society is an organization of buyers, purchasing managers, executives, and others interested in the purchasing profession whose main objective is to improve the business purchasing function through education and a certification program. The American Purchasing Society's educational objectives are achieved through training programs and educational publications of interest to business and the purchasing community.

AMERICAN REAL ESTATE SOCIETY

The objectives of the American Real Estate Society are to encourage research and promote education in real estate, improve communication and exchange of information in real estate and allied matters among college/university faculty and practicing professionals, and facilitate the association of academic, practicing professional, and research persons in the area of real estate.

ASSOCIATION TO ADVANCE COLLEGIATE SCHOOLS OF BUSINESS

AACSB International - The Association to Advance Collegiate Schools of Business is an association of educational institutions, businesses, and other organizations devoted to the advancement of higher education in management education. It is also the premier accrediting agency of collegiate business schools and accounting programs worldwide.

MARKETING NEWS

The American Marketing Association (AMA) is the professional association for individuals and organizations who are leading the practice, teaching, and development of marketing worldwide

UNITED STATES ASSOCIATION FOR SMALL BUSINESS AND ENTREPRENEURSHIP

The United States Association for Small Business and Entrepreneurship (USASBE) is the largest independent, professional, academic organization in the world dedicated to advancing the discipline of entrepreneurship. With over 1000 members from universities and colleges, for-profit businesses,

nonprofit organizations, and the public sector, USASBE is a diverse mix of professionals that share a common commitment to fostering entrepreneurial attitudes and behaviors.

Race/Gender Specific

ACCOUNTING & FINANCIAL WOMEN'S ALLIANCE

The Accounting & Financial Women's Alliance (formerly American Society of Women Accountants or ASWA) was formed in 1938 to increase the opportunities for women in all fields of accounting and finance. The mission of the Accounting & Financial Women's Alliance is to enable women in all accounting and related fields to achieve their full personal, professional and economic potential and to contribute to the future development of their profession.

AMERICAN BUSINESS WOMEN'S ASSOCIATION

The mission of the American Business Women's Association is to bring together business women of diverse occupations and to provide opportunities for them to help themselves and others grow personally and professionally through leadership, education, networking support and national recognition.

AMERICAN SOCIETY OF WOMEN ACCOUNTANTS

The American Society of Women Accountants (ASWA) was formed to increase the opportunities for women in all fields of accounting and finance. ASWA members tap into an extensive knowledge base of accounting and finance professionals with technical expertise to provide solutions for the most complex issues.

ASCEND

Ascend is a non-profit professional association that enables its members, corporate partners and the community to realize the leadership of Pan-Asians in global corporations. Ascend reaches 20,000 people with 28 student chapters and 16 professional chapters located in the U.S and Canada around major business hubs and educational institutions.

ASIAN FINANCIAL SOCIETY

Asian Financial Society (AFS) is a globally oriented non-profit organization of business people and professionals in the financial community, sharing common professional, educational and philanthropic interests. Founded in 1984, AFS draws its membership from the many fields of finance including: international trade and finance, commercial banking, investment banking, securities research and trading, insurance, law, real estate, taxation, regulation, accounting, information services and entrepreneurship.

ASIAN MBA INTERNATIONAL

Asian MBA International (AsianMBA.org) is a social venture powered by Asian Diversity, Inc., which has been empowering Asian professionals since 1987. Asian MBA (AMBA) is the largest group of Asian professionals in the U.S. which comprises either MBA students or working professionals with equivalent

work experiences in various industries. AMBA's programs include organizing the flagship event, "Annual Asian MBA Leadership Conference & Career Expo," which is the largest career event for Asians in the U.S. with over 3,000 attendees, managing the largest Asian professional online community, operating the most comprehensive job board to connect top talent with top global companies in both U.S. and Asia, and providing leadership training, network building, and delivering the information that is critical to success

ASIAN WOMEN IN BUSINESS

Founded in 1995, Asian Women in Business (AWIB) is the only non-profit, tax-exempt organization in the country with the primary mission of assisting Asian women entrepreneurs. Over the years, AWIB, a dynamic organization, has expanded its mission to address issues affecting Asian Americans on the corporate level; and has established a scholarship program for undergraduates which promotes and rewards demonstrated leadership. AWIB also serves on various task forces and boards to promote the inclusion of minority and women owned businesses and professionals.

ASSOCIATION OF LATINO PROFESSIONALS IN FINANCE AND ACCOUNTING

ALPFA is the premier Latino organization for professionals and students in business, finance, accounting, and related professions. ALPFA has active members, committed business partners, and quality programs.

BLACK MBA WOMEN

Black MBA Women is a diversified media platform offering content, community, and career development for black women from top business schools. The network consists of established and emerging women business leaders, top-tier MBA candidates and alumnae, organizational and corporate partners.

FACULTY FOR THE FUTURE

FacultyForTheFuture.org is the only website dedicated to linking a diverse pool of women and under-represented minority candidates from engineering, science, and business with faculty and research positions at universities across the country. It was developed by Barbara Bogue and [College of Engineering](#) of The Pennsylvania State University as part of the Penn State GE Foundation Faculty for the Future Project and was merged into the capstone FFF WEPAN grant as part of multi institution/organization collaboration.

HISPANIC BUSINESS

This site targets the Hispanic business population. Candidates can search job postings by Occupation, keyword and/or state. Occupation choices range from Accounting to Writing/Journalism.

LATIN BUSINESS ASSOCIATION

The Latin Business Association (LBA) is recognized as the nation's largest and most-active Latino business trade organization. Its commitment is not merely to maintain, but to further build upon that position. By serving as a leading advocate and unifying voice for the small business community, and providing services, opportunities and the tools to business owners that equip them to successfully compete in

today's challenging environment, the LBA contributes to the overall wellness of our community, and prosperity as a nation.

NATIONAL ASSOCIATION OF BLACK ACCOUNTANTS

the mission of NABA, Inc. is to address the professional needs of its members and to build leaders that shape the future of the accounting and finance profession with an unfaltering commitment to inspire the same in their successors. The Association unites through membership accountants, finance and business related professionals and students who have similar interests and ideals, are committed to professional and academic excellence, possess a sense of professional and civic responsibility, and are concerned with enhancing opportunities for minorities in the accounting, finance and business related professions.

NATIONAL BLACK MBA ASSOCIATION

The National Black MBA Association® is the most powerful social network of individuals dedicated to increasing corporate diversity and access to capital. The National Black MBA Association leads in the creation of educational opportunities and economic growth for African Americans. The NBMBA Employment Network™ links employers with NBMBA members, diverse MBA holders, and job seeking candidates through the National Black MBA Association's on-line job board. Employers can post positions and search one of the largest professional résumé databases in the country.

NATIONAL SOCIETY OF HISPANIC MBAS

The National Society of Hispanic MBAs (NSHMBA) is a non-profit organization serving 32 chapters and 8,000 members in the U.S. and Puerto Rico. It exists to foster Hispanic leadership through graduate management education and professional development. NSHMBA works to prepare Hispanics for leadership positions throughout the U.S., so that they can provide the cultural awareness and sensitivity vital in the management of the nation's diverse workforce.

MBA WOMEN INTERNATIONAL

MBAWI is a not-for-profit organization dedicated to empowering female business professionals, to assisting women into leadership positions in business, and to enhancing the diversity of the workforce worldwide. MBAWI serves four related client groups: female MBA students, female business professionals and MBA-level entrepreneurs, universities and corporate partners.

THE PhD PROJECT

The PhD Project's mission is to increase the diversity of corporate America by increasing the diversity of business school faculty. We attract African-Americans, Hispanic-Americans and Native Americans to business Ph.D. programs, and provide a network of peer support on their journey to becoming professors. As faculty, they serve as role models attracting and mentoring minority students while improving the preparation of all students for our diverse workplace and society.

SOUTH ASIAN MBA ASSOCIATION

SAMBAA is the premier association that connects South Asian MBAs and business professionals worldwide; the organization was founded to help develop and mentor a future leadership that

understands South Asian business. SAMBAA membership is open to all MBAs and business professionals with interest in South Asia.

WOMEN IN FINANCE

AFP's Women in Finance initiative focuses on professional development by providing research, publications, training and networking events. The Association for Financial Professionals (AFP) serves a network of more than 16,000 treasury and finance professionals.

WOMEN IN MANAGEMENT

The mission of Women in Management, Inc. is to promote the professionalism of members through education, development, encouragement and mentoring; to promote the growth of the organization to bring these services to other women throughout the nation and to encourage growth, networking and quality within existing chapters. Women in Management, Inc. is dedicated to the process of developing long-term, mutually beneficial relationships and cultivating new opportunities for collaboration through a supportive exchange of ideas and resources.

WOMEN IN PROJECT MANAGEMENT SPECIFIC INTEREST GROUP

While the types of services we provide are standard, we try to gear them with a female twist. Although our name and logo implies "women only," that's not the case--we also have men who are members. From the male perspective, WPM provides a unique opportunity to learn first-hand about both the similarities and differences in gender as applied to our field.

School of Education

Discipline/Subject Specific

AMERICAN COUNCIL ON EDUCATION

The American Council on Education represents the presidents of the United States accredited, degree-granting institutions, including two and four year colleges, private and public universities, as well as nonprofit and for profit groups. This knowledge base includes over 1,800 institutions with representatives to tackle challenges regarding higher education and improving access and preparation of students desiring higher learning opportunities.

AMERICAN EDUCATIONAL RESEARCH ASSOCIATION

The American Educational Research Association is a national research society, founded in 1916, that looks to extend knowledge of education, encourage scholarly inquiry related to education, and to promote the use of research to improve education and serve the public good.

AMERICAN SOCIETY FOR ENGINEERING EDUCATION

The American Society for Engineering Education is a nonprofit organization of individuals and institutions committed to furthering education in engineering and engineering technology. ASEE accomplishes this mission by promoting excellence in instruction, research, public service, and practice, exercising worldwide leadership, fostering the technological education of society, and providing quality products and services to members.

ASSOCIATION OF AMERICAN EDUCATORS

The Association of American Educators (AAE) is the largest national, non-union, professional educators' organization, advancing the profession by offering a modern approach to teacher representation and educational advocacy, as well as promoting professionalism, collaboration and excellence without a partisan agenda.

CARNEGIE FOUNDATION FOR THE ADVANCEMENT OF TEACHING

Carnegie Foundation gathers researchers, teachers, designers, practitioners, students, and policymakers, organized as Networked Improvement Communities. These communities of thinkers and doers invent new knowledge and approaches. Carnegie inspires these innovators to design, develop, evaluate and refine tools, materials, roles, procedures, data and other artifacts and information that will improve teaching and learning.

COUNCIL FOR AID TO EDUCATION

CAE (the Council for Aid to Education) is a national nonprofit organization based in New York City. CAE was established in 1952 to conduct policy research on higher education and to promote corporate support of education. CAE offers the Collegiate Learning Assessment (CLA) and the College and Work Readiness Assessment (CWRA). To date more than 1,000 colleges and high schools have participated in the CLA and CWRA. Delivered on-line, the assessments use real-world problem solving tasks to measure student critical thinking skills.

COUNCIL FOR EXCEPTIONAL CHILDREN

The Council for Exceptional Children (CEC) is the largest international professional organization dedicated to improving the educational success of individuals with disabilities and/or gifts and talents. CEC advocates for appropriate governmental policies, sets professional standards, provides professional development, advocates for individuals with exceptionalities, and helps professionals obtain conditions and resources necessary for effective professional practice.

DIRECTORY OF MINORITY CANDIDATES

This is an on-line directory of minority Ph.D., M.F.A., and M.L.S. candidates and recipients at schools that are a part of the Committee on Institutional Cooperation (CIC). The Minority Directory, which is open to Native Americans, African Americans, and Hispanic Americans, in all fields and Asian Americans in humanities and social science, is a valuable resource for those looking to hire minorities from these fields. Those listed have completed the Ph.D. within the last year or expect to complete the degree within a year at one of the CIC institutions.

HOLMES PARTNERSHIP WEBSITE

The Holmes Partnership is a consortium of universities, public school districts, teachers associations, and local as well as national organizations. Holmes partnerships serve as a major vehicle to reform teaching and learning whether in a public school or a higher education setting.

NATIONAL COUNCIL ON MEASUREMENT IN EDUCATION

The National Council on Measurement in Education (NCME) is a professional organization for individuals involved in assessment, evaluation, testing, and other aspects of educational measurement. Members are involved in the construction and use of standardized tests; new forms of assessment, including performance-based assessment; program design; and program evaluation.

NATIONAL NETWORK FOR EDUCATIONAL RENEWAL NEWSLETTER

The NNER is a membership network dedicated to the simultaneous renewal of schools and the institutions that prepare our teachers. NNER's work is based on the four-part mission of providing equal access to quality learning for all students, promoting responsible stewardship of our schools and universities, improving teaching and learning through pedagogy that nurtures and challenges all learners, and providing students with the knowledge, skills, and dispositions to become fully engaged participants in our democratic society.

NATIONAL SCIENCE TEACHERS ASSOCIATION

The National Science Teachers Association (NSTA), founded in 1944 and headquartered in Arlington, Virginia, is the largest organization in the world committed to promoting excellence and innovation in science teaching and learning for all. NSTA's current membership of 60,000 includes science teachers, science supervisors, administrators, scientists, business and industry representatives, and others involved in and committed to science education.

NEW ENGLAND ASSOCIATION OF CHEMISTRY TEACHERS

NEACT was founded in 1898 by a group of high school and college teachers meeting at Malden, MA High School, and incorporated in Massachusetts in 1910. Today, its [membership](#) also includes middle school

teachers, administrators, and industrial associates interested in chemical education. The aim of NEACT is to promote the teaching and learning of chemistry.

SPENCER FOUNDATION

The Spencer Foundation, established in 1962, investigates how education can be improved around the world, through their dedication to research. The foundation provides fellowships and training programs to strengthen educational research. Major areas of focus include relations between education and social opportunity, organizational learning in schools, school systems and higher education institutions, instructional resources, as well as the true purposes and values of education.

UNIVERSITY COUNCIL FOR EDUCATION ADMINISTRATION

The [University Council for Educational Administration](#) is a consortium of higher education institutions committed to advancing the preparation and practice of educational leaders for the benefit of schools and children.

Race/Gender Specific

ASSOCIATION OF LATINO ADMINISTRATORS AND SUPERINTENDENTS

ALAS was formally established in the summer of 2003, and as an affiliate of the American Association of School Administrators (AASA), AASA has committed to partner in establishing ALAS to bring sharp focus to and support for Latino educational leaders and issues. AASA's mission, as the professional organization for over 14,000 educational leaders across America, is to support and develop effective school system leaders.

ASSOCIATION OF LATINO WORK EDUCATORS

The ALWE looks to provide a permanent forum for the discussion of ideas and issues of particular relevance and significance to Hispanic educators, both prospective and practicing and to create a student support network for assisting Hispanic background education majors in a variety of academically-focused and professionally related ways.

HISPANIC EDUCATION ASSOCIATION

The Hispanic Education Association is a non-profit organization created to promote education. It offers assistance to Hispanic students, parents, and employees about issues related to education. The Hispanic Education Association is proud to serve the Hispanic community in the United States

NATIONAL ALLIANCE OF BLACK SCHOOL EDUCATORS

The National Alliance of Black School Educators, whose membership is composed of more than 5,000 educators (inclusive of teachers, administrators, superintendents), and parents, corporate and institutional members devoted to furthering the academic success of the nation's children - particularly children of African descent.

NATIONAL LATINO EDUCATION NETWORK

A broad spectrum of researchers, teaching professionals and educators, academics, scholars, administrators, independent writers and artists, policy and program specialists, students, parents, families, civic leaders, activists, and advocates. In short, those sharing a common interest and commitment to educational issues that impact Latinos.

School of Engineering

Discipline/Subject Specific

AMERICAN INSTITUTE OF CHEMICAL ENGINEERS

AIChE is the world's leading organization for chemical engineering professionals, with nearly 40,000 members from 93 countries. The American Institute of Chemical Engineers (AIChE) is a highly respected, non-profit, professional society and the global leader of the chemical engineering profession for 100 years. The site has a job posting section and resume database.

AMERICAN SOCIETY FOR ENGINEERING EDUCATION

The American Society for Engineering Education is a nonprofit organization of individuals and institutions committed to furthering education in engineering and engineering technology. ASEE accomplishes this mission by promoting excellence in instruction, research, public service, and practice, exercising worldwide leadership, fostering the technological education of society, and providing quality products and services to members.

AMERICAN SOCIETY FOR MATERIALS

ASM International a society dedicated to serving the materials science and engineering profession. Through a network of 36,000 members worldwide, ASM provides authoritative information and knowledge on materials and processes, from the structural to the nanoscale.

AMERICAN SOCIETY OF AGRICULTURE AND BIOLOGICAL ENGINEERS

The American Society of Agricultural and Biological Engineers is an educational and scientific organization dedicated to the advancement of engineering applicable to agricultural, food, and biological systems. Agricultural, Food and Biological Engineers develop efficient and environmentally sensitive methods of producing food, fiber, timber, and renewable energy sources for an ever-increasing world population.

AMERICAN SOCIETY OF CIVIL ENGINEERS

The American Society of Civil Engineers (ASCE) represents more than 147,000 members of the civil engineering profession worldwide, and is America's oldest national engineering society. ASCE's vision is to position engineers as global leaders building a better quality of life.

AMERICAN SOCIETY OF MECHANICAL ENGINEERS

ASME is a not-for-profit professional organization that enables collaboration, knowledge sharing and skill development across all engineering disciplines, while promoting the vital role of the engineer in society. ASME codes and standards, publications, conferences, continuing education and professional development programs provide a foundation for advancing technical knowledge and a safer world.

AMERICAN SOCIETY OF SAFETY ENGINEERS

ASSE is secretariat for several American National Standards Institute (ANSI) committees and projects. ASSE organizes the committees that develop and maintain the standard (s), ensures that the revision

process is timely and in accordance with ANSI procedures and publishes the final product of the consensus process.

ASPHALT INSTITUTE

The Asphalt Institute is the preeminent center of excellence for asphalt supplier issues. The Asphalt Institute serves as the focal point for applications of new technology and creates a positive environment for sustained asphalt demand based on the highest standards of performance.

ASSOCIATION OF ENVIRONMENTAL ENGINEERING AND SCIENCE PROFESSORS

The Association of Environmental Engineering and Science Professors (AEESP) is made up of professors in academic programs throughout the world who provide education in the sciences and technologies of environmental protection. AEESP has more than 700 members in universities throughout the world.

BIOMEDICAL ENGINEERING SOCIETY

The Biomedical Engineering Society (BMES) is the full service professional society for biomedical engineering and bioengineering. BMES serves as the lead society and professional home for biomedical engineering and bioengineering. BMES' leadership in accreditation, potential licensure, publications, scientific meetings, global programs, diversity initiatives, and commitment to ethics all serve its mission to promote and enhance knowledge and education in biomedical engineering and bioengineering worldwide and its utilization for the health and wellbeing of humankind.

CHEMICAL & ENGINEERING NEWS

Chemical & Engineering News is a weekly magazine published by the American Chemical Society. C&EN editors and reporters based in Europe, the U.S., and Asia cover science and technology, business and industry, government and policy, education, and employment aspects of the chemistry field.

CIVIL ENGINEERING MAGAZINE

Civil Engineering is the premier magazine of the civil engineering profession and presents information about significant projects, events, and issues of interest to civil engineers. Although it is not a technical publication, the magazine covers topics in depth and the mix of articles included in each issue is designed to appeal to a broad range of readers, who represent the full spectrum of civil engineering disciplines.

CONSORTIUM FOR ENERGY EFFICIENCY

The Consortium for Energy Efficiency (CEE), a nonprofit public benefits corporation, develops initiatives for its North American members to promote the manufacture and purchase of energy-efficient products and services. The goal of CEE is to induce lasting structural and behavioral changes in the marketplace, resulting in the increased adoption of energy-efficient technologies.

ENGGEN WEBSITE

Engineering Central is a tightly targeted site for engineers, with the vast majority seeking employment. The site offers a high-service job ad program.

ENGINEER JOBS WEBSITE

On Engineer Jobs.com, engineers looking for employment are able to search for every engineering job available on the Internet.

ENGINEERING IN MEDICINE AND BIOLOGY

IEEE Engineering in Medicine and Biology Society (EMBS) is the world's largest international society of biomedical engineers. The organization's 8,200 members reside in some 70 countries around the world.

ENGINEERING NEWS RECORD

ENR provides the business and technical news needed by anyone who makes a living in or from the construction industry, covering major projects, technological achievements, business conditions, markets, finance, costs, legislation, government, management, labor, construction methods, equipment and materials.

ENVIRONMENTAL ENGINEERING AND SCIENCE PROFESSORS ASSOCIATION

The Association of Environmental Engineering and Science Professors (AEESP) is made up of professors in academic programs throughout the world who provide education in the sciences and technologies of environmental protection. The Association assists its members in improving education and research programs, encourages graduate education, and serves the profession by providing information to government agencies and the public, and provides direct benefits to its members.

INSTITUTE OF ELECTRICAL AND ELECTRONICS ENGINEERS ENGINEERING IN MEDICINE AND BIOLOGY SOCIETY

IEEE Engineering in Medicine and Biology Society (EMBS) is the world's largest international society of biomedical engineers. The organization's 8,200 members reside in some 70 countries around the world. It provides its members with access to the most fascinating people, practices, information, ideas, and opinions, from one of science's fastest growing fields.

INSTITUTE OF TRANSPORTATION ENGINEERS

The Institute of Transportation Engineers is an international educational and scientific association of transportation professionals who are responsible for meeting mobility and safety needs. ITE facilitates the application of technology and scientific principles to research, planning, functional design, implementation, operation, policy development and management for any mode of ground transportation.

JOBS FOR PhD'S SCIENCE, MATH, AND ENGINEERING

This site helps PhD's match up with employers. This site allows for people with PhD's to search open positions only for PhD's and to post their resume.

JOURNAL OF THE MINERALS, METALS, AND MATERIALS SOCIETY

Published monthly by The Minerals, Metals & Materials Society (TMS), *JOM* is a technical journal devoted to exploring the many aspects of materials science and engineering. *JOM* reports scholarly work that explores the state-of-the-art processing, fabrication, design, and application of metals, ceramics, plastics, composites, and other materials. In pursuing this goal, *JOM* strives to balance the

interests of the laboratory and the marketplace by reporting academic, industrial, and government-sponsored work from around the world.

NATIONAL SOCIETY OF PROFESSIONAL ENGINEERS

NSPE, in partnership with the State Societies, is the organization of licensed Professional Engineers (PEs) and Engineer Interns (EIs). Through education, licensure advocacy, leadership training, multi-disciplinary networking, and outreach, NSPE enhances the image of its members and their ability to ethically and professionally practice engineering.

Race/Gender Specific

AMERICAN ASSOCIATION OF BLACKS IN ENERGY

The American Association of Blacks in Energy (AABE) serves as a resource for discussion on how environmental and energy policies impact African American and other minorities, economically, socially and politically. In addition, AABE involves African Americans in government energy policy making and encourages African American students to pursue careers in energy-related fields and to provide scholarship and financial assistance for such students. To help African Americans in society, AABE encourages public and private sectors to listen and be responsive to problems and goals of African Americans in energy related fields.

AMERICAN INDIAN COUNCIL OF ARCHITECTS AND ENGINEERS

The American Indian Council of Architects and Engineers is a non-profit organization comprised of American Indian architecture, engineering, and design professionals throughout the United States of America.

AMERICAN INDIAN SCIENCE & ENGINEERING SOCIETY

The AISES mission is to increase substantially the representation of American Indian and Alaskan Natives in engineering, science and other related technology disciplines. AISES' membership is comprised of professionals, students, educators, and others in science, engineering and related technical fields. The Career Services page lists job openings and provides access to a resume database.

COMMITTEE ON WOMEN IN SCIENCE, ENGINEERING, AND MEDICINE

CWSEM is a standing committee of the National Research Council (NRC). Its mandate is to coordinate, monitor, and advocate action to increase the participation of women in science, engineering, and medicine. Established in 1990 as CWSE, the committee expanded its scope in 2007 to include medicine.

FACULTY FOR THE FUTURE

FacultyForTheFuture.org is the only website dedicated to linking a diverse pool of women and under-represented minority candidates from engineering, science, and business with faculty and research positions at universities across the country. It was developed by Barbara Bogue and [College of Engineering](#) of The Pennsylvania State University as part of the Penn State GE Foundation Faculty for the

Future Project and was merged into the capstone FFF WEPAN grants as part of multi institution/organization collaboration.

FORD FOUNDATION FELLOWS

Ford Foundation Fellows recipients include Alaskan natives (Eskimo or Aleut), Native American Indians, Black/African Americans, Mexican Americans/Chicanos, Native Pacific Islanders (Polynesian or Micronesian) and Puerto Ricans in physical and life sciences, mathematics, behavioral and social sciences, engineering, and humanities. This directory contains contact information for Ford Foundation Postdoctoral fellowship recipients awarded since 1980 and 1986. This database only includes those awards administered by the National Research Council.

GREAT MINDS IN STEM

Great Minds in STEM™ is the gateway for Hispanics in Science, Technology, Engineering and Mathematics (STEM). Established in 1989, as HENAAC, Great Minds in STEM™ is a non-profit organization that focuses on STEM educational awareness programs for students from kindergarten to career. Great Minds in STEM™ provides resources for recognition and recruitment of Hispanics in STEM on a national level, connecting multi-areas of engineering and science arenas to the general population.

IEEE WOMEN IN ENGINEERING

IEEE Women in Engineering (WIE) is the largest international professional organization dedicated to promoting women engineers and scientists and inspiring girls around the world to follow their academic interests to a career in engineering

LATINOS IN SCIENCE AND ENGINEERING

MAES was founded in 1974 to increase the number of Mexican Americans and other Hispanics in the technical and scientific fields. MAES promotes, cultivates, and honors excellence in education and leadership among Latino engineers and scientists.

MINORITY ENGINEER MAGAZINE

launched in 1979, is a career- guidance and recruitment magazine offered at no charge to qualified engineering or computer-science students and professionals who are African American, Hispanic, Native American, and Asian American. Minority Engineer presents career strategies for readers to assimilate into a diversified job marketplace. This magazine reaches minority engineers and students nationwide at their home addresses, colleges and universities, and chapters of student and professional organizations.

MINORITY POSTDOC

MinorityPostdoc.org is the premier web portal on the minority postdoctoral experience especially in the science, technology, engineering, and math (STEM) disciplines. We feature articles, resources, & events about career advice, professional development, jobs, funding, fellowships, mentoring, and diversity issues.

NATIONAL ACTION COUNCIL FOR MINORITIES IN ENGINEERING

The mission of the National Action Council for Minorities in Engineering is to insure American resilience in a flat world by leading and supporting the national effort to expand U.S. capability by increasing the

number of successful African American, American Indian, and Latino women and men in science, technology, engineering and mathematics (STEM) education and careers.

NATIONAL ASSOCIATION OF MULTICULTURAL ENGINEERING PROGRAM ADVOCATES

NAMEPA is a national network of educators and representatives from industry, government, and nonprofit organizations who share a common commitment to improving the recruitment and retention of African Americans, Hispanics, and American Indians earning degrees in engineering. As a recognized authority in minority engineering education, NAMEPA promotes the professional development of its members and serves as an advocate for and resource to those programs and organizations that seek to recruit, educate, and employ diverse engineering talent.

NATIONAL GEM CONSORTIUM

The mission of The National GEM Consortium is to enhance the value of the nation's human capital by increasing the participation of underrepresented groups (African Americans, American Indians, and Hispanic Americans) at the master's and doctoral levels in engineering and science. Gem is a unique and powerful connection to a national network of universities and employers. This partnership promotes the participation of underrepresented groups in post-graduate science and engineering education and the technical workforce.

NATIONAL NETWORK FOR MINORITY WOMEN IN SCIENCE

This website provides multiple links to various websites regarding women in the field of science and different career opportunities.

NATIONAL ORGANIZATION FOR THE PROFESSIONAL ADVANCEMENT OF BLACK CHEMISTS & CHEMICAL ENGINEERS

NOBCChE is committed to the discovery, transmittal, and application of knowledge in the fields of science and engineering. The mission of NOBCChE therefore is to build an eminent community of scientists and engineers by increasing the number of minorities in these fields. NOBCChE will achieve its mission through diverse programs designed to foster professional development and encourage students to pursue careers in science and technical fields. To this end, NOBCChE establishes educational partnerships with school districts, municipalities, businesses, industries, other institutions and organizations in the public and private sectors.

NATIONAL ORGANIZATION OF GAY AND LESBIAN SCIENTISTS AD TECHNICAL PROFESSIONALS

The National Organization of Gay and Lesbian Scientists and Technical Professionals is a national organization of gay, lesbian, bisexual, and transgender people (and their advocates) employed or interested in scientific or high technology fields. NOGLSTP's goals include educating the scientific and general communities about LGBT issues in science and the technical workplace; educating the queer community about relevant topics in science; dialogue with professional societies and associations; improving members employment and professional environment; opposing queer phobia and stereotypes by providing role models of successful LGBT scientific and technical professionals; and fostering networking and mentoring among our members.

NATIONAL SOCIETY OF BLACK ENGINEERS

The National Society of Black Engineers (NSBE) is a 501(C) (3) non-profit association that is owned and managed by its members. The organization is dedicated to the academic and professional success of African-American engineering students and professionals. NSBE offers its members leadership training, professional development, mentoring opportunities, career placement services and more. NSBE is comprised of more than 250 collegiate, 68 professional and 99 pre-college active chapters nationwide and overseas

NATIONAL TECHNICAL ASSOCIATION

TA architectural, engineering and scientific membership volunteers its services nationally to assist public institutions in identifying potential minority technical talent. Public Institutions where the service is encouraged includes high schools, colleges and in the recent past, penal institutions. NTA has spent the ensuing years gaining nation attention through its programs of encouragement to students and professionals alike. The organization has enlarged its goals beyond just gaining economic recognition to include making minority youth aware of the opportunities being made available to them.

SOCIETY OF HISPANIC PROFESSIONAL ENGINEERS

The Society of Hispanic Professional Engineers (SHPE) was founded with the objective was to form a national organization of professional engineers to serve as role models in the Hispanic community.

SOCIETY OF WOMEN ENGINEERS

The Society of Women Engineers (SWE), founded in 1950, is a not-for-profit educational and service organization. SWE is the driving force that establishes engineering as a highly desirable career aspiration for women. SWE empowers women to succeed and advance in those aspirations and be recognized for their life-changing contributions and achievements as engineers and leaders.

WOMEN IN ENGINEERING LEADERSHIP INSTITUTE

The Women in Engineering Leadership Institute (WELI) was established in 2000. WELI aims to develop a group of highly capable women engineering faculty and ensure that they are prepared to assume academic leadership roles across the country where they can transform engineering education both through their presence and by taking initiative to increase diversity. WELI provides training, mentoring, and networking opportunities to female engineering faculty who aspire to academic leadership in engineering schools.

WOMEN IN ENGINEERING PROGRAMS ADVOCATES NETWORK

Women in Engineering ProActive Network (WEPAN) is a national not-for-profit organization with over 600 members from engineering schools, small businesses, Fortune 500 corporations, and non-profit organizations. WEPAN works to transform culture in engineering education to attract, retain, and graduate women. With a clear focus on research-based issues and solutions, WEPAN helps its members develop a highly prepared, diverse engineering workforce for tomorrow.

WOMEN IN TECHNOLOGY INTERNATIONAL

With a global network of smart, talented women and a market reach exceeding 2 million, WITI has powerful programs and partnerships that provide connections, resources, opportunities and a

supportive environment of women committed to helping each other. Along with its professional association of Networks throughout the U.S. and worldwide, including Hong Kong, Great Britain, Australia, and Mexico, WITI delivers value for individuals that work for a company, the government or academia, as well as small business owners.

School of Fine Arts

Discipline/Subject Specific

THE AMERICAN INSTITUTE OF GRAPHIC ARTISTS

AIGA, the professional association for design, is the place design professionals turn to first to exchange ideas and information, participate in critical analysis and research and advance education and ethical practice.

AMERICAN SOCIETY OF COMPOSERS, AUTHORS AND PUBLISHERS

the American Society of Composers, Authors and Publishers (ASCAP), a membership association of more than 460,000 US composers, songwriters, lyricists and music publishers of every kind of music. Through agreements with affiliated international societies, ASCAP also represents hundreds of thousands of music creators worldwide

THE ASSOCIATION OF RESEARCH INSTITUTES IN ART HISTORY

The Association of Research Institutes in Art History (ARIAH) was incorporated in 1988 to promote scholarship by institutes of advanced research in the history of art and related disciplines; to provide general information about the scholarly activities of its member institutes; and to develop cooperative projects and programs. It currently consists of twenty-four member institutions.

COLLEGE ART ASSOCIATION

CAA includes among its members those who by vocation or avocation are concerned about and/or committed to the practice of art, teaching, and research of and about the visual arts and humanities. Over 12,000 artists, art historians, scholars, curators, critics, collectors, educators, publishers, and other professionals in the visual arts belong as individual members. Another 2,000 departments of art and art history in colleges and universities, art schools, museums, libraries, and professional and commercial organizations hold institutional memberships.

COLLEGE MUSIC SOCIETY

The College Music Society promotes music teaching and learning, musical creativity and expression, research and dialogue, and diversity and interdisciplinary interaction. A consortium of college, conservatory, university, and independent musicians and scholars interested in all disciplines of music, the Society provides leadership and serves as an agent of change by addressing concerns facing music in higher education.

INTERNATIONAL COMMISSION FOR ACOUSTICS

The purpose of the ICA is to promote international development and collaboration in all fields of acoustics including research, development, education, and standardization.

INTERNATIONAL COUNCIL OF FINE ARTS DEANS

The International Council of Fine Arts Deans' (ICFAD) membership is comprised of over 400 arts deans throughout North America and around the world. ICFAD is an organization focusing exclusively on

issues that impact all creative units in higher education including fine and performing arts, arts education, art history, architecture and communication.

JOURNAL OF PERFORMING ARTS LEADERSHIP IN HIGHER EDUCATION

The Journal of Performing Arts Leadership in Higher Education is a peer-reviewed journal dedicated to the enrichment of leadership in the performing arts in higher education. Goals of the JPALHE are to promote scholarship applicable to performing arts leadership, to provide juried research in the field of performing arts leadership, and to disseminate information, ideas and experiences in performing.

NATIONAL ART EDUCATION ASSOCIATION

This dynamic community of practice is where visual arts teachers, scholars, researchers and professors, students, administrators, and art museum educators, and artists come together around a shared belief in the power of the arts in developing human potential.

NATIONAL ASSOCIATION OF SCHOOLS OF MUSIC

NASM is an association of approximately 641 schools of music, primarily at the collegiate level, but also including postsecondary non-degree-granting schools of music. The Association also provides information to the public. It produces statistical research, provides professional development for leaders of music schools, and engages in policy analysis.

NATIONAL GUILD FOR COMMUNITY ARTS EDUCATION

Founded in 1937, the National Guild for Community Arts Education supports and advances access to lifelong learning opportunities in the arts. The National Guild for Community Arts Education fosters the creation and development of community arts education organizations by providing research and information resources, professional development, networking opportunities and funding, and by advocating on behalf of the field.

THEATRE IN HIGHER EDUCATION

The Association for Theatre in Higher Education (ATHE) is a comprehensive non-profit professional membership organization. Founded in 1986, ATHE serves the interests of its diverse individual and organizational members, including college and university theatre departments and administrators, educators, graduate students, and theatre practitioners.

UNIVERSITY/RESIDENT THEATRE ASSOCIATION

The University/Resident Theatre Association (U/RTA) advances theatre by connecting educational theatre programs with professional theatre and performing arts industries, promoting professional practices and artistic excellence in higher education, and assisting students with their transition into the profession.

Race/Gender Specific

ARTTABLE

ArtTable is dedicated to the visual arts and to advancing women's leadership in the field. Through activities and initiatives ArtTable, a non-profit organization, is dedicated to supporting women leaders in the visual arts at all stages of their careers, recognizing and promoting the achievements of outstanding women in the visual arts, increasing opportunities for professional women in the visual arts, and enriching the nation's cultural life.

BLACK THEATRE NETWORK

BTN's function is to expose the beauty and complexity of the inherited theatre work of African American ancestors and to take this work to a higher level into the 21st century and beyond. BTN seeks to unite those who share this rich inheritance to assure everyone works together.

INTERNATIONAL ALLIANCE FOR WOMEN IN MUSIC

The International Alliance for Women in Music builds awareness of women's contributions to musical life through its publications, website, international competitions, conferences, concert promotion, and presentation, and through its support of entrepreneurial and publishing activities, scholarly research and publications, broadcasts, educational initiatives, and advocacy work. The IAWM was incorporated in the USA in 1994, uniting three distinguished organizations; the International Congress on Women in Music, the American Women Composers, and the International League of Women Composers.

NATIONAL ALLIANCE OF ARTISTS FROM HISTORICAL BLACK COLLEGES & UNIVERSITIES

The Mission of The National Alliance of Artists from HBCU's (NAAHBCU) is to bring Art and Art Education to the forefront of member institutions and to keep these programs as institutional priorities for generations to come. The Alliance is committed to developing in its members and especially students, the artistic and life skills needed to function as literate citizens in the society of today and in the future. The NAAHBCU also exists to provide comprehensive activities that offer artistic and expressive opportunities for professional artists employed or formerly employed at member institutions as well as for historians and curators, collectors, and friends of the arts.

NATIONAL ASSOCIATION FOR THE STUDY AND PERFORMANCE OF AFRICAN-AMERICAN MUSIC

The *National Association for the Study and Performance of African American Music* was organized in 1972 in Atlanta, Georgia as the National Black Music Caucus. Two-hundred black musicians attending the biennial meeting of the *Music Educators National Conference* gathered at Morehouse College to protest their exclusion from MENC divisional and national Planning sessions and programs. NASPAAM now exists as a non-profit professional organization whose members are dedicated to promoting, performing, and preserving all facets of African American music.

NATIONAL ASSOCIATION OF LATINO ARTS AND CULTURES

The National Association of Latino Arts and Cultures (NALAC) is the nation's leading nonprofit organization exclusively dedicated to the promotion, advancement, development, and cultivation of the

Latino arts field. In this capacity, NALAC stimulates and facilitates intergenerational dialogues among disciplines, languages, and traditional and contemporary expressions.

ORGANIZATION OF BLACK DESIGNERS

The Organization of Black Designers (OBD) is a multicultural, multidisciplinary professional association of more than 10,000 members located throughout the United States and world committed to the increased visibility, empowerment and support of its membership.

THE SOCIETY FOR ETHNOMUSICOLOGY

The Society for Ethnomusicology was founded in 1955 to promote the research, study, and performance of music in all historical periods and cultural contexts. SEM is a U.S.-based organization with an international membership of over 1800 individuals dedicated to the study of all forms of music from diverse humanistic and social scientific perspectives. SEM's individual members include scholars, teachers, students, performers, media professionals, museum specialists, archivists, librarians, and administrators from such disciplines as musicology, anthropology, folklore, cultural studies, ethnic and area studies, acoustics, and music education. As a network of individuals that reaches across countries, disciplines, and academic institutions, the Society serves as a leading forum for the production, exchange, and peer review of scholarship on the world's music

WOMEN'S CAUCUS FOR ART

The mission of the Women's Caucus for Art is to create community through art, education, and social activism. WCA is committed to recognizing the contributions of women in the arts, providing women with leadership opportunities and professional development, expanding networking and exhibition opportunities for women, supporting local, national, and global art activism, and advocating for equity in the arts for all.

WOMEN IN THE ARTS & MEDIA COALITION

The purpose of the Coalition is to focus the power of member organizations together and to use that combined strength to address issues of concern to women in theatre, film, tv, radio, and new media. The Coalition is committed to being the link between member organizations in the collaborative effort to impact the various topics that affect women in the industry through advocacy, networking, and events.

School of Law

Discipline/Subject Specific

AMERICAN ASSOCIATION OF LAW SCHOOLS

The AALS is a non-profit educational association of 171 law schools representing over 10,000-law faculty in the United States. AALS is a resource for the improvement of the quality of legal education by networking law school faculty, professional staff and deans to information and resources. AALS is the principal representative of legal education to the federal government, other national higher education organizations, learned societies, and international law schools.

ASSOCIATION FOR LEGAL CAREER PROFESSIONALS

NALP is dedicated to continuously improving career counseling and planning, recruitment and retention, and the professional development of law students, lawyers, and its members.

ATTORNEY JOBS

AttorneyJobs.com, part of Thomson Reuters, is a job site exclusively for attorneys, containing thousands of jobs nationwide and abroad covering legal and law-related job opportunities in law firms; corporations; public interest/advocacy groups; Federal, state and local governments; Federal, state and local courts; legal service organizations; international organizations; colleges and universities; as well as information about RFPs/appointments and fellowships.

CLINICAL LEGAL EDUCATION ASSOCIATION

The Clinical Legal Education Association exists to advocate for clinical legal education as fundamental to the education of lawyers. CLEA and its members seek to foster excellent teaching and scholarship by clinical educators, integrate clinical teaching and extend its methods into the legal education program of every law school, reform legal education so as to prepare law students for excellent and reflective law practice, advance regulation of legal education that insures the continued vitality of clinical education in law schools, and pursue and promote justice and diversity as core values of the legal profession.

CONNECTICUT TRIAL LAWYERS ASSOCIATION

The Connecticut Trial Lawyers Association is a non-profit association dedicated to creating and maintaining a more just society by preserving individual rights within the civil justice system.

CONNECTICUT LAW TRIBUNE MAGAZINE

Headquartered in Hartford Connecticut, The Law Tribune's Publication are the region's source for current legal, financial, and technology news. The Law Tribune is a member of the ALM publishing family, a leading integrated media company focused on the legal industry. ALM currently owns and publishes 35 national and regional legal magazines and newspapers, including The American Lawyer, and The National Law Journal.

GREATER DANBURY BAR ASSOCIATION

The website provides easy access to legal associations throughout the Greater Danbury area. It provides access to look up attorneys, Connecticut Legal Services, and the Connecticut Bar Association.

LAWCROSSING.COM

LawCrossing offers the largest collection of active legal jobs in the world. LawCrossing locates and classifies jobs on every source it can find and provides its highly specialized research to job seekers, recruiters and other job sites throughout North America.

Lawjobs.com

Law.com connects legal professionals to more than 20 award-winning national and regional legal publications online, including The American Lawyer, The National Law Journal, New York Law Journal, and Legal Times, and delivers top legal news electronically to a growing national and global audience of subscribers each day on [The Newswire](#).

NATIONAL ASSOCIATION OF COLLEGE AND UNIVERSITY ATTORNEYS

The Association's purpose is to enhance legal assistance to colleges and universities by educating attorneys and administrators as to the nature of campus legal issues. It has an equally important role to play in the continuing legal education of university counsel. In addition, NACUA produces legal resources, offers continuing legal education programming, maintains a listserv (NACUANET) and a variety of member-only web-based resources pages, and operates a clearinghouse through which attorneys on campuses are able to share resources, knowledge and work products on current legal concerns and interests. Primarily, NACUA's members are non-profit, regionally accredited institutions of higher education in the United States, Canada, and further abroad.

PSLAW NET WEBSITE

PSLawNet – the Public Service Law Network – is the online clearinghouse for law students and lawyers to connect with public interest opportunities and information on public interest careers. As a collaborative project among over 200 American and Canadian law schools, PSLawNet is a free resource for law students and alumni of our subscriber schools to search among thousands of public interest job opportunities and employer profiles. Employer organizations may also post job opportunities for free. In addition to its database, PSLawNet offers an online library of educational and career-building resources for those interested in pursuing a career in public service.

Race/Gender Specific

ASIAN PACIFIC AMERICAN BAR ASSOCIATION

The National Asian Pacific American Bar Association (NAPABA) is the national association of Asian Pacific American (APA) attorneys, judges, law professors, and law students, providing a national network for its members and affiliates. NAPABA advocates for the legal needs and interests of the APA community and represents the interests of over 40,000 attorneys and 50 local APA bar associations, with practice

settings ranging from solo practices to large firms, corporations, legal services, organizations, non-profit organizations, law schools, and governmental agencies.

ASSOCIATION OF BLACK WOMEN ATTORNEYS

ABWA's mission is to promote and support the professional development and growth of African-American women attorneys. ABWA accomplishes this mission through a wide variety of monthly programs designed to establish and maintain an effective information and communication system for female attorneys of color, promote legal assistance in the African-American community and assist its members in the development and expression of their professional skills and talents.

CONNECTICUT ASIAN PACIFIC AMERICAN BAR ASSOCIATION

The Connecticut Asian Pacific American Bar Association (CAPABA) is the only association focused towards all Asian Pacific American attorneys in Connecticut. CAPABA's membership consists of attorneys, law professors, law students and other interested individuals. Membership in CAPABA automatically includes membership in the National Asian Pacific American Bar Association (NAPABA) that is the voice of over 40,000 Asian Pacific American attorneys nationwide through over 45 chapters and affiliates.

CONNECTICUT HISPANIC BAR ASSOCIATION (CHBA)

The CHBA is an organization that includes attorneys, law students and paralegal members, as well as professors and members of the judiciary. The CHBA focuses on enhancing professional opportunities for Hispanic attorneys, serving as mentors to new lawyers and law students, and helping private and public legal employers achieve their diversity goals.

CRAWFORD BLACK BAR ASSOCIATION

The George W. Crawford Black Bar Association ("Crawford") is a volunteer state-wide organization of attorneys, judges, and law students in the State of Connecticut. Crawford represents the collective body of Black attorneys in Connecticut, including both the criminal and civil bar, public and private sector employees, and spanning across law firm, corporate and non-profit affiliations.

HISPANIC NATIONAL BAR ASSOCIATION

The HNBA Career Center is the exclusive resource to provide professional services to our local and national members who seek assistance with their own professional advancement. Full job descriptions are available to HNBA members only.

JD DIVERSITY

JD Diversity is committed to making the legal profession more inclusive and diverse. JD Diversity seeks to fulfill this commitment by providing an online community of diverse law students, professors, practitioners, and legal employers, allowing for information-sharing and honest communication. JD Diversity views diversity as encompassing race, gender, sexual orientation, disability, and familial status. By creating this community, JD Diversity aims to ultimately help diverse attorneys achieve full inclusion and reach their highest potential within their places of employment, and in the profession at large.

KOREAN AMERICAN LAWYERS ASSOCIATION OF GREATER NEW YORK

The Korean American Lawyers Association of Greater New York (KALAGNY) is a professional membership organization of attorneys and law students concerned about issues affecting the Korean American community in greater New York. KALAGNY seeks to encourage the professional growth of its members as well as provide legal support for the Korean American community.

LATINA LAWYERS BAR ASSOCIATION

LLBA recognizes that Latinas bring tremendous talents and perspective to the practice of law, yet Latinas face unique challenges in the attempt to succeed in the legal profession. In the twelve years since its formation, LLBA has worked diligently to provide Latinas with a community of support, together with specific resources and tools to allow them to achieve their greatest potential

LAWYERS COLLABORATIVE FOR DIVERSITY

The Lawyers Collaborative for Diversity's goal is to increase the recruitment, retention and advancement of lawyers of color, not only as good social policy, but also as exemplary business practice and unite the resources, energy and commitment of Connecticut's leading law firms, corporations, public sector entities, law schools and state bar associations in the joint mission of making Connecticut a more attractive place for lawyers of color and women to practice law and find satisfying professional opportunities.

MASSACHUSETTS BLACK LAWYERS ASSOCIATION

The Massachusetts Black Lawyers Association (MBLA) provides a valuable network and visible presence for attorneys of color within the Massachusetts legal community. The MBLA is responsible for providing its membership professional development and career advancement through trainings, continued education and mentorship programs.

METROPOLITAN BLACK BAR ASSOCIATION

The Metropolitan Black Bar Association (MBBA), works to advance equality and excellence in the pursuit of justice, aid the progress of Blacks and other minorities in the profession, address legal issues affecting the citywide community, and foster the study of law by encouraging the personal and professional development of young lawyers and law students. MBBA is comprised of mostly minority attorneys in large and small law firms, solo practitioners, all levels of government, academia, corporations, financial institutions, not-for-profit organizations, and the judiciary.

NATIONAL ASSOCIATION OF WOMEN LAWYERS

The National Association of Women Lawyers (NAWL) is a national voluntary legal professional organization devoted to promoting the interests and progress of women lawyers and women's legal rights. NAWL continues to support and advance the interests of women in and under the law, and in so doing, supports and advances the social, political, and professional empowerment of women. Through its programs and networks, NAWL provides the tools for women in the profession to advance, prosper and enrich the profession.

NATIONAL BLACK LAW STUDENTS ASSOCIATION

The National Black Law Students Association (NBLSA) is the nation's largest student-run organization

representing nearly 6,000 minority law students from over 200 chapters and affiliates throughout the United States and six other countries.

NATIONAL BLACK TRIAL LAWYERS ASSOCIATION

The National Black Trial Lawyers Association is a networked group of attorneys who strive to seek justice and equality in our legal system. The goal is to enable members to draw upon the specialty association's strong training, educational and networking resources so they may have benefits that were either unavailable or difficult to find on their own.

NATIONAL LGBT BAR ASSOCIATION

The National LGBT Bar Association is a national association of lawyers, judges and other legal professionals, law students, activists and affiliated lesbian, gay, bisexual and transgender legal organizations. The LGBT Bar promotes justice in and through the legal profession for the LGBT community in all its diversity.

NATIONAL NATIVE AMERICAN BAR ASSOCIATION

Representing Indian Nations not just Indian Lawyers. NNABA shares many of the same goals of diversity and increased understanding of THE communities' unique cultural and legal issues with minority bar associations. However, most of NNABA's lawyers are both U.S. citizens and citizens of their respective Tribal nations. Members, therefore, also share the communal responsibility, either directly or indirectly, of protecting the governmental sovereignty of the more than 560 independent Native American Tribal governments in the United States.

PUERTO RICAN BAR ASSOCIATION

The Puerto Rican Bar Association, Inc. (PRBA) was founded in 1957 by a group of Puerto Rican and Latino attorneys who began gathering socially to offer one another both personal and professional support in an era when it was difficult for attorneys of color to be accepted as members in established bar associations. Today, the PRBA has grown from a handful of attorney to over 500 members representing the interests of attorneys, judges, law professors and students of Latino descent who share a common interest in fostering professional development in the legal community and addressing issues that are important to other Latino communities as a whole.

SOUTH ASIAN BAR ASSOCIATION

The South Asian Bar Association of Connecticut (SABAC) was formed in 2003 to serve as a resource to South Asian lawyers and law students for mentoring, networking, and community outreach. SABAC has made significant strides in these areas in the past six years. SABAC is a member organization of the North American South Asian Bar Association (NASABA) and has played an active role in NASABA.

School of Nursing

Discipline/Subject Specific

AMERICAN ACADEMY OF NURSING

The Academy serves the public and the nursing profession by advancing health policy and practice through the generation, synthesis, and dissemination of nursing knowledge. The Academy and its members create and execute knowledge-driven and policy-related initiatives to drive reform of America's health care system. The website includes a job postings page and options for an e-newsletter.

AMERICAN ASSOCIATION OF COLLEGES OF NURSING

AACN's educational, research, federal advocacy, data collection, publications, and special programs work to establish quality standards for nursing education; assist deans and directors to implement those standards; influence the nursing profession to improve health care; and promote public support for professional nursing education, research, and practice.

CAMPUS RN

Campus RN is a website to search for nursing jobs though out the country.

CONNECTICUT LEAGUE FOR NURSING

At the Connecticut League for Nursing (CLN), we are dedicated to expanding educational access and opportunity for all practitioners and students. Our mission is to create better, easier ways to access the latest information, earn additional academic degrees, and help you develop the knowledge, skills, and competencies needed to advance your career. We also provide programs and opportunities to develop your leadership skills.

JOURNAL OF NURSING SCHOLARSHIP

Reaching health professionals, faculty and students in 103 countries, the *Journal of Nursing Scholarship* is focused on health of people throughout the world. It is the official journal of the Honor Society of Nursing, Sigma Theta Tau International, and reflects the honor society's dedication to providing the tools necessary to improve nursing care globally.

NATIONAL LEAGUE FOR NURSING

NLN is the preferred membership organization for nurse faculty and leaders in nursing education. NLN members include nurse educators, education agencies, health care agencies, and interested members of the public. The NLN offers faculty development programs, networking opportunities, testing and assessment, nursing research grants, and public policy initiatives to its 30,000 individual and 1,200 institutional members.

NURSING ORGANIZATION LINKS

This website helps to provide users with links to national nursing organizations.

Race/Gender Specific

AMERICAN ASSEMBLY FOR MEN IN NURSING

The purpose of AAMN is to provide a framework for nurses as a group to meet, discuss, and influence factors which affect men as nurses. AAMN is a national organization with local chapters recognized and sanctioned under the Bylaws of AAMN. Members of AAMN have a voice in local, state, and national events that impact nursing and male nurses.

ASIAN AMERICAN/PACIFIC ISLANDER NURSES ASSOCIATION

AAPINA is an organization for all professional nurses and nursing students Asian/Pacific Islander heritage.

DIVERSITYNURSING.COM

DiversityNursing.com was born in 2007 as a Career Job Board and Information Resource for Nurses regardless of age, race, gender, religion, education, national origin, sexual orientation, disability or physical characteristics. This is a “niche” website for Nurses of all levels of experience — Student Nurses up to CNO’s. DiversityNursing strives to be the first place Nurses look to for job opportunities and information as it pertains to the Nursing profession, careers, education and diversity.

JOURNAL OF NATIONAL BLACK NURSES ASSOCIATION

The NBNA goals include support for the development of a cadre of ethnic nurses reflecting the nation's diversity; advocacy for culturally competent, accessible and affordable health care; promotion of the professional and educational advancement of ethnic nurses; education of consumers, health care professionals and policy makers on health issues of ethnic minority populations; development of ethnic minority nurse leaders in areas of health policy, practice, education and research; endorsement of best practice models of nursing practice, education, and research for minority populations.

MALE NURSE MAGAZINE

Male Nurse Magazine is free and offered exclusively online. Male Nurse Magazine was established over five years ago and gives out nursing information at no cost.

MINORITYNURSE.COM

MinorityNurse.com provides resources and information pertaining to education, career development, and minority health for the growing population of minority nurses in America. The Web site features several unique resources that focus on career advancement and higher education. [Nursing Employers](#) provides contact information for every hospital in the country, as well as a list of featured employers that are [actively hiring nurses](#) and [allied health](#) personnel.

NATIONAL ASSOCIATION OF HISPANIC NURSES

NAHN is designed and committed to improving the quality of health and nursing care of Hispanic consumers and toward providing equal access to educational, professional, and economic opportunities for Hispanic nurses

NATIONAL ASSOCIATION OF INDIAN NURSES OF AMERICA

The National Association of Indian Nurses of America (NAINA) is a not-for-profit organization. NAINA is organized with unique mission and goals. The primary goal is to unite all Indian nurses and nursing students of Indian origin and heritage as a professional body under one umbrella at National level. NAINA will be the official voice for Indian nurses in America and outside for professional nursing issues and problems.

NATIONAL BLACK NURSES ASSOCIATION

NBNA represents approximately 150,000 African American nurses from the USA, Eastern Caribbean, and Africa, with 76-chartered chapters nationwide. NBNA mission is to provide a forum for collective action by African American nurses to "investigate, define and determine what the health care needs of African Americans are and to implement change to make available to African Americans and other minorities health care commensurate with that of the larger society."

NATIONAL COALITION OF ETHNIC MINORITY NURSE ASSOCIATIONS

The National Coalition of Ethnic Minority Nurse Associations (NCEMNA) is a unified force advocating for equity and justice in nursing and health care for ethnic minority populations. Incorporated in 1998, NCEMNA is made up of five national ethnic nurse associations: Asian American/Pacific Islander Nurses Association, Inc. (AAPINA), National Alaska Native American Indian Nurses Association, Inc. (NANAINA), National Association of Hispanic Nurses, Inc. (NAHN), National Black Nurses Association, Inc. (NBNA), and Philippine Nurses Association of America, Inc. (PNAA). Its goals include support for the development of a cadre of ethnic nurses reflecting the nation's diversity; advocacy for culturally competent, accessible and affordable health care; promotion of the professional and educational advancement of ethnic nurses; education of consumers, health care professionals and policy makers on health issues of ethnic minority populations; development of ethnic minority nurse leaders in areas of health policy, practice, education and research; endorsement of best practice models of nursing practice, education, and research for minority populations.

SIGMA THETA TAU INTERNATIONAL- HONOR SOCIETY OF NURSING

The mission of the Honor Society of Nursing, Sigma Theta Tau International is to support the learning, knowledge and professional development of nurses committed to making a difference in health worldwide. The vision of the Honor Society of Nursing, Sigma Theta Tau International is to create a global community of nurses who lead in using knowledge, scholarship, service and learning to improve the health of the world's people

School of Pharmacy

Discipline/Subject Specific

AMERICAN ASSOCIATION OF COLLEGES OF PHARMACY

AACP conducts a wide variety of programs and activities in cooperation with a number of other national health and higher education associations. AACP is comprised of all accredited colleges and schools with pharmacy degree programs accredited by the Accreditation Council for Pharmacy Education, including approximately 57,000 professional degree students, 5,700 students enrolled in graduate studies and more than 5,600 full-time faculties.

AMERICAN ASSOCIATION OF PHARMACEUTICAL SCIENTISTS

AAPS Pharmaceutical is the web portal for the American Association of Pharmaceutical Scientists, a professional, scientific society of more than 12,000 members employed in academia, industry, government, and other research institutes worldwide. AAPS offers timely scientific programs, on-going education, information resources, opportunities for networking, and professional development.

AMERICAN COLLEGE OF CLINICAL PHARMACY

The American College of Clinical Pharmacy (ACCP) is a professional and scientific society that provides leadership, education, advocacy, and resources enabling clinical pharmacists to achieve excellence in practice and research. ACCP's membership is composed of practitioners, scientists, educators, administrators, students, residents, fellows, and others committed to excellence in clinical pharmacy and patient pharmacotherapy.

AMERICAN PHARMACISTS ASSOCIATION

The American Pharmacists Association (APhA) is the organization whose members are recognized in society as essential in all patient care settings for optimal medication use that improves health, wellness, and quality of life. Through information, education, and advocacy APhA empowers its members to improve medication use and advance patient care.

AMERICAN SOCIETY OF PHARMACOLOGY AND EXPERIMENTAL THERAPEUTICS

The American Society for Pharmacology and Experimental Therapeutics (ASPET) is a 4,800 member scientific society whose members conduct basic and clinical pharmacological research in academia, industry and the government. Members research efforts help develop new medicines and therapeutic agents to fight existing and emerging diseases.

SOCIETY OF INFECTIOUS DISEASES PHARMACISTS

The Society of Infectious Diseases Pharmacists (SIDP) is a dynamic association of health professionals dedicated to promoting the appropriate use of antimicrobials. SIDP provides education, advocacy, and leadership in all aspects of the treatment of infectious diseases. SIDP is comprised of pharmacists and other health care professionals involved in patient care, research, teaching, drug development, and governmental regulation that are concerned with all facets of antimicrobial use, and committed to excellence in infectious diseases pharmacotherapy.

Race/Gender Specific

ASSOCIATION OF BLACK HEALTH SYSTEM PHARMACISTS

Founded in December 1978, ABHP is the professional organization that represents Black and minority health-system pharmacists. ABHP is dedicated to the growth and development of pharmacy practice in health care facilities; and strives to support the goals of the American Society of Health-System Pharmacists

NATIONAL ASSOCIATION OF WOMEN PHARMACISTS (UK)

The National Association of Women Pharmacists (NAWP) is an independent organization within the profession in the UK that concerns itself with issues of special relevance to female pharmacists.

School of Social Work

Discipline/Subject Specific

COUNCIL ON SOCIAL WORK EDUCATION

The Council on Social Work Education (CSWE) is a nonprofit national association representing more than 3,000 individual members, as well as graduate and undergraduate programs of professional social work education. This partnership of educational and professional institutions, social welfare agencies, and private citizens is recognized by the Council for Higher Education Accreditation as the sole accrediting agency for social work education in this country.

GROUP FOR THE ADVANCEMENT OF DOCTORAL EDUCATION IN SOCIAL WORK

The Group for the Advancement of Doctoral Education in Social Work is an organization made up of over 80 social work doctoral program directors worldwide who represent their member Universities. Founded in the late 1970s, GADE primary purpose is to promote excellence in doctoral education in social work, especially through networking, information sharing and advocacy.

NATIONAL ASSOCIATION OF SOCIAL WORKERS

The NASW provides information and news about social workers throughout the country. It also provides links to help find jobs and a variety of information about career opportunities

SOCIETY FOR SOCIAL WORK AND RESEARCH

The Society for Social Work and Research is a non-profit professional society incorporated in the State of New York in 1993. The Society is devoted to the involvement of social workers, other social work faculty, and social work students in research and to promotion of human welfare through research and research applications.

Race/Gender Specific

ASIAN AND PACIFIC ISLANDER SOCIAL WORK EDUCATORS ASSOCIATION

The Asian and Pacific Islander Social Work Educators Association is an association of social work educators in the United States who share Asian or Pacific Islander (API) heritage or particular interest in the development of social work with those populations, inside or out of the United States.

LATINO SOCIAL WORKERS ORGANIZATION

The LSWO has a mission focused on the Recruitment and Retention of Latinos in Higher Education, Advocating for Cultural Competency within human service agencies, and as a provider of high quality continuing education programs.

NATIONAL ASSOCIATION OF BLACK SOCIAL WORKERS

NABSW was established to advocate and address important social issues that impact the health and welfare of the Black community. Affiliate chapters, including student chapters, are spread throughout

the United States. Local chapters are in Hartford and New Haven. Additionally, there are chapters and affiliate groups in Africa and the Caribbean.

NATIONAL ASSOCIATION OF PUERTO RICAN AND HISPANIC SOCIAL WORKERS

NAPRHSW is a non-profit organization founded in 1983 by a group of Puerto Rican Social Workers dedicated to the enhancement and general welfare of Puerto Rican and other Hispanic families. Members include Social Workers, other Human Service professionals, and students interested in issues that affect and impact the Puerto Rican/Hispanic communities with a commitment to the organization.

College of Liberal Arts & Sciences

Biological/Life Sciences

Discipline/Subject Specific

AMERICAN BIOLOGICAL SAFETY ASSOCIATION

The American Biological Safety Association (ABSA) promotes biosafety as a scientific discipline and serves the growing needs of biosafety professionals throughout the world. Its goals are to provide a professional association that represents the interests and needs of practitioners of biological safety, and to provide a forum for the continued and timely exchange of biosafety information.

AMERICAN EDUCATIONAL RESEARCH ASSOCIATION

The American Educational Research Association (AERA) is concerned with improving the educational process by encouraging scholarly inquiries related to education and evaluation, and by promoting the dispersal and practical application of research results. Its more than 25,000 members are educators; administrators; directors of research; persons working with testing or evaluation in federal, state, and local agencies; counselors; evaluators; graduate students; and behavioral scientists. The broad range of disciplines represented by the membership includes education, psychology, statistics, sociology, history, economics, philosophy, anthropology, and political science.

AMERICAN PSYCHOLOGICAL SOCIETY

The American Psychological Society is a nonprofit organization dedicated to the advancement of scientific psychology and its representation at the national and international level. The Association's mission is to promote, protect, and advance the interests of scientifically oriented psychology in research, application, teaching, and the improvement of human welfare.

AMERICAN PHYTOPATHOLOGICAL SOCIETY

The American Phytopathological Society (APS) is the premier society dedicated to high-quality, innovative plant pathology research. APS is driven by a distinctive community of scientists, whose energy and commitment ensure the global advancement of this critical science.

AMERICAN SOCIETY OF AGRICULTURE AND BIOLOGICAL ENGINEERS

The American Society of Agricultural and Biological Engineers is an educational and scientific organization dedicated to the advancement of engineering applicable to agricultural, food, and biological systems. Agricultural, Food and Biological Engineers develop efficient and environmentally sensitive methods of producing food, fiber, timber, and renewable energy sources for an ever-increasing world population.

AMERICAN SPEECH-LANGUAGE-HEARING ASSOCIATION

The American Speech-Language-Hearing Association is a professional, scientific, and credentialing association for speech-language pathologists, audiologists, and speech, language, and hearing scientists in the United States. The goal of the association is to have effective communication, a human right, accessible, and achievable for all.

ASSOCIATION OF ENVIRONMENTAL ENGINEERING AND SCIENCE PROFESSORS

The Association of Environmental Engineering and Science Professors (AEESP) is made up of professors in academic programs throughout the world who provide education in the sciences and technologies of environmental protection. AEESP has more than 700 members in universities throughout the world.

AUDIOLOGY ONLINE

AO has leading experts who contribute to the content on the website via articles, expert e-seminars, and providing answers to professionals' questions in the Ask the Expert column. These individuals are selected by the AudiologyOnline editorial staff based on their expertise in topic areas that are both relevant and timely for our readers. These two groups include professionals from clinical, industry and research backgrounds.

COGNITIVE DEVELOPMENT SOCIETY

The Cognitive Development Society (CDS) was incorporated in September 1999 in order to provide a unified voice for the wide range of scholars, practitioners, and others who are interested in change and continuity in the intellectual processes that support mental life. The range of interests includes cognitive development during all stages of life, and we seek to understand ontogenetic processes in both humans and nonhumans. Finally, the interests encompass typical as well as atypical development, and attempt to characterize both biological and cultural influences on cognitive change and continuity.

COUNCIL FOR DIRECTORS OF SCHOOL PSYCHOLOGY PROGRAMS

CDSPP's mission is to foster the advancement of doctoral education in school psychology in all its aspects. This mission includes both providing a mechanism for dissemination of information, exchange of views, collection of data, facilitation of communication, and formulation of policies, concerning doctoral training in school psychology; and providing consultative resources, maintaining active liaison, and promoting the representation of school psychology programs in functions of APA and other organizations which are relevant to doctoral education in school psychology.

COUNCIL OF ACADEMIC PROGRAMS IN COMMUNICATION SCIENCES AND DISORDERS

The CAPCSD helps develop and promulgate position statements relevant to educational and professional standards, maintain liaisons with, and advise, related professional organizations, government agencies, and the university community, assist your ability to respond to changes in program accreditation and professional credentialing, gather, organize and distribute information relevant to your program's strategic planning needs, including funding, as well as faculty, staff and student demographics, promote and provide professional development and continuing education opportunities for your department members, foster quality education through meetings and publications designed to enhance curricula and improve instruction.

COUNCIL ON GRADUATE DEPARTMENTS OF PSYCHOLOGY

The Council of Graduate Departments of Psychology (COGDOP) is a society constituted of Chairs and Heads of Departments of Psychology or other equivalent administrative units, which are authorized to offer graduate degrees in psychology in institutions accredited by their regional accrediting association.

ELECTROCHEMICAL SOCIETY

ECS is an international nonprofit, educational organization concerned with a broad range of phenomena relating to electrochemical and solid-state science and technology. The Electrochemical Society has more than 8,000 scientists and engineers in over 70 countries worldwide that hold individual membership, as well as roughly 100 corporations and laboratories that hold corporate membership.

ENVIRONMENTAL ENGINEERING AND SCIENCE PROFESSORS ASSOCIATION

The Association of Environmental Engineering and Science Professors (AEESP) is made up of professors in academic programs throughout the world who provide education in the sciences and technologies of environmental protection. The Association assists its members in improving education and research programs, encourages graduate education, and serves the profession by providing information to government agencies and the public, and provides direct benefits to its members.

FAMILY PSYCHOLOGIST NEWSLETTER

The Family Psychologist is a quarterly publication focusing on Family Psychology across the entire theory-research-practice spectrum. Researchers and practitioners come together in the pages of *TFP* for a truly unique combination of "front lines" reporting and the latest in theory.

INSTITUTE OF ELECTRICAL AND ELECTRONICS ENGINEERS ENGINEERING IN MEDICINE AND BIOLOGY SOCIETY

IEEE Engineering in Medicine and Biology Society (EMBS) is the world's largest international society of biomedical engineers. The organization's 8,200 members reside in some 70 countries around the world. It provides its members with access to the most fascinating people, practices, information, ideas, and opinions, from one of science's fastest growing fields.

LIFE SCIENCE MARKETING (ICMG)

ICMG is a media and publishing company that controls over 50 life science portals geared towards professional scientists and business people. Advertisements to the network reach millions of scientists each year.

LINGUISTIC SOCIETY OF AMERICA

The Linguistic Society of America (LSA) was founded in 1924 to advance the scientific study of language. LSA plays a critical role in supporting and disseminating linguistic scholarship both to professional linguists and to the general public.

LINGUISTLIST

The LINGUIST List is dedicated to providing information on language and language analysis, and to providing the discipline of linguistics with the infrastructure necessary to function in the digital world. LINGUIST is a free resource, run by linguistics professors and graduate students, and supported primarily by your donations.

NATIONAL ASSOCIATION OF SCHOOL PSYCHOLOGISTS

The National Association of School Psychologists (NASP) is the premier source of knowledge, professional development, and resources that empower school psychologists and ensure that all

children/youth attain optimal learning and mental health. (NASP) represents school psychology and supports school psychologists to enhance the learning mental health of all children and youth.

SOCIAL PSYCHOLOGY NETWORK

Social Psychology Network is today one of the largest Internet sites devoted to psychological research and teaching. In its pages, there are more than 17,000 links related to psychology.

SOCIALSERVICE.COM

The job site for jobs in social work, counseling, psychology, sociology, mental health, case management, employee assistance, volunteer management, substance abuse treatment, domestic violence, community development, youth development, child welfare, developmental disabilities and all other areas of social services.

SOCIETY OF BEHAVIORAL MEDICINE

The Society of Behavioral Medicine is a multidisciplinary, non-profit organization founded in 1978. The Society of Behavioral Medicine is an organization made up of clinicians, educators, and scientists dedicated to promoting the study of the interactions of behavior with biology and the environment, and the application of that knowledge to improve the health and well-being of individuals, families, communities and populations.

SOCIETY FOR CHAOS THEORY IN PSYCHOLOGY

The Society is an international forum that brings together researchers, theoreticians, and practitioners interested in applying dynamical systems theory, self- organization, neural nets, fractals, cellular automata, agent-based modeling, and related forms of chaos, catastrophes, bifurcations, nonlinear dynamics, and complexity theories to psychology and the life sciences.

SOCIETY OF EXPERIMENTAL SOCIAL PSYCHOLOGY

The Society of Experimental Social Psychology (SESP) is a scientific organization dedicated to the advancement of social psychology.

SOCIETY FOR INDUSTRIAL ORGANIZATIONAL PSYCHOLOGISTS

The Society for Industrial and Organizational Psychology is a Division within APA that is also an organizational affiliate of APS. The Society's mission is to enhance human well-being and performance in organizational and work settings by promoting the science, practice, and teaching of industrial-organizational psychology.

SOCIETY OF PERSONALITY AND SOCIAL PSYCHOLOGY

The Society for Personality and Social Psychology (SPSP) was founded in 1974 when the leadership of Division 8 of the American Psychological Association decided to incorporate as an independent organization. Today, SPSP includes more than 4,500 members from around the world who study a wide array of subfields.

Race/Gender Specific

ASIAN AMERICAN PSYCHOLOGICAL ASSOCIATION

The AAPA is a community of diverse graduate students, researchers, teachers, and practitioners in psychology, working to advance the psychological well-being of Asian American communities through affecting professional practice, research, and teaching. The AAPA offers mentoring and networking opportunities, forums to disseminate research and scholarship, structures to share information and receive support, and awards and initiatives to recognize contributions to Asian American psychology as well as an Email Listserv (for sharing information, posting job announcements, discussing relevant issues).

ASSOCIATION FOR WOMEN IN SCIENCE

AWIS is a national advocacy organization championing the interests of women in science, technology, engineering, and mathematics across all disciplines and employment sectors. By breaking down barriers and creating opportunities, AWIS strives to ensure that women in these fields can achieve their full potential.

THE ASSOCIATION OF BLACK PSYCHOLOGISTS

The Association of Black Psychologists was founded in San Francisco in 1968 by a number of Black Psychologists from across the country. They united to actively address the serious problems facing Black Psychologists and the larger Black community. Guided by the principle of self-determination, these psychologists set about building an institution through which they could address the long neglected needs of Black professionals. Their goal was to have a positive impact upon the mental health of the national Black community by means of planning, programs, services, training, and advocacy.

EMBO

EMBO is an organization of more than [1500 leading researchers](#) that promotes excellence in the life sciences. The major goals of the organization are to support talented researchers at all stages of their careers, stimulate the exchange of scientific information, and help build a European research environment where scientists can achieve their best work. EMBO helps young scientists to advance their research, promote their international reputations and ensure their mobility

FACULTY FOR THE FUTURE

FacultyForTheFuture.org is the only website dedicated to linking a diverse pool of women and under-represented minority candidates from engineering, science, and business with faculty and research positions at universities across the country. It was developed by Barbara Bogue and [College of Engineering](#) of The Pennsylvania State University as part of the Penn State GE Foundation Faculty for the Future Project and was merged into the capstone FFF WEPAN grant as part of multi institution/organization collaboration.

FORD FOUNDATION FELLOWS

Ford Foundation Fellows recipients include Alaskan natives (Eskimo or Aleut), Native American Indians, Black/African Americans, Mexican Americans/Chicanos, Native Pacific Islanders (Polynesian or

Micronesian) and Puerto Ricans in physical and life sciences, mathematics, behavioral and social sciences, engineering, and humanities. This directory contains contact information for Ford Foundation Postdoctoral fellowship recipients awarded since 1980 and 1986. This database only includes those awards administered by the National Research Council.

GREAT MINDS IN STEM

Great Minds in STEM™ is the gateway for Hispanics in Science, Technology, Engineering and Mathematics (STEM). Established in 1989, as HENAAC, Great Minds in STEM™ is a non-profit organization that focuses on STEM educational awareness programs for students from kindergarten to career. Great Minds in STEM™ provides resources for recognition and recruitment of Hispanics in STEM on a national level, connecting multi-areas of engineering and science arenas to the general population.

INTERNATIONAL SOCIETY FOR ECOLOGY & CULTURE

ISEC's mission is to protect and renew ecological and social well-being by promoting a systemic shift away from economic globalization towards localization. Through its 'education for action' programs, ISEC develops innovative models and tools to catalyze collaboration for strategic change at the community and international level.

LATIN AMERICAN SOCIETY FOR DEVELOPMENTAL BIOLOGY

The Latin American Society of Developmental Biology (LASDB) is a non-profit association that promotes the study of developmental biology in Latin America. To this effect, the LASDB organizes and supports scientific meetings, workshops and courses in this field of study.

LATINOS IN SCIENCE AND ENGINEERING

MAES was founded in 1974 to increase the number of Mexican Americans and other Hispanics in the technical and scientific fields. MAES promotes, cultivates, and honors excellence in education and leadership among Latino engineers and scientists.

MINORITY POSTDOC

MinorityPostdoc.org is the premier web portal on the minority postdoctoral experience especially in the science, technology, engineering, and math (STEM) disciplines. We feature articles, resources, & events about career advice, professional development, jobs, funding, fellowships, mentoring, and diversity issues.

NATIONAL ASSOCIATION FOR BLACKS IN BIO

The National Association for Blacks in Bio (NABB) is dedicated to supporting our nation's effort to remain competitive in the global marketplace by building a broad-based community of minority professionals working in various capacities in biotechnology, biopharmaceutical research and biomedical research (which we refer to collectively as the biosciences industry), and by forging strategic relationships between this industry and communities of color.

NATIONAL BLACK ASSOCIATION FOR SPEECH-LANGUAGE AND HEARING

The National Black Association for Speech-Language and Hearing is the premier professional and scientific association addressing the communication interests and concerns of black communication

science and disorders professionals, students and consumers. The association is the model for other organizations addressing the concerns of diverse populations.

NATIONAL GEM CONSORTIUM

The mission of The National GEM Consortium is to enhance the value of the nation's human capital by increasing the participation of underrepresented groups (African Americans, American Indians, and Hispanic Americans) at the master's and doctoral levels in engineering and science. Gem is a unique and powerful connection to a national network of universities and employers. This partnership promotes the participation of underrepresented groups in post-graduate science and engineering education and the technical workforce.

NATIONAL HISPANIC LIFE SCIENCES SOCIETY

The National Hispanic Life Sciences Society (NHLSS) is a national, independent, non-profit professional membership organization for Hispanics, Latinos, Hispanic/Latino-Americans, and their supporters in the global life sciences industry.

NATIONAL LATINA/O PSYCHOLOGICAL ASSOCIATION

The National Latina/o Psychological Association (NLPA) is a national organization of mental health professionals and students whose objective is to generate and advance psychological knowledge and foster its effective application for the benefit of the Hispanic/Latino population. LPA's membership represents a rich diversity of national background, ethnic and cultural origin and political ideology. NLPA does not presume to speak for all Latino psychologists or psychologists interested in Latino psychology. However, its members' goal is to see a physical and psychological environment for Latinos in the US reflect the ideals of respect for mental health, dignity, and human and civil rights.

SOCIETY OF INDIAN PSYCHOLOGISTS

SIP's main goal is to come together as Native psychologists who work in support of professionals, researchers, graduate students, and undergraduate students. As a community, to share ideas, disseminate knowledge and new information relevant to Native People. United by a common core of values, to seek to be a resource for the respective communities, by increasing the knowledge and awareness of issues impacting Native mental health.

WOMEN IN CELL BIOLOGY COMMITTEE OF THE AMERICAN SOCIETY FOR CELL BIOLOGY

WICB began in the early 1970s as a group of women cell biologists, sensitized by the women's movement of the time, who began to notice the under-representation of women in academia in general and cell biology in particular. In 1992, the ASCB Council invited WICB to become a standing committee of the ASCB, and its by-then traditional activities at the annual meetings have continued apace. In addition to its presence at the annual meeting, WICB is also poised year-round to provide career support and advice.

Humanities

Discipline/Subject Specific

AMERICAN EDUCATIONAL RESEARCH ASSOCIATION

The American Educational Research Association (AERA) is concerned with improving the educational process by encouraging scholarly inquiries related to education and evaluation, and by promoting the dispersal and practical application of research results. Its more than 25,000 members are educators; administrators; directors of research; persons working with testing or evaluation in federal, state, and local agencies; counselors; evaluators; graduate students; and behavioral scientists. The broad range of disciplines represented by the membership includes education, psychology, statistics, sociology, history, economics, philosophy, anthropology, and political science.

AMERICAN HISTORICAL ASSOCIATION

The American Historical Association (AHA) is a nonprofit membership organization founded in 1884 for the promotion of historical studies, the collection, and preservation of historical documents and artifacts, and the dissemination of historical research. As the largest historical society in the United States, the AHA provides leadership and advocacy for the profession, fights to ensure academic freedom, monitors professional standards, spearheads essential research in the field, and provides resources and services to help its members succeed.

AMERICAN PHILOSOPHICAL ASSOCIATION

The American Philosophical Association is the main professional organization for philosophers in the United States. Its mission is to promote the exchange of ideas among philosophers, to encourage creative and scholarly activity in philosophy, to facilitate the professional work and teaching of philosophers, and to represent philosophy as a discipline.

AMERICAN STUDIES ASSOCIATION

The American Studies Association seeks to engage individuals in interdisciplinary studies of American culture and history. The organization is devoted to understanding American culture, while integrating a variety of perspectives from different academic backgrounds. This is a very inclusive group, with members with interests ranging from history to religion to education.

ASIAN AMERICAN JOURNALIST ASSOCIATION

The AAJA mission is to encourage Asian Americans and Pacific Islanders to enter the ranks of journalism, to work for fair and accurate coverage of Asian Americans and Pacific Islanders, and to increase the number of Asian American and Pacific Islander journalists and news managers in the industry.

ASSOCIATION FOR ASIAN STUDIES

Association for Asian Studies (AAS) is a scholarly, non-political, non-profit professional association open to all persons interested in Asia. It seeks through publications, meetings, and seminars to facilitate contact and an exchange of information among scholars to increase their understanding of East, South, and Southeast Asia. It counts among its member's scholars, business people, diplomats, journalists, and interested laypersons.

ASSOCIATION FOR EDUCATION IN JOURNALISM AND MASS COMMUNICATION

The Association for Education in Journalism and Mass Communication is a non-profit, educational association of journalism and mass communication faculty, administrators, students and media professionals. Dedicated to promoting the highest standards for education, the Association provides an abundance of resources for news, research, and career opportunities, including a multicultural network of practitioners from every discipline of journalism and mass communication.

ASSOCIATION OF AMERICAN GEOGRAPHERS

The Association of American Geographers (AAG) is a scientific and educational society with 10,000 members sharing interests in the theory, methods, and practice of geography and [geographic education](#). The AAG holds [annual meetings](#) and [regional events](#) and publishes a [newsletter, journals, and books](#).

ASSOCIATION OF DEPARTMENTS OF ENGLISH

ADE serves as a central source of information and support for chairs of college and university English departments throughout the United States and Canada. ADE has been in existence for forty years as a project of the Modern Language Association and its membership encompasses nearly 750 English departments, writing programs, and humanities divisions in all types and sizes of four- and two-year colleges and universities.

GEORGE MOSES HORTON SOCIETY

The Horton Society encourages sustained scholarly focus on the works of African-American poets and to foster presentation and publishing opportunities for that scholarship. The Horton society is an affiliate organization of the American Literature Association.

H-NET

H-Net is an international interdisciplinary organization of scholars and teachers dedicated to developing the enormous educational potential of the Internet and the World Wide Web.

HERA HUMANITIES EDUCATION AND RESEARCH ASSOCIATION

The Humanities Education and Research Association is organized as a non-profit 501(c)3 organization, exclusively for charitable, research and education purposes.

INTERNATIONAL COMMUNICATION ASSOCIATION

ICA is an academic association for scholars interested in the study, teaching, and application of all aspects of human and mediated communication. ICA is an international association with more than 3,500 members in 65 countries. Since 2003, ICA has been officially associated with the United Nations as a non-governmental association (NGO).

LATIN AMERICAN STUDIES ASSOCIATION

The LASA is a scholarly association made up of over 7,000 members, both individuals and institutions, from all over the world. The Latin American Studies Association works to foster intelligent discussion, research, and teachings about Latin America, the Caribbean, and its people, while simultaneously supporting the diverse interests of its member group. Additionally, LASA advocates for the Latin American community, providing access to scholarly research and journals on Latin American Studies, as

well as representing the interests of Latin American people before the United States government, as well as to other international governments.

MODERN LANGUAGE ASSOCIATION

The Modern Language Association of America provides opportunities for its members to share their scholarly findings and teaching experiences with colleagues and to discuss trends in the academy. MLA members host an annual convention and other meetings, work with related organizations, and sustain one of the finest publishing programs in the humanities.

NATIONAL COMMUNICATION ASSOCIATION

NCA is a scholarly society and as such works to enhance the research, teaching, and service produced by its members on topics of both intellectual and social significance. Staff at the NCA National Office follows trends in national research, teaching, and service priorities. It both relays those opportunities to its members and represents the academic discipline of communication in those national efforts.

NATIONAL COUNCIL FOR BLACK STUDIES

The National Council for Black Studies (NCBS) is the leading organization of Black Studies professionals in the world. For more than 30 years, the members of the council have been at the forefront of driving the development of Black/Africana Studies as a respected academic discipline. The commitment to putting theory into practice, however, has also led to the front lines of community issues throughout the African Diaspora. The guiding philosophy of the council is that education should engender both academic excellence and social responsibility.

ORGANIZATION OF AMERICAN HISTORIANS

The Organization of American Historians is the largest professional society devoted to teaching and studying American history. Founded in 1907, this group encompasses three main ambitions in their mission statement. The OAH strives to advance knowledge of history through various initiatives, participate in historical advocacy for all history practitioners, and uphold the highest standards of professional integrity.

SOCIETY FOR NEW DESIGN

The Society for News Design encourages high standards of journalism through design. An international forum and resource for all those interested in news design, SND works to recognize excellence and strengthen visual journalism as a profession. The Society for News Design (formerly the Society of Newspaper Design) is an international professional organization with more than 2,600 members in the United States, Canada and more than 50 other countries, divided into the 20 regions shown below.

SOCIETY OF AMERICAN ARCHIVISTS

Founded in 1936, the Society of American Archivists is North America's oldest and largest national archival professional association. SAA's mission is to serve the educational and informational needs of more than 5,500 individual and institutional members and to provide leadership to ensure the identification, preservation, and use of records of historical value.

WESTERN PUBLICATIONS ASSOCIATION

The Western Publishing Association is a non-profit business trade association dedicated to the advancement of the media publishing industry in the western United States. With over 58 years' experience, the Western Publishing Association offers a variety of services and benefits to its members. WPA's primary mission is to provide continuing education to the media publishing industry, which is accomplished through individual seminars, an annual publishing conference, publishers and executive management roundtables, and partnering with other groups and associations to offer online audio and video conferences.

Race/Gender Specific

ASIAN PHILOSOPHICAL ASSOCIATION

The Asian Philosophical Association is a non-profit organization aiming at studying Asian philosophies and perspectives on these philosophies with the objective of gauging the dialectical relationship between Asian Philosophies and epistemological growth worldwide. The Association holds Annual conferences, seminars, panels and publishes a journal called *the International Journal of the Asian Philosophical Association*.

ASOCIACION HISPANICA DE HUMANIDADES

The Hispanic Association of Humanities (AHH) is an academic and cultural nonprofit organization dedicated to promoting Hispanic Humanities in the United States and other countries. Founded in 1988, the Association has worked extensively in the field of Hispanic humanism, promoting the study and exchange of knowledge through conferences and specialized publications, as a result of research in the writing, the sciences and the arts in all Spanish-speaking countries.

THE ASSOCIATION FOR WOMEN IN COMMUNICATIONS

The Association for Women in Communications is the one organization that recognizes the complex relationships that exist across communications disciplines. Modern communicators must demonstrate competence in varied disciplines and be able to network and make career moves across the broad spectrum of communications fields. Disciplines represented within the association include: print and broadcast journalism, television and radio production, film, advertising, public relations, marketing, graphic design, multi-media design, and photography.

ASSOCIATION OF BLACK WOMEN HISTORIANS

Founded in 1979, the Association of Black Women Historians (ABWH) is a dynamic network of scholars representing every region of the country. The organization's goals are to support black women in the historical profession, disseminate information by, for and about black women and promote scholarship by and about black women. ABWH is re-launching the organization into the 21st century.

COLLEGIUM OF BLACK WOMEN PHILOSOPHERS

The Collegium of Black Women Philosophers (CBWP) is a philosophical organization whose purpose is to

encourage and foster a networking and mentoring relationship between the underrepresented Black women in philosophy including undergraduate students and graduate students as well as assistant, associate, and full professors in the Academy. The objective of the CBWP is to mentor and retain the Black women who are currently professors or graduate students in philosophy while simultaneously recruiting more Black women into the discipline.

EUROPEAN ASSOCIATION FOR DIGITAL HUMANITIES

The EADH's mission is to represent and bring together the Digital Humanities in Europe across the entire spectrum of disciplines that apply, develop and research digital humanities methods and technology. These include art history, cultural studies, history, image processing, language and literature studies, manuscripts studies, musicology etc. The EADH also supports the formation of DH interest groups in Europe that are defined by region, language, methodological focus or other criteria.

FORD FOUNDATION FELLOWS

Ford Foundation Fellows recipients include Alaskan natives (Eskimo or Aleut), Native American Indians, Black/African Americans, Mexican Americans/Chicanos, Native Pacific Islanders (Polynesian or Micronesian) and Puerto Ricans in physical and life sciences, mathematics, behavioral and social sciences, engineering, and humanities. This directory contains contact information for Ford Foundation Postdoctoral fellowship recipients awarded since 1980 and 1986. This database only includes those awards administered by the National Research Council.

INTERNATIONAL ASSOCIATION OF WOMEN PHILOSOPHERS

The International Association of Women Philosophers is a professional association and network that provides a forum for discussion, interaction and cooperation among women engaged in teaching and research in all aspects of philosophy, with a particular emphasis on feminist philosophy. Founded in 1976 in Würzburg (Germany) as APH (Association of Women Philosophers) the IAPh has gradually grown into an international organization with members all over the world. Currently the IAPh has 380 members from as many as 35 different countries, although most of our members are from continental Europe, Canada and the United States.

NATIONAL ASSOCIATION OF BLACK JOURNALISTS

The National Association of Black Journalists (NABJ) is an organization of journalists, students, and media-related professionals that provides quality programs and services to and advocates on behalf of black journalists worldwide.

NATIONAL ASSOCIATION OF HISPANIC JOURNALISTS'

The National Association of Hispanic Journalists (NAHJ) is dedicated to the recognition and professional advancement of Hispanics in the news industry. NAHJ is governed by an 18-member board of directors that consists of executive officers and regional directors who represent geographic areas of the United States and the Caribbean.

NATIONAL LESBIAN & GAY JOURNALISTS ASSOCIATION

NLGJA is an organization of journalists, media professionals, educators, and students working from

within the news industry to foster fair and accurate coverage of LGBT issues. NLGJA opposes all forms of workplace bias and provides professional development to its members.

NATIVE AMERICAN JOURNALISTS ASSOCIATION

NAJA recognizes Native Americans as distinct peoples based on tradition and culture. In this spirit, NAJA educates and unifies its membership through journalism programs that promote diversity and defends challenges to free press, speech, and expression. NAJA is committed to increase the representation of Native journalists in mainstream media. NAJA encourages both mainstream and tribal media to attain the highest standards of professionalism, ethics, and responsibility.

SOCIETY FOR WOMEN IN PHILOSOPHY

The Society for Women in Philosophy was started in 1972 to promote and support women in philosophy. SWIP holds divisional meetings, meetings in conjunction with the meetings of the American Philosophical Association, and it publishes newsletters.

Physical Sciences

Discipline/Subject Specific

AMERICAN CHEMICAL SOCIETY

The American Chemical Society (ACS) is the world's largest scientific society and one of the world's leading sources of authoritative scientific information. A nonprofit organization, chartered by Congress, ACS is at the forefront of the evolving worldwide chemical enterprise and the premier professional home for chemists, chemical engineers, and related professions around the globe.

AMERICAN EDUCATIONAL RESEARCH ASSOCIATION

The American Educational Research Association (AERA) is concerned with improving the educational process by encouraging scholarly inquiries related to education and evaluation, and by promoting the dispersal and practical application of research results. Its more than 25,000 members are educators; administrators; directors of research; persons working with testing or evaluation in federal, state, and local agencies; counselors; evaluators; graduate students; and behavioral scientists. The broad range of disciplines represented by the membership includes education, psychology, statistics, sociology, history, economics, philosophy, anthropology, and political science.

AMERICAN ASSOCIATION FOR THE ADVANCEMENT OF SCIENCE

The American Association for the Advancement of Science, (AAAS), is an international non-profit organization dedicated to advancing science around the world by serving as an educator, leader, spokesperson, and professional association. In addition to organizing membership activities, (AAAS) publishes the journal *Science*, as well as many scientific newsletters, books and reports, and spearheads programs that raise the bar of understanding for science worldwide.

AMERICAN INSTITUTE OF PHYSICS

AIP was created for the purpose of promoting the advancement and diffusion of the knowledge of physics and its application to human welfare. It is the mission of the Institute to serve the sciences of physics and astronomy by serving its Member Societies, individual scientists, students and the general public.

AMERICAN MATHEMATICAL SOCIETY

Founded in 1888 to further mathematical research and scholarship, the American Mathematical Society (AMS) fulfills its mission through programs and services that promote mathematical research and its uses strengthen mathematical education, and foster awareness and appreciation of mathematics and its connections to other disciplines and to everyday life.

AMERICAN PHYSICAL SOCIETY

The APS is a non-profit membership organization working to advance and diffuse the knowledge of physics through its outstanding research journals, scientific meetings, and education, outreach, advocacy and international activities. APS represents over 50,000 members, including physicists in academia, national laboratories, and industry in the United States and throughout the world.

[AMERICAN STATISTICAL ASSOCIATION \(AMSTAT NEWS\)](#)

The American Statistical Association (ASA), a scientific and educational society provides its members and the public with up-to-date, useful information about statistics. The ASA has a tradition of service to statisticians, quantitative scientists, and users of statistics across a wealth of academic areas and applications.

[CHEMICAL & ENGINEERING NEWS](#)

Chemical & Engineering News is a weekly magazine published by the American Chemical Society. C&EN editors and reporters based in Europe, the U.S., and Asia cover science and technology, business and industry, government and policy, education, and employment aspects of the chemistry field.

[CHEMISTRYJOBS.ACS.ORG](#)

This website helps to link chemistry majors and graduate chemists with a career in chemistry. Every field of chemistry is represented and allows for a diverse range of chemistry related careers.

[INTERNATIONAL BIOMETRIC SOCIETY](#)

The International Biometric Society is an international society promoting the development and application of statistical and mathematical theory and methods in the biosciences, including agriculture, biomedical science and public health, ecology, environmental sciences, forestry, and allied disciplines. The Society members include statisticians, mathematicians, biological scientists, and others devoted to interdisciplinary efforts in advancing the collection and interpretation of information in the biosciences. The Society publishes two journals, Biometrics, reporting communications consistent with the Society's mission, and, jointly with the American Statistical Association, the Journal of Agricultural, Biological, and Environmental Statistics.

[INTERNATIONAL SOCIETY FOR BAYESIAN ANALYSIS](#)

The International Society for Bayesian Analysis (ISBA) promotes the development and application of Bayesian analysis useful in the solution of theoretical and applied problems in science, industry and government. By sponsoring and organizing meetings, publishing the electronic journal of Bayesian statistics Bayesian Analysis, and other activities ISBA provides a focal point for those interested in Bayesian analysis and its applications.

[JOBS FOR PhD's SCIENCE, MATH, AND ENGINEERING](#)

This site helps PhD's match up with employers. This site allows for people with PhD's to search open positions only for PhD's and to post their resume.

[NATIONAL CENTER FOR ATMOSPHERIC RESEARCH](#)

Each year nearly 700 students, scientists, weather forecasters, and other professionals visit the National Center for Atmospheric Research (NCAR). These visits vary both in purpose – workshops, summer internships, or collaboration on research – and in length, from a few days to several years. Formal programs either provide opportunities for visitors to pursue special training or research in Boulder, Colorado, or place them at designated research and educational institutions around the world.

NATIONAL PHYSICAL SCIENCE CONSORTIUM

The National Physical Science Consortium (NPSC) provides guidance and services to graduate students looking for Fellowships in the Physical Sciences. NPSC is a caring partnership between government agencies and laboratories, industry, and higher education, whose goal is to increase the number of American people with graduate degrees in the physical sciences (and related engineering fields). The consortium emphasizes the importance of a diverse applicant pool when recruiting, for they pride themselves on their acceptance and openness of diversity across the nation.

NATIONAL SEA GRANT OFFICE

Environmental stewardship, long-term economic development and responsible use of America's coastal, ocean and Great Lakes resources are at the heart of Sea Grant's mission. Sea Grant is a nationwide network (administered through the National Oceanic and Atmospheric Administration [NOAA]), of 32 university-based programs that work with coastal communities. The National Sea Grant College Program engages this network of the nation's top universities in conducting scientific research, education, training, and extension projects designed to foster science-based decisions about the use and conservation of our aquatic resources.

NATUREJOBS

Naturejobs is the worldwide career resource for scientists, providing a wide range of career advice and information across Nature Publishing Group journals as well as centrally at naturejobs.com.

NEURO JOBS

The Society for Neuroscience (SfN) is a nonprofit membership organization of scientists and physicians who study the brain and nervous system. Since its inception in 1969, the Society has grown from 500 members to over 40,000. Today, SfN is the world's largest organization of scientists and physicians devoted to advancing understanding of the brain and nervous system.

NEW ENGLAND ASSOCIATION OF CHEMISTRY TEACHERS

NEACT was founded in 1898 by a group of high school and college teachers meeting at Malden, MA High School, and incorporated in Massachusetts in 1910. Today, its [membership](#) also includes middle school teachers, administrators, and industrial associates interested in chemical education. The aim of NEACT is to promote the teaching and learning of chemistry.

PHDS.ORG

The goal of the site is help students to prepare for the changing demands of today's job market and to provide a voice for early career scientists.

SCIENCE MAGAZINE

Founded in 1880 on \$10,000 of seed money from the American inventor Thomas Edison, *Science* has grown to become the world's leading outlet for scientific news, commentary, and cutting-edge research, with the largest paid circulation of any peer-reviewed general-science journal. Through its print and online incarnations, *Science* reaches an estimated worldwide readership of more than one million. In content, too, the journal is truly international in scope; some 35 to 40 percent of the corresponding

authors on its papers are based outside the United States. Its articles consistently rank among world's most cited research.

SCIENCE FACULTY JOBS

Science Faculty Jobs is the only website helping schools to fill their Science faculty job openings and find the perfect career for educators in the fields of science.

SOCIETY FOR INDUSTRIAL AND APPLIED MATHEMATICS

SIAM exists to ensure the strongest interactions between mathematics and other scientific and technological communities through membership activities, publication of journals and books, and conferences.

UNIVERSITY NATIONAL OCEANOGRAPHIC LABORATORY SYSTEM

University-National Oceanographic Laboratory System (UNOLS) is an organization of 61 academic institutions and National Laboratories involved in oceanographic research and joined for the purpose of coordinating oceanographic ships' schedules and research facilities. One of the primary functions of UNOLS is to ensure the efficient scheduling of scientific cruises aboard the 21 research vessels located at 16 operating institutions in the UNOLS organization.

Race/Gender Specific

ACS WOMEN OF COLOR PROGRAM (AMERICAN CHEMICAL SOCIETY)

The mission is to empower women chemists of color to maximize their opportunities in the chemical profession while cultivating an environment that fully engages these members.

AMERICAN INDIAN SCIENCE & ENGINEERING SOCIETY

The AISES mission is to increase substantially the representation of American Indian and Alaskan Natives in engineering, science and other related technology disciplines. AISES' membership is comprised of professionals, students, educators, and others in science, engineering and related technical fields. The Career Services page lists job openings and provides access to a resume database.

AMERICAN PHYSIOLOGICAL SOCIETY-MINORITY LINKS

The Physiology, American Physiological Society-Minority website provides career resources for aspiring physiologists.

ASSOCIATION FOR WOMEN GEOSCIENTISTS

The Association for Women Geoscientists is an international organization devoted to enhancing the quality and level of participation of women in geosciences and to introduce girls and young women to geoscience careers. Membership is open to anyone who supports AWG's goals.

ASSOCIATION FOR WOMEN IN MATHEMATICS (AWM)

The purpose of the Association for Women in Mathematics is to encourage women and girls to study

and to have active careers in the mathematical sciences, and to promote equal opportunity and the equal treatment of women and girls in the mathematical sciences.

ASSOCIATION FOR WOMEN IN SCIENCE

The Association for Women in Science (AWIS), today's premiere leadership organization, is advocating the interests of women in science and technology. For nearly 40 years, the Association for Women in Science has fought for equity and career advancement for women – from the bench to the board room. We unite women through our nationwide network of chapters and partnerships with aligned professional organizations.

THE BLACK SCHOLAR

THE BLACK SCHOLAR is a peer-reviewed, interdisciplinary journal providing cogent articles that help the understanding of issues of social concern to black Americans and other peoples of African descent across the world. To provide full range for the development of black thought in a climate where fora are still limited, we emphasize writings by black authors. TBS is published four times a year by the Black World Foundation, a non-profit educational organization, in association with Paradigm Publishers. THE BLACK SCHOLAR provides a classified advertising service for those of you who are particularly concerned that minority persons and women are made aware of your job vacancies.

CAUCUS FOR WOMEN IN STATISTICS

The Caucus membership consists of individual residents mostly in the USA and Canada. The Caucus works with all statistical professional societies. It is informally associated with the American Statistical Association (ASA) and participates in its annual meeting, where it sponsors the Gertrude Cox Scholarship.

COMMITTEE ON THE ADVANCEMENT OF WOMEN CHEMISTS

COACH is a grass-roots organization working to increase the number and career success of women scientists and engineers through innovative programs and strategies. COACH provides avenues for networking and mentoring of scientists and engineers at all levels to assist them in their research, teaching and career advancement. COACH works closely in an advisory capacity with many institutions, government organizations and departments to create a professional workplace that provides an equal opportunity for discovery and innovation for its entire scientific and technical workforce.

COMMITTEE ON WOMEN IN SCIENCE, ENGINEERING, AND MEDICINE

CWSEM is a standing committee of the National Research Council (NRC). Its mandate is to coordinate, monitor, and advocate action to increase the participation of women in science, engineering, and medicine. Established in 1990 as CWSE, the committee expanded its scope in 2007 to include medicine.

FACULTY FOR THE FUTURE

FacultyForTheFuture.org is the only website dedicated to linking a diverse pool of women and under-represented minority candidates from engineering, science, and business with faculty and research positions at universities across the country. It was developed by Barbara Bogue and [College of Engineering](#) of The Pennsylvania State University as part of the Penn State GE Foundation Faculty for the

Future Project and was merged into the capstone FFF WEPAN grant as part of multi institution/organization collaboration.

FORD FOUNDATION FELLOWS

Ford Foundation Fellows recipients include Alaskan natives (Eskimo or Aleut), Native American Indians, Black/African Americans, Mexican Americans/Chicanos, Native Pacific Islanders (Polynesian or Micronesian) and Puerto Ricans in physical and life sciences, mathematics, behavioral and social sciences, engineering, and humanities. This directory contains contact information for Ford Foundation Postdoctoral fellowship recipients awarded since 1980 and 1986. This database only includes those awards administered by the National Research Council.

GREAT MINDS IN STEM

Great Minds in STEM™ is the gateway for Hispanics in Science, Technology, Engineering and Mathematics (STEM). Established in 1989, as HENAAC, Great Minds in STEM™ is a non-profit organization that focuses on STEM educational awareness programs for students from kindergarten to career. Great Minds in STEM™ provides resources for recognition and recruitment of Hispanics in STEM on a national level, connecting multi-areas of engineering and science arenas to the general population.

LATINOS IN SCIENCE AND ENGINEERING

MAES was founded in 1974 to increase the number of Mexican Americans and other Hispanics in the technical and scientific fields. MAES promotes, cultivates, and honors excellence in education and leadership among Latino engineers and scientists.

MINORITY POSTDOC

MinorityPostdoc.org is the premier web portal on the minority postdoctoral experience especially in the science, technology, engineering, and math (STEM) disciplines. We feature articles, resources, & events about career advice, professional development, jobs, funding, fellowships, mentoring, and diversity issues.

NATIONAL GEM CONSORTIUM

The mission of The National GEM Consortium is to enhance the value of the nation's human capital by increasing the participation of underrepresented groups (African Americans, American Indians, and Hispanic Americans) at the master's and doctoral levels in engineering and science. Gem is a unique and powerful connection to a national network of universities and employers. This partnership promotes the participation of underrepresented groups in post-graduate science and engineering education and the technical workforce.

NATIONAL NETWORK FOR MINORITY WOMEN IN SCIENCE

This website provides multiple links to various websites regarding women in the field of science and different career opportunities.

NATIONAL ORGANIZATION FOR THE PROFESSIONAL ADVANCEMENT OF BLACK CHEMISTS & CHEMICAL ENGINEERS

NOBCChE is committed to the discovery, transmittal, and application of knowledge in the fields of

science and engineering. The mission of NOBCChE therefore is to build an eminent community of scientists and engineers by increasing the number of minorities in these fields. NOBCChE will achieve its mission through diverse programs designed to foster professional development and encourage students to pursue careers in science and technical fields.

NATIONAL SOCIETY OF BLACK PHYSICISTS

The mission of the National Society of Black Physicists is to promote the professional well-being of African American physicists and physics students within the international scientific community and within society at large. The organization seeks to develop and support efforts to increase opportunities for African Americans in physics and to increase their numbers and visibility of their scientific work

NATIONAL SOCIETY OF HISPANIC PHYSICISTS

The purpose of this society is to promote the professional well-being and recognize the accomplishments of Hispanic physicists within the scientific community of the United States and within society at large. The Society seeks to develop and support efforts to increase opportunities for Hispanics in physics and to increase the number of practicing Hispanic physicists, particularly by encouraging Hispanic students to enter a career in physics.

SOCIETY FOR ADVANCEMENT OF CHICANOS & NATIVE AMERICANS IN SCIENCE

SACNAS is a national society with a 37-year history of supporting minority scientists and science students. The society is comprised of over 3,000 paid members along with more than 20,000 affiliates and partners from a diversity of disciplines, institutions, ethnic backgrounds, and levels along the educational trajectory

WOMEN'S AQUATICS NETWORK

The Women's Aquatic Network is a private, non-profit organization incorporated in 1985 in the District of Columbia. It is lead and organized by women but its membership is open to women and men. Its mission is to bring together professionals with interests in marine, coastal and aquatic policy, research, management, legislation, and other areas. WAN members are scientists, lawyers, policy-makers, natural resource managers, entrepreneurs, environmental advocates, students, professors and from many other professions.

Social Sciences

Discipline/Subject Specific

ACADEMY OF MANAGEMENT

The Academy of Management is a professional organization that looks to further the scholarship of management across the disciplines. AOM's mission is to "build a vibrant and supportive community of scholars by markedly expanding opportunities to connect and explore ideas".

ACM SIGCHI (SPECIAL INTEREST GROUP ON COMPUTER-HUMAN INTERACTION)

SIGCHI is the leading international society for professionals, academics, and students who are interested in human- technology and human-computer interactions. They provide a forum for discussion of all aspects of human-computer interaction through conferences and publications. The society also works to educate people who are interested in such interactions through tutorials, workshops and other outreach programs. There is a conference scheduled for April 26- May 1 of 2014, in Toronto, Canada. The deadline to sign up for this conference is September 18th, 2013.

AMERICAN ACADEMY OF ADVERTISING

The American Academy of Advertising is an organization of advertising scholars and professionals with interests in both advertising and advertising education. The 2014 conference is planned for March 27-30 of 2014 in Atlanta, Georgia with the submission deadline as October 1, 2013.

AMERICAN ANTHROPOLOGICAL ASSOCIATION

The American Anthropological Association (AAA) founded in 1902 is the world's largest organization of individuals interested in anthropology. This national organization was formed to promote the science of anthropology, to stimulate and coordinate the efforts of American anthropologists, foster local and other societies devoted to anthropology, serve as a bond among American anthropologists and anthropologic organizations present and prospective, and to publish and encourage the publication of matter pertaining to anthropology.

AMERICAN ASSOCIATION FOR PUBLIC OPINION RESEARCH

Founded in 1947, the American Association for Public Opinion Research is a leading publishing of public opinion and survey research professionals. The AAPOR community includes researches and individuals who analyze survey data across various disciplines. Members of this organization have a wide range of interests including election polling, market research, statistics, and research methodology. The 2014 conference is scheduled from May 15-18 in Anaheim California with a submission deadline of November 11, 2013.

AMERICAN AGRICULTURAL AND APPLIED ECONOMICS ASSOCIATION

The Agricultural & Applied Economics Association (AAEA) is a not-for-profit association serving the professional interests of members working in agricultural and broadly related fields of applied economics. Members of the AAEA are employed by academic or government institutions, as well as in industry and not-for-profit organizations, and engage in a variety of teaching, research, and

extension/outreach activities. A career opportunities page hosts employment ads of interest to members and a resume bank is available.

AMERICAN ASSOCIATION OF FAMILY & CONSUMER SCIENCES

The American Association of Family & Consumer Sciences (AAFCS) is recognized as the driving force in bringing people together to improve the lives of individuals, families, and communities. The mission of the AAFCS is to provide leadership and support for professionals whose work assists individuals, families, and communities in making informed decisions about their well-being, relationships, and resources to achieve optimal quality of life.

AMERICAN ASSOCIATION FOR MARRIAGE AND FAMILY THERAPY

The American Association for Marriage and Family Therapy (AAMFT) is the professional association for the field of marriage and family therapy. The association leads the way to increasing understanding, research, and education in the field of marriage and family therapy, and ensuring that the needs of the public are met by trained practitioners. The (AAMFT) provides individuals with the tools and resources they need to succeed as marriage and family therapists. The job board offers free posting of open positions for employers.

AMERICAN ECONOMIC ASSOCIATION

The American Economic Association was founded with the purpose to aid with the encouragement of economic research, especially the historical and statistical study of the actual conditions of industrial life, assist with issues of publications on economic subjects, and support the encouragement of perfect freedom of economic discussion.

AMERICAN EDUCATIONAL RESEARCH ASSOCIATION

The American Educational Research Association (AERA) is concerned with improving the educational process by encouraging scholarly inquiries related to education and evaluation, and by promoting the dispersal and practical application of research results. Its more than 25,000 members are educators; administrators; directors of research; persons working with testing or evaluation in federal, state, and local agencies; counselors; evaluators; graduate students; and behavioral scientists. The broad range of disciplines represented by the membership includes education, psychology, statistics, sociology, history, economics, philosophy, anthropology, and political science.

AMERICAN POLITICAL SCIENCE ASSOCIATION

The American Political Science Association is the leading professional organization for the study of political science and serves more than 15,000 members in over 80 countries. With a range of programs and services for individuals, departments and institutions, APSA brings together political scientists from all fields of inquiry, regions, and occupational endeavors within and outside academe in order to expand awareness and understanding of politics. The website includes a board where employers can list open positions at no cost.

AMERICAN PUBLIC HEALTH ASSOCIATION

The American Public Health Association prides themselves on being the oldest and most diverse organization amongst other public health groups around the world. Established in 1872, goals of the

APHA include protecting American families from preventable, yet serious health problems. THE APHA also aims to create preventative trainings and programs to teach people in communities how to protect themselves from disease and other health concerns. The members of this association are a mix of health professionals with various backgrounds and degrees. There is a conference scheduled in New Orleans, Louisiana from November 15-19 of 2014.

AMERICAN SOCIOLOGICAL ASSOCIATION

The American Sociological Association is a non-profit membership association based in Washington, DC dedicated to advancing sociology as a scientific discipline and profession serving the public good.

ASSOCIATION FOR PUBLIC POLICY ANALYSIS AND MANAGEMENT

APPAM is a nonprofit corporation chartered in Washington, DC and is dedicated to improving public policy and management and fostering excellence in research, analysis, and education.

ASSOCIATION FOR EDUCATION IN JOURNALISM AND MASS COMMUNICATION

The Association for Education in Journalism and Mass Communication (AEJMC) is a non-profit organization dedicated to promoting the highest standards in journalism and mass communication education. The AEJMC encourages expansive communication related research as well as maintaining freedom of communication in an effort to have a better informed public. There are over 3,700 educators, students, and practitioners who are members of this organization, including many international members. The 2014 conference is scheduled for August 6-9 in Montreal, Canada.

ASSOCIATION OF ENVIRONMENTAL RESOURCE ECONOMICS

AERE was founded as a means for exchanging ideas, stimulating research, and promoting graduate training in environmental and resource economics. AERE currently has over 900 members from more than thirty nations, coming from academic institutions, the public sector, and private industry. AERE provides many forums for exchanging ideas relevant to the management of natural and environmental resources.

ASSOCIATION OF FEMINIST ANTHROPOLOGIST (AFA)

The purposes of AFA is to foster development of feminist analytic perspectives in all dimensions of anthropology; to facilitate communication among feminist anthropologists and between them and feminist scholars in other related fields; to provide information on issues related to gender differences and to gender-based discrimination within the discipline and society; to encourage integration of feminist research from the different subfields of anthropology and to bring the focal concerns of feminist anthropology into the development of the sub-disciplines.

ASSOCIATION OF FEMINIST ETHICS AND SOCIAL THEORY

Feminist Ethics and Social Theory is a professional organization dedicated to promoting feminist ethical perspectives on philosophy, moral and political life, and public policy. Through meetings, publications, and projects; visibility and influence of feminist ethics, as well as feminist social and political theory, are increased. The association also helps to provide support to emerging scholars from diverse and underrepresented populations.

BROADCAST EDUCATION ASSOCIATION

The Broadcast Education Association is an international professional association for professors, industry professionals and students with an interest in teaching and research related to multimedia enterprises and electronic media. The BEA provides a forum where ideas are exchanged through thoughtful discussion on the multiple elements of electronic media such as; regulation, economics, policy, management, news, aesthetics and social problems. The 2014 conference is scheduled for April 6-9 in Las Vegas, Nevada. The submission deadline for panels is September 15th, 2013 and December 1st, 2013 for papers.

CDC Annual Health Communication, Media, and Marketing Conference

This conference presented by the Centers for Disease Control and Prevention was held August 20-22 of 2013, in Atlanta, Georgia. The conference brings together academic knowledge, public health researchers and practitioners from all different government and private organizations, to provide an exchange of ideas and information across various disciplines.

CENTRAL STATES COMMUNICATION ASSOCIATION

The Central States Communication Association works to unite and educate people with an interest in the central region of the United States and a scholarly interest in all areas of communication, for promotion of goals and cooperative achievement. The 2014 conference is scheduled for April 2-6 in Minneapolis, Minnesota, with a submission deadline of October 4th, 2013.

COMPUTER SUPPORTED COOPERATIVE WORK AND SOCIAL COMPUTING

The CSCW community is the premiere conference for presenting research in design and technology that impacts groups, organizations, communities, and larger networks. The conference brings together the most accomplished researchers and practitioners from academia and industry, all with expertise in the area of social computing. A conference is scheduled for February 15-19 of 2014 in Baltimore, Maryland.

COUNCIL ON CONTEMPORARY FAMILIES

The Council on Contemporary Families (CCF) is a nonprofit organization dedicated to enhancing the national conversation about what contemporary families need and how these needs can best be met.

EASTERN COMMUNICATION ASSOCIATION

The Eastern Communication Association (ECA) is a professional organization of scholars, teachers, and students with academic background or interest in communication. The ECA was founded in 1910 and is now the oldest professional communication association in the United States. The 2014 conference is scheduled for April 23-27 in Providence Rhode Island, with a submission deadline of October 15th, 2013.

EUROPEAN ASSOCIATION OF AGRICULTURAL ECONOMISTS

The European Association of Agricultural Economists (EAAE) brings together agricultural economists and others interested in the problems of the agricultural and food industries and rural development in Europe. Its principal activities include the holding of a triennial Congress on a general theme, the organization of seminars devoted to more specific subjects and the publication of an electronic newflash and the publication 'EuroChoices'. The European Review of Agricultural Economics (ERAEE) is the official journal of the Association.

INTERNATIONAL ASSOCIATION OF RELATIONSHIP RESEARCHERS (INTERDISPLINARY)

The International Association for Relationship Research is a scientific and professional organization comprised of hundreds of scholars and practitioners, all striving to stimulate and support the science behind personal and social relationships. Those involved usually have academic backgrounds in sociology, family studies, psychology, communication, anthropology, philosophy, and other related disciplines. The 2014 conference is scheduled to be July 10-13, 2014, in Melbourne, Australia.

INTERNATIONAL POLITICAL SCIENCE ASSOCIATION

IPSA was founded in Paris in 1949 under the aegis of the United Nations Educational, Scientific and Cultural Organization (UNESCO). The special mandate of IPSA, expressed in its Constitution, is to support the development of political science in all parts of the world, building academic networks linking East and West, North and South. Its aim is to create an inclusive and global political science community in which all can participate. It seeks to promote collaboration between scholars in emerging and established democracies and to support the academic freedoms needed for the social sciences to flourish.

FAMILY PSYCHOLOGIST NEWSLETTER

The Family Psychologist is a quarterly publication focusing on Family Psychology across the entire theory-research-practice spectrum. Researchers and practitioners come together in the pages of *TFP* for a truly unique combination of "front lines" reporting and the latest in theory.

INTERNATIONAL COMMUNICATION ASSOCIATION

The International Communication Association was founded to serve scholars who are interested in studying, teaching, and applying the multiple aspects of the science of communication. Now the ICA has over 3,500 members in 65 countries and in 2003 became officially associated with the United Nations as a non-governmental association.

INTERNATIONAL SOCIETY FOR PRESENCE RESEARCH

The International Society for Presence Research is a non-profit organization established in 2002 to support academic research based on the concept of (tele)presence. There is a conference planned for March 17-19 of 2014 in Vienna, Austria, with a submission deadline of September 25th, 2013.

JOB OPENINGS FOR ECONOMISTS

JOE is provided by the American Economic Association. All members of the American Economic Association have a professional obligation to list their job openings in JOE. JOE is updated near the first of every month except January and July. The deadline for employers to submit listings is the 15th of the month preceding the update on the 1st of the month.

NATIONAL COMMUNICATION ASSOCIATION

The National Communication Association looks to spread knowledge of communication across all forms, modes and media, as it is such a prevalent part of society. The NCA enables and encourages scholars, teachers and practitioners to research and teach. The 2013 conference is November 21-24 in Washington, DC. The 2014 conference will be held in Chicago, Illinois November 20-23. The Submission deadline for the 2014 conference is February- March of 2014.

NATIONAL COUNCIL ON FAMILY RELATIONS

The National Council on Family Relations, founded in 1938, is the oldest, multi-disciplinary non-partisan professional organization focused solely on family research, practice and education. The mission of the NCFR's is to provide an educational forum for family researchers, educators, and practitioners to share in the development and dissemination of knowledge about families and family relationships, establish professional standards, and work to promote family well-being.

SOCIALSERVICE.COM

The job site for jobs in social work, counseling, psychology, sociology, mental health, case management, employee assistance, volunteer management, substance abuse treatment, domestic violence, community development, youth development, child welfare, developmental disabilities and all other areas of social services.

SOCIAL SCIENCE RESEARCH COUNCIL

The Social Science Research Council (SSRC) is an independent nonprofit organization devoted to the advancement of social science research and scholarship. Founded in New York City in 1923 as the world's first national coordinating body of the social sciences, it is today an international resource for interdisciplinary, innovative public social science.

SOCIETY FOR MEDICAL ANTHROPOLOGY

The Society for Medical Anthropology was formed in 1967 by a group of persons interested in social sciences and medicine, which had earlier organized in the "Roster of Anthropologists, Physicians, and Others Who Have Special Interests in Medical Anthropology." The Society for Medical Anthropology was formed to serve the needs of medical anthropology graduate students, practicing anthropologists, scholars, and scholar activists who address issues of local, national and international health importance.

SOCIETY FOR PSYCHOPHYSIOLOGICAL RESEARCH

The Society for Psychophysiological research was established in 1960 with the intent to foster research on the complex interrelationships between the physiological and psychological aspects of behavior. The SPR publishes the journal *Psychophysiology* to showcase the most recent advances in their research findings. The 54th Annual SPR meeting/conference will be held September 10-14 of 2014 in Atlanta, Georgia.

SOUTHERN STATES COMMUNICATION ASSOCIATION

The Southern States Communication Association is a not-for-profit organization that promotes the study, research, teaching, and application of the artistic, humanistic, and scientific principles all involved in communication. A conference is scheduled for April 1-6 of 2014, in New Orleans, Louisiana. The submission deadline is September 12th, 2013.

STATE DEPARTMENT OF COMMUNITY AND ECONOMIC DEVELOPMENT

The Department of Economic and Community Development is the state's lead agency for the development and implementation of policies, strategies and programs all of which are designed to enhance Connecticut's communities and business and housing environments.

UNIVERSITY ECONOMIC DEVELOPMENT ASSOCIATION

Established in 1976, the University Economic Development Association (UEDA) focuses on the nexus between higher education institutions and economic development partners. UEDA's mission is to serve its members by enhancing members' abilities to deliver economic development benefits through engagement with higher education.

WESTERN STATES COMMUNICATION ASSOCIATION

The Western States Communication Association is a non-profit educational organization founded in 1929 and has over 1,000 members from all around the world. WCSA publishes two scholarly journals; *Western Journal of Communication* and the *Communication Reports*. The 2014 conference is scheduled to be in Anaheim, California from February 14-18 of 2014.

Race/Gender Specific

ASIAN PACIFIC AMERICAN CAUCUS

The Asian Pacific American Caucus is an American Political Science Association Related Group. Membership in the caucus is free and open to all interested students, scholars, and practitioners of and on APA politics. APAC represents members of the American Political Science Association (APSA) who identify as Asian-Pacific American (APA) and scholars interested in the interests of the APA community.

ASSOCIATION OF BLACK ANTHROPOLOGISTS

Founded in 1970, the mission of the Association of Black Anthropologists (ABA) is to bring together Black Anthropologists and other scholars concerned with the goals of the ABA and support its activities. ABA will achieve its mission by ensuring that people studied by anthropologists are not only objects of study but active makers and/or participants in their own history. We intend to highlight situations of exploitation, oppression and discrimination.

ASSOCIATION OF BLACK SOCIOLOGISTS

The Association of Black Sociologists (ABS) is a national, professional organization of sociologists and social scientists, founded by women and men of African descent. The organization's mission is to build a tradition of scholarship that will serve Black people in perpetuity.

ASSOCIATION OF LATINO & LATINA ANTHROPOLOGISTS

The Association of Latino & Latina Anthropologists, a section of the American Anthropological Association, was founded in 1990. ALLA fosters critical research, teaching, mentorship, and scholarly exchange on the experiences of Latinos & Latinas (broadly defined). Its mission includes working with professional and community based organizations, anthropologists outside of academe, and community leaders to promote excellence in scholarship and advocacy about and for Latino/Latina peoples, and for our indigenous, queer, and Black allies.

THE ASSOCIATION FOR WOMEN IN COMMUNICATIONS

The Association for Women in Communications is the one organization that recognizes the complex relationships that exist across communications disciplines. Modern communicators must demonstrate competence in varied disciplines and be able to network and make career moves across the broad spectrum of communications fields. Disciplines represented within the association include: print and broadcast journalism, television and radio production, film, advertising, public relations, marketing, graphic design, multi-media design, and photography.

AMERICAN SOCIETY OF HISPANIC ECONOMISTS

The American Society of Hispanic Economists (ASHE) is a professional association of economists who are concerned with the under-representation of Hispanic Americans in the economics profession at a time when Hispanics represent over 16 percent of the United States ' population.

COMMITTEE ON THE OPPORTUNITIES AND THE STATUS OF BLACKS IN AGRICULTURAL ECONOMICS

The Agricultural & Applied Economics Association (AAEA) is a not-for-profit association serving the professional interests of members working in agricultural and broadly related fields of applied economics. Members of the AAEA are employed by academic or government institutions, as well as in industry and not-for-profit organizations, and engage in a variety of teaching, research, and extension/outreach activities.

COMMITTEE ON THE STATUS OF WOMEN IN THE ECONOMICS PROFESSION

SWEP (the Committee on the Status of Women in the Economics Profession) is a standing committee of the American Economic Association charged with serving professional women economists in academia, government agencies and elsewhere by promoting their careers and monitoring their progress. CSWEP activities endeavor to raise the awareness among men and women of the challenges that are unique to women's careers and can be addressed with a wide variety of actions, from inclusive searches to formal and informal mentoring activities. CSWEP freely disseminates information on how the profession works as well as advice to junior economists.

COMMITTEE ON WOMEN IN AGRICULTURAL ECONOMICS

The Agricultural & Applied Economics Association (AAEA) is a not-for-profit association serving the professional interests of members working in agricultural and broadly related fields of applied economics. Members of the AAEA are employed by academic or government institutions, as well as in industry and not-for-profit organizations, and engage in a variety of teaching, research, and extension/outreach activities.

FORD FOUNDATION FELLOWS

Ford Foundation Fellows recipients include Alaskan natives (Eskimo or Aleut), Native American Indians, Black/African Americans, Mexican Americans/Chicanos, Native Pacific Islanders (Polynesian or Micronesian) and Puerto Ricans in physical and life sciences, mathematics, behavioral and social sciences, engineering, and humanities. This directory contains contact information for Ford Foundation Postdoctoral fellowship recipients awarded since 1980 and 1986. This database only includes those awards administered by the National Research Council.

THE LATINO CAUCUS IN POLITICAL SCIENCE

The Latino Caucus in Political Science, also known as the Sector Latino de Ciencia Política, was established to both promote and protect the professional development and well-being of Latinas/os in political science and those interested in the study of Latino politics. Founded on September 4, 1998 at the annual meeting of the American Political Science Association (APSA), the Latina/o Caucus is an officially recognized Related Group of the APSA.

LATINO POLICY COALITION

The Latino Policy Coalition is a national non-partisan non-profit consortium of the country's leading Latino research organizations and scholars. The coalition includes: the Tomás Rivera Policy Institute; William C. Velasquez Institute; National Association of Latino Elected and Appointed Officials; National Institute for Latino Policy; Leavey Center for the Study of Los Angeles; University of Washington Institute for the Study of Ethnicity, Race, and Sexuality; Program in the Politics of Immigration, Ethnicity and Race; and Diversity Focus/National Community for Latino Leadership. The LPC analyzes, through nationwide public opinion surveys, policy issues affecting the Latino community. Chaired by former San Francisco City and County Supervisor Jim Gonzalez, the LPC seeks to highlight Latino community views on key national issues; and thus stimulate public policy debate among local, state and national elected officials.

NATIONAL CONFERENCE OF BLACK POLITICAL SCIENTISTS

The National Conference of Black Political Scientists (NCOBPS) is a professional organization that was organized in 1969 at Southern University in Baton Rouge, Louisiana, to study, enhance, and promote the political aspirations of people of African descent, in the United States and through-out the world. It aims to contribute to the resolution of the many challenges that black people confront. NCOBPS has a broad membership of political science faculty, students, elected politicians, and policy analysts. Its members are committed to the study and practice of black politics, both here and abroad. The scholarly interests of NCOBPS members span the range of political science sub-fields – political theory, international relations, comparative politics, methods, public policy, and American politics. The professional pursuits of NCOBPS members are similarly varied, ranging from public policy analysis to international consultancies to elected office.

PUERTO RICAN STUDIES ASSOCIATION FOR RESEARCH AND ADVOCACY AND EDUCATION INC

The PRSA is a non-profit professional organization established in 1992, with the goal of uniting scholars, educators, public policy experts, community activists, and students whose academic interest or work focuses on or incorporates Puerto Rico, or Puerto Ricans in the United States. This organization welcomes individuals in all fields of research and teaching in disciplines such as Anthropology, Architecture, Art History, Economics, Education, History, Linguistics, Literature, Philosophy, Psychology, Social Work, and Urban Planning.

SOCIOLOGISTS FOR WOMEN IN SOCIETY

SWS is a non-profit scientific and educational organization of sociologists and others dedicated to; maximizing the effectiveness of and professional opportunities for women in sociology; exploring the

contributions which sociology can, does and should make to the investigation of and humanization of current gender arrangements; improving women's lives and creating feminist social change.

Higher Education Including Race/Gender Specific Resources

ABILITY LINKS

AbilityLinks is an advocacy program that matches job-ready people with disabilities to employers through technology and provides ongoing educational programs and support resources to help people with disabilities and employers to work together.

ACADEMIC CAREERS ONLINE

Academic Careers Online includes faculty, teacher, research, post doc, adjunct, library, administrative, and senior management positions at (community) colleges, universities, research institutes, and schools around the world.

ACADEMIC DIVERSITY SEARCH

Academic Diversity Search is a nationwide employment resource specializing in connecting women and minorities with academic institutions that truly value diversity. ADS expertise is in identifying highly skilled professionals who possess the experience, academic credentials and commitment necessary for enhancing faculty, administrative, executive, scientific, and technical staffs.

ACADEMIC KEYS

Academic Keys is the leading source for academic employment. Academic Keys provides 16 regulated sites that offer comprehensive information about faculty, educational resources, research interests, and professional activities pertinent to institutions of higher education. More than 89% of the top 120 universities (as ranked by US News and World Report) are posting their available higher education jobs with AcademicKeys.com.

ACADEMIC SEARCH INC.

Academic Search works exclusively for colleges, universities, and related organizations in their search for presidents and senior administrators. Academic Search strives to recruit candidates from a wide variety of backgrounds, both inside and outside academia.

AFRICAN-AMERICAN REVIEW

The African American Review promotes a lively exchange among writers and scholars in the arts, humanities, and social sciences who hold diverse perspectives on African American literature and culture. The African American Review is printed quarterly in March, June, September, and December.

AMERICAN ASSOCIATION FOR AFFIRMATIVE ACTION

The American Association for Affirmative Action (AAAA) founded in 1974 is the association of professionals managing affirmative action, equal opportunity, diversity and other human resource programs. The (AAAA) was created to help its members be more successful and productive in their careers, as well as promoting understanding and advocacy of affirmative action to enhance access and equality in employment, economic and educational opportunities.

AMERICAN ASSOCIATION OF BLACKS IN HIGHER EDUCATION

The American Association of Blacks in Higher Education (AABHE) is an outgrowth of the Black Caucus, which was a component of the former American Association of Higher Education (AAHE). As such, AABHE has rich history of representing blacks in higher education on a national level. The Black Caucus created the Summit for Blacks in Higher Education. Over the years, AABHE has been involved in numerous initiatives such as addressing the pipeline of Black faculty and staff in higher education, bringing issues pertinent to Black faculty and staff to the attention of the larger academic community and recognizing African American achievements and accomplishments to higher education.

AMERICAN ASSOCIATION OF PEOPLE WITH DISABILITIES

The American Association of People with Disabilities (AAPD) is the country's largest cross-disability membership organization. AAPD was founded in 1995 to help unite the diverse community of people with disabilities, including their family, friends and supporters, and to be a national voice for change in implementing the goals of the Americans with Disabilities Act (ADA).

AMERICAN ASSOCIATION OF UNIVERSITY WOMEN

The American Association of University Women (AAUW) is the nation's leading voice promoting equity and education for women and girls. Since its founding in 1881, AAUW members have examined and taken positions on the fundamental issues of the day — educational, social, economic, and political.

AMERICAN COLLEGE HEALTH ASSOCIATION

The American College Health Association is the principal leadership organization for the field of college health and provides services, communications, and advocacy that help its members to advance the health of their campus communities.

AMERICAN COLLEGES AND UNIVERSITIES ASSOCIATION

The AAC & U is the leading national association concerned with the quality, vitality, and public standing of undergraduate liberal education. Its members are committed to extending the advantages of a liberal education to all students, regardless of academic specialization or intended career. AAC&U now comprises more than 1,200 member institutions—including accredited public and private colleges and universities of every type and size.

AMERICAN COUNCIL ON EDUCATION

In its role as the major coordinating body for all the nation's higher education institutions, ACE provides leadership on key higher education issues and influences public policy through advocacy, research, and program initiatives. ACE fosters greater collaboration and new partnerships within and outside the higher education community to help colleges and universities anticipate and address the challenges of the 21st century and contribute to a stronger nation and better world.

AMERICAN EDUCATIONAL RESEARCH ASSOCIATION

The American Educational Research Association (AERA) is concerned with improving the educational process by encouraging scholarly inquiries related to education and evaluation, and by promoting the dispersal and practical application of research results. Its more than 25,000 members are educators; administrators; directors of research; persons working with testing or evaluation in federal, state, and

local agencies; counselors; evaluators; graduate students; and behavioral scientists. The broad range of disciplines represented by the membership includes education, psychology, statistics, sociology, history, economics, philosophy, anthropology, and political science.

AMERICAN INDIAN HIGHER EDUCATION CONSORTIUM

Today, AIHEC has grown to 37 Tribal Colleges and Universities (TCUs) in the United States and one in Canada. Each of these institutions was created and chartered by its own tribal government for a specific purpose: to provide higher education opportunities to American Indians through programs that are locally and culturally based, holistic, and supportive. Through AIHEC, our colleges continue to work together to influence policy and establish programs in all facets of higher education. They receive technical assistance in key areas; network with one another, federal agencies, other institutions, and potential partners; mentor new institutions; and plan new initiatives to address evolving areas of need.

ASIANS IN HIGHER ED

AsiansInHigherEd.com is a job board committed to increasing qualified minority candidates for staff, faculty and management employment opportunities at colleges and universities.

ASSOCIATION OF AMERICAN UNIVERSITIES

The Association of American Universities (AAU) is a nonprofit organization of 62 leading public and private research universities in the United States and Canada. Founded to advance the international standing of U.S. research universities, AAU focuses on issues that are important to research-intensive universities, such as funding for research, research policy issues, and graduate and undergraduate education.

ASSOCIATION OF BLACK WOMEN IN HIGHER EDUCATION

ABWHE has been an advocate for and celebrant of the accomplishments of Black women in higher education for more than two decades. Since its inception, ABWHE has served as a forum for developing strategies to improve the quality of education of Black people, with particular emphasis on encouraging Black youth to take full advantage of available educational opportunities. ABWHE is committed to aiding Black women in the academy in fulfilling their own aspirations as well as encouraging Black youth to pursue their education.

BLACK CAREER WOMEN

Black Career Women (BCW) headquartered in Cincinnati, Ohio, is a non-profit, tax-exempt organization conceived by black women for the professional development of black women.

BLACK COLLEGIAN

THE BLACK COLLEGIAN is a career and self-development magazine targeted to African-American students and other students of color seeking information on careers, job opportunities, graduate/professional school, internships/co-ops, study abroad programs, etc. The magazine is distributed on over 800 campuses nationwide, primarily through the career services office.

BLACK ENTERPRISE & BLACK ENTERPRISE MAGAZINE

Black Enterprise, a financial empowerment, is the premier business, investing, and wealth-building

resource for African Americans. Each month, Black Enterprise magazine provides 4.3 million readers with information on entrepreneurship, careers, and financial management. A multimedia company, BE also produces radio and television programming, business and lifestyle events, Web content, and digital media. Black Enterprise is the definitive source of information for and about African American business markets and leaders, and the authority on black business news and trends.

BLACKS IN HIGHER ED

BlacksInHigherEd.com is a job board committed to increasing qualified minority candidates for staff, faculty and management employment opportunities at colleges and universities.

CIC: DIRECTORY of MINORITY, PhD, MFA and MLS CANDIDATES and RECIPIENTS

Published on-line in an effort to increase the professional opportunities of minority graduate students and to aid colleges, universities, and other potential employers in the recruitment of highly educated underrepresented minorities. The *Directory* includes Native Americans, African Americans, Mexican Americans, Puerto Ricans, Hispanic Americans, and Asian Americans (in humanities and social sciences) who are United States citizens or permanent residents and who have completed (or expected to complete) the PhD, M.F.A., and M.L.S Degree.

COMMISSION ON ACCESS, DIVERSITY AND EXCELLENCE

The Commission on Access, Diversity and Excellence (CADE) serves as a national action forum for addressing relevant diversity and social change issues affecting learning, discovery, and engagement at American colleges and universities. Its purpose is to develop and maintain a comprehensive agenda for (CADE) regarding public higher education and the compelling issues.

CONGRESIONAL HISPANIC CAUCUS INITIATIVE

In 1978, a small group of Hispanic members of Congress established the Congressional Hispanic Caucus Institute (CHCI) to develop the next generation of Latino leaders with a clear vision of a strong America made possible with the many contributions of educated and civic-minded Latino leaders engaged in and contributing to all aspects of U.S. society. By promoting education attainment and college access, providing unmatched career development experience, and offering award-winning leadership programs that connect program participants to the most powerful network of U.S. leaders, CHCI's mission is unwavering and more powerful and critical than ever before in our nation's history. The success of our more than 8,500 young Latinos served across the country, will determine the nation's success in this century.

CONNECTICUT ASSOCIATION ON HIGHER EDUCATION AND DISABILITY

CT AHEAD is an association that represents a considerable depth of knowledge and experience in supporting students with disabilities in higher education settings. The purposes of CT AHEAD are to develop communication, cooperation, and coordination among institutions of higher education on issues relating to individuals with disabilities and provide professional development for Association members and other professionals working within this field.

CONNECTICUT ASSOCIATION OF LATINOS IN HIGHER EDUCATION

The Connecticut Association of Latinos in Higher Education (CALAHE) is a non-profit organization

dedicated to promoting the participation of Latinos in different areas of post-secondary education in Connecticut. Membership is comprised of Latino and non-Latino personnel and students from institutions of higher and secondary education, and other professional organizations who share in the spirit of our mission.

[COUNCIL FOR OPPORTUNITY IN EDUCATION](#)

The Council for Opportunity in Education is a nonprofit organization, established in 1981, dedicated to furthering the expansion of educational opportunities throughout the United States. Through its numerous membership services, the Council works in conjunction with colleges, universities, and agencies that host TRIO Programs to specifically help low-income Americans enter college and graduate.

[COUNCIL OF COLLEGES OF ARTS AND SCIENCES](#)

The Council of Colleges of Arts and Sciences (CCAS) is a national association of baccalaureate degree-granting colleges of arts and sciences whose purpose is to sustain the arts and sciences as a leading influence in American higher education. The Council serves as a forum for the exchange of ideas and information among deans of arts and sciences representing the member colleges and as a representative of the liberal arts and sciences at a national policy-making level.

[DIVERSITY.COM](#)

Diversity.com provides best in class recruitment advertising and diversity branding. Our premier job posting service - Prestige Career Jobs- provides a trusted method for recruiting the best and brightest job seekers. Each day, thousands of talented men and women use our free job search services to discover new and challenging career opportunities.

[DIVERSITY INC.](#)

Provides a wide range of diversity issues and updates news articles regarding diversity. They also provide areas to network and to post resumes for potential employers.

[DIVERSITY LINK](#)

[DiversityLink](#) links females, minorities and other diversity professionals with employers and search firms offering outstanding career opportunities.” The employers that participate at this website have affirmed their commitment to a diverse work force and a culture that provides equal opportunity to all job candidates.

[EQUALITY MAGAZINES](#)

Equality Magazines provide visitors with opportunities to reach a variety of unique markets and enhance recruitment and marketing efforts. Publications serve the black, Hispanic/Latino, Asian, Native American communities in addition to military veterans and women. The magazines are distributed electronically online and are designed for long life as each issue is archived and made available to site visitors whenever they wish to access them. Visitors can apply for access, purchase products and services and in turn support those that support them in the pursuit of equality.

[HBCUCONNECT](#)

HBCU CONNECT was founded in 1999 by Hampton University graduate William Roger Moss III, who

connected with fellow HBCU grad and entrepreneur E. Shawn Starks to create the first African American targeted social network launched as "hbcu-central.com". We focus on serving the needs of our audience by providing a platform for networking, professional opportunities, educational opportunities and connections with the savvy organizations that are looking to hire from or brand themselves with this tight knit community.

HIRE DIVERSITY

This is an online service for diversity recruitment and career development.

HISPANIC ASSOCIATION OF COLLEGES & UNIVERSITIES

The Hispanic Association of Colleges and Universities (HACU) was established in 1986 with a founding membership of eighteen institutions. Because of HACU's exemplary leadership on behalf of the nation's youngest and fastest-growing population, the Association rapidly grew in numbers and national impact. Today, HACU represents more than 400 colleges and universities committed to Hispanic higher education success in the U.S., Puerto Rico, Latin America, Spain and Portugal. Although our member institutions in the U. S. represent less than 10% of all higher education institutions nationwide, together they are home to more than two-thirds of all Hispanic college students. HACU is the only national educational association that represents Hispanic-Serving Institutions (HSIs).

HISPANICS IN HIGHER ED

HispanicsInHigherEd.com is a job board committed to increasing qualified minority candidates for staff, faculty and management employment opportunities at colleges and universities.

iHISPANO

iHispano.com is the nation's premier professional networking site and job board for Latinos in the United States and serves as a resource for connecting aspiring and accomplished Latino professionals with employers.

IMDIVERSITY INC.

IMDiversity.com is dedicated to providing career and self-development information to all minorities, specifically African Americans, Asian Americans and Pacific Islanders, Latino/Hispanic Americans, Native Americans and women. The goal of IMDiversity.com is to provide job seekers access to the largest database of equal opportunity employers committed to workplace diversity.

INSIGHT INTO DIVERSITY

INSIGHT Into Diversity (formerly Affirmative Action Register) connects diverse professionals with institutions and businesses that embrace a workforce that reflects the world today. Created as a national recruitment publication, INSIGHT Into Diversity was originally intended to help employers comply with equal opportunity employment legislation. Today, through its free magazine and online recruitment site, INSIGHT Into Diversity continues to serve progressive employers looking to find dynamic talent in every field. These fields include higher education, healthcare, government, and business.

INTEGRATIVE STUDIES ASSOCIATION

The Association for Integrative Studies is an interdisciplinary professional organization founded to promote the interchange of ideas among scholars and administrators in all of the arts and sciences on intellectual and organizational issues related to furthering integrative studies. Incorporated as a non-profit educational association in the State of Ohio, it has an international membership.

JOURNAL OF BLACKS IN HIGHER EDUCATION

The Journal of Blacks in Higher Education offers multiple online advertising options for academic institutions and affiliated agencies.

LATINO PROFESSIONAL NETWORK

The LPN creates career, educational and social opportunities for Latino professionals, connecting Latino professionals and college students with each other, and with employers seeking to identify, retain and develop Latino talent. LPN fosters an environment for personal and professional growth for Latinos through monthly networking sessions hosted by area corporations, educational institutions, and non-profit organizations.

LEAGUE OF UNITED LATIN AMERICAN CITIZENS

LULAC is the largest and oldest Hispanic Organization in the United States. LULAC advances the economic condition, educational attainment, political influence, health and civil rights of Hispanic Americans through community-based programs operating at more than 900 LULAC councils nationwide. The organization involves and serves all Hispanic nationality groups. In addition, the LULAC National Educational Service Centers, LULAC's educational arm, provides counseling services to more than 18,000 Hispanic students per year at sixteen regional centers.

NATIONAL ASSOCIATION FOR EQUAL OPPORTUNITY IN HIGHER EDUCATION

The National Association for Equal Opportunity in Higher Education (NAFEO) is the not-for-profit umbrella organization of the nation's Historically Black Colleges and Universities (HBCUs) and Predominantly Black Institutions (PBIs). Founded in 1969, NAFEO is the only membership association of its kind, representing the presidents and chancellors of the diverse black colleges and universities: public, private and land-grant, two-year, four-year, graduate and professional, historically and predominantly black colleges and universities.

NATIONAL COALITION OF BLACK WOMEN (NCBW)

NCBW is an outgrowth of dedicated African American women in New York City. These women persistently worked to address the problems that affected their families, their communities, and themselves, and they aggressively began to reach out to other Black women and to mobilize their emerging strength into a visible and influential force. In 1971, an organization developed from these efforts that was called the Coalition of 100 Black Women.

NATIONAL CONFERENCE ON RACE & ETHNICITY IN HIGHER EDUCATION

NCORE is a resource for higher education institutions, providing an annual multicultural forum that attracts Black/African Americans, American Indians, Asian/Pacific Islanders, Latino/as, and European Americans representing campuses across the United States.

NATIONAL COUNCIL ON DISABILITY

NCD is an independent federal agency charged with advising the President, Congress, and other federal agencies regarding policies, programs, practices, and procedures that affect people with disabilities. NCD is comprised of a team of fifteen Presidential appointees, an Executive Director appointed by the Chairman, and eleven, full-time professional staff.

NATIONAL INDIAN EDUCATION ASSOCIATION

The National Indian Education Association advances comprehensive educational opportunities for American Indians, Alaska Natives, and Native Hawaiians throughout the United States. The premiere organization advocating for educational excellence, opportunity, and equity for Native students, NIEA focuses on helping tribes and communities control and choose excellent education for our Native students, promoting culturally based education that allows Native students to preserve languages and traditions of their tribes and nations, and expanding equal educational opportunity for every Native student regardless of where they live.

NATIONAL MINORITY TECHNOLOGY COUNCIL

The National Minority Technology Council has worked to identify and solidify over 5,000 owners of minority technology companies. They are striving to create a relevant platform that captures the need for growth, access, and opportunity but their true competitive resolve rests in the ability to ignite the interest of urban youth towards the industry.

NEMNET – MINORITY RECRUITMENT

nemnet aspires to be the premier resource in the identification and recruitment of minority teachers, administrators and coaches in North America and, in doing so, serve as a resource to public and private schools [k-12], colleges and universities, and non-profit organizations nationwide.

PHDS.ORG

The goal of the site is help students to prepare for the changing demands of today's job market and to provide a voice for early career scientists.

UNIVERSITY JOB BANK

University Job Bank is an online recruiting / career service developed and owned by UniversityJobs.com, LLC. UniversityJobs.com was launched in early 2000 in response to the need to deliver a simple and cost effective way for higher education institutions and other organizations to recruit the right people.

WOMEN FOR HIRE

Founded in 1999 as the first and only company devoted to a comprehensive array of recruitment services for women, Women for Hire offers signature career expos, inspiring speeches and seminars, a popular career-focused magazine and customized marketing programs. Our website, womenforhire.com, offers a wide variety of career-related information and videos geared to working women, and an online job board that helps leading employers connect with top-notch professional women in all fields.

WOMEN IN HIGHER EDUCATION (WIHE)

Women in Higher Education is a monthly practitioner's news journal, designed to help smart women on campus get wise about how gender affects their being successful in the male-dominated world of higher education. Its goals are to enlighten, encourage, empower and enrage women on campus. By sharing problems and solutions, women can learn to talk back, refuse to accept blame and quit taking guff from people who are less enlightened.

WOMEN IN ACADEMIA REPORT

Women in Academia Report monitors and reports trends concerning women in all areas of higher education, discusses important issues of gender equity, reports instances of gender discrimination, and identifies the leaders and laggards among colleges and universities in creating greater opportunities for women. Special editorial attention will be paid to academic programs and other developments at women's colleges throughout the United States.

WORKPLACE DIVERSITY

WorkplaceDiversity.com is a source for recruiters who want to make a good faith effort to reach experienced diversity talent.

External Search Firm Guidelines

The Office of Institutional Equity (OIE) Employment Equity staff monitor the search process for compliance with state and federal Affirmative Action and Equal Employment regulations. The University's search process and application system (PageUp) ensure that OIE has an opportunity to review the recruitment and evaluation activities of all search committees for permanent University positions, and to obtain all information necessary for reporting obligations. This is important because it allows the University to demonstrate its good faith efforts to meet its affirmative action goals and to diversify our workforce.

OIE reviews and approves searches at two phases in the process – prior to interview and prior to final offer. At the pre-interview stage, OIE reviews information from the search committee pertaining to recruitment efforts, applicant demographics, and applicant ranking and evaluation. At the pre-offer stage, OIE's review focuses on the search committee's evaluation of all interviewed applicants, including the selected applicant.

The following process ensures that searches handled by external recruitment firms provide information necessary for OIE to demonstrate the University's compliance with affirmative action and equal opportunity regulations:

Prior to interview

Recruitment Efforts: All recruitment efforts are documented and provided to the University search administrator for entry into PageUp. This includes all phone calls and emails as well as print and on-line advertising such as journals, newspapers, listservs, associations, websites, etc. All professional networking and contacts can be summarized without detailed or confidential information by type of contact. For example, "52 e-mails sent to contacts in the field in higher education".

Applicant Log: All applicants that have applied or submitted materials must be documented. Each applicant can be ranked "Unqualified", "Qualified", or "Interview." There must be a qualification-based explanation for each applicant ranked as "Qualified" or "Unqualified" clearly explaining why he/she will not be offered an interview. Applicants offered an interview either in person or via any electronic communication medium do not require an explanation at this stage.

Depending on the position and the need for confidentiality, OIE can review the applicant list outside of PageUp. OIE will work with the search chair, search administrator, and Human Resources to determine the best way to include applicant information in PageUp for each search individually. Human Resources will work with the search administrator or search firm to obtain all required applicant materials and can help to ensure applications are loaded into PageUp.

Applicant demographics: Race and gender information is solicited from all applicants utilizing the voluntary two-part question as required by Executive Order 11246. Additionally, disability and veteran status is solicited from all applicants as required by Section 503 of the Rehabilitation Act of 1973 and the Vietnam Era Veterans' Readjustment Act of 1974 (VEVRAA), as amended. The self-identification is voluntary and the information is kept confidential. OIE can accept the completed forms via e-mail to searchcompliance@uconn.edu.

Post-interview/Pre-offer

Selection Report: Each interviewed applicant that is not selected for hire needs to be given a disposition within PageUp based on the qualifications, explaining why he/she will not be offered the position. The selected candidate also needs an explanation in PageUp demonstrating why he/she is the most qualified for the position.

Records Retention: Federal regulations require the University to maintain records of applications received during the search process for two years following the personnel action. All application materials must be provided to the University at the end of the search.

OIE is available for consultation and assistance at all stages of the search regarding the above requirements. We recommend that each designated search firm meet briefly and jointly with HR and OIE prior to the beginning of a search in order to review the search process and to answer any questions the search firm may have – either OIE or HR can help to organize this meeting. The Search Compliance Team in OIE may be reached by phone at 860-486-2944, or via e-mail to: searchcompliance@uconn.edu. Please visit our [website](#), for more information.

Checklist for Departments Using External Search Firm

Recruiting Phase

- ✓ Ongoing documentation of recruitment efforts including any advertising, targeted recruitment, or professional networking
- ✓ Applicants provided voluntary OIE applicant data and voluntary self-ID of disability forms with instructions to return to searchcompliance@uconn.edu

Interview Approval

- ✓ Recruitment Contacts included in PageUp.
- ✓ Disposition reasons (reasons for rejection) included for all non-interviewed candidates.

Note: Information can be provided by search firm to department via spreadsheet, however spreadsheet must be sent to HR PRIOR to requesting interview approval to ensure complete data entry. We recommend that communication is ongoing with search firm as information is completed.

Hire Approval

- ✓ Post-interview comments entered in PageUp. 2-3 sentences for candidates not considered for hire. 3-4 sentences for selected candidate.
- ✓ Draft offer letter included in PageUp.

University of Connecticut
Department of Human Resources
Applicant Counseling
December 1, 2023 to November 30, 2024

Date	Race/Sex	Areas of Interest
1/10/2024	Black or African American/Female	Human Resources
1/10/2024	N/A	Academic Programs and Services
1/10/2024	N/A	TA
1/10/2024	Male	Athletics (Coaches, Trainers, Specialists); Information Technology; Engineering
1/10/2024	Black or African American/Female	Human Resources
1/10/2024	American Native or Alaskan Native/Female	Academic Programs and Services; Administrative Services; Art, Museum, and Theater; Communication
1/10/2024	White/Male	Data Analytics; Finance; Actuary
1/10/2024	Black or African American/Male	Academic Programs and Services; Human Resources
1/10/2024	Asian/Male	Academic Programs and Services; Art, Museum, and Theater; Health and Safety; Human Resources; Laboratory and Research Operations; Research; Student Programs and Services
1/10/2024	White/Female	Health and Safety; Laboratory and Research Operations
1/10/2024	Asian/Female	Academic Programs and Services; Administrative Services; Clerical; Health and Safety; Laboratory and Research Operations; Postdoctoral Research Associates/Research
1/10/2024	White/Female	Academic Programs and Services; Administrative Services; Athletics (Coaches, Trainers, Specialists); Executive; Faculty Department Head/Director; Grants and Contracts; Marketing and Communication; Public Safety
1/10/2024	Black or African American/Female	Marketing and Communication; Student Programs and Services
1/10/2024	N/A	Administrative Services; Human Resources; Laboratory and Research Operations; Research; Student Programs and Services
1/10/2024	Male	Academic Programs and Services; Research
10/30/2024	White/Female	Human Resources
2/26/2024	White/Male	Administrative, Human Resources, Advising
2/9/2024	White/male	Academic Programs and Services; Human Resources
2/29/2024	Asian/Female	Administrative, Financial, Payroll



University Business Services

SMALL AND MINORITY BUSINESS UTILIZATION REPORTS

UConn Storrs and Regional Campuses
Purchasing and Construction Projects

FISCAL YEAR 2024 (Qtr. 2, 3, & 4)

FISCAL YEAR 2025 (Qtr. 1 & 2 only)

Submitted by Victoria H. Novak
UConn Supplier Diversity Program (USDP)

DEPARTMENT OF ADMINISTRATIVE SERVICES
SUPPLIER DIVERSITY PROGRAM

Back-Up Sheets require Totals for each MBE Category

SMALL/ MINORITY BUSINESS ENTERPRISE QUARTERLY REPORT

Fiscal Year Quarter

12/31/2023

Fiscal Year Period

2024

ENTER THIS QTR- 2nd

Agency Name: University of Connecticut

Agency Number: 7301

Prepared by: UConn Supplier Diversity Program

E-mail Address: victoria.novak@uconn.edu

Tel. # -

860-486-2614

Please Submit a copy of this form and Back-Up Sheets via InterOffice Mail to CHRO @ 450 Columbus Boulevard Suite 2, Hartford CT 06103

1) TOTAL FUNDS AVAILABLE (ALL SOURCES) FROM YOUR ADOPTED BUDGET

Page 1 (Summary Page) From The Annual Goals Calculations Report

\$1,586,816,614

2) Amount Available for Small/Minority Business Program
after DAS APPROVED DEDUCTIONS/EXEMPTIONS

\$161,253,506

3) 25% of line # 2 Total - Set Aside - Small/Minority Business Enterprises (Combined)

\$40,313,376

4) 25% of line # 3 Total- Set Aside - Minority Business Enterprises only

\$10,078,344

	QUARTER	Number	YEAR TO DATE	Number
	TOTALS (\$)	Contracts	TOTALS (\$)	Contracts
5) Total Agency FY Expenditures for Purchases and Contracts	\$121,724,891.22	12,364	\$225,072,621.20	13,711

6) Total Agency FY Expenditures for Purchases and Contracts
from Small and Minority Contractors.
Combined TOTALS OF SBE AND MBE EXPENDITURES

\$3,537,312.49

2,244

\$8,807,296.36

3,662

7) Total Agency FY Expenditures for Purchases and Contracts
from Minority Business Enterprises (MBE) only.

PLEASE CATEGORIZE:

A) American Indian (N)				
B) Asian (A)			\$56,256.25	9
C) Black (B)	\$2,115.00	1	\$55,385.00	8
D) Disabled Individual (D)			\$116.35	1
E) Hispanic (H)	\$769,154.80	54	\$1,464,154.03	92
F) Iberian Peninsula (I)				
G) Disabled American Indian (DN)				
H) Disabled Asian American (DA)				
I) Disabled Black American (DB)				
J) Disabled Hispanic American (DH)				
K) Disabled Iberian Peninsula American (DI)				
L) Woman (W)	\$491,658.18	94	\$1,939,422.22	194
M) Woman American Indian (NW)				
N) Woman Asian (AW)				
O) Woman Black (BW)				
P) Woman Disabled (DW)				
Q) Woman Hispanic (HW)				
R) Woman Iberian Peninsula (IW)	\$484,065.20	990	\$797,066.38	1,372
S) Disabled American Indian Woman (DNW)				
T) Disabled Asian American Woman (DAW)				
U) Disabled Black American Woman (DBW)				
V) Disabled Hispanic American Woman (DHW)				
W) Disabled Iberian Peninsula American Woman (DIW)				
DisBE TOTAL (Lines D, G, H, I, J, K, P, S,T,U, V, & W)			\$166.35	1
WBE TOTAL [Lines L - W]	\$975,723.38	1,084	\$2,736,508.60	1,566
MBE TOTAL {Lines A - W}	\$1,746,993.18	1,139	\$4,312,420.23	1,676

DEPARTMENT OF ADMINISTRATIVE SERVICES
SUPPLIER DIVERSITY PROGRAM

Back-Up Sheets require Totals for each MBE Category

SMALL/ MINORITY BUSINESS ENTERPRISE QUARTERLY REPORT

Fiscal Year Quarter

3/31/2024

Fiscal Year Period

2024

ENTER THIS QTR- 3rd

Agency
Name:

University of Connecticut

Agency Number:

7301

Prepared by:

UConn Supplier Diversity Program

E-mail Address:

victoria.novak@uconn.edu

Tel. # -

860-486-2614

Please Submit a copy of this form and Back-Up Sheets via InterOffice Mail to [CHRO @ 450 Columbus Boulevard Suite 2, Hartford CT 06103](mailto:CHRO@450ColumbusBoulevardSuite2.HartfordCT06103)

1) TOTAL FUNDS AVAILABLE (ALL SOURCES) FROM YOUR ADOPTED BUDGET

Page 1 (Summary Page) From The Annual Goals Calculations Report

\$1,586,816,614

2) Amount Available for Small/Minority Business Program
after DAS APPROVED DEDUCTIONS/EXEMPTIONS

\$161,253,506

3) 25% of line # 2 Total - Set Aside - Small/Minority Business Enterprises (Combined)

[\\$40,313,376](#)

4) 25% of line # 3 Total- Set Aside - Minority Business Enterprises only

\$10,078,344

	QUARTER	Number	YEAR TO DATE	Number
	TOTALS (\$)	Contracts	TOTALS (\$)	Contracts
5) Total Agency FY Expenditures for Purchases and Contracts	\$106,319,687.20	12,860	\$331,392,308.40	26,571

6) Total Agency FY Expenditures for Purchases and Contracts
from Small and Minority Contractors.
Combined TOTALS OF SBE AND MBE EXPENDITURES

\$4,436,234.86

1,912

\$13,243,531.24

5,774

7) Total Agency FY Expenditures for Purchases and Contracts
from Minority Business Enterprises (MBE) only.

PLEASE CATEGORIZE:

A) American Indian (N)

B) Asian (A)

C) Black (B)

D) Disabled Individual (D)

E) Hispanic (H)

F) Iberian Peninsula (I)

G) Disabled American Indian (DN)

H) Disabled Asian American (DA)

I) Disabled Black American (DB)

J) Disabled Hispanic American (DH)

K) Disabled Iberian Peninsula American (DI)

L) Woman (W)

M) Woman American Indian (NW)

N) Woman Asian (AW)

O) Woman Black (BW)

P) Woman Disabled (DW)

Q) Woman Hispanic (HW)

R) Woman Iberian Peninsula (IW)

S) Disabled American Indian Woman (DNW)

T) Disabled Asian American Woman (DAW)

U) Disabled Black American Woman (DBW)

V) Disabled Hispanic American Woman (DHW)

W) Disabled Iberian Peninsula American Woman (DIW)

DisBE TOTAL (Lines D, G, H, I, J, K, P, S,T,U, V, & W)

\$166.35

1

WBE TOTAL [Lines L - W]

\$1,074,141.02

791

\$3,810,649.62

2,357

MBE TOTAL {Lines A - W}

\$1,865,556.61

847

\$6,177,976.84

2,523

DEPARTMENT OF ADMINISTRATIVE SERVICES
SUPPLIER DIVERSITY PROGRAM

Back-Up Sheets require Totals for each MBE Category

SMALL/ MINORITY BUSINESS ENTERPRISE QUARTERLY REPORT

Fiscal Year Quarter

6/30/2024

Fiscal Year Period

2024

ENTER THIS QTR- 4th

Agency
Name:

University of Connecticut

Agency Number:

7301

Prepared
by:

UConn Supplier Diversity Program

E-mail Address:

victoria.novak@uconn.edu

Tel. # -

860-486-2614

*Please Submit a copy of this form and Back-Up Sheets via InterOffice Mail to CHRO @ 450
Columbus Boulevard Suite 2, Hartford CT 06103*

1) TOTAL FUNDS AVAILABLE (ALL SOURCES) FROM YOUR ADOPTED BUDGET

\$1,586,816,614

Page 1 (Summary Page) From The Annual Goals Calculations Report

2) Amount Available for Small/Minority Business Program
after DAS APPROVED DEDUCTIONS/EXEMPTIONS

\$161,253,506

3) 25% of line # 2 Total - Set Aside - Small/Minority Business Enterprises (Combined)

\$40,313,376

4) 25% of line # 3 Total- Set Aside - Minority Business Enterprises only

\$10,078,344

	QUARTER	Number	YEAR TO DATE	Number
	TOTALS (\$)	Contracts	TOTALS (\$)	Contracts
5) Total Agency FY Expenditures for Purchases and Contracts	\$105,189,127.44	2,381	\$331,392,308.40	26,571

6) Total Agency FY Expenditures for Purchases and Contracts
from Small and Minority Contractors.
Combined TOTALS OF SBE AND MBE EXPENDITURES

\$4,400,052.43

1,916

\$17,643,583.67

7,690

7) Total Agency FY Expenditures for Purchases and Contracts
from Minority Business Enterprises (MBE) only.

PLEASE CATEGORIZE:

A) American Indian (N)				
B) Asian (A)			\$56,256.25	9
C) Black (B)	\$15,359.16	16	\$77,181.55	27
D) Disabled Individual (D)			\$116.35	1
E) Hispanic (H)	\$1,004,432.33	55	\$3,253,564.56	200
F) Iberian Peninsula (I)				
G) Disabled American Indian (DN)				
H) Disabled Asian American (DA)				
I) Disabled Black American (DB)				
J) Disabled Hispanic American (DH)				
K) Disabled Iberian Peninsula American (DI)				
L) Woman (W)	\$985,033.81	106	\$3,563,697.58	401
M) Woman American Indian (NW)				
N) Woman Asian (AW)				
O) Woman Black (BW)				
P) Woman Disabled (DW)				
Q) Woman Hispanic (HW)				
R) Woman Iberian Peninsula (IW)	\$468,576.80	692	\$1,700,562.65	2,754
S) Disabled American Indian Woman (DNW)				
T) Disabled Asian American Woman (DAW)				
U) Disabled Black American Woman (DBW)				
V) Disabled Hispanic American Woman (DHW)				
W) Disabled Iberian Peninsula American Woman (DIW)				
DisBE TOTAL (Lines D, G, H, I, J, K, P, S,T,U, V, & W)			\$166.35	1
WBE TOTAL [Lines L - W]	\$1,453,610.61	798	\$5,264,260.23	3,155
MBE TOTAL {Lines A - W}	\$2,473,402.10	869	\$8,651,378.94	3,392

Fiscal Year Quarter

9/30/2024

Fiscal Year Period

2025

ENTER THIS QTR- 1st

Agency Name: University of Connecticut

Agency Number: 7301

Prepared by: Victoria Novak

E-mail Address: Victoria.novak@uconn.edu

Tel. # - (860) 486-2614

*Please Submit a copy of this form and Back-Up Sheets via Inter-Office Mail to CHRO @ 25 SIGOURNEY ST, Hartford CT 06106***1) TOTAL FUNDS AVAILABLE (ALL SOURCES) FROM YOUR ADOPTED BUDGET**

Page 1 (Summary Page) From The Annual Goals Calculations Report

2) Amount Available for Small/Minority Business Program

after DAS APPROVED DEDUCTIONS/EXEMPTIONS

3) 25% of line # 2 Total - Set Aside - Small/Minority Business Enterprises (Combined)**4) 25% of line # 3 Total- Set Aside - Minority Business Enterprises only**

	QUARTER	Number	YEAR TO DATE	Number
	TOTALS (\$)	Contracts	TOTALS (\$)	Contracts
5) Total Agency FY Expenditures for Purchases and Contracts	\$36,776,605.49	5,635	\$36,776,605.49	5,635

6) Total Agency FY Expenditures for Purchases and Contracts from Small and Minority Contractors. Combined TOTALS OF SBE AND MBE EXPENDITURES	\$3,860,111.32	1,891	\$3,860,111.32	1,891
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7) Total Agency FY Expenditures for Purchases and Contracts from Minority Business Enterprises (MBE) only.

PLEASE CATEGORIZE:

A) American Indian (N)				
B) Asian (A)				
C) Black (B)	\$6,446.10	10	\$6,446.10	10
D) Disabled Individual (D)				
E) Hispanic (H)	\$520,688.92	50	\$520,688.92	50
F) Iberian Peninsula (I)				
G) Disabled American Indian (DN)				
H) Disabled Asian American (DA)				
I) Disabled Black American (DB)				
J) Disabled Hispanic American (DH)				
K) Disabled Iberian Peninsula American (DI)				
L) Woman (W)	\$366,406.88	105	\$3,860,111.32	105
M) Woman American Indian (NW)				
N) Woman Asian (AW)				
O) Woman Black (BW)				
P) Woman Disabled (DW)				
Q) Woman Hispanic (HW)				
R) Woman Iberian Peninsula (IW)	\$275,605.99	439	\$275,605.99	439
S) Disabled American Indian Woman (DNW)				
T) Disabled Asian American Woman (DAW)				
U) Disabled Black American Woman (DBW)				
V) Disabled Hispanic American Woman (DHW)				
W) Disabled Iberian Peninsula American Woman (DIW)				
DisBE TOTAL (Lines D, G, H, I, J, K, P, S, T, U, V, & W)				
WBE TOTAL (Lines L - W)	\$642,012.87	544	\$642,012.87	544
MBE TOTAL (Lines A - W)	\$1,169,147.89	604	\$1,169,147.89	604

DEPARTMENT OF ADMINISTRATIVE SERVICES
 SUPPLIER DIVERSITY PROGRAM *Back-Up Sheets require Totals for each MBE Category*

SMALL/ MINORITY BUSINESS ENTERPRISE QUARTERLY REPORT

Fiscal Year Quarter **12/31/2024** Fiscal Year Period **2025**

ENTER THIS QTR 2nd

Agency Name: University of Connecticut Agency Number: 7301
 Prepared by: Victoria Novak E-mail: Victoria.novak@uconn.edu
 Address:

Tel. # - (860) 486-2614 *Please Submit a copy of this form and Back-Up Sheets via Inter-Office Mail to CHRO @ 25 SIGOURNEY ST, Hartford CT 06106*

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

	QUARTER	Number	YEAR TO DATE	Number
	TOTALS (\$)	Contracts	TOTALS (\$)	Contracts
5) Total Agency FY Expenditures for Purchases and Contracts	\$96,987,365.60	6,489	\$133,763,971.09	12,124
6) Total Agency FY Expenditures for Purchases and Contracts from Small and Minority Contractors. Combined TOTALS OF SBE AND MBE EXPENDITURES	\$3,925,426.03	2,520	\$7,785,537.35	4,411

7) Total Agency FY Expenditures for Purchases and Contracts from Minority Business Enterprises (MBE) only. <i>PLEASE CATEGORIZE:</i>				
A) American Indian (N)				
B) Asian (A)				
C) Black (B)	\$16,026.92	1	\$22,473.02	11
D) Disabled Individual (D)				
E) Hispanic (H)	\$988,375.88	112	\$1,509,064.80	162
F) Iberian Peninsula (I)				
G) Disabled American Indian (DN)				
H) Disabled Asian American (DA)				
I) Disabled Black American (DB)				
J) Disabled Hispanic American (DH)				
K) Disabled Iberian Peninsula American (DI)				
L) Woman (W)	\$312,509.27	109	\$4,172,620.59	114
M) Woman American Indian (NW)				
N) Woman Asian (AW)	\$400.00	1	\$400.00	1
O) Woman Black (BW)				
P) Woman Disabled (DW)				
Q) Woman Hispanic (HW)	\$345.00	1	\$345.00	1
R) Woman Iberian Peninsula (IW)	\$562,286.27	955	\$837,892.26	1,394
S) Disabled American Indian Woman (DNW)				
T) Disabled Asian American Woman (DAW)				
U) Disabled Black American Woman (DBW)				
V) Disabled Hispanic American Woman (DHW)				
W) Disabled Iberian Peninsula American Woman (DIW)				
DisBE TOTAL (Lines D, G, H, I, J, K, P, S, T, U, V, & W)				
WBE TOTAL [Lines L - W]	\$875,540.54	1,066	\$5,011,257.85	1,510
MBE TOTAL {Lines A - W}	\$1,879,943.34	1,179	\$6,542,795.67	1,683

SMALL/MINORITY BUSINESS ENTERPRISE QUARTERLY REPORT - for Reporting Capital Improvement Expenditures

Please Submit a copy of this form and Back-Up Sheets via InterOffice Mail to CHRO @ 450 Columbus Boulevard Suite 2, Hartford, CT. 06103

Fiscal Year Quarter

2nd

Fiscal Year Period

12/31/2023

ENTER THIS QTR 2nd

Agency
Name:

University of Connecticut

Agency
Number:

7301

Prepared by:

UConn Supplier Diversity Program

E-mail

Address:

victoria.novak@uconn.edu

Tel. # -

860-486-2614

1) TOTAL CAPITAL IMPROVEMENT FUNDS AVAILABLE FROM YOUR ADOPTED BUDGET

Page 1 (Summary Page) From The Annual Goals Calculations Report

	TOTALS (\$)	Contracts	TOTALS (\$)	Contracts
2) Total Agency FY Capital Improvements Expenditures for Purchases and from Small and Minority Contractors. Combined TOTALS OF SBE AND MBE EXPENDITURES	\$7,920,224.19	169	\$16,738,032.17	331
3) Total Agency FY Capital Improvements Expenditures for Purchases and from Minority Business Enterprises (MBE) only. PLEASE CATEGORIZE:				
A) American Indian (N)			\$11,529.58	1
B) Asian (A)	\$284,998.06	17	\$781,242.59	38
C) Black (B)	\$80,415.04	12	\$97,584.09	17
D) Disabled Individual (D)				
E) Hispanic (H)	\$59,282.79	1	\$59,282.79	1
F) Iberian Peninsula (I)	\$379,653.07	2	\$598,320.36	3
G) Disabled American Indian (DN)				
H) Disabled Asian American (DA)				
I) Disabled Black American (DB)				
J) Disabled Hispanic American (DH)				
K) Disabled Iberian Peninsula American (DI)				
L) Woman (W)	\$2,607,576.26	45	\$6,038,307.76	98
M) Woman American Indian (NW)	\$67,437.52	2	\$90,148.73	4
N) Woman Asian (AW)	\$150,190.31	3	\$347,764.22	5
O) Woman Black (BW)				
P) Woman Disabled (DW)				
Q) Woman Hispanic (HW)				
R) Woman Iberian Peninsula (IW)				
S) Disabled American Indian Woman (DNW)				
T) Disabled Asian American Woman (DAW)				
U) Disabled Black American Woman (DBW)				
V) Disabled Hispanic American Woman (DHW)				
W) Disabled Iberian Peninsula American Woman (DIW)				
BE TOTAL (Lines D, G, H, I, J, K, P, S, T, U, V, & W)				
WBE TOTAL [Lines L - W]	\$2,825,204.09	50	\$6,476,220.71	107
MBE TOTAL [Lines A - W]	\$3,629,553.05	82	\$8,012,650.54	167

SMALL/MINORITY BUSINESS ENTERPRISE QUARTERLY REPORT - for Reporting Capital Improvement Expenditures

Please Submit a copy of this form and Back-Up Sheets via InterOffice Mail to CHRO @ 450 Columbus Boulevard Suite 2, Hartford, CT. 06103

Fiscal Year Quarter

3rd

Fiscal Year Period

3/31/2024

ENTER THIS QTR 3rd

Agency
Name:

University of Connecticut

Agency
Number:

7301

Prepared by:

UConn Supplier Diversity Program

E-mail

Address:

victoria.novak@uconn.edu

Tel. # -

860-486-2614

1) TOTAL CAPITAL IMPROVEMENT FUNDS AVAILABLE FROM YOUR ADOPTED BUDGET

Page 1 (Summary Page) From The Annual Goals Calculations Report

	TOTALS (\$)	Contracts	TOTALS (\$)	Contracts
2) Total Agency FY Capital Improvements Expenditures for Purchases and from Small and Minority Contractors. Combined TOTALS OF SBE AND MBE EXPENDITURES	\$5,914,821.07	119	\$22,652,853.24	530
3) Total Agency FY Capital Improvements Expenditures for Purchases and from Minority Business Enterprises (MBE) only. PLEASE CATEGORIZE:				
A) American Indian (N)	\$118,837.54	1	\$130,367.12	2
B) Asian (A)	\$234,730.54	13	\$1,015,973.13	51
C) Black (B)	\$62,225.77	5	\$159,809.86	22
D) Disabled Individual (D)				
E) Hispanic (H)	\$16,955.25	1	\$76,238.04	2
F) Iberian Peninsula (I)			\$598,320.36	3
G) Disabled American Indian (DN)				
H) Disabled Asian American (DA)				
I) Disabled Black American (DB)				
J) Disabled Hispanic American (DH)				
K) Disabled Iberian Peninsula American (DI)				
L) Woman (W)	\$1,440,954.64	35	\$7,479,262.40	133
M) Woman American Indian (NW)	\$31,289.46	1	\$121,438.19	5
N) Woman Asian (AW)	\$10,951.23	4	\$358,715.45	9
O) Woman Black (BW)				
P) Woman Disabled (DW)				
Q) Woman Hispanic (HW)				
R) Woman Iberian Peninsula (IW)				
S) Disabled American Indian Woman (DNW)				
T) Disabled Asian American Woman (DAW)				
U) Disabled Black American Woman (DBW)				
V) Disabled Hispanic American Woman (DHW)				
W) Disabled Iberian Peninsula American Woman (DIW)				
BE TOTAL (Lines D, G, H, I, J, K, P, S, T, U, V, & W)				
WBE TOTAL [Lines L - W]	\$1,483,195.33	40	\$7,959,416.04	147
MBE TOTAL [Lines A - W]	\$1,915,944.43	60	\$9,928,594.97	227

SMALL/MINORITY BUSINESS ENTERPRISE QUARTERLY REPORT - for Reporting Capital Improvement Expenditures

Please Submit a copy of this form and Back-Up Sheets via InterOffice Mail to CHRO @ 450 Columbus Boulevard Suite 2, Hartford, CT. 06103

Fiscal Year Quarter

4th

Fiscal Year Period

6/30/2024

ENTER THIS QTR 4th

Agency
Name:

University of Connecticut

Agency
Number:

7301

Prepared by:

UConn Supplier Diversity Program

E-mail

Address:

victoria.novak@uconn.edu

Tel. # -

860-486-2614

1) TOTAL CAPITAL IMPROVEMENT FUNDS AVAILABLE FROM YOUR ADOPTED BUDGET

Page 1 (Summary Page) From The Annual Goals Calculations Report

\$212,465,099.52

	TOTALS (\$)	Contracts	TOTALS (\$)	Contracts
2) Total Agency FY Capital Improvements Expenditures for Purchases and Contracts from Small and Minority Contractors.	\$9,641,190.81	139	\$32,294,044.05	669
Combined TOTALS OF SBE AND MBE EXPENDITURES				
3) Total Agency FY Capital Improvements Expenditures for Purchases and from Minority Business Enterprises (MBE) only.				
PLEASE CATEGORIZE:				
A) American Indian (N)	\$24,795.08	2	\$155,162.20	4
B) Asian (A)	\$146,825.45	8	\$1,162,798.58	59
C) Black (B)	\$116,521.89	6	\$276,331.75	28
D) Disabled Individual (D)				
E) Hispanic (H)	\$62,347.90	4	\$138,585.94	6
F) Iberian Peninsula (I)	\$162,410.77	2	\$760,731.13	5
G) Disabled American Indian (DN)				
H) Disabled Asian American (DA)				
I) Disabled Black American (DB)				
J) Disabled Hispanic American (DH)				
K) Disabled Iberian Peninsula American (DI)				
L) Woman (W)	\$2,060,718.83	51	\$9,539,981.23	184
M) Woman American Indian (NW)			\$121,438.19	5
N) Woman Asian (AW)	\$151,594.38	4	\$510,309.83	13
O) Woman Black (BW)				
P) Woman Disabled (DW)				
Q) Woman Hispanic (HW)				
R) Woman Iberian Peninsula (IW)	\$691.56	1	\$691.56	1
S) Disabled American Indian Woman (DNW)				
T) Disabled Asian American Woman (DAW)				
U) Disabled Black American Woman (DBW)				
V) Disabled Hispanic American Woman (DHW)				
W) Disabled Iberian Peninsula American Woman (DIW)				
BE TOTAL (Lines D, G, H, I, J, K, P, S,T,U, V, & W)				
WBE TOTAL [Lines L - W]	\$2,213,004.77	56	\$10,172,420.81	203
MBE TOTAL {Lines A - W}	\$2,725,905.86	78	\$12,666,030.41	305

Please Submit a copy of this form and Back-Up Sheets via InterOffice Mail to CHRO @ 25 SIGOURNEY ST, Hartford CT 06106

Fiscal Year Quarter

1ST

Fiscal Year Period

9/30/2024

ENTER THIS QTR- 1st

Agency Name:	University of Connecticut	Agency Number:	7301
Prepared by:	Victoria Novak	E-mail:	Victoria.novak@uconn.edu
		Address:	

Tel. # - 860-486-2614

1) TOTAL CAPITAL IMPROVEMENT FUNDS AVAILABLE FROM YOUR ADOPTED BUDGET Page 1 (Summary Page) From The Annual Goals Calculations Report			\$212,464,099.52	
	TOTALS (\$)	Contracts	TOTALS (\$)	Contracts
2) Total Agency FY Capital Improvements Expenditures for Purchases and Contracts for Small and Minority Contractors. Combined TOTALS OF SBE AND MBE EXPENDITURES	\$9,811,207.43	237	\$9,811,207.43	237

3) Total Agency FY Capital Improvements Expenditures for Purchases and Contracts from Minority Business Enterprises (MBE) only.				
PLEASE CATEGORIZE:				
A) American Indian (N)				
B) Asian (A)	\$61,615.30	23	\$61,615.30	23
C) Black (B)	\$149,921.00	5	\$149,921.00	5
D) Disabled Individual (D)				
E) Hispanic (H)	\$490,336.16	8	\$490,336.16	8
F) Iberian Peninsula (I)	\$51,816.00	1	\$51,816.00	1
G) Disabled American Indian (DN)				
H) Disabled Asian American (DA)				
I) Disabled Black American (DB)				
J) Disabled Hispanic American (DH)				
K) Disabled Iberian Peninsula American (DI)				
L) Woman (W)	\$3,192,364.50	50	\$3,192,364.50	50
M) Woman American Indian (NW)	\$98,849.05	2	\$96,849.05	2
N) Woman Asian (AW)	\$61,615.30	13	\$61,615.30	13
O) Woman Black (BW)				
P) Woman Disabled (DW)				
Q) Woman Hispanic (HW)				
R) Woman Iberian Peninsula (IW)	\$83,034.87	7	\$83,034.87	7
S) Disabled American Indian Woman (DNW)				
T) Disabled Asian American Woman (DAW)				
U) Disabled Black American Woman (DBW)				
V) Disabled Hispanic American Woman (DHW)				
W) Disabled Iberian Peninsula American Woman (DIW)				
DisBE TOTAL (Lines D, G, H, I, J, K, P, S,T,U, V, & W)				
WBE TOTAL [Lines L - W]	\$3,435,863.72	72	\$3,435,863.72	72
MBE TOTAL {Lines A - W}	\$4,039,631.18	109	\$4,039,631.18	109

DEPARTMENT OF ADMINISTRATIVE SERVICES
SUPPLIER DIVERSITY PROGRAM

FISCAL YEAR

2025

Back-Up Sheets require Totals for each MBE Category

SMALL/MINORITY BUSINESS ENTERPRISE QUARTERLY REPORT - for Reporting Capital Improvement Expenditures

Please Submit a copy of this form and Back-Up Sheets via InterOffice Mail to CHRO @ 25 SIGOURNEY ST, Hartford CT 06106

Fiscal Year Quarter

2ND

Fiscal Year Period

12/31/2024

ENTER THIS QTR- 2nd

Agency Name: University of Connecticut

Agency Number: 7301

Prepared by: Victoria Novak

E-mail Address: Victoria.novak@uconn.edu

Tel. # - 860-486-2614

1) TOTAL CAPITAL IMPROVEMENT FUNDS AVAILABLE FROM YOUR ADOPTED BUDGET
Page 1 (Summary Page) From The Annual Goals Calculations Report

	TOTALS (\$)	Contracts	TOTALS (\$)	Contracts
2) Total Agency FY Capital Improvements Expenditures for Purchases and Contracts from Small and Minority Contractors.				
Combined TOTALS OF SBE AND MBE EXPENDITURES	\$5,076,457.91	200	\$14,887,665.34	437

3) Total Agency FY Capital Improvements Expenditures for Purchases and Contracts from Minority Business Enterprises (MBE) only.

PLEASE CATEGORIZE:

A) American Indian (N)				
B) Asian (A)	\$85,363.94	26	\$146,979.24	49
C) Black (B)	\$27,040.11	3	\$176,961.11	8
D) Disabled Individual (D)				
E) Hispanic (H)	\$439,595.65	13	\$929,931.81	21
F) Iberian Peninsula (I)	\$265,798.40	3	\$317,614.40	4
G) Disabled American Indian (DN)				
H) Disabled Asian American (DA)				
I) Disabled Black American (DB)				
J) Disabled Hispanic American (DH)				
K) Disabled Iberian Peninsula American (DI)				
L) Woman (W)	\$905,463.96	28	\$4,097,828.46	78
M) Woman American Indian (NW)	\$16,018.60	1	\$112,867.65	3
N) Woman Asian (AW)	\$17,091.07	2	\$78,706.37	15
O) Woman Black (BW)				
P) Woman Disabled (DW)				
Q) Woman Hispanic (HW)				
R) Woman Iberian Peninsula (IW)	\$5,645.00	1	\$88,679.87	8
S) Disabled American Indian Woman (DNW)				
T) Disabled Asian American Woman (DAW)				
U) Disabled Black American Woman (DBW)				
V) Disabled Hispanic American Woman (DHW)				
W) Disabled Iberian Peninsula American Woman (DIW)				
DisBE TOTAL (Lines D, G, H, I, J, K, P, S, T, U, V, & W)				
WBE TOTAL [Lines L - W]	\$944,218.63	32	\$4,378,082.35	104
MBE TOTAL {Lines A - W}	\$1,762,016.73	77	\$5,949,568.91	186

ASSIGNMENT OF RESPONSIBILITY AND MONITORING

(Section 46a-68-81)

March 2025

This section was in compliance in the previous filing of the University's *Plan*.

Subsection (a)

In accordance with statutory requirements, the appointing authority is accountable for promoting and enforcing diversity and affirmative action policies and ensuring compliance throughout the organization. Dr. Radenka Maric is the President and current chief executive officer of the University and is responsible for carrying out and enforcing all policies and regulations adopted by the Board of Trustees for the operation of the University.

Subsection (b)

President Maric assigned responsibility for operational achievement of the University's Affirmative Action goals to Sarah Chipman, Interim Associate Vice President of the Office of Institutional Equity (OIE). The President has vested in their authority, duties, and responsibilities necessary for the development, implementation, and monitoring of the Affirmative Action Plan (*Plan*).

The President and their Chief of Staff Michelle Williams held regular meetings with the Interim Associate Vice President of OIE, to discuss issues of human and inter-group relations, review operational and administrative activities affecting the *Plan*, identify obstacles in meeting goals of the *Plan*, nondiscriminatory employment practices, the legal authority for affirmative action, and the President's commitment to affirmative action. The President reviews and is regularly briefed on the University's Affirmative Action Plan and continuing programming efforts.

Subsection (c)

Sarah Chipman, the Interim Associate Vice President, Interim ADA Coordinator, Director of Equity Response and Education as well as the Interim Title IX Coordinator of OIE, is designated as the Equal Employment Opportunity Officer for the University and reports directly to the appointing authority. As evidenced by the organizational chart, the Equal Employment Opportunity Officer for the University reports directly to the President, the appointing authority during this *Plan*. Please see **EXHIBIT 1** for the organization chart.

The Interim Associate Vice President, Sarah Chipman, reported directly to President Dr. Radenka Maric on all matters concerning the *Plan*, affirmative action, discrimination, and equal employment opportunity. The Interim Associate Vice President, Sarah Chipman, has access to all records and personnel necessary for the effective performance of duties. As the designated Equal Employment Opportunity Officer, Sarah Chipman is responsible for the development, maintenance, and monitoring of the University's Affirmative Action Plan.

As part of OIE's ongoing efforts to assist search committees and hiring managers in the development and execution of effective recruiting strategies, OIE researches, initiates, and maintains contact with various recruiting resources focused on underrepresented populations. The External Communication section of this *Plan* discusses OIE's specific efforts. OIE staff maintains a list of organizations, associations, professional networks, and trade publications that search committees may utilize during the recruiting phase of searches. Please see **EXHIBIT 5**, in the *External Communication and Recruitment Strategies* section for the list. OIE also provides individualized assistance to search committees as requested.

During the *Plan* year, the Interim Associate Vice President and Equal Employment Opportunity Officer regularly communicates with the University population and advises the President and University leadership of developments in affirmative action law, civil rights, and social equity policy. The President and designated administrative staff are notified of all complaints investigated and adjudicated by OIE's EEO Investigators.

OIE staff present orientation and training sessions to employees on policy changes and current developments in affirmative action related laws; advise senior administration on affirmative action policies and procedures, as well as diversity issues and concerns; and monitor progress toward the University's affirmative action goals. Additional responsibilities include:

- Training staff responsible for personnel functions in the various schools and colleges about equal employment opportunity aspects of the search process
- Partnering with the Office of Human Resources on new employee orientation activities
- Developing and conducting mandated Diversity Awareness, Sexual Harassment Prevention and Understanding Domestic Violence Training for all University employees at the Storrs and Regional campuses
- Developing and conducting training upon request including topics related to Title IX: Resources and Reporting, Disability Access and Accommodation and Prevention/Response to Discrimination and Discriminatory Harassment.
- Developing and presenting mandatory search committee training for faculty and staff searches, and monitoring the recruitment, evaluation, and hiring processes
- Maintaining relationships with state and federal civil rights agencies
- Maintaining relationships with internal and external University communities
- Preparing State and Federal AA/EEO reports and providing statistical information.

Subsection (d)

As discussed in detail in previous approved *Plans*, the feasibility of an employee advisory committee was considered by University leaders. It was determined that the uniqueness of a Research I institution's work environment required a committee that encompassed all academic and operational units across the Storrs and regional campuses as well as UConn Health. The committee has access to all University records necessary for the effective performance of its duties.

Subsection (e)

The committee facilitated by the Office of Diversity, Equity and Inclusion (ODI) under the leadership of Interim Vice President and Chief Diversity Officer Dr. Jeffrey Hines, MD includes sixty-eight (68) members comprised of twenty-four (24) Diversity Committee Representatives and forty-four (44) DEI Representatives. The committee is comprised of seven (7) white males, twenty-seven (27) white females, eight (8) Black males, ten (10) Black females, five (5) Hispanic males, eight (8) Hispanic females, two (2) Asian males and one (1) Asian female representing academic and operational units of the University. Names, individual race and gender, position, job title, classification and time devoted to their duties are maintained and recorded. Copies of all the committee's agendas and supporting documentation are retained as required by University and state records retention schedules.

Subsection (f)

Affirmative action duties are among the factors considered in the performance evaluations of all employees to whom such duties are assigned, and are one factor influencing the award of promotion, merit, and other benefits of employment subject to Chapters 67 and 68 of the Connecticut General Statutes. New program assessment and resource allocation models, which include diversity and affirmative action objectives, are also key components in evaluating achievement and performance.

Subsection (g)

No employee is treated punitively, coerced, intimidated, or retaliated against for discharging duties related to diversity and affirmative action. Employees who believe that they are being retaliated against for performing their stated affirmative action duties may file a complaint with the Commission on Human Rights and Opportunities (CHRO).

Subsection (h)

The following section discusses University offices and personnel with responsibilities related to developing or implementing the *Plan*.

Office of Institutional Equity

The Office of Institutional Equity ensures University's commitment to affirmative action, diversity, multiculturalism, and social equity through functions that play educational, support, and compliance roles at the University. OIE's work is focused on administering the University's non-discrimination policies as well as ensuring compliance with state and federal laws and regulations related to equal employment and affirmative action. OIE advises senior administration on institutional civil rights and social equity policies and issues. The Associate Vice President reported on these issues to the President and Provost and Executive Vice President of Academic Affairs. OIE is charged with compliance functions in the following major areas of focus:

- monitoring employment systems (faculty and staff recruitment, hiring, and retention)
- pre-litigation discrimination case management
- Americans with Disabilities Act (ADA) compliance
- training and education relative to diversity awareness and sexual harassment prevention
- reporting and publishing the University's progress and compliance with affirmative action and equal employment opportunity regulations; and
- Title IX compliance.

In addition, as a diversity resources unit, OIE provides subject matter expertise and training related to ensuring non-discriminatory learning and working environments and recruitment and retention of diverse faculty and staff.

Monitoring Employment Systems

The Employment Equity staff in OIE substantively reviews search files for faculty and staff (classified and unclassified) at the pre-interview and pre-offer stages of the search process for compliance with AA/EEO regulations. At the pre-interview stage, the review ensures that proactive recruitment strategies were implemented by search committees and hiring departments. Additionally, the review ensures that disposition reasons for applicant ranking are qualification related, objective, and specific. In this *Plan* year, staff worked to ensure that all applicant evaluations at all phases of the search include detailed explanations of the committee's qualification-based reasoning for rejecting and selecting applicants for interview or hire.

The staff provides search committee training to search committees and administrators covering subjects such as the University's search process, search committee roles and responsibilities, best practices for Affirmative Action and Equal Employment Opportunity compliance, good faith efforts in recruitment, evaluation, and documentation of applicants, interviewing best practices and inherent bias. The staff also provides support and guidance to search committees, hiring departments, and search administrators and works collaboratively with Human Resources to ensure a fair and equitable search process.

Pre-litigation Discrimination Case Management

OIE's investigations are conducted by EEO investigators charged with fielding and objectively investigating complaints of discrimination and discriminatory harassment on the basis of legally protected characteristics. OIE's investigations determine whether employee conduct violates University non-discrimination policies, which have been drafted to provide protections aligned with current law. The investigators address inquiries and complaints made in-person, by telephone, e-mail, and regular mail ranging from employee requests for consultations about options for action and relief, and/or to managers' calls for disparate treatment analyses of intra-office conflicts. OIE's investigators thoroughly investigate discrimination complaints, make determinations regarding violations of University non-discrimination policies, and follow statutory requirements regarding recommendations for remedial action when there is evidence of policy violations.

American with Disabilities Act (ADA) Compliance

The Office of Institutional Equity monitors the University's compliance with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act. The Associate Vice President of OIE serves as the University's ADA Coordinator and Section 504 Coordinator and Stephanie Hackett serves as Deputy ADA Coordinator. These statutes prohibit discrimination on the basis of disability in any service, program, or activity. In particular, OIE has responsibility for:

- resolving allegations of discrimination based on disability
- overseeing and ensuring University compliance with all relevant laws and regulations related to the ADA and Section 504
- providing consultation, information, and referral to appropriate resources for disability-related issues
- providing training regarding the ADA and Section 504.

Training and education relative to diversity and sexual harassment prevention

Pursuant to General Statutes §46a-54, OIE provides ongoing Diversity Awareness and Sexual Harassment Prevention training to all permanent University employees. A report on training and attendance is provided in the *Internal Communications* section of this *Plan*. OIE also provides customized training to individual departments or groups of employees or students seeking further guidance or training around discrimination and/or harassment issues. Investigators also present tailored training, speakers, or information sessions to a variety of groups upon request or where a specific need is evident based on complaint activity.

Reporting and publishing the University's progress and compliance with affirmative action and equal employment opportunity regulations

The Employment Equity staff, in compliance with §46a-68, prepares the University's annual *Affirmative Action Plan for Employment (Plan)* for submission to the Commission of Human Rights and Opportunities (CHRO). The *Plan* is also published in its entirety on the OIE [website](#) in an effort to apprise the University community of the progress of the annual Affirmative Action programming and compliance activities. Additionally, as a federal contractor, the University is required to have Affirmative Action Plans for Women and Minorities and Veterans and Individuals with Disabilities on file in compliance with Executive Order 11246, Section 503 of the Rehabilitation Act, the Vietnam Era Veterans Readjustment Act of 1974, and the Veterans Employment Opportunity Act of 1998. The Employment Equity staff prepare both Plans annually.

Title IX Compliance

Sarah Chipman is the University's Interim Title IX Coordinator. OIE's Title IX staff monitor and track the University's compliance with Title IX, provide training and education relating to Title IX, and ensure that complaints of sex discrimination, sexual harassment, and sexual violence are investigated and addressed appropriately by the University. Additionally, OIE works with the

Division of Athletics and its consultants to monitor progress and activities relating to the University's Title IX – Gender Equity in Athletics Compliance Plan.

Human Resources

Human Resources (HR), in accordance with affirmative action requirements and state and federal anti-discrimination laws, administers the State Personnel Act, and the University's internal procedures and employment practices. HR provides leadership in the development, implementation, and administration of sound human resources policies, procedures, and programs, which support the University's education and research mission. The organizational structure of Human Resources has changed significantly since the last Plan Year. The following represents the current organizational functions and staff engaged at least 50% of the time in affirmative action responsibilities.

Search and Hire Services

The Workforce Solutions Team provides consultative services to the University community in the areas of recruitment, search and hire strategies for unclassified positions governed by the University's Board of Trustees and classified positions governed by the State Personnel Act. The Team reviews and provides guidance on job descriptions and job postings, while also reviewing job specifications and qualifications to ensure they are free of discriminatory bias and that qualifications are bona fide and based on the primary duties of the job. The team advises departments on advertising and recruitment strategies, with an emphasis on strategies focused on diversifying applicant pools; participates in recruitment activities to attract under-represented groups into noncompetitive classified positions and unclassified positions; and provides assistance developing minimum and preferred qualifications that target a diverse population of applicants. The Team also develops methods for tracking and reporting on diversity recruitment efforts

Classification and Compensation

The Workforce Solutions Team is responsible for the administration of the classification and compensation systems used at the University, including both professional and statewide-classified merit systems. The Team is responsible for evaluating position classification, maintaining the integrity of the classification systems, and providing guidance to hiring administrators on appropriate compensation strategies throughout the lifecycle of the employees at the University.

Training, Education and Professional Development

The Organizational and Staff Development Team in Human Resources offers training and development programs available to University employees, including bi-weekly orientations welcoming new employees to the University while educating them on the University's policies and procedures, including the University General Rules of Conduct.

Human Resources administers the tuition reimbursement/waiver programs for University employees and oversees various training and professional development programs, including in-

state service training and other specialized programs available to all employees to improve performance and engagement. HR supports the performance management process by providing training and advice to supervisors to ensure performance is managed consistently and fairly.

Employee Wellness and Engagement

The Organizational and Staff Development Team in HR offers a variety of programs to employees throughout the course of the year to enhance employee wellness and engagement for both faculty and staff. Programs are focused on family, personal development, health and wellness, professional development, and community. Programs include employee appreciation events, work life expo and related events, employee recognition, as well as health and wellness activities to promote wellbeing and community.

The Employee Services Team in Human Resources is responsible for the administration of the relationship with the University's Employee Assistance Program vendor that offers mental health services and work life services for all employees and their immediate families.

Employee Relations/Office of Faculty and Staff Labor Relations

The Office of Faculty and Staff Labor Relations (OFSLR) within the Employee Relations Division oversees faculty and staff labor relations for all University campus locations, including UConn Health. OFSLR negotiates and administers collective bargaining agreements for faculty (AAUP), non-teaching professional staff (UCPEA/AFT-CT), graduate assistants (GEU-UAW), and the post-doctoral research associates (UAW-Postdocs). At UConn Health, Labor Relations handles the negotiations for the faculty (AAUP-UCH) and for the clinical and professional staff (UHP). The Executive Director of Employee Relations serves as the Chief Negotiator for these agreements. The OFSLR also assists the State of Connecticut Office of Labor Relations with the negotiation of statewide collective bargaining agreements that cover the University's classified employees, such as public safety (police and fire), maintenance, and clerical personnel. OFSLR also provides on-site administration of these statewide agreements.

The OFSLR provides the University community with direction and guidance on effectively managing relationships with the numerous labor organizations that represent the University's workforce. This office collaborates with other divisions within the Office of Human Resources, and the University administration, to ensure that personnel actions comply with University-specific and statewide collective bargaining agreements. OFSLR, through the Executive Director, is responsible for maintaining human resources policies and actively participates in developing and enforcing workplace policies and procedures and supporting the University's ongoing compliance with the laws and regulations that govern the employment relationship. OFSLR assists departments and labor unions with conflict resolution, grievance processing and the adjustment of other workplace disputes governed by collective bargaining agreements. In the event that workplace disputes cannot be resolved informally, OFSLR represents the University in labor arbitration and/or unfair labor practice hearings. Further, the Division's Labor and Employment Attorneys provide representation to the University in other administrative proceedings including matters pending before the Connecticut Commission of Human Rights and Opportunities (CCHRO), the U.S. Equal Employment Opportunities Commission (EEOC)

and the Connecticut and United States Departments of Labor (DOL or USDOL). The attorney members of the Division work under the direction of the Executive Director and under the general direction and authority of the Office of the General Counsel. The Employee Relations/OFSLR attorney's serve as the University's liaison to the Connecticut Office of the Attorney General for employment-related litigation matters that involve the University and/or its officials.

Office for Diversity and Inclusion

The Office for Diversity and Inclusion (ODI) provides leadership in the development and implementation of innovative programming and is responsible for the ongoing monitoring and evaluation of diversity, equity, and inclusion initiatives, in coordination with OIE's compliance-related efforts. ODI proactively collaborates across the University to design and implement plans, review and modernize policies, programs, training, and activities that inspire and educate the University community to embrace diversity and inclusion as core values, ensuring alignment with the University's mission. ODI works strategically with relevant University units to support compliance with non-discrimination policies and promote equity and diversity programs that contribute to cultivating inclusive and diverse working and learning environments, free from discrimination, harassment, and retaliation.

Individuals Assigned Affirmative Action Duties

The following summarizes the activities of those individuals for whom affirmative action functions comprised more than 50% of their job duties from December 1, 2023, to November 30, 2024.

Office of Institutional Equity

Sarah Chipman, Interim Associate Vice President, Affirmative Action Officer, Interim ADA Coordinator, Director of Equity Response and Education and Interim Title IX Coordinator

The University's designated Equal Employment Opportunity Officer. Reports to the President on policy issues, discrimination complaints, and all matters related to administration of the Affirmative Action Program. Advises the President, Provost and senior executives on civil rights policies and laws, administers the University's Affirmative Action Program, including hiring goals, search file reviews, discrimination complaints, and publication of the Plan. Serves as coordinator for ADA, Section 504, and Title IX programs. Oversees each of OIE's areas of focus, including discrimination case investigations, campus-wide trainings for diversity and sexual harassment, coordination of employee requests for accommodations under the Americans with Disabilities Act, search and hiring affirmative action and equal employment opportunity compliance, and various diversity and harassment prevention initiatives.

Additionally, she oversees OIE's investigations of claims of discrimination, harassment, and retaliation, as well as campus-wide trainings for diversity awareness and sexual harassment prevention. Manages investigations of discrimination and harassment (including sexual violence, sexual harassment, intimate partner violence, and stalking) involving students at the University, as well as investigations involving employees. Assists the Title IX Coordinator with UConn

Health's response to reports of sex discrimination, as well as education and outreach efforts on campus related to Title IX.

Percentage of time devoted to affirmative action duties: 100%

Jamila Goolgar, Senior EEO Investigator

Acts as an impartial, neutral investigator throughout all aspects of the investigation process at UConn Health and the Storrs campus and ensures that all investigation activities and OIE decisions are consistent with UConn Health policies and procedures. Assists in developing, implementing, and evaluating goals and objectives related to affirmative action and equal employment opportunity matters. Assists with diversity, sexual harassment prevention and related training in accordance with UConn Health training mandates and state and federal statutes.

Percentage of time devoted to affirmative action duties: 100%

Anthony Soto, EEO Investigator

Acts as an impartial, neutral investigator throughout all aspects of the investigation process at UConn Health and the Storrs campus and ensures that all investigation activities and OIE decisions are consistent with UConn Health policies and procedures. Assists in developing, implementing, and evaluating goals and objectives related to affirmative action and equal employment opportunity matters. Assists with diversity, sexual harassment prevention and related training in accordance with UConn Health training mandates and state and federal statutes.

Percentage of time devoted to affirmative action duties: 100%

Stephanie Hackett, Deputy ADA Coordinator

Provides direction and support to ensure compliance with the ADA, as well as Section 504 of the Rehabilitation Act for UConn and UConn health, as well as assisting in the grievance process for the Center for Students with Disabilities in order to support equal access for people with disabilities.

Percentage of time devoted to affirmative action duties: 100%

Katherine Kenyon, Education & Training Specialist

Assists in the day-to-day implementation, management, and dissemination of OIE's training and education portfolio, working with OIE staff members, University partners and subject matter experts to establish, modify, update, expand, and deliver OIE's training and education portfolio. Facilitates Search Committee training and state mandated Diversity and Sexual Harassment Prevention training for Storrs and UConn Health.

Percentage of time devoted to affirmative action duties: 100%

Hanna Prytko, EEO & Search Compliance Manager

Manages the EEO & Search Compliance unit, which is responsible for the development and implementation of UConn Health policies and procedures related to ensuring compliance with state and federal guidelines, regulations and laws related to equal employment opportunity and affirmative action in the search and hiring process. Responsible for developing the state and federal affirmative action plans for UConn Health and Storrs, producing various reports for monitoring workforce diversity goals, and ensuring all state and federal reporting requirements

are met. Provides guidance on hiring activities, search committee training, and AA/EEO related projects.

Percentage of time devoted to affirmative action duties: 100%

Mishele Tarr, EEO & Search Compliance Specialist

Assists hiring managers and search committees in matters relating to the hiring activities and works collaboratively with departments and external auditors regarding compliance in hiring activity. Develops state and federal affirmative action plans and AA/EEO related projects.

Percentage of time devoted to affirmative action duties: 100%

Jody Renshaw, EEO & Search Compliance Specialist

Assists hiring managers and search committees in matters relating to the hiring activities and works collaboratively with departments and external auditors regarding compliance in hiring activity. Develops state and federal affirmative action plans and AA/EEO related projects.

Percentage of time devoted to affirmative action duties: 100%

Human Resources Individuals Assigned Affirmative Action Duties

The following summarizes the activities of those individuals for whom affirmative action functions comprised more than 50% of their job duties from December 1, 2023, to November 30, 2024.

Lakeesha Brown, Vice President and Chief Human Resources Officer

As a member of the University's leadership team, the Chief Human Resources Officer plays a critical role in shaping the workforce and culture of the University of Connecticut at Storrs and the regional campuses. The Chief Human Resources Officer collaborates with the President, Provost, Executive Vice Presidents, and other senior leaders to develop and implement HR strategies aligned with the overall mission of the university. The Chief Human Resources Officer provides leadership in HR policy development and implementation, organizational and staff development, classification and compensation, employee relations, and performance management with an emphasis on supporting diversity objectives.

Percentage of time devoted to affirmative action duties: 80%

Renee Boggis, Associate Vice President of Human Resources

The Associate Vice President of Human Resources collaborates with and assists the Chief Human Resources Officer in the planning, administration, and evaluation of the University's human resources programs. The Associate Vice President leads and directs HR functions, ensuring alignment with the organization's goals and objectives. The AVP provides guidance to the department's leadership team to ensure successful implementation of HR strategies, programs, and procedures, while driving continuous improvements and fostering shared learning across the department.

Percentage of time devoted to affirmative action duties: 80%

Michelle Fournier, Director, Workforce Solutions

The Director of Workforce Solutions provides leadership and guidance to university administrators on classification and compensation matters as well as recruitment and hiring. Assists administrators with developing organizational strategies for recruitment, retention, and workforce management.

Percentage of time devoted to affirmative action duties: 80%

Shannon Page, HR Specialist

Provides advanced guidance to the University community in employment, recruitment and hiring, and classification and compensation. Assists hiring managers with the development of recruitment strategies and compliance with search procedures. Provides counsel to employees on career development and transition.

Percentage of time devoted to affirmative action duties: 80%

Heather Carpenter, HR Associate

Provides guidance to the University community in employment, recruitment and hiring, and classification and compensation. Assists hiring managers with the development of recruitment strategies and compliance with search procedures. Provides counsel to employees on career development and transition.

Percentage of time devoted to affirmative action duties: 80%

Grace Kuell, HR Associate

Provides guidance to the University community in employment, recruitment and hiring, and classification and compensation. Assists hiring managers with the development of recruitment strategies and compliance with search procedures. Provides counsel to employees on career development and transition.

Percentage of time devoted to affirmative action duties: 80%

Johannah Gorgone, Director of Employee Services

The Director of Employee Services provides leadership and guidance to the university community on benefits, medical and other leaves of absence, workers' compensation, and employee accommodations under the Americans with Disabilities Act. The Director is also responsible for oversight of the University's relationship with The Lexington Group, the University's vendor for the Employee Assistance Program.

Percentage of time devoted to affirmative action duties: 60%

Tiffanie Roback, ADA Case Manager

The ADA Case Manager in Human Resources is responsible for providing information and guidance to managers, supervisors, and employees regarding ADA workplace accommodations. The ADA Case Manager is responsible for reviewing accommodation requests, facilitating the interactive process, and coordinating with managers to ensure compliance with the Americans with Disabilities Act.

Percentage of time devoted to affirmative action duties: 80%

Brandon Murray, Director of Organizational and Staff Development

The Director of Organizational and Staff Development is responsible for the development and delivery of leadership and managerial training, supervisory training, and other employee training programs and related activities. The Director also provides guidance and direction to a team of HR Consultants and OSD Specialists responsible for enhancing employee engagement and morale.

Percentage of time devoted to affirmative action duties: 60%

Kelly Bannister, Director of Labor Relations

The Director of Labor Relations serves as the primary advisor for labor relations matters, ensuring compliance with collective bargaining agreements, labor laws, and institutional policies. The Director focuses on maintaining collaborative relationships between university management, faculty, staff, and labor unions while fostering a positive work environment aligned with the university's mission and goals.

Percentage of time devoted to affirmative action duties: 80%

Office for Diversity and Inclusion

Jeffrey F. Hines MD, Interim Vice President for Diversity and Inclusion and Chief Diversity Officer

Leads, plans, develops, administers, and evaluates the University's diversity programs, driving efforts to recruit, develop, retain, and engage a diverse community of faculty, staff, and students with varied backgrounds and perspectives. Collaborates with units responsible for equity and diversity programs to foster a campus environment rooted in inclusivity, free from discrimination, harassment, and retaliation.

Percentage of time devoted to affirmative action duties: 50%

Kathleen Holgerson, Interim Assistant Vice President for Diversity and Inclusion

Develops and implements strategies for inclusion programs and initiatives while fostering partnerships across the University and beyond. Collaborates with units responsible for equity and diversity programs to cultivate a campus environment free from discrimination, harassment, and retaliation. Designs programs and coordinates activities across all campuses to recruit and retain faculty and staff from diverse backgrounds. Supports ODI and serves as a key liaison with university-wide units, advancing diversity, equity, inclusion, and belonging initiatives that align with UConn's strategic plan.

Percentage of time devoted to affirmative action duties: 20%

Jonelle Reynolds, Director of Diversity and Inclusion Initiatives

Designs and facilitates inclusion programs and initiatives while fostering partnerships across the University and beyond. Develops programming and training to support ODI's mission of cultivating a diverse and inclusive community, with a particular focus on staff and faculty. Co-creates initiatives for students, faculty, and staff to inspire and empower resilient leaders prepared to live and work in an increasingly diverse global society.

Percentage of time devoted to affirmative action duties: 80%

Subsection (i)

The University of Connecticut has established internal program evaluation mechanisms to continually audit, monitor, and evaluate programs in the University's affirmative action program. The President (the appointing authority), the Provost and Executive Vice President for Academic Affairs (Provost), and the Associate Vice President of OIE (the institution's Equal Employment Opportunity Officer) have established and implemented a system that provides for goals, timetables for goals, and initiatives and for periodic evaluations.

As an integral part of the evaluation effort, the University considered the following:

- Conducting an ongoing review and evaluation of the University's progress towards the goals of the affirmative action plan with the evaluation directed toward results accomplished, not only at efforts made
- Establishing a system for evaluating supervisor's performance on affirmative action consistent with chapters 67 and 68 of the Connecticut General Statutes
- Reviewing the affirmative action plan annually with the Equal Employment Officer providing an annual report to the President, the Provost, and the Chief of Staff, containing the overall status of the program, results achieved toward established objectives, identification of any problems encountered, and recommendations for corrective actions as needed.

The following summarizes the University's internal evaluation process and the results for this *Plan* period.

1. Conducting an ongoing review and evaluation of the University's progress towards the goals of the affirmative action plan with the evaluation directed toward results accomplished, not only at efforts made.

Progress toward the goals of the 2025 *Plan* was an integral part of ongoing discussions throughout the *Plan* year. The Interim Associate Vice President for OIE has presented verbal and/or written reports to the President and Provost. Regular meetings between the President's Chief of Staff and the University's Equal Employment Opportunity Officer focused on progress and challenges towards the goals of the *Plan* and equal employment goals, administration of the affirmative action function, AA/EEO initiatives, and discrimination complaint matters.

Interim Associate Vice President Chipman met with Deans and Department Head during the *Plan* year to support and advance hiring initiatives and held regular meetings throughout the *Plan* year with the Provost and her staff regarding the *Plan* in the context of the recruitment and hiring process for faculty.

In this *Plan* year, OIE continued to collaborate with Human Resources (HR) to maintain the process for review and approval of searches. All searches undergo an in-depth review prior to interview and hire of applicants. Hiring departments are required to submit information regarding recruitment, qualifications, and applicant evaluation to OIE, prior to interviewing and

hiring applicants, using the on-line application system called PageUp. OIE works to ensure that all searches meet the good faith effort standard and are conducting in an equitable and non-discriminatory manner.

The system includes many features including the ability to identify search committee members, search and organize applicant records, track communication with applicants, and compile aggregate applicant pool data. Additionally, PageUp provides OIE with a portal to view data and documentation for review and to intervene in a search that is deficient. Currently the PageUp system houses the official search record for the University and contains all detailed information regarding each job search and hiring process.

During the 2025 *Plan* year, the University was able to make several notable hires of underrepresented candidates.

In the Executive Management category, one (1) White female was selected as a Dean of Fine Arts, and one (1) Black male was selected as Deputy Chief of Staff to the President of the University.

Three (3) White females were hired in faculty in Assistant Professor positions for Mathematics, Physics and Molecular and Cell Biology. Additionally, one (1) Hispanic male was hired as an Assistant Professor in Civil and Environmental Engineering and two (2) Hispanic females were selected as Assistant Professors in Geography and Allied Health Services. One (1) Hispanic female was hired as a Clinical Instructor in Nursing Instruction and Research. Additionally, one (1) Asian male was hired as In-Residence Faculty in the department of Women, Gender, and Sexuality. Five (5) Asian females in Assistant Professor, Clinical Faculty and Extension and Instructor positions in English, Agricultural and Resource Economics, Law Instruction and Research and Department of Extension Middlesex.

In the staff categories, two (2) Black males were selected as University Staff Professionals in Law and Institute for Student Success Center. Additionally, one (1) Black male was hired as a Firefighter. One (1) Hispanic male in Student Health and Wellness as a Nurse Clinical Coordinator and lastly one (1) Hispanic male as a Skilled Trades Apprentice in Faculty Operations as a Skilled Trades Apprentice. In the Police Department, three (3) Hispanic males were selected as Trainees, one (1) White female was selected as a Trainee for the Police Department and a Two or More Race female was hired as a Police Officer.

2. Establishing a system for evaluating supervisor's performance on affirmative action consistent with chapters 67 and 68 of the Connecticut General Statutes.

In an academic institution, Deans are central leadership figures who establish goals, monitor progress, and set the tone and direction for their respective academic divisions and units. During the 2025 *Plan* year, the Provost continued to hold the Deans (her direct reports) accountable for progress and achievements relative to affirmative action, compliance, and diversity. As in past years, these areas were embedded into the performance evaluations of school/college leadership. Leaders of academic departments (hiring managers), in turn, were

instructed to monitor the hiring process within their own units and certify that appropriate EEO/AA standards had been applied throughout the hiring process.

As in previous *Plan* years, the University continues to vest more responsibility in the Deans, Directors, and other key leaders to achieve goals in the workforce. In addition, the University's search and hiring procedures include a series of checks and balances to ensure that the law and spirit of affirmative action is applied throughout the recruiting and selection phase of searches. OIE reviews all search files prior to interviews, and before offers are extended, and withholds approval if the search documentation indicates procedural deficiencies or a lack of good faith effort.

As described above, executives and managers have continued to utilize a mixture of the following techniques in reviewing their managers and supervisors: staff and individual meetings; periodic memoranda; information gathered during the search process; reports generated by OIE and within their units; monitoring of discrimination and sexual harassment complaints; monitoring of job descriptions within their responsibility; and consultations with hiring departments during searches.

All the above activities and mechanisms demonstrate strong commitment to affirmative action and reaffirm the expectation that senior managers will be evaluated and held responsible for progressing in this area.

3. Reviewing the affirmative action plan at least annually with the Equal Employment Officer and providing an annual report to the President, the Provost, and the Chief of Staff, containing the overall status of the program, results achieved toward established objectives, identification of any particular problems encountered, and recommendations for corrective actions as needed.

As in past years, through regularly scheduled meetings with the President's Chief of Staff throughout the *Plan* year, Interim Associate Vice President Chipman apprised the President of progress toward goals and objectives established in the *Plan*. Furthermore, Interim Associate Vice President Chipman identified specific problems and provided recommendations for any necessary corrective action.

Annually, the President, Provost, Chief Diversity Officer and Vice President of Human Resources are provided with an *Affirmative Action Plan Executive Summary* for review and discussion. The *2025 Executive Summary* provides an analysis of hiring and promotional goal achievement, quantitative representation of the workforce, and new hires and applicants based on the affirmative action *Plan* year. Discussion of the Executive Summary includes a focus on the areas of improvement and those that appear to be stagnant. Further discussions throughout the *Plan* year concern grievance procedures and discrimination complaints, contract compliance, organizational structure and staffing needs, and various programs and projects relevant to the *Plan*. Please see **EXHIBIT 2** for a copy of the *2025 Executive Summary*.

The President receives regular briefings regarding all complaints investigated and/or adjudicated by the EEO Investigators of the Office Institutional Equity. The President and Provost (for matters relating to academic operations) are notified of all decisions regarding complaints and

receive copies of all Findings and Recommendations. These regular meetings routinely include discussions of trends with respect to both hiring and discrimination complaint activity.

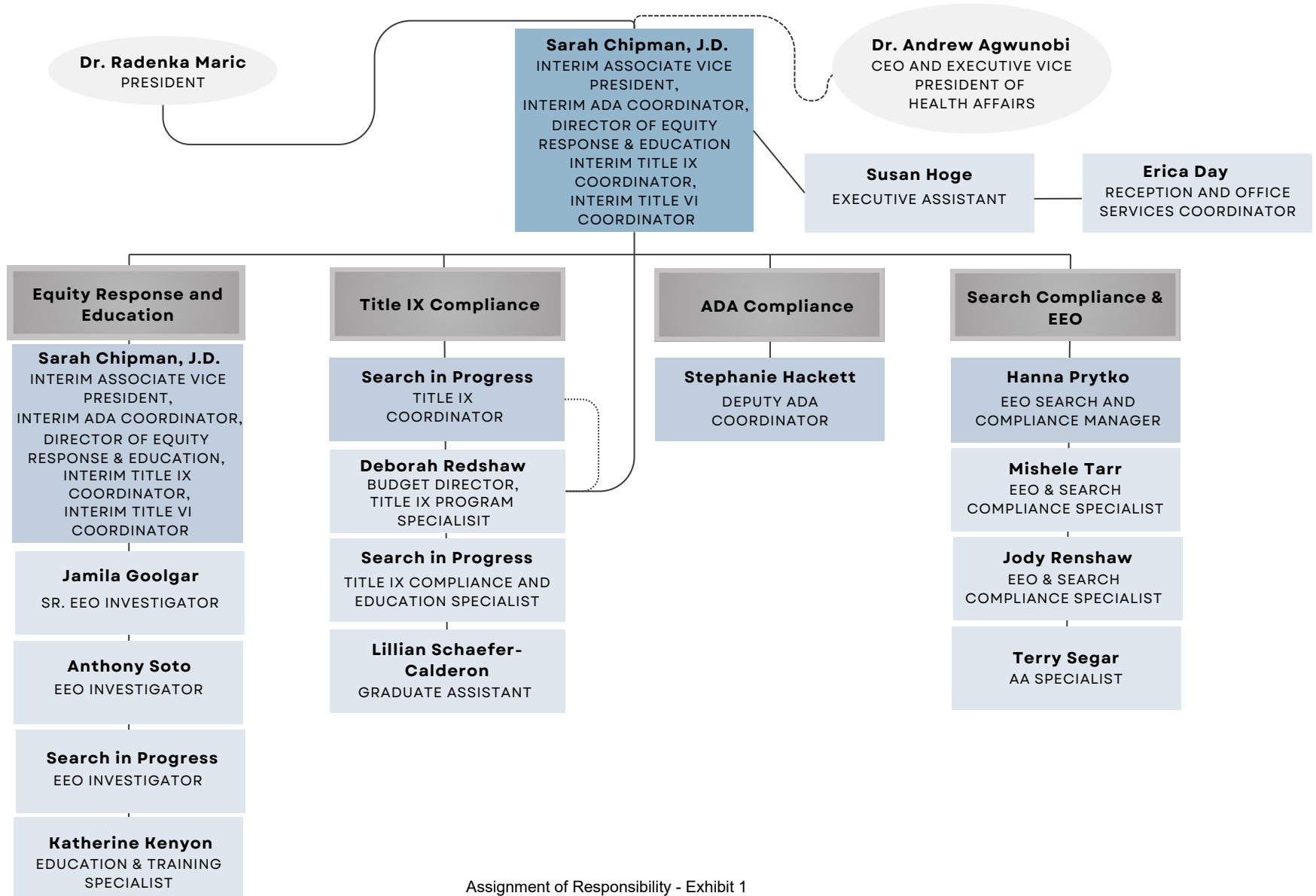
The President reviews the *Plan* prior to its submission to the Commission on Human Rights and Opportunities (CHRO). Additionally, OIE submits periodic updates regarding progress on various elements of the *Plan*, including goal achievement, to the President, Provost and Executive Vice President for Academic Affairs, and other senior executives.

All employee groups are free to comment on any aspect of the *Plan* or program, according to their interests. OIE requests that comments and inquiries regarding the *Plan* be submitted no later than March 24 of each year, so that these matters can be referenced in the respective year's *Plan*, as noted in the Policy Statement, Internal Communications, and External Communications sections of this *Plan*.

After completing the *Plan* in accordance with CHRO standards, OIE conducts further analyses to identify broader observations and patterns. OIE regularly performs in-depth reviews of the search and hiring system and conducts other large-scale studies of systemic components of the program.

OFFICE OF INSTITUTIONAL EQUITY

MARCH 2025



2025



CONNECTICUT AFFIRMATIVE ACTION PLAN

EXECUTIVE SUMMARY

OFFICE OF INSTITUTIONAL EQUITY

UNIVERSITY OF CONNECTICUT

2025 Affirmative Action Plan



INTRODUCTION

The Office of Institutional Equity (OIE) annually completes the University of Connecticut's Affirmative Action Plan for Employment (Plan) as required by Connecticut General Statute (CGS) §46a-68 and sections 46a-68-75 to 46a-68-114, inclusive, for submission to the Connecticut Commission on Human Rights and Opportunities (CHRO).

THE PLAN

- Establishes hiring, promotional, and program goals that promote affirmative action and equal opportunity.
- Illustrates the University of Connecticut's good faith efforts to achieve a workforce that is balanced and fully representational of the relevant labor market areas.
- Quantitatively and qualitatively measures the University's degree of success in accomplishing hiring, promotion, and program goals.
- Examines and eliminates policies and employment practices that adversely affect members of protected classes throughout all aspects of the employment process.

REVIEW & APPROVAL

Within ninety days of submission, CHRO reviewers are mandated to review and evaluate the Plan to ensure that it contains all required elements and is in compliance. The Commission formally votes for approval or disapproval of the Plan based on the reviewer's recommendations.

The University's history of approvals has been based on CHRO's acceptance that the University has demonstrated every good faith effort to meet goals, rather than goal achievement.

2025 Plan Important Dates

- The **2025** Plan year runs from **December 1, 2023** through **November 30, 2024**.
- Workforce data includes full-time permanent University employees as of **November 30, 2024**.
- The plan is due for submission to CHRO by **March 30, 2025**.
- On **June 11, 2025**, the Commission will vote on approval of the Plan, based on CHRO reviewer recommendations

What is Good Faith Effort?

... that degree of care and diligence which a reasonable person would exercise in the performance of legal duties and obligations. At a minimum, it includes all those efforts reasonably necessary to achieve full compliance with the law.

Further, it includes additional or substituted efforts when initial endeavors will not meet statutory or regulatory requirements. Finally, it includes documentary evidence of all action undertaken to achieve compliance, especially where requirements have not or will not be achieved within the reporting period established pursuant to section 46a-68-92 of the Regulations of Connecticut State Agencies.

Hiring & Promotional Goals

Remedy: Underutilization

Condition where the percentage of the representation of a protected class in a job category is less than the percentage of individuals possessing the skills, abilities and qualifications necessary for the job in the relevant job market or recruitment area

Achieve: Parity

Condition where the percentage of the representation of a protected class in a job category equals the percentage of qualified individuals in the relevant job market or recruitment area

Hiring and promotional goals are set to remedy underutilization and achieve parity resulting in a balanced and representational workforce.

- Utilization Analysis compares the University's workforce to the availability in the market.
- Labor market availability is determined by an analysis of data from the US Census and IPEDS which are weighted in accordance with their significance to the title in each job category.
- Hiring goals are set when underutilization has been identified for a race/gender group in a job category.
- Promotional goals are set in lieu of or in addition to hiring goals, based on historical patterns of filling specific positions.
- Due to the changing workforce and labor market data, analyses are conducted annually and goals are updated.

2025 Goal Achievement

- Combined goal achievement has been consistent in the last three Plans (2023-2025).
- Both hiring and promotional goal achievement increased from the previous Plan year.
- Starting with the 2022 Plan, the CHRO provided new census data (2014-2018) to assess underrepresentation and availability, replacing the outdated 2000 census data, resulting in more accurate hiring and promotional goals.
- OIE annually reviews and updates census codes, IPEDS data and other sources for all job categories.
- CHRO considers 75% of goals met as substantial goal achievement.
- The University provides detailed explanation good faith efforts to meet goals in lieu of substantial goal achievement.

Job Category	Hires	Goals Met	Percentage	Promotions	Goals Met	Percentage
Executive Managerial	5	1	20.0%	12	6	50.0%
Faculty	105	36	34.3%	61	32	52.5%
Professional	277	83	30.0%	62	13	21.0%
Secretarial/Clerical	2	1	50.0%	1	0	0.0%
Tech/Paraprofessional	2	0	0.0%	1	0	0.0%
Qualified Craft Worker	9	3	33.3%	0	0	0.0%
Protective Services	19	6	31.6%	11	4	36.4%
Service/Maintenance	15	4	26.7%	8	4	50.0%
TOTAL	434	134	30.9%	156	59	37.8%

2025 WORKFORCE

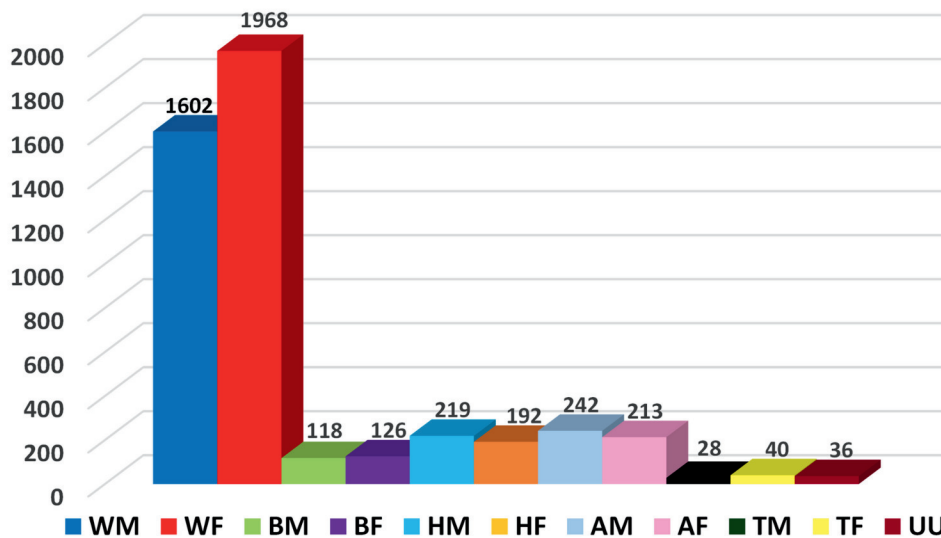
The **Workforce Analysis** section of the AA Plan examines the full-time workforce at the University by job category and labor market.

EEO Category	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Total
1-Executive/Managerial	33	41	7	4	2	1	4	3	0	1	0	96
2-Faculty	546	530	19	33	59	48	189	130	10	7	14	1585
3-Professional Non-Faculty	714	1294	66	83	71	106	42	76	14	28	21	2515
4-Secretarial/Clerical	5	49	1	3	1	5	0	0	0	1	0	65
5-Technical/Paraprofessional	11	0	0	1	0	1	0	0	0	0	0	13
6-Qualified Craft	76	1	1	0	11	0	2	0	0	0	0	91
7B-Protective Services	95	18	12	2	17	1	2	2	0	3	0	152
7B-Service/Maintenance	122	35	12	0	58	30	3	2	4	0	1	267
Total Workforce	1602	1968	118	126	219	192	242	213	28	40	36	4784

The analyses concentrate on full-time, permanent employees

Additional analyses include part-time and duration status, age, and disability.

Demographic information regarding race and gender is gathered through voluntary self-identification.



RACE/ETHNICITY DEFINITIONS

WM, WF - White (Not of Hispanic Origin): All people having origins in any of the original peoples of Europe, North Africa, or the Middle East.

BM, BF - Black (Not of Hispanic Origin): All people having origins in any of the Black racial groups of Africa.

HM, HF - Hispanic or Latino: All people having Puerto Rican or Mexican origins, or all people of Cuban, Central, or South American, or other Spanish culture or origin, regardless of race.

AM, AF (AAIANHNPI) Combines the Asian and Native American categories (per CHRO)

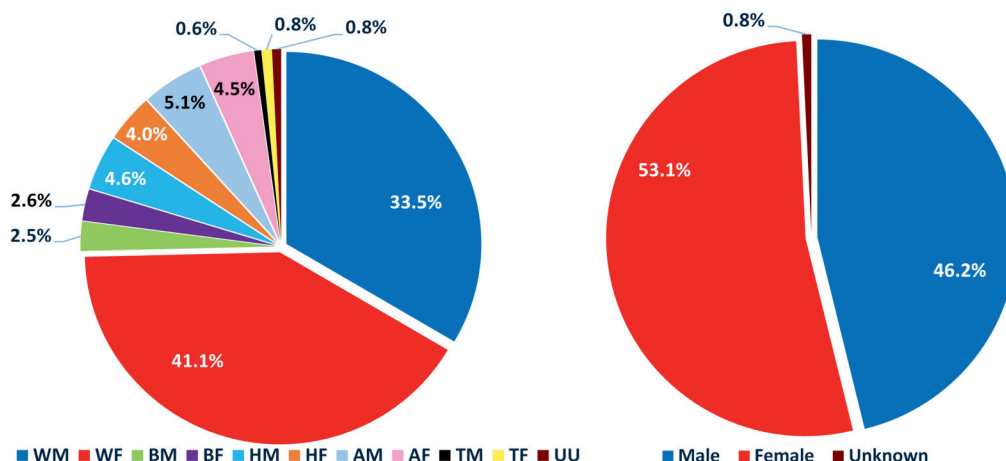
Asian: All people in the groups of Asian/Pacific Islander; Asian (all people having origins in any of the original peoples of China, Japan, Korea, Eastern Asia, Southeast Asia, the Indian subcontinent (including Pakistan) or the Pacific Islands including the Philippines and Samoa.)

Native American: Native American Indian or Alaskan Native (all people having origins in any of the original peoples of North America and who maintain cultural identification through tribal affiliation or community attachment.)

TM, TF - Two or More Races: All persons identifying with 2 or more of the following races: White, Black, Asian, Native American.

UU - Unknown: Persons who have chosen not to provide their demographic profile.

Source: Equal Employment Opportunity Commission (EEOC)



The **2025** Plan reports a workforce of **4,784** permanent, full-time employees, reflecting a **1.9%** increase from **4,692** in **2024**. While the workforce has experienced annual fluctuations, the demographic makeup has remained relatively the same in recent years. Any shifts in race or gender groups have been **0.5%** or less. The reported workforce is composed of **74.6% White** employees and **53.1% females**. Among these, **White females** represent the largest demographic at **41.1%**, while **Black males** account for the smallest group at **2.5%**. Additionally, the percentage of employees opting not to disclose their demographic information, categorized as **Unknown**, has risen to **0.8%**.

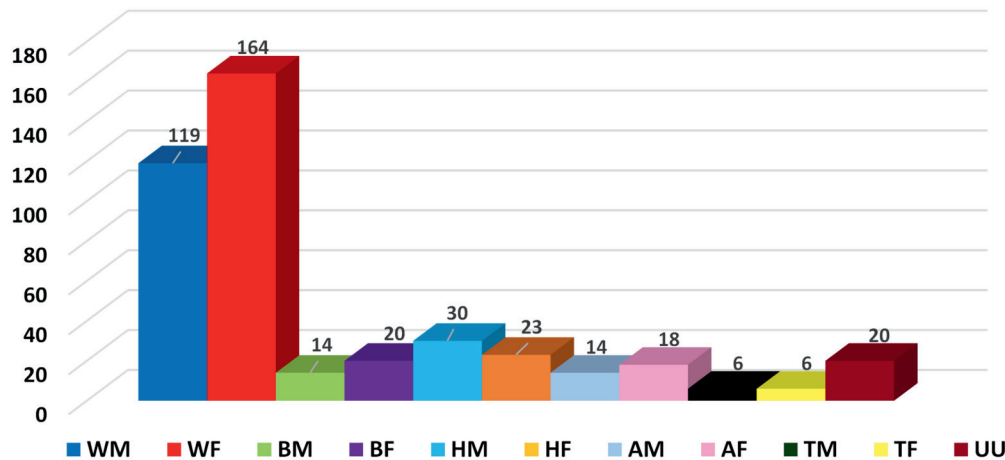
2025 NEW HIRES

The **Hiring Goals Analysis** section includes a detailed narrative for each new hire, outlining the qualifications posted, the recruitment strategies employed, and an overview of the applicant pool, along with justifications for how each applicant was evaluated.

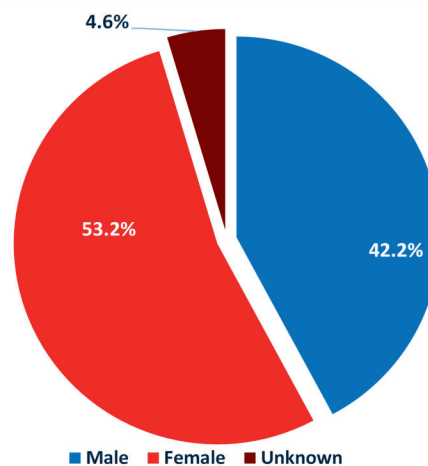
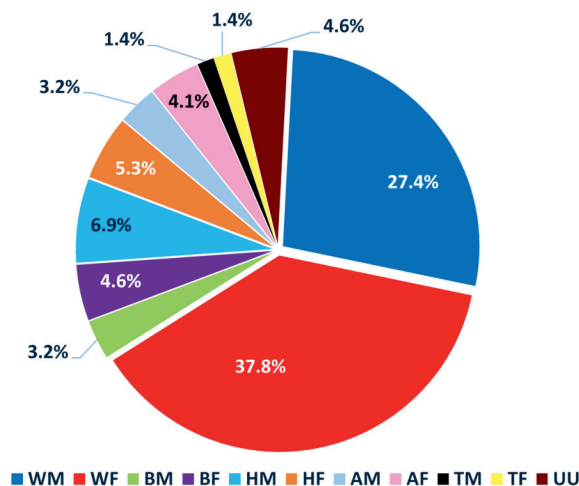
EEO Category	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Total
1-Executive/Managerial	1	1	1	0	0	0	1	0	0	0	1	5
2-Faculty	28	42	0	0	3	7	8	13	1	0	3	105
3-Professional Non-Faculty	70	111	11	20	17	14	5	5	4	5	15	277
4-Secretarial/Clerical	0	1	0	0	0	1	0	0	0	0	0	2
5-Technical/Paraprofessional	2	0	0	0	0	0	0	0	0	0	0	2
6-Qualified Craft	7	0	0	0	2	0	0	0	0	0	0	9
7B-Protective Services	7	3	2	0	6	0	0	0	0	1	0	19
7-Service Maintenance	4	6	0	0	2	1	0	0	1	0	1	15
Total New Hires	119	164	14	20	30	23	14	18	6	6	20	434

Narratives show both **Unqualified** and **Qualified** applicants, providing the rationale behind their evaluations.

The narratives detail the outcomes for the interviewed applicants, outlining who was hired and who was not, along with the reasons behind these decisions.

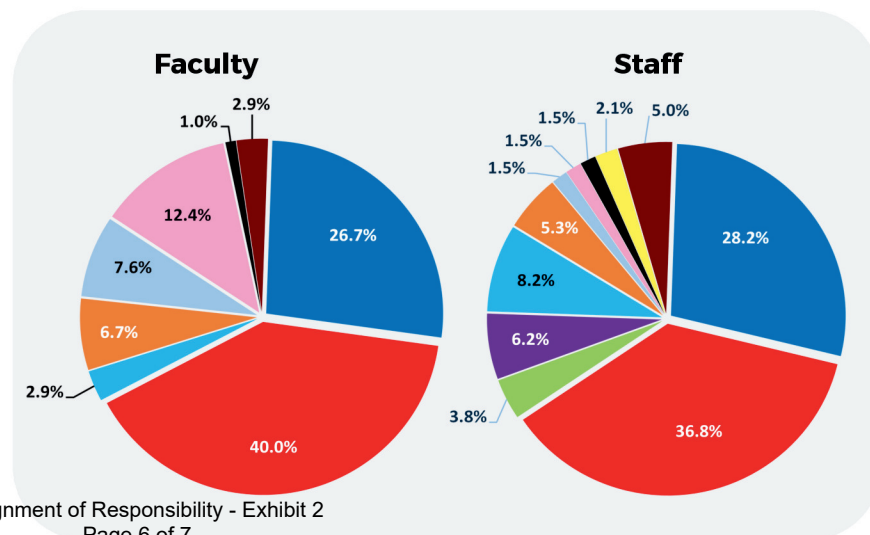


The **2025** Plan reports a total of **434** new hires, reflecting a **23.3%** decrease from the **547** hires reported in **2024**. Consistent with previous Plans, the new hires are predominantly White, comprising **65.2%**, and female, accounting for **53.2%**. Notably, **Black males** represent the smallest demographic group at just **3.2%**. Furthermore, the proportion of applicants who opt not to disclose their demographic information, categorized as **Unknown**, has risen annually, increasing from **1.0%** in **2024** to **4.6%** in **2025**. The demographic composition of new hires shows minimal variation from previous Plans and aligns closely with the overall workforce demographics for most race/gender categories.



The **2025 faculty** hires do not include **Black males** or **females**. In contrast, **White males** and **females** represent **66.7%** of the new hires, a increase from **62.7%** in **2024**. Hispanic males also decreased significantly from **5.6%** to **2.9%**. The **Unknown** category is at the highest ever with **2.9%** of new hires choosing to not disclosing their demographics.

The demographic makeup of new **staff** hires is similar to faculty, with **White males** and **females** constituting **65.0%**, a decrease from **72.2%** in 2024. Notably, the percentage of **Hispanic males** rose from **4.5%** to **8.2%**, and **Unknown** increased from **1.4%** to **5.0%**. All other race and gender categories exhibited minimal changes.



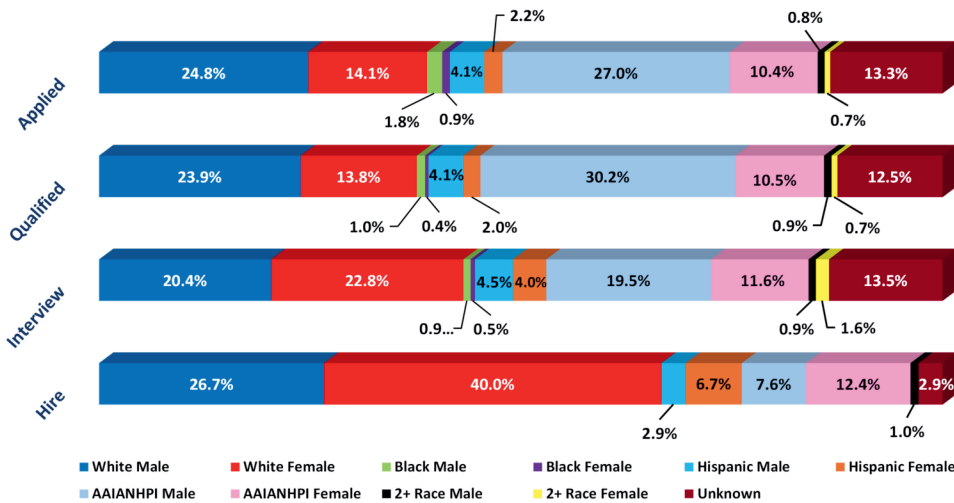
2025 Applicants

The **Applicant Flow Analysis** section examines the pools of applicants for each job category, as they progress through the search process, covering stages from application to evaluation, interview, selection, rejection, offer, and hire.

A total of **3754** candidates applied for **faculty** positions, leading to **105** successful hires. The demographics of the applicant pool mirror those seen in previous reports. However, as candidates progress through the search process, the representation of various race and gender groups within the pool shows inconsistencies.

- **White** and **Hispanic females** Qualified to Interview to Hire
- **Black males** and **females** Interview to Hire
- **Hispanic males** Interview to Hire
- **AAIANHPI males** Qualified to Interview to Hire

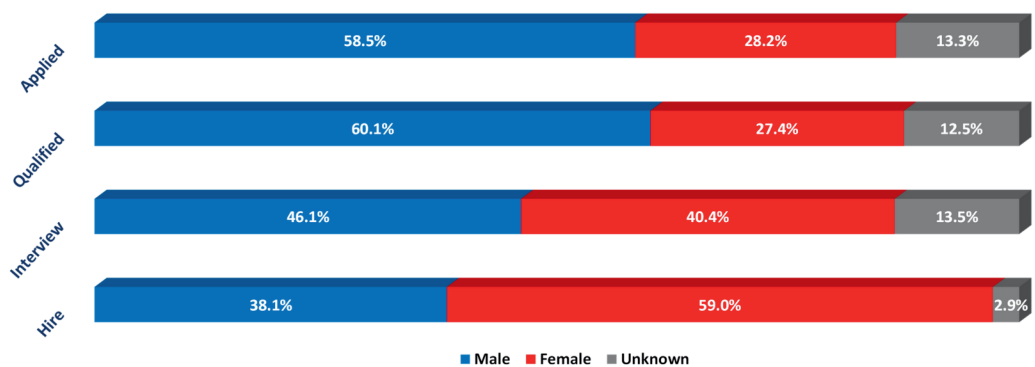
Additionally, the number of applicants opting not to self-identify has been consistently rising each year.



The gender composition of applicants for faculty positions is also not consistent as candidates progress through the search process.

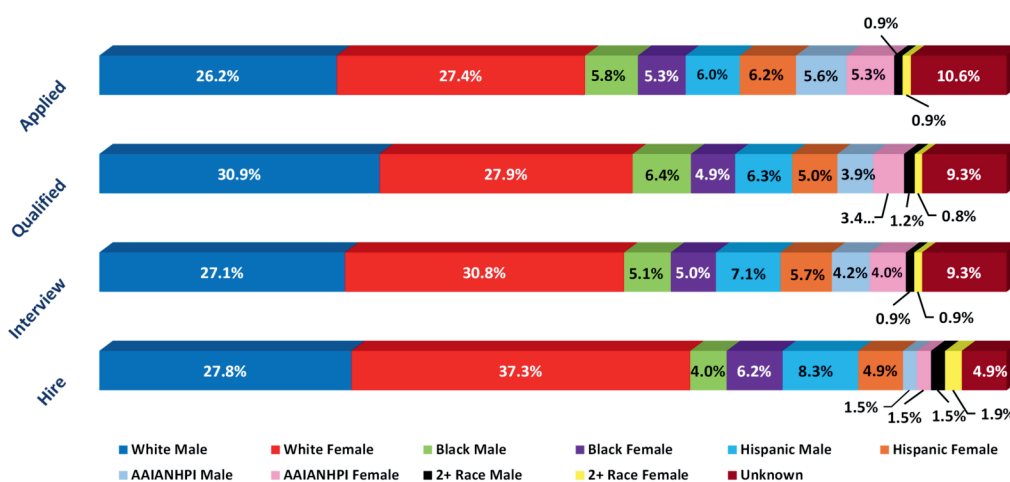
- **Males** decreasing from Qualified to Interview to Hire
- **Females** increasing significantly from Qualified to Interview to Hire

Unknown applicants are consistent until Interview to Hire, which decreases significantly.



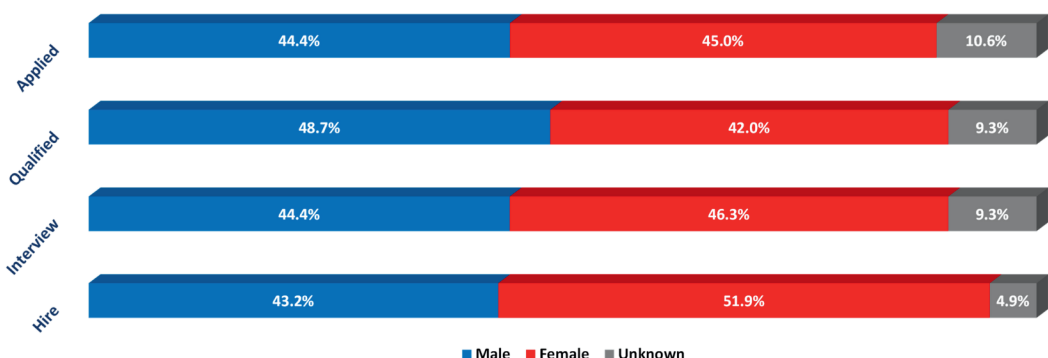
A total of **9636** candidates applied for **staff** positions, resulting in **319** successful hires. The demographics of the applicant pool align with those observed in earlier reports. Nonetheless, as candidates move through the selection process, there are noticeable inconsistencies in the representation of different race/gender groups.

- **White females** Interview to Hire
- **Black males** Qualified to Interview to Hire
- **Black females** Interview to Hire
- **Hispanic males** Qualified to Interview to Hire
- **Hispanic females** Interview to Hire
- **AAIANHPI males and females** Application to Hire



The gender composition of applicants for staff positions is more consistent with the exception of **females** from Interview to Hire.

As in Faculty, **Unknown** applicants are consistent until Interview to Hire, which decreases significantly.



ORGANIZATIONAL ANALYSIS

(Sec. 46A-68-82)

March 2025

This section was in compliance in the previous filing and there were no proposals or recommendations.

1. Job Title Study

Each office, position, and position classification authorized by the Department of Administrative Services or established by statute is shown arranged into lines of progression, depicting the order of jobs through which an employee may advance. The titles are organized from the highest position to the lowest position.

Management Titles (EEO-1)

Management classifications are grouped into a series demonstrating the progression and indicating those titles that are promotional and those titles that are non-promotional.

Faculty Titles (EEO-2)

Faculty titles are separated into three broad groups: tenure track faculty, non-tenure track faculty, and temporary faculty. Promotional and non-promotional titles are indicated as such. In most cases, the non-promotional titles are the highest level in the specific series. Some non-promotional titles, such as BOT Distinguished Professor, are honorary, and are conferred by the Board of Trustees on the recommendation of the Provost.

Most employees in faculty titles belong to a collective bargaining unit, the American Association of University Professors (AAUP), however faculty members in the University's School of Law are unrepresented even though they use the same titles. Approved AAUP titles are enumerated in the Collective Bargaining Agreement (CBA), Article 1, Recognition. Please see **Exhibit 1** of this section for the contact language as well as the University By-Laws.

Faculty promotions are governed by the University's Promotion, Tenure and Reappointment process (PTR), as found in the University Laws, By-laws and Rules, Article XIV and in [PTR Procedures](#) promulgated by the Provost and Executive Vice President for Academic Affairs. Please see **Exhibit 2** of this section for the PTR Procedures.

Faculty members themselves initiate a request for promotion to the next level in the series. A broad range of documentation and references must be provided with the PTR application, which is closely reviewed by colleagues and peers in the academic specialty. A PTR committee in each school/college reviews the materials and forwards a recommendation to the Dean, who forwards their recommendation to the Provost. In the promotion from Assistant Professor to Associate Professor, tenure is also generally granted. This occurs typically after six years of service from time of hire. Similarly, a request for promotion from Associate Professor to Professor is self-

initiated by faculty members and follows the PTR process. Faculty at the Associate Professor level are not mandated to apply for promotion and there is no minimum time requirement of service. The Board of Trustees gives the final approval on tenure awards for faculty by vote at a full Board meeting, usually in April of each academic year.

Professional Titles (EEO 3)

The Professional category encompasses University of Connecticut's Professional Employees Association (UCPEA) classifications, staff positions within the American Association of University Professors (AAUP) collective bargaining unit, and other professional titles that are not represented by a bargaining unit and classified as either management or confidential exempt.

The University of Connecticut Professional Employee Associations includes approximately 220 job templates that are used for approximately 2,000 employees each year. The approximately 220 job templates are broken down into Occupational Group which are broad categories of associated occupations. Each Occupational Group consists of Job Families and Job Paths. The first subdivision of the Occupational Group is the Job Family. Job Families group related jobs with similar work that require like training, skills, knowledge, and experience. Job Families are more detailed than Occupational Groups, further organizing work through grouping professionally similar jobs that often possess different titles across UConn. The second subdivision of the Occupational Group is the Job Path. Job Paths group roles with a progressive growth in qualifications, complexity, and independence. For some employees, a Job Path may serve as a career trajectory.

Also included in EEO-3 (Professional Titles) are staff titles represented by the American Association of University Professors. These include job classifications with responsibility for research and research support as well as head and assistant coaches within the University Division of Athletics.

Finally, there are professional titles (EEO-3) that are unrepresented by any bargaining unit and include management and confidential staff positions.

Classified State Merit System Titles (EEO-4 to EEO 7)

Each position classification authorized by the Department of Administrative Services or established by statute is shown arranged into lines of progression, depicting the order of jobs through which an employee may advance. The titles are organized from the highest position to the lowest position and titles that do not have a natural line of progression are identified as non-promotional.

2. Occupational Category Study

For this *Plan*, each position classification that was utilized during the *Plan* year has been placed in an occupational category with other position classifications with similar job content and opportunity. The position classifications in each occupational category are listed from highest to lowest level with the salary range for each classification.

There are no mandated salary ranges for Executive/Managerial titles or for the non-UCPEA non-teaching professional titles. As a result, the figures shown are the *actual* minimum and maximum salaries of employees in the title.

For faculty, the University does not have a compensation schedule because the AAUP CBU is considered a “minimum terms” contract in relation to salary. The CBU requires that new hires be offered “no less than the lowest salary in each [professorial] rank in the previous academic year” for Associate Professors and Professors. There is no longer a minimum salary requirement for Assistant Professors. Salary minima for 2023-2024 are: Associate Professor \$65,678 and Professor \$89,532. Please see **Exhibit 3** of this section for the posted faculty minima.

While faculty titles progress from Assistant Professor to Associate Professor to Professor, salaries do not necessarily follow this same line of progression. Hiring salaries are generally determined by other factors, in addition to the minimum salaries for the faculty rank of the position. These factors include the market value of the candidate’s particular skill set, their reputation in an academic discipline, scholarly work, creative accomplishments, professional honors, and various other criteria. Academic disciplines frequently dictate the salary potential for a title and are not uniform throughout the University. Certain disciplines are compelled to offer higher salaries to remain competitive and attract employees who command substantive salaries outside the norm for academia.

For example, an Assistant Professor who has a substantial number of publications in breakthrough research and whose specialty is in great demand in Engineering, may command a salary significantly higher than an Associate Professor in Geography, who is working in their academic discipline as a generalist. All faculty salaries are reviewed and approved, prior to offer, by the Provost’s Office.

Salary increases during the faculty member’s appointment may include annual cost of living increases as well as merit awards. Merit and special achievement awards are intended to recognize above average performance in teaching, research, and service. Faculty merit awards are discretionary and result in a wide range of salaries among those in the same rank. Please see **Exhibit 4** of this section for the contract language.

For UCPEA bargaining unit titles, contractual salary ranges are used. Salary ranges have been updated to reflect contractual salary changes.

For Classified titles, salary ranges for the titles’ pay plans are used. Salary ranges are updated to reflect collective bargaining union contracts.

(3) The organizational chart for the Office of Institutional Equity is included in this section. Sarah Chipman, JD is the Interim Associate Vice President and Equal Employment Officer. The organizational chart illustrates that the Equal Employment Officer reports directly to the President of the University. Please see **Exhibit 5** for the organizational chart.

Job Title Study
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			PROMOTIONAL	NON-PROMOTIONAL
EEO 1 - Management				
		<i>Dean Series</i>		
		Dean		✓
		Associate Dean & Director		✓
		Associate Dean	✓	
		Assistant Dean	✓	
		<i>Vice President Series</i>		
		Vice President		✓
		Associate Vice President	✓	
		Assistant Vice President	✓	
		<i>Vice Provost Series</i>		
		Vice Provost		✓
		Associate Vice Provost	✓	
		Assistant Vice Provost	✓	
		<i>University Director Series</i>		
		Executive Director	✓	
		University Director		✓
		Management Positions Without Promotional Opportunity		
		Associate Dean-Students		✓
		Department Head Student Affairs		✓
		Deputy Director and Chief of Staff		✓
		Executive Assistant to the President		✓
		Executive Vice President & Chief Financial Officer		✓
		President		✓
		Provost & Executive Vice President		✓

Job Title Study
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EEO 2- Faculty				
		Tenure Track		
		Board of Trustees Distinguished Professor		✓
		Professor		✓
		Associate Professor	✓	
		Assistant Professor	✓	
		Instructor		✓
		Non-tenure Track		
		<u>Clinical Faculty</u>		
		Clinical Professor		✓
		Associate Clinical Professor	✓	
		Assistant Clinical Professor	✓	
		Clinical Instructor		✓
		<u>In-residence Faculty</u>		
		Professor-in-residence		✓
		Associate Professor-in-residence	✓	
		Assistant Professor-in-residence	✓	
		Instructor-in-residence		✓
		<u>Visiting Faculty</u>		
		Visiting Professor		✓
		Visiting Associate Professor	✓	
		Visiting Assistant Professor	✓	
		Visiting Instructor		✓
		Extension Faculty		
		Senior Extension Educator		✓
		Extension Educator	✓	
		Associate Extension Educator	✓	
		Assistant Extension Educator		✓
		Non-tenure Track		
		Extension Professor		✓
		Associate Extension Professor	✓	
		Assistant Extension Professor	✓	
		Extension Instructor		✓
		Extension Professor-in-residence		✓
		Associate Extension Professor-in-residence	✓	
		Assistant Extension Professor-in-residence	✓	
		Extension Instructor-in-residence		✓
		Senior Ext Educator		✓
		Visiting Extension Educator	✓	
		Visiting Associate Ext Educator	✓	
		Visiting Assistant Ext Educator		✓
		Senior Extension Educator		✓
		Extension Educator	✓	
		Associate Extension Educator	✓	
		Assistant Extension Educator		✓

Job Title Study
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		Research Faculty		
		Non-tenure Track		
		Research Professor		✓
		Associate Research Professor	✓	
		Assistant Research Professor	✓	
		Research Instructor		✓
		Senior Research Scientist/Scholar		✓
		Research Scientist/Scholar	✓	
		Associate Research Scientist/Scholar		✓
		Faculty Positions without Promotional Opportunity		
		Lecturer		
		Special Internal Lecturer 1		
		Special Internal Lecturer 2		
		Special Internal Lecturer 3		

Job Title Study
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EEO 3 - Professional				
<p>In the University of Connecticut's Professional Employees Association (UCPEA) there are 179 job titles in nine levels. Occupational Groups are broad categories of associated or related occupations. Each Occupational Group consists of Job Families, Job Paths, Job Titles, Job Categories, and Job Levels. The first subdivision of the Occupational Group is the Job Family. Job Families group related jobs with similar work, requiring like training, skills, knowledge, and experience. Job Families are more detailed than Occupational Groups, further organizing work through grouping professionally similar jobs that often possess different titles across UConn.</p>				
JOB FAMILY			PROMOTIONAL	NON-PROMOTIONAL
ACADEMIC PROGRAMS/SERVICES				
<i>Child Development</i>				
	Master Teacher			✓
	Teacher		✓	
	Assistant Teacher		✓	
<i>Educational Program Leadership</i>				
	Educational Program Manager 3			✓
	Educational Program Manager 2		✓	
	Educational Program Manager 1		✓	
<i>Educational Program Professional</i>				
	Senior Educational Program Administrator			✓
	Educational Program Administrator		✓	
	Educational Program Coordinator		✓	
	Educational Program Assistant 2		✓	
	Educational Program Assistant 1		✓	
<i>Instructional Development</i>				
	Lead Instructional Developer			✓
	Instructional Developer		✓	
<i>eLearning Development</i>				
	eLearning Developer 3			✓
	eLearning Developer 2		✓	
	eLearning Developer 1		✓	
ADMINISTRATIVE SERVICES				
<i>Administrative Program Leadership</i>				
	Administrative Program Manager 3			✓
	Administrative Program Manager 2		✓	
	Administrative Program Manager 1		✓	
<i>Administrative Program Professional</i>				
	Senior Administrative Program Support			✓
	Administrative Program Support 4		✓	
	Administrative Program Support 3		✓	
	Administrative Program Support 2		✓	
	Administrative Program Support 1		✓	

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<i>Technical Records</i>				
		Technical Records Coordinator		✓
<i>Business Operations Professional</i>				
		Business Operations Specialist 3		✓
		Business Operations Specialist 2	✓	
		Business Operations Specialist 1	✓	
<i>Functional Analysis</i>				
		Functional Analyst		✓
		Functional Specialist	✓	
		Functional Coordinator	✓	
<i>Training and Development</i>				
		Training and Development Coordinator		✓
<i>Accounting</i>				
		Lead Accountant		✓
		Senior Accountant	✓	
		Accountant	✓	
<i>Financial Analysis</i>				
		Senior Financial Analyst		✓
		Financial Analyst 3	✓	✓
		Financial Analyst 2	✓	
		Financial Analyst 1	✓	
<i>Financial Leadership</i>				
		Associate Finance Director		✓
		Finance Manager 2	✓	
		Finance Manager 1	✓	
<i>Financial Professional</i>				
		Financial Assistant 2		✓
		Financial Assistant 1	✓	
<i>Payroll</i>				
		Payroll Supervisor		✓
<i>Grants and Contracts</i>				
		Grants and Contracts Manager		✓
		Grants and Contracts Specialist	✓	
		Grants and Contracts Development Officer	✓	
		Grants and Contracts Assistant	✓	

Job Title Study
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<i>Institutional Research</i>				
		Institutional Research Specialist		✓
		Institutional Research Analyst 2	✓	
		Institutional Research Analyst 1	✓	
<i>Procurement</i>				
		Procurement Specialist		✓
		Procurement Analyst 2	✓	
		Procurement Analyst 1	✓	
<i>Contracting</i>				
		Contracting Specialist 2		✓
		Contracting Specialist 1	✓	
ARTS AND CURATORIAL SERVICES				
<i>Exhibit Design</i>				
		Museum Exhibit Designer		✓
<i>Registrar and Curator</i>				
		Art Museum Registrar		✓
		Art Museum Curator		✓
		Educational Curator		✓
<i>Box Office</i>				
		Box Office Professional		✓
<i>Production</i>				
		Theater Operations Manager		✓
		Theater Production Specialist	✓	
<i>Theater Production</i>				
		Theater Production Manager		✓
		Theater Production Technician	✓	
COMMUNICATION AND MARKETING				
<i>Editing</i>				
		Managing Editor		✓
		Editor 2	✓	
		Editor 1	✓	
<i>Graphic Design</i>				
		Lead Graphic Designer		✓
		Senior Graphic Designer	✓	
		Graphic Designer	✓	

Job Title Study
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<i>Media</i>				
		Media Producer 3		✓
		Media Producer 2	✓	
		Media Producer 1	✓	
<i>Publicity Marketing</i>				
		Senior Communication, Publicity and Marketing Manager		✓
		Communications and Publicity Manager	✓	
		Publicity/Marketing Manager	✓	
		Publicity/Marketing Administrator	✓	
		Publicity/Marketing Coordinator	✓	
<i>Public Relations</i>				
		Senior Public Relations Associate		✓
		University Public Relations Associate 2	✓	
		University Public Relations Associate 1	✓	
		Media Services Associate	✓	
		Media Services Specialist	✓	
INFORMATION TECHNOLOGY				
<i>Applications Administration</i>				
		Applications Administrator 3		✓
		Applications Administrator 2	✓	
		Applications Administrator 1	✓	
		Applications Specialist	✓	
<i>Software Development</i>				
		Software Developer 3		✓
		Software Developer 2	✓	
		Software Developer 1	✓	
<i>Data Administration</i>				
		Data Administrator 3		✓
		Data Administrator 2	✓	
		Data Administrator 1	✓	
<i>Data Analysis</i>				
		Data Analyst 3		✓
		Data Analyst 2	✓	
		Data Analyst 1	✓	
		Data Specialist	✓	
<i>Network Administration</i>				
		Network Administrator 3		✓
		Network Administrator 2	✓	
		Network Administrator 1	✓	
		Network Specialist	✓	

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<i>Network Construction</i>				
		Network Construction Administrator 3		✓
		Network Construction Administrator 2	✓	
		Network Construction Administrator 1	✓	
<i>IT Project Management</i>				
		IT Project Manager 2		✓
		IT Project Manager 1	✓	
		IT Project Business Analyst	✓	
		IT Quality Assurance	✓	
<i>IT Team Leads</i>				
		IT Manager		✓
		IT Team Lead 2	✓	
		IT Team Lead 1	✓	
<i>IT Security</i>				
		Information Security Analyst 3		✓
		Information Security Analyst 2	✓	
		Information Security Analyst 1	✓	
<i>Audio Visual</i>				
		Audio Visual Technician 3		✓
		Audio Visual Technician 2	✓	
		Audio Visual Technician 1	✓	
		Audio Visual Specialist	✓	
<i>Computer Support</i>				
		Computer Support Technician 3		✓
		Computer Support Technician 2	✓	
		Computer Support Technician 1	✓	
		Computer Support Specialist 2	✓	
		Computer Support Specialist 1	✓	
<i>Systems Administration</i>				
		Systems Administrator 3		✓
		Systems Administrator 2	✓	
		Systems Administrator 1	✓	
		Systems Specialist	✓	
INSTITUTIONAL OPERATIONS				
<i>Athletic Equipment and Facilities</i>				
		Manager, Athletic Equipment and Facilities		✓
		Assistant Manager, Athletic Equipment and Facilities	✓	

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<i>Building Inspection and Compliance</i>				
		Building Inspector and Compliance Supervisor		✓
		Building Inspector and Compliance Official	✓	
		Assistant Building Inspector and Compliance Official	✓	
<i>Planning, Design and Construction</i>				
		Planning, Design and Construction Senior Project Manager		✓
		Planning, Design and Construction Project Manager	✓	
		Planning, Design and Construction Assistant Project Manager	✓	
<i>Facilities</i>				
		Facilities Manager 3		✓
		Senior Facilities Professional	✓	
		Facilities Manager 2	✓	
		Facilities Manager 1	✓	
		Facilities Professional	✓	
<i>Environmental Health and Safety</i>				
		Environmental Health and Safety Manager		✓
		Environmental Health and Safety Specialist 3	✓	
		Environmental Health and Safety Specialist 2	✓	
		Environmental Health and Safety Specialist 1	✓	
LABORATORY AND RESEARCH OPERATIONS				
<i>Animal Care</i>				
		Animal Care Manager		✓
		Animal Care Specialist	✓	
<i>Laboratory</i>				
		Laboratory Manager		✓
		Laboratory Technician 3	✓	
		Laboratory Technician 2	✓	
		Laboratory Technician 1	✓	
		Laboratory Assistant	✓	
<i>Research Equipment and Supplies</i>				
		Technical Operations Manager		✓
		Machine Shop Engineer	✓	
		Equipment Technican 2	✓	
		Electronic Engineer	✓	
		Equipment Technician 1	✓	

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LIBRARY				
<i>Librarian</i>				
		Librarian 4 - Manager		✓
		Librarian 3 - Manager	✓	
		Librarian 4	✓	
		Librarian 3	✓	
		Librarian 2	✓	
		Librarian 1	✓	
<i>Library Support</i>				
		Library Assistant 3 - Manager		✓
		Library Assistant 3	✓	
		Library Assistant 2	✓	
		Library Assistant 1	✓	
STUDENT PROGRAMS/SERVICES				
<i>Admissions</i>				
		Associate Admissions Director		✓
		Admissions Manager	✓	
		Admissions Officer 3	✓	
		Admissions Officer 2	✓	
		Admissions Officer 1	✓	
<i>Registrar</i>				
		Associate Registrar		✓
		Assistant Registrar	✓	
		Registrar Specialist	✓	
<i>Academic Advising</i>				
		Academic Advisor 2		✓
		Academic Advisor 1	✓	
<i>Career Consulting</i>				
		Career Consultant		✓
<i>Student Success Counseling</i>				
		Student Success Counselor		✓
<i>Dining Services Coordination and Management</i>				
		Associate Dining Services Director		✓
		Dining Services Manager 3	✓	
		Dining Services Manager 2	✓	
		Dining Services Manager 1	✓	
		Dining Services Area Assistant Manager	✓	
		Food Production Assistant Manager	✓	
<i>Financial Aid</i>				
		Financial Aid Manager		✓
		Financial Aid Officer		
		Financial Aid Analyst		

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<i>Student Employment</i>				
		Student Employment Officer		✓
<i>Housing Coordination</i>				
		Housing Coordinator		✓
<i>Residence Hall Director</i>				
		Residence Hall Director		✓
<i>Clinical Phlebotomy</i>				
		Clinical Phlebotomist		✓
<i>Medical Doctors</i>				
		Physician		✓
<i>Nurse Services</i>				
		Advanced Practice Registered Nurse (APRN)		✓
		Nurse Clinical Coordinator	✓	
		Nurse	✓	
<i>Nutrition</i>				
		Registered Dietician/Nutritionist		✓
<i>Pharmaceutical Services</i>				
		Pharmacist and Ancillary Services Manager		✓
		Pharmacist	✓	
<i>Radiology</i>				
		X-Ray Technician 2		✓
		X-Ray Technician 1	✓	
<i>Student Health Services</i>				
		Psychologist		✓
		Social Worker		✓
		Student Clinical Mental Health Services Manager		✓
		Physical Therapist		✓
		Information Coordinator		✓
		Health Educator		✓
		Clinical Coordinator		✓
		Mental Health Clinician		✓
<i>Sign Language Interpretation</i>				
		Sign Language Interpreter		✓

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<i>Student Services Leadership</i>				
		Student Services Program Manager 3		✓
		Student Services Program Manager 2	✓	
		Student Services Program Manager 1	✓	
<i>Student Services Professional</i>				
		Senior Student Services Program Administrator		✓
		Student Services Program Administrator	✓	
		Student Services Program Coordinator	✓	
		Student Services Program Assistant 2	✓	
		Student Services Program Assistant 1	✓	
OTHER PROFESSIONAL TITLES				
<i>University Staff Professional Staff Series</i>				
		University Staff Professional VI	✓	
		University Staff Professional V	✓	
		University Staff Professional IV	✓	
		University Staff Professional III	✓	
		University Staff Professional II	✓	
		University Staff Professional I	✓	
<i>University Technician Series</i>				
		University Technician II	✓	
		University Technician I	✓	
<i>University Educational Assistants Series (Confidential)</i>				
		University Educational Assistant 1		✓
		University Educational Assistant 2	✓	
		University Educational Assistant 3	✓	
<i>Research Series</i>				
		Research Assistant 3		✓
		Research Assistant 2	✓	
		Research Assistant 1	✓	
		Research Associate 3		✓
		Research Associate 2	✓	
		Research Associate 1	✓	
<i>Academic Assistant Series</i>				
		Academic Assistant 5		✓
		Academic Assistant 4	✓	
		Academic Assistant 3	✓	
		Academic Assistant 2	✓	
		Academic Assistant 1	✓	

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Unclassified Titles Without Promotional Opportunity				
		Fiscal Administrative Officer		✓
		Specialist IA		✓
		Specialist IIA		✓
		Specialist IIIA		✓
		Specialist IVA		✓
		University Assistant Director		✓

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EEO 4 - EEO 7 Classified			
Each position classification authorized by the Department of Administrative Services or established by statute is arranged into lines of progression that depict the order of jobs through which an employee may advance in the State Merit System. In certain classification series there may be additional progressions represented in the University of Connecticut Professional Employees Association bargaining unit and therefore such titles will not be identified as being without promotional opportunity. Titles without promotional opportunity are listed separately at the end of this study.			
Please note that the classification listing identifies the non-promotional titles as the first listing in a series, followed by all related titles that are considered promotional.			
SERIES CATEGORY		PROMOTIONAL	NON-PROMOTIONAL
<i>Agricultural Series</i>			
	Farm Supervisor		✓
	Agricultural Worker 2	✓	
	Agricultural Worker 1	✓	
	Agricultural Worker Trainee	✓	
<i>Animal Care Series</i>			
	Animal Care Technician	✓	
	Animal Care Technician Trainee	✓	
<i>Boat Series</i>			
	Research Vessel Captain		✓
	Research Vessel Engineer		✓
<i>Buildings & Grounds Series</i>			
	Buildings & Grounds Supervising Patrol Officer		✓
	Buildings & Grounds Lead Patrol Officer	✓	
	Buildings & Grounds Patrol Officer	✓	
<i>Computer Operations Series</i>			
	Data Process Op Support Specialist 3	✓	
	Data Process Op Support Specialist 2	✓	
	Data Process Op Support Specialist 1	✓	
	Data Process Op Support Assistant	✓	
<i>Custodial Series</i>			
	Building Superintendent 1	✓	
	Supervising Custodian	✓	
	Lead Custodian	✓	
	Custodian	✓	
<i>Duplicating Series</i>			
	Duplicating Services Supervisor 2	✓	
	Duplicating Services Supervisor 1	✓	
	Duplicating Technician 2	✓	
	Duplicating Technician 1	✓	
	Duplicating Assistant	✓	
<i>Dispatcher Series</i>			
	UConn Dispatcher Trainee	✓	
	Building & Grounds Patrol Officer (UConn Dispatcher)		✓

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<i>Electronics Series</i>				
		Elec Integrated Control Sys Tech (IC)	✓	
		Elec Integrated Control Sys Tech (BS)	✓	
		Lead Electronics Technician	✓	
		Electronics Technician 2	✓	
		Electronics Technician 1	✓	
<i>Extension Program Series</i>				
		Extension Program Coordinator	✓	
		Extension Program Liaison	✓	
<i>Fire Series</i>				
		University Fire Captain		✓
		Fire Lieutenant	✓	
		Fire Inspector		✓
		Firefighter	✓	
		Protective Services Trainee - Fire	✓	
<i>General Clerical Series</i>				
		Unit Supervisor	✓	
		Head Clerk	✓	
		Office Assistant	✓	
		Clerk Typist	✓	
		Clerk	✓	
<i>Mail Series</i>				
		Mail Services Supervisor 2		✓
		Mail Services Supervisor 1	✓	
		Lead Mail Handler	✓	
		Mail Handler	✓	
		Mail Handler Trainee	✓	
<i>Maintenance Series - Automotive</i>				
		Maintenance Supervisor 2 (Automotive)		✓
		Maintenance Supervisor 1 (Automotive)	✓	
		Qualified Craft Worker (Automotive)	✓	
		General Trades Worker	✓	
		QCW Intern	✓	
		Skilled Maintainer	✓	
<i>Maintenance Series - Carpentry</i>				
		Maintenance Supervisor 2 (Carpentry)		✓
		Maintenance Supervisor 1 (Carpentry)	✓	
		Qualified Craft Worker (Carpentry)	✓	
		General Trades Worker	✓	
		QCW Intern	✓	
		Skilled Maintainer	✓	

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<i>Maintenance Series - Electrical</i>				
		Maintenance Supervisor 2 (Electrical)		✓
		Maintenance Supervisor 1 (Electrical)	✓	
		Qualified Craft Worker (Electrical)	✓	
		General Trades Worker	✓	
		Power Distribution Electrician		✓
		QCW Intern	✓	
		Skilled Maintainer	✓	
<i>Maintenance Series - General</i>				
		Maintenance Supervisor 2 (General)		✓
		Maintenance Supervisor 1 (General)	✓	
		Qualified Craft Worker (Glazier)	✓	
		Qualified Craft Worker (Locksmith)	✓	
		Qualified Craft Worker (Carpentry)	✓	
		Qualified Craft Worker (Electrical)	✓	
		Qualified Craft Worker (HVACR)	✓	
		Qualified Craft Worker (Machine Shop)	✓	
		Qualified Craft Worker (Masonry)	✓	
		Qualified Craft Worker (Painting)	✓	
		Qualified Craft Worker (Plumb & Steamfit)	✓	
		Qualified Craft Worker (Tinsmith)	✓	
		Qualified Craft Worker (Welding)	✓	
		General Trades Worker	✓	
		QCW Intern	✓	
		Skilled Maintainer	✓	
		Maintainer	✓	
<i>Maintenance Series - Glazing</i>				
		Maintenance Supervisor 1 (Glazier)	✓	
		Qualified Craft Worker (Glazier)	✓	
		General Trades Worker	✓	
		QCW Intern	✓	
		Skilled Maintainer	✓	
		Maintainer	✓	
<i>Maintenance Series - Grounds</i>				
		Maintenance Supervisor 2 (Grounds)		✓
		Maintenance Supervisor 1 (Grounds)	✓	
		General Trades Worker	✓	
		QCW Intern	✓	
		Skilled Maintainer	✓	
		Maintainer	✓	
<i>Maintenance Series - HVACR</i>				
		Maintenance Supervisor 2 (HVACR)		✓
		Maintenance Supervisor 1 (HVACR)	✓	
		Qualified Craft Worker (HVACR)	✓	
		General Trades Worker	✓	
		QCW Intern	✓	
		Skilled Maintainer	✓	
		Maintainer	✓	

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<i>Maintenance Series - Locksmith</i>				
		Maintenance Supervisor 2 (Locksmith)		✓
		Maintenance Supervisor 1 (Locksmith)	✓	
		Qualified Craft Worker (Locksmith)	✓	
		General Trades Worker	✓	
		QCW Intern	✓	
		Skilled Maintainer	✓	
		Maintainer	✓	
<i>Maintenance Series - Machine Shop</i>				
		Maintenance Supervisor 2 (Machine Shop)		✓
		Maintenance Supervisor 1 (Machine Shop)	✓	
		Qualified Craft Worker (Machine Shop)	✓	
		General Trades Worker	✓	
		QCW Intern	✓	
		Skilled Maintainer	✓	
		Maintainer	✓	
<i>Maintenance Series - Masonry</i>				
		Maintenance Supervisor 2 (Masonry)		✓
		Maintenance Supervisor 1 (Masonry)	✓	
		Qualified Craft Worker (Masonry)	✓	
		General Trades Worker	✓	
		QCW Intern	✓	
		Skilled Maintainer	✓	
		Maintainer	✓	
<i>Maintenance Series - Mechanical Equipment</i>				
		Maintenance Supervisor 2 (Plumb & Steam)		✓
		Maintenance Supervisor 2 (HVACR)		✓
		Maintenance Supervisor 2 (Mech Equip)		✓
		Maintenance Supervisor 1 (Plumb & Steam)	✓	
		Maintenance Supervisor 1 (HVACR)	✓	
		Maintenance Supervisor 1 (Mech Equip)	✓	
		Qualified Craft Worker (HVACR)	✓	
		Qualified Craft Worker (Plumb & Steam)	✓	
		General Trades Worker	✓	
		QCW Intern	✓	
		Skilled Maintainer	✓	
		Maintainer	✓	
<i>Maintenance Series - Office Equipment</i>				
		Maintenance Supervisor 1 (Office Equip)		✓
		General Trades Worker	✓	
		Skilled Maintainer	✓	

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<i>Maintenance Series - Painting</i>				
		Maintenance Supervisor 2 (Painting)		✓
		Maintenance Supervisor 1 (Painting)	✓	
		Qualified Craft Worker (Painting)	✓	
		General Trades Worker	✓	
		QCW Intern	✓	
		Skilled Maintainer	✓	
		Maintainer	✓	
<i>Maintenance Series - Plumbing & Steamfitting</i>				
		Maintenance Supervisor 2 (Plumb & Steam)		✓
		Maintenance Supervisor 1 (Plumb & Steam)	✓	
		Qualified Craft Worker (Plumb & Steam)	✓	
		General Trades Worker	✓	
		QCW Intern	✓	
		Skilled Maintainer	✓	
		Maintainer	✓	
<i>Maintenance Series - Roofing</i>				
		Qualified Craft Worker (Roofing)	✓	
		General Trades Worker	✓	
		QCW Intern	✓	
		Skilled Maintainer	✓	
		Maintainer	✓	
<i>Maintenance Series - Sign</i>				
		Qualified Craft Worker (Sign)	✓	
		General Trades Worker	✓	
		QCW Intern	✓	
		Skilled Maintainer	✓	
		Maintainer	✓	
<i>Maintenance Series - Tinsmith</i>				
		Maintenance Supervisor 2 (Tinsmith)		✓
		Maintenance Supervisor 1 (Tinsmith)	✓	
		Qualified Craft Worker (Tinsmith)	✓	
		General Trades Worker	✓	
		QCW Intern	✓	
		Skilled Maintainer	✓	
		Maintainer	✓	
<i>Maintenance Series - Welder</i>				
		Qualified Craft Worker (Welder)	✓	
		General Trades Worker	✓	
		QCW Intern	✓	
		Skilled Maintainer		
		Maintainer	✓	

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<i>Payroll Clerical Series</i>				
		Payroll Clerk	✓	
		Financial Clerk		✓
<i>Police Series</i>				
		Police Captain (Unclassified)		✓
		Police Lieutenant (Unclassified)	✓	
		Police Master Sergeant (Unclassified)	✓	
		Police Sergeant (Unclassified)	✓	
		Detective (Unclassified)	✓	
		Police Officer (Unclassified)	✓	
		Protective Services Trainee - Police (Unclassified)	✓	
<i>Power Plant Series</i>				
		Power Plant Supervisor		✓
		Lead Power Plant Operator	✓	
		Power Plant Operator 2	✓	
		Power Plant Operator 1	✓	
		Power Plant Trainee	✓	
<i>Processing Series</i>				
		Processing Technician	✓	
		Office Assistant	✓	
		Clerk Typist	✓	
		Clerk	✓	
<i>Regular Food Series</i>				
		Dining Room Supervisor		✓
		Head Cook	✓	
		Food Service Supervisor		✓
		Cook	✓	
		Baker	✓	
		Maintainer	✓	
		Assistant Cook	✓	
<i>Research Technician Series</i>				
		Lead University Research Technician		✓
		University Research Technician 2	✓	
		University Research Technician 1	✓	
<i>Secretarial Series</i>				
		Administrative Assistant		✓
		Secretary 2	✓	
		Secretary 1	✓	
		Clerk Typist	✓	

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Storekeeper Series				
		Material Storage Supervisor 2		✓
		Material Storage Supervisor 1	✓	
		Material Storage Specialist	✓	
		Storekeeper	✓	
		Storekeeper Assistant	✓	
Wastewater Treatment Plant Series				
		Water Pollution Treatment Plant Supervisor 1		✓
		Water Pollution Control Operator 3	✓	
		Water Pollution Treatment Plant Technician	✓	
		Water Pollution Control Operator 2	✓	
		Water Pollution Control Operator Mechanic	✓	
		Water Pollution Control Operator 1	✓	
		Water Pollution Control Operator Trainee	✓	
<u>Classified Titles Without Promotional Opportunity</u>				
		Assistant Accountant		✓
		Buildings & Grounds Supervising Patrol Officer		✓
		Claims Examiner		✓
		Dining Room Supervisor		✓
		Duplicating Services Supervisor 2		✓
		Farm Supervisor		✓
		Financial Clerk		✓
		Fiscal Administrative Officer		✓
		Food Service Supervisor		✓
		Lead University Research Technician		✓
		Library Technical Assistant		✓
		Mail Services Supervisor 2		✓
		Maintenance Supervisor 1 (Glazier)		✓
		Maintenance Supervisor 1 (Office Equip)		✓
		Maintenance Supervisor 2 (Automotive)		✓
		Maintenance Supervisor 2 (Carpentry)		✓
		Maintenance Supervisor 2 (Electrical)		✓
		Maintenance Supervisor 2 (General)		✓
		Maintenance Supervisor 2 (Grounds)		✓
		Maintenance Supervisor 2 (HVACR)		✓
		Maintenance Supervisor 2 (HVACR)		✓
		Maintenance Supervisor 2 (Locksmith)		✓
		Maintenance Supervisor 2 (Machine Shop)		✓
		Maintenance Supervisor 2 (Masonry)		✓
		Maintenance Supervisor 2 (Mech Equip)		✓
		Maintenance Supervisor 2 (Painting)		✓
		Maintenance Supervisor 2 (Plumb & Steam)		✓
		Maintenance Supervisor 2 (Plumb & Steam)		✓
		Maintenance Supervisor 2 (Tinsmith)		✓
		Material Storage Supervisor 2		✓
		Power Plant Supervisor		✓
		Purchasing Assistant		✓
		Research Vessel Captain		✓
		Telecommunications Operator		✓
		Telephone Operator		✓

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	<u>Classified Titles Without Promotional Opportunity</u>			
		UCH Emergency Medical Tech		✓
		University Arboriculturist		✓
		University Driver		✓
		University Fire Captain		✓
		Police Captain (Unclassified)		✓
		Water Pollution Treatment Plant Supervisor 2		✓

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	<u>Management Titles</u>	<u>Minimum</u>	<u>Maximum</u>
AA6331	President	\$647,134.00	\$647,134.00
AB9116	Provost & Exec Vice President	\$445,875.00	\$445,875.00
AB9057	General Counsel	\$345,001.00	\$345,001.00
AA9116	Vice President	\$263,907.00	\$420,000.00
AB6571	Sr Assoc Dean & Professor	\$237,779.00	\$237,779.00
AB8970	Police Chief	\$235,000.00	\$235,000.00
AF9116	Vice Provost	\$223,450.00	\$237,195.00
AC2331	Chief of Staff	\$215,250.00	\$215,250.00
AE9116	Vice Provost & Dean	\$209,970.00	\$209,970.00
AA9134	Assoc Dean & Dist Professor	\$203,324.00	\$271,827.00
AA6574	Assoc Dean & Prof 11 Mo	\$188,932.00	\$188,932.00
AB1045	Assoc Dean & Assoc Clin 11 Mo	\$187,312.00	\$187,312.00
AB2331	Assoc Vice President	\$184,500.00	\$326,843.00
AA2331	Dean	\$172,585.00	\$430,282.00
AB6574	Assoc Dean & Clin Prof 11 Mo	\$165,490.00	\$165,490.00
AA6571	Assoc Dean & Professor	\$148,669.00	\$273,216.00
AD2331	Assoc Vice Provost	\$144,950.00	\$218,537.00
AA0938	Asst Vice President	\$137,418.00	\$189,728.00
AB0938	Asst Vice Provost	\$134,557.00	\$134,557.00
AU6571	Assoc Dean & Professor & Dir	\$133,367.00	\$133,367.00
AW6571	Assoc Dean & Clin Professor	\$131,599.00	\$225,451.00
AA1042	Assoc Dean & Assoc Professor	\$128,744.00	\$236,213.00
AA2363	Dept Head Student Affairs	\$126,372.00	\$149,530.00
AC8970	Executive Director	\$123,607.00	\$259,081.00
AG2331	Campus Dean & Chief Admin Ofr	\$123,000.00	\$240,875.00
AC2363	Dean of Students	\$105,101.00	\$105,101.00
AA8970	University Director	\$72,961.00	\$716,625.00

	<u>Faculty Titles</u>		
	<u>TENURE</u>	<u>Minimum</u>	<u>Maximum</u>
AD9134	Pres Emeritus & U Professor	\$376,445.00	\$376,445.00
LT6000	DISTINGUISHED PROFESSOR - LAW	\$263,119.00	\$314,324.00
AG9134	Director & Dist Professor	\$216,484.00	\$317,308.00
AE9134	Dept Head & Dist Professor	\$199,312.00	\$294,739.00
LT4410	Director & Professor - LAW	\$194,664.00	\$194,664.00
AF9134	Director & U Professor	\$177,038.00	\$177,038.00
LT4000	Professor - LAW	\$173,738.00	\$307,236.00
AH9134	Distinguished Professor	\$161,105.00	\$343,440.00
LT3000	Assoc Professor - LAW	\$150,000.00	\$160,000.00
LT4310	Director & Assoc Professor-Law	\$148,766.00	\$162,966.00
AD6574	Professor 11 Mo	\$145,358.00	\$258,203.00

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	<u>TENURE</u>	<u>Minimum</u>	<u>Maximum</u>
AE1045	Assoc Professor 11 Mo	\$145,035.00	\$145,035.00
AK6571	Assoc Dept Head & Professor	\$140,083.00	\$144,948.00
AJ6571	Department Head & Professor	\$133,515.00	\$300,287.00
AV6571	Professor & Director	\$117,344.00	\$346,894.00
AM1042	Department Head & Assoc Prof	\$114,661.00	\$143,442.00
AD6571	Professor	\$110,869.00	\$384,581.00
AV1042	Assoc Director & Assoc Prof	\$108,882.00	\$130,196.00
AO1042	Director & Assoc Professor	\$94,050.00	\$230,000.00
AE1042	Associate Professor	\$89,224.00	\$276,101.00
AB0741	Assistant Professor	\$64,875.00	\$262,569.00

	<u>NON-TENURE</u>	<u>Minimum</u>	<u>Maximum</u>
LC4010	Clinical Professor 11 Mo - LAW	\$273,780.00	\$273,780.00
AE6574	Clinical Professor 11 Mo	\$233,474.00	\$233,474.00
AF6835	Sr Coop Ext Edu & Dept Head	\$185,380.00	\$185,380.00
LI4000	Professor in Residence - LAW	\$182,833.00	\$182,833.00
LC4000	Clinical Professor - LAW	\$162,923.00	\$255,403.00
AG1045	Assoc Prof in Res 11 Mo	\$156,023.00	\$176,874.00
AW1042	Director & Assoc Clin Prof	\$132,562.00	\$132,562.00
AQ1042	Director & Lecturer	\$130,511.00	\$130,511.00
AI0743	ASST EXT PROF 11 MO	\$129,250.00	\$129,250.00
LC3000	Assoc Clinical Professor- LAW	\$124,640.00	\$124,640.00
AN0741	Director & Lecturer	\$124,456.00	\$124,456.00
AC0743	Lecturer 11 Mo	\$120,302.00	\$120,302.00
AJ1045	Director & Assoc Prof 11 Mo	\$119,176.00	\$176,874.00
AP4991	Director & Ext Instructor	\$118,950.00	\$118,950.00
AB5002	Extension Instructor 11 Mo	\$115,000.00	\$118,950.00
AE6835	Sr Coop Ext Edu	\$112,892.00	\$126,101.00
AN6571	Director & Prof In Res	\$110,431.00	\$169,887.00
AD0743	Asst Clin Professor 11 Mo	\$109,690.00	\$139,683.00
AI4991	Asst Dept Head & Inst In Res	\$106,141.00	\$106,141.00
AS6571	Director &-Clinical Professor	\$102,438.00	\$128,623.00
LC2000	Asst Clinical Professor - LAW	\$100,000.00	\$134,445.00
AD0741	Asst Extension Professor	\$99,628.00	\$193,541.00
AG1042	Assoc Extension Professor	\$98,054.00	\$109,114.00
AV0741	Director & Asst Clin Prof	\$96,448.00	\$122,500.00
AH6571	Clinical Professor	\$96,207.00	\$205,284.00
AE6834	EXTENSION EDUCATOR	\$92,860.00	\$137,048.00
AJ1042	Associate Clinical Professor	\$90,985.00	\$148,191.00
AQ4991	Director & Instructor In-Res	\$90,294.00	\$140,083.00
AI6571	Professor-in-residence	\$89,532.00	\$184,568.00
AR1042	Director & Assoc Prof in Res	\$87,565.00	\$196,818.00

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	<u>NON-TENURE</u>	<u>Minimum</u>	<u>Maximum</u>
AE6833	Assoc Coop Ext Edu	\$81,172.00	\$118,878.00
AO0741	Director & Asst Prof in Res	\$80,927.00	\$149,316.00
AC4991	Extension Instructor	\$79,467.00	\$140,372.00
AF4991	Clinical Instructor	\$76,756.00	\$97,164.00
AC6832	Asst Coop Ext Edu	\$75,000.00	\$100,565.00
AF1045	Lecturer 11 Mo	\$74,000.00	\$111,276.00
AK1042	Associate Professor-in-residence	\$72,057.00	\$158,749.00
AH0741	Assistant Clinical Professor	\$70,000.00	\$137,994.00
AL1045	Assoc DH & Assoc Prof in Res	\$67,649.00	\$67,649.00
AM1045	Dept Head & Assoc Prof in Res	\$67,649.00	\$136,603.00
AE0741	Lecturer	\$60,647.00	\$137,269.00
AG4991	Instructor-in-residence	\$57,829.00	\$184,745.00
AI0741	Assistant Professor-in-residence	\$52,765.00	\$153,693.00

	<u>TEMPORARY</u>	<u>Minimum</u>	<u>Maximum</u>
AR6571	Visiting Professor	\$95,446.00	\$105,060.00
AF1042	Associate Research Professor	\$74,532.00	\$196,303.00
AE6832	Visiting Asst Ext Educator	\$70,254.00	\$83,652.00
LV2000	Visiting Asst Professor - LAW	\$70,000.00	\$100,000.00
AU1042	Visiting Associate Professor	\$67,649.00	\$191,342.00
LV1000	Visiting Instructor - LAW	\$65,000.00	\$74,503.00
AC6834	Research Scholar	\$61,800.00	\$88,432.00
AO4991	Visiting Instructor	\$58,000.00	\$150,000.00
AC0741	Assistant Research Professor	\$56,650.00	\$126,946.00
AR0741	Visiting Assistant Professor	\$55,000.00	\$83,000.00
AE6571	Research Professor	\$36,575.00	\$175,984.00

Professional Titles

	<u>Academic Assistant Titles</u>	<u>Minimum</u>	<u>Maximum</u>
AD6835	Academic Asst 5	\$119,372.00	\$137,500.00
AD6834	Academic Asst 4	\$82,370.00	\$173,635.00
AB6832	Academic Asst 2	\$80,533.00	\$149,045.00
AD6833	Academic Asst 3	\$80,000.00	\$178,901.00
AH6833	Facility Scientist 3	\$73,591.00	\$82,770.00
AB6831	Academic Asst 1	\$51,005.00	\$106,493.00

	<u>Administrative Programs/Services Titles</u>	<u>Minimum</u>	<u>Maximum</u>
B00002	Admin Program Manager 3	\$93,272.00	\$129,602.00
B00001	Admin Program Manager 2	\$91,285.00	\$122,937.00
B40001	Institutional Research Spec	\$82,368.00	\$82,368.00
B40002	Institutional Resrch Analyst 2	\$80,000.00	\$91,000.00
B01004	Senior Admin Program Support	\$75,675.00	\$116,475.00

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	<i>Administrative Programs/Services Titles</i>	<u>Minimum</u>	<u>Maximum</u>
B02000	Technical Records Coordinator	\$73,963.00	\$73,963.00
B00000	Admin Program Manager 1	\$72,125.00	\$111,996.00
B01003	Admin Program Support 4	\$63,834.00	\$140,169.00
B01002	Admin Program Support 3	\$56,375.00	\$94,451.00
B01001	Admin Program Support 2	\$50,091.00	\$101,199.00
B01000	Admin Program Support 1	\$44,800.00	\$73,142.00

	<i>Admissions and Registrar Titles</i>	<u>Minimum</u>	<u>Maximum</u>
L02002	Associate Registrar	\$107,569.00	\$122,514.00
L00003	Associate Admissions Director	\$95,874.00	\$141,181.00
L02001	Assistant Registrar	\$79,250.00	\$93,157.00
L00002	Admissions Manager	\$74,523.00	\$81,885.00
L00004	Admissions Officer 3	\$65,287.00	\$71,299.00
L02000	Registrar Specialist	\$56,102.00	\$84,066.00
L00001	Admissions Officer 2	\$56,102.00	\$83,080.00
L00000	Admissions Officer 1	\$50,091.00	\$55,102.00

	<i>Advising Titles</i>	<u>Minimum</u>	<u>Maximum</u>
L12000	Student Success Counselor	\$64,575.00	\$90,201.00
L11000	Career Consultant	\$64,575.00	\$87,817.00
L10001	Academic Advisor 2	\$62,834.00	\$98,425.00
L10000	Academic Advisor 1	\$56,102.00	\$70,000.00

	<i>Arts and Curatorial Services Titles</i>	<u>Minimum</u>	<u>Maximum</u>
D01001	Art Museum Curator	\$75,863.00	\$75,863.00
D11001	Theater Operations Manager	\$72,092.00	\$117,194.00
D00000	Museum Exhibit Designer	\$65,183.00	\$67,600.00
D01000	Art Museum Registrar	\$59,292.00	\$65,264.00
D01002	Educational Curator	\$59,000.00	\$59,000.00
D11000	Theater Production Specialist	\$57,471.00	\$79,005.00
D10000	Box Office Professional	\$48,085.00	\$48,085.00

	<i>Business Operations Titles</i>	<u>Minimum</u>	<u>Maximum</u>
B12002	Business Ops Specialist 3	\$89,031.00	\$111,009.00
B13000	Functional Analyst	\$88,199.00	\$114,855.00
B14000	Training & Development Coord	\$77,220.00	\$79,693.00
B13001	Functional Specialist	\$66,907.00	\$85,082.00
B12001	Business Ops Specialist 2	\$66,334.00	\$102,391.00
B13002	Functional Coordinator	\$65,113.00	\$65,113.00
B12000	Business Ops Specialist 1	\$57,000.00	\$89,446.00

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	<i>Capitol Planning & Construction Titles</i>	<u>Minimum</u>	<u>Maximum</u>
F11001	Build Inspec and Compl Super	\$124,495.00	\$124,495.00
F12002	Plan Dsgn Const Project S Mgr	\$109,045.00	\$141,149.00
F12001	Plan Dsgn Const Project Mgr	\$86,430.00	\$125,509.00
F11000	Build Inspec and Compl Offic	\$82,885.00	\$101,892.00
F12000	Plan Dsgn Const Asst Proj Mgr	\$76,640.00	\$86,643.00

	<i>Communication and Marketing Titles</i>	<u>Minimum</u>	<u>Maximum</u>
C10005	Senior Public Relations Assoc	\$129,096.00	\$129,096.00
C10001	Media Services Associate	\$128,123.00	\$128,123.00
C03004	Senior Comm/Publicity/Mktg Mgr	\$123,537.00	\$123,537.00
C03002	Publicity/Marketing Manager	\$86,725.00	\$113,274.00
C03003	Comm and Publicity Manager	\$85,000.00	\$133,727.00
C00002	Managing Editor	\$78,331.00	\$105,474.00
C10004	Univ Public Relations Assoc 2	\$76,620.00	\$99,241.00
C02002	Media Producer 3	\$74,360.00	\$111,942.00
C10003	Univ Public Relations Assoc 1	\$73,196.00	\$73,696.00
C10000	Media Services Specialist	\$69,719.00	\$69,719.00
C03001	Publicity/Marketing Admin	\$69,015.00	\$87,849.00
C01001	Senior Graphic Designer	\$68,675.00	\$103,590.00
C02001	Media Producer 2	\$65,287.00	\$94,066.00
C00001	Editor 2	\$57,477.00	\$77,416.00
C00000	Editor 1	\$56,375.00	\$56,375.00
C03000	Publicity/Marketing Coord	\$56,102.00	\$86,817.00
C01000	Graphic Designer	\$56,102.00	\$83,789.00
C02000	Media Producer 1	\$52,091.00	\$73,430.00

	<i>Child Development Titles</i>	<u>Minimum</u>	<u>Maximum</u>
A00002	Master Teacher	\$64,709.00	\$80,082.00
A00001	Teacher	\$50,893.00	\$59,933.00
A00000	Assistant Teacher	\$44,724.00	\$44,724.00

	<i>Dining Services Titles</i>	<u>Minimum</u>	<u>Maximum</u>
L60004	Assoc Dining Services Director	\$104,000.00	\$104,000.00
L60003	Dining Services Manager 3	\$105,701.00	\$110,827.00
L60002	Dining Services Manager 2	\$78,820.00	\$99,834.00
L60001	Dining Services Manager 1	\$77,437.00	\$78,277.00
L60005	Dining Serv Area Asst Manager	\$64,405.00	\$86,521.00
L60000	Food Production Assistant Manager	\$56,102.00	\$83,193.00

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	<i>Educational Programs/Services Titles</i>	<u>Minimum</u>	<u>Maximum</u>
A13002	eLearning Developer 3	\$104,473.00	\$104,473.00
A10002	Educational Program Manager 3	\$94,795.00	\$137,780.00
A10001	Educational Program Manager 2	\$91,072.00	\$126,083.00
A12001	Lead Instructional Developer	\$87,989.00	\$103,582.00
A10000	Educational Program Manager 1	\$77,875.00	\$111,177.00
A11004	Sen Ed Program Administrator	\$70,375.00	\$112,006.00
A12000	Instructional Developer	\$70,000.00	\$70,000.00
A13001	eLearning Developer 2	\$67,767.00	\$79,479.00
A11003	Ed Program Administrator	\$64,255.00	\$103,824.00
A11002	Ed Program Coordinator	\$58,000.00	\$89,434.00
A11001	Ed Program Assistant 2	\$50,406.00	\$79,171.00
A11000	Ed Program Assistant 1	\$45,000.00	\$75,068.00

	<i>Facilities & Athletic Management Titles</i>	<u>Minimum</u>	<u>Maximum</u>
F30004	Facilities Manager 3	\$110,000.00	\$121,351.00
F30002	Facilities Manager 2	\$96,672.00	\$125,168.00
F00001	Mngr Ath Equip and Facilities	\$89,826.00	\$112,066.00
F30003	Senior Facilities Professional	\$84,563.00	\$124,826.00
F30001	Facilities Manager 1	\$73,125.00	\$106,265.00
F30000	Facilities Professional	\$60,292.00	\$89,174.00
F00000	Asst Mngr Ath Equip Facilities	\$50,091.00	\$75,533.00

	<i>Finance Account Budget Titles</i>	<u>Minimum</u>	<u>Maximum</u>
B20002	Lead Accountant	\$126,478.00	\$129,911.00
B24002	Associate Finance Director	\$127,865.00	\$143,375.00
B21002	Financial Analyst 3	\$110,435.00	\$110,435.00
B20001	Senior Accountant	\$93,465.00	\$117,966.00
B24000	Finance Manager 1	\$89,354.00	\$93,016.00
B20000	Accountant	\$86,385.00	\$93,419.00
B24001	Finance Manager 2	\$82,431.00	\$125,583.00
B21001	Financial Analyst 2	\$77,137.00	\$88,663.00
B21000	Financial Analyst 1	\$70,000.00	\$94,992.00
B23001	Financial Assistant 2	\$50,397.00	\$79,344.00
B23000	Financial Assistant 1	\$44,724.00	\$68,890.00

	<i>Financial Aid & Student Employment Titles</i>	<u>Minimum</u>	<u>Maximum</u>
L21000	Student Employment Officer	\$72,296.00	\$72,296.00
L20001	Financial Aid Officer	\$60,312.00	\$91,426.00

Occupational Category Study
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	<i>Grants Contracts Titles</i>	<u>Minimum</u>	<u>Maximum</u>
B30005	Sr Grants & Contracts Manager	\$108,935.00	\$108,935.00
B30003	Grants and Contracts Manager	\$92,378.00	\$96,200.00
B51001	Contract Specialist 2	\$83,500.00	\$110,000.00
B30004	Sr Grants & Contracts Spclist	\$77,199.00	\$103,460.00
B51000	Contract Specialist 1	\$76,043.00	\$81,857.00
B30002	Grants and Contracts Spec	\$67,397.00	\$98,590.00
B30001	Grants and Contracts Dvpmt Off	\$66,625.00	\$85,771.00
B30000	Grants and Contracts Assistant	\$46,875.00	\$62,318.00

	<i>Health & Safety Titles</i>	<u>Minimum</u>	<u>Maximum</u>
F40003	Envir Health and Safety Mngr	\$111,049.00	\$122,200.00
F40002	Envir Health and Safety Spec 3	\$91,745.00	\$111,513.00
F40001	Envir Health and Safety Spec 2	\$69,624.00	\$96,796.00
F40000	Envir Health and Safety Spec 1	\$59,210.00	\$66,625.00

	<i>Information Technology Titles</i>	<u>Minimum</u>	<u>Maximum</u>
E50002	IT Manager	\$133,672.00	\$151,938.00
E60003	Systems Administrator 3	\$116,441.00	\$116,441.00
E02003	Data Analyst 3	\$116,267.00	\$116,267.00
E02002	Data Analyst 2	\$113,242.00	\$121,563.00
E30002	Information Security Analyst 3	\$109,832.00	\$111,622.00
E50001	IT Team Lead 2	\$108,100.00	\$141,142.00
E03002	Software Developer 3	\$106,117.00	\$136,950.00
E11002	Network Administrator 3	\$104,468.00	\$137,569.00
E11001	Network Administrator 2	\$102,465.00	\$123,111.00
E10001	Network Construction Admin 2	\$102,465.00	\$107,633.00
E40003	Audio Visual Technician 3	\$99,352.00	\$99,352.00
E30001	Information Security Analyst 2	\$95,299.00	\$105,754.00
E01001	Data Administrator 2	\$92,322.00	\$109,119.00
E20003	IT Project Manager 2	\$92,225.00	\$106,178.00
E20001	IT Project Business Analyst	\$90,298.00	\$90,298.00
E03001	Software Developer 2	\$90,210.00	\$122,210.00
E50000	IT Team Lead 1	\$89,837.00	\$117,394.00
E20000	IT Quality Assurance	\$88,555.00	\$88,555.00
E00002	Applications Administrator 2	\$85,075.00	\$120,623.00
E41003	Computer Support Technician 2	\$82,456.00	\$125,992.00
E60002	Systems Administrator 2	\$82,000.00	\$125,745.00
E40002	Audio Visual Technician 2	\$81,896.00	\$95,823.00
E60001	Systems Administrator 1	\$78,749.00	\$100,975.00
E03000	Software Developer 1	\$77,979.00	\$98,634.00

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	<i>Information Technology Titles</i>	<u>Minimum</u>	<u>Maximum</u>
E11000	Network Administrator 1	\$75,348.00	\$88,046.00
E60000	Systems Specialist	\$75,248.00	\$75,248.00
E11003	Network Specialist	\$74,604.00	\$85,945.00
E00000	Applications Specialist	\$71,283.00	\$71,283.00
E00001	Applications Administrator 1	\$70,700.00	\$86,077.00
E41002	Computer Support Technician 1	\$66,625.00	\$100,354.00
E02001	Data Analyst 1	\$65,000.00	\$95,414.00
E40001	Audio Visual Technician 1	\$64,575.00	\$81,606.00
E40000	Audio Visual Specialist	\$61,863.00	\$72,933.00
E41001	Computer Support Specialist 2	\$60,599.00	\$74,001.00
E41000	Computer Support Specialist 1	\$51,316.00	\$78,015.00

	<i>Laboratory & Research Operations Titles</i>	<u>Minimum</u>	<u>Maximum</u>
G10004	Laboratory Manager	\$85,280.00	\$92,974.00
G20002	Technical Operations Manager	\$83,225.00	\$122,644.00
G20003	Machine Shop Engineer	\$75,460.00	\$108,272.00
G00001	Animal Care Manager	\$74,880.00	\$74,880.00
G10003	Laboratory Technician 3	\$66,284.00	\$91,558.00
G20001	Equipment Technician 2	\$58,292.00	\$88,799.00
G10002	Laboratory Technician 2	\$57,000.00	\$79,583.00
G20000	Equipment Technician 1	\$52,000.00	\$52,000.00
G00000	Animal Care Specialist	\$52,000.00	\$78,465.00
G10001	Laboratory Technician 1	\$50,091.00	\$66,751.00
G10000	Laboratory Assistant	\$47,500.00	\$55,971.00

	<i>Library Titles</i>	<u>Minimum</u>	<u>Maximum</u>
J00003	Librarian 4	\$104,459.00	\$130,824.00
J00005	Librarian 4 - Manager	\$93,000.00	\$160,816.00
J01002	Library Assistant 3	\$87,836.00	\$87,836.00
J00004	Librarian 3 - Manager	\$87,210.00	\$126,121.00
J00002	Librarian 3	\$80,975.00	\$125,694.00
J01003	Library Assistant 3 - Manager	\$80,000.00	\$80,000.00
J00001	Librarian 2	\$72,125.00	\$87,099.00
J00000	Librarian 1	\$62,834.00	\$73,675.00
J01001	Library Assistant 2	\$57,477.00	\$93,279.00
J01000	Library Assistant 1	\$49,200.00	\$58,312.00

	<i>Procurement Titles</i>	<u>Minimum</u>	<u>Maximum</u>
B50002	Procurement Specialist 2	\$91,520.00	\$112,536.00
B50001	Procurement Specialist 1	\$75,000.00	\$98,493.00
B50000	Procurement Professional	\$62,383.00	\$67,406.00

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	<i>Remaining Professional Titles</i>	<u>Minimum</u>	<u>Maximum</u>
AB2363	Assoc Dean of Students	\$141,969.00	\$141,969.00
AA8950	Asst Director	\$124,982.00	\$250,000.00
AA9059	U Ed Asst 2	\$114,586.00	\$114,586.00
AA9058	U Technician 1	\$85,075.00	\$98,283.00
AA8942	U Technician 2	\$76,118.00	\$139,995.00
AA8943	U Ed Asst 1	\$68,500.00	\$100,396.00
AA8944	U Ed Asst 3	\$43,472.00	\$76,828.00

	<i>Residential Life Titles</i>	<u>Minimum</u>	<u>Maximum</u>
L30000	Housing Coordinator	\$59,739.00	\$59,739.00
L31000	Residence Hall Director	\$56,102.00	\$61,539.00

	<i>Specialist Titles</i>	<u>Minimum</u>	<u>Maximum</u>
AO6571	Head Coach (Specialist IVA)	\$400,000.00	\$600,000.00
AQ0741	Asst Coach (Specialist IIA)	\$400,000.00	\$400,000.00
AH1042	Specialist IIIA	\$205,000.00	\$205,000.00
AP6571	Head Trainer (Specialist IVA)	\$159,776.00	\$159,776.00
AY6571	SPECIALIST IVA	\$138,542.00	\$189,000.00
AS1042	Head Coach (Specialist IIIA)	\$111,240.00	\$153,212.00
AF0741	Specialist IIA	\$97,621.00	\$450,000.00
AP0741	Head Coach (Specialist IIA)	\$97,549.00	\$525,000.00
AL4991	Asst Coach (Specialist IA)	\$61,942.00	\$550,000.00
AM4991	Asst Trainer (Specialist IA)	\$58,317.00	\$108,183.00
AD4991	Specialist IA	\$45,000.00	\$675,000.00

	<i>Student Health Titles</i>	<u>Minimum</u>	<u>Maximum</u>
L41000	Physician	\$160,000.00	\$186,360.00
L47001	Advanced Practice Clin Coord	\$143,109.00	\$143,109.00
L44001	Pharm and Ancillary Serv Mngr	\$126,930.00	\$126,930.00
L44000	Pharmacist	\$107,097.00	\$107,097.00
L47004	Student Clinical MHS Manager	\$103,864.00	\$132,521.00
L42002	Ad Practice Registered Nurse	\$98,913.00	\$117,823.00
L42001	Nurse Clinical Coordinator	\$94,278.00	\$97,140.00
L47006	Social Worker	\$94,001.00	\$94,001.00
L47009	Mental Health Clinician	\$88,278.00	\$126,071.00
L43000	Registered Diet/Nutri	\$87,356.00	\$87,356.00
L45001	X-Ray Technician 2	\$77,876.00	\$77,876.00
L45000	X-Ray Technician 1	\$71,092.00	\$71,092.00
L42000	Nurse	\$70,213.00	\$92,905.00
L47010	Medical & Admin Support Asst	\$61,818.00	\$61,818.00
L40000	Clinical Phlebotomist	\$45,100.00	\$55,782.00

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	<i>Student Programing Coordinator Titles</i>	<u>Minimum</u>	<u>Maximum</u>
L50003	Student Services Prog Mngr 3	\$92,272.00	\$143,644.00
L52000	Sign Language Interpreter	\$86,402.00	\$100,760.00
L50002	Student Services Prog Mngr 2	\$80,743.00	\$125,566.00
L50001	Student Services Prog Mngr 1	\$71,634.00	\$97,830.00
L51004	Sr Student Services Prog Admin	\$70,375.00	\$112,600.00

	<i>Student Programing Coordinator Titles</i>	<u>Minimum</u>	<u>Maximum</u>
L51003	Student Services Program Admin	\$64,367.00	\$92,173.00
L51002	Student Services Prog Coord	\$56,500.00	\$83,814.00
L51001	Student Services Prog Assist 2	\$50,091.00	\$75,007.00
L51000	Student Services Prog Assist 1	\$46,500.00	\$48,688.00

	<i>USP 2 Titles</i>	<u>Minimum</u>	<u>Maximum</u>
AA9053	U Staff Professional 2	\$86,430.00	\$148,821.00

	<i>USP 3 Titles</i>	<u>Minimum</u>	<u>Maximum</u>
AC9054	U Staff Prof III & Director	\$171,688.00	\$202,327.00
AB9054	U Staff Prof III & Asst Dean	\$136,716.00	\$169,029.00
AD9054	U Staff Prof III & Assoc Dir	\$120,175.00	\$141,075.00
AA9054	U Staff Professional 3	\$99,038.00	\$343,375.00

	<i>USP All Other Titles</i>	<u>Minimum</u>	<u>Maximum</u>
AA9056	U Staff Professional 5	\$199,800.00	\$240,875.00
AD9055	U Staff Prof IV & Director	\$144,694.00	\$196,109.00
AA9055	U Staff Professional 4	\$132,307.00	\$244,616.00
AA9052	U Staff Professional 1	\$62,500.00	\$166,400.00

	<i>Durational Titles</i>	<u>Minimum</u>	<u>Maximum</u>
AA6836	Research Assoc 1 & Director	\$144,441.00	\$144,441.00
AA6835	Research Assoc 3	\$97,075.00	\$113,299.00
AB6833	Assoc Research Scientist	\$77,000.00	\$125,400.00
AB6834	Research Scientist	\$64,463.00	\$200,167.00

	<i>Durational Titles</i>	<u>Minimum</u>	<u>Maximum</u>
AA6833	Research Assoc 1	\$60,645.00	\$109,106.00
AA6834	Research Assoc 2	\$58,506.00	\$97,807.00
AA9001	Postdoctoral Research Assoc	\$54,840.00	\$81,955.00
AA6831	Research Asst 2	\$50,465.00	\$99,138.00
AA6832	Research Asst 3	\$41,620.00	\$135,265.00
AA1031	Research Asst 1	\$40,000.00	\$72,139.00
AC9001	Pre-Doc Intern	\$32,000.00	\$32,000.00

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	Secretarial/Clerical Titles	<u>Minimum</u>	<u>Maximum</u>
3591CL	Administrative Assistant	\$63,777.18	\$82,530.03
1979CL	Claims Examiner	\$55,248.22	\$72,247.15
6157CL	Payroll Clerk	\$55,248.22	\$72,247.15
7539CL	Secretary 2	\$55,248.22	\$72,247.15
1336CL	Telecomm Dispatcher	\$52,741.05	\$69,162.13
6976CL	Secretary 1	\$50,475.05	\$66,229.01
7086CL	Office Assistant	\$48,365.13	\$63,456.15
7539CT	Secretary 2	\$46,147.15	\$60,345.03
2008CL	Clerk Typist	\$43,364.11	\$54,815.22
2008CT	Clerk Typist	\$36,221.06	\$45,785.14
	Technical/Paraprofessional Titles	<u>Minimum</u>	<u>Maximum</u>
3616SH	Extension Program Educational Liaison	\$49,955.14	\$63,728.11
	Qualified Craft Worker Titles	<u>Minimum</u>	<u>Maximum</u>
6727FM	Qualified Craft Worker Automotive	\$66,517.16	\$85,519.26
6818TC	Qualfied Craft Worker Utility	\$62,359.16	\$80,175.02
6822TC	Qualified Craft Worker Electrician	\$62,359.16	\$80,175.02
6823TC	Qualified Craft Worker HVAC	\$62,359.16	\$80,175.02
6827TC	Qualified Craft Worker Plumber	\$62,359.16	\$80,175.02
6727TC	Qualified Craft Worker Automotive	\$62,359.16	\$80,175.02
6729TC	Qualified Craft Wovrking Locksmith	\$62,359.16	\$80,175.02
8924TC	University Arborist	\$59,511.13	\$76,733.22
6813TC	Qualified Craft Worker Roofing	\$59,511.13	\$76,733.22
6821TC	Qualified Craft Worker Carpenter	\$59,511.13	\$76,733.22
0341TC	Qualified Craft Worker Glazer	\$59,511.13	\$76,733.22
6825TC	Qualified Craft Worker Mason	\$59,511.13	\$76,733.22
6826TC	Qualified Craft Worker Painter	\$59,511.13	\$76,733.22
6920TC	Qualified Craft Worker Sign Making	\$59,511.13	\$76,733.22
6819TC	SkilledTradesApprentice	\$49,377.02	\$64,482.14
	Service/Maintenance Titles	<u>Minimum</u>	<u>Maximum</u>
6652FM	PowerPlantSupv	\$108,624.02	\$142,311.03
9249FM	WtrPollCntrlSup	\$104,495.00	\$137,135.14
9323FM	LdPowerPlantOper	\$94,874.02	\$123,136.15
0799FM	EleclIntegCtrlTech IC	\$86,289.21	\$112,465.16
9322FM	PowerPlantOper2	\$86,289.21	\$112,465.16
9321FM	PowerPlantOper1	\$78,636.17	\$102,766.14
9256FM	WtrPollCntrlTech	\$78,636.17	\$102,766.14
5534TC	MaintSupv2(Elecl)	\$77,203.02	\$100,802.12
5546TC	MaintSupv2(HVACR)	\$77,203.02	\$100,802.12
5545TC	MaintSupv2(Plmn&Stmfr)	\$77,203.02	\$100,802.12

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	Service/Maintenance Titles	<u>Minimum</u>	<u>Maximum</u>
5545TC	MaintSupv2(Plmn&Stmfr)	\$77,203.02	\$100,802.12
5568TC	Mt Sup 2 (Utilities)	\$77,203.02	\$100,802.12
5577FM	MaintSupv1(HVACR)	\$75,159.13	\$98,291.03
5530FM	MaintSupv2(Auto)	\$75,159.13	\$98,291.03
9253FM	WtrPollCtrlOp3	\$75,159.13	\$98,291.03
5573TC	MaintSupv1(Elecl)	\$70,460.08	\$92,147.09
5577TC	MaintSupv1(HVACR)	\$70,460.08	\$92,147.09
5584TC	MaintSupv1(Plmn&Stmfr)	\$70,460.08	\$92,147.09
5533TC	MaintSupv2(Carpy)	\$70,460.08	\$92,147.09
5507TC	MaintSupv2(Genl)	\$70,460.08	\$92,147.09
5567TC	Mt Sup 1 (Utilities)	\$70,460.08	\$92,147.09
4374FM	WtrPollCntrlOpMechanic	\$69,829.25	\$89,418.08
5570FM	MaintSupv1(Auto)	\$69,829.25	\$89,418.08
0782TC	EleclIntegCtrlTech B	\$68,622.12	\$87,595.25
1202TC	ResVesselCapt	\$68,622.12	\$87,595.25
9326TC	PowerDistrElectrician	\$68,622.12	\$87,595.25
9252FM	WtrPollCtrlOp1	\$66,517.16	\$85,519.26
5574TC	MaintSupv1(Genl)	\$65,463.24	\$83,829.02
5576TC	MaintSupv1(Grnd)	\$65,463.24	\$83,829.02
5578TC	MaintSupv1(Lock)	\$65,463.24	\$83,829.02
5583TC	MaintSupv1(Pntg)	\$65,463.24	\$83,829.02
9317FM	PowerPlantOperTrainee	\$63,476.24	\$81,851.17
5500TC	MailServicesSupervisor2	\$62,359.16	\$80,175.02
9137TC	UnvResrchTech2	\$62,359.16	\$80,175.02
1299TC	BuildingSuperintendent1	\$59,511.13	\$76,733.22
5563TC	MaterialStorageSupervisor2	\$59,511.13	\$76,733.22
6863TC	ResearchVesselEngineer	\$59,511.13	\$76,733.22
5532TC	MasterGardener	\$54,114.17	\$70,269.03
5562TC	MaterialStorageSupervisor1	\$54,114.17	\$70,269.03
9254FM	WtrPollCtrlOpTrn	\$52,670.06	\$68,781.07
8936TC	Agricultural Worker 2	\$51,664.17	\$67,299.11

	Service/Maintenance Titles	<u>Minimum</u>	<u>Maximum</u>
0382TC	GeneralTradesWorker	\$51,664.17	\$76,733.22
7170TC	DuplicatingTechnician2	\$49,377.02	\$64,482.14
5504TC	LeadMailHandler	\$49,377.02	\$64,482.14
0427TC	SkilledMaintainer	\$49,377.02	\$64,482.14
0430TC	SupervisingCustodian	\$49,377.02	\$64,482.14
0254TC	AnimalCareTechnician	\$47,221.16	\$61,814.20
2210TC	Cook	\$47,221.16	\$61,814.20
3103TC	DuplicatingTechnician1	\$44,837.19	\$57,056.17
8132TC	Storekeeper	\$44,837.19	\$57,056.17

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	Service/Maintenance Titles	<u>Minimum</u>	<u>Maximum</u>
0428TC	LeadCustodian	\$43,571.08	\$55,176.18
5499TC	MailHandler	\$43,571.08	\$55,176.18
0429TC	Custodian	\$41,213.21	\$51,500.26
0426TC	Maintainer	\$41,213.21	\$51,500.26
0429TE	Custodian	\$35,305.21	\$35,305.21
	Protective Services	<u>Minimum</u>	<u>Maximum</u>
9028PS	Police Captain (Uncl)	\$103,698.17	\$130,980.24
9027PS	Police Lieutenant (Uncl)	\$97,301.06	\$121,914.14
8955PS	University Fire Captain	\$92,782.11	\$116,438.10
0481PS	Fire Lieutenant	\$80,585.06	\$101,464.01
9026PS	Police Sergeant (Uncl)	\$76,981.17	\$96,973.25
9020PS	Detective (Uncl)	\$74,239.10	\$92,104.03
3880PS	Fire Inspector	\$74,239.10	\$92,104.03
8954PS	Firefighter	\$74,239.10	\$92,104.03
9036PS	Police Officer (Uncl)	\$67,519.13	\$84,153.19
1243PS	UConn Lead Dispatcher	\$64,422.11	\$80,471.26
1245PX	UConn Dispatcher	\$57,949.05	\$75,518.00
8167PS	UCH Emergency Medical Tech	\$53,458.02	\$67,350.01
1248PS	Building Grounds Patrol Officer	\$51,096.23	\$64,489.19
6599PS	Protective Services Trainee Police (Uncl)	\$51,096.23	\$67,350.01
6364PS	PSTrne(Fire)	\$51,096.23	\$64,489.19
9486PS	UConn Dispatcher Trainee	\$51,096.23	\$64,489.19

ARTICLE 1

RECOGNITION

The Board of Trustees recognizes the University of Connecticut Chapter of the American Association of University Professors as the exclusive bargaining representative of members of the staff who are employed one-half time or more and who hold the following titles: University Professor, Professor, Associate Professor, Assistant Professor, Instructor, Assistant Instructor, Lecturer, Professor in Residence, Associate Professor in Residence, Assistant Professor in Residence, Instructor in Residence, Research Professor, Assistant Research Professor, Associate Research Professor, Academic Assistants I, II, III, IV, V, Research Associate I, II, III, Research Assistant I, II, III, Extension Professor, Clinical Professor, Senior Cooperative Extension Educator, Senior Cooperative Extension Educator In Residence, Associate Extension Professor, Associate Clinical Professor, Cooperative Extension Educator, Cooperative Extension Educator In Residence, Assistant Extension Professor, Assistant Clinical Professor, Associate Cooperative Extension Educator, Associate Cooperative Extension Educator In Residence, Extension Instructor, Clinical Instructor, Assistant Cooperative Extension Educator, Assistant Cooperative Extension Educator In Residence, Associate Research Scientist, Associate Research Scholar, Research Scientist, Research Scholar, Senior Research Scientist, Senior Research Scholar, Specialist I, II, III, IV, Adjunct Faculty, teaching courses for credit unless otherwise excluded, Facilities Scientist I, II, III, IV, V, Coach and Trainer excluding those classifications and titles listed below under EXCLUSIONS and all other supervisory, confidential, and managerial employees as defined in the Connecticut General Statutes Chapter 68 Section 5-270 (e) through Section 5-270 (g) for the purpose of negotiating with respect to wages, hours and other conditions of employment. Hereinafter for the purposes of collective bargaining, staff holding the above titles who are not excluded pursuant to the following paragraph are referred to as “faculty” or “members of the bargaining unit.”

Collective Bargaining Agreement between The University of Connecticut Board of Trustees And The University of Connecticut Chapter of the American Association of University Professors July 1, 2021 - June 30, 2025

Promotion, Tenure, and Reappointment (PRT) Procedures

Promotion, tenure, and reappointment review at UConn is a multi-level review process, allowing for objective evaluation of the substance and merits of each faculty member's case at each level of organization of the university. Evaluations for promotion, tenure, and reappointment apply the highest standards of professional achievement in scholarship, teaching, and service as appropriate to the responsibilities assigned to the faculty member. Information on this page addresses the policies and processes for both tenure-track and tenured faculty, and clinical, in-residence, and extension faculty and lecturers. The resources below are meant to help every individual understand and engage in the process.

COVID-19 Accommodations

In recognition of the significant challenges the COVID-19 pandemic has had on scholarly productivity, the University of Connecticut has provisioned the following accommodations.

Tenure Clock Extension for Tenure Track Faculty

In recognition of the significant challenges the COVID-19 pandemic has had on scholarly productivity, the Board of Trustees has passed a by-laws change that allows all tenure-track faculty employed with the University on or prior to March 1, 2021 a one-year extension of the tenure clock. As of May 19, 2021, the following language has been adopted into the By-Laws of the University of Connecticut:

“Given the disruptions presented by the COVID-19 pandemic and how they impact scholarly productivity, faculty holding tenure-track appointments are offered a one-year extension to the tenure clock. This extension shall apply to tenure-track faculty members who were employed by the University on March 1, 2020 and whose tenure case is scheduled to be reviewed in the 2020-2021 academic year or later. This extension shall also apply to tenure-track faculty members who began their employment between March 2, 2020 and March 1, 2021. The Provost's Office shall implement a procedure for eligible faculty to request the extension.”

Please review the [memo regarding the second round of COVID-19 tenure clock extensions](#).

Eligible faculty may request the COVID-19 tenure clock extension using the [COVID-19 Tenure Extension Request Form](#).

First Multi-Year Review Delay for CIRE Faculty and Lecturers

The MOA between the University of Connecticut and the American Association of University Professors dated March 16, 2021 includes the following provision:

“3. Non-tenure track faculty in their final one-year appointment prior to becoming eligible for a multi-year appointment may request a one-year delay toward their P&R review for their initial multi-year appointment effective academic year 2021-22.”

This provision is applicable to faculty members who will have received six one-year appointments as of 8/23/21 and are due to submit for their first multi-year appointment in the PR review cycle beginning in fall 2021. Faculty who take this provision will be reviewed for a seventh one-year appointment in the PTR cycle commencing in fall 2021 and will be reviewed for the first multi-year appointment in the PR cycle commencing in fall 2022.

Dean's offices have been provided with additional information regarding faculty eligible for this provision and procedures for documenting delays. Please contact your dean's office with questions.

COVID-19 Impact Statements

The MOA between the University of Connecticut and the American Association of University Professors dated March 16, 2021 includes the following provision:

“5. Through the academic year beginning August 2023, faculty will have the opportunity in annual reports and PR/PTR portfolios to describe the effects of COVID-19 on their research, teaching, mentoring, and service.”

The Office of the Provost has developed guidance for faculty and review committees on COVID-19 Impact Statements and their use in the PTR-PR process.

[Please see the Office of the Provost's guidance for COVID Impact Statements.](#)

[Please see the Office of the Provost's guidance for consideration of COVID Impact Statements for PTR Committees, Deans, and Department Heads.](#)

Promotion, Tenure, and Reappointment Governance

Preamble

The University of Connecticut is dedicated to excellence demonstrated through national and international recognition. Through freedom of academic inquiry and expression, we create and disseminate knowledge by means of scholarly and creative achievements, graduate and professional education, and outreach.

“With our focus on teaching and learning, the University helps every student grow intellectually and become a contributing member of the state, national, and world communities. Through research, teaching, service, and outreach, we embrace diversity and cultivate leadership, integrity, and engaged citizenship in our students, faculty, staff, and alumni. As our state’s flagship public University, and as a land and sea grant institution, we promote the health and well-being of citizens by enhancing the social, economic, cultural, and natural environments of the state and beyond.”

A central tenet of our mission at the University of Connecticut is the pursuit of knowledge and discovery, with the understanding that faculty members have the right to academic freedom. A clearly articulated promotion and tenure system defines expectations and procedures that enhance success and fairness. Faculty tenure is a foundational pillar of academic freedom and allows the individual to pursue scholarship at the frontiers of knowledge. It allows for the pursuit

of activities in the classroom, research, and service to society without fear of retribution or reprisal. It is well established that security in this freedom is necessary to catalyze the creativity and innovation that are necessary to fulfill long-term benefits to society and to modulate emphases on short-term rewards.

As conveyed in the 1940 Statement of Principles on Academic Freedom and Tenure:

“Institutions of higher education are conducted for the common good and not to further the interest of either the individual teacher or the institutions as a whole. The common good depends upon the free search for truth and its free exposition ... Freedom in research is fundamental to the advancement of truth. Academic freedom in its teaching aspect is fundamental for the protection of the rights of the teacher in teaching and of the student to freedom in learning.”

With these freedoms comes the responsibility to advance the research, teaching, and service mission of the University and, as such, the faculty members are held accountable in their performance. Consequently, ideal characteristics in faculty members are scholarly creativity, professional competence and leadership, the ability and desire to teach effectively, and the willingness to cooperate with others in a collegial fashion.

Bylaws of the University of Connecticut, Article XIV

[Bylaws of the University of Connecticut, Article XIV](#)

Collective Bargaining Agreement: American Association of University Professors (AAUP) and UConn

The collective bargaining agreement between the American Association of University Professors (AAUP) and UConn is available [on the Department of Human Resources website here](#).

Provost's Promotion and Tenure Guidance

The following Promotion, Tenure and Reappointment (PTR) procedures have been adopted by the faculties of the University of Connecticut (except those of the School of Medicine and the School of Dental Medicine) under the authority of the Laws and By-Laws of the University of Connecticut, Article XIV. They should be followed insofar as possible by all departments. If a school/college does not have departments, it should follow procedures bearing as much similarity to these as is reasonable. Each school/college and department may adopt and publish on their website additional criteria and policies that are consistent with the PTR policies and procedures presented here.

Introduction

When considering faculty for promotion or tenure, the University applies the highest standards of professional achievement in scholarship, teaching, and service. Each case is evaluated on its own merits based on the candidate's scholarship, teaching, and service since appointment. When specified in an appointment letter, work prior to joining the University may also be considered during an evaluation. In order to recommend that the University award tenure to a candidate, each Department and School or College must make a strong case that the candidate's work in scholarship, teaching, and service since appointment merits permanent employment in their field

of expertise. When considering a candidate for promotion to the rank of Professor, Departments and Schools or Colleges must consider the candidate's accomplishments since the award of tenure. Time served in the rank of Associate Professor is, on its own, not sufficient cause for promotion.

All tenure-track candidates must annually update and submit dossiers using the Promotion, Tenure, and Reappointment (PTR) form that has been adopted by the faculties of the University of Connecticut. The candidate's dossier will be reviewed annually by the Departmental Promotion, Tenure, and Reappointment (PTR) committee and Department Head, with the option of additional review by the School or College committees. Department Heads, or Deans in Schools without Departments, must annually meet with faculty members, including during their first year, to discuss past performance, appropriate goals, responsibilities, and expectations. In the case of joint appointments, both supervisors must meet annually with the candidate. At the conclusion of the third year, following reviews by the Departmental Promotion, Tenure, and Reappointment (PTR) committee, the Department Head, the School or College Promotion, Tenure, and Reappointment (PTR) Committee, and the Dean, the candidate's dossier is submitted to the Provost's Office for comprehensive review. A second review by the Provost's Office, usually for promotion and tenure considerations, is initiated at the conclusion of the fifth year and during the candidate's sixth year. In some exceptional cases, early review for tenure and promotion is permitted. It should be noted, that faculty members who wish to be considered for promotion and tenure before the end of the probationary period, will be evaluated by the same standards applied to faculty who have taken the full probationary period. Each year, the Provost's Office distributes timelines for the submission of dossiers and related materials.

Rights of the Faculty Member

Access: In accordance with Article 12 of the AAUP Collective Bargaining Agreement and consistent with Connecticut Freedom of Information statutes, in the presence of a staff member, and at a time convenient to both parties, the faculty member shall have access to his/her full Promotion, Tenure, and Reappointment (PTR) file at all levels, including all internal and external letters. The only others who shall have access to the Promotion, Tenure, and Reappointment (PTR) file are (1) administrators and faculty members on official business and (2) AAUP representatives with the consent of the faculty member. A faculty member may at any time obtain a copy of material in the files, for which the faculty member may be charged a cost. If requested, copies shall be authenticated by an appropriate administrator. In addition, the Promotion, Tenure, and Reappointment (PTR) file shall not include any anonymous material.

Appeal: If a faculty member has reason to believe that he or she has been denied any of the protections provided for or has suffered through any failure to observe these procedures, the faculty member may seek redress through the grievance procedure described in the Laws and By-Laws of the University of Connecticut, Article XIV.

Responsibilities

The Faculty Member

It is the responsibility of the faculty member wishing to be considered for promotion, tenure, and/or reappointment to complete the Promotion, Tenure, and Reappointment (PTR) form or PR

form and submit this to the Department Head along with any supporting documentation he or she chooses to include or as may be required by the school/college and departmental procedures. These documents become the faculty member's dossier. The faculty member's Promotion, Tenure, and Reappointment (PTR) File consists of his or her dossier plus all other written materials accumulated as part of the Promotion, Tenure, and Reappointment (PTR) process.

All Tenure Track and Non-Tenure Track Faculty Members must:

- Provide to the Department Head a list of individuals with contact information who may serve as potential external references following the procedures detailed in Section IV in instances where the faculty member is applying for promotion or tenure;
- Any supplementary materials, including student evaluations of teaching, teaching portfolios, other evidence of teaching effectiveness, letters of acceptance for publications, reviews, reprints, etc., should be appropriately labeled and inserted as appendices in the Appendices section of the corresponding PTR-PR form, or provided through a URL.
- May add supplemental information to his or her Promotion, Tenure, and Reappointment (PTR) File at any time. Such information must be dated. No materials may be removed from a Promotion, Tenure, and Reappointment (PTR) File.
- After completing the relevant sections, the candidate should submit the form to the Department Head and retain a copy. The completed form along with all supporting documentation becomes the candidate's dossier.
- Upon request, a candidate may review, update, or withdraw his/her dossier during any step of the process.

In addition, CIRE & Lecturer Faculty Members must:

- The candidate is responsible for completing the Cover Page and the sections of this form that are applicable to their professional responsibilities. The candidate should consult with his or her Department Head to ensure that the information provided in this form is complete and in the correct format. The accuracy and completeness of these sections are the responsibility of the candidate.

The Department Head

Under the Promotion, Tenure, and Reappointment process for tenure-track faculty, the Department Head must:

- shall annually appraise the performance and potential for teaching, scholarship and/or creative accomplishments, and service of each faculty member eligible for promotion, tenure, and reappointment in his or her department;
- shall include for consideration for promotion and/or tenure all those who request in writing that they be considered;
- shall obtain and provide to the Departmental Promotion, Tenure, and Reappointment (PTR) Advisory Committee external letters of reference for each faculty member being considered for promotion and/or tenure following the procedures detailed in Section IV;
- shall obtain information requested from joint appointment or other supervisory sources as the Dean of the Graduate School, Directors of the regional campuses, and Directors of pertinent centers and institutes, and shall make this information available to the Committee;

- shall follow prescribed procedures (see next section).

In addition, under the PR process for CIRE faculty, the Department Head must:

- The Department Head is responsible for ensuring the completion of Section Eight, Parts A, B & C. The Department Head summary should carefully state the opinion of the Department Head about reappointment, promotion, or where appropriate, multi-year appointment, as well as those of the candidate's colleagues and students, and others whose opinions may be useful. The written report of the Departmental Advisory Committee should be included as Section Eight, Part A. In cases where the judgment of the Department Head differs from the advice he/she has received, all views should be recorded.
- The Department Head must obtain letters of reference (required for promotion) and should be inserted in Section Eight, Part F.
- After making his/her recommendation, the Department Head will forward the dossier to the Dean.

Please review the following resources available on the Promotion, Tenure, and Reappointment SharePoint:

- [Guidelines for Evaluation of Faculty Contributions in PTR-PR Review](#)
- [Interpreting SET Guidelines](#)
- [External Reference Letter Request Sample](#)

The Departmental Promotion, Tenure, and Reappointment Advisory Committee

Each department shall have a Departmental Promotion, Tenure, and Reappointment (PTR) Advisory Committee selected according to a method approved by a majority of the Departmentally determined eligible faculty voting members. This Committee:

- shall advise the Department Head on promotion, tenure, and reappointment;
- shall review the faculty member's PTR File and appraise the performance and potential for teaching, scholarship and/or creative accomplishments, and service of the individual under consideration, basing its evaluations on the criteria listed in the By-Laws of the University of Connecticut, Article XIV (revised August 5, 2015). This evaluation should take into account the assignments of the individual;
- shall advise the Department Head by making a formal recommendation by vote and summarizing its evaluation and vote in a written report;
- shall follow prescribed procedures (see next section).

In addition, schools that are non-departmentalized (Law, Nursing, and Social Work) use a slightly different procedure for obtaining input from advisory committees other than a Departmental Advisory Committee or a Department Head. Additionally, it is perfectly appropriate to have review committees that focus on the CIRE faculty members and Lecturers. This protocol should be disseminated to the faculty in each school.

The Dean

- shall review the Promotion, Tenure, and Reappointment (PTR) file received under these procedures and such other pertinent information as he or she may require;
- shall base his or her recommendations, insofar as possible, upon a uniform application throughout the school/college appraisal criteria;
- shall include a written assessment of the faculty member's strengths and weaknesses in teaching, scholarship and/or creative accomplishments, and service;
- shall forward the dossier to the Provost where the action permits (Midpoint Review, Promotion, Tenure)
- shall follow prescribed procedures (see next section).

In addition, under the PR process for CIRE faculty, the Dean must:

- The Dean is responsible for ensuring the completion of Section Eight, Parts D and E

The School/College Dean's Advisory Council

Each school/college shall have a Dean's Advisory Council on Promotion, Tenure, and Reappointment (PTR) composed of faculty members of the school/college selected by a method approved by the faculty in accordance with the following criteria:

- membership on the Council should be selected from tenured faculty who have been at the University of Connecticut for at least two years;
- those eligible to elect Council members should be department, or school/college members who hold tenure track appointments or planned continuing appointments;
- Department Heads should not serve as Council members;
- terms of Council members ordinarily should not exceed three years with staggering of terms to provide continuity;
- turnover of Council membership should be encouraged through restrictions on consecutive terms;
- an individual may vote at only one level (either at the department or the school/college level) on any faculty member under consideration.

The Dean's Advisory Council:

- shall review the faculty member's Promotion, Tenure, and Reappointment (PTR) File and appraise the performance and potential for teaching, scholarship and/or creative accomplishments, and service of the individual under consideration.
- shall advise the Dean and record a formal vote;
- shall follow prescribed procedures (see next section).

The Provost

- shall review the material received under these procedures and such other pertinent information as he or she may require;
- shall assure, insofar as possible, that recommendations are based upon uniform application throughout the schools/colleges of appraisal criteria;
- shall follow prescribed procedures (see next section).

The Faculty Review Board

The University shall have a [Faculty Review Board](#) to consider specific cases on promotion, tenure, and reappointment. The Faculty Review Board is composed of six non-administrative, tenured professors elected by the University Senate.

- shall consider the cases referred to it by the Provost under the procedures described below in Section II;
- shall review all the material received by the Provost, and may supplement this information with additional opinions;
- shall follow prescribed procedures (see next section).

Procedures

The Provost will determine specific timelines annually in accordance with the date of presentation to the Board of Trustees. Before the start of the Promotion, Tenure, and Reappointment (PTR) cycle, the Provost will publish the timelines for that year and will make available the Promotion, Tenure, and Reappointment (PTR) form and guidelines approved by the University Senate.

The PTR form is to be used for promotion, tenure, and reappointment of tenure track faculty in all schools/colleges.

The Reappointment, Multi-Year Appointment, and Promotion Form for Clinical, In-Residence, & Extension (CIRE) Faculty Members & Lecturers (the PR Form) shall be used for all promotions of CIRE faculty members and all instances in which a CIRE faculty member or Lecturer is receiving their first multi-year appointment. The form must be used for all promotions and appointment to the first multi-year appointment. It may also be used for the reappointment of CIRE faculty members and Lecturers to one-year appointments, as well as multi-year appointments after the first such appointment. Formal review of In-Residence and other non-tenure track faculty is conducted by the school/college, with reappointment determined by satisfactory performance and the availability of funding. Appointment letters should be issued annually upon confirmation of support for the next fiscal year. In the case of promotion of Article 13 and Research faculty only, the faculty members file requires a review and recommendation at all levels including the Provost.

Review Process

Form Submission

- It is the responsibility of the faculty member wishing to be considered for promotion, tenure, and/or reappointment to complete the Promotion, Tenure, and Reappointment (PTR) form and submit this to the Department Head along with any supporting documentation he or she chooses to include or as may be required by the school/college and departmental procedures. These documents become the faculty member's dossier. The faculty member's Promotion, Tenure, and Reappointment (PTR) File consists of his or her dossier plus all other written materials accumulated as part of the PTR process. Supplemental information can be added to the Promotion, Tenure, and Reappointment (PTR) File by the faculty member at any time. Such information must be dated. No materials may be removed from a Promotion, Tenure, and Reappointment (PTR) File.

- The faculty member may request withdrawal from consideration for promotion in writing at any stage in the process prior to the Provost's recommendation to the Board of Trustees.

Departmental Review

- The Departmental Promotion, Tenure, and Reappointment (PTR) Advisory Committee shall receive from the Department Head the dossiers of all faculty members to be considered for promotion, tenure and/or reappointment.
- The Department Head shall collect pertinent information from such joint appointment and supervisory sources as the Dean of the Graduate School, Directors of regional campuses, Directors of centers and institutes, and other qualified individuals, and shall make this information available to the Departmental Promotion, Tenure, and Reappointment (PTR) Advisory Committee.
- As part of its review, the Departmental Promotion, Tenure, and Reappointment (PTR) Advisory Committee shall provide to the faculty member and to members of the Department who so desire an opportunity either to appear before the Committee or to submit written statements to the Committee.
- The Committee, after its review, shall provide the faculty member with an opportunity to appear before the committee to discuss substantive negative findings.
- The Committee shall report its recommendations and appraisals with supporting evidence in writing to the Department Head. If the Committee's recommendation is not unanimous, its report shall include the dissenting opinions with supporting data. Rather than using words such as "unanimously" or "by majority," votes should be indicated numerically along with a key in the form: 6-1-2-1 (Yes, No, Abstain, Absent).
- The Department Head, after his or her review, shall provide the faculty member with an opportunity to discuss substantive negative findings. The Department Head shall discuss his or her recommendation with the Committee.
- The Department Head shall inform the faculty member of the recommendations by the Department Head and by the Committee, including the substance of any dissenting opinions. Reasons for a negative recommendation shall be in writing if either the Department Head or the faculty member so wishes.
- The Department Head shall transmit to the Dean in writing his or her recommendations for promotion, tenure and/or reappointment, together with those of the Committee, the supporting data, and dissenting opinions. In the case of promotion to Full Professor, when neither the Committee nor the head recommends a promotion, no recommendation need be transmitted to the Dean unless specifically requested by the faculty member or the Dean.
- If either the Department Head or the Committee makes a negative recommendation to the Dean, the faculty member may submit to the Dean a written statement presenting his or her case for consideration by the Dean and the Dean's Advisory Council. The faculty member must submit this statement to the Dean within one week after being informed in writing of the recommendation by the Department Head.

School/College Review

- The Dean's Advisory Council shall receive from the Dean and review the recommendations and supporting materials received from the Department Head.
- The Council shall provide an opportunity for the faculty member to appear before the council to discuss any substantive negative findings.
- The final recommendation of the Council will be forwarded in writing to the Dean. Rather than using words such as "unanimously" or "by majority," votes should be indicated numerically along with a key in the form: 6-1-2-1 (Yes, No, Abstain, Absent).
- If, after review, the Dean is inclined toward a negative finding, he or she shall provide an opportunity for the faculty member to discuss any substantive negative findings within a reasonable timeframe.
- If the Dean anticipates that he or she may be making a recommendation contrary to that of the Department Head, the Dean shall provide an opportunity for the Head and the Departmental PTR Advisory Committee to review and supplement their original recommendations.
- The Dean shall inform the Department Head and the faculty member of the recommendations by the Dean's Advisory Council and the Dean. If either the faculty member or the Dean so wishes, reasons for a negative recommendation shall be in writing.
- The Dean shall transmit to the Provost in writing his or her recommendations and those of the Dean's Advisory Council, the Department Head, and the Departmental Promotion, Tenure, and Reappointment (PTR) Advisory Committee, together with any dissenting opinions. When recommendations differ, the Dean must include a statement explaining his or her recommendation.
- Positive recommendations by the Dean for faculty in their six-year probationary appointments, with the exception of midpoint review year, will be forwarded to the Board of Trustees with no further review.

University/Provost Review

- The Provost, Dean, and Department Head shall meet to review any Promotion, Tenure, and Reappointment (PTR) cases selected by the Provost. These may include those where there has been a lack of unanimity or in which the Provost's recommendation may differ from that of the Dean or Department Head. In these cases, opportunity shall be provided to the Department Head and Dean to review and supplement the original recommendation.
- The Provost, after his or her review, shall provide the faculty member with an opportunity to discuss substantive negative findings.

Board of Trustees Approval

- The Provost shall make recommendations to the President for the granting of promotion and/or tenure by the Board of Trustees no later than the April meeting of the Board. In the case of reappointment, action will be taken by the President, who will inform the Board of Trustees of his or her decisions (per the [Laws and By-Laws of the University of Connecticut, Article II](#)).

Further Review and Appeal

- The Provost shall refer to the Faculty Review Board for its consideration:
 - those cases whose referral was requested by a faculty member or Department Head;
 - those cases where following a discussion the Provost's recommendations still differs from that of a Dean;
 - other cases that the Provost wishes to refer.
- The Faculty Review Board shall provide the faculty member with an opportunity to discuss the case. The Faculty Review Board shall discuss each case with the Provost.
- For each case, the Faculty Review Board shall submit a written recommendation to the Provost and shall inform the faculty member in writing of its recommendation, together with reasons for it.
- If the Provost makes a negative recommendation, the reasons shall be in writing if the faculty member so requests.
- Per the [Laws and By-Laws of the University of Connecticut, Article XIV](#), at the end of the sequence of peer reviews (including the Faculty Review Board), a faculty member may appeal a negative decision by the Provost to the Committee of Three.

Letters of Reference

The Department Head is responsible for obtaining the external letters of reference. Both the faculty member, and the Department Head and/or the Departmental Promotion, Tenure, and Reappointment (PTR) Advisory Committee, should each create a list of five or more names of potential external reviewers. The Department Head should request at least half of the total number of letters from names on the faculty member list. The remaining letters should be requested from the Department Head and/or the Departmental Promotion, Tenure, and Reappointment (PTR) Advisory Committee list.

Each external evaluation letter in the PTR/PR file should be accompanied by a copy of the letter used to solicit the evaluation. If a common template was used to solicit all of the candidate's letters, a single copy of the specific template used for the candidate can be included. In addition, the PTR/PR file should include an indication of which letters are from individuals suggested by the faculty member and which are from individuals suggested by the Department Head or Departmental PTR/PR Advisory Committee.

Reference letters should be obtained from tenured faculty, or scholars of equivalent stature, in the faculty member's field outside of the university who can speak to his or her professional contribution to scholarship and/or creative accomplishments. It is important to solicit an impartial evaluation of the faculty member's contributions to the field. These external letters should not be from close acquaintances, former mentors, or frequent collaborators. Letters of reference for faculty members for promotion to full professor must be obtained from individuals who hold this or an equivalent rank. It is recommended that these letters include a signature from the reviewer and be on institutional letterhead where it is appropriate.

At a minimum, the Department Head should provide the following to external referees. The Office of the Provost has provided a [sample letter on the PTR SharePoint](#).

- the faculty member's complete curriculum vita;
- Information about the nature of the faculty member's appointment that could be relevant in evaluating his/her scholarly and/or creative achievements (e.g., joint appointments, administrative appointments and directorships, regional campus appointments).
- copies of the faculty member's major publications or creative works as identified by the faculty member;
- an explicit statement of what the faculty member is being considered for and whether or not the decision is mandatory with respect to tenure;

Each letter requesting an evaluation from an external reviewer must include the following explicit statement: "Your letter will become part of a faculty member's Promotion, Tenure, and Reappointment (PTR) file, which will be viewed by faculty and University administrators involved in the PTR process. In addition, under State of Connecticut Freedom of Information statutes governing state employees and the University's AAUP collective bargaining agreement, the faculty member may request access to his or her PTR file and may see the letters of reference."

In addition, each letter of request should ask the external referee to provide:

- his or her relationship to the faculty member (if any);
- an assessment of the quality and impact of the faculty member's scholarship and/or creative accomplishments, and, if appropriate, professional service.

Promotion, Tenure, and Reappointment (PTR) Form (New) Requirements

A minimum of five external letters of reference for faculty members being considered for promotion and/or tenure must be in the Promotion, Tenure, and Reappointment (PTR) File prior to final recommendation by the Departmental Promotion, Tenure, and Reappointment (PTR) Advisory Committee for faculty utilizing the Promotion, Tenure, and Reappointment (PTR) Form for tenure track faculty. All solicited reference letters that are received must be included in the Promotion, Tenure, and Reappointment (PTR) File. If further letters are later obtained, then those letters must be sent to the Departmental Promotion, Tenure, and Reappointment (PTR) Advisory Committee for their review for possible modification of their initial recommendation.

CIRE Form Requirements

A minimum of four letters of reference for faculty members being considered for CIRE & Lecturer Faculty Members for promotion must be in the PR File prior to final recommendation by the Departmental Promotion, Tenure, and Reappointment (PTR) Advisory Committee for faculty utilizing the PR Form for CIRE faculty & Lecturers. At least two of the four required letters should be external. In the case of clinical or extension faculty, one of the external letters can be from the individual's clinical site or from an extension stakeholder.

Promotion, Tenure, and Reappointment (PTR) Form (Legacy) Requirements

A minimum of four external letters of reference for faculty members being considered for promotion and/or tenure must be in the Promotion, Tenure, and Reappointment (PTR) File prior to final recommendation by the Departmental Promotion, Tenure, and Reappointment (PTR) Advisory Committee for faculty utilizing the Legacy Promotion, Tenure, and Reappointment

(PTR) Form for tenure track faculty. All solicited reference letters that are received must be included in the Promotion, Tenure, and Reappointment (PTR) File.

Permanent Residency Requirement for Tenure Track Positions

Since an award of tenure results in a continuing and permanent appointment without expiration, the University of Connecticut will not grant tenure in the absence of permanent residency. It is the obligation of the faculty member in a tenure track position to pursue permanent resident status in a timely manner. It is important that the faculty member work with the University of Connecticut's General Counsel to ensure that this is achieved during the probationary period. Faculty members who through no fault of their own are unable to obtain permanent resident status at the time of tenure eligibility and are still authorized to work in the United States will be eligible for continued employment and advancement of rank pursuant to the applicable Promotion, Tenure, and Reappointment (PTR) procedures but will not be eligible for the accompanying award of academic tenure by the Board of Trustees until permanent residency is established.

Offer of Tenure Upon Hire

Tenure at hire should be granted only in exceptional cases and to individuals who have a demonstrated record of scholarly accomplishment.

Tenure at hire for individuals who are tenured at a peer institution:

- The Department Head compiles the individual's curriculum vita and letters of recommendation used in the hiring process. This becomes the faculty member's dossier.
- The Department Head obtains the Departmental Promotion, Tenure, and Reappointment (PTR) Advisory Committee recommendation and submits this along with their own recommendation to the Dean;
- The Dean obtains the Dean's Advisory Council recommendation and forwards this along with their recommendation and the individual's dossier to the Provost.
- The Provost will evaluate these recommendations and notify the Dean whether they support offering the individual tenure at hire;
- The Provost will forward their recommendations to the President for approval by the Board of Trustees.
- Following a vote by the Board of Trustees, the Provost will send a letter to the faculty member reporting the Board's decision.

Tenure at hire for individuals who do not have tenure at a peer institution:

If a faculty member being appointed at UConn does not have tenure at a peer institution, then the Provost would not normally expect to recommend tenure on appointment. However, in exceptional cases the faculty member may be considered for tenure on appointment. These exceptions will be dealt with on a "case by case" basis, ensuring that the integrity of the tenure process is protected. In these situations (as with regular evaluation for tenure at UConn), the following steps should be followed:

- The Department Head compiles the individual's curriculum vita and letters of recommendation used in the hiring process. Additionally, the Department Head obtains

three external letters of evaluation that are independent of those submitted on behalf of the faculty member as a part of the application process. These letters should speak to the scholarship and/or creative accomplishments of the candidate being recommended for tenure at hire. This becomes the faculty member's dossier;

- The Department Head obtains the Departmental Promotion, Tenure, and Reappointment (PTR) Advisory Committee recommendation and submits this along with their own recommendation to the Dean;
- The Dean obtains the school/college Dean's Advisory Council recommendation and forwards this along with their recommendation and the individual's dossier to the Provost.
- The Provost will evaluate these recommendations and notify the Dean whether they support offering the individual tenure at hire;
- The Provost will forward their recommendations to the President for approval by the Board of Trustees.
- Following a vote by the Board of Trustees, the Provost will send a letter to the faculty member reporting the Board's decision.

AAUP CLASSIFICATION AND COMPENSATION

- **Faculty Titles Dictionary**

- **AAUP Faculty Minima**

The AAUP faculty minima for the upcoming academic year, 2023-2024 is as follows:

Associate Professor - \$65,678

Professor - \$89,532

- **Reclassification Request for Research Assistants/Research Associates/Academic Assistants Form .pdf**

Reclassification requests will not be reviewed without:

- Completed change in responsibilities noted in the form,
- an organizational chart, and
- a copy of the employee's current resume.

Once the form has been completed with the required signatures and requested documentation, please forward to Workforce Solutions at workforce@uconn.edu or email your HR Specialist.

ARTICLE 25

MERIT

Merit is for the recognition of noteworthy contributions to one's department, school, campus or college, the University and or professional discipline through the traditional avenues of teaching, research and service. It is also the most consistent means for moving beyond the cost-of-living increase traditionally recognized through the satisfactory performance increase provision. It is recognized that conditions vary within and among departments in terms of individual expectations, and it is agreed that awards at the various levels are designed to recognize individual achievement.

25.1 This article does NOT refer to Research Assistants or Research Associates paid from grant funds or contracts or to members of the bargaining unit employed in the division of Athletics.

25.2 The merit pool shall be distributed according to the procedures outlined below:

A. The Provost shall establish a contingency fund and shall distribute the remainder of the merit pool at their discretion among the Deans of the schools and colleges and to leadership for units with reporting lines outside of a school or college.

B. The Dean of a school or college shall establish a contingency fund from the merit pool allotted to their school or college by the Provost. The remainder of the merit pool, excluding an amount for department heads' merit and an amount for bargaining unit members not affiliated with an academic department, shall be distributed at the discretion of the Dean among the departments. The Dean shall reserve an amount from the departments' merit pool equal to the merit associated with the department heads' payroll and the payroll of bargaining unit members not affiliated with an academic department. Prior to the beginning of the academic year, the Dean will publish their merit criteria to faculty and for Department Heads within their school.

C. The total amount of the contingency funds of both the Provost and the Deans shall not exceed 30% of the merit pool.

D. Consistent with the procedures outlined in Article 30, in departmentalized schools each department may establish, by a majority vote, the criteria and also may establish priorities or the appropriate weighting of such criteria, that will be used to determine the departmental merit recommendations. In non-departmentalized schools equivalent arrangements shall be established by Deans and faculty members. By means of a procedure approved by a majority of the faculty, departments (and their equivalents in non-departmentalized schools) may establish advisory committees for making recommendations for merit awards to the Department Head. Such committees may also present merit evaluations without mention of a dollar amount to the Dean for their consideration in determining the Department Head's merit award. In the event a department decides to permit the Department Head to establish the criteria and the appropriate weighting for merit recommendations, the Department Head shall inform all members of the bargaining unit in writing of such criteria no later than two months prior to the commencement of the academic year for which merit recommendations will be made.

E. In determining the merit awards for Department Heads, Deans shall consider any department merit criteria for eligible faculty in evaluating the Department Head's contributions in discipline specific areas.

F. Department Heads shall take departmental committee recommendations into consideration when making their own merit recommendations. In concert with the PTR and P&R requirements identified in the By-Laws, merit criteria shall include instructional, scholarly, service, and outreach excellence as appropriate.

G. Prior to the Department Head making a recommendation to the Dean, the Department Head shall inform each bargaining unit member of the merit recommendation for that bargaining unit member. A bargaining unit member has seven (7) calendar days from receipt of the Department Head's recommendation to request a meeting with the Department Head to discuss their merit recommendation. The Department Head shall inform each bargaining unit member when their merit recommendation is submitted to the Dean. The bargaining unit member has fourteen (14) calendar days from the time of the Department Head's submission to the Dean to discuss the Department Head's recommendation with the Dean.

H. On forms provided by the Provost, Department Heads shall forward their merit recommendations for members of their departments, other than themselves, along with recommendations of the advisory committee, to the Dean of the school or college. If a merit award is recommended, it shall be no less than \$500.

I. Prior to the Dean making a recommendation to the Provost, the Dean shall inform each bargaining unit member of their merit recommendation if it differs from the department head's recommendation.

J. A Department Head or bargaining unit member not affiliated with an academic department, or Director of non-departmental schools, has seven (7) calendar days from receipt of the Dean's recommendation to request a meeting with the Dean to discuss their merit recommendation.

K. The Dean shall review the recommendations of the Department Head and the departmental advisory committee, if any. The Dean shall forward their own recommendations to the Provost together with the recommendations of the Department Head and the departmental advisory committee, if any.

L. Within two weeks of making their recommendations to the Provost, the office of the Dean shall compile and make available to the departments an abstract of merit recommendations. Similarly, the Dean shall compile and make available to department heads an abstract of merit recommendations for the department heads. Such an abstract will give the number of people receiving a given range of award within the school and/or no award.

M. Departments and interdisciplinary units employing jointly appointed bargaining unit members shall agree upon a merit process for such faculty. The home department shall administer the merit award process and use its own merit criteria. The department will treat contributions towards interdisciplinary scholarship and creative work, the teaching of courses for the home and interdisciplinary unit, and service to the department and interdisciplinary unit according to criteria determined by the department and interdisciplinary unit. The Directors of Institutes and other interdisciplinary units shall advise the home department and department heads of the faculty member's performance in their interdisciplinary field, including the significance of the faculty member's publications within interdisciplinary fields. A designee of the Provost shall establish merit procedures for Institute and Center Directors, and notify them of said procedures at the time of appointment.

25.3 The University will provide UConn-AAUP a list of merit awards by fund and by individual on or before October 1 of the year in which it was awarded.

25.4 Merit awards shall be communicated to the bargaining unit member via the University email system prior to the increase appearing in their paycheck.

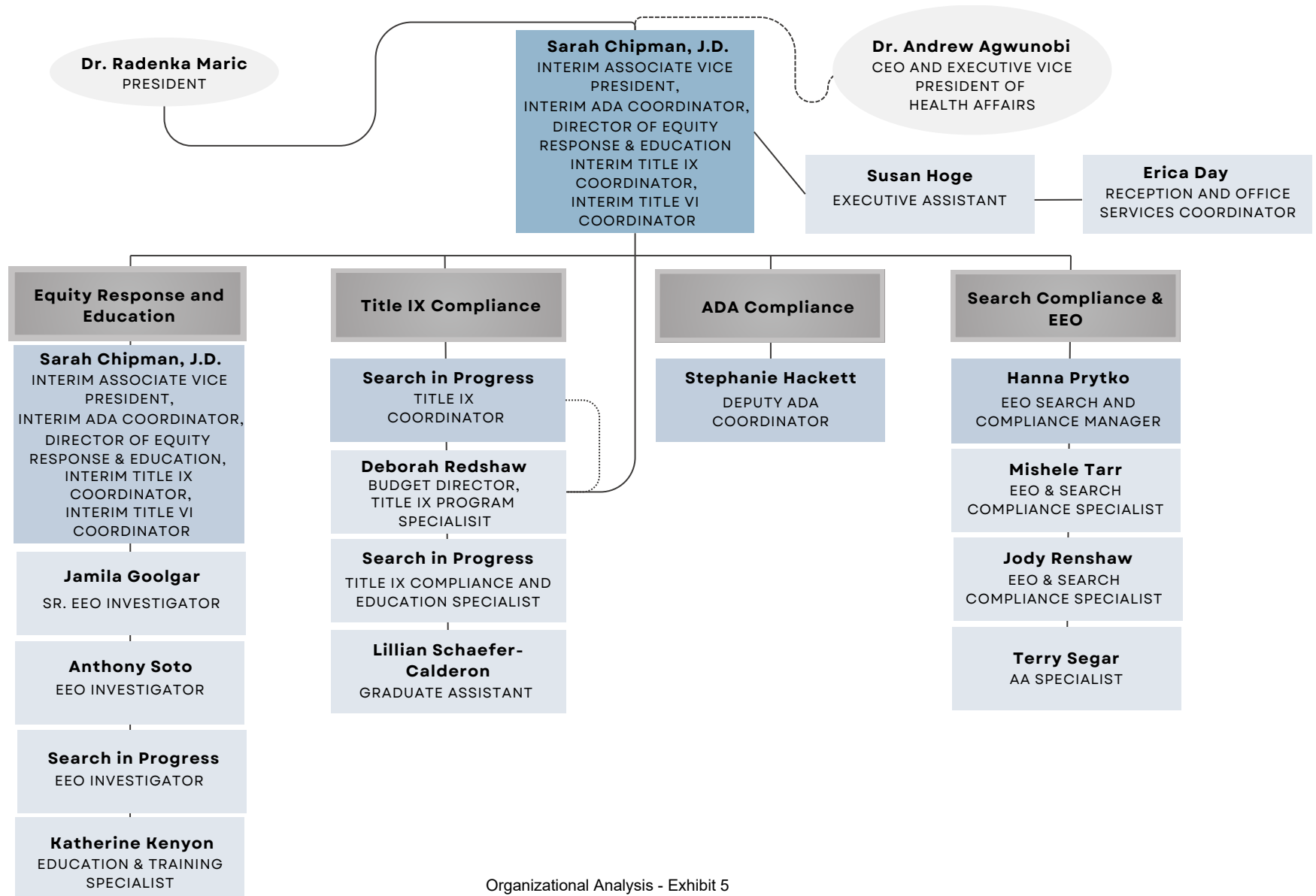
25.5 Judgments and decisions of the Provost which result in decrease of more than 35% in the Department Head's recommendations or the Dean's recommendation for department heads are subject to the grievance procedure described below only where there is evidence alleging that the decrease was arbitrary or capricious.

25.6 Merit Grievance Panel For the purpose of hearing merit grievances, an internal merit grievance panel shall be convened made up of one member of the administration chosen by the Provost, one member of the bargaining unit chosen by UConn-AAUP, and a neutral party chosen by the first two individuals. The panel may either uphold or dismiss the grievance. In a case where the panel upholds the grievance, it shall recommend an appropriate merit award; however, in no case shall the panel award more than what the Department Head had originally proposed. The decision of the panel is final and is not grievable or arbitrable. Grievances on merit must be presented to the University Official in charge of collective bargaining within fourteen (14) calendar days of the receipt of the Provost's letter notifying the employee of their merit awards.

Collective Bargaining Agreement between The University of Connecticut Board of Trustees and The University of Connecticut Chapter of the American Association of University Professors July 1, 2021 - June 30, 2025

OFFICE OF INSTITUTIONAL EQUITY

MARCH 2025



WORKFORCE ANALYSIS

(Section 46a-68-83)

March 2025

This section was in compliance in the previous filing, and there were no proposals or recommendations.

Introductory Notes

In this *Plan*, two new categories for analysis were created. University Educational Assistants 1-3 titles were moved from the EEO-3 Remaining Professional category to the EEO-3 U Educ Assts category. University Educational Assistants are unclassified, confidential, and administrative positions with levels 1-3 (high to low.) Employees in these titles provide administrative support and assist in a confidential capacity with respect to individuals who formulate and effectuate management policies or have access to confidential information relative to labor relations or personnel administration. These titles were grouped with non-related titles with dissimilar qualifications, recruitment, and potential applicant pools. Thus, creating a separate category for the University Educational Assistants allows for accurate and meaningful analysis. The new category is noted as New Category in the analysis.

In the protective services categories, a separate category was created for the Building and Grounds. The titles of Building and Grounds Patrol Officer and Lead Patrol Officer had previously been reported in the Police category, which included ranked officer titles in the Police department. Police Officer is a separate category as there are thirty-nine (39) employees in that title. The building and grounds titles are not related to or like the ranked officer titles in qualifications, recruitment, or potential applicant pools. Moving these titles to a separate category will ensure that the new and previous categories are analyzing relevant and accurate information. The new category is noted as New Category in the analysis.

In the classified secretarial/clerical categories, Administrative Assistants and Office Assistants on the Storrs campus had each been analyzed in separate categories in previous *Plans* as there were more than twenty-five (25) employees in each of these titles. With only nine (9) and fifteen (15) employees respectively in these titles currently and a decreasing number of hires and promotions for the last several years, the titles were combined into the Clerical Remaining Titles, which was changed to Clerical All Titles. The recruitment area/sources and census titles used for Availability Analysis for all the titles in the combined category are similar and result in more accurate analyses. The change to the Clerical All Titles category is noted.

Additional Notes

Professional Faculty:

In the Professor category, the Distinguished Professor and Distinguished Professor – LAW title is separated from the Professor title. The Distinguished Professor is the highest honor that the University bestows on a faculty member who has demonstrated excellence in teaching, research,

and outreach/service. It is purely an honorary title bestowed on existing faculty and does not reflect additions to the workforce or promotional advancement.

The Pres Emeritus & U Professor title is specifically for former presidents of the University returning to a faculty position after ending their service as president. All presidents meet the requirements for tenured faculty upon their hire and retain the option to return to active positions after relinquishing their administrative roles.

The Clinical, In-Residence and Extension (CIRE) faculty titles are non-tenure track positions and therefore analyzed separately from the tenure track faculty. While the titles in these categories parallel each of the tenure track faculty ranks of Professor, Associate Professor, and Assistant Professor, their appointments are not subject to the same criteria utilized to determine tenure eligibility, therefore the different ranks of titles are analyzed together in each category, respectively.

Professional Non-Faculty:

The job categories for the professional non-faculty titles covered by the University of Connecticut Employees Association (UCPEA) bargaining unit follow the Career Path classification system implemented during the 2020 *Plan* year. The Career Paths system is comprised of one hundred seventy-nine (179) job titles in nine levels. Career Paths uses general descriptors to categorize work by (1) Occupation and by (2) Level. Occupational Groups are broad categories of associated or related occupations. Each Occupational Group consists of Job Families, Job Paths, Job Titles, Job Categories, and Job Levels. For Affirmative Action *Plan* analyses, job titles have been grouped into twenty-one categories based on job families which group related jobs with similar work, requiring like training, skills, knowledge, and experience. While some of the titles in the job category may have twenty-five (25) or more employees, the titles have similar qualifications, recruitment areas and applicant pools and census SOC coding and are therefore analyzed together. These categories are the same as those approved by the Commission on Human Rights and Opportunities (CHRO) staff on October 8, 2020, and implemented in the 2021 *Plan*.

Categories not in the Career Path classification system include Academic Assistants, Specialists (Athletics), Remaining Professionals, University Educational Assistants, and University Staff Professionals (all levels).

The Specialist titles are specific to the Division of Athletics. These are non-tenure track titles for coaches and trainers in the Division of Athletics. The Specialist 1A to IVA (low to high) titles are utilized for all team sports at the University. An individual's title is determined by their experience, salary requirements, marketability, and NCAA Tier. Tier I NCAA Team Sports include Football and Basketball. Tier II NCAA Team Sports includes all other NCAA Team Sports offered at the University.

Classified Staff

Job categories for the classified titles in Secretarial/Clerical, Paraprofessional, Qualified Craft and Service/Maintenance are analyzed separately for the Storrs and individual regional campuses. The regional campuses include Hartford, Avery Point, Stamford, and Waterbury. As the recruitment areas for each campus are the local county or metro areas, each campus is analyzed separately regardless of the number of employees in each category.

The workforce numbers are based upon all employees appearing in CORE-CT as of November 30, 2024.

Subsection (a)

The analyses included in this section display the racial and sexual composition of the total full-time workforce for each office, position and position classification identified in the job title study. Analyses were performed for part-time and durational titles. The analyses include a detailed breakdown of the individual titles and separate demographic profiles. The workforce analysis inventories the:

- Total agency workforce by occupational category with percentages of race and sex groups calculated for each occupational category
- Total agency workforce by office, position, and position classification within each occupational category
- Agency workforce in each relevant labor market area by occupational category
- Agency workforce in each relevant labor market area by office, position, and position classification within each occupational category

Labor markets are equated with campuses for classified positions.

Subsection (b)

The analyses in this section report on the age groups of the full-time work force by occupational category in five (5) year increments.

Subsection (c)

The analyses in this section report by occupational category and the number of employees in the full-time workforce who have identified as having a disability.

FULL TIME Total

WORKFORCE ANALYSIS
March 30, 2024

EEO CATEGORY	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISPANIC MALE	HISPANIC FEMALE	AAIANHNPI MALE	AAIANHNPI FEMALE	2+ RACES MALE	2+ RACES FEMALE	UNKNOWN
EXECUTIVE ADMINISTRATIVE	96	46	50	33	41	7	4	2	1	4	3	0	1	0
%	100.0%	47.9%	52.1%	34.4%	42.7%	7.3%	4.2%	2.1%	1.0%	4.2%	3.1%	0.0%	1.0%	0.0%
PROFESSIONAL FACULTY	1585	823	748	546	530	19	33	59	48	189	130	10	7	14
%	100.0%	51.9%	47.2%	34.4%	33.4%	1.2%	2.1%	3.7%	3.0%	11.9%	8.2%	0.6%	0.4%	0.9%
PROFESSIONAL NON-FACULTY	2515	907	1587	714	1294	66	83	71	106	42	76	14	28	21
%	100.0%	36.1%	63.1%	28.4%	51.5%	2.6%	3.3%	2.8%	4.2%	1.7%	3.0%	0.6%	1.1%	0.8%
ADMINISTRATIVE SUPPORT	65	7	58	5	49	1	3	1	5	0	0	0	1	0
%	100.0%	10.8%	89.2%	7.7%	75.4%	1.5%	4.6%	1.5%	7.7%	0.0%	0.0%	0.0%	1.5%	0.0%
PARAPROFESSIONAL	13	11	2	11	0	0	1	0	1	0	0	0	0	0
%	100.0%	84.6%	15.4%	84.6%	0.0%	0.0%	7.7%	0.0%	7.7%	0.0%	0.0%	0.0%	0.0%	0.0%
SKILLED CRAFT	91	90	1	76	1	1	0	11	0	2	0	0	0	0
%	100.0%	98.9%	1.1%	83.5%	1.1%	1.1%	0.0%	12.1%	0.0%	2.2%	0.0%	0.0%	0.0%	0.0%
PROTECTIVE SERVICES (SWORN)	152	126	26	95	18	12	2	17	1	2	2	0	3	0
%	100.0%	82.9%	17.1%	62.5%	11.8%	7.9%	1.3%	11.2%	0.7%	1.3%	1.3%	0.0%	2.0%	0.0%
SERVICE MAINTENANCE	267	199	67	122	35	12	0	58	30	3	2	4	0	1
%	100.0%	74.5%	25.1%	45.7%	13.1%	4.5%	0.0%	21.7%	11.2%	1.1%	0.7%	1.5%	0.0%	0.4%
TOTAL	4784	2209	2539	1602	1968	118	126	219	192	242	213	28	40	36
%	100.0%	46.2%	53.1%	33.5%	41.1%	2.5%	2.6%	4.6%	4.0%	5.1%	4.5%	0.6%	0.8%	0.8%

1-Executive Management

WORKFORCE ANALYSIS

March 30, 2024

JOB TITLE	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISPANIC MALE	HISPANIC FEMALE	AAIANHNP MALE	AAIANHNP FEMALE	2+ RACES MALE	2+ RACES FEMALE	UNKNOWN
Assoc Vice President	12	6	6	4	5		1			2				
Assoc Vice Provost	2	1	1	1	1									
Asst Vice President	4	2	2	2	1		1							
Asst Vice Provost	2	0	2		2									
Campus Dean & Chief Admin Ofc	4	1	3		2			1			1			
Chief of Staff	1	0	1										1	
Dean	11	6	5	4	4		1			2				
Dean of Students	1	0	1						1					
Dept Head Student Affairs	2	2	0	2										
Deputy Chief of Staff	1	1	0			1								
Executive Director	8	2	6	2	6									
General Counsel	1	0	1		1									
Police Chief	1	1	0	1										
President	1	0	1		1									
Provost & Exec Vice President	1	0	1		1									
Vice President	6	6	0	4		2								
Vice Provost	4	2	2	1	1	1	1							
Vice Provost & Dean	1	0	1		1									
TOTAL	63	30	33	21	26	4	4	1	1	4	1	0	1	0

1-University Director

WORKFORCE ANALYSIS
March 30, 2024

JOB TITLE	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISPANIC MALE	HISPANIC FEMALE	AAIANHNP MALE	AAIANHNP FEMALE	2+ RACES MALE	2+ RACES FEMALE	UNKNOWN
U Director	33	16	17	12	15	3		1			2			
TOTAL	33	16	17	12	15	3	0	1	0	0	2	0	0	0

WORKFORCE ANALYSIS
March 30, 2024

JOB TITLE	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISPANIC MALE	HISPANIC FEMALE	AAIANHNP MALE	AAIANHNP FEMALE	2+ RACES MALE	2+ RACES FEMALE	UNKNOWN
Distinguished Professor	30	19	11	13	10	1		1		4	1			
Distinguished Professor - LAW	2	2	0	2										
Pres Emeritus & U Professor	1	0	1		1									
Professor	436	280	156	206	121	3	1	12	7	59	27			
Professor - LAW	20	14	6	9	4		1	2		3	1			
TOTAL	489	315	174	230	136	4	2	15	7	66	29	0	0	0

2-Associate Professor

WORKFORCE ANALYSIS
March 30, 2024

JOB TITLE	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISPANIC MALE	HISPANIC FEMALE	AAIANHNP MALE	AAIANHNP FEMALE	2+ RACES MALE	2+ RACES FEMALE	UNKNOWN
Assoc Professor	388	224	163	131	110	7	7	17	12	65	31	4	3	1
Assoc Professor - LAW	4	1	3	1	2						1			
TOTAL	392	225	166	132	112	7	7	17	12	65	32	4	3	1

2-Assistant Professor

WORKFORCE ANALYSIS
March 30, 2024

JOB TITLE	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISPANIC MALE	HISPANIC FEMALE	AAIANHNP MALE	AAIANHNP FEMALE	2+ RACES MALE	2+ RACES FEMALE	UNKNOWN
Assistant Professor	268	131	135	68	61	2	17	18	13	39	41	4	3	2
TOTAL	268	131	135	68	61	2	17	18	13	39	41	4	3	2

WORKFORCE ANALYSISMarch 30, 2024

JOB TITLE	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISPANIC MALE	HISPANIC FEMALE	AAIANHNP MALE	AAIANHNP FEMALE	2+ RACES MALE	2+ RACES FEMALE	UNKNOWN
Assoc Coop Ext Edu	11	3	8	2	7		1			1				
Assoc Extension Professor	2	1	1	1					1					
Asst Coop Ext Edu	14	4	10	3	7				1	1	2			
Asst Extension Professor	9	0	9		7				2					
Director & Ext Instructor	1	1	0	1										
Extension Educator	7	2	5	2	5									
Extension Instructor	6	1	5	1	5									
Extension Professor	1	1	0	1										
Sr Coop Ext Edu	2	0	2		2									
TOTAL	53	13	40	11	33	0	1	0	4	2	2	0	0	0

WORKFORCE ANALYSIS
March 30, 2024

JOB TITLE	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISPANIC MALE	HISPANIC FEMALE	AAIANHNP MALE	AAIANHNP FEMALE	2+ RACES MALE	2+ RACES FEMALE	UNKNOWN
Assoc Clinical Professor	18	3	15	3	10				2		3			
Asst Clinical Professor	24	3	21	3	19		1		1					
Asst Clinical Professor - LAW	5	0	5		4						1			
Clinical Instructor	30	0	28		24		1		2		1			2
Clinical Professor	16	1	15	1	14						1			
Clinical Professor - LAW	5	2	3	2	3									
TOTAL	98	9	87	9	74	0	2	0	5	0	6	0	0	2

WORKFORCE ANALYSIS
March 30, 2024

JOB TITLE	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISPANIC MALE	HISPANIC FEMALE	AAIANHNP MALE	AAIANHNP FEMALE	2+ RACES MALE	2+ RACES FEMALE	UNKNOWN
Assoc Professor in Res	80	40	37	27	32	2		4		6	5	1		3
Asst Professor in Res	154	66	83	52	59	3	4	4	7	6	12	1	1	5
Instructor in Residence	30	15	14	12	13	1		1		1	1			1
Professor in Residence	20	8	12	4	10					4	2			
Professor in Residence - LAW	1	1	0	1										
TOTAL	285	130	146	96	114	6	4	9	7	17	20	2	1	9

WORKFORCE ANALYSIS
March 30, 2024

JOB TITLE	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISPANIC MALE	HISPANIC FEMALE	AAIANHNPI MALE	AAIANHNPI FEMALE	2+ RACES MALE	2+ RACES FEMALE	UNKNOWN
Academic Asst 1	6	4	2	4	2									
Academic Asst 2	9	3	5	3	3				1				1	1
Academic Asst 3	15	9	4	6	2		1			3	1			2
Academic Asst 4	11	2	9	2	8								1	
Academic Asst 5	2	1	1	1	1									
Facility Scientist 3	3	1	1	1	1									1
Facility Scientist 4	1	1	0							1				
TOTAL	47	21	22	17	17	0	1	0	1	4	1	0	2	4

WORKFORCE ANALYSISMarch 30, 2024

JOB TITLE	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISPANIC MALE	HISPANIC FEMALE	AAIANHNPI MALE	AAIANHNPI FEMALE	2+ RACES MALE	2+ RACES FEMALE	UNKNOWN
Admin Program Manager 1	17	3	14	2	14			1						
Admin Program Manager 2	13	1	12	1	9		1				2			
Admin Program Manager 3	12	5	7	4	6			1	1					
Admin Program Support 1	35	3	31	2	24		2	1	3				2	1
Admin Program Support 2	126	18	107	16	91		7	1	6	1	1		2	1
Admin Program Support 3	73	5	68	4	58		2	1	4		2		2	
Admin Program Support 4	57	5	52	5	46		2		1		1		2	
Senior Admin Program Support	25	5	20	5	15		2		2				1	
Technical Records Coordinator	1	1	0			1								
TOTAL	359	46	311	39	263	1	16	5	17	1	6	0	9	2

WORKFORCE ANALYSISMarch 30, 2024

JOB TITLE	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISPANIC MALE	HISPANIC FEMALE	AAIANHNP MALE	AAIANHNP FEMALE	2+ RACES MALE	2+ RACES FEMALE	UNKNOWN
Admissions Manager	1	0	1		1									
Admissions Officer 1	4	1	3	1	3									
Admissions Officer 2	18	3	15	2	14		1					1		
Admissions Officer 3	6	3	3	3	2				1					
Assistant Registrar	2	1	1	1	1									
Associate Admissions Director	5	3	2	2	1	1			1					
Associate Registrar	2	2	0	2										
Registrar Specialist	15	1	14		13			1			1			
TOTAL	53	14	39	11	35	1	1	1	2	0	1	1	0	0

WORKFORCE ANALYSIS
March 30, 2024

JOB TITLE	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISPANIC MALE	HISPANIC FEMALE	AAIANHNP MALE	AAIANHNP FEMALE	2+ RACES MALE	2+ RACES FEMALE	UNKNOWN
Academic Advisor 1	25	8	17	5	12	1	1	2	3		1			
Academic Advisor 2	44	8	36	4	26	2	2	1	4	1	3		1	
Career Consultant	11	3	6	3	5						1			2
Student Success Counselor	6	1	5		3	1	2							
TOTAL	86	20	64	12	46	4	5	3	7	1	5	0	1	2

WORKFORCE ANALYSIS
March 30, 2024

JOB TITLE	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISPANIC MALE	HISPANIC FEMALE	AAIANHNPI MALE	AAIANHNPI FEMALE	2+ RACES MALE	2+ RACES FEMALE	UNKNOWN
Art Museum Curator	1	0	1		1									
Art Museum Registrar	1	0	1		1									
Box Office Professional	1	0	1		1									
Educational Curator	1	1	0									1		
Museum Exhibit Designer	1	1	0	1										
Theater Operations Manager	1	1	0	1										
Theater Production Specialist	3	2	1	2	1									
TOTAL	9	5	4	4	4	0	0	0	0	0	0	1	0	0

WORKFORCE ANALYSIS
March 30, 2024

JOB TITLE	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISPANIC MALE	HISPANIC FEMALE	AAIANHNP MALE	AAIANHNP FEMALE	2+ RACES MALE	2+ RACES FEMALE	UNKNOWN
Business Ops Specialist 1	26	5	21	4	15		2	1	2		2			
Business Ops Specialist 2	11	2	8	1	7				1	1				1
Business Ops Specialist 3	15	1	14	1	14									
Functional Analyst	8	4	4	3	4					1				
Functional Coordinator	1	0	1		1									
Functional Specialist	12	4	8	3	7	1							1	
Institutional Research Spec	1	1	0	1										
Institutional Resrch Analyst 2	3	2	1		1	1				1				
Training & Development Coord	2	0	2		2									
TOTAL	79	19	59	13	51	2	2	1	3	3	2	0	1	1

WORKFORCE ANALYSIS
March 30, 2024

JOB TITLE	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISPANIC MALE	HISPANIC FEMALE	AAIANHNPI MALE	AAIANHNPI FEMALE	2+ RACES MALE	2+ RACES FEMALE	UNKNOWN
Build Inspec and Compl Offic	5	5	0	4				1						
Build Inspec and Compl Super	1	1	0	1										
Plan Dsgn Const Asst Proj Mgr	1	0	1		1									
Plan Dsgn Const Project Mgr	2	2	0	1		1								
Plan Dsgn Const Project S Mgr	9	3	6	2	6	1								
TOTAL	18	11	7	8	7	2	0	1	0	0	0	0	0	0

WORKFORCE ANALYSISMarch 30, 2024

JOB TITLE	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISPANIC MALE	HISPANIC FEMALE	AAIANHNPI MALE	AAIANHNPI FEMALE	2+ RACES MALE	2+ RACES FEMALE	UNKNOWN
Comm and Publicity Manager	8	1	7	1	6				1					
Editor 1	1	0	1		1									
Editor 2	4	2	2	2	2									
Graphic Designer	7	6	1	5	1	1								
Managing Editor	5	2	3	2	3									
Media Producer 1	5	2	3	2	3									
Media Producer 2	9	5	4	5	4									
Media Producer 3	3	3	0	3										
Media Services Associate	1	1	0	1										
Media Services Specialist	1	0	1		1									
Publicity/Marketing Admin	17	4	13	3	11	1	1				1			
Publicity/Marketing Coord	17	6	11	5	11			1						
Publicity/Marketing Manager	7	3	4	3	3				1					
Senior Comm/Publicity/Mktg Mgr	1	1	0	1										
Senior Graphic Designer	6	3	3	3	1				2					
Senior Public Relations Assoc	1	0	1		1									
Univ Public Relations Assoc 1	2	0	2		2									
Univ Public Relations Assoc 2	8	0	8		8									
TOTAL	103	39	64	36	58	2	1	1	4	0	1	0	0	0

WORKFORCE ANALYSIS
March 30, 2024

JOB TITLE	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISPANIC MALE	HISPANIC FEMALE	AAIANHNP MALE	AAIANHNP FEMALE	2+ RACES MALE	2+ RACES FEMALE	UNKNOWN
Assoc Dining Services Director	1	1	0	1										
Dining Serv Area Asst Manager	23	14	8	13	8					1				1
Dining Services Manager 2	14	10	4	9	4			1						
Dining Services Manager 3	2	2	0	2										
Food Production Asst Manager	2	2	0	2										
TOTAL	42	29	12	27	12	0	0	1	0	1	0	0	0	1

WORKFORCE ANALYSISMarch 30, 2024

JOB TITLE	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISPANIC MALE	HISPANIC FEMALE	AAIANHNPI MALE	AAIANHNPI FEMALE	2+ RACES MALE	2+ RACES FEMALE	UNKNOWN
Ed Program Administrator	77	23	54	15	45	2	5	4	1	1	1	1	2	
Ed Program Assistant 1	40	3	36	3	24		1		9		1		1	1
Ed Program Assistant 2	55	10	45	10	33		3		8		1			
Ed Program Coordinator	63	8	55	6	49	1	3		2		1	1		
Educational Program Manager 1	18	6	11	5	9	1			1				1	1
Educational Program Manager 2	23	7	16	7	13		1				2			
Educational Program Manager 3	12	5	7	4	5	1			2					
eLearning Developer 2	2	1	1		1					1				
eLearning Developer 3	1	1	0	1										
Instructional Developer	1	0	1		1									
Lead Instructional Developer	4	2	2	2	2									
Sen Ed Program Administrator	42	10	32	8	21		6	2	4		1			
TOTAL	338	76	260	61	203	5	19	6	27	2	7	2	4	2

JOB TITLE	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISPANIC MALE	HISPANIC FEMALE	AAIANHNPI MALE	AAIANHNPI FEMALE	2+ RACES MALE	2+ RACES FEMALE	UNKNOWN
Asst Mngr Ath Equip Facilities	10	8	2	8	2									
Facilities Manager 1	12	10	2	10	2									
Facilities Manager 2	6	6	0	6										
Facilities Manager 3	5	5	0	5										
Facilities Professional	7	6	1	5	1			1						
Mngr Ath Equip and Facilities	2	2	0	2										
Senior Facilities Professional	12	10	2	9	1			1					1	
TOTAL	54	47	7	45	6	0	0	2	0	0	0	0	1	0

WORKFORCE ANALYSISMarch 30, 2024

JOB TITLE	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISPANIC MALE	HISPANIC FEMALE	AAIANHNPI MALE	AAIANHNPI FEMALE	2+ RACES MALE	2+ RACES FEMALE	UNKNOWN
Accountant	6	3	3	3	2						1			
Associate Finance Director	2	0	2		2									
Finance Manager 1	5	4	1	4							1			
Finance Manager 2	10	2	8	1	6	1			1		1			
Financial Analyst 1	9	1	8		4			1			4			
Financial Analyst 2	3	0	3		3									
Financial Analyst 3	1	0	1		1									
Financial Assistant 1	20	9	11	5	8	3		1	1		2			
Financial Assistant 2	51	9	41	7	33	1	2		1	1	4		1	1
Lead Accountant	5	0	5		4				1					
Senior Accountant	5	2	3	2	2						1			
TOTAL	117	30	86	22	65	5	2	2	4	1	14	0	1	1

WORKFORCE ANALYSIS
March 30, 2024

JOB TITLE	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISPANIC MALE	HISPANIC FEMALE	AAIANHNPI MALE	AAIANHNPI FEMALE	2+ RACES MALE	2+ RACES FEMALE	UNKNOWN
Financial Aid Officer	6	1	5	1	4				1					
Student Employment Officer	1	0	1		1									
TOTAL	7	1	6	1	5	0	0	0	1	0	0	0	0	0

3-Grants & Contracts

WORKFORCE ANALYSISMarch 30, 2024

JOB TITLE	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISPANIC MALE	HISPANIC FEMALE	AAIANHNPI MALE	AAIANHNPI FEMALE	2+ RACES MALE	2+ RACES FEMALE	UNKNOWN
Contract Specialist 1	5	2	3	1	3	1								
Contract Specialist 2	4	1	3	1	3									
Grants and Contracts Assistant	5	2	3	2	3									
Grants and Contracts Associate	12	2	10	2	9				1					
Grants and Contracts Manager	6	2	4	1	3		1	1						
Grants and Contracts Spec	26	5	21	3	18	1	1	1	1				1	
Sr Grants & Contracts Manager	2	1	1		1					1				
Sr Grants & Contracts Spclist	12	1	11	1	10						1			
TOTAL	72	16	56	11	50	2	2	2	2	1	1	0	1	0

JOB TITLE	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISPANIC MALE	HISPANIC FEMALE	AAIANHNPI MALE	AAIANHNPI FEMALE	2+ RACES MALE	2+ RACES FEMALE	UNKNOWN
Envir Health and Safety Mngr	4	2	2	2	2									
Envir Health and Safety Spec 1	2	2	0	2										
Envir Health and Safety Spec 2	7	6	1	6	1									
Envir Health and Safety Spec 3	5	3	2	3	2									
TOTAL	18	13	5	13	5	0	0	0	0	0	0	0	0	0

3-Information Technology

WORKFORCE ANALYSIS

March 30, 2024

JOB TITLE	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISPANIC MALE	HISPANIC FEMALE	AAIANHNPI MALE	AAIANHNPI FEMALE	2+ RACES MALE	2+ RACES FEMALE	UNKNOWN
Applications Administrator 1	3	2	1	2									1	
Applications Administrator 2	18	12	6	9	3			1	2	1	1	1		
Applications Specialist	1	1	0	1										
Audio Visual Specialist	2	2	0	2										
Audio Visual Technician 1	5	4	1	3				1	1					
Audio Visual Technician 2	3	3	0	3										
Audio Visual Technician 3	1	1	0	1										
Computer Support Specialist 1	6	5	1	4	1			1						
Computer Support Specialist 2	16	13	3	9	1	2		1		1	2			
Computer Support Technician 1	18	15	3	14	2					1	1			
Computer Support Technician 2	27	23	4	20	4			3						
Data Administrator 2	4	4	0	4										
Data Administrator 3	1	1	0	1										
Data Analyst 1	7	3	4	2	3			1			1			
Data Analyst 2	4	4	0	2		1				1				
Data Analyst 3	1	0	1		1									
Information Security Analyst 2	3	2	1	2	1									
IT Manager	9	7	2	6	1					1	1			
IT Project Business Analyst	1	1	0			1								
IT Project Manager 2	2	2	0	2										
IT Quality Assurance	1	1	0	1										
IT Team Lead 1	5	4	1	4	1									
IT Team Lead 2	21	19	2	16	2					3				
Network Administrator 1	4	2	1	2	1									1
Network Administrator 2	6	6	0	4				1				1		
Network Administrator 3	1	1	0	1										
Network Construction Admin 2	2	2	0	2										
Network Specialist	1	1	0	1										
Software Developer 1	5	4	1	3	1			1						
Software Developer 2	18	13	5	9	1					4	4			
Software Developer 3	9	8	1	6	1			1		1				
Systems Administrator 1	8	8	0	8										
Systems Administrator 2	35	26	7	25	2	1	1				4			2
Systems Administrator 3	2	2	0	1		1								
Systems Specialist	1	0	1		1									
TOTAL	251	202	46	170	27	6	1	11	3	13	14	2	1	3

3-Lab & Research Operations

WORKFORCE ANALYSIS

March 30, 2024

JOB TITLE	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISPANIC MALE	HISPANIC FEMALE	AAIANHNPI MALE	AAIANHNPI FEMALE	2+ RACES MALE	2+ RACES FEMALE	UNKNOWN
Animal Care Manager	1	0	1						1					
Animal Care Specialist	4	1	3		3							1		
Equipment Technician 1	1	1	0	1										
Equipment Technician 2	4	4	0	2				2						
Laboratory Assistant	4	3	1	2	1					1				
Laboratory Manager	4	1	3	1	3									
Laboratory Technician 1	8	7	1	6	1							1		
Laboratory Technician 2	20	5	14	5	12				1				1	1
Laboratory Technician 3	13	4	9	4	9									
Machine Shop Engineer	7	7	0	6								1		
Technical Operations Manager	8	7	1	7	1									
TOTAL	74	40	33	34	30	0	0	2	2	1	0	3	1	1

WORKFORCE ANALYSISMarch 30, 2024

JOB TITLE	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISPANIC MALE	HISPANIC FEMALE	AAIANHNP MALE	AAIANHNP FEMALE	2+ RACES MALE	2+ RACES FEMALE	UNKNOWN
Librarian 1	6	2	4	1	4					1				
Librarian 2	15	4	11	4	9		2							
Librarian 3	13	5	8	4	8					1				
Librarian 3 - Manager	8	3	5	3	4		1							
Librarian 4	4	1	3	1	3									
Librarian 4 - Manager	8	2	6	2	6									
Library Assistant 1	2	1	1	1					1					
Library Assistant 2	17	5	12	4	7		1		2	1	2			
Library Assistant 3	1	0	1						1					
Library Assistant 3 - Manager	1	0	1		1									
TOTAL	75	23	52	20	42	0	4	0	4	3	2	0	0	0

WORKFORCE ANALYSIS
March 30, 2024

JOB TITLE	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISPANIC MALE	HISPANIC FEMALE	AAIANHNPI MALE	AAIANHNPI FEMALE	2+ RACES MALE	2+ RACES FEMALE	UNKNOWN
Procurement Professional	5	0	4		3				1					1
Procurement Specialist 1	8	5	3	5	3									
Procurement Specialist 2	5	2	3	1	3			1						
TOTAL	18	7	10	6	9	0	0	1	1	0	0	0	0	1

WORKFORCE ANALYSIS
March 30, 2024

JOB TITLE	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISPANIC MALE	HISPANIC FEMALE	AAIANHNPI MALE	AAIANHNPI FEMALE	2+ RACES MALE	2+ RACES FEMALE	UNKNOWN
Assoc Dean of Students	1	0	1		1									
Asst Director	13	3	10	3	10									
U Technician 1	3	1	2		1			1			1			
U Technician 2	1	1	0	1										
TOTAL	18	5	13	4	12	0	0	1	0	0	1	0	0	0

WORKFORCE ANALYSIS
March 30, 2024

JOB TITLE	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISPANIC MALE	HISPANIC FEMALE	AAIANHNPI MALE	AAIANHNPI FEMALE	2+ RACES MALE	2+ RACES FEMALE	UNKNOWN
Housing Coordinator	3	2	1	2	1									
Residence Hall Director	28	16	12	3	5	4	5	8	1	1			1	
TOTAL	31	18	13	5	6	4	5	8	1	1	0	0	1	0

3-Specialists

WORKFORCE ANALYSIS

March 30, 2024

JOB TITLE	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISPANIC MALE	HISPANIC FEMALE	AAIANHNP MALE	AAIANHNP FEMALE	2+ RACES MALE	2+ RACES FEMALE	UNKNOWN
Asst Coach (Specialist IA)	8	4	4	3	3	1	1							
Asst Coach (Specialist IIA)	1	0	1		1									
Asst Trainer (Specialist IA)	6	3	3	2	2	1					1			
Head Coach (Specialist IIA)	5	4	1	4	1									
Head Coach (Specialist IIIA)	3	0	3		3									
Head Coach (Specialist IVA)	3	3	0	3										
Head Trainer (Specialist IVA)	1	1	0	1										
Specialist IA	60	37	23	24	18	11	2		2			2	1	
Specialist IIA	17	15	2	10	2	3		1				1		
Specialist IIIA	1	1	0			1								
Specialist IVA	2	1	1	1	1									
TOTAL	107	69	38	48	31	17	3	1	2	0	1	3	1	0

3-Student Health & Welfare

WORKFORCE ANALYSISMarch 30, 2024

JOB TITLE	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISPANIC MALE	HISPANIC FEMALE	AAIANHNPI MALE	AAIANHNPI FEMALE	2+ RACES MALE	2+ RACES FEMALE	UNKNOWN
Ad Practice Registered Nurse	2	0	2		2									
Advanced Practice Clin Coord	1	0	1		1									
Clinical Phlebotomist	1	0	1		1									
Medical & Admin Support Asst	1	0	1		1									
Mental Health Clinician	14	2	12		6	1	3	1	2		1			
Nurse	2	0	2		2									
Nurse Clinical Coordinator	2	1	1		1			1						
Physician	1	0	1		1									
Registered Diet/Nutri	1	0	1		1									
Social Worker	1	0	1		1									
Student Clinical MHS Manager	4	1	3	1	2				1					
TOTAL	30	4	26	1	19	1	3	2	3	0	1	0	0	0

WORKFORCE ANALYSISMarch 30, 2024

JOB TITLE	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISPANIC MALE	HISPANIC FEMALE	AAIANHNPI MALE	AAIANHNPI FEMALE	2+ RACES MALE	2+ RACES FEMALE	UNKNOWN
Sign Language Interpreter	2	0	2		2									
Sr Student Services Prog Admin	57	14	43	10	32	3	2		6	1	2		1	
Student Services Prog Assist 1	2	0	2		1				1					
Student Services Prog Assist 2	29	17	12	10	11	2		3	1			2		
Student Services Prog Coord	53	12	39	3	29	1	4	6	4	2	2			2
Student Services Prog Mngr 1	18	4	14	2	11			2	1		1		1	
Student Services Prog Mngr 2	46	16	30	15	27		1		1	1			1	
Student Services Prog Mngr 3	28	4	24	2	18	1	2	1	3		1			
Student Services Program Admin	47	8	38	4	25	2	4	1	3	1	5		1	1
TOTAL	282	75	204	46	156	9	13	13	20	5	11	2	4	3

JOB TITLE	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISPANIC MALE	HISPANIC FEMALE	AAIANHNP MALE	AAIANHNP FEMALE	2+ RACES MALE	2+ RACES FEMALE	UNKNOWN
U Ed Asst 1	6	0	6		6									
U Ed Asst 2	17	0	17		14		1		1		1			
U Ed Asst 3	19	2	17	1	16		1	1						
TOTAL	42	2	40	1	36	0	2	1	1	0	1	0	0	0

New Category - Titles moved from 3-Remaining Professional

WORKFORCE ANALYSIS
March 30, 2024

JOB TITLE	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISPANIC MALE	HISPANIC FEMALE	AAIANHNP I MALE	AAIANHNP I FEMALE	2+ RACES MALE	2+ RACES FEMALE	UNKNOWN
U Staff Professional 1	50	15	35	11	33			1		3	2			
TOTAL	50	15	35	11	33	0	0	1	0	3	2	0	0	0

WORKFORCE ANALYSIS
March 30, 2024

JOB TITLE	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISPANIC MALE	HISPANIC FEMALE	AAIANHNPI MALE	AAIANHNPI FEMALE	2+ RACES MALE	2+ RACES FEMALE	UNKNOWN
U Staff Professional 2	42	15	27	10	24	2	1	2		1	2			
TOTAL	42	15	27	10	24	2	1	2	0	1	2	0	0	0

WORKFORCE ANALYSIS
March 30, 2024

JOB TITLE	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISPANIC MALE	HISPANIC FEMALE	AAIANHNPI MALE	AAIANHNPI FEMALE	2+ RACES MALE	2+ RACES FEMALE	UNKNOWN
U Staff Professional 3	78	39	39	33	34	2	2	3	1	1	2			
TOTAL	78	39	39	33	34	2	2	3	1	1	2	0	0	0

3-U Staff Prof Other

WORKFORCE ANALYSIS
March 30, 2024

JOB TITLE	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISPANIC MALE	HISPANIC FEMALE	AAIANHNPI MALE	AAIANHNPI FEMALE	2+ RACES MALE	2+ RACES FEMALE	UNKNOWN
U Staff Professional 4	13	5	8	4	7	1					1			
U Staff Professional 5	2	1	1	1	1									
TOTAL	15	6	9	5	8	1	0	0	0	0	1	0	0	0

WORKFORCE ANALYSISMarch 30, 2024

JOB TITLE	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISPANIC MALE	HISPANIC FEMALE	AAIANHNP MALE	AAIANHNP FEMALE	2+ RACES MALE	2+ RACES FEMALE	UNKNOWN
Detective(Unc)	2	2	0	2										
PoliceCaptain(Uncl)	3	2	1	2	1									
PoliceLt(Uncl)	8	8	0	7		1								
PoliceSgt (Uncl)	13	12	1	11	1	1								
ProtSrvTrainee(Police)(Uncls)	8	7	1	4				3					1	
UConn Dispatcher	10	5	5	4	4			1			1			
UConn Lead Dispatcher	1	0	1		1									
TOTAL	45	36	9	30	7	2	0	4	0	0	1	0	1	0

WORKFORCE ANALYSIS
March 30, 2024

JOB TITLE	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISPANIC MALE	HISPANIC FEMALE	AAIANHNPI MALE	AAIANHNPI FEMALE	2+ RACES MALE	2+ RACES FEMALE	UNKNOWN
Police Officer (Unc)	39	31	8	22	5	3	1	4		2	1		1	
TOTAL	39	31	8	22	5	3	1	4	0	2	1	0	1	0

WORKFORCE ANALYSIS
March 30, 2024

JOB TITLE	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISPANIC MALE	HISPANIC FEMALE	AAIANHNP MALE	AAIANHNP FEMALE	2+ RACES MALE	2+ RACES FEMALE	UNKNOWN
Fire Inspector	2	2	0	2										
FireLieutenant	9	9	0	9										
PSTrne(Fire)	0	0	0	0										
UniversityFireCaptain	8	8	0	8										
TOTAL	19	19	0	19	0	0	0	0	0	0	0	0	0	0

7B-Protect Svc Firefighter

WORKFORCE ANALYSIS
March 30, 2024

JOB TITLE	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISPANIC MALE	HISPANIC FEMALE	AAIANHNP MALE	AAIANHNP FEMALE	2+ RACES MALE	2+ RACES FEMALE	UNKNOWN
Firefighter	26	22	4	18	3	2		2					1	
TOTAL	26	22	4	18	3	2	0	2	0	0	0	0	1	0

WORKFORCE ANALYSIS

March 30, 2024

NEW CATEGORY

JOB TITLE	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISPANIC MALE	HISPANIC FEMALE	AAIANHNP I MALE	AAIANHNP I FEMALE	2+ RACES MALE	2+ RACES FEMALE	UNKNOWN
Bldgs&GrndLdPatrIOfcr	3	2	1	1	1			1						
Bldgs&GrndPatrIOfcr	20	16	4	5	2	5	1	6	1					
TOTAL	23	18	5	6	3	5	1	7	1	0	0	0	0	0

New Category - Titles moved from 7A Prot Serv - Police

FULL TIME Clerical

WORKFORCE ANALYSIS
March 30, 2024

JOB TITLE	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISPANIC MALE	HISPANIC FEMALE	AAIANHNPI MALE	AAIANHNPI FEMALE	2+ RACES MALE	2+ RACES FEMALE	UNKNOWN
AdministrativeAssistant	10	0	10		9				1					
ClaimsExaminer	2	1	1	1	1									
OfficeAssistant		1	15	1	12		1		2					
PayrollClerk	1	0	1		1									
Secretary1	18	0	18		15		1		2					
Secretary2	12	0	12		10		1						1	
TelecomDispatcher	6	5	1	3	1	1		1						
TOTAL	49	7	58	5	49	1	3	1	5	0	0	0	1	0

FULL TIME Paraprofessional

WORKFORCE ANALYSIS
March 30, 2024

JOB TITLE	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISPANIC MALE	HISPANIC FEMALE	AAIANHNPI MALE	AAIANHNPI FEMALE	2+ RACES MALE	2+ RACES FEMALE	UNKNOWN
ElecIntegCtrlTech B	6	6	0	6										
ElecIntegCtrlTech IC	4	4	0	4										
ExtenPrgmEduLias	2	0	2				1		1					
UnvResrchTech2	1	1	0	1										
Total	13	11	2	11	0	0	1	0	1	0	0	0	0	0

FULL TIME Qualified Craft

WORKFORCE ANALYSIS
March 30, 2024

JOB TITLE	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISPANIC MALE	HISPANIC FEMALE	AAIANHNP MALE	AAIANHNP FEMALE	2+ RACES MALE	2+ RACES FEMALE	UNKNOWN
QCW Intern	0	0	0											
QCW(Auto&MechEquip)	6	6	0	5				1						
QCW(Carpy)	7	7	0	6				1						
QCW(Elecl)	9	9	0	8				1						
QCW(Glz)	1	1	0	1										
QCW(HVACR)	23	23	0	19		1		3						
QCW(Lock)	5	4	1	4	1									
QCW(Msnry)	3	3	0	3										
QCW(Plmb&Stmfitng)	10	10	0	8				2						
QCW(Pntg)	4	4	0	2				1		1				
QCW(Sign Making)	2	2	0	2										
QualifiedCrftWrk(Roofing)	3	3	0	3										
QualifiedCrftWrk(Util)	5	5	0	5										
SkilledTradesApprentice	11	11	0	8				2		1				
UnivrstyArborist	2	2	0	2										
TOTAL	91	90	1	76	1	1	0	11	0	2	0	0	0	0

FULL TIME Protective Services

WORKFORCE ANALYSIS

March 30, 2024

JOB TITLE	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISPANIC MALE	HISPANIC FEMALE	AAIANHNP MALE	AAIANHNP FEMALE	2+ RACES MALE	2+ RACES FEMALE	UNKNOWN
Bldgs&GrndLdPatrlOfcr	3	2	1	1	1			1						
Bldgs&GrndPatrlOfcr	20	16	4	5	2	5	1	6	1					
Detective	0	0	0											
Detective(Unc)	2	2	0	2										
Fire Inspector	2	2	0	2										
Firefighter	26	22	4	18	3	2		2					1	
FireLieutenant	9	9	0	9										
Police Officer (Unc)	39	31	8	22	5	3	1	4		2	1		1	
PoliceCaptain(Uncl)	3	2	1	2	1									
PoliceLt(Uncl)	8	8	0	7		1								
PoliceSgt (Uncl)	13	12	1	11	1	1								
ProtSrvTrainee(Police)(Uncls)	8	7	1	4				3					1	
UConn Dispatcher	10	5	5	4	4			1			1			
UConn Lead Dispatcher	1	0	1		1									
UniversityFireCaptain	8	8	0	8										
TOTAL	152	126	26	95	18	12	2	17	1	2	2	0	3	0

WORKFORCE ANALYSISMarch 30, 2024

JOB TITLE	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISPANIC MALE	HISPANIC FEMALE	AAIANHNP MALE	AAIANHNP FEMALE	2+ RACES MALE	2+ RACES FEMALE	UNKNOWN
Agricultural Worker 2	11	7	4	6	4	1								
AnimalCareTechnician	9	4	5	2	4			2	1					
Cook	1	0	1		1									
Custodian	108	68	39	25	10	3		39	27	1	2			1
DuplicatingTechnician1	1	1	0					1						
DuplicatingTechnician2	2	2	0	1						1				
GeneralTradesWorker	24	22	2	15	2	3		3				1		
LdPowerPlantOper	10	10	0	9		1								
LeadCustodian	18	11	7	3	5	1		7	2					
LeadMailHandler	1	1	0	1										
MailHandler	1	1	0	1										
MailServicesSupervisor2	1	0	1		1									
MaintSupv1(Auto)	0	0	0											
MaintSupv1(Elecl)	3	3	0	3										
MaintSupv1(Genl)	5	5	0	5										
MaintSupv1(Grnd)	1	1	0	1										
MaintSupv1(HVACR)	3	3	0	2		1								
MaintSupv1(Lock)	0	0	0											
MaintSupv1(Plmn&Stmfr)	1	1	0	1										
MaintSupv1(Pntg)	1	1	0	1										
MaintSupv2(Auto)	1	1	0	1										
MaintSupv2(Elecl)	3	2	1	2	1									
MaintSupv2(Genl)	2	2	0	2										
MaintSupv2(HVACR)	1	1	0	1										
MaintSupv2(Plmn&Stmfr)	1	1	0	1										
MasterGardener	1	0	1		1									
MaterialStorageSupervisor1	2	2	0	2										
Mt Sup 1 (Utilities)	1	1	0	1										
Mt Sup 2 (Utilities)	1	1	0	1										
PowerDistrElectrician	5	5	0	4				1						
PowerPlantOper1	13	13	0	10				1		1		1		
PowerPlantOper2	8	8	0	6								2		
PowerPlantOperTrainee	3	3	0	2		1								
PowerPlantSupv	1	1	0	1										

FULL TIME Serv Maint

WORKFORCE ANALYSIS

March 30, 2024

JOB TITLE	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISPANIC MALE	HISPANIC FEMALE	AAIANHNP MALE	AAIANHNP FEMALE	2+ RACES MALE	2+ RACES FEMALE	UNKNOWN
ResearchVesselEngineer	1	0	1		1									
ResVesselCapt	1	1	0	1										
SkilledMaintainer	1	1	0	1										
Storekeeper	7	5	2	2	2	1		2						
SupervisingCustodian	5	3	2	1	2			2						
WtrPollCntrlOpMechanic	1	1	0	1										
WtrPollCntrlTech	1	1	0	1										
WtrPollCtrlOp1	4	4	0	4										
WtrRsrcRcvryFacAsstSprntndnt	1	0	1		1									
WtrRsrcRcvryFcilitySprntnd	1	1	0	1										
TOTAL	267	199	67	122	35	12	0	58	30	3	2	4	0	1

WORKFORCE ANALYSIS
March 30, 2024

EEO CATEGORY	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISPANIC MALE	HISPANIC FEMALE	AAIANHNPI MALE	AAIANHNPI FEMALE	2+ RACES MALE	2+ RACES FEMALE	UNKNOWN
EXECUTIVE ADMINISTRATIVE	96	46	50	33	41	7	4	2	1	4	3	0	1	0
%	100.0%	47.9%	52.1%	34.4%	42.7%	7.3%	4.2%	2.1%	1.0%	4.2%	3.1%	0.0%	1.0%	0.0%
PROFESSIONAL FACULTY	1585	823	748	546	530	19	33	59	48	189	130	10	7	14
%	100.0%	51.9%	47.2%	34.4%	33.4%	1.2%	2.1%	3.7%	3.0%	11.9%	8.2%	0.6%	0.4%	0.9%
PROFESSIONAL NON-FACULTY	2515	907	1587	714	1294	66	83	71	106	42	76	14	28	21
%	100.0%	36.1%	63.1%	28.4%	51.5%	2.6%	3.3%	2.8%	4.2%	1.7%	3.0%	0.6%	1.1%	0.8%
ADMINISTRATIVE SUPPORT	0	0	0	0	0	0	0	0	0	0	0	0	0	0
%														
PARAPROFESSIONAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0
%														
SKILLED CRAFT	0	0	0	0	0	0	0	0	0	0	0	0	0	0
%														
PROTECTIVE SERVICES	129	108	21	89	15	7	1	10	0	2	2	0	3	0
%	100.0%	83.7%	16.3%	69.0%	11.6%	5.4%	0.8%	7.8%	0.0%	1.6%	1.6%	0.0%	2.3%	0.0%
SERVICE MAINTENANCE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
%														
TOTAL	4290	1884	2406	1382	1880	99	121	142	155	237	211	24	39	35
%	100.0%	43.9%	56.1%	32.2%	43.8%	2.3%	2.8%	3.3%	3.6%	5.5%	4.9%	0.6%	0.9%	1.9%

WORKFORCE ANALYSISMarch 30, 2024

JOB TITLE	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISPANIC MALE	HISPANIC FEMALE	AAIANHNP MALE	AAIANHNP FEMALE	2+ RACES MALE	2+ RACES FEMALE	UNKNOWN
Assoc Vice President	12	6	6	4	5		1			2				
Assoc Vice Provost	2	1	1	1	1									
Asst Vice President	4	2	2	2	1		1							
Asst Vice Provost	2	0	2		2									
Campus Dean & Chief Admin Ofc	4	1	3		2			1			1			
Chief of Staff	1	0	1										1	
Dean	11	6	5	4	4		1			2				
Dean of Students	1	0	1						1					
Dept Head Student Affairs	2	2	0	2										
Deputy Chief of Staff	1	1	0			1								
Executive Director	8	2	6	2	6									
General Counsel	1	0	1		1									
Police Chief	1	1	0	1										
President	1	0	1		1									
Provost & Exec Vice President	1	0	1		1									
University Director	33	16	17	12	15	3		1			2			
Vice President	6	6	0	4		2								
Vice Provost	4	2	2	1	1	1	1							
Vice Provost & Dean	1	0	1		1									
TOTAL	96	46	50	33	41	7	4	2	1	4	3	0	1	0

Faculty All Titles

WORKFORCE ANALYSIS

March 30, 2024

JOB TITLE	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISPANIC MALE	HISPANIC FEMALE	AAIANHNP MALE	AAIANHNP FEMALE	2+ RACES MALE	2+ RACES FEMALE	UNKNOWN
Assoc Clinical Professor	18	3	15	3	10				2		3			
Assoc Coop Ext Edu	11	3	8	2	7		1			1				
Assoc Extension Professor	2	1	1	1					1					
Assoc Professor	388	224	163	131	110	7	7	17	12	65	31	4	3	1
Assoc Professor - LAW	4	1	3	1	2						1			
Assoc Professor in Res	80	40	37	27	32	2		4		6	5	1		3
Asst Clinical Professor	24	3	21	3	19		1		1					
Asst Clinical Professor - LAW	5	0	5		4						1			
Asst Coop Ext Edu	14	4	10	3	7				1	1	2			
Asst Extension Professor	9	0	9		7				2					
Asst Professor	268	131	135	68	61	2	17	18	13	39	41	4	3	2
Asst Professor in Res	154	66	83	52	59	3	4	4	7	6	12	1	1	5
Clinical Instructor	30	0	28		24		1		2		1			2
Clinical Professor	16	1	15	1	14						1			
Clinical Professor - LAW	5	2	3	2	3									
Distinguished Professor	30	19	11	13	10	1		1		4	1			
Distinguished Professor - LAW	2	2	0	2										
Extension Educator	7	2	5	2	5									
Extension Instructor	7	2	5	2	5									
Extension Professor	1	1	0	1										
Instructor in Residence	30	15	14	12	13	1		1		1	1			1
Pres Emeritus & U Professor	1	0	1		1									
Professor	436	280	156	206	121	3	1	12	7	59	27			
Professor - LAW	20	14	6	9	4		1	2		3	1			
Professor in Residence	20	8	12	4	10					4	2			
Professor in Residence - LAW	1	1	0	1										
Sr Coop Ext Edu	2	0	2		2									
TOTAL	1585	823	748	546	530	19	33	59	48	189	130	10	7	14

WORKFORCE ANALYSIS

March 30, 2024

JOB TITLE	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISPANIC MALE	HISPANIC FEMALE	AAIANHNP MALE	AAIANHNP FEMALE	2+ RACES MALE	2+ RACES FEMALE	UNKNOWN
Academic Assistants														
Academic Asst 1	6	4	2	4	2									
Academic Asst 2	9	3	5	3	3				1				1	1
Academic Asst 3	15	9	4	6	2		1			3	1			2
Academic Asst 4	11	2	9	2	8								1	
Academic Asst 5	2	1	1	1	1									
Facility Scientist 3	3	1	1	1	1									1
Facility Scientist 4	1	1	0							1				
TOTAL	47	21	22	17	17	0	1	0	1	4	1	0	2	4
Admin Programs & Services														
Admin Program Manager 1	17	3	14	2	14			1						
Admin Program Manager 2	13	1	12	1	9		1				2			
Admin Program Manager 3	12	5	7	4	6			1	1					
Admin Program Support 1	35	3	31	2	24		2	1	3				2	1
Admin Program Support 2	126	18	107	16	91		7	1	6	1	1		2	1
Admin Program Support 3	73	5	68	4	58		2	1	4		2		2	
Admin Program Support 4	57	5	52	5	46		2		1		1		2	
Senior Admin Program Support	25	5	20	5	15		2		2				1	
Technical Records Coordinator	1	1	0			1								
TOTAL	359	46	311	39	263	1	16	5	17	1	6	0	9	2
Admissions & Registrar														
Admissions Manager	1	0	1		1									
Admissions Officer 1	4	1	3	1	3									
Admissions Officer 2	18	3	15	2	14		1					1		
Admissions Officer 3	6	3	3	3	2				1					
Assistant Registrar	2	1	1	1	1									
Associate Admissions Director	5	3	2	2	1	1			1					
Associate Registrar	2	2	0	2										
Registrar Specialist	15	1	14		13			1			1			
TOTAL	53	14	39	11	35	1	1	1	2	0	1	1	0	0
Advising														
Academic Advisor 1	25	8	17	5	12	1	1	2	3		1			
Academic Advisor 2	44	8	36	4	26	2	2	1	4	1	3		1	

WORKFORCE ANALYSIS

March 30, 2024

JOB TITLE	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISPANIC MALE	HISPANIC FEMALE	AAIANHNP MALE	AAIANHNP FEMALE	2+ RACES MALE	2+ RACES FEMALE	UNKNOWN
Career Consultant	11	3	6	3	5						1			2
Student Success Counselor	6	1	5		3	1	2							
TOTAL	86	20	64	12	46	4	5	3	7	1	5	0	1	2
Arts & Curatorial Services														
Art Museum Curator	1	0	1		1									
Art Museum Registrar	1	0	1		1									
Box Office Professional	1	0	1		1									
Educational Curator	1	1	0									1		
Museum Exhibit Designer	1	1	0	1										
Theater Operations Manager	1	1	0	1										
Theater Production Specialist	3	2	1	2	1									
TOTAL	9	5	4	4	4	0	0	0	0	0	0	1	0	0
Business Operations														
Business Ops Specialist 1	26	5	21	4	15		2	1	2		2			
Business Ops Specialist 2	11	2	8	1	7				1	1				1
Business Ops Specialist 3	15	1	14	1	14									
Functional Analyst	8	4	4	3	4					1				
Functional Coordinator	1	0	1		1									
Functional Specialist	12	4	8	3	7	1							1	
Institutional Research Spec	1	1	0	1										
Institutional Resrch Analyst 2	3	2	1		1	1				1				
Training & Development Coord	2	0	2		2									
TOTAL	79	19	59	13	51	2	2	1	3	3	2	0	1	1
Capital Planning & Construction														
Build Inspec and Compl Offic	5	5	0	4				1						
Build Inspec and Compl Super	1	1	0	1										
Plan Dsgn Const Asst Proj Mgr	1	0	1		1									
Plan Dsgn Const Project Mgr	2	2	0	1		1								
Plan Dsgn Const Project S Mgr	9	3	6	2	6	1								
TOTAL	18	11	7	8	7	2	0	1	0	0	0	0	0	0
Communication & Marketing														
Comm and Publicity Manager	8	1	7	1	6				1					

WORKFORCE ANALYSIS

March 30, 2024

JOB TITLE	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISPANIC MALE	HISPANIC FEMALE	AAIANHNPI MALE	AAIANHNPI FEMALE	2+ RACES MALE	2+ RACES FEMALE	UNKNOWN
Editor 1	1	0	1		1									
Editor 2	4	2	2	2	2									
Graphic Designer	7	6	1	5	1	1								
Managing Editor	5	2	3	2	3									
Media Producer 1	5	2	3	2	3									
Media Producer 2	9	5	4	5	4									
Media Producer 3	3	3	0	3										
Media Services Associate	1	1	0	1										
Media Services Specialist	1	0	1		1									
Publicity/Marketing Admin	17	4	13	3	11	1	1				1			
Publicity/Marketing Coord	17	6	11	5	11			1						
Publicity/Marketing Manager	7	3	4	3	3				1					
Senior Comm/Publicity/Mktg Mgr	1	1	0	1										
Senior Graphic Designer	6	3	3	3	1				2					
Senior Public Relations Assoc	1	0	1		1									
Univ Public Relations Assoc 1	2	0	2		2									
Univ Public Relations Assoc 2	8	0	8		8									
TOTAL	103	39	64	36	58	2	1	1	4	0	1	0	0	0
Dining Services														
Assoc Dining Services Director	1	1	0	1										
Dining Serv Area Asst Manager	23	14	8	13	8					1				1
Dining Services Manager 2	14	10	4	9	4			1						
Dining Services Manager 3	2	2	0	2										
Food Production Asst Manager	2	2	0	2										
TOTAL	42	29	12	27	12	0	0	1	0	1	0	0	0	1
Educational Programs & Services														
Ed Program Administrator	77	23	54	15	45	2	5	4	1	1	1	1	2	
Ed Program Assistant 1	40	3	36	3	24		1		9		1		1	1
Ed Program Assistant 2	55	10	45	10	33		3		8		1			
Ed Program Coordinator	63	8	55	6	49	1	3		2		1	1		
Educational Program Manager 1	18	6	11	5	9	1			1				1	1
Educational Program Manager 2	23	7	16	7	13		1				2			
Educational Program Manager 3	12	5	7	4	5	1			2					
eLearning Developer 2	2	1	1		1					1				

WORKFORCE ANALYSIS

March 30, 2024

JOB TITLE	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISPANIC MALE	HISPANIC FEMALE	AAIANHNPI MALE	AAIANHNPI FEMALE	2+ RACES MALE	2+ RACES FEMALE	UNKNOWN
eLearning Developer 3	1	1	0	1										
Instructional Developer	1	0	1		1									
Lead Instructional Developer	4	2	2	2	2									
Sen Ed Program Administrator	42	10	32	8	21		6	2	4		1			
TOTAL	338	76	260	61	203	5	19	6	27	2	7	2	4	2
Facilities & Athletic Management														
Asst Mngr Ath Equip Facilities	10	8	2	8	2									
Facilities Manager 1	12	10	2	10	2									
Facilities Manager 2	6	6	0	6										
Facilities Manager 3	5	5	0	5										
Facilities Professional	7	6	1	5	1			1						
Mngr Ath Equip and Facilities	2	2	0	2										
Senior Facilities Professional	12	10	2	9	1			1					1	
TOTAL	54	47	7	45	6	0	0	2	0	0	0	0	1	0
Finance Accounting & Budget														
Accountant	6	3	3	3	2						1			
Associate Finance Director	2	0	2		2									
Finance Manager 1	5	4	1	4							1			
Finance Manager 2	10	2	8	1	6	1			1		1			
Financial Analyst 1	9	1	8		4			1			4			
Financial Analyst 2	3	0	3		3									
Financial Analyst 3	1	0	1		1									
Financial Assistant 1	20	9	11	5	8	3		1	1		2			
Financial Assistant 2	51	9	41	7	33	1	2		1	1	4		1	1
Lead Accountant	5	0	5		4				1					
Senior Accountant	5	2	3	2	2						1			
TOTAL	117	30	86	22	65	5	2	2	4	1	14	0	1	1
Financial Aid & Student Employment														
Financial Aid Officer	6	1	5	1	4				1					
Student Employment Officer	1	0	1		1									
TOTAL	7	1	6	1	5	0	0	0	1	0	0	0	0	0
Grants & Contracts														

WORKFORCE ANALYSIS

March 30, 2024

JOB TITLE	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISPANIC MALE	HISPANIC FEMALE	AAIANHNPI MALE	AAIANHNPI FEMALE	2+ RACES MALE	2+ RACES FEMALE	UNKNOWN
Contract Specialist 1	5	2	3	1	3	1								
Contract Specialist 2	4	1	3	1	3									
Grants and Contracts Assistant	5	2	3	2	3									
Grants and Contracts Associate	12	2	10	2	9				1					
Grants and Contracts Manager	6	2	4	1	3		1	1						
Grants and Contracts Spec	26	5	21	3	18	1	1	1	1				1	
Sr Grants & Contracts Manager	2	1	1		1					1				
Sr Grants & Contracts Spclist	12	1	11	1	10						1			
TOTAL	72	16	56	11	50	2	2	2	2	1	1	0	1	0
Health & Safety														
Envir Health and Safety Mngr	4	2	2	2	2									
Envir Health and Safety Spec 1	2	2	0	2										
Envir Health and Safety Spec 2	7	6	1	6	1									
Envir Health and Safety Spec 3	5	3	2	3	2									
TOTAL	18	13	5	13	5	0	0	0	0	0	0	0	0	0
Information Technology														
Applications Administrator 1	3	2	1	2									1	
Applications Administrator 2	18	12	6	9	3			1	2	1	1	1		
Applications Specialist	1	1	0	1										
Audio Visual Specialist	2	2	0	2										
Audio Visual Technician 1	5	4	1	3				1	1					
Audio Visual Technician 2	3	3	0	3										
Audio Visual Technician 3	1	1	0	1										
Computer Support Specialist 1	6	5	1	4	1			1						
Computer Support Specialist 2	16	13	3	9	1	2		1		1	2			
Computer Support Technician 1	18	15	3	14	2					1	1			
Computer Support Technician 2	27	23	4	20	4			3						
Data Administrator 2	4	4	0	4										
Data Administrator 3	1	1	0	1										
Data Analyst 1	7	3	4	2	3			1			1			
Data Analyst 2	4	4	0	2		1				1				
Data Analyst 3	1	0	1		1									
Information Security Analyst 2	3	2	1	2	1									
IT Manager	9	7	2	6	1					1	1			

WORKFORCE ANALYSIS

March 30, 2024

JOB TITLE	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISPANIC MALE	HISPANIC FEMALE	AAIANHNP MALE	AAIANHNP FEMALE	2+ RACES MALE	2+ RACES FEMALE	UNKNOWN
IT Project Business Analyst	1	1	0			1								
IT Project Manager 2	2	2	0	2										
IT Quality Assurance	1	1	0	1										
IT Team Lead 1	5	4	1	4	1									
IT Team Lead 2	21	19	2	16	2					3				
Network Administrator 1	4	2	1	2	1									1
Network Administrator 2	6	6	0	4				1				1		
Network Administrator 3	1	1	0	1										
Network Construction Admin 2	2	2	0	2										
Network Specialist	1	1	0	1										
Software Developer 1	5	4	1	3	1			1						
Software Developer 2	18	13	5	9	1					4	4			
Software Developer 3	9	8	1	6	1			1		1				
Systems Administrator 1	8	8	0	8										
Systems Administrator 2	35	26	7	25	2	1	1				4			2
Systems Administrator 3	2	2	0	1		1								
Systems Specialist	1	0	1		1									
TOTAL	251	202	46	170	27	6	1	11	3	13	14	2	1	3
Laboratory & Research Operations														
Animal Care Manager	1	0	1						1					
Animal Care Specialist	4	1	3		3							1		
Equipment Technician 1	1	1	0	1										
Equipment Technician 2	4	4	0	2				2						
Laboratory Assistant	4	3	1	2	1					1				
Laboratory Manager	4	1	3	1	3									
Laboratory Technician 1	8	7	1	6	1							1		
Laboratory Technician 2	20	5	14	5	12				1				1	1
Laboratory Technician 3	13	4	9	4	9									
Machine Shop Engineer	7	7	0	6								1		
Technical Operations Manager	8	7	1	7	1									
TOTAL	74	40	33	34	30	0	0	2	2	1	0	3	1	1
Library														
Librarian 1	6	2	4	1	4					1				
Librarian 2	15	4	11	4	9		2							

WORKFORCE ANALYSIS

March 30, 2024

JOB TITLE	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISPANIC MALE	HISPANIC FEMALE	AAIANHNP MALE	AAIANHNP FEMALE	2+ RACES MALE	2+ RACES FEMALE	UNKNOWN
Librarian 3	13	5	8	4	8					1				
Librarian 3 - Manager	8	3	5	3	4		1							
Librarian 4	4	1	3	1	3									
Librarian 4 - Manager	8	2	6	2	6									
Library Assistant 1	2	1	1	1					1					
Library Assistant 2	17	5	12	4	7		1		2	1	2			
Library Assistant 3	1	0	1						1					
Library Assistant 3 - Manager	1	0	1		1									
TOTAL	75	23	52	20	42	0	4	0	4	3	2	0	0	0
Procurement														
Procurement Professional	5	0	4		3				1					1
Procurement Specialist 1	8	5	3	5	3									
Procurement Specialist 2	5	2	3	1	3			1						
TOTAL	18	7	10	6	9	0	0	1	1	0	0	0	0	1
Residential Life														
Housing Coordinator	3	2	1	2	1									
Residence Hall Director	28	16	12	3	5	4	5	8	1	1			1	
TOTAL	31	18	13	5	6	4	5	8	1	1	0	0	1	0
Remaining Professionals														
Assoc Dean of Students	1	0	1		1									
Asst Director	13	3	10	3	10									
U Technician 1	3	1	2		1			1			1			
U Technician 2	1	1	0	1										
TOTAL	18	5	13	4	12	0	0	1	0	0	1	0	0	0
Specialists														
Asst Coach (Specialist IA)	8	4	4	3	3	1	1							
Asst Coach (Specialist IIA)	1	0	1		1									
Asst Trainer (Specialist IA)	6	3	3	2	2	1					1			
Head Coach (Specialist IIA)	5	4	1	4	1									
Head Coach (Specialist IIIA)	3	0	3		3									
Head Coach (Specialist IVA)	3	3	0	3										
Head Trainer (Specialist IVA)	1	1	0	1										

WORKFORCE ANALYSIS

March 30, 2024

JOB TITLE	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISPANIC MALE	HISPANIC FEMALE	AAIANHNPI MALE	AAIANHNPI FEMALE	2+ RACES MALE	2+ RACES FEMALE	UNKNOWN
Specialist IA	60	37	23	24	18	11	2		2			2	1	
Specialist IIA	17	15	2	10	2	3		1				1		
Specialist IIIA	1	1	0			1								
Specialist IVA	2	1	1	1	1									
TOTAL	107	69	38	48	31	17	3	1	2	0	1	3	1	0
Student Health & Welfare														
Ad Practice Registered Nurse	2	0	2		2									
Advanced Practice Clin Coord	1	0	1		1									
Clinical Phlebotomist	1	0	1		1									
Medical & Admin Support Asst	1	0	1		1									
Mental Health Clinician	14	2	12		6	1	3	1	2		1			
Nurse	2	0	2		2									
Nurse Clinical Coordinator	2	1	1		1			1						
Physician	1	0	1		1									
Registered Diet/Nutri	1	0	1		1									
Social Worker	1	0	1		1									
Student Clinical MHS Manager	4	1	3	1	2				1					
TOTAL	30	4	26	1	19	1	3	2	3	0	1	0	0	0
Student Program Coord & Mngmnt														
Sign Language Interpreter	2	0	2		2									
Sr Student Services Prog Admin	57	14	43	10	32	3	2		6	1	2		1	
Student Services Prog Assist 1	2	0	2		1				1					
Student Services Prog Assist 2	29	17	12	10	11	2		3	1			2		
Student Services Prog Coord	53	12	39	3	29	1	4	6	4	2	2			2
Student Services Prog Mngr 1	18	4	14	2	11			2	1		1		1	
Student Services Prog Mngr 2	46	16	30	15	27		1		1	1			1	
Student Services Prog Mngr 3	28	4	24	2	18	1	2	1	3		1			
Student Services Program Admin	47	8	38	4	25	2	4	1	3	1	5		1	1
TOTAL	282	75	204	46	156	9	13	13	20	5	11	2	4	3
University Educational Assistants														
U Ed Asst 1	6	0	6		6									
U Ed Asst 2	17	0	17		14		1		1		1			
U Ed Asst 3	19	2	17	1	16		1	1						

WORKFORCE ANALYSISMarch 30, 2024

JOB TITLE	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISPANIC MALE	HISPANIC FEMALE	AAIANHNP MALE	AAIANHNP FEMALE	2+ RACES MALE	2+ RACES FEMALE	UNKNOWN
TOTAL	42	2	40	1	36	0	2	1	1	0	1	0	0	0
University Staff Professionals														
U Staff Professional 1	50	15	35	11	33			1		3	2			
U Staff Professional 2	42	15	27	10	24	2	1	2		1	2			
U Staff Professional 3	78	39	39	33	34	2	2	3	1	1	2			
U Staff Professional 4	13	5	8	4	7	1					1			
U Staff Professional 5	2	1	1	1	1									
TOTAL	185	75	110	59	99	5	3	6	1	5	7	0	0	0
EEO 3 TOTAL	2515	907	1587	714	1294	66	83	71	106	42	76	14	28	21

WORKFORCE ANALYSIS
March 30, 2024

EEO CATEGORY	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISPANIC MALE	HISPANIC FEMALE	AAIANHNPI MALE	AAIANHNPI FEMALE	2+ RACES MALE	2+ RACES FEMALE	UNKNOWN
EXECUTIVE ADMINISTRATIVE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
%														
PROFESSIONAL FACULTY	0	0	0	0	0	0	0	0	0	0	0	0	0	0
%														
PROFESSIONAL NON-FACULTY	0	0	0	0	0	0	0	0	0	0	0	0	0	0
%														
ADMINISTRATIVE SUPPORT	52	2	50	2	45	0	1	0	3	0	0	0	1	0
%	100.0%	3.8%	96.2%	3.8%	86.5%	0.0%	1.9%	0.0%	5.8%	0.0%	0.0%	0.0%	1.9%	0.0%
PARAPROFESSIONAL	10	10	0	10	0	0	0	0	0	0	0	0	0	0
%	100.0%	100.0%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
SKILLED CRAFT	89	88	1	75	1	1	0	10	0	2	0	0	0	0
%	100.0%	98.9%	1.1%	84.3%	1.1%	1.1%	0.0%	11.2%	0.0%	2.2%	0.0%	0.0%	0.0%	0.0%
PROTECTIVE SERVICES (SWORN)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
%														
SERVICE MAINTENANCE	258	191	66	115	34	12	0	58	30	3	2	3	0	1
%	100.0%	74.0%	25.6%	44.6%	13.2%	4.7%	0.0%	22.5%	11.6%	1.2%	0.8%	1.2%	0.0%	0.4%
TOTAL	409	291	117	202	80	13	1	68	33	5	2	3	1	1
%	100.0%	71.1%	28.6%	49.4%	19.6%	3.2%	0.2%	16.6%	8.1%	1.2%	0.5%	0.7%	0.2%	0.2%

WORKFORCE ANALYSIS
March 30, 2024

JOB TITLE	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISPANIC MALE	HISPANIC FEMALE	AAIANHNP MALE	AAIANHNP FEMALE	2+ RACES MALE	2+ RACES FEMALE	UNKNOWN
Administrative Assistant	9	0	9		8				1					
Claims Examiner	2	1	1	1	1									
Office Assistant	15	1	14	1	12		1		1					
Payroll Clerk	1	0	1		1									
Secretary 1	14	0	14		13				1					
Secretary 2	11	0	11		10								1	
TOTAL	52	2	50	2	45	0	1	0	3	0	0	0	1	0
Added Administrative Assistant and Office Assistant to consolidate categories.														

WORKFORCE ANALYSIS
March 30, 2024

JOB TITLE	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISPANIC MALE	HISPANIC FEMALE	AAIANHNP MALE	AAIANHNP FEMALE	2+ RACES MALE	2+ RACES FEMALE	UNKNOWN
ElecIntegCtrlTech B	6	6	0	6										
ElecIntegCtrlTech IC	4	4	0	4										
TOTAL	10	10	0	10	0	0	0	0	0	0	0	0	0	0

WORKFORCE ANALYSIS
March 30, 2024

JOB TITLE	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISPANIC MALE	HISPANIC FEMALE	AAIANHNP MALE	AAIANHNP FEMALE	2+ RACES MALE	2+ RACES FEMALE	UNKNOWN
QCW Intern	0	0	0											
QCW(Auto&MechEquip)	6	6	0	5				1						
QCW(Carpy)	7	7	0	6				1						
QCW(Elecl)	9	9	0	8				1						
QCW(Glz)	1	1	0	1										
QCW(HVACR)	22	22	0	18		1		3						
QCW(Lock)	5	4	1	4	1									
QCW(Msnry)	3	3	0	3										
QCW(Plmb&Stmfitng)	10	10	0	8				2						
QCW(Pntg)	3	3	0	2						1				
QCW(Sign Making)	2	2	0	2										
QualifiedCrftWrk(Roofing)	3	3	0	3										
QualifiedCrftWrk(Util)	5	5	0	5										
SkilledTradesApprentice	11	11	0	8				2		1				
UnivrstyArborist	2	2	0	2										
TOTAL	89	88	1	75	1	1	0	10	0	2	0	0	0	0

WORKFORCE ANALYSIS
March 30, 2024

JOB TITLE	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISPANIC MALE	HISPANIC FEMALE	AAIANHNP MALE	AAIANHNP FEMALE	2+ RACES MALE	2+ RACES FEMALE	UNKNOWN
General Trades Worker	21	19	2	13	2	3		3						
TOTAL	21	19	2	13	2	3	0	3	0	0	0	0	0	0

7-Lead Custodian Storrs

WORKFORCE ANALYSIS
March 30, 2024

JOB TITLE	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISPANIC MALE	HISPANIC FEMALE	AAIANHNPI MALE	AAIANHNPI FEMALE	2+ RACES MALE	2+ RACES FEMALE	UNKNOWN
Lead Custodian	18	11	7	3	5	1		7	2					
TOTAL	18	11	7	3	5	1	0	7	2	0	0	0	0	0

WORKFORCE ANALYSIS
March 30, 2024

JOB TITLE	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISPANIC MALE	HISPANIC FEMALE	AAIANHNP MALE	AAIANHNP FEMALE	2+ RACES MALE	2+ RACES FEMALE	UNKNOWN
Custodian	108	68	39	25	10	3		39	27	1	2		0	1
TOTAL	108	68	39	25	10	3	0	39	27	1	2	0	0	1

WORKFORCE ANALYSISMarch 30, 2024

JOB TITLE	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISPANIC MALE	HISPANIC FEMALE	AAIANHNPI MALE	AAIANHNPI FEMALE	2+ RACES MALE	2+ RACES FEMALE	UNKNOWN
Agricultural Worker 2	11	7	4	6	4	1								
AnimalCareTechnician	9	4	5	2	4			2	1					
Cook	1	0	1		1									
DuplicatingTechnician1	1	1	0					1						
DuplicatingTechnician2	2	2	0	1						1				
LdPowerPlantOper	10	10	0	9		1								
LeadMailHandler	1	1	0	1										
MailHandler	1	1	0	1										
MailServicesSupervisor2	1	0	1		1									
MaintSupv1(Auto)	0	0	0											
MaintSupv1(Elecl)	3	3	0	3										
MaintSupv1(Genl)	3	3	0	3										
MaintSupv1(Grnd)	1	1	0	1										
MaintSupv1(HVACR)	3	3	0	2		1								
MaintSupv1(Lock)	0	0	0											
MaintSupv1(Plmn&Stmfr)	1	1	0	1										
MaintSupv1(Pntg)	1	1	0	1										
MaintSupv2(Auto)	1	1	0	1										
MaintSupv2(Elecl)	3	2	1	2	1									
MaintSupv2(Genl)	1	1	0	1										
MaintSupv2(HVACR)	1	1	0	1										
MaintSupv2(Plmn&Stmfr)	1	1	0	1										
MasterGardener	1	0	1		1									
MaterialStorageSupervisor1	2	2	0	2										
Mt Sup 1 (Utilities)	1	1	0	1										
Mt Sup 2 (Utilities)	1	1	0	1										
PowerDistrElectrician	5	5	0	4				1						
PowerPlantOper1	13	13	0	10				1		1		1		
PowerPlantOper2	8	8	0	6								2		
PowerPlantOperTrainee	3	3	0	2		1								
PowerPlantSupv	1	1	0	1										
Storekeeper	7	5	2	2	2	1		2						
SupervisingCustodian	5	3	2	1	2			2						
WtrPollCntrlOpMechanic	1	1	0	1										
WtrPollCntrlTech	1	1	0	1										

WORKFORCE ANALYSIS
March 30, 2024

JOB TITLE	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISPANIC MALE	HISPANIC FEMALE	AAIANHNPI MALE	AAIANHNPI FEMALE	2+ RACES MALE	2+ RACES FEMALE	UNKNOWN
WtrPollCtrlOp1	4	4	0	4										
WtrRsrcRcvryFacAsstSprntndnt	1	0	1		1									
WtrRsrcRcvryFcilitySprntnd	1	1	0	1										
TOTAL	111	93	18	74	17	5	0	9	1	2	0	3	0	0

WORKFORCE ANALYSIS
March 30, 2024

EEO CATEGORY	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISPANIC MALE	HISPANIC FEMALE	AAIANHNP MALE	AAIANHNP FEMALE	2+ RACES MALE	2+ RACES FEMALE	UNKNOWN
EXECUTIVE ADMINISTRATIVE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
%														
PROFESSIONAL FACULTY	0	0	0	0	0	0	0	0	0	0	0	0	0	0
%														
PROFESSIONAL NON-FACULTY	0	0	0	0	0	0	0	0	0	0	0	0	0	0
%														
ADMINISTRATIVE SUPPORT	7	5	2	3	1	1	1	1	0	0	0	0	0	0
%	100.0%	71.4%	28.6%	42.9%	14.3%	14.3%	14.3%	14.3%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
PARAPROFESSIONAL	0	0	0	0	0	0	0	0	0	0	0	0	0	
%														
SKILLED CRAFT	2	2	0	1	0	0	0	1	0	0	0	0	0	0
%	100.0%	100.0%	0.0%	50.0%	0.0%	0.0%	0.0%	50.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
PROTECTIVE SERVICES (SWORN)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
SERVICE MAINTENANCE	2	2	0	1	0	0	0	0	0	0	0	1	0	0
%	100.0%	100.0%	0.0%	50.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	50.0%	0.0%	0.0%
TOTAL	11	9	2	5	1	1	1	2	0	0	0	1	0	0
%	100.0%	81.8%	18.2%	45.5%	9.1%	9.1%	9.1%	18.2%	0.0%	0.0%	0.0%	9.1%	0.0%	0.0%

4-Clerical Hartford

WORKFORCE ANALYSIS
March 30, 2024

JOB TITLE	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISPANIC MALE	HISPANIC FEMALE	AAIANHNP MALE	AAIANHNP FEMALE	2+ RACES MALE	2+ RACES FEMALE	UNKNOWN
Secretary1	1	0	1				1							
Telecom Dispatcher	6	5	1	3	1	1		1						
TOTAL	7	5	2	3	1	1	1	1	0	0	0	0	0	0

WORKFORCE ANALYSIS
March 30, 2024

JOB TITLE	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISPANIC MALE	HISPANIC FEMALE	AAIANHNP MALE	AAIANHNP FEMALE	2+ RACES MALE	2+ RACES FEMALE	UNKNOWN
QCW(HVACR)	1	1	0	1										
QCW(Pntg)	1	1	0					1						
TOTAL	2	2	0	1	0	0	0	1	0	0	0	0	0	0

WORKFORCE ANALYSIS
March 30, 2024

JOB TITLE	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISPANIC MALE	HISPANIC FEMALE	AAIANHNP MALE	AAIANHNP FEMALE	2+ RACES MALE	2+ RACES FEMALE	UNKNOWN
General Trades Worker	1	1	0									1		
MaintSupv2(HVACR)	1	1	0	1										
TOTAL	2	2	0	1	0	0	0	0	0	0	0	1	0	0

WORKFORCE ANALYSIS
March 30, 2024

EEO CATEGORY	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISPANIC MALE	HISPANIC FEMALE	AAIANHNP MALE	AAIANHNP FEMALE	2+ RACES MALE	2+ RACES FEMALE	UNKNOWN
EXECUTIVE ADMINISTRATIVE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
%														
PROFESSIONAL FACULTY	0	0	0	0	0	0	0	0	0	0	0	0	0	0
%														
PROFESSIONAL NON-FACULTY	0	0	0	0	0	0	0	0	0	0	0	0	0	0
%														
ADMINISTRATIVE SUPPORT	2	0	2	0	2	0	0	0	0	0	0	0	0	0
%	100.0%	0.0%	100.0%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
PARAPROFESSIONAL	1	1	0	1	0	0	0	0	0	0	0	0	0	0
%	100.0%	100.0%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
SKILLED CRAFT	0	0	0	0	0	0	0	0	0	0	0	0	0	0
%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
PROTECTIVE SERVICES (SWORN)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
SERVICE MAINTENANCE	4	3	1	3	1	0	0	0	0	0	0	0	0	0
%	100.0%	75.0%	25.0%	75.0%	25.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
TOTAL	7	4	3	4	3	0	0	0	0	0	0	0	0	0
%	100.0%	75.0%	25.0%	75.0%	25.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

4-Clerical Avery Point

WORKFORCE ANALYSIS
March 30, 2024

JOB TITLE	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISPANIC MALE	HISPANIC FEMALE	AAIANHNP MALE	AAIANHNP FEMALE	2+ RACES MALE	2+ RACES FEMALE	UNKNOWN
Administrative Assistant	1	0	1		1									
Secretary1	1	0	1		1									
TOTAL	2	0	2	0	2	0	0	0	0	0	0	0	0	0

5-Paraprofessional Avery Point

WORKFORCE ANALYSIS
March 30, 2024

JOB TITLE	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISPANIC MALE	HISPANIC FEMALE	AAIANHNP MALE	AAIANHNP FEMALE	2+ RACES MALE	2+ RACES FEMALE	UNKNOWN
UnvResrchTech2	1	1	0	1										
TOTAL	1	1	0	1	0	0	0	0	0	0	0	0	0	0

WORKFORCE ANALYSIS
March 30, 2024

JOB TITLE	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISPANIC MALE	HISPANIC FEMALE	AAIANHNP MALE	AAIANHNP FEMALE	2+ RACES MALE	2+ RACES FEMALE	UNKNOWN
QCW(Elect)	0	0	0											
QCW(HVACR)	0	0	0											
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

WORKFORCE ANALYSIS
March 30, 2024

JOB TITLE	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISPANIC MALE	HISPANIC FEMALE	AAIANHNP MALE	AAIANHNP FEMALE	2+ RACES MALE	2+ RACES FEMALE	UNKNOWN
GeneralTradesWorker	1	1	0	1										
Lead Stationary Engineer	0	0	0	0										
MaintSupv2(Genl)	1	1	0	1										
ResearchVesselEngineer	1	0	1		1									
ResVesselCapt	1	1	0	1										
TOTAL	4	3	1	3	1	0	0	0	0	0	0	0	0	0

WORKFORCE ANALYSIS
March 30, 2024

EEO CATEGORY	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISPANIC MALE	HISPANIC FEMALE	AAIANHNPI MALE	AAIANHNPI FEMALE	2+ RACES MALE	2+ RACES FEMALE	UNKNOWN
EXECUTIVE ADMINISTRATIVE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
%														
PROFESSIONAL FACULTY	0	0	0	0	0	0	0	0	0	0	0	0	0	0
%														
PROFESSIONAL NON-FACULTY	0	0	0	0	0	0	0	0	0	0	0	0	0	0
%														
ADMINISTRATIVE SUPPORT	2	0	2	0	0	0	0	0	2	0	0	0	0	0
%	100.0%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%
PARAPROFESSIONAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0
%														0.0%
SKILLED CRAFT	0	0	0	0	0	0	0	0	0	0	0	0	0	0
%														0.0%
PROTECTIVE SERVICES (SWORN)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
%														0.0%
SERVICE MAINTENANCE	1	1	0	1	0	0	0	0	0	0	0	0	0	0
%	100.0%	100.0%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
TOTAL	3	1	2	1	0	0	0	0	2	0	0	0	0	0
%	100.0%	33.3%	66.7%	33.3%	0.0%	0.0%	0.0%	0.0%	66.7%	0.0%	0.0%	0.0%	0.0%	0.0%

4-Clerical Stamford

WORKFORCE ANALYSIS
March 30, 2024

JOB TITLE	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISPANIC MALE	HISPANIC FEMALE	AAIANHNP MALE	AAIANHNP FEMALE	2+ RACES MALE	2+ RACES FEMALE	UNKNOWN
OfficeAssistant	1	0	1						1					
Secretary1	1	0	1						1					
TOTAL	2	0	2	0	0	0	0	0	2	0	0	0	0	0

WORKFORCE ANALYSIS
March 30, 2024

JOB TITLE	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISPANIC MALE	HISPANIC FEMALE	AAIANHNPI MALE	AAIANHNPI FEMALE	2+ RACES MALE	2+ RACES FEMALE	UNKNOWN
GeneralTradesWorker	1	1	0	1										
TOTAL	1	1	0	1	0	0	0	0	0	0	0	0	0	0

WORKFORCE ANALYSIS
March 30, 2024

EEO CATEGORY	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISPANIC MALE	HISPANIC FEMALE	AAIANHNP MALE	AAIANHNP FEMALE	2+ RACES MALE	2+ RACES FEMALE	UNKNOWN
EXECUTIVE ADMINISTRATIVE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
%														
PROFESSIONAL FACULTY	0	0	0	0	0	0	0	0	0	0	0	0	0	0
%														
PROFESSIONAL NON-FACULTY	0	0	0	0	0	0	0	0	0	0	0	0	0	0
%														
ADMINISTRATIVE SUPPORT	2	0	2	0	1	0	1	0	0	0	0	0	0	0
%	100.0%	0.0%	100.0%	0.0%	50.0%	0.0%	50.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
PARAPROFESSIONAL	2	0	2	0	0	0	1	0	1	0	0	0	0	0
%	100.0%	0.0%	100.0%	0.0%	0.0%	0.0%	50.0%	0.0%	50.0%	0.0%	0.0%	0.0%	0.0%	0.0%
SKILLED CRAFT	0	0	0	0	0	0	0	0	0	0	0	0	0	0
%														
PROTECTIVE SERVICES (SWORN)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
%														
SERVICE MAINTENANCE	2	2	0	2	0	0	0	0	0	0	0	0	0	0
%	100.0%	100.0%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
TOTAL	6	2	4	2	1	0	2	0	1	0	0	0	0	0
%	100.0%	33.3%	66.7%	33.3%	16.7%	0.0%	33.3%	0.0%	16.7%	0.0%	0.0%	0.0%	0.0%	0.0%

WORKFORCE ANALYSIS
March 30, 2024

JOB TITLE	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISPANIC MALE	HISPANIC FEMALE	AAIANHNP MALE	AAIANHNP FEMALE	2+ RACES MALE	2+ RACES FEMALE	UNKNOWN
Secretary1	1	0	1		1									
Secretary2	1	0	1				1							
TOTAL	2	0	2	0	1	0	1	0	0	0	0	0	0	0

5-Paraprofessional Waterbury

WORKFORCE ANALYSIS
March 30, 2024

JOB TITLE	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISPANIC MALE	HISPANIC FEMALE	AAIANHNP MALE	AAIANHNP FEMALE	2+ RACES MALE	2+ RACES FEMALE	UNKNOWN
ExtenPrgmEduLias	2	0	2				1		1					
TOTAL	2	0	2	0	0	0	1	0	1	0	0	0	0	0

WORKFORCE ANALYSIS
March 30, 2024

JOB TITLE	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISPANIC MALE	HISPANIC FEMALE	AAIANHNP MALE	AAIANHNP FEMALE	2+ RACES MALE	2+ RACES FEMALE	UNKNOWN
MaintSupv1(Genl)	1	1	0	1										
SkilledMaintainer	1	1	0	1										
TOTAL	2	2	0	2	0	0	0	0	0	0	0	0	0	0

PART TIME Total

WORKFORCE ANALYSIS
March 30, 2024

EEO CATEGORY	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISPANIC MALE	HISPANIC FEMALE	AAIANHNPI MALE	AAIANHNPI FEMALE	2+ RACES MALE	2+ RACES FEMALE	UNKNOWN
EXECUTIVE ADMINISTRATIVE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
%														
PROFESSIONAL FACULTY	34	14	18	10	14	0	0	3	1	1	3	0	0	2
%	100.0%	41.2%	52.9%	29.4%	41.2%	0.0%	0.0%	8.8%	2.9%	2.9%	8.8%	0.0%	0.0%	5.9%
PROFESSIONAL NON-FACULTY	99	12	60	9	53	2	2	0	2	0	2	1	1	27
%	100.0%	12.1%	60.6%	9.1%	53.5%	2.0%	2.0%	0.0%	2.0%	0.0%	2.0%	1.0%	1.0%	27.3%
ADMINISTRATIVE SUPPORT	0	0	0	0	0	0	0	0	0	0	0	0	0	0
%														
PARAPROFESSIONAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0
%														
SKILLED CRAFT	0	0	0	0	0	0	0	0	0	0	0	0	0	0
%														
PROTECTIVE SERVICES (SWORN)	2	0	2	0	1	0	0	0	0	0	0	0	1	0
%	100.0%	0.0%	100.0%	0.0%	50.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	50.0%	0.0%
SERVICE MAINTENANCE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
%														
TOTAL	135	26	80	19	68	2	2	3	3	1	5	1	2	29
%	100.0%	19.3%	59.3%	14.1%	50.4%	1.5%	1.5%	2.2%	2.2%	0.7%	3.7%	0.7%	1.5%	21.5%

PART TIME All Titles

WORKFORCE ANALYSIS

March 30, 2024

JOB TITLE	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISPANIC MALE	HISPANIC FEMALE	AAIANHNPI MALE	AAIANHNPI FEMALE	2+ RACES MALE	2+ RACES FEMALE	UNKNOWN
PROFESSIONAL FACULTY														
Assoc Clinical Professor	3	0	3		3									
Assoc Professor	7	5	2	3	1			2			1			
Assoc Professor in Res	3	1	2		2			1						
Asst Clinical Professor	3	0	2		1						1			1
Asst Professor	1	0	1						1					
Asst Professor in Res	2	1	1	1							1			
Clinical Professor	1	0	1		1									
Instructor in Residence	2	1	1	1	1									
Professor	7	4	2	4	2									1
Professor - LAW	2	0	2		2									
Professor in Residence	1	1	0							1				
Sr Coop Ext Edu	1	0	1		1									
Extension Instructor	1	1	0	1										
TOTAL	34	14	18	10	14	0	0	3	1	1	3	0	0	2
PROFESSIONAL NON-FACULTY														
Academic Advisor 2	1	0	1		1									
Ad Practice Registered Nurse	8	0	6		5		1							2
Admin Program Manager 3	1	0	1		1									
Admin Program Support 1	3	0	3		3									
Admin Program Support 2	5	0	4		4									1
Assistant Teacher	3	0	1		1									2
Business Ops Specialist 1	2	0	1		1									1
Business Ops Specialist 3	1	0	1		1									
Career Consultant	2	0	2		2									
Clinical Phlebotomist	1	0	1		1									
Ed Program Administrator	2	1	0	1										1
Ed Program Assistant 1	5	1	2	1	1						1			2
Ed Program Assistant 2	6	1	5		5							1		
Educational Program Manager 2	1	0	1		1									
eLearning Developer 2	1	0	0											1
Financial Aid Officer	1	0	1		1									
Financial Assistant 1	1	0	1								1			
Financial Assistant 2	2	0	1		1									1
Graphic Designer	1	1	0	1										

PART TIME All Titles

WORKFORCE ANALYSIS
March 30, 2024

JOB TITLE	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISPANIC MALE	HISPANIC FEMALE	AAIANHNPI MALE	AAIANHNPI FEMALE	2+ RACES MALE	2+ RACES FEMALE	UNKNOWN
Laboratory Assistant	1	0	0											1
Laboratory Technician 2	1	1	0	1										
Laboratory Technician 3	1	1	0	1										
Lead Instructional Developer	1	0	1		1									
Master Teacher	4	0	4		3								1	
Mental Health Clinician	8	1	5		3	1	1		1					2
Nurse	13	2	8	2	7				1					3
Nurse Clinical Coordinator	2	0	1		1									1
Pharm and Ancillary Serv Mngr	1	0	0											1
Pharmacist	1	0	0											1
Physician	5	0	3		3									2
Publicity/Marketing Admin	1	0	0											1
Publicity/Marketing Coord	1	0	1		1									
Registered Diet/Nutri	1	0	1		1									
Senior Admin Program Support	1	1	0			1								
Sign Language Interpreter	2	0	0											2
Student Services Prog Coord	1	1	0	1										
Student Services Program Admin	1	0	0											1
Teacher	3	0	2		2									1
Theater Operations Manager	1	1	0	1										
X-Ray Technician 1	1	0	1		1									
X-Ray Technician 2	1	0	1		1									
TOTAL	99	12	60	9	53	2	2	0	2	0	2	1	1	27
PROTECTIVE SERVICES														
Bldgs & Grnd Patrol Ofcr	2	0	2		1								1	
TOTAL	2	0	2	0	1	0	0	0	0	0	0	0	1	0
GRAND TOTAL	135	26	80	19	68	2	2	3	3	1	5	1	2	29

DURATIONAL Total

WORKFORCE ANALYSIS
March 30, 2024

EEO CATEGORY	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISPANIC MALE	HISPANIC FEMALE	AAIANHNPI MALE	AAIANHNPI FEMALE	2+ RACES MALE	2+ RACES FEMALE	UNKNOWN
EXECUTIVE ADMINISTRATIVE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
%														
PROFESSIONAL FACULTY	333	109	180	70	128	4	4	8	14	27	29	0	5	44
%	100.0%	32.7%	54.1%	21.0%	38.4%	1.2%	1.2%	2.4%	4.2%	8.1%	8.7%	0.0%	1.5%	13.2%
PROFESSIONAL NON-FACULTY	0	0	0	0	0	0	0	0	0	0	0	0	0	0
%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
ADMINISTRATIVE SUPPORT	0	0	0	0	0	0	0	0	0	0	0	0	0	0
%														
PARAPROFESSIONAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0
%														
SKILLED CRAFT	0	0	0	0	0	0	0	0	0	0	0	0	0	0
%														
PROTECTIVE SERVICES (SWORN)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
%														
SERVICE MAINTENANCE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
%														
TOTAL	333	109	180	70	128	4	4	8	14	27	29	0	5	44
%	100.0%	32.7%	54.1%	21.0%	38.4%	1.2%	1.2%	2.4%	4.2%	8.1%	8.7%	0.0%	1.5%	13.2%

WORKFORCE ANALYSIS

March 30, 2024

DURATIONAL All Titles

JOB TITLE	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISPANIC MALE	HISPANIC FEMALE	AAIANHNP MALE	AAIANHNP FEMALE	2+ RACES MALE	2+ RACES FEMALE	UNKNOWN
PROFESSIONAL FACULTY														
Director & Lecturer	2	0	1		1									1
Lecturer	29	10	17	8	14	1				1	2		1	2
Assoc Research Professor	15	7	6	5	4	1			1	1	1			2
Assoc Research Scientist	4	3	0	2						1				1
Asst Research Professor	57	22	33	9	19			2	3	11	11			2
Research Assoc 1	31	7	19	5	15	1	1		1	1	2			5
Research Assoc 1 & Director	1	0	1		1									
Research Assoc 2	3	1	1	1	1									1
Research Assoc 3	2	0	2		2									
Research Asst 1	40	8	24	7	14		2	1	5		2		1	8
Research Asst 2	43	12	26	9	18			2		1	8			5
Research Asst 3	32	9	17	7	12			1	1	1	2		2	6
Research Professor	4	3	1	2	1					1				
Research Scholar	3	1	2	1	2									
Research Scientist	12	7	4	3	3			1		3	1			1
Visiting Assoc Professor	2	0	1		1									1
Visiting Asst Ext Educator	7	3	3	3	3									1
Visiting Asst Professor	30	10	16	6	13			1	3	3				4
Visiting Asst Professor - Law	4	1	2	1	1								1	1
Visiting Instructor	5	3	1	1	1	1				1				1
Visiting Instructor - Law	5	1	3		2		1			1				1
Visiting Professor	2	1	0							1				1
TOTAL	333	109	180	70	128	4	4	8	14	27	29	0	5	44

DISABILITY Total

WORKFORCE ANALYSIS
March 30, 2024

EEO CATEGORY	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISPANIC MALE	HISPANIC FEMALE	AAIANHNP MALE	AAIANHNP FEMALE	2+ RACES MALE	2+ RACES FEMALE	UNKNOWN
EXECUTIVE ADMINISTRATIVE	2	1	1	1	1	0	0	0	0	0	0	0	0	0
%	100.0%	50.0%	50.0%	50.0%	50.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
PROFESSIONAL FACULTY	23	9	14	6	12	1	0	0	1	2	1	0	0	0
%	100.0%	39.1%	60.9%	26.1%	52.2%	4.3%	0.0%	0.0%	4.3%	8.7%	4.3%	0.0%	0.0%	0.0%
PROFESSIONAL NON-FACULTY	46	16	30	13	27	0	1	2	2	0	0	1	0	0
%	100.0%	34.8%	65.2%	28.3%	58.7%	0.0%	2.2%	4.3%	4.3%	0.0%	0.0%	2.2%	0.0%	0.0%
ADMINISTRATIVE SUPPORT	2	0	2	0	2	0	0	0	0	0	0	0	0	0
%	100.0%	0.0%	100.0%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
PARAPROFESSIONAL	2	2	0	2	0	0	0	0	0	0	0	0	0	0
%	100.0%	100.0%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
QUALIFIED CRAFT	1	1	0	1	0	0	0	0	0	0	0	0	0	0
%	100.0%	100.0%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
PROTECTIVE SERVICES (SWORN)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
SERVICE MAINTENANCE	6	6	0	4	0	0	0	1	0	1	0	0	0	0
%	100.0%	100.0%	0.0%	66.7%	0.0%	0.0%	0.0%	16.7%	0.0%	16.7%	0.0%	0.0%	0.0%	0.0%
TOTAL	82	35	47	27	42	1	1	3	3	3	1	1	0	0
%	100.0%	42.7%	57.3%	32.9%	51.2%	1.2%	1.2%	3.7%	3.7%	3.7%	1.2%	1.2%	0.0%	0.0%

AGE ANALYSIS

WORKFORCE ANALYSIS

March 30, 2024

EEO CATEGORY	TOTAL	16-19	20-24	25-29	30-34	35-39	40-44	45-49	50-54	55-59	60-64	65-69	OVER 70
EXECUTIVE ADMINISTRATIVE	96	0	0	0	0	2	8	23	19	22	16	5	1
%	100.0%	0.0%	0.0%	0.0%	0.0%	2.1%	8.3%	24.0%	19.8%	22.9%	16.7%	5.2%	1.0%
PROFESSIONAL FACULTY	1585	0	1	8	110	194	256	232	223	185	186	114	76
%	100.0%	0.0%	0.1%	0.5%	6.9%	12.2%	16.2%	14.6%	14.1%	11.7%	11.7%	7.2%	4.8%
PROFESSIONAL NON-FACULTY	2515	0	59	266	356	318	339	281	312	310	213	48	13
%	100.0%	0.0%	2.3%	10.6%	14.2%	12.6%	13.5%	11.2%	12.4%	12.3%	8.5%	1.9%	0.5%
ADMINISTRATIVE SUPPORT	65	0	0	1	1	2	1	5	11	18	19	6	1
%	100.0%	0.0%	0.0%	1.5%	1.5%	3.1%	1.5%	7.7%	16.9%	27.7%	29.2%	9.2%	1.5%
PARAPROFESSIONAL	13	0	0	1	0	1	2	1	2	1	2	2	1
%	100.0%	0.0%	0.0%	7.7%	0.0%	7.7%	15.4%	7.7%	15.4%	7.7%	15.4%	15.4%	7.7%
SKILLED CRAFT	91	3	9	12	4	8	12	9	9	14	10	1	0
%	100.0%	3.3%	9.9%	13.2%	4.4%	8.8%	13.2%	9.9%	9.9%	15.4%	11.0%	1.1%	0.0%
PROTECTIVE SERVICES (SWORN)	152	0	6	21	25	33	21	9	17	14	5	0	1
%	100.0%	0.0%	3.9%	13.8%	16.4%	21.7%	13.8%	5.9%	11.2%	9.2%	3.3%	0.0%	0.7%
SERVICE MAINTENANCE	267	0	4	20	14	32	24	40	37	55	33	5	3
%	100.0%	0.0%	1.5%	7.5%	5.2%	12.0%	9.0%	15.0%	13.9%	20.6%	12.4%	1.9%	1.1%
TOTAL	4784	3	79	329	510	590	663	600	630	619	484	181	96
%	100.0%	0.1%	1.7%	6.9%	10.7%	12.3%	13.9%	12.5%	13.2%	12.9%	10.1%	3.8%	2.0%

AVAILABILITY ANALYSIS

(Section 46a-68-84)

March 2025

This section was in compliance in the previous filing and did not contain any proposals or recommendations.

Introductory Notes

In this *Plan*, two new categories for analysis were created. University Educational Assistants 1-3 titles were moved from the EEO-3 Remaining Professional category to the EEO-3 U Educ Assts category. University Educational Assistants are unclassified, confidential, and administrative positions with levels 1-3 (high to low.) Employees in these titles provide administrative support and assist in a confidential capacity with respect to individuals who formulate and effectuate management policies or have access to confidential information relative to labor relations or personnel administration. These titles were grouped with non-related titles with dissimilar qualifications, recruitment, and potential applicant pools. Thus, creating a separate category for the University Educational Assistants allows for accurate and meaningful analysis. The new category is noted as New Category in the analysis.

In the protective services categories, a separate category was created for the Building and Grounds. The titles of Building and Grounds Patrol Officer and Lead Patrol Officer had previously been reported in the Police category, which included ranked officer titles in the Police Department. Police Officer is a separate category as there are thirty-nine (39) employees in that title. The building and grounds titles are not related to or like the ranked officer titles in qualifications, recruitment, or potential applicant pools. Moving these titles to a separate category will ensure that the new and previous categories are analyzing relevant and accurate information. The new category is noted as New Category in the analysis.

In the classified secretarial/clerical categories, Administrative Assistants and Office Assistants on the Storrs campus had each been analyzed in separate categories in previous *Plans* as there were more than twenty-five (25) employees in each of these titles. With only nine (9) and fifteen (15) employees respectively in these titles currently and a decreasing number of hires and promotions for the last several years, the titles were combined into the Clerical Remaining Titles, which was changed to Clerical All Titles. The recruitment area/sources and census titles used for Availability Analysis for all the titles in the combined category are similar and result in more accurate analyses.

Subsection (a)

Availability analyses were conducted by occupational category for each labor market area. The job content of each office, position, and position classification within an occupational category or, where appropriate, the job content of a position classification was examined and matched with the most parallel job title from the data sources utilized and a relevant labor market was identified.

For the Executive-Managerial and Professional Faculty (tenure and non-tenure) categories, the recruitment areas are national. National census data from the *American Community Survey (ACS) 2014-2018 EEO Tables* was utilized for these categories to calculate availability. *The Integrated Postsecondary Education Data System (IPEDS) from The U. S. Department of Education National Center for Educational Statistics* was utilized as an additional source. *IPEDS* is the primary source for data on US colleges and universities. *IPEDS* conducts annual surveys, gathering data from every college and university that participates in the federal student financial aid programs. Data from surveys about staff and faculty and doctoral degrees are directly related to higher education executives/managers and faculty.

For the Professional Non-Faculty job categories which encompass the titles in the Career Path classification system, related jobs with similar work and training, skills, knowledge, and experience are grouped together. Recruitment areas for these categories vary between national, state or both. Job categories with positions related to higher education such as student educational programming, advising, residential life, admissions, student health and wellness, grants and contracts, and academic related areas recruit applicants from a national labor market. National census data from the *American Community Survey (ACS) 2014-2018 EEO Tables* was utilized for these categories to calculate availability. As these categories typically have job qualifications specific to higher education, *IPEDS* data was utilized as an additional source and weighted appropriately based on historical recruitment and hiring patterns.

The NCAA Race and Gender Demographics Report is used for the Specialist titles, encompassing coaches and trainers in the Department of Athletics. As discussed, and agreed to in the August 18, 2016, Technical Assistance meeting, only Division 1 data is used as recruitment pools for the sports offered at the University are limited to those with Division 1 experience and eligibility. Additionally, the “Other Minority” category is not included in the “AAIANHNPI Male” or “AAIANHNPI Female” race/gender categories. The University has compiled an Excel spreadsheet to show NCAA data corresponding only to sports represented at the University.

Statewide data from the *American Community Survey (ACS) 2014-2018 EEO Tables* was used for all other Professional Non-Faculty categories except for University Staff Professional categories, whose recruitment area is national. Protective Services categories at all campuses used statewide data also. Local labor market data was used for the classified titles in the secretarial-clerical, technical-paraprofessional, qualified craft workers and service maintenance categories. For these categories in the Storrs and regional campuses, the local labor market data for the geographical location of each campus was utilized:

Storrs campus: Hartford, Tolland, Windham County data

Hartford campus: Hartford County data

Avery Point campus: New London County data

Stamford Campus: Bridgeport-Stamford-Norwalk Metro Area data

Waterbury: Waterbury City data

Beginning with this *Plan*, Two or More Race data was utilized for calculations and analysis for the Two or More Race race/gender category. From the *American Community Survey (ACS) 2014-2018 EEO Tables*, the “Balance of not Hispanic or Latino” for both male and female is

used for Two or More Races, as instructed by CHRO. Please see **Exhibit 1** for email instructions. *IPEDS* and *NCAA Race and Gender Demographics Report* include data labeled Two or More Races.

Subsection (b)

The following data elements were considered in calculating availability for each category:

- Employment figures
- The racial and sexual composition of the people in promotable and/or transferable offices, positions, and position classifications

Notes on Promotional Pools

At the University of Connecticut, most of the employees of the full-time, permanent workforce are unclassified. Of the 4784 employees reported in the Workforce Analysis, 4456 (93.1%) are unclassified. With a large unclassified workforce, the determination of promotional pools is different than in the state classified system and distinct for several EEO categories of employees. An employee's selection in a competitive search process for a posted position opening or reclassification of an employee's position by the Department of Human Resources are typical paths to staff promotions.

Executive/Managerial

Positions in the Executive/Management and the University Director categories are highly specialized in areas relative to the operational and academic management of the University. For the operational divisions, promotions are typically from the University Professional titles, which are higher level managers of related departments or units. In this *Plan*, 4 employees were reclassified from the University Staff Professional 3 category. Additionally, five (5) employees applied for and were selected as the most qualified candidate, which resulted in a promotion, explained in the Promotional Goals Analysis. As these promotions were the result of an employee choosing to apply to a search and not from titles typically promoted from, their former titles are not added to the promotional pools for the executive/managerial categories.

On the academic side, promotions can occur from current faculty depending on the specificity and expertise of the open position. For Dean, Assistant Vice Provost, Associate Vice Provost, Vice Provost and Provost, full external or internal (including UConn Health for an applicable field) searches are typically conducted. Faculty can apply with their selection resulting in a promotion. In this *Plan*, the three (3) promotions from faculty titles were the result of three (3) searches, two (2) internal and one (1) waiver appointment, explained in the Promotional Goals Analysis. Therefore, faculty titles are not an accurate promotional pool and not utilized when calculating availability.

Professional - Faculty

In the faculty job categories, promotions for tenure track faculty are governed by the University's Promotion, Tenure and Reappointment process (PTR), as found in the University Laws, By-laws and Rules, Article XIV and in PTR Procedures promulgated by the Provost and

Executive Vice President for Academic Affairs that are included as **Exhibit 2** of the *Organizational Analysis* section. For promotion to Associate Professor and award of tenure, an Assistant Professor typically follows a six-year track from time of hire to initiation of the request for promotion. To determine the actual promotional pool for the Associate Professor, all Assistant Professors with a hire date of six years ago and earlier were considered eligible for promotion. Please see **Exhibit 2** of this section for an explanation of the tenure schedule and the Excel spreadsheet of all Assistant Professors by hire date with race/gender.

Once awarded tenure and promotion to Associate Professor, faculty are eligible for promotion to Professor according to the Promotions, Tenure, and Reappointment (PTR) procedures. Associate Professors may apply for promotion to Professor at any time. Promotion to Professor is not a requirement and does not follow a tenure schedule as the Assistant Professor to Associate Professor promotion. As Associate Professors do not follow a tenure schedule, all employees in the title are utilized as the promotional pool for Professor.

Assistant Professor is the entry level title for most faculty hires, therefore do not have a promotional pool. Occasionally, faculty are hired into the Instructor title due to doctoral degree conferral timing. Instructors are then promoted to Assistant Professor within a defined timeline. The promotional pool of Instructor will be added to the Assistant Professor category if there is a hire into the title. In this *Plan*, there are two (2) promotions into the Assistant Professor category. Both were employees in the Assistant Professor in Residence titles who applied to open posted positions, were selected through the University's search process, and are explained in the Promotional Goals Analysis. As these two (2) employees moved from non-tenure to tenure track positions, their movement is considered a promotion. In-Residence titles are therefore not an accurate promotional pool for Assistant Professor and are not utilized as such.

Clinical, In-Residence and Extension (CIRE) faculty are non-tenure track and are primarily focused on teaching in clinical or university settings or the Cooperative Extension educational outreach programs. While these faculty members' titles parallel the tenure track titles, they are not awarded tenure and do not follow the same tenure schedule. CIRE faculty are eligible for multi-year contracts spanning three (3) to five (5) years after five (5) annual appointments. CIRE faculty are also eligible to apply for promotion to from Assistant to Associate to Professor under the same review of their achievements and productivity as for tenure track faculty at time of reappointment. As Clinical, In-resident and Extension faculty are each grouped together in one category respectively, any promotions to the next rank are promotions within category and reported as such. Therefore, no promotional pools are utilized.

In this *Plan*, there is one promotion into the Instructor in Residence title. This was a reclassification of an employee from an Academic Assistant title in the Connecticut Repertory Theatre. Due to the unique nature of the work in the Theatre, the employee's role expanded to include instructional responsibilities and reclassification into the In-Residence faculty title most accurately reflected the employee's duties and responsibilities. Since this promotion was an exception to the typical hire of In-Residence faculty, Academic Assistants are not a promotional pool and not utilized.

Professional Non-Faculty

The Professional Non-Faculty EEO category contains the largest employee count of the workforce of two thousand five hundred fifteen (2515) or fifty-two-point six percent (52.6%). As explained in the Workforce Analysis introduction, the Professional Non-Faculty includes several distinct types of professional employees.

The job categories for the titles covered by the University of Connecticut Employees Association (UCPEA) bargaining unit follow the Career Path classification system, which are grouped into twenty-one (21) categories based on job families of jobs with similar work, requiring training, skills, knowledge, and experience. Because titles in each category have similar qualifications, recruitment areas and sources, applicant pools and census SOC codes, they are analyzed together. There are promotional paths through which an employee may advance in each category. For example, in the Procurement category, the titles Procurement Professional to Procurement Specialist 1 and Procurement Specialist 2 are the path in that category. Promotions in these paths are reported as Promotions within Category as they are in the same job category and there are no promotional pools except for the Administrative Program & Services category. Because this category encompasses titles which are administrative, historical promotional data shows that promotions frequently occur from the Secretary 2 and Administrative Assistant title. These two (2) titles are included as the promotional pool for this category.

Employee movement between the job categories encompassing the Career Path titles occurs through the reclassification process by the Department of Human Resources when a position's job duties and responsibilities have changed to be outside of the current classification or through an employee applying to open posted positions resulting in their selection as the most qualified candidate for the position. The reclassifications or selections through the search frequently result in a promotion for the employee as they move to a higher position or receive an increase in compensation or both. These promotions are reported in the Employment Process Analysis, Promotional Applicant Flow and the Utilization Analysis and explained in the Promotional Goals Analysis. There are twenty-nine (29) reclassifications, and twenty (20) searches reported in this *Plan*.

These promotions do not follow a typical path and are not the representative or accurate promotional pools for the categories these employees are promoted into. These promotions are based on an individual employee's situation not the title the employee is currently classified in. Using the titles or categories from which the employee is promoted as a promotional pool is incorrect and would result in inaccurate goals. Therefore, the job categories with Career Path titles do not have promotional pools.

As result, the Availability Analysis weighted factors and goals set for many of these job categories do not correspond to the percentage of hires and promotions reported in the Employment Process Analysis. These categories include an explanatory note in the Availability Analysis.

The coaches and trainers in the Division of Athletics titles of Specialist IA to IV are also analyzed in one (1) job category. The promotion paths in this category differ by sport and NCAA tiers. Promotions are reported as Promotions within Category and there are no promotional pools.

The Academic Assistant category includes Academic Assistant and Facilities Scientist titles. The promotional path for these titles is also within category as titles distinction is based on the level of degree attainment, the experience the individual brings to the position and research activity needs of the department. There are no promotional pools.

The management and confidential categories of University Staff Professionals (USP) and University Educational Assistants (UEA) have promotional pools. The USP 1 titles, which are confidential, encompass various job functionalities. Based on historical promotional data, relevant titles have been included in the promotional pool. The higher level USP positions have more distinct managerial, confidential roles and historical promotions are from the lower USP levels. The UEA titles are confidential positions which have similar administrative functionality as other positions in the Professional Non-Faculty categories. Promotional pools are included based on historical promotional data.

Protective Services

The titles in the Division of Public Safety are grouped into separate categories for Police and Fire, with separate categories in each for ranked officers and the Police Officers and Fire Fighters. The Police Officer and Firefighter are promotional pools for the respective officer categories. Trainee positions are included in the officer ranked categories as these titles are not always filled and have small numbers. The trainee titles, when filled, are the promotional pools for the Police Officer and Firefighter category. In this *Plan*, there is one (1) promotion from a Building & Grounds Patrol Officer to a Police Officer Trainee. The employee applied for an open posted Police Officer and Trainee position and was selected through the University's search process. The Building & Grounds category is not an accurate promotional category.

Classified Titles

In the Secretarial/Clerical category in the Storrs campus, with the combination of the Administrative Assistant and the Office Assistant in the Secretarial Clerical All Titles category, there is no promotional pool as any promotions would be within category. The Paraprofessional, Qualified Craft and all Service Maintenance categories have promotional pools based on the Department of Administrative services authorized position classification structure and historical promotional data.

For the regional campuses, all titles in each Secretarial/Clerical, Paraprofessional, Qualified Craft and Service Maintenance are grouped together into one category respectively due to small numbers of employee counts. There are no promotional pools as any promotions would be within category.

Subsection (c)

In calculating availability, the following data elements were considered:

- The *Integrated Postsecondary Education Data System (IPEDS)* from *The U. S. Department of Education National Center for Educational Statistics 2023* was used for Executive/Management, Faculty, and several Professional Non-Faculty job categories. Please see **Exhibit 3** of this section.
- National, state, county, metro area and city census data from the *American Community Survey (ACS) 2014-2018 EEO Tables* was utilized for Executive/Management, Faculty, and Professional-Non-Faculty and Classified job categories. Specific
- The *NCAA Race and Gender Demographics Report* was used for the Specialist titles, encompassing coaches and trainers in the Department of Athletics. The University has compiled an Excel spreadsheet to show NCAA data corresponding only to sports represented at the University. The Excel spreadsheet and the applicable sections of the actual *NCAA Race and Gender Demographics Report* are contained in **Exhibit 4** of this section.

The specific source utilized is provided directly following the Availability Analysis Worksheet for each job category. Complete copies of *IPEDS* and *NCAA* sources are included as exhibits as indicated above.

Subsection (d)

For each occupational category, position classification or job title analyzed, the name of each source consulted and the basis for selection of each source is provided. Additionally, where job titles in the source consulted are not identical to the job titles employed by the agency, the job titles deemed most similar to office, position and position classification within an occupational category or, where appropriate, position classification or job title are documented, and the manner in which the availability base is calculated is substantiated.

Subsection (e)

For job titles with twenty-five (25) or more employees in occupational categories where only the entry-level positions are filled by hiring and the other job titles in the series are filled by promotion, the availability base is calculated for the entire series and goals are set for the entire series.

Subsection (f)

In calculating the availability base, the sources used to fill position are determined and assigned weights based on the percentage of positions filled from those sources. The total weight for all sources does not exceed one hundred percent (100%). The percent of each race and sex group from each relevant source is multiplied by the weight given to the corresponding source

resulting in a weighted factor. The weighted factors for each race and sex group are added to determine the availability base for each race and sex group in each occupational category, position classification, or job title analyzed.

Subsection (g)

The manner in which the availability base is calculated is substantiated in the *Plan*.

From: [Madison, Gary](#)
To: [Prytko, Hanna](#)
Subject: Fw: Availability and census question
Date: Monday, February 3, 2025 4:38:03 PM
Attachments: [image001.png](#)

Message sent from a system outside of UConn.

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From: Tolliver, Johnette D <Johnette.D.Tolliver@ct.gov>
Sent: Friday, January 31, 2025 11:01:53 AM
To: Madison, Gary <Gary.Madison@ct.gov>; Hill, Spencer <Spencer.Hill@ct.gov>; Olavarria, Jase <Jase.Olavarria@ct.gov>
Subject: RE: Availability and census question

Hello Gary.

In response to below, please inform Hanna that "yes" you can set goals for Two or More races by using the Balance of Not Hispanic or Latino Row, which is for all "other" identified races outside of White, Black, Hispanic/Latino, Asian, American Indian/Alaska Native or Hawaiian/Pacific Islander. This has been a practice that CHRO recommends EEO Professionals use when writing their agency's Affirmative Action Plan.

Thanks Gary.

From: Madison, Gary <Gary.Madison@ct.gov>
Sent: Friday, January 31, 2025 10:50 AM
To: Tolliver, Johnette D <Johnette.D.Tolliver@ct.gov>; Hill, Spencer <Spencer.Hill@ct.gov>; Olavarria, Jase <Jase.Olavarria@ct.gov>
Subject: Fw: Availability and census question

Good morning,

I forwarded the email below regarding goal setting for two or more races. I want to gather everyone's input before I respond to it.
Thanks

From: Prytko, Hanna <hanna.prytko@uconn.edu>
Sent: Thursday, January 30, 2025 3:31:02 PM
To: Madison, Gary <Gary.Madison@ct.gov>; Olavarria, Jase <Jase.Olavarria@ct.gov>
Subject: Availability and census question

EXTERNAL EMAIL: This email originated from outside of the organization. Do not click any links or open any attachments unless you trust the sender and know the content is safe.

Hi Jase and Gary,

I hope all is well. First, I wanted to thank you for the presentation yesterday. It was very informative, and the discussion was great. Wonderful job! And lunch was delicious also.

I have a question on Availability and Utilization. From what I understand from yesterday's examples, we can set goals for Two or More Races. Is that correct? We have not done this previously so I wanted to do so for our Plan due in March.

If so, I cannot find census data for Two or More Races in EEO tables of the census that we use. There is a category that says Balance of not Hispanic or Latino.

United States EEO-ALL01R - Occupation by Sex and Race/Ethnicity for Residence Geography (Universe: Civilian labor force 16 years and over)									
Note: Race categories with grey background indicate "Not Hispanic or Latino, One Race."									
		Total All Groups	Hispanic or Latino	White alone	Black or African American alone	American Indian /Alaska Native alone	Asian alone	Native Hawaiian /Pacific Islander alone	Balance of not Hispanic or Latino
Total, all occupations : 00-0000 / 0000	Total	162,248,195	27,543,140	101,741,575	19,212,390	911,350	9,250,275	269,225	3,320,240
Total, all occupations : 00-0000 / 0000	Male	85,351,345	15,451,485	53,855,515	8,963,850	456,765	4,808,790	139,330	1,675,610
Total, all occupations : 00-0000 / 0000	Female	76,896,850	12,091,655	47,886,060	10,248,540	454,585	4,441,485	129,895	1,644,630
Total, all occupations : 00-0000 / 0000	Percent Total	100.0%	17.0%	62.7%	11.8%	0.6%	5.7%	0.2%	2.0%
Total, all occupations : 00-0000 / 0000	Percent Male	52.6%	9.5%	33.2%	5.5%	0.3%	3.0%	0.1%	1.0%
Total, all occupations : 00-0000 / 0000	Percent Female	47.4%	7.5%	29.5%	6.3%	0.3%	2.7%	0.1%	1.0%
Top executives : 11-10XX / 0010	Total	2,182,165	173,605	1,750,745	102,350	8,500	109,255	1,820	35,885
Top executives : 11-10XX / 0010	Male	1,583,175	122,000	1,291,210	62,085	5,130	78,165	1,180	23,405
Top executives : 11-10XX / 0010	Female	598,990	51,605	459,535	40,265	3,370	31,090	640	12,480
Top executives : 11-10XX / 0010	Percent Total	100.0%	8.0%	80.2%	4.7%	0.4%	5.0%	0.1%	1.6%
Top executives : 11-10XX / 0010	Percent Male	72.6%	5.6%	59.2%	2.8%	0.2%	3.6%	0.1%	1.1%
Top executives : 11-10XX / 0010	Percent Female	27.4%	2.4%	21.1%	1.8%	0.2%	1.4%	0.0%	0.6%
Advertising, marketing, promotions, public relations, and sales Total		1,100,155	95,500	861,030	55,960	2,795	62,675	770	21,425
Advertising, marketing, promotions, public relations, and sales Male		573,115	49,290	454,010	26,635	1,345	30,955	415	10,465
Advertising, marketing, promotions, public relations, and sales Female		527,040	46,210	407,020	29,325	1,450	31,720	355	10,960

But this one according to the definitions that I found also includes some other race alone in addition to multiple races. Since this category isn't strictly multiple races, is there another one somewhere? IPEDS has a Two or more Races category so I can use that for the applicable categories. And we have internal employees for promotional pools.

Thanks for your help!
Hanna

HANNA PRYTKO
EEO & SEARCH COMPLIANCE MANAGER
PRONOUNS: SHE – HER – HERS

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UConn Hire	Job Category	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
8/23/2001	2-Assistant Professor	1											1
8/23/2006	2-Assistant Professor							1					1
8/23/2010	2-Assistant Professor	1											1
8/23/2015	2-Assistant Professor		1										1
8/23/2016	2-Assistant Professor		1										1
1/15/2017	2-Assistant Professor					1							1
8/23/2017	2-Assistant Professor	1	1					2					4
1/1/2018	2-Assistant Professor		1						1				2
1/6/2018	2-Assistant Professor								1				1
8/17/2018	2-Assistant Professor		1										1
8/23/2018	2-Assistant Professor	1	7			1		2	3				14
1/1/2019	2-Assistant Professor							2	1				3
1/18/2019	2-Assistant Professor					1							1
2/18/2019	2-Assistant Professor							1					1
6/7/2019	2-Assistant Professor	1											1
8/23/2019	2-Assistant Professor	7	1		2	2		3	4	1			20
8/30/2019	2-Assistant Professor		1										1
9/9/2019	2-Assistant Professor							1					1
9/18/2019	2-Assistant Professor							1					1
12/31/2019	2-Assistant Professor		1										1
Sub Total	Tenure Eligible	12	15	0	2	5	0	13	10	1	0	0	58
1/31/2020	2-Assistant Professor						1						1
5/22/2020	2-Assistant Professor	1											1
8/23/2020	2-Assistant Professor	12	8		2	2	3	3	7		1		38
1/1/2021	2-Assistant Professor	2	2					1	1				6
3/12/2021	2-Assistant Professor		1										1
8/23/2021	2-Assistant Professor	3	9		3	1	2	4	4	1	2		29
9/8/2021	2-Assistant Professor		1										1
1/1/2022	2-Assistant Professor	1	1					3	2				7
8/23/2022	2-Assistant Professor	6	6		6	3		2	3	1			27
10/7/2022	2-Assistant Professor							1					1
1/1/2023	2-Assistant Professor	4	3			1		1					9
8/23/2023	2-Assistant Professor	12	9	2	4	5	4	8	6				50
12/15/2023	2-Assistant Professor								1				1
1/1/2024	2-Assistant Professor	2											2
8/23/2024	2-Assistant Professor	13	6			1	3	3	7	1		2	36
Sub Total	Non Tenure Eligible	56	46	2	15	13	13	26	31	3	3	2	210
Grand Total	2-Assistant Professor	68	61	2	17	18	13	39	41	4	3	2	268

Tenure Clock Cycle Dates

Background

If there are no adjustments to the tenure clock, tenure decisions will be effective in the fall at the start of the seventh year. Midpoint review will take place in the fall at the start of the fourth year and tenure review in the fall at the start of the sixth year. Years of credit granted at hire, a qualifying leave of absence, a Covid-19 tenure clock extension, and other qualifying extensions will impact the tenure clock.

Traditional Tenure Clock Example

The below example shows the tenure cycle dates for a fall 2019 hire:

Year	Academic Year	Action
1	2019-2020	1 st year reappointment. Dossier reviewed up to School/College only.
2	2020-2021	2 nd year reappointment. Dossier reviewed up to School/College only.
3	2021-2022	3 rd year reappointment. Dossier reviewed up to School/College only.
4	2022-2023	Pre-Tenure (Midpoint) Review. Dossiers reviewed by the Provost to weigh whether faculty member is on track for tenure.
5	2023-2024	5 th year reappointment. Dossiers reviewed up to School/College only.
6	2024-2025	Tenure Review (decision year). Dossiers reviewed by the Provost and actions approved by the Board of Trustees.
7	2025-2026	Tenure or terminal appointment effective.

Cycle Dates Chart and Covid-19 Extension Factor

The below table shows the tenure cycle dates for different appointment years and the applicable adjustment for faculty employed on or before March 1, 2021 who requested a Covid-19 extension.

Year Hired	Midpoint Review	With Covid-19 Extension	Tenure Review	With Covid-19 Extension	Tenure Date	With Covid-19 Extension
2017	Fall 2020	Fall 2020	Fall 2022	<i>Fall 2023</i>	Fall 2023	<i>Fall 2024</i>
2018	Fall 2021	<i>Fall 2022</i>	Fall 2023	<i>Fall 2024</i>	Fall 2024	<i>Fall 2025</i>
2019	Fall 2022	<i>Fall 2023</i>	Fall 2024	<i>Fall 2025</i>	Fall 2025	<i>Fall 2026</i>
2020	Fall 2023	<i>Fall 2024</i>	Fall 2025	<i>Fall 2026</i>	Fall 2026	<i>Fall 2027</i>
2021	Fall 2024	<i>Fall 2025</i>	Fall 2026	<i>Fall 2027</i>	Fall 2027	<i>Fall 2028</i>
2022	Fall 2025		Fall 2027		Fall 2028	

Note: The Covid-19 tenure clock extension will impact the year of Midpoint Review for all faculty who were not due for midpoint review in Fall 2020. The BOT-approved tenure clock extension was made available to pre-tenure faculty who were already employed at UConn on March 1, 2021.

Table 314.40. Employees in degree-granting postsecondary institutions, by race/ethnicity, sex, employment status, control and level of institution, and primary occupation: Fall 2022

Occupation	Total	White	Black	Hispanic	AAIANHNPI	2+ Races
Males	2,119,442	1,537,735	182,820	183,746	215,141	34,421
Faculty (instruction/research/public service)	648,042	486,912	43,158	43,923	74,049	8,577
Instruction	600,297	453,814	41,138	40,761	64,584	7,800
Research	33,435	22,739	1,155	2,207	7,334	572
Public service	14,310	10,359	865	955	2,131	205
Graduate assistants	103,653	69,092	6,812	11,927	15,822	4,002
Librarians, curators, and archivists	10,637	8,496	652	901	588	158
Student and academic affairs and other education services	49,100	33,885	6,511	5,757	2,947	1,043
Management	108,794	83,304	11,040	8,273	6,177	1,511
Business and financial operations	60,367	42,613	6,206	6,785	4,763	1,161
Computer, engineering, and science	127,363	91,483	8,426	11,964	15,490	2,595
Community, social service, legal, arts, design, entertainment, sports, and media	82,046	60,236	11,098	7,447	3,265	1,730
Healthcare practitioners and technicians	28,179	18,209	2,547	2,968	4,455	563
Service occupations	116,342	64,780	25,673	19,800	6,089	1,795
Sales and related occupations	3,236	2,132	545	391	168	98
Office and administrative support	61,651	36,927	9,147	10,900	4,677	1,638
Natural resources, construction, and maintenance	58,669	43,947	5,721	7,029	1,972	758
Production, transportation, and material moving	13,321	8,807	2,126	1,758	630	215
Females	2,639,330	1,834,615	308,364	259,214	237,137	52,627
Faculty (instruction/research/public service)	699,233	512,417	68,897	49,615	68,304	11,952
Instruction	653,254	481,913	65,529	45,801	60,011	10,894
Research	29,427	19,050	1,730	2,587	6,060	739
Public service	16,552	11,454	1,638	1,227	2,233	319
Graduate assistants	128,924	84,686	11,480	15,526	17,232	5,618
Librarians, curators, and archivists	24,914	19,246	2,099	1,814	1,755	494
Student and academic affairs and other education services	111,117	75,178	16,278	13,425	6,236	2,535
Management	154,506	111,043	20,633	14,151	8,679	2,686
Business and financial operations	165,862	111,057	20,908	19,523	14,374	3,488
Computer, engineering, and science	89,500	57,564	7,759	9,061	15,116	2,045
Community, social service, legal, arts, design, entertainment, sports, and media	108,811	75,948	13,206	13,315	6,342	2,875
Healthcare practitioners and technicians	75,276	49,337	9,201	7,955	8,783	1,346
Service occupations	89,373	41,978	21,826	20,066	5,503	1,444
Sales and related occupations	6,493	3,939	1,284	927	343	237

Occupation	Total	White	Black	Hispanic	AAIANHNPI	2+ Races
Office and administrative support	277,831	174,487	44,413	43,178	15,753	5,785
Natural resources, construction, and maintenance	5,314	3,558	798	672	286	98
Production, transportation, and material moving	2,943	1,760	685	371	127	72
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2023, Human Resources component. (This table was prepared December 2023.)						

Table 315.20. Full-time faculty in degree-granting postsecondary institutions, by race/ethnicity, sex, and academic rank: Fall 2022						
Occupation	Total	White	Black	Hispanic	AAIANHNPI	2+ Races
Males	382,367	282,700	20,477	23,685	55,505	4,894
Professors	115,213	89,250	4,307	4,891	16,765	815
Associate professors	79,037	58,080	4,224	4,515	12,218	895
Assistant professors	68,065	46,595	4,797	4,740	11,933	1,160
Instructors	36,944	27,612	2,625	3,805	2,902	601
Lecturers	18,477	14,530	1,055	1,488	1,404	288
Other faculty	64,631	46,633	3,469	4,246	10,283	1,135
Females	366,708	267,616	28,977	24,983	45,132	6,138
Professors	66,878	52,171	3,513	3,326	7,868	664
Associate professors	72,885	53,856	5,291	4,131	9,607	1,010
Assistant professors	85,021	59,075	8,106	5,663	12,177	1,774
Instructors	50,176	36,597	4,674	4,872	4,033	863
Lecturers	24,169	18,399	1,434	2,144	2,192	389
Other faculty	67,579	47,518	5,959	4,847	9,255	1,438
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2021 through Spring 2023 Human Resources component, Fall Staff section. (This table was prepared November 2023.)						

**Table 324.30. Doctor's degrees conferred to males by postsecondary institutions, by race/ethnicity and field of study:
Academic year 2021-22**

	Total	White	Black	Hispanic	AAIANHNP	2+ Races
All fields, total	71,638	48,540	5,928	7,275	9,895	2,584
Agriculture and natural resources	999	814	42	89	54	39
Architecture and related services	57	35	7	4	11	4
Area, ethnic, cultural, gender, and group studies	89	42	25	15	7	2
Biological and biomedical sciences	2,819	2,000	139	306	374	114
Business	1,760	923	552	140	145	24
Communication, journalism, and related programs	140	120	2	10	8	6
Communications technologies	0	0	0	0	0	0
Computer and information sciences and support services	827	504	110	61	152	32
Education	3,970	2,450	872	456	192	107
Engineering	3,271	2,351	137	275	508	150
Engineering technologies	68	34	14	2	18	4
English language and literature/letters	383	316	17	34	16	6
Family and consumer sciences/human sciences	45	32	9	1	3	0
Foreign languages, literatures, and linguistics	259	198	5	41	15	9
Health professions and related programs	30,892	19,450	2,013	2,969	6,460	1,147
Homeland security, law enforcement, and firefighting	122	70	33	15	4	2
Legal professions and studies	15,430	11,486	994	1,872	1,078	543
Liberal arts and sciences, general studies, and humanities	36	28	4	3	1	0
Library science	5	4	1	0	0	0
Mathematics and statistics	701	530	26	55	90	38
Military technologies and applied sciences	0	0	0	0	0	0
Multi/interdisciplinary studies	308	200	41	30	37	8
Parks, recreation, leisure, fitness, and kinesiology	116	91	12	5	8	5
Philosophy and religious studies	339	277	19	24	19	13
Physical sciences and science technologies	2,318	1,817	59	216	226	94
Precision production	0	0	0	0	0	0
Psychology	1,420	1,008	150	167	95	57
Public administration and social services	393	229	113	34	17	7
Social sciences and history	1,407	1,076	76	150	105	51
Social sciences	1,088	816	60	120	92	39

	Total	White	Black	Hispanic	AAIANHNPI	2+ Races
History	319	260	16	30	13	12
Theology and religious vocations	1,450	888	350	99	113	41
Transportation and materials moving	13	12	0	1	0	0
Visual and performing arts	594	479	30	51	34	30
Other and not classified	0	0	0	0	0	0
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Fall 2022, Completions component. (This table was prepared September 2023)						

**Table 324.35. Doctor's degrees conferred to females by postsecondary institutions, by race/ethnicity and field of study:
Academic year 2021-22**

	Total	White	Black	Hispanic	AAIANHNPI	2+ Races
All fields, total	103,534	66,157	12,785	10,679	13,913	3,744
Agriculture and natural resources	3,164	2,610	93	291	170	129
Architecture and related services	58	30	7	8	13	3
Area, ethnic, cultural, gender, and group studies	181	91	31	37	22	15
Biological and biomedical sciences	3,468	2,407	203	410	448	128
Business	1,871	811	790	137	133	49
Communication, journalism, and related programs	258	194	29	15	20	14
Communications technologies	0	0	0	0	0	0
Computer and information sciences and support services	287	173	44	13	57	8
Education	9,742	5,670	2,551	1,066	455	272
Engineering	1,406	931	76	144	255	80
Engineering technologies	39	26	6	0	7	0
English language and literature/letters	632	496	49	44	43	27
Family and consumer sciences/human sciences	169	107	34	17	11	4
Foreign languages, literatures, and linguistics	351	248	9	69	25	9
Health professions and related programs	51,259	31,864	5,229	4,521	9,645	1,792
Homeland security, law enforcement, and firefighting	139	92	28	12	7	4
Legal professions and studies	18,346	12,247	1,896	2,618	1,585	746
Liberal arts and sciences, general studies, and humanities	61	43	9	6	3	3
Library science	8	7	0	1	0	0
Mathematics and statistics	252	189	6	17	40	12
Military technologies and applied sciences	2	2	0	0	0	0
Multi/interdisciplinary studies	495	342	57	47	49	21
Parks, recreation, leisure, fitness, and kinesiology	123	100	11	9	3	5
Philosophy and religious studies	174	129	23	17	5	3
Physical sciences and science technologies	1,365	1,056	56	108	145	42
Precision production	0	0	0	0	0	0
Psychology	4,642	3,114	623	582	323	197
Public administration and social services	959	446	335	117	61	23
Social sciences and history	1,441	1,026	147	142	126	55
Social sciences	1,171	814	124	118	115	45
History	270	212	23	24	11	10

	Total	White	Black	Hispanic	AAIANHNPI	2+ Races
Theology and religious vocations	604	263	273	29	39	18
Transportation and materials moving	4	4	0	0	0	0
Visual and performing arts	593	413	23	60	97	30
Other and not classified	0	0	0	0	0	0
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Fall 2022, Completions component. (This table was prepared September 2023.)						

Head Coaches - Men's Teams											
Sport	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	Total
Baseball	262	0	14	0	12	0	2	0	1	0	291
Basketball	228	0	108	0	3	0	2	0	6	0	347
Cross Country	205	30	53	15	3	0	2	0	3	0	311
Football	198	0	42	0	4	0	5	0	2	0	251
Golf	272	3	9	3	0	0	2	1	0	0	290
Ice Hockey	39	0	0	0	0	0	1	0	0	0	40
Soccer	179	0	11	0	10	0	0	0	2	0	202
Track, Indoor	158	17	65	17	2	0	1	0	3	0	263
Track, Outdoor	173	24	69	16	2	0	1	0	3	0	288
Grand Total	1714	74	371	51	36	0	16	1	20	0	2283
Head Coaches - Women's Teams											
Sport	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	Total
Basketball	93	133	31	80	2	1	1	3	0	4	348
Cross Country	196	51	61	23	4	1	2	1	3	0	342
Field Hockey	16	52	1	0	1	5	0	1	0	0	76
Ice Hockey	12	13	0	0	0	0	0	0	0	0	25
Lacrosse	9	103	0	2	1	0	0	2	0	3	120
Rowing	50	32	1	0	0	1	2	0	2	2	90
Soccer	172	92	14	3	15	4	5	2	2	4	313
Softball	79	169	9	17	1	7	3	4	0	5	294
Swimming	135	45	4	1	5	1	3	3	2	1	200
Tennis	129	80	14	9	12	5	12	7	2	2	272
Track, Indoor	178	39	76	28	3	0	2	0	4	0	330
Track, Outdoor	184	40	76	28	4	0	2	0	4	0	338
Volleyball	135	109	5	31	6	8	10	7	6	6	323
Grand Total	1388	958	292	222	54	33	42	30	25	27	3071
Assistant Coaches - Men's Teams											
Sport	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	Total
Baseball	735	1	26	0	38	0	5	0	9	0	814
Basketball	666	3	669	2	17	0	8	0	21	0	1386
Cross Country	233	115	60	31	16	2	5	1	5	1	469
Football*	1430	4	1033	1	30	0	57	0	57	0	2612
Golf	199	14	6	2	4	2	8	3	6	0	244
Ice Hockey	107	0	0	0	0	0	1	0	0	0	108
Soccer	324	0	27	0	62	0	5	0	11	0	429
Track, Indoor	521	172	229	102	25	2	10	4	18	4	1087
Track, Outdoor	554	185	240	103	26	3	14	5	19	6	1155
Grand Total	4769	494	2290	241	218	9	113	13	146	11	8304

Assistant Coaches - Women's Teams											
Sport	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	Total
Basketball	231	355	176	442	12	14	7	15	6	32	1290
Cross Country	241	133	60	38	14	2	6	3	3	2	502
Field Hockey	23	103	1	0	2	2	1	1	0	2	135
Ice Hockey	18	39	0	1	1	1	1	0	0	0	61
Lacrosse	24	208	2	5	0	0	1	3	0	4	247
Rowing	54	163	1	2	1	7	3	1	1	4	237
Soccer	273	283	18	13	23	18	10	3	11	11	663
Softball	149	388	11	37	14	34	2	17	3	14	669
Swimming	276	178	7	3	20	8	12	7	14	4	529
Tennis	106	76	11	6	14	13	7	10	0	6	249
Track, Indoor	589	220	260	121	29	4	15	8	18	5	1269
Track, Outdoor	590	222	255	119	29	5	15	8	19	6	1268
Volleyball	244	290	24	49	27	12	23	17	7	15	708
Grand Total	2818	2658	826	836	186	120	103	93	82	105	7827
Other Sport Detail Demographics											
Sport	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	Total
Strength Coaches	1201	264	294	37	0	0	231	53	0	0	2080
Head Athletic Trainers	268	105	14	16	0	0	17	7	0	0	427
Assistant or Associate Athletic Trainers	1046	1383	88	149	0	0	227	239	0	0	3132
Grand Total	2515	1752	396	202	0	0	475	299	0	0	5639

NCAA Demographics Database Spreadsheet - Student-Athletes and Coaching Staff
<p>Overview: This spreadsheet contains data on the demographics of NCAA member schools' student-athletes, head coaches and assistant coaches from school years 2011-12 to 2022-23. The database was published to NCAA.org in October 2023 and will be updated with the 2023-24 numbers when they become available.</p> <p>Data Source: The data in this system are <i>self-reported data</i> from active NCAA members schools' NCAA Sport Sponsorship and Demographics Forms. NCAA demographics categories are modeled after the data collection efforts used by the U.S. Department of Education. The NCAA is exploring the modification of this form in order to expand demographics category selections.</p> <p>Data Notes: The gender and race/ethnicity for all coaching positions were reported for each school. Coaching staff includes both full- and part-time positions and volunteers. Individuals with multiple coaching duties are counted for each position. Therefore, the numbers reported in the tables are specific to each position, not necessarily the total number of individuals. Only NCAA-sanctioned championship and emerging sports are counted.</p>
<p>Tab 1: Introduction</p> <p>Tab 2: All Divisions</p> <p>Tab 3: Division I</p> <p>Tab 4: Division II</p> <p>Tab 5: Division III</p>
RACE/ETHNICITY CATEGORY DEFINITIONS
<p>American Indian/Alaska Native - A person having origins from North America and who maintains cultural identification through tribal affiliation or community recognition.</p> <p>Asian - A person having origins from the Far East, Southeast Asia, or the Indian Subcontinent.</p> <p>Black - A person having origins in any of the Black racial groups of Africa (except those of Hispanic origin).</p> <p>Hispanic/Latino - A person of Cuban, Mexican, Puerto Rican, Central or South American or other Spanish culture or origin.</p> <p>Native Hawaiian/Pacific Islander - A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.</p> <p>International - A person who is not a citizen or national of the United States and who is in this country on a visa or temporary basis.</p> <p>Two or More Races - A person identifying with more than one race/ethnicity category.</p> <p>Unknown - A person whose race/ethnicity is unknown.</p> <p>White - A person having origins from the Europe, North Africa or the Middle East (except those of Hispanic origin).</p>
<p>Suggested citation: National Collegiate Athletic Association. (2023). <i>NCAA Demographics Database</i> [Data visualization dashboard]. Retrieved from https://www.ncaa.org/about/resources/research/ncaa-demographics-database</p>

Division I				2023	
				M	W
Men's Baseball	Student-Athlete	Student-Athlete	American Indian/Alaska Native	40	
			Asian	131	
			Black	752	
			Hispanic/Latino	1,001	1
			International	157	
			Native Hawaiian/Pacific Islander	44	
			Two or More Races	611	
			Unknown	228	
			White	8,707	
	Coaching Staff	Head Coach	American Indian/Alaska Native	1	
			Asian		
			Black	14	
			Hispanic/Latino	12	
			International		
			Native Hawaiian/Pacific Islander		
			Two or More Races	1	
			Unknown	6	
			White	261	
	Coaching Staff	Assistant Coach	American Indian/Alaska Native		
			Asian	4	
			Black	29	
			Hispanic/Latino	20	
			International	1	
			Native Hawaiian/Pacific Islander		
			Two or More Races	7	
			Unknown	16	
			White	623	1
Men's Basketball	Student-Athlete	Student-Athlete	American Indian/Alaska Native	16	
			Asian	20	
			Black	2,964	
			Hispanic/Latino	140	
			International	528	
			Native Hawaiian/Pacific Islander	12	
			Two or More Races	382	
			Unknown	142	
			White	1,312	
	Coaching Staff	Head Coach	American Indian/Alaska Native	1	
			Asian	1	
			Black	118	
			Hispanic/Latino	4	
			International	1	
			Two or More Races	5	
			Unknown	4	
			White	227	
	Coaching Staff	Assistant Coach	American Indian/Alaska Native	2	
			Asian	4	
			Black	561	2
			Hispanic/Latino	18	

Division I				2023	
				M	W
Men's Cross Country	Assistant Coa	International		7	
			Native Hawaiian/Pacific Islander		
			Two or More Races	15	
			Unknown	19	
			White	523	2
	Student-Athlete	American Indian/Alaska Native		16	
			Asian	73	
			Black	416	
			Hispanic/Latino	404	
			International	330	
			Native Hawaiian/Pacific Islander	9	
			Two or More Races	232	1
			Unknown	141	1
			White	3,400	
	Coaching Staff	American Indian/Alaska Native			
			Asian	1	
			Black	52	11
			Hispanic/Latino	4	1
			International	5	1
			Two or More Races	5	
			Unknown	2	
			White	206	34
		Head Coach	American Indian/Alaska Native	1	
			Asian	4	
			Black	56	23
			Hispanic/Latino	11	3
			International	2	1
			Native Hawaiian/Pacific Islander		1
			Two or More Races	2	
			Unknown	5	6
			White	216	88
	Assistant Coach	Asian			
			Black		
			Hispanic/Latino		
			International		
			Native Hawaiian/Pacific Islander		
			Two or More Races		
			Unknown		
			White		
Men's Fencing	Student-Athlete	American Indian/Alaska Native			
			Asian	79	4
			Black	17	1
			Hispanic/Latino	23	
			International	45	
			Native Hawaiian/Pacific Islander		
			Two or More Races	23	
			Unknown	28	
			White	169	4
	Coaching Staff	Head Coach	Asian	1	
			Black	3	
			International	1	
			Two or More Races		
			Unknown	2	
			White	12	3
		Assistant Coach	Asian	2	1
			Black	2	

Division I				2023	
				M	W
Men's Football		Assistant Coach	Hispanic/Latino	1	1
			International	7	
			Native Hawaiian/Pacific Islander		
			Two or More Races	1	
			Unknown		
			White	18	8
	Student-Athlete	Student-Athlete	American Indian/Alaska Native	96	
			Asian	117	
			Black	14,780	
			Hispanic/Latino	1,010	
			International	303	
			Native Hawaiian/Pacific Islander	521	
			Two or More Races	2,245	
			Unknown	711	
			White	10,939	
	Coaching Staff	Head Coach	American Indian/Alaska Native	1	
			Asian		
			Black	41	
			Hispanic/Latino	6	
			Native Hawaiian/Pacific Islander	3	
			Two or More Races	1	
			Unknown	5	
			White	198	
		Defensive Coordinator	American Indian/Alaska Native		
			Asian	1	
			Black	64	
			Hispanic/Latino	3	
			International		
			Native Hawaiian/Pacific Islander	3	
			Two or More Races	3	
			Unknown	5	
			White	193	
		Offensive Coordinator	American Indian/Alaska Native	1	
			Asian	1	
			Black	30	
			Hispanic/Latino	2	
			Native Hawaiian/Pacific Islander	2	
			Two or More Races	2	
			Unknown	7	
			White	215	
		Other Assistants	American Indian/Alaska Native	1	
			Asian	5	
			Black	909	1
			Hispanic/Latino	20	
			International		1
			Native Hawaiian/Pacific Islander	38	
			Two or More Races	36	
			Unknown	64	

Division I				2023	
				M	W
Men's Golf	Graduate Assistant-Football	White		1,030	4
		American Indian/Alaska Native			
		Asian			
		Black		191	2
		Hispanic/Latino		14	
		International		1	
		Native Hawaiian/Pacific Islander		7	
		Two or More Races		12	
		Unknown		19	
		White		333	5
	Student-Athlete	American Indian/Alaska Native		8	
		Asian		180	
		Black		45	
		Hispanic/Latino		121	
		International		505	
		Native Hawaiian/Pacific Islander		5	
		Two or More Races		89	
		Unknown		72	
		White		1,843	
	Coaching Staff	American Indian/Alaska Native			
		Asian		2	1
		Black		9	1
		Hispanic/Latino			
		International		1	
		Native Hawaiian/Pacific Islander			
		Two or More Races			
		Unknown		3	
		White		273	3
	Head Coach	Asian		5	
		Black		5	3
		Hispanic/Latino		5	1
		International		5	
		Two or More Races		4	1
		Unknown		4	
		White		166	12
	Assistant Coach	Asian			
		Black			
		Hispanic/Latino			
		International			
		Two or More Races			
		Unknown			
		White			
		White			
Men's Gymnastics	Student-Athlete	American Indian/Alaska Native		1	
		Asian		28	
		Black		19	
		Hispanic/Latino		14	
		International		9	
		Native Hawaiian/Pacific Islander			
		Two or More Races		29	
		Unknown		7	
		White		142	
	Coaching Staff	Asian		2	
		Hispanic/Latino		1	
		Two or More Races			
		Unknown		1	
	Head Coach	Asian			
		Hispanic/Latino			
		Two or More Races			
		Unknown			

Division I				2023		
				M	W	
		Assistant Coach	White	8		
			Asian			
			Black			
			Hispanic/Latino	2		
			International			
			Native Hawaiian/Pacific Islander	1		
			Two or More Races	1		
			Unknown	1		
			White	16	1	
Men's Ice Hockey	Student-Athlete	Student-Athlete	American Indian/Alaska Native			
			Asian	3		
			Black	8		
			Hispanic/Latino	11		
			International	264		
			Native Hawaiian/Pacific Islander			
			Two or More Races	24		
			Unknown	53		
			White	744		
	Coaching Staff	Assistant Coach	International			
			Unknown			
			White	40		
			American Indian/Alaska Native	1		
			Black	1		
			International	1		
			Unknown	4		
			White	77		
			Men's Indoor Track	Student-Athlete	Student-Athlete	American Indian/Alaska Native
	Asian	149				
Black	2,691					
Hispanic/Latino	621					
International	695					
Native Hawaiian/Pacific Islander	10					
Two or More Races	606					
Unknown	275					
White	5,431					
Coaching Staff	Head Coach	American Indian/Alaska Native		1		
		Asian				
		Black		67	12	
		Hispanic/Latino		2		
		International		4		
		Two or More Races		4		
		Unknown		3		
		White		162	16	
		American Indian/Alaska Native		3		
		Asian		6	4	
	Coach	Black	197	99		
		Hispanic/Latino	18	2		
		International	10	4		

Division I				2023	
				M	W
Men's Lacrosse		Assistant Coach	Native Hawaiian/Pacific Islander		
			Two or More Races	9	1
			Unknown	18	10
			White	485	149
	Student-Athlete	Student-Athlete	American Indian/Alaska Native	12	
			Asian	33	
			Black	133	
			Hispanic/Latino	105	
			International	133	
			Native Hawaiian/Pacific Islander	6	
			Two or More Races	104	
			Unknown	118	
			White	2,903	
	Coaching Staff	Head Coach	Asian	2	
			Black	1	
			International		
			Unknown		
			White	67	
		Assistant Coach	American Indian/Alaska Native	1	
			Asian	2	
			Black	3	
			Hispanic/Latino		
			International		
			Two or More Races		
			Unknown	3	
			White	150	1
Men's Outdoor Track	Student-Athlete	Student-Athlete	American Indian/Alaska Native	38	
			Asian	184	
			Black	2,868	
			Hispanic/Latino	714	
			International	771	
			Native Hawaiian/Pacific Islander	12	
			Two or More Races	669	
			Unknown	288	
			White	5,855	
	Coaching Staff	Head Coach	American Indian/Alaska Native	1	
			Asian		
			Black	68	13
			Hispanic/Latino	3	
			International	4	
			Two or More Races	4	
			Unknown	3	
			White	179	19
		Assistant Coach	American Indian/Alaska Native	3	
			Asian	7	4
			Black	206	97
		Assistant Coach	Hispanic/Latino	19	2
			International	10	5

Division I				2023				
				M	W			
		Assistant Coach	Native Hawaiian/Pacific Islander	1				
			Two or More Races	11	1			
			Unknown	19	11			
			White	521	164			
Men's Rifle	Student-Athlete	Student-Athlete	American Indian/Alaska Native					
			Asian	3	6			
			Black	1				
			Hispanic/Latino	4	7			
			International	5	4			
			Native Hawaiian/Pacific Islander					
			Two or More Races	3	5			
			Unknown					
			White	72	77			
	Coaching Staff	Head Coach	Asian	1				
			Black	1				
			International					
			White	9	6			
		Assistant Coach	American Indian/Alaska Native		1			
			Asian					
			Black					
			Hispanic/Latino					
			International					
			White	6	2			
			Men's Skiing	Student-Athlete	Student-Athlete	American Indian/Alaska Native	2	
Asian								
Black								
Hispanic/Latino								
International	48	4						
Native Hawaiian/Pacific Islander								
Two or More Races	1							
Unknown	1							
White	108	2						
Coaching Staff	Head Coach	International						
		Two or More Races						
		Unknown						
		White		12	3			
	Assistant Coach	International		1				
		Two or More Races						
		Unknown						
		White		13	4			
		Men's Soccer		Student-Athlete	Student-Athlete	American Indian/Alaska Native	9	
						Asian	139	
Black	643							
Hispanic/Latino	814							
International	1,383							
Native Hawaiian/Pacific Islander	7							
Two or More Races	326							
Unknown	224							

Division I				2023	
		St		M	W
	Coaching Staff	Head Coach	White	2,896	
			American Indian/Alaska Native		
			Asian		
			Black	11	
			Hispanic/Latino	8	
			International	4	
			Two or More Races	1	
			Unknown	1	
		Assistant Coach	White	179	
			American Indian/Alaska Native		
			Asian	6	
			Black	20	
			Hispanic/Latino	50	
			International	27	
			Native Hawaiian/Pacific Islander	1	
			Two or More Races	7	
			Unknown	12	
			White	288	
Men's Swimming	Student-Athlete	Student-Athlete	American Indian/Alaska Native	4	
			Asian	177	
			Black	81	
			Hispanic/Latino	212	
			International	358	
			Native Hawaiian/Pacific Islander	5	
			Two or More Races	234	
			Unknown	118	
			White	2,632	
	Coaching Staff	Head Coach	Asian	4	
			Black	4	
			Hispanic/Latino	3	
			International		
			Two or More Races	2	
			Unknown	2	
			White	106	23
		Assistant Coach	American Indian/Alaska Native		1
			Asian	4	4
			Black	8	2
			Hispanic/Latino	13	3
			International	4	2
			Native Hawaiian/Pacific Islander		
			Two or More Races	8	1
			Unknown	10	1
			White	225	110
Men's Tennis	Student-Athlete	Student-Athlete	American Indian/Alaska Native	4	
			Asian	179	
			Black	60	
			Hispanic/Latino	137	
			International	961	

Division I				2023	
		Student-Ath		M	W
			Native Hawaiian/Pacific Islander	5	
			Two or More Races	92	
			Unknown	94	
			White	838	
	Coaching Staff	Head Coach	American Indian/Alaska Native		
			Asian	8	
			Black	10	2
			Hispanic/Latino	15	
			International	14	2
			Two or More Races	4	
			Unknown	4	
			White	178	1
		Assistant Coach	American Indian/Alaska Native		
			Asian	11	
			Black	5	4
			Hispanic/Latino	12	3
			International	42	3
			Native Hawaiian/Pacific Islander	1	
			Two or More Races	3	1
			Unknown	8	
White			127	8	
Men's Volleyball	Student-Athlete	Student-Athlete	American Indian/Alaska Native		
			Asian	18	
			Black	19	
			Hispanic/Latino	35	
			International	40	
			Native Hawaiian/Pacific Islander	11	
			Two or More Races	28	
			Unknown	34	
			White	343	
	Coaching Staff	Head Coach	Asian	1	
			Black	1	1
			International	1	
			Native Hawaiian/Pacific Islander	1	
			Two or More Races		
			Unknown		
		White	20		
		Assistant Coach	Asian	2	
			Black	1	1
Hispanic/Latino	1				
International					
Native Hawaiian/Pacific Islander	2				
Two or More Races					
Unknown	1				
White	34	3			
Men's Water Polo	Student-Athlete		American Indian/Alaska Native	4	
			Asian	18	
			Black	7	

Division I				2023	
				M	W
		Student-Athlete	Hispanic/Latino	46	
			International	92	
			Native Hawaiian/Pacific Islander	3	
			Two or More Races	41	
			Unknown	44	
			White	437	
	Coaching Staff	Head Coach	Black	2	
			Hispanic/Latino		
			International		
			Two or More Races		
			Unknown	1	
			White	23	2
		Assistant Coach	Asian	1	
			Black		
			Hispanic/Latino	1	
			International	3	1
			Native Hawaiian/Pacific Islander		
			Two or More Races		
			Unknown	6	
			White	26	5
Men's Wrestling	Student-Athlete	Student-Athlete	American Indian/Alaska Native	13	
			Asian	36	
			Black	150	
			Hispanic/Latino	264	
			International	2	
			Native Hawaiian/Pacific Islander	12	
			Two or More Races	174	
			Unknown	67	
			White	1,791	
	Coaching Staff	Head Coach	Asian		
			Black	3	
			Hispanic/Latino	1	
			Two or More Races	1	
			Unknown		
			White	67	
		Assistant Coach	American Indian/Alaska Native	1	
			Asian	1	
Women's Acrobat and Tumbling	Student-Athlete	-Athlete	Black	22	
			Hispanic/Latino	5	
			International		
			Two or More Races		
			Unknown	9	
			White	112	
			American Indian/Alaska Native		1
			Asian		2
			Black		12
			Hispanic/Latino		13
			Native Hawaiian/Pacific Islander		1

Division I				2023	
				M	W
		Student	Two or More Races		6
			Unknown		43
			White		75
	Coaching Staff	Head	Unknown		1
			White		3
		Assistant Coa	Black		
			Hispanic/Latino		1
			Two or More Races		
			Unknown		2
			White		4
Women's Basketball	Student-Athlete	Student-Athlete	American Indian/Alaska Native		17
			Asian		36
			Black	6	2,127
			Hispanic/Latino	2	137
			International		515
			Native Hawaiian/Pacific Islander		31
			Two or More Races	3	458
			Unknown	2	100
			White	12	1,619
	Coaching Staff	Head Coach	American Indian/Alaska Native		1
			Asian	1	1
			Black	30	73
			Hispanic/Latino	2	1
			International		1
			Two or More Races		4
			Unknown	1	1
			White	91	148
		Assistant Coach	American Indian/Alaska Native		3
			Asian	2	8
			Black	165	376
			Hispanic/Latino	6	10
			International	6	6
			Native Hawaiian/Pacific Islander		
			Two or More Races	6	27
			Unknown	3	18
			White	177	294
Women's Beach Volleyball	Student-Athlete	Student-Athlete	American Indian/Alaska Native		6
			Asian		17
			Black		21
			Hispanic/Latino		59
			International		84
			Native Hawaiian/Pacific Islander		12
			Two or More Races		96
			Unknown		36
			White		825
	Coaching Staff		Asian	1	
			Black	1	2
			Hispanic/Latino	3	1

Division I				2023	
				M	W
		Head Coach	International	1	
			Native Hawaiian/Pacific Islander		1
			Two or More Races		1
			Unknown	2	
			White	37	17
		Assistant Coach	American Indian/Alaska Native	1	
			Asian	2	1
			Black		1
			Hispanic/Latino	4	3
			International		2
			Native Hawaiian/Pacific Islander	1	1
			Two or More Races	1	1
			Unknown	2	1
			White	20	32
Women's Bowling	Student-Athlete	Student-Athlete	American Indian/Alaska Native		2
			Asian		10
			Black		69
			Hispanic/Latino		23
			International		14
			Native Hawaiian/Pacific Islander		2
			Two or More Races		16
			Unknown		2
			White		184
	Coaching Staff	Head Coac	Asian		
			Black	9	4
			International		
			White	14	9
		Assistant Coach	American Indian/Alaska Native		
			Asian		
			Black	4	9
			Hispanic/Latino		
			International		
			Unknown		
			White	3	8
	Student-Athlete	Student-Athlete	American Indian/Alaska Native		12
			Asian		73
			Black		410
			Hispanic/Latino		368
			International		407
			Native Hawaiian/Pacific Islander		5
			Two or More Races		310
			Unknown		114
			White		4,090
	Coaching Staff		American Indian/Alaska Native		
			Asian	1	1
			Black	66	19
			Hispanic/Latino	4	2
Women's Cross Country			International	4	

Division I				2023	
				M	W
		Head Coach	Native Hawaiian/Pacific Islander		
			Two or More Races	5	
			Unknown	2	
			White	198	54
			American Indian/Alaska Native	2	
		Assistant Coach	Asian	2	1
			Black	61	27
			Hispanic/Latino	9	4
			International	2	5
			Native Hawaiian/Pacific Islander		1
			Two or More Races	2	
			Unknown	5	7
			White	210	104
Women's Equestrian	Student-Athlete	Student-Athlete	American Indian/Alaska Native		5
			Asian		9
			Black		4
			Hispanic/Latino		28
			International		9
			Native Hawaiian/Pacific Islander		
			Two or More Races		30
			Unknown		17
			White		643
	Coaching Staff	Head Coach	Hispanic/Latino	1	
			Unknown		
			White	1	18
		Assistant Coach	Asian		
			Black		
			Hispanic/Latino		
			International		
			Unknown	1	1
			White	1	25
Women's Fencing	Student-Athlete	Student-Athlete	American Indian/Alaska Native		
			Asian		136
			Black		19
			Hispanic/Latino		30
			International		57
			Native Hawaiian/Pacific Islander		
			Two or More Races		31
			Unknown		32
			White		173
	Coaching Staff	Head Coach	Asian	1	
			Black	3	
			Hispanic/Latino		
			International	1	
			Two or More Races		
			Unknown	2	
			White	15	5
			Asian	2	1

Division I				2023	
				M	W
		Assistant Coach	Black	2	
			Hispanic/Latino	1	1
			International	7	
			Native Hawaiian/Pacific Islander		
			Two or More Races	1	
			Unknown		
			White	21	11
Women's Field Hockey	Student-Athlete	Student-Athlete	American Indian/Alaska Native		2
			Asian		41
			Black		13
			Hispanic/Latino		48
			International		335
			Native Hawaiian/Pacific Islander		1
			Two or More Races		64
			Unknown		78
			White		1,322
	Coaching Staff	Head Coach	American Indian/Alaska Native		1
			Asian		1
			Black		
			Hispanic/Latino	2	3
			International		
			Native Hawaiian/Pacific Islander		
			Two or More Races		
			Unknown		2
			White	11	56
		Assistant Coach	American Indian/Alaska Native		
			Asian		1
			Black	1	
			Hispanic/Latino	1	
			International	7	1
			Two or More Races		2
			Unknown	1	5
			White	25	98
Women's Golf	Student-Athlete	Student-Athlete	American Indian/Alaska Native		2
			Asian		302
			Black		46
			Hispanic/Latino		109
			International		557
			Native Hawaiian/Pacific Islander		9
			Two or More Races		91
			Unknown		69
			White		1,053
	Coaching Staff	Head Coach	American Indian/Alaska Native		
			Asian		7
			Black	6	1
			Hispanic/Latino	3	2
			International		3
			Native Hawaiian/Pacific Islander		

Division I				2023	
				M	W
		Head Coach	Two or More Races		2
			Unknown	1	2
			White	97	142
		Assistant Coach	American Indian/Alaska Native		
			Asian	2	8
			Black	1	3
			Hispanic/Latino	2	5
			International	2	8
			Native Hawaiian/Pacific Islander		1
			Two or More Races	1	6
			Unknown	1	4
			White	63	82
Women's Gymnastics	Student-Athlete	Student-Athlete	American Indian/Alaska Native		1
			Asian		115
			Black		120
			Hispanic/Latino		69
			International		39
			Native Hawaiian/Pacific Islander		5
			Two or More Races		112
			Unknown		28
			White		756
	Coaching Staff	Head Coach	American Indian/Alaska Native		1
			Asian	1	2
			Black	1	4
			Hispanic/Latino		1
			Two or More Races		
			Unknown		
			White	20	31
		Assistant Coach	American Indian/Alaska Native	1	
			Asian	1	
			Black		4
			Hispanic/Latino		
			International	2	
			Native Hawaiian/Pacific Islander		
			Two or More Races		4
			Unknown	3	4
			White	45	50
Women's Ice Hockey	Student-Athlete	Student-Athlete	American Indian/Alaska Native		1
			Asian		2
			Black		7
			Hispanic/Latino		11
			International		187
			Native Hawaiian/Pacific Islander		1
			Two or More Races		9
			Unknown		31
			White		369
	Coaching Staff	Coaching Staff	Asian		
			International		

Division I				2023	
				M	W
Women's Indoor Track		Head	Unknown		1
			White	12	11
		Assistant Coach	American Indian/Alaska Native		
			Asian		1
			Hispanic/Latino	1	1
			International		
			Two or More Races	1	
			Unknown		1
			White	11	35
	Student-Athlete	Student-Athlete	American Indian/Alaska Native		30
			Asian		175
			Black		3,276
			Hispanic/Latino		646
			International		993
			Native Hawaiian/Pacific Islander		35
			Two or More Races		865
			Unknown		275
			White		7,044
	Coaching Staff	Head Coach	American Indian/Alaska Native	1	
			Asian	1	
			Black	71	25
			Hispanic/Latino	3	1
			International	4	1
			Two or More Races	5	1
			Unknown	3	
			White	190	34
		Assistant Coach	American Indian/Alaska Native	3	
			Asian	7	4
			Black	229	107
			Hispanic/Latino	23	4
			International	10	7
			Native Hawaiian/Pacific Islander	2	1
			Two or More Races	10	3
			Unknown	21	11
			White	538	187
Women's Lacrosse	Student-Athlete	Student-Athlete	American Indian/Alaska Native		11
			Asian		57
			Black		120
			Hispanic/Latino		132
			International		69
			Native Hawaiian/Pacific Islander		8
			Two or More Races		169
			Unknown		136
			White		3,444
	Coaching Staff	Head Coach	American Indian/Alaska Native		
			Asian		1
			Black	1	4
			Hispanic/Latino	1	

Division I				2023		
				M	W	
Women's Outdoor Track	Head Coach	International		1	1	
		Two or More Races			3	
		Unknown			2	
		White		7	101	
		American Indian/Alaska Native				
		Asian			1	
		Black		1	2	
		Hispanic/Latino			2	
		International			3	
		Native Hawaiian/Pacific Islander			1	
		Two or More Races			2	
		Unknown		1	7	
		White		22	183	
	Assistant Coach	International				
		Native Hawaiian/Pacific Islander				
		Two or More Races				
		Unknown				
		White				
		American Indian/Alaska Native				
		Asian				
		Black				
	Student-Athlete	American Indian/Alaska Native			30	
		Asian			171	
		Black			3,299	
		Hispanic/Latino			700	
International				1,030		
Native Hawaiian/Pacific Islander				35		
Two or More Races				896		
Unknown				290		
White			7,146			
Coaching Staff	Head Coach	American Indian/Alaska Native		1		
		Asian		1		
		Black		75	23	
		Hispanic/Latino		5		
		International		4	1	
		Two or More Races		5		
		Unknown		3		
		White		189	39	
	Assistant Coach	American Indian/Alaska Native		3		
		Asian		7	4	
		Black		231	105	
		Hispanic/Latino		23	5	
		International		10	8	
		Native Hawaiian/Pacific Islander		2	1	
		Two or More Races		11	2	
		Unknown		20	11	
		White		540	190	
		Student-Athlete	American Indian/Alaska Native			
			Asian			3
			Black			
Hispanic/Latino				5		
International				3		
Two or More Races				2		
Unknown				1		
White				44		
Coaching Staff	International				1	

Division I				2023	
				M	W
Women's Rowing		Assistant Head Coach	White	3	3
			Asian		
			Hispanic/Latino		
			White	2	2
	Student-Athlete	Student-Athlete	American Indian/Alaska Native		22
			Asian		164
			Black		114
			Hispanic/Latino		258
			International		336
			Native Hawaiian/Pacific Islander		5
			Two or More Races		282
			Unknown		182
			White	1	3,716
	Coaching Staff	Head Coach	Asian	2	
			Black		
			Hispanic/Latino		1
			International		
			Two or More Races	2	1
			Unknown	3	
			White	48	34
			American Indian/Alaska Native		1
		Assistant Coach	Asian		
			Black	1	5
			Hispanic/Latino	1	2
			International	2	2
			Two or More Races	1	
			Unknown	4	10
			White	49	132
Women's Rugby	Student-Athlete	Student-Athlete	American Indian/Alaska Native		5
			Asian		20
			Black		40
			Hispanic/Latino		29
			International		12
			Native Hawaiian/Pacific Islander		6
			Two or More Races		48
			Unknown		26
			White		194
	Coaching Staff	Head Coach	Asian		1
			Black		1
			Native Hawaiian/Pacific Islander		
			White	3	5
		Assistant Coach	Black		
			Hispanic/Latino		
			International		1
			Two or More Races		
			Unknown		
			White	6	8
Women's Skiing	Student-Athlete		American Indian/Alaska Native		

Division I				2023	
				M	W
		Student-Athlete	Black		
			Hispanic/Latino		
			International		44
			Two or More Races		1
			Unknown		4
			White		91
	Coaching Staff	Head Coach	International		
			Two or More Races		
			Unknown		
			White	11	3
		Assistant Coach	American Indian/Alaska Native		
			International	2	
			Unknown		
			White	11	4
Women's Soccer	Student-Athlete	Student-Athlete	American Indian/Alaska Native		33
			Asian		173
			Black		748
			Hispanic/Latino	1	813
			International		749
			Native Hawaiian/Pacific Islander		40
			Two or More Races		854
			Unknown		203
			White	8	6,592
	Coaching Staff	Head Coach	American Indian/Alaska Native		
			Asian	4	2
			Black	15	5
			Hispanic/Latino	14	4
			International	11	5
			Native Hawaiian/Pacific Islander	1	2
			Two or More Races	2	1
			Unknown	5	2
			White	182	85
		Assistant Coach	American Indian/Alaska Native		1
			Asian	8	2
			Black	14	13
			Hispanic/Latino	21	10
			International	23	13
			Native Hawaiian/Pacific Islander		2
			Two or More Races	6	5
			Unknown	11	10
			White	270	237
Women's Softball	Student-Athlete	Student-Athlete	American Indian/Alaska Native		57
			Asian		100
			Black		611
			Hispanic/Latino		818
			International		52
			Native Hawaiian/Pacific Islander		47
			Two or More Races		548

Division I				2023	
				M	W
Women's Swimming		Student-Athlete	Unknown		112
			White		4,392
	Coaching Staff	Head Coach	American Indian/Alaska Native		
			Asian		3
			Black	5	14
			Hispanic/Latino	3	9
			International		
			Native Hawaiian/Pacific Islander	1	2
			Two or More Races		5
			Unknown		2
			White	83	170
			American Indian/Alaska Native	1	4
			Asian	2	5
			Black	9	26
			Hispanic/Latino	9	34
			International	2	
			Native Hawaiian/Pacific Islander		6
			Two or More Races	4	14
			Unknown		15
			White	119	332
	Student-Athlete	Student-Athlete	American Indian/Alaska Native		6
			Asian		236
			Black		79
			Hispanic/Latino		253
			International		533
			Native Hawaiian/Pacific Islander		7
			Two or More Races		317
			Unknown		128
			White		4,304
	Coaching Staff	Head Coach	Asian	4	2
			Black	4	1
			Hispanic/Latino	4	
			International	2	
			Two or More Races	3	1
			Unknown	1	
			White	139	45
			American Indian/Alaska Native		1
			Asian	6	7
			Black	10	2
			Hispanic/Latino	14	4
			International	2	7
			Native Hawaiian/Pacific Islander		
			Two or More Races	11	1
			Unknown	11	4
			White	270	154
Women's Tennis	Student-Athlete		American Indian/Alaska Native		
			Asian		214
			Black		116

Division I				2023	
				M	W
	Student-Athlete	Hispanic/Latino			158
		International			1,103
		Native Hawaiian/Pacific Islander			7
		Two or More Races			142
		Unknown			89
		White			952
	Coaching Staff	American Indian/Alaska Native			
		Asian	8	6	
		Black	14	9	
		Hispanic/Latino	10	7	
		International	9	10	
		Native Hawaiian/Pacific Islander			
		Two or More Races	3	1	
		Unknown	4	5	
		White	132	85	
	Head Coach	American Indian/Alaska Native	1	1	
		Asian	4	6	
		Black	7	10	
		Hispanic/Latino	10	7	
		International	21	24	
		Native Hawaiian/Pacific Islander			
		Two or More Races	4	1	
		Unknown	5	7	
		White	93	65	
	Assistant Coach	American Indian/Alaska Native			
		Asian			
		Black			
		Hispanic/Latino			
		International			
		Native Hawaiian/Pacific Islander			
		Two or More Races			
		Unknown			
		White			
Women's Triathlon	Student-Athlete	Asian			
		Black			7
		Hispanic/Latino			2
		International			12
		Two or More Races			3
		Unknown			
		White			47
	Coaching Staff	Head	International		
		Head	White	3	5
		Assistant	Black	1	
Women's Volleyball	Student-Athlete	International			
		White	1	3	
		Black			
		International			
		White			
	Student-Athlete	American Indian/Alaska Native			13
		Asian			85
		Black			907
		Hispanic/Latino	1		309
		International			345
		Native Hawaiian/Pacific Islander			57
		Two or More Races	1		471
		Unknown			134
		White	1		3,467
	Coaching Staff	American Indian/Alaska Native	1		
		Asian	6		1
		Black	4		27

Division I				2023	
				M	W
		Head Coach	Hispanic/Latino	11	6
			International	3	3
			Native Hawaiian/Pacific Islander	4	4
			Two or More Races	10	8
			Unknown	5	3
			White	139	107
		Assistant Coach	American Indian/Alaska Native		
			Asian	12	6
			Black	15	50
			Hispanic/Latino	20	17
			International	1	5
			Native Hawaiian/Pacific Islander	6	8
			Two or More Races	9	12
			Unknown	6	7
			White	223	227
Women's Water Polo	Student-Athlete	Student-Athlete	American Indian/Alaska Native		1
			Asian		16
			Black		10
			Hispanic/Latino		98
			International		98
			Native Hawaiian/Pacific Islander		7
			Two or More Races		61
			Unknown		35
			White		490
	Coaching Staff	Head Coach	Asian		
			Black	3	
			Hispanic/Latino		2
			International		1
			Native Hawaiian/Pacific Islander	1	
			Two or More Races		
			Unknown	1	
			White	15	13
		Assistant Coach	Asian	2	
			Hispanic/Latino		
			International	1	1
			Native Hawaiian/Pacific Islander		
			Two or More Races		2
			Unknown	2	
			White	17	27
Women's Wrestling	Student-Athlete	Student-Athlete	Asian		1
			Black		2
			Hispanic/Latino		11
			Native Hawaiian/Pacific Islander		1
			Two or More Races		3
			White		15
	Coaching Staff	Assistant Coach	White	1	1
			Unknown		1
			White	1	

AVAILABILITY ANALYSIS

March 30, 2024

OCC. CATEGORY: 1-Executive/Managerial
 TITLE: Executive Managerial Titles
 CAMPUS: Total University

Period Covered: 12/01/23 - 11/30/24
 LMA: United States

FACTOR	TOTAL MALE			TOTAL FEMALE			WHITE MALE			WHITE FEMALE			BLACK MALE			BLACK FEMALE		
	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF
Employment	72.6	0.05	3.6	27.4	0.05	1.4	59.2	0.05	3.0	21.1	0.05	1.1	2.8	0.05	0.1	1.8	0.05	0.1
Promotional Pool	45.2	0.65	29.4	54.8	0.65	35.6	35.7	0.65	23.2	48.2	0.65	31.3	4.8	0.65	3.1	1.8	0.65	1.2
Employment Education	41.3	0.30	12.4	58.7	0.30	17.6	31.6	0.30	9.5	42.2	0.30	12.7	4.2	0.30	1.3	7.8	0.30	2.3
FINAL AVAIL. FACTOR			45.4			54.6			35.7			45.1			4.5			3.6

FACTOR	HISPANIC MALE			HISPANIC FEMALE			AAIANHNPI MALE			AAIANHNPI FEMALE			2+ RACES MALE			2+ RACES FEMALE		
	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF
Employment	5.6	0.05	0.3	2.4	0.05	0.1	3.9	0.05	0.2	1.6	0.05	0.1	1.1	0.05	0.1	0.6	0.05	0.0
Promotional Pool	3.6	0.65	2.3	0.6	0.65	0.4	1.2	0.65	0.8	4.2	0.65	2.7	0.0	0.65	0.0	0.0	0.65	0.0
Employment Education	3.1	0.30	0.9	5.4	0.30	1.6	2.3	0.30	0.7	3.3	0.30	1.0	0.6	0.30	0.2	1.0	0.30	0.3
FINAL AVAIL. FACTOR			3.5			2.1			1.7			3.8			0.3			0.3

TOTAL 100.0

FACTOR	SOURCE OF STATISTIC	REASON FOR WEIGHTING THE FACTOR
Employment	2014-2018 EEO Tabulations from U.S. Census Bureau - National (see attached worksheet of job titles used)	5% Lower value weight, data is not specific to higher ed
Promotional Pool	Promotions filled from positions within the University	65% Based on the history of promotions.
Employment Education	US Dept of Education - National Ctr For Educational Statistics (IPEDS) Spring 2023 - Management -Table 314.40	30% Based on national scope of recruitment specific to higher ed

AVAILABILITY ANALYSIS

March 30, 2024

AVAILABILITY ANALYSIS WORKSHEET- EMPLOYMENT DATA

OCC. CATEGORY:

TITLE:

CAMPUS:

1-Executive/Managerial

Exec Managerial Titles

Total University

Period Covered: 12/01/23 - 11/30/24

	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISP MALE	HISP FEMALE	AAIANHNPI MALE	AAIANHNPI FEMALE	2+ RACES MALE	2+ RACES FEMALE
Employment Tbl. EEO-ALL01R - Occ. by Sex & Race/Eth. for Res. Geo.													
Top executives : 11-10XX / 0010	2,182,160	1,583,175	598,985	1,291,210	459,535	62,085	40,265	122,000	51,605	84,475	35,100	23,405	12,480
TOTAL	2,182,160	1,583,175	598,985	1,291,210	459,535	62,085	40,265	122,000	51,605	84,475	35,100	23,405	12,480
%	100.0	72.6	27.4	59.2	21.1	2.8	1.8	5.6	2.4	3.9	1.6	1.1	0.6
Promotional Pool*													
Employees in U Staff Prof 3 classification	78	39	39	33	34	2	2	3	1	1	2	0	0
Employees in U Staff Prof 2 classification	42	15	27	10	24	2	1	2	0	1	2	0	0
Employees in U Staff Prof Other classification	15	6	9	5	8	1	0	0	0	0	1	0	0
Employees in U DIRECTOR classification	33	16	17	12	15	3	0	1	0	0	2	0	0
TOTAL	168	76	92	60	81	8	3	6	1	2	7	0	0
%	100.0	45.2	54.8	35.7	48.2	4.8	1.8	3.6	0.6	1.2	4.2	0.0	0.0
Employment Education- NCES Table 314.40 Spring 2023													
Management	267,497	110,305	157,192	83,304	111,043	11,040	20,633	8,273	14,151	6,177	8,679	1,511	2,686
TOTAL	263,300	108,794	154,506	83,304	111,043	11,040	20,633	8,273	14,151	6,177	8,679	1,511	2,686
%	100.0	41.3	58.7	31.6	42.2	4.2	7.8	3.1	5.4	2.3	3.3	0.6	1.0

*Promotional pool does not include titles from non typical reclassifications and searches.

United States EEO-ALL01R - Occupation by Sex and Race/Ethnicity for Residence Geography (Universe: Civilian labor force 16 years and over)

		Total All Groups	White alone	Black or African American alone	Hispanic or Latino	American Indian /Alaska Native alone	Asian alone	Native Hawaiian /Pacific Islander alone	Balance of not Hispanic or Latino
Total, all occupations : 00-0000 / 0000	Total	162,248,195	101,741,575	19,212,390	27,543,140	911,350	9,250,275	269,225	3,320,240
Total, all occupations : 00-0000 / 0000	Male	85,351,345	53,855,515	8,963,850	15,451,485	456,765	4,808,790	139,330	1,675,610
Total, all occupations : 00-0000 / 0000	Female	76,896,850	47,886,060	10,248,540	12,091,655	454,585	4,441,485	129,895	1,644,630
Total, all occupations : 00-0000 / 0000	Percent Total	100.0%	62.7%	11.8%	17.0%	0.6%	5.7%	0.2%	2.0%
Total, all occupations : 00-0000 / 0000	Percent Male	52.6%	33.2%	5.5%	9.5%	0.3%	3.0%	0.1%	1.0%
Total, all occupations : 00-0000 / 0000	Percent Female	47.4%	29.5%	6.3%	7.5%	0.3%	2.7%	0.1%	1.0%
Top executives : 11-10XX / 0010	Total	2,182,165	1,750,745	102,350	173,605	8,500	109,255	1,820	35,885
Top executives : 11-10XX / 0010	Male	1,583,175	1,291,210	62,085	122,000	5,130	78,165	1,180	23,405
Top executives : 11-10XX / 0010	Female	598,990	459,535	40,265	51,605	3,370	31,090	640	12,480
Top executives : 11-10XX / 0010	Percent Total	100.0%	80.2%	4.7%	8.0%	0.4%	5.0%	0.1%	1.6%
Top executives : 11-10XX / 0010	Percent Male	72.6%	59.2%	2.8%	5.6%	0.2%	3.6%	0.1%	1.1%
Top executives : 11-10XX / 0010	Percent Female	27.4%	21.1%	1.8%	2.4%	0.2%	1.4%	0.0%	0.6%

AVAILABILITY ANALYSIS

March 30, 2024

Table 314.40. Employees in degree-granting postsecondary institutions, by race/ethnicity, sex, employment status, control and level of institution, and primary occupation: Fall 2022						
Occupation	Total	White	Black	Hispanic	AAIANHNP	2+ Races
Males	2,119,442	1,537,735	182,820	183,746	215,141	34,421
Faculty (instruction/research/public service)	648,042	486,912	43,158	43,923	74,049	8,577
Instruction	600,297	453,814	41,138	40,761	64,584	7,800
Research	33,435	22,739	1,155	2,207	7,334	572
Public service	14,310	10,359	865	955	2,131	205
Graduate assistants	103,653	69,092	6,812	11,927	15,822	4,002
Librarians, curators, and archivists	10,637	8,496	652	901	588	158
Student and academic affairs and other education services	49,100	33,885	6,511	5,757	2,947	1,043
Management	108,794	83,304	11,040	8,273	6,177	1,511
Business and financial operations	60,367	42,613	6,206	6,785	4,763	1,161
Computer, engineering, and science	127,363	91,483	8,426	11,964	15,490	2,595
Community, social service, legal, arts, design, entertainment, sports, and media	82,046	60,236	11,098	7,447	3,265	1,730
Healthcare practitioners and technicians	28,179	18,209	2,547	2,968	4,455	563
Service occupations	116,342	64,780	25,673	19,800	6,089	1,795
Sales and related occupations	3,236	2,132	545	391	168	98
Office and administrative support	61,651	36,927	9,147	10,900	4,677	1,638
Natural resources, construction, and maintenance	58,669	43,947	5,721	7,029	1,972	758
Production, transportation, and material moving	13,321	8,807	2,126	1,758	630	215
Females	2,639,330	1,834,615	308,364	259,214	237,137	52,627
Faculty (instruction/research/public service)	699,233	512,417	68,897	49,615	68,304	11,952
Instruction	653,254	481,913	65,529	45,801	60,011	10,894
Research	29,427	19,050	1,730	2,587	6,060	739
Public service	16,552	11,454	1,638	1,227	2,233	319
Graduate assistants	128,924	84,686	11,480	15,526	17,232	5,618
Librarians, curators, and archivists	24,914	19,246	2,099	1,814	1,755	494
Student and academic affairs and other education services	111,117	75,178	16,278	13,425	6,236	2,535
Management	154,506	111,043	20,633	14,151	8,679	2,686
Business and financial operations	165,862	111,057	20,908	19,523	14,374	3,488
Computer, engineering, and science	89,500	57,564	7,759	9,061	15,116	2,045
Community, social service, legal, arts, design, entertainment, sports, and media	108,811	75,948	13,206	13,315	6,342	2,875
Healthcare practitioners and technicians	75,276	49,337	9,201	7,955	8,783	1,346
Service occupations	89,373	41,978	21,826	20,066	5,503	1,444
Sales and related occupations	6,493	3,939	1,284	927	343	237
Office and administrative support	277,831	174,487	44,413	43,178	15,753	5,785
Natural resources, construction, and maintenance	5,314	3,558	798	672	286	98
Production, transportation, and material moving	2,943	1,760	685	371	127	72
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2023, Human Resources component. (This table was prepared December 2023.)						

AVAILABILITY ANALYSIS

March 30, 2024

OCC. CATEGORY: 1-Executive/Managerial
TITLE: University Director
CAMPUS: Total University

Period Covered: 12/01/23 - 11/30/24
LMA: United States

FACTOR	TOTAL MALE			TOTAL FEMALE			WHITE MALE			WHITE FEMALE			BLACK MALE			BLACK FEMALE		
	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF
Employment	72.6	0.05	3.6	27.4	0.05	1.4	59.2	0.05	3.0	21.1	0.05	1.1	2.8	0.05	0.1	1.8	0.05	0.1
Promotional Pool	44.5	0.75	33.4	55.5	0.75	41.6	35.6	0.75	26.7	48.9	0.75	36.7	3.7	0.75	2.8	2.2	0.75	1.7
Employment Education	41.2	0.20	8.2	58.8	0.20	11.8	31.1	0.20	6.2	41.5	0.20	8.3	4.1	0.20	0.8	7.7	0.20	1.5
FINAL AVAIL. FACTOR			45.2			54.8			35.9			46.1			3.7			3.3

FACTOR	HISPANIC MALE			HISPANIC FEMALE			AAIANHNPI MALE			AAIANHNPI FEMALE			2+ RACES MALE			2+ RACES FEMALE		
	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF
Employment	5.6	0.05	0.3	2.4	0.05	0.1	3.9	0.05	0.2	1.6	0.05	0.1	1.1	0.05	0.1	0.6	0.05	0.0
Promotional Pool	3.7	0.75	2.8	0.7	0.75	0.5	1.5	0.75	1.1	3.7	0.75	2.8	0.0	0.75	0.0	0.0	0.75	0.0
Employment Education	3.1	0.20	0.6	5.3	0.20	1.1	2.3	0.20	0.5	3.2	0.20	0.6	0.6	0.20	0.1	1.0	0.20	0.2
FINAL AVAIL. FACTOR			3.7			1.7			1.8			3.5			0.2			0.2

TOTAL 100.1

FACTOR	SOURCE OF STATISTIC	REASON FOR WEIGHTING THE FACTOR
Employment	2014-2018 Tabulations from U.S. Census Bureau - National (see attached worksheet of job titles used)	5% Lower value weight, data is not specific to higher ed
Promotional Pool	Promotions filled from positions within the University	75% Based on the history of promotions..
Employment Education	US Dept of Education - National Ctr For Educational Statistics (IPEDS) Spring 2023 - Management-Table 314.40	20% Based on national scope of recruitment specific to higher ed

AVAILABILITY ANALYSIS

March 30, 2024

AVAILABILITY ANALYSIS WORKSHEET- EMPLOYMENT DATA

OCC. CATEGORY:

1-Executive/Managerial

TITLE:

University Director

Period Covered: 12/01/23 - 11/30/24

CAMPUS:

Total University

	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISP MALE	HISP FEMALE	AAIANHNPI MALE	AAIANHNPI FEMALE	2+ RACES MALE	2+ RACES FEMALE
Employment Tbl. EEO-ALL01R - Occ. by Sex & Race/Eth. for Res. Geo.													
Top executives : 11-10XX / 0010	2,182,160	1,583,175	598,985	1,291,210	459,535	62,085	40,265	122,000	51,605	84,475	35,100	23,405	12,480
TOTAL	2,182,160	1,583,175	598,985	1,291,210	459,535	62,085	40,265	122,000	51,605	84,475	35,100	23,405	12,480
%	100.0	72.6	27.4	59.2	21.1	2.8	1.8	5.6	2.4	3.9	1.6	1.1	0.6
Promotional Pool*													
Employees in U Staff Prof 3 classification	78	39	39	33	34	2	2	3	1	1	2	0	0
Employees in U Staff Prof 2 classification	42	15	27	10	24	2	1	2	0	1	2	0	0
Employees in U Staff Prof Other classification	15	6	9	5	8	1	0	0	0	0	1	0	0
TOTAL	135	60	75	48	66	5	3	5	1	2	5	0	0
%	100.0	44.5	55.5	35.6	48.9	3.7	2.2	3.7	0.7	1.5	3.7	0.0	0.0
Employment Education- NCES Table 314.40 Spring 2023													
Management	267,497	110,305	157,192	83,304	111,043	11,040	20,633	8,273	14,151	6,177	8,679	1,511	2,686
TOTAL	267,497	110,305	157,192	83,304	111,043	11,040	20,633	8,273	14,151	6,177	8,679	1,511	2,686
%	100.0	41.2	58.8	31.1	41.5	4.1	7.7	3.1	5.3	2.3	3.2	0.6	1.0

*Promotional pool does not include titles from non typical reclassifications and searches.

United States EEO-ALL01R - Occupation by Sex and Race/Ethnicity for Residence Geography (Universe: Civilian labor force 16 years and over)

		Total All Groups	White alone	Black or African American alone	Hispanic or Latino	American Indian /Alaska Native alone	Asian alone	Native Hawaiian /Pacific Islander alone	Balance of not Hispanic or Latino
Total, all occupations : 00-0000 / 0000	Total	162,248,195	101,741,575	19,212,390	27,543,140	911,350	9,250,275	269,225	3,320,240
Total, all occupations : 00-0000 / 0000	Male	85,351,345	53,855,515	8,963,850	15,451,485	456,765	4,808,790	139,330	1,675,610
Total, all occupations : 00-0000 / 0000	Female	76,896,850	47,886,060	10,248,540	12,091,655	454,585	4,441,485	129,895	1,644,630
Total, all occupations : 00-0000 / 0000	Percent Total	100.0%	62.7%	11.8%	17.0%	0.6%	5.7%	0.2%	2.0%
Total, all occupations : 00-0000 / 0000	Percent Male	52.6%	33.2%	5.5%	9.5%	0.3%	3.0%	0.1%	1.0%
Total, all occupations : 00-0000 / 0000	Percent Female	47.4%	29.5%	6.3%	7.5%	0.3%	2.7%	0.1%	1.0%
Top executives : 11-10XX / 0010	Total	2,182,165	1,750,745	102,350	173,605	8,500	109,255	1,820	35,885
Top executives : 11-10XX / 0010	Male	1,583,175	1,291,210	62,085	122,000	5,130	78,165	1,180	23,405
Top executives : 11-10XX / 0010	Female	598,990	459,535	40,265	51,605	3,370	31,090	640	12,480
Top executives : 11-10XX / 0010	Percent Total	100.0%	80.2%	4.7%	8.0%	0.4%	5.0%	0.1%	1.6%
Top executives : 11-10XX / 0010	Percent Male	72.6%	59.2%	2.8%	5.6%	0.2%	3.6%	0.1%	1.1%
Top executives : 11-10XX / 0010	Percent Female	27.4%	21.1%	1.8%	2.4%	0.2%	1.4%	0.0%	0.6%

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Table 314.40. Employees in degree-granting postsecondary institutions, by race/ethnicity, sex, employment status, control and level of institution, and primary occupation: Fall 2022						
Occupation	Total	White	Black	Hispanic	AAIANHNP	2+ Races
Males	2,119,442	1,537,735	182,820	183,746	215,141	34,421
Faculty (instruction/research/public service)	648,042	486,912	43,158	43,923	74,049	8,577
Instruction	600,297	453,814	41,138	40,761	64,584	7,800
Research	33,435	22,739	1,155	2,207	7,334	572
Public service	14,310	10,359	865	955	2,131	205
Graduate assistants	103,653	69,092	6,812	11,927	15,822	4,002
Librarians, curators, and archivists	10,637	8,496	652	901	588	158
Student and academic affairs and other education services	49,100	33,885	6,511	5,757	2,947	1,043
Management	108,794	83,304	11,040	8,273	6,177	1,511
Business and financial operations	60,367	42,613	6,206	6,785	4,763	1,161
Computer, engineering, and science	127,363	91,483	8,426	11,964	15,490	2,595
Community, social service, legal, arts, design, entertainment, sports, and media	82,046	60,236	11,098	7,447	3,265	1,730
Healthcare practitioners and technicians	28,179	18,209	2,547	2,968	4,455	563
Service occupations	116,342	64,780	25,673	19,800	6,089	1,795
Sales and related occupations	3,236	2,132	545	391	168	98
Office and administrative support	61,651	36,927	9,147	10,900	4,677	1,638
Natural resources, construction, and maintenance	58,669	43,947	5,721	7,029	1,972	758
Production, transportation, and material moving	13,321	8,807	2,126	1,758	630	215
Females	2,639,330	1,834,615	308,364	259,214	237,137	52,627
Faculty (instruction/research/public service)	699,233	512,417	68,897	49,615	68,304	11,952
Instruction	653,254	481,913	65,529	45,801	60,011	10,894
Research	29,427	19,050	1,730	2,587	6,060	739
Public service	16,552	11,454	1,638	1,227	2,233	319
Graduate assistants	128,924	84,686	11,480	15,526	17,232	5,618
Librarians, curators, and archivists	24,914	19,246	2,099	1,814	1,755	494
Student and academic affairs and other education services	111,117	75,178	16,278	13,425	6,236	2,535
Management	154,506	111,043	20,633	14,151	8,679	2,686
Business and financial operations	165,862	111,057	20,908	19,523	14,374	3,488
Computer, engineering, and science	89,500	57,564	7,759	9,061	15,116	2,045
Community, social service, legal, arts, design, entertainment, sports, and media	108,811	75,948	13,206	13,315	6,342	2,875
Healthcare practitioners and technicians	75,276	49,337	9,201	7,955	8,783	1,346
Service occupations	89,373	41,978	21,826	20,066	5,503	1,444
Sales and related occupations	6,493	3,939	1,284	927	343	237
Office and administrative support	277,831	174,487	44,413	43,178	15,753	5,785
Natural resources, construction, and maintenance	5,314	3,558	798	672	286	98
Production, transportation, and material moving	2,943	1,760	685	371	127	72
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2023, Human Resources component. (This table was prepared December 2023.)						

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OCC. CATEGORY: 2 - Faculty
TITLE: Professor Titles
CAMPUS: Total University

Period Covered: 12/01/23 - 11/30/24
LMA: United States

FACTOR	TOTAL MALE			TOTAL FEMALE			WHITE MALE			WHITE FEMALE			BLACK MALE			BLACK FEMALE		
	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF
Promotional Pool	57.5	0.85	48.9	42.5	0.85	36.1	33.8	0.85	28.7	28.6	0.85	24.3	1.8	0.85	1.5	1.8	0.85	1.5
Employment Education	63.1	0.15	9.5	36.8	0.15	5.5	48.6	0.15	7.3	28.4	0.15	4.3	2.3	0.15	0.3	1.9	0.15	0.3
FINAL AVAIL. FACTOR			58.4			41.6			36.0			28.6			1.8			1.8
FACTOR	HISPANIC MALE			HISPANIC FEMALE			AAIANHNPI MALE			AAIANHNPI FEMALE			2+ RACES MALE			2+ RACES FEMALE		
	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF
Promotional Pool	4.3	0.85	3.7	3.1	0.85	2.6	16.6	0.85	14.1	8.2	0.85	7.0	1.0	0.85	0.9	0.8	0.85	0.7
Employment Education	2.7	0.15	0.4	1.8	0.15	0.3	9.1	0.15	1.4	4.3	0.15	0.6	0.4	0.15	0.1	0.4	0.15	0.1
FINAL AVAIL. FACTOR			4.1			2.9			15.5			7.6			1.0			0.8
																	TOTAL	100.1
FACTOR	SOURCE OF STATISTIC									REASON FOR WEIGHTING THE FACTOR								
Promotional Pool	Candidates eligible for promotion from Associate Professor titles.									85% Promotions occur only from Associate Professor title								
Employment Education	U.S. Department of Education, National Center for Education Statistics Integrated Postsecondary Educ. Data System (IPEDS) Fall 2022 Table 315.20 - Professor									15% Based on data specific to 4 year higher ed institutions								

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AVAILABILITY ANALYSIS WORKSHEET- EMPLOYMENT DATA

Period Covered: 12/01/23 - 11/30/24

OCC. CATEGORY:
TITLE:
CAMPUS:

2-Faculty
Professor Titles
Total University

Period Covered: 12/01/23 - 11/30/24

	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISP MALE	HISP FEMALE	AAIANHNPI MALE	AAIANHNPI FEMALE	2+ RACES MALE	2+ RACES FEMALE
Promotional Pool													
Eligible employees in Associate Professor Titles	391	225	166	132	112	7	7	17	12	65	32	4	3
TOTAL	391	225	166	132	112	7	7	17	12	65	32	4	3
%	100.0	57.5	42.5	33.8	28.6	1.8	1.8	4.3	3.1	16.6	8.2	1.0	0.8
Employment Education-NCES Table 315.20 Fall 2022													
Professor	183,570	116,028	67,542	89,250	52,171	4,307	3,513	4,891	3,326	16,765	7,868	815	664
TOTAL	183,570	116,028	67,542	89,250	52,171	4,307	3,513	4,891	3,326	16,765	7,868	815	664
%	100.0	63.1	36.8	48.6	28.4	2.3	1.9	2.7	1.8	9.1	4.3	0.4	0.4

Table 315.20. Full-time faculty in degree-granting postsecondary institutions, by race/ethnicity, sex, and academic rank: Fall 2022

Occupation	Total	White	Black	Hispanic	AAIANHNPI	2+ Races
Males	382,367	282,700	20,477	23,685	55,505	4,894
Professors	115,213	89,250	4,307	4,891	16,765	815
Associate professors	79,037	58,080	4,224	4,515	12,218	895
Assistant professors	68,065	46,595	4,797	4,740	11,933	1,160
Instructors	36,944	27,612	2,625	3,805	2,902	601
Lecturers	18,477	14,530	1,055	1,488	1,404	288
Other faculty	64,631	46,633	3,469	4,246	10,283	1,135
Females	366,708	267,616	28,977	24,983	45,132	6,138
Professors	66,878	52,171	3,513	3,326	7,868	664
Associate professors	72,885	53,856	5,291	4,131	9,607	1,010
Assistant professors	85,021	59,075	8,106	5,663	12,177	1,774
Instructors	50,176	36,597	4,674	4,872	4,033	863
Lecturers	24,169	18,399	1,434	2,144	2,192	389
Other faculty	67,579	47,518	5,959	4,847	9,255	1,438

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2021 through Spring 2023 Human Resources component, Fall Staff section. (This table was prepared November 2023.)

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OCC. CATEGORY: 2 - Faculty
 TITLE: Associate Professor Titles
 CAMPUS: Total University

Period Covered: 12/01/23 - 11/30/24
 LMA: United States

FACTOR	TOTAL MALE			TOTAL FEMALE			WHITE MALE			WHITE FEMALE			BLACK MALE			BLACK FEMALE		
	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF
Promotional Pool	53.4	0.85	45.4	46.6	0.85	39.6	20.7	0.85	17.6	25.9	0.85	22.0	0.0	0.85	0.0	3.4	0.85	2.9
Employment Education	52.0	0.15	7.8	48.0	0.15	7.2	37.8	0.15	5.7	35.0	0.15	5.3	2.7	0.15	0.4	3.4	0.15	0.5
FINAL AVAIL. FACTOR			53.2			46.8			23.3			27.3			0.4			3.4
FACTOR	HISPANIC MALE			HISPANIC FEMALE			AAIANHNPI MALE			AAIANHNPI FEMALE			2+ RACES MALE			2+ RACES FEMALE		
	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF
Promotional Pool	8.6	0.85	7.3	0.0	0.85	0.0	22.4	0.85	19.0	17.2	0.85	14.6	1.7	0.85	1.4	0.0	0.85	0.0
Employment Education	2.9	0.15	0.4	2.7	0.15	0.4	7.9	0.15	1.2	6.2	0.15	0.9	0.6	0.15	0.1	0.7	0.15	0.1
FINAL AVAIL. FACTOR			7.7			0.4			20.2			15.5			1.5			0.1
																	TOTAL	99.8
FACTOR	SOURCE OF STATISTIC										REASON FOR WEIGHTING THE FACTOR							
Promotional Pool	Candidates eligible for promotion from Assistant Professor titles.										85%	Promotions are only from those eligible in the Assistant Professor title						
Employment Education	U.S. Department of Education, National Center for Education Statistics Integrated Postsecondary Educ. Data System (IPEDS) Fall 2022 Table 315.20 - Associate Professors										15%	Based on data specific to 4 year higher ed institutions						

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AVAILABILITY ANALYSIS WORKSHEET- EMPLOYMENT DATA

OCC. CATEGORY:

2-Faculty

TITLE:

Associate Professor Titles

Period Covered: 12/01/23 - 11/30/24

CAMPUS:

Total University

	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISP MALE	HISP FEMALE	AAIANHNPI MALE	AAIANHNPI FEMALE	2+ RACES MALE	2+ RACES FEMALE
Promotional Pool													
Eligible employees in Assistant Professor Titles	58	31	27	12	15	0	2	5	0	13	10	1	0
TOTAL	58	31	27	12	15	0	2	5	0	13	10	1	0
%	100.0	53.4	46.6	20.7	25.9	0.0	3.4	8.6	0.0	22.4	17.2	1.7	0.0
Employment Education-NCES Table 315.20 Fall 2022													
Associate Professor	153,827	79,932	73,895	58,080	53,856	4,224	5,291	4,515	4,131	12,218	9,607	895	1,010
TOTAL	153,827	79,932	73,895	58,080	53,856	4,224	5,291	4,515	4,131	12,218	9,607	895	1,010
%	100.0	52.0	48.0	37.8	35.0	2.7	3.4	2.9	2.7	7.9	6.2	0.6	0.7

Table 315.20. Full-time faculty in degree-granting postsecondary institutions, by race/ethnicity, sex, and academic rank: Fall 2022

Occupation	Total	White	Black	Hispanic	AAIANHNPI	2+ Races
Males	382,367	282,700	20,477	23,685	55,505	4,894
Professors	115,213	89,250	4,307	4,891	16,765	815
Associate professors	79,037	58,080	4,224	4,515	12,218	895
Assistant professors	68,065	46,595	4,797	4,740	11,933	1,160
Instructors	36,944	27,612	2,625	3,805	2,902	601
Lecturers	18,477	14,530	1,055	1,488	1,404	288
Other faculty	64,631	46,633	3,469	4,246	10,283	1,135
Females	366,708	267,616	28,977	24,983	45,132	6,138
Professors	66,878	52,171	3,513	3,326	7,868	664
Associate professors	72,885	53,856	5,291	4,131	9,607	1,010
Assistant professors	85,021	59,075	8,106	5,663	12,177	1,774
Instructors	50,176	36,597	4,674	4,872	4,033	863
Lecturers	24,169	18,399	1,434	2,144	2,192	389
Other faculty	67,579	47,518	5,959	4,847	9,255	1,438

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2021 through Spring 2023 Human Resources component, Fall Staff section. (This table was prepared November 2023.)

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OCC. CATEGORY: 2 - Faculty
 TITLE: Assistant Professor Titles
 CAMPUS: Total University

Period Covered: 12/01/23 - 11/30/24
 LMA: United States

FACTOR	TOTAL MALE			TOTAL FEMALE			WHITE MALE			WHITE FEMALE			BLACK MALE			BLACK FEMALE			
	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	
Employment Education	44.3	0.35	15.5	55.6	0.35	19.5	29.9	0.35	10.5	37.9	0.35	13.3	3.1	0.35	1.1	5.2	0.35	1.8	
Educational Statistics	40.9	0.65	26.6	59.1	0.65	38.4	26.7	0.65	17.4	36.5	0.65	23.7	3.3	0.65	2.1	7.0	0.65	4.6	
FINAL AVAIL. FACTOR			42.1			57.9			27.9			37.0			3.2			6.4	
FACTOR	HISPANIC MALE			HISPANIC FEMALE			AAIANHNPI MALE			AAIANHNPI FEMALE			2+ RACES MALE			2+ RACES FEMALE			
	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	
Employment Education	3.0	0.35	1.1	3.6	0.35	1.3	7.6	0.35	2.7	7.8	0.35	2.7	0.7	0.35	0.2	1.1	0.35	0.4	
Educational Statistics	4.0	0.65	2.6	5.9	0.65	3.8	5.5	0.65	3.6	7.7	0.65	5.0	1.4	0.65	0.9	2.1	0.65	1.4	
FINAL AVAIL. FACTOR			3.7			5.1			6.3			7.7			1.1			1.8	
																	TOTAL		100.2
FACTOR	SOURCE OF STATISTIC									REASON FOR WEIGHTING THE FACTOR									
Employment Education	U.S. Department of Education, National Center for Education Statistics Integrated Postsecondary Educ. Data System (IPEDS) Fall 2022 Table 315.20 - Assistant Professors									35% Based on data specific to 4 year higher ed institutions									
Educational Statistics	U.S. Department of Education, National Center for Education Statistics Integrated Postsecondary Educ. Data System (IPEDS) Table 324.30/324.35 - Doctor's degrees conferred by degree-granting institutions. (Fall 2022)									65% Higher weight as this is an entry level position.									

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AVAILABILITY ANALYSIS WORKSHEET- EMPLOYMENT DATA

OCC. CATEGORY:

TITLE:

CAMPUS:

2-Faculty

Assistant Professor Titles

Total University

Period Covered: 12/01/23 - 11/30/24

	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISP MALE	HISP FEMALE	AAIANHNPI MALE	AAIANHNPI FEMALE	2+ RACES MALE	2+ RACES FEMALE
Employment Education-NCES Table 315.20 Fall 2022													
Assistant Professor	156,020	69,225	86,795	46,595	59,075	4,797	8,106	4,740	5,663	11,933	12,177	1,160	1,774
TOTAL	156,020	69,225	86,795	46,595	59,075	4,797	8,106	4,740	5,663	11,933	12,177	1,160	1,774
%	99.9	44.3	55.6	29.9	37.9	3.1	5.2	3.0	3.6	7.6	7.8	0.7	1.1
Employment Statistics - NCES Table 324.30 and 324.35 Fall 2022													
Ph.D.	181,500	74,222	107,278	48,540	66,157	5,928	12,785	7,275	10,679	9,895	13,913	2,584	3,744
TOTAL	181,500	74,222	107,278	48,540	66,157	5,928	12,785	7,275	10,679	9,895	13,913	2,584	3,744
%	100.0	40.9	59.1	26.7	36.5	3.3	7.0	4.0	5.9	5.5	7.7	1.4	2.1

Table 315.20. Full-time faculty in degree-granting postsecondary institutions, by race/ethnicity, sex, and academic rank: Fall 2022

Occupation	Total	White	Black	Hispanic	AAIANHNPI	2+ Races
Males	382,367	282,700	20,477	23,685	55,505	4,894
Professors	115,213	89,250	4,307	4,891	16,765	815
Associate professors	79,037	58,080	4,224	4,515	12,218	895
Assistant professors	68,065	46,595	4,797	4,740	11,933	1,160
Instructors	36,944	27,612	2,625	3,805	2,902	601
Lecturers	18,477	14,530	1,055	1,488	1,404	288
Other faculty	64,631	46,633	3,469	4,246	10,283	1,135
Females	366,708	267,616	28,977	24,983	45,132	6,138
Professors	66,878	52,171	3,513	3,326	7,868	664
Associate professors	72,885	53,856	5,291	4,131	9,607	1,010
Assistant professors	85,021	59,075	8,106	5,663	12,177	1,774
Instructors	50,176	36,597	4,674	4,872	4,033	863
Lecturers	24,169	18,399	1,434	2,144	2,192	389
Other faculty	67,579	47,518	5,959	4,847	9,255	1,438

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2021 through Spring 2023 Human Resources component, Fall Staff section. (This table was prepared November 2023.)

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Table 324.30. Doctor's degrees conferred to males by postsecondary institutions, by race/ethnicity and field of study:
Academic year 2021-22

Occupation: Males	Total	White	Black	Hispanic	AAIANHNPI	2+ Races
All fields, total	71,638	48,540	5,928	7,275	9,895	2,584
Agriculture and natural resources	999	814	42	89	54	39
Architecture and related services	57	35	7	4	11	4
Area, ethnic, cultural, gender, and group studies	89	42	25	15	7	2
Biological and biomedical sciences	2,819	2,000	139	306	374	114
Business	1,760	923	552	140	145	24
Communication, journalism, and related programs	140	120	2	10	8	6
Communications technologies	0	0	0	0	0	0
Computer and information sciences and support services	827	504	110	61	152	32
Education	3,970	2,450	872	456	192	107
Engineering	3,271	2,351	137	275	508	150
Engineering technologies	68	34	14	2	18	4
English language and literature/letters	383	316	17	34	16	6
Family and consumer sciences/human sciences	45	32	9	1	3	0
Foreign languages, literatures, and linguistics	259	198	5	41	15	9
Health professions and related programs	30,892	19,450	2,013	2,969	6,460	1,147
Homeland security, law enforcement, and firefighting	122	70	33	15	4	2
Legal professions and studies	15,430	11,486	994	1,872	1,078	543
Liberal arts and sciences, general studies, and humanities	36	28	4	3	1	0
Library science	5	4	1	0	0	0
Mathematics and statistics	701	530	26	55	90	38
Military technologies and applied sciences	0	0	0	0	0	0
Multi/interdisciplinary studies	308	200	41	30	37	8
Parks, recreation, leisure, fitness, and kinesiology	116	91	12	5	8	5
Philosophy and religious studies	339	277	19	24	19	13
Physical sciences and science technologies	2,318	1,817	59	216	226	94
Precision production	0	0	0	0	0	0
Psychology	1,420	1,008	150	167	95	57
Public administration and social services	393	229	113	34	17	7
Social sciences and history	1,407	1,076	76	150	105	51
Social sciences	1,088	816	60	120	92	39
History	319	260	16	30	13	12
Theology and religious vocations	1,450	888	350	99	113	41
Transportation and materials moving	13	12	0	1	0	0
Visual and performing arts	594	479	30	51	34	30
Other and not classified	0	0	0	0	0	0

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Fall 2022, Completions component. (This table was prepared September 2023)

AVAILABILITY ANALYSIS

March 30, 2024

**Table 324.35. Doctor's degrees conferred to females by postsecondary institutions, by race/ethnicity and field of study:
Academic year 2021-22**

Occupation: Females	Total	White	Black	Hispanic	AAIANHNP	2+ Races
All fields, total	103,534	66,157	12,785	10,679	13,913	3,744
Agriculture and natural resources	3,164	2,610	93	291	170	129
Architecture and related services	58	30	7	8	13	3
Area, ethnic, cultural, gender, and group studies	181	91	31	37	22	15
Biological and biomedical sciences	3,468	2,407	203	410	448	128
Business	1,871	811	790	137	133	49
Communication, journalism, and related programs	258	194	29	15	20	14
Communications technologies	0	0	0	0	0	0
Computer and information sciences and support services	287	173	44	13	57	8
Education	9,742	5,670	2,551	1,066	455	272
Engineering	1,406	931	76	144	255	80
Engineering technologies	39	26	6	0	7	0
English language and literature/letters	632	496	49	44	43	27
Family and consumer sciences/human sciences	169	107	34	17	11	4
Foreign languages, literatures, and linguistics	351	248	9	69	25	9
Health professions and related programs	51,259	31,864	5,229	4,521	9,645	1,792
Homeland security, law enforcement, and firefighting	139	92	28	12	7	4
Legal professions and studies	18,346	12,247	1,896	2,618	1,585	746
Liberal arts and sciences, general studies, and humanities	61	43	9	6	3	3
Library science	8	7	0	1	0	0
Mathematics and statistics	252	189	6	17	40	12
Military technologies and applied sciences	2	2	0	0	0	0
Multi/interdisciplinary studies	495	342	57	47	49	21
Parks, recreation, leisure, fitness, and kinesiology	123	100	11	9	3	5
Philosophy and religious studies	174	129	23	17	5	3
Physical sciences and science technologies	1,365	1,056	56	108	145	42
Precision production	0	0	0	0	0	0
Psychology	4,642	3,114	623	582	323	197
Public administration and social services	959	446	335	117	61	23
Social sciences and history	1,441	1,026	147	142	126	55
Social sciences	1,171	814	124	118	115	45
History	270	212	23	24	11	10
Theology and religious vocations	604	263	273	29	39	18
Transportation and materials moving	4	4	0	0	0	0
Visual and performing arts	593	413	23	60	97	30
Other and not classified	0	0	0	0	0	0

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Fall 2022, Completions component. (This table was prepared September 2023.)

AVAILABILITY ANALYSIS

March 30, 2024

OCC. CATEGORY: 2-Faculty
TITLE: Extension Instructor Titles
CAMPUS: Total University

Period Covered: 12/01/23 - 11/30/24
LMA: United States

FACTOR	TOTAL MALE			TOTAL FEMALE			WHITE MALE			WHITE FEMALE			BLACK MALE			BLACK FEMALE			
	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	
Employment	50.3	0.10	5.0	49.7	0.10	5.0	35.6	0.10	3.6	35.5	0.10	3.6	2.7	0.10	0.3	3.7	0.10	0.4	
Employment Education	46.3	0.90	41.7	53.7	0.90	48.3	33.2	0.90	29.9	37.7	0.90	33.9	2.7	0.90	2.4	4.8	0.90	4.3	
FINAL AVAIL. FACTOR			46.7			53.3			33.5			37.5			2.7			4.7	
FACTOR	HISPANIC MALE			HISPANIC FEMALE			AAIANHNPI MALE			AAIANHNPI FEMALE			2+ RACES MALE			2+ RACES FEMALE			
	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	
Employment	3.4	0.10	0.3	3.6	0.10	0.4	7.5	0.10	0.8	5.6	0.10	0.6	1.1	0.10	0.1	1.2	0.10	0.1	
Employment Education	3.6	0.90	3.2	4.4	0.90	4.0	5.9	0.90	5.3	5.9	0.90	5.3	0.8	0.90	0.7	1.0	0.90	0.9	
FINAL AVAIL. FACTOR			3.5			4.4			6.1			5.9			0.8			1.0	
																	TOTAL		100.1
FACTOR	SOURCE OF STATISTIC										REASON FOR WEIGHTING THE FACTOR								
Employment	2014-2018 Tabulations from U.S. Census Bureau - National (see attached worksheet of job titles used)										10%	Lower value weight, data is not specific to 4 year higher ed institutions							
Employment Education	U.S. Department of Education, National Center for Education Statistics Integrated Postsecondary Educ. Data System (IPEDS) Fall 2022 Table 315.20 - Other Faculty										90%	Higher weight as data is specific to 4 year higher ed institutions							

AVAILABILITY ANALYSIS

March 30, 2024

AVAILABILITY ANALYSIS WORKSHEET- EMPLOYMENT DATA

OCC. CATEGORY:

TITLE:

CAMPUS:

2-Faculty

Extension & Instructor Titles

Total University

Period Covered: 12/01/23 - 11/30/24

	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISP MALE	HISP FEMALE	AAIANHNPI MALE	AAIANHNPI FEMALE	2+ RACES MALE	2+ RACES FEMALE
Employment Tbl. EEO-ALL01R - Occ. by Sex & Race/Eth. for Res. Geo.													
Postsecondary teachers : 25-1000 / 2205	1,470,810	740,185	730,625	523,120	521,745	40,015	54,765	50,690	53,530	109,625	83,085	16,735	17,500
TOTAL	1,470,810	740,185	730,625	523,120	521,745	40,015	54,765	50,690	53,530	109,625	83,085	16,735	17,500
%	100.0	50.3	49.7	35.6	35.5	2.7	3.7	3.4	3.6	7.5	5.6	1.1	1.2
Employment Education-NCES Table 315.20 Fall 2022													
Other Faculty	134,783	65,766	69,017	46,633	47,518	3,469	5,959	4,246	4,847	10,283	9,255	1,135	1,438
Instructor	88,584	37,545	51,039	27,612	36,597	2,625	4,674	3,805	4,872	2,902	4,033	601	863
TOTAL	223,367	103,311	120,056	74,245	84,115	6,094	10,633	8,051	9,719	13,185	13,288	1,736	2,301
%	100.0	46.3	53.7	33.2	37.7	2.7	4.8	3.6	4.4	5.9	5.9	0.8	1.0

United States EEO-ALL01R - Occupation by Sex and Race/Ethnicity for Residence Geography (Universe: Civilian labor force 16 years and over)										
		Total All Groups	White alone	Black or African American alone	Hispanic or Latino	American Indian /Alaska Native alone	Asian alone	Native Hawaiian /Pacific Islander alone	Balance of not Hispanic or Latino	
Legal support workers : 23-2000 / 2145	Female	441,525	316,235	36,460	62,365	2,185	14,775	565	8,935	
Legal support workers : 23-2000 / 2145	Percent Total	100.0%	70.3%	8.6%	14.3%	0.5%	4.0%	0.1%	2.2%	
Legal support workers : 23-2000 / 2145	Percent Male	20.2%	13.2%	2.0%	3.0%	0.1%	1.3%	0.0%	0.6%	
Legal support workers : 23-2000 / 2145	Percent Female	79.8%	57.2%	6.6%	11.3%	0.4%	2.7%	0.1%	1.6%	
Postsecondary teachers : 25-1000 / 2205	Total	1,470,810	1,044,865	94,780	104,220	3,855	187,910	945	34,240	
Postsecondary teachers : 25-1000 / 2205	Male	740,185	523,120	40,015	50,690	1,785	107,490	350	16,735	
Postsecondary teachers : 25-1000 / 2205	Female	730,625	521,745	54,765	53,530	2,065	80,425	595	17,500	
Postsecondary teachers : 25-1000 / 2205	Percent Total	100.0%	71.0%	6.4%	7.1%	0.3%	12.8%	0.1%	2.3%	
Postsecondary teachers : 25-1000 / 2205	Percent Male	50.3%	35.6%	2.7%	3.4%	0.1%	7.3%	0.0%	1.1%	
Postsecondary teachers : 25-1000 / 2205	Percent Female	49.7%	35.5%	3.7%	3.6%	0.1%	5.5%	0.0%	1.2%	
Preschool and kindergarten teachers : 25-2010 / 2300	Total	608,005	382,810	101,540	87,055	3,865	20,805	715	11,220	

AVAILABILITY ANALYSIS

March 30, 2024

Table 315.20. Full-time faculty in degree-granting postsecondary institutions, by race/ethnicity, sex, and academic rank: Fall 2022

Occupation	Total	White	Black	Hispanic	AAIANHNPI	2+ Races
Males	382,367	282,700	20,477	23,685	55,505	4,894
Professors	115,213	89,250	4,307	4,891	16,765	815
Associate professors	79,037	58,080	4,224	4,515	12,218	895
Assistant professors	68,065	46,595	4,797	4,740	11,933	1,160
Instructors	36,944	27,612	2,625	3,805	2,902	601
Lecturers	18,477	14,530	1,055	1,488	1,404	288
Other faculty	64,631	46,633	3,469	4,246	10,283	1,135
Females	366,708	267,616	28,977	24,983	45,132	6,138
Professors	66,878	52,171	3,513	3,326	7,868	664
Associate professors	72,885	53,856	5,291	4,131	9,607	1,010
Assistant professors	85,021	59,075	8,106	5,663	12,177	1,774
Instructors	50,176	36,597	4,674	4,872	4,033	863
Lecturers	24,169	18,399	1,434	2,144	2,192	389
Other faculty	67,579	47,518	5,959	4,847	9,255	1,438

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2021 through Spring 2023 Human Resources component, Fall Staff section. (This table was prepared November 2023.)

AVAILABILITY ANALYSIS

March 30, 2024

OCC. CATEGORY: 2 - Faculty
TITLE: Clinical Faculty Titles
CAMPUS: Total University

Period Covered: 12/01/23 - 11/30/24
LMA: United States

FACTOR	TOTAL MALE			TOTAL FEMALE			WHITE MALE			WHITE FEMALE			BLACK MALE			BLACK FEMALE			
	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	
Employment Education	53.7	0.60	32.2	46.3	0.60	27.8	39.3	0.60	23.6	33.5	0.60	20.1	2.7	0.60	1.6	3.4	0.60	2.0	
Educational Statistics	39.7	0.40	15.9	60.3	0.40	24.1	25.7	0.40	10.3	36.8	0.40	14.7	2.8	0.40	1.1	6.9	0.40	2.8	
FINAL AVAIL. FACTOR			48.1			51.9			33.9			34.8			2.7			4.8	
FACTOR	HISPANIC MALE			HISPANIC FEMALE			AAIANHNPI MALE			AAIANHNPI FEMALE			2+ RACES MALE			2+ RACES FEMALE			
	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	
Employment Education	2.9	0.60	1.7	2.7	0.60	1.6	8.3	0.60	5.0	6.0	0.60	3.6	0.6	0.60	0.4	0.7	0.60	0.4	
Educational Statistics	4.0	0.40	1.6	6.0	0.40	2.4	5.8	0.40	2.3	8.5	0.40	3.4	1.4	0.40	0.6	2.1	0.40	0.8	
FINAL AVAIL. FACTOR			3.3			4.0			7.3			7.0			1.0			1.2	
																	TOTAL		100.0
FACTOR	SOURCE OF STATISTIC									REASON FOR WEIGHTING THE FACTOR									
Employment Education	U.S. Department of Education, National Center for Education Statistics Integrated Postsecondary Educ. Data System (IPEDS) Fall 2022 Table 315.20 - Assistant, Associate & Professor									60% Higher weight as data is specific to 4 year higher ed institutions									
Educational Statistics	U.S. Department of Education, National Center for Education Statistics Integrated Postsecondary Educ. Data System (IPEDS) Table 324.30/324.35 - Doctor's degrees conferred by degree-granting institutions. (Fall 2022)									40% Data for the entry level positions									

AVAILABILITY ANALYSIS

March 30, 2024

AVAILABILITY ANALYSIS WORKSHEET- EMPLOYMENT DATA

OCC. CATEGORY:

TITLE:

CAMPUS:

2-Faculty

Clinical Faculty Titles

Total University

Period Covered: 12/01/23 - 11/30/24

	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISP MALE	HISP FEMALE	AAIANHNPI MALE	AAIANHNPI FEMALE	2+ RACES MALE	2+ RACES FEMALE
Employment Education - NECS Table 315.20 Fall 2022													
Assistant Professor	156,020	69,225	86,795	46,595	59,075	4,797	8,106	4,740	5,663	11,933	12,177	1,160	1,774
Associate Professor	153,827	79,932	73,895	58,080	53,856	4,224	5,291	4,515	4,131	12,218	9,607	895	1,010
Professor	183,570	116,028	67,542	89,250	52,171	4,307	3,513	4,891	3,326	16,765	7,868	815	664
TOTAL	493,417	265,185	228,232	193,925	165,102	13,328	16,910	14,146	13,120	40,916	29,652	2,870	3,448
%	100.0	53.7	46.3	39.3	33.5	2.7	3.4	2.9	2.7	8.3	6.0	0.6	0.7
Education Statistics - NCES Table 324.30 and 324.35 Fall 2022													
PhD Biological and biomedical sciences	6,529	2,933	3,596	2,000	2,407	139	203	306	410	374	448	114	128
PhD Education	14,091	4,077	10,014	2,450	5,670	872	2,551	456	1,066	192	455	107	272
PhD Health professions and related programs	85,090	32,039	53,051	19,450	31,864	2,013	5,229	2,969	4,521	6,460	9,645	1,147	1,792
PhD Legal professions	35,065	15,973	19,092	11,486	12,247	994	1,896	1,872	2,618	1,078	1,585	543	746
PhD Physical sciences and science technologies	3,819	2,412	1,407	1,817	1,056	59	56	216	108	226	145	94	42
TOTAL	144,594	57,434	87,160	37,203	53,244	4,077	9,935	5,819	8,723	8,330	12,278	2,005	2,980
%	100.0	39.7	60.3	25.7	36.8	2.8	6.9	4.0	6.0	5.8	8.5	1.4	2.1

Table 315.20. Full-time faculty in degree-granting postsecondary institutions, by race/ethnicity, sex, and academic rank: Fall 2022

Occupation	Total	White	Black	Hispanic	AAIANHNPI	2+ Races
Males	382,367	282,700	20,477	23,685	55,505	4,894
Professors	115,213	89,250	4,307	4,891	16,765	815
Associate professors	79,037	58,080	4,224	4,515	12,218	895
Assistant professors	68,065	46,595	4,797	4,740	11,933	1,160
Instructors	36,944	27,612	2,625	3,805	2,902	601
Lecturers	18,477	14,530	1,055	1,488	1,404	288
Other faculty	64,631	46,633	3,469	4,246	10,283	1,135
Females	366,708	267,616	28,977	24,983	45,132	6,138
Professors	66,878	52,171	3,513	3,326	7,868	664
Associate professors	72,885	53,856	5,291	4,131	9,607	1,010
Assistant professors	85,021	59,075	8,106	5,663	12,177	1,774
Instructors	50,176	36,597	4,674	4,872	4,033	863
Lecturers	24,169	18,399	1,434	2,144	2,192	389
Other faculty	67,579	47,518	5,959	4,847	9,255	1,438

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2021 through Spring 2023 Human Resources component, Fall Staff section. (This table was prepared November 2023.)

AVAILABILITY ANALYSIS

March 30, 2024

**Table 324.30. Doctor's degrees conferred to males by postsecondary institutions, by race/ethnicity and field of study:
Academic year 2021-22**

Occupation: Males	Total	White	Black	Hispanic	AAIANHNPI	2+ Races
All fields, total	71,638	48,540	5,928	7,275	9,895	2,584
Agriculture and natural resources	999	814	42	89	54	39
Architecture and related services	57	35	7	4	11	4
Area, ethnic, cultural, gender, and group studies	89	42	25	15	7	2
Biological and biomedical sciences	2,819	2,000	139	306	374	114
Business	1,760	923	552	140	145	24
Communication, journalism, and related programs	140	120	2	10	8	6
Communications technologies	0	0	0	0	0	0
Computer and information sciences and support services	827	504	110	61	152	32
Education	3,970	2,450	872	456	192	107
Engineering	3,271	2,351	137	275	508	150
Engineering technologies	68	34	14	2	18	4
English language and literature/letters	383	316	17	34	16	6
Family and consumer sciences/human sciences	45	32	9	1	3	0
Foreign languages, literatures, and linguistics	259	198	5	41	15	9
Health professions and related programs	30,892	19,450	2,013	2,969	6,460	1,147
Homeland security, law enforcement, and firefighting	122	70	33	15	4	2
Legal professions and studies	15,430	11,486	994	1,872	1,078	543
Liberal arts and sciences, general studies, and humanities	36	28	4	3	1	0
Library science	5	4	1	0	0	0
Mathematics and statistics	701	530	26	55	90	38
Military technologies and applied sciences	0	0	0	0	0	0
Multi/interdisciplinary studies	308	200	41	30	37	8
Parks, recreation, leisure, fitness, and kinesiology	116	91	12	5	8	5
Philosophy and religious studies	339	277	19	24	19	13
Physical sciences and science technologies	2,318	1,817	59	216	226	94
Precision production	0	0	0	0	0	0
Psychology	1,420	1,008	150	167	95	57
Public administration and social services	393	229	113	34	17	7
Social sciences and history	1,407	1,076	76	150	105	51
Social sciences	1,088	816	60	120	92	39
History	319	260	16	30	13	12
Theology and religious vocations	1,450	888	350	99	113	41
Transportation and materials moving	13	12	0	1	0	0
Visual and performing arts	594	479	30	51	34	30
Other and not classified	0	0	0	0	0	0

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Fall 2022, Completions component. (This table was prepared September 2023)

AVAILABILITY ANALYSIS

March 30, 2024

Table 324.35. Doctor's degrees conferred to females by postsecondary institutions, by race/ethnicity and field of study:
Academic year 2021-22

Occupation: Females	Total	White	Black	Hispanic	AAIANHNP	2+ Races
All fields, total	103,534	66,157	12,785	10,679	13,913	3,744
Agriculture and natural resources	3,164	2,610	93	291	170	129
Architecture and related services	58	30	7	8	13	3
Area, ethnic, cultural, gender, and group studies	181	91	31	37	22	15
Biological and biomedical sciences	3,468	2,407	203	410	448	128
Business	1,871	811	790	137	133	49
Communication, journalism, and related programs	258	194	29	15	20	14
Communications technologies	0	0	0	0	0	0
Computer and information sciences and support services	287	173	44	13	57	8
Education	9,742	5,670	2,551	1,066	455	272
Engineering	1,406	931	76	144	255	80
Engineering technologies	39	26	6	0	7	0
English language and literature/letters	632	496	49	44	43	27
Family and consumer sciences/human sciences	169	107	34	17	11	4
Foreign languages, literatures, and linguistics	351	248	9	69	25	9
Health professions and related programs	51,259	31,864	5,229	4,521	9,645	1,792
Homeland security, law enforcement, and firefighting	139	92	28	12	7	4
Legal professions and studies	18,346	12,247	1,896	2,618	1,585	746
Liberal arts and sciences, general studies, and humanities	61	43	9	6	3	3
Library science	8	7	0	1	0	0
Mathematics and statistics	252	189	6	17	40	12
Military technologies and applied sciences	2	2	0	0	0	0
Multi/interdisciplinary studies	495	342	57	47	49	21
Parks, recreation, leisure, fitness, and kinesiology	123	100	11	9	3	5
Philosophy and religious studies	174	129	23	17	5	3
Physical sciences and science technologies	1,365	1,056	56	108	145	42
Precision production	0	0	0	0	0	0
Psychology	4,642	3,114	623	582	323	197
Public administration and social services	959	446	335	117	61	23
Social sciences and history	1,441	1,026	147	142	126	55
Social sciences	1,171	814	124	118	115	45
History	270	212	23	24	11	10
Theology and religious vocations	604	263	273	29	39	18
Transportation and materials moving	4	4	0	0	0	0
Visual and performing arts	593	413	23	60	97	30
Other and not classified	0	0	0	0	0	0

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Fall 2022, Completions component. (This table was prepared September 2023.)

AVAILABILITY ANALYSIS

March 30, 2024

OCC. CATEGORY: 2 - Faculty
 TITLE: In Residence Titles
 CAMPUS: Total University

Period Covered: 12/01/23 - 11/30/24
 LMA: United States

FACTOR	TOTAL MALE			TOTAL FEMALE			WHITE MALE			WHITE FEMALE			BLACK MALE			BLACK FEMALE			
	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	
Employment Education	53.7	0.40	21.5	46.3	0.40	18.5	39.3	0.40	15.7	33.5	0.40	13.4	2.7	0.40	1.1	3.4	0.40	1.4	
Educational Statistics	40.9	0.60	24.5	59.1	0.60	35.5	26.7	0.60	16.0	36.5	0.60	21.9	3.3	0.60	2.0	7.0	0.60	4.2	
FINAL AVAIL. FACTOR			46.0			54.0			31.7			35.3			3.1			5.6	
FACTOR	HISPANIC MALE			HISPANIC FEMALE			AAIANHNPI MALE			AAIANHNPI FEMALE			2+ RACES MALE			2+ RACES FEMALE			
	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	
Employment Education	2.9	0.40	1.2	2.7	0.40	1.1	8.3	0.40	3.3	6.0	0.40	2.4	0.6	0.40	0.2	0.7	0.40	0.3	
Educational Statistics	4.0	0.60	2.4	5.9	0.60	3.5	5.5	0.60	3.3	7.7	0.60	4.6	1.4	0.60	0.8	2.1	0.60	1.3	
FINAL AVAIL. FACTOR			3.6			4.6			6.6			7.0			1.0			1.6	
																	TOTAL		100.1
FACTOR	SOURCE OF STATISTIC									REASON FOR WEIGHTING THE FACTOR									
Employment Education	U.S. Department of Education, National Center for Education Statistics Integrated Postsecondary Educ. Data System (IPEDS) Fall 2022 Table 315.20 - Assistant, Associate & Professor									40% Higher weight as data is specific to 4 year higher ed institutions									
Educational Statistics	U.S. Department of Education, National Center for Education Statistics Integrated Postsecondary Educ. Data System (IPEDS) Table 324.30/324.35 - Doctor's degrees conferred by degree-granting institutions. (Fall 2022)									60% Data for the entry level positions									

AVAILABILITY ANALYSIS

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AVAILABILITY ANALYSIS WORKSHEET- EMPLOYMENT DATA

OCC. CATEGORY:

2-Faculty

TITLE:

In Residence Titles

Period Covered: 12/01/23 - 11/30/24

CAMPUS:

Total University

	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISP MALE	HISP FEMALE	AAIANHNPI MALE	AAIANHNPI FEMALE	2+ RACES MALE	2+ RACES FEMALE
Employment Education-NCES Table 315.20 Fall 2022													
Assistant Professor	156,020	69,225	86,795	46,595	59,075	4,797	8,106	4,740	5,663	11,933	12,177	1,160	1,774
Associate Professor	153,827	79,932	73,895	58,080	53,856	4,224	5,291	4,515	4,131	12,218	9,607	895	1,010
Professor	183,570	116,028	67,542	89,250	52,171	4,307	3,513	4,891	3,326	16,765	7,868	815	664
TOTAL	493,417	265,185	228,232	193,925	165,102	13,328	16,910	14,146	13,120	40,916	29,652	2,870	3,448
%	100.0	53.7	46.3	39.3	33.5	2.7	3.4	2.9	2.7	8.3	6.0	0.6	0.7
Education Statistics - NCES Table 324.30 and 324.35 Fall 2022													
Ph.D.	181,500	74,222	107,278	48,540	66,157	5,928	12,785	7,275	10,679	9,895	13,913	2,584	3,744
TOTAL	181,500	74,222	107,278	48,540	66,157	5,928	12,785	7,275	10,679	9,895	13,913	2,584	3,744
%	100.0	40.9	59.1	26.7	36.5	3.3	7.0	4.0	5.9	5.5	7.7	1.4	2.1

Table 315.20. Full-time faculty in degree-granting postsecondary institutions, by race/ethnicity, sex, and academic rank: Fall 2022

Occupation	Total	White	Black	Hispanic	AAIANHNPI	2+ Races
Males	382,367	282,700	20,477	23,685	55,505	4,894
Professors	115,213	89,250	4,307	4,891	16,765	815
Associate professors	79,037	58,080	4,224	4,515	12,218	895
Assistant professors	68,065	46,595	4,797	4,740	11,933	1,160
Instructors	36,944	27,612	2,625	3,805	2,902	601
Lecturers	18,477	14,530	1,055	1,488	1,404	288
Other faculty	64,631	46,633	3,469	4,246	10,283	1,135
Females	366,708	267,616	28,977	24,983	45,132	6,138
Professors	66,878	52,171	3,513	3,326	7,868	664
Associate professors	72,885	53,856	5,291	4,131	9,607	1,010
Assistant professors	85,021	59,075	8,106	5,663	12,177	1,774
Instructors	50,176	36,597	4,674	4,872	4,033	863
Lecturers	24,169	18,399	1,434	2,144	2,192	389
Other faculty	67,579	47,518	5,959	4,847	9,255	1,438

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2021 through Spring 2023 Human Resources component, Fall Staff section. (This table was prepared November 2023.)

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Table 324.30. Doctor's degrees conferred to males by postsecondary institutions, by race/ethnicity and field of study:
Academic year 2021-22

Occupation: Males	Total	White	Black	Hispanic	AAIANHNPI	2+ Races
All fields, total	71,638	48,540	5,928	7,275	9,895	2,584
Agriculture and natural resources	999	814	42	89	54	39
Architecture and related services	57	35	7	4	11	4
Area, ethnic, cultural, gender, and group studies	89	42	25	15	7	2
Biological and biomedical sciences	2,819	2,000	139	306	374	114
Business	1,760	923	552	140	145	24
Communication, journalism, and related programs	140	120	2	10	8	6
Communications technologies	0	0	0	0	0	0
Computer and information sciences and support services	827	504	110	61	152	32
Education	3,970	2,450	872	456	192	107
Engineering	3,271	2,351	137	275	508	150
Engineering technologies	68	34	14	2	18	4
English language and literature/letters	383	316	17	34	16	6
Family and consumer sciences/human sciences	45	32	9	1	3	0
Foreign languages, literatures, and linguistics	259	198	5	41	15	9
Health professions and related programs	30,892	19,450	2,013	2,969	6,460	1,147
Homeland security, law enforcement, and firefighting	122	70	33	15	4	2
Legal professions and studies	15,430	11,486	994	1,872	1,078	543
Liberal arts and sciences, general studies, and humanities	36	28	4	3	1	0
Library science	5	4	1	0	0	0
Mathematics and statistics	701	530	26	55	90	38
Military technologies and applied sciences	0	0	0	0	0	0
Multi/interdisciplinary studies	308	200	41	30	37	8
Parks, recreation, leisure, fitness, and kinesiology	116	91	12	5	8	5
Philosophy and religious studies	339	277	19	24	19	13
Physical sciences and science technologies	2,318	1,817	59	216	226	94
Precision production	0	0	0	0	0	0
Psychology	1,420	1,008	150	167	95	57
Public administration and social services	393	229	113	34	17	7
Social sciences and history	1,407	1,076	76	150	105	51
Social sciences	1,088	816	60	120	92	39
History	319	260	16	30	13	12
Theology and religious vocations	1,450	888	350	99	113	41
Transportation and materials moving	13	12	0	1	0	0
Visual and performing arts	594	479	30	51	34	30
Other and not classified	0	0	0	0	0	0

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Fall 2022, Completions component. (This table was prepared September 2023)

AVAILABILITY ANALYSIS

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Table 324.35. Doctor's degrees conferred to females by postsecondary institutions, by race/ethnicity and field of study:
Academic year 2021-22

Occupation: Females	Total	White	Black	Hispanic	AAIANHNPI	2+ Races
All fields, total	103,534	66,157	12,785	10,679	13,913	3,744
Agriculture and natural resources	3,164	2,610	93	291	170	129
Architecture and related services	58	30	7	8	13	3
Area, ethnic, cultural, gender, and group studies	181	91	31	37	22	15
Biological and biomedical sciences	3,468	2,407	203	410	448	128
Business	1,871	811	790	137	133	49
Communication, journalism, and related programs	258	194	29	15	20	14
Communications technologies	0	0	0	0	0	0
Computer and information sciences and support services	287	173	44	13	57	8
Education	9,742	5,670	2,551	1,066	455	272
Engineering	1,406	931	76	144	255	80
Engineering technologies	39	26	6	0	7	0
English language and literature/letters	632	496	49	44	43	27
Family and consumer sciences/human sciences	169	107	34	17	11	4
Foreign languages, literatures, and linguistics	351	248	9	69	25	9
Health professions and related programs	51,259	31,864	5,229	4,521	9,645	1,792
Homeland security, law enforcement, and firefighting	139	92	28	12	7	4
Legal professions and studies	18,346	12,247	1,896	2,618	1,585	746
Liberal arts and sciences, general studies, and humanities	61	43	9	6	3	3
Library science	8	7	0	1	0	0
Mathematics and statistics	252	189	6	17	40	12
Military technologies and applied sciences	2	2	0	0	0	0
Multi/interdisciplinary studies	495	342	57	47	49	21
Parks, recreation, leisure, fitness, and kinesiology	123	100	11	9	3	5
Philosophy and religious studies	174	129	23	17	5	3
Physical sciences and science technologies	1,365	1,056	56	108	145	42
Precision production	0	0	0	0	0	0
Psychology	4,642	3,114	623	582	323	197
Public administration and social services	959	446	335	117	61	23
Social sciences and history	1,441	1,026	147	142	126	55
Social sciences	1,171	814	124	118	115	45
History	270	212	23	24	11	10
Theology and religious vocations	604	263	273	29	39	18
Transportation and materials moving	4	4	0	0	0	0
Visual and performing arts	593	413	23	60	97	30
Other and not classified	0	0	0	0	0	0

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Fall 2022, Completions component. (This table was prepared September 2023.)

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OCC. CATEGORY: 3-Nonteaching Professional
TITLE: Academic Assistants
CAMPUS: Total University

Period Covered: 12/01/23 - 11/30/24
LMA: United States

FACTOR	TOTAL MALE			TOTAL FEMALE			WHITE MALE			WHITE FEMALE			BLACK MALE			BLACK FEMALE		
	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF
Employment	37.0	0.05	1.9	63.0	0.05	3.2	24.7	0.05	1.2	43.2	0.05	2.2	3.9	0.05	0.2	6.7	0.05	0.3
Employment Education	48.8	0.75	36.6	51.2	0.75	38.4	34.6	0.75	26.0	35.3	0.75	26.5	2.6	0.75	2.0	4.4	0.75	3.3
Education	40.9	0.20	8.2	59.1	0.20	11.8	26.7	0.20	5.3	36.5	0.20	7.3	3.3	0.20	0.7	7.0	0.20	1.4
FINAL AVAIL. FACTOR			46.7			53.4			32.5			36.0			2.9			5.0

FACTOR	HISPANIC MALE			HISPANIC FEMALE			AAIANHNPI MALE			AAIANHNPI FEMALE			2+ RACES MALE			2+ RACES FEMALE		
	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF
Employment	4.7	0.05	0.2	7.2	0.05	0.4	2.6	0.05	0.1	4.3	0.05	0.2	1.1	0.05	0.1	1.6	0.05	0.1
Employment Education	3.2	0.75	2.4	3.6	0.75	2.7	7.6	0.75	5.7	6.9	0.75	5.2	0.8	0.75	0.6	1.1	0.75	0.8
Education	4.0	0.20	0.8	5.9	0.20	1.2	5.5	0.20	1.1	7.7	0.20	1.5	1.4	0.20	0.3	2.1	0.20	0.4
FINAL AVAIL. FACTOR			3.4			4.3			6.9			6.9			1.0			1.3

TOTAL 100.2

FACTOR	SOURCE OF STATISTIC	REASON FOR WEIGHTING THE FACTOR
Employment	2014-2018 Tabulations from U.S. Census Bureau - National (see attached worksheet of job titles used)	5% Lower value weight, data is not specific to 4 year higher ed institutions
Employment Education	U.S. Department of Education, National Center for Education Statistics Integrated Postsecondary Educ. Data System (IPEDS) Fall 2022 Table 315.20-Other Faculty	75% Higher weight as data is specific to 4 year higher ed institutions
Employment Statistics	U.S. Department of Education, National Center for Education Statistics Integrated Postsecondary Educ. Data System (IPEDS) Fall 2022 Table 324.30/324.35 - Doctor's degrees conferred by degree-granting institutions. (Fall 2022)	20% Data for the entry level positions

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AVAILABILITY ANALYSIS WORKSHEET- EMPLOYMENT DATA

OCC. CATEGORY:

3-Nonteaching Professional

TITLE:

Academic Assistant 1-4

Period Covered: 12/01/23 - 11/30/24

CAMPUS:

Total University

	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISP MALE	HISP FEMALE	AAIANHNPI MALE	AAIANHNPI FEMALE	2+ RACES MALE	2+ RACES FEMALE
Employment Tbl. EEO-ALL01R - Occ. by Sex & Race/Eth. for Res. Geo.													
Other teachers and instructors, education, training, and library workers : 25-XXXX / 2350	1,055,205	390,590	664,615	261,015	455,360	41,330	70,230	49,090	76,275	27,685	45,705	11,470	17,045
TOTAL	1,055,205	390,590	664,615	261,015	455,360	41,330	70,230	49,090	76,275	27,685	45,705	11,470	17,045
%	100.0	37.0	63.0	24.7	43.2	3.9	6.7	4.7	7.2	2.6	4.3	1.1	1.6
Employment Education-NCES Table 315.20 Fall 2022													
Other Faculty	134,783	65,766	69,017	46,633	47,518	3,469	5,959	4,246	4,847	10,283	9,255	1,135	1,438
TOTAL	134,783	65,766	69,017	46,633	47,518	3,469	5,959	4,246	4,847	10,283	9,255	1,135	1,438
%	100.0	48.8	51.2	34.6	35.3	2.6	4.4	3.2	3.6	7.6	6.9	0.8	1.1
Education Statistics - NCES Table 324.30 and 324.35 Fall 2022													
Ph.D.	181,500	74,222	107,278	48,540	66,157	5,928	12,785	7,275	10,679	9,895	13,913	2,584	3,744
TOTAL	181,500	74,222	107,278	48,540	66,157	5,928	12,785	7,275	10,679	9,895	13,913	2,584	3,744
%	100.0	40.9	59.1	26.7	36.5	3.3	7.0	4.0	5.9	5.5	7.7	1.4	2.1

United States EEO-ALL01R - Occupation by Sex and Race/Ethnicity for Residence Geography (Universe: Civilian labor force 16 years and over)

		Total All Groups	White alone	Black or African American alone	Hispanic or Latino	American Indian /Alaska Native alone	Asian alone	Native Hawaiian /Pacific Islander alone	Balance of not Hispanic or Latino
Special education teachers : 25-2050 / 2330	Female	229,325	175,040	20,730	22,045	1,090	5,955	230	4,235
Special education teachers : 25-2050 / 2330	Percent Total	100.0%	75.4%	9.5%	9.8%	0.5%	2.7%	0.1%	2.0%
Special education teachers : 25-2050 / 2330	Percent Male	14.3%	10.0%	1.7%	1.5%	0.1%	0.5%	0.0%	0.4%
Special education teachers : 25-2050 / 2330	Percent Female	85.7%	65.4%	7.7%	8.2%	0.4%	2.2%	0.1%	1.6%
Other teachers and instructors, education, training, and library workers : 25-XXXX / 2350	Total	1,055,210	716,375	111,560	125,365	5,155	66,540	1,700	28,515
Other teachers and instructors, education, training, and library workers : 25-XXXX / 2350	Male	390,590	261,015	41,330	49,090	1,700	25,175	810	11,470
Other teachers and instructors, education, training, and library workers : 25-XXXX / 2350	Female	664,620	455,360	70,230	76,275	3,450	41,365	890	17,045
Other teachers and instructors, education, training, and library workers : 25-XXXX / 2350	Percent Total	100.0%	67.9%	10.6%	11.9%	0.5%	6.3%	0.2%	2.7%
Other teachers and instructors, education, training, and library workers : 25-XXXX / 2350	Percent Male	37.0%	24.7%	3.9%	4.7%	0.2%	2.4%	0.1%	1.1%
Other teachers and instructors, education, training, and library workers : 25-XXXX / 2350	Percent Female	63.0%	43.2%	6.7%	7.2%	0.3%	3.9%	0.1%	1.6%
Librarians, curators, and archivists : 25-4000 / 2400	Total	285,540	224,325	20,365	21,310	1,320	12,430	195	5,590
Librarians, curators, and archivists : 25-4000 / 2400	Male	65,815	49,345	5,380	6,165	355	3,180	65	1,325
Librarians, curators, and archivists : 25-4000 / 2400	Female	219,725	174,985	14,990	15,145	965	9,250	125	4,265
Librarians, curators, and archivists : 25-4000 / 2400	Percent Total	100.0%	78.6%	7.1%	7.5%	0.5%	4.4%	0.1%	2.0%
Librarians, curators, and archivists : 25-4000 / 2400	Percent Male	23.0%	17.3%	1.9%	2.2%	0.1%	1.1%	0.0%	0.5%
Librarians, curators, and archivists : 25-4000 / 2400	Percent Female	77.0%	61.3%	5.2%	5.3%	0.3%	3.2%	0.0%	1.5%

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Table 315.20. Full-time faculty in degree-granting postsecondary institutions, by race/ethnicity, sex, and academic rank: Fall 2022

Occupation	Total	White	Black	Hispanic	AAIANHNPI	2+ Races
Males	382,367	282,700	20,477	23,685	55,505	4,894
Professors	115,213	89,250	4,307	4,891	16,765	815
Associate professors	79,037	58,080	4,224	4,515	12,218	895
Assistant professors	68,065	46,595	4,797	4,740	11,933	1,160
Instructors	36,944	27,612	2,625	3,805	2,902	601
Lecturers	18,477	14,530	1,055	1,488	1,404	288
Other faculty	64,631	46,633	3,469	4,246	10,283	1,135
Females	366,708	267,616	28,977	24,983	45,132	6,138
Professors	66,878	52,171	3,513	3,326	7,868	664
Associate professors	72,885	53,856	5,291	4,131	9,607	1,010
Assistant professors	85,021	59,075	8,106	5,663	12,177	1,774
Instructors	50,176	36,597	4,674	4,872	4,033	863
Lecturers	24,169	18,399	1,434	2,144	2,192	389
Other faculty	67,579	47,518	5,959	4,847	9,255	1,438

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2021 through Spring 2023 Human Resources component, Fall Staff section. (This table was prepared November 2023.)

AVAILABILITY ANALYSIS

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Table 324.30. Doctor's degrees conferred to males by postsecondary institutions, by race/ethnicity and field of study:
Academic year 2021-22

Occupation: Males	Total	White	Black	Hispanic	AAIANHNPI	2+ Races
All fields, total	71,638	48,540	5,928	7,275	9,895	2,584
Agriculture and natural resources	999	814	42	89	54	39
Architecture and related services	57	35	7	4	11	4
Area, ethnic, cultural, gender, and group studies	89	42	25	15	7	2
Biological and biomedical sciences	2,819	2,000	139	306	374	114
Business	1,760	923	552	140	145	24
Communication, journalism, and related programs	140	120	2	10	8	6
Communications technologies	0	0	0	0	0	0
Computer and information sciences and support services	827	504	110	61	152	32
Education	3,970	2,450	872	456	192	107
Engineering	3,271	2,351	137	275	508	150
Engineering technologies	68	34	14	2	18	4
English language and literature/letters	383	316	17	34	16	6
Family and consumer sciences/human sciences	45	32	9	1	3	0
Foreign languages, literatures, and linguistics	259	198	5	41	15	9
Health professions and related programs	30,892	19,450	2,013	2,969	6,460	1,147
Homeland security, law enforcement, and firefighting	122	70	33	15	4	2
Legal professions and studies	15,430	11,486	994	1,872	1,078	543
Liberal arts and sciences, general studies, and humanities	36	28	4	3	1	0
Library science	5	4	1	0	0	0
Mathematics and statistics	701	530	26	55	90	38
Military technologies and applied sciences	0	0	0	0	0	0
Multi/interdisciplinary studies	308	200	41	30	37	8
Parks, recreation, leisure, fitness, and kinesiology	116	91	12	5	8	5
Philosophy and religious studies	339	277	19	24	19	13
Physical sciences and science technologies	2,318	1,817	59	216	226	94
Precision production	0	0	0	0	0	0
Psychology	1,420	1,008	150	167	95	57
Public administration and social services	393	229	113	34	17	7
Social sciences and history	1,407	1,076	76	150	105	51
Social sciences	1,088	816	60	120	92	39
History	319	260	16	30	13	12
Theology and religious vocations	1,450	888	350	99	113	41
Transportation and materials moving	13	12	0	1	0	0
Visual and performing arts	594	479	30	51	34	30
Other and not classified	0	0	0	0	0	0

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Fall 2022, Completions component. (This table was prepared September 2023)

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Table 324.35. Doctor's degrees conferred to females by postsecondary institutions, by race/ethnicity and field of study:
Academic year 2021-22

Occupation: Females	Total	White	Black	Hispanic	AAIANHNPI	2+ Races
All fields, total	103,534	66,157	12,785	10,679	13,913	3,744
Agriculture and natural resources	3,164	2,610	93	291	170	129
Architecture and related services	58	30	7	8	13	3
Area, ethnic, cultural, gender, and group studies	181	91	31	37	22	15
Biological and biomedical sciences	3,468	2,407	203	410	448	128
Business	1,871	811	790	137	133	49
Communication, journalism, and related programs	258	194	29	15	20	14
Communications technologies	0	0	0	0	0	0
Computer and information sciences and support services	287	173	44	13	57	8
Education	9,742	5,670	2,551	1,066	455	272
Engineering	1,406	931	76	144	255	80
Engineering technologies	39	26	6	0	7	0
English language and literature/letters	632	496	49	44	43	27
Family and consumer sciences/human sciences	169	107	34	17	11	4
Foreign languages, literatures, and linguistics	351	248	9	69	25	9
Health professions and related programs	51,259	31,864	5,229	4,521	9,645	1,792
Homeland security, law enforcement, and firefighting	139	92	28	12	7	4
Legal professions and studies	18,346	12,247	1,896	2,618	1,585	746
Liberal arts and sciences, general studies, and humanities	61	43	9	6	3	3
Library science	8	7	0	1	0	0
Mathematics and statistics	252	189	6	17	40	12
Military technologies and applied sciences	2	2	0	0	0	0
Multi/interdisciplinary studies	495	342	57	47	49	21
Parks, recreation, leisure, fitness, and kinesiology	123	100	11	9	3	5
Philosophy and religious studies	174	129	23	17	5	3
Physical sciences and science technologies	1,365	1,056	56	108	145	42
Precision production	0	0	0	0	0	0
Psychology	4,642	3,114	623	582	323	197
Public administration and social services	959	446	335	117	61	23
Social sciences and history	1,441	1,026	147	142	126	55
Social sciences	1,171	814	124	118	115	45
History	270	212	23	24	11	10
Theology and religious vocations	604	263	273	29	39	18
Transportation and materials moving	4	4	0	0	0	0
Visual and performing arts	593	413	23	60	97	30
Other and not classified	0	0	0	0	0	0

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Fall 2022, Completions component. (This table was prepared September 2023.)

AVAILABILITY ANALYSIS

March 30, 2024

OCC. CATEGORY: 3-Nonteaching Professional
 TITLE: Administrative Program and Services
 CAMPUS: Total University

Period Covered: 12/01/23 - 11/30/24
 LMA: United States

FACTOR	TOTAL MALE			TOTAL FEMALE			WHITE MALE			WHITE FEMALE			BLACK MALE			BLACK FEMALE			
	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	
Employment	15.2	0.85	12.9	84.8	0.85	72.1	9.9	0.85	8.4	61.4	0.85	52.2	1.8	0.85	1.5	8.0	0.85	6.8	
Promotional Pool	0.0	0.15	0.0	100.0	0.15	15.0	0.0	0.15	0.0	86.4	0.15	13.0	0.0	0.15	0.0	4.5	0.15	0.7	
FINAL AVAIL. FACTOR			12.9			87.1			8.4			65.2			1.5			7.5	
FACTOR	HISPANIC MALE			HISPANIC FEMALE			AAIANHNPI MALE			AAIANHNPI FEMALE			2+ RACES MALE			2+ RACES FEMALE			
	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	
Employment	2.3	0.85	2.0	10.7	0.85	9.1	0.9	0.85	0.8	3.2	0.85	2.7	0.3	0.85	0.3	1.5	0.85	1.3	
Promotional Pool	0.0	0.15	0.0	4.5	0.15	0.7	0.0	0.15	0.0	0.0	0.15	0.0	0.0	0.15	0.0	4.5	0.15	0.7	
FINAL AVAIL. FACTOR			2.0			9.8			0.8			2.7			0.3			2.0	
																	TOTAL		100.2
FACTOR	SOURCE OF STATISTIC									REASON FOR WEIGHTING THE FACTOR									
Employment	2014-2018 Tabulations from U.S. Census Bureau - National (see attached worksheet of job titles used)									85% Weight based on history of hires									
Promotional Pool	Promotions filled from positions within the University (see attached worksheet of job titiles used)									15% Weight based on the history of promotions.									

AVAILABILITY ANALYSIS

March 30, 2024

AVAILABILITY ANALYSIS WORKSHEET- EMPLOYMENT DATA

OCC. CATEGORY:

3-Nonteaching Professional

TITLE:

Administrative Program and Services

Period Covered: 12/01/23 - 11/30/24

CAMPUS:

Total University

	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISP MALE	HISP FEMALE	AAIANHNPI MALE	AAIANHNPI FEMALE	2+ RACES MALE	2+ RACES FEMALE
Employment Tbl. EEO-ALL01R - Occ. by Sex & Race/Eth. for Res. Geo.													
First-line supervisors of office and administrative support workers : 43-1011 / 5000	1,393,595	528,850	864,745	345,795	597,975	63,815	99,950	77,840	111,490	30,760	38,800	10,640	16,530
Secretaries and administrative assistants : 43-6010 / 5710	3,295,075	183,250	3,111,825	117,430	2,282,795	18,355	274,080	29,650	391,415	13,680	111,320	4,135	52,215
TOTAL	4,688,670	712,100	3,976,570	463,225	2,880,770	82,170	374,030	107,490	502,905	44,440	150,120	14,775	68,745
%	100.0	15.2	84.8	9.9	61.4	1.8	8.0	2.3	10.7	0.9	3.2	0.3	1.5
Promotional Pool													
Secretary 2	12	0	12	0	10	0	1	0	0	0	0	0	1
Administrative Assistant	10	0	10	0	9	0	0	0	1	0	0	0	0
TOTAL	22	0	22	0	19	0	1	0	1	0	0	0	1
%	100.0	0.0	100.0	0.0	86.4	0.0	4.5	0.0	4.5	0.0	0.0	0.0	4.5

United States EEO-ALL01R - Occupation by Sex and Race/Ethnicity for Residence Geography (Universe: Civilian labor force 16 years and over)

		Total All Groups	White alone	Black or African American alone	Hispanic or Latino	American Indian /Alaska Native alone	Asian alone	Native Hawaiian /Pacific Islander alone	Balance of not Hispanic or Latino
Real estate brokers and sales agents : 41-9020 / 4920	Total	865,165	667,075	48,300	90,705	2,165	41,570	740	14,615
Real estate brokers and sales agents : 41-9020 / 4920	Male	382,140	295,600	20,320	40,270	645	18,680	385	6,245
Real estate brokers and sales agents : 41-9020 / 4920	Female	483,025	371,475	27,980	50,435	1,520	22,890	355	8,370
Real estate brokers and sales agents : 41-9020 / 4920	Percent Total	100.0%	77.1%	5.6%	10.5%	0.3%	4.8%	0.1%	1.7%
Real estate brokers and sales agents : 41-9020 / 4920	Percent Male	44.2%	34.2%	2.3%	4.7%	0.1%	2.2%	0.0%	0.7%
Real estate brokers and sales agents : 41-9020 / 4920	Percent Female	55.8%	42.9%	3.2%	5.8%	0.2%	2.6%	0.0%	1.0%
First-line supervisors of office and administrative support workers : 43-1011 / 5000	Total	1,393,590	943,770	163,760	189,330	7,230	59,705	2,625	27,175
First-line supervisors of office and administrative support workers : 43-1011 / 5000	Male	528,845	345,795	63,815	77,840	2,770	26,960	1,030	10,640
First-line supervisors of office and administrative support workers : 43-1011 / 5000	Female	864,745	597,975	99,950	111,490	4,460	32,745	1,595	16,530
First-line supervisors of office and administrative support workers : 43-1011 / 5000	Percent Total	100.0%	67.7%	11.8%	13.6%	0.5%	4.3%	0.2%	1.9%
First-line supervisors of office and administrative support workers : 43-1011 / 5000	Percent Male	37.9%	24.8%	4.6%	5.6%	0.2%	1.9%	0.1%	0.8%
First-line supervisors of office and administrative support workers : 43-1011 / 5000	Percent Female	62.1%	42.9%	7.2%	8.0%	0.3%	2.3%	0.1%	1.2%
Secretaries and administrative assistants : 43-6010 / 5710	Total	3,295,075	2,400,220	292,435	421,065	19,140	101,630	4,235	56,355
Secretaries and administrative assistants : 43-6010 / 5710	Male	183,255	117,430	18,355	29,650	1,045	12,410	225	4,135
Secretaries and administrative assistants : 43-6010 / 5710	Female	3,111,820	2,282,795	274,080	391,415	18,095	89,220	4,005	52,215
Secretaries and administrative assistants : 43-6010 / 5710	Percent Total	100.0%	72.8%	8.9%	12.8%	0.6%	3.1%	0.1%	1.7%
Secretaries and administrative assistants : 43-6010 / 5710	Percent Male	5.6%	3.6%	0.6%	0.9%	0.0%	0.4%	0.0%	0.1%
Secretaries and administrative assistants : 43-6010 / 5710	Percent Female	94.4%	69.3%	8.3%	11.9%	0.5%	2.7%	0.1%	1.6%

AVAILABILITY ANALYSIS

March 30, 2024

OCC. CATEGORY: 3-Nonteaching Professional
TITLE: Admissions & Registrar
CAMPUS: Total University

Period Covered: 12/01/23 - 11/30/24
LMA: United States

FACTOR	TOTAL MALE			TOTAL FEMALE			WHITE MALE			WHITE FEMALE			BLACK MALE			BLACK FEMALE		
	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF
Employment	29.7	0.05	1.5	70.2	0.05	3.5	18.7	0.05	0.9	44.4	0.05	2.2	4.7	0.05	0.2	11.8	0.05	0.6
Employment Education	30.6	0.95	29.1	69.4	0.95	65.9	20.7	0.95	19.7	45.9	0.95	43.6	4.0	0.95	3.8	9.9	0.95	9.4
FINAL AVAIL. FACTOR			30.6			69.4			20.6			45.8			4.0			10.0
FACTOR	HISPANIC MALE			HISPANIC FEMALE			AAIANHNPI MALE			AAIANHNPI FEMALE			2+ RACES MALE			2+ RACES FEMALE		
	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF
Employment	3.9	0.05	0.2	9.0	0.05	0.5	1.6	0.05	0.1	3.4	0.05	0.2	0.8	0.05	0.0	1.6	0.05	0.1
Employment Education	3.5	0.95	3.3	8.2	0.95	7.8	1.8	0.95	1.7	3.8	0.95	3.6	0.6	0.95	0.6	1.5	0.95	1.4
FINAL AVAIL. FACTOR			3.5			8.3			1.8			3.8			0.6			1.5
																	TOTAL	99.9
FACTOR	SOURCE OF STATISTIC									REASON FOR WEIGHTING THE FACTOR								
Employment	2014-2018 Tabulations from U.S. Census Bureau - National (see attached worksheet of job titles used)									5% Lower value weight, data is not specific to 4 year higher ed institutions								
Employment Education	US Dept of Education - National Ctr For Educational Statistics (IPEDS) Fall 2022 - Student and academic affairs and other education services Staff -Table 314.40									95% Higher weight as data is specific to 4 year higher ed institutions with relevant positions								

AVAILABILITY ANALYSIS

March 30, 2024

AVAILABILITY ANALYSIS WORKSHEET- EMPLOYMENT DATA

OCC. CATEGORY:
TITLE:
CAMPUS:

3-Nonteaching Professional
Admissions & Registrar
Total University

Period Covered: 12/01/23 - 11/30/24

	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISP MALE	HISP FEMALE	AAIANHNP MALE	AAIANHNP FEMALE	2+ RACES MALE	2+ RACES FEMALE
Employment Tbl. EEO-ALL01R - Occ. by Sex & Race/Eth. for Res. Geo.													
Administrative services and facilities managers : 11-3010 / 0101	154,515	96,020	58,495	73,350	42,465	7,860	5,350	9,590	6,680	3,550	2,845	1,670	1,155
Other teachers and instructors, education, training, and library workers : 25-XXXX / 2350	1,055,205	390,590	664,615	261,015	455,360	41,330	70,230	49,090	76,275	27,685	45,705	11,470	17,045
Counselors, social workers, and other community and social service specialists : 21-10XX / 2001	2,014,135	473,555	1,540,580	269,645	932,655	103,570	304,470	66,640	208,015	21,905	61,780	11,795	33,660
TOTAL	3,223,855	960,165	2,263,690	604,010	1,430,480	152,760	380,050	125,320	290,970	53,140	110,330	24,935	51,860
%	100.0	29.7	70.2	18.7	44.4	4.7	11.8	3.9	9.0	1.6	3.4	0.8	1.6
Employment Education- NCES Table 314.40 Fall 2022													
Student and academic affairs and other education services	163,795	50,143	113,652	33,885	75,178	6,511	16,278	5,757	13,425	2,947	6,236	1,043	2,535
TOTAL	163,795	50,143	113,652	33,885	75,178	6,511	16,278	5,757	13,425	2,947	6,236	1,043	2,535
%	100.0	30.6	69.4	20.7	45.9	4.0	9.9	3.5	8.2	1.8	3.8	0.6	1.5

United States EEO-ALL01R - Occupation by Sex and Race/Ethnicity for Residence Geography (Universe: Civilian labor force 16 years and over)

		Total All Groups	White alone	Black or African American alone	Hispanic or Latino	American Indian /Alaska Native alone	Asian alone	Native Hawaiian /Pacific Islander alone	Balance of not Hispanic or Latino
Administrative services and facilities managers : 11-3010 / 0101	Total	154,520	115,815	13,210	16,275	945	5,220	235	2,825
Administrative services and facilities managers : 11-3010 / 0101	Male	96,020	73,350	7,860	9,590	640	2,820	90	1,670
Administrative services and facilities managers : 11-3010 / 0101	Female	58,500	42,465	5,350	6,680	300	2,400	145	1,155
Administrative services and facilities managers : 11-3010 / 0101	Percent Total	100.0%	75.0%	8.5%	10.5%	0.6%	3.4%	0.2%	1.8%
Administrative services and facilities managers : 11-3010 / 0101	Percent Male	62.1%	47.5%	5.1%	6.2%	0.4%	1.8%	0.1%	1.1%
Administrative services and facilities managers : 11-3010 / 0101	Percent Female	37.9%	27.5%	3.5%	4.3%	0.2%	1.6%	0.1%	0.7%
Other teachers and instructors, education, training, and library workers : 25-XXXX / 2350	Total	1,055,210	716,375	111,560	125,365	5,155	66,540	1,700	28,515
Other teachers and instructors, education, training, and library workers : 25-XXXX / 2350	Male	390,590	261,015	41,330	49,090	1,700	25,175	810	11,470
Other teachers and instructors, education, training, and library workers : 25-XXXX / 2350	Female	664,620	455,360	70,230	76,275	3,450	41,365	890	17,045
Other teachers and instructors, education, training, and library workers : 25-XXXX / 2350	Percent Total	100.0%	67.9%	10.6%	11.9%	0.5%	6.3%	0.2%	2.7%
Other teachers and instructors, education, training, and library workers : 25-XXXX / 2350	Percent Male	37.0%	24.7%	3.9%	4.7%	0.2%	2.4%	0.1%	1.1%
Other teachers and instructors, education, training, and library workers : 25-XXXX / 2350	Percent Female	63.0%	43.2%	6.7%	7.2%	0.3%	3.9%	0.1%	1.6%
Counselors, social workers, and other community and social service specialists : 21-10XX	Total	2,014,130	1,202,300	408,035	274,655	17,260	63,495	2,925	45,455
Counselors, social workers, and other community and social service specialists : 21-10XX	Male	473,550	269,645	103,570	66,640	4,085	16,930	890	11,795
Counselors, social workers, and other community and social service specialists : 21-10XX	Female	1,540,580	932,655	304,470	208,015	13,175	46,565	2,040	33,660
Counselors, social workers, and other community and social service specialists : 21-10XX	Percent Total	100.0%	59.7%	20.3%	13.6%	0.9%	3.2%	0.1%	2.3%
Counselors, social workers, and other community and social service specialists : 21-10XX	Percent Male	23.5%	13.4%	5.1%	3.3%	0.2%	0.8%	0.0%	0.6%

AVAILABILITY ANALYSIS

March 30, 2024

AVAILABILITY ANALYSIS WORKSHEET- EMPLOYMENT DATA

Table 314.40. Employees in degree-granting postsecondary institutions, by race/ethnicity, sex, employment status, control and level of institution, and primary occupation: Fall 2022						
Occupation	Total	White	Black	Hispanic	AAIANHNP	2+ Races
Males	2,119,442	1,537,735	182,820	183,746	215,141	34,421
Faculty (instruction/research/public service)	648,042	486,912	43,158	43,923	74,049	8,577
Instruction	600,297	453,814	41,138	40,761	64,584	7,800
Research	33,435	22,739	1,155	2,207	7,334	572
Public service	14,310	10,359	865	955	2,131	205
Graduate assistants	103,653	69,092	6,812	11,927	15,822	4,002
Librarians, curators, and archivists	10,637	8,496	652	901	588	158
Student and academic affairs and other education services	49,100	33,885	6,511	5,757	2,947	1,043
Management	108,794	83,304	11,040	8,273	6,177	1,511
Business and financial operations	60,367	42,613	6,206	6,785	4,763	1,161
Computer, engineering, and science	127,363	91,483	8,426	11,964	15,490	2,595
Community, social service, legal, arts, design, entertainment, sports, and media	82,046	60,236	11,098	7,447	3,265	1,730
Healthcare practitioners and technicians	28,179	18,209	2,547	2,968	4,455	563
Service occupations	116,342	64,780	25,673	19,800	6,089	1,795
Sales and related occupations	3,236	2,132	545	391	168	98
Office and administrative support	61,651	36,927	9,147	10,900	4,677	1,638
Natural resources, construction, and maintenance	58,669	43,947	5,721	7,029	1,972	758
Production, transportation, and material moving	13,321	8,807	2,126	1,758	630	215
Females	2,639,330	1,834,615	308,364	259,214	237,137	52,627
Faculty (instruction/research/public service)	699,233	512,417	68,897	49,615	68,304	11,952
Instruction	653,254	481,913	65,529	45,801	60,011	10,894
Research	29,427	19,050	1,730	2,587	6,060	739
Public service	16,552	11,454	1,638	1,227	2,233	319
Graduate assistants	128,924	84,686	11,480	15,526	17,232	5,618
Librarians, curators, and archivists	24,914	19,246	2,099	1,814	1,755	494
Student and academic affairs and other education services	111,117	75,178	16,278	13,425	6,236	2,535
Management	154,506	111,043	20,633	14,151	8,679	2,686
Business and financial operations	165,862	111,057	20,908	19,523	14,374	3,488
Computer, engineering, and science	89,500	57,564	7,759	9,061	15,116	2,045
Community, social service, legal, arts, design, entertainment, sports, and media	108,811	75,948	13,206	13,315	6,342	2,875
Healthcare practitioners and technicians	75,276	49,337	9,201	7,955	8,783	1,346
Service occupations	89,373	41,978	21,826	20,066	5,503	1,444
Sales and related occupations	6,493	3,939	1,284	927	343	237
Office and administrative support	277,831	174,487	44,413	43,178	15,753	5,785
Natural resources, construction, and maintenance	5,314	3,558	798	672	286	98
Production, transportation, and material moving	2,943	1,760	685	371	127	72
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2023, Human Resources component. (This table was prepared December 2023.)						

AVAILABILITY ANALYSIS

March 30, 2024

OCC. CATEGORY: 3-Nonteaching Professional
TITLE: Advising
CAMPUS: Total University

Period Covered: 12/01/23 - 11/30/24
LMA: United States

FACTOR	TOTAL MALE			TOTAL FEMALE			WHITE MALE			WHITE FEMALE			BLACK MALE			BLACK FEMALE		
	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF
Employment	23.5	0.05	1.2	76.5	0.05	3.8	13.4	0.05	0.7	46.3	0.05	2.3	5.1	0.05	0.3	15.1	0.05	0.8
Employment Education	42.9	0.95	40.8	57.1	0.95	54.2	30.8	0.95	29.3	38.9	0.95	37.0	5.7	0.95	5.4	6.8	0.95	6.5
FINAL AVAIL. FACTOR			42.0			58.0			30.0			39.3			5.7			7.3
FACTOR	HISPANIC MALE			HISPANIC FEMALE			AAIANHNPI MALE			AAIANHNPI FEMALE			2+ RACES MALE			2+ RACES FEMALE		
	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF
Employment	3.3	0.05	0.2	10.3	0.05	0.5	1.1	0.05	0.1	3.1	0.05	0.2	0.6	0.05	0.0	1.7	0.05	0.1
Employment Education	3.8	0.95	3.6	6.8	0.95	6.5	1.7	0.95	1.6	3.2	0.95	3.0	0.9	0.95	0.9	1.5	0.95	1.4
FINAL AVAIL. FACTOR			3.8			7.0			1.7			3.2			0.9			1.5
																	TOTAL	100.4
FACTOR	SOURCE OF STATISTIC									REASON FOR WEIGHTING THE FACTOR								
Employment	2014-2018 Tabulations from U.S. Census Bureau - National (see attached worksheet of job titles used)									5%	Weight as data is not specific to 4 year higher ed institutions							
Employment Education	US Dept of Education - National Ctr For Educational Statistics (IPEDS) Fall 2022 - Community, social service, legal, arts, design, entertainment, sports, and media. Staff Table 314.40									95%	Weight as data is specific to 4 year higher ed institutions with relevant positions							

AVAILABILITY ANALYSIS WORKSHEET- EMPLOYMENT DATA

OCC. CATEGORY:
TITLE:
CAMPUS:

**3-Nonteaching Professional
Advising
Total University**

Period Covered: 12/01/23 - 11/30/24

	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISP MALE	HISP FEMALE	AAIANHNPI MALE	AAIANHNPI FEMALE	2+ RACES MALE	2+ RACES FEMALE
Employment Tbl. EEO-ALL01R - Occ. by Sex & Race/Eth. for Res. Geo.													
Counselors, social workers, and other community and social service specialists : 21-10XX / 2001	2,014,135	473,555	1,540,580	269,645	932,655	103,570	304,470	66,640	208,015	21,905	61,780	11,795	33,660
TOTAL	2,014,135	473,555	1,540,580	269,645	932,655	103,570	304,470	66,640	208,015	21,905	61,780	11,795	33,660
%	100.0	23.5	76.5	13.4	46.3	5.1	15.1	3.3	10.3	1.1	3.1	0.6	1.7
Employment Education- NCES Table 314.40 Fall 2022													
Community, social service, legal, arts, design, entertainment, sports, and media	195,462	83,776	111,686	60,236	75,948	11,098	13,206	7,447	13,315	3,265	6,342	1,730	2,875
TOTAL	195,462	83,776	111,686	60,236	75,948	11,098	13,206	7,447	13,315	3,265	6,342	1,730	2,875
%	100.0	42.9	57.1	30.8	38.9	5.7	6.8	3.8	6.8	1.7	3.2	0.9	1.5

United States EEO-ALL01R - Occupation by Sex and Race/Ethnicity for Residence Geography (Universe: Civilian labor force 16 years and over)											
		Total All Groups	White alone	Black or African American alone	Hispanic or Latino	American Indian /Alaska Native alone	Asian alone	Native Hawaiian /Pacific Islander alone	Balance of not Hispanic or Latino		
Occupational health and safety specialists and technicians : 19-5010 / 1980	Percent Female	35.0%	23.4%	5.1%	3.6%	0.3%	1.6%	0.0%	1.0%		
Counselors, social workers, and other community and social service specialists : 21-10XX /	Total	2,014,130	1,202,300	408,035	274,655	17,260	63,495	2,925	45,455		
Counselors, social workers, and other community and social service specialists : 21-10XX /	Male	473,550	269,645	103,570	66,640	4,085	16,930	890	11,795		
Counselors, social workers, and other community and social service specialists : 21-10XX /	Female	1,540,580	932,655	304,470	208,015	13,175	46,565	2,040	33,660		
Counselors, social workers, and other community and social service specialists : 21-10XX /	Percent Total	100.0%	59.7%	20.3%	13.6%	0.9%	3.2%	0.1%	2.3%		
Counselors, social workers, and other community and social service specialists : 21-10XX /	Percent Male	23.5%	13.4%	5.1%	3.3%	0.2%	0.8%	0.0%	0.6%		
Counselors, social workers, and other community and social service specialists : 21-10XX /	Percent Female	76.5%	46.3%	15.1%	10.3%	0.7%	2.3%	0.1%	1.7%		

AVAILABILITY ANALYSIS WORKSHEET- EMPLOYMENT DATA

Table 314.40. Employees in degree-granting postsecondary institutions, by race/ethnicity, sex, employment status, control and level of institution, and primary occupation: Fall 2022						
Occupation	Total	White	Black	Hispanic	AAIANHNP	2+ Races
Males	2,119,442	1,537,735	182,820	183,746	215,141	34,421
Faculty (instruction/research/public service)	648,042	486,912	43,158	43,923	74,049	8,577
Instruction	600,297	453,814	41,138	40,761	64,584	7,800
Research	33,435	22,739	1,155	2,207	7,334	572
Public service	14,310	10,359	865	955	2,131	205
Graduate assistants	103,653	69,092	6,812	11,927	15,822	4,002
Librarians, curators, and archivists	10,637	8,496	652	901	588	158
Student and academic affairs and other education services	49,100	33,885	6,511	5,757	2,947	1,043
Management	108,794	83,304	11,040	8,273	6,177	1,511
Business and financial operations	60,367	42,613	6,206	6,785	4,763	1,161
Computer, engineering, and science	127,363	91,483	8,426	11,964	15,490	2,595
Community, social service, legal, arts, design, entertainment, sports, and media	82,046	60,236	11,098	7,447	3,265	1,730
Healthcare practitioners and technicians	28,179	18,209	2,547	2,968	4,455	563
Service occupations	116,342	64,780	25,673	19,800	6,089	1,795
Sales and related occupations	3,236	2,132	545	391	168	98
Office and administrative support	61,651	36,927	9,147	10,900	4,677	1,638
Natural resources, construction, and maintenance	58,669	43,947	5,721	7,029	1,972	758
Production, transportation, and material moving	13,321	8,807	2,126	1,758	630	215
Females	2,639,330	1,834,615	308,364	259,214	237,137	52,627
Faculty (instruction/research/public service)	699,233	512,417	68,897	49,615	68,304	11,952
Instruction	653,254	481,913	65,529	45,801	60,011	10,894
Research	29,427	19,050	1,730	2,587	6,060	739
Public service	16,552	11,454	1,638	1,227	2,233	319
Graduate assistants	128,924	84,686	11,480	15,526	17,232	5,618
Librarians, curators, and archivists	24,914	19,246	2,099	1,814	1,755	494
Student and academic affairs and other education services	111,117	75,178	16,278	13,425	6,236	2,535
Management	154,506	111,043	20,633	14,151	8,679	2,686
Business and financial operations	165,862	111,057	20,908	19,523	14,374	3,488
Computer, engineering, and science	89,500	57,564	7,759	9,061	15,116	2,045
Community, social service, legal, arts, design, entertainment, sports, and media	108,811	75,948	13,206	13,315	6,342	2,875
Healthcare practitioners and technicians	75,276	49,337	9,201	7,955	8,783	1,346
Service occupations	89,373	41,978	21,826	20,066	5,503	1,444
Sales and related occupations	6,493	3,939	1,284	927	343	237
Office and administrative support	277,831	174,487	44,413	43,178	15,753	5,785
Natural resources, construction, and maintenance	5,314	3,558	798	672	286	98
Production, transportation, and material moving	2,943	1,760	685	371	127	72
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2023, Human Resources component. (This table was prepared December 2023.)						

AVAILABILITY ANALYSIS

March 30, 2024

OCC. CATEGORY: 3-Nonteaching Professional
TITLE: Arts & Curatorial Services
CAMPUS: Total University

Period Covered: 12/01/23 - 11/30/24
LMA: Connecticut

FACTOR	TOTAL MALE			TOTAL FEMALE			WHITE MALE			WHITE FEMALE			BLACK MALE			BLACK FEMALE		
	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF
Employment	23.0	0.10	2.3	77.0	0.10	7.7	17.3	0.10	1.7	61.3	0.10	6.1	1.9	0.10	0.2	5.3	0.10	0.5
Employment Education	29.8	0.90	26.8	70.2	0.90	63.2	23.5	0.90	21.2	53.2	0.90	47.9	1.8	0.90	1.6	5.8	0.90	5.2
FINAL AVAIL. FACTOR			29.1			70.9			22.9			54.0			1.8			5.7

FACTOR	HISPANIC MALE			HISPANIC FEMALE			AAIANHNPI MALE			AAIANHNPI FEMALE			2+ RACES MALE			2+ RACES FEMALE		
	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF
Employment	2.2	0.10	0.2	5.3	0.10	0.5	1.3	0.10	0.1	3.6	0.10	0.4	0.5	0.10	0.1	1.5	0.10	0.2
Employment Education	2.5	0.90	2.3	5.0	0.90	4.5	1.6	0.90	1.4	4.8	0.90	4.3	0.4	0.90	0.4	1.4	0.90	1.3
FINAL AVAIL. FACTOR			2.5			5.0			1.5			4.7			0.5			1.5

TOTAL 100.1

FACTOR	SOURCE OF STATISTIC	REASON FOR WEIGHTING THE FACTOR
Employment	2014-2018 Tabulations from U.S. Census Bureau - National (see attached worksheet of job titles used)	10% Weight as data is relevant to titles in this category
Employment Education	US Dept of Education - National Ctr For Educational Statistics (IPEDS) Fall 2022 - Librarians, curators and archivists Staff Table 314.40	90% Weight as data is specific to 4 year higher ed institutions with relevant positions

AVAILABILITY ANALYSIS WORKSHEET- EMPLOYMENT DATA

OCC. CATEGORY:

3-Nonteaching Professional

TITLE:

Arts & Curatorial Services

CAMPUS:

Total University

Period Covered: 12/01/23 - 11/30/24

	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISP MALE	HISP FEMALE	AAIANHNPI MALE	AAIANHNPI FEMALE	2+ RACES MALE	2+ RACES FEMALE
Employment Tbl. EEO-ALL01R - Occ. by Sex & Race/Eth. for Res. Geo.													
Librarians, curators, and archivists : 25-4000 / 2400	285,548	65,815	219,733	49,345	174,985	5,380	14,998	6,165	15,145	3,600	10,340	1,325	4,265
TOTAL	285,548	65,815	219,733	49,345	174,985	5,380	14,998	6,165	15,145	3,600	10,340	1,325	4,265
%	100.0	23.0	77.0	17.3	61.3	1.9	5.3	2.2	5.3	1.3	3.6	0.5	1.5
Employment Education- NCES Table 314.40 Fall 2022													
Librarians, curators and archivists	36,203	10,795	25,408	8,496	19,246	652	2,099	901	1,814	588	1,755	158	494
TOTAL	36,203	10,795	25,408	8,496	19,246	652	2,099	901	1,814	588	1,755	158	494
%	100.0	29.8	70.2	23.5	53.2	1.8	5.8	2.5	5.0	1.6	4.8	0.4	1.4

United States EEO-ALL01R - Occupation by Sex and Race/Ethnicity for Residence Geography (Universe: Civilian labor force 16 years and over)

		Total All Groups	White alone	Black or African American alone	Hispanic or Latino	American Indian /Alaska Native alone	Asian alone	Native Hawaiian /Pacific Islander alone	Balance of not Hispanic or Latino
Other teachers and instructors, education, training, and library workers : 25-XXXX / 2350	Percent Female	63.0%	43.2%	6.7%	7.2%	0.3%	3.9%	0.1%	1.6%
Librarians, curators, and archivists : 25-4000 / 2400	Total	285,540	224,325	20,365	21,310	1,320	12,430	195	5,590
Librarians, curators, and archivists : 25-4000 / 2400	Male	65,815	49,345	5,380	6,165	355	3,180	65	1,325
Librarians, curators, and archivists : 25-4000 / 2400	Female	219,725	174,985	14,990	15,145	965	9,250	125	4,265
Librarians, curators, and archivists : 25-4000 / 2400	Percent Total	100.0%	78.6%	7.1%	7.5%	0.5%	4.4%	0.1%	2.0%
Librarians, curators, and archivists : 25-4000 / 2400	Percent Male	23.0%	17.3%	1.9%	2.2%	0.1%	1.1%	0.0%	0.5%
Librarians, curators, and archivists : 25-4000 / 2400	Percent Female	77.0%	61.3%	5.2%	5.3%	0.3%	3.2%	0.0%	1.5%

AVAILABILITY ANALYSIS WORKSHEET- EMPLOYMENT DATA

Table 314.40. Employees in degree-granting postsecondary institutions, by race/ethnicity, sex, employment status, control and level of institution, and primary occupation: Fall 2022						
Occupation	Total	White	Black	Hispanic	AAIANHNP	2+ Races
Males	2,119,442	1,537,735	182,820	183,746	215,141	34,421
Faculty (instruction/research/public service)	648,042	486,912	43,158	43,923	74,049	8,577
Instruction	600,297	453,814	41,138	40,761	64,584	7,800
Research	33,435	22,739	1,155	2,207	7,334	572
Public service	14,310	10,359	865	955	2,131	205
Graduate assistants	103,653	69,092	6,812	11,927	15,822	4,002
Librarians, curators, and archivists	10,637	8,496	652	901	588	158
Student and academic affairs and other education services	49,100	33,885	6,511	5,757	2,947	1,043
Management	108,794	83,304	11,040	8,273	6,177	1,511
Business and financial operations	60,367	42,613	6,206	6,785	4,763	1,161
Computer, engineering, and science	127,363	91,483	8,426	11,964	15,490	2,595
Community, social service, legal, arts, design, entertainment, sports, and media	82,046	60,236	11,098	7,447	3,265	1,730
Healthcare practitioners and technicians	28,179	18,209	2,547	2,968	4,455	563
Service occupations	116,342	64,780	25,673	19,800	6,089	1,795
Sales and related occupations	3,236	2,132	545	391	168	98
Office and administrative support	61,651	36,927	9,147	10,900	4,677	1,638
Natural resources, construction, and maintenance	58,669	43,947	5,721	7,029	1,972	758
Production, transportation, and material moving	13,321	8,807	2,126	1,758	630	215
Females	2,639,330	1,834,615	308,364	259,214	237,137	52,627
Faculty (instruction/research/public service)	699,233	512,417	68,897	49,615	68,304	11,952
Instruction	653,254	481,913	65,529	45,801	60,011	10,894
Research	29,427	19,050	1,730	2,587	6,060	739
Public service	16,552	11,454	1,638	1,227	2,233	319
Graduate assistants	128,924	84,686	11,480	15,526	17,232	5,618
Librarians, curators, and archivists	24,914	19,246	2,099	1,814	1,755	494
Student and academic affairs and other education services	111,117	75,178	16,278	13,425	6,236	2,535
Management	154,506	111,043	20,633	14,151	8,679	2,686
Business and financial operations	165,862	111,057	20,908	19,523	14,374	3,488
Computer, engineering, and science	89,500	57,564	7,759	9,061	15,116	2,045
Community, social service, legal, arts, design, entertainment, sports, and media	108,811	75,948	13,206	13,315	6,342	2,875
Healthcare practitioners and technicians	75,276	49,337	9,201	7,955	8,783	1,346
Service occupations	89,373	41,978	21,826	20,066	5,503	1,444
Sales and related occupations	6,493	3,939	1,284	927	343	237
Office and administrative support	277,831	174,487	44,413	43,178	15,753	5,785
Natural resources, construction, and maintenance	5,314	3,558	798	672	286	98
Production, transportation, and material moving	2,943	1,760	685	371	127	72
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2023, Human Resources component. (This table was prepared December 2023.)						

AVAILABILITY ANALYSIS

March 30, 2024

OCC. CATEGORY: 3-Nonteaching Professional
 TITLE: Business Operations
 CAMPUS: Total University

Period Covered: 12/01/23 - 11/30/24
 LMA: Connecticut

FACTOR	TOTAL MALE			TOTAL FEMALE			WHITE MALE			WHITE FEMALE			BLACK MALE			BLACK FEMALE			
	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	
Employment	38.7	1.00	38.7	61.3	1.00	61.3	28.8	1.00	28.8	48.4	1.00	48.4	3.8	1.00	3.8	4.4	1.00	4.4	
FINAL AVAIL. FACTOR			38.7			61.3			28.8			48.4			3.8			4.4	
FACTOR	HISPANIC MALE			HISPANIC FEMALE			AAIANHNPI MALE			AAIANHNPI FEMALE			2+ RACES MALE			2+ RACES FEMALE			
	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	
Employment	2.7	1.00	2.7	6.0	1.00	6.0	2.5	1.00	2.5	1.8	1.00	1.8	0.8	1.00	0.8	0.8	1.00	0.8	
FINAL AVAIL. FACTOR			2.7			6.0			2.5			1.8			0.8			0.8	
																	TOTAL		100.0
FACTOR	SOURCE OF STATISTIC										REASON FOR WEIGHTING THE FACTOR								
Employment	2014-2018 Tabulations from U.S. Census - Connecticut (see attached worksheet of job titles used)										100% Weight based on history of hires								

AVAILABILITY ANALYSIS

March 30, 2024

AVAILABILITY ANALYSIS WORKSHEET- EMPLOYMENT DATA

OCC. CATEGORY:
TITLE:
CAMPUS:

3-Nonteaching Professional
Business Operations
Total University

Period Covered: 12/01/23 - 11/30/24

	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISP MALE	HISP FEMALE	AAIANHNP MALE	AAIANHNP FEMALE	2+ RACES MALE	2+ RACES FEMALE
Employment Tbl. EEO-ALL01R - Occ. by Sex & Race/Eth. for Res. Geo.													
Business operations specialists, all other : 13-1199 / 0750	3,435	1,670	1,765	1,235	1,235	30	115	90	345	220	55	95	15
Training and development specialists : 13-1151 / 0650	1,440	600	840	490	680	75	100	35	0	0	20	0	40
First-line supervisors of office and administrative support workers : 43-1011 / 5000	15,195	5,490	9,705	4,060	7,790	665	670	420	855	275	290	70	100
TOTAL	20,070	7,760	12,310	5,785	9,705	770	885	545	1,200	495	365	165	155
%	100.0	38.7	61.3	28.8	48.4	3.8	4.4	2.7	6.0	2.5	1.8	0.8	0.8

Connecticut EEO-ALL01R - Occupation by Sex and Race/Ethnicity for Residence Geography (Universe: Civilian labor force 16 years and over)

		Total All Groups	White alone	Black or African American alone	Hispanic or Latino	American Indian /Alaska Native alone	Asian alone	Native Hawaiian /Pacific Islander alone	Balance of not Hispanic or Latino
Business operations specialists, all other : 13-1199 / 0750	Total	3,435	2,465	145	435	15	260	0	110
Business operations specialists, all other : 13-1199 / 0750	Male	1,665	1,235	30	90	0	220	0	95
Business operations specialists, all other : 13-1199 / 0750	Female	1,765	1,235	115	345	15	40	0	15
Business operations specialists, all other : 13-1199 / 0750	Percent Total	100.0%	71.8%	4.2%	12.7%	0.4%	7.6%	0.0%	3.2%
Business operations specialists, all other : 13-1199 / 0750	Percent Male	48.5%	36.0%	0.9%	2.6%	0.0%	6.4%	0.0%	2.8%
Business operations specialists, all other : 13-1199 / 0750	Percent Female	51.4%	36.0%	3.3%	10.0%	0.4%	1.2%	0.0%	0.4%
Training and development specialists : 13-1151 / 0650	Total	1,435	1,165	175	35	0	20	0	40
Training and development specialists : 13-1151 / 0650	Male	595	490	75	35	0	0	0	0
Training and development specialists : 13-1151 / 0650	Female	835	680	100	0	0	20	0	40
Training and development specialists : 13-1151 / 0650	Percent Total	100.0%	81.2%	12.2%	2.4%	0.0%	1.4%	0.0%	2.8%
Training and development specialists : 13-1151 / 0650	Percent Male	41.5%	34.1%	5.2%	2.4%	0.0%	0.0%	0.0%	0.0%
Training and development specialists : 13-1151 / 0650	Percent Female	58.2%	47.4%	7.0%	0.0%	0.0%	1.4%	0.0%	2.8%
First-line supervisors of office and administrative support workers : 43-1011 / 5000	Total	15,190	11,850	1,335	1,275	0	560	0	170
First-line supervisors of office and administrative support workers : 43-1011 / 5000	Male	5,490	4,060	665	420	0	275	0	70
First-line supervisors of office and administrative support workers : 43-1011 / 5000	Female	9,705	7,790	670	855	0	290	0	100
First-line supervisors of office and administrative support workers : 43-1011 / 5000	Percent Total	100.0%	78.0%	8.8%	8.4%	0.0%	3.7%	0.0%	1.1%
First-line supervisors of office and administrative support workers : 43-1011 / 5000	Percent Male	36.1%	26.7%	4.4%	2.8%	0.0%	1.8%	0.0%	0.5%
First-line supervisors of office and administrative support workers : 43-1011 / 5000	Percent Female	63.9%	51.3%	4.4%	5.6%	0.0%	1.9%	0.0%	0.7%

AVAILABILITY ANALYSIS

March 30, 2024

OCC. CATEGORY: 3-Nonteaching Professional
 TITLE: Capital Planning & Construction
 CAMPUS: Total University

Period Covered: 12/01/23 - 11/30/24
 LMA: Connecticut

FACTOR	TOTAL MALE			TOTAL FEMALE			WHITE MALE			WHITE FEMALE			BLACK MALE			BLACK FEMALE			
	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	
Employment	77.9	1.00	77.9	22.1	1.00	22.1	69.4	1.00	69.4	19.0	1.00	19.0	1.3	1.00	1.3	0.2	1.00	0.2	
FINAL AVAIL. FACTOR			77.9			22.1			69.4			19.0			1.3			0.2	
FACTOR	HISPANIC MALE			HISPANIC FEMALE			AAIANHNPI MALE			AAIANHNPI FEMALE			2+ RACES MALE			2+ RACES FEMALE			
	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	
Employment	5.4	1.00	5.4	0.6	1.00	0.6	1.4	1.00	1.4	1.1	1.00	1.1	0.6	1.00	0.6	1.1	1.00	1.1	
FINAL AVAIL. FACTOR			5.4			0.6			1.4			1.1			0.6			1.1	
																	TOTAL		100.1
FACTOR	SOURCE OF STATISTIC									REASON FOR WEIGHTING THE FACTOR									
Employment	2014-2018 Tabulations from U.S. Census Bureau - Connecticut (see attached worksheet of job titles used)									100% Data reflects occupations in the job category									

AVAILABILITY ANALYSIS

March 30, 2024

AVAILABILITY ANALYSIS WORKSHEET- EMPLOYMENT DATA

OCC. CATEGORY:
TITLE:
CAMPUS:

3-Nonteaching Professional
Capital Planning & Construction
Total University

Period Covered: 12/01/23 - 11/30/24

	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISP MALE	HISP FEMALE	AAIANHNP MALE	AAIANHNP FEMALE	2+ RACES MALE	2+ RACES FEMALE
Employment Tbl. EEO-ALL01R - Occ. by Sex & Race/Eth. for Res. Geo.													
Architects, surveyors, and cartographers : 17-1000 / 1305	3,535	2,605	930	2,295	820	15	10	220	25	60	50	15	25
Construction and building inspectors : 47-4011 / 6660	840	805	35	740	10	40	0	15	0	0	0	10	25
TOTAL	4,375	3,410	965	3,035	830	55	10	235	25	60	50	25	50
%	100.0	77.9	22.1	69.4	19.0	1.3	0.2	5.4	0.6	1.4	1.1	0.6	1.1

Connecticut EEO-ALL01R - Occupation by Sex and Race/Ethnicity for Residence Geography (Universe: Civilian labor force 16 years and over)

		Total All Groups	White alone	Black or African American alone	Hispanic or Latino	American Indian /Alaska Native alone	Asian alone	Native Hawaiian /Pacific Islander alone	Balance of not Hispanic or Latino
Architects, surveyors, and cartographers : 17-1000 / 1305	Total	3,535	3,115	25	245	0	110	0	40
Architects, surveyors, and cartographers : 17-1000 / 1305	Male	2,600	2,295	15	220	0	60	0	15
Architects, surveyors, and cartographers : 17-1000 / 1305	Female	935	820	10	25	0	50	0	25
Architects, surveyors, and cartographers : 17-1000 / 1305	Percent Total	100.0%	88.1%	0.7%	6.9%	0.0%	3.1%	0.0%	1.1%
Architects, surveyors, and cartographers : 17-1000 / 1305	Percent Male	73.6%	64.9%	0.4%	6.2%	0.0%	1.7%	0.0%	0.4%
Construction and building inspectors : 47-4011 / 6660	Total	840	750	40	15	0	0	0	35
Construction and building inspectors : 47-4011 / 6660	Male	800	740	40	15	0	0	0	10
Construction and building inspectors : 47-4011 / 6660	Female	40	10	0	0	0	0	0	25
Construction and building inspectors : 47-4011 / 6660	Percent Total	100.0%	89.3%	4.8%	1.8%	0.0%	0.0%	0.0%	4.2%
Construction and building inspectors : 47-4011 / 6660	Percent Male	95.2%	88.1%	4.8%	1.8%	0.0%	0.0%	0.0%	1.2%
Construction and building inspectors : 47-4011 / 6660	Percent Female	4.8%	1.2%	0.0%	0.0%	0.0%	0.0%	0.0%	3.0%

AVAILABILITY ANALYSIS

March 30, 2024

OCC. CATEGORY: 3-Nonteaching Professional
 TITLE: Communication & Marketing
 CAMPUS: Total University

Period Covered: 12/01/23 - 11/30/24
 LMA: United States

FACTOR	TOTAL MALE			TOTAL FEMALE			WHITE MALE			WHITE FEMALE			BLACK MALE			BLACK FEMALE		
	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF
Employment	47.3	1.00	47.3	52.7	1.00	52.7	36.2	1.00	36.2	39.3	1.00	39.3	2.6	1.00	2.6	3.1	1.00	3.1
FINAL AVAIL. FACTOR			47.3			52.7			36.2			39.3			2.6			3.1

FACTOR	HISPANIC MALE			HISPANIC FEMALE			AAIANHNPI MALE			AAIANHNPI FEMALE			2+ RACES MALE			2+ RACES FEMALE		
	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF
Employment	4.5	1.00	4.5	5.6	1.00	5.6	3.0	1.00	3.0	3.6	1.00	3.6	0.9	1.00	0.9	1.2	1.00	1.2
FINAL AVAIL. FACTOR			4.5			5.6			3.0			3.6			0.9			1.2

TOTAL 100.0

FACTOR	SOURCE OF STATISTIC	REASON FOR WEIGHTING THE FACTOR
Employment	2014-2018 Tabulations from U.S. Census Bureau - National (see attached worksheet of job titles used)	100% Data reflects occupations in the job category

AVAILABILITY ANALYSIS

March 30, 2024

AVAILABILITY ANALYSIS WORKSHEET- EMPLOYMENT DATA

OCC. CATEGORY:
TITLE:
CAMPUS:

3-Nonteaching Professional
Communication & Marketing
Total University

Period Covered: 12/01/23 - 11/30/24

	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISP MALE	HISP FEMALE	AAIANHNPI MALE	AAIANHNPI FEMALE	2+ RACES MALE	2+ RACES FEMALE
Employment Tbl. EEO-ALL01R - Occ. by Sex & Race/Eth. for Res. Geo.													
Advertising, marketing, promotions, public relations, and sales managers : 11-2000 / 0040	1,100,150	573,115	527,035	454,010	407,020	26,635	29,320	49,290	46,205	32,715	33,530	10,465	10,960
Market research analysts and marketing specialists : 13-1161 / 0735	324,875	135,535	189,340	101,675	141,560	7,075	10,955	10,530	16,595	13,415	15,770	2,840	4,460
Other media and communication workers : 27-30XX / 2805	341,160	129,640	211,520	83,940	134,365	13,485	14,825	21,180	41,235	8,345	16,115	2,690	4,980
Editors : 27-3041 / 2830	188,640	85,960	102,680	68,515	84,510	3,865	4,825	7,475	5,635	4,100	5,150	2,005	2,560
TOTAL	1,954,825	924,250	1,030,575	708,140	767,455	51,060	59,925	88,475	109,670	58,575	70,565	18,000	22,960
%	100.0	47.3	52.7	36.2	39.3	2.6	3.1	4.5	5.6	3.0	3.6	0.9	1.2

United States EEO-ALL01R - Occupation by Sex and Race/Ethnicity for Residence Geography (Universe: Civilian labor force 16 years and over)										
		Total All Groups	White alone	Black or African American alone	Hispanic or Latino	American Indian /Alaska Native alone	Asian alone	Native Hawaiian /Pacific Islander alone	Balance of not Hispanic or Latino	
Advertising, marketing, promotions, public relations, and sales managers : 11-2000 / 0040	Total	1,100,155	861,030	55,960	95,500	2,795	62,675	770	21,425	
Advertising, marketing, promotions, public relations, and sales managers : 11-2000 / 0040	Male	573,115	454,010	26,635	49,290	1,345	30,955	415	10,465	
Advertising, marketing, promotions, public relations, and sales managers : 11-2000 / 0040	Female	527,040	407,020	29,320	46,205	1,455	31,725	350	10,960	
Advertising, marketing, promotions, public relations, and sales managers : 11-2000 / 0040	Percent Total	100.0%	78.3%	5.1%	8.7%	0.3%	5.7%	0.1%	1.9%	
Advertising, marketing, promotions, public relations, and sales managers : 11-2000 / 0040	Percent Male	52.1%	41.3%	2.4%	4.5%	0.1%	2.8%	0.0%	1.0%	
Advertising, marketing, promotions, public relations, and sales managers : 11-2000 / 0040	Percent Female	47.9%	37.0%	2.7%	4.2%	0.1%	2.9%	0.0%	1.0%	
Market research analysts and marketing specialists : 13-1161 / 0735	Total	324,870	243,235	18,025	27,120	610	28,275	300	7,300	
Market research analysts and marketing specialists : 13-1161 / 0735	Male	135,530	101,675	7,075	10,530	270	13,070	75	2,840	
Market research analysts and marketing specialists : 13-1161 / 0735	Female	189,340	141,560	10,955	16,595	340	15,205	225	4,460	
Market research analysts and marketing specialists : 13-1161 / 0735	Percent Total	100.0%	74.9%	5.5%	8.3%	0.2%	8.7%	0.1%	2.2%	
Market research analysts and marketing specialists : 13-1161 / 0735	Percent Male	41.7%	31.3%	2.2%	3.2%	0.1%	4.0%	0.0%	0.9%	
Other media and communication workers : 27-30XX / 2805	Total	341,165	218,300	28,310	62,420	1,440	22,575	455	7,670	
Other media and communication workers : 27-30XX / 2805	Male	129,640	83,940	13,485	21,180	645	7,480	220	2,690	
Other media and communication workers : 27-30XX / 2805	Female	211,525	134,365	14,825	41,235	795	15,090	230	4,980	
Other media and communication workers : 27-30XX / 2805	Percent Total	100.0%	64.0%	8.3%	18.3%	0.4%	6.6%	0.1%	2.2%	
Other media and communication workers : 27-30XX / 2805	Percent Male	38.0%	24.6%	4.0%	6.2%	0.2%	2.2%	0.1%	0.8%	
Other media and communication workers : 27-30XX / 2805	Percent Female	62.0%	39.4%	4.3%	12.1%	0.2%	4.4%	0.1%	1.5%	
Editors : 27-3041 / 2830	Total	188,645	153,030	8,690	13,110	325	8,800	125	4,565	
Editors : 27-3041 / 2830	Male	85,955	68,515	3,865	7,475	80	3,975	45	2,005	
Editors : 27-3041 / 2830	Female	102,685	84,510	4,825	5,635	250	4,825	75	2,560	
Editors : 27-3041 / 2830	Percent Total	100.0%	81.1%	4.6%	6.9%	0.2%	4.7%	0.1%	2.4%	
Editors : 27-3041 / 2830	Percent Male	45.6%	36.3%	2.0%	4.0%	0.0%	2.1%	0.0%	1.1%	
Editors : 27-3041 / 2830	Percent Female	54.4%	44.8%	2.6%	3.0%	0.1%	2.6%	0.0%	1.4%	

AVAILABILITY ANALYSIS

March 30, 2024

OCC. CATEGORY: 3-Nonteaching Professional
TITLE: Dining Services
CAMPUS: Total University

Period Covered: 12/01/23 - 11/30/24
LMA: Connecticut

FACTOR	TOTAL MALE			TOTAL FEMALE			WHITE MALE			WHITE FEMALE			BLACK MALE			BLACK FEMALE		
	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF
Employment	56.6	1.00	56.6	43.4	1.00	43.4	42.3	1.00	42.3	32.5	1.00	32.5	2.7	1.00	2.7	2.3	1.00	2.3
FINAL AVAIL. FACTOR			56.6			43.4			42.3			32.5			2.7			2.3

FACTOR	HISPANIC MALE			HISPANIC FEMALE			AAIANHNPI MALE			AAIANHNPI FEMALE			2+ RACES MALE			2+ RACES FEMALE		
	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF
Employment	6.4	1.00	6.4	5.9	1.00	5.9	4.1	1.00	4.1	2.1	1.00	2.1	1.0	1.00	1.0	0.6	1.00	0.6
FINAL AVAIL. FACTOR			6.4			5.9			4.1			2.1			1.0			0.6

TOTAL 99.9

FACTOR	SOURCE OF STATISTIC	REASON FOR WEIGHTING THE FACTOR
Employment	2014-2018 Tabulations from U.S. Census Bureau - Connecticut (see attached worksheet of job titles used)	100% Data reflects occupations in the job category

AVAILABILITY ANALYSIS

March 30, 2024

AVAILABILITY ANALYSIS WORKSHEET- EMPLOYMENT DATA

OCC. CATEGORY:
TITLE:
CAMPUS:

3-Nonteaching Professional
Dining Services
Total University

Period Covered: 12/01/23 - 11/30/24

	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISP MALE	HISP FEMALE	AAIANHNPI MALE	AAIANHNPI FEMALE	2+ RACES MALE	2+ RACES FEMALE
Employment Tbl. EEO-ALL01R - Occ. by Sex & Race/Eth. for Res. Geo.													
Food service managers : 11-9051 / 0310	10,015	5,665	4,350	4,240	3,250	270	235	640	590	410	210	105	65
TOTAL	10,015	5,665	4,350	4,240	3,250	270	235	640	590	410	210	105	65
%	100.0	56.6	43.4	42.3	32.5	2.7	2.3	6.4	5.9	4.1	2.1	1.0	0.6

Connecticut EEO-ALL01R - Occupation by Sex and Race/Ethnicity for Residence Geography (Universe: Civilian labor force 16 years and over)										
		Total All Groups	White alone	Black or African American alone	Hispanic or Latino	American Indian /Alaska Native alone	Asian alone	Native Hawaiian /Pacific Islander alone	Balance of not Hispanic or Latino	
Food service managers : 11-9051 / 0310	Total	10,020	7,490	505	1,235	0	620	0	170	
Food service managers : 11-9051 / 0310	Male	5,665	4,240	270	640	0	410	0	105	
Food service managers : 11-9051 / 0310	Female	4,355	3,250	235	590	0	210	0	65	
Food service managers : 11-9051 / 0310	Percent Total	100.0%	74.8%	5.0%	12.3%	0.0%	6.2%	0.0%	1.7%	
Food service managers : 11-9051 / 0310	Percent Male	56.5%	42.3%	2.7%	6.4%	0.0%	4.1%	0.0%	1.0%	
Food service managers : 11-9051 / 0310	Percent Female	43.5%	32.4%	2.3%	5.9%	0.0%	2.1%	0.0%	0.6%	

AVAILABILITY ANALYSIS

March 30, 2024

OCC. CATEGORY: 3-Nonteaching Professional
 TITLE: Educational Programs & Services
 CAMPUS: Total University

Period Covered: 12/01/23 - 11/30/24
 LMA: United States

FACTOR	TOTAL MALE			TOTAL FEMALE			WHITE MALE			WHITE FEMALE			BLACK MALE			BLACK FEMALE		
	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF
Employment	37.0	0.10	3.7	63.0	0.10	6.3	24.7	0.10	2.5	43.2	0.10	4.3	3.9	0.10	0.4	6.7	0.10	0.7
Employment Education	30.6	0.90	27.5	69.4	0.90	62.5	20.7	0.90	18.6	45.9	0.90	41.3	4.0	0.90	3.6	9.9	0.90	8.9
FINAL AVAIL. FACTOR			31.2			68.8			21.1			45.6			4.0			9.6
FACTOR	HISPANIC MALE			HISPANIC FEMALE			AAIANHNPI MALE			AAIANHNPI FEMALE			2+ RACES MALE			2+ RACES FEMALE		
	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF
Employment	4.7	0.10	0.5	7.2	0.10	0.7	2.6	0.10	0.3	4.3	0.10	0.4	1.1	0.10	0.1	1.6	0.10	0.2
Employment Education	3.5	0.90	3.2	8.2	0.90	7.4	1.8	0.90	1.6	3.8	0.90	3.4	0.6	0.90	0.5	1.5	0.90	1.4
FINAL AVAIL. FACTOR			3.7			8.1			1.9			3.8			0.6			1.6
																		TOTAL 100.0
FACTOR	SOURCE OF STATISTIC									REASON FOR WEIGHTING THE FACTOR								
Employment	2014-2018 Tabulations from U.S. Census Bureau - National (see attached worksheet of job titles used)									10%	Weight as data is not specific to 4 year higher ed institutions							
Employment Education	US Dept of Education - National Ctr For Educational Statistics (IPEDS) Fall 2022 - Student and academic affairs and other education services Staff -Table 314.40									90%	Weight as data is specific to 4 year higher ed institutions with relevant positions							

AVAILABILITY ANALYSIS WORKSHEET- EMPLOYMENT DATA

OCC. CATEGORY:
TITLE:
CAMPUS:

**3-Nonteaching Professional
Educational Programs & Services
Total University**

Period Covered: 12/01/23 - 11/30/24

	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISP MALE	HISP FEMALE	AAIANHNPI MALE	AAIANHNPI FEMALE	2+ RACES MALE	2+ RACES FEMALE
Employment Tbl. EEO-ALL01R - Occ. by Sex & Race/Eth. for Res. Geo.													
Other teachers and instructors, education, training, and library workers : 25-XXXX / 2350	1,055,205	390,590	664,615	261,015	455,360	41,330	70,230	49,090	76,275	27,685	45,705	11,470	17,045
TOTAL	1,055,205	390,590	664,615	261,015	455,360	41,330	70,230	49,090	76,275	27,685	45,705	11,470	17,045
%	100.0	37.0	63.0	24.7	43.2	3.9	6.7	4.7	7.2	2.6	4.3	1.1	1.6
Employment Education- NCES Table 314.40 Fall 2022													
Student and academic affairs and other education services	163,795	50,143	113,652	33,885	75,178	6,511	16,278	5,757	13,425	2,947	6,236	1,043	2,535
TOTAL	163,795	50,143	113,652	33,885	75,178	6,511	16,278	5,757	13,425	2,947	6,236	1,043	2,535
%	100.0	30.6	69.4	20.7	45.9	4.0	9.9	3.5	8.2	1.8	3.8	0.6	1.5

United States EEO-ALL01R - Occupation by Sex and Race/Ethnicity for Residence Geography (Universe: Civilian labor force 16 years and over)

		Total All Groups	White alone	Black or African American alone	Hispanic or Latino	American Indian /Alaska Native alone	Asian alone	Native Hawaiian /Pacific Islander alone	Balance of not Hispanic or Latino
Other teachers and instructors, education, training, and library workers : 25-XXXX / 2350	Total	1,055,210	716,375	111,560	125,365	5,155	66,540	1,700	28,515
Other teachers and instructors, education, training, and library workers : 25-XXXX / 2350	Male	390,590	261,015	41,330	49,090	1,700	25,175	810	11,470
Other teachers and instructors, education, training, and library workers : 25-XXXX / 2350	Female	664,620	455,360	70,230	76,275	3,450	41,365	890	17,045
Other teachers and instructors, education, training, and library workers : 25-XXXX / 2350	Percent Total	100.0%	67.9%	10.6%	11.9%	0.5%	6.3%	0.2%	2.7%
Other teachers and instructors, education, training, and library workers : 25-XXXX / 2350	Percent Male	37.0%	24.7%	3.9%	4.7%	0.2%	2.4%	0.1%	1.1%
Other teachers and instructors, education, training, and library workers : 25-XXXX / 2350	Percent Female	63.0%	43.2%	6.7%	7.2%	0.3%	3.9%	0.1%	1.6%

AVAILABILITY ANALYSIS WORKSHEET- EMPLOYMENT DATA

Table 314.40. Employees in degree-granting postsecondary institutions, by race/ethnicity, sex, employment status, control and level of institution, and primary occupation: Fall 2022						
Occupation	Total	White	Black	Hispanic	AAIANHNP	2+ Races
Males	2,119,442	1,537,735	182,820	183,746	215,141	34,421
Faculty (instruction/research/public service)	648,042	486,912	43,158	43,923	74,049	8,577
Instruction	600,297	453,814	41,138	40,761	64,584	7,800
Research	33,435	22,739	1,155	2,207	7,334	572
Public service	14,310	10,359	865	955	2,131	205
Graduate assistants	103,653	69,092	6,812	11,927	15,822	4,002
Librarians, curators, and archivists	10,637	8,496	652	901	588	158
Student and academic affairs and other education services	49,100	33,885	6,511	5,757	2,947	1,043
Management	108,794	83,304	11,040	8,273	6,177	1,511
Business and financial operations	60,367	42,613	6,206	6,785	4,763	1,161
Computer, engineering, and science	127,363	91,483	8,426	11,964	15,490	2,595
Community, social service, legal, arts, design, entertainment, sports, and media	82,046	60,236	11,098	7,447	3,265	1,730
Healthcare practitioners and technicians	28,179	18,209	2,547	2,968	4,455	563
Service occupations	116,342	64,780	25,673	19,800	6,089	1,795
Sales and related occupations	3,236	2,132	545	391	168	98
Office and administrative support	61,651	36,927	9,147	10,900	4,677	1,638
Natural resources, construction, and maintenance	58,669	43,947	5,721	7,029	1,972	758
Production, transportation, and material moving	13,321	8,807	2,126	1,758	630	215
Females	2,639,330	1,834,615	308,364	259,214	237,137	52,627
Faculty (instruction/research/public service)	699,233	512,417	68,897	49,615	68,304	11,952
Instruction	653,254	481,913	65,529	45,801	60,011	10,894
Research	29,427	19,050	1,730	2,587	6,060	739
Public service	16,552	11,454	1,638	1,227	2,233	319
Graduate assistants	128,924	84,686	11,480	15,526	17,232	5,618
Librarians, curators, and archivists	24,914	19,246	2,099	1,814	1,755	494
Student and academic affairs and other education services	111,117	75,178	16,278	13,425	6,236	2,535
Management	154,506	111,043	20,633	14,151	8,679	2,686
Business and financial operations	165,862	111,057	20,908	19,523	14,374	3,488
Computer, engineering, and science	89,500	57,564	7,759	9,061	15,116	2,045
Community, social service, legal, arts, design, entertainment, sports, and media	108,811	75,948	13,206	13,315	6,342	2,875
Healthcare practitioners and technicians	75,276	49,337	9,201	7,955	8,783	1,346
Service occupations	89,373	41,978	21,826	20,066	5,503	1,444
Sales and related occupations	6,493	3,939	1,284	927	343	237
Office and administrative support	277,831	174,487	44,413	43,178	15,753	5,785
Natural resources, construction, and maintenance	5,314	3,558	798	672	286	98
Production, transportation, and material moving	2,943	1,760	685	371	127	72
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2023, Human Resources component. (This table was prepared December 2023.)						

AVAILABILITY ANALYSIS WORKSHEET- EMPLOYMENT DATA

AVAILABILITY ANALYSIS

March 30, 2024

OCC. CATEGORY: 3-Nonteaching Professional
 TITLE: Facilities & Athletic Management
 CAMPUS: Total University

Period Covered: 12/01/23 - 11/30/24
 LMA: Connecticut

FACTOR	TOTAL MALE			TOTAL FEMALE			WHITE MALE			WHITE FEMALE			BLACK MALE			BLACK FEMALE			
	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	
Employment	70.6	1.00	70.6	29.4	1.00	29.4	63.6	1.00	63.6	22.9	1.00	22.9	3.3	1.00	3.3	0.0	1.00	0.0	
FINAL AVAIL. FACTOR			70.6			29.4			63.6			22.9			3.3			0.0	
FACTOR	HISPANIC MALE			HISPANIC FEMALE			AAIANHNPI MALE			AAIANHNPI FEMALE			2+ RACES MALE			2+ RACES FEMALE			
	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	
Employment	3.1	1.00	3.1	6.5	1.00	6.5	0.7	1.00	0.7	0.0	1.00	0.0	0.0	1.00	0.0	0.0	1.00	0.0	
FINAL AVAIL. FACTOR			3.1			6.5			0.7			0.0			0.0			0.0	
																	TOTAL		100.1
FACTOR	SOURCE OF STATISTIC									REASON FOR WEIGHTING THE FACTOR									
Employment	2014-2018 Tabulations from U.S. Census Bureau - Connecticut (see attached worksheet of job titles used)									100% Data reflects occupations in the job category									

No promotional pool as promos this Plan year were unique situations and not typical promotional paths to this category

AVAILABILITY ANALYSIS

March 30, 2024

AVAILABILITY ANALYSIS WORKSHEET- EMPLOYMENT DATA

OCC. CATEGORY:
TITLE:
CAMPUS:

3-Nonteaching Professional
Facilities & Athletic Management
Total University

Period Covered: 12/01/23 - 11/30/24

	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISP MALE	HISP FEMALE	AAIANHNPI MALE	AAIANHNPI FEMALE	2+ RACES MALE	2+ RACES FEMALE
Employment Tbl. EEO-ALL01R - Occ. by Sex & Race/Eth. for Res. Geo.													
Administrative services and facilities managers : 11-3010 / 0101	2,295	1,620	675	1,460	525	75	0	70	150	15	0	0	0
TOTAL	2,295	1,620	675	1,460	525	75	0	70	150	15	0	0	0
%	100.0	70.6	29.4	63.6	22.9	3.3	0.0	3.1	6.5	0.7	0.0	0.0	0.0

Connecticut EEO-ALL01R - Occupation by Sex and Race/Ethnicity for Residence Geography (Universe: Civilian labor force 16 years and over)

		Total All Groups	White alone	Black or African American alone	Hispanic or Latino	American Indian /Alaska Native alone	Asian alone	Native Hawaiian /Pacific Islander alone	Balance of not Hispanic or Latino
Administrative services and facilities managers : 11-3010 / 0101	Total	2,300	1,985	75	220	0	15	0	0
Administrative services and facilities managers : 11-3010 / 0101	Male	1,620	1,460	75	70	0	15	0	0
Administrative services and facilities managers : 11-3010 / 0101	Female	675	525	0	150	0	0	0	0
Administrative services and facilities managers : 11-3010 / 0101	Percent Total	100.0%	86.3%	3.3%	9.6%	0.0%	0.7%	0.0%	0.0%
Administrative services and facilities managers : 11-3010 / 0101	Percent Male	70.4%	63.5%	3.3%	3.0%	0.0%	0.7%	0.0%	0.0%
Administrative services and facilities managers : 11-3010 / 0101	Percent Female	29.3%	22.8%	0.0%	6.5%	0.0%	0.0%	0.0%	0.0%

AVAILABILITY ANALYSIS

March 30, 2024

OCC. CATEGORY: 3-Nonteaching Professional
 TITLE: Finance, Accounting & Budget
 CAMPUS: Total University

Period Covered: 12/01/23 - 11/30/24
 LMA: Connecticut

FACTOR	TOTAL MALE			TOTAL FEMALE			WHITE MALE			WHITE FEMALE			BLACK MALE			BLACK FEMALE			
	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	
Employment	51.3	1.00	51.3	48.7	1.00	48.7	42.5	1.00	42.5	37.9	1.00	37.9	3.0	1.00	3.0	3.5	1.00	3.5	
FINAL AVAIL. FACTOR			51.3			48.7			42.5			37.9			3.0			3.5	
FACTOR	HISPANIC MALE			HISPANIC FEMALE			AAIANHNPI MALE			AAIANHNPI FEMALE			2+ RACES MALE			2+ RACES FEMALE			
	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	
Employment	2.8	1.00	2.8	3.4	1.00	3.4	2.7	1.00	2.7	3.0	1.00	3.0	0.4	1.00	0.4	0.8	1.00	0.8	
FINAL AVAIL. FACTOR			2.8			3.4			2.7			3.0			0.4			0.8	
																	TOTAL		100.0
FACTOR	SOURCE OF STATISTIC									REASON FOR WEIGHTING THE FACTOR									
Employment	2014-2018 Tabulations from U.S. Census Bureau - Connecticut (see attached worksheet of job titles used)									100% Data reflects occupations in the job category									

No promotional pool as promos this Plan year were unique situations and not typical promotional paths to this category

AVAILABILITY ANALYSIS

March 30, 2024

AVAILABILITY ANALYSIS WORKSHEET- EMPLOYMENT DATA

OCC. CATEGORY:
TITLE:
CAMPUS:

3-Nonteaching Professional
Finance, Accounting & Budget
Total University

Period Covered: 12/01/23 - 11/30/24

	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISP MALE	HISP FEMALE	AAIANHNPI MALE	AAIANHNPI FEMALE	2+ RACES MALE	2+ RACES FEMALE
Employment Tbl. EEO-ALL01R - Occ. by Sex & Race/Eth. for Res. Geo.													
Accountants and auditors : 13-2011 / 0800	28680	13,520	15,160	10905	11590	955	1175	740	1065	830	1095	90	235
Budget analysts : 13-2031 / 0820	345	85	260	75	240	0	0	10	10	0	10	0	0
Other financial specialists : 13-20XX / 0810	19450	11,285	8,165	9600	6565	520	515	610	585	455	340	100	160
TOTAL	48475	24,890	23,585	20580	18395	1475	1690	1360	1660	1285	1445	190	395
%	100.0	51.3	48.7	42.5	37.9	3.0	3.5	2.8	3.4	2.7	3.0	0.4	0.8

Connecticut EEO-ALL01R - Occupation by Sex and Race/Ethnicity for Residence Geography (Universe: Civilian labor force 16 years and over)

		Total All Groups	White alone	Black or African American alone	Hispanic or Latino	American Indian /Alaska Native alone	Asian alone	Native Hawaiian /Pacific Islander alone	Balance of not Hispanic or Latino
Accountants and auditors : 13-2011 / 0800	Total	28,680	22,495	2,130	1,800	10	1,890	30	325
Accountants and auditors : 13-2011 / 0800	Male	13,520	10,905	955	740	0	800	30	90
Accountants and auditors : 13-2011 / 0800	Female	15,160	11,590	1,175	1,065	10	1,085	0	235
Accountants and auditors : 13-2011 / 0800	Percent Total	100.0%	78.4%	7.4%	6.3%	0.0%	6.6%	0.1%	1.1%
Accountants and auditors : 13-2011 / 0800	Percent Male	47.1%	38.0%	3.3%	2.6%	0.0%	2.8%	0.1%	0.3%
Accountants and auditors : 13-2011 / 0800	Percent Female	52.9%	40.4%	4.1%	3.7%	0.0%	3.8%	0.0%	0.8%
Budget analysts : 13-2031 / 0820	Total	340	315	0	20	0	10	0	0
Budget analysts : 13-2031 / 0820	Male	85	75	0	10	0	0	0	0
Budget analysts : 13-2031 / 0820	Female	255	240	0	10	0	10	0	0
Budget analysts : 13-2031 / 0820	Percent Total	100.0%	92.6%	0.0%	5.9%	0.0%	2.9%	0.0%	0.0%
Budget analysts : 13-2031 / 0820	Percent Male	25.0%	22.1%	0.0%	2.9%	0.0%	0.0%	0.0%	0.0%
Budget analysts : 13-2031 / 0820	Percent Female	75.0%	70.6%	0.0%	2.9%	0.0%	2.9%	0.0%	0.0%
Other financial specialists : 13-20XX / 0810	Total	19,455	16,170	1,035	1,200	45	750	0	255
Other financial specialists : 13-20XX / 0810	Male	11,285	9,600	520	610	25	430	0	100
Other financial specialists : 13-20XX / 0810	Female	8,170	6,565	515	585	20	320	0	160
Other financial specialists : 13-20XX / 0810	Percent Total	100.0%	83.1%	5.3%	6.2%	0.2%	3.9%	0.0%	1.3%
Other financial specialists : 13-20XX / 0810	Percent Male	58.0%	49.3%	2.7%	3.1%	0.1%	2.2%	0.0%	0.5%
Other financial specialists : 13-20XX / 0810	Percent Female	42.0%	33.7%	2.6%	3.0%	0.1%	1.6%	0.0%	0.8%

AVAILABILITY ANALYSIS

March 30, 2024

OCC. CATEGORY: 3-Nonteaching Professional
 TITLE: Financial Aid & Student Employment
 CAMPUS: Total University

Period Covered: 12/01/23 - 11/30/24
 LMA: United States

FACTOR	TOTAL MALE			TOTAL FEMALE			WHITE MALE			WHITE FEMALE			BLACK MALE			BLACK FEMALE		
	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF
Employment	53.7	0.10	5.4	46.3	0.10	4.6	42.5	0.10	4.3	32.1	0.10	3.2	3.1	0.10	0.3	5.1	0.10	0.5
Employment Education	26.6	0.90	23.9	26.6	0.90	23.9	18.5	0.90	16.7	48.1	0.90	43.3	2.7	0.90	2.4	9.1	0.90	8.2
FINAL AVAIL. FACTOR			29.3			28.5			21.0			46.5			2.7			8.7

FACTOR	HISPANIC MALE			HISPANIC FEMALE			AAIANHNPI MALE			AAIANHNPI FEMALE			2+ RACES MALE			2+ RACES FEMALE		
	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF
Employment	4.2	0.10	0.4	5.1	0.10	0.5	3.0	0.10	0.3	3.1	0.10	0.3	0.8	0.10	0.1	0.9	0.10	0.1
Employment Education	2.9	0.90	2.6	8.5	0.90	7.7	2.1	0.90	1.9	6.2	0.90	5.6	0.5	0.90	0.5	1.5	0.90	1.4
FINAL AVAIL. FACTOR			3.0			8.2			2.2			5.9			0.6			1.5

TOTAL 100.3

FACTOR	SOURCE OF STATISTIC	REASON FOR WEIGHTING THE FACTOR
Employment	2014-2018 Tabulations from U.S. Census Bureau - National (see attached worksheet of job titles used)	10% Weight as data is not specific to 4 year higher ed institutions
Employment Education	US Dept of Education - National Ctr For Educational Statistics (IPEDS) Fall 2022 - Business and financial operations Staff -Table 314.40	90% Weight as data is specific to 4 year higher ed institutions with relevant positions

AVAILABILITY ANALYSIS WORKSHEET- EMPLOYMENT DATA

OCC. CATEGORY:

3-Nonteaching Professional

TITLE:

Financial Aid & Student Employment

Period Covered: 12/01/23 - 11/30/24

CAMPUS:

Total University

	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISP MALE	HISP FEMALE	AAIANHNPI MALE	AAIANHNPI FEMALE	2+ RACES MALE	2+ RACES FEMALE
Employment Tbl. EEO-ALL01R - Occ. by Sex & Race/Eth. for Res. Geo.													
Other financial specialists : 13-20XX / 0810	1,104,590	592,830	511,760	469,455	354,735	34,775	56,235	46,760	56,475	32,685	34,125	9,155	10,190
TOTAL	1,104,590	592,830	511,760	469,455	354,735	34,775	56,235	46,760	56,475	32,685	34,125	9,155	10,190
%	100.0	53.7	46.3	42.5	32.1	3.1	5.1	4.2	5.1	3.0	3.1	0.8	0.9
Employment Education- NCES Table 314.40 Fall 2022													
Business and financial operations	230,878	61,528	169,350	42,613	111,057	6,206	20,908	6,785	19,523	4,763	14,374	1,161	3,488
TOTAL	230,878	61,528	169,350	42,613	111,057	6,206	20,908	6,785	19,523	4,763	14,374	1,161	3,488
%	100.0	26.6	73.4	18.5	48.1	2.7	9.1	2.9	8.5	2.1	6.2	0.5	1.5

United States EEO-ALL01R - Occupation by Sex and Race/Ethnicity for Residence Geography (Universe: Civilian labor force 16 years and over)

		Total All Groups	White alone	Black or African American alone	Hispanic or Latino	American Indian /Alaska Native alone	Asian alone	Native Hawaiian /Pacific Islander alone	Balance of not Hispanic or Latino
Other financial specialists : 13-20XX / 0810	Total	1,104,595	824,190	91,015	103,235	3,195	62,335	1,285	19,345
Other financial specialists : 13-20XX / 0810	Male	592,830	469,455	34,775	46,760	1,230	30,915	540	9,155
Other financial specialists : 13-20XX / 0810	Female	511,765	354,735	56,235	56,475	1,960	31,420	745	10,190
Other financial specialists : 13-20XX / 0810	Percent Total	100.0%	74.6%	8.2%	9.3%	0.3%	5.6%	0.1%	1.8%
Other financial specialists : 13-20XX / 0810	Percent Male	53.7%	42.5%	3.1%	4.2%	0.1%	2.8%	0.0%	0.8%
Other financial specialists : 13-20XX / 0810	Percent Female	46.3%	32.1%	5.1%	5.1%	0.2%	2.8%	0.1%	0.9%

AVAILABILITY ANALYSIS WORKSHEET- EMPLOYMENT DATA

Table 314.40. Employees in degree-granting postsecondary institutions, by race/ethnicity, sex, employment status, control and level of institution, and primary occupation: Fall 2022						
Occupation	Total	White	Black	Hispanic	AAIANHNP	2+ Races
Males	2,119,442	1,537,735	182,820	183,746	215,141	34,421
Faculty (instruction/research/public service)	648,042	486,912	43,158	43,923	74,049	8,577
Instruction	600,297	453,814	41,138	40,761	64,584	7,800
Research	33,435	22,739	1,155	2,207	7,334	572
Public service	14,310	10,359	865	955	2,131	205
Graduate assistants	103,653	69,092	6,812	11,927	15,822	4,002
Librarians, curators, and archivists	10,637	8,496	652	901	588	158
Student and academic affairs and other education services	49,100	33,885	6,511	5,757	2,947	1,043
Management	108,794	83,304	11,040	8,273	6,177	1,511
Business and financial operations	60,367	42,613	6,206	6,785	4,763	1,161
Computer, engineering, and science	127,363	91,483	8,426	11,964	15,490	2,595
Community, social service, legal, arts, design, entertainment, sports, and media	82,046	60,236	11,098	7,447	3,265	1,730
Healthcare practitioners and technicians	28,179	18,209	2,547	2,968	4,455	563
Service occupations	116,342	64,780	25,673	19,800	6,089	1,795
Sales and related occupations	3,236	2,132	545	391	168	98
Office and administrative support	61,651	36,927	9,147	10,900	4,677	1,638
Natural resources, construction, and maintenance	58,669	43,947	5,721	7,029	1,972	758
Production, transportation, and material moving	13,321	8,807	2,126	1,758	630	215
Females	2,639,330	1,834,615	308,364	259,214	237,137	52,627
Faculty (instruction/research/public service)	699,233	512,417	68,897	49,615	68,304	11,952
Instruction	653,254	481,913	65,529	45,801	60,011	10,894
Research	29,427	19,050	1,730	2,587	6,060	739
Public service	16,552	11,454	1,638	1,227	2,233	319
Graduate assistants	128,924	84,686	11,480	15,526	17,232	5,618
Librarians, curators, and archivists	24,914	19,246	2,099	1,814	1,755	494
Student and academic affairs and other education services	111,117	75,178	16,278	13,425	6,236	2,535
Management	154,506	111,043	20,633	14,151	8,679	2,686
Business and financial operations	165,862	111,057	20,908	19,523	14,374	3,488
Computer, engineering, and science	89,500	57,564	7,759	9,061	15,116	2,045
Community, social service, legal, arts, design, entertainment, sports, and media	108,811	75,948	13,206	13,315	6,342	2,875
Healthcare practitioners and technicians	75,276	49,337	9,201	7,955	8,783	1,346
Service occupations	89,373	41,978	21,826	20,066	5,503	1,444
Sales and related occupations	6,493	3,939	1,284	927	343	237
Office and administrative support	277,831	174,487	44,413	43,178	15,753	5,785
Natural resources, construction, and maintenance	5,314	3,558	798	672	286	98
Production, transportation, and material moving	2,943	1,760	685	371	127	72
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2023, Human Resources component. (This table was prepared December 2023.)						

AVAILABILITY ANALYSIS

March 30, 2024

OCC. CATEGORY: 3-Nonteaching Professional
TITLE: Grants & Contracts
CAMPUS: Total University

Period Covered: 12/01/23 - 11/30/24
LMA: United States

FACTOR	TOTAL MALE			TOTAL FEMALE			WHITE MALE			WHITE FEMALE			BLACK MALE			BLACK FEMALE		
	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF
Employment	53.1	0.10	5.3	46.8	0.10	4.7	41.9	0.10	4.2	32.3	0.10	3.2	3.2	0.10	0.3	5.3	0.10	0.5
Employment Education	26.2	0.90	23.6	71.9	0.90	64.7	18.5	0.90	16.7	48.1	0.90	43.3	2.7	0.90	2.4	9.1	0.90	8.2
FINAL AVAIL. FACTOR			28.9			69.4			20.9			46.5			2.7			8.7
FACTOR	HISPANIC MALE			HISPANIC FEMALE			AAIANHNP I MALE			AAIANHNP I FEMALE			2+ RACES MALE			2+ RACES FEMALE		
	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF
Employment	4.2	0.10	0.4	5.1	0.10	0.5	3.0	0.10	0.3	3.2	0.10	0.3	0.8	0.10	0.1	0.9	0.10	0.1
Employment Education	2.9	0.90	2.6	8.5	0.90	7.7	2.1	0.90	1.9	6.2	0.90	5.6	0.5	0.90	0.5	1.5	0.90	1.4
FINAL AVAIL. FACTOR			3.0			8.2			2.2			5.9			0.6			1.5
																		TOTAL 100.2
FACTOR	SOURCE OF STATISTIC									REASON FOR WEIGHTING THE FACTOR								
Employment	2014-2018 Tabulations from U.S. Census Bureau - National (see attached worksheet of job titles used)									10%	Weight as data is not specific to 4 year higher ed institutions							
Employment Education	US Dept of Education - National Ctr for Educational Statistics (IPEDS) Fall 2022 - Business and financial operations Staff -Table 314.40									90%	Weight as data is specific to 4 year higher ed institutions with relevant positions							

AVAILABILITY ANALYSIS WORKSHEET- EMPLOYMENT DATA

OCC. CATEGORY:
TITLE:
CAMPUS:

**3-Nonteaching Professional
Grants & Contracts
Total University**

Period Covered: 12/01/23 - 11/30/24

	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISP MALE	HISP FEMALE	AAIANHNPI MALE	AAIANHNPI FEMALE	2+ RACES MALE	2+ RACES FEMALE
Employment Tbl. EEO-ALL01R - Occ. by Sex & Race/Eth. for Res. Geo.													
Budget analysts : 13-2031 / 0820	47,415	18,200	29,215	12,790	17,470	2,225	5,340	1,465	2,630	1,335	3,025	385	750
Other financial specialists : 13-20XX / 0810	1,104,590	592,830	511,760	469,455	354,735	34,775	56,235	46,760	56,475	32,685	34,125	9,155	10,190
TOTAL	1,152,005	611,030	540,975	482,245	372,205	37,000	61,575	48,225	59,105	34,020	37,150	9,540	10,940
%	99.9	53.1	46.8	41.9	32.3	3.2	5.3	4.2	5.1	3	3.2	0.8	0.9
Employment Education- NCES Table 314.40 Fall 2022													
Business and financial operations	230,878	61,528	169,350	42,613	111,057	6,206	20,908	6,785	19,523	4,763	14,374	1,161	3,488
TOTAL	230,878	61,528	169,350	42,613	111,057	6,206	20,908	6,785	19,523	4,763	14,374	1,161	3,488
%	100	26.2	71.9	18.5	48.1	2.7	9.1	2.9	8.5	2.1	6.2	0.5	1.5

United States EEO-ALL01R - Occupation by Sex and Race/Ethnicity for Residence Geography (Universe: Civilian labor force 16 years and over)

		Total All Groups	White alone	Black or African American alone	Hispanic or Latino	American Indian /Alaska Native alone	Asian alone	Native Hawaiian /Pacific Islander alone	Balance of not Hispanic or Latino
Budget analysts : 13-2031 / 0820	Total	47,410	30,260	7,565	4,090	190	4,075	90	1,135
Budget analysts : 13-2031 / 0820	Male	18,200	12,790	2,225	1,465	60	1,250	25	385
Budget analysts : 13-2031 / 0820	Female	29,210	17,470	5,340	2,630	135	2,825	65	750
Budget analysts : 13-2031 / 0820	Percent Total	100.0%	63.8%	16.0%	8.6%	0.4%	8.6%	0.2%	2.4%
Budget analysts : 13-2031 / 0820	Percent Male	38.4%	27.0%	4.7%	3.1%	0.1%	2.6%	0.1%	0.8%
Budget analysts : 13-2031 / 0820	Percent Female	61.6%	36.8%	11.3%	5.5%	0.3%	6.0%	0.1%	1.6%
Other financial specialists : 13-20XX / 0810	Total	1,104,595	824,190	91,015	103,235	3,195	62,335	1,285	19,345
Other financial specialists : 13-20XX / 0810	Male	592,830	469,455	34,775	46,760	1,230	30,915	540	9,155
Other financial specialists : 13-20XX / 0810	Female	511,765	354,735	56,235	56,475	1,960	31,420	745	10,190
Other financial specialists : 13-20XX / 0810	Percent Total	100.0%	74.6%	8.2%	9.3%	0.3%	5.6%	0.1%	1.8%
Other financial specialists : 13-20XX / 0810	Percent Male	53.7%	42.5%	3.1%	4.2%	0.1%	2.8%	0.0%	0.8%
Other financial specialists : 13-20XX / 0810	Percent Female	46.3%	32.1%	5.1%	5.1%	0.2%	2.8%	0.1%	0.9%

AVAILABILITY ANALYSIS WORKSHEET- EMPLOYMENT DATA

Table 314.40. Employees in degree-granting postsecondary institutions, by race/ethnicity, sex, employment status, control and level of institution, and primary occupation: Fall 2022						
Occupation	Total	White	Black	Hispanic	AAIANHNP	2+ Races
Males	2,119,442	1,537,735	182,820	183,746	215,141	34,421
Faculty (instruction/research/public service)	648,042	486,912	43,158	43,923	74,049	8,577
Instruction	600,297	453,814	41,138	40,761	64,584	7,800
Research	33,435	22,739	1,155	2,207	7,334	572
Public service	14,310	10,359	865	955	2,131	205
Graduate assistants	103,653	69,092	6,812	11,927	15,822	4,002
Librarians, curators, and archivists	10,637	8,496	652	901	588	158
Student and academic affairs and other education services	49,100	33,885	6,511	5,757	2,947	1,043
Management	108,794	83,304	11,040	8,273	6,177	1,511
Business and financial operations	60,367	42,613	6,206	6,785	4,763	1,161
Computer, engineering, and science	127,363	91,483	8,426	11,964	15,490	2,595
Community, social service, legal, arts, design, entertainment, sports, and media	82,046	60,236	11,098	7,447	3,265	1,730
Healthcare practitioners and technicians	28,179	18,209	2,547	2,968	4,455	563
Service occupations	116,342	64,780	25,673	19,800	6,089	1,795
Sales and related occupations	3,236	2,132	545	391	168	98
Office and administrative support	61,651	36,927	9,147	10,900	4,677	1,638
Natural resources, construction, and maintenance	58,669	43,947	5,721	7,029	1,972	758
Production, transportation, and material moving	13,321	8,807	2,126	1,758	630	215
Females	2,639,330	1,834,615	308,364	259,214	237,137	52,627
Faculty (instruction/research/public service)	699,233	512,417	68,897	49,615	68,304	11,952
Instruction	653,254	481,913	65,529	45,801	60,011	10,894
Research	29,427	19,050	1,730	2,587	6,060	739
Public service	16,552	11,454	1,638	1,227	2,233	319
Graduate assistants	128,924	84,686	11,480	15,526	17,232	5,618
Librarians, curators, and archivists	24,914	19,246	2,099	1,814	1,755	494
Student and academic affairs and other education services	111,117	75,178	16,278	13,425	6,236	2,535
Management	154,506	111,043	20,633	14,151	8,679	2,686
Business and financial operations	165,862	111,057	20,908	19,523	14,374	3,488
Computer, engineering, and science	89,500	57,564	7,759	9,061	15,116	2,045
Community, social service, legal, arts, design, entertainment, sports, and media	108,811	75,948	13,206	13,315	6,342	2,875
Healthcare practitioners and technicians	75,276	49,337	9,201	7,955	8,783	1,346
Service occupations	89,373	41,978	21,826	20,066	5,503	1,444
Sales and related occupations	6,493	3,939	1,284	927	343	237
Office and administrative support	277,831	174,487	44,413	43,178	15,753	5,785
Natural resources, construction, and maintenance	5,314	3,558	798	672	286	98
Production, transportation, and material moving	2,943	1,760	685	371	127	72
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2023, Human Resources component. (This table was prepared December 2023.)						

AVAILABILITY ANALYSIS

March 30, 2024

OCC. CATEGORY: 3-Nonteaching Professional
TITLE: Health & Safety
CAMPUS: Total University

Period Covered: 12/01/23 - 11/30/24
LMA: Connecticut

FACTOR	TOTAL MALE			TOTAL FEMALE			WHITE MALE			WHITE FEMALE			BLACK MALE			BLACK FEMALE		
	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF
Employment	82.5	1.00	82.5	17.6	1.00	17.6	63.3	1.00	63.3	12.0	1.00	12.0	3.9	1.00	3.9	0.3	1.00	0.3
FINAL AVAIL. FACTOR			82.5			17.6			63.3			12.0			3.9			0.3
FACTOR	HISPANIC MALE			HISPANIC FEMALE			AAIANHNPI MALE			AAIANHNPI FEMALE			2+ RACES MALE			2+ RACES FEMALE		
	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF
Employment	8.5	1.00	8.5	4.1	1.00	4.1	6.0	1.00	6.0	0.8	1.00	0.8	0.8	1.00	0.8	0.4	1.00	0.4
FINAL AVAIL. FACTOR			8.5			4.1			6.0			0.8			0.8			0.4
																	TOTAL	100.1
FACTOR	SOURCE OF STATISTIC									REASON FOR WEIGHTING THE FACTOR								
Employment	2014-2018 Tabulations from U.S. Census Bureau - Connecticut (see attached worksheet of job titles used)									100% Data reflects occupations in the job category								

AVAILABILITY ANALYSIS

March 30, 2024

AVAILABILITY ANALYSIS WORKSHEET- EMPLOYMENT DATA

OCC. CATEGORY:

3-Nonteaching Professional

TITLE:

Health & Safety

Period Covered: 12/01/23 - 11/30/24

CAMPUS:

Total University

	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISP MALE	HISP FEMALE	AAIANHNPI MALE	AAIANHNPI FEMALE	2+ RACES MALE	2+ RACES FEMALE
Employment Tbl. EEO-ALL01R - Occ. by Sex & Race/Eth. for Res. Geo.													
Industrial engineers, including health and safety : 17-2110 / 1430	3,760	3,100	660	2380	450	145	10	320	155	225	30	30	15
TOTAL	3,760	3,100	660	2380	450	145	10	320	155	225	30	30	15
%	100.1	82.5	17.6	63.3	12	3.9	0.3	8.5	4.1	6	0.8	0.8	0.4

Connecticut EEO-ALL01R - Occupation by Sex and Race/Ethnicity for Residence Geography (Universe: Civilian labor force 16 years and over)

		Total All Groups	White alone	Black or African American alone	Hispanic or Latino	American Indian /Alaska Native alone	Asian alone	Native Hawaiian /Pacific Islander alone	Balance of not Hispanic or Latino
Industrial engineers, including health and safety : 17-2110 / 1430	Total	3,755	2,830	155	475	15	240	0	45
Industrial engineers, including health and safety : 17-2110 / 1430	Male	3,100	2,380	145	320	15	210	0	30
Industrial engineers, including health and safety : 17-2110 / 1430	Female	655	450	10	155	0	30	0	15
Industrial engineers, including health and safety : 17-2110 / 1430	Percent Total	100.0%	75.4%	4.1%	12.6%	0.4%	6.4%	0.0%	1.2%
Industrial engineers, including health and safety : 17-2110 / 1430	Percent Male	82.6%	63.4%	3.9%	8.5%	0.4%	5.6%	0.0%	0.8%
Industrial engineers, including health and safety : 17-2110 / 1430	Percent Female	17.4%	12.0%	0.3%	4.1%	0.0%	0.8%	0.0%	0.4%

AVAILABILITY ANALYSIS

March 30, 2024

OCC. CATEGORY: 3-Nonteaching Professional
 TITLE: Information Technology
 CAMPUS: Total University

Period Covered: 12/01/23 - 11/30/24
 LMA: Connecticut

FACTOR	TOTAL MALE			TOTAL FEMALE			WHITE MALE			WHITE FEMALE			BLACK MALE			BLACK FEMALE			
	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	
Employment	73.8	1.00	73.8	26.2	1.00	26.2	47.5	1.00	47.5	17.7	1.00	17.7	3.9	1.00	3.9	1.6	1.00	1.6	
FINAL AVAIL. FACTOR			73.8			26.2			47.5			17.7			3.9			1.6	
FACTOR	HISPANIC MALE			HISPANIC FEMALE			AAIANHNPI MALE			AAIANHNPI FEMALE			2+ RACES MALE			2+ RACES FEMALE			
	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	
Employment	4.8	1.00	4.8	1.4	1.00	1.4	16.1	1.00	16.1	4.8	1.00	4.8	1.5	1.00	1.5	0.7	1.00	0.7	
FINAL AVAIL. FACTOR			4.8			1.4			16.1			4.8			1.5			0.7	
																	TOTAL		100.0
FACTOR	SOURCE OF STATISTIC									REASON FOR WEIGHTING THE FACTOR									
Employment	2014-2018 Tabulations from U.S. Census Bureau - Connecticut (see attached worksheet of job titles used)									100% Data reflects occupations in the job category									

AVAILABILITY ANALYSIS

March 30, 2024

AVAILABILITY ANALYSIS WORKSHEET- EMPLOYMENT DATA

OCC. CATEGORY:

TITLE:

CAMPUS:

3-Nonteaching Professional

Information Technology

Total University

Period Covered: 12/01/23 - 11/30/24

	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISP MALE	HISP FEMALE	AAIANHNPI MALE	AAIANHNPI FEMALE	2+ RACES MALE	2+ RACES FEMALE
Employment Tbl. EEO-ALL01R - Occ. by Sex & Race/Eth. for Res. Geo.													
Computer and information systems managers : 11-3021 / 0110	10430	7,480	2,950	5145	2135	415	105	400	220	1420	465	100	25
Computer and information research scientists and analysts : 15-12XX / 1005	8170	5,185	2,985	3465	2150	290	195	350	165	1020	415	60	60
Software and web developers, programmers, and testers : 15-1250 / 1010	23460	17,755	5,705	10190	3390	710	305	870	270	5640	1545	345	195
Other computer occupations : 15-12YY / 1050	18670	14,315	4,355	9715	2995	1025	385	1325	265	1865	550	385	160
Database and network administrators and architects : 15-1240 / 1065	4998	3,775	1,223	2735	970	145	45	220	4	605	200	70	4
TOTAL	65728	48,510	17,218	31250	11640	2585	1035	3165	924	10550	3175	960	444
%	100	73.8	26.2	47.5	17.7	3.9	1.6	4.8	1.4	16.1	4.8	1.5	0.7

Connecticut EEO-ALL01R - Occupation by Sex and Race/Ethnicity for Residence Geography (Universe: Civilian labor force 16 years and over)										
		Total All Groups	White alone	Black or African American alone	Hispanic or Latino	American Indian /Alaska Native alone	Asian alone	Native Hawaiian /Pacific Islander alone	Balance of not Hispanic or Latino	
Computer and information systems managers : 11-3021 / 0110	Total	10,425	7,280	520	615	25	1,860	0	125	
Computer and information systems managers : 11-3021 / 0110	Male	7,475	5,145	415	400	25	1,395	0	100	
Computer and information systems managers : 11-3021 / 0110	Female	2,950	2,135	105	220	0	465	0	25	
Computer and information systems managers : 11-3021 / 0110	Percent Total	100.0%	69.8%	5.0%	5.9%	0.2%	17.8%	0.0%	1.2%	
Computer and information systems managers : 11-3021 / 0110	Percent Male	71.7%	49.4%	4.0%	3.8%	0.2%	13.4%	0.0%	1.0%	
Computer and information systems managers : 11-3021 / 0110	Percent Female	28.3%	20.5%	1.0%	2.1%	0.0%	4.5%	0.0%	0.2%	
Computer and information research scientists and analysts : 15-12XX / 1005	Total	8,170	5,615	485	515	0	1,435	0	120	
Computer and information research scientists and analysts : 15-12XX / 1005	Male	5,180	3,465	290	350	0	1,020	0	60	
Computer and information research scientists and analysts : 15-12XX / 1005	Female	2,990	2,150	195	165	0	415	0	60	
Computer and information research scientists and analysts : 15-12XX / 1005	Percent Total	100.0%	68.7%	5.9%	6.3%	0.0%	17.6%	0.0%	1.5%	
Computer and information research scientists and analysts : 15-12XX / 1005	Percent Male	63.4%	42.4%	3.5%	4.3%	0.0%	12.5%	0.0%	0.7%	
Computer and information research scientists and analysts : 15-12XX / 1005	Percent Female	36.6%	26.3%	2.4%	2.0%	0.0%	5.1%	0.0%	0.7%	
Software and web developers, programmers, and testers : 15-1250 / 1010	Total	23,465	13,580	1,015	1,145	0	7,160	25	545	
Software and web developers, programmers, and testers : 15-1250 / 1010	Male	17,755	10,190	710	870	0	5,615	25	345	
Software and web developers, programmers, and testers : 15-1250 / 1010	Female	5,710	3,390	305	270	0	1,545	0	195	
Software and web developers, programmers, and testers : 15-1250 / 1010	Percent Total	100.0%	57.9%	4.3%	4.9%	0.0%	30.5%	0.1%	2.3%	
Software and web developers, programmers, and testers : 15-1250 / 1010	Percent Male	75.7%	43.4%	3.0%	3.7%	0.0%	23.9%	0.1%	1.5%	
Software and web developers, programmers, and testers : 15-1250 / 1010	Percent Female	24.3%	14.4%	1.3%	1.2%	0.0%	6.6%	0.0%	0.8%	
Other computer occupations : 15-12YY / 1050	Total	18,660	12,710	1,410	1,585	0	2,410	0	545	
Other computer occupations : 15-12YY / 1050	Male	14,310	9,715	1,025	1,325	0	1,865	0	385	
Other computer occupations : 15-12YY / 1050	Female	4,350	2,995	385	265	0	550	0	160	
Other computer occupations : 15-12YY / 1050	Percent Total	100.0%	68.1%	7.6%	8.5%	0.0%	12.9%	0.0%	2.9%	
Other computer occupations : 15-12YY / 1050	Percent Male	76.7%	52.1%	5.5%	7.1%	0.0%	10.0%	0.0%	2.1%	
Other computer occupations : 15-12YY / 1050	Percent Female	23.3%	16.1%	2.1%	1.4%	0.0%	2.9%	0.0%	0.9%	

AVAILABILITY ANALYSIS

March 30, 2024

		Total All Groups	White alone	Black or African American alone	Hispanic or Latino	American Indian /Alaska Native alone	Asian alone	Native Hawaiian /Pacific Islander alone	Balance of not Hispanic or Latino
Database and network administrators and architects : 15-1240 / 1065	Total	4,990	3,700	190	225	40	765	0	75
Database and network administrators and architects : 15-1240 / 1065	Male	3,770	2,735	145	220	0	605	0	70
Database and network administrators and architects : 15-1240 / 1065	Female	1,220	970	45	4	40	160	0	4
Database and network administrators and architects : 15-1240 / 1065	Percent Total	100.0%	74.1%	3.8%	4.5%	0.8%	15.3%	0.0%	1.5%
Database and network administrators and architects : 15-1240 / 1065	Percent Male	75.6%	54.8%	2.9%	4.4%	0.0%	12.1%	0.0%	1.4%
Database and network administrators and architects : 15-1240 / 1065	Percent Female	24.4%	19.4%	0.9%	0.1%	0.8%	3.2%	0.0%	0.1%

AVAILABILITY ANALYSIS

March 30, 2024

OCC. CATEGORY: 3-Nonteaching Professional
 TITLE: Laboratory & Research Operations
 CAMPUS: Total University

Period Covered: 12/01/23 - 11/30/24
 LMA: Connecticut

FACTOR	TOTAL MALE			TOTAL FEMALE			WHITE MALE			WHITE FEMALE			BLACK MALE			BLACK FEMALE		
	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF
Employment	58.2	1.00	58.2	41.7	1.00	41.7	44.9	1.00	44.9	31.3	1.00	31.3	6.0	1.00	6.0	0.6	1.00	0.6
FINAL AVAIL. FACTOR			58.2			41.7			44.9			31.3			6.0			0.6

FACTOR	HISPANIC MALE			HISPANIC FEMALE			AAIANHNPI MALE			AAIANHNPI FEMALE			2+ RACES MALE			2+ RACES FEMALE		
	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF
Employment	1.9	1.00	1.9	4.5	1.00	4.5	5.0	1.00	5.0	4.0	1.00	4.0	0.4	1.00	0.4	1.3	1.00	1.3
FINAL AVAIL. FACTOR			1.9			4.5			5.0			4.0			0.4			1.3

TOTAL 99.9																	
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FACTOR	SOURCE OF STATISTIC	REASON FOR WEIGHTING THE FACTOR
Employment	2014-2018 Tabulations from U.S. Census Bureau - Connecticut (see attached worksheet of job titles used)	100% Data reflects occupations in the job category

No promotional pool as promos this Plan year were unique situations and not typical promotional paths to this category

AVAILABILITY ANALYSIS

March 30, 2024

AVAILABILITY ANALYSIS WORKSHEET- EMPLOYMENT DATA

OCC. CATEGORY:
TITLE:
CAMPUS:

3-Nonteaching Professional
Laboratory & Research Operations
Total University

Period Covered: 12/01/23 - 11/30/24

	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISP MALE	HISP FEMALE	AAIANHNPI MALE	AAIANHNPI FEMALE	2+ RACES MALE	2+ RACES FEMALE
Employment Tbl. EEO-ALL01R - Occ. by Sex & Race/Eth. for Res. Geo.													
Life, physical, and social science technicians : 19-4000 / 1900	3,865	2,250	1,615	1,735	1,210	230	25	75	175	195	155	15	50
TOTAL	3,865	2,250	1,615	1,735	1,210	230	25	75	175	195	155	15	50
%	99.9	58.2	41.7	44.9	31.3	6.0	0.6	1.9	4.5	5.0	4.0	0.4	1.3

Connecticut EEO-ALL01R - Occupation by Sex and Race/Ethnicity for Residence Geography (Universe: Civilian labor force 16 years and over)

		Total All Groups	White alone	Black or African American alone	Hispanic or Latino	American Indian /Alaska Native alone	Asian alone	Native Hawaiian /Pacific Islander alone	Balance of not Hispanic or Latino
Life, physical, and social science technicians : 19-4000 / 1900	Total	3,865	2,945	255	250	0	350	0	65
Life, physical, and social science technicians : 19-4000 / 1900	Male	2,250	1,735	230	75	0	195	0	15
Life, physical, and social science technicians : 19-4000 / 1900	Female	1,615	1,210	25	175	0	155	0	50
Life, physical, and social science technicians : 19-4000 / 1900	Percent Total	100.0%	76.2%	6.6%	6.5%	0.0%	9.1%	0.0%	1.7%
Life, physical, and social science technicians : 19-4000 / 1900	Percent Male	58.2%	44.9%	6.0%	1.9%	0.0%	5.0%	0.0%	0.4%
Life, physical, and social science technicians : 19-4000 / 1900	Percent Female	41.8%	31.3%	0.6%	4.5%	0.0%	4.0%	0.0%	1.3%

AVAILABILITY ANALYSIS

March 30, 2024

OCC. CATEGORY: 3-Nonteaching Professional
TITLE: Library
CAMPUS: Total University

Period Covered: 12/01/23 - 11/30/24
LMA: United States

FACTOR	TOTAL MALE			TOTAL FEMALE			WHITE MALE			WHITE FEMALE			BLACK MALE			BLACK FEMALE		
	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF
Employment	34.0	0.10	3.4	66.0	0.10	6.6	23.1	0.10	2.3	47.0	0.10	4.7	3.5	0.10	0.4	6.4	0.10	0.6
Employment Education	29.9	0.90	26.9	70.1	0.90	63.1	23.9	0.90	21.5	54.1	0.90	48.7	1.8	0.90	1.6	5.9	0.90	5.3
FINAL AVAIL. FACTOR			30.3			69.7			23.8			53.4			2.0			5.9

FACTOR	HISPANIC MALE			HISPANIC FEMALE			AAIANHNPI MALE			AAIANHNPI FEMALE			2+ RACES MALE			2+ RACES FEMALE		
	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF
Employment	4.1	0.10	0.4	6.8	0.10	0.7	2.3	0.10	0.2	4.2	0.10	0.4	1.0	0.10	0.1	1.6	0.10	0.2
Employment Education	2.5	0.90	2.3	5.1	0.90	4.6	1.7	0.90	1.5	4.9	0.90	4.4	0.4	0.90	0.4	1.4	0.90	1.3
FINAL AVAIL. FACTOR			2.7			5.3			1.7			4.8			0.5			1.5

TOTAL 101.6

FACTOR	SOURCE OF STATISTIC	REASON FOR WEIGHTING THE FACTOR
Employment	2014-2018 Tabulations from U.S. Census Bureau - National (see attached worksheet of job titles used)	10% Weight as data is not specific to 4 year higher ed institutions
Employment Education	US Dept of Education - National Ctr For Educational Statistics (IPEDS) Fall 2022 - Librarians, curators and archivists Staff -Table 314.40	90% Weight as data is specific to 4 year higher ed institutions with relevant positions

AVAILABILITY ANALYSIS WORKSHEET- EMPLOYMENT DATA

OCC. CATEGORY:
TITLE:
CAMPUS:

3-Nonteaching Professional
Library
Total University

Period Covered: 12/01/23 - 11/30/24

	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISP MALE	HISP FEMALE	AAIANHNPI MALE	AAIANHNPI FEMALE	2+ RACES MALE	2+ RACES FEMALE
Employment Tbl. EEO-ALL01R - Occ. by Sex & Race/Eth. for Res. Geo.													
Librarians, curators, and archivists : 25-4000 / 2400	285540	65,815	219,725	49345	174985	5380	14990	6165	15145	3600	10340	1325	4265
Other teachers and instructors, education, training, and library workers : 25-XXXX / 2350	1055205	390,590	664,615	261015	455360	41330	70230	49090	76275	27685	45705	11470	17045
TOTAL	1340745	456,405	884,340	310360	630345	46710	85220	55255	91420	31285	56045	12795	21310
%	100.0	34.0	66.0	23.1	47	3.5	6.4	4.1	6.8	2.3	4.2	1	1.6
Employment Education- NCES Table 314.40 Fall 2022													
Librarians, curators and archivists	36,203	10,795	25,408	8,496	19,246	652	2,099	901	1,814	588	1,755	158	494
TOTAL	35551	10637	24914	8496	19246	652	2099	901	1814	588	1755	158	494
%	100.0	29.9	70.1	23.9	54.1	1.8	5.9	2.5	5.1	1.7	4.9	0.4	1.4

United States EEO-ALL01R - Occupation by Sex and Race/Ethnicity for Residence Geography (Universe: Civilian labor force 16 years and over)

		Total All Groups	White alone	Black or African American alone	Hispanic or Latino	American Indian /Alaska Native alone	Asian alone	Native Hawaiian /Pacific Islander alone	Balance of not Hispanic or Latino
Librarians, curators, and archivists : 25-4000 / 2400	Total	285,540	224,325	20,365	21,310	1,320	12,430	195	5,590
Librarians, curators, and archivists : 25-4000 / 2400	Male	65,815	49,345	5,380	6,165	355	3,180	65	1,325
Librarians, curators, and archivists : 25-4000 / 2400	Female	219,725	174,985	14,990	15,145	965	9,250	125	4,265
Librarians, curators, and archivists : 25-4000 / 2400	Percent Total	100.0%	78.6%	7.1%	7.5%	0.5%	4.4%	0.1%	2.0%
Librarians, curators, and archivists : 25-4000 / 2400	Percent Male	23.0%	17.3%	1.9%	2.2%	0.1%	1.1%	0.0%	0.5%
Librarians, curators, and archivists : 25-4000 / 2400	Percent Female	77.0%	61.3%	5.2%	5.3%	0.3%	3.2%	0.0%	1.5%
Other teachers and instructors, education, training, and library workers : 25-XXXX / 2350	Total	1,055,210	716,375	111,560	125,365	5,155	66,540	1,700	28,515
Other teachers and instructors, education, training, and library workers : 25-XXXX / 2350	Male	390,590	261,015	41,330	49,090	1,700	25,175	810	11,470
Other teachers and instructors, education, training, and library workers : 25-XXXX / 2350	Female	664,620	455,360	70,230	76,275	3,450	41,365	890	17,045
Other teachers and instructors, education, training, and library workers : 25-XXXX / 2350	Percent Total	100.0%	67.9%	10.6%	11.9%	0.5%	6.3%	0.2%	2.7%
Other teachers and instructors, education, training, and library workers : 25-XXXX / 2350	Percent Male	37.0%	24.7%	3.9%	4.7%	0.2%	2.4%	0.1%	1.1%
Other teachers and instructors, education, training, and library workers : 25-XXXX / 2350	Percent Female	63.0%	43.2%	6.7%	7.2%	0.3%	3.9%	0.1%	1.6%
Librarians, curators, and archivists : 25-4000 / 2400	Total	285,540	224,325	20,365	21,310	1,320	12,430	195	5,590

AVAILABILITY ANALYSIS WORKSHEET- EMPLOYMENT DATA

Table 314.40. Employees in degree-granting postsecondary institutions, by race/ethnicity, sex, employment status, control and level of institution, and primary occupation: Fall 2022						
Occupation	Total	White	Black	Hispanic	AAIANHNP	2+ Races
Males	2,119,442	1,537,735	182,820	183,746	215,141	34,421
Faculty (instruction/research/public service)	648,042	486,912	43,158	43,923	74,049	8,577
Instruction	600,297	453,814	41,138	40,761	64,584	7,800
Research	33,435	22,739	1,155	2,207	7,334	572
Public service	14,310	10,359	865	955	2,131	205
Graduate assistants	103,653	69,092	6,812	11,927	15,822	4,002
Librarians, curators, and archivists	10,637	8,496	652	901	588	158
Student and academic affairs and other education services	49,100	33,885	6,511	5,757	2,947	1,043
Management	108,794	83,304	11,040	8,273	6,177	1,511
Business and financial operations	60,367	42,613	6,206	6,785	4,763	1,161
Computer, engineering, and science	127,363	91,483	8,426	11,964	15,490	2,595
Community, social service, legal, arts, design, entertainment, sports, and media	82,046	60,236	11,098	7,447	3,265	1,730
Healthcare practitioners and technicians	28,179	18,209	2,547	2,968	4,455	563
Service occupations	116,342	64,780	25,673	19,800	6,089	1,795
Sales and related occupations	3,236	2,132	545	391	168	98
Office and administrative support	61,651	36,927	9,147	10,900	4,677	1,638
Natural resources, construction, and maintenance	58,669	43,947	5,721	7,029	1,972	758
Production, transportation, and material moving	13,321	8,807	2,126	1,758	630	215
Females	2,639,330	1,834,615	308,364	259,214	237,137	52,627
Faculty (instruction/research/public service)	699,233	512,417	68,897	49,615	68,304	11,952
Instruction	653,254	481,913	65,529	45,801	60,011	10,894
Research	29,427	19,050	1,730	2,587	6,060	739
Public service	16,552	11,454	1,638	1,227	2,233	319
Graduate assistants	128,924	84,686	11,480	15,526	17,232	5,618
Librarians, curators, and archivists	24,914	19,246	2,099	1,814	1,755	494
Student and academic affairs and other education services	111,117	75,178	16,278	13,425	6,236	2,535
Management	154,506	111,043	20,633	14,151	8,679	2,686
Business and financial operations	165,862	111,057	20,908	19,523	14,374	3,488
Computer, engineering, and science	89,500	57,564	7,759	9,061	15,116	2,045
Community, social service, legal, arts, design, entertainment, sports, and media	108,811	75,948	13,206	13,315	6,342	2,875
Healthcare practitioners and technicians	75,276	49,337	9,201	7,955	8,783	1,346
Service occupations	89,373	41,978	21,826	20,066	5,503	1,444
Sales and related occupations	6,493	3,939	1,284	927	343	237
Office and administrative support	277,831	174,487	44,413	43,178	15,753	5,785
Natural resources, construction, and maintenance	5,314	3,558	798	672	286	98
Production, transportation, and material moving	2,943	1,760	685	371	127	72
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2023, Human Resources component. (This table was prepared December 2023.)						

AVAILABILITY ANALYSIS

March 30, 2024

OCC. CATEGORY: 3-Nonteaching Professional
TITLE: Procurement
CAMPUS: Total University

Period Covered: 12/01/23 - 11/30/24
LMA: United States

FACTOR	TOTAL MALE			TOTAL FEMALE			WHITE MALE			WHITE FEMALE			BLACK MALE			BLACK FEMALE		
	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF
Employment	48.1	0.40	19.2	51.9	0.40	20.8	36.5	0.40	14.6	37.4	0.40	15.0	3.4	0.40	1.4	5.0	0.40	2.0
Employment Education	26.6	0.60	16.0	73.4	0.60	44.0	18.5	0.60	11.1	48.1	0.60	28.9	2.7	0.60	1.6	9.1	0.60	5.5
FINAL AVAIL. FACTOR			35.2			64.8			25.7			43.9			3.0			7.5

FACTOR	HISPANIC MALE			HISPANIC FEMALE			AAIANHNPI MALE			AAIANHNPI FEMALE			2+ RACES MALE			2+ RACES FEMALE		
	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF
Employment	4.9	0.40	2.0	5.1	0.40	2.0	2.7	0.40	1.1	3.4	0.40	1.4	0.7	0.40	0.3	1.0	0.40	0.4
Employment Education	2.9	0.60	1.7	8.5	0.60	5.1	2.1	0.60	1.3	6.2	0.60	3.7	0.5	0.60	0.3	1.5	0.60	0.9
FINAL AVAIL. FACTOR			3.7			7.1			2.4			5.1			0.6			1.3

TOTAL 100.3

FACTOR	SOURCE OF STATISTIC	REASON FOR WEIGHTING THE FACTOR
Employment	2014-2018 Tabulations from U.S. Census Bureau - National (see attached worksheet of job titles used)	40% Weight as data is not specific to 4 year higher ed institutions
Employment Education	US Dept of Education - National Ctr For Educational Statistics (IPEDS) Fall 2022 - Business and financial operations Staff -Table 314.40	60% Weight as data is specific to 4 year higher ed institutions with relevant positions

AVAILABILITY ANALYSIS WORKSHEET- EMPLOYMENT DATA

OCC. CATEGORY:
TITLE:
CAMPUS:

**3-Nonteaching Professional
Procurement
Total University**

Period Covered: 12/01/23 - 11/30/24

	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISP MALE	HISP FEMALE	AAIANHNPI MALE	AAIANHNPI FEMALE	2+ RACES MALE	2+ RACES FEMALE
Employment Tbl. EEO-ALL01R - Occ. by Sex & Race/Eth. for Res. Geo.													
Buyers and purchasing agents, farm products : 13-1021 / 0510	9,544	6,820	2,724	5030	1555	500	190	950	615	180	249	160	115
Purchasing agents, except wholesale, retail, and farm products : 13-1023 / 0530	285940	135,355	150,585	102685	108870	9450	14535	13570	14390	7660	9925	1990	2865
TOTAL	295484	142,175	153,309	107715	110425	9950	14725	14520	15005	7840	10174	2150	2980
%	100.0	48.1	51.9	36.5	37.4	3.4	5	4.9	5.1	2.7	3.4	0.7	1
Employment Education- NCES Table 314.40 Fall 2022													
Business and financial operations	230,878	61,528	169,350	42,613	111,057	6,206	20,908	6,785	19,523	4,763	14,374	1,161	3,488
TOTAL	230878	61528	169350	42613	111057	6206	20908	6785	19523	4763	14374	1161	3488
%	100.0	26.6	73.4	18.5	48.1	2.7	9.1	2.9	8.5	2.1	6.2	0.5	1.5

United States EEO-ALL01R - Occupation by Sex and Race/Ethnicity for Residence Geography (Universe: Civilian labor force 16 years and over)										
		Total All Groups	White alone	Black or African American alone	Hispanic or Latino	American Indian /Alaska Native alone	Asian alone	Native Hawaiian /Pacific Islander alone	Balance of not Hispanic or Latino	
Buyers and purchasing agents, farm products : 13-1021 / 0510	Total	9,550	6,585	690	1,565	60	370	0	275	
Buyers and purchasing agents, farm products : 13-1021 / 0510	Male	6,825	5,030	500	950	55	125	0	160	
Buyers and purchasing agents, farm products : 13-1021 / 0510	Female	2,720	1,555	190	615	4	245	0	115	
Buyers and purchasing agents, farm products : 13-1021 / 0510	Percent Total	100.0%	69.0%	7.2%	16.4%	0.6%	3.9%	0.0%	2.9%	
Buyers and purchasing agents, farm products : 13-1021 / 0510	Percent Male	71.5%	52.7%	5.2%	9.9%	0.6%	1.3%	0.0%	1.7%	
Buyers and purchasing agents, farm products : 13-1021 / 0510	Percent Female	28.5%	16.3%	2.0%	6.4%	0.0%	2.6%	0.0%	1.2%	
Purchasing agents, except wholesale, retail, and farm products : 13-1023 / 0530	Total	285,940	211,555	23,990	27,955	1,205	16,060	315	4,860	
Purchasing agents, except wholesale, retail, and farm products : 13-1023 / 0530	Male	135,355	102,685	9,450	13,570	490	7,045	125	1,990	
Purchasing agents, except wholesale, retail, and farm products : 13-1023 / 0530	Female	150,585	108,870	14,535	14,390	715	9,020	190	2,865	
Purchasing agents, except wholesale, retail, and farm products : 13-1023 / 0530	Percent Total	100.0%	74.0%	8.4%	9.8%	0.4%	5.6%	0.1%	1.7%	
Purchasing agents, except wholesale, retail, and farm products : 13-1023 / 0530	Percent Male	47.3%	35.9%	3.3%	4.7%	0.2%	2.5%	0.0%	0.7%	
Purchasing agents, except wholesale, retail, and farm products : 13-1023 / 0530	Percent Female	52.7%	38.1%	5.1%	5.0%	0.3%	3.2%	0.1%	1.0%	

AVAILABILITY ANALYSIS WORKSHEET- EMPLOYMENT DATA

Table 314.40. Employees in degree-granting postsecondary institutions, by race/ethnicity, sex, employment status, control and level of institution, and primary occupation: Fall 2022						
Occupation	Total	White	Black	Hispanic	AAIANHNP	2+ Races
Males	2,119,442	1,537,735	182,820	183,746	215,141	34,421
Faculty (instruction/research/public service)	648,042	486,912	43,158	43,923	74,049	8,577
Instruction	600,297	453,814	41,138	40,761	64,584	7,800
Research	33,435	22,739	1,155	2,207	7,334	572
Public service	14,310	10,359	865	955	2,131	205
Graduate assistants	103,653	69,092	6,812	11,927	15,822	4,002
Librarians, curators, and archivists	10,637	8,496	652	901	588	158
Student and academic affairs and other education services	49,100	33,885	6,511	5,757	2,947	1,043
Management	108,794	83,304	11,040	8,273	6,177	1,511
Business and financial operations	60,367	42,613	6,206	6,785	4,763	1,161
Computer, engineering, and science	127,363	91,483	8,426	11,964	15,490	2,595
Community, social service, legal, arts, design, entertainment, sports, and media	82,046	60,236	11,098	7,447	3,265	1,730
Healthcare practitioners and technicians	28,179	18,209	2,547	2,968	4,455	563
Service occupations	116,342	64,780	25,673	19,800	6,089	1,795
Sales and related occupations	3,236	2,132	545	391	168	98
Office and administrative support	61,651	36,927	9,147	10,900	4,677	1,638
Natural resources, construction, and maintenance	58,669	43,947	5,721	7,029	1,972	758
Production, transportation, and material moving	13,321	8,807	2,126	1,758	630	215
Females	2,639,330	1,834,615	308,364	259,214	237,137	52,627
Faculty (instruction/research/public service)	699,233	512,417	68,897	49,615	68,304	11,952
Instruction	653,254	481,913	65,529	45,801	60,011	10,894
Research	29,427	19,050	1,730	2,587	6,060	739
Public service	16,552	11,454	1,638	1,227	2,233	319
Graduate assistants	128,924	84,686	11,480	15,526	17,232	5,618
Librarians, curators, and archivists	24,914	19,246	2,099	1,814	1,755	494
Student and academic affairs and other education services	111,117	75,178	16,278	13,425	6,236	2,535
Management	154,506	111,043	20,633	14,151	8,679	2,686
Business and financial operations	165,862	111,057	20,908	19,523	14,374	3,488
Computer, engineering, and science	89,500	57,564	7,759	9,061	15,116	2,045
Community, social service, legal, arts, design, entertainment, sports, and media	108,811	75,948	13,206	13,315	6,342	2,875
Healthcare practitioners and technicians	75,276	49,337	9,201	7,955	8,783	1,346
Service occupations	89,373	41,978	21,826	20,066	5,503	1,444
Sales and related occupations	6,493	3,939	1,284	927	343	237
Office and administrative support	277,831	174,487	44,413	43,178	15,753	5,785
Natural resources, construction, and maintenance	5,314	3,558	798	672	286	98
Production, transportation, and material moving	2,943	1,760	685	371	127	72
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2023, Human Resources component. (This table was prepared December 2023.)						

AVAILABILITY ANALYSIS

March 30, 2024

OCC. CATEGORY: 3-Nonteaching Professional
 TITLE: Remaining Professional
 CAMPUS: Total University

Period Covered: 12/01/23 - 11/30/24
 LMA: Connecticut

FACTOR	TOTAL MALE			TOTAL FEMALE			WHITE MALE			WHITE FEMALE			BLACK MALE			BLACK FEMALE			
	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	
Employment	68.0	1.00	68.0	32.0	1.00	32.0	53.5	1.00	53.5	24.8	1.00	24.8	3.3	1.00	3.3	2.6	1.00	2.6	
FINAL AVAIL. FACTOR			68.0			32.0			53.5			24.8			3.3			2.6	
FACTOR	HISPANIC MALE			HISPANIC FEMALE			AAIANHNPI MALE			AAIANHNPI FEMALE			2+ RACES MALE			2+ RACES FEMALE			
	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	
Employment	4.7	1.00	4.7	2.2	1.00	2.2	5.5	1.00	5.5	1.9	1.00	1.9	1.0	1.00	1.0	0.6	1.00	0.6	
FINAL AVAIL. FACTOR			4.7			2.2			5.5			1.9			1.0			0.6	
																	TOTAL		100.1
FACTOR	SOURCE OF STATISTIC									REASON FOR WEIGHTING THE FACTOR									
Employment	2014-2018 Tabulations from U.S. Census Bureau - Connecticut (see attached worksheet of job titles used)									100% Data reflects occupations in the job category									

AVAILABILITY ANALYSIS

March 30, 2024

AVAILABILITY ANALYSIS WORKSHEET- EMPLOYMENT DATA

OCC. CATEGORY:

3-Nonteaching Professional

TITLE:

Remaining Professional

Period Covered: 12/01/23 - 11/30/24

CAMPUS:

Total University

	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISP MALE	HISP FEMALE	AAIANHNPI MALE	AAIANHNPI FEMALE	2+ RACES MALE	2+ RACES FEMALE
Employment Tbl. EEO-ALL01R - Occ. by Sex & Race/Eth. for Res. Geo.													
Other managers : 11-91XX / 0440	51238	33,220	18,018	27,710	14,325	1,255	1,435	1,930	1,240	2,010	763	315	255
Other computer occupations : 15-12YY / 1050	18670	14,315	4,355	9715	2995	1025	385	1325	265	1865	550	385	160
TOTAL	69908	47,535	22,373	37425	17320	2280	1820	3255	1505	3875	1313	700	415
%	100.0	68	32	53.5	24.8	3.3	2.6	4.7	2.2	5.5	1.9	1	0.6

Connecticut EEO-ALL01R - Occupation by Sex and Race/Ethnicity for Residence Geography (Universe: Civilian labor force 16 years and over)

		Total All Groups	White alone	Black or African American alone	Hispanic or Latino	American Indian /Alaska Native alone	Asian alone	Native Hawaiian /Pacific Islander alone	Balance of not Hispanic or Latino
Other managers : 11-91XX / 0440	Total	51,235	42,035	2,690	3,170	35	2,720	20	570
Other managers : 11-91XX / 0440	Male	33,215	27,710	1,255	1,930	35	1,960	15	315
Other managers : 11-91XX / 0440	Female	18,020	14,325	1,435	1,240	4	755	4	255
Other managers : 11-91XX / 0440	Percent Total	100.0%	82.0%	5.3%	6.2%	0.1%	5.3%	0.0%	1.1%
Other managers : 11-91XX / 0440	Percent Male	64.8%	54.1%	2.4%	3.8%	0.1%	3.8%	0.0%	0.6%
Other managers : 11-91XX / 0440	Percent Female	35.2%	28.0%	2.8%	2.4%	0.0%	1.5%	0.0%	0.5%
Other computer occupations : 15-12YY / 1050	Total	18,660	12,710	1,410	1,585	0	2,410	0	545
Other computer occupations : 15-12YY / 1050	Male	14,310	9,715	1,025	1,325	0	1,865	0	385
Other computer occupations : 15-12YY / 1050	Female	4,350	2,995	385	265	0	550	0	160
Other computer occupations : 15-12YY / 1050	Percent Total	100.0%	68.1%	7.6%	8.5%	0.0%	12.9%	0.0%	2.9%
Other computer occupations : 15-12YY / 1050	Percent Male	76.7%	52.1%	5.5%	7.1%	0.0%	10.0%	0.0%	2.1%
Other computer occupations : 15-12YY / 1050	Percent Female	23.3%	16.1%	2.1%	1.4%	0.0%	2.9%	0.0%	0.9%

AVAILABILITY ANALYSIS

March 30, 2024

OCC. CATEGORY: 3-Nonteaching Professional
TITLE: Residential Life
CAMPUS: Total University

Period Covered: 12/01/23 - 11/30/24
LMA: United States

FACTOR	TOTAL MALE			TOTAL FEMALE			WHITE MALE			WHITE FEMALE			BLACK MALE			BLACK FEMALE			
	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	
Employment	46.3	0.05	2.3	53.7	0.05	2.7	31.7	0.05	1.6	35.1	0.05	1.8	4.2	0.05	0.2	7.2	0.05	0.4	
Employment Education	56.6	0.95	53.8	43.4	0.95	41.2	31.5	0.95	29.9	20.4	0.95	19.4	12.5	0.95	11.9	10.6	0.95	10.1	
FINAL AVAIL. FACTOR			56.1			43.9			31.5			21.2			12.1			10.5	
FACTOR	HISPANIC MALE			HISPANIC FEMALE			AAIANHNPI MALE			AAIANHNPI FEMALE			2+ RACES MALE			2+ RACES FEMALE			
	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	
Employment	4.9	0.05	0.2	6.0	0.05	0.3	5.6	0.05	0.3	5.4	0.05	0.3	1.0	0.05	0.1	1.4	0.05	0.1	
Employment Education	9.6	0.95	9.1	9.8	0.95	9.3	3.0	0.95	2.9	2.7	0.95	2.6	0.9	0.95	0.9	0.7	0.95	0.7	
FINAL AVAIL. FACTOR			9.3			9.6			3.2			2.9			1.0			0.8	
																	TOTAL		102.1
FACTOR	SOURCE OF STATISTIC									REASON FOR WEIGHTING THE FACTOR									
Employment	2014-2018 Tabulations from U.S. Census Bureau - National (see attached worksheet of job titles used)									5% Weight as data is not specific to 4 year higher ed institutions									
Employment Education	US Dept of Education - National Ctr For Educational Statistics (IPEDS) Fall 2022 - Service Occupations Staff -Table 314.40									95% Weight as data is specific to 4 year higher ed institutions with relevant positions									

AVAILABILITY ANALYSIS WORKSHEET- EMPLOYMENT DATA

OCC. CATEGORY:
TITLE:
CAMPUS:

3-Nonteaching Professional
Residential Life
Total University

Period Covered: 12/01/23 - 11/30/24

	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISP MALE	HISP FEMALE	AAIANHNP MALE	AAIANHNP FEMALE	2+ RACES MALE	2+ RACES FEMALE
Employment Tbl. EEO-ALL01R - Occ. by Sex & Race/Eth. for Res. Geo.													
Business operations specialists, all other : 13-1199 / 0750	297240	137,360	159,880	91950	102025	12095	20960	14275	17370	16265	15545	2775	3980
TOTAL	290485	134585	155900	91950	102025	12095	20960	14275	17370	16265	15545	2775	3980
%	100.0	46.3	53.7	31.7	35.1	4.2	7.2	4.9	6	5.6	5.4	1	1.4
Employment Education- NCES Table 314.40 Fall 2022													
Service Occupations	208954	118137	90817	64780	41978	25673	21826	19800	20066	6089	5503	1795	1444
TOTAL	205715	116342	89373	64780	41978	25673	21826	19800	20066	6089	5503	1795	1444
%	100.0	56.6	43.4	31.5	20.4	12.5	10.6	9.6	9.8	3	2.7	0.9	0.7

United States EEO-ALL01R - Occupation by Sex and Race/Ethnicity for Residence Geography (Universe: Civilian labor force 16 years and over)

		Total All Groups	White alone	Black or African American alone	Hispanic or Latino	American Indian /Alaska Native alone	Asian alone	Native Hawaiian /Pacific Islander alone	Balance of not Hispanic or Latino
Business operations specialists, all other : 13-1199 / 0750	Total	297,240	193,975	33,060	31,645	1,525	29,860	420	6,755
Business operations specialists, all other : 13-1199 / 0750	Male	137,360	91,950	12,095	14,275	615	15,420	230	2,775
Business operations specialists, all other : 13-1199 / 0750	Female	159,880	102,025	20,960	17,370	915	14,440	190	3,980
Business operations specialists, all other : 13-1199 / 0750	Percent Total	100.0%	65.3%	11.1%	10.6%	0.5%	10.0%	0.1%	2.3%
Business operations specialists, all other : 13-1199 / 0750	Percent Male	46.2%	30.9%	4.1%	4.8%	0.2%	5.2%	0.1%	0.9%
Business operations specialists, all other : 13-1199 / 0750	Percent Female	53.8%	34.3%	7.1%	5.8%	0.3%	4.9%	0.1%	1.3%

AVAILABILITY ANALYSIS WORKSHEET- EMPLOYMENT DATA

Table 314.40. Employees in degree-granting postsecondary institutions, by race/ethnicity, sex, employment status, control and level of institution, and primary occupation: Fall 2022						
Occupation	Total	White	Black	Hispanic	AAIANHNPI	2+ Races
Males	2,119,442	1,537,735	182,820	183,746	215,141	34,421
Faculty (instruction/research/public service)	648,042	486,912	43,158	43,923	74,049	8,577
Instruction	600,297	453,814	41,138	40,761	64,584	7,800
Research	33,435	22,739	1,155	2,207	7,334	572
Public service	14,310	10,359	865	955	2,131	205
Graduate assistants	103,653	69,092	6,812	11,927	15,822	4,002
Librarians, curators, and archivists	10,637	8,496	652	901	588	158
Student and academic affairs and other education services	49,100	33,885	6,511	5,757	2,947	1,043
Management	108,794	83,304	11,040	8,273	6,177	1,511
Business and financial operations	60,367	42,613	6,206	6,785	4,763	1,161
Computer, engineering, and science	127,363	91,483	8,426	11,964	15,490	2,595
Community, social service, legal, arts, design, entertainment, sports, and media	82,046	60,236	11,098	7,447	3,265	1,730
Healthcare practitioners and technicians	28,179	18,209	2,547	2,968	4,455	563
Service occupations	116,342	64,780	25,673	19,800	6,089	1,795
Sales and related occupations	3,236	2,132	545	391	168	98
Office and administrative support	61,651	36,927	9,147	10,900	4,677	1,638
Natural resources, construction, and maintenance	58,669	43,947	5,721	7,029	1,972	758
Production, transportation, and material moving	13,321	8,807	2,126	1,758	630	215
Females	2,639,330	1,834,615	308,364	259,214	237,137	52,627
Faculty (instruction/research/public service)	699,233	512,417	68,897	49,615	68,304	11,952
Instruction	653,254	481,913	65,529	45,801	60,011	10,894
Research	29,427	19,050	1,730	2,587	6,060	739
Public service	16,552	11,454	1,638	1,227	2,233	319
Graduate assistants	128,924	84,686	11,480	15,526	17,232	5,618
Librarians, curators, and archivists	24,914	19,246	2,099	1,814	1,755	494
Student and academic affairs and other education services	111,117	75,178	16,278	13,425	6,236	2,535
Management	154,506	111,043	20,633	14,151	8,679	2,686
Business and financial operations	165,862	111,057	20,908	19,523	14,374	3,488
Computer, engineering, and science	89,500	57,564	7,759	9,061	15,116	2,045
Community, social service, legal, arts, design, entertainment, sports, and media	108,811	75,948	13,206	13,315	6,342	2,875
Healthcare practitioners and technicians	75,276	49,337	9,201	7,955	8,783	1,346
Service occupations	89,373	41,978	21,826	20,066	5,503	1,444
Sales and related occupations	6,493	3,939	1,284	927	343	237
Office and administrative support	277,831	174,487	44,413	43,178	15,753	5,785
Natural resources, construction, and maintenance	5,314	3,558	798	672	286	98
Production, transportation, and material moving	2,943	1,760	685	371	127	72
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2023, Human Resources component. (This table was prepared December 2023.)						

AVAILABILITY ANALYSIS

March 30, 2024

OCC. CATEGORY: 3-Nonteaching Professional
TITLE: Specialists
CAMPUS: Total University

Period Covered: 12/01/23 - 11/30/24
LMA: United States

FACTOR	TOTAL MALE			TOTAL FEMALE			WHITE MALE			WHITE FEMALE			BLACK MALE			BLACK FEMALE			
	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	
Employment Education	69.7	1.00	69.7	30.3	1.00	30.3	48.7	1.00	48.7	21.9	1.00	21.9	15.4	1.00	15.4	5.7	1.00	5.7	
FINAL AVAIL. FACTOR			69.7			30.3			48.7			21.9			15.4			5.7	
FACTOR	HISPANIC MALE			HISPANIC FEMALE			AAIANHNPI MALE			AAIANHNPI FEMALE			2+ RACES MALE			2+ RACES FEMALE			
	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	
Employment Education	1.8	1.00	1.8	0.6	1.00	0.6	2.8	1.00	2.8	1.6	1.00	1.6	1.0	1.00	1.0	0.5	1.00	0.5	
FINAL AVAIL. FACTOR			1.8			0.6			2.8			1.6			1.0			0.5	
																	TOTAL		100.0
FACTOR	SOURCE OF STATISTIC									REASON FOR WEIGHTING THE FACTOR									
Employment Education	NCAA Race and Gender Demographics Report School year 2023-2024 (see attached worksheet of job titles used)									100% Weight based on scope of recruitment for searches in this category.									

AVAILABILITY ANALYSIS

March 30, 2024

AVAILABILITY ANALYSIS WORKSHEET- EMPLOYMENT DATA

OCC. CATEGORY:
TITLE:
CAMPUS:

3-Nonteaching Professional
Specialists
Total University

Period Covered: 12/01/23 - 11/30/24

	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISP MALE	HISP FEMALE	AAIANHNPI MALE	AAIANHNPI FEMALE	2+ RACES MALE	2+ RACES FEMALE
Employment Data - NCAA Race and Gender Demographics 2023-24													
Head Coaches Men's Teams	2283	2,157	126	1714	74	371	51	36	0	16	1	20	0
Head Coaches Women's Teams	3071	1,801	1,270	1388	958	292	222	54	33	42	30	25	27
Assistant Coaches Men's Teams	8304	7,536	768	4769	494	2290	241	218	9	113	13	146	11
Assistant Coaches Women's Teams	7827	4,015	3,812	2818	2658	826	836	186	120	103	93	82	105
Strength Coaches	2080	1,726	354	1201	264	294	37	0	0	231	53	0	0
Head Athletic Trainers	427	299	128	268	105	14	16	0	0	17	7	0	0
Assistant or Associate Athletic Trainers	3132	1,361	1,771	1046	1383	88	149	0	0	227	239	0	0
TOTAL	27124	18895	8229	13204	5936	4175	1552	494	162	749	436	273	143
%	100	69.7	30.3	48.7	21.9	15.4	5.7	1.8	0.6	2.8	1.6	1	0.5

Head Coaches - Men's Teams

Sport	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	Total
Baseball	262	0	14	0	12	0	2	0	1	0	291
Basketball	228	0	108	0	3	0	2	0	6	0	347
Cross Country	205	30	53	15	3	0	2	0	3	0	311
Football	198	0	42	0	4	0	5	0	2	0	251
Golf	272	3	9	3	0	0	2	1	0	0	290
Ice Hockey	39	0	0	0	0	0	1	0	0	0	40
Soccer	179	0	11	0	10	0	0	0	2	0	202
Track, Indoor	158	17	65	17	2	0	1	0	3	0	263
Track, Outdoor	173	24	69	16	2	0	1	0	3	0	288
Grand Total	1714	74	371	51	36	0	16	1	20	0	2283

Head Coaches - Women's Teams

Sport	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	Total
Basketball	93	133	31	80	2	1	1	3	0	4	348
Cross Country	196	51	61	23	4	1	2	1	3	0	342
Field Hockey	16	52	1	0	1	5	0	1	0	0	76
Ice Hockey	12	13	0	0	0	0	0	0	0	0	25
Lacrosse	9	103	0	2	1	0	0	2	0	3	120
Rowing	50	32	1	0	0	1	2	0	2	2	90
Soccer	172	92	14	3	15	4	5	2	2	4	313
Softball	79	169	9	17	1	7	3	4	0	5	294
Swimming	135	45	4	1	5	1	3	3	2	1	200
Tennis	129	80	14	9	12	5	12	7	2	2	272
Track, Indoor	178	39	76	28	3	0	2	0	4	0	330
Track, Outdoor	184	40	76	28	4	0	2	0	4	0	338
Volleyball	135	109	5	31	6	8	10	7	6	6	323
Grand Total	1388	958	292	222	54	33	42	30	25	27	3071

AVAILABILITY ANALYSIS

March 30, 2024

Assistant Coaches - Men's Teams											
Sport	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	Total
Baseball	735	1	26	0	38	0	5	0	9	0	814
Basketball	666	3	669	2	17	0	8	0	21	0	1386
Cross Country	233	115	60	31	16	2	5	1	5	1	469
Football*	1430	4	1033	1	30	0	57	0	57	0	2612
Golf	199	14	6	2	4	2	8	3	6	0	244
Ice Hockey	107	0	0	0	0	0	1	0	0	0	108
Soccer	324	0	27	0	62	0	5	0	11	0	429
Track, Indoor	521	172	229	102	25	2	10	4	18	4	1087
Track, Outdoor	554	185	240	103	26	3	14	5	19	6	1155
Grand Total	4769	494	2290	241	218	9	113	13	146	11	8304

Assistant Coaches - Women's Teams											
Sport	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	Total
Basketball	231	355	176	442	12	14	7	15	6	32	1290
Cross Country	241	133	60	38	14	2	6	3	3	2	502
Field Hockey	23	103	1	0	2	2	1	1	0	2	135
Ice Hockey	18	39	0	1	1	1	1	0	0	0	61
Lacrosse	24	208	2	5	0	0	1	3	0	4	247
Rowing	54	163	1	2	1	7	3	1	1	4	237
Soccer	273	283	18	13	23	18	10	3	11	11	663
Softball	149	388	11	37	14	34	2	17	3	14	669
Swimming	276	178	7	3	20	8	12	7	14	4	529
Tennis	106	76	11	6	14	13	7	10	0	6	249
Track, Indoor	589	220	260	121	29	4	15	8	18	5	1269
Track, Outdoor	590	222	255	119	29	5	15	8	19	6	1268
Volleyball	244	290	24	49	27	12	23	17	7	15	708
Grand Total	2818	2658	826	836	186	120	103	93	82	105	7827

Other Sport Detail Demographics											
Sport	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	Total
Strength Coaches	1201	264	294	37	0	0	231	53	0	0	2080
Head Athletic Trainers	268	105	14	16	0	0	17	7	0	0	427
Assistant or Associate Athletic Trainers	1046	1383	88	149	0	0	227	239	0	0	3132
Grand Total	2515	1752	396	202	0	0	475	299	0	0	5639

* Includes Offensive & Defensive Coordinators and all Assistants

AVAILABILITY ANALYSIS

March 30, 2024

OCC. CATEGORY: 3-Nonteaching Professional
 TITLE: Student Health & Wellness
 CAMPUS: Total University

Period Covered: 12/01/23 - 11/30/24
 LMA: United States

FACTOR	TOTAL MALE			TOTAL FEMALE			WHITE MALE			WHITE FEMALE			BLACK MALE			BLACK FEMALE		
	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF
Employment	12.1	1.00	12.1	87.9	1.00	87.9	8.0	1.00	8.0	64.0	1.00	64.0	1.2	1.00	1.2	9.4	1.00	9.4
FINAL AVAIL. FACTOR			12.1			87.9			8.0			64.0			1.2			9.4

FACTOR	HISPANIC MALE			HISPANIC FEMALE			AAIANHNPI MALE			AAIANHNPI FEMALE			2+ RACES MALE			2+ RACES FEMALE		
	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF
Employment	1.1	1.00	1.1	5.7	1.00	5.7	1.5	1.00	1.5	7.3	1.00	7.3	0.3	1.00	0.3	1.5	1.00	1.5
FINAL AVAIL. FACTOR			1.1			5.7			1.5			7.3			0.3			1.5

TOTAL 100.0

FACTOR	SOURCE OF STATISTIC	REASON FOR WEIGHTING THE FACTOR
Employment	2014-2018 Tabulations from U.S. Census Bureau - National (see attached worksheet of job titles used)	100% Data reflects occupations in the job category

AVAILABILITY ANALYSIS

March 30, 2024

AVAILABILITY ANALYSIS WORKSHEET- EMPLOYMENT DATA

OCC. CATEGORY:
TITLE:
CAMPUS:

3-Nonteaching Professional
Student Health & Wellness
Total University

Period Covered: 12/01/23 - 11/30/24

	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISP MALE	HISP FEMALE	AAIANHNPI MALE	AAIANHNPI FEMALE	2+ RACES MALE	2+ RACES FEMALE
Employment Tbl. EEO-ALL01R - Occ. by Sex & Race/Eth. for Res. Geo.													
Psychologists : 19-3030 / 1821	209635	58,295	151,340	49845	122610	2115	8360	3480	12065	1960	5270	895	3035
Registered nurses : 29-1141 / 3255	3214835	349,590	2,865,245	217620	2059395	38565	319390	34300	187060	51295	250410	7810	48990
Other nurses : 29-11XX / 3256	194685	28,625	166,060	23355	135330	1290	11700	1895	7210	1725	9420	360	2400
TOTAL	3619155	436,510	3,182,645	290820	2317335	41970	339450	39675	206335	54980	265100	9065	54425
%	100	12.1	87.9	8	64	1.2	9.4	1.1	5.7	1.5	7.3	0.3	1.5

United States EEO-ALL01R - Occupation by Sex and Race/Ethnicity for Residence Geography (Universe: Civilian labor force 16 years and over)										
		Total All Groups	White alone	Black or African American alone	Hispanic or Latino	American Indian /Alaska Native alone	Asian alone	Native Hawaiian /Pacific Islander alone	Balance of not Hispanic or Latino	
Psychologists : 19-3030 / 1821	Total	209,630	172,450	10,475	15,545	260	6,925	45	3,925	
Psychologists : 19-3030 / 1821	Male	58,290	49,845	2,115	3,480	90	1,855	15	895	
Psychologists : 19-3030 / 1821	Female	151,340	122,610	8,360	12,065	170	5,070	30	3,035	
Psychologists : 19-3030 / 1821	Percent Total	100.0%	82.3%	5.0%	7.4%	0.1%	3.3%	0.0%	1.9%	
Psychologists : 19-3030 / 1821	Percent Male	27.8%	23.8%	1.0%	1.7%	0.0%	0.9%	0.0%	0.4%	
Psychologists : 19-3030 / 1821	Percent Female	72.2%	58.5%	4.0%	5.8%	0.1%	2.4%	0.0%	1.4%	
Registered nurses : 29-1141 / 3255	Total	3,214,835	2,277,015	357,960	221,360	11,930	286,795	2,985	56,795	
Registered nurses : 29-1141 / 3255	Male	349,595	217,620	38,565	34,300	1,015	49,920	360	7,810	
Registered nurses : 29-1141 / 3255	Female	2,865,240	2,059,395	319,390	187,060	10,910	236,875	2,625	48,990	
Registered nurses : 29-1141 / 3255	Percent Total	100.0%	70.8%	11.1%	6.9%	0.4%	8.9%	0.1%	1.8%	
Registered nurses : 29-1141 / 3255	Percent Male	10.9%	6.8%	1.2%	1.1%	0.0%	1.6%	0.0%	0.2%	
Registered nurses : 29-1141 / 3255	Percent Female	89.1%	64.1%	9.9%	5.8%	0.3%	7.4%	0.1%	1.5%	
Other nurses : 29-11XX / 3256	Total	194,685	158,680	12,990	9,105	365	10,730	45	2,760	
Other nurses : 29-11XX / 3256	Male	28,625	23,355	1,290	1,895	25	1,675	25	360	
Other nurses : 29-11XX / 3256	Female	166,055	135,330	11,700	7,210	340	9,055	25	2,400	
Other nurses : 29-11XX / 3256	Percent Total	100.0%	81.5%	6.7%	4.7%	0.2%	5.5%	0.0%	1.4%	
Other nurses : 29-11XX / 3256	Percent Male	14.7%	12.0%	0.7%	1.0%	0.0%	0.9%	0.0%	0.2%	

AVAILABILITY ANALYSIS

March 30, 2024

OCC. CATEGORY: 3-Nonteaching Professional
 TITLE: Student Program Coordination & Management
 CAMPUS: Total University

Period Covered: 12/01/23 - 11/30/24
 LMA: United States

FACTOR	TOTAL MALE			TOTAL FEMALE			WHITE MALE			WHITE FEMALE			BLACK MALE			BLACK FEMALE		
	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF
Employment	37.0	0.05	1.9	63.0	0.05	3.2	24.7	0.05	1.2	43.2	0.05	2.2	3.9	0.05	0.2	6.7	0.05	0.3
Employment Education	30.6	0.95	29.1	69.4	0.95	65.9	20.7	0.95	19.7	45.9	0.95	43.6	4.0	0.95	3.8	9.9	0.95	9.4
FINAL AVAIL. FACTOR			31.0			69.1			20.9			45.8			4.0			9.7
FACTOR	HISPANIC MALE			HISPANIC FEMALE			AAIANHNPI MALE			AAIANHNPI FEMALE			2+ RACES MALE			2+ RACES FEMALE		
	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF
Employment	4.7	0.05	0.2	7.2	0.05	0.4	2.6	0.05	0.1	4.3	0.05	0.2	1.1	0.05	0.1	1.6	0.05	0.1
Employment Education	3.5	0.95	3.3	8.2	0.95	7.8	1.8	0.95	1.7	3.8	0.95	3.6	0.6	0.95	0.6	1.5	0.95	1.4
FINAL AVAIL. FACTOR			3.5			8.2			1.8			3.8			0.7			1.5
																	TOTAL	99.9
FACTOR	SOURCE OF STATISTIC									REASON FOR WEIGHTING THE FACTOR								
Employment	2014-2018 Tabulations from U.S. Census Bureau - National (see attached worksheet of job titles used)									5%	Weight as data is not specific to 4 year higher ed institutions							
Employment Education	US Dept of Education - National Ctr For Educational Statistics (IPEDS) Fall 2022 - Student and academic affairs and other education services Staff -Table 314.40									95%	Weight as data is specific to 4 year higher ed institutions with relevant positions							

No promotional pool as promos this Plan year were unique situations and not typical promotional paths to this category

AVAILABILITY ANALYSIS WORKSHEET- EMPLOYMENT DATA

OCC. CATEGORY:
TITLE:
CAMPUS:

3-Nonteaching Professional
Student Program Coordination & Management
Total University

Period Covered: 12/01/23 - 11/30/24

	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISP MALE	HISP FEMALE	AAIANHNPI MALE	AAIANHNPI FEMALE	2+ RACES MALE	2+ RACES FEMALE
Employment Tbl. EEO-ALL01R - Occ. by Sex & Race/Eth. for Res. Geo.													
Other teachers and instructors, education, training, and library workers : 25-XXXX / 2350	1,055,205	390,590	664,615	261,015	455,360	41,330	70,230	49,090	76,275	27,685	45,705	11,470	17,045
TOTAL	1,055,205	390,590	664,615	261,015	455,360	41,330	70,230	49,090	76,275	27,685	45,705	11,470	17,045
%	100.0	37.0	63.0	24.7	43.2	3.9	6.7	4.7	7.2	2.6	4.3	1.1	1.6
Employment Education- NCES Table 314.40 Fall 2022													
Student and academic affairs and other education services	163,795	50,143	113,652	33,885	75,178	6,511	16,278	5,757	13,425	2,947	6,236	1,043	2,535
TOTAL	163,795	50,143	113,652	33,885	75,178	6,511	16,278	5,757	13,425	2,947	6,236	1,043	2,535
%	100.0	30.6	69.4	20.7	45.9	4.0	9.9	3.5	8.2	1.8	3.8	0.6	1.5

United States EEO-ALL01R - Occupation by Sex and Race/Ethnicity for Residence Geography (Universe: Civilian labor force 16 years and over)

		Total All Groups	White alone	Black or African American alone	Hispanic or Latino	American Indian /Alaska Native alone	Asian alone	Native Hawaiian /Pacific Islander alone	Balance of not Hispanic or Latino
Other teachers and instructors, education, training, and library workers : 25-XXXX / 2350	Total	1,055,210	716,375	111,560	125,365	5,155	66,540	1,700	28,515
Other teachers and instructors, education, training, and library workers : 25-XXXX / 2350	Male	390,590	261,015	41,330	49,090	1,700	25,175	810	11,470
Other teachers and instructors, education, training, and library workers : 25-XXXX / 2350	Female	664,620	455,360	70,230	76,275	3,450	41,365	890	17,045
Other teachers and instructors, education, training, and library workers : 25-XXXX / 2350	Percent Total	100.0%	67.9%	10.6%	11.9%	0.5%	6.3%	0.2%	2.7%
Other teachers and instructors, education, training, and library workers : 25-XXXX / 2350	Percent Male	37.0%	24.7%	3.9%	4.7%	0.2%	2.4%	0.1%	1.1%
Other teachers and instructors, education, training, and library workers : 25-XXXX / 2350	Percent Female	63.0%	43.2%	6.7%	7.2%	0.3%	3.9%	0.1%	1.6%

AVAILABILITY ANALYSIS WORKSHEET- EMPLOYMENT DATA

Table 314.40. Employees in degree-granting postsecondary institutions, by race/ethnicity, sex, employment status, control and level of institution, and primary occupation: Fall 2022						
Occupation	Total	White	Black	Hispanic	AAIANHNP	2+ Races
Males	2,119,442	1,537,735	182,820	183,746	215,141	34,421
Faculty (instruction/research/public service)	648,042	486,912	43,158	43,923	74,049	8,577
Instruction	600,297	453,814	41,138	40,761	64,584	7,800
Research	33,435	22,739	1,155	2,207	7,334	572
Public service	14,310	10,359	865	955	2,131	205
Graduate assistants	103,653	69,092	6,812	11,927	15,822	4,002
Librarians, curators, and archivists	10,637	8,496	652	901	588	158
Student and academic affairs and other education services	49,100	33,885	6,511	5,757	2,947	1,043
Management	108,794	83,304	11,040	8,273	6,177	1,511
Business and financial operations	60,367	42,613	6,206	6,785	4,763	1,161
Computer, engineering, and science	127,363	91,483	8,426	11,964	15,490	2,595
Community, social service, legal, arts, design, entertainment, sports, and media	82,046	60,236	11,098	7,447	3,265	1,730
Healthcare practitioners and technicians	28,179	18,209	2,547	2,968	4,455	563
Service occupations	116,342	64,780	25,673	19,800	6,089	1,795
Sales and related occupations	3,236	2,132	545	391	168	98
Office and administrative support	61,651	36,927	9,147	10,900	4,677	1,638
Natural resources, construction, and maintenance	58,669	43,947	5,721	7,029	1,972	758
Production, transportation, and material moving	13,321	8,807	2,126	1,758	630	215
Females	2,639,330	1,834,615	308,364	259,214	237,137	52,627
Faculty (instruction/research/public service)	699,233	512,417	68,897	49,615	68,304	11,952
Instruction	653,254	481,913	65,529	45,801	60,011	10,894
Research	29,427	19,050	1,730	2,587	6,060	739
Public service	16,552	11,454	1,638	1,227	2,233	319
Graduate assistants	128,924	84,686	11,480	15,526	17,232	5,618
Librarians, curators, and archivists	24,914	19,246	2,099	1,814	1,755	494
Student and academic affairs and other education services	111,117	75,178	16,278	13,425	6,236	2,535
Management	154,506	111,043	20,633	14,151	8,679	2,686
Business and financial operations	165,862	111,057	20,908	19,523	14,374	3,488
Computer, engineering, and science	89,500	57,564	7,759	9,061	15,116	2,045
Community, social service, legal, arts, design, entertainment, sports, and media	108,811	75,948	13,206	13,315	6,342	2,875
Healthcare practitioners and technicians	75,276	49,337	9,201	7,955	8,783	1,346
Service occupations	89,373	41,978	21,826	20,066	5,503	1,444
Sales and related occupations	6,493	3,939	1,284	927	343	237
Office and administrative support	277,831	174,487	44,413	43,178	15,753	5,785
Natural resources, construction, and maintenance	5,314	3,558	798	672	286	98
Production, transportation, and material moving	2,943	1,760	685	371	127	72
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2023, Human Resources component. (This table was prepared December 2023.)						

OCC. CATEGORY:

3-Nonteaching Professional

Period Covered: 12/01/23 - 11/30/24

TITLE:

University Educational Assistants

NEW CATEGORY

LMA:

Connecticut

CAMPUS:

Total University

FACTOR	TOTAL MALE			TOTAL FEMALE			WHITE MALE			WHITE FEMALE			BLACK MALE			BLACK FEMALE		
	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF
Employment	13.6	0.70	9.5	86.4	0.70	60.5	9.7	0.70	6.8	69.9	0.70	48.9	1.6	0.70	1.1	5.8	0.70	4.1
Promotional Pool	12.0	0.30	3.6	88.0	0.30	26.4	10.8	0.30	3.2	74.9	0.30	22.5	0.0	0.30	0.0	3.6	0.30	1.1
FINAL AVAIL. FACTOR			13.1			86.9			10.0			71.4			1.1			5.2

FACTOR	HISPANIC MALE			HISPANIC FEMALE			AAIANHNPI MALE			AAIANHNPI FEMALE			2+ RACES MALE			2+ RACES FEMALE		
	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF
Employment	1.4	0.70	1.0	7.8	0.70	5.5	0.8	0.70	0.6	1.8	0.70	1.3	0.2	0.70	0.1	1.0	0.70	0.7
Promotional Pool	1.2	0.30	0.4	4.8	0.30	1.4	0.0	0.30	0.0	1.8	0.30	0.5	0.0	0.30	0.0	3.0	0.30	0.9
FINAL AVAIL. FACTOR			1.4			6.9			0.6			1.8			0.1			1.6

TOTAL 100.1

FACTOR	SOURCE OF STATISTIC	REASON FOR WEIGHTING THE FACTOR
Employment	2014-2018 Tabulations from U.S. Census Bureau - Connecticut (see attached worksheet of job titles used)	70% Data reflects occupations in the job category
Promotional Pool	Promotions filled from positions within the University (see attached worksheet of job titles used)	30% Based on the history of promotions.

AVAILABILITY ANALYSIS WORKSHEET- EMPLOYMENT DATA

OCC. CATEGORY:
TITLE:
CAMPUS:

3-Nonteaching Professional
University Educational Assistants
Total University

Period Covered: 12/01/23 - 11/30/24

NEW CATEGORY

	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISP MALE	HISP FEMALE	AAIANHNPI MALE	AAIANHNPI FEMALE	2+ RACES MALE	2+ RACES FEMALE
Employment Tbl. EEO-ALL01R - Occ. by Sex & Race/Eth. for Res. Geo.													
First-line supervisors of office and administrative support workers : 43-1011 / 5000	15195	5,490	9,705	4,060	7,790	665	670	420	855	275	290	70	100
Secretaries and administrative assistants : 43-6010 / 5710	42070	2,320	39,750	1520	32255	230	2670	375	3600	155	735	40	490
TOTAL	57265	7,810	49,455	5580	40045	895	3340	795	4455	430	1025	110	590
%	100.0	13.6	86.4	9.7	69.9	1.6	5.8	1.4	7.8	0.8	1.8	0.2	1
Promotional Pool													
Admin Program Manager 3	12	5	7	4	6	0	0	1	1	0	0	0	0
Admin Program Support 3	73	5	68	4	58	0	2	1	4	0	2	0	2
Admin Program Support 4	57	5	52	5	46	0	2	0	1	0	1	0	2
Senior Admin Program Support	25	5	20	5	15	0	2	0	2	0	0	0	1
TOTAL	167	20	147	18	125	0	6	2	8	0	3	0	5
%	100.0	12	88	10.8	74.9	0	3.6	1.2	4.8	0	1.8	0	3.0

Connecticut EEO-ALL01R - Occupation by Sex and Race/Ethnicity for Residence Geography (Universe: Civilian labor force 16 years and over)

		Total All Groups	White alone	Black or African American alone	Hispanic or Latino	American Indian /Alaska Native alone	Asian alone	Native Hawaiian /Pacific Islander alone	Balance of not Hispanic or Latino
First-line supervisors of office and administrative support workers : 43-1011 / 5000	Total	15,190	11,850	1,335	1,275	0	560	0	170
First-line supervisors of office and administrative support workers : 43-1011 / 5000	Male	5,490	4,060	665	420	0	275	0	70
First-line supervisors of office and administrative support workers : 43-1011 / 5000	Female	9,705	7,790	670	855	0	290	0	100
First-line supervisors of office and administrative support workers : 43-1011 / 5000	Percent Total	100.0%	78.0%	8.8%	8.4%	0.0%	3.7%	0.0%	1.1%
First-line supervisors of office and administrative support workers : 43-1011 / 5000	Percent Male	36.1%	26.7%	4.4%	2.8%	0.0%	1.8%	0.0%	0.5%
First-line supervisors of office and administrative support workers : 43-1011 / 5000	Percent Female	63.9%	51.3%	4.4%	5.6%	0.0%	1.9%	0.0%	0.7%
Secretaries and administrative assistants : 43-6010 / 5710	Total	42,075	33,775	2,900	3,975	25	870	0	530
Secretaries and administrative assistants : 43-6010 / 5710	Male	2,320	1,520	230	375	15	140	0	40
Secretaries and administrative assistants : 43-6010 / 5710	Female	39,750	32,255	2,670	3,600	10	725	0	490
Secretaries and administrative assistants : 43-6010 / 5710	Percent Total	100.0%	80.3%	6.9%	9.4%	0.1%	2.1%	0.0%	1.3%
Secretaries and administrative assistants : 43-6010 / 5710	Percent Male	5.5%	3.6%	0.5%	0.9%	0.0%	0.3%	0.0%	0.1%
Secretaries and administrative assistants : 43-6010 / 5710	Percent Female	94.5%	76.7%	6.3%	8.6%	0.0%	1.7%	0.0%	1.2%

AVAILABILITY ANALYSIS

March 30, 2024

OCC. CATEGORY: 3-Nonteaching Professional
TITLE: University Staff Professional 1
CAMPUS: Total University

Period Covered: 12/01/23 - 11/30/24
LMA: United States

FACTOR	TOTAL MALE			TOTAL FEMALE			WHITE MALE			WHITE FEMALE			BLACK MALE			BLACK FEMALE		
	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF
Employment	30.6	0.05	1.5	69.4	0.05	3.5	20.5	0.05	1.0	46.9	0.05	2.3	3.3	0.05	0.2	8.3	0.05	0.4
Employment Education	33.1	0.50	16.6	66.9	0.50	33.4	23.2	0.50	11.6	44.4	0.50	22.2	4.0	0.50	2.0	8.5	0.50	4.3
Promotional Pool	12.8	0.45	5.8	87.2	0.45	39.2	12.0	0.45	5.4	74.4	0.45	33.5	0.0	0.45	0.0	4.3	0.45	1.9
FINAL AVAIL. FACTOR			23.8			76.1			18.0			58.0			2.2			6.6

FACTOR	HISPANIC MALE			HISPANIC FEMALE			AAIANHNPI MALE			AAIANHNPI FEMALE			2+ RACES MALE			2+ RACES FEMALE		
	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF
Employment	3.8	0.05	0.2	8.7	0.05	0.4	2.3	0.05	0.1	4.1	0.05	0.2	0.7	0.05	0.0	1.6	0.05	0.1
Employment Education	3.4	0.50	1.7	7.8	0.50	3.9	1.9	0.50	0.9	4.6	0.50	2.3	0.7	0.50	0.3	1.5	0.50	0.8
Promotional Pool	0.9	0.45	0.4	4.3	0.45	1.9	0.0	0.45	0.0	1.7	0.45	0.8	0.0	0.45	0.0	2.6	0.45	1.2
FINAL AVAIL. FACTOR			2.3			6.2			1.0			3.3			0.3			2.1

TOTAL 100.0

FACTOR	SOURCE OF STATISTIC	REASON FOR WEIGHTING THE FACTOR
Employment	2014-2018 Tabulations from U.S. Census Bureau - National (see attached worksheet of job titles used)	5% Weight as data is not specific to 4 year higher ed institutions
Employment Education	U.S. Department of Education, National Center for Education Statistics Integrated Postsecondary Educ. Data System (IPEDS) Fall 2022 Table 314.40 -List of Titles on worksheet	50% Weight as data is specific to 4 year higher ed institutions with relevant positions
Promotional Pool	Promotions filled from positions within the University (see attached worksheet of job titles used)	45% Based on the history of promotions.

AVAILABILITY ANALYSIS WORKSHEET- EMPLOYMENT DATA

OCC. CATEGORY:
TITLE:
CAMPUS:

3-Nonteaching Professional
University Staff Professional 1
Total University

Period Covered: 12/01/23 - 11/30/24

	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISP MALE	HISP FEMALE	AAIANHNPI MALE	AAIANHNPI FEMALE	2+ RACES MALE	2+ RACES FEMALE
Employment Tbl. EEO-ALL01R - Occ. by Sex & Race/Eth. for Res. Geo.													
Business operations specialists, all other : 13-1199 / 0750	297,240	137,360	159,880	91,950	102,025	12,095	20,960	14,275	17,370	16,265	15,545	2,775	3,980
Compliance officers : 13-1041 / 0565	256,820	121,390	135,430	85,650	91,355	11,745	17,140	13,545	13,535	7,805	10,215	2,645	3,185
Human resources workers : 13-1070 / 0630	834,505	223,240	611,265	147,680	400,315	30,190	85,710	28,395	74,770	12,265	36,255	4,710	14,215
Legal support workers : 23-2000 / 2145	553,245	111,725	441,520	72755	316235	10925	36460	16775	62365	8220	17525	3050	8935
TOTAL	1,941,810	593,715	1,348,095	398,035	909,930	64,955	160,270	72,990	168,040	44,555	79,540	13,180	30,315
%	100.0	30.6	69.4	20.5	46.9	3.3	8.3	3.8	8.7	2.3	4.1	0.7	1.6
Employment Education- NCES Table 314.40 Fall 2022													
Student and academic affairs and other education services	163,795	50,143	113,652	33,885	75,178	6,511	16,278	5,757	13,425	2,947	6,236	1,043	2,535
Business and financial operations	230,878	61,528	169,350	42,613	111,057	6,206	20,908	6,785	19,523	4,763	14,374	1,161	3,488
Community, social service, legal, arts, design, entertainment, sports, and media	195,462	83,776	111,686	60,236	75,948	11,098	13,206	7,447	13,315	3,265	6,342	1,730	2,875
TOTAL	590,135	195,447	394,688	136,734	262,183	23,815	50,392	19,989	46,263	10,975	26,952	3,934	8,898
%	100.0	33.1	66.9	23.2	44.4	4.0	8.5	3.4	7.8	1.9	4.6	0.7	1.5
Promotional Pool*													
U Ed Asst 1	6	0	6	0	6	0	0	0	0	0	0	0	0
U Ed Asst 2	17	0	17	0	14	0	1	0	1	0	1	0	0
Admin Program Manager 3	12	5	7	4	6	0	0	1	1	0	0	0	0
Admin Program Support 4	57	5	52	5	46	0	2	0	1	0	1	0	2
Senior Admin Program Support	25	5	20	5	15	0	2	0	2	0	0	0	1
TOTAL	117	15	102	14	87	0	5	1	5	0	2	0	3
%	100.0	12.8	87.2	12.0	74.4	0.0	4.3	0.9	4.3	0.0	1.7	0.0	2.6

*Promotional pool does not include titles from non typical reclassifications and searches.

AVAILABILITY ANALYSIS WORKSHEET- EMPLOYMENT DATA

United States EEO-ALL01R - Occupation by Sex and Race/Ethnicity for Residence Geography (Universe: Civilian labor force 16 years and over)

		Total All Groups	White alone	Black or African American alone	Hispanic or Latino	American Indian /Alaska Native alone	Asian alone	Native Hawaiian /Pacific Islander alone	Balance of not Hispanic or Latino
Business operations specialists, all other : 13-1199 / 0750	Total	297,240	193,975	33,060	31,645	1,525	29,860	420	6,755
Business operations specialists, all other : 13-1199 / 0750	Male	137,360	91,950	12,095	14,275	615	15,420	230	2,775
Business operations specialists, all other : 13-1199 / 0750	Female	159,880	102,025	20,960	17,370	915	14,440	190	3,980
Business operations specialists, all other : 13-1199 / 0750	Percent Total	100.0%	65.3%	11.1%	10.6%	0.5%	10.0%	0.1%	2.3%
Business operations specialists, all other : 13-1199 / 0750	Percent Male	46.2%	30.9%	4.1%	4.8%	0.2%	5.2%	0.1%	0.9%
Business operations specialists, all other : 13-1199 / 0750	Percent Female	53.8%	34.3%	7.1%	5.8%	0.3%	4.9%	0.1%	1.3%
Compliance officers : 13-1041 / 0565	Total	256,825	177,005	28,885	27,080	1,450	16,225	350	5,830
Compliance officers : 13-1041 / 0565	Male	121,395	85,650	11,745	13,545	660	6,945	200	2,645
Compliance officers : 13-1041 / 0565	Female	135,430	91,355	17,140	13,535	790	9,275	150	3,185
Compliance officers : 13-1041 / 0565	Percent Total	100.0%	68.9%	11.2%	10.5%	0.6%	6.3%	0.1%	2.3%
Compliance officers : 13-1041 / 0565	Percent Male	47.3%	33.3%	4.6%	5.3%	0.3%	2.7%	0.1%	1.0%
Compliance officers : 13-1041 / 0565	Percent Female	52.7%	35.6%	6.7%	5.3%	0.3%	3.6%	0.1%	1.2%
Human resources workers : 13-1070 / 0630	Total	834,500	547,995	115,900	103,165	4,565	42,850	1,110	18,920
Human resources workers : 13-1070 / 0630	Male	223,240	147,680	30,190	28,395	1,400	10,560	305	4,710
Human resources workers : 13-1070 / 0630	Female	611,260	400,315	85,710	74,770	3,165	32,290	800	14,215
Human resources workers : 13-1070 / 0630	Percent Total	100.0%	65.7%	13.9%	12.4%	0.5%	5.1%	0.1%	2.3%
Human resources workers : 13-1070 / 0630	Percent Male	26.8%	17.7%	3.6%	3.4%	0.2%	1.3%	0.0%	0.6%
Human resources workers : 13-1070 / 0630	Percent Female	73.2%	48.0%	10.3%	9.0%	0.4%	3.9%	0.1%	1.7%
Legal support workers : 23-2000 / 2145	Total	553,250	388,995	47,385	79,140	2,775	22,225	750	11,980
Legal support workers : 23-2000 / 2145	Male	111,725	72,755	10,925	16,775	590	7,445	185	3,050
Legal support workers : 23-2000 / 2145	Female	441,525	316,235	36,460	62,365	2,185	14,775	565	8,935
Legal support workers : 23-2000 / 2145	Percent Total	100.0%	70.3%	8.6%	14.3%	0.5%	4.0%	0.1%	2.2%
Legal support workers : 23-2000 / 2145	Percent Male	20.2%	13.2%	2.0%	3.0%	0.1%	1.3%	0.0%	0.6%
Legal support workers : 23-2000 / 2145	Percent Female	79.8%	57.2%	6.6%	11.3%	0.4%	2.7%	0.1%	1.6%

AVAILABILITY ANALYSIS WORKSHEET- EMPLOYMENT DATA

Table 314.40. Employees in degree-granting postsecondary institutions, by race/ethnicity, sex, employment status, control and level of institution, and primary occupation: Fall 2022						
Occupation	Total	White	Black	Hispanic	AAIANHNP	2+ Races
Males	2,119,442	1,537,735	182,820	183,746	215,141	34,421
Faculty (instruction/research/public service)	648,042	486,912	43,158	43,923	74,049	8,577
Instruction	600,297	453,814	41,138	40,761	64,584	7,800
Research	33,435	22,739	1,155	2,207	7,334	572
Public service	14,310	10,359	865	955	2,131	205
Graduate assistants	103,653	69,092	6,812	11,927	15,822	4,002
Librarians, curators, and archivists	10,637	8,496	652	901	588	158
Student and academic affairs and other education services	49,100	33,885	6,511	5,757	2,947	1,043
Management	108,794	83,304	11,040	8,273	6,177	1,511
Business and financial operations	60,367	42,613	6,206	6,785	4,763	1,161
Computer, engineering, and science	127,363	91,483	8,426	11,964	15,490	2,595
Community, social service, legal, arts, design, entertainment, sports, and media	82,046	60,236	11,098	7,447	3,265	1,730
Healthcare practitioners and technicians	28,179	18,209	2,547	2,968	4,455	563
Service occupations	116,342	64,780	25,673	19,800	6,089	1,795
Sales and related occupations	3,236	2,132	545	391	168	98
Office and administrative support	61,651	36,927	9,147	10,900	4,677	1,638
Natural resources, construction, and maintenance	58,669	43,947	5,721	7,029	1,972	758
Production, transportation, and material moving	13,321	8,807	2,126	1,758	630	215
Females	2,639,330	1,834,615	308,364	259,214	237,137	52,627
Faculty (instruction/research/public service)	699,233	512,417	68,897	49,615	68,304	11,952
Instruction	653,254	481,913	65,529	45,801	60,011	10,894
Research	29,427	19,050	1,730	2,587	6,060	739
Public service	16,552	11,454	1,638	1,227	2,233	319
Graduate assistants	128,924	84,686	11,480	15,526	17,232	5,618
Librarians, curators, and archivists	24,914	19,246	2,099	1,814	1,755	494
Student and academic affairs and other education services	111,117	75,178	16,278	13,425	6,236	2,535
Management	154,506	111,043	20,633	14,151	8,679	2,686
Business and financial operations	165,862	111,057	20,908	19,523	14,374	3,488
Computer, engineering, and science	89,500	57,564	7,759	9,061	15,116	2,045
Community, social service, legal, arts, design, entertainment, sports, and media	108,811	75,948	13,206	13,315	6,342	2,875
Healthcare practitioners and technicians	75,276	49,337	9,201	7,955	8,783	1,346
Service occupations	89,373	41,978	21,826	20,066	5,503	1,444
Sales and related occupations	6,493	3,939	1,284	927	343	237
Office and administrative support	277,831	174,487	44,413	43,178	15,753	5,785
Natural resources, construction, and maintenance	5,314	3,558	798	672	286	98
Production, transportation, and material moving	2,943	1,760	685	371	127	72
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2023, Human Resources component. (This table was prepared December 2023.)						

AVAILABILITY ANALYSIS

March 30, 2024

OCC. CATEGORY: 3-Nonteaching Professional
TITLE: University Staff Professional 2
CAMPUS: Total University

Period Covered: 12/01/23 - 11/30/24
LMA: United States

FACTOR	TOTAL MALE			TOTAL FEMALE			WHITE MALE			WHITE FEMALE			BLACK MALE			BLACK FEMALE		
	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF
Employment	56.7	0.05	2.8	43.3	0.05	2.2	42.2	0.05	2.1	30.2	0.05	1.5	3.8	0.05	0.2	4.9	0.05	0.2
Employment Education	35.7	0.25	8.9	64.3	0.25	16.1	25.7	0.25	6.4	43.5	0.25	10.9	4.1	0.25	1.0	8.3	0.25	2.1
Promotional Pool	30.0	0.70	21.0	70.0	0.70	49.0	22.0	0.70	15.4	66.0	0.70	46.2	0.0	0.70	0.0	0.0	0.70	0.0
FINAL AVAIL. FACTOR			32.7			67.3			23.9			58.6			1.2			2.3

FACTOR	HISPANIC MALE			HISPANIC FEMALE			AAIANHNPI MALE			AAIANHNPI FEMALE			2+ RACES MALE			2+ RACES FEMALE		
	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF
Employment	5.9	0.05	0.3	4.4	0.05	0.2	3.7	0.05	0.2	2.8	0.05	0.1	1.0	0.05	0.1	0.9	0.05	0.0
Employment Education	3.3	0.25	0.8	7.0	0.25	1.8	2.0	0.25	0.5	4.2	0.25	1.0	0.6	0.25	0.2	1.4	0.25	0.3
Promotional Pool	2.0	0.70	1.4	0.0	0.70	0.0	6.0	0.70	4.2	4.0	0.70	2.8	0.0	0.70	0.0	0.0	0.70	0.0
FINAL AVAIL. FACTOR			2.5			2.0			4.9			3.9			0.3			0.3

TOTAL 99.9

FACTOR	SOURCE OF STATISTIC	REASON FOR WEIGHTING THE FACTOR
Employment	2014-2018 Tabulations from U.S. Census Bureau - National (see attached worksheet of job titles used)	5% Weight as data is not specific to 4 year higher ed institutions
Employment Education	U.S. Department of Education, National Center for Education Statistics Integrated Postsecondary Educ. Data System (IPEDS) Fall 2022 Table 314.40 -List of Titles on worksheet	25% Weight as data is specific to 4 year higher ed institutions with relevant positions
Promotional Pool	Promotions filled from positions within the University (see attached worksheet of job titles used)	70% Based on the history of promotions.

AVAILABILITY ANALYSIS WORKSHEET- EMPLOYMENT DATA

Period Covered: 12/01/23 - 11/30/24

OCC. CATEGORY:
TITLE:
CAMPUS:

3-Nonteaching Professional
University Staff Professional 2
Total University

Period Covered: 12/01/23 - 11/30/24

	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISP MALE	HISP FEMALE	AAIANHNPI MALE	AAIANHNPI FEMALE	2+ RACES MALE	2+ RACES FEMALE
Employment Tbl. EEO-ALL01R - Occ. by Sex & Race/Eth. for Res. Geo.													
Other managers : 11-91XX / 0440	3,849,060	2,511,765	1,337,295	1,900,345	946,560	145,470	131,005	258,420	131,135	166,460	99,385	41,070	29,210
Business operations specialists, all other : 13-1199 / 0750	297,240	137,360	159,880	91,950	102,025	12,095	20,960	14,275	17,370	16,265	15,545	2,775	3,980
Education and childcare administrators : 11-9030 / 0230	947,350	333,815	613,535	245,495	428,570	37,935	83,960	31,005	63,595	13,005	25,150	6,375	12,260
Compliance officers : 13-1041 / 0565	256,820	121,390	135,430	85,650	91,355	11,745	17,140	13,545	13,535	7,805	10,215	2,645	3,185
Human resources managers : 11-3121 / 0136	421,185	166,535	254,650	114,775	175,990	13,995	29,180	23,290	30,470	11,390	13,810	3,085	5,200
TOTAL	5,771,655	3,270,865	2,500,790	2,438,215	1,744,500	221,240	282,245	340,535	256,105	214,925	164,105	55,950	53,835
%	100.0	56.7	43.3	42.2	30.2	3.8	4.9	5.9	4.4	3.7	2.8	1.0	0.9
Employment Education- NCES Table 314.40 Fall 2022													
Student and academic affairs and other education services	163,795	50,143	113,652	33,885	75,178	6,511	16,278	5,757	13,425	2,947	6,236	1,043	2,535
Management	267,497	110,305	157,192	83,304	111,043	11,040	20,633	8,273	14,151	6,177	8,679	1,511	2,686
Business and financial operations	230,878	61,528	169,350	42,613	111,057	6,206	20,908	6,785	19,523	4,763	14,374	1,161	3,488
Community, social service, legal, arts, design, entertainment, sports, and media	195,462	83,776	111,686	60,236	75,948	11,098	13,206	7,447	13,315	3,265	6,342	1,730	2,875
TOTAL	857,632	305,752	551,880	220,038	373,226	34,855	71,025	28,262	60,414	17,152	35,631	5,445	11,584
%	100.0	35.7	64.3	25.7	43.5	4.1	8.3	3.3	7.0	2.0	4.2	0.6	1.4
Promotional Pool*													
U Staff Professional 1	50	15	35	11	33	0	0	1	0	3	2	0	0
TOTAL	50	15	35	11	33	0	0	1	0	3	2	0	0
%	100.0	30.0	70.0	22.0	66.0	0.0	0.0	2.0	0.0	6.0	4.0	0.0	0.0

*Promotional pool does not include titles from non typical reclassifications and searches.

AVAILABILITY ANALYSIS WORKSHEET- EMPLOYMENT DATA

Period Covered: 12/01/23 - 11/30/24

United States EEO-ALL01R - Occupation by Sex and Race/Ethnicity for Residence Geography (Universe: Civilian labor force 16 years and over)

		Total All Groups	White alone	Black or African American alone	Hispanic or Latino	American Indian /Alaska Native alone	Asian alone	Native Hawaiian /Pacific Islander alone	Balance of not Hispanic or Latino
Other managers : 11-91XX / 0440	Total	3,849,055	2,846,905	276,475	389,560	17,750	243,680	4,410	70,280
Other managers : 11-91XX / 0440	Male	2,511,760	1,900,345	145,470	258,420	10,225	153,310	2,925	41,070
Other managers : 11-91XX / 0440	Female	1,337,295	946,560	131,005	131,135	7,525	90,370	1,490	29,210
Other managers : 11-91XX / 0440	Percent Total	100.0%	74.0%	7.2%	10.1%	0.5%	6.3%	0.1%	1.8%
Other managers : 11-91XX / 0440	Percent Male	65.3%	49.4%	3.8%	6.7%	0.3%	4.0%	0.1%	1.1%
Other managers : 11-91XX / 0440	Percent Female	34.7%	24.6%	3.4%	3.4%	0.2%	2.3%	0.0%	0.8%
Business operations specialists, all other : 13-1199 / 0750	Total	297,240	193,975	33,060	31,645	1,525	29,860	420	6,755
Business operations specialists, all other : 13-1199 / 0750	Male	137,360	91,950	12,095	14,275	615	15,420	230	2,775
Business operations specialists, all other : 13-1199 / 0750	Female	159,880	102,025	20,960	17,370	915	14,440	190	3,980
Business operations specialists, all other : 13-1199 / 0750	Percent Total	100.0%	65.3%	11.1%	10.6%	0.5%	10.0%	0.1%	2.3%
Business operations specialists, all other : 13-1199 / 0750	Percent Male	46.2%	30.9%	4.1%	4.8%	0.2%	5.2%	0.1%	0.9%
Business operations specialists, all other : 13-1199 / 0750	Percent Female	53.8%	34.3%	7.1%	5.8%	0.3%	4.9%	0.1%	1.3%
Education and childcare administrators : 11-9030 / 0230	Total	947,345	674,065	121,895	94,600	4,680	32,315	1,160	18,635
Education and childcare administrators : 11-9030 / 0230	Male	333,810	245,495	37,935	31,005	1,345	11,350	310	6,375
Education and childcare administrators : 11-9030 / 0230	Female	613,535	428,570	83,960	63,595	3,335	20,965	850	12,260
Education and childcare administrators : 11-9030 / 0230	Percent Total	100.0%	71.2%	12.9%	10.0%	0.5%	3.4%	0.1%	2.0%
Education and childcare administrators : 11-9030 / 0230	Percent Male	35.2%	25.9%	4.0%	3.3%	0.1%	1.2%	0.0%	0.7%
Education and childcare administrators : 11-9030 / 0230	Percent Female	64.8%	45.2%	8.9%	6.7%	0.4%	2.2%	0.1%	1.3%
Compliance officers : 13-1041 / 0565	Total	256,825	177,005	28,885	27,080	1,450	16,225	350	5,830
Compliance officers : 13-1041 / 0565	Male	121,395	85,650	11,745	13,545	660	6,945	200	2,645
Compliance officers : 13-1041 / 0565	Female	135,430	91,355	17,140	13,535	790	9,275	150	3,185
Compliance officers : 13-1041 / 0565	Percent Total	100.0%	68.9%	11.2%	10.5%	0.6%	6.3%	0.1%	2.3%
Compliance officers : 13-1041 / 0565	Percent Male	47.3%	33.3%	4.6%	5.3%	0.3%	2.7%	0.1%	1.0%
Compliance officers : 13-1041 / 0565	Percent Female	52.7%	35.6%	6.7%	5.3%	0.3%	3.6%	0.1%	1.2%
Human resources managers : 11-3121 / 0136	Total	421,185	290,765	43,175	53,760	1,900	22,790	510	8,285
Human resources managers : 11-3121 / 0136	Male	166,535	114,775	13,995	23,290	615	10,650	125	3,085
Human resources managers : 11-3121 / 0136	Female	254,650	175,990	29,180	30,470	1,285	12,140	385	5,200
Human resources managers : 11-3121 / 0136	Percent Total	100.0%	69.0%	10.3%	12.8%	0.5%	5.4%	0.1%	2.0%
Human resources managers : 11-3121 / 0136	Percent Male	39.5%	27.3%	3.3%	5.5%	0.1%	2.5%	0.0%	0.7%
Human resources managers : 11-3121 / 0136	Percent Female	60.5%	41.8%	6.9%	7.2%	0.3%	2.9%	0.1%	1.2%

AVAILABILITY ANALYSIS WORKSHEET- EMPLOYMENT DATA

Period Covered: 12/01/23 - 11/30/24

Table 314.40. Employees in degree-granting postsecondary institutions, by race/ethnicity, sex, employment status, control and level of institution, and primary occupation: Fall 2022						
Occupation	Total	White	Black	Hispanic	AAIANHNP	2+ Races
Males	2,119,442	1,537,735	182,820	183,746	215,141	34,421
Faculty (instruction/research/public service)	648,042	486,912	43,158	43,923	74,049	8,577
Instruction	600,297	453,814	41,138	40,761	64,584	7,800
Research	33,435	22,739	1,155	2,207	7,334	572
Public service	14,310	10,359	865	955	2,131	205
Graduate assistants	103,653	69,092	6,812	11,927	15,822	4,002
Librarians, curators, and archivists	10,637	8,496	652	901	588	158
Student and academic affairs and other education services	49,100	33,885	6,511	5,757	2,947	1,043
Management	108,794	83,304	11,040	8,273	6,177	1,511
Business and financial operations	60,367	42,613	6,206	6,785	4,763	1,161
Computer, engineering, and science	127,363	91,483	8,426	11,964	15,490	2,595
Community, social service, legal, arts, design, entertainment, sports, and media	82,046	60,236	11,098	7,447	3,265	1,730
Healthcare practitioners and technicians	28,179	18,209	2,547	2,968	4,455	563
Service occupations	116,342	64,780	25,673	19,800	6,089	1,795
Sales and related occupations	3,236	2,132	545	391	168	98
Office and administrative support	61,651	36,927	9,147	10,900	4,677	1,638
Natural resources, construction, and maintenance	58,669	43,947	5,721	7,029	1,972	758
Production, transportation, and material moving	13,321	8,807	2,126	1,758	630	215
Females	2,639,330	1,834,615	308,364	259,214	237,137	52,627
Faculty (instruction/research/public service)	699,233	512,417	68,897	49,615	68,304	11,952
Instruction	653,254	481,913	65,529	45,801	60,011	10,894
Research	29,427	19,050	1,730	2,587	6,060	739
Public service	16,552	11,454	1,638	1,227	2,233	319
Graduate assistants	128,924	84,686	11,480	15,526	17,232	5,618
Librarians, curators, and archivists	24,914	19,246	2,099	1,814	1,755	494
Student and academic affairs and other education services	111,117	75,178	16,278	13,425	6,236	2,535
Management	154,506	111,043	20,633	14,151	8,679	2,686
Business and financial operations	165,862	111,057	20,908	19,523	14,374	3,488
Computer, engineering, and science	89,500	57,564	7,759	9,061	15,116	2,045
Community, social service, legal, arts, design, entertainment, sports, and media	108,811	75,948	13,206	13,315	6,342	2,875
Healthcare practitioners and technicians	75,276	49,337	9,201	7,955	8,783	1,346
Service occupations	89,373	41,978	21,826	20,066	5,503	1,444
Sales and related occupations	6,493	3,939	1,284	927	343	237
Office and administrative support	277,831	174,487	44,413	43,178	15,753	5,785
Natural resources, construction, and maintenance	5,314	3,558	798	672	286	98
Production, transportation, and material moving	2,943	1,760	685	371	127	72
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2023, Human Resources component. (This table was prepared December 2023.)						

AVAILABILITY ANALYSIS

March 30, 2024

OCC. CATEGORY: 3-Nonteaching Professional
TITLE: University Staff Professional 3
CAMPUS: Total University Round

Period Covered: 12/01/23 - 11/30/24
LMA: United States

FACTOR	TOTAL MALE			TOTAL FEMALE			WHITE MALE			WHITE FEMALE			BLACK MALE			BLACK FEMALE		
	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF
Employment	58.0	0.05	2.9	42.0	0.05	2.1	44.6	0.05	2.2	29.7	0.05	1.5	3.5	0.05	0.2	4.5	0.05	0.2
Employment Education	35.7	0.45	16.1	64.3	0.45	28.9	25.7	0.45	11.6	43.5	0.45	19.6	4.1	0.45	1.8	8.3	0.45	3.7
Promotional Pool	32.6	0.50	16.3	67.4	0.50	33.7	22.8	0.50	11.4	62.0	0.50	31.0	2.2	0.50	1.1	1.1	0.50	0.6
FINAL AVAIL. FACTOR			35.3			64.7			25.2			52.1			3.1			4.5

FACTOR	HISPANIC MALE			HISPANIC FEMALE			AAIANHNPI MALE			AAIANHNPI FEMALE			2+ RACES MALE			2+ RACES FEMALE		
	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF
Employment	5.5	0.05	0.3	4.1	0.05	0.2	3.5	0.05	0.2	2.8	0.05	0.1	1.0	0.05	0.1	0.9	0.05	0.0
Employment Education	3.3	0.45	1.5	7.0	0.45	3.2	2.0	0.45	0.9	4.2	0.45	1.9	0.6	0.45	0.3	1.4	0.45	0.6
Promotional Pool	3.3	0.50	1.7	0.0	0.50	0.0	4.3	0.50	2.2	4.3	0.50	2.2	0.0	0.50	0.0	0.0	0.50	0.0
FINAL AVAIL. FACTOR			3.5			3.4			3.3			4.2			0.4			0.6

TOTAL 100.3

FACTOR	SOURCE OF STATISTIC	REASON FOR WEIGHTING THE FACTOR
Employment	2014-2018 Tabulations from U.S. Census Bureau - National (see attached worksheet of job titles used)	5% Weight as data is not specific to 4 year higher ed institutions
Employment Education	U.S. Department of Education, National Center for Education Statistics Integrated Postsecondary Educ. Data System (IPEDS) Fall 2022 Table 314.40 -List of Titles on worksheet	45% Weight as data is specific to 4 year higher ed institutions with relevant positions
Promotional Pool	Promotions filled from positions within the University (see attached worksheet of job titles used)	50% Based on the history of promotions.

AVAILABILITY ANALYSIS**March 30, 2024****AVAILABILITY ANALYSIS WORKSHEET- EMPLOYMENT DATA**

OCC. CATEGORY:

TITLE:

CAMPUS:

3-Nonteaching Professional
University Staff Professional 3
Total University Round
Period Covered: 12/01/23 - 11/30/24

	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISP MALE	HISP FEMALE	AAIANHNPI MALE	AAIANHNPI FEMALE	2+ RACES MALE	2+ RACES FEMALE
Employment Tbl. EEO-ALL01R - Occ. by Sex & Race/Eth. for Res. Geo.													
Other managers : 11-91XX / 0440	3,849,060	2,511,765	1,337,295	1,900,345	946,560	145,470	131,005	258,420	131,135	166,460	99,385	41,070	29,210
Business operations specialists, all other : 13-1199 / 0750	297,240	137,360	159,880	91,950	102,025	12,095	20,960	14,275	17,370	16,265	15,545	2,775	3,980
Education and childcare administrators : 11-9030 / 0230	947,350	333,815	613,535	245,495	428,570	37,935	83,960	31,005	63,595	13,005	25,150	6,375	12,260
Lawyers, judges, and related workers : 23-1000 / 2100	1,166,635	728,545	438,090	627,245	331,825	26,955	35,340	37,565	30,990	26,565	30,155	10,215	9,780
Human resources managers : 11-3121 / 0136	421,185	166,535	254,650	114,775	175,990	13,995	29,180	23,290	30,470	11,390	13,810	3,085	5,200
TOTAL	6,681,470	3,878,020	2,803,450	2,979,810	1,984,970	236,450	300,445	364,555	273,560	233,685	184,045	63,520	60,430
%	100.0	58.0	42.0	44.6	29.7	3.5	4.5	5.5	4.1	3.5	2.8	1.0	0.9
Employment Education- NCES Table 314.40 Fall 2022													
Student and academic affairs and other education services	163,795	50,143	113,652	33,885	75,178	6,511	16,278	5,757	13,425	2,947	6,236	1,043	2,535
Management	267,497	110,305	157,192	83,304	111,043	11,040	20,633	8,273	14,151	6,177	8,679	1,511	2,686
Business and financial operations	230,878	61,528	169,350	42,613	111,057	6,206	20,908	6,785	19,523	4,763	14,374	1,161	3,488
Community, social service, legal, arts, design, entertainment, sports, and media	195,462	83,776	111,686	60,236	75,948	11,098	13,206	7,447	13,315	3,265	6,342	1,730	2,875
TOTAL	857,632	305,752	551,880	220,038	373,226	34,855	71,025	28,262	60,414	17,152	35,631	5,445	11,584
%	100.0	35.7	64.3	25.7	43.5	4.1	8.3	3.3	7.0	2.0	4.2	0.6	1.4
Promotional Pool*													
U Staff Professional 1	50	15	35	11	33	0	0	1	0	3	2	0	0
U Staff Professional 2	42	15	27	10	24	2	1	2	0	1	2	0	0
TOTAL	92	30	62	21	57	2	1	3	0	4	4	0	0
%	100.0	32.6	67.4	22.8	62.0	2.2	1.1	3.3	0.0	4.3	4.3	0.0	0.0

*Promotional pool does not include titles from non typical reclassifications and searches.

AVAILABILITY ANALYSIS

March 30, 2024

United States EEO-ALL01R - Occupation by Sex and Race/Ethnicity for Residence Geography (Universe: Civilian labor force 16 years and over)

		Total All Groups	White alone	Black or African American alone	Hispanic or Latino	American Indian /Alaska Native alone	Asian alone	Native Hawaiian /Pacific Islander alone	Balance of not Hispanic or Latino
Other managers : 11-91XX / 0440	Total	3,849,055	2,846,905	276,475	389,560	17,750	243,680	4,410	70,280
Other managers : 11-91XX / 0440	Male	2,511,760	1,900,345	145,470	258,420	10,225	153,310	2,925	41,070
Other managers : 11-91XX / 0440	Female	1,337,295	946,560	131,005	131,135	7,525	90,370	1,490	29,210
Other managers : 11-91XX / 0440	Percent Total	100.0%	74.0%	7.2%	10.1%	0.5%	6.3%	0.1%	1.8%
Other managers : 11-91XX / 0440	Percent Male	65.3%	49.4%	3.8%	6.7%	0.3%	4.0%	0.1%	1.1%
Other managers : 11-91XX / 0440	Percent Female	34.7%	24.6%	3.4%	3.4%	0.2%	2.3%	0.0%	0.8%
Business operations specialists, all other : 13-1199 / 0750	Total	297,240	193,975	33,060	31,645	1,525	29,860	420	6,755
Business operations specialists, all other : 13-1199 / 0750	Male	137,360	91,950	12,095	14,275	615	15,420	230	2,775
Business operations specialists, all other : 13-1199 / 0750	Female	159,880	102,025	20,960	17,370	915	14,440	190	3,980
Business operations specialists, all other : 13-1199 / 0750	Percent Total	100.0%	65.3%	11.1%	10.6%	0.5%	10.0%	0.1%	2.3%
Business operations specialists, all other : 13-1199 / 0750	Percent Male	46.2%	30.9%	4.1%	4.8%	0.2%	5.2%	0.1%	0.9%
Business operations specialists, all other : 13-1199 / 0750	Percent Female	53.8%	34.3%	7.1%	5.8%	0.3%	4.9%	0.1%	1.3%
Education and childcare administrators : 11-9030 / 0230	Total	947,345	674,065	121,895	94,600	4,680	32,315	1,160	18,635
Education and childcare administrators : 11-9030 / 0230	Male	333,810	245,495	37,935	31,005	1,345	11,350	310	6,375
Education and childcare administrators : 11-9030 / 0230	Female	613,535	428,570	83,960	63,595	3,335	20,965	850	12,260
Education and childcare administrators : 11-9030 / 0230	Percent Total	100.0%	71.2%	12.9%	10.0%	0.5%	3.4%	0.1%	2.0%
Education and childcare administrators : 11-9030 / 0230	Percent Male	35.2%	25.9%	4.0%	3.3%	0.1%	1.2%	0.0%	0.7%
Education and childcare administrators : 11-9030 / 0230	Percent Female	64.8%	45.2%	8.9%	6.7%	0.4%	2.2%	0.1%	1.3%
Lawyers, judges, and related workers : 23-1000 / 2100	Total	1,166,625	959,075	62,295	68,550	2,370	53,995	350	19,995
Lawyers, judges, and related workers : 23-1000 / 2100	Male	728,535	627,245	26,955	37,565	1,210	25,145	210	10,215
Lawyers, judges, and related workers : 23-1000 / 2100	Female	438,090	331,825	35,340	30,990	1,165	28,850	140	9,780
Lawyers, judges, and related workers : 23-1000 / 2100	Percent Total	100.0%	82.2%	5.3%	5.9%	0.2%	4.6%	0.0%	1.7%
Lawyers, judges, and related workers : 23-1000 / 2100	Percent Male	62.4%	53.8%	2.3%	3.2%	0.1%	2.2%	0.0%	0.9%
Lawyers, judges, and related workers : 23-1000 / 2100	Percent Female	37.6%	28.4%	3.0%	2.7%	0.1%	2.5%	0.0%	0.8%
Human resources managers : 11-3121 / 0136	Total	421,185	290,765	43,175	53,760	1,900	22,790	510	8,285
Human resources managers : 11-3121 / 0136	Male	166,535	114,775	13,995	23,290	615	10,650	125	3,085
Human resources managers : 11-3121 / 0136	Female	254,650	175,990	29,180	30,470	1,285	12,140	385	5,200
Human resources managers : 11-3121 / 0136	Percent Total	100.0%	69.0%	10.3%	12.8%	0.5%	5.4%	0.1%	2.0%
Human resources managers : 11-3121 / 0136	Percent Male	39.5%	27.3%	3.3%	5.5%	0.1%	2.5%	0.0%	0.7%
Human resources managers : 11-3121 / 0136	Percent Female	60.5%	41.8%	6.9%	7.2%	0.3%	2.9%	0.1%	1.2%

AVAILABILITY ANALYSIS

March 30, 2024

Table 314.40. Employees in degree-granting postsecondary institutions, by race/ethnicity, sex, employment status, control and level of institution, and primary occupation: Fall 2022						
Occupation	Total	White	Black	Hispanic	AAIANHNPI	2+ Races
Males	2,119,442	1,537,735	182,820	183,746	215,141	34,421
Faculty (instruction/research/public service)	648,042	486,912	43,158	43,923	74,049	8,577
Instruction	600,297	453,814	41,138	40,761	64,584	7,800
Research	33,435	22,739	1,155	2,207	7,334	572
Public service	14,310	10,359	865	955	2,131	205
Graduate assistants	103,653	69,092	6,812	11,927	15,822	4,002
Librarians, curators, and archivists	10,637	8,496	652	901	588	158
Student and academic affairs and other education services	49,100	33,885	6,511	5,757	2,947	1,043
Management	108,794	83,304	11,040	8,273	6,177	1,511
Business and financial operations	60,367	42,613	6,206	6,785	4,763	1,161
Computer, engineering, and science	127,363	91,483	8,426	11,964	15,490	2,595
Community, social service, legal, arts, design, entertainment, sports, and media	82,046	60,236	11,098	7,447	3,265	1,730
Healthcare practitioners and technicians	28,179	18,209	2,547	2,968	4,455	563
Service occupations	116,342	64,780	25,673	19,800	6,089	1,795
Sales and related occupations	3,236	2,132	545	391	168	98
Office and administrative support	61,651	36,927	9,147	10,900	4,677	1,638
Natural resources, construction, and maintenance	58,669	43,947	5,721	7,029	1,972	758
Production, transportation, and material moving	13,321	8,807	2,126	1,758	630	215
Females	2,639,330	1,834,615	308,364	259,214	237,137	52,627
Faculty (instruction/research/public service)	699,233	512,417	68,897	49,615	68,304	11,952
Instruction	653,254	481,913	65,529	45,801	60,011	10,894
Research	29,427	19,050	1,730	2,587	6,060	739
Public service	16,552	11,454	1,638	1,227	2,233	319
Graduate assistants	128,924	84,686	11,480	15,526	17,232	5,618
Librarians, curators, and archivists	24,914	19,246	2,099	1,814	1,755	494
Student and academic affairs and other education services	111,117	75,178	16,278	13,425	6,236	2,535
Management	154,506	111,043	20,633	14,151	8,679	2,686
Business and financial operations	165,862	111,057	20,908	19,523	14,374	3,488
Computer, engineering, and science	89,500	57,564	7,759	9,061	15,116	2,045
Community, social service, legal, arts, design, entertainment, sports, and media	108,811	75,948	13,206	13,315	6,342	2,875
Healthcare practitioners and technicians	75,276	49,337	9,201	7,955	8,783	1,346
Service occupations	89,373	41,978	21,826	20,066	5,503	1,444
Sales and related occupations	6,493	3,939	1,284	927	343	237
Office and administrative support	277,831	174,487	44,413	43,178	15,753	5,785
Natural resources, construction, and maintenance	5,314	3,558	798	672	286	98
Production, transportation, and material moving	2,943	1,760	685	371	127	72
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2023, Human Resources component. (This table was prepared December 2023.)						

AVAILABILITY ANALYSIS

March 30, 2024

OCC. CATEGORY: 3-Nonteaching Professional
 TITLE: University Staff Professional Other Titles
 CAMPUS: Total University

Period Covered: 12/01/23 - 11/30/24
 LMA: United States

FACTOR	TOTAL MALE			TOTAL FEMALE			WHITE MALE			WHITE FEMALE			BLACK MALE			BLACK FEMALE		
	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF
Employment	56.4	0.05	2.8	43.6	0.05	2.2	46.2	0.05	2.3	32.9	0.05	1.6	2.6	0.05	0.1	3.2	0.05	0.2
Employment Education	36.8	0.85	31.3	63.2	0.85	53.7	26.8	0.85	22.8	43.0	0.85	36.5	4.1	0.85	3.5	7.9	0.85	6.7
Promotional Pool	50.0	0.10	5.0	50.0	0.10	5.0	42.3	0.10	4.2	43.6	0.10	4.4	2.6	0.10	0.3	2.6	0.10	0.3
FINAL AVAIL. FACTOR			39.1			60.9			29.3			42.5			3.9			7.2

FACTOR	HISPANIC MALE			HISPANIC FEMALE			AAIANHNPI MALE			AAIANHNPI FEMALE			2+ RACES MALE			2+ RACES FEMALE		
	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF
Employment	4.0	0.05	0.2	3.6	0.05	0.2	2.7	0.05	0.1	2.9	0.05	0.1	0.9	0.05	0.0	0.9	0.05	0.0
Employment Education	3.2	0.85	2.8	6.8	0.85	5.8	2.0	0.85	1.7	4.2	0.85	3.6	0.6	0.85	0.5	1.3	0.85	1.1
Promotional Pool	3.8	0.10	0.4	1.3	0.10	0.1	1.3	0.10	0.1	2.6	0.10	0.3	0.0	0.10	0.0	0.0	0.10	0.0
FINAL AVAIL. FACTOR			3.4			6.1			1.9			4.0			0.5			1.1

TOTAL 99.9

FACTOR	SOURCE OF STATISTIC	REASON FOR WEIGHTING THE FACTOR
Employment	2014-2018 Tabulations from U.S. Census Bureau - National (see attached worksheet of job titles used)	5% Weight as data is not specific to 4 year higher ed institutions
Employment Education	U.S. Department of Education, National Center for Education Statistics Integrated Postsecondary Educ. Data System (IPEDS) Fall 2022 Table 314.40 -List of Titles on worksheet	85% Weight as data is specific to 4 year higher ed institutions with relevant positions
Promotional Pool	Promotions filled from positions within the University (see attached worksheet of job titles used)	10% Based on the history of promotions.

AVAILABILITY ANALYSIS

March 30, 2024

AVAILABILITY ANALYSIS WORKSHEET- EMPLOYMENT DATA

OCC. CATEGORY:

TITLE:

CAMPUS:

3-Nonteaching Professional

University Staff Professional - Other Titles

Total University

Period Covered: 12/01/23 - 11/30/24

	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISP MALE	HISP FEMALE	AAIANHNPI MALE	AAIANHNPI FEMALE	2+ RACES MALE	2+ RACES FEMALE
Employment Tbl. EEO-ALL01R - Occ. by Sex & Race/Eth. for Res. Geo.													
Lawyers, judges, and related workers : 23-1000 / 2100	1,166,635	728,545	438,090	627,245	331,825	26,955	35,340	37,565	30,990	26,565	30,155	10,215	9,780
Compliance officers : 13-1041 / 0565	256,820	121,390	135,430	85,650	91,355	11,745	17,140	13,545	13,535	7,805	10,215	2,645	3,185
Advertising, marketing, promotions, public relations, and sales managers : 11-2000 / 0040	1,147,140	573,115	574,025	454,010	407,020	26,635	29,320	49,290	46,205	32,715	33,530	10,465	10,960
TOTAL	2,523,605	1,423,050	1,100,555	1,166,905	830,200	65,335	81,800	100,400	90,730	67,085	73,900	23,325	23,925
%	100.0	56.4	43.6	46.2	32.9	2.6	3.2	4.0	3.6	2.7	2.9	0.9	0.9
Employment Education- NCES Table 314.40 Fall 2022													
Management	267,497	110,305	157,192	83,304	111,043	11,040	20,633	8,273	14,151	6,177	8,679	1,511	2,686
Business and financial operations	230,878	61,528	169,350	42,613	111,057	6,206	20,908	6,785	19,523	4,763	14,374	1,161	3,488
Community, social service, legal, arts, design, entertainment, sports, and media	195,462	83,776	111,686	60,236	75,948	11,098	13,206	7,447	13,315	3,265	6,342	1,730	2,875
TOTAL	693,837	255,609	438,228	186,153	298,048	28,344	54,747	22,505	46,989	14,205	29,395	4,402	9,049
%	100.0	36.8	63.2	26.8	43.0	4.1	7.9	3.2	6.8	2.0	4.2	0.6	1.3
Promotional Pool													
U Staff Professional 3	78	39	39	33	34	2	2	3	1	1	2	0	0
TOTAL	78	39	39	33	34	2	2	3	1	1	2	0	0
%	100.0	50.0	50.0	42.3	43.6	2.6	2.6	3.8	1.3	1.3	2.6	0.0	0.0

AVAILABILITY ANALYSIS

March 30, 2024

United States EEO-ALL01R - Occupation by Sex and Race/Ethnicity for Residence Geography (Universe: Civilian labor force 16 years and over)

		Total All Groups	White alone	Black or African American alone	Hispanic or Latino	American Indian / Alaska Native alone	Asian alone	Native Hawaiian / Pacific Islander alone	Balance of not Hispanic or Latino
Lawyers, judges, and related workers : 23-1000 / 2100	Total	1,166,625	959,075	62,295	68,550	2,370	53,995	350	19,995
Lawyers, judges, and related workers : 23-1000 / 2100	Male	728,535	627,245	26,955	37,565	1,210	25,145	210	10,215
Lawyers, judges, and related workers : 23-1000 / 2100	Female	438,090	331,825	35,340	30,990	1,165	28,850	140	9,780
Lawyers, judges, and related workers : 23-1000 / 2100	Percent Total	100.0%	82.2%	5.3%	5.9%	0.2%	4.6%	0.0%	1.7%
Lawyers, judges, and related workers : 23-1000 / 2100	Percent Male	62.4%	53.8%	2.3%	3.2%	0.1%	2.2%	0.0%	0.9%
Lawyers, judges, and related workers : 23-1000 / 2100	Percent Female	37.6%	28.4%	3.0%	2.7%	0.1%	2.5%	0.0%	0.8%
Compliance officers : 13-1041 / 0565	Total	256,825	177,005	28,885	27,080	1,450	16,225	350	5,830
Compliance officers : 13-1041 / 0565	Male	121,395	85,650	11,745	13,545	660	6,945	200	2,645
Compliance officers : 13-1041 / 0565	Female	135,430	91,355	17,140	13,535	790	9,275	150	3,185
Compliance officers : 13-1041 / 0565	Percent Total	100.0%	68.9%	11.2%	10.5%	0.6%	6.3%	0.1%	2.3%
Compliance officers : 13-1041 / 0565	Percent Male	47.3%	33.3%	4.6%	5.3%	0.3%	2.7%	0.1%	1.0%
Compliance officers : 13-1041 / 0565	Percent Female	52.7%	35.6%	6.7%	5.3%	0.3%	3.6%	0.1%	1.2%
Advertising, marketing, promotions, public relations, and sales managers : 11-2000 / 0040	Total	1,100,155	861,030	55,960	95,500	2,795	62,675	770	21,425
Advertising, marketing, promotions, public relations, and sales managers : 11-2000 / 0040	Male	573,115	454,010	26,635	49,290	1,345	30,955	415	10,465
Advertising, marketing, promotions, public relations, and sales managers : 11-2000 / 0040	Female	527,040	407,020	29,320	46,205	1,455	31,725	350	10,960
Advertising, marketing, promotions, public relations, and sales managers : 11-2000 / 0040	Percent Total	100.0%	78.3%	5.1%	8.7%	0.3%	5.7%	0.1%	1.9%
Advertising, marketing, promotions, public relations, and sales managers : 11-2000 / 0040	Percent Male	52.1%	41.3%	2.4%	4.5%	0.1%	2.8%	0.0%	1.0%
Advertising, marketing, promotions, public relations, and sales managers : 11-2000 / 0040	Percent Female	47.9%	37.0%	2.7%	4.2%	0.1%	2.9%	0.0%	1.0%

AVAILABILITY ANALYSIS

March 30, 2024

Table 314.40. Employees in degree-granting postsecondary institutions, by race/ethnicity, sex, employment status, control and level of institution, and primary occupation: Fall 2022						
Occupation	Total	White	Black	Hispanic	AAIANHNPI	2+ Races
Males	2,119,442	1,537,735	182,820	183,746	215,141	34,421
Faculty (instruction/research/public service)	648,042	486,912	43,158	43,923	74,049	8,577
Instruction	600,297	453,814	41,138	40,761	64,584	7,800
Research	33,435	22,739	1,155	2,207	7,334	572
Public service	14,310	10,359	865	955	2,131	205
Graduate assistants	103,653	69,092	6,812	11,927	15,822	4,002
Librarians, curators, and archivists	10,637	8,496	652	901	588	158
Student and academic affairs and other education services	49,100	33,885	6,511	5,757	2,947	1,043
Management	108,794	83,304	11,040	8,273	6,177	1,511
Business and financial operations	60,367	42,613	6,206	6,785	4,763	1,161
Computer, engineering, and science	127,363	91,483	8,426	11,964	15,490	2,595
Community, social service, legal, arts, design, entertainment, sports, and media	82,046	60,236	11,098	7,447	3,265	1,730
Healthcare practitioners and technicians	28,179	18,209	2,547	2,968	4,455	563
Service occupations	116,342	64,780	25,673	19,800	6,089	1,795
Sales and related occupations	3,236	2,132	545	391	168	98
Office and administrative support	61,651	36,927	9,147	10,900	4,677	1,638
Natural resources, construction, and maintenance	58,669	43,947	5,721	7,029	1,972	758
Production, transportation, and material moving	13,321	8,807	2,126	1,758	630	215
Females	2,639,330	1,834,615	308,364	259,214	237,137	52,627
Faculty (instruction/research/public service)	699,233	512,417	68,897	49,615	68,304	11,952
Instruction	653,254	481,913	65,529	45,801	60,011	10,894
Research	29,427	19,050	1,730	2,587	6,060	739
Public service	16,552	11,454	1,638	1,227	2,233	319
Graduate assistants	128,924	84,686	11,480	15,526	17,232	5,618
Librarians, curators, and archivists	24,914	19,246	2,099	1,814	1,755	494
Student and academic affairs and other education services	111,117	75,178	16,278	13,425	6,236	2,535
Management	154,506	111,043	20,633	14,151	8,679	2,686
Business and financial operations	165,862	111,057	20,908	19,523	14,374	3,488
Computer, engineering, and science	89,500	57,564	7,759	9,061	15,116	2,045
Community, social service, legal, arts, design, entertainment, sports, and media	108,811	75,948	13,206	13,315	6,342	2,875
Healthcare practitioners and technicians	75,276	49,337	9,201	7,955	8,783	1,346
Service occupations	89,373	41,978	21,826	20,066	5,503	1,444
Sales and related occupations	6,493	3,939	1,284	927	343	237
Office and administrative support	277,831	174,487	44,413	43,178	15,753	5,785
Natural resources, construction, and maintenance	5,314	3,558	798	672	286	98
Production, transportation, and material moving	2,943	1,760	685	371	127	72
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2023, Human Resources component. (This table was prepared December 2023.)						

AVAILABILITY ANALYSIS

March 30, 2024

OCC. CATEGORY: 7-Service Maintenance
 TITLE: Protective Services - **Police**
 CAMPUS: Total University

Period Covered: 12/01/23 - 11/30/24
 LMA: Connecticut

FACTOR	TOTAL MALE			TOTAL FEMALE			WHITE MALE			WHITE FEMALE			BLACK MALE			BLACK FEMALE		
	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF
Employment	84.3	0.70	59.0	15.7	0.70	11.0	65.4	0.70	45.8	7.8	0.70	5.5	6.3	0.70	4.4	3.2	0.70	2.2
Promotional Pool	79.5	0.30	23.9	20.5	0.30	6.2	56.4	0.30	16.9	12.8	0.30	3.8	7.7	0.30	2.3	2.6	0.30	0.8
FINAL AVAIL. FACTOR			82.9			17.2			62.7			9.3			6.7			3.0

FACTOR	HISPANIC MALE			HISPANIC FEMALE			AAIANHNPI MALE			AAIANHNPI FEMALE			2+ RACES MALE			2+ RACES FEMALE		
	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF
Employment	12.2	0.70	8.5	4.4	0.70	3.1	0.0	0.70	0.0	0.0	0.70	0.0	0.5	0.70	0.4	0.3	0.70	0.2
Promotional Pool	10.3	0.30	3.1	0.0	0.30	0.0	5.1	0.30	1.5	2.6	0.30	0.8	0.0	0.30	0.0	2.6	0.30	0.8
FINAL AVAIL. FACTOR			11.6			3.1			1.5			0.8			0.4			1.0

TOTAL 100.1

FACTOR	SOURCE OF STATISTIC	REASON FOR WEIGHTING THE FACTOR
Employment	2014-2018 Tabulations from U.S. Census Bureau - Connecticut (see attached worksheet of job titles used)	70% Data reflects occupations in the job category
Promotional Pool	Promotions filled from positions within the University (see attached worksheet of job titles used)	30% Based on the history of promotions.

AVAILABILITY ANALYSIS

March 30, 2024

AVAILABILITY ANALYSIS WORKSHEET- EMPLOYMENT DATA

OCC. CATEGORY:
TITLE:
CAMPUS:

7- Service Maintenance
Protective Services - Police
Total University

Period Covered: 12/01/23 - 11/30/24

	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISP MALE	HISP FEMALE	AAIANHNPI MALE	AAIANHNPI FEMALE	2+ RACES MALE	2+ RACES FEMALE
Employment Tbl. EEO-ALL01R - Occ. by Sex & Race/Eth. for Res. Geo.													
First-line supervisors of law enforcement workers : 33-1010 / 3700	1,935	1,750	185	1,305	95	200	45	245	45	0	0	0	0
Detectives and criminal investigators : 33-3021 / 3820	1,385	1,050	335	865	165	10	60	160	100	0	0	15	10
TOTAL	3,320	2,800	520	2,170	260	210	105	405	145	0	0	15	10
%	100.0	84.3	15.7	65.4	7.8	6.3	3.2	12.2	4.4	0.0	0.0	0.5	0.3
Promotional Pool*													
Employees in Police Officer Titles	39	31	8	22	5	3	1	4	0	2	1	0	1
TOTAL	39	31	8	22	5	3	1	4	0	2	1	0	1
%	100.0	79.5	20.5	56.4	12.8	7.7	2.6	10.3	0.0	5.1	2.6	0.0	2.6

*Promotional pool does not include titles from non typical reclassifications and searches.

Connecticut EEO-ALL01R - Occupation by Sex and Race/Ethnicity for Residence Geography (Universe: Civilian labor force 16 years and over)										
	Total All Groups	White alone	Black or African American alone	Hispanic or Latino	American Indian /Alaska Native alone	Asian alone	Native Hawaiian /Pacific Islander alone	Balance of not Hispanic or Latino		
First-line supervisors of law enforcement workers : 33-1010 / 3700	Total	1,930	1,400	240	285	0	0	0	0	0
First-line supervisors of law enforcement workers : 33-1010 / 3700	Male	1,745	1,305	200	245	0	0	0	0	0
First-line supervisors of law enforcement workers : 33-1010 / 3700	Female	185	95	45	45	0	0	0	0	0
First-line supervisors of law enforcement workers : 33-1010 / 3700	Percent Total	100.0%	72.5%	12.4%	14.8%	0.0%	0.0%	0.0%	0.0%	0.0%
First-line supervisors of law enforcement workers : 33-1010 / 3700	Percent Male	90.4%	67.6%	10.4%	12.7%	0.0%	0.0%	0.0%	0.0%	0.0%
First-line supervisors of law enforcement workers : 33-1010 / 3700	Percent Female	9.6%	4.9%	2.3%	2.3%	0.0%	0.0%	0.0%	0.0%	0.0%
Detectives and criminal investigators : 33-3021 / 3820	Total	1,385	1,030	70	260	0	0	0	30	0
Detectives and criminal investigators : 33-3021 / 3820	Male	1,050	865	10	160	0	0	0	15	0
Detectives and criminal investigators : 33-3021 / 3820	Female	335	165	60	100	0	0	0	10	0
Detectives and criminal investigators : 33-3021 / 3820	Percent Total	100.0%	74.4%	5.1%	18.8%	0.0%	0.0%	0.0%	2.2%	0.0%
Detectives and criminal investigators : 33-3021 / 3820	Percent Male	75.8%	62.5%	0.7%	11.6%	0.0%	0.0%	0.0%	1.1%	0.0%
Detectives and criminal investigators : 33-3021 / 3820	Percent Female	24.2%	11.9%	4.3%	7.2%	0.0%	0.0%	0.0%	0.7%	0.0%

AVAILABILITY ANALYSIS

March 30, 2024

OCC. CATEGORY: 7-Service Maintenance
 TITLE: Protective Services - **Police Officer**
 CAMPUS: Total University

Period Covered: 12/01/23 - 11/30/24
 LMA: Connecticut

FACTOR	TOTAL MALE			TOTAL FEMALE			WHITE MALE			WHITE FEMALE			BLACK MALE			BLACK FEMALE		
	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF
Employment	87.0	0.40	34.8	13.0	0.40	5.2	69.5	0.40	27.8	7.7	0.40	3.1	6.6	0.40	2.6	3.2	0.40	1.3
Promotional Pool	87.5	0.60	52.5	12.5	0.60	7.5	50.0	0.60	30.0	0.0	0.60	0.0	0.0	0.60	0.0	0.0	0.60	0.0
FINAL AVAIL. FACTOR			87.3			12.7			57.8			3.1			2.6			1.3

FACTOR	HISPANIC MALE			HISPANIC FEMALE			AAIANHNPI MALE			AAIANHNPI FEMALE			2+ RACES MALE			2+ RACES FEMALE		
	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF
Employment	8.7	0.40	3.5	1.2	0.40	0.5	1.3	0.40	0.5	0.6	0.40	0.2	0.9	0.40	0.4	0.4	0.40	0.2
Promotional Pool	37.5	0.60	22.5	0.0	0.60	0.0	0.0	0.60	0.0	0.0	0.60	0.0	0.0	0.60	0.0	12.5	0.60	7.5
FINAL AVAIL. FACTOR			26.0			0.5			0.5			0.2			0.4			7.7

TOTAL 100.1

FACTOR	SOURCE OF STATISTIC	REASON FOR WEIGHTING THE FACTOR
Employment	2014-2018 Tabulations from U.S. Census Bureau - Connecticut (see attached worksheet of job titles used)	40% Data reflects occupations in the job category
Promotional Pool	Promotions filled from positions within the University (see attached worksheet of job titles used)	60% Based on the history of promotions and candidates currently in the Trainee title

AVAILABILITY ANALYSIS

March 30, 2024

AVAILABILITY ANALYSIS WORKSHEET- EMPLOYMENT DATA

OCC. CATEGORY:
TITLE:
CAMPUS:

7- Service Maintenance
Protective Services - Police Officer
Total University

Period Covered: 12/01/23 - 11/30/24

	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISP MALE	HISP FEMALE	AAIANHNPI MALE	AAIANHNPI FEMALE	2+ RACES MALE	2+ RACES FEMALE
Employment Tbl. EEO-ALL01R - Occ. by Sex & Race/Eth. for Res. Geo.													
Police officers : 33-3050 / 3870	8,200	7,135	1,065	5,700	630	540	260	710	95	110	50	75	30
TOTAL	8,200	7,135	1,065	5,700	630	540	260	710	95	110	50	75	30
%	100.0	87.0	13.0	69.5	7.7	6.6	3.2	8.7	1.2	1.3	0.6	0.9	0.4
Promotional Pool													
Employees in Protective Services Trainee (Police) Title	8	7	1	4	0	0	0	3	0	0	0	0	1
TOTAL	8	7	1	4	0	0	0	3	0	0	0	0	1
%	100.0	87.5	12.5	50.0	0.0	0.0	0.0	37.5	0.0	0.0	0.0	0.0	12.5

Connecticut EEO-ALL01R - Occupation by Sex and Race/Ethnicity for Residence Geography (Universe: Civilian labor force 16 years and over)										
		Total All Groups	White alone	Black or African American alone	Hispanic or Latino	American Indian /Alaska Native alone	Asian alone	Native Hawaiian /Pacific Islander alone	Balance of not Hispanic or Latino	
Police officers : 33-3050 / 3870	Total	8,190	6,330	800	805	45	110	0	105	
Police officers : 33-3050 / 3870	Male	7,130	5,700	540	710	15	95	0	75	
Police officers : 33-3050 / 3870	Female	1,065	630	260	95	35	15	0	30	
Police officers : 33-3050 / 3870	Percent Total	100.0%	77.3%	9.8%	9.8%	0.5%	1.3%	0.0%	1.3%	
Police officers : 33-3050 / 3870	Percent Male	87.1%	69.6%	6.6%	8.7%	0.2%	1.2%	0.0%	0.9%	
Police officers : 33-3050 / 3870	Percent Female	13.0%	7.7%	3.2%	1.2%	0.4%	0.2%	0.0%	0.4%	

AVAILABILITY ANALYSIS

March 30, 2024

OCC. CATEGORY: 7-Service Maintenance
 TITLE: Protective Services - Fire
 CAMPUS: Total University

Period Covered: 12/01/23 - 11/30/24
 LMA: Connecticut

FACTOR	TOTAL MALE			TOTAL FEMALE			WHITE MALE			WHITE FEMALE			BLACK MALE			BLACK FEMALE		
	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF
Employment	100.0	0.35	35.0	0.0	0.35	0.0	89.1	0.35	31.2	0.0	0.35	0.0	4.7	0.35	1.6	0.0	0.35	0.0
Promotional Pool	84.6	0.65	55.0	15.4	0.65	10.0	69.2	0.65	45.0	11.5	0.65	7.5	7.7	0.65	5.0	0.0	0.65	0.0
FINAL AVAIL. FACTOR			90.0			10.0			76.2			7.5			6.6			0.0

FACTOR	HISPANIC MALE			HISPANIC FEMALE			AAIANHNPI MALE			AAIANHNPI FEMALE			2+ RACES MALE			2+ RACES FEMALE		
	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF
Employment	4.7	0.35	1.6	0.0	0.35	0.0	0.0	0.35	0.0	0.0	0.35	0.0	1.6	0.35	0.6	0.0	0.35	0.0
Promotional Pool	7.7	0.65	5.0	0.0	0.65	0.0	0.0	0.65	0.0	0.0	0.65	0.0	0.0	0.65	0.0	3.8	0.65	2.5
FINAL AVAIL. FACTOR			6.6			0.0			0.0			0.0			0.6			2.5

TOTAL 100.0

FACTOR	SOURCE OF STATISTIC	REASON FOR WEIGHTING THE FACTOR
Employment	2014-2018 Tabulations from U.S. Census Bureau - Connecticut (see attached worksheet of job titles used)	35% Data reflects occupations in the job category
Promotional Pool	Promotions filled from positions within the University (see attached worksheet of job titles used)	65% Based on the history of promotions.

AVAILABILITY ANALYSIS

March 30, 2024

AVAILABILITY ANALYSIS WORKSHEET- EMPLOYMENT DATA

OCC. CATEGORY:
TITLE:
CAMPUS:

7- Service Maintenance
Protective Services - Fire
Total University

Period Covered: 12/01/23 - 11/30/24

	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISP MALE	HISP FEMALE	AAIANHNPI MALE	AAIANHNPI FEMALE	2+ RACES MALE	2+ RACES FEMALE
Employment Tbl. EEO-ALL01R - Occ. by Sex & Race/Eth. for Res. Geo.													
First-line supervisors of firefighting and prevention workers : 33-1021 / 3720	640	640	0	570	0	30	0	30	0	0	0	10	0
TOTAL	640	640	0	570	0	30	0	30	0	0	0	10	0
%	100.0	100.0	0.0	89.1	0.0	4.7	0.0	4.7	0.0	0.0	0.0	1.6	0.0
Promotional Pool													
Employees in Firefighter Title	26	22	4	18	3	2	0	2	0	0	0	0	1
TOTAL	26	22	4	18	3	2	0	2	0	0	0	0	1
%	100.0	84.6	15.4	69.2	11.5	7.7	0.0	7.7	0.0	0.0	0.0	0.0	3.8

Connecticut EEO-ALL01R - Occupation by Sex and Race/Ethnicity for Residence Geography (Universe: Civilian labor force 16 years and over)

		Total All Groups	White alone	Black or African American alone	Hispanic or Latino	American Indian /Alaska Native alone	Asian alone	Native Hawaiian /Pacific Islander alone	Balance of not Hispanic or Latino
First-line supervisors of firefighting and prevention workers : 33-1021 / 3720	Total	635	570	30	30	0	0	0	10
First-line supervisors of firefighting and prevention workers : 33-1021 / 3720	Male	635	570	30	30	0	0	0	10
First-line supervisors of firefighting and prevention workers : 33-1021 / 3720	Female	0	0	0	0	0	0	0	0
First-line supervisors of firefighting and prevention workers : 33-1021 / 3720	Percent Total	100.0%	89.8%	4.7%	4.7%	0.0%	0.0%	0.0%	1.6%
First-line supervisors of firefighting and prevention workers : 33-1021 / 3720	Percent Male	100.0%	89.8%	4.7%	4.7%	0.0%	0.0%	0.0%	1.6%
First-line supervisors of firefighting and prevention workers : 33-1021 / 3720	Percent Female	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

AVAILABILITY ANALYSIS

March 30, 2024

OCC. CATEGORY: 7-Service Maintenance
 TITLE: Protective Services - **Firefighter**
 CAMPUS: Total University

Period Covered: 12/01/23 - 11/30/24
 LMA: Connecticut

FACTOR	TOTAL MALE			TOTAL FEMALE			WHITE MALE			WHITE FEMALE			BLACK MALE			BLACK FEMALE		
	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF
Employment	95.7	1.00	95.7	4.3	1.00	4.3	79.3	1.00	79.3	2.8	1.00	2.8	5.9	1.00	5.9	0.0	1.00	0.0
Promotable Pool	0.0	0.00	0.0	0.0	0.00	0.0	0.0	0.00	0.0	0.0	0.00	0.0	0.0	0.00	0.0	0.0	0.00	0.0
FINAL AVAIL. FACTOR			95.7			4.3			79.3			2.8			5.9			0.0

FACTOR	HISPANIC MALE			HISPANIC FEMALE			AAIANHNPI MALE			AAIANHNPI FEMALE			2+ RACES MALE			2+ RACES FEMALE		
	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF
Employment	8.6	1.00	8.6	1.4	1.00	1.4	0.1	1.00	0.1	0.0	1.00	0.0	1.8	1.00	1.8	0.0	1.00	0.0
Promotable Pool	0.0	0.00	0.0	0.0	0.00	0.0	0.0	0.00	0.0	0.0	0.00	0.0	0.0	0.00	0.0	0.0	0.00	0.0
FINAL AVAIL. FACTOR			8.6			1.4			0.1			0.0			1.8			0.0

TOTAL 99.9

FACTOR	SOURCE OF STATISTIC	REASON FOR WEIGHTING THE FACTOR
Employment	2014-2018 Tabulations from U.S. Census Bureau - Connecticut (see attached worksheet of job titles used)	100% Data reflects occupations in the job category
Promotional Pool	Promotions filled from positions within the University (see attached worksheet of job titles used)	0% Based on the history of promotions and candidates currently in the Trainee title

AVAILABILITY ANALYSIS

March 30, 2024

AVAILABILITY ANALYSIS WORKSHEET- EMPLOYMENT DATA

OCC. CATEGORY:
TITLE:
CAMPUS:

7- Service Maintenance
Protective Services - Firefighter
Total University

Period Covered: 12/01/23 - 11/30/24

	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISP MALE	HISP FEMALE	AAIANHNPI MALE	AAIANHNPI FEMALE	2+ RACES MALE	2+ RACES FEMALE
Employment Tbl. EEO-ALL01R - Occ. by Sex & Race/Eth. for Res. Geo.													
Firefighting and prevention workers : 33-2000 / 3740	4,224	4,044	180	3,350	120	250	0	365	60	4	0	75	0
TOTAL	4,224	4,044	180	3,350	120	250	0	365	60	4	0	75	0
%	100.0	95.7	4.3	79.3	2.8	5.9	0.0	8.6	1.4	0.1	0.0	1.8	0.0
Promotional Pool													
PSTrne (Fire)	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0
%	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

Connecticut EEO-ALL01R - Occupation by Sex and Race/Ethnicity for Residence Geography (Universe: Civilian labor force 16 years and over)

		Total All Groups	White alone	Black or African American alone	Hispanic or Latino	American Indian /Alaska Native alone	Asian alone	Native Hawaiian /Pacific Islander alone	Balance of not Hispanic or Latino
Firefighting and prevention workers : 33-2000 / 3740	Total	4,225	3,470	250	420	0	4	0	75
Firefighting and prevention workers : 33-2000 / 3740	Male	4,040	3,350	250	365	0	4	0	75
Firefighting and prevention workers : 33-2000 / 3740	Female	180	120	0	60	0	0	0	0
Firefighting and prevention workers : 33-2000 / 3740	Percent Total	100.0%	82.1%	5.9%	9.9%	0.0%	0.1%	0.0%	1.8%
Firefighting and prevention workers : 33-2000 / 3740	Percent Male	95.6%	79.3%	5.9%	8.6%	0.0%	0.1%	0.0%	1.8%

AVAILABILITY ANALYSIS

March 30, 2024

OCC. CATEGORY:

7-Service Maintenance

TITLE:

Protective Services - Building & Grounds Patrol

NEW CATEGORY

CAMPUS:

Total University

Period Covered: 12/01/23 - 11/30/24

LMA:

Connecticut

FACTOR	TOTAL MALE			TOTAL FEMALE			WHITE MALE			WHITE FEMALE			BLACK MALE			BLACK FEMALE			
	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	
Employment	84.5	1.00	84.5	15.5	1.00	15.5	48.5	1.00	48.5	8.7	1.00	8.7	18.9	1.00	18.9	3.8	1.00	3.8	
FINAL AVAIL. FACTOR			84.5			15.5			48.5			8.7			18.9			3.8	
FACTOR	HISPANIC MALE			HISPANIC FEMALE			AAIANHNP I MALE			AAIANHNP I FEMALE			2+ RACES MALE			2+ RACES FEMALE			
	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	
Employment	13.3	1.00	13.3	2.5	1.00	2.5	1.7	1.00	1.7	0.2	1.00	0.2	2.0	1.00	2.0	0.4	1.00	0.4	
FINAL AVAIL. FACTOR			13.3			2.5			1.7			0.2			2.0			0.4	
																	TOTAL		100.0
FACTOR	SOURCE OF STATISTIC									REASON FOR WEIGHTING THE FACTOR									
Employment	2014-2018 Tabulations from U.S. Census Bureau - Connecticut (see attached worksheet of job titles used)									100% Data reflects occupations in the job category									

AVAILABILITY ANALYSIS

March 30, 2024

AVAILABILITY ANALYSIS WORKSHEET- EMPLOYMENT DATA

NEW CATEGORY

OCC. CATEGORY:

7- Service Maintenance

TITLE:

Protective Services - Building & Grounds Patrol

Period Covered: 12/01/23 - 11/30/24

CAMPUS:

Total University

	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISP MALE	HISP FEMALE	AAIANHNPI MALE	AAIANHNPI FEMALE	2+ RACES MALE	2+ RACES FEMALE
Employment Tbl. EEO-ALL01R - Occ. by Sex & Race/Eth. for Res. Geo.													
Fish and game wardens and parking enforcement officers : 33-30XX / 3840	145	145	0	70	0	25	0	50	0	0	0	0	0
Private detectives, investigators, security guards and gaming surveillance officers : 33-90XX / 3910	11,230	9,465	1,765	5,450	990	2,130	430	1,460	285	195	20	230	40
TOTAL	11,375	9,610	1,765	5,520	990	2,155	430	1,510	285	195	20	230	40
%	100.0	84.5	15.5	48.5	8.7	18.9	3.8	13.3	2.5	1.7	0.2	2.0	0.4

Connecticut EEO-ALL01R - Occupation by Sex and Race/Ethnicity for Residence Geography (Universe: Civilian labor force 16 years and over)

		Total All Groups	White alone	Black or African American alone	Hispanic or Latino	American Indian /Alaska Native alone	Asian alone	Native Hawaiian /Pacific Islander alone	Balance of not Hispanic or Latino
Fish and game wardens and parking enforcement officers : 33-30XX / 3840	Total	140	70	25	50	0	0	0	0
Fish and game wardens and parking enforcement officers : 33-30XX / 3840	Male	140	70	25	50	0	0	0	0
Fish and game wardens and parking enforcement officers : 33-30XX / 3840	Female	0	0	0	0	0	0	0	0
Fish and game wardens and parking enforcement officers : 33-30XX / 3840	Percent Total	100.0%	50.0%	17.9%	35.7%	0.0%	0.0%	0.0%	0.0%
Fish and game wardens and parking enforcement officers : 33-30XX / 3840	Percent Male	100.0%	50.0%	17.9%	35.7%	0.0%	0.0%	0.0%	0.0%
Fish and game wardens and parking enforcement officers : 33-30XX / 3840	Percent Female	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Private detectives, investigators, security guards and gaming surveillance officers : 33-90XX	Total	11,230	6,440	2,560	1,745	10	200	0	270
Private detectives, investigators, security guards and gaming surveillance officers : 33-90XX	Male	9,465	5,450	2,130	1,460	10	185	0	230
Private detectives, investigators, security guards and gaming surveillance officers : 33-90XX	Female	1,765	990	430	285	0	20	0	40
Private detectives, investigators, security guards and gaming surveillance officers : 33-90XX	Percent Total	100.0%	57.3%	22.8%	15.5%	0.1%	1.8%	0.0%	2.4%
Private detectives, investigators, security guards and gaming surveillance officers : 33-90XX	Percent Male	84.3%	48.5%	19.0%	13.0%	0.1%	1.6%	0.0%	2.0%

AVAILABILITY ANALYSIS

March 30, 2024

OCC. CATEGORY: 4-Secretarial/Clerical
 TITLE: All Titles
 CAMPUS: Storrs

Period Covered: 12/01/23 - 11/30/24
 LMA: Hartford, Tolland & Windham

FACTOR	TOTAL MALE			TOTAL FEMALE			WHITE MALE			WHITE FEMALE			BLACK MALE			BLACK FEMALE			
	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	
Employment	17.5	1.00	17.5	82.5	1.00	82.5	11.4	1.00	11.4	60.0	1.00	60.0	2.7	1.00	2.7	8.6	1.00	8.6	
FINAL AVAIL. FACTOR			17.5			82.5			11.4			60.0			2.7			8.6	
FACTOR	HISPANIC MALE			HISPANIC FEMALE			AAIANHNP I MALE			AAIANHNP I FEMALE			2+ RACES MALE			2+ RACES FEMALE			
	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	
Employment	2.3	1.00	2.3	10.0	1.00	10.0	0.8	1.00	0.8	2.1	1.00	2.1	0.3	1.00	0.3	1.7	1.00	1.7	
FINAL AVAIL. FACTOR			2.3			10.0			0.8			2.1			0.3			1.7	
																	TOTAL		99.9
FACTOR	SOURCE OF STATISTIC										REASON FOR WEIGHTING THE FACTOR								
Employment	2014-2018 Tabulations from U.S. Census Bureau - Htfd., Tolland & Windham (see attached worksheet of job titles used)										100% Data reflects occupations in the job category								

Category now includes Administrative Assistant and Office Assistant therefore no promo pool

AVAILABILITY ANALYSIS

March 30, 2024

AVAILABILITY ANALYSIS WORKSHEET- EMPLOYMENT DATA

Period Covered: 12/01/23 - 11/30/24

OCC. CATEGORY:
TITLE:
CAMPUS:

4-Secretarial Clerical
Secretarial Clerical All Titles
Storrs

Period Covered: 12/01/23 - 11/30/24

	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISP MALE	HISP FEMALE	AAIANHNPI MALE	AAIANHNPI FEMALE	2+ RACES MALE	2+ RACES FEMALE
Employment Tbl. EEO-ALL01R - Occ. by Sex & Race/Eth. for Res. Geo.													
Hartford County													
Information and record clerks, except customer service representatives : 43-4XXX / 5200	7,475	1,585	5,890	925	3,530	265	1,000	305	1,065	80	155	10	140
Secretaries and administrative assistants : 43-6010 / 5710	10,000	560	9,440	350	7,150	45	735	75	1,095	55	225	35	235
Other office and administrative support workers : 43-9000 / 5810	10,694	2,685	8,009	1,650	5,290	500	1,265	355	985	165	274	15	195
Tolland County													
Information and record clerks, except customer service representatives : 43-4XXX / 5200	1,365	275	1,090	240	940	25	0	0	85	10	55	0	10
Secretaries and administrative assistants : 43-6010 / 5710	2,380	210	2,170	140	2,005	60	95	10	20	0	25	0	25
Other office and administrative support workers : 43-9000 / 5810	1,765	675	1,090	590	995	15	10	60	30	0	45	10	10
Windham County													
Information and record clerks, except customer service representatives : 43-4XXX / 5200	830	135	695	90	530	0	20	0	115	0	15	45	15
Secretaries and administrative assistants : 43-6010 / 5710	1,395	80	1,315	45	1,100	0	10	35	205	0	0	0	0
Other office and administrative support workers : 43-9000 / 5810	1,249	304	945	210	765	90	55	4	110	0	0	0	15
TOTAL	37,153	6,509	30,644	4,240	22,305	1,000	3,190	844	3,710	310	794	115	645
%	100.0	17.5	82.5	11.4	60.0	2.7	8.6	2.3	10.0	0.8	2.1	0.3	1.7

Category now includes Administrative Assistant and Office Assistant therefore no promo pool

Hartford EEO-ALL01R - Occupation by Sex and Race/Ethnicity for Residence Geography (Universe: Civilian labor force 16 years and over)										
		Total All Groups	White alone	Black or African American alone	Hispanic or Latino	American Indian /Alaska Native alone	Asian alone	Native Hawaiian /Pacific Islander alone	Balance of not Hispanic or Latino	
Information and record clerks, except customer service representatives : 43-4XXX / 5200	Total	7,470	4,455	1,265	1,370	0	230	0	150	
Information and record clerks, except customer service representatives : 43-4XXX / 5200	Male	1,590	925	265	305	0	80	0	10	
Information and record clerks, except customer service representatives : 43-4XXX / 5200	Female	5,885	3,530	1,000	1,065	0	155	0	140	
Information and record clerks, except customer service representatives : 43-4XXX / 5200	Percent Total	100.0%	59.6%	16.9%	18.3%	0.0%	3.1%	0.0%	2.0%	
Information and record clerks, except customer service representatives : 43-4XXX / 5200	Percent Male	21.3%	12.4%	3.5%	4.1%	0.0%	1.1%	0.0%	0.1%	
Information and record clerks, except customer service representatives : 43-4XXX / 5200	Percent Female	78.8%	47.3%	13.4%	14.3%	0.0%	2.1%	0.0%	1.9%	
Secretaries and administrative assistants : 43-6010 / 5710	Total	9,940	7,500	780	1,170	15	265	0	210	
Secretaries and administrative assistants : 43-6010 / 5710	Male	540	350	45	75	15	40	0	15	
Secretaries and administrative assistants : 43-6010 / 5710	Female	9,400	7,150	735	1,095	0	225	0	195	
Secretaries and administrative assistants : 43-6010 / 5710	Percent Total	100.0%	75.5%	7.8%	11.8%	0.2%	2.7%	0.0%	2.1%	
Secretaries and administrative assistants : 43-6010 / 5710	Percent Male	5.4%	3.5%	0.5%	0.8%	0.2%	0.4%	0.0%	0.2%	
Secretaries and administrative assistants : 43-6010 / 5710	Percent Female	94.6%	71.9%	7.4%	11.0%	0.0%	2.3%	0.0%	2.0%	
Other office and administrative support workers : 43-9000 / 5810	Total	10,760	6,940	1,765	1,340	4	435	0	275	
Other office and administrative support workers : 43-9000 / 5810	Male	2,705	1,650	500	355	0	165	0	35	
Other office and administrative support workers : 43-9000 / 5810	Female	8,055	5,290	1,265	985	4	270	0	235	
Other office and administrative support workers : 43-9000 / 5810	Percent Total	100.0%	64.5%	16.4%	12.5%	0.0%	4.0%	0.0%	2.6%	
Other office and administrative support workers : 43-9000 / 5810	Percent Male	25.1%	15.3%	4.6%	3.3%	0.0%	1.5%	0.0%	0.3%	
Other office and administrative support workers : 43-9000 / 5810	Percent Female	74.9%	49.2%	11.8%	9.2%	0.0%	2.5%	0.0%	2.2%	

AVAILABILITY ANALYSIS

March 30, 2024

AVAILABILITY ANALYSIS WORKSHEET- EMPLOYMENT DATA

Period Covered: 12/01/23 - 11/30/24

Tolland EEO-ALL01R - Occupation by Sex and Race/Ethnicity for Residence Geography (Universe: Civilian labor force 16 years and over)										
		Total All Groups	White alone	Black or African American alone	Hispanic or Latino	American Indian /Alaska Native alone	Asian alone	Native Hawaiian /Pacific Islander alone	Balance of not Hispanic or Latino	
Information and record clerks, except customer service representatives : 43-4XXX / 5200	Total	1,360	1,180	25	85	0	65	0	10	
Information and record clerks, except customer service representatives : 43-4XXX / 5200	Male	275	240	25	0	0	10	0	0	
Information and record clerks, except customer service representatives : 43-4XXX / 5200	Female	1,085	940	0	85	0	55	0	10	
Information and record clerks, except customer service representatives : 43-4XXX / 5200	Percent Total	100.0%	86.8%	1.8%	6.3%	0.0%	4.8%	0.0%	0.7%	
Information and record clerks, except customer service representatives : 43-4XXX / 5200	Percent Male	20.2%	17.6%	1.8%	0.0%	0.0%	0.7%	0.0%	0.0%	
Information and record clerks, except customer service representatives : 43-4XXX / 5200	Percent Female	79.8%	69.1%	0.0%	6.3%	0.0%	4.0%	0.0%	0.7%	
Secretaries and administrative assistants : 43-6010 / 5710	Total	2,375	2,145	150	25	0	25	0	25	
Secretaries and administrative assistants : 43-6010 / 5710	Male	205	140	60	10	0	0	0	0	
Secretaries and administrative assistants : 43-6010 / 5710	Female	2,165	2,005	95	20	0	25	0	25	
Secretaries and administrative assistants : 43-6010 / 5710	Percent Total	100.0%	90.3%	6.3%	1.1%	0.0%	1.1%	0.0%	1.1%	
Secretaries and administrative assistants : 43-6010 / 5710	Percent Male	8.6%	5.9%	2.5%	0.4%	0.0%	0.0%	0.0%	0.0%	
Secretaries and administrative assistants : 43-6010 / 5710	Percent Female	91.2%	84.4%	4.0%	0.8%	0.0%	1.1%	0.0%	1.1%	
Other office and administrative support workers : 43-9000 / 5810	Total	1,760	1,585	25	90	0	45	0	20	
Other office and administrative support workers : 43-9000 / 5810	Male	675	590	15	60	0	0	0	10	
Other office and administrative support workers : 43-9000 / 5810	Female	1,090	995	10	30	0	45	0	10	
Other office and administrative support workers : 43-9000 / 5810	Percent Total	100.0%	90.1%	1.4%	5.1%	0.0%	2.6%	0.0%	1.1%	
Other office and administrative support workers : 43-9000 / 5810	Percent Male	38.4%	33.5%	0.9%	3.4%	0.0%	0.0%	0.0%	0.6%	
Other office and administrative support workers : 43-9000 / 5810	Percent Female	61.9%	56.5%	0.6%	1.7%	0.0%	2.6%	0.0%	0.6%	
Windham EEO-ALL01R - Occupation by Sex and Race/Ethnicity for Residence Geography (Universe: Civilian labor force 16 years and over)										
		Total All Groups	White alone	Black or African American alone	Hispanic or Latino	American Indian /Alaska Native alone	Asian alone	Native Hawaiian /Pacific Islander alone	Balance of not Hispanic or Latino	
Information and record clerks, except customer service representatives : 43-4XXX / 5200	Total	825	615	20	115	0	15	0	55	
Information and record clerks, except customer service representatives : 43-4XXX / 5200	Male	130	90	0	0	0	0	0	45	
Information and record clerks, except customer service representatives : 43-4XXX / 5200	Female	695	530	20	115	0	15	0	15	
Information and record clerks, except customer service representatives : 43-4XXX / 5200	Percent Total	100.0%	74.5%	2.4%	13.9%	0.0%	1.8%	0.0%	6.7%	
Information and record clerks, except customer service representatives : 43-4XXX / 5200	Percent Male	15.8%	10.9%	0.0%	0.0%	0.0%	0.0%	0.0%	5.5%	
Information and record clerks, except customer service representatives : 43-4XXX / 5200	Percent Female	84.2%	64.2%	2.4%	13.9%	0.0%	1.8%	0.0%	1.8%	
Secretaries and administrative assistants : 43-6010 / 5710	Total	1,400	1,150	10	240	0	0	0	0	
Secretaries and administrative assistants : 43-6010 / 5710	Male	80	45	0	35	0	0	0	0	
Secretaries and administrative assistants : 43-6010 / 5710	Female	1,315	1,100	10	205	0	0	0	0	
Secretaries and administrative assistants : 43-6010 / 5710	Percent Total	100.0%	82.1%	0.7%	17.1%	0.0%	0.0%	0.0%	0.0%	
Secretaries and administrative assistants : 43-6010 / 5710	Percent Male	5.7%	3.2%	0.0%	2.5%	0.0%	0.0%	0.0%	0.0%	
Secretaries and administrative assistants : 43-6010 / 5710	Percent Female	93.9%	78.6%	0.7%	14.6%	0.0%	0.0%	0.0%	0.0%	
Other office and administrative support workers : 43-9000 / 5810	Total	1,255	975	150	115	0	0	0	15	
Other office and administrative support workers : 43-9000 / 5810	Male	310	210	90	4	0	0	0	0	
Other office and administrative support workers : 43-9000 / 5810	Female	950	765	55	110	0	0	0	15	
Other office and administrative support workers : 43-9000 / 5810	Percent Total	100.0%	77.7%	12.0%	9.2%	0.0%	0.0%	0.0%	1.2%	
Other office and administrative support workers : 43-9000 / 5810	Percent Male	24.7%	16.7%	7.2%	0.3%	0.0%	0.0%	0.0%	0.0%	
Other office and administrative support workers : 43-9000 / 5810	Percent Female	75.7%	61.0%	4.4%	8.8%	0.0%	0.0%	0.0%	1.2%	

AVAILABILITY ANALYSIS
March 30, 2024

AVAILABILITY ANALYSIS
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AVAILABILITY ANALYSIS

March 30, 2024

OCC. CATEGORY: 5-Technical/Paraprofessional
TITLE: All Titles
CAMPUS: Storrs

Period Covered: 12/01/23 - 11/30/24
LMA: Hartford, Tolland & Windham

FACTOR	TOTAL MALE			TOTAL FEMALE			WHITE MALE			WHITE FEMALE			BLACK MALE			BLACK FEMALE		
	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF
Employment	96.0	0.95	91.2	4.0	0.95	3.8	77.9	0.95	74.0	2.0	0.95	1.9	6.0	0.95	5.7	2.0	0.95	1.9
Promotional Pool	100.0	0.05	5.0	0.0	0.05	0.0	82.6	0.05	4.1	0.0	0.05	0.0	4.3	0.05	0.2	0.0	0.05	0.0
FINAL AVAIL. FACTOR			96.2			3.8			78.1			1.9			5.9			1.9

FACTOR	HISPANIC MALE			HISPANIC FEMALE			AAIANHNPI MALE			AAIANHNPI FEMALE			2+ RACES MALE			2+ RACES FEMALE		
	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF
Employment	10.1	0.95	9.6	0.0	0.95	0.0	2.0	0.95	1.9	0.0	0.95	0.0	0.0	0.95	0.0	0.0	0.95	0.0
Promotional Pool	13.0	0.05	0.7	0.0	0.05	0.0	0.0	0.05	0.0	0.0	0.05	0.0	0.0	0.05	0.0	0.0	0.05	0.0
FINAL AVAIL. FACTOR			10.3			0.0			1.9			0.0			0.0			0.0

TOTAL 100.0

FACTOR	SOURCE OF STATISTIC	REASON FOR WEIGHTING THE FACTOR
Employment	2014-2018 Tabulations from U.S. Census Bureau - Htfd., Tolland & Windham (see attached worksheet of job titles used)	95% Data reflects occupations in the job category
Promotional Pool	Promotions filled from positions within the University (see attached worksheet of job titles used)	5% Based on the history of promotions.

Promotional pool added as Elec Integ Ctrl Techs are the only titles at the Storrs campus in this category

AVAILABILITY ANALYSIS

March 30, 2024

AVAILABILITY ANALYSIS WORKSHEET- EMPLOYMENT DATA

OCC. CATEGORY:
TITLE:
CAMPUS:

5 - Technical Paraprofessional
All Titles
Storrs

Period Covered: 12/01/23 - 11/30/24

	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISP MALE	HISP FEMALE	AAIANHNPI MALE	AAIANHNPI FEMALE	2+ RACES MALE	2+ RACES FEMALE
Employment Tbl. EEO-ALL01R - Occ. by Sex & Race/Eth. for Res. Geo.													
Plant and system operators : 51-8000 / 8600 <i>Hartford County</i>	490	475	15	340	0	45	15	75	0	15	0	0	0
Plant and system operators : 51-8000 / 8600 <i>Tolland County</i>	170	170	0	170	0	0	0	0	0	0	0	0	0
Plant and system operators : 51-8000 / 8600 <i>Windham County</i>	85	70	15	70	15	0	0	0	0	0	0	0	0
TOTAL	745	715	30	580	15	45	15	75	0	15	0	0	0
%	100.0	96.0	4.0	77.9	2.0	6.0	2.0	10.1	0.0	2.0	0.0	0.0	0.0

Promotional Pool													
QCW(HVACR)	23	23	0	19	0	1	0	3	0	0	0	0	0
TOTAL	23	23	0	19	0	1	0	3	0	0	0	0	0
%	100.0	100.0	0.0	82.6	0.0	4.3	0.0	13.0	0.0	0.0	0.0	0.0	0.0

Hartford EEO-ALL01R - Occupation by Sex and Race/Ethnicity for Residence Geography (Universe: Civilian labor force 16 years and over)

		Total All Groups	White alone	Black or African American alone	Hispanic or Latino	American Indian /Alaska Native alone	Asian alone	Native Hawaiian /Pacific Islander alone	Balance of not Hispanic or Latino
Plant and system operators : 51-8000 / 8600	Total	490	340	60	75	0	15	0	0
Plant and system operators : 51-8000 / 8600	Male	475	340	45	75	0	15	0	0
Plant and system operators : 51-8000 / 8600	Female	15	0	15	0	0	0	0	0
Plant and system operators : 51-8000 / 8600	Percent Total	100.0%	69.4%	12.2%	15.3%	0.0%	3.1%	0.0%	0.0%
Plant and system operators : 51-8000 / 8600	Percent Male	96.9%	69.4%	9.2%	15.3%	0.0%	3.1%	0.0%	0.0%
Plant and system operators : 51-8000 / 8600	Percent Female	3.1%	0.0%	3.1%	0.0%	0.0%	0.0%	0.0%	0.0%

Tolland EEO-ALL01R - Occupation by Sex and Race/Ethnicity for Residence Geography (Universe: Civilian labor force 16 years and over)

		Total All Groups	White alone	Black or African American alone	Hispanic or Latino	American Indian /Alaska Native alone	Asian alone	Native Hawaiian /Pacific Islander alone	Balance of not Hispanic or Latino
Plant and system operators : 51-8000 / 8600	Total	170	170	0	0	0	0	0	0
Plant and system operators : 51-8000 / 8600	Male	170	170	0	0	0	0	0	0
Plant and system operators : 51-8000 / 8600	Female	0	0	0	0	0	0	0	0
Plant and system operators : 51-8000 / 8600	Percent Total	100.0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Plant and system operators : 51-8000 / 8600	Percent Male	100.0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

AVAILABILITY ANALYSIS

March 30, 2024

Windham EEO-ALL01R - Occupation by Sex and Race/Ethnicity for Residence Geography (Universe: Civilian labor force 16 years and over)

		Total All Groups	<u>White alone</u>	<u>Black or African American alone</u>	Hispanic or Latino	<u>American Indian /Alaska Native alone</u>	<u>Asian alone</u>	<u>Native Hawaiian /Pacific Islander alone</u>	Balance of not Hispanic or Latino
Plant and system operators : 51-8000 / 8600	Total	90	90	0	0	0	0	0	0
Plant and system operators : 51-8000 / 8600	Male	70	70	0	0	0	0	0	0
Plant and system operators : 51-8000 / 8600	Female	15	15	0	0	0	0	0	0
Plant and system operators : 51-8000 / 8600	Percent Total	100.0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Plant and system operators : 51-8000 / 8600	Percent Male	77.8%	77.8%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Plant and system operators : 51-8000 / 8600	Percent Female	16.7%	16.7%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

AVAILABILITY ANALYSIS

March 30, 2024

OCC. CATEGORY: 6-Qualified Craft Worker
TITLE: Qualified Craft Titles
CAMPUS: Storrs

Period Covered: 12/01/23 - 11/30/24
LMA: Hartford, Tolland & Windham

FACTOR	TOTAL MALE			TOTAL FEMALE			WHITE MALE			WHITE FEMALE			BLACK MALE			BLACK FEMALE		
	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF
Employment	96.7	0.90	87.0	3.3	0.90	3.0	76.1	0.90	68.5	2.2	0.90	2.0	6.4	0.90	5.8	0.2	0.90	0.2
Promotional Pool	91.7	0.10	9.2	8.3	0.10	0.8	62.5	0.10	6.3	8.3	0.10	0.8	12.5	0.10	1.3	0.0	0.10	0.0
FINAL AVAIL. FACTOR			96.2			3.8			74.8			2.8			7.1			0.2

FACTOR	HISPANIC MALE			HISPANIC FEMALE			AAIANHNPI MALE			AAIANHNPI FEMALE			2+ RACES MALE			2+ RACES FEMALE		
	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF
Employment	12.3	0.90	11.1	0.9	0.90	0.8	0.9	0.90	0.8	0.1	0.90	0.1	1.0	0.90	0.9	0.0	0.90	0.0
Promotional Pool	12.5	0.10	1.3	0.0	0.10	0.0	0.0	0.10	0.0	0.0	0.10	0.0	4.2	0.10	0.4	0.0	0.10	0.0
FINAL AVAIL. FACTOR			12.4			0.8			0.8			0.1			1.3			0.0

TOTAL 100.3

FACTOR	SOURCE OF STATISTIC	REASON FOR WEIGHTING THE FACTOR
Employment	2014-2018 Tabulations from U.S. Census Bureau - Htfd., Tolland & Windham (see attached worksheet of job titles used)	90% Data reflects occupations in the job category
Promotional Pool	Promotions filled from positions within the University (see attached worksheet of job titles used)	10% Based on the history of promotions.

AVAILABILITY ANALYSIS

March 30, 2024

AVAILABILITY ANALYSIS WORKSHEET- EMPLOYMENT DATA

TITLE:

Qualified Craft Worker

Period Covered: 12/01/23 - 11/30/24

CAMPUS:

Storrs

	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISP MALE	HISP FEMALE	AAIANHNPI MALE	AAIANHNPI FEMALE	2+ RACES MALE	2+ RACES FEMALE
Employment Tbl. EEO-ALL01R - Occ. by Sex & Race/Eth. for Res. Geo.													
<i>Hartford County</i>													
Carpenters : 47-2031 / 6230	3,695	3,590	105	2,870	85	250	0	450	20	0	0	20	0
Other installation, maintenance, and repair workers : 49-XXXX / 7010	6,590	6,220	370	4,150	145	705	50	1,100	150	180	25	85	0
Electricians : 47-2111 / 6355	2,315	2,295	20	1,835	0	280	0	165	20	0	0	15	0
Painters and paperhangers : 47-2140 / 6410	1,289	1,244	45	740	45	80	0	420	0	0	0	4	0
Pipelayers, plumbers, pipefitters, and steamfitters : 47-2150 / 6441	1,070	1,070	0	775	0	140	0	115	0	0	0	40	0
Vehicle and mobile equipment mechanics, installers, and repairers : 49-3000 / 7140	4,299	4,185	114	2,965	70	305	0	805	40	65	4	45	0
<i>Tolland County</i>													
Carpenters : 47-2031 / 6230	644	640	4	560	4	25	0	45	0	0	0	10	0
Other installation, maintenance, and repair workers : 49-XXXX / 7010	1,599	1,519	80	1,490	80	0	0	25	0	0	0	4	0
Electricians : 47-2111 / 6355	565	525	40	510	40	0	0	0	0	0	0	15	0
Painters and paperhangers : 47-2140 / 6410	465	455	10	220	10	0	0	235	0	0	0	0	0
Pipelayers, plumbers, pipefitters, and steamfitters : 47-2150 / 6441	305	305	0	305	0	0	0	0	0	0	0	0	0
Vehicle and mobile equipment mechanics, installers, and repairers : 49-3000 / 7140	1,125	1,065	60	1,065	45	0	0	0	15	0	0	0	0
<i>Windham County</i>													
Carpenters : 47-2031 / 6230	814	814	0	770	0	4	0	25	0	0	0	15	0
Other installation, maintenance, and repair workers : 49-XXXX / 7010	1,454	1,404	50	1,310	50	15	0	75	0	4	0	0	0
Electricians : 47-2111 / 6355	510	510	0	495	0	0	0	0	0	0	0	15	0
Painters and paperhangers : 47-2140 / 6410	213	193	20	185	20	0	0	4	0	0	0	4	0
Pipelayers, plumbers, pipefitters, and steamfitters : 47-2150 / 6441	300	275	25	275	25	0	0	0	0	0	0	0	0
Vehicle and mobile equipment mechanics, installers, and repairers : 49-3000 / 7140	1,105	1,105	0	1,070	0	10	0	25	0	0	0	0	0
TOTAL	28,357	27,414	943	21,590	619	1,814	50	3,489	245	249	29	272	0
%	100.0	96.7	3.3	76.1	2.2	6.4	0.2	12.3	0.9	0.9	0.1	1.0	0.0
Promotional Pool													
Employees in the General Trade Worker Classification	24	22	2	15	2	3	0	3	0	0	0	1	0
TOTAL	24	22	2	15	2	3	0	3	0	0	0	1	0
%	100.0	91.7	8.3	62.5	8.3	12.5	0.0	12.5	0.0	0.0	0.0	4.2	0.0

AVAILABILITY ANALYSIS

March 30, 2024

AVAILABILITY ANALYSIS WORKSHEET- EMPLOYMENT DATA

Hartford EEO-ALL01R - Occupation by Sex and Race/Ethnicity for Residence Geography (Universe: Civilian labor force 16 years and over)

		Total All Groups	White alone	Black or African American alone	Hispanic or Latino	American Indian /Alaska Native alone	Asian alone	Native Hawaiian /Pacific Islander alone	Balance of not Hispanic or Latino
Carpenters : 47-2031 / 6230	Total	3,705	2,960	250	475	0	0	0	20
Carpenters : 47-2031 / 6230	Male	3,595	2,870	250	450	0	0	0	20
Carpenters : 47-2031 / 6230	Female	110	85	0	20	0	0	0	0
Carpenters : 47-2031 / 6230	Percent Total	100.0%	79.9%	6.7%	12.8%	0.0%	0.0%	0.0%	0.5%
Carpenters : 47-2031 / 6230	Percent Male	97.0%	77.5%	6.7%	12.1%	0.0%	0.0%	0.0%	0.5%
Carpenters : 47-2031 / 6230	Percent Female	3.0%	2.3%	0.0%	0.5%	0.0%	0.0%	0.0%	0.0%
Other installation, maintenance, and repair workers : 49-XXXX / 7010	Total	6,585	4,290	755	1,255	0	205	0	85
Other installation, maintenance, and repair workers : 49-XXXX / 7010	Male	6,215	4,150	705	1,100	0	180	0	85
Other installation, maintenance, and repair workers : 49-XXXX / 7010	Female	370	145	50	150	0	25	0	0
Other installation, maintenance, and repair workers : 49-XXXX / 7010	Percent Total	100.0%	65.1%	11.5%	19.1%	0.0%	3.1%	0.0%	1.3%
Other installation, maintenance, and repair workers : 49-XXXX / 7010	Percent Male	94.4%	63.0%	10.7%	16.7%	0.0%	2.7%	0.0%	1.3%
Other installation, maintenance, and repair workers : 49-XXXX / 7010	Percent Female	5.6%	2.2%	0.8%	2.3%	0.0%	0.4%	0.0%	0.0%
Electricians : 47-2111 / 6355	Total	2,315	1,835	280	185	0	0	0	15
Electricians : 47-2111 / 6355	Male	2,295	1,835	280	165	0	0	0	15
Electricians : 47-2111 / 6355	Female	20	0	0	20	0	0	0	0
Electricians : 47-2111 / 6355	Percent Total	100.0%	79.3%	12.1%	8.0%	0.0%	0.0%	0.0%	0.6%
Electricians : 47-2111 / 6355	Percent Male	99.1%	79.3%	12.1%	7.1%	0.0%	0.0%	0.0%	0.6%
Electricians : 47-2111 / 6355	Percent Female	0.9%	0.0%	0.0%	0.9%	0.0%	0.0%	0.0%	0.0%
Painters and paperhangers : 47-2140 / 6410	Total	1,290	780	80	420	0	0	0	4
Painters and paperhangers : 47-2140 / 6410	Male	1,250	740	80	420	0	0	0	4
Painters and paperhangers : 47-2140 / 6410	Female	45	45	0	0	0	0	0	0
Painters and paperhangers : 47-2140 / 6410	Percent Total	100.0%	60.5%	6.2%	32.6%	0.0%	0.0%	0.0%	0.3%
Painters and paperhangers : 47-2140 / 6410	Percent Male	96.9%	57.4%	6.2%	32.6%	0.0%	0.0%	0.0%	0.3%
Painters and paperhangers : 47-2140 / 6410	Percent Female	3.5%	3.5%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Pipelayers, plumbers, pipefitters, and steamfitters : 47-2150 / 6441	Total	1,070	775	140	115	0	0	0	40
Pipelayers, plumbers, pipefitters, and steamfitters : 47-2150 / 6441	Male	1,070	775	140	115	0	0	0	40
Pipelayers, plumbers, pipefitters, and steamfitters : 47-2150 / 6441	Female	0	0	0	0	0	0	0	0
Pipelayers, plumbers, pipefitters, and steamfitters : 47-2150 / 6441	Percent Total	100.0%	72.4%	13.1%	10.7%	0.0%	0.0%	0.0%	3.7%
Pipelayers, plumbers, pipefitters, and steamfitters : 47-2150 / 6441	Percent Male	100.0%	72.4%	13.1%	10.7%	0.0%	0.0%	0.0%	3.7%
Pipelayers, plumbers, pipefitters, and steamfitters : 47-2150 / 6441	Percent Female	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Vehicle and mobile equipment mechanics, installers, and repairers : 49-3000 / 7140	Total	4,300	3,035	305	845	15	60	0	45
Vehicle and mobile equipment mechanics, installers, and repairers : 49-3000 / 7140	Male	4,190	2,965	305	805	15	50	0	45
Vehicle and mobile equipment mechanics, installers, and repairers : 49-3000 / 7140	Female	115	70	0	40	0	4	0	0
Vehicle and mobile equipment mechanics, installers, and repairers : 49-3000 / 7140	Percent Total	100.0%	70.6%	7.1%	19.7%	0.3%	1.4%	0.0%	1.0%
Vehicle and mobile equipment mechanics, installers, and repairers : 49-3000 / 7140	Percent Male	97.4%	69.0%	7.1%	18.7%	0.3%	1.2%	0.0%	1.0%
Vehicle and mobile equipment mechanics, installers, and repairers : 49-3000 / 7140	Percent Female	2.7%	1.6%	0.0%	0.9%	0.0%	0.1%	0.0%	0.0%

AVAILABILITY ANALYSIS

March 30, 2024

AVAILABILITY ANALYSIS WORKSHEET- EMPLOYMENT DATA

Tolland EEO-ALL01R - Occupation by Sex and Race/Ethnicity for Residence Geography (Universe: Civilian labor force 16 years and over)

		Total All Groups	White alone	Black or African American alone	Hispanic or Latino	American Indian /Alaska Native alone	Asian alone	Native Hawaiian /Pacific Islander alone	Balance of not Hispanic or Latino
Carpenters : 47-2031 / 6230	Total	645	565	25	45	0	0	0	10
Carpenters : 47-2031 / 6230	Male	640	560	25	45	0	0	0	10
Carpenters : 47-2031 / 6230	Female	4	4	0	0	0	0	0	0
Carpenters : 47-2031 / 6230	Percent Total	100.0%	87.6%	3.9%	7.0%	0.0%	0.0%	0.0%	1.6%
Carpenters : 47-2031 / 6230	Percent Male	99.2%	86.8%	3.9%	7.0%	0.0%	0.0%	0.0%	1.6%
Carpenters : 47-2031 / 6230	Percent Female	0.6%	0.6%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Other installation, maintenance, and repair workers : 49-XXXX / 7010	Total	1,600	1,570	0	25	0	0	0	4
Other installation, maintenance, and repair workers : 49-XXXX / 7010	Male	1,520	1,490	0	25	0	0	0	4
Other installation, maintenance, and repair workers : 49-XXXX / 7010	Female	80	80	0	0	0	0	0	0
Other installation, maintenance, and repair workers : 49-XXXX / 7010	Percent Total	100.0%	98.1%	0.0%	1.6%	0.0%	0.0%	0.0%	0.3%
Other installation, maintenance, and repair workers : 49-XXXX / 7010	Percent Male	95.0%	93.1%	0.0%	1.6%	0.0%	0.0%	0.0%	0.3%
Other installation, maintenance, and repair workers : 49-XXXX / 7010	Percent Female	5.0%	5.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Electricians : 47-2111 / 6355	Total	560	550	0	0	0	0	0	15
Electricians : 47-2111 / 6355	Male	520	510	0	0	0	0	0	15
Electricians : 47-2111 / 6355	Female	40	40	0	0	0	0	0	0
Electricians : 47-2111 / 6355	Percent Total	100.0%	98.2%	0.0%	0.0%	0.0%	0.0%	0.0%	2.7%
Electricians : 47-2111 / 6355	Percent Male	92.9%	91.1%	0.0%	0.0%	0.0%	0.0%	0.0%	2.7%
Electricians : 47-2111 / 6355	Percent Female	7.1%	7.1%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Painters and paperhangers : 47-2140 / 6410	Total	460	225	0	235	0	0	0	0
Painters and paperhangers : 47-2140 / 6410	Male	455	220	0	235	0	0	0	0
Painters and paperhangers : 47-2140 / 6410	Female	10	10	0	0	0	0	0	0
Painters and paperhangers : 47-2140 / 6410	Percent Total	100.0%	48.9%	0.0%	51.1%	0.0%	0.0%	0.0%	0.0%
Painters and paperhangers : 47-2140 / 6410	Percent Male	98.9%	47.8%	0.0%	51.1%	0.0%	0.0%	0.0%	0.0%
Painters and paperhangers : 47-2140 / 6410	Percent Female	2.2%	2.2%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Pipelayers, plumbers, pipefitters, and steamfitters : 47-2150 / 6441	Total	305	305	0	0	0	0	0	0
Pipelayers, plumbers, pipefitters, and steamfitters : 47-2150 / 6441	Male	305	305	0	0	0	0	0	0
Pipelayers, plumbers, pipefitters, and steamfitters : 47-2150 / 6441	Female	0	0	0	0	0	0	0	0
Pipelayers, plumbers, pipefitters, and steamfitters : 47-2150 / 6441	Percent Total	100.0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Pipelayers, plumbers, pipefitters, and steamfitters : 47-2150 / 6441	Percent Male	100.0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Pipelayers, plumbers, pipefitters, and steamfitters : 47-2150 / 6441	Percent Female	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Vehicle and mobile equipment mechanics, installers, and repairers : 49-3000 / 7140	Total	1,120	1,105	0	15	0	0	0	0
Vehicle and mobile equipment mechanics, installers, and repairers : 49-3000 / 7140	Male	1,065	1,065	0	0	0	0	0	0
Vehicle and mobile equipment mechanics, installers, and repairers : 49-3000 / 7140	Female	60	45	0	15	0	0	0	0
Vehicle and mobile equipment mechanics, installers, and repairers : 49-3000 / 7140	Percent Total	100.0%	98.7%	0.0%	1.3%	0.0%	0.0%	0.0%	0.0%
Vehicle and mobile equipment mechanics, installers, and repairers : 49-3000 / 7140	Percent Male	95.1%	95.1%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Vehicle and mobile equipment mechanics, installers, and repairers : 49-3000 / 7140	Percent Female	5.4%	4.0%	0.0%	1.3%	0.0%	0.0%	0.0%	0.0%

AVAILABILITY ANALYSIS

March 30, 2024

AVAILABILITY ANALYSIS WORKSHEET- EMPLOYMENT DATA

Windham EEO-ALL01R - Occupation by Sex and Race/Ethnicity for Residence Geography (Universe: Civilian labor force 16 years and over)

		Total All Groups	White alone	Black or African American alone	Hispanic or Latino	American Indian /Alaska Native alone	Asian alone	Native Hawaiian /Pacific Islander alone	Balance of not Hispanic or Latino
Carpenters : 47-2031 / 6230	Total	815	770	4	25	0	0	0	15
Carpenters : 47-2031 / 6230	Male	815	770	4	25	0	0	0	15
Carpenters : 47-2031 / 6230	Female	0	0	0	0	0	0	0	0
Carpenters : 47-2031 / 6230	Percent Total	100.0%	94.5%	0.5%	3.1%	0.0%	0.0%	0.0%	1.8%
Carpenters : 47-2031 / 6230	Percent Male	100.0%	94.5%	0.5%	3.1%	0.0%	0.0%	0.0%	1.8%
Carpenters : 47-2031 / 6230	Percent Female	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Other installation, maintenance, and repair workers : 49-XXXX / 7010	Total	1,455	1,360	15	75	4	0	0	0
Other installation, maintenance, and repair workers : 49-XXXX / 7010	Male	1,405	1,310	15	75	4	0	0	0
Other installation, maintenance, and repair workers : 49-XXXX / 7010	Female	50	50	0	0	0	0	0	0
Other installation, maintenance, and repair workers : 49-XXXX / 7010	Percent Total	100.0%	93.5%	1.0%	5.2%	0.3%	0.0%	0.0%	0.0%
Other installation, maintenance, and repair workers : 49-XXXX / 7010	Percent Male	96.6%	90.0%	1.0%	5.2%	0.3%	0.0%	0.0%	0.0%
Other installation, maintenance, and repair workers : 49-XXXX / 7010	Percent Female	3.4%	3.4%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Electricians : 47-2111 / 6355	Total	510	495	0	0	0	0	0	15
Electricians : 47-2111 / 6355	Male	510	495	0	0	0	0	0	15
Electricians : 47-2111 / 6355	Female	0	0	0	0	0	0	0	0
Electricians : 47-2111 / 6355	Percent Total	100.0%	97.1%	0.0%	0.0%	0.0%	0.0%	0.0%	2.9%
Electricians : 47-2111 / 6355	Percent Male	100.0%	97.1%	0.0%	0.0%	0.0%	0.0%	0.0%	2.9%
Electricians : 47-2111 / 6355	Percent Female	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Painters and paperhangers : 47-2140 / 6410	Total	215	205	0	4	0	0	0	4
Painters and paperhangers : 47-2140 / 6410	Male	190	185	0	4	0	0	0	0
Painters and paperhangers : 47-2140 / 6410	Female	20	20	0	0	0	0	0	4
Painters and paperhangers : 47-2140 / 6410	Percent Total	100.0%	95.3%	0.0%	1.9%	0.0%	0.0%	0.0%	1.9%
Painters and paperhangers : 47-2140 / 6410	Percent Male	88.4%	86.0%	0.0%	1.9%	0.0%	0.0%	0.0%	0.0%
Painters and paperhangers : 47-2140 / 6410	Percent Female	9.3%	9.3%	0.0%	0.0%	0.0%	0.0%	0.0%	1.9%
Pipelayers, plumbers, pipefitters, and steamfitters : 47-2150 / 6441	Total	305	305	0	0	0	0	0	0
Pipelayers, plumbers, pipefitters, and steamfitters : 47-2150 / 6441	Male	275	275	0	0	0	0	0	0
Pipelayers, plumbers, pipefitters, and steamfitters : 47-2150 / 6441	Female	25	25	0	0	0	0	0	0
Pipelayers, plumbers, pipefitters, and steamfitters : 47-2150 / 6441	Percent Total	100.0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Pipelayers, plumbers, pipefitters, and steamfitters : 47-2150 / 6441	Percent Male	90.2%	90.2%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Pipelayers, plumbers, pipefitters, and steamfitters : 47-2150 / 6441	Percent Female	8.2%	8.2%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Vehicle and mobile equipment mechanics, installers, and repairers : 49-3000 / 7140	Total	1,110	1,070	10	25	0	0	0	0
Vehicle and mobile equipment mechanics, installers, and repairers : 49-3000 / 7140	Male	1,110	1,070	10	25	0	0	0	0
Vehicle and mobile equipment mechanics, installers, and repairers : 49-3000 / 7140	Female	0	0	0	0	0	0	0	0
Vehicle and mobile equipment mechanics, installers, and repairers : 49-3000 / 7140	Percent Total	100.0%	96.4%	0.9%	2.3%	0.0%	0.0%	0.0%	0.0%
Vehicle and mobile equipment mechanics, installers, and repairers : 49-3000 / 7140	Percent Male	100.0%	96.4%	0.9%	2.3%	0.0%	0.0%	0.0%	0.0%
Vehicle and mobile equipment mechanics, installers, and repairers : 49-3000 / 7140	Percent Female	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

AVAILABILITY ANALYSIS

March 30, 2024

OCC. CATEGORY: 7-Service Maintenance
TITLE: General Trade Worker
CAMPUS: Storrs

Period Covered: 12/01/23 - 11/30/24
LMA: Hartford, Tolland & Windham

FACTOR	TOTAL MALE			TOTAL FEMALE			WHITE MALE			WHITE FEMALE			BLACK MALE			BLACK FEMALE		
	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF
Employment	100.0	0.50	50.0	0.0	0.50	0.0	84.0	0.50	42.0	0.0	0.50	0.0	0.0	0.50	0.0	0.0	0.50	0.0
Promotional Pool	100.0	0.50	50.0	0.0	0.50	0.0	72.7	0.50	36.4	0.0	0.50	0.0	0.0	0.50	0.0	0.0	0.50	0.0
FINAL AVAIL. FACTOR			100.0			0.0			78.4			0.0			0.0			0.0

FACTOR	HISPANIC MALE			HISPANIC FEMALE			AAIANHNPI MALE			AAIANHNPI FEMALE			2+ RACES MALE			2+ RACES FEMALE		
	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF
Employment	16.0	0.50	8.0	0.0	0.50	0.0	0.0	0.50	0.0	0.0	0.50	0.0	0.0	0.50	0.0	0.0	0.50	0.0
Promotional Pool	18.2	0.50	9.1	0.0	0.50	0.0	9.1	0.50	4.6	0.0	0.50	0.0	0.0	0.50	0.0	0.0	0.50	0.0
FINAL AVAIL. FACTOR			17.1			0.0			4.6			0.0			0.0			0.0

TOTAL 100.1

FACTOR	SOURCE OF STATISTIC	REASON FOR WEIGHTING THE FACTOR
Employment	2014-2018 Tabulations from U.S. Census Bureau - Htfd., Tolland & Windham (see attached worksheet of job titles used)	50% Data reflects occupations in the job category
Promotional Pool	Promotions filled from positions within the University (see attached worksheet of job titles used)	50% Based on the history of promotions.

AVAILABILITY ANALYSIS

March 30, 2024

AVAILABILITY ANALYSIS WORKSHEET- EMPLOYMENT DATA

OCC. CATEGORY:

7- Service Maintenance

TITLE:

General Trades Worker

Period Covered: 12/01/23 - 11/30/24

CAMPUS:

Storrs

	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISP MALE	HISP FEMALE	AAIANHNPI MALE	AAIANHNPI FEMALE	2+ RACES MALE	2+ RACES FEMALE
Employment Tbl. EEO-ALL01R - Occ. by Sex & Race/Eth. for Res. Geo.													
<i>Hartford County</i>													
Helpers, construction trades : 47-3010 / 6600	25	25	0	25	0	0	0	0	0	0	0	0	0
Other construction and related workers : 47-40XX / 6765	80	80	0	80	0	0	0	0	0	0	0	0	0
<i>Tolland County</i>													
Helpers, construction trades : 47-3010 / 6600	0	0	0	0	0	0	0	0	0	0	0	0	0
Other construction and related workers : 47-40XX / 6765	0	0	0	0	0	0	0	0	0	0	0	0	0
<i>Windham County</i>													
Helpers, construction trades : 47-3010 / 6600	20	20	0	0	0	0	0	20	0	0	0	0	0
Other construction and related workers : 47-40XX / 6765	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	125	125	0	105	0	0	0	20	0	0	0	0	0
%	100.0	100.0	0.0	84.0	0.0	0.0	0.0	16.0	0.0	0.0	0.0	0.0	0.0
Promotional Pool													
Employees in the Skill Trades Apprentice Title	11	11	0	8	0	0	0	2	0	1	0	0	0
TOTAL	11	11	0	8	0	0	0	2	0	1	0	0	0
%	100.0	100.0	0.0	72.7	0.0	0.0	0.0	18.2	0.0	9.1	0.0	0.0	0.0

Hartford EEO-ALL01R - Occupation by Sex and Race/Ethnicity for Residence Geography (Universe: Civilian labor force 16 years and over)

		Total All Groups	White alone	Black or African American alone	Hispanic or Latino	American Indian /Alaska Native alone	Asian alone	Native Hawaiian /Pacific Islander alone	Balance of not Hispanic or Latino
Helpers, construction trades : 47-3010 / 6600	Total	25	25	0	0	0	0	0	0
Helpers, construction trades : 47-3010 / 6600	Male	25	25	0	0	0	0	0	0
Helpers, construction trades : 47-3010 / 6600	Female	0	0	0	0	0	0	0	0
Helpers, construction trades : 47-3010 / 6600	Percent Total	100.0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Helpers, construction trades : 47-3010 / 6600	Percent Male	100.0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Helpers, construction trades : 47-3010 / 6600	Percent Female	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Other construction and related workers : 47-40XX / 6765	Total	80	80	0	0	0	0	0	0
Other construction and related workers : 47-40XX / 6765	Male	80	80	0	0	0	0	0	0
Other construction and related workers : 47-40XX / 6765	Female	0	0	0	0	0	0	0	0
Other construction and related workers : 47-40XX / 6765	Percent Total	100.0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Other construction and related workers : 47-40XX / 6765	Percent Male	100.0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Other construction and related workers : 47-40XX / 6765	Percent Female	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

AVAILABILITY ANALYSIS

March 30, 2024

AVAILABILITY ANALYSIS WORKSHEET- EMPLOYMENT DATA

Tolland EEO-ALL01R - Occupation by Sex and Race/Ethnicity for Residence Geography (Universe: Civilian labor force 16 years and over)

		Total All Groups	White alone	Black or African American alone	Hispanic or Latino	American Indian /Alaska Native alone	Asian alone	Native Hawaiian /Pacific Islander alone	Balance of not Hispanic or Latino
Helpers, construction trades : 47-3010 / 6600	Total	0	0	0	0	0	0	0	0
Helpers, construction trades : 47-3010 / 6600	Male	0	0	0	0	0	0	0	0
Helpers, construction trades : 47-3010 / 6600	Female	0	0	0	0	0	0	0	0
Helpers, construction trades : 47-3010 / 6600	Percent Total	-	-	-	-	-	-	-	-
Helpers, construction trades : 47-3010 / 6600	Percent Male	-	-	-	-	-	-	-	-
Helpers, construction trades : 47-3010 / 6600	Percent Female	-	-	-	-	-	-	-	-
Other construction and related workers : 47-40XX / 6765	Total	0	0	0	0	0	0	0	0
Other construction and related workers : 47-40XX / 6765	Male	0	0	0	0	0	0	0	0
Other construction and related workers : 47-40XX / 6765	Female	0	0	0	0	0	0	0	0
Other construction and related workers : 47-40XX / 6765	Percent Total	-	-	-	-	-	-	-	-
Other construction and related workers : 47-40XX / 6765	Percent Male	-	-	-	-	-	-	-	-
Other construction and related workers : 47-40XX / 6765	Percent Female	-	-	-	-	-	-	-	-

Windham EEO-ALL01R - Occupation by Sex and Race/Ethnicity for Residence Geography (Universe: Civilian labor force 16 years and over)

		Total All Groups	White alone	Black or African American alone	Hispanic or Latino	American Indian /Alaska Native alone	Asian alone	Native Hawaiian /Pacific Islander alone	Balance of not Hispanic or Latino
Helpers, construction trades : 47-3010 / 6600	Total	20	0	0	20	0	0	0	0
Helpers, construction trades : 47-3010 / 6600	Male	20	0	0	20	0	0	0	0
Helpers, construction trades : 47-3010 / 6600	Female	0	0	0	0	0	0	0	0
Helpers, construction trades : 47-3010 / 6600	Percent Total	100.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%
Helpers, construction trades : 47-3010 / 6600	Percent Male	100.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%
Helpers, construction trades : 47-3010 / 6600	Percent Female	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Other construction and related workers : 47-40XX / 6765	Total	0	0	0	0	0	0	0	0
Other construction and related workers : 47-40XX / 6765	Male	0	0	0	0	0	0	0	0
Other construction and related workers : 47-40XX / 6765	Female	0	0	0	0	0	0	0	0
Other construction and related workers : 47-40XX / 6765	Percent Total	-	-	-	-	-	-	-	-
Other construction and related workers : 47-40XX / 6765	Percent Male	-	-	-	-	-	-	-	-
Other construction and related workers : 47-40XX / 6765	Percent Female	-	-	-	-	-	-	-	-

AVAILABILITY ANALYSIS

March 30, 2024

OCC. CATEGORY: 7-Service Maintenance
TITLE: Lead Custodian
CAMPUS: Storrs

Period Covered: 12/01/23 - 11/30/24
LMA: Hartford, Tolland & Windham

FACTOR	TOTAL MALE			TOTAL FEMALE			WHITE MALE			WHITE FEMALE			BLACK MALE			BLACK FEMALE			
	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	
Promotional Pool	63.6	1.00	63.6	36.4	1.00	36.4	23.4	1.00	23.4	9.3	1.00	9.3	2.8	1.00	2.8	0.0	1.00	0.0	
FINAL AVAIL. FACTOR			63.6			36.4			23.4			9.3			2.8			0.0	
FACTOR	HISPANIC MALE			HISPANIC FEMALE			AAIANHNPI MALE			AAIANHNPI FEMALE			2+ RACES MALE			2+ RACES FEMALE			
	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	
Promotional Pool	36.4	1.00	36.4	25.2	1.00	25.2	0.9	1.00	0.9	1.9	1.00	1.9	0.0	1.00	0.0	0.0	1.00	0.0	
FINAL AVAIL. FACTOR			36.4			25.2			0.9			1.9			0.0			0.0	
																	TOTAL		99.9
FACTOR	SOURCE OF STATISTIC									REASON FOR WEIGHTING THE FACTOR									
Promotional	Employees in the Custodian classification are eligible for promotion into this category.									100% Positions are filled by employees in the Custodian classification.									

AVAILABILITY ANALYSIS

March 30, 2024

AVAILABILITY ANALYSIS WORKSHEET- EMPLOYMENT DATA

OCC. CATEGORY:

7- Service Maintenance

TITLE:

Lead Custodian

Period Covered: 12/01/23 - 11/30/24

CAMPUS:

Storrs

	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISP MALE	HISP FEMALE	AAIANHNPI MALE	AAIANHNPI FEMALE	2+ RACES MALE	2+ RACES FEMALE
Promotional Pool													
Employees in the Custodian classification.	107	68	39	25	10	3	0	39	27	1	2	0	0
TOTAL	107	68	39	25	10	3	0	39	27	1	2	0	0
%	100.0	63.6	36.4	23.4	9.3	2.8	0.0	36.4	25.2	0.9	1.9	0.0	0.0

AVAILABILITY ANALYSIS

March 30, 2024

OCC. CATEGORY: 7-Service Maintenance
TITLE: Custodian
CAMPUS: Storrs

Period Covered: 12/01/23 - 11/30/24
LMA: Hartford, Tolland & Windham

FACTOR	TOTAL MALE			TOTAL FEMALE			WHITE MALE			WHITE FEMALE			BLACK MALE			BLACK FEMALE		
	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF
Employment	62.0	1.00	62.0	38.0	1.00	38.0	47.5	1.00	47.5	29.9	1.00	29.9	2.7	1.00	2.7	0.9	1.00	0.9
FINAL AVAIL. FACTOR			62.0			38.0			47.5			29.9			2.7			0.9

FACTOR	HISPANIC MALE			HISPANIC FEMALE			AAIANHNPI MALE			AAIANHNPI FEMALE			2+ RACES MALE			2+ RACES FEMALE		
	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF
Employment	11.1	1.00	11.1	5.0	1.00	5.0	0.0	1.00	0.0	0.7	1.00	0.7	0.7	1.00	0.7	1.4	1.00	1.4
FINAL AVAIL. FACTOR			11.1			5.0			0.0			0.7			0.7			1.4

TOTAL 99.9

FACTOR	SOURCE OF STATISTIC	REASON FOR WEIGHTING THE FACTOR
Employment	2014-2018 Tabulations from U.S. Census Bureau - Tolland & Windham (see attached worksheet of job titles used)	100% Data reflects occupations in the job category

AVAILABILITY ANALYSIS

March 30, 2024

AVAILABILITY ANALYSIS WORKSHEET- EMPLOYMENT DATA

OCC. CATEGORY:
TITLE:
CAMPUS:

7- Service Maintenance
Custodian
Storrs

Period Covered: 12/01/23 - 11/30/24

	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISP MALE	HISP FEMALE	AAIANHNPI MALE	AAIANHNPI FEMALE	2+ RACES MALE	2+ RACES FEMALE
Employment Tbl. EEO-ALL01R - Occ. by Sex & Race/Eth. for Res. Geo.													
<i>Tolland County</i>													
Building cleaning workers : 37-2010 / 4220	1,319	804	515	655	430	75	20	70	15	0	20	4	30
<i>Windham County</i>													
Building cleaning workers : 37-2010 / 4220	1,469	925	544	670	405	0	4	240	125	0	0	15	10
TOTAL	2,788	1,729	1,059	1,325	835	75	24	310	140	0	20	19	40
%	100.0	62.0	38.0	47.5	29.9	2.7	0.9	11.1	5.0	0.0	0.7	0.7	1.4

Tolland EEO-ALL01R - Occupation by Sex and Race/Ethnicity for Residence Geography (Universe: Civilian labor force 16 years and over)										
		Total All Groups	White alone	Black or African American alone	Hispanic or Latino	American Indian /Alaska Native alone	Asian alone	Native Hawaiian /Pacific Islander alone	Balance of not Hispanic or Latino	
Building cleaning workers : 37-2010 / 4220	Total	1,320	1,085	95	85	0	20	0	35	
Building cleaning workers : 37-2010 / 4220	Male	810	655	75	70	0	0	0	4	
Building cleaning workers : 37-2010 / 4220	Female	510	430	20	15	0	20	0	30	
Building cleaning workers : 37-2010 / 4220	Percent Total	100.0%	82.2%	7.2%	6.4%	0.0%	1.5%	0.0%	2.7%	
Building cleaning workers : 37-2010 / 4220	Percent Male	61.4%	49.6%	5.7%	5.3%	0.0%	0.0%	0.0%	0.3%	
Building cleaning workers : 37-2010 / 4220	Percent Female	38.6%	32.6%	1.5%	1.1%	0.0%	1.5%	0.0%	2.3%	
Windham EEO-ALL01R - Occupation by Sex and Race/Ethnicity for Residence Geography (Universe: Civilian labor force 16 years and over)										
		Total All Groups	White alone	Black or African American alone	Hispanic or Latino	American Indian /Alaska Native alone	Asian alone	Native Hawaiian /Pacific Islander alone	Balance of not Hispanic or Latino	
Building cleaning workers : 37-2010 / 4220	Total	1,470	1,075	4	365	0	0	0	25	
Building cleaning workers : 37-2010 / 4220	Male	920	670	0	240	0	0	0	15	
Building cleaning workers : 37-2010 / 4220	Female	550	405	4	125	0	0	0	10	
Building cleaning workers : 37-2010 / 4220	Percent Total	100.0%	73.1%	0.3%	24.8%	0.0%	0.0%	0.0%	1.7%	
Building cleaning workers : 37-2010 / 4220	Percent Male	62.6%	45.6%	0.0%	16.3%	0.0%	0.0%	0.0%	1.0%	
Building cleaning workers : 37-2010 / 4220	Percent Female	37.4%	27.6%	0.3%	8.5%	0.0%	0.0%	0.0%	0.7%	

AVAILABILITY ANALYSIS

March 30, 2024

OCC. CATEGORY: 7-Service Maintenance
TITLE: Remaining Titles
CAMPUS: Storrs

Period Covered: 12/01/23 - 11/30/24
LMA: Hartford, Tolland & Windham

FACTOR	TOTAL MALE			TOTAL FEMALE			WHITE MALE			WHITE FEMALE			BLACK MALE			BLACK FEMALE		
	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF
Employment	91.2	0.50	45.6	8.8	0.50	4.4	64.7	0.50	32.4	6.3	0.50	3.2	4.3	0.50	2.2	1.0	0.50	0.5
Promotional Pool	91.7	0.50	45.9	8.3	0.50	4.2	62.5	0.50	31.3	8.3	0.50	4.2	12.5	0.50	6.3	0.0	0.50	0.0
FINAL AVAIL. FACTOR			91.5			8.6			63.7			7.4			8.5			0.5
FACTOR	HISPANIC MALE			HISPANIC FEMALE			AAIANHNPI MALE			AAIANHNPI FEMALE			2+ RACES MALE			2+ RACES FEMALE		
	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF
Employment	20.4	0.50	10.2	1.4	0.50	0.7	1.0	0.50	0.5	0.1	0.50	0.1	0.9	0.50	0.5	0.0	0.50	0.0
Promotional Pool	12.5	0.50	6.3	0.0	0.50	0.0	0.0	0.50	0.0	0.0	0.50	0.0	4.2	0.50	2.1	0.0	0.50	0.0
FINAL AVAIL. FACTOR			16.5			0.7			0.5			0.1			2.6			0.0
																		TOTAL 100.5
FACTOR	SOURCE OF STATISTIC										REASON FOR WEIGHTING THE FACTOR							
Employment	2014-2018 Tabulations from U.S. Census Bureau - Htfd., Tolland & Windham (see attached worksheet of job titles used)										50% Data reflects occupations in the job category							
Promotional Pool	Promotions filled from positions within the University (see attached worksheet of job titles used)										50% Based on the history of promotions.							

AVAILABILITY ANALYSIS

March 30, 2024

AVAILABILITY ANALYSIS WORKSHEET- EMPLOYMENT DATA

OCC. CATEGORY:
TITLE:
CAMPUS:

7- Service Maintenance
Remaining Titles
Storrs

Period Covered: 12/01/23 - 11/30/24

	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISP MALE	HISP FEMALE	AAIANHNPI MALE	AAIANHNPI FEMALE	2+ RACES MALE	2+ RACES FEMALE
Employment Tbl. EEO-ALL01R - Occ. by Sex & Race/Eth. for Res. Geo.													
Hartford County													
Grounds maintenance workers : 37-3010 / 4251	4,105	3,805	300	2,215	225	160	75	1,355	0	40	0	35	0
Agricultural workers : 45-2000 / 6010	510	330	180	155	65	85	0	75	100	15	15	0	0
First-line supervisors of construction trades and extraction workers : 47-1011 / 6200	1,825	1,790	35	1,360	20	180	15	215	0	15	0	20	0
First-line supervisors of mechanics, installers, and repairers : 49-1011 / 7000	448	429	19	330	15	4	4	75	0	20	0	0	0
Plant and system operators : 51-8000 / 8600	490	475	15	340	0	45	15	75	0	15	0	0	0
Tolland County													
Grounds maintenance workers : 37-3010 / 4251	890	790	100	730	100	0	0	40	0	0	0	20	0
Agricultural workers : 45-2000 / 6010	345	195	150	195	150	0	0	0	0	0	0	0	0
First-line supervisors of construction trades and extraction workers : 47-1011 / 6200	340	325	15	315	15	0	0	0	0	0	0	10	0
First-line supervisors of mechanics, installers, and repairers : 49-1011 / 7000	155	155	0	130	0	0	0	25	0	0	0	0	0
Plant and system operators : 51-8000 / 8600	170	170	0	170	0	0	0	0	0	0	0	0	0
Windham County													
Grounds maintenance workers : 37-3010 / 4251	865	830	35	645	20	0	0	175	15	0	0	10	0
Agricultural workers : 45-2000 / 6010	350	255	95	80	55	0	0	175	40	0	0	0	0
First-line supervisors of construction trades and extraction workers : 47-1011 / 6200	355	355	0	345	0	0	0	10	0	0	0	0	0
First-line supervisors of mechanics, installers, and repairers : 49-1011 / 7000	89	79	10	50	10	0	0	25	0	4	0	0	0
Plant and system operators : 51-8000 / 8600	85	70	15	70	15	0	0	0	0	0	0	0	0
TOTAL	11,022	10,053	969	7,130	690	474	109	2,245	155	109	15	95	0
%	100.0	91.2	8.8	64.7	6.3	4.3	1.0	20.4	1.4	1.0	0.1	0.9	0.0
Promotional Pool													
Employees in the General Trade Worker Classification	24	22	2	15	2	3	0	3	0	0	0	1	0
TOTAL	24	22	2	15	2	3	0	3	0	0	0	1	0
%	100.0	91.7	8.3	62.5	8.3	12.5	0.0	12.5	0.0	0.0	0.0	4.2	0.0

AVAILABILITY ANALYSIS

March 30, 2024

AVAILABILITY ANALYSIS WORKSHEET- EMPLOYMENT DATA

Hartford EEO-ALL01R - Occupation by Sex and Race/Ethnicity for Residence Geography (Universe: Civilian labor force 16 years and over)

		Total All Groups	White alone	Black or African American alone	Hispanic or Latino	American Indian /Alaska Native alone	Asian alone	Native Hawaiian /Pacific Islander alone	Balance of not Hispanic or Latino
Grounds maintenance workers : 37-3010 / 4251	Total	4,110	2,440	240	1,355	30	10	0	35
Grounds maintenance workers : 37-3010 / 4251	Male	3,810	2,215	160	1,355	30	10	0	35
Grounds maintenance workers : 37-3010 / 4251	Female	300	225	75	0	0	0	0	0
Grounds maintenance workers : 37-3010 / 4251	Percent Total	100.0%	59.4%	5.8%	33.0%	0.7%	0.2%	0.0%	0.9%
Grounds maintenance workers : 37-3010 / 4251	Percent Male	92.7%	53.9%	3.9%	33.0%	0.7%	0.2%	0.0%	0.9%
Grounds maintenance workers : 37-3010 / 4251	Percent Female	7.3%	5.5%	1.8%	0.0%	0.0%	0.0%	0.0%	0.0%
Agricultural workers : 45-2000 / 6010	Total	510	215	85	175	0	30	0	0
Agricultural workers : 45-2000 / 6010	Male	330	155	85	75	0	15	0	0
Agricultural workers : 45-2000 / 6010	Female	180	65	0	100	0	15	0	0
Agricultural workers : 45-2000 / 6010	Percent Total	100.0%	42.2%	16.7%	34.3%	0.0%	5.9%	0.0%	0.0%
Agricultural workers : 45-2000 / 6010	Percent Male	64.7%	30.4%	16.7%	14.7%	0.0%	2.9%	0.0%	0.0%
Agricultural workers : 45-2000 / 6010	Percent Female	35.3%	12.7%	0.0%	19.6%	0.0%	2.9%	0.0%	0.0%
First-line supervisors of construction trades and extraction workers : 47-1011 / 6200	Total	1,825	1,380	200	215	15	0	0	20
First-line supervisors of construction trades and extraction workers : 47-1011 / 6200	Male	1,790	1,360	180	215	15	0	0	20
First-line supervisors of construction trades and extraction workers : 47-1011 / 6200	Female	35	20	15	0	0	0	0	0
First-line supervisors of construction trades and extraction workers : 47-1011 / 6200	Percent Total	100.0%	75.6%	11.0%	11.8%	0.8%	0.0%	0.0%	1.1%
First-line supervisors of construction trades and extraction workers : 47-1011 / 6200	Percent Male	98.1%	74.5%	9.9%	11.8%	0.8%	0.0%	0.0%	1.1%
First-line supervisors of construction trades and extraction workers : 47-1011 / 6200	Percent Female	1.9%	1.1%	0.8%	0.0%	0.0%	0.0%	0.0%	0.0%
First-line supervisors of mechanics, installers, and repairers : 49-1011 / 7000	Total	450	345	10	75	0	20	0	0
First-line supervisors of mechanics, installers, and repairers : 49-1011 / 7000	Male	430	330	4	75	0	20	0	0
First-line supervisors of mechanics, installers, and repairers : 49-1011 / 7000	Female	20	15	4	0	0	0	0	0
First-line supervisors of mechanics, installers, and repairers : 49-1011 / 7000	Percent Total	100.0%	76.7%	2.2%	16.7%	0.0%	4.4%	0.0%	0.0%
First-line supervisors of mechanics, installers, and repairers : 49-1011 / 7000	Percent Male	95.6%	73.3%	0.9%	16.7%	0.0%	4.4%	0.0%	0.0%
First-line supervisors of mechanics, installers, and repairers : 49-1011 / 7000	Percent Female	4.4%	3.3%	0.9%	0.0%	0.0%	0.0%	0.0%	0.0%
Plant and system operators : 51-8000 / 8600	Total	490	340	60	75	0	15	0	0
Plant and system operators : 51-8000 / 8600	Male	475	340	45	75	0	15	0	0
Plant and system operators : 51-8000 / 8600	Female	15	0	15	0	0	0	0	0
Plant and system operators : 51-8000 / 8600	Percent Total	100.0%	69.4%	12.2%	15.3%	0.0%	3.1%	0.0%	0.0%
Plant and system operators : 51-8000 / 8600	Percent Male	96.9%	69.4%	9.2%	15.3%	0.0%	3.1%	0.0%	0.0%
Plant and system operators : 51-8000 / 8600	Percent Female	3.1%	0.0%	3.1%	0.0%	0.0%	0.0%	0.0%	0.0%

AVAILABILITY ANALYSIS

March 30, 2024

AVAILABILITY ANALYSIS WORKSHEET- EMPLOYMENT DATA

Tolland EEO-ALL01R - Occupation by Sex and Race/Ethnicity for Residence Geography (Universe: Civilian labor force 16 years and over)

		Total All Groups	White alone	Black or African American alone	Hispanic or Latino	American Indian /Alaska Native alone	Asian alone	Native Hawaiian /Pacific Islander alone	Balance of not Hispanic or Latino
Grounds maintenance workers : 37-3010 / 4251	Total	885	825	0	40	0	0	0	20
Grounds maintenance workers : 37-3010 / 4251	Male	785	730	0	40	0	0	0	20
Grounds maintenance workers : 37-3010 / 4251	Female	100	100	0	0	0	0	0	0
Grounds maintenance workers : 37-3010 / 4251	Percent Total	100.0%	93.2%	0.0%	4.5%	0.0%	0.0%	0.0%	2.3%
Grounds maintenance workers : 37-3010 / 4251	Percent Male	88.7%	82.5%	0.0%	4.5%	0.0%	0.0%	0.0%	2.3%
Grounds maintenance workers : 37-3010 / 4251	Percent Female	11.3%	11.3%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Agricultural workers : 45-2000 / 6010	Total	345	345	0	0	0	0	0	0
Agricultural workers : 45-2000 / 6010	Male	195	195	0	0	0	0	0	0
Agricultural workers : 45-2000 / 6010	Female	150	150	0	0	0	0	0	0
Agricultural workers : 45-2000 / 6010	Percent Total	100.0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Agricultural workers : 45-2000 / 6010	Percent Male	56.5%	56.5%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Agricultural workers : 45-2000 / 6010	Percent Female	43.5%	43.5%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
First-line supervisors of construction trades and extraction workers : 47-1011 / 6200	Total	340	330	0	0	0	0	0	10
First-line supervisors of construction trades and extraction workers : 47-1011 / 6200	Male	330	315	0	0	0	0	0	10
First-line supervisors of construction trades and extraction workers : 47-1011 / 6200	Female	15	15	0	0	0	0	0	0
First-line supervisors of construction trades and extraction workers : 47-1011 / 6200	Percent Total	100.0%	97.1%	0.0%	0.0%	0.0%	0.0%	0.0%	2.9%
First-line supervisors of construction trades and extraction workers : 47-1011 / 6200	Percent Male	97.1%	92.6%	0.0%	0.0%	0.0%	0.0%	0.0%	2.9%
First-line supervisors of construction trades and extraction workers : 47-1011 / 6200	Percent Female	4.4%	4.4%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
First-line supervisors of mechanics, installers, and repairers : 49-1011 / 7000	Total	155	130	0	25	0	0	0	0
First-line supervisors of mechanics, installers, and repairers : 49-1011 / 7000	Male	155	130	0	25	0	0	0	0
First-line supervisors of mechanics, installers, and repairers : 49-1011 / 7000	Female	0	0	0	0	0	0	0	0
First-line supervisors of mechanics, installers, and repairers : 49-1011 / 7000	Percent Total	100.0%	83.9%	0.0%	16.1%	0.0%	0.0%	0.0%	0.0%
First-line supervisors of mechanics, installers, and repairers : 49-1011 / 7000	Percent Male	100.0%	83.9%	0.0%	16.1%	0.0%	0.0%	0.0%	0.0%
First-line supervisors of mechanics, installers, and repairers : 49-1011 / 7000	Percent Female	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Plant and system operators : 51-8000 / 8600	Total	170	170	0	0	0	0	0	0
Plant and system operators : 51-8000 / 8600	Male	170	170	0	0	0	0	0	0
Plant and system operators : 51-8000 / 8600	Female	0	0	0	0	0	0	0	0
Plant and system operators : 51-8000 / 8600	Percent Total	100.0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Plant and system operators : 51-8000 / 8600	Percent Male	100.0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Plant and system operators : 51-8000 / 8600	Percent Female	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

AVAILABILITY ANALYSIS

March 30, 2024

AVAILABILITY ANALYSIS WORKSHEET- EMPLOYMENT DATA

Windham EEO-ALL01R - Occupation by Sex and Race/Ethnicity for Residence Geography (Universe: Civilian labor force 16 years and over)										
		Total All Groups	White alone	Black or African American alone	Hispanic or Latino	American Indian /Alaska Native alone	Asian alone	Native Hawaiian /Pacific Islander alone	Balance of not Hispanic or Latino	
Grounds maintenance workers : 37-3010 / 4251	Total	860	665	0	190	0	0	0	0	10
Grounds maintenance workers : 37-3010 / 4251	Male	825	645	0	175	0	0	0	0	10
Grounds maintenance workers : 37-3010 / 4251	Female	35	20	0	15	0	0	0	0	0
Grounds maintenance workers : 37-3010 / 4251	Percent Total	100.0%	77.3%	0.0%	22.1%	0.0%	0.0%	0.0%	0.0%	1.2%
Grounds maintenance workers : 37-3010 / 4251	Percent Male	95.9%	75.0%	0.0%	20.3%	0.0%	0.0%	0.0%	0.0%	1.2%
Grounds maintenance workers : 37-3010 / 4251	Percent Female	4.1%	2.3%	0.0%	1.7%	0.0%	0.0%	0.0%	0.0%	0.0%
Agricultural workers : 45-2000 / 6010	Total	350	135	0	215	0	0	0	0	0
Agricultural workers : 45-2000 / 6010	Male	260	80	0	175	0	0	0	0	0
Agricultural workers : 45-2000 / 6010	Female	95	55	0	40	0	0	0	0	0
Agricultural workers : 45-2000 / 6010	Percent Total	100.0%	38.6%	0.0%	61.4%	0.0%	0.0%	0.0%	0.0%	0.0%
Agricultural workers : 45-2000 / 6010	Percent Male	74.3%	22.9%	0.0%	50.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Agricultural workers : 45-2000 / 6010	Percent Female	27.1%	15.7%	0.0%	11.4%	0.0%	0.0%	0.0%	0.0%	0.0%
First-line supervisors of construction trades and extraction workers : 47-1011 / 6200	Total	355	345	0	10	0	0	0	0	0
First-line supervisors of construction trades and extraction workers : 47-1011 / 6200	Male	355	345	0	10	0	0	0	0	0
First-line supervisors of construction trades and extraction workers : 47-1011 / 6200	Female	0	0	0	0	0	0	0	0	0
First-line supervisors of construction trades and extraction workers : 47-1011 / 6200	Percent Total	100.0%	97.2%	0.0%	2.8%	0.0%	0.0%	0.0%	0.0%	0.0%
First-line supervisors of construction trades and extraction workers : 47-1011 / 6200	Percent Male	100.0%	97.2%	0.0%	2.8%	0.0%	0.0%	0.0%	0.0%	0.0%
First-line supervisors of construction trades and extraction workers : 47-1011 / 6200	Percent Female	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
First-line supervisors of mechanics, installers, and repairers : 49-1011 / 7000	Total	90	60	0	25	0	0	4	0	0
First-line supervisors of mechanics, installers, and repairers : 49-1011 / 7000	Male	80	50	0	25	0	0	4	0	0
First-line supervisors of mechanics, installers, and repairers : 49-1011 / 7000	Female	10	10	0	0	0	0	0	0	0
First-line supervisors of mechanics, installers, and repairers : 49-1011 / 7000	Percent Total	100.0%	66.7%	0.0%	27.8%	0.0%	0.0%	4.4%	0.0%	0.0%
First-line supervisors of mechanics, installers, and repairers : 49-1011 / 7000	Percent Male	88.9%	55.6%	0.0%	27.8%	0.0%	0.0%	4.4%	0.0%	0.0%
First-line supervisors of mechanics, installers, and repairers : 49-1011 / 7000	Percent Female	11.1%	11.1%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Plant and system operators : 51-8000 / 8600	Total	90	90	0	0	0	0	0	0	0
Plant and system operators : 51-8000 / 8600	Male	70	70	0	0	0	0	0	0	0
Plant and system operators : 51-8000 / 8600	Female	15	15	0	0	0	0	0	0	0
Plant and system operators : 51-8000 / 8600	Percent Total	100.0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Plant and system operators : 51-8000 / 8600	Percent Male	77.8%	77.8%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Plant and system operators : 51-8000 / 8600	Percent Female	16.7%	16.7%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

AVAILABILITY ANALYSIS

March 30, 2024

OCC. CATEGORY: 4-Secretarial/Clerical
TITLE: All Titles
CAMPUS: Hartford

Period Covered: 12/01/23 - 11/30/24
LMA: Hartford

FACTOR	TOTAL MALE			TOTAL FEMALE			WHITE MALE			WHITE FEMALE			BLACK MALE			BLACK FEMALE			
	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	
Employment	15.7	1.00	15.7	84.3	1.00	84.3	9.7	1.00	9.7	60.1	1.00	60.1	2.6	1.00	2.6	9.7	1.00	9.7	
FINAL AVAIL. FACTOR			15.7			84.3			9.7			60.1			2.6			9.7	
FACTOR	HISPANIC MALE			HISPANIC FEMALE			AAIANHNPI MALE			AAIANHNPI FEMALE			2+ RACES MALE			2+ RACES FEMALE			
	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	
Employment	2.1	1.00	2.1	10.1	1.00	10.1	1.1	1.00	1.1	2.4	1.00	2.4	0.2	1.00	0.2	2.1	1.00	2.1	
FINAL AVAIL. FACTOR			2.1			10.1			1.1			2.4			0.2			2.1	
																	TOTAL		100.1
FACTOR	SOURCE OF STATISTIC									REASON FOR WEIGHTING THE FACTOR									
Employment	2014-2018 Tabulations from U.S. Census Bureau - Hartford (see attached worksheet of job titles used)									100% Data reflects occupations in the job category									

AVAILABILITY ANALYSIS

March 30, 2024

AVAILABILITY ANALYSIS WORKSHEET- EMPLOYMENT DATA

OCC. CATEGORY:

4-Secretarial Clerical

TITLE:

All Titles

Period Covered: 12/01/23 - 11/30/24

CAMPUS:

Hartford

	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISP MALE	HISP FEMALE	AAIANHNPI MALE	AAIANHNPI FEMALE	2+ RACES MALE	2+ RACES FEMALE
Employment Tbl. EEO-ALL01R - Occ. by Sex & Race/Eth. for Res. Geo. Hartford County													
Secretaries and administrative assistants : 43-6010 / 5710	9,940	540	9,400	350	7,150	45	735	75	1,095	55	225	15	195
Other office and administrative support workers : 43-9000 / 5810	10,754	2,705	8,049	1,650	5,290	500	1,265	355	985	165	274	35	235
TOTAL	20,694	3,245	17,449	2,000	12,440	545	2,000	430	2,080	220	499	50	430
%	100.0	15.7	84.3	9.7	60.1	2.6	9.7	2.1	10.1	1.1	2.4	0.2	2.1

Hartford EEO-ALL01R - Occupation by Sex and Race/Ethnicity for Residence Geography (Universe: Civilian labor force 16 years and over)										
		Total All Groups	White alone	Black or African American alone	Hispanic or Latino	American Indian /Alaska Native alone	Asian alone	Native Hawaiian /Pacific Islander alone	Balance of not Hispanic or Latino	
Secretaries and administrative assistants : 43-6010 / 5710	Total	9,940	7,500	780	1,170	15	265	0	210	
Secretaries and administrative assistants : 43-6010 / 5710	Male	540	350	45	75	15	40	0	15	
Secretaries and administrative assistants : 43-6010 / 5710	Female	9,400	7,150	735	1,095	0	225	0	195	
Secretaries and administrative assistants : 43-6010 / 5710	Percent Total	100.0%	75.5%	7.8%	11.8%	0.2%	2.7%	0.0%	2.1%	
Secretaries and administrative assistants : 43-6010 / 5710	Percent Male	5.4%	3.5%	0.5%	0.8%	0.2%	0.4%	0.0%	0.2%	
Secretaries and administrative assistants : 43-6010 / 5710	Percent Female	94.6%	71.9%	7.4%	11.0%	0.0%	2.3%	0.0%	2.0%	
Other office and administrative support workers : 43-9000 / 5810	Total	10,760	6,940	1,765	1,340	4	435	0	275	
Other office and administrative support workers : 43-9000 / 5810	Male	2,705	1,650	500	355	0	165	0	35	
Other office and administrative support workers : 43-9000 / 5810	Female	8,055	5,290	1,265	985	4	270	0	235	
Other office and administrative support workers : 43-9000 / 5810	Percent Total	100.0%	64.5%	16.4%	12.5%	0.0%	4.0%	0.0%	2.6%	
Other office and administrative support workers : 43-9000 / 5810	Percent Male	25.1%	15.3%	4.6%	3.3%	0.0%	1.5%	0.0%	0.3%	
Other office and administrative support workers : 43-9000 / 5810	Percent Female	74.9%	49.2%	11.8%	9.2%	0.0%	2.5%	0.0%	2.2%	

AVAILABILITY ANALYSIS

March 30, 2024

OCC. CATEGORY: 6-Qualified Craft Worker
 TITLE: All Titles
 CAMPUS: Hartford

Period Covered: 12/01/23 - 11/30/24
 LMA: Hartford

FACTOR	TOTAL MALE			TOTAL FEMALE			WHITE MALE			WHITE FEMALE			BLACK MALE			BLACK FEMALE		
	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF
Employment	96.1	1.00	96.1	3.9	1.00	3.9	66.6	1.00	66.6	1.7	1.00	1.7	10.7	1.00	10.7	0.4	1.00	0.4
FINAL AVAIL. FACTOR			96.1			3.9			66.6			1.7			10.7			0.4

FACTOR	HISPANIC MALE			HISPANIC FEMALE			AAIANHNPI MALE			AAIANHNPI FEMALE			2+ RACES MALE			2+ RACES FEMALE		
	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF
Employment	16.0	1.00	16.0	1.5	1.00	1.5	1.6	1.00	1.6	0.2	1.00	0.2	1.3	1.00	1.3	0.0	1.00	0.0
FINAL AVAIL. FACTOR			16.0			1.5			1.6			0.2			1.3			0.0

TOTAL 100.0

FACTOR	SOURCE OF STATISTIC	REASON FOR WEIGHTING THE FACTOR
Employment	2014-2018 Tabulations from U.S. Census Bureau - Hartford (see attached worksheet of job titles used)	100% Data reflects occupations in the job category

AVAILABILITY ANALYSIS

March 30, 2024

AVAILABILITY ANALYSIS WORKSHEET- EMPLOYMENT DATA

OCC. CATEGORY:

6-Qualified Craft Worker

TITLE:

All Titles

Period Covered: 12/01/23 - 11/30/24

CAMPUS:

Hartford

	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISP MALE	HISP FEMALE	AAIANHNPI MALE	AAIANHNPI FEMALE	2+ RACES MALE	2+ RACES FEMALE
Employment Tbl. EEO-ALL01R - Occ. by Sex & Race/Eth. for Res. Geo. Hartford County													
Other installation, maintenance, and repair workers : 49-XXXX / 7010	6,590	6,220	370	4,150	145	705	50	1,100	150	180	25	85	0
Electricians : 47-2111 / 6355	2,315	2,295	20	1,835	0	280	0	165	20	0	0	15	0
Painters and paperhangers : 47-2140 / 6410	1,289	1,244	45	740	45	80	0	420	0	0	0	4	0
Pipelayers, plumbers, pipefitters, and steamfitters : 47-2150 / 6441	1,070	1,070	0	775	0	140	0	115	0	0	0	40	0
TOTAL	11,264	10,829	435	7,500	190	1,205	50	1,800	170	180	25	144	0
%	100.0	96.1	3.9	66.6	1.7	10.7	0.4	16.0	1.5	1.6	0.2	1.3	0.0

Hartford EEO-ALL01R - Occupation by Sex and Race/Ethnicity for Residence Geography (Universe: Civilian labor force 16 years and over)

		Total All Groups	White alone	Black or African American alone	Hispanic or Latino	American Indian /Alaska Native alone	Asian alone	Native Hawaiian /Pacific Islander alone	Balance of not Hispanic or Latino
Other installation, maintenance, and repair workers : 49-XXXX / 7010	Total	6,585	4,290	755	1,255	0	205	0	85
Other installation, maintenance, and repair workers : 49-XXXX / 7010	Male	6,215	4,150	705	1,100	0	180	0	85
Other installation, maintenance, and repair workers : 49-XXXX / 7010	Female	370	145	50	150	0	25	0	0
Other installation, maintenance, and repair workers : 49-XXXX / 7010	Percent Total	100.0%	65.1%	11.5%	19.1%	0.0%	3.1%	0.0%	1.3%
Other installation, maintenance, and repair workers : 49-XXXX / 7010	Percent Male	94.4%	63.0%	10.7%	16.7%	0.0%	2.7%	0.0%	1.3%
Other installation, maintenance, and repair workers : 49-XXXX / 7010	Percent Female	5.6%	2.2%	0.8%	2.3%	0.0%	0.4%	0.0%	0.0%
Electricians : 47-2111 / 6355	Total	2,315	1,835	280	185	0	0	0	15
Electricians : 47-2111 / 6355	Male	2,295	1,835	280	165	0	0	0	15
Electricians : 47-2111 / 6355	Female	20	0	0	20	0	0	0	0
Electricians : 47-2111 / 6355	Percent Total	100.0%	79.3%	12.1%	8.0%	0.0%	0.0%	0.0%	0.6%
Electricians : 47-2111 / 6355	Percent Male	99.1%	79.3%	12.1%	7.1%	0.0%	0.0%	0.0%	0.6%
Electricians : 47-2111 / 6355	Percent Female	0.9%	0.0%	0.0%	0.9%	0.0%	0.0%	0.0%	0.0%
Painters and paperhangers : 47-2140 / 6410	Total	1,290	780	80	420	0	0	0	4
Painters and paperhangers : 47-2140 / 6410	Male	1,250	740	80	420	0	0	0	4
Painters and paperhangers : 47-2140 / 6410	Female	45	45	0	0	0	0	0	0
Painters and paperhangers : 47-2140 / 6410	Percent Total	100.0%	60.5%	6.2%	32.6%	0.0%	0.0%	0.0%	0.3%
Painters and paperhangers : 47-2140 / 6410	Percent Male	96.9%	57.4%	6.2%	32.6%	0.0%	0.0%	0.0%	0.3%
Painters and paperhangers : 47-2140 / 6410	Percent Female	3.5%	3.5%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Pipelayers, plumbers, pipefitters, and steamfitters : 47-2150 / 6441	Total	1,070	775	140	115	0	0	0	40
Pipelayers, plumbers, pipefitters, and steamfitters : 47-2150 / 6441	Male	1,070	775	140	115	0	0	0	40
Pipelayers, plumbers, pipefitters, and steamfitters : 47-2150 / 6441	Female	0	0	0	0	0	0	0	0
Pipelayers, plumbers, pipefitters, and steamfitters : 47-2150 / 6441	Percent Total	100.0%	72.4%	13.1%	10.7%	0.0%	0.0%	0.0%	3.7%
Pipelayers, plumbers, pipefitters, and steamfitters : 47-2150 / 6441	Percent Male	100.0%	72.4%	13.1%	10.7%	0.0%	0.0%	0.0%	3.7%
Pipelayers, plumbers, pipefitters, and steamfitters : 47-2150 / 6441	Percent Female	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

AVAILABILITY ANALYSIS

March 30, 2024

OCC. CATEGORY: 7-Service Maintenance
TITLE: All Titles
CAMPUS: Hartford

Period Covered: 12/01/23 - 11/30/24
LMA: Hartford

FACTOR	TOTAL MALE			TOTAL FEMALE			WHITE MALE			WHITE FEMALE			BLACK MALE			BLACK FEMALE		
	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF
Employment	98.2	1.00	98.2	1.8	1.00	1.8	75.9	1.00	75.9	1.0	1.00	1.0	9.3	1.00	9.3	0.8	1.00	0.8
FINAL AVAIL. FACTOR			98.2			1.8			75.9			1.0			9.3			0.8

FACTOR	HISPANIC MALE			HISPANIC FEMALE			AAIANHNPI MALE			AAIANHNPI FEMALE			2+ RACES MALE			2+ RACES FEMALE		
	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF
Employment	11.1	1.00	11.1	0.0	1.00	0.0	0.8	1.00	0.8	0.0	1.00	0.0	1.0	1.00	1.0	0.0	1.00	0.0
FINAL AVAIL. FACTOR			11.1			0.0			0.8			0.0			1.0			0.0

TOTAL 99.9

FACTOR	SOURCE OF STATISTIC	REASON FOR WEIGHTING THE FACTOR
Employment	2014-2018 Tabulations from U.S. Census Bureau - Hartford (see attached worksheet of job titles used)	100% Data reflects occupations in the job category

AVAILABILITY ANALYSIS

March 30, 2024

AVAILABILITY ANALYSIS WORKSHEET- EMPLOYMENT DATA

OCC. CATEGORY:
TITLE:
CAMPUS:

7- Service Maintenance
All Titles
Hartford

Period Covered: 12/01/23 - 11/30/24

	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISP MALE	HISP FEMALE	AAIANHNPI MALE	AAIANHNPI FEMALE	2+ RACES MALE	2+ RACES FEMALE
Employment Tbl. EEO-ALL01R - Occ. by Sex & Race/Eth. for Res. Geo. Hartford County													
First-line supervisors of construction trades and extraction workers : 47-1011 / 6200	1,825	1,790	35	1,360	20	180	15	215	0	15	0	20	0
Helpers, construction trades : 47-3010 / 6600	25	25	0	25	0	0	0	0	0	0	0	0	0
Other construction and related workers : 47-40XX / 6765	80	80	0	80	0	0	0	0	0	0	0	0	0
TOTAL	1,930	1,895	35	1,465	20	180	15	215	0	15	0	20	0
%	100.0	98.2	1.8	75.9	1.0	9.3	0.8	11.1	0.0	0.8	0.0	1.0	0.0

Hartford EEO-ALL01R - Occupation by Sex and Race/Ethnicity for Residence Geography (Universe: Civilian labor force 16 years and over)										
		Total All Groups	White alone	Black or African American alone	Hispanic or Latino	American Indian /Alaska Native alone	Asian alone	Native Hawaiian /Pacific Islander alone	Balance of not Hispanic or Latino	
First-line supervisors of construction trades and extraction workers : 47-1011 / 6200	Total	1,825	1,380	200	215	15	0	0	20	
First-line supervisors of construction trades and extraction workers : 47-1011 / 6200	Male	1,790	1,360	180	215	15	0	0	20	
First-line supervisors of construction trades and extraction workers : 47-1011 / 6200	Female	35	20	15	0	0	0	0	0	
First-line supervisors of construction trades and extraction workers : 47-1011 / 6200	Percent Total	100.0%	75.6%	11.0%	11.8%	0.8%	0.0%	0.0%	1.1%	
First-line supervisors of construction trades and extraction workers : 47-1011 / 6200	Percent Male	98.1%	74.5%	9.9%	11.8%	0.8%	0.0%	0.0%	1.1%	
First-line supervisors of construction trades and extraction workers : 47-1011 / 6200	Percent Female	1.9%	1.1%	0.8%	0.0%	0.0%	0.0%	0.0%	0.0%	
Helpers, construction trades : 47-3010 / 6600	Total	25	25	0	0	0	0	0	0	
Helpers, construction trades : 47-3010 / 6600	Male	25	25	0	0	0	0	0	0	
Helpers, construction trades : 47-3010 / 6600	Female	0	0	0	0	0	0	0	0	
Helpers, construction trades : 47-3010 / 6600	Percent Total	100.0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	
Helpers, construction trades : 47-3010 / 6600	Percent Male	100.0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	
Helpers, construction trades : 47-3010 / 6600	Percent Female	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	
Other construction and related workers : 47-40XX / 6765	Total	80	80	0	0	0	0	0	0	
Other construction and related workers : 47-40XX / 6765	Male	80	80	0	0	0	0	0	0	
Other construction and related workers : 47-40XX / 6765	Female	0	0	0	0	0	0	0	0	
Other construction and related workers : 47-40XX / 6765	Percent Total	100.0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	
Other construction and related workers : 47-40XX / 6765	Percent Male	100.0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	
Other construction and related workers : 47-40XX / 6765	Percent Female	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	

AVAILABILITY ANALYSIS

March 30, 2024

OCC. CATEGORY: 4-Secretarial/Clerical
 TITLE: All Titles
 CAMPUS: Avery Point

Period Covered: 12/01/23 - 11/30/24
 LMA: New London

FACTOR	TOTAL MALE			TOTAL FEMALE			WHITE MALE			WHITE FEMALE			BLACK MALE			BLACK FEMALE		
	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF
Employment	11.8	1.00	11.8	88.2	1.00	88.2	9.8	1.00	9.8	78.4	1.00	78.4	0.2	1.00	0.2	3.4	1.00	3.4
FINAL AVAIL. FACTOR			11.8			88.2			9.8			78.4			0.2			3.4

FACTOR	HISPANIC MALE			HISPANIC FEMALE			AAIANHNPI MALE			AAIANHNPI FEMALE			2+ RACES MALE			2+ RACES FEMALE		
	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF
Employment	1.1	1.00	1.1	3.1	1.00	3.1	0.5	1.00	0.5	1.8	1.00	1.8	0.2	1.00	0.2	1.4	1.00	1.4
FINAL AVAIL. FACTOR			1.1			3.1			0.5			1.8			0.2			1.4

TOTAL 99.9

FACTOR	SOURCE OF STATISTIC	REASON FOR WEIGHTING THE FACTOR
Employment	2014-2018 Tabulations from U.S. Census Bureau - New London (see attached worksheet of job titles used)	100% Data reflects occupations in the job category

AVAILABILITY ANALYSIS

March 30, 2024

AVAILABILITY ANALYSIS WORKSHEET- EMPLOYMENT DATA

OCC. CATEGORY:

4-Secretarial Clerical

TITLE:

All Titles

Period Covered: 12/01/23 - 11/30/24

CAMPUS:

Avery Point

	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISP MALE	HISP FEMALE	AAIANHNPI MALE	AAIANHNPI FEMALE	2+ RACES MALE	2+ RACES FEMALE
Employment Tbl. EEO-ALL01R - Occ. by Sex & Race/Eth. for Res. Geo. New London County													
Secretaries and administrative assistants : 43-6010 / 5710	2,914	184	2,730	135	2,490	0	50	30	95	19	30	0	65
Other office and administrative support workers : 43-9000 / 5810	2,773	488	2,285	425	1,970	10	145	35	80	8	75	10	15
TOTAL	5,687	672	5,015	560	4,460	10	195	65	175	27	105	10	80
%	100.0	11.8	88.2	9.8	78.4	0.2	3.4	1.1	3.1	0.5	1.8	0.2	1.4

New London EEO-ALL01R - Occupation by Sex and Race/Ethnicity for Residence Geography (Universe: Civilian labor force 16 years and over)

		Total All Groups	White alone	Black or African American alone	Hispanic or Latino	American Indian /Alaska Native alone	Asian alone	Native Hawaiian /Pacific Islander alone	Balance of not Hispanic or Latino
Secretaries and administrative assistants : 43-6010 / 5710	Total	2,920	2,630	50	130	15	35	0	65
Secretaries and administrative assistants : 43-6010 / 5710	Male	185	135	0	30	4	15	0	0
Secretaries and administrative assistants : 43-6010 / 5710	Female	2,735	2,490	50	95	10	20	0	65
Secretaries and administrative assistants : 43-6010 / 5710	Percent Total	100.0%	90.1%	1.7%	4.5%	0.5%	1.2%	0.0%	2.2%
Secretaries and administrative assistants : 43-6010 / 5710	Percent Male	6.3%	4.6%	0.0%	1.0%	0.1%	0.5%	0.0%	0.0%
Secretaries and administrative assistants : 43-6010 / 5710	Percent Female	93.7%	85.3%	1.7%	3.3%	0.3%	0.7%	0.0%	2.2%
Other office and administrative support workers : 43-9000 / 5810	Total	2,770	2,390	155	120	4	80	0	25
Other office and administrative support workers : 43-9000 / 5810	Male	485	425	10	35	4	4	0	10
Other office and administrative support workers : 43-9000 / 5810	Female	2,285	1,970	145	80	0	75	0	15
Other office and administrative support workers : 43-9000 / 5810	Percent Total	100.0%	86.3%	5.6%	4.3%	0.1%	2.9%	0.0%	0.9%
Other office and administrative support workers : 43-9000 / 5810	Percent Male	17.5%	15.3%	0.4%	1.3%	0.1%	0.1%	0.0%	0.4%
Other office and administrative support workers : 43-9000 / 5810	Percent Female	82.5%	71.1%	5.2%	2.9%	0.0%	2.7%	0.0%	0.5%

AVAILABILITY ANALYSIS

March 30, 2024

OCC. CATEGORY: 5-Technical/Paraprofessional
 TITLE: All Titles
 CAMPUS: Avery Point

Period Covered: 12/01/23 - 11/30/24
 LMA: New London

FACTOR	TOTAL MALE			TOTAL FEMALE			WHITE MALE			WHITE FEMALE			BLACK MALE			BLACK FEMALE		
	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF
Employment	71.3	1.00	71.3	28.7	1.00	28.7	69.9	1.00	69.9	21.5	1.00	21.5	0.0	1.00	0.0	0.0	1.00	0.0
FINAL AVAIL. FACTOR			71.3			28.7			69.9			21.5			0.0			0.0

FACTOR	HISPANIC MALE			HISPANIC FEMALE			AAIANHNPI MALE			AAIANHNPI FEMALE			2+ RACES MALE			2+ RACES FEMALE		
	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF
Employment	1.4	1.00	1.4	3.6	1.00	3.6	0.0	1.00	0.0	3.6	1.00	3.6	0.0	1.00	0.0	0.0	1.00	0.0
FINAL AVAIL. FACTOR			1.4			3.6			0.0			3.6			0.0			0.0

TOTAL 100.0

FACTOR	SOURCE OF STATISTIC	REASON FOR WEIGHTING THE FACTOR
Employment	2014-2018 Tabulations from U.S. Census Bureau - New London (see attached worksheet of job titles used)	100% Data reflects occupations in the job category

AVAILABILITY ANALYSIS**March 30, 2024****AVAILABILITY ANALYSIS WORKSHEET- EMPLOYMENT DATA**

OCC. CATEGORY:

5-Technical Paraprofessional

TITLE:

All Titles**Period Covered: 12/01/23 - 11/30/24**

CAMPUS:

Avery Point

	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISP MALE	HISP FEMALE	AAIANHNPI MALE	AAIANHNPI FEMALE	2+ RACES MALE	2+ RACES FEMALE
Employment Tbl. EEO-ALL01R - Occ. by Sex & Race/Eth. for Res. Geo. New London County													
Life, physical, and social science technicians : 19-4000 / 1900	279	199	80	195	60	0	0	4	10	0	10	0	0
TOTAL	279	199	80	195	60	0	0	4	10	0	10	0	0
%	100.0	71.3	28.7	69.9	21.5	0.0	0.0	1.4	3.6	0.0	3.6	0.0	0.0

New London EEO-ALL01R - Occupation by Sex and Race/Ethnicity for Residence Geography (Universe: Civilian labor force 16 years and over)

		Total All Groups	White alone	Black or African American alone	Hispanic or Latino	American Indian /Alaska Native alone	Asian alone	Native Hawaiian /Pacific Islander alone	Balance of not Hispanic or Latino
Life, physical, and social science technicians : 19-4000 / 1900	Total	280	250	0	15	0	10	0	0
Life, physical, and social science technicians : 19-4000 / 1900	Male	200	195	0	4	0	0	0	0
Life, physical, and social science technicians : 19-4000 / 1900	Female	80	60	0	10	0	10	0	0
Life, physical, and social science technicians : 19-4000 / 1900	Percent Total	100.0%	89.3%	0.0%	5.4%	0.0%	3.6%	0.0%	0.0%
Life, physical, and social science technicians : 19-4000 / 1900	Percent Male	71.4%	69.6%	0.0%	1.4%	0.0%	0.0%	0.0%	0.0%
Life, physical, and social science technicians : 19-4000 / 1900	Percent Female	28.6%	21.4%	0.0%	3.6%	0.0%	3.6%	0.0%	0.0%

AVAILABILITY ANALYSIS

March 30, 2024

OCC. CATEGORY: 6-Qualified Craft Worker
TITLE: All Titles
CAMPUS: Avery Point

Period Covered: 12/01/23 - 11/30/24
LMA: New London

FACTOR	TOTAL MALE			TOTAL FEMALE			WHITE MALE			WHITE FEMALE			BLACK MALE			BLACK FEMALE		
	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF
Employment	99.1	1.00	99.1	0.9	1.00	0.9	93.1	1.00	93.1	0.9	1.00	0.9	0.6	1.00	0.6	0.0	1.00	0.0
FINAL AVAIL. FACTOR			99.1			0.9			93.1			0.9			0.6			0.0

FACTOR	HISPANIC MALE			HISPANIC FEMALE			AAIANHNPI MALE			AAIANHNPI FEMALE			2+ RACES MALE			2+ RACES FEMALE		
	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF
Employment	4.3	1.00	4.3	0.0	1.00	0.0	0.6	1.00	0.6	0.0	1.00	0.0	0.5	1.00	0.5	0.0	1.00	0.0
FINAL AVAIL. FACTOR			4.3			0.0			0.6			0.0			0.5			0.0

TOTAL 100.0

FACTOR	SOURCE OF STATISTIC	REASON FOR WEIGHTING THE FACTOR
Employment	2014-2018 Tabulations from U.S. Census Bureau - New London (see attached worksheet of job titles used)	100% Data reflects occupations in the job category

AVAILABILITY ANALYSIS

March 30, 2024

AVAILABILITY ANALYSIS WORKSHEET- EMPLOYMENT DATA

OCC. CATEGORY:

6-Qualified Craft Worker

TITLE:

All Titles

Period Covered: 12/01/23 - 11/30/24

CAMPUS:

Avery Point

	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISP MALE	HISP FEMALE	AAIANHNPI MALE	AAIANHNPI FEMALE	2+ RACES MALE	2+ RACES FEMALE
Employment Tbl. EEO-ALL01R - Occ. by Sex & Race/Eth. for Res. Geo. New London County													
Electricians : 47-2111 / 6355	809	809	0	745	0	0	0	50	0	10	0	4	0
Pipelayers, plumbers, pipefitters, and steamfitters : 47-2150 / 6441	829	814	15	780	15	10	0	20	0	0	0	4	0
TOTAL	1,638	1,623	15	1,525	15	10	0	70	0	10	0	8	0
%	100.0	99.1	0.9	93.1	0.9	0.6	0.0	4.3	0.0	0.6	0.0	0.5	0.0

New London EEO-ALL01R - Occupation by Sex and Race/Ethnicity for Residence Geography (Universe: Civilian labor force 16 years and over)

		Total All Groups	White alone	Black or African American alone	Hispanic or Latino	American Indian /Alaska Native alone	Asian alone	Native Hawaiian /Pacific Islander alone	Balance of not Hispanic or Latino
Electricians : 47-2111 / 6355	Total	805	745	0	50	0	10	0	4
Electricians : 47-2111 / 6355	Male	805	745	0	50	0	10	0	4
Electricians : 47-2111 / 6355	Female	0	0	0	0	0	0	0	0
Electricians : 47-2111 / 6355	Percent Total	100.0%	92.5%	0.0%	6.2%	0.0%	1.2%	0.0%	0.5%
Electricians : 47-2111 / 6355	Percent Male	100.0%	92.5%	0.0%	6.2%	0.0%	1.2%	0.0%	0.5%
Electricians : 47-2111 / 6355	Percent Female	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Pipelayers, plumbers, pipefitters, and steamfitters : 47-2150 / 6441	Total	830	795	10	20	0	0	0	4
Pipelayers, plumbers, pipefitters, and steamfitters : 47-2150 / 6441	Male	815	780	10	20	0	0	0	4
Pipelayers, plumbers, pipefitters, and steamfitters : 47-2150 / 6441	Female	15	15	0	0	0	0	0	0
Pipelayers, plumbers, pipefitters, and steamfitters : 47-2150 / 6441	Percent Total	100.0%	95.8%	1.2%	2.4%	0.0%	0.0%	0.0%	0.5%
Pipelayers, plumbers, pipefitters, and steamfitters : 47-2150 / 6441	Percent Male	98.2%	94.0%	1.2%	2.4%	0.0%	0.0%	0.0%	0.5%
Pipelayers, plumbers, pipefitters, and steamfitters : 47-2150 / 6441	Percent Female	1.8%	1.8%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

AVAILABILITY ANALYSIS

March 30, 2024

OCC. CATEGORY: 7-Service Maintenance
TITLE: All Titles
CAMPUS: Avery Point

Period Covered: 12/01/23 - 11/30/24
LMA: New London

FACTOR	TOTAL MALE			TOTAL FEMALE			WHITE MALE			WHITE FEMALE			BLACK MALE			BLACK FEMALE		
	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF
Employment	97.7	1.00	97.7	2.3	1.00	2.3	85.4	1.00	85.4	2.3	1.00	2.3	1.8	1.00	1.8	0.0	1.00	0.0
FINAL AVAIL. FACTOR			97.7			2.3			85.4			2.3			1.8			0.0

FACTOR	HISPANIC MALE			HISPANIC FEMALE			AAIANHNPI MALE			AAIANHNPI FEMALE			2+ RACES MALE			2+ RACES FEMALE		
	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF
Employment	7.6	1.00	7.6	0.0	1.00	0.0	0.0	1.00	0.0	0.0	1.00	0.0	2.9	1.00	2.9	0.0	1.00	0.0
FINAL AVAIL. FACTOR			7.6			0.0			0.0			0.0			2.9			0.0

TOTAL 100.0

FACTOR	SOURCE OF STATISTIC	REASON FOR WEIGHTING THE FACTOR
Employment	2014-2018 Tabulations from U.S. Census Bureau - New London (see attached worksheet of job titles used)	100% Data reflects occupations in the job category

AVAILABILITY ANALYSIS

March 30, 2024

AVAILABILITY ANALYSIS WORKSHEET- EMPLOYMENT DATA

OCC. CATEGORY:

7- Service Maintenance

TITLE:

All Titles

Period Covered: 12/01/23 - 11/30/24

CAMPUS:

Avery Point

	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISP MALE	HISP FEMALE	AAIANHNPI MALE	AAIANHNPI FEMALE	2+ RACES MALE	2+ RACES FEMALE
Employment Tbl. EEO-ALL01R - Occ. by Sex & Race/Eth. for Res. Geo.													
New London County													
First-line supervisors of construction trades and extraction	595	595	0	550	0	15	0	30	0	0	0	0	0
Helpers, construction trades : 47-3010 / 6600	64	64	0	4	0	0	0	35	0	0	0	25	0
Other construction and related workers : 47-40XX / 6765	0	0	0	0	0	0	0	0	0	0	0	0	0
Rail and water transportation workers : 53-XXXX / 9210	195	175	20	175	20	0	0	0	0	0	0	0	0
TOTAL	854	834	20	729	20	15	0	65	0	0	0	25	0
%	100.0	97.7	2.3	85.4	2.3	1.8	0.0	7.6	0.0	0.0	0.0	2.9	0.0

New London EEO-ALL01R - Occupation by Sex and Race/Ethnicity for Residence Geography (Universe: Civilian labor force 16 years and over)

		Total All Groups	White alone	Black or African American alone	Hispanic or Latino	American Indian /Alaska Native alone	Asian alone	Native Hawaiian /Pacific Islander alone	Balance of not Hispanic or Latino
First-line supervisors of construction trades and extraction workers : 47-1011 / 6200	Total	595	550	15	30	0	0	0	0
First-line supervisors of construction trades and extraction workers : 47-1011 / 6200	Male	595	550	15	30	0	0	0	0
First-line supervisors of construction trades and extraction workers : 47-1011 / 6200	Female	0	0	0	0	0	0	0	0
First-line supervisors of construction trades and extraction workers : 47-1011 / 6200	Percent Total	100.0%	92.4%	2.5%	5.0%	0.0%	0.0%	0.0%	0.0%
First-line supervisors of construction trades and extraction workers : 47-1011 / 6200	Percent Male	100.0%	92.4%	2.5%	5.0%	0.0%	0.0%	0.0%	0.0%
First-line supervisors of construction trades and extraction workers : 47-1011 / 6200	Percent Female	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Helpers, construction trades : 47-3010 / 6600	Total	60	4	0	35	0	0	0	25
Helpers, construction trades : 47-3010 / 6600	Male	60	4	0	35	0	0	0	25
Helpers, construction trades : 47-3010 / 6600	Female	0	0	0	0	0	0	0	0
Helpers, construction trades : 47-3010 / 6600	Percent Total	100.0%	6.7%	0.0%	58.3%	0.0%	0.0%	0.0%	41.7%
Helpers, construction trades : 47-3010 / 6600	Percent Male	100.0%	6.7%	0.0%	58.3%	0.0%	0.0%	0.0%	41.7%
Helpers, construction trades : 47-3010 / 6600	Percent Female	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Other construction and related workers : 47-40XX / 6765	Total	0	0	0	0	0	0	0	0
Other construction and related workers : 47-40XX / 6765	Male	0	0	0	0	0	0	0	0
Other construction and related workers : 47-40XX / 6765	Female	0	0	0	0	0	0	0	0
Other construction and related workers : 47-40XX / 6765	Percent Total	-	-	-	-	-	-	-	-
Other construction and related workers : 47-40XX / 6765	Percent Male	-	-	-	-	-	-	-	-
Other construction and related workers : 47-40XX / 6765	Percent Female	-	-	-	-	-	-	-	-
Rail and water transportation workers : 53-XXXX / 9210	Total	190	190	0	0	0	0	0	0
Rail and water transportation workers : 53-XXXX / 9210	Male	175	175	0	0	0	0	0	0
Rail and water transportation workers : 53-XXXX / 9210	Female	20	20	0	0	0	0	0	0
Rail and water transportation workers : 53-XXXX / 9210	Percent Total	100.0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Rail and water transportation workers : 53-XXXX / 9210	Percent Male	92.1%	92.1%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Rail and water transportation workers : 53-XXXX / 9210	Percent Female	10.5%	10.5%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

AVAILABILITY ANALYSIS

March 30, 2024

OCC. CATEGORY: 4-Secretarial/Clerical
 TITLE: All Titles
 CAMPUS: Stamford

Period Covered: 12/01/23 - 11/30/24
 LMA: Fairfield

FACTOR	TOTAL MALE			TOTAL FEMALE			WHITE MALE			WHITE FEMALE			BLACK MALE			BLACK FEMALE		
	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF
Employment	13.3	1.00	13.3	86.7	1.00	86.7	8.8	1.00	8.8	62.5	1.00	62.5	0.7	1.00	0.7	9.7	1.00	9.7
FINAL AVAIL. FACTOR			13.3			86.7			8.8			62.5			0.7			9.7

FACTOR	HISPANIC MALE			HISPANIC FEMALE			AAIANHNPI MALE			AAIANHNPI FEMALE			2+ RACES MALE			2+ RACES FEMALE		
	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF
Employment	2.3	1.00	2.3	10.8	1.00	10.8	1.1	1.00	1.1	2.5	1.00	2.5	0.4	1.00	0.4	1.2	1.00	1.2
FINAL AVAIL. FACTOR			2.3			10.8			1.1			2.5			0.4			1.2

TOTAL 100.0

FACTOR	SOURCE OF STATISTIC	REASON FOR WEIGHTING THE FACTOR
Employment	2014-2018 Tabulations from U.S. Census Bureau - Bridgeport-Stamford-Norwalk Metro Area (see attached worksheet of job titles used)	100% Data reflects occupations in the job category

AVAILABILITY ANALYSIS

March 30, 2024

AVAILABILITY ANALYSIS WORKSHEET- EMPLOYMENT DATA

OCC. CATEGORY:

4-Secretarial Clerical

TITLE:

All Titles

Period Covered: 12/01/23 - 11/30/24

CAMPUS:

Stamford

	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISP MALE	HISP FEMALE	AAIANHNPI MALE	AAIANHNPI FEMALE	2+ RACES MALE	2+ RACES FEMALE
Employment Tbl. EEO-ALL01R - Occ. by Sex & Race/Eth. for Res. Geo. Bridgeport-Stamford-Norwalk Metro Area													
Secretaries and administrative assistants : 43-6010 / 5710	10,090	665	9,425	480	7,315	10	765	70	1,115	90	180	15	50
Other office and administrative support workers : 43-9000 / 5810	7,450	1,665	5,785	1,065	3,650	120	940	325	780	100	250	55	165
TOTAL	17,540	2,330	15,210	1,545	10,965	130	1,705	395	1,895	190	430	70	215
%	100.0	13.3	86.7	8.8	62.5	0.7	9.7	2.3	10.8	1.1	2.5	0.4	1.2

Bridgeport-Stamford-Norwalk, CT Metro Area EEO-ALL01R - Occupation by Sex and Race/Ethnicity for Residence Geography (Universe: Civilian labor force 16 years and over)

		Total All Groups	White alone	Black or African American alone	Hispanic or Latino	American Indian /Alaska Native alone	Asian alone	Native Hawaiian /Pacific Islander alone	Balance of not Hispanic or Latino
Secretaries and administrative assistants : 43-6010 / 5710	Total	10,085	7,800	770	1,185	0	270	0	65
Secretaries and administrative assistants : 43-6010 / 5710	Male	660	480	10	70	0	90	0	15
Secretaries and administrative assistants : 43-6010 / 5710	Female	9,425	7,315	765	1,115	0	180	0	50
Secretaries and administrative assistants : 43-6010 / 5710	Percent Total	100.0%	77.3%	7.6%	11.8%	0.0%	2.7%	0.0%	0.6%
Secretaries and administrative assistants : 43-6010 / 5710	Percent Male	6.5%	4.8%	0.1%	0.7%	0.0%	0.9%	0.0%	0.1%
Secretaries and administrative assistants : 43-6010 / 5710	Percent Female	93.5%	72.5%	7.6%	11.1%	0.0%	1.8%	0.0%	0.5%
Other office and administrative support workers : 43-9000 / 5810	Total	7,450	4,720	1,060	1,100	15	330	0	220
Other office and administrative support workers : 43-9000 / 5810	Male	1,665	1,065	120	325	0	100	0	55
Other office and administrative support workers : 43-9000 / 5810	Female	5,785	3,650	940	780	15	235	0	165
Other office and administrative support workers : 43-9000 / 5810	Percent Total	100.0%	63.4%	14.2%	14.8%	0.2%	4.4%	0.0%	3.0%
Other office and administrative support workers : 43-9000 / 5810	Percent Male	22.3%	14.3%	1.6%	4.4%	0.0%	1.3%	0.0%	0.7%
Other office and administrative support workers : 43-9000 / 5810	Percent Female	77.7%	49.0%	12.6%	10.5%	0.2%	3.2%	0.0%	2.2%

AVAILABILITY ANALYSIS

March 30, 2024

OCC. CATEGORY: 7-Service Maintenance
TITLE: All Titles
CAMPUS: Stamford

Period Covered: 12/01/23 - 11/30/24
LMA: Fairfield

FACTOR	TOTAL MALE			TOTAL FEMALE			WHITE MALE			WHITE FEMALE			BLACK MALE			BLACK FEMALE		
	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF
Employment	83.3	1.00	83.3	16.7	1.00	16.7	38.1	1.00	38.1	16.7	1.00	16.7	16.7	1.00	16.7	0.0	1.00	0.0
FINAL AVAIL. FACTOR			83.3			16.7			38.1			16.7			16.7			0.0

FACTOR	HISPANIC MALE			HISPANIC FEMALE			AAIANHNP I MALE			AAIANHNP I FEMALE			2+ RACES MALE			2+ RACES FEMALE		
	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF
Employment	23.8	1.00	23.8	0.0	1.00	0.0	0.0	1.00	0.0	0.0	1.00	0.0	4.8	1.00	4.8	0.0	1.00	0.0
FINAL AVAIL. FACTOR			23.8			0.0			0.0			0.0			4.8			0.0

TOTAL 100.1

FACTOR	SOURCE OF STATISTIC	REASON FOR WEIGHTING THE FACTOR
Employment	2014-2018 Tabulations from U.S. Census Bureau - Bridgeport-Stamford-Norwalk Metro Area (see attached worksheet of job titles used)	100% Data reflects occupations in the job category

AVAILABILITY ANALYSIS

March 30, 2024

AVAILABILITY ANALYSIS WORKSHEET- EMPLOYMENT DATA

OCC. CATEGORY:

7- Service Maintenance

TITLE:

All Titles

Period Covered: 12/01/23 - 11/30/24

CAMPUS:

Stamford

	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISP MALE	HISP FEMALE	AAIANHNPI MALE	AAIANHNPI FEMALE	2+ RACES MALE	2+ RACES FEMALE
Employment Tbl. EEO-ALL01R - Occ. by Sex & Race/Eth. for Res. Geo. Bridgeport-Stamford-Norwalk Metro Area													
Other construction and related workers : 47-40XX / 6765	160	125	35	45	35	20	0	50	0	0	0	10	0
Helpers, construction trades : 47-3010 / 6600	50	50	0	35	0	15	0	0	0	0	0	0	0
TOTAL	210	175	35	80	35	35	0	50	0	0	0	10	0
%	100.0	83.3	16.7	38.1	16.7	16.7	0.0	23.8	0.0	0.0	0.0	4.8	0.0

Bridgeport-Stamford-Norwalk, CT Metro Area EEO-ALL01R - Occupation by Sex and Race/Ethnicity for Residence Geography (Universe: Civilian labor force 16 years and over)

		Total All Groups	White alone	Black or African American alone	Hispanic or Latino	American Indian /Alaska Native alone	Asian alone	Native Hawaiian /Pacific Islander alone	Balance of not Hispanic or Latino
Helpers, construction trades : 47-3010 / 6600	Total	50	35	15	0	0	0	0	0
Helpers, construction trades : 47-3010 / 6600	Male	50	35	15	0	0	0	0	0
Helpers, construction trades : 47-3010 / 6600	Female	0	0	0	0	0	0	0	0
Helpers, construction trades : 47-3010 / 6600	Percent Total	100.0%	70.0%	30.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Helpers, construction trades : 47-3010 / 6600	Percent Male	100.0%	70.0%	30.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Helpers, construction trades : 47-3010 / 6600	Percent Female	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Other construction and related workers : 47-40XX / 6765	Total	160	80	20	50	0	0	0	10
Other construction and related workers : 47-40XX / 6765	Male	125	45	20	50	0	0	0	10
Other construction and related workers : 47-40XX / 6765	Female	35	35	0	0	0	0	0	0
Other construction and related workers : 47-40XX / 6765	Percent Total	100.0%	50.0%	12.5%	31.3%	0.0%	0.0%	0.0%	6.3%
Other construction and related workers : 47-40XX / 6765	Percent Male	78.1%	28.1%	12.5%	31.3%	0.0%	0.0%	0.0%	6.3%
Other construction and related workers : 47-40XX / 6765	Percent Female	21.9%	21.9%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

AVAILABILITY ANALYSIS

March 30, 2024

OCC. CATEGORY: 4-Secretarial/Clerical
 TITLE: All titles
 CAMPUS: Waterbury

Period Covered: 12/01/23 - 11/30/24
 LMA: Hartford, Litchfield, & New Haven

FACTOR	TOTAL MALE			TOTAL FEMALE			WHITE MALE			WHITE FEMALE			BLACK MALE			BLACK FEMALE		
	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF
Employment	20.2	1.00	20.2	79.8	1.00	79.8	3.7	1.00	3.7	39.1	1.00	39.1	5.9	1.00	5.9	14.1	1.00	14.1
FINAL AVAIL. FACTOR			20.2			79.8			3.7			39.1			5.9			14.1

FACTOR	HISPANIC MALE			HISPANIC FEMALE			AAIANHNPI MALE			AAIANHNPI FEMALE			2+ RACES MALE			2+ RACES FEMALE		
	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF
Employment	9.8	1.00	9.8	25.3	1.00	25.3	0.0	1.00	0.0	1.3	1.00	1.3	0.8	1.00	0.8	0.0	1.00	0.0
FINAL AVAIL. FACTOR			9.8			25.3			0.0			1.3			0.8			0.0

TOTAL 100.0

FACTOR	SOURCE OF STATISTIC	REASON FOR WEIGHTING THE FACTOR
Employment	2014-2018 Tabulations from U.S. Census Bureau - Waterbury City (see attached worksheet of job titles used)	100% Data reflects occupations in the job category

AVAILABILITY ANALYSIS

March 30, 2024

AVAILABILITY ANALYSIS WORKSHEET- EMPLOYMENT DATA

OCC. CATEGORY:
TITLE:
CAMPUS:

4-Secretarial Clerical
All Titles
Waterbury

Period Covered: 12/01/23 - 11/30/24

	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISP MALE	HISP FEMALE	AAIANHNPI MALE	AAIANHNPI FEMALE	2+ RACES MALE	2+ RACES FEMALE
Employment Tbl. EEO-ALL01R - Occ. by Sex & Race/Eth. for Res. Geo.													
Waterbury City													
Secretaries and administrative assistants : 43-6010 / 5710	885	95	790	25	400	15	150	55	230	0	10	0	0
Other office and administrative support workers : 43-9000 / 5810	995	285	710	45	335	95	115	130	245	0	15	15	0
TOTAL	1,880	380	1,500	70	735	110	265	185	475	0	25	15	0
%	100.0	20.2	79.8	3.7	39.1	5.9	14.1	9.8	25.3	0.0	1.3	0.8	0.0

Waterbury City, Connecticut EEO-ALL01R - Occupation by Sex and Race/Ethnicity for Residence Geography (Universe: Civilian labor force 16 years and over)

		Total All Groups	White alone	Black or African American alone	Hispanic or Latino	American Indian /Alaska Native alone	Asian alone	Native Hawaiian /Pacific Islander alone	Balance of not Hispanic or Latino
Secretaries and administrative assistants : 43-6010 / 5710	Total	880	420	165	285	0	10	0	0
Secretaries and administrative assistants : 43-6010 / 5710	Male	95	25	15	55	0	0	0	0
Secretaries and administrative assistants : 43-6010 / 5710	Female	790	400	150	230	0	10	0	0
Secretaries and administrative assistants : 43-6010 / 5710	Percent Total	100.0%	47.7%	18.8%	32.4%	0.0%	1.1%	0.0%	0.0%
Secretaries and administrative assistants : 43-6010 / 5710	Percent Male	10.8%	2.8%	1.7%	6.3%	0.0%	0.0%	0.0%	0.0%
Secretaries and administrative assistants : 43-6010 / 5710	Percent Female	89.8%	45.5%	17.0%	26.1%	0.0%	1.1%	0.0%	0.0%
Other office and administrative support workers : 43-9000 / 5810	Total	995	380	210	370	0	15	0	15
Other office and administrative support workers : 43-9000 / 5810	Male	285	45	95	130	0	0	0	15
Other office and administrative support workers : 43-9000 / 5810	Female	710	335	115	245	0	15	0	0
Other office and administrative support workers : 43-9000 / 5810	Percent Total	100.0%	38.2%	21.1%	37.2%	0.0%	1.5%	0.0%	1.5%
Other office and administrative support workers : 43-9000 / 5810	Percent Male	28.6%	4.5%	9.5%	13.1%	0.0%	0.0%	0.0%	1.5%
Other office and administrative support workers : 43-9000 / 5810	Percent Female	71.4%	33.7%	11.6%	24.6%	0.0%	1.5%	0.0%	0.0%

AVAILABILITY ANALYSIS

March 30, 2024

OCC. CATEGORY: 5-Technical/Paraprofessional
TITLE: All Titles
CAMPUS: Waterbury

Period Covered: 12/01/23 - 11/30/24
LMA: Hartford, Litchfield, & New Haven

FACTOR	TOTAL MALE			TOTAL FEMALE			WHITE MALE			WHITE FEMALE			BLACK MALE			BLACK FEMALE		
	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF
Employment	37.9	1.00	37.9	62.1	1.00	62.1	7.4	1.00	7.4	17.9	1.00	17.9	15.8	1.00	15.8	24.2	1.00	24.2
FINAL AVAIL. FACTOR			37.9			62.1			7.4			17.9			15.8			24.2

FACTOR	HISPANIC MALE			HISPANIC FEMALE			AAIANHNPI MALE			AAIANHNPI FEMALE			2+ RACES MALE			2+ RACES FEMALE		
	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF
Employment	14.7	1.00	14.7	10.5	1.00	10.5	0.0	1.00	0.0	6.3	1.00	6.3	0.0	1.00	0.0	3.2	1.00	3.2
FINAL AVAIL. FACTOR			14.7			10.5			0.0			6.3			0.0			3.2

TOTAL 100.0

FACTOR	SOURCE OF STATISTIC	REASON FOR WEIGHTING THE FACTOR
Employment	2014-2018 Tabulations from U.S. Census Bureau - Waterbury City (see attached worksheet of job titles used)	100% Data reflects occupations in the job category

AVAILABILITY ANALYSIS

March 30, 2024

AVAILABILITY ANALYSIS WORKSHEET- EMPLOYMENT DATA

OCC. CATEGORY:

5-Technical Paraprofessional

TITLE:

All Titles

Period Covered: 12/01/23 - 11/30/24

CAMPUS:

Waterbury

	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISP MALE	HISP FEMALE	AAIANHNPI MALE	AAIANHNPI FEMALE	2+ RACES MALE	2+ RACES FEMALE
Employment Tbl. EEO-ALL01R - Occ. by Sex & Race/Eth. for Res. Geo.													
Waterbury City													
Other teachers and instructors, education, training, and library workers : 25-XXXX / 2350	475	180	295	35	85	75	115	70	50	0	30	0	15
TOTAL	475	180	295	35	85	75	115	70	50	0	30	0	15
%	100.0	37.9	62.1	7.4	17.9	15.8	24.2	14.7	10.5	0.0	6.3	0.0	3.2

Waterbury City, Connecticut EEO-ALL01R - Occupation by Sex and Race/Ethnicity for Residence Geography (Universe: Civilian labor force 16 years and over)

		Total All Groups	White alone	Black or African American alone	Hispanic or Latino	American Indian /Alaska Native alone	Asian alone	Native Hawaiian /Pacific Islander alone	Balance of not Hispanic or Latino
Other teachers and instructors, education, training, and library workers : 25-XXXX / 2350	Total	480	120	190	120	0	30	0	15
Other teachers and instructors, education, training, and library workers : 25-XXXX / 2350	Male	180	35	75	70	0	0	0	0
Other teachers and instructors, education, training, and library workers : 25-XXXX / 2350	Female	300	85	115	50	0	30	0	15
Other teachers and instructors, education, training, and library workers : 25-XXXX / 2350	Percent Total	100.0%	25.0%	39.6%	25.0%	0.0%	6.3%	0.0%	3.1%
Other teachers and instructors, education, training, and library workers : 25-XXXX / 2350	Percent Male	37.5%	7.3%	15.6%	14.6%	0.0%	0.0%	0.0%	0.0%
Other teachers and instructors, education, training, and library workers : 25-XXXX / 2350	Percent Female	62.5%	17.7%	24.0%	10.4%	0.0%	6.3%	0.0%	3.1%

AVAILABILITY ANALYSIS

March 30, 2024

OCC. CATEGORY: 7-Service Maintenance
TITLE: All Titles
CAMPUS: Waterbury

Period Covered: 12/01/23 - 11/30/24
LMA: Hartford, Litchfield, & New Haven

FACTOR	TOTAL MALE			TOTAL FEMALE			WHITE MALE			WHITE FEMALE			BLACK MALE			BLACK FEMALE		
	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF
Employment	100.0	1.00	100.0	0.0	1.00	0.0	30.0	1.00	30.0	0.0	1.00	0.0	0.0	1.00	0.0	0.0	1.00	0.0
FINAL AVAIL. FACTOR			100.0			0.0			30.0			0.0			0.0			0.0
FACTOR	HISPANIC MALE			HISPANIC FEMALE			AAIANHNP I MALE			AAIANHNP I FEMALE			2+ RACES MALE			2+ RACES FEMALE		
	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF
Employment	70.0	1.00	70.0	0.0	1.00	0.0	0.0	1.00	0.0	0.0	1.00	0.0	0.0	1.00	0.0	0.0	1.00	0.0
FINAL AVAIL. FACTOR			70.0			0.0			0.0			0.0			0.0			0.0
																	TOTAL 100.0	
FACTOR	SOURCE OF STATISTIC										REASON FOR WEIGHTING THE FACTOR							
Employment	2014-2018 Tabulations from U.S. Census Bureau - Waterbury City (see attached worksheet of job titles used)										100% Data reflects occupations in the job category							

AVAILABILITY ANALYSIS

March 30, 2024

AVAILABILITY ANALYSIS WORKSHEET- EMPLOYMENT DATA

OCC. CATEGORY:

7- Service Maintenance

TITLE:

All Titles

Period Covered: 12/01/23 - 11/30/24

CAMPUS:

Waterbury

	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISP MALE	HISP FEMALE	AAIANHNPI MALE	AAIANHNPI FEMALE	2+ RACES MALE	2+ RACES FEMALE
Employment Tbl. EEO-ALL01R - Occ. by Sex & Race/Eth. for Res. Geo.													
Waterbury City													
First-line supervisors of mechanics, installers, and repairers : 49-1011 / 7000	65	65	0	30	0	0	0	35	0	0	0	0	0
Helpers, construction trades : 47-3010 / 6600	35	35	0	0	0	0	0	35	0	0	0	0	0
TOTAL	100	100	0	30	0	0	0	70	0	0	0	0	0
%	100.0	100.0	0.0	30.0	0.0	0.0	0.0	70.0	0.0	0.0	0.0	0.0	0.0

Waterbury City, Connecticut EEO-ALL01R - Occupation by Sex and Race/Ethnicity for Residence Geography (Universe: Civilian labor force 16 years and over)

		Total All Groups	White alone	Black or African American alone	Hispanic or Latino	American Indian /Alaska Native alone	Asian alone	Native Hawaiian /Pacific Islander alone	Balance of not Hispanic or Latino
First-line supervisors of mechanics, installers, and repairers : 49-1011 / 7000	Total	65	30	0	35	0	0	0	0
First-line supervisors of mechanics, installers, and repairers : 49-1011 / 7000	Male	65	30	0	35	0	0	0	0
First-line supervisors of mechanics, installers, and repairers : 49-1011 / 7000	Female	0	0	0	0	0	0	0	0
First-line supervisors of mechanics, installers, and repairers : 49-1011 / 7000	Percent Total	100.0%	46.2%	0.0%	53.8%	0.0%	0.0%	0.0%	0.0%
First-line supervisors of mechanics, installers, and repairers : 49-1011 / 7000	Percent Male	100.0%	46.2%	0.0%	53.8%	0.0%	0.0%	0.0%	0.0%
First-line supervisors of mechanics, installers, and repairers : 49-1011 / 7000	Percent Female	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Helpers, construction trades : 47-3010 / 6600	Total	35	0	0	35	0	0	0	0
Helpers, construction trades : 47-3010 / 6600	Male	35	0	0	35	0	0	0	0
Helpers, construction trades : 47-3010 / 6600	Female	0	0	0	0	0	0	0	0
Helpers, construction trades : 47-3010 / 6600	Percent Total	100.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%
Helpers, construction trades : 47-3010 / 6600	Percent Male	100.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%
Helpers, construction trades : 47-3010 / 6600	Percent Female	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

UTILIZATION ANALYSIS AND HIRING AND PROMOTIONAL GOALS

(Section 46a-68-85)

March 2025

Introductory Notes

This section was determined to be in compliance with the previous filing and there were no proposals or recommendations.

In this *Plan*, two new categories for analysis were created. University Educational Assistants 1-3 titles were moved from the EEO-3 Remaining Professional category to the EEO-3 U Educ Assts category. University Educational Assistants are unclassified, confidential, and administrative positions with levels 1-3 (high to low.) Employees in these titles provide administrative support and assist in a confidential capacity with respect to individuals who formulate and effectuate management policies or have access to confidential information relative to labor relations or personnel administration. These titles were grouped with non-related titles with dissimilar qualifications, recruitment, and potential applicant pools. Thus, creating a separate category for the University Educational Assistants allows for accurate and meaningful analysis. The new category is noted as New Category in the analysis.

In the protective services categories, a separate category was created for the Building and Grounds. The titles of Building and Grounds Patrol Officer and Lead Patrol Officer had previously been reported in the Police category, which included ranked officer titles in the Police department. Police Officer is a separate category as there are thirty-nine (39) employees in that title. The building and grounds titles are not related to or like the ranked officer titles in qualifications, recruitment, or potential applicant pools. Moving these titles to a separate category will ensure that the new and previous categories are analyzing relevant and accurate information. The new category is noted as New Category in the analysis.

In the classified secretarial/clerical categories, Administrative Assistants and Office Assistants on the Storrs campus had each been analyzed in separate categories in previous *Plans* as there were more than twenty-five (25) employees in each of these titles. With only nine (9) and fifteen (15) employees respectively in these titles currently and a decreasing number of hires and promotions for the last several years, the titles were combined into the Clerical Remaining Titles, which was changed to Clerical All Titles. The recruitment area/sources and census titles used for Availability Analysis for all the titles in the combined category are similar and result in more accurate analyses. The change to the Clerical All Titles category is noted.

Beginning with this *Plan*, the Availability Analysis includes calculations for the Two or More Race race/gender categories as explained in the Introductory Notes of that section. As a result, Net Utilization is calculated for these race/gender categories. Hiring and promotional goals are set accordingly.

Subsection (a)

Utilization analyses were performed to determine the full and fair utilization of protected classes. Persons of the protected groups in the workforce were compared to the availability of such persons for employment. Comparisons of the workforce and the calculated availability base were completed for occupational categories, and for job titles for which a separate base was calculated. Analyses for each relevant labor market were completed on forms made available for this purpose by the Commission.

Subsection (b)

For each instance of underutilization identified in the Utilization Analysis, employment or promotional goals have been set to increase the representation of protected class members in the workforce. The objective of these goals is to attain parity with the availability base for such persons in the relevant labor market area.

Subsection (c)

Where the underutilization of race and sex groups, considered individually, did not rise to the level to require a hiring or promotion goal, but where the underutilization of race and sex groups, considered collectively was fifty percent (50%) or greater, a goal was set based on the race and sex group most underutilized in the occupational category, position classification, or job title under consideration or the race and sex group with the highest availability base.

UTILIZATION ANALYSIS

RECRUITING AREA: National
 OCC. CAT./TITLE: 1-Executive Management
 CAMPUS: Total University

REPORTING PERIOD ENDING:

11/30/2024

	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISP MALE	HISP FEMALE	AAIANHNPI MALE	AAIANHNPI FEMALE	2+ RACES MALE	2+ RACES FEMALE
WORK FORCE %	100.0%	47.6%	52.4%	33.3%	41.3%	6.3%	6.3%	1.6%	1.6%	6.3%	1.6%	0.0%	1.6%
WORK FORCE PARITY %	100.6	45.7	54.9	35.7	45.1	4.5	3.6	3.5	2.1	1.7	3.8	0.3	0.3
WORK FORCE #	63	30	33	21	26	4	4	1	1	4	1	0	1
WORK FORCE PARITY #	63	28.8	34.6	22.5	28.4	2.8	2.3	2.2	1.3	1.1	2.4	0.2	0.2
NET UTILIZATION (+/-)		1.2	-1.6	-1.5	-2.4	1.2	1.7	-1.2	-0.3	2.9	-1.4	-0.2	0.8
PREVIOUS UTILIZATION		2.8	-2.6	0.5	-3.5	1.0	2.7	-0.6	-1.8	2.0	-1.1	0.0	1.0
HIRING GOALS	Previous Goals	3	0	3	1				1		1		
	Current Hires	3	2	1	0	1	1	0	0	1	0	0	0
	Current Goals	2	0	2					1		1		
PROMO. GOALS	Previous Goals	5	1	4	3			1	1				
	Current Promos	6	3	3	3	2	0	0	1	0	0	0	0
	Current Goals	5	3	2	2	2		1					
Promotion within category	2	1	1	0	1	1	0	0	0	0	0	0	0

UTILIZATION ANALYSIS

RECRUITING AREA: National
 OCC. CAT./TITLE: 1-Executive/Managerial - University Director
 CAMPUS: Total University

REPORTING PERIOD ENDING:

11/30/2024

		GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISP MALE	HISP FEMALE	AAIANHNPI MALE	AAIANHNPI FEMALE	2+ RACES MALE	2+ RACES FEMALE
WORK FORCE %		100.0%	48.5%	51.5%	36.4%	45.5%	9.1%	0.0%	3.0%	0.0%	0.0%	6.1%	0.0%	0.0%
WORK FORCE PARITY %		100.1	45.3	54.8	35.9	46.1	3.7	3.3	3.7	1.7	1.8	3.5	0.2	0.2
WORK FORCE #		33	16	17	12	15	3	0	1	0	0	2	0	0
WORK FORCE PARITY #		33	14.9	18.1	11.8	15.2	1.2	1.1	1.2	0.6	0.6	1.2	0.1	0.1
NET UTILIZATION (+/-)			1.1	-1.1	0.2	-0.2	1.8	-1.1	-0.2	-0.6	-0.6	0.8	-0.1	-0.1
PREVIOUS UTILIZATION			0.6	-0.6	-1.4	-0.6	2.4	-1.3	0.2	0.1	-0.6	1.2	0.0	0.0
HIRING GOALS	Previous Goals	2	1	1				1			1			
	Current Hires	1	1	0	1	0	0	0	0	0	0	0	0	0
	Current Goals	1	0	1						1				
PROMO. GOALS	Previous Goals	2	1	1	1	1								
	Current Promos	6	3	3	3	3	0	0	0	0	0	0	0	0
	Current Goals	3	1	2		1		1			1			
Promotion within category		0	0	0	0	0	0	0	0	0	0	0	0	0

UTILIZATION ANALYSIS

RECRUITING AREA: National
 OCC. CAT./TITLE: 2-Faculty - Professor - All Titles
 CAMPUS: Total University

REPORTING PERIOD ENDING:

11/30/2024

		GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISP MALE	HISP FEMALE	AAIANHNPI MALE	AAIANHNPI FEMALE	2+ RACES MALE	2+ RACES FEMALE
WORK FORCE %		100.0%	64.4%	35.6%	47.0%	27.8%	0.8%	0.4%	3.1%	1.4%	13.5%	5.9%	0.0%	0.0%
WORK FORCE PARITY %		100.1	58.4	41.7	36.0	28.6	1.8	1.8	4.1	2.9	15.5	7.6	1.0	0.8
WORK FORCE #		489	315	174	230	136	4	2	15	7	66	29	0	0
WORK FORCE PARITY #		489	285.6	203.9	176.0	139.9	8.8	8.8	20.0	14.2	75.8	37.2	4.9	3.9
NET UTILIZATION (+/-)			29.4	-29.9	54.0	-3.9	-4.8	-6.8	-5.0	-7.2	-9.8	-8.2	-4.9	-3.9
PREVIOUS UTILIZATION			25.6	-27.1	46.1	-8.4	-3.7	-6.7	-7.3	-6.1	-9.5	-6.9	0.0	1.0
HIRING GOALS	Previous Goals	11	4	7		1	1	2	2	2	1	2		
	Current Hires	10	4	6	3	4	0	0	1	1	0	1	0	0
	Current Goals	5	2	3			1	1		1			1	1
PROMO. GOALS	Previous Goals	38	17	21		7	3	5	5	4	9	5		
	Current Promos	28	15	13	10	9	0	0	0	0	5	4	0	0
	Current Goals	50	23	27		4	4	6	5	6	10	8	4	3
Promotion within category		0	0	0	0	0	0	0	0	0	0	0	0	0

UTILIZATION ANALYSIS

RECRUITING AREA: United States
 OCC. CAT./TITLE: 2-Faculty - Assoc Professor - All Titles
 CAMPUS: Total University

REPORTING PERIOD ENDING:

11/30/2024

	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISP MALE	HISP FEMALE	AAIANHNP MALE	AAIANHNP FEMALE	2+ RACES MALE	2+ RACES FEMALE
WORK FORCE %	100.0%	57.5%	42.5%	33.8%	28.6%	1.8%	1.8%	4.3%	3.1%	16.6%	8.2%	1.0%	0.8%
WORK FORCE PARITY %	99.8	53.1	46.7	23.3	27.3	0.4	3.4	7.7	0.4	20.2	15.5	1.5	0.1
WORK FORCE #	391	225	166	132	112	7	7	17	12	65	32	4	3
WORK FORCE PARITY #	390	207.6	182.6	91.1	106.7	1.6	13.3	30.1	1.6	79.0	60.6	5.9	0.4
NET UTILIZATION (+/-)		17.3	-16.6	40.9	5.3	5.4	-6.3	-13.1	10.4	-14.0	-28.6	-1.9	2.6
PREVIOUS UTILIZATION		45.6	-46.8	20.9	-11.9	-2.3	-3.4	5.6	-7.7	17.4	-26.8	4.0	3.0
HIRING GOALS	<i>Previous Goals</i>	25	1	24			1	2		5		17	
	<i>Current Hires</i>	14	6	8	4	6	0	0	0	2	2	0	0
	<i>Current Goals</i>	33	10	23			4	8		1	19	1	
PROMO. GOALS	<i>Previous Goals</i>	27	1	26		12	1	1		3		10	
	<i>Current Promos</i>	30	15	15	10	5	1	1	0	2	4	7	0
	<i>*Current Goals</i>	31	19	12			2	5		13	10	1	
Promotion within category		0	0	0	0	0	0	0	0	0	0	0	0

*Hiring Goals set in lieu of promotional goals due to no eligible employees in underutilized race/genders in the promotional pools.

UTILIZATION ANALYSIS

RECRUITING AREA: United States
 OCC. CAT./TITLE: 2-Faculty - Assistant Professor Titles
 CAMPUS: Total University

REPORTING PERIOD ENDING:

11/30/2024

	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISP MALE	HISP FEMALE	AAIANHNPI MALE	AAIANHNPI FEMALE	2+ RACES MALE	2+ RACES FEMALE
WORK FORCE %	100.0%	49.2%	50.8%	25.6%	22.9%	0.8%	6.4%	6.8%	4.9%	14.7%	15.4%	1.5%	1.1%
WORK FORCE PARITY %	100.2	42.2	58.0	27.9	37.0	3.2	6.4	3.7	5.1	6.3	7.7	1.1	1.8
WORK FORCE #	266	131	135	68	61	2	17	18	13	39	41	4	3
WORK FORCE PARITY #	267	112.3	154.2	74.2	98.4	8.5	17.0	9.8	13.6	16.8	20.5	2.9	4.7
NET UTILIZATION (+/-)		18.8	-19.2	-6.2	-37.4	-6.5	0.0	8.2	-0.6	22.2	20.5	1.1	-1.7
PREVIOUS UTILIZATION		13.1	-13.1	-18.2	-38.0	-5.8	0.0	6.9	-0.4	26.2	21.3	4.0	4.0
HIRING GOALS	Previous Goals	62	24	38	18	38	6						
	Current Hires	38	21	17	16	6	0	0	1	3	3	8	1
	Current Goals	53	13	40	6	37	7		1				2
PROMO. GOALS	Previous Goals	0	0	0									
	Current Promos	2	1	1	1	0	0	0	0	0	1	0	0
	Current Goals	0	0	0									
Promotion within category		0	0	0	0	0	0	0	0	0	0	0	0

UTILIZATION ANALYSIS

RECRUITING AREA: United States
 OCC. CAT./TITLE: 2-Faculty - Extension & Instructor
 CAMPUS: Total University

REPORTING PERIOD ENDING:

11/30/2024

	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISP MALE	HISP FEMALE	AAIANHNP MALE	AAIANHNP FEMALE	2+ RACES MALE	2+ RACES FEMALE
WORK FORCE %	100.0%	24.5%	75.5%	20.8%	62.3%	0.0%	1.9%	0.0%	7.5%	3.8%	3.8%	0.0%	0.0%
WORK FORCE PARITY %	100.1	46.6	53.5	33.5	37.5	2.7	4.7	3.5	4.4	6.1	5.9	0.8	1.0
WORK FORCE #	53	13	40	11	33	0	1	0	4	2	2	0	0
WORK FORCE PARITY #	53	24.7	28.4	17.8	19.9	1.4	2.5	1.9	2.3	3.2	3.1	0.4	0.5
NET UTILIZATION (+/-)		-11.7	11.6	-6.8	13.1	-1.4	-1.5	-1.9	1.7	-1.2	-1.1	-0.4	-0.5
PREVIOUS UTILIZATION		-7.6	7.5	-3.8	9.6	-1.5	-1.8	-1.8	0.5	-0.5	-0.7	0.0	0.0
HIRING GOALS	Previous Goals	12	9	3	4		2	2	2		1	1	
	Current Hires	8	1	7	1	5	0	0	0	1	0	1	0
	Current Goals	15	11	4	7		1	2	2		1	1	1
PROMO. GOALS	Previous Goals	0	0	0									
	Current Promos	0	0	0	0	0	0	0	0	0	0	0	0
	Current Goals	0	0	0									
Promotion within category	2	2	0	1	0	0	0	0	0	1	0	0	0

UTILIZATION ANALYSIS

RECRUITING AREA: United States
 OCC. CAT./TITLE: 2-Faculty - Clinical Faculty
 CAMPUS: Total University

REPORTING PERIOD ENDING:

11/30/2024

		GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISP MALE	HISP FEMALE	AAIANHNPI MALE	AAIANHNPI FEMALE	2+ RACES MALE	2+ RACES FEMALE
WORK FORCE %		100.0%	9.4%	90.6%	9.4%	77.1%	0.0%	2.1%	0.0%	5.2%	0.0%	6.3%	0.0%	0.0%
WORK FORCE PARITY %		100.0	48.2	51.8	33.9	34.8	2.7	4.8	3.3	4.0	7.3	7.0	1.0	1.2
WORK FORCE #		96	9	87	9	74	0	2	0	5	0	6	0	0
WORK FORCE PARITY #		96	46.3	49.8	32.5	33.4	2.6	4.6	3.2	3.8	7.0	6.7	1.0	1.2
NET UTILIZATION (+/-)			-37.3	37.2	-23.5	40.6	-2.6	-2.6	-3.2	1.2	-7.0	-0.7	-1.0	-1.2
PREVIOUS UTILIZATION			-27.9	27.8	-16.6	31.7	-2.6	-2.6	-2.9	0.4	-5.8	-1.7	0.0	0.0
HIRING GOALS	Previous Goals	34	29	5	17		3	3	3		6	2		
	Current Hires	18	2	16	2	14	0	0	0	1	0	1	0	0
	Current Goals	43	38	5	24		3	3	3		7	1	1	1
PROMO. GOALS	Previous Goals	0	0	0										
	Current Promos	0	0	0	0	0	0	0	0	0	0	0	0	0
	Current Goals	0	0	0										
Promotion within category		4	0	4	0	4	0	0	0	0	0	0	0	0

UTILIZATION ANALYSIS

RECRUITING AREA: United States
 OCC. CAT./TITLE: 2-Faculty - In Residence
 CAMPUS: Total University

REPORTING PERIOD ENDING:

11/30/2024

	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISP MALE	HISP FEMALE	AAIANHNPI MALE	AAIANHNPI FEMALE	2+ RACES MALE	2+ RACES FEMALE
WORK FORCE %	100.0%	47.1%	52.9%	34.8%	41.3%	2.2%	1.4%	3.3%	2.5%	6.2%	7.2%	0.7%	0.4%
WORK FORCE PARITY %	100.1	46.0	54.1	31.7	35.3	3.1	5.6	3.6	4.6	6.6	7.0	1.0	1.6
WORK FORCE #	276	130	146	96	114	6	4	9	7	17	20	2	1
WORK FORCE PARITY #	276	127.0	149.3	87.5	97.4	8.6	15.5	9.9	12.7	18.2	19.4	2.8	4.3
NET UTILIZATION (+/-)		3.0	-3.3	8.5	16.6	-2.6	-11.5	-0.9	-5.7	-1.2	0.6	-0.8	-3.3
PREVIOUS UTILIZATION		-6.5	6.3	0.0	15.2	-1.8	-8.7	0.1	-4.3	-5.7	3.0	1.0	1.0
HIRING GOALS	<i>Previous Goals</i>	21	8	13		2	9		4	6			
	<i>Current Hires</i>	14	6	8	2	7	0	0	1	3	0	0	0
	<i>Current Goals</i>	27	6	21		3	12	1	6	1		1	3
PROMO. GOALS	<i>Previous Goals</i>	0	0	0									
	<i>Current Promos</i>	1	0	1	0	1	0	0	0	0	0	0	0
	<i>Current Goals</i>	0	0	0									
Promotion within category	14	6	8	5	7	0	0	1	0	0	1	0	0

No promotional goals set because the 1 promotion in this plan was not typical.

UTILIZATION ANALYSIS

RECRUITING AREA: United States
 OCC. CAT./TITLE: 3-Nonteaching Professional - Academic Assistants
 CAMPUS: Total University

REPORTING PERIOD ENDING:

11/30/2024

		GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISP MALE	HISP FEMALE	AAIANHNPI MALE	AAIANHNPI FEMALE	2+ RACES MALE	2+ RACES FEMALE
WORK FORCE %		100.0%	48.8%	51.2%	39.5%	39.5%	0.0%	2.3%	0.0%	2.3%	9.3%	2.3%	0.0%	4.7%
WORK FORCE PARITY %		100.2	46.7	53.5	32.5	36.0	2.9	5.0	3.4	4.3	6.9	6.9	1.0	1.3
WORK FORCE #		43	21	22	17	17	0	1	0	1	4	1	0	2
WORK FORCE PARITY #		43	20.1	23.0	14.0	15.5	1.2	2.2	1.5	1.8	3.0	3.0	0.4	0.6
NET UTILIZATION (+/-)			0.9	-1.0	3.0	1.5	-1.2	-1.2	-1.5	-0.8	1.0	-2.0	-0.4	1.4
PREVIOUS UTILIZATION			0.7	-0.6	2.4	2.6	-1.3	-2.3	-1.5	-1.0	1.0	-1.9	0.0	2.0
HIRING GOALS	Previous Goals	8	3	5			1	2	2	1		2		
	Current Hires	4	2	2	1	1	0	1	0	0	1	0	0	0
	Current Goals	7	3	4			1	1	2	1		2		
PROMO. GOALS	Previous Goals	0	0	0										
	Current Promos	0	0	0	0	0	0	0	0	0	0	0	0	0
	Current Goals	0	0	0										
Promotion within category		2	2	0	2	0	0	0	0	0	0	0	0	0

UTILIZATION ANALYSIS

RECRUITING AREA: United States
 OCC. CAT./TITLE: 3-Nonteaching Professional - Administrative Programs & Services
 CAMPUS: Total University

REPORTING PERIOD ENDING:

11/30/2024

	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISP MALE	HISP FEMALE	AAIANHNPI MALE	AAIANHNPI FEMALE	2+ RACES MALE	2+ RACES FEMALE
WORK FORCE %	100.0%	12.9%	87.1%	10.9%	73.7%	0.3%	4.5%	1.4%	4.8%	0.3%	1.7%	0.0%	2.5%
WORK FORCE PARITY %	100.2	13.0	87.2	8.4	65.2	1.5	7.5	2.0	9.8	0.8	2.7	0.3	2.0
WORK FORCE #	357	46	311	39	263	1	16	5	17	1	6	0	9
WORK FORCE PARITY #	358	46.4	311.3	30.0	232.8	5.4	26.8	7.1	35.0	2.9	9.6	1.1	7.1
NET UTILIZATION (+/-)		-0.4	-0.3	9.0	30.2	-4.4	-10.8	-2.1	-18.0	-1.9	-3.6	-1.1	1.9
PREVIOUS UTILIZATION		-10.6	9.9	3.7	40.4	-6.7	-15.8	-3.4	-14.7	-4.2	-7.0	0.0	7.0
HIRING GOALS	<i>Previous Goals</i>	43	12	31		6	14	3	14	3	3		
	<i>Current Hires</i>	42	6	36	3	26	0	4	2	1	3	0	2
	<i>Current Goals</i>	40	9	31		4	10	2	17	2	4	1	
PROMO. GOALS	<i>Previous Goals</i>	9	2	7		1	2		1	1	4		
	<i>Current Promos</i>	8	1	7	1	6	0	1	0	0	0	0	0
	<i>*Current Goals</i>	2	0	2			1		1				
Promotion within category		18	2	16	1	14	0	1	1	0	0	0	0

*Hiring Goals set in lieu of promotional goals due no eligible employees in underutilized race/genders in the promotional pools.

UTILIZATION ANALYSIS

RECRUITING AREA: United States
 OCC. CAT./TITLE: 3-Nonteaching Professional - Admissions & Registrar
 CAMPUS: Total University

REPORTING PERIOD ENDING:

11/30/2024

	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISP MALE	HISP FEMALE	AAIANHNPI MALE	AAIANHNPI FEMALE	2+ RACES MALE	2+ RACES FEMALE
WORK FORCE %	100.0%	26.4%	73.6%	20.8%	66.0%	1.9%	1.9%	1.9%	3.8%	0.0%	1.9%	1.9%	0.0%
WORK FORCE PARITY %	99.9	30.5	69.4	20.6	45.8	4.0	10.0	3.5	8.3	1.8	3.8	0.6	1.5
WORK FORCE #	53	14	39	11	35	1	1	1	2	0	1	1	0
WORK FORCE PARITY #	53	16.2	36.8	10.9	24.3	2.1	5.3	1.9	4.4	1.0	2.0	0.3	0.8
NET UTILIZATION (+/-)		-2.2	2.2	0.1	10.7	-1.1	-4.3	-0.9	-2.4	-1.0	-1.0	0.7	-0.8
PREVIOUS UTILIZATION		-4.9	5.1	-2.3	12.4	-1.5	-5.1	-1.1	-1.9	-1.1	-1.4	1.0	1.0
HIRING GOALS	Previous Goals	14	6	8	2		2	5	1	2	1	1	
	Current Hires	1	1	0	1	0	0	0	0	0	0	0	0
	Current Goals	11	3	8			1	4	1	2	1	1	1
PROMO. GOALS	Previous Goals	0	0	0									
	Current Promos	0	0	0	0	0	0	0	0	0	0	0	0
	Current Goals	0	0	0									
Promotion within category	1	0	1	0	0	0	1	0	0	0	0	0	0

UTILIZATION ANALYSIS

RECRUITING AREA: United States
 OCC. CAT./TITLE: 3-Nonteaching Professional - Advising
 CAMPUS: Total University

REPORTING PERIOD ENDING:

11/30/2024

	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISP MALE	HISP FEMALE	AAIANHNP MALE	AAIANHNP FEMALE	2+ RACES MALE	2+ RACES FEMALE
WORK FORCE %	100.0%	23.8%	76.2%	14.3%	54.8%	4.8%	6.0%	3.6%	8.3%	1.2%	6.0%	0.0%	1.2%
WORK FORCE PARITY %	100.4	42.1	58.3	30.0	39.3	5.7	7.3	3.8	7.0	1.7	3.2	0.9	1.5
WORK FORCE #	84	20	64	12	46	4	5	3	7	1	5	0	1
WORK FORCE PARITY #	84	35.4	49.0	25.2	33.0	4.8	6.1	3.2	5.9	1.4	2.7	0.8	1.3
NET UTILIZATION (+/-)		-15.4	15.0	-13.2	13.0	-0.8	-1.1	-0.2	1.1	-0.4	2.3	-0.8	-0.3
PREVIOUS UTILIZATION		-6.0	5.8	-8.0	7.5	1.4	-1.5	-0.5	-4.7	1.1	2.5	0.0	2.0
HIRING GOALS	Previous Goals	12	6	6	5		2	1	4				
	Current Hires	15	3	12	1	5	1	2	1	4	0	1	0
	Current Goals	17	16	1	13		1	1	1			1	
PROMO. GOALS	Previous Goals	4	3	1	3				1				
	Current Promos	2	2	0	1	0	1	0	0	0	0	0	0
	Current Goals	0	0	0									
Promotion within category		4	0	4	0	2	0	1	0	0	1	0	0

UTILIZATION ANALYSIS

RECRUITING AREA: Statewide
 OCC. CAT./TITLE: 3-Nonteaching Professional - Arts & Curatorial Services
 CAMPUS: Total University

REPORTING PERIOD ENDING:

11/30/2024

	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISP MALE	HISP FEMALE	AAIANHNPI MALE	AAIANHNPI FEMALE	2+ RACES MALE	2+ RACES FEMALE
WORK FORCE %	100.0%	55.6%	44.4%	44.4%	44.4%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	11.1%	0.0%
WORK FORCE PARITY %	100.1	29.2	70.9	22.9	54.0	1.8	5.7	2.5	5.0	1.5	4.7	0.5	1.5
WORK FORCE #	9	5	4	4	4	0	0	0	0	0	0	1	0
WORK FORCE PARITY #	9	2.6	6.4	2.1	4.9	0.2	0.5	0.2	0.5	0.1	0.4	0.0	0.1
NET UTILIZATION (+/-)		2.4	-2.4	1.9	-0.9	-0.2	-0.5	-0.2	-0.5	-0.1	-0.4	1.0	-0.1
PREVIOUS UTILIZATION		1.7	-1.8	2.2	-0.8	-0.2	-0.4	-0.2	-0.3	-0.1	-0.3	0.0	0.0
HIRING GOALS	Previous Goals	2	0	2		1		1					
	Current Hires	2	1	1	0	1	0	0	0	0	0	1	0
	Current Goals	4	0	4		1		1	1		1		
PROMO. GOALS	Previous Goals	0	0	0									
	Current Promos	0	0	0	0	0	0	0	0	0	0	0	0
	Current Goals	0	0	0									
Promotion within category		1	0	1	0	1	0	0	0	0	0	0	0

UTILIZATION ANALYSIS

RECRUITING AREA: Statewide
 OCC. CAT./TITLE: 3-Nonteaching Professional - Business Operations
 CAMPUS: Total University

REPORTING PERIOD ENDING:

11/30/2024

	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISP MALE	HISP FEMALE	AAIANHNPI MALE	AAIANHNPI FEMALE	2+ RACES MALE	2+ RACES FEMALE
WORK FORCE %	100.0%	24.4%	75.6%	16.7%	65.4%	2.6%	2.6%	1.3%	3.8%	3.8%	2.6%	0.0%	1.3%
WORK FORCE PARITY %	100.0	38.6	61.4	28.8	48.4	3.8	4.4	2.7	6.0	2.5	1.8	0.8	0.8
WORK FORCE #	78	19	59	13	51	2	2	1	3	3	2	0	1
WORK FORCE PARITY #	78	30.1	47.9	22.5	37.8	3.0	3.4	2.1	4.7	2.0	1.4	0.6	0.6
NET UTILIZATION (+/-)		-11.1	11.1	-9.5	13.2	-1.0	-1.4	-1.1	-1.7	1.1	0.6	-0.6	0.4
PREVIOUS UTILIZATION		-7.3	7.0	-8.3	9.2	-0.2	-0.6	-0.2	-1.4	1.5	-1.2	0.0	1.0
HIRING GOALS	<i>Previous Goals</i>	6	4	2	4		1		1				
	<i>Current Hires</i>	4	3	1	2	0	0	1	1	0	0	0	0
	<i>Current Goals</i>	16	13	3	10	1	1	1	2			1	
PROMO. GOALS	<i>Previous Goals</i>	5	4	1	4						1		
	<i>Current Promos</i>	9	4	5	4	4	0	0	0	0	1	0	0
	<i>Current Goals</i>	0	0	0									
Promotion within category	3	1	2	1	2	0	0	0	0	0	0	0	0

UTILIZATION ANALYSIS

RECRUITING AREA: Statewide
 OCC. CAT./TITLE: 3-Nonteaching Professional - Capital Plan & Construction
 CAMPUS: Total University

REPORTING PERIOD ENDING:

11/30/2024

	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISP MALE	HISP FEMALE	AAIANHNPI MALE	AAIANHNPI FEMALE	2+ RACES MALE	2+ RACES FEMALE
WORK FORCE %	100.0%	61.1%	38.9%	44.4%	38.9%	11.1%	0.0%	5.6%	0.0%	0.0%	0.0%	0.0%	0.0%
WORK FORCE PARITY %	100.1	78.1	22.0	69.4	19.0	1.3	0.2	5.4	0.6	1.4	1.1	0.6	1.1
WORK FORCE #	18	11	7	8	7	2	0	1	0	0	0	0	0
WORK FORCE PARITY #	18	14.1	4.0	12.5	3.4	0.2	0.0	1.0	0.1	0.3	0.2	0.1	0.2
NET UTILIZATION (+/-)		-3.1	3.0	-4.5	3.6	1.8	0.0	0.0	-0.1	-0.3	-0.2	-0.1	-0.2
PREVIOUS UTILIZATION		-4.5	4.5	-5.8	4.9	1.7	0.0	-0.2	-0.1	-0.3	-0.3	0.0	0.0
HIRING GOALS	<i>Previous Goals</i>	7	7	0	6					1			
	<i>Current Hires</i>	0	0	0	0	0	0	0	0	0	0	0	0
	<i>Current Goals</i>	6	6	0	5					1			
PROMO. GOALS	<i>Previous Goals</i>	0	0	0									
	<i>Current Promos</i>	0	0	0	0	0	0	0	0	0	0	0	0
	<i>Current Goals</i>	0	0	0									
Promotion within category		0	0	0	0	0	0	0	0	0	0	0	0

UTILIZATION ANALYSIS

RECRUITING AREA: United States
 OCC. CAT./TITLE: 3-Nonteaching Professional - Communication & Marketing
 CAMPUS: Total University

REPORTING PERIOD ENDING:

11/30/2024

	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISP MALE	HISP FEMALE	AAIANHNPI MALE	AAIANHNPI FEMALE	2+ RACES MALE	2+ RACES FEMALE
WORK FORCE %	100.0%	37.9%	62.1%	35.0%	56.3%	1.9%	1.0%	1.0%	3.9%	0.0%	1.0%	0.0%	0.0%
WORK FORCE PARITY %	100.0	47.2	52.8	36.2	39.3	2.6	3.1	4.5	5.6	3.0	3.6	0.9	1.2
WORK FORCE #	103	39	64	36	58	2	1	1	4	0	1	0	0
WORK FORCE PARITY #	103	48.6	54.4	37.3	40.5	2.7	3.2	4.6	5.8	3.1	3.7	0.9	1.2
NET UTILIZATION (+/-)		-9.6	9.6	-1.3	17.5	-0.7	-2.2	-3.6	-1.8	-3.1	-2.7	-0.9	-1.2
PREVIOUS UTILIZATION		-9.9	9.9	-2.1	16.3	-0.8	-2.3	-3.8	-2.2	-3.2	-1.9	0.0	0.0
HIRING GOALS	Previous Goals	16	10	6	2		1	2	4	2	3	2	
	Current Hires	8	3	5	3	5	0	0	0	0	0	0	0
	Current Goals	18	10	8	1		1	2	4	2	3	3	1
PROMO. GOALS	Previous Goals	0	0	0									
	Current Promos	0	0	0	0	0	0	0	0	0	0	0	0
	Current Goals	0	0	0									
Promotion within category		6	3	3	3	2	0	0	0	0	1	0	0

UTILIZATION ANALYSIS

RECRUITING AREA: Statewide
 OCC. CAT./TITLE: 3-Nonteaching Professional - Dining Services
 CAMPUS: Total University

REPORTING PERIOD ENDING:

11/30/2024

		GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISP MALE	HISP FEMALE	AAIANHNPI MALE	AAIANHNPI FEMALE	2+ RACES MALE	2+ RACES FEMALE
WORK FORCE %		100.0%	70.7%	29.3%	65.9%	29.3%	0.0%	0.0%	2.4%	0.0%	2.4%	0.0%	0.0%	0.0%
WORK FORCE PARITY %		99.9	56.5	43.4	42.3	32.5	2.7	2.3	6.4	5.9	4.1	2.1	1.0	0.6
WORK FORCE #		41	29	12	27	12	0	0	1	0	1	0	0	0
WORK FORCE PARITY #		41	23.2	17.8	17.3	13.3	1.1	0.9	2.6	2.4	1.7	0.9	0.4	0.2
NET UTILIZATION (+/-)			5.8	-5.8	9.7	-1.3	-1.1	-0.9	-1.6	-2.4	-0.7	-0.9	-0.4	-0.2
PREVIOUS UTILIZATION			7.4	-7.4	11.8	-3.2	-1.1	-1.0	-1.6	-2.4	-1.7	-0.8	0.0	0.0
HIRING GOALS	Previous Goals	12	5	7		3	1	1	2	2	2	1		
	Current Hires	7	3	4	2	4	0	0	0	0	1	0	0	0
	Current Goals	10	5	5		1	1	1	2	2	1	1	1	
PROMO. GOALS	Previous Goals	0	0	0										
	Current Promos	0	0	0	0	0	0	0	0	0	0	0	0	0
	Current Goals	0	0	0										
Promotion within category		18	12	6	11	6	0	0	1	0	0	0	0	0

UTILIZATION ANALYSIS

RECRUITING AREA: United States
 OCC. CAT./TITLE: 3-Nonteaching Professional - Educational Programs & Services
 CAMPUS: Total University

REPORTING PERIOD ENDING:

11/30/2024

		GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISP MALE	HISP FEMALE	AAIANHNP MALE	AAIANHNP FEMALE	2+ RACES MALE	2+ RACES FEMALE
WORK FORCE %		100.0%	22.6%	77.4%	18.2%	60.4%	1.5%	5.7%	1.8%	8.0%	0.6%	2.1%	0.6%	1.2%
WORK FORCE PARITY %		100.0	31.3	68.7	21.1	45.6	4.0	9.6	3.7	8.1	1.9	3.8	0.6	1.6
WORK FORCE #		336	76	260	61	203	5	19	6	27	2	7	2	4
WORK FORCE PARITY #		336	105.2	230.8	70.9	153.2	13.4	32.3	12.4	27.2	6.4	12.8	2.0	5.4
NET UTILIZATION (+/-)			-29.2	29.2	-9.9	49.8	-8.4	-13.3	-6.4	-0.2	-4.4	-5.8	0.0	-1.4
PREVIOUS UTILIZATION			-29.0	28.7	-12.6	44.8	-7.0	-14.2	-6.4	1.0	-5.0	-6.0	2.0	3.0
HIRING GOALS	Previous Goals	44	27	17	10		6	12	6		5	5		
	Current Hires	44	13	31	9	17	1	7	2	3	1	1	0	3
	Current Goals	48	28	20	10		8	13	6		4	6		1
PROMO. GOALS	Previous Goals	7	4	3	3		1	2				1		
	Current Promos	7	2	5	2	4	0	1	0	0	0	0	0	0
	Current Goals	0	0	0										
Promotion within category		19	1	18	1	14	0	1	0	2	0	1	0	0

UTILIZATION ANALYSIS

RECRUITING AREA: Statewide
 OCC. CAT./TITLE: 3-Nonteaching Professional - Facilities & Athletic Management
 CAMPUS: Total University

REPORTING PERIOD ENDING:

11/30/2024

	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISP MALE	HISP FEMALE	AAIANHNPI MALE	AAIANHNPI FEMALE	2+ RACES MALE	2+ RACES FEMALE
WORK FORCE %	100.0%	87.0%	13.0%	83.3%	11.1%	0.0%	0.0%	3.7%	0.0%	0.0%	0.0%	0.0%	1.9%
WORK FORCE PARITY %	100.1	70.7	29.4	63.6	22.9	3.3	0.0	3.1	6.5	0.7	0.0	0.0	0.0
WORK FORCE #	54	47	7	45	6	0	0	2	0	0	0	0	1
WORK FORCE PARITY #	54	38.2	15.9	34.3	12.4	1.8	0.0	1.7	3.5	0.4	0.0	0.0	0.0
NET UTILIZATION (+/-)		8.8	-8.9	10.7	-6.4	-1.8	0.0	0.3	-3.5	-0.4	0.0	0.0	1.0
PREVIOUS UTILIZATION		-1.8	1.7	12.8	2.3	-1.8	-0.3	-12.2	-1.0	-0.7	-0.2	0.0	1.0
HIRING GOALS	<i>Previous Goals</i>	16	14	2			1	1	12	1	1		
	<i>Current Hires</i>	3	3	0	3	0	0	0	0	0	0	0	0
	<i>Current Goals</i>	12	2	10		6	2		4				
PROMO. GOALS	<i>Previous Goals</i>	1	1	0			1						
	<i>Current Promos</i>	0	0	0	0	0	0	0	0	0	0	0	0
	<i>Current Goals</i>	0	0	0									
Promotion within category	2	2	0	2	0	0	0	0	0	0	0	0	0

UTILIZATION ANALYSIS

RECRUITING AREA: Statewide
 OCC. CAT./TITLE: 3-Nonteaching Professional - Finance Acct Budget
 CAMPUS: Total University

REPORTING PERIOD ENDING:

11/30/2024

	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISP MALE	HISP FEMALE	AAIANHNPI MALE	AAIANHNPI FEMALE	2+ RACES MALE	2+ RACES FEMALE
WORK FORCE %	100.0%	25.9%	74.1%	19.0%	56.0%	4.3%	1.7%	1.7%	3.4%	0.9%	12.1%	0.0%	0.9%
WORK FORCE PARITY %	100.0	51.4	48.6	42.5	37.9	3.0	3.5	2.8	3.4	2.7	3.0	0.4	0.8
WORK FORCE #	116	30	86	22	65	5	2	2	4	1	14	0	1
WORK FORCE PARITY #	116	59.6	56.4	49.3	44.0	3.5	4.1	3.2	3.9	3.1	3.5	0.5	0.9
NET UTILIZATION (+/-)		-29.6	29.6	-27.3	21.0	1.5	-2.1	-1.2	0.1	-2.1	10.5	-0.5	0.1
PREVIOUS UTILIZATION		-18.8	19.0	-18.6	12.8	2.6	-2.5	-1.6	-1.7	-1.1	9.4	0.0	1.0
HIRING GOALS	Previous Goals	24	20	4	17		2	2	2	1			
	Current Hires	13	6	7	5	6	0	1	0	0	0	0	0
	Current Goals	33	31	2	27		2	1		2		1	
PROMO. GOALS	Previous Goals	3	2	1	2		1						
	Current Promos	2	0	2	0	1	0	0	1	0	0	0	0
	Current Goals	0	0	0									
Promotion within category		7	3	4	3	4	0	0	0	0	0	0	0

UTILIZATION ANALYSIS

RECRUITING AREA: United States
 OCC. CAT./TITLE: 3-Nonteaching Professional - Financial Aid and Student Employment
 CAMPUS: Total University

REPORTING PERIOD ENDING:

11/30/2024

	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISP MALE	HISP FEMALE	AAIANHNPI MALE	AAIANHNPI FEMALE	2+ RACES MALE	2+ RACES FEMALE
WORK FORCE %	100.0%	14.3%	85.7%	14.3%	71.4%	0.0%	0.0%	0.0%	14.3%	0.0%	0.0%	0.0%	0.0%
WORK FORCE PARITY %	100.3	29.5	70.8	21.0	46.5	2.7	8.7	3.0	8.2	2.2	5.9	0.6	1.5
WORK FORCE #	7	1	6	1	5	0	0	0	1	0	0	0	0
WORK FORCE PARITY #	7	2.1	5.0	1.5	3.3	0.2	0.6	0.2	0.6	0.2	0.4	0.0	0.1
NET UTILIZATION (+/-)		-1.1	1.0	-0.5	1.7	-0.2	-0.6	-0.2	0.4	-0.2	-0.4	0.0	-0.1
PREVIOUS UTILIZATION		-2.5	2.4	-3.5	2.5	-0.3	-0.8	1.6	1.3	-0.3	-0.5	0.0	0.0
HIRING GOALS	<i>Previous Goals</i>	7	5	2	4		1	1			1		
	<i>Current Hires</i>	0	0	0	0	0	0	0	0	0	0	0	0
	<i>Current Goals</i>	3	1	2	1		1				1		
PROMO. GOALS	<i>Previous Goals</i>	0	0	0									
	<i>Current Promos</i>	0	0	0	0	0	0	0	0	0	0	0	0
	<i>Current Goals</i>	0	0	0									
Promotion within category		0	0	0	0	0	0	0	0	0	0	0	0

UTILIZATION ANALYSIS

RECRUITING AREA: United States
 OCC. CAT./TITLE: 3-Nonteaching Professional - Grants & Contracts
 CAMPUS: Total University

REPORTING PERIOD ENDING:

11/30/2024

	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISP MALE	HISP FEMALE	AAIANHNP MALE	AAIANHNP FEMALE	2+ RACES MALE	2+ RACES FEMALE
WORK FORCE %	100.0%	22.2%	77.8%	15.3%	69.4%	2.8%	2.8%	2.8%	2.8%	1.4%	1.4%	0.0%	1.4%
WORK FORCE PARITY %	100.2	29.4	70.8	20.9	46.5	2.7	8.7	3.0	8.2	2.2	5.9	0.6	1.5
WORK FORCE #	72	16	56	11	50	2	2	2	2	1	1	0	1
WORK FORCE PARITY #	72	21.2	51.0	15.0	33.5	1.9	6.3	2.2	5.9	1.6	4.2	0.4	1.1
NET UTILIZATION (+/-)		-5.2	5.0	-4.0	16.5	0.1	-4.3	-0.2	-3.9	-0.6	-3.2	-0.4	-0.1
PREVIOUS UTILIZATION		-7.8	7.6	-5.9	11.1	-0.5	-0.5	0.0	-2.4	-1.3	-1.7	0.0	1.0
HIRING GOALS	Previous Goals	10	6	4	4		1	1		1	1	2	
	Current Hires	12	3	9	1	9	1	0	0	1	0	0	0
	Current Goals	17	6	11	4		4	1	4	1	3		
PROMO. GOALS	Previous Goals	3	2	1	2				1				
	Current Promos	6	1	5	1	5	0	0	0	0	0	0	0
	Current Goals	0	0	0									
Promotion within category		8	0	8	0	5	0	0	2	0	0	0	1

UTILIZATION ANALYSIS

RECRUITING AREA: Statewide
 OCC. CAT./TITLE: 3-Nonteaching Professional - Health & Safety
 CAMPUS: Total University

REPORTING PERIOD ENDING:

11/30/2024

	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISP MALE	HISP FEMALE	AAIANHNPI MALE	AAIANHNPI FEMALE	2+ RACES MALE	2+ RACES FEMALE
WORK FORCE %	100.0%	72.2%	27.8%	72.2%	27.8%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
WORK FORCE PARITY %	100.1	82.5	17.6	63.3	12.0	3.9	0.3	8.5	4.1	6.0	0.8	0.8	0.4
WORK FORCE #	18	13	5	13	5	0	0	0	0	0	0	0	0
WORK FORCE PARITY #	18	14.9	3.2	11.4	2.2	0.7	0.1	1.5	0.7	1.1	0.1	0.1	0.1
NET UTILIZATION (+/-)		-1.9	1.8	1.6	2.8	-0.7	-0.1	-1.5	-0.7	-1.1	-0.1	-0.1	-0.1
PREVIOUS UTILIZATION		-2.5	2.5	1.2	3.6	-0.8	-0.1	-1.7	-0.8	-1.2	-0.2	0.0	0.0
HIRING GOALS	<i>Previous Goals</i>	5	4	1		1		2	1	1			
	<i>Current Hires</i>	0	0	0	0	0	0	0	0	0	0	0	0
	<i>Current Goals</i>	5	4	1		1		2	1	1			
PROMO. GOALS	<i>Previous Goals</i>	0	0	0									
	<i>Current Promos</i>	0	0	0	0	0	0	0	0	0	0	0	0
	<i>Current Goals</i>	0	0	0									
Promotion within category		0	0	0	0	0	0	0	0	0	0	0	0

UTILIZATION ANALYSIS

RECRUITING AREA: Statewide
 OCC. CAT./TITLE: 3-Nonteaching Professional - Information Technology
 CAMPUS: Total University

REPORTING PERIOD ENDING:

11/30/2024

		GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISP MALE	HISP FEMALE	AAIANHNPI MALE	AAIANHNPI FEMALE	2+ RACES MALE	2+ RACES FEMALE
WORK FORCE %		100.0%	81.5%	18.5%	68.5%	10.9%	2.4%	0.4%	4.4%	1.2%	5.2%	5.6%	0.8%	0.4%
WORK FORCE PARITY %		100.0	73.8	26.2	47.5	17.7	3.9	1.6	4.8	1.4	16.1	4.8	1.5	0.7
WORK FORCE #		248	202	46	170	27	6	1	11	3	13	14	2	1
WORK FORCE PARITY #		248	183.0	65.0	117.8	43.9	9.7	4.0	11.9	3.5	39.9	11.9	3.7	1.7
NET UTILIZATION (+/-)			19.0	-19.0	52.2	-16.9	-3.7	-3.0	-0.9	-0.5	-26.9	2.1	-1.7	-0.7
PREVIOUS UTILIZATION			11.3	-11.5	35.8	-13.0	-3.3	-2.5	-1.3	0.0	-23.0	3.0	3.0	1.0
HIRING GOALS	Previous Goals	43	27	16		13	3	3	1		23			
	Current Hires	15	13	2	11	2	1	0	1	0	0	0	0	0
	Current Goals	56	34	22		17	4	3	1	1	27		2	1
PROMO. GOALS	Previous Goals	0	0	0										
	Current Promos	0	0	0	0	0	0	0	0	0	0	0	0	0
	Current Goals	0	0	0										
Promotion within category		30	24	6	18	1	0	1	1	0	5	4	0	0

UTILIZATION ANALYSIS

RECRUITING AREA: Statewide
 OCC. CAT./TITLE: 3-Nonteaching Professional - Lab & Research Operations
 CAMPUS: Total University

REPORTING PERIOD ENDING:

11/30/2024

	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISP MALE	HISP FEMALE	AAIANHNP MALE	AAIANHNP FEMALE	2+ RACES MALE	2+ RACES FEMALE
WORK FORCE %	100.0%	54.8%	45.2%	46.6%	41.1%	0.0%	0.0%	2.7%	2.7%	1.4%	0.0%	4.1%	1.4%
WORK FORCE PARITY %	99.9	58.2	41.7	44.9	31.3	6.0	0.6	1.9	4.5	5.0	4.0	0.4	1.3
WORK FORCE #	73	40	33	34	30	0	0	2	2	1	0	3	1
WORK FORCE PARITY #	73	42.5	30.4	32.8	22.8	4.4	0.4	1.4	3.3	3.7	2.9	0.3	0.9
NET UTILIZATION (+/-)		-2.5	2.6	1.2	7.2	-4.4	-0.4	0.6	-1.3	-2.7	-2.9	2.7	0.1
PREVIOUS UTILIZATION		-3.4	3.3	2.1	7.1	-4.4	-0.5	-0.4	-1.3	-2.7	-3.0	2.0	1.0
HIRING GOALS	Previous Goals	12	7	5		4	1		1	3	3		
	Current Hires	6	4	2	1	2	0	2	0	0	0	1	0
	Current Goals	11	7	4		4			1	3	3		
PROMO. GOALS	Previous Goals	0	0	0									
	Current Promos	1	0	1	0	1	0	0	0	0	0	0	0
	Current Goals	0	0	0									
Promotion within category		8	3	5	3	5	0	0	0	0	0	0	0

UTILIZATION ANALYSIS

RECRUITING AREA: United States
 OCC. CAT./TITLE: 3-Nonteaching Professional - Library
 CAMPUS: Total University

REPORTING PERIOD ENDING:

11/30/2024

	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISP MALE	HISP FEMALE	AAIANHNPI MALE	AAIANHNPI FEMALE	2+ RACES MALE	2+ RACES FEMALE
WORK FORCE %	100.0%	30.7%	69.3%	26.7%	56.0%	0.0%	5.3%	0.0%	5.3%	4.0%	2.7%	0.0%	0.0%
WORK FORCE PARITY %	101.6	30.7	70.9	23.8	53.4	2.0	5.9	2.7	5.3	1.7	4.8	0.5	1.5
WORK FORCE #	75	23	52	20	42	0	4	0	4	3	2	0	0
WORK FORCE PARITY #	76	23.0	53.2	17.9	40.1	1.5	4.4	2.0	4.0	1.3	3.6	0.4	1.1
NET UTILIZATION (+/-)		0.0	-1.2	2.2	2.0	-1.5	-0.4	-2.0	0.0	1.7	-1.6	-0.4	-1.1
PREVIOUS UTILIZATION		-0.9	0.8	1.0	2.6	-1.6	-0.1	-2.0	-0.6	1.7	-1.1	0.0	0.0
HIRING GOALS	<i>Previous Goals</i>	6	4	2		2		2	1		1		
	<i>Current Hires</i>	10	4	6	4	5	0	0	1	0	0	0	0
	<i>Current Goals</i>	8	4	4		2	1	2			2		1
PROMO. GOALS	<i>Previous Goals</i>	0	0	0									
	<i>Current Promos</i>	0	0	0	0	0	0	0	0	0	0	0	0
	<i>Current Goals</i>	0	0	0									
Promotion within category		3	1	2	0	2	0	0	0	1	0	0	0

UTILIZATION ANALYSIS

RECRUITING AREA: United States
 OCC. CAT./TITLE: 3-Nonteaching Professional - Procurement
 CAMPUS: Total University

REPORTING PERIOD ENDING:

11/30/2024

	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISP MALE	HISP FEMALE	AAIANHNPI MALE	AAIANHNPI FEMALE	2+ RACES MALE	2+ RACES FEMALE
WORK FORCE %	100.0%	41.2%	58.8%	35.3%	52.9%	0.0%	0.0%	5.9%	5.9%	0.0%	0.0%	0.0%	0.0%
WORK FORCE PARITY %	100.3	35.4	64.9	25.7	43.9	3.0	7.5	3.7	7.1	2.4	5.1	0.6	1.3
WORK FORCE #	17	7	10	6	9	0	0	1	1	0	0	0	0
WORK FORCE PARITY #	17	6.0	11.0	4.4	7.5	0.5	1.3	0.6	1.2	0.4	0.9	0.1	0.2
NET UTILIZATION (+/-)		1.0	-1.0	1.6	1.5	-0.5	-1.3	0.4	-0.2	-0.4	-0.9	-0.1	-0.2
PREVIOUS UTILIZATION		1.1	-1.1	1.5	1.0	-0.5	-1.1	0.4	-0.1	-0.3	-0.8	0.0	0.0
HIRING GOALS	Previous Goals	3	1	2			1	1			1		
	Current Hires	2	1	1	1	1	0	0	0	0	0	0	0
	Current Goals	4	1	3			1	1		1	1		
PROMO. GOALS	Previous Goals	0	0	0									
	Current Promos	0	0	0	0	0	0	0	0	0	0	0	0
	Current Goals	0	0	0									
Promotion within category		0	0	0	0	0	0	0	0	0	0	0	0

UTILIZATION ANALYSIS

RECRUITING AREA: Statewide
 OCC. CAT./TITLE: 3-Nonteaching Professional - Remaining Professional - **With U Educ Asst Titles (Old Category)**
 CAMPUS: Total University

REPORTING PERIOD ENDING:

11/30/2024

		GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISP MALE	HISP FEMALE	AAIANHNPI MALE	AAIANHNPI FEMALE	2+ RACES MALE	2+ RACES FEMALE
WORK FORCE %		100.0%	11.7%	88.3%	8.3%	80.0%	0.0%	3.3%	3.3%	1.7%	0.0%	3.3%	0.0%	0.0%
WORK FORCE PARITY %		100.1	68.0	32.1	53.5	24.8	3.3	2.6	4.7	2.2	5.5	1.9	1.0	0.6
WORK FORCE #		60	7	53	5	48	0	2	2	1	0	2	0	0
WORK FORCE PARITY #		60	40.8	19.3	32.1	14.9	2.0	1.6	2.8	1.3	3.3	1.1	0.6	0.4
NET UTILIZATION (+/-)			-33.8	33.7	-27.1	33.1	-2.0	0.4	-0.8	-0.3	-3.3	0.9	-0.6	-0.4
PREVIOUS UTILIZATION			-0.3	0.1	-0.8	3.0	0.6	-1.9	0.3	-2.9	-0.3	2.0	0.0	0.0
HIRING GOALS	Previous Goals	5	0	5				2		3				
	Current Hires	7	1	6	0	5	0	1	1	0	0	0	0	0
	Current Goals	0	0	0	No goals set - U Educ Asst moved to separate category									
PROMO. GOALS	Previous Goals	1	1	0	1									
	Current Promos	3	0	3	0	3	0	0	0	0	0	0	0	0
	Current Goals	0	0	0										
Promotion within category		0	0	0		0	0	0	0	0	0	0	0	0

UTILIZATION ANALYSIS

RECRUITING AREA: Statewide
 OCC. CAT./TITLE: 3-Nonteaching Professional - Remaining Professional **without U Educ Asst**
 CAMPUS: Total University

REPORTING PERIOD ENDING:

11/30/2024

	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISP MALE	HISP FEMALE	AAIANHNP MALE	AAIANHNP FEMALE	2+ RACES MALE	2+ RACES FEMALE
WORK FORCE %	100.0%	27.8%	72.2%	22.2%	66.7%	0.0%	0.0%	5.6%	0.0%	0.0%	5.6%	0.0%	0.0%
WORK FORCE PARITY %	100.1	68.0	32.1	53.5	24.8	3.3	2.6	4.7	2.2	5.5	1.9	1.0	0.6
WORK FORCE #	18	5	13	4	12	0	0	1	0	0	1	0	0
WORK FORCE PARITY #	18	12.2	5.8	9.6	4.5	0.6	0.5	0.8	0.4	1.0	0.3	0.2	0.1
NET UTILIZATION (+/-)		-7.2	7.2	-5.6	7.5	-0.6	-0.5	0.2	-0.4	-1.0	0.7	-0.2	-0.1
PREVIOUS UTILIZATION		-0.3	0.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
HIRING GOALS	<i>Previous Goals</i>	0	0	0									
	<i>Current Hires</i>	0	0	0	0	0	0	0	0	0	0	0	0
	<i>Current Goals</i>	10	8	2	6		1	1		1			
PROMO. GOALS	<i>Previous Goals</i>	0	0	0									
	<i>Current Promos</i>	0	0	0	0	0	0	0	0	0	0	0	0
	<i>Current Goals</i>	0	0	0									
Promotion within category		0	0	0	0	0	0	0	0	0	0	0	0

2 out of 3 promotions in this category were U Educ Asst titles which were moved to a separate category. The remaining promotion was through a search. Therefore goals set accordingly for this category.

This category reflects only the titles that are in Remaining Titles after the U Educ Asst are moved to their own category.

UTILIZATION ANALYSIS

RECRUITING AREA: United States
 OCC. CAT./TITLE: 3-Nonteaching Professional - Residential Life
 CAMPUS: Total University

REPORTING PERIOD ENDING:

11/30/2024

		GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISP MALE	HISP FEMALE	AAIANHNPI MALE	AAIANHNPI FEMALE	2+ RACES MALE	2+ RACES FEMALE
WORK FORCE %		100.0%	58.1%	41.9%	16.1%	19.4%	12.9%	16.1%	25.8%	3.2%	3.2%	0.0%	0.0%	3.2%
WORK FORCE PARITY %		102.1	57.1	45.0	31.5	21.2	12.1	10.5	9.3	9.6	3.2	2.9	1.0	0.8
WORK FORCE #		31	18	13	5	6	4	5	8	1	1	0	0	1
WORK FORCE PARITY #		32	17.7	14.0	9.8	6.6	3.8	3.3	2.9	3.0	1.0	0.9	0.3	0.2
NET UTILIZATION (+/-)			0.3	-1.0	-4.8	-0.6	0.2	1.7	5.1	-2.0	0.0	-0.9	-0.3	0.8
PREVIOUS UTILIZATION			0.6	-0.7	-7.0	1.1	3.4	-0.1	4.2	-1.8	0.0	-0.9	0.0	1.0
HIRING GOALS	Previous Goals	10	7	3	7					2		1		
	Current Hires	9	4	5	3	2	0	3	1	0	0	0	0	0
	Current Goals	9	5	4	5	1				2		1		
PROMO. GOALS	Previous Goals	0	0	0										
	Current Promos	0	0	0	0	0	0	0	0	0	0	0	0	0
	Current Goals	0	0	0										
Promotion within category		0	0	0	0	0	0	0	0	0	0	0	0	0

UTILIZATION ANALYSIS

RECRUITING AREA: United States
 OCC. CAT./TITLE: 3-Nonteaching Professional - Specialists
 CAMPUS: Total University

REPORTING PERIOD ENDING:

11/30/2024

		GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISP MALE	HISP FEMALE	AAIANHNPI MALE	AAIANHNPI FEMALE	2+ RACES MALE	2+ RACES FEMALE
WORK FORCE %		100.0%	64.5%	35.5%	44.9%	29.0%	15.9%	2.8%	0.9%	1.9%	0.0%	0.9%	2.8%	0.9%
WORK FORCE PARITY %		100.0	69.7	30.3	48.7	21.9	15.4	5.7	1.8	0.6	2.8	1.6	1.0	0.5
WORK FORCE #		107	69	38	48	31	17	3	1	2	0	1	3	1
WORK FORCE PARITY #		107	74.6	32.4	52.1	23.4	16.5	6.1	1.9	0.6	3.0	1.7	1.1	0.5
NET UTILIZATION (+/-)			-5.6	5.6	-4.1	7.6	0.5	-3.1	-0.9	1.4	-3.0	-0.7	1.9	0.5
PREVIOUS UTILIZATION			-6.0	6.0	-5.3	7.3	-0.1	-2.0	-0.7	0.3	-1.8	-0.7	2.0	1.0
HIRING GOALS	Previous Goals	11	8	3	5			2	1		2	1		
	Current Hires	23	17	6	12	5	4	0	0	1	0	0	1	0
	Current Goals	12	8	4	4			3	1		3	1		
PROMO. GOALS	Previous Goals	0	0	0										
	Current Promos	0	0	0	0	0	0	0	0	0	0	0	0	0
	Current Goals	0	0	0										
Promotion within category		0	0	0	0	0	0	0	0	0	0	0	0	0

UTILIZATION ANALYSIS

RECRUITING AREA: United States
 OCC. CAT./TITLE: 3-Nonteaching Professional - Student Health & Welfare
 CAMPUS: Total University

REPORTING PERIOD ENDING:

11/30/2024

	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISP MALE	HISP FEMALE	AAIANHNP MALE	AAIANHNP FEMALE	2+ RACES MALE	2+ RACES FEMALE
WORK FORCE %	100.0%	13.3%	86.7%	3.3%	63.3%	3.3%	10.0%	6.7%	10.0%	0.0%	3.3%	0.0%	0.0%
WORK FORCE PARITY %	100.0	12.1	87.9	8.0	64.0	1.2	9.4	1.1	5.7	1.5	7.3	0.3	1.5
WORK FORCE #	30	4	26	1	19	1	3	2	3	0	1	0	0
WORK FORCE PARITY #	30	3.6	26.4	2.4	19.2	0.4	2.8	0.3	1.7	0.5	2.2	0.1	0.5
NET UTILIZATION (+/-)		0.4	-0.4	-1.4	-0.2	0.6	0.2	1.7	1.3	-0.5	-1.2	-0.1	-0.5
PREVIOUS UTILIZATION		-3.0	3.1	-2.8	2.5	0.2	0.1	0.4	1.1	-0.8	-0.6	0.0	0.0
HIRING GOALS	<i>Previous Goals</i>	5	4	1	3					1	1		
	<i>Current Hires</i>	5	1	4	0	4	0	0	1	0	0	0	0
	<i>Current Goals</i>	4	2	2	1					1	1		1
PROMO. GOALS	<i>Previous Goals</i>	0	0	0									
	<i>Current Promos</i>	0	0	0	0	0	0	0	0	0	0	0	0
	<i>Current Goals</i>	0	0	0									
Promotion within category		1	0	1	0	1	0	0	0	0	0	0	0

UTILIZATION ANALYSIS

RECRUITING AREA: United States
 OCC. CAT./TITLE: 3-Nonteaching Professional - Student Prgm Coord & Mngmt
 CAMPUS: Total University

REPORTING PERIOD ENDING:

11/30/2024

	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISP MALE	HISP FEMALE	AAIANHNP MALE	AAIANHNP FEMALE	2+ RACES MALE	2+ RACES FEMALE
WORK FORCE %	100.0%	26.9%	73.1%	16.5%	55.9%	3.2%	4.7%	4.7%	7.2%	1.8%	3.9%	0.7%	1.4%
WORK FORCE PARITY %	99.9	30.9	69.0	20.9	45.8	4.0	9.7	3.5	8.2	1.8	3.8	0.7	1.5
WORK FORCE #	279	75	204	46	156	9	13	13	20	5	11	2	4
WORK FORCE PARITY #	279	86.2	192.5	58.3	127.8	11.2	27.1	9.8	22.9	5.0	10.6	2.0	4.2
NET UTILIZATION (+/-)		-11.2	11.5	-12.3	28.2	-2.2	-14.1	3.2	-2.9	0.0	0.4	0.0	-0.2
PREVIOUS UTILIZATION		-5.1	5.6	-8.7	9.6	1.7	-7.1	0.6	-0.9	0.3	-0.1	1.0	4.0
HIRING GOALS	Previous Goals	14	7	7	7		6		1				
	Current Hires	23	11	12	5	8	1	1	4	3	0	0	1
	Current Goals	31	14	17	12		2	14		3			
PROMO. GOALS	Previous Goals	3	2	1	2		1						
	Current Promos	14	3	11	2	10	1	0	0	0	1	0	0
	Current Goals	0	0	0									
Promotion within category		19	3	16	3	11	0	1	0	3	0	1	0

UTILIZATION ANALYSIS

RECRUITING AREA: Statewide
 OCC. CAT./TITLE: 3-Nonteaching Professional - U Educ Assts
 CAMPUS: Total University

REPORTING PERIOD ENDING:

11/30/2024

NEW CATEGORY

		GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISP MALE	HISP FEMALE	AAIANHNP MALE	AAIANHNP FEMALE	2+ RACES MALE	2+ RACES FEMALE
WORK FORCE %		100.0%	4.8%	95.2%	2.4%	85.7%	0.0%	4.8%	2.4%	2.4%	0.0%	2.4%	0.0%	0.0%
WORK FORCE PARITY %		100.1	13.2	86.9	10.0	71.4	1.1	5.2	1.4	6.9	0.6	1.8	0.1	1.6
WORK FORCE #		42	2	40	1	36	0	2	1	1	0	1	0	0
WORK FORCE PARITY #		42	5.5	36.5	4.2	30.0	0.5	2.2	0.6	2.9	0.3	0.8	0.0	0.7
NET UTILIZATION (+/-)			-3.5	3.5	-3.2	6.0	-0.5	-0.2	0.4	-1.9	-0.3	0.2	0.0	-0.7
PREVIOUS UTILIZATION			0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
HIRING GOALS	Previous Goals	0	0	0										
	Current Hires	0	0	0	0	0	0	0	0	0	0	0	0	0
	Current Goals	6	3	3	2		1	1		1				1
PROMO. GOALS	Previous Goals	0	0	0										
	Current Promos	0	0	0	0	0	0	0	0	0	0	0	0	0
	Current Goals	2	1	1	1					1				
Promotion within category		0	0	0	0	0	0	0	0	0	0	0	0	0

UTILIZATION ANALYSIS

RECRUITING AREA: United States
 OCC. CAT./TITLE: 3-Nonteaching Professional - U STAFF PROF 1
 CAMPUS: Total University

REPORTING PERIOD ENDING:

11/30/2024

	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISP MALE	HISP FEMALE	AAIANHNPI MALE	AAIANHNPI FEMALE	2+ RACES MALE	2+ RACES FEMALE
WORK FORCE %	100.0%	30.0%	70.0%	22.0%	66.0%	0.0%	0.0%	2.0%	0.0%	6.0%	4.0%	0.0%	0.0%
WORK FORCE PARITY %	100.0	23.8	76.2	18.0	58.0	2.2	6.6	2.3	6.2	1.0	3.3	0.3	2.1
WORK FORCE #	50	15	35	11	33	0	0	1	0	3	2	0	0
WORK FORCE PARITY #	50	11.9	38.1	9.0	29.0	1.1	3.3	1.2	3.1	0.5	1.7	0.2	1.1
NET UTILIZATION (+/-)		3.1	-3.1	2.0	4.0	-1.1	-3.3	-0.2	-3.1	2.5	0.4	-0.2	-1.1
PREVIOUS UTILIZATION		0.7	-0.6	0.0	4.0	-1.3	-3.3	-0.3	-3.3	2.3	2.1	0.0	0.0
HIRING GOALS	<i>Previous Goals</i>	4	1	3			1	1		2			
	<i>Current Hires</i>	2	1	1	1	1	0	0	0	0	0	0	0
	<i>Current Goals</i>	4	1	3			1	2		1			
PROMO. GOALS	<i>Previous Goals</i>	3	0	3				2		1			
	<i>Current Promos</i>	2	0	2	0	2	0	0	0	0	0	0	0
	<i>Current Goals</i>	4	0	4				1		2			1
Promotion within category		0	0	0	0	0	0	0	0	0	0	0	0

UTILIZATION ANALYSIS

RECRUITING AREA: United States
 OCC. CAT./TITLE: 3-Nonteaching Professional - U STAFF PROF 2
 CAMPUS: Total University

REPORTING PERIOD ENDING:

11/30/2024

	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISP MALE	HISP FEMALE	AAIANHNP MALE	AAIANHNP FEMALE	2+ RACES MALE	2+ RACES FEMALE
WORK FORCE %	100.0%	35.7%	64.3%	23.8%	57.1%	4.8%	2.4%	4.8%	0.0%	2.4%	4.8%	0.0%	0.0%
WORK FORCE PARITY %	99.9	32.8	67.1	23.9	58.6	1.2	2.3	2.5	2.0	4.9	3.9	0.3	0.3
WORK FORCE #	42	15	27	10	24	2	1	2	0	1	2	0	0
WORK FORCE PARITY #	42	13.8	28.2	10.0	24.6	0.5	1.0	1.1	0.8	2.1	1.6	0.1	0.1
NET UTILIZATION (+/-)		1.2	-1.2	0.0	-0.6	1.5	0.0	1.0	-0.8	-1.1	0.4	-0.1	-0.1
PREVIOUS UTILIZATION		-1.1	1.1	-1.2	4.0	0.1	-1.1	0.0	-1.4	0.1	-0.4	0.0	0.0
HIRING GOALS	Previous Goals	2	0	2			1		1				
	Current Hires	2	1	1	1	1	0	0	0	0	0	0	0
	Current Goals	1	0	1					1				
PROMO. GOALS	Previous Goals	1	1	0	1								
	Current Promos	5	3	2	1	1	0	1	0	0	1	0	0
	Current Goals	3	2	1		1				2			
Promotion within category	0	0	0	0	0	0	0	0	0	0	0	0	0

UTILIZATION ANALYSIS

RECRUITING AREA: United States
 OCC. CAT./TITLE: 3-Nonteaching Professional - U STAFF PROF 3
 CAMPUS: Total University

REPORTING PERIOD ENDING:

11/30/2024

	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISP MALE	HISP FEMALE	AAIANHNP MALE	AAIANHNP FEMALE	2+ RACES MALE	2+ RACES FEMALE
WORK FORCE %	100.0%	50.0%	50.0%	42.3%	43.6%	2.6%	2.6%	3.8%	1.3%	1.3%	2.6%	0.0%	0.0%
WORK FORCE PARITY %	100.3	35.5	64.8	25.2	52.1	3.1	4.5	3.5	3.4	3.3	4.2	0.4	0.6
WORK FORCE #	78	39	39	33	34	2	2	3	1	1	2	0	0
WORK FORCE PARITY #	78	27.7	50.5	19.7	40.6	2.4	3.5	2.7	2.7	2.6	3.3	0.3	0.5
NET UTILIZATION (+/-)		11.3	-11.5	13.3	-6.6	-0.4	-1.5	0.3	-1.7	-1.6	-1.3	-0.3	-0.5
PREVIOUS UTILIZATION		9.6	-9.8	12.9	-2.5	-1.6	-2.8	-0.9	-3.9	-0.7	-0.5	0.0	0.0
HIRING GOALS	Previous Goals	6	4	2		1	2	1	1		1		
	Current Hires	3	2	1	0	1	2	0	0	0	0	0	0
	Current Goals	8	2	6		1	1	2		2	1		1
PROMO. GOALS	Previous Goals	9	0	9		2		2		4		1	
	Current Promos	3	3	0	2	0	0	0	1	0	0	0	0
	Current Goals	8	1	7		6				1	1		
Promotion within category		0	0	0	0	0	0	0	0	0	0	0	0

UTILIZATION ANALYSIS

RECRUITING AREA: United States
 OCC. CAT./TITLE: 3-Nonteaching Professional - University Staff Professional Other Titles
 CAMPUS: Total University

REPORTING PERIOD ENDING:

11/30/2024

	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISP MALE	HISP FEMALE	AAIANHNPI MALE	AAIANHNPI FEMALE	2+ RACES MALE	2+ RACES FEMALE
WORK FORCE %	100.0%	40.0%	60.0%	33.3%	53.3%	6.7%	0.0%	0.0%	0.0%	0.0%	6.7%	0.0%	0.0%
WORK FORCE PARITY %	99.9	39.0	60.9	29.3	42.5	3.9	7.2	3.4	6.1	1.9	4.0	0.5	1.1
WORK FORCE #	15	6	9	5	8	1	0	0	0	0	1	0	0
WORK FORCE PARITY #	15	5.9	9.1	4.4	6.4	0.6	1.1	0.5	0.9	0.3	0.6	0.1	0.2
NET UTILIZATION (+/-)		0.2	-0.1	0.6	1.6	0.4	-1.1	-0.5	-0.9	-0.3	0.4	-0.1	-0.2
PREVIOUS UTILIZATION		-0.2	0.1	-0.1	0.8	0.7	-0.7	-0.5	-0.5	-0.3	0.5	0.0	0.0
HIRING GOALS	Previous Goals	1	0	1			1						
	Current Hires	0	0	0	0	0	0	0	0	0	0	0	0
	Current Goals	3	1	2			1		1	1			
PROMO. GOALS	Previous Goals	2	1	1				1	1				
	Current Promos	0	0	0	0	0	0	0	0	0	0	0	0
	Current Goals	1	1	0				1					
Promotion within category		0	0	0	0	0	0	0	0	0	0	0	0

UTILIZATION ANALYSIS

RECRUITING AREA: Statewide

REPORTING PERIOD ENDING:

11/30/2024

OCC. CAT./TITLE: 7-Maintenance/Service - Protective Services Police - **With Building & Grounds Patrol Titles (Old Category)**

CAMPUS: Storrs

		GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISP MALE	HISP FEMALE	AAIANHNPI MALE	AAIANHNPI FEMALE	2+ RACES MALE	2+ RACES FEMALE
WORK FORCE %		100.0%	79.4%	20.6%	52.9%	14.7%	10.3%	1.5%	16.2%	1.5%	0.0%	1.5%	0.0%	1.5%
WORK FORCE PARITY %		100.1	82.9	17.2	62.7	9.3	6.7	3.0	11.6	3.1	1.5	0.8	0.4	1.0
WORK FORCE #		68	54	14	36	10	7	1	11	1	0	1	0	1
WORK FORCE PARITY #		68	56.4	11.7	42.6	6.3	4.6	2.0	7.9	2.1	1.0	0.5	0.3	0.7
NET UTILIZATION (+/-)			-2.4	2.3	-6.6	3.7	2.4	-1.0	3.1	-1.1	-1.0	0.5	-0.3	0.3
PREVIOUS UTILIZATION			-6.1	6.1	-8.7	5.9	1.6	0.1	0.0	-1.8	0.9	0.9	0.0	1.0
HIRING GOALS	Previous Goals	5	3	2	8					2				
	Current Hires	15	12	3	5	3	1	0	6	0	0	0	0	0
	Current Goals	0	0	0		No goals set - Building & Grounds Titles moved to separate category								
PROMO. GOALS	Previous Goals	1	1	0	1									
	Current Promos	6	5	1	5	1	0	0	0	0	0	0	0	0
	Current Goals	0	0	0										
Promotion within category		0	0	0										

UTILIZATION ANALYSIS

RECRUITING AREA: Statewide
 OCC. CAT./TITLE: 7-Maintenance/Service - Protective Services Police - **Without Building & Grounds Titles**
 CAMPUS: Storrs

REPORTING PERIOD ENDING:

11/30/2024

		GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISP MALE	HISP FEMALE	AAIANHNPI MALE	AAIANHNPI FEMALE	2+ RACES MALE	2+ RACES FEMALE
WORK FORCE %		100.0%	80.0%	20.0%	66.7%	15.6%	4.4%	0.0%	8.9%	0.0%	0.0%	2.2%	0.0%	2.2%
WORK FORCE PARITY %		100.1	82.9	17.2	62.7	9.3	6.7	3.0	11.6	3.1	1.5	0.8	0.4	1.0
WORK FORCE #		45	36	9	30	7	2	0	4	0	0	1	0	1
WORK FORCE PARITY #		45	37.3	7.7	28.2	4.2	3.0	1.4	5.2	1.4	0.7	0.4	0.2	0.5
NET UTILIZATION (+/-)			-1.3	1.3	1.8	2.8	-1.0	-1.4	-1.2	-1.4	-0.7	0.6	-0.2	0.6
PREVIOUS UTILIZATION			0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
HIRING GOALS	<i>Previous Goals</i>	0	0											
	<i>Current Hires</i>	0	0	0	0	0	0	0	0	0	0	0	0	0
	<i>Current Goals</i>	4	2	2			1	1		1	1			
PROMO. GOALS	<i>Previous Goals</i>	0	0											
	<i>Current Promos</i>	0	0	0	0	0	0	0	0	0	0	0	0	0
	<i>Current Goals</i>	1	1	0					1					
Promotion within category		6	4	2	4	2	0	0	0	0	0	0	0	0

UTILIZATION ANALYSIS

RECRUITING AREA: Statewide
 OCC. CAT./TITLE: 7-Maintenance/Service - Protective Services Police Officer
 CAMPUS: Storrs

REPORTING PERIOD ENDING:

11/30/2024

	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISP MALE	HISP FEMALE	AAIANHNPI MALE	AAIANHNPI FEMALE	2+ RACES MALE	2+ RACES FEMALE
WORK FORCE %	100.0%	79.5%	20.5%	56.4%	12.8%	7.7%	2.6%	10.3%	0.0%	5.1%	2.6%	0.0%	2.6%
WORK FORCE PARITY %	100.1	87.3	12.8	57.8	3.1	2.6	1.3	26.0	0.5	0.5	0.2	0.4	7.7
WORK FORCE #	39	31	8	22	5	3	1	4	0	2	1	0	1
WORK FORCE PARITY #	39	34.0	5.0	22.5	1.2	1.0	0.5	10.1	0.2	0.2	0.1	0.2	3.0
NET UTILIZATION (+/-)		-3.0	3.0	-0.5	3.8	2.0	0.5	-6.1	-0.2	1.8	0.9	-0.2	-2.0
PREVIOUS UTILIZATION		16.2	-16.2	13.4	-11.1	4.5	-7.0	4.2	0.9	-5.8	1.0	0.0	0.0
HIRING GOALS	<i>Previous Goals</i>	20	5	15		9		6			5		
	<i>Current Hires</i>	3	2	1	2	0	0	0	0	0	0	0	1
	<i>Current Goals</i>	3	3	0				3					1
PROMO. GOALS	<i>Previous Goals</i>	4	1	3		2		1			1		
	<i>Current Promos</i>	5	2	3	1	2	0	1	0	0	1	0	0
	<i>*Current Goals</i>	4	4	0	1			3					1
Promotion within category		0	0	0	0	0	0	0	0	0	0	0	0

*Hiring Goals set in lieu of promotional goals due no eligible employees in underutilized race/genders in the promotional pools.

UTILIZATION ANALYSIS

RECRUITING AREA: Statewide
 OCC. CAT./TITLE: 7-Maintenance/Service - Protective Services Fire
 CAMPUS: Storrs

REPORTING PERIOD ENDING:

11/30/2024

		GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISP MALE	HISP FEMALE	AAIANHNPI MALE	AAIANHNPI FEMALE	2+ RACES MALE	2+ RACES FEMALE
WORK FORCE %		100.0%	100.0%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
WORK FORCE PARITY %		100.0	90.0	10.0	76.2	7.5	6.6	0.0	6.6	0.0	0.0	0.0	0.6	2.5
WORK FORCE #		19	19	0	19	0	0	0	0	0	0	0	0	0
WORK FORCE PARITY #		19	17.1	1.9	14.5	1.4	1.3	0.0	1.3	0.0	0.0	0.0	0.1	0.5
NET UTILIZATION (+/-)			2.0	-1.4	4.5	-1.4	-1.3	0.0	-1.3	0.0	0.0	0.0	-0.1	-0.5
PREVIOUS UTILIZATION			1.7	-1.7	4.0	-1.6	-0.9	0.0	-1.5	-0.1	0.0	0.0	0.0	0.0
HIRING GOALS	Previous Goals	2	2	0					2					
	Current Hires	0	0	0	0	0	0	0	0	0	0	0	0	0
	Current Goals	2	1	1					1					1
PROMO. GOALS	Previous Goals	3	1	2		2	1							
	Current Promos	0	0	0	0	0	0	0	0	0	0	0	0	0
	Current Goals	2	1	1		1	1							
Promotion within category		0	0	0	0	0	0	0	0	0	0	0	0	0

UTILIZATION ANALYSIS

RECRUITING AREA: Statewide
 OCC. CAT./TITLE: 7-Maintenance/Service - Protective Services Firefighter
 CAMPUS: Total University

REPORTING PERIOD ENDING:

11/30/2024

	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISP MALE	HISP FEMALE	AAIANHNPI MALE	AAIANHNPI FEMALE	2+ RACES MALE	2+ RACES FEMALE
WORK FORCE %	100.0%	84.6%	15.4%	69.2%	11.5%	7.7%	0.0%	7.7%	0.0%	0.0%	0.0%	0.0%	3.8%
WORK FORCE PARITY %	99.9	95.7	4.2	79.3	2.8	5.9	0.0	8.6	1.4	0.1	0.0	1.8	0.0
WORK FORCE #	26	22	4	18	3	2	0	2	0	0	0	0	1
WORK FORCE PARITY #	26	24.9	1.1	20.6	0.7	1.5	0.0	2.2	0.4	0.0	0.0	0.5	0.0
NET UTILIZATION (+/-)		-2.9	2.9	-2.6	2.3	0.5	0.0	-0.2	-0.4	0.0	0.0	-0.5	1.0
PREVIOUS UTILIZATION		-2.8	2.8	-1.8	2.2	-0.6	0.0	-0.4	-0.4	0.0	0.0	0.0	1.0
HIRING GOALS	<i>Previous Goals</i>	4	4	0	2		1		1				
	<i>Current Hires</i>	1	1	0	0	0	1	0	0	0	0	0	0
	<i>Current Goals</i>	5	5	0	3			1				1	
PROMO. GOALS	<i>Previous Goals</i>	0	0	0									
	<i>Current Promos</i>	0	0	0	0	0	0	0	0	0	0	0	0
	<i>Current Goals</i>	0	0	0									
Promotion within category		0	0	0	0	0	0	0	0	0	0	0	0

No employees in the Trainee title for promotional goals.

UTILIZATION ANALYSIS

RECRUITING AREA: Statewide
 OCC. CAT./TITLE: 7-Maintenance/Service - Protective Services Building & Grounds Patrol
 CAMPUS: Storrs

REPORTING PERIOD ENDING:

11/30/2024

NEW CATEGORY

	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISP MALE	HISP FEMALE	AAIANHNPI MALE	AAIANHNPI FEMALE	2+ RACES MALE	2+ RACES FEMALE
WORK FORCE %	100.0%	78.3%	21.7%	26.1%	13.0%	21.7%	4.3%	30.4%	4.3%	0.0%	0.0%	0.0%	0.0%
WORK FORCE PARITY %	100.0	84.4	15.6	48.5	8.7	18.9	3.8	13.3	2.5	1.7	0.2	2.0	0.4
WORK FORCE #	23	18	5	6	3	5	1	7	1	0	0	0	0
WORK FORCE PARITY #	23	19.4	3.6	11.2	2.0	4.3	0.9	3.1	0.6	0.4	0.0	0.5	0.1
NET UTILIZATION (+/-)		-1.4	1.4	-5.2	1.0	0.7	0.1	3.9	0.4	-0.4	0.0	-0.5	-0.1
PREVIOUS UTILIZATION		0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
HIRING GOALS	Previous Goals												
	Current Hires	0	0	0	0	0	0	0	0	0	0	0	0
	Current Goals	7	7	0	5					1		1	
PROMO. GOALS	Previous Goals												
	Current Promos	0	0	0	0	0	0	0	0	0	0	0	0
	Current Goals	0	0	0									
Promotion within category		0	0	0	0	0	0	0	0	0	0	0	0

UTILIZATION ANALYSIS

RECRUITING AREA: Hartford, Tolland & Windham Counties
 OCC. CAT./TITLE: 4-Secretarial/Clerical - Administrative Assistant
 CAMPUS: Storrs

REPORTING PERIOD ENDING:

11/30/2024

		GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISP MALE	HISP FEMALE	AAIANHNPI MALE	AAIANHNPI FEMALE	2+ RACES MALE	2+ RACES FEMALE
WORK FORCE %		100.0%	0.0%	100.0%	0.0%	90.9%	0.0%	0.0%	0.0%	9.1%	0.0%	0.0%	0.0%	0.0%
WORK FORCE PARITY %		0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
WORK FORCE #		11	0	11	0	10	0	0	0	1	0	0	0	0
WORK FORCE PARITY #		0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
NET UTILIZATION (+/-)			0.0	11.0	0.0	10.0	0.0	0.0	0.0	1.0	0.0	0.0	0.0	0.0
PREVIOUS UTILIZATION			-1.1	1.1	-0.8	1.4	-0.1	-0.5	-0.1	0.3	0.0	-0.1	0.0	0.0
HIRING GOALS	Previous Goals	2	1	1	1			1						
	Current Hires	0	0	0	0	0	0	0	0	0	0	0	0	0
	Current Goals	0	0	0	Moved to Secretarial Clerical All Titles - No goals set									
PROMO. GOALS	Previous Goals	0	0	0										
	Current Promos	0	0	0	0	0	0	0	0	0	0	0	0	0
	Current Goals	0	0	0										
Promotion within category		0	0	0										

UTILIZATION ANALYSIS

RECRUITING AREA: Hartford, Tolland & Windham Counties
 OCC. CAT./TITLE: 4-Secretarial/Clerical - Office Assistant
 CAMPUS: Storrs

REPORTING PERIOD ENDING:

11/30/2024

		GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISP MALE	HISP FEMALE	AAIANHNPI MALE	AAIANHNPI FEMALE	2+ RACES MALE	2+ RACES FEMALE
WORK FORCE %		100.0%	6.7%	93.3%	6.7%	80.0%	0.0%	6.7%	0.0%	6.7%	0.0%	0.0%	0.0%	0.0%
WORK FORCE PARITY %		0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
WORK FORCE #		15	1	14	1	12	0	1	0	1	0	0	0	0
WORK FORCE PARITY #		0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
NET UTILIZATION (+/-)			1.0	14.0	1.0	12.0	0.0	1.0	0.0	1.0	0.0	0.0	0.0	0.0
PREVIOUS UTILIZATION			-2.1	2.1	-1.0	3.3	-0.5	-0.1	-0.4	-0.9	-0.1	-0.3	0.0	0.0
HIRING GOALS	Previous Goals	4	3	1	1		1		1	1				
	Current Hires	2	0	2	0	1	0	0	0	1	0	0	0	0
	Current Goals	0	0	0	Moved to Secretarial Clerical All Titles - No goals set									
PROMO. GOALS	Previous Goals	0	0	0										
	Current Promos	0	0	0	0	0	0	0	0	0	0	0	0	0
	Current Goals	0	0	0										
Promotion within category		0	0	0										

UTILIZATION ANALYSIS

RECRUITING AREA: Hartford, Tolland & Windham Counties

REPORTING PERIOD ENDING:

11/30/2024

OCC. CAT./TITLE: 4-Secretarial/Clerical - Clerical Remaining Titles - **Prior to New Titles Added (Old Category)**

CAMPUS: Storrs

		GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISP MALE	HISP FEMALE	AAIANHNPI MALE	AAIANHNPI FEMALE	2+ RACES MALE	2+ RACES FEMALE
WORK FORCE %		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
WORK FORCE PARITY %		0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
WORK FORCE #		0	0	0	0	0	0	0	0	0	0	0	0	0
WORK FORCE PARITY #		0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
NET UTILIZATION (+/-)			0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
PREVIOUS UTILIZATION			-4.3	4.3	-2.7	7.9	-0.7	-2.6	-0.7	-1.5	-0.3	-0.5	0.0	1.0
HIRING GOALS	Previous Goals	10	4	6	3			3	1	2		1		
	Current Hires	0	0	0	0	0	0	0	0	0	0	0	0	0
	Current Goals	0	0		Old category before new titles added to it - No goals set									
PROMO. GOALS	Previous Goals	1	1	0			1							
	Current Promos	1	0	1	0	1	0	0	0	0	0	0	0	0
	Current Goals	0	0	0										
Promotion within category		0	0	0										

UTILIZATION ANALYSIS

RECRUITING AREA: Hartford, Tolland & Windham Counties

REPORTING PERIOD ENDING:

11/30/2024

OCC. CAT./TITLE: 4-Secretarial/Clerical - All Titles - **With Administrative Assistant and Office Assistant Titles Added**

CAMPUS: Storrs

NEW CATEGORY

		GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISP MALE	HISP FEMALE	AAIANHNPI MALE	AAIANHNPI FEMALE	2+ RACES MALE	2+ RACES FEMALE
WORK FORCE %		100.0%	3.8%	96.2%	3.8%	86.5%	0.0%	1.9%	0.0%	5.8%	0.0%	0.0%	0.0%	1.9%
WORK FORCE PARITY %		99.9	17.5	82.4	11.4	60.0	2.7	8.6	2.3	10.0	0.8	2.1	0.3	1.7
WORK FORCE #		52	2	50	2	45	0	1	0	3	0	0	0	1
WORK FORCE PARITY #		52	9.1	42.8	5.9	31.2	1.4	4.5	1.2	5.2	0.4	1.1	0.2	0.9
NET UTILIZATION (+/-)			-7.1	7.2	-3.9	13.8	-1.4	-3.5	-1.2	-2.2	-0.4	-1.1	-0.2	0.1
PREVIOUS UTILIZATION			0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
HIRING GOALS	Previous Goals	0	0	0										
	Current Hires	0	0	0	0	0	0	0	0	0	0	0	0	0
	Current Goals	14	7	7	4		1	4	1	2	1	1		
PROMO. GOALS	Previous Goals	0	0	0										
	Current Promos	0	0	0	0	0								
	Current Goals	0	0	0										
Promotion within category		0	0	0										

UTILIZATION ANALYSIS

RECRUITING AREA: Hartford, Tolland & Windham Counties
 OCC. CAT./TITLE: 5-Technical/Paraprofessional - All Titles
 CAMPUS: Storrs

REPORTING PERIOD ENDING:

11/30/2024

	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISP MALE	HISP FEMALE	AAIANHNPI MALE	AAIANHNPI FEMALE	2+ RACES MALE	2+ RACES FEMALE
WORK FORCE %	100.0%	100.0%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
WORK FORCE PARITY %	100.0	96.2	3.8	78.1	1.9	5.9	1.9	10.3	0.0	1.9	0.0	0.0	0.0
WORK FORCE #	10	10	0	10	0	0	0	0	0	0	0	0	0
WORK FORCE PARITY #	10	9.6	0.4	7.8	0.2	0.6	0.2	1.0	0.0	0.2	0.0	0.0	0.0
NET UTILIZATION (+/-)		0.4	-0.4	2.2	-0.2	-0.6	-0.2	-1.0	0.0	-0.2	0.0	0.0	0.0
PREVIOUS UTILIZATION		1.7	-1.7	3.8	-1.3	-0.4	-0.2	-0.6	0.0	-1.1	-0.2	0.0	0.0
HIRING GOALS	<i>Previous Goals</i>	4	3	1		1	1		1		1		
	<i>Current Hires</i>	2	2	0	2	0	0	0	0	0	0	0	0
	<i>Current Goals</i>	3	2	1		1	1		1				
PROMO. GOALS	<i>Previous Goals</i>	0	0	0									
	<i>Current Promos</i>	0	0	0	0	0	0	0	0	0	0	0	0
	<i>Current Goals</i>	0	0	0									
Promotion within category		0	0	0	0	0	0	0	0	0	0	0	0

UTILIZATION ANALYSIS

RECRUITING AREA: Hartford, Tolland & Windham Counties
 OCC. CAT./TITLE: 6-Qualified Craft Worker - All Titles
 CAMPUS: Storrs

REPORTING PERIOD ENDING:

11/30/2024

	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISP MALE	HISP FEMALE	AAIANHNPI MALE	AAIANHNPI FEMALE	2+ RACES MALE	2+ RACES FEMALE
WORK FORCE %	100.0%	98.9%	1.1%	84.3%	1.1%	1.1%	0.0%	11.2%	0.0%	2.2%	0.0%	0.0%	0.0%
WORK FORCE PARITY %	99.0	95.1	3.9	74.8	2.8	7.1	0.2	12.4	0.8	0.8	0.1	1.3	0.0
WORK FORCE #	89	88	1	75	1	1	0	10	0	2	0	0	0
WORK FORCE PARITY #	88	84.6	3.5	66.6	2.5	6.3	0.2	11.0	0.7	0.7	0.1	1.2	0.0
NET UTILIZATION (+/-)		3.4	-2.5	8.4	-1.5	-5.3	-0.2	-1.0	-0.7	1.3	-0.1	-1.2	0.0
PREVIOUS UTILIZATION		1.4	-1.6	9.2	-0.6	-5.5	-0.2	-3.5	-0.7	1.3	-0.1	0.0	0.0
HIRING GOALS	Previous Goals	11	9	2		1	6		3	1			
	Current Hires	8	8	0	6	0	0	0	2	0	0	0	0
	Current Goals	8	5	3		2	4		1	1		1	
PROMO. GOALS	Previous Goals	1	1	0				1					
	Current Promos	0	0	0	0	0	0	0	0	0	0	0	0
	Current Goals	1	1	0			1						
Promotion within category	3	3	0	3	0	0	0	0	0	0	0	0	0

UTILIZATION ANALYSIS

RECRUITING AREA: Hartford, Tolland & Windham Counties
 OCC. CAT./TITLE: 7-General Trade Worker
 CAMPUS: Storrs

REPORTING PERIOD ENDING:

11/30/2024

	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISP MALE	HISP FEMALE	AAIANHNPI MALE	AAIANHNPI FEMALE	2+ RACES MALE	2+ RACES FEMALE
WORK FORCE %	100.0%	90.5%	9.5%	61.9%	9.5%	14.3%	0.0%	14.3%	0.0%	0.0%	0.0%	0.0%	0.0%
WORK FORCE PARITY %	100.1	100.1	0.0	78.4	0.0	0.0	0.0	17.1	0.0	4.6	0.0	0.0	0.0
WORK FORCE #	21	19	2	13	2	3	0	3	0	0	0	0	0
WORK FORCE PARITY #	21	21.0	0.0	16.5	0.0	0.0	0.0	3.6	0.0	1.0	0.0	0.0	0.0
NET UTILIZATION (+/-)		-2.0	2.0	-3.5	2.0	3.0	0.0	-0.6	0.0	-1.0	0.0	0.0	0.0
PREVIOUS UTILIZATION		0.0	0.0	-1.8	0.2	1.3	0.0	0.5	-0.3	0.0	0.0	0.0	0.0
HIRING GOALS	<i>Previous Goals</i>	2	2	0	2								
	<i>Current Hires</i>	0	0	0	0	0	0	0	0	0	0	0	0
	<i>Current Goals</i>	3	3	0	2					1			
PROMO. GOALS	<i>Previous Goals</i>	0	0	0									
	<i>Current Promos</i>	1	0	1	0	1	0	0	0	0	0	0	0
	<i>*Current Goals</i>	3	3	0	2			1					
Promotion within category		0	0	0	0	0	0	0	0	0	0	0	0

UTILIZATION ANALYSIS

RECRUITING AREA: Hartford, Tolland & Windham Counties
 OCC. CAT./TITLE: 7-Maintenance/Service - Lead Custodian
 CAMPUS: Storrs

REPORTING PERIOD ENDING:

11/30/2024

	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISP MALE	HISP FEMALE	AAIANHNPI MALE	AAIANHNPI FEMALE	2+ RACES MALE	2+ RACES FEMALE
WORK FORCE %	100.0%	61.1%	38.9%	16.7%	27.8%	5.6%	0.0%	38.9%	11.1%	0.0%	0.0%	0.0%	0.0%
WORK FORCE PARITY %	99.9	63.5	36.4	23.4	9.3	2.8	0.0	36.4	25.2	0.9	1.9	0.0	0.0
WORK FORCE #	18	11	7	3	5	1	0	7	2	0	0	0	0
WORK FORCE PARITY #	18	11.4	6.6	4.2	1.7	0.5	0.0	6.6	4.5	0.2	0.3	0.0	0.0
NET UTILIZATION (+/-)		-0.4	0.4	-1.2	3.3	0.5	0.0	0.4	-2.5	-0.2	-0.3	0.0	0.0
PREVIOUS UTILIZATION		0.7	-0.7	-1.0	3.3	0.3	0.0	1.6	-3.7	-0.2	-0.4	0.0	0.0
HIRING GOALS	<i>Previous Goals</i>	0	0	0									
	<i>Current Hires</i>	0	0	0	0	0	0	0	0	0	0	0	0
	<i>Current Goals</i>	0	0	0									
PROMO. GOALS	<i>Previous Goals</i>	6	1	5	1				4		1		
	<i>Current Promos</i>	0	0	0	0	0	0	0	0	0	0	0	0
	<i>Current Goals</i>	5	1	4	1				3		1		
Promotion within category		0	0	0	0	0	0	0	0	0	0	0	0

UTILIZATION ANALYSIS

RECRUITING AREA: Hartford, Tolland & Windham Counties
 OCC. CAT./TITLE: 7-Maintenance/Service - Custodian
 CAMPUS: Storrs

REPORTING PERIOD ENDING:

11/30/2024

	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISP MALE	HISP FEMALE	AAIANHNPI MALE	AAIANHNPI FEMALE	2+ RACES MALE	2+ RACES FEMALE
WORK FORCE %	100.0%	63.6%	36.4%	23.4%	9.3%	2.8%	0.0%	36.4%	25.2%	0.9%	1.9%	0.0%	0.0%
WORK FORCE PARITY %	99.9	62.0	37.9	47.5	29.9	2.7	0.9	11.1	5.0	0.0	0.7	0.7	1.4
WORK FORCE #	107	68	39	25	10	3	0	39	27	1	2	0	0
WORK FORCE PARITY #	107	66.3	40.6	50.8	32.0	2.9	1.0	11.9	5.4	0.0	0.7	0.7	1.5
NET UTILIZATION (+/-)		1.7	-1.6	-25.8	-22.0	0.1	-1.0	27.1	21.7	1.0	1.3	-0.7	-1.5
PREVIOUS UTILIZATION		-5.6	5.5	-19.4	-8.6	-3.4	-4.1	16.7	16.9	0.4	1.3	0.0	0.0
HIRING GOALS	<i>Previous Goals</i>	35	22	13	19	9	3	4					
	<i>Current Hires</i>	6	2	4	0	3	0	0	2	1	0	0	0
	<i>Current Goals</i>	49	26	23	26	22	1					1	2
PROMO. GOALS	<i>Previous Goals</i>	0	0	0									
	<i>Current Promos</i>	0	0	0	0	0	0	0	0	0	0	0	0
	<i>Current Goals</i>	0	0	0									
Promotion within category		0	0	0	0	0	0	0	0	0	0	0	0

UTILIZATION ANALYSIS

RECRUITING AREA: Hartford, Tolland & Windham Counties
 OCC. CAT./TITLE: 7-Maintenance/Service - Remaining Titles
 CAMPUS: Storrs

REPORTING PERIOD ENDING:

11/30/2024

	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISP MALE	HISP FEMALE	AAIANHNPI MALE	AAIANHNPI FEMALE	2+ RACES MALE	2+ RACES FEMALE
WORK FORCE %	100.0%	83.8%	16.2%	66.7%	15.3%	4.5%	0.0%	8.1%	0.9%	1.8%	0.0%	2.7%	0.0%
WORK FORCE PARITY %	100.5	91.8	8.7	63.7	7.4	8.5	0.5	16.5	0.7	0.5	0.1	2.6	0.0
WORK FORCE #	111	93	18	74	17	5	0	9	1	2	0	3	0
WORK FORCE PARITY #	112	101.9	9.7	70.7	8.2	9.4	0.6	18.3	0.8	0.6	0.1	2.9	0.0
NET UTILIZATION (+/-)		-8.9	8.3	3.3	8.8	-4.4	-0.6	-9.3	0.2	1.4	-0.1	0.1	0.0
PREVIOUS UTILIZATION		9.8	-9.9	26.7	0.3	-3.6	-2.8	-16.0	-6.9	0.7	-0.5	2.0	0.0
HIRING GOALS	Previous Goals	24	14	10		3	3	11	6		1		
	Current Hires	6	4	2	3	2	0	0	0	0	0	1	0
	Current Goals	8	7	1		1	1	6					
PROMO. GOALS	Previous Goals	7	6	1		1		5	1				
	Current Promos	7	6	1	2	1	1	3	0	0	0	0	0
	*Current Goals	6	6	0		3		3					
Promotion within category		18	17	1	14	1	1	0	0	1	0	1	0

*Hiring Goals set in lieu of promotional goals as there are not enough employees in the promotional pool

UTILIZATION ANALYSIS

RECRUITING AREA: Hartford County
 OCC. CAT./TITLE: 4-Secretarial/Clerical - All Titles
 CAMPUS: Hartford

REPORTING PERIOD ENDING:

11/30/2024

		GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISP MALE	HISP FEMALE	AAIANHNPI MALE	AAIANHNPI FEMALE	2+ RACES MALE	2+ RACES FEMALE
WORK FORCE %		100.0%	71.4%	28.6%	42.9%	14.3%	14.3%	14.3%	14.3%	0.0%	0.0%	0.0%	0.0%	0.0%
WORK FORCE PARITY %		100.1	15.7	84.4	9.7	60.1	2.6	9.7	2.1	10.1	1.1	2.4	0.2	2.1
WORK FORCE #		7	5	2	3	1	1	1	1	0	0	0	0	0
WORK FORCE PARITY #		7	1.1	5.9	0.7	4.2	0.2	0.7	0.1	0.7	0.1	0.2	0.0	0.1
NET UTILIZATION (+/-)			3.9	-3.9	2.3	-3.2	0.8	0.3	0.9	-0.7	-0.1	-0.2	0.0	-0.1
PREVIOUS UTILIZATION			2.1	-2.1	1.7	-2.9	0.8	2.1	-0.3	-1.0	-0.1	-0.2	0.0	0.0
HIRING GOALS	Previous Goals	5	1	4		3			1	1				
	Current Hires	0	0	0	0	0	0	0	0	0	0	0	0	0
	Current Goals	4	0	4		3				1				
PROMO. GOALS	Previous Goals	0	0	0										
	Current Promos	1	1	0	0	0	0	0	1	0	0	0	0	0
	Current Goals	0	0	0										
Promotion within category		0	0	0	0	0	0	0	0	0	0	0	0	0

UTILIZATION ANALYSIS

RECRUITING AREA: Hartford County
 OCC. CAT./TITLE: 6-Qualified Craft Worker - All Titles
 CAMPUS: Hartford

REPORTING PERIOD ENDING:

11/30/2024

		GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISP MALE	HISP FEMALE	AAIANHNPI MALE	AAIANHNPI FEMALE	2+ RACES MALE	2+ RACES FEMALE
WORK FORCE %		100.0%	100.0%	0.0%	50.0%	0.0%	0.0%	0.0%	50.0%	0.0%	0.0%	0.0%	0.0%	0.0%
WORK FORCE PARITY %		100.0	96.2	3.8	66.6	1.7	10.7	0.4	16.0	1.5	1.6	0.2	1.3	0.0
WORK FORCE #		2	2	0	1	0	0	0	1	0	0	0	0	0
WORK FORCE PARITY #		2	1.9	0.1	1.3	0.0	0.2	0.0	0.3	0.0	0.0	0.0	0.0	0.0
NET UTILIZATION (+/-)			0.1	-0.1	-0.3	0.0	-0.2	0.0	0.7	0.0	0.0	0.0	0.0	0.0
PREVIOUS UTILIZATION			0.0	0.0	-0.7	0.0	-0.1	0.0	0.8	0.0	0.0	0.0	0.0	0.0
HIRING GOALS	Previous Goals	1	1	0	1									
	Current Hires	1	1	0	1	0	0	0	0	0	0	0	0	0
	Current Goals	1	1	0	1									
PROMO. GOALS	Previous Goals	0	0	0										
	Current Promos	0	0	0	0	0	0	0	0	0	0	0	0	0
	Current Goals	0	0	0										
Promotion within category		0	0	0	0	0	0	0	0	0	0	0	0	0

UTILIZATION ANALYSIS

RECRUITING AREA: Hartford County
 OCC. CAT./TITLE: 7-Maintenance/Service - All Titles
 CAMPUS: Hartford

REPORTING PERIOD ENDING:

11/30/2024

		GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISP MALE	HISP FEMALE	AAIANHNPI MALE	AAIANHNPI FEMALE	2+ RACES MALE	2+ RACES FEMALE
WORK FORCE %		100.0%	100.0%	0.0%	50.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	50.0%	0.0%
WORK FORCE PARITY %		99.9	98.1	1.8	75.9	1.0	9.3	0.8	11.1	0.0	0.8	0.0	1.0	0.0
WORK FORCE #		2	2	0	1	0	0	0	0	0	0	0	1	0
WORK FORCE PARITY #		2	2.0	0.0	1.5	0.0	0.2	0.0	0.2	0.0	0.0	0.0	0.0	0.0
NET UTILIZATION (+/-)			0.0	0.0	-0.5	0.0	-0.2	0.0	-0.2	0.0	0.0	0.0	1.0	0.0
PREVIOUS UTILIZATION			0.7	-0.7	0.3	-0.3	-0.2	-0.1	-0.5	-0.3	0.0	0.0	1.0	0.0
HIRING GOALS	Previous Goals	2	1	1					1	1				
	Current Hires	0	0	0	0	0	0	0	0	0	0	0	0	0
	Current Goals	1	1	0	1									
PROMO. GOALS	Previous Goals	0	0	0										
	Current Promos	0	0	0	0	0	0	0	0	0	0	0	0	0
	Current Goals	0	0	0										
Promotion within category		0	0	0	0	0	0	0	0	0	0	0	0	0

UTILIZATION ANALYSIS

RECRUITING AREA: New London County
 OCC. CAT./TITLE: 4-Secretarial/Clerical - All Titles
 CAMPUS: Avery Point

REPORTING PERIOD ENDING:

11/30/2024

	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISP MALE	HISP FEMALE	AAIANHNPI MALE	AAIANHNPI FEMALE	2+ RACES MALE	2+ RACES FEMALE
WORK FORCE %	100.0%	0.0%	100.0%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
WORK FORCE PARITY %	99.9	11.8	88.1	9.8	78.4	0.2	3.4	1.1	3.1	0.5	1.8	0.2	1.4
WORK FORCE #	2	0	2	0	2	0	0	0	0	0	0	0	0
WORK FORCE PARITY #	2	0.2	1.8	0.2	1.6	0.0	0.1	0.0	0.1	0.0	0.0	0.0	0.0
NET UTILIZATION (+/-)		-0.2	0.2	-0.2	0.4	0.0	-0.1	0.0	-0.1	0.0	0.0	0.0	0.0
PREVIOUS UTILIZATION		-0.2	0.2	-0.1	0.2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
HIRING GOALS	Previous Goals	0	0	0									
	Current Hires	0	0	0	0	0	0	0	0	0	0	0	0
	Current Goals	0	0	0									
PROMO. GOALS	Previous Goals	0	0	0									
	Current Promos	0	0	0	0	0	0	0	0	0	0	0	0
	Current Goals	0	0	0									
Promotion within category		0	0	0	0	0	0	0	0	0	0	0	0

UTILIZATION ANALYSIS

RECRUITING AREA: New London County
 OCC. CAT./TITLE: 5-Technical/Paraprofessional - All Titles
 CAMPUS: Avery Point

REPORTING PERIOD ENDING:

11/30/2024

	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISP MALE	HISP FEMALE	AAIANHNPI MALE	AAIANHNPI FEMALE	2+ RACES MALE	2+ RACES FEMALE
WORK FORCE %	100.0%	100.0%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
WORK FORCE PARITY %	100.0	71.3	28.7	69.9	21.5	0.0	0.0	1.4	3.6	0.0	3.6	0.0	0.0
WORK FORCE #	1	1	0	1	0	0	0	0	0	0	0	0	0
WORK FORCE PARITY #	1	0.7	0.3	0.7	0.2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
NET UTILIZATION (+/-)		0.3	-0.3	0.3	-0.2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
PREVIOUS UTILIZATION		0.3	-0.3	0.3	-0.2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
HIRING GOALS	Previous Goals	0	0	0									
	Current Hires	0	0	0	0	0	0	0	0	0	0	0	0
	Current Goals	0	0	0									
PROMO. GOALS	Previous Goals	0	0	0									
	Current Promos	0	0	0	0	0	0	0	0	0	0	0	0
	Current Goals	0	0	0									
Promotion within category		0	0	0	0	0	0	0	0	0	0	0	0

UTILIZATION ANALYSIS

RECRUITING AREA: New London County
 OCC. CAT./TITLE: 6-Qualified Craft Worker - All Titles
 CAMPUS: Avery Point

REPORTING PERIOD ENDING:

11/30/2024

		GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISP MALE	HISP FEMALE	AAIANHNPI MALE	AAIANHNPI FEMALE	2+ RACES MALE	2+ RACES FEMALE
WORK FORCE %		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
WORK FORCE PARITY %		100.0	99.1	0.9	93.1	0.9	0.6	0.0	4.3	0.0	0.6	0.0	0.5	0.0
WORK FORCE #		0	0	0	0	0	0	0	0	0	0	0	0	0
WORK FORCE PARITY #		0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
NET UTILIZATION (+/-)			0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
PREVIOUS UTILIZATION			0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
HIRING GOALS	Previous Goals	0	0	0										
	Current Hires	0	0	0	0	0	0	0	0	0	0	0	0	0
	Current Goals	0	0	0										
PROMO. GOALS	Previous Goals	0	0	0										
	Current Promos	0	0	0	0	0	0	0	0	0	0	0	0	0
	Current Goals	0	0	0										
Promotion within category		0	0	0	0	0	0	0	0	0	0	0	0	0

UTILIZATION ANALYSIS

RECRUITING AREA: New London County
 OCC. CAT./TITLE: 7-Maintenance/Service - All Titles
 CAMPUS: Avery Point

REPORTING PERIOD ENDING:

11/30/2024

		GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISP MALE	HISP FEMALE	AAIANHNPI MALE	AAIANHNPI FEMALE	2+ RACES MALE	2+ RACES FEMALE
WORK FORCE %		100.0%	75.0%	25.0%	75.0%	25.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
WORK FORCE PARITY %		100.0	97.7	2.3	85.4	2.3	1.8	0.0	7.6	0.0	0.0	0.0	2.9	0.0
WORK FORCE #		4	3	1	3	1	0	0	0	0	0	0	0	0
WORK FORCE PARITY #		4	3.9	0.1	3.4	0.1	0.1	0.0	0.3	0.0	0.0	0.0	0.1	0.0
NET UTILIZATION (+/-)			-0.9	0.9	-0.4	0.9	-0.1	0.0	-0.3	0.0	0.0	0.0	-0.1	0.0
PREVIOUS UTILIZATION			1.3	-1.4	2.3	-0.6	-0.3	-0.1	-0.6	-0.5	-0.1	-0.1	0.0	0.0
HIRING GOALS	Previous Goals	4	2	2		1	1		1	1				
	Current Hires	1	0	1	0	1	0	0	0	0	0	0	0	0
	Current Goals	1	1	0	1									
PROMO. GOALS	Previous Goals	0	0	0										
	Current Promos	0	0	0	0	0	0	0	0	0	0	0	0	0
	Current Goals	0	0	0										
Promotion within category		0	0	0	0	0	0	0	0	0	0	0	0	0

UTILIZATION ANALYSIS

RECRUITING AREA: Bridgeport County
 OCC. CAT./TITLE: 4-Secretarial/Clerical - All Titles
 CAMPUS: Stamford

REPORTING PERIOD ENDING:

11/30/2024

	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISP MALE	HISP FEMALE	AAIANHNPI MALE	AAIANHNPI FEMALE	2+ RACES MALE	2+ RACES FEMALE
WORK FORCE %	100.0%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%
WORK FORCE PARITY %	100.0	13.3	86.7	8.8	62.5	0.7	9.7	2.3	10.8	1.1	2.5	0.4	1.2
WORK FORCE #	2	0	2	0	0	0	0	0	2	0	0	0	0
WORK FORCE PARITY #	2	0.3	1.7	0.2	1.3	0.0	0.2	0.0	0.2	0.0	0.1	0.0	0.0
NET UTILIZATION (+/-)		-0.3	0.3	-0.2	-1.3	0.0	-0.2	0.0	1.8	0.0	-0.1	0.0	0.0
PREVIOUS UTILIZATION		-0.3	0.3	-0.2	-1.2	0.0	-0.2	0.0	1.8	0.0	-0.1	0.0	0.0
HIRING GOALS	Previous Goals	2	0	2		1		1					
	Current Hires	0	0	0	0	0	0	0	0	0	0	0	0
	Current Goals	2	0	2		1		1					
PROMO. GOALS	Previous Goals	0	0	0									
	Current Promos	0	0	0	0	0	0	0	0	0	0	0	0
	Current Goals	0	0	0									
Promotion within category	0	0	0	0	0	0	0	0	0	0	0	0	0

UTILIZATION ANALYSIS

RECRUITING AREA: Bridgeport County
 OCC. CAT./TITLE: 7-Maintenance/Service - All Titles
 CAMPUS: Stamford

REPORTING PERIOD ENDING:

11/30/2024

		GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISP MALE	HISP FEMALE	AAIANHNPI MALE	AAIANHNPI FEMALE	2+ RACES MALE	2+ RACES FEMALE
WORK FORCE %		100.0%	100.0%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
WORK FORCE PARITY %		100.1	83.4	16.7	38.1	16.7	16.7	0.0	23.8	0.0	0.0	0.0	4.8	0.0
WORK FORCE #		1	1	0	1	0	0	0	0	0	0	0	0	0
WORK FORCE PARITY #		1	0.8	0.2	0.4	0.2	0.2	0.0	0.2	0.0	0.0	0.0	0.0	0.0
NET UTILIZATION (+/-)			0.2	-0.2	0.6	-0.2	-0.2	0.0	-0.2	0.0	0.0	0.0	0.0	0.0
PREVIOUS UTILIZATION			0.4	-0.4	0.8	-0.1	-0.1	0.0	-0.3	-0.3	0.0	0.0	0.0	0.0
HIRING GOALS	Previous Goals	1	1	0					1					
	Current Hires	0	0	0	0	0	0	0	0	0	0	0	0	0
	Current Goals	1	1	0					1					
PROMO. GOALS	Previous Goals	0	0	0										
	Current Promos	0	0	0	0	0	0	0	0	0	0	0	0	0
	Current Goals	0	0	0										
Promotion within category		0	0	0	0	0	0	0	0	0	0	0	0	0

UTILIZATION ANALYSIS

RECRUITING AREA: Hartford, Litchfield, & New Haven Counties
 OCC. CAT./TITLE: 4-Secretarial/Clerical - All Titles
 CAMPUS: Waterbury

REPORTING PERIOD ENDING:

11/30/2024

		GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISP MALE	HISP FEMALE	AAIANHNPI MALE	AAIANHNPI FEMALE	2+ RACES MALE	2+ RACES FEMALE
WORK FORCE %		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
WORK FORCE PARITY %		100.0	20.2	79.8	3.7	39.1	5.9	14.1	9.8	25.3	0.0	1.3	0.8	0.0
WORK FORCE #		2	0	2	0	1	0	1	0	0	0	0	0	0
WORK FORCE PARITY #		2	0.4	1.6	0.1	0.8	0.1	0.3	0.2	0.5	0.0	0.0	0.0	0.0
NET UTILIZATION (+/-)			-0.4	0.4	-0.1	0.2	-0.1	0.7	-0.2	-0.5	0.0	0.0	0.0	0.0
PREVIOUS UTILIZATION			0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
HIRING GOALS	Previous Goals	0	0	0										
	Current Hires	0	0	0	0	0	0	0	0	0	0	0	0	0
	Current Goals	1	0	1						1				
PROMO. GOALS	Previous Goals	0	0	0										
	Current Promos	0	0	0	0	0	0	0	0	0	0	0	0	0
	Current Goals	0	0	0										
Promotion within category		0	0	0	0	0	0	0	0	0	0	0	0	0

UTILIZATION ANALYSIS

RECRUITING AREA: Hartford, Litchfield, & New Haven Counties
 OCC. CAT./TITLE: 5-Technical Paraprofessional - All Titles
 CAMPUS: Waterbury

REPORTING PERIOD ENDING:

11/30/2024

	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISP MALE	HISP FEMALE	AAIANHNPI MALE	AAIANHNPI FEMALE	2+ RACES MALE	2+ RACES FEMALE
WORK FORCE %	150.0%	50.0%	100.0%	0.0%	0.0%	0.0%	50.0%	0.0%	50.0%	0.0%	0.0%	0.0%	0.0%
WORK FORCE PARITY %	100.0	37.9	62.1	7.4	17.9	15.8	24.2	14.7	10.5	0.0	6.3	0.0	3.2
WORK FORCE #	2	0	2	0	0	0	1	0	1	0	0	0	0
WORK FORCE PARITY #	2	0.8	1.2	0.1	0.4	0.3	0.5	0.3	0.2	0.0	0.1	0.0	0.1
NET UTILIZATION (+/-)		-0.8	0.8	-0.1	-0.4	-0.3	0.5	-0.3	0.8	0.0	-0.1	0.0	-0.1
PREVIOUS UTILIZATION		-0.8	0.8	-0.6	-0.8	0.0	0.9	-0.1	0.9	-0.1	-0.1	0.0	0.0
HIRING GOALS	<i>Previous Goals</i>	2	1	1	1	1							
	<i>Current Hires</i>	0	0	0	0	0	0	0	0	0	0	0	0
	<i>Current Goals</i>	1	0	1		1							
PROMO. GOALS	<i>Previous Goals</i>	0	0	0									
	<i>Current Promos</i>	0	0	0	0	0	0	0	0	0	0	0	0
	<i>Current Goals</i>	0	0	0									
Promotion within category		0	0	0	0	0	0	0	0	0	0	0	0

UTILIZATION ANALYSIS

RECRUITING AREA: Hartford, Litchfield, & New Haven Counties
 OCC. CAT./TITLE: 7-Maintenance/Service - All Titles
 CAMPUS: Waterbury

REPORTING PERIOD ENDING:

11/30/2024

	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISP MALE	HISP FEMALE	AAIANHNPI MALE	AAIANHNPI FEMALE	2+ RACES MALE	2+ RACES FEMALE
WORK FORCE %	100.0%	100.0%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
WORK FORCE PARITY %	100.0	100.0	0.0	30.0	0.0	0.0	0.0	70.0	0.0	0.0	0.0	0.0	0.0
WORK FORCE #	2	2	0	2	0	0	0	0	0	0	0	0	0
WORK FORCE PARITY #	2	2.0	0.0	0.6	0.0	0.0	0.0	1.4	0.0	0.0	0.0	0.0	0.0
NET UTILIZATION (+/-)		0.0	0.0	1.4	0.0	0.0	0.0	-1.4	0.0	0.0	0.0	0.0	0.0
PREVIOUS UTILIZATION		0.3	-0.3	0.6	-0.1	-0.1	0.0	-0.2	-0.1	0.0	0.0	0.0	0.0
HIRING GOALS	Previous Goals	1	1	0				1					
	Current Hires	1	1	0	1	0	0	0	0	0	0	0	0
	Current Goals	1	1	0				1					
PROMO. GOALS	Previous Goals	0	0	0									
	Current Promos	0	0	0	0	0	0	0	0	0	0	0	0
	Current Goals	0	0	0									
Promotion within category		0	0	0	0	0	0	0	0	0	0	0	0

EMPLOYMENT ANALYSES

(Sec. 46a-68-86)

March 2025

INTRODUCTORY NOTES

This section was in compliance in the previous filing, and there were no proposals or recommendations.

In this section, a comprehensive review of the employment process was completed to identify policies and practices that perpetuate barriers to equal employment opportunity. For each instance of underutilization in an occupational category or position classification employing a significant number of persons for which a separate availability base was calculated, as found in Section 46a-68-84, separate employment analyses were conducted to target the cause of the imbalance.

(1) In the Employment Process Analysis, the increase or decrease of the number of people employed in an occupational category or position classification employing a significant number of people from the previous reporting period was determined. Hiring, termination, and other personnel activities were considered and reported.

In this *Plan*, two new categories for analysis were created. University Educational Assistants 1-3 titles were moved from the EEO-3 Remaining Professional category to the EEO-3 U Educ Assts category. University Educational Assistants are unclassified, confidential, and administrative positions with levels 1-3 (high to low.) Employees in these titles provide administrative support and assist in a confidential capacity with respect to individuals who formulate and effectuate management policies or have access to confidential information relative to labor relations or personnel administration. These titles were grouped with non-related titles with dissimilar qualifications, recruitment, and potential applicant pools. Thus, creating a separate category for the University Educational Assistants allows for accurate and meaningful analysis. All personnel transactions for these titles are reported in the Remaining Professional category. The final number of employees in the University Educational Assistant titles were moved in and out of the respective categories as a “Data Correction” and noted on the chart for each category. The new category is noted as “New Category” in the analysis.

In the protective services categories, a separate category was created for the Building and Grounds. The titles of Building and Grounds Patrol Officer and Lead Patrol Officer had previously been reported in the Police category, which included ranked officer titles in the Police Department. Police Officer is a separate category as there are thirty-nine (39) employees in that title. The building and grounds titles are not related to or like the ranked officer titles in qualifications, recruitment, or potential applicant pools. Moving these titles to a separate category will ensure that the new and previous categories are analyzing relevant and accurate information. All personnel transactions for these titles are reported in the Police category. The final number of employees in the Building and Grounds titles were moved in and out of the

respective categories as a “Data Correction” and noted on the chart for each category. The new category is noted as “New Category” in the analysis.

In the classified secretarial/clerical categories, Administrative Assistants and Office Assistants on the Storrs campus had each been analyzed in separate categories in previous *Plans* as there were more than twenty-five (25) employees in each of these titles. With only nine (9) and fifteen (15) employees respectively in these titles currently and a decreasing number of hires and promotions for the last several years, the titles were combined into the Clerical Remaining Titles, which was changed to Clerical All Titles. The recruitment area/sources and census titles used for Availability Analysis for all the titles in the combined category are similar and result in more accurate analyses. All personnel transactions for these titles are reported in the Administrative Assistant and Office Assistant categories. The final number of employees in the respective categories were moved out and in as a “Data Correction” and noted on the chart for each category. The change to the Clerical All Titles category is noted.

New employees are given the opportunity to voluntarily self-identify their race, ethnicity, and gender, using the federally mandated two-part question and race categories. Throughout their employment, employees can update their demographic, veteran, and disability information at any time through the self-service module of CORE-CT. Any workforce race/gender changes, because of employee updates to data or through typical audit processes, are entered a “Data Correction.” Comments are added to each chart in the Employment Process Analysis, explaining these changes.

Under the One UConn initiative, numerous departments across the University of Connecticut and UConn Health work and have responsibilities across both campuses. At times, departmental needs and budgetary considerations necessitate the move of employees between University of Connecticut and UConn Health workforces. As in previous *Plans*, these employee movements between campuses are reported as “Campus Location Change” and noted in both *Plans*. In this *Plan*, there were no such movements.

In this *Plan*, in the EEO3-Professional Non-Faculty categories following the Career Path classification system, several employees moved between the different job categories. These moves, either through reclassification or selection through the search process, cannot be considered a promotion as they are in the same level of classification. Additionally, these moves cannot be considered as a “promotion within” as the employees are moving out of and into categories that are analyzed separately. The changes are indicated as a “Lateral Move into Category” or “Lateral Move out of Category.”

The *Plan* encompasses the University’s Storrs and regional campuses. Employees who move to another campus in their same titles are reported as a “Campus Location Change.” There were three (3) such moves reported in this *Plan*.

Information is provided about reductions in the workforce.

(2) In the Applicant Flow Analysis, applicants were tracked through the process of hiring or promotion. The step during which these applicants were no longer considered candidates for

employment was determined. This analysis was performed for appointments to all job titles in an occupational category, employing a significant number of people.

Some appointments or “hires” had no applicant pools, *e.g.*, reclassifications, promotions of incumbents, *etc.* In order to maintain the integrity of the data, each employment action such as hires, reclassifications, moves from part-time to full-time, or promotions is counted as one (1) throughout the Applicant Flow Analysis in the applicable lines, *i.e.*, “Intra-Agency”, “Total Applicants”, “Total Qualified Applicants”, “Total Interviews”, “Offered Position”, and “Total Increases”.

(3) Personnel Evaluation Analysis was conducted and information on all matters that involve performance evaluations or appraisals is provided by occupational category.

Faculty evaluations are prepared in accordance with the Promotion, Tenure, and Reappointment Procedures (“PTR”) which is a multilevel review process allowing for the objective evaluation of the substance and merits of each faculty member’s case at each level of the organization of the University. The Provost, School and College Deans, and Department Heads manage faculty members’ evaluation process and maintain documentation through the Interfolio Promotion, Tenure and Review module. Interfolio hosts a suite of faculty information system modules for higher education institutions which streamline faculty data and processes related to evaluations. Guidelines for Faculty evaluations are outlined in the Promotion, Tenure, and Reappointment Procedures, and are accessible to all through the website <https://provost.uconn.edu/faculty-and-staff-resources/promotion-tenure-reappointment/>. Please see Exhibit 2 of the *Organizational Analysis* section which explains the PTR process. As the faculty evaluation process is distinctive with annual review building towards the consideration for tenure, standard ratings are not provided.

EMPLOYMENT PROCESS ANALYSIS

Campus: **Total University**
 EEO-6 Category: 1-Executive/Managerial
 Position Classification: Executive Management
 Period Covered: 12/01/23 - 11/30/24

EMPLOYMENT PROCESS ANALYSIS	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISP MALE	HISP FEMALE	AAIANHNPI MALE	AAIANHNPI FEMALE	2+ RACES MALE	2+ RACES FEMALE	UNKNOWN
<i>Workforce Number</i>														
Current Filing	63	30	33	21	26	4	4	1	1	4	1	0	1	0
Previous Filing	61	29	32	22	25	3	5	1	0	3	1	0	1	0
NET CHANGE	2	1	1	-1	1	1	-1	0	1	1	0	0	0	0
Hire	3	2	1		1	1				1				
Part Time to Full Time	0	0	0											
Promotion into Category	6	3	3	3	2				1					
Transfer from Other Agency	0	0	0											
Vol Demotion into Category	0	0	0											
Job Reclassification	0	0	0											
Campus Location Change	0	0	0											
Lateral Move into Category	0	0	0											
Data Correction (see note)	0	0	0											
TOTAL INCREASES	9	5	4	3	3	1	0	0	1	1	0	0	0	0
Full Time to Part Time	0	0	0											
Promotion Out of Category	0	0	0											
Transfer to Other Agency	0	0	0											
Vol Demotion out of Category	1	1	0	1										
Job Reclassification	0	0	0											
Campus Location Change	0	0	0											
Lateral Move out of Category	0	0	0											
Resignation	3	1	2	1	1		1							
Retirement	3	2	1	2	1									
Death	0	0	0											
Termination	0	0	0											
Layoff	0	0	0											
Move to Durational Position	0	0	0											
Data Correction (see note)	0	0	0											
TOTAL REDUCTIONS	7	4	3	4	2	0	1	0	0	0	0	0	0	0
Promo within Category	2	1	1		1	1								

Data Correction:

EMPLOYMENT PROCESS ANALYSIS

Campus: **Total University**
 EEO-6 Category: 1-Executive/Managerial
 Position Classification: University Director
 Period Covered: 12/01/23 - 11/30/24

EMPLOYMENT PROCESS ANALYSIS	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISP MALE	HISP FEMALE	AAIANHNPI MALE	AAIANHNPI FEMALE	2+ Races Male	2+ Races Female	UNKNOWN
<i>Workforce Number</i>														
Current Filing	33	16	17	12	15	3	0	1	0	0	2	0	0	0
Previous Filing	29	13	16	9	13	3	0	1	1	0	2	0	0	0
NET CHANGE	4	3	1	3	2	0	0	0	-1	0	0	0	0	0
Hire	2	1	0	1										1
Part Time to Full Time	0	0	0											
Promotion into Category	6	3	3	3	3									
Transfer from Other Agency	0	0	0											
Vol Demotion into Category	0	0	0											
Job Reclassification	0	0	0											
Campus Location Change	0	0	0											
Lateral Move into Category	0	0	0											
Data Correction (see note)	0	0	0											
TOTAL INCREASES	8	4	3	4	3	0	0	0	0	0	0	0	0	1
Full Time to Part Time	0	0	0											
Promotion Out of Category	0	0	0											
Transfer to Other Agency	1	0	1		1									
Vol Demotion out of Category	0	0	0											
Job Reclassification	0	0	0											
Campus Location Change	0	0	0											
Lateral Move out of Category	0	0	0											
Resignation	3	1	1	1					1					1
Retirement	0	0	0											
Death	0	0	0											
Dismissal	0	0	0											
Layoff	0	0	0											
Move to Durational Position	0	0	0											
Data Correction (see note)	0	0	0											
TOTAL REDUCTIONS	4	1	2	1	1	0	0	0	1	0	0	0	0	1
Promo within Category	0	0	0											

Data Correction:

EMPLOYMENT PROCESS ANALYSIS

Campus: **Total University**
EEO-6 Category: 2-Faculty
Position Classification: Professor

Period Covered: 12/01/23 - 11/30/24

EMPLOYMENT PROCESS ANALYSIS	TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISP MALE	HISP FEMALE	AAIANHNPI MALE	AAIANHNPI FEMALE	2+ Races Male	2+ Races Female	UNKNOWN
<i>Workforce Number</i>														
Current Filing	489	315	174	230	136	4	2	15	7	66	29	0	0	0
Previous Filing	483	314	169	233	136	5	2	14	6	62	24	0	1	0
NET CHANGE	6	1	5	-3	0	-1	0	1	1	4	5	0	-1	0
Hire	2	1	1	1	1									
Part Time to Full Time	8	3	5	2	3			1	1		1			
Promotion into Category	28	15	13	10	9					5	4			
Transfer from Other Agency	0	0	0											
Vol Demotion into Category	1	1	0	1										
Job Reclassification	0	0	0											
Campus Location Change	0	0	0											
Tenure/Non Tenure Move	0	0	0											
Data Correction (see note)	0	0	0											
TOTAL INCREASES	39	20	19	14	13	0	0	1	1	5	5	0	0	0
Full Time to Part Time	7	3	4	3	4									
Promotion Out of Category	2	1	1	1	1									
Transfer to Other Agency	0	0	0											
Vol Demotion out of Category	0	0	0											
Job Reclassification	0	0	0											
Campus Location Change	0	0	0											
Tenure/Non Tenure Move	0	0	0											
Resignation	9	5	4	5	3								1	
Retirement	13	9	4	8	4					1				
Death	0	0	0											
Dismissal	0	0	0											
Layoff	0	0	0											
Move to Durational Position	0	0	0											
Data Correction (see note)	2	1	1		1	1								
TOTAL REDUCTIONS	33	19	14	17	13	1	0	0	0	1	0	0	1	0
Promo within Category	0	0	0											

Data Correction:

1 BM title correction -Reported as Professor in 2024 Plan. Corrected to accurate title of Associate Professor.

1 WF title correction - Reported as Professor in 2024 Plan. Corrected to accurate title of Clinical Professor

Employment Analysis

EMPLOYMENT PROCESS ANALYSIS

Campus: **Total University**
 EEO-6 Category: **2-Faculty**
 Position Classification: **Associate Professor**

Period Covered: 12/01/23 - 11/30/24

EMPLOYMENT PROCESS ANALYSIS	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISP MALE	HISP FEMALE	AAIANHNP MALE	AAIANHNP FEMALE	2+ Races Male	2+ Races Female	UNKNOWN
<i>Workforce Number</i>														
Current Filing	392	225	166	132	112	7	7	17	12	65	32	4	3	1
Previous Filing	393	232	161	138	115	6	6	19	10	65	27	4	3	0
NET CHANGE	-1	-7	5	-6	-3	1	1	-2	2	0	5	0	0	1
Hire	5	3	2	1	1					2	1			
Part Time to Full Time	10	3	6	3	5						1			1
Promotion into Category	30	15	15	10	5	1	1		2	4	7			
Transfer from Other Agency	0	0	0											
Vol Demotion into Category	0	0	0											
Job Reclassification	0	0	0											
Campus Location Change	0	0	0											
Tenure/Non Tenure Move	0	0	0											
Data Correction (see note)	1	1	0			1								
TOTAL INCREASES	46	22	23	14	11	2	1	0	2	6	9	0	0	1
Full Time to Part Time	6	5	1	3	1			2						
Promotion Out of Category	29	16	13	11	9					5	4			
Failure to Return from Leave	0	0	0											
Vol Demotion out of Category	0	0	0											
Job Reclassification	0	0	0											
Campus Location Change	0	0	0											
Tenure/Non Tenure Move	0	0	0											
Resignation	5	3	2	3	2									
Retirement	6	4	2	3	2	1								
Death	1	1	0							1				
Dismissal	0	0	0											
Layoff	0	0	0											
Move to Durational Position	0	0	0											
Data Correction (see note)	0	0	0											
TOTAL REDUCTIONS	47	29	18	20	14	1	0	2	0	6	4	0	0	0
Promo within Category	0	0	0											

Data Correction:

1 BM title correction -Reported as Professor in 2024 Plan. Corrected to accurate title of Associate Professor.

EMPLOYMENT PROCESS ANALYSIS

Campus: **Total University**
 EEO-6 Category: **2-Faculty**
 Position Classification: **Assistant Professor**

Period Covered: 12/01/23 - 11/30/24

EMPLOYMENT PROCESS ANALYSIS	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISP MALE	HISP FEMALE	AAIANHNP MALE	AAIANHNP FEMALE	2+ Races Male	2+ Races Female	UNKNOWN
<i>Workforce Number</i>														
Current Filing	268	131	135	68	61	2	17	18	13	39	41	4	3	2
Previous Filing	274	132	142	64	65	3	17	17	13	44	43	4	4	0
NET CHANGE	-6	-1	-7	4	-4	-1	0	1	0	-5	-2	0	-1	2
Hire	40	21	17	16	6			1	3	3	8	1		2
Part Time to Full Time	0	0	0											
Promotion into Category	2	1	1	1							1			
Transfer from Other Agency	0	0	0											
Vol Demotion into Category	0	0	0											
Job Reclassification	0	0	0											
Campus Location Change	0	0	0											
Tenure/Non Tenure Move	0	0	0											
Data Correction (see note)	1	0	1				1							
TOTAL INCREASES	43	22	19	17	6	0	1	1	3	3	9	1	0	2
Full Time to Part Time	2	0	2						1		1			
Promotion Out of Category	30	15	15	10	5	1	1		2	4	7			
Transfer to Other Agency	0	0	0											
Vol Demotion out of Category	0	0	0											
Job Reclassification	0	0	0											
Campus Location Change	0	0	0											
Tenure/Non Tenure Move	3	2	1	1	1							1		
Resignation	11	4	7	2	4					2	3			
Retirement	0	0	0											
Death	0	0	0											
Dismissal	0	0	0											
Layoff	0	0	0											
Non Renewal	2	2	0							2				
Data Correction (see note)	1	0	1										1	
TOTAL REDUCTIONS	49	23	26	13	10	1	1	0	3	8	11	1	1	0
Promo within Category	0	0	0											

Data Correction:

1 BF reported as 1 TF in 2024 Plan. Correcting to reflect updated data.

EMPLOYMENT PROCESS ANALYSIS

Campus: **Total University**
 EEO-6 Category: 2-Faculty
 Position Classification: Extension & Instructor

Period Covered: 12/01/23 - 11/30/24

EMPLOYMENT PROCESS ANALYSIS	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISP MALE	HISP FEMALE	AAIANHNPI MALE	AAIANHNPI FEMALE	2+ Races Male	2+ Races Female	UNKNOWN
<i>Workforce Number</i>														
Current Filing	53	13	40	11	33	0	1	0	4	2	2	0	0	0
Previous Filing	47	13	34	11	28	0	1	0	3	2	2	0	0	0
NET CHANGE	6	0	6	0	5	0	0	0	1	0	0	0	0	0
Hire	7	1	6	1	4				1		1			
Part Time to Full Time	1	0	1		1									
Promotion into Category	0	0	0											
Transfer from Other Agency	0	0	0											
Vol Demotion into Category	0	0	0											
Job Reclassification	0	0	0											
Campus Location Change	0	0	0											
Tenure/Non Tenure Move	0	0	0											
Data Correction (see note)	0	0	0											
TOTAL INCREASES	8	1	7	1	5	0	0	0	1	0	1	0	0	0
Full Time to Part Time	0	0	0											
Promotion Out of Category	0	0	0											
Transfer to Other Agency	0	0	0											
Vol Demotion out of Category	0	0	0											
Job Reclassification	0	0	0											
Campus Location Change	0	0	0											
Tenure/Non Tenure Move	0	0	0											
Resignation	2	1	1	1							1			
Retirement	0	0	0											
Death	0	0	0											
Dismissal	0	0	0											
Layoff	0	0	0											
Moved To Durational Position	0	0	0											
Data Correction (see note)	0	0	0											
TOTAL REDUCTIONS	2	1	1	1	0	0	0	0	0	0	1	0	0	0
Promo within Category	2	2	0	1						1				

Data Correction:

EMPLOYMENT PROCESS ANALYSIS

Campus: **Total University**
 EEO-6 Category: 2-Faculty
 Position Classification: Clinical Faculty

Period Covered: 12/01/23 - 11/30/24

EMPLOYMENT PROCESS ANALYSIS	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISP MALE	HISP FEMALE	AAIANHNPI MALE	AAIANHNPI FEMALE	2+ Races Male	2+ Races Female	UNKNOWN
<i>Workforce Number</i>														
Current Filing	98	9	87	9	74	0	2	0	5	0	6	0	0	2
Previous Filing	86	9	74	9	63	0	2	0	4	0	5	0	0	3
NET CHANGE	12	0	13	0	11	0	0	0	1	0	1	0	0	-1
Hire	17	2	15	2	13				1		1			
Part Time to Full Time	1	0	1		1									
Promotion into Category	0	0	0											
Transfer from Other Agency	0	0	0											
Vol Demotion into Category	0	0	0											
Job Reclassification	0	0	0											
Campus Location Change	0	0	0											
Tenure/Non Tenure Move	0	0	0											
Data Correction (see note)	1	0	1		1									
TOTAL INCREASES	19	2	17	2	15	0	0	0	1	0	1	0	0	0
Full Time to Part Time	1	0	1		1									
Promotion Out of Category	0	0	0											
Transfer to Other Agency	0	0	0											
Vol Demotion out of Category	0	0	0											
Job Reclassification	0	0	0											
Campus Location Change	0	0	0											
Tenure/Non Tenure Move	0	0	0											
Resignation	4	1	2	1	2									1
Retirement	2	1	1	1	1									
Death	0	0	0											
Dismissal	0	0	0											
Layoff	0	0	0											
Moved To Durational Position	0	0	0											
Data Correction (see note)	0	0	0											
TOTAL REDUCTIONS	7	2	4	2	4	0	0	0	0	0	0	0	0	1
Promo within Category	4	0	4		4									

Data Correction:

1 WF title correction - Reported as Professor in 2024 Plan. Corrected to accurate title of Clinical Professor

EMPLOYMENT PROCESS ANALYSIS

Campus: **Total University**
 EEO-6 Category: **2-Faculty**
 Position Classification: **In Residence Faculty**

Period Covered: 12/01/23 - 11/30/24

EMPLOYMENT PROCESS ANALYSIS	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISP MALE	HISP FEMALE	AAIANHNPI MALE	AAIANHNPI FEMALE	2+ Races Male	2+ Races Female	UNKNOWN
<i>Workforce Number</i>														
Current Filing	285	130	146	96	114	6	4	9	7	17	20	2	1	9
Previous Filing	280	128	142	98	110	6	4	9	6	14	21	1	1	10
NET CHANGE	5	2	4	-2	4	0	0	0	1	3	-1	1	0	-1
Hire	12	6	6	2	6			1		3				
Part Time to Full Time	2	0	2		1				1					
Promotion into Category	1	0	1		1									
Transfer from Other Agency	0	0	0											
Vol Demotion into Category	0	0	0											
Job Reclassification	0	0	0											
Campus Location Change	0	0	0											
Tenure/Non Tenure Move	3	2	1	1	1							1		
Data Correction (see note)	0	0	0											
TOTAL INCREASES	18	8	10	3	9	0	0	1	1	3	0	1	0	0
Full Time to Part Time	1	1	0					1						
Promotion Out of Category	2	1	1	1							1			
Transfer to Other Agency	0	0	0											
Vol Demotion out of Category	0	0	0											
Job Reclassification	0	0	0											
Campus Location Change	0	0	0											
Tenure/Non Tenure Move	0	0	0											
Resignation	7	4	2	4	2									1
Retirement	1	0	1		1									
Death	0	0	0											
Dismissal	0	0	0											
Layoff	0	0	0											
Non Renewal of Contract	2	0	2		2									
Data Correction (see note)	0	0	0											
TOTAL REDUCTIONS	13	6	6	5	5	0	0	1	0	0	1	0	0	1
Promo within Category	16	6	8	5	7			1			1			2

Data Correction:

EMPLOYMENT PROCESS ANALYSIS

Campus: **Total University**
 EEO-6 Category: 3-Nonteaching Professional
 Position Classification: Academic Assistants
 Period Covered: 12/01/23 - 11/30/24

EMPLOYMENT PROCESS ANALYSIS	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISP MALE	HISP FEMALE	AAIANHNPI MALE	AAIANHNPI FEMALE	2+ Races Male	2+ Races Female	UNKNOWN
<i>Workforce Number</i>														
Current Filing	47	21	22	17	17	0	1	0	1	4	1	0	2	4
Previous Filing	45	21	23	17	19	0	0	0	1	4	1	0	2	1
NET CHANGE	2	0	-1	0	-2	0	1	0	0	0	0	0	0	3
Hire	7	2	2	1	1		1			1				3
Part Time to Full Time	0	0	0											
Promotion into Category	0	0	0											
Transfer from Other Agency	0	0	0											
Vol Demotion into Category	0	0	0											
Job Reclassification	0	0	0											
Campus Location Change	0	0	0											
Lateral Move into Category	0	0	0											
Data Correction (see note)	1	0	1										1	
TOTAL INCREASES	8	2	3	1	1	0	1	0	0	1	0	0	1	3
Full Time to Part Time	0	0	0											
Promotion Out of Category	1	0	1		1									
Transfer to Other Agency	0	0	0											
Vol Demotion out of Category	0	0	0											
Job Reclassification	0	0	0											
Campus Location Change	0	0	0											
Title Change	0	0	0											
Resignation	3	1	2		1					1			1	
Retirement	1	1	0	1										
Death	0	0	0											
Dismissal	0	0	0											
Layoff	0	0	0											
Move to Durational Position	0	0	0											
Data Correction (see note)	1	0	1		1									
TOTAL REDUCTIONS	6	2	4	1	3	0	0	0	0	1	0	0	1	0
Promo within Category	2	2	0	2										

Data Correction:

1 TF reported as 1 WF in 2024 Plan. Correcting to reflect updated data.

EMPLOYMENT PROCESS ANALYSIS

Campus: **Total University**
 EEO-6 Category: 3-Nonteaching Professional
 Position Classification: Administrative Programs & Services

Period Covered: 12/01/23 - 11/30/24

EMPLOYMENT PROCESS ANALYSIS	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISP MALE	HISP FEMALE	AAIANHNPI MALE	AAIANHNPI FEMALE	2+ Races Male	2+ Races Female	UNKNOWN
<i>Workforce Number</i>														
Current Filing	359	46	311	39	263	1	16	5	17	1	6	0	9	2
Previous Filing	351	48	303	42	257	1	13	5	19	0	7	0	7	0
NET CHANGE	8	-2	8	-3	6	0	3	0	-2	1	-1	0	2	2
Hire	44	6	36	3	26		4	2	1	1	3		2	2
Part Time to Full Time	0	0	0											
Promotion into Category	8	1	7	1	6		1							
Transfer from Other Agency	0	0	0											
Vol Demotion into Category	1	0	1		1									
Job Reclassification	0	0	0											
Campus Location Change	0	0	0											
Lateral Move into Category	2	0	2		2									
Data Correction (see note)	0	0	0											
TOTAL INCREASES	55	7	46	4	35	0	5	2	1	1	3	0	2	2
Full Time to Part Time	1	0	1		1									
Promotion Out of Category	15	5	10	3	8			2	1		1			
Transfer to Other Agency	1	0	1						1					
Vol Demotion out of Category	2	0	2		2									
Job Reclassification	0	0	0											
Campus Location Change	0	0	0											
Lateral Move out of Category	6	0	6		6									
Resignation	14	2	12	2	8		1		1		2			
Retirement	7	2	5	2	4		1							
Death	0	0	0											
Dismissal	1	0	1								1			
Layoff	0	0	0											
Move to Durational Position	0	0	0											
Data Correction (see note)	0	0	0											
TOTAL REDUCTIONS	47	9	38	7	29	0	2	2	3	0	4	0	0	0
Promo within Category	18	2	16	1	14		1	1	1					

Data Correction:

EMPLOYMENT PROCESS ANALYSIS

Campus: **Total University**
 EEO-6 Category: 3-Nonteaching Professional
 Position Classification: Admissions & Registrar
 Period Covered: 12/01/23 - 11/30/24

EMPLOYMENT PROCESS ANALYSIS	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISP MALE	HISP FEMALE	AAIANHNPI MALE	AAIANHNPI FEMALE	2+ Races Male	2+ Races Female	UNKNOWN
<i>Workforce Number</i>														
Current Filing	53	14	39	11	35	1	1	1	2	0	1	1	0	0
Previous Filing	59	13	46	10	40	1	1	1	3	0	1	1	1	0
NET CHANGE	-6	1	-7	1	-5	0	0	0	-1	0	0	0	-1	0
Hire	1	1	0	1										
Part Time to Full Time	0	0	0											
Promotion into Category	0	0	0											
Transfer from Other Agency	0	0	0											
Vol Demotion into Category	0	0	0											
Job Reclassification	0	0	0											
Campus Location Change	0	0	0											
Lateral Move into Category	1	0	1		1									
Data Correction (see note)	0	0	0											
TOTAL INCREASES	2	1	1	1	1	0	0	0	0	0	0	0	0	0
Full Time to Part Time	0	0	0											
Promotion Out of Category	2	0	2		2									
Transfer to Other Agency	0	0	0											
Vol Demotion out of Category	0	0	0											
Job Reclassification	0	0	0											
Campus Location Change	0	0	0											
Lateral Move out of Category	2	0	2		2									
Resignation	3	0	3		2				1					
Retirement	0	0	0											
Death	0	0	0											
Dismissal	1	0	1										1	
Layoff	0	0	0											
Move to Durational Position	0	0	0											
Data Correction (see note)	0	0	0											
TOTAL REDUCTIONS	8	0	8	0	6	0	0	0	1	0	0	0	1	0
Promo within Category	1	0	1				1							

Data Correction:

EMPLOYMENT PROCESS ANALYSIS

Campus: **Total University**
 EEO-6 Category: 3-Nonteaching Professional
 Position Classification: Advising

Period Covered: 12/01/23 - 11/30/24

EMPLOYMENT PROCESS ANALYSIS	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISP MALE	HISP FEMALE	AAIANHNP MALE	AAIANHNP FEMALE	2+ Races Male	2+ Races Female	UNKNOWN
<i>Workforce Number</i>														
Current Filing	86	20	64	12	46	4	5	3	7	1	5	0	1	2
Previous Filing	89	21	68	12	51	5	5	2	5	2	5	0	2	0
NET CHANGE	-3	-1	-4	0	-5	-1	0	1	2	-1	0	0	-1	2
Hire	17	3	12	1	5	1	2	1	4		1			2
Part Time to Full Time	0	0	0											
Promotion into Category	2	2	0	1		1								
Transfer from Other Agency	0	0	0											
Vol Demotion into Category	0	0	0											
Job Reclassification	0	0	0											
Campus Location Change	0	0	0											
Lateral Move into Category	0	0	0											
Data Correction (see note)	1	0	1								1			
TOTAL INCREASES	20	5	13	2	5	2	2	1	4	0	2	0	0	2
Full Time to Part Time	0	0	0											
Promotion Out of Category	9	1	8	1	6		1				1			
Transfer to Other Agency	0	0	0											
Vol Demotion out of Category	0	0	0											
Job Reclassification	0	0	0											
Campus Location Change	0	0	0											
Lateral Move out of Category	5	1	4		1		1		1	1	1			
Resignation	7	4	3	1	2	3			1					
Retirement	1	0	1		1									
Death	0	0	0											
Dismissal	0	0	0											
Layoff	0	0	0											
Move to Durational Position	0	0	0											
Data Correction (see note)	1	0	1										1	
TOTAL REDUCTIONS	23	6	17	2	10	3	2	0	2	1	2	0	1	0
Promo within Category	4	0	4		2		1				1			

Data Correction:

1 AF reported as 1 TF in 2024 Plan. Correcting to reflect updated data.

EMPLOYMENT PROCESS ANALYSIS

Campus: **Total University**
 EEO-6 Category: 3-Nonteaching Professional
 Position Classification: Arts & Curatorial Services

Period Covered: 12/01/23 - 11/30/24

EMPLOYMENT PROCESS ANALYSIS	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISP MALE	HISP FEMALE	AAIANHNPI MALE	AAIANHNPI FEMALE	2+ Races Male	2+ Races Female	UNKNOWN
<i>Workforce Number</i>														
Current Filing	9	5	4	4	4	0	0	0	0	0	0	1	0	0
Previous Filing	9	4	5	4	5	0	0	0	0	0	0	0	0	0
NET CHANGE	0	1	-1	0	-1	0	0	0	0	0	0	1	0	0
Hire	2	1	1		1							1		
Part Time to Full Time	0	0	0											
Promotion into Category	0	0	0											
Transfer from Other Agency	0	0	0											
Vol Demotion into Category	0	0	0											
Job Reclassification	0	0	0											
Campus Location Change	0	0	0											
Lateral Move into Category	0	0	0											
Data Correction (see note)	0	0	0											
TOTAL INCREASES	2	1	1	0	1	0	0	0	0	0	0	1	0	0
Full Time to Part Time	0	0	0											
Promotion Out of Category	0	0	0											
Transfer to Other Agency	0	0	0											
Vol Demotion out of Category	0	0	0											
Job Reclassification	0	0	0											
Campus Location Change	0	0	0											
Lateral Move out of Category	0	0	0											
Resignation	2	0	2		2									
Retirement	0	0	0											
Death	0	0	0											
Dismissal	0	0	0											
Layoff	0	0	0											
Move to Durational Position	0	0	0											
Data Correction (see note)	0	0	0											
TOTAL REDUCTIONS	2	0	2	0	2	0	0	0	0	0	0	0	0	0
Promo within Category	1	0	1		1									

Data Correction:

EMPLOYMENT PROCESS ANALYSIS

Campus: **Total University**
 EEO-6 Category: 3-Nonteaching Professional
 Position Classification: Business Operations

Period Covered: 12/01/23 - 11/30/24

EMPLOYMENT PROCESS ANALYSIS	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISP MALE	HISP FEMALE	AAIANHNP MALE	AAIANHNP FEMALE	2+ Races Male	2+ Races Female	UNKNOWN
<i>Workforce Number</i>														
Current Filing	79	19	59	13	51	2	2	1	3	3	2	0	1	1
Previous Filing	73	13	59	7	53	2	2	1	2	3	1	0	1	1
NET CHANGE	6	6	0	6	-2	0	0	0	1	0	1	0	0	0
Hire	4	3	1	2				1	1					
Part Time to Full Time	0	0	0											
Promotion into Category	9	4	5	4	4						1			
Transfer from Other Agency	0	0	0											
Vol Demotion into Category	0	0	0											
Job Reclassification	0	0	0											
Campus Location Change	0	0	0											
Lateral Move into Category	2	1	1	1	1									
Data Correction (see note)	0	0	0											
TOTAL INCREASES	15	8	7	7	5	0	0	1	1	0	1	0	0	0
Full Time to Part Time	1	0	1		1									
Promotion Out of Category	1	0	1		1									
Transfer to Other Agency	0	0	0											
Vol Demotion out of Category	0	0	0											
Job Reclassification	0	0	0											
Campus Location Change	0	0	0											
Lateral Move out of Category	1	0	1		1									
Resignation	4	2	2	1	2			1						
Retirement	2	0	2		2									
Death	0	0	0											
Dismissal	0	0	0											
Layoff	0	0	0											
Move to Durational Position	0	0	0											
Data Correction (see note)	0	0	0											
TOTAL REDUCTIONS	9	2	7	1	7	0	0	1	0	0	0	0	0	0
Promo within Category	4	1	2	1	2									1

Data Correction:

EMPLOYMENT PROCESS ANALYSIS

Campus: **Total University**
 EEO-6 Category: 3-Nonteaching Professional
 Position Classification: Capital Planning & Construction

Period Covered: 12/01/23 - 11/30/24

EMPLOYMENT PROCESS ANALYSIS	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISP MALE	HISP FEMALE	AAIANHNPI MALE	AAIANHNPI FEMALE	2+ Races Male	2+ Races Female	UNKNOWN
<i>Workforce Number</i>														
Current Filing	18	11	7	8	7	2	0	1	0	0	0	0	0	0
Previous Filing	21	12	9	9	9	2	0	1	0	0	0	0	0	0
NET CHANGE	-3	-1	-2	-1	-2	0	0	0	0	0	0	0	0	0
Hire	0	0	0											
Part Time to Full Time	0	0	0											
Promotion into Category	0	0	0											
Transfer from Other Agency	0	0	0											
Vol Demotion into Category	0	0	0											
Job Reclassification	0	0	0											
Campus Location Change	0	0	0											
Lateral Move into Category	0	0	0											
Data Correction (see note)	0	0	0											
TOTAL INCREASES	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Full Time to Part Time	0	0	0											
Promotion Out of Category	1	1	0	1										
Transfer to Other Agency	1	0	1		1									
Vol Demotion out of Category	0	0	0											
Job Reclassification	0	0	0											
Campus Location Change	0	0	0											
Lateral Move out of Category	0	0	0											
Resignation	1	0	1		1									
Retirement	0	0	0											
Death	0	0	0											
Dismissal	0	0	0											
Layoff	0	0	0											
Move to Durational Position	0	0	0											
Data Correction (see note)	0	0	0											
TOTAL REDUCTIONS	3	1	2	1	2	0	0	0	0	0	0	0	0	0
Promo within Category	0	0	0											

Data Correction:

EMPLOYMENT PROCESS ANALYSIS

Campus: **Total University**
 EEO-6 Category: 3-Nonteaching Professional
 Position Classification: Communication & Marketing

Period Covered: 12/01/23 - 11/30/24

EMPLOYMENT PROCESS ANALYSIS	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISP MALE	HISP FEMALE	AAIANHNP MALE	AAIANHNP FEMALE	2+ Races Male	2+ Races Female	UNKNOWN
<i>Workforce Number</i>														
Current Filing	103	39	64	36	58	2	1	1	4	0	1	0	0	0
Previous Filing	103	39	64	36	57	2	1	1	4	0	2	0	0	0
NET CHANGE	0	0	0	0	1	0	0	0	0	0	-1	0	0	0
Hire	7	3	4	3	4									
Part Time to Full Time	1	0	1		1									
Promotion into Category	0	0	0											
Transfer from Other Agency	0	0	0											
Vol Demotion into Category	0	0	0											
Job Reclassification	0	0	0											
Campus Location Change	0	0	0											
Lateral Move into Category	1	0	1		1									
Data Correction (see note)	0	0	0											
TOTAL INCREASES	9	3	6	3	6	0	0	0	0	0	0	0	0	0
Full Time to Part Time	0	0	0											
Promotion Out of Category	1	0	1		1									
Transfer to Other Agency	1	0	1		1									
Vol Demotion out of Category	0	0	0											
Job Reclassification	0	0	0											
Campus Location Change	0	0	0											
Lateral Move out of Category	0	0	0											
Resignation	7	3	4	3	3						1			
Retirement	0	0	0											
Death	0	0	0											
Dismissal	0	0	0											
Layoff	0	0	0											
Move to Durational Position	0	0	0											
Data Correction (see note)	0	0	0											
TOTAL REDUCTIONS	9	3	6	3	5	0	0	0	0	0	1	0	0	0
Promo within Category	6	3	3	3	2						1			

Data Correction:

EMPLOYMENT PROCESS ANALYSIS

Campus: **Total University**
 EEO-6 Category: 3-Nonteaching Professional
 Position Classification: Dining Services

Period Covered: 12/01/23 - 11/30/24

EMPLOYMENT PROCESS ANALYSIS	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISP MALE	HISP FEMALE	AAIANHNPI MALE	AAIANHNPI FEMALE	2+ Races Male	2+ Races Female	UNKNOWN
<i>Workforce Number</i>														
Current Filing	42	29	12	27	12	0	0	1	0	1	0	0	0	1
Previous Filing	41	30	10	29	10	0	0	1	0	0	0	0	0	1
NET CHANGE	1	-1	2	-2	2	0	0	0	0	1	0	0	0	0
Hire	7	3	4	2	4					1				
Part Time to Full Time	0	0	0											
Promotion into Category	0	0	0											
Transfer from Other Agency	0	0	0											
Vol Demotion into Category	0	0	0											
Job Reclassification	0	0	0											
Campus Location Change	0	0	0											
Lateral Move into Category	0	0	0											
Data Correction (see note)	0	0	0											
TOTAL INCREASES	7	3	4	2	4	0	0	0	0	1	0	0	0	0
Full Time to Part Time	0	0	0											
Promotion Out of Category	0	0	0											
Transfer to Other Agency	1	1	0	1										
Vol Demotion out of Category	1	0	1		1									
Job Reclassification	0	0	0											
Campus Location Change	0	0	0											
Lateral Move out of Category	1	1	0	1										
Resignation	1	0	1		1									
Retirement	0	0	0											
Death	1	1	0	1										
Dismissal	1	1	0	1										
Layoff	0	0	0											
Move to Durational Position	0	0	0											
Data Correction (see note)	0	0	0											
TOTAL REDUCTIONS	6	4	2	4	2	0	0	0	0	0	0	0	0	0
Promo within Category	19	12	6	11	6			1						1

Data Correction:

EMPLOYMENT PROCESS ANALYSIS

Campus: **Total University**
 EEO-6 Category: 3-Nonteaching Professional
 Position Classification: Educational Programs & Services

Period Covered: 12/01/23 - 11/30/24

EMPLOYMENT PROCESS ANALYSIS	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISP MALE	HISP FEMALE	AAIANHNP MALE	AAIANHNP FEMALE	2+ Races Male	2+ Races Female	UNKNOWN
<i>Workforce Number</i>														
Current Filing	338	76	260	61	203	5	19	6	27	2	7	2	4	2
Previous Filing	316	68	248	55	199	5	13	5	26	1	7	2	3	0
NET CHANGE	22	8	12	6	4	0	6	1	1	1	0	0	1	2
Hire	46	13	31	9	17	1	7	2	3	1	1		3	2
Part Time to Full Time	1	0	0											1
Promotion into Category	7	2	5	2	4		1							
Transfer from Other Agency	0	0	0											
Vol Demotion into Category	1	0	1		1									
Job Reclassification	0	0	0											
Campus Location Change	0	0	0											
Lateral Move into Category	0	0	0											
Data Correction (see note)	0	0	0											
TOTAL INCREASES	55	15	37	11	22	1	8	2	3	1	1	0	3	3
Full Time to Part Time	2	0	1		1									1
Promotion Out of Category	4	1	3	1	3									
Transfer to Other Agency	4	1	3	1	3									
Vol Demotion out of Category	0	0	0											
Job Reclassification	0	0	0											
Campus Location Change	0	0	0											
Lateral Move out of Category	6	1	5	1	4				1					
Resignation	16	4	12	2	7	1	2	1	1		1		1	
Retirement	0	0	0											
Death	0	0	0											
Dismissal	0	0	0											
Layoff	0	0	0											
Move to Durational Position	1	0	1										1	
Data Correction (see note)	0	0	0											
TOTAL REDUCTIONS	33	7	25	5	18	1	2	1	2	0	1	0	2	1
Promo within Category	19	1	18	1	14		1		2		1			

Data Correction:

EMPLOYMENT PROCESS ANALYSIS

Campus: **Total University**
 EEO-6 Category: 3-Nonteaching Professional
 Position Classification: Facilities & Athletic Management

Period Covered: 12/01/23 - 11/30/24

EMPLOYMENT PROCESS ANALYSIS	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISP MALE	HISP FEMALE	AAIANHNPI MALE	AAIANHNPI FEMALE	2+ Races Male	2+ Races Female	UNKNOWN
<i>Workforce Number</i>														
Current Filing	54	47	7	45	6	0	0	2	0	0	0	0	1	0
Previous Filing	55	47	8	45	7	0	0	2	0	0	0	0	1	0
NET CHANGE	-1	0	-1	0	-1	0	0	0	0	0	0	0	0	0
Hire	3	3	0	3										
Part Time to Full Time	0	0	0											
Promotion into Category	0	0	0											
Transfer from Other Agency	0	0	0											
Vol Demotion into Category	0	0	0											
Job Reclassification	0	0	0											
Campus Location Change	0	0	0											
Lateral Move into Category	0	0	0											
Data Correction (see note)	0	0	0											
TOTAL INCREASES	3	3	0	3	0	0	0	0	0	0	0	0	0	0
Full Time to Part Time	0	0	0											
Promotion Out of Category	1	1	0	1										
Transfer to Other Agency	0	0	0											
Vol Demotion out of Category	0	0	0											
Job Reclassification	0	0	0											
Campus Location Change	0	0	0											
Lateral Move out of Category	0	0	0											
Resignation	3	2	1	2	1									
Retirement	0	0	0											
Death	0	0	0											
Dismissal	0	0	0											
Layoff	0	0	0											
Move to Durational Position	0	0	0											
Data Correction (see note)	0	0	0											
TOTAL REDUCTIONS	4	3	1	3	1	0	0	0	0	0	0	0	0	0
Promo within Category	2	2	0	2										

Data Correction:

EMPLOYMENT PROCESS ANALYSIS

Campus: **Total University**
 EEO-6 Category: 3-Nonteaching Professional
 Position Classification: Finance, Accounting & Budget

Period Covered: 12/01/23 - 11/30/24

EMPLOYMENT PROCESS ANALYSIS	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISP MALE	HISP FEMALE	AAIANHNP MALE	AAIANHNP FEMALE	2+ Races Male	2+ Races Female	UNKNOWN
<i>Workforce Number</i>														
Current Filing	117	30	86	22	65	5	2	2	4	1	14	0	1	1
Previous Filing	121	34	87	24	68	5	2	2	3	3	13	0	1	0
NET CHANGE	-4	-4	-1	-2	-3	0	0	0	1	-2	1	0	0	1
Hire	14	6	7	5	6		1	1						1
Part Time to Full Time	0	0	0											
Promotion into Category	2	0	2		1				1					
Transfer from Other Agency	0	0	0											
Vol Demotion into Category	1	0	1								1			
Job Reclassification	0	0	0											
Campus Location Change	0	0	0											
Lateral Move into Category	2	0	2		2									
Data Correction (see note)	0	0	0											
TOTAL INCREASES	19	6	12	5	9	0	1	1	1	0	1	0	0	1
Full Time to Part Time	0	0	0											
Promotion Out of Category	10	3	7	3	7									
Transfer to Other Agency	2	0	2		2									
Vol Demotion out of Category	0	0	0											
Job Reclassification	0	0	0											
Campus Location Change	0	0	0											
Lateral Move out of Category	1	0	1		1									
Resignation	6	5	1	4			1	1						
Retirement	0	0	0											
Death	0	0	0											
Dismissal	4	2	2		2					2				
Layoff	0	0	0											
Move to Durational Position	0	0	0											
Data Correction (see note)	0	0	0											
TOTAL REDUCTIONS	23	10	13	7	12	0	1	1	0	2	0	0	0	0
Promo within Category	7	3	4	3	4									

Data Correction:

EMPLOYMENT PROCESS ANALYSIS

Campus: **Total University**
 EEO-6 Category: 3-Nonteaching Professional
 Position Classification: Financial Aid & Student Employment

Period Covered: 12/01/23 - 11/30/24

EMPLOYMENT PROCESS ANALYSIS	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISP MALE	HISP FEMALE	AAIANHNPI MALE	AAIANHNPI FEMALE	2+ Races Male	2+ Races Female	UNKNOWN
<i>Workforce Number</i>														
Current Filing	7	1	6	1	5	0	0	0	1	0	0	0	0	0
Previous Filing	11	2	9	0	7	0	0	2	2	0	0	0	0	0
NET CHANGE	-4	-1	-3	1	-2	0	0	-2	-1	0	0	0	0	0
Hire	0	0	0											
Part Time to Full Time	0	0	0											
Promotion into Category	0	0	0											
Transfer from Other Agency	0	0	0											
Vol Demotion into Category	0	0	0											
Job Reclassification	0	0	0											
Campus Location Change	0	0	0											
Lateral Move into Category	0	0	0											
Data Correction (see note)	1	1	0	1										
TOTAL INCREASES	1	1	0	1	0	0	0	0	0	0	0	0	0	0
Full Time to Part Time	0	0	0											
Promotion Out of Category	0	0	0											
Transfer to Other Agency	0	0	0											
Vol Demotion out of Category	0	0	0											
Job Reclassification	0	0	0											
Campus Location Change	0	0	0											
Lateral Move out of Category	3	1	2		1			1	1					
Resignation	0	0	0											
Retirement	1	0	1		1									
Death	0	0	0											
Dismissal	0	0	0											
Layoff	0	0	0											
Move to Durational Position	0	0	0											
Data Correction (see note)	1	1	0					1						
TOTAL REDUCTIONS	5	2	3	0	2	0	0	2	1	0	0	0	0	0
Promo within Category	0	0	0											

Data Correction:

1 WM reported as 1 HM in 2024 Plan. Correcting to reflect updated data.

EMPLOYMENT PROCESS ANALYSIS

Campus: **Total University**
 EEO-6 Category: 3-Nonteaching Professional
 Position Classification: Grants & Contracts
 Period Covered: 12/01/23 - 11/30/24

EMPLOYMENT PROCESS ANALYSIS	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISP MALE	HISP FEMALE	AAIANHNPI MALE	AAIANHNPI FEMALE	2+ Races Male	2+ Races Female	UNKNOWN
<i>Workforce Number</i>														
Current Filing	72	16	56	11	50	2	2	2	2	1	1	0	1	0
Previous Filing	64	13	51	10	43	1	4	2	2	0	1	0	1	0
NET CHANGE	8	3	5	1	7	1	-2	0	0	1	0	0	0	0
Hire	12	3	9	1	9	1				1				
Part Time to Full Time	0	0	0											
Promotion into Category	6	1	5	1	5									
Transfer from Other Agency	0	0	0											
Vol Demotion into Category	0	0	0											
Job Reclassification	0	0	0											
Campus Location Change	0	0	0											
Lateral Move into Category	1	0	1		1									
Data Correction (see note)	0	0	0											
TOTAL INCREASES	19	4	15	2	15	1	0	0	0	1	0	0	0	0
Full Time to Part Time	0	0	0											
Promotion Out of Category	3	0	3		3									
Transfer to Other Agency	0	0	0											
Vol Demotion out of Category	0	0	0											
Job Reclassification	0	0	0											
Campus Location Change	0	0	0											
Lateral Move out of Category	0	0	0											
Resignation	7	1	6	1	4		2							
Retirement	0	0	0											
Death	0	0	0											
Dismissal	0	0	0											
Layoff	1	0	1		1									
Move to Durational Position	0	0	0											
Data Correction (see note)	0	0	0											
TOTAL REDUCTIONS	11	1	10	1	8	0	2	0	0	0	0	0	0	0
Promo within Category	8	0	8		5				2				1	

Data Correction:

EMPLOYMENT PROCESS ANALYSIS

Campus: **Total University**
 EEO-6 Category: 3-Nonteaching Professional
 Position Classification: Health & Safety

Period Covered: 12/01/23 - 11/30/24

EMPLOYMENT PROCESS ANALYSIS	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISP MALE	HISP FEMALE	AAIANHNPI MALE	AAIANHNPI FEMALE	2+ Races Male	2+ Races Female	UNKNOWN
<i>Workforce Number</i>														
Current Filing	18	13	5	13	5	0	0	0	0	0	0	0	0	0
Previous Filing	20	14	6	14	6	0	0	0	0	0	0	0	0	0
NET CHANGE	-2	-1	-1	-1	-1	0	0	0	0	0	0	0	0	0
Hire	0	0	0											
Part Time to Full Time	0	0	0											
Promotion into Category	0	0	0											
Transfer from Other Agency	0	0	0											
Vol Demotion into Category	0	0	0											
Job Reclassification	0	0	0											
Campus Location Change	0	0	0											
Lateral Move into Category	0	0	0											
Data Correction (see note)	0	0	0											
TOTAL INCREASES	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Full Time to Part Time	0	0	0											
Promotion Out of Category	1	1	0	1										
Transfer to Other Agency	0	0	0											
Vol Demotion out of Category	0	0	0											
Job Reclassification	0	0	0											
Campus Location Change	0	0	0											
Lateral Move out of Category	0	0	0											
Resignation	1	0	1		1									
Retirement	0	0	0											
Death	0	0	0											
Dismissal	0	0	0											
Layoff	0	0	0											
Move to Durational Position	0	0	0											
Data Correction (see note)	0	0	0											
TOTAL REDUCTIONS	2	1	1	1	1	0	0	0	0	0	0	0	0	0
Promo within Category	0	0	0											

Data Correction:

EMPLOYMENT PROCESS ANALYSIS

Campus: **Total University**
 EEO-6 Category: 3-Nonteaching Professional
 Position Classification: Information Technology
 Period Covered: 12/01/23 - 11/30/24

EMPLOYMENT PROCESS ANALYSIS	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISP MALE	HISP FEMALE	AAIANHNPI MALE	AAIANHNPI FEMALE	2+ Races Male	2+ Races Female	UNKNOWN
<i>Workforce Number</i>														
Current Filing	251	202	46	170	27	6	1	11	3	13	14	2	1	3
Previous Filing	251	206	44	172	25	6	1	10	3	15	14	3	1	1
NET CHANGE	0	-4	2	-2	2	0	0	1	0	-2	0	-1	0	2
Hire	17	13	2	11	2	1		1						2
Part Time to Full Time	0	0	0											
Promotion into Category	0	0	0											
Transfer from Other Agency	0	0	0											
Vol Demotion into Category	0	0	0											
Job Reclassification	0	0	0											
Campus Location Change	0	0	0											
Lateral Move into Category	0	0	0											
Data Correction (see note)	0	0	0											
TOTAL INCREASES	17	13	2	11	2	1	0	1	0	0	0	0	0	2
Full Time to Part Time	0	0	0											
Promotion Out of Category	3	3	0	3										
Transfer to Other Agency	1	1	0	1										
Vol Demotion out of Category	0	0	0											
Job Reclassification	0	0	0											
Campus Location Change	0	0	0											
Lateral Move out of Category	0	0	0											
Resignation	8	8	0	6						1		1		
Retirement	4	4	0	3		1								
Death	0	0	0											
Dismissal	1	1	0							1				
Layoff	0	0	0											
Move to Durational Position	0	0	0											
Data Correction (see note)	0	0	0											
TOTAL REDUCTIONS	17	17	0	13	0	1	0	0	0	2	0	1	0	0
Promo within Category	30	24	6	18	1		1	1		5	4			

Data Correction:

EMPLOYMENT PROCESS ANALYSIS

Campus: **Total University**
 EEO-6 Category: 3-Nonteaching Professional
 Position Classification: Lab & Research Operations
 Period Covered: 12/01/23 - 11/30/24

EMPLOYMENT PROCESS ANALYSIS	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISP MALE	HISP FEMALE	AAIANHNPI MALE	AAIANHNPI FEMALE	2+ Races Male	2+ Races Female	UNKNOWN
<i>Workforce Number</i>														
Current Filing	74	40	33	34	30	0	0	2	2	1	0	3	1	1
Previous Filing	72	39	33	35	30	0	0	1	2	1	0	2	1	0
NET CHANGE	2	1	0	-1	0	0	0	1	0	0	0	1	0	1
Hire	6	4	2	1	2			2				1		
Part Time to Full Time	1	0	0											1
Promotion into Category	1	0	1		1									
Transfer from Other Agency	0	0	0											
Vol Demotion into Category	0	0	0											
Job Reclassification	0	0	0											
Campus Location Change	0	0	0											
Lateral Move into Category	0	0	0											
Data Correction (see note)	0	0	0											
TOTAL INCREASES	8	4	3	1	3	0	0	2	0	0	0	1	0	1
Full Time to Part Time	0	0	0											
Promotion Out of Category	1	0	1		1									
Transfer to Other Agency	0	0	0											
Vol Demotion out of Category	1	1	0					1						
Job Reclassification	0	0	0											
Campus Location Change	0	0	0											
Lateral Move out of Category	0	0	0											
Resignation	2	1	1	1	1									
Retirement	2	1	1	1	1									
Death	0	0	0											
Dismissal	0	0	0											
Layoff	0	0	0											
Move to Durational Position	0	0	0											
Data Correction (see note)	0	0	0											
TOTAL REDUCTIONS	6	3	3	2	3	0	0	1	0	0	0	0	0	0
Promo within Category	8	3	5	3	5									

Data Correction:

EMPLOYMENT PROCESS ANALYSIS

Campus: **Total University**
 EEO-6 Category: 3-Nonteaching Professional
 Position Classification: Library

Period Covered: 12/01/23 - 11/30/24

EMPLOYMENT PROCESS ANALYSIS	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISP MALE	HISP FEMALE	AAIANHNPI MALE	AAIANHNPI FEMALE	2+ Races Male	2+ Races Female	UNKNOWN
<i>Workforce Number</i>														
Current Filing	75	23	52	20	42	0	4	0	4	3	2	0	0	0
Previous Filing	67	20	47	17	38	0	4	0	3	3	2	0	0	0
NET CHANGE	8	3	5	3	4	0	0	0	1	0	0	0	0	0
Hire	10	4	6	4	5				1					
Part Time to Full Time	0	0	0											
Promotion into Category	0	0	0											
Transfer from Other Agency	0	0	0											
Vol Demotion into Category	1	0	1		1									
Job Reclassification	0	0	0											
Campus Location Change	0	0	0											
Lateral Move into Category	0	0	0											
Data Correction (see note)	0	0	0											
TOTAL INCREASES	11	4	7	4	6	0	0	0	1	0	0	0	0	0
Full Time to Part Time	0	0	0											
Promotion Out of Category	0	0	0											
Transfer to Other Agency	0	0	0											
Vol Demotion out of Category	0	0	0											
Job Reclassification	0	0	0											
Campus Location Change	0	0	0											
Lateral Move out of Category	0	0	0											
Resignation	3	1	2	1	2									
Retirement	0	0	0											
Death	0	0	0											
Dismissal	0	0	0											
Layoff	0	0	0											
Move to Durational Position	0	0	0											
Data Correction (see note)	0	0	0											
TOTAL REDUCTIONS	3	1	2	1	2	0	0	0	0	0	0	0	0	0
Promo within Category	3	1	2		2					1				

Data Correction:

EMPLOYMENT PROCESS ANALYSIS

Campus: **Total University**
 EEO-6 Category: 3-Nonteaching Professional
 Position Classification: Procurement
 Period Covered: 12/01/23 - 11/30/24

EMPLOYMENT PROCESS ANALYSIS	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISP MALE	HISP FEMALE	AAIANHNP MALE	AAIANHNP FEMALE	2+ Races Male	2+ Races Female	UNKNOWN
<i>Workforce Number</i>														
Current Filing	18	7	10	6	9	0	0	1	1	0	0	0	0	1
Previous Filing	16	6	9	5	8	0	0	1	1	0	0	0	0	1
NET CHANGE	2	1	1	1	1	0	0	0	0	0	0	0	0	0
Hire	2	1	1	1	1									
Part Time to Full Time	0	0	0											
Promotion into Category	0	0	0											
Transfer from Other Agency	0	0	0											
Vol Demotion into Category	0	0	0											
Job Reclassification	0	0	0											
Campus Location Change	0	0	0											
Lateral Move into Category	1	0	1		1									
Data Correction (see note)	0	0	0											
TOTAL INCREASES	3	1	2	1	2	0	0	0	0	0	0	0	0	0
Full Time to Part Time	0	0	0											
Promotion Out of Category	0	0	0											
Transfer to Other Agency	1	0	1		1									
Vol Demotion out of Category	0	0	0											
Job Reclassification	0	0	0											
Campus Location Change	0	0	0											
Lateral Move out of Category	0	0	0											
Resignation	0	0	0											
Retirement	0	0	0											
Death	0	0	0											
Dismissal	0	0	0											
Layoff	0	0	0											
Move to Durational Position	0	0	0											
Data Correction (see note)	0	0	0											
TOTAL REDUCTIONS	1	0	1	0	1	0	0	0	0	0	0	0	0	0
Promo within Category	0	0	0											

Data Correction:

EMPLOYMENT PROCESS ANALYSIS

Campus: **Total University**
 EEO-6 Category: 3-Nonteaching Professional
 Position Classification: Remaining Professional Titles

Period Covered: 12/01/23 - 11/30/24

EMPLOYMENT PROCESS ANALYSIS	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISP MALE	HISP FEMALE	AAIANHNPI MALE	AAIANHNPI FEMALE	2+ Races Male	2+ Races Female	UNKNOWN
<i>Workforce Number</i>														
Current Filing	18	5	13	4	12	0	0	1	0	0	1	0	0	0
Previous Filing	55	7	48	5	43	1	1	1	1	0	3	0	0	0
NET CHANGE	-37	-2	-35	-1	-31	-1	-1	0	-1	0	-2	0	0	0
Hire	7	1	6		5		1	1						
Part Time to Full Time	0	0	0											
Promotion into Category	3	0	3		3									
Transfer from Other Agency	0	0	0											
Vol Demotion into Category	0	0	0											
Job Reclassification	0	0	0											
Campus Location Change	0	0	0											
Lateral Move into Category	0	0	0											
Data Correction (see note)	0	0	0											
TOTAL INCREASES	10	1	9	0	8	0	1	1	0	0	0	0	0	0
Full Time to Part Time	0	0	0											
Promotion Out of Category	1	0	1		1									
Transfer to Other Agency	0	0	0											
Vol Demotion out of Category	0	0	0											
Job Reclassification	0	0	0											
Campus Location Change	0	0	0											
Lateral Move out of Category	1	0	1		1									
Resignation	3	1	2		1	1					1			
Retirement	0	0	0											
Death	0	0	0											
Dismissal	0	0	0											
Layoff	0	0	0											
Move to Durational Position	0	0	0											
Data Correction (see note)	42	2	40	1	36		2	1	1		1			
TOTAL REDUCTIONS	47	3	44	1	39	1	2	1	1	0	2	0	0	0
Promo within Category	0	0	0											

Data Correction:

Moving U Educational Assistant titles to new separate category.

EMPLOYMENT PROCESS ANALYSIS

Campus: **Total University**
 EEO-6 Category: 3-Nonteaching Professional
 Position Classification: Residential Life

Period Covered: 12/01/23 - 11/30/24

EMPLOYMENT PROCESS ANALYSIS	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISP MALE	HISP FEMALE	AAIANHNPI MALE	AAIANHNPI FEMALE	2+ Races Male	2+ Races Female	UNKNOWN
<i>Workforce Number</i>														
Current Filing	31	18	13	5	6	4	5	8	1	1	0	0	1	0
Previous Filing	31	18	13	3	8	7	3	7	1	1	0	0	1	0
NET CHANGE	0	0	0	2	-2	-3	2	1	0	0	0	0	0	0
Hire	9	4	5	3	2		3	1						
Part Time to Full Time	0	0	0											
Promotion into Category	0	0	0											
Transfer from Other Agency	0	0	0											
Vol Demotion into Category	0	0	0											
Job Reclassification	0	0	0											
Campus Location Change	0	0	0											
Lateral Move into Category	0	0	0											
Data Correction (see note)	0	0	0											
TOTAL INCREASES	9	4	5	3	2	0	3	1	0	0	0	0	0	0
Full Time to Part Time	0	0	0											
Promotion Out of Category	4	2	2	1	2	1								
Transfer to Other Agency	0	0	0											
Vol Demotion out of Category	0	0	0											
Job Reclassification	0	0	0											
Campus Location Change	0	0	0											
Lateral Move out of Category	1	0	1		1									
Resignation	4	2	2		1	2	1							
Retirement	0	0	0											
Death	0	0	0											
Dismissal	0	0	0											
Layoff	0	0	0											
Move to Durational Position	0	0	0											
Data Correction (see note)	0	0	0											
TOTAL REDUCTIONS	9	4	5	1	4	3	1	0	0	0	0	0	0	0
Promo within Category	0	0	0											

Data Correction:

EMPLOYMENT PROCESS ANALYSIS

Campus: **Total University**
 EEO-6 Category: 3-Nonteaching Professional
 Position Classification: Specialists
 Period Covered: 12/01/23 - 11/30/24

EMPLOYMENT PROCESS ANALYSIS	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISP MALE	HISP FEMALE	AAIANHNPI MALE	AAIANHNPI FEMALE	2+ Races Male	2+ Races Female	UNKNOWN
<i>Workforce Number</i>														
Current Filing	107	69	38	48	31	17	3	1	2	0	1	3	1	0
Previous Filing	109	71	38	50	31	17	4	1	1	1	1	2	1	0
NET CHANGE	-2	-2	0	-2	0	0	-1	0	1	-1	0	1	0	0
Hire	23	17	6	12	5	4			1			1		
Part Time to Full Time	0	0	0											
Promotion into Category	0	0	0											
Transfer from Other Agency	0	0	0											
Vol Demotion into Category	0	0	0											
Job Reclassification	0	0	0											
Campus Location Change	0	0	0											
Lateral Move	0	0	0											
Data Correction (see note)	0	0	0											
TOTAL INCREASES	23	17	6	12	5	4	0	0	1	0	0	1	0	0
Full Time to Part Time	0	0	0											
Promotion Out of Category	0	0	0											
Transfer to Other Agency	0	0	0											
Vol Demotion out of Category	0	0	0											
Job Reclassification	0	0	0											
Campus Location Change	0	0	0											
Lateral Move out of Category	0	0	0											
Resignation	17	12	5	9	4	2	1			1				
Retirement	0	0	0											
Death	0	0	0											
Dismissal	0	0	0											
Layoff	0	0	0											
Non Renewal of Contract	8	7	1	5	1	2								
Data Correction (see note)	0	0	0											
TOTAL REDUCTIONS	25	19	6	14	5	4	1	0	0	1	0	0	0	0
Promo within Category	0	0	0											

Data Correction:

EMPLOYMENT PROCESS ANALYSIS

Campus: **Total University**
 EEO-6 Category: 3-Nonteaching Professional
 Position Classification: Student Health & Welfare
 Period Covered: 12/01/23 - 11/30/24

EMPLOYMENT PROCESS ANALYSIS	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISP MALE	HISP FEMALE	AAIANHNP MALE	AAIANHNP FEMALE	2+ Races Male	2+ Races Female	UNKNOWN
<i>Workforce Number</i>														
Current Filing	30	4	26	1	19	1	3	2	3	0	1	0	0	0
Previous Filing	26	3	23	1	16	1	3	1	3	0	1	0	0	0
NET CHANGE	4	1	3	0	3	0	0	1	0	0	0	0	0	0
Hire	3	1	2		2			1						
Part Time to Full Time	2	0	2		2									
Promotion into Category	0	0	0											
Transfer from Other Agency	0	0	0											
Vol Demotion into Category	0	0	0											
Job Reclassification	0	0	0											
Campus Location Change	0	0	0											
Lateral Move into Category	0	0	0											
Data Correction (see note)	0	0	0											
TOTAL INCREASES	5	1	4	0	4	0	0	1	0	0	0	0	0	0
Full Time to Part Time	0	0	0											
Promotion Out of Category	0	0	0											
Transfer to Other Agency	0	0	0											
Vol Demotion out of Category	0	0	0											
Job Reclassification	0	0	0											
Campus Location Change	0	0	0											
Lateral Move out of Category	0	0	0											
Resignation	1	0	1		1									
Retirement	0	0	0											
Death	0	0	0											
Dismissal	0	0	0											
Layoff	0	0	0											
Move to Durational Position	0	0	0											
Data Correction (see note)	0	0	0											
TOTAL REDUCTIONS	1	0	1	0	1	0	0	0	0	0	0	0	0	0
Promo within Category	1	0	1		1									

Data Correction:

EMPLOYMENT PROCESS ANALYSIS

Campus: **Total University**
 EEO-6 Category: 3-Nonteaching Professional
 Position Classification: Student Program Coordination & Management
 Period Covered: 12/01/23 - 11/30/24

EMPLOYMENT PROCESS ANALYSIS	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISP MALE	HISP FEMALE	AAIANHNPI MALE	AAIANHNPI FEMALE	2+ Races Male	2+ Races Female	UNKNOWN
<i>Workforce Number</i>														
Current Filing	282	75	204	46	156	9	13	13	20	5	11	2	4	3
Previous Filing	247	65	180	42	137	10	13	8	17	4	9	1	4	2
NET CHANGE	35	10	24	4	19	-1	0	5	3	1	2	1	0	1
Hire	24	11	12	5	8	1	1	4	3			1		1
Part Time to Full Time	0	0	0											
Promotion into Category	14	3	11	2	10	1					1			
Transfer from Other Agency	0	0	0											
Vol Demotion into Category	1	0	1		1									
Job Reclassification	0	0	0											
Campus Location Change	0	0	0											
Lateral Move into Category	17	3	14	1	9		1	1	3	1	1			
Data Correction (see note)	1	0	1						1					
TOTAL INCREASES	57	17	39	8	28	2	2	5	7	1	2	1	0	1
Full Time to Part Time	0	0	0											
Promotion Out of Category	4	3	1	1		2			1					
Transfer to Other Agency	0	0	0											
Vol Demotion out of Category	0	0	0											
Job Reclassification	0	0	0											
Campus Location Change	0	0	0											
Lateral Move out of Category	0	0	0											
Resignation	13	4	9	3	6	1	2		1					
Retirement	1	0	1		1									
Death	1	0	1						1					
Dismissal	1	0	1						1					
Layoff	0	0	0											
Non Renewal of Contract	1	0	1		1									
Data Correction (see note)	1	0	1		1									
TOTAL REDUCTIONS	22	7	15	4	9	3	2	0	4	0	0	0	0	0
Promo within Category	19	3	16	3	11		1		3		1			

Data Correction:

1 HF reported as 1 WF in 2024 Plan. Correct to reflect updated data.

Campus: **Total University**
EEO-6 Category: 3 - Nonteaching Professional **NEW CATEGORY** Period Covered: 12/01/23 - 11/30/24
Position Classification: University Educational Assistants

EMPLOYMENT PROCESS ANALYSIS	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISP MALE	HISP FEMALE	AAIANHNPI MALE	AAIANHNPI FEMALE	2+ Races Male	2+ Races Female	UNKNOWN
<i>Workforce Number</i>														
Current Filing	42	2	40	1	36	0	2	1	1	0	1	0	0	0
Previous Filing	0	0	0	0	0	0	0	0	0	0	0	0	0	0
NET CHANGE	42	2	40	1	36	0	2	1	1	0	1	0	0	0
Hire	0	0	0											
Part Time to Full Time	0	0	0											
Promotion into Category	0	0	0											
Transfer from Other Agency	0	0	0											
Vol Demotion into Category	0	0	0											
Job Reclassification	0	0	0											
Campus Location Change	0	0	0											
Lateral Move into Category	0	0	0											
Data Correction (see note)	42	2	40	1	36		2	1	1		1			
TOTAL INCREASES	42	2	40	1	36	0	2	1	1	0	1	0	0	0
Full Time to Part Time	0	0	0											
Promotion Out of Category	0	0	0											
Transfer to Other Agency	0	0	0											
Vol Demotion out of Category	0	0	0											
Job Reclassification	0	0	0											
Campus Location Change	0	0	0											
Lateral Move out of Category	0	0	0											
Resignation	0	0	0											
Retirement	0	0	0											
Death	0	0	0											
Dismissal	0	0	0											
Layoff	0	0	0											
Move to Durational Position	0	0	0											
Data Correction (see note)	0	0	0											
TOTAL REDUCTIONS	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Promo within Category	0	0	0											

Data Correction:

Moving U Educational Assistant titles to new separate category.

EMPLOYMENT PROCESS ANALYSIS

Campus: **Total University**
 EEO-6 Category: 3 - Nonteaching Professional
 Position Classification: University Staff Professional 1

Period Covered: 12/01/23 - 11/30/24

EMPLOYMENT PROCESS ANALYSIS	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISP MALE	HISP FEMALE	AAIANHNPI MALE	AAIANHNPI FEMALE	2+ Races Male	2+ Races Female	UNKNOWN
<i>Workforce Number</i>														
Current Filing	50	15	35	11	33	0	0	1	0	3	2	0	0	0
Previous Filing	54	15	39	11	35	0	0	1	0	3	4	0	0	0
NET CHANGE	-4	0	-4	0	-2	0	0	0	0	0	-2	0	0	0
Hire	2	1	1	1	1									
Part Time to Full Time	0	0	0											
Promotion into Category	2	0	2		2									
Transfer from Other Agency	0	0	0											
Vol Demotion into Category	0	0	0											
Job Reclassification	0	0	0											
Campus Location Change	0	0	0											
Lateral Move into Category	0	0	0											
Data Correction (see note)	0	0	0											
TOTAL INCREASES	4	1	3	1	3	0	0	0	0	0	0	0	0	0
Full Time to Part Time	0	0	0											
Promotion Out of Category	2	0	2		1						1			
Transfer to Other Agency	0	0	0											
Vol Demotion out of Category	1	0	1								1			
Job Reclassification	0	0	0											
Campus Location Change	0	0	0											
Lateral Move out of Category	0	0	0											
Resignation	5	1	4	1	4									
Retirement	0	0	0											
Death	0	0	0											
Dismissal	0	0	0											
Layoff	0	0	0											
Move to Durational Position	0	0	0											
Data Correction (see note)	0	0	0											
TOTAL REDUCTIONS	8	1	7	1	5	0	0	0	0	0	2	0	0	0
Promo within Category	0	0	0											

Data Correction:

EMPLOYMENT PROCESS ANALYSIS

Campus: **Total University**
 EEO-6 Category: 3 - Nonteaching Professional
 Position Classification: University Staff Professional 2
 Period Covered: 12/01/23 - 11/30/24

EMPLOYMENT PROCESS ANALYSIS	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISP MALE	HISP FEMALE	AAIANHNPI MALE	AAIANHNPI FEMALE	2+ Races Male	2+ Races Female	UNKNOWN
<i>Workforce Number</i>														
Current Filing	42	15	27	10	24	2	1	2	0	1	2	0	0	0
Previous Filing	38	11	27	8	24	1	1	1	1	1	1	0	0	0
NET CHANGE	4	4	0	2	0	1	0	1	-1	0	1	0	0	0
Hire	2	1	1	1	1									
Part Time to Full Time	0	0	0											
Promotion into Category	5	3	2	1	1	1		1			1			
Transfer from Other Agency	0	0	0											
Vol Demotion into Category	0	0	0											
Job Reclassification	0	0	0											
Campus Location Change	0	0	0											
Lateral Move into Category	0	0	0											
Data Correction (see note)	0	0	0											
TOTAL INCREASES	7	4	3	2	2	1	0	1	0	0	1	0	0	0
Full Time to Part Time	0	0	0											
Promotion Out of Category	0	0	0											
Transfer to Other Agency	0	0	0											
Vol Demotion out of Category	1	0	1		1									
Job Reclassification	0	0	0											
Campus Location Change	0	0	0											
Lateral Move out of Category	0	0	0											
Resignation	2	0	2		1				1					
Retirement	0	0	0											
Death	0	0	0											
Dismissal	0	0	0											
Layoff	0	0	0											
Move to Durational Position	0	0	0											
Data Correction (see note)	0	0	0											
TOTAL REDUCTIONS	3	0	3	0	2	0	0	0	1	0	0	0	0	0
Promo within Category	0	0	0											

Data Correction:

EMPLOYMENT PROCESS ANALYSIS

Campus: **Total University**
 EEO-6 Category: 3 - Nonteaching Professional
 Position Classification: University Staff Professional 3

Period Covered: 12/01/23 - 11/30/24

EMPLOYMENT PROCESS ANALYSIS	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISP MALE	HISP FEMALE	AAIANHNPI MALE	AAIANHNPI FEMALE	2+ Races Male	2+ Races Female	UNKNOWN
<i>Workforce Number</i>														
Current Filing	78	39	39	33	34	2	2	3	1	1	2	0	0	0
Previous Filing	82	38	44	35	39	0	2	2	1	1	2	0	0	0
NET CHANGE	-4	1	-5	-2	-5	2	0	1	0	0	0	0	0	0
Hire	3	2	1		1	2								
Part Time to Full Time	0	0	0											
Promotion into Category	3	3	0	2				1						
Transfer into Category	0	0	0											
Vol Demotion into Category	0	0	0											
Job Reclassification	0	0	0											
Campus Location Change	0	0	0											
Lateral Move into Category	0	0	0											
Data Correction (see note)	0	0	0											
TOTAL INCREASES	6	5	1	2	1	2	0	1	0	0	0	0	0	0
Full Time to Part Time	0	0	0											
Promotion Out of Category	4	1	3	1	3									
Transfer to Other Agency	0	0	0											
Vol Demotion out of Category	0	0	0											
Job Reclassification	0	0	0											
Campus Location Change	0	0	0											
Lateral Move out of Category	0	0	0											
Resignation	4	1	3	1	3									
Retirement	1	1	0	1										
Death	0	0	0											
Dismissal	0	0	0											
Layoff	1	1	0	1										
Move to Durational Position	0	0	0											
Data Correction (see note)	0	0	0											
TOTAL REDUCTIONS	10	4	6	4	6	0	0	0	0	0	0	0	0	0
Promo within Category	0	0	0											

Data Correction:

EMPLOYMENT PROCESS ANALYSIS

Campus: **Total University**
 EEO-6 Category: 3 - Nonteaching Professional
 Position Classification: University Staff Professional Other Titles
 Period Covered: 12/01/23 - 11/30/24

EMPLOYMENT PROCESS ANALYSIS	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISP MALE	HISP FEMALE	AAIANHNPI MALE	AAIANHNPI FEMALE	2+ Races Male	2+ Races Female	UNKNOWN
<i>Workforce Number</i>														
Current Filing	15	6	9	5	8	1	0	0	0	0	1	0	0	0
Previous Filing	15	6	9	5	8	1	0	0	0	0	1	0	0	0
NET CHANGE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Hire	0	0	0											
Part Time to Full Time	0	0	0											
Promotion into Category	0	0	0											
Transfer from Other Agency	0	0	0											
Vol Demotion into Category	0	0	0											
Job Reclassification	0	0	0											
Campus Location Change	0	0	0											
Lateral Move into Category	0	0	0											
Data Correction (see note)	0	0	0											
TOTAL INCREASES	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Full Time to Part Time	0	0	0											
Promotion Out of Category	0	0	0											
Transfer to Other Agency	0	0	0											
Vol Demotion out of Category	0	0	0											
Job Reclassification	0	0	0											
Campus Location Change	0	0	0											
Lateral Move out of Category	0	0	0											
Resignation	0	0	0											
Retirement	0	0	0											
Death	0	0	0											
Dismissal	0	0	0											
Layoff	0	0	0											
Move to New Category	0	0	0											
Data Correction (see note)	0	0	0											
TOTAL REDUCTIONS	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Promo within Category	0	0	0											

Data Correction:

EMPLOYMENT PROCESS ANALYSIS

Campus: **Storrs**
 EEO-6 Category: 7-Maintenance/Service
 Position Classification: Protective Services - **Police**

Period Covered: 12/01/23 - 11/30/24

EMPLOYMENT PROCESS ANALYSIS	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISP MALE	HISP FEMALE	AAIANHNPI MALE	AAIANHNPI FEMALE	2+ Races Male	2+ Races Female	UNKNOWN
<i>Workforce Number</i>														
Current Filing	45	36	9	30	7	2	0	4	0	0	1	0	1	0
Previous Filing	65	49	16	34	11	6	2	8	1	1	1	0	1	0
NET CHANGE	-20	-13	-7	-4	-4	-4	-2	-4	-1	-1	0	0	0	0
Hire	15	12	3	5	3	1		6						
Part Time to Full Time	0	0	0											
Promotion into Category	6	5	1	5	1									
Transfer from Other Agency	0	0	0											
Vol Demotion into Category	0	0	0											
Job Reclassification	0	0	0											
Campus Location Change	0	0	0											
Lateral Move into Category	0	0	0											
Data Correction (see note)	0	0	0											
TOTAL INCREASES	21	17	4	10	4	1	0	6	0	0	0	0	0	0
Full Time to Part Time	0	0	0											
Promotion Out of Category	10	6	4	4	3		1	1		1				
Transfer to Other Agency	0	0	0											
Vol Demotion out of Category	0	0	0											
Job Reclassification	0	0	0											
Campus Location Change	0	0	0											
Lateral Move out of Category	0	0	0											
Resignation	6	4	2	2	2			2						
Retirement	2	2	0	2										
Death	0	0	0											
Dismissal	0	0	0											
Layoff	0	0	0											
Move to Durational Position	0	0	0											
Data Correction (see note)	23	18	5	6	3	5	1	7	1	0	0	0	0	0
TOTAL REDUCTIONS	41	30	11	14	8	5	2	10	1	1	0	0	0	0
Promo within Category	6	4	2	4	2									

Data Correction:

Moving Building & Grounds titles to new separate category.

EMPLOYMENT PROCESS ANALYSIS

Campus: Storrs
 EEO-6 Category: 7-Maintenance/Service
 Position Classification: Protective Services - Police Officer

Period Covered: 12/01/23 - 11/30/24

EMPLOYMENT PROCESS ANALYSIS	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISP MALE	HISP FEMALE	AAIANHNPI MALE	AAIANHNPI FEMALE	2+ Races Male	2+ Races Female	UNKNOWN
<i>Workforce Number</i>														
Current Filing	39	31	8	22	5	3	1	4	0	2	1	0	1	0
Previous Filing	42	37	5	26	3	5	0	5	1	1	1	0	0	0
NET CHANGE	-3	-6	3	-4	2	-2	1	-1	-1	1	0	0	1	0
Hire	3	2	1	2									1	
Part Time to Full Time	0	0	0											
Promotion into Category	5	2	3	1	2		1			1				
Transfer from Other Agency	0	0	0											
Vol Demotion into Category	0	0	0											
Job Reclassification	0	0	0											
Campus Location Change	0	0	0											
Lateral Move into Category	0	0	0											
Data Correction (see note)	0	0	0											
TOTAL INCREASES	8	4	4	3	2	0	1	0	0	1	0	0	1	0
Full Time to Part Time	0	0	0											
Promotion Out of Category	3	3	0	3										
Transfer to Other Agency	0	0	0											
Vol Demotion out of Category	0	0	0											
Job Reclassification	0	0	0											
Campus Location Change	0	0	0											
Lateral Move out of Category	0	0	0											
Resignation	3	3	0	1		2								
Retirement	4	4	0	3				1						
Death	0	0	0											
Dismissal	1	0	1						1					
Layoff	0	0	0											
Move to Durational Position	0	0	0											
Data Correction (see note)	0	0	0											
TOTAL REDUCTIONS	11	10	1	7	0	2	0	1	1	0	0	0	0	0
Promo within Category	0	0	0											

Data Correction:

EMPLOYMENT PROCESS ANALYSIS

Campus: **Storrs**
 EEO-6 Category: 7-Maintenance/Service
 Position Classification: Protective Services - Fire
 Period Covered: 12/01/23 - 11/30/24

EMPLOYMENT PROCESS ANALYSIS	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISP MALE	HISP FEMALE	AAIANHNPI MALE	AAIANHNPI FEMALE	2+ Races Male	2+ Races Female	UNKNOWN
<i>Workforce Number</i>														
Current Filing	19	19	0	19	0	0	0	0	0	0	0	0	0	0
Previous Filing	19	19	0	19	0	0	0	0	0	0	0	0	0	0
NET CHANGE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Hire	0	0	0											
Part Time to Full Time	0	0	0											
Promotion into Category	0	0	0											
Transfer from Other Agency	0	0	0											
Vol Demotion into Category	0	0	0											
Job Reclassification	0	0	0											
Campus Location Change	0	0	0											
Lateral Move into Category	0	0	0											
Data Correction (see note)	0	0	0											
TOTAL INCREASES	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Full Time to Part Time	0	0	0											
Promotion Out of Category	0	0	0											
Transfer to Other Agency	0	0	0											
Vol Demotion out of Category	0	0	0											
Job Reclassification	0	0	0											
Campus Location Change	0	0	0											
Lateral Move into Category	0	0	0											
Resignation	0	0	0											
Retirement	0	0	0											
Death	0	0	0											
Dismissal	0	0	0											
Layoff	0	0	0											
Move to Durational Position	0	0	0											
Data Correction (see note)	0	0	0											
TOTAL REDUCTIONS	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Promo within Category	0	0	0											

Data Correction:

EMPLOYMENT PROCESS ANALYSIS

Campus: **Storrs**
 EEO-6 Category: 7-Maintenance/Service
 Position Classification: Protective Services - Firefighter

Period Covered: 12/01/23 - 11/30/24

EMPLOYMENT PROCESS ANALYSIS	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISP MALE	HISP FEMALE	AAIANHNPI MALE	AAIANHNPI FEMALE	2+ Races Male	2+ Races Female	UNKNOWN
<i>Workforce Number</i>														
Current Filing	26	22	4	18	3	2	0	2	0	0	0	0	1	0
Previous Filing	27	23	4	20	3	1	0	2	0	0	0	0	1	0
NET CHANGE	-1	-1	0	-2	0	1	0	0	0	0	0	0	0	0
Hire	1	1	0			1								
Part Time to Full Time	0	0	0											
Promotion into Category	0	0	0											
Transfer from Other Agency	0	0	0											
Vol Demotion into Category	0	0	0											
Job Reclassification	0	0	0											
Campus Location Change	0	0	0											
Lateral Move into Category	0	0	0											
Data Correction (see note)	0	0	0											
TOTAL INCREASES	1	1	0	0	0	1	0	0	0	0	0	0	0	0
Full Time to Part Time	0	0	0											
Promotion Out of Category	0	0	0											
Transfer to Other Agency	0	0	0											
Vol Demotion out of Category	0	0	0											
Job Reclassification	0	0	0											
Campus Location Change	0	0	0											
Lateral Move out of Category	0	0	0											
Resignation	1	1	0	1										
Retirement	1	1	0	1										
Death	0	0	0											
Dismissal	0	0	0											
Layoff	0	0	0											
Move to Durational Position	0	0	0											
Data Correction (see note)	0	0	0											
TOTAL REDUCTIONS	2	2	0	2	0	0	0	0	0	0	0	0	0	0
Promo within Category	0	0	0											

Data Correction:

Campus:Storrs

EEO-6 Category:7-Maintenance/Service

Position Classification:Protective Services - Building & Grounds

NEW CATEGORY

Period Covered: 12/01/23 - 11/30/24

EMPLOYMENT PROCESS ANALYSIS	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISP MALE	HISP FEMALE	AAIANHNPI MALE	AAIANHNPI FEMALE	2+ Races Male	2+ Races Female	UNKNOWN
Workforce Number														
Current Filing	23	18	5	6	3	5	1	7	1	0	0	0	0	0
Previous Filing	0	0	0	0	0	0	0	0	0	0	0	0	0	0
NET CHANGE	23	18	5	6	3	5	1	7	1	0	0	0	0	0
Hire	0	0	0											
Part Time to Full Time	0	0	0											
Promotion into Category	0	0	0											
Transfer from Other Agency	0	0	0											
Vol Demotion into Category	0	0	0											
Job Reclassification	0	0	0											
Campus Location Change	0	0	0											
Lateral Move into Category	0	0	0											
Data Correction (see note)	23	18	5	6	3	5	1	7	1	0	0	0	0	0
TOTAL INCREASES	23	18	5	6	3	5	1	7	1	0	0	0	0	0
Full Time to Part Time	0	0	0											
Promotion Out of Category	0	0	0											
Transfer to Other Agency	0	0	0											
Vol Demotion out of Category	0	0	0											
Job Reclassification	0	0	0											
Campus Location Change	0	0	0											
Lateral Move out of Category	0	0	0											
Resignation	0	0	0											
Retirement	0	0	0											
Death	0	0	0											
Dismissal	0	0	0											
Layoff	0	0	0											
Move to Durational Position	0	0	0											
Data Correction (see note)	0	0	0											
TOTAL REDUCTIONS	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Promo within Category	0	0	0											

Data Correction:
Moving Building & Grounds titles to new separate category.

EMPLOYMENT PROCESS ANALYSIS

Campus: **Storrs**
 EEO-6 Category: 4-Secretarial/Clerical
 Position Classification: Administrative Assistant
 Period Covered: 12/01/23 - 11/30/24

EMPLOYMENT PROCESS ANALYSIS	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISP MALE	HISP FEMALE	AAIANHNPI MALE	AAIANHNPI FEMALE	2+ Races Male	2+ Races Female	UNKNOWN
<i>Workforce Number</i>														
Current Filing	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Previous Filing	11	0	11	0	10	0	0	0	1	0	0	0	0	0
NET CHANGE	-11	0	-11	0	-10	0	0	0	-1	0	0	0	0	0
Hire	0	0	0											
Part Time to Full Time	0	0	0											
Promotion into Category	0	0	0											
Transfer from Other Agency	0	0	0											
Vol Demotion into Category	0	0	0											
Job Reclassification	0	0	0											
Campus Location Change	0	0	0											
Lateral Move into Category	0	0	0											
Data Correction (see note)	0	0	0											
TOTAL INCREASES	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Full Time to Part Time	0	0	0											
Promotion Out of Category	0	0	0											
Transfer to Other Agency	0	0	0											
Vol Demotion out of Category	0	0	0											
Job Reclassification	0	0	0											
Campus Location Change	0	0	0											
Lateral Move out of Category	0	0	0											
Resignation	0	0	0											
Retirement	2	0	2		2									
Death	0	0	0											
Dismissal	0	0	0											
Layoff	0	0	0											
Move to Durational Position	0	0	0											
Data Correction (see note)	9	0	9		8				1					
TOTAL REDUCTIONS	11	0	11	0	10	0	0	0	1	0	0	0	0	0
Promo within Category	0	0	0											

Data Correction:

Moving Adminstrative Assistants to Secretarial/Clerical All Titles category.

EMPLOYMENT PROCESS ANALYSIS

Campus: **Storrs**
 EEO-6 Category: 4-Secretarial/Clerical
 Position Classification: Office Assistant
 Period Covered: 12/01/23 - 11/30/24

EMPLOYMENT PROCESS ANALYSIS	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISP MALE	HISP FEMALE	AAIANHNP MALE	AAIANHNP FEMALE	2+ Races Male	2+ Races Female	UNKNOWN
<i>Workforce Number</i>														
Current Filing	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Previous Filing	14	1	13	1	12	0	1	0	0	0	0	0	0	0
NET CHANGE	-14	-1	-13	-1	-12	0	-1	0	0	0	0	0	0	0
Hire	2	0	2		1				1					
Part Time to Full Time	0	0	0											
Promotion into Category	0	0	0											
Transfer from Other Agency	0	0	0											
Vol Demotion into Category	0	0	0											
Job Reclassification	0	0	0											
Campus Location Change	0	0	0											
Lateral Move into Category	0	0	0											
Data Correction (see note)	0	0	0											
TOTAL INCREASES	2	0	2	0	1	0	0	0	1	0	0	0	0	0
Full Time to Part Time	0	0	0											
Promotion Out of Category	0	0	0											
Transfer to Other Agency	0	0	0											
Vol Demotion out of Category	0	0	0											
Job Reclassification	0	0	0											
Campus Location Change	0	0	0											
Lateral Move into Category	0	0	0											
Resignation	0	0	0											
Retirement	1	0	1		1									
Death	0	0	0											
Dismissal	0	0	0											
Layoff	0	0	0											
Move to Durational Position	0	0	0											
Data Correction (see note)	15	1	14	1	12		1		1					
TOTAL REDUCTIONS	16	1	15	1	13	0	1	0	1	0	0	0	0	0
Promo within Category	0	0	0											

Data Correction:

Moving Office Assistants to Secretarial/Clerical All Titles category.

EMPLOYMENT PROCESS ANALYSIS

Campus: **Storrs**
 EEO-6 Category: 4-Secretarial/Clerical
 Position Classification: Clerical All Titles

Period Covered: 12/01/23 - 11/30/24

EMPLOYMENT PROCESS ANALYSIS	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISP MALE	HISP FEMALE	AAIANHNPI MALE	AAIANHNPI FEMALE	2+ Races Male	2+ Races Female	UNKNOWN
<i>Workforce Number</i>														
Current Filing	52	2	50	2	45	0	1	0	3	0	0	0	1	0
Previous Filing	30	1	29	1	27	0	0	0	1	0	0	0	1	0
NET CHANGE	22	1	21	1	18	0	1	0	2	0	0	0	0	0
Hire	0	0	0											
Part Time to Full Time	0	0	0											
Promotion into Category	1	0	1		1									
Transfer from Other Agency	0	0	0											
Vol Demotion into Category	0	0	0											
Job Reclassification	0	0	0											
Campus Location Change	0	0	0											
Lateral Move into Category	0	0	0											
Data Correction (see note)	24	1	23	1	20		1		2					
TOTAL INCREASES	25	1	24	1	21	0	1	0	2	0	0	0	0	0
Full Time to Part Time	1	0	1		1									
Promotion Out of Category	2	0	2		2									
Transfer to Other Agency	0	0	0											
Vol Demotion out of Category	0	0	0											
Job Reclassification	0	0	0											
Campus Location Change	0	0	0											
Lateral Move out of Category	0	0	0											
Resignation	0	0	0											
Retirement	0	0	0											
Death	0	0	0											
Dismissal	0	0	0											
Layoff	0	0	0											
Move to Durational Position	0	0	0											
Data Correction (see note)	0	0	0											
TOTAL REDUCTIONS	3	0	3	0	3	0	0	0	0	0	0	0	0	0
Promo within Category	1	0	1		1									

Data Correction:

Administrative Assistant and Office Assistant titles moving from individual categories.

EMPLOYMENT PROCESS ANALYSIS

Campus: Storrs
 EEO-6 Category: 5-Technical/Paraprofessional
 Position Classification: All Titles
 Period Covered: 12/01/23 - 11/30/24

EMPLOYMENT PROCESS ANALYSIS	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISP MALE	HISP FEMALE	AAIANHNPI MALE	AAIANHNPI FEMALE	2+ Races Male	2+ Races Female	UNKNOWN
<i>Workforce Number</i>														
Current Filing	10	10	0	10	0	0	0	0	0	0	0	0	0	0
Previous Filing	8	8	0	8	0	0	0	0	0	0	0	0	0	0
NET CHANGE	2	2	0	2	0	0	0	0	0	0	0	0	0	0
Hire	2	2	0	2										
Part Time to Full Time	0	0	0											
Promotion into Category	0	0	0											
Transfer from Other Agency	0	0	0											
Vol Demotion into Category	0	0	0											
Job Reclassification	0	0	0											
Campus Location Change	0	0	0											
Lateral Move into Category	0	0	0											
Data Correction (see note)	0	0	0											
TOTAL INCREASES	2	2	0	2	0	0	0	0	0	0	0	0	0	0
Full Time to Part Time	0	0	0											
Promotion Out of Category	0	0	0											
Transfer to Other Agency	0	0	0											
Vol Demotion out of Category	0	0	0											
Job Reclassification	0	0	0											
Campus Location Change	0	0	0											
Lateral Move out of Category	0	0	0											
Resignation	0	0	0											
Retirement	0	0	0											
Death	0	0	0											
Dismissal	0	0	0											
Layoff	0	0	0											
Move to Durational Position	0	0	0											
Data Correction (see note)	0	0	0											
TOTAL REDUCTIONS	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Promo within Category	0	0	0											

Data Correction:

EMPLOYMENT PROCESS ANALYSIS

Campus:

Storrs

EEO-6 Category:

6-Qualified Craft Worker

Period Covered: 12/01/23 - 11/30/24

Position Classification:

Qualified Craft Titles

EMPLOYMENT PROCESS ANALYSIS	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISP MALE	HISP FEMALE	AAIANHNP MALE	AAIANHNP FEMALE	2+ Races Male	2+ Races Female	UNKNOWN
<i>Workforce Number</i>														
Current Filing	89	88	1	75	1	1	0	10	0	2	0	0	0	0
Previous Filing	92	90	2	79	2	1	0	8	0	2	0	0	0	0
NET CHANGE	-3	-2	-1	-4	-1	0	0	2	0	0	0	0	0	0
Hire	8	8	0	6				2						
Part Time to Full Time	0	0	0											
Promotion into Category	0	0	0											
Transfer from Other Agency	0	0	0											
Vol Demotion into Category	1	1	0	1										
Job Reclassification	0	0	0											
Campus Location Change	0	0	0											
Lateral Move into Category	0	0	0											
Data Correction (see note)	0	0	0											
TOTAL INCREASES	9	9	0	7	0	0	0	2	0	0	0	0	0	0
Full Time to Part Time	0	0	0											
Promotion Out of Category	3	2	1	2	1									
Transfer to Other Agency	2	2	0	2										
Vol Demotion out of Category	0	0	0											
Job Reclassification	0	0	0											
Campus Location Change	0	0	0											
Lateral Move into Category	1	1	0	1										
Resignation	5	5	0	5										
Retirement	1	1	0	1										
Death	0	0	0											
Dismissal	0	0	0											
Layoff	0	0	0											
Move to Durational Position	0	0	0											
Data Correction (see note)	0	0	0											
TOTAL REDUCTIONS	12	11	1	11	1	0	0	0	0	0	0	0	0	0
Promo within Category	3	3	0	3										

Data Correction:

EMPLOYMENT PROCESS ANALYSIS

Campus: Storrs
 EEO-6 Category: 7-Service Maintenance
 Position Classification: General Trade Worker

Period Covered: 12/01/23 - 11/30/24

EMPLOYMENT PROCESS ANALYSIS	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISP MALE	HISP FEMALE	AAIANHNPI MALE	AAIANHNPI FEMALE	2+ Races Male	2+ Races Female	UNKNOWN
<i>Workforce Number</i>														
Current Filing	21	19	2	13	2	3	0	3	0	0	0	0	0	0
Previous Filing	24	22	2	16	2	3	0	3	0	0	0	0	0	0
NET CHANGE	-3	-3	0	-3	0	0	0	0	0	0	0	0	0	0
Hire	0	0	0											
Part Time to Full Time	0	0	0											
Promotion into Category	1	0	1		1									
Transfer from Other Agency	0	0	0											
Vol Demotion into Category	0	0	0											
Job Reclassification	0	0	0											
Campus Location Change	0	0	0											
Lateral Move into Category	0	0	0											
Data Correction (see note)	0	0	0											
TOTAL INCREASES	1	0	1	0	1	0	0	0	0	0	0	0	0	0
Full Time to Part Time	0	0	0											
Promotion Out of Category	0	0	0											
Transfer to Other Agency	1	1	0	1										
Vol Demotion out of Category	0	0	0											
Job Reclassification	0	0	0											
Campus Location Change	0	0	0											
Lateral Move out of Category	0	0	0											
Resignation	0	0	0											
Retirement	3	2	1	2	1									
Death	0	0	0											
Dismissal	0	0	0											
Layoff	0	0	0											
Move to Durational Position	0	0	0											
Data Correction (see note)	0	0	0											
TOTAL REDUCTIONS	4	3	1	3	1	0	0	0	0	0	0	0	0	0
Promo within Category	0	0	0											

Data Correction:

EMPLOYMENT PROCESS ANALYSIS

Campus: **Storrs**
 EEO-6 Category: 7-Service Maintenance
 Position Classification: Lead Custodian
 Period Covered: 12/01/23 - 11/30/24

EMPLOYMENT PROCESS ANALYSIS	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISP MALE	HISP FEMALE	AAIANHNPI MALE	AAIANHNPI FEMALE	2+ Races Male	2+ Races Female	UNKNOWN
<i>Workforce Number</i>														
Current Filing	18	11	7	3	5	1	0	7	2	0	0	0	0	0
Previous Filing	21	14	7	4	5	1	0	9	2	0	0	0	0	0
NET CHANGE	-3	-3	0	-1	0	0	0	-2	0	0	0	0	0	0
Hire	0	0	0											
Part Time to Full Time	0	0	0											
Promotion into Category	0	0	0											
Transfer from Other Agency	0	0	0											
Vol Demotion into Category	0	0	0											
Job Reclassification	0	0	0											
Campus Location Change	0	0	0											
Lateral Move into Category	0	0	0											
Data Correction (see note)	0	0	0											
TOTAL INCREASES	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Full Time to Part Time	0	0	0											
Promotion Out of Category	2	2	0					2						
Transfer to Other Agency	0	0	0											
Vol Demotion out of Category	0	0	0											
Job Reclassification	0	0	0											
Campus Location Change	0	0	0											
Lateral Move into Category	0	0	0											
Resignation	0	0	0											
Retirement	1	1	0	1										
Death	0	0	0											
Dismissal	0	0	0											
Layoff	0	0	0											
Move to Durational Position	0	0	0											
Data Correction (see note)	0	0	0											
TOTAL REDUCTIONS	3	3	0	1	0	0	0	2	0	0	0	0	0	0
Promo within Category	0	0	0											

Data Correction:

EMPLOYMENT PROCESS ANALYSIS

Campus: **Storrs**
 EEO-6 Category: 7-Service Maintenance
 Position Classification: Custodian

Period Covered: 12/01/23 - 11/30/24

EMPLOYMENT PROCESS ANALYSIS	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISP MALE	HISP FEMALE	AAIANHNPI MALE	AAIANHNPI FEMALE	2+ Races Male	2+ Races Female	UNKNOWN
<i>Workforce Number</i>														
Current Filing	108	68	39	25	10	3	0	39	27	1	2	0	0	1
Previous Filing	114	72	42	27	9	4	0	40	31	1	2	0	0	0
NET CHANGE	-6	-4	-3	-2	1	-1	0	-1	-4	0	0	0	0	1
Hire	7	2	4		3			2	1					1
Part Time to Full Time	0	0	0											
Promotion into Category	0	0	0											
Transfer from Other Agency	0	0	0											
Vol Demotion into Category	0	0	0											
Job Reclassification	0	0	0											
Campus Location Change	0	0	0											
Lateral Move into Category	0	0	0											
Data Correction (see note)	0	0	0											
TOTAL INCREASES	7	2	4	0	3	0	0	2	1	0	0	0	0	1
Full Time to Part Time	0	0	0											
Promotion Out of Category	3	2	1		1	1		1						
Transfer to Other Agency	1	1	0					1						
Vol Demotion out of Category	0	0	0											
Job Reclassification	0	0	0											
Campus Location Change	0	0	0											
Lateral Move out of Category	0	0	0											
Resignation	8	2	6	1	1			1	5					
Retirement	1	1	0	1										
Death	0	0	0											
Dismissal	0	0	0											
Layoff	0	0	0											
Move to Durational Position	0	0	0											
Data Correction (see note)	0	0	0											
TOTAL REDUCTIONS	13	6	7	2	2	1	0	3	5	0	0	0	0	0
Promo within Category	0	0	0											

Data Correction:

EMPLOYMENT PROCESS ANALYSIS

Campus: **Storrs**
 EEO-6 Category: 7-Service Maintenance
 Position Classification: Service Maintenance Titles

Period Covered: 12/01/23 - 11/30/24

EMPLOYMENT PROCESS ANALYSIS	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISP MALE	HISP FEMALE	AAIANHNPI MALE	AAIANHNPI FEMALE	2+ Races Male	2+ Races Female	UNKNOWN
<i>Workforce Number</i>														
Current Filing	111	93	18	74	17	5	0	9	1	2	0	3	0	0
Previous Filing	106	88	18	75	16	4	0	5	2	2	0	2	0	0
NET CHANGE	5	5	0	-1	1	1	0	4	-1	0	0	1	0	0
Hire	6	4	2	3	2							1		
Part Time to Full Time	0	0	0											
Promotion into Category	7	6	1	2	1	1		3						
Transfer from Other Agency	0	0	0											
Vol Demotion into Category	1	1	0					1						
Job Reclassification	0	0	0											
Campus Location Change	0	0	0											
Lateral Move into Category	1	1	0	1										
Data Correction	0	0	0											
TOTAL INCREASES	15	12	3	6	3	1	0	4	0	0	0	1	0	0
Full Time to Part Time	0	0	0											
Promotion Out of Category	1	0	1		1									
Transfer to Other Agency	0	0	0											
Vol Demotion out of Category	1	1	0	1										
Job Reclassification	0	0	0											
Campus Location Change	0	0	0											
Lateral Move out of Category	0	0	0											
Resignation	5	3	2	3	1				1					
Retirement	3	3	0	3										
Death	0	0	0											
Dismissal	0	0	0											
Layoff	0	0	0											
Move to Durational Position	0	0	0											
Data Correction (see note)	0	0	0											
TOTAL REDUCTIONS	10	7	3	7	2	0	0	0	1	0	0	0	0	0
Promo within Category	18	17	1	14	1	1				1		1		

Data Correction:

EMPLOYMENT PROCESS ANALYSIS

Campus: **Hartford**
 EEO-6 Category: 4-Secretarial/Clerical
 Position Classification: All Titles

Period Covered: 12/01/23 - 11/30/24

EMPLOYMENT PROCESS ANALYSIS	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISP MALE	HISP FEMALE	AAIANHNPI MALE	AAIANHNPI FEMALE	2+ Races Male	2+ Races Female	UNKNOWN
<i>Workforce Number</i>														
Current Filing	7	5	2	3	1	1	1	1	0	0	0	0	0	0
Previous Filing	10	4	6	3	3	1	3	0	0	0	0	0	0	0
NET CHANGE	-3	1	-4	0	-2	0	-2	1	0	0	0	0	0	0
Hire	0	0	0											
Part Time to Full Time	0	0	0											
Promotion into Category	1	1	0					1						
Transfer from Other Agency	0	0	0											
Vol Demotion into Category	0	0	0											
Job Reclassification	0	0	0											
Campus Location Change	0	0	0											
Lateral Move into Category	0	0	0											
Data Correction (see note)	0	0	0											
TOTAL INCREASES	1	1	0	0	0	0	0	1	0	0	0	0	0	0
Full Time to Part Time	0	0	0											
Promotion Out of Category	1	0	1				1							
Transfer to Other Agency	0	0	0											
Vol Demotion out of Category	0	0	0											
Job Reclassification	0	0	0											
Campus Location Change	3	0	3		2		1							
Lateral Move out of Category	0	0	0											
Resignation	0	0	0											
Retirement	0	0	0											
Death	0	0	0											
Dismissal	0	0	0											
Layoff	0	0	0											
Move to Durational Position	0	0	0											
Data Correction (see note)	0	0	0											
TOTAL REDUCTIONS	4	0	4	0	2	0	2	0	0	0	0	0	0	0
Promo within Category	0	0	0											

Data Correction:

EMPLOYMENT PROCESS ANALYSIS

Campus: **Hartford**
 EEO-6 Category: 6-Qualified Craft Worker
 Position Classification: All Titles

Period Covered: 12/01/23 - 11/30/24

EMPLOYMENT PROCESS ANALYSIS	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISP MALE	HISP FEMALE	AAIANHNPI MALE	AAIANHNPI FEMALE	2+ Races Male	2+ Races Female	UNKNOWN
<i>Workforce Number</i>														
Current Filing	2	2	0	1	0	0	0	1	0	0	0	0	0	0
Previous Filing	1	1	0	0	0	0	0	1	0	0	0	0	0	0
NET CHANGE	1	1	0	1	0	0	0	0	0	0	0	0	0	0
Hire	1	1	0	1										
Part Time to Full Time	0	0	0											
Promotion into Category	0	0	0											
Transfer from Other Agency	0	0	0											
Vol Demotion into Category	0	0	0											
Job Reclassification	0	0	0											
Campus Location Change	0	0	0											
Lateral Move into Category	0	0	0											
Data Correction (see note)	0	0	0											
TOTAL INCREASES	1	1	0	1	0	0	0	0	0	0	0	0	0	0
Full Time to Part Time	0	0	0											
Promotion Out of Category	0	0	0											
Transfer to Other Agency	0	0	0											
Vol Demotion out of Category	0	0	0											
Job Reclassification	0	0	0											
Campus Location Change	0	0	0											
Lateral Move out of Category	0	0	0											
Resignation	0	0	0											
Retirement	0	0	0											
Death	0	0	0											
Dismissal	0	0	0											
Layoff	0	0	0											
Move to Durational Position	0	0	0											
Data Correction (see note)	0	0	0											
TOTAL REDUCTIONS	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Promo within Category	0	0	0											

Data Correction:

EMPLOYMENT PROCESS ANALYSIS

Campus: **Hartford**
 EEO-6 Category: 7-Service Maintenance
 Position Classification: All Titles

Period Covered: 12/01/23 - 11/30/24

EMPLOYMENT PROCESS ANALYSIS	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISP MALE	HISP FEMALE	AAIANHNPI MALE	AAIANHNPI FEMALE	2+ Races Male	2+ Races Female	UNKNOWN
<i>Workforce Number</i>														
Current Filing	2	2	0	1	0	0	0	0	0	0	0	1	0	0
Previous Filing	2	2	0	1	0	0	0	0	0	0	0	1	0	0
NET CHANGE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Hire	0	0	0											
Part Time to Full Time	0	0	0											
Promotion into Category	0	0	0											
Transfer from Other Agency	0	0	0											
Vol Demotion into Category	0	0	0											
Job Reclassification	0	0	0											
Campus Location Change	0	0	0											
Lateral Move into Category	0	0	0											
Data Correction (see note)	0	0	0											
TOTAL INCREASES	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Full Time to Part Time	0	0	0											
Promotion Out of Category	0	0	0											
Transfer to Other Agency	0	0	0											
Vol Demotion out of Category	0	0	0											
Job Reclassification	0	0	0											
Campus Location Change	0	0	0											
Lateral Move out of Category	0	0	0											
Resignation	0	0	0											
Retirement	0	0	0											
Death	0	0	0											
Dismissal	0	0	0											
Layoff	0	0	0											
Move to Durational Position	0	0	0											
Data Correction (see note)	0	0	0											
TOTAL REDUCTIONS	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Promo within Category	0	0	0											

Data Correction:

EMPLOYMENT PROCESS ANALYSIS

Campus: **Avery Point**
 EEO-6 Category: 4-Secretarial/Clerical
 Position Classification: All Titles
 Period Covered: 12/01/23 - 11/30/24

EMPLOYMENT PROCESS ANALYSIS	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISP MALE	HISP FEMALE	AAIANHNPI MALE	AAIANHNPI FEMALE	2+ Races Male	2+ Races Female	UNKNOWN
<i>Workforce Number</i>														
Current Filing	2	0	2	0	2	0	0	0	0	0	0	0	0	0
Previous Filing	1	0	1	0	1	0	0	0	0	0	0	0	0	0
NET CHANGE	1	0	1	0	1	0	0	0	0	0	0	0	0	0
Hire	0	0	0											
Part Time to Full Time	0	0	0											
Promotion into Category	0	0	0											
Transfer from Other Agency	0	0	0											
Vol Demotion into Category	0	0	0											
Job Reclassification	0	0	0											
Campus Location Change	1	0	1		1									
Lateral Move into Category	0	0	0											
Data Correction (see note)	0	0	0											
TOTAL INCREASES	1	0	1	0	1	0	0	0	0	0	0	0	0	0
Full Time to Part Time	0	0	0											
Promotion Out of Category	0	0	0											
Transfer to Other Agency	0	0	0											
Vol Demotion out of Category	0	0	0											
Job Reclassification	0	0	0											
Campus Location Change	0	0	0											
Lateral Move out of Category	0	0	0											
Resignation	0	0	0											
Retirement	0	0	0											
Death	0	0	0											
Dismissal	0	0	0											
Layoff	0	0	0											
Move to Durational Position	0	0	0											
Data Correction (see note)	0	0	0											
TOTAL REDUCTIONS	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Promo within Category	0	0	0											

Data Correction:

EMPLOYMENT PROCESS ANALYSIS

Campus: **Avery Point**
 EEO-6 Category: 5-Technical/Paraprofessional
 Position Classification: All Titles

Period Covered: 12/01/23 - 11/30/24

EMPLOYMENT PROCESS ANALYSIS	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISP MALE	HISP FEMALE	AAIANHNPI MALE	AAIANHNPI FEMALE	2+ Races Male	2+ Races Female	UNKNOWN
<i>Workforce Number</i>														
Current Filing	1	1	0	1	0	0	0	0	0	0	0	0	0	0
Previous Filing	1	1	0	1	0	0	0	0	0	0	0	0	0	0
NET CHANGE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Hire	0	0	0											
Part Time to Full Time	0	0	0											
Promotion into Category	0	0	0											
Transfer from Other Agency	0	0	0											
Vol Demotion into Category	0	0	0											
Job Reclassification	0	0	0											
Campus Location Change	0	0	0											
Lateral Move into Category	0	0	0											
Data Correction (see note)	0	0	0											
TOTAL INCREASES	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Full Time to Part Time	0	0	0											
Promotion Out of Category	0	0	0											
Transfer to Other Agency	0	0	0											
Vol Demotion out of Category	0	0	0											
Job Reclassification	0	0	0											
Campus Location Change	0	0	0											
Lateral Move out of Category	0	0	0											
Resignation	0	0	0											
Retirement	0	0	0											
Death	0	0	0											
Dismissal	0	0	0											
Layoff	0	0	0											
Move to Durational Position	0	0	0											
Data Correction (see note)	0	0	0											
TOTAL REDUCTIONS	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Promo within Category	0	0	0											

Data Correction:

EMPLOYMENT PROCESS ANALYSIS

Campus: **Avery Point**
 EEO-6 Category: 6-Qualified Craft Worker
 Position Classification: All Titles

Period Covered: 12/01/23 - 11/30/24

EMPLOYMENT PROCESS ANALYSIS	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISP MALE	HISP FEMALE	AAIANHNPI MALE	AAIANHNPI FEMALE	2+ Races Male	2+ Races Female	UNKNOWN
<i>Workforce Number</i>														
Current Filing	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Previous Filing	0	0	0	0	0	0	0	0	0	0	0	0	0	0
NET CHANGE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Hire	0	0	0											
Part Time to Full Time	0	0	0											
Promotion into Category	0	0	0											
Transfer from Other Agency	0	0	0											
Vol Demotion into Category	0	0	0											
Job Reclassification	0	0	0											
Campus Location Change	0	0	0											
Lateral Move into Category	0	0	0											
Data Correction (see note)	0	0	0											
TOTAL INCREASES	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Full Time to Part Time	0	0	0											
Promotion Out of Category	0	0	0											
Transfer to Other Agency	0	0	0											
Vol Demotion out of Category	0	0	0											
Job Reclassification	0	0	0											
Campus Location Change	0	0	0											
Lateral Move out of Category	0	0	0											
Resignation	0	0	0											
Retirement	0	0	0											
Death	0	0	0											
Dismissal	0	0	0											
Layoff	0	0	0											
Move to Durational Position	0	0	0											
Data Correction (see note)	0	0	0											
TOTAL REDUCTIONS	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Promo within Category	0	0	0											

Data Correction:

EMPLOYMENT PROCESS ANALYSIS

Campus: Avery Point
 EEO-6 Category: 7-Service Maintenance
 Position Classification: All Titles

Period Covered: 12/01/23 - 11/30/24

EMPLOYMENT PROCESS ANALYSIS	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISP MALE	HISP FEMALE	AAIANHNPI MALE	AAIANHNPI FEMALE	2+ Races Male	2+ Races Female	UNKNOWN
Workforce Number														
Current Filing	4	3	1	3	1	0	0	0	0	0	0	0	0	0
Previous Filing	4	4	0	4	0	0	0	0	0	0	0	0	0	0
NET CHANGE	0	-1	1	-1	1	0	0	0	0	0	0	0	0	0
Hire	1	0	1		1									
Part Time to Full Time	0	0	0											
Promotion into Category	0	0	0											
Transfer from Other Agency	0	0	0											
Vol Demotion into Category	0	0	0											
Job Reclassification	0	0	0											
Campus Location Change	0	0	0											
Lateral Move into Category	0	0	0											
Data Correction (see note)	0	0	0											
TOTAL INCREASES	1	0	1	0	1	0	0	0	0	0	0	0	0	0
Full Time to Part Time	0	0	0											
Promotion Out of Category	0	0	0											
Transfer to Other Agency	0	0	0											
Vol Demotion out of Category	0	0	0											
Job Reclassification	0	0	0											
Campus Location Change	0	0	0											
Lateral Move out of Category	0	0	0											
Resignation	0	0	0											
Retirement	1	1	0	1										
Death	0	0	0											
Dismissal	0	0	0											
Layoff	0	0	0											
Move to Durational Position	0	0	0											
Data Correction (see note)	0	0	0											
TOTAL REDUCTIONS	1	1	0	1	0	0	0	0	0	0	0	0	0	0
Promo within Category	0	0	0											

Data Correction:

EMPLOYMENT PROCESS ANALYSIS

Campus: **Stamford**
 EEO-6 Category: 4-Secretarial/Clerical
 Position Classification: All Titles

Period Covered: 12/01/23 - 11/30/24

EMPLOYMENT PROCESS ANALYSIS	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISP MALE	HISP FEMALE	AAIANHNPI MALE	AAIANHNPI FEMALE	2+ Races Male	2+ Races Female	UNKNOWN
<i>Workforce Number</i>														
Current Filing	2	0	2	0	0	0	0	0	2	0	0	0	0	0
Previous Filing	2	0	2	0	0	0	0	0	2	0	0	0	0	0
NET CHANGE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Hire	0	0	0											
Part Time to Full Time	0	0	0											
Promotion into Category	0	0	0											
Transfer from Other Agency	0	0	0											
Vol Demotion into Category	0	0	0											
Job Reclassification	0	0	0											
Campus Location Change	0	0	0											
Lateral Move into Category	0	0	0											
Data Correction (see note)	0	0	0											
TOTAL INCREASES	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Full Time to Part Time	0	0	0											
Promotion Out of Category	0	0	0											
Transfer to Other Agency	0	0	0											
Vol Demotion out of Category	0	0	0											
Job Reclassification	0	0	0											
Campus Location Change	0	0	0											
Lateral Move out of Category	0	0	0											
Resignation	0	0	0											
Retirement	0	0	0											
Death	0	0	0											
Dismissal	0	0	0											
Layoff	0	0	0											
Move to Durational Position	0	0	0											
Data Correction (see note)	0	0	0											
TOTAL REDUCTIONS	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Promo within Category	0	0	0											

Data Correction:

EMPLOYMENT PROCESS ANALYSIS

Campus: **Stamford**
 EEO-6 Category: 7-Service Maintenance
 Position Classification: All Titles

Period Covered: 12/01/23 - 11/30/24

EMPLOYMENT PROCESS ANALYSIS	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISP MALE	HISP FEMALE	AAIANHNPI MALE	AAIANHNPI FEMALE	2+ Races Male	2+ Races Female	UNKNOWN
<i>Workforce Number</i>														
Current Filing	1	1	0	1	0	0	0	0	0	0	0	0	0	0
Previous Filing	1	1	0	1	0	0	0	0	0	0	0	0	0	0
NET CHANGE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Hire	0	0	0											
Part Time to Full Time	0	0	0											
Promotion into Category	0	0	0											
Transfer from Other Agency	0	0	0											
Vol Demotion into Category	0	0	0											
Job Reclassification	0	0	0											
Campus Location Change	0	0	0											
Lateral Move into Category	0	0	0											
Data Correction (see note)	0	0	0											
TOTAL INCREASES	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Full Time to Part Time	0	0	0											
Promotion Out of Category	0	0	0											
Transfer to Other Agency	0	0	0											
Vol Demotion out of Category	0	0	0											
Job Reclassification	0	0	0											
Campus Location Change	0	0	0											
Lateral Move out of Category	0	0	0											
Resignation	0	0	0											
Retirement	0	0	0											
Death	0	0	0											
Dismissal	0	0	0											
Layoff	0	0	0											
Move to Durational Position	0	0	0											
Data Correction (see note)	0	0	0											
TOTAL REDUCTIONS	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Promo within Category	0	0	0											

Data Correction:

EMPLOYMENT PROCESS ANALYSIS

Campus: **Waterbury**
 EEO-6 Category: 4-Secretarial/Clerical
 Position Classification: All titles

Period Covered: 12/01/23 - 11/30/24

EMPLOYMENT PROCESS ANALYSIS	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISP MALE	HISP FEMALE	AAIANHNPI MALE	AAIANHNPI FEMALE	2+ Races Male	2+ Races Female	UNKNOWN
<i>Workforce Number</i>														
Current Filing	2	0	2	0	1	0	1	0	0	0	0	0	0	0
Previous Filing	0	0	0	0	0	0	0	0	0	0	0	0	0	0
NET CHANGE	2	0	2	0	1	0	1	0	0	0	0	0	0	0
Hire	0	0	0											
Part Time to Full Time	0	0	0											
Promotion into Category	0	0	0											
Transfer from Other Agency	0	0	0											
Vol Demotion into Category	0	0	0											
Job Reclassification	0	0	0											
Campus Location Change	2	0	2		1		1							
Lateral Move into Category	0	0	0											
Data Correction (see note)	0	0	0											
TOTAL INCREASES	2	0	2	0	1	0	1	0	0	0	0	0	0	0
Full Time to Part Time	0	0	0											
Promotion Out of Category	0	0	0											
Transfer to Other Agency	0	0	0											
Vol Demotion out of Category	0	0	0											
Job Reclassification	0	0	0											
Campus Location Change	0	0	0											
Lateral Move out of Category	0	0	0											
Resignation	0	0	0											
Retirement	0	0	0											
Death	0	0	0											
Dismissal	0	0	0											
Layoff	0	0	0											
Move to Durational Position	0	0	0											
Data Correction (see note)	0	0	0											
TOTAL REDUCTIONS	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Promo within Category	0	0	0											

Data Correction:

EMPLOYMENT PROCESS ANALYSIS

Campus: **Waterbury**
 EEO-6 Category: 5 - Technical Paraprofessional
 Position Classification: All Titles

Period Covered: 12/01/23 - 11/30/24

EMPLOYMENT PROCESS ANALYSIS	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISP MALE	HISP FEMALE	AAIANHNPI MALE	AAIANHNPI FEMALE	2+ Races Male	2+ Races Female	UNKNOWN
<i>Workforce Number</i>														
Current Filing	2	0	2	0	0	0	1	0	1	0	0	0	0	0
Previous Filing	2	0	2	0	0	0	1	0	1	0	0	0	0	0
NET CHANGE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Hire	0	0	0											
Part Time to Full Time	0	0	0											
Promotion into Category	0	0	0											
Transfer from Other Agency	0	0	0											
Vol Demotion into Category	0	0	0											
Job Reclassification	0	0	0											
Campus Location Change	0	0	0											
Lateral Move into Category	0	0	0											
Data Correction (see note)	0	0	0											
TOTAL INCREASES	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Full Time to Part Time	0	0	0											
Promotion Out of Category	0	0	0											
Transfer to Other Agency	0	0	0											
Vol Demotion out of Category	0	0	0											
Job Reclassification	0	0	0											
Campus Location Change	0	0	0											
Lateral Move out of Category	0	0	0											
Resignation	0	0	0											
Retirement	0	0	0											
Death	0	0	0											
Dismissal	0	0	0											
Layoff	0	0	0											
Move to Durational Position	0	0	0											
Data Correction (see note)	0	0	0											
TOTAL REDUCTIONS	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Promo within Category	0	0	0											

Data Correction:

EMPLOYMENT PROCESS ANALYSIS

Campus: **Waterbury**
 EEO-6 Category: 7-Maintenance/Service
 Position Classification: Remaining Titles

Period Covered: 12/01/23 - 11/30/24

EMPLOYMENT PROCESS ANALYSIS	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISP MALE	HISP FEMALE	AAIANHNPI MALE	AAIANHNPI FEMALE	2+ Races Male	2+ Races Female	UNKNOWN
<i>Workforce Number</i>														
Current Filing	2	2	0	2	0	0	0	0	0	0	0	0	0	0
Previous Filing	1	1	0	1	0	0	0	0	0	0	0	0	0	0
NET CHANGE	1	1	0	1	0	0	0	0	0	0	0	0	0	0
Hire	1	1	0	1										
Part Time to Full Time	0	0	0											
Promotion into Category	0	0	0											
Transfer from Other Agency	0	0	0											
Vol Demotion into Category	0	0	0											
Job Reclassification	0	0	0											
Campus Location Change	0	0	0											
Lateral Move into Category	0	0	0											
Data Correction (see note)	0	0	0											
TOTAL INCREASES	1	1	0	1	0	0	0	0	0	0	0	0	0	0
Full Time to Part Time	0	0	0											
Promotion Out of Category	0	0	0											
Transfer to Other Agency	0	0	0											
Vol Demotion out of Category	0	0	0											
Job Reclassification	0	0	0											
Campus Location Change	0	0	0											
Lateral Move out of Category	0	0	0											
Resignation	0	0	0											
Retirement	0	0	0											
Death	0	0	0											
Dismissal	0	0	0											
Layoff	0	0	0											
Move to Durational Position	0	0	0											
Data Correction (see note)	0	0	0											
TOTAL REDUCTIONS	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Promo within Category	0	0	0											

Data Correction:

APPLICANT FLOW ANALYSIS - Hires

March 30, 2025

Campus: Total University
 EEO-6 Category: 1-Executive/Managerial
 Position Classification: Remaining Titles

APPLICANT FLOW	GRAND	TOTAL	TOTAL	WHITE	WHITE	BLACK	BLACK	HISP	HISP	AAIANHPI	AAIANHPI	2+ Races	2+ Races	Unknown	
ANALYSIS	TOTAL	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	Male	Female	Unknown	
Intra-Agency	0	0	0												A
Outside Agency	0	0	0												B
Reemployment List	0	0	0												C
Cert. Employment List	0	0	0												D
Transfer List	0	0	0												E
Other Applicants	211	69	44	54	31	7	5	2	3	6	4		1	98	F
TOTAL APPLICANTS	211	69	44	54	31	7	5	2	3	6	4	0	1	98	G
Total Rejected Applicants	10	3	5	3	4		1							2	H
TOTAL QUALIFIED APPLICANTS	201	66	39	51	27	7	4	2	3	6	4	0	1	96	I
Total Applicants for Exam	0	0	0												J
Total Rejected/Not Qualified	0	0	0												K
Total Passing Exam	0	0	0												L
Total Tested	0	0	0												M
TOTAL INTERVIEWED	31	18	5	14	2	3	1	0	1	1	1	0	0	8	O
Not Offered Position	28	16	4	14	1	2	1	0	1	0	1	0	0	8	P
Offered Position	3	2	1	0	1	1	0	0	0	1	0	0	0	0	Q
Refused Position	0	0	0												R
TOTAL ACCESSIONS	3	2	1	0	1	1	0	0	0	1	0	0	0	0	S

APPLICANT FLOW ANALYSIS - Hires

March 30, 2024

Campus: Total University
EEO-6 Category: 1-Executive/Managerial
Position Classification: University Director

APPLICANT FLOW	GRAND	TOTAL	TOTAL	WHITE	WHITE	BLACK	BLACK	HISP	HISP	AAIANHPI	AAIANHPI	2+ Races	2+ Races	Unknown	
ANALYSIS	TOTAL	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	Male	Female	Unknown	
Intra-Agency	0	0	0												A
Outside Agency	0	0	0												B
Reemployment List	0	0	0												C
Cert. Employment List	0	0	0												D
Transfer List	0	0	0												E
Other Applicants	37	27	5	18	4	0	0	3	0	6	1	0	0	5	F
TOTAL APPLICANTS	37	27	5	18	4	0	0	3	0	6	1	0	0	5	G
Total Rejected Applicants	20	14	4	9	3	0	0	1	0	4	1	0	0	2	H
TOTAL QUALIFIED APPLICANTS	17	13	1	9	1	0	0	2	0	2	0	0	0	3	I
Total Applicants for Exam	0	0	0												J
Total Rejected/Not Qualified	0	0	0												K
Total Passing Exam	0	0	0												L
Total Tested	0	0	0												M
TOTAL INTERVIEWED	10	6	1	4	1	0	0	1	0	1	0	0	0	3	O
Not Offered Position	8	5	1	3	1	0	0	1	0	1	0	0	0	2	P
Offered Position	2	1	0	1	0	0	0	0	0	0	0	0	0	1	Q
Refused Position	0	0	0												R
TOTAL ACCESSIONS	2	1	0	1	0	0	0	0	0	0	0	0	0	1	S

APPLICANT FLOW ANALYSIS - Hires

March 30, 2024

Campus: Total University
EEO-6 Category: 2 - Faculty
Position Classification: Professor

APPLICANT FLOW	GRAND	TOTAL	TOTAL	WHITE	WHITE	BLACK	BLACK	HISP	HISP	AAIANHPI	AAIANHPI	2+ Races	2+ Races	Unknown	
ANALYSIS	TOTAL	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	Male	Female	Unknown	
Intra-Agency	0	0	0												A
Outside Agency	0	0	0												B
Reemployment List	0	0	0												C
Cert. Employment List	0	0	0												D
Transfer List	0	0	0												E
Other Applicants	54	35	16	23	10	1	1	1	3	10	2	0	0	3	F
TOTAL APPLICANTS	54	35	16	23	10	1	1	1	3	10	2	0	0	3	G
Total Rejected Applicants	18	12	4	8	2	1	1		1	3				2	H
TOTAL QUALIFIED APPLICANTS	36	23	12	15	8	0	0	1	2	7	2	0	0	1	I
Total Applicants for Exam	0	0	0												J
Total Rejected/Not Qualified	0	0	0												K
Total Passing Exam	0	0	0												L
Total Tested	0	0	0												M
TOTAL INTERVIEWED	25	15	10	9	7	0	0	1	1	5	2	0	0	0	O
Not Offered Position	15	11	4	6	3	0	0	0	0	5	1	0	0	0	P
Offered Position	10	4	6	3	4	0	0	1	1	0	1	0	0	0	Q
Refused Position	0	0	0												R
TOTAL ACCESSIONS	10	4	6	3	4	0	0	1	1	0	1	0	0	0	S

APPLICANT FLOW ANALYSIS - Hires

March 30, 2024

Campus: Total University
EEO-6 Category: 2 - Faculty
Position Classification: Associate Professor

APPLICANT FLOW	GRAND	TOTAL	TOTAL	WHITE	WHITE	BLACK	BLACK	HISP	HISP	AAIANHPI	AAIANHPI	2+ Races	2+ Races	Unknown	
ANALYSIS	TOTAL	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	Male	Female	Unknown	
Intra-Agency	0	0	0												A
Outside Agency	0	0	0												B
Reemployment List	0	0	0												C
Cert. Employment List	0	0	0												D
Transfer List	0	0	0												E
Other Applicants	716	505	139	147	55	8	5	14	6	333	71	3	2	72	F
TOTAL APPLICANTS	716	505	139	147	55	8	5	14	6	333	71	3	2	72	G
Total Rejected Applicants	184	121	38	53	17	3	4	5	3	58	12	2	2	25	H
TOTAL QUALIFIED APPLICANTS	532	384	101	94	38	5	1	9	3	275	59	1	0	47	I
Total Applicants for Exam	0	0	0												J
Total Rejected/Not Qualified	0	0	0												K
Total Passing Exam	0	0	0												L
Total Tested	0	0	0												M
TOTAL INTERVIEWED	52	29	17	12	11	0	0	0	0	17	6	0	0	6	O
Not Offered Position	31	22	7	7	3	0	0	0	0	15	4	0	0	2	P
Offered Position	21	7	10	5	8	0	0	0	0	2	2	0	0	4	Q
Refused Position	6	1	2	1	2	0	0	0	0	0	0	0	0	3	R
TOTAL ACCESSIONS	15	6	8	4	6	0	0	0	0	2	2	0	0	1	S

APPLICANT FLOW ANALYSIS - Hires

March 30, 2024

Campus: Total University
 EEO-6 Category: 2-Faculty
 Position Classification: Assistant Professor Titles

APPLICANT FLOW	GRAND	TOTAL	TOTAL	WHITE	WHITE	BLACK	BLACK	HISP	HISP	AAIANHPI	AAIANHPI	2+ Races	2+ Races	Unknown	
ANALYSIS	TOTAL	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	Male	Female	Unknown	
Intra-Agency	0	0	0												A
Outside Agency	0	0	0												B
Reemployment List	0	0	0												C
Cert. Employment List	0	0	0												D
Transfer List	0	0	0												E
Other Applicants	2988	1585	839	702	382	62	17	132	69	661	347	28	24	564	F
TOTAL APPLICANTS	2988	1585	839	702	382	62	17	132	69	661	347	28	24	564	G
Total Rejected Applicants	1475	775	426	345	186	43	10	59	30	316	189	12	11	274	H
TOTAL QUALIFIED APPLICANTS	1513	810	413	357	196	19	7	73	39	345	158	16	13	290	I
Total Applicants for Exam	0	0	0												J
Total Rejected/Not Qualified	0	0	0												K
Total Passing Exam	0	0	0												L
Total Tested	0	0	0												M
TOTAL INTERVIEWED	438	198	152	83	66	3	2	24	21	82	55	6	8	88	O
Not Offered Position	396	176	134	67	60	3	2	23	18	78	46	5	8	86	P
Offered Position	42	22	18	16	6	0	0	1	3	4	9	1	0	2	Q
Refused Position	2	1	1	0	0	0	0	0	0	1	1	0	0	0	R
TOTAL ACCESSIONS	40	21	17	16	6	0	0	1	3	3	8	1	0	2	S

APPLICANT FLOW ANALYSIS - Hires

March 30, 2024

Campus: Total University
EEO-6 Category: 2-Faculty
Position Classification: Extension & Instructor

APPLICANT FLOW	GRAND	TOTAL	TOTAL	WHITE	WHITE	BLACK	BLACK	HISP	HISP	AAIANHPI	AAIANHPI	2+ Races	2+ Races	Unknown	
ANALYSIS	TOTAL	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	Male	Female	Unknown	
Intra-Agency	0	0	0												A
Outside Agency	0	0	0												B
Reemployment List	0	0	0												C
Cert. Employment List	0	0	0												D
Transfer List	0	0	0												E
Other Applicants	123	54	57	28	33	3	5	1	5	21	13	1	1	12	F
TOTAL APPLICANTS	123	54	57	28	33	3	5	1	5	21	13	1	1	12	G
Total Rejected Applicants	55	28	21	18	11	1	5		2	9	3			6	H
TOTAL QUALIFIED APPLICANTS	68	26	36	10	22	2	0	1	3	12	10	1	1	6	I
Total Applicants for Exam	0	0	0												J
Total Rejected/Not Qualified	0	0	0												K
Total Passing Exam	0	0	0												L
Total Tested	0	0	0												M
TOTAL INTERVIEWED	44	16	25	7	17	2			2	7	5		1	3	O
Not Offered Position	36	15	18	6	12	2	0	0	1	7	4	0	1	3	P
Offered Position	8	1	7	1	5				1		1				Q
Refused Position	0	0	0												R
TOTAL ACCESSIONS	8	1	7	1	5	0	0	0	1	0	1	0	0	0	S

APPLICANT FLOW ANALYSIS - Hires

March 30, 2024

Campus: Total University
EEO-6 Category: 2-Faculty
Position Classification: Clinical Faculty

APPLICANT FLOW	GRAND	TOTAL	TOTAL	WHITE	WHITE	BLACK	BLACK	HISP	HISP	AAIANHPI	AAIANHPI	2+ Races	2+ Races	Unknown	
ANALYSIS	TOTAL	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	Male	Female	Unknown	
Intra-Agency	0	0	0												A
Outside Agency	0	0	0												B
Reemployment List	0	0	0												C
Cert. Employment List	0	0	0												D
Transfer List	0	0	0												E
Other Applicants	114	20	88	16	69	1	5	2	3	1	10		1	6	F
TOTAL APPLICANTS	114	20	88	16	69	1	5	2	3	1	10	0	1	6	G
Total Rejected Applicants	47	7	37	4	30	1	2	1		1	4		1	3	H
TOTAL QUALIFIED APPLICANTS	67	13	51	12	39	0	3	1	3	0	6	0	0	3	I
Total Applicants for Exam	0	0	0												J
Total Rejected/Not Qualified	0	0	0												K
Total Passing Exam	0	0	0												L
Total Tested	0	0	0												M
TOTAL INTERVIEWED	49	5	42	4	32	0	2	1	3	0	5	0	0	2	O
Not Offered Position	28	3	24	2	17	0	1	1	2	0	4	0	0	1	P
Offered Position	21	2	18	2	15	0	1	0	1	0	1	0	0	1	Q
Refused Position	3	0	2	0	1	0	1	0	0	0	0	0	0	1	R
TOTAL ACCESSIONS	18	2	16	2	14	0	0	0	1	0	1	0	0	0	S

APPLICANT FLOW ANALYSIS - Hires

March 30, 2024

Campus: Total University
EEO-6 Category: 2-Faculty
Position Classification: In Residence

APPLICANT FLOW	GRAND	TOTAL	TOTAL	WHITE	WHITE	BLACK	BLACK	HISP	HISP	AAIANHPI	AAIANHPI	2+ Races	2+ Races	Unknown	
ANALYSIS	TOTAL	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	Male	Female	Unknown	
Intra-Agency	0	0	0												A
Outside Agency	0	0	0												B
Reemployment List	0	0	0												C
Cert. Employment List	0	0	0												D
Transfer List	0	0	0												E
Other Applicants	154	71	64	39	36	4	7	7	6	20	14	1	1	19	F
TOTAL APPLICANTS	154	71	64	39	36	4	7	7	6	20	14	1	1	19	G
Total Rejected Applicants	72	31	28	16	11	3	6	1	3	11	7		1	13	H
TOTAL QUALIFIED APPLICANTS	82	40	36	23	25	1	1	6	3	9	7	1	0	6	I
Total Applicants for Exam	0	0	0												J
Total Rejected/Not Qualified	0	0	0												K
Total Passing Exam	0	0	0												L
Total Tested	0	0	0												M
TOTAL INTERVIEWED	40	16	23	8	18	1	1	2	1	5	3	0	0	1	O
Not Offered Position	26	10	15	6	11	1	1	1	0	2	3	0	0	1	P
Offered Position	14	6	8	2	7	0	0	1	1	3	0	0	0	0	Q
Refused Position	0	0	0												R
TOTAL ACCESSIONS	14	6	8	2	7	0	0	1	1	3	0	0	0	0	S

APPLICANT FLOW ANALYSIS - Hires

March 30, 2024

Campus: Total University
 EEO-6 Category: 3-Nonteaching Professional
 Position Classification: Academic Assistants

APPLICANT FLOW	GRAND	TOTAL	TOTAL	WHITE	WHITE	BLACK	BLACK	HISP	HISP	AAIANHPI	AAIANHPI	2+ Races	2+ Races	Unknown	
ANALYSIS	TOTAL	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	Male	Female	Unknown	
Intra-Agency	0	0	0												A
Outside Agency	0	0	0												B
Reemployment List	0	0	0												C
Cert. Employment List	0	0	0												D
Transfer List	0	0	0												E
Other Applicants	212	101	92	29	42	7	9	4	5	61	35	0	1	19	F
TOTAL APPLICANTS	212	101	92	29	42	7	9	4	5	61	35	0	1	19	G
Total Rejected Applicants	142	71	62	14	26	5	7	2	3	50	26	0	0	9	H
TOTAL QUALIFIED APPLICANTS	70	30	30	15	16	2	2	2	2	11	9	0	1	10	I
Total Applicants for Exam	0	0	0												J
Total Rejected/Not Qualified	0	0	0												K
Total Passing Exam	0	0	0												L
Total Tested	0	0	0												M
TOTAL INTERVIEWED	39	21	13	10	7	1	1	1	1	9	4	0	0	5	O
Not Offered Position	32	19	11	9	6	1	0	1	1	8	4	0	0	2	P
Offered Position	7	2	2	1	1	0	1	0	0	1	0	0	0	3	Q
Refused Position	0	0	0												R
TOTAL ACCESSIONS	7	2	2	1	1	0	1	0	0	1	0	0	0	3	S

APPLICANT FLOW ANALYSIS - Hires

March 30, 2024

Campus: Total University
EEO-6 Category: 3-Nonteaching Professional
Position Classification: Admin Program / Services

APPLICANT FLOW	GRAND	TOTAL	TOTAL	WHITE	WHITE	BLACK	BLACK	HISP	HISP	AAIANHPI	AAIANHPI	2+ Races	2+ Races	Unknown	
ANALYSIS	TOTAL	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	Male	Female	Unknown	
Intra-Agency	0	0	0												A
Outside Agency	0	0	0												B
Reemployment List	0	0	0												C
Cert. Employment List	0	0	0												D
Transfer List	0	0	0												E
Other Applicants	1319	272	888	161	591	37	73	28	110	31	94	15	20	159	F
TOTAL APPLICANTS	1319	272	888	161	591	37	73	28	110	31	94	15	20	159	G
Total Rejected Applicants	821	189	542	118	348	31	43	20	81	18	57	2	13	90	H
TOTAL QUALIFIED APPLICANTS	498	83	346	43	243	6	30	8	29	13	37	13	7	69	I
Total Applicants for Exam	0	0	0												J
Total Rejected/Not Qualified	0	0	0												K
Total Passing Exam	0	0	0												L
Total Tested	0	0	0												M
TOTAL INTERVIEWED	219	35	157	20	105	4	15	6	16	4	18	1	3	27	O
Not Offered Position	171	29	117	17	77	4	11	4	14	3	14	1	1	25	P
Offered Position	48	6	40	3	28	0	4	2	2	1	4	0	2	2	Q
Refused Position	4	0	4	0	2	0	0	0	1	0	1	0	0	0	R
TOTAL ACCESSIONS	44	6	36	3	26	0	4	2	1	1	3	0	2	2	S

APPLICANT FLOW ANALYSIS - Hires

March 30, 2024

Campus: Total University
EEO-6 Category: 3-Nonteaching Professional
Position Classification: Admissions and Registrar

APPLICANT FLOW	GRAND	TOTAL	TOTAL	WHITE	WHITE	BLACK	BLACK	HISP	HISP	AAIANHPI	AAIANHPI	2+ Races	2+ Races	Unknown	
ANALYSIS	TOTAL	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	Male	Female	Unknown	
Intra-Agency	0	0	0												A
Outside Agency	0	0	0												B
Reemployment List	0	0	0												C
Cert. Employment List	0	0	0												D
Transfer List	0	0	0												E
Other Applicants	49	20	22	13	15	3	1	1	6	3	0	0	0	7	F
TOTAL APPLICANTS	49	20	22	13	15	3	1	1	6	3	0	0	0	7	G
Total Rejected Applicants	43	17	21	10	14	3	1	1	6	3	0	0	0	5	H
TOTAL QUALIFIED APPLICANTS	6	3	1	3	1	0	0	0	0	0	0	0	0	2	I
Total Applicants for Exam	0	0	0												J
Total Rejected/Not Qualified	0	0	0												K
Total Passing Exam	0	0	0												L
Total Tested	0	0	0												M
TOTAL INTERVIEWED	4	3	0	3	0	0	0	0	0	0	0	0	0	1	O
Not Offered Position	3	2	0	2	0	0	0	0	0	0	0	0	0	1	P
Offered Position	1	1	0	1	0	0	0	0	0	0	0	0	0	0	Q
Refused Position	0	0	0												R
TOTAL ACCESSIONS	1	1	0	1	0	0	0	0	0	0	0	0	0	0	S

APPLICANT FLOW ANALYSIS - Hires

March 30, 2024

Campus: Total University
EEO-6 Category: 3-Nonteaching Professional
Position Classification: Advising

APPLICANT FLOW	GRAND	TOTAL	TOTAL	WHITE	WHITE	BLACK	BLACK	HISP	HISP	AAIANHPI	AAIANHPI	2+ Races	2+ Races	Unknown	
ANALYSIS	TOTAL	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	Male	Female	Unknown	
Intra-Agency	0	0	0												A
Outside Agency	0	0	0												B
Reemployment List	0	0	0												C
Cert. Employment List	0	0	0												D
Transfer List	0	0	0												E
Other Applicants	608	161	362	112	232	24	49	21	49	3	20	1	12	85	F
TOTAL APPLICANTS	608	161	362	112	232	24	49	21	49	3	20	1	12	85	G
Total Rejected Applicants	457	131	275	91	178	21	39	16	34	3	12		12	51	H
TOTAL QUALIFIED APPLICANTS	151	30	87	21	54	3	10	5	15	0	8	1	0	34	I
Total Applicants for Exam	0	0	0												J
Total Rejected/Not Qualified	0	0	0												K
Total Passing Exam	0	0	0												L
Total Tested	0	0	0												M
TOTAL INTERVIEWED	86	17	58	12	39	2	4	3	11	0	4	0	0	11	O
Not Offered Position	67	13	45	10	34	1	1	2	7	0	3	0	0	9	P
Offered Position	19	4	13	2	5	1	3	1	4	0	1	0	0	2	Q
Refused Position	2	1	1	1	0	0	1	0	0	0	0	0	0	0	R
TOTAL ACCESSIONS	17	3	12	1	5	1	2	1	4	0	1	0	0	2	S

APPLICANT FLOW ANALYSIS - Hires

March 30, 2024

Campus: Total University
 EEO-6 Category: 3-Nonteaching Professional
 Position Classification: Arts and Curatorial Services

APPLICANT FLOW	GRAND	TOTAL	TOTAL	WHITE	WHITE	BLACK	BLACK	HISP	HISP	AAIANHPI	AAIANHPI	2+ Races	2+ Races	Unknown	
ANALYSIS	TOTAL	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	Male	Female	Unknown	
Intra-Agency	0	0	0												A
Outside Agency	0	0	0												B
Reemployment List	0	0	0												C
Cert. Employment List	0	0	0												D
Transfer List	0	0	0												E
Other Applicants	48	21	18	14	14	0	2	4	1	2	1	1	0	9	F
TOTAL APPLICANTS	48	21	18	14	14	0	2	4	1	2	1	1	0	9	G
Total Rejected Applicants	36	17	14	12	11	0	1	3	1	2	1	0	0	5	H
TOTAL QUALIFIED APPLICANTS	12	4	4	2	3	0	1	1	0	0	0	1	0	4	I
Total Applicants for Exam	0	0	0												J
Total Rejected/Not Qualified	0	0	0												K
Total Passing Exam	0	0	0												L
Total Tested	0	0	0												M
TOTAL INTERVIEWED	10	4	2	2	2	0	0	1	0	0	0	1	0	4	O
Not Offered Position	8	3	1	2	1	0	0	1	0	0	0	0	0	4	P
Offered Position	2	1	1	0	1	0	0	0	0	0	0	1	0	0	Q
Refused Position	0	0	0												R
TOTAL ACCESSIONS	2	1	1	0	1	0	0	0	0	0	0	1	0	0	S

APPLICANT FLOW ANALYSIS - Hires

March 30, 2024

Campus: Total University
EEO-6 Category: 3-Nonteaching Professional
Position Classification: Business Operations

APPLICANT FLOW	GRAND	TOTAL	TOTAL	WHITE	WHITE	BLACK	BLACK	HISP	HISP	AAIANHPI	AAIANHPI	2+ Races	2+ Races	Unknown	
ANALYSIS	TOTAL	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	Male	Female	Unknown	
Intra-Agency	0	0	0												A
Outside Agency	0	0	0												B
Reemployment List	0	0	0												C
Cert. Employment List	0	0	0												D
Transfer List	0	0	0												E
Other Applicants	44	19	20	12	9	3	2	2	6	2	2	0	1	5	F
TOTAL APPLICANTS	44	19	20	12	9	3	2	2	6	2	2	0	1	5	G
Total Rejected Applicants	29	13	15	8	6	2	1	1	5	2	2	0	1	1	H
TOTAL QUALIFIED APPLICANTS	15	6	5	4	3	1	1	1	1	0	0	0	0	4	I
Total Applicants for Exam	0	0	0												J
Total Rejected/Not Qualified	0	0	0												K
Total Passing Exam	0	0	0												L
Total Tested	0	0	0												M
TOTAL INTERVIEWED	13	5	5	3	3	1	1	1	1	0	0	0	0	3	O
Not Offered Position	9	2	4	1	3	1	1	0	0	0	0	0	0	3	P
Offered Position	4	3	1	2	0	0	0	1	1	0	0	0	0	0	Q
Refused Position	0	0	0												R
TOTAL ACCESSIONS	4	3	1	2	0	0	0	1	1	0	0	0	0	0	S

APPLICANT FLOW ANALYSIS - Hires

March 30, 2024

Campus: Total University
 EEO-6 Category: 3-Nonteaching Professional
 Position Classification: Capitol Planning & Construction

APPLICANT FLOW	GRAND	TOTAL	TOTAL	WHITE	WHITE	BLACK	BLACK	HISP	HISP	AAIANHPI	AAIANHPI	2+ Races	2+ Races	Unknown	
ANALYSIS	TOTAL	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	Male	Female	Unknown	
Intra-Agency	0	0	0												A
Outside Agency	0	0	0												B
Reemployment List	0	0	0												C
Cert. Employment List	0	0	0												D
Transfer List	0	0	0												E
Other Applicants	0	0	0												F
TOTAL APPLICANTS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	G
Total Rejected Applicants	0	0	0												H
TOTAL QUALIFIED APPLICANTS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	I
Total Applicants for Exam	0	0	0												J
Total Rejected/Not Qualified	0	0	0												K
Total Passing Exam	0	0	0												L
Total Tested	0	0	0												M
TOTAL INTERVIEWED	0	0	0												O
Not Offered Position	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P
Offered Position	0	0	0												Q
Refused Position	0	0	0												R
TOTAL ACCESSIONS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	S

APPLICANT FLOW ANALYSIS - Hires

March 30, 2024

Campus: Total University
 EEO-6 Category: 3-Nonteaching Professional
 Position Classification: Communications and Marketing

APPLICANT FLOW	GRAND	TOTAL	TOTAL	WHITE	WHITE	BLACK	BLACK	HISP	HISP	AAIANHPI	AAIANHPI	2+ Races	2+ Races	Unknown	
ANALYSIS	TOTAL	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	Male	Female	Unknown	
Intra-Agency	0	0	0												A
Outside Agency	0	0	0												B
Reemployment List	0	0	0												C
Cert. Employment List	0	0	0												D
Transfer List	0	0	0												E
Other Applicants	500	249	208	192	144	15	28	19	22	21	11	2	3	43	F
TOTAL APPLICANTS	500	249	208	192	144	15	28	19	22	21	11	2	3	43	G
Total Rejected Applicants	398	211	155	161	108	13	19	17	16	19	9	1	3	32	H
TOTAL QUALIFIED APPLICANTS	102	38	53	31	36	2	9	2	6	2	2	1	0	11	I
Total Applicants for Exam	0	0	0												J
Total Rejected/Not Qualified	0	0	0												K
Total Passing Exam	0	0	0												L
Total Tested	0	0	0												M
TOTAL INTERVIEWED	40	15	24	11	16	0	4	2	2	1	2	1	0	1	O
Not Offered Position	32	12	19	8	11	0	4	2	2	1	2	1	0	1	P
Offered Position	8	3	5	3	5	0	0	0	0	0	0	0	0	0	Q
Refused Position	0	0	0												R
TOTAL ACCESSIONS	8	3	5	3	5	0	0	0	0	0	0	0	0	0	S

APPLICANT FLOW ANALYSIS - Hires

March 30, 2024

Campus: Total University
EEO-6 Category: 3-Nonteaching Professional
Position Classification: Dining Services

APPLICANT FLOW	GRAND	TOTAL	TOTAL	WHITE	WHITE	BLACK	BLACK	HISP	HISP	AAIANHPI	AAIANHPI	2+ Races	2+ Races	Unknown	
ANALYSIS	TOTAL	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	Male	Female	Unknown	
Intra-Agency	0	0	0												A
Outside Agency	0	0	0												B
Reemployment List	0	0	0												C
Cert. Employment List	0	0	0												D
Transfer List	0	0	0												E
Other Applicants	39	16	20	10	16	1	0	2	4	3	0	0	0	3	F
TOTAL APPLICANTS	39	16	20	10	16	1	0	2	4	3	0	0	0	3	G
Total Rejected Applicants	25	10	13	7	9	1	0	1	4	1	0	0	0	2	H
TOTAL QUALIFIED APPLICANTS	14	6	7	3	7	0	0	1	0	2	0	0	0	1	I
Total Applicants for Exam	0	0	0												J
Total Rejected/Not Qualified	0	0	0												K
Total Passing Exam	0	0	0												L
Total Tested	0	0	0												M
TOTAL INTERVIEWED	13	5	7	3	7	0	0	1	0	1	0	0	0	1	O
Not Offered Position	6	2	3	1	3	0	0	1	0	0	0	0	0	1	P
Offered Position	7	3	4	2	4	0	0	0	0	1	0	0	0	0	Q
Refused Position	0	0	0												R
TOTAL ACCESSIONS	7	3	4	2	4	0	0	0	0	1	0	0	0	0	S

APPLICANT FLOW ANALYSIS - Hires

March 30, 2024

Campus: Total University
 EEO-6 Category: 3-Nonteaching Professional
 Position Classification: Educational Programs and Services

APPLICANT FLOW	GRAND	TOTAL	TOTAL	WHITE	WHITE	BLACK	BLACK	HISP	HISP	AAIANHPI	AAIANHPI	2+ Races	2+ Races	Unknown	
ANALYSIS	TOTAL	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	Male	Female	Unknown	
Intra-Agency	0	0	0												A
Outside Agency	0	0	0												B
Reemployment List	0	0	0												C
Cert. Employment List	0	0	0												D
Transfer List	0	0	0												E
Other Applicants	1163	320	714	185	443	36	81	49	93	44	82	6	15	129	F
TOTAL APPLICANTS	1163	320	714	185	443	36	81	49	93	44	82	6	15	129	G
Total Rejected Applicants	784	239	467	136	284	28	45	37	64	37	66	1	8	78	H
TOTAL QUALIFIED APPLICANTS	379	81	247	49	159	8	36	12	29	7	16	5	7	51	I
Total Applicants for Exam	0	0	0												J
Total Rejected/Not Qualified	0	0	0												K
Total Passing Exam	0	0	0												L
Total Tested	0	0	0												M
TOTAL INTERVIEWED	200	48	125	31	80	5	20	8	12	4	8	0	5	27	O
Not Offered Position	151	35	92	22	61	4	13	6	9	3	7	0	2	24	P
Offered Position	49	13	33	9	19	1	7	2	3	1	1	0	3	3	Q
Refused Position	2	0	2	0	2	0	0	0	0	0	0	0	0	0	R
TOTAL ACCESSIONS	47	13	31	9	17	1	7	2	3	1	1	0	3	3	S

APPLICANT FLOW ANALYSIS - Hires

March 30, 2024

Campus: Total University
 EEO-6 Category: 3-Nonteaching Professional
 Position Classification: Facilities and Athletic Management

APPLICANT FLOW	GRAND	TOTAL	TOTAL	WHITE	WHITE	BLACK	BLACK	HISP	HISP	AAIANHPI	AAIANHPI	2+ Races	2+ Races	Unknown	
ANALYSIS	TOTAL	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	Male	Female	Unknown	
Intra-Agency	0	0	0												A
Outside Agency	0	0	0												B
Reemployment List	0	0	0												C
Cert. Employment List	0	0	0												D
Transfer List	0	0	0												E
Other Applicants	145	109	22	74	15	16	3	13	2	3	1	3	1	14	F
TOTAL APPLICANTS	145	109	22	74	15	16	3	13	2	3	1	3	1	14	G
Total Rejected Applicants	97	68	18	48	13	10	2	8	2	1		1	1	11	H
TOTAL QUALIFIED APPLICANTS	48	41	4	26	2	6	1	5	0	2	1	2	0	3	I
Total Applicants for Exam	0	0	0												J
Total Rejected/Not Qualified	0	0	0												K
Total Passing Exam	0	0	0												L
Total Tested	0	0	0												M
TOTAL INTERVIEWED	40	35	4	21	2	5	1	5	0	2	1	2	0	1	O
Not Offered Position	36	32	4	18	2	5	1	5	0	2	1	2	0	0	P
Offered Position	4	3	0	3	0	0	0	0	0	0	0	0	0	1	Q
Refused Position	1	0	0											1	R
TOTAL ACCESSIONS	3	3	0	3	0	0	0	0	0	0	0	0	0	0	S

APPLICANT FLOW ANALYSIS - Hires

March 30, 2024

Campus: Total University
 EEO-6 Category: 3-Nonteaching Professional
 Position Classification: Finance Acct Budget

APPLICANT FLOW	GRAND	TOTAL	TOTAL	WHITE	WHITE	BLACK	BLACK	HISP	HISP	AAIANHPI	AAIANHPI	2+ Races	2+ Races	Unknown	
ANALYSIS	TOTAL	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	Male	Female	Unknown	
Intra-Agency	0	0	0												A
Outside Agency	0	0	0												B
Reemployment List	0	0	0												C
Cert. Employment List	0	0	0												D
Transfer List	0	0	0												E
Other Applicants	454	188	219	106	125	17	20	25	16	34	57	6	1	47	F
TOTAL APPLICANTS	454	188	219	106	125	17	20	25	16	34	57	6	1	47	G
Total Rejected Applicants	316	137	143	77	75	12	13	17	13	29	41	2	1	36	H
TOTAL QUALIFIED APPLICANTS	138	51	76	29	50	5	7	8	3	5	16	4	0	11	I
Total Applicants for Exam	0	0	0												J
Total Rejected/Not Qualified	0	0	0												K
Total Passing Exam	0	0	0												L
Total Tested	0	0	0												M
TOTAL INTERVIEWED	89	25	59	17	37	3	6	2	3	2	13	1	0	5	O
Not Offered Position	72	19	50	12	29	3	5	1	3	2	13	1	0	3	P
Offered Position	17	6	9	5	8	0	1	1	0	0	0	0	0	2	Q
Refused Position	3	0	2	0	2	0	0	0	0	0	0	0	0	1	R
TOTAL ACCESSIONS	14	6	7	5	6	0	1	1	0	0	0	0	0	1	S

APPLICANT FLOW ANALYSIS - Hires

March 30, 2024

Campus: Total University
 EEO-6 Category: 3-Nonteaching Professional
 Position Classification: Financial Aid & Student Employment

APPLICANT FLOW	GRAND	TOTAL	TOTAL	WHITE	WHITE	BLACK	BLACK	HISP	HISP	AAIANHPI	AAIANHPI	2+ Races	2+ Races	Unknown	
ANALYSIS	TOTAL	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	Male	Female	Unknown	
Intra-Agency	0	0	0												A
Outside Agency	0	0	0												B
Reemployment List	0	0	0												C
Cert. Employment List	0	0	0												D
Transfer List	0	0	0												E
Other Applicants	0	0	0												F
TOTAL APPLICANTS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	G
Total Rejected Applicants	0	0	0												H
TOTAL QUALIFIED APPLICANTS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	I
Total Applicants for Exam	0	0	0												J
Total Rejected/Not Qualified	0	0	0												K
Total Passing Exam	0	0	0												L
Total Tested	0	0	0												M
TOTAL INTERVIEWED	0	0	0												O
Not Offered Position	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P
Offered Position	0	0	0												Q
Refused Position	0	0	0												R
TOTAL ACCESSIONS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	S

APPLICANT FLOW ANALYSIS - Hires

March 30, 2024

Campus: Total University
EEO-6 Category: 3-Nonteaching Professional
Position Classification: Grants and Contracts

APPLICANT FLOW	GRAND	TOTAL	TOTAL	WHITE	WHITE	BLACK	BLACK	HISP	HISP	AAIANHPI	AAIANHPI	2+ Races	2+ Races	Unknown	
ANALYSIS	TOTAL	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	Male	Female	Unknown	
Intra-Agency	0	0	0												A
Outside Agency	0	0	0												B
Reemployment List	0	0	0												C
Cert. Employment List	0	0	0												D
Transfer List	0	0	0												E
Other Applicants	237	65	137	43	98	8	16	2	10	11	9	1	4	35	F
TOTAL APPLICANTS	237	65	137	43	98	8	16	2	10	11	9	1	4	35	G
Total Rejected Applicants	155	46	80	30	49	5	11	1	8	9	8	1	4	29	H
TOTAL QUALIFIED APPLICANTS	82	19	57	13	49	3	5	1	2	2	1	0	0	6	I
Total Applicants for Exam	0	0	0												J
Total Rejected/Not Qualified	0	0	0												K
Total Passing Exam	0	0	0												L
Total Tested	0	0	0												M
TOTAL INTERVIEWED	45	8	36	4	34	3	2	0	0	1	0	0	0	1	O
Not Offered Position	31	5	25	3	24	2	1	0	0	0	0	0	0	1	P
Offered Position	14	3	11	1	10	1	1	0	0	1	0	0	0	0	Q
Refused Position	2	0	2	0	1	0	1	0	0	0	0	0	0	0	R
TOTAL ACCESSIONS	12	3	9	1	9	1	0	0	0	1	0	0	0	0	S

APPLICANT FLOW ANALYSIS - Hires

March 30, 2024

Campus: Total University
 EEO-6 Category: 3-Nonteaching Professional
 Position Classification: Health & Safety

APPLICANT FLOW	GRAND	TOTAL	TOTAL	WHITE	WHITE	BLACK	BLACK	HISP	HISP	AAIANHPI	AAIANHPI	2+ Races	2+ Races	Unknown	
ANALYSIS	TOTAL	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	Male	Female	Unknown	
Intra-Agency	0	0	0												A
Outside Agency	0	0	0												B
Reemployment List	0	0	0												C
Cert. Employment List	0	0	0												D
Transfer List	0	0	0												E
Other Applicants	0	0	0												F
TOTAL APPLICANTS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	G
Total Rejected Applicants	0	0	0												H
TOTAL QUALIFIED APPLICANTS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	I
Total Applicants for Exam	0	0	0												J
Total Rejected/Not Qualified	0	0	0												K
Total Passing Exam	0	0	0												L
Total Tested	0	0	0												M
TOTAL INTERVIEWED	0	0	0												O
Not Offered Position	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P
Offered Position	0	0	0												Q
Refused Position	0	0	0												R
TOTAL ACCESSIONS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	S

APPLICANT FLOW ANALYSIS - Hires

March 30, 2024

Campus: Total University
 EEO-6 Category: 3-Nonteaching Professional
 Position Classification: Information Technology

APPLICANT FLOW	GRAND	TOTAL	TOTAL	WHITE	WHITE	BLACK	BLACK	HISP	HISP	AAIANHPI	AAIANHPI	2+ Races	2+ Races	Unknown	
ANALYSIS	TOTAL	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	Male	Female	Unknown	
Intra-Agency	0	0	0												A
Outside Agency	0	0	0												B
Reemployment List	0	0	0												C
Cert. Employment List	0	0	0												D
Transfer List	0	0	0												E
Other Applicants	914	643	166	300	29	83	21	72	5	182	108	6	3	105	F
TOTAL APPLICANTS	914	643	166	300	29	83	21	72	5	182	108	6	3	105	G
Total Rejected Applicants	712	486	142	213	21	73	19	61	5	135	94	4	3	84	H
TOTAL QUALIFIED APPLICANTS	202	157	24	87	8	10	2	11	0	47	14	2	0	21	I
Total Applicants for Exam	0	0	0												J
Total Rejected/Not Qualified	0	0	0												K
Total Passing Exam	0	0	0												L
Total Tested	0	0	0												M
TOTAL INTERVIEWED	115	89	15	49	5	4	1	6	0	30	9	0	0	11	O
Not Offered Position	93	72	12	38	3	3	1	5	0	26	8	0	0	9	P
Offered Position	22	17	3	11	2	1	0	1	0	4	1	0	0	2	Q
Refused Position	5	4	1	0	0	0	0	0	0	4	1	0	0	0	R
TOTAL ACCESSIONS	17	13	2	11	2	1	0	1	0	0	0	0	0	2	S

APPLICANT FLOW ANALYSIS - Hires

March 30, 2024

Campus: Total University
 EEO-6 Category: 3-Nonteaching Professional
 Position Classification: Lab & Research Operations

APPLICANT FLOW	GRAND	TOTAL	TOTAL	WHITE	WHITE	BLACK	BLACK	HISP	HISP	AAIANHPI	AAIANHPI	2+ Races	2+ Races	Unknown	
ANALYSIS	TOTAL	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	Male	Female	Unknown	
Intra-Agency	0	0	0												A
Outside Agency	0	0	0												B
Reemployment List	0	0	0												C
Cert. Employment List	0	0	0												D
Transfer List	0	0	0												E
Other Applicants	48	14	31	7	22	3	1	2	5	0	3	2	0	3	F
TOTAL APPLICANTS	48	14	31	7	22	3	1	2	5	0	3	2	0	3	G
Total Rejected Applicants	17	3	14	2	10	1	0	0	2	0	2	0	0	0	H
TOTAL QUALIFIED APPLICANTS	31	11	17	5	12	2	1	2	3	0	1	2	0	3	I
Total Applicants for Exam	0	0	0												J
Total Rejected/Not Qualified	0	0	0												K
Total Passing Exam	0	0	0												L
Total Tested	0	0	0												M
TOTAL INTERVIEWED	22	7	12	2	8	2	1	2	3	0	0	1	0	3	O
Not Offered Position	15	3	10	1	6	2	1	0	3	0	0	0	0	2	P
Offered Position	7	4	2	1	2	0	0	2	0	0	0	1	0	1	Q
Refused Position	0	0	0												R
TOTAL ACCESSIONS	7	4	2	1	2	0	0	2	0	0	0	1	0	1	S

APPLICANT FLOW ANALYSIS - Hires

March 30, 2024

Campus: Total University
 EEO-6 Category: 3-Nonteaching Professional
 Position Classification: Library

APPLICANT FLOW	GRAND	TOTAL	TOTAL	WHITE	WHITE	BLACK	BLACK	HISP	HISP	AAIANHPI	AAIANHPI	2+ Races	2+ Races	Unknown	
ANALYSIS	TOTAL	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	Male	Female	Unknown	
Intra-Agency	0	0	0												A
Outside Agency	0	0	0												B
Reemployment List	0	0	0												C
Cert. Employment List	0	0	0												D
Transfer List	0	0	0												E
Other Applicants	275	95	148	72	107	5	11	10	21	7	6	1	3	32	F
TOTAL APPLICANTS	275	95	148	72	107	5	11	10	21	7	6	1	3	32	G
Total Rejected Applicants	209	70	116	53	82	4	8	7	18	6	5		3	23	H
TOTAL QUALIFIED APPLICANTS	66	25	32	19	25	1	3	3	3	1	1	1	0	9	I
Total Applicants for Exam	0	0	0												J
Total Rejected/Not Qualified	0	0	0												K
Total Passing Exam	0	0	0												L
Total Tested	0	0	0												M
TOTAL INTERVIEWED	37	11	22	9	19	0	1	2	1	0	1	0	0	4	O
Not Offered Position	27	7	16	5	14	0	1	2	0	0	1	0	0	4	P
Offered Position	10	4	6	4	5	0	0	0	1	0	0	0	0	0	Q
Refused Position	0	0	0												R
TOTAL ACCESSIONS	10	4	6	4	5	0	0	0	1	0	0	0	0	0	S

APPLICANT FLOW ANALYSIS - Hires

March 30, 2024

Campus: Total University
 EEO-6 Category: 3-Nonteaching Professional
 Position Classification: Procurement

APPLICANT FLOW	GRAND	TOTAL	TOTAL	WHITE	WHITE	BLACK	BLACK	HISP	HISP	AAIANHPI	AAIANHPI	2+ Races	2+ Races	Unknown	
ANALYSIS	TOTAL	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	Male	Female	Unknown	
Intra-Agency	0	0	0												A
Outside Agency	0	0	0												B
Reemployment List	0	0	0												C
Cert. Employment List	0	0	0												D
Transfer List	0	0	0												E
Other Applicants	70	40	23	31	10	5	2	0	7	4	3	0	1	7	F
TOTAL APPLICANTS	70	40	23	31	10	5	2	0	7	4	3	0	1	7	G
Total Rejected Applicants	45	26	15	21	8	2	1	0	3	3	2	0	1	4	H
TOTAL QUALIFIED APPLICANTS	25	14	8	10	2	3	1	0	4	1	1	0	0	3	I
Total Applicants for Exam	0	0	0												J
Total Rejected/Not Qualified	0	0	0												K
Total Passing Exam	0	0	0												L
Total Tested	0	0	0												M
TOTAL INTERVIEWED	10	4	5	2	1	1	1	0	2	1	1	0	0	1	O
Not Offered Position	8	3	4	1	0	1	1	0	2	1	1	0	0	1	P
Offered Position	2	1	1	1	1	0	0	0	0	0	0	0	0	0	Q
Refused Position	0	0	0												R
TOTAL ACCESSIONS	2	1	1	1	1	0	0	0	0	0	0	0	0	0	S

APPLICANT FLOW ANALYSIS - Hires

March 30, 2024

Campus: Total University
 EEO-6 Category: 3-Nonteaching Professional
 Position Classification: Remaining Professional Titles

APPLICANT FLOW	GRAND	TOTAL	TOTAL	WHITE	WHITE	BLACK	BLACK	HISP	HISP	AAIANHPI	AAIANHPI	2+ Races	2+ Races	Unknown	
ANALYSIS	TOTAL	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	Male	Female	Unknown	
Intra-Agency	0	0	0												A
Outside Agency	0	0	0												B
Reemployment List	0	0	0												C
Cert. Employment List	0	0	0												D
Transfer List	0	0	0												E
Other Applicants	257	80	146	42	96	16	10	12	26	9	12	1	2	31	F
TOTAL APPLICANTS	257	80	146	42	96	16	10	12	26	9	12	1	2	31	G
Total Rejected Applicants	114	23	82	9	50	3	6	4	19	7	7	0	0	9	H
TOTAL QUALIFIED APPLICANTS	143	57	64	33	46	13	4	8	7	2	5	1	2	22	I
Total Applicants for Exam	0	0	0												J
Total Rejected/Not Qualified	0	0	0												K
Total Passing Exam	0	0	0												L
Total Tested	0	0	0												M
TOTAL INTERVIEWED	29	2	22	1	17	0	1	1	0	0	3	0	1	5	O
Not Offered Position	22	1	16	1	12	0	0	0	0	0	3	0	1	5	P
Offered Position	7	1	6	0	5	0	1	1	0	0	0	0	0	0	Q
Refused Position	0	0	0												R
TOTAL ACCESSIONS	7	1	6	0	5	0	1	1	0	0	0	0	0	0	S

APPLICANT FLOW ANALYSIS - Hires

March 30, 2024

Campus: Total University
EEO-6 Category: 3-Nonteaching Professional
Position Classification: Residential Life

APPLICANT FLOW	GRAND	TOTAL	TOTAL	WHITE	WHITE	BLACK	BLACK	HISP	HISP	AAIANHPI	AAIANHPI	2+ Races	2+ Races	Unknown	
ANALYSIS	TOTAL	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	Male	Female	Unknown	
Intra-Agency	0	0	0												A
Outside Agency	0	0	0												B
Reemployment List	0	0	0												C
Cert. Employment List	0	0	0												D
Transfer List	0	0	0												E
Other Applicants	193	64	100	34	46	14	32	11	16	4	3	1	3	29	F
TOTAL APPLICANTS	193	64	100	34	46	14	32	11	16	4	3	1	3	29	G
Total Rejected Applicants	142	45	77	25	36	11	24	5	11	4	3		3	20	H
TOTAL QUALIFIED APPLICANTS	51	19	23	9	10	3	8	6	5	0	0	1	0	9	I
Total Applicants for Exam	0	0	0												J
Total Rejected/Not Qualified	0	0	0												K
Total Passing Exam	0	0	0												L
Total Tested	0	0	0												M
TOTAL INTERVIEWED	30	12	15	6	6	2	7	4	2	0	0	0	0	3	O
Not Offered Position	14	6	6	2	2	2	3	2	1	0	0	0	0	2	P
Offered Position	16	6	9	4	4	0	4	2	1	0	0	0	0	1	Q
Refused Position	7	2	4	1	2	0	1	1	1	0	0	0	0	1	R
TOTAL ACCESSIONS	9	4	5	3	2	0	3	1	0	0	0	0	0	0	S

APPLICANT FLOW ANALYSIS - Hires

March 30, 2024

Campus: Total University
 EEO-6 Category: 3-Nonteaching Professional
 Position Classification: Specialists

APPLICANT FLOW	GRAND	TOTAL	TOTAL	WHITE	WHITE	BLACK	BLACK	HISP	HISP	AAIANHPI	AAIANHPI	2+ Races	2+ Races	Unknown	
ANALYSIS	TOTAL	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	Male	Female	Unknown	
Intra-Agency	0	0	0												A
Outside Agency	0	0	0												B
Reemployment List	0	0	0												C
Cert. Employment List	0	0	0												D
Transfer List	0	0	0												E
Other Applicants	550	412	94	284	74	67	4	34	10	12	1	15	5	44	F
TOTAL APPLICANTS	550	412	94	284	74	67	4	34	10	12	1	15	5	44	G
Total Rejected Applicants	108	79	24	54	20	11	1	11	1	1	1	2	1	5	H
TOTAL QUALIFIED APPLICANTS	442	333	70	230	54	56	3	23	9	11	0	13	4	39	I
Total Applicants for Exam	0	0	0												J
Total Rejected/Not Qualified	0	0	0												K
Total Passing Exam	0	0	0												L
Total Tested	0	0	0												M
TOTAL INTERVIEWED	52	28	20	19	16	5	0	2	4	1	0	1	0	4	O
Not Offered Position	29	11	14	7	11	1	0	2	3	1	0	0	0	4	P
Offered Position	23	17	6	12	5	4	0	0	1	0	0	1	0	0	Q
Refused Position	0	0	0												R
TOTAL ACCESSIONS	23	17	6	12	5	4	0	0	1	0	0	1	0	0	S

APPLICANT FLOW ANALYSIS - Hires

March 30, 2024

Campus: Total University
EEO-6 Category: 3-Nonteaching Professional
Position Classification: Student Health & Welfare

APPLICANT FLOW	GRAND	TOTAL	TOTAL	WHITE	WHITE	BLACK	BLACK	HISP	HISP	AAIANHPI	AAIANHPI	2+ Races	2+ Races	Unknown	
ANALYSIS	TOTAL	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	Male	Female	Unknown	
Intra-Agency	0	0	0												A
Outside Agency	0	0	0												B
Reemployment List	0	0	0												C
Cert. Employment List	0	0	0												D
Transfer List	0	0	0												E
Other Applicants	33	3	26	1	24	0	1	1	1	1	0	0	0	4	F
TOTAL APPLICANTS	33	3	26	1	24	0	1	1	1	1	0	0	0	4	G
Total Rejected Applicants	18	2	13	1	11	0	1	0	1	1	0	0	0	3	H
TOTAL QUALIFIED APPLICANTS	15	1	13	0	13	0	0	1	0	0	0	0	0	1	I
Total Applicants for Exam	0	0	0												J
Total Rejected/Not Qualified	0	0	0												K
Total Passing Exam	0	0	0												L
Total Tested	0	0	0												M
TOTAL INTERVIEWED	12	1	10	0	10	0	0	1	0	0	0	0	0	1	O
Not Offered Position	7	0	6	0	6	0	0	0	0	0	0	0	0	1	P
Offered Position	5	1	4	0	4	0	0	1	0	0	0	0	0	0	Q
Refused Position	0	0	0												R
TOTAL ACCESSIONS	5	1	4	0	4	0	0	1	0	0	0	0	0	0	S

APPLICANT FLOW ANALYSIS - Hires

March 30, 2024

Campus: Total University
 EEO-6 Category: 3-Nonteaching Professional
 Position Classification: Student Prog Coordinator / Management

APPLICANT FLOW	GRAND	TOTAL	TOTAL	WHITE	WHITE	BLACK	BLACK	HISP	HISP	AAIANHPI	AAIANHPI	2+ Races	2+ Races	Unknown	
ANALYSIS	TOTAL	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	Male	Female	Unknown	
Intra-Agency	0	0	0												A
Outside Agency	0	0	0												B
Reemployment List	0	0	0												C
Cert. Employment List	0	0	0												D
Transfer List	0	0	0												E
Other Applicants	1020	321	585	202	337	52	93	37	99	20	49	10	7	114	F
TOTAL APPLICANTS	1020	321	585	202	337	52	93	37	99	20	49	10	7	114	G
Total Rejected Applicants	735	238	428	152	239	41	70	25	73	17	41	3	5	69	H
TOTAL QUALIFIED APPLICANTS	285	83	157	50	98	11	23	12	26	3	8	7	2	45	I
Total Applicants for Exam	0	0	0												J
Total Rejected/Not Qualified	0	0	0												K
Total Passing Exam	0	0	0												L
Total Tested	0	0	0												M
TOTAL INTERVIEWED	138	41	84	27	53	3	11	9	16	0	3	2	1	13	O
Not Offered Position	112	29	71	22	45	2	10	4	12	0	3	1	1	12	P
Offered Position	26	12	13	5	8	1	1	5	4	0	0	1	0	1	Q
Refused Position	2	1	1	0	0	0	0	1	1	0	0	0	0	0	R
TOTAL ACCESSIONS	24	11	12	5	8	1	1	4	3	0	0	1	0	1	S

APPLICANT FLOW ANALYSIS - Hires

March 30, 2024

Campus: Total University
 EEO-6 Category: 3-Nonteaching Professional
 Position Classification: University Staff Professional 1

APPLICANT FLOW	GRAND	TOTAL	TOTAL	WHITE	WHITE	BLACK	BLACK	HISP	HISP	AAIANHPI	AAIANHPI	2+ Races	2+ Races	Unknown	
ANALYSIS	TOTAL	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	Male	Female	Unknown	
Intra-Agency	0	0	0												A
Outside Agency	0	0	0												B
Reemployment List	0	0	0												C
Cert. Employment List	0	0	0												D
Transfer List	0	0	0												E
Other Applicants	89	67	12	41	6	1	1	6	1	19	4	0	0	10	F
TOTAL APPLICANTS	89	67	12	41	6	1	1	6	1	19	4	0	0	10	G
Total Rejected Applicants	65	49	9	27	4	1	1	5	1	16	3	0	0	7	H
TOTAL QUALIFIED APPLICANTS	24	18	3	14	2	0	0	1	0	3	1	0	0	3	I
Total Applicants for Exam	0	0	0												J
Total Rejected/Not Qualified	0	0	0												K
Total Passing Exam	0	0	0												L
Total Tested	0	0	0												M
TOTAL INTERVIEWED	15	10	3	9	2	0	0	0	0	1	1	0	0	2	O
Not Offered Position	11	8	1	7	1	0	0	0	0	1	0	0	0	2	P
Offered Position	4	2	2	2	1	0	0	0	0	0	1	0	0	0	Q
Refused Position	2	1	1	1	0	0	0	0	0	0	1	0	0	0	R
TOTAL ACCESSIONS	2	1	1	1	1	0	0	0	0	0	0	0	0	0	S

APPLICANT FLOW ANALYSIS - Hires

March 30, 2024

Campus: Total University
 EEO-6 Category: 3-Nonteaching Professional
 Position Classification: University Staff Professional 2

APPLICANT FLOW	GRAND	TOTAL	TOTAL	WHITE	WHITE	BLACK	BLACK	HISP	HISP	AAIANHPI	AAIANHPI	2+ Races	2+ Races	Unknown	
ANALYSIS	TOTAL	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	Male	Female	Unknown	
Intra-Agency	0	0	0												A
Outside Agency	0	0	0												B
Reemployment List	0	0	0												C
Cert. Employment List	0	0	0												D
Transfer List	0	0	0												E
Other Applicants	19	8	10	7	9	1	0	0	0	0	1	0	0	1	F
TOTAL APPLICANTS	19	8	10	7	9	1	0	0	0	0	1	0	0	1	G
Total Rejected Applicants	5	1	3	1	3	0	0	0	0	0	0	0	0	1	H
TOTAL QUALIFIED APPLICANTS	14	7	7	6	6	1	0	0	0	0	1	0	0	0	I
Total Applicants for Exam	0	0	0												J
Total Rejected/Not Qualified	0	0	0												K
Total Passing Exam	0	0	0												L
Total Tested	0	0	0												M
TOTAL INTERVIEWED	10	5	5	4	5	1	0	0	0	0	0	0	0	0	O
Not Offered Position	7	3	4	2	4	1	0	0	0	0	0	0	0	0	P
Offered Position	3	2	1	2	1	0	0	0	0	0	0	0	0	0	Q
Refused Position	1	1	0	1	0	0	0	0	0	0	0	0	0	0	R
TOTAL ACCESSIONS	2	1	1	1	1	0	0	0	0	0	0	0	0	0	S

APPLICANT FLOW ANALYSIS - Hires

March 30, 2024

Campus: Total University
 EEO-6 Category: 3-Nonteaching Professional
 Position Classification: University Staff Professional 3

APPLICANT FLOW	GRAND	TOTAL	TOTAL	WHITE	WHITE	BLACK	BLACK	HISP	HISP	AAIANHPI	AAIANHPI	2+ Races	2+ Races	Unknown	
ANALYSIS	TOTAL	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	Male	Female	Unknown	
Intra-Agency	0	0	0												A
Outside Agency	0	0	0												B
Reemployment List	0	0	0												C
Cert. Employment List	0	0	0												D
Transfer List	0	0	0												E
Other Applicants	74	20	44	2	12	14	22	2	8	2	2	0	0	10	F
TOTAL APPLICANTS	74	20	44	2	12	14	22	2	8	2	2	0	0	10	G
Total Rejected Applicants	47	11	28	1	7	10	14	0	5	0	2	0	0	8	H
TOTAL QUALIFIED APPLICANTS	27	9	16	1	5	4	8	2	3	2	0	0	0	2	I
Total Applicants for Exam	0	0	0												J
Total Rejected/Not Qualified	0	0	0												K
Total Passing Exam	0	0	0												L
Total Tested	0	0	0												M
TOTAL INTERVIEWED	18	8	9	1	2	4	5	2	2	1	0	0	0	1	O
Not Offered Position	15	6	8	1	1	2	5	2	2	1	0	0	0	1	P
Offered Position	3	2	1	0	1	2	0	0	0	0	0	0	0	0	Q
Refused Position	0	0	0												R
TOTAL ACCESSIONS	3	2	1	0	1	2	0	0	0	0	0	0	0	0	S

APPLICANT FLOW ANALYSIS - Hires

March 30, 2024

Campus: Total University
 EEO-6 Category: 3-Nonteaching Professional
 Position Classification: University Staff Professional Other Titles

APPLICANT FLOW	GRAND	TOTAL	TOTAL	WHITE	WHITE	BLACK	BLACK	HISP	HISP	AAIANHPI	AAIANHPI	2+ Races	2+ Races	Unknown	
ANALYSIS	TOTAL	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	Male	Female	Unknown	
Intra-Agency	0	0	0												A
Outside Agency	0	0	0												B
Reemployment List	0	0	0												C
Cert. Employment List	0	0	0												D
Transfer List	0	0	0												E
Other Applicants	0	0	0												F
TOTAL APPLICANTS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	G
Total Rejected Applicants	0	0	0												H
TOTAL QUALIFIED APPLICANTS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	I
Total Applicants for Exam	0	0	0												J
Total Rejected/Not Qualified	0	0	0												K
Total Passing Exam	0	0	0												L
Total Tested	0	0	0												M
TOTAL INTERVIEWED	0	0	0												O
Not Offered Position	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P
Offered Position	0	0	0												Q
Refused Position	0	0	0												R
TOTAL ACCESSIONS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	S

APPLICANT FLOW ANALYSIS - Hires

March 30, 2024

Campus: Storrs
 EEO-6 Category: 7-Maintenance/Service
 Position Classification: Protective Services - Police

APPLICANT FLOW	GRAND	TOTAL	TOTAL	WHITE	WHITE	BLACK	BLACK	HISP	HISP	AAIANHPI	AAIANHPI	2+ Races	2+ Races	Unknown	
ANALYSIS	TOTAL	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	Male	Female	Unknown	
Intra-Agency	0	0	0												A
Outside Agency	0	0	0												B
Reemployment List	0	0	0												C
Cert. Employment List	0	0	0												D
Transfer List	0	0	0												E
Other Applicants	461	361	77	196	34	55	13	83	24	18	1	9	5	23	F
TOTAL APPLICANTS	461	361	77	196	34	55	13	83	24	18	1	9	5	23	G
Total Rejected Applicants	50	36	10	21	5	6	3	8	2	0	0	1	0	4	H
TOTAL QUALIFIED APPLICANTS	411	325	67	175	29	49	10	75	22	18	1	8	5	19	I
Total Applicants for Exam	0	0	0												J
Total Rejected/Not Qualified	0	0	0												K
Total Passing Exam	0	0	0												L
Total Tested	0	0	0												M
TOTAL INTERVIEWED	184	147	27	87	15	24	2	27	6	7	0	2	4	10	O
Not Offered Position	101	80	15	52	8	12	2	12	1	4	0	0	4	6	P
Offered Position	83	67	12	35	7	12	0	15	5	3	0	2	0	4	Q
Refused Position	68	55	9	30	4	11	0	9	5	3	0	2	0	4	R
TOTAL ACCESSIONS	15	12	3	5	3	1	0	6	0	0	0	0	0	0	S

APPLICANT FLOW ANALYSIS - Hires

March 30, 2024

Campus: Storrs
 EEO-6 Category: 7-Maintenance/Service
 Position Classification: Protective Services - Police Officer

APPLICANT FLOW	GRAND	TOTAL	TOTAL	WHITE	WHITE	BLACK	BLACK	HISP	HISP	AAIANHPI	AAIANHPI	2+ Races	2+ Races	Unknown	
ANALYSIS	TOTAL	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	Male	Female	Unknown	
Intra-Agency	0	0	0												A
Outside Agency	0	0	0												B
Reemployment List	0	0	0												C
Cert. Employment List	0	0	0												D
Transfer List	0	0	0												E
Other Applicants	187	155	25	79	5	24	4	39	14	8	1	5	1	7	F
TOTAL APPLICANTS	187	155	25	79	5	24	4	39	14	8	1	5	1	7	G
Total Rejected Applicants	0	0	0	0	0	0	0	0	0	0	0	0	0	0	H
TOTAL QUALIFIED APPLICANTS	187	155	25	79	5	24	4	39	14	8	1	5	1	7	I
Total Applicants for Exam	0	0	0												J
Total Rejected/Not Qualified	0	0	0												K
Total Passing Exam	0	0	0												L
Total Tested	0	0	0												M
TOTAL INTERVIEWED	69	62	5	38	1	6	0	13	3	3	0	2	1	2	O
Not Offered Position	36	35	0	21	0	4	0	9	0	1	0	0	0	1	P
Offered Position	33	27	5	17	1	2	0	4	3	2	0	2	1	1	Q
Refused Position	30	25	4	15	1	2	0	4	3	2	0	2	0	1	R
TOTAL ACCESSIONS	3	2	1	2	0	0	0	0	0	0	0	0	1	0	S

APPLICANT FLOW ANALYSIS - Hires

March 30, 2024

Campus: Storrs
 EEO-6 Category: 7-Maintenance/Service
 Position Classification: Protective Services - Fire

APPLICANT FLOW	GRAND	TOTAL	TOTAL	WHITE	WHITE	BLACK	BLACK	HISP	HISP	AAIANHPI	AAIANHPI	2+ Races	2+ Races	Unknown	
ANALYSIS	TOTAL	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	Male	Female	Unknown	
Intra-Agency	0	0	0												A
Outside Agency	0	0	0												B
Reemployment List	0	0	0												C
Cert. Employment List	0	0	0												D
Transfer List	0	0	0												E
Other Applicants	0	0	0												F
TOTAL APPLICANTS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	G
Total Rejected Applicants	0	0	0												H
TOTAL QUALIFIED APPLICANTS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	I
Total Applicants for Exam	0	0	0												J
Total Rejected/Not Qualified	0	0	0												K
Total Passing Exam	0	0	0												L
Total Tested	0	0	0												M
TOTAL INTERVIEWED	0	0	0												O
Not Offered Position	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P
Offered Position	0	0	0												Q
Refused Position	0	0	0												R
TOTAL ACCESSIONS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	S

APPLICANT FLOW ANALYSIS - Hires

March 30, 2024

Campus: Storrs
 EEO-6 Category: 7-Maintenance/Service
 Position Classification: Protective Services - Firefighter

APPLICANT FLOW	GRAND	TOTAL	TOTAL	WHITE	WHITE	BLACK	BLACK	HISP	HISP	AAIANHPI	AAIANHPI	2+ Races	2+ Races	Unknown	
ANALYSIS	TOTAL	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	Male	Female	Unknown	
Intra-Agency	0	0	0												A
Outside Agency	0	0	0												B
Reemployment List	0	0	0												C
Cert. Employment List	0	0	0												D
Transfer List	0	0	0												E
Other Applicants	63	54	2	46	2	1	0	5	0	2	0	0	0	7	F
TOTAL APPLICANTS	63	54	2	46	2	1	0	5	0	2	0	0	0	7	G
Total Rejected Applicants	38	34	2	28	2	0	0	5	0	1	0	0	0	2	H
TOTAL QUALIFIED APPLICANTS	25	20	0	18	0	1	0	0	0	1	0	0	0	5	I
Total Applicants for Exam	0	0	0												J
Total Rejected/Not Qualified	0	0	0												K
Total Passing Exam	0	0	0												L
Total Tested	0	0	0												M
TOTAL INTERVIEWED	16	13	0	11	0	1	0	0	0	1	0	0	0	3	O
Not Offered Position	15	12	0	11	0	0	0	0	0	1	0	0	0	3	P
Offered Position	1	1	0	0	0	1	0	0	0	0	0	0	0	0	Q
Refused Position	0	0	0												R
TOTAL ACCESSIONS	1	1	0	0	0	1	0	0	0	0	0	0	0	0	S

APPLICANT FLOW ANALYSIS - Hires

March 30, 2024

Campus: Storrs
 EEO-6 Category: 4-Secretarial/Clerical
 Position Classification: Administrative Assistant

APPLICANT FLOW	GRAND	TOTAL	TOTAL	WHITE	WHITE	BLACK	BLACK	HISP	HISP	AAIANHPI	AAIANHPI	2+ Races	2+ Races	Unknown	
ANALYSIS	TOTAL	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	Male	Female	Unknown	
Intra-Agency	0	0	0												A
Outside Agency	0	0	0												B
Reemployment List	0	0	0												C
Cert. Employment List	0	0	0												D
Transfer List	0	0	0												E
Other Applicants	0	0	0												F
TOTAL APPLICANTS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	G
Total Rejected Applicants	0	0	0												H
TOTAL QUALIFIED APPLICANTS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	I
Total Applicants for Exam	0	0	0												J
Total Rejected/Not Qualified	0	0	0												K
Total Passing Exam	0	0	0												L
Total Tested	0	0	0												M
TOTAL INTERVIEWED	0	0	0												O
Not Offered Position	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P
Offered Position	0	0	0												Q
Refused Position	0	0	0												R
TOTAL ACCESSIONS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	S

No hiring activity occurred in this category.

APPLICANT FLOW ANALYSIS - Hires

March 30, 2024

Campus: Storrs
EEO-6 Category: 4-Secretarial/Clerical
Position Classification: Office Assistant

APPLICANT FLOW	GRAND	TOTAL	TOTAL	WHITE	WHITE	BLACK	BLACK	HISP	HISP	AAIANHPI	AAIANHPI	2+ Races	2+ Races	Unknown	
ANALYSIS	TOTAL	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	Male	Female	Unknown	
Intra-Agency	0	0	0												A
Outside Agency	0	0	0												B
Reemployment List	0	0	0												C
Cert. Employment List	0	0	0												D
Transfer List	0	0	0												E
Other Applicants	27	8	15	3	9	2	2	1	3	2	1	0	0	4	F
TOTAL APPLICANTS	27	8	15	3	9	2	2	1	3	2	1	0	0	4	G
Total Rejected Applicants	7	1	4	1	2	0	0	0	1	0	1	0	0	2	H
TOTAL QUALIFIED APPLICANTS	20	7	11	2	7	2	2	1	2	2	0	0	0	2	I
Total Applicants for Exam	0	0	0												J
Total Rejected/Not Qualified	0	0	0												K
Total Passing Exam	0	0	0												L
Total Tested	0	0	0												M
TOTAL INTERVIEWED	2	0	2	0	1	0	0	0	1	0	0	0	0	0	O
Not Offered Position	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P
Offered Position	2	0	2	0	1	0	0	0	1	0	0	0	0	0	Q
Refused Position	0	0	0												R
TOTAL ACCESSIONS	2	0	2	0	1	0	0	0	1	0	0	0	0	0	S

APPLICANT FLOW ANALYSIS - Hires

March 30, 2024

Campus: Storrs
 EEO-6 Category: 4-Secretarial/Clerical
 Position Classification: Clerical Remaining Titles

APPLICANT FLOW	GRAND	TOTAL	TOTAL	WHITE	WHITE	BLACK	BLACK	HISP	HISP	AAIANHPI	AAIANHPI	2+ Races	2+ Races	Unknown	
ANALYSIS	TOTAL	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	Male	Female	Unknown	
Intra-Agency	0	0	0												A
Outside Agency	0	0	0												B
Reemployment List	0	0	0												C
Cert. Employment List	0	0	0												D
Transfer List	0	0	0												E
Other Applicants	0	0	0												F
TOTAL APPLICANTS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	G
Total Rejected Applicants	0	0	0												H
TOTAL QUALIFIED APPLICANTS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	I
Total Applicants for Exam	0	0	0												J
Total Rejected/Not Qualified	0	0	0												K
Total Passing Exam	0	0	0												L
Total Tested	0	0	0												M
TOTAL INTERVIEWED	0	0	0												O
Not Offered Position	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P
Offered Position	0	0	0												Q
Refused Position	0	0	0												R
TOTAL ACCESSIONS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	S

No hiring activity occurred in this category.

APPLICANT FLOW ANALYSIS - Hires

March 30, 2024

Campus: Storrs
 EEO-6 Category: 5-Technical/Paraprofessional
 Position Classification: All Titles

APPLICANT FLOW	GRAND	TOTAL	TOTAL	WHITE	WHITE	BLACK	BLACK	HISP	HISP	AAIANHPI	AAIANHPI	2+ Races	2+ Races	Unknown	
ANALYSIS	TOTAL	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	Male	Female	Unknown	
Intra-Agency	0	0	0												A
Outside Agency	0	0	0												B
Reemployment List	0	0	0												C
Cert. Employment List	0	0	0												D
Transfer List	0	0	0												E
Other Applicants	21	20	1	17	1	2	0	1	0	0	0	0	0	0	F
TOTAL APPLICANTS	21	20	1	17	1	2	0	1	0	0	0	0	0	0	G
Total Rejected Applicants	6	6	0	4	0	2	0	0	0	0	0	0	0	0	H
TOTAL QUALIFIED APPLICANTS	15	14	1	13	1	0	0	1	0	0	0	0	0	0	I
Total Applicants for Exam	0	0	0												J
Total Rejected/Not Qualified	0	0	0												K
Total Passing Exam	0	0	0												L
Total Tested	0	0	0												M
TOTAL INTERVIEWED	7	6	1	6	1	0	0	0	0	0	0	0	0	0	O
Not Offered Position	5	4	1	4	1	0	0	0	0	0	0	0	0	0	P
Offered Position	2	2	0	2	0	0	0	0	0	0	0	0	0	0	Q
Refused Position	0	0	0												R
TOTAL ACCESSIONS	2	2	0	2	0	0	0	0	0	0	0	0	0	0	S

APPLICANT FLOW ANALYSIS - Hires

March 30, 2024

Campus: Storrs
 EEO-6 Category: 6-Qualified Craft Worker
 Position Classification: Qualified Craft Titles

APPLICANT FLOW	GRAND	TOTAL	TOTAL	WHITE	WHITE	BLACK	BLACK	HISP	HISP	AAIANHPI	AAIANHPI	2+ Races	2+ Races	Unknown	
ANALYSIS	TOTAL	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	Male	Female	Unknown	
Intra-Agency	0	0	0												A
Outside Agency	0	0	0												B
Reemployment List	0	0	0												C
Cert. Employment List	0	0	0												D
Transfer List	0	0	0												E
Other Applicants	148	126	4	86	2	11	1	23	1	3	0	3	0	18	F
TOTAL APPLICANTS	148	126	4	86	2	11	1	23	1	3	0	3	0	18	G
Total Rejected Applicants	84	76	2	53	0	6	1	14	1	2	0	1	0	6	H
TOTAL QUALIFIED APPLICANTS	64	50	2	33	2	5	0	9	0	1	0	2	0	12	I
Total Applicants for Exam	0	0	0												J
Total Rejected/Not Qualified	0	0	0												K
Total Passing Exam	0	0	0												L
Total Tested	0	0	0												M
TOTAL INTERVIEWED	40	33	2	23	2	2	0	6	0	1	0	1	0	5	O
Not Offered Position	28	21	2	13	2	2	0	4	0	1	0	1	0	5	P
Offered Position	12	12	0	10	0	0	0	2	0	0	0	0	0	0	Q
Refused Position	4	4	0	4	0	0	0	0	0	0	0	0	0	0	R
TOTAL ACCESSIONS	8	8	0	6	0	0	0	2	0	0	0	0	0	0	S

APPLICANT FLOW ANALYSIS - Hires

March 30, 2024

Campus: Storrs
 EEO-6 Category: 7-Maintenance/Service
 Position Classification: General Trade Worker

APPLICANT FLOW	GRAND	TOTAL	TOTAL	WHITE	WHITE	BLACK	BLACK	HISP	HISP	AAIANHPI	AAIANHPI	2+ Races	2+ Races	Unknown	
ANALYSIS	TOTAL	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	Male	Female	Unknown	
Intra-Agency	0	0	0												A
Outside Agency	0	0	0												B
Reemployment List	0	0	0												C
Cert. Employment List	0	0	0												D
Transfer List	0	0	0												E
Other Applicants	0	0	0												F
TOTAL APPLICANTS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	G
Total Rejected Applicants	0	0	0												H
TOTAL QUALIFIED APPLICANTS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	I
Total Applicants for Exam	0	0	0												J
Total Rejected/Not Qualified	0	0	0												K
Total Passing Exam	0	0	0												L
Total Tested	0	0	0												M
TOTAL INTERVIEWED	0	0	0												O
Not Offered Position	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P
Offered Position	0	0	0												Q
Refused Position	0	0	0												R
TOTAL ACCESSIONS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	S

APPLICANT FLOW ANALYSIS - Hires

March 30, 2024

Campus: Storrs
 EEO-6 Category: 7-Maintenance/Service
 Position Classification: Lead Custodian

APPLICANT FLOW	GRAND	TOTAL	TOTAL	WHITE	WHITE	BLACK	BLACK	HISP	HISP	AAIANHPI	AAIANHPI	2+ Races	2+ Races	Unknown	
ANALYSIS	TOTAL	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	Male	Female	Unknown	
Intra-Agency	0	0	0												A
Outside Agency	0	0	0												B
Reemployment List	0	0	0												C
Cert. Employment List	0	0	0												D
Transfer List	0	0	0												E
Other Applicants	0	0	0												F
TOTAL APPLICANTS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	G
Total Rejected Applicants	0	0	0												H
TOTAL QUALIFIED APPLICANTS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	I
Total Applicants for Exam	0	0	0												J
Total Rejected/Not Qualified	0	0	0												K
Total Passing Exam	0	0	0												L
Total Tested	0	0	0												M
TOTAL INTERVIEWED	0	0	0												O
Not Offered Position	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P
Offered Position	0	0	0												Q
Refused Position	0	0	0												R
TOTAL ACCESSIONS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	S

No hiring activity occurred in this category.

APPLICANT FLOW ANALYSIS - Hires

March 30, 2024

Campus: Storrs
EEO-6 Category: 7-Maintenance/Service
Position Classification: Custodian

APPLICANT FLOW	GRAND	TOTAL	TOTAL	WHITE	WHITE	BLACK	BLACK	HISP	HISP	AAIANHPI	AAIANHPI	2+ Races	2+ Races	Unknown	
ANALYSIS	TOTAL	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	Male	Female	Unknown	
Intra-Agency	0	0	0												A
Outside Agency	0	0	0												B
Reemployment List	0	0	0												C
Cert. Employment List	0	0	0												D
Transfer List	0	0	0												E
Other Applicants	172	103	54	34	28	15	1	49	24	4	1	1		15	F
TOTAL APPLICANTS	172	103	54	34	28	15	1	49	24	4	1	1	0	15	G
Total Rejected Applicants	82	54	22	14	11	8		28	11	3		1		6	H
TOTAL QUALIFIED APPLICANTS	90	49	32	20	17	7	1	21	13	1	1	0	0	9	I
Total Applicants for Exam	0	0	0												J
Total Rejected/Not Qualified	0	0	0												K
Total Passing Exam	0	0	0												L
Total Tested	0	0	0												M
TOTAL INTERVIEWED	50	28	18	6	10	5		16	7	1	1			4	O
Not Offered Position	37	23	12	5	6	4	0	13	5	1	1	0	0	2	P
Offered Position	13	5	6	1	4	1		3	2					2	Q
Refused Position	6	3	2	1	1	1		1	1					1	R
TOTAL ACCESSIONS	7	2	4	0	3	0	0	2	1	0	0	0	0	1	S

APPLICANT FLOW ANALYSIS - Hires

March 30, 2024

Campus: Storrs
 EEO-6 Category: 7-Maintenance/Service
 Position Classification: Service Maintenance Titles

APPLICANT FLOW	GRAND	TOTAL	TOTAL	WHITE	WHITE	BLACK	BLACK	HISP	HISP	AAIANHPI	AAIANHPI	2+ Races	2+ Races	Unknown	
ANALYSIS	TOTAL	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	Male	Female	Unknown	
Intra-Agency	0	0	0												A
Outside Agency	0	0	0												B
Reemployment List	0	0	0												C
Cert. Employment List	0	0	0												D
Transfer List	0	0	0												E
Other Applicants	247	166	59	100	44	19	4	22	10	23	1	2	0	22	F
TOTAL APPLICANTS	247	166	59	100	44	19	4	22	10	23	1	2	0	22	G
Total Rejected Applicants	177	136	24	76	16	16	2	21	5	22	1	1	0	17	H
TOTAL QUALIFIED APPLICANTS	70	30	35	24	28	3	2	1	5	1	0	1	0	5	I
Total Applicants for Exam	0	0	0												J
Total Rejected/Not Qualified	0	0	0												K
Total Passing Exam	0	0	0												L
Total Tested	0	0	0												M
TOTAL INTERVIEWED	61	25	33	20	26	2	2	1	5	1	0	1	0	3	O
Not Offered Position	53	19	31	15	24	2	2	1	5	1	0	0	0	3	P
Offered Position	8	6	2	5	2	0	0	0	0	0	0	1	0	0	Q
Refused Position	2	2	0	2	0	0	0	0	0	0	0	0	0	0	R
TOTAL ACCESSIONS	6	4	2	3	2	0	0	0	0	0	0	1	0	0	S

APPLICANT FLOW ANALYSIS - Hires

March 30, 2024

Campus: Hartford
EEO-6 Category: 4-Secretarial/Clerical
Position Classification: All Titles

APPLICANT FLOW	GRAND	TOTAL	TOTAL	WHITE	WHITE	BLACK	BLACK	HISP	HISP	AAIANHPI	AAIANHPI	2+ Races	2+ Races	Unknown	
ANALYSIS	TOTAL	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	Male	Female	Unknown	
Intra-Agency	0	0	0												A
Outside Agency	0	0	0												B
Reemployment List	0	0	0												C
Cert. Employment List	0	0	0												D
Transfer List	0	0	0												E
Other Applicants	0	0	0												F
TOTAL APPLICANTS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	G
Total Rejected Applicants	0	0	0												H
TOTAL QUALIFIED APPLICANTS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	I
Total Applicants for Exam	0	0	0												J
Total Rejected/Not Qualified	0	0	0												K
Total Passing Exam	0	0	0												L
Total Tested	0	0	0												M
TOTAL INTERVIEWED	0	0	0												O
Not Offered Position	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P
Offered Position	0	0	0												Q
Refused Position	0	0	0												R
TOTAL ACCESSIONS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	S

APPLICANT FLOW ANALYSIS - Hires

March 30, 2024

Campus: Hartford
 EEO-6 Category: 6-Qualified Craft Worker
 Position Classification: All Titles

APPLICANT FLOW	GRAND	TOTAL	TOTAL	WHITE	WHITE	BLACK	BLACK	HISP	HISP	AAIANHPI	AAIANHPI	2+ Races	2+ Races	Unknown	
ANALYSIS	TOTAL	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	Male	Female	Unknown	
Intra-Agency	0	0	0												A
Outside Agency	0	0	0												B
Reemployment List	0	0	0												C
Cert. Employment List	0	0	0												D
Transfer List	0	0	0												E
Other Applicants	39	35	1	27	0	4	0	3	1	1	0	0	0	3	F
TOTAL APPLICANTS	39	35	1	27	0	4	0	3	1	1	0	0	0	3	G
Total Rejected Applicants	17	15	1	12	0	0	0	3	1	0	0	0	0	1	H
TOTAL QUALIFIED APPLICANTS	22	20	0	15	0	4	0	0	0	1	0	0	0	2	I
Total Applicants for Exam	0	0	0												J
Total Rejected/Not Qualified	0	0	0												K
Total Passing Exam	0	0	0												L
Total Tested	0	0	0												M
TOTAL INTERVIEWED	12	12	0	10	0	1	0	0	0	1	0	0	0	0	O
Not Offered Position	10	10	0	8	0	1	0	0	0	1	0	0	0	0	P
Offered Position	2	2	0	2	0	0	0	0	0	0	0	0	0	0	Q
Refused Position	1	1	0	1	0	0	0	0	0	0	0	0	0	0	R
TOTAL ACCESSIONS	1	1	0	1	0	0	0	0	0	0	0	0	0	0	S

APPLICANT FLOW ANALYSIS - Hires

March 30, 2024

Campus: Hartford
 EEO-6 Category: 7-Maintenance/Service
 Position Classification: Remaining Titles

APPLICANT FLOW	GRAND	TOTAL	TOTAL	WHITE	WHITE	BLACK	BLACK	HISP	HISP	AAIANHPI	AAIANHPI	2+ Races	2+ Races	Unknown	
ANALYSIS	TOTAL	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	Male	Female	Unknown	
Intra-Agency	0	0	0												A
Outside Agency	0	0	0												B
Reemployment List	0	0	0												C
Cert. Employment List	0	0	0												D
Transfer List	0	0	0												E
Other Applicants	0	0	0												F
TOTAL APPLICANTS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	G
Total Rejected Applicants	0	0	0												H
TOTAL QUALIFIED APPLICANTS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	I
Total Applicants for Exam	0	0	0												J
Total Rejected/Not Qualified	0	0	0												K
Total Passing Exam	0	0	0												L
Total Tested	0	0	0												M
TOTAL INTERVIEWED	0	0	0												O
Not Offered Position	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P
Offered Position	0	0	0												Q
Refused Position	0	0	0												R
TOTAL ACCESSIONS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	S

APPLICANT FLOW ANALYSIS - Hires

March 30, 2024

Campus: Avery Point
 EEO-6 Category: 4-Secretarial/Clerical
 Position Classification: All Titles

APPLICANT FLOW	GRAND	TOTAL	TOTAL	WHITE	WHITE	BLACK	BLACK	HISP	HISP	AAIANHPI	AAIANHPI	2+ Races	2+ Races	Unknown	
ANALYSIS	TOTAL	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	Male	Female	Unknown	
Intra-Agency	0	0	0												A
Outside Agency	0	0	0												B
Reemployment List	0	0	0												C
Cert. Employment List	0	0	0												D
Transfer List	0	0	0												E
Other Applicants	0	0	0												F
TOTAL APPLICANTS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	G
Total Rejected Applicants	0	0	0												H
TOTAL QUALIFIED APPLICANTS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	I
Total Applicants for Exam	0	0	0												J
Total Rejected/Not Qualified	0	0	0												K
Total Passing Exam	0	0	0												L
Total Tested	0	0	0												M
TOTAL INTERVIEWED	0	0	0												O
Not Offered Position	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P
Offered Position	0	0	0												Q
Refused Position	0	0	0												R
TOTAL ACCESSIONS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	S

No hiring activity occurred in this category.

APPLICANT FLOW ANALYSIS - Hires

March 30, 2024

Campus: Avery Point
 EEO-6 Category: 5-Technical/Paraprofessional
 Position Classification: All Titles

APPLICANT FLOW	GRAND	TOTAL	TOTAL	WHITE	WHITE	BLACK	BLACK	HISP	HISP	AAIANHPI	AAIANHPI	2+ Races	2+ Races	Unknown	
ANALYSIS	TOTAL	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	Male	Female	Unknown	
Intra-Agency	0	0	0												A
Outside Agency	0	0	0												B
Reemployment List	0	0	0												C
Cert. Employment List	0	0	0												D
Transfer List	0	0	0												E
Other Applicants	0	0	0												F
TOTAL APPLICANTS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	G
Total Rejected Applicants	0	0	0												H
TOTAL QUALIFIED APPLICANTS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	I
Total Applicants for Exam	0	0	0												J
Total Rejected/Not Qualified	0	0	0												K
Total Passing Exam	0	0	0												L
Total Tested	0	0	0												M
TOTAL INTERVIEWED	0	0	0												O
Not Offered Position	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P
Offered Position	0	0	0												Q
Refused Position	0	0	0												R
TOTAL ACCESSIONS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	S

No hiring activity occurred in this category.

APPLICANT FLOW ANALYSIS - Hires

March 30, 2024

Campus: Avery Point
EEO-6 Category: 6-Qualified Craft Worker
Position Classification: All Titles

APPLICANT FLOW	GRAND	TOTAL	TOTAL	WHITE	WHITE	BLACK	BLACK	HISP	HISP	AAIANHPI	AAIANHPI	2+ Races	2+ Races	Unknown	
ANALYSIS	TOTAL	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	Male	Female	Unknown	
Intra-Agency	0	0	0												A
Outside Agency	0	0	0												B
Reemployment List	0	0	0												C
Cert. Employment List	0	0	0												D
Transfer List	0	0	0												E
Other Applicants	0	0	0												F
TOTAL APPLICANTS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	G
Total Rejected Applicants	0	0	0												H
TOTAL QUALIFIED APPLICANTS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	I
Total Applicants for Exam	0	0	0												J
Total Rejected/Not Qualified	0	0	0												K
Total Passing Exam	0	0	0												L
Total Tested	0	0	0												M
TOTAL INTERVIEWED	0	0	0												O
Not Offered Position	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P
Offered Position	0	0	0												Q
Refused Position	0	0	0												R
TOTAL ACCESSIONS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	S

No hiring activity occurred in this category.

APPLICANT FLOW ANALYSIS - Hires

March 30, 2024

Campus: Avery Point
EEO-6 Category: 7-Service Maintenance
Position Classification: All Titles

APPLICANT FLOW	GRAND	TOTAL	TOTAL	WHITE	WHITE	BLACK	BLACK	HISP	HISP	AAIANHPI	AAIANHPI	2+ Races	2+ Races	Unknown	
ANALYSIS	TOTAL	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	Male	Female	Unknown	
Intra-Agency	0	0	0												A
Outside Agency	0	0	0												B
Reemployment List	0	0	0												C
Cert. Employment List	0	0	0												D
Transfer List	0	0	0												E
Other Applicants	11	9	1	7	1	0	0	2	0	0	0	0	0	1	F
TOTAL APPLICANTS	11	9	1	7	1	0	0	2	0	0	0	0	0	1	G
Total Rejected Applicants	3	3	0	1	0	0	0	2	0	0	0	0	0	0	H
TOTAL QUALIFIED APPLICANTS	8	6	1	6	1	0	0	0	0	0	0	0	0	1	I
Total Applicants for Exam	0	0	0												J
Total Rejected/Not Qualified	0	0	0												K
Total Passing Exam	0	0	0												L
Total Tested	0	0	0												M
TOTAL INTERVIEWED	3	2	1	2	1	0	0	0	0	0	0	0	0	0	O
Not Offered Position	1	1	0	1	0	0	0	0	0	0	0	0	0	0	P
Offered Position	2	1	1	1	1	0	0	0	0	0	0	0	0	0	Q
Refused Position	1	1	0	1	0	0	0	0	0	0	0	0	0	0	R
TOTAL ACCESSIONS	1	0	1	0	1	0	0	0	0	0	0	0	0	0	S

APPLICANT FLOW ANALYSIS - Hires

March 30, 2024

Campus: Stamford
EEO-6 Category: 4-Secretarial/Clerical
Position Classification: All Titles

APPLICANT FLOW	GRAND	TOTAL	TOTAL	WHITE	WHITE	BLACK	BLACK	HISP	HISP	AAIANHPI	AAIANHPI	2+ Races	2+ Races	Unknown	
ANALYSIS	TOTAL	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	Male	Female	Unknown	
Intra-Agency	0	0	0												A
Outside Agency	0	0	0												B
Reemployment List	0	0	0												C
Cert. Employment List	0	0	0												D
Transfer List	0	0	0												E
Other Applicants	0	0	0												F
TOTAL APPLICANTS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	G
Total Rejected Applicants	0	0	0												H
TOTAL QUALIFIED APPLICANTS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	I
Total Applicants for Exam	0	0	0												J
Total Rejected/Not Qualified	0	0	0												K
Total Passing Exam	0	0	0												L
Total Tested	0	0	0												M
TOTAL INTERVIEWED	0	0	0												O
Not Offered Position	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P
Offered Position	0	0	0												Q
Refused Position	0	0	0												R
TOTAL ACCESSIONS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	S

No hiring activity occurred in this category.

APPLICANT FLOW ANALYSIS - Hires

March 30, 2024

Campus: Stamford
EEO-6 Category: 7-Maintenance/Services
Position Classification: All Titles

APPLICANT FLOW	GRAND	TOTAL	TOTAL	WHITE	WHITE	BLACK	BLACK	HISP	HISP	AAIANHPI	AAIANHPI	2+ Races	2+ Races	Unknown	
ANALYSIS	TOTAL	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	Male	Female	Unknown	
Intra-Agency	0	0	0												A
Outside Agency	0	0	0												B
Reemployment List	0	0	0												C
Cert. Employment List	0	0	0												D
Transfer List	0	0	0												E
Other Applicants	0	0	0												F
TOTAL APPLICANTS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	G
Total Rejected Applicants	0	0	0												H
TOTAL QUALIFIED APPLICANTS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	I
Total Applicants for Exam	0	0	0												J
Total Rejected/Not Qualified	0	0	0												K
Total Passing Exam	0	0	0												L
Total Tested	0	0	0												M
TOTAL INTERVIEWED	0	0	0												O
Not Offered Position	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P
Offered Position	0	0	0												Q
Refused Position	0	0	0												R
TOTAL ACCESSIONS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	S

No hiring activity occurred in this category.

APPLICANT FLOW ANALYSIS - Hires

March 30, 2024

Campus: Waterbury
EEO-6 Category: 4-Secretarial/Clerical
Position Classification: All titles

APPLICANT FLOW	GRAND	TOTAL	TOTAL	WHITE	WHITE	BLACK	BLACK	HISP	HISP	AAIANHPI	AAIANHPI	2+ Races	2+ Races	Unknown	
ANALYSIS	TOTAL	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	Male	Female	Unknown	
Intra-Agency	0	0	0												A
Outside Agency	0	0	0												B
Reemployment List	0	0	0												C
Cert. Employment List	0	0	0												D
Transfer List	0	0	0												E
Other Applicants	0	0	0												F
TOTAL APPLICANTS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	G
Total Rejected Applicants	0	0	0												H
TOTAL QUALIFIED APPLICANTS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	I
Total Applicants for Exam	0	0	0												J
Total Rejected/Not Qualified	0	0	0												K
Total Passing Exam	0	0	0												L
Total Tested	0	0	0												M
TOTAL INTERVIEWED	0	0	0												O
Not Offered Position	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P
Offered Position	0	0	0												Q
Refused Position	0	0	0												R
TOTAL ACCESSIONS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	S

No hiring activity occurred in this category.

APPLICANT FLOW ANALYSIS - Hires

March 30, 2024

Campus: Waterbury
EEO-6 Category: 5-Technical/Paraprofessional
Position Classification: All Titles

APPLICANT FLOW	GRAND	TOTAL	TOTAL	WHITE	WHITE	BLACK	BLACK	HISP	HISP	AAIANHPI	AAIANHPI	2+ Races	2+ Races	Unknown	
ANALYSIS	TOTAL	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	Male	Female	Unknown	
Intra-Agency	0	0	0												A
Outside Agency	0	0	0												B
Reemployment List	0	0	0												C
Cert. Employment List	0	0	0												D
Transfer List	0	0	0												E
Other Applicants	0	0	0												F
TOTAL APPLICANTS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	G
Total Rejected Applicants	0	0	0												H
TOTAL QUALIFIED APPLICANTS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	I
Total Applicants for Exam	0	0	0												J
Total Rejected/Not Qualified	0	0	0												K
Total Passing Exam	0	0	0												L
Total Tested	0	0	0												M
TOTAL INTERVIEWED	0	0	0												O
Not Offered Position	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P
Offered Position	0	0	0												Q
Refused Position	0	0	0												R
TOTAL ACCESSIONS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	S

No hiring activity occurred in this category.

APPLICANT FLOW ANALYSIS - Hires

March 30, 2024

Campus: Waterbury
EEO-6 Category: 7-Maintenance/Service
Position Classification: All Titles

APPLICANT FLOW	GRAND	TOTAL	TOTAL	WHITE	WHITE	BLACK	BLACK	HISP	HISP	AAIANHPI	AAIANHPI	2+ Races	2+ Races	Unknown	
ANALYSIS	TOTAL	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	Male	Female	Unknown	
Intra-Agency	0	0	0												A
Outside Agency	0	0	0												B
Reemployment List	0	0	0												C
Cert. Employment List	0	0	0												D
Transfer List	0	0	0												E
Other Applicants	39	37	1	25	0	0	0	8	1	4	0	0	0	1	F
TOTAL APPLICANTS	39	37	1	25	0	0	0	8	1	4	0	0	0	1	G
Total Rejected Applicants	27	26	1	16	0	3	0	4	1	3	0	0	0	0	H
TOTAL QUALIFIED APPLICANTS	12	11	0	9	0	-3	0	4	0	1	0	0	0	1	I
Total Applicants for Exam	0	0	0												J
Total Rejected/Not Qualified	0	0	0												K
Total Passing Exam	0	0	0												L
Total Tested	0	0	0												M
TOTAL INTERVIEWED	8	7	0	5	0	1	0	1	0	0	0	0	0	1	O
Not Offered Position	7	6	0	4	0	1	0	1	0	0	0	0	0	1	P
Offered Position	1	1	0	1	0	0	0	0	0	0	0	0	0	0	Q
Refused Position	0	0	0												R
TOTAL ACCESSIONS	1	1	0	1	0	0	0	0	0	0	0	0	0	0	S

APPLICANT FLOW ANALYSIS - Promotions

March 30, 2025

Campus: Total University
EEO-6 Category: 1-Executive/Managerial
Position Classification: Remaining Titles

APPLICANT FLOW	GRAND	TOTAL	TOTAL	WHITE	WHITE	BLACK	BLACK	HISP	HISP	AAIANHPI	AAIANHPI	2+ Races	2+ Races	Unknown	
ANALYSIS	TOTAL	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	Male	Female	Unknown	
Intra-Agency	8	5	3	4	2				1	1					A
Outside Agency	0	0	0												B
Reemployment List	0	0	0												C
Cert. Employment List	0	0	0												D
Transfer List	0	0	0												E
Other Applicants	10	8	1	2	1	2	0	0	0	4	0	0	0	1	F
TOTAL APPLICANTS	18	13	4	6	3	2	0	0	1	5	0	0	0	1	G
Total Rejected Applicants	4	3	0	0	0	1	0	0	0	2	0	0	0	1	H
TOTAL QUALIFIED APPLICANTS	14	10	4	6	3	1	0	0	1	3	0	0	0	0	I
Total Applicants for Exam	0	0	0												J
Total Rejected/Not Qualified	0	0	0												K
Total Passing Exam	0	0	0												L
Total Tested	0	0	0												M
TOTAL INTERVIEWED	14	10	4	6	3	1	0	0	1	3	0	0	0	0	O
Not Offered Position	8	7	1	3	1	1	0	0	0	3	0	0	0	0	P
Offered Position	6	3	3	3	2	0	0	0	1	0	0	0	0	0	Q
Refused Position	0	0	0												R
TOTAL ACCESSIONS	6	3	3	3	2	0	0	0	1	0	0	0	0	0	S

APPLICANT FLOW ANALYSIS - Promotions

March 30, 2025

Campus: Total University
EEO-6 Category: 1-Executive/Managerial
Position Classification: University Director

APPLICANT FLOW	GRAND	TOTAL	TOTAL	WHITE	WHITE	BLACK	BLACK	HISP	HISP	AAIANHPI	AAIANHPI	2+ Races	2+ Races	Unknown	
ANALYSIS	TOTAL	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	Male	Female	Unknown	
Intra-Agency	6	3	3	3	3	0	0	0	0	0	0	0	0	0	A
Outside Agency	0	0	0												B
Reemployment List	0	0	0												C
Cert. Employment List	0	0	0												D
Transfer List	0	0	0												E
Other Applicants	110	70	14	49	8	5	0	4	2	12	4	0	0	26	F
TOTAL APPLICANTS	116	73	17	52	11	5	0	4	2	12	4	0	0	26	G
Total Rejected Applicants	70	43	11	23	6	5	0	4	2	11	3	0	0	16	H
TOTAL QUALIFIED APPLICANTS	46	30	6	29	5	0	0	0	0	1	1	0	0	10	I
Total Applicants for Exam	0	0	0												J
Total Rejected/Not Qualified	0	0	0												K
Total Passing Exam	0	0	0												L
Total Tested	0	0	0												M
TOTAL INTERVIEWED	29	17	3	17	3	0	0	0	0	0	0	0	0	9	O
Not Offered Position	21	13	0	13	0	0	0	0	0	0	0	0	0	8	P
Offered Position	8	4	3	4	3	0	0	0	0	0	0	0	0	1	Q
Refused Position	2	1	0	1	0	0	0	0	0	0	0	0	0	1	R
TOTAL ACCESSIONS	6	3	3	3	3	0	0	0	0	0	0	0	0	0	S

APPLICANT FLOW ANALYSIS - Promotions

March 30, 2025

Campus: Total University
EEO-6 Category: 2 - Faculty
Position Classification: Professor

APPLICANT FLOW	GRAND	TOTAL	TOTAL	WHITE	WHITE	BLACK	BLACK	HISP	HISP	AAIANHPI	AAIANHPI	2+ Races	2+ Races	Unknown	
ANALYSIS	TOTAL	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	Male	Female	Unknown	
Intra-Agency	28	15	13	10	9	0	0	0	0	5	4	0	0	0	A
Outside Agency	0	0	0												B
Reemployment List	0	0	0												C
Cert. Employment List	0	0	0												D
Transfer List	0	0	0												E
Other Applicants	0	0	0												F
TOTAL APPLICANTS	28	15	13	10	9	0	0	0	0	5	4	0	0	0	G
Total Rejected Applicants	0	0	0	0	0	0	0	0	0	0	0	0	0	0	H
TOTAL QUALIFIED APPLICANTS	28	15	13	10	9	0	0	0	0	5	4	0	0	0	I
Total Applicants for Exam	0	0	0												J
Total Rejected/Not Qualified	0	0	0												K
Total Passing Exam	0	0	0												L
Total Tested	0	0	0												M
TOTAL INTERVIEWED	28	15	13	10	9	0	0	0	0	5	4	0	0	0	O
Not Offered Position	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P
Offered Position	28	15	13	10	9	0	0	0	0	5	4	0	0	0	Q
Refused Position	0	0	0												R
TOTAL ACCESSIONS	28	15	13	10	9	0	0	0	0	5	4	0	0	0	S

APPLICANT FLOW ANALYSIS - Promotions

March 30, 2025

Campus: Total University
EEO-6 Category: 2 - Faculty
Position Classification: Associate Professor

APPLICANT FLOW	GRAND	TOTAL	TOTAL	WHITE	WHITE	BLACK	BLACK	HISP	HISP	AAIANHPI	AAIANHPI	2+ Races	2+ Races	Unknown	
ANALYSIS	TOTAL	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	Male	Female	Unknown	
Intra-Agency	30	15	15	10	5	1	1	0	2	4	7	0	0	0	A
Outside Agency	0	0	0												B
Reemployment List	0	0	0												C
Cert. Employment List	0	0	0												D
Transfer List	0	0	0												E
Other Applicants	0	0	0												F
TOTAL APPLICANTS	30	15	15	10	5	1	1	0	2	4	7	0	0	0	G
Total Rejected Applicants	0	0	0	0	0	0	0	0	0	0	0	0	0	0	H
TOTAL QUALIFIED APPLICANTS	30	15	15	10	5	1	1	0	2	4	7	0	0	0	I
Total Applicants for Exam	0	0	0												J
Total Rejected/Not Qualified	0	0	0												K
Total Passing Exam	0	0	0												L
Total Tested	0	0	0												M
TOTAL INTERVIEWED	30	15	15	10	5	1	1	0	2	4	7	0	0	0	O
Not Offered Position	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P
Offered Position	30	15	15	10	5	1	1	0	2	4	7	0	0	0	Q
Refused Position	0	0	0												R
TOTAL ACCESSIONS	30	15	15	10	5	1	1	0	2	4	7	0	0	0	S

APPLICANT FLOW ANALYSIS - Promotions

March 30, 2025

Campus: Total University
 EEO-6 Category: 2-Faculty
 Position Classification: Assistant Professor Titles

APPLICANT FLOW	GRAND	TOTAL	TOTAL	WHITE	WHITE	BLACK	BLACK	HISP	HISP	AAIANHPI	AAIANHPI	2+ Races	2+ Races	Unknown	
ANALYSIS	TOTAL	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	Male	Female	Unknown	
Intra-Agency	2	1	1	1	0	0	0	0	0	0	1	0	0	0	A
Outside Agency	0	0	0												B
Reemployment List	0	0	0												C
Cert. Employment List	0	0	0												D
Transfer List	0	0	0												E
Other Applicants	61	12	39	1	2	0	0	0	0	10	35	1	2	10	F
TOTAL APPLICANTS	63	13	40	2	2	0	0	0	0	10	36	1	2	10	G
Total Rejected Applicants	26	7	16	1	1	0	0	0	0	5	14	1	1	3	H
TOTAL QUALIFIED APPLICANTS	37	6	24	1	1	0	0	0	0	5	22	0	1	7	I
Total Applicants for Exam	0	0	0												J
Total Rejected/Not Qualified	0	0	0												K
Total Passing Exam	0	0	0												L
Total Tested	0	0	0												M
TOTAL INTERVIEWED	13	3	7	1	0	0	0	0	0	2	6	0	1	3	O
Not Offered Position	11	2	6	0	0	0	0	0	0	2	5	0	1	3	P
Offered Position	2	1	1	1	0	0	0	0	0	0	1	0	0	0	Q
Refused Position	0	0	0	0	0	0	0	0	0	0	0	0	0	0	R
TOTAL ACCESSIONS	2	1	1	1	0	0	0	0	0	0	1	0	0	0	S

APPLICANT FLOW ANALYSIS - Promotions

March 30, 2025

Campus: Total University
EEO-6 Category: 2-Faculty
Position Classification: Extension & Instructor

APPLICANT FLOW	GRAND	TOTAL	TOTAL	WHITE	WHITE	BLACK	BLACK	HISP	HISP	AAIANHPI	AAIANHPI	2+ Races	2+ Races	Unknown	
ANALYSIS	TOTAL	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	Male	Female	Unknown	
Intra-Agency	0	0	0												A
Outside Agency	0	0	0												B
Reemployment List	0	0	0												C
Cert. Employment List	0	0	0												D
Transfer List	0	0	0												E
Other Applicants	0	0	0												F
TOTAL APPLICANTS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	G
Total Rejected Applicants	0	0	0												H
TOTAL QUALIFIED APPLICANTS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	I
Total Applicants for Exam	0	0	0												J
Total Rejected/Not Qualified	0	0	0												K
Total Passing Exam	0	0	0												L
Total Tested	0	0	0												M
TOTAL INTERVIEWED	0	0	0												O
Not Offered Position	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P
Offered Position	0	0	0												Q
Refused Position	0	0	0												R
TOTAL ACCESSIONS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	S

APPLICANT FLOW ANALYSIS - Promotions

March 30, 2025

Campus: Total University
EEO-6 Category: 2-Faculty
Position Classification: Clinical Faculty

APPLICANT FLOW	GRAND	TOTAL	TOTAL	WHITE	WHITE	BLACK	BLACK	HISP	HISP	AAIANHPI	AAIANHPI	2+ Races	2+ Races	Unknown	
ANALYSIS	TOTAL	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	Male	Female	Unknown	
Intra-Agency	0	0	0												A
Outside Agency	0	0	0												B
Reemployment List	0	0	0												C
Cert. Employment List	0	0	0												D
Transfer List	0	0	0												E
Other Applicants	0	0	0												F
TOTAL APPLICANTS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	G
Total Rejected Applicants	0	0	0												H
TOTAL QUALIFIED APPLICANTS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	I
Total Applicants for Exam	0	0	0												J
Total Rejected/Not Qualified	0	0	0												K
Total Passing Exam	0	0	0												L
Total Tested	0	0	0												M
TOTAL INTERVIEWED	0	0	0												O
Not Offered Position	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P
Offered Position	0	0	0												Q
Refused Position	0	0	0												R
TOTAL ACCESSIONS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	S

APPLICANT FLOW ANALYSIS - Promotions

March 30, 2025

Campus: Total University
EEO-6 Category: 2-Faculty
Position Classification: In Residence Faculty

APPLICANT FLOW	GRAND	TOTAL	TOTAL	WHITE	WHITE	BLACK	BLACK	HISP	HISP	AAIANHPI	AAIANHPI	2+ Races	2+ Races	Unknown	
ANALYSIS	TOTAL	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	Male	Female	Unknown	
Intra-Agency	1	0	1	0	1	0	0	0	0	0	0	0	0	0	A
Outside Agency	0	0	0												B
Reemployment List	0	0	0												C
Cert. Employment List	0	0	0												D
Transfer List	0	0	0												E
Other Applicants	0	0	0												F
TOTAL APPLICANTS	1	0	1	0	1	0	0	0	0	0	0	0	0	0	G
Total Rejected Applicants	0	0	0	0	0	0	0	0	0	0	0	0	0	0	H
TOTAL QUALIFIED APPLICANTS	1	0	1	0	1	0	0	0	0	0	0	0	0	0	I
Total Applicants for Exam	0	0	0												J
Total Rejected/Not Qualified	0	0	0												K
Total Passing Exam	0	0	0												L
Total Tested	0	0	0												M
TOTAL INTERVIEWED	1	0	1	0	1	0	0	0	0	0	0	0	0	0	O
Not Offered Position	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P
Offered Position	1	0	1	0	1	0	0	0	0	0	0	0	0	0	Q
Refused Position	0	0	0												R
TOTAL ACCESSIONS	1	0	1	0	1	0	0	0	0	0	0	0	0	0	S

APPLICANT FLOW ANALYSIS - Promotions

March 30, 2025

Campus: Total University
EEO-6 Category: 3-Nonteaching Professional
Position Classification: Academic Assistants

APPLICANT FLOW	GRAND	TOTAL	TOTAL	WHITE	WHITE	BLACK	BLACK	HISP	HISP	AAIANHPI	AAIANHPI	2+ Races	2+ Races	Unknown	
ANALYSIS	TOTAL	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	Male	Female	Unknown	
Intra-Agency	0	0	0												A
Outside Agency	0	0	0												B
Reemployment List	0	0	0												C
Cert. Employment List	0	0	0												D
Transfer List	0	0	0												E
Other Applicants	0	0	0												F
TOTAL APPLICANTS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	G
Total Rejected Applicants	0	0	0												H
TOTAL QUALIFIED APPLICANTS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	I
Total Applicants for Exam	0	0	0												J
Total Rejected/Not Qualified	0	0	0												K
Total Passing Exam	0	0	0												L
Total Tested	0	0	0												M
TOTAL INTERVIEWED	0	0	0												O
Not Offered Position	0	0	0												P
Offered Position	0	0	0												Q
Refused Position	0	0	0												R
TOTAL ACCESSIONS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	S

APPLICANT FLOW ANALYSIS - Promotions

March 30, 2025

Campus: Total University
EEO-6 Category: 3-Nonteaching Professional
Position Classification: Admin Program / Services

APPLICANT FLOW	GRAND	TOTAL	TOTAL	WHITE	WHITE	BLACK	BLACK	HISP	HISP	AAIANHPI	AAIANHPI	2+ Races	2+ Races	Unknown	
ANALYSIS	TOTAL	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	Male	Female	Unknown	
Intra-Agency	8	1	7	1	6	0	1	0	0	0	0	0	0	0	A
Outside Agency	0	0	0												B
Reemployment List	0	0	0												C
Cert. Employment List	0	0	0												D
Transfer List	0	0	0												E
Other Applicants	26	4	20	2	13	0	1	0	3	2	3	0	0	2	F
TOTAL APPLICANTS	34	5	27	3	19	0	2	0	3	2	3	0	0	2	G
Total Rejected Applicants	13	4	7	2	2	0	1	0	2	2	2	0	0	2	H
TOTAL QUALIFIED APPLICANTS	21	1	20	1	17	0	1	0	1	0	1	0	0	0	I
Total Applicants for Exam	0	0	0												J
Total Rejected/Not Qualified	0	0	0												K
Total Passing Exam	0	0	0												L
Total Tested	0	0	0												M
TOTAL INTERVIEWED	15	1	14	1	12	0	1	0	0	0	1	0	0	0	O
Not Offered Position	7	0	7	0	6	0	0	0	0	0	1	0	0	0	P
Offered Position	8	1	7	1	6	0	1	0	0	0	0	0	0	0	Q
Refused Position	0	0	0												R
TOTAL ACCESSIONS	8	1	7	1	6	0	1	0	0	0	0	0	0	0	S

APPLICANT FLOW ANALYSIS - Promotions

March 30, 2025

Campus: Total University
 EEO-6 Category: 3-Nonteaching Professional
 Position Classification: Admissions and Registrar

APPLICANT FLOW	GRAND	TOTAL	TOTAL	WHITE	WHITE	BLACK	BLACK	HISP	HISP	AAIANHPI	AAIANHPI	2+ Races	2+ Races	Unknown	
ANALYSIS	TOTAL	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	Male	Female	Unknown	
Intra-Agency	0	0	0												A
Outside Agency	0	0	0												B
Reemployment List	0	0	0												C
Cert. Employment List	0	0	0												D
Transfer List	0	0	0												E
Other Applicants	0	0	0												F
TOTAL APPLICANTS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	G
Total Rejected Applicants	0	0	0												H
TOTAL QUALIFIED APPLICANTS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	I
Total Applicants for Exam	0	0	0												J
Total Rejected/Not Qualified	0	0	0												K
Total Passing Exam	0	0	0												L
Total Tested	0	0	0												M
TOTAL INTERVIEWED	0	0	0												O
Not Offered Position	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P
Offered Position	0	0	0												Q
Refused Position	0	0	0												R
TOTAL ACCESSIONS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	S

APPLICANT FLOW ANALYSIS - Promotions

March 30, 2025

Campus: Total University
 EEO-6 Category: 3-Nonteaching Professional
 Position Classification: Advising

APPLICANT FLOW	GRAND	TOTAL	TOTAL	WHITE	WHITE	BLACK	BLACK	HISP	HISP	AAIANHPI	AAIANHPI	2+ Races	2+ Races	Unknown	
ANALYSIS	TOTAL	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	Male	Female	Unknown	
Intra-Agency	2	2	0	1	0	1	0	0	0	0	0	0	0	0	A
Outside Agency	0	0	0												B
Reemployment List	0	0	0												C
Cert. Employment List	0	0	0												D
Transfer List	0	0	0												E
Other Applicants	0	0	0												F
TOTAL APPLICANTS	2	2	0	1	0	1	0	0	0	0	0	0	0	0	G
Total Rejected Applicants	0	0	0	0	0	0	0	0	0	0	0	0	0	0	H
TOTAL QUALIFIED APPLICANTS	2	2	0	1	0	1	0	0	0	0	0	0	0	0	I
Total Applicants for Exam	0	0	0												J
Total Rejected/Not Qualified	0	0	0												K
Total Passing Exam	0	0	0												L
Total Tested	0	0	0												M
TOTAL INTERVIEWED	2	2	0	1	0	1	0	0	0	0	0	0	0	0	O
Not Offered Position	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P
Offered Position	2	2	0	1	0	1	0	0	0	0	0	0	0	0	Q
Refused Position	0	0	0												R
TOTAL ACCESSIONS	2	2	0	1	0	1	0	0	0	0	0	0	0	0	S

APPLICANT FLOW ANALYSIS - Promotions

March 30, 2025

Campus: Total University
 EEO-6 Category: 3-Nonteaching Professional
 Position Classification: Arts and Curatorial Services

APPLICANT FLOW	GRAND	TOTAL	TOTAL	WHITE	WHITE	BLACK	BLACK	HISP	HISP	AAIANHPI	AAIANHPI	2+ Races	2+ Races	Unknown	
ANALYSIS	TOTAL	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	Male	Female	Unknown	
Intra-Agency	0	0	0												A
Outside Agency	0	0	0												B
Reemployment List	0	0	0												C
Cert. Employment List	0	0	0												D
Transfer List	0	0	0												E
Other Applicants	0	0	0												F
TOTAL APPLICANTS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	G
Total Rejected Applicants	0	0	0												H
TOTAL QUALIFIED APPLICANTS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	I
Total Applicants for Exam	0	0	0												J
Total Rejected/Not Qualified	0	0	0												K
Total Passing Exam	0	0	0												L
Total Tested	0	0	0												M
TOTAL INTERVIEWED	0	0	0												O
Not Offered Position	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P
Offered Position	0	0	0												Q
Refused Position	0	0	0												R
TOTAL ACCESSIONS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	S

APPLICANT FLOW ANALYSIS - Promotions

March 30, 2025

Campus: Total University
EEO-6 Category: 3-Nonteaching Professional
Position Classification: Business Operations

APPLICANT FLOW	GRAND	TOTAL	TOTAL	WHITE	WHITE	BLACK	BLACK	HISP	HISP	AAIANHPI	AAIANHPI	2+ Races	2+ Races	Unknown	
ANALYSIS	TOTAL	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	Male	Female	Unknown	
Intra-Agency	9	4	5	4	4	0	0	0	0	0	1	0	0	0	A
Outside Agency	0	0	0												B
Reemployment List	0	0	0												C
Cert. Employment List	0	0	0												D
Transfer List	0	0	0												E
Other Applicants	49	23	19	13	8	2	1	4	5	4	5	0	0	7	F
TOTAL APPLICANTS	58	27	24	17	12	2	1	4	5	4	6	0	0	7	G
Total Rejected Applicants	37	19	15	10	8	1	0	4	2	4	5	0	0	3	H
TOTAL QUALIFIED APPLICANTS	21	8	9	7	4	1	1	0	3	0	1	0	0	4	I
Total Applicants for Exam	0	0	0												J
Total Rejected/Not Qualified	0	0	0												K
Total Passing Exam	0	0	0												L
Total Tested	0	0	0												M
TOTAL INTERVIEWED	14	5	7	4	4	1	0	0	2	0	1	0	0	2	O
Not Offered Position	5	1	2	0	0	1	0	0	2	0	0	0	0	2	P
Offered Position	9	4	5	4	4	0	0	0	0	0	1	0	0	0	Q
Refused Position	0	0	0												R
TOTAL ACCESSIONS	9	4	5	4	4	0	0	0	0	0	1	0	0	0	S

APPLICANT FLOW ANALYSIS - Promotions

March 30, 2025

Campus: Total University
 EEO-6 Category: 3-Nonteaching Professional
 Position Classification: Capitol Planning & Construction

APPLICANT FLOW	GRAND	TOTAL	TOTAL	WHITE	WHITE	BLACK	BLACK	HISP	HISP	AAIANHPI	AAIANHPI	2+ Races	2+ Races	Unknown	
ANALYSIS	TOTAL	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	Male	Female	Unknown	
Intra-Agency	0	0	0												A
Outside Agency	0	0	0												B
Reemployment List	0	0	0												C
Cert. Employment List	0	0	0												D
Transfer List	0	0	0												E
Other Applicants	0	0	0												F
TOTAL APPLICANTS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	G
Total Rejected Applicants	0	0	0												H
TOTAL QUALIFIED APPLICANTS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	I
Total Applicants for Exam	0	0	0												J
Total Rejected/Not Qualified	0	0	0												K
Total Passing Exam	0	0	0												L
Total Tested	0	0	0												M
TOTAL INTERVIEWED	0	0	0												O
Not Offered Position	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P
Offered Position	0	0	0												Q
Refused Position	0	0	0												R
TOTAL ACCESSIONS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	S

APPLICANT FLOW ANALYSIS - Promotions

March 30, 2025

Campus: Total University
 EEO-6 Category: 3-Nonteaching Professional
 Position Classification: Communications and Marketing

APPLICANT FLOW	GRAND	TOTAL	TOTAL	WHITE	WHITE	BLACK	BLACK	HISP	HISP	AAIANHPI	AAIANHPI	2+ Races	2+ Races	Unknown	
ANALYSIS	TOTAL	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	Male	Female	Unknown	
Intra-Agency	0	0	0												A
Outside Agency	0	0	0												B
Reemployment List	0	0	0												C
Cert. Employment List	0	0	0												D
Transfer List	0	0	0												E
Other Applicants	0	0	0												F
TOTAL APPLICANTS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	G
Total Rejected Applicants	0	0	0												H
TOTAL QUALIFIED APPLICANTS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	I
Total Applicants for Exam	0	0	0												J
Total Rejected/Not Qualified	0	0	0												K
Total Passing Exam	0	0	0												L
Total Tested	0	0	0												M
TOTAL INTERVIEWED	0	0	0												O
Not Offered Position	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P
Offered Position	0	0	0												Q
Refused Position	0	0	0												R
TOTAL ACCESSIONS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	S

APPLICANT FLOW ANALYSIS - Promotions

March 30, 2025

Campus: Total University
 EEO-6 Category: 3-Nonteaching Professional
 Position Classification: Dining Services

APPLICANT FLOW	GRAND	TOTAL	TOTAL	WHITE	WHITE	BLACK	BLACK	HISP	HISP	AAIANHPI	AAIANHPI	2+ Races	2+ Races	Unknown	
ANALYSIS	TOTAL	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	Male	Female	Unknown	
Intra-Agency	0	0	0												A
Outside Agency	0	0	0												B
Reemployment List	0	0	0												C
Cert. Employment List	0	0	0												D
Transfer List	0	0	0												E
Other Applicants	0	0	0												F
TOTAL APPLICANTS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	G
Total Rejected Applicants	0	0	0												H
TOTAL QUALIFIED APPLICANTS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	I
Total Applicants for Exam	0	0	0												J
Total Rejected/Not Qualified	0	0	0												K
Total Passing Exam	0	0	0												L
Total Tested	0	0	0												M
TOTAL INTERVIEWED	0	0	0												O
Not Offered Position	0	0	0												P
Offered Position	0	0	0												Q
Refused Position	0	0	0												R
TOTAL ACCESSIONS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	S

APPLICANT FLOW ANALYSIS - Promotions

March 30, 2025

Campus: Total University
 EEO-6 Category: 3-Nonteaching Professional
 Position Classification: Educational Programs and Services

APPLICANT FLOW	GRAND	TOTAL	TOTAL	WHITE	WHITE	BLACK	BLACK	HISP	HISP	AAIANHPI	AAIANHPI	2+ Races	2+ Races	Unknown	
ANALYSIS	TOTAL	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	Male	Female	Unknown	
Intra-Agency	7	2	5	2	4	0	1	0	0	0	0	0	0	0	A
Outside Agency	0	0	0												B
Reemployment List	0	0	0												C
Cert. Employment List	0	0	0												D
Transfer List	0	0	0												E
Other Applicants	94	29	44	11	32	5	2	4	5	9	5	0	0	21	F
TOTAL APPLICANTS	101	31	49	13	36	5	3	4	5	9	5	0	0	21	G
Total Rejected Applicants	62	21	30	8	20	3	1	4	5	6	4	0	0	11	H
TOTAL QUALIFIED APPLICANTS	39	10	19	5	16	2	2	0	0	3	1	0	0	10	I
Total Applicants for Exam	0	0	0												J
Total Rejected/Not Qualified	0	0	0												K
Total Passing Exam	0	0	0												L
Total Tested	0	0	0												M
TOTAL INTERVIEWED	22	6	13	3	11	2	1	0	0	1	1	0	0	3	O
Not Offered Position	15	4	8	1	7	2	0	0	0	1	1	0	0	3	P
Offered Position	7	2	5	2	4	0	1	0	0	0	0	0	0	0	Q
Refused Position	0	0	0												R
TOTAL ACCESSIONS	7	2	5	2	4	0	1	0	0	0	0	0	0	0	S

APPLICANT FLOW ANALYSIS - Promotions

March 30, 2025

Campus: Total University
 EEO-6 Category: 3-Nonteaching Professional
 Position Classification: Facilities and Athletic Management

APPLICANT FLOW	GRAND	TOTAL	TOTAL	WHITE	WHITE	BLACK	BLACK	HISP	HISP	AAIANHPI	AAIANHPI	2+ Races	2+ Races	Unknown	
ANALYSIS	TOTAL	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	Male	Female	Unknown	
Intra-Agency	0	0	0												A
Outside Agency	0	0	0												B
Reemployment List	0	0	0												C
Cert. Employment List	0	0	0												D
Transfer List	0	0	0												E
Other Applicants	0	0	0												F
TOTAL APPLICANTS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	G
Total Rejected Applicants	0	0	0												H
TOTAL QUALIFIED APPLICANTS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	I
Total Applicants for Exam	0	0	0												J
Total Rejected/Not Qualified	0	0	0												K
Total Passing Exam	0	0	0												L
Total Tested	0	0	0												M
TOTAL INTERVIEWED	0	0	0												O
Not Offered Position	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P
Offered Position	0	0	0												Q
Refused Position	0	0	0												R
TOTAL ACCESSIONS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	S

APPLICANT FLOW ANALYSIS - Promotions

March 30, 2025

Campus: Total University
EEO-6 Category: 3-Nonteaching Professional
Position Classification: Finance Acct Budget

APPLICANT FLOW	GRAND	TOTAL	TOTAL	WHITE	WHITE	BLACK	BLACK	HISP	HISP	AAIANHPI	AAIANHPI	2+ Races	2+ Races	Unknown	
ANALYSIS	TOTAL	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	Male	Female	Unknown	
Intra-Agency	2	0	2	0	1	0	0	0	1	0	0	0	0	0	A
Outside Agency	0	0	0												B
Reemployment List	0	0	0												C
Cert. Employment List	0	0	0												D
Transfer List	0	0	0												E
Other Applicants	59	20	33	11	21	5	1	2	3	2	8	0	0	6	F
TOTAL APPLICANTS	61	20	35	11	22	5	1	2	4	2	8	0	0	6	G
Total Rejected Applicants	39	16	21	9	12	3	1	2	2	2	6	0	0	2	H
TOTAL QUALIFIED APPLICANTS	22	4	14	2	10	2	0	0	2	0	2	0	0	4	I
Total Applicants for Exam	0	0	0												J
Total Rejected/Not Qualified	0	0	0												K
Total Passing Exam	0	0	0												L
Total Tested	0	0	0												M
TOTAL INTERVIEWED	7	0	7	0	5	0	0	0	1	0	1	0	0	0	O
Not Offered Position	5	0	5	0	4	0	0	0	0	0	1	0	0	0	P
Offered Position	2	0	2	0	1	0	0	0	1	0	0	0	0	0	Q
Refused Position	0	0	0												R
TOTAL ACCESSIONS	2	0	2	0	1	0	0	0	1	0	0	0	0	0	S

APPLICANT FLOW ANALYSIS - Promotions

March 30, 2025

Campus: Total University
 EEO-6 Category: 3-Nonteaching Professional
 Position Classification: Financial Aid & Student Employment

APPLICANT FLOW	GRAND	TOTAL	TOTAL	WHITE	WHITE	BLACK	BLACK	HISP	HISP	AAIANHPI	AAIANHPI	2+ Races	2+ Races	Unknown	
ANALYSIS	TOTAL	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	Male	Female	Unknown	
Intra-Agency	0	0	0												A
Outside Agency	0	0	0												B
Reemployment List	0	0	0												C
Cert. Employment List	0	0	0												D
Transfer List	0	0	0												E
Other Applicants	0	0	0												F
TOTAL APPLICANTS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	G
Total Rejected Applicants	0	0	0												H
TOTAL QUALIFIED APPLICANTS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	I
Total Applicants for Exam	0	0	0												J
Total Rejected/Not Qualified	0	0	0												K
Total Passing Exam	0	0	0												L
Total Tested	0	0	0												M
TOTAL INTERVIEWED	0	0	0												O
Not Offered Position	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P
Offered Position	0	0	0												Q
Refused Position	0	0	0												R
TOTAL ACCESSIONS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	S

APPLICANT FLOW ANALYSIS - Promotions

March 30, 2025

Campus: Total University
EEO-6 Category: 3-Nonteaching Professional
Position Classification: Grants and Contracts

APPLICANT FLOW	GRAND	TOTAL	TOTAL	WHITE	WHITE	BLACK	BLACK	HISP	HISP	AAIANHPI	AAIANHPI	2+ Races	2+ Races	Unknown	
ANALYSIS	TOTAL	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	Male	Female	Unknown	
Intra-Agency	6	1	5	1	5	0	0	0	0	0	0	0	0	0	A
Outside Agency	0	0	0												B
Reemployment List	0	0	0												C
Cert. Employment List	0	0	0												D
Transfer List	0	0	0												E
Other Applicants	23	9	12	6	8	1	1	0	1	2	2	0	0	2	F
TOTAL APPLICANTS	29	10	17	7	13	1	1	0	1	2	2	0	0	2	G
Total Rejected Applicants	14	5	8	3	5	0	1	0	1	2	1	0	0	1	H
TOTAL QUALIFIED APPLICANTS	15	5	9	4	8	1	0	0	0	0	1	0	0	1	I
Total Applicants for Exam	0	0	0												J
Total Rejected/Not Qualified	0	0	0												K
Total Passing Exam	0	0	0												L
Total Tested	0	0	0												M
TOTAL INTERVIEWED	14	5	8	4	8	1	0	0	0	0	0	0	0	1	O
Not Offered Position	8	4	3	3	3	1	0	0	0	0	0	0	0	1	P
Offered Position	6	1	5	1	5	0	0	0	0	0	0	0	0	0	Q
Refused Position	0	0	0	0	0	0	0	0	0	0	0	0	0	0	R
TOTAL ACCESSIONS	6	1	5	1	5	0	0	0	0	0	0	0	0	0	S

APPLICANT FLOW ANALYSIS - Promotions

March 30, 2025

Campus: Total University
EEO-6 Category: 3-Nonteaching Professional
Position Classification: Health & Safety

APPLICANT FLOW	GRAND	TOTAL	TOTAL	WHITE	WHITE	BLACK	BLACK	HISP	HISP	AAIANHPI	AAIANHPI	2+ Races	2+ Races	Unknown	
ANALYSIS	TOTAL	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	Male	Female	Unknown	
Intra-Agency	0	0	0												A
Outside Agency	0	0	0												B
Reemployment List	0	0	0												C
Cert. Employment List	0	0	0												D
Transfer List	0	0	0												E
Other Applicants	0	0	0												F
TOTAL APPLICANTS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	G
Total Rejected Applicants	0	0	0												H
TOTAL QUALIFIED APPLICANTS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	I
Total Applicants for Exam	0	0	0												J
Total Rejected/Not Qualified	0	0	0												K
Total Passing Exam	0	0	0												L
Total Tested	0	0	0												M
TOTAL INTERVIEWED	0	0	0												O
Not Offered Position	0	0	0												P
Offered Position	0	0	0												Q
Refused Position	0	0	0												R
TOTAL ACCESSIONS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	S

APPLICANT FLOW ANALYSIS - Promotions

March 30, 2025

Campus: Total University
 EEO-6 Category: 3-Nonteaching Professional
 Position Classification: Information Technology

APPLICANT FLOW	GRAND	TOTAL	TOTAL	WHITE	WHITE	BLACK	BLACK	HISP	HISP	AAIANHPI	AAIANHPI	2+ Races	2+ Races	Unknown	
ANALYSIS	TOTAL	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	Male	Female	Unknown	
Intra-Agency	0	0	0												A
Outside Agency	0	0	0												B
Reemployment List	0	0	0												C
Cert. Employment List	0	0	0												D
Transfer List	0	0	0												E
Other Applicants	0	0	0												F
TOTAL APPLICANTS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	G
Total Rejected Applicants	0	0	0												H
TOTAL QUALIFIED APPLICANTS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	I
Total Applicants for Exam	0	0	0												J
Total Rejected/Not Qualified	0	0	0												K
Total Passing Exam	0	0	0												L
Total Tested	0	0	0												M
TOTAL INTERVIEWED	0	0	0												O
Not Offered Position	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P
Offered Position	0	0	0												Q
Refused Position	0	0	0												R
TOTAL ACCESSIONS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	S

APPLICANT FLOW ANALYSIS - Promotions

March 30, 2025

Campus: Total University
 EEO-6 Category: 3-Nonteaching Professional
 Position Classification: Lab & Research Operations

APPLICANT FLOW	GRAND	TOTAL	TOTAL	WHITE	WHITE	BLACK	BLACK	HISP	HISP	AAIANHPI	AAIANHPI	2+ Races	2+ Races	Unknown	
ANALYSIS	TOTAL	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	Male	Female	Unknown	
Intra-Agency	1	0	1	0	1	0	0	0	0	0	0	0	0	0	A
Outside Agency	0	0	0												B
Reemployment List	0	0	0												C
Cert. Employment List	0	0	0												D
Transfer List	0	0	0												E
Other Applicants	10	1	8	0	4	0	0	0	4	0	0	1	0	1	F
TOTAL APPLICANTS	11	1	9	0	5	0	0	0	4	0	0	1	0	1	G
Total Rejected Applicants	4	0	4	0	2	0	0	0	2	0	0	0	0	0	H
TOTAL QUALIFIED APPLICANTS	7	1	5	0	3	0	0	0	2	0	0	1	0	1	I
Total Applicants for Exam	0	0	0												J
Total Rejected/Not Qualified	0	0	0												K
Total Passing Exam	0	0	0												L
Total Tested	0	0	0												M
TOTAL INTERVIEWED	7	1	5	0	3	0	0	0	2	0	0	1	0	1	O
Not Offered Position	6	1	4	0	2	0	0	0	2	0	0	1	0	1	P
Offered Position	1	0	1	0	1	0	0	0	0	0	0	0	0	0	Q
Refused Position	0	0	0												R
TOTAL ACCESSIONS	1	0	1	0	1	0	0	0	0	0	0	0	0	0	S

APPLICANT FLOW ANALYSIS - Promotions

March 30, 2025

Campus: Total University
EEO-6 Category: 3-Nonteaching Professional
Position Classification: Library

APPLICANT FLOW	GRAND	TOTAL	TOTAL	WHITE	WHITE	BLACK	BLACK	HISP	HISP	AAIANHPI	AAIANHPI	2+ Races	2+ Races	Unknown	
ANALYSIS	TOTAL	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	Male	Female	Unknown	
Intra-Agency	0	0	0												A
Outside Agency	0	0	0												B
Reemployment List	0	0	0												C
Cert. Employment List	0	0	0												D
Transfer List	0	0	0												E
Other Applicants	0	0	0												F
TOTAL APPLICANTS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	G
Total Rejected Applicants	0	0	0												H
TOTAL QUALIFIED APPLICANTS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	I
Total Applicants for Exam	0	0	0												J
Total Rejected/Not Qualified	0	0	0												K
Total Passing Exam	0	0	0												L
Total Tested	0	0	0												M
TOTAL INTERVIEWED	0	0	0												O
Not Offered Position	0	0	0												P
Offered Position	0	0	0												Q
Refused Position	0	0	0												R
TOTAL ACCESSIONS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	S

APPLICANT FLOW ANALYSIS - Promotions

March 30, 2025

Campus: Total University
EEO-6 Category: 3-Nonteaching Professional
Position Classification: Procurement

APPLICANT FLOW	GRAND	TOTAL	TOTAL	WHITE	WHITE	BLACK	BLACK	HISP	HISP	AAIANHPI	AAIANHPI	2+ Races	2+ Races	Unknown	
ANALYSIS	TOTAL	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	Male	Female	Unknown	
Intra-Agency	0	0	0												A
Outside Agency	0	0	0												B
Reemployment List	0	0	0												C
Cert. Employment List	0	0	0												D
Transfer List	0	0	0												E
Other Applicants	0	0	0												F
TOTAL APPLICANTS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	G
Total Rejected Applicants	0	0	0												H
TOTAL QUALIFIED APPLICANTS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	I
Total Applicants for Exam	0	0	0												J
Total Rejected/Not Qualified	0	0	0												K
Total Passing Exam	0	0	0												L
Total Tested	0	0	0												M
TOTAL INTERVIEWED	0	0	0												O
Not Offered Position	0	0	0												P
Offered Position	0	0	0												Q
Refused Position	0	0	0												R
TOTAL ACCESSIONS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	S

APPLICANT FLOW ANALYSIS - Promotions

March 30, 2025

Campus: Total University
 EEO-6 Category: 3-Nonteaching Professional
 Position Classification: Remaining Professional Titles

APPLICANT FLOW	GRAND	TOTAL	TOTAL	WHITE	WHITE	BLACK	BLACK	HISP	HISP	AAIANHPI	AAIANHPI	2+ Races	2+ Races	Unknown	
ANALYSIS	TOTAL	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	Male	Female	Unknown	
Intra-Agency	3	0	3	0	3	0	0	0	0	0	0	0	0	0	A
Outside Agency	0	0	0												B
Reemployment List	0	0	0												C
Cert. Employment List	0	0	0												D
Transfer List	0	0	0												E
Other Applicants	22	6	12	5	10	0	2	0	0	1	0	0	0	4	F
TOTAL APPLICANTS	25	6	15	5	13	0	2	0	0	1	0	0	0	4	G
Total Rejected Applicants	16	5	7	4	6	0	1	0	0	1	0	0	0	4	H
TOTAL QUALIFIED APPLICANTS	9	1	8	1	7	0	1	0	0	0	0	0	0	0	I
Total Applicants for Exam	0	0	0												J
Total Rejected/Not Qualified	0	0	0												K
Total Passing Exam	0	0	0												L
Total Tested	0	0	0												M
TOTAL INTERVIEWED	9	1	8	1	7	0	1	0	0	0	0	0	0	0	O
Not Offered Position	5	1	4	1	3	0	1	0	0	0	0	0	0	0	P
Offered Position	4	0	4	0	4	0	0	0	0	0	0	0	0	0	Q
Refused Position	1	0	1	0	1	0	0	0	0	0	0	0	0	0	R
TOTAL ACCESSIONS	3	0	3	0	3	0	0	0	0	0	0	0	0	0	S

APPLICANT FLOW ANALYSIS - Promotions

March 30, 2025

Campus: Total University
EEO-6 Category: 3-Nonteaching Professional
Position Classification: Residential Life

APPLICANT FLOW	GRAND	TOTAL	TOTAL	WHITE	WHITE	BLACK	BLACK	HISP	HISP	AAIANHPI	AAIANHPI	2+ Races	2+ Races	Unknown	
ANALYSIS	TOTAL	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	Male	Female	Unknown	
Intra-Agency	0	0	0												A
Outside Agency	0	0	0												B
Reemployment List	0	0	0												C
Cert. Employment List	0	0	0												D
Transfer List	0	0	0												E
Other Applicants	0	0	0												F
TOTAL APPLICANTS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	G
Total Rejected Applicants	0	0	0												H
TOTAL QUALIFIED APPLICANTS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	I
Total Applicants for Exam	0	0	0												J
Total Rejected/Not Qualified	0	0	0												K
Total Passing Exam	0	0	0												L
Total Tested	0	0	0												M
TOTAL INTERVIEWED	0	0	0												O
Not Offered Position	0	0	0												P
Offered Position	0	0	0												Q
Refused Position	0	0	0												R
TOTAL ACCESSIONS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	S

APPLICANT FLOW ANALYSIS - Promotions

March 30, 2025

Campus: Total University
EEO-6 Category: 3-Nonteaching Professional
Position Classification: Specialists

APPLICANT FLOW	GRAND	TOTAL	TOTAL	WHITE	WHITE	BLACK	BLACK	HISP	HISP	AAIANHPI	AAIANHPI	2+ Races	2+ Races	Unknown	
ANALYSIS	TOTAL	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	Male	Female	Unknown	
Intra-Agency	0	0	0												A
Outside Agency	0	0	0												B
Reemployment List	0	0	0												C
Cert. Employment List	0	0	0												D
Transfer List	0	0	0												E
Other Applicants	0	0	0												F
TOTAL APPLICANTS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	G
Total Rejected Applicants	0	0	0												H
TOTAL QUALIFIED APPLICANTS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	I
Total Applicants for Exam	0	0	0												J
Total Rejected/Not Qualified	0	0	0												K
Total Passing Exam	0	0	0												L
Total Tested	0	0	0												M
TOTAL INTERVIEWED	0	0	0												O
Not Offered Position	0	0	0												P
Offered Position	0	0	0												Q
Refused Position	0	0	0												R
TOTAL ACCESSIONS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	S

APPLICANT FLOW ANALYSIS - Promotions

March 30, 2025

Campus: Total University
 EEO-6 Category: 3-Nonteaching Professional
 Position Classification: Student Health & Welfare

APPLICANT FLOW	GRAND	TOTAL	TOTAL	WHITE	WHITE	BLACK	BLACK	HISP	HISP	AAIANHPI	AAIANHPI	2+ Races	2+ Races	Unknown	
ANALYSIS	TOTAL	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	Male	Female	Unknown	
Intra-Agency	0	0	0												A
Outside Agency	0	0	0												B
Reemployment List	0	0	0												C
Cert. Employment List	0	0	0												D
Transfer List	0	0	0												E
Other Applicants	0	0	0												F
TOTAL APPLICANTS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	G
Total Rejected Applicants	0	0	0												H
TOTAL QUALIFIED APPLICANTS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	I
Total Applicants for Exam	0	0	0												J
Total Rejected/Not Qualified	0	0	0												K
Total Passing Exam	0	0	0												L
Total Tested	0	0	0												M
TOTAL INTERVIEWED	0	0	0												O
Not Offered Position	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P
Offered Position	0	0	0												Q
Refused Position	0	0	0												R
TOTAL ACCESSIONS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	S

APPLICANT FLOW ANALYSIS - Promotions

March 30, 2025

Campus: Total University
 EEO-6 Category: 3-Nonteaching Professional
 Position Classification: Student Prog Coordinator / Management

APPLICANT FLOW	GRAND	TOTAL	TOTAL	WHITE	WHITE	BLACK	BLACK	HISP	HISP	AAIANHPI	AAIANHPI	2+ Races	2+ Races	Unknown	
ANALYSIS	TOTAL	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	Male	Female	Unknown	
Intra-Agency	14	3	11	2	10	1	0	0	0	0	1	0	0	0	A
Outside Agency	0	0	0												B
Reemployment List	0	0	0												C
Cert. Employment List	0	0	0												D
Transfer List	0	0	0												E
Other Applicants	102	29	63	17	41	7	11	3	7	2	4	0	0	10	F
TOTAL APPLICANTS	116	32	74	19	51	8	11	3	7	2	5	0	0	10	G
Total Rejected Applicants	76	19	49	10	30	4	9	3	6	2	4	0	0	8	H
TOTAL QUALIFIED APPLICANTS	40	13	25	9	21	4	2	0	1	0	1	0	0	2	I
Total Applicants for Exam	0	0	0												J
Total Rejected/Not Qualified	0	0	0												K
Total Passing Exam	0	0	0												L
Total Tested	0	0	0												M
TOTAL INTERVIEWED	32	11	21	8	19	3	1	0	0	0	1	0	0	0	O
Not Offered Position	18	8	10	6	9	2	1	0	0	0	0	0	0	0	P
Offered Position	14	3	11	2	10	1	0	0	0	0	1	0	0	0	Q
Refused Position	0	0	0												R
TOTAL ACCESSIONS	14	3	11	2	10	1	0	0	0	0	1	0	0	0	S

APPLICANT FLOW ANALYSIS - Promotions

March 30, 2025

Campus: Total University
EEO-6 Category: 3-Nonteaching Professional
Position Classification: University Staff Professional 1

APPLICANT FLOW	GRAND	TOTAL	TOTAL	WHITE	WHITE	BLACK	BLACK	HISP	HISP	AAIANHPI	AAIANHPI	2+ Races	2+ Races	Unknown	
ANALYSIS	TOTAL	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	Male	Female	Unknown	
Intra-Agency	2	0	2	0	2	0	0	0	0	0	0	0	0	0	A
Outside Agency	0	0	0												B
Reemployment List	0	0	0												C
Cert. Employment List	0	0	0												D
Transfer List	0	0	0												E
Other Applicants	51	22	23	13	19	2	2	3	1	4	1	0	0	6	F
TOTAL APPLICANTS	53	22	25	13	21	2	2	3	1	4	1	0	0	6	G
Total Rejected Applicants	40	18	19	11	15	2	2	3	1	2	1	0	0	3	H
TOTAL QUALIFIED APPLICANTS	13	4	6	2	6	0	0	0	0	2	0	0	0	3	I
Total Applicants for Exam	0	0	0												J
Total Rejected/Not Qualified	0	0	0												K
Total Passing Exam	0	0	0												L
Total Tested	0	0	0												M
TOTAL INTERVIEWED	8	2	4	1	4	0	0	0	0	1	0	0	0	2	O
Not Offered Position	6	2	2	1	2	0	0	0	0	1	0	0	0	2	P
Offered Position	2	0	2	0	2	0	0	0	0	0	0	0	0	0	Q
Refused Position	0	0	0												R
TOTAL ACCESSIONS	2	0	2	0	2	0	0	0	0	0	0	0	0	0	S

APPLICANT FLOW ANALYSIS - Promotions

March 30, 2025

Campus: Total University
 EEO-6 Category: 3-Nonteaching Professional
 Position Classification: University Staff Professional 2

APPLICANT FLOW	GRAND	TOTAL	TOTAL	WHITE	WHITE	BLACK	BLACK	HISP	HISP	AAIANHPI	AAIANHPI	2+ Races	2+ Races	Unknown	
ANALYSIS	TOTAL	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	Male	Female	Unknown	
Intra-Agency	5	3	2	1	1	1	0	1	0	0	1	0	0	0	A
Outside Agency	0	0	0												B
Reemployment List	0	0	0												C
Cert. Employment List	0	0	0												D
Transfer List	0	0	0												E
Other Applicants	24	10	8	8	7	1	0	1	0	0	1	0	0	6	F
TOTAL APPLICANTS	29	13	10	9	8	2	0	2	0	0	2	0	0	6	G
Total Rejected Applicants	7	1	3	1	3	0	0	0	0	0	0	0	0	3	H
TOTAL QUALIFIED APPLICANTS	22	12	7	8	5	2	0	2	0	0	2	0	0	3	I
Total Applicants for Exam	0	0	0												J
Total Rejected/Not Qualified	0	0	0												K
Total Passing Exam	0	0	0												L
Total Tested	0	0	0												M
TOTAL INTERVIEWED	21	11	7	7	5	2	0	2	0	0	2	0	0	3	O
Not Offered Position	16	8	5	6	4	1	0	1	0	0	1	0	0	3	P
Offered Position	5	3	2	1	1	1	0	1	0	0	1	0	0	0	Q
Refused Position	0	0	0												R
TOTAL ACCESSIONS	5	3	2	1	1	1	0	1	0	0	1	0	0	0	S

APPLICANT FLOW ANALYSIS - Promotions

March 30, 2025

Campus: Total University
 EEO-6 Category: 3-Nonteaching Professional
 Position Classification: University Staff Professional 3

APPLICANT FLOW	GRAND	TOTAL	TOTAL	WHITE	WHITE	BLACK	BLACK	HISP	HISP	AAIANHPI	AAIANHPI	2+ Races	2+ Races	Unknown	
ANALYSIS	TOTAL	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	Male	Female	Unknown	
Intra-Agency	3	3	0	2	0	0	0	1	0	0	0	0	0	0	A
Outside Agency	0	0	0												B
Reemployment List	0	0	0												C
Cert. Employment List	0	0	0												D
Transfer List	0	0	0												E
Other Applicants	10	4	4	3	4	1	0	0	0	0	0	0	0	2	F
TOTAL APPLICANTS	13	7	4	5	4	1	0	1	0	0	0	0	0	2	G
Total Rejected Applicants	4	1	1	0	1	1	0	0	0	0	0	0	0	2	H
TOTAL QUALIFIED APPLICANTS	9	6	3	5	3	0	0	1	0	0	0	0	0	0	I
Total Applicants for Exam	0	0	0												J
Total Rejected/Not Qualified	0	0	0												K
Total Passing Exam	0	0	0												L
Total Tested	0	0	0												M
TOTAL INTERVIEWED	9	6	3	5	3	0	0	1	0	0	0	0	0	0	O
Not Offered Position	6	3	3	3	3	0	0	0	0	0	0	0	0	0	P
Offered Position	3	3	0	2	0	0	0	1	0	0	0	0	0	0	Q
Refused Position	0	0	0												R
TOTAL ACCESSIONS	3	3	0	2	0	0	0	1	0	0	0	0	0	0	S

APPLICANT FLOW ANALYSIS - Promotions

March 30, 2025

Campus: Total University
 EEO-6 Category: 3-Nonteaching Professional
 Position Classification: University Staff Professional Other Titles

APPLICANT FLOW	GRAND	TOTAL	TOTAL	WHITE	WHITE	BLACK	BLACK	HISP	HISP	AAIANHPI	AAIANHPI	2+ Races	2+ Races	Unknown	
ANALYSIS	TOTAL	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	Male	Female	Unknown	
Intra-Agency	0	0	0												A
Outside Agency	0	0	0												B
Reemployment List	0	0	0												C
Cert. Employment List	0	0	0												D
Transfer List	0	0	0												E
Other Applicants	0	0	0												F
TOTAL APPLICANTS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	G
Total Rejected Applicants	0	0	0												H
TOTAL QUALIFIED APPLICANTS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	I
Total Applicants for Exam	0	0	0												J
Total Rejected/Not Qualified	0	0	0												K
Total Passing Exam	0	0	0												L
Total Tested	0	0	0												M
TOTAL INTERVIEWED	0	0	0												O
Not Offered Position	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P
Offered Position	0	0	0												Q
Refused Position	0	0	0												R
TOTAL ACCESSIONS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	S

APPLICANT FLOW ANALYSIS - Promotions

March 30, 2025

Campus: Storrs
EEO-6 Category: 7-Maintenance/Service
Position Classification: Protective Services - Police

APPLICANT FLOW	GRAND	TOTAL	TOTAL	WHITE	WHITE	BLACK	BLACK	HISP	HISP	AAIANHPI	AAIANHPI	2+ Races	2+ Races	Unknown	
ANALYSIS	TOTAL	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	Male	Female	Unknown	
Intra-Agency	6	5	1	5	1	0	0	0	0	0	0	0	0	0	A
Outside Agency	0	0	0												B
Reemployment List	0	0	0												C
Cert. Employment List	0	0	0												D
Transfer List	0	0	0												E
Other Applicants	203	169	27	92	6	24	4	40	14	8	2	5	1	7	F
TOTAL APPLICANTS	209	174	28	97	7	24	4	40	14	8	2	5	1	7	G
Total Rejected Applicants	0	0	0												H
TOTAL QUALIFIED APPLICANTS	209	174	28	97	7	24	4	40	14	8	2	5	1	7	I
Total Applicants for Exam	0	0	0												J
Total Rejected/Not Qualified	0	0	0												K
Total Passing Exam	0	0	0												L
Total Tested	0	0	0												M
TOTAL INTERVIEWED	91	81	8	56	3	6	0	14	3	3	1	2	1	2	O
Not Offered Position	55	51	3	36	1	4	0	10	0	1	1	0	1	1	P
Offered Position	36	30	5	20	2	2	0	4	3	2	0	2	0	1	Q
Refused Position	30	25	4	15	1	2	0	4	3	2	0	2	0	1	R
TOTAL ACCESSIONS	6	5	1	5	1	0	0	0	0	0	0	0	0	0	S

APPLICANT FLOW ANALYSIS - Promotions

March 30, 2025

Campus: Storrs
 EEO-6 Category: 7-Maintenance/Service
 Position Classification: Protective Services - Police Officer

APPLICANT FLOW	GRAND	TOTAL	TOTAL	WHITE	WHITE	BLACK	BLACK	HISP	HISP	AAIANHPI	AAIANHPI	2+ Races	2+ Races	Unknown	
ANALYSIS	TOTAL	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	Male	Female	Unknown	
Intra-Agency	5	2	3	1	2	0	1	0	0	1	0	0	0	0	A
Outside Agency	0	0	0												B
Reemployment List	0	0	0												C
Cert. Employment List	0	0	0												D
Transfer List	0	0	0												E
Other Applicants	0	0	0	0	0	0	0	0	0	0	0	0	0	0	F
TOTAL APPLICANTS	5	2	3	1	2	0	1	0	0	1	0	0	0	0	G
Total Rejected Applicants	0	0	0	0	0	0	0	0	0	0	0	0	0	0	H
TOTAL QUALIFIED APPLICANTS	5	2	3	1	2	0	1	0	0	1	0	0	0	0	I
Total Applicants for Exam	0	0	0												J
Total Rejected/Not Qualified	0	0	0												K
Total Passing Exam	0	0	0												L
Total Tested	0	0	0												M
TOTAL INTERVIEWED	5	2	3	1	2	0	1	0	0	1	0	0	0	0	O
Not Offered Position	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P
Offered Position	5	2	3	1	2	0	1	0	0	1	0	0	0	0	Q
Refused Position	0	0	0												R
TOTAL ACCESSIONS	5	2	3	1	2	0	1	0	0	1	0	0	0	0	S

APPLICANT FLOW ANALYSIS - Promotions

March 30, 2025

Campus: Storrs
 EEO-6 Category: 7-Maintenance/Service
 Position Classification: Protective Services - Fire

APPLICANT FLOW	GRAND	TOTAL	TOTAL	WHITE	WHITE	BLACK	BLACK	HISP	HISP	AAIANHPI	AAIANHPI	2+ Races	2+ Races	Unknown	
ANALYSIS	TOTAL	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	Male	Female	Unknown	
Intra-Agency	0	0	0												A
Outside Agency	0	0	0												B
Reemployment List	0	0	0												C
Cert. Employment List	0	0	0												D
Transfer List	0	0	0												E
Other Applicants	0	0	0												F
TOTAL APPLICANTS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	G
Total Rejected Applicants	0	0	0												H
TOTAL QUALIFIED APPLICANTS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	I
Total Applicants for Exam	0	0	0												J
Total Rejected/Not Qualified	0	0	0												K
Total Passing Exam	0	0	0												L
Total Tested	0	0	0												M
TOTAL INTERVIEWED	0	0	0												O
Not Offered Position	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P
Offered Position	0	0	0												Q
Refused Position	0	0	0												R
TOTAL ACCESSIONS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	S

APPLICANT FLOW ANALYSIS - Promotions

March 30, 2025

Campus: Storrs
 EEO-6 Category: 7-Maintenance/Service
 Position Classification: Protective Services - Firefighter

APPLICANT FLOW	GRAND	TOTAL	TOTAL	WHITE	WHITE	BLACK	BLACK	HISP	HISP	AAIANHPI	AAIANHPI	2+ Races	2+ Races	Unknown	
ANALYSIS	TOTAL	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	Male	Female	Unknown	
Intra-Agency	0	0	0												A
Outside Agency	0	0	0												B
Reemployment List	0	0	0												C
Cert. Employment List	0	0	0												D
Transfer List	0	0	0												E
Other Applicants	0	0	0												F
TOTAL APPLICANTS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	G
Total Rejected Applicants	0	0	0												H
TOTAL QUALIFIED APPLICANTS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	I
Total Applicants for Exam	0	0	0												J
Total Rejected/Not Qualified	0	0	0												K
Total Passing Exam	0	0	0												L
Total Tested	0	0	0												M
TOTAL INTERVIEWED	0	0	0												O
Not Offered Position	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P
Offered Position	0	0	0												Q
Refused Position	0	0	0												R
TOTAL ACCESSIONS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	S

APPLICANT FLOW ANALYSIS - Promotions

March 30, 2025

Campus: Storrs
EEO-6 Category: 4-Secretarial/Clerical
Position Classification: Administrative Assistant

APPLICANT FLOW	GRAND	TOTAL	TOTAL	WHITE	WHITE	BLACK	BLACK	HISP	HISP	AAIANHPI	AAIANHPI	2+ Races	2+ Races	Unknown	
ANALYSIS	TOTAL	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	Male	Female	Unknown	
Intra-Agency	0	0	0												A
Outside Agency	0	0	0												B
Reemployment List	0	0	0												C
Cert. Employment List	0	0	0												D
Transfer List	0	0	0												E
Other Applicants	0	0	0												F
TOTAL APPLICANTS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	G
Total Rejected Applicants	0	0	0												H
TOTAL QUALIFIED APPLICANTS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	I
Total Applicants for Exam	0	0	0												J
Total Rejected/Not Qualified	0	0	0												K
Total Passing Exam	0	0	0												L
Total Tested	0	0	0												M
TOTAL INTERVIEWED	0	0	0												O
Not Offered Position	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P
Offered Position	0	0	0												Q
Refused Position	0	0	0												R
TOTAL ACCESSIONS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	S

APPLICANT FLOW ANALYSIS - Promotions

March 30, 2025

Campus: Storrs
EEO-6 Category: 4-Secretarial/Clerical
Position Classification: Office Assistant

APPLICANT FLOW	GRAND	TOTAL	TOTAL	WHITE	WHITE	BLACK	BLACK	HISP	HISP	AAIANHPI	AAIANHPI	2+ Races	2+ Races	Unknown	
ANALYSIS	TOTAL	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	Male	Female	Unknown	
Intra-Agency	0	0	0												A
Outside Agency	0	0	0												B
Reemployment List	0	0	0												C
Cert. Employment List	0	0	0												D
Transfer List	0	0	0												E
Other Applicants	0	0	0												F
TOTAL APPLICANTS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	G
Total Rejected Applicants	0	0	0												H
TOTAL QUALIFIED APPLICANTS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	I
Total Applicants for Exam	0	0	0												J
Total Rejected/Not Qualified	0	0	0												K
Total Passing Exam	0	0	0												L
Total Tested	0	0	0												M
TOTAL INTERVIEWED	0	0	0												O
Not Offered Position	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P
Offered Position	0	0	0												Q
Refused Position	0	0	0												R
TOTAL ACCESSIONS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	S

APPLICANT FLOW ANALYSIS - Promotions

March 30, 2025

Campus: Storrs
 EEO-6 Category: 4-Secretarial/Clerical
 Position Classification: Clerical Remaining Titles

APPLICANT FLOW	GRAND	TOTAL	TOTAL	WHITE	WHITE	BLACK	BLACK	HISP	HISP	AAIANHPI	AAIANHPI	2+ Races	2+ Races	Unknown	
ANALYSIS	TOTAL	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	Male	Female	Unknown	
Intra-Agency	1	1	0	0	0	0	0	1	0	0	0	0	0	0	A
Outside Agency	0	0	0												B
Reemployment List	0	0	0												C
Cert. Employment List	0	0	0												D
Transfer List	0	0	0												E
Other Applicants	8	5	3	2	2	1	0	2	1	0	0	0	0	0	F
TOTAL APPLICANTS	9	6	3	2	2	1	0	3	1	0	0	0	0	0	G
Total Rejected Applicants	4	2	2	1	1	0	0	1	1	0	0	0	0	0	H
TOTAL QUALIFIED APPLICANTS	5	4	1	1	1	1	0	2	0	0	0	0	0	0	I
Total Applicants for Exam	0	0	0												J
Total Rejected/Not Qualified	0	0	0												K
Total Passing Exam	0	0	0												L
Total Tested	0	0	0												M
TOTAL INTERVIEWED	5	4	1	1	1	1	0	2	0	0	0	0	0	0	O
Not Offered Position	4	3	1	1	1	1	0	1	0	0	0	0	0	0	P
Offered Position	1	1	0	0	0	0	0	1	0	0	0	0	0	0	Q
Refused Position	0	0	0												R
TOTAL ACCESSIONS	1	1	0	0	0	0	0	1	0	0	0	0	0	0	S

APPLICANT FLOW ANALYSIS - Promotions

March 30, 2025

Campus: Storrs
EEO-6 Category: 5-Technical/Paraprofessional
Position Classification: All Titles

APPLICANT FLOW	GRAND	TOTAL	TOTAL	WHITE	WHITE	BLACK	BLACK	HISP	HISP	AAIANHPI	AAIANHPI	2+ Races	2+ Races	Unknown	
ANALYSIS	TOTAL	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	Male	Female	Unknown	
Intra-Agency	1	1	0	1	0	0	0	0	0	0	0	0	0	0	A
Outside Agency	0	0	0												B
Reemployment List	0	0	0												C
Cert. Employment List	0	0	0												D
Transfer List	0	0	0												E
Other Applicants	20	19	1	16	1	2	0	1	0	0	0	0	0	0	F
TOTAL APPLICANTS	21	20	1	17	1	2	0	1	0	0	0	0	0	0	G
Total Rejected Applicants	6	6	0	4	0	2	0	0	0	0	0	0	0	0	H
TOTAL QUALIFIED APPLICANTS	15	14	1	13	1	0	0	1	0	0	0	0	0	0	I
Total Applicants for Exam	0	0	0												J
Total Rejected/Not Qualified	0	0	0												K
Total Passing Exam	0	0	0												L
Total Tested	0	0	0												M
TOTAL INTERVIEWED	7	6	1	6	1	0	0	0	0	0	0	0	0	0	O
Not Offered Position	1	0	1	0	1	0	0	0	0	0	0	0	0	0	P
Offered Position	1	1	0	1	0	0	0	0	0	0	0	0	0	0	Q
Refused Position	0	0	0												R
TOTAL ACCESSIONS	1	1	0	1	0	0	0	0	0	0	0	0	0	0	S

APPLICANT FLOW ANALYSIS - Promotions

March 30, 2025

Campus: Storrs
 EEO-6 Category: 6-Qualified Craft Worker
 Position Classification: Qualified Craft Titles

APPLICANT FLOW	GRAND	TOTAL	TOTAL	WHITE	WHITE	BLACK	BLACK	HISP	HISP	AAIANHPI	AAIANHPI	2+ Races	2+ Races	Unknown	
ANALYSIS	TOTAL	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	Male	Female	Unknown	
Intra-Agency	0	0	0												A
Outside Agency	0	0	0												B
Reemployment List	0	0	0												C
Cert. Employment List	0	0	0												D
Transfer List	0	0	0												E
Other Applicants	0	0	0												F
TOTAL APPLICANTS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	G
Total Rejected Applicants	0	0	0												H
TOTAL QUALIFIED APPLICANTS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	I
Total Applicants for Exam	0	0	0												J
Total Rejected/Not Qualified	0	0	0												K
Total Passing Exam	0	0	0												L
Total Tested	0	0	0												M
TOTAL INTERVIEWED	0	0	0												O
Not Offered Position	0	0	0												P
Offered Position	0	0	0												Q
Refused Position	0	0	0												R
TOTAL ACCESSIONS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	S

APPLICANT FLOW ANALYSIS - Promotions

March 30, 2025

Campus: Storrs
EEO-6 Category: 7-Maintenance/Service
Position Classification: General Trade Worker

APPLICANT FLOW	GRAND	TOTAL	TOTAL	WHITE	WHITE	BLACK	BLACK	HISP	HISP	AAIANHPI	AAIANHPI	2+ Races	2+ Races	Unknown	
ANALYSIS	TOTAL	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	Male	Female	Unknown	
Intra-Agency	1	0	1	0	1	0	0	0	0	0	0	0	0	0	A
Outside Agency	0	0	0												B
Reemployment List	0	0	0												C
Cert. Employment List	0	0	0												D
Transfer List	0	0	0												E
Other Applicants	0	0	0	0	0	0	0	0	0	0	0	0	0	0	F
TOTAL APPLICANTS	1	0	1	0	1	0	0	0	0	0	0	0	0	0	G
Total Rejected Applicants	0	0	0	0	0	0	0	0	0	0	0	0	0	0	H
TOTAL QUALIFIED APPLICANTS	1	0	1	0	1	0	0	0	0	0	0	0	0	0	I
Total Applicants for Exam	0	0	0												J
Total Rejected/Not Qualified	0	0	0												K
Total Passing Exam	0	0	0												L
Total Tested	0	0	0												M
TOTAL INTERVIEWED	1	0	1	0	1	0	0	0	0	0	0	0	0	0	O
Not Offered Position	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P
Offered Position	1	0	1	0	1	0	0	0	0	0	0	0	0	0	Q
Refused Position	0	0	0												R
TOTAL ACCESSIONS	1	0	1	0	1	0	0	0	0	0	0	0	0	0	S

APPLICANT FLOW ANALYSIS - Promotions

March 30, 2025

Campus: Storrs
EEO-6 Category: 7-Maintenance/Service
Position Classification: Lead Custodian

APPLICANT FLOW	GRAND	TOTAL	TOTAL	WHITE	WHITE	BLACK	BLACK	HISP	HISP	AAIANHPI	AAIANHPI	2+ Races	2+ Races	Unknown	
ANALYSIS	TOTAL	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	Male	Female	Unknown	
Intra-Agency	0	0	0												A
Outside Agency	0	0	0												B
Reemployment List	0	0	0												C
Cert. Employment List	0	0	0												D
Transfer List	0	0	0												E
Other Applicants	0	0	0												F
TOTAL APPLICANTS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	G
Total Rejected Applicants	0	0	0												H
TOTAL QUALIFIED APPLICANTS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	I
Total Applicants for Exam	0	0	0												J
Total Rejected/Not Qualified	0	0	0												K
Total Passing Exam	0	0	0												L
Total Tested	0	0	0												M
TOTAL INTERVIEWED	0	0	0												O
Not Offered Position	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P
Offered Position	0	0	0												Q
Refused Position	0	0	0												R
TOTAL ACCESSIONS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	S

APPLICANT FLOW ANALYSIS - Promotions

March 30, 2025

Campus: Storrs
EEO-6 Category: 7-Maintenance/Service
Position Classification: Custodian

APPLICANT FLOW	GRAND	TOTAL	TOTAL	WHITE	WHITE	BLACK	BLACK	HISP	HISP	AAIANHPI	AAIANHPI	2+ Races	2+ Races	Unknown	
ANALYSIS	TOTAL	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	Male	Female	Unknown	
Intra-Agency	0	0	0												A
Outside Agency	0	0	0												B
Reemployment List	0	0	0												C
Cert. Employment List	0	0	0												D
Transfer List	0	0	0												E
Other Applicants	0	0	0												F
TOTAL APPLICANTS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	G
Total Rejected Applicants	0	0	0												H
TOTAL QUALIFIED APPLICANTS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	I
Total Applicants for Exam	0	0	0												J
Total Rejected/Not Qualified	0	0	0												K
Total Passing Exam	0	0	0												L
Total Tested	0	0	0												M
TOTAL INTERVIEWED	0	0	0												O
Not Offered Position	0	0	0												P
Offered Position	0	0	0												Q
Refused Position	0	0	0												R
TOTAL ACCESSIONS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	S

APPLICANT FLOW ANALYSIS - Promotions

March 30, 2025

Campus: Storrs
 EEO-6 Category: 7-Maintenance/Service
 Position Classification: Service Maintenance Titles

APPLICANT FLOW	GRAND	TOTAL	TOTAL	WHITE	WHITE	BLACK	BLACK	HISP	HISP	AAIANHPI	AAIANHPI	2+ Races	2+ Races	Unknown	
ANALYSIS	TOTAL	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	Male	Female	Unknown	
Intra-Agency	14	11	3	5	2	1	1	4	0	1	0	0	0	0	A
Outside Agency	0	0	0												B
Reemployment List	0	0	0												C
Cert. Employment List	0	0	0												D
Transfer List	0	0	0												E
Other Applicants	94	79	2	48	1	6	1	12	0	13	0	0	0	13	F
TOTAL APPLICANTS	108	90	5	53	3	7	2	16	0	14	0	0	0	13	G
Total Rejected Applicants	72	64	3	36	1	6	2	9	0	13	0	0	0	5	H
TOTAL QUALIFIED APPLICANTS	36	26	2	17	2	1	0	7	0	1	0	0	0	8	I
Total Applicants for Exam	0	0	0												J
Total Rejected/Not Qualified	0	0	0												K
Total Passing Exam	0	0	0												L
Total Tested	0	0	0												M
TOTAL INTERVIEWED	23	18	2	11	2	1	0	5	0	1	0	0	0	3	O
Not Offered Position	12	9	1	7	1	0	0	2	0	0	0	0	0	2	P
Offered Position	11	9	1	4	1	1	0	3	0	1	0	0	0	1	Q
Refused Position	4	3	0	2	0	0	0	0	0	1	0	0	0	1	R
TOTAL ACCESSIONS	7	6	1	2	1	1	0	3	0	0	0	0	0	0	S

APPLICANT FLOW ANALYSIS - Promotions

March 30, 2025

Campus: Hartford
EEO-6 Category: 4-Secretarial/Clerical
Position Classification: All Titles

APPLICANT FLOW	GRAND	TOTAL	TOTAL	WHITE	WHITE	BLACK	BLACK	HISP	HISP	AAIANHPI	AAIANHPI	2+ Races	2+ Races	Unknown	
ANALYSIS	TOTAL	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	Male	Female	Unknown	
Intra-Agency	0	0	0												A
Outside Agency	0	0	0												B
Reemployment List	0	0	0												C
Cert. Employment List	0	0	0												D
Transfer List	0	0	0												E
Other Applicants	0	0	0												F
TOTAL APPLICANTS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	G
Total Rejected Applicants	0	0	0												H
TOTAL QUALIFIED APPLICANTS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	I
Total Applicants for Exam	0	0	0												J
Total Rejected/Not Qualified	0	0	0												K
Total Passing Exam	0	0	0												L
Total Tested	0	0	0												M
TOTAL INTERVIEWED	0	0	0												O
Not Offered Position	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P
Offered Position	0	0	0												Q
Refused Position	0	0	0												R
TOTAL ACCESSIONS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	S

APPLICANT FLOW ANALYSIS - Promotions

March 30, 2025

Campus: Hartford
EEO-6 Category: 6-Qualified Craft Worker
Position Classification: All Titles

APPLICANT FLOW	GRAND	TOTAL	TOTAL	WHITE	WHITE	BLACK	BLACK	HISP	HISP	AAIANHPI	AAIANHPI	2+ Races	2+ Races	Unknown	
ANALYSIS	TOTAL	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	Male	Female	Unknown	
Intra-Agency	0	0	0												A
Outside Agency	0	0	0												B
Reemployment List	0	0	0												C
Cert. Employment List	0	0	0												D
Transfer List	0	0	0												E
Other Applicants	0	0	0												F
TOTAL APPLICANTS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	G
Total Rejected Applicants	0	0	0												H
TOTAL QUALIFIED APPLICANTS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	I
Total Applicants for Exam	0	0	0												J
Total Rejected/Not Qualified	0	0	0												K
Total Passing Exam	0	0	0												L
Total Tested	0	0	0												M
TOTAL INTERVIEWED	0	0	0												O
Not Offered Position	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P
Offered Position	0	0	0												Q
Refused Position	0	0	0												R
TOTAL ACCESSIONS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	S

APPLICANT FLOW ANALYSIS - Promotions

March 30, 2025

Campus: Hartford
 EEO-6 Category: 7-Maintenance/Service
 Position Classification: Remaining Titles

APPLICANT FLOW	GRAND	TOTAL	TOTAL	WHITE	WHITE	BLACK	BLACK	HISP	HISP	AAIANHPI	AAIANHPI	2+ Races	2+ Races	Unknown	
ANALYSIS	TOTAL	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	Male	Female	Unknown	
Intra-Agency	0	0	0												A
Outside Agency	0	0	0												B
Reemployment List	0	0	0												C
Cert. Employment List	0	0	0												D
Transfer List	0	0	0												E
Other Applicants	0	0	0												F
TOTAL APPLICANTS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	G
Total Rejected Applicants	0	0	0												H
TOTAL QUALIFIED APPLICANTS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	I
Total Applicants for Exam	0	0	0												J
Total Rejected/Not Qualified	0	0	0												K
Total Passing Exam	0	0	0												L
Total Tested	0	0	0												M
TOTAL INTERVIEWED	0	0	0												O
Not Offered Position	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P
Offered Position	0	0	0												Q
Refused Position	0	0	0												R
TOTAL ACCESSIONS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	S

APPLICANT FLOW ANALYSIS - Promotions

March 30, 2025

Campus: Avery Point
EEO-6 Category: 4-Secretarial/Clerical
Position Classification: All Titles

APPLICANT FLOW	GRAND	TOTAL	TOTAL	WHITE	WHITE	BLACK	BLACK	HISP	HISP	AAIANHPI	AAIANHPI	2+ Races	2+ Races	Unknown	
ANALYSIS	TOTAL	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	Male	Female	Unknown	
Intra-Agency	0	0	0												A
Outside Agency	0	0	0												B
Reemployment List	0	0	0												C
Cert. Employment List	0	0	0												D
Transfer List	0	0	0												E
Other Applicants	0	0	0												F
TOTAL APPLICANTS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	G
Total Rejected Applicants	0	0	0												H
TOTAL QUALIFIED APPLICANTS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	I
Total Applicants for Exam	0	0	0												J
Total Rejected/Not Qualified	0	0	0												K
Total Passing Exam	0	0	0												L
Total Tested	0	0	0												M
TOTAL INTERVIEWED	0	0	0												O
Not Offered Position	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P
Offered Position	0	0	0												Q
Refused Position	0	0	0												R
TOTAL ACCESSIONS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	S

APPLICANT FLOW ANALYSIS - Promotions

March 30, 2025

Campus: Avery Point
EEO-6 Category: 5-Technical/Paraprofessional
Position Classification: All Titles

APPLICANT FLOW	GRAND	TOTAL	TOTAL	WHITE	WHITE	BLACK	BLACK	HISP	HISP	AAIANHPI	AAIANHPI	2+ Races	2+ Races	Unknown	
ANALYSIS	TOTAL	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	Male	Female	Unknown	
Intra-Agency	0	0	0												A
Outside Agency	0	0	0												B
Reemployment List	0	0	0												C
Cert. Employment List	0	0	0												D
Transfer List	0	0	0												E
Other Applicants	0	0	0												F
TOTAL APPLICANTS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	G
Total Rejected Applicants	0	0	0												H
TOTAL QUALIFIED APPLICANTS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	I
Total Applicants for Exam	0	0	0												J
Total Rejected/Not Qualified	0	0	0												K
Total Passing Exam	0	0	0												L
Total Tested	0	0	0												M
TOTAL INTERVIEWED	0	0	0												O
Not Offered Position	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P
Offered Position	0	0	0												Q
Refused Position	0	0	0												R
TOTAL ACCESSIONS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	S

APPLICANT FLOW ANALYSIS - Promotions

March 30, 2025

Campus: Avery Point
EEO-6 Category: 6-Qualified Craft Worker
Position Classification: All Titles

APPLICANT FLOW	GRAND	TOTAL	TOTAL	WHITE	WHITE	BLACK	BLACK	HISP	HISP	AAIANHPI	AAIANHPI	2+ Races	2+ Races	Unknown	
ANALYSIS	TOTAL	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	Male	Female	Unknown	
Intra-Agency	0	0	0												A
Outside Agency	0	0	0												B
Reemployment List	0	0	0												C
Cert. Employment List	0	0	0												D
Transfer List	0	0	0												E
Other Applicants	0	0	0												F
TOTAL APPLICANTS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	G
Total Rejected Applicants	0	0	0												H
TOTAL QUALIFIED APPLICANTS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	I
Total Applicants for Exam	0	0	0												J
Total Rejected/Not Qualified	0	0	0												K
Total Passing Exam	0	0	0												L
Total Tested	0	0	0												M
TOTAL INTERVIEWED	0	0	0												O
Not Offered Position	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P
Offered Position	0	0	0												Q
Refused Position	0	0	0												R
TOTAL ACCESSIONS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	S

APPLICANT FLOW ANALYSIS - Promotions

March 30, 2025

Campus: Avery Point
EEO-6 Category: 7-Service Maintenance
Position Classification: All Titles

APPLICANT FLOW	GRAND	TOTAL	TOTAL	WHITE	WHITE	BLACK	BLACK	HISP	HISP	AAIANHPI	AAIANHPI	2+ Races	2+ Races	Unknown	
ANALYSIS	TOTAL	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	Male	Female	Unknown	
Intra-Agency	0	0	0												A
Outside Agency	0	0	0												B
Reemployment List	0	0	0												C
Cert. Employment List	0	0	0												D
Transfer List	0	0	0												E
Other Applicants	0	0	0												F
TOTAL APPLICANTS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	G
Total Rejected Applicants	0	0	0												H
TOTAL QUALIFIED APPLICANTS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	I
Total Applicants for Exam	0	0	0												J
Total Rejected/Not Qualified	0	0	0												K
Total Passing Exam	0	0	0												L
Total Tested	0	0	0												M
TOTAL INTERVIEWED	0	0	0												O
Not Offered Position	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P
Offered Position	0	0	0												Q
Refused Position	0	0	0												R
TOTAL ACCESSIONS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	S

APPLICANT FLOW ANALYSIS - Promotions

March 30, 2025

Campus: Stamford
EEO-6 Category: 4-Secretarial/Clerical
Position Classification: All Titles

APPLICANT FLOW	GRAND	TOTAL	TOTAL	WHITE	WHITE	BLACK	BLACK	HISP	HISP	AAIANHPI	AAIANHPI	2+ Races	2+ Races	Unknown	
ANALYSIS	TOTAL	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	Male	Female	Unknown	
Intra-Agency	0	0	0												A
Outside Agency	0	0	0												B
Reemployment List	0	0	0												C
Cert. Employment List	0	0	0												D
Transfer List	0	0	0												E
Other Applicants	0	0	0												F
TOTAL APPLICANTS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	G
Total Rejected Applicants	0	0	0												H
TOTAL QUALIFIED APPLICANTS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	I
Total Applicants for Exam	0	0	0												J
Total Rejected/Not Qualified	0	0	0												K
Total Passing Exam	0	0	0												L
Total Tested	0	0	0												M
TOTAL INTERVIEWED	0	0	0												O
Not Offered Position	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P
Offered Position	0	0	0												Q
Refused Position	0	0	0												R
TOTAL ACCESSIONS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	S

APPLICANT FLOW ANALYSIS - Promotions

March 30, 2025

Campus: Stamford
EEO-6 Category: 7-Maintenance/Services
Position Classification: All Titles

APPLICANT FLOW	GRAND	TOTAL	TOTAL	WHITE	WHITE	BLACK	BLACK	HISP	HISP	AAIANHPI	AAIANHPI	2+ Races	2+ Races	Unknown	
ANALYSIS	TOTAL	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	Male	Female	Unknown	
Intra-Agency	0	0	0												A
Outside Agency	0	0	0												B
Reemployment List	0	0	0												C
Cert. Employment List	0	0	0												D
Transfer List	0	0	0												E
Other Applicants	0	0	0												F
TOTAL APPLICANTS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	G
Total Rejected Applicants	0	0	0												H
TOTAL QUALIFIED APPLICANTS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	I
Total Applicants for Exam	0	0	0												J
Total Rejected/Not Qualified	0	0	0												K
Total Passing Exam	0	0	0												L
Total Tested	0	0	0												M
TOTAL INTERVIEWED	0	0	0												O
Not Offered Position	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P
Offered Position	0	0	0												Q
Refused Position	0	0	0												R
TOTAL ACCESSIONS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	S

APPLICANT FLOW ANALYSIS - Promotions

March 30, 2025

Campus: Waterbury
EEO-6 Category: 4-Secretarial/Clerical
Position Classification: All titles

APPLICANT FLOW	GRAND	TOTAL	TOTAL	WHITE	WHITE	BLACK	BLACK	HISP	HISP	AAIANHPI	AAIANHPI	2+ Races	2+ Races	Unknown	
ANALYSIS	TOTAL	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	Male	Female	Unknown	
Intra-Agency	0	0	0												A
Outside Agency	0	0	0												B
Reemployment List	0	0	0												C
Cert. Employment List	0	0	0												D
Transfer List	0	0	0												E
Other Applicants	0	0	0												F
TOTAL APPLICANTS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	G
Total Rejected Applicants	0	0	0												H
TOTAL QUALIFIED APPLICANTS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	I
Total Applicants for Exam	0	0	0												J
Total Rejected/Not Qualified	0	0	0												K
Total Passing Exam	0	0	0												L
Total Tested	0	0	0												M
TOTAL INTERVIEWED	0	0	0												O
Not Offered Position	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P
Offered Position	0	0	0												Q
Refused Position	0	0	0												R
TOTAL ACCESSIONS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	S

APPLICANT FLOW ANALYSIS - Promotions

March 30, 2025

Campus: Waterbury
EEO-6 Category: 5-Technical/Paraprofessional
Position Classification: All Titles

APPLICANT FLOW	GRAND	TOTAL	TOTAL	WHITE	WHITE	BLACK	BLACK	HISP	HISP	AAIANHPI	AAIANHPI	2+ Races	2+ Races	Unknown	
ANALYSIS	TOTAL	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	Male	Female	Unknown	
Intra-Agency	0	0	0												A
Outside Agency	0	0	0												B
Reemployment List	0	0	0												C
Cert. Employment List	0	0	0												D
Transfer List	0	0	0												E
Other Applicants	0	0	0												F
TOTAL APPLICANTS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	G
Total Rejected Applicants	0	0	0												H
TOTAL QUALIFIED APPLICANTS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	I
Total Applicants for Exam	0	0	0												J
Total Rejected/Not Qualified	0	0	0												K
Total Passing Exam	0	0	0												L
Total Tested	0	0	0												M
TOTAL INTERVIEWED	0	0	0												O
Not Offered Position	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P
Offered Position	0	0	0												Q
Refused Position	0	0	0												R
TOTAL ACCESSIONS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	S

APPLICANT FLOW ANALYSIS - Promotions

March 30, 2025

Campus: Waterbury
EEO-6 Category: 7-Maintenance/Service
Position Classification: All Titles

APPLICANT FLOW	GRAND	TOTAL	TOTAL	WHITE	WHITE	BLACK	BLACK	HISP	HISP	AAIANHPI	AAIANHPI	2+ Races	2+ Races	Unknown	
ANALYSIS	TOTAL	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	Male	Female	Unknown	
Intra-Agency	0	0	0												A
Outside Agency	0	0	0												B
Reemployment List	0	0	0												C
Cert. Employment List	0	0	0												D
Transfer List	0	0	0												E
Other Applicants	0	0	0												F
TOTAL APPLICANTS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	G
Total Rejected Applicants	0	0	0												H
TOTAL QUALIFIED APPLICANTS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	I
Total Applicants for Exam	0	0	0												J
Total Rejected/Not Qualified	0	0	0												K
Total Passing Exam	0	0	0												L
Total Tested	0	0	0												M
TOTAL INTERVIEWED	0	0	0												O
Not Offered Position	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P
Offered Position	0	0	0												Q
Refused Position	0	0	0												R
TOTAL ACCESSIONS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	S

Campus: **Total University**
EEO-1 Category: **1 - Executive Managerial**

Period Covered: 12/01/2023 - 11/30/2024

Position Classification: All Titles

PERSONNEL	GRAND	TOTAL	TOTAL	WHITE	WHITE	BLACK	BLACK	HISP	HISP	AAIANHNPI	AAIANHNPI	2 Or More	2 Or More	Unknown
EVALUATION ANALYSIS	TOTAL	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	
SERVICE RATING														
Outstanding	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Very Good	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Good	0	0	0	0	0	0	0	0	0	0	0	0	0	0
In Need of Improvement	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Unsatisfactory	0	0	0	0	0	0	0	0	0	0	0	0	0	0
REPRIMANDS *	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SUSPENSIONS	0	0	0	0	0	0	0	0	0	0	0	0	0	0
DEMOTIONS														
W/I Category	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Leave Category	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TRANSFERS														
Intra-agency	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Outside agency	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* Written warnings on file with Office of Labor Relations

This data comes from Human Resources; not all Departments had completed the evaluation process.

Campus: **Total University**
 EEO-2 Category: **2 - Faculty**

Period Covered: 12/01/2023 - 11/30/2024

Position Classification: **All Titles**

PERSONNEL	GRAND	TOTAL	TOTAL	WHITE	WHITE	BLACK	BLACK	HISP	HISP	AAIANHNPI	AAIANHNPI	2 Or More	2 Or More	Unknown
EVALUATION ANALYSIS	TOTAL	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	
SERVICE RATING														
Outstanding	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Very Good	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Good	0	0	0	0	0	0	0	0	0	0	0	0	0	0
In Need of Improvement	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Unsatisfactory	0	0	0	0	0	0	0	0	0	0	0	0	0	0
REPRIMANDS *	0	0	0	0	1	0	0	0	0	0	0	0	0	0
SUSPENSIONS	0	0	0	1	0	0	0	1	0	0	0	0	0	0
DEMOTIONS														
W/I Category	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Leave Category	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TRANSFERS														
Intra-agency	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Outside agency	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* Written warnings on file with Office of Labor Relations

This data comes from Human Resources; not all Departments had completed the evaluation process.

Campus: **Total University**
EEO 3 Category: **3 - Nonteaching Professional**

Period Covered: 12/01/2023 - 11/30/2024

Position Classification: All Titles

PERSONNEL	GRAND	TOTAL	TOTAL	WHITE	WHITE	BLACK	BLACK	HISP	HISP	AAIANHNPI	AAIANHNPI	2 Or More	2 Or More	Unknown
EVALUATION ANALYSIS	TOTAL	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	
SERVICE RATING														
Outstanding	889	246	629	215	544	10	16	9	32	11	26	1	11	12
Very Good	716	291	414	230	331	20	20	21	34	16	23	4	6	7
Good	134	56	78	43	60	6	7	5	8	1	3	1	0	0
In Need of Improvement	6	2	2	1	0	0	0	1	0	0	1	0	1	0
Unsatisfactory	3	0	3	0	2	0	1	0	0	0	0	0	0	0
REPRIMANDS *	0	0	0	1	0	0	0	1	0	0	0	0	0	0
SUSPENSIONS	0	0	0	0	0	0	0	0	0	0	0	0	0	0
DEMOTIONS														
W/I Category	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Leave Category	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TRANSFERS														
Intra-agency	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Outside agency	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* Written warnings on file with Office of Labor Relations

This data comes from Human Resources; not all Departments had completed the evaluation process.

Campus: **Total University**
 EEO-4 Category: 4 -Secretarial/Clerical

Period Covered: 12/01/2023 - 11/30/2024

Position Classification: All Titles

PERSONNEL	GRAND	TOTAL	TOTAL	WHITE	WHITE	BLACK	BLACK	HISP	HISP	AAIANHNPI	AAIANHNPI	2 Or More	2 Or More	Unknown
EVALUATION ANALYSIS	TOTAL	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	
SERVICE RATING														
Outstanding	30	3	27	3	24	0	0	0	3	0	0	0	0	0
Very Good	26	2	24	1	18	1	3	0	2	0	0	0	1	0
Good	6	1	5	1	5	0	0	0	0	0	0	0	0	0
In Need of Improvement	1	0	1	0	1	0	0	0	0	0	0	0	0	0
Unsatisfactory	1	0	1	0	1	0	0	0	0	0	0	0	0	0
REPRIMANDS *	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SUSPENSIONS	0	0	0	0	1	0	0	0	0	0	0	0	0	0
DEMOTIONS														
W/I Category	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Leave Category	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TRANSFERS														
Intra-agency	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Outside agency	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* Written warnings on file with Office of Labor Relations

This data comes from Human Resources; not all Departments had completed the evaluation process.

Campus: **Total University**
EEO-5 Category: **5 - Technical/Paraprofessional**

Period Covered: 12/01/2023 - 11/30/2024

Position Classification: **All Titles**

PERSONNEL	GRAND	TOTAL	TOTAL	WHITE	WHITE	BLACK	BLACK	HISP	HISP	AAIANHNPI	AAIANHNPI	2 Or More	2 Or More	Unknown
EVALUATION ANALYSIS	TOTAL	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	
SERVICE RATING														
Outstanding	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Very Good	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Good	0	0	0	0	0	0	0	0	0	0	0	0	0	0
In Need of Improvement	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Unsatisfactory	0	0	0	0	0	0	0	0	0	0	0	0	0	0
REPRIMANDS *	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SUSPENSIONS	0	0	0	0	0	0	0	0	0	0	0	0	0	0
DEMOTIONS														
W/I Category	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Leave Category	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TRANSFERS														
Intra-agency	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Outside agency	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* Written warnings on file with Office of Labor Relations

This data comes from Human Resources; not all Departments had completed the evaluation process.

Campus: **Total University**
EEO-6 Category: 6 - Qualified Craft Worker

Period Covered: 12/01/2023 - 11/30/2024

Position Classification: All Titles

PERSONNEL	GRAND	TOTAL	TOTAL	WHITE	WHITE	BLACK	BLACK	HISP	HISP	AAIANHNPI	AAIANHNPI	2 Or More	2 Or More	Unknown
EVALUATION ANALYSIS	TOTAL	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	
SERVICE RATING														
Outstanding	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Very Good	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Good	0	0	0	0	0	0	0	0	0	0	0	0	0	0
In Need of Improvement	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Unsatisfactory	0	0	0	0	0	0	0	0	0	0	0	0	0	0
REPRIMANDS *	0	0	0	1	0	0	0	0	0	0	0	0	0	0
SUSPENSIONS	0	0	0	2	0	0	0	0	0	0	0	0	0	0
DEMOTIONS														
W/I Category	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Leave Category	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TRANSFERS														
Intra-agency	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Outside agency	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* Written warnings on file with Office of Labor Relations

This data comes from Human Resources; not all Departments had completed the evaluation process.

Campus: **Total University**
EEO-7B Category: 7B - Protective Services

Period Covered: 12/01/2023 - 11/30/2024

Position Classification: All Titles

PERSONNEL	GRAND	TOTAL	TOTAL	WHITE	WHITE	BLACK	BLACK	HISP	HISP	AAIANHNPI	AAIANHNPI	2 Or More	2 Or More	Unknown
EVALUATION ANALYSIS	TOTAL	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	
SERVICE RATING														
Outstanding	65	58	7	52	6	3	0	3	0	0	1	0	0	0
Very Good	63	46	17	33	12	7	2	6	1	0	0	0	2	0
Good	15	13	2	6	1	2	0	5	1	0	0	0	0	0
In Need of Improvement	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Unsatisfactory	0	0	0	0	0	0	0	0	0	0	0	0	0	0
REPRIMANDS *	2	2	0	2	0	0	0	0	0	0	0	0	0	0
SUSPENSIONS	1	1	0	1	0	0	0	0	0	0	0	0	0	0
DEMOTIONS														
W/I Category	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Leave Category	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TRANSFERS														
Intra-agency	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Outside agency	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* Written warnings on file with Office of Labor Relations

This data comes from Human Resources; not all Departments had completed the evaluation process.

Campus: **Total University**
EEO-7 Category: **7 - Maintenance/Services**

Period Covered: 12/01/2023 - 11/30/2024

Position Classification: All Titles

PERSONNEL	GRAND	TOTAL	TOTAL	WHITE	WHITE	BLACK	BLACK	HISP	HISP	AAIANHNPI	AAIANHNPI	2 Or More	2 Or More	Unknown
EVALUATION ANALYSIS	TOTAL	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	
SERVICE RATING														
Outstanding	86	71	15	54	11	5	0	9	4	2	0	1	0	0
Very Good	207	170	37	121	16	6	0	40	19	1	2	2	0	0
Good	38	29	9	16	3	1	0	11	6	1	0	0	0	0
In Need of Improvement	6	5	1	3	0	0	0	1	0	1	1	0	0	0
Unsatisfactory	6	5	1	2	1	1	0	2	0	0	0	0	0	0
REPRIMANDS *	1	1	0	0	0	0	0	0	0	1	0	0	0	0
SUSPENSIONS	3	2	1	1	1	0	0	1	0	0	0	0	0	0
DEMOTIONS														
W/I Category	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Leave Category	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TRANSFERS														
Intra-agency	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Outside agency	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* Written warnings on file with Office of Labor Relations

This data comes from Human Resources; not all Departments had completed the evaluation process.

Identification of Problem Areas

(Section 46a-68-87)

March 2025

This section was in compliance in the previous filing and there were no proposals or recommendations.

Subsection (a)

If an occupational category or title employing a significant number of persons or position classification for which an availability base is calculated experiences an increase or reduction in force, the University examines its personnel policies and practices to identify non-quantifiable aspects of the employment process that may impede or prevent the full and fair participation of protected race and sex group members in the employment process. The following aspects of the employment process have been addressed:

1. Employment applications
2. Job qualifications
3. Recruitment practices
4. Personnel policies
5. Orientation
6. Training
7. Counseling
8. Discrimination complaint process
9. Evaluation
10. Layoffs
11. Terminations

The narrative below is a summary of the analyses of these eleven factors as they affect the employment process for both the classified and unclassified positions.

Employment Applications

During the *Plan* year, the University utilized the [UConn Jobs](#) website and the PageUp Applicant Tracking System for all unclassified and classified positions. The application process is acknowledged to be fair to all candidates. The process conforms to nondiscrimination requirements, the Americans with Disabilities Act, and provides an opportunity to obtain and compile necessary demographic data on applicants. Information regarding applicant demographics is provided voluntarily.

PageUp People, the University's applicant tracking system, allows applicants to electronically apply and manage applications for all University unclassified positions and classified positions. The system also provides a standard format for collecting voluntary self-identifiable demographic data from applicants by providing a series of optional questions regarding gender,

ethnicity, race, and veteran status. The demographic collection is done in the two-part question, compliant with federal collection and reporting requirements.

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

Job Qualifications

The University continues to review all job qualifications on an ongoing basis to ensure that the experience and training requirements do not adversely impact members of protected groups. The qualifications and specifications are standard for all applicants and are recognized to be fair to all race/sex groups, as well as individuals with disabilities and older persons.

For classified positions, many of the job qualifications and specifications originate from the Department of Administrative Services (DAS) and other related agencies to ensure job relatedness for all occupational categories. In addition, Human Resources (HR) works with DAS and other agencies to review and update requirements, as necessary.

Most of the non-teaching professional titles are covered by a collective bargaining agreement that defines “professionals” and, although the contract language is more liberal than CT General Statutes, Chapter 68, Section 5-270(c), degree requirements are imposed upon titles in the agreement between the University and the University of Connecticut Professional Employees Association. Please see **Exhibit 1** for the contract language.

The Workforce Solutions Team in the HR reviews job descriptions to avoid inflated educational requirements and to ensure that departmental hiring authorities accept education and experience equivalencies when appropriate.

On the academic side, as an accredited Carnegie Public Research 1 institution, the University's tenure-track faculty titles have terminal degrees, research experience, scholarship, teaching, and publication requirements. These requirements are essential to the University's academic mission and competitive stance among other Research 1 institutions nationwide.

The Office of Institutional Equity (OIE) reviews and monitors the applicant search and evaluation process to ensure that interview and hiring decisions are based solely on job-related requirements. OIE also reviews the search process as it relates to qualifications, specifications, and selected candidates.

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

Recruitment Practices

Relative to unclassified titles, the University infuses affirmative recruitment policies throughout its entire hiring process. HR reviews advertising to make sure that it includes the EEO/AA statement, and that it is neutral as to age, ethnicity, race, gender, and all other protected classes.

Targeted organizations, media, and professional networks are identified for each job posting to better reach a broad applicant pool.

To encourage thoughtful development of aggressive recruitment strategies designed to penetrate applicant pools from underutilized populations, search committees must substantiate recruitment plans to OIE prior to going forward with interviews. Mandatory search committee training facilitated by OIE staff focuses on strategic recruiting to “cast a broad net,” objective applicant evaluation and appropriate interview questions. In-person Search Committee sessions are conducted upon request. A forty-five-minute online module is also available. The training is available to search committees, search administrators, and the University community in an attempt to reach and educate a wide audience. OIE also monitors the overall search process to ensure that searches are conducted in an open and fair manner and is authorized to stop searches lacking evidence of a good faith recruitment effort.

Individual hiring departments were required to utilize resources focused on underrepresented and diverse groups. Search committees are required to post open positions with professional organizations, field specific associations, listservs, conferences and print and on-line media targeted to women and diverse groups.

Most of the recruitment for classified job titles is centralized in HR, with HR taking the lead role in the recruitment efforts for classified positions. Under a master agreement with the State unions known as SEBAC, the University has the responsibility to first certify the statewide layoff re-employment and SEBAC lists for classified positions before moving to other avenues for generating applicant pools. Union contracts covering classified service employees require that State agencies offer some classified jobs in seniority order.

HR and OIE are proud of the University’s automated applicant tracking system, which is standard in the private employment sector. The system enables enhanced recruitment efforts to target specific populations and to build a computerized applicant database. OIE and HR have established a system of checks and balances built into the University’s recruitment and search procedures to ensure compliance with State affirmative action and equal employment opportunity requirements. HR and OIE continue to successfully collaborate on recruitment and upward mobility efforts and maintain the integrity of the recruitment and search process.

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

Personnel Policies

The University complies with all State personnel statutes and regulations. HR has the responsibility of administering all policies pursuant to the State Merit System and Collective Bargaining Agreements and validates selection devices as part of its statewide responsibilities.

HR and OIE have also evaluated these policies to ensure equal opportunity and affirmative action. OIE distributes all AA/EEO policies and procedures on an annual basis. Please see **Exhibit 1** in the *Internal Communication* section for the annual policy distribution materials.

For positions in the State classified service, the University is authorized to promote employees in their own positions to class specifications within the career series per a decentralized classification agreement with DAS. The decentralized agreement contains a list of class specifications the University has authority to reclassify into without seeking approval from DAS. Exceptions to this agreement include reclassifications into lead and supervisory level class specifications.

The DAS has also decentralized some hiring functions to the University level, specifically the authority to establish positions freely in classifications noted in the decentralized agreement. However, the University must request approval to establish positions in titles not represented by the agreement. It is important to note, DAS cannot deny the University's right to advertise or fill a position, but they can deny the classification level.

In accordance with current legislation, individuals identified for reclassification or appointment to a classified service position must meet the minimum qualifications noted on the State class specification.

The University will continue to work within State personnel policies and procedures.

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

Orientation

During the New Employee Orientation, all new employees are provided with information and links to the Affirmative Action and Equal Employment Opportunity policy, Policy against Discrimination, Harassment, and Inappropriate Romantic Relationships, and Policy Statement on People with Disabilities, as well as discrimination complaint procedures. In addition to the traditional job, salary, and benefits information, new employees are apprised of the mission, vision, organizational structure, goals, and key personnel of the University.

New Employee Orientation is coordinated by HR and held in-person at the start of each pay period. New employees are required to attend on their first day of employment at the University, where they have an opportunity to learn about the University, the benefits available to them, including health and retirement, as well as essential information such as accessing IT systems and IT security, etc. Also, during this *Plan* year, new employees were required to take an online component of New Employee Orientation through SABA Learning Management System that included presentations from various offices across the University including the Office of Diversity and Inclusion, Human Resources, the Office of Institutional Equity, University Safety, and other units charged with delivering comprehensive information regarding the University policies and procedures. In addition, new faculty members were required to participate in the online version of New Employee Orientation in SABA. Please note this data is included in the Training Summary.

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

Training

The University encourages employees to participate in training programs, which will assist in their job responsibilities, as well as their professional growth. Please see **Exhibit 1** in the *Career Mobility* section for a summary of all training.

OIE continued to provide state-mandated Diversity Training and Sexual Harassment Prevention Training for all University employees. During this *Plan* year, University employees attended state-mandated Diversity Training and state-mandated Sexual Harassment Prevention training. Please see **Exhibit 2** in the *Internal Communication* section for data regarding employee attendance in these training courses.

Additionally, OIE enhanced content for search committee training to include material on compliance with AA/EEO regulations, the University search process, and recognizing and overcoming inherent bias in the search process. These training sessions are required for University faculty and/or staff members serving on or administratively supporting search committees. In addition to the mandatory search committee training OIE launched a series of separate mini training courses on pre and post interview applicant evaluation. The Pre-Interview training included information on AA/EEO requirements and compliance, evaluating qualifications, inherent bias and documentation required by OIE. The post-interview sessions included AA/EEO requirements and compliance, evaluating qualifications for interviewed applicants, inherent bias, writing detailed and specific justifications for interviewed applicants and documentation required by OIE. OIE conducted seventeen (17) sessions in total.

OIE also facilitated training for search committees upon request. During this *Plan* year, customized training was conducted for the Hartford Campus, the Law School, the Center for Excellence and Learning, Facilities and Public Safety.

The Office of University Compliance continues to provide annual mandated ethics training for all employees. All employees are required to complete the annual ethics training either in person or through an on-line portal.

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

Counseling

HR and OIE provide counseling services to all employees at the University. Counseling by HR is provided on a one-to-one basis regarding career mobility opportunities, training needs, and specific skill development. Human Resources Specialists counseled seven (7) employees during this reporting period. It is important to note that the HR Specialists on the Workforce Solutions Team continues to be available to all UConn employees requesting employee counseling. The number of employees requesting specific employee counseling on applying for UConn job opportunities, resume assistance, etc. have been relatively low but the Team does speak and work with a vast number of employees during the job reclassification process and often provides

employees and managers information about the types of duties and responsibilities that may lead to upward mobility for employees in the future.

OIE also provides counseling on all equal employment opportunity and affirmative action issues. The Employment Equity staff respond to inquiries regarding the search process, recruitment, applicant evaluation, and various AA/EEO related issues daily. The staff is regularly consulted by search committees and hiring managers on AA/EEO aspects of the search and hire process.

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

Discrimination Complaint Process

The University provides all employees with a copy of the discrimination complaint procedures and policy statements, which outline their protections under the equal opportunity laws. Please see **Exhibit 1** in the *Discrimination Complaint Process* section of the *Plan*. OIE investigates complaints of discrimination, gathers, and evaluates evidence submitted by all parties and witnesses, and renders a determination based on a preponderance of the evidence presented to mitigate harm resulting from any discriminatory conduct within the University and/or prevent its recurrence. The University's Discrimination Complaint Procedures provide for the expeditious resolution of complaints to assure that legal options for filing complaints with enforcement agencies are not foreclosed.

Employees are also informed of the union grievance process available through their various collective bargaining unions.

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

Evaluation

The University conducts employee evaluations pursuant to state requirements and specific Collective Bargaining Agreements. The University has three (3) Classified Bargaining Agreements, and four (4) Unclassified Bargaining Agreements. An analysis is reported in the Employment Analyses Section. These evaluations are conducted at the end of a working test period and annually.

Management and confidential employee evaluations are also conducted annually. For Faculty, the Promotion-Tenure Reappointment (PTR) process and procedures are formal, with criteria that are written in the University By-Laws. The procedures include reviews at several levels (peer review, department head, dean, Provost's Office) of the written materials submitted by the faculty member for consideration. See **Exhibit 2**, in the *Organizational Analysis* section for information on the PTR process.

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

Layoffs

The University implements employee layoffs pursuant to State Merit System requirements and Collective Bargaining Agreements. The University operates within a highly unionized environment. Many employees are members of statewide collective bargaining units (CBU). Others, such as faculty and non-teaching professional staff, are members of a CBU or CBU chapter that exists only at the University. Others are not represented by a collective bargaining unit, such as those in management exempt, confidential exclusion titles, or Law School faculty. Each union-negotiated contract has different provisions pertaining to layoffs or reductions in staff. Please see **Exhibit 2** of this section for the contract language.

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

Terminations

Terminations are done in accordance with the State Merit System requirements, University rules and requirements, and collective bargaining agreements.

President Maric, Provost D'Alleva, Interim Associate Vice President Chipman, Chief Human Resources Brown, as well as the academic Deans and other concerned parties, continued to work on retention and climate issues at the University, and will continue to consider them priority issues for the next several years.

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

Subsection (b)

The *Plan* itemizes in subsection (a) all non-quantifiable elements of the employment process that have been identified as a problem area. The University has not identified any non-quantifiable elements as a problem area.

Subsection (c)

Pursuant to this subsection, the University has examined all aspects of the employment process itemized in subsection (a), to determine if any might impede or prevent the full and fair participation of individuals with disabilities or older persons in the workforce. Because of this examination, there is no evidence to show any barrier or discriminatory employment practice against individuals with disabilities or older persons.

Article 2

ROLE OF PROFESSIONAL STAFF

2.1

The Board of Trustees recognizes the importance of the professional staff to the excellence of the University and considers their contribution an integral part of the University's mission to provide education for the citizens of Connecticut.

Professional staff include, among others, academic advisors, accountants, computer programmers, financial aid staff, health care professionals, librarians, public service unit personnel, student affairs personnel, research administrators, and others engaged in the administration of the University and its programs.

Professional employee means any employee engaged in work:

1. predominantly intellectual and varied in character, as opposed to routine mental, manual, mechanical or physical work;
2. involving the consistent exercise of discretion and judgment in its performance;
3. of such a character that the output produced or the result accomplished cannot be standardized in relation to a given time period;
4. requiring at least a four-year college degree or equivalent advanced professional training customarily acquired through formal instruction and study.

This article is not grievable under the contractual or non-contractual grievance procedure.

**UCPEA Collective Bargaining Agreement between
The University of Connecticut Board of Trustees and The University of Connecticut
Professional Employees Association, Local 3695 AFTCT, AFT, AFL-CIO
Effective July 1, 2021 Expiring June 30, 2025**

ARTICLE 14
REDUCTION OF STAFF FOR DISCONTINUANCE OF PROGRAMS AND
FINANCIAL EXIGENCY

- 14.1** Whenever the discontinuance of faculty is contemplated for reasons consonant with the long-range educational mission of the University or for what the Administration believes to be a bona fide financial exigency, the procedures below shall be followed.
- 14.2** Should the Administration determine that the fiscal position of the University has deteriorated to an extent which warrants informing the Board of Trustees of a financial exigency that may require a reduction in the faculty; the Administration shall notify the UConn-AAUP promptly.
- A.** At a time mutually agreeable to both parties, but in no case less than five (5) days before presentation to the Board of Trustees, a meeting shall be held between the President of the University, the Provost, the appropriate Vice President or Vice Provosts, and the UConn-AAUP for the purpose of reviewing the entire budgetary outlook of the University. The President, the Provost, and the appropriate Vice President or Vice Provosts shall document the financial position of the University and its reasons for its declaration to the UConn-AAUP along with recommendations for alleviating the situation.
 - B.** At that or a subsequent meeting, but prior to the meeting with the Board, the UConn-AAUP may present to the Provost its own recommendations for resolving the exigency, in the hope that the recommendations given to the Board are the joint recommendations of the parties.
 - C.** In the event that the Administration wishes to present to the Board recommendations with which the UConn-AAUP does not concur, the UConn-AAUP shall be allowed to present to the Board or the appropriate committee of the Board its own recommendations prior to the time when the Board is to determine what course of action it shall take.
- 14.3** If the course of action adopted by the Board requires discontinuation or consolidation of existing programs with the resultant elimination of faculty, the Provost, the UConn-AAUP, the Deans of the affected schools, the Head(s) of the affected department(s), and a faculty representative chosen by the Senate Executive Committee shall meet to identify faculty whose termination is to be recommended to the Provost. In the course of such discussions regarding which faculty shall be terminated, the participants shall take into consideration, and where possible recommend, such things as shared or reduced load with proportionate reduction in salary, administrative assignment, the feasibility of early retirement, and the possibility of reassigning the faculty member,

provided he/she is suitably qualified, to another unit of higher education.

14.4 The following criteria shall apply to the identification of faculty whose termination is to be recommended:

A. Except where demonstrable and serious distortion of an academic program would result, non-tenured faculty in an affected program will be terminated before any tenured faculty member is terminated.

B. In identifying tenured faculty whose termination is to be recommended, the following shall be taken into account: the academic needs of the affected program(s); the merit of the affected faculty as attested by peer reviews of scholarship, teaching, and service; the age and length of service of the affected faculty; the Affirmative Action aims of the University.

C. In all cases requiring the termination of faculty, primary consideration shall be given to the University's responsibility to offer an appropriate range of courses and programs, including the regional campuses.

14.5 The following procedure shall govern the case of any faculty member whose termination is recommended to the Provost:

A. Prompt notice of the recommendation to terminate will be given.

B. The faculty member given such notice shall have the right to a hearing under the grievance procedure specified in Article XV.S. of the University of Connecticut *By-Laws*, (Revised June 5, 2015).

14.6 If because of financial exigency the University terminates appointments, it will not at the same time make new appointments in the same department except where a serious distortion in a program of the University would otherwise result.

14.7 In all cases of termination because of financial exigency or program discontinuance, the place of the faculty member concerned will not be filled by a replacement within a period of two (2) years.

14.8 A. During a period of two (2) years from the date of termination, the terminated faculty member shall be offered reemployment in the same position should the position be restored. Any faculty member so recalled shall have thirty (30) days in which to accept such offer. Both the offer of reemployment and its acceptance or rejection shall be made by registered mail.

B. If a faculty member was enrolled in a health insurance program at the time of layoff during the recall period, he/she shall be entitled to purchase health insurance benefits for up to seventy-eight (78) weeks following the layoff at the group rate in effect for the bargaining unit.

- C. A tenured faculty member who has received notice of layoff as the result of financial exigency shall be entitled during his/her period of notice up to \$2,000 for reimbursement for fees charged by professional placement or occupational counseling services.
- D. A tenured faculty member who has received notice of layoff shall be entitled during his/her period of notice and recall to reimbursement for coursework for up to \$2,000 per semester.

14.9 Standards of Notice for Tenured and Tenure-Track Employees

- A. In all cases of termination or program discontinuance because of financial exigency, the following standards of final notice or severance salary in lieu thereof shall apply: In the first year of service, three (3) months; in the second, third or fourth year of service, six (6) months; after the fourth year of service, one (1) year. Tenured faculty shall be entitled to fifteen (15) months of notice.
- B. In cases of termination for reasons unrelated to financial exigency, the following standards of final notice or severance pay shall apply: In the first year of service, three (3) months; in the second year of service, six (6) months; in the third year of service through the sixth, one academic year; and all tenured faculty, twenty-four (24) months.

14.10 Dismissal for cause is not covered under Article 14, and in no case shall a dismissal for cause be labeled a termination for reasons related to financial exigency or program change under Article 14.

COLLECTIVE BARGAINING AGREEMENT

**Between The University of Connecticut Board of Trustees and The University of Connecticut Chapter of the American Association of University Professors
Effective July 1, 2021 Expiring June 30, 2025**

Article 27

REDUCTION OF PROFESSIONAL STAFF

27.1

This section does not refer to probationary employees or those supported by grant funds or contracts.

- a. In all cases requiring the termination of professional staff, primary consideration shall be given to the University's responsibility to offer an appropriate range of educational support services.
- b. Whenever a layoff is anticipated, the President or designee shall meet and discuss

the potential layoff with the UCPEA. The UCPEA may submit its own proposal for dealing with the problem.

- c. In the event that a layoff is necessary, seniority shall be the determining criterion for selecting which employees shall be laid off within a school, division, department or subdivision of a department, or program.* Exceptions may be made to seniority based upon the following:

- 1. Affirmative action judged in relation to goals within the last five years for non-teaching professionals in the UCP level.

- 2. The first level supervisor outside of the unit has taken into consideration the skills, experience and merit of the employees in relation to the needs of the department and the least senior employee is clearly, significantly, and demonstrably superior to the more senior employee as shown through a combination of the following:

- a. professional publications,
 - b. awards external to the University related to their profession,
 - c. attainment of significant skills or qualifications within their field related to the position, but beyond the minimum requirements of the position,
 - d. self-initiated new programs, projects, or processes that advance the mission of the department or University,
 - e. clear and consistent disparity of evaluation over the past 3 (three) years prior to layoff. This may be one element, but not the primary element used as proof of the superiority.

- 3. In those cases when a department is not to be eliminated entirely, and the department or sub function within a department has been able to maintain as full a range of services as possible.

*The University shall provide UCPEA with a list of these units in September annually of each contract year.

- d. When a reorganization causes two or more positions to be combined and one or more components are to be eliminated, the least senior employee from those positions that have been combined shall be laid off if all employees are at the same level. If employees are not at the same level, the least senior employee shall be laid off provided

the remaining employees are able to perform the remaining duties with reasonable orientation but not training.

- e. For the purpose of this article, seniority shall be calculated as years of service based on total state employment, with part-time employees receiving a prorated share of seniority.

- f. In the event that any part of this article comes before an arbitrator, it shall be understood that issues at an arbitration hearing may include failure to satisfy any of the above conditions, but not the initial decision of the University to retrench, or terminate a school, division, department or subdivision of a department, or program.

- g. Any employee who has been laid off shall be offered employment in the same or a similar position if such a position becomes available during the eighteen months from the date of the notice of layoff. Employees on the recall list must notify the University of their desire to remain on the recall list every 6 months. Failure to notify the University of continued interest shall result in the removal of the individual from the recall list. Employees on layoff shall receive notice of all UCPEA vacancies, and shall be granted an interview for all positions for which they meet the minimum qualifications. Employees offered reemployment by the University must accept such an offer within 15 days.

- h. When a program, department or subdivision of a department hires a laid-off employee into a position for which they would not otherwise be entitled to through recall, such employee shall be subject to a 6 month probationary period. If the employee is not retained beyond the probationary period, he/she shall be returned to the recall list in order to be on the recall list for a total of sixteen months.

- i. When a program, department or subdivision of a department is recalling laid-off employees, they shall be recalled in order of seniority except in those cases where they do not have the ability and qualifications to perform the work available.

- j. Notices of recall shall be sent, certified mail, to the last known address of the laid-off employee.

- k. In the event of layoff, members of the unit shall be entitled to the following notice period during which they will continue working:

1. After 1 year of service: 3 months' notice
2. After 2 years of service: 4 months' notice
3. After 3 years of service: 5 months' notice
4. After 4 years of service: 6 months' notice

5. After 5 years of service: 7 months' notice
6. After 6 years of service: 8 months' notice
7. After 7 years of service: 9 months' notice
8. After 8 years of service: 10 months' notice
9. After 9 years of service: 11 months' notice
10. After 10 years of service: 12 months' notice

In lieu of the notice period provided above or some portion thereof, the University and the employee may agree to a lump sum payment or salary continuation equal to 50% of the salary that the employee would have earned.

If the employee wishes to work the notice period, but the University has compelling business reasons to release him/her, the University has the discretion to issue payment of 50% of the salary that the employee would have earned, in lieu of notice.

l. For the purpose of notice only, service shall mean service at the University of Connecticut or one of its regional campuses, rather than at another state agency. For the purpose of this article leave without pay and military service does not count toward the calculation of years of service at the University.

m. In the event of a layoff, the employee may purchase health benefits at the group rate for 18 months from the date of layoff, consistent with COBRA.

n. The University shall continue to provide counseling and outplacement functions to all UCPEA employees affected by a layoff.

o. In the event of fiscal constraints, in lieu of or in addition to layoffs, the University, in conjunction with the UCPEA, may solicit members of the bargaining unit to voluntarily separate from employment in exchange for a lump sum payment based upon the schedule in Section 27.1 (k). Such volunteers will be ineligible for the recall and reemployment rights provided in this Article. In its sole discretion, the University may deny such a request under this provision.

27.2

This section refers only to members of the unit funded from grants and contracts.

a. In the event of exigencies, which require the layoff of staff funded from grants or contracts prior to the end date of the grant or contract, the principal investigator shall carry out layoffs as specified in 27.2b below.

b. In all cases requiring the termination of staff prior to the end date of the grant or contract, the primary goal of the employer shall be the maintenance of the purpose for which the grant was awarded. Among employees with equal qualifications and skills working under a grant, as this is determined by the principal investigator, layoffs shall be in reverse order of seniority at the University, with those having served least being laid off first.

27.3

All terminations after twelve months of service at the University, including all non-renewals, except those for cause, shall be eligible for the statewide placement and training program.

**UCPEA Collective Bargaining Agreement between
The University of Connecticut Board of Trustees and The University of Connecticut
Professional Employees Association, Local 3695 AFTCT, AFT, AFL-CIO
Effective July 1, 2021 Expiring June 30, 2025**

Article 13

Order of Layoff or Reemployment

Section One. In the event of a reduction in force and subsequent recall to work, the provisions of this Article shall be controlling.

Section Two. For purposes of layoff selection within a classification, seniority as defined in Article 12 shall prevail. In the event of a layoff within a job classification, temporary employees, special payroll and other supplemental workers and employees who have not completed their initial working test period shall be laid off first and they shall not have bumping rights. The restrictions herein will not apply to patients who are employed as part of their therapeutic programs or to full or part time students who are employed as part of their educational activity.

Section Three. When the employer determines that a reduction in force may be necessary, the employer shall notify the Union and shall meet to discuss the possible alternative proposals (1) to avoid the layoff and/or (2) to mitigate the impact on the employee(s) at least ten (10) days before taking any steps to implement the decision. Additionally, the employer and the Union shall cooperate to gather whatever information is deemed necessary to facilitate the transfer, bumping and reemployment processes.

Section Four. (a) The employer shall give an employee not less than six (6) weeks written notice of layoff, stating the reason for such action. During the six (6) week period the employer shall offer on a seniority basis, a transfer to a vacancy in the same or comparable class or in any other position in the same or lower salary grade the employee is qualified to fill within the Department.

To facilitate this process an employee shall receive together with the written notice of

layoff a list of Department vacancies in the same or comparable classes and a list of all vacancies in the same or comparable classes in all other State Departments within a fifty (50) mile radius. The Union shall receive a copy of all material supplied by the employee.

(b) If there are no positions to which an eligible employee can bump or transfer within the Department within twenty-five (25) mile radius, the employee shall be offered, on a seniority basis, a transfer to a vacancy in the same or comparable classification at any State facility within the fifty (50) mile radius provided that the employee meets the minimum requirements of the job. If the employee refuses to accept or if there are no transfer opportunities available, an eligible employee may exercise bumping rights as specified in Section Five.

Section Five. In lieu of layoff when there is no vacancy, or when the employee does not accept a vacancy, an employee may bump a less senior employee as follows: (a) The least senior employee in the same classification in the Department.

- (b) If the employee does not exercise Department-wide bumping as in (a), then the employee may bump the least senior Department employee in the same classification or in a lower classification in the same classification series, at any facility of the Department within a twenty-five (25) mile radius.
- (c) A permanent employee who is bumped shall have the same rights as an employee who is laid off, except that a bumpee shall receive only three (3) weeks notice; however, a bumpee shall not be terminated during the initial six (6) week period required by Section Four (a).
- (d) A full time employee may bump the least senior appropriate full time employee, even if there is a part-time employee who is the least senior in the classification. If there are no less senior full-time employees available, a full-time employee may bump a part-time employee.

Section Six. Within one week of the availability of the list of vacancies referenced in Section Four (a) above, an employee shall provide written notice of whether he/she elects to transfer or exercise bumping rights. If such election results in a lower paying position, the employee will be placed on the appropriate reemployment lists effective the date of such election.

The effective date of an election to transfer or bump will be at the sole discretion of the State. However, the exercise of this discretion shall not impair or jeopardize the employee's election.

Section Seven. Reemployment. (a) The names of permanent employees who are eligible for reemployment from layoff shall be arranged on appropriate reemployment lists in order of seniority and shall remain thereon for a period of five (5) years.

- (b) Employees shall be entitled to specify for placement on the reemployment list for all classes in which they have or formerly had permanent status, or are qualified to fill as determined by the Commissioner of Administrative Services and for all comparable classes as mutually determined by the State and the Union. Such employee may further specify the location or locations at which he/she is willing to consider employment.

- (c) An employee who twice fails to respond or twice waives consideration of a position in a classification within the geographic area of the employee's choice for which he/she has reemployment rights shall be sent a certified letter notifying him/her that one additional waiver or failure to respond shall result in the placement of his/her name in inactive status for that classification. An employee who, as outlined above, again waives or fails to respond, shall have his name placed in inactive status for that classification. Notification will be provided to the Union that the employee's name has been placed in inactive status. An employee will be removed from the inactive status upon written application to the Department of Administrative Service, by certified mail indicating a willingness to accept a position, if offered. In the event that an employee is appointed to a position from a reemployment list but such position is in a lower salary group than the class from which he/she was laid off, he/she shall remain eligible for reemployment to the higher position. An employee appointed to a position in a lower class shall be paid for the service in such lower classification at the closest rate in the lower salary range to his/her former salary in the higher classification, but not more than the rate he/she is receiving at the time of layoff.
- (d) Reemployment lists for classes shall be maintained by the Commissioner of Administrative Services and supplied to the appointing authorities. The Union shall be provided accurate, complete and up-to-date copies of all reemployment lists and notice of all appointments no less than once each month.
- (e) Employees shall be reemployed from layoff on the basis of seniority prior to filling a vacancy by any other means (other than reclassification of a filled position).
- (f) Employees who have been demoted or who have exercised bumping rights under Section Five (5) shall be reappointed to a position in their former class or comparable classes for which they meet the specific requirements on the basis of seniority prior to filling a vacancy by any other means (other than reclassification of a filled position).
- (g) Reclassification of position shall not be utilized to defeat the contractual commitment of this Section (Reemployment).

Section Eight. The bumper shall be paid for the service in such lower classification at the closest rate in the lower salary range to his/her former salary in the higher classification, but not more than the rate he/she is receiving at the time of transfer. The same step placement method shall apply in instances where an employee accepts a vacancy in a lower salary range, or is reemployed in a lower salary range.

Section Nine. If layoffs according to seniority have an adverse impact on affirmative action goals or if the most senior employees do not have the requisite skills and ability to perform the work remaining, then the State and the Union shall meet to discuss the issue. If no agreement is reached within the time limits of Section Four (a), the State shall lay off employees in the manner it deems appropriate, and the Union has the right to submit the issue to expedited arbitration.

Section Ten. Impact of Contracting Out. (a) The State will not initiate the contracting out of work normally performed by employees within the bargaining unit unless two or more of the following conditions are demonstrated:

(1) the bargaining unit employees who would normally perform the work are unavailable to do the work even with a reasonable amount of overtime;

(2) the bargaining unit employees do not possess the required qualifications and skills to do the work in a qualified manner or would be unable to complete the work within the requisite time with a reasonable amount of overtime;

(3) the work can be contracted out at a lesser cost; however, any such proposal or contract shall be jointly evaluated. The State shall cooperate fully with the Union in accomplishing such cost comparison, and in providing the Union with all cost data and documents.

(4) budgetary constraints preclude the use of bargaining unit employees to do the work.

- (b) The State may continue to contract out work, other than task labor, which has been contracted out historically without regard to the restrictions stated in this Section.
- (c) If the State is found by an arbitrator not to be in compliance with Section 10 (a), the arbitrator's remedial authority shall include the power to assess reasonable compensatory damages and to issue a cease and desist order applicable to any similar future contracting. Grievances filed under this section may be filed directly at Step 3 of the grievance procedure. If the grievance remains unresolved, it may be submitted by the Union to expedited arbitration.
- (d) During the lifetime of this Agreement, no full time permanent employee will be laid off as direct consequence of the exercise by the State employer of its right to contract out.
- (e) The State employer will be deemed in compliance with this Section if; (1) the employee is offered a transfer to the same or similar position which, in the employer's judgment, he/she is qualified to perform, with no reduction in pay; or (2) the employer offers to train an employee for a position which reasonably appears to be suitable based on the employee's qualifications and skills. There shall be no reduction in pay during the training period.

MAINTENANCE & SERVICE UNIT (NP-2) CONTRACT Between STATE OF CONNECTICUT and CONNECTICUT EMPLOYEES UNION INDEPENDENT Affiliated Local 511 Service Employees International Union AFL-CIO, CLC Effective July 1, 2021 Expiring June 30, 2025

ARTICLE 14

ORDER OF LAYOFF AND REEMPLOYMENT

Section One. A layoff is defined as the involuntary, non-disciplinary separation of an employee from State service because of lack of work or other economic necessity.

Section Two. No employee shall be laid off except in compliance with this Article.

Section Three. For purposes of layoff selection within a classification within an agency or of other seniority applications under this Article, seniority shall be defined as length of continuous service in bargaining unit classifications including paid leaves and war service (see Article 13, Section One (b)). For service performed prior to October 1,

1991, bargaining unit seniority shall be equal to seniority as defined in Article 13, Section One.

For purposes of this Article, “permanent employee” shall be defined as a permanent State employee under Article 1 who has achieved a permanent appointment in a bargaining unit classification.

Bargaining unit seniority shall not be computed until permanent appointment after successful completion of the working test period and/or the trainee period in the bargaining unit whereupon it shall be retroactively applied to include such service.

Credit for seniority prior to a break in continuous bargaining unit service shall be restored to an employee who is reemployed in the bargaining unit within one (1) year of the break.

Bargaining unit seniority shall not be considered broken for individuals serving in confidential positions in bargaining unit titles. Time spent as a confidential exclusion in a bargaining unit classification shall be counted as bargaining unit seniority under this Article.

If the seniority of two or more employees is exactly the same, then classification seniority shall prevail. If classification seniority is exactly the same, priority for layoff and recall shall be determined by a coin toss or drawing lots.

Section Four. Layoff Procedure. When layoff becomes necessary, the agency will identify the specific position to be eliminated and notify the incumbent in writing with as much notice as possible but not less than four (4) weeks. A copy of the written notice shall be sent concurrently to the Union.

If there is more than one position in the same job classification in a work unit, the agency shall first eliminate positions in that classification held by nonpermanent employees.

The State shall prepare a list of all vacancies in the same or comparable classes in the agency in which the employee works and in other agencies within a twenty-five (25) mile radius. The list shall be provided to the affected employee(s) with a copy to the Union.

The agency shall arrange to have the employee assigned in lieu of layoff to a funded, approved vacancy in the same or comparable classification at the same work location/facility. If there is no such vacancy available, a permanent employee may exercise bumping rights as set forth in Section Five herein OR may exercise reemployment rights as set forth in Section Six herein. A nonpermanent employee shall not have bumping or reemployment rights.

In addition, prior to layoff the Employer shall consider alternatives to layoff including attrition, early retirement, transfer, or unpaid furlough.

Section Five. Bumping. Within two (2) weeks of the notice specified in Section Four, the employee shall provide written notice of whether he/she elects to exercise bumping rights and, if so, the position he/she has selected. This election shall be binding on the employee and failure to elect shall constitute a waiver of bumping rights. Within two (2) business days of notice to a bumpee that an employee has elected to bump

him/her, the bumpee shall provide written notice of whether he/she has elected to exercise bumping rights and, if so, the position he/she has selected. This election shall be binding on the employee and failure to elect shall constitute a waiver of bumping rights.

For purposes of layoff selection and bumping rights, full time employees and part time employees in the same classification working at least twenty (20) hours per week shall be considered as within the same category. To exercise bumping rights, however, the bumpee must assume the work schedule and hours of the employee to be bumped.

A permanent employee may bump any nonpermanent employee in the same class or in a lower class within the same classification series within the same agency. Also, a permanent employee may bump any of the following provided that he/she has more seniority than the employee to be bumped:

(1) the employee at the same work location/facility of the agency with the lowest seniority in the same class

(2) the employee at the same work location/facility with the lowest seniority in a lower class within the same classification series

(3) the employee with the lowest seniority in the same class within the same agency

(4) the employee with the lowest seniority in a lower class within the same classification series within the same agency; provided, however, that this option shall only apply if none of the options (1), (2) or (3) is available.

In the event the bumpee is a permanent employee, he/she will be allowed in lieu of layoff, to bump that employee identified in (2) or (3) above provided that he/she has more bargaining unit seniority than the employee to be bumped. Any bumpee who is a permanent employee may bump any nonpermanent employee in the same classification within the agency. Bumpee(s) will receive as much written notice as possible but not less than ten (10) calendar days. A bumpee not eligible or unwilling to exercise bumping rights as described in this paragraph may exercise reemployment rights as set forth in Section Six herein provided he/she was a permanent employee at the time of layoff.

When an employee bumps into a class with a lower salary range in order to avoid layoff, his/her rate of pay in the lower classification shall be at the closest rate in the lower salary range but not more than he/she was receiving at the time of bumping.

Section Six. Reemployment. (a) Any permanent employee who is laid off or who bumps into a lower class or who is placed into a durational position or into a part time position from a full time permanent position in lieu of layoff may request that his/her name be placed on a reemployment list(s).

An employee shall be entitled to specify for placement on the reemployment list for any and all classes in which he/she formerly held permanent status or which are deemed comparable. Employees must designate location preference when placed on these lists. At the time of layoff, the Employer shall provide forms on which the employee shall designate choice of reemployment list(s) and acceptable location(s). The employee shall sign all such forms. The employee will also be provided an opportunity to indicate whether or not temporary or durational positions would be acceptable.

Three waivers of positions offered from a reemployment list will result in removal from that list. A no-reply to an offer of position, which offer was sent by certified mail return receipt requested, shall be deemed a waiver. An employee will also automatically be removed from all reemployment lists if appointed to a position in the same salary group held at time of layoff, provided, however, that such removal shall not occur if an employee is appointed to a temporary or durational position or is a previously employed full time employee and is appointed to a part time position. Any employee appointed from the reemployment list to a temporary, durational or part time position shall have their rights and benefits determined in accordance with Article 22. An employee appointed from a reemployment list to a position in a lower salary group than other classification(s) for which he/she had been placed on the reemployment list(s) will remain eligible for certification from the reemployment list for the classifications of higher salary groups, not to exceed to salary group held at the time of layoff.

(b) The names of permanent employees shall be arranged on the reemployment list in order of seniority as defined in Section Three of this Article and shall remain thereon for a period of three (3) years except as provided in (a) above.

(c) An employee appointed from a reemployment list to a position in his/her former salary group will be appointed at the same step in such group as held when he/she was laid off. An employee appointed to a position in a lower salary group will be appointed to the step with the closest, but not higher, rate of pay to the one held by the employee at the time of layoff.

(d) There shall be no appointment from outside State service until laid-off employees eligible for rehire and qualified for the position involved are offered reemployment.

Section Seven. In the event that a layoff or bumping by seniority may have a negative impact on the affected agency's affirmative action or upward mobility programs, the Employer shall notify the Union as soon as possible, but no later than thirty (30) days prior to the layoff, and the Union and the Employer shall discuss alternatives to the above layoff selection and bumping procedure.

The application of seniority as a factor in layoff selection shall be waived when the Employer determines that there is a need for special skills such as bilingual ability, the ability to operate specialized equipment, expertise or training in a complex work assignment, or ability to relate to a specialized client group which the more senior employees are unable to perform, except after extensive training, provided that not more than five (5%) percent of the employees (but not less than one (1) person) to be laid off within a class within an agency shall be subject to this paragraph. When there is a need to apply the special skills exemption, the Employer shall notify the Union at least thirty (30) days in advance. Employer decisions shall be subject to expedited arbitration, provided, however, that no back pay remedy shall accrue to any individual employee.

Section Eight. The determination of class comparability shall be in the sole discretion of the Commissioner of Administrative Services and shall not be grievable or arbitrable. With respect to bumpees, the classification series and the classes assigned to each series shall be in the sole discretion of the Commissioner of Administrative Services and shall not be grievable or arbitrable.

Section Nine. For the purposes of this article, the Employment Security Division may, at the discretion of the Labor Commissioner, be excluded from the remainder of the Labor Department and deemed to be a separate agency.

Section Ten. During the life of this Agreement, no full-time permanent employee will be laid off as a direct consequence of the exercise by the State of its right to contract out. During the life of this Agreement, no full-time permanent employee will be laid off as a direct consequence of the assignment of bargaining unit work to non-bargaining unit employees.

The State employer will be deemed in compliance with this Section if:

(1) the employee is offered a transfer to the same or similar position which, in the Employer's judgment, he/she is qualified to perform with no reduction in pay; or

(2) the Employer offers to train an employee for a position which reasonably appears to be suitable based on the employee's qualifications and skills. There shall be no reduction in pay during the training period.

The provisions of this Section expire automatically on June 30, 2012, and/or upon implementation of the successor agreement. Either party may renegotiate for the inclusion of this provision or any modification thereof in any successor agreement.

Section Eleven. When the Employer elects to reduce the workforce, employees within the affected classifications and work locations or facilities may request layoff. If granted, the employer shall not contest the employee's eligibility for unemployment compensation. The denial of any such layoff request shall not be grievable.

The rights of such individuals shall be restricted to placement on the appropriate reemployment list and shall not include any bumping rights or any placement, training or reemployment rights from the coalition (SEBAC) agreements.

CONTRACT Between STATE OF CONNECTICUT and AMERICAN FEDERATION of STATE, COUNTY and MUNICIPAL EMPLOYEES, AFL-CIO Locals 196, 318, 355, 478, 538, 562, 610 and 704 of Council 4 ADMINISTRATIVE CLERICAL (NP-3) BARGAINING UNIT

Effective July 1, 2021 Expiring June 30, 2025

ARTICLE 15: ORDER OF LAYOFF

Section One. (a) No employee shall be dismissed or laid off from his/her position because of lack of work, economy, insufficient appropriation, change in departmental organization, or abolition of position except in compliance with this Article.

(b) Except as otherwise provided in Section 2 or in Article 7, Section Eleven (Union Rights), the employee with the least seniority within the bargaining unit at the agency affecting the layoff shall be selected for layoff.

Section Two. Seniority by Class. (a) For purpose of layoff selection within classification seniority shall be defined by Article 14, Section One (bargaining unit seniority).

(b) Special Skills. Five percent (5%) of the employees (not less than one person) to be laid off within a class within an agency shall be exempt from the seniority factor when the State determines that there is a need for special skills. “Special skills” refers to jobs difficult to fill with a replacement except after extensive training. Where practical, the State will attempt to meet its “special skills” requirements by exempting the employees with the highest seniority among employees with the same special skills.

Management decisions on special skills shall be subject to expedited arbitration provided, however, that no back pay remedy shall accrue to any individual employee.

(d) An employee whose last service rating was unsatisfactory shall be treated for layoff purposes as having lost one (1) year of seniority.

Section Three. The State employer shall give an employee not less than six (6) weeks written notice of layoff, stating the reason for such action. Such notice does not apply to a bumping under Section Four. The Commissioner of Administrative Services shall arrange to have the employee transferred to a vacancy in the same or comparable class of any other position which, in the judgment of the State employer, the employee is qualified to fill within the department, agency or institution in which the employee works. If the employee refuses to accept the transfer, an eligible employee may exercise bumping rights as specified in Section Four.

Section Four. Bumping. In lieu of layoff an employee may bump into a lower class within the same general classification series within the department, agency, or institution in which the employee works. The bumper shall bump the employee with the lowest seniority in such lower class with less seniority than the bumper.

The bumper shall be paid at the rate closest to the rate paid at the time of layoff however; the bumper shall not be paid at a rate higher than his/her prior rate.

Protective Services [NP-5] Bargaining Unit Contract between the State of Connecticut and Protective Services Employees Coalition IUPA/IAFF, AFL-CIO
Effective July 1, 2021 Expiring June 30, 2025

PROGRAM GOALS

(Section 46a-68-88)

March 2025

This section was in compliance in the previous filing and there were no proposals or recommendations.

Subsection (a)

When an employment policy or practice having an adverse impact upon protected race and sex group members, individuals with disabilities or older persons has been identified, program goals will be developed and implemented.

Subsection (b)

Program goals are meaningful, measurable, and reasonably attainable and shall be consistent with section 46a-68-92 of the Regulations of Connecticut State Agencies to ensure:

1. the promotion of equal opportunity and to achieve a workplace free of discrimination.
2. opportunities for all qualified applicants including underutilized groups.
3. the utilization of a fair and nondiscriminatory recruitment and selection process.
4. and that career development opportunities are available to all interested and qualified employees, including minorities and women.

Subsection (c)

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

Subsection (d)

The University of Connecticut has elected to set program goals for employment practices that were not identified as having an adverse impact pursuant to section 46a-68-87 of the Regulations of Connecticut State Agencies. Goals for the *Plan* year are designed to encourage creativity, and the use of best practices in recruitment and retention activities.

Goal #1

The Office of Institutional Equity (OIE) will partner with the Office of Human Resources (OHR) to review efforts related to recruitment of individuals with disabilities. The review will encompass an evaluation of the search process to ensure equitable access to employment relative to individuals with disabilities. The first aspect of the evaluation will focus on the recruitment phase of the process. With the final goal of expanding recruitment efforts and developing new sources, OIE will conduct an assessment of current practices and sources

utilized to analyze the effectiveness of existing recruitment efforts for staff and faculty searches.

Responsible Unit: Office of Institutional Equity

Target Date: November 30, 2025

Goal #2

To ensure that search committees and search administrators are following record-keeping requirements, the Office of Institutional Equity (OIE) will create and update guidelines and best practice documents with a focus on improving record-keeping and documentation as well as ensuring alignment with legal and ethical standards. OIE will examine current practices of a representative section of university departments and schools. Additionally, OIE will review state regulatory requirements and best practices at other institutions of higher education to develop guidance. Updated guidelines will be published on OIE's website, disseminated to search committees and administrators and incorporated into search committee training.

Responsible Unit: Office of Institutional Equity

Target Date: November 30, 2025

DISCRIMINATION COMPLAINT PROCESS

(Sec. 46a-68-89)

March 2025

This section was in compliance in the previous filing of the *Plan* and there were no recommendations.

This section contains information on the University's system to resolve allegations of discrimination and discriminatory harassment and is consistent with Chapters 67 and 68 of the Connecticut General Statutes.

Subsection (a)

The Office of Institutional Equity (OIE) is the University's neutral unit responsible for managing internal investigations and resolutions for employees and students who believe they have been subjected to discrimination or discriminatory harassment. OIE investigates complaints of discrimination, gathers, and evaluates evidence submitted by all parties and witnesses, and renders a determination based on a preponderance of the evidence presented to mitigate harm resulting from any discriminatory conduct within the University and/or prevent its recurrence. The University's Discrimination Complaint Procedures provide for the expeditious resolution of complaints to ensure that legal options for filing complaints with enforcement agencies are not foreclosed. These procedures were updated, effective August 1, 2024. Prior procedures were in effect since October 1, 2021. Please see **Exhibit 1** for a copy of the Discrimination Complaint Procedures.

(1) The Associate Vice President, Director of Investigations, Associate Director of Investigations, and EEO Investigator(s) are the University's officers who investigate internal discrimination and discriminatory harassment complaints. The investigative staff (Director of Investigations, Associate Director of Investigations and EEO Investigator(s)) completed the required training provided by the Connecticut Commission on Human Rights and Opportunities (CHRO) and the Connecticut Commission on Women, Children and Seniors (CWCS) as designated in Public Act 03-151 and 12-78 *including the bi-annual mandatory Equal Employment Opportunity/Attorney General Designee update training on November 8 and 14, 2023*. One EEO Investigator was hired in August 2023 and attended the CHRO foundation training on October 8, 2024. **Exhibit 2** provides the required training attendance with dates.

In addition to the required training, investigative staff attended:

- the Office of University Compliance's Annual Compliance Training
- NACUA's Winter 2024 Virtual Higher Education Employment Law Workshop
- Association of Workplace Investigators (AWI)'s Workplace Investigation Basics Seminar
- AWI Webinar: Investigation Conundrums
- AWI Webinar: Top Takeaways for Investigators from the EEOC's New Guidance
- AWI Webinar: Workplace Investigations in Healthcare Settings
- Academic Impressions: Foundations of Title IX Investigations
- SUNY Student Conduct Institute Multiple Web-Based Training Modules

- Husch Blackwell’s Webinar: Legal Update and Compliance Considerations for Accommodations and Accessibility
- NACUA’s Webinar: Navigating Campus Activism: Legal Insights for University Protests
- NASEM Action Collaborative on Preventing Sexual Harassment in Higher Education: 2024 Public Summit
- Shipman & Goodwin Webinar: AI and Privacy Laws in the Workplace
- Shipman & Goodwin Webinar: Neurodiversity in the Workplace

(2) As part of the University’s Discrimination Complaint Procedures, OIE provides assistance with informal resolution procedures for all parties involved in an internal investigation of alleged discrimination. The University’s Ombuds Office serves as a neutral resource that provides confidential and informal assistance to members of the campus community and is available to parties and witnesses involved in an internal investigation of alleged discrimination.

(3) The University’s Discrimination Complaint Procedures are available through OIE’s website, <https://equity.uconn.edu/discrimination/>.

(4) All parties involved in an internal investigation of alleged discrimination are informed of and guaranteed protection from retaliation. This protection and guarantee will continue to be a provision of the University’s Discrimination Complaint Procedures and any revised set of procedures. Please see **Exhibit 3** for the Non-Retaliation Policy

(5) All parties involved in an internal investigation of alleged discrimination or discriminatory harassment are advised of their legal options to file complaints with the Connecticut Commission on Human Rights and Opportunities; United States Equal Employment Opportunity Commission; United States Department of Labor, Wage and Hour Division; and any other agencies, state, federal or local, that enforce laws concerning discrimination in employment. These legal options are also listed in the University’s Discrimination Complaint Procedures, which include a list of the “Most Commonly Used Civil Rights Agencies,” and is provided to all parties. Links to the agencies’ websites, can be accessed through OIE’s web site, <https://equity.uconn.edu/discrimination/civil-rights-enforcement-agencies/>.

(6) The University’s Discrimination Complaint Procedures provide timelines, not exceeding ninety (90) days, for the filing, processing, and resolution of all complaints of discrimination and discriminatory harassment.

Subsection (b)

All records of internal complaints of discrimination and dispositions thereof are maintained and reviewed on a regular basis by OIE to detect patterns in the nature of the alleged complaints. In addition, OIE provides regular reports to the President, Provost, and other senior University administrators.

Subsection (c)

A summary of all complaint activity, the results thereof and the length of time required to resolve the alleged matters for this reporting period (December 1, 2023 – November 30, 2024) immediately follows this section. For those matters not resolved within ninety (90) days, those matters generally included the need to interview copious witnesses, the filing of amended complaints, the naming of additional Respondents, and/or calendar conflicts. Parties are given periodic updates regarding the status of their matter while it is pending with OIE. If a matter is still pending after approximately 45 days, Complainants are provided with a written reminder of their options to file complaints with civil rights enforcement agencies. Please see **Exhibit 4** for a template of the written notice.

As required, this summary references allegations that have resulted in complaints to external enforcement agencies, the number of such complaints, investigating agency, and whether the matter is currently pending or the outcome thereof. All records relevant to employee internal complaints of discrimination are maintained by OIE for examination by the Commission. Please see **Exhibit 5** for a summary of complaint activity.

THE UNIVERSITY OF CONNECTICUT & UCONN HEALTH

OFFICE OF INSTITUTIONAL EQUITY (OIE)

COMPLAINT PROCEDURES

These procedures, effective for all reports made to the Office of Institutional Equity (OIE)¹ on or after October 1, 2021, govern OIE's investigation process when a University of Connecticut or UConn Health employee or other individual affiliated with the University or UConn Health in one of the capacities set forth below is alleged to have violated any University or UConn Health policy within OIE's jurisdiction.²

Individuals wanting to report alleged violations of University Policies, as defined below, are encouraged to contact OIE as soon as possible following an incident to allow for internal resolution of their complaints, and to connect employees and students with appropriate resources.

These procedures govern OIE's investigations of alleged violations of University Policy. Suspected crimes or any behavior that poses an imminent risk to any person or the University community should be reported immediately to law enforcement.

OIE will make appropriate arrangements to ensure that individuals with disabilities and individuals with limited English proficiency are provided auxiliary aids and services or language assistance services, respectively, if needed to participate in this complaint process. Such arrangements may include, but are not limited to, providing qualified interpreters or assuring a barrier-free location for the proceedings.

¹ OIE maintains office locations on both the Storrs campus and UConn Health.

² Hereinafter, all references to "University" include UConn Storrs campus, UConn regional campuses (including the School of Law and School of Social Work), and UConn Health (including the School of Medicine and School of Dental Medicine). University policies falling under OIE's jurisdiction, include but are not limited to the following policies: *Policy Against Discrimination, Harassment, and Related Interpersonal Violence*; *Policy Statement: People with Disabilities*; *Non-Retaliation Policy*; *Policy Statement: Affirmative Action and Equal Employment Opportunity*; *UConn Health Affirmative Action, Non-discrimination and Equal Opportunity (2002-44)*; *UConn Health Persons with Disabilities (2002-46)*; and *UConn Health Non-Retaliation (2003-40)* (individually, "University Policy"; collectively, "University Policies").

In addition to these procedures, individuals are strongly encouraged to read the relevant University Policies in their entirety. Capitalized terms used within these procedures are given the same meaning as defined in the *Policy Against Discrimination, Harassment, and Related Interpersonal Violence*.

These procedures do not govern reports in which a UConn **student** is alleged to have violated any University Policy (see www.community.uconn.edu).

I. UNIVERSITY POLICIES UNDER OIE’S JURISDICTION

- A. As set forth in the University Policies, the University prohibits unlawful discrimination in education, employment, and the provision of services on the basis of legally protected characteristics (race, color, ethnicity, religious creed, age, sex, marital status, national origin, ancestry, sexual orientation, genetic information, pregnancy, physical or mental disability [including learning disabilities, intellectual disabilities, and past or present history of mental illness], veteran’s status, prior conviction of a crime, workplace hazards to reproductive systems, gender identity or expression, and membership in any other protected classes as set forth in state and federal law). More specifically, the University prohibits discrimination, as well as discriminatory harassment, sexual assault, sexual exploitation, intimate partner violence, stalking, sexual or gender-based harassment, complicity in the commission of any act prohibited by the *Policy Against Discrimination, Harassment, and Related Interpersonal Violence*, and retaliation against a person for the good faith reporting of any of these forms of misconduct or participation in any investigation or proceeding related to any of these forms of misconduct under University Policies (“Prohibited Conduct”).
- B. In accordance with University Policies, all parties who participate in the good-faith reporting, filing, investigation, and/or proceedings related to reports of Prohibited Conduct under these procedures shall be free from retaliation on the basis of their participation in this process.

II. GENERAL PROVISIONS

- A. Who May File a Complaint & Scope of Procedures
 - i. Reports of Prohibited Conduct may be filed by Students, Employees, Patients or Third Parties.
 - 1. “Complainant” means the individual who is the subject of any Prohibited Conduct under University Policies, regardless of whether that person makes a report or seeks action under University Policies.
 - 2. “Respondent” means the individual who has been accused of violating University Policy.
 - 3. These procedures apply to reports of Prohibited Conduct by University and UConn Health Employees, including graduate students when the action complained of was taken in the graduate student’s employment capacity (for example, as a Graduate Assistant, Teaching Assistant or Research Assistant, Resident and/or Fellow); or Third Parties³ when:

³ As set forth in section III.E. of the *Policy Against Discrimination, Harassment and Related Interpersonal Violence*, these procedures may be used in reports of Prohibited Conduct by students enrolled in MD or DMD/DDS degree programs at UConn Health. As set forth in Section III.D. of the *Policy Against Discrimination, Harassment and Related Interpersonal Violence*, the University’s ability to take appropriate corrective action against a Third Party

- a. the conduct occurred on campus or other property owned or controlled by the University;
 - b. the conduct occurred in the context of a University employment or education program or activity, including, but not limited to, University-sponsored study abroad, research, on-line, or internship programs; or
 - c. the conduct occurred outside the context of a University employment or education program or activity, but has continuing adverse effects on or creates a hostile environment for Students, Employees or Third Parties while on campus or other property owned or controlled by the University or in any University employment or education program or activity.
- ii. Reports of Title IX Sexual Harassment (See Section IX.C. of the *Policy Against Discrimination*) are processed using the procedures provided in Appendix II. In matters containing allegations of both Title IX Sexual Harassment and allegations of other Prohibited Conduct, all allegations may be investigated simultaneously; the allegations of Prohibited Conduct not constituting Title IX Sexual Harassment will be addressed through these Complaint Procedures, and only the allegations of Title IX Sexual Harassment will be addressed through the procedures provided in Appendix II.

B. Support Persons

Complainants, Respondents, and witnesses shall have the right to have one (1) support person (which may be a union representative) accompany them to any meeting with OIE related to a report or investigation under these procedures. An individual who is reasonably likely to participate as a witness in the investigation may not serve as a support person during any substantive interview. The Complainant, Respondent or witness is responsible for arranging their support person's attendance at any OIE meeting. It is within OIE's discretion whether to reschedule a meeting or extend other timelines in the investigation process due to a support person's unavailability.

C. Right to File External Complaint

- i. Complainants shall be advised of their right to file an external complaint with the applicable local, state and/or federal agency that enforces laws concerning non-discrimination and anti-harassment in employment or education such as the Connecticut Commission on Human Rights and Opportunities (CHRO), the Equal Employment Opportunity Commission (EEOC), U.S. Department of Labor, Wage and Hour Division, and the Office for Civil Rights (OCR). *See* Appendix I for agency contact information.

will be determined by the nature of the relationship of the Third Party to the University. The University will determine the appropriate manner of resolution consistent with its commitment to a prompt and equitable process.

- ii. When an external complaint has been filed, OIE will review the complaint and determine on a case-by-case basis, in consultation with other University offices as appropriate, whether OIE will conduct its own, internal investigation or, if OIE has already commenced an investigation, whether such investigation will be discontinued in light of the external filing.

D. OIE Files

OIE will create and maintain a file related to each report of Prohibited Conduct as described herein. The University is committed to protecting the privacy of all individuals involved in the investigation and resolution of a report. OIE will take reasonable efforts to protect the privacy of participants, in accordance with applicable state and federal law, while balancing the need to gather information to assess the report and to take steps to eliminate the discrimination, harassment or retaliation; prevent its recurrence; and remedy its effects. To that end, OIE may provide information regarding matters it handles to individuals with a need to know the information.

E. Informal Resolution

Nothing in these procedures precludes an individual from seeking to discuss or resolve concerns independently with the University's Ombudsperson or other appropriate resources at the University.⁴ A Complainant may withdraw a complaint and/or their participation at any point; however, it is within OIE's discretion to determine whether and in what manner a matter may proceed, as noted in Section V.A. below.

III. WHERE AND HOW TO REPORT PROHIBITED CONDUCT

- A. A report of Prohibited Conduct may be made in written or verbal form to OIE:

Storrs Campus, Wood Hall - Unit 4175, 241 Glenbrook Road, Storrs, CT 06269;
Phone: 860-486-2943; Email: equity@uconn.edu; Fax: 860-486-6771.

UConn Health, at 16 Munson Road, 4th Floor, Farmington, CT 06030; Phone:
860-679-3563; Email: equity@uconn.edu; Fax: 860-679-6512.

- B. The following information should be included in reports/complaints (to the extent known): the identities of the Complainant(s) and Respondent(s), the approximate date of the incident(s), a description of the concerning behavior, and, if applicable, the protected characteristic(s) alleged to be the basis of the discrimination or harassment.
- C. A Dean, Department Head, Director or Supervisor who knows or should have known about an incident of Prohibited Conduct must comply with that

⁴ <https://equity.uconn.edu/campus-resources/>

Employee's Reporting Responsibilities as set forth in Section VI ("Employee Reporting Responsibilities") of the *Policy Against Discrimination, Harassment, and Related Interpersonal Violence*.

IV. JURISDICTIONAL REVIEW & ASSESSMENT OF MERITS

- A. OIE will review any report made to its office to determine whether OIE has jurisdiction to investigate. If not, OIE will advise the reporting person and will not investigate the report further. However, OIE may, in its discretion, refer the report to other appropriate University offices for further review.
- B. When OIE receives a report of alleged Prohibited Conduct but a Complainant is not identified or is not engaging in OIE's procedures, it is in OIE's discretion to determine whether to move forward with additional steps, including but not limited to conducting an assessment of merits and/or investigation.
- C. When conducting an assessment of merits, OIE will determine whether the conduct at issue, if it occurred as alleged, would constitute a violation of University Policy. To make this determination, OIE's analysis is guided by state and federal law and regulations. In making this assessment, OIE will consider information provided by Complainant, and may also, in its discretion, review information from other sources as deemed relevant by OIE. If OIE determines that the conduct would not violate University Policy even if all the allegations are credited, OIE will advise the Complainant of its determination and will not undertake further investigation. OIE may notify other individuals (including the Respondent) or offices within the University of the reported allegations in order to mitigate the impacts of any potentially discriminatory conduct and/or to alert management of concerns potentially implicating other policies outside of OIE's jurisdiction.
- D. If, based on the allegations, OIE determines that the alleged conduct does not meet the parameters of the Title IX Sexual Harassment, but may violate other provisions of University Policy under OIE's jurisdiction, the investigation will proceed as described below. Allegations meeting the parameters of Title IX Sexual Harassment will be processed according to the procedures in Appendix II.

V. THE INVESTIGATION

- A. OIE will notify the Complainant (if participating) that their matter will proceed to a full investigation after OIE determines that it will initiate an investigation. OIE will determine the appropriate timing of such notification. OIE may determine an investigation must proceed even in the absence or withdrawal of Complainant participation.
- B. Respondents will be informed of the allegations against them and given an opportunity to respond. OIE will determine the appropriate timing of such

notification. Respondents also will be informed that they may enlist the assistance of their union representative, if applicable, for support throughout this process. As their support person (sec. II(b)), a Respondent's union representative may accompany the Respondent to any meetings with OIE.

- C. The standard of proof utilized in OIE's investigations is Preponderance of the Evidence ("more likely than not").
- D. It is within OIE's discretion to determine appropriate investigative steps, which may include but are not limited to, interviewing witnesses determined in OIE's discretion, to have relevant information, and obtaining and reviewing relevant documents or other evidence. These investigative steps may be taken prior to notification of the Respondent(s) under subsection B.
- E. During the course of the investigation, OIE will provide the Complainant (if participating) and Respondent with the opportunity to review their own respective interview summaries and to provide any additional information. The Complainant and Respondent will have three (3) business days to provide a response to their interview summaries.
- F. OIE strives to complete its investigation process within sixty (60) calendar days and to keep parties reasonably informed as to the status of the investigation, consistent with the need to protect the integrity of the investigative process and the privacy of the participants. Investigations may exceed sixty (60) calendar days for good cause, which includes but is not limited to: investigations where additional time is necessary to ensure the integrity and completeness of the investigation; to comply with a request by external law enforcement for temporary delay to gather evidence for a criminal investigation; to accommodate the availability of parties and/or witnesses; to account for University breaks or vacations; to account for complexities of a case, including the number of witnesses and volume of information provided by the parties; or for other legitimate reasons.
- G. OIE will notify the parties in writing at the conclusion of its investigation. OIE will also notify the Office of the President and/or the Executive Vice President of UConn Health, and any other individual or office that may need to know the information.

VI. WRITTEN RESPONSE TO OIE'S FINDINGS AND RECOMMENDATIONS REPORT

- A. Both the Complainant and Respondent may submit a written response to OIE's Findings and Recommendations report in lieu of a request for review (pursuant to Section VII below) no later than 5:00 PM (EST) on the fourteenth (14) calendar day from written receipt of OIE's findings. Written receipt is presumed to be five (5) calendar days after transmittal by U.S. mail and the same day if issued via

email before 5:00 PM (EST). A request for an extension of time beyond fourteen days may be granted at the discretion of OIE's Associate Vice President or designee.

B. All written responses will be added to and maintained with OIE's file.

VII. REVIEW OF OIE'S FINDINGS

A. Panel of Reviewers

- i. OIE will appoint a standing pool of trained faculty, staff, and members of the administration to serve two-year terms on a Panel of Reviewers.
- ii. OIE will select the Chair of the Panel of Reviewers.
- iii. The Panel of Reviewers shall be given an orientation and training by OIE regarding the nature of the review process, OIE's procedures, prohibited forms of discrimination, harassment and retaliation, and other issues related to their roles.

B. Request for Review

- i. Either party may request a review of OIE's findings by submitting a written request for review to the Chair of the Panel of Reviewers, in care of the OIE Associate Vice President, no later than 5:00 PM (EST) on the fourteenth (14) calendar day from written receipt of OIE's findings. Written receipt is presumed to be five (5) calendar days after transmittal by U.S. mail and the same day if issued via email before 5:00 PM (EST). A request for an extension of time beyond fourteen days may be granted at the discretion of OIE's Associate Vice President or designee.
- ii. The grounds for review are limited to: (1) violations of these complaint procedures, which would have had a material effect on the outcome; and/or (2) additional evidence that was not available during the investigation, which would have had a material effect on the outcome. A party's request for review must identify at least one of the two grounds for review and provide sufficient detail to understand the basis for the request. Mere disagreement with OIE's findings is not sufficient grounds for review.
- iii. If the request for review is submitted within the timeframe set forth in sec. VII(B)(i), OIE will forward the request to the Chair of the Panel of Reviewers within two (2) business days of receipt.

C. Review Committee

- i. The Chair of the Panel of Reviewers shall choose three members from the Panel of Reviewers to serve as a Review Committee. The Chair of the Panel of Reviewers may serve as one of the three members of the Review Committee. The Review Committee will first review the request to determine if at least one of the review grounds is identified. The Review Committee has the discretion to deny a request if it is clear that neither of the two permissible grounds for review are identified. The Review

Committee's decision to deny a request for failure to identify either of these two grounds is deemed final.

- ii. If either of the two permissible grounds for review is identified, the role of the Review Committee is to determine whether OIE violated its complaint procedures and/or whether there exists new information that was not available during the investigation, and that such error/new information could have had a material effect on the outcome.
- iii. The proceedings of Review Committees are informal. Review Committees should exercise their discretion not to consider cumulative, repetitious or irrelevant evidence. In discharging their duties, Review Committees may interview the parties and review relevant records. The Review Committees also may interview the OIE investigator(s) with regard to procedural questions. A Review Committee is not obligated to do any or all of those things if the Review Committee deems it unnecessary under the circumstances.
- iv. Once the Review Committee has concluded its evaluation of all relevant evidence, it will make a recommendation to the President and/or the Executive Vice President of UConn Health, which may include accepting or rejecting one or all of OIE's findings, or any other actions deemed necessary or appropriate in the discretion of the Review Committee.
- v. The Review Committee shall make its recommendation in writing and provide it to the President and/or the Executive Vice President of UConn Health within twenty (20) business days of the Committee's receipt of the request for review. Extensions of time may be granted by the President and/or the Executive Vice President of UConn Health or their respective designee on the basis of good cause.

D. Presidential Action

The President or designee and/or the Executive Vice President of UConn Health or designee will notify the parties in writing of their response to the Review Committee's recommendation within ten (10) business days of receipt.

Revised October 1, 2021

APPENDIX I

MOST COMMONLY USED CIVIL RIGHTS ENFORCEMENT AGENCIES

Connecticut Commission on Human Rights and Opportunities (CHRO)*

CAPITOL REGION OFFICE:

450 Columbus Boulevard
Hartford, CT 06103-1835
PHONE: (860) 566-7710
FAX: (860) 566-1997
TDD: (860) 566-7710
EMAIL: CHRO.Capitol@ct.gov

EASTERN REGION OFFICE

100 Broadway
Norwich, CT 06360
PHONE: (860) 886-5703
FAX: (860) 886-2550
TDD: (860) 886-5707
EMAIL: CHRO.Eastern@ct.gov

WEST CENTRAL REGION OFFICE

Rowland State Government Center
55 West Main Street, Suite 210
Waterbury, CT 06702-2004
PHONE: (203) 805-6530
FAX: (203) 805-6559
TDD: (203) 805-6579
EMAIL: CHRO.WestCentral@ct.gov

SOUTHWEST REGION OFFICE

350 Fairfield Ave., Sixth Floor
Bridgeport, CT 06604
PHONE: (203) 579-6246
FAX: (203) 579-6950
TDD: (203) 579-6246
EMAIL: CHRO.Southwest@ct.gov

*For information on which CHRO field office to utilize, please visit
<https://portal.ct.gov/CHRO/Commission/Commission/Contact-Us> .

U.S. Equal Employment Opportunity Commission (EEOC)

John F. Kennedy Federal Building

15 Sudbury Street, Room 475

Boston, MA 02203-0506

PHONE: (800) 669-4000

FAX: (617) 565-3196

TTY: (800) 669-6820

ASL Video Phone: (844) 234-5122

<https://www.eeoc.gov/field-office/boston/location>

U.S. Department of Education

Office for Civil Rights/Boston (OCR)

U.S. Department of Education

Eighth Floor

5 Post Office Square

Boston, MA 02109-3921

PHONE: (617) 289-0111

FAX: (617) 289-0150

TDD: (800) 877-8339

EMAIL: OCR.Boston@ed.gov

<http://www2.ed.gov/about/offices/list/ocr/index.html>

U.S. Department of Labor, Wage and Hour Division

HARTFORD DISTRICT OFFICE

135 High Street, Room 210

Hartford, CT 06103-1111

PHONE: (860) 240-4160; 1-866-4-USWAGE (1-866-487-9243)

TTY: 1-877-889-5627

EMAIL: <https://webapps.dol.gov/contactwhd/Default.aspx>

<https://www.dol.gov/agencies/whd/contact/complaints>

NEW HAVEN AREA OFFICE

150 Court Street, Room 208

New Haven, CT 06510

PHONE: (203) 773-2249; 1-866-4-USWAGE (1-866-487-9243)

<https://www.dol.gov/agencies/whd/contact/complaints>

U.S. Department of Health and Human Services

HHH Building, Room 509F

200 Independence Avenue SW

Washington, D.C. 20201

PHONE: 1-800-368-1019

TDD: 800-537-7697

<http://www.hhs.gov/ocr/office/file/index.html>

<https://ocrportal.hhs.gov/ocr/portal/lobby.jsf>

APPENDIX II

EMPLOYEE-RESPONDENT TITLE IX SEXUAL HARASSMENT PROCEDURES

I. FILING A FORMAL COMPLAINT

The grievance procedures under this Appendix II may be initiated by the filing of a Formal Complaint as follows:

- a. The Complainant signing or acknowledging a written document or electronic submission that contains the Complainant's physical or digital signature or otherwise indicates that the Complainant is the person filing the Formal Complaint, identifying the Complainant and the Respondent(s), and requesting OIE to investigate their allegation(s) of sexual harassment; or
- b. The Title IX Coordinator or designee signing or acknowledging a written document or electronic submission requesting OIE to investigate allegation(s) of sexual harassment regarding the Respondent(s).

A Formal Complaint may be filed with the Title IX Coordinator in person, by mail, or by electronic mail.

Upon receipt of a Formal Complaint, OIE will provide a Notice of Allegations to the parties as set forth in Section III below.

Supportive measures are available to Complainants and Respondents. See Section VIII of the *Policy Against Discrimination*.

II. REQUIRED ELEMENTS OF THE FORMAL COMPLAINT

A Formal Complaint must meet all of the following required elements in order to initiate the investigation procedures under this Appendix II. In determining whether a Formal Complaint meets all the required elements, OIE will apply the provisions of the Title IX regulations, guidance from the U.S. Department of Education, and applicable case law. If the Formal Complaint does not meet the following required elements, it will be dismissed, and OIE will provide written notice of the dismissal and reasons therefor to the parties. If a Formal Complaint is dismissed under this provision, the matter may still be addressed pursuant to other provisions of the *Policy Against Discrimination, Harassment and Related Interpersonal Violence*, and the preceding *OIE Complaint Procedures*. OIE's dismissal of a Formal Complaint under this Appendix II may be appealed through the process set forth in Section VI below.

a. Identity of the Complainant

- i. The Complainant is defined as an individual who is alleged to be the victim of conduct that could constitute sexual harassment.

- ii. The Complainant must be participating in or attempting to participate in a University education program or activity at the time the Complaint is filed. Education Program or Activity includes locations, events, or circumstances within the United States over which the University exercised substantial control over both the Respondent and the context in which the sexual harassment occurs, and also includes any building within the United States that is owned or controlled by a student organization officially recognized by the University.
- iii. A Complainant cannot file a Formal Complaint under this Appendix II anonymously.

b. Identity of the Respondent(s)

- i. The Respondent(s) is defined as an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment.
- ii. The identity of the Respondent(s), if known, must be included in the Formal Complaint.

c. Allegations of Sexual Harassment

- i. The Formal Complaint must include allegations of Title IX Sexual Harassment, which is defined as conduct that occurs on the basis of sex in a University education program or activity in the United States that satisfies one or more of the following:
 - 1. An employee conditioning the provision of an aid, benefit, or service on an individual's participation in unwelcome sexual conduct (i.e., quid pro quo);
 - 2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to an education program or activity (i.e., hostile environment); or
 - 3. Sexual assault (as defined by Clery Act), or "dating violence," "domestic violence," and "stalking" (as defined by Violence Against Women Act).

d. A request that OIE investigate the allegation of sexual harassment.

III. NOTICE OF ALLEGATIONS

Upon receipt of a Formal Complaint pursuant to Sections I and II above, OIE will provide a written Notice of Allegations to the Complainant (if applicable) and the Respondent(s) regarding the allegations and containing information about the grievance process. If, during the course of the investigation, OIE receives information of additional allegations concerning the Respondent(s), OIE may supplement the Notice of Allegations, or may address the additional allegations through a separate process under the applicable procedures (including these Appendix II procedures or the preceding *OIE Complaint Procedures*). If a Formal Complaint is made but is dismissed pursuant to Section II above, OIE will provide the parties with both the Notice of Allegations, as well as the written notice of dismissal.

IV. INVESTIGATION⁵

- a. **Assignment of Advisors:** Within seven (7) calendar days of OIE's issuance of the Notice of Allegations, the parties may identify an advisor of their choice to accompany them to any meeting or proceeding under these Appendix II procedures. If a party indicates that they want OIE to assign an advisor to them, or if a party does not select an advisor by 5:00 PM (EST) on the seventh day following OIE's issuance of the Notice of Allegations, OIE will assign an advisor.
 - i. **Advisor** is defined as one individual (who may be a union representative or attorney) who is selected by a party, or, if none is selected, who is assigned by OIE to assist the party throughout the proceedings set forth in this Appendix II. The advisor may not participate in the proceedings in lieu of the party; the party must maintain meaningful participation in all proceedings. The advisor must maintain respectful and professional decorum in all proceedings; failure by the advisor to do so may result in OIE excluding the advisor from participation. OIE maintains discretion to determine whether exclusion of an advisor is warranted. If an advisor is excluded from participation in the hearing pursuant to Section V below, OIE will appoint an advisor for the party.
 - ii. **Support Person:** In addition to one advisor as set forth above, parties and witnesses are permitted to have one support person accompany them to any meeting with OIE or proceeding under these Appendix II procedures. An individual who is reasonably likely to participate as a witness in the investigation or hearing may not serve as a support person during any substantive interview or in the hearing pursuant to Section V below. A support person's role is to offer comfort and guidance to a party or witness; a support person may not actively participate in any proceeding under these Appendix II procedures. A support person's failure to maintain respectful and professional decorum and to limit their conduct at any meeting or proceeding to the scope of the role as described herein may result in OIE excluding the support person from any meeting or proceeding. OIE maintains discretion to determine whether exclusion of a support person is warranted. The party or witness is responsible for arranging their support person's attendance at any meeting or proceeding. It is within OIE's discretion whether to reschedule a meeting or proceeding or extend other timelines in the investigation process due to a support person's unavailability.
- b. **Identifying Witnesses and Evidence:** Within fourteen (14) calendar days of OIE's issuance of the Notice of Allegations, the parties may provide to OIE a list of witnesses and other evidence they believe may be relevant to OIE's investigation. It is within OIE's discretion to determine appropriate investigative

⁵All timeframes noted within this Appendix II refer to calendar days, unless otherwise noted. To be considered timely, OIE must receive notice of completion of the procedure on or before 5:00 PM EST on the final day of the designated timeframe. Any requests for extension of these timeframes must be made within the designated timeframe and may be granted for good cause at the discretion of the OIE Associate Vice President or designee.

steps, including identifying which witnesses to interview and which documents to gather during its investigation.

- c. **Parties' Inspection and Review of Evidence:** Upon completion of OIE's investigation, OIE will provide the parties and their respective advisors with an electronic copy of the evidence directly related to the allegations which OIE obtained during the investigation, including a summary of the substantive information provided to OIE during interviews with the parties and witnesses, and any documentation OIE obtained that is directly related to the allegations. Within fourteen (14) calendar days of OIE's provision of the evidence, the parties may provide to OIE a written response to the evidence. After receipt of these responses (if submitted within the applicable timeframe), OIE will consider whether additional investigative steps are warranted or whether OIE's investigation should be concluded.
- d. **Investigative Report:** Upon conclusion of OIE's investigation pursuant to Section IV.c., OIE will provide the parties and their respective advisors with an electronic copy of its Investigative Report, which will summarize the relevant evidence, and may make recommended factual findings, conclusions, and credibility analyses.
- e. **Written Response to Investigative Report:** Within fourteen (14) calendar days of OIE's issuance of the Investigative Report, the parties may submit to OIE a written response to the report.

V. HEARING

- a. Upon completion of the Investigative Report, OIE will appoint a Hearing Chair to conduct a hearing, and two Hearing Officers who will render a decision on the Formal Complaint. OIE will schedule a hearing as soon as practicable, but not earlier than fourteen (14) calendar days following the issuance of the Investigative Report.
- b. After expiration of the fourteen (14) calendar day timeframe in Section IV.e. above, OIE will provide the Investigative Report and the parties' responses to the report to the Hearing Chair and Hearing Officers. OIE will also provide each party's responses to the Investigative Report to the other party.
- c. The hearing will be conducted in person or using video conferencing that allows all individuals participating in the hearing to communicate live. The hearing will be audio recorded, and may be video recorded. OIE will have discretion to permit additional individuals (including, but not limited to representatives from Human Resources and Labor Relations) to observe the hearing.
- d. The Hearing Chair will oversee questioning parties and witnesses who appear for the hearing, and will make decisions regarding the relevancy of evidence offered and questions asked before a party or witness answers.
- e. For allegations of Title IX Sexual Harassment by a UConn Health employee or a student enrolled in an MD or DMD/DDS degree program at UConn Health, a live hearing pursuant to subsections c and d above will not occur; however, each party may submit to the Hearing Chair within fourteen (14) calendar days following issuance of the Investigative Report, written questions to be asked of any party or

witness. The Hearing Chair will then make any relevancy determinations regarding the submitted questions and will promptly provide relevant questions to the party or witness to whom they are directed. Responses from the party or witness must be provided to the Hearing Chair within five (5) calendar days of the party's or witness's receipt of the questions, and the Hearing Chair will promptly provide the responses to the questioning party. Within two (2) calendar days of the questioning party's receipt of the responses, the questioning party may submit to the Hearing Chair additional questions for the party or witness. The Hearing Chair will make any relevancy determinations regarding the additional questions and will promptly provide relevant questions to the party or witness to whom they are directed. The responding party's responses thereto shall be submitted to the Hearing Chair within five (5) calendar days of the party's or witness's receipt of the additional questions, and the Hearing Chair will promptly provide the responses to the questioning party.

- f. If deemed reliable and relevant by the Hearing Officers, and not otherwise subject to exclusion under controlling federal laws and regulations or these procedures, the Hearing Officers may consider the statements of persons who were not present at the hearing, or persons who were present at the hearing but who nevertheless were not subject to cross-examination. This includes, but is not limited to, opinions and statements in police reports or other official reports, medical records, court records and filings, the Investigative Report and the parties' responses to the report, OIE notes and summaries of interviews generated as part of its investigation, responses to written questions, emails, written statements, affidavits, text messages, social media postings, and the like.
- g. Following the hearing or the conclusion of the procedures in subsection e above, the Hearing Officers will issue a written decision regarding Respondent(s)'s responsibility and recommendation regarding sanctions (if applicable). The standard of evidence to be used in determining responsibility is a preponderance of evidence (a determination based on facts that are more likely true than not).
 - i. Possible disciplinary sanctions and remedies may range from counseling to separation from the University.

VI. RESPONSE TO DECISION AND APPEAL PROCESS

- a. **Response to Decision:** Within seven (7) days of the issuance of OIE's decision regarding the dismissal of a Formal Complaint pursuant to Section II above, or the Hearing Officers' decision following the hearing pursuant to Section V.e. above, either party may submit to OIE a written response regarding the decision. The written response should be addressed to the OIE Associate Vice President and sent by email to equity@uconn.edu. The written response will be maintained in OIE's file.
- b. **Appeal:** If a party wishes to appeal OIE's dismissal of a Formal Complaint pursuant to Section II above, or the Hearing Officers' finding as to Respondent's responsibility, their appeal must be made within the timeframe specified in Section VI.a. above and submitted to the OIE Associate Vice President by email to equity@uconn.edu. The party's written submission must specify that they

intend to appeal OIE's dismissal of a Formal Complaint, or the finding as to Respondent's responsibility and must identify at least one of the following grounds: (i) Procedural irregularity that affected the outcome of the matter; (ii) New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; or (iii) The Title IX Coordinator, investigator(s), Hearing Chair or Hearing Officer(s) had a conflict of interest or bias for or against complainants or respondents generally or the individual Complainant or Respondent that affected the outcome of the matter. A written submission that does not identify at least one of these grounds for appeal will be considered a written response pursuant to Section VI.a. above and will not be processed through the appeal procedures set forth below.

- i. Within two (2) business days of OIE's receipt of an appeal, OIE will acknowledge receipt of the party's appeal and inform the other party that an appeal has been filed. Within seven (7) calendar days of OIE's acknowledgement or notice that an appeal has been filed, the parties may submit to OIE a statement regarding OIE's dismissal of a Formal Complaint or the outcome of the Hearing Officers' decision.
- ii. After expiration of the seven (7) calendar day timeframe set forth in Section VI.b.i., above, OIE will provide to the Chair of the Panel of Reviewers the following:
 1. For appeals of Hearing Officers' decision: the party's appeal; the Hearing Officers' decision and the parties' responses or statements (if any) regarding the Hearing Officers' decision; the Investigative Report and both parties' responses to the Investigative Report (if any).
 2. For appeals of OIE's dismissal of a Formal Complaint: the party's appeal; the parties' statements regarding OIE's decision (if any); and the written notice of dismissal from OIE.
- iii. The Chair of the Panel of Reviewers shall choose three (3) members from the Panel of Reviewers to serve as a Review Committee. The Chair of the Panel of Reviewers may serve as one of the three members of the Review Committee. The Review Committee will review the appeal to determine if at least one of the appeal grounds is identified. The Review Committee has discretion to deny an appeal if it is clear that none of the permissible grounds for appeal are identified. The Review Committee's decision to deny an appeal is deemed final.
- iv. If the Review Committee finds that an appeal should be granted, the Review Committee will make a recommendation to the President and/or the Executive Vice President of UConn Health, which may include remanding the matter for further investigative or hearing proceedings, accepting or rejecting one or all of the Hearing Officers' findings, or any other actions deemed necessary or appropriate in the discretion of the Review Committee.
- v. The Review Committee shall make its recommendation in writing and provide it to the President and/or the Executive Vice President of UConn

Health within twenty (20) business days of the Committee's receipt of the appeal. Extensions of time may be granted by the President and/or the Executive Vice President of UConn Health or their respective designee on the basis of good cause.

1. The President or designee and/or the Executive Vice President of UConn Health or designee will notify the parties in writing of their response to the Review Committee's recommendation within ten (10) business days of receipt.
- vi. Upon OIE's receipt of the Review Committee's decision, OIE will inform the parties of the decision.

VII. RECORDKEEPING

OIE will maintain records of all proceedings under this Appendix II. Such records will be shared pursuant to these procedures, and may be disclosed to others with a need to know the information or pursuant to state or federal law or regulations.

Revised October 1, 2021

UConn and UConn Health Discrimination Investigations Training Attendance

NAME	TITLE	AGENCY	FOUNDATION	UPDATE
Letissa Reid	Associate Vice President	UConn	2022	2023
Sarah Chipman	Director of Investigations, Deputy Title IX Coordinator	UConn	2014	2015, 2017, 2019, 2021, 2023
Jamila Goolgar	Senior EEO Investigator	UConn Health	2014	2015, 2017, 2019, 2021, 2023
Anthony Soto	EEO Investigator	UConn	2024	

Non-Retaliation Policy

Title:	Non-Retaliation Policy
Policy Owner:	Office of the President
Applies to:	Faculty, Staff, Students, Contractors and Affiliated Persons
Campus Applicability:	All Campuses
Effective Date:	October 22, 2012
For More Information, Contact	Office of University Compliance
Contact Information:	(860) 486-2530
Official Website:	http://president.uconn.edu/

PURPOSE

To define how the University provides for the protection of any person or group within its community from retaliation who, in good faith, participates in investigations or reports alleged violations of policies, laws, rules or regulations applicable to the University of Connecticut.

POLICY STATEMENT

The University encourages individuals to bring forward information and/or complaints about violations of state or federal law, University policy, rules, or regulations. Retaliation against any individual who, in good faith, reports and/or participates in the investigation of alleged violations, or who assists others in making such a report, is strictly forbidden. This policy does not protect an individual who knowingly files a report or provides information as part of an investigation that is false or is filed in bad faith. The University will take appropriate action, up to and including dismissal, against any employee, student, or affiliated person who violates this policy.

DEFINITIONS

Retaliation: Any adverse action taken, or threatened against an individual because they have, in good faith, reported an allegation concerning the violation of state or federal law, University policy, rule, or regulation, or because they have participated in any manner with an investigation of such an allegation, or in an effort to deter an individual from doing so.

Examples of actions that may constitute retaliation include, but are not limited to:

- unsubstantiated adverse performance evaluations or disciplinary action;
- adverse decisions relating to the terms or conditions of employment or education;
- interference with or denial of promotion or advancement opportunities (whether employment-related or academic);
- reduction in a student's grade;
- interference with or denial of participation in University programs or activities;
- unfounded negative job references or interfering with one's job search;
- denial or removal of co-authorship on a publication;
- repeated intimidation or humiliation, derogatory or insulting remarks, or social isolation which may occur indirectly or directly from co-workers and/or a supervisor;
- physical threats and/or destruction of personal or state property

Any action taken or threatened that would dissuade a reasonable person from engaging in activities protected by this policy may also be considered retaliatory.

Good Faith Report: A report made with an honest and reasonable belief that a university-related violation of law or policy may have occurred.

Bad Faith Report: A report made that is knowingly false and/or made with malicious intent.

Protected Activities: Good faith reporting, whether internally or externally, or inquiring about suspected wrongful or unlawful activity; assisting others in making such a report; and/or participating in an investigation or proceeding related to suspected wrongful or unlawful activity.

REPORTING PROCESS

If an individual believes that they have been subjected to retaliation, they should either contact the office to which the initial complaint was filed or any of the following University offices:

Storrs & Regional Campuses

The Office of University Compliance

28 Professional Park, Unit 5084
Storrs, CT 06269-5084
Telephone: (860) 486-2530
Reportline: 1-888-685-
2637 Website: <https://compliance.uconn.edu>

The Office of Institutional Equity (OIE)

241 Glenbrook Road
Wood Hall, Unit 4175
Storrs, CT 06269-4175
Telephone: (860) 486-2943
OIE's Discrimination Complaint Procedures:
<https://equity.uconn.edu/policiesprocedures/>

Office of Faculty & Staff Labor Relations

9 Walters Avenue, Unit 5075
Storrs, CT 06269-5075
Telephone: (860) 486-5684
Website: <https://lr.uconn.edu/>

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University of Connecticut Police Department

126 North Eagleville Road, Unit 3070
Storrs, CT 06269-3070
Telephone: (860) 486-
4800 Website: <https://publicsafety.uconn.edu/police/>

UConn Health

The Office of University Compliance

Administrative Services Building 263 Farmington
Avenue Farmington, CT 06030-5329
Telephone: (860) 679-1969
Reportline: 1-888-685-
2637 Website: <https://compliance.uconn.edu>

The Office of Institutional Equity (OIE)

Munson Building
263 Farmington Avenue
Farmington, CT 06030-5130
Telephone: (860) 679-3563 Fax: (860) 679-3805
Email: equity@uconn.edu
OIE's Discrimination Complaint
Procedures: <https://equity.uconn.edu/policiesprocedures/>

Employee/Labor Relations

Munson Building 263 Farmington Avenue Farmington,
CT 06030 – 4035
Telephone: 860-679-
8067 Website: <https://health.uconn.edu/human-resources/services/employee-labor-relations/>

University of Connecticut Police Department

263 Farmington Avenue Farmington, CT 06030 – 3925
Telephone: 860-486-
4800 Website: <https://publicsafety.uconn.edu/police>

Any individual who is covered by a collective bargaining contract are also encouraged to contact their union:

Union

The American Association of University
Professors (AAUP), University of
Connecticut Chapter

The University of Connecticut Professional
Employees Association (UCPEA)

Maintenance and Service Unit,
Connecticut Employees Union Independent
(CEUI)

Contact Information

Telephone: (860) 487-
0450 Website: <http://www.uconnaaup.org/contact/>

Telephone: (860) 487-0850
Website: <http://ucpea.ct.aft.org/>

Telephone: (860) 344-0311
Website: <http://ceui.org/>

Telephone: (860) 224-4000
Website: <https://www.afscme.org/>

Administrative Clerical Unit – American Federation of State, County and Municipal Employees (AFSCME)

Connecticut Police and Fire Union

Telephone: (860) 953-2626
Website: https://cpfu.org/cpfu_wp/

Social and Human Services Unit – American Federation of State, County and Municipal Employees (AFSCME)

Telephone: (860) 224-4000
Website: <https://www.afscme.org/>

Administrative and Residual Employees Union (A&R)

Telephone: (860) 953-1316
Website: <http://andr.ct.aft.org/>

New England Health Care Employees Union – District 1199

Telephone: (860) 549-1199
Website: <http://www.seiu1199ne.org/>

University Health Professionals (UHP)

Telephone: (860) 676-8444
Website: <http://uhp3837.ct.aft.org/>

Nothing in this policy shall be deemed to diminish the rights, privileges or remedies of a University (State) employee under other federal or state law or under any collective bargaining agreement or employment contract.

ADDITIONAL RESOURCES

In addition to the resources above, the following offices may be helpful to University employees and students who believe they are experiencing retaliation.

Employee Assistant Program

Website: <https://hr.uconn.edu/employee-assistance-program/>

University Ombuds

Website: <https://ombuds.uconn.edu/>

Office of the Dean of Students

Website: <https://dos.uconn.edu/>

UConn Cultural Centers

Website: <https://diversity.uconn.edu/cultural-centers/>

Office for Diversity and Inclusion:

Website: <https://diversity.uconn.edu/>

POLICY HISTORY

Policy created: 09/22/2009

Revisions:

10/22/2012 (Non-substantive revisions)

05/03/2021 (Approved by President's Cabinet)

45 DAY UPDATE TO COMPLAINANT

Dear [REDACTED],

I write to provide an update on your OIE case. I am [continuing to investigate/ MODIFY AS APPROPRIATE]. I anticipate being able to complete your case by [PROVIDE ESTIMATED TIME FRAME].

Please also know that, in addition to my office, you have the option to file a complaint regarding discrimination or harassment with the Connecticut Commission on Human Rights and Opportunities (CHRO), the Equal Employment Opportunity Commission (EEOC), the U.S. Department of Labor, or the Office for Civil Rights (OCR). Please note that the relevant timelines for filing with these agencies is 180-300 days of the alleged incident or act of discrimination, regardless of OIE's investigation. Please understand that OIE's investigation does not stop the clock on the deadlines to file external complaints. You can find more information and links to these agencies' websites at <https://equity.uconn.edu/discrimination/civil-rights-enforcement-agencies/>.

DISCRIMINATION COMPLAINT LOG
UNIVERSITY OF CONNECTICUT
INTERNAL MATTERS PENDING BETWEEN DECEMBER 1, 2023 - NOVEMBER 30, 2024

COMPLAINANT RACE/SEX	DATE FILED*	TYPE	RESPONDENT	BASIS CLAIMED	FINDING	RESOLUTION	LENGTH OF TIME TO RESOLVE	DATE CLOSED
Black/Female	11/27/2024	Internal	University Employee	Harassment - Race; Sexual Harassment	Pending			Pending
Unknown/Male	11/19/2024	Internal	2 University Employees	Discrimination/Harassment - National Origin	Pending			Pending
Unknown/Male	11/19/2024	Internal	2 University Employees	Discrimination/Harassment - National Origin	Pending			Pending
Unknown/Male	10/11/2024	Internal	University Employee	Discrimination - Sex; Retaliation	Assessment of Merits		34	11/14/2024
Unknown/Male	9/25/2024	Internal	University Employee	Discrimination - Disability	Assessment of Merits		49	11/13/2024
N/A	9/24/2024	Internal	University Employee	Sexual Harassment	Pending			Pending
Unknown/Male	9/13/2024	Internal	University Employee	Discrimination/Harassment - Disability/Race	Assessment of Merits	Referred to Management	3	9/16/2024
White/Male	8/29/2024	Internal	University Employee	Discrimination/Harassment - Gender Identity	Assessment of Merits		41	10/9/2024
Hispanic/Female	7/26/2024	Internal	University Employee	Discrimination/Harassment - Disability; Retaliation	Abandoned by Complainant		81	10/15/2024
White/Female	7/18/2024	Internal	University Employee	Discrimination - Age/Race	Assessment of Merits		68	9/24/2024
Unknown/Unknown	7/12/2024	Internal	University Employee	Harassment - Gender/Race/Sex	No University Policy Violation	Referred to Management	81	10/1/2024
Black/Male	7/8/2024	Internal	University Employee	Discrimination - Race; Retaliation	No University Policy Violation		108	10/24/2024

* Date complaint received by the Office of Institutional Equity (OIE), or date of Complainant's first substantive interview with OIE
Discrimination Complaint Process - Exhibit 5
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DISCRIMINATION COMPLAINT LOG
UNIVERSITY OF CONNECTICUT
INTERNAL MATTERS PENDING BETWEEN DECEMBER 1, 2023 - NOVEMBER 30, 2024

COMPLAINANT RACE/SEX	DATE FILED*	TYPE	RESPONDENT	BASIS CLAIMED	FINDING	RESOLUTION	LENGTH OF TIME TO RESOLVE	DATE CLOSED
White/Female	5/29/2024	Internal	University Employee	Discrimination/Harassment - Disability/Sex	No University Policy Violation		181	11/26/2024
Unknown/Male	4/12/2024	Internal	University Employee	Retaliation	No University Policy Violation		62	6/13/2024
Asian/Male	4/1/2024	Internal	University Employee	Retaliation	Assessment of Merits		42	5/13/2024
Hispanic/Female	4/5/2024	Internal	University Employee	Discrimination/Harassment - Race/Ethnicity	Assessment of Merits		45	5/20/2024
White/Female	4/1/2024	Internal	University Employee	Harassment - Race	Assessment of Merits	Referred to Management	25	4/26/2024
Asian/Female	3/13/2024	Internal	University Employee	Discrimination/Harassment - Race/Sex	Assessment of Merits	Referred to Management	61	5/13/2024
Black/Female	3/12/2024	Internal	University Employee	Harassment - Color/Race	Assessment of Merits	Referred to Management	36	4/17/2024
Unknown/Female	3/4/2024	Internal	University Employee	Sexual Harassment (Title IX)	No University Policy Violation	Referred to Management	266	11/25/2024
White/Male	2/23/2024	Internal	University Employee	Discrimination/Harassment - Ethnicity/Sex	No University Policy Violation		63	4/26/2024
White/Female	2/22/2024	Internal	2 University Employees	Discrimination/Harassment - Disability	No University Policy Violation		159	7/30/2024
Unknown/Male	2/14/2024	Internal	University Employee	Discrimination - Disability	No University Policy Violation		138	7/1/2024
White/Female	2/6/2024	Internal	University Employee	Harassment - Sex	No University Policy Violation		70	4/16/2024

* Date complaint received by the Office of Institutional Equity (OIE), or date of Complainant's first substantive interview with OIE

DISCRIMINATION COMPLAINT LOG
UNIVERSITY OF CONNECTICUT
INTERNAL MATTERS PENDING BETWEEN DECEMBER 1, 2023 - NOVEMBER 30, 2024

COMPLAINANT RACE/SEX	DATE FILED*	TYPE	RESPONDENT	BASIS CLAIMED	FINDING	RESOLUTION	LENGTH OF TIME TO RESOLVE	DATE CLOSED
White/Female	2/2/2024	Internal	University Employee	Discrimination/Harassment - Disability	Assessment of Merits		42	3/15/2024
Unknown/Female	1/30/2024	Internal	University Employee	Discrimination/Harassment - Disability	Assessment of Merits		27	2/26/2024
Unknown/Male	1/17/2024	Internal	University Employee	Retaliation	No University Policy Violation		111	5/7/2024
White/Male	11/20/2023	Internal	University Employee	Discrimination/Harassment - Disability	No University Policy Violation		183	5/21/2024
Unknown/Male	11/20/2023	Internal	University Employee	Discrimination- Age/Disability	Assessment of Merits		77	2/5/2024
White/Female	11/20/2023	Internal	University Employee	Discrimination/Harassment - Disability	Assessment of Merits		98	2/26/2024
White/Female	11/6/2023	Internal	2 University Employees	Discrimination/Harassment- Sex; Sexual Harassment	Policy Violation	Referred to Management	112	2/26/2024
Unknown/Female	10/30/2023	Internal	University Employee	Discrimination - Disability	No University Policy Violation		169	4/16/2024
Black/Male	10/23/2023	Internal	University Employee	Discrimination/Harassment - Age/Disability	Policy Violation	Referred to Management	176	4/16/2024
Unknown/Male	10/20/2023	Internal	University Employee	Discrimination/Harassment - Ethnicity/Religion	No University Policy Violation		84	1/12/2024
Unknown/Female	10/6/2023	Internal	University Employee	Discrimination - Disability	No University Policy Violation		61	12/6/2023
White/Female	10/4/2023	Internal	University Employee	Discrimination - Disability	No University Policy Violation	Referred to Management	105	1/17/2024

* Date complaint received by the Office of Institutional Equity (OIE), or date of Complainant's first substantive interview with OIE

DISCRIMINATION COMPLAINT LOG
UNIVERSITY OF CONNECTICUT
EXTERNAL MATTERS PENDING BETWEEN DECEMBER 1, 2023 - NOVEMBER 30, 2024

COMPLAINANT RACE/SEX	DATE FILED/ DATE REC'D*	TYPE	RESPONDENT	BASIS CLAIMED	FINDING	RESOLUTION	LENGTH OF TIME TO RESOLVE	DATE CLOSED**
Unknown/Female	7/26/2024; 9/3/2024	External	UConn	Discrimination - Disability-Based	Pending at CHRO			
Unknown/Unknown	11/4/2024; 11/20/2024	External	Uconn	Discrimination - Disability-Based	Pending at CHRO			
Unknown/Male	3/19/2024; 8/22/2024	External	Uconn	Discrimination - Age/Sexual Orientation	Pending at CHRO and EEOC			
Unknown/Female	8/17/2024	External	UConn	Discrimination/Harassment - Disability- Based; Retaliation	Pending at CHRO and EEOC			
Unknown/Male	8/9/2024; 8/29/2024	External	Uconn	Discrimination - Veteran Status	Pending at CHRO and EEOC			
Hispanic/Female	7/12/2024	External	Uconn	Discrimination/Harassment - Sex/Race; Retaliation	Pending at CHRO and EEOC			
Unknown/Male	6/13/2024; 7/3/2024	External	Uconn	Discrimination - Disability-Based	Closed at CHRO and EEOC	Dismissed	85	9/26/2024
Unknown/Male	5/29/2024	External	Uconn	Discrimination/Harassment - Disability- Based	Pending at CHRO and EEOC			
Unknown/Male	10/11/2023; 10/26/2023	External	UConn	Discrimination - Disability-Based	Closed at CHRO	Dismissed	166	4/9/2024
Unknown/Female	10/12/23; 10/27/23	External	UConn	Discrimination - Disability/Religion-Based	Closed at CHRO and EEOC	Release of Jurisdiction	368	10/29/2024
Asian/Female	7/17/2023; 9/5/2023	External	UConn	Discrimination/Harassment - Race/Sex/Color/National Origin-Based; Retaliation	Closed at CHRO and EEOC	Settlement	227	4/19/2024

DISCRIMINATION COMPLAINT LOG
UNIVERSITY OF CONNECTICUT
EXTERNAL MATTERS PENDING BETWEEN DECEMBER 1, 2023 - NOVEMBER 30, 2024

COMPLAINANT RACE/SEX	DATE FILED/ DATE REC'D*	TYPE	RESPONDENT	BASIS CLAIMED	FINDING	RESOLUTION	LENGTH OF TIME TO RESOLVE	DATE CLOSED**
Hispanic/Female	5/8/2023; 7/10/2023	External	UConn	Harassment - Race/National Origin/Ancstry-Based; Retaliation	Closed at CHRO and EEOC	Dismissed	507	11/28/2024
Black/Female	3/21/2023; 5/23/2023	External	UConn	Discrimination - Race/Color/Age-Based	Pending in Federal Court			
Hispanic/Female	2/2/2023; 2/27/2023	External	UConn	Discrimination/Harassment - Race/Ancstery/Sex-Based	Pending at CHRO and EEOC			
Unknown/Female	09/06/2022; 10/13/2022	External	UConn	Discrimination - Disability; Retaliation	Closed at CHRO and EEOC	Dismissal	553	4/18/2024
Hispanic/Female	07/25/2022; 08/05/2022	External	UConn	Discrimination - Age/Disability/Race; Retaliation	Pending at Federal Court			
N/A	09/08/2020; 02/14/2022	External	UConn	Discrimination - Color/Sex-Based	Pending at OCR			
Unknown/Unknown	10/26/2020	External	UConn	Discrimination - Sex-Based	Pending at OCR			
Male/Unknown	5/13/2020 5/21/2020	External	UConn	Discrimination - Disability; Retaliation	Closed at CHRO and EEOC	Settlement	1475	6/4/2024
White/Female	01/31/2020	External	UConn	Discrimination - Sex-Based	Pending at CHRO			
Unknown/Male	1/14/2020	External	UConn	Discrimination - Disability	Pending at CHRO			
Asian/Male	11/14/2019 12/5/2019	External	UConn; 5 UConn Employees	Discrimination - National Origin/Race	Pending in Federal Court			

DISCRIMINATION COMPLAINT LOG
UNIVERSITY OF CONNECTICUT
EXTERNAL MATTERS PENDING BETWEEN DECEMBER 1, 2023 - NOVEMBER 30, 2024

COMPLAINANT RACE/SEX	DATE FILED/ DATE REC'D*	TYPE	RESPONDENT	BASIS CLAIMED	FINDING	RESOLUTION	LENGTH OF TIME TO RESOLVE	DATE CLOSED**
Unknown/Female	5/30/2019; 6/11/2019	External	UConn	Discrimination - Disability-Based; Retaliation	Pending at Claims Commission			

GOALS ANALYSIS

(Section 46a-68-90)

March 2025

This section was in compliance in the previous filing. There were no proposals or recommendations.

Subsection (a)

Narrative reports were prepared on all activities undertaken to achieve the hiring, promotion, and program goals contained in the previous affirmative action plan. The narrative reports include a probing self-analysis of the progress made toward those ends. The University undertakes corrective action as set forth in section 46a-68-88 of the Regulations of Connecticut State Agencies, if analysis reveals additional problem areas or an ineffective course of action.

Subsection (b)

For each job search, the narratives provide the race and gender of:

- (1) the total applicants
- (2) the unqualified applicants
- (3) the qualified applicants
- (4) the interviewed applicants

The University's online application system, PageUp, provides each applicant with the opportunity to provide demographic information voluntarily at the time of application. Hired candidates are given an additional opportunity to provide the same demographic information at the time of hire. The data, including race and gender, is collected using the Two-Part Question as had been required for federal compliance. Applicants who chose not to provide race or gender are categorized as *Unknown*. In this *Plan*, 12.9% of the total applicants chose not to identify their race and/or gender. The Unknown applicants' evaluations relative to the qualifications of the position are included in the goals analysis narratives.

For positions where Executive Search firms are contracted to recruit candidates, the search firm collects the application materials and provides these materials to the University for inclusion in PageUp. Because the applicants are not utilizing the on-line application system directly, the firm provides each applicant with an electronic form, designed by the University, to collect the required demographic data. Applicants return these forms directly to the Office of Institutional Equity and the demographic data is entered into the applicant profiles in PageUp. These searches typically have a lower rate of self-identification, consistently averaging about 30% of unknown race/gender. This results in a larger number of unknowns in the narratives and applicant flow analyses. Executive Search firms are typically contracted for Executive/Managerial positions. This *Plan* includes one such search for the Dean of the School of Engineering.

Subsection (c)

When a goal is met, the applicant is identified as a goal candidate, and a narrative is not included for that search and hire. The applicant pools are provided and are included in the Applicant Flow Analysis.

Subsection (d)

For each unmet goal, a narrative outlining the agency's good faith efforts to achieve the goal is explained and the rationale for eliminating goal candidates is included. Narratives for each job search resulting in the hire of a non-goal candidate provide a detailed and complete discussion of every candidate (both goal and non-goal).

In the Hiring Goals Analysis, for each job category, the first page indicates the hiring goals and a table of the new hires for that category with the goals met indicated. Each search is listed with the search number, the race/gender, the title, and the number of hires. Goals met are indicated with a **Y** or N in the Goal column. Hires meeting goals, in race/gender order (WM, WF, BM, BF, HM, HF, AM, AF, UU) are listed first, followed by non-goal hires in race/gender order. Searches which resulted in multiple race/gender hires are highlighted in the same color in the table in an effort denote same searches.

Employees moving from a Part-time to Full-time status are noted in the list with PT-FT in the search # column. As discussed in the October 17, 2023, technical assistance meeting with CHRO, these "hires" can meet hiring goals.

For searches where the hire(s) or promotion(s) met goals, only the table with the applicant pool demographics are included with the statement "This hire met a hiring goal" or "This promotion met a promotional goal" in red. For searches with goal and no-goal hires, the goal hires are indicated in the narratives.

For searches where multiple hires occurred into two different job categories, the narratives are included in both categories and the hires are explained in their respective categories. These searches have the same search number and have notes referencing the category where the other hire is located. Searches where multiple hires include a promotion indicate which candidate's hire resulted in a promotion. The narratives are included in both Hiring Goals Analysis and Promotional Goals Analysis and each hire is explained in their respective section. Searches where hires or promotions span different Plan years indicate if the hire/promotion was explained in the previous *Plan* or will be explained in next year's *Plan*. If the search from last year's *Plan* was ongoing, applicant pools may differ from the previous year's narrative.

For each search, the search number, department, and title are listed. The minimum and preferred qualifications from the job posting as it was posted on-line for applicants are included.

All recruitment efforts are listed. All job postings are posted on the UConn career portal, UConn Jobs, as well as HERC, Inside Higher Ed, and Diverse Jobs. Additional recruitment sources provided by search committees and hiring departments are included in the narrative.

In this *Plan*, there searches that were limited to UConn and UConn Health employees, under the One UConn Initiative. If a UConn Health employee was hired, the narrative is included in the Hiring Goals Analysis as UConn Health employees are not considered UConn employees. Otherwise, the search is included in the Promotional Goals Analysis as it resulted in a promotion for the UConn employee.

In this *Plan*, tables for the applicant pools provide demographics of Unqualified applicants, Qualified Applicants, Withdrawn, Interviewed and Hired applicants. If offers were declined, an Offer Declined line is included. Several searches involved situations where offers were rescinded by Human Resources and are indicated as such in the table. The Grand Total line displays the total of the applicant pool for each race/gender.

The Interview group explained in the narrative includes the Interviewed, Offer Declined, Rescind Offer and Hired lines of the applicant demographic table.

For the Unqualified applicants, the applicants that did not meet the minimum qualifications are listed with the statement that they “did not meet the minimum qualifications as posted,” without listing the specific qualifications as in previous *Plans*. Applicants ranked Unqualified due to not submitting the required application materials, as indicated in the job posting, are listed as submitting an incomplete application.

Applicants ranked Qualified met the minimum qualifications and were evaluated on the preferred qualifications of the position, as listed in the job posting. Search committees evaluate each applicant’s application materials for an indication that they meet the preferred qualifications. If a specific preferred qualification is weighted higher, search committees are required to indicate that as well. These applicants meet less preferred qualifications than the group Interviewed or do not meet the weighted qualification(s) that the Interview group met.

Applicants ranked Interviewed met all minimum qualifications and all or some of the preferred qualifications. During the interview, applicants are evaluated on their answers to questions related to the position responsibilities, their qualifications, experience, and skills related to the posted qualifications, and/or answers to questions regarding typical situations or scenarios in the position.

Faculty interviews typically include a job talk about their field of research or a sample lecture of classes they will be expected to teach. These job talks allow search committees to evaluate the applicants’ research focus, their future trajectory, and their teaching skills and abilities. Feedback is typically solicited from the attendees and reviewed by the search committee. Interviews for staff positions may also include presentations, examples of portfolios, and/or hands-on demonstrations if related to the position responsibilities and qualifications.

Prior to interview, the Office of Institutional Equity (OIE) reviews all searches to ensure applicants were evaluated against the minimum and preferred qualifications listed in the job posting. In the University’s on-line applicant system, PageUp, minimum and preferred qualifications entered in the job posting are populated for each applicant in an evaluation screen. Search committees rank each applicant with a status of Unqualified, Qualified or Interview and

check off the pre-populated qualifications not met for each applicant. Comments can be added to clarify or provide additional specific explanation when needed. OIE reviews the applicant statuses and the qualifications that are not met to ensure that the ranking of applicants is consistent, and qualification based.

Prior to hire, search committees must provide post-interview evaluations for each interviewed applicant in PageUp, explaining their rationale for rejection or selection of each candidate. OIE reviews the evaluations to ensure that the rationale is based on qualifications and interview performance and includes objective, specific and concrete reasoning. Following a technical assistance meeting in 2022, OIE has continued to work with search committees and administrators to ensure greater and more specific details are provided prior to interview and hire.

Unique Skills/Circumstances Hires

Research 1 Universities have distinctive faculty hiring cycles, which focus on aggressive recruitment and retention of preeminent scholars who have achieved national and global recognition, and competition for such talent among other Research 1 institutions is fierce. In rare instances, these factors necessitate hiring without full searches.

Regarding these hires, the University substantiates good faith efforts by noting the following:

- a) Documentation supporting the characterization of the hire as *preeminent* or highly-sought-after in a particular discipline or field, noting their unparalleled research, scholarship, field of specialization, incomparability with potentially available applicants, achievements that garnered national or global recognition, and commenting on the hire's importance to the University's strategic, academic, or operational goals.
- b) A narrative explanation of the availability of others with the hire's skill set, the extent to which the University must compete against other institutions to recruit the hire, and comments regarding networking or other recruiting activity that led to identification and contact of the hire.
- c) For instances of a Partner Hire, the University is competing against other universities to attract pre-eminent scholars and must address the employment interests of the scholars' partners as a recruitment or retention tool. The University occasionally must employ such recruiting strategies to protect its competitive stance in the academic labor market. Prior to hiring, the candidate's curriculum vitae (CV) and qualifications are reviewed by the department head, the Dean of the school/college and the Provost's Office to verify that the candidate meets the University's standard minimum qualifications for the position and can contribute meaningfully to the department, the school/college and the University. These hires are noted as such with a narrative explanation. There were no such hires in this *Plan*.

In this *Plan* year, five faculty were hired without a full search. Their hire met the criteria for pre-eminence and are explained in detail under the respective categories. Four of these hires met hiring goals:

- Tenure track faculty: an Assistant Professor in Molecular and Cell Biology and an Assistant Professor in Geography.

- Non-tenure track faculty: an Assistant Professor in Residence in Engineering and an Instructor in Residence in the Tribal Education Initiative in Women, Gender, and Sexuality Studies.

For these hires that met goals, the applicant pools reflect the one candidate throughout the application process.

The one faculty hire that did not meet a goal was an Assistant Professor in Civil and Environmental Engineering which is explained in that category.

The Promotional Goals Analysis follows the same format as the Hiring Goals Analysis. For each category, the goals are listed, followed by a list of the promotions included in each job category section. Previous and new job titles are also listed. Goals met are indicated with a **Y** or N in the Goal Met column. Promotions resulting from reclassification are indicated by “Reclass” in the Search # column. Faculty promoted through the Promotion, Tenure and Retention procedures are indicated with PTR in the Search# column. Promotions meeting goals, in race/gender order (WM, WF, BM, BF, HM, HF, AM, AF, UU) are listed first, followed by non-goal promotions in race/gender order.

As noted earlier, for searches where the promotion met a goal, only the table with the applicant pool demographics is included. Reclassifications are grouped together with goals met noted. Searches that were open only to UConn employees are indicated as such.

As explained earlier, instances in faculty hiring necessitate a hire without a full search. For faculty, a move from a non-tenure track position from the categories of Clinical and In-Residence faculty to a tenure track position results in a promotion. With rare exception, faculty in the non-tenure track positions were originally hired through full searches. Like the hires mentioned above, these faculty members met the criteria for pre-eminence and are explained in detail in their respective categories.

In this *Plan*, there is one promotion from a non-tenure to a tenure track faculty position: an Assistant Professor in Residence to an Assistant Professor in Political Science.

Hiring Goals Analysis

EEO 1

Executive/ Managerial

Category 1: Executive/Managerial Titles

Goals Set	WM	WF	BM	BF	HM	HF	AM	AF
1-Exec Management	0	1	0	0	0	1	0	1

Job Category	Goal	RG	Search #	Title	No. Hired
1-Exec Management	Y	WF	497572	Dean	1
	N	BM	498161	Deputy Chief of Staff	1
	N	AM	497913	Dean	1

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
1-Exec Management												
497572												
Unqualified	0	0	0	0	0	0	0	0	0	0	1	1
Qualified	25	11	1	1	1	1	2	1	0	0	36	79
Interview	10	1	0	0	0	0	0	1	0	0	2	14
Withdrawn	1	1	0	0	0	0	0	0	0	0	3	5
Hired	0	1	0	0	0	0	0	0	0	0	0	1
Grand Total	36	14	1	1	1	1	2	2	0	0	42	100

This hire met a hiring goal.

Search Number	498161
Department	President
Title	Deputy Chief of Staff

MINIMUM QUALIFICATIONS

- A Master's or advanced degree in business, policy, education, higher education administration, compliance, or related field is preferred.

PREFERRED QUALIFICATIONS

- Possess a minimum of 15 years of progressively responsible experience that includes strategic assessment, planning, operations, and resource management.
- Ability to conduct rigorous analyses to guide strategic direction, build consensus, and collaborate.
- Demonstrated ability to plan, organize, coordinate, and direct high-level operations at a public college or university.
- Exceptional communication and interpersonal skills including oral and written communications and public presentations.
- Preference will be given to candidates with relevant experience at research universities.

- Preference will be given to candidates with relevant and considerable experience with NCAA and student athletic requirements or related compliance areas.

Recruitment activities included:

- UConn Careers Website
- Listserv HERC
- Inside Higher Ed
- Diverse Job Boards
- HR sent nine emails to potential applicants in similar roles.

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
1-Exec Management												
498161												
Unqualified	3	4	0	1	0	0	0	0	0	0	1	9
Qualified	9	12	3	2	1	1	1	2	0	1	1	33
Interview	2	0	2	1	0	1	0	0	0	0	0	6
Hired	0	0	1	0	0	0	0	0	0	0	0	1
Grand Total	14	16	6	4	1	2	1	2	0	1	2	49

The Unqualified applicants did not meet the minimum qualifications of the job posting.

33 Qualified applicants: 9 WM, 12 WF, 3 BM, 2 BF, 1 HM, 1 HF, 1 AM, 2 AF, 1 TF, 1 UU

- 6 WM, 7 WF, 3 BM, 1 BF, 1 HM, 1 HF, 1 AM, 2 AF, 1 TF did not provide evidence of the ability to plan, organize, coordinate, and direct high-level operations at a public college or university.
- 2 WM did not have relevant experience at a research university.
- 1 WM did not have experience with public presentations.
- 3 WF, 1 BF, 1 UU did not possess a minimum of 15 years of progressively responsible experience that includes strategic assessment, planning, operations, and resource management.
- 2 WF did not have relevant experience with NCAA and student athletic requirements or related compliance areas.

7 Interviewed applicants: 2 WM, 3 BM, 1 BF, 1 HF

- 1 WM, 2 BM, 1 BF, 1 HF did not have the level of experience needed in NCAA compliance or student athletic requirements, which was an integral part of this position, based on their responses to interview questions.
- 1 WM's responses to interview questions did not demonstrate the ability to plan, organize, or coordinate, or direct high-level operations, he was unable to relate his experience to this aspect of the position.

The 1 BM selected was experienced in working at a public research university at a senior administrative level where he was responsible for the university-wide operations and initiatives. He had experience with strategic planning and analyses to guide strategic direction, build consensus, and collaborate. He had a background working with NCAA regulations and oversight. Lastly, he consistently displayed the required level of communication and interpersonal skills and experience with public presentations.

Search Number	497913
Department	Engineering
Title	Dean

MINIMUM QUALIFICATIONS

- Credentials that merit appointment for a tenure-track academic appointment at the rank of full Professor in the College of Engineering or a current appointment at UConn at the rank of full Professor in one of UConn's schools and colleges, including a Ph.D. or equivalent degree in a field relevant to leadership in academic affairs and the College of Engineering. Equivalent foreign degrees are acceptable.
- At least 5 years of senior administrative experience in a progressively responsible leadership position at a highly reputable higher education institution; demonstrating knowledge of core management functions and clear experience with managing strategic priorities; and familiarity with University policies, guidance, best practices, and procedures.

PREFERRED QUALIFICATIONS

- At least 10 years of experience in a progressively responsible leadership position at a higher education institution, preferably at tier 1 research institutions.
- A proven leader and scholar who can continue the University's and College's focus on scholarship, innovation, and entrepreneurship.
- An appetite for fundraising and the ability to be the chief advocate for the College with essential external partners like donors, alumni, industry leaders, and community partners.
- An accomplished scholar with the ability to continue growing interdisciplinary research activities in the College of Engineering.
- Excellent interpersonal skills with the ability to develop, engage, and maintain constructive and professional relationships with senior administrators, faculty, staff, students, and other individuals and organizations.
- A strong record of external funding and demonstrated experience in mentoring faculty in sponsored research.
- Background and experience pertinent to the unique programs and setting of the College of Engineering, including a clear understanding of the academic vision of the university, the land grant mission of the university, and the College of Engineering's goals and opportunities to deliver quality undergraduate and graduate education.

- A collaborator with a track record of developing and leading interdisciplinary partnerships.
- Proven business and political acumen commensurate with the leadership needs of the College of Engineering, including the ability to navigate the organizational, political, and fiscal realities unique to a major public research university; demonstrable experience applying sound judgment; and an ability to manage change, resolve conflict, and build consensus.
- Evidence of ability to cultivate and expand community-based partnerships.
- Demonstrated commitment to diversity, equity, inclusion, and belonging and the ability to foster a highly inclusive environment within the College and across the University.
- Experience building an environment that promotes excellent student success and well-being.
- Demonstrated commitment to enhancing the diversity of the University population, including assessing needs, developing initiatives, and applying best practices.
- Demonstrated ability to analyze, understand, and interpret complex situations and problems, evaluate options, devise, and propose solutions that align resources with goals, implement plans, and measure outcomes.
- Demonstrated ability to communicate effectively in a diverse organization. Excellent written and oral communication skills and the ability to communicate needs, plans, and programs effectively.
- Experience as an agent of innovation and change, achieving excellence across a complex organization.

Recruitment activities included:

- UConn Careers Website
- Listserv HERC
- Inside Higher Ed
- Diverse Job Boards
- Chronicle of Higher Education
- Women in Higher Education
- American Society for Engineering Education
- American Society of Mechanical Engineers
- Institute of Electrical and Electronic Engineers
- Society of Women Engineers
- National Society of Black Engineers
- Society of Hispanic Professional Engineers
- Storbeck Search Diversified Search Group (executive search firm)

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
1-Exec Management												
497913												
Qualified	2	1	0	0	0	0	2	0	0	0	47	52
Interview	2	0	0	0	0	0	0	0	0	0	6	8
Withdrawn	0	0	0	0	0	0	0	0	0	0	1	1
Hired	0	0	0	0	0	0	1	0	0	0	0	1
Grand Total	4	1	0	0	0	0	3	0	0	0	54	62

1 Withdrawn applicant: 1 UU

52 Qualified applicants: 2 WM, 1 WF, 2 AM, 47 UU

- 1 WM, 1 WF, 1 AM, 21 UU did not have at least 10 years of experience in a progressively responsible leadership position at a higher education institution, preferably a tier 1 research institution.
- 1 WM, 2 UU did not have experience navigating organizational, political, and fiscal realities unique to a major public research university.
- 1 WF, 4 UU were not accomplished scholars with the ability to continue growing interdisciplinary research activities in the college of engineering.
- 1 AM, 1 UU did not have a background and experience pertinent to the unique programs and setting of the college of engineering, including a clear understanding of the academic vision of the university, the land grant mission of the university, and opportunities to deliver quality undergraduate and graduate education.
- 11 UU did not have relevant experience at a higher education institution.
- 2 UU did not have a record of external funding and demonstrated experience in mentoring faculty in sponsored research.
- 3 UU did not have experience as a collaborator with a track record of developing and leading interdisciplinary partnerships.
- 1 UU did not provide examples of their commitment to diversity, equity, inclusion, and belonging or the ability to foster a highly inclusive environment within the college and across the university.

9 Interviewed applicants: 2 WM, 1 AM, 6 UU

- 1 WM did not address the topics of undergraduate education and did not have the level of experience necessary in federal funding based on responses to interview questions.
- 1 WM did not have experience in fundraising with essential external partners.
- 1 WF, 1 UU were not able to lead a discussion demonstrating their experience in business and political acumen commensurate with the leadership needs of the College of Engineering or the ability to manage change, resolve conflict, and build consensus. They did not speak to adjusting budget cuts or working with government officials and legislatures.

- 1 UU did not demonstrate they had experience as a proven leader who could continue the university and college's focus on scholarship, innovation, and entrepreneurship. Their vision and focus were narrow, they did not address how to move UConn forward in terms of moving to the next level and was unable to respond to how to handle a difficult decision.
- 1 UU was not able to share a plan or vision demonstrating his background or experience pertinent to the unique programs and setting of the College of Engineering, including a clear understanding of the academic vision of the university, the land grant mission of the university, and the College of Engineering's goals and opportunities to deliver quality undergraduate and graduate education. They did not fully respond to questions and were disorganized in their answers.
- 1 UU did not demonstrate the ability to analyze, understand, and interpret complex situations and problems, and propose solutions that align with goals. They were not able to thoroughly respond to questions with clear and knowledgeable responses.
- 1 UU did not demonstrate experience fundraising or the ability to be the chief advocate for the college with essential external partners in both their background and inability to provide examples of this during the interview process.

The 1 AM selected had a background with federal engagement and industry experience. He had fundraising experience and success along with experience with private, public, and government sectors. He had partnerships with industry and worked externally. He was a member of the National Academy of Engineering, had a research background, and connections with research agencies. He explained his tactics and gave examples of how he had experience building an environment that promoted student success and well-being. He had experience in various organizations, including the Department of Education, and a background in leadership and research. Overall, this candidate met the qualifications for the position and excelled in the preferred qualifications as well, having experience with industry partners, experience fundraising, and a background in leadership and research.

Category 1: University Director

Goals Set	WM	WF	BM	BF	HM	HF	AM	AF
1-U Director	0	0	0	1	0	0	1	0

Job Category	Goal	RG	Search #	Title	No. Hired
1-U Director	N	WM	498014	University Director	1
	N	UU	498014	University Director	1

Search Number	498014
Department	University Business Services
Title	University Director

MINIMUM QUALIFICATIONS

- Bachelor's degree and a minimum of nine (9) years of experience in procurement with at least five (5) years of supervisory experience.
- Considerable knowledge of procurement principles, methods, concepts, compliance, and procurement law.
- Knowledge and ability to apply management principles and techniques.
- Stakeholders and supplier management experience; strong sourcing and negotiation skills.
- Strong leadership, organizational, project management, and planning skills with the ability to facilitate solutions and meet deadlines.
- Strong interpersonal and persuasive skills with the ability to work effectively with all levels of stakeholders, employees, and management.
- Demonstrated commitment to mentoring, coaching, and developing a team.
- Excellent written and verbal communication and presentation skills.
- Experience with procurement related technology solutions (i.e., eProcurement system, contract management system, etc.).
- Strong computer skills.

PREFERRED QUALIFICATION

- Advanced degree in Business Administration or related field.
- Procurement experience preferably in a higher education institution (public or private) and/or in a state or federal entity. Familiarity with state and procurement statutes, federal regulations, and other public procurement in a state or federal environment.
- Certification by a recognized professional organization; including Certified Purchasing Manager (CPM), Certified Associate in Contract Management (CACM), Certified Professional in Supply Management (CPSM), Certified Professional Contract Manager (CPCM), or Certified Purchasing Professional (CPP).

Recruitment activities included:

- UConn Careers Website
- Listserv HERC
- Inside Higher Ed
- Diverse Job Boards

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
1-U Director												
498014												
Unqualified	9	3	0	0	1	0	4	1	0	0	2	20
Qualified	4	0	0	0	1	0	0	0	0	0	0	5
Interview	3	1	0	0	1	0	1	0	0	0	2	8
Withdrawn	1	0	0	0	0	0	1	0	0	0	0	2
Hired	1	0	0	0	0	0	0	0	0	0	1	2
Grand Total	18	4	0	0	3	0	6	1	0	0	5	37

The Unqualified applicants did not meet the minimum qualifications of the job posting.

2 Withdrawn applicants: 1 WM, 1 AM

5 Qualified applicants: 4 WM, 1 HM

- 4 WM, 1 HM did not have experience in procurement in a higher education institution or familiarity with state and procurement statutes, federal regulations, and other public procurement in a state or federal environment.

10 Interviewed applicants: 4 WM, 1 WF, 1 HM, 1 AM, 3 UU

- 1 WM did not answer several of the questions directly and, as a result, the committee could not ascertain any directly related procurement experience. He did not have experience in higher education and his procurement experience was primarily in IT.
- 1 WM did not demonstrate the ability to be an effective team leader, this role requires someone who would be open to getting involved, overseeing daily activities, mentoring, and leading a team of procurement professionals. In his responses, he indicated that he was and preferred to be more hands off than directly involved with the day-to-day activities of his staff.
- 1 WM did not have experience in a university setting or public procurement and was not able to respond to questions about the rules and regulations related to the use of federal grants.
- 1 WF did not have the level of supervisory experience as she had only been responsible for one to two employees at a time, not a team or organization.
- 1 HM, 1 UU did not have experience in a university setting. Their backgrounds in corporate environments were not relevant or transferable to this position.

- 1 AM provided vague responses to questions with no direct examples when queried and did not have supervisory experience.
- 1 UU had a background in a corporate setting with supply chain management and did not have university or direct procurement experience.

The 1 WM selected had a background in procurement as well as negotiation/contracting experience. He had experience working in both public and private institutions, in higher education, and for a state institution. He had been elected as the President of the National Procurement Institute, of which he was a member for several years. His knowledge and understanding of the interconnection between the contracting and compliance team and the buying team would aid in his ability to facilitate solutions and meet deadlines.

The 1 UU selected had university procurement experience and was familiar with following state requirements, laws, and policies. They had overseen several areas that fell under this role at UConn, given the similarities in this role and their current role they had the required skills for the position. Additionally, they had experience of successfully supervising a team of procurement professionals.

EEO 2

Faculty

Category 2: Faculty – Professor

Goals Set	WM	WF	BM	BF	HM	HF	AM	AF
2-Professor	0	1	1	2	2	2	1	2

Job Category	Goal	RG	Search #	Title	No. Hired
2-Professor	Y	WF	497988	Professor & Director	1
	Y	HM	PT-FT	Professor	1
	Y	HF	PT-FT	Professor	1
	Y	AF	PT-FT	Professor	1
	N	WM	497591	Department Head & Professor	1
	N	WM	PT-FT	DISTINGUISHED PROFESSOR	1
	N	WM	PT-FT	Professor	1
	N	WF	PT-FT	Professor	3

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
2-Professor												
497988												
Unqualified	6	1	1	0	0	0	2	0	0	0	2	12
Qualified	4	1	0	0	0	1	1	0	0	0	1	8
Interview	3	3	0	0	0	0	0	1	0	0	0	7
Withdrawn	2	0	0	0	0	0	0	0	0	0	0	2
Hired	0	1	0	0	0	0	0	0	0	0	0	1
Grand Total	15	6	1	0	0	1	3	1	0	0	3	30

This hire met a hiring goal.

Part-time to Full-time

2 WM, 3 WF, 1 HM, 1 HF, 1 AF moved from Part-time to Full-time.

The 1 HM, 1 HF, 1 AF met hiring goals.

Search Number	497591
Department	Animal Science
Title	Department Head & Professor

MINIMUM QUALIFICATIONS

- Ph.D. in animal science or closely related discipline, D.V.M., or equivalent.
- Demonstrated excellence in scholarship and professional activities related to teaching, research, and/or extension that will qualify the individual to be tenured at the rank of Associate or Full Professor in the Department of Animal Science.
- Strong interpersonal and communication skills appropriate to sustaining a mutually respectful environment and delivering quality academic programs within an inclusive work environment.
- Strong commitment to enhancing the diversity and inclusion of students, faculty, and staff.
- Demonstrated leadership in developing departmental programs, coordinating capital improvements, or stimulating external funding from both public and private sources.

PREFERRED QUALIFICATIONS

- Evidence of a nationally and internationally recognized program of scholarship in research, teaching, or extension.
- Demonstrated engagement and rapport with stakeholders, industry, and/or donors.
- Prior administrative experience suited to leadership of an academic department engaged in teaching, research, extension, and service activities at a major Land Grant University.
- Demonstrated ability to encourage consensus while coming to and executing decisions in a collegial atmosphere.
- Experience recruiting highly qualified and diverse graduate and undergraduate students, faculty, and staff, including those who are traditionally underrepresented in Animal Science and related fields.
- Experience supervising a diverse set of animal units, crop units, animal products processing facilities, or related facilities.
- Full professorship or equivalence in Animal Science or a closely related discipline.

Recruitment activities included:

- UConn Careers Website
- Listserv HERC
- Inside Higher Ed
- Diverse Job Boards
- Diverse Issues in Higher Education
- Women in Higher Education
- Hispanic Outlook in Higher Education
- American Society of Animal Science job board
- American Dairy Association

- Institute for Food Technologists
- Academic careers online: <http://www.academiccareers.com>
- Academic keys.com: <http://www.academickeys.com>
- University jobs: <http://www.universityjobs.com/>
- APLU Association of Public & Land-Grant Univ
- Diverse Online: <http://www.diverseeducation.com/>
- HBCU Connect: <http://www.hbcuconnect.com>
- Society for Advancement of Chicano and Native Americans in Science (SACNAS): <http://www.sacnas.org/>
- Association for Institutional Research: <https://www.airweb.org/>
- BiologyJobs: <http://www.biologyjobs.com/>
- Science Careers: <https://jobs.sciencecareers.org/> (recommended!)
- Equine Science Society <https://www.equinescience.org/Membership/Job-Center>
- Journal of Extension <https://jobs.joe.org/>
- International Association for Food Protection
- Poultry Science Association
- Association for Women in Science (AWIS)
- Faculty Women of Color in Academia (FWCA)

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
2-Professor												
497591												
Unqualified	2	1	0	1	0	1	1	0	0	0	0	6
Interview	3	0	0	0	0	0	5	0	0	0	0	8
Withdrawn	0	0	0	0	0	0	1	0	0	0	0	1
Hired	1	0	0	0	0	0	0	0	0	0	0	1
Grand Total	6	1	0	1	0	1	7	0	0	0	0	16

The Unqualified applicants did not meet the minimum qualifications of the job posting.

1 Withdrawn applicant: 1 AM

9 Interviewed applicants: 4 WM, 5 AM

- 1 WM did not have experience supervising a diverse set of animal units, crop units, animal products processing facilities or related facilities. He did not demonstrate familiarity with animal science based on his incomplete responses to questions.
- 1 WM did not demonstrate the necessary communication skills in the interview process and did not have experience making collaborative decisions in a collegial atmosphere as he was not able to provide examples of how he had engaged with colleagues, stakeholders, and donors.
- 1 WM did not have a full professorship or equivalence in animal science or a closely related discipline at his current institution.

- 1 AM did not demonstrate the necessary interpersonal and communication skills during the interview and did not have a background that included engagement and rapport with stakeholders, industry, and donors.
- 3 AM did not have prior experience leading a department or executing collaborative decisions in a collegial atmosphere which was an important aspect of the role. They did not relate how their leadership and administrative experience would transfer to the position.
- 1 AM did not demonstrate the ability to engage in a collaborative discussion based on his interactions with the committee, faculty, students, and stakeholders in the interview.

The 1 WM selected had a background in animal science. He had experience in outreach and extension and discussed the tripartite mission of the college, including research, teaching, and extension with a desire to connect with the agricultural industry. He spoke to all the mission areas with examples of prior experience in leadership in which he succeeded in turning tight fiscal situations into positive outcomes.

Category 2: Faculty – Associate Professor

Goals Set	WM	WF	BM	BF	HM	HF	AM	AF
2-Associate Professor	0	0	1	2	0	5	0	17

Job Category	Goal	RG	Search #	Title	No. Hired
2-Associate Professor	Y	AF	496879	Assoc Professor	1
	Y	AF	PT-FT	Assoc Professor	1
	N	WM	497777	Assoc Professor - LAW	1
	N	WM	PT-FT	Assoc Professor	3
	N	WF	497976	Director & Assoc Professor	1
	N	WF	PT-FT	Assoc Professor	4
	N	WF	PT-FT	Director & Assoc Professor	1
	N	AM	497900	Assoc Professor	2
	N	UU	PT-FT	Assoc Professor	1

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
2-Associate Professor												
496879												
Unqualified	14	2	0	0	2	0	52	10	0	0	8	88
Qualified	38	12	2	0	2	0	94	16	0	0	8	172
Interview	3	1	0	0	0	0	15	3	0	0	0	22
Withdrawn	1	0	0	0	0	0	4	1	0	0	0	6
Offer Declined	0	0	0	0	0	0	0	0	0	0	1	1
Hired	0	0	0	0	0	0	0	1	0	0	0	1
Grand Total	56	15	2	0	4	0	165	31	0	0	17	290

This hire met a hiring goal.

Part-time to Full-time

3 WM, 5 WF, 1 AF, 1 UU moved from Part-time to Full-time.

The 1 AF met a hiring goal.

Search Number	497777
Department	Law Instruction and Research
Title	Assoc Professor - LAW

MINIMUM QUALIFICATIONS

- A JD degree or equivalent terminal degree in a related field.
- Demonstrated expertise and ability to teach effectively in one or more of the following areas: civil procedure, constitutional law, criminal procedure, cybersecurity, environmental and energy law, land use, professional responsibility, property, securities regulation, and taxation.
- A demonstrated capacity for scholarly excellence.
- A demonstrated commitment to advancing diversity, equity, inclusion, and belonging in the workplace, legal academy, and/or profession.

PREFERRED QUALIFICATIONS

Entry-Level

- Demonstrated expertise and ability to teach in either criminal procedure, environmental and energy law, or federal income taxation.
- Published or accepted work that demonstrates scholarly aptitude and long-term promise.
- Active participation in relevant scholarly and/or professional communities.
- Law school teaching experience.

Lateral

- Demonstrated expertise and ability to teach in either criminal procedure, environmental and energy law, or federal income taxation.
- A strong national reputation in the candidate's field of expertise.
- A record of outstanding achievement in scholarship, teaching, and service.
- Prominence in relevant scholarly and/or professional communities.

Recruitment activities included:

- UConn Careers Website
- ListServ HERC
- Diverse Job Boards
- Inside Higher Ed
- Ability Jobs Online
- Ability Links Online
- AALS
- Association Dean ListServ
- Bar Association ListServ
- Practice Area ListServ
- Law School Alumni Association Board

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
2-Associate Professor												
497777												
Unqualified	28	12	3	4	3	3	4	2	2	2	14	77
Qualified	7	6	1	1	1	0	1	1	0	0	1	19
Withdrawn	0	0	1	0	0	1	1	0	0	0	0	3
Offer Declined	1	2	0	0	0	0	0	0	0	0	2	5
Hired	1	0	0	0	0	0	0	0	0	0	0	1
Grand Total	37	20	5	5	4	4	6	3	2	2	17	105

The Unqualified applicants did not meet the minimum qualifications for the job posting.

3 Withdrawn applicants: 1 BM, 1 HF, 1 AM

19 Qualified applicants: 7 WM, 6 WF, 1 BM, 1 BF, 1 HM, 1 AM, 1 AF, 1 UU

- 4 WM, 3 WF, 1 BM, 1 BF, 1 HM, 1 AM did not possess a national reputation in their field of expertise. They were associate professors eligible for a lateral move.
- 3 WM, entry level candidates, had not produced published or accepted work that demonstrated scholarly aptitude and long-term promise.
- 3 WF, 1 UU did not have a record of outstanding achievement in scholarship, teaching, and service. They were associate professors eligible for a lateral move.
- 1 AF, an entry-level candidate, did not have a record of active participation in relevant scholarly and/or professional communities.

6 Interviewed applicants: 2 WM, 2 WF, 2 UU

- 1 WM, 2 WF, 2 UU declined the offer of employment.

The 1 WM selected had experience teaching environmental law and was able to communicate his knowledge during the interview process. His published work in environmental law, especially his treatise on public policy surrounding energy and coal, showed that he had met the preferred qualification of scholarly aptitude and long-term promise. His writings for a popular audience in major media outlets also showed that he had active participation in relevant scholarly and professional communities.

Search Number	497976
Department	Lit, Cultures and Languages
Title	Director & Associate Professor

MINIMUM QUALIFICATIONS

- Ph.D. in Judaic Studies, Religion, History, Comparative Literature, Philosophy, Anthropology, Sociology, or a related field; equivalent foreign degrees are acceptable.
- Record of distinguished scholarly accomplishment of national and international recognition in the field of Hebrew and Judaic Studies.
- Record of innovative and effective teaching in Judaic Studies.
- Evidence of a deep commitment to supporting diversity, inclusion, and equity in a higher education setting.

PREFERRED QUALIFICATIONS

- Experience organizing events that attract students, faculty, and members of the broader community.
- Evidence of strong managerial, communication, and public relations skills.
- Experience in fundraising.
- Experience teaching and/or mentoring first-generation and non-traditional college students.
- Ability to teach classes utilizing Hebrew, Aramaic, Yiddish, Ladino, Judeo-Arabic, or another relevant research language.
- Strong language abilities and, relatedly, teaching and research interests that can deepen connections with other sections in the Department of Literatures, Cultures, and Languages.
- Ability to establish connections with other departments, including, for example, History, Philosophy, Anthropology, and/or related fields.

Recruitment activities included:

- UConn Careers Website
- ListServ HERC
- Diverse Job Boards
- Inside Higher Ed
- H-Net Network on Judaica and Jewish History
- Association for Jewish Studies
- Chronicle of Higher Ed
- Society of Biblical Literature

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
2-Associate Professor												
497976												
Unqualified	8	2	0	0	0	0	0	0	0	0	3	13
Qualified	1	4	0	0	0	0	0	0	0	0	5	10
Interview	4	2	0	0	0	0	0	1	0	0	2	9
Hired	0	1	0	0	0	0	0	0	0	0	0	1
Grand Total	13	9	0	0	0	0	0	1	0	0	10	33

The Unqualified applicants did not meet the minimum qualifications for the job posting.

10 Qualified applicants: 1 WM, 4 WF, 5 UU

- 1 WM, 2 WF, 4 UU did not provide evidence of managerial, communication, or public relations skills in their application materials.
- 2 WF did not have experience or indicate the ability to teach classes utilizing Hebrew, Aramaic, Yiddish, Ladino, Judeo-Arabic, or another relevant research language.
- 1 UU did not indicate experience in fundraising in their application materials.

10 Interviewed applicants: 4 WM, 3 WF, 1 AF, 2 UU

- 2 WM, 1 WF, 1 UU did not have the necessary managerial skills.
- 1 WM did not have experience teaching and mentoring first-generation students.
- 1 WM did not have experience in administrative or managerial skills that were necessary for an associate professor position based on his responses to interview questions.
- 1 WF, 1 AF did not have a background and experience teaching Judaic Studies courses.
- 1 UU did not have the scholarly record required for an associate professor position.

The 1 WF selected had a research background in American Jewish cultural history that complemented the research agendas of Judaic Studies at UConn. Her teaching expertise and experience aligned with established courses and teaching needs at the department and the University. She displayed the necessary administrative and managerial experience, particularly in the domain of fundraising in detailed responses and examples of duties she had performed. She had experience with DEI enhancements and global engagement at her previous institution.

Search Number	497900
Department	Computer Sci and Engineering
Title	Assoc Professor

MINIMUM QUALIFICATIONS

- Earned Ph.D. in computer science, computer engineering, or a related field by the time of appointment.

- An established record of research in an existing or emerging computing field.
- Demonstrated potential for excellence in teaching.
- Ability to effectively communicate with students in both large and small audiences.
- Commitment to promoting diversity through their academic and research programs.
- Demonstrated commitment to graduate education and an established record of leadership excellence.

PREFERRED QUALIFICATIONS

- An outstanding record of scholarship and research contributions in at least one of the preferred areas identified above.
- Expertise in multiple areas of computer science or computer engineering.
- Experience in developing research grant applications to funding agencies.
- An established record of excellence in teaching.
- Research expertise complementing that of existing department faculty.
- Experience in collaboration with the industry.

Recruitment activities included:

- UConn Careers Website
- ListServ HERC
- Diverse Job Boards
- Inside Higher Ed

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
2-Associate Professor												
497900												
Unqualified	3	1	0	0	0	0	2	0	0	0	0	6
Qualified	34	5	1	0	6	2	150	34	1	0	24	257
Withdrawn	1	0	0	0	0	0	8	1	0	0	3	13
Hired	0	0	0	0	0	0	2	0	0	0	0	2
Grand Total	38	6	1	0	6	2	162	35	1	0	27	278

The Unqualified applicants did not meet the minimum qualifications for the job posting.

13 Withdrawn applicants: 1 WM, 8 AM, 1 AF, 3 UU

257 Qualified applicants: 34 WM, 5 WF, 1 BM, 6 HM, 2 HF, 150 AM, 34 AF, 1 TM, 24 UU

- 26 WM, 4 WF, 1 BM, 6 HM, 2 HF, 120 AM, 30 AF, 1 TM, 19 UU did not possess an outstanding record of scholarship and research contributions in at least one of the preferred areas based on their application materials.
- 3 WM, 6 AM, 2 AF, 2 UU did not indicate expertise in multiple areas of Computer Science or Computer Engineering in their application materials.

- 3 WM, 1 WF, 20 AM, 2 AF, 3 UU did not indicate experience in developing research grant applications to funding agencies in their application materials.
- 2 WM, 3 AM did not exhibit research expertise complementing that of existing department faculty, as indicated by their application materials.
- 1 AM did not indicate an established record of excellence in teaching in their application materials.

2 Interviewed applicants: 2 AM

The 1 AM selected had experience in securing funding and had received multiple awards for excellence in teaching and leadership, including the Microsoft Above and Beyond award, the Intel Division Recognition Award, and the Outstanding Service Award at the 18th IEEE International Conference for Ubiquitous Intelligence and Computing. He displayed the necessary communication skills for this position during his interview and technical lecture. He demonstrated experience in cross team collaboration and improving web search quality through his research. Over his career, he earned \$11 million in grant funding, achieved a 22 H-score, and received over 5,000 citations demonstrating his experience in developing research grant applications to funding agencies.

The 1 AM selected had research interests that centered around artificial intelligence, machine learning, data science, and their applications. He developed effective, efficient, generative, and trustworthy machine learning models and algorithms, particularly on network/graph and multi-modality data. Additionally, he applied them to solve problems in public health and safety, healthcare, social media, natural language processing, cybersecurity, and recommender systems. All these areas are in high demand in computing programs and this hire filled critical teaching and research roles in the school of computer science and engineering.

Category 2: Assistant Professor

Goals Set	WM	WF	BM	BF	HM	HF	AM	AF
2-Assistant Professor	18	38	6	0	0	0	0	0

Job Category	Goal	RG	Search #	Title	No. Hired
2-Assistant Professor	Y	WM	496871	Asst Professor	1
	Y	WM	496874	Asst Professor	1
	Y	WM	496875	Asst Professor	1
	Y	WM	496941	Asst Professor	1
	Y	WM	497243	Asst Professor	1
	Y	WM	497667	Asst Professor	1
	Y	WM	497668	Asst Professor	1
	Y	WM	497876	Asst Professor	1
	Y	WM	497939	Asst Professor	1
	Y	WM	497982	Asst Professor	1
	Y	WM	498019	Asst Professor	1
	Y	WM	498025	Asst Professor	1
	Y	WM	498085	Asst Professor	1
	Y	WM	498089	Asst Professor	2
	Y	WM	497860	Asst Professor	1
	Y	WF	497273	Asst Professor	1
	Y	WF	497890	Asst Professor	1
	Y	WF	497897	Asst Professor	1
	Y	WF	497898	Asst Professor	1
	Y	WF	497911	Asst Professor	1
	Y	WF	498323	Asst Professor	1
	N	HM	498208	Asst Professor	1
	N	HF	497880	Asst Professor	1
	N	HF	497989	Asst Professor	1
	N	HF	498070	Asst Professor	1
	N	AM	497880	Asst Professor	1
	N	AM	497888	Asst Professor	1
	N	AM	497992	Asst Professor	1
	N	AF	496812	Asst Professor	1
	N	AF	496821	Asst Professor	2
	N	AF	496840	Asst Professor	1
	N	AF	497882	Asst Professor	1
	N	AF	497888	Asst Professor	1

Job Category	Goal	RG	Search #	Title	No. Hired
2-Assistant Professor	N	AF	497940	Asst Professor	1
	N	AF	498121	Asst Professor	1
	N	TM	497893	Asst Professor	1
	N	UU	497861	Asst Professor	1
	N	UU	498066	Asst Professor	1

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
2-Assistant Professor												
496871												
Unqualified	7	2	0	0	1	0	7	2	0	0	1	20
Qualified	6	0	0	0	0	0	2	0	1	0	0	9
Interview	1	1	0	0	1	0	4	0	0	0	2	9
Offer Declined	0	0	0	0	0	0	1	1	0	0	0	2
Hired	1	0	0	0	0	0	0	0	0	0	0	1
Grand Total	15	3	0	0	2	0	14	3	1	0	3	41

This hire met a hiring goal.

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
2-Assistant Professor												
496874												
Unqualified	22	20	1	0	5	1	7	2	0	1	1	60
Qualified	7	6	0	0	2	1	6	3	0	1	0	26
Interview	8	4	0	0	1	0	1	1	0	0	2	17
Withdrawn	0	1	0	0	0	0	0	0	0	0	0	1
Hired	1	0	0	0	0	0	0	0	0	0	0	1
Grand Total	38	31	1	0	8	2	14	6	0	2	3	105

This hire met a hiring goal.

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
2-Assistant Professor												
496875												
Unqualified	11	8	0	0	4	0	5	2	1	0	4	35
Qualified	31	34	0	0	5	5	3	1	2	0	6	87
Interview	2	1	0	0	2	2	3	0	0	2	0	12
Hired	1	0	0	0	0	0	0	0	0	0	0	1
Grand Total	45	43	0	0	11	7	11	3	3	2	10	135

This hire met a hiring goal.

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
2-Assistant Professor												
496941												
Unqualified	7	1	0	0	2	1	2	0	0	0	2	15
Qualified	6	0	0	0	1	0	1	0	0	0	2	10
Interview	3	1	0	0	1	0	1	0	0	0	0	6
Withdrawn	0	0	0	0	1	0	0	0	0	0	0	1
Hired	1	0	0	0	0	0	0	0	0	0	0	1
Grand Total	17	2	0	0	5	1	4	0	0	0	4	33

This hire met a hiring goal.

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
2-Assistant Professor												
497243												
Unqualified	2	1	0	0	0	0	0	0	0	0	0	3
Qualified	3	0	0	0	0	0	7	2	0	0	1	13
Interview	0	0	0	0	0	0	0	0	0	0	1	1
Withdrawn	0	0	1	0	0	0	0	1	0	0	0	2
Hired	1	0	0	0	0	0	0	0	0	0	0	1
Grand Total	6	1	1	0	0	0	7	3	0	0	2	20

This hire met a hiring goal.

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
2-Assistant Professor												
497667												
Unqualified	36	7	4	0	3	0	82	14	1	0	17	164
Interview	9	1	0	0	1	0	13	4	0	0	5	33
Withdrawn	2	1	0	0	0	0	1	0	0	0	1	5
Hired	1	0	0	0	0	0	0	0	0	0	0	1
Grand Total	48	9	4	0	4	0	96	18	1	0	23	203

This hire met a hiring goal.

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
2-Assistant Professor												
497668												
Hired	1	0	0	0	0	0	0	0	0	0	0	1
Grand Total	1	0	0	0	0	0	0	0	0	0	0	1

This hire met a hiring goal.

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
2-Assistant Professor												
497876												
Unqualified	17	5	1	0	0	0	1	0	1	0	2	27
Qualified	10	2	0	0	0	0	0	0	0	1	1	14
Interview	3	3	0	0	0	0	0	0	1	2	2	11
Hired	1	0	0	0	0	0	0	0	0	0	0	1
Grand Total	31	10	1	0	0	0	1	0	2	3	5	53

This hire met a hiring goal.

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
2-Assistant Professor												
497939												
Unqualified	25	4	7	2	8	4	30	16	1	0	21	118
Qualified	5	2	0	0	3	0	4	5	1	0	7	27
Interview	3	4	0	0	1	0	1	1	1	0	6	17
Withdrawn	1	0	0	0	0	0	0	1	0	0	0	2
Hired	1	0	0	0	0	0	0	0	0	0	0	1
Grand Total	35	10	7	2	12	4	35	23	3	0	34	165

This hire met a hiring goal.

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
2-Assistant Professor												
497982												
Unqualified	0	0	0	0	0	0	1	0	0	0	0	1
Qualified	2	1	3	0	1	0	21	5	0	0	5	38
Interview	1	0	0	0	0	0	6	3	0	0	1	11
Hired	1	0	0	0	0	0	0	0	0	0	0	1
Grand Total	4	1	3	0	1	0	28	8	0	0	6	51

This hire met a hiring goal.

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
2-Assistant Professor												
498019												
Unqualified	1	0	1	0	2	0	1	1	0	0	1	7
Interview	0	1	0	0	0	0	0	0	0	0	0	1
Withdrawn	0	3	0	0	0	0	0	0	0	0	0	3
Hired	1	0	0	0	0	0	0	0	0	0	0	1
Grand Total	2	4	1	0	2	0	1	1	0	0	1	12

This hire met a hiring goal.

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
2-Assistant Professor												
498025												
Unqualified	9	6	2	0	6	5	13	18	0	0	50	109
Qualified	9	3	1	0	4	2	16	7	0	0	56	98
Interview	3	1	0	0	0	0	3	2	1	0	11	21
Withdrawn	0	0	0	0	0	0	0	0	0	0	1	1
Hired	1	0	0	0	0	0	0	0	0	0	0	1
Grand Total	22	10	3	0	10	7	32	27	1	0	118	230

This hire met a hiring goal.

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
2-Assistant Professor												
498085												
Unqualified	19	9	3	0	0	0	5	2	2	1	19	60
Qualified	1	3	0	0	0	0	1	0	0	0	5	10
Interview	4	2	1	0	0	0	0	0	0	0	3	10
Hired	1	0	0	0	0	0	0	0	0	0	0	1
Grand Total	25	14	4	0	0	0	6	2	2	1	27	81

This hire met a hiring goal.

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
2-Assistant Professor												
498089												
Unqualified	13	5	3	0	5	3	2	4	0	0	4	39
Qualified	5	0	0	0	1	0	1	0	1	1	1	10
Interview	0	2	0	0	1	0	0	0	0	1	4	8
Withdrawn	1	0	0	0	0	0	0	0	0	0	0	1
Hired	2	0	0	0	0	0	0	0	0	0	0	2
Grand Total	21	7	3	0	7	3	3	4	1	2	9	60

These hires met a hiring goal.

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
2-Assistant Professor												
497860												
Unqualified	24	2	1	0	3	0	2	0	1	0	7	40
Qualified	6	0	0	0	0	0	0	0	0	0	1	7
Interview	2	0	0	0	0	1	0	0	1	1	1	6
Hired	1	0	0	0	0	0	0	0	0	0	0	1
Grand Total	33	2	1	0	3	1	2	0	2	1	9	54

This hire met a hiring goal.

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
2-Assistant Professor												
497273												
Unqualified	5	7	0	0	0	0	2	0	0	1	1	16
Qualified	5	5	0	0	0	2	0	1	0	0	2	15
Interview	4	3	0	0	2	0	1	1	0	0	1	12
Hired	0	1	0	0	0	0	0	0	0	0	0	1
Grand Total	14	16	0	0	2	2	3	2	0	1	4	44

This hire met a hiring goal.

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
2-Assistant Professor												
497890												
Unqualified	17	5	0	0	1	1	8	3	0	0	4	39
Qualified	13	2	0	0	0	0	8	1	0	0	4	28
Interview	2	2	0	0	0	0	1	1	0	0	3	9
Withdrawn	0	0	0	0	0	0	0	0	0	0	1	1
Hired	0	1	0	0	0	0	0	0	0	0	0	1
Grand Total	32	10	0	0	1	1	17	5	0	0	12	78

This hire met a hiring goal.

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
2-Assistant Professor												
497897												
Unqualified	4	0	0	0	0	0	2	0	0	0	0	6
Qualified	62	14	1	1	6	1	36	13	0	1	6	141
Interview	2	2	0	0	1	1	3	0	0	0	1	10
Withdrawn	1	0	0	1	0	0	0	0	0	0	0	2
Hired	0	1	0	0	0	0	0	0	0	0	0	1
Grand Total	69	17	1	2	7	2	41	13	0	1	7	160

This hire met a hiring goal.

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
2-Assistant Professor												
497898												
Unqualified	22	10	0	0	2	2	34	15	0	2	4	91
Qualified	11	7	0	0	4	0	39	7	1	0	0	69
Interview	0	5	0	0	1	0	4	1	0	0	0	11
Withdrawn	0	0	0	0	0	0	1	1	0	0	1	3
Hired	0	1	0	0	0	0	0	0	0	0	0	1
Grand Total	33	23	0	0	7	2	78	24	1	2	5	175

This hire met a hiring goal.

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
2-Assistant Professor												
497911												
Unqualified	10	4	0	0	1	1	6	2	0	0	1	25
Qualified	4	2	0	0	1	0	3	4	1	0	1	16
Interview	4	3	0	0	1	0	1	1	0	0	1	11
Withdrawn	0	0	0	0	0	0	1	0	0	0	0	1
Hired	0	1	0	0	0	0	0	0	0	0	0	1
Grand Total	18	10	0	0	3	1	11	7	1	0	3	54

This hire met a hiring goal.

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
2-Assistant Professor												
498323												
Hired	0	1	0	0	0	0	0	0	0	0	0	1
Grand Total	0	1	0	0	0	0	0	0	0	0	0	1

This hire met a hiring goal.

Search Number	498208
Department	Civil and Environ Engineering
Title	Assistant Professor

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
2-Assistant Professor												
498208												
Hired	0	0	0	0	1	0	0	0	0	0	0	1
Grand Total	0	0	0	0	1	0	0	0	0	0	0	1

The 1 HM selected without a full search was uniquely qualified for the position of Assistant Professor based on his education, training, and experience. He received his Ph.D. degree in Civil Engineering from Purdue University. He was hired at the University three years ago through a national search as an Assistant Research Professor, a durational non-tenure track position in the Department of Civil and Environmental Engineering. During his Assistant Research Professor appointment, he had varied research responsibilities, including researching and submitting grant proposals, reports, and white papers, and/or writing academic publications. He taught engineering at the undergraduate and graduate level courses. He collaborated on research and curriculum with faculty, graduate and professional students related to engineering for human rights.

He published two peer-reviewed papers and had two additional papers in final preparation for submission. He also organized three workshops focused on research clusters, curriculum development, and examining human rights approaches to addressing the Covid-19 pandemic. He conducted meetings with individual research clusters to discuss specific projects and activities in each cluster and, significantly, organized outreach activities with organizations such as Engineering Without Borders, USA, and offices such as the Engineering Diversity and Outreach Center. He developed and launched a general education course in 2021-2022 on Engineering for Human Rights. He partnered substantively with colleagues in the Department of Civil and Environmental Engineering and other units working on engineering equity initiatives. He was also a critical member of the Governor's Council on Climate Change, where he drafted and submitted a report to the Council on behalf of several engineering and human rights faculty members. All these achievements made him qualified for a tenure track position with unmatched experience.

Search Number	497880
Department	Social Work Instruct and Rsrch
Title	Assistant Professor

MINIMUM QUALIFICATIONS

- Ph.D. in social work or a related discipline.
- Early record and potential for excellence in scholarship, external funding, teaching, and mentoring.
- Demonstrated commitment to social work values, including social justice, diversity, equity, and inclusion.

PREFERRED QUALIFICATIONS

- M.S.W. degree.
- Post-doctoral training.
- Expertise in health equity.
- Experience in or commitment to working collaboratively on inter-disciplinary research initiatives.
- Social work practice experience.

Recruitment activities included:

- UConn Careers Website
- Listserv HERC
- Inside Higher Ed
- Diverse Job Boards
- UConn Website
- AcademicJobsOnline.org

- Blacks in Higher Education
- Hispanics in Higher Education
- Women in Higher Education
- Indeed
- CT NASW
- MA NASW
- National Association of Social Workers (NASW)
- Council on Social Work Education
- National Association of Black Social Workers (NABSW)
- Latina Social Work Organization (LSWO)
- Society for Social Work and Research (SSWR)
- The Group for the Advancement of Doctoral Education (GADE)
- American Association of University Professors (AAUP)

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
2-Assistant Professor												
497880												
Unqualified	5	5	1	0	1	0	4	4	0	0	1	21
Qualified	4	12	0	0	0	1	2	9	0	0	4	32
Interview	1	2	0	0	0	3	0	4	0	1	4	15
Withdrawn	0	0	0	0	1	0	1	0	0	0	0	2
Hired	0	0	0	0	0	1	1	0	0	0	0	2
Grand Total	10	19	1	0	2	5	8	17	0	1	9	72

The Unqualified applicants did not meet the minimum qualifications for the job posting.

2 Withdrawn applicants: 1 HM, 1 AM

32 Qualified applicants: 4 WM, 12 WF, 1 HF, 2 AM, 9 AF, 4 UU

- 1 WM, 2 WF, 1 AM, 1 AF, 2 UU did not have post-doctoral training, expertise in health equity, or experience in working collaboratively on inter-disciplinary research initiatives.
- 1 WM, 6 WF did not have post-doctoral training or expertise in health equity.
- 1 WM, 1 AF did not have expertise in health equity.
- 1 WM did not have social work practice experience.
- 1 WF, 1 AF did not have a M.S.W. degree, a master's in social work.
- 1 WF, 1 AF, 1 UU did not have post-doctoral training.
- 1 WF, 1 AF did not have post-doctoral training, expertise in health equity, experience in working collaboratively on inter-disciplinary research initiatives, or social work practice experience.
- 1 WF did not have post-doctoral training, experience in working collaboratively on inter-disciplinary research initiatives, or social work practice experience.

- 1 HF did not have expertise in health equity or experience in working collaboratively on inter-disciplinary research initiatives.
- 1 AM, 2 AF did not have post-doctoral training, expertise in health equity, or social work practice experience.
- 2 AF, 1 UU did not have post-doctoral training or social work practice experience.

17 Interviewed applicants: 1 WM, 2 WF, 4 HF, 1 AM, 4 AF, 1 TF, 4 UU

- 1 WM had a broad research agenda which was not focused on health equity. He did not provide a future research agenda in line with the expectations for this role.
- 1 WF had a research record which was not focused on health equity.
- 1 WF had a broad research agenda which was not focused on health equity. She did not have a record of obtaining external funding, teaching experience, and did not provide a future research agenda in line with expectations for this role.
- 1 HF did not have a scholarship record that was aligned with health equity. Based on her resume and responses to interview questions, her experience in supporting students did not focus attention on structural issues.
- 1 HF did not demonstrate the necessary teaching skills as she was not able to successfully communicate her topic during her presentation.
- 1 HF described a future research agenda which was not focused on health equity. She did not have applicable social work practice experience and did not have a record of external funding for her work.
- 1 AF did not have an external funding record. Her broad research agenda was not focused on health equity, and she did not demonstrate how she could advance health equity through her research in her interview.
- 1 AF did not have the necessary teaching experience or social work practice experience based on her responses to interview questions and her presentation.
- 1 AF did not have the necessary teaching experience as her previous roles were focused on research and a team science environment. She did not have a master's in social work.
- 1 AF had an underdeveloped research record in health equity, and it was not a central part of her research agenda.
- 1 TF had a broad research agenda which was not focused on health equity and her discussion of health equity in her presentation was underdeveloped.
- 1 UU did not have the necessary experience in launching robust or focused research and would require mentorship, and did not demonstrate the ability to balance teaching, research, and service as their responses were not specific or detailed.
- 2 UU did not have a funding trajectory for their work. Their understanding of health equity was underdeveloped in their responses and research agenda. They had only one first-authored publication.
- 1 UU did not demonstrate a focus on specific, specialized health outcomes, and had a varied research agenda which did not focus on health equity. They did not have social work practice experience.

The 1 HF selected provided a feasible and robust research agenda on a transformative topic. Her research agenda was community focused, fundable, and directly linked to real-world impact. Her

research had potential for collaboration within the School of Social Work and across academic disciplines, with human rights noted as a particular outlet. She had teaching experience which was evident from her background and discussion during the interview process and her presentation. She also had a mentoring record with both peers and students.

The 1 AM selected had a record of funding and had both been a finalist for and won the GADE award. His research indicated an ability to build bridges with his community, and he had notable collaborations with leading LGBTQ scholars. He had a mentorship record with peers, students, and in advocacy.

Search Number	497989
Department	Geography
Title	Assistant Professor

MINIMUM QUALIFICATIONS

- Evidence of being awarded a Ph.D. (or equivalent foreign degree) in geography or a related discipline focused on Indigenous Geographies, Feminist Indigenous Studies, and Climate Justice received prior to the start date of the position.
- Research expertise in Indigenous perspectives on the environment.
- Experience collaborating with Indigenous communities.
- Ability to teach an undergraduate course related to Indigenous perspectives on the environment.
- Demonstrated ability to work independently and contribute to a collaborative team environment.
- The ability to contribute through research and teaching to the diversity and excellence of the Department of Geography and the WGSS Program.

PREFERRED QUALIFICATIONS

- Research experience in Indigenous Perspectives on Land Based Scholarship.
- Presentations at national or international scientific meetings.
- Beginning track record of publication.
- Teaching experience.
- Mentoring research experiences with undergraduate and/or graduate students.
- Demonstrated commitment to promoting diversity through academic teaching and research programs.
- Commitment to effective teaching.

Recruitment activities included:

- UConn Careers Website
- Listserv HERC
- Inside Higher Ed
- Diverse Job Boards

- AJO
- Department Listservs
- Social media accounts
- AAG

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
2-Assistant Professor												
497989												
Unqualified	1	1	2	0	0	2	3	0	0	0	1	10
Interview	0	1	0	0	0	2	2	0	0	0	2	7
Withdrawn	0	1	0	0	0	0	0	0	0	0	1	2
Hired	0	0	0	0	0	1	0	0	0	0	0	1
Grand Total	1	3	2	0	0	5	5	0	0	0	4	20

The Unqualified applicants did not meet the minimum qualifications for the job posting.

2 Withdrawn applicants: 1 WF, 1 UU

8 Interviewed applicants: 1 WF, 3 HF, 2 AM, 2 UU

- 1 WF did not have the level of experience teaching and mentoring needed for the position based on her responses to interview questions.
- 1 HF had research and work with film did not fall within the purview of the role.
- 1 HF failed to explore critical analysis, methods, or pedagogical approach to the degree required in this role during her interview. She did not effectively combine teaching and research into one singular agenda in her presentation.
- 1 AM, 1 UU did not have experience mentoring research experiences with undergraduate or graduate students.
- 1 AM did not have the requisite understanding of gender to succeed within the WGSS program. His work in linguistic anthropology and methods included factual errors and outdated notions of Indigenous place, culture, and nationalism.
- 1 UU did not have the necessary experience with Indigenous perspectives in geography and climate justice as their background was primarily in geography climate justice.

The 1 HF selected demonstrated her knowledge and engaged practice with the theories of methodologies of Geography, Women, Gender, and Sexuality Studies (WGSS), and Native American and Indigenous Studies (NAIS) through her application materials, job talk, and interview. She had a record of community engaged research and scholarships, valuable for the interaction with local Tribal communities in Connecticut required by this role. She had the ability to publish in three different domains and could immediately participate in an Indigenous mapping project based on her work that she had woven together in novel and distinct ways, which also lent itself to publishing in different modes such as articles or a monograph. The local Tribal Nations expressed interest in undertaking an Indigenous mapping project, which would ensure that her work would also have immediate relevance and value to the communities NAIS

are responsible to in Connecticut. In addition, her work in diversity, equity, and inclusion around Indigenous Geography would contribute to graduate recruitment efforts in Geography and WGSS research as evidenced in her presentation to faculty and graduate students.

Search Number	498070
Department	Allied Health Sciences
Title	Assistant Professor

MINIMUM QUALIFICATIONS

- A doctoral degree in a relevant discipline, including (but not limited to) social sciences, behavioral science, public health, health services, social work, public policy, or health sciences.
- A track record of scholarly activity as evidenced by publications in peer-reviewed journals and presentations at national and/or international conferences and/or workshops.
- Evidence of promise as an independent investigator through a proven track record, or excellent potential for, securing extramural research funding.
- Experience or evidence of promise in teaching at the undergraduate and graduate level in areas of expertise.
- Potential to supervise and mentor undergraduate and graduate student research.
- Potential for collaborations with multiple departmental faculty.
- Demonstrated excellent skills in oral and written communication and strong interpersonal skills.
- Demonstrated commitment to promoting diversity through teaching and research.

PREFERRED QUALIFICATIONS

- Postdoctoral training in a health-related field.
- Demonstrated successful partnerships and/or engagement with healthcare or community-based institutions or agencies.
- Record of conducting applied research on topics relevant to community health in an urban setting.
- Potential for collaborations with researchers in one or more disciplines external to their own.
- Demonstrated success in engaging with diverse communities, including first-generation college students and underrepresented populations.
- Experience in understanding and contributing to cultures of inclusive excellence, including working with those who have historically experienced barriers to achieving health and well-being.

Recruitment activities included:

- UConn Careers Website
- Listserv HERC
- Inside Higher Ed

- Diverse Job Boards
- Academic Jobs Online
- HigherEd Jobs
- Academic Diversity Search
- Southern Regional Educational Board (SREB)
- APLU
- Asians in Higher Ed
- Blacks in Higher Ed
- Hispanics in Higher Ed
- APHA
- SBM
- APA Monitor/Psyccareers
- Association for Psychological Science
- Asian American Psychological Association
- Association of Black Psychologists
- National Latina/o Psychological Association
- Society of Indian Psychologists
- AcademicKeys for Health Sciences
- Hispanic Association of Colleges & Universities
- American Indian Higher Education Consortium
- Diverse Issues in Higher Education
- Chronicle of Higher Ed
- NOPREN Listserv
- Healthy Eating Research Listserv
- Council on Black Health Listserv
- Salud America Listserv
- Society for Health Psychology Listserv

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
2-Assistant Professor												
498070												
Unqualified	6	5	1	1	0	0	3	5	0	0	2	23
Interview	0	2	1	0	0	2	2	3	0	0	0	10
Withdrawn	0	1	0	0	0	0	0	0	0	0	0	1
Hired	0	0	0	0	0	1	0	0	0	0	0	1
Grand Total	6	8	2	1	0	3	5	8	0	0	2	35

The Unqualified applicants did not meet the minimum qualifications for the job posting.

1 Withdrawn applicant: 1 WF

11 Interviewed applicants: 2 WF, 1 BM, 3 HF, 2 AM, 3 AF

- 1 WF had a research area in psychological sciences which did not align with department interests of Allied Health, Community Health, and Urban Health.
- 1 WF did not demonstrate the requisite publication research ability for this position, having published only three articles as a first author.
- 1 BM's research did not have the potential for external funding, indicating he would struggle to form both internal and external research collaborations needed to continue his research.
- 1 HF's research productivity had not advanced to the level needed for this position, which demonstrated an inability to lead an independent research program. She did not have experience teaching undergraduate students and had not worked with community organizations, both vital for this role.
- 1 HF had only published one article as the first author, signifying a lack of experience in publication research ability. Her academic specialization was not in Allied Health Sciences, and she did not have experience teaching at any level. She did not provide the requested reference letters.
- 1 AM did not address the ethnic diversity and specific needs of the students at the UConn Waterbury Campus as he did not provide a response to a question. The range of courses he wanted to teach was narrow, which would hinder the department's ability to meet student enrollment targets. His research interests were overly broad and did not indicate an ability to cooperate internally within the department.
- 1 AM had narrow research interests, which would narrow their ability to collaborate with others in the department. They did not meet the requisite publication requirements for this position, having published only 2 articles as first author.
- 1 AF did not have any experience working with healthcare or community-based institutions.
- 1 AF did not demonstrate the necessary communication skills during her interview based on her responses to interview questions and her presentation. She did not have the required experience working with disadvantaged communities or students or in successful engagement with other diverse groups, the preferred key qualifications of this position.
- 1 AF did not express an interest to teach a broad range of courses, essential to meeting student course enrollment targets. She was unable to detail specific funding mechanisms they would seek in their external research pursuits. Due to a narrow research focus, she did not have the ability to collaborate with other faculty in or outside the department.

The 1 HF selected demonstrated success in engaging with diverse communities and understanding and contributing to cultures which have historically had barriers to health and well-being, based on her application materials and responses to interview questions. She had experience in policy development and active promotion of health initiatives in diverse populations. Finally, she was an engaging presenter who communicated clearly with those who were less familiar with the topic area, which highlighted her teaching ability and her experience in engaging with diverse communities.

Search Number	497888
Department	Statistics
Title	Assistant Professor

MINIMUM QUALIFICATIONS

- A Ph.D. in statistics or a closely related quantitative discipline.
- Demonstrated research potential in statistics, with a focus on statistical machine learning and modern statistical computing.
- Ability to teach core statistics courses at both undergraduate and graduate levels.
- Ability to excel in research, teaching, and public engagement, with a commitment to promoting diversity and inclusion through research, teaching, and/or service.
- Strong interpersonal and communication skills.
- For candidates in the direction of statistical machine learning at the rank of Associate Professor, an established reputation in scholarly or professional achievements and a robust record of publication and funding.

PREFERRED QUALIFICATIONS

- Postdoctoral academic, government, or industrial experience in statistics or a closely related quantitative discipline.
- Experience and leadership potential in tackling challenging statistical problems in modern applications.
- Experience with state-of-the-art computational and visualization methods.
- A strong potential for securing external funding.
- Research/teaching interests in interdisciplinary data analytics and/or emerging areas of probability/statistics.
- For the statistical machine learning emphasis, demonstrated experience or interest in the themes of robustness, fairness, and ethics in machine learning, for example, in relation to health policy and health/social disparity research.
- For the modern statistical computing emphasis, demonstrated skills in advanced computational techniques and software, for example, in relation to bioinformatics, social networks, online statistical learning, scan statistics, distributed statistical learning, stochastic optimization, and/or quantum computing.

Recruitment activities included:

- UConn Careers Website
- ListServ Website
- Inside Higher Ed
- Diverse Job Boards
- American Statistical Association
- Institute of Mathematical Statistics
- Caucus for Women in Statistics
- Indeed

- Monster

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
2-Assistant Professor												
497888												
Unqualified	1	0	0	0	0	0	4	0	0	0	1	6
Qualified	13	2	2	0	3	0	41	12	1	1	11	86
Interview	1	0	0	0	1	0	10	5	0	0	1	18
Withdrawn	1	0	0	0	0	0	2	1	0	0	0	4
Hired	0	0	0	0	0	0	1	1	0	0	0	2
Grand Total	16	2	2	0	4	0	58	19	1	1	13	116

The Unqualified applicants did not meet the minimum qualifications for the job posting.

4 Withdrawn applicants: 1 WM, 2 AM, 1 AF

86 Qualified applicants: 13 WM, 2 WF, 2 BM, 3 HM, 41 AM, 12 AF, 1 TM, 1 TF, 11 UU

- 6 WM, 1 WF, 1 BM, 2 HM, 17 AM, 4 AF, 1 TF, 5 UU, applicants for the machine learning emphasis, did not demonstrate experience or interest in the themes of robustness, fairness, and ethnics in machine learning, or skills in advanced computational software in their application materials.
- 3 WM, 1 WF, 1 AM did not indicate research and teaching interests in interdisciplinary data analytics and/or emerging areas of probability/statistics in their application materials.
- 2 WM, 1 HM, 17 AM, 5 AF, 1 TM, 2 UU did not indicate postdoctoral academic, government, or industrial experience in statistics or a closely related quantitative discipline.
- 1 WM, 1 BM, 4 AM, 1 AF, 2 UU did not demonstrate the potential for securing external funding based on their research focus and funding portfolio.
- 1 WM, 2 AM, 1 AF, 1 UU did not indicate experience and leadership potential in tackling challenging statistical problems in modern applications.
- 1 AF, 1 UU did not possess experience with state-of-the-art computational and visualization methods.

20 Interviewed applicants: 1 WM, 1 HM, 11 AM, 6 AF, 1 UU

- 1 WM, 2 AM, 1 AF had a research direction that was too narrow and not aligned with modern statistical machine learning.
- 1 HM did not possess relevant experience on modern machine learning and computation techniques, his work was focused on statistical network analysis.
- 1 AM, 1 UU did not have experience on real world data problems, with the bulk of their research tackling theoretical concepts.

- 1 AM specialized in ML (Machine Learning) and did not have the statistical perspectives required for this role. His publishing record was confined to ML conferences rather than statistics journals.
- 1 AM did not have a strong publishing record, mainly publishing in conferences rather than top statistical journals.
- 1 AM indicated narrow research directions and did not demonstrate experience or interest in advanced machine learning and computational techniques in his interview.
- 1 AM did not exhibit a strong publishing record, mainly publishing in conferences rather than top statistical journals. He did not demonstrate the requisite one-on-one communication skills for this position, as indicated by his responses to interview questions.
- 1 AM's research direction was mainly theoretical and lacked experience in real data problems and analytics.
- 1 AM indicated research directions which were not aligned with modern statistical machine learning or computing, his research was focused on Bayesian modeling and classical multivariate statistics.
- 1 AM indicated research directions which were not aligned with the duties of this role, but rather biology, public health, and environmental sciences.
- 1 AF did not have post-doctoral experience, and her research lacked statistical perspectives. She did not demonstrate the requisite interpersonal and communication skills for this position, as indicated by her responses to interview questions.
- 1 AF did not have postdoctoral or work experience. Her research focus was not aligned with modern statistical machine learning.
- 1 AF did not have experience with modern machine learning and computation techniques.
- 1 AF's research was focused on optimization and theoretical methods in dynamical systems rather than statistical issues.

The 1 AM selected possessed a comprehensive body of relevant research on reinforcement learning, high-dimensional functional models, and computationally focused state-space models. He specified a plan to apply for NSF and NIH grants for public health, mental health, and neuroscience work. He was familiar with teaching both core and specialized courses and expressed interest in teaching valuable advanced courses like theoretical probability, non-parametric statistics, functional data analysis, and special topics on deep learning and reinforcement learning. He had a record of collaboration with individuals from diverse backgrounds and disciplines, and his research illustrated awareness of factors like ethnicity, gender, and education.

The 1 AF selected presented a research plan to work on robust and computationally efficient methods with complex data types and federate learning. She was familiar with R and C++ and was experienced with modern statistical machine learning and statistical computing. She had the ability both to teach the current courses required of the role and develop new courses in modern network science and federated learning. She had a history of involvement in projects on the physical and mental development of neglected children in China and indicated her desire to pursue similar lines of research for lower-class socioeconomic populations and underrepresented groups here at UConn.

Search Number	497992
Department	Mechanical Aerospace Mfg Engr
Title	Assistant Professor

MINIMUM QUALIFICATIONS

- Doctorate in mechanical engineering, industrial engineering, or materials science, or a closely related engineering discipline by the time of appointment. Equivalent foreign degrees are acceptable.
- Strong background and research interests closely related to the areas identified above.
- A record of or demonstrated potential in scholarship and in establishing a successful, externally funded research program.
- A proven record of commitment to excellence in teaching.
- Ability to teach mechanical engineering undergraduate and graduate courses.
- Commitment to enhance inclusion and broaden participation among members of under-represented groups as demonstrated through research, teaching, and/or public engagement, strengthen the richness of diversity in the learning experience, integrate multicultural experiences into instructional methods and research tools, and provide leadership in developing pedagogical techniques designed to meet the needs of diverse learning styles and intellectual interests.

PREFERRED QUALIFICATIONS

- Demonstrated outstanding scholarly contributions in research.
- Passion for engineering education.
- Experience in developing research grant applications to funding agencies.
- Experience in conducting research in a competitive interdisciplinary research environment.
- Ability to develop and teach undergraduate and graduate courses in design and manufacturing composites.

Recruitment activities included:

- UConn Careers Website
- ListServ Website
- Inside Higher Ed
- Diverse Job Boards
- Society of Hispanic Professional Engineers (SHPE)
- Society of Women Engineers (SWE)
- National Society of Black Engineers (NSBE)
- Academic Jobs Online
- ASME
- Academic Keys
- Society of Manufacturing Engineers (SME)
- Chronicle of Higher Education

- AIAA

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
2-Assistant Professor												
497992												
Unqualified	4	0	2	0	0	1	6	4	1	0	0	18
Qualified	3	0	0	0	3	0	15	0	1	0	0	22
Interview	0	0	0	0	0	0	6	2	0	0	1	9
Withdrawn	1	0	0	0	0	0	0	0	0	0	0	1
Hired	0	0	0	0	0	0	1	0	0	0	0	1
Grand Total	8	0	2	0	3	1	28	6	2	0	1	51

The Unqualified applicants did not meet the minimum qualifications for the job posting.

1 Withdrawn applicant: 1 WM

22 Qualified applicants: 3 WM, 3 HM, 15 AM, 1 TM

- 1 WM, 1 HM, 4 AM did not indicate outstanding scholarly contributions in research in their application materials.
- 1 WM, 7 AM, 1 TM did not have experience developing and teaching undergraduate and graduate courses in design and the manufacturing of composites.
- 1 WM did not have experience in conducting research in a competitive interdisciplinary research environment.
- 2 HM, 3 AM did not have experience in developing research grant applications to funding agencies.
- 1 AM did not have the necessary background in engineering education, as his research was focused on metal forming and metal matrix composites.

10 Interviewed applicants: 7 AM, 2 AF, 1 UU

- 1 AM possessed a research domain primarily in materials science, which was not aligned with this position's focus on mechanical engineering. He did not possess the requisite background in teaching, raising concerns about his ability to develop and teach undergraduate and graduate courses in the design and manufacturing of composites.
- 1 AM did not have the requisite scholarly contributions for this position as he did not possess a proven publication record based on his application materials and interview.
- 1 AM possessed a research domain primarily in theoretical and computational fields of study, which was not aligned with this position's focus on experimental and engineering work. He did not have the requisite experience teaching mechanical engineering related courses or research topics.
- 1 AM did not demonstrate the ability to teach in the required areas based on his job talk or interact with funding agencies to seek research grants.

- 1 AM did not provide a concrete plan on research and proposal submissions. His recent research record was not active, indicating he does not possess the requisite capability to establish a successful, externally funded research program within this role.
- 1 AM did not demonstrate the ability to develop and teach undergraduate and graduate courses in design and manufacturing composites based on feedback from his job talk.
- 1 AF did not demonstrate the potential for scholarship or the ability to establish a successful externally funded research program as her responses to the technical assessment were not detailed.
- 1 AF did not have experience with ME-related courses, raising concerns about her ability to teach mechanical engineering undergraduate and graduate courses, particularly in the design and manufacturing of composites.
- 1 UU's background and research experience was not related to the areas of composites, but heat transfer and radiation.

The 1 AM selected had a research agenda that aligned with the job description and its expectations. His research complemented the existing strengths of the college, the department, and the research of the faculty. His research in composite manufacturing fit with the strategic direction of the program. He demonstrated the requisite verbal communication skills and teaching background for this position during his job talk.

Search Number	496812
Department	Anthropology
Title	Assistant Professor

MINIMUM QUALIFICATIONS

- Doctoral degree (or equivalent foreign degree) completed in anthropology, communication, economics, geography, human development and family sciences, sociology, or another relevant discipline by position start date.
- Teaching experience or demonstrated capacity to teach courses with documentation of a commitment to teaching.
- A strong record of scholarly productivity in the area of Social Aspects of Ethnic and Racial Health Disparities.
- The ability to contribute through research, teaching, and/or public engagement to the diversity and excellence of the Department and College.
- Effective communication skills (both written and oral).

PREFERRED QUALIFICATIONS

- Demonstrated history of or potential for external research funding.
- Experience teaching courses relevant to health disparities.

- Demonstrated experience and commitment to teaching and/or mentoring a diverse student population.
- Ability to engage productively with faculty across disciplines.

Recruitment activities included:

- UConn Careers Website
- Listserv HERC
- Inside Higher Ed
- Diverse Job Boards
- Chronicle of Higher Ed
- Indeed.com

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
2-Assistant Professor												
496812												
Unqualified	12	27	6	3	1	3	22	46	1	4	86	211
Qualified	7	12	3	0	0	3	9	10	0	0	61	105
Interview	0	8	1	2	1	3	3	7	1	0	21	47
Withdrawn	0	0	1	1	1	0	0	1	0	0	7	11
Hired	0	0	0	0	0	0	0	1	0	0	0	1
Grand Total	19	47	11	6	3	9	34	65	2	4	175	375

The Unqualified applicants did not meet the minimum qualifications of the job posting.

105 Qualified applicants: 7 WM, 12 WF, 3 BM, 3 HF, 9 AM, 9 AF, 62 UU

- 7 WM, 8 WF, 1 BM, 2 HF, 1 AM, 1 AF did not have a history of or potential for external research funding.
- 2 WF, 1 BM, 1 HF, 7 AM, 3 UU did not have experience teaching courses relevant to health disparities.
- 2 WF, 1 BM, 1 AF, 54 UU did not have experience engaging productively with faculty across disciplines.
- 4 UU did not have the necessary level of research productivity in racial/ethnic health disparities needed for the position.

48 Interviewed applicants: 7 WF, 1 BM, 1 BF, 1 HM, 3 HF, 3 AM, 5 AF, 1 TM, 22 UU

- 2 WF, 1 AM, 3 AF did not demonstrate the ability to engage productively with faculty across disciplines in their job talks and presentations.
- 4 WF, 1 BM, 1 BF, 3 HF, 2 AF, 1 TM, 19 UU did not have the necessary scholarly and publication record in social aspects of ethnic/race health disparities.
- 1 WF, 1 BF, 1 HM, 2 AF were selected and reported in the *2024 Affirmative Action Plan Hiring Goals Analysis* section under the same search number.

- 1 AF, 1 UU did not demonstrate a history of or potential for external research funding.
- 1 AF, 1 UU did not have the necessary experience of teaching courses related to health disparities.

The 1 AF selected had an active research record to date and work in progress which indicated she was a productive scholar. She demonstrated the necessary level of scholarly productivity in Social Aspects of Ethnic and Racial Health Disparities with her publications having a specific focus on racism. Her research in substance use disorders and racial disparities in access to treatment was relevant to the assistant professor position, and she communicated how she would engage with faculty in other disciplines, demonstrating that she had potential for collaboration.

Search Number	496821
Department	Statistics
Title	Assistant Professor

MINIMUM QUALIFICATIONS

- A Ph.D. in statistics or a closely related quantitative discipline.
- Demonstrated research potential in statistics, with a focus on causal inference or environmental data science.
- Ability to teach core statistics courses at both undergraduate and graduate levels.
- Ability to excel in research, teaching, and public engagement, with a commitment to promoting diversity and inclusion through research, teaching, and/or service.
- Strong interpersonal and communication skills.

PREFERRED QUALIFICATIONS

- Postdoctoral academic, government, or industrial experience in statistics or a closely related quantitative discipline.
- Experience and leadership potential in tackling challenging statistical problems related to complex observational data.
- Experience with state-of-the-art computational and visualization methods.
- Strong potential for securing external funding.
- Research/teaching interests in interdisciplinary data analytics and/or emerging areas of probability/statistics.
- For the causal inference and causal statistical learning emphasis, theoretical background in probability and advanced statistical inference, as well as experience in applying causal inference methods to complex real-world data or developing novel causal inference methods.
- For the environmental data science emphasis, collaborative experience with environmental scientists and engineers, as well as strong theoretical background in stochastic processes and in modeling of dependent data.

Recruitment activities included:

- UConn Careers Website
- ListServ HERC
- Inside Higher Ed
- Diverse Job Boards
- American Statistical Association
- Institute of Mathematical Statistics
- Caucus for Women in Statistics
- Indeed
- Monster

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
2-Assistant Professor												
496821												
Unqualified	1	1	0	0	0	0	4	0	0	0	2	8
Qualified	8	3	1	0	3	1	18	7	0	0	5	46
Interview	2	0	0	0	1	0	6	3	0	0	1	13
Withdrawn	4	1	0	0	0	0	1	1	0	0	0	7
Hired	0	0	0	0	0	0	0	2	0	0	0	2
Grand Total	15	5	1	0	4	1	29	13	0	0	8	76

The Unqualified applicants did not meet the minimum qualifications for the job posting.

7 Withdrawn applicants: 4 WM, 1 WF, 1 AM, 1 AF

46 Qualified applicants: 8 WM, 3 WF, 1 BM, 3 HM, 1 HF, 18 AM, 7 AF, 5 UU

- 4 WM, 2 WF, 1 BM, 1 HM, 1 HF, 15 AM, 7 AF, 4 UU's research focus was not on interdisciplinary data analytics.
- 2 WM, 2 HM, 1 AM, 1 UU did not have experience in applying causal inference methods to complex real-world data or developing novel causal inference methods.
- 2 WM, 1 AM did not have the experience teaching interdisciplinary data analytics or emerging areas of probability/statistics.
- 1 WF, 1 AM did not have the necessary publication record within casual inference or environmental data science.

15 Interviewed applicants: 2 WM, 1 HM, 6 AM, 5 AF, 1 UU

- 1 WM had a research scope which was not broad enough for the focus of this position as his was based on causal inference and problems in data fusion.
- 1 WM did not have a developed record of methodological research based on his work on spatial-temporal modeling.

- 1 HM did not have the necessary experience with complex real-world observational data as his work was based on causal inference in econometrics with panel data.
- 2 AM, 1 AF had a research scope which was not aligned with the fields of causal interference and causal statistical learning based on their research history.
- 1 AM had a research scope which was not broad enough for the focus of this position, as his focus was on computational methods and regularization to avoid local solutions and localized statistical models.
- 1 AM did not have the necessary experience in environmental research for the environmental data science focus.
- 1 AM, 1 AF, 1 UU did not have large-scale computation experience.
- 1 AF did not possess a theoretical background in probability and advanced statistical inference, for the causal inference and statistical learning emphasis.

The 1 AF selected had experience in casual inference research with unmeasured confounding, blessing on multiple outcomes, and incorporating multiple causes as well as interdisciplinary experience with psychology and computer science. She had published in top statistics journals. She had the teaching experience and knowledge necessary to develop a course on causal inference and lead several classes currently offered by the department. She indicated plans to incorporate diversity into her teaching and research and mentor students from underrepresented groups. She demonstrated her direct experience utilizing causal inference methods to tackle complex real-world data in her job talk.

The 1 AF selected had experience in environmental statistics, space-time modeling with applications in climate change, finance, and actuarial science. She had a diverse publishing record, with one paper published in JASA, one in Spatial Statistics, and one book chapter, among others. She had the teaching experience and knowledge necessary to develop and lead courses in spatial statistics and environmental statistics. She identified plans to establish cross-disciplinary collaboration in climate change that would foster diversity and inclusion and promote women in STEM. She demonstrated knowledge of large-scale matrix inversion and two-level parallel computing in her responses to interview questions.

Search Number	496840
Department	Earth Sciences
Title	Assistant Professor

MINIMUM QUALIFICATIONS

- A Ph.D. or equivalent in geology, geophysics, engineering, or a related field by August 2023
- Demonstrated ability to initiate and lead an independent research program
- A record of peer-reviewed publications in scientific journals
- Evidence of or potential for excellence in teaching
- Commitment to diversity, equity, and inclusion in research, teaching, and/or public engagement

PREFERRED QUALIFICATIONS

- Research program that complements the Department's strengths
- Strong record of extramural funding
- Evidence of excellence in teaching and mentoring
- Evidence of engagement in promoting diversity, equity, and inclusion in research, teaching, and/or public outreach

Recruitment activities included:

- UConn Careers Website
- ListServ HERC
- Diverse Job Boards
- Inside Higher Ed
- American Geophysical Union
- Geological Society of America
- National Society of Black Geoscientists
- SACNAS
- Chronicle of Higher Ed
- Earthworks
- Twitter
- Earth Science Womens Network

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
2-Assistant Professor												
496840												
Unqualified	5	3	1	0	0	0	6	0	1	0	1	17
Qualified	4	2	0	0	1	0	8	1	1	0	0	17
Interview	2	3	0	0	0	0	2	0	0	0	1	8
Withdrawn	0	0	0	0	0	0	1	0	0	0	0	1
Hired	0	0	0	0	0	0	0	1	0	0	0	1
Grand Total	11	8	1	0	1	0	17	2	2	0	2	44

The Unqualified applicants did not meet the minimum qualifications for the job posting.

1 Withdrawn applicant: 1 AM

17 Qualified applicants: 4 WM, 2 WF, 1 HM, 8 AM, 1 AF, 1 TM

- 2 WM, 2 AM, 1 AF, 1 TM did not have a history of research funding and did not have experience teaching necessary for an assistant professor in earth science.

- 2 WM, 1 AM did not indicate a background of engagement in promoting diversity, equity, and inclusion in research, teaching, or public outreach in their application materials.
- 1 WF, 1 AM did not have a record of or provide evidence of first author publications or extramural funding.
- 1 WF's research was focused on metals/redox cycling in groundwater systems, and she did not indicate experience in teaching and mentoring in the application materials.
- 1 HM, 1 AM's research expertise did not focus on hydrogeology or subsurface hydrology; their research was on the cryosphere including permafrost and coastal systems.
- 1 AM's research did not focus on hydrogeology or subsurface hydrology; his research was on geospatial analysis and remote sensing work.
- 1 AM's research did not focus on hydrogeology or subsurface hydrology; his research was on global water systems and geospatial analysis.
- 1 AM did not have experience teaching based on his application materials.

9 Interviewed applicants: 2 WM, 3 WF, 2 AM, 1 AF, 1 UU

- 1 WM was not prepared for the interview and was unable to provide full responses to interview questions, making it difficult to evaluate how he met qualifications.
- 1 WM, 2 AM were unable to provide a vision for teaching or a future research program during their job talk.
- 1 WF's proposed research funding, project development, and teaching were not at the level for an assistant professor. She did not provide an expansive vision for a future research program in her job talk.
- 1 WF, 1 UU did not have the necessary teaching experience and did not provide an expansive vision for a future research program in their job talk.
- 1 WF presented existing and proposed research which did not meet the standards of rigor for an assistant professor.

The 1 AF selected had experience in research and teaching which indicated she could lead an interdisciplinary, productive, and well-funded research program. Her work had clear applications within UConn's College of Agriculture, Health, and Natural Resources (CAHNR), Engineering (ENGR), and College of Liberal Arts and Sciences (CLAS) schools, as well as the US Geographical Survey at the Depot Campus. She had a diverse array of funding sources, including federal, state, and local agencies. She demonstrated awareness of diversity, equity, and inclusion in higher education and provided a plan for DEI engagement in the Earth, Data, and Environmental Sciences fields. She was the lead author on a textbook relating to Data Science and Geoscience and had taught classes based on the textbook, indicating the ability to teach an array of classes at a university level. She discussed her experience in cutting-edge, innovative scientific approaches and novel research on the topic of water quality and water availability in her job talk.

Search Number	497882
Department	English
Title	Assistant Professor

MINIMUM QUALIFICATIONS

- Completion of all requirements for the Ph.D. (or international equivalent) in English, Comparative Literature, American Indian Studies, American Studies, Ethnic Studies, or a related field by the start date of employment.
- A strong record of, or demonstrated potential for, research excellence in the field of Native North American Literary and Cultural Studies.
- Demonstrated ability to teach at the college or university level.
- Evidence of a deep commitment to supporting diversity, inclusion, and equity in a higher education setting.

PREFERRED QUALIFICATIONS

- A record of, or demonstrated potential for, expertise in Native American literature and culture of the Northeast or Eastern Seaboard.
- Experience teaching in Native American and Indigenous Literary and Cultural Studies.
- Evidence of engagement with Native American and Indigenous pedagogies.
- An interest in engaging with local and/or national community organizations and Indigenous Nations in relevant areas of expertise.

Recruitment activities included:

- UConn Careers Website
- ListServ HERC
- Diverse Job Boards
- Inside Higher Ed
- AJO
- MLA
- Chronicle of Higher Education
- American Quarterly

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
2-Assistant Professor												
497882												
Unqualified	0	2	0	0	0	0	0	0	0	1	1	4
Qualified	4	1	0	0	0	0	0	0	0	0	1	6
Interview	1	3	0	0	0	1	0	0	0	0	2	7
Withdrawn	0	0	0	0	0	0	0	0	0	0	1	1
Hired	0	0	0	0	0	0	0	1	0	0	0	1
Grand Total	5	6	0	0	0	1	0	1	0	1	5	19

The Unqualified applicants did not meet the minimum qualifications for the job posting.

1 Withdrawn applicant: 1 UU

6 Qualified applicants: 4 WM, 1 WF, 1 UU

- 3 WM, 1 WF, 1 UU did not indicate a record of, or potential for, expertise in Native American literature and culture of the Northeast or Eastern Seaboard in application materials.
- 1 WM did not indicate engagement with Native American or Indigenous pedagogies.

8 Interviewed applicants: 1 WM, 3 WF, 1 HF, 1 AF, 2 UU

- 1 WM, 1 HF, 1 UU did not demonstrate the potential for research excellence based on their work history, presentation, and responses to interview questions.
- 2 WF were primarily focused on their own research agenda and were not interested in the university teaching or community-building aspects of the position.
- 1 WF did not have experience with community engagement and provided a research project which did not connect to current developments in the field of Native American and Indigenous Studies.
- 1 UU did not demonstrate potential for research excellence, or a commitment to diversity, equity, and inclusion in a higher education setting during the interview process, in their presentation or in their background.

The 1 AF selected had experience in community engagement and Native American and Indigenous Studies scholarship. She delivered a research presentation that demonstrated her knowledge and ability to teach broad-based surveys in Native American Literature and Culture in addition to the focus of her book and background.

Search Number	497940
Department	Agricultural and Resource Econ
Title	Asst Professor

MINIMUM QUALIFICATIONS

- Ph.D. in agricultural and resource economics, economics, or a related field. The successful candidate must have completed all degree requirements by the appointment date.
- Excellent training or experience in microeconomic theory and quantitative methods.
- Record or potential for excellence in research in one of the areas of specialization listed above.
- Excellent oral and written communication skills.

PREFERRED QUALIFICATIONS

- Strong publication record in high-quality referred journals in one of the areas of specialization listed above.
- Demonstration of teaching excellence.
- Demonstrated or potential ability to secure extramural grants.
- Participation in interdisciplinary research projects and engagement with stakeholders and policymakers.

Recruitment activities included:

- UConn Careers Website
- ListServ HERC
- Diverse Job Boards
- Inside Higher Ed
- Agricultural and Applied Economics Association Website
- AAEA Leadership Committee on Women in Agricultural Economics
- AAEA Committee on the Opportunities and Status of Blacks in Agricultural Economics
- Job Openings for Economics
- UConn Human Resources
- HigherEdJobs.com
- EconJobMarket.com
- ListServ: all department heads in Agricultural and Resource Economics
- Hispanic and American Indian serving institutions in agriculture

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
2-Assistant Professor												
497940												
Unqualified	13	6	4	1	11	4	30	17	0	0	25	111
Qualified	4	2	1	0	4	0	6	8	0	0	7	32
Interview	1	0	0	0	1	1	2	5	0	0	3	13
Withdrawn	0	0	0	0	0	0	1	0	0	0	0	1
Hired	0	0	0	0	0	0	0	1	0	0	0	1
Grand Total	18	8	5	1	16	5	39	31	0	0	35	158

The Unqualified applicants did not meet the minimum qualifications for the job posting.

1 Withdrawn applicant: 1 AM

32 Qualified applicants: 4 WM, 2 WF, 1 BM, 4 HM, 6 AM, 8 AF, 7 UU

- 4 WM, 1 WF, 1 BM, 4 HM, 6 AM, 8 AF, 7 UU did not indicate a publication record in high-quality referred journals in one of the areas of specialization on their application materials.

- 1 WF did not have experience participating in interdisciplinary research projects and engagement with stakeholders and policymakers based on their application materials.

14 Interviewed applicants: 1 WM, 1 HM, 1 HF, 2 AM, 6 AF, 3 UU

- 1 WM, 1 AM did not have experience in teaching or a publication record for the level of associate professor.
- 1 HM accepted another position before the end of the search without withdrawing.
- 1 HF did not have experience teaching, particularly in the areas of the position specialization, as her research was focused on utilities in Brazil. She did not have a history to secure extramural grants.
- 1 AM had research interests which were unrelated to food and agriculture, as his research was in empirical industrial organization. He did not have the necessary level of experience for teaching undergraduate courses in agribusiness or food and did not have the potential for securing extramural funding based on his research focus.
- 1 AF did not have experience in teaching agribusiness classes. She did not have a previous record of attaining extramural funding or provide evidence of previous engagement with stakeholders and interdisciplinary research teams.
- 1 AF did not have experience in teaching. Her research focus did not have the potential for extramural funding or participation in multidisciplinary research.
- 1 AF did not have experience teaching and outside of her master's thesis, she did not have publications in the areas of the position specification.
- 1 AF's level of research did not have potential for publication in high-quality journals. Her research did not indicate potential to attract extramural funding or have the engagement of stakeholders.
- 1 AF did not display potential for teaching in food or agribusiness during the interview process and her job talk which was not on topic.
- 1 UU did not have a record or potential for publication in high-quality refereed journals in the areas of specialization based on their current publication history. They did not have experience in engagement with interdisciplinary projects and stakeholders.
- 1 UU did not have a record in high-quality journals in the specialized areas.
- 1 UU's research did not have a linkage to the areas of specialization. They did not have an interest or potential to teach agribusiness courses. They were not able to speak about their experience in engagement of stakeholders and interdisciplinary research.

The 1 AF selected had comprehensive training in agricultural economics, agribusiness, and agricultural labor. She demonstrated excellent research potential through publications in high-quality refereed journals and the ability to pursue broad collaboration across the department. During her presentation, she displayed the communication skills required for teaching and mentoring students in a higher education setting. She had high potential for securing extramural funding, based on her history of funding, and had participated in extramural projects and publications which engaged stakeholders and policymakers.

Search Number	498121
Department	Nursing Instruct and Research
Title	Asst Professor

MINIMUM QUALIFICATIONS

- Earned doctorate in nursing or doctorate in a related field with a Master's degree in nursing.
- Demonstrated active program of scholarship and research through research publications and funding, evidence of and potential for extramural funding.
- Experience teaching in an institution of higher education with documented positive student evaluations.
- Demonstrated ability to work collaboratively and interact productively with faculty, staff, and students.
- Strong organizational, communication, and interpersonal skills.
- Demonstrated writing and research ability.
- Demonstrated ability to contribute through scholarship, teaching, and/or public engagement to the diversity and excellence of the learning experience.
- Applicants at higher ranks will possess an excellent record of research, teaching performance, and involvement in undergraduate, graduate, and doctoral education, commensurate with the rank they are seeking.
- Eligibility for RN licensure in Connecticut is required (valid by date of hire).

PREFERRED QUALIFICATIONS

- Record of research publications and research grants in the following areas: health equity across the lifespan; social determinants of health; parent-child health; support for people with acute and chronic conditions, including symptoms and self-management; and biobehavioral studies of sleep and pain.
- Ph.D. in nursing.
- Completion of a post-doctoral fellowship.
- For candidates who are advanced practice nurses, eligibility for APRN licensure in Connecticut is preferred (valid by date of hire).
- Demonstrated teaching excellence in areas of expertise.
- Applicants at the ranks of Associate and Full Professor will have a strong record of contribution through federally-funded research, publications in high-impact journals, teaching, and public engagement to the diversity and excellence of the learning experience, and evidence of service to the university, the field, or the profession through leadership in professional organizations, editorial activities, and successful involvement in undergraduate and/or graduate curriculum development.

Recruitment activities included:

- UConn Careers Website
- ListServ HERC
- Diverse Job Boards

- Inside Higher Ed
- School of Nursing social media
- School of Nursing Facebook
- Minority Nurse
- Outreach through e-mail
- Outreach through conferences

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
2-Assistant Professor												
498121												
Unqualified	2	10	0	2	0	0	0	2	0	0	2	18
Interviewed	0	3	0	0	0	0	0	0	0	0	0	3
Hired	0	0	0	0	0	0	0	1	0	0	0	1
Grand Total	2	13	0	2	0	0	0	3	0	0	2	22

The Unqualified applicants did not meet the minimum qualifications for the job posting.

3 Interview applicants: 3 WF

- 3 WF have yet to be interviewed as this was an ongoing search with several open positions.

1 Interviewed applicant: 1 AF

The 1 AF selected possessed an educational background at well-ranked schools, a record of publications in high impact journals, and a competitive national training grant from the AHA. She had a record of participation on competitive projects. Her research was in a highly fundable area and would assist the School of Nursing's current research endeavors in the domain of healthy equity. She had teaching experience as both a TA, guest lecturer, and international instructor, giving a global perspective to her work.

Search Number	497893
Department	Sociology
Title	Assistant Professor

MINIMUM QUALIFICATIONS

- Doctoral degree (or equivalent foreign degree) completed in sociology by the time of appointment.
- Teaching experience or demonstrated capacity to teach courses with documentation of a commitment to teaching.
- A strong record of scholarly productivity in the areas of specialization

- The ability to contribute through research, teaching, and/or public engagement to the diversity and excellence of the Department.
- Effective communication skills (both written and verbal).

PREFERRED QUALIFICATIONS

- Demonstrated history of or potential for external research funding.
- Experience teaching courses relevant to areas of specialization.
- Demonstrated experience and commitment to teaching and/or mentoring a diverse student population.
- Ability to engage productively with faculty across disciplines.

Recruitment activities included:

- UConn Careers Website
- ListServ HERC
- Diverse Job Boards
- Inside Higher Ed
- Sociologist for Women in Society
- Association of Black Sociologists
- American Sociological Association

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
2-Assistant Professor												
497893												
Unqualified	24	13	1	0	1	1	16	17	0	1	7	81
Qualified	8	3	0	0	0	0	3	0	0	0	0	14
Interview	1	1	0	0	5	0	1	2	0	1	1	12
Withdrawn	0	0	0	0	0	0	1	0	0	0	0	1
Hired	0	0	0	0	0	0	0	0	1	0	0	1
Grand Total	33	17	1	0	6	1	21	19	1	2	8	109

The Unqualified applicants did not meet the minimum qualifications for the job posting.

1 Withdrawn applicant: 1 AM

14 Qualified applicants: 8 WM, 3 WF, 3 AM

- 5 WM, 1 WF, 1 AM did not demonstrate a history of or the potential for external research funding in their application materials.
- 2 WM, 2 WF, 2 AM did not have the experience teaching courses relevant to the areas of specialization for this position.
- 1 WM did not have experience teaching and/or mentoring a diverse student population.

13 Interviewed applicants: 1 WM, 1 WF, 5 HM, 1 AM, 2 AF, 1 TM, 1 TF, 1 UU

- 1 WM, 2 HM, 1 AM's research was too broad to be able to obtain external research funding.
- 1 WF did not have experience using advanced statistical techniques related to sociology. She did not have a history of external research funding.
- 1 HM, 1 TF, 1 UU did not have experience in teaching undergraduates based on their responses to interview questions and their job talk.
- 1 HM did not provide information about how DEI shaped his current practice. His research did not include theoretical components that were necessary for funding. He did not demonstrate the potential to teach courses which did not overlap with those already offered at UConn Stamford.
- 1 HM did not have experience in teaching quantitative research methods regularly.
- 1 AF did not have experience teaching quantitative methods, which was required in the sociology field.
- 1 AF did not provide a presentation which included the necessary theoretical research components. She did not demonstrate the potential to teach courses which do not overlap with those already offered at UConn Stamford.

The 1 TM selected possessed the necessary theoretical and methodological research background. His research included both quantitative and qualitative methods and had relevance to public policy. He demonstrated the capability to teach both required quantitative methods courses in statistics and complementary courses that would expand the breadth of the department. He expressed interest in offering research and course-based opportunities in conjunction with partner organizations in the city of Stamford. He explained his experience incorporating DEI principles in his work and had a clear understanding of student challenges.

Search Number	497861
Department	Political Science
Title	Assistant Professor

MINIMUM QUALIFICATIONS

- Ph.D. in political science or a related field, or international equivalent, by the time of appointment.
- Expertise in American Politics as well as state and local politics.
- Evidence of potential for excellence in teaching.
- Evidence of potential for successful research and scholarship.
- A deep commitment to promoting diversity through their academic and research programs.

PREFERRED QUALIFICATIONS

- Outstanding potential for or record of research and scholarship excellence.

- Substantive specialization in political institutions, public opinion, voting behavior, and/or race and ethnic politics.
- A record of, or strong potential for, obtaining external research support.
- Evidence of contributions to the diversity and excellence of student learning experience through research, teaching, and/or public engagement.

Recruitment activities included:

- UConn Careers Website
- Listserv HERC
- Inside Higher Ed
- Diverse Job Boards

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
2-Assistant Professor												
497861												
Unqualified	11	9	2	0	2	0	6	6	1	0	3	40
Qualified	17	2	1	1	3	2	2	1	0	0	1	30
Interview	5	0	0	0	1	1	0	0	0	0	2	9
Withdrawn	0	1	0	0	0	0	0	0	0	0	0	1
Hired	0	0	0	0	0	0	0	0	0	0	1	1
Grand Total	33	12	3	1	6	3	8	7	1	0	7	81

The Unqualified applicants did not meet the minimum qualifications for the job posting.

1 Withdrawn applicant: 1 WF

30 Qualified applicants: 17 WM, 2 WF, 1 BM, 1 BF, 3 HM, 2 HF, 2 AM, 1 AF, 1 UU

- 12 WM, 1 BM, 1 BF, 1 AM, 1 UU did not possess a record of obtaining external research funding.
- 5 WM, 1 WF, 2 HF, 2 AM, 1 AF did not indicate a substantive specialization in political institutions, public opinion, voting behavior, and/or race and ethnic politics.
- 1 WM did not possess the requisite teaching experience for an assistant professor position.
- 1 WF, 1 HF did not possess the requisite publication record for the position as an assistant professor.

10 Interviewed applicants: 5 WM, 1 HM, 1 HF, 3 UU

- 1 WM had only two co-authored publications despite earning his PhD in 2018. He did not demonstrate evidence of potential for research productivity.
- 1 WM's research was not focused on state and local politics. He did not have solo publications.

- 1 WM did not have an independent publication record or experience as an instructor of record.
- 1 WM did not have independent teaching experience and had only one co-authored publication.
- 1 WM had not taught a course on state and local politics and had only two co-authored publications.
- 1 HM did not provide evidence of teaching effectiveness or the ability to communicate with non-technical audiences in his job talk and interview.
- 1 HF did not have teaching experience, and her research did not focus on state and local politics.
- 1 UU had produced only co-authored publications since receiving their PhD. They did not have experience teaching a class on state and local politics and job talked showed that they did not have the preparation to teach such a course.
- 1 UU did not have the potential for scholarly productivity based on their publication record despite earning their PhD in 2017.

The 1 UU selected had an impressive research record despite only earning their PhD this year. They had published four publications in high quality outlets, three of which were solo authored. Their work dealt directly with state and local politics. They had methodological training and the ability to teach and communicate effectively based on feedback from their job talk. They demonstrated an understanding of diversity and equity and provided specific examples of how they had addressed both values in their work.

Search Number	498066
Department	Art and Art History
Title	Assistant Professor

MINIMUM QUALIFICATIONS

- MFA degree in Graphic Design, Visual Communication, or closely and demonstrably related study.
- Expertise in graphic design and typography as defined broadly to include applied and conceptual issues and practices, with experience in both traditional and digital media.
- Two years of teaching experience beyond Teaching Assistantship at the college level and three years of professional experience in graphic design either as a freelance practitioner or in a design studio.
- Evidence of exceptional and creatively interpretative and conceptually astute work.
- Evidence of student outcomes in courses taught.
- Ability to teach both introductory and advanced level courses that encompass conceptual and applied issues.
- Project and client management skills.
- Proficiency in current web design technologies and interactive practices.
- Fluency with digital tools (Adobe Photoshop, Illustrator, InDesign, etc.).

PREFERRED QUALIFICATIONS

- Visionary skills to foster and expand the Design Center Studio.
- Knowledge of contemporary and historical issues and theory in graphic design.
- Innovative visual thinking in both analog and digital processes.
- Experience working within a strong art department situated within an equally strong liberal arts institution, and a reflection of this in teaching pedagogies.
- A range of experiences working in different design environments, including but not limited to studio, freelance, and in-house; successful record of managing and overseeing junior designers.
- Experience with student advising, departmental service, and evidence of continuing creative activity and professional development in the field, in addition to a record of effective teaching.

Recruitment activities included:

- UConn Careers Website
- ListServ HERC
- Diverse Job Boards
- Inside Higher Ed

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
2-Assistant Professor												
498066												
Unqualified	9	8	0	1	0	1	2	7	1	0	3	32
Qualified	5	1	1	1	1	0	1	0	0	0	1	11
Interview	2	1	0	0	0	1	2	0	0	0	3	9
Hired	0	0	0	0	0	0	0	0	0	0	1	1
Grand Total	16	10	1	2	1	2	5	7	1	0	8	53

The Unqualified applicants did not meet the minimum qualifications for the job posting.

11 Qualified applicants: 5 WM, 1 WF, 1 BM, 1 BF, 1 HM, 1 AM, 1 UU

- 5 WM, 1 WF, 1 BM, 1 BF, 1 HM, 1 UU did not indicate experience that were related to or would provide the skills to foster and expand the Design Center Studio.
- 1 AM did not possess experience with student advising, departmental service, and professional development within the field.

10 Interviewed applicants: 2 WM, 1 WF, 1 HF, 2 AM, 4 UU

- 1 WM had a narrow research agenda and did not possess unique strengths that were not covered by existing programs. He did not provide a vision for the future of the Design Center and did not address diversity, equity, and inclusion in his job talk.

- 1 WM did not have academic experience and was unable to articulate a strategy for the Design Center or a vision of design as artistic inquiry in his responses and job talk.
- 1 WF was unable to articulate a coherent research agenda. Her skills were tailored toward administrative roles rather than teaching and research, which were central responsibilities associated with this position. She did not possess an interest in or understanding of the Design Center and strategies to advance it as demonstrated by her responses and job talk.
- 1 HF did not provide a vision of the Design Center. She did not have an assistant professor level of experience in design and a pedagogical vision.
- 1 AM was unable to articulate a research agenda. His skills were tailored toward professional design rather than teaching and research, which were central responsibilities associated with this position.
- 1 AM was unable to explain how his academic experience complemented the existing curriculum. He was unable to articulate his research interests and agendas clearly, and did not provide a plan for achieving them at the University.
- 1 UU did not possess unique strengths that were not covered by existing programs. They did not indicate a diverse skill set and was unable to provide a vision for the Design Center.
- 1 UU was unable to articulate a research agenda or demonstrate an understanding of the program. They did not provide perspectives or ideas for advancing the Design Center and achieving its academic objectives.
- 1 UU did not present a defined research agenda based on conceptual ideas and inquiry. They did not have experience with design within a rural setting and did not demonstrate a strategy for how they would approach programming and research at the Design Center.

The 1 UU selected had experience leading inclusive design communities at the University of Arkansas. They had experience managing large creative projects with limited resources. They demonstrated potential to enhance the Design Center's initiatives and proposed various ideas for its development. They expressed a commitment to diversity, equity, and inclusion, and had received commendations in that area from colleagues and both graduate and undergraduate students at their previous institutions. They discussed their interest in and the importance of typography and were involved with the Letterform Archive.

Category 2: Faculty – Extension & Instructor

Goals Set	WM	WF	BM	BF	HM	HF	AM	AF
2-Extension & Instructor	4	0	2	2	2	0	1	1

Job Category	Goal	RG	Search #	Title	No. Hired
2-Extension & Instructor	Y	WM	497672	Assoc Coop Ext Edu	1
	Y	AF	498275	Asst Coop Ext Edu	1
	N	WF	496069	Assoc Coop Ext Edu	1
	N	WF	497343	Asst Coop Ext Edu	1
	N	WF	498307	Asst Coop Ext Edu	1
	N	WF	PT-FT	Extension Instructor	1
	N	HF	497722	Asst Extension Professor	1

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
2-Extension & Instructor												
497672												
Unqualified	3	1	0	1	0	1	3	0	0	0	2	11
Qualified	1	1	0	0	0	0	1	3	1	0	1	8
Interview	2	3	0	0	0	1	2	1	0	0	0	9
Withdrawn	0	0	0	0	0	1	0	1	0	0	1	3
Hired	1	0	0	0	0	0	0	0	0	0	0	1
Grand Total	7	5	0	1	0	3	6	5	1	0	4	32

This hire met a hiring goal.

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
2-Extension & Instructor												
498275												
Unqualified	0	0	0	0	0	0	1	0	0	0	0	1
Hired	0	0	0	0	0	0	0	1	0	0	0	1
Grand Total	0	0	0	0	0	0	1	1	0	0	0	2

This hire met a hiring goal.

Part-time to Full-time

The 1 WF moved from Part-time to Full-time.

Search Number	496069
Department	Department of Extension
Title	Assistant Cooperative Extension Educator

MINIMUM QUALIFICATIONS

- An earned Master's degree and two years of experience in plant science, soil science, or a closely related discipline for hire at the Assistant Extension Educator level.
- Experience with soil nutrient management, soil test interpretations and recommendations, assisting with conservation planning and regulatory compliance.
- Knowledge of climate-smart practices for developing adaptation and mitigation strategies.
- A record of seeking grants and creating appropriate scholarship related to the applicant's field of expertise.
- Excellent written communication and interpersonal skills
- Must be willing to work occasional evenings and weekend hours
- Must have reliable transportation and a valid driver's license.

PREFERRED QUALIFICATIONS

- Earned M.S. with 5 or more years of experience in the field of plant science, soil science, or a closely related discipline for consideration at the Associate Extension Educator level.
- Familiarity and knowledge of diverse operations, including livestock, fruit, vegetables, ornamentals, turf, and trees.
- Demonstrated experience in nutrient recovery/recycling in soils-based systems as well composting, bioremediation, and working with other soil mediums.
- Experience addressing soil quality and soil health challenges in built environments (cities, brownfields), including approaches to soil regeneration, restoration, remediation, and composting.
- Familiarity and knowledge with soil-based and soil-less systems in greenhouses and high tunnels as well as in the field.
- A record of commitment to promoting diversity, equity, and inclusion through academic, extension, and/or research activities.
- Experience in conducting outreach activities including effective oral and presentation skills.
- Bilingual in Spanish

Recruitment activities included:

- UConn Careers Website
- Listserv HERC
- Inside Higher Ed
- Diverse Job Boards
- 1890s
- OVPR

- JOE
- FACEBOOK
- INSTAGRAM
- EXTENSION LISTSERV
- Tri-Societies (ASA-CSSA-SSSA) Career Center
- Soil and Water Conservation Society
- Women in Higher Education
- 1890 Listserv- Historically Black land-grant institutions
- MANNRRS Minorities in Agriculture, Natural Resources and Related Sciences
- SACNAS, Advancing Chicanos/Hispanics & Native Americans in Science

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
2-Extension & Instructor												
496069												
Unqualified	4	2	1	0	0	0	2	1	0	0	1	11
Qualified	0	0	0	0	0	0	2	0	0	0	0	2
Interview	2	0	1	0	0	0	3	2	0	0	0	8
Withdrawn	0	1	0	0	1	0	1	1	0	0	0	4
Hired	0	1	0	0	0	0	0	0	0	0	0	1
Grand Total	6	4	2	0	1	0	8	4	0	0	1	26

The Unqualified applicants did not meet the minimum qualifications of the job posting.

4 Withdrawn applicants: 1 WF, 1 HM, 1 AM, 1 AF

2 Qualified applicants: 2 AM

- 2 AM did not have experience in nutrient recovery/recycling in soil-based systems including composting, bioremediation, and working with other soil mediums. They also did not have experience addressing soil quality and soil health challenges in built environments (cities, brownfields), including approaches to soil regeneration, restoration, remediation, and composting.

9 Interviewed applicants: 2 WM, 1 WF, 1 BM, 3 AM, 2 AF

- 1 WM had a background teaching at a high school level in a vocational agricultural program. He did not have training in soil fertility, soil tests, nutrient management plans or climate smart agriculture.
- 1 WM was unable to communicate his knowledge regarding important soil health issues and necessary tools to assess/research soil health in his responses to interview questions. He also did not have experience in diverse operations, specifically in livestock operations.

- 1 BM had experience working with small holder subsistence farmers, but he was not familiar with soil nutrient management, soil test interpretations and recommendations, assisting with conservation planning and regulatory compliance.
- 1 AM did not have knowledge of soil fertility, nutrient cycling, soil microbiome and their interactions with physical and chemical soil properties. His background was primarily in hydroponic production systems.
- 1 AM did not have a record of obtaining grants and did not have the experience necessary in soil management.
- 1 AM had experience with small farms but did not have a record of utilizing smart climate agriculture; his grantsmanship was a single extension grant in 2015.
- 1 AF did not have experience working with producers as she had recently graduated. She was unable to communicate her knowledge of general soil management on diverse farms in her responses to interview questions.
- 1 AF was more research oriented in background rather than teaching and she also did not have a relevant record of grantsmanship, with 9 proposals written in one year, all to commodity boards.

The 1 WF selected gave a seminar presentation where the visuals and flow were easy to follow, organized, and well balanced, demonstrating her ability to conduct outreach programs. Throughout her presentation she spoke about her work with growers, deferring to their need to shape and build extension programming. She demonstrated her set of skills regarding agriculture production that included soil health. When asked about her willingness to teach basic soil fertility to new and beginning farmers she responded that she would have no problem. She considered such basic training to be needed and required and an appropriate use of her time if hired into this soil health position. She had also worked with livestock and grain farmers in developing secondary crops for grain farmers in the UK by reintroducing some historical crops like spelt, displaying her ability to work with diverse farms. This fit well with Connecticut's craft breweries and artisanal bakeries looking to source local grains for different flavor profiles in their products. She discussed her investigation of CAHNR's strategic vision and how her work would translate to this position.

Search Number	497343
Department	Department of Extension
Title	Assistant Cooperative Extension Educator

MINIMUM QUALIFICATIONS

- Earned Master's and Bachelor's degrees in nonformal or formal education, including agricultural and extension education; food, agricultural, environmental, or health-related sciences; youth development; or associated fields.
- For consideration at the Associate position level, candidates must also have at least five years of experience as an Assistant Extension Educator or the academic equivalent and provide evidence of appropriate outreach and applied research.

- Academic coursework, professional development, or prior employment related to educational program coordination and facilitation, including planning and organization, delivery, and evaluation.
- Knowledge of teaching methods and processes appropriate for youth and adult audiences.
- Demonstrated ability to work cohesively with diverse audiences including youth, adults, and volunteers.
- Developing partnerships with other professionals and organizations to accomplish team goals.
- Proven communication skills, including writing and presentation skills.
- Computer literacy, including working knowledge of Microsoft Office Suite.
- Must be willing and able to work occasional evening and weekend hours.
- Must have reliable transportation and a valid driver's license.
- Physical requirements: Must possess adequate physical strength, stamina, agility, and fitness to perform the required duties.

PREFERRED QUALIFICATIONS

- At least three years of experience working with K-12 youth in the areas of education, food, agriculture, environment, or health.
- At least three years of experience in managing or working with volunteers.
- Experience with integrated extension programs and the land-grant university system.
- Demonstrated experience evaluating STEM programming and disseminating related scholarship through appropriate outlets, such as conferences and journals.
- Demonstrated experience with enhancing diversity and inclusion in educational program development and implementation.
- Experience publishing peer-reviewed scholarship, extension reports, or articles in electronic media that communicate program impacts and results.
- Experience in grantsmanship, particularly obtaining progressively larger grants and/or leading medium to large multi-disciplinary, multi-functional grant-funded projects.

Recruitment activities included:

- UConn Careers Website
- Listserv HERC
- Inside Higher Ed
- Diverse Job Boards
- 1890s
- OVPR
- JOE
- FACEBOOK
- INSTAGRAM
- EXTENSION LISTSERV
- Tri-Societies (ASA-CSSA-SSSA) Career Center
- Soil and Water Conservation Society
- Women in Higher Education

- 1890 Listserv- Historically Black land-grant institutions
- MANNRRS Minorities in Agriculture, Natural Resources and Related Sciences
- SACNAS, Advancing Chicanos/Hispanics & Native Americans in Science
- UConn Daily Digest
- CAHNR Communications
- EXT listserv
- 4-H Listservs

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
2-Extension & Instructor												
497343												
Unqualified	8	6	0	3	0	1	2	2	0	0	3	25
Interview	2	6	0	0	0	0	1	0	0	1	1	11
Withdrawn	2	3	0	0	0	0	0	0	0	0	1	6
Hired	0	2	0	0	0	0	0	0	0	0	0	2
Grand Total	12	17	0	3	0	1	3	2	0	1	5	44

The Unqualified applicants did not meet the minimum qualifications of the job posting.

7 Withdrawn applicants: 2 WM, 4 WF, 1 UU

13 Interviewed applicants: 2 WM, 8 WF, 1 AM, 1 TF, 1 UU

- 1 WM, 1 WF did not have experience with youth development programing and did not have the necessary grantsmanship involvement that demonstrated the ability to obtain progressively larger grants and/or leading medium to large multi-disciplinary, multi-functional grant-funded projects.
- 1 WM, 3 WF were unable to communicate their knowledge of the 4-H program and did not have 3 years managing or working with volunteers.
- 1 WF was selected for another position.
- 1 WF, 1 TF did not have 3 years of experience managing volunteers or with grades K-12 youth in the areas of education, food, agriculture, environment, or health.
- 1 AM had a relevant research focus but did not have 3 years delivering educational programming or volunteer management, and did not demonstrate the necessary level of knowledge in the 4-H program, in his responses to interview questions.
- 1 UU was not interested in working in Fairfield County, which would be the extension office this position would be working with.

The 1 WF selected had both academic coursework and professional experience in educational program coordination and teaching methods. She had the necessary level of experience working with young people, adults, and volunteers. In addition, she had experience with integrated extension programs and 4-H programming working with K-12 youth in the areas of education, food, agriculture, environment, or health.

The 1 WF was selected had been identified to fill the 4-H position in New Haven County (North Haven) and had her Masters in Natural Science Education. She had experience with curriculum development and instruction of environmental literacy in non-formal settings. She had extensive experience with diverse audiences and in 4-H programming in multiple states. Her research-based experience in data collection and scholarly writing and working with volunteers to develop and lead 4-H programming would allow her to be successful in this position.

Search Number	498307
Department	Dept of Extension Windham
Title	Assistant Cooperative Extension Educator

MINIMUM QUALIFICATIONS

- An earned master's in animal science or closely related field.
- For consideration at the Associate position level, candidates must have at least five years of experience as an Assistant Cooperative Extension Educator or the equivalent and provide evidence of appropriate Extension program of work.
- Demonstrated experience in the field of livestock production.
- Demonstrated communication skills, including writing and presentation skills as evidenced in the applicant's curriculum vitae.
- Candidates must possess strong interpersonal skills.
- Personal transportation and a driver's license are required; a mileage allowance is provided for Extension-related travel. Evening and weekend work may be required.

PREFERRED QUALIFICATIONS

- Demonstrated ability to develop, deliver, and evaluate impactful extension programs.
- Knowledge of teaching and learning theories and models for youth and adult audiences.
- Experience developing peer-reviewed scholarship, Extension reports, or articles in electronic media that communicate program impacts and results.
- Experience serving in leadership positions, particularly within an agricultural context.
- Experience working with integrated Extension programs and the land-grant university system.
- Demonstrated ability to work cohesively with diverse audiences developing partnerships with other professionals and organizations to accomplish team goals.
- Experience in grantsmanship, particularly obtaining progressively larger grants and/or leading medium to large multi-disciplinary, multi-functional grant-funded projects.

Recruitment activities included:

- UConn Careers Website
- ListServ HERC
- Inside Higher Ed

- Diverse Job Boards
- AEA 1890 Admin Mailing List
- Journal of Extension
- Facebook
- Instagram
- Extension ListServ
- Women in Higher Education
- 1890 ListServ
- MANNRRS, Minorities in Agriculture, Natural Resources, and Related Sciences
- SCANAS, Advancing Chicanos/Hispanics & Native Americans in Science
- UConn Daily Digest
- CAHNR Communications
- National Association of County Agricultural Agents
- American Society of Animal Science

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
2-Extension & Instructor												
498307												
Unqualified	2	2	0	0	0	0	1	0	0	0	0	5
Interview	0	3	0	0	0	0	0	0	0	0	1	4
Hired	0	1	0	0	0	0	0	0	0	0	0	1
Grand Total	2	6	0	0	0	0	1	0	0	0	1	10

The Unqualified applicants did not meet the minimum qualifications for the job posting.

5 Interviewed applicants: 4 WF, 1 UU

- 1 WF did not demonstrate an understanding of educational best practices for livestock production, programming, and proficiency in her responses to interview questions. She did not have the requisite experience with teaching and financial considerations within livestock production as her professional experience was primarily within regulatory management and stress reduction for farmers in the Department of Agriculture, not livestock production.
- 1 WF did not demonstrate proficiency in livestock management, particularly the knowledge to create programs for commercial livestock producers. Her professional experience was primarily with 4H, not livestock production.
- 1 WF did not demonstrate the level of communication skills needed for the position in her presentation or the interview process. In addition to her unprofessional interactions with peers and producers, she arrived at the interview late and did not notify the committee.
- 1 UU did not have the requisite experience working with agricultural stakeholders or within the Cooperative Extension system. They did not demonstrate knowledge of or focus on economic viability and profitability considerations for livestock operators. Their

professional experience was in the academic setting and did not involve instruction of producers, a necessary component of this position.

The 1 WF selected provided a detailed vision for a Livestock Extension Program at UConn Extension. She presented plans which relied upon both traditional and innovative approaches to education. She possessed the requisite knowledge of the field of livestock production in Connecticut, agricultural service providers and producers, and an understanding of the history of Extension in Connecticut. She successfully demonstrated the ability to network and build her programming to support livestock producers.

Search Number	497722
Department	Cooperative Extension System
Title	Assistant Extension Professor 11 Month

MINIMUM QUALIFICATIONS

- A Ph.D. in a field with a strong evaluation emphasis such as agricultural or extension education, economics, rural sociology, or related fields by the time of hire.
- Demonstrated ability to plan and implement program evaluations.
- Demonstrated analytical skills such as statistical analysis, economic impacts, needs assessment, program planning, and evaluation.
- Experience with quantitative and qualitative evaluation methods.
- Experience with survey design and online survey data software programs, including Qualtrics.
- Able to work independently and as an engaged and collegial team member.
- Demonstrated ability to communicate effectively verbally and in writing.
- Effective interpersonal skills.
- Ability to travel to various sites across the state.

PREFERRED QUALIFICATIONS

- Experience planning, implementing, and/or evaluating Extension programs.
- Experience publishing evaluation data in scholarly formats.
- Experience teaching others to develop program plans, evaluate programs, and/or how to design surveys.
- A record demonstrating success in writing and implementing evaluation plans for externally funded projects.

Recruitment activities included:

- UConn Careers Website
- Listserv HERC
- Inside Higher Ed
- Diverse Job Boards

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
2-Extension & Instructor												
497722												
Unqualified	1	0	0	1	0	0	0	0	0	0	0	2
Qualified	0	0	0	0	0	0	1	0	0	0	0	1
Interview	0	0	1	0	0	0	1	1	0	0	1	4
Hired	0	0	0	0	0	1	0	0	0	0	0	1
Grand Total	1	0	1	1	0	1	2	1	0	0	1	8

The Unqualified applicants did not meet the minimum qualifications of the job posting.

1 Qualified applicant: 1 AM

- 1 AM did not have experience publishing evaluation data in scholarly formats and had not taught others to develop program plans, evaluate programs, or how to design surveys.

5 Interviewed applicants: 1 BM, 1 HF, 1 AM, 1 AF, 1 UU

- 1 BM, 1 AM's job talk showed that they did not have experience teaching others to develop program plans and evaluate programs nor demonstrated success in writing and implementing evaluation plans for externally funded projects.
- 1 AF had an economics background but was unable to provide full responses about evaluation protocol. She also did not have experience teaching others to develop program plans and evaluate programs.
- 1 UU was not able to identify quantitative and qualitative methods used for planning, implementing, and evaluating extension education programs, contrary to what was listed in their CV.

The 1 HF selected had an academic background in evaluation, measurement, and research, including a Doctoral candidacy from Western Michigan University. She was knowledgeable in various facets of analytical work and program evaluation. Her doctoral dissertation and portfolio of scholarly publications and conferences showcased her commitment to rigorous evaluation practices and underscored her commitment to advancing evaluation methodologies. She demonstrated proficiency in survey design and online survey data software programs including Qualtrics, SPSS, MAXQDA, Survey Monkey and SAS 9.4, illustrating both quantitative and qualitative methodology crucial to this position. She had collected and analyzed data, and presented comprehensive reports tailored to diverse stakeholders. She demonstrated the necessary communication and interpersonal skills which would be an asset in interactions within teams and with stakeholders, which further demonstrated her ability to work independently or collaboratively. She had experience teaching others in theory, methods, and program evaluation. Her success in securing and executing evaluation plans for externally funded projects highlighted the ability to deliver results.

Category 2: Clinical Faculty

Goals Set	WM	WF	BM	BF	HM	HF	AM	AF
2-Clinical Faculty	17	0	3	3	3	0	6	2

Job Category	Goal	RG	Search #	Title	No. Hired
2-Clinical Faculty	Y	WM	497786	Clinical Professor - LAW	1
	Y	WM	498067	Asst Clinical Professor	1
	Y	AF	498188	Asst Clinical Professor - LAW	1
	N	WF	497129	Clinical Instructor	3
	N	WF	497728	Asst Clinical Professor	1
	N	WF	497851	Clinical Instructor	6
	N	WF	498183	Clinical Instructor	2
	N	WF	498188	Asst Clinical Professor - LAW	1
	N	WF	PT-FT	Asst Clinical Professor	1
	N	HF	497865	Clinical Instructor	1

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
2-Clinical Faculty												
497786												
Unqualified	3	3	0	0	1	0	0	0	0	0	2	9
Qualified	2	3	0	0	0	0	0	0	0	0	0	5
Interview	2	0	0	0	0	0	0	0	0	0	0	2
Hired	1	0	0	0	0	0	0	0	0	0	0	1
Grand Total	8	6	0	0	1	0	0	0	0	0	2	17

This hire met a hiring goal.

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
2-Clinical Faculty												
498067												
Unqualified	0	0	0	0	0	0	0	1	0	0	0	1
Interview	0	0	0	0	1	0	0	0	0	0	0	1
Hired	1	0	0	0	0	0	0	0	0	0	0	1
Grand Total	1	0	0	0	1	0	0	1	0	0	0	3

This hire met a hiring goal.

Part-time to Full-time

1 WF moved from Part-time to Full-time.

Search Number	497129
Department	Nursing Instruct and Research
Title	Clinical Instructor

MINIMUM QUALIFICATIONS

- Master's degree in nursing.
- Current Connecticut RN license (valid as of the date of hire).
- Three to five years of clinical experience.
- Three or more years of experience teaching undergraduate students in clinical settings.
- Experience evaluating student performance in clinical training settings.
- Experience developing effective working relationships with hospitals, clinics, and other community partners.
- Completion of required health indicators (MMR titers, TB status, Hepatitis B, and others as required by clinical agencies) and CPR certification at the time of employment.
- Excellent communication skills and interpersonal relationship strategies.

PREFERRED QUALIFICATIONS

- Certified Nurse Educator (CNE) credentials.
- Three or more years of experience working as a medical/surgical RN.
- Experience managing and directing "group" clinical training for students in baccalaureate nursing programs.
- Experience working with students in an accelerated nursing entry program.
- Previous classroom teaching experience in an institution of higher education.
- Experience with a wide range of educational strategies, including virtual and in-person simulation.
- Current experience with direct patient care in healthcare institutions and/or community settings.
- Experience with telehealth technologies.

Recruitment activities included:

- UConn Careers Website
- Listserv HERC
- Inside Higher Ed
- Diverse Job Boards

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
2-Clinical Faculty												
497129												
Unqualified	0	8	1	1	0	0	0	1	0	1	1	13
Interview	0	6	0	1	0	2	0	1	0	0	1	11
Withdrawn	0	1	0	0	0	0	0	1	0	0	0	2
Offer Declined	0	0	0	0	0	0	0	0	0	0	1	1
Hired	0	3	0	0	0	0	0	0	0	0	0	3
Grand Total	0	18	1	2	0	2	0	3	0	1	3	30

The Unqualified applicants did not meet the minimum qualifications for the job posting.

2 Withdrawn applicants: 1 WF, 1 AF

14 Interviewed applicants: 9 WF, 1 BF, 2 HF, 1 AF, 1 UU

- 2 WF applied for a different position in the same department that was open and removed themselves from consideration without withdrawing.
- 1 HF did not respond to the interview request.
- 1 BF, 1 HF, 1 AF did not have teaching experience needed in a clinical setting.
- 4 WF were hired and explained in the *2024 Affirmative Action Plan* in the Hiring Goals Analysis section under the same search number.
- 1 UU was offered the position but declined.

The 1 WF selected had teaching experience as a multi-year adjunct with the School of Nursing who has taught for CEIN (an accelerated second-degree nursing program). Additionally, she holds a Master of Science in Nursing Education which made her highly qualified for this position. Her clinical experiences as a registered nurse demonstrated her knowledge and expertise.

The 1 WF selected was an RN at UConn Health ICU for fifteen years. She had her MSN with a focus in public health which included having participated in missions to Guatemala. During her MSN program, she participated in and developed one of the two major projects both surrounding the management of delirium in the critical care setting and identifying PPD in Hartford community among women after delivery of their newborn. Additionally, she had been an Adjunct faculty in a certified nurse program.

The 1 WF selected was an RN for ten years and had completed a one-year temporary full-time teaching clinical position. She taught within med-surg courses across Yale New Haven Hospitals and practices per diem in CVS minute clinics and home care settings. She had pediatric and adult ICU clinical bedside experiences from Baystate, Shriner's & Beth Israel Deaconess hospitals.

Search Number	497728
Department	Nursing Instruct and Research
Title	Clinical Professor

MINIMUM QUALIFICATIONS

- All applicants must have an advanced degree in Nursing (MS, DNP, or Ph.D.). A doctorate in a related field is acceptable if an applicant has an MS in Nursing.
- Three years of practice experience in a relevant clinical area.
- Previous teaching experience in an institution of higher education.
- Excellent communication skills and interpersonal relationship strategies.
- Demonstrated ability to contribute through scholarship, teaching, and/or public engagement to the diversity and excellence of the learning experience.
- Completion of required health indicators (MMR titers, TB status, Hepatitis B, and others as required by clinical agencies) and CPR at time of employment.
- All applicants must be eligible for RN licensure in the State of CT by the date of hire.
- Experience integrating technology into instruction and/or conducting online instruction.

PREFERRED QUALIFICATIONS

- Doctorate in Nursing.
- Record of scholarly productivity.
- Clinical Nurse Educator or postgraduate health professions teaching certificate.
- Demonstrated potential in establishing a successful program of scholarship.
- A proven record of excellence in teaching.
- A deep commitment to promoting diversity through academic and research programs.
- Programmatic management and planning experience preferred.
- Demonstrated ability to contribute through research, teaching and/or public engagement to the diversity and excellence of the learning experience.

Recruitment activities included:

- UConn Careers Website
- Listserv HERC
- Inside Higher Ed
- Diverse Job Boards
- SON Social Media
- SON Website
- Minority Nurse
- Conference Posting

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
2-Clinical Faculty												
497728												
Unqualified	0	4	0	0	0	0	1	0	0	0	0	5
Interview	0	2	0	0	0	0	0	1	0	0	0	3
Hired	0	1	0	0	0	0	0	0	0	0	0	1
Grand Total	0	7	0	0	0	0	1	1	0	0	0	9

The Unqualified applicants did not meet the minimum qualifications of the job posting.

4 Interviewed applicants: 3 WF, 1 AF

- 1 WF, 1 AF did not have the preferred Clinical Nurse Educator or postgraduate health professions teaching certificate.
- 1 WF did not have the required level of experience in teaching in a graduate program, with most of her teaching experience specific to the pre-licensure program.

The 1 WF selected had the required certified nurse educator (CNE) and certified nurse leader (CNL) certifications. She had experience in both academia, as an adjunct faculty in two public and private university settings, and in clinical systems nurse education. Through her responses to interview questions, she demonstrated the required knowledge in national standards of guidance and the accreditation process required for both the academic and clinical educators. She had defined ideas for program development and possessed a background in evaluation and leadership experience. Regarding program development, she presented a vision of a Nurse Educator Program that assisted graduates in developing a skillset to work as a nurse educator in a formal academic program while simultaneously supporting practice nurses.

Search Number	497851
Department	Nursing Instruct and Research
Title	Clinical Instructor

MINIMUM QUALIFICATIONS

- Master's degree in Nursing.
- Current Connecticut RN license (valid as of the date of hire).
- Three to five years of clinical experience.
- Three or more years of experience teaching undergraduate students in clinical settings.
- Experience evaluating student performance in clinical training settings.
- Experience developing effective working relationships with hospitals, clinics, and other community partners.
- Completion of required health indicators (MMR titers, TB status, Hepatitis B, and others as required by clinical agencies) and CPR certification at the time of employment.

- Excellent communication skills and interpersonal relationship strategies.

PREFERRED QUALIFICATIONS

- Certified Nurse Educator (CNE) credentials.
- Three or more years of experience working as a medical/surgical RN.
- Experience managing and directing “group” clinical training for students in baccalaureate nursing programs.
- Experience working with students in an accelerated nursing entry program.
- Previous classroom teaching experience in an institution of higher education.
- Experience with a wide range of educational strategies, including virtual and in-person simulation.
- Current experience with direct patient care in healthcare institutions and/or community settings.
- Experience with telehealth technologies.

Recruitment activities included:

- UConn Careers Website
- Listserv HERC
- Inside Higher Ed
- Diverse Job Boards
- SON Website
- SON Social media
- Minority Nurse

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
2-Clinical Faculty												
497851												
Unqualified	1	8	0	1	0	0	0	1	0	0	0	11
Interview	0	2	0	0	0	0	0	2	0	0	0	4
Withdrawn	0	2	0	0	0	0	0	0	0	0	0	2
Offer Declined	0	0	0	1	0	0	0	0	0	0	0	1
Hired	0	6	0	0	0	0	0	0	0	0	0	6
Grand Total	1	18	0	2	0	0	0	3	0	0	0	24

The Unqualified applicants did not meet the minimum qualifications for the job posting.

2 Withdrawn applicants: 2 WF

11 Interviewed applicants: 8 WF, 1 BF, 2 AF

- 2 WF, 2 AF were found to not have the required 3 years of teaching experience.
- 1 BF was offered the position but declined.

The 1 WF selected had over three years of experience as a clinical instructor with a concentration in ER, Med-surg and pediatrics. She was a CPR instructor and CPI instructor: non-violent crisis intervention trainer. She had experience as a Capstone clinical instructor for nursing students in a pediatric acute care setting. She explained how she would foster a learning environment for nursing students while guiding evidenced based practice implementation into nursing care. She had experience in the utilization of web-based learning systems including Husky CT and experience evaluating student performance and providing real time feedback.

The 1 WF selected had seventeen years of experience as an RN in pediatric ICU and the pediatric emergency room. She had been an adjunct clinical instructor at UConn for more than seven years, working with both the pre-licensure and accelerated students. She showed how proficient she was in team building among clinical partners in the communities. She had additional teaching experience at Western and Quinnipiac and she worked as an EMT. She possessed nursing certifications and completed the Trauma Nursing Core at Yale New Haven Hospital.

The 1 WF selected had a Master of Science in Nursing with a specialty of education and experience as a staff RN in various positions such as in pediatric and adult emergency room. She had experience as a clinical instructor responsible for five to eight students per clinical group with both traditional and accelerated nursing students. She had experience with skills in simulation labs and had taught clinicals virtually during the pandemic. Additionally, she had taught at Gateway, Quinnipiac and as an adjunct at UConn Nursing.

The 1 WF selected had worked in NICU, Med-Surg, emergency department, including pediatric and trauma ER, in a corporate medical device company, and as an IV therapy nurse with Heme-Oncology patients and taught clinical in Massachusetts. She had also worked at Dana Farber in hospice and oncology. She had experience as a clinical instructor at St. Francis Hospital for Goodwin teaching clinical fundamentals to student groups. Additionally, she had worked in simulation (low fidelity) skills days in the lab.

The 1 WF selected had thirty years of nursing experience. She had experience as part of the Rapid Response Team and ICU at St. Raphael's/ Yale as well as being an instructor for more than eighteen years. She worked as both a Student Success Lab Instructor and Clinical Instructor since 2017 and had experience with a variety of instructional modalities.

The 1 WF selected was an RN for sixteen years, all within Middlesex Health. She taught clinicals for five years at Middlesex Hospital for both Goodwin and Quinnipiac, teaching both accelerated and traditional programs. Additionally, she had experience teaching primarily fundamentals and med-surg clinical rotations with group sizes of five to seven students.

Search Number	498183
Department	Nursing Instruct and Research
Title	Clinical Instructor

MINIMUM QUALIFICATIONS

- Master's degree in nursing.
- Current Connecticut RN license (valid as of the date of hire).
- Three to five years of clinical experience.
- Three or more years of experience teaching undergraduate students in clinical settings.
- Experience evaluating student performance in clinical training settings.
- Experience developing effective working relationships with hospitals, clinics, and other community partners.
- Experience evaluating preceptor performance, including in settings outside one's own area of clinical expertise.
- Completion of required health indicators (MMR titers, TB status, Hepatitis B, and others as required by clinical agencies) and CPR certification at the time of employment.
- Excellent communication skills, interpersonal relationship strategies, and organizational skills.

PREFERRED QUALIFICATIONS

- Certified Nurse Educator (CNE) credentials.
- Three or more years of experience working in medical/surgical, obstetrics, or mental health as an RN.
- Experience managing and directing "group" clinical training for students in baccalaureate nursing programs.
- Experience working with students in an accelerated nursing entry program.
- Previous classroom teaching experience in an institution of higher education.
- Experience with a wide range of educational strategies, including virtual and in-person simulation.
- Current experience with direct patient care in healthcare institutions and/or community settings.
- Experience with recruiting, interviewing, and hiring adjunct clinical faculty.

Recruitment activities included:

- UConn Careers Website
- Listserv HERC
- Inside Higher Ed
- Diverse Job Boards
- SON website
- SON Linked In
- SON Social Media
- Minority Nurse

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
2-Clinical Faculty												
498183												
Unqualified	0	2	0	0	0	0	0	0	0	0	0	2
Interview	0	3	0	0	0	0	0	0	0	0	0	3
Offer Declined	0	1	0	0	0	0	0	0	0	0	0	1
Hired	0	2	0	0	0	0	0	0	0	0	0	2
Grand Total	0	8	0	0	0	0	0	0	0	0	0	8

The Unqualified applicants did not meet the minimum qualifications for the job posting.

6 Interviewed applicants: 6 WF

- 1 WF declined the offer of employment.
- 1 WF was currently a clinical instructor in another school of nursing area and her hire resulted in a departmental transfer.
- 1 WF did not have the necessary clinical coordinator experience where she had managed and directed group clinical training for students in baccalaureate nursing program.
- 1 WF did not have experience with virtual and in person simulation based on her background and responses to interview questions.

The 1 WF selected had experience as a coordinator on the clinical partner side. She had experience teaching as an adjunct clinical instructor for UConn for nine years. She demonstrated knowledge with the clinical coordinator processes and systems management within compliance for both faculty and students in the clinical setting. Additionally, she displayed the necessary communication, organizational, and leadership skills in her responses during the interview.

The 1 WF selected had leadership and coordinator experience as a nursing supervisor at UConn Health. She also had clinical and lab teaching experience as an adjunct at Quinnipiac University in a variety of clinical courses. Her responses to situational interview questions emphasized the importance of clear and consistent communication, while also seeking to understand when concerns are brought to the attention of the clinical coordinator.

Search Number	498188
Department	Law Instruction and Research
Title	Assistant Clinical Professor - Law

MINIMUM QUALIFICATIONS

- A J.D. degree from an ABA-accredited law school.
- Excellent legal writing and legal research skills.
- Demonstrated ability to communicate effectively.

- Three years of legal practice experience.

PREFERRED QUALIFICATIONS

- Experience teaching legal research and writing.
- Significant legal experience, including legal writing, client interviewing, client counseling, and oral advocacy.
- Experience teaching law in a clinical environment or a classroom.
- Enthusiasm for learning pedagogy and applying it to the LP Program.
- Demonstrated willingness to keep abreast of legal developments and to continuously improve course content.
- Demonstrated interest in and involvement with the legal writing community and/or professional organizations related to teaching legal writing, lawyering skills, or law.
- Demonstrated commitment to advancing diversity, equity, inclusion, and belonging in the legal academy and/or profession.

Recruitment activities included:

- UConn Careers Website
- Listserv HERC
- Inside Higher Ed
- Diverse Job Boards
- Ability Jobs Online
- Ability Links Online
- AALS
- Associate Dean listserv
- Bar Association listserv
- Practice Area listserv
- Law School Alumni Association Board

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
2-Clinical Faculty												
498188												
Unqualified	1	2	0	0	0	0	0	1	0	0	0	4
Qualified	5	0	0	1	0	0	0	0	0	0	0	6
Hired	0	1	0	0	0	0	0	1	0	0	0	2
Grand Total	6	3	0	1	0	0	0	2	0	0	0	12

The Unqualified applicants did not meet the minimum qualifications for the job posting.

6 Qualified applicants: 5 WM, 1 BF

- 2 WM did not have experience teaching law in a clinical environment or a classroom.

- 1 WM did not indicate involvement with the legal writing community or professional organizations related to teaching legal writing, lawyering skills, or law in their application materials.
- 2 WM did not have experience teaching legal research and writing.
- 1 BF did not have indicate that she was current with legal developments to continuously improve course content in her application materials.

9 Interviewed applicants: 6 WM, 1 WF, 1 BF, 1 AF

- 6 WM, 1 BF did not have the necessary experience in legal writing, client interviewing or client counseling that was needed.

The 1 WF had experience as a legal advisor to the City of Hartford, where she gained relevant skills in client writing, client interviewing, and client counseling, satisfying the preferred qualification for significant legal experience. This candidate also satisfied the preferred qualifications for having experience teaching law in a classroom setting, for having experience teaching legal practice skills, and demonstrating interest in the legal writing community due to her experience as an adjunct professor teaching in UConn's legal practice program.

The 1 AF hired met a hiring goal.

Search Number	497865
Department	Nursing Instruct and Research
Title	Clinical Instructor

MINIMUM QUALIFICATIONS

- Master's degree in nursing.
- Current Connecticut RN license (valid as of the date of hire).
- Three to five years of clinical experience in a relevant clinical area.
- Completion of required health indicators (MMR titers, TB status, Hepatitis B, and others as required by clinical agencies) and CPR certification at the time of employment.
- Excellent communication skills and interpersonal relationship strategies.

PREFERRED QUALIFICATIONS

- Previous experience facilitating clinical simulations.
- CHSE (Certified Healthcare Simulation Educator).
- Previous clinical teaching experience.
- Previous teaching experience in an institution of higher education.

Recruitment activities included:

- UConn Careers Website
- Listserv HERC

- Inside Higher Ed
- Diverse Job Boards
- SON website
- SON Newsletter
- SON Social Media
- Conference postings/flyers
- Minority Nurse

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
2-Clinical Faculty												
497865												
Unqualified	0	4	0	0	0	0	0	0	0	0	0	4
Interview	0	4	0	0	0	0	0	0	0	0	0	4
Withdrawn	0	0	0	0	0	0	0	0	0	0	1	1
Hired	0	0	0	0	0	1	0	0	0	0	0	1
Grand Total	0	8	0	0	0	1	0	0	0	0	1	10

The Unqualified applicants did not meet the minimum qualifications for the job posting.

1 Withdrawn applicant: 1 UU

5 Interviewed applicants: 4 WF, 1 HF

- 3 WF did not have formal teaching experience in the clinical simulation arena based on their application materials and responses to interview questions.

The 1 HF selected had experience teaching students in different areas of nursing such as health assessment, fundamentals, and OB. She had experience with SETs as an adjunct. She understood the importance of teamwork, treating students as active members of the care team, encouraging them to function in the nursing role and not consider themselves as "only a nursing student." She also emphasized the importance of communication, setting aside one-on-one with each student, especially in the face of diverse backgrounds, comfort levels, and competence.

Category 2: In Residence Faculty

Goals Set	WM	WF	BM	BF	HM	HF	AM	AF
2-In Residence Faculty	0	0	2	9	0	4	6	0

Job Category	Goal	RG	Search #	Title	No. Hired
2-In Residence Faculty	Y	HF	PT-FT	Asst Professor in Res	1
	Y	AM	497933	Assoc Professor in Res	1
	Y	AM	498182	Instructor in Residence	1
	Y	AM	498472	Professor in Residence	1
	N	WM	497853	Asst Professor in Res	1
	N	WM	498292	Asst Professor in Res	1
	N	WF	497787	Asst Professor in Res	1
	N	WF	497881	Asst Professor in Res	1
	N	WF	497954	Instructor in Residence	1
	N	WF	498102	Assoc Professor in Res	1
	N	WF	498119	Asst Professor in Res	1
	N	WF	498382	Asst Professor in Res	1
	N	WF	PT-FT	Instructor in Residence	1
	N	HM	498389	Asst Professor in Res	1

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
2-In Residence Faculty												
497933												
Unqualified	0	0	0	0	0	0	5	2	0	0	1	8
Interview	0	0	0	0	0	0	1	0	0	0	0	1
Withdrawn	0	0	0	0	1	0	0	0	0	0	0	1
Hired	0	0	0	0	0	0	1	0	0	0	0	1
Grand Total	0	0	0	0	1	0	7	2	0	0	1	11

This hire met a hiring goal.

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
2-In Residence Faculty												
498182												
Hired	0	0	0	0	0	0	1	0	0	0	0	1
Grand Total	0	0	0	0	0	0	1	0	0	0	0	1

This hire met a hiring goal.

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
2-In Residence Faculty												
498472												
Hired	0	0	0	0	0	0	1	0	0	0	0	1
Grand Total	0	0	0	0	0	0	1	0	0	0	0	1

This hire met a hiring goal.

Part-time to Full-Time

1 WF, 1 HF moved from Part-time to Full-time.

The 1 HF met a hiring goal.

Search Number	497853
Department	Computer Sci and Engineering
Title	Assistant Professor in Residence

MINIMUM QUALIFICATIONS

- Candidates must have an earned Ph.D. in computing sciences, mathematics, data science, or related fields by the time of appointment.
- Proven record of potential in teaching.
- Candidates must have a deep commitment to promoting diversity through their academic and research programs.

PREFERRED QUALIFICATIONS

- Expertise in several areas of computer science and outstanding record of teaching and scholarship.
- Commitment to effective teaching and use of innovative techniques.
- The ability to effectively communicate with students in both large and small audiences.
- The ability to contribute through research, teaching, and/or public engagement to the diversity and excellence of the learning experience.
- Candidates with experience in data science and engineering are particularly encouraged to apply.

Recruitment activities included:

- UConn Careers Website
- Listserv HERC
- Inside Higher Ed
- Diverse Job Boards

- AJO

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
2-In Residence Faculty												
497853												
Unqualified	1	0	0	0	0	0	1	1	0	0	0	3
Hired	1	0	0	0	0	0	0	0	0	0	0	1
Grand Total	2	0	0	0	0	0	1	1	0	0	0	4

The Unqualified applicants did not meet the minimum qualifications of the job posting.

1 Interviewed applicant: 1 WM

The 1 WM selected had earned a PhD and had an established record of teaching. During the interview he communicated his ability to contribute through research, teaching, and public engagement to the diversity and excellence of the learning experience with his detailed responses. In addition, he had expertise in both academic and industry areas that would aid in starting a new Data Science major which would appeal to both small and large audiences.

Search Number	498292
Department	Music
Title	Assistant Professor in Residence

MINIMUM QUALIFICATIONS

- Master of Music in Percussion Performance.
- Demonstrated success as an artist-performer.
- Successful teaching at the college level or commensurate professional experience.

PREFERRED QUALIFICATIONS

- Earned Doctorate by the time of hire.
- Evidence of success in undergraduate and graduate recruiting and mentoring.
- Experience guiding creative activity at the undergraduate and graduate levels.
- Creative/scholarly accomplishments demonstrated through national and international performances, recordings, publications, master classes, and presentations at music educator forums.
- Evidence of professional leadership and service.
- Demonstrated proficiency on a drum set.
- Ability to teach a world percussion ensemble according to expertise.
- Experience working with composers and commissioning new works.

- Experience in music industry-oriented course/workshop design or course/workshop instruction.

Recruitment activities included:

- UConn Careers Website
- Listserv HERC
- Inside Higher Ed
- Diverse Job Boards
- College Music Society (Music Vacancy List)
- Academic Jobs Online

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
2-In Residence Faculty												
498292												
Unqualified	7	0	0	0	0	0	2	0	0	0	2	11
Qualified	11	0	0	0	2	0	1	2	1	0	4	21
Interview	4	0	0	0	0	0	0	1	0	0	0	5
Hired	1	0	0	0	0	0	0	0	0	0	0	1
Grand Total	23	0	0	0	2	0	3	3	1	0	6	38

The Unqualified applicants did not meet the minimum qualifications of the job posting.

21 Qualified applicants: 11 WM, 2 HM, 1 AM, 2 AF, 1 TM, 4 UU

- 1 WM, 1 HM, 2 UU would not have an earned doctorate by the time of hire.
- 4 WM, 1 HM, 1 AM, 1 UU did not provide evidence of experience and success in undergraduate and graduate recruiting and mentoring in their application materials.
- 2 WM, 2 AF, 1 UU did not have experience guiding creative activity at the undergraduate and graduate levels.
- 1 WM, 1 TM did not indicate providing professional leadership and service in their application materials.
- 3 WM did not provide evidence of the ability to teach a world percussion ensemble.

6 Interviewed applicants: 5 WM, 1 AF

- 1 WM did not explain his experience with either recruitment or guiding creative activity at the graduate level in their interview. He did not have the creative and scholarly accomplishments necessary that would have been demonstrated through national and international performances, recordings, publications, master classes, and presentations at music educator forums.
- 2 WM did not demonstrate the ability to teach a world percussion ensemble based on the performance component of the interview.

- 1 WM did not explain how he had success as an artist-performer in his responses to interview questions. He was also unable to provide evidence of his experience in music industry-oriented course and workshop design.
- 1 AF did not have the experience in undergraduate and graduate recruiting and mentoring for an assistant professor position. She was unable to demonstrate her proficiency on a drum set.

The 1 WM selected had the ability to teach a world percussion ensemble which was demonstrated through a guided performance session with participating percussion students. He had experience guiding creative activity at the undergraduate and graduate levels and was able to display this through a demo lesson with participating percussion students. He provided evidence of success in undergraduate and graduate recruiting and mentoring through an in-person interview in which he gave examples of his successes in recruitment and advancing the percussion studio in the department of music. In both his in-person interview, demo lesson, and performance, he demonstrated mastery in percussion pedagogy, rehearsal technique, and world percussion.

Search Number	497787
Department	Linguistics
Title	Assistant Professor in Residence

MINIMUM QUALIFICATIONS

- For appointment at the rank of Instructor in Residence: An earned Master's degree in a related field from an accredited institution.
- For appointment at the rank of Assistant Professor in Residence: a terminal degree (Ph.D.)
- High level of proficiency in ASL.
- A minimum of one year (two semesters) experience teaching ASL at the college/university level.
- Documentation of excellence in teaching and commitment to engagement with diverse populations (e.g., from course evaluations or other evidence).

PREFERRED QUALIFICATIONS

- Documentation of either of the following: ASLTA Certification, 4.0 or higher on the ASL Proficiency Interview (ASLPI). ASLPI Certification is preferred. Renewal after the first year will be pending the successful completion of either evaluation.
- Six academic semesters of teaching ASL at the college/university level.
- Experience teaching ASL linguistics or Deaf culture-related courses.
- Experience successfully using instructional technology, particularly Blackboard.
- Demonstrated experience with the development of ASL Deaf culture-related curriculum.

Recruitment activities included:

- UConn Careers Website
- Listserv HERC
- Inside Higher Ed
- Diverse Job Boards
- American Sign Language Teachers Association (ASLTA)
- MA Listserv
- Twitter
- Facebook - MA Deaf Job Seekers Network
- Indeed
- CT Listserv
- UConn UCIS Listserv
- Deaf Job Wizard
- Personal emails to colleagues at institutions with strong ASL programs/in larger Deaf communities

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
2-In Residence Faculty												
497787												
Unqualified	0	0	0	0	1	0	0	0	0	0	0	1
Hired	0	1	0	0	0	0	0	0	0	0	0	1
Grand Total	0	1	0	0	1	0	0	0	0	0	0	2

The Unqualified applicant did not meet the minimum qualifications of the job posting.

1 Interviewed applicant: 1 WF

The 1 WF selected had a terminal degree and experience in an American Sign Language (ASL) program that was remarkably like UConn's with expressed interest in contributing and expanding opportunities within the ASL Studies Major. She had experience teaching ASL and Deaf culture related courses, coordinating an ASL program, advising, curriculum development, and was a native and fluent ASL signer. She was also a member of ASLTA (American Sign Language Teacher Association) and actively engaged in ASL curriculum development. She had been involved in DEI initiatives and served on the Senate DEI Committee at Western Oregon University.

Search Number	497881
Department	Educational Leadership
Title	Assistant Professor in Residence

MINIMUM QUALIFICATIONS

- Terminal degree in, or with an emphasis in, Sport Management, or a related field (e.g., Management, Recreation, Higher Education).
- Experience engaging in student advising/mentoring.
- Experience supervising student internships/supporting experiential learning.
- Experience teaching in sport management.

PREFERRED QUALIFICATIONS

- Previous experience teaching courses such as Career Development in Sport Management, Sport in Society, Sport Management, Sport Venue and Event Management, Sport Communication, Sport Marketing, Legal Aspects of Sport, or Sport Based Youth Development or other related courses.
- Demonstrated experience in developing and cultivating relationships in outreach and experiential learning, including global learning/education abroad.
- Knowledge of student and career development theories, models, and techniques as they apply to life-long development, and how social identities impact experiences.
- Demonstrated commitment to Departmental, School, and University Service.
- Ability to work with diverse populations.
- Additional preferred areas of knowledge include:
 - Interpersonal/human relations skills
 - Verbal and written communication skills
 - Management and supervisory skills
 - Thorough understanding of recruitment practices, equal opportunity employment, and HR best practices.
 - Strong ability to forge formal and informal networking inside and outside of SPM

Recruitment activities included:

- UConn Careers Website
- Listserv HERC
- Inside Higher Ed
- Diverse Job Boards
- AJO

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
2-In Residence Faculty												
497881												
Unqualified	1	0	0	0	0	1	1	0	0	0	0	3
Qualified	0	1	0	0	0	0	0	0	0	0	1	2
Interview	0	2	1	0	0	0	0	1	0	0	0	4
Hired	0	1	0	0	0	0	0	0	0	0	0	1
Grand Total	1	4	1	0	0	1	1	1	0	0	1	10

The Unqualified applicants did not meet the minimum qualifications of the job posting.

2 Qualified applicants: 1 WF, 1 UU

- 1 WF, 1 UU were in tenure-track positions in their current institution and interested in tenure track position; this was a non-tenure track position.

5 Interviewed applicants: 3 WF, 1 BM, 1 AF

- 1 WF did not provide a detailed discussion of how she would develop a network of internal/external contacts to support experiential learning for undergraduate students.
- 1 WF was unable to communicate her knowledge or experience of how social identities impact experiences and fostering experiential learning based on incomplete examples and answers to interview questions.
- 1 BM did not have the level of experience necessary in advising and experiential learning experiences based on his work history and responses to interview questions.
- 1 AF was focused on research instead of teaching and advising. Her discussion of advising and experiential learning was not to the level necessary for an assistant professor position.

The 1 WF selected provided a thorough vision for the position by articulating the importance of DEIJ and how cultural competence and equity apply to all aspects of the position. She communicated a plan to develop internal and external contacts to support experiential learning for undergraduate students.

Search Number	497954
Department	Allied Health Sciences
Title	Assistant Professor in Residence

MINIMUM QUALIFICATIONS

- For appointment at the rank of Instructor in Residence: An earned Master's degree in genetics, genomics, or related field.
- For appointment at the rank of Assistant Professor in Residence: An earned Doctoral degree in a genomics-related field.
- Current certification in Molecular Biology – MB(ASCP) or Cytogenetics – CG(ASCP) or eligibility to sit for the MB(ASCP) or CG(ASCP) certification exam within one year of hire.
- Teaching experiences and activities in courses, trainings, and/or presentations related to genomics or laboratory science.
- Relevant clinical laboratory experience.
- Demonstrated excellence in effective communication, both verbally and in writing, including small group and/or large group presentations, and excellence in interpersonal relationship skills and strategies.
- Demonstrated ability to work both independently and collaboratively.

PREFERRED QUALIFICATIONS

- Doctoral degree in a genomics-related field.
- 3 years of teaching experience in higher education in genetics/genomics-related courses.
- Experience in traditional and online instruction in higher education including integrating technology into instruction.
- Experience with cutting-edge techniques (e.g., NGS, digital PCR, genome editing).
- At least 3 years of relevant clinical laboratory experience in the most recent 15 years.
- Experience with bioinformatics.
- Engagement in professional organizations.
- Experience advising or mentoring students.
- Experience in understanding and contributing to cultures of inclusive excellence, including working with those who have historically experienced barriers to achieving health and well-being due to their race or ethnicity, socioeconomic status, sexual orientation, disability, geographic location, or other characteristics linked to discrimination or exclusion.

Recruitment activities included:

- UConn Careers Website
- Listserv HERC
- Inside Higher Ed
- Diverse Job Boards
- AGT (Genetic Technologists)

- ASCP (Clinical Pathology)
- ASCLS (Clinical Lab Science)
- HigherEdJobs.com
- Academic Diversity Search
- Inside Higher Ed
- Asians in Higher Ed
- Blacks In Higher Ed
- Hispanics In Higher Ed
- AJO

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
2-In Residence Faculty												
497954												
Unqualified	0	2	1	0	0	0	0	0	0	1	0	4
Hired	0	1	0	0	0	0	0	0	0	0	0	1
Grand Total	0	3	1	0	0	0	0	0	0	1	0	5

The Unqualified applicants did not meet the minimum qualifications of the job posting.

1 Interviewed applicant: 1 WF

The 1 WF selected was an instructor in the Diagnostic Genetic Science program and had three years of teaching experience in higher education in genetics/genomics-related courses. Her teaching experience demonstrated that she had integrated technology into the classroom. She was engaged in professional organizations, attended conferences, and regularly contributed to professional organizations. She also had experience mentoring students in diagnostic genetic sciences.

Search Number	498102
Department	Social Work Instruct and Rsrch
Title	Associate Professor in Residence

MINIMUM QUALIFICATIONS

- An MSW degree in social work.
- A minimum of 2 years of post MSW practice experience.
- Demonstrated experience with and/or commitment to working with diverse communities.
- Experience in teaching in an MSW program and familiarity with MSW curriculum.
- Experience supervising staff, and/or providing field instruction to students.
- Demonstrated ability to work collaboratively with academic committees.
- Evidence of national or local leadership in social work or related discipline.

- A commitment to the School of Social Work's mission of advancing knowledge, community engagement, human rights, and social justice. Demonstrated commitment to diversity, equity, and inclusion.

PREFERRED QUALIFICATIONS

- A Ph.D. or DSW or doctoral candidacy status in social work or a related discipline.
- Experience hiring and mentoring adjunct faculty.
- Commitment to and/or experience in promoting and fostering a learning environment supportive of individuals from diverse backgrounds.
- Experience overseeing the MSW reaccreditation process.
- Experience working with teams to address student issues.
- Experience in or commitment to working collaboratively with departments within the School and across the University on multidisciplinary or inter-professional initiatives.
- Experience with online and hybrid teaching.

Recruitment activities included:

- UConn Careers Website
- Listserv HERC
- Inside Higher Ed
- Diverse Job Boards
- AcademicJobsOnline.org
- Blacks In Higher Education
- Hispanics in Higher Education
- Women In Higher Education
- Indeed
- CT NASW
- MA NASW
- NASW – National Association of Social Workers
- Council On Social Work Education
- National Association of Black Social Workers (NABSW)
- Latina Social Work Organization (LSWO)
- Society for Social Work and Research (SSWR)
- The Group for the Advancement of Doctoral Education (GADE)
- American Association of University Professors (AAUP)

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
2-In Residence Faculty												
498102												
Unqualified	0	1	2	4	0	0	0	0	0	0	1	8
Interview	0	2	0	0	0	0	0	0	0	0	1	3
Withdrawn	0	1	0	0	0	0	0	0	0	0	0	1
Hired	0	1	0	0	0	0	0	0	0	0	0	1
Grand Total	0	5	2	4	0	0	0	0	0	0	2	13

The Unqualified applicants did not meet the minimum qualifications of the job posting.

1 Withdrawn applicant: 1 WF

4 Interviewed applicants: 3 WF, 1 UU

- 1 WF was unable to answer several key questions regarding her familiarity with the MSW curriculum and program. She also did not have supervising experience in an academic setting.
- 1 WF, 1 UU did not have experience hiring and mentoring adjunct faculty or overseeing the reaccreditation process of an MSW program.

The 1 WF selected had the demonstrated ability to grow and strengthen academic programs along with leadership experience in an academic setting. She had a thorough understanding of how schools of social work function and operate. She had experience recruiting and supporting adjunct faculty. She was also familiar with the reaccreditation process of an MSW program and assessment of EPAS competencies.

Search Number	498119
Department	Human Dev and Family Sciences
Title	Instructor in Residence

MINIMUM QUALIFICATIONS

- Master's degree (or equivalent foreign degree) completed in Early Childhood Education, Human Development and Family Sciences, Psychology, or other relevant discipline.
- Teaching experience in an institution of higher education or demonstrated capacity to teach courses with documentation of a commitment to teaching.
- Early childhood teaching experience with children ages birth through age 5.
- The ability to contribute through teaching and/or public engagement to the diversity and excellence of the Department and UConn Stamford.
- Effective communication skills, both written and oral.

PREFERRED QUALIFICATIONS

- Experience teaching courses in child development, early childhood education curriculum and methods, fieldwork placement supervision, teaching practica, and/or professional development and advocacy.
- Administrative or leadership experience in an early childhood program.
- Demonstrated experience and commitment to teaching and/or mentoring a diverse student population.

Recruitment activities included:

- UConn Careers Website
- Listserv HERC
- Inside Higher Ed
- Diverse Job Boards
- National Association for the Education of Young Children
- CT Association for the Education of Young Children
- CT Association for Infant Mental Health
- American Psychological Association Division 7
- HDFS department website and social media
- HDFS faculty personal networks

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
2-In Residence Faculty												
498119												
Unqualified	0	1	0	1	0	1	0	1	0	0	2	6
Interview	0	0	0	1	0	0	0	0	0	0	0	1
Withdrawn	0	1	0	0	0	1	0	0	0	0	0	2
Hired	0	1	0	0	0	0	0	0	0	0	0	1
Grand Total	0	3	0	2	0	2	0	1	0	0	2	10

The Unqualified applicants did not meet the minimum qualifications of the job posting.

2 Withdrawn applications: 1 WF, 1 HF

2 Interviewed applicants: 1 WF, 1 BF

- 1 BF did not have the experience needed in administrative or leadership skills in an early childhood program necessary for the position as her background was primarily in teaching in higher education and practical experience with young children and their families.

The 1 WF selected had worked as an associate teacher at the child development lab at Michigan State. She had independently taught courses in lifespan human development and served as a

teacher's assistant for a curriculum course in early childhood. These experiences prepared her for the teaching needs in Stamford, which included HDFS 2100, 3101, 3102, 3120, 3122, 3123, and 3183. In addition, she had experience teaching an online synchronous course, which would aid in establishing the new early childhood program in Waterbury. She had project management and training experience at Michigan State which prepared her for the program coordinator aspects of the role. Her experience implementing regulation intervention in Head Start programs serving low-income diverse populations would allow her to mentor students through their practicum and student teaching experiences. In conversations during the interview, she expressed her commitment to educating undergraduates who would enter the field of early childhood.

Search Number	498382
Department	English
Title	Assistant Professor in Residence

MINIMUM QUALIFICATIONS

- Completion of all requirements for the Ph.D. in Rhetoric/Composition, English, or a closely related field with degree awarded by the start date of employment.
- Evidence of graduate coursework in rhetoric and composition, linguistics, and/or multilingual writing.
- Evidence of a strong commitment to undergraduate education in writing studies, rhetoric, and composition, as well as experience teaching students with a variety of needs and experiences.
- Experience teaching multimodal composition and integrating various educational technologies.
- Evidence of deep commitment to supporting diversity, inclusion, equity, and accessibility in higher education.

PREFERRED QUALIFICATIONS

- Experience creating and participating in faculty development for a writing program.
- Experience with practices and scholarship writing program administration.
- Experience teaching college composition with multilingual students.

Recruitment activities included:

- UConn Careers Website
- Listserv HERC
- Inside Higher Ed
- Diverse Job Boards
- AJO
- MLA
- The Chronicle of Higher Ed

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
2-In Residence Faculty												
498382												
Unqualified	6	6	0	1	0	1	2	3	0	0	5	24
Qualified	3	1	0	0	0	0	0	1	0	0	0	5
Interview	2	6	0	0	1	0	1	1	0	0	0	11
Withdrawn	0	1	0	0	1	1	3	0	0	0	0	6
Hired	0	1	0	0	0	0	0	0	0	0	0	1
Grand Total	11	15	0	1	2	2	6	5	0	0	5	47

The Unqualified applicants did not meet the minimum qualifications of the job posting.

6 Withdrawn applicants: 1 WF, 1 HM, 1 HF, 3 AM

5 Qualified applicants: 3 WM, 1 WF, 1 AF

- 3 WM, 1 WF, 1 AF did not have experience creating and participating in faculty development for a writing program.

12 Interviewed applicants: 2 WM, 7 WF, 1 HM, 1 AM, 1 AF

- 1 WM did not articulate evidence of his experience with the practices and scholarship of writing program administration, and he did not provide supporting details or a clear research agenda in his presentation.
- 1 WM did not demonstrate his ability to teach undergraduate education in writing studies, rhetoric, and composition, or to teach students with a variety of needs and experiences in his presentation, which had incomplete instructions to students.
- 1 WF did not have a focus that was relevant to undergraduate education in writing studies, rhetoric, and composition based on her subjects and themes in her presentation. The content was focused on environmental humanities, rather than offering places for undergraduates to learn writing in a first-year composition course.
- 2 WF did not demonstrate experience teaching multimodal composition and integrating various educational technologies as they were unable to articulate the role technology would play in teaching writing in their presentations.
- 1 WF did not have the experience necessary to create and participate in faculty development for a writing program as she was unable to describe faculty development workshops in a critical writing program in her presentation.
- 1 WF did not have the level of experience necessary with practices and scholarship of writing program administration as she was not able to communicate her teaching philosophy or recognize the broader principles underlying a writing program in her presentation.
- 1 WF did not successfully demonstrate principles of diversity, inclusion, equity, and accessibility in her presentation. Her teaching materials were not fully accessible to undergraduates in a first-year writing course.

- 1 HM did not have experience teaching multimodal composition and integrating various educational technologies based on his responses to questions and his presentation.
- 1 AM did not have experience teaching students with a variety of needs and experiences based on his presentation and responses to questions.
- 1 AF did not demonstrate the ability to teach undergraduate education in writing studies, rhetoric, and composition. Her presentation was focused on her research agenda and research record versus teaching.

The 1 WF selected demonstrated her knowledge and familiarity with the program's approach, curriculum, and pedagogy in her presentation, which showed four samples of multimodal composition and integration of various educational technologies. Her syllabi and reading lists included materials representing a variety of perspectives, demonstrating the ability to support diversity, inclusion, equity, and accessibility in higher education. Her presentation outlined two faculty development workshops for a writing program. She provided two proposals for scholarships to present at an upcoming conference, demonstrating experience with practices and scholarship of writing program administration. She shared several samples of multilingual student work demonstrating experience teaching college composition with multilingual students. The candidate had earned high grades in her graduate coursework in rhetoric, composition, writing and literary studies. She had successfully integrated her own research and teaching experience into practices that would be well suited for the position and provided concrete examples of how she could contribute to the program and community.

Search Number	498389
Department	Psychological Sciences
Title	Assistant Professor in Residence

MINIMUM QUALIFICATIONS

- Applicants must have a Ph.D. in Psychology, or a related field conferred by August 23, 2024.
- Evidence of excellence in teaching.
- Experience and/or willingness to teach research methods.
- Experience in advising or mentoring undergraduate students.
- A commitment to fostering and supporting diversity, inclusion, and equity.

Applicants must provide a teaching portfolio documenting these experiences and commitment to be considered.

PREFERRED QUALIFICATIONS

- Distinguished ability to contribute to the diversity and excellence of the learning experience in psychology.

- Ability to teach in the following instructional areas of the discipline is desirable: Clinical and Social Psychology, Drugs and Behavior, Learning, Psychology of Language, Psychology of Memory.
- Evidence of excellence in advising or mentoring undergraduates.
- Evidence of an ability to continue previous research activity and/or engage in the scholarship of teaching and learning as it relates to psychology.

Recruitment activities included:

- UConn Careers Website
- Listserv HE
- RC
- Inside Higher Ed
- Diverse Job Boards
- COGDOP (228 Dept. Heads)
- Psychjobsearch.wikidot.com
- Academic Careers website
- E-mailed 25 Dept. Heads at HBCUs

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
2-In Residence Faculty												
498389												
Unqualified	1	1	0	0	0	0	0	0	0	0	2	4
Qualified	0	1	0	0	0	0	0	1	0	0	0	2
Interview	0	1	0	0	0	0	0	0	0	0	0	1
Withdrawn	1	1	0	0	0	0	0	0	0	0	0	2
Hired	0	0	0	0	1	0	0	0	0	0	0	1
Grand Total	2	4	0	0	1	0	0	1	0	0	2	10

The Unqualified applicants did not meet the minimum qualifications of the job posting.

2 Withdrawn applicants: 1 WM, 1 WF

2 Qualified applicants: 1 WF, 1 AF

- 1 WF, 1 AF did not have experience in advising or mentoring undergraduates.

2 Interviewed applicants: 1 WF, 1 HM

- 1 WF only had experience teaching a course that would fall in the clinical area for one semester. She did not have experience teaching social psychology, drugs and behavior learning, psychology of language, psychology of memory.

The 1 HM selected provided detailed responses to questions regarding his experience in teaching undergraduate courses compatible with departmental needs. He had experience in advising, mentorship, and the ability to support student research related to honors theses. He demonstrated experience in undergraduate instruction including clinical, social, drugs and behavior, learning, language, and memory and student engagement during his teaching demonstration. He was also able to communicate his willingness to contribute more broadly to the campus community in responses and job talk.

EEO 3

Non-Teaching Professional

Category 3: Academic Asst

Goals Set	WM	WF	BM	BF	HM	HF	AM	AF
3-Academic Asst	0	0	1	2	2	1	0	2

Job Category	Goal	RG	Search #	Title	No. Hired
3-Academic Asst	Y	BF	497739	Academic Asst 3	1
	N	WM	497581	Academic Asst 1	1
	N	WF	498233	Academic Asst 4	1
	N	AM	497648	Facility Scientist 4	1
	N	UU	497800	Academic Asst 2	1
	N	UU	498031	Academic Asst 3	1
	N	UU	498570	Academic Asst 3	1

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
3-Academic Asst												
497739												
Unqualified	0	2	0	0	0	0	0	1	0	0	0	3
Interview	0	1	0	0	0	0	0	0	0	0	0	1
Withdrawn	0	1	0	0	0	0	0	0	0	0	0	1
Hired	0	0	0	1	0	0	0	0	0	0	0	1
Grand Total	0	4	0	1	0	0	0	1	0	0	0	6

This hire achieved a hiring goal.

Search Number	497581
Department	Agriculture, Health, Natural Rcs
Title	Academic Assistant 1

MINIMUM QUALIFICATIONS

- Bachelor's degree and two or more years of experience in a relevant field such as education, economics, behavioral and social sciences, or public policy.
- Professional experience with data management procedures, such as SPSS or SAS, Microsoft Excel, and Access, and Qualtrics.
- Demonstrated analytical skills such as statistical analysis, economic impacts, needs assessment, program planning, and evaluation.
- Ability to work independently and as an engaged and collegial team member.
- Demonstrated ability to communicate effectively verbally and through writing.
- Ability to travel to various sites around the state (valid driver's license required).

PREFERRED QUALIFICATIONS

- Master's degree in a relevant field such as education, economics, behavioral and social sciences, or public policy.
- Professional experience providing and managing data in an organization on a strategic level.
- Professional experience providing reporting data for state and/or federal funding agencies, foundations, or corporate funders.
- Demonstrated ability to develop reports for organizational decision-making and/or accountability efforts.
- Experience documenting and publishing programmatic impacts and/or public value statements.
- Experience with data visualization software, such as PowerBI or Tableau.
- Familiarity with Extension Systems or similar programs.

Recruitment activities included:

- UConn Careers Website
- Listserv HERC
- Inside Higher Ed
- Diverse Job Boards
- Higher Ed Recruitment Consortium
- Ag Jobs in Higher Ed
- Academic Keys

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
3-Academic Asst												
497581												
Unqualified	5	7	4	4	2	2	43	22	0	0	5	94
Qualified	0	1	1	1	1	0	2	0	0	0	0	6
Interview	1	0	1	0	0	0	1	2	0	0	0	5
Withdrawn	1	0	0	0	0	1	0	3	0	0	1	6
Hired	1	0	0	0	0	0	0	0	0	0	0	1
Grand Total	8	8	6	5	3	3	46	27	0	0	6	112

The Unqualified applicants did not meet the minimum qualifications of the job posting.

6 Withdrawn applicants: 1 WM, 1 HF, 3 AF, 1 UU

6 Qualified applicants: 1 WF, 1 BM, 1 BF, 1 HM, 2 AM

- 1 WF, 1 HM, 1 AM did not indicate experience developing reports for organizational decision-making and/or accountability effort in their application materials.

- 1 BM, 1 BF, 1 AM did not have the required experience documenting and publishing programmatic impacts and/or public value statements.

6 Interviewed applicants: 2 WM, 1 BM, 1 AM, 2 AF

- 1 WM did not communicate his knowledge for any of the qualifications for the position; he did not answer questions with accuracy, provide details, or any examples.
- 1 BM, 1 AF were found to not have completed master's degrees in a relevant field such as education, economics, behavioral and social sciences, or public policy.
- 1 AM did not have the required level of experience providing reporting data for state and/or federal funding agencies, foundations, or corporate funders as he had just graduated with his master's degree.
- 1 AF did not respond to interview requests.

The 1 WM selected demonstrated the required technical background in data reporting and a background in the relevant field of health and human development. He was also able to provide specific examples of work he had performed and their relevance to this position. Through his answers to interview questions, he demonstrated his knowledge of relevant software, UConn's Extension Program, and his ability to execute projects within that program.

Search Number	498233
Department	CETL
Title	Academic Assistant 4

MINIMUM QUALIFICATIONS

- A terminal degree.
- Three years of demonstrated experience providing support for teaching in areas such as course design, classroom interaction, assessment strategies, integrating technology, or lesson planning for instructors in a higher education environment.
- Five semesters of experience developing and teaching college-level courses.
- Strong organizational and administrative skills.
- Excellent written and interpersonal communication skills.
- Strong problem solving/troubleshooting skills.
- A demonstrated ability to work collegially with faculty, staff, and students in an academic setting.
- The ability to work independently and collaboratively in a team environment.
- Knowledge and demonstrated use of effective, evidence-based, equitable teaching and learning practices.
- Experience in facilitating meetings in multiple modalities.

PREFERRED QUALIFICATIONS

- Demonstrated experience with equity-based teaching.
- Three years of full-time experience as a post-secondary instructor.
- Advanced or specialized certifications or training.
- Expertise and experience that would complement the existing faculty development team.
- Demonstrated experience in higher education settings working with faculty, staff, and students with diverse national and cultural backgrounds.
- Experience with supporting instructors as they engage the scholarship of teaching and learning.

Recruitment activities included:

- UConn Careers Website
- Listserv HERC
- Inside Higher Ed
- Diverse Job Boards
- POD
- Chronicle for Higher Ed
- LinkedIn

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
3-Academic Asst												
498233												
Unqualified	6	12	1	3	0	1	3	0	0	0	4	30
Qualified	4	5	0	0	0	0	0	1	0	0	2	12
Interview	1	3	0	0	0	0	0	1	0	0	0	5
Withdrawn	0	2	0	0	0	0	0	1	0	1	1	5
Hired	0	1	0	0	0	0	0	0	0	0	0	1
Grand Total	11	23	1	3	0	1	3	3	0	1	7	53

The Unqualified applicants did not meet the minimum qualifications of the job posting.

5 Withdrawn applicants: 2 WF, 1 AF, 1 TF, 1 UU

12 Qualified applicants: 4 WM, 5 WF, 1 AF, 2 UU

- 4 WM, 3 WF, 1 UU did not have advanced or specialized certifications or training.
- 2 WF, 1 AF, 1 UU did not have experience with supporting instructors engaged in the scholarship of teaching and learning.

6 Interviewed applicants: 1 WM, 4 WF, 1 AF

- 1 WM did not have the level of experience necessary to support faculty in the scholarship of teaching and learning based on his unrelated experience in higher education and responses to interview questions.
- 1 WF did not have experience working to support students and faculty outside of the STEM disciplines or supporting faculty in the scholarship of teaching and learning.
- 1 WF's expertise did not complement the existing faculty development team and planned programming initiatives, as her experience was focused as a professor and not supporting faculty development.
- 1 WF did not have experience with faculty development. During her presentation she did not make a connection between her curricular work in teacher preparation and the faculty development work that this position required.
- 1 AF did not have experience as a faculty developer and had not developed a range of programming opportunities to support instructors engaged in the scholarship of teaching and learning.

The 1 WF selected had experience as both a faculty member and a faculty developer. She had created and facilitated learning communities and peer mentoring groups and served as a faculty member and department chair on a regional campus. Throughout the interview process and her in depth and organized presentation, she demonstrated her skills as a facilitator, collaborator, and presenter. In addition, her references confirmed her ability and experience as a colleague and contributor to faculty growth.

Search Number	497648
Department	Ctr Open Research Resrcs/Equip
Title	Facility Scientist 4

MINIMUM QUALIFICATIONS

- A Ph.D. or equivalent, with specialization in biomedical engineering, cognitive/computational neuroscience, or related fields.
- A minimum of 3 years post-Ph.D. working in the neuroimaging field.
- Significant expertise in conducting human neuroimaging, and in particular, functional MRI.
- A strong track record of participating in federally funded large-scale research and peer-reviewed publications.
- Expertise necessary to support research across diverse content areas and the ability to keep the facility at the cutting edge of neuroimaging.
- Ability and eagerness to provide technical consultations with large numbers of faculty and provide workshops/seminars for faculty and students.
- Excellent oral and written communication skills and the desire to work in a service-oriented environment.
- Excellent organizational and management skills.
- Knowledge of computer programming and high-performance computing.
- A commitment to supporting a diverse community of scholars, staff, and students.

PREFERRED QUALIFICATIONS

- Experience teaching neuroimaging-related content (e.g., through seminars, workshops, and/or courses).
- Published methodological research peer-reviewed papers as first- and/or senior-author using functional, anatomical, diffusion, spectroscopic MRI, EEG, TMS, tDCS, and/or multi-modal imaging techniques.
- A track record of obtaining federally funded research/instrumentation grants or equivalent.
- Previous core facility management experience.
- Demonstrated leadership and collaboration in interdisciplinary teams.

Recruitment activities included:

- UConn Careers Website
- Listserv HERC
- Inside Higher Ed
- Diverse Job Boards

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
3-Academic Asst												
497648												
Unqualified	1	0	0	0	0	0	3	3	0	0	0	7
Qualified	0	0	0	0	0	0	0	0	0	0	1	1
Interview	3	0	0	0	0	0	4	0	0	0	0	7
Hired	0	0	0	0	0	0	1	0	0	0	0	1
Grand Total	4	0	0	0	0	0	8	3	0	0	1	16

The Unqualified applicants did not meet the minimum qualifications of the job posting.

1 Qualified applicant: 1 UU

- 1 UU did not have experience teaching neuroimaging related content (e.g., through seminars, workshops, and/or courses).

8 Interviewed applicants: 3 WM, 5 AM

- 1 WM's presentation and responses did not convey the experience necessary to support research across diverse content areas and the ability to keep the facility at the cutting edge of neuroimaging. His research had a narrow focus and was not applicable to the facility's research.
- 1 WM's presentation and responses showed that he did not have expertise in conducting human neuroimaging, and in particular, functional MRI or the ability to support research across diverse content areas and the ability to keep the facility at the cutting edge of

neuroimaging. During the interview process he was focused on a faculty position and not on research as required by a facility scientist.

- 1 WM was no longer interested in the position due to the salary range.
- 2 AM did not convey expertise necessary to support research across diverse content areas or the ability to keep the facility at the cutting edge of neuroimaging. Their experience was focused on clinical aspects and not research.
- 1 AM did not convey expertise necessary to support research across diverse content areas or the ability to keep the facility at the cutting edge of neuroimaging. He specified research goals which were not reflective of the research needs of the facility.
- 1 AM was found during the interview to not possess a Ph.D. or equivalent, with specialization in biomedical engineering, cognitive/computational neuroscience, or related fields. His background was in physics and not the research and clinical neuroimaging experience necessary for the position.

The 1 AM had experience working with the Brain Imaging Research Center (BIRC) and he understood the unique role and research this position entailed. He had worked with bio-medical researchers in other capacities and had knowledge of the research needs of BIRC. He met all the minimum qualifications and demonstrated leadership, collaboration, and management evidenced by his experience in a similar position at Yale.

Search Number	497800
Department	Molecular and Cell Biology
Title	Academic Assistant 2

MINIMUM QUALIFICATIONS

- Bachelor's degree in a STEM field plus four to six years of related experience.
- Superior organization and administrative skills.
- Financial expertise including budget preparation/analysis/projections.
- Excellent interpersonal, written, and oral communication skills.
- Proven ability to interact with students, program directors, and employers.

PREFERRED QUALIFICATIONS

- Masters in a STEM field, plus 4 years of experience.
- Knowledge of CT-based STEM companies that could interact with the MCB PSM and PM programs.
- Work experience in the pharmaceutical or biotechnology industry or teaching in a STEM field.
- Experience using PeopleSoft, Hyperion, Quali, Aurora Word Press, and Slate admissions software.

Recruitment activities included:

- UConn Careers Website
- Listserv HERC
- Inside Higher Ed
- Diverse Job Boards
- MCB Listserv
- PNB Listserv
- College Central Network
- EEB Listserv

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
3-Academic Asst												
497800												
Unqualified	2	4	0	0	0	0	1	0	0	0	0	7
Interview	2	1	0	0	0	1	0	1	0	0	0	5
Hired	0	0	0	0	0	0	0	0	0	0	1	1
Grand Total	4	5	0	0	0	1	1	1	0	0	1	13

The Unqualified applicants did not meet the minimum qualifications of the job posting.

6 Interviewed applicants: 2 WM, 1 WF, 1 HF, 1 AF, 1 UU

- 1 WM did not have master's degree or teaching experience in a STEM field.
- 1 WM did not have the level of teaching experience necessary in the STEM field, as his experience was in technique courses rather than theory.
- 1 WF did not have experience working with systems such as PS, Hyperion, Quali, or Slate admissions and did not have teaching experience.
- 1 HF, 1 AF did not answer questions about CT or US based STEM companies and did not have work experience in the pharmaceutical or biotech industry.

The 1 UU selected had experience in the pharmaceutical and biotech industry based on their answers to interview questions. They had the required knowledge of both CT and US-based STEM companies. They had teaching experience in the STEM field as well as working with graduate students. They provided examples of their experience working with applications such as PS, Quali, and Slate admissions.

Search Number	498031
Department	Ctr Open Research Resrcs/Equip
Title	Academic Assistant 3

MINIMUM QUALIFICATIONS

- Ph.D. in Chemistry, Biochemistry, Biophysics, Material Science, or a closely related field.
- Mastery, including 5+ years of experience, in the hands-on operation of modern solution-state NMR spectrometers.
- Experience with multi-dimensional experiments and multiple nuclei.
- Experience in the collection of data on small molecule and macromolecular samples.
- Excellent written/verbal communication and interpersonal skills and the desire to work in a service-oriented environment.
- Ability to troubleshoot NMR issues and perform typical maintenance routines.
- Ability and eagerness to provide technical consultations with large numbers of faculty and provide workshops/seminars for faculty and students.
- Willingness to lead in the writing of grant proposals aimed at supporting and advancing the core.
- Excellent organizational skills.

PREFERRED QUALIFICATIONS

- Postdoctoral experience and/or experience running an NMR core facility at another academic institution or in industry.
- Successful record of publishing peer-reviewed manuscripts that include varied applications of NMR.
- Experience writing federal grant proposals and a record of successfully funded federal grants.
- Experience teaching NMR-related content (e.g., through seminars, workshops, and/or courses) to students from a broad range of backgrounds.

Recruitment activities included:

- UConn Careers Website
- Listserv HERC
- Inside Higher Ed
- Diverse Job Boards
- Chemistry and Engineering News (C&EN), the newsletter of the American Chemical Society, the key society in the field
- Association of Managers in Magnetic Resonance Laboratories
- Collaborative Computational Project for NMR
- National Institute of Standards in Technology (NIST), Institute of Bioscience and Biotechnology Research, NMRPipe Project; NMRPipe; Group at NIST, in partnership

with the Ad Bax Group at the National Institute of Health (NIH):
<https://www.ibbr.umd.edu/nmrpipe/index.html>

- NMRbox is a popular resource for biomolecular NMR software, but also NMR-related job postings: <https://nmrbox.nmrhub.org/pages/job-postings>
- MIT Lab, UCHC NMR lab, U Wisconsin Madison NMR lab
- BioCT

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
3-Academic Asst												
498031												
Interview	2	1	0	0	1	0	3	0	0	0	2	9
Hired	0	0	0	0	0	0	0	0	0	0	1	1
Grand Total	2	1	0	0	1	0	3	0	0	0	3	10

10 Interviewed applicants: 2 WM, 1 WF, 1 HM, 3 AM, 3 UU

- 1 WM did not have experience providing technical consultations with large numbers of faculty and providing workshops/seminars for faculty and students. His analytics experience was not directly relevant to the position.
- 1 WM had knowledge of NMR but his answers to questions were unclear regarding how to implement NMR for reaction kinetics quantification and he was not able to describe what strategies he would use to increase the NMR facility user base.
- 1 WF did not respond to requests for a second interview.
- 1 HM had a background primarily focused on NMR imaging which was not relevant to this position, and he was unable to relate what strategies he would use for bringing in new users.
- 1 AM did not have experience with liquid-based analysis and spoke about how he did not have experience with the administrative side of the position, such as user training structure and ideas on how to increase the NMR facility user base.
- 1 AM was not able to provide thorough responses to questions, for example, he could not answer how an NMR director would balance the technical demands with administrative duties. He was not able to relate his experience with NMR based metabolomics.
- 1 AM had a background in materials characterization using NMR which was not related to this position, and he did not have experience in user training plans or liquid based analysis.
- 1 UU removed themselves from consideration after the first interview.
- 1 UU did not communicate their ability to successfully market or bring in new users to the NMR facility and did not have experience in NMR-based metabolomics.

The 1 UU selected demonstrated an understanding of NMR instrumentation and applications of NMR for small molecule analysis, which was the most requested service in the NMR facility. Their seminar demonstrated that they had the necessary research background and instructional skills to effectively teach NMR basics and instrument operation to a wide variety of future users. They had experience with NMR hardware, troubleshooting, and maintenance. This was an

important requirement for the NMR Facility Director, since none of the currently installed 4 instruments have active service contracts and would require hands-on hardware repairs. They had a background supporting a heavily used Chemistry NMR Facility at UNC-Chapel Hill. They explained their successful user training experience, a plan for increasing the user base through outreach and application sharing through seminars.

Search Number	498570
Department	Speech, Lang, and Hearing Sci
Title	Academic Assistant 3

MINIMUM QUALIFICATIONS

- Doctoral Degree in Audiology (Au. D.)
- Certificate of Clinical Competence in Audiology (CCC-A) and ongoing membership in the American Speech-Language-Hearing Association.
- Current license to practice in Connecticut as an Audiologist, without a history of censure by the Department of Public Health.
- Clinical experience in the assessment and management of atypical hearing and balance across the lifespan.
- Be able to demonstrate current techniques reflecting contemporary knowledge and clinical practice in the assessment and management of atypical hearing and balance across the lifespan.
- Be interested in learning the methods and approaches suitable for supervising graduate students in all phases of their clinical practicum experiences.

PREFERRED QUALIFICATIONS

- Experience in a university clinic, including knowledge of and experience with Computers Unlimited TMS.
- Experience with coding, billing, reimbursement, and healthcare compliance.
- The ability to demonstrate current techniques reflecting contemporary knowledge about atypical hearing diagnosis and management, including the use of objective measurements such as otoacoustic emissions, ABR, VNG, real ear measures, and CI assessment and programming.
- Demonstrated competency with all the following audiological equipment, Optometric Astera including all modules, Verifit, and Grayson Stadler.
- Knowledge of and experience with the State of Connecticut's Early Hearing Detection Program, including experience with follow-up of recently identified infants.
- Knowledge of a wide variety of assistive listening devices from the following manufacturers, ReSound, Oticon, Unitron, Phonak, Signia, and Widex.
- Familiarity with advanced electrophysiological techniques.

Recruitment activities included:

- UConn Careers Website
- Listserv HERC
- Inside Higher Ed
- Diverse Job Boards
- Alumni Listserv

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
3-Academic Asst												
498570												
Unqualified	0	1	0	0	0	0	0	0	0	0	0	1
Hired	0	0	0	0	0	0	0	0	0	0	1	1
Grand Total	0	1	0	0	0	0	0	0	0	0	1	2

The Unqualified applicant did not meet the minimum qualifications of the job posting.

1 Interviewed applicant: 1 UU

The 1 UU selected was a CT state licensed, ASHA certified, practicing audiologist practicing for three years. They had worked with populations across their lifespan in their previous positions. In addition, they had the opportunity, in their clinical positions, to supervise graduate students. They had experience with the unlimited TIMs electronic medical record system which was also used in the UConn Speech and Hearing Clinic. As the lone audiologist in an ENT practice, they ensured that coding and billing practices were compliant with all payors and regulators' requirements. They had worked with ReSound, Oticon, Unitron, Phonak, Signia, and Widex with a wide variety of assistive listening devices. They also had a working knowledge of all equipment utilized in the clinic.

Category 3: Faculty – Admin Programs/Services

Goals Set	WM	WF	BM	BF	HM	HF	AM	AF
3-Admin Programs & Services	0	0	6	14	3	14	3	3

Job Category	Goal	RG	Search #	Title	No. Hired
3-Admin Programs/Services	Y	BF	498141	Admin Program Support 2	1
	Y	BF	498319	Admin Program Support 1	1
	Y	BF	498321	Admin Program Support 2	1
	Y	BF	498603	Senior Admin Program Support	1
	Y	HM	498370	Admin Program Manager 3	1
	Y	HM	498554	Admin Program Support 1	1
	Y	HF	498115	Admin Program Support 1	1
	Y	AM	498302	Admin Program Support 2	1
	Y	AF	497857	Admin Program Support 1	1
	Y	AF	498039	Admin Program Support 4	1
	Y	AF	498194	Admin Program Support 2	1
	N	WM	497616	Senior Admin Program Support	1
	N	WM	498015	Admin Program Support 4	1
	N	WM	498303	Admin Program Support 2	1
	N	WF	497679	Admin Program Support 3	1
	N	WF	497966	Admin Program Support 2	1
	N	WF	497990	Admin Program Support 3	1
	N	WF	498001	Admin Program Support 2	1
	N	WF	498008	Admin Program Support 2	1
	N	WF	498039	Admin Program Support 4	2
	N	WF	498040	Admin Program Support 2	1
	N	WF	498042	Admin Program Support 3	1
	N	WF	498116	Admin Program Support 2	1
	N	WF	498167	Admin Program Support 1	1
	N	WF	498212	Admin Program Support 3	2
	N	WF	498213	Admin Program Support 1	1
	N	WF	498216	Admin Program Support 4	1
	N	WF	498234	Admin Program Support 2	1
	N	WF	498239	Admin Program Support 3	1
	N	WF	498269	Admin Program Support 1	1
	N	WF	498276	Admin Program Support 2	1
	N	WF	498331	Admin Program Support 1	1

Job Category	Goal	RG	Search #	Title	No. Hired
3-Admin Programs/Services	N	WF	498375	Admin Program Support 1	1
	N	WF	498388	Admin Program Support 2	2
	N	WF	498477	Admin Program Support 4	1
	N	WF	498554	Admin Program Support 1	1
	N	WF	498633	Admin Program Support 2	1
	N	TF	497953	Admin Program Support 1	1
	N	TF	498563	Admin Program Support 2	1
	N	UU	497781	Admin Program Support 2	1
	N	UU	498514	Admin Program Support 1	1

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
3-Admin Programs/Services												
498141												
Unqualified	0	3	0	1	0	0	0	1	0	0	3	8
Interview	0	2	0	1	0	1	0	0	0	0	0	4
Withdrawn	0	3	0	0	0	0	0	1	1	1	0	6
Hired	0	0	0	1	0	0	0	0	0	0	0	1
Grand Total	0	8	0	3	0	1	0	2	1	1	3	19

This hire achieved a hiring goal.

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
3-Admin Programs/Services												
498319												
Unqualified	3	2	2	0	1	0	1	1	0	0	1	11
Qualified	3	2	0	2	1	1	1	2	0	0	1	13
Interview	0	1	1	1	0	0	0	1	0	0	0	4
Withdrawn	0	0	0	0	0	0	0	0	0	0	1	1
Hired	0	0	0	1	0	0	0	0	0	0	0	1
Grand Total	6	5	3	4	2	1	2	4	0	0	3	30

This hire achieved a hiring goal.

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
3-Admin Programs/Services												
498321												
Unqualified	1	7	1	2	1	2	1	3	0	0	3	21
Interview	0	1	0	0	0	0	1	0	0	0	0	2
Withdrawn	1	1	0	1	0	0	0	0	0	1	0	4
Hired	0	0	0	1	0	0	0	0	0	0	0	1
Grand Total	2	9	1	4	1	2	2	3	0	1	3	28

This hire achieved a hiring goal.

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
3-Admin Programs/Services												
498603												
Unqualified	2	7	0	0	1	4	1	0	1	0	4	20
Qualified	1	1	0	0	0	0	0	0	0	0	2	4
Interview	2	0	0	1	0	0	0	0	0	0	0	3
Hired	0	0	0	1	0	0	0	0	0	0	0	1
Grand Total	5	8	0	2	1	4	1	0	1	0	6	28

This hire achieved a hiring goal.

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
3-Admin Programs/Services												
498370												
Unqualified	7	6	3	0	1	0	0	1	0	0	2	20
Interview	0	0	1	0	0	0	0	0	0	0	0	1
Withdrawn	0	1	0	0	0	0	0	0	0	0	0	1
Hired	0	0	0	0	1	0	0	0	0	0	0	1
Grand Total	7	7	4	0	2	0	0	1	0	0	2	23

This hire achieved a hiring goal.

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
3-Admin Programs/Services												
498115												
Unqualified	4	9	1	1	0	4	0	1	0	0	2	22
Qualified	0	1	0	0	0	0	0	0	0	0	0	1
Interview	0	1	0	0	0	0	1	0	0	0	3	5
Withdrawn	0	4	0	0	0	0	0	0	0	0	1	5
Hired	0	0	0	0	0	1	0	0	0	0	0	1
Grand Total	4	15	1	1	0	5	1	1	0	0	6	34

This hire achieved a hiring goal.

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
3-Admin Programs/Services												
498302												
Unqualified	2	3	1	1	0	1	0	1	0	0	2	11
Interview	0	1	0	0	0	0	0	1	0	0	0	2
Withdrawn	0	3	0	0	0	0	0	0	0	0	0	3
Hired	0	0	0	0	0	0	1	0	0	0	0	1
Grand Total	2	7	1	1	0	1	1	2	0	0	2	17

This hire achieved a hiring goal.

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
3-Admin Programs/Services												
497857												
Unqualified	1	5	0	0	0	2	0	0	0	0	1	9
Qualified	0	1	0	1	0	0	0	1	0	0	0	3
Interview	0	1	0	0	0	0	0	1	0	0	0	2
Withdrawn	1	0	0	0	0	0	0	1	0	0	3	5
Hired	0	0	0	0	0	0	0	1	0	0	0	1
Grand Total	2	7	0	1	0	2	0	4	0	0	4	20

This hire achieved a hiring goal.

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
3-Admin Programs/Services												
498194												
Unqualified	5	4	1	1	2	2	0	1	0	0	0	16
Qualified	1	4	1	2	0	0	0	0	0	0	0	8
Withdrawn	0	0	0	0	0	0	0	1	1	0	1	3
Hired	0	0	0	0	0	0	0	1	0	0	0	1
Grand Total	6	8	2	3	2	2	0	3	1	0	1	28

This hire achieved a hiring goal.

Search Number	497616
Department	Innovations Institute
Title	Senior Administrative Program Support

MINIMUM QUALIFICATIONS

Senior Training Specialist (Administrative Program Support 4):

- Education: Bachelor's degree in social work, psychology, human development, education, public/business administration, communications, or discipline appropriate to training being conducted.

- Experience: Four (4) years of related intermediate care coordination experience including three (3) years providing coaching and workforce development activities.

Lead Training Specialist (Senior Administrative Program Support):

- Education: Bachelor's degree in social work, psychology, human development, education, public/business administration, communications, or discipline appropriate to training being conducted.
- Experience: Five (5) years related training and intermediate care coordination experience including three (3) years providing coaching and workforce development activities related to evidence-based practice installation. Two (2) years of experience must be serving as an advanced/senior team member or working as a project lead.

PREFERRED QUALIFICATIONS

For Both Levels

- Master's degree in social work, psychology, counseling, education, or a related field of study.
- Ability to maintain high standards with the work being performed and maintain awareness of trends and influences. Ability to learn new information and apply it to development programs to ensure that training schemes are up-to-date and useful.
- Capacity to exercise initiative, resourcefulness, and sound judgment with an ability to solve problems and make informed decisions.
- Assumes personal responsibility for all outcomes; makes effective and timely decisions; effectively uses technology; prioritizes and meets deadlines. Strong critical thinking skills aid in assessing the strengths and weaknesses of approaches to problems and the viability of various solutions, and in helping trainees develop these skills themselves to get the most out of their experience. Skill in analyzing complex topics, policies, and procedures to prepare detailed summaries.
- Ability to effectively communicate both verbal and written thoughts, ideas, and facts. Writes and presents information concisely. Interprets and understands written information and can listen attentively to verbal and non-verbal cues that lead to a deeper understanding. Possess excellent training and group facilitation skills.
- Ability to work cooperatively with others and demonstrate professional, ethical, respectful, and courteous behavior when interacting with others. Interacts pleasantly and positively across a diverse customer audience to meet a range of customer expectations including individualized follow-up.
- Proficient in Microsoft Office Suite and related software applications, such as Adobe, Teams, and Zoom.
- Applicants who are certified in the training module will be considered based on current employment and or work location.

Recruitment activities included:

- UConn Careers Website
- Listserv HERC
- Inside Higher Ed

- Diverse Job Boards

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
3-Admin Programs/Services												
497616												
Unqualified	0	10	0	4	2	2	0	0	0	0	4	22
Interview	0	0	0	0	0	1	0	0	0	0	0	1
Withdrawn	1	2	0	0	0	0	0	0	0	0	0	3
Hired	1	0	0	0	0	0	0	0	0	0	0	1
Grand Total	2	12	0	4	2	3	0	0	0	0	4	27

The Unqualified applicants did not meet the minimum qualifications of the job posting.

3 Withdrawn applicants: 1 WM, 2 WF

2 Interviewed applicants: 1 WM, 1 HF

- 1 HF did not demonstrate her experience in Microsoft office suite and related software applications such as Adobe, Teams, and Zoom. She was unable to provide examples of when and how she had utilized these programs.

The 1 WM selected demonstrated the ability not only to learn new information and apply it to training development, but also to maintain high standards and an awareness of trends and influences, as he was able to provide examples of his experiences. He was proficient in the Microsoft office suite and related software applications such as Adobe, Teams, and Zoom. Through his responses to interview questions, he demonstrated his skills in analyzing complex topics, policies, procedures, as well as facilitating group presentations and audience engagement. He had also displayed the necessary critical thinking skills and initiative regarding his training approach as he related his experience to specific problems he had resolved in his previous position.

Search Number	498015
Department	University Business Services
Title	Administrative Program Support 4

MINIMUM QUALIFICATIONS

- Bachelor's degree, preferably in business administration, insurance and risk management, or a related field and four years of related experience OR Associate's degree in a related field and six years of directly related experience in a similar environment OR eight (8) years of directly related experience in a similar environment.

- Knowledge of principles and practices of risk management activities such as risk identification/reduction, loss control, asset protection, and employee interests.
- Ability to independently evaluate and analyze data, apply a range of concepts, techniques, and practices to produce reports, and carry out technical program objectives.
- Experience reviewing insurance contracts and advocating on behalf of policyholders.
- Excellent written and oral communication skills.
- Strong computer skills.

PREFERRED QUALIFICATIONS

- Bachelor's degree in a related field.
- Knowledge of public procurement processes and requirements.
- Experience and understanding of the general requirements associated with the competitive bidding processes, vendor certifications required State documentation, and other procurement policies and procedures.
- Experience with KFS or similar electronic financial records systems.
- Experience with Jaggaer (SciQuest) or similar eProcurement systems.
- Experience with Legal Files or similar contract management systems.
- Knowledge of the State of Connecticut and federal rules and regulations applicable to the procurement process.
- Member of the National Society of Compliance Professionals and/or other professional organizations.
- Certificate of Risk Management (CRM).

Recruitment activities included:

- UConn Careers Website
- Listserv HERC
- Inside Higher Ed
- Diverse Job Boards

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
3-Admin Programs/Services												
498015												
Unqualified	4	5	0	2	1	1	0	0	0	1	2	16
Qualified	1	1	0	0	0	0	0	0	0	0	0	2
Interview	2	1	0	1	0	0	0	0	0	0	0	4
Withdrawn	0	1	0	0	0	1	0	0	0	0	0	2
Hired	1	0	0	0	0	0	0	0	0	0	0	1
Grand Total	8	8	0	3	1	2	0	0	0	1	2	25

The Unqualified applicants did not meet the minimum qualifications for the job posting.

2 Withdrawn applicants: 1 WF, 1 HF

2 Qualified applicants: 1 WM, 1 WF

- 1 WM, 1 WF did not indicate knowledge of public procurement processes and requirements or their experience with Jaggaer (SciQuest) or similar eProcurement systems in their application materials.

5 Interviewed applicants: 3 WM, 1 WF, 1 BF

- 1 WM did not have knowledge of procurement processes or systems as he had a background in the banking industry which did not relate to a position in higher education.
- 1 WM, 1 WF did not understand procurement, or the importance of monitoring compliance as evidenced in their responses. They had a background in the insurance industry which was not a related environment.
- 1 BF did not have experience producing reports and carrying out technical program objectives which she explained were not responsibilities in her previous roles.

The 1 WM selected had a background in audit and compliance, as well as performing risk assessments across several different industries. In his responses to interview questions, he provided examples which demonstrated an understanding of regulations and compliance monitoring procedures. He had worked with business partners to ensure controls were in place to mitigate risks.

Search Number	498303
Department	Bursar
Title	Administrative Program Support 2

MINIMUM QUALIFICATIONS

- Bachelor's degree in business administration or related field and two to three years of related experience OR equivalent combination of education and experience.
- Demonstrated excellent organizational skills and high level of attention to detail.
- Ability to process high volumes of transactions efficiently and accurately.
- Ability to analytically research and resolve problems timely and independently.
- Excellent interpersonal skills with ability to provide high level of customer service and establish strong working relationships.
- Efficient in Microsoft Office products with advanced skill using Microsoft Excel.

PREFERRED QUALIFICATIONS

- Bachelor's degree in business administration or related field.
- Four to five years of related professional administrative experience.
- Previous experience in a university or college setting.
- Demonstrated knowledge of cash handling functions.
- Experience with conducting presentations and training, in person or virtually.

- Knowledge of relevant Connecticut General Statutes and/or cash procedures in a higher education environment.
- Knowledge of Quali Financial System, PeopleSoft Student Admin, CORE-CT, and/or CashPro.

Recruitment activities included:

- UConn Careers Website
- Listserv HERC
- Inside Higher Ed
- Diverse Job Boards

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
3-Admin Programs/Services												
498303												
Unqualified	6	6	1	1	0	3	0	2	0	0	1	20
Interview	2	1	0	0	0	0	0	1	0	0	0	4
Withdrawn	0	0	0	0	0	0	0	0	0	0	1	1
Offer Declined	0	0	0	0	0	1	0	0	0	0	0	1
Hired	1	0	0	0	0	0	0	0	0	0	0	1
Grand Total	9	7	1	1	0	4	0	3	0	0	2	27

The Unqualified applicants did not meet the minimum qualifications for the job posting.

1 Withdrawn applicant: 1 UU

6 Interviewed applicants: 3 WM, 1 WF, 1 HF, 1 AF

- 1 WM was not interested in presenting or conducting training, which was a responsibility of this position.
- 1 WM, 1 WF had not worked at a university or college setting.
- 1 HF was offered the position but declined.
- 1 AF did not have cash handling knowledge nor the ability to reconcile deposits based on her inaccurate responses to interview questions.

The 1 WM selected had experience working in higher education. He had cash handling skills from both retail work and as a treasurer of various clubs at Eastern Connecticut State University, recording incoming funds, transferring funds, and communicating with different outside vendors and donors. He also exhibited the required interpersonal skills with the ability to provide a high level of customer service and establish working relationships in his detailed responses to interview questions.

Search Number	497679
Department	Clinical Placemnt Coordination
Title	Administrative Program Support 3

MINIMUM QUALIFICATIONS

- A Bachelor's degree is required.
- Three years of professional related experience with compliance or contract activities.
- Demonstrated skills with relevant databases.
- Demonstrated organizational and project management skills, and the ability to work within tight and conflicting deadlines.
- Demonstrated ability to build relationships and work effectively with a wide variety of constituents, especially students, faculty, and external agencies.
- Excellent accurate and timely written and verbal communication skills.
- Superior integrity and the ability to operate within and maintain a confidential environment.

PREFERRED QUALIFICATIONS

- Experience working in higher education with students or faculty.
- Four years of relevant professional experience, primarily facilitating student clinical compliance in a university setting and establishing contracts with external partners.
- Demonstrated knowledge of regulations impacting compliance and contract processes including university, clinical site, and state, federal, and international regulations.
- Experience with LegalFiles, Core-Elms, American DataBank, and/or related clinical database software.

Recruitment activities included:

- UConn Careers Website
- Listserv HERC
- Inside Higher Ed
- Diverse Job Boards

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
3-Admin Programs/Services												
497679												
Unqualified	5	14	0	1	1	4	0	2	0	1	2	30
Interview	0	1	0	0	0	2	0	0	0	1	1	5
Withdrawn	0	4	0	0	0	0	0	0	0	0	0	4
Offer Declined	0	1	0	0	0	0	0	0	0	0	0	1
Hired	0	1	0	0	0	0	0	0	0	0	0	1
Grand Total	5	21	0	1	1	6	0	2	0	2	3	41

The Unqualified applicants did not meet the minimum qualifications of the job posting.

4 Withdrawn applicants: 4 WF

7 Interviewed applicants: 3 WF, 2 HF, 1 TF, 1 UU

- 1 WF declined the offer.
- 1 WF, 1 UU's experience in higher education was not with students or faculty.
- 2 HF, 1 TF did not have the required level of knowledge of contracts and compliance needed for the position, based on their responsibilities in their previous employment and incomplete responses to interview questions.

The 1 WF selected demonstrated experience in compliance activities associated with the position through her previous role in onboarding students for radiology. Through this experience, she also gained knowledge of regulatory parameters in a healthcare setting. Throughout her time in different state positions, she developed proficiency in contract renewals, amendments, and compliance.

Search Number	497966
Department	Procurement Services
Title	Administrative Program Support 2

MINIMUM QUALIFICATIONS

- Bachelor's degree in Business or related field and two (2) or more years of related experience, OR an Associate's degree and four (4) or more years of related experience, OR six (6) years of related experience in a similar environment.
- Ability to build and maintain good customer relationships.
- Excellent written and oral communication, organization, and interpersonal skills.
- Knowledge of and ability to interpret state, federal, and University policies and procedures.
- Experience with computers and Microsoft Office Suite.
- Ability to work independently to analyze available information, draw conclusions and understandings, and present information effectively to supervisor and/or senior leadership.

PREFERRED QUALIFICATIONS

- Bachelor's degree.
- Demonstrated experience in a fast-paced, dynamic working environment in an administrative support functional area.
- Experience with Jaggaer e-Procurement system, Quali Financial System, or similar electronic purchasing systems.

- Experience performing purchasing, accounts payable, travel, and related compliance functions.
- Experience working in higher education or a similar environment.
- Strong accounting experience with experience monitoring and reconciling financial accounts/reports.

Recruitment activities included:

- UConn Careers Website
- Listserv HERC
- Inside Higher Ed
- Diverse Job Boards

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
3-Admin Programs/Services												
497966												
Unqualified	2	3	0	0	0	0	1	0	0	0	1	7
Interview	0	2	0	0	0	0	0	1	1	0	0	4
Withdrawn	0	1	0	0	0	0	0	0	0	0	0	1
Hired	0	1	0	0	0	0	0	0	0	0	0	1
Grand Total	2	7	0	0	0	0	1	1	1	0	1	13

The Unqualified applicants did not meet the minimum qualifications for the job posting.

1 Withdrawn applicant: 1 WF

5 Interviewed applicants: 3 WF, 1 AF, 1 TM

- 1 WF did not have experience working in a higher education environment, her background was in the corporate field and her experience with processing and reporting on daily transactions did not relate to this position.
- 1 WF did not demonstrate the ability to build and maintain customer relationships in her responses to interview questions, her interactions with customers were primarily via email and not in a fast-paced working environment.
- 1 AF, 1 TM did not have experience in a fast-paced, working environment in an administrative support functional area based on their responses to interview questions.

The 1 WF selected had experience in customer service, scheduling of events/meetings, calendar coordination for multiple parties, and travel expenses and reimbursements. In addition, she had experience with both HuskyBuy (Jaggaer) and Concur systems. She had the ability to analyze and reconcile financial reports, submit and track purchase orders, and follow up with the respective vendors on any issues or questions. She had relatable experience from her temporary position at a university which gave her the ability to work in a fast-paced, experience in a higher

education environment, and an understanding of the policies and procedures that UConn must follow.

Search Number	497990
Department	Students with Disabilities Ctr
Title	Administrative Program Support 3

MINIMUM QUALIFICATIONS

- Bachelor's degree in a field appropriate to the program to be served.
- Three to four years of experience in a progressively responsible administrative support position.
- Demonstrated ability to communicate information effectively to groups with different backgrounds and experiences (i.e., students, parents/guardians, colleagues).
- Demonstrated interpersonal skills necessary for effective work relationships.
- Demonstrated understanding of and commitment to diversity, inclusion, and equity issues.
- Demonstrated experience working with diverse populations.

PREFERRED QUALIFICATIONS

- Demonstrated experience in post-secondary disability service provision.
- Fluency in American Sign Language.
- Familiarity with Deaf culture and the broader field of communication access.

Recruitment activities included:

- UConn Careers Website
- Listserv HERC
- Inside Higher Ed
- Diverse Job Boards
- CT AHEAD
- NE AHEAD

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
3-Admin Programs/Services												
497990												
Unqualified	1	3	0	0	0	1	0	0	0	0	2	7
Interview	0	1	0	0	0	0	0	0	0	0	1	2
Withdrawn	1	0	0	0	0	0	0	0	0	0	0	1
Hired	0	1	0	0	0	0	0	0	0	0	0	1
Grand Total	2	5	0	0	0	1	0	0	0	0	3	11

The Unqualified applicants did not meet the minimum qualifications of the job posting.

1 Withdrawn applicant: 1 WM

3 Interviewed applicants: 2 WF, 1 UU

- 1 WF was found in the interview to not meet the minimum requirement of three to four years in a progressively responsible administrative support position.
- 1 UU did not have the required level of experience working with students in higher education or providing administrative support based on their vague responses to interview questions.

The 1 WF selected had twenty years of experience providing communication access for the deaf and hard of hearing community. She had experience in providing scheduling and administrative support to programs providing accommodations to people with disabilities. Her prior work allowed her to work with a range of diverse populations ranging from the deaf community to victims of domestic violence. She demonstrated the ability to create and refine processes for efficiency through her answers to interview questions.

Search Number	498001
Department	Dining Services
Title	Administrative Program Support 2

MINIMUM QUALIFICATIONS

- Bachelor's degree in a related field and two years of related experience or equivalent combination of education and experience.
- Demonstrated skills and knowledge of data collection/verification to ensure the accuracy.
- Demonstrated skill to communicate clearly and effectively in person, in writing, and on the phone with a variety of individuals at all levels.
- Articulated commitment to, demonstrated understanding of, and/or experience working with diverse populations.
- Demonstrated experience with Microsoft Office Suite.

PREFERRED QUALIFICATIONS

- Previous experience working with THD and Gold.
- Previous experience with Core-CT and PeopleSoft.
- Previous experience with EMS and HuskyBuy.

Recruitment activities included:

- UConn Careers Website

- Listserv HERC
- Inside Higher Ed
- Diverse Job Boards
- Diversejobs.com
- NACUFS
- Dining Services website

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
3-Admin Programs/Services												
498001												
Unqualified	1	8	0	0	1	3	1	2	0	1	2	19
Interview	0	1	0	0	0	1	0	0	0	0	1	3
Withdrawn	1	1	0	0	0	0	0	0	1	0	0	3
Hired	0	1	0	0	0	0	0	0	0	0	0	1
Grand Total	2	11	0	0	1	4	1	2	1	1	3	26

The Unqualified applicants did not meet the minimum qualifications for the job posting.

2 Withdrawn applications: 1 WM, 1 WF

4 Interviewed applicants: 2 WF, 1 HF, 1 UU

- 1 WF did not fully respond to questions and was unable to relate her experience to the position during the interview process.
- 1 HF stated she was no longer interested in the position when invited for an interview.
- 1 UU did not have the administrative experience necessary for this position, their responses were focused on high level tasks, and they did not provide answers related to administrative tasks.

The 1 WF selected had worked with external customers and balanced a variety of tasks in her previous role. She had experience in human resources and a background in journalism, both helpful for preparing communications with clients and customers. In addition, she had experience utilizing Microsoft Office Suite and knowledge of data collection/verification verified by her detailed and accurate responses to interview questions.

Search Number	498008
Department	Care and Concern
Title	Administrative Program Support 2

MINIMUM QUALIFICATIONS

- Bachelor's degree and two years of related experience. An equivalent combination of education and experience may be considered.
- Demonstrated ability to work independently and regularly exercise judgment regarding a wide variety of administrative matters.
- Good interpersonal and organizational skills.
- Good writing and communication skills.

PREFERRED QUALIFICATIONS

- Master's degree in higher education, student affairs, counseling, or a related field.
- Experience working in a higher education environment.
- Knowledge of case management in a higher education environment.
- Knowledge of threat assessment in a higher education environment.
- Knowledge of Maxient System.
- Demonstrate proficiency with Microsoft Office Suite.

Recruitment activities included:

- UConn Careers Website
- Listserv HERC
- Inside Higher Ed
- Diverse Job Boards

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
3-Admin Programs/Services												
498008												
Unqualified	4	10	4	1	0	3	0	1	0	0	2	25
Qualified	0	4	0	0	0	0	0	0	0	1	0	5
Interview	1	5	0	0	1	0	1	0	0	0	1	9
Withdrawn	0	2	0	0	0	0	0	0	0	0	1	3
Hired	0	1	0	0	0	0	0	0	0	0	0	1
Grand Total	5	22	4	1	1	3	1	1	0	1	4	43

The Unqualified applicants did not meet the minimum qualifications of the job posting.

3 Withdrawn applicants: 2 WF, 1 UU

5 Qualified applicants: 4 WF, 1 TF

- 3 WF did not have a master's degree in higher education, student affairs, counseling, or a related field.
- 1 WF, 1 TF did not have experience working in a higher education environment.

10 Interviewed applicants: 1 WM, 6 WF, 1 HM, 1 AM, 1 UU

- 1 WM did not have the required level of administrative skills, and his responses were not detailed regarding these skills.
- 3 WF did not have case management or threat assessment experience, based on their work history and responses to interview questions.
- 1 WF did not have experience in threat assessment and did not communicate any knowledge of it related to higher education.
- 1 WF was found in the interview to not meet the qualification of a Bachelor's degree with two years of related experience, and she did not have an equivalent combination of education and experience.
- 1 HM, 1 UU did not display the necessary communication skills for the position based on their incomplete responses to the interview questions.
- 1 AM had completed threat assessment training but did not have any experience with it.

The 1 WF selected had eleven years of professional experience in the Connecticut court systems and related outlets, which gave her the required level of administrative background. She also had experience with evaluation and creation of policies and procedures, which she elaborated on while discussing policy adjustment with a labor division. Through her previous work, she also had experience in threat assessment as well as case management.

Search Number	498039
Department	Research Compliance
Title	Administrative Program Support 4

MINIMUM QUALIFICATIONS

- Bachelor's degree and four years of related experience; or equivalent combination of education and experience.
- Must obtain a Certified IRB Professional (CIP) within one year of becoming eligible.
- Ability to use independent judgment to interpret, analyze, and apply Federal laws and University guidelines to promote compliant practices in research involving human subjects.
- Excellent interpersonal, verbal, and written communication skills.
- Excellent organizational skills to effectively multi-task to meet deadlines and troubleshoot problems.
- Ability to work under the direction of a supervisor, as well as exercise a high level of independence and discretion.

- Demonstrated ability to work effectively and collaboratively with administrators, faculty, staff, and students in a diverse work environment.
- Demonstrated ability to work as a member of a team and interact with colleagues in a positive, flexible, and constructive manner.

PREFERRED QUALIFICATIONS

- Current Certified IRB Professional (CIP).
- At least two years of experience in research compliance utilizing knowledge and understanding of federal laws, regulations, and procedures pertaining to human subjects' protection in research including, but not limited to 45 CFR 46, 21 CFR 50, and 21 CFR 56.

Recruitment activities included:

- UConn Careers Website
- Listserv HERC
- Inside Higher Ed
- Diverse Job Boards
- UConn Human Resources Page
- Indeed
- Inside Higher Ed Careers
- CT Hires
- OVPR Careers Page
- LinkedIn
- National Council of University Research Administrators
- PRIM&R
- HigherEdJobs
- National Organization of Research Development Professionals Listserv

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
3-Admin Programs/Services												
498039												
Unqualified	3	4	0	0	1	1	1	0	0	0	0	10
Interview	1	1	0	0	0	0	0	2	0	0	1	5
Withdrawn	0	3	1	1	0	1	2	1	0	1	1	11
Hired	0	2	0	0	0	0	0	1	0	0	0	3
Grand Total	4	10	1	1	1	2	3	4	0	1	2	29

The Unqualified applicants did not meet the minimum qualifications for the job posting.

11 Withdrawn applicants: 3 WF, 1 BM, 1 BF, 1 HF, 2 AM, 1 AF, 1 TF, 1 UU

8 Interviewed applicants: 1 WM, 3 WF, 3 AF, 1 UU

- 1 WM's answers were very lengthy and not relevant to the questions asked of him.
- 1 WF's responses were incohesive and demonstrated that she was not able to work as a member of a team when she described multiple conflicts with previous coworkers and supervisors.
- 1 AF did not provide any details on her compliance experience as it related to the position in her responses to interview questions.
- 1 AF did not have any experience with US laws and regulations relative to research compliance, as all her compliance experience was outside of the US.
- 1 UU had experience and focus strictly on biomedical clinical trials with devices, this was not compatible with the nature of the social behavioral studies conducted by UConn investigators.

The 1 WF selected had ten years of professional compliance experience, including four years in academia. Her experience in academia included interacting with faculty and students as clients, with relevant experience related to research on human subjects and health and safety. She also had experience developing educational materials for the purpose of assuring compliance with regulatory standards.

The 1 WF selected had relevant experience working as a certified IRB analyst at another academic institution. She had received her Certified IRB Professional certification. She demonstrated her ability to use independent judgment to interpret, analyze, and apply Federal laws and University guidelines to promote compliant practices in research involving human subjects as she provided thorough and detailed responses to interview questions.

The 1 AF hired met a goal.

Search Number	498040
Department	Student Health and Wellness
Title	Administrative Program Support 2

MINIMUM QUALIFICATIONS

Administrative Program Support 1

- Associate's degree and two to three years of experience with record-keeping systems. An equivalent combination of education and experience may be considered.
- Good organizational and interpersonal skills
- Proficient in Microsoft products.
- Demonstrated understanding of and stated commitment to diversity, inclusion, and equity issues.
- Demonstrated experience working with diverse populations.
- Excellent verbal and written communication skills.

Administrative Program Support 2

- Bachelor's degree and two years of related experience; Associate's degree with 4 or more years of related experience, or an equivalent combination of education and experience.
- Experience working in a medical office setting.
- Demonstrated knowledge of electronic health records.
- Good organizational and interpersonal skills.
- Proficient in Microsoft products.
- Demonstrated understanding of and stated commitment to diversity, inclusion, and equity issues.
- Demonstrated experience working with diverse populations.
- Excellent verbal and written communication skills.

PREFERRED QUALIFICATIONS

For Both Classifications

- Experience working in a medical office setting.
- Experience working in an academic setting.
- Strong analytical and problem-solving skills
- Working knowledge of medical terminology.
- Experience working in electronic health record systems.

Recruitment activities included:

- UConn Careers Website
- Listserv HERC
- Inside Higher Ed
- Diverse Job Boards
- OIE Listserv
- UConn Cultural Center Directors

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
3-Admin Programs/Services												
498040												
Unqualified	1	3	0	2	1	2	0	1	0	1	3	14
Qualified	0	2	0	0	0	0	0	1	1	0	1	5
Interview	0	2	0	1	1	0	0	0	0	0	1	5
Withdrawn	0	0	0	0	0	0	0	0	0	0	1	1
Hired	0	1	0	0	0	0	0	0	0	0	0	1
Grand Total	1	8	0	3	2	2	0	2	1	1	6	26

The Unqualified applicants did not meet the minimum qualifications of the job posting.

1 Withdrawn applicant: 1 UU

5 Qualified applicants: 2 WF, 1 AF, 1 TM, 1 UU

- 1 WF, 1 TM, 1 UU did not have experience working in an academic setting.
- 1 WF, 1 AF did not have experience working in a medical office setting.

6 Interviewed applicants: 3 WF, 1 BF, 1 HM, 1 UU

- 1 WF did not have the required level of experience in recording clinical information in health records. Her experience was only in recording financial transactions.
- 1 WF did not have the level of experience needed in working with an electronic health record. Her background was in a middle school where records were paper based.
- 1 BF, 1 UU did not have experience working in an academic setting or with electronic record systems and they were not able to relate their experience to the position.
- 1 HM had not used Microsoft Office in previous positions.

The 1 WF selected had the necessary experience working in a medical office setting and she demonstrated her working knowledge of medical terminology in her responses. She had experience using the electronic record system, PyraMED, that was used by SHaW. She related her experience and time spent working with diverse populations as well as her interpersonal and communication skills working with students and families in person, over the phone, and in writing.

Search Number	498042
Department	Waterbury Campus
Title	Administrative Program Support 3

MINIMUM QUALIFICATIONS

- Bachelor's degree and three to four years of related experience.
- Excellent interpersonal and organizational skills.
- Good writing and communication skills.
- Demonstrated ability to manage multiple tasks and projects with deadlines in a busy environment.
- Ability to work independently with minimal supervision, collaboratively, and as a facilitator in a team environment.
- Strong computer literacy and demonstrated ability in office software applications including Microsoft Office programs and Outlook.

Recruitment activities included:

- UConn Careers Website

- Listserv HERC
- Inside Higher Ed
- Diverse Job Boards
- Word of mouth
- Hartford Courant
- Republican American

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
3-Admin Programs/Services												
498042												
Unqualified	4	40	3	8	1	10	1	4	0	2	5	78
Interview	0	0	0	1	0	0	0	0	0	0	0	1
Withdrawn	0	3	0	0	0	0	0	1	1	0	0	5
Hired	0	1	0	0	0	0	0	0	0	0	0	1
Grand Total	4	44	3	9	1	10	1	5	1	2	5	85

The Unqualified applicants did not meet the minimum qualifications for the job posting.

5 Withdrawn applicants: 3 WF, 1 AF, 1 TM

2 Interviewed applicants: 1 WF, 1 BF

- 1 BF was not able to provide examples of when she managed multiple tasks and projects.

The 1 WF selected had a bachelor's degree and displayed the necessary communication skills during the interview process. She was able to provide examples of when she had handled multiple tasks and projects in a busy environment as well as working independently and collaboratively. She also had experience with office software applications including Microsoft Office and Outlook.

Search Number	498116
Department	Enrichment Programs
Title	Administrative Program Support 2

MINIMUM QUALIFICATIONS

- Bachelor's degree in an appropriate or a related field.
- Two years of experience in a progressively responsible administrative support position.
- Excellent organizational skills.
- Excellent interpersonal communication skills.
- Experience working with diverse constituencies.
- Demonstrated considerable knowledge of administrative methods.

- Demonstrated ability to independently provide significant program support, including budget tracking, and regularly exercise judgment on a wide variety of administrative matters.
- Excellent written and oral communication skills.
- High level of proficiency with Microsoft Office Suite, web-based application programs, and electronic meeting programs.

PREFERRED QUALIFICATIONS

- Professional administrative experience in higher education.
- Experience at a large and complex institution.
- Experience managing short-term and long-term projects.
- Experience working with high-achieving undergraduate students in a professional capacity.
- Experience in designing or updating web pages and social media using relevant software (e.g., WordPress, Qualtrics).
- Demonstrated interest in furthering inclusive best practices.

Recruitment activities included:

- UConn Careers Website
- Listserv HERC
- Inside Higher Ed
- Diverse Job Boards
- Honors and EP websites
- Honors and EP social media pages
- Honors and EP Alumni listservs
- Personal social media pages
- Staff professional contacts via email or phone

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
3-Admin Programs/Services												
498116												
Unqualified	3	18	2	0	0	2	1	1	0	1	5	33
Interview	0	1	1	0	0	1	0	0	0	0	0	3
Withdrawn	0	2	0	1	0	1	1	0	1	0	4	10
Hired	0	1	0	0	0	0	0	0	0	0	0	1
Grand Total	3	22	3	1	0	4	2	1	1	1	9	47

The Unqualified applicants did not meet the minimum qualifications for the job posting.

10 Withdrawn applicants: 2 WF, 1 BF, 1 HF, 1 AM, 1 TM, 4 UU

4 Interviewed applicants: 2 WF, 1 BM, 1 HF

- 1 WF had experience in administrative duties, but she was not able to relate it to higher education, her only experience was as a student not in a professional capacity.
- 1 BM did not demonstrate his knowledge of administrative methods, the projects he referenced indicated that he had not done the work himself but was involved as a supervisor. In addition, his responses to questions were not clear or fully stated.
- 1 HF did not have administrative experience in higher education, and she did not provide a detailed response to how she would further inclusive best practices.

The 1 WF selected had direct and recent experience in higher education administration and departmental support. She was clear in her answers and successfully articulated her ideas, specifically on how she could integrate inclusive practices. Her experience with students, both as an instructor and as a supervisor, was relevant to the work as this position was key to working with highly achieving undergraduate students.

Search Number	498167
Department	Int Awds and Limtd Submissions
Title	Administrative Program Support 1

MINIMUM QUALIFICATIONS

- Bachelor's degree and up to one year of experience or Associate's degree and two to three years of experience. Experience should be in positions providing administrative or programmatic support.
- Strong organizational skills and attention to detail.
- Solid computer skills, including a demonstrated ability to use a wide range of software. Strong Microsoft Office skills (Excel and Word are required).
- Ability to absorb and process new information quickly and to adapt to new systems and procedures.

PREFERRED QUALIFICATIONS

- Experience working in a higher education setting, particularly with faculty.
- Familiarity with federal grant programs and solicitations.
- Experience with administrative projects that involve repeating workflows
- Self-starter with demonstrated ability to work independently within established guidelines.

Recruitment activities included:

- UConn Careers Website
- Listserv HERC
- Inside Higher Ed

- Diverse Job Boards
- Indeed
- LinkedIn
- Inside Higher Ed Careers
- National Council of University Research Administrators

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
3-Admin Programs/Services												
498167												
Unqualified	0	5	0	0	0	0	0	1	0	1	0	7
Qualified	1	2	0	0	0	0	0	1	0	0	1	5
Interview	0	3	0	0	0	0	0	0	0	0	1	4
Withdrawn	0	1	0	0	0	0	0	0	0	0	0	1
Hired	0	1	0	0	0	0	0	0	0	0	0	1
Grand Total	1	12	0	0	0	0	0	2	0	1	2	18

The Unqualified applicants did not meet the minimum qualifications for the job posting.

1 Withdrawn applicant: 1 WF

5 Qualified applicants: 1 WM, 2 WF, 1 AF, 1 UU

- 1 WM, 2 WF, 1 AF, 1 UU did not indicate familiarity with federal grant programs and solicitations in their application materials.

5 Interviewed applicants: 4 WF, 1 UU

- 1 WF, 1 UU did not have the experience needed to work independently based on their responses to situational questions.
- 2 WF's did not demonstrate their knowledge regarding federal grant programs as they were unable to answer questions accurately and fully.

The 1 WF selected had a specialized background related to the position including specific experience reading and preparing grant solicitations for faculty within an academic research environment. She was able to provide detailed examples of her experience with federal grant programs and solicitations. She used a wide range of software including Microsoft Office and she provided examples of how she used them daily.

Search Number	498212
Department	Engineering
Title	Administrative Program Support 3

MINIMUM QUALIFICATIONS

- Bachelor's degree and two years of related professional experience or an equivalent combination of education and experience.
- Knowledge of financial, budgeting, or accounting practices and procedures.
- Demonstrated ability to work independently and in a team setting with the ability to solve problems efficiently and effectively.
- Excellent attention to detail, communication, organization, written and interpersonal skills.

Additional Minimum Qualifications for Administrative Program Support 3

- Bachelor's degree and three to four years of related professional experience or an equivalent combination of education and experience.
- Proven experience in fiscal operations including financial reporting and financial management.

PREFERRED QUALIFICATIONS

- Experience working in a higher education setting.
- Ability to process multiple tasks in a deadline driven environment.
- Ability to work with diverse student, administrative, and faculty populations and provide a commitment to the values of diversity, equity, and inclusion in an educational setting.
- Excellent computer skills including experience with Microsoft programs and familiarity with virtual communication platforms.
- Excellent problem-solving skills.
- Creativity and adaptability to perform new tasks and learn new skills as the need arises.

Recruitment activities included:

- UConn Careers Website
- Listserv HERC
- Inside Higher Ed
- Diverse Job Boards
- Indeed.com
- College of Engineering internal weekly newsletter
- Social media sites
- UConn Daily Digest

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
3-Admin Programs/Services												
498212												
Unqualified	2	8	0	2	0	2	0	1	0	0	2	17
Interview	0	1	1	0	0	0	0	0	0	0	2	4
Withdrawn	0	1	0	1	0	0	0	1	1	0	1	5
Hired	0	2	0	0	0	0	0	0	0	0	0	2
Grand Total	2	12	1	3	0	2	0	2	1	0	5	28

The Unqualified applicants did not meet the minimum qualifications for the job posting.

5 Withdrawn applicants: 1 WF, 1 BF, 1 AF, 1 TM, 1 UU

6 Interviewed applicants: 3 WF, 1 BM, 2 UU

- 1 WF did not have experience with day-to-day financial and administrative task management necessary for the position as her experience was at a managerial level focused on talent acquisition, creating effective teams, and hiring on a global basis.
- 1 BM, 1 UU did not have self-directed financial and administrative experience, in their examples they provided they referenced how their supervisors directed them and not how they had worked independently.
- 1 UU did not have experience processing departmental financial tasks.

The 1 WF selected articulated and demonstrated proficiency in working with multiple accounts, Excel, and preparing budgets. She had a Bachelor of Science degree in Business Administration with a concentration in finance.

The 1 WF selected had experience in financial record keeping and processing of financial tasks. She was familiar with budgeting processes, working within established budgets, and was able to communicate how she fully utilized spreadsheets in Excel.

Search Number	498213
Department	Innovations Institute
Title	Administrative Program Support 1

MINIMUM QUALIFICATIONS

- Associate's degree in a related field and two to three years of related experience. An equivalent combination of education and experience may be substituted for the degree and years requirement.
- Proficient in Microsoft Office suite and related software applications, such as Adobe, PowerPoint, Excel, Word, Teams, and Zoom.

PREFERRED QUALIFICATIONS

- Excellent organizational and planning skills.
- Excellent interpersonal skills, with proven ability to establish effective working relationships with coworkers and a variety of constituents, inside and outside the University.
- Clear, positive, and professional written, verbal, and non-verbal communication skills.
- Demonstrated ability to efficiently handle multiple tasks at one time.
- Demonstrated ability to manage multiple calendars and coordinate complex scheduling tasks.
- Demonstrated ability to produce agendas and meeting minutes with little direction.
- Proven experience maintaining a database and performing related reporting.
- Preference will be given to applicants who are located in the continental United States.
- Preference will be given to applicants who have demonstrated experience working in the LGBTQ+ related field.

Recruitment activities included:

- UConn Careers Website
- Listserv HERC
- Inside Higher Ed
- Diverse Job Boards
- LinkedIn
- Internal listservs

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
3-Admin Programs/Services												
498213												
Unqualified	1	2	1	1	0	3	0	2	0	1	0	11
Qualified	3	15	0	2	0	2	1	2	0	0	5	30
Interview	0	2	0	0	0	1	0	0	0	0	1	4
Offer Declined	0	0	0	0	0	0	0	1	0	0	0	1
Hired	0	1	0	0	0	0	0	0	0	0	0	1
Grand Total	4	20	1	3	0	6	1	5	0	1	6	47

The Unqualified applicants did not meet the minimum qualifications for the job posting.

30 Qualified applicants: 3 WM, 15 WF, 2 BF, 2 HF, 1 AM, 2 AF, 5 UU

- 3 WM, 12 WF, 1 AM did not have experience managing multiple calendars or coordinating complex scheduling tasks.
- 3 WF did not indicate experience producing agendas and meeting minutes.
- 2 BF, 2 HF, 2 AF, 5 UU did not have experience maintaining a database and performing related reporting.

6 Interviewed applicants: 3 WF, 1 HF, 1 AF, 1 UU

- 1 WF did not provide responses to several interview questions, and she did not demonstrate experience with tasks related to the position as her responses were not clear or specific.
- 1 WF did not want to work in a remote or hybrid position stating that she wanted a community connection.
- 1 UU did not have experience in an administrative role, and they did not relate their experience to the qualifications of the position.
- 1 HF did not want to work in a remote or hybrid position and communicated during the interview that she struggled with time management.
- 1 AF was offered the position but declined.

The 1 WF selected had experience performing identical administrative job functions in a higher education institution. In her interviews, she gave concrete examples of experience doing the tasks needed for the role. She had a foundational level of content knowledge around LGBTQ+ populations, as well as neurodivergent populations. She also had experience making documents and educational tools accessible which she demonstrated in writing samples she submitted.

Search Number	498216
Department	Research Compliance
Title	Administrative Program Support 4

MINIMUM QUALIFICATIONS

- Bachelor's degree in biological sciences or related field and at least four years of related administrative experience, or equivalent combination of education and experience.
- At least two of those years of administrative experience must be in an academic research compliance setting requiring knowledge and understanding of applicable regulations.
- Knowledge and ability to use independent judgment in the interpretation and application of federal and other laws, regulations, guidelines, and procedures pertaining to the care and use of animals used for research and teaching.
- Excellent organizational skills to effectively multi-task to meet deadlines and troubleshoot problems.
- Established interpersonal skills that promote building strong working relationships. Demonstrated ability to interact with colleagues in a positive and constructive manner.
- Proficiency with Microsoft Office, including Excel.

PREFERRED QUALIFICATIONS

- Experience involving the use of animals in research, medical, or similar institutional setting and a demonstrated understanding of scientific methodology.
- Certified Professional IACUC Administrator (CPIA) or eligible within one year of hire.

- Record of certification, membership, or affiliation with appropriate professional organizations.

Recruitment activities included:

- UConn Careers Website
- Listserv HERC
- Inside Higher Ed
- Diverse Job Boards
- Linked In
- Indeed
- NCURA
- PRIM&R
- Higher Ed Jobs
- RESADML
- BioCT
- IACUC List Serv
- MSMR (MA Society for Medical Research)

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
3-Admin Programs/Services												
498216												
Unqualified	0	1	0	0	0	0	0	0	1	0	0	2
Interview	0	1	0	0	0	0	0	0	0	0	0	1
Withdrawn	0	3	0	0	0	0	0	0	0	0	0	3
Hired	0	1	0	0	0	0	0	0	0	0	0	1
Grand Total	0	6	0	0	0	0	0	0	1	0	0	7

The Unqualified applicants did not meet the minimum qualifications for the job posting.

3 Withdrawn applicants: 3 WF

2 Interviewed applicants: 2 WF

- 1 WF's selection resulted in a promotion and is reported in the Promotional Goals Analysis section of this *Affirmative Action Plan* under the same search number.

The 1 WF selected had worked in a similar role before at a previous institution. She had a bachelor's and master's degree as well as four years of experience in both animal care/welfare and IACUC procedures. She shared her knowledge of regulations, guidelines, and procedures pertaining to the care and use of animals throughout the interview. Additionally, she had experience with Lab/Breeding research.

Search Number	498234
Department	ISS 1st Yr Prog and Learn Cmty
Title	Administrative Program Support 2

MINIMUM QUALIFICATIONS

- Bachelor's degree.
- At least two years of related experience.
- Excellent organizational and prioritization skills, including handling multiple assignments simultaneously with close attention to detail and the ability to consistently produce a high standard of work output.
- Excellent written and oral communication and interpersonal skills.
- Experience with Microsoft Office Suite.
- Working knowledge, and ability to easily learn and adapt new technology used to run and record in-person, hybrid, and virtual meetings and events; ability to effectively problem-solve technical issues for events, meetings, and activities.
- Ability and willingness to foster a campus climate that is welcoming and supportive of the University of Connecticut's diverse student body and encourages communication with and among campus and community constituencies.
- Ability and willingness to regularly move furniture for event set-up/break-down, run errands for supplies, and/or move items across campus to effectively manage events, activities, and other program needs.
- Ability and willingness to function in a fast-paced environment and work irregular and flexible hours, including occasional evening and weekend hours.

PREFERRED QUALIFICATIONS

- Experience working in higher education.
- Experience with purchasing, accounting, and/or managing expenses.
- Experience with event management including scheduling, vendor communications, and logistics.
- Proven effectiveness in utilizing excellent customer service skills.
- Experience working directly with students and/or mentoring students.

Recruitment activities included:

- UConn Careers Website
- Listserv HERC
- Inside Higher Ed
- Diverse Job Boards
- Daily Digest
- LinkedIn

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
3-Admin Programs/Services												
498234												
Unqualified	3	15	0	0	0	1	1	2	0	0	4	26
Qualified	1	2	0	0	0	1	0	1	0	0	0	5
Interview	1	3	0	0	0	0	0	1	0	0	0	5
Withdrawn	0	3	0	0	0	0	0	0	1	0	1	5
Hired	0	1	0	0	0	0	0	0	0	0	0	1
Grand Total	5	24	0	0	0	2	1	4	1	0	5	42

The Unqualified applicants did not meet the minimum qualifications for the job posting.

5 Withdrawn applicants: 3 WF, 1 TM, 1 UU

5 Qualified applicants: 1 WM, 2 WF, 1 HF, 1 AF

- 1 WM, 2 WF, 1 HF, 1 AF did not have experience with event management including scheduling, vendor communications and logistics.

6 Interviewed applicants: 1 WM, 4 WF, 1 AF

- 1 WM, 1 WF did not have experience in event management including scheduling, vendor communications, or logistics as they did not have relatable experience and did not provide examples to interview questions.
- 1 WF had only worked in lab environments and not a fast-paced administrative environment as this one.
- 1 WF, 1 AF did not demonstrate the necessary customer service skills or experience with event managing as they did not provide detailed or knowledgeable responses to interview questions.

The 1 WF selected had experience in higher education. She gave examples that demonstrated her ability to solve technical issues for events, meetings, and activities. She expressed that she was able and willing to regularly move furniture for event set-up/break-down, run errands for supplies, and/or move items across campus to effectively manage events, activities, and other program needs. Finally, she related her experiences to how she would have the ability to foster a campus climate that was welcoming and supportive of the University of Connecticut's diverse student body and encouraged communication with and among campus and community constituencies.

Search Number	498239
Department	Education
Title	Administrative Program Support 3

MINIMUM QUALIFICATIONS

- Bachelor's degree in a related field and two years of related professional experience or an equivalent combination of education and experience.
- Demonstrated experience working independently and in a team setting.
- Demonstrated strong organizational and planning skills.
- Excellent attention to detail and writing skills.

Additional Minimum Qualifications for Administrative Program Support 3

- Bachelor's degree and three to four years of related professional experience or an equivalent combination of education and experience.
- Supervising and/or leadership experience.

PREFERRED QUALIFICATIONS

For Both Levels

- Master's degree.
- Experience working in a higher education or K-12 education setting.
- Supervisory experience.
- Experience in finance or communication.
- Experience providing administrative support for a large department.
- Excellent technology and computer skills including experience with Microsoft programs and PeopleSoft.
- Ability to communicate effectively with all levels within an organization and have strong interpersonal skills.
- Experience with university financial and administrative systems.

Recruitment activities included:

- UConn Careers Website
- Listserv HERC
- Inside Higher Ed
- Diverse Job Boards
- HuskyHire
- Inside Higher Ed
- HERC
- Indeed.com
- VetJobs
- United Latino Job Bank

- Pink Jobs
- LinkedIn
- Facebook
- Black Careers Network

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
3-Admin Programs/Services												
498239												
Unqualified	8	31	1	3	0	6	0	4	0	0	4	57
Interview	0	9	0	0	1	0	0	1	0	0	1	12
Withdrawn	0	1	0	0	0	1	0	0	1	0	1	4
Hired	0	1	0	0	0	0	0	0	0	0	0	1
Grand Total	8	42	1	3	1	7	0	5	1	0	6	74

The Unqualified applicants did not meet the minimum qualifications for the job posting.

4 Withdrawn applicants: 1 WF, 1 HF, 1 TM, 1 UU

13 Interviewed applicants: 10 WF, 1 HM, 1 AF, 1 UU

- 2 WF did not have any experience with the technology and systems used at the University.
- 6 WF, 1 HM, 1 AF, 1 UU did not have experience providing administrative support for a large department.
- 1 WF's selection resulted in a promotion within category and is reported in the Employment Process Analysis section of this *Affirmative Action Plan*.

The 1 WF selected had worked as an administrator where she provided administrative support, which was required for this position, by supporting 30 faculty members. She provided examples of her experience with leadership and supervising skills which were needed to take on this role as the lead administrator for the department. She also had the required experience in technology and Microsoft programs as evidenced in her responses to interview questions.

Search Number	498269
Department	Agriculture, Health, Natural Rcs
Title	Administrative Program Support 1

MINIMUM QUALIFICATIONS

- Associate's degree in a related field and 2-3 years of related experience, OR an equivalent combination of education and experience.
- Excellent organizational skills.

- Ability to work independently and in a team setting while regularly exercising sound judgment regarding administrative details and procedures.
- Demonstrated ability to communicate effectively with a diverse population.

PREFERRED QUALIFICATIONS

- Bachelor's degree and two years of related experience.
- Demonstrated experience providing organizational support in a team environment.
- Familiarity with financial and payroll enterprise software systems, such as Peoplesoft, Kuali, or PageUp.
- Demonstrated experience with Aurora WordPress or similar web content management systems.

Recruitment activities included:

- UConn Careers Website
- Listserv HERC
- Inside Higher Ed
- Diverse Job Boards
- LinkedIn
- Indeed
- Personal Contacts
- UConn Digest
- Idealist.org

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
3-Admin Programs/Services												
498269												
Unqualified	2	11	1	1	0	2	1	2	0	0	3	23
Qualified	0	4	0	0	0	1	1	0	0	0	0	6
Interview	1	3	0	0	0	0	0	1	0	0	1	6
Withdrawn	0	2	0	0	0	1	0	0	1	0	1	5
Hired	0	1	0	0	0	0	0	0	0	0	0	1
Grand Total	3	21	1	1	0	4	2	3	1	0	5	41

The Unqualified applicants did not meet the minimum qualifications for the job posting.

5 Withdrawn applicants: 2 WF, 1 HF, 1 TM, 1 UU

6 Qualified applicants: 4 WF, 1 HF, 1 AM

- 4 WF, 1 HF, 1 AM did not have experience with financial or payroll software systems such as Peoplesoft, Kuali or PageUp.

7 Interviewed applicants: 1 WM, 4 WF, 1 AF, 1 UU

- 1 WM, 2 WF, 1 AF, 1 UU did not provide examples of how they would provide organizational support in a team environment.
- 1 WF did not have the necessary experience with payroll systems based on her incomplete responses to questions.

The 1 WF selected provided relevant examples as to how her current skill set was transferable to the expectations of this role. She demonstrated the necessary communication skills, team-orientation work, and experience in an administrative setting in her responses to interview questions. She expressed how she functioned within a team in her previous position providing organizational support.

Search Number	498276
Department	Nursing
Title	Administrative Program Support 2

MINIMUM QUALIFICATIONS

- Bachelor's degree and two (2) or more years of related professional administrative experience, or an Associate's degree and four (4) or more years of related professional administrative experience, or an equivalent combination of education and progressively responsible related work experience.
- Demonstrated ability to work independently, resolve problems of unusual difficulty, and regularly exercise judgment regarding administrative detail and procedures.
- Must be proficient in the use of computers and have a working knowledge of office equipment and applications such as Word, Excel, PowerPoint, Outlook, AdobePro, and WebEx.
- Demonstrated work experience with data management and record keeping, and the ability to exercise attention to detail to ensure accuracy.
- Proven ability to prioritize and perform multiple tasks simultaneously with accuracy and adherence to posted deadlines in a high-volume, fast-paced environment.
- Experience in managing multiple calendars and related scheduling, including organizing and supporting events and visitor itineraries.
- Excellent interpersonal, organizational, writing, and communication skills, including the ability to build and maintain good customer relationships.
- Must be willing and able to work occasional evening and weekend hours in support of School activities and events.

PREFERRED QUALIFICATIONS

- Bachelor's degree in English, Communication, Management, Administration, or related field.

- Administrative experience in a higher education environment.
- Demonstrated administrative experience with university systems such as PeopleSoft, Quali Financial Systems, Jaggaer e-Procurement, Concur, and CoreCT.
- Proven ability to maintain confidentiality concerning financial, HR, and Payroll information and actions.
- Knowledge of and experience working with policies, procedures, and guidelines that affect faculty and students.
- Demonstrated event management experience.

Recruitment activities included:

- UConn Careers Website
- Listserv HERC
- Inside Higher Ed
- Diverse Job Boards
- SON News
- SON Social Media
- Minority Nurse
- SON List Serve

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
3-Admin Programs/Services												
498276												
Unqualified	2	9	1	0	0	1	1	1	0	0	0	15
Interview	0	3	0	0	0	0	0	1	0	0	0	4
Withdrawn	0	1	0	0	0	0	0	0	1	0	0	2
Offer Declined	0	1	0	0	0	0	0	0	0	0	0	1
Hired	0	1	0	0	0	0	0	0	0	0	0	1
Grand Total	2	15	1	0	0	1	1	2	1	0	0	23

The Unqualified applicants did not meet the minimum qualifications for the job posting.

2 Withdrawn applicants: 1 WF, 1 TM

6 Interviewed applicants: 5 WF, 1 AF

- 1 WF was offered the position but declined.
- 3 WF, 1 AF did not demonstrate the ability to organize and support events and visitor itineraries as they were not able to provide examples or thorough responses to interview questions.

The 1 WF selected had worked in a similar role with the town of Colchester for ten years. This role provided her with experience supporting managers including managing calendars, organizing and supporting events, and itineraries, a key strength of this candidate was her varied

work experience which would be useful in this role. She explained how she had experience providing support to a wide number of people in addition to the necessary technical support skills to be successful in this role.

Search Number	498331
Department	Intl Student and Scholar Svcs
Title	Administrative Program Support 1

MINIMUM QUALIFICATIONS

- Associate's degree in a related field and at least two years of related experience, or equivalent combination of education and experience may be substituted for the degree and years requirement.
- Must be an energetic, creative, and flexible individual who can work in a busy and dynamic office with a very diverse international clientele.
- Demonstrated customer service skills and excellent communication, writing, and interpersonal skills.
- Excellent organizational skills including maintaining records and managing data.
- Ability to handle multiple projects simultaneously and efficiently with attention to details.
- Proven ability to manage time in a fast-paced, high-volume environment and the ability to work as part of a team.

PREFERRED QUALIFICATIONS

- Bachelor's Degree in a related field.
- Experience working in a higher educational setting.
- Experience using MS Office applications.
- Experience using Terra Dotta Software or Peoplesoft.
- Experience studying, working, or living in a foreign country.
- Ability to engage, connect, and work with diverse student, administrative, and faculty populations and provide a commitment to the values of diversity, equity, and inclusion in an educational setting.

Recruitment activities included:

- UConn Careers Website
- Listserv HERC
- Inside Higher Ed
- Diverse Job Boards
- NAFSA Region XI listserv

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
3-Admin Programs/Services												
498331												
Unqualified	5	5	0	2	0	0	3	4	0	0	5	24
Qualified	1	7	0	2	0	0	0	1	0	0	3	14
Interview	1	2	0	0	0	1	0	1	0	0	1	6
Withdrawn	0	0	0	0	0	0	1	0	0	0	0	1
Hired	0	1	0	0	0	0	0	0	0	0	0	1
Grand Total	7	15	0	4	0	1	4	6	0	0	9	46

The Unqualified applicants did not meet the minimum qualifications for the job posting.

1 Withdrawn applicant: 1 AM

14 Qualified applicants: 1 WM, 7 WF, 2 BF, 1 AF, 3 UU

- 1 WF, 1 UU did not have experience studying, working, or living in a foreign country.
- 1 WM, 6 WF, 2 BF, 1 AF, 2 UU did not have experience with Terra Dotta software or Peoplesoft.

7 Interviewed applicants: 1 WM, 3 WF, 1 HF, 1 AF, 1 UU

- 1 WM had difficulty responding to the questions asked of him and stated that he needed to work on his communication skills as well as being flexible, therefore did not have the interpersonal or communication skills needed.
- 1 WF, 1 HF, 1 AF did not demonstrate the ability to engage, connect, and work with diverse student, administrative, and faculty populations as they did not provide thorough or detailed responses to interview questions.
- 1 WF was not interested in the schedule required for this position.
- 1 UU did not demonstrate an interest in the position during the interview, they were focused on future positions within the University and not the position's job duties.

The 1 WF selected demonstrated her professionalism and an understanding of the duties and responsibilities of the position. She demonstrated the necessary communication and interpersonal skills in her responses to interview questions and interactions during the interview. She provided clear examples of her organizational skills and work experience in a fast-paced environment in which she demonstrated how she would incorporate those skills into the position. She showed her ability to be flexible and reflected on her prior experience working in an educational setting and higher education.

Search Number	498375
Department	Allied Health Sciences
Title	Administrative Program Support 1

MINIMUM QUALIFICATIONS

- Associate's degree and two to three years of related experience, OR an equivalent combination of education and experience.
- Excellent attention to detail and organizational skills.
- Positive and professional communication and interpersonal skills.
- Ability to work in a team environment, establishing relationships with a variety of constituents.
- Ability to efficiently handle and successfully complete multiple tasks.
- Proficiency with MS Office applications including Word, Excel, PowerPoint, OneDrive, Teams, and Outlook.

PREFERRED QUALIFICATIONS

- Bachelor's degree in a related field and three to four years of profession-based experience in an academic environment.
- Demonstrated success in administrative operations in a higher education department setting.
- Experience working in a fast-paced, complex, multi-faceted academic office environment.
- Familiarity with enterprise systems such as Quali Financial Systems, Core-CT, HuskyBuy, and PeopleSoft.

Recruitment activities included:

- UConn Careers Website
- Listserv HERC
- Inside Higher Ed
- Diverse Job Boards
- Idealist.org
- HigherEdJobs.com
- Allied Health Alumni network (undergraduates and graduates)
- Targeted outreach to area colleges and universities

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
3-Admin Programs/Services												
498375												
Unqualified	5	15	2	0	0	0	0	6	0	0	3	31
Qualified	0	1	0	0	0	0	0	0	0	0	1	2
Interview	0	2	0	0	0	0	0	1	0	0	1	4
Withdrawn	0	1	0	0	0	0	0	0	0	0	1	2
Hired	0	1	0	0	0	0	0	0	0	0	0	1
Grand Total	5	20	2	0	0	0	0	7	0	0	6	40

The Unqualified applicants did not meet the minimum qualifications for the job posting.

2 Withdrawn applicants: 1 WF, 1 UU

2 Qualified applicants: 1 WF, 1 UU

- 1 WF, 1 UU did not indicate familiarity with Quali Financial Systems, Core-CT, HuskyBuy and Peoplesoft in their application materials.

5 Interviewed applicants: 3 WF, 1 AF, 1 UU

- 1 WF did not fully answer questions asked of her which therefore did not have the communication skills or knowledge needed.
- 1 WF did not demonstrate knowledge of the enterprise systems used at the University as she did not provide detailed responses in how she had or could utilize them.
- 1 AF's experience was as a student worker and did not have professional experience in an administrative position, which was discovered during the interview.
- 1 UU did not have the level of experience in an administrative role needed for the position as they were not able to provide thorough responses during the interview regarding how they would work in a fast-paced and multi-faceted academic office.

The 1 WF selected had nine years of administrative experience in a fast-paced and complex office environment. She had a bachelor's degree in business administration. She showed the necessary communication and interpersonal skills during her interview in her detailed responses, which also demonstrated her ability to succeed in this role working in a team and establishing relationships with a variety of constituents.

Search Number	498388
Department	Computer Sci and Engineering
Title	Administrative Program Support 2

MINIMUM QUALIFICATIONS

- Bachelor's degree and two years of related experience OR an equivalent combination of education and experience.
- Knowledge of financial or accounting practices and procedures.
- Demonstrated ability to work independently with the ability to solve problems efficiently and effectively.
- Demonstrated excellence with written professional communications across multiple media platforms (social media, newsletter, website content, internal and external communications, etc.).
- Proficient in the use of all MS Office applications.
- Excellent attention to detail, communication, organization, written and interpersonal skills.

PREFERRED QUALIFICATIONS

- Experience in higher education.
- Demonstrated experience providing organizational support in a team environment.
- Experience working in a fast-paced, complex, multi-faceted office environment.
- Familiarity with enterprise systems such as Quali Financial Systems, Core-CT, HuskyBuy, and PeopleSoft.
- Ability to expertly manage time and deadlines, and juggle multiple competing priorities.

Recruitment activities included:

- UConn Careers Website
- Listserv HERC
- Inside Higher Ed
- Diverse Job Boards
- School of Computing Website
- LinkedIn
- Indeed
- UConn Daily Digest

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
3-Admin Programs/Services												
498388												
Unqualified	4	9	0	0	0	1	0	1	0	0	3	18
Qualified	2	6	0	0	0	0	0	0	0	0	0	8
Interview	0	2	0	0	0	1	0	0	0	0	1	4
Withdrawn	1	1	0	1	0	1	0	1	0	0	0	5
Hired	0	2	0	0	0	0	0	0	0	0	0	2
Grand Total	7	20	0	1	0	3	0	2	0	0	4	37

The Unqualified applicants did not meet the minimum qualifications for the job posting.

5 Withdrawn applicants: 1 WM, 1 WF, 1 BF, 1 HF, 1 AF

8 Qualified applicants: 2 WM, 6 WF

- 2 WM, 2 WF did not have experience in higher education.
- 3 WF did not indicate organizational support experience.
- 1 WF did not provide evidence of having experience to manage multiple competing priorities.

6 Interviewed applicants: 4 WF, 1 HF, 1 UU

- 1 WF did not have the necessary experience with Concur and HuskyBuy and she stated that she preferred paper records rather than electronic.
- 1 WF did not have experience or familiarity with enterprise systems utilized in this position.
- 1 HF was unable to provide evidence that she could work independently when given the opportunity to give examples of her experience.
- 1 UU did not have knowledge of basic office business practices based on interview responses.

The 1 WF selected had six years of financial experience including Concur, report generation, account balancing and submission of financial transactions requiring high attention. This background provided evidence of her attention to detail, communication, organization, written and interpersonal skills. Additionally, she established that she provided examples of how she had adapted to new software systems.

The 1 WF selected had a bachelor's degree in business administration, ten years of office experience and knowledge of office administration tasks including travel reimbursement, payroll, accounts payables and receivables. Additionally, she gave examples of how she was able to work independently in an environment with competing priorities.

Search Number	498477
Department	Engineering
Title	Administrative Program Support 4

MINIMUM QUALIFICATIONS

- Bachelor's degree and four to five years of related experience. An equivalent combination of education and experience may be substituted for the degree and years requirement.
- Excellent writing and communication skills as demonstrated through examples of professional written work.
- Demonstrated time management skills with proven ability to prioritize responsibilities.
- Demonstrated understanding of the principles of diversity, equity, and inclusion and the ability to work collaboratively with individuals of diverse backgrounds, experiences, and perspectives.
- Demonstrated commitment to customer service and strong interpersonal, oral, and written communication skills.
- Demonstrated aptitude for accurate, organized, detail-oriented work.
- Demonstrated ability to manage multiple tasks and projects with deadlines in a busy environment.
- Ability to work independently with minimal supervision, collaboratively, and as a facilitator in a team environment.
- Extensive experience with Microsoft Office Suite, especially Outlook calendaring, SharePoint, and Teams management.

PREFERRED QUALIFICATIONS

- Master's degree.
- Experience providing executive-level support.

Recruitment activities included:

- UConn Careers Website
- Listserv HERC
- Inside Higher Ed
- Diverse Job Boards
- Indeed.com

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
3-Admin Programs/Services												
498477												
Unqualified	3	13	0	2	0	2	1	2	0	0	2	25
Interview	0	1	0	0	0	0	0	0	0	0	0	1
Withdrawn	0	6	0	0	0	0	0	0	0	0	2	8
Hired	0	1	0	0	0	0	0	0	0	0	0	1
Grand Total	3	21	0	2	0	2	1	2	0	0	4	35

The Unqualified applicants did not meet the minimum qualifications for the job posting.

8 Withdrawn applicants: 6 WF, 2 UU

2 Interviewed applicants: 2 WF

- 1 WF did not have the executive-level support that was needed as she did not provide examples of when she had prioritized tasks and solved problems independently in a busy work environment.

The 1 WF selected had experience supporting high level executives, planning and preparing for meetings (domestic and international audiences), and arranging travel logistics for the executives. When giving examples of solving problems, she was able to explain how she thought creatively to come to quick and decisive resolutions which showcased her ability to work independently with minimal supervision, collaboratively, and as a facilitator in a team environment.

Search Number	498554
Department	Ntl Inst Undersea Vehicle Tech
Title	Administrative Program Support 1

MINIMUM QUALIFICATIONS

- Associate's degree and two to three years of administrative experience with demonstrated knowledge of record keeping, creating reports, and drafting correspondence; or equivalent combination of education and experience.
- Proven organizational skills and attention to detail.
- Demonstrated ability to work independently to solve problems efficiently and effectively.
- Excellent written and verbal communication.
- Ability to meet with students and faculty across the College of Engineering with occasional travel in Connecticut (i.e., UConn Avery Point) and Rhode Island.
- Meets all U.S. government regulations for access to Controlled Unclassified Information (CUI) and Controlled Technical Information (CTI) for the entirety of the appointment.

PREFERRED QUALIFICATIONS

- Experience in higher education.
- Experience handling time-sensitive data.
- Experience working with Controlled Unclassified Information (CUI).
- Experience with Microsoft Office Products, i.e. (Word and Excel) Kuali, Website design software.

Recruitment activities included:

- UConn Careers Website
- Listserv HERC
- Inside Higher Ed
- Diverse Job Boards
- Indeed
- LinkedIn

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
3-Admin Programs/Services												
498554												
Unqualified	2	3	1	0	0	1	0	0	0	0	2	9
Qualified	1	4	0	0	0	0	0	1	0	0	1	7
Interview	1	3	0	0	0	0	0	0	0	0	1	5
Withdrawn	0	1	0	0	1	0	0	0	0	0	1	3
Hired	0	1	0	0	1	0	0	0	0	0	0	2
Grand Total	4	12	1	0	2	1	0	1	0	0	5	26

The Unqualified applicants did not meet the minimum qualifications for the job posting.

3 Withdrawn applicants: 1 WF, 1 HM, 1 UU

7 Qualified applicants: 1 WM, 4 WF, 1 AF, 1 UU

- 1 WM, 1 WF did not have experience handling time-sensitive data.
- 3 WF, 1 AF, 1 UU did not have experience working in higher education.

7 Interviewed applicants: 1 WM, 4 WF, 1 HM, 1 UU

- 1 WM did not have organizational and professional experience in an administrative setting. He was not able to communicate issues he had resolved or problems he had addressed during his responses to interview questions. He did not make any mention of applications such as Excel or Google Sheets, experience with which was a preferred requirement for this position.
- 1 WF did not have work experience which aligned with the job description. She did not demonstrate an ability to handle the busy and unscheduled workload of this position as per her experience and responses to interview questions.
- 1 WF did not have any administrative experience in industry or academia. She did not make any mention of applications such as Excel or Google Sheets during her responses to interview questions.
- 1 WF did not have work experience that aligned with the job description. She did not articulate organizational skills, problem-solving ability under pressure, or attention to detail in her responses to interview questions.

- 1 UU did not possess experience working with Controlled Unclassified Information and they were not able to expand on their experience using Excel or Google sheets.

The 1 WF selected had four years of experience working in higher education in a bookstore and child development labs. She demonstrated the requisite written and verbal communication and organizational skills for this position as per her responses to interview questions. She provided examples from her position at The Hartford, to indicate that she had multitasking capabilities, responsibility, and dependability for the position.

The 1 HM selected met a hiring goal.

Search Number	498633
Department	CT Transportation Institute
Title	Administrative Program Support 2

MINIMUM QUALIFICATIONS

- Bachelor's degree and two years of related experience (an equivalent combination of education and experience may be substituted for the degree and years requirement).
- Knowledge of Microsoft Office and related software applications.
- Excellent oral and written communication skills.
- Basic understanding of accounting principles.
- Attention to detail, particularly related to enforcing data validation rules and quality assurance/quality control procedures.
- Ability to handle and prioritize multiple assignments/tasks.

PREFERRED QUALIFICATIONS

- Ability to handle and prioritize multiple assignments/tasks.
- Experience with Microsoft Office.
- Experience in problem-solving and critical thinking.

Recruitment activities included:

- UConn Careers Website
- Listserv HERC
- Inside Higher Ed
- Diverse Job Boards
- GIS Connecticut Listserv
- Staff Outreach
- Facebook
- LinkedIn

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
3-Admin Programs/Services												
498633												
Unqualified	6	12	2	0	0	0	2	1	0	0	6	29
Interview	3	7	0	1	0	2	0	0	0	0	2	15
Withdrawn	0	5	0	0	0	0	0	1	0	0	1	7
Hired	0	1	0	0	0	0	0	0	0	0	0	1
Grand Total	9	25	2	1	0	2	2	2	0	0	9	52

The Unqualified applicants did not meet the minimum qualifications for the job posting.

7 Withdrawn applicants: 5 WF, 1 AF, 1 UU

16 Interviewed applicants: 3 WM, 8 WF, 1 BF, 2 HF, 2 UU

- 2 WM, 4 WF, 1 UU did not demonstrate knowledge of basic accounting practices and procedures based on their responses to interview questions. They did not have experience maintaining or monitoring budgets, compiling data, or preparing statistical reports.
- 1 WM did not finish the pre-interview survey addressed to candidates or provide complete answers to the questions he did finish.
- 1 WF did not directly address questions during her interview. She did not demonstrate knowledge of basic accounting practices and procedures and did not have experience maintaining or monitoring budgets, compiling data, or preparing statistical reports.
- 1 WF did not demonstrate her knowledge of basic accounting practices and procedures or with maintaining and monitoring budgets, compiling data, or preparing statistical reports in her responses to interview questions.
- 1 WF did not demonstrate her knowledge of basic accounting practices and procedures as she was unable to provide examples or detailed responses to interview questions. She also did not have experience preparing statistical reports.
- 1 BF did not directly address questions during her pre-interview questionnaire, and she did not have accounting experience.
- 1 HF did not have experience in accounting, Microsoft Office, compiling data or preparing statistical reports as she did not provide evidence of this in her responses or the pre-interview questionnaire.
- 1 HF was not proficient in Microsoft Office and did not have the general experience which aligned with project goals. She did not demonstrate knowledge of basic accounting practices or procedures in her responses to interview questions.
- 1 UU did not directly address questions during her pre-interview survey, and she did not have experience in accounting.

The 1 WF selected had experience working in higher education and provided multiple specific examples that demonstrated her organizational skills. Her experience in administrative support, including creating newsletters and administering surveys, aligned with project goals. She displayed her knowledge of accounting principles in detailed responses as well as the pre-interview questionnaire.

Search Number	497953
Department	Humanities Institute
Title	Administrative Program Support 1

MINIMUM QUALIFICATIONS

- Associate's degree in a related field and two to three years of related experience in an administrative support position, which demonstrates knowledge of administrative methods. An equivalent combination of education and experience may be substituted.
- Ability to work independently and in a team setting while regularly exercising judgment regarding administrative details and procedures.
- Excellent interpersonal skills, with proven ability to establish good working relationships with coworkers and a variety of constituents, inside and outside the University.
- Clear, positive, and professional written, verbal, and non-verbal communication skills.
- Proficient in the Microsoft Office Suite (Word, Excel, Outlook, etc.).
- Excellent organizational skills.
- Demonstrated ability to respect diversity and work collaboratively with individuals of diverse cultural, social, and educational backgrounds.

PREFERRED QUALIFICATIONS

- Experience working at UConn or a state University in an administrative capacity.
- Demonstrated experience with corporate purchasing.
- Familiarity with policies and procedures related to Procurement and Travel at the University of Connecticut.
- Experience with Quali Financial Systems/KFS/KFDM, Jaggaer/Husky Buy, and Concur.

Recruitment activities included:

- UConn Careers Website
- Listserv HERC
- Inside Higher Ed
- Diverse Job Boards

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
3-Admin Programs/Services												
497953												
Unqualified	1	9	0	2	1	1	0	3	0	1	0	18
Qualified	0	1	0	0	0	0	0	0	0	0	0	1
Interview	1	1	0	0	0	1	0	0	0	0	1	4
Withdrawn	0	2	0	0	0	0	1	0	0	0	0	3
Hired	0	0	0	0	0	0	0	0	0	1	0	1
Grand Total	2	13	0	2	1	2	1	3	0	2	1	27

The Unqualified applicants did not meet the minimum qualifications of the job posting.

3 Withdrawn applicants: 2 WF, 1 AM

1 Qualified applicant: 1 WF

- 1 WF did not have experience with corporate purchasing or Quali Financial Systems/KFS/KFDM, Jaggaer/Husky Buy, and Concur.

5 Interviewed applicants: 1 WM, 1 WF, 1 HF, 1 TF, 1 UU

- 1 WM, 1 UU did not have experience with corporate purchasing and did not have familiarity with policies and procedures related to procurement and travel based on their responses to interview questions.
- 1 WF, 1 HF did not have the necessary level of administrative experience, particularly with corporate purchasing, based on their responses to interview questions.

The 1 TF selected had experience with corporate purchasing and in coordinating online and in-person events. Through her previous experience working at a state university in an administrative capacity, she demonstrated familiarity with policies and procedures related to procurement and travel. She also had the required level of knowledge in different software platforms such as Quali Financial Systems/KFS/KFDM, Jaggaer/Husky Buy, and Concur.

Search Number	498563
Department	Law
Title	Administrative Program Support 2

MINIMUM QUALIFICATIONS

- Bachelor's degree in a related field and two years of related experience. An equivalent combination of education and experience may be substituted for the degree and years requirement.
- Proficiency with Microsoft Teams, Outlook, Excel, and Word, as well as WebEx and Adobe.
- Evidence of clear and concise writing ability and proficiency in adapting writing style for different media and audiences, as demonstrated by writing samples (i.e., email correspondence, department/organizational reports, and/or office announcements.)
- Experience working in a fast-paced, complex, multi-faceted office environment.
- Experience planning, coordinating, and executing events.
- Must be able to lift 15 pounds and place on cart for transport.

PREFERRED QUALIFICATIONS

- Demonstrated organizational skills and ability to resolve administrative problems efficiently, effectively, and independently. This is a highly deadline-driven and fast-paced role that requires grace under pressure.
- Demonstrated experience with creating promotional and marketing materials such as posters, advertising flyers, and other informational and promotional materials for events.
- Demonstrated ability to exercise flexibility, good judgment, and discretion. The ideal candidate is an engaging self-starter and a problem solver who can think on their feet.
- Excellent interpersonal skills and ability to work at all levels within the organization.
- Demonstrated ability to work collaboratively with individuals of diverse cultural, social, and educational backgrounds.
- Prior experience working in a higher education setting in a university environment.
- Demonstrated experience working with UConn administrative processes including Concur, EMS, and/or other administrative enterprise systems.

Recruitment activities included:

- UConn Careers Website
- Listserv HERC
- Inside Higher Ed
- Diverse Job Boards
- LinkedIn
- Facebook
- CT Community Colleges Job Consortium
- UConn Career Website
- Internal recruitment
- Affinity Bar Associations

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
3-Admin Programs/Services												
498563												
Unqualified	6	14	0	4	4	5	0	1	0	3	6	43
Qualified	0	1	0	0	0	0	0	0	0	0	0	1
Interview	0	4	0	3	0	1	0	0	0	0	1	9
Withdrawn	0	6	0	1	0	1	0	0	1	0	2	11
Hired	0	0	0	0	0	0	0	0	0	1	0	1
Grand Total	6	25	0	8	4	7	0	1	1	4	9	65

The Unqualified applicants did not meet the minimum qualifications for the job posting.

11 Withdrawn applicants: 6 WF, 1 BF, 1 HF, 1 TM, 1 UU

1 Qualified applicant: 1 WF

- 1 WF did not have experience creating promotional and marketing materials such as posters, advertising flyers, or other informational components. She did not have prior experience working in a higher education setting, or applications such as Concur or EMS.

10 Interviewed applicants: 4 WF, 3 BF, 1 HF, 1 TF, 1 UU

- 1 WF, 1 UU did not possess experience in events, marketing, promotion, or planning events as evidenced in their responses to interview questions.
- 1 WF was unable to articulate several answers during her interview and did not have experience planning an event from start to finish.
- 1 WF did not have experience planning and running an event from start to finish.
- 1 WF was not familiar with practices in the events sphere. She did not display the necessary communication skills for this position based on her responses to interview questions that were not detailed.
- 2 BF did not have experience coordinating events for groups other than students.
- 1 BF did not demonstrate the necessary experience or communication skills for this position as she did not provide detailed or accurate responses to interview questions.
- 1 HF had experience in larger-scale celebratory events, not professional events. She did not demonstrate the requisite communication skills for this position based on her responses to interview questions.

The 1 TF selected had experience coordinating both in-person, hybrid, and remote events. She demonstrated professionalism through her responses to interview questions and was able to provide several examples of issues she had resolved while coordinating events and addressing clients. She provided evidence of her writing ability and proficiency in adapting her writing style for different media and audiences, as demonstrated by writing samples she submitted.

Search Number	497781
Department	Environmental Sci and Engr Ctr
Title	Administrative Program Support 2

MINIMUM QUALIFICATIONS

- Bachelor's degree in field related to job duties and two years of related experience OR six years of professional based experience directly related to job duties.

PREFERRED QUALIFICATIONS

- Practical experience in managing and organizing record-keeping systems.
- Working knowledge of office management and communication systems (MS Word, Excel, Teams, PowerPoint, etc.).
- Experience with basic data analysis and management software.
- Understanding and knowledge of basic accounting and budgeting principles.

- Familiarity with University policies and procedures.

Recruitment activities included:

- UConn Careers Website
- Listserv HERC
- Inside Higher Ed
- Diverse Job Boards
- IoE E-mail distribution list
- E-mails sent to administrative and business colleagues for their consideration/distribution
- UConn Daily Digest

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
3-Admin Programs/Services												
497781												
Unqualified	2	3	0	0	0	1	0	1	0	0	0	7
Qualified	1	2	0	0	0	1	1	0	0	0	0	5
Interview	1	6	0	1	1	1	0	1	0	0	1	12
Withdrawn	0	1	0	0	0	0	0	0	0	0	0	1
Hired	0	0	0	0	0	0	0	0	0	0	1	1
Grand Total	4	12	0	1	1	3	1	2	0	0	2	26

The Unqualified applicants did not meet the minimum qualifications of the job posting.

5 Qualified applicants: 1 WM, 2 WF, 1 HF, 1 AM

- 1 WM, 1 WF, 1 HF, 1 AM did not indicate experience or knowledge of basic accounting and budgeting principles in their application materials.
- 1 WF did not indicate experience with basic data analysis and management software in her application materials.

13 Interviewed applicants: 1 WM, 6 WF, 1 BF, 1 HM, 1 HF, 1 AF, 2 UU

- 1 WM, 1 UU did not indicate experience in planning travel, in budgeting and purchasing, or with university software platforms in their responses to interview questions.
- 1 WF's experience was primarily in desktop publishing and contributing to the development of programmatic and promotional materials, with no experience in budgeting, travel, or university software platforms.
- 1 WF did not have experience in planning events, travel arrangements, or university platforms as her background was primarily in grants and contracts.
- 1 WF did not have experience in events, travel planning, or university policies and procedures. Her experience was working at a university bookstore which did not provide the background necessary for this position.

- 2 WF did not have any experience with university software systems like KUALI and Concur based on responses to interview questions.
- 1 WF was familiar with departmental budgeting but did not have the experience to plan budgets or with KUALI.
- 1 BF declined the request for interview.
- 1 HM did not have experience in budgeting or travel planning, his background was in desktop publishing. He did not have the necessary experience in organizing limited company-wide events, as none of his professional experience was client-facing.
- 1 HF did not have experience in the development of promotional and programmatic materials or with university software platforms like KUALI and Concur.
- 1 AF had experience in purchasing and university contracts but did not have experience in planning events and travel, which was a large portion of the position.

The 1 UU selected had five years of higher education experience, including experience with software currently in use at UConn such as Kuali and Concur. They demonstrated the required level of experience in departmental budgeting and accounting as well as with purchasing and travel bookings. In their previous roles, they had coordinated activities for students abroad including housing and travel. They demonstrated developing programming and promotional materials through specific examples of their experiences at Cornell. Their experience with client-facing positions exemplified the required interpersonal communication skills to be able to work with potential clients, customers, and students.

Search Number	498514
Department	Kinesiology
Title	Administrative Program Support 1

MINIMUM QUALIFICATIONS

- Associate's degree and two to three years of related experience or an equivalent combination of education and experience.
- Knowledge of basic accounting principles and solid math skills in order to calculate accounts payable functions and reconciliations.
- Excellent interpersonal skills with the ability to effectively communicate verbally and in writing, complemented by strong customer service skills.
- Strong organizational skills with demonstrated attention to detail.
- Working knowledge of Microsoft Office applications.
- Experience with processing transactions (e.g., payments, travel reimbursements, and/or other travel and accounts payable experience).
- Demonstrated experience working in a high-volume, fast-paced, team-oriented environment.

PREFERRED QUALIFICATIONS

- Bachelor's degree in accounting, finance, business operations, or a related field.
- Demonstrated experience using software, such as Concur & HuskyBuy, and knowledge of Quali Financial Systems.
- Strong audit, analytical, and problem-solving skills.
- Demonstrated experience managing schedules, calendaring, and event planning.

Recruitment activities included:

- UConn Careers Website
- Listserv HERC
- Inside Higher Ed
- Diverse Job Boards
- Indeed
- LinkedIn
- Social Media
- Individual contact email distribution
- UConn and UConn Health staff/admin listservs

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
3-Admin Programs/Services												
498514												
Unqualified	7	13	3	1	1	5	1	3	0	0	3	37
Qualified	1	8	0	0	0	0	0	1	0	0	0	10
Interview	0	1	0	0	0	0	0	0	0	0	1	2
Withdrawn	0	3	0	0	0	0	0	0	0	0	2	5
Hired	0	0	0	0	0	0	0	0	0	0	1	1
Grand Total	8	25	3	1	1	5	1	4	0	0	7	55

The Unqualified applicants did not meet the minimum qualifications for the job posting.

5 Withdrawn applicants: 3 WF, 2 UU

10 Qualified applicants: 1 WM, 8 WF, 1 AF

- 8 WF, 1 AF did not have the necessary experience using software such as Concur and HuskyBuy.
- 1 WM did not have a bachelor's degree in accounting, finance, business operations, or a related field.

3 Interviewed applicants: 1 WF, 2 UU

- 1 WF, 1 UU did not effectively communicate their responses to interview questions as many of their answers did not directly address the questions posed. They did not have experience processing transactions, an important duty required for the position.

The 1 UU selected had experience from her previous student employment. Throughout the interview, the candidate responded concisely to all questions, demonstrating the necessary communication skills. They also had direct experience with many of the specific duties required for the role such as processing transactions and event planning, which would allow them to be successful in this position.

Category 3: Admissions and Registrar

Goals Set	WM	WF	BM	BF	HM	HF	AM	AF
3-Admissions and Registrar	2	0	2	5	1	2	1	1

Job Category	Goal	RG	Search #	Title	No. Hired
3-Admissions and Registrar	Y	WM	498548	Admissions Officer 2	1

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
3-Admissions and Registrar												
498548												
Unqualified	10	14	3	1	1	6	3	0	0	0	5	43
Interview	2	0	0	0	0	0	0	0	0	0	1	3
Withdrawn	0	1	0	0	0	0	0	0	0	0	1	2
Hired	1	0	0	0	0	0	0	0	0	0	0	1
Grand Total	13	15	3	1	1	6	3	0	0	0	7	49

This hire achieved a hiring goal.

Category 3: Advising

Goals Set	WM	WF	BM	BF	HM	HF	AM	AF
3-Advising	5	0	0	2	1	4	0	0

Job Category	Goal	RG	Search #	Title	No. Hired
3-Advising	Y	WM	498648	Academic Advisor 1	1
	Y	BF	498076	Academic Advisor 1	1
	Y	BF	498129	Student Success Counselor	1
	Y	HM	498052	Academic Advisor 1	1
	Y	HF	498075	Academic Advisor 1	1
	Y	HF	498147	Academic Advisor 1	1
	Y	HF	498285	Academic Advisor 2	1
	N	WF	497872	Academic Advisor 1	1
	N	WF	497998	Academic Advisor 1	1
	N	WF	498147	Academic Advisor 1	1
	N	WF	498179	Academic Advisor 1	1
	N	WF	498263	Academic Advisor 2	1
	N	BM	497870	Academic Advisor 2	1
	N	HF	497884	Academic Advisor 1	1
	N	AF	498184	Academic Advisor 1	1
	N	UU	498511	Career Consultant	2

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
3-Advising												
498648												
Unqualified	13	25	1	1	2	2	1	1	0	1	5	52
Interview	2	5	1	0	0	0	0	0	0	0	3	11
Withdrawn	0	0	0	0	0	0	0	0	0	0	2	2
Hired	1	0	0	0	0	0	0	0	0	0	0	1
Grand Total	16	30	2	1	2	2	1	1	0	1	10	66

This hire achieved a hiring goal.

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
3-Advising												
498076												
Unqualified	2	11	0	4	1	3	0	0	0	1	5	27
Interview	1	3	0	1	0	1	0	0	0	0	2	8
Withdrawn	0	0	0	0	0	0	0	1	0	0	0	1
Hired	0	0	0	1	0	0	0	0	0	0	0	1
Grand Total	3	14	0	6	1	4	0	1	0	1	7	37

This hire achieved a hiring goal.

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
3-Advising												
498129												
Unqualified	23	34	9	8	5	5	0	0	0	2	11	97
Withdrawn	0	1	0	1	0	0	0	0	0	0	3	5
Hired	0	0	0	1	0	0	0	0	0	0	0	1
Grand Total	23	35	9	10	5	5	0	0	0	2	14	103

This hire achieved a hiring goal.

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
3-Advising												
498052												
Unqualified	1	5	1	0	0	0	0	0	0	0	1	8
Interview	0	0	0	0	0	0	0	1	0	0	0	1
Withdrawn	0	0	0	0	0	0	0	0	1	0	0	1
Offer Declined	1	0	0	0	0	0	0	0	0	0	0	1
Hired	0	0	0	0	1	0	0	0	0	0	0	1
Grand Total	2	5	1	0	1	0	0	1	1	0	1	12

This hire achieved a hiring goal.

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
3-Advising												
498075												
Unqualified	17	27	2	10	3	3	0	4	0	1	4	71
Qualified	1	0	1	2	0	1	0	0	0	0	0	5
Interview	0	6	0	0	0	1	0	0	0	0	0	7
Withdrawn	1	2	0	0	2	1	0	0	0	0	2	8
Hired	0	0	0	0	0	1	0	0	0	0	0	1
Grand Total	19	35	3	12	5	7	0	4	0	1	6	92

This hire achieved a hiring goal.

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
3-Advising												
498285												
Unqualified	3	6	4	8	1	4	1	3	0	1	7	38
Qualified	0	1	0	0	0	0	0	1	0	0	3	5
Interview	0	4	0	0	0	2	0	0	0	0	1	7
Withdrawn	0	2	0	0	0	0	0	0	0	0	4	6
Hired	0	0	0	0	0	1	0	0	0	0	0	1
Grand Total	3	13	4	8	1	7	1	4	0	1	15	57

This hire achieved a hiring goal.

Search Number	497872
Department	Avery Point Campus
Title	Academic Advisor 1

MINIMUM QUALIFICATIONS

- Bachelor's degree in counseling, education, or a related field and 3 years of experience in academic counseling or advising or Master's degree and one year of experience in academic counseling or advising.
- Proven ability to counsel and advise students as it relates to their personal, educational, and career goals.
- Team-oriented individual, with excellent interpersonal skills.
- Proven ability to relate well to students, faculty, administrators, and parents/guardians.
- Excellent written and verbal communication skills.
-

PREFERRED QUALIFICATIONS

- Master's degree in a related field.
- 3-5 years of post-bachelor's experience in academic counseling or advising.
- Experience working with administrators, faculty, and parents/guardians in an advising setting.
- Knowledge of UConn's undergraduate programs and degree requirements.
- Familiarity with Peoplesoft or with similar higher education systems.

Recruitment activities included:

- UConn Careers Website
- Listserv HERC
- Inside Higher Ed
- Diverse Job Boards
- NACADA
- Indeed

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
3-Advising												
497872												
Unqualified	4	18	0	0	0	6	1	1	0	2	5	37
Qualified	1	0	0	0	0	0	0	0	0	0	0	1
Interview	1	3	0	0	0	1	0	1	0	0	1	7
Hired	0	1	0	0	0	0	0	0	0	0	0	1
Grand Total	6	22	0	0	0	7	1	2	0	2	6	46

The Unqualified applicants did not meet the minimum qualifications of the job posting.

1 Qualified applicant: 1 WM

- 1 WM did not have three to five years of post-bachelor's experience in academic counseling or advising.

8 Interviewed applicants: 1 WM, 4 WF, 1 HF, 1 AF, 1 UU

- 1 WM, 1 WF did not demonstrate the necessary experience or understanding of advising in higher education based on their responses to interview questions.
- 1 WF did not have the required level of experience supporting and promoting student success. She was unable to provide examples to indicate experience working with faculty and parents in an advising capacity as well as experience with Peoplesoft or a similar system.
- 1 WF did not demonstrate experience supporting and promoting student success. Her experience in K-12 did not relate to the position.
- 1 HF was determined to have not met the minimum qualifications by Human Resources.
- 1 AF was determined not have three to five years of post-bachelor's experience in academic counseling or advising.
- 1 UU did not demonstrate the required written or clear verbal communication skills for this as he had a challenging time answering questions completely and providing examples of his experiences and knowledge.

The 1 WF selected had demonstrated experience in undergraduate, graduate, and post-graduate advising regarding career counseling, major exploration, academic recovery, and first-generation programming and support. She demonstrated her experience counseling and advising based on specific examples given during the interview process.

Search Number	497998
Department	ISS Acad Ctr Entering Students
Title	Academic Advisor 1

MINIMUM QUALIFICATIONS

- Bachelor's degree in a related field and three years of position-related experience in advising and/or counseling students or in providing academic support, OR advanced degree in a related field and one year of related experience in advising and/or counseling students or in providing academic support.
- Ability and knowledge to support undergraduate students, including first-generation college students and students from traditionally underrepresented backgrounds.
- Excellent interpersonal skills and the ability to work in a team setting.
- Ability to build rapport with students, families, and University partners.
- Ability to work on occasional nights and weekends and travel occasionally for work purposes.

PREFERRED QUALIFICATIONS

- Advanced degree in higher education, counseling, or related discipline (anticipated by May 2024).
- Advising experience in postsecondary/higher education institution(s).
- Experience in the interpretation of academic policies, regulations, and procedures.
- Experience teaching or conducting workshops.

Recruitment activities included:

- UConn Careers Website
- Listserv HERC
- Inside Higher Ed
- Diverse Job Boards
- Daily Digest
- LinkedIn
- NACADA

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
3-Advising												
497998												
Unqualified	3	9	0	0	1	2	0	0	0	0	3	18
Qualified	4	6	0	1	0	0	0	1	0	0	0	12
Interview	2	2	0	0	1	1	0	1	0	0	1	8
Withdrawn	0	0	0	1	0	0	0	0	0	0	1	2
Hired	0	1	0	0	0	0	0	0	0	0	0	1
Grand Total	9	18	0	2	2	3	0	2	0	0	5	41

The Unqualified applicants did not meet the minimum qualifications of the job posting.

12 Qualified applicants: 4 WM, 6 WF, 1 BF, 1 AF

- 3 WM, 2 WF did not have experience advising in post-secondary or higher education institutions.
- 1 WM, 4 WF, 1 BF, 1 AF did not have an advanced degree in higher education, counseling, or related discipline or did not anticipate having it by May 2024.

9 Interviewed applicants: 2 WM, 3 WF, 1 HM, 1 HF, 1 AF, 1 UU

- 1 WM was unable to articulate how their teaching experiences would be transferable to the duties the advising position would require in his presentation.
- 1 WM, 1 WF did not address the challenges of first-generation college students and students from traditionally underrepresented backgrounds. They did not demonstrate the

ability to provide support as an advisor as they did not provide examples of their experience.

- 1 WF gave a presentation that did not demonstrate an understanding of specific office/advising functions and was unable to demonstrate management techniques for presentations and workshops.
- 1 HM had a master's degree which was unrelated to the position and could not connect their prior professional experience to advising university students.
- 1 HF, 1 AF, 1 UU's presentation did not convey their advising philosophy, and they were unable to share relevant experiences or direct answers to situational questions on how to handle a conflict and have specific exploratory advising conversations.

The 1 WF selected demonstrated an understanding of the requirements and responsibilities of this position during her interview process as well as through her presentation on advising. She also explained how to support undergraduate students, including first-generation college students, students from traditionally underrepresented backgrounds, as well as exploratory students. She had an advanced degree as well as relevant experience interpreting academic policies and in a teaching role. Throughout her interview, she showed the required level of interpersonal communication skills for this position as had worked with students, families, and university partners.

Search Number	498147
Department	ISS Cntr for Access PScnd Succ
Title	Academic Advisor 1

MINIMUM QUALIFICATIONS

- Bachelor's degree.
- Three years of related experience, including at least one year of experience working with high school students from diverse populations.
- Knowledge of higher education and the challenges faced by low-income, first-generation to college, and underrepresented students.
- Demonstrated excellent communication and interpersonal skills.

PREFERRED QUALIFICATIONS

- Education and/or experience working in a STEM field or providing STEM education.
- Two or more years of experience working with high school students in a diverse environment.
- Experience with academic advising or school counseling.
- Experience providing academic and college preparation programming.
- Bilingual in English/Spanish.

Recruitment activities included:

- UConn Careers Website
- Listserv HERC
- Inside Higher Ed
- Diverse Job Boards
- Personal networks/LinkedIn
- UConn systems, including Daily Digest

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
3-Advising												
498147												
Unqualified	2	6	0	1	0	2	0	0	0	0	0	11
Interview	1	1	0	0	0	0	0	0	0	0	0	2
Withdrawn	0	0	0	0	0	0	0	0	0	0	1	1
Selected	0	1	0	0	0	1	0	0	0	0	0	2
Grand Total	3	8	0	1	0	3	0	0	0	0	1	16

The Unqualified applicants did not meet the minimum qualifications for the job posting.

1 Withdrawn applicant: 1 UU

4 Interviewed applicants: 1 WM, 2 WF, 1 HF

- 1 WM, 1 WF did not have experience in delivering college preparation programming for high school students and did not have adequate experience providing STEM programming based on their presentations and responses to interview questions.

The 1 WF selected had skills and knowledge that aligned directly with the role of Program Advisor, including a background in advising. She successfully communicated her experience with and an understanding of the challenges of the target population of advisees in detailed responses to interview questions.

The 1 HF selected met a hiring goal.

Search Number	498179
Department	Nursing Instruct and Research
Title	Academic Advisor 1

MINIMUM QUALIFICATIONS

- Bachelor's degree in a related field and three years of position-related experience in advising and/or counseling students or in providing academic support; OR advanced degree in a related field and one year of related experience in advising and/or counseling students or in providing academic support.

- Demonstrated ability and knowledge of providing support to undergraduate students, including first-generation college students and students from traditionally underrepresented backgrounds.
- Excellent interpersonal skills and ability to work in a team setting.
- Experience with building rapport with students, families, and university partners.
- Ability to work on occasional nights and weekends and travel occasionally for work purposes.

PREFERRED QUALIFICATIONS

- Master's degree in counseling, education, or related field.
- 3-4 years of experience in counseling and advising students.
- Excellent communication, interpersonal, and counseling skills.
- Knowledge of academic programs in area to be served.
- Ability to trouble shoot problems that interfere with the student's academic progress and work effectively to resolve them.
- Knowledge of undergraduate and graduate student populations.
- Experience working in an institution of higher education.
- Working knowledge of Microsoft Excel, Access, and Outlook, PeopleSoft, and File Locker and other database programs.
- Knowledge of typical State and University policies and procedures.

Recruitment activities included:

- UConn Careers Website
- Listserv HERC
- Diverse Job Boards
- Inside Higher Ed
- School of Nursing Social Media
- School of Nursing LinkedIn
- School of Nursing Website
- Minority Nurse

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
3-Advising												
498179												
Unqualified	3	11	1	3	1	0	0	0	0	1	3	23
Interview	0	2	0	0	0	0	0	0	0	0	0	2
Withdrawn	0	0	0	0	0	0	0	1	0	0	1	2
Hired	0	1	0	0	0	0	0	0	0	0	0	1
Grand Total	3	14	1	3	1	0	0	1	0	1	4	28

The Unqualified applicants did not meet the minimum qualifications for the job posting.

2 Withdrawn applicants: 1 AF, 1 UU

3 Interviewed applicants: 3 WF

- 1 WF was unable to articulate how her current education aligned with the position or how it prepared her for an advisor role. She did not have advising experience providing support to undergraduate first-generation students.
- 1 WF did not have experience providing support to undergraduate students from first-generation backgrounds or those on academic probation. She was unable to explain actual tools that could support students through the academic process.

The 1 WF selected had a master's degree in clinical mental health counseling (CMHC) and complemented it with experience as an academic counselor. She had experience supporting students on probation in rebuilding confidence and developing their academic skills. She had worked specifically with accelerated nursing students in both a small and large cohort setting. During her previous position, she took hands-on roles scheduling courses, setting up labs, supporting simulations, and leading workshops on anxiety, critical thinking, and self-care, all which mirrored the skills utilized in this position. She had experience in the creation of videos and academic resources.

Search Number	498263
Department	Engineering Undergrad Programs
Title	Academic Advisor 2

MINIMUM QUALIFICATIONS

- Bachelor's degree from an accredited institution and four years of related experience OR Master's degree in higher education, counseling, or a related field and two years of related experience. At least 2 of the years of experience must be in direct advising or counseling.
- Excellent written and verbal communication skills and ability to relate well to students, families, faculty, and other campus partners.
- Ability and knowledge to support STEM undergraduate students, with an appreciation for the rigor of their academic experience.

PREFERRED QUALIFICATIONS

- Master's degree in higher education, counseling, or a related field.
- 3-5 years of advising and/or counseling students or providing academic support.
- Knowledge of the unique needs of special undergraduate student populations, especially underrepresented and minoritized students in STEM.
- Knowledge of relevant student development theories and application of that knowledge in developing a robust philosophy of advising that includes prescriptive, developmental, coaching, and teaching approaches.
- Knowledge of relevant academic programs and career pathways in engineering, the range and structure of majors, general education, and school and college requirements.

- Experience in the interpretation of academic policies, regulations, and procedures.
- Experience using data to plan, manage, and assess a program.
- Ability to develop, plan, and present programs and workshops.
- Knowledge of and experience with online student records software, such as PeopleSoft.
- Computer proficiency in Microsoft Office Suite, especially Excel.

Recruitment activities included:

- UConn Careers Website
- Listserv HERC
- Diverse Job Boards
- Inside Higher Ed
- Facebook
- LinkedIn
- NACADA

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
3-Advising												
498263												
Unqualified	4	5	0	1	1	3	0	0	0	1	1	16
Qualified	0	1	0	0	0	1	0	0	0	0	0	2
Interview	2	3	0	0	0	0	0	0	0	0	0	5
Withdrawn	1	0	0	0	0	0	0	0	0	0	2	3
Hired	0	1	0	0	0	0	0	0	0	0	0	1
Grand Total	7	10	0	1	1	4	0	0	0	1	3	27

The Unqualified applicants did not meet the minimum qualifications for the job posting.

3 Withdrawn applicants: 1 WM, 2 UU

2 Qualified applicants: 1 WF, 1 HF

- 1 WF did not indicate knowledge of relevant student development theories and application of that knowledge in developing a philosophy of advising that includes prescriptive, developmental, coaching, and teaching approaches in their application materials.
- 1 HF did not indicate knowledge of relevant academic programs and career pathways in engineering, the range and structure of majors, general education, and school and college requirements.

6 Interviewed applicants: 2 WM, 4 WF

- 1 WM did not have the STEM advising experience for the position and did not fully answer several interview questions.

- 1 WM did not have relevant work experience for this position, with his experience primarily obtained in a high school and not a STEM program in higher education. He did not fully answer several interview questions.
- 1 WF did not demonstrate her experience with online student records software or in developing workshops as her responses to interview questions were incomplete.
- 1 WF did not have relevant work experience for this position, her background was primarily obtained in the field of nursing and not an engineering program in higher education.
- 1 WF was unable to articulate her direct advising or academic support experience. She did not possess the necessary command of advising principles and the applied theories behind them as evidenced in her presentation.

The 1 WF selected demonstrated the requisite presentation and communication skills for this role as she was able to provide applicable examples in her responses. She was able to speak to how she would relate to students, families, faculty, and other campus partners. She exhibited a clear knowledge and command of advising principles and the applied theories behind them, program development, and student success.

Search Number	497870
Department	Avery Point Campus
Title	Academic Advisor 2

MINIMUM QUALIFICATIONS

- Bachelor's degree in a related field and four years of related experience OR Master's degree in a related field and two years of related experience.
- Demonstrated excellent interpersonal, written, and verbal communication skills.
- Proven experience working successfully in both an independent and team environment.
- Demonstrated experience working with college students in higher education institutions.
- Demonstrated ability to multitask in a high-traffic office.

PREFERRED QUALIFICATIONS

- Master's degree in counseling, higher education, or related field.
- Prior experience working with software systems to generate and utilize data to inform decision-making.
- Prior experience working with software tools to market virtually, like websites, social media, and newsletter tools.
- Prior experience in teaching college students.
- Prior supervisory experience of student staff.

Recruitment activities included:

- UConn Careers Website
- Listserv HERC
- Inside Higher Ed
- Diverse Job Boards
- Higher Ed Jobs
- NACADA
- Indeed
- Higher Education Job Consortium

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
3-Advising												
497870												
Unqualified	11	14	2	0	0	1	0	3	0	1	2	34
Qualified	0	0	0	0	0	1	0	0	0	0	1	2
Interview	0	2	0	0	0	0	0	0	0	0	1	3
Withdrawn	1	2	0	0	0	0	0	0	0	0	1	4
Hired	0	0	1	0	0	0	0	0	0	0	0	1
Grand Total	12	18	3	0	0	2	0	3	0	1	5	44

The Unqualified applicants did not meet the minimum qualifications for the job posting.

4 Withdrawn applicants: 1 WM, 2 WF, 1 UU

2 Qualified applicants: 1 HF, 1 UU

- 1 HF did not possess a master's degree in counseling, higher education, or a related field, did not have prior experience in teaching college students, and did not indicate prior supervisory experience of student staff.
- 1 UU did not possess a master's degree in counseling, higher education, or a related field, did not have prior experience in teaching college students, did not have experience with software systems and software marketing tools, and did not indicate prior supervisory experience of student staff.

4 Interviewed applicants: 2 WF, 1 BM, 1 UU

- 2 WF's did not provide examples of their experiences or skills related to leading advising. They did not have experience with software systems and tools used for decision making.
- 1 UU did not demonstrate conflict resolution skills and did not provide specific examples in their responses to interview questions.

The 1 BM selected communicated his philosophy of advising and addressed the distinct needs and challenges for underrepresented student populations. He had leadership experience and demonstrated the capacity to supervise student staff in this role based on his previous experience

and thorough answers. In addition, he had the necessary communication skills for the position, based on his interactions during his interview.

Search Number	497884
Department	ISS Cntr for Access PScnd Succ
Title	Academic Advisor 1

MINIMUM QUALIFICATIONS

- Bachelor's degree preferably in counseling or a related field.
- Minimum three years of related experience including at least one year of experience working with high school students in a diverse environment; experience with school counseling, community work, or social agency.
- Demonstrated excellent communication and interpersonal skills.
- Knowledge of higher education and the challenges faced by low-income, first-generation college, and underrepresented students.
- Ability to report to multiple worksites and work flexible hours.
- Ability to make a commitment to the non-residential, commuter summer component.

PREFERRED QUALIFICATIONS

- Master's degree in counseling or related field.
- Two or more years of experience working with high school students in a diverse environment; experience with school counseling, community work, or social agency.
- Experience with providing academic and college preparation programming.
- Bilingual in English/Spanish.

Recruitment activities included:

- UConn Careers Website
- Listserv HERC
- Inside Higher Ed
- Diverse Job Boards
- Personal networks
- LinkedIn
- UConn systems including Daily Digest

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
3-Advising												
497884												
Unqualified	0	1	0	0	0	1	0	0	0	1	0	3
Interview	1	2	0	0	0	0	0	0	0	0	0	3
Hired	0	0	0	0	0	1	0	0	0	0	0	1
Grand Total	1	3	0	0	0	2	0	0	0	1	0	7

The Unqualified applicants did not meet the minimum qualifications of the job posting.

4 Interviewed applicants: 1 WM, 2 WF, 1 HF

- 1 WM, 2 WF had experience with high school students, but did not have the required experience in academic programming for low income and first-generation students, based on their responses to interview questions.

The 1 HF selected had the required level of experience in academic planning and academic programming for low income and first-generation students, based on her responses to interview questions. She was bilingual in English and Spanish and during the interview she demonstrated the necessary communication skills for the position. She stated that she had the ability to report to multiple worksites, work flexible hours and work during the non-residential, commuter summer component.

Search Number	498184
Department	ISS Cntr for Access PScnd Succ
Title	Academic Advisor 1

MINIMUM QUALIFICATIONS

- Bachelor's degree preferably in counseling or a related field.
- Minimum three years of related experience including at least one year of experience working with middle and/or high school students in a diverse environment; experience with school counseling, community work, or social agency.
- Demonstrated excellent communication and interpersonal skills.
- Knowledge of higher education and the challenges faced by low-income, first-generation to college, and underrepresented students.
- Ability to report to multiple worksites and work flexible hours.
- Ability to make a commitment to the non-residential, commuter summer component.

PREFERRED QUALIFICATIONS

- Master's degree in counseling or a related field.

- Two or more years of experience working with middle and/or high school students in a diverse environment; experience with school counseling, community work, or social agency.
- Experience with providing academic and college preparation programming.
- Bilingual in English/Spanish.

Recruitment activities included:

- UConn Careers Website
- Listserv HERC
- Inside Higher Ed
- Diverse Job Boards
- Personal networks/LinkedIn
- UConn systems, including Daily Digest

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
3-Advising												
498184												
Unqualified	4	6	1	3	1	2	0	0	0	0	3	20
Interview	0	0	0	0	0	1	0	0	0	0	0	1
Withdrawn	0	0	0	0	0	0	0	0	0	0	2	2
Offer Declined	0	0	0	1	0	0	0	0	0	0	0	1
Hired	0	0	0	0	0	0	0	1	0	0	0	1
Grand Total	4	6	1	4	1	3	0	1	0	0	5	25

The Unqualified applicants did not meet the minimum qualifications for the job posting.

2 Withdrawn applicants: 2 UU

3 Interviewed applicants: 1 BF, 1 HF 1 AF

- 1 BF declined the offer.
- 1 HF did not demonstrate her understanding of the specific concerns of the target population of the position.

The 1 AF selected had experience working collaboratively with individuals of diverse cultural, social, and educational backgrounds. She had a background in advising and college preparation programming that provided her with the necessary experience for the position.

Search Number	498511
Department	Law
Title	Career Consultant

MINIMUM QUALIFICATIONS

- J.D. degree or Master's degree in relevant field of study.
- One to two years of professional legal experience.
- Knowledge of the legal hiring community.
- Strong interpersonal skills and communication techniques.
- Strong public speaking, writing, and group facilitation skills.
- Ability to work effectively and develop positive, collaborative relationships with a wide variety of constituencies including students, alumni, faculty, administrators, and legal practitioners.
- Knowledge of technologies related to career development.

PREFERRED QUALIFICATIONS

- J.D. degree.
- 3+ years of professional experience or internship in career planning, academic advising, higher education or business/industrial human resources, industrial/college relations, or higher education career services.
- Admitted to, or eligible to be admitted to the Bar of a jurisdiction of the United States.
- Experience in a Law School Career Development office.
- Experience with electronic media and marketing initiatives.
- Knowledge of technologies related to career development.
- High level of ability and experience using Word, Excel, PowerPoint, specialized career service database software, and online resources.

Recruitment activities included:

- UConn Careers Website
- Listserv HERC
- Inside Higher Ed
- Diverse Job Boards

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
3-Advising												
498511												
Unqualified	1	0	0	0	0	0	0	0	0	0	1	2
Interview	0	1	0	0	1	0	0	0	0	0	0	2
Withdrawn	0	0	0	1	0	0	0	0	0	0	0	1
Hired	0	0	0	0	0	0	0	0	0	0	2	2
Grand Total	1	1	0	1	1	0	0	0	0	0	3	7

The Unqualified applicants did not meet the minimum qualifications for the job posting.

1 Withdrawn applicant: 1 BF

4 Interviewed applicants: 1 WF, 1 HM, 2 UU

- 1 WM, 1 WF did not have experience counseling and working with job candidates through the application, interview, and offer processes. They were found to not have experience with the legal hiring industry during the interview.

The 1 UU selected had relevant and broad experience in different career paths and in preparing and counseling job candidates for the application, interview, and offer process in the legal field. They possessed teaching experience and the ability to create and present content for CCD programming for students. In addition, they gave examples of how they would work effectively and develop positive, collaborative relationships with a wide variety of constituencies including students, alumni, faculty, administrators, and legal practitioners.

The 1 UU selected had relevant experience for the position and had served the student population in a previous role. They had run and tangibly improved several recruiting programs at the institution, including Public Interest Fellowships. They possessed an understanding of the legal market and methods for counseling students through the application, interview, and offer processes.

Category 3: Arts and Curatorial Services

Goals Set	WM	WF	BM	BF	HM	HF	AM	AF
3-Arts and Curatorial Services	0	1	0	1	0	0	0	0

Job Category	Goal	RG	Search #	Title	No. Hired
3-Arts and Curatorial Services	Y	WF	497737	Theater Production Specialist	1
	N	TM	498460	Educational Curator	1

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
3-Arts and Curatorial Services												
497737												
Unqualified	11	4	0	0	2	0	2	0	0	0	1	20
Interview	2	0	0	0	1	0	0	0	0	0	2	5
Hired	0	1	0	0	0	0	0	0	0	0	0	1
Grand Total	13	5	0	0	3	0	2	0	0	0	3	26

This hire achieved a hiring goal.

Search Number	498460
Department	Benton Museum of Art
Title	Educational Curator

MINIMUM QUALIFICATIONS

- Bachelor's degree in art history.
- Two to three years of related experience creating and leading sustainable education programs in an art museum environment. Experience developing programs that engage the public across all ages and specifically K-12 students and working with K-12 teachers.
- A track record of educational success developing programs, implementing events, and building or sustaining collaborations, including the ability to develop and implement virtual programs, and the ability to work effectively with a broad range of museum audiences.
- Experience with STEAM education and curriculum development.
- Prior supervisory experience managing docents, volunteers, interns, and students.
- Exhibit excellent managerial, planning, organizational, and administrative skills including budgeting and grants; strong interpersonal, written, and oral communication skills.
- Use Microsoft Office, the Internet, and email proficiently.

PREFERRED QUALIFICATIONS

- Master's degree in museum studies, art history, education, or liberal studies.
- At least 5-7 years' experience as Education Curator/Director in an art museum managing a complex educational program including marketing and implementing field trip and managing docent programs.

Recruitment activities included:

- UConn Careers Website
- Listserv HERC
- Inside Higher Ed
- Diverse Job Boards
- NEMA (New England Museum Association)
- AAM (American Alliance of Museums)

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
3-Arts and Curatorial Services												
498460												
Unqualified	1	7	0	1	1	1	0	1	0	0	4	16
Interview	0	1	0	0	0	0	0	0	0	0	2	3
Withdrawn	0	1	0	1	0	0	0	0	0	0	0	2
Hired	0	0	0	0	0	0	0	0	1	0	0	1
Grand Total	1	9	0	2	1	1	0	1	1	0	6	22

The Unqualified applicants did not meet the minimum qualifications for the job posting.

2 Withdrawn applicants: 1 WF, 1 BF

4 Interviewed applicants: 1 WF, 1 TM, 2 UU

- 1 WF did not communicate related experience creating and leading sustainable education programs in an art museum environment. She was unable to exhibit the necessary managerial, planning, organizational, and administrative skills, including budgeting and grants in her responses to interview questions.
- 1 UU did not demonstrate related experience creating and leading sustainable education programs in an art museum environment. They did not have experience developing programs that engaged specifically K-12 students and teachers and did not have experience with STEAM education and curriculum development.
- 1 UU could not describe their educational success developing programs, implementing events, and building collaborations. They did not have prior supervisory experience managing docents, volunteers, interns, and students, nor managerial and administrative skills involving budgeting and grants.

The 1 TM selected had educational success developing programs, events, and building or sustaining collaborations. He had experience with STEAM education and curriculum development, and prior supervisory experience managing docents, volunteers, interns, and students. He communicated that he was proficient in Microsoft Office, navigating the Internet, and utilizing email as he gave examples of how he had used technology. He provided many examples of how he would advance K-12 education at the museum in this role.

Category 3: Business Operations

Goals Set	WM	WF	BM	BF	HM	HF	AM	AF
3-Business Operations	4	0	0	1	0	1	0	0

Job Category	Goal	RG	Search #	Title	No. Hired
3-Business Operations	Y	WM	498459	Functional Specialist	2
	Y	HF	498002	Business Ops Specialist 1	1
	N	HM	498588	Business Ops Specialist 1	1

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
3-Business Operations												
498459												
Interview	1	0	0	0	0	0	0	0	0	0	0	1
Hired	2	0	0	0	0	0	0	0	0	0	0	2
Grand Total	3	0	0	0	0	0	0	0	0	0	0	3

These hires achieved hiring goals.

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
3-Business Operations												
498002												
Unqualified	8	4	1	0	1	2	1	2	0	1	0	20
Interview	0	1	1	0	0	0	0	0	0	0	2	4
Withdrawn	1	0	0	0	0	0	0	0	0	0	1	2
Hired	0	0	0	0	0	1	0	0	0	0	0	1
Grand Total	9	5	2	0	1	3	1	2	0	1	3	27

This hire achieved a hiring goal.

Search Number	498588
Department	Student Health and Wellness
Title	Business Operations Specialist 1

MINIMUM QUALIFICATIONS

- Bachelor's degree in a related field and two to three years of related experience. An equivalent combination of education and/or experience may be substituted for the degree and years requirement.

PREFERRED QUALIFICATIONS

- Two years of experience in a healthcare or university setting.
- Excellent attention to detail and organizational skills.
- Strong problem-solving skills.
- Positive and professional communication and interpersonal skills.
- Ability to work in a team environment, establishing relationships with a variety of constituents.
- Ability to efficiently handle and successfully complete multiple tasks.

Recruitment activities included:

- UConn Careers Website
- Listserv HERC
- Inside Higher Ed
- Diverse Job Boards
- Cultural Center Directors
- OIE Listserv

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
3-Business Operations												
498588												
Unqualified	0	2	1	1	0	3	1	0	0	0	1	9
Interview	0	2	0	1	0	0	0	0	0	0	1	4
Hired	0	0	0	0	1	0	0	0	0	0	0	1
Grand Total	0	4	1	2	1	3	1	0	0	0	2	14

The Unqualified applicants did not meet the minimum qualifications for the job posting.

5 Interviewed applicants: 2 WF, 1 BF, 1 HM, 1 UU

- 1 WF did not provide examples of professional communication, managing multiple projects, or working as part of a team. She did not provide detailed responses to several questions.
- 1 WF did not provide examples in which she efficiently managed multiple tasks, and her responses were not detailed related to working on a team, establishing relationships with various constituents, and professional communication.
- 1 BF provided incomplete responses to interview questions which did not exhibit the requisite attention to detail for this position.
- 1 UU did not provide examples in which they had worked as a team member, and their experience was focused on supervision and management of staff as opposed to direct care.

The 1 HM selected gave a detailed explanation of his daily workflow and how he managed and utilized tools in a suite for clinicians and students. He had direct knowledge of the electronic health records utilized by ShaW and provided examples of how he had established campus partnerships and campus relationships in his previous positions. He provided examples of problem solving and positive communication through his interactions with campus partners.

Category 3: Capital Planning & Construction

Goals Set	WM	WF	BM	BF	HM	HF	AM	AF
3-Capital Planning & Construction	6	0	0	0	0	0	1	0

No hiring activity in this category.

Category 3: Communication and Marketing

Goals Set	WM	WF	BM	BF	HM	HF	AM	AF
3-Communication and Marketing	2	0	1	2	4	2	3	2

Job Category	Goal	RG	Search #	Title	No. Hired
3-Communication and Marketing	Y	WM	498035	Media Producer 2	1
	Y	WM	498291	Media Producer 1	1
	N	WM	498369	Managing Editor	1
	N	WF	497646	Publicity/Marketing Coord	1
	N	WF	498154	Editor 2	1
	N	WF	498418	Editor 1	1
	N	WF	498584	Media Producer 1	1
	N	WF	PT-FT	Univ Public Relations Assoc 2	1

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
3-Communication and Marketing												
498035												
Unqualified	5	1	0	0	1	0	2	1	0	0	1	11
Qualified	10	0	0	1	0	0	0	0	0	0	4	15
Interview	0	0	0	0	1	0	0	1	0	0	0	2
Withdrawn	1	1	0	0	0	0	0	0	0	0	0	2
Hired	1	0	0	0	0	0	0	0	0	0	0	1
Grand Total	17	2	0	1	2	0	2	2	0	0	5	31

This hire achieved a hiring goal.

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
3-Communication and Marketing												
498291												
Unqualified	18	3	3	0	2	0	2	0	1	1	2	32
Qualified	1	1	0	0	0	0	0	0	0	0	0	2
Interview	1	0	0	0	0	0	0	0	0	0	0	1
Hired	1	0	0	0	0	0	0	0	0	0	0	1
Grand Total	21	4	3	0	2	0	2	0	1	1	2	36

This hire achieved a hiring goal.

Part-time to Full-time

1 WF moved from Part-time to Full-time.

Search Number	498369
Department	University Communications
Title	Managing Editor

MINIMUM QUALIFICATIONS

- Bachelor's degree in Journalism, English, Communications, or a related field.
- 4 to 5 years of experience as a writer, editor, or equivalent.
- Evidence of masterful writing ability, as demonstrated by writing samples; ability to adapt writing style for different media and audiences including for web and video scripts.
- Ability to meet and enforce deadlines, take initiative, work independently to carry out complex assignments, and willingness to work flexible hours.
- Superior communication, interpersonal, and diplomatic skills.
- Strong project management and organizational skills and ability to make sound judgments.

PREFERRED QUALIFICATIONS

- At least 5 years of experience as a writer, editor, or equivalent.
- Higher education marketing or communications experience.
- Experience developing website structure and content.
- Experience editing websites in WordPress.
- Understanding of metadata, accessibility, and/or SEO.
- Values diversity and inclusion in the workplace.

Recruitment activities included:

- UConn Careers Website
- Listserv HERC
- Diverse Job Boards
- Inside Higher Ed
- LinkedIn
- UConn Cultural Centers
- American Marketing Association
- HigherEdJobs
- Asian American Journalists Association
- UniversityJobs.com
- JournalismNext
- Chronicle of Higher Ed
- CASE
- Diverse Issues in Higher Education
- Hire Diversity
- National Association of Hispanic Journalists
- National Association of Black Journalists

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
3-Communication and Marketing												
498369												
Unqualified	23	21	3	2	4	1	6	2	0	0	11	73
Interview	1	3	0	0	0	0	0	0	0	0	0	4
Withdrawn	1	1	1	0	0	0	0	0	0	0	0	3
Hired	1	0	0	0	0	0	0	0	0	0	0	1
Grand Total	26	25	4	2	4	1	6	2	0	0	11	81

The Unqualified applicants did not meet the minimum qualifications for the job posting.

3 Withdrawn applicants: 1 WM, 1 WF, 1 BM

5 Interviewed applicants: 2 WM, 3 WF

- 1 WF did not have the level of knowledge of basic grammar, style rules, and of marketing-style of writing needed for this position based on her writing samples. She did not have experience of working independently and making independent judgments as she was unable to provide thorough responses or examples to interview questions about these topics.
- 1 WM, 2 WF did not demonstrate knowledge of the necessary grammar and style rules, particularly as it pertained to marketing-style writing, as evidenced in their writing samples.

The 1 WM selected demonstrated the necessary verbal and written communication skills in his application materials, writing assignment, and interviews. He had experience in marketing writing in higher education and demonstrated an ability to write creatively about the university's mission in his writing samples. He had a record of project management and collaboration within communication departments and across universities.

Search Number	497646
Department	Public Policy
Title	Publicity/Marketing Coordinator

MINIMUM QUALIFICATIONS

- Bachelor's degree in marketing, communications, or another related field.
- Two to three years of related professional experience.
- Demonstrated excellent presentation, verbal, and written communication skills.
- Demonstrated ability to multi-task and function in a dynamic environment.

PREFERRED QUALIFICATIONS

- Master's degree in marketing, communications, or another related field OR four or more years of related professional experience.
- Experience working in marketing, media, journalism, public relations, or other related fields.
- Experience developing and maintaining relationships with numerous or diverse community partners.
- Experience developing, implementing, and measuring marketing and communication plans, with an emphasis on integrating social media and digital marketing platforms.
- Familiarity with a higher education environment.

Recruitment activities included:

- UConn Careers Website
- Listserv HERC
- Inside Higher Ed
- Diverse Job Boards

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
3-Communication and Marketing												
497646												
Unqualified	8	9	1	4	2	5	3	0	0	1	3	36
Qualified	5	10	1	3	0	3	1	0	0	0	1	24
Interview	1	2	0	2	0	1	0	0	0	0	0	6
Withdrawn	2	3	0	0	0	0	0	0	0	0	3	8
Hired	0	1	0	0	0	0	0	0	0	0	0	1
Grand Total	16	25	2	9	2	9	4	0	0	1	7	75

The Unqualified applicants did not meet the minimum qualifications for the job posting.

8 Withdrawn applicants: 2 WM, 3 WF, 3 UU

24 Qualified applicants: 5 WM, 10 WF, 1 BM, 3 BF, 3 HF, 1 AM, 1 UU

- 3 WM, 3 WF, 2 BF, 1 HF, 1 AM did not have experience working in marketing, media, journalism, public relations, or other related fields.
- 2 WM, 3 WF, 1 BM, 1 BF, 1 HF, 1 UU did not have experience developing, implementing, and measuring marketing and communication plans, with an emphasis on integrating social media and digital marketing platforms.
- 4 WF, 1 HF did not have a master's degree in a related field or four or more years of professional experience.

7 Interviewed applicants: 1 WM, 3 WF, 2 BF, 1 HF

- 1 WM did not respond to requests to schedule an interview.
- 1 WF did not demonstrate experience in developing and maintaining relationships with numerous or diverse community partners during her responses to interview questions.
- 1 WF, 1 HF, 1 BF did not demonstrate their knowledge of marketing best practices or communication plans, and they did not have experience developing, implementing, and measuring marketing or communication plans as they did not provide thorough or accurate responses to interview questions.
- 1 BF did not demonstrate that she had experience measuring market plans as she did not provide detailed responses to interview questions.

The 1 WF selected had a master's degree and eight years of marketing and communications experience in a business setting, along with five years in higher education. She successfully exhibited her knowledge of marketing best practices, content development, marketing initiatives, and communication during her responses to interview questions. She had experience with social media and digital marketing, brand development, and advertising. She was also knowledgeable with website management, Adobe Suite, Excel, and Canva Pro.

Search Number	498154
Department	CLAS Administration
Title	Editor 2

MINIMUM QUALIFICATIONS

- Bachelor's degree in English, humanities, communications, journalism, digital media, or a related field.
- Two to three years of experience in writing and digital marketing, or an equivalent combination of experience and training.
- Demonstrated exceptional journalistic writing skills.
- Proven ability to translate complex topics into accessible language.
- Experience managing social media production and strategy.
- Ability to create and carry out communications plans.
- Commitment to diversity, equity, and inclusion in storytelling approaches.
- Experience with WordPress and Adobe Photoshop.

PREFERRED QUALIFICATIONS

- An advanced degree in a related field.
- Experience working in higher education.
- A demonstrated appreciation for the mission of a liberal arts educational institution.
- Experience managing publication production schedules.
- Ability to engage, connect, and work with diverse student, administrative, and faculty populations and provide a commitment to the values of diversity, equity, and inclusion in an educational setting.

Recruitment activities included:

- UConn Careers Website
- Listserv HERC
- Inside Higher Ed
- Diverse Job Boards
- APLU
- HighEdWeb
- Chronicle of Higher Education
- Indeed.com
- Higheredjobs.com
- Glassdoor.com
- Symplicity
- CASE
- Media Bistro
- JournalismJobs
- LinkedIn

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
3-Communication and Marketing												
498154												
Unqualified	33	35	1	4	5	3	1	2	0	0	4	88
Interview	0	2	0	0	0	0	0	0	0	0	1	3
Withdrawn	0	2	0	1	0	1	0	0	0	0	2	6
Hired	0	1	0	0	0	0	0	0	0	0	0	1
Grand Total	33	40	1	5	5	4	1	2	0	0	7	98

The Unqualified applicants did not meet the minimum qualifications for the job posting.

6 Withdrawn applicants: 2 WF, 1 BF, 1 HF, 2 UU

4 Interviewed applicants: 3 WF, 1 UU

- 1 WF was found to have not met the minimum amount of experience needed for this position during the interview, with only one year of applicable experience. She did not have two to three years of experience in writing and digital marketing, or an equivalent combination of experience and training.
- 1 WF was unable to demonstrate the required verbal skills or proven ability to translatable complex topics into accessible language based on her responses to interview questions.
- 1 UU did not demonstrate the required communication skills, organizational skills, or the ability to carry out communication plans based on their responses to interview questions.

The 1 WF selected displayed the required communication, journalistic skills, and knowledge. Her experience was applicable to the position and included writing experience within higher

education. She demonstrated skills in Storytelling, WordPress, photoshop, and managing publication and production schedules. She had experience managing social media production and strategies along with the ability to translate complex topics into accessible language.

Search Number	498418
Department	Nursing
Title	Editor 1

MINIMUM QUALIFICATIONS

- Bachelor's degree in Journalism, English, Communications, or a related field.
- One to two years of experience in writing and digital marketing or similar, related experience.
- Demonstrated exceptional journalistic writing skills.
- Proven ability to translate complex topics into accessible language.
- Ability to manage multiple deadline-driven tasks.
- Ability to create and carry out communications plans.
- Commitment to diversity, equity, and inclusion in storytelling approaches.

PREFERRED QUALIFICATIONS

- An advanced degree in a related field.
- Experience working in higher education.
- Experience managing publication production schedules.
- Experience managing social media production and strategy.
- Experience with WordPress and Adobe Photoshop.
- Ability to engage, connect, and work with diverse student, administrative, and faculty populations and provide a commitment to the values of diversity, equity, and inclusion in an educational setting.

Recruitment activities included:

- UConn Careers Website
- Listserv HERC
- Diverse Job Boards
- Inside Higher Ed
- School of Nursing Listserv
- School of Nursing social media
- Minority Nurse

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
3-Communication and Marketing												
498418												
Unqualified	2	3	0	1	2	1	0	1	0	0	2	12
Interview	1	2	0	1	1	1	0	1	0	0	0	7
Withdrawn	0	2	0	0	0	0	0	0	0	0	0	2
Hired	0	1	0	0	0	0	0	0	0	0	0	1
Grand Total	3	8	0	2	3	2	0	2	0	0	2	22

The Unqualified applicants did not meet the minimum qualifications for the job posting.

2 Withdrawn applicants: 2 WF

8 Interviewed applicants: 1 WM, 3 WF, 1 BF, 1 HM, 1 HF, 1 AF

- 1 WM, 2 WF, 1 BF, 1 AF did not demonstrate the necessary writing or storytelling skills for this position based on their writing samples. They also did not exhibit the ability to carry out communication plans or translate complex topics into accessible language as they were unable to respond fully or accurately to interview questions.
- 1 HM did not demonstrate the necessary marketing, scriptwriting, and journalistic writing experience for this position based on his writing samples.
- 1 HF did not have experience managing publication production schedules or strength in editing and writing, particularly journalistic writing, for this position based on her responses to interview questions and writing samples.

The 1 WF selected provided a unique vision for the role and demonstrated concise verbal communication skills throughout her interview. She possessed experience working in a team, addressing complex organizational needs, along with meeting and completing demands. She had experience in multiple forms of writing such as grants, news, technical, and public relations.

Search Number	498584
Department	Athletics Marketing
Title	Media Producer 1

MINIMUM QUALIFICATIONS

- Bachelor's degree in marketing or communications.
- Two years of sports marketing experience.
- Proficiency in the use of Adobe Photoshop.
- Ability to produce digital assets necessary for videoboard.
- Demonstrated knowledge of applicable NCAA regulations.
- Direct marketing oversight of an NCAA sport program.

PREFERRED QUALIFICATIONS

- Minimum one-to-two years of sports marketing experience in an NCAA Division I FBS collegiate athletic department.
- Experience with Oracle Eloqua email marketing platform.
- Experience with Click Effects.
- Experience with Shoflo.
- Experience with SIDEARM.
- Experience with WordPress and web design.
- Direct marketing oversight of NCAA Division I sports of football or basketball.

Recruitment activities included:

- UConn Careers Website
- Listserv HERC
- Diverse Job Boards
- Inside Higher Ed
- UConnHuskies.com
- Professional Networking
- NCAA
- D1.ticker

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
3-Communication and Marketing												
498584												
Unqualified	72	36	5	8	1	6	5	3	0	1	9	146
Interview	4	2	0	1	0	0	1	0	1	0	0	9
Hired	0	1	0	0	0	0	0	0	0	0	0	1
Grand Total	76	39	5	9	1	6	6	3	1	1	9	156

The Unqualified applicants did not meet the minimum qualifications for the job posting.

10 Interviewed applicants: 4 WM, 3 WF, 1 BF, 1 AM, 1 TM

- 1 WM did not have experience in multiple programs critical in the day-to-day work of this position, including Shoflo and Wordpress.
- 1 WM did not have the necessary knowledge of the digital advertising and media aspects of the position. He could not cite revenue-producing campaigns that he had worked on in previous roles.
- 1 WM did not cite experience in script writing, videoboard asset creation, and run-of-show game calling, all key components of this position.
- 1 WM was unable to answer questions about student engagement and driving attendance, both critical duties of the position. He did not have experience in an FBS football marketing setting.
- 1 WF did not reply to the interview request.

- 1 WF did not have the necessary experience in marketing. Her previous roles did not contain videoboard run-of-shows, crucial in this role for producing digital assets.
- 1 BF did not have the necessary experience in digital marketing. She was not able to cite any experience with multiple programs critical in the day-to-day work of this position, including Click Effects, Shoflo, and Oracle Eloqua.
- 1 AM did not provide examples of their experiences with the direct marketing oversight of NCAA designated sports.
- 1 TM withdrew from the interview process after the first round.

The 1 WF selected had experience in both game production and digital advertising. She had a background in an FBS football setting. During her time in her previous position, she garnered experience in essential programs like Eloqua, SIDEARM, Shoflo, Click Effects, and others. She provided detailed responses showcasing how she aided in helping to increase attendance for sports programs, providing multiple milestones in women's lacrosse, women's hockey, and women's basketball.

Category 3: Dining Services

Goals Set	WM	WF	BM	BF	HM	HF	AM	AF
3-Dining Services	0	3	1	1	2	2	2	1

Job Category	Goal	RG	Search #	Title	No. Hired
3-Dining Services	Y	WF	497981	Dining Serv Area Asst Manager	3
	Y	AM	497981	Dining Serv Area Asst Manager	1
	N	WM	497981	Dining Serv Area Asst Manager	2
	N	WF	497981	Dining Serv Area Asst Manager	1

Search Number	497981
Department	Dining Services
Title	Dining Services Area Assistant Manager

MINIMUM QUALIFICATIONS

- Bachelor's degree in foods and nutrition, institutional management, a related field, or an equivalent combination of education and experience.
- Three years of relevant experience.
- Ability to obtain ServSafe Certification within 12 months of start date.
- Experience supervising professional food service staff.
- Demonstrated knowledge of food ordering, storage, sanitation, and inventory control.
- Demonstrated knowledge of menu planning, quantity food preparation, merchandising, and service.
- Demonstrated strong interpersonal skills necessary for effective work relationships.
- Articulated commitment to, demonstrated understanding of, and/or experience working with diverse populations.

PREFERRED QUALIFICATIONS

- Registration as a Registered Dietitian.
- ServSafe certification.

Recruitment activities included:

- NACUFS
- Diversejobs.com
- Culinary Agents

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
3-Dining Services												
497981												
Unqualified	7	9	1	0	1	4	1	0	0	0	2	25
Interview	1	3	0	0	1	0	0	0	0	0	1	6
Withdrawn	0	0	0	0	0	0	1	0	0	0	0	1
Hired	2	4	0	0	0	0	1	0	0	0	0	7
Grand Total	10	16	1	0	2	4	3	0	0	0	3	39

The Unqualified applicants did not meet the minimum qualifications for the job posting.

1 Withdrawn applicant: 1 AM

13 Interviewed applicants: 3 WM, 7 WF, 1 HM, 1 AM, 1 UU

- 1 WM indicated he did not have any menu planning experience or recipe creation experience.
- 1 WF did not fully answer the questions during her interview. She expressed concern about working night hours, which were a critical component of this position.
- 1 WF did not articulate any experience with progressive discipline for employees. She did not have experience in front of the house, employee training, or general management knowledge.
- 1 WF did not have any professional food services employee supervisory experience. She was unable to provide previous experience in menu planning or quantity food preparation.
- 1 HM did not have the requisite managerial experience for this position. He did not have experience working in a unionized environment and did not articulate any experience with progressive discipline for employees.
- 1 UU did not have the requisite work experience outside of an academic setting and did not have supervisory skills based on their responses to interview questions.

The 1 WM selected had thirteen years of experience within UConn Dining Services in a contractor position, with seven of those years as Production Chef. He was involved with the full-time management of kitchen decisions and developed an understanding of the Food Pro computer system. He displayed proficiency in managing order groups and understood how and why items are generated for a given order. He exhibited experience in employee training by giving thorough examples.

The 1 WM selected had experience in the UConn Dining Services student management program, including a year in which he directed the entire program as Student Program Coordinator. He demonstrated familiarity with all aspects of dining services at the University. During his time in his previous role, he pioneered unique, effective management techniques to improve the post-COVID student program. He possessed experience supervising unionized employees.

The 1 WF selected had twenty years of experience in the culinary field. Her previous experience, including both culinary and management duties, exhibited similarities with those of this role. The up to twenty-five team members she oversaw per shift in her previous positions was like the load required by this role. She had the necessary ServSafe certification and an additional Food Handler certification.

The 3 WF and 1 AM selected achieved hiring goals.

Category 3: Educational Programs/Services

Goals Set	WM	WF	BM	BF	HM	HF	AM	AF
3-Educational Programs/Serv	10	0	6	12	6	0	5	5

Job Category	Goal	RG	Search #	Title	No. Hired
3-Educational Programs/Serv	Y	WM	497839	Ed Program Coordinator	1
	Y	WM	498529	Ed Program Assistant 1	1
	Y	WM	497963	Ed Program Assistant 2	1
	Y	WM	498104	Ed Program Assistant 2	1
	Y	WM	498207	Ed Program Administrator	1
	Y	WM	498536	Ed Program Administrator	1
	Y	WM	498662	Ed Program Assistant 2	1
	Y	BM	498060	Ed Program Coordinator	1
	Y	BF	497925	Ed Program Assistant 2	1
	Y	BF	498081	Ed Program Assistant 2	1
	Y	BF	498092	Ed Program Administrator	1
	Y	BF	498160	Ed Program Administrator	1
	Y	BF	498525	Ed Program Administrator	2
	Y	BF	498529	Ed Program Assistant 2	1
	Y	HM	498204	Ed Program Administrator	1
	Y	HM	498326	Ed Program Administrator	1
	Y	AM	498180	Ed Program Administrator	1
	Y	AF	498304	Ed Program Assistant 1	1
	N	WM	497925	Ed Program Assistant 2	1
	N	WM	498088	Ed Program Assistant 1	1
	N	WF	497348	Sen Ed Program Administrator	2
	N	WF	497711	Sen Ed Program Administrator	1
	N	WF	497945	Ed Program Assistant 1	1
	N	WF	498010	Ed Program Assistant 2	1
	N	WF	498060	Ed Program Coordinator	1
	N	WF	498065	Ed Program Coordinator	1
	N	WF	498112	Ed Program Coordinator	1
	N	WF	498143	Ed Program Coordinator	1
	N	WF	498164	Ed Program Assistant 2	1
	N	WF	498278	Ed Program Assistant 2	1
	N	WF	498364	Ed Program Coordinator	1
	N	WF	498450	Ed Program Assistant 1	1
	N	WF	498504	Ed Program Coordinator	1

Job Category	Goal	RG	Search #	Title	No. Hired
3-Educational Programs/Serv	N	WF	498535	Ed Program Assistant 1	1
	N	WF	498538	Ed Program Assistant 1	1
	N	WF	497907	Ed Program Assistant 1	1
	N	HF	497852	Ed Program Coordinator	1
	N	HF	497925	Ed Program Assistant 2	1
	N	HF	498480	Ed Program Assistant 2	1
	N	TF	498277	Ed Program Assistant 1	1
	N	TF	498290	Ed Program Administrator	1
	N	TF	498293	Ed Program Assistant 1	1
	N	UU	497830	Ed Program Coordinator	1
	N	UU	498205	Educational Program Manager 1	1
	N	UU	PT-FT	Ed Program Assistant 1	1

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
3-Educational Programs/Serv												
497839												
Unqualified	1	6	0	2	0	2	0	1	0	0	1	13
Qualified	1	13	0	3	0	2	0	2	0	0	1	22
Interview	0	2	0	1	0	0	0	0	0	0	1	4
Withdrawn	0	0	0	0	0	0	0	1	0	0	0	1
Hired	1	0	0	0	0	0	0	0	0	0	0	1
Grand Total	3	21	0	6	0	4	0	4	0	0	3	41

This hire achieved a hiring goal.

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
3-Educational Programs/Serv												
497899												
Unqualified	1	3	0	0	0	0	0	0	0	0	0	4
Interview	1	1	0	0	0	0	0	0	0	0	1	3
Hired	1	0	0	0	0	0	0	0	0	0	0	1
Grand Total	3	4	0	0	0	0	0	0	0	0	1	8

This hire achieved a hiring goal.

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
3-Educational Programs/Serv												
497963												
Unqualified	3	8	0	3	1	2	0	2	0	0	1	20
Withdrawn	0	1	0	0	0	0	0	0	0	0	2	3
Hired	1	0	0	0	0	0	0	0	0	0	0	1
Grand Total	4	9	0	3	1	2	0	2	0	0	3	24

This hire achieved a hiring goal.

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
3-Educational Programs/Serv												
498104												
Unqualified	2	4	1	0	2	2	1	0	0	0	0	12
Interview	0	1	0	0	0	0	0	0	0	0	1	2
Withdrawn	0	3	0	0	0	0	0	0	0	0	0	3
Hired	1	0	0	0	0	0	0	0	0	0	0	1
Grand Total	3	8	1	0	2	2	1	0	0	0	1	18

This hire achieved a hiring goal.

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
3-Educational Programs/Serv												
498207												
Unqualified	5	2	0	1	2	1	2	2	0	0	0	15
Interview	0	1	0	0	0	0	0	0	0	0	0	1
Withdrawn	0	1	0	0	0	1	0	0	0	0	0	2
Hired	1	0	0	0	0	0	0	0	0	0	0	1
Grand Total	6	4	0	1	2	2	2	2	0	0	0	19

This hire achieved a hiring goal.

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
3-Educational Programs/Serv												
498536												
Unqualified	4	4	2	1	1	1	2	2	0	0	2	19
Interview	2	2	0	2	0	0	0	0	0	1	1	8
Withdrawn	1	1	0	0	0	0	0	0	0	0	0	2
Hired	1	0	0	0	0	0	0	0	0	0	0	1
Grand Total	8	7	2	3	1	1	2	2	0	1	3	30

This hire achieved a hiring goal.

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
3-Educational Programs/Serv												
498529												
Unqualified	0	2	0	1	0	0	0	2	0	0	1	6
Interview	0	0	0	0	0	0	0	0	0	0	1	1
Withdrawn	0	1	0	0	0	0	0	0	0	0	0	1
Hired	1	0	0	1	0	0	0	0	0	0	0	2
Grand Total	1	3	0	2	0	0	0	2	0	0	2	10

These hires achieved hiring goals.

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
3-Educational Programs/Serv												
498081												
Unqualified	2	12	0	0	2	1	1	2	0	0	2	22
Qualified	0	0	0	0	0	0	0	1	0	0	1	2
Interview	1	0	0	0	2	0	0	0	0	0	1	4
Withdrawn	2	1	0	0	0	0	0	0	1	0	1	5
Hired	0	0	0	1	0	0	0	0	0	0	0	1
Grand Total	5	13	0	1	4	1	1	3	1	0	5	34

This hire achieved a hiring goal.

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
3-Educational Programs/Serv												
498092												
Unqualified	3	6	0	1	2	1	1	2	0	1	1	18
Interview	0	0	0	2	0	0	0	0	0	0	0	2
Hired	0	0	0	1	0	0	0	0	0	0	0	1
Grand Total	3	6	0	4	2	1	1	2	0	1	1	21

This hire achieved a hiring goal.

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
3-Educational Programs/Serv												
498160												
Unqualified	1	1	0	1	0	0	1	1	0	0	1	6
Interview	1	0	0	1	0	0	0	0	0	0	0	2
Hired	0	0	0	1	0	0	0	0	0	0	0	1
Grand Total	2	1	0	3	0	0	1	1	0	0	1	9

This hire achieved a hiring goal.

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
3-Educational Programs/Serv												
498529												
Unqualified	0	2	0	1	0	0	0	2	0	0	1	6
Interview	0	0	0	0	0	0	0	0	0	0	1	1
Withdrawn	1	1	0	0	0	0	0	0	0	0	0	2
Hired	0	0	0	1	0	0	0	0	0	0	0	1
Grand Total	1	3	0	2	0	0	0	2	0	0	2	10

This hire achieved a hiring goal.

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
3-Educational Programs/Serv												
498204												
Unqualified	2	2	0	0	0	1	0	1	0	0	1	7
Interview	0	0	0	0	1	0	1	0	0	0	2	4
Withdrawn	1	1	0	0	0	0	0	0	0	0	0	2
Hired	0	0	0	0	1	0	0	0	0	0	0	1
Grand Total	3	3	0	0	2	1	1	1	0	0	3	14

This hire achieved a hiring goal.

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
3-Educational Programs/Serv												
498326												
Unqualified	5	4	1	1	2	1	0	3	0	0	3	20
Interview	1	3	0	0	0	0	0	0	0	0	0	4
Withdrawn	0	2	0	0	0	0	0	0	0	0	0	2
Hired	0	0	0	0	1	0	0	0	0	0	0	1
Grand Total	6	9	1	1	3	1	0	3	0	0	3	27

This hire achieved a hiring goal.

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
3-Educational Programs/Serv												
498180												
Unqualified	4	4	1	1	1	1	3	1	0	0	2	18
Interview	1	2	0	0	0	0	0	0	0	0	0	3
Withdrawn	1	0	0	0	0	0	0	0	0	0	0	1
Offer Declined	0	1	0	0	0	0	0	0	0	0	0	1
Hired	0	0	0	0	0	0	1	0	0	0	0	1
Grand Total	6	7	1	1	1	1	4	1	0	0	2	24

This hire achieved a hiring goal.

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
3-Educational Programs/Serv												
498304												
Unqualified	3	1	1	2	0	1	0	6	0	0	0	14
Interview	0	0	0	1	0	1	0	0	0	0	2	4
Withdrawn	0	0	0	0	0	0	0	0	0	1	0	1
Hired	0	0	0	0	0	0	0	1	0	0	0	1
Grand Total	3	1	1	3	0	2	0	7	0	1	2	20

This hire achieved a hiring goal.

Part-time to Full-time

1 UU moved from Part-time to Full-time.

Search Number	497925
Department	Public Policy
Title	Educational Program Assistant 2

MINIMUM QUALIFICATIONS

- Bachelor's degree in a related field.
- Two to three years of related professional experience.
- Excellent oral and written communication skills.
- Excellent organizational and problem-solving skills; exceptional attention to detail.
- Proven ability to work collaboratively and effectively in a team environment.

PREFERRED QUALIFICATIONS

- Four or more years of related professional experience.
- Experience with funded projects involving research, technical assistance, policy, and/or program development.
- Experience working in a university setting.
- Experience developing and maintaining relationships with numerous or diverse community partners.
- Experience assisting commissions, task forces, advisory boards, or other government or quasi-government entities.
- Experience in public policy, research, criminal, or social justice.

Recruitment activities included:

- UConn Careers Website
- Listserv HERC

- Inside Higher Ed
- Diverse Job Boards

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
3-Educational Programs/Serv												
497925												
Unqualified	11	31	3	5	3	14	5	6	0	2	16	96
Qualified	1	5	0	3	0	1	0	0	0	0	0	10
Interview	1	3	0	2	0	0	0	1	0	0	0	7
Withdrawn	0	0	0	0	0	0	0	0	0	0	2	2
Hired	1	0	0	1	0	1	0	0	0	0	0	3
Grand Total	14	39	3	11	3	16	5	7	0	2	18	118

The Unqualified applicants did not meet the minimum qualifications for the job posting.

2 Withdrawn applicants: 2 UU

10 Qualified applicants: 1 WM, 5 WF, 3 BF, 1 HF

- 1 WM, 3 WF, 3 BF, 1 HF did not have four or more years of related professional experience, or experience working in a university setting.
- 2 WF did not have four or more years of related professional experience.

10 Interviewed applicants: 2 WM, 3 WF, 3 BF, 1 HF, 1 AF

- 1 WM did not demonstrate the experience necessary to support government organizations. He did not have research experience in the focus areas of the role.
- 1 WF did not have experience in public policy, research, criminal, or social justice work. She did not have experience supporting government entities, working with community partners, or in policy development work.
- 1 WF did not demonstrate policy experience related to the role's duties. She did not have experience working with government entities or working with funded research projects and assisting with programs in public policy development.
- 1 WF did not have experience working with government entities, in public policy, research, criminal, or social justice.
- 1 BF did not have the level of experience needed in the public policy field and was unable to demonstrate experience assisting commissions, task forces, or other government entities in her responses to interview questions. She did not have experience with funded research and program development projects.
- 1 BF did not have experience working in a university setting or research experience related to criminal justice.
- 1 AF did not possess experience in public policy, or research related to criminal or social justice. She had not worked in a university setting or with government entities.

The 1 WM selected demonstrated interpersonal skills and experience to work with commissions, task forces, and government entities in his responses to interview questions. He had research skills and understood the policy-making process, specifically as it related to the Connecticut Sentencing Committee. He had a master's in public policy and a foundational knowledge of complex policy issues.

The 1 HF selected had experience in public policy development and research and demonstrated a knowledge of the role and the projects managed by the department. In previous roles, she had assisted government commissions, task forces, and advisory boards by providing administrative support. She demonstrated the requisite experience building and maintaining relationships with diverse stakeholders through her policy work. She provided examples of her problem-solving and adaptational skills.

The 1 BF selected met a hiring goal.

Search Number	498088
Department	Werth Institute
Title	Educational Program Assistant 1

MINIMUM QUALIFICATIONS

- Bachelor's degree and one year of experience in an administrative support role.
- Proficiency in using CRM platforms (Salesforce, Nexus and LegacyShift).
- Expertise in coordinating higher education, entrepreneurial mentorship programs.
- Ability to leverage Instagram, LinkedIn, MailChimp for effective social media marketing.
- Skilled in managing and motivating student workers to achieve organizational goals.
- Exceptional leadership skills in co-managing a giving day campaign.
- Strong interpersonal and organizational skills.
- Ability to work independently and collaborate effectively with others.

PREFERRED QUALIFICATIONS

- 1-3 years' experience in an administrative support role.
- Advanced study or degree in business or communication.
- Proven ability to manage student workers and resolve complex administrative issues.

Recruitment activities included:

- UConn Careers Website
- Listserv HERC
- Inside Higher Ed
- Diverse Job Boards
- LinkedIn
- Word-of-mouth

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
3-Educational Programs/Serv												
498088												
Unqualified	6	5	2	1	2	0	1	1	0	0	1	19
Withdrawn	0	0	0	0	0	0	0	0	1	0	0	1
Hired	1	0	0	0	0	0	0	0	0	0	0	1
Grand Total	7	5	2	1	2	0	1	1	1	0	1	21

The Unqualified applicants did not meet the minimum qualifications for the job posting.

1 Withdrawn applicant: 1 TM

1 Interviewed applicant: 1 WM

The 1 WM selected met all minimum and preferred qualifications. He had a background working with students and in higher education mentorship programs, using social media and working in a fundraising capacity. He was proficient in all CRM platforms indicated in the job description. He demonstrated the ability to manage student workers and resolve complex administrative issues in his thorough examples.

Search Number	497348
Department	Social Work Instruct and Rsrch
Title	Senior Educational Program Administrator

MINIMUM QUALIFICATIONS

- Bachelor's degree in social, behavioral science, or a discipline appropriate to the program to be served and a minimum of six to seven years of relevant experience; or a Master's degree and four to five years of relevant experience. Two years of experience must be serving as an advanced/senior team member or working as a project lead.
- A background in organizational development, teaching, and/or training.
- Demonstrated knowledge of technology, systems, and computer applications.
- Excellent project management, administrative and organizational skills, including the ability to identify and resolve administrative problems.
- Ability to develop, plan, organize, and facilitate workshops. Experience presenting information to diverse groups in classrooms, presentations, forums, and other venues.
- Excellent written, verbal, and interpersonal skills and ability to work effectively with staff and administrators as well as external agencies/groups and the public.
- Ability to conduct assessments/research, analyze data, and apply data to individual, group, and/or organizational settings.
- Experience managing and leading project teams.
- High proficiency in MS Office Suite specifically in Word, PowerPoint, SharePoint, Teams, and Excel.

PREFERRED QUALIFICATIONS

- Demonstrated supervisory experience.
- Demonstrated experience and knowledge of state eligibility and enrollment systems.
- Demonstrated ability to design curriculum applying adult learning principles, multicultural design, and criterion referenced instruction.
- Proven ability and experience in policy, procedures, and systems processing related to Medicaid (MAGI and non-MAGI), including Long Term Care Support and Services (LTSS).
- Proven ability and experience in organizational development in large-scale, complex organizations.
- Experience and knowledge of the State of CT policy, operations, and related systems.
- Demonstrates knowledge and experience in project management.
- Organizational change management experience in a large organization.
- Has developed and implemented large-scale communication plans.
- Direct experience with system development and application to business use.

Recruitment activities included:

- UConn Careers Website
- Listserv HERC
- Inside Higher Ed
- Diverse Job Boards
- UConn
- Indeed
- Blacks In Higher Education
- Hispanics In Higher Education
- Women In Higher Education
- LinkedIn

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
3-Educational Programs/Serv												
497348												
Unqualified	0	3	2	2	0	0	0	0	0	0	1	8
Qualified	1	1	0	0	1	1	0	0	0	0	1	5
Interview	0	1	0	0	1	0	0	0	0	0	0	2
Withdrawn	0	1	0	1	0	0	0	0	0	0	0	2
Hired	0	2	0	0	0	0	0	0	0	0	0	2
Grand Total	1	8	2	3	2	1	0	0	0	0	2	19

The Unqualified applicants did not meet the minimum qualifications for the job posting.

2 Withdrawn applicants: 1 WF, 1 BF

5 Qualified applicants: 1 WM, 1 WF, 1 HM, 1 HF, 1 UU

- 1 WM, 1 WF did not indicate experience or knowledge of state eligibility and enrollment systems.
- 1 HM did not indicate experience in designing curriculum with adult learning principles, multicultural design, and criterion referenced instruction.
- 1 HF, 1 UU did not have supervisory experience.

4 Interviewed applicants: 3 WF, 1 HM

- 1 WF did not have the necessary knowledge of curriculum design or project management based on her incomplete responses to interview questions.
- 1 HM did not follow instructions for the presentation, it was not well organized and contained incorrect information.

The 1 WF selected had a background in curriculum and organizational development and instructional delivery. She gave a clear and concise presentation to the hiring committee, conveying time management skills, and a knowledge of DSS programs, policies, and procedures.

The 1 WF selected had a professional history in DSS programming and services. She communicated her experiences in organizational development initiatives and project management within DSS. She had experience with curriculum design and development processes. She exhibited organization, presentation, and time management skills during the interview. She demonstrated that she was an effective communicator and presented content accurately.

Search Number	497711
Department	Outreach and Engagement Office
Title	Senior Educational Program Administrator

MINIMUM QUALIFICATIONS

- Bachelor's degree in public administration, higher education, communication, or related areas.
- Six to seven years of professional experience in higher education administration, academic programming, engaged scholarship, community outreach, or a related administrative capacity, with demonstrated progression in duties and responsibilities.
- At least two years of experience serving as an advanced/senior team member or working as a project lead.
- Proven business acumen commensurate with the needs of a central support services office including the ability to work independently, exercise sound judgment to resolve complex issues, and prioritize routine and high-level tasks and demands.
- Excellent interpersonal skills and demonstrated ability to establish relationships with a variety of constituents on behalf of the office.
- Excellent oral and written communication skills.

PREFERRED QUALIFICATIONS

- Master's degree in public administration, higher education, communication, or related areas.
- Experience collaborating in university-community partnerships.
- Experience providing direct and autonomous program support, serving as an advanced/senior team member, or working as a project lead on community-oriented projects.

Recruitment activities included:

- UConn Careers Website
- Listserv HERC
- Inside Higher Ed
- Diverse Job Boards
- UConn
- American Society for Public Administration (ASPA)
- TRUCEN Campus Compact Email List Serv.
- Academic Keys
- HigherEd Jobs
- Chronicle of Higher Education

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
3-Educational Programs/Serv												
497711												
Unqualified	4	16	2	4	1	2	1	4	1	0	2	37
Qualified	2	3	0	0	0	0	0	0	0	0	0	5
Interview	2	7	1	0	0	0	0	0	0	0	1	11
Withdrawn	0	1	0	0	0	1	0	1	0	0	0	3
Hired	0	1	0	0	0	0	0	0	0	0	0	1
Grand Total	8	28	3	4	1	3	1	5	1	0	3	57

The Unqualified applicants did not meet the minimum qualifications for the job posting.

3 Withdrawn applicants: 1 WF, 1 HF, 1 AF

5 Qualified applicants: 2 WM, 3 WF

- 2 WM, 3 WF did not have experience providing direct program support, serving as an advanced/senior team member, or working as a project lead on community-oriented projects.

12 Interviewed applicants: 2 WM, 8 WF, 1 BM, 1 UU

- 2 WM, 5 WF, 1 BM did not have the necessary experience in engaged scholarship, service learning, or institutionalized, community-based research and teaching as they were not able to communicate how their background would translate to this aspect of the position.
- 2 WF did not have applicable experience to the needs of higher education programming including institutionalizing metrics and faculty development as they were unable to express how their experience would transfer.
- 1 UU did not have related experience to establish university-community partnerships to advance societal impact, their experience and background was working with businesses as community partners.

The 1 WF selected had advanced degrees (Ph.D., M.P.A., and M.S.) and ten years of experience working in community-based learning. She articulated a thorough understanding of the infrastructural needs of an outreach and engagement office. She included strategies to broaden participation and concrete ideas on how to measure societal impact in meaningful, practical, and ethical ways. She communicated a plan to advance ethical university-community partnerships and an understanding of the scholarship of engagement. She demonstrated an awareness of the challenges of the role, along with the transferable experience and skills.

Search Number	497945
Department	Law
Title	Educational Program Assistant 1

MINIMUM QUALIFICATIONS

- Bachelor's degree and up to one year of experience OR Associate's degree and two to three years of experience in a responsible administrative support position, which demonstrates knowledge of administrative methods.
- Strong technology skills, including competence with Microsoft Office 365 (including Excel, Word, and Outlook).
- Ability to work independently and regularly exercise judgment regarding administrative details and procedures.
- Ability to provide entry-level program support.
- Good interpersonal and organizational skills.
- Good writing and communication skills.

PREFERRED QUALIFICATIONS

- Experience with event planning.
- Familiarity with database management software, such as Symplicity.
- Experience with Adobe Acrobat.

Recruitment activities included:

- UConn Careers Website
- Listserv HERC
- Inside Higher Ed
- Diverse Job Boards
- UConn Career Website
- Connecticut local and affinity bar associations
- Professional Development Listservs; LSAC, NALP, NALSAP

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
3-Educational Programs/Serv												
497945												
Unqualified	4	9	0	1	1	5	1	1	0	1	4	27
Interview	0	5	0	0	0	0	1	0	0	0	0	6
Hired	0	1	0	0	0	0	0	0	0	0	0	1
Grand Total	4	15	0	1	1	5	2	1	0	1	4	34

The Unqualified applicants did not meet the minimum qualifications for the job posting.

7 Interviewed applicants: 6 WF, 1 AM

- 2 WF provided incomplete responses to interview questions and were not able to demonstrate the necessary experience in administrative support.
- 1 WF did not have experience in event planning.
- 1 WF was unable to elaborate on her responses, even after being prompted, and did not demonstrate the necessary communication and interpersonal skills required for the position.
- 1 WF withdrew from the interview process.
- 1 AM did not have the necessary level of administrative work experience based on his response to interview questions and work history.

The 1 WF selected had relevant skills and experience working in administrative roles. She described how she had managed and supported teams in ways that aligned with the responsibilities of this role. She had related experience, including event management, technology, and the ability to work independently.

Search Number	498010
Department	Dramatic Arts
Title	Educational Program Assistant 1

MINIMUM QUALIFICATIONS

- Educational Program Assistant 1: Associate's degree and 2-3 years of relevant experience, or Bachelor's degree and up to 1 year of relevant experience.
- Educational Program Assistant 2: Bachelor's degree and 2-3 years of relevant experience.
- Demonstrated effective interpersonal communication skills, both written and verbal.
- Demonstrated experience independently prioritizing and executing multiple deadline-driven projects
- Demonstrated ability to work collaboratively with individuals of diverse cultural, social, and educational backgrounds.

PREFERRED QUALIFICATIONS

- Demonstrated expertise in independently managing simultaneous projects with overlapping deadlines in a fast-moving environment.
- Excellent organizational and problem-solving skills.
- Microsoft Office proficiency, with advanced experience in Excel and Word; familiarity with WordPress and Adobe programs.
- Ability to maintain confidentiality of sensitive information.
- Supervisory experience.
- Experience in a higher education academic setting.
- Experience with theatre practice and/or live performing arts.

Recruitment activities included:

- UConn Careers Website
- Listserv HERC
- Inside Higher Ed
- Diverse Job Boards
- Black Theatre Association
- Women in Theatre Program
- Latinx, Indigenous, and the Americas ATHE Focus Group
- ATHE LGBTQ Focus Group
- Arts Administrators of Color Network
- USITT Women in Theatre Network
- USITT Queer Theatre Network
- Diversity and Production Working Group Facebook Group
- Alternate Roots
- Association of American Theatre Educators (AATE)
- Latinx Theatre Commons
- First Nations Theater Guild
- Production on Deck

- Academic Diversity Search
- Hispanic Outlook in Higher Education
- Diverse Jobs
- Community College Jobs
- Women in Higher Ed/People of Color in Higher Ed/LGBTQ in Higher Ed
- National Art Education Association
- Journal of Blacks in Higher Ed
- Native American Jobs
- Social media including LinkedIn
- UConn Daily Digest
- Indeed

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
3-Educational Programs/Serv												
498010												
Unqualified	3	5	2	0	1	3	0	1	0	0	2	17
Qualified	0	8	1	1	1	1	0	2	0	0	1	15
Interview	2	7	0	0	0	1	0	0	0	0	1	11
Withdrawn	0	1	0	0	0	2	0	0	0	0	1	4
Hired	0	1	0	0	0	0	0	0	0	0	0	1
Grand Total	5	22	3	1	2	7	0	3	0	0	5	48

The Unqualified applicants did not meet the minimum qualifications for the job posting.

4 Withdrawn applicants: 1 WF, 2 HF, 1 UU

15 Qualified applicants: 8 WF, 1 BM, 1 BF, 1 HM, 1 HF, 2 AF, 1 UU

- 3 WF, 1 BM, 1 HM, 1 HF, 2 AF, 1 UU did not indicate supervisory experience on their application materials.
- 3 WF did not have experience dealing with sensitive information based on application materials.
- 1 WF, 1 BF did not indicate they had experience independently managing simultaneous projects with overlapping deadlines in a fast-moving environment in their application materials.
- 1 WF did not provide evidence in her application materials of having knowledge of Microsoft Office.

12 Interviewed applicants: 2 WM, 8 WF, 1 HF, 1 UU

- 1 WM, 1 WF, 1 HF, 1 UU were found during the interview not to have experience in a higher education setting based on their responses to interview questions.
- 1 WM, 6 WF were found during the interview not to have experience with theater practice and/or live performing arts based on their responses.

The 1 WF selected had experience working as a supervisor and had worked with live performing arts programs. She successfully communicated how she had experience to independently manage projects with overlapping deadlines and in a fast-paced environment. She communicated her ability to maintain confidential and sensitive information. Additionally, she had knowledge of Microsoft Office, including Excel and Word, and a familiarity with WordPress and Adobe programs.

Search Number	498060
Department	Educational Leadership
Title	Educational Program Coordinator

MINIMUM QUALIFICATIONS

- Bachelor's degree in dietetics, community nutrition, public health, education, social work, sport management, or a related field.
- Three years of related experience as an educational program leader working with youth, families, and/or adults.
- Skill in implementing equity-focused principles and practices.
- Demonstrated experience coordinating school-based, afterschool, and/or community-based partnerships, including managing logistics, communications, and staff supervision.
- Demonstrated experience in the development of curricular objectives, lesson planning, educational program delivery, and related evaluation.
- Demonstrated experience with staff development, knowledge-sharing, training, and workshop facilitation.
- Proficiency speaking and writing in English.

PREFERRED QUALIFICATIONS

- Master's degree in dietetics, community nutrition, public health, education, social work, sport management, or a related field.
- More than three years of related experience as an educational program leader working with youth, families, and/or adults.
- Previous leadership roles with larger environmental initiatives within school-based, after school, and/or community-based settings.
- Previous leadership roles with curriculum design, delivery, and evaluation within school-based, afterschool, and/or community-based settings.
- Previous leadership roles with college student development, mentoring, and support for graduate student staff, undergraduate student staff, paid interns, and student volunteers across academic disciplines and/or professional industries.
- Demonstrated experience collaborating on evaluation design, data collection, data analysis, and reporting.
- Demonstrated experience with UConn Husky Nutrition & Sport partnerships and programs, or other SNAP-Ed interventions.
- Ability to interpret and apply complex rules, policies, and regulations.

- Proficiency speaking and writing in Spanish.

Recruitment activities included:

- UConn Careers Website
- Listserv HERC
- Diverse Job Boards
- Inside Higher Ed
- Campus, community partners, and collaborators of UConn Husky Nutrition & Sport
- Search committee member LinkedIn posts
- UConn Daily Digest
- Neag Daily Digest
- School of Social Work Announcements

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
3-Educational Programs/Serv												
498060												
Unqualified	4	12	1	0	4	0	1	2	0	1	0	25
Interview	1	1	2	2	0	0	0	0	0	0	0	6
Withdrawn	0	1	0	2	1	1	0	0	0	0	0	5
Hired	0	1	1	0	0	0	0	0	0	0	0	2
Grand Total	5	15	4	4	5	1	1	2	0	1	0	38

The Unqualified applicants did not meet the minimum qualifications for the job posting.

5 Withdrawn applicants: 1 WF, 2 BF, 1 HM, 1 HF

8 Interviewed applicants: 1 WM, 2 WF, 3 BM, 2 BF

- 1 WM, 1 WF, 1 BM did not have experience in a position where supervising college student staff and volunteers was a primary duty. They did not have expertise with a SNAP-Ed curriculum that aligned with areas of nutrition and physical activity.
- 1 BM, 1 BF did not have related experience with SNAP-Ed curriculum design, delivery, and evaluation. They did not indicate experience as a supervisor of college student staff and volunteers.
- 1 BF did not have professional experience with nutrition and physical activity and curriculum design and delivery.

The 1 WF selected had experience in community-based engagement, educational engagement, and curriculum. In her thorough and detailed responses to interview questions she exhibited knowledge and experience specific to staff development, collaboration with assessments, and grant reporting. She had also earned a master's degree and a certification as a registered dietitian.

The 1 BM selected met a hiring goal.

Search Number	498065
Department	Public Policy
Title	Educational Program Coordinator

MINIMUM QUALIFICATIONS

- Bachelor's degree in a related field.
- Three to four years of related work experience.
- Prior experience independently implementing educational program(s) and identifying and resolving day-to-day program problems.
- Demonstrated experience taking initiative, working independently and accurately, and meeting deadlines.
- Proven experience working well as part of a team.
- Excellent public speaking and presentation skills.

PREFERRED QUALIFICATIONS

- Master's degree in public administration, higher education, or a related field.
- Proven experience successfully recruiting and/or counseling students.
- Demonstrated experience with customer relationship management (CRM) technology, such as Slate or similar software.
- Demonstrated experience using digital media platforms for recruitment and marketing.
- Ability to engage, connect, and work with diverse student, administrative, and faculty populations and provide a commitment to the values of diversity, equity, and inclusion in an educational setting.

Recruitment activities included:

- UConn Careers Website
- Listserv HERC
- Inside Higher Ed
- Diverse Job Boards
- UConn SPP Website
- UConn SPP Twitter, Instagram, Facebook & LinkedIn
- SPP_CAREERS-L listserv
- National Association for College Admission Counseling (NACAC)
- New England Association for College Admission Counseling (NEACAC)
- Publicservicecareers.org
- HigherEdJobs.com

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
3-Educational Programs/Serv												
498065												
Unqualified	1	0	1	0	0	1	0	0	0	0	0	3
Qualified	1	0	0	2	0	0	0	0	0	0	0	3
Interview	1	0	0	0	0	1	1	0	0	0	0	3
Withdrawn	0	0	0	1	0	1	0	0	0	0	2	4
Hired	0	1	0	0	0	0	0	0	0	0	0	1
Grand Total	3	1	1	3	0	3	1	0	0	0	2	14

The Unqualified applicants did not meet the minimum qualifications for the job posting.

4 Withdrawn applicants: 1 BF, 1 HF, 2 UU

3 Qualified applicants: 1 WM, 2 BF

- 1 WM, 1 BF did not have experience recruiting and/or counseling students.
- 1 BF did not have a master's degree.

4 Interviewed applicants: 1 WM, 1 WF, 1 HF, 1 AM

- 1 WM was unable to engage with the target audience during his presentation, which was necessary for productive information sessions.
- 1 HF did not have experience recruiting and counseling students or working independently based on responses to interview questions.
- 1 AM did not have experience using digital media platforms for recruitment and marketing, did not demonstrate organized presentation skills during his presentation, and did not provide thorough answers to interview questions.

The 1 WF selected had professional experience working at a nonprofit with the target market. This knowledge would be transferable towards the new executive-track MPA launching at UConn Stamford in the upcoming fall. She demonstrated the necessary public speaking and presentation skills in her presentation. She had a background in counseling, which would be needed to work with prospective students. She provided specific examples of how she would work independently and track data. She demonstrated the ability to work and connect with diverse populations through her work in violence prevention for the YWCA.

Search Number	498112
Department	CLAS Administration
Title	Educational Program Coordinator

MINIMUM QUALIFICATIONS

- Bachelor's degree in business or related field.
- Three to four years of related experience.
- Strong organizational aptitude in managing competing priorities for a large complex environment.
- Excellent communication and interpersonal skills.
- Demonstrated customer service skills.
- Excellent budget and financial planning abilities.
- Proven ability to manage time in a fast-paced high-volume environment.

PREFERRED QUALIFICATIONS

- Experience working in a large higher education setting involving oversight of multiple departments, schools, centers, institutes, and programs.
- Experience in the following platforms: KFS, Concur, HuskyBuy, and Interfolio.
- Experience managing small- and large-scale events.
- Ability to adaptively work in a deadline-driven environment.
- Excellent computer skills including experience with Microsoft programs, Teams and SharePoint.
- Ability to engage, connect, and work with diverse student, administrative, and faculty populations and provide a commitment to the values of diversity, equity, and inclusion in an educational setting.

Recruitment activities included:

- UConn Careers Website
- Listserv HERC
- Inside Higher Ed
- Diverse Job Boards
- Indeed
- LinkedIn
- Inside Higher Ed
- Community College Network
- Chronicle of Higher Ed

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
3-Educational Programs/Serv												
498112												
Unqualified	1	11	1	1	1	4	2	1	0	0	1	23
Interview	0	1	0	0	0	1	0	0	0	0	0	2
Hired	0	1	0	0	0	0	0	0	0	0	0	1
Grand Total	1	13	1	1	1	5	2	1	0	0	1	26

The Unqualified applicants did not meet the minimum qualifications for the job posting.

3 Interviewed applicants: 2 WF, 1 HF

- 1 WF did not respond to invitations to interview.
- 1 HF did not demonstrate communication and organizational skills or the ability to work in a deadline-driven environment, which was essential for this position, when answering questions.

The 1 WF selected had experience working in a high-volume, fast-paced environment that required adaptability and multitasking. She had a familiarity with platforms utilized at UConn, and experience with budgeting and financial planning within a college institution. She demonstrated communication and organizational skills at the necessary level in her responses to interview questions.

Search Number	498143
Department	Journalism
Title	Educational Program Coordinator

MINIMUM QUALIFICATIONS

- Bachelor's degree in business or a related field.
- Three to four years of related experience.
- Demonstrated ability to independently provide significant program support.
- Excellent communication and interpersonal skills.
- Excellent organizational skills.

PREFERRED QUALIFICATIONS

- Experience working in a higher education setting.
- Ability to process multiple tasks in a deadline-driven environment.
- Ability to work with diverse student, administrative, and faculty populations and provide a commitment to the values of diversity, equity, and inclusion in an educational setting.

- Experience working with budgets and payroll.
- Excellent computer skills including experience with Microsoft programs and familiarity with virtual communication platforms.
- Excellent problem-solving skills.

Recruitment activities included:

- UConn Careers Website
- Listserv HERC
- Inside Higher Ed
- Diverse Job Boards
- Indeed
- LinkedIn
- Chronicle of Higher Ed

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
3-Educational Programs/Serv												
498143												
Unqualified	4	10	2	3	1	0	0	2	0	0	2	24
Interview	0	2	0	0	0	0	0	0	0	0	2	4
Withdrawn	0	0	0	0	0	0	0	0	1	1	1	3
Hired	0	1	0	0	0	0	0	0	0	0	0	1
Grand Total	4	13	2	3	1	0	0	2	1	1	5	32

The Unqualified applicants did not meet the minimum qualifications for the job posting.

3 Withdrawn applicants: 1 TM, 1 TF, 1 UU

5 Interviewed applicants: 3 WF, 2 UU

- 1 WF did not demonstrate the customer service and financial skills required for this position based on her work history and responses to interview questions.
- 1 WF, 1 UU was unable to answer questions asked in the interview. They did not demonstrate the requisite communication skills throughout their interview.
- 1 UU did not have the Microsoft experience that was needed for this position.

The 1 WF selected had previous experience in higher education and the technological skills needed with Microsoft programs and virtual communication platforms. She demonstrated the customer service and communication abilities necessary for the position in her detailed responses. She provided examples of her organizational skills, ability to handle multiple deadlines, and to work independently, all of which were key to this position.

Search Number	498164
Department	Engineering
Title	Educational Program Assistant 2

MINIMUM QUALIFICATIONS

- Bachelor's degree and two years of related experience.
- Strong computer literacy and demonstrated ability in office software applications including the Office Suite (Excel, Word, Outlook, etc.).
- Demonstrated ability to manage multiple high-priority tasks and projects with competing deadlines in a fast-paced environment.
- Ability to work independently with minimal supervision, collaboratively, and in a team environment to solve problems efficiently and effectively.
- Excellent communication, written, verbal, and interpersonal skills.
- Demonstrated attention to detail and organizational skills.

PREFERRED QUALIFICATIONS

- Master's degree.
- Experience in a higher education setting.
- Experience with social media promotion on a variety of platforms (Facebook, Twitter, LinkedIn).
- Experience with enterprise software including Microsoft Teams, Concur travel expensing system, Peoplesoft student administration system, Blackboard (HuskyCT), Courseleaf, HuskyBuy.

Recruitment activities included:

- UConn Careers Website
- Listserv HERC
- Inside Higher Ed
- Diverse Job Boards
- Academic Keys
- Indeed.com

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
3-Educational Programs/Serv												
498164												
Unqualified	2	4	0	0	0	0	0	1	0	0	0	7
Interview	0	1	0	0	0	0	0	0	0	0	0	1
Hired	0	1	0	0	0	0	0	0	0	0	0	1
Grand Total	2	6	0	0	0	0	0	1	0	0	0	9

The Unqualified applicants did not meet the minimum qualifications for the job posting.

2 Interviewed applicants: 2 WF

- 1 WF did not possess experience working with a cohort of graduate students at the scale of the University's. She did not demonstrate the ability to work in a fast-paced environment with large amounts of student traffic and did not have the required experience in interpersonal communication based on her responses to interview questions.

The 1 WF selected had experience with financial transactions, budget tracking, and student administration systems as evidenced by her work history and supportive responses to interview questions. She provided examples of how she had to manage multiple high-priority tasks and projects with competing deadlines in a fast-paced environment necessary to succeed in this role.

Search Number	498278
Department	Psychological Sciences
Title	Educational Program Assistant 2

MINIMUM QUALIFICATIONS

- Bachelor's degree in business or a related field.
- Two to three years of related experience.
- Excellent communication and interpersonal skills.
- Demonstrated customer service skills.

PREFERRED QUALIFICATIONS

- Experience working in a higher education setting.
- Experience working in a unionized/collective bargaining environment.
- Ability to work in a deadline-driven environment.
- Excellent computer skills including experience with Microsoft programs.
- Ability to engage, connect, and work with diverse student, administrative, and faculty populations and provide a commitment to the values of diversity, equity, and inclusion in an educational setting.

Recruitment activities included:

- UConn Careers Website
- Listserv HERC
- Diverse Job Boards
- Inside Higher Ed
- LinkedIn
- Indeed.com
- Chronicle of Higher Ed

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
3-Educational Programs/Serv												
498278												
Unqualified	3	5	2	0	0	2	2	1	0	0	1	16
Qualified	0	1	0	0	0	1	0	0	0	0	0	2
Interview	1	0	0	0	0	0	0	1	0	0	0	2
Withdrawn	0	1	0	0	0	0	0	0	1	0	1	3
Offer Declined	0	1	0	0	0	0	0	0	0	0	0	1
Hired	0	1	0	0	0	0	0	0	0	0	0	1
Grand Total	4	9	2	0	0	3	2	2	1	0	2	25

The Unqualified applicants did not meet the minimum qualifications for the job posting.

3 Withdrawn applicants: 1 WF, 1 TM, 1 UU

2 Qualified applicants: 1 WF, 1 HF

- 1 WF, 1 HF did not have experience working in either a higher education setting or a unionized/collective bargaining environment.

4 Interviewed applicants: 1 WM, 2 WF, 1 AF

- 1 WM, 1 AF did not demonstrate the requisite communication and interpersonal skills for this position. During the interview, she did not answer several of the questions asked and was unable to elaborate further on several questions.
- 1 WF declined the offer.

The 1 WF selected had experience working at a university and utilizing university programs in her previous roles. Through her thorough responses she demonstrated the necessary customer service, communication, and technology skills, including additional knowledge of Microsoft Excel beyond the preferred qualifications of this position. She was able to speak of her organizational skills that she utilized and the ability to work in a high-volume environment with multiple conflicting tasks and deadlines.

Search Number	498364
Department	Business
Title	Educational Program Coordinator

MINIMUM QUALIFICATIONS

- Bachelor's degree in business, marketing, communications, or related field.
- Three to four years of related experience.

- Demonstrated administrative and organizational skills, including experience identifying, analyzing, and resolving day-to-day program problems efficiently, effectively, accurately, and independently.
- Demonstrated ability to coordinate, plan, and execute events.
- Demonstrated excellent written, verbal, and interpersonal communication skills and the ability to build and maintain collaborative relationships with faculty, staff, students, administrators, external agencies/groups, and the public.
- Demonstrated experience in taking initiative, exercising sound judgment when making decisions, and meeting deadlines.
- Proficient computer and data management skills including virtual meeting platforms such as MS Teams or Webex, and collaboration software such as MS SharePoint.
- Dependable transportation and willingness and ability to work evening and weekend hours and travel in-state and out-of-state as needed in support of program activities.

PREFERRED QUALIFICATIONS

- Proven experience working in a higher education environment in a University setting.
- Proven experience working with diverse student groups, programs, or constituents.
- Prior experience supporting recruitment activities for a higher education institution.
- Demonstrated proficiency with student administration systems such as Peoplesoft.
- Ability to supervise student employees.
- Proven ability to learn and master new technology, processes, and systems in a fast-paced, collaborative environment.
- Familiarity with information systems related to admissions and enrollment management such as Slate.
- Demonstrated experience with budgeting, forecasting, and monitoring spending within approved budgets.

Recruitment activities included:

- UConn Careers Website
- Listserv HERC
- Diverse Job Boards
- Inside Higher Ed
- School of Business Minority Serving Institutions List
- UConn Daily Digest
- School of Business LinkedIn
- LinkedIn
- Diversity in Higher Ed
- Higher Ed Jobs
- ZipRecruiter

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
3-Educational Programs/Serv												
498364												
Unqualified	4	4	0	0	1	0	2	1	0	0	3	15
Qualified	1	1	1	0	0	0	0	0	0	0	0	3
Interview	0	3	0	0	0	1	0	0	0	0	1	5
Withdrawn	0	6	0	0	1	0	1	0	0	0	1	9
Hired	0	1	0	0	0	0	0	0	0	0	0	1
Grand Total	5	15	1	0	2	1	3	1	0	0	5	33

The Unqualified applicants did not meet the minimum qualifications for the job posting.

9 Withdrawn applicants: 6 WF, 1 HM, 1 AM, 1 UU

3 Qualified applicants: 1 WM, 1 WF, 1 BM

- 1 WM, 1 WF did not indicate prior experience supporting recruitment activities for a higher education institution in their application materials.
- 1 BM did not indicate experience utilizing student administration systems such as Peoplesoft in their application materials.

6 Interviewed applicants: 4 WF, 1 HF, 1 UU

- 1 WF was unable to demonstrate experience in taking initiative, exercising sound judgement when making decisions, and meeting deadlines, as per her responses to interview questions. She was unwilling to work evening and weekend hours, a central responsibility within the position.
- 1 WF was unable to demonstrate the ability to coordinate, plan, and execute events, and did not possess the requisite written, verbal, and interpersonal communication skills for the position, as per her responses to interview questions.
- 1 WF was unable to demonstrate the ability to coordinate, plan, and execute events, and did not possess the requisite written, verbal, and interpersonal communication skills for the position, as per her responses to interview questions. She was unwilling to work evening and weekend hours, a central responsibility within the role.
- 1 HF was unable to provide evidence of three to four years of related experience during the interview process.
- 1 UU was unable to demonstrate the ability to coordinate, plan, and execute events, and as per their responses to interview questions.

The 1 WF selected had six years of experience in higher education. Based on her answers to interview questions, she had experience in planning, executing, and coordinating events, working as part of a team, and executing recruitment activities for a higher education institution. She had experience meeting admission deadlines and adapting to new technologies as she was able to provide examples of her experience.

Search Number	498450
Department	Dept of Extension New London
Title	Educational Program Assistant 1

MINIMUM QUALIFICATIONS

- Bachelor's degree in related fields and up to one year of related experience or an associate's degree and two to three years of related experience; or four to five years of profession-based experience in agriculture, community nutrition education, 4-H, administrative, communications, or related fields.
- Demonstrated written and verbal communication skills and ability to work effectively with communication technologies and the media.
- Proficiency in Microsoft Office Suite including Excel and other database activities.
- Demonstrated sensitivity towards diverse youth, families, and volunteer clientele to be served.
- Demonstrated experience providing organizational support in a team environment.
- Knowledge and familiarity with the Cooperative Extension System.
- Must be able to regularly lift, carry, load, unload, and transport equipment, supplies, and/or program materials for educational events and workshops such as laptops, projectors, tables, chairs, displays, paper media, etc.
- Must be willing and able to work flexible and irregular hours, including occasional nights and weekends to help conduct programs at off-site locations.
- Must have reliable transportation to meet in-state travel requirements (mileage allowance provided).

PREFERRED QUALIFICATIONS

- Experience working with large databases and generating reports including 4-H online registration.
- Experience participating in collaborative community partnerships.
- Experience working with UConn administrative processes.
- Experience with STEM (Science, Technology, Engineering, and Mathematics) technology.
- Demonstrated success in public relations utilizing electronic, social, and print media and platforms.
- Bilingual in Spanish and English preferred.

Recruitment activities included:

- UConn Careers Website
- Listserv HERC
- Diverse Job Boards
- Inside Higher Ed
- Facebook

- Instagram
- Extension Listserv
- UConn Daily Digest
- CAHNR Communications

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
3-Educational Programs/Serv												
498450												
Unqualified	3	10	0	0	1	3	1	1	0	0	0	19
Interview	0	1	0	0	0	0	0	0	0	0	1	2
Withdrawn	0	2	0	0	0	0	0	0	0	0	0	2
Hired	0	1	0	0	0	0	0	0	0	0	0	1
Grand Total	3	14	0	0	1	3	1	1	0	0	1	24

The Unqualified applicants did not meet the minimum qualifications for the job posting.

2 Withdrawn applicants: 2 WF

3 Interviewed applicants: 2 WF, 1 UU

- 1 WF did not demonstrate the minimum verbal communication skills for this position, as per her unclear responses to interview questions.
- 1 UU did not have experience working with large databases or Microsoft Office, as she only spoke of her experience using Google.

The 1 WF selected demonstrated the preferred written and verbal communication skills for this position during the interview process. She had previous experience in supporting teams and serving diverse populations, working in social media and both electronic and print platforms. She had a record of participation in collaborative community partnerships. She spoke thoroughly of her experience creating job aids, training materials, presenting training, and leading meetings which would relate to providing organizational support in a team environment.

Search Number	498504
Department	Business
Title	Educational Program Coordinator

MINIMUM QUALIFICATIONS

- Bachelor's degree in a related field.
- Three to four years of related work experience.
- Demonstrated ability to source and scope projects, including prior experience planning, organizing, and implementing educational programs.
- Proven ability to identify and resolve day-to-day program problems.

- Exemplary conduct and demeanor, projecting a polished and professional image at all times.
- Demonstrated experience taking initiative, working independently and accurately, exercising sound judgment when making decisions, and meeting deadlines.
- Proven experience working well as part of a team.
- Demonstrated excellent written, verbal, and interpersonal communication skills, and the ability to build and maintain collaborative relationships with faculty, staff, students, administrators, external agencies/groups, and the public.
- Demonstrated proficiency with Microsoft Office products, especially Excel and Word.
- Dependable transportation and willingness and ability to work evening and weekend hours and travel in-state, out-of-state, and internationally as needed in support of program activities.

PREFERRED QUALIFICATIONS

- Demonstrated experience working in an academic higher education environment in a university setting.
- Demonstrated experience developing and implementing executive education or non-credit educational programs.
- Demonstrated experience in account management or sales.
- Experience developing and executing marketing and promotional strategies.
- Demonstrated experience working with executives or other business professionals.
- Demonstrated supervisory skills.

Recruitment activities included:

- UConn Careers Website
- Listserv HERC
- Diverse Job Boards
- Inside Higher Ed
- Higher Ed Jobs
- Diversity in Higher Ed
- ZipRecruiter
- LinkedIn
- School of Business Minority Serving Institutions distribution list
- UConn School of Business LinkedIn
- UConn Daily Digest

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
3-Educational Programs/Serv												
498504												
Unqualified	2	9	0	2	1	2	2	3	0	1	2	24
Qualified	0	4	0	1	0	1	1	0	0	0	0	7
Interview	1	0	0	0	0	0	0	0	0	1	0	2
Withdrawn	0	1	0	0	0	0	0	0	0	0	0	1
Hired	0	1	0	0	0	0	0	0	0	0	0	1
Grand Total	3	15	0	3	1	3	3	3	0	2	2	35

The Unqualified applicants did not meet the minimum qualifications for the job posting.

1 Withdrawn applicant: 1 WF

7 Qualified applicants: 4 WF, 1 BF, 1 HF, 1 AM

- 2 WF did not indicate experience working in an academic higher education environment in a university setting in their application materials.
- 2 WF, 1 BF, 1 HF, 1 AM did not provide evidence of developing and implementing executive education or non-credit educational programs.

3 Interviewed applicants: 1 WM, 1 WF, 1 TF

- 1 WM, 1 TF did not display the necessary communication skills for this position as their answers to several interview questions and program presentation did not convey how their qualifications were relevant to this position's needs.

The 1 WF selected displayed the necessary communication and interpersonal skills for this position. She answered all questions and delivered a program presentation that met the set standards of persuasiveness, professionalism, and quality of information. She possessed experience with sourcing and scoping projects, account management, and sales. She provided relevant examples of how she had taken the initiative, presented innovative ideas to supervisors, and successfully managed a large workload in her previous role. She also indicated previous experience in developing and executing promotional and marketing strategies while working with executives and other business professionals.

Search Number	498535
Department	CAHNR Acad Prog
Title	Educational Program Assistant 1

MINIMUM QUALIFICATIONS

- Bachelor's degree in a related field and up to one year of related experience in an office setting; or associate degree and two to three years of related experience in an office setting.
- Excellent interpersonal skills with the ability to effectively communicate verbally and in writing, complemented by strong customer service skills.
- Excellent organizational skills, with attention to detail.
- Strong problem-solving skills, with ability to independently solve task-related problems.
- Demonstrated ability to work collaboratively with individuals of diverse cultural, social, and educational backgrounds.
- Demonstrated experience managing schedules, calendaring, and event planning.
- Working knowledge of Microsoft Office applications.
- Demonstrated ability to maintain confidentiality of sensitive information.

PREFERRED QUALIFICATIONS

- Familiarity with website software such as Aurora WordPress or similar.
- Demonstrated experience utilizing Student Information Systems such as PeopleSoft or similar software.
- Professional social media platform knowledge and skills.
- Knowledge of CAHNR or related programs and/or experience with university-level student services, academic programs, and procedures.

Recruitment activities included:

- UConn Careers Website
- Listserv HERC
- Inside Higher Ed
- Diverse Job Boards
- LinkedIn
- Indeed
- Personal Contacts
- CAHNR Digest

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
3-Educational Programs/Serv												
498535												
Unqualified	3	8	0	0	1	1	0	1	0	0	0	14
Interview	1	2	0	0	0	0	0	0	0	0	0	3
Withdrawn	1	3	0	0	0	0	0	0	0	0	0	4
Hired	0	1	0	0	0	0	0	0	0	0	0	1
Grand Total	5	14	0	0	1	1	0	1	0	0	0	22

The Unqualified applicants did not meet the minimum qualifications for the job posting.

4 Withdrawn applicants: 1 WM, 3 WF

4 Interviewed applicants: 1 WM, 3 WF

- 2 WF did not demonstrate the requisite interpersonal skills for this position during their disjointed and incomplete responses to interview questions.
- 1 WM was unable to connect his work experience to this job position and did not demonstrate the requisite interpersonal skills for this position during his vague responses to interview questions.

The 1 WF selected was familiar with PeopleSoft and other systems used at the university and exhibited familiarity with the professional use of social media. In her detailed responses to interview questions, she demonstrated understanding of the job duties and expectations and knowledge of CAHNR.

Search Number	498538
Department	Dept of Extension Hartford
Title	Educational Program Assistant 1

MINIMUM QUALIFICATIONS

- Bachelor's degree in a related field and up to one year of related experience; or an Associate's degree and two to three years of related experience; or four to five years of profession-based experience in agriculture, urban forestry, community nutrition education, 4-H, administrative, communications or related fields.
- Demonstrated written and verbal communication skills and ability to work effectively with communication technologies and the media.
- Proficiency in Microsoft Office Suite including Excel and other database activities.
- Demonstrated sensitivity towards diverse youth, families, and volunteer clientele to be served.
- Demonstrated experience providing organizational support in a team environment.

- Knowledge and familiarity with the Cooperative Extension System.
- Must be able to regularly lift, carry, load, unload, and transport equipment, supplies, and/or program materials for educational events and workshops such as laptops, projectors, tables, chairs, displays, paper media, etc.
- Must be willing and able to work flexible and irregular hours, including occasional nights and weekends to help conduct programs at off-site locations.
- Must have reliable transportation to meet in-state travel requirements (mileage allowance provided).

PREFERRED QUALIFICATIONS

- Experience working with large databases and generating reports including 4-H online registration.
- Experience participating in collaborative community partnerships.
- Experience working with UConn administrative processes.
- Experience with STEM (Science, Technology, Engineering, and Mathematics) technology.
- Demonstrated success in public relations utilizing electronic, social, and print media and platforms.
- Bilingual in Spanish and English preferred.

Recruitment activities included:

- UConn Careers Website
- Listserv HERC
- Inside Higher Ed
- Diverse Job Boards
- Facebook
- Instagram
- Extension Listserv
- UConn Daily Digest
- CAHNR Communications
- West Hartford Senior Job Bank
- Search Committee emails

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
3-Educational Programs/Serv												
498538												
Unqualified	1	4	0	1	0	1	0	1	0	0	2	10
Interview	0	1	0	0	1	0	0	1	0	0	0	3
Withdrawn	0	2	0	0	0	0	0	0	0	0	1	3
Hired	0	1	0	0	0	0	0	0	0	0	0	1
Grand Total	1	8	0	1	1	1	0	2	0	0	3	17

The Unqualified applicants did not meet the minimum qualifications for the job posting.

3 Withdrawn applicants: 2 WF, 1 UU

4 Interviewed applicants: 2 WF, 1 HM, 1 AF

- 1 WM did not communicate his experience participating in collaborative community partnerships or the necessary communication skills in his responses to interview questions.
- 1 WF, 1 AF were unable to relate their experience to explain how they would successfully use public relations, social, and print media and platforms in this educational program assistant position.

The 1 WF selected had experience working in a cooperative extension program, a team environment, and with diversified audiences as evidenced in her application materials and supported by her interview. In her responses, she displayed an understanding of community partnerships and databases relevant to this position.

Search Number	497907
Department	Economics
Title	Educational Program Assistant 1

MINIMUM QUALIFICATIONS

- Bachelor's degree.
- One year of related experience.
- Excellent communication and interpersonal skills.
- Demonstrated customer service skills.
- Proven ability to manage time in a fast-paced high-volume environment.
- Demonstrated experience providing organizational support in a team environment.

PREFERRED QUALIFICATIONS

- Experience working in a higher education setting.
- Ability to work in a deadline-driven environment.
- Ability to work with diverse student, administrative, and faculty populations and provide a commitment to the values of diversity, equity, and inclusion in an educational setting.
- Excellent computer skills including experience in MS Office Suite.

Recruitment activities included:

- UConn Careers Website
- Listserv HERC

- Inside Higher Ed
- Diverse Job Boards
- LinkedIn
- Indeed
- Career Builder
- Chronicle of Higher Ed
- Inside Higher Ed

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
3-Educational Programs/Serv												
497907												
Unqualified	5	5	0	0	1	0	0	3	0	0	2	16
Qualified	1	2	0	1	0	1	1	0	0	0	0	6
Interview	0	1	0	0	0	0	0	1	0	0	1	3
Withdrawn	0	1	0	0	0	0	0	0	0	0	0	1
Hired	0	1	0	0	0	0	0	0	0	0	0	1
Grand Total	6	10	0	1	1	1	1	4	0	0	3	27

The Unqualified applicants did not meet the minimum qualifications for the job posting.

1 Withdrawn applicant: 1 WF

6 Qualified applicants: 1 WM, 2 WF, 1 BF, 1 HF, 1 AM

- 1 WM did not indicate he had experience working in a deadline-driven environment in his application materials.
- 2 WF, 1 BF, 1 HF, 1 AM did not have experience working in a higher education setting.

4 Interviewed applicants: 2 WF, 1 AF, 1 UU

- 1 WF, 1AF did not demonstrate the necessary communication skills to work with students, administrative, and faculty populations in their incomplete responses to interview questions.
- 1 UU did not have the necessary customer service skills for an administrative role as they were unable to provide examples of how they dealt with a deadline-driven environment.

The 1 WF selected had a background working in an administrative environment. She had four years of experience in a role where she proved and developed her interpersonal and organizational skills. In her responses to interview questions, she demonstrated her experience working with diverse populations and an ability to manage work in a deadline-driven environment. She also communicated her proficiency in computer skills, including the use of MS Office Suite.

Search Number	497852
Department	CT Small Bus Development Ctr
Title	Educational Program Coordinator

MINIMUM QUALIFICATIONS

- Bachelor's degree in business or related field.
- Four to five years of project management, teaching/training, and/or programming experience in a business and/or educational setting.
- Demonstrated experience advising, training, and mentoring individuals from diverse backgrounds, cultures, and economic situations.
- Proven experience coordinating and implementing programs and events.
- Demonstrated experience working independently and accurately, taking initiative, exercising sound judgment when making decisions, and meeting deadlines.
- Strong organizational skills and demonstrated ability to manage multiple short- and long-term projects.
- Proven experience contributing to the success of a team and working well with team members; experience achieving goals/metrics.
- Demonstrated proficiency with digital communications, online meeting tools, learning methods, and research resources.
- Demonstrated excellent written, oral, and interpersonal communication skills and the ability to develop, maintain, and grow meaningful relationships with various constituent groups and work effectively and collaboratively with School of Business and University staff, as well as small business owners, entrepreneurs, students, faculty, and external constituents.
- Dependable transportation and willingness and ability to work flexible hours and travel.

PREFERRED QUALIFICATIONS

- Master's degree in business or a related field.
- At least three years of experience in an educational or training role.
- Supervisory experience.

Recruitment activities included:

- UConn Careers Website
- Listserv HERC
- Inside Higher Ed
- Diverse Job Boards
- School of Business minority serving distribution list
- www.higheredjobs.com
- www.ziprecruiter.com
- www.linkedin.com
- America's SBDC career posting website
- UConn Daily Digest

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
3-Educational Programs/Serv												
497852												
Unqualified	4	7	0	2	2	3	1	3	0	0	3	25
Interview	0	3	0	1	0	0	0	1	0	0	0	5
Withdrawn	1	1	0	0	0	1	0	0	0	0	1	4
Hired	0	0	0	0	0	1	0	0	0	0	0	1
Grand Total	5	11	0	3	2	5	1	4	0	0	4	35

The Unqualified applicants did not meet the minimum qualifications for the job posting.

4 Withdrawn applicants: 1 WM, 1 WF, 1 HF, 1 UU

6 Interviewed applicants: 3 WF, 1 BF, 1 HF, 1 AF

- 2 WF, 1 BF, 1 AF were found to not have four to five years of project management, teaching/training, or programming experience in a business and/or educational setting.
- 1 WF did not thoroughly respond to questions or demonstrate the necessary interpersonal or communication skills during the interview process.

The 1 HF selected had a bachelor's degree and an MBA, along with five years of experience in an educational setting with similar duties as this role. She had three years of work experience in an educational, supervisory, and training role. She had experience advising, training, and mentoring individuals and was able to provide examples of situations through which she had successfully worked. She had experience coordinating and implementing programs and events, working independently and accurately, and meeting deadlines. She demonstrated the requisite communication and organizational skills and the ability to manage multiple projects. She also spoke to her familiarity with digital communication tools and how she had utilized them in her daily work.

Search Number	498480
Department	History
Title	Educational Program Assistant 2

MINIMUM QUALIFICATIONS

- Bachelor's degree and two to three years of progressively responsible administrative experience.
- Highly organized self-starter with excellent time management skills.
- Excellent computer skills including MS Office and enterprise software.

- Excellent attention to detail, communication, written, and interpersonal skills.
- Ability to efficiently prioritize workload.

PREFERRED QUALIFICATIONS

- Experience working in a higher education academic environment.
- Experience coordinating, planning, and executing events.
- Experience with website design and maintenance, and familiarity with WordPress.
- Experience with Kuali, PeopleSoft, PageUp, or similar university enterprise software.
- Experience with Canva, Adobe Creative Suite/Photoshop, or similar graphic design software.
- Ability to engage, connect, and work with diverse student, administrative, and faculty populations and provide a commitment to the values of diversity, equity, and inclusion in an educational setting.

Recruitment activities included:

- UConn Careers Website
- Listserv HERC
- Diverse Job Boards
- Inside Higher Ed
- LinkedIn
- Indeed
- Chronicle of Higher Ed

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
3-Educational Programs/Serv												
498480												
Unqualified	4	9	0	0	1	0	1	1	0	0	4	20
Qualified	0	1	0	0	0	0	0	0	0	0	0	1
Interview	0	2	0	0	0	1	0	1	0	0	1	5
Withdrawn	0	1	0	0	0	0	0	0	0	0	0	1
Hired	0	0	0	0	0	1	0	0	0	0	0	1
Grand Total	4	13	0	0	1	2	1	2	0	0	5	28

The Unqualified applicants did not meet the minimum qualifications for the job posting.

1 Withdrawn applicant: 1 WF

1 Qualified applicant: 1 WF

- 1 WF did not have experience working in a higher education academic environment.

6 Interviewed applicants: 2 WF, 2 HF, 1 AF, 1 UU

- 1 WF did not display the requisite communication and interpersonal skills for this position, as she was not able to respond thoroughly with details and repeated the same examples for different questions that were not applicable.
- 1 WF was unable to provide applicable examples of her skills and experience in her responses to interview questions.
- 1 HF was unable to provide examples of handling and prioritizing large volumes of work.
- 1 AF did not have experience in ongoing support, with her previous experience focused project and financial based work.
- 1 UU was not available for an interview.

The 1 HF selected had experience in customer service and as a customer service representative and possessed applicable administrative experience. She had experience creating new processes to make things more efficient within an office setting and demonstrated knowledge of web programs like Slate and Canva. She displayed the necessary written and verbal communication skills and provided specific and relevant examples in her responses to interview questions and application materials.

Search Number	498277
Department	Psychological Sciences
Title	Educational Program Assistant 1

MINIMUM QUALIFICATIONS

- Bachelor's degree in business or a related field.
- Up to one year of related experience.
- Excellent communication and interpersonal skills.
- Demonstrated customer service skills.
- Proven ability to manage time in a fast-paced, high-volume environment.

PREFERRED QUALIFICATIONS

- Experience working in a higher education setting.
- Ability to work adaptively in a deadline-driven environment.
- Excellent computer skills including experience with Microsoft programs.
- Ability to engage, connect, and work with diverse student, administrative, and faculty populations and provide a commitment to the values of diversity, equity, and inclusion in an educational setting.

Recruitment activities:

- UConn Careers Website
- Listserv HERC

- Diverse Job Boards
- Inside Higher Ed
- LinkedIn
- Indeed
- Chronicle of High Ed
- Connecticut Community College Network

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
3-Educational Programs/Serv												
498277												
Unqualified	1	7	0	0	0	1	2	1	0	0	0	12
Qualified	0	1	1	0	0	0	0	0	0	0	0	2
Interview	1	2	0	0	0	0	0	1	0	0	2	6
Withdrawn	1	0	0	0	0	0	0	0	1	0	3	5
Hired	0	0	0	0	0	0	0	0	0	1	0	1
Grand Total	3	10	1	0	0	1	2	2	1	1	5	26

The Unqualified applicants did not meet the minimum qualifications for the job posting.

5 Withdrawn applicants: 1 WM, 1 TM, 3 UU

2 Qualified applicants: 1 WF, 1 BM

- 1 WF, 1 BM did not have experience working in a higher education setting.

7 Interviewed applicants: 1 WM, 2 WF, 1 AF, 1 TF, 2 UU

- 1 WM, 1 WF did not have the requisite communication skills for this position and did not display preparedness in their responses to interview questions.
- 1 WF did not have experience working in a fast-paced, high-volume environment and she did not relate her experience in her responses to the questions asked in the interview.
- 1 AF did not demonstrate the requisite communication and interpersonal skills for this position as she was unable to answer several interview questions.
- 1 UU had customer service skills, but did not exhibit the requisite communication skills for this position. They could not elaborate on how their previous work experience would relate to this position.
- 1 UU did not exhibit the requisite communication or customer service skills during their interview as they were unable to answer several interview questions.

The 1 TF selected had applicable experience in a student administrative position while working as a graduate student. In her responses she demonstrated the requisite interpersonal and communication skills, how she would manage her time and stay organized, and the ability to prioritize work and manage multiple tasks at a time. She possessed the necessary computer skills with Microsoft programs for this position and the ability to adapt to new technology as she was able to provide examples.

Search Number	498290
Department	ISS 1st Yr Prog and Learn Cmty
Title	Educational Program Administrator

MINIMUM QUALIFICATIONS

- Master's degree in education or related field and two to three years of related experience with at least 1 year as an advanced team member.
- Supervisory experience.
- Teaching experience in higher education.
- Experience working with diverse student populations.
- Demonstrated ability to provide support for college students.
- Excellent interpersonal and verbal communication skills.
- Ability to work in a team environment.
- Willingness and ability to work occasional evening, weekend, or irregular hours to support programs.
- Demonstrated proficiency with Microsoft Office Suite.

PREFERRED QUALIFICATIONS

- Volunteer management experience.
- Experience teaching a First Year Experience Course.

Recruitment activities:

- UConn Careers Website
- Listserv HERC
- Diverse Job Boards
- Inside Higher Ed
- Chronicle of Higher Ed Job

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
3-Educational Programs/Serv												
498290												
Unqualified	16	22	2	6	2	3	0	1	0	1	9	62
Interview	1	3	0	1	0	1	0	0	0	0	2	8
Withdrawn	1	1	0	0	0	1	0	0	0	0	1	4
Hired	0	0	0	0	0	0	0	0	0	1	0	1
Grand Total	18	26	2	7	2	5	0	1	0	2	12	75

The Unqualified applicants did not meet the minimum qualifications for the job posting.

4 Withdrawn applicants: 1 WM, 1 WF, 1 HF, 1 UU

9 Interviewed applicants: 1 WM, 3 WF, 1 BF, 1 HF, 1 TF, 2 UU

- 1 WM's experience was not relevant to the position. He had independently designed courses in the field of sociology which did not constitute a broader curriculum centered on meeting the transitional needs of first year students. He also was found to not have supervisory or managerial experience as indicated on his resume.
- 1 WF did not possess the required one year of experience as an advanced team member in a relevant role. She was unable to provide examples of how she had worked in a team environment, as her previous position was working independently.
- 1 WF did not possess the required one year of experience as an advanced team member in a relevant role. She was unable to explain how a curriculum could be designed to address the needs of first year students.
- 1 WF was unable to articulate how curriculum design and pedagogy could be utilized to resolve issues facing first year college students. She did not demonstrate an ability to work collaboratively in a team environment as she was not able to provide examples in her responses.
- 1 BF was found to not have taught a course at the college level, a requirement of this position. Her background in curriculum and instruction was not applicable to specific development serving the needs of college students.
- 1 HF did not possess the required one year of experience as an advanced team member in a relevant role. She did not articulate her ability to work in a team environment or demonstrate her ability to support college students in the ways relevant to this role.
- 2 UU did not demonstrate an ability to support college students or work in a team environment. They were unable to provide examples of how they had supported students in a college setting. They did not have experience working as part of a team, with their previous experience limited to either independent or supervisory roles.

The 1 TF selected had relevant skills for the position and displayed an ability to effectively support college students from diverse backgrounds through both active curriculum development and pedagogy. She had experience developing, organizing, and delivering workshops for college instructors. She provided individual support and observations, and oversaw teaching fellows, a strong foundation for the management of FYE instructors. She had developed training in a variety of topic areas designed to support college students through pedagogy and had provided direct support for college students through teaching and mentoring relationships.

Search Number	498293
Department	ISS 1st Yr Prog and Learn Cmty
Title	Ed Program Administrator

MINIMUM QUALIFICATIONS

- Master's degree in education or related field.

- Two to three years of experience working with students in a higher education setting beyond the classroom, with at least 1 year of experience working as an advanced team member.
- Knowledge of college student development theory.
- Teaching experience in higher education.
- Experience working with diverse student populations.
- Demonstrated ability to provide support for college students.
- Demonstrated proficiency with Microsoft Office Suite, Instagram, and LinkedIn.
- Excellent interpersonal and verbal communication skills.
- Ability to work in a team environment.
- Willingness and ability to work occasional evenings, weekends, or irregular hours to support programs.

PREFERRED QUALIFICATIONS

- Volunteer management experience.
- Experience teaching a First Year Experience Course.
- Supervisory experience.

Recruitment activities included:

- UConn Careers Website
- Listserv HERC
- Diverse Job Boards
- Inside Higher Ed
- Higher Ed Jobs
- Chronicle of Higher Ed Jobs
- Daily Digest
- LinkedIn

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
3-Educational Programs/Serv												
498293												
Unqualified	3	14	1	1	0	1	2	2	0	0	2	26
Interview	1	2	1	0	1	0	0	0	0	0	0	5
Withdrawn	1	0	0	0	0	1	0	0	0	0	3	5
Hired	0	0	0	0	0	0	0	0	0	1	0	1
Grand Total	5	16	2	1	1	2	2	2	0	1	5	37

The Unqualified applicants did not meet the minimum qualifications for the job posting.

5 Withdrawn applicants: 1 WM, 1 HF, 3 UU

6 Interviewed applicants: 1 WM, 2 WF, 1 BM, 1 HM, 1 TF

- 1 WM did not demonstrate a knowledge of college student development theory or the ability to support college students in the way this position requires, as per his responses to interview questions.
- 1 WF did not have the required one-year work experience as an advanced team member. In addition, she did not possess a broad comprehension of college student development theory, based on her responses to interview questions.
- 1 WF did not demonstrate the ability to effectively instruct or support college students from diverse backgrounds, as per her responses to interview questions.
- 1 BM did not articulate how his previous work experience would relate to his ability to succeed in the role. He was also unable to work evenings, weekends, and irregular hours to support the role's programming.
- 1 HM did not have the required one-year work experience as an advanced team member. He was unable to articulate his ability to work in a team environment and he did not have a background in college student development theory.

The 1 TF selected had the necessary educational, professional, and volunteer experience for this role. In her detailed account of her background, she demonstrated a comprehension of college student development theory, the ability to holistically support college students, and an understanding of diverse backgrounds within student populations. She displayed the requisite interpersonal skills for this position and the ability to work in a team environment, as per her responses to interview questions and interactions with employees during the interview process.

Search Number	497830
Department	Tech Comm and Industry Rltns
Title	Educational Program Coordinator

MINIMUM QUALIFICATIONS

- Bachelor's degree in business, marketing, communications, journalism, media, STEM sciences, or another appropriate field.
- Three to four years of professional experience which includes planning, promoting, and overseeing events, both remotely and in person.
- Excellent verbal, written, and interpersonal skills.
- Strong professional writing skills with examples of successful publication/distribution.
- Demonstrated professional expertise and initiative as evidenced by examples of work product and/or portfolio.
- Ability to absorb information from a variety of interactions and sources and identify and distill key concepts into impactful modes for communication.
- Experience updating and maintaining websites and using social media.

PREFERRED QUALIFICATIONS

- Experience supporting or promoting programs in an entrepreneurial or startup environment.
- Experience developing and presenting informational material for targeted consumption.
- Experience designing websites.

Recruitment activities included:

- UConn Careers Website
- Listserv HERC
- Inside Higher Ed
- Diverse Job Boards
- HR Website
- OVPR Website
- UConn Daily Digest and UConn HealthLine
- BioCT
- LinkedIn

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
3-Educational Programs/Serv												
497830												
Unqualified	6	13	1	1	0	2	1	2	0	1	5	32
Interview	1	0	0	0	0	2	0	0	0	0	1	4
Hired	0	0	0	0	0	0	0	0	0	0	1	1
Grand Total	7	13	1	1	0	4	1	2	0	1	7	37

The Unqualified applicants did not meet the minimum qualifications for the job posting.

5 Interviewed applicants: 1 WM, 2 HF, 2 UU

- 1 WM, 1 HF did not demonstrate scientific and technical writing skills at the necessary level during their presentation.
- 1 HF, 1 UU did not have experience in social media or marketing as they did not relate this to their background or provide examples of how they had utilized these.

The 1 UU selected had wide-ranging professional experiences in start-ups, technical writing, and public relations, as well as working in a university setting. They had an undergraduate degree from Carnegie Mellon University and completed graduate work at Johns Hopkins University. They led media relations campaigns that appeared in press placements in Economist, Time Magazine, and the Wall St. Journal. They worked at WebMD/Medscape as a Senior Editor, in the Neurology/Psychiatry area. They worked as a senior science writer for The University of Pittsburgh's Innovation Institute and as a contributing writer to Biospace. They were the first communications manager at the global nonprofit, Aid to Artisans. They also demonstrated their

relevant knowledge in their presentation to the hiring committee as well as the necessary communication skills for this role.

Search Number	498205
Department	Ntl Inst Undersea Vehicle Tech
Title	Educational Program Manager 1

MINIMUM QUALIFICATIONS

- Bachelor's degree and at least six years of related experience. Two years of experience must be serving as an advanced/senior team member or working as a project lead.
- Superior verbal, written, and interpersonal communication skills.
- Self-starter with superior organizational skills, including the ability to prioritize, multi-task, and follow through.
- Ability to synthesize large amounts of information into concise analytical reports.
- Experience interpreting and applying complex rules, policies, and regulations.
- Proficiency with Microsoft Office Suite software.
- Demonstrated ability to leverage both interpersonal skills and marketing/information technologies to network with and engage internal and external stakeholders.
- Willingness and ability to occasionally work outside of traditional hours, to accommodate scheduling requirements and programmatic objectives.

PREFERRED QUALIFICATIONS

- Master's degree.
- Experience with working with companies in the defense industry.
- Experience working in a budgeting oversight/fiscal capacity.
- Experience working within a university or higher education setting.
- Experience working within, or writing about, STEM disciplines.
- Hands-on experience with project management.
- Experience working with external stakeholders to create partnerships.

Recruitment activities included:

- UConn Careers Website
- Listserv HERC
- Inside Higher Ed
- Diverse Job Boards
- LinkedIn

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
3-Educational Programs/Serv												
498205												
Unqualified	3	2	0	0	0	0	1	1	0	0	0	7
Interview	0	0	0	0	0	0	0	0	0	0	1	1
Withdrawn	0	1	0	0	0	0	0	0	0	0	0	1
Hired	0	0	0	0	0	0	0	0	0	0	1	1
Grand Total	3	3	0	0	0	0	1	1	0	0	2	10

The Unqualified applicants did not meet the minimum qualifications for the job posting.

1 Withdrawn applicant: 1 WF

2 Interviewed applicants: 2 UU

- 1 UU did not have experience within a university or higher education setting, their background was in defense projects.

The 1 UU selected had ten years of experience in start-ups, higher education, and in the regional naval ecosystem. In their job talk they provided details about their ability to synthesize large amounts of information into concise analytical reports and were able to interpret and apply complex rules, policies, and regulations. Their experience and adaptability for higher education dynamics, with previous work at Carnegie Mellon University and the University of Connecticut, would aid in their ability to contribute to the team.

Category 3: Facilities and Athletic Management

Goals Set	WM	WF	BM	BF	HM	HF	AM	AF
3-Facilities & Athletic Management	0	0	1	1	12	1	1	0

Job Category	Goal	RG	Search #	Title	No. Hired
3-Facilities & Athletic Management	N	WM	498308	Facilities Professional	1
	N	WM	498465	Asst Mngr Ath Equip Facilities	1
	N	WM	498565	Asst Mngr Ath Equip Facilities	1

Search Number	498308
Department	CLAS Facility Services
Title	Facilities Professional

MINIMUM QUALIFICATIONS

- Eight or more years of related experience in a variety of trades relevant to general building functions including carpentry, plumbing, electrical, HVAC, and mechanical, or a combination of education and related experience.
- Knowledge of building materials and methods.
- General abilities with the Microsoft Office suite, particularly with Excel and Outlook.
- Strong interpersonal skills, and ability to work with faculty members, staff, and students.
- Driver's license (ability to drive university vehicles).
- Ability to climb ladders, kneel, reach above the shoulder, stand and/or walk for extended periods of time, and may be required to wear personal protective equipment (PPE).

PREFERRED QUALIFICATIONS

- Knowledge of building systems and building management best practices.
- Experience in specifying and purchasing parts or equipment.
- Experience working in an academic or laboratory/research setting.
- Understanding and minor maintenance of water purification systems, laboratory hoods, and electronic locksets.
- Ability to work with diverse student, administrative, and faculty populations and provide a commitment to the values of diversity, equity, and inclusion in an educational setting.

Recruitment activities included:

- UConn Careers Website
- Listserv HERC

- Inside Higher Ed
- Diverse Job Boards
- LinkedIn
- Indeed.com
- Chronicle of Higher Ed

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
3-Facilities & Athletic Management												
498308												
Unqualified	7	3	1	0	2	0	0	0	1	0	3	17
Interview	3	0	0	0	0	0	1	0	0	0	0	4
Withdrawn	2	0	0	0	0	0	0	0	0	0	0	2
Hired	1	0	0	0	0	0	0	0	0	0	0	1
Grand Total	13	3	1	0	2	0	1	0	1	0	3	24

The Unqualified applicants did not meet the minimum qualifications of the job posting.

2 Withdrawn applicants: 2 WM

5 Interviewed applicants: 4 WM, 1 AM

- 3 WM did not attend scheduled interviews or respond to requests for interview.
- 1 AM did not demonstrate the necessary interpersonal skills for working with a variety of staff, faculty, and students as he did not answer questions directly and gave incomplete responses.

The 1 WM selected was able to speak about his knowledge and background of general facilities tasks and his ability to work with and develop working relationships with a diverse group of people. He demonstrated the required communication skills and was able to explain his answers using relevant examples which demonstrated his experience and ability to find a solution during emergency situations.

Search Number	498465
Department	Athletics Equipment Center
Title	Assistant Manager, Athletic Equipment & Facilities

MINIMUM QUALIFICATIONS

- Bachelor's degree in an appropriate field and two years of experience working in a Football equipment room. An equivalent combination of education and experience may be considered.

- AEMA (Athletic Equipment Manager's Association) certified or the ability to become certified within one year of appointment.
- Knowledge of all types of athletic equipment and its proper use.
- Knowledge of OSHA standards for blood-borne pathogens.
- Detail oriented.
- Basic computer application knowledge.
- Excellent interpersonal, organizational, teamwork, and collaboration skills.

PREFERRED QUALIFICATIONS

- Three years of experience working in a Football equipment room.
- Supervisory skills.
- Experience at a Power 4 FBS institution.
- Experience working with Nike as the primary apparel and equipment vendor.
- Experience setting up Coach Comm communication system.

Recruitment activities included:

- UConn Careers Website
- Listserv HERC
- Inside Higher Ed
- Diverse Job Boards
- Professional Networking
- UConnHuskies.com
- AEMA
- NCAA
- D1.ticker

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
3-Facilities & Athletic Management												
498465												
Unqualified	20	2	4	0	5	0	1	0	0	0	4	36
Interview	6	0	1	1	0	0	0	0	1	0	0	9
Withdrawn	1	0	0	0	0	0	0	0	0	0	2	3
Hired	1	0	0	0	0	0	0	0	0	0	0	1
Grand Total	28	2	5	1	5	0	1	0	1	0	6	49

The Unqualified applicants did not meet the minimum qualifications of the job posting.

3 Withdrawn applicants: 1 WM, 2 UU

10 Interviewed applicants: 7 WM, 1 BM, 1 BF, 1 TM

- 4 WM, 1 BM, 1 TM did not have the overall knowledge base required for this position, specifically interpersonal, organizational, teamwork, and collaboration skills based on their responses to interview questions and background experience.
- 1 WM did not demonstrate the necessary supervisory skills as he was not able to provide examples of this experience in his responses.
- 1 WM did not respond to interview requests.
- 1 BF was unable to identify all types of athletic equipment and its proper use.

The 1 WM selected demonstrated his knowledge of all types of equipment and its proper use by discussing this topic thoroughly. He demonstrated the necessary interpersonal, organizational, teamwork and collaboration skills in his responses to interview questions and communicated how this position would manage individuals and work with student athletes and coaches.

Search Number	498565
Department	Athletics
Title	Assistant Manager, Athletic Equipment & Facilities

MINIMUM QUALIFICATIONS

- Bachelor's degree in appropriate field
- one to two years of relevant experience in collegiate and/or professional event/facility management
- demonstrated ability to work independently and identify and resolve problems efficiently and effectively

PREFERRED QUALIFICATIONS

- Master's degree in related field
- Previous NCAA Division I experience in event/facility management
- Previous experience with coordinating, supervising, and organizing event staff and students
- Demonstrated knowledge of all applicable Conference and NCAA rules and regulations
- Ability to work in a fast-paced environment and make decisions in a timely and professional manner

Recruitment activities included:

- UConn Careers Website
- Listserv HERC
- Inside Higher Ed
- Diverse Job Boards
- UConnHuskies.com
- CEFMA/NACDA

- D1.Ticker

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
3-Facilities & Athletic Management												
498565												
Unqualified	21	8	5	2	1	2	0	0	0	1	4	44
Interview	9	2	4	0	5	0	1	1	1	0	0	23
Withdrawn	2	0	1	0	0	0	0	0	0	0	0	3
Offer Declined	0	0	0	0	0	0	0	0	0	0	1	1
Hired	1	0	0	0	0	0	0	0	0	0	0	1
Grand Total	33	10	10	2	6	2	1	1	1	1	5	72

The Unqualified applicants did not meet the minimum qualifications of the job posting.

3 Withdrawn applicants: 2 WM, 1 BM

25 Interviewed applicants: 10 WM, 2 WF, 4 BM, 5 HM, 1 AM, 1 AF, 1 TM, 1 UU

- 1 WM stopped the interview and stated that he was no longer interested in the position.
- 1 WM, 1 BM did not respond to interview requests.
- 1 WM did not have the experience in facility and event management needed for this position, as his prior experience was focused on equipment. He was also not able to provide examples of staff oversight for either student employees or event staff.
- 2 WM, 2 WF, 2 HM, 1 AM did not possess experience supervising and organizing event staff and student employees when asked specifically about prior experience in this area.
- 1 WM, 1 BM, 1 HM, 1 AF did not communicate detailed examples of working independently and resolving problems effectively through the course of the interview questions.
- 1 WM, 1 HM were unable to answer questions to demonstrate that they had experience in managing event staff and student employees.
- 1 WM, 1 HM was unable to demonstrate their experience in identifying and resolving problems effectively and efficiently when asked questions about their experience and to provide examples in this area.
- 1 WM, 1 BM, 1 TM did not demonstrate the ability to work in a fast-paced environment and make decisions in a timely and professional manner which was determined through questions regarding demonstrated scenarios from the candidates' prior work experience.
- 1 BM did not have experience in NCAA Division 1 event and facility management determined through questions regarding situational scenarios and examples of event/facility management.
- 1 UU declined the offer.

The 1 WM selected was successful in demonstrating his ability to manage event staff and student labor. He gave examples of his experience working independently and resolving problems in a timely and professional manner. Through the interview, he was able to fully communicate

his background and experience coordinating, supervising, and organizing event staff and students.

Category 3: Finance Acct. Budget

Goals Set	WM	WF	BM	BF	HM	HF	AM	AF
3-Finance Acct Budget	17	0	0	2	2	2	1	0

Job Category	Goal	RG	Search #	Title	No. Hired
3-Finance Acct Budget	Y	WM	497831	Finance Manager 1	1
	Y	WM	498038	Financial Assistant 2	1
	Y	WM	498123	Financial Assistant 1	1
	Y	WM	498411	Financial Assistant 2	1
	Y	WM	498552	Financial Assistant 1	1
	Y	BF	498158	Financial Assistant 2	1
	Y	HM	498118	Financial Assistant 1	1
	N	WF	497978	Financial Assistant 2	1
	N	WF	498055	Financial Assistant 2	1
	N	WF	498506	Financial Assistant 1	1
	N	WF	498516	Financial Assistant 2	1
	N	WF	498564	Financial Assistant 1	1
	N	WF	498572	Financial Assistant 2	1
	N	UU	498055	Financial Assistant 2	1

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
3-Finance Acct Budget												
497831												
Unqualified	9	2	2	0	1	1	4	3	0	1	8	31
Interview	0	3	1	0	0	0	0	0	0	0	0	4
Withdrawn	2	1	0	0	1	0	1	0	0	0	1	6
Hired	1	0	0	0	0	0	0	0	0	0	0	1
Grand Total	12	6	3	0	2	1	5	3	0	1	9	42

This hire achieved a hiring goal.

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
3-Finance Acct Budget												
498038												
Unqualified	1	2	0	0	0	0	1	0	0	0	0	4
Interview	1	1	0	1	0	0	0	0	0	0	0	3
Withdrawn	1	0	0	0	0	0	0	0	0	0	0	1
Hired	1	0	0	0	0	0	0	0	0	0	0	1
Grand Total	4	3	0	1	0	0	1	0	0	0	0	9

This hire achieved a hiring goal.

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
3-Finance Acct Budget												
498123												
Unqualified	4	5	1	0	1	1	4	0	1	0	1	18
Qualified	1	1	0	0	0	0	0	1	0	0	0	3
Interview	2	1	0	0	1	0	0	1	0	0	0	5
Withdrawn	0	0	0	0	1	0	0	0	0	0	0	1
Hired	1	0	0	0	0	0	0	0	0	0	0	1
Grand Total	8	7	1	0	3	1	4	2	1	0	1	28

This hire achieved a hiring goal.

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
3-Finance Acct Budget												
498411												
Unqualified	7	11	0	0	0	0	1	5	0	0	1	25
Interview	3	0	0	1	0	0	0	2	0	0	0	6
Withdrawn	0	0	0	0	0	0	0	0	0	0	1	1
Hired	1	0	0	0	0	0	0	0	0	0	0	1
Grand Total	11	11	0	1	0	0	1	7	0	0	2	33

This hire achieved a hiring goal.

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
3-Finance Acct Budget												
498552												
Unqualified	7	11	4	3	4	1	4	6	0	0	4	44
Interview	1	4	0	1	0	1	1	3	0	0	1	12
Withdrawn	2	2	0	0	1	0	0	0	0	0	1	6
Hired	1	0	0	0	0	0	0	0	0	0	0	1
Grand Total	11	17	4	4	5	2	5	9	0	0	6	63

This hire achieved a hiring goal.

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
3-Finance Acct Budget												
498158												
Unqualified	6	6	1	1	0	1	1	2	0	0	5	23
Qualified	0	0	0	1	0	0	0	0	0	0	0	1
Interview	0	1	0	0	0	0	0	0	0	0	1	2
Withdrawn	0	1	0	0	0	0	0	0	0	0	0	1
Offer Declined	0	1	0	0	0	0	0	0	0	0	0	1
Hired	0	0	0	1	0	0	0	0	0	0	0	1
Grand Total	6	9	1	3	0	1	1	2	0	0	6	29

This hire achieved a hiring goal.

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
3-Finance Acct Budget												
498118												
Unqualified	3	5	1	1	1	1	2	2	1	0	1	18
Interview	1	2	0	0	0	0	0	0	0	0	0	3
Withdrawn	0	0	0	0	0	0	0	0	0	0	2	2
Hired	0	0	0	0	1	0	0	0	0	0	0	1
Grand Total	4	7	1	1	2	1	2	2	1	0	3	24

This hire achieved a hiring goal.

Search Number	497978
Department	Clean Energy Engineering Ctr
Title	Financial Assistant 2

MINIMUM QUALIFICATIONS

- Associate's degree in a related field and 2-3 years of related experience. An equivalent combination of education and/or experience may be substituted for the degree and years requirement.
- Familiarity with financial practices and procedures.
- Proficient with Excel and Microsoft Applications.
- Demonstrate effective and clear written and verbal communication.
- Ability to work independently and in a team setting while regularly exercising sound judgment.
- Excellent interpersonal skills with the ability to establish positive working relationships with coworkers.
- Demonstrated organizational skills and attention to detail.

Additional Minimum Qualifications for Financial Assistant 2

- Bachelor's degree in a related field and 2-3 years of related experience. An equivalent combination of education and/or experience may be substituted for the degree and years requirement.
- Sound knowledge of financial practices and procedures.
- Sound knowledge of budget preparation fiscal control methods and payroll systems.
- Experience working in a fast-paced, complex, multi-faceted office environment.

PREFERRED QUALIFICATIONS

- Familiarity with enterprise systems such as Quali Financial System (KFS), WebFOCUS, HuskyBuy, PageUp, Concur, Core-CT, Fellowship Workflow System, or similar online enterprise financial systems.
- Experience working in a higher education or a grant-funded organization or program.
- Experience working with visa applications and renewals.
- Payroll experience is a plus.

Additional Preferred Qualifications for Financial Assistant 2

- Experience with the Quali Financial System (KFS), WebFOCUS, HuskyBuy, PageUp, Concur, Core-CT, Fellowship Workflow System, or similar online enterprise financial systems.
- Experience with the sponsored program proposal process.
- Ability to expertly manage time and deadlines, and juggle multiple competing priorities.

Recruitment activities included:

- UConn Careers Website
- Listserv HERC
- Inside Higher Ed
- Diverse Job Boards

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
3-Finance Acct Budget												
497978												
Unqualified	9	10	2	1	1	3	2	4	0	0	3	35
Interview	1	4	1	0	0	0	0	0	0	0	1	7
Withdrawn	0	0	0	0	1	0	0	0	1	0	0	2
Hired	0	1	0	0	0	0	0	0	0	0	0	1
Grand Total	10	15	3	1	2	3	2	4	1	0	4	45

The Unqualified applicants did not meet the minimum qualifications for the job posting.

2 Withdrawn applicants: 1 HM, 1 TM

8 Interviewed applicants: 1 WM, 5 WF, 1 BM, 1 UU

- 1 WM, 3 WF did not have the required related years of experience in finance, budget preparation, or fiscal control methods for either level of position.
- 1 WF did not accurately answer questions regarding budgeting, grant management, or payroll responsibilities.
- 1 UU withdrew her application after she was selected for an interview.
- 1 BM did not have the fiscal experience that the role required or experience in budget preparation, grant preparation/management, and payroll.

The 1 WF selected had ten years of experience in an academic setting, where she worked on grant budgeting and reporting on a regular basis. She worked in payroll as a coordinator for all job postings, interviews, and hiring. She interacted with administrators, teachers, staff, students, and district personnel in her previous role supporting the necessary interpersonal skills with the ability to establish positive working relationships with coworkers and in a team setting.

Search Number	498055
Department	Sponsored Programs
Title	Financial Assistant 1

MINIMUM QUALIFICATIONS

- Financial Assistant 1: Associate's degree in a related field and two to three years of relevant experience.
- Financial Assistant 2: Bachelor's degree in a related field and two to three years of relevant experience. An equivalent combination of education and/or experience may be substituted for the degree and years requirement.
- Working knowledge of accounting practices and procedures.
- Experience in Accounts Receivable.

PREFERRED QUALIFICATIONS

- Experience with online, electronic financial processing.
- Customer-service orientation.
- Proficiency with Microsoft Office Suite, particularly Excel and Word.
- Effective time management skills, including the ability to multitask and manage a large workload in a fast-paced environment under the pressure of various deadlines.

Recruitment activities included:

- UConn Careers Website
- Listserv HERC
- Inside Higher Ed

- Diverse Job Boards
- Indeed
- CT Hires
- OVPR Careers Page
- RESADM-L (Member Listserv)
- National Council of University Research Administrators
- National Grants Management Association
- LinkedIn
- Email outreach to DAS JobApps Grants and Contracts interested candidates

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
3-Finance Acct Budget												
498055												
Unqualified	10	5	0	2	1	3	1	3	0	0	4	29
Interview	0	2	0	1	0	1	0	4	0	0	0	8
Withdrawn	0	3	0	0	0	0	0	0	0	0	0	3
Hired	0	1	0	0	0	0	0	0	0	0	1	2
Grand Total	10	11	0	3	1	4	1	7	0	0	5	42

The Unqualified applicants did not meet the minimum qualifications of the job posting.

3 Withdrawn applicants: 3 WF

10 Interviewed applicants: 3 WF, 1 BF, 1 HF, 4 AF, 1 UU

- 1 WF did not have a working knowledge of accounting practices and accounts receivable, her background was in administrative services.
- 1 WF stated that she was not experienced with technology and was not proficient with Microsoft Office Suite, particularly Excel, or Word.
- 1 BF, 3 AF did not have the level of experience necessary for the position in accounts receivable based on their incomplete responses to interview questions.
- 1 HF did not demonstrate a working knowledge of accounting practices and accounts receivable; she was unable to convey her knowledge or experience of calculating invoice totals or understanding how the amounts that she invoiced were derived.
- 1 AF stated that she did not have experience with many facets of the position including accounting practices and accounts receivable. It was determined in the interview that her background was focused on programming electronic games.

The 1 WF selected had experience that directly aligned with the requirements of the position. She spoke about effective time management skills and her previous customer service experience. She relayed her experience with invoicing and the collection processing, which were all preferred qualifications, and she had experience with the Microsoft Office Suite.

The 1 UU selected had experience that directly aligned with the requirements of the position. They had experience in accounts receivable and accounting principles and were able to fully respond to questions demonstrating their knowledge. They were able to give examples of their experience in electronic financial processing, effective time management skills, and Microsoft Office Suite, particularly in Excel.

Search Number	498506
Department	Fine Arts
Title	Financial Assistant 1

MINIMUM QUALIFICATIONS

- Bachelor's degree in a related field and one year of related experience; or an equivalent combination of education and/or experience may be substituted for the degree and years requirement.
- Demonstrated communication skills, including the ability to prepare materials for and clearly and effectively communicate information to internal audiences and client groups.

PREFERRED QUALIFICATIONS

- Bachelor's degree in business administration, finance, or accounting.
- Experience in working with Quali Financial Systems, Core CT, Concur, and HuskyBuy.
- Advanced proficiency in Excel.

Recruitment activities included:

- UConn Careers Website
- Listserv HERC
- Inside Higher Ed
- Diverse Job Boards
- LinkedIn
- Indeed
- Accounting & Financial Women's Alliance
- Chronicle of Higher Ed
- Monster
- UConn Staff Daily Digest

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
3-Finance Acct Budget												
498506												
Unqualified	7	3	0	1	3	1	5	2	0	0	3	25
Qualified	3	1	0	0	2	0	1	1	0	0	0	8
Interview	1	3	1	0	0	1	0	1	1	0	0	8
Withdrawn	2	2	0	0	0	0	0	0	0	0	1	5
Offer Declined	0	0	0	0	0	0	0	0	0	0	1	1
Hired	0	1	0	0	0	0	0	0	0	0	0	1
Grand Total	13	10	1	1	5	2	6	4	1	0	5	48

The Unqualified applicants did not meet the minimum qualifications of the job posting.

5 Withdrawn applicants: 2 WM, 2 WF, 1 UU

8 Qualified applicants: 3 WM, 1 WF, 2 HM, 1 AM, 1 AF

- 2 WM, 2 HM, 1 AF did not have a bachelor's degree in business administration, finance, or accounting.
- 1 WM, 1 WF, 1 AM did not have experience working with Kuali financial systems, Concur, or HuskyBuy.

10 Interviewed applicants: 1 WM, 4 WF, 1 BM, 1 HF, 1 AF, 1 TM, 1 UU

- 1 WM, 1 WF, 1 BM, 1 HF, 1 TM did not demonstrate the necessary communication skills in responses to interview questions.
- 2 WF did not have the required level of experience in Kuali, CoreCT, Concur, or HuskyBuy as they were unable to provide thorough examples of their experience using these systems.
- 1 AF was found not to have met a minimum qualification of having a bachelor's degree in business administration, finance, or accounting during the interview process.
- 1 UU declined the offer for employment.

The 1 WF selected had a background in customer service which aided in providing her with the necessary interpersonal and communication skills. She clearly demonstrated this proficiency as well as having an eye for attention to detail and problem-solving skills in examples mentioned in the interview. She provided examples of how she would prepare materials to effectively communicate information to internal audiences and client groups.

Search Number	498516
Department	Fine Arts
Title	Financial Assistant 2

MINIMUM QUALIFICATIONS

- Bachelor's degree in a related field.
- Two to three years of experience in financial record keeping, analysis, and reporting; or an equivalent combination of education and/or experience may be substituted for the degree and years requirement.
- Demonstrated communication skills, including the ability to prepare materials for and clearly and effectively communicate information to internal audiences and client groups.

PREFERRED QUALIFICATIONS

- Bachelor's degree in business administration, finance, or accounting.
- Five or more years of progressively responsible experience in financial record keeping, budgeting, and reporting.
- Experience in working with Quali Financial Systems, Core CT, Concur, and HuskyBuy or similar systems.
- Advanced proficiency in Excel.

Recruitment activities included:

- UConn Careers Website
- Listserv HERC
- Inside Higher Ed
- Diverse Job Boards
- LinkedIn
- Social Media - School of Fine Arts
- Monster
- Chronicle of Higher Education
- Accounting & Financial Women's Alliance
- Indeed

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
3-Finance Acct Budget												
498516												
Unqualified	6	4	1	1	2	0	3	8	0	0	1	26
Qualified	0	0	0	0	0	0	1	1	0	0	0	2
Interview	2	4	0	1	0	0	1	0	0	0	0	8
Withdrawn	1	1	1	0	0	0	0	0	0	0	0	3
Hired	0	1	0	0	0	0	0	0	0	0	0	1
Grand Total	9	10	2	2	2	0	5	9	0	0	1	40

The Unqualified applicants did not meet the minimum qualifications of the job posting.

3 Withdrawn applicants: 1 WM, 1 WF, 1 BM

2 Qualified applicants: 1 AM, 1 AF

- 1 AM, 1 AF did not have experience working with Kuali financial systems, CoreCT, Concur, HuskyBuy, or similar systems.

9 Interviewed applicants: 2 WM, 5 WF, 1 BF, 1 AM

- 2 WM were unable to provide thorough responses to demonstrate their communication skills or the ability to prepare materials for and clearly and effectively communicate information to internal audiences and client groups.
- 4 WF, 1 AM were unable accurately answer questions regarding the use of Kuali financial systems, CoreCT, Concur, or HuskyBuy.
- 1 BF did not have experience in a progressively responsible position in financial record keeping, budgeting, and reporting as her background was in preparing taxes.

The 1 WF selected had a bachelor's degree in a related field. She demonstrated the required communication skills and the ability to prepare materials for and clearly and effectively communicate information to internal audiences and client groups. She had five years of being progressively responsible in financial record keeping, budgeting, and reporting.

Search Number	498564
Department	Animal Science
Title	Financial Assistant 1

MINIMUM QUALIFICATIONS

- Associate's degree and two to three years of recent, relevant experience OR equivalent combination of education and professional experience.

- Ability to follow verbal and written instructions.
- Documented proficiency with Microsoft Office Suite (including Excel) and Adobe.
- Ability to work independently and in a team setting while taking initiative and exercising sound judgment.
- Clear, positive, and professional writing, grammatical, verbal, and non-verbal communication skills.
- Excellent organizational skills, attention to detail and interpersonal communication.
- Ability to problem solve, expertly manage time and deadlines, and skillfully manage priorities.
- Ability and willingness to work flexible work schedule as needed including occasional evening and weekend hours based on departmental needs.
- Driver's license required for occasional use of State vehicles to support departmental programming and outreach activities that require travel to various campus locations throughout the Storrs campus and the local area.

PREFERRED QUALIFICATIONS

- Bachelor of Science (BS) degree in a related field and one to three years of recent related experience.
- Experience working in a fiscal operation in a university or collegiate setting.
- Experience with Quali Financial Systems (KFS), KFDM, CORE, Husky Buy, UConn Marketplace, Concur, or similar enterprise systems.
- Knowledge of University of Connecticut policies and procedures related to financial transactions.

Recruitment activities included:

- UConn Careers Website
- Listserv HERC
- Inside Higher Ed
- Diverse Job Boards
- Indeed
- Animal Science list alumni list serv
- Animal Science social media (Facebook, Instagram, LinkedIn)

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
3-Finance Acct Budget												
498564												
Unqualified	6	4	0	1	2	0	0	3	0	0	2	18
Interview	0	2	0	0	0	0	0	2	0	0	0	4
Withdrawn	0	1	0	0	0	0	0	0	1	0	0	2
Hired	0	1	0	0	0	0	0	0	0	0	0	1
Grand Total	6	8	0	1	2	0	0	5	1	0	2	25

The Unqualified applicants did not meet the minimum qualifications of the job posting.

2 Withdrawn applicants: 1 WF, 1 TM

5 Interviewed applicants: 3 WF, 2 AF

- 1 WF did not attend the scheduled interview.
- 1 WF was found to not have a bachelor's degree or one to three years of recent related experience. Her background was in international shipping, and she did not have experience in a general office setting.
- 1 AF did not fully respond to questions during the interview.
- 1 AF did not have experience working in a fiscal operation in a university or collegiate setting.

The 1 WF selected had a bachelor's degree and related experience working in a veterinary practice office. This role provided her with experience working with diverse tasks, working independently and in a team setting while taking the initiative and exercising sound judgement. She was able to provide examples of applicable situations and responded to questions fully. She successfully demonstrated the ability to solve problems, manage time and deadlines, and manage priorities. She was also willing to work a flexible schedule and had a valid driver's license.

Search Number	498572
Department	Sea Grant College Program
Title	Financial Assistant 2

MINIMUM QUALIFICATIONS

- Bachelor's degree in a related field and at least two years of related experience; OR an equivalent combination of education and/or experience.
- Experience with online financial records systems.
- Demonstrated excellent organizational skills.
- Strong communication skills.

PREFERRED QUALIFICATIONS

- Familiarity with enterprise financial systems, such as UConn's financial management systems.
- Familiarity with grant related processes.
- Experience generating and analyzing financial reports.
- Familiarity with financial regulations for federal and university funds.

Recruitment activities included:

- UConn Careers Website
- Listserv HERC
- Inside Higher Ed
- Diverse Job Boards
- Indeed
- CT Hires
- LinkedIn
- NCURA
- NGMA
- Nat'l Dev Research

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
3-Finance Acct Budget												
498572												
Unqualified	2	7	0	2	1	1	1	3	0	0	3	20
Interview	0	2	0	0	0	0	0	0	0	0	0	2
Withdrawn	0	0	1	0	0	0	0	0	1	0	0	2
Offer Declined	0	1	0	0	0	0	0	0	0	0	0	1
Hired	0	1	0	0	0	0	0	0	0	0	0	1
Grand Total	2	11	1	2	1	1	1	3	1	0	3	26

The Unqualified applicants did not meet the minimum qualifications of the job posting.

2 Withdrawn applicants: 1 BM, 1 TM

4 Interviewed applicants: 4 WF

- 1 WF declined the offer.
- 2 WF were unable to answer questions regarding grant related processes and did not have experience with financial systems or generating and analyzing financial reports.

The 1 WF selected had a bachelor's degree in business management and had three years of experience in project management. She had experience with QuickBooks, Gsuite, Microsoft, Hubspot, and provided a well-written and professional resume and cover letter. Her experience in military funding provided her with experience with financial regulations and she had worked on finance, marketing, and monitoring budgets as well as grant-related processes.

Category 3: Financial Aid and Student Employment

Goals Set	WM	WF	BM	BF	HM	HF	AM	AF
3-Financial Aid & Student Emp	4	0	1	1	0	0	0	1

No hiring activity in this category.

Category 3: Grants Contracts

Goals Set	WM	WF	BM	BF	HM	HF	AM	AF
3-Grants Contracts	4	0	1	1	0	1	1	2

Job Category	Goal	RG	Search #	Title	No. Hired
3-Grants Contracts	Y	WM	498602	Grants and Contracts Associate	1
	Y	BM	497999	Contract Specialist 1	1
	Y	AM	497715	Sr Grants & Contracts Manager	1
	N	WF	497716	Grants and Contracts Spec	1
	N	WF	497854	Grants and Contracts Associate	2
	N	WF	497858	Grants and Contracts Spec	1
	N	WF	497885	Grants and Contracts Associate	2
	N	WF	498048	Sr Grants & Contracts Spclist	2
	N	WF	498028	Contract Specialist 2	1

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
3-Grants Contracts												
498602												
Unqualified	5	6	0	3	0	0	4	1	1	0	1	21
Qualified	0	0	0	0	0	1	0	0	0	0	0	1
Interview	0	2	1	0	0	0	0	0	0	0	0	3
Withdrawn	1	1	0	0	0	0	0	0	0	0	0	2
Hired	1	0	0	0	0	0	0	0	0	0	0	1
Grand Total	7	9	1	3	0	1	4	1	1	0	1	28

This hire achieved a hiring goal.

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
3-Grants Contracts												
497999												
Unqualified	5	3	2	1	0	2	1	0	0	1	5	20
Interview	0	1	0	0	0	0	0	0	0	0	0	1
Withdrawn	3	2	0	0	1	1	0	0	0	0	1	8
Hired	0	0	1	0	0	0	0	0	0	0	0	1
Grand Total	8	6	3	1	1	3	1	0	0	1	6	30

This hire achieved a hiring goal.

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
3-Grants Contracts												
497715												
Unqualified	4	4	0	2	0	0	1	0	0	0	4	15
Interview	0	2	0	0	0	0	0	0	0	0	0	2
Withdrawn	1	3	0	1	0	0	0	0	0	0	0	5
Hired	0	0	0	0	0	0	1	0	0	0	0	1
Grand Total	5	9	0	3	0	0	2	0	0	0	4	23

This hire achieved a hiring goal.

Search Number	497716
Department	Sponsored Programs
Title	Grants and Contracts Specialist

MINIMUM QUALIFICATIONS

- Bachelor's degree in a related field and four years of related experience, or an equivalent combination of education and experience.

PREFERRED QUALIFICATIONS

- Knowledge of Uniform Guidance and/or the Federal Acquisition Regulations (FAR).
- Experience with electronic research administration systems (such as grants.gov, research.gov NSPIREs, and eRA Commons).
- Experience working in an institution of higher education.
- Experience working in a high volume, high production, and/or sponsored-research intensive environment.

Recruitment activities included:

- UConn Careers Website
- Listserv HERC
- Inside Higher Ed
- Diverse Job Boards
- Indeed
- CT Hires (CT and US DOL Websites)
- OVPR Careers Page
- Only SPS RESADM-L (Member Listserv)
- National Council of University Research Administrators
- National Grants Management Association
- HigherEdJobs
- LinkedIn

- RESADM-L
- Email outreach to DAS JobApps Grants and Contracts interested candidates

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
3-Grants Contracts												
497716												
Unqualified	3	12	3	0	1	0	0	0	0	2	4	25
Interview	0	4	0	0	0	0	0	0	0	0	0	4
Withdrawn	2	5	0	0	0	0	0	1	0	0	1	9
Offer Declined	0	0	0	1	0	0	0	0	0	0	0	1
Hired	0	1	0	0	0	0	0	0	0	0	0	1
Grand Total	5	22	3	1	1	0	0	1	0	2	5	40

The Unqualified applicants did not meet the minimum qualifications of the job posting.

9 Withdrawn applicants: 2 WM, 5 WF, 1 AF, 1 UU

6 Interviewed applicants: 5 WF, 1 BF

- 2 WF did not have previous experience in grant writing and contract administration pertaining to higher education.
- 1 WF did not respond to requests for an interview.
- 1 WF did not have experience working in higher education.
- 1 BF declined the offer of employment.

The 1 WF selected had four years of experience in higher education at the University of Florida. She had previously utilized the electronic research administration systems necessary for this position, which gave her experience working in a high volume and production environment. She also had a variety of roles requiring the preparation of proposals involved in grant administration and was able to provide thorough responses and examples to interview questions.

Search Number	497854
Department	Vice President for Research
Title	Grants and Contracts Specialist

MINIMUM QUALIFICATIONS

For Appointment as Research Development Associate (Grants and Contracts Associate)

- Bachelor's degree in a relevant writing-focused or scientific field with at least three years of experience writing and editing scientific, technical, research proposals or articles; or a combination of education and experience.
- Strong technical/scientific writing skills, as demonstrated by writing samples.

- Ability to work flexibly, productively, and collegially with the writing of others.
- Experience providing project management support in a team context or successfully managing complex projects.
- Strong verbal communication and interpersonal skills, and a strong collaborative approach.
- Ability to thrive in a dynamic, fast-paced, deadline-driven environment.

Additional Minimum Qualifications for Appointment as Research Development Specialist (Grants and Contracts Specialist)

- Bachelor's degree in a relevant writing-focused or scientific field with at least four years of experience writing and editing scientific, technical, and research proposals or articles. At least one year of experience must be in one of the following areas: grant writing training and development, proposal development for foundation or industry partners, formal project management (PMP), or economic and community development proposals. An equivalent combination of education and experience will be considered.

PREFERRED QUALIFICATIONS

For Appointment as Research Development Associate (Grants and Contracts Associate)

- Advanced degree in a relevant discipline.
- Academic or work experience in a life, social, physical science, or engineering field.
- Experience developing successful grant proposals for federal sponsors in an academic context.
- Expertise in grant writing best practices and competitiveness strategies.
- Advanced organizational ability with a record of successfully managing/coordinating multiple complex programs or processes.
- Advanced administrative abilities, including time and deadline management, prioritizing responsibilities, attending to details, taking initiative, and working independently to carry out challenging assignments.

For Appointment as Research Development Specialist (Grants and Contracts Specialist)

- Advanced degree in a relevant discipline.
- Credential in the area of special expertise, if applicable (PMP certification, certification in training, etc.)
- Academic or work experience in a life, social, physical science, or engineering field.
- Experience developing successful grant proposals for federal sponsors in an academic context.
- Expertise in grant writing best practices and competitiveness strategies.
- Advanced organizational ability with a record of successfully managing/coordinating multiple complex programs or processes.
- Advanced administrative abilities, including time and deadline management, prioritizing responsibilities, attending to details, taking initiative, and working independently to carry out challenging assignments.

Recruitment activities included:

- UConn Careers Website
- Listserv HERC
- Inside Higher Ed
- Diverse Job Boards
- CT Hires
- OVPR Careers Page
- RESADM-L
- National Council of University Research Administrators
- National Grants Management Association
- LinkedIn
- GPA

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
3-Grants Contracts												
497854												
Unqualified	0	6	0	0	0	0	1	1	0	0	1	9
Qualified	0	0	0	1	0	0	0	0	0	0	0	1
Interview	0	1	0	0	0	0	0	0	0	0	0	1
Hired	0	2	0	0	0	0	0	0	0	0	0	2
Grand Total	0	9	0	1	0	0	1	1	0	0	1	13

The Unqualified applicants did not meet the minimum qualifications for the job posting.

1 Qualified applicant: 1 BF

- 1 BF did not have experience developing successful grant proposals for federal sponsors in an academic context.

3 Interviewed applicants: 3 WF

- 1 WF withdrew from consideration.
- 1 WF had a record of prior work with project coordination, but did not demonstrate the level of experience and ability with writing/editing scientific/technical documents needed for this position.

The 1 WF selected had experience with scientific and scholarly writing, editing, and writing coaching, the management of complex projects, and the ability to work with faculty. She demonstrated her writing skills, organizational and project management, and professional preparation by giving thorough examples of her experiences.

The 1 WF selected demonstrated the necessary level of technical/scientific writing skills, as demonstrated by writing samples. She had the experience and ability as a writer and editor as well as an advanced approach to organization and project coordination. During the interview

process she demonstrated the required interpersonal skills and approach to work flexibly, productively, and collegially with the writing of others. She also had experience providing project management support in a team context and successfully managing complex projects.

Search Number	497858
Department	Social Work
Title	Grants and Contracts Specialist

MINIMUM QUALIFICATIONS

- Bachelor's degree in an appropriate field and four years relevant experience in a business organization or governmental agency involving accounting, budgeting, and contracting; or an equivalent combination of education and experience.
- Experience in pre- and/or post-award management (e.g., federal, and non-federal grants)
- Thorough knowledge of federal laws and regulations regarding grants and contracts.
- Working knowledge of budget/accounting spreadsheet software (Excel).
- Excellent administrative and organizational skills, including the ability to identify and resolve administrative problems.
- Ability to effectively communicate both verbal and written thoughts, ideas, and facts. Writes and presents information in a clear and concise way.

PREFERRED QUALIFICATIONS

- Knowledge of Quali Financial System or a similar online financial system.
- Knowledge of Core-CT Payroll system or a similar online payroll system.
- Working knowledge of State of Connecticut statutes pertaining to grants/contracts.
- Experience developing and maintaining effective working relationships with partners, including funders, internal colleagues, and other stakeholders. Experience partnering with diverse stakeholders.
- Ability to work independently under minimal supervision.
- Skill in exercising initiative, resourcefulness, and sound judgment with an ability to solve problems and make decisions. Ability to prioritize ongoing and new tasks.

Recruitment activities included:

- UConn Careers Website
- Listserv HERC
- Inside Higher Ed
- Diverse Job Boards
- UConn
- Indeed
- LinkedIn
- Blacks In Higher Education
- Hispanics In Higher Education

- Women In Higher Education

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
3-Grants Contracts												
497858												
Unqualified	3	2	0	2	0	0	0	3	0	1	1	12
Interview	0	4	0	0	0	0	0	0	0	0	0	4
Withdrawn	0	1	0	0	0	0	1	0	0	0	1	3
Hired	0	1	0	0	0	0	0	0	0	0	0	1
Grand Total	3	8	0	2	0	0	1	3	0	1	2	20

The Unqualified applicants did not meet the minimum qualifications for the job posting.

3 Withdrawn applicants: 1 WF, 1 AM, 1 UU

5 Interviewed applicants: 5 WF

- 1 WF was unable to thoroughly answer questions about pre- award and post-award tasks.
- 1 WF did not have experience in financial or payroll systems and the only pre-award experience she had involved creating bio sketches.
- 1 WF did not have the necessary knowledge of grants. She had only assisted with one grant submission and did not have budget experience.
- 1 WF did not have pre-award or post-award experience based on her responses to interview questions about her work history.

The 1 WF selected communicated her knowledge and experience in both pre- and post-award management. She had experience with budgets, grant submissions and management via Grants.gov. She was also familiar with financial systems like UConn and state and federal guidelines.

Search Number	497885
Department	CLAS Grant Management
Title	Grants and Contracts Specialist

MINIMUM QUALIFICATIONS

- Bachelor's degree.
- Two years of related experience.
- Excellent communication and interpersonal skills.
- Demonstrated customer service skills.

Additional Minimum Qualifications for the Grants and Contracts Associate

- Three years of work experience.
- Excellent customer service skills.
- Effective and clear written and verbal communication.
- Ability to use Microsoft products and software applications.
- Ability to meet deadlines and maintain organization.
- Work independently and effectively in a team environment.
- Critical thinking and analytical skills.
- Ability to multitask in a fast-paced high-volume work setting.
- Ability to interpret and carry out policies and guidelines.
- Maintain confidentiality and professional boundaries.

Additional Minimum Qualifications for the Grants and Contracts Specialist

- Minimum of four years of related experience.
- Excellent customer service and problem-solving skills.
- Clear understanding of detailed grant program guidelines, policies, and procedures.

PREFERRED QUALIFICATIONS

- Experience working in a higher education setting.
- Ability to work in a deadline-driven environment.
- Proven ability to manage time in a fast-paced, high-volume environment.
- Excellent computer skills including experience with Microsoft programs.
- Ability to work with diverse student, administrative, and faculty populations and provide a commitment to the values of diversity, equity, and inclusion in an educational setting.

Additional Preferred Qualifications for the Grants and Contracts Associate

- Experience engaging with faculty.
- Ability to work in different environments.
- Knowledge of external funding sources within federal and state regulations.

Additional Preferred Qualifications for the Grants and Contracts Specialist

- Experience working on large projects with competing deadlines.
- Ability to collaborate with constituents at other higher educational workplaces to ensure best practices are established.

Recruitment activities included:

- UConn Careers Website
- Listserv HERC
- Inside Higher Ed
- Diverse Job Boards
- LinkedIn

- Indeed
- Chronicle of Higher Ed
- Inside Higher Ed

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
3-Grants Contracts												
497885												
Unqualified	5	5	0	1	0	0	1	0	0	0	3	15
Qualified	0	1	0	0	0	0	0	0	0	0	0	1
Interview	2	5	1	0	0	0	0	0	0	0	1	9
Withdrawn	1	0	0	0	0	0	0	0	0	0	1	2
Hired	0	2	0	0	0	0	0	0	0	0	0	2
Grand Total	8	13	1	1	0	0	1	0	0	0	5	29

The Unqualified applicants did not meet the minimum qualifications for the job posting.

2 Withdrawn applicants: 1 WM, 1 UU

1 Qualified applicant: 1 WF

- 1 WF did not have higher education experience.

11 Interviewed applicants 2 WM, 7 WF, 1 BM, 1 UU

- 1 WM, 2 WF, 1 BM were unable to answer questions asked regarding how they would work independently managing pre- and post- award activities.
- 1 WM was unable to provide detailed answers to interview questions regarding the management of pre-award activities.
- 3 WF, 1 UU were unable to explain how they had the necessary level of experience working in a fast-paced environment balancing various tasks.

The 1 WF selected responded correctly to the questions asked of her regarding pre- and post-award activities required for this position. Additionally, she explained how she would balance tasks and deadlines in a high volume, fast-paced environment. She exhibited the requisite communication and customer service skills as demonstrated in her responses to interview questions about her work history.

The 1 WF selected had experience in research administration and higher education from UMass Boston, where she managed pre-award efforts in the institution's central office. She described her customer service and computer skills. She explained her experience multitasking in a deadline-driven environment. Additionally, she stated that she had previous knowledge of the NIH grand proposal process, which was directly applicable to this role.

Search Number	498048
Department	Sponsored Programs
Title	Senior Grants & Contracts Specialist

MINIMUM QUALIFICATION

- Bachelor's degree in a related field and six years of related experience, with at least two of those years working at an advanced/senior level or serving as project lead. An equivalent combination of education and experience may be substituted for the degree and years requirement.

PREFERRED QUALIFICATIONS

- Knowledge of Uniform Guidance and/or the Federal Acquisition Regulations (FAR).
- Ability to interpret technical solicitation or contract language applicable to sponsored research and understand its implications.
- Direct experience with proposal and budget development and submission.
- Experience with electronic research administration systems (such as grants.gov, research.gov, NSPIRES, and eRA Commons).
- Experience working in an institution of higher education.
- Experience working in a high-volume, high-production, and/or sponsored-research intensive environment.

Recruitment activities included:

- UConn Careers Website
- Listerv HERC
- Inside Higher Ed
- Diverse Job Boards
- CT Hires
- OVPR Careers Page
- RESADM-L (Member Listserv)
- National Council of University Research Administrators
- National Grants Management Association
- HigherEdJobs
- LinkedIn
- Email outreach to DAS JobApps Grants and Contracts interested candidates

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
3-Grants Contracts												
498048												
Unqualified	2	8	0	1	0	2	0	3	0	0	9	25
Qualified	0	1	0	0	0	0	0	0	0	0	1	2
Interview	0	4	0	1	0	0	0	0	0	0	0	5
Withdrawn	1	1	0	0	0	0	0	0	0	0	0	2
Offer Declined	0	1	0	0	0	0	0	0	0	0	0	1
Hired	0	2	0	0	0	0	0	0	0	0	0	2
Grand Total	3	17	0	2	0	2	0	3	0	0	10	37

The Unqualified applicants did not meet the minimum qualifications of the job posting.

2 Withdrawn applicants: 1 WM, 1 WF

2 Qualified applicants: 1 WF, 1 UU

- 1 WF did not have experience with the Federal Acquisition Regulations or experience with electronic research administration systems related to grant proposals.
- 1 UU did not have experience working in a high-volume sponsored-research environment. Additionally, they did not have experience with managing proposals and budget development.

8 Interviewed applicants: 7 WF, 1 BF

- 1 WF declined the offer for employment.
- 1 WF did not have experience with pre-award and proposal preparation as well as experience performing administrative duties.
- 1 WF did not have experience with preparing grant proposals and was unfamiliar with electronic research administration systems necessary for the position.
- 1 WF did not have experience with sponsor involvement and high-volume production institutions.
- 1 WF and 1 BF did not respond to interview requests.

The 1 WF selected had experience with uniform guidance regulations in her previous role as a senior specialist where she also wrote several types of grant proposals. She had handled a high volume of work, including proposal reviews. She was familiar with creating grants involving both pre-awards and post-awards.

The 1 WF selected possessed experience in similar job positions, previously serving as a Grants Manager in the Office of Research and Project Administration at Memorial Sloan Kettering Cancer Center. She has had signature authority on proposal submissions, as well as the ability to create approval of funding proposals, modifications, prior approval requests, and other non-financial post-award tasks. She had familiarity with federal agencies including NIH, DOD, and

NASA, as well as non-profit, private, and industry sponsors. Further, she had obtained a Certified Pre-Award Research Administrator credential.

Search Number	498028
Department	University Business Services
Title	Contract Specialist 2

MINIMUM QUALIFICATIONS

- Bachelor's degree and six (6) years of related professional experience in a comparable environment, OR Associate's degree and eight (8) years of related professional experience in a comparable environment.
- Knowledge of contract theory and applicable policies and regulations.
- General working knowledge of accepted procurement practices used in a wide range of varying and unique commodity groups and/or services.
- Supervisory and/or leadership experience, and strong organizational skills with the ability to meet deadlines and facilitate solutions in a fast-paced environment.
- Ability to work effectively with all levels of employees and management.
- Excellent interpersonal, oral, and written communication skills.
- Strong computer skills.

PREFERRED QUALIFICATIONS

- Bachelor's or advanced degree in a related discipline.
- Experience with contracting in the State of Connecticut with knowledge of federal and state procurement statutes.
- Experience and proven ability to negotiate, develop, administer, supervise, and execute complex contracting strategies with the goal of including cost-savings and increased efficiencies pertaining to administration and operations efforts related to professional and business support services.
- Ability to assess the organization's needs, communicate those needs to the vendor community, negotiate as needed, administer, and evaluate contracts to determine technical compliance.
- Demonstrated ability to identify and resolve complex contractual issues efficiently, effectively, and independently.
- Knowledge of contract management systems (e.g., Legal Files) and automated procurement systems (e.g., Jaggaer).

Recruitment activities included:

- UConn Careers Website
- Listserv HERC
- Inside Higher Ed
- Diverse Job Boards

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
3-Grants Contracts												
498028												
Unqualified	3	3	0	1	0	3	1	0	0	0	1	12
Interview	1	1	0	0	0	0	0	0	0	0	0	2
Withdrawn	0	0	0	1	0	0	0	0	0	0	0	1
Hired	0	1	0	0	0	0	0	0	0	0	0	1
Grand Total	4	5	0	2	0	3	1	0	0	0	1	16

The Unqualified applicants did not meet the minimum qualifications of the job posting.

1 Withdrawn applicant: 1 BF

3 Interviewed applicants: 1 WM, 2 WF

- 1 WM did not have prior knowledge of or experience with CT general Statutes as he was unable to provide evidence in his responses.
- 1 WF was unable to answer questions regarding her experience with contract management systems.

The 1 WF selected had ten years of contracting experience with CT statutes that were vital to this position. She provided examples of her ability to identify and resolve complex contractual issues. She was able to explain her supervising experience and organizational skills with the ability to meet deadlines and facilitate solutions in a fast-paced environment. Additionally, she had been involved with the development of contracting templates at other colleges and universities in the state.

Category 3: Health & Safety

Goals Set	WM	WF	BM	BF	HM	HF	AM	AF
3-Health & Safety	0	0	1	0	2	1	1	0

No hiring activity in this category.

Category 3: Information Technology

Goals Set	WM	WF	BM	BF	HM	HF	AM	AF
3-Information Technology	0	13	3	3	1	0	23	0

Job Category	Goal	RG	Search #	Title	No. Hired
3-Information Technology	Y	WF	498114	Applications Administrator 2	1
	Y	WF	498400	Software Developer 1	1
	Y	BM	498186	Computer Support Specialist 2	1
	Y	HM	497815	Computer Support Specialist 2	1
	N	WM	496998	Software Developer 2	1
	N	WM	497359	Computer Support Technician 1	1
	N	WM	497520	Systems Administrator 2	1
	N	WM	497815	Computer Support Specialist 2	1
	N	WM	497901	Computer Support Technician 1	1
	N	WM	497997	Data Administrator 3	1
	N	WM	498021	Data Analyst 1	1
	N	WM	498138	Information Security Analyst 2	1
	N	WM	498146	Computer Support Technician 1	1
	N	WM	498339	IT Manager	1
	N	WM	498544	Computer Support Specialist 2	1
	N	UU	497821	Systems Administrator 2	1
	N	UU	498380	Systems Administrator 2	1

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
3-Information Technology												
498114												
Unqualified	8	3	1	1	1	0	7	4	0	1	1	27
Interview	3	0	0	0	0	0	0	0	0	0	0	3
Withdrawn	1	1	0	0	0	0	0	0	1	0	1	4
Hired	0	1	0	0	0	0	0	0	0	0	0	1
Grand Total	12	5	1	1	1	0	7	4	1	1	2	35

This hire achieved a hiring goal.

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
3-Information Technology												
498400												
Unqualified	7	1	3	0	3	1	43	28	0	0	4	90
Interview	0	0	0	0	1	0	1	1	0	0	0	3
Withdrawn	0	0	0	0	0	0	2	2	0	0	1	5
Hired	0	1	0	0	0	0	0	0	0	0	0	1
Grand Total	7	2	3	0	4	1	46	31	0	0	5	99

This hire achieved a hiring goal.

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
3-Information Technology												
498186												
Unqualified	14	0	3	1	4	0	3	0	0	1	4	30
Qualified	3	0	1	0	1	0	1	0	0	0	0	6
Interview	2	0	0	0	0	0	0	0	0	0	0	2
Withdrawn	1	0	0	0	0	0	0	0	0	0	1	2
Hired	0	0	1	0	0	0	0	0	0	0	0	1
Grand Total	20	0	5	1	5	0	4	0	0	1	5	41

This hire achieved a hiring goal.

Search Number	496998
Department	Enterprise Applications
Title	Software Developer 3

MINIMUM QUALIFICATIONS

- Bachelor's degree in computer science, information technology, or a related field and four years of related experience; OR associate's degree in computer science, information technology, or a related field and six years of related experience, OR eight years or related experience. At least one year of experience must include serving as a senior team member regularly performing the most advanced tasks.
- Experience with programming and design.
- Excellent troubleshooting, problem-solving and analytical skills.
- Excellent oral and written communication skills.
- Strong interpersonal skills.
- Ability to organize workloads, handle difficult problems and work well under pressure.
- Experience working with application development.
- Bachelor's degree in computer science, information technology or related field and six years of related experience; OR associate's degree and eight years or related experience; OR 10 years of related experience.

- Experience working with PeopleSoft application development in a senior capacity.

PREFERRED QUALIFICATIONS

- Experience with Peoplesoft Application Designer (PeopleTools), SQR, SQL, and PeopleCode.
- Experience in Integration Broker (IB): component Interfaces, web services, and other IB tools.
- Experience with Data Mover Scripts.
- Experience with Fluid page development.
- Experience with PeopleSoft Cobol.
- Experience with PeopleSoft Application Packages.
- Experience with XML Publisher.
- Experience writing and executing advanced SQL statements.
- Experience working in higher education.
- Expertise with PeopleSoft 9.2.
- Experience with PeopleTools 8.58 or higher.

Recruitment activities included:

- UConn Careers Website
- Listserv HERC
- Inside Higher Ed
- Diverse Job Boards
- Dice.com
- Dice Diversity.com

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
3-Information Technology												
496998												
Unqualified	6	0	1	0	1	0	2	1	0	0	0	11
Interview	3	0	0	0	1	0	8	1	0	0	2	15
Withdrawn	2	0	0	0	0	0	4	0	0	0	2	8
Rescind Offer	0	0	0	0	0	0	2	1	0	0	0	3
Offer Declined	0	0	0	0	0	0	1	0	0	0	0	1
Hired	1	0	0	0	0	0	0	0	0	0	0	1
Grand Total	12	0	1	0	2	0	17	3	0	0	4	39

The Unqualified applicants did not meet the minimum qualifications of the job posting.

8 Withdrawn applicants: 2 WM, 4 AM, 2 UU

20 Interviewed applicants: 4 WM, 1 HM, 11 AM, 2 AF, 2 UU

- 1 WM, 1 AM, 2 UU did not respond to interview requests.
- 1 WM, 1 AM did not have authorization to work in the US.
- 1 WM, 1 HM did not have experience integrating one software system with another, or with optimizing a query.
- 3 AM were here on a student visa which required a STEM OPT which was not supported at the university.
- 1 AM did not have experience with PeopleSoft.
- 1 AM only wanted a fully remote position and this position was full-time in the office.
- 1 AM did not have experience in a higher education or professional setting.
- 1 AM declined the offer for employment.
- 2 AM and 1 AF offers for employment were rescinded by Human Resources.
- 1 AF did not have experience with the SA aspects of Peoplesoft.

The 1 WM selected had experience in IT customer service at a global insurance company. He was also involved with multiple large coding projects where he utilized the latest technologies available. He had experience working through various analytical problems and several types of software that he exhibited in his thorough responses.

Search Number	497359
Department	CLAS Information Technology
Title	Computer Support Technician 1

MINIMUM QUALIFICATIONS

- Bachelor's degree in computer science or related field and two years of related experience OR Associate's degree in computer science or related field and four years of related experience OR six years of related experience.
- Thorough understanding of computer hardware, software, peripherals, and standard operating systems.
- Understanding of ethernet, Wi-Fi, and IP networks and protocols in general.
- Experience with Microsoft Office and related software applications.
- Knowledge of personal device configuration.
- Experience with personal device management.
- Experience with printer setup and maintenance.
- Experience with file services.
- Good interpersonal skills.
- Good organizational skills.
- Good written and oral communication skills.
- Ability to handle non-trivial technical problems or other IT-related tasks while potentially under stress or with time constraints.
- Ability to work well with minimal supervision.
- Ability to tolerate dust exposure and to lift 50 pounds.

PREFERRED QUALIFICATIONS

- Technical certification by CompTIA, Microsoft, Apple, etc.
- Experience with hardware maintenance and/or repair.
- Experience with MDT, SCCM, or Intune/Autopilot.
- Demonstrated knowledge and use of Active Directory Administration.
- Experience in a formal tech support role.
- Experience with electronic components.
- Experience in a research environment with research equipment.
- Demonstrated ability to create and/or follow complex plans and strategies.
- Experience writing or adapting scripts or computer code.
- Ability to work with diverse student, administrative, and faculty populations and provide a commitment to the values of diversity, equity, and inclusion in an educational setting.

Recruitment activities included:

- UConn Careers Website
- Listserv HERC
- Inside Higher Ed
- Diverse Job Boards
- Indeed
- LinkedIn
- Chronicle of Higher Ed
- School of Business

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
3-Information Technology												
497359												
Unqualified	19	1	4	1	8	1	4	0	1	0	3	42
Interview	8	0	1	0	2	0	2	0	0	0	0	13
Withdrawn	2	1	1	0	0	0	0	0	0	0	0	4
Hired	1	0	0	0	0	0	0	0	0	0	0	1
Grand Total	30	2	6	1	10	1	6	0	1	0	3	60

The Unqualified applicants did not meet the minimum qualifications for the job posting.

4 Withdrawn applicants: 2 WM, 1 WF, 1 BM

14 Interviewed applicants: 9 WM, 1 BM, 2 HM, 2 AM

- 2 WM did not respond to interview requests.
- 1 WM did not have experience working with newer technical programs such as Active Directory or Power Shell.

- 1 WM did not have desktop management skills or a familiarity with the necessary technology, such as BitLocker and SCCM.
- 1 WM did not have experience working with programs and processes such as Intune, Autopilot, and Scriptwriting.
- 1 WM did not demonstrate customer service skills or thoroughly answer questions. He did not have experience working with Windows or Macs.
- 1 WM did not demonstrate the necessary technical skills for this role, could not explain how DNS relates to Active Directory, nor provide detailed answers to questions.
- 1 WM did not have experience working with Mac computers. He was not able to demonstrate his knowledge about troubleshooting recovery keys or uninstalling applications on Mac devices as he was unable to communicate how he would solve issues.
- 1 BM did not have the necessary level of experience with Mac and Linux and did not demonstrate the ability to troubleshoot problems based on responses to interview questions.
- 1 HM, 1 AM did not demonstrate working knowledge of IT processes and troubleshooting in their vague responses to interview questions.
- 1 HM, 1 AM did not have the required knowledge of or ability to explain Domain Name Systems (DNS).

The 1 WM selected had experience working with a variety of devices and equipment. He accurately answered questions about troubleshooting and computer support. He had knowledge of Active Directory Administration, MDT and SCCM and understood computer hardware, software, and standard operating systems. He demonstrated his up-to-date knowledge about the latest University technology in his responses to interview questions.

Search Number	497520
Department	Enterprise Systems
Title	Systems Administrator 2

MINIMUM QUALIFICATIONS

- 8 years of related experience; or an associate's degree and 6 years of related experience; OR a Bachelor's degree and 4 years of related experience.
- Experience with Microsoft Azure, including deployment of virtual machines and storage accounts.
- Knowledge of Azure networking.
- Knowledge of Azure subscriptions and resource groups.
- Knowledge of Azure Roles for access control.
- Knowledge of server operating systems.
- Knowledge of networking, such as DNS and DHCP.
- Knowledge of Azure migration tools.
- Excellent oral and written communication skills.
- Critical thinking, creative problem solving, and analysis.

- U.S. citizenship is required.

PREFERRED QUALIFICATIONS

- Experience with managing Windows or Linux operating systems.
- Experience with scripting, such as PowerShell, Ansible, or Azure CLI.
- Experience with creating and managing Azure subscriptions and resource groups.
- Knowledge of Azure policies.
- Understanding of firewall policies or network security groups.
- Experience with Azure networking, including virtual networks, subnets, and public/private endpoints.
- Experience with role-based access control, such as leveraging of Active Directory users and groups, or Azure Roles.
- Experience with role-based access control using Azure Roles.
- Experience in analyzing the performance of virtual machines, and right sizing memory, CPU, and storage tiers.
- Experience with migration tools, such as Azure Migrate.
- Knowledge of Azure Gov Cloud.
- Experience with Controlled Unclassified Information (CUI), NIST SP 800-171, and/or Cybersecurity Capability Maturity Model (CMMC) 2.0.
- Ability to create advanced technical and business documentation.
- Experience in a higher education environment.

Recruitment activities included:

- UConn Careers Website
- Listserv HERC
- Inside Higher Ed
- Diverse Job Boards
- Dice.com
- Dice Diversity.com

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
3-Information Technology												
497520												
Unqualified	21	2	4	0	3	0	1	2	0	0	5	38
Qualified	12	0	1	0	3	0	2	0	0	0	3	21
Interview	0	0	0	0	0	0	1	0	0	0	0	1
Withdrawn	3	0	0	0	0	0	1	0	0	0	1	5
Hired	1	0	0	0	0	0	0	0	0	0	0	1
Grand Total	37	2	5	0	6	0	5	2	0	0	9	66

The Unqualified applicants did not meet the minimum qualifications of the job posting.

5 Withdrawn applicants: 3 WM, 1 AM, 1 UU

21 Qualified applicants: 12 WM, 1 BM, 3 HM, 2 AM, 3 UU

- 12 WM, 1 BM, 3 HM, 2 AM, and 2 UU did not have experience managing Windows and Linux operating systems, or with scripting, such as PowerShell, Ansible, or Azure CLI.
- 1 UU did not have eight years of related experience or a bachelor's degree and four years of related experience.

2 Interviewed applicants: 1 WM, 1 AM

- 1 AM did not have US citizenship, which was required for this job posting due to the research component of the position.

The 1 WM selected possessed a professional background in technological infrastructure, including Microsoft Azure and VMware, which were key technologies for this role. His experience included deploying and reconfiguring virtual machines, as well as Azure networking. Further, he had been responsible for making business decisions required when deploying new technologies in his previous position.

Search Number	497815
Department	Htfd Information Technology
Title	Computer Support Specialist 2

MINIMUM QUALIFICATIONS

- Associate's degree and two years of related experience; OR a Bachelor's degree; OR four years of related experience.
- Willingness and ability to work occasional weekends and outside normal work hours.
- Ability to communicate effectively through both oral and written means.
- Ability to provide technical training and guidance.
- Knowledge of Microsoft Office and related software applications.
- Knowledge of Microsoft Windows and Mac OS.
- Knowledge of personal device configuration.
- Skill in critical thinking, problem solving, and analysis.

PREFERRED QUALIFICATIONS

- Experience in higher education.
- Experience working at an IT service desk.
- Skill in planning and organization.
- Experience within a call center and use of ticketing tools.
- Experience with Chrome and/or Linux OS.
- Experience providing tech support to high school age students.

Recruitment activities included:

- UConn Careers Website
- Listserv HERC
- Inside Higher Ed
- Diverse Job Boards
- The Placement Exchange
- Association of College Unions International
- LinkedIn
- HigherEdJobs

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
3-Information Technology												
497815												
Unqualified	22	4	9	2	6	1	1	3	0	0	6	54
Interview	1	0	0	0	0	0	0	0	0	0	0	1
Withdrawn	2	0	0	0	0	0	0	0	0	0	1	3
Offer Declined	0	0	0	0	0	0	1	0	0	0	0	1
Hired	1	0	0	0	1	0	0	0	0	0	0	2
Grand Total	26	4	9	2	7	1	2	3	0	0	7	61

The Unqualified applicants did not meet the minimum qualifications for the job posting.

3 Withdrawn applicants: 2 WM, 1 UU

4 Interviewed applicants: 2 WM, 1 HM, 1 AM

- 1 WM was found not to have experience in higher-education or working with Chrome or Linux OS.
- 1 AM declined the offer for employment.

The 1 WM selected had transferable experience working in educational environments on systems with Dell hardware and at a call center with ticketing systems. His work supporting student devices in various school systems was directly applicable to this position. Additionally, he had experience in Microsoft Office and related software applications as well as Windows and Mac OS.

The 1 HM selected met a hiring goal.

Search Number	497901
Department	CLAS Information Technology
Title	Computer Support Technician 1

MINIMUM QUALIFICATIONS

- Associate's degree and four years of related experience OR Bachelor's degree and two years of related experience OR six years of related experience.
- Strong proficiency in Apple operating systems (macOS, iOS), applications, and hardware troubleshooting.
- Excellent problem-solving skills and ability to work independently or in a team-oriented environment.
- Strong communication and interpersonal skills for effective user support and education.
- Proficiency with Microsoft Office.
- Ability to set up and maintain Printers in a macOS environment.
- Excellent organizational and time management skills.
- Ability to tolerate dust exposure and to lift 50 pounds.

PREFERRED QUALIFICATIONS

- Knowledge of Apple device management tools (e.g., Jamf, Apple Configurator).
- Technical certification by CompTIA, Microsoft, Apple, etc.
- Experience with Linux.
- Experience in a formal tech support role.
- Demonstrated ability to create and/or follow complex plans and strategies.
- Ability to work with diverse student, administrative, and faculty populations and provide a commitment to the values of diversity, equity, and inclusion in an educational setting.

Recruitment activities included:

- UConn Careers Website
- Listserv HERC
- Inside Higher Ed
- Diverse Job Boards
- LinkedIn
- Indeed
- Chronicle of Higher Ed
- Inside Higher Ed

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
3-Information Technology												
497901												
Unqualified	14	1	2	1	0	0	4	1	1	0	5	29
Qualified	2	0	1	0	1	0	0	0	0	0	0	4
Interview	1	0	1	0	0	0	0	0	0	0	0	2
Withdrawn	0	0	0	0	0	0	1	0	0	0	0	1
Hired	1	0	0	0	0	0	0	0	0	0	0	1
Grand Total	18	1	4	1	1	0	5	1	1	0	5	37

The Unqualified applicants did not meet the minimum qualifications for the job posting.

1 Withdrawn applicant: 1 AM

4 Qualified applicants: 2 WM, 1 BM, 1 HM

- 2 WM, 1 BM, 1 HM did not indicate experience with Apple device management tools on (e.g., Jamf, Apple Configurator) in their application materials.

3 Interviewed applicants: 2 WM, 1 BM

- 1 WM, 1 BM did not demonstrate knowledge of hardware troubleshooting as they were unable to respond to questions fully and accurately.

The 1 WM selected had applicable experience working with Apple devices. He had the requisite working knowledge of Apple operating systems, applications, and hardware troubleshooting. He exhibited the necessary customer service and communication skills for effective user support and education in his thorough responses during the interview.

Search Number	497997
Department	Enterprise Systems
Title	Data Administrator 3

MINIMUM QUALIFICATIONS

- Ten years of related experience; OR an Associate's degree and eight years of related experience; OR a Bachelor's degree and six years of related experience.
- Experience in MS SQL Server database systems configured in an HA (High Availability) setup.
- Knowledge of data analytics technologies and systems.
- Knowledge of ETL principles and best practices.
- Experience with Windows Server OS installation, maintenance, and best practices.

- Excellent written and verbal communication skills.
- Experience with data encryption, in all states.
- Must be a U.S. citizen.

PREFERRED QUALIFICATIONS

- Knowledge of Azure or other cloud services and providing database systems therein.
- Knowledge of other database systems such as Oracle, MySQL, PostgreSQL, and MariaDB preferred.
- Knowledge of Linux OS operating systems, specifically RedHat Linux.
- Knowledge of intermediate/advanced infrastructure and security topics including networking, firewalls, threat detection, configuration management, vulnerability analysis, and multifactor authentication.
- Familiarity with Oracle RAC, ExaData, Dataguard, RMAN, and OEM installation, configuration, optimization, use, and best practices a plus.
- Familiarity with CommVault backup services would be beneficial.

Recruitment activities included:

- UConn Careers Website
- Listserv HERC
- Inside Higher Ed
- Diverse Job Boards
- Dice.com
- Dice Diversity.com

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
3-Information Technology												
497997												
Unqualified	3	0	24	7	1	0	8	2	0	0	2	47
Interview	1	0	0	0	0	0	0	0	0	0	2	3
Withdrawn	1	0	2	0	0	0	1	0	0	0	0	4
Hired	1	0	0	0	0	0	0	0	0	0	0	1
Grand Total	6	0	26	7	1	0	9	2	0	0	4	55

The Unqualified applicants did not meet the minimum qualifications for the job posting.

4 Withdrawn applicants: 1 WM, 2 BM, 1 AM

4 Interviewed applicants: 2 WM, 2 UU

- 1 WM did not have experience or working knowledge of various HA (High Availability) types.
- 1 UU did not have the requisite experience in data encryption, configuration management, vulnerability analysis, or MFA.

- 1 UU did not have the necessary experience working with Microsoft Support, firewalls, threat detection or configuration management.

The 1 WM selected had twenty years of experience with SQL servers, which covered all aspects of implementing and supporting them. He had set up all types of High Availability and explained their pros and cons. He had experience with performance tuning and was able to explain various methods of performance optimization at all levels of the database. He was knowledgeable about compliance with regulations requiring data control. He had supported all encryption types for data at rest and in transit. He had used several different backup platforms and had performed data recoveries under duress. He had moved multiple systems to Azure cloud and continued to support said systems there. His answers to interview questions were detailed and considerate of downstream impact. Throughout his career, he had reached out to various application groups that his databases supported to include them in impactful items. His clear plans, interpersonal skills, and relevant experience were directly transferable to this role.

Search Number	498021
Department	Budget, Plan, and Inst Research
Title	Data Analyst 1

MINIMUM QUALIFICATIONS

- Experience in computer science, information systems, engineering, or related fields with the following: Bachelor's degree and 2 years of experience or Associate's degree and 4 years of experience or 6 Years of related experience.
- Strong SQL programming skills and related database experience.
- Excellent oral and written communication skills with various technical and non-technical audiences, including information technology groups.
- Knowledge and understanding of DBMS technology and ETL processes.

PREFERRED QUALIFICATIONS

- Bachelor's degree in computer science, engineering, business, or a related discipline; minimum of six years prior data programming experience.
- Hands-on development experience in ETL (Extract, Transform & Load), using tools such as SAS Enterprise Guide, Informatica, or Datastage.
- Experience programming in SAS or SPSS.
- General knowledge of business intelligence and reporting tools such as Microsoft Power BI, Tableau, or WebFOCUS.
- Ability to extract and merge data from multiple platforms; experience with creating a Data Warehouse, including the steps involved in the "lifecycle" of its development.
- Knowledge of PeopleSoft Campus Solutions and Institutional Research data.

Recruitment activities included:

- UConn Careers Website
- Listserv HERC
- Inside Higher Ed
- Diverse Job Boards
- Dice.com
- Dice Diversity.com

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
3-Information Technology												
498021												
Unqualified	6	0	4	2	2	0	40	42	0	0	10	106
Interview	2	1	0	1	0	0	5	6	0	0	1	16
Withdrawn	2	0	0	0	0	0	4	3	0	0	0	9
Hired	1	0	0	0	0	0	0	0	0	0	0	1
Grand Total	11	1	4	3	2	0	49	51	0	0	11	132

The Unqualified applicants did not meet the minimum qualifications of the job posting.

9 Withdrawn applicants: 2 WM, 4 AM, 3 AF

17 Interviewed applicants: 3 WM, 1 WF, 1 BF, 5 AM, 6 AF, 1 UU

- 1 WM did not have prior experience with SQL and FERPA laws which was critical in institutional research. He also did not have familiarity using Microsoft Excel.
- 1 WM did not demonstrate the necessary communication skills with various technical and non-technical audiences, during the interview he asked the same question several times and he also communicated his concerns over the salary.
- 1 WF, 1 BF did not have experience in ETL (Extract, Transform & Load). Additionally, they did not have experience using Excel or pivot tables.
- 1 AM did not have U.S. work authorization. The department was unable to sponsor an international candidate for this position
- 1 AM did not have experience using dashboards in previous positions. The candidate was also unfamiliar with data loading, identity verification, and Excel.
- 2 AM did not have experience in PowerBI.
- 1 AM and 1 AF did not have experience joining tables or SQL coding.
- 1 AF was determined during the interview to not have the skill set or experience needed for the position. She misrepresented a student project as professional work experience and was not able to respond to several questions.
- 1 AF did not have experience with validating specific data. Additionally, this candidate needed a work visa, which the department was not able to sponsor.
- 1 AF did not have experience with correcting errors in data loading and error resolution.
- 1 AF was seeking a hybrid style job while this position was fully in person.

- 1 AF did not have experience communicating with technical/non-technical audiences.
- 1 UU did not have experience with data reporting.

The 1 WM selected had recent experience using and addressing problems with SQL. He displayed the necessary oral and written communication skills with various technical and non-technical audiences, including information technology groups during the interview process. Additionally, he was involved in documenting previous work troubleshooting technology for reference in future projects.

Search Number	498138
Department	Information Services Admin
Title	Information Security Analyst 3

MINIMUM QUALIFICATIONS

- Associate's degree and four years of related experience OR Bachelor's degree and two years of related experience OR six years of related experience.
- Strong technical, analytical, interpersonal, and organizational skills.
- Must be a US Citizen.
- Knowledge of network architecture concepts including topology, protocols, components, and principals.
- In-depth knowledge of one or more IT technologies or platforms.
- In-depth experience with network hardware and network protocols.
- Experience with automation and vendor supported API.
- Understanding of internet architecture and underlying technologies including DHCP and DNS.
- One to three years of experience working in an information security role or supporting an information security program.
- Experience in at least one information security domain including: Security Awareness, Vulnerability Management, Cyber-defense, Incident Response and Forensics, or Security Architecture.
- Associate's degree and six years of related experience OR Bachelor's degree and four years of related experience OR eight years of related experience.
- Experience (IT/security related).
- Knowledge of regulatory frameworks including PCI, HIPAA, or NIST Cybersecurity Framework.
- Three to five years of experience working in an information security role or supporting an information security program.

PREFERRED QUALIFICATIONS

- Ability to present complex technical concepts in verbal or written business terms.

- Experience with security toolsets including vulnerability management tools, Firewall, VPN, or IDS/IPS.
- Experience with Security Information and Event Management (SIEM) technologies.
- Incident response experience and/or certifications.
- CISSP, CISM, or related information security certifications.
- Understanding of NIST standards including NIST 800-171/172 and NIST 800-53 change.

Recruitment activities included:

- UConn Careers Website
- Listserv HERC
- Inside Higher Ed
- Diverse Job Boards
- Dice.com
- Dice Diversity

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
3-Information Technology												
498138												
Unqualified	8	1	11	3	1	0	8	1	0	0	5	38
Interview	0	1	0	0	0	0	0	0	0	0	0	1
Withdrawn	1	0	0	0	0	0	0	0	0	0	0	1
Hired	1	0	0	0	0	0	0	0	0	0	0	1
Grand Total	10	2	11	3	1	0	8	1	0	0	5	41

The Unqualified applicants did not meet the minimum qualifications of the job posting.

1 Withdrawn applicant: 1 WM

2 Interviewed applicants: 1 WM, 1 WF

- 1 WF did not have security experience such as vulnerability management tools, Firewall, VPN, or IDS/IPS.

The 1 WM selected had an educational background in cybersecurity and networking. He had experience providing information security in educational environments. He worked with the concepts, processes, and technologies that the security office manages on behalf of the university. Additionally, he had management and administration experience with several of the specific technology solutions currently used at UConn.

Search Number	498146
Department	Business
Title	Computer Support Technician 1

MINIMUM QUALIFICATIONS

- Associate's degree and four years of related experience OR Bachelor's degree and two years of related experience OR six years of related experience.
- Strong proficiency in Windows operating systems, applications, and hardware troubleshooting.
- Thorough understanding of computer hardware, software, peripherals, and standard operating systems.
- Knowledge of personal device configuration and management.
- Experience with printer troubleshooting, maintenance, and/or managing a print server.
- Demonstrated knowledge and use of Active Directory Administration.
- Experience with MDT, SCCM, Intune/Autopilot, or other endpoint management tools.
- Experience leading a team or being a project lead.
- Excellent written, oral, and interpersonal communication skills and the ability to develop, maintain, and grow meaningful relationships with various constituent groups and work effectively and collaboratively with School of Business and University staff, students, faculty, and external constituents.
- Excellent organizational skills and demonstrated ability to manage multiple short- and long-term projects.
- Ability to handle non-trivial technical problems or other IT-related tasks while potentially under stress or with time constraints.
- Proven experience working with diverse student groups, programs, or constituents.
- Ability to work well with minimal supervision.

PREFERRED QUALIFICATIONS

- Bachelor's degree and at least two years of related experience.
- Prior experience in a formal technology support role.
- Experience with information technology management and issues in a university or higher education setting.
- Experience with hardware maintenance and/or repair.
- Experience writing or adapting scripts or computer code.
- Experience with computer facility maintenance and building operations.
- Experience managing full-time staff. Prior experience leading a team and/or managing professional staff in a technical environment.
- Experience generating reports.
- Demonstrated ability to create and/or follow complex plans and strategies.
- Strong proficiency in Apple operating systems (macOS, iOS), applications, and hardware troubleshooting.

Recruitment activities included:

- UConn Careers Website
- Listserv HERC
- Inside Higher Ed
- Diverse Job Boards
- School of Business Minority Serving Institutions distribution list
- LinkedIn (paid)
- www.higheredjobs.com
- www.ziprecruiter.com
- School of Business LinkedIn page
- https://jobs.chronicle.com
- UConn Daily Digest
- https://careers.insidehighered.com

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
3-Information Technology												
498146												
Unqualified	26	2	1	1	12	0	6	2	0	1	6	57
Qualified	2	0	0	0	0	0	1	0	0	0	0	3
Interview	4	1	0	0	1	0	1	0	0	0	2	9
Withdrawn	0	0	0	0	0	0	0	0	1	0	0	1
Hired	1	0	0	0	0	0	0	0	0	0	0	1
Grand Total	33	3	1	1	13	0	8	2	1	1	8	71

The Unqualified applicants did not meet the minimum qualifications of the job posting.

1 Withdrawn applicant: 1 TM

3 Qualified applicants: 2 WM, 1 AM

- 1 WM did not have experience in repairing or troubleshooting Apple operating systems and hardware.
- 1 WM did not have experience managing full-time staff in a technical environment.
- 1 AM did not have experience with information technology management in a university or higher education setting, hardware maintenance and/or repair, or generating reports.

10 Interviewed applicants: 5 WM, 1 WF, 1 HM, 1 AM, 2 UU

- 1 WM did not have experience resolving specific technical issues. He also did not have experience working collaboratively with university staff to manage multiple short- and long-term projects.

- 3 WM did not have experience using Windows operating systems, applications, and repairing hardware. They were unable to demonstrate the technical expertise necessary as they did not provide examples of support issues they had resolved.
- 1 WF did not have professional experience with technical repairs.
- 1 HM did not have experience working in a team or as a project lead.
- 1 AM did not have experience using Apple or Windows operating systems applications, and hardware troubleshooting.
- 1 UU did not have experience related to technology support.
- 1 UU did not have experience repairing Apples or Windows, being a team leader/project lead for computer support, or professional hardware troubleshooting experience.

The 1 WM selected met all the minimum and preferred qualifications for this job posting. He had experience with computer hardware, software, peripherals, and standard operating systems as well as adapting scripts and codes. Additionally, he had experience using and repairing both Windows and Apple systems and as a project leader. He was able to provide knowledgeable responses demonstrating how he would resolve support issues along with the ability to create and/or follow complex plans and strategies.

Search Number	498339
Department	CT Education Network ASC
Title	IT Manager

MINIMUM QUALIFICATIONS

- Must be a US Citizen.
- Bachelor's Degree + 6 years' experience OR Associated Degree + 8 years' experience OR 10 years related experience (IT/Security).
- 5 years of progressive experience supervising and managing employee performance and teams of IT/InfoSec professionals.
- Strong analytical, interpersonal, and organizational skills.
- Understanding of IT Security frameworks and relevant regulatory obligations and audit requirements (like GDPR, SOX, NIST, CIS, ISO, PCI, FERPA, HIPAA, and/or AICPA/SOC2).
- Strong written and oral communication skills; ability to communicate and present technical information to a non-technical audience.
- Excellent time management, prioritization, and planning skills.
- Technical background in IT, information security, cyber security, and/or network security.

PREFERRED QUALIFICATIONS

- Master's degree or higher in a relevant field and/or 5 years of direct experience in a large enterprise or service provider environment.

- CISSP, CISM, or equivalent information security certifications.
- One or more technical certifications such as Cisco Cyber Ops, CCNP Security, Fortinet NSE 7, Palo PCNSA, SANA AWS or Azure Security Certs, or alternate equivalent.
- Experience managing enterprise security devices/platforms from vendors such as Fortinet, Palo Alto, Arbor/NetScout, f5, iBoss, Splunk, Cisco, and/or Juniper.
- Programming/development skills (preferably in Python, PERL, and PowerShell).
- Demonstrated understanding of computer security concepts including Identity & Access Management, Network Security, Application Security, and Incident Management.
- Experience leveraging IP routing protocols such as BGP, OSPF, and/or ISIS.
- Direct experience in a similar role such as ISO, CISO, vCISO, SOC Director, IS team lead, etc.
- Advanced knowledge of emerging threats, security trends, and technologies.
- Experience contract negotiations, pricing, terms, and conditions.

Recruitment activities included:

- UConn Careers Website
- Listserv HERC
- Inside Higher Ed
- Diverse Job Boards
- Dice.com
- Dice Diversity.com

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
3-Information Technology												
498339												
Unqualified	2	0	4	0	2	0	2	0	0	0	0	10
Interview	4	0	0	0	0	0	0	0	0	0	0	4
Hired	1	0	0	0	0	0	0	0	0	0	0	1
Grand Total	7	0	4	0	2	0	2	0	0	0	0	15

The Unqualified applicants did not meet the minimum qualifications of the job posting.

5 Interviewed applicants: 5 WM

- 2 WM did not have professional experience with cybersecurity and their responses were focused on general technology.
- 1 WM did not have experience with handling technical escalations for security services and he did not have familiarity with routing, Ip switching, and network engineering based on his answers to the questions asked in the interview process.
- 1 WM did not have experience using network concepts related to an ISP environment like CEN.

The 1 WM selected had professional experience in cyber security. He had been involved in managing network engineering, compliance, continuity planning, and working in teams. Furthermore, he explained how he had experience with technical issues and cyber strategy development, support, and execution that are needed for this position.

Search Number	498544
Department	Campus Technology Services
Title	Computer Support Specialist 2

Computer Support Specialist 2

- Associate's degree and two years of related experience; OR bachelor's degree; OR four years of related experience.
- The willingness and ability to work occasional weekends and outside normal work hours.
- Knowledge of Microsoft Windows and Mac OS, Microsoft Office, and related software applications.
- Knowledge of personal device configuration.
- Skilled in critical thinking, problem solving, and analysis.
- Ability to provide technical training and guidance.
- Demonstrated ability to respect diversity and work collaboratively with individuals of diverse cultural, social, and educational backgrounds.
- Ability to travel to multiple work locations throughout the state.
- Experience working with and using a ticket tracking system.
- Experience providing technical assistance using remote tools.

Additional Minimum Qualifications for Computer Support Technician 1

- Associate's degree and four years of related experience; OR Bachelor's degree and two years of related experience; OR six years of related experience.
- Knowledge of personal device management.
- Experience with OneDrive/SharePoint file services.
- Knowledge of printer setup and maintenance.
- Ability to diagnose and resolve AV system issues.

Additional Minimum Qualifications for Computer Support Technician 2

- Associate's degree and six years of related experience; OR Bachelor's degree and four years of related experience; OR eight years of related experience.
- Ability to interpret end-user needs and act on them quickly.
- Demonstrated knowledge of personal device configuration and systems administration concepts.

PREFERRED QUALIFICATIONS

Computer Support Specialist 2

- At least 2 years of experience supporting Classroom AV systems at a higher education institution.
- Experience collaborating with multiple units within an enterprise IT organization.
- Experience troubleshooting network issues both for devices and physical network infrastructure.

Additional Preferred Qualifications for Computer Support Technician 1

- Experience training faculty in the usage of Classroom AV.
- Extron AV Associate Certification.
- Experience working with department stakeholders to promote adoption of IT services.

Additional Preferred Qualifications for Computer Support Technician 2

- Extron Control and ProDSP Specialist Certification(s).
- Experience with deploying, managing, and troubleshooting devices with Microsoft Intune, VPro, and JAMF.
- Experience supervising full-time employees in a technology support unit.

Recruitment activities included:

- UConn Careers Website
- Listserv HERC
- Inside Higher Ed
- Diverse Job Boards
- Dice.com
- Dice Diversity.com

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
3-Information Technology												
498544												
Unqualified	41	3	0	0	16	2	5	3	2	0	24	96
Qualified	1	0	0	0	0	0	0	0	0	0	0	1
Interview	4	0	0	0	0	0	0	0	0	0	1	5
Withdrawn	1	0	0	0	0	0	0	0	0	0	0	1
Hired	1	0	0	0	0	0	0	0	0	0	0	1
Grand Total	48	3	0	0	16	2	5	3	2	0	25	104

The Unqualified applicants did not meet the minimum qualifications of the job posting.

1 Withdrawn applicant: 1 WM

1 Qualified applicant: 1 WM

- 1 WM, a candidate for the Computer Support Specialist 2 position based on the minimum qualifications, did not have the two years of experience supporting classroom AV systems needed.

5 Interviewed applicants: 4 WM, 1 UU

- 1 WM's selection resulted in a promotion within category and is reported in the Employment Process Analysis section of this *Plan*.
- 1 WM, 1 UU were unable to provide examples of their experience with deploying, managing, and troubleshooting devices with Microsoft Intune, VPro, and JAMF.
- 2 WM did not have experience with Extron AV equipment.

1 Interviewed applicant: 1 WM

The 1 WM selected provided direct examples demonstrating his knowledge of modern computer configuration and troubleshooting tools. He demonstrated his experience providing support, maintenance, and training of classroom AV systems, notably experience with Extron systems. During the interview he exhibited the communication and interpersonal skills necessary, proving that he had the ability to work in a customer-facing role interfacing with students, staff, faculty and even department stakeholders. He also had experience providing direction and training to student employees and other technicians.

Search Number	497821
Department	Enterprise Systems
Title	Systems Administrator 2

MINIMUM QUALIFICATIONS

- U.S. citizenship is required.
- Associate's degree and four years of related experience OR Bachelor's degree and two years of related experience OR six years of related experience.
- Demonstrated knowledge of Linux operating systems.
- Understanding of performance tuning and capacity management.
- Understanding of networking, such as DNS and DHCP.
- Awareness of firewall concepts.
- Excellent oral and written communication skills.
- Critical thinking, creative problem-solving, and analysis.

Additional Minimum Qualifications for the System Administrator 2

- 8 years of related experience; OR an Associate's degree and 6 years of related experience; OR a Bachelor's degree and 4 years of related experience.
- Experience with enterprise storage systems such as SAN or NAS.
- Understanding of Fiber Channel SAN technologies.
- Understanding of data backup and replication solutions.
- Proficient in using various command line environments and scripting languages.
- Experience with monitoring tools such as Zabbix and Splunk.

PREFERRED QUALIFICATIONS

- Understanding of file sharing technologies, such as SMB and NFS.
- Experience with using VMware vSphere, including the creation, and troubleshooting of virtual machines and the associated networking and storage.
- Experience with installing, configuring, and maintaining server hardware.

Additional Preferred Qualifications for the System Administrator 2

- Experience with producing complex designs that meet integration, technical, and business requirements.
- Experience with managing block storage arrays, such as IBM FlashSystem.
- Experience with fiber channel switches, such as Brocade.
- Experience with managing enterprise backup systems, such as Commvault.
- Experience with object storage, such as Scalify RING.
- Experience with network attached storage, such as Weka.
- Experience with installing, configuring, and maintaining enterprise level hardware at scale, such as Cisco UCS, HPE ProLiant, or Dell PowerEdge.
- Experience with deploying resources in Microsoft Azure, such as storage accounts and virtual machines.

Recruitment activities included:

- UConn Careers Website
- Listserv HERC
- Inside Higher Ed
- Diverse Job Boards
- Dice.com
- Dice Diversity.com

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
3-Information Technology												
497821												
Unqualified	12	1	2	0	1	0	1	1	0	0	8	26
Qualified	2	0	0	0	0	0	0	0	0	0	0	2
Interview	1	0	0	0	0	0	4	0	0	0	1	6
Withdrawn	0	1	0	1	0	0	0	0	0	0	0	2
Hired	0	0	0	0	0	0	0	0	0	0	1	1
Grand Total	15	2	2	1	1	0	5	1	0	0	10	37

The Unqualified applicants did not meet the minimum qualifications for the job posting.

2 Withdrawn applicants: 1 WF, 1 BF

2 Qualified applicants: 2 WM

- 2 WM, candidates for the System Administrator 2 position, did not have experience with managing block storage arrays, such as IBM FlashSystem.

7 Interviewed applicants: 1 WM, 4 AM, 2 UU

- 1 WM did not have experience in storage systems nor provide detailed answers about key file system technologies and skills such as firewalls, scripting, and virtualization.
- 3 AM, 1 UU declined requests for an interview.
- 1 AM did not have experience in file storage, operating systems, and storage platforms, and did not communicate how his experience translated to the position or clearly answer questions.

The 1 UU selected had experience in all necessary areas for the position, including virtualization, storage, networking/firewalls, and operating systems such as Windows and Linux. They gave detailed and accurate answers about how to configure a new virtualization host with the associated storage infrastructure. They demonstrated an understanding of virtualization environment, storage, performance and redundancy aspects, and departmental business practices. Their answers to interview questions illustrated their understanding of action plan alignment and a proven knowledge of backup technologies and low-level networking concepts.

Search Number	498380
Department	Enterprise Applications
Title	Systems Administrator 2

MINIMUM QUALIFICATIONS

- Bachelor's degree in Computer Science, Information Technologies, or related field and at least four years of application, and/or server management experience in a LINUX/UNIX environment; OR Associate's degree and six years of experience; OR eight years of experience.
- Experience with application upgrades.
- Exceptional analytical and problem-solving skills.
- Experience writing and executing SQL statements.
- Understanding of the software development lifecycle.
- Excellent written skills.
- Ability to work under pressure.

PREFERRED QUALIFICATIONS

- Experience upgrading PeopleSoft Applications using PUM, DPK, and Change Assistant.
- Experience with recent versions of PeopleTools and infrastructure (PIA, Tuxedo, etc.).
- Experience with multi-tier web application server software (i.e., WebLogic or Tomcat).
- Familiarity with system, application, and network security concepts and practices, including authentication, authorization, and SSL.
- Experience using Web Services.
- Experience working with Oracle Database environment.
- Excellent oral communication skills.
- Demonstrated ability to work in a team environment.
- Experience working in higher education.

Recruitment activities included:

- UConn Careers Website
- Listserv HERC
- Inside Higher Ed
- Diverse Job Boards
- Dice.com
- Dice Diversity.com

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
3-Information Technology												
498380												
Unqualified	4	2	0	0	0	0	0	4	0	0	1	11
Interview	4	0	1	0	0	0	4	0	0	0	0	9
Hired	0	0	0	0	0	0	0	0	0	0	1	1
Grand Total	8	2	1	0	0	0	4	4	0	0	2	21

The Unqualified applicants did not meet the minimum qualifications of the job posting.

10 Interviewed applicants: 4 WM, 1 BM, 4 AM, 1 UU

- 2 WM did not have experience with using SQL query and databases.
- 1 WM did not have technical experience with Linux systems and SQL.
- 1 WM, 1 BM, and 3 AM did not respond to requests for interviews.
- 1 AM was unable to express his thoughts clearly in the interview. He was unable to demonstrate his ability to communicate, which is vital to this position.

The 1 UU selected had experience with different scripting and coding languages as well as familiarity working with new technologies and adapting to various systems. This candidate also had experience with addressing ticketing and technological outages. Their previous work history handling technologies and documentation of production issues were highly transferable to the position.

Category 3: Lab & Research Operations

Goals Set	WM	WF	BM	BF	HM	HF	AM	AF
3-Lab & Research Operations	0	0	4	1	0	1	3	3

Job Category	Goal	RG	Search #	Title	No. Hired
3-Lab & Research Operations	N	WM	497654	Laboratory Technician 2	1
	N	WF	497964	Laboratory Technician 2	1
	N	WF	498501	Laboratory Technician 2	1
	N	HM	498325	Equipment Technician 2	2
	N	TM	498256	Animal Care Specialist	1
	N	UU	PT-FT	Laboratory Technician 2	1

Part-time to Full-time

1 UU moved from Part-time to Full-time.

Search Number	497654
Department	Physiology and Neurobiology
Title	Laboratory Technician 2

MINIMUM QUALIFICATIONS

- Bachelor's degree in science with a strong background in physiology and anatomy or a related area.
- Three years of related experience.
- Demonstrated knowledge of scientific principles and general laboratory techniques.
- Ability to use common laboratory equipment and associated computer programs.
- Experience working with animals.
- Proficiency with MS Word and Excel.
- Excellent oral and written communication skills and interpersonal skills.
- Flexibility and adaptability in all aspects of the job, including working evening hours.

PREFERRED QUALIFICATIONS

- Experience in a teaching laboratory.
- Experience operating specialized electronic and mechanical laboratory equipment and fluency in associated computer programs.
- Experience with animal euthanasia, animal blood and other aspects of laboratory animal use.
- Excellent organizational skills including initiative and attention to detail.

- Ability to work in a team setting and maintain good working relationships with a variety of people including graduate and undergraduate students, office staff, faculty, and animal care staff.
- Demonstrated ability to troubleshoot and resolve problems.

Recruitment activities included:

- UConn Careers Website
- Listserv HERC
- Inside Higher Ed
- Diverse Job Boards
- LinkedIn
- Indeed.com
- Chronicle of Higher Ed

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
3-Lab & Research Operations												
497654												
Unqualified	2	4	1	0	0	0	0	1	0	0	0	8
Interview	0	1	1	1	0	1	0	0	0	0	1	5
Withdrawn	2	1	0	0	0	0	0	0	1	0	0	4
Hired	1	0	0	0	0	0	0	0	0	0	0	1
Grand Total	5	6	2	1	0	1	0	1	1	0	1	18

The Unqualified applicants did not meet the minimum qualifications for the job posting.

4 Withdrawn applicants: 2 WM, 1 WF, 1 TM

6 Interviewed applicants: 1 WM, 1 WF, 1 BM, 1 BF, 1 HF, 1 UU

- 1 BM was unable to obtain a working visa.
- 1 BF did not respond to multiple requests for an interview.
- 1 HF confirmed the position was not what she was looking for following the interview process. She instead expressed interest in a research position or graduate school in neuroscience.
- 1 WF, 1 UU did not have the necessary teaching skills required as her experience was primarily with research.

The 1 WM selected had experience with lab work, protocol, and working with animals. He was able to answer questions regarding the various mechanical laboratory equipment and animal euthanasia that was asked of him. He explained how he was experienced working in a team setting.

Search Number	497964
Department	Pathobiology
Title	Laboratory Technician 2

MINIMUM QUALIFICATION

- A bachelor's degree in medical terminology, chemistry, biology, or any related life science field of study and 3 years of related laboratory experience OR certified in HT (Histotechnician) and 7 years of experience in a related field OR the completion of a formal education training program in Histology (720 hours that is accredited by the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS) with 7 years of experience OR a related equivalent education, certification, and training equating to 7 years of experience.
- Must be an HT (Histotechnician) or HTL (Histotechnologist) eligible candidate; must be able to obtain HT or HTL certification from the American Society for Clinical Pathology (ASCP) within 8 months of hire.
- Must be physically capable of performing all noted duties (finger dexterity, spatial ability, and ability to lift specimens and lab equipment).
- Demonstrated ability to adhere to strict safety protocols, including the donning and doffing of PPE.
- Great attention to detail.
- Ability to use Excel, Word, Access, and SharePoint.
- Ability to perform work independently with minimal errors, regardless of daily volume.
- Strong interpersonal skills to maintain relationships with colleagues and clients, and the ability to observe client confidentiality.
- Strong time management skills which demonstrate the ability to manage competing priorities in a fast-paced environment.

PREFERRED QUALIFICATIONS

- A bachelor's degree in medical terminology, chemistry, biology, or any related life science field of study with 5 years of related laboratory experience OR certified in HTL (histotechnologist) with 3 years of experience in a related field.
- Demonstrated immunohistochemistry staining experience.
- Experience with digital slide scanning technology.
- Ability to provide clear and professional correspondence to colleagues and external clients.
- Demonstrated knowledge of Good Laboratory Practices (GLP), CLIA, AAVLD (American Association of Veterinary Laboratory Diagnosticians), or ISO in support of non-clinical studies.
- Prior experience working in a Veterinary Histology Laboratory.

Recruitment activities included:

- UConn Careers Website

- Listserv HERC
- Inside Higher Ed
- Diverse Job Boards
- Monster
- Indeed
- Reloasolutions
- K.A. Recruiting

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
3-Lab & Research Operations												
497964												
Unqualified	0	3	0	0	0	0	0	1	0	0	0	4
Interview	1	1	0	0	0	0	0	0	0	0	0	2
Hired	0	1	0	0	0	0	0	0	0	0	0	1
Grand Total	1	5	0	0	0	0	0	1	0	0	0	7

The Unqualified applicants did not meet the minimum qualifications for the job posting.

3 Interviewed applicants: 1 WM, 2 WF

- 1 WM did not possess an HT license and had yet to graduate from an ACVP training program.
- 1 WF did not have the necessary experience working with animal tissue or slide scanning.

The 1 WF selected had experience with animal tissue and digital scanning. She oversaw the special strain and IHC program at Idexx, where she worked on various animal species in a veterinary histology lab setting. She demonstrated a clear understanding of Quality Assurance processes and the generation of SOPs and Work Instructions.

Search Number	498501
Department	Patho CT Vet Med Diagnostic Lab
Title	Laboratory Technician 2

MINIMUM QUALIFICATIONS

- A bachelor's degree in medical terminology, chemistry, biology, or any related life science field of study with 3 years of related laboratory experience OR;
- Certified in HT (Histotechnician) with 7 years of experience in a related field OR;
- The completion of a formal education training program in Histology (720 hours that is accredited by the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS) with 7 years of experience OR;
- Related equivalent education, certification, and training equating to 7 years of experience.

- Must be an HT (Histotechnician) or HTL (Histotechnologist) eligible candidate; must be able to obtain HT or HTL certification from the American Society for Clinical Pathology (ASCP) within 8 months of hire.
- Exhibits strong attention to detail. Performs work with minimal errors, regardless of daily volume.
- Ability to use Excel, Word, Access, and SharePoint.
- Demonstrated ability to handle unexpected situations and exercise appropriate independent thought and action to resolve the situation.
- Strong interpersonal skills demonstrated in positive working relationships with colleagues and clients.
- Ability to observe client confidentiality.
- Demonstrated time management and organizational skills, needed to prioritize specimen processing promptly.
- Must be physically capable of performing all noted duties, including:
 1. Ability to lift specimens and lab equipment (up to 50 lbs.)
 2. Finger dexterity is required to manipulate the micro-thin tissue sections and to mount them successfully onto slides.
 3. Spatial ability is required to perceive three-dimensional and geometric relationships when cutting paraffin blocks and embedding tissue into molds.
 4. Able to perform work wearing respiratory protection and/or other personal protective equipment (PPE) as required.
 5. Able and willing to work in a biosafety level 2 (BSL2) environment.
 6. Demonstrated ability to adhere to strict safety protocols, including the donning and doffing of PPE.

PREFERRED QUALIFICATIONS

- Bachelor's degree in medical terminology, chemistry, biology, or any related life science field of study with 5 years of related laboratory experience OR;
- Certified in HTL (histotechnologist) with 3 years of experience in related field OR;
- Demonstrated Immunohistochemistry staining experience.
- Experience with digital slide scanning technology.
- Ability to provide clear and professional correspondence to colleagues and external clients.
- Demonstrated knowledge of Good Laboratory Practices (GLP), CLIA, AAVLD (American Association of Veterinary Laboratory Diagnosticians), or ISO in support of non-clinical studies.
- Prior experience working in a Veterinary Histology Laboratory.

Recruitment activities included:

- UConn Careers Website
- Listserv HERC
- Inside Higher Ed

- Diverse Job Boards
- Monster
- Indeed

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
3-Lab & Research Operations												
498501												
Unqualified	0	1	0	0	0	0	0	0	0	0	0	1
Interview	0	1	1	0	0	0	0	0	0	0	0	2
Withdrawn	1	3	0	0	0	0	0	0	0	0	0	4
Hired	0	1	0	0	0	0	0	0	0	0	0	1
Grand Total	1	6	1	0	0	0	0	0	0	0	0	8

The Unqualified applicants did not meet the minimum qualifications of the job posting.

4 Withdrawn applicants: 1 WM, 3 WF

3 Interviewed applicants: 2 WF, 1 BM

- 1 WF did not have experience working in a team-oriented work environment which was a vital part of the nature of this lab. She was unable to answer the questions asked of her in the interview.
- 1 BM needed visa sponsorship, which could take up to six months and was not guaranteed. The department was unable to postpone filing the position for that timeframe.

The 1 WF selected received an HT certification and had experience with formalin-fixed paraffin-embedded tissue and special staining techniques. In former roles, she had been responsible for quality control, which was also a critical factor for maintaining the laboratory's national accreditation. Additionally, she had experience working within a quality system where she had to use client confidentiality protocols and manage large projects.

Search Number	498325
Department	Nursing
Title	Equipment Technician 2

MINIMUM QUALIFICATIONS

- Bachelor's degree in computer science or related field and three years or more years of progressively responsible technical experience.
- Experience with installations, configurations, troubleshooting, and repair of computers, peripheral hardware, systems, and various software applications.

- Demonstrated knowledge of standard computing technology, Windows, Macintosh, and mobile devices, and considerable knowledge of desktop applications.
- Excellent verbal and written communication skills, with a proven ability to explain complex, technical processes.
- Ability to exercise sound judgment, make good decisions, work well independently, and organize time and tasks with minimal supervision.
- Demonstrated ability to work collaboratively in a team-oriented environment.
- Willingness and ability to work flexible hours including occasional evening, weekend, and off-shift hours as needed to support program activities or respond to computer/IT emergencies.
- Willingness and ability to travel to other campuses and/or simulation laboratory locations throughout the state.
- Ability to lift and carry items weighing up to 150 pounds, with mechanical or human assistance.

PREFERRED QUALIFICATIONS

- Bachelor's degree in computer science.
- CHSOS certification (Certified Health Simulation Operations Specialist).
- Demonstrated ability to apply a variety of concepts, techniques, and practices in the specialty area appropriate to supporting simulation laboratory environments.
- Experience and advanced knowledge of audio-visual systems and related components, including the ability to operate, maintain, analyze, and troubleshoot technical problems.
- Experience with basic security/networking protocols (firewalls, IP addressing) and remediation of computer viruses, spyware, and malware.
- Experience with installations, configurations, troubleshooting, and repair of computers, peripheral hardware, systems, and various software applications including Gaumard UNI, Laerdal LLEAP, and Office 365.
- Experience with Adobe Creative Cloud, especially Photoshop & Premiere.
- Experience and advanced knowledge of audio-visual systems and related components (Crestron, Extron & ZBand), including the ability to operate, maintain, analyze, and troubleshoot technical problems.
- Demonstrated experience troubleshooting, integrating, and maintaining complex audio and video systems and equipment and/or other instructional technologies used in hi-tech classrooms or laboratories.
- Experience maintaining and operating simulation equipment such as Manikins.

Recruitment activities included:

- UConn Careers Website
- Listserv HERC
- Inside Higher Ed
- Diverse Job Boards
- SON News
- Minority Nurse
- SON social media

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
3-Lab & Research Operations												
498325												
Withdrawn	0	0	0	0	0	0	0	1	0	0	0	1
Hired	0	0	0	0	2	0	0	0	0	0	0	2
Grand Total	0	0	0	0	2	0	0	1	0	0	0	3

1 Withdrawn applicant: 1 AF

2 Interviewed applicants: 2 HM

The 1 HM selected had previous experience as an IT Technician for a school district where he handled IT support, web development, and network administration across the districts of various schools. He had familiarity working with a wide variety of faculty and leading problem resolution in IT. His experience with network infrastructure and troubleshooting IT issues were closely related to the needs of this position.

The 1 HM selected had previous experience as a lead technical support analyst with UConn Info Tech Services. He provided installation, repairs, and maintenance to classrooms across campus as well as analyzing and resolving hardware and software issues for students and faculty which were skills directly applicable to this job posting.

Search Number	498256
Department	Research Compliance
Title	Animal Care Specialist

MINIMUM QUALIFICATIONS

- Bachelor's degree in animal science, veterinary technology, biology, or a related field and two years of related experience; OR an associate's degree in veterinary technology/technical sciences, biology, or a related field and at least four years of experience.
- Demonstrated clinical and technical expertise with a variety of species including providing anesthesia/surgical support.
- Ability to work professionally, cooperatively, and effectively with faculty, technicians, animal care workers, students, inspectors, regulators, and veterinarians. Superior interpersonal skills and the ability to maintain confidentiality are essential.
- Good time management and organization skills with the ability to maintain accurate and compliant records and reports.
- Excellent verbal and written skills with demonstrated computer skills in Microsoft Office Suite, including Word, Excel, PowerPoint, and Outlook.

PREFERRED QUALIFICATIONS

- Active veterinary technician certification/license (CVT, RVT, LVT, LVMT) in good standing in at least one state within the US.
- Certification by the American Association of Laboratory Animal Science at the ALAT Level or ability to attain within 9 months of hire.
- AALAS certification at the LAT or LATg Level.
- Knowledge of standard laboratory practice and research protocols.
- At least two years of work experience with animals in an academic or research environment.
- Knowledge of Federal Animal Welfare Act regulations, IACUC regulations, and the Guide for the Care and Use of Laboratory Animals.
- Familiarity with poultry or small birds or with aquarium fish.

Recruitment activities included:

- UConn Careers Website
- Listserv HERC
- Inside Higher Ed
- Diverse Job Boards
- LinkedIn

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
3-Lab & Research Operations												
498256												
Unqualified	0	2	0	0	0	2	0	0	0	0	0	4
Interview	0	3	0	0	0	2	0	0	0	0	1	6
Hired	0	0	0	0	0	0	0	0	1	0	0	1
Grand Total	0	5	0	0	0	4	0	0	1	0	1	11

The Unqualified applicants did not meet the minimum qualifications of the job posting.

7 Interviewed applicants: 3 WF, 2 HF, 1 TM, 1 UU

- 1 WF did not have experience working in a research lab. She was unfamiliar with caring for fish or poultry and did not have previous full time vet experience.
- 1 WF did not have two years of professional experience working in an academic or research environment which was determined during the interview.
- 1 WF had an associate's degree with less than three years of experience which did not meet the minimum qualifications for this position.
- 2 HF did not have experience working in a research lab. Further, they had only worked with companion animals rather than mice and rats.
- 1 UU did not have anesthesia and surgical support experience.

The 1 TM selected had four years of rodent lab animal handling/procedure experience. He was involved with conducting procedures specific to this position such as injections, tail vein catheterization, drawing blood, surgery prep and anesthesia. Finally, he had experience in training techniques and working in an academic research environment.

Category 3: Library

Goals Set	WM	WF	BM	BF	HM	HF	AM	AF
3-Library	0	0	2	0	2	1	0	1

Job Category	Goal	RG	Search #	Title	No. Hired
3-Library	Y	HF	497602	Library Assistant 2	1
	N	WM	497784	Librarian 1	1
	N	WM	497784	Librarian 2	1
	N	WM	497895	Librarian 2	1
	N	WM	498353	Library Assistant 2	1
	N	WF	497486	Librarian 4 - Manager	1
	N	WF	497784	Librarian 1	1
	N	WF	497784	Librarian 2	1
	N	WF	497785	Library Assistant 2	1
	N	WF	497977	Librarian 3	1

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
3-Library												
497602												
Unqualified	9	7	2	0	4	1	2	0	0	0	5	30
Qualified	1	0	1	0	0	0	1	0	0	0	0	3
Interview	1	0	0	0	1	0	0	0	0	0	0	2
Withdrawn	2	0	0	0	0	0	0	0	1	0	1	4
Hired	0	0	0	0	0	1	0	0	0	0	0	1
Grand Total	13	7	3	0	5	2	3	0	1	0	6	40

This hire achieved a hiring goal.

Search Number	497784
Department	UConn Library
Title	Librarian 2

MINIMUM QUALIFICATIONS

- A graduate degree in Library and Information Science from an American Library Association-accredited institution, or international equivalent.
- Demonstrated ability to effectively instruct individuals and groups online and in person using the ACRL information literacy framework.

- Demonstrated ability to create online research guides, instructional videos, tutorials, and/or other digital learning objects to support community needs.
- Knowledge of products, tools, services, venues, and opportunities that foster learning, research, publication, and scholarship.
- Demonstrated understanding of the principles of diversity, equity, and inclusion and commitment to working collaboratively with individuals of diverse backgrounds, experiences, and perspectives.
- A strong commitment to customer service and a demonstrated ability to provide effective public service.
- Demonstrated ability to deliver reliable, effective, and appropriate verbal and written communications that follow current professional standards across various and diverse audiences.
- Demonstrated ability to plan and organize work both independently and collaboratively.

Additional Minimum Qualifications for Appointment as Librarian 2

- Minimum of three years of experience as a post-graduate degree professional librarian.
- Demonstrated recurrent active engagement in professional activities at a statewide, regional, and/or national level.

PREFERRED QUALIFICATIONS

For All Appointments

- Experience with instructional design theory and practice and with the technologies with current technologies and tools to deliver e-learning content.
- Proven success in planning and presenting highly effective programs or events.
- Demonstrated experience, either on the job or through graduate-level coursework, with library assessment practices and methodologies.
- Knowledge of issues in open education or equitable access to education and information.
- Proven success in fostering partnerships with various stakeholders that focus on student success.
- Post-graduate coursework or degree in Instructional Design or a related field.

Recruitment activities included:

- UConn Careers Website
- Listserv HERC
- Inside Higher Ed
- Diverse Job Boards

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
3-Library												
497784												
Unqualified	13	30	0	1	0	3	1	2	0	0	4	54
Interview	3	7	0	0	0	0	0	0	0	0	1	11
Withdrawn	0	2	0	1	0	0	0	0	0	0	0	3
Hired	2	2	0	0	0	0	0	0	0	0	0	4
Grand Total	18	41	0	2	0	3	1	2	0	0	5	72

The Unqualified applicants did not meet the minimum qualifications of the job posting.

3 Withdrawn applicants: 2 WF, 1 BF

15 Interviewed applicants: 5 WM, 9 WF, 1 UU

- 2 WM, 2 WF were not able to answer questions regarding their knowledge or experience with open education or equitable access to education.
- 1 WM did not have the level of experience necessary with library assessment practices and methodologies based on his job history and graduate level coursework.
- 3 WF did not have a degree in instructional design theory and practice.
- 1 WF did not have postgraduate coursework or a degree in instructional design or related field.
- 1 WF did not demonstrate the ability to deliver reliable, effective, and appropriate verbal and written communications that follow current professional standards across various and diverse audiences based on her presentation and responses to interview questions.
- 1 UU was unable to answer the questions asked regarding their experience with instructional design theory and practice or with current technologies and tools to deliver e-learning content.

The 1 WM selected had experience as an instructor of Comparative Literature working directly with students and a Ph.D. in a related field. He had demonstrated success in planning and presenting highly effective second round presentation utilizing instructional design theory and practice using current technologies and tools to deliver e-learning content. He also explained how he has had success fostering partnerships that focused on student success.

The 1 WM selected had demonstrated experience, both on the job and through graduate level coursework, with library assessment practices and methodologies. He was able to explain how he had collaborated with the CT State Library and internet archives.

The 1 WF selected provided an effective presentation to staff where she explained how she could be successful in fostering partnerships with various stakeholders. She focused on student success and demonstrated an understanding through proven programming using the principles of diversity, equity, and inclusion. She also had experience using instructional design theory, UDI, with current technologies and tools to deliver e-learning content.

The 1 WF selected spoke about her experience with her graduate-level coursework and how she would increase engagement for student success. She discussed how current technologies and tools to deliver e-learning content help students and had knowledge of issues in open education. She also had experience with instructional design theory and with current technologies and tools to deliver e-and learning content and experience in outreach to faculty on OER and cost savings for students and outreach.

Search Number	497895
Department	UConn Library
Title	Librarian 3

MINIMUM QUALIFICATIONS

- A graduate-level degree in a field relevant to the position or a graduate degree in Library and Information Science from an American Library Association-accredited institution (or international equivalent).
- Minimum of three years of post-graduate related professional experience.
- Commitment to the principles of diversity, equity, inclusion, accessibility, and justice, and demonstrated ability to make positive contributions to a culture of inclusion and respect in all interactions within the Library and across the University.
- Previous cataloging experience with the demonstrated ability to perform original and complex copy cataloging in a variety of formats, using cataloging and classification practices and standards such as RDA, DCRMR, MARC21, LCSH, LCC, Dublin Core, MODS, and Program for Cooperative Cataloging standards (CONSER, NACO, SACO).
- Knowledge of metadata tools and systems for creating, editing, and transforming metadata (e.g., Oxygen, MarcEdit, OpenRefine).
- Evidence of delivering reliable, effective, and appropriate verbal and written communications that follow current professional standards across diverse audiences.
- Demonstrated ability to work independently and collaboratively and effectively use analytical and problem-solving skills in both settings.
- Evidence of participation in and engagement with professional activities at a statewide, regional, and/or national level.

Additional Minimum Qualifications for Appointment as Librarian 3

- Minimum of six years of post-graduate related professional experience.
- Evidence of an advanced knowledge level and currency in professional standards, practices, procedures, policies, and technologies as related to position responsibilities.
- Evidence of active engagement and significant contributions to professional activities at a statewide, regional, and/or national level.

PREFERRED QUALIFICATIONS

For All Appointments

- Experience with the ExLibris Alma library management system.
- Advanced knowledge of identity management and authority work (e.g., Wikidata, LC Name Authorities, ORCID, etc.).
- Working knowledge of one or more high-level scripting languages (e.g., Python).
- Experience working with APIs and with normalizing and scripting transformations of structured metadata in an XML environment (e.g., JSON).
- Proven success with project management.
- Demonstrated experience applying the values of diversity, equity, inclusion, accessibility, and/or justice in cataloging and metadata projects.
- Demonstrated experience in training others in technical service procedures.

Recruitment activities included:

- UConn Careers Website
- Listserv HERC
- Inside Higher Ed
- Diverse Job Boards

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
3-Library												
497895												
Unqualified	2	3	0	0	0	1	2	0	0	0	1	9
Interview	1	0	0	1	1	0	0	1	0	0	0	4
Hired	1	0	0	0	0	0	0	0	0	0	0	1
Grand Total	4	3	0	1	1	1	2	1	0	0	1	14

The Unqualified applicants did not meet the minimum qualifications for the job posting.

5 Interviewed applicants: 2 WM, 1 BF, 1 HM, 1 AF

- 1 WM did properly explain his knowledge of identity management and authority work, or experience or working knowledge of one or more high-level scripting languages. He did not have experience working with APIs and with normalizing scripting transformations of structured metadata in an XML environment.
- 1 BF did not discuss how her knowledge of tools that could make data more structured and did not have relatable experience with current technology.
- 1 HM did not have experience working with APIs or with normalizing and scripting transformations of structured metadata in an XML environment.
- 1 AF did not have advanced knowledge of identity management and authority work or a working knowledge of one or more high-level scripting languages.

The 1 WM selected had experience applying the values of diversity, equity, inclusion, accessibility, and justice in cataloguing and metadata projects. He had experience with systems comparable to Alma and had worked with APIs. He demonstrated experience in training others in technical services procedures and provided examples of success with product management.

Search Number	498353
Department	Library Collections Discovery
Title	Library Assistant 2

MINIMUM QUALIFICATIONS

- Bachelor's degree in a related field and a minimum of three years of related professional experience.
- Demonstrated commitment to customer service and strong interpersonal oral and written communication skills.
- Demonstrated knowledge of and commitment to the principles of diversity, equity, inclusion, accessibility, and justice.
- Solid creative thinking and problem-solving skills with the ability to recommend and implement workflow processes and patron-experience services.
- Current direct experience working with archival management programs and digital repository software.
- Ability to learn and work effectively in current office applications, software, and communication technologies.

PREFERRED QUALIFICATIONS

- Demonstrated success in managing an archival management program, such as Aeon or ArchivesSpace.
- Experience supervising student employees.
- Experience working with rare or fragile collections and materials in a professional capacity with a strong understanding of archival processes, procedures, and resources.
- Experience working with an active research community of researchers, including faculty, staff, and students in a higher education setting.

Recruitment activities included:

- UConn Careers Website
- Listserv HERC
- Inside Higher Ed
- Diverse Job Boards

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
3-Library												
498353												
Unqualified	16	21	0	4	2	6	1	2	0	1	4	57
Qualified	2	2	0	0	0	1	0	0	0	0	1	6
Withdrawn	1	0	0	0	0	0	0	0	0	0	1	2
Hired	1	0	0	0	0	0	0	0	0	0	0	1
Grand Total	20	23	0	4	2	7	1	2	0	1	6	66

The Unqualified applicants did not meet the minimum qualifications of the job posting.

2 Withdrawn applicants: 1 WM, 1 UU

6 Qualified applicants: 2 WM, 2 WF, 1 HF, 1 UU

- 1 WM, 2 WF, 1 HF, 1 UU did not have experience managing an archival management program, such as Aeon or ArchivesSpace.
- 1 WM did not have experience supervising student employees.

1 Interviewed applicant: 1 WM

The 1 WM selected had experience working with an active research community of researchers, including faculty, staff, and students in a higher education setting. His thorough responses to interview questions demonstrated success in managing an archival management program, such as Aeon or ArchivesSpace. He had experience supervising student employees. He also had experience working with rare or fragile collections and materials in a professional capacity with a thorough understanding of archival processes, procedures, and resources.

Search Number	497486
Department	UConn Library
Title	Librarian 4 - Manager

MINIMUM QUALIFICATIONS

For Appointment as a Librarian 3 – Manager

- A graduate degree in library and information science from a program accredited by the American Library Association or international equivalent or a graduate degree in a research-intensive discipline relevant to the position.
- Minimum of six years of related professional experience.
- Minimum of two years of supervisory experience with proven knowledge of and commitment to inclusive management best practices.

- Knowledge of and commitment to the principles of diversity, equity, inclusion, accessibility, and justice.
- Proven ability to actively maintain engagement with stakeholder communities in support of archival collection development, promotion, and accessibility.
- Demonstrated analytical and problem-solving skills with the ability to think strategically and embrace and promote change management strategies.
- Demonstrated expertise in current archival management practices, policies, and procedures.
- Advanced interpersonal and communication skills.
- Evidence of active engagement in professional activities at the state, regional, or national level.

Additional Minimum Qualifications for Appointment as a Librarian 4 – Manager

- Minimum of nine years of related professional experience.
- Expert-level knowledge of current archival management best practices and procedures.
- Expert-level ability to align current resources and opportunities in support of learning, research, and scholarship.
- Evidence of leadership and/or creating significant contributions in professional activities at a statewide, regional, and/or national level.

PREFERRED QUALIFICATIONS

For Both Levels

- Demonstrated success in reinforcing and promoting diversity, equity, inclusion, accessibility, and justice.
- Demonstrated success in donor relations, collection solicitation, fundraising, and gift management.
- Experience in budget management.

Recruitment activities included:

- UConn Careers Website
- Listserv HERC
- Inside Higher Ed
- Diverse Job Boards
- UConn LinkedIn
- UConn Library Facebook
- UConn Instagram
- UConn Library Twitter
- Twitter
- LinkedIn
- UConn Daily Digest to Faculty, Staff
- Boston Library Consortium
- American Library Association

- Chronicle of Higher Education
- Society of American Archivists
- Archivist Round Table
- Latin American Studies Librarians & Archivists Listserv
- We Here
- New England Archivists Listserv
- Archives Gig (New England Archivists)
- RBMS Jobs Blog
- Association of College and Research Libraries New England Chapter Listserv
- Mid-Atlantic Archives Conference
- Midwest Archives Conference
- Professional Networking

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
3-Library												
497486												
Unqualified	3	5	1	0	0	1	0	0	0	0	1	11
Qualified	4	1	0	1	0	0	0	0	0	0	0	6
Interview	0	5	0	0	0	0	0	0	0	0	2	7
Hired	0	1	0	0	0	0	0	0	0	0	0	1
Grand Total	7	12	1	1	0	1	0	0	0	0	3	25

The Unqualified applicants did not meet the minimum qualifications for the job posting.

6 Qualified applicants: 4 WM, 1 WF, 1 BF

- 2 WM, 1 BF did not indicate experience in donor relations, collection solicitation, fundraising, and gift management, and did not possess experience in budget management.
- 2 WM did not indicate any experience with analytical and problem-solving skills.
- 1 WF did not indicate previous success in reinforcing and promoting diversity, equity, inclusion, accessibility, and justice.

8 Interviewed applicants: 6 WF, 2 UU

- 1 WF did not demonstrate the requisite communication skills or the experience to embrace and promote management for staff as she was unable to provide specific examples in response to interview questions.
- 1 WF did not provide specific examples during her interview presentation and did not possess the requisite communication skills.
- 1 WF needed to obtain a visa which the University was not able to provide for this position.
- 1 WF did not demonstrate strength in grant writing, budget management, or teamwork experiences in her responses to interview questions.

- 1 WF, 1 UU did not demonstrate the ability to think strategically and embrace and promote management for staff and their focus in previous positions while supervising students as they were not able to provide examples of their experience or how they would respond to situations.
- 1 UU did demonstrate the requisite experience in management or the ability to embrace and promote management for staff in their responses to interview questions.

The 1 WF selected was able to explain how she has promoted diversity, equity, inclusion, accessibility, and justice, and she was very aware of historical exclusion in archives collections. She possessed a well-rounded background in tech services and outreach, had the requisite experience with grants, and demonstrated success in donor relations, collection solicitation, and fundraising.

Search Number	497785
Department	UConn Library
Title	Library Assistant 2

MINIMUM QUALIFICATIONS

- Bachelor's degree.
- Minimum of three years related professional experience.
- Superior customer service skills and demonstrated commitment to customer service.
- Working knowledge of integrated library systems.
- Demonstrated commitment to supporting and reinforcing the principles of diversity, equity, and inclusion.
- Demonstrated understanding of and ability to provide excellent student supervision.
- Strong collaboration, oral and written communication, interpersonal, and creative problem-solving skills.
- Demonstrated organizational skills with the ability to maintain accurate records with strong attention to detail.
- Demonstrated ability to work independently and in a team-based environment and be flexible in approach to problem solving and recommending, implementing, and supporting solutions.
- Demonstrated willingness to develop new skills and knowledge.

PREFERRED QUALIFICATIONS

- Experience working with integrated library systems, preferably the ExLibris Alma ILS and Springshare.
- Demonstrated proficiency with the Microsoft Office Suite of products or a similar software application package.
- Demonstrated ability to manage multiple simultaneous projects and deadlines.
- Demonstrated ability to instruct and train individuals and groups.

Recruitment activities included:

- UConn Careers Website
- Listserv HERC
- Inside Higher Ed
- Diverse Job Boards

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
3-Library												
497785												
Unqualified	8	9	1	2	1	6	0	1	0	2	7	37
Interview	0	0	0	0	0	0	0	0	0	0	1	1
Withdrawn	0	1	0	0	0	1	0	0	0	0	1	3
Hired	0	1	0	0	0	0	0	0	0	0	0	1
Grand Total	8	11	1	2	1	7	0	1	0	2	9	42

The Unqualified applicants did not meet the minimum qualifications for the job posting.

3 Withdrawn applicants: 1 WF, 1 HF, 1 UU

2 Interviewed applicants: 1 WF, 1 UU

- 1 UU did not exhibit the necessary level of experience in instructing, training individuals and groups and did not have experience supervising staff based on their responses to interview questions.

The 1 WF selected had experience working with integrated library systems, proficiency with Microsoft Office, and explained how she would manage simultaneous projects and meet deadlines. She had experience instructing and training individuals and groups. She spoke in detail about her ability to work independently and in a team-based environment and be flexible in approach to problem solving and recommending, implementing, and supporting solutions.

Search Number	497977
Department	UConn Library
Title	Librarian 3

MINIMUM QUALIFICATIONS

- A graduate-level degree in a field relevant to the position or a graduate degree in Library and Information Science from an American Library Association-accredited institution (or international equivalent).
- Minimum of six years of post-graduate-related professional experience.
- Evidence of an advanced knowledge level and currency in professional standards, practices, procedures, policies, and technologies related to strategic collection management.
- Clear commitment to the principles of diversity, equity, inclusion, accessibility, and justice, and demonstrated ability to make positive contributions to a culture of inclusion and respect in all interactions within the Library and across the University.
- Ability to build and maintain successful partnerships in support of position responsibilities.
- Ability to work independently and collaboratively with evidence of delivering reliable, effective, and appropriate verbal and written communications.
- Evidence of active engagement and significant contributions to professional activities at a statewide, regional, and/or national level.

PREFERRED QUALIFICATIONS

- Proven success with project management.
- Advanced skill in effective analytical and problem-solving at the individual and group levels.
- Demonstrated success applying the values of diversity, equity, inclusion, accessibility, and/or justice in a professional setting.
- Advanced knowledge of emerging trends in scholarly communications and library collection management.
- Proven success implementing or supporting change in an academic or research library.
- Demonstrated effectiveness in balancing multiple responsibilities in a complex and dynamic environment.
- Demonstrated leadership ability.
- Experience using specialized tools for the analysis of collections (e.g., Alma Analytics, GreenGlass, Tableau).

Recruitment activities included:

- UConn Careers Website
- Listserv HERC
- Inside Higher Ed
- Diverse Job Boards

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
3-Library												
497977												
Unqualified	2	7	0	1	0	0	0	0	0	0	1	11
Interview	0	2	0	0	0	0	0	0	0	0	0	2
Withdrawn	0	0	0	0	1	0	0	0	0	0	1	2
Hired	0	1	0	0	0	0	0	0	0	0	0	1
Grand Total	2	10	0	1	1	0	0	0	0	0	2	16

The Unqualified applicants did not meet the minimum qualifications of the job posting.

2 Withdrawn applicants: 1 HM, 1 UU

3 Interviewed applicants: 3 WF

- 1 WF was unable to demonstrate advanced skill in effective analytical and problem solving at the individual and group level based on answers to questions.
- 1 WF did not demonstrate the necessary communication and interpersonal skills during her presentation. She was unable to clearly explain her ideas to the audience.

The 1 WF selected had experience in balancing multiple responsibilities in a complex and dynamic environment and advanced skill in effective analytical and problem-solving at the individual and group level. She gave an effective presentation and demonstrated verbal communication and interpersonal skills. Her presentation exhibited AI concepts from the ground up and how the experience interfaces with Alma, the current system, and where tech skills were transferable.

Category 3: Procurement

Goals Set	WM	WF	BM	BF	HM	HF	AM	AF
3-Procurement	0	0	1	1	0	0	0	1

Job Category	Goal	RG	Search #	Title	No. Hired
3-Procurement	N	WM	497719	Procurement Specialist 2	1
	N	WF	497967	Procurement Professional	1

Search Number	497719
Department	Procurement Services
Title	Procurement Specialist 2

MINIMUM QUALIFICATIONS

- A Bachelor's degree, preferably in Business or appropriate discipline, and a minimum of six (6) years of professional experience in a comparable environment OR an Associate's degree in a closely related field and eight (8) or more years of related professional experience in a comparable environment.
- General working knowledge of sound procurement practices and the ability to negotiate contracts.
- Experience in supplier management, including oversight of supplier performance and contract compliance.
- Strong leadership and project management skills.
- Excellent written and verbal communication skills.
- Strong computer skills.

PREFERRED QUALIFICATIONS

- Advanced degree in a related discipline.
- Knowledge of procurement theory, principles, and applicable federal and state procurement statutes.
- Knowledge of multiple direct and indirect commodities.
- Strong interpersonal and persuasive skills with the ability to work effectively with all types and levels of stakeholders.
- Strong analytical and financial skills.
- Experience with, and knowledge of, automated procurement and/or financial systems (e.g., KFS, Jaggaer) and reporting tools (e.g., Web Focus).
- CPM or CPSM certification.

Recruitment activities included:

- UConn Careers Website
- Listserv HERC
- Inside Higher Ed
- Diverse Job Boards

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
3-Procurement												
497719												
Unqualified	9	6	2	1	0	2	1	1	0	1	2	25
Qualified	2	0	0	0	0	1	0	0	0	0	1	4
Interview	1	0	1	1	0	1	1	0	0	0	1	6
Withdrawn	2	0	0	0	0	0	0	0	0	0	0	2
Hired	1	0	0	0	0	0	0	0	0	0	0	1
Grand Total	15	6	3	2	0	4	2	1	0	1	4	38

The Unqualified applicants did not meet the minimum qualifications for the job posting.

2 Withdrawn applicants: 2 WM

4 Qualified applicants: 2 WM, 1 HF, 1 UU

- 1 WM, 1 WF, 1 UU did not indicate knowledge of procurement theory, principles, and applicable federal and state procurement statutes.
- 1 WM did not indicate experience or knowledge of multiple direct and indirect commodities. He did not have experience with or knowledge of automated procurement or financial systems, like Jaggaer.
- 1 WF did not have experience in supplier management, including oversight of supplier performance and contract compliance.

7 Interviewed applicants: 2 WM, 1 BM, 1 BF, 1 HF, 1 AM, 1 UU

- 1 WM, 1 HF were unable to answer the questions asked regarding direct procurement or contract compliance experience.
- 1 BM did not have experience learning about new commodities or researching the marketplace to find alternative products.
- 1 BF was unable to directly answer the interview questions, despite prompting, and therefore did not demonstrate the verbal communication skills or knowledge required for this position.
- 1 AM did not have the required experience with direct/indirect commodities other than electronic parts. He did not have the supervisory experience required for this role.
- 1 UU did not have knowledge or experience with any direct/indirect commodities other than food and cleaning supplies. They did not have experience negotiating contracts or

managing contract compliance. The applicant did not provide any information related to management or leadership experience.

The 1 WM selected had a background in procuring goods and services, vendor management, and negotiating across a broad array of commodities. He displayed proficiency with the Jaggaer system by providing examples of how he had utilized it, which would be used frequently in this role.

Search Number	497967
Department	Procurement Services
Title	Procurement Professional

MINIMUM QUALIFICATIONS

- Five (5) years of related experience in a comparable environment; or a Bachelor's degree in a related field and one (1) year of related experience in a comparable environment, OR an Associate's degree in a related field and three (3) years related experience in a comparable environment.
- General working knowledge of acceptable procurement practices.
- Experience working with suppliers/vendors.
- Strong computer skills.
- Excellent interpersonal skills and the ability to communicate clearly both verbally and in writing.

PREFERRED QUALIFICATIONS

- Bachelor's degree in a related field.
- Experience with automated procurement systems (e.g., Jaggaer or similar electronic financial record system).
- Strong math skills with experience monitoring and reconciling accounts/purchase order balances.
- Ability to analyze data including business and market trends and recommend solutions.
- Experience performing purchasing and accounts payable functions.
- Experience and understanding of the requirements associated with competitive bidding processes, i.e., Requests for Proposals (RFP's), Sole Source Justifications, etc.
- Experience in working with vendors in obtaining quotes and/or pertinent vendor information.
- Demonstrated ability to develop and maintain constructive, professional relationships with a wide variety of individuals.

Recruitment activities included:

- UConn Careers Website
- Listserv HERC

- Inside Higher Ed
- Diverse Job Boards

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
3-Procurement												
497967												
Unqualified	12	2	0	0	0	1	2	1	0	0	2	20
Qualified	3	1	1	0	0	1	0	0	0	0	0	6
Interview	0	0	0	0	0	1	0	1	0	0	0	2
Withdrawn	1	0	1	0	0	0	0	0	0	0	1	3
Hired	0	1	0	0	0	0	0	0	0	0	0	1
Grand Total	16	4	2	0	0	3	2	2	0	0	3	32

The Unqualified applicants did not meet the minimum qualifications for the job posting.

3 Withdrawn applicants: 1 WM, 1 BM, 1 UU

6 Qualified applicants: 3 WM, 1 WF, 1 BM, 1 HF

- 2 WM, 1 WF, 1 BM, 1 HF did not indicate related experience with procurement practices in their application materials.
- 1 WM did not have bidding experience.

3 Interviewed applicants: 1 WF, 1 HF, 1 AF

- 1 HF did not respond to multiple invitations for an interview.
- 1 AF did not directly answer the questions asked and was unable to provide communicate their knowledge or experience related to the position.

The 1 WF selected possessed the requisite background in business, including fifteen years of industry knowledge as both a buyer and a seller. She had experience working with a wide array of commodities.

Category 3: Remaining Professional

Goals Set	WM	WF	BM	BF	HM	HF	AM	AF
3-Remaining Professional	0	0	0	2	0	3	0	0

Job Category	Goal	RG	Search #	Title	No. Hired
3-Remaining Professional	Y	BF	497859	U Ed Asst 2	1
	N	WF	497995	U Ed Asst 3	1
	N	WF	498026	U Ed Asst 2	2
	N	WF	498037	Asst Director	1
	N	WF	498527	U Ed Asst 3	1
	N	HM	498342	U Ed Asst 3	1

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
3-Remaining Professional												
497859												
Unqualified	4	10	0	2	1	7	2	1	0	0	3	30
Qualified	0	1	0	0	0	1	0	0	0	0	0	2
Interview	0	1	0	0	0	0	0	0	0	0	0	1
Withdrawn	0	2	0	0	0	0	0	0	0	0	1	3
Hired	0	0	0	1	0	0	0	0	0	0	0	1
Grand Total	4	14	0	3	1	8	2	1	0	0	4	37

This hire achieved a hiring goal.

Search Number	497995
Department	Institutional Equity
Title	University Education Assistant 3

MINIMUM QUALIFICATIONS

- Bachelor's degree and one to two years of experience in a responsible related support position or an equivalent combination of education and experience.
- Professional experience in office administration.
- Professional writing skills.
- Proficiency in computer usage and Windows-based office management systems, including Microsoft Office applications (particularly Word, Excel, PowerPoint, and Outlook).

PREFERRED QUALIFICATIONS

- Professional verbal communication skills.
- Experience providing administrative support or performing in a reception/intake role in a legal services or compliance office.
- Professional experience in a higher education or academic medical center setting.
- Professional experience in a position that included accountability for sensitive and confidential matters using discretion and good judgment.
- Organizational and time-management skills, including experience with managing time-sensitive tasks and meeting deadlines.
- Demonstrated ability to work independently and function well in both leadership and teammate roles.
- Demonstrated leadership in promoting diversity, equality, and inclusiveness within a team or organization; experience working with and building relationships with diverse populations.
- Demonstrated experience managing and updating websites.

Recruitment activities included:

- UConn Careers Website
- Listserv HERC
- Inside Higher Ed
- Diverse Job Boards
- UConn OIE Staff Listserv
- UConn School of Law
- UConn Dean of Students Office
- UConn Community Standards Office

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
3-Remaining Professional												
497995												
Unqualified	1	10	0	0	0	3	1	0	0	0	1	16
Qualified	0	2	0	0	0	1	0	0	0	0	2	5
Interview	0	1	0	0	0	0	0	0	0	0	1	2
Withdrawn	0	1	0	0	0	0	0	0	0	0	3	4
Hired	0	1	0	0	0	0	0	0	0	0	0	1
Grand Total	1	15	0	0	0	4	1	0	0	0	7	28

The Unqualified applicants did not meet the minimum qualifications for the job posting.

4 Withdrawn applicants: 1 WF, 3 UU

4 Qualified applicants: 2 WF, 1 HF, 1 UU

- 2 WF, 1 HF, 1 UU did not have experience providing administrative support or performing in a reception/intake role in a legal services office, compliance office, or higher education setting.

3 Interviewed applicants: 2 WF, 1 UU

- 1 WF did not have the directly related experience needed for the position. She had not served in a position in which a receptionist or intake role was her main responsibility.
- 1 UU did not display the professional verbal communication skills needed for the position due to the inability to give clear, concise answers to multiple interview questions.

The 1 WF selected had receptionist/intake/front desk experience directly related to the position and had worked with staff, students, and the public in both a higher education academic setting and the private sector. This background provided her with experience in computer usage and Windows-based office management systems, including Microsoft Office applications.

Search Number	498026
Department	Provost Academic Affairs
Title	University Education Assistant 2

MINIMUM QUALIFICATIONS

- Bachelor's degree.
- 3+ years of demonstrated administrative experience.

PREFERRED QUALIFICATIONS

- Master's degree in public administration, higher education, business administration, or a related content area.
- Experience working in a higher education setting.
- Experience supporting an executive administrator.
- Ability to problem solve, expertly manage time and deadlines, and prioritize responsibilities.
- Excellent organizational skills and attention to detail.

Recruitment activities included:

- UConn Careers Website
- Listserv HERC
- Inside Higher Ed
- Diverse Job Boards

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
3-Remaining Professional												
498026												
Unqualified	0	5	1	1	0	3	1	1	0	0	0	12
Interview	1	8	0	0	0	0	0	0	0	0	3	12
Withdrawn	0	2	0	0	0	0	0	0	0	0	0	2
Hired	0	2	0	0	0	0	0	0	0	0	0	2
Grand Total	1	17	1	1	0	3	1	1	0	0	3	28

The Unqualified applicants did not meet the minimum qualifications for the job posting.

2 Withdrawn applicants: 2 WF

14 Interviewed applicants: 1 WM, 10 WF, 3 UU

- 1 WM, 4 WF, 2 UU were unable to explain how they had the skills needed to directly support an executive, including problem solving, organizational skills, and the ability to prioritize responsibilities.
- 1 WF did not have the necessary experience in project management to support an executive administrator.
- 2 WF did not have experience in higher education. She was not able to identify how skills from previous experiences would transfer to the position.
- 1 WF did not have the experience needed to directly support an executive, including the ability to prioritize responsibilities and the ability to manage time or deadlines.
- 1 UU did not respond to a request for an interview.

The 1 WF selected was able to show the search committee the skills needed to support an executive, including attention to detail, an ability to problem-solve, and an ability to manage deadlines and prioritize responsibilities. She also had experience working in higher education.

The 1 WF selected explained how she had the ability to solve problems and provide support to an executive administrator. She displayed the necessary skills in written and verbal communication and was detail-oriented both in her materials and in the interview process. She also had experience working in higher education.

Search Number	498037
Department	Student Health and Wellness
Title	Assistant Director

MINIMUM QUALIFICATIONS

- Master's degree with 10 years of experience or Bachelor's degree with 15 years of experience in a health or human services-related field.

- 10 years of experience in health or human services management or management of a complex health-related organization.
- 8 years of direct supervisory experience.
- Demonstrated understanding of and stated commitment to diversity, inclusion, and equity.
- Demonstrated experience working with multidisciplinary teams.
- Demonstrated experience working collaboratively with diverse populations.
- Knowledge of applicable laws, regulations, nationally recognized standards, and guidelines.

PREFERRED QUALIFICATIONS

- Demonstrated ability to work in a matrix management structure, understanding the necessity for regional clinical leaders to have reporting lines to SHaW directors for clinical supervision and clinical training.
- More than 8 years of direct supervisory experience.
- Supervisory experience overseeing clinical managers.
- Experience in higher education.

Recruitment activities included:

- UConn Careers Website
- Listserv HERC
- Inside Higher Ed
- Diverse Job Boards
- All free UConn sites
- OIE listserv
- UConn Cultural Center Directors
- Word of Mouth

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
3-Remaining Professional												
498037												
Unqualified	1	5	1	0	1	0	0	0	0	0	0	8
Interview	0	1	0	0	0	0	0	0	0	1	0	2
Withdrawn	0	1	0	0	0	0	0	0	0	0	0	1
Hired	0	1	0	0	0	0	0	0	0	0	0	1
Grand Total	1	8	1	0	1	0	0	0	0	1	0	12

The Unqualified applicants did not meet the minimum qualifications for the job posting.

1 Withdrawn applicant: 1 WF

3 Interviewed applicants: 2 WF, 1 TF

- 1 WF did not have experience working directly with college students in higher education.
- 1 TF did not have experience working in a matrix management structure, understanding the necessity for regional clinical leaders to have reporting lines to SHaW directors for clinical supervision and clinical training. She was not able to communicate any related or transferable experience.

The 1 WF selected explained how she had previous experience managing complex regional and satellite offices in several health and human services workplace settings across Connecticut and across New England. She had direct experience and spoke about related challenges and opportunities of working with the college population. She explained her experiences and knowledge of DEIJ and how it impacted the college student population. She spoke about the health disparities in the black and brown populations and her work as an Implicit Bias trainer within the State of Connecticut.

Search Number	498527
Department	Athletics MI Basketball
Title	University Education Assistant 3

MINIMUM QUALIFICATIONS

- Bachelor's degree.
- Excellent interpersonal, organizational, teamwork and collaboration skills.
- Ability to work effectively with Division/University staff and other individuals and groups.
- An understanding of the correction application of NCAA regulations.
- An ability to work with a fast-paced team.

PREFERRED QUALIFICATIONS

- Previous experience working for a Division I men's basketball program.
- Experience working with concur.
- Experience working with Teamworks.
- NCAA postseason experience.
- Event planning and management skills.
- Possesses coaching and student-athlete development philosophies consistent with that of the Division of Athletics and its men's basketball program.

Recruitment activities included:

- UConn Careers Website
- Listserv HERC

- Inside Higher Ed
- Diverse Job Boards
- Professional Networking

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
3-Remaining Professional												
498527												
Qualified	30	10	13	2	3	1	2	2	0	1	4	68
Withdrawn	0	0	0	0	0	0	0	0	1	0	1	2
Hired	0	1	0	0	0	0	0	0	0	0	0	1
Grand Total	30	11	13	2	3	1	2	2	1	1	5	71

2 Withdrawn applicants: 1 TM, 1 UU

68 Qualified applicants: 30 WM, 10 WF, 13 BM, 2 BF, 3 HM, 1 HF, 2 AM, 2 AF, 1 TF, 4 UU

- 30 WM, 10 WF, 13 BM, 2 BF, 3 HM, 1 HF, 2 AM, 2 AF, 1 TF, 4 UU did not indicate coaching and student athlete development philosophies consistent with that of the division of athletics and the men's basketball program in their application materials.

1 Interviewed applicant: 1 WF

The 1 WF selected explained how she had the required interpersonal, organizational, teamwork, and collaboration skills during the interview. She had the ability to work effectively with Division/University staff and other individuals and groups. She had experience working with NCAA regulation and doing so in a fast-paced work environment. Additionally, she had experience working with a Division I men's basketball program in event planning and management. On the technical side, she had experience of using both the Concur and Teamworks systems within a Division I men's basketball program. She shared the development philosophies within the coach's program here at UConn Men's Basketball.

Search Number	498342
Department	Human Resources Operations
Title	University Education Assistant 3

MINIMUM QUALIFICATIONS

- Experience providing customer service in an office environment.
- Bachelor's degree. A combination of education and experience may be substituted for a bachelor's degree.
- Demonstrated computer software experience - MS Office Professional Suite with advanced knowledge of Excel, Word, SharePoint, and OneDrive.
- Strong written and verbal communication skills.

- Ability to remain calm when dealing with difficult customers.
- Demonstrated ability to provide excellent customer service to a wide variety of diverse individuals including faculty, staff, students, University administrators, and external constituents.
- Excellent organizational and administrative proficiency with attention to detail.
- Demonstrated critical thinking and ability to resolve routine problems efficiently, effectively, and independently.
- Ability to preserve confidential information and must have awareness of data integrity protocols.

PREFERRED QUALIFICATIONS

- Experience with Quali Financial Systems, CORE-CT, or similar enterprise systems.
- Prior experience in a higher education academic setting.
- Bilingual.

Recruitment activities included:

- UConn Careers Website
- Listserv HERC
- Inside Higher Ed
- Diverse Job Boards
- UConn Jobs site
- SNE-CUPA Community Board Page
- UConn School of Business Graduate Programs - 12Twenty
- Various direct recruitment contacts
- UConn Center for Career Development
- Human Resources Directors at Eastern, Southern, Central and Western CT Universities

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
3-Remaining Professional												
498342												
Unqualified	3	20	1	3	2	6	3	5	0	0	5	48
Qualified	1	9	0	1	3	1	0	0	0	0	5	20
Interview	0	1	0	0	0	0	0	3	0	0	1	5
Withdrawn	1	1	0	0	1	3	0	0	0	0	1	7
Hired	0	0	0	0	1	0	0	0	0	0	0	1
Grand Total	5	31	1	4	7	10	3	8	0	0	12	81

The Unqualified applicants did not meet the minimum qualifications for the job posting.

7 Withdrawn applicants: 1 WM, 1 WF, 1 HM, 3 HF, 1 UU

20 Qualified applicants: 1 WM, 9 WF, 1 BF, 3 HM, 1 HF, 5 UU

- 1 WM, 9 WF, 1 BF, 3 HM, 1 HF, 5 UU did not have the necessary experience with Quali, Core-CT or any similar enterprise systems based on their application materials.

6 Interviewed applicants: 1 WF, 1 HM, 3 AF, 1 UU

- 1 WF was a program assistant with high level administrative experience but did not have the front-line customer service experience needed.
- 3 AF did not have SharePoint experience.
- 1 UU did not have the front-line customer service experience needed. Her last position was an English teacher

The selected 1 HM had developed a SharePoint site that was used by the entire company at a previous employer, this experience would be helpful in the maintenance and expansion of the Employee Resources Center Knowledge Base. He had customer service experience and was able to clearly articulate how he handled difficult customers.

Category 3: Residential Life

Goals Set	WM	WF	BM	BF	HM	HF	AM	AF
3-Residential Life	7	0	0	0	0	2	0	1

Job Category	Goal	RG	Search #	Title	No. Hired
3-Residential Life	Y	WM	497936	Housing Coordinator	2
	Y	WM	498155	Residence Hall Director	1
	N	WF	497936	Housing Coordinator	1
	N	WF	498155	Residence Hall Director	1
	N	BF	498155	Residence Hall Director	3
	N	HM	498155	Residence Hall Director	1

Search Number	497936
Department	Residential Life
Title	Housing Coordinator

MINIMUM QUALIFICATIONS

- Bachelor's degree and two to three years of related experience.
- Demonstrated strong communication skills and experience working with student populations.
- Experience managing complex and detailed projects/tasks.
- Experience with housing assignment software.
- Demonstrated sensitivity when working with diverse populations, including but not limited to, race, gender, disability, and sexual orientation.

PREFERRED QUALIFICATIONS

- Master's degree.
- Full-time post-BA experience in a higher education field.

Recruitment activities included:

- UConn Careers Website
- Listserv HERC
- Inside Higher Ed
- Diverse Job Boards
- NEACUHO Listserv
- ACUHO-I Listserv
- Diverse Issues in Higher Education

- NASPA - online and TPE conference
- American College Personnel Association – Online

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
3-Residential Life												
497936												
Unqualified	9	18	1	5	1	5	2	1	0	2	7	51
Interview	0	1	0	1	0	1	0	0	0	0	2	5
Withdrawn	0	2	0	0	1	0	0	0	0	0	2	5
Hired	2	1	0	0	0	0	0	0	0	0	0	3
Grand Total	11	22	1	6	2	6	2	1	0	2	11	64

The Unqualified applicants did not meet the minimum qualifications of the job posting.

5 Withdrawn applicants: 2 WF, 1 HM, 2 UU

8 Interviewed applicants: 2 WM, 2 WF, 1 BF, 1 HF, 2 UU

- 1 WF was not able to articulate her experience managing complex and detailed projects and tasks in relation to her current job nor did she relate it to the housing position.
- 1 BF did not respond to requests for interview.
- 1 HF was found to not have experience in housing assignment software and did not share her experiences working with student populations despite several prompts.
- 1 UU did not fully answer questions during the interview and could not elaborate on responses. For example, they could not give examples of how they had worked with diverse students or how to resolve difficult situations.
- 1 UU was unable to provide evidence of working with diverse student populations as their responses were focused on academic research in nutrition which was not applicable to this position.

The 1 WF selected was able to draw upon her professional experience serving as a housing coordinator at a different institution. She shared how she had developed various processes for housing students, particularly in suites and apartments. She displayed the necessary communication skills and described various situations where she de-escalated parents and students regarding their housing assignment.

The 2 WM's selected met hiring goals.

Search Number	498155
Department	Residential Life
Title	Residence Hall Director

MINIMUM QUALIFICATIONS

- Bachelor's degree and three or more years of professional residence hall experience or a Master's Degree and two years of residence hall experience.
- Supervision of residence hall or other staff in college or university residence halls or student affairs settings.
- An understanding of, sensitivity to, and desire to live and work with a diverse student population.
- Experience enhancing students' academic and personal development through advising student groups, providing leadership training, and program development.
- Experience addressing individual student and community behavioral matters.
- Ability to think critically and effectively plan and organize work.
- Experience working as a part of a multi-faceted student-oriented team including liaison work with offices such as Dining Services, Facilities, Public Safety, and Student Health Services.

PREFERRED QUALIFICATIONS

- Master's degree in college student personnel, higher education, counseling, or at least five (5) years of professional residence hall experience.
- Two (2) years or more of post-Master's residence hall work experience.
- Current membership and/or active involvement in related professional organizations.

Recruitment activities included:

- UConn Careers Website
- Listserv HERC
- Inside Higher Ed
- Diverse Job Boards
- NEACUHO Listserv
- ACUHO-I Listserv
- Diverse Issues in Higher Education
- NASPA - online
- American College Personnel Association

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
3-Residential Life												
498155												
Unqualified	16	18	10	19	4	6	2	2	0	1	13	91
Withdrawn	3	2	1	1	1	3	0	0	1	0	4	16
Interviewed	2	1	2	2	2	0	0	0	0	0	0	9
Offer Declined	1	2	0	1	1	1	0	0	0	0	1	7
Hired	1	1	0	3	1	0	0	0	0	0	0	6
Grand Total	23	24	13	26	9	10	2	2	1	1	18	129

The Unqualified applicants did not meet the minimum qualifications of the job posting.

16 Withdrawn applicants: 3 WM, 2 WF, 1 BM, 1 BF, 1 HM, 3 HF, 1 TM, 4 UU

22 Interviewed applicants: 4 WM, 4 WF, 2 BM, 6 BF, 4 HM, 1 HF, 1 UU

- 1 WM, 2 WF, 1 BF, 1 HM, 1 HF, 1 UU declined the offer.
- 2 WM, 1 WF, 2 BM, 2 BF, 2 HM have not yet been interviewed as this was an active search with additional open positions available.

The 1 WF selected had a degree in Higher Education in addition to four years of professional experience of supervising residence hall staff and she spoke about her experience advising various student groups at previous institutions and discussed how she had served on various teams at previous institutions such as RA Selection and RA Training. In this capacity, she had to liaise with dining, facilities, and university police to successfully run her programs. She had four years' experience of post-Master's residence hall work.

The 1 BF selected had a degree in Higher Education and eight years of experience supervising residence hall staff. She gave examples of how she infused diversity and social justice into all avenues of her work and articulated what that would look like at UConn. She discussed how she had served on various teams at previous institutions such as RA Selection and RA Training. In this capacity, she had to liaise with dining, facilities, and university police to successfully run her programs. She also had eight years of post-Master's residence hall work.

The 1 BF selected had three years of experience supervising residence hall staff. She demonstrated the ability to think critically, effectively plan, and organize work from her previous position supervising a residential area of 1,300 students, two graduate assistants, and 20 RAs. She spoke in detail about her knowledge and understanding of crisis response. She articulated this by sharing examples of her time serving in an on-call rotation and addressing student behavior through the conduct process.

The 1 BF selected spoke at length about diversity, multiculturalism, and social justice education and how they infused these concepts into their student conduct meetings, RA supervision,

advising and general interactions with students. She had experience at a large, flagship institution and talked about how they would translate that experience to working at UConn.

The 1 HM selected demonstrated their experience with supervising and was able to clearly articulate how they connected with students while supervising multiple buildings. He had two years of professional experience and spoke in detail about how that would translate to working at UConn.

The 1 WM selected achieved a hiring goal.

Category 3: Specialist

Goals Set	WM	WF	BM	BF	HM	HF	AM	AF
3-Specialist	5	0	0	2	1	0	2	1

Job Category	Goal	RG	Search #	Title	No. Hired
3-Specialist	Y	WM	498113	Specialist IIA	1
	Y	WM	498152	Specialist IA	1
	Y	WM	498223	Specialist IIA	1
	Y	WM	498224	Specialist IA	1
	Y	WM	498259	Specialist IA	1
	N	WM	498283	Specialist IIA	1
	N	WM	498362	Specialist IA	1
	N	WM	498443	Specialist IA	1
	N	WM	498497	Specialist IA	1
	N	WM	498507	Specialist IA	1
	N	WM	498510	Specialist IA	1
	N	WM	498556	Specialist IA	1
	N	WF	498133	Specialist IA	1
	N	WF	498243	Specialist IA	1
	N	WF	498407	Specialist IA	1
	N	WF	498445	Specialist IA	1
	N	WF	498487	Specialist IA	1
	N	BM	498144	Specialist IA	1
	N	BM	498177	Specialist IA	1
	N	BM	498443	Specialist IA	1
	N	BM	498666	Specialist IA	1
	N	HF	498363	Specialist IA	1
	N	TM	498144	Specialist IA	1

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
3-Specialist												
498113												
Qualified	27	0	3	0	1	0	0	0	1	0	3	35
Hired	1	0	0	0	0	0	0	0	0	0	0	1
Grand Total	28	0	3	0	1	0	0	0	1	0	3	36

This hire achieved a hiring goal.

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
3-Specialist												
498152												
Unqualified	0	0	0	0	1	0	0	0	0	0	0	1
Qualified	11	0	4	0	2	0	1	0	2	0	4	24
Hired	1	0	0	0	0	0	0	0	0	0	0	1
Grand Total	12	0	4	0	3	0	1	0	2	0	4	26

This hire achieved a hiring goal.

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
3-Specialist												
498223												
Hired	1	0	0	0	0	0	0	0	0	0	0	1
Grand Total	1	0	0	0	0	0	0	0	0	0	0	1

This hire achieved a hiring goal.

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
3-Specialist												
498224												
Qualified	32	1	14	0	3	1	2	0	2	0	4	59
Hired	1	0	0	0	0	0	0	0	0	0	0	1
Grand Total	33	1	14	0	3	1	2	0	2	0	4	60

This hire achieved a hiring goal.

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
3-Specialist												
498259												
Unqualified	8	2	1	0	5	0	0	0	1	0	1	18
Interview	0	0	0	0	0	0	0	0	0	0	1	1
Hired	1	0	0	0	0	0	0	0	0	0	0	1
Grand Total	9	2	1	0	5	0	0	0	1	0	2	20

This hire achieved a hiring goal.

Search Number	498283
Department	Athletics MI Football
Title	Specialist IIA

MINIMUM QUALIFICATIONS

- Bachelor's degree.
- 1-2 years' experience as a football coach at the college FBS, FCS, or NFL within the past 10 years.
- Working knowledge of the correct application of NCAA regulations.
- Strong commitment to the academic goals of the university.
- Excellent organizational, teaching, communication, and public relations skills.

PREFERRED QUALIFICATIONS

- Collegiate coaching experience at Division I level.
- Previous experience as a quarterback coach.
- Possesses coaching and student-athlete development philosophies consistent with that of the Division of Athletics and its football program.

Recruitment activities included:

- UConn Careers Website
- Listserv HERC
- Inside Higher Ed
- Diverse Job Boards
- UConnHuskies.com
- Professional Networking

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
3-Specialist												
498283												
Qualified	8	0	7	0	1	0	0	0	0	0	2	18
Hired	1	0	0	0	0	0	0	0	0	0	0	1
Grand Total	9	0	7	0	1	0	0	0	0	0	2	19

18 Qualified applicants: 8 WM, 7 BM, 1 HM, 2 UU

- 8 WM, 7 BM, 1 HM, and 2 UU did not indicate coaching and student-athlete development experience consistent with the Division of Athletics and its football program philosophy in their application materials.

1 Interviewed applicant: 1 WM

The 1 WM selected previously worked as a pass game coordinator and specialized in coaching quarterbacks. Furthermore, the candidate indicated that his coaching methods aligned closely with those promoted by the football program and the Division of athletics. He displayed the required organizational, teaching, communication, and public relations skills in examples that he provided in response to interview questions.

Search Number	498362
Department	Athletics MI Hockey
Title	Specialist IA

MINIMUM QUALIFICATIONS

- Bachelor's degree, a minimum of five years (within the past ten years) of combined coaching experience at the collegiate and/or preparatory school level.
- A demonstrated working knowledge of NCAA regulations.
- A strong commitment to the academic goals of the University.
- Excellent organizational, communication, and public relations skills.

PREFERRED QUALIFICATIONS

- Three years of NCAA collegiate hockey coaching experience at the Division I level.

Recruitment activities included:

- UConn Careers Website
- Listserv HERC
- Inside Higher Ed
- Diverse Job Boards
- UConnHuskies.com
- Professional Networking

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
3-Specialist												
498362												
Unqualified	2	0	0	0	0	0	0	0	0	0	1	3
Qualified	23	0	0	0	0	0	1	0	2	0	1	27
Withdrawn	0	0	0	0	0	0	0	0	0	0	1	1
Hired	1	0	0	0	0	0	0	0	0	0	0	1
Grand Total	26	0	0	0	0	0	1	0	2	0	3	32

The Unqualified applicants did not meet the minimum qualifications of the job posting.

1 Withdrawn applicant: 1 UU

27 Qualified applicants: 23 WM, 1 AM, 2 TM, 1 UU

- 23 WM, 1 AM, 2 TM, 1 UU did not possess three years of NCAA collegiate hockey coaching experience at the Division I level.

1 Interviewed applicant: 1 WM

The 1 WM selected had coaching experience at Division I level and took part in high level recruiting and player development in his previous positions. His coaching methods and experiences aligned with those of the men's ice hockey program and the Athletics Division.

Search Number	498443
Department	Athletics MI Football
Title	Specialist IA

MINIMUM QUALIFICATIONS

- Bachelor's degree required.
- Knowledge of the correct application of NCAA regulations.
- Strong commitment to the academic goals of the University.
- Excellent organizational, communication, and public relations skills.

PREFERRED QUALIFICATIONS

- Master's degree.
- At least one year of experience working with a Division I football or NFL program.
- Previous experience as an Assistant Director of Player Personnel.
- Previous collegiate playing experience.
- Proficiency in XOS software.
- Possesses coaching and student-athlete development philosophies consistent with that of the Division of Athletics and its football program.

Recruitment activities included:

- UConn Careers Website
- Listserv HERC
- Inside Higher Ed
- Diverse Job Boards
- Professional Networking

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
3-Specialist												
498443												
Qualified	19	1	12	0	1	0	0	0	1	0	4	38
Withdrawn	0	0	1	0	0	0	0	0	0	0	1	2
Hired	1	0	1	0	0	0	0	0	0	0	0	2
Grand Total	20	1	14	0	1	0	0	0	1	0	5	42

2 Withdrawn applicants: 1 BM, 1 UU

38 Qualified applicants: 19 WM, 1 WF, 12 BM, 1 HM, 1 TM, 4 UU

- 19 WM, 1 WF, 12 BM, 1 HM 1 TM, and 4 UU did not indicate coaching and student-athlete development consistent with that needed by the Division of Athletics and its football program philosophies in their application materials.

2 Interviewed applicants: 1 WM, 1 BM

The 1 WM selected had experience serving as a conduit between the coaching staff and prospective student athletes. He also formerly held a role in recruiting at a prestigious academic institution, which was useful in aiding the recruitment process at UConn. Additionally, his former roles utilized coaching methods to assist with a diverse range of students needs which closely aligned with the football program and the Division.

The 1 BM selected had experience in an NFL scouting office which would assist the recruiting office with providing a refined perspective of how NFL front offices evaluate talent. Evaluating talent was a critical component of this position and this candidate was well-versed in the evaluation process at multiple institutions. Finally, the candidate's coaching methods aligned with the football program and the Athletics Division.

Search Number	498497
Department	Athletics MI Hockey
Title	Specialist IA

MINIMUM QUALIFICATIONS

- Bachelor's degree.
- Previous experience working in a Division I men's ice hockey program
- Proven experience delivering effective verbal and written communications.
- Familiarity with NCAA regulations.
- Strong commitment to the academic goals of the University.
- Excellent organizational skills.

PREFERRED QUALIFICATIONS

- Master's degree in Sport Management.
- Previous experience as a Director of Operations at the Division I men's ice hockey program. Division I hockey playing experience.
- Possession of coaching and student-athlete development philosophies consistent with that of the Division of Athletics and its men's ice hockey program.

Recruitment activities included:

- UConn Careers Website
- Listserv HERC
- Inside Higher Ed
- Diverse Job Boards
- UConnHuskies.com
- Professional Networking

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
3-Specialist												
498497												
Qualified	29	2	1	1	6	1	1	0	1	0	4	46
Hired	1	0	0	0	0	0	0	0	0	0	0	1
Grand Total	30	2	1	1	6	1	1	0	1	0	4	47

46 Qualified applicants: 29 WM, 2 WF, 1 BM, 1 BF, 6 HM, 1 HF, 1 AM, 1 TM, 4 UU

- 29 WM, 2 WF, 1 BM, 1 BF, 6 HM, 1 HF, 1 AM, 1 TM, 4 UU did not indicate coaching and student-athlete development philosophies consistent with that needed by the Division of Athletics and its football program in their application materials.

1 Interviewed applicant: 1 WM

The 1 WM selected served as a conduit between the coaching staff, student-athletes, and various units at his previous job. He had proven experience delivering effective verbal and written communications and familiarity with NCAA regulations demonstrated through his background and examples provided in the interview process. Additionally, this candidate's former playing experience and experience aligned with the men's ice hockey program and the Divisions.

Search Number	498507
Department	Athletics MI Golf
Title	Specialist IA

MINIMUM QUALIFICATIONS

- Bachelor's degree.
- Coaching and/or playing experience, especially at the collegiate level or in a club or professional setting.
- Strong communication, interpersonal, and organizational skills required. Proficient computer skills.
- A valid driver's license. Must be capable and comfortable with transporting student athletes to competitions and practices as needed.

PREFERRED QUALIFICATIONS

- PGA/LPGA certified professionals.
- Knowledge of NCAA Division I rules and regulations.
- Experience recruiting or working with high school athletes.
- Management or team building experience.
- A network of relationships with regional golf contacts.

Recruitment activities included:

- UConn Careers Website
- Listserv HERC
- Inside Higher Ed
- Diverse Job Boards
- UConnHuskies.com
- Professional Networking
- NCAA

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
3-Specialist												
498507												
Unqualified	10	0	0	0	0	0	0	0	0	0	0	10
Qualified	3	0	0	0	0	0	1	0	0	0	0	4
Interview	1	0	0	0	0	0	0	0	0	0	0	1
Hired	1	0	0	0	0	0	0	0	0	0	0	1
Grand Total	15	0	0	0	0	0	1	0	0	0	0	16

The Unqualified applicants did not meet the minimum qualifications of the job posting.

4 Qualified applicants: 3 WM, 1 AM

- 2 WM, 1 AM were not PGA/LPGA certified professionals.
- 1 WM did not have the PGA/LPGA certification in addition to a network of relationships with regional golf contacts and recent coaching experience.

2 Interviewed applicants: 2 WM

- 1 WM did not have specific experience recruiting or working with high school athletes or team building experience as he was unable to communicate his knowledge or related background.

The 1 WM selected had playing experience at the collegiate level, along with having worked domestically and internationally as a mentor, teacher, and coach. He also explained how he would build a positive team environment that motivated student athletes.

Search Number	498510
Department	Athletics MI Soccer
Title	Specialist IA

MINIMUM QUALIFICATIONS

- Bachelor's degree.
- Three years of collegiate and/or professional coaching experience.
- Knowledge of the recruiting process of qualified student-athletes.
- A demonstrated working knowledge of the correct application of NCAA regulations and the awarding of athletic scholarships.
- Strong commitment to the academic goals of the University.
- Excellent organizational, communication and public relations skills.

PREFERRED QUALIFICATIONS

- Collegiate playing experience
- Prior experience with the administration of a collegiate team budget and team travel.
- Five years combined experience playing or coaching at the men's collegiate and/or MLS level, within the last seven years.
- NCAA Division I coach experience.
- Possesses coaching and student-athlete development philosophies consistent with that of the Division of Athletics and its men's soccer program.
- Extensive experience in game videotape review and preparation of scouting reports.
- Experience in marketing and community involvement through youth soccer programs.

Recruitment activities included:

- UConn Careers Website

- Listserv HERC
- Inside Higher Ed
- Diverse Job Boards
- UConnHuskies.com
- Professional Networking

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
3-Specialist												
498510												
Unqualified	17	0	3	0	3	0	0	0	0	0	1	24
Qualified	1	0	0	0	2	0	0	0	0	0	0	3
Hired	1	0	0	0	0	0	0	0	0	0	0	1
Grand Total	19	0	3	0	5	0	0	0	0	0	1	28

The Unqualified applicants did not meet the minimum qualifications of the job posting.

3 Qualified applicants: 1 WM, 2 HM

- 1 WM, 2 HM did not have any collegiate playing experience listed in their application materials.

1 Interviewed applicant: 1 WM

The 1 WM selected had five years of prior experience in collegiate coaching and had previously served as an interim head coach on two separate occasions. He had also been involved in the recruiting process of qualified student-athletes. He had been involved in the application of NCAA regulations, collegiate team budgeting, and team travel. He presented his experience at implementing the academic goals of the university with the responsibilities of a student athlete through use of communication, organization, and public relation skills. Further, he had previously played at the college and professional level. He had familiarity with game video tape review and the preparation of scouting reports and experience with community outreach and/or involvement with university activities. Finally, he presented coaching and student-athlete development techniques that were consistent with that of the Division of Athletics and its men's soccer program in his interview.

Search Number	498556
Department	Athletics WI Track/Cross Country
Title	Specialist IA

MINIMUM QUALIFICATIONS

- Bachelor's Degree.

- 5 years or more of track and field/cross country coaching experience at Division 1 level. Demonstrated success in developing recruited student-athletes.
- Proven knowledge and application of NCAA Rules and Regulations.
- Strong commitment to the academic goals of the University.
- Excellent organizational, communication and public relations skills.

PREFERRED QUALIFICATIONS

- Bachelor's degree in Sport Management or related area.
- 5 years or more in Power 5 conference school(s).
- Extensive, 5 years or more recruiting experience both nationally and internationally.
- Experience working with recruiting services for track and field/cross country.
- USATF Level 2 certified
- Coaching and training philosophies must align closely with those of the Director of Track and Field and Cross Country.

Recruitment activities included:

- UConn Careers Website
- Listserv HERC
- Inside Higher Ed
- Diverse Job Boards
- UConnHuskies.com
- Professional Networking
- USTFCCCA.org

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
3-Specialist												
498556												
Unqualified	9	0	3	0	1	0	0	0	1	0	0	14
Interview	2	0	0	0	1	0	0	0	0	0	1	4
Hired	1	0	0	0	0	0	0	0	0	0	0	1
Grand Total	12	0	3	0	2	0	0	0	1	0	1	19

The Unqualified applicants did not meet the minimum qualifications of the job posting.

5 Interviewed applicants: 3 WM, 1 HM, 1 UU

- 1 WM did not meet any preferred qualifications for this position. Specifically, the methods used in the candidates' prior coaching and training experience did not align with those of the Director of Track and Field and Cross Country and he was not certified USATF Level 2.
- 1 WM used coaching and training practices that differed with those of the Director of Track and Field and Cross Country.

- 1 HM did not have recruiting internationally. He did not have experience in utilizing a recruiting service for student athletes. Further, he did not have the domestic recruitment experience needed, having only recruited in-state students from states he had coached within, and he was not certified USATF Level 2.
- 1 UU did not meet any preferred qualifications of the position. Specifically, their recruiting methods were dissimilar from those utilized at UConn. The candidate did not have experience of working with a recruiting service for recruiting student athletes.

The 1 WM selected met all minimum qualifications and preferred qualifications for this position. The training and coaching methods he used matched those of the Director of Track and Field and Cross Country. He had recruiting experience both nationally and internationally in addition to working with recruiting services for track and field. He was certified for USATF Level 2. Additionally, he had experience with creating and executing effective training practices to maximize the performance of student athletes.

Search Number	498133
Department	Athletics Strength Center
Title	Specialist IA

MINIMUM QUALIFICATIONS

- Bachelor's degree in nutrition, dietetics, or a related field.
- One to three years of experience working with the nutritional needs of athletes.
- Registered Dietitian - RD with active registration by the Commission on Dietetic Registration.
- Board Certified Specialist in Sports Dietetics (CSSD).
- Knowledge of sports nutrition, medical nutrition therapy, and motivational interviewing.
- Excellent time and priority management, organizational, and record-keeping skills.
- Excellent oral and written communication skills including the ability to interact with a wide variety of individuals within a diverse environment.
- Strong interpersonal skills, presentation, and counseling skills.
- Ability to uphold the core values of the athletics department in all aspects of work and operate in an ethical manner.
- Ability to work independently, take initiative, and complete tasks with minimal direction.
- Ability to be innovative with nutritional strategies and programming.
- Ability to comply with disclosure regulations relative to the Health Insurance Portability and Accountability Act of 1996 (HIPPA) and the Federal Educational Rights and Privacy Act (FERPA).

PREFERRED QUALIFICATIONS

- Master's degree in nutrition, exercise physiology, or a related field.

- Three+ years of experience working with the nutritional needs of athletes in a collegiate setting.
- Knowledge of the rules and regulations of the Big East Conference.

Recruitment activities included:

- UConn Careers Website
- Listserv HERC
- Inside Higher Ed
- Diverse Job Boards
- UConnHuskies.com
- Professional Networking
- NCAA Market
- CPSDA Job Board: Job Listings (boxwoodgo.com)

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
3-Specialist												
498133												
Unqualified	1	3	1	0	1	0	0	0	0	0	1	7
Interview	1	0	0	0	0	1	0	0	0	0	0	2
Withdrawn	1	1	0	0	0	0	0	0	0	0	1	3
Hired	0	1	0	0	0	0	0	0	0	0	0	1
Grand Total	3	5	1	0	1	1	0	0	0	0	2	13

The Unqualified applicants did not meet the minimum qualifications of the job posting.

3 Withdrawn applicants: 1 WM, 1 WF, 1 UU

3 Interviewed applicants: 1 WM, 1 WF, 1 HF

- 1 WM did not have experience working with the nutritional needs of athletes in a collegiate environment based on responses to interview questions.
- 1 HF did not have the required availability for this position, as they expressed that they were looking for a hybrid position.

The 1 WF selected clearly communicated her experience working in a college setting and with student athletes. She demonstrated the required communication and interpersonal skills through her responses to interview questions. She had knowledge of nutritional strategies and programming. Her past experiences included working as a sports dietitian with collegiate football programs which supported her knowledge of the nutritional needs of football athletes.

Search Number	498243
Department	Athletics WI Field Hockey
Title	Specialist IA

MINIMUM QUALIFICATIONS

- Bachelor's degree.
- Five or more years of coaching experience with at least one at the Division I collegiate level.
- Demonstrated working experience or understanding of NCAA regulations.
- Strong commitment to the academic goals of the University.
- Excellent organization, communication, and public relations skills.

PREFERRED QUALIFICATIONS

- NCAA Tournament coaching experience.
- High performance coaching experience.

Recruitment activities included:

- UConn Careers Website
- Listserv HERC
- Inside Higher Ed
- Diverse Job Boards
- UConnHuskies.com
- Professional Networking

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
3-Specialist												
498243												
Unqualified	2	3	0	0	0	0	1	0	0	0	0	6
Hired	0	1	0	0	0	0	0	0	0	0	0	1
Grand Total	2	4	0	0	0	0	1	0	0	0	0	7

The Unqualified applicants did not meet the minimum qualifications of the job posting.

1 Interviewed applicant: 1 WF

The 1 WF selected met all the minimum and preferred qualifications of the position and had a decade of NCAA experience in women's field hockey coaching. She had experience with balancing student athletes' practice schedules with academic responsibilities as well as public relations skills. Additionally, this candidate had a history of NCAA tournament coaching, which directly applied to this position.

Search Number	498407
Department	Athletics
Title	Specialist IA

MINIMUM QUALIFICATIONS

- Bachelor's degree,
- Diving coaching experience.
- Must have outstanding technical, tactical, and strategic knowledge of diving.
- Strong leadership, interpersonal and communications skills, including the ability to work within a team and relate well to a diverse group of athletes, administrators, and University constituents.
- Have a strong commitment to the academic goals of the University.

PREFERRED QUALIFICATIONS

- Master's degree or equivalent work experience
- Previous collegiate coaching experience in the northeast region of the United States (within the past two years)
- Knowledge of and prior experience recruiting Division I student-athletes
- Knowledge of NCAA rules and regulations; excellent organizational, communication and public relation skills
- Lifeguard, CPR/First Aid, USA Diving certifications needed at time of employment.

Recruitment activities included:

- UConn Careers Website
- Listserv HERC
- Inside Higher Ed
- Diverse Job Boards
- UConnHuskies.com
- Professional Networking
- NCAA
- CSCAA

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
3-Specialist												
498407												
Unqualified	1	0	0	0	0	0	0	0	0	0	0	1
Interview	3	2	0	0	1	0	1	0	0	0	0	7
Hired	0	1	0	0	0	0	0	0	0	0	0	1
Grand Total	4	3	0	0	1	0	1	0	0	0	0	9

The Unqualified applicant did not meet the minimum qualifications of the job posting.

8 Interviewed applicants: 3 WM, 3 WF, 1 HM, 1 AM

- 2 WM, 1 AM did not have previous collegiate coaching experience in the northeast region of the United States within the past two years.
- 1 WF did not have a master's degree or equivalent work experience which was determined in the interview.
- 1 WM, 1 WF, 1 HM were found to not have experience with NCAA rules and regulations during the interview.

The 1 WF selected had Division I collegiate coaching experience in the northeast region of the United States as well as prior involvement recruiting Division I student-athletes. She had worked within teams of diverse athletes, administrators, and universities. She had technical, tactical, and strategic knowledge of diving, as evidenced by her certifications in USA Diving, Lifeguarding and CPR/First Aid. Finally, she had participated in coaching with the most updated NCAA rules and regulations and the current compliance environment.

Search Number	498445
Department	Athletics Women Intercollegiate
Title	Specialist IA

MINIMUM QUALIFICATIONS

- Bachelor's degree.
- Collegiate lacrosse playing or coaching experience within the last 5 years.
- Demonstrated working experience with NCAA regulations.
- Strong commitment to the academic goals of the University.
- Excellent organizational, communication, and public relations skills.

PREFERRED QUALIFICATIONS

- Experience coaching collegiate lacrosse on the attacking side of the ball.
- Experience coaching the draw.
- Experience recruiting prospective student athletes.
- Experience in scouting and film review.
- Experience organizing and coaching camps & clinics.

Recruitment activities included:

- UConn Careers Website
- Listserv HERC
- Inside Higher Ed

- Diverse Job Boards
- UConnHuskies.com
- Professional Networking
- IWLC

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
3-Specialist												
498445												
Unqualified	0	1	1	0	0	0	0	0	0	0	0	2
Qualified	0	14	0	2	0	0	0	0	0	2	1	19
Interview	0	3	0	0	0	0	0	0	0	0	0	3
Withdrawn	0	1	0	0	0	0	0	0	0	0	0	1
Hired	0	1	0	0	0	0	0	0	0	0	0	1
Grand Total	0	20	1	2	0	0	0	0	0	2	1	26

The Unqualified applicants did not meet the minimum qualifications of the job posting.

1 Withdrawn applicant: 1 WF

19 Qualified applicants: 14 WF, 2 BF, 2 TF, 1 UU

- 4 WF and 1 BF did not have experience coaching lacrosse on the attacking side of the ball, a specific lacrosse technique necessary for the position.
- 4 WF did not have experience in scouting athletes and film review.
- 6 WF, 1 BF, 2 TF, 1 UU did not have experience with coaching the draw, a specific lacrosse technique necessary for the position.
- 1 WF did not have experience organizing or participating in training camps and clinics.

4 Interviewed applicants: 4 WF

- 1 WF did not have familiarity with public relations related to coaching as they were unable to answer recruiters' questions related to prior coaching experience.
- 1 WF did not have experience coaching student athletes and blending academic expectations with athletic commitments. Additionally, the candidate's overall coaching methods did not line up with those of the current coaching staff at UConn lacrosse.
- 1 WF had only one year of collegiate coaching experience and had not worked in professional public relations. She had also never coached an attacking or draw unit.

The 1 WF selected met all minimum and preferred qualifications of the position. She had experience coaching both the offense, defense, and the draw unit in addition to specifically coaching collegiate student-athletes. She had experience recruiting student athletes and explained how she had the ability to organize and coach camps and clinics.

Search Number	498487
Department	Athletics Strength Center
Title	Specialist IA

MINIMUM QUALIFICATIONS

- Bachelor's degree in nutrition, dietetics, or a related field.
- One to three years of experience working with the nutritional needs of athletes.
- Registered Dietitian - RD with active registration by the Commission on Dietetic Registration.
- Knowledge of sports nutrition, medical nutrition therapy, and motivational interviewing.
- Excellent time and priority management, organizational, and record-keeping skills.
- Excellent oral and written communication skills include the ability to interact with a wide variety of individuals within a diverse environment.
- Strong interpersonal skills, presentation, and counseling skills.
- Ability to uphold the core values of the athletics department in all aspects of work and operate in an ethical manner.
- Ability to work independently, take initiative, and complete tasks with minimal direction.
- Ability to be innovative with nutritional strategies and programming.
- Ability to comply with disclosure regulations relative to the Health Insurance Portability and Accountability Act of 1996 (HIPPA) and the Federal Educational Rights and Privacy Act (FERPA).

PREFERRED QUALIFICATIONS

- Master's degree in nutrition, exercise physiology, or a related field.
- Three (or more) years of experience working with the nutritional needs of athletes.
- Board Certified Specialist in Sports Dietetics (CSSD) or eligible to sit for the exam.
- Experience supporting a division 1 collegiate football program.

Recruitment activities included:

- UConn Careers Website
- Listserv HERC
- Inside Higher Ed
- Diverse Job Boards
- UConnHuskies.com
- Professional Networking

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
3-Specialist												
498487												
Unqualified	0	3	0	0	0	1	0	0	0	0	0	4
Interview	0	0	0	0	0	1	0	0	0	0	2	3
Withdrawn	0	4	0	0	0	0	0	0	0	0	0	4
Hired	0	1	0	0	0	0	0	0	0	0	0	1
Grand Total	0	8	0	0	0	2	0	0	0	0	2	12

The Unqualified applicants did not meet the minimum qualifications of the job posting.

4 Withdrawn applicants: 4 WF

4 Interviewed applicants: 1 WF, 1 HF, 2 UU

- 1 HF did not respond to interview requests.
- 1 UU did not meet 3 plus years of experience working with the nutritional needs of athletes. They were unfamiliar with creating innovative dietary plans for student-athletes.
- 1 UU did not have experience with creating nutritional strategies and programming or the necessary record-keeping skills as they were not able to provide evidence of this experience.

The 1 WF selected was able to clearly express themselves in the interview which showed that she had the necessary oral and written communication skills to interact with a wide variety of individuals with diverse dietary needs. Furthermore, she had experience counseling individuals in nutrition due to prior roles in sports nutrition, medical nutrition therapy, and motivational interviewing.

Search Number	498144
Department	Athletics Strength Center
Title	Specialist IA

MINIMUM QUALIFICATIONS

- Bachelor's degree.
- Two years of full-time experience as a strength and conditioning coach at the collegiate level or experience as a strength and conditioning coach at the professional level.
- Certified by the National Strength and Conditioning Association (NSCA).
- CPR/First Aid certification.
- Demonstrated knowledge of the correct application of NCAA regulations.
- Prior experience with teaching power lifts, the Olympic lifts, and the various forms of periodization.

PREFERRED QUALIFICATIONS

- Master's degree.
- Football strength and conditioning coaching experience at an FBS Power 5 institution.
- Has designed and implemented multiple sport speed development programs in the collegiate setting.
- Previous experience using Catapult.
- Possesses student-athlete development philosophies consistent with that of the Division of Athletics and its football program.

Recruitment activities included:

- UConn Careers Website
- Listserv HERC
- Inside Higher Ed
- Diverse Job Boards
- UConnHuskies.com
- Professional Networking

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
3-Specialist												
498144												
Qualified	41	3	4	0	4	0	4	0	2	0	6	64
Hired	0	0	1	0	0	0	0	0	1	0	0	2
Grand Total	41	3	5	0	4	0	4	0	3	0	6	66

64 Qualified applicants: 41 WM, 3 WF, 4 BM, 4 HM, 4 AM, 2 TM, 6 UU

- 41 WM, 3 WF, 4 BM, 4 HM, 4 AM, 2 TM, 6 UU did not indicate the student-athlete development philosophies consistent with that of the Division of Athletics and its football program in their application materials.

2 Interviewed applicants: 1 BM, 1 TM

The 1 BM selected provided a thorough vision for the program as well as a strategy for identifying and evaluating talent. Through his responses to interview questions, he expressed the required communication skills to be an effective coach in weight training. His vision also aligned with the UConn football program and the Division. He was certified by the National Strength and Conditioning Association (NSCA).

The 1 TM selected demonstrated his experience to develop athletes through his responses to interview questions. His student-athlete development philosophies were consistent with that of the Division of Athletics and UConn's football program. He also had prior experience in Football strength and conditioning coaching at an FBS Power 5 institution. He demonstrated

prior experience with teaching power lifts, the Olympic lifts, and the various forms of periodization.

Search Number	498177
Department	Athletics MI Football
Title	Specialist IA

MINIMUM QUALIFICATIONS

- Bachelor's degree required
- Knowledge of the correct application of NCAA regulations
- Strong commitment to the academic goals of the University
- Excellent organizational, communication, and public relations skills

PREFERRED QUALIFICATIONS

- Master's degree
- At least one year of experience working with a Division I football or NFL program
- Previous experience as an Assistant Director of Player Personnel
- Previous collegiate playing experience
- Proficiency in XOS software
- Possesses coaching and student-athlete development philosophies consistent with that of the Division of Athletics and its football program

Recruitment activities included:

- UConn Careers Website
- Listserv HERC
- Inside Higher Ed
- Diverse Job Boards
- Professional Networking

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
3-Specialist												
498177												
Qualified	13	1	5	0	1	0	0	0	1	0	2	23
Hired	0	0	1	0	0	0	0	0	0	0	0	1
Grand Total	13	1	6	0	1	0	0	0	1	0	2	24

23 Qualified applicants: 13 WM, 1 WF, 5 BM, 1 HM, 1 TM, 2 UU

- 13 WM, 1 WF, 5 BM, 1 HM, 1 TM, 2 UU did not have experience with student-athlete development, vital for the Division of athletics football program.

1 Interviewed applicant: 1 BM

The 1 BM selected met all preferred qualifications and had experience coaching athletics. He had his master's degree. This candidate also had experience with social media and written communication for Division 1 football. He had been a student-athlete in football, which as a background would aid the Division of Athletics with the recruitment process for prospective athletes.

Search Number	498666
Department	Athletics WI Track/Cross Country
Title	Specialist IA

MINIMUM QUALIFICATIONS

- Bachelor's degree.
- Three to five years of track and field experience in jumping events at the Division I level.
- Ability to assist the entire coaching staff in areas of Long Jump, Triple Jump, and High Jump.
- Ability to assist the entire coaching staff in recruiting future student athletes on and off campus.
- Ability to assist the entire coaching staff in all aspects of home meet management.
- Proven knowledge and application of NCAA Rules and Regulations.
- Strong commitment to the academic goals of the University.
- Excellent organizational, communication, and public relations skills.

PREFERRED QUALIFICATIONS

- Power 5 Conference experience.

Recruitment activities included:

- UConn Careers Website
- Listserv HERC
- Inside Higher Ed
- Diverse Job Boards
- Professional Networking

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
3-Specialist												
498666												
Unqualified	1	0	2	0	0	0	0	0	0	0	1	4
Qualified	2	0	0	0	0	0	0	0	0	0	0	2
Interview	0	0	1	0	0	0	0	0	0	0	0	1
Hired	0	0	1	0	0	0	0	0	0	0	0	1
Grand Total	3	0	4	0	0	0	0	0	0	0	1	8

The Unqualified applicants did not meet the minimum qualifications of the job posting.

2 Qualified applicants: 2 WM

- 2 WM did not have experience at the Power 5 conference.

2 Interviewed applicants: 2 BM

- 1 BM had not held positions that provided him with 3 to 5 years of experience in jumping events and the direct coaching of the jumping events which was discovered during the interview process.

The 1 BM selected met the minimum and preferred qualifications including experience in directly coaching track and cross-country jumping events. He had assisted in coaching elite jumpers in the sport of track and field and was formerly an elite jumper in the NCAA and professional ranks, which would offer a unique perspective to current student athletes. In addition, he demonstrated his knowledge and application of NCAA Rules and Regulations by communicating his experience and providing examples.

Search Number	498363
Department	Athletics WI Softball
Title	Specialist IA

MINIMUM QUALIFICATIONS

- Bachelor's degree
- Experience coaching collegiate and/or professional softball athletes
- Collegiate playing experience; a demonstrated working knowledge of NCAA regulations
- Strong commitment to the academic goals of the University
- Excellent organizational, communication, and public relations skills.

PREFERRED QUALIFICATIONS

- Two years of coaching at the collegiate and/or professional level within the last five years
- Collegiate coaching experience working with pitchers; advanced film editing and experience with technological analytics
- Experience managing and instructing prospect camps and clinics
- Experience with event planning and/or community service planning
- Ability to throw batting practice.

Recruitment activities included:

- UConn Careers Website
- Listserv HERC
- Inside Higher Ed
- Diverse Job Boards
- UConnHuskies.com
- Professional Networking
- NCAA
- NFCA

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
3-Specialist												
498363												
Unqualified	3	8	0	1	0	0	0	1	0	1	0	14
Qualified	1	10	0	0	0	3	0	0	0	2	1	17
Interview	0	6	0	0	0	1	0	0	0	0	0	7
Hired	0	0	0	0	0	1	0	0	0	0	0	1
Grand Total	4	24	0	1	0	5	0	1	0	3	1	39

The Unqualified applicants did not meet the minimum qualifications of the job posting.

17 Qualified applicants: 1 WM, 10 WF, 3 HF, 2 TF, 1 UU

- 1 WM did not have experience with collegiate coaching, community service planning, or technological analytics necessary for the position.
- 8 WF, 2 HF, and 2 TF did not have experience in throwing batting practice with student pitchers.
- 2 WF, 1 HF, and 1 UU did not possess two years of coaching at the collegiate or professional level, experience with event planning, or experience with managing camps and clinics and film editing.

8 Interviewed applicants: 6 WF, 2 HF

- 1 WF did not provide evidence of the necessary experience with the recruiting aspect of this position in her responses to interview questions.
- 3 WF, 1 HF did not have experience coaching and recruiting.
- 2 WF did not have specific experience in developing pitchers at the Division 1 level and were not able to provide evidence of this in their responses.

The 1 HF selected met all minimum and preferred qualifications of the position including experience with developing the skills of pitchers. She had utilized newer advanced technologies to aid in advancing the skill level of pitchers, which would lend itself to her involvement with recruiting, coaching, and competing in this sport.

Category 3: Student Health and Welfare

Goals Set	WM	WF	BM	BF	HM	HF	AM	AF
3-Student Health/Welfare	3	0	0	0	0	0	1	1

Job Category	Goal	RG	Search #	Title	No. Hired
3-Student Health/Welfare	N	WF	497773	Mental Health Clinician	1
	N	WF	498296	Registered Diet/Nutri	1
	N	WF	PT-FT	Ad Practice Registered Nurse	1
	N	WF	PT-FT	Clinical Phlebotomist	1
	N	HM	498041	Nurse Clinical Coordinator	1

Part-time to Full-time

2 WF's moved from Part-time to Full-time.

Search Number	497773
Department	Student Health and Wellness
Title	Mental Health Clinician

MINIMUM QUALIFICATIONS

- Doctorate in Counseling or Clinical Psychology from a regionally accredited institution of higher education.
- Licensed in the State of Connecticut as a Psychologist or immediately eligible for licensure within one year of hire.
- One year of related experience, which may include hours for obtaining the license.
- Must have a demonstrated understanding of and stated commitment to diversity, inclusion, and equity issues in the delivery of clinical services.
- Demonstrated experience working with diverse populations.
- Previous experience working effectively and collegially as part of an interdisciplinary behavioral health care team.

PREFERRED QUALIFICATIONS

- State of CT Licensed Psychologist.
- More than two years of post-graduate work experience providing psychotherapeutic counseling to adolescents and young adults.
- Experience providing clinical supervision to doctoral interns.
- Demonstrated experience providing culturally responsive mental health services to college students.
- Demonstrated training in brief treatment models.

- Demonstrated expertise in a minimum of one specific treatment relevant to collegiate mental health (for example eating disorders, attention deficit disorder).
- Demonstrated experience working with a minimum of one specific population in college settings (for example LGBTQ, non-traditional students, students of color, etc.).

Recruitment activities included:

- UConn Careers Website
- Listserv HERC
- Inside Higher Ed
- Diverse Job Boards
- AUCCCO
- ACCCCS
- SHaW all staff for distribution to colleges and professional organizations
- CT Clearinghouse listserv
- DMHAS Director for distribution
- DCF Director for distribution
- NASW for listserv
- APA job board <https://www.apa.org/careers>
- ACA job board www.counseling.org/careers/aca-career-central
- AUCCCD job board <https://taucccd.mcjobboard.net/jobs>
- UConn Cultural Center Directors
- UConn diversity and equity listserv through OIE
- Student Affairs news

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
3-Student Health/Welfare												
497773												
Unqualified	1	0	0	0	0	1	0	0	0	0	1	3
Interview	0	1	0	0	0	0	0	0	0	0	1	2
Hired	0	1	0	0	0	0	0	0	0	0	0	1
Grand Total	1	2	0	0	0	1	0	0	0	0	2	6

The Unqualified applicants did not meet the minimum qualifications of the job posting.

3 Interviewed applicants: 2 WF, 1 UU

- 1 WF participated in an initial interview during which time, the case example she provided did not demonstrate the necessary level of experience with patient safety and mandated reporting needed.
- 1 UU did not provide clinical examples of work or the use of clinical interventions that demonstrated the scope of clinical experience with college students needed for this position.

The 1 WF selected was licensed in the state of Connecticut and had experience with direct care and supervision of trainees working toward their degrees. Her case presentation paralleled the feedback received from each of her references, which showed her involvement with integrated care practices and team collaboration.

Search Number	498296
Department	Dining Services
Title	Registered Dietitian/Nutritionist

MINIMUM QUALIFICATIONS

- Registered Dietitian/Nutritionist.
- Master's degree in nutrition, dietetics, or related discipline and five years' experience in nutrition, dietetics, or related field with verified experience in counseling OR bachelor's degree in nutrition, dietetics, or related discipline and 7 years' experience in nutrition, dietetics, or related field with verified experience in counseling.
- Academy of Nutrition (AND) registration required (Registered Dietitian Nutritionist RDN) or RDN-eligible upon completion of dietetic internship and RDN exam completion.
- Demonstrated expertise in menu development.
- Excellent oral, written, and interpersonal communication skills.
- Documented experience with one-on-one nutritional assessment and counseling.
- Demonstrated experience/evidence in developing nutrition educational materials.
- Clinical experience specifically to the management of food allergies, sensitivities, and intolerances as well as related diets and dietary controls.
- General knowledge of food production principles and techniques.
- Knowledge of recipe development and dining trends.
- Proficiency in Microsoft Office suite.
- Demonstrated experience with diet/nutrient analysis software program and diet evaluation.

PREFERRED QUALIFICATIONS

- Experience in college/university dining services.
- ServSafe certified.
- Proficient in the use of FoodPro or a comparable menu management information system.

Recruitment activities included:

- UConn Careers Website
- Listserv HERC
- Inside Higher Ed
- Diverse Job Boards
- Indeed

- Culinary Agents
- NACUFS

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
3-Student Health/Welfare												
498296												
Unqualified	0	11	0	0	0	0	1	0	0	0	2	14
Interview	0	3	0	0	0	0	0	0	0	0	0	3
Withdrawn	0	3	0	0	0	0	0	0	0	0	0	3
Hired	0	1	0	0	0	0	0	0	0	0	0	1
Grand Total	0	18	0	0	0	0	1	0	0	0	2	21

The Unqualified applicants did not meet the minimum qualifications of the job posting.

3 Withdrawn applicants: 3 WF

4 Interviewed applicants: 4 WF

- 1 WF did not have experience that was transferable to the needs of this position. This candidate stated that it was her mission to make "everyone vegan." However, this directly conflicted with the position as it required that the candidate adapts to all menu choices and dietary needs due to the diverse student population.
- 2 WF had not performed nutritional counseling in recent years. Furthermore, they did not have familiarity with menu development.

The 1 WF selected had experience at a hospital, where she focused on the nutritional needs of ICU patients. She worked in the food service and with a variety of patients in different settings. This involvement gave her a broad scope of practice such as adapting to different allergies and dietary restrictions needed in food education. Furthermore, she obtained a Master's degree from a coordinated didactic program degree in dietetics and a Bachelor of Science in nutritional sciences.

Search Number	498041
Department	Student Health and Wellness
Title	Nurse Clinical Coordinator

MINIMUM QUALIFICATIONS

- Active and unrestricted license as a Registered Nurse in the State of CT.
- Bachelor's degree in nursing or another health-related field.
- Four years of nursing experience working directly with adolescents/young adults in community health, ambulatory care, or school-based nursing environments.

- Demonstrable physical assessment nursing skills.
- CPR certification.
- Demonstrated exceptional verbal and written communication skills.
- Demonstrated ability to build relationships with people having a wide variety of backgrounds.
- Demonstrated commitment to a culture of diversity, respect, and inclusion.

PREFERRED QUALIFICATIONS

- Five years of nursing experience.
- Experience with direct supervision.
- Experience leading a team in a multi-disciplinary environment.
- Experience working in a college health setting.
- Experience in case management.
- Experience providing telephone advice.

Recruitment activities included:

- UConn Careers Website
- Listserv HERC
- Inside Higher Ed
- Diverse Job Boards
- OIE Listserv
- UConn Cultural Center Directors

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
3-Student Health/Welfare												
498041												
Unqualified	0	0	0	1	0	0	0	0	0	0	0	1
Interview	0	2	0	0	0	0	0	0	0	0	0	2
Hired	0	0	0	0	1	0	0	0	0	0	0	1
Grand Total	0	2	0	1	1	0	0	0	0	0	0	4

The Unqualified applicants did not meet the minimum qualifications of the job posting.

3 Interviewed applicants: 2 WF, 1 HM

- 1 WF did not indicate having the experience in collaborating with campus and community resources necessary for a regional college health office that was needed.
- 1 WF did not demonstrate the ability to lead a team to adapt to an unfamiliar program or setting due to her unclear answers to interview questions.

The 1 HM selected had experience in college health nursing. Through his interview, he provided numerous examples of his success in connecting with the student population, in addition to

creating relationships amongst multiple disciplines to promote the health and wellbeing of his patients. He demonstrated his growing skillset in leadership, with examples of adaptability, teamwork, and collaboration in a multi-disciplinary approach. Through his responses to interview questions, he exemplified the importance of patient-centered care, and the importance of communicating the needs of his patients to other constituents. He also conveyed the importance of diversity, equity, and inclusion.

Category 3: Student Prog Coord/Mngmt

Goals Set	WM	WF	BM	BF	HM	HF	AM	AF
3-Student Prog Coord/Mngmt	7	0	0	6	0	1	0	0

Job Category	Goal	RG	Search #	Title	No. Hired
3-Student Prog Coord/Mngmt	Y	WM	497892	Student Services Prog Coord	1
	Y	WM	498218	Student Services Prog Assist 2	1
	Y	WM	498357	Student Services Prog Assist 2	2
	Y	WM	498387	Student Services Prog Mngr 2	1
	Y	BF	498011	Student Services Program Admin	1
	Y	HF	497910	Student Services Prog Assist 2	1
	N	WF	497349	Student Services Prog Coord	1
	N	WF	497764	Sr Student Services Prog Admin	1
	N	WF	497832	Student Services Prog Coord	1
	N	WF	497941	Student Services Prog Assist 2	1
	N	WF	497974	Student Services Prog Mngr 1	1
	N	WF	498162	Student Services Prog Coord	1
	N	WF	498206	Sr Student Services Prog Admin	1
	N	WF	498261	Student Services Prog Coord	1
	N	BM	497595	Student Services Prog Mngr 3	1
	N	HM	497970	Student Services Prog Coord	1
	N	HM	498357	Student Services Prog Assist 2	1
	N	HM	498386	Student Services Prog Coord	1
	N	HM	498496	Student Services Prog Mngr 1	1
	N	HF	497597	Student Services Prog Assist 2	1
	N	HF	498313	Student Services Program Admin	1
	N	TM	497597	Student Services Prog Assist 2	1
	N	UU	498542	Student Services Prog Coord	1

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
3-Student Prog Coord/Mngmt												
497892												
Unqualified	4	9	0	7	1	2	1	1	0	0	0	25
Interview	0	1	0	1	0	0	0	0	0	0	1	3
Withdrawn	0	1	0	0	0	0	0	0	0	0	1	2
Hired	1	0	0	0	0	0	0	0	0	0	0	1
Grand Total	5	11	0	8	1	2	1	1	0	0	2	31

This hire achieved a hiring goal.

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
3-Student Prog Coord/Mngmt												
498218												
Unqualified	5	9	1	0	0	1	1	2	0	0	2	21
Interview	3	2	0	0	0	0	0	1	0	0	2	8
Withdrawn	1	5	0	1	0	1	0	1	1	0	0	10
Hired	1	0	0	0	0	0	0	0	0	0	0	1
Grand Total	10	16	1	1	0	2	1	4	1	0	4	40

This hire achieved a hiring goal.

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
3-Student Prog Coord/Mngmt												
498387												
Unqualified	2	6	0	3	0	2	0	0	0	0	2	15
Interview	3	1	0	1	0	0	0	0	0	0	0	5
Withdrawn	1	2	0	0	0	0	0	0	0	0	0	3
Hired	1	0	0	0	0	0	0	0	0	0	0	1
Grand Total	7	9	0	4	0	2	0	0	0	0	2	24

This hire achieved a hiring goal.

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
3-Student Prog Coord/Mngmt												
498011												
Unqualified	8	16	3	7	1	7	1	0	0	0	8	51
Interview	0	1	0	2	0	0	0	0	0	0	1	4
Withdrawn	0	1	1	1	0	2	0	0	1	0	0	6
Offer Declined	0	0	0	0	0	1	0	0	0	0	0	1
Hired	0	0	0	1	0	0	0	0	0	0	0	1
Grand Total	8	18	4	11	1	10	1	0	1	0	9	63

This hire achieved a hiring goal.

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
3-Student Prog Coord/Mngmt												
497910												
Unqualified	11	14	2	5	1	8	1	3	0	0	3	48
Interview	0	1	0	0	0	1	0	0	0	0	2	4
Withdrawn	0	2	0	1	0	0	0	0	0	0	1	4
Hired	0	0	0	0	0	1	0	0	0	0	0	1
Grand Total	11	17	2	6	1	10	1	3	0	0	6	57

This hire achieved a hiring goal.

Search Number	497349
Department	Orientation Services
Title	Student Services Program Coordinator

MINIMUM QUALIFICATIONS

- Bachelor's degree in a related field.
- 3-4 years of experience working in Orientation, Retention, Transition, First Year Experience, Admissions, Student Activities, and/or Residential Education.
- Knowledge of planning and implementing Orientation, first-year/transfer/family/transitional programs, and/or student leadership trainings.
- Experience working with faculty, staff, new students, and families in an undergraduate college environment.
- Demonstrate a commitment to, appreciation of, and desire to learn about diversity, equity, inclusion, and social justice topics.
- Ability to communicate effectively and efficiently; excellent written and verbal skills.
- Ability to analyze, think critically, and problem-solve.
- Ability to work as part of a team.
- Ability to work independently, multitask, meet tight deadlines, and manage large workloads.
- Willingness and ability to work irregular hours during Orientation periods.
- Demonstrated computer skills in Microsoft Office.

PREFERRED QUALIFICATIONS

- Master's degree.
- Knowledge and experience using VisualZen (VzO) onboarding platform and/or an online onboarding system.
- Knowledge and experience using Qualtrics and/or other types of assessment software.

Recruitment activities included:

- UConn Careers Website
- Listserv HERC
- Diverse Job Boards
- Inside Higher Ed
- LinkedIn
- The Chronicle of Higher Education
- NASPA
- NACADA

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
3-Student Prog Coord/Mngmt												
497349												
Unqualified	8	18	2	3	2	1	0	4	0	0	3	41
Qualified	0	1	1	0	0	0	0	0	0	0	2	4
Interview	0	6	0	1	0	0	0	0	0	0	0	7
Withdrawn	1	6	1	0	0	0	0	1	0	1	4	14
Hired	0	1	0	0	0	0	0	0	0	0	0	1
Grand Total	9	32	4	4	2	1	0	5	0	1	9	67

The Unqualified applicants did not meet the minimum qualifications of the job posting.

14 Withdrawn applicants: 1 WM, 6 WF, 1 BM, 1 AF, 1 TF, 4 UU

4 Qualified applicants: 1 WF, 1 BM, 2 UU

- 1 WF, 1 UU did not have a master's degree.
- 1 BM, 1 UU did not have the experience using the VisualZen (VzO) onboarding platform and/or an online onboarding system.

8 Interviewed applicants: 7 WF, 1 BF

- 3 WF were unable to explain how they had experience using VisualZen (VzO) onboarding platform and/or an online onboarding system.
- 1 WF did not have experience using Qualtrics and/or other types of assessment software.
- 1 WF did not have the required ability and knowledge of planning and implementing Orientation as well as First-Year, transfer, family, and transitional programs as she was unable to fully respond to interview questions or provide examples.
- 1 BF did not have experience working in orientation, retention, transition, first year experience, admissions, student activities, and/or residential education needed for this position based on her responses to interview questions.

The 1 WF selected had the required knowledge and experience using Qualtrics and other types of assessment software. She had a master's degree in a related field to this position. She demonstrated the knowledge of planning and implementing orientation, first-year/transfer/family/transitional programs, and student leadership training through her responses to interview questions. She also communicated her interest and commitment to, appreciation of, and desire to learn about diversity, equity, inclusion, and social justice topics.

Search Number	497764
Department	Students with Disabilities Ctr
Title	Senior Student Services Program Administrator

MINIMUM QUALIFICATIONS

- Bachelor's degree in special education, rehabilitation, or another related field and at least 6 years of experience working with students with disabilities. Two years of experience must be serving as an advanced or senior team member or working as a project lead OR Master's degree and four years of experience working with students with disabilities.
- Demonstrated experience applying knowledge of the unique needs of individuals with disabilities, including knowledge of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990 and its amendments, and other relevant state and federal legislation.
- Demonstrated ability to communicate information effectively to groups with different backgrounds and experiences (i.e., students, parents/guardians, colleagues).
- Demonstrated interpersonal skills necessary for effective work relationships.
- Demonstrated understanding of and stated commitment to diversity, inclusion, and equity issues.
- Demonstrated experience working with diverse populations.
- Demonstrated ability to clearly and succinctly document engagement in the interactive process with students, parents/guardians, faculty, and staff as indicated in the case management system.

PREFERRED QUALIFICATIONS

- Master's degree in special education, rehabilitation, higher education administration, or another related field.
- Demonstrated experience in post-secondary disability service provision.
- Demonstrated experience coordinating academic accommodations for students with disabilities.

Recruitment activities included:

- UConn Careers Website
- Listserv HERC
- Inside Higher Ed
- Diverse Job Boards
- DSSHE

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
3-Student Prog Coord/Mngmt												
497764												
Unqualified	5	9	0	3	0	1	0	1	0	0	3	22
Interview	0	3	0	0	0	0	0	0	0	0	0	3
Withdrawn	1	1	0	0	0	0	0	0	0	0	0	2
Hired	0	1	0	0	0	0	0	0	0	0	0	1
Grand Total	6	14	0	3	0	1	0	1	0	0	3	28

The Unqualified applicants did not meet the minimum qualifications of the job posting.

2 Withdrawn applicants: 1 WM, 1 WF

4 Interviewed applicants: 4 WF

- 2 WF did not have experience working in post-secondary education needed for this position.
- 1 WF did not have experience working with assistive technology and academic adjustments needed for this position.

The 1 WF selected had the required level of experience working with students with disabilities in higher education and implementing accommodations in the classroom setting. Through her responses to interview questions, she explained her understanding of how to evaluate accommodation requests in college and experience considering requests like foreign language substitutions and assistive technology.

Search Number	497832
Department	Stamford Campus
Title	Student Services Program Coordinator

MINIMUM QUALIFICATIONS

- Bachelor's degree in an appropriate field and three to five years of professional experience in a responsible position related to student personnel, counseling, or similar work which demonstrates knowledge of leadership development programs and the assigned student group(s) OR equivalent combination of education and experience.
- Experience with crisis management or serving as an on-call staff.
- Experience supervising and training student staff and volunteers.
- Demonstrated experience working with diverse groups, or groups based on identity and/or life experience.
- Excellent leadership, organizational, and programming skills.
- Excellent interpersonal, counseling, and communication skills.

- Ability to work irregular and flexible hours; evening and weekend hours are required.
- Demonstrated knowledge of budgeting and fiscal management.

PREFERRED QUALIFICATIONS

- Master's degree in higher education and student affairs or related field.
- Experience advising college student organizations.
- Experience planning small and large events for college students.
- Demonstrated knowledge of program development and implementation.
- Experience as a college student organization leader.
- Experience with problem solving and crisis management at events.
- Experience with IMLeagues and/or managing college intramural sports.
- Familiarity with state and local policies, procedures, regulations, and laws pertaining to the assignee's student group(s).
- Demonstrated experience with Event Management Systems (EMS).

Recruitment activities included:

- UConn Careers Website
- Listserv HERC
- Inside Higher Ed
- Diverse Job Boards
- Indeed.com
- Networking by Search Committee

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
3-Student Prog Coord/Mngmt												
497832												
Unqualified	17	16	3	9	3	7	0	3	0	0	6	64
Qualified	1	0	0	1	0	0	0	0	0	0	1	3
Interview	1	0	0	0	0	1	0	0	0	0	0	2
Withdrawn	0	2	0	1	0	0	0	0	0	0	1	4
Hired	0	1	0	0	0	0	0	0	0	0	0	1
Grand Total	19	19	3	11	3	8	0	3	0	0	8	74

The Unqualified applicants did not meet the minimum qualifications of the job posting.

4 Withdrawn applicants: 2 WF, 1 BF, 1 UU

3 Qualified applicants: 1 WM, 1 BF, 1 UU

- 1 WM did not indicate knowledge of or experience in program development and implementation.
- 1 BF did not have the required experience in advising college student organizations.

- 1 UU did not have a master's degree in higher education and student affairs, or a related field.

3 Interviewed applicants: 1 WM, 1 WF, 1 HF

- 1 WM did not demonstrate the knowledge required of higher education and student development as his responses were repetitive. He was unable to provide enough information to assess if he would be to complete the job duties assigned.
- 1 HF did not have the required level of knowledge in higher education and student development based on responses to interview questions about her work history.

The 1 WF selected had previous experience at both UConn and Connecticut College, which provided a foundation for learning the Stamford campus and the specific responsibilities of this position. Through her responses to interview questions, she showed the required level of knowledge and professional experience in Student Affairs and student development, specifically in advising college student organizations and problem-solving or crisis management at large-scale events. She also shared her experience with state and local policies, procedures, regulations, and laws pertaining to the assignee's student group.

Search Number	497941
Department	Waterbury Campus
Title	Student Services Program Assistant 2

MINIMUM QUALIFICATIONS

- Bachelor's degree.
- Minimum of two years of related experience.
- Demonstrated ability to provide quality customer service.
- Good interpersonal and organizational skills.
- Demonstrated excellent written and verbal communication skills.
- Strong computer literacy and demonstrated ability in office software applications including the Office Suite (e.g., Excel and Outlook).
- Demonstrated ability to manage multiple tasks and projects with deadlines in a busy environment.
- Ability to work independently with minimal supervision, collaboratively, and as a facilitator in a team environment.

PREFERRED QUALIFICATIONS

- Two years of experience in a higher education setting.
- Knowledge of academic regulations and practices and procedures of student academic records.
- Experience with student administration software, such as PeopleSoft.
- Familiarity with WordPress and Adobe programs.

- Experience with social media promotion on a variety of platforms (Facebook, Twitter, LinkedIn, YouTube, Instagram).

Recruitment activities included:

- UConn Careers Website
- Listserv HERC
- Inside Higher Ed
- Diverse Job Boards
- Word of mouth
- LinkedIn

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
3-Student Prog Coord/Mngmt												
497941												
Unqualified	11	11	0	2	0	5	1	0	0	0	5	35
Qualified	0	8	1	3	0	2	1	0	0	0	0	15
Interview	1	1	0	0	0	1	0	0	0	0	0	3
Withdrawn	0	0	0	0	0	0	0	1	1	0	0	2
Hired	0	1	0	0	0	0	0	0	0	0	0	1
Grand Total	12	21	1	5	0	8	2	1	1	0	5	56

The Unqualified applicants did not meet the minimum qualifications for the job posting.

15 Qualified applicants: 8 WF, 1 BM, 3 BF, 2 HF, 1 AM

- 3 WF, 1 BF, 1 AM did not indicate knowledge of academic regulations and the practices and procedures of student academic records on application materials.
- 1 BF did not indicate familiarity with WordPress and Adobe programs.
- 5 WF, 1 BM, 1 BF, 2 HF did not have two years of experience in a higher education setting.

4 Interviewed applicants: 1 WM, 2 WF, 1 HF

- 1 WM did not demonstrate experience in providing administrative support through his responses to interview questions. His vision of this role as one of professional-to-professional interaction was at odds with the customer service approach required for this position.
- 1 WF did not have experience in academic affairs, student services, and student activities.
- 1 HF did not respond to an email to set up a virtual interview.

The 1 WF selected had experience with PeopleSoft as well as WordPress and Adobe. She had previous experience in similar positions where she performed tasks related to academic affairs, student services, and student activities. Additionally, she had experience with social media promotion.

Search Number	497974
Department	CLAS Academic Services
Title	Student Services Program Manager 1

MINIMUM QUALIFICATION

- Bachelor's degree in a related field.
- Two years of related experience.
- Demonstrated experience resolving problems effectively and efficiently.
- Experience using computer software such as MS Office, MS Excel, and other relevant electronic platforms.
- Experience with managing social media, including Instagram.
- Strong interpersonal skills with the ability to engage and maintain relationships with faculty, staff, alumni, campus supporters, community leaders, organizations, and other partners within a diverse community.

PREFERRED QUALIFICATIONS

- Master's degree
- Experience working within a college, university, or similar environment, with an operations component.
- Experience managing student workers in a higher education setting.
- Experience managing multiple social media accounts.

Recruitment activities included:

- UConn Careers Website
- Listserv HERC
- Inside Higher Ed
- Diverse Job Boards
- Indeed.com (Paid version)
- Networking by search committee

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
3-Student Prog Coord/Mngmt												
497974												
Unqualified	6	17	2	4	2	3	2	4	0	1	1	42
Interview	2	6	1	0	0	0	0	0	0	0	0	9
Withdrawn	0	0	0	1	0	0	0	0	0	0	0	1
Hired	0	1	0	0	0	0	0	0	0	0	0	1
Grand Total	8	24	3	5	2	3	2	4	0	1	1	53

The Unqualified applicants did not meet the minimum qualifications of the job posting.

1 Withdrawn applicant: 1 BF

10 Interviewed applicants: 2 WM, 7 WF, 1 BM,

- 1 WM did not connect his experience in smaller college with UConn, a larger institution. He did not have experience managing staff, using data to make recommendations or implement policy changes.
- 1 WM's selection resulted in a promotion and is reported in the Promotional Goals Analysis section of this *Affirmative Action Plan* under the same search number.
- 2 WF did not have experience in directly supervising professional staff.
- 1 WF did not have experience managing professional staff or advising liberal arts majors. She also did not have familiarity with initiatives to advance advising within the College or the Economics department.
- 1 WF did not have experience with current data-driven methods used to supervise student-staff.
- 1 WF did not have formal supervisory experience, with her background focused on informal supervision of students and leading peers. She also did not have familiarity with creating data that directly influenced policy.
- 1 WF has only worked with a smaller caseload of students, and did not have experience with data analysis and supervisory experience
- 1 BM only had experience managing student and professional staff on an interim basis. He also did not have experience with running quantitative data assessments.

The 1 WF selected had a previous position where her duties were directly transferable to all the qualifications listed in this job description. She had experience with social media, space planning and moving, managing food pantry, and additional relevant operations items. The candidate also worked in higher education and had experience navigating within this environment from the perspective of academic, operational, and student affairs.

Search Number	498162
Department	Experiential Global Learning
Title	Student Services Program Coordinator

MINIMUM QUALIFICATIONS

- Bachelor's degree in academic discipline appropriate to international education or equivalent combination of education and experience.
- Three to four years of professional experience related to international education, student services, or related field - with one year of student advising experience.
- Demonstrated ability to multitask and work independently to analyze available information, draw conclusions and understandings, and present such conclusions effectively to senior management.
- Excellent computer skills, including a mastery of MS Office Suite.

- Ability to maintain the confidentiality of information and professional boundaries.
- Ability to communicate effectively through both oral and written means.

PREFERRED QUALIFICATIONS

- Master's degree in an academic discipline appropriate to international education.
- Ability to perform and coordinate administrative functions.
- Demonstrated experience providing educational counsel and support for students.
- Knowledge of Peoplesoft.
- Experience using Terra Dotta Study Abroad software.
- Experience working collaboratively with individuals of diverse cultural, social, and educational backgrounds with respect to diversity.

Recruitment activities included:

- UConn Careers Website
- Listserv HERC
- Inside Higher Ed
- Diverse Job Boards
- UConn Global Affairs Social Media Accounts
- UConn Social Media Accounts
- UConn Daily Digest Posts
- Secuss-L International Education Listserv postings
- UConn LinkedIn account
- UConn Global Affairs LinkedIn Account

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
3-Student Prog Coord/Mngmt												
498162												
Unqualified	12	16	3	2	1	1	2	5	0	0	5	47
Interview	2	8	0	0	0	0	0	1	0	1	0	12
Withdrawn	0	0	0	0	1	0	1	0	0	0	1	3
Hired	0	1	0	0	0	0	0	0	0	0	0	1
Grand Total	14	25	3	2	2	1	3	6	0	1	6	63

The Unqualified applicants did not meet the minimum qualifications for the job posting.

3 Withdrawn applicants: 1 HM, 1 AM, 1 UU

13 Interviewed applicants: 2 WM, 9 WF, 1 AF, 1 TF

- 1 WM did not have experience that would relate to providing educational counsel to international students as his background was as a high school teacher.

- 1 WM had experience in admissions rather than international education which would not transfer to this position.
- 4 WF, 1 AF, 1 TF did not have the Terra Dotta software experience that was needed.
- 4 WF were not able to answer questions relating to how they would advise students on selecting study abroad programs or scholarships.

The 1 WF selected was able to answer all questions in the interview regarding how she would provide educational and counsel and support for students. She had her Master's degree. She had worked advising for UConn Law international programs and had experience with Terra Dotta applications systems.

Search Number	498206
Department	Students with Disabilities Ctr
Title	Senior Student Services Program Administrator

MINIMUM QUALIFICATIONS

- Master's degree in special education, rehabilitation, or other related field and at least 4 years of experience working with students with disabilities in higher education.
- Demonstrated experience applying knowledge of the unique needs of individuals with disabilities, including knowledge of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990 and its amendments, and other relevant state and federal legislation.
- Demonstrated ability to clearly and succinctly document engagement in the interactive process with students, parents/guardians, faculty, and staff as indicated in the case management system.
- Demonstrated ability to communicate effectively with groups with diverse backgrounds and experience (i.e., students, parents/guardians, colleagues).
- Demonstrated interpersonal skills necessary for effective work relationships.
- Demonstrated understanding of and stated commitment to diversity, inclusion, and equity issues.
- Demonstrated experience working with diverse populations.

PREFERRED QUALIFICATIONS

- Two to four years of experience working with students with disabilities in university graduate and/or professional school programs.
- Experience in an academic health system coordinating accommodations and knowledge of technical standards as they relate to academic accommodations and students with disabilities.
- Demonstrated knowledge of high-stakes tests (i.e., GRE, MCAT, etc.) and the processes for receiving accommodations for a test through the testing agencies (i.e., ETS, AAMC, etc.).

- Demonstrated experience coordinating academic accommodations for students with disabilities.
- Demonstrated experience in post-secondary disability service provision.

Recruitment activities included:

- UConn Careers Website
- Listserv HERC
- Inside Higher Ed
- Diverse Job Boards
- AHEAD
- CT AHEAD
- DSSHE Listserv
- NE AHEAD

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
3-Student Prog Coord/Mngmt												
498206												
Unqualified	2	5	2	1	0	2	0	0	0	0	2	14
Interview	0	0	0	1	0	0	0	0	0	0	0	1
Withdrawn	0	1	0	0	0	0	0	0	0	0	0	1
Hired	0	1	0	0	0	0	0	0	0	0	0	1
Grand Total	2	7	2	2	0	2	0	0	0	0	2	17

The Unqualified applicants did not meet the minimum qualifications for the job posting.

1 Withdrawn applicant: 1 WF

2 Interviewed applicants: 1 WF, 1 BF

- 1 BF had not worked with graduate level professional programs. She had not created accommodation policies and procedures, was unfamiliar with the relevant high stakes testing, and did not understand the challenges that come when applying accommodations in programs with rigorous technical standards.

The 1 WF selected had the experience performing all the job duties listed in her previous position, including developing accommodation policies from scratch, implementing reasonable accommodations in balance with program technical standards and working with students taking high stake tests. Additionally, she was able to explain how she provided accommodations in post-graduate training programs.

Search Number	498261
Department	ISS 1st Yr Prog and Learn Cmty
Title	Student Services Program Coordinator

MINIMUM QUALIFICATIONS

- Bachelor's degree.
- Three to four years of relevant experience.
- Demonstrated experience administering program services, activities, and events.
- Advanced written and oral communication and interpersonal skills, and ability to relate well to students, families, faculty, and campus and community partners.
- Excellent organizational skills and demonstrated ability to manage multiple projects.
- Ability to be an effective team player and to work independently, solve problems, and approach challenges in a flexible and creative way.
- Knowledge of, and ability to learn and effectively apply technology as a means to communicate, manage, and share information and present material, including working knowledge of Microsoft Office, and virtual meeting platforms such as Zoom.
- Ability and willingness to foster a campus climate that is welcoming and supportive of the University of Connecticut's diverse student body and encourages collaboration with and among campus constituencies.
- Willingness and ability to work occasional evening and weekend hours as needed to support program activities.

PREFERRED QUALIFICATIONS

- Master's degree in a relevant field.
- Experience working in higher education.
- Teaching or leading training or workshops experience.
- Ability to advise, guide, and work with students, program partners, and collaborators.
- Experience utilizing social media as a marketing and communications tool.
- Experience with multimedia projects.

Recruitment activities included:

- UConn Careers Website
- Listserv HERC
- Inside Higher Ed
- Diverse Job Boards
- Personal networks (LinkedIn)
- Daily Digest

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
3-Student Prog Coord/Mngmt												
498261												
Unqualified	7	11	3	3	0	4	3	4	0	1	3	39
Qualified	1	5	0	0	0	1	0	0	0	0	1	8
Interview	2	3	0	0	0	0	0	0	0	0	1	6
Withdrawn	1	1	0	1	1	1	0	1	1	0	5	12
Hired	0	1	0	0	0	0	0	0	0	0	0	1
Grand Total	11	21	3	4	1	6	3	5	1	1	10	66

The Unqualified applicants did not meet the minimum qualifications for the job posting.

12 Withdrawn applicants: 1 WM, 1 WF, 1 BF, 1 HM, 1 HF, 1 AF, 1 TM, 5 UU

8 Qualified applicants: 1 WM, 5 WF, 1 HF, 1 UU

- 1 WM, 2 WF did not have a master's degree in a relevant field or experience working in higher education.
- 3 WF, 1 HF, 1 UU did not have experience utilizing social media as a marketing and communications tool or experience with multimedia projects.

7 Interviewed applicants: 2 WM, 4 WF, 1 UU

- 1 WM did not provide thorough responses to questions that indicated the necessary level of experience with student leader development, event marketing/social media, and facilitating workshops.
- 1 WM had a master's degree that was not directly relevant to the position and while his background provided him with student development and teaching, he did not have experience planning events or managing the administrative aspects of the position.
- 1 WF did not demonstrate the ability to manage multiple projects per her response that she needed to work on basic details and spend more time checking work before submitting. Her experience in workshops and event service was at a participant level rather than leading and executing.
- 2 WF did not fully answer questions or provide thorough examples relevant to the position and she did not have experience with student leadership development.
- 1 UU did not provide evidence of the ability to advise and guide individuals representing the program and institution as they did not address the question regarding this during the presentation portion of the interview.

The 1 WF selected had training in higher education and student development, experience in Orientation programs. She taught first year program courses at UConn and had experience in event planning and programming. She had a background in developing student leaders, and her philosophy on supporting diverse students aligned well with the qualifications for this role. Her master's degree was relevant to the position, and she explained how she had the ability to work

well with students, program partners, and collaborators. She was able to speak about her experience utilizing an array of technology for various tasks and communications throughout the interview process which showed the committee that she had the necessary communication skills.

Search Number	497595
Department	Financial Aid
Title	Student Services Program Manager 3

MINIMUM QUALIFICATIONS

- Master's degree from a college or university accredited by the U.S. Department of Education or an internationally recognized accrediting organization.
- Six or more years of experience in financial aid administration in a comprehensive university or college environment with at least one year of experience serving as a supervisor of a moderate sized department or unit charged with carrying out cross-disciplinary tasks or functions.
- Demonstrated ability to manage projects from inception to completion.
- Supervisory experience and demonstrated ability to effectively lead and manage staff.
- Demonstrated leadership and organizational skills.
- Strong written and oral communication skills and decision-making ability.
- Excellent interpersonal skills including the demonstrated ability to deal effectively with the public, university community, and external constituencies.
- Familiarity with Student Information Systems.

PREFERRED QUALIFICATIONS

- Working knowledge of Oracle Student Administration System.
- Experience working in a unionized environment.

Recruitment activities included:

- UConn Careers Website
- Listserv HERC
- Inside Higher Ed
- Diverse Job Boards
- NASFAA Career Center
- EASFAA Job Board
- CAPFAA listserv

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
3-Student Prog Coord/Mngmt												
497595												
Unqualified	2	2	0	0	0	0	0	0	0	0	3	7
Interview	1	1	0	1	0	0	0	0	0	0	0	3
Withdrawn	0	0	0	0	0	2	0	0	0	0	0	2
Hired	0	0	1	0	0	0	0	0	0	0	0	1
Grand Total	3	3	1	1	0	2	0	0	0	0	3	13

The Unqualified applicants did not meet the minimum qualifications of the job posting.

2 Withdrawn applicants: 2 HF

4 Interviewed applicants: 1 WM, 1 WF, 1 BM, 1 BF

- 1 WM, 1 BF did not have the required level of experience in a supervisory position as they gave vague answers to interview questions that were not detailed.
- 1 WF had experience in administering financial aid but did not have the necessary level of experience with federal work study and project management.

The 1 BM selected had the required level of experience administering financial aid at institutions, including a public community college, a mid-sized private institution, and a top-tier private institution. He had experience with scholarships, federal work study, and project management. Through his responses to interview questions, he demonstrated leadership and relationship-building skills. He also had a working knowledge of Student Information Systems as well as the Oracle Student Administration System.

Search Number	497970
Department	ISS Cntr for Access PScnd Succ
Title	Student Services Program Coordinator

MINIMUM QUALIFICATIONS

- Bachelor's degree, preferably in higher education, counseling, social sciences, or a related field, and three years of related professional experience, two of which must be at the higher educational level.
- Experience working with first-generation, low-income students from diverse educational and cultural backgrounds.
- Experience coordinating activities and events.
- Experience with delivery of group presentations and/or teaching experience.
- Excellent communication and interpersonal, writing, and administrative skills.
- Experience in data management, analysis, and reporting.

- Ability to provide general educational support, effectively implement recruiting strategies, and interpret educational records and related information.

PREFERRED QUALIFICATIONS

- Master's degree.
- Three or more years of related experience in higher education.
- Bilingual (English/Spanish).

Recruitment activities included:

- UConn Careers Website
- Listserv HERC
- Inside Higher Ed
- Diverse Job Boards
- Personal networks (LinkedIn)
- Daily Digest

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
3-Student Prog Coord/Mngmt												
497970												
Unqualified	25	41	6	4	4	7	1	7	0	3	12	110
Interview	0	4	0	0	0	2	0	1	0	0	0	7
Withdrawn	1	2	0	1	1	0	0	1	1	0	7	14
Offer Declined	0	0	0	0	1	0	0	0	0	0	0	1
Hired	0	0	0	0	1	0	0	0	0	0	0	1
Grand Total	26	47	6	5	7	9	1	9	1	3	19	133

The Unqualified applicants did not meet the minimum qualifications for the job posting.

14 Withdrawn applicants: 1 WM, 2 WF, 1 BF, 1 HM, 1 AF, 1 TM, 7 UU

9 Interviewed applicants: 4 WF, 2 HM, 2 HF, 1 AF

- 4 WF, 1 HF, 1 AF were found to not have the advising experience with first generation or low-income students.
- 1 HF did not have higher education experience which was determined in the interview.
- 1 HM declined the offer of employment

The 1 HM had experience counseling and advising first-generation, low-income students from diverse backgrounds in academics and other areas in his previous position. He had worked with students individually and in group workshop settings. Additionally, he had experience with administrative duties and was able to speak of his experience with data management, analysis, and reporting.

Search Number	498386
Department	ISS Cntr for Access PScnd Succ
Title	Student Services Program Coordinator

MINIMUM QUALIFICATIONS

- Bachelor's degree.
- Minimum three years of related experience including at least one year of experience working with high school students in a diverse environment; experience with school counseling, community work, or social agency.
- Demonstrated excellent communication and interpersonal skills.
- Knowledge of higher education and the challenges faced by low-income, first-generation-to-college, and underrepresented students.
- Ability to report to multiple worksites and work flexible hours.
- Ability to make a commitment to the non-residential, commuter summer component.

PREFERRED QUALIFICATIONS

- Two or more years of experience working with high school students in a diverse environment; experience with school counseling, community work, or social agency.
- Experience with providing academic and college preparation programming.
- Bilingual in English/Spanish.

Recruitment activities included:

- UConn Careers Website
- Listserv HERC
- Inside Higher Ed
- Diverse Job Boards

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
3-Student Prog Coord/Mngmt												
498386												
Unqualified	4	6	2	2	0	7	2	2	0	0	1	26
Qualified	1	0	0	0	0	0	0	0	0	0	0	1
Interview	3	0	0	0	0	0	0	0	0	0	2	5
Withdrawn	0	2	0	0	0	0	0	0	0	0	1	3
Hired	0	0	0	0	1	0	0	0	0	0	0	1
Grand Total	8	8	2	2	1	7	2	2	0	0	4	36

The Unqualified applicants did not meet the minimum qualifications of the job posting.

3 Withdrawn applicants: 2 WF, 1 UU

1 Qualified applicant: 1 WM

- 1 WM submitted a cover letter and application materials intended for a different position.

6 Interviewed applicants: 3 WM, 1 HM, 2 UU

- 3 WM, 1 UU was found to not have experience working in higher education directly assisting low-income, first-generation-to-college, and underrepresented students.
- 1 UU was found to not meet the minimum required three years of related experience including at least one year of experience working with high school students in a diverse environment or experience with school counseling, community work, or social agency.

The 1 HM selected had personal experience as a TRiO alum and worked professionally with marginalized students as an academic coordinator for Upward Bound and ConnCAP at a high school. He was involved with higher education and addressed the challenges faced by low-income, first-generation-to-college, and underrepresented students. Additionally, he was bilingual in English and Spanish, a preferred qualification for this position. Finally, he had the additional experience of working with recently arrived immigrants and children of migrant farm workers in a social work capacity, which provided evidence of working in a diverse environment and with first-generation students.

Search Number	498496
Department	ISS Administration
Title	Student Services Program Manager 1

MINIMUM QUALIFICATIONS

- Master's degree in higher education, counseling, or related field.
- Minimum of 4 years of experience in support of educational goals and/or working with students who are first-generation to college, from low-income backgrounds, and/or other populations traditionally underrepresented in higher education.
- Experience managing student records, interpreting data, and evaluating program effectiveness.
- Demonstrated ability to work as part of a team.
- Demonstrated ability to provide strategic direction, administrative leadership, and operational management of a unit, including budget oversight and management, personnel management, workforce planning, and working with/motivating a diverse staff.

PREFERRED QUALIFICATIONS

- Doctoral degree in higher education or related discipline.

- Experience developing and/or managing successful federal, state, and foundational grant proposals.
- Experience in fundraising.

Recruitment activities included:

- UConn Careers Website
- Listserv HERC
- Inside Higher Ed
- Diverse Job Boards
- LinkedIn
- Daily Digest

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
3-Student Prog Coord/Mngmt												
498496												
Unqualified	5	5	4	6	4	3	0	1	1	0	2	31
Interview	1	1	1	1	1	0	0	0	0	0	1	6
Withdrawn	0	0	0	1	0	0	1	0	0	0	2	4
Hired	0	0	0	0	1	0	0	0	0	0	0	1
Grand Total	6	6	5	8	6	3	1	1	1	0	5	42

The Unqualified applicants did not meet the minimum qualifications of the job posting.

4 Withdrawn applicants: 1 BF, 1 AM, 2 UU

7 Interviewed applicants: 1 WM, 1 WF, 1 BM, 1 BF, 2 HM, 1 UU

- 1 WF, 1 HM, 1 UU did not provide specific examples deriving from prior experience with using or collecting data and working collaboratively with a team.
- 1 BM did not respond to interview requests.
- 1 WM, 1 BF candidate's background was connected more to career services rather than retention and persistence strategies needed for this position.

The 1 HM selected had experience with programmatic planning for diverse student populations. He had collaborated in partner groups to promote student success and his involvement working with students of different backgrounds to meet educational goals was transferable to the needs of this position.

Search Number	497597
Department	One Stop Student Services
Title	Student Services Program Assistant 2

MINIMUM QUALIFICATIONS

- Bachelor's degree in an appropriate field and two years of full-time employment in a related area, or equivalent combination of education and experience.
- Demonstrated experience in a high-volume, rapidly changing customer service setting.
- Ability to pay attention to detail, work within deadlines, and make decisions.
- Excellent oral and written communication skills.
- Demonstrated administrative, organizational, and problem-solving aptitude.
- Familiarity with electronic data processing.
- Ability to establish rapport with students and parents and to maintain effective working relationships with faculty and staff.

PREFERRED QUALIFICATIONS

- Three-plus years of related experience
- Previous higher education experience at a large university.
- Demonstrated knowledge of recordkeeping systems and ability to be precise with quantitative data.
- Experience with a student information system (Peoplesoft preferred) or another large database, scanning software.
- Ability to read and interpret policies (internal, university, and State of Connecticut).
- Knowledge of FERPA.
- Fluent in a second language in both written and verbal communication.

Recruitment activities included:

- UConn Careers Website
- Listserv HERC
- Inside Higher Ed
- Diverse Job Boards
- LinkedIn
- ISSP Listserv
- One Stop and EPM Colleagues posting on LinkedIn

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
3-Student Prog Coord/Mngmt												
497597												
Unqualified	9	12	2	2	2	4	0	1	1	0	0	33
Interview	0	2	0	1	0	3	0	0	0	0	1	7
Withdrawn	0	3	0	0	0	0	0	0	0	0	0	3
Interviewing	0	1	0	0	1	1	0	0	0	0	0	3
Hired	0	0	0	0	0	1	0	0	1	0	0	2
Grand Total	9	18	2	3	3	9	0	1	2	0	1	48

The Unqualified applicants did not meet the minimum qualifications of the job posting.

12 Interviewed applicants: 3 WF, 1 BF, 1 HM, 5 HF, 1 TM, 1 UU

- 1 WF, 1 HM, 1 HF had not yet been interviewed as this was an active search with multiple positions available.
- 1 WF, 1 BF, 1 HF did not demonstrate clear communication skills by their vague responses to interview questions.
- 1 WF, 1 HF, 1 UU did not have experience working in a high call volume setting.
- 1 HF did not have experience working within a higher education environment.

The 1 HF selected was able to answer all the questions relating to having the necessary experience working in a high-volume, large higher education setting, with additional experience in rapidly changing customer service settings. Through her clear and detailed responses to interview questions, she showed the necessary oral and written communication skills to the committee.

The 1 TM selected provided clear and detailed responses to interview questions, which exemplified the required oral skills for this position. He also had experience working in higher education in a high call volume setting and additional experience in high stress customer service settings. His responses to the writing prompt exemplified his skill in written communication as well.

Search Number	498313
Department	ISS Cntr for Access PScnd Succ
Title	Student Services Program Administrator

MINIMUM QUALIFICATIONS

- Bachelor's degree and three years of related post-graduation experience working with underrepresented students in higher education; or advanced degree in a related field and two years of related experience working with underrepresented students in higher education. One year of experience must be serving as an advanced team member.

- Experience developing and implementing programming and/or workshops for college students.
- Ability and knowledge to support undergraduate students, including students from traditionally underrepresented backgrounds.
- Excellent interpersonal, organizational, oral, and written communication skills.
- Demonstrated ability to build rapport with students, families, and University partners.

PREFERRED QUALIFICATIONS

- Advanced degree in higher education, counseling, or related discipline.
- Experience building or coordinating a university-level learning community.
- Bilingual in Spanish.
- Demonstrated experience working to promote equity in higher education.
- Teaching experience at the university level.

Recruitment activities included:

- UConn Careers Website
- Listserv HERC
- Inside Higher Ed
- Diverse Job Boards
- Daily Digest
- LinkedIn

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
3-Student Prog Coord/Mngmt												
498313												
Unqualified	3	8	5	6	4	7	2	2	0	0	5	42
Interview	1	1	0	0	1	3	0	0	0	0	0	6
Withdrawn	0	0	0	0	0	1	0	0	0	0	1	2
Hired	0	0	0	0	0	1	0	0	0	0	0	1
Grand Total	4	9	5	6	5	12	2	2	0	0	6	51

The Unqualified applicants did not meet the minimum qualifications for the job posting.

2 Withdrawn applicants: 1 HF, 1 UU

7 Interviewed applicants: 1 WM, 1 WF, 1 HM, 4 HF

- 1 WM, 1 WF, 1 HF, 1 HM did not explain how they had experience working with and supporting students from traditionally underrepresented backgrounds.
- 1 HF did not demonstrate the required interpersonal and oral communication skills as she did not use appropriate grammar throughout the interview.
- 1 HF did not demonstrate her experience implementing programming for college students as she was not able to provide thorough or accurate responses to interview questions.

The 1 HF selected was able to answer questions about her experience working with traditionally underrepresented students in higher education. She had experience in supporting regional students through the campus change process to transition successfully to Storrs. Additionally, she had experience developing and implementing various programming to support the needs and success of college students in a previous position.

Search Number	498542
Department	ISS Cntr for Access PScnd Succ
Title	Student Services Program Coordinator

MINIMUM QUALIFICATIONS

- Bachelor's degree and 3-4 years of related experience.
- Experience working with first-generation, low-income students from diverse educational and cultural backgrounds.
- Experience in data management, analysis, and reporting.
- Experience coordinating activities and events.
- Experience with delivery of group presentations and/or teaching experience.
- Experience with social and digital media communication and engagement.
- Excellent communication and interpersonal, writing, and administrative skills.
- Ability to provide general educational support, effectively implement recruiting strategies, and interpret educational records and related information.

PREFERRED QUALIFICATIONS

- Master's degree.
- Three or more years of related experience in higher education.
- Bilingual (English/Spanish).

Recruitment activities included:

- UConn Careers Website
- Listserv HERC
- Inside Higher Ed
- Diverse Job Boards
- LinkedIn
- Daily Digest

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
3-Student Prog Coord/Mngmt												
498542												
Unqualified	1	6	0	1	0	1	0	1	1	0	3	14
Interview	0	0	0	1	1	0	0	0	0	0	1	3
Hired	0	0	0	0	0	0	0	0	0	0	1	1
Grand Total	1	6	0	2	1	1	0	1	1	0	5	18

The Unqualified applicants did not meet the minimum qualifications for the job posting.

4 Interviewed applicants: 1 BF, 1 HM, 2 UU

- 1 BF had experience that did not translate to the experience required for the position, her expertise was focused on supervision and administrative duties as opposed to program implementation and the coordination of events.
- 1 HM's higher education experience was focused online, and he was unable to connect his experiences and skills with the requirement of the position, particularly with social media.
- 1 UU did not have independent experience coordinating events or with implementation of tasks during admissions events, as her experience was based on residential life which did not relate to the position.

The 1 UU selected had experience working with student populations of first generation and low-income students. They were knowledgeable of the universities systems and resources and had managed and reported on student data at a previous position. They had taught first year program courses, provided programming for CAPS, worked with probation students, and had experience with academic advising.

Category 3: U Staff Professional 1

Goals Set	WM	WF	BM	BF	HM	HF	AM	AF
3-USP 1	0	0	1	1	0	2	0	0

Job Category	Goal	RG	Search #	Title	No. Hired
3-USP 1	N	WM	497278	U Staff Professional 1	1
	N	WF	498215	U Staff Professional 1	1

Search Number	497278
Department	Vice President for Research
Title	University Staff Professional 1

MINIMUM QUALIFICATIONS

- Bachelor's degree and at least five years of experience working in technology commercialization or innovation.
- Demonstrated ability to act as an integrated member of a technology-focused team.
- Demonstrated ability to forge mutually beneficial partnerships with industry.
- Understanding of issues and challenges associated with venture development.
- Excellent interpersonal, written, and oral communication skills.

PREFERRED QUALIFICATIONS

- Advanced degree in STEM preferably in engineering and/or physical sciences.
- Proven track record for raising capital for early-stage companies.
- Ability to create and convey a great story including pitch decks.

Recruitment activities included:

- UConn Careers Website
- Listserv HERC
- Inside Higher Ed
- Diverse Job Boards
- Indeed
- CT Hires (CT and US DOL Websites)
- OVPR Careers Page
- LinkedIn
- University-Industry Demonstration Partnership
- Association of University Technology Managers
- LES

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
3-USP All Other Titles												
497278												
Unqualified	25	3	1	0	4	1	10	3	0	0	6	53
Qualified	1	0	0	0	0	0	1	0	0	0	0	2
Interview	7	0	0	0	0	0	1	0	0	0	2	10
Withdrawn	3	0	0	0	1	0	1	0	0	0	1	6
Offer Declined	1	0	0	0	0	0	0	1	0	0	0	2
Hired	1	0	0	0	0	0	0	0	0	0	0	1
Grand Total	38	3	1	0	5	1	13	4	0	0	9	74

The Unqualified applicants did not meet the minimum qualifications of the job posting.

6 Withdrawn applicants: 3 WM, 1 HM, 1 AM, 1 UU

2 Qualified applicants: 1 WM, 1 AM

- 1 WM, 1 AM did not indicate experience in and a track record for raising capital for early-stage companies in their application materials.

13 Interviewed applicants: 9 WM, 1 AM, 1 AF, 2 UU

- 1 WM, 1 AF declined the offer for employment.
- 1 WM did not have experience with venture capital investments and private equity based on their work history and interview responses.
- 1 WM did not explain how he had start up experience or a proven track record for raising capital for early-stage companies in the interview.
- 1 WM was unable to demonstrate attention to detail when he did not provide a requested cover letter and was unable to thoroughly respond to interview questions.
- 3 WM, 1 UU did not demonstrate the ability to act as an integrated member of a technology focused team as he did not display the necessary communication skills during the interview process for the position.
- 1 WM did not accurately answer questions asked of him to show that he had the necessary level of experience with engineering or physical sciences, and he expressed an interest in becoming a company Chief Executive Officer which would not align with the universities organizational model.
- 1 AM had a technological based background but did not have experience with the business portion of the role.
- 1 UU did not fully understand issues and challenges associated with venture development as they were unable to fully respond to questions regarding capitalization tables.

The 1 WM selected had exposure to academic inventions and provided a well-researched presentation. He had an engineering background and experience with venture fundraising. He

also had established connections with the business community and potential investors, which was an important aspect for this role.

Search Number	498215
Department	Vice President for Research
Title	University Staff Professional 1

MINIMUM QUALIFICATIONS

- Advanced degree (PhD, JD, MA, MS) and 3 to 4 years of related experience, or equivalent combination of education and experience.
- Extensive knowledge of compliance principles and regulatory requirements that impact research in the areas of science and technology.
- Extensive knowledge of NSMP-33 requirements and NIST standards.

PREFERRED QUALIFICATIONS

- Experience in a higher education institution is highly desirable.
- Familiarity with cyber, government, and industry security regulations, such as NISPOM (National Industrial Security Program Operating Manual) and other relevant standards.
- Proven experience in conducting risk assessments and implementing mitigation strategies.
- Completion of relevant FSO training courses, such as those provided by the Defense Counterintelligence and Security Agency (DCSA).
- Understanding of research compliance issues, including export control regulations, controlled unclassified information (CUI), and other relevant policies.
- Experience working with faculty, researchers, and students to understand and address their specific security needs without hindering academic freedom and innovation.

Recruitment activities included:

- UConn Careers Website
- Listserv HERC
- Inside Higher Ed
- Diverse Job Boards
- LinkedIn
- Indeed
- Dice.com
- NCMS

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
3-USP All Other Titles												
498215												
Unqualified	2	1	0	1	1	0	6	0	0	0	1	12
Interview	0	1	0	0	0	0	0	0	0	0	0	1
Withdrawn	1	0	0	0	0	0	0	0	0	0	0	1
Hired	0	1	0	0	0	0	0	0	0	0	0	1
Grand Total	3	3	0	1	1	0	6	0	0	0	1	15

The Unqualified applicants did not meet the minimum qualifications of the job posting.

1 Withdrawn applicant: 1 WM

2 Interviewed applicants: 2 WF

- 1 WF was found to not have experience conducting risk assessments or implementing mitigation strategies and she did not complete relevant FSO training courses, such as those provided by the Defense Counterintelligence and Security Agency.

The 1 WF selected had experience in security programs, particularly within the Department of Defense and the Connecticut Army National Guard. She had experience in security program implementation as she had hands-on experience developing and implementing security policies and procedures, particularly within the State Partnership Program where she ensured all requirements were met before engagements in Uruguay. She had a background in security training as she had conducted a variety of security training programs, including anti-terrorism and insider threat training within the DoD, which she tailored to different groups to maximize engagement. She demonstrated an understanding of physical security requirements, including the management of classified information within secure facilities. Her experience with safe management, access control, and coordination with security personnel showed her ability to maintain a secure environment.

She demonstrated the ability to adapt to significant changes, such as the shift to virtual engagements during COVID-19, which highlighted her flexibility and problem-solving skills. She successfully transitioned security protocols to a virtual format, ensuring compliance while maintaining security standards. She also understood university-specific security challenges and was well-versed in insider threat issues, particularly those related to foreign talent programs, which were critical concerns for universities. She discussed a proactive approach to identifying and addressing security risks, such as the misuse of government funds and improper vault management, which demonstrated her ethical standards and leadership capabilities.

Category 3: U Staff Professional 2

Goals Set	WM	WF	BM	BF	HM	HF	AM	AF
3-USP 2	0	0	0	1	0	1	0	0

Job Category	Goal	RG	Search #	Title	No. Hired
3-USP 2	N	WM	497799	U Staff Professional 2	1
	N	WF	497799	U Staff Professional 2	1

Search Number	497799
Department	Audit and Mgmt Advisory Svcs
Title	University Staff Professional 2

MINIMUM QUALIFICATIONS

Senior Internal Auditor (University Staff Professional 2):

- Bachelor's degree in accounting, business management, or a related field.
- Working knowledge of the methods, theories, and principles of financial, operational, and performance auditing.
- Five (5) years of experience in professional auditing.
- Certified Public Accountant (CPA) or Certified Internal Auditor (CIA) or equivalent designation required.
- Excellent oral and written communication skills including demonstrated report writing ability.
- Demonstrated proficiency with basic data analytical tools such as Excel.
- Ability to analyze data, systems, and procedures for opportunities involving quality or process improvements and education.
- Ability to read, analyze and interpret standard and non-standard contracts, technical procedures, financial reports, governmental regulations, and guidelines. Develop clear conclusions and summarize findings.

Internal Auditor (University Staff Professional 1):

- Bachelor's degree in accounting, business management, or a related field.
- Two (2) years of experience in professional auditing.
- Excellent oral and written communication skills.
- Proficient with Microsoft Office, Word, Excel, and PowerPoint.

PREFERRED QUALIFICATIONS

Senior Internal Auditor (University Staff Professional 2):

- Master's degree in a related field.
- Knowledge of research related compliance.
- Two years of experience in higher education and/or healthcare.

Internal Auditor (University Staff Professional 1):

- Master's degree in a related field.
- Knowledge of research related compliance.
- Experience in higher education and/or healthcare.
- Certified Public Accountant (CPA) or Certified Internal Auditor (CIA) or equivalent designation.

Recruitment activities included:

- UConn Careers Website
- Listserv HERC
- Inside Higher Ed
- Diverse Job Boards
- Career Builder
- LinkedIn
- Indeed

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
3-USP 2												
497799												
Unqualified	1	3	0	0	0	0	0	0	0	0	1	5
Interview	2	4	1	0	0	0	0	0	0	0	0	7
Withdrawn	2	1	0	0	0	0	0	1	0	0	0	4
Rescind Offer	1	0	0	0	0	0	0	0	0	0	0	1
Hired	1	1	0	0	0	0	0	0	0	0	0	2
Grand Total	7	9	1	0	0	0	0	1	0	0	1	19

The Unqualified applicants did not meet the minimum qualifications for the job posting.

4 Withdrawn applicants: 2 WM, 1 WF, 1 AF

10 Interviewed applicants: 4 WM, 5 WF, 1 BM

- 1 WM did not have experience writing comprehensive audit reports.
- 1 WM was not eligible to work in the United States.
- 1 WM's offer was rescinded by Human Resources.
- 1 WF did not have the necessary knowledge of theories and principles required to perform complex audits and related risk assessments as her responses were not detailed and difficult to follow.
- 1 WF did not demonstrate an understanding of risk assessment theories and principles, her responses were not detailed and could not provide examples of her experience.
- 1 WF did not have internal audit experience. She did not demonstrate working knowledge of all phases of professional auditing, including planning, fieldwork, and reporting per her responses to interview questions.

- 1 WF did not demonstrate the ability to draft comprehensive audit reports or make process improvements to management as she did not provide specific examples in her responses.
- 1 BM did not have the necessary experience in data analytics, he was unable to fully respond or provide examples of his experience.

The 1 WM selected demonstrated knowledge of comprehensive audit processes and provided examples of complex audit assignments and related risk assessments. He possessed experience in supervising and a working knowledge of auditing, planning, fieldwork, and reporting.

The 1 WF selected demonstrated knowledge of comprehensive internal audit processes. She had experience in complex internal audit assignments and a data analytics background. She possessed supervisory experience and illustrated approaches for auditing areas in healthcare and higher education.

Category 3: U Staff Professional 3

Goals Set	WM	WF	BM	BF	HM	HF	AM	AF
3-USP 3	0	1	2	1	1	0	1	0

Job Category	Goal	RG	Search #	Title	No. Hired
3-USP 3	Y	WF	498247	U Staff Professional 3	1
	Y	BM	497944	U Staff Professional 3	1
	Y	BM	497956	U Staff Professional 3	1

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
3-USP 3												
498247												
Unqualified	1	3	2	0	0	0	0	0	0	0	0	6
Hired	0	1	0	0	0	0	0	0	0	0	0	1
Grand Total	1	4	2	0	0	0	0	0	0	0	0	7

This hire achieved a hiring goal.

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
3-USP 3												
497944												
Unqualified	0	1	3	8	0	2	0	2	0	0	0	16
Qualified	0	3	0	0	0	0	0	0	0	0	0	3
Interview	0	0	0	4	1	1	1	0	0	0	0	7
Withdrawn	0	0	0	1	0	0	1	0	0	0	0	2
Hired	0	0	1	0	0	0	0	0	0	0	0	1
Grand Total	0	4	4	13	1	3	2	2	0	0	0	29

This hire achieved a hiring goal.

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
3-USP 3												
497956												
Unqualified	0	3	5	6	0	3	0	0	0	0	8	25
Interview	1	1	2	1	1	1	0	0	0	0	1	8
Withdrawn	0	0	0	2	0	1	0	0	0	0	1	4
Hired	0	0	1	0	0	0	0	0	0	0	0	1
Grand Total	1	4	8	9	1	5	0	0	0	0	10	38

This hire achieved a hiring goal.

Category 3: U Staff Professional All Other Titles

Goals Set	WM	WF	BM	BF	HM	HF	AM	AF
3-USP All Other Titles	0	0	0	1	0	0	0	0

No hiring activity in this category.

EEO 7B

Protective Services

Category 7B: Protect Services - Police

Goals Set	WM	WF	BM	BF	HM	HF	AM	AF
7B-Protect Srvc Police	8	0	0	0	0	2	0	0

Job Category	Goal	RG	Search #	Title	No. Hired
7B-Protect Srvc Police	Y	WM	496888	Bldgs&GrndPatrlOfcr	2
	Y	WM	498082-1	ProtSrvTrainee(Police)(Uncls)	3
	N	WF	497123	ProtSrvTrainee(Police)(Uncls)	1
	N	WF	497462	Bldgs&GrndPatrlOfcr	1
	N	WF	497877	UConn Dispatcher	1
	N	BM	496888	Bldgs&GrndPatrlOfcr	1
	N	HM	496888	Bldgs&GrndPatrlOfcr	3
	N	HM	498082-1	ProtSrvTrainee(Police)(Uncls)	3

Search Number	497123
Department	Police Department
Title	Protective Services Trainee (Police)

MINIMUM QUALIFICATIONS

In order to be considered for employment as a P.O.S.T. Certified Police Officer with the UConn Police Department, applicants must:

Currently be a Certified Police Officer in the State of Connecticut through the Police Officers Standards and Training Council.

Possess and maintain a valid Motor Vehicle operator's license.

Possess excellent written communication skills.

Possess excellent interpersonal communication skills.

Experience in and awareness of the sensitivity required when interacting with and addressing the needs of a diverse community.

PREFERRED QUALIFICATIONS

Earned Associates degree or minimum of sixty credits in any field of study from an accredited college/university.

Volunteer work in the community. Please reference specific details in application materials.

United States Military Service.

Prior law enforcement service.

Recruitment activities included:

- UConn Careers Website
- Listserv HERC
- Inside Higher Ed
- PoliceApp
- POST Recruitment Efforts
- Social media - Divisional page and Facility Dogs
- Direct Correspondence through recruitment interest link
- UConn Police Website

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
7B-Protect Srvs Police												
497123												
Unqualified	19	4	5	1	8	2	0	0	0	0	3	42
Qualified	6	0	2	0	8	0	1	0	3	0	0	20
Interview	17	3	1	1	3	1	3	0	0	1	4	34
Withdrawn	17	1	1	0	8	1	2	0	0	0	2	32
Rescind Offer	11	2	5	0	5	1	0	0	0	0	2	26
Offer Declined	0	1	1	0	0	0	0	0	0	0	0	2
Hired	0	1	0	0	0	0	0	0	0	0	0	1
Grand Total	70	12	15	2	32	5	6	0	3	1	11	157

The Unqualified applicants did not meet the minimum qualifications for the job posting.

32 Withdrawn applicants: 17 WM, 1 WF, 1 BM, 8 HM, 1 HF, 2 AM, 2 UU

20 Qualified applicants: 6 WM, 2 BM, 8 HM, 1 AM, 3 TM

- 6 WM, 2 BM, 8 HM, 1 AM, 3 TM did not have prior law enforcement experience, military service, or an associate's degree. Only candidates meeting at least one preferred were interviewed.

63 Interviewed applicants: 28 WM, 7 WF, 7 BM, 1 BF, 8 HM, 2 HF, 3 AM, 1 TF, 6 UU

- 2 WM, 2 WF, 1 HM, 1 AM were hired and explained in the *2024 Affirmative Action Plan* in the Hiring Goals Analysis section under the same search number.
- 1 BF was hired and explained in the *2024 Affirmative Action Plan* in the Hiring Goals Analysis and met a hiring goal.
- 1 WF, 1 BM were offered the position but declined.
- 11 WM, 2 WF, 5 BM, 5 HM, 1 HF, 2 UU were offered the position, but the offers were rescinded by Human Resources.
- 6 WM, 1 WF, 1 BM, 1 HM, 1 HF, 1 AM did not show up for the interview.

- 6 WM, 1 HM, 4 UU did not answer the questions about public safety, specific job-related questions completely.
- 1 WM had technical issues during the interview, and he made no further attempts to reschedule the interview.
- 1 WM, 1 WF, 1 AM did not have the communication skills needed for this position. Their responses to interview questions were not complete.
- 1 TF's hire resulted in a promotion and was explained in the *2024 Affirmative Action Plan* in the Promotional Goals Analysis under the same search number.

The 1 WF selected had experience in an institution of a comparable size to UConn. She displayed effective communication skills by listening and repeating her understanding as well as articulating her ideas in a clear and concise manner. She was able to explain how she would work as a team and did not have a problem working alone.

Search Number	497462
Department	UConn Library
Title	Buildings & Ground Patrol Officer

MINIMUM QUALIFICATIONS

- Any experience or training which would provide the skills and abilities indicated above.

PREFERRED QUALIFICATIONS

- Experience recording and checking inventory and securing property.
- Demonstrated knowledge working with building environmental systems including monitoring and reporting malfunctions.
- Demonstrated ability to use the internet, current technology, and basic software as needed for the position.
- Ability to think and act quickly in an emergency with judgment and discretion.
- Demonstrated ability to support a diverse and inclusive population.

SPECIAL REQUIREMENTS

- Appointment to positions within the Connecticut Marketing Authority will be in accordance with Section 22-63a(d) of the Connecticut General Statutes.
- Incumbents in this class may be required to possess and retain a valid Motor Vehicle Operator's license.
- Incumbents in this class may be required to obtain and maintain a Standard First Aid Certificate and/or CPR certification.

Recruitment activities included:

- UConn Careers Website
- Listserv HERC
- Inside Higher Ed
- Indeed
- LinkedIn
- UConn Library Instagram
- UConn Library Twitter
- UConn Daily Digest listserv
- Hartford Courant Online (automatic distribution to: Indeed, ZipRecruiter, Glassdoor, Nexxt, Jobs2Careers, CareerBuilder, Twitter, and LinkedIn)
- Personal networking
- Personal networking to local community Facebook groups

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
7B-Protect Srvs Police												
497462												
Unqualified	2	1	1	1	0	0	0	0	1	0	1	7
Qualified	2	0	0	0	0	0	0	0	0	0	1	3
Interview	1	0	0	0	0	0	0	0	0	1	0	2
Withdrawn	0	1	0	0	1	0	0	0	0	0	0	2
Hired	0	1	0	0	0	0	0	0	0	0	0	1
Grand Total	5	3	1	1	1	0	0	0	1	1	2	15

The Unqualified applicants did not meet the minimum qualifications for the job posting.

2 Withdrawn applicants: 1 WF, 1 HM

3 Qualified applicants: 2 WM, 1 UU

- 1 WM, 1 UU did not indicate the necessary experience recording and checking inventory or securing property in their application materials.
- 1 WM did not supply any information that demonstrated the experience he had in thinking or acting quickly in emergency situations.

3 Interviewed applicants: 1 WM, 1 WF, 1 TF

- 1 WM, 1 TF did not have experience with building environmental systems and monitoring needed.

The 1 WF selected candidate explained how she would react in an emergency, using her judgment and discretion. She had knowledge of current technology and basic software as

needed for the position based on examples of how she had utilized them in other positions. Additionally, she had experience working with building environmental systems including monitoring and reporting malfunctions.

Search Number	497877
Department	Univ Safety Emergency Comms
Title	UConn Dispatcher Trainee

Minimum Qualifications: Any experience or training which provides the skills and abilities indicated above, such as good interpersonal skills; basic oral and written communication skills; ability to think and act quickly in an emergency with judgment and discretion.

Preferred Qualifications: Excellent interpersonal and communication skills including the ability to listen and communicate calmly, effectively and courteously in emergency and non-emergency situations; basic reading comprehension skills that demonstrate ability to problem solve and make sound decisions; ability to speak proper English and enunciate clearly; ability to determine priorities among multiple issues; excellent computer skills; good typing skills that demonstrate speed and accuracy; knowledge of terminology, coding, symbols and standard abbreviations used in radio communication; knowledge of and ability to interpret and apply state and federal laws, statutes, regulations and procedural guidelines relating to emergency services; and ability to analyze problems and take appropriate actions. Also, any of the following qualifications are preferred: Telecommunicator certification from DSET (Division of Statewide Emergency Telecommunication), certification in National Crime Information Center (NCIC) and Connecticut Online Law Enforcement Communications Teleprocessing (COLLECT) systems as well as Emergency Medical Dispatch (EMD).

Recruitment activities included:

- UConn Careers Website
- Listserv HERC
- Inside Higher Ed

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
7B-Protect Svc Police												
497877												
Qualified	1	5	0	2	0	1	2	0	0	1	0	12
Interview	1	2	1	0	0	0	0	0	0	0	1	5
Withdrawn	3	2	1	1	0	1	0	0	0	0	0	8
Hired	0	1	0	0	0	0	0	0	0	0	0	1
Grand Total	5	10	2	3	0	2	2	0	0	1	1	26

8 Withdrawn applicants: 3 WM, 2 WF, 1 BM, 1 BF, 1 HF

12 Qualified applicants: 1 WM, 5 WF, 2 BF, 1 HF, 2 AM, 1 TF

- 1 WM, 5 WF, 2 BF, 1 HF, 2 AM, 1 TF were not certified in the National Crime Information Center.

6 Interviewed applicants: 1 WM, 3 WF, 1 BM, 1 UU

- 2 WF, 1 BM, 1 UU did not answer the questions about public safety and specific job-related questions completely.
- 1 WM was unable to work the necessary shifts required.

The 1 WF selected described how she would manage conflict, provided examples of how she worked on a team, and that she had the ability to work on her own if needed. She was also familiar with the procedural guidelines that were necessary in this position as she was able to provide thorough responses to interview questions.

Search Number	496888
Department	Security Services
Title	Buildings & Ground Patrol Officer

Minimum Qualifications

- Interpersonal skills
- Basic oral and written communication skills
- Ability to think and act quickly in an emergency with judgment and discretion
- Basic computer skills

Preferred Qualifications

- Security experience
- Military experience
- Prior hospital security experience
- 30 credit hours towards a degree in criminal justice

Recruitment activities included:

- UConn Careers Website
- Listserv HERC
- Inside Higher Ed

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
7B-Protect Srvc Police												
496888												
Unqualified	0	0	0	1	0	0	0	0	0	0	0	1
Interview	13	3	6	1	3	0	0	0	0	1	0	27
Withdrawn	18	1	3	1	5	2	1	0	0	0	1	32
Rescind Offer	4	0	2	0	0	1	0	0	0	0	1	8
Offer Declined	0	0	1	0	0	0	1	0	0	0	0	2
Hired	2	0	1	0	3	0	0	0	0	0	0	6
Grand Total	37	4	13	3	11	3	2	0	0	1	2	76

The Unqualified applicants did not meet the minimum qualifications for the job posting.

32 Withdrawn applicants: 18 WM, 1 WF, 3 BM, 1 BF, 5 HM, 2 HF, 1 AM, 1 UU

43 Interviewed applicants: 19 WM, 3 WF, 10 BM, 1 BF, 6 HM, 1 HF, 1 AM, 1 TF, 1 UU

- 4 WM, 1 WF, 3 BM, 1 HM did not answer the questions about public safety, specifically job-related questions completely.
- 1 BF did not have any experience with hospital security.
- 1 WM was unable to work the required shift hours.
- 4 WM, 1 WF, 3 BM, 2 HM were hired and explained in the *2024 Affirmative Action Plan* in the Hiring Goals Analysis under the same search number.
- 1 TF's hire resulted in a promotion and was explained in the *2024 Affirmative Action Plan* in the Promotional Goals Analysis under the same number.
- 4 WM, 2 BM, 1 HF, 1 UU were offered the position, but the offers were rescinded by Human Resources
- 1 BM, 1 AM were offered the position and declined.
- 2 WM, 1 WF did not attend the scheduled interview.

The 1 BM selected had fifteen years of hospital experience. He explained how he would accomplish his goals regarding team building during the interview. Additionally, he had the computer skills needed for this position.

The 1 HM selected had experience working in a campus/university setting as well as a hospital setting. He explained how he had worked collaboratively with a team in the past. He also had experience implementing new technology.

The 1 HM selected had university safety experience as well as familiarity with the campus. Additionally, he had the necessary computer skills. He was able to fully answer the questions asked of him in the interview, demonstrating that he had the communication skills needed for this position.

The 1 HM selected had experience working security for CT Transit and was accustomed to working with the public daily. He had conflict management experience as well as direct experience with University Safety related work.

The 2 WM selected met a hiring goal.

Search Number	498082-1
Department	Police Department
Title	ProtSrvTrainee(Police)(Uncls)

Minimum Qualifications

In order to be considered for employment as a P.O.S.T. Certified Police Officer with the UConn Police Department, applicants must:

Be a current Certified Police Officer in the State of Connecticut through the Police Officers Standards and Training Council or currently certified in another state and able to meet the Connecticut POST-C comparative certification standards to become Connecticut POST-C certified within one year of appointment.

Possess and maintain a valid Motor Vehicle operator's license.

Possess excellent written communication skills.

Possess excellent interpersonal communication skills.

Experience in and awareness of the sensitivity required when interacting with and addressing the needs of a diverse community.

Preferred Qualifications

Earned Associates degree or minimum of 60 credits in any field of study from an accredited college/university.

Volunteer work in the community. Please reference specific details in application materials.

United States Military Service.

Prior law enforcement service.

Recruitment activities included:

- UConn Careers Website
- Listserv HERC
- Inside Higher Ed
- PoliceApp
- POST Recruitment Efforts
- Social media - Divisional page and Facility Dogs
- Direct Correspondence through recruitment interest link
- UConn Police Website

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
7B-Protect Svc Police												
498082-1												
Interview	20	0	4	0	6	0	1	0	0	1	1	33
Withdrawn	41	4	18	4	26	11	5	1	3	0	5	118
Rescind Offer	11	1	2	0	3	2	2	0	1	0	1	23
Offer Declined	4	0	0	0	1	1	0	0	1	0	0	7
Hired	3	0	0	0	3	0	0	0	0	0	0	6
Grand Total	79	5	24	4	39	14	8	1	5	1	7	187

118 Withdrawn applicants: 41 WM, 4 WF, 18 BM, 4 BF, 26 HM, 11 HF, 5 AM, 1 AF, 3 TM, 5 UU

69 Interviewed applicants: 38 WM, 1 WF, 6 BM, 13 HM, 3 HF, 3 AM, 2 TM, 1 TF, 2 UU

- 1 WM, 3 BM did not call or attend the scheduled interview.
- 8 WM, 1 BM, 3 HM, 1 AM, 1 UU did not provide clear and complete answers to the interview questions that were asked.
- 4 WM, 3 HM did not have prior experience with law enforcement that was necessary for this position.
- 4 WM, 1 HM, 1 HF, 1 TM were offered the position and declined.
- 11 WM, 1 WF, 2 BM, 3 HM, 2 HF, 2 AM, 1 TM, 1 UU were offered the position, but the offers were rescinded by Human Resources.
- 1 WM's selection resulted in a promotion and is explained in this *Affirmative Action Plan* in the Promotional Goals Analysis under the same search number.
- 4 WM were hired and will be explained in the *2026 Affirmative Action Plan* in the Hiring Goals Analysis under the same search number as their hire dates were after the *Plan* year.
- 2 WM, 1 TF were hired in the Prot Serv Police Officer title and are explained in this *Affirmative Action Plan* in the 7B Prot. Serv – Police Officer category under the same search number.

The 1 HM selected had previous university experience as well as a BS in Criminal Justice. He worked as a Building and Ground Officer at UConn Health. He had the knowledge needed regarding policies and procedures as well as the ability to work on his own or with a team. He clearly described his ability to lead and to make quick decisions.

The 1 HM selected had highly effective active listening skills which was evident by the way he repeated his understanding of what was being said and articulating his ideas in a clear and concise manner. He gave complete responses regarding how he would handle conflict as well as explaining how he would be able to work on his own or with a team.

The 1 HM selected had previous experience in a university setting. He also previously worked in a hospital setting as a security guard. He came to the interview prepared and expressed organized thoughts as well as active listening skills. This was demonstrated by his ability to listen and then repeat what was being said to him.

The 3 WM selected met hiring goals.

Category 7B: Protect Services - Police Officer

Goals Set	WM	WF	BM	BF	HM	HF	AM	AF
7B-Protect Srvc Police Officer	0	9	0	6	0	0	5	0

Job Category	Goal	RG	Search #	Title	No. Hired
7B-Protect Srvc Police Officer	N	WM	498082	Police Officer (Unc)	2
	N	TF	498082	Police Officer (Unc)	1

Search Number	498082
Department	Police Department
Title	Protective Services Police Officer

Minimum Qualifications

In order to be considered for employment as a P.O.S.T. Certified Police Officer with the UConn Police Department, applicants must:

Be a current Certified Police Officer in the State of Connecticut through the Police Officers Standards and Training Council or currently certified in another state and able to meet the Connecticut POST-C comparative certification standards to become Connecticut POST-C certified within one year of appointment.

Possess and maintain a valid Motor Vehicle operator's license.

Possess excellent written communication skills.

Possess excellent interpersonal communication skills.

Experience in and awareness of the sensitivity required when interacting with and addressing the needs of a diverse community.

Preferred Qualifications

Earned Associates degree or minimum of 60 credits in any field of study from an accredited college/university.

Volunteer work in the community. Please reference specific details in application materials.

United States Military Service.

Prior law enforcement service.

Recruitment activities included:

- UConn Careers Website
- Listserv HERC
- Inside Higher Ed
- PoliceApp
- POST Recruitment Efforts

- Social media - Divisional page and Facility Dogs
- Direct Correspondence through recruitment interest link
- UConn Police Website

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
7B-Protect Svc Police Officer												
498082												
Interview	21	0	4	0	9	0	1	0	0	0	1	36
Withdrawn	41	4	18	4	26	11	5	1	3	0	5	118
Rescind Offer	11	1	2	0	3	2	2	0	1	0	1	23
Offer Declined	4	0	0	0	1	1	0	0	1	0	0	7
Hired	2	0	0	0	0	0	0	0	0	1	0	3
Grand Total	79	5	24	4	39	14	8	1	5	1	7	187

118 Withdrawn applicants: 41 WM, 4 WF, 18 BM, 4 BF, 26 HM, 11 HF, 5 AM, 1 AF, 3 TM, 5 UU

69 Interviewed applicants: 38 WM, 1 WF, 6 BM, 13 HM, 3 HF, 3 AM, 2 TM, 1 TF, 2 UU

- 1 WM, 3 BM did not call or attend the scheduled interview.
- 8 WM, 1 BM, 3 HM, 1 AM, 1 UU did not provide clear and complete answers to the interview questions that were asked.
- 4 WM, 3 HM did not have prior experience with law enforcement that was necessary for this position.
- 4 WM, 1 HM, 1 HF, 1 TM were offered the position and declined.
- 11 WM, 1 WF, 2 BM, 3 HM, 2 HF, 2 AM, 1 TM, 1 UU were offered the position, but the offers were rescinded by Human Resources.
- 1 WM's selection resulted in a promotion into the Prot Serv Trainee (Police) title and is explained in this *Affirmative Action Plan* in the Promotional Goals Analysis under the same search number in the 7B Prot Serv – Police category.
- 4 WM were hired and will be explained in the 2026 *Affirmative Action Plan* in the Hiring Goals Analysis under the same search number as their hire dates were after the *Plan* year.
- 3 WM, 3 HM were hired in the Prot Serv Trainee (Police) title and are explained in this *Affirmative Action Plan* in the 7B Prot. Serv – Police category under the same search number.

The 1 WM selected had direct experience through personal education and work experience at a comparable institution in Connecticut. He had twenty-six years of Public Safety experience including six years of experience at Suffolk University. He was a Field Training Officer, Community Outreach, and worked with Animal Control as well. The candidate taught the "Be Responsible Program," where he worked with fifth graders in the New Britain School System. He had the necessary knowledge of policies and procedures and utilizing different strategies for enforcement in lieu of an arrest.

The 1 WM selected demonstrated effective communication skills reflected through active listening (listening and repeating their understanding, articulating ideas in a concise and clear manner). He was well prepared for the interview and had researched department and position.

The 1 TF selected was interested in the community policing aspect of the UConn Police Department. She understood the various statewide locations, overtime opportunities and events and was open to work in these different capacities.

Category 7B: Protect Services - Fire

Goals Set	WM	WF	BM	BF	HM	HF	AM	AF
7B-Protect Srvc Fire	0	0	0	0	2	0	0	0

No hiring activity occurred in this category.

Category 7B: Protect Services - Firefighter

Goals Set	WM	WF	BM	BF	HM	HF	AM	AF
7B-Protect Srvc Firefighter	2	0	1	0	1	0	0	0

Job Category	Goal	RG	Search #	Title	No. Hired
7B-Protect Srvc Firefighter	Y	BM	497946	Firefighter	1

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
7B-Protect Srvc Firefighter												
497946												
Interview	6	0	0	0	0	0	0	0	0	0	3	9
Unqualified	28	2	0	0	5	0	1	0	0	0	2	38
Qualified	5	0	0	0	0	0	0	0	0	0	2	7
Interview	5	0	0	0	0	0	1	0	0	0	0	6
Withdrawn	2	0	0	0	0	0	0	0	0	0	0	2
Hired	0	0	1	0	0	0	0	0	0	0	0	1
Grand Total	46	2	1	0	5	0	2	0	0	0	7	63

This hire met a hiring goal.

EEO 4

Secretarial/Clerical

Category 4: Administrative Assistant

Goals Set	WM	WF	BM	BF	HM	HF	AM	AF
4-Admin Assistant	1	0	0	1	0	0	0	0

No hiring activity occurred in this category.

Category 4: Office Assistant

Goals Set	WM	WF	BM	BF	HM	HF	AM	AF
4-Office Asst	1	0	1	0	1	1	0	0

Job Category	Goal	RG	Search #	Title	No. Hired
4-Office Asst	Y	HF	497742	Office Assistant	1
	N	WF	497742	Office Assistant	1

Search Number	497742
Department	FO Business Service Center
Title	Office Assistant

MINIMUM QUALIFICATIONS - GENERAL EXPERIENCE

Clerk Typist

- Six (6) months as a Typist or its equivalent.

Office Assistant

- Two (2) years of general clerical work experience.

MINIMUM QUALIFICATIONS - SUBSTITUTIONS ALLOWED

Clerk Typist

- Graduation from high school with coursework in typing.

Office Assistant

- College training may be substituted for 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

- Two to three years of demonstrated customer service skills.
- Two to three years of experience using computerized maintenance management software (such as AiM) or experience using a similar enterprise application.
- High level of demonstrated reliability.
- Knowledge of trade terminology (HVACR, electrical, plumbing, etc.) and building systems.
- Ability to multi-task and prioritize work independently

Recruitment activities included:

- UConn Careers Website
- Listserv HERC
- Inside Higher Ed
- Diverse Job Boards
- UConn Jobs
- Facilities Operations Website
- Willimantic Chronicle
- Manchester Journal Inquirer
- Norwich Bulletin
- CT Jobs
- Career Builder
- Monster
- Veteran's Enterprise

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
4-Office Asst												
497742												
Unqualified	1	2	0	0	0	1	0	1	0	0	2	7
Qualified	1	2	2	2	0	0	1	0	0	0	0	8
Withdrawn	1	4	0	0	1	1	1	0	0	0	2	10
Hired	0	1	0	0	0	1	0	0	0	0	0	2
Grand Total	3	9	2	2	1	3	2	1	0	0	4	27

The Unqualified applicants did not meet the minimum qualifications for the job posting.

10 Withdrawn applicants: 1 WM, 4 WF, 1 HM, 1 HF, 1 AM, 2 UU

8 Qualified applicants: 1 WM, 2 WF, 2 BM, 2 BF, 1 AM

- 1 WM, 1 WF, 1 AM did not possess two to three years of demonstrated customer service skills or experience using computerized maintenance management software.
- 1 WF, 2 BM, 2 BF, did not possess two to three years of experience using computerized maintenance management software. They did not provide evidence of knowledge in trade terminology (HVACR, Electrical, Plumbing, etc.) and building systems in their application materials.

2 Interviewed applicants: 1 WF, 1 HF

The 1 WF selected demonstrated the ability to multitask and prioritize during critical situations as she provided examples of her experience. She had been a dispatcher and, in that role, learned customer service skills which were necessary for this position.

The 1 HF hired achieved a hiring goal.

Category 4: Clerical Remaining Titles

Goals Set	WM	WF	BM	BF	HM	HF	AM	AF
4-Clerical Remaining	3	0	0	3	1	2	0	1

No hiring activity occurred in this category.

EEO 5 Technical/ Paraprofessional

Category 5: Paraprofessional

Goals Set	WM	WF	BM	BF	HM	HF	AM	AF
5-Paraprofessional	0	1	1	0	1	0	1	0

Job Category	Goal	RG	Search #	Title	No. Hired
5-Paraprofessional	N	WM	497487	ElecIntegCtrlTech B	2

Search Number	497487
Department	FO Conservation and Compliance
Title	Electronic Integrated Control Systems Technician (Building Subsystems)

MINIMUM QUALIFICATIONS - GENERAL EXPERIENCE

Five (5) years of experience in heating, ventilation, air conditioning, and refrigeration (HVACR) and integrated electronic control systems or in the building automation systems industry performing design, installation, and service related to the assigned subsystem such as fire, security, building access, communication, and emergency boxes.

Notes:

- For State employees, this is interpreted at the level of Qualified Craft Worker (HVACR).
- 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 - SUBSTITUTIONS ALLOWED

A maximum of two (2) years may be substituted for the following:

- Graduation from a two (2) year vocational or technical school designating completion of subject requirements in HVACR may be substituted for two (2) years of General Experience.
- College training in electronics or electrical/mechanical engineering or a related field may be substituted for 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

- Computer skills relating to a Computerized Maintenance Management System (CMMS) such as AiM.
- Experience using an iPad.
- Experience working at a college campus or similar setting.
- Knowledge and experience with Automated Logic Control (ALC) systems.

- Knowledge and experience with Andover Controls.
- Knowledge and experience with ECOStruxure systems.
- Familiarity with Phoenix Lab Controls and/or ACCUSPEC.

SPECIAL REQUIREMENTS

- Incumbents in this class may be required by the appointing authority to possess and retain appropriate current licenses, permits and/or certifications.
- Incumbents in this class may be required to attend technical seminars or courses and retain original equipment manufacturer certification.
- Incumbents in this class may be required to travel.
- Ability to read and interpret mechanical blueprints for building and utility systems.

Recruitment activities included:

- UConn Careers Website
- Listserv HERC
- Inside Higher Ed
- Diverse Job Boards
- Facilities Operations Website
- ASHRAE (American Society of Heating, Refrigerating, & AC Engineers)
- Manchester Journal Inquirer
- Norwich Bulletin
- Willimantic Chronicle
- CTJobs.com
- Career Builder
- Monster
- Veterans Enterprise
- PHCC (Plumbing-Heating-Cooling Contractors Association)
- Get HVAC Jobs
- HVACjobscenter.com

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
5-Paraprofessional												
497487												
Unqualified	4	0	2	0	0	0	0	0	0	0	0	6
Interview	4	1	0	0	0	0	0	0	0	0	0	5
Withdrawn	7	0	0	0	1	0	0	0	0	0	0	8
Hired	2	0	0	0	0	0	0	0	0	0	0	2
Grand Total	17	1	2	0	1	0	0	0	0	0	0	21

The Unqualified applicants did not meet the minimum qualifications for the job posting.

8 Withdrawn applicants: 7 WM, 1 HM

7 Interviewed applicants: 6 WM, 1 WF

- 1 WM's selection resulted in a promotion and is reported in the Promotional Goals Analysis section of this *Plan*.
- 1 WM was selected after the end of this *Plan* year and will be reported in the Hiring Goals Analysis in the *2026 Affirmative Action Plan*.
- 1 WM did not have the necessary knowledge of network trouble shooting or heating, ventilation, air conditioning and refrigeration (HVACR). He did not have experience in diagnosing and repairing with regards to HVACR as he could not answer several questions on HVACR protocols.
- 1 WM did not demonstrate the necessary knowledge of network trouble shooting, building automated digital control systems and control logic and heating, ventilation, air conditions and refrigeration (HVACR). He gave several incorrect and incomplete responses to interview questions.
- 1 WF did not have the necessary knowledge of building automated digital control systems and control logic or HVACR. She did not have experience diagnosing and repairing building controls and she was unable to answer several questions on safety and building control protocols.

The 1 WM selected demonstrated his knowledge of building digital control systems through examples and detailed answers to interview questions. He possessed a background in diagnosing, repairing, and building control systems in the HVACR field. He had customer service experience and experience working at a college campus.

The 1 WM selected demonstrated knowledge of network trouble shooting, building automated digital control systems, and control location through examples and detailed answers to interview questions. He had a technical background as an electrician and experience in diagnosing, repairing, and construction as well as customer service experience.

EEO 6 Qualified Craft Worker

Category 6: Qualified Craft Workers – All Titles

Goals Set	WM	WF	BM	BF	HM	HF	AM	AF
6-Qualified Craft	0	1	6	0	3	1	0	0

Job Category	Goal	RG	Search #	Title	No. Hired
6-Qualified Craft	Y	WM	497929	QCW(HVACR)	1
	Y	HM	497313	QCW(Plmb&Stmfitng)	1
	Y	HM	497503	SkilledTradesApprentice	1
	N	WM	497502	SkilledTradesApprentice	3
	N	WM	497929	QCW(HVACR)	2
	N	WM	498135	SkilledTradesApprentice	1

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
6-Qualified Craft												
497313												
Unqualified	5	0	2	0	1	0	0	0	0	0	1	9
Interview	4	0	0	0	0	0	0	0	0	0	1	5
Withdrawn	3	0	0	0	0	0	0	0	0	0	3	6
Offer Declined	1	0	0	0	0	0	0	0	0	0	0	1
Hired	0	0	0	0	1	0	0	0	0	0	0	1
Grand Total	13	0	2	0	2	0	0	0	0	0	5	22

This hire met a hiring goal.

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
6-Qualified Craft												
497503												
Unqualified	22	0	2	1	5	0	1	0	1	0	3	35
Interview	1	0	0	0	0	0	0	0	0	0	1	2
Withdrawn	0	0	0	0	2	0	0	0	0	0	2	4
Hired	0	0	0	0	1	0	0	0	0	0	0	1
Grand Total	23	0	2	1	8	0	1	0	1	0	6	42

This hire met a hiring goal.

Search Number	497502
Department	FO Structural Shop Services
Title	Skilled Trades Apprentice

MINIMUM QUALIFICATIONS - GENERAL EXPERIENCE

- Graduation from a vocational or technical school with a diploma designating completion of the subject requirements in the respective maintenance trade area.

MINIMUM QUALIFICATIONS - SUBSTITUTIONS ALLOWED

- 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.

PROMOTION

Licensed Trades (Electrical, Plumbing, HVACR)

- A Skilled Trades Apprentice hired into this position based on the allowed substitution of 4,000 registered on-the-job training (OJT) apprenticeship program hours and related instruction hours in the respective maintenance trade area, must obtain graduation from the vocational or technical school prior to promotion to the Skilled Trades Apprentice target class.
- A Skilled Trades Apprentice who obtains their occupational trade license after completing six (6) months of satisfactory work performance shall be promoted to the Skilled Trades Apprentice target class effective the first pay period following the date they obtained their occupational trade license.
- A Skilled Trades Apprentice who obtains their occupational trade license before completing six (6) months of satisfactory work performance must complete their initial six (6) month working test period prior to being promoted to the Skilled Trades Apprentice target class. The promotion shall be effective the first day of the pay period following the date they completed their six (6) month training period.
- Upon completion of their initial six (6) month working test period and satisfactory work performance, a Skilled Trades Apprentice who achieves a minimum of 4,000 hours of work experience in their designated occupational trade shall be appointed to a General Trades Worker position.
- For current state employees compensation will be in accordance with guidelines for computing salary adjustments set forth by the Department of Administrative Services, Determining Salary Upon Change in Class manual.

Recruitment activities included:

- UConn Careers Website
- Listserv HERC

- Inside Higher Ed
- Diverse Job Boards
- Facilities Operations Website
- Veteran's Enterprise
- CT Jobs
- Career Builder
- Monster
- Manchester Journal Inquirer
- Norwich Bulletin
- Willimantic Chronicle

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
6-Qualified Craft												
497502												
Unqualified	6	0	1	0	2	0	0	0	0	0	0	9
Interview	2	2	1	0	4	0	0	0	1	0	2	12
Withdrawn	2	0	0	0	1	0	0	0	1	0	0	4
Rescind Offer	1	0	0	0	0	0	0	0	0	0	0	1
Hired	3	0	0	0	0	0	0	0	0	0	0	3
Grand Total	14	2	2	0	7	0	0	0	2	0	2	29

The Unqualified applicants did not meet the minimum qualifications for the job posting.

4 Withdrawn applicants: 2 WM, 1 HM, 1 TM

16 Interviewed applicants: 6 WM, 2 WF, 1 BM, 4 HM, 1 TM, 2 UU

- 1 WM had his offer rescinded by Human Resources.
- 1 WM did not demonstrate knowledge and experience in troubleshooting electrical systems or electrical trade tasks as his background was specific to appliance repair. He was unable to answer specific questions about the electrical trade.
- 1 WM did not demonstrate knowledge and experience in troubleshooting electrical systems as he only had a combined total of 1,147 of classroom and apprenticeship hours.
- 1 WF, 1 HM were given several opportunities to provide references that could answer questions related to their knowledge and skillset in the electrical trade but did not provide these.
- 1 WF did not demonstrate knowledge and experience in troubleshooting electrical systems as her experience was only working as an apprentice for six weeks, performing tasks relating to circuits and lighting in a residential setting. She was also unable to accurately respond to questions about conductors, calculating watts, and the role of transformers in an electrical system.
- 1 BM, 1 TM, 1 UU did not have the knowledge or experience in troubleshooting electrical systems or the ability to perform on a skilled level in the electrical trade. They

were not able to answer questions about the electrical code and their experience was only in one area, low voltage security work installing cameras.

- 1 HM had experience working as a registered electrical apprentice but was unable to correctly answer several questions, for example about carrying conductors and the difference between single phase and three phase power.
- 1 HM did not have the level of knowledge necessary in the electrical trade as he had been an apprentice for six months and had only about 1,000 hours of the 8,000 on the job training hours required to take the E-2 test. He was also unable to thoroughly respond or correctly answer questions regarding electrical code, role of a transformer in an electrical system, and safety related questions.
- 1 HM, 1 UU did not possess the necessary knowledge of standard tools, materials, methods and practices of the electrical trade, or the ability to perform on a skilled level in the electrical trade as they did not accurately or fully answer interview questions.

The 1 WM selected had experience as a registered electrical apprentice and had obtained approximately 4,700 OJT hours. He graduated from Windham Technical School with coursework completed in electrical that had been verified by a copy of his diploma. He provided accurate, clear, and concise responses to the interview questions, demonstrating knowledge and experience of the standard tools, materials, methods and practices of the electrical trade and his ability to perform at a skilled level in the electrical trade. His accurate answers showed the team he was on track to be ready to test for his license when he reaches 8,000 OJT hours. He demonstrated his knowledge by correctly responding to questions about how to calculate watts, the current electrical code being used in the State of Connecticut, the role of a transformer in an electrical system. When asked what safety procedures do you follow to protect yourself and others from electrical accidents, he stated LOTO, to shut off the breaker so there is no electrical risk to you or the community, PPE such as hard hats, boots, gloves, vest and glasses and with prompting, he stated, to test for power with a meter. He provided thorough responses to demonstrate that clear communication is important for safety reasons, to get the job done efficiently, that it is important to ask questions, and to receive criticism from the journeyperson with which you are working. In addition, he understood the electrical safety procedures that were established at UConn.

The 1 WM selected was a registered electrical apprentice with TR and Son Electric LLC where he had obtained approximately 5,000 OJT hours. He graduated from Windham Technical School with coursework completed in electrical that had been verified by a copy of his diploma. He provided accurate, clear, and concise responses to the interview questions, demonstrating knowledge and experience of the standard tools, materials, methods and practices of the electrical trade and his ability to perform on a skilled level in the electrical trade. His responses to interview questions were thorough and he demonstrated that he understood the concepts. His accurate answers showed the team he was on track to be ready to test for his license when he reaches 8,000 OJT hours. He knew how to calculate watts, the current electrical code being used in the State of Connecticut, the role of a transformer in an electrical system, and the safety procedures to follow to protect yourself and others from electrical accidents. He had used an iPad and Quick Books and understood the importance of listing time and materials used for jobs.

The 1 WM selected demonstrated that he understood the concepts of the electrical trade. He had experience working as a registered electrical apprentice with Zelek Electric, where he had obtained approximately 2,500 OJT hours. He graduated from Norwich Technical School with coursework completed in electrical that had been verified by a copy of his diploma. He knew the current electrical code being used in the State of Connecticut, that amendments are made to the code periodically, the role of a transformer is in an electrical system. He knew what safety procedures to follow to protect yourself and others from electrical accidents. He provided a detailed response explaining the importance of grounding in electrical systems stating that it is a failsafe back to the source providing a continuous path back into the earth that protects human life. He also fully understood the concept and purpose of GFCI's and how and why they trip noting that they were in bathrooms and kitchens within six feet of a sink and that they were also installed in outside areas in wet/damp locations such as in pool areas. He provided thoughtful and thorough responses to questions including describing why it is important for an electrical apprentice to have communication skills, how to handle a situation where you were having a disagreement with a co-worker, or the best approach to completing an electrical assignment. He had used paperwork orders and kept records of materials used for jobs.

Search Number	497929
Department	FO Mechanical and Plumbng Svcs
Title	QCW (HVACR)

Minimum Qualifications

- Considerable knowledge of and ability to apply standard tools, materials, methods, and practices of the HVACR trade.
- Interpersonal skills; oral and written communication skills.
- Ability to prepare estimates and keep shop records.
- Some ability to utilize computer software.
- Four (4) years of experience in the HVACR trade.
- Min Qual Spec. Exp.: Two (2) years of the Gen Exp must have been performing skilled trade functions in the specific trade area. Note: For State Employees, this is interpreted at the level of Skilled Maint or Transportation Maint 2.
- Min Qual Substitutions Allowed: 1. Graduation from a vocational or technical school with a diploma designating completion of HVACR trade area may be substituted for two (2) yrs of the Gen Exp. 2. At UConn Satisfactory performance and completion of the UConn Facilities Internship Training Program may be substituted for the Gen and Spec Exp as determined by UConn Facilities Operations and HR Mgmt. 3. Experience performing technical duties within a designated maintenance trade area on a military base, aircraft carrier or large compound may be substituted for the Gen and Special Exp on a yr for yr basis.
- A current Connecticut Heating, Piping or Cooling license is required and must be retained throughout employment with the University.
- Applicants must possess and maintain a current motor vehicle operator license.

- Ability to read and interpret mechanical blueprints for building and utility systems.
- These positions are categorized as Emergency Support Services/Essential Staff. Must be willing and able to work during emergency closures/delayed openings due to inclement weather or for significant events that affect campus operations.
- Applicants must also be willing to respond to emergencies on overtime (nights, weekends or holidays). Participation in the on-call assignment is mandatory.

Preferred Qualifications

- An active S-2 or S-1 license.
- Extensive knowledge and experience in the heating, air conditioning and refrigeration trade.
- Current “universal” certificate for refrigerant transition and recovery.

Recruitment activities included:

- UConn Careers Website
- Listserv HERC
- Inside Higher Ed
- Diverse Job Boards
- Facilities Operations Website
- UConn Jobs
- Veterans Enterprise
- CT Jobs
- Career Builder
- Monster
- Manchester Journal Inquirer
- Norwich Bulletin
- Willimantic Chronicle

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
6-Qualified Craft												
497929												
Unqualified	12	0	0	0	3	1	0	0	0	0	1	17
Interview	5	0	1	0	0	0	1	0	0	0	0	7
Withdrawn	5	0	3	0	0	0	0	0	0	0	2	10
Offer Declined	2	0	0	0	0	0	0	0	0	0	0	2
Hired	3	0	0	0	0	0	0	0	0	0	0	3
Grand Total	27	0	4	0	3	1	1	0	0	0	3	39

The Unqualified applicants did not meet the minimum qualifications for the job posting.

10 Withdrawn applicants: 5 WM, 3 BM, 2 UU

12 Interviewed applicants: 10 WM, 1 BM, 1 AM

- 2 WM's with contractual rights were selected, resulting in lateral transfers.
- 3 WM's declined the offer.
- 1 WM had contractual rights but decided to stay in his current position as he wanted to stay on first shift.
- 1 WM did not attend the scheduled interview.
- 1 WM did not have experience with building automation systems. He was unable to correctly answer questions regarding the purpose of thermocouples, freeze stats, types of compressor fails, thermostats, or safety procedures used by trade technicians.
- 1 WM did not accurately answer questions regarding building automation systems, pneumatic controls, refrigeration, and steam, and was also unable to troubleshoot in the HVACR trade.
- 1 AM did not demonstrate the ability to troubleshoot in the HVACR trade and was not able to accurately respond to questions relating to refrigeration and steam, or safety procedures used by trade technicians.

The 1 WM selected graduated from Wilcox Technical High School and completed his apprenticeship hours with Caso Heating and Dutch Oil. He had worked for ten years in the HVACR trade, held a B2 license and was planning to take the S2 test. He had building automation experience using the system CTC to evaluate how a unit is functioning and to open/close dampers. He was able to define and provide accurate responses to the purpose of a day-night thermostat, freezestat, fan limit control, thermocouple, and hot surface ignitor. He had knowledge and experience of troubleshooting a failed compressor and changing out a compressor. He had experience with oil burners and provided a detailed response in how to troubleshoot an oil burner that did not have any oil flow. He also demonstrated that he understood the importance of performing preventive maintenance tasks on HVACR equipment and performed these tasks himself, stating that to keep units running well maintenance must be performed on the pumps and components such as the oil filter, strainers, nozzle need to be changed, and the unit needs to be brushed out and vacuumed. He had used a tablet to troubleshoot equipment and knew what LOTO is (Lock Out Tag Out) indicating that he understood safety procedures.

The 1 WM selected had graduated from Cheney Technical High School and twenty years of experience working in the HVACR trade in commercial and residential equipment installations. He held D2 and SM2 licenses and completed the requirements to take the S2 test. He had building automation experience using Trane systems and was able to define and provide accurate responses to the purpose of a day-night thermostat, freezestat, fan limit control, thermocouple, and hot surface ignitor. He had experience with troubleshooting a failed compressor and changing out a compressor and explained the purpose/function of a heat exchanger. He had experience with oil burners and provided a detailed response in how to troubleshoot an oil burner that did not have any oil flow noting that the first thing to check is whether there is any oil in the tank and explained the other components that should be checked – clogged strainer or filter, and nozzle. He knew what LOTO was (Lock Out Tag Out), indicating that he understood safety procedures. He also demonstrated that he understood the importance of performing preventive maintenance tasks on HVACR equipment and performed these tasks himself, stating that it

prevents callbacks, provides peace of mind and that he performed maintenance tasks on small units, oil furnaces, boilers, water heaters and a/c mini splits. He had experience using a computer and an iPad, especially in his previous sales-related position.

The 1 WM selected met a hiring goal.

Search Number	498135
Department	FO Structural Shop Services
Title	Skilled Trades Apprentice

MINIMUM QUALIFICATIONS – GENERAL EXPERIENCE

Graduation from a vocational or technical school with a diploma designating completion of the subject requirements in the respective maintenance trade area.

MINIMUM QUALIFICATIONS – SUBSTITUTIONS ALLOWED

- 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.

Recruitment activities included:

- UConn Careers Website
- Listserv HERC
- Inside Higher Ed
- Diverse Job Boards
- Facilities Operations Website
- Manchester Journal Inquirer
- Willimantic Chronicle
- CT Jobs
- Career Builder
- Monster
- Norwich Bulletin
- <https://www.cttech.org/careercenter>

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
6-Qualified Craft												
498135												
Unqualified	8	0	1	0	3	0	1	0	0	0	1	14
Interview	0	0	0	0	0	0	0	0	0	0	1	1
Hired	1	0	0	0	0	0	0	0	0	0	0	1
Grand Total	9	0	1	0	3	0	1	0	0	0	2	16

The Unqualified applicants did not meet the minimum qualifications for the job posting.

2 Interviewed applicants: 1 WM, 1 UU

- 1 UU did not demonstrate the ability to perform on a skilled level or knowledge of the tools, methods, and practices of the carpentry trade. For example, they did not accurately respond to direct questions on specific tasks such as how to cut plywood and how to take a cup/bow out of a piece of finish lumber.

The 1 WM selected graduated from Vinal Technical School with coursework completed in carpentry. He performed tasks in the carpentry trade through school projects such as garage rehabilitations, e-houses (energy efficiency houses), shingle repairs, fabricating flashing material, sheetrock removal and finishing work. He also performed carpentry related tasks while working for a contractor where he worked as a general laborer. He provided an extensive list of tools of the carpentry trade that he had utilized and was experienced with PPE and safety equipment such as boots, glasses, hard hats, gloves, and respirators. He explained how to take a cup/bow out of a piece of finish lumber correctly stating the two key pieces of equipment utilized to complete the task. He had experience with removing/installing carpeting, mentioning key tasks of the process such as using a pad liner, cutting the rolls of carpet to size and to tack down, and with several types of flooring installations. He also demonstrated a basic understanding of how to locate where a leak was originating from noting that you would look for damage externally by climbing up to the roof to locate signs of water and it would also be important to access the attic to look for mold and/or a wet circle. He was also familiar with the process of applying ice and water shield to a roof.

EEO 7

Service/Maintenance

Category 7: General Trade Worker

Goals Set	WM	WF	BM	BF	HM	HF	AM	AF
7-General Trade Wkr	2	0	0	0	0	0	0	0

No hiring activity occurred in this category.

Category 7: Lead Custodian

Goals Set	WM	WF	BM	BF	HM	HF	AM	AF
7-Lead Custodian	0	0	0	0	0	0	0	0

No hiring activity occurred in this category.

Category 7: Custodian

Goals Set	WM	WF	BM	BF	HM	HF	AM	AF
7-Custodian	19	9	3	4	0	0	0	0

Job Category	Goal	RG	Search #	Title	No. Hired
7-Custodian	Y	WF	497282	Custodian	1
	Y	WF	498175	Custodian	2
	N	HM	498175	Custodian	2
	N	HF	498175	Custodian	1
	N	UU	498175	Custodian	1

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
7-Custodian												
497282												
Unqualified	6	3	2	0	10	7	2	0	0	0	2	32
Qualified	3	0	0	0	1	0	0	0	0	0	0	4
Interview	1	1	0	0	5	0	0	0	0	0	0	7
Withdrawn	1	0	0	1	1	2	0	0	0	0	1	6
Offer Declined	1	0	0	0	0	0	0	0	0	0	1	2
Hired	0	1	0	0	0	0	0	0	0	0	0	1
Grand Total	12	5	2	1	17	9	2	0	0	0	4	52

This hire met a hiring goal.

Search Number	498175
Department	FO Custodial Services
Title	Custodian

Minimum Qualifications

- Ability to follow oral and written instructions.
- Ability to operate, care for and perform minor maintenance on tools and equipment used in daily work.
- Some ability in simple record keeping.
- Some interpersonal skills.
- Some oral and written communication skills.
- Any experience and training which would provide the knowledge, skills and abilities listed above.
- This position is categorized as Emergency Support Services/Essential Staff. Must be willing and able to work during emergency closures/delayed openings due to inclement weather or for significant events that affect campus operations.
- Applicants must be willing to respond to emergencies on overtime (nights, weekends or holidays).
- This position requires performing snow/ice removal job duties.
- This position also requires the incumbent to work additional hours during campus events such as Commencement, Sporting Events, move in/out weekend during the Fall and Spring semesters etc.

Preferred Qualifications

- Three or more years of custodial experience in settings such as college campuses, residential facilities, commercial buildings, and/or medical facilities.
- Demonstrated experience in operating custodial equipment such as floor scrubbers, swing machines, back-pack vacuums, carpet extractors, and/or ride-on auto scrubbers.

Recruitment activities included:

- UConn Careers Website
- Listserv HERC
- Inside Higher Ed
- Diverse Job Boards
- Willimantic Chronicle
- Manchester Journal Inquirer
- Norwich Bulletin
- Indeed
- Monster
- Facilities Operations Website

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
7-Custodian												
498175												
Unqualified	8	8	6	0	18	4	1	0	1	0	4	50
Interview	4	5	4	0	8	5	1	1	0	0	2	30
Withdrawn	10	7	2	0	3	4	0	0	0	0	4	30
Rescind Offer	0	0	1	0	1	1	0	0	0	0	0	3
Offer Declined	0	1	0	0	0	0	0	0	0	0	0	1
Hired	0	2	0	0	2	1	0	0	0	0	1	6
Grand Total	22	23	13	0	32	15	2	1	1	0	11	120

The Unqualified applicants did not meet the minimum qualifications for the job posting.

30 Withdrawn applicants: 10 WM, 7 WF, 2 BM, 3 HM, 4 HF, 4 UU

40 Interviewed applicants: 4 WM, 8 WF, 5 BM, 11 HM, 7 HF, 1 AM, 1 AF, 3 UU

- 1 WM, 1 HM, 1 HF were found to have disciplinary issues while checking references.
- 1 WM, 1 WF, 1 HM did not have experience maintaining equipment and their background was solely in residential cleaning and not in a larger setting.
- 1 WM, 1 BM had experience in a small setting which was not comparable to the environment of this position.
- 1 WM, 2 HF did not have experience in operating custodial equipment such as floor scrubbers, swing machines, back-pack vacuums, carpet extractors, and/or ride-on auto scrubbers.
- 1 WF, 1 BM, 2 HM only had one year of experience in general cleaning and equipment experience, had not used chemicals, stripping and waxing machinery, or ride-on auto scrubbers.
- 1 WF, 1 HM, 1 HF, 1 AM did not have experience with all custodial equipment, only with vacuums and cleaning products.
- 1 WM, 2 WF, 2 HM, 1 HF, 1 AF had applied for and were hired under a different search. Their hires will be explained in the *2026 Affirmative Action Plan* in the Hiring Goals Analysis under a different number as their hire dates were after the end of the *2025 Plan* year.
- 1 WF declined the offer of employment.
- 1 BM did not demonstrate the ability to follow oral and written instructions, based on incomplete responses to questions.
- 1 BM did not attend the scheduled interview.
- 1 BM, 1 HM, 1 HF's offers were rescinded by Human Resources.
- 1 HM had previously worked as a temporary custodian in the department and had received discipline for attendance and job performance.
- 2 UU did not have the ability to operate, care for and perform minor maintenance on equipment or the necessary knowledge for the position based on their responses to interview questions.

The 1 HM selected had a background in the custodial field and knowledge of Spartan Cleaning Chemicals, which were the chemicals used on campus. He had previously worked in a hospital setting and had prior supervisory experience in the custodial industry. He had experience with buffing and stripping machinery, with vacuums, and was able to make small repairs on equipment as needed.

The 1 HM selected had experience in a school setting doing similar tasks to this position. He had familiarity with concentrates and chemical dispensers along with experience operating auto scrubbers, buffers, side by sides, and vacuums. His answers supported his job knowledge, attention to detail, and experience with machine maintenance.

The 1 HF selected demonstrated the ability to communicate well and had prior cleaning experience with equipment cleaning projects. She had utilized all the equipment currently utilized on campus such as scrubbers and vacuums. She had the necessary level of knowledge and skills to operate equipment, and she was familiar with the campus and building locations.

The 1 UU selected had experience in general cleaning and had used machines such as carpet extractors and scrubbing machines. They had four years of experience in the cleaning industry. They were also familiar with green cleaning chemicals and had experience maintaining equipment and doing minor repairs.

The 2 WF selected met a hiring goal.

Category 7: Service Maintenance

Goals Set	WM	WF	BM	BF	HM	HF	AM	AF
7-Service Maint	0	0	3	3	11	6	0	1

Job Category	Goal	RG	Search #	Title	No. Hired
7-Service Maint	Y	WF	498440	ResearchVesselEngineer	1
	N	WM	497229	MaintSupv1(Genl)	1
	N	WM	497258	PowerPlantOper2	1
	N	WM	498071	Agricultural Worker 2	1
	N	WM	498137	AnimalCareTechnician	1
	N	WF	497567	AnimalCareTechnician	1
	N	WF	498591	Agricultural Worker 2	1
	N	TM	497258	PowerPlantOper2	1

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
7-Service Maint												
498440												
Unqualified	1	0	0	0	2	0	0	0	0	0	0	3
Qualified	3	0	0	0	0	0	0	0	0	0	0	3
Interview	1	0	0	0	0	0	0	0	0	0	0	1
Withdrawn	1	0	0	0	0	0	0	0	0	0	1	2
Offer Declined	1	0	0	0	0	0	0	0	0	0	0	1
Hired	0	1	0	0	0	0	0	0	0	0	0	1
Grand Total	7	1	0	0	2	0	0	0	0	0	1	11

This hire met a hiring goal.

Search Number	497229
Department	FO Regional Campus Service
Title	Maintenance Supervisor 1 (General)

MINIMUM QUALIFICATIONS - GENERAL EXPERIENCE

- Five (5) years of experience in the maintenance and repair of 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

- Three (3) years of General Experience must have included performing skilled tasks in either the maintenance and repair of buildings or the military experience referenced above.

NOTE: For state employees, this experience is interpreted at the level of a Skilled Maintainer.

MINIMUM QUALIFICATIONS - SUBSTITUTIONS ALLOWED

- Graduation from vocational or technical school may be substituted for one (1) year of General Experience.

PREFERRED QUALIFICATIONS

- Knowledge and experience in one or more of the following trade areas: Electrical, Plumbing, and/or HVACR.
- Strong leadership skills are an important qualification for this position.
- Strong oral and written communication skills; strong interpersonal skills.
- Experience using computer software such as AiM, HuskyBuy, Microsoft Excel, Word, Outlook, Core-CT, and/or Quali Financial System (KFS) is desired.
- Demonstrated experience in the use of computerized maintenance management software (CMMS).
- Working knowledge of the management and removal of regulated materials including asbestos, mold, lead, and PCBs, as well as knowledge of applicable laws, regulations, nationally recognized standards, and guidelines related to occupational safety and health is desired.
- Proficiency in the use of an iPad or similar technology.
- Knowledgeable of the NP-2 contract and University policies and procedures.
- Experience working in a union environment at a college, university, or similar entity is desired.

Recruitment activities included:

- UConn Careers Website
- Listserv HERC
- Inside Higher Ed
- Diverse Job Boards
- Facilities Operations
- UConn Jobs
- Veterans Enterprise
- CT Jobs
- Career Builder
- Monster
- Hartford Courant

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
7-Service Maint												
497229												
Unqualified	16	0	3	0	4	1	3	0	0	0	0	27
Interview	4	0	1	0	1	0	0	0	0	0	1	7
Withdrawn	4	0	0	0	3	0	1	0	0	0	0	8
Hired	1	0	0	0	0	0	0	0	0	0	0	1
Grand Total	25	0	4	0	8	1	4	0	0	0	1	43

The Unqualified applicants did not meet the minimum qualifications for the job posting.

8 Withdrawn applicants: 4 WM, 3 HM, 1 AM

8 Interviewed applicants: 5 WM, 1 BM, 1 HM, 1 UU

- 1 WM, 1 UU did not attend their scheduled interviews.
- 1 WM did not demonstrate the necessary leadership skills as his related experience was years ago and with a small five-person crew. He also did not provide accurate or detailed responses to any of the technical, trade related, or troubleshooting ability questions.
- 1 WM stated that he did not have experience using computerized maintenance management systems.
- 1 WM did not demonstrate experience performing a variety of skilled trades, particularly in the areas of electrical and mechanical/technical trades. He did not have hands on experience with chillers and air conditioning systems or commercial heating systems.
- 1 BM did not provide a response for examples of his supervisory experience or provide accurate or detailed responses to any of the technical, trade related, or troubleshooting ability questions.
- 1 HM did not communicate his knowledge or experience about chillers and air conditioning systems or commercial heating systems. For example, he could not accurately explain the steps to follow if a building had no heat with dropping temperatures or actions to take when responding to a university wide power outage.

The 1 WM selected had experience performing a variety of skilled trades, particularly in the areas of the electrical and mechanical/technical trades. This position required the supervisor to be a working supervisor and to assist employees and contractors with troubleshooting building equipment, with a concentration in plumbing, heating, and cooling systems. He had attended Bristol Tech with coursework completed in HVACR. He had hands-on experience with installing chillers, and performed tasks related to commercial heating systems such as boiler work, condensate lines, low water, floats, cut offs, blow downs, and water treatment systems. When he performed new construction for HVACR, he utilized the blueprints for the job. He had plumbing experience with mixing valves, traps, pro-press, rough in-house pitching piping out to sewer. His electrical experience included troubleshooting with an emergency generator contractor and completing an electrical course in motor controls while working for DOT. He completed OSHA 10 training, demonstrating his knowledge of safety protocols. His responses to the scenario

questions provided detail and demonstrated trouble shooting ability in multiple trade areas, supervisory ability, customer service skills, and an understanding of those he should be communicating with when building systems fail. He thoroughly and accurately responded to the question about steps to be taken as a supervisor if a building had no heat with dropping temperatures or a campus wide power outage. He knew the acronym LOTO (lock out tag out) and provided an example of the process in shutting down a job due to safety concerns. He also had experience using many technical computer systems such as Trane, ALC, CTC, Help Desk, and the CMMS – SchoolDude.

Search Number	497258
Department	FO Utility Plant Operations
Title	Power Plant Operator 2

MINIMUM QUALIFICATIONS - GENERAL EXPERIENCE

Three (3) years of experience in a power plant or industrial setting to include the operation, maintenance and repair of steam boilers, generators, or other mechanical equipment.

Note: Based on an individual's technical experience, the length of credited service will be determined at the discretion of facility management.

MINIMUM QUALIFICATIONS - SPECIAL EXPERIENCE

One (1) year of the General Experience must have included work performed at a cogeneration power plant or an equivalent industrial plant capable of producing high pressure superheated steam, electrical power, and chilled water to meet energy needs.

Note: For State employees, this is interpreted at the level of Power Plant Operator 1.

MINIMUM QUALIFICATIONS – SUBSTITUTIONS ALLOWED

- Graduation from a vocational or technical school with a diploma in a related field may be substituted for one (1) year of General Experience.
- College training in mechanical engineering or a related field may be substituted for General Experience on the basis of fifteen (15) semester hours equaling one-half (1/2) year of experience up to one (1) year.

PREFERRED QUALIFICATIONS

- State of Connecticut Trades License preferably in one or more of the following specific trades: Heating, Piping and Cooling, Electrical, Plumbing and Heating, and/or an OE2 License (Heating, Piping and Cooling Operating Engineer Journey person).
- Knowledge and experience working with a Computerized Maintenance Management System (CMMS) preferably AiM.
- Demonstrated supervisory and leadership ability.

- Experience operating 7MW Solar combustion turbines.
- Experience operating industrial boilers over 50KPPH capacity.
- Experience operating industrial steam turbines.
- Experience operating gas, electric, and steam driven chillers.
- Understanding of an electrical high voltage 69 kV / 13.8 kV distribution power grid.

SPECIAL REQUIREMENTS

- Incumbents in this class may be required by the appointing authority to possess and retain appropriate current licenses, permits and/or certifications.
- Incumbents in this class may be required to possess and retain specific education and/or experience to meet various certification requirements.
- Applicants must have a current motor vehicle operator license.

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.
- Incumbents in this class may be required to drive and operate motor vehicles, including, but not limited to vans, box trucks, and pick-up trucks ranging in size from compact, midsize, full-size, and heavy-duty, some of which are equipped with lift gates.
- Incumbents must have adequate physical strength and agility to walk up and down stairs frequently and climb ladders independently. Must be able lift, carry and push material weighing up to 75 lbs. Must have the ability to utilize ladders, scaffolding, high-lifts and enter confined spaces. Must be able to inspect, troubleshoot and repair equipment that is part of a wide range of electrical and mechanical systems. Incumbents must possess the ability to utilize tools, perform the required duties set forth above and will be required to wear personal protective equipment (PPE) when necessary.

Recruitment activities included:

- UConn Careers Website
- Listserv HERC
- Inside Higher Ed
- Diverse Job Boards

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
7-Service Maint												
497258												
Unqualified	50	1	11	1	12	1	16	0	0	0	9	101
Interview	4	0	1	0	0	0	1	0	0	0	0	6
Withdrawn	3	1	1	0	0	0	0	0	0	0	0	5
Offer Declined	2	0	0	0	0	0	0	0	0	0	0	2
Hired	1	0	0	0	0	0	0	0	1	0	0	2
Grand Total	60	2	13	1	12	1	17	0	1	0	9	116

The Unqualified applicants did not meet the minimum qualifications for the job posting.

5 Withdrawn applicants: 3 WM, 1 WF, 1 BM

10 Interviewed applicants: 7 WM, 1 BM, 1 AM, 1 TM

- 2 WM declined the offer of employment.
- 4 WM, 1 AM's were promotions within category, and reported in the *2024 Affirmative Action Plan* in Employment Process Analysis.
- 1 BM did not have the necessary knowledge of cogeneration power plant operations. When asked to name three or more safety devices on a boiler, he incorrectly listed a barricade, PPE and pull switches. Additionally, when asked under normal conditions if you receive a CEM alarm and a cooling water alarm at the same time, which alarm do you deal with and why, the candidate stated that he did not know what CEM stood for but that something was likely out of range and adjustments would need to be made. He could not answer, or incorrectly answered, most of the questions presented to him, indicating that he did not have knowledge in power plant operations, knowledge of industrial instrumentation and control systems, nor the ability to apply some principles of physics, chemistry, thermodynamics, heat transfer, fluid flow and combustion.

The 1 WM selected had experience in power plant operations working as a boiler plant operator at the naval submarine base in New London, UAF Facilities Services Cogeneration Plant and was a nuclear machinist mate in the US Navy. When asked what CEM stands for and basic actions to be taken when limits are going out of range, he correctly answered continuous emissions monitoring and the need to adjust the primary or secondary air fuel rations for NOx. Additionally, when asked under normal conditions if you receive a CEM alarm and a cooling water alarm at the same time, which alarm do you deal with first and why, the candidate correctly explained the cooling water is the priority because it could damage equipment if you lost it, and you likely would have some time to deal with the CEM alarm. He correctly answered operational questions such as, naming three or more safety devices associated with a boiler, explaining how a water softener works and what purpose the wear rings serve in a centrifugal pump. He had the necessary knowledge of safety, shown by correctly answering who the primary person was responsible for safety and the most important thing to maintain in any power plant.

Additionally, he had experience with operating industrial boilers, steam turbines, gas, electric and steam chillers, and understanding electrical high voltage distribution power grid.

The 1 TM selected worked as an operator at Millstone and Ginna Nuclear Power Plant. He correctly answered operational questions such as, naming three or more safety devices associated with a boiler, explaining how a water softener works and what the wear rings serve as in a centrifugal pump. Additionally, he had experience with operating industrial boilers, steam turbines, gas, electric and steam chillers, and understanding the electrical high voltage distribution power grid.

Search Number	498071
Department	Animal Science
Title	Agricultural Worker 2

MINIMUM QUALIFICATIONS

- Three (3) years of experience related to the specific needs of the position (animal science, dairy, horses, poultry, sheep, or pigs, etc.).

MINIMUM QUALIFICATIONS - SUBSTITUTIONS ALLOWED

- College training in agriculture 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 two (2) years for an Associate's degree.

PREFERRED QUALIFICATIONS

- Recent experience (within the last 7 years), documented, direct interaction with large (farm) animals is required.
- Ability to operate standard transmission vehicles.
- Recent experience operating a variety of farm equipment.
- Experience with voluntary milking systems
- Recent experience operating a variety of power tools including but not limited to weed trimmers, pressure washers, and mowers.
- CDL A.

SPECIAL REQUIREMENTS

- Incumbents in this class may be required by the appointing authority to possess and retain appropriate current licenses, permits, and/or certifications.
- Incumbents in this class may be required to travel.

Recruitment activities included:

- UConn Careers Website
- Listserv HERC
- Inside Higher Ed
- Diverse Job Boards
- Indeed
- Animal Science Department webpage
- Mailing to alumni listserv

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
7-Service Maint												
498071												
Unqualified	6	5	3	0	3	0	1	0	0	0	4	22
Interview	4	1	0	0	0	0	0	0	0	0	0	5
Hired	1	0	0	0	0	0	0	0	0	0	0	1
Grand Total	11	6	3	0	3	0	1	0	0	0	4	28

The Unqualified applicants did not meet the minimum qualifications for the job posting.

6 Interviewed applicants: 5 WM, 1 WF

- 1 WM did not have direct experience working with animals, as his farm background was in working with machinery.
- 1 WM did not demonstrate experience working with large animals during the hands-on portion of the interview handling cows.
- 1 WM had experience working with chickens, but not large animals as needed for this position.
- 1 WM, 1 WF did not have a CDL A license, which was determined in the interview.

The 1 WM selected handled the equipment properly and properly completed the hands-on animal portion, by successfully guiding a cow through the robotic milking system. He demonstrated the ability to operate a variety of farm equipment trimmers, pressure washers, and mowers. He had experience with standard transmission vehicles and had a CDL A license.

Search Number	498137
Department	Animal Care
Title	Animal Care Technician

MINIMUM QUALIFICATIONS - GENERAL EXPERIENCE

- A high school diploma or possession of a General Educational Development (GED) diploma and one (1) year of animal care experience directly related to the maintenance of the health and wellbeing of laboratory animals including care, use, handling, and/or treatment of laboratory animals.

MINIMUM QUALIFICATIONS - SUBSTITUTIONS ALLOWED

- Certification by the American Association of Laboratory Animal Science at the level of Assistant Laboratory Animal Technician may be substituted for the General Experience.
- Two (2) years of animal care experience directly related to the maintenance of the health and well-being of laboratory animals including care, use, handling, and/or treatment of laboratory animals may be substituted for the General Experience.
- A college degree of two (2) or more years and one-half (1/2) year of animal care experience directly related to the maintenance of health and well-being of laboratory animals including care, use, handling, and/or treatment of laboratory animals may be substituted for the General Experience.

Recruitment activities included:

- UConn Careers Website
- Listserv HERC
- Inside Higher Ed
- Diverse Job Boards
- SNEAALAS

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
7-Service Maint												
498137												
Unqualified	3	2	0	0	2	1	0	0	0	0	0	8
Interview	1	10	0	2	1	2	0	0	0	0	1	17
Withdrawn	1	1	0	0	0	0	0	0	0	0	0	2
Hired	1	0	0	0	0	0	0	0	0	0	0	1
Grand Total	6	13	0	2	3	3	0	0	0	0	1	28

The Unqualified applicants did not meet the minimum qualifications for the job posting.

2 Withdrawn applicants: 1 WM, 1 WF

18 Interviewed applicants: 2 WM, 10 WF, 2 BF, 1 HM, 2 HF, 1 UU

- 1 WM was unable to describe how his previous experience would qualify him for the position in his responses to interview questions. He did not have knowledge of the maintenance, handling, or treatment of laboratory animals or research protocols.
- 1 WF, 1 HF did not attend the scheduled interview.
- 2 WF had a background in a vet hospital which did not provide transferable skills for the position. They were also not familiar with laboratory animals and research protocols.
- 1 WF provided short and vague responses to interview questions in addition to expressing issues with communication regarding working with coworkers in past positions.
- 1 WF was unable to answer questions regarding lab animal practices and research protocols.
- 1 WF did not demonstrate the necessary communication skills as her responses were off topic and did not answer the questions asked. She did not explain or describe her knowledge of working with laboratory animals and research protocols.
- 1 WF did not demonstrate the necessary interpersonal skills for the position. In the interview she expressed she had communication issues with management and coworkers in past positions.
- 1 WF did not have knowledge of research protocols or lab practices. Her one year of experience as a veterinary technician did not provide transferable skills for this position.
- 2 WF, 1 HM did not have knowledge of research protocols or lab practices. They were unable to communicate how they were qualified for the position as their answers were short and vague.
- 1 BF, 1 HF were unable to answer many of the interview questions and their responses were incomplete; they did not exhibit the necessary communication skills.
- 1 BF was a current UConn student and would not be able to work full time as required for the position.
- 1 UU communicated concerns with animal euthanasia which was part of the position and was not able to provide a response on how their previous experience would prepare or transfer skills to this position.

The 1 WM selected had the necessary experience required for the position. His detailed and clear answers demonstrated his interpersonal skills, specifically how he worked well independently, with coworkers, and supervisors. He had experience working with laboratory animals, which he demonstrated in his answers about his past jobs. He described how his experience applied to the job at hand, as he had been an animal caretaker for the past four years.

Search Number	497567
Department	Animal Care
Title	Animal Care Technician

Minimum Qualifications

- A high school diploma or possession of a General Educational Development (GED) diploma and one (1) year of animal care experience directly related to the maintenance of the health and wellbeing of laboratory animals to include care, use, handling, and/or treatment of laboratory animals.
- Ability to follow oral and written instructions
- Ability to utilize computer software
- Knowledge of animal care requirements, including animal facilities and husbandry regulations and basic animal disease problems and prevention techniques
- Manual dexterity and physical ability sufficient for handling animals, feeds, supplies, and equipment
- or A college degree of two (2) or more years and one-half (1/2) year of animal care experience directly related to the maintenance of health and wellbeing of laboratory animals to include care, use, handling, and/or treatment of laboratory animals may be substituted for the General Experience
- or Certification by the American Association of Laboratory Animal Science at the level of Assistant Laboratory Animal Technician may be substituted for the General Experience.
- or Two (2) years of animal care experience directly related to the maintenance of the health and wellbeing of laboratory animals to include care, use, handling, and/or treatment of laboratory animals may be substituted for the General Experience
- Some interpersonal skills
- Some oral and written communication skills

Recruitment activities included:

- UConn Careers Website
- Listserv HERC
- Inside Higher Ed
- SNEAALAS

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
7-Service Maint												
497567												
Unqualified	7	6	0	0	1	3	0	1	1	0	2	21
Interview	2	11	1	0	0	3	0	0	0	0	1	18
Withdrawn	0	0	0	0	0	0	0	0	0	0	1	1
Hired	0	1	0	0	0	0	0	0	0	0	0	1
Grand Total	9	18	1	0	1	6	0	1	1	0	4	41

The Unqualified applicants did not meet the minimum qualifications for the job posting.

1 Withdrawn applicant: 1 UU

19 Interviewed candidates: 2 WM, 12 WF, 1 BM, 3 HF, 1 UU

- 1 WM, 1 HF, 1 UU were unable to explain how their experience in laboratories or with animals was relevant to the position. They did not answer questions in detail and clearly relative to proper animal care.
- 4 WF were unable to answer questions correctly and did not demonstrate their knowledge or experience as it related to the position.
- 1 WM, 6 WF, 1 BM, 2 HF did not respond to the request for an interview.

The 1 WF selected explained her knowledge and experience of working with many different animals, including large animals, and how this set her up to be prepared for this position. She described how she would stay organized, which was an important aspect for this position.

Search Number	498591
Department	Animal Science
Title	Agricultural Worker 2

Minimum Qualifications – General Experience

- Three (3) years of experience in one of the following areas related to the specific needs of the position:
- General farm labor
- Farm animal science and/or maintenance (dairy, horses, poultry, sheep, pigs, etc.)
- Dairy manufacturing

Minimum Qualifications - Substitutions Allowed

- College training in agriculture 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 two (2) years for an Associate'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.
- Incumbents in this class may be required to travel.

Recruitment activities included:

- UConn Careers Website
- Listserv HERC
- Inside Higher Ed
- Diverse Job Boards
- UConn Daily Digest
- Animal Science Social Media sites (Facebook, Instagram, LinkedIn)
- Animal Science Alumni contacts

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
7-Service Maint												
498591												
Unqualified	10	2	2	1	3	0	5	0	0	0	2	25
Interview	4	2	0	0	0	0	0	0	0	0	1	7
Withdrawn	0	0	0	0	0	0	0	0	0	0	1	1
Hired	0	1	0	0	0	0	0	0	0	0	0	1
Grand Total	14	5	2	1	3	0	5	0	0	0	4	34

The Unqualified applicants did not meet the minimum qualifications for the job posting.

1 Withdrawn applicant: 1 UU

8 Interviewed applicants: 4 WM, 3 WF, 1 UU

- 1 WM, 1 WF did not have the level of experience necessary in farm animal science and maintenance based on the demonstration portion of the interview involving handling large animals.
- 1 WM had experience showing animals versus maintenance and experience in general farm labor as the position required.
- 1 WM was unable to work the required workdays as he was a student.
- 1 WM was found to have worked on horse farms doing maintenance work and did not have experience handling other large animals or with dairy manufacturing.
- 1 WF did not have experience working with large animals or dairy manufacturing, her background was working at a pet store which was not relatable to this position.
- 1 UU did not have the experience working with large animals needed. Additionally, it was determined during the interview they were not interested in farm work but dairy processing.

The 1 WF selected had her BS in animal science. She described her knowledge of general animal care, animal diagnostics, and treating sick animals in relation to the position. She also demonstrated the ability to work with large animals during the demonstration portion of the interview.

Regional Campuses

Category 4: Secretarial/Clerical – All Titles (Hartford)

Goals Set	WM	WF	BM	BF	HM	HF	AM	AF
4-Hartford Clerical	0	3	0	0	1	1	0	0

No hiring activity occurred in this category.

Category 6: Qualified Craft Worker – All Titles (Hartford)

Goals Set	WM	WF	BM	BF	HM	HF	AM	AF
6-Hartford Qualified Craft	1	0	0	0	0	0	0	0

No hiring activity occurred in this category.

Category 7: Maintenance/Service – All Titles (Hartford)

Goals Set	WM	WF	BM	BF	HM	HF	AM	AF
7-Hartford Service Maint	0	0	0	0	1	1	0	0

No hiring activity occurred in this category.

Category 4: Secretarial/Clerical – All Titles (Avery Point)

Goals Set	WM	WF	BM	BF	HM	HF	AM	AF
4-Avery Point Clerical	0	0	0	0	0	0	0	0

No hiring activity occurred in this category.

Category 5: Technical/Paraprofessional – All Titles (Avery Point)

Goals Set	WM	WF	BM	BF	HM	HF	AM	AF
5-Avery Point Paraprofessional	0	0	0	0	0	0	0	0

No hiring activity occurred in this category.

Category 6: Qualified Craft Worker – All Titles (Avery Point)

Goals Set	WM	WF	BM	BF	HM	HF	AM	AF
6-Avery Point Qualified Craft	0	0	0	0	0	0	0	0

No hiring activity occurred in this category.

Category 7: Maintenance/Service – Remaining Titles (Avery Point)

Goals Set	WM	WF	BM	BF	HM	HF	AM	AF
7-Avery Point Service Maint	0	1	1	0	1	1	0	0

No hiring activity occurred in this category.

Category 4: Secretarial/Clerical – All Titles (Stamford)

Goals Set	WM	WF	BM	BF	HM	HF	AM	AF
4-Stamford Clerical	0	1	0	1	0	0	0	0

No hiring activity occurred in this category.

Category 7: Maintenance/Service – All Titles (Stamford)

Goals Set	WM	WF	BM	BF	HM	HF	AM	AF
7-Stamford Service Maint	0	0	0	0	1	0	0	0

No hiring activity occurred in this category.

Category 4: Secretarial/Clerical – All Titles (Waterbury)

Goals Set	WM	WF	BM	BF	HM	HF	AM	AF
4-Waterbury Clerical	0	0	0	0	0	0	0	0

No hiring activity occurred in this category.

Category 5: Technical Paraprofessional – All Titles (Waterbury)

Goals Set	WM	WF	BM	BF	HM	HF	AM	AF
5-Waterbury Paraprofessional	1	1	0	0	0	0	0	0

No hiring activity occurred in this category.

Category 7: Maintenance/Service – All Titles (Waterbury)

Goals Set	WM	WF	BM	BF	HM	HF	AM	AF
7-Waterbury Service Maint	0	0	0	0	1	0	0	0

No hiring activity occurred in this category.

Promotional Goals Analysis

Category 1: Executive/Managerial

Goals Set	WM	WF	BM	BF	HM	HF	AM	AF
1-Exec Management	0	5	0	0	1	1	0	1

Promotions	Goal Met	RG	Search #	Previous Job Title	New Job Title	No. Hired
1-Exec Management	Y	WF	498046	Professor	Vice Provost & Dean	1
	Y	WF	Reclass	U Staff Professional 3	Asst Vice Provost	1
	Y	HF	498248	Student Services Prog Mngr 3	Dean of Students	1
	N	WM	497869	Associate Professor	Vice Provost	1
	N	WM	498709	Professor	Dean	1
	N	WM	Reclass	U Staff Professional 3	Asst Vice President	1

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
1-Exec Management												
498046												
Unqualified	0	0	1	0	0	0	0	0	0	0	0	1
Interview	2	1	1	0	0	0	2	0	0	0	0	6
Hired	0	1	0	0	0	0	0	0	0	0	0	1
Grand Total	2	2	2	0	0	0	2	0	0	0	0	8

This promotion met a promotional goal.

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
1-Exec Management												
498248												
Unqualified	0	0	0	0	0	0	0	0	0	0	1	1
Hired	0	0	0	0	0	1	0	0	0	0	0	1
Grand Total	0	0	0	0	0	1	0	0	0	0	1	2

This promotion met a promotional goal.

Reclassifications:

The 1 WM, 1 HF promotion to this title was the result of a reclassification of a filled position. No other candidates applied or were considered. These employees were performing duties at the higher level, met all job requirements of the higher-level position, and were promoted.

The 1 HF's promotion met a promotional goal.

Search Number	497869
Department	Provost Academic Affairs
Title	Vice Provost

MINIMUM QUALIFICATIONS

- Current UConn or UConn Health employee.
- Credentials that merit appointment for a tenured or in-residence academic appointment at the rank of Associate Professor or higher in one of UConn's schools and colleges, including a Ph.D. or terminal degree. Equivalent foreign degrees are acceptable.
- At least 3 years of administrative experience in a progressively responsible leadership position in higher education, demonstrating knowledge of core management functions, clear experience with managing strategic priorities, and familiarity with the University's policies, guidance, and procedures.

PREFERRED QUALIFICATIONS

- Credentials that merit appointment for a tenured or in-residence academic appointment at the rank of Professor
- At least 5 years of experience in a progressively responsible leadership position in higher education.
- At least 3 years of background and experience pertinent to the unique programs and setting of the academic operations of a public research institution, including a clear understanding of the academic vision of the University.
- Demonstrated ability to communicate effectively in a diverse organization. Excellent written and oral communication skills and the ability to communicate needs, plans, and programs effectively.
- Proven business and political acumen commensurate with the needs of an executive office, including the ability to navigate the organizational, political, and fiscal realities unique to a major public research university; demonstrable experience applying sound judgment in the allocation of resources; and an ability to manage change, resolve conflict, and build consensus.
- Excellent interpersonal skills with the ability to develop, engage, and maintain constructive and professional relationships with senior administrators, faculty, staff, students, and other individuals and organizations.
- Demonstrated ability to analyze, understand, and interpret complex situations and problems, evaluate options, devise and propose solutions that align resources with goals, implement plans, and measure outcomes.

Recruitment activities included:

- UConn Careers Website
- Listserv HERC
- Inside Higher Ed
- Diverse Job Boards

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
1-Exec Management												
497869												
Unqualified	0	0	0	0	0	0	2	0	0	0	0	2
Interview	1	0	0	0	0	0	1	0	0	0	0	2
Hired	1	0	0	0	0	0	0	0	0	0	0	1
Grand Total	2	0	0	0	0	0	3	0	0	0	0	5

The Unqualified applicants did not meet the minimum qualifications for the job posting.

3 Interviewed applicants: 2 WM, 1 AM

- 1 WM did not articulate the ability to handle the organizational, political, and fiscal realities unique to the university at a large scale such as the Provost's office and did not have the level of experience necessary in negotiation and conflict management based on his responses to interview questions.
- 1 AM did not communicate his ability to navigate the fiscal realities unique to a major public research university and did not have exposure to the undergraduate academic environment as he was primarily involved with the health center and graduate students. He also did not have the level of experience in conflict resolution, which was critical in this role as he did not provide detailed responses regarding situations he had resolved.

The 1 WM promoted demonstrated the analytical skills that would be needed for the role as well as the interpersonal skills to be successful. He had business and political acumen to meet the needs of an executive office as well as the ability to resolve conflicts and manage change. He fully communicated his background in fiscal realities and discussed examples of utilizing sound judgment in critical situations. He also shared innovative ideas for what he would do in the role that aligned well with the Provost's vision,

Search Number	498709
Department	Liberal Arts and Sciences
Title	Dean

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
1-Exec Management												
498709												
Hired	1	0	0	0	0	0	0	0	0	0	0	1
Grand Total	1	0	0	0	0	0	0	0	0	0	0	1

The 1 WM was promoted without a full search. The College of Liberal Arts and Sciences (CLAS) had undergone several interim leadership transitions since the 2017 appointment of an interim dean. During these years of instability, CLAS faced difficult financial challenges because of changes in state funding, revenue loss due to COVID-19, and structural deficit issues. To stabilize the financial standing of the College and provide continuous leadership during a particularly difficult biannual budget cycle, it was critical to appoint a leader familiar with the College, administration, financial processes and challenges to the position immediately and forgo a lengthy search that will lead to another long period of interim leadership for the College. This candidate was uniquely qualified for the role and demonstrated a clear ability to make critical decisions and improve the financial stability of the college. He met the qualifications that would be necessary for any candidate who could have been identified through a search. His background included previous high level leadership positions and prominence as a respected researcher and educator.

In addition, the Provost's Office conducted a formal feedback process that included consultation with stakeholders including the CLAS leadership team and a survey that was distributed to all CLAS faculty and staff. Nationally, this candidate was appointed to the National Academy of Science, Engineering and Medicine's Committee on Applied and Theoretical Statistics. He had been a key figure in several committees, such as the National Institutes of Health (NIH) study section and the U.S. Bureau of Labor Statistics Technical Advisory Committee. He had methodological expertise in areas including missing data techniques, diagnostic tests, longitudinal studies, Bayesian methods, sampling techniques, mixture models, and statistical consulting. His collaborative consulting work spanned research fields such as Alzheimer's, diabetes, cancer, nutrition, HIV/AIDS, health disparities, anti-racism, and substance abuse prevention. He earned his Ph.D. in statistics from Pennsylvania State University, followed by post-doctoral training at the University of Washington, where he worked with the Health Services Research & Development (HSR&D) Center of Excellence at the VA Puget Sound Healthcare System and the National Alzheimer's Coordinating Center (NACC).

In his role as Director of Graduate Admissions in the department of Statistics, he led an impactful initiative to increase the diversity of the student population. During his time as associate dean and then interim dean of CLAS, he devised measurable outcome statistics to evaluate strategic planning efforts and had shown a dedication to increasing the prominence of the college by leading several cluster hires in areas of great interest for the university.

Category 1: Executive/Managerial – University Director

Goals Set	WM	WF	BM	BF	HM	HF	AM	AF
1-U Director	1	3	0	0	0	0	0	0

Promotions	Goal Met	RG	Search #	Previous Job Title	New Job Title	No. Hired
1-U Director	Y	WM	497201	Envir Health and Safety Mngr	University Director	1
	Y	WF	Reclass	U Staff Professional 3	University Director	1
	Y	WF	497937	Finance Manager 2	University Director	1
	N	WM	498250	IT Manager	University Director	1
	N	WM	498178	Information Security Analyst 2	University Director	1
	N	WF	Reclass	U Staff Professional 3	University Director	1

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
1-U Director												
497201												
Unqualified	13	3	1	0	3	0	5	0	0	0	3	28
Qualified	7	1	0	0	0	0	1	1	0	0	1	11
Interview	8	0	0	0	0	0	0	0	0	0	3	11
Withdrawn	4	0	0	0	0	0	0	0	0	0	0	4
Offer Declined	1	0	0	0	0	0	0	0	0	0	1	2
Hired	1	0	0	0	0	0	0	0	0	0	0	1
Grand Total	34	4	1	0	3	0	6	1	0	0	8	57

This promotion met a promotional goal.

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
1-U Director												
497937												
Interview	0	0	0	0	0	0	0	0	0	0	1	1
Hired	0	1	0	0	0	0	0	0	0	0	0	1
Grand Total	0	1	0	0	0	0	0	0	0	0	1	2

This promotion met a promotional goal.

Reclassifications:

The 2 WF promotions to this title were the result of a reclassification of a filled position. No other candidates applied or were considered. These employees were performing duties at the higher level, met all job requirements of the higher-level position, and were promoted.

The 1 WF promotion met a promotional goal.

Search Number	498250
Department	Human Resources Operations
Title	University Director

MINIMUM QUALIFICATIONS

- Bachelor's degree in Human Resources, Information Technology, Computer Science, or a related field.
- Five plus years of experience in HRIS management or a similar role.
- At least one year of management experience.
- In-depth knowledge of HRIS software, databases, and related technologies.
- Strong project management skills, with experience leading complex HRIS implementations and upgrades.
- Strong leadership skills with the ability to motivate and inspire a team.
- Proficiency in data analysis and reporting tools including Web Focus.
- Excellent communication and interpersonal skills, with the ability to effectively collaborate with stakeholders at all levels of the organization.
- Familiarity with HR regulations, compliance requirements, and data privacy standards.

PREFERRED QUALIFICATIONS

- Experience with Oracle HCM, specifically the State of Connecticut Core-CT system.
- Experience leading organizational change initiatives related to HR technology implementation or process improvements.
- Experience in implementation and/or maintenance of HRIS systems in higher education.
- Advanced degree in Computer Science, Human Resources, or related field.

Recruitment activities included:

- UConn Careers Website
- Listserv HERC
- Inside Higher Ed
- Diverse Job Boards
- Professional Networking including individuals at Eastern, Central, Western, and Southern
- LinkedIn

- Professional Networking at the Community College System
- Professional Networking to Core-CT team
- Professional Networking to contacts at DAS
- IPMA-HR, Connecticut Chapter

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
1-U Director												
498250												
Unqualified	5	2	2	0	1	2	2	2	0	0	4	20
Withdrawn	0	1	0	0	0	0	0	0	0	0	0	1
Hired	1	0	0	0	0	0	0	0	0	0	0	1
Grand Total	6	3	2	0	1	2	2	2	0	0	4	22

The Unqualified applicants did not meet the minimum qualifications for the job posting.

1 Withdrawn applicant: 1 WF

1 Interviewed applicant: 1 WM

The 1 WM promoted provided a clear description of his experience and knowledge of the responsibilities and technology that were critical to this role. He demonstrated his management experience in leading teams in the development and implementation of technology related projects. He communicated his forward thinking, collaboration, and leadership skills that would be instrumental in moving the department forward in the areas of systems, technology, reporting and data analysis, and use of technology for process improvements. He had developed and fostered relations with leaders on campus and at the state level that would be instrumental in this role.

Search Number	498178
Department	Info Technology Security
Title	University Director

MINIMUM QUALIFICATIONS

- Bachelor's degree in IT Security or a closely related field from an accredited college or university with a minimum of five (5) years' experience in high-level technology computing or related technology areas, or a Bachelor's degree and other relevant education and training from an accredited college or university with a minimum of ten (10) years in high-level technology computing or related technology areas.
- Experience with security technologies, best practices, and government regulation for compliance.
- Experience in managing personnel and resources.

- Experience with implementing security best practices in a large, complex, and highly decentralized organization.
- Familiarity with the security aspects of networking, software development, systems design, information architecture, and security technologies.
- Current knowledge of IT security-related regulations and best practices.
- Experience in developing and implementing IT policies, procedures, and standards.
- Demonstrated ability to act decisively and solve problems through creative and strategic thinking.
- Ability to identify key issues in complex situations, evaluate options, and initiate strategies for resolution.
- Ability to translate long-term strategies into day-to-day operations with demonstrated experience in aligning resources with goals.
- Proven leader with strong management and communication skills who has the ability to effectively communicate security risks and mitigation strategies to senior leadership.
- Ability to implement change through collaborative leadership that encourages teamwork, and knowledge sharing and creates a learning organization.
- Excellent interpersonal skills with a demonstrated ability to develop and maintain constructive and professional relationships with a wide variety of individuals are required.
- Must be a U.S. citizen.

PREFERRED QUALIFICATIONS

- Master's degree in Information Security or other related field as well as nationally recognized certifications in Information Security Management.
- Extensive experience implementing security best practices in a large complex and highly decentralized organization.
- Experience as a senior executive responsible for leading organizational change.
- Expertise in Enterprise Architecture, Identity Management, single sign-on, and Enterprise security-related technologies is highly desirable.

Recruitment activities included:

- UConn Careers Website
- Listserv HERC
- Inside Higher Ed
- Diverse Job Boards
- Dice.com
- Dice Diversity.com
- Educause

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
1-U Director												
498178												
Unqualified	5	1	2	0	0	0	4	1	0	0	9	22
Interview	5	0	0	0	0	0	0	0	0	0	4	9
Withdrawn	1	0	0	0	0	0	0	0	0	0	0	1
Hired	1	0	0	0	0	0	0	0	0	0	0	1
Grand Total	12	1	2	0	0	0	4	1	0	0	13	33

The Unqualified applicants did not meet the minimum qualifications for the job posting.

1 Withdrawn applicant: 1 WM

10 Interviewed applicants: 6 WM, 4 UU

- 1 WM did not have practical experience with managing security at a higher education institution and was not able to provide examples or specifics of cybersecurity incidents with which he had dealt. He was unable to demonstrate key takeaways from security incidents and what resolutions would look like for the university.
- 1 WM did not elaborate in his answers on the aspects of technology and security best practices or government regulations for compliance. He also did not have experience in higher education as his background was solely in the corporate field and not transferable.
- 2 WM did not have experience in higher education and was not able to apply his corporate experience to this position. They did not demonstrate the ability to identify issues in complex situations, evaluate options, and initiate strategies for resolution in their responses to interview questions.
- 1 WM did not have experience in higher education and did not relate his experience to implementing security best practices in a large complex and highly decentralized organization.
- 1 UU was not able to attend the scheduled interview.
- 1 UU did not have the level of experience or knowledge of IT security best practices needed as he was unable to expand on several topics, such as how to best handle incidents or how he would initiate strategies for resolution.
- 1 UU did not have the technical expertise needed for this position or with learning management systems and the security needed to implement them. He was focused on AI which was not relevant to this position.
- 1 UU did not demonstrate the ability to develop and maintain constructive and professional relationships with a wide variety of individuals. The candidate's response to questions regarding how they would deal with contentious stakeholders demonstrated an inflexible disposition where their solution would be the only resolution implemented.

The 1 WM promoted displayed detailed technical knowledge and expertise. He spoke extensively about security technologies, best practices, and government regulations for compliance. The information he shared during his interview reflected his knowledge of IT

security related regulations and best practices. His communication was effective and clear, allowing him to present security risks and mitigation strategies to senior leadership. This was beneficial as this position would need to develop relationships and engage senior leadership, faculty, and staff at the University. His understanding of UConn's Enterprise Architecture, Identity Management, single sign on, and Enterprise Security allowed him to engage quickly in the CISO role with university stakeholders and leadership.

Category 2: Faculty – Professor

Goals Set	WM	WF	BM	BF	HM	HF	AM	AF
2-Professor	0	5	3	3	5	2	7	1

Promotions	Goal Met	RG	Search #	Previous Job Title	New Job Title	No. Hired
2-Professor	Y	WF	PTR	Associate Professor	Professor & Director	1
	Y	WF	PTR	Associate Professor	Professor	6
	Y	AM	PTR	Associate Professor	Professor	4
	Y	AM	PTR	Associate Professor	Professor & Director	1
	Y	AF	PTR	Associate Professor	Director & Professor - LAW	1
	Y	AF	PTR	Associate Professor	Professor	2
	Y	AF	PTR	Associate Professor	Professor & Director	1
	N	WM	PTR	Associate Professor	Department Head & Professor	1
	N	WM	PTR	Associate Professor	Professor	9
	N	WF	PTR	Associate Professor	Director & Professor 11 Mo	1
	N	WF	PTR	Associate Professor	Professor	1

The 10 WM, 9 WF, 5 AM, 4 AF filed applications for promotion from Associate Professor to Professor. All candidates listed above were considered and promoted under the University's Promotion, Tenure, and Reappointment Process (PTR). No candidates were rejected.

The 7 WF, 5 AM, 4 AF promotions met promotional goals.

Category 2: Associate Professor

Goals Set	WM	WF	BM	BF	HM	HF	AM	AF
2-Associate Professor	0	13	1	1	0	1	0	2

Promotions	Goal Met	RG	Search #	Previous Job Title	New Job Title	No. Hired
2-Associate Professor	Y	WF	PTR	Asst Professor	Assoc Professor	4
	Y	WF	PTR	Asst Professor	Director & Assoc Professor	1
	Y	BM	PTR	Asst Professor	Assoc Professor	1
	Y	BF	PTR	Asst Professor	Assoc Professor	1
	Y	HF	PTR	Asst Professor	Assoc Professor	2
	Y	AF	PTR	Asst Professor	Assoc Professor	7
	N	WM	PTR	Asst Professor	Assoc Professor	10
	N	AM	PTR	Asst Professor	Assoc Professor	4

The 10 WM, 5 WF, 1 BM, 1 BF, 2 HF, 4 AM, 7 AF filed applications for promotion from Associate Professor to Professor. All candidates listed above were considered and promoted under the University's Promotion, Tenure, and Reappointment Process (PTR). No candidates were rejected.

The 5 WF, 1 BM, 1 BF, 2 HF, 7 AF promotions met promotional goals.

Category 2: Assistant Professor

Goals Set	WM	WF	BM	BF	HM	HF	AM	AF
2-Assistant Professor	0	0	0	0	0	0	0	0

Promotions	Goal Met	RG	Search #	Previous Job Title	New Job Title	No. Hired
2-Assistant Professor	N	WM	498108	Asst Professor in Res	Asst Professor	1
	N	AF	497873	Asst Professor in Res	Asst Professor	1

Search Number	498108
Department	Political Science
Title	Assistant Professor

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
2-Assistant Professor												
498108												
Hired	1	0	0	0	0	0	0	0	0	0	0	1
Grand Total	1	0	0	0	0	0	0	0	0	0	0	1

The 1 WM promoted without a full search moved from non-tenure Assistant Professor in Residence position to tenure track position in the same rank. The candidate had an outstanding scholarly record, having published in several highly prestigious IR and Political Science journals, including the American Political Science Review, International Security, Journal of Conflict Resolution, and International Studies Quarterly. His research was not only interesting and relevant but would complement the department's existing strengths in human rights, international security, war, and violence. This hire would build upon the department's long-standing ties with the Human Rights Institute. He was also one of the few scholars in the country whose research and teaching interests covered the intersection of national security, conflict, and human rights issues.

Search Number	497873
Department	English
Title	Assistant Professor

MINIMUM QUALIFICATIONS

- Completion of all requirements for the Ph.D. (or international equivalent) in English, Comparative Literature, Asian American Studies, Ethnic Studies, American Studies, or a related field by the start date of employment (Ph.D. must be in hand by August 23, 2024).
- A strong record of, or demonstrated potential for, research excellence in the field of twentieth- and twenty-first century Asian American literary and cultural studies.
- Demonstrated ability to teach at the college or university level.
- Evidence of a deep commitment to supporting diversity, inclusion, and equity in a higher education setting.

PREFERRED QUALIFICATIONS

- Demonstration of or interest in publicly engaged scholarship.
- An interest in engaging with local and/or national community organizations in relevant areas of expertise.
- Experience teaching in the field of Asian American literary and/or cultural studies.

Recruitment activities included:

- UConn Careers Website
- Listserv HERC
- Inside Higher Ed
- Diverse Job Boards
- Chronicle of Higher Education,
- MLA
- American Studies Association
- Department websites
- List serves for professional organizations

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
2-Assistant Professor												
497873												
Unqualified	1	1	0	0	0	0	5	14	1	1	3	26
Qualified	0	1	0	0	0	0	3	16	0	0	4	24
Interview	0	0	0	0	0	0	2	5	0	1	3	11
Hired	0	0	0	0	0	0	0	1	0	0	0	1
Grand Total	1	2	0	0	0	0	10	36	1	2	10	62

The Unqualified applicants did not meet the minimum qualifications for the job posting.

24 Qualified applicants: 1 WF, 3 AM, 16 AF, 4 UU

- 1 WF, 3 AM, 9 AF did not indicate publicly engaged scholarship or an interest to do so in their application materials.
- 6 AF, 4 UU did not have experience teaching in the field of Asian American literary or cultural studies.
- 1 AF did not indicate engagement with local or national community organizations in relevant areas of expertise.

12 Interviewed applicants: 2 AM, 6 AF, 1 TF, 3 UU

- 1 AM did not have the level of experience necessary engaging with local or national community organizations in relevant areas of his expertise and the writing sample did not demonstrate the ability to teach at the college or university level as it was unclear and vague.
- 1 AM had research background that was historical and not literary, and he was not able to communicate how this would transfer to teaching Asian American Literature.
- 1 AF did not demonstrate the ability to teach in the field of Asian American literary or cultural studies, her writing sample was not from her dissertation and the teaching syllabi was not at the university level.
- 2 AF did not have a developed record of published scholarship.
- 1 AF presented teaching materials with errors. She also did not have a developed record of published scholarship.
- 1 AF did not demonstrate in her dissertation her teaching strengths in Asian American literature, and it was unclear if the dissertation would be completed at the time of appointment.
- 1 TF did not demonstrate a strong record or potential for research excellence in the field of twentieth and twenty first century Asian American literary and cultural studies due to her research's reliance on dissertation director's scholarship.
- 1 UU did not demonstrate a strong record or potential for research excellence in the field of twentieth and twenty first century Asian American literary and cultural studies as they did not have a clear presentation of post-dissertation scholarship. In addition, they provided only one syllabus and did not demonstrate the level of experience to teach at the university level in their presentation.
- 2 UU were unable to provide evidence of how their research would transfer into Asian American literary and cultural studies, as their research was outside of the field of this position.

The 1 AF, a non-tenure track Assistant Professor in Residence was promoted because she had a well-developed and original research agenda, a strong publication record, and experience teaching Asian American literature. Her demonstration of interest in publicly engaged scholarship was clear in her presentation. She had organized panels on Asian American writers at LitTalks for the Connecticut Literary Festival and co-organized "Illuminating Resilience," an art initiative to respond to the challenges faced by college students during the covid-19 pandemic.

She appeared on WNPR's "Where We Live" on the Atlanta Shooting and Asian American exclusion and acted as an advisory council member for the CT literary festival and a contributor to the End the Korean War Collective. She was also a member of the Asian and Asian American Studies Curriculum Lab.

Category 2: Faculty – Extension & Instructor

Goals Set	WM	WF	BM	BF	HM	HF	AM	AF
2-Extension & Instructor	0	0	1	1	1	0	1	0

No promotional activity occurred in this category.

Category 3: Nonteaching Professional – Academic Assistant

Goals Set	WM	WF	BM	BF	HM	HF	AM	AF
3-Academic Asst	0	0	0	0	0	0	0	0

No promotional activity occurred in this category.

Category 3: Nonteaching Professional – Administrative Programs & Services

Goals Set	WM	WF	BM	BF	HM	HF	AM	AF
3-Admin Programs & Services	0	0	1	5	1	3	0	2

Promotions	Goal Met	RG	Search #	Previous Job Title	New Job Title	No. Hired
3-Admin Programs/Services	Y	BF	Reclass	Secretary1	Admin Program Support 1	1
	N	WM	Reclass	Asst Mngr Ath Equip Facilities	Admin Program Support 4	1
	N	WF	498036	Ed Program Assistant 2	Admin Program Manager 1	1
	N	WF	498216	Animal Care Specialist	Admin Program Support 4	1
	N	WF	Reclass	Financial Analyst 2	Admin Program Manager 2	1
	N	WF	Reclass	Housing Coordinator	Admin Program Support 4	1
	N	WF	Reclass	Secretary1	Admin Program Support 1	1
	N	WF	497969	Ed Program Coordinator	Admin Program Support 4	1

Reclassifications:

The 1 WM, 3 WF, 1 BF candidates' promotion into this title was the result of a reclassification of a filled position. No other candidates applied or were considered. These employees were performing duties at the higher level, met all job requirements of the higher-level position, and were promoted.

The 1 BF promotion met a promotional goal.

Search Number	498036
Department	Ctr Open Research Resrcs/Equip
Title	Administrative Program Manager 1

MINIMUM QUALIFICATIONS

- Bachelor's degree in a related field and at least five to six years of progressively responsible administrative experience, including at least two years in a higher education setting, and at least two years of experience must be serving as an advanced/senior team member or working as a project lead.
- Proven experience incorporating financial reporting and management software such as Quali Financials, Concur, HuskyBuy, and/or Core-CT.

- Familiarity with purchasing/invoicing systems and inventory management for biological stockroom services.
- Superior verbal, written, and interpersonal communication skills.
- Self-starter with superior organizational skills, including the ability to prioritize, multi-task, and follow through.
- Ability to synthesize large amounts of information into concise analytical reports.
- Experience with large, promotional event planning and project management.
- Mastery using Microsoft Office Suite software, online technology tools aimed at improving productivity and efficiency, and visual media editing software such as Adobe Photoshop and Illustrator to design and create program support materials (both web and print) for outreach and communications.
- Demonstrated ability to leverage interpersonal skills and marketing/information technologies to network with and engage internal and external stakeholders.
- Willingness and ability to occasionally work outside of traditional hours in order to accommodate scheduling requirements and programmatic objectives.

PREFERRED QUALIFICATIONS

- Experience working on a software development team or alongside software developers.
- Experience working within, or writing about, STEM disciplines.
- Experience working with external stakeholders to create partnerships.

Recruitment activities included:

- UConn Careers Website
- Listserv HERC
- Inside Higher Ed
- Diverse Job Boards
- Indeed
- CT Hires
- OVPR Careers Page
- National Council of University Research Administrators
- National Grants Management Association
- BioCT
- LinkedIn

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
3-Admin Programs/Services												
498036												
Unqualified	0	1	0	0	0	1	1	2	0	0	0	5
Withdrawn	0	1	0	0	0	0	0	0	0	0	0	1
Hired	0	1	0	0	0	0	0	0	0	0	0	1
Grand Total	0	3	0	0	0	1	1	2	0	0	0	7

The Unqualified applicants did not meet the minimum qualifications for the job posting.

1 Withdrawn applicant: 1 WF

1 Interviewed applicant: 1 WF

The 1 WF promoted was familiar with all aspects of COR²E such as human resources, management of DXG, MARS, and Biosupply student workers, special payroll from her role as fiscal officer for the Center. The Program Specialist position she held for approximately two years provided her with the necessary experience for this position. She had experience of managing Biosupply which allowed her to become aware of the successes and weaknesses of that specific facility and she had specific suggestions for how to improve operations. She also had experience working on a software development team and working within STEM disciplines.

Search Number	498216
Department	Research Compliance
Title	Administrative Program Support 4

MINIMUM QUALIFICATIONS

- Bachelor's degree in biological sciences or related field and at least four years of related administrative experience, or equivalent combination of education and experience.
- At least two of those years of administrative experience must be in an academic research compliance setting requiring knowledge and understanding of applicable regulations.
- Knowledge and ability to use independent judgment in the interpretation and application of federal and other laws, regulations, guidelines, and procedures pertaining to the care and use of animals used for research and teaching.
- Excellent organizational skills to effectively multi-task to meet deadlines and troubleshoot problems.
- Established interpersonal skills that promote building strong working relationships. Demonstrated ability to interact with colleagues in a positive and constructive manner.
- Proficiency with Microsoft Office, including Excel.

PREFERRED QUALIFICATIONS

- Experience involving the use of animals in a research, medical, or similar institutional setting and a demonstrated understanding of scientific methodology.
- Certified Professional IACUC Administrator (CPIA) or eligible within one year of hire.
- Record of certification, membership, or affiliation with appropriate professional organizations.

Recruitment activities included:

- UConn Careers Website
- Listserv HERC
- Inside Higher Ed
- Diverse Job Boards
- Linked In
- Indeed
- NCURA
- PRIM&R
- Higher Ed Jobs
- RESADML
- BioCT
- IACUC List Serv
- MSMR (MA Society for Medical Research)

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
3-Admin Programs/Services												
498216												
Unqualified	0	1	0	0	0	0	0	0	1	0	0	2
Interview	0	1	0	0	0	0	0	0	0	0	0	1
Withdrawn	0	3	0	0	0	0	0	0	0	0	0	3
Hired	0	1	0	0	0	0	0	0	0	0	0	1
Grand Total	0	6	0	0	0	0	0	0	1	0	0	7

The Unqualified applicants did not meet the minimum qualifications for the job posting.

3 Withdrawn applicants: 3 WF

2 Interviewed applicants: 2 WF

- 1 WF was hired and explained in this *Affirmative Action Plan* in the Hiring Goals Analysis under the same search number.

The 1 WF promoted had an associate's degree and five years' experience with compliance through animal work. She had the necessary experience of animal care and welfare and was well versed in the overall process within the IACUC. In addition, she had been assisting in covering the current job responsibilities for the position in which time she demonstrated the necessary experience and skills to be successful in the position.

Search Number	497969
Department	Payroll
Title	Administrative Program Support 4

MINIMUM QUALIFICATIONS

- Bachelor's degree in business/finance or a related field, or an equivalent combination of education and experience.
- Four years of related experience in payroll, human resources, or fiscal environment.
- Demonstrated knowledge of HR and payroll processes.
- Excellent organizational and interpersonal skills.
- Excellent attention to detail.
- Strong analytical and critical thinking skills and ability to interpret and manage large sets of data.
- Proficient with Microsoft Office.
- Ability to consistently meet biweekly deadlines in a fast-paced, high-volume environment.

PREFERRED QUALIFICATIONS

- CPP designation.
- Experience in higher education.
- Experience with collective bargaining agreements.
- Familiarity with PeopleSoft HRMS and/or Core-CT.

Recruitment activities included:

- UConn Careers Website
- Listserv HERC
- Inside Higher Ed
- Diverse Job Boards
- Payroll website
- Indeed

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
3-Admin Programs/Services												
497969												
Unqualified	2	0	0	1	0	1	1	0	0	0	1	6
Interview	0	5	0	0	0	0	0	1	0	0	0	6
Withdrawn	0	1	0	0	0	1	0	0	0	0	0	2
Hired	0	1	0	0	0	0	0	0	0	0	0	1
Grand Total	2	7	0	1	0	2	1	1	0	0	1	15

The Unqualified applicants did not meet the minimum qualifications for the job posting.

2 Withdrawn applicants: 1 WF, 1 HF

7 Interviewed applicants: 6 WF, 1 AF

- 1 WF did not successfully display the necessary interpersonal skills throughout the interview due to her comments regarding her leadership skills.
- 2 WF, 1 AF did not have experience handling high volume processing in a fast-paced environment and they did not relate their experience to working in this environment.
- 1 WF did not demonstrate the necessary interpersonal skills as she was unable to provide comprehensive answers to interview questions and could not describe her experience or how it would relate to the position.
- 1 WF did not have knowledge regarding payroll process; for example, she could not describe the gross to net pay calculation.

The 1 WF promoted displayed the necessary interpersonal and communication skills. She provided evidence of her analytical and critical thinking skills in her thorough responses. She spoke in detail regarding her ability to interpret and manage large sets of data. She had experience and knowledge of payroll and fiscal environments. She also had experience in higher education and with collective bargaining agreements.

Category 3: Nonteaching Professional – Admissions & Registrar

Goals Set	WM	WF	BM	BF	HM	HF	AM	AF
3-Admissions and Registrar	0	0	0	0	0	0	0	0

No promotional activity occurred in this category.

Category 3: Nonteaching Professional – Advising

Goals Set	WM	WF	BM	BF	HM	HF	AM	AF
3-Advising	1	0	0	0	0	0	0	0

Promotions	Goal Met	RG	Search #	Previous Job Title	New Job Title	No. Hired
3-Advising	Y	WM	Reclass	Student Services Prog Assist 2	Academic Advisor 1	1
	N	BM	Reclass	Student Services Prog Coord	Student Success Counselor	1

Reclassifications:

The 1 WM, 1 BM's promotion to this title was the result of a reclassification of a filled position. No other candidates applied or were considered. These employees were performing duties at the higher level, met all job requirements of the higher-level position, and were promoted.

The 1 WM promotion met a promotional goal.

Category 3: Nonteaching Professional – Arts & Curatorial Services

Goals Set	WM	WF	BM	BF	HM	HF	AM	AF
3-Arts and Curatorial Services	0	0	0	0	0	0	0	0

No promotional activity occurred in this category.

Category 3: Nonteaching Professional – Business Operations

Goals Set	WM	WF	BM	BF	HM	HF	AM	AF
3-Business Operations	5	0	0	1	0	1	0	1

Promotions	Goal Met	RG	Search #	Previous Job Title	New Job Title	No. Hired
3-Business Operations	Y	WM	Reclass	Financial Assistant 2	Business Ops Specialist 1	1
	Y	WM	Reclass	Admin Program Support 4	Functional Analyst	1
	Y	WM	Reclass	Data Analyst 1	Institutional Research Spec	1
	Y	WM	Reclass	Ed Program Assistant 2	Business Ops Specialist 1	1
	Y	AF	Reclass	Admin Program Support 2	Business Ops Specialist 1	1
	N	WF	498002	Financial Assistant 1	Business Ops Specialist 1	1
	N	WF	498541	Financial Assistant 2	Business Ops Specialist 1	1
	N	WF	Reclass	Grants and Contracts Spec	Business Ops Specialist 3	2

Reclassifications:

The 4 WM, 2 WF, 1 AF candidates' promotion into this title was the result of a reclassification of a filled position. No other candidates applied or were considered. These employees were performing duties at the higher level, met all job requirements of the higher-level position, and were promoted.

The 4 WM, 1 AF promotions met promotional goals.

Search Number	498002
Department	Agriculture,Health,Natural Rcs
Title	Business Operations Specialist 1

MINIMUM QUALIFICATIONS

- Bachelor's degree in a related field and two to three years of related experience OR equivalent combination of education and professional experience.
- Knowledge of financial, budgeting, or accounting practices and procedures.
- Experience working in a fast-paced, complex, multi-faceted office environment.
- Ability to work independently and in a team setting while regularly exercising judgment regarding administrative details and procedures.
- Excellent interpersonal skills, with proven ability to establish good working relationships with coworkers and a variety of constituents, inside and outside the University.

- Demonstrated organizational skills and attention to detail, with a proven ability to expertly manage time and deadlines with multiple, competing priorities.
- Clear, positive, and professional written, verbal, and non-verbal communication skills.
- Proficient in the Microsoft Office Suite (Word, Excel, Outlook, etc.).

PREFERRED QUALIFICATIONS

- Bachelor's degree in a related field and three to five years of related experience.
- Experience working in a fiscal operation in a higher education setting.
- Experience working with people from diverse academic, socio-economic, and cultural backgrounds.
- Demonstrated ability to identify and resolve problems analytically, efficiently, and effectively.
- Demonstrated ability to display initiative with a strong work ethic and desire to succeed.
- Supervisory experience.

Recruitment activities included:

- UConn Careers Website
- Listserv HERC
- Inside Higher Ed
- Diverse Job Boards
- Indeed
- Individual contact email distribution
- Social Media
- LinkedIn
- UConn and UConn Health Staff/Admin Listservs

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
3-Business Operations												
498002												
Unqualified	8	4	1	0	1	2	1	2	0	0	1	20
Interview	0	0	1	0	0	1	0	0	0	0	2	4
Withdrawn	1	0	0	0	0	0	0	0	0	0	1	2
Hired	0	1	0	0	0	0	0	0	0	0	0	1
Grand Total	9	5	2	0	1	3	1	2	0	0	4	27

The Unqualified applicants did not meet the minimum qualifications for the job posting.

2 Withdrawn applicants: 1 WM, 1 UU

5 Interviewed applicants: 1 WF, 1 BM, 1 HF, 2 UU

- 1 BM was not able to communicate his knowledge or experience that would transfer to the position, his responses were short and incomplete. He did not give examples of his ability to manage time and deadlines with multiple and competing priorities.
- 1 HF was hired, met a hiring goal, and reported in the current *Affirmative Action Plan* in the Hiring Goals Analysis under the same search number.
- 1 UU did not have financial skills in a university setting that would align with the needs and expectations of the position as their background was in small business.
- 1 UU did not demonstrate their ability to remain task oriented and prioritize work effectively and was not able to provide detailed answers that demonstrated the ability to work independently. Their responses indicated that they would rely heavily on supervisors to complete daily tasks.

The 1 WF promoted demonstrated her ability to work independently and amongst a team setting, and the ability to meet the shifting priorities of the position. She spoke in detail, providing evidence of her problem-solving skills, and communicated clearly and effectively. She described her ability to keep up with high volume times in a fast-paced environment while faced with daily interruptions all while maintaining a very professional manner based on experiences. She was able to demonstrate how her prior work experience would transition well into the unit and discussed the importance of accuracy when managing various funding sources. Her communication skills would allow her to adapt easily to the variety of constituents the office communicates with daily.

Search Number	498541
Department	Materials Science Institute
Title	Business Operations Specialist 1

MINIMUM QUALIFICATIONS

- Bachelor's degree in accounting, finance, business, or a related field.
- Minimum of two years of related experience.
- Excellent customer service skills.
- Ability to maintain effective and appropriate working relationships with diverse student, administrative, and faculty populations.
- Effective and clear written and verbal communication.
- Ability to use Microsoft products and software applications.

PREFERRED QUALIFICATIONS

- Experience working in a higher education setting.
- Four or more years of related professional experience.
- Knowledge of federal and state laws, regulatory requirements, and University policies governing the receipt and use of funds.
- Demonstrated capability to work independently on routine tasks.

- Direct experience with documents and stages in the revenue process (e.g., quotes, purchase orders, service agreements, invoices, accounts receivable).
- Experience working with UConn electronic systems (KFS, WebFOCUS, HuskyBuy, CoreCT).

Recruitment activities included:

- UConn Careers Website
- Listserv HERC
- Inside Higher Ed
- Diverse Job Boards

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
3-Business Operations												
498541												
Unqualified	2	4	0	0	3	0	3	3	0	0	2	17
Qualified	2	0	0	0	0	0	0	0	0	0	0	2
Interview	0	0	0	0	0	1	0	0	0	0	0	1
Withdrawn	0	0	0	1	0	1	0	0	0	0	1	3
Hired	0	1	0	0	0	0	0	0	0	0	0	1
Grand Total	4	5	0	1	3	2	3	3	0	0	3	24

The Unqualified applicants did not meet the minimum qualifications for the job posting.

3 Withdrawn applicants: 1 BF, 1 HF, 1 UU

2 Qualified applicants: 2 WM

- 2 WM did not have knowledge of federal and state laws, regulatory requirements, and University policies governing the receipt and use of funds based on their application materials.

2 Interviewed applicants: 1 WF, 1 HF

- 1 WF did not have the level of experience necessary with documents and stages in the revenue process like quotes, purchase orders, service agreements, invoices, or accounts receivable due to her responses to interview questions which did not cover the full extent of knowledge required for the position.

The 1 WF promoted had a background in accounting with several years of experience in the private sector, and since 2022 also at UConn where she worked in a position very similar to this position. She described her customer service skills which she successfully employed as she interfaced with faculty and students from different degree programs and colleges as well as the purchasing department and accounts payable. She worked with vendors for purchases and with

Government sponsors for sponsored program projects daily. She had experience with Microsoft products, UConn electronic systems as well as HuskyBuy. She had knowledge of following state and government rules, policies, and regulations. She had accounting experience as one of her main tasks was to place orders and work with vendors directly.

Category 3: Nonteaching Professional – Capital Plan & Construction

Goals Set	WM	WF	BM	BF	HM	HF	AM	AF
3-Capital Planning & Construction	0	0	0	0	0	0	0	0

No promotional activity occurred in this category.

Category 3: Nonteaching Professional – Communications & Marketing

Goals Set	WM	WF	BM	BF	HM	HF	AM	AF
3-Communication and Marketing	0	0	0	0	0	0	0	0

No promotional activity occurred in this category.

Category 3: Nonteaching Professional – Dining Services

Goals Set	WM	WF	BM	BF	HM	HF	AM	AF
3-Dining Services	0	0	0	0	0	0	0	0

No promotional activity occurred in this category.

Category 3: Nonteaching Professional – Educational Program & Services

Goals Set	WM	WF	BM	BF	HM	HF	AM	AF
3-Educational Programs/Serv	1	0	0	1	1	0	0	1

Promotions	Goal Met	RG	Search #	Previous Job Title	New Job Title	No. Hired
3-Educational Programs/Serv	Y	WM	498457	Admin Program Support 4	Ed Program Assistant 2	1
	Y	WM	Reclass	Admin Program Support 1	Ed Program Assistant 2	1
	N	WF	Reclass	Admin Program Support 1	Ed Program Assistant 2	1
	N	WF	497855	Grants and Contracts Associate	Sen Ed Program Administrator	1
	N	WF	498409	Admin Program Support 2	Ed Program Coordinator	1
	N	WF	Reclass	Academic Advisor 1	Ed Program Administrator	1
	N	BF	497748	Student Success Counselor	Sen Ed Program Administrator	1

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
3-Educational Programs/Serv												
498457												
Unqualified	2	9	1	0	4	0	4	2	0	0	6	28
Interview	1	3	0	0	0	0	0	0	0	0	2	6
Withdrawn	0	2	0	0	0	0	0	0	0	0	5	7
Hired	1	0	0	0	0	0	0	0	0	0	0	1
Grand Total	4	14	1	0	4	0	4	2	0	0	13	42

This promotion met a promotional goal.

Reclassifications:

The 1 WM, 2 WF candidates' promotion into this title was the result of a reclassification of a filled position. No other candidates applied or were considered. These employees were performing duties at the higher level, met all job requirements of the higher-level position, and were promoted.

The 1 WM promotion met a promotional goal.

Search Number	497855
Department	Vice President for Research
Title	Senior Educational Program Administrator

MINIMUM QUALIFICATIONS

- Bachelor's degree in a relevant writing-focused or scientific field.
- At least six years of experience writing and editing scientific, technical, or research proposals and progressively responsible experience with proposal management for large and complex federal grant proposals. At least two years of this experience must be serving as an advanced/senior team member or working as a project lead.
- Demonstrated success in preparing/shepherding large (in excess of \$1M per year) research/center grant proposals to award or leading complex/interdisciplinary strategic initiatives.
- Evidence of masterful technical/scientific writing ability, as demonstrated by writing samples.
- Track record of contributing to successful proposals for federal sponsors.
- Ability to work flexibly, productively, and collegially with the writing of others.
- Strong organizational/project management skills, including success with providing leadership/guidance to project teams.
- Advanced communication, interpersonal, and diplomatic skills, and strong collaborative approach.

PREFERRED QUALIFICATIONS

- Experience designing and delivering training/workshops on topics related to grant development throughout the entire business cycle.
- Advanced expertise in proposal development best practices.
- Advanced knowledge of the guidelines and requirements of federal sponsors, including the Code of Federal Regulations (CFR).

Recruitment activities included:

- UConn Careers Website
- Listserv HERC
- Inside Higher Ed
- Diverse Job Boards
- Indeed
- CT Hires
- OVPR Careers Page
- RESADM-L
- National Council of University Research Administrators
- National Grants Management Association
- LinkedIn
- GPA

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
3-Educational Programs/Serv												
497855												
Unqualified	0	1	1	0	0	0	2	0	0	0	1	5
Qualified	0	0	0	0	0	0	1	0	0	0	1	2
Withdrawn	0	2	0	0	0	0	1	0	0	0	0	3
Hired	0	1	0	0	0	0	0	0	0	0	0	1
Grand Total	0	4	1	0	0	0	4	0	0	0	2	11

The Unqualified applicants did not meet the minimum qualifications for the job posting.

3 Withdrawn applicants: 2 WF, 1 AM

2 Qualified applicants: 1 AM, 1 UU

- 1 AM, 1 UU did not have experience designing and delivering training or workshops on topics related to grant development throughout the entire business cycle based on their application materials.

1 Interviewed applicant: 1 WF

The 1 WF promoted had twenty years of experience with large/complex proposals, and through that experience, had developed expertise in project management and writing/editing. She had a thorough understanding of the genres of proposal writing, expert knowledge of proposal management processes, and experience with most funding agencies and disciplines. She also had the requisite communication and leadership skills, and the ability to train and mentor other members of our team.

Search Number	498409
Department	Statistics
Title	Educational Program Coordinator

MINIMUM QUALIFICATIONS

- Bachelor's degree in business or a related field.
- Three to four years of related experience.
- Demonstrated ability to independently provide significant program support.
- Excellent communication, customer service, and interpersonal skills.
- Excellent organizational skills.

PREFERRED QUALIFICATIONS

- Experience working in a higher education setting.
- Ability to process multiple tasks in a deadline-driven environment.
- Demonstrated problem-solving skills specifically related to budget preparation and management.
- Experience working with budgets and payroll.
- Ability to engage, connect, and work with diverse student, administrative, and faculty populations and provide a commitment to the values of diversity, equity, and inclusion in an educational setting.
- Excellent computer skills including experience with Microsoft programs.

Recruitment activities included:

- UConn Careers Website
- Listserv HERC
- Inside Higher Ed
- Diverse Job Boards
- LinkedIn
- Indeed
- Chronicle of Higher Ed

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
3-Educational Programs/Serv												
498409												
Unqualified	3	4	0	0	0	4	0	2	0	0	3	16
Qualified	1	0	0	0	0	0	0	0	0	0	0	1
Interview	0	2	0	0	0	0	1	1	0	0	0	4
Hired	0	1	0	0	0	0	0	0	0	0	0	1
Grand Total	4	7	0	0	0	4	1	3	0	0	3	22

The Unqualified applicants did not meet the minimum qualifications for the job posting.

1 Qualified applicant: 1 WM

- 1 WM did not have experience working with budgets and payroll or experience with Microsoft programs.

5 Interviewed applicants: 3 WF, 1 AM, 1 AF

- 1 WF did not have experience with budgets or to independently provide significant program support as was discovered during the interview process.

- 1 WF did not have applicable experience working in a deadline driven environment with competing priorities; her background was focused on sales rather than independent departmental support.
- 1 AM did not exhibit the necessary communication skills due to not providing thorough responses to interview questions.
- 1 AF did not have experience working in a higher education setting, her background was administrative. She was unable to relate how her experience would transfer to the position.

The 1 WF promoted had applicable experience working at UConn in a similar position and had experience with programs such as PageUp, HuskyBuy, Concur, and Kual. She demonstrated the necessary communication skills and offered clear, concise answers to all questions asked. She provided examples of her ability to connect with both graduate students and faculty with which she had worked.

Search Number	497748
Department	Graduate Education
Title	Senior Educational Program Administrator

MINIMUM QUALIFICATIONS

- Master's degree with 2-3 years with 1 year of related full-time (or equivalent) experience serving as an advanced/senior team member OR Bachelor's degree with 6-7 years with 2 years of full-time (or equivalent) experience serving as an advanced/senior team member serving higher education students OR an equivalent combination of education and experience.
- Demonstrated problem-solving and critical-thinking skills.
- Evidence of ability to mediate conflicts.
- Evidence of ability to advise and support students.
- Excellent oral and written communication skills.
- Evidence of sensitivity to the needs of and ability to work with a diverse community.

PREFERRED QUALIFICATIONS

- Master's degree in higher education and student affairs or a related field.
- Demonstrated experience in conflict mediation or negotiation.
- Experience working in a unionized environment.
- Experience working directly with graduate students and faculty in a large research university or equivalent understanding of a graduate student environment.
- Experience implementing the apprenticeship student advisory model.
- Knowledge and expertise in Title IX, Clery, fundamental due process, and/or similar compliance requirements.

- Evidence of involvement in developing policies and procedures to support members of underrepresented communities.

Recruitment activities included:

- UConn Careers Website
- Listserv HERC
- Inside Higher Ed
- Diverse Job Boards
- WomenAndHigherEd.com
- VeteransinHigherEd.com
- DisabledInHigherEd.com
- NativeAmericansinHigherEd.com
- BlacksInHigherEd.com
- LGBTinHigherEd.com
- AsiansInHigherEd.com
- HispanicsinHigherEd.com
- CTHires.com
- NEAACRO
- Daily Digest
- LinkedIn

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
3-Educational Programs/Serv												
497748												
Unqualified	3	6	1	1	0	1	0	0	0	0	1	13
Interview	0	2	2	0	0	0	0	0	0	0	1	5
Withdrawn	1	1	0	1	0	0	0	0	0	0	1	4
Hired	0	0	0	1	0	0	0	0	0	0	0	1
Grand Total	4	9	3	3	0	1	0	0	0	0	3	23

The Unqualified applicants did not meet the minimum qualifications for the job posting.

4 Withdrawn applicants: 1 WM, 1 WF, 1 BF, 1 UU

6 Interviewed applicants: 2 WF, 2 BM, 1 BF, 1 UU

- 1 WF had experience in higher education, but it did not include advocacy related to graduate students and she did not demonstrate the ability to advise and support students.
- 1 WF did not effectively communicate how experience in higher education related to the responsibilities of this position, specifically regarding advocacy, support, and conflict mediation.
- 1 BM had experience supporting students but had a narrow focus, primarily around formal conduct procedures and he did not have the level of experience needed with informal resolution.

- 1 BM had not completed a master's degree, his higher education work experience was focused on business related programs, and his responses did not convey how his experience would transfer to this position.
- 1 UU did not have the level of experience working directly with graduate students and faculty in a large research university or equivalent understanding of a graduate student environment. Their experience was solely within one college.

The 1 BF promoted had student affairs training and experience. She had experience with negotiating and conflict mediation, with both students and graduate students. She had discussed being engaged with students and partners and gave examples of her understanding of the power dynamics inherent in an advisory relationship. She provided thorough examples of being a team player and advocating for those who are marginalized. She had also worked with students and faculty in all different schools and colleges.

Category 3: Nonteaching Professional – Facilities & Athletic Management

Goals Set	WM	WF	BM	BF	HM	HF	AM	AF
3-Facilities & Athletic Management	0	0	1	0	0	0	0	0

No promotional activity occurred in this category.

Category 3: Nonteaching Professional – Finance Acct Budget

Goals Set	WM	WF	BM	BF	HM	HF	AM	AF
3-Finance Acct Budget	3	0	0	0	0	0	0	0

Promotions	Goal Met	RG	Search #	Previous Job Title	New Job Title	No. Hired
3-Finance Acct Budget	N	WF	498084	Admin Program Support 2	Financial Analyst 2	1
	N	HF	498098	Admin Program Support 2	Financial Assistant 2	1

Search Number	498084
Department	Bursar
Title	Financial Analyst 2

MINIMUM QUALIFICATIONS

- Bachelor's degree and five years of related experience. Two (2) years must be serving as an advanced/senior team member or working as a project lead.
- Demonstrated knowledge of the cash management function.
- Demonstrated leadership skills, motivation, initiative, independence, and responsibility.
- Ability to read, analyze, and implement regulatory policy and related procedures.
- Ability to communicate and enforce policies to a large number of staff with varied financial knowledge via email.
- Excellent communication, interpersonal, and organizational skills.
- Experience dealing with customer clients and providing high-quality customer service.

PREFERRED QUALIFICATIONS

- Previous experience in a university or college setting.
- Knowledge of relevant Connecticut General Statutes and cash procedures in a higher education environment.

- Knowledge of Quali Financial System, PeopleSoft Student Admin, CORE CT, CashPro, ImageNow, and Microsoft Office.
- Knowledge of relevant GASB accounting procedures regarding depositing of state receipts.

Recruitment activities included:

- UConn Careers Website
- Listserv HERC
- Inside Higher Ed
- Diverse Job Boards

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
3-Finance Acct Budget												
498084												
Unqualified	1	2	2	1	1	0	0	1	0	0	0	8
Interview	0	2	0	0	0	0	0	0	0	0	0	2
Hired	0	1	0	0	0	0	0	0	0	0	0	1
Grand Total	1	5	2	1	1	0	0	1	0	0	0	11

The Unqualified applicants did not meet the minimum qualifications for the job posting.

3 Interviewed applicants: 3 WF

- 1 WF did not have relevant experience in finance as her background was in taxes and real estate. She was not able to relate her experience to this position as her responses were incomplete and vague.
- 1 WF did not have the level of experience needed with dealing with customer clients and providing high-quality customer service or knowledge of Quali Financial System, PeopleSoft Student Admin, CORE CT, CashPro, ImageNow, and Microsoft Office

The 1 WF promoted had sixteen years of experience with the University's Bursar's Office. She had expertise in customer service, departmental outreach, and the disbursement and reconciliation processes at the University that was highly relevant as this position supervised staff members in these areas. In addition, she also had a thorough understanding of GASB accounting principles in relation to depositing state receipts and was familiar with CT General Statutes and cash procedures at a large university. She had experience with prepaid cards, student accounts, mentoring staff and developing training and new procedures.

Search Number	498098
Department	Sponsored Programs
Title	Financial Assistant 2

MINIMUM QUALIFICATIONS

- Bachelor's degree and at least two years of related experience OR an equivalent combination of education and experience.
- Experience with online, electronic financial processing.
- Strong organizational and analytical skills.
- Computer skills including experience with Microsoft Excel and Word.
- Demonstrated customer service skills.

PREFERRED QUALIFICATIONS

- Bachelor's degree in a related field.
- Ability to work independently while exercising sound judgment.
- Experience assisting with the management of grants and sponsored projects.
- Experience working in a higher education.
- Knowledge of Kuali Financial Systems (KFS) and WebFocus.

Recruitment activities included:

- UConn Careers Website
- Listserv HERC
- Inside Higher Ed
- Diverse Job Boards
- CT Hires
- OVPR Careers Page
- RESADM-L
- National Council of University Research Administrators
- National Grants Management Association
- LinkedIn

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
3-Finance Acct Budget												
498098												
Unqualified	8	10	1	0	1	2	2	5	0	0	2	31
Qualified	2	5	1	0	0	0	0	1	0	0	2	11
Interview	0	2	0	0	0	0	0	1	0	0	0	3
Withdrawn	0	0	1	0	0	1	0	0	0	0	2	4
Hired	0	0	0	0	0	1	0	0	0	0	0	1
Grand Total	10	17	3	0	1	4	2	7	0	0	6	50

The Unqualified applicants did not meet the minimum qualifications for the job posting.

4 Withdrawn applicants: 1 BM, 1 HF, 2 UU

11 Qualified applicants: 2 WM, 5 WF, 1 BM, 1 AM, 2 UU

- 2 WM, 4 WF, 1 BM, 1 AM, 2 UU did not indicate knowledge of Kuali Financial Systems and WebFocus or experience working in higher education in their application materials.
- 1 WF did not indicate knowledge of Kuali Financial Systems and WebFocus or experience assisting with the management of grants and sponsored projects in their application materials.

4 Interviewed applicants: 2 WF, 1 HF, 1 AF

- 1 WF did not have the level of experience necessary with Kuali Financial Systems and no experience with Webfocus. She did not have experience assisting with the management of grants and sponsored projects, her background was in pre-award and contracting systems. In addition, her Excel experience did not include the use of complex Excel templates relevant to the position.
- 1 WF did not have knowledge of Kuali Financial Systems or WebFocus. She did not have the necessary experience with the management of grants and sponsored projects, as her experience was with external grant management systems, and policies and procedures.
- 1 AF's primary experience was in purchasing, which was not directly related to this position's responsibilities.

The 1 HF promoted had experience with Kuali Financial Systems and Webfocus. Notably, her experience assisting with the management of grants and sponsored projects included direct use of relevant UConn post-award forms, policies, and systems. Additionally, in both of her interviews she demonstrated her Excel skills including proven day-to-day experience with complex Excel templates.

Category 3: Nonteaching Professional – Financial Aid and Student Employment

Goals Set	WM	WF	BM	BF	HM	HF	AM	AF
3-Financial Aid & Student Emp	0	0	0	0	0	0	0	0

No promotional activity occurred in this category.

Category 3: Nonteaching Professional – Grants & Contracts

Goals Set	WM	WF	BM	BF	HM	HF	AM	AF
3-Grants Contracts	2	0	0	0	0	0	0	0

Promotions	Goal Met	RG	Search #	Previous Job Title	New Job Title	No. Hired
3-Grants Contracts	Y	WM	497814	Financial Assistant 2	Grants and Contracts Associate	1
	N	WF	498373	Ed Program Coordinator	Grants and Contracts Spec	1
	N	WF	Reclass	Business Ops Specialist 1	Grants and Contracts Spec	1
	N	WF	Reclass	Financial Assistant 2	Grants and Contracts Associate	3

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
3-Grants Contracts												
497814												
Unqualified	1	2	0	0	0	0	1	1	0	0	1	6
Interview	3	3	0	0	0	0	0	0	0	0	1	7
Withdrawn	0	0	0	0	0	0	0	1	0	0	0	1
Hired	1	0	0	0	0	0	0	0	0	0	0	1
Grand Total	5	5	0	0	0	0	1	2	0	0	2	15

This promotion met a promotional goal.

Reclassifications:

The 4 WF candidates' promotion into this title was the result of a reclassification of a filled position. No other candidates applied or were considered. These employees were performing duties at the higher level, met all job requirements of the higher-level position, and were promoted.

Search Number	498373
Department	Materials Science Institute
Title	Grants and Contracts Specialist

MINIMUM QUALIFICATIONS

- Bachelor's degree in accounting, finance, business, or a related field and four years of related experience OR Master's degree and two years of related experience OR equivalent combination of education and experience.
- Ability to consistently apply strict attention to detail within work products/materials.
- Ability to work independently and exercise sound judgment.
- Excellent interpersonal skills, including strengths in both written and verbal communication.
- Excellent computer skills including experience with Microsoft and Adobe programs.

PREFERRED QUALIFICATIONS

- Knowledge of federal and state laws, regulatory requirements, and university policies governing the planning, application development, and management of research grants and contracts.
- Experience with creating and submitting grant proposals through sponsor systems (NIH eRA Commons, research.gov, grants.gov, EERE).
- Direct experience providing administrative support to researchers.
- Experience working with KFS, Webfocus, InfoEd, HuskyBuy, CoreCT.
- Experience in detailed and collaborative budget preparation within strict parameters.
- Demonstrated mastery of working in a deadline-driven environment.

Recruitment activities included:

- UConn Careers Website
- Listserv HERC
- Inside Higher Ed
- Diverse Job Boards
- NURCA
- NGMA
- LinkedIn

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
3-Grants Contracts												
498373												
Unqualified	2	3	0	1	0	1	1	0	0	0	0	8
Interview	0	0	1	0	0	0	0	0	0	0	0	1
Hired	0	1	0	0	0	0	0	0	0	0	0	1
Grand Total	2	4	1	1	0	1	1	0	0	0	0	10

The Unqualified applicants did not meet the minimum qualifications for the job posting.

2 Interviewed applicants: 1 WF, 1 BM

- 1 BM was found to not have experience with grants and contracts on either the pre- or post-award side. He also did not demonstrate the ability to work in a deadline-driven environment based on his responses to interview questions.

The 1 WF promoted had knowledge of UConn systems and the UConn-specific pre-award process and she provided relevant examples of tasks she had completed. She had knowledge of the NIH proposal system which she described in detail based on her experience shadowing and participating in the grant development process.

Category 3: Nonteaching Professional – Health & Safety

Goals Set	WM	WF	BM	BF	HM	HF	AM	AF
3-Health & Safety	0	0	0	0	0	0	0	0

No promotional activity occurred in this category.

Category 3: Nonteaching Professional – Information Technology

Goals Set	WM	WF	BM	BF	HM	HF	AM	AF
3-Information Technology	0	0	0	0	0	0	0	0

No promotional activity occurred in this category.

Category 3: Nonteaching Professional – Lab & Research Operations

Goals Set	WM	WF	BM	BF	HM	HF	AM	AF
3-Lab & Research Operations	0	0	0	0	0	0	0	0

Promotions	Goal Met	RG	Search #	Previous Job Title	New Job Title	No. Hired
3-Lab & Research Operations	N	WF	498256	AnimalCareTechnician	Animal Care Specialist	1

Search Number	498256
Department	Research Compliance
Title	Animal Care Specialist

MINIMUM QUALIFICATIONS

- Bachelor's degree in animal science, veterinary technology, biology, or a related field and two years of related experience; OR an Associate's degree in veterinary technology/technical sciences, biology, or a related field and at least four years of experience.
- Demonstrated clinical and technical expertise with a variety of species including providing anesthesia/surgical support.
- Ability to work professionally, cooperatively, and effectively with faculty, technicians, animal care workers, students, inspectors, regulators, and veterinarians. Superior interpersonal skills and the ability to maintain confidentiality are essential.
- Good time management and organization skills with the ability to maintain accurate and compliant records and reports.
- Excellent verbal and written skills with demonstrated computer skills in Microsoft Office Suite, including Word, Excel, PowerPoint, and Outlook.

PREFERRED QUALIFICATIONS

- Active veterinary technician certification/license (CVT, RVT, LVT, LVMT) in good standing in at least one state within the US.
- Certification by the American Association of Laboratory Animal Science at the ALAT Level or ability to attain within 9 months of hire.
- AALAS certification at the LAT or LATg Level.
- Knowledge of standard laboratory practice and research protocols.
- At least two years of work experience with animals in an academic or research environment.

- Knowledge of Federal Animal Welfare Act regulations, IACUC regulations, and the Guide for the Care and Use of Laboratory Animals.
- Familiarity with poultry or small birds or with aquarium fish.

Recruitment activities included:

- UConn Careers Website
- Listserv HERC
- Inside Higher Ed
- Diverse Job Boards
- LinkedIn

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
3-Lab & Research Operations												
498256												
Unqualified	0	2	0	0	0	2	0	0	0	0	0	4
Interview	0	2	0	0	0	2	0	0	1	0	1	6
Hired	0	1	0	0	0	0	0	0	0	0	0	1
Grand Total	0	5	0	0	0	4	0	0	1	0	1	11

The Unqualified applicants did not meet the minimum qualifications for the job posting.

7 Interviewed applicants: 3 WF, 2 HF, 2 UU

- 1 WF was found, during the interview process, to have an associate's degree and only 2 years of experience in a related field and did not meet the minimum qualification of having an associate's degree and 4 years of experience.
- 1 WF, 1 HF did not have knowledge of research protocols or lab practices and only had experience with companion animals not animals in an academic or research environment.
- 1 HF was found, during the interview process, to not meet the minimum qualification of having clinical and technical expertise with a variety of species including providing anesthesia/surgical support.
- 1 TM was selected and reported in the Hiring Goals Analysis section of the current *Affirmative Action Plan* under the same search number.
- 1 UU did not have experience or knowledge of research lab practices and protocols as their experience in a veterinary practice consisted of solely part time administrative duties.

The 1 WF promoted had experience with lab animal handling and procedures. She held an American Association of Laboratory Animal Science (AALAS) certification at the ALAT level. She demonstrated the necessary interpersonal skills as she was able to provide examples of how she worked cooperatively in a team setting and with supervisors. She also had experience with rodent handling, animal restraint, and marine species.

Category 3: Nonteaching Professional – Library

Goals Set	WM	WF	BM	BF	HM	HF	AM	AF
3-Library	0	0	0	0	0	0	0	0

No promotional activity occurred in this category.

Category 3: Nonteaching Professional – Procurement

Goals Set	WM	WF	BM	BF	HM	HF	AM	AF
3-Procurement	0	0	0	0	0	0	0	0

No promotional activity occurred in this category.

Category 3: Nonteaching Professional – Remaining Professional

Goals Set	WM	WF	BM	BF	HM	HF	AM	AF
3-Remaining Professional	1	0	0	0	0	1	0	0

Promotions	Goal Met	RG	Search #	Previous Job Title	New Job Title	No. Hired
3-Remaining Professional	N	WF	497713	Admin Program Manager 3	Asst Director	1
	N	WF	Reclass	Admin Program Manager 1	U Ed Asst 1	1
	N	WF	Reclass	Admin Program Support 3	U Ed Asst 2	1

Reclassifications:

The 2 WF candidates' promotion into this title was the result of a reclassification of a filled position. No other candidates applied or were considered. These employees were performing duties at the higher level, met all job requirements of the higher-level position, and were promoted.

Search Number	497713
Department	Sponsored Programs
Title	Assistant Director

MINIMUM QUALIFICATIONS

- Bachelor's degree and at least 7 years of progressively responsible experience in research administration, preferably in a public or university environment with a proven record of advanced skill.
- Knowledgeable of federal regulations, sponsor guidelines, and the Federal Office of Management and Budget Uniform Guidance (2 C.F.R. Part 200) as they relate to sponsored program activity.
- Excellent organizational and time-management skills.
- Experience with the development of large, multi-disciplinary proposals.
- Supervisory experience.
- Ability to work effectively within tight timelines and deadline pressure.
- Excellent oral and written communication and interpersonal skills, with a demonstrated ability to work collaboratively within a team and between teams as well as with constituents external to the Office of the Vice President for Research.
- Evidence of leadership, ability to direct the work of others, and a commitment to mentoring, coaching, and developing teams.
- Considerable critical thinking, problem solving crisis management, and decision-making abilities.
- Excellent computer skills that include a good working knowledge of electronic research systems.

PREFERRED QUALIFICATIONS

- Advanced degree (e.g., Master's in Business, Public Health, or a related field).
- Certified Research Administrator (CRA).
- Supervisory experience managing a sponsored operations team or group.
- Familiarity with and working knowledge of InfoEd software solution.
- Familiarity with and working knowledge of Quali Financial Systems.

Recruitment activities included:

- UConn Careers Website
- Listserv HERC
- Inside Higher Ed
- Diverse Job Boards
- Indeed
- CT Hires (CT and US DOL Websites)OVPR Careers Page
- Only SPS RESADM-L (Member Listserv)
- National Council of University Research Administrators

- National Grants Management Association
- LinkedIn
- RESADM-L

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
3-Remaining Professional												
497713												
Unqualified	4	6	0	1	0	0	1	0	0	0	4	16
Interview	1	3	0	1	0	0	0	0	0	0	0	5
Rescind Offer	0	1	0	0	0	0	0	0	0	0	0	1
Hired	0	1	0	0	0	0	0	0	0	0	0	1
Grand Total	5	11	0	2	0	0	1	0	0	0	4	23

The Unqualified applicants did not meet the minimum qualifications for the job posting.

7 Interviewed applicants: 1 WM, 5 WF, 1 BF

- 1 WM was not familiar with Kuali Financial Systems as evidenced in his responses to interview questions.
- 1 WF offer for employment was rescinded by Human Resources.
- 1 WF did not have the necessary level of experience in supervising and mentoring as she had primarily served as an individual contributor.
- 1 WF had research administrative experience but was unable to provide clear and detailed responses to interview questions.
- 1 WF, 1 BF did not possess experience with Kuali Financial Systems and were not Certified Research Administrators.

The 1 WF promoted held the supervisory position of Assistant Director for Finance and Administration with the UConn Institute of Materials Science (IMS), which conducted a very high volume of sponsored programs activity administered by SPS. With over a decade of experience at UConn, she had a working knowledge of the interaction between departments/centers and the SPS central office, from both pre- and post-award perspectives. She spoke about her focus on customer service and the importance of placing it at the forefront of interactions with faculty and institutional partners and collaborators. She had the ability to meet the needs of team management with the immediate concerns of both pre- and post-award workload, and she had demonstrated experience working in a deadline-driven, high-pressure environment in her current position.

Category 3: Nonteaching Professional – Residential Life

Goals Set	WM	WF	BM	BF	HM	HF	AM	AF
3-Residential Life	0	0	0	0	0	0	0	0

No promotional activity occurred in this category.

Category 3: Nonteaching Professional – Specialists

Goals Set	WM	WF	BM	BF	HM	HF	AM	AF
3-Specialist	0	0	0	0	0	0	0	0

No promotional activity occurred in this category.

Category 3: Nonteaching Professional – Student Health & Welfare

Goals Set	WM	WF	BM	BF	HM	HF	AM	AF
3-Student Health/Welfare	0	0	0	0	0	0	0	0

No promotional activity occurred in this category.

Category 3: Nonteaching Professional – Student Prgm Coord & Mngmt

Goals Set	WM	WF	BM	BF	HM	HF	AM	AF
3-Student Prog Coord/Mngmt	6	0	0	2	1	0	0	0

Promotions	Goal Met	RG	Search #	Previous Job Title	New Job Title	No. Hired
3-Student Prog Coord/Mngmt	Y	WM	497974	Academic Advisor 2	Student Services Prog Mngr 1	1
	Y	WM	Reclass	Housing Coordinator	Student Services Program Admin	1
	N	WF	498222	Career Consultant	Student Services Prog Mngr 1	1
	N	WF	498387	Residence Hall Director	Student Services Prog Mngr 2	1
	N	WF	Reclass	Academic Advisor 2	Sr Student Services Prog Admin	1
	N	WF	Reclass		Student Services Prog Mngr 1	2
	N	WF	Reclass	Admin Program Support 2	Student Services Program Admin	1
	N	WF	Reclass	Admin Program Support 4	Sr Student Services Prog Admin	1
	N	WF	Reclass	Assistant Registrar	Student Services Prog Mngr 3	1
	N	WF	Reclass	Registrar Specialist	Student Services Prog Mngr 1	1
	N	WF	Reclass	Student Success Counselor	Sr Student Services Prog Admin	1
	N	BM	498282	Residence Hall Director	Sr Student Services Prog Admin	1
	N	AF	497792	Academic Advisor 1	Sr Student Services Prog Admin	1

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
3-Student Prog Coord/Mngmt												
497974												
Unqualified	6	17	2	4	2	3	2	4	0	0	2	42
Interview	1	7	1	0	0	0	0	0	0	0	0	9
Withdrawn	0	0	0	1	0	0	0	0	0	0	0	1
Hired	1	0	0	0	0	0	0	0	0	0	0	1
Grand Total	8	24	3	5	2	3	2	4	0	0	2	53

The promotion met a promotional goal.

Reclassifications:

The 1 WM, 8 WF promotion to this title was the result of a reclassification of a filled position. No other candidates applied or were considered. This employee was performing duties at the higher level, met all job requirements of the higher-level position, and was promoted.

The 1 WM's promotion met a promotional goal.

Search Number	498222
Department	Law
Title	Student Services Program Manager 1

MINIMUM QUALIFICATIONS

- Master's degree in relevant field of study.
- 4+ years of relevant professional experience.
- Knowledge of legal hiring community and job search skills related to the legal market.
- Demonstrated supervisory and administrative capacity.
- Excellent communication and interpersonal skills.
- Willingness to work irregular and flexible hours.

PREFERRED QUALIFICATIONS

- J.D. degree.
- 8+ years of relevant professional experience.
- Strong knowledge of a broad range of legal career employment opportunities in local, regional, and national job markets.
- Familiarity with the legal employment market of Connecticut, regional markets of interest to UConn Law students and alumni, and other major legal employment centers.
- Strong understanding of career development issues affecting law students, attorneys, and the legal profession in the private, public interest, and public service sectors.
- Experience in administration and counseling in an educational or other relevant setting, including legal recruiting.
- Demonstrated ability to effectively engender trust and build positive, collaborative, and inclusive relationships with a diverse group of students, faculty, staff, alumni, and employers.
- Ability to project a favorable image of Law School programs and students.
- Strong technology and data analysis skills.

Recruitment activities included:

- UConn Careers Website
- Listserv HERC
- Inside Higher Ed
- Diverse Job Boards

- Connecticut local and affinity bar associations
- Professional Development Listservs; LSAC, NALP, NALSAP

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
3-Student Prog Coord/Mngmt												
498222												
Unqualified	1	3	0	2	0	0	0	0	0	0	1	7
Interview	1	0	1	0	0	0	0	0	0	0	0	2
Withdrawn	0	0	1	0	0	1	0	0	0	0	1	3
Hired	0	1	0	0	0	0	0	0	0	0	0	1
Grand Total	2	4	2	2	0	1	0	0	0	0	2	13

The Unqualified applicants did not meet the minimum qualifications for the job posting.

3 Withdrawn applicants: 1 BM, 1 HF, 1 UU

3 Interviewed applicants: 1 WM, 1 WF, 1 BM

- 1 WM did not have the requisite experience in legal recruiting, and he did not understand the legal employment market locally and internationally based on his responses to interview questions.
- 1 BM did not have the knowledge necessary in the legal hiring landscape, it was only to the extent that he had served on a hiring committee. He did not have experience in running recruiting events or utilizing technology to drive career services office decisions.

The 1 WF promoted was an attorney and had been serving in the interim director role. In her role as interim director she spoke at numerous alumni events, improved processes, and connected with students. In her job talk, she demonstrated her understanding of the legal hiring landscape, experience managing a budget, running recruitment events, and utilizing technology to drive career services office decisions.

Search Number	498387
Department	Residential Life
Title	Student Services Program Manager 2

MINIMUM QUALIFICATIONS

- A master's degree in Student Affairs, Higher Education, or a related field.
- Five years' experience working professionally in a residence hall program.
- Problem-solving and critical-thinking skills.
- Ability to analyze complex issues and effectively plan and organize work.
- Excellent oral and written communication skills.

- Experience in and awareness of the sensitivity required when interacting with, supervising, and addressing the needs of a diverse community.

PREFERRED QUALIFICATIONS

- Experience supervising professional residence hall staff.
- Five to seven years of experience in higher education.
- Experience working in a large residence hall program.
- Current membership and/or active involvement in related professional organizations.

Recruitment activities included:

- UConn Careers Website
- Listserv HERC
- Inside Higher Ed
- Diverse Job Boards
- NEACUHU Listserv
- HigherEdJobs.com
- ACUHO-IIlistserv
- Diverse Issues in Higher Education
- StudentAffairs.com

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
3-Student Prog Coord/Mngmt												
498387												
Unqualified	2	6	0	3	0	2	0	0	0	0	2	15
Interview	4	0	0	1	0	0	0	0	0	0	0	5
Withdrawn	1	2	0	0	0	0	0	0	0	0	0	3
Hired	0	1	0	0	0	0	0	0	0	0	0	1
Grand Total	7	9	0	4	0	2	0	0	0	0	2	24

The Unqualified applicants did not meet the minimum qualifications for the job posting.

3 Withdrawn applicants: 1 WM, 2 WF

6 Interviewed applicants: 4 WM, 1 WF, 1 BF

- 1 WM was hired, met a hiring goal, and is reported in this *Affirmative Action Plan* in the Hiring Goals Analysis section under the same search number.
- 1 WM did not communicate how they would effectively plan and organize work or of the sensitivity required when interacting with, supervising, and addressing the needs of a diverse community.
- 1 WM, 1 BF were unable to speak to their problem solving and critical thinking skills, as they did not provide examples.

- 1 WM did not demonstrate the necessary communication skills for the position as he did not fully respond or address all the questions during the interview. For example, he did not address the ways in which he interacted with a diverse community.

The 1 WF promoted held a master's degree in higher education and had eight years working in a residential program. She discussed how she had managed various issues at work and used them to plan and organize the day. She had experience working in a large residence hall program and was involved with NASPA, a professional organization.

Search Number	498282
Department	Community Standards
Title	Senior Student Services Program Administrator

MINIMUM QUALIFICATIONS

- A Master's degree in Student Affairs, Higher Education, or a related field.
- Four years of related experience
- Demonstrated ability to work independently and regularly exercise judgment regarding a wide variety of administrative matters.
- Strong skills in listening, communicating with diverse audiences, problem solving, working collaboratively as part of a team, mediation, diplomacy, conflict resolution, and confronting unacceptable behavior.
- Articulated commitment to, or demonstrated understanding of, diversity, inclusion, and equity issues.
- Experience developing, facilitating, and evaluating training, workshops, and resources that address diversity, equity, inclusion, accessibility, belonging, and social justice issues.
- Exceptional interpersonal and organizational skills.
- Excellent verbal and written communication skills with a strong attention to detail.

PREFERRED QUALIFICATIONS

- Five plus years of progressive experience in higher education.
- Experience working in a student conduct system.
- Demonstrated cultural humility skills and experience working with diverse student populations.
- Prior training in, and experience with delivery of conflict assessment, management, resolution, mediation, sustained or intergroup dialogue, restorative practice, and/or alternative dispute resolution.
- Active involvement in related professional organizations.

Recruitment activities included:

- UConn Careers Website

- Listserv HERC
- Inside Higher Ed
- Diverse Job Boards

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
3-Student Prog Coord/Mngmt												
498282												
Unqualified	0	1	0	0	0	0	0	0	0	0	0	1
Interview	0	1	0	0	0	0	0	0	0	0	0	1
Withdrawn	0	0	0	0	0	0	0	0	0	0	1	1
Hired	0	0	1	0	0	0	0	0	0	0	0	1
Grand Total	0	2	1	0	0	0	0	0	0	0	1	4

The Unqualified applicant did not meet the minimum qualifications for the job posting.

1 Withdrawn applicant: 1 UU

2 Interviewed applicants: 1 WF, 1 BM

- 1 WF did not have the level of experience needed with delivery of conflict assessment, management, resolution, mediation, sustained or intergroup dialogue, restorative practice, and/or alternative dispute resolution as she was unable to articulate her prior experiences and how they would apply to this position.

The 1 BM promoted had four years of related experience and five years of progressive experience in higher education. He was experienced in developing, facilitating, and evaluating training, workshops, and resources that addressed diversity, equity, inclusion, accessibility, belonging, and social justice issues. He described examples of his skills in listening, communicating with diverse audiences, problem solving, working collaboratively as part of a team, mediation, diplomacy, conflict resolution, and confronting unacceptable behavior. He had prior training in, and experience with delivery of conflict assessment, management, resolution, mediation, sustained or intergroup dialogue, restorative practice, and/or alternative dispute resolution. He provided thorough detailed examples of training he would implement regarding bias for staff and students. He had direct, relevant experience doing bias education with a college campus and communicated those experiences during the interview process and how those experiences were relevant to the role.

Search Number	497792
Department	ISS Cntr for Access PScnd Succ
Title	Senior Student Services Program Administrator

MINIMUM QUALIFICATIONS

- Master's degree in a related field and four years of related experience.
- Demonstrated experience working with students who are first-generation to college, from low-income backgrounds, and/or other populations underrepresented in higher education.
- Knowledge of the challenges faced by students who attend underresourced schools, and who are first-generation to college, from low-income backgrounds, and/or populations underrepresented in higher education.
- Supervisory experience.
- Experience working in college access programming and/or postsecondary preparation for K-12 students.
- Demonstrated experience in budget and/or fiscal management.

PREFERRED QUALIFICATIONS

- Education and/or experience working in a STEM field or providing STEM education.
- Strong demonstrated administrative abilities in strategic planning, budgeting, resource management, and staff supervision.
- Experience with organizational, institutional, state, and/or federal reporting.
- Demonstrated experience with program evaluation and/or assessment.
- Experience in coordinating professional development workshops and training.
- Strong administrative and organizational skills.
- Ability to identify and solve problems independently.
- Demonstrated strength in oral, written, and verbal communication.
- Grant writing and/or grant management experience.

Recruitment activities included:

- UConn Careers Website
- Listserv HERC
- Inside Higher Ed
- Diverse Job Boards
- Council for Opportunities in Education

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
3-Student Prog Coord/Mngmt												
497792												
Unqualified	1	3	2	0	1	1	0	0	0	0	3	11
Interview	0	1	0	0	0	0	0	0	0	0	0	1
Hired	0	0	0	0	0	0	0	1	0	0	0	1
Grand Total	1	4	2	0	1	1	0	1	0	0	3	13

The Unqualified applicant did not meet the minimum qualifications for the job posting.

2 Interviewed applicants: 1 WF, 1 AF

- 1 WF did not have the necessary level of experience with providing academic and personal services to high school students, as her background was primarily in educational research.

The 1 AF promoted demonstrated experience providing students with academic, personal, career, college, and financial aid support. She was involved with hiring, training, and supervising staff in addition to building an academic curriculum for the school year and the summer components and managing the day-to-day of the program. She had worked for other similar programs such as Educational Talent Search and GEAR-UP.

Category 3: Nonteaching Professional – U STAFF PROF 1

Goals Set	WM	WF	BM	BF	HM	HF	AM	AF
3-USP 1	0	0	0	2	0	1	0	0

Promotions	Goal Met	RG	Search #	Previous Job Title	New Job Title	No. Hired
3-USP 1	N	WF	498169	Publicity/Marketing Admin	U Staff Professional 1	1
	N	WF	Reclass	U Ed Asst 1	U Staff Professional 1	1

Reclassifications:

The 1 WF candidates' promotion into this title was the result of a reclassification of a filled position. No other candidates applied or were considered. This employee performed duties at the higher level, met all job requirements of the higher-level position, and was promoted.

Search Number	498169
Department	University Compliance
Title	University Staff Professional 1

MINIMUM QUALIFICATIONS

- Bachelor's degree and two years of relevant experience; or equivalent combination of education and experience.
- Experience and demonstrated skill in developing and facilitating training and presentations to a variety of audiences.
- Excellent written and verbal communication skills with a high attention to detail.
- Strong professional judgment and demonstrated organizational, problem-solving, and decision-making skills.
- Ability to independently develop and effectively manage multiple project plans and appropriately prioritize to meet deadlines.
- Ability to effectively work in a team-oriented environment and complete work with professional autonomy.

PREFERRED QUALIFICATIONS

- Experience working in a university setting or at an academic medical center.
- Privacy, compliance, or other relevant certifications.
- Strong working knowledge of Microsoft Excel and/or similar data analysis tools.
- Experience utilizing educational/technology tools and programs such as Articulate360, Saba Learning Management System, Vyond, Constant Contact, WordPress, and/or similar programs.

- Understanding of adult learning theory.
- Working knowledge of the U.S. Sentencing Guidelines.
- Experience working in privacy, compliance, or related field.

Recruitment activities included:

- UConn Careers Website
- Listserv HERC
- Inside Higher Ed
- Diverse Job Boards
- Life Line
- SCCE
- LinkedIn
- Daily Digest

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
3-USP All Other Titles												
498169												
Unqualified	11	15	2	2	3	1	2	1	0	0	3	40
Interview	1	2	0	0	0	0	1	0	0	0	2	6
Withdrawn	1	2	0	0	0	0	1	0	0	0	1	5
Hired	0	1	0	0	0	0	0	0	0	0	0	1
Grand Total	13	20	2	2	3	1	4	1	0	0	6	52

The Unqualified applicant did not meet the minimum qualifications for the job posting.

5 Withdrawn applicants: 1 WM, 2 WF, 1 AM, 1 UU

7 Interviewed applicants: 1 WM, 3 WF, 1 AM, 2 UU

- 1 WM, 1 UU did not have working knowledge of the U.S. Sentencing guidelines or relevant certifications in privacy or compliance based on their presentations.
- 1 WF, 1 AM did not have experience in developing and facilitating training and presentations or working knowledge of the U.S. Sentencing Guidelines based on their presentations.
- 1 WF did not have experience in higher education and her responses did not fully answer the interview questions or demonstrate how her skills would be transferable to this position.
- 1 UU did not have experience working in higher education and had not utilized educational or technology tools and programs. They were also unable to speak in detailed to their experiences on their resume and could not make connections between their background and the position.

The 1 WF promoted held a bachelor's degree and two years of relevant experience in developing and facilitating training and presentations to a variety of audiences. She possessed the necessary written and verbal communication skills with attention to detail as she served as the project manager for web, print, email, text, video, and social media marketing initiatives. She had the ability to independently develop and effectively manage multiple project plans and appropriately prioritize meeting deadlines demonstrated by managing thirty email campaigns at a time. She had the ability to effectively work in a team-oriented environment and complete work with professional autonomy and had worked in a private and compliance environment. She had experience working in a university setting which gave her working knowledge of Microsoft Excel, utilizing educational/technology tools and programs such as Articulate360, Saba Learning Management System, Vyond, Constant Contact, WordPress, and similar programs.

Category 3: Nonteaching Professional – U STAFF PROF 2

Goals Set	WM	WF	BM	BF	HM	HF	AM	AF
3-USP 2	0	0	0	1	0	1	1	1

Promotions	Goal Met	RG	Search #	Previous Job Title	New Job Title	No. Hired
3-USP 2	Y	WM	498578	Finance Manager 2	U Staff Professional 2	1
	N	WF	Reclass	U Staff Professional 1	U Staff Professional 2	1
	N	BM	Reclass	Student Services Prog Mngr 2	U Staff Professional 2	1
	N	HM	Reclass	Senior Admin Program Support	U Staff Professional 2	1
	N	AF	Reclass	U Staff Professional 1	U Staff Professional 2	1

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
3-USP 2												
498578												
Unqualified	1	3	0	0	0	0	0	0	0	0	3	7
Interview	6	4	1	0	1	0	0	1	0	0	3	16
Withdrawn	1	0	0	0	0	0	0	0	0	0	0	1
Hired	1	0	0	0	0	0	0	0	0	0	0	1
Grand Total	9	7	1	0	1	0	0	1	0	0	6	25

The promotion met a promotional goal.

Reclassifications:

The 1 WF, 1 BM, 1 HM, 1 AF candidates' promotion into this title was the result of a reclassification of a filled position. No other candidates applied or were considered. These employees performed duties at the higher level, met all job requirements of the higher-level position, and were promoted.

Category 3: Nonteaching Professional – U STAFF PROF 3

Goals Set	WM	WF	BM	BF	HM	HF	AM	AF
3-USP 3	0	1	1	2	1	2	1	0

Promotions	Goal Met	RG	Search #	Previous Job Title	New Job Title	No. Hired
3-USP 3	N	WM	498080	PoliceCaptain(Uncl)	U Staff Professional 3	1
	N	WM	Reclass	Plan Dsgn Const Project S Mgr	U Staff Professional 3	1
	N	HM	498083	Admin Program Manager 2	U Staff Professional 3	1

Reclassifications:

The 1 WM candidates' promotion into this title was the result of a reclassification of a filled position. No other candidates applied or were considered. This employee was performing duties at the higher level, met all job requirements of the higher-level position, and was promoted.

Search Number	498080
Department	University Safety
Title	University Staff Professional 3

Minimum Qualifications

- Candidates for this position 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.
- 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).
- Graduation from an accredited college or university with a Bachelor's degree.
- 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 may be required to obtain and maintain Emergency Medical Technician (EMT) certification.
- Incumbents in this position may be required to travel.
- Incumbents in this position must be eligible and qualified to bear arms.
- 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 must possess and retain a valid Motor Vehicle Operator's license.

Preferred Qualifications

- Ability to effectively communicate both orally and in writing.
- Ability to maintain cooperative relationships with other University officials and with the general community.
- Ability to plan, organize and supervise the work of subordinates.
- Experience as a sworn police officer working for an institution of higher education.
- Experience working for a CALEA designated police department.
- Knowledge of Administrative Supervision including assigning work and coordinating staff activities, evaluating performance, as well as establishing and guiding staff development programs.
- 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.
- Personal characteristics necessary to perform the duties of the position.

Recruitment activities included:

- UConn Careers Website
- Listserv HERC
- Inside Higher Ed
- Diverse Job Boards
- University Safety and Police Website

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
3-USP 3												
498080												
Interview	2	1	0	0	0	0	0	0	0	0	0	3
Hired	1	0	0	0	0	0	0	0	0	0	0	1
Grand Total	3	1	0	0	0	0	0	0	0	0	0	4

4 Interviewed applicants: 3 WM, 1 WF

- 1 WM displayed his knowledge and comfort in technology areas, but his answers were lacking in detail and specificity especially from an operational perspective. He did not demonstrate the necessary experience in training and experience with respect to labor relations, personnel matters, and fiscal management.
- 1 WM did not have experience in administrative investigations/internal affairs, technical support services (communications, access control, CAD/RMS, physical surveillance systems, body worn camera systems etc.) or fiscal management.
- 1 WF articulated less operational and supervisory experiential depth than the position required. Her responses to the interview questions were lacking in detail, for example when asked to identify a personal growth area, she was not able to cite an example. She also did not have the training and experience with respect to significant events, operational planning, and incident response and limited experience regarding labor relations and personnel matters that would be required for the position.

The 1 WM promoted displayed the required operational and administrative competencies. He had the necessary level of competence with respect to patrol operations, labor relations/personnel investigations, use of force review, security technology systems, facilities, fleet planning, records management, and FOI. His responses to interview questions were thoughtful, thorough, and methodical. He provided specific examples to demonstrate his experience in a variety of areas. He was able to articulate strengths with respect to leadership, supervision, personnel/internal affairs, and budgeting. His past assignments, formal education and experience provided a higher degree of experience and overall awareness regarding department command-level operations and administration. He had experience in command level operational and administrative functions including personnel/labor relations, administrative investigations/internal affairs, technical support services (communications, access control, CAD/RMS, physical surveillance systems, body worn camera systems etc.) and fiscal management. He demonstrated proficiency in patrol command operations and supervision of the detective bureau/special victims' unit. In addition, he had received additional advanced police leadership/management training through his attendance at the FBI National Academy.

Search Number	498083
Department	Bursar
Title	University Staff Professional 3

MINIMUM QUALIFICATIONS

- Bachelor's degree in accounting, finance, or a related business discipline. Five or more years of experience in finance, accounting, or auditing. Must have at least three years of experience supervising staff and business operations.
- Excellent customer service and strong verbal and written communication skills.

- Understanding of state statutes and regulations governing cash management, loans, and financial control of a university; Generally Accepted Accounting Principles (GAAP); and laws governing collection activities.
- Knowledge of billing, collection, cashiering, and accounting principles and methods for receivables.
- Excellent project management, organizational, and leadership skills and ability to serve as a change agent.
- Strong interpersonal skills and ability to give presentations in front of large and small groups.
- Ability to deal effectively with parents, students, the general public, and other constituencies.

PREFERRED QUALIFICATIONS

- Master's degree in a relevant business discipline.
- Knowledge and proficiency using PeopleSoft Student Administration System specifically as it relates to the financial aid, student accounts receivable, and finance modules.
- Knowledge of the Quali Financial System.
- Three or more years of higher education experience.
- Experience and knowledge in financial aid.

Recruitment activities included:

- UConn Careers Website
- Listserv HERC
- Inside Higher Ed
- Diverse Job Boards

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
3-USP 3												
498083												
Unqualified	0	1	1	0	0	0	0	0	0	0	2	4
Interview	1	2	0	0	0	0	0	0	0	0	0	3
Hired	0	0	0	0	1	0	0	0	0	0	0	1
Grand Total	1	3	1	0	1	0	0	0	0	0	2	8

The Unqualified applicant did not meet the minimum qualifications for the job posting.

4 Interviewed applicants: 1 WM, 2 WF, 1 HM

- 1 WM did not have experience with the PeopleSoft Student Admin system or practices surrounding the billing of student tuition and fees. His customer service experience was solely from his department and dining staff.

- 1 WF did not have experience with the PeopleSoft Student Admin system, student accounts, or student billing practices. She did have management experience; however, it was primarily with interns, student staff, and special payroll employees.
- 1 WF had worked with internal audit with another institution, but did not have experience with the PeopleSoft Student Admin system, student accounts, or student billing practices. She did not have experience of providing customer service to the general public, solely to internal departments.

The 1 HM had twenty-five years of experience with the University, nine of which were with the Office of the Bursar. He served as the Student Billing Manager since 2018 and had knowledge of the PeopleSoft Student Admin system, specifically the University's student billing setup and practices. He made numerous professional connections and represented Office of the Bursar in meetings with leadership in academic departments including UConn Health, Budget, and Provost Office. He demonstrated a high level of customer service with students, parents, and University staff. He was familiar with GASB accounting principles as well as the University's policies surrounding revenue collections for tuition and fees. He also provided examples of his leadership skills and experience developing staff as well in his responses.

Category 3: Nonteaching Professional – University Staff Professional Other Titles

Goals Set	WM	WF	BM	BF	HM	HF	AM	AF
3-USP All Other Titles	4	0	0	1	0	1	0	0

No promotional activity occurred in this category.

Category 3: Nonteaching Professional – University Staff Professional Other Titles

Goals Set	WM	WF	BM	BF	HM	HF	AM	AF
3-USP All Other Titles	4	0	0	1	0	1	0	0

No promotional activity occurred in this category.

Category 7B: Maintenance/Service – Protective Service Fire

Goals Set	WM	WF	BM	BF	HM	HF	AM	AF
7B-Protect Srv Fire	0	2	0	0	1	0	0	0

No promotional activity occurred in this category.

Category 7B: Maintenance/Service – Protective Services Firefighter

Goals Set	WM	WF	BM	BF	HM	HF	AM	AF
7B-Protect Srv Firefighter	0	0	1	0	0	0	0	0

No promotional activity occurred in this category.

Category 7B: Maintenance/Service – Protective Service Police

Goals Set	WM	WF	BM	BF	HM	HF	AM	AF
7B-Protect Srvc Police	1	0	0	0	0	0	0	0

Promotions	Goal Met	RG	Search #	Previous Job Title	New Job Title	No. Hired
7B-Protect Srvc Police	N	WM	Reclass	UConn Dispatcher Trainee	UConn Dispatcher	1
	N	WM	497862	Police Officer (Unc)	PoliceLt(Uncl)	1
	N	WM	497875	Police Officer (Unc)	PoliceSgt (Uncl)	2
	N	WM	498082	Bldgs&GrndPatrIOfcr	ProtSrvTrainee(Police)(Uncls)	1
	N	WF	Reclass	UConn Dispatcher Trainee	UConn Dispatcher	1

Reclassifications:

The 1 WM, 1 WF candidates' promotion into this title was the result of a reclassification of a filled position. No other candidates applied or were considered. These employees were performing duties at the higher level, met all job requirements of the higher-level position, and were promoted.

Search Number	497862
Department	Police Department
Title	Police Lieutenant

QUALIFICATIONS**Minimum Qualifications Required**

This promotional examination is open to any current UConn Police employee who, by December 1, 2023, has permanent status and possesses the minimum qualifications as described below:

General Experience: Five years of experience as a Police Officer in an organized police department or within state service, including two years at the level of Police Sergeant.

Substitution Allowed: A Bachelor's degree may be substituted for one year of General Experience.

Special Requirements:

- Candidates for this class are subject to selection standards pursuant to Section 7294-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 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 retain a valid Motor Vehicle Operator's license.
- Incumbents in this class may be required to obtain and maintain 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.

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
7B-Protect Srvs Police												
497862												
Interview	9	1	0	0	1	0	0	0	0	0	0	11
Hired	1	0	0	0	0	0	0	0	0	0	0	1
Grand Total	10	1	0	0	1	0	0	0	0	0	0	12

12 Interviewed applicants: 10 WM, 1 WF, 1 HM

- 4 WM, 1 WF, 1 HM did not have the leadership, fiscal management, staff supervisory or development skills needed.
- 3 WM did not have the necessary strategic planning, team building or goal setting experience. Additionally, they did not have the ability to implement new technology.
- 2 WM's selection resulted in promotions within category and are reported in the Employment Process Analysis.

The 1 WM promoted had thirty-eight years of law enforcement experience at both UConn and as an East Hartford police department lieutenant. He described his experience in patrol operations and various administrative and managerial areas. His answers to the interview questions were thoughtful and comprehensive. He had the necessary supervision and leadership skills.

Search Number	497875
Department	Police Department
Title	Police Sergeant

Minimum Qualifications Required

This promotional examination is open to any current UConn Police employee who, by December 1, 2023, has permanent status and possesses the minimum qualifications as described below:

General Experience: Three years of experience as a Police Officer in an organized police department or within state service.

Substitution Allowed: A Bachelor's degree may be substituted for one year of General Experience.

Special Requirements:

- Candidates for this class are subject to selection standards pursuant to Section 7294-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 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 retain a valid Motor Vehicle Operator's license.
- Incumbents in this class may be required to obtain and maintain 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.

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
7B-Protect Srvs Police												
497875												
Interview	5	0	0	0	0	0	0	1	0	0	0	6
Hired	2	0	0	0	0	0	0	0	0	0	0	2
Grand Total	7	0	0	0	0	0	0	1	0	0	0	8

8 Interviewed applicants: 7 WM, 1 AF

- 4 WM, 1 AF did not have the necessary experience as a Police Officer in an organized police department or within state service.
- 1 WM's selection resulted in a promotion within category and is reported in the Employment Process Analysis

The 1 WM selected had ten years of law enforcement experience including at UConn and a large metropolitan police department in Florida. He was a military reservist assigned to the Criminal Investigative Division of the US Army. He gave several examples of how he would supervise and empower his team.

The 1 WM selected had nineteen years of law enforcement experience with the UConn Police department. He articulated how he would work to build community engagement and to encourage new officers to continue their commitment to community policing.

Search Number	498082-1
Department	Police Department
Title	Protective Services Trainee (Police)

Minimum Qualifications

- In order to be considered for employment as a P.O.S.T. Certified Police Officer with the UConn Police Department, applicants must:
 - Be a current Certified Police Officer in the State of Connecticut through the Police Officers Standards and Training Council or currently certified in another state and able to meet the Connecticut POST-C comparative certification standards to become Connecticut POST-C certified within one year of appointment.
- Possess and maintain a valid Motor Vehicle operator's license.
- Possess excellent written communication skills.
- Possess excellent interpersonal communication skills.
- Experience in and awareness of the sensitivity required when interacting with and addressing the needs of a diverse community.

Preferred Qualifications

- Earned Associates degree or minimum of 60 credits in any field of study from an accredited college/university.
- Volunteer work in the community. Please reference specific details in application materials.
- United States Military Service.
- Prior law enforcement service.

Recruitment activities included:

- UConn Careers Website
- Listserv HERC
- Inside Higher Ed
- PoliceApp
- POST Recruitment Efforts
- Social media - Divisional page and Facility Dogs
- Direct Correspondence through recruitment interest link
- UConn Police Website

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
7B-Protect Srvcs Police												
498082-1												
Interview	22	0	4	0	9	0	1	0	0	1	1	38
Withdrawn	41	4	18	4	26	11	5	1	3	0	5	118
Rescind Offer	11	1	2	0	3	2	2	0	1	0	1	23
Offer Declined	4	0	0	0	1	1	0	0	1	0	0	7
Hired	1	0	0	0	0	0	0	0	0	0	0	1
Grand Total	79	5	24	4	39	14	8	1	5	1	7	187

118 Withdrawn applicants: 41 WM, 4 WF, 18 BM, 4 BF, 26 HM, 11 HF, 5 AM, 1 AF, 3 TM, 5 UU

69 Interviewed applicants: 38 WM, 1 WF, 6 BM, 13 HM, 3 HF, 3 AM, 2 TM, 1 TF, 2 UU

- 1 WM, 3 BM did not call or attend the scheduled interview.
- 8 WM, 1 BM, 3 HM, 1 AM, 1 UU did not provide clear and complete answers to the interview questions that were asked.
- 4 WM, 3 HM did not have prior experience with law enforcement, which was necessary for this position.
- 4 WM, 1 HM, 1 HF, 1 TM were offered the position and declined.
- 11 WM, 1 WF, 2 BM, 3 HM, 2 HF, 2 AM, 1 TM, 1 UU were offered the position, but the offers were rescinded by Human Resources.

- 4 WM were hired and will be explained in the *2026 Affirmative Action Plan* in the Hiring Goals Analysis under the same search number as their hire dates were after the *Plan* year.
- 2 WM, 1 TF were hired in the Prot Serv Police Officer title and are explained in this *Affirmative Action Plan* in the 7B Prot. Serv – Police Officer category under the same search number.
- 3 WM, 3 HM were hired in the Prot Serv Trainee (Police) title and are explained in this *Affirmative Action Plan* in the 7B Prot. Serv – Police category under the same search number.

The 1 WM selected had direct experience at a comparable institution. He had worked in university safety related work and demonstrated knowledge of policies and procedures in his responses. He explained how he had worked collaboratively and built relationships with a wide range of stakeholders.

Category 7B: Maintenance/Service – Protective Service Police Officer

Goals Set	WM	WF	BM	BF	HM	HF	AM	AF
7B-Protect Srvc Police Officer	0	0	2	0	0	0	0	0

Promotions	Goal Met	RG	Search #	Previous Job Title	New Job Title	No. Hired
7B-Protect Srvc Police Officer	Y	WF	Reclass	ProtSrvTrainee(Police)(Uncls)	Police Officer (Unc)	2
	Y	BF	Reclass	ProtSrvTrainee(Police)(Uncls)	Police Officer (Unc)	1
	Y	AM	Reclass	ProtSrvTrainee(Police)(Uncls)	Police Officer (Unc)	1
	N	WM	Reclass	ProtSrvTrainee(Police)(Uncls)	Police Officer (Unc)	1

The 1 WM, 2 WF, 1 BF, 1 AM successfully completed training and probational requirements and were promoted to the target class of Police Officer.

The 2 WF, 1 BF, 1 AM promotions met promotional goals.

Category 4: Administrative Assistant

Goals Set	WM	WF	BM	BF	HM	HF	AM	AF
4-Admin Assistant	0	0	0	0	0	0	0	0

No promotional activity occurred in this category.

Category 4: Office Assistant

Goals Set	WM	WF	BM	BF	HM	HF	AM	AF
4-Office Asst	0	2	0	0	0	0	0	0

No promotional activity occurred in this category.

Category 4: Clerical Remaining – All Titles

Goals Set	WM	WF	BM	BF	HM	HF	AM	AF
4-Clerical Remaining	1	0	0	2	0	1	0	0

Promotions	Goal Met	RG	Search #	Previous Job Title	New Job Title	No. Hired
4-Clerical Remaining	N	HM	498058	Bldgs&GrndPatrlOfcr	Telecom Dispatcher	1

Search Number	498058
Department	Security Services
Title	Telecommunications Dispatcher

Minimum Qualifications

- One year experience in dispatching and operation of communication equipment.

Preferred Qualifications

- Experience working in a hospital environment.
- Experience working at a school or higher educational system.
- Experience working with security personnel.
- Experience using a multi-line telephone system.
- Experience monitoring alarm, access control, and CCTV systems.
- Advanced computer skills using databases and other related technology (LEAS, CAD)

Recruitment activities included:

- UConn Careers Website
- Listserv HERC
- Inside Higher Ed
- Diverse Job Boards

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
4-Clerical Remaining												
498058												
Unqualified	1	1	0	0	1	1	0	0	0	0	0	4
Interview	1	1	1	0	1	0	0	0	0	0	0	4
Hired	0	0	0	0	1	0	0	0	0	0	0	1
Grand Total	2	2	1	0	3	1	0	0	0	0	0	9

The Unqualified applicant did not meet the minimum qualifications for the job posting.

5 Interviewed applicants: 1 WM, 1 WF, 1 BM, 2 HM

- 1 WM, 1 WF were not able to provide complete responses to interview questions or scenarios. They did not prepare for the interview or research the department and position based on their responses interview questions.
- 1 BM was unable to provide complete responses to interview questions or scenarios. He did not give detailed answers to the questions asked, nor was he able to provide examples when asked for them.
- 1 HM did not have a relevant background in university safety and was not familiar with campus and best practices. He did not have direct experience with university safety related work and was not familiar with security in a campus setting.

The 1 HM promoted demonstrated the necessary interpersonal skills such as active listening, teamwork, conflict management, public speaking, and professional ethics. He provided complete responses to interview questions and scenarios. He described his ability to work on his own and with a team, decision making, leadership, negotiation. He had direct experience through personal education and work experience at comparable institutions. His supervisory and management skills were demonstrated through his background in leadership, fiscal management, staff supervision and development demonstrated through his thorough responses to interview questions.

Category 5: Technical Paraprofessional – All Titles

Goals Set	WM	WF	BM	BF	HM	HF	AM	AF
5-Paraprofessional	0	0	0	0	0	0	0	0

Promotions	Goal Met	RG	Search #	Previous Job Title	New Job Title	No. Hired
5-Paraprofessional	N	WM	497487	QCW(HVACR)	ElecIntegCtrlTech B	1

Search Number	497487
Department	FO Conservation and Compliance
Title	Electronic Integrated Control Systems Technician (Building Subsystems)

MINIMUM QUALIFICATIONS - SUBSTITUTIONS ALLOWED

A maximum of two (2) years may be substituted for the following:

- Graduation from a two (2) year vocational or technical school designating completion of subject requirements in HVACR may be substituted for two (2) years of General Experience.
- College training in electronics or electrical/mechanical engineering or a related field may be substituted for 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

- Computer skills relating to a Computerized Maintenance Management System (CMMS) such as AiM.
- Experience using an iPad.
- Experience working at a college campus or similar setting.
- Knowledge and experience with Automated Logic Control (ALC) systems.
- Knowledge and experience with Andover Controls.
- Knowledge and experience with ECOStruxure systems.
- Familiarity with Phoenix Lab Controls and/or ACCUSPEC.

SPECIAL REQUIREMENTS

- Incumbents in this class may be required by the appointing authority to possess and retain appropriate current licenses, permits and/or certifications.
- Incumbents in this class may be required to attend technical seminars or courses and retain original equipment manufacturer certification.
- Incumbents in this class may be required to travel.
- Ability to read and interpret mechanical blueprints for building and utility systems.

Recruitment activities included:

- UConn Careers Website
- Listserv HERC
- Inside Higher Ed
- Diverse Job Boards
- Facilities Operations Website
- ASHRAE (American Society Heating, Refrigerating & AC Engineers)
- Manchester Journal Inquirer
- Norwich Bulletin
- Willimantic Chronicle
- CT Jobs.com
- Career Builder
- Monster
- Veterans Enterprise
- PHCC (Plumbing-Heating-Cooling Contractors Assoc)
- Get HVAC Jobs
- HVACjobscenter.com

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
5-Paraprofessional												
497487												
Unqualified	4	0	2	0	0	0	0	0	0	0	0	6
Interview	5	1	0	0	0	0	0	0	0	0	0	6
Withdrawn	7	0	0	0	1	0	0	0	0	0	0	8
Hired	1	0	0	0	0	0	0	0	0	0	0	1
Grand Total	17	1	2	0	1	0	0	0	0	0	0	21

The Unqualified applicant did not meet the minimum qualifications for the job posting.

8 Withdrawn applicants: 7 WM, 1 HM

7 Interviewed applicants: 6 WM, 1 WF

- 2 WM were hired and explained in this *Affirmative Action Plan* in the Hiring Goals Analysis section under the same search number.
- 1 WM was selected after the end of this *Plan* year and will be reported in the Hiring Goals Analysis in the *2026 Affirmative Action Plan*.
- 1 WM did not demonstrate the necessary knowledge of network trouble shooting, building automated digital control systems and control logic and heating, ventilation, air conditions and refrigeration (HVACR). He gave several incorrect and incomplete responses to interview questions.
- 1 WM did not have the necessary knowledge of network trouble shooting or heating, ventilation, air conditioning and refrigeration (HVACR). He did not have experience in

diagnosing and repairing with regards to HVACR as he could not answer several questions on HVACR protocols.

- 1 WF did not have the necessary knowledge of building automated digital control systems and control logic or HVACR. She did not have experience diagnosing and repairing building controls and she was unable to answer several questions on safety and building control protocols.

The 1 WM promoted provided thorough responses demonstrating his knowledge of network trouble shooting, building automated digital control systems and control location. He provided detailed examples supporting his knowledge and ability in the field. For example, when asked about the HVAC system function to provide a controlled environment, he was able to correctly list all the parameters. Additionally, when asked about air conditioning systems and what major contribution an economizer performs, he correctly answered saving energy by free cooling. He had a technical background and ability in diagnosing and repairing. He was a UConn Facilities Operations QCW HVACR technician and had knowledge of the campus and the HVACR systems. He had the necessary interpersonal skills, including good communication, especially regarding customer service. In his current position, he communicated with customers on a weekly basis, sending emails and taking phone calls regarding any work being done or issues that would come up.

Category 6: Qualified Craft Worker – All Titles

Goals Set	WM	WF	BM	BF	HM	HF	AM	AF
6-Qualified Craft	0	0	1	0	0	0	0	0

No promotional activity occurred in this category.

Category 7: General Trades Worker Storrs

Goals Set	WM	WF	BM	BF	HM	HF	AM	AF
7-General Trade Wkr	1	0	0	0	0	0	0	0

Promotions	Goal Met	RG	Search #	Previous Job Title	New Job Title	No. Hired
7-General Trade Wkr	N	WF	Reclass	SkilledTradesApprentice	GeneralTradesWorker	1

Reclassifications:

The 1 WF candidates' promotion into this title was the result of a reclassification of a filled position. No other candidates applied or were considered. This employee was performing duties at the higher level, met all job requirements of the higher-level position, and was promoted.

Category 7: Service Maintenance – Lead Custodian Storrs

Goals Set	WM	WF	BM	BF	HM	HF	AM	AF
7-Lead Custodian	0	0	0	0	0	4	0	1

No promotional activity occurred in this category.

Category 7: Service Maintenance – Custodian

Goals Set	WM	WF	BM	BF	HM	HF	AM	AF
7-Service Maint	0	0	1	0	7	5	0	0

Promotions	Goal Met	RG	Search #	Previous Job Title	New Job Title	No. Hired
7-Service Maint	Y	BM	497684	Custodian	Storekeeper	1
	Y	HM	497684	Custodian	Storekeeper	1
	Y	HM	497684	LeadCustodian	Storekeeper	1
	Y	HM	498241	LeadCustodian	SupervisingCustodian	1
	N	WM	497260	ElecIntegCtrlTech IC	LdPowerPlantOper	1
	N	WM	498145	QCW(HVACR)	MaintSupv1(Genl)	1
	N	WF	497684	Custodian	Storekeeper	1

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
7-Service Maint												
498241												
Unqualified	2	0	1	0	1	0	0	0	0	0	0	4
Qualified	0	0	0	0	2	0	0	0	0	0	1	3
Interview	1	1	0	0	0	0	0	0	0	0	1	3
Hired	0	0	0	0	1	0	0	0	0	0	0	1
Grand Total	3	1	1	0	4	0	0	0	0	0	2	11

This promotion met a promotional goal.

Search Number	497260
Department	FO Utility Plant Operations
Title	Lead Power Plant Operator

MINIMUM QUALIFICATIONS - GENERAL EXPERIENCE

- Four (4) years of experience in a cogeneration power plant which includes the operation, maintenance and repair of combustion turbines, heat recovery steam generators, steam turbines, emergency generators, boilers, chillers, distributed control systems and ancillary equipment.

Note: Based on an individual's technical experience, the length of credited service will be determined at the discretion of facility management.

MINIMUM QUALIFICATIONS - SPECIAL EXPERIENCE

- One (1) year of the General Experience must have included work performed at a cogeneration power plant or equivalent industrial plant capable of producing high pressure superheated steam, electrical power, and chilled water to meet energy needs.

Note: For State employees, this is interpreted at the level of Power Plant Operator 2.

MINIMUM QUALIFICATIONS - SUBSTITUTIONS ALLOWED

- Graduation from a vocational or technical school with a diploma in a related field may be substituted for one (1) year of General Experience.
- College training in mechanical engineering or a related field may be substituted for General Experience on the basis of fifteen (15) semester hours equaling one-half (1/2) year of experience up to one (1) year.

PREFERRED QUALIFICATIONS

- State of Connecticut Trades License preferably in one or more of the following specific trades: Heating, Piping and Cooling, Electrical, Plumbing and Heating, and/or an OE2 License (Heating, Piping and Cooling Operating Engineer Journeyman).
- Knowledge and experience working with a Computerized Maintenance Management System (CMMS) preferably AiM.
- Demonstrated supervisory and leadership ability.
- Experience operating 7MW Solar combustion turbines.
- Experience operating industrial boilers over 50KPPH capacity.
- Experience operating industrial steam turbines.
- Experience operating gas, electric, and steam driven chillers.
- Understanding of an electrical high voltage 69 kV / 13.8 kV distribution power grid.

Recruiting activities included:

- UConn Jobs
- Facilities Operations Website
- Worcester Telegram and Gazette
- Manchester Journal Inquirer
- Norwich Bulletin
- Hartford Courant
- New London Day
- Willimantic Chronicle
- CTJobs.com
- Career Builder
- Monster
- Zip Recruiter
- Veterans Enterprise
- Maine Maritime
- SUNY
- NAPE

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
7-Service Maint												
497260												
Unqualified	31	0	5	1	6	0	12	0	0	0	5	60
Interview	5	0	0	0	1	0	0	0	0	0	1	7
Withdrawn	6	0	0	0	0	0	0	0	0	0	4	10
Rescind Offer	0	0	0	0	0	0	1	0	0	0	0	1
Offer Declined	2	0	0	0	0	0	0	0	0	0	1	3
Hired	1	0	0	0	0	0	0	0	0	0	0	1
Grand Total	45	0	5	1	7	0	13	0	0	0	11	82

The Unqualified applicants did not meet the minimum qualifications for the job posting.

10 Withdrawn applicants: 6 WM, 4 UU

12 Interviewed applicants: 8 WM, 1 HM, 1 AM, 2 UU

- 1 AM had his offer rescinded by Human Resources.
- 2 WM, 1 UU declined the offer of employment
- 3 WM were hired and explained in the *2024 Affirmative Action Plan* in the Hiring Goals Analysis sections under the same search number.
- 2 WM, 1 UU's selection resulted in promotions within category and are reported in the Employment Process Analysis.

The 1 WM promoted demonstrated the experience and knowledge of cogeneration power plant operations, theory, and application of operation of large steam turboelectric generating

equipment and large high pressure boilers equipment with super heaters, having worked at the UConn Cogeneration plant for almost five years. He answered all the interview questions correctly, providing detailed examples which indicated his knowledge in this field. Additionally, he also had experience using the CMMS (AiM) and computer programs such as CAD, SCADA and PI. This candidate knew about the cogeneration power plant operations based on the answers provided during his interview. Additionally, the candidate had the necessary interpersonal skills and leadership skills.

Search Number	498145
Department	FO Mechanical and Plumbing Svcs
Title	Maintenance Supervisor 1 (General)

MINIMUM QUALIFICATIONS – GENERAL EXPERIENCE

- Five (5) years of experience in the maintenance and repair of 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

- Three (3) years of General Experience must have included performing skilled tasks in either the maintenance and repair of buildings or the military experience referenced above.

NOTE: For state employees this experience is interpreted at the level of a Skilled Maintainer.

MINIMUM QUALIFICATIONS – SUBSTITUTIONS ALLOWED

- Graduation from vocational or technical school may be substituted for one (1) year of General Experience.

PREFERRED QUALIFICATIONS

- Extensive experience in one or more of the following trade areas: Electrical, Plumbing and/or HVACR.
- Strong leadership skills are an important qualification for this position.
- Strong oral and written communication skills; strong interpersonal skills.
- Experience using computer software such as AiM, HuskyBuy, Microsoft Excel, Word, Outlook, and/or Quali Financial System (KFS) is desired.
- Demonstrated experience in the use of computerized maintenance management software (CMMS).

- Extensive knowledge of the management and removal of regulated materials including asbestos, mold, lead, and PCBs, as well as knowledge of applicable laws, regulations, nationally recognized standards, and guidelines, as related to occupational safety and health is desired.
- Proficiency in the use of an I-Pad or similar technology.
- Knowledgeable of the NP-2 contract and University policies and procedures.
- Demonstrated experience in the supervision of employees in a variety of trades.
- Participation in job searches as a member of the hiring team.
- Experience working with university purchasing systems such as Fastenal and HuskyBuy.
- Experience working with the University payroll system CORE-CT.

This search was open to UConn NP-2 employees only.

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
7-Service Maint												
498145												
Hired	1	0	0	0	0	0	0	0	0	0	0	1
Grand Total	1	0	0	0	0	0	0	0	0	0	0	1

The 1 WM selected demonstrated that he was knowledgeable and experienced in a large variety of trades, systems and equipment located in the buildings at the Storrs Campus. He provided detailed responses to the scenario questions presented to him. He had experience in troubleshooting HVACR systems along with working side by side with EICS Tech BS employees to repair heating/cooling issues, including those that are emergency situations in residential halls and Gampel pavilion. He stated that teamwork, listening, and communication skills are all critical abilities that one must possess to be a successful supervisor; He explained that he utilizes his technical expertise to explain to the crew the reasons why repairs need to be made in specific ways. His mechanical aptitude was also one of his key strengths and he stated that he was continuously working towards learning as much as possible about other trades. He had experience working with many software systems as well such as AiM, Word and Excel and he had experience using a computer and iPad. He also had experience using Fastenal, HuskyBuy, CORE-CT and the overtime equalization program.

Search Number	497684
Department	FO Logistics
Title	Storekeeper

MINIMUM QUALIFICATIONS - GENERAL EXPERIENCE

- Two (2) years of experience in stock or warehouse work or closely related work that could reasonably be expected to provide the knowledge, skills, and abilities listed above.

PREFERRED QUALIFICATIONS

- Experience working at a college campus or similar setting.
- Knowledge and ability to work with a Computerized Maintenance Management System (CMMS) such as AiM.
- Experience using Pitney Bowes SendSuite tracking software.
- Experience using an iPad and/or hand-held scanners.
- Ability to multi-task.
- Demonstrated experience with handling hazardous materials.
- Strong customer service skills.
- Strong oral and written communication skills; strong interpersonal skills.
- Supervisory ability.
- Knowledge of tools and materials used on construction sites.

This search was open to current, qualified NP-2 employees only.

	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU	Grand Total
7-Service Maint												
497684												
Unqualified	3	1	0	1	2	0	1	0	0	0	0	8
Interview	1	0	0	0	1	0	0	0	0	0	0	2
Hired	0	1	1	0	2	0	0	0	0	0	0	4
Grand Total	4	2	1	1	5	0	1	0	0	0	0	14

The Unqualified applicants were not current, qualified NP-2 employees.

6 Interviewed applicants: 1 WM, 1 WF, 1 BM, 3 HM

- 1 HM had the highest seniority for the position but had a NP-2 seniority waiver approved by Labor Relations and was therefore not considered for the position.
- 1 WM, with the second highest seniority, was explained in the *2024 Affirmative Action Plan*, as his promotion date was in that Plan year.
-

The 1 WF, 1 BM, 2 HM had NP-2 contractual rights with the next highest seniority and were promoted to this Storekeeper position.

Category 4: Hartford Clerical

Goals Set	WM	WF	BM	BF	HM	HF	AM	AF
4-Hartford Clerical	0	0	0	0	0	0	0	0

No promotional activity occurred in this category.

Category 6: Hartford Qualified Craft

Goals Set	WM	WF	BM	BF	HM	HF	AM	AF
6-Hartford Qualified Craft	0	0	0	0	0	0	0	0

No promotional activity occurred in this category.

Category 7: Hartford Service Maintenance

Goals Set	WM	WF	BM	BF	HM	HF	AM	AF
7-Hartford Service Maint	0	0	0	0	0	0	0	0

No promotional activity occurred in this category.

Category 4: Avery Point Clerical

Goals Set	WM	WF	BM	BF	HM	HF	AM	AF
4-Avery Point Clerical	0	0	0	0	0	0	0	0

No promotional activity occurred in this category.

Category 5: Avery Point Paraprofessional

Goals Set	WM	WF	BM	BF	HM	HF	AM	AF
5-Avery Point Paraprofessional	0	0	0	0	0	0	0	0

No promotional activity occurred in this category.

Category 6: Avery Point Qualified Craft

Goals Set	WM	WF	BM	BF	HM	HF	AM	AF
6-Avery Point Qualified Craft	0	0	0	0	0	0	0	0

No promotional activity occurred in this category.

Category 7: Avery Point Service Maint

Goals Set	WM	WF	BM	BF	HM	HF	AM	AF
7-Avery Point Service Maint	0	0	0	0	0	0	0	0

No promotional activity occurred in this category.

Category 4: Stamford Clerical

Goals Set	WM	WF	BM	BF	HM	HF	AM	AF
4-Stamford Clerical	0	0	0	0	0	0	0	0

No promotional activity occurred in this category.

Category 7: Stamford Service Maint

Goals Set	WM	WF	BM	BF	HM	HF	AM	AF
7-Stamford Service Maint	0	0	0	0	0	0	0	0

No promotional activity occurred in this category.

Category 4: Waterbury Clerical

Goals Set	WM	WF	BM	BF	HM	HF	AM	AF
4-Waterbury Clerical	0	0	0	0	0	0	0	0

No promotional activity occurred in this category.

Category 5: Waterbury Paraprofessional

Goals Set	WM	WF	BM	BF	HM	HF	AM	AF
5-Waterbury Paraprofessional	0	0	0	0	0	0	0	0

No promotional activity occurred in this category.

Category 7: Waterbury Service Maint

Goals Set	WM	WF	BM	BF	HM	HF	AM	AF
7-Waterbury Service Maint	0	0	0	0	0	0	0	0

No promotional activity occurred in this category.

Program Goals Analysis

PROGRAM GOALS ANALYSIS

(Section 46a-68-88)

March 2025

This section was in compliance in the previous filing and there were no proposals or recommendations.

Subsection (a)

When an employment policy or practice having an adverse impact upon protected race and sex group members, individuals with disabilities or older persons has been identified, program goals will be developed and implemented.

Subsection (b)

Program goals are meaningful, measurable, and reasonably attainable and shall be consistent with section 46a-68-92 of the Regulations of Connecticut State Agencies to ensure:

1. the promotion of equal opportunity and to achieve a workplace free of discrimination.
2. opportunities for all qualified applicants including underutilized groups.
3. the utilization of a fair and nondiscriminatory recruitment and selection process; and
4. that career development opportunities are available to all interested and qualified employees, including minorities and women.

Subsection (c)

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

Subsection (d)

The University of Connecticut has elected to set program goals for employment practices that were not identified as having an adverse impact pursuant to section 46a-68-87 of the Regulations of Connecticut State Agencies. Goals for the *Plan* year are designed to encourage creativity, and the use of best practices in recruitment and retention activities.

Goal #1

The Office of Institutional Equity (OIE) will increase visibility and awareness to the campus community about OIE's responsibilities and available services. Awareness of OIE's role at the University will provide faculty and staff with the opportunity to learn about the resources related to Title IX, the discrimination complaint process, AA/EEO and ADA and the policies and laws for which OIE is responsible for enforcing compliance. OIE's senior leadership team will visit

regional campuses and meet with school, college and unit administration and staff. These visits and meetings will include informational sessions or forums providing an opportunity for more direct engagement. including accessibility, employment equity and discrimination and harassment resources and how the processes function.

Responsible Unit: Office of Institutional Equity

Target Date: November 30, 2024

Goal met:

During the plan year, OIE's senior leadership team visited multiple regional campuses and participated in meetings with University leadership (including academic and administrative unit leaders). These meetings provided an opportunity to review the compliance areas and key policies and processes OIE administers and engage directly with campus colleagues and stakeholders to answer questions and raise awareness regarding OIE's services, University policies and resources.

Goal #2

OIE will conduct a comprehensive review of the University employee workplace accommodation request process, with the aim of identifying and capitalizing on opportunities for enhancement within the realm of informational materials and communications, or opportunities for additional education for staff involved in facilitating the process. This goal underscores the commitment to refining and streamlining the process to better serve the diverse needs of university employees seeking workplace accommodations.

Responsible Unit: Office of Institutional Equity

Target Date: November 30, 2024

Goal met:

OIE reviewed the University's online information regarding employee workplace accommodations and provided feedback to clarify and streamline the communications related to the process. OIE also met with staff involved with facilitating the workplace accommodation request process and identified opportunities to provide education related to pregnancy and pregnancy-related accommodations. OIE continues engaging with these staff members on a regular basis to offer support with challenging situations related to workplace accommodations as needed.

CAREER MOBILITY

(Section 46a-68-91)

March 2025

This section was in compliance in the previous filing and there were no proposals or recommendations.

Subsection (a)

The University remains committed to the professional development of its employees. The University is a highly unionized environment. Current collective bargaining unit agreements limit the University's ability to selectively identify specific individuals for upward mobility.

Various collective bargaining agreements require posting of jobs. In addition, for specific bargaining units, recognition of seniority is the key factor in upward mobility.

Article 14 (Section One) of the Maintenance & Service Unit (NP-2) Contract between the State of Connecticut and Connecticut Employees Union Independent states: "Reclassification of position shall not be utilized to defeat the contractual procedures of this Article". Article 14 (Section Four) also states: "(a) provided that no employee has recall rights, each vacancy shall be filled by transfer within the agency. If the vacancy cannot be filled by transfer within the agency, then it shall be filled by promotion from within the agency." Section Five (a) of Article 14 states that, "...vacancies shall be filled on the basis of greater seniority, as defined in Article 12, unless in the reasonable judgment of the employer, there is a significant difference in the work records of those seeking the position, or if the more senior employee is not qualified to perform the job."

For the reasons previously stated pursuant to collective bargaining provisions, the professional development opportunities for the reclassification of employees in collective bargaining units must result from growth within a specific position and the need for the employee to perform the duties at a higher level.

Human Resources works with managers on strategies to provide classified staff, in accordance with collective bargaining agreements, opportunities to gain experience that will prepare them for higher-level positions or different career options.

Career Mobility Initiatives

Human Resources continued to offer various trainings and workshops including Communicate with Confidence, Communicate to Drive Action, Communicate with Skill, Creating Healthy Boundaries at Work, Emotional Intelligence Foundations, Building Essential Leadership Skills, Multigenerational Competencies in the Workplace, Navigating Change and Building Resilience, and Restoration through Self-Compassion, which provided information and guidance to develop the skills and capabilities required to assist employees in meeting their short term and long term professional goals and providing employees with strategies for working through difficult times.

During this *Plan* year, the Workforce Solutions Team continued to administer the Career Progression Program that was introduced in the 2016 collective bargaining agreement between UCPEA and UConn and continued in the 2021 CBA. Career Progression allows employees in the bargaining unit to move between three ranks – Proficient, Advanced, Expert – within their existing classification. The Program was launched in July 2023, and over 1000 employees have participated in the program, which allows managers to work with employees to develop their skills, behaviors, and competencies to move up in the ranks. As a result of the Career Progression Program, Human Resources continues to work with each department and manager on campus to ensure each employee has an updated functional job specification that can be reviewed and updated on an ongoing basis. This will further support career mobility for employees as they will have a well outlined document describing expectations of their respective positions. These functional job descriptions will play a vital role in discussions between managers and employees on current expectations as well as opportunities for future growth.

Training and Development

Training activities included the programs previously identified in the Upward Mobility section, State In-Service Training offerings, several supervisory and leadership training programs, New Employee Orientation, and New Faculty Orientation. Additionally, in partnership with the UCPEA union, the University has procured a 3-year contract with LinkedIn Learning which includes access to all LinkedIn learning training and development programs for staff members at the University.

University employees were once again encouraged to participate in State In-Service programs. Forty-eight (48) employees were accepted to programs this fiscal year.

The CEUI bargaining union offered to pay for state-sponsored training for their members again this year. Four (4) employees participated in programs during this fiscal year.

Human Resources also continues to facilitate professional development for employees through tuition waiver and reimbursement programs. Two hundred and four (204) employees participated in these programs.

Upon request, HR's Workforce Solutions Team introduces new administrators and staff to search and reclassification procedures. The Workforce Solutions Team also provides ongoing comprehensive training on the PageUp Applicant Tracking system for members of the campus community, including any new system functionality as it is developed and implemented.

Please see **EXHIBIT 1** of this section for a detailed summary of training and development attendance.

Career Counseling

Individual Career Counseling is available to employees. Both initial and follow-up appointments can be scheduled at the employee's request. During counseling sessions, the employee's experience, training, and areas of interest are reviewed. Based on the review, employees are

given advice on re-employment and recall placements, alternative job placements, potential promotional opportunities at the University, and job search strategies. Human Resources Specialists and Associates counseled seven employees during this reporting period. Please see **EXHIBIT 2** of this section for employee counseling information.

Topics discussed in the counseling sessions included:

- Promotional opportunities employees can pursue immediately with their current experience and training.
- Required experience and training for titles to which employees aspire, as well as needs in those areas. When available, employees are given exam announcements and job specifications outlining the requirements of the higher-level position(s).
- Preparing cover letters and resumes; obtaining reference letters; tuition reimbursement and other state and university benefits; and where they might look for any additional required training.
- The impact of collective bargaining contract provisions affecting career development. For maintenance employees, the effect of the vacancy and promotion articles on the seniority and transfer lists is the most frequently discussed issue.
- How to navigate the state JobApps website including job openings and other employment related information.

Employee Programs

The University continued to offer programs designed to help employees obtain information to support them with events of daily life. The goal of the program is to connect employees with others in the University community who can help them be productive at work, stay healthy and stay safe. Programs included the following seminar topics:

- Making Change: Creating a Spending Plan that Works for You
- Retirement Lunch & Learn with Empower
- Gentle Yoga with Tildy and Carson (Community Policing Dogs)
- Introduction to Mindfulness Meditation
- Beyond the Table – Eating Right on a Budget
- Your Plan for Retirement

The University also continued to support its work/life program, and the Work/Life website continues to be maintained and updated as needed to feature childcare providers, seniors/eldercare information, wellness and parenting information as well as information about professional development opportunities, flextime and leaves, cultural and community events, and other helpful information and services available to the University community.

Human Resources also sponsored the annual Work/Life Exposition in October 2024, which was held in-person. The Expo included exhibitors in the areas of benefits, health, wellness, and service, and provided resources and information to employees demonstrating the University's commitment to work/life balance.

The University also continues to maintain and work to improve the services offered through the Employee Assistance Program, The Lexington Group. The Lexington Group provides a network of counselors available to employees as well as a multitude of services promoting work/life and professional development.

Subsection (b)

The University has an established an effective program of accommodation for employees. Human Resources is currently responsible for processing and facilitating requests for employee ADA accommodations. Interim Associate Vice President of OIE Sarah Chipman serves as the University's ADA Coordinator.

University employees in need of an accommodation are encouraged to contact Human Resources and complete the [Request for Reasonable Accommodation Form](#). Please see **EXHIBIT 3** of this section for a copy of the form. Employees in need of an accommodation need to provide appropriate medical information to support the request. The [Authorization for Disclosure and Release of Medical Information Form](#), authorizing Human Resources to contact the employee's health care provider or qualified practitioner, is available for this purpose. Please see **EXHIBIT 4** of this section for a copy of the form. All employee requests for accommodation and accompanying medical information are promptly evaluated and kept confidential consistent with state and federal law. To respond to an employee's request for accommodation, the ADA Accommodations Case Manager meets with the employee and reviews medical documents, the essential job functions of his/her position, and the specific facts of each request. Human Resources utilizes this information to determine whether the employee is eligible for an accommodation.

HR next facilitates a discussion with the employee's manager to determine what accommodations may be reasonable. To explore the request, the department is informed of the employee's functional limitations and the accommodation he or she requested, but medical information is never shared with the department. Following this interactive dialogue between the employee and manager, HR assists the parties in determining whether an agreement regarding specific accommodations can be reached. At the conclusion of the interactive process, HR communicates to both the employee and the manager the steps that were taken and the process for providing any mutually agreed-upon accommodation(s). The employee is responsible for contacting the HR ADA Accommodations Case Manager if the reasonable accommodations are not implemented in an effective and timely manner, or if the accommodations require additional modifications. Should any party feel as though any aspect of the arrangement is not working (or no longer working) or requires revising, HR facilitates further discussion regarding any issue(s) that may arise. HR works with the employee and the manager to resolve disagreements regarding the agreed-upon accommodations. To consider requests, HR utilizes the [Reasonable Accommodations Chart](#), which details the process. Please see **EXHIBIT 5** of this section for a copy of the chart.

The Office of Institutional Equity (OIE) monitors the University's compliance with the ADA's requirements for workplace accommodations. The University forbids all forms of disability discrimination, including the failure to provide reasonable accommodations and discrimination

or harassment based on physical or mental disabilities. To that end, incidents of discrimination or discriminatory harassment (including disability discrimination, and failure to provide a reasonable accommodation) by University employees are investigated by OIE. Complaints regarding such incidents are processed in accordance with OIE's [complaint procedures](#). Please see **EXHIBIT 1** of the *Discrimination Complaint Process* section for the complaint procedures.

Information related to the University's accommodation process, including policies, forms and additional resources can be found on HR's website: <https://hr.uconn.edu/ada-compliance/>.

Training and Development by EEO Category

	Grand Total	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU
EEO 1												
2024 Employee Appreciation Week - Main Event	8	2	4					1	1			
AI Challenges and Opportunities for Leadership - LinkedIn	1	1										
Azure AI Studio First Look - LinkedIn	1	1										
Build AI Literacy in Your Organization as a Business Leader - LinkedIn	1	1										
Career Progression Training	2	2										
DOGA - Gentle Yoga with Tildy and Carson	1		1									
Foundations of the Fourth Industrial Revolution (Industry 4.0) - LinkedIn	1	1										
Introduction to Artificial Intelligence (2023) - LinkedIn	1	1										
Introduction to Mindfulness Meditation - Virtual	1		1									
Microsoft 365 Chat: Get Secure Answers About Your Organization with AI - LinkedIn	1	1										
Minors Protection Program Training - 2023	1			1								
Minors Protection Program Training - 2024	1	1										
Online PageUp Tutorial - Pre-Interview Evaluations	1		1									
Online PageUp Tutorial - Special Payroll Hire Request	1		1									
Online PageUp Tutorial for Creating a New Job	1		1									
Online PageUp Tutorial for Post-Interview Evaluations and Hire Request	1		1									
Performance Evaluation Training for Supervisors of UCPEA Members (2024)	1		1									
Securing the Use of Generative AI in Your Organization - LinkedIn	1	1										
TLS - Leadership Forum	1							1				
TLS Leadership Forum	5	1	2				1		1			
Top 10 Skills for AI Engineer/AI Ops Engineers - LinkedIn	1	1										
What Is Generative AI? - LinkedIn	1	1										
Welcome to UConn!	4	1	1	1				1				
New Employee Orientation	4	1	1	1				1				
EEO 1 Total	42	17	15	3			1	4	2			

Training and Development by EEO Category

	Grand Total	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU
EEO 2												
2024 Employee Appreciation Continental Breakfast	4	3				1						
2024 Employee Appreciation Week - Main Event	66	18	30		1	3	1	10	3			
Beyond the Table - Eating Right on a Budget - Virtual	3		3									
Career Progression Training	2								2			
DOGA - Gentle Yoga with Tildy and Carson	3	2	1									
Introduction to Mindfulness Meditation - Virtual	2		2									
Making Change: Creating a Spending Plan that Works for You - Virtual	1		1									
Minors Protection Program Training - 2021	1				1							
Minors Protection Program Training - 2022	1		1									
Minors Protection Program Training - 2023	2						1		1			
Minors Protection Program Training - 2024	66	21	19	1	2	2	3	12	6			
Online PageUP Tutorial - Navigation and Overview	2	1					1					
Online PageUp Tutorial - Pre-Interview Evaluations	1		1									
Online PageUp Tutorial - View Applications & Bulk Compile to a PDF	1		1									
Online PageUp Tutorial for Make Online Offer	1						1					
Online PageUp Tutorial for Post-Interview Evaluations and Hire Request	1	1										
Performance Evaluation Training for Supervisors of UCPEA Members (2024)	4		2			1		1				
Retirement Lunch & Learn with Empower	2		1					1				
Setting Financial Goals - Q&A with Tom Shepherd - Virtual	1		1									
Special Payroll Tutorials - Graduate Student	1							1				
TLS - Leadership Forum	3		3									
TLS Leadership Forum	4		2					2				
University Policies & Procedures: An Overview for Adjunct Faculty	6	2	3			1						
Your Plan for Retirement - Q&A with Tom Shepherd - Virtual	1		1									
Welcome to UConn!	78	25	28		1	1	5	7	9	1		1
New Employee Orientation	22	6	10			1	3	1	1			
2024 New Faculty Orientation	54	15	20			1	4	3	9			2
EEO 2 Total	333	94	130	1	5	11	19	38	31	1		3

Training and Development by EEO Category

	Grand Total	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU
EEO 3												
2024 Employee Appreciation Continental Breakfast	75	18	41	1	5	2	2	1	4		1	
2024 Employee Appreciation Week - Main Event	388	77	215	10	9	11	19	8	20	2	7	10
A Day In The Life of a Data Scientist - LinkedIn	1		1									
A Guide to Setting Boundaries in the Modern Workplace - LinkedIn	1		1									
Access Basics for Excel Users - LinkedIn	1		1									
Accountability for Leaders: Navigating Diversity, Equity, and Inclusion - LinkedIn	1				1							
Administrative Professional Foundations - LinkedIn	1		1									
Administrative Professional Tips - LinkedIn	1		1									
AI Challenges and Opportunities for Leadership - LinkedIn	1		1									
AI Productivity Hacks to Reimagine Your Workday and Career - LinkedIn	1	1										
Align Your Career Goals with Your Authentic Self - LinkedIn	1		1									
Aligning DEI, Culture, and Business Goals - LinkedIn	1		1									
Amplify Your Critical Thinking with Generative AI - LinkedIn	1		1									
An Introduction to AI and Sustainability - LinkedIn	1	1										
An Introvert's Guide to Succeeding in the Workplace - LinkedIn	1		1									
Anger Management - LinkedIn	1	1										
Animation Foundations: Fundamentals - LinkedIn	1	1										
Be the Manager People Won't Leave - LinkedIn	1	1										
Become a Trauma Informed Leader - LinkedIn	1		1									
Becoming a Great Conversationalist - LinkedIn	1	1										
Becoming a Manager Your Team Loves - LinkedIn	1		1									
Becoming Indistractable - LinkedIn	1		1									
Being Positive at Work - LinkedIn	1		1									
Beyond the Table - Eating Right on a Budget - Virtual	10	1	7	1	1							
Bill George on Self-Awareness, Authenticity, and Leadership - LinkedIn	1		1									
Build Your Team's Agility and Resilience - LinkedIn	1		1									
Building Better Digital Habits for Focus and Well-being - LinkedIn	1		1									
Building Resilience as a Leader - LinkedIn	1		1									

Training and Development by EEO Category

	Grand Total	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU
Business Development Foundations - LinkedIn	1	1										
Business Writing Principles - LinkedIn	2	1	1									
Career Progression Training	43	13	22	2	1	1	1		1		1	1
CLAS – Group session with HR	135	30	82	2	2	3	8		2	1	3	2
Closing the Green Skills Gap to Power a Greener Economy and Drive Sustainability - LinkedIn	1	1										
Coaching Your Team to Think and Act Strategically - LinkedIn	1		1									
Collaborating with Microsoft 365 - LinkedIn	1		1									
Communicate Clearly Amidst Chaos and Crisis	13	3	7				1		1		1	
Communicate to Drive Action	21	2	15		1		2				1	
Communicate with Confidence	26	2	21				1				2	
Communicate with Skill	16	1	14								1	
Communicating Nonverbally - LinkedIn	1		1									
Communicating with Civility and Respect at Work - LinkedIn	1		1									
Communicating with Clarity as a Manager - LinkedIn	1		1									
Communicating with Confidence - LinkedIn	2		1				1					
Communicating with Emotional Intelligence - LinkedIn	1		1									
Communicating with Executives - LinkedIn	1		1									
Communication Foundations - LinkedIn	4		4									
Communication Foundations (2018) - LinkedIn	1		1									
Communication Skills for Modern Management - LinkedIn	1		1									
Communication within Teams - LinkedIn	1		1									
Compassionate Candor: A Radical Approach to Management with Kim Scott - LinkedIn	1		1									
Compassionate Directness - LinkedIn	1		1									
CompTIA Security+ (SY0-601) Exam Tips - LinkedIn	1		1									
Connecting with Your Millennial Manager - LinkedIn	1		1									
Content Creation: Strategy and Tools - LinkedIn	1	1										
Content Marketing Foundations - LinkedIn	1		1									
Copilot in Outlook: Maximize Your Workday Efficiency - LinkedIn	1		1									
Copilot in PowerPoint: From Prompt to Presentation - LinkedIn	1	1										
Creating a Culture of Collaboration - LinkedIn	1		1									

Training and Development by EEO Category

	Grand Total	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU
Creating Healthy Boundaries at Work	25	3	20		1						1	
Creating Winning Teams - LinkedIn	1		1									
Critical Thinking and Problem Solving - LinkedIn	1		1									
Customer Service: Problem-Solving and Troubleshooting - LinkedIn	1	1										
Cybersecurity Foundations: Governance, Risk, and Compliance (GRC) - LinkedIn	1		1									
Daily Habits to Live Sustainably - LinkedIn	1		1									
Dealing with Microaggression as an Employee - LinkedIn	1		1									
Decision-Making Strategies - LinkedIn	1		1									
Defining and Achieving Professional Goals - LinkedIn	1	1										
Designing RESTful APIs - LinkedIn	1								1			
Developing Mental Toughness for Leadership - LinkedIn	1		1									
Developing Your Emotional Intelligence - LinkedIn	1		1									
Discover Your Stress Personality - LinkedIn	1		1									
DOGA - Gentle Yoga with Tildy and Carson	21	1	18			1					1	
Douglas Kirkland on Photography: Natural Light Portraiture - LinkedIn	1	1										
Eight Ways You Block Your Success - LinkedIn	1	1										
Embracing Change with Mindfulness - LinkedIn	1		1									
Emotional Intelligence Basics - LinkedIn	1	1										
Emotional Intelligence Foundations	22	1	15				3				3	
Empowering Dyslexic Thinking at Work - LinkedIn	1		1									
Essentials of Team Collaboration - LinkedIn	1		1									
Establishing a Well-Being Program in Your Organization - LinkedIn	1		1									
Ethics in the Age of Generative AI - LinkedIn	1	1										
Event Planning Foundations - LinkedIn	1		1									
Everybody's Introduction to Tableau (2022) - LinkedIn	1		1									
Everything as a Service (XaaS) is the Future of Business - LinkedIn	1		1									
Excel Essential Training (Microsoft 365) - LinkedIn	2		2									
Excel for Business Analysts - LinkedIn	1	1										
Excel Quick Tips - LinkedIn	1	1										
Excel with Copilot: AI-Driven Data Analysis - LinkedIn	1	1										

Training and Development by EEO Category

	Grand Total	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU
Excel: Conditional Formatting for Beginners - LinkedIn	1		1									
Excel: PivotTables for Beginners - LinkedIn	1	1										
Excel: Setting Up a Database (Microsoft 365) - LinkedIn	1		1									
Excel: Tracking Data Easily and Efficiently - LinkedIn	1		1									
Excel: You Can Do This - LinkedIn	1		1									
Exploring Photography: Finding the Perfect Portrait Lens - LinkedIn	1	1										
Fair and Effective Interviewing for Diversity and Inclusion - LinkedIn	1		1									
Financial Wellness: Managing Personal Cash Flow - LinkedIn	1		1									
Finding Your Introvert/Extrovert Balance in the Workplace - LinkedIn	1		1									
Five Hard Conversations You'll Have in Your Career - LinkedIn	1		1									
Focus on What Matters and Minimize Distraction - LinkedIn	1		1									
Foundations of Diversity, Equity, Inclusion, and Belonging - LinkedIn	6	2		1	1				1			1
Four Thousand Weeks: Time Management for Mortals (Book Bite) - LinkedIn	1	1										
Generative AI in Learning and Development - LinkedIn	1		1									
Generative AI Skills for Creative Content: Opportunities, Issues, and Ethics - LinkedIn	1	1										
Generative AI: The Evolution of Thoughtful Online Search - LinkedIn	1	1										
Get in Tune: Foster Interpersonal Communication and Connection at Work - LinkedIn	1		1									
Getting Organized for Peak Performance - LinkedIn	1		1									
Getting Started with Microsoft 365 - LinkedIn	3	1	2									
Getting Things Done - LinkedIn	1		1									
Graphic Design Foundations: Layout and Composition - LinkedIn	1		1									
Hiring and Supporting Neurodiversity in the Workplace (2021) - LinkedIn	1		1									
Holding Your Team Accountable - LinkedIn	1		1									
How to Be an Adaptable Employee during Change and Uncertainty - LinkedIn	1		1									
How to Be an Inclusive Leader (getAbstract Summary) - LinkedIn	1											1
How to Boost Your Productivity with AI Tools - LinkedIn	1	1										
How to Build a Culture of Appreciation as a Manager - LinkedIn	1		1									
How to Collaborate with Your Colleagues to Build Psychological Safety Together - LinkedIn	1		1									
How to Organize Your Time and Your Life - LinkedIn	1		1									
How to Prepare for Your Negotiations - LinkedIn	1		1									

Training and Development by EEO Category

	Grand Total	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU
How to Set Boundaries and Protect Your Time - LinkedIn	1		1									
How to Slow Down and Be More Productive - LinkedIn	1		1									
How to Support Your Employees' Well-Being - LinkedIn	1		1									
How to Think Big - LinkedIn	1	1										
How to Think Strategically - LinkedIn	1		1									
HR Foundations: Core Human Resources - LinkedIn	1		1									
Human Leadership - LinkedIn	1		1									
Improve Communication Using Lean Thinking - LinkedIn	1		1									
Improving Your Mental Health at Work - LinkedIn	1		1									
Including Sustainability in Your Cloud Strategy - LinkedIn	1	1										
Inclusive Feedback Skills for Managers - LinkedIn	1		1									
Increase Your Flexible Thinking Skills - LinkedIn	1		1									
Increasing Collaboration on Your Team - LinkedIn	1		1									
Installing, Running and Testing LLMs on Your Local Computer - LinkedIn	1	1										
Instructional Design: Adult Learners - LinkedIn	1		1									
Interpersonal Communication - LinkedIn	2		1							1		
Introduction to Artificial Intelligence (2023) - LinkedIn	2	1	1									
Introduction to Google Sheets - LinkedIn	1	1										
Introduction to Mindfulness Meditation - Virtual	13	1	8		1		2		1			
Introduction to Photography - LinkedIn	1		1									
Introduction to Prompt Engineering for Generative AI (2023) - LinkedIn	1	1										
Introduction to Web APIs - LinkedIn	1	1										
Invest in You: Personal and Professional Development Tips - LinkedIn	1		1									
Leadership 101: Building Essential Leadership Skills	19	1	11	1			2		1		3	
Leadership Foundations - LinkedIn	1		1									
Leading and Motivating People with Different Personalities - LinkedIn	2		2									
Leading as a Highly Sensitive Person - LinkedIn	1		1									
Leading with a Growth Mindset - LinkedIn	1		1									
Leading with Stability during Times of Change and Disruption - LinkedIn	1		1									
Learning Airtable - LinkedIn	1		1									

Training and Development by EEO Category

	Grand Total	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU
Learning DNS - LinkedIn	1							1				
Learning Excel Online (Microsoft 365) - LinkedIn	1		1									
Learning Headshot Photography - LinkedIn	1	1										
Learning Microsoft 365 Copilot (December 2023) - LinkedIn	1	1										
Learning Notion - LinkedIn	1	1										
Learning Portrait Photography - LinkedIn	1	1										
Leveraging Neuroscience in the Workplace - LinkedIn	1		1									
Lighting for Photographers: Portraiture - LinkedIn	1	1										
Lightroom: Retouching Faces - LinkedIn	1	1										
Make Belonging Real in the Workplace - LinkedIn	1		1									
Making Change: Creating a Spending Plan that Works for You - Virtual	8		7				1					
Making Teamwork Work as a Leader - LinkedIn	1		1									
Making the Move to Middle Management - LinkedIn	2		2									
Management Essentials - LinkedIn	1	1										
Managing Multiple Projects - LinkedIn	1											1
Managing Stress for Positive Change - LinkedIn	1		1									
Managing Team Conflict - LinkedIn	1		1									
Managing Teams - LinkedIn	1		1									
Managing Your Emotional Response to Workplace Stress - LinkedIn	2		2									
Managing Your Time - LinkedIn	1		1									
Marketing Tools: How to Leverage AI Tools to Transform Your Marketing - LinkedIn	1		1									
Marketing Your Side Hustle - LinkedIn	1	1										
Mastering Lookup Functions in Excel: Seven Powerful Formulas - LinkedIn	1		1									
Microsoft 365 New Features (2018) - LinkedIn	1		1									
Microsoft Bookings Essential Training - LinkedIn	1	1										
Microsoft Cloud for Sustainability: ESG and the Future of Business - LinkedIn	1	1										
Microsoft Power Automate: Advanced Business Automation - LinkedIn	1	1										
Microsoft Power Platform Fundamentals (PL-900) Cert Prep: Core Components - LinkedIn	1								1			
Mindful Stress Management - LinkedIn	1		1									
Minors Protection Program Training - 2021	1		1									

Training and Development by EEO Category

	Grand Total	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU
Minors Protection Program Training - 2023	4	1	1		1							1
Minors Protection Program Training - 2024	53	9	18	4	7	5	7		3			
Multigenerational Competency in the Workplace	21		19				1		1			
Nano Tips for Checking Your Bias: Becoming a People Advocate with Madison Butler - LinkedIn	1	1										
Nano Tips for Working Inclusively with Neurodivergent Employees with Ellie Middleton - LinkedIn	1		1									
Navigating Change & Building Resilience	25	3	19				1				2	
Negotiating with Agility - LinkedIn	1		1									
Negotiation Foundations - LinkedIn	1		1									
Nine Habits of Highly Confident People - LinkedIn	1	1										
Note-Taking for Business Professionals - LinkedIn	1		1									
OneNote for Windows 10 Essential Training - LinkedIn	1		1									
OneNote Tips and Tricks - LinkedIn	1		1									
Online PageUp Tutorial - Navigation and Overview	14	2	10				1					1
Online PageUp Tutorial - Pre-Interview Evaluations	17		16						1			
Online PageUp Tutorial - Special Payroll Hire Request	13	1	11			1						
Online PageUp Tutorial - Special Payroll Overview	13	1	9		1	1			1			
Online PageUp Tutorial - View Applications & Bulk Compile to a PDF	13	1	11						1			
Online PageUp Tutorial for Creating a New Job	13	2	10				1					
Online PageUp Tutorial for Make Online Offer	5		3		1	1						
Online PageUp Tutorial for Post-Interview Evaluations and Hire Request	20	2	18									
On-the-Spot Business Headshots - LinkedIn	1	1										
Optimizing Your Work with Microsoft 365 - LinkedIn	1		1									
Outlook: Time Management with Calendar and Tasks (2024) - LinkedIn	1		1									
Overcome Managerial Bias in Performance Management - LinkedIn	1		1									
Overcome Overthinking - LinkedIn	1		1									
Overcoming Obstacles and Building Team Resilience - LinkedIn	1		1									
Overcoming Procrastination - LinkedIn	1		1									
PageUp for Regular Payroll - UConn's Recruitment System	60	8	35	2	1	3	3		1		4	3
PageUp for Special Payroll - UConn's Recruitment System	83	12	53	1	1	3	4		1		3	5
People Analytics - LinkedIn	1		1									

Training and Development by EEO Category

	Grand Total	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU
Performance Evaluation Training for Supervisors of UCPEA Members (2024)	67	14	38	2	3	2	3	2	3			
Portrait Photography: Ten Styles with One Light - LinkedIn	1	1										
Positive Psychology for Less Stress and Happier Workdays - LinkedIn	1		1									
Power BI Essential Training - LinkedIn	1		1									
Power BI: Dashboards for Beginners - LinkedIn	1		1									
Power BI: Dashboards for Beginners (2022) - LinkedIn	1		1									
PowerPoint: Slide Design Makeover - LinkedIn	1		1									
Practice Exam 1 for CompTIA Security+ (SY0-701) - LinkedIn	1	1										
Practice Exam for Certified Associate in Project Management (CAPM)® - LinkedIn	1		1									
Productivity Principles to Make Time for What's Important - LinkedIn	1	1										
Productivity: Prioritizing at Work - LinkedIn	1	1										
Project Management Foundations: Procurement - LinkedIn	1	1										
Project Management Simplified - LinkedIn	1		1									
Public Speaking Foundations - LinkedIn	1		1									
Quick Scripts for Difficult Conversations - LinkedIn	1		1									
Recognizing and Rewarding Your Workers - LinkedIn	1		1									
Rediscovering Your Joy, Energy, and Purpose - LinkedIn	1		1									
Reduce Stress and Anxiety by Managing Your Nervous System - LinkedIn	2		2									
Reducing Your Stress in 5 Minutes or Less - LinkedIn	1		1									
Resilience as a Path to Happiness at Work - LinkedIn	1		1									
Restoration through Self-Compassion	20		14		1		3				2	
Retirement Lunch & Learn with Empower	24	2	18		1		1		2			
Retouching and Color Correcting Photography Portraits - LinkedIn	1	1										
Retouching Headshots - LinkedIn	1	1										
Scrum: The Basics - LinkedIn	1	1										
Service Excellence: How to Exceed Expectations Every Time - LinkedIn	1		1									
Setting Financial Goals - Q&A with Tom Shepherd - Virtual	7		5		1							1
Sharepoint Online Essential Training: Beyond the Basics - LinkedIn	1	1										
SharePoint Online Essential Training: The Basics - LinkedIn	4		4									
SharePoint Teams Sites Quick Tips - LinkedIn	1		1									

Training and Development by EEO Category

	Grand Total	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU
Sheryl Sandberg and Adam Grant on Option B: Building Resilience - LinkedIn	1		1									
Six Sigma Foundations - LinkedIn	1	1										
Skills for Inclusive Conversations - LinkedIn	1						1					
Skills to Build Stronger Work Relationships - LinkedIn	2	1	1									
Sleep Is Your Superpower - LinkedIn	2		2									
Smarter Note-Taking with Microsoft 365 - LinkedIn	1		1									
Special Payroll Tutorials - Adjunct Faculty	4		3					1				
Special Payroll Tutorials - Dual Employment	6		5					1				
Special Payroll Tutorials - Graduate Student	11		9			1		1				
Special Payroll Tutorials - Non-Teaching and Non-Research Positions	4		3					1				
Special Payroll Tutorials - Overview and Timelines	8		7					1				
Special Payroll Tutorials - Rehired Retirees	4		3					1				
Special Payroll Tutorials - Research Appointments	7		6					1				
Special Payroll Tutorials - SP Process	7		5			1		1				
SQL Practice: Intermediate Queries - LinkedIn	1		1									
Strategic Negotiation - LinkedIn	1		1									
Strategic Sourcing of Suppliers - LinkedIn	1		1									
Strategies for Being Happy at Work - LinkedIn	1		1									
Streamlining Your Work with Microsoft Copilot (February 2024) - LinkedIn	3	1	2									
Succeeding in a New Role By Managing Up - LinkedIn	1		1									
Succeeding in Project Management as an Introvert - LinkedIn	1	1										
Sunday Habits for a Better Work Week - LinkedIn	1	1										
Supporting Allyship and Anti-Racism at Work - LinkedIn	1		1									
Supporting Workers with Disabilities - LinkedIn	1		1									
Sustainability as an Innovation Opportunity - LinkedIn	1	1										
Sustainability Foundations: Core Concepts - LinkedIn	1	1										
Tackling Intense Customer Service Moments - LinkedIn	1		1									
Taking Great Photos with Your Phone - LinkedIn	1		1									
Talking About Mental Health as a Leader - LinkedIn	1		1									
Teamwork Foundations - LinkedIn	1		1									

Training and Development by EEO Category

	Grand Total	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU
Ten Habits of Great Problem-Solvers - LinkedIn	1	1										
Ten Habits of Mentally Strong People - LinkedIn	2	1	1									
The Hidden Habits of Genius: Unlocking Greatness (Book Bite) - LinkedIn	1		1									
The Manager's Guide to Career Conversations in the Age of AI - LinkedIn	1		1									
The Manager's Guide to Difficult Conversations - LinkedIn	1		1									
The Miracle Morning (Blinkist Summary) - LinkedIn	1		1									
The Nine Best Ways to Invest in Yourself - LinkedIn	1	1										
The Non-Technical Skills of Effective Data Scientists - LinkedIn	1		1									
The Power of Habit (Blinkist Summary) - LinkedIn	1	1										
The Rule of 100: Personal Development with Generative AI - LinkedIn	1		1									
The Science of Compelling Body Language - LinkedIn	1		1									
The State of Generative AI: Images, Prompting, and Language Models - LinkedIn	1		1									
The Three Pillars of Effective Communication - LinkedIn	2		2									
The Three Secrets to Effective Time Investment (Blinkist Summary) - LinkedIn	1		1									
The Ultimate Guide to Professional Networking - LinkedIn	1		1									
Three Steps to Mental Well Being at Work - LinkedIn	2		2									
Time Management Fundamentals - LinkedIn	1		1									
Tips for Using AI as an Instructional Designer - LinkedIn	1		1									
Tips for Writing Business Emails - LinkedIn	2	1	1									
TLS - Leadership Forum	22	7	12	1		1		1				
TLS Leadership Forum	93	31	51	1	2		2	1	3			2

Training and Development by EEO Category

	Grand Total	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU
Uncovering Unconscious Bias in Recruiting and Interviewing - LinkedIn	14	1	7	2		1	2					1
Uncovering Your Authentic Self at Work - LinkedIn	1		1									
Understanding and Supporting ADHD Colleagues in the Workplace - LinkedIn	1		1									
Understanding and Supporting LGBTQ+ Employees - LinkedIn	1	1										
University Policies & Procedures: An Overview for Adjunct Faculty	3		1				1					1
Using Authenticity to Build Productive Relationships - LinkedIn	1		1									
Using Emotions to Leverage and Accelerate Change: A Guide for Leaders - LinkedIn	1		1									
Using Your Mind to Change Your Brain - LinkedIn	1		1									
WebFocus Training for HR Data	39	7	28			1	2		1			
Wellbeing as a Habit: Tips and Best Practices - LinkedIn	1		1									
What is Copilot? Get Started with Microsoft's Everyday AI Companion (February 2024) - LinkedIn	2	1	1									
What Is Generative AI? - LinkedIn	2	2										
What Is the Metaverse? - LinkedIn	1		1									
When a Paycheck Is Not Enough - LinkedIn	1		1									
When Negotiation's about More than Money: How to Negotiate (Almost) Anything - LinkedIn	1		1									
Why Trust Matters with Rachel Botsman - LinkedIn	1		1									
WordPress.com Essential Training - LinkedIn	1		1									
Working with Difficult People - LinkedIn	1	1										
Working with Difficult People (2017) - LinkedIn	1		1									
Working with Your Personal Strengths and Weaknesses - LinkedIn	1		1									
Writing Email - LinkedIn	1	1										
Your Plan for Retirement - Q&A with Tom Shepherd - Virtual	15	4	9						1	1		
Welcome to UConn!	278	69	121	11	17	13	12	5	6	4	3	17
New Employee Orientation	268	67	109	11	17	18	12	5	4	4	5	16
Spring 2024 In-Service Training	38	5	23			3	4	1	1			1
Fall 2024 In-Service Training	8		7				1					
Spring 2024 CEUI In-Service Training	3	3										
New Employee Orientation - Virtual	7	2	4									1
Fall 2024 CEUI In-Service Training	1	1										
EEO 3 Total	2443	486	1430	53	77	73	105	33	63	13	44	66

Training and Development by EEO Category

	Grand Total	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU
EEO 4												
2024 Employee Appreciation Continental Breakfast	1		1									
2024 Employee Appreciation Week - Main Event	7		7									
CLAS – Group session with HR	2		2									
Online PageUp Tutorial - Special Payroll Overview	1		1									
Online PageUp Tutorial - View Applications & Bulk Compile to a PDF	1		1									
Online PageUp Tutorial for Post-Interview Evaluations and Hire Request	1		1									
PageUp for Special Payroll - UConn's Recruitment System	1		1									
Uncovering Unconscious Bias in Recruiting and Interviewing - LinkedIn	2		2									
Welcome to UConn!	3		1			1	1					
New Employee Orientation	2		1				1					
EEO 4 Total	21		18			1	2					
EEO 5												
2024 Employee Appreciation Week - Main Event	3	3										
CLAS – Group session with HR	1	1										
Communication Tips to Accelerate Your Career - LinkedIn	1	1										
Nano Tips to Speak Up in Meetings with Shadé Zahrai - LinkedIn	1	1										
Welcome to UConn!	2	2										
New Employee Orientation	2	2										
EEO 5 Total	10	10										
EEO 6												
2024 Employee Appreciation Week - Main Event	8	7	1									
Your Plan for Retirement - Q&A with Tom Shepherd - Virtual	1	1										
Welcome to UConn!	8	6				2						
New Employee Orientation	9	7				2						
EEO 6 Total	26	21	1			4						

Training and Development by EEO Category

	Grand Total	WM	WF	BM	BF	HM	HF	AM	AF	TM	TF	UU
EEO 7												
2024 Employee Appreciation Week - Main Event	22	6	7	2		5	2					
Retirement Lunch & Learn with Empower	1		1									
TLS Leadership Forum	3	2		1								
Welcome to UConn!	8	5	2							1		
New Employee Orientation	14	5	5			1	1			1		1
EEO 7 Total	48	18	15	3		6	3			2		1
EEO 7B												
2024 Employee Appreciation Week - Main Event	11	7	2			1					1	
Your Plan for Retirement - Q&A with Tom Shepherd - Virtual	1		1									
Welcome to UConn!	12	4		2		5					1	
New Employee Orientation	13	6		1		4					1	1
EEO 7B Total	37	17	3	3		10					3	1

**University of Connecticut
Department of Human Resources
Employee Counseling
December 1, 2023 to November 30, 2024**

Date	HR Associate	Race/Sex	Areas of Interest	Comments
1/24/2024	Jenny	W/F	Accounting	Phased or regular retirement; Rehired retiree options
10/10/2024	Jenny	B/M	Legal, contracting	Growth opportunities; TSI questions
8/26/2024	Briana	H/F	Compliance	Resigning from position & seeking new opportunity at UConn
1/31/2024	Jenny	W/F	Student Services	Growth opportunities at Storrs campus
1/31/2024	Jenny	W/F	Administrative	Interested in understanding Career Paths, Career Progression
2/14/2024	Jenny	W/F	Administration	Interested in understanding Career Paths, Career Progression
5/14/2024	Jenny	H/M	Custodian/Housekeeping	Looking for less arduous job

Reasonable Accommodation Request Form for Employees

All information regarding an individual's medical condition and the reasonable accommodation request is confidential and only disclosed to persons on a need to know basis. Any and all documents related to this request are kept confidential and will be maintained and used in accordance with applicable state and federal law.

Instructions: Individuals who are employed at the University of Connecticut and are requesting a reasonable accommodation(s) under the Americans with Disabilities Act of 1990 (ADA), Section 504 of the Rehabilitation Act, relevant state law, and accompanying state and federal regulations, are encouraged to complete this form in its entirety.

In order to explore possible coverage and reasonable accommodations, information is required regarding your medical condition, essential job functions, applicable functional limitations and your requested accommodation(s). It is often necessary for staff of the Department of Human Resources to discuss your medical condition and the documentation you submit to our office with providers such as licensed physicians, psychologists, or other qualified professionals. If you need help in completing this form, someone else may complete it on your behalf, or you may contact the ADA Case Manager for assistance. For Storrs and Regional campuses call (860)486-2598.

Upon completion, please forward this form, along with the **Medical Release Form**, to the ADA Accommodations Case Manager. Make sure you sign both forms.

FOR STORRS AND REGIONAL CAMPUSES:

ADA Accommodations Case Manager
University of Connecticut
9 Walters Avenue, U-5075
Storrs, CT 06269
Telephone - (860) 486-2598
Facsimile - (860) 486-0406
Email - tiffanie.robback@uconn.edu

☐ Faculty ☐ Employee/Staff ☐ Other (specify) _____

Name: _____
First Middle Last

Job Title: _____

Department: _____

Work Address: _____
City State ZIP Code

Work Telephone Number: _____

Work Email: _____

Home Address: _____
City State ZIP Code

Home Telephone Number: _____

Home Email: _____

Preferred method of contact: ☐ Home Phone ☐ Home Email
☐ Work Phone ☐ Work Email

How long have you worked/studied in current position? _____

How long have you worked/studied at UConn? _____

Supervisor's Name: _____
First Middle Last

Job Title: _____

Department: _____

Work Telephone Number: _____

Work Email: _____

Medical Information

Please identify the medical condition(s) for which you are requesting an accommodation.

Please provide the name and contact information for the health care professional who diagnosed the medical condition(s) listed above. Please include the date of diagnosis.

Job and Accommodation Information

Please explain how your medical condition(s) listed in Section B affect(s) your ability to perform the essential functions of your position. If you are a new employee, state the anticipated difficulties you foresee in completing your job duties. Be as specific regarding the job duties you are having difficulty performing or believe you will have difficulty performing.

Please provide your recommendations for a reasonable accommodation(s) and any information you may have about any associated costs (attach supporting documentation).

Please describe any accommodations or assistive technologies you currently use.

Please identify any University employee with whom you have discussed this request for a reasonable accommodation (i.e. , co-worker, supervisor, HR, etc.) Please include dates

Please add any comments you feel may be helpful in consideration of your request.

Acknowledgement

I understand that it will be my responsibility to complete a Medical Release Form and provide it to the ADA Accommodations Case Manager for my request to be evaluated. I further understand that the ADA Accommodations Case Manager will evaluate and respond to me based upon the information that I provide.

Signature

Date

☐ Please check here if additional information is attached to this request.

Authorization for Disclosure and Release of Medical Information Form

As required by Connecticut law, the Department of Human Resources may not use or disclose your individually identifiable information without your authorization.

Your completion of this form means that you are giving permission for the use(s) and disclosure described below.

Please review and complete this form carefully. It may be invalid if not fully completed.

Please forward this form, along with the Request for Reasonable Accommodation Form to the Department of Human Resources upon completion.

HR USE ONLY

I, _____ [employee's name] whose home address is _____

and whose date of birth is _____ HEREBY AUTHORIZE _____

[provider's name, address, phone and fax]

to release medical information pertinent to the reasonable accommodation I requested to:

FOR STORRS AND REGIONAL CAMPUSES:

ADA Accommodations Case Manager
University of Connecticut
9 Walters Avenue, U-5075, Storrs, CT 06269-5075
Telephone - (860) 486-2598 Facsimile - (860) 486-0406

To any licensed physician, other licensed practitioner, hospital, clinic, or other medically related facility, or United States Veteran Administration:

I authorize you to release to the Department of Human Resources information to be used solely for the purpose of evaluating my request for reasonable accommodation. The information being requested relates only to any condition that affects my ability to perform my essential job functions. The Genetic Information Nondiscrimination Act of 2008 (GINA) prohibits employers and other entities covered by GINA Title II from requesting or requiring genetic information of an individual or family member of the individual, except as specifically allowed by this law. To comply with this law, do not provide any genetic information when responding to this request for medical information.

Initial _____

This Authorization shall be valid for a period of 180 days after the date of my signature or earlier if revoked by me in writing to the Department of Human Resources.

Initial _____

ACKNOWLEDGEMENT

I understand that the Department of Human Resources may not use or disclose my medical information except for the expressed purposes identified above, unless another authorization is obtained from me or unless such use or disclosure is specifically required or permitted by law.

I understand that once this information is disclosed pursuant to this Authorization, it is no longer protected by the Department of Human Resources privacy policies, and may possibly be re-disclosed by the recipient.

I hereby acknowledge that I have been informed of my right to receive a copy of this authorization request.

I acknowledge that I have the right to refuse to sign this Authorization.

I acknowledge that I may revoke this Authorization in writing at any time. I understand that if I revoke this Authorization, the information described above may no longer be used or disclosed for the purpose described in this written Authorization. To revoke this Authorization, please send a written statement to:

FOR STORRS AND REGIONAL CAMPUSES:

ADA Accommodations Case Manager
University of Connecticut
9 Walters Avenue, U-5075
Storrs, CT 06269-5075

My signature below indicates that I have read and understand this Authorization and its terms.

Signature

Date

ADA Compliance & Accommodations

Human Resources is charged with processing and facilitating requests for workplace accommodations under the Americans with Disabilities Act (ADA) and other relevant federal and state laws.

If you believe you may need an accommodation, please review the policy and process information below and complete the forms.

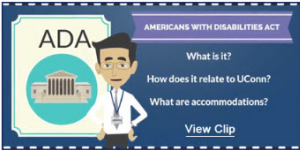
If you are a supervisor or manager who has been presented with a request for an accommodation, please contact the ADA Case Manager.

ADA CASE MANAGER CONTACT INFORMATION

[Tiffany Roback](#)
ADA Case Manager
(860) 486-2598

POLICY:

[Policy Statement: People with Disabilities](#)



RELATED FORMS

[Request for Reasonable Accommodations Form .pdf](#)

[Release of Medical Information Form .pdf](#)

Step 2 - Discussion with the Requestor

The ADA Case Manager meets with the requestor to explain the interactive process and discuss the requestor's essential job functions, medical conditions and limitations, and the requested workplace accommodations. The ADA Case Manager also obtains a medical release from the requestor allowing the ADA Case Manager to consult directly with the requestor's medical provider(s).

Step 3 - Communication with Medical Providers

When necessary, the ADA Case Manager will ask that the requestor's medical provider complete a questionnaire. Typically, the questionnaire will ask the medical provider to confirm the disability, describe the requestor's limitations as it relates to their job functions, and to identify effective accommodations. The ADA Case Manager will serve as a repository for any confidential medical information, which will not be shared outside of HR.

Step 4 - If the Request is Medically Supported: HR Discussion with the Manager

The ADA Case Manager will meet with the manager to discuss the requestor's essential job functions, limitations (but not medical diagnoses), and the requested accommodations. The manager explores the request considering the requestor's job functions and the business needs of the department, including an examination of potential hardships that may arise from the request.

Step 5 - Interim Accommodations

The ADA Case Manager will explore with the parties whether any interim accommodations are needed while the interactive accommodations process is underway. The ADA Case Manager will work with the requestor and their manager to assist in implementing interim accommodations, which may expire at the conclusion of the process.

Step 6 - Interactive Dialogue

The ADA Case Manager facilitates a discussion with the requestor and then the manager to explore the requested accommodations and other alternative accommodations. The ADA Case Manager assists the parties to evaluate what reasonable accommodations would allow the requestor to perform their essential job functions without presenting an undue hardship to the department's business needs.

Step 7 - The Determination

The ADA Case Manager will send a communication to all parties involved, documenting the steps taken to consider the accommodation request. If an accommodation is approved, the terms of the accommodation will be detailed in the Determination email. While a specific accommodation may be requested, if multiple suitable options are available, the University has the discretion to choose which one to provide. If no reasonable accommodations are available, the Determination will explain the reasons for not providing an accommodation.

Step 8 - Monitoring the Accommodation

The accommodations process is not intended to be static. Requestors and managers are expected to communicate clearly with one another to ensure the business needs of the department and the requestor's medical needs are appropriately balanced. Should any party feel as though any aspect of the arrangement is not working, no longer working, or requires revising, the ADA Case Manager will facilitate further discussion.

If Request is Not Medically Supported

If the employee does not have a "disability" or the request is not medically supported, there is no obligation to continue with the process. CM will provide a written summary of steps taken to the requestor. Managers may still consider whether other stops may be taken voluntarily to help the employee perform his/her job functions.

Employee Accommodation Process

Interactive ADA Accommodations Process: What to Expect

The interactive workplace accommodations process requires an individualized assessment of each request. Below are the steps that are taken in most cases, but individual cases may vary.

Step 1 - The Request

The employee (i.e., "requestor") communicates the need for workplace accommodations to a supervisor or the ADA Case Manager. An "accommodations request" happens anytime a requestor communicates his or her need for assistance at work because of a disability. The request does not need to contain specific words or to be made in a specific format.

INNOVATIVE PROGRAMS

(Section 46a-68-93)

March 2025

This section was in compliance in the previous filing and there were no proposals or recommendations.

The University makes every effort to support affirmative action in employment and to satisfy all affirmative action regulations. The University has reviewed this section of the regulations and drafted this section accordingly.

Subsections (a) and (b)

The University acknowledges that the development and implementation of programs not covered elsewhere in sections 46a-68-75 through 46a-68-114, inclusive, is an important part of the road to achieving a truly diverse workforce. Accordingly, the University accepts the invitation to structure innovative, comprehensive programs to create opportunities not otherwise available to achieve the full and fair participation of all protected group members, such programs shall include:

- Utilization of non-competitive programs
- Summer employment programs
- Youth programs
- Apprenticeship or internship programs
- Work-Study programs
- Job sharing arrangements
- Internships
- Day care programs
- Creation of new positions
- Reassignments
- Other positive, result-oriented program designed to achieve affirmative action

Programs planned or operated pursuant to this section and the results achieved are discussed below:

Something's Happening Program

HR continued to work with the Women's Center, OIE, Office of University Compliance, and the Office of Audit and Management Advisory Services as well as members of several university and statewide unions to promote and sponsor the Something's Happening Program which was developed to heighten sensitivity to gender, cultural differences, other diversities, and to educate staff on how these factors impact interactions between co-workers and/or supervisors.

Career Progression

Human Resources continues to manage the Career Progression Program for positions covered by University of Connecticut Professional Employee Association (UCPEA). This Program was

developed to create opportunities for members of the bargaining unit to achieve growth and development within their job classification based on increased job proficiency over time. Employees can advance from a baseline of Proficient to a rank of Advanced and eventually to the level of Expert through experience, training and skill development that is critical to the specific position they encumber. The Program was officially launched in January 2024, and during the Plan Year there were two nomination/review periods in which over 1000 employees have participated in the program.

Employee Assistance Program

The Employee Assistance Program is a confidential worksite-based service available to all University faculty, staff, graduate assistants, and eligible family members. The Lexington Group has been on contract with the University as the EAP provider since October 2023. The Lexington Group provides comprehensive services including providing professional assessment, brief counseling and/or timely referrals to community resources for multiple issues and concerns including, but not limited to job stress, relationship problems, anxiety/worry/depression, parenting and family concerns, alcohol and substance misuse, eldercare/caregiver stress, financial and debt counseling and communication and legal issues and questions.

Other Human Resources Offered Programs

HR worked with various constituents to establish professional development and leadership workshops available to employees at the University.

Programs offered by the Human Resources include but are not limited to:

- Communicating with Confidence
- Communicate to Drive Action
- Communicate with Skill
- Creating Healthy Boundaries at Work
- Emotional Intelligence Foundations
- Building Essential Leadership Skills
- Multigenerational Competencies in the Workplace
- Navigating Change and Building Resilience
- Restoration through Self-Compassion

Additionally, in partnership with the UCPEA union, HR has procured a 3-year contract with LinkedIn Learning which includes access to all LinkedIn learning training and development programs for staff members at the University.

Veterans Affairs and Military Programs

The Office of Veterans Affairs and Military Programs provides a full range of benefits and services to Students, Faculty and Staff that have served in the Armed Forces. The services include benefits processing, event programming and community outreach. The Veterans Advisory Council, comprising of Faculty, Staff and Students continue to provide guidance and

support to the university and its goals to increase support and services to veterans. In 2015, the board established the definition of Veteran Community to include family members and dependents of any current or prior member of the uniformed services. They also established a Diversity Subcommittee to increase support and outreach to veteran minorities on campus.

Leadership Development Program

Human Resources has offered several supervisory training sessions through an external vendor (Transformative Leadership Strategies). HR is collaborating with senior leaders and other administrative offices to develop a more comprehensive leadership development program for leaders at the University.

Center for Excellence in Teaching in Learning

The Center for Excellence in Teaching in Learning is to support faculty and student success, through evidence based and research informed programming. The Center promotes a culture of inclusive excellence in teaching and learning. Some of the opportunities provided for faculty and student success include but are not limited to:

- The President's Series on Teaching Excellence
- Faculty and Instructor News Site (FINS)
- Crafting the syllabus
- Managing Anxiety – Yours and Theirs
- Developing and Building Online Assessments in HuskyCT
- Strengthening Scholarly Community and Research Networks

Thriving @Work Series

Programs that teach graduate students, post docs, staff, and faculty how to professionally navigate and communicate their concerns with workplace issues. This allows employees to work through toxic workplaces and cultivate a more diverse, inclusive, and welcoming environment for all social groups.

Latin American Student Organization (LASO)

The Latin American Student Organization (LASO) was established in the School of Social Work as an effort to identify the needs of Latino students, influence the policies of the school, and provide a link between the school and the Latino community. LASO provides Puerto Rican and other Latino students in the school with a vehicle to share ideas, enhance identification with Latino culture, and express sensitivity and responsiveness to the needs and issues affecting Puerto Rican and other Latino communities. For the past several years, LASO has worked directly with the faculty of the Puerto Rican Studies Project in the recruitment and retention of Latino students. In addition to numerous conferences, workshops, seminars, and cultural events, LASO and the Puerto Rican and Latin@ Studies Project faculty continue to co-sponsor Hispanic Youth Conferences, special workshops, and other activities aimed at enhancing and strengthening Puerto Rican and Latino social work students, service providers, and the larger society. This program will also develop pipelines for potential employment in the School of

Social Work.

The Writing Internship Program

The English department's Writing Internship Program puts students in a professional environment, working with professional writers on real-life problems. Current placements include positions in a museum, a newspaper, a publishing house, an advertising agency, a software company, a technical magazine and a variety of other businesses and organizations that employ writers and editors. Internship positions are available either on or off campus throughout the academic year. Departments on campus are also exposed to promising students to consider as part of future employment applicant pipelines.

Sustainable Community Outreach and Public Engagement (SCOPE) Accelerator

Founded by the School of Business, SCOPE promotes social entrepreneurship and social innovation by working with non-profit organizations and for-profit companies that have social outreach and community impact as a significant part of their strategic missions. It applies a business-centric lens to improve the sustainability and effectiveness of these organizations. As the school's other learning accelerators, SCOPE is student-focused and project-focused, but stakeholders are defined as they go; depending upon the goals of university and school, interests of faculty, students, staff involved, sponsorships, and advisory board oversight. Unlike many other programs, SCOPE's vision is not to train non-profit managers, but rather to create business leaders who pursue either careers in the private or public sectors or who strive to make a difference. SCOPE views for-profit and social-mission goals as complementary at many levels and takes an experiential approach to understanding this complementarity. Students who participate in this program are also exposed to various employment options at the University and may consider those options when planning their future career goals.

4-H Youth Development

Through the College of Agriculture, Health and Natural Resources, this program prepares youths to meet the needs of a global economy, while learning new skills, meeting new friends, and discovering new things about themselves and their world through UConn's Extension's research-driven programs. It provides fun, hands-on learning activities that foster skills and character development in science, citizenship, and healthy living.

Jorgensen Outreach for Youth (JOY!)

The Jorgensen Outreach for Youth program (JOY!) invites low-income children and adults to attend a range of art events. The program offers free tickets for economically disadvantaged children of all ages; public school programs with transportation assistance; in-school outreach and residency programs; and support for the JOY! Conservatory Program. These services come with the help of private contributors and corporate partners. Students who participate in this program are exposed to a wide variety of employment and career options within the field of Fine Arts.

UConn BRIDGE Program

The University of Connecticut's School of Engineering continues its BRIDGE program—a five-week, study-intensive program that provides hands-on experience, professional instruction, and scholarship opportunities. Participants attend approximately 120 hours of course work in Mathematics, Chemistry, Physics and Computer Programming. A component of the School of Engineering's Diversity Program, the residential BRIDGE program targets admitted first-year students who are members of groups traditionally underrepresented among the nation's engineers, including:

- Women
- African Americans
- Hispanics
- Puerto Ricans, and
- Native Americans

Engineering Diversity and Outreach Center

The Engineering Diversity Program (EDP) provides academic support services for underrepresented populations in the engineering fields such as female, African American, Hispanic, and Native American engineering students. In the past, the EDP has sponsored events such as:

- Multiply Your Options: A one-day seminar for eighth grade girls aimed at exposing them to role models in math, engineering, and technology.
- Engineering Your Future:
 - A similar program for eighth grade boys; and
 - Spark! Igniting the Next Generation of Women Engineers: A four-week program for middle school and high school females to have a mentorship experience by outstanding female undergraduate engineering students and engineering faculty members.
- BRIDGE: A five-week intensive summer readiness program designed to prepare students for their first-year experience in engineering fields.
- The Pre-Engineering Program: An enrichment program for seventh, eighth, and ninth grade students that includes hands-on math and science exploration activities aimed at increasing interest in careers involving science, mathematics, engineering, and technology.
- The da Vinci Project: A program designed to help post-elementary schools integrate elemental engineering into the classroom; and
- The Joule Fellows Program: Another program that aids teachers in incorporating engineering into the classroom.

The EDP continues to provide academic retention programs and outreach activities designed to increase the numbers of under-represented students pursuing careers in engineering.

Building Infrastructure Leading to Diversity (BUILD)

This Common Fund award is designed to attract minority students to the STEM (Science, Technology, Engineering, and Mathematics) fields through the development of interventions and initiatives for underrepresented groups.

Young Innovative Investigator Program (YIIP)

The Young Innovative Investigator Program (YIIP) is another of CICATS's sponsored programs. Its goal is to provide underrepresented minority UConn graduate students with support for research and academic achievement. The program also aims to provide mentorship and career guidance so the students may be prepared and qualified to enter Master's and doctoral programs.

UConn College Access and Preparation Program (UCAP)

The University's Center for Academic Achievement continues its high school outreach program called UConn College Access and Preparation Program (<https://cap.uconn.edu/hsi/ccap/>). First generation and low-income high school students who demonstrate academic need are provided assistance completing high school and preparing for post-secondary education. The program offers summer classes in addition to the services provided during the school year. Some of these programs include:

- Weekly meetings
- Tutoring services and academic advising
- Assistance with career or college and scholarship searching
- Cultural and social activities, and
- Community service participation

Entrepreneurship Boot Camp for Veterans with Disabilities

UConn's School of Business was recognized by the Paul Newman Foundation for positive and innovative community impact for its program, Entrepreneurship Boot camp for Veterans with Disabilities. The program works on training veterans with disabilities in business management and entrepreneurship and has become important for the reintegration of U.S. military service members to civilian society. This program has also served as an excellent recruitment source for departments on campus considering veterans for employment.

Graduate Assistance in Areas of National Need Program (GAANN)

The School of Engineering has been awarded fellowships from the Graduate Assistance in Areas of National Need Program, which comes from the US Department of Higher Education. The fellowship is designed for graduate students who are pursuing doctoral degrees in fields designated by the Federal Register as "areas of national need," such as area studies, biology sciences/life sciences, chemistry, computer and information sciences, engineering, foreign languages and literature, mathematics, nursing, physics, and educational evaluation, research, and statistics. The School of Engineering encourages women and students from minority backgrounds to apply for this fellowship.

Louis Stokes Alliance for Minority Participation Scholars Program (LSAMP)

UConn's LSAMP program continues in 2014 in its mission to increase enrollment, retention, and graduation of underrepresented minority groups in STEM (Science, Technology, Engineering, and Mathematics) fields. LSAMP students collaborate with faculty and their peers in research, community service, fostering leadership, and mentorship programs.

Next Generation Connecticut

President Susan Herbst and Governor Dannel Malloy launched Next Generation Connecticut in January 2013; this transformative initiative is still ongoing with the goal to expand educational opportunities to STEM (Science, Technology, Engineering, and Mathematics) students. In addition to creating jobs for the update of infrastructure, the Next Generation CT plan will create jobs for new STEM faculty. The program hopes to increase STEM enrollment at UConn while providing opportunities for the whole state's economy to prosper.

Academic Achievement Center

The Academic Achievement Center is focused on assisting students in reaching their personal and academic goals. The Center provides several programs and services to aid in skill development, decision-making, and to help students better navigate the University. Professional staff specialized for the Center are available by appointment and Student coaches are available for walk-in hours. These coaches are paired with a student for one-on-one tutoring. This on-campus tutoring center provides both an opportunity for students to seek academic and personal advisement and creates jobs for specialized faculty and staff.

Association for Latina/o Faculty/Staff (ALFAS)

This association is devoted to representing and raising awareness about issues concerning UConn's Latina/o faculty and/or staff. ALFAS seeks to advance educational and work opportunities within the University community. Some, but not all, of the objectives of this association are as follows:

- To work closely with the University administration to promote the upper mobility of Latinas/os at all levels
- To provide an environment for the discussion of issues concerning the overall well-being of the Latina/o community
- To represent and be a voice for the Latina/o community on all UConn campuses, and
- To create a support system within the University

Accounting Career Awareness Program

The Accounting Career Awareness Program (ACAP) was created to provide underrepresented high school students with early exposure to career opportunities within the business and accounting professions. The primary objective of ACAP is to increase the number of students pursuing careers in accounting and related business areas. ACAP began in 1980 when the National Association of Black Accountants (NABA) recognized the need for a program that would direct African Americans and other underrepresented groups towards the accounting profession. Recognizing that preparation for a professional career begins in the junior and senior

years of high school, NABA designed a one-week residency program where students have the opportunity to attend classes on careers in accounting and business, personal development, and college preparation.

Leadership in Diversity

Leadership in Diversity (LID) is a mentoring program that aims to maintain and encourage confidence and success in Students of Color as they pursue careers in the fields of Elementary, Secondary and Higher Education. This program intends to provide minority students with the necessary tools, networks, and information to be competitive, well-rounded future educators.

Graduate Students of Color Association (GSCA)

GSCA is a cultural and advocacy-based organization that seeks to support graduate students of different ethnicities and races in their progression through graduate school as well as the promotion of individual and collective cultural identities by group support. GSCA offers an open forum to discuss issues, concerns, topics, and information that are relevant to the experiences of students of color. While all graduate students at UConn are invited to attend and participate, the focus of events and activities are directed toward outreach, recruitment, retention, and support of historically underrepresented members of the UConn community.

UConn's Chapter of the Minority Association of Pre-Medical Students (MAPS)

MAPS strive to diversify the health field by supporting and preparing pre-health students of color for health-related professional schools during their undergraduate careers. Regular meetings consist of panels, webinars, training, lectures, and field trips.

El Foco on Latina/os in Education

The Latinos in Education Foco is a research community within El Instituto that aims to support junior tenure-track faculty through the tenure process by providing opportunities for mentorship, networking, professional development, and financial support for research endeavors.

Office for Diversity and Inclusion's Social Media Internship

The Office for Diversity and Inclusion advocates for access and equity across all university units. This internship is open to undergraduate students who are interested in creating and implementing social media campaigns and content related to diversity and inclusion programming and events on campus.

Explore Engineering ()

The UConn Explore Engineering () Program is open to high school sophomores and juniors, providing them with a one-week residential STEM summer camp. Students will work with SoE faculty and students to learn more about the workplace and engineering concepts. Participants will work with engineering devices and processes and fabricate a single engineering discipline-specific device.

Pre-Engineering Program

The Pre-Engineering Program (PEP) is an enrichment program for 6th, 7th, and 8th grade students that includes hands-on math and science exploration activities aimed at increasing interests in careers within the STEM field.

Sisters in STEM Conference

Sisters in STEM Conference is a one-day conference for underrepresented tenth grade high school female students to show what the STEM fields have to offer. This conference includes representative role models leading laboratory tours, engaging experiments, and self-development workshops.

SPARK Program

The goal of the SPARK Program is to shrink the gender gap within STEM; thus, it invites 6th through 9th grade female students to participate. Participants will challenge themselves through utilizing math and science skills in hands-on projects and experiments, engineering concepts, and activities. All participants will be taught and mentored by outstanding female undergraduate engineering students.

Summer InQbator

Through the Summer InQbator program, several high-potential business plan teams are invited to participate during the months of May and June. In this, teams will continue to explore and improve their plans with the mentorship of successful entrepreneurs. Once this period is over, those with the top plans will receive funding.

Puerto Rican & Latin@ Studies Project (PRLSP)

The PRLSP was established to help prepare social workers serve individuals, groups, families, and organizations within Latina/o communities through research, training, and service, while also increasing the advancement of knowledge and research regarding Puerto Rican and Latina/o matters. PRLSP works to increase Puerto Rican and Latina/o recruitment, retention and BSW, MSW, and Ph.B. degree completion, as well as training social workers. It also includes partnership and collaborations with CT residents and agencies, and institutions in-state and globally.

BOLD Women's Leadership Network at UConn

The BOLD Women's Leadership Network is a program that brings out leadership in young women during and beyond their college years. The network focuses on career development and networking through a multitude of channels. At UConn, applicants are selected to receive scholarships while making a 2-year commitment to the program. Scholars will work with mentors to develop individualized projects for implementation during the summer between their junior and senior years. During their senior year, scholars will disseminate the results of their

projects, participate in leadership development activities, and serve as mentors for subsequent cohorts.

Tribal/University Advisory Board (TUAB)

During this *Plan* year, the University entered into an agreement with the five recognized American Indian Tribes in Connecticut with the stated mission of working together to strengthen their relationship, striving to ensure that Native American and Indigenous students, staff and faculty at UConn are provided with the intellectual, academic, cultural, social and financial support needed to develop a sense of belonging at UConn and for supporting process of tribal nation building within their respective communities. The University has committed to formal tribal consultation through regular meetings and the establishment of a Tribal/University Advisory Board (TUAB) with recruitment and retention of Native American and Indigenous faculty and staff and the development of pathways for the recruitment, admission, and retention of Native American and Indigenous students with a focus on students enrolled in the Signatory Tribal Nations as its initial priorities. Please see **Exhibit 1** of this section for details regarding this initiative.

UConn, Connecticut's 5 Recognized Tribes Launching Historic Partnership

The agreement is the first of its kind on the East Coast between Tribal Nations and a university.



Beth Regan, chairwoman and justice of the Mohegan tribal nation, speaks during the UConn Board of Trustees' meeting as members of the Eastern Pequot, Golden Hill Paugussett, Mashantucket Pequot, Mohegan, and Schaghticoke tribal nations stand behind her in the North Reading Room of Wilbur Cross on Dec. 11, 2024. (Sydney Herdle/UConn Photo)

UConn and the five recognized American Indian Tribes within current State boundaries are launching a historic partnership, envisioning wide-ranging collaborations in academic and research pursuits, economic development, community service, and cultural enrichment.

Such a comprehensive agreement is the first of its kind on the East Coast between Tribal Nations and a university. It is especially significant given UConn's status as one of the federal Morrill Act land grant institutions, which profited from land obtained from Indigenous peoples through generations of broken treaties, forced removal, and brutal warfare.

The [Memorandum of Agreement](#) (MOA) was met with applause, embraces, and more than a few tears of happiness when it was presented recently to UConn's Board of Trustees by citizens and representatives of the [Eastern Pequot](#), [Golden Hill Paugussett](#), [Mashantucket Pequot](#), [Mohegan](#), and [Schaghticoke](#) Tribal Nations.

“Like all land-grant institutions, UConn carries a complex history: a history of impact and achievement that rests on the displacement of Indigenous communities from the very land that sustains us,” Provost Anne D’Alleva told trustees.

“Acknowledging this history is vital as we work to fulfill our values as an institution and build meaningful, mutually beneficial relationships with our Tribal Nations, who have called this region home for generations,” she added.

It also marks a watershed moment for UConn as it seeks to position [UConn Avery Point](#) as a Native American-Serving, Nontribal Institution ([NASNTI](#)), a federal designation earned when at least 10% of the undergraduate population of a campus identifies as Native American and/or Alaska Native.

That would make UConn only the fourth institution east of the Mississippi River to have a campus with NASNTI designation and among land grant and R1 (high research activity) universities.

UConn has worked in recent years to support the development of services and programs for Native American and Indigenous students and employees. It has also established a fruitful partnership with the Mashantucket Pequot Tribal Nation on the development of the tribe’s hydroponic [Meechooôk Farm](#); [research into responsible gaming](#); and various academic and cultural endeavors with the other Tribal Nations.

Those initiatives set the foundation for many more that are envisioned through the MOA, which also sets up a Tribal/University Advisory Board and commits to formal consultation between UConn and the five signatory tribes on a range of academic, cultural, community, and operational priorities.

Connecticut, whose name is derived from the Algonquin word Quinnehtukqut – meaning roughly, “beside the long tidal river” — will benefit for generations to come from the expertise and commitment that the tribes and University will bring to bear, officials said.

“Connecticut: It’s a word of our founding language. How appropriate that the flagship university that bears this name will be the first college that respectfully involves Tribal Nations here, today and beyond, to teach and learn about ourselves on our own land, including our language, history, politics, arts, and sciences,” Elizabeth “Beth” Regan, chairwoman of the Mohegan Tribe Council of Elders, said at the trustees meeting.

“At the same time, we will bring our Indigenous knowledge of the ancient stories and ways of this land, as well as the Native perspective on Connecticut in an informed way from its first peoples,” she said.



UConn President Radenka Maric hugs Beth Regan, chairwoman and justice of the Mohegan Tribal Nation, while Brenda Geer, Vice-Chairwoman of the Eastern Pequot Tribal Nation shakes hands with members of UConn's Board of Trustees during the boards' meeting in the North Reading Room of Wilbur Cross on Dec. 11, 2024. (Sydney Herdle/UConn Photo)

The MOA also includes strategies to increase recruitment, enrollment, and retention of Native American and Indigenous students throughout UConn and especially at Avery Point.

That campus is near some of the earliest and bloodiest 17th century engagements between the English and Indigenous peoples, which set the stage for broader colonization throughout North America and created societal and economic ripple effects that continue to be felt today.

The 1638 [Treaty of Hartford](#), which ended the Pequot War one year after the [Mystic massacre](#), included terms that attempted to effectively eliminate the Pequot Nation. Its language was banned, its 200 remaining tribal members were sold to other tribes, and even its name was stricken from use.

That history makes one part of the MOA between UConn and the Signatory Tribes especially noteworthy: Through the agreement, UConn joins the state and federal governments in recognizing and respecting the distinct, inherent, legal, and political sovereignty of the Tribal Nations with their own powers of self-governance and self-determination.

"I could not be more proud of my alma mater. I bleed blue, and standing here before you all is an incredibly proud moment for me personally," [Rodney Butler '99 \(BUS\)](#), Chairman of the Mashantucket Pequot Tribal Nation, told trustees at the recent meeting.

"This is not simply a partnership that the University is entering into. It is a direct relationship between governing bodies that recognizes and respects tribal sovereignty for the first time in the history of this institution," he added.

"That alone makes this moment historic, but it also makes UConn the first university in the eastern United States to sign an MOA with Tribal Nations – and more specifically a land grant institution to sign an MOA with Tribal Nations."

A Complex History

The Storrs Agricultural College, the precursor to today's UConn, was designated Morrill Act land grant status in 1893 after the state legislature transferred that designation from Yale.

Holding land grant status has always come with financial benefits for the original 57 institutions established under the first Morrill Act, either directly granting them property taken from Tribes for that purpose – most common in the western U.S. – or sharing the profits of seizing gained from selling that land.

While the properties on which UConn's campuses sit had gone through generations of ownership changes before gaining Morrill Act status, the University still directly benefited – then and now — from the land seizure practice.

According to [High Country News](#), which conducted a sweeping analysis in 2020 of the Morrill Act's legacy, Connecticut benefited from sales that took land from more than 50 tribes. For UConn, that meant millions of dollars granted over time when adjusted for inflation.

But even before the Morrill Act was established in 1862 – and long before UConn started to benefit from it — the Tribal Nations of Quinnehtukqut had already experienced more than 200 years of dispossession from their ancestral lands, while watching the process replay itself in the western U.S.

Connecticut was once home to [a large number of thriving tribes of all sizes](#), but as English presence expanded, tribes lost their land through warfare, treaties, and forced displacement and assimilation. Once the state was formed in 1788 and eventually thrived, the Tribal Nations fought to keep their languages, modes of governance, cultural identities, and traditions alive.

The same occurred at UConn: Even as it grew throughout the 1990s and 2000s, the percentage of students who [identified themselves as American Indian and Alaska Natives](#) rarely reached half of 1% of the entire student body in a given year.

In recent years, however, UConn leaders and members of the Tribal Nations say they've noticed a palpable shift.

In 2018, Penobscot student [Sage Phillips](#) '22 (CLAS) founded the Native American and Indigenous Students Association ([NAISA](#)) in collaboration with faculty involved in the [Native American Cultural Programs](#). The University also adopted a [land acknowledgment statement](#) in 2019 and, earlier this year, hired [its first NACP director](#), Chris Newell '14 (BUS), who is Passamaquoddy.

"Our university, like the rest of our state, exists because we sit on Native lands and territories. Our histories are intertwined and marked by pain, loss, and dispossession," President Radenka Maric said recently upon presenting the MOA to trustees.

"That's why I'm so deeply honored to recognize this Memorandum of Agreement, (which) will focus on our shared commitment to education, community-engaged research, economic development, and opportunities in Tribal Nation communities," she said.

A Path Forward

Tribal leaders, university faculty and administrators, and others have worked for the last two years on developing the Memorandum of Agreement.

People and groups from throughout the University have been deeply involved in the discussions with Tribal members from Connecticut and beyond including the Provost's Office; the [Akomawt Educational Initiative](#); the College of Liberal Arts and Sciences; the College of Agriculture, Health and Natural

Resources; and Professor Sandy Grande, who is Special Advisor to the Provost for Native American and Indigenous Affairs and a professor of political science and Native American & Indigenous Studies.

Throughout the process, they said, they did not want a document heavy on rhetoric and short on action.

On the contrary, it has specific aims that include working together on ideas to recruit and retain Native American and Indigenous employees and students; working to imbue UConn's academic, research, and service missions with meaningful elements of Native American knowledge; and identifying potential collaborative business opportunities with Tribally owned businesses.

The new Tribal/University Advisory Board will be tasked with meeting at least four times annually to set strategic priorities, receive updates, and ensure an active, vibrant, ongoing conversation among all of the parties.

"As this nation is approaching the commemoration of its 250th year, our tribes and the University of Connecticut will be leading on the right side of history," Regan said.

CONCLUDING STATEMENT

(Section 46a-68-94)

March 2025

This section of the 2024 *Plan* was found to be in compliance.

As President of the University of Connecticut, I am personally and professionally committed to the policies of Affirmative Action. I acknowledge that the ultimate responsibility for promoting and enforcing affirmative action rests with the Office of the President and accordingly, I will account for the success or failure of the *Plan*.

As appointing authority for the University of Connecticut, I pledge that the employees and I will make every good faith effort to achieve the objectives, goals, and timetables as set forth in this *Affirmative Action Plan*.

The Interim Associate Vice President of the Office of Institutional Equity, Sarah Chipman, is the designated Affirmative Action Officer for the University and reports directly to me.

3.25.25

Date



Dr. Radenka Maric

President, University of Connecticut