



CENTRAL CONNECTICUT STATE UNIVERSITY

VICE PRESIDENT FOR EQUITY AND INCLUSION

Central Connecticut State University (CCSU) announces a national search for the position of Vice President for Equity and Inclusion and invites expressions of interest, nominations, and applications.



THE OPPORTUNITY

Central seeks an innovative, transformational leader to partner with its president, Dr. Zulma R. Toro, to carry forward a developing equity and inclusion agenda in need of further definition and implementation. Though it has had a chief diversity officer for several years and more recently an interim vice president for equity and inclusion, Central is now elevating the position to that of a permanent vice president. This reflects the increased importance the University places on adding greater diversity to its faculty, staff, and student body and creating a campus culture characterized by civility, collegiality, inclusion and respect. The successful candidate will benefit from the momentum created by Dr. Toro. Since beginning her work at Central in 2017, she has succeeded in creating an administration characterized by greater transparency and accountability. Her personal commitment to equity and inclusion is deep and unwavering. What is more, she listens to all voices in the Central community and has consistently turned talk into action. As a result, she has reestablished trust in Central's commitment to its core values and, working with the Central community, has initiated and sponsored a series of initiatives, planning documents, and action plans that are moving equity and inclusion issues forward. This serves to set the stage for even more and better work that is bold and innovative. The inaugural vice president will, therefore, have the opportunity to build on a solid foundation, drawing on work already in progress and enjoying the full support of the President and those at the University who are strongly committed to diversity, equity, and inclusion and welcome effective leadership.

THE OLDEST PUBLIC INSTITUTION OF HIGHER EDUCATION IN CONNECTICUT

Founded in 1849 as New Britain Normal School, Central was the first public institution of higher education in Connecticut and the sixth normal school in the nation. It was first located in what was to be New Britain's new Town Hall, which was still under construction and which was modified and expanded to meet the needs of the school. Over the decades, the school's needs surpassed its physical space, so in 1883 it moved to a new facility, jointly funded by the town and the State of Connecticut, overlooking Walnut Hill Park. In 1922, the school moved to its current location. In 1933, it was renamed the Teachers College of Connecticut and authorized to grant baccalaureate degrees. In 1959, it became Central Connecticut State College, and in 1983, the college became Central Connecticut State University, a comprehensive regional university authorized to grant baccalaureate and graduate degrees. Since then, Central's campus has grown dramatically and its curriculum includes baccalaureate, master's, and doctoral degrees. However, it is still an integral part of New Britain and the greater Hartford area and is a crown jewel of Connecticut public higher education.

CONNECTICUT STATE COLLEGES AND UNIVERSITIES

In January 2012, Connecticut reorganized its governance of higher education and created the 17-member Connecticut State Colleges and Universities (CSCU), governed by the Board of Regents for Higher Education. In creating the new structure, the state brought together under a single governing board its four regional comprehensive universities, its 12 community colleges, and Charter Oak State College, an online adult education, degree-completion institution. As one of four comprehensive universities within CSCU, Central maintains strong relations with its system peers, especially Southern Connecticut State University in New Haven, Eastern Connecticut State University in Willimantic, and Western Connecticut State University in Danbury.

The president of each university serves as the institution's chief executive officer and is accountable to the CSCU Board through a direct reporting relationship to CSCU System President, Mark Ojakian, for the management of the university within Board policy.

The 21-member Board of Regents (15 voting members) is the governing authority of CSCU System; its responsibilities include setting statewide tuition and student fee policies; establishing financial aid policies; reviewing, licensing, and accrediting academic programs; and, in collaboration with institutional stakeholders,





conducting searches for and selecting campus presidents and the CSCU President. The Board also holds broad responsibilities for the development and coordination of statewide higher education policy. The Regents' vision is that a continually increasing share of Connecticut's population will have a high quality post-secondary education that enables them to achieve their life and career goals and makes Connecticut a place of engaged, globally competitive communities.

In response to the fiscal difficulties of the state of Connecticut and the continuing decreases in state funding for higher education, President Ojakian announced a new "Students First" initiative. In dealing with the budget reductions for higher education, priority will be given to the quality of the educational experience for students. Consequently, continued excellence in teaching and learning and high-quality student support services will be preserved. To reduce expenses, however, Ojakian proposed a consolidation and integration of the "back office" functions of the regional comprehensive universities and an organizational consolidation of the 12 community colleges. Though the initiative is still underway, President Ojakian announced his retirement, effective January 1, 2021.



CENTRAL CONNECTICUT STATE UNIVERSITY TODAY

The largest of Connecticut's regional comprehensive universities, Central enrolls 11,154 students (Fall 2019). This includes 7253 full-time undergraduates, 1792 part-time undergraduates, 503 full-time graduate students, and 1606 part-time graduate students. A third of its undergraduates are students of color, the largest group being Hispanic. Ninety-six percent of the students are from Connecticut. An increasingly residential campus, 57 percent of Central's first-year students live on campus; 24 percent of all undergraduates live on campus. Many of Central's students are first-generation students.

A longstanding strength of Central is its faculty. Partnered with its 440 full-time faculty are 541 part-time faculty, many of whom are practitioners in their fields and who add a breadth and depth of experience to the classroom. Central faculty members are actively engaged in research, scholarship, and other creative activity as well as the supervision of undergraduate and graduate research. At the same time, a sustained primary commitment to personalized teaching and learning permeates the campus. Many faculty members oversee internships, undergraduate research, graduate and undergraduate theses, special projects, and independent studies, and conduct faculty-led, short-term study/travel courses. Most also serve as academic advisors. A 14:1 student-faculty ratio allows for substantial individual attention. Consequently, Central provides the diversity of educational opportunities generally found only at larger institutions with the close student-faculty relations found at the best private colleges.

Central also has 520 full-time and 125 part-time administrative staff, all of whom are true partners in the educational enterprise at Central. A strong network of collective bargaining units represents nearly every constituent group of Central's faculty and staff. A collective commitment to shared governance unites faculty and staff and is a hallmark of the University.



THE SCHOOLS

Central's five schools – the Carol A. Ammon College of Liberal Arts and Social Sciences; the School of Business, the School of Education and Professional Studies; the School of Engineering, Science, and Technology; and the School of Graduate Studies--offer 140 academic programs in over 80 fields of study. All undergraduates are required to complete the same general education curriculum. Because of this, education in the liberal arts and sciences permeates and defines Central's academic program. The University also offers graduate degrees in 41 academic fields of study, including doctoral degrees in educational leadership and nurse anesthesia practice. Central offers a broad array of online courses at the undergraduate and graduate level. Accredited by the New England Commission of Higher Education, the University completed its decennial reaffirmation process in the fall of 2018.

Carol A. Ammon College of Liberal Arts and Social Sciences, named in honor of Central alumna of the Class of 1973 Carol A. Ammon, offers undergraduate and graduate degrees in the fundamental fine arts, humanities, foreign languages, and social science disciplines. In addition, it has strong programs in communication, criminal justice, and journalism. Its faculty bear the major responsibility for teaching the general education curriculum.

School of Business offers undergraduate majors in accounting, finance, management and organization, management information systems, and marketing as well as an MBA and a master's in accounting. It is the first of Connecticut's regional comprehensive universities to be AACSB accredited.

School of Education and Professional Studies offers a broad range of undergraduate majors and graduate degrees in: elementary and secondary education; all-level education in art, music, physical education, and technology and engineering; educational leadership and educational technology; nursing; social work; athletic training; exercise science and health promotion; and family and educational counseling, including college student development. It also offers several sixth-year certificates and doctoral degrees in educational leadership and nurse anesthesia practice.

School of Engineering, Science, and Technology offers undergraduate majors and master's degrees in the basic life and physical sciences—biology, biochemistry, chemistry, geology, and physics—as well as mathematics and computer science. It also offers degrees in civil, electrical, and mechanical engineering, manufacturing and construction management, electronics technology, industrial technology, manufacturing engineering technology, networking information technology, and robotic and mechatronic engineering technology. The School has a strong emphasis on interdisciplinary learning and curricula. Bringing all the science, engineering, and technology disciplines together, the school is the only comprehensive STEM school in New England.

School of Graduate Studies serves as the organizational hub for the many graduate programs located in the other four schools. The Associate Vice President for Graduate Studies, Research, and Faculty Development, who leads the School, works very closely and collaboratively with the four school deans and their department chairs and faculty in developing, promoting, and administering the University's expanding range of graduate offerings.



CAMPUS COMMUNITY

Central is a campus community focused on students and their educational development. The low student/faculty ratio allows for close interaction with faculty and individual attention to students. The average class size is 25; no classes are taught by graduate students. The faculty serve as teachers, mentors, advisers, and research partners with students.

The University offers a three-year interdisciplinary honors program to eligible students in any of the undergraduate schools. The program requires two four-credit courses per semester during the first two years and a capstone honors thesis during the junior year. All honors courses are team-taught. Honors students are eligible for a \$4500 scholarship which is renewable for up to three years.

Central's students have a variety of opportunities to do individual research with the guidance of a faculty member, both during the year and over the summer. The University has an annual research day where students of all disciplines can present their research or creative activity. The University awards travel support for the best work in each academic area so that students can present their work at the national meeting of the National Council for Undergraduate Research.

Central also has a robust commitment to community service. Under the direction of the Office of Community Engagement, located at its Downtown Campus, the University provides a variety of service opportunities for students, faculty, and staff. Options include service-learning courses, service projects, and volunteering. The Office of Community Engagement works collaboratively with the Community Engagement Committee, a standing committee of the Faculty Senate consisting of faculty and staff committed to community engagement. In 2016, the Community Engagement Committee was awarded the first CT Campus Compact Campus Leadership Award in recognition of its efforts to foster more community engagement activity by CCSU faculty and students. The Carnegie Foundation for the Advancement of Teaching has recognized Central's work by designating it a Community Engagement Institution; Central was also selected for the President's Higher Education Community Service Honor Roll. Central also sponsors the Institute for the Study of Crime and Justice, the Institute for Municipal and Regional Policy, and the Center for Public Policy and Social Research.

Reflecting the growing diversity of Connecticut, Central is an increasingly diverse campus. The largest minority groups in the student body are Hispanic/Latino (15.2 percent), Black/African-American (11.8 percent), and



Asian (4.3 percent). Hispanic/Latino students and Black/African-American students have both increased significantly in number over the past several years. Twenty-two per cent of the faculty are people of color: Asian 10.9, Black/African America 5.2, and Hispanic 5.9. Twenty-six percent of the staff are people of color: Asian 1.7, Black/African American 10.4, and Hispanic 13.5. Central offers a variety of academic and co-curricular programs that support diverse students and offer opportunities to explore the many cultures and issues that are important to our increasingly multicultural society.

Adding to campus diversity are the University's international programs and activities supported by the George R. Muirhead Center for International Education (CIE). Founded in 1987 as a state-wide center for excellence in international education, the CIE has established a number of community and university partnerships around the globe. It also offers both short-term, faculty-led programs as well as semester- and year-long programs. The CIE is also home to the Intensive English Language Program. Central enrolls international students in both degree- and non-degree programs. During the past ten years, Central has become a more residential campus. Fifty-seven percent of first year students live on campus. Central offers its students a full range of clubs and activities, including musical groups; academic, honorary, and special interest clubs and societies; dance and theatre groups; student government; various student-run media; campus ministry; and social fraternities and sororities. As Central has become more residential, the level of student activity has increased, making the campus more vibrant.

At the same time, a large portion of Central's students are commuters, many of them balancing their academic work with family obligations and full-time employment. Central values its commuter students, recognizes their special needs and makes every effort to integrate them into campus life.

The Central Connecticut Blue Devils, an NCAA Division I athletics program that competes in the Northeast Conference, offers intercollegiate competition in seven men's sports and nine women's sports. Central students are offered a variety of recreation, fitness, and wellness options, including 25+ intramural activities and club sports, five fitness centers across campus, and a variety of wellness and fitness classes. The past seven years have been a period of significant achievement for the Blue Devils.

ENROLLMENT

Central is in a highly competitive admissions environment. Connecticut has a declining number of high-school graduates and it promises free community college tuition. In the past few years, Central, like other public institutions in Connecticut, has seen a decline in enrollment. From its recent high point in 2011, undergraduate enrollment has declined from 10,092 to its current level of 9045; total enrollment over the same period declined from 12,521 to 11,154.

Central has also devoted its attention to increasing retention and graduation rates. The historical first-year/second-year retention rate has been approximately 78 percent. In the last few years, this rate has declined to 72 percent in the Fall of 2019. However, in 2020, it has returned to 78 percent. The 4-, 5-, and 6-year graduation rates have increased ;the 6-year rate is currently 54 percent. The University awards \$16 million in institutional financial aid. During the past ten years, institutional aid has increased both in the amount given and the number of students who receive it.

THE CAMPUS

Central's 165-acre main campus sits on the northern edge of New Britain, with easy access to major highways and Interstate 84. Its Downtown Campus, located in the heart of New Britain, is the home of its Office of Community Engagement.

In 1999, Dober, Lidsky, Craig, and Associates completed a campus master plan that analyzed the current space available and projected campus growth over the next two decades. In 2009, a detailed campus master plan for facilities renewal and expansion through 2020 was adopted with the promise of State support. Since then, the University has methodically implemented this plan and in so doing has made Central's campus highly functional, much more supportive of its core mission and student needs, and aesthetically pleasing.

In 2012, a new Engineering lab was completed; in 2013, the new \$34 million Social Science Hall was completed to LEED Gold standards; in 2014, a \$10 million Athletic complex for baseball, football, soccer, and track was completed; and in 2015, a \$65 Million 600-bed Mid-Campus Residence Hall was completed. Willard-DiLoreto Hall, a \$63 million renovation, expansion and construction of an atrium to connect the two buildings was completed in early 2019. Six months later, the 70,000 square foot, \$25 million C.J. Huang Recreation Center





opened its doors. Currently under construction are a 9500 square foot, \$22 million renovation and expansion of Barnard Hall and a 100,000 square foot, \$65 million Engineering building. Construction of a \$16 million expansion of Burritt Library and the Willard-DiLoreto Parking Garage are scheduled to begin soon. In total, these projects represent an impressive investment by the State of Connecticut in Central's future and a major transformation of the campus.

Central was a signatory of the American College and University Presidents Climate Commitment, and the University subsequently has become a leader in sustainability efforts. As a result, Central is recognized by the Princeton Review as “one of the most environmentally responsible colleges in the USA and Canada.”

FINANCES AND FUNDRAISING

While COVID has created unexpected and historic challenges for higher education, Central's commitment to fiscal responsibility, resource allocation, and the finalization of its new strategic plan leaves it well positioned for the future. Its current operating budget is \$234 million and as of the June 30, 2019 Audited Financial Statements, the University had unrestricted reserves of approximately of \$37 Million. It has ended the past several years with operating budget surpluses. Funding from the State provides approximately 39 percent of its revenue; gross tuition and mandatory fees provide 42 percent. The endowment is currently at \$82 million as of the end of August 2020, the largest of Connecticut's regional comprehensive universities. In-state tuition and mandatory fees for 2020-21 total \$11,502; room and board is \$12,716.

The institutional advancement effort at Central is well established with an engaged Foundation Board. The top fundraising priority for the University has been the growth of the endowment, which during the past ten years has increased from some \$17 million to its current level of \$82 million. The Foundation has raised its annual contributions to a level between \$4.5 million and \$5.0 million over the last five years with a slight fall off in the last fiscal year as the economic crisis caused by the pandemic took hold. The Foundation has distributed between \$3 million and \$3.5 million in scholarships and grants the last few years. Over 65 percent of this distribution is for student scholarships. Key fundraising activities for the Foundation are to continue to build the endowment in order to support additional scholarships and meet the technology needs of underserved students in the current environment. The University recently brought to conclusion an eight-year capital campaign CCSUCCESS, during which it raised a total of \$36 million. It has recently initiated CCSUConnected, a \$75 million campaign.

Central has 92,254 living alumni, 78 percent of whom live in Connecticut. The Alumni Association Board is very active and has effective leadership, and the affection for Central by its alumni is palpable. The alumni have a three percent participation rate in University fundraising.

NEW BRITAIN

Located nine miles southwest of Hartford, New Britain is a town of some 70,000. Part of the Greater Hartford area of 1.2 million residents, New Britain is centrally located in the state and is within easy reach of much of Connecticut and several of the metropolitan areas in the region.

New Britain's population is characterized by a high degree of racial and ethnic diversity. Known as "Little Poland," 17 percent of its population are of Polish background. New Britain is also 3 percent Asian, 13 percent Black/African American, 41 percent Hispanic, and 42 percent White, non-Hispanic. Hartford, a city of some 120,000, is 3 percent Asian, 37 percent Black/African American, 45 percent Hispanic/Latino, and 15 percent White, non-Hispanic.

New Britain is the home of the New Britain Symphony, founded by Central faculty members and first conducted by Central's president Dr. Etzel Willhoit. It is also home to the Connecticut Virtuosi Chamber Orchestra and the Repertory Theatre of New Britain. Charter Oak State College, the online branch of the CSCU system, is also in New Britain.

Often known as "Hardware City," New Britain is the home of Stanley Black & Decker. The largest employer in New Britain is the Hospital of Central Connecticut. Other major employers are the State of Connecticut, the City of New Britain, the Hospital for Special Care, and Tilcon Connecticut. A few years ago, New Britain acquired the Bees, an unaffiliated professional minor league baseball team.

In addition to its close proximity to Hartford, New Britain is 40 minutes from Springfield, Massachusetts, two hours from Boston, and two hours from New York City. It is also part of the Hartford-Springfield "Knowledge Corridor" and therefore within easy driving distance of a host of private and public institutions of higher education and many cultural opportunities. The CTfastrak bus rapid transit system, begun in March 2015, offers frequent connections between New Britain and Hartford and points as far west as Waterbury.

The larger region provides excellent opportunities for Central to partner with major corporations and organizations. It currently has close ties with: Travelers, Pratt & Whitney, CohnReznick, GKN Aerospace, Stanley Black and Decker, The Hartford, UTC Aerospace Systems, Otis Elevator Company, Sikorsky, General Dynamics, Electric Boat, Parker Hannifin, and the Kaman Corporation.

The Hartford region also provides equity and inclusion challenges beyond the University. In addition to the large percent of people of color in the region, 30 percent of the population of Hartford and 22 percent of the population in New Britain live below the poverty line.





EQUITY AND INCLUSION AT CENTRAL

Central's concern with issues of diversity, equity, and inclusion is founded on its longstanding core values to create a campus culture that embodies civility, collegiality, inclusion and respect, to educate all of its students to be successful professionally and personally, and to meet the needs of the region. With the demographic changes in the Hartford region this has become a commitment to reach more effectively the underserved and underrepresented populations of the region.

CAMPUS CLIMATE

Over the past decade or so, Central's attention to issues of campus climate has been intensified by several high-profile incidents of misconduct. In 2008, in response to one such case, then-President Jack Miller appointed a three-member Blue Ribbon Commission on Diversity which produced findings and recommendations. In 2013, Central's Faculty Senate endorsed a statement against workplace bullying, mobbing, and harassment. However, many of the significant proposals failed to gain widespread support and could not maintain sufficient momentum. President Zulma Toro came to Central in 2017 with a strong commitment to diversity, equity, and inclusion, and began several initiatives designed to address the issues identified in previous reports. In 2018, in response to a very public case of sexual misconduct at Central, President Toro, appointed a Task Force on Sexual Misconduct, Bullying, and Campus Climate. The Task Force concluded its work and submitted a report in January 2019. One of the recommendations of the Task Force was to engage the services of a third-party consultant to review campus climate and, in particular, the role of the Office of Equity and Inclusion and the Office of Human Resources. Sibson Consulting was asked to do the work and submitted its findings and recommendations in September of 2019. At that same time, Dr. Toro engaged the Central community in strategic planning and issues of equity and inclusion were an important part of the discussion, the process, and the final outcome. As a prelude to the next chapter of its work, Central issued a progress report in August 2020 on what has been accomplished and what still needs to be done. The history of Central's concern with campus climate is well chronicled in the Report of the Presidential Task Force on Sexual Misconduct, Bullying, and Campus Climate and the Progress Report on Transforming CCSU Culture. While these events of misconduct have been painful to the University, they have also forced it to look more honestly at itself and have increased its resolve to make progress in solving these issues.

Central's work on campus climate was preceded and furthered by the work of the Committee on the Concerns of Women. Begun in 1977, the Committee initially focused on a series of issues of special concern to women.

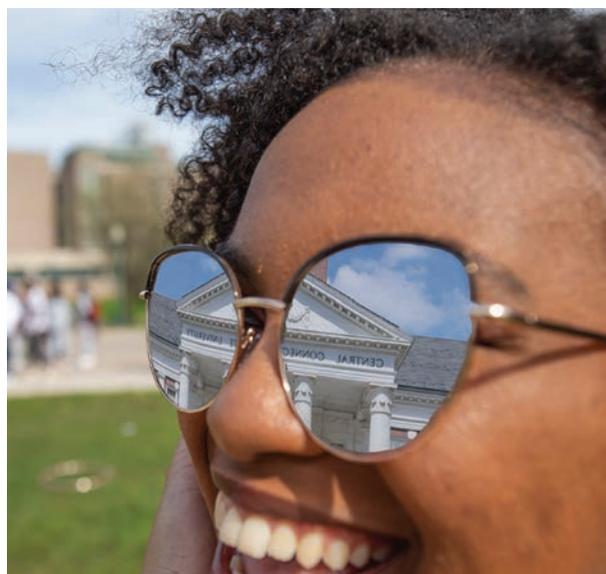
However, over time, its focus broadened to a range of campus climate issues—bullying, racial equity, work/life balance, etc. The Committee generated a number of reports and has had a critical role in informing the campus community and generating momentum.

DIVERSITY

Over the past decade, Central’s students have become increasingly diverse, largely as a reflection of the increasing diversity of the Hartford area. However, the percentage of Central’s students who are of color lags significantly behind that of the region. Roughly a third of Central’s students are people of color; however, 59 percent of the population of New Britain and 85 percent of the population of Hartford are people of color. What is more, the outcomes for Central’s students of color lag behind those of whites. For example, the six-year graduation rate for white students is 63 percent; for Asian students it is 57 percent, for Black/African Americans it is 41 percent, and for Hispanics it is 47 percent. Central’s faculty and staff are even less reflective of the region’s diversity. Of the full-time faculty, 10.9 percent are Asian, 5.2 percent are Black/African American, 5.9 percent are Hispanic, and 72.5 percent are white. The diversity of the staff is similar. Of the full-time staff, 1.7 percent are Asian, 10.4 percent are Black/African American, 13.5 percent are Hispanic, and 73.1 percent are white. Many of Central’s present and future initiatives are intended to add greater diversity to the faculty and staff and student body as well as to help Central’s diverse population persist and achieve a greater degree of success.

STRATEGIC PLAN

The process of strategic planning was initiated in December 2018 and came to conclusion in April of 2020 with the approval of a ten-year plan: Strategic Plan 2030: Changing Lives, Building Community, Central to Connecticut. The spirit of the plan is to make Central “innovative, bold, inclusive, and engaged.” Goal 2, “Increasing access to higher education and ensuring student success” commits Central to expanding its outreach to underrepresented populations and those from marginalized social and economic groups. Beginning with more effective marketing to these populations, Central intends to support these students through graduation and into promising career opportunities. This will include more effective admissions work, improving advising, increasing student persistence, ensuring full engagement with the campus community, and helping students achieve beyond their expectations. Goal 3, “Fostering an inclusive and safe campus community that values and encourages individuals to participate in the free and respectful exchange of ideas” commits Central to creating an inclusive, respectful, just, and safe campus culture. In so doing, Central aspires to become a national model of a university committed to social justice and a community in which it is practiced effectively by all.





As an outgrowth of the Strategic Plan, President Toro has recently appointed the President's Commission on Diversity, Equity, and Inclusion. The Commission is intended to be the coordinating body for equity and inclusion work at Central. Among the several things it has accomplished already, in February of 2020, it administered the HERI campus climate survey, the results of which should be available soon.

THE OFFICE OF EQUITY AND INCLUSION

The Office of Equity and Inclusion (OEI) has evolved over the past several years. It was previously supervised by the Chief Diversity Officer who was also a member of the Executive Committee. When the incumbent left Central, she was replaced by an interim Vice President for Equity and Inclusion—a title that better communicated the nature and importance of the position. Staffing for the Office has been increased from three full-time staff to five and moved to new offices that better facilitate its work. At the same time, even with all the changes that have been made, there is still work to be done.

In addition to the Office for Equity and Inclusion, Central has a large number of organizations that directly or indirectly contribute to the goals of equity and inclusion. The Women's Center and the LGBTQ Center come under the supervision of the Vice President for Equity and Inclusion. However, many other organizations fall under other administrative units at the University, making communication and coordination of effort more difficult, especially given the siloed nature of higher education. The Africana Studies Center, the Center of International Education, the East Asian Studies Center, the Latino American, Latino and Caribbean Center, and the TRIO Program fall under Academic Affairs. Campus Ministry, which supports Catholic, Protestant, Islamic, and Jewish students, the Center for Latin Dance Awareness, Veterans Affairs, and Student Disability Support Services fall under Student Affairs. The unions also have committees devoted to diversity hiring, and the Faculty Senate has a diversity committee. The Committee on the Concerns of Women also plays a major role.

THE VICE PRESIDENT FOR EQUITY AND INCLUSION

The Vice President for Equity and Inclusion reports to the President and is a member of the Executive Committee. The Vice President will supervise the Office of Equity and Inclusion, which includes the Senior Equity and Inclusion Officer, the Associate Equity and Inclusion Officer, the Victim Advocacy and Violence Prevention Specialist, the Coordinator of the Women's Center, the Coordinator of the LGBTQ Center, and an administrative assistant.



THE LEADERSHIP AGENDA

The work of the Vice President for Equity and Inclusion at Central will be shaped and informed by the following priorities:

Drawing on the Strategic Plan, recent equity and inclusion reports, and the activities and resources currently at Central, to articulate a compelling vision and develop a realistic plan for advancing equity and inclusion at Central. Many of Central's reports and planning documents sketch the outlines of a strategic equity and inclusion plan. The new vice president will be expected to draw on those documents and work collaboratively with other individuals, committees, and offices at Central to develop a comprehensive plan that also delineates the role of the Office of Equity and Inclusion.

Working with the President's Commission on Equity and Inclusion, to lead the change of campus culture Central needs and desires. The need for a change in campus climate is well-documented in the Report of the Task Force on Sexual Misconduct, Bullying, and Campus Climate. A more accurate assessment of the situation will be provided by the recently administered campus climate survey. Drawing on this work, the new vice president will provide the leadership necessary to develop effective action plans and see that they are faithfully implemented.

To develop clear and efficient processes for monitoring and reporting compliance and supervising their ongoing implementation. Previously, monitoring and reporting compliance has been a time-consuming process. Complaints to the office have taken a long time to investigate and adjudicate, often achieving no clear, satisfactory result. This has created a lack of trust in the Office of Equity and Inclusion and left complainants unsatisfied and angry over the outcome. Central is in the process of moving compliance record keeping online, which should significantly increase the efficiency and transparency of the process. Additional staff have been added in the OEI to assist with compliance. New and existing staff will need training, especially since Title IX regulations are changing. Out of this, the new vice president will need to create an efficient, fair, timely and transparent compliance process and ensure that it continues to function well.

To complete the reorganization of the Office of Equity and Inclusion. Much progress has been made in helping the OEI evolve into a highly functional unit with more clearly defined purposes and relationships. However, the change is not complete. The new vice president will be expected to complete the restructuring in a way that enables the Office to best support equity and inclusion and interface with other committees and offices that have a role in the work of equity and inclusion.



To partner with faculty and administrative staff in academic affairs to develop curricula, advising models, and instructional practices that support an inclusive and effective learning environment for all who teach and learn at Central.

There have been efforts to create a curricular diversity requirement. The Center for Teaching and Faculty Development has provided guidance on developing more inclusive pedagogies. Working within the principles of shared governance, the new vice president will have the opportunity to work closely with the faculty and their leaders in curriculum development, in developing more inclusive pedagogies, and in developing and coordinating a comprehensive range of programs and services that promote academic excellence for all.

Working within Central's collective bargaining agreements and its system of shared governance, to provide guidance for faculty and staff on recruitment, retention, and hiring policies, practices, and procedures.

Central takes pride in the increasing diversity of its student body. It desires that its leadership, faculty, and staff will become more demographically representative of the students it serves. At the same time, hiring an appropriately diverse faculty and staff is not easy. The new vice president will be expected to serve in an advisory role in helping search committees be more successful in recruiting, hiring, and retaining diverse faculty and staff.

To serve the admissions and retention efforts at Central in an advisory capacity to help recruit more diverse students who persist through graduation and are successful in their work at Central.

To recruit more diverse students, many of whom are from lower-income families, Central has increased the financial aid available. However, financial aid by itself is not sufficient. Central has a five-week summer Educational Opportunity Program designed to help first-generation, low-income Connecticut high school seniors prepare for success at Central. Central has also had summer bridge programs for diverse students that have been very successful in encouraging and helping them to matriculate and persist through graduation. However, these programs were funded by grants that have come to conclusion. The Vice President for Equity and Inclusion will be expected to support, advise, and provide leadership to reinstitute successful recruitment and retention programs for diverse students and support Central's College Readiness Programs

To serve as an ambassador and advocate for diversity, equity, and inclusion. In addition to having a strong, visible presence on campus, the Vice President for Equity and Inclusion must be willing to serve as the public face of the campus on matters of diversity, equity, and inclusion, and skillfully address these matters in the context of Central's stated policies and practices. Additionally, the Vice President will have a high level of involvement and visibility both on and off campus.



QUALIFICATIONS

The ideal candidate will have:

- A terminal degree in an appropriate academic discipline.
- A record of successful and progressively more responsible leadership and administrative experience in higher education in diversity-related work.
- A passion for social justice.
- Experience with compliance and the ability to create an efficient, fair, and transparent compliance process.
- An understanding of the research, current literature, and best practices relevant to diversity, equity, and inclusion work and an understanding of Title IX regulations.
- Experience facilitating cultural change.
- The ability to work collaboratively with a wide range of students, faculty, and staff.
- Excellent communication skills, being especially adept at difficult conversations, conflict resolution and listening.
- The ability to be fair, objective, and transparent and thereby to inspire trust and create a safe space for honest conversations.
- Demonstrated ability to work with and build consensus between diverse groups and perspectives.
- A commitment to shared governance and experience working in a collective-bargaining environment.
- A history of effective community work outside of a university setting.
- The highest integrity.



APPLICATIONS AND NOMINATIONS

To apply, candidates must send a letter of application in which they address specifically the leadership agenda outlined in this prospectus, a curriculum vita, and contact information (names, phone numbers, and email addresses) for five references in an MS Word or PDF document to CentralVPEI@agbsearch.com.

For fullest consideration, applications should be received by November 2, 2020.

The search is assisted by AGB Search. Inquiries and nominations should be directed to:

Robert Holyer, PhD
Executive Search Consultant
robert.holyer@agbsearch.com
804-708-0834 (o)
804-402-6736 (c)

Candidates are invited to speak with the consultant before submitting an application.

All inquiries, nominations, and applications will be held in the strictest confidence; references will not be contacted without the candidate's expressed permission.

For more information about Central Connecticut State University, please visit www.ccsu.edu. For more information about Connecticut State Colleges and Universities, please visit www.ct.edu. For more information on the Hartford/New Britain region, please visit www.ctvisit.com or www.visitconnecticut.com,

Central is an Affirmative Action/Equal Opportunity employer. The University seeks to enhance the diversity of its faculty and staff. People of color, women and persons with disabilities are strongly encouraged to apply.