

Identification of Problem Areas Section 46a-68-87

The University, in compliance with this section, has reviewed each occupational category and position classification with significant numbers of persons employed to determine which experienced an increase or reduction in force. All of the University's personnel policies and practices were analyzed to identify those non-quantifiable aspects of the employment process that may impede or prevent the full and fair participation of minorities, women, older workers, and persons with disabilities in the employment process. An additional objective was to identify any systemic discrimination, which is defined as the use of tests, job qualifications, and other employment practices having the unintended effect of contributing to the adverse impact on minorities and women.

Summary of Hires

For this reporting period, CCSU established seventy-four (74) hiring goals and experienced forty-five (45) hires. Hiring occurred in the occupational categories of Executive Administrative, Associate Professor, Assistant Professor, Coaching, Professional Non-Faculty, Clerical All Titles, Secretary 2, Technical Paraprofessional, Protective Services, and Custodians.

Since goal achievement cannot take place in categories where hiring did not occur, eight (8) goals attributable to the categories of Professor [one (1) goal], Skilled Crafts [three (3) goals], and Service Maintenance, All Titles [four (4) goals] were not achievable and therefore only sixty-six (66) of the seventy-four (74) established goals were identified as achievable goals. Of the forty-five (45) hires that occurred during this reporting period, twelve (12) or twenty-seven percent (27%) of all hires met established reachable hiring goals.

Additionally, in its commitment to diversify the University hired twenty-five (24) members of underrepresented groups* that did not meet established goals:

- One (1) diverse hire in the **Executive Administrator** category: One (1) Hispanic female.
- Seven (7) hires in the **Assistant Professor** category: One (1) White female; One (1) Black female; Two (2) Hispanic females; and Three (3) AAIANHNPI males.
- Eleven (11) diverse hires in the **Professional/Non-faculty** category: Eight (8) White females; Two (2) Black females; and One (1) Hispanic female.
- One (1) diverse hire in the **Clerical All Titles**: One (1) Black female.
- One (1) diverse hire in **Protective Services**: One (1) Hispanic male.
- Three (3) diverse hires in the **Custodian category**: Two (2) White females and One (1) Hispanic female.

*White Female hires in the categories of Clerical, all titles; Administrative Assistant; and Secretary 2 were not identified as diverse candidates as they are overly represented in these categories.

In all, thirty-six (36) out of the forty-five (45), or eighty (80%), were either goal candidates or candidates from historically underrepresented groups, including White females in non-clerical positions.

Summary of Promotions

For this reporting period, CCSU established thirty (30) promotional goals and experienced twenty-eight (28) promotions. Promotions occurred in the occupational categories of Executive Administrative, Professor, Associate Professor, Professional Non-Faculty, and Secretary 2. Of the twenty (28) promotions that occurred during this reporting period, eight (8) or twenty-nine percent (29%) met established reachable promotional goals.

Additionally, in its commitment to diversify the University workforce promoted twelve (12) members of underrepresented groups* that did not meet established goals:

- One (1) diverse promotion in the Professor category: One (1) Hispanic male.
- Ten (10) diverse promotions in the **Associate Professor** category: Six (6) White females; One (1) Black male, One (1) Hispanic female and Two (2) AAIANHNPI males.
- One (1) diverse promotion in the **Professional/Non-faculty** category: One (1) White female.

*White Female hires in the categories of Clerical, All Titles and Secretary 2 were not identified as diverse candidates as they are overly represented in these categories.

In all, twenty (20) out of the twenty-eight (28), or seventy-seven (77%), were either goal candidates or candidates from historically underrepresented groups including White females in non-clerical positions. The table and chart below gives an overview of promotions by race and gender.

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

A. Aspects of Employment

1. EMPLOYMENT APPLICATIONS

For all positions in the Executive/Administrative, Faculty, and Professional/Non-Faculty categories, candidates apply by sending a resume, cover letter, and often letters of reference. This process enables prospective candidates to present extensive information about their candidacy to search committees, thereby enabling committees to review candidates with alternative experience or qualifications where possible. Advertisements state that the University may consider an equivalent combination of credentials and/or experience to meet the specified qualifications.

One serious obstacle to Affirmative Action compliance has been the small percentage of applicants who elected to submit their demographic information during the application process, historically around 20%. About five years ago, the University implemented a new procedure in which applicants are required to submit a demographic cover page to receive a unique applicant identification number. Applicants still may elect not to provide their race/gender information. However, the fact that this is an active instead of passive choice has already increased the percentage of candidates electing to report. We have sustained a strong response rate with the number of candidates who have elected to identify their race and gender from ninety-two (92%) percent in 2013, to ninety-three (93%) percent in 2015, ninety-five (95%) percent in 2016, ninety-three (93%) percent with 1839 applicants in 2017 and it is now ninety four (94%) percent with 2187 applicants

The University utilizes the standard State of Connecticut application (HR-12) for candidates applying for positions in all classified occupational categories. The HR-12 does not screen out candidates based on race, sex, age, disability or any other protected class. The applicant provides information related to their demographics voluntarily; therefore, this information is not always available.

2. JOB QUALIFICATIONS AND JOB SPECIFICATIONS

Executive/Administrative

The positions in this occupational category are unclassified and highly specialized in that each one is a one of a kind position and each involves major areas of higher education administration. Recruitment for these positions is difficult because extensive qualifications are required. The educational expectation is usually a doctorate or terminal degree. This requirement may reduce the number of underrepresented group candidates. However, the University does advertise for and considers comparable alternative credentials and experience to improve access.

Faculty

Job requirements for faculty members are usually demanding. The applicants must possess doctorates, have all requirements for their doctorates completed except for their dissertations (All But Dissertation—ABD status), or other terminal degrees in order to meet accreditation standards for the school and/or discipline. Since obtaining the Association to Advance Collegiate Schools of Business (AACSB) accreditation, the School of Business is hiring faculty members who have graduated from an AACSB accredited schools, as it is part of its accrediting requirement.

Search committees seek applicants who meet not only the minimum qualifications but generally also the preferred qualifications, as they are usually areas of need for their department. The quality of the applicants' credentials significantly influences the selection of the final candidates. Setting high levels of educational and experiential qualifications may limit the number of applicants who are members of underutilized classes. Recent statistics published in the *Minorities in Higher Education Twenty-Fourth Status Report, 2011 Supplement* (ACE, 2011) indicate that in 2007-08, 6.2% of all doctorates were awarded to African Americans, 4.4% to Hispanics, 9.4% to Asian Americans, and less than 1% to American Indians. While there is a slight increase from the 2008 data it is still a relative small pool of minority candidates, the competition to recruit minorities is intense. Collective bargaining salary caps, a high course load, and limited funded resources to support research decreases the University's ability to attract minority candidates. However, the University has regularly considered candidates who have not yet obtained a terminal degree. When such a candidate shows promise, the University offers employment contingent upon obtaining the appropriate degree by the time of appointment, although in a few disciplines where the demand is intense, the University has allowed longer periods to facilitate obtaining the terminal degree.

The American Association of University Professors (AAUP) Minority Recruitment and Retention Committee (MRRRC) plays a role in assisting the University to diversify its faculty and retain underutilized group members. The MRRRC supports the University's recruitment efforts by supporting the improvement of non-tenured minority members' credentials, and awarding individual grants for research to assist in the retention of non-tenured minority faculty. In addition, faculty who attend professional conferences in their disciplines are asked to actively recruit minority candidates and provide a list of conference attendees for use in future recruiting efforts. Faculty members are also encouraged to conduct interest discussions with potential candidates and job interviews with candidates who are unable to attend on-campus interviews.

Unique job qualifications, substantial educational requirements, and work experience requirements limit the number of minority persons invited to interview. The Chief Diversity Officer (CDO) addresses these and other factors during search committee orientations (called search charge meetings), in addition to the proposed job qualifications, the search plan, the permissible pre-employment inquiries, the interview plan, evaluation process, and the hiring goals for the relevant occupational category.

Coaching

After consultation with the CHRO reviewer on March 6, 2013, the University has removed all coaching titles out of the faculty category and created a separate EEO category (coaching) and a separate analysis was conducted in all numerical sections of the plan. The Coaching category consists of Coach A, Coach 1-4 and athletic trainers. The university develops job descriptions in consultation with the AAUP. The positions in this occupational category are unclassified and highly specialized in that each one is a one of a kind position depending on the sport and each requires successful coaching experience at the collegiate level, typically at the Division 1 or 2 level. Starting

with the 2014/2015 AA Plan period, full-scale searches are conducted for nearly all part-time positions to ensure compliance with equal opportunity and contract requirements. This would allow the university to move part-time coaches to full-time positions when the need arose.

Professional/Non-Faculty

The Professional/Non-Faculty category consists of administrative faculty members in ranks Administrator I through Administrator VI. The administrative faculty supports all aspects of the University with the exception of those areas designated as academic--teaching. These professionals are utilized throughout the University, including but not limited to the divisions of Student Affairs, Institutional Advancement, Academic Affairs, Administrative Affairs, Fiscal Affairs, Registrar's Office, Recruitment and Admissions Office, and Information Technology Services.

The job qualifications for each administrative faculty position are set out in a job description reviewed by the State University Organization of Administrative Faculty (SUAOF/AFSCME) union and management. For the most part, all positions require a minimum of a Bachelor's degree, with many positions requiring a Master's degree and several years of relevant administrative experience including experience in a higher education setting.

The recruitment and selection process mandated by the SUOAF/AFSCME collective bargaining agreement requires that any vacancy or promotional opportunity must be posted internally so that bargaining unit members of the Board of Regents for Higher Education System are afforded the opportunity to apply for the opportunity before external recruitment can be initiated. The bargaining unit member must communicate their expression of interest to the designated management official within ten (10) working days of the vacancy notification and may participate in the recruitment and selection process if they obtained employment within the bargaining unit through an affirmative action search. While this process facilitates promotional opportunities, it may result in a limited pool of candidates and limited opportunity to achieve affirmative action goals.

SUAOF/AFSCME and Minority Recruitment and Mentoring Committee (MRMC) funds are used to enhance the professional development of minority employees during the first through sixth (1-6) years of their appointment. Recruitment and retention are achieved by sponsoring workshops to mentor these employees; distributing recruitment directories; funding advertisement in minority publications and websites; and supporting other professional development activities, including attendance at professional conferences and tuition assistance. These efforts provide significant assistance to the University in diversifying its applicant pools, supporting retention activities, and preparing minority group members for advancement. In 2012, employees promoted to higher-level positions or changed jobs also qualify for these funds.

Clerical/Secretarial

The State of Connecticut, Department of Administrative Services sets job qualifications and specifications for these positions. Often candidates are selected from SEBAC and/or re-employment lists from the classified service. Civil service certification lists are also typically used. Recruitment for clerical/secretarial positions is often difficult because it is defined by the regulatory framework within which recruitment and selection must be conducted.

Technical/Paraprofessional

Positions within this category are specialized and require experience and/or education in specific types of work. Candidates for these positions must be on the appropriate state certification list at

the time of appointment to the position. Vacancies are unpredictable and periodic in this occupational area.

Skilled Crafts

The stringent qualifications for positions in this category may prevent some underutilized class members from applying for employment opportunities if they lack the requisite skills. Management makes information available to its employees regarding education, skills, and experience needed for each job in the career ladder. In addition, the Connecticut Employees Union NP-2 "Independent" bargaining agreement, Article 14, Vacancies, section four requires that "each vacancy shall first be filled by transfer from 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. Any employee who is seeking a transfer or promotion to another position within the agency shall be given preference over new hires unless he/she is not qualified to perform the job." In the collective bargaining agreement agency is defined to mean any state university or community college within the Board of Regents of Higher Education. Affirmative action gains through external hires are compromised when vacancies within this category are generally filled by transfer or promotion.

Several factors affect the University's recruitment efforts in this category. Salary rates in this occupational category are not competitive with the local job market. Consequently, local minority skilled crafts workers are able to earn more in the private sector than at the University. The jobs in this category have traditionally been held by males, creating a lack of female skilled crafts workers. Until recently females have been entering the skilled crafts field at a lower rate. Historically, the University had been unable to hire females since the available applicant pool has been too small. Nevertheless, the University uses in-house training opportunities to develop internal pools of minority group members where possible.

Service/Maintenance

Custodians:

The Connecticut Employees Union NP-2 "Independent" bargaining agreement, Article 14, Vacancies, Section four requires that "provided that no employee has recall rights, each vacancy shall first be filled by transfer from 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. Any employee who is seeking a transfer or promotion to another position within the agency shall be given preference over new hires unless he/she is not qualified to perform the job." Agency in the contract has been redefined to mean any state university or community college within the Board of Regents of Higher Education. If the union member seeking a promotion or transfer is not qualified, the above noted requirements are not applicable. These contractual requirements can serve to limit the University's ability to recruit minority group members for positions in this category.

All others in the category excluding Custodians:

The collective bargaining agreement that governs these positions requires that all vacant positions be filled first by employees with recall rights and then by transfers from within the union members. Positions can be filled by the promotion of union members within the University when those with recall rights or by transfers do not fill said position. If the union member seeking a promotion or transfer is not qualified, the above noted requirements are not applicable. These contractual requirements can serve to limit the University's ability to recruit underutilized group members for positions in this category.

Protective Services

The recruitment of females, especially minority females, into positions traditionally held by males, such as police officer is difficult statewide. There is an apparent lack of interest in the position and there is some evidence to suggest that underrepresented class members perceive police to be hostile to the group and so reject a career in criminal justice. Recruitment and hiring generally occurs at the level of protective services trainee. All candidates, other than transfers, must attend the police academy and pass the requirements there in order to remain employees within this category.

3. RECRUITMENT PRACTICES

The University continued to use established recruitment efforts for the Executive/Administrative, Faculty, and Professional/Non-Faculty occupational categories. Further, all search committees were required to increase their recruitment efforts to include professional websites that target underrepresented groups. Previous recruitment strategies, such as the extension of searches, personal recruitment through employees' contacts, and recruitment initiatives of the MRRC and MRMC, were continued.

The University utilized recruitment strategies, such as posting notices on the Department of Administrative Services website, e-mailing announcements to campus departments, posting notices on the bulletin boards in the administration building as well as East Hall, to recruit for positions in unclassified occupation categories. In addition, state certification lists were used to recruit qualified candidates in the classified occupational categories. Applicants are required to pass a state certification examination to be deemed eligible for appointment.

The Office of Human Resources continually seeks new recruitment sources for classified positions and they will continue to utilize this list for all classified postings. This shall address the lack of recruitment of woman or minorities in the following areas: Skilled Craft and Service Maintenance.

PERSONNEL POLICIES

The University examined its personnel policies to identify those non-quantifiable aspects of the employment process, which may impede or prevent the full and fair participation of underrepresented race/sex group members in the employment process and, as a result, made modifications where appropriate. Those personnel policies that are determined by collective bargaining obligations may be changed only through that process.

4. ORIENTATION

New faculty members attend a comprehensive orientation session at the start of each academic year. The AAUP/MRRC may provide mentors to new minority faculty members to assist them in their adjustment to the University, and the SUOAF/MRMC hosts an orientation luncheon for new minority employees in the Professional/Non-Faculty category. The Human Resources Office provides orientation for employees in the Professional Non-Faculty and all classified occupational categories. The Office of Diversity & Equity (ODE) participates in orientation programs in order to provide new employees with information regarding policies related to equal employment opportunity/affirmative action, sexual harassment, and the internal grievance (discrimination complaint) procedure.

The Human Resources Office directs all new employees to the Central Connecticut State University sign up portal of the HR website. This website is dedicated to providing new employees information regarding the university including: the University Mission Statement, Statement on Affirmative Action/Equal Employment Opportunity, the Nondiscrimination in Education and Employment Policy, Sexual Misconduct Policy (including sexual harassment), Health and Life Insurance, as well as

personnel policies relating to compensation, attendance, and career mobility. This website is regularly updated to reflect changes in policies and procedures.

5. TRAINING

The University fosters and encourages employees to participate in training programs, which will assist in their job responsibilities and their professional growth. To that end, the University provides in-house training in computer skills, data collection, and record maintenance, as well as makes available information on in-service training offered by the Department of Administrative Services. In addition, the Human Resources Office (HRO) staff provide training on a variety of topics related to supervision, performance evaluations, and the Americans with Disabilities Act (ADA). Through programs such as tuition reimbursement, tuition waivers, and collective bargaining agreements, employees have the opportunity to pursue other training options, including college courses.

6. COUNSELING

Career counseling is available in the HRO, the ODE, and Career Services. For personal counseling, the University has an effective Employee Assistance Program for referrals and limited services.

7. DISCRIMINATION COMPLAINT PROCESS

All employees have access to grievance procedures through their collective bargaining agreements and/or the Board of Region Personnel Policies, and are provided with a copy of the CCSU Nondiscrimination in Education and Employment Policy as well as the CCSU Procedures and Timetables for Processing of Discrimination and Sexual Harassment Complaints. These documents outline employee protections under the University's affirmative action/equal employment opportunity policies and are posted on the ODE's website: www.ccsu.edu/diversity.

8. EVALUATION

The University conducts employee evaluations pursuant to collective bargaining agreements or the Board of Trustees' Personnel Policies. The performance of the unclassified Management/Confidential staff is evaluated on an annual basis. The appropriate chief executive officers review the performance appraisals. An analysis of all evaluations is reported on Form 42A3 in Section XII, Employment Analysis.

9. LAYOFFS

The University did not experience any layoffs during this reporting period.

10. TERMINATION

The University has not experienced any problems in this area of the personnel process. That being said, the university activity engages employees who are leaving the university in an exit survey to inform the University of matters resulting in the separation of employees.

B. SUMMARY OF PROBLEM AREAS

Recruitment Practices:

The SUOAF collective bargaining process that requires positions to be posted for 10 days and only open to current permanent or probationary SUOAF employees may limit the university's ability to achieve affirmative action goals in the Professional Non-faculty category. During this reporting period, two positions were filled through this process, which resulted in the hiring of two (2) White females. As part of our on-going efforts to increase the diversity of our applicant pools, ODE will work with hiring managers to determine when a position would best be filled through an Affirmative

Action search. Additionally, as part of its role in the University, the Employee Advisory Committee will be informed of search/hiring updates to determine if formal strategies need to be implemented to address and limit potential problem areas resulting from this process. This process is under review by the Employee Advisory Committee and changes were made in the collection of applicant data process – the Office of Human Resources will collect the applicant data and report it to ODE.

In the Skilled Crafts category, the contract clause states that in all non-competitive maintenance positions the vacancies are to be filled by seniority from within the Board of Regents of Higher Education. Other factors that affect this occupational category include starting salaries that are not competitive compared with the local labor market.

In the Service Maintenance, when the position does not require State of Connecticut examinations, the University will expand and identify new advertising and recruitment sources. Additionally, the custodian and skilled craft area are also areas that need improvement in their diversification of applicants. This will be addressed by ensuring diversified recruitment sources are utilized for open-competitive positions.

The University recognizes that additional recruitment efforts are necessary in the Protective Services category in order to attract females into the field of protective services. However, the requirement that applicants must be POST certified to be eligible for appointment to protective services positions creates an additional barrier. When possible the university will consider filling the position at the trainee level.

C. Age and Disability:

Pursuant to this section, the agency examined all aspects of the employment process to determine if any employment policy or practice might impede or prevent the full and fair participation of the physically disabled and older persons in the workforce.

The University reviewed its unclassified job descriptions to eliminate the establishment of artificial barriers to disabled applicants and search committees are instructed regarding the use of permissible and non-permissible questions. Further, the ODE reviewed all job advertisement to eliminate any references that could be construed as discriminatory based on age or disability. The University's web page, www.ccsu.edu, provides an accessibility map of the campus and maps are available throughout campus as well as by mail. The University's Student Wellness Services are resources for persons who may need assistance. Human Resources will continue to monitor all employment transactions for compliance with personnel policies as well as state and federal regulations.

Q1 Name

Answered: 28 Skipped: 0

Q2 University Department

Answered: 28 Skipped: 0

Q3 Job Title

Answered: 28 Skipped: 0

Q4 Employment Category/Appointment Type

Answered: 26 Skipped: 2

AAUP Faculty					
	SPECIAL APPOINTMENT (TEMP.) (1)	TENURE TRACK (2)	TENURED (3)	DEFINED TERM APPOINTMENT (COACH) (4)	TOTAL
Please select one	0.00% 0	50.00% 6	41.67% 5	8.33% 1	12

BASIC STATISTICS	MINIMUM	MAXIMUM	MEDIAN	MEAN	STANDARD DEVIATION
Please select one	2.00	4.00	2.50	2.58	0.64

SUOAF Administrative Faculty				
	TEMPORARY APPOINTMENT (1)	TERM APPOINTMENT (2)	CONTINUING APPOINTMENT (3)	TOTAL
Please select one	0.00% 0	44.44% 4	55.56% 5	9

BASIC STATISTICS	MINIMUM	MAXIMUM	MEDIAN	MEAN	STANDARD DEVIATION
Please select one	2.00	3.00	3.00	2.56	0.50

Classified						
	ADMINISTRATIVE CLERICAL (1)	ADMINISTRATIVE & RESIDUAL (2)	ENGINEERING & SCIENTIFIC (3)	MAINTENANCE (4)	PROTECTIVE SERVICES (5)	TOTAL
Please select one	60.00% 3	20.00% 1	0.00% 0	20.00% 1	0.00% 0	5

BASIC STATISTICS	MINIMUM	MAXIMUM	MEDIAN	MEAN	STANDARD DEVIATION
Please select one	1.00	4.00	1.00	1.80	1.17

Management/Confidential			
	NON-TEMPORARY APPOINTMENT (1)	TEMPORARY APPOINTMENT (2)	TOTAL
Please select one	100.00% 5	0.00% 0	5

BASIC STATISTICS	MINIMUM	MAXIMUM	MEDIAN	MEAN	STANDARD DEVIATION
Please select one	1.00	1.00	1.00	1.00	0.00

Q5 Gender

Answered: 28 Skipped: 0

ANSWER CHOICES	RESPONSES
Male (1)	53.57% 15
Female (2)	46.43% 13
TOTAL	28

BASIC STATISTICS				
Minimum	Maximum	Median	Mean	Standard Deviation
1.00	2.00	1.00	1.46	0.50

Q6 Length of CCSU service

Answered: 27 Skipped: 1

ANSWER CHOICES	RESPONSES
Under 5 years (1)	29.63% 8
5 - 9 years (2)	11.11% 3
10 - 15 years (3)	18.52% 5
16 - 19 years (4)	3.70% 1
20 - 25 years (5)	11.11% 3
26+ years (6)	25.93% 7
TOTAL	27

BASIC STATISTICS				
Minimum	Maximum	Median	Mean	Standard Deviation
1.00	6.00	3.00	3.33	2.00

Q7 Would you work for CCSU again in the future?

Answered: 27 Skipped: 1

ANSWER CHOICES	RESPONSES	
Yes (1)	66.67%	18
No (2)	33.33%	9
TOTAL		27

BASIC STATISTICS				
Minimum	Maximum	Median	Mean	Standard Deviation
1.00	2.00	1.00	1.33	0.47

Q8 Were you able to utilize your skills and abilities in your position at CCSU?

Answered: 28 Skipped: 0

ANSWER CHOICES	RESPONSES	
Yes (1)	71.43%	20
No (2)	28.57%	8
TOTAL		28

BASIC STATISTICS				
Minimum	Maximum	Median	Mean	Standard Deviation
1.00	2.00	1.00	1.29	0.45

Q9 Did the job meet your expectations?

Answered: 28 Skipped: 0

ANSWER CHOICES	RESPONSES	
Yes (1)	60.71%	17
No (2)	39.29%	11
TOTAL		28

BASIC STATISTICS				
Minimum	Maximum	Median	Mean	Standard Deviation
1.00	2.00	1.00	1.39	0.49

Q10 Please indicate the reason/s that contributed to your decision to leave CCSU.

Answered: 28 Skipped: 0

ANSWER CHOICES		RESPONSES		
Salary/Wage (1)		14.29%		4
Employment conditions (2)		14.29%		4
Promotional opportunity (3)		7.14%		2
Work location/relocation (4)		10.71%		3
Workplace culture and values (5)		32.14%		9
Family/Childcare reasons (6)		7.14%		2
Health-related reasons (7)		3.57%		1
Retirement (8)		57.14%		16
End of contract (9)		3.57%		1
Lack of advancement opportunities (10)		10.71%		3
Other (please specify) (11)		28.57%		8
Total Respondents: 28				
BASIC STATISTICS				
Minimum	Maximum	Median	Mean	Standard Deviation
1.00	11.00	8.00	6.58	3.09

Q11 Overall Experience

Answered: 26 Skipped: 2

	EXTREMELY SATISFIED (1)	SOMEWHAT SATISFIED (2)	NEUTRAL (3)	SOMEWHAT DISSATISFIED (4)	EXTREMELY DISSATISFIED (5)	TOTAL	WEIGHTED AVERAGE
Your overall work experience	38.46% 10	23.08% 6	15.38% 4	19.23% 5	3.85% 1	26	3.73

BASIC STATISTICS

Minimum 1.00	Maximum 5.00	Median 2.00	Mean 2.27	Standard Deviation 1.26
-----------------	-----------------	----------------	--------------	----------------------------

Q12 Job/Role

Answered: 26 Skipped: 2

	EXTREMELY SATISFIED (1)	SOMEWHAT SATISFIED (2)	NEUTRAL (3)	SOMEWHAT DISSATISFIED (4)	EXTREMELY DISSATISFIED (5)	TOTAL	WEIGHTED AVERAGE
Definition of your role and responsibilities	46.15% 12	19.23% 5	23.08% 6	3.85% 1	7.69% 2	26	3.92
The nature of the work required in your role	50.00% 13	34.62% 9	11.54% 3	0.00% 0	3.85% 1	26	4.27
Opportunities for advancement and development	30.77% 8	11.54% 3	23.08% 6	26.92% 7	7.69% 2	26	3.31
Evaluation/Performance Review process	23.08% 6	26.92% 7	15.38% 4	7.69% 2	26.92% 7	26	3.12
Ability to provide input into issues that affected your job	46.15% 12	11.54% 3	7.69% 2	11.54% 3	23.08% 6	26	3.46

BASIC STATISTICS

	MINIMUM	MAXIMUM	MEDIAN	MEAN	STANDARD DEVIATION
Definition of your role and responsibilities	1.00	5.00	2.00	2.08	1.24
The nature of the work required in your role	1.00	5.00	1.50	1.73	0.94
Opportunities for advancement and development	1.00	5.00	3.00	2.69	1.35
Evaluation/Performance Review process	1.00	5.00	2.50	2.88	1.53
Ability to provide input into issues that affected your job	1.00	5.00	2.00	2.54	1.67

Q13 Terms & Conditions

Answered: 26 Skipped: 2

	EXTREMELY SATISFIED (1)	SOMEWHAT SATISFIED (2)	NEUTRAL (3)	SOMEWHAT DISSATISFIED (4)	EXTREMELY DISSATISFIED (5)	TOTAL	WEIGHTED AVERAGE
Salary	30.77% 8	30.77% 8	11.54% 3	26.92% 7	0.00% 0	26	3.65
Fringe benefits	57.69% 15	23.08% 6	11.54% 3	7.69% 2	0.00% 0	26	4.31
Work Schedule	52.00% 13	40.00% 10	4.00% 1	4.00% 1	0.00% 0	25	4.40
Access to flexible working arrangements	42.31% 11	34.62% 9	15.38% 4	7.69% 2	0.00% 0	26	4.12
Office/Work space	53.85% 14	38.46% 10	3.85% 1	3.85% 1	0.00% 0	26	4.42
On-Campus Health & Fitness Opportunities	23.08% 6	7.69% 2	61.54% 16	0.00% 0	7.69% 2	26	3.38
Geographic location	38.46% 10	30.77% 8	23.08% 6	3.85% 1	3.85% 1	26	3.96

BASIC STATISTICS

	MINIMUM	MAXIMUM	MEDIAN	MEAN	STANDARD DEVIATION
Salary	1.00	4.00	2.00	2.35	1.17
Fringe benefits	1.00	4.00	1.00	1.69	0.95
Work Schedule	1.00	4.00	1.00	1.60	0.75
Access to flexible working arrangements	1.00	4.00	2.00	1.88	0.93
Office/Work space	1.00	4.00	1.00	1.58	0.74
On-Campus Health & Fitness Opportunities	1.00	5.00	3.00	2.62	1.08
Geographic location	1.00	5.00	2.00	2.04	1.06

Q14 Interpersonal Relationships

Answered: 26 Skipped: 2

	EXTREMELY SATISFIED (1)	SOMEWHAT SATISFIED (2)	NEUTRAL (3)	SOMEWHAT DISSATISFIED (4)	EXTREMELY DISSATISFIED (5)	TOTAL	WEIGHTED AVERAGE
Relationship with immediate supervisor	46.15% 12	15.38% 4	11.54% 3	7.69% 2	19.23% 5	26	3.62
Relationship with coworkers in your department	76.92% 20	15.38% 4	3.85% 1	3.85% 1	0.00% 0	26	4.65
Relationship with faculty & staff in other departments	57.69% 15	26.92% 7	11.54% 3	3.85% 1	0.00% 0	26	4.38
Relationship with the administration	26.92% 7	23.08% 6	26.92% 7	11.54% 3	11.54% 3	26	3.42

BASIC STATISTICS							
	MINIMUM	MAXIMUM	MEDIAN	MEAN	STANDARD DEVIATION		
Relationship with immediate supervisor	1.00	5.00	2.00	2.38	1.57		
Relationship with coworkers in your department	1.00	4.00	1.00	1.35	0.73		
Relationship with faculty & staff in other departments	1.00	4.00	1.00	1.62	0.84		
Relationship with the administration	1.00	5.00	2.50	2.58	1.31		

Q15 Training & Development

Answered: 26 Skipped: 2

	EXTREMELY SATISFIED (1)	SOMEWHAT SATISFIED (2)	NEUTRAL (3)	SOMEWHAT DISSATISFIED (4)	EXTREMELY DISSATISFIED (5)	TOTAL	WEIGHTED AVERAGE
Orientation	24.00% 6	16.00% 4	44.00% 11	8.00% 2	8.00% 2	25	3.40
On the job training	23.08% 6	19.23% 5	46.15% 12	0.00% 0	11.54% 3	26	3.42
Training and development opportunities	30.77% 8	11.54% 3	38.46% 10	11.54% 3	7.69% 2	26	3.46
Access to training programs	26.92% 7	11.54% 3	34.62% 9	19.23% 5	7.69% 2	26	3.31

BASIC STATISTICS

	MINIMUM	MAXIMUM	MEDIAN	MEAN	STANDARD DEVIATION
Orientation	1.00	5.00	3.00	2.60	1.17
On the job training	1.00	5.00	3.00	2.58	1.18
Training and development opportunities	1.00	5.00	3.00	2.54	1.25
Access to training programs	1.00	5.00	3.00	2.69	1.26

Q16 Immediate Supervisor/Management

Answered: 26 Skipped: 2

	EXTREMELY SATISFIED (1)	SOMEWHAT SATISFIED (2)	NEUTRAL (3)	SOMEWHAT DISSATISFIED (4)	EXTREMELY DISSATISFIED (5)	TOTAL	WEIGHTED AVERAGE
Communication of strategic direction and policy	34.62% 9	26.92% 7	11.54% 3	11.54% 3	15.38% 4	26	3.54
Feedback on your performance	38.46% 10	19.23% 5	15.38% 4	11.54% 3	15.38% 4	26	3.54
Communication of decisions and issues affecting you	34.62% 9	19.23% 5	15.38% 4	15.38% 4	15.38% 4	26	3.42
Competence of your immediate supervisor	42.31% 11	15.38% 4	19.23% 5	11.54% 3	11.54% 3	26	3.65

BASIC STATISTICS

	MINIMUM	MAXIMUM	MEDIAN	MEAN	STANDARD DEVIATION
Communication of strategic direction and policy	1.00	5.00	2.00	2.46	1.45
Feedback on your performance	1.00	5.00	2.00	2.46	1.47
Communication of decisions and issues affecting you	1.00	5.00	2.00	2.58	1.47
Competence of your immediate supervisor	1.00	5.00	2.00	2.35	1.41

Q17 Workplace Culture

Answered: 26 Skipped: 2

	EXTREMELY SATISFIED (1)	SOMEWHAT SATISFIED (2)	NEUTRAL (3)	SOMEWHAT DISSATISFIED (4)	EXTREMELY DISSATISFIED (5)	TOTAL	WEIGHTED AVERAGE
Culture of supporting faculty & staff to develop and reach their potential	26.92% 7	23.08% 6	11.54% 3	26.92% 7	11.54% 3	26	3.27
Culture of respecting individual differences	30.77% 8	19.23% 5	15.38% 4	26.92% 7	7.69% 2	26	3.38
Culture of providing a workplace free of harassment and bullying	38.46% 10	7.69% 2	15.38% 4	19.23% 5	19.23% 5	26	3.27

BASIC STATISTICS

	MINIMUM	MAXIMUM	MEDIAN	MEAN	STANDARD DEVIATION
Culture of supporting faculty & staff to develop and reach their potential	1.00	5.00	2.50	2.73	1.40
Culture of respecting individual differences	1.00	5.00	2.50	2.62	1.36
Culture of providing a workplace free of harassment and bullying	1.00	5.00	3.00	2.73	1.58

Q18 Please use this space for any additional comments you would like to make. Thank you.

Answered: 13 Skipped: 15