

## **CAREER MOBILITY**

### **Section 46a-68-91**

Essential aspects of sound management practice and the realization of affirmative action goals include the greater use of employees' skills and abilities and the development of employees for higher-level work. Affirmative action programs concentrate on assuring equal opportunity in the recruitment and hiring of new employees, but a career mobility program that maximizes the skills and realizes the potential of all employees must supplement these efforts.

Many of these employees are in lower classifications that have traditionally been held by women and minority group members. An analysis of staffing patterns in many state agencies shows a preponderance of underrepresented group members in low skilled and low paid jobs. Various barriers have denied them an equal opportunity for career advancement. The University must assist these employees in their effort to successfully compete for higher-level work. The implementation of an effective career mobility program can achieve this objective.

#### **WHAT IS A CAREER MOBILITY PROGRAM?**

A career mobility program is a systematic management effort to focus personnel policy and action on the development and implementation of specific career opportunities for employees who exhibit the desire, potential, and ability to perform higher-level work and are in lower-level or dead-end positions.

The scope of career mobility programs will vary with the size of the department or agency and the complexity of its personnel system. A formal comprehensive program should, however, involve a number of managers and agency personnel and almost all aspects of the employment system – placement, training, counseling, job evaluation and promotion. Four areas which must be considered in all programs include: (1) examining and revising staffing patterns to eliminate dead-end jobs and identify bridging jobs for the promotional opportunity by establishing career ladders to include the appropriate classification of all positions within and throughout the series; (2) working with career mobility candidates in aptitude and interest testing, career planning and counseling, as well as to provide the necessary kinds of training activities to facilitate career mobility; (3) providing training and support for agency supervisors to stress their role in career counseling and other staff development areas; and (4) reviewing and revising job descriptions and classifications to reflect work performed.

Ultimately, each agency and department needs to examine its own workforce and its own work structure in order to tailor efforts to meet its particular needs and resources.

#### **COMPONENTS OF A CAREER MOBILITY PROGRAM**

A career mobility program will provide: (1) opportunities for career development and prepare employees for higher level work; (2) for advancement both within and across occupational lines; and (3) methods by which lower classified employees may gain entry to higher level career ladders. In order to realize these goals, there must be a firm commitment on the part of management to provide opportunity for lower level employees from within the agency or department. Those populations targeted for career mobility include:

- employees in entry-level classifications
- clerical, maintenance, technical/paraprofessional, skilled crafts, protective services employees
- professional/non-faculty and faculty who desire to increase their knowledge in professional-related topics involving in-service training or on-site seminars

This list may need to be narrowed down or prioritized in the implementation plans of each employee category. The University shall make every effort to ensure that the composition of career mobility participants is consistent with affirmative action principles.

**CAREER MOBILITY PROGRAM STRATEGIES**

**Career Counseling**

Career development plans for employees who have the interest and motivation for advancement are important career mobility tools. Career development plans are: (1) tailored to the needs, individual capabilities, and motivation of employees so that they will have the opportunity to reach their highest level of performance; and (2) related to the present and future needs of the agency. Counseling and guidance is available to employees in order to encourage and assist them in planning and achieving training, education, and career goals. The University encourages employees to meet with the Human Resources Office and Office of Diversity and Equity staff to discuss career development. After the reporting period, a new Office of Equity and Inclusion was formed and the new staff will handle these responsibilities and will be reported in future Affirmative Action Plans.

**Career Counseling Services from 8/1/19 to 7/31/20**

<b>EEO Category</b>	<b>Position</b>	<b>Race/Gender</b>
Administrative Clerical	Administrative Assistant	White female
Administrative Clerical	Administrative Assistant	Black female
Administrative Clerical	Administrative Assistant	Black female
Administrative Clerical	Building Superintendent 3	White male
Administrative Clerical	Secretary 2	White female
Administrative Clerical	Secretary 2	White female
Administrative Clerical	Secretary 2	White female
Administrative Clerical	Secretary 2	White female
Administrative Clerical	Secretary 2	Black female
Administrative Clerical	Secretary 2	Black female
Skilled Craft Worker	QCW HVACR	White male
Maintenance & Services	Storekeeper Assistant	White male
<b>Other Career Counseling Provided to PNF to Facilitate Progression through their ranks up to and including efforts to progress from EEO 3 to EEO 1</b>		
Professional Non-Faculty	Senior Associate Equity and Inclusion Officer	Black Female
Professional Non-Faculty	Theatre Support Specialist	White female
Professional Non-Faculty	Assistant Bursar	White female
Professional Non-Faculty	Assistant Registrar	Black female
Professional Non-Faculty	Associate Director of Career Success Ctr and Explore Central Advising Ctr	Black male
Professional Non-Faculty	News Writer/Editor (Alumni Relations)	White female
Professional Non-Faculty	Networking & Telecom Administrator	White female
Professional Non-Faculty	International Education Coordinator	White female
Professional Non-Faculty	Director, Women's Center	White female
Assistant Professor	Assistant Professor	White male

**Other Career Counseling Provided to Faculty to Facilitate Progression through their ranks up to and including efforts to progress from EEO 2 to EEO 1**

Faculty	Professor	White male
Faculty	Associate Professor	White female

**Education and Training**

Training opportunities are an integral part of the University’s Career Mobility Program. These training opportunities are designed for employees to attain new skills and abilities and to prepare themselves for advancement both within and across occupational category lines. Types of training activities available include:

**State of Connecticut In-service Training:** The schedule is available to all staff and money has been budgeted to help facilitate attendance at appropriate programs.

**University Sponsored Training:** A variety of computer and technology in-service training programs are continuously offered at no cost to permit staff to upgrade their skills.

<b>Technical/Paraprofessional</b>	
<b>Participation #</b>	<b>Type of Training</b>
White female, Black female	Introduction to the Four Agreements
White female, Black female	A Lost Art, Communication Skills for Today NEW APPROACH
White female	Innovative and Successful Supervisor
Black Female	Customer Service with a Focus on the Taxpayer
White female	Past, Present and Future: Kicking Your Career and Life into Overdrive
White female, Black female	Leading, Motivating, Teaching, Inspiring Today’s Workforce, Generation X/Y/Z and Beyond
Black female	Excel 2016: Advanced
2 Black female	Grant writing for Beginners
Black female	Managing Disagreements, Conflicts and Confrontation
Black female	Effective Leadership Skills for Women
Black female	Vision 2016: Introduction
<b>Clerical</b>	
<b>Participation #</b>	<b>Type of Training</b>
4 White female	The Four Agreements in the Workplace – a follow up-the 5 <sup>th</sup> Agreement
Hispanic female	Grant writing- The First Steps
Black Female	Past, Present and Future: Kicking Your Career and Life into Overdrive
Black Female	Leading, Motivating, Teaching, Inspiring Today’s Workforce, Generation X/Y/Z and Beyond
White female	Adobe Photoshop CC: Introduction
White female	Using Humor to Reduce Stress in the Workplace
White female	Financial Literacy: Knowledge that Pays for Itself
White female	Financial Literacy: A Deeper Look
Hispanic Male	Office 2016: Visual Basic for Applications (ABA) to Enhance Office Productivity
Black female	Developing Emotional Intelligence
Hispanic female	Developing Emotional Intelligence

White female	Managing Disagreements, Conflicts and Confrontation
Black female	Interpersonal Communications
Hispanic female	Effective Leadership Skills for Women
<b>Service Maintenance/Skilled Crafts</b>	
<b>Participation #</b>	<b>Types of Training</b>
White female	Spanish Essentials for the Workplace
White female	Balancing Time, Priorities and Productivity

**Additionally, 201 employees from Professional Non-faculty, Faculty and Executive EEO categories also participated in various training programs.**

**Scholarships:** The University established a book scholarship fund for classified employees to help support their efforts to obtain advanced degrees. In addition, a yearly scholarship is available to at least one classified employee who is not eligible for tuition waivers through their collective bargaining agreement.

**Tuition Assistance:** Pursuant to their respective collective bargaining agreements, employees are eligible for tuition reimbursement for college courses taken. Unclassified and Administrative Clerical employees are eligible for tuition waivers pursuant to their collective bargaining agreements or the management/confidential employee policies.

- The **Administrative Clerical Tuition Waiver Program.** The Connecticut State University System (CSU) has an agreement with AFSCME Council 4 to provide a tuition waiver program to clerical employees, effective June 21, 2021. Members of the Administrative Clerical bargaining unit, who are permanent and work at least 20 hours weekly, may take up to two courses per semester at any of the four State universities, tuition free. During the fall 2019 semester, three (3) CCSU employees benefitted from this program: three (3) White females. During the spring 2020 semester there were no applicants for this program.
- **CCSU Scholarships.** Scholarship funds are available to assist classified employees and their dependent children with educational goals at Central Connecticut State University. The University designates funds for both the dependent children and the employees enrolled in courses. Each semester, the Human Resources Office sends mass mailings to all classified staff to notify them of this opportunity. A total of four recipients received this scholarship during this reporting period: Fall 2019-three white females; Spring 2020-one white female. The total awarded was \$4,000.

**Conferences and Workshops:** Employees are provided with the opportunity to attend educational events occurring during normal working hours, usually requiring a travel authorization and normally lasting five days or less. Funds may be available under a union contract or department.

**Educational Leave:** Employees can take time off with or without salary during normal working hours to attend courses or educational events usually lasting more than five days.

### **Career Ladders**

The identification of career ladders is one of the most important steps in the development of a Career Mobility Program. The identification of such positions provides true career opportunities. The Job Title Study in **Organizational Analysis section** lists all job titles at the University and depicts the order of jobs through which an employee may advance. Human Resources officers can also provide information on career ladders.

### **Promotion by Reclassification**

Promotions to the next level within a career series can be made by reclassification of the position in accordance with Connecticut General Statutes, Section 5-227a.

### **CAREER MOBILITY PROMOTIONAL GOALS**

It is difficult for the University to establish career mobility promotional goals for unclassified occupational categories, particularly professional non-faculty. Promotions in the executive/administrative category occur as a result of promotions into the category, and faculty promotions take place between categories. In the professional non-faculty occupational category, there is little opportunity for career mobility within the category as a result of the limited use of the Trainee/Administrative Rank I job classification and lack of hiring at entry-level positions. When hiring occurs in this category, individuals are hired into the position where the vacancy exists or promoted to the vacancy as a result of an internal search, in accordance with the bargaining unit agreement. Career mobility promotions occur in the professional/non-faculty occupational category when individuals are promoted into the category from sub-professional positions.

During the reporting period, one (1) White Male; One (1) White Female; One (1) Hispanic Male; and One (1) AAIAHNPI Female employee in sub-professional job ranks promoted to a professional rank position.

One (1) White Male Qualified Craft Worker was promoted into the Service Maintenance category into a Maintenance Supervisor 1 position.

In addition, during the reporting period the following employees in sub-professional ranks received promotions within the same occupational category: One (1) White Male; Seven (7) White Females; Three (3) Black Females; One (1) Black Male; and One (1) Hispanic Male.

**The following programs support the University's Career Mobility Program:**

In the classified service, the University does make efforts beyond the collective bargaining agreements' terms to support individuals for movement from one job classification to a higher one. The Interim Vice President of Equity and Inclusion and Chief Human Resources Officer worked with respective supervisors to mentor classified employees in obtaining experience in additional responsibilities in accordance with collective bargaining agreements, as well as gaining training in and experience with higher-level skills, including supervisory skills, which will prepare them for positions in other occupational categories, such as Technical/Paraprofessional and Professional/Non-Faculty during the reporting period. In addition, the University will encourage employees to take courses toward a degree and provide flex-time when the course is scheduled during the employee's work hours. Scholarships are available for classified employees who are not entitled to tuition waivers for course work.

As part of the University's Career Mobility Program, the Office of Diversity & Equity and the Human Resources Office continued conducting individual career counseling sessions during the reporting period. These sessions are designed to provide employees with information related to availability of career opportunities, as well as how to apply for posted vacancies within the University. Further, employees are directed to the Department of Administrative Services (DAS) website for information regarding applying for and taking state certification examinations in higher level job classifications in order to advance through a targeted career ladder. The newly formed Office of Equity and Inclusion staff will continue to handle career counseling responsibilities with the Human Resources staff during the next reporting period. The Office of Diversity & Equity continued to maintain bulletin boards adjacent to its office, where notices of current vacancies in all occupational categories are posted, including postings from CCSU and other Connecticut State University institutions.

**REASONABLE ACCOMMODATIONS FOR EMPLOYEES WITH A DISABILITY**

All employees with a documented disability are eligible to receive reasonable accommodations to perform the essential job functions. The ADA Coordinator will contact the Department or Unit and conduct an essential job function analysis. After the above information has been received, the following steps will be taken:

- A review by a medical provider may be required to document that the employee has a disability and the types of reasonable accommodation(s) needed.
- If appropriate, a meeting may be held with the employee, ADA Coordinator, and management/supervisory personnel from the department to discuss the employee's limitations as they relate to the essential functions of the job and to discuss various options in regard to accommodating the employee.
- The University Administration retains discretion to select an accommodation which is deemed to be effective in removing the workplace barrier that is impeding the individual with a disability giving due consideration to the preferences of the employee or applicant.
- Career mobility training is offered to all employees including employees with a disability.