



Equal Employment Opportunity & Affirmative Action Plan 2024

July 1, 2023 to June 30, 2024

Based on Personnel Data from
July 1, 2022 to June 30, 2023

Rhode Island College
600 Mt. Pleasant Avenue
Providence, RI 02908

A handwritten signature in black ink, appearing to read "Ashley Ruderman-Looff".

Ashley Ruderman-Looff, PhD
Director of Institutional Equity

1 March 2024

A handwritten signature in black ink, appearing to read "Jack Warner".

Jack Warner, EdD
President

1 March 2024

DED/State Equal Opportunity Office

Date

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Part A

Introduction

Statement Acknowledging Indigenous Peoples and Lands

Education at Rhode Island College (RIC) takes place on Narragansett lands. The members of the RIC community honor First Nations and the many indigenous colleagues, students, and community members who contribute to the State of Rhode Island and the United States. RIC recognizes the genocide and forced removal of Indigenous nations perpetrated by colonial settlers, and expresses gratitude and appreciation to those whose territory upon which RIC exists.

A handwritten signature in black ink that reads "Ashley Ruderman-Looff". The signature is written in a cursive style.

Ashley Ruderman-Looff, PhD
Director of Institutional Equity

1 March 2024

Contributors

Cherèva McClellan, Anna Cano Morales, Sara Phillips, Greg Stewart, and Parreth Theul contributed to the FY24 Affirmative Action Plan.

Foreword

Rhode Island College (RIC) presents this report on the state of its Affirmative Action Program. This compilation of data and narrative reflects the work, skill, creativity, and collaboration of a cross-disciplinary team of professionals dedicated to the common goal of diversity, equity, and inclusion (DEI). Our dynamic team of data analysts, institutional researchers, DEI practitioners, human resources specialists, and leaders inform the findings of this plan. The information that follows summarizes RIC's efforts in advancing and promoting equal employment opportunities.

In FY23, the College engaged in a number of external reviews. The Records/Registrar office underwent external review conducted by the American Association of Collegiate Registrars and Admissions Officers in Fall 2022, which resulted in a plan to transform the records office into a registrar's office. In Spring 2023, the Career Development Center also underwent external review conducted by the National Association of Colleges and Employers, which resulted in strategic recommendations and a proposal for restructuring. Finally, the College's Disability Resources Center underwent an external review conducted by the Association of Higher Education and Disability. The findings of this review, released in May 2023, identified several areas of for improvement across the College. In addition, in FY24, Human Resources underwent an external review. At the time of writing, the findings and recommendations of this review have yet to be released, however it is believed that structural changes to Human Resources may be implemented.

The College presents substantial improvements to Section E of this plan. For the first time, Rhode Island College is able to compare FY24 against FY23 data. In addition, the College formed a Workforce Planning Committee in December 2023, with the intent of identifying the most strategic and fiscally responsible hires. The committee was instituted by then Interim President Jack Warner to stabilize the College's budget. Information from this committee has enhanced our ability to identify hiring goals across EEO-4 categories and marginalized identities that reflect the positions the administration has identified as priority hires.

Importantly, several factors unique to higher education set the College's plan apart from other state agencies. They include:

- Differences in the technology and human resource infrastructures assumed by RI DEDI and employed by the College point modifications to the way RIC presents requested data. For example, standard AAP guidelines
 - Separate EEO job categories (e.g. “Technicians” and “Paraprofessionals”), while RIC combines them.
 - Classify certain EEO job categories (e.g., “librarians” as “Professionals”) differently than RIC (e.g., “librarians” as “faculty”).
 - Combines persons with marginalized racial identities under the category of “minorities,” while the College disaggregates racial groups as often as possible. As such, required documents asking for data on “minorities” has been edited to read “racial minorities” to clarify the meaning. The College recognizes the existence of multiply marginalized minorities, who may be marginalized on account of their race, sex, ability, and/or veteran status.
 - Incorrectly uses the term “gender” to refer to “sex.” The College recognizes that the language of “female” corresponds to biological sex, in contrast to gender, which is an expansive category that captures the manifestation of one’s gender identity. Because the College does not collect data on gender, but instead sex, required documents asking for data on “gender” has been edited to “sex.”
 - Emphasizes reporting on race, sex, disability, and veteran status. While the College conforms to the State’s categories of data requested, it simultaneously acknowledges the marginalized experiences that fail to be captured in this plan, particularly among the LGBTQIA+ community, religious minorities, and other protected and unprotected classes, including non-native English speakers.

RIC relies on voluntary self-identification to collect information about an employee’s race, sex, disability, and veteran status. The voluntary and confidential nature of this disclosure means that applicants and employees:

- Sometimes choose to withhold or only partially disclose their identities, inherently rendering these datasets inconclusive
- Self-identify with the directive that their disclosures should not be made public. This conflicts with the production and publication of job group analyses disaggregated by job title; publication of employees’ voluntary disclosures would violate RIC’s policy and practice of maintaining confidentiality. Potential ramifications could include legal repercussions, damaged employee relations, and an undermining of the single most effective data collection method available (in the form of possibly chilling future voluntary disclosures).

Rhode Island College seeks to cultivate a workforce that reflects the state's diversity, but also thinks expansively about the many forms of diverse lived experiences that may or may not be easily quantifiable or apparent. In recognition of our status as a Hispanic Serving Institution, and a Minority Serving Institution, the College remains committed recruiting and retaining a workforce that reflects the students that we serve.

A handwritten signature in black ink that reads "Ashley Ruderman-Looff". The signature is written in a cursive, flowing style.

Ashley Ruderman-Looff, PhD
Director of Institutional Equity

1 March 2024

Part B

College Organization and Structure

About Rhode Island College

Established in 1854, Rhode Island College (RIC) stands as the oldest public institution of higher education in the state and a bastion of opportunity for a diverse body of students, the majority of whom originate from Providence County and the immediate surrounding Southern New England area. Many RIC students commute to campus, but a proportion of students reside among six residence halls each year.

The college recruits and attracts a diverse student body and workforce reflective of the state's racial, ethnic, socioeconomic, and cultural populations with academic offerings in five schools: the School of Arts and Sciences, the Feinstein School of Education and Human Development, the School of Business, the Zvart Onanian School of Nursing, and the School of Social Work.

The diversity of our students is one of our greatest strengths. Based on 2020 student population data, the U.S. Department of Education designated the College as a Hispanic Serving Institution (HSI). HSI status is defined by the Higher Education Act and acknowledges Title V-eligible colleges and universities where 25 percent or more of full-time undergraduate students identify as Hispanic.

In March 2021, the RIC HSI Work Group was charged with developing strategies that will allow RIC to best promote and leverage HSI designation, explore what it means to be an HSI, examine and assess college practices and policies, and seek funding to support the college's HSI initiatives. In 2023, at the recommendation of the HSI Work Group, RIC partnered with *Excelencia* in Education, the nation's leading research and advocacy organization on HSIs. With the guidance of *Excelencia*, RIC completed a self-assessment report on data, practice, and leadership strategies connected to HSI status. The self-study is the first step in RIC attaining the Seal of *Excelencia*, which recognizes colleges with measured success in supporting Latino/a students. RIC will continue to work towards this seal in subsequent years.

In collaboration with the Office of Postsecondary Commissioner and Community College of Rhode Island, RIC participated in the National Association of System Heads Equity Action Framework in Fall 2023. The framework assesses institutions and the systems' progress toward equity in nine key practices. The goal is to create a racial equity plan on the system and institutional level. One key practice area is faculty and staff hiring, retention, promotion, and rewards. The Office of Diversity, Equity, and Inclusion, Human

Resources, and the Provost reviewed this framework to identify areas in which the College succeeds in racial equity and where it must improve. The data from this assessment will be used to formulate a forthcoming equity plan.

RIC recognizes how essential diversity and inclusion is in an educational environment informed by cultural inquiry and designed to stimulate critical and creative thinking. The entire RIC community benefits from a community of individuals with diverse backgrounds, including but not limited to people with identities varying by race, ethnicity, religion, sexual orientation, gender, gender identity, disability, and veteran status.

Rhode Island College's Mission, Vision, and Core Values

The Committee on College Mission & Goals was charged upon the arrival of Interim President Jack Warner in the summer of 2022. This Committee officially began its work in September 2022. At the time of writing, the College's new strategic mission and vision is in draft form, and is expected to be released in May 2024.

Mission

As a leading regional public college, Rhode Island College personalizes higher education of the finest quality for undergraduate and graduate students. We offer vibrant programs in arts and sciences, business and professional disciplines within a supportive, respectful, and diverse community. Dedicated faculty engage students in learning, research, and career attainment, and our innovative curricula and co-curricula foster intellectual curiosity and prepare an educated citizenry for responsible leadership.

Vision

Rhode Island College will be recognized as an outstanding institution of higher education that is valued for high-impact programs and educational practices that prepare Rhode Island's diverse population; for meaningful learning experiences that foster student retention and completion and support professional development; and for its partnerships that strengthen undergraduate, graduate and co-curricular programs. The college will be known for the expertise and leadership of its faculty, students and alumni; for its adaptability to the changing social and economic environment; and for its collective impact on Rhode Island's economy and culture.

Core Values

Excellence and Innovation

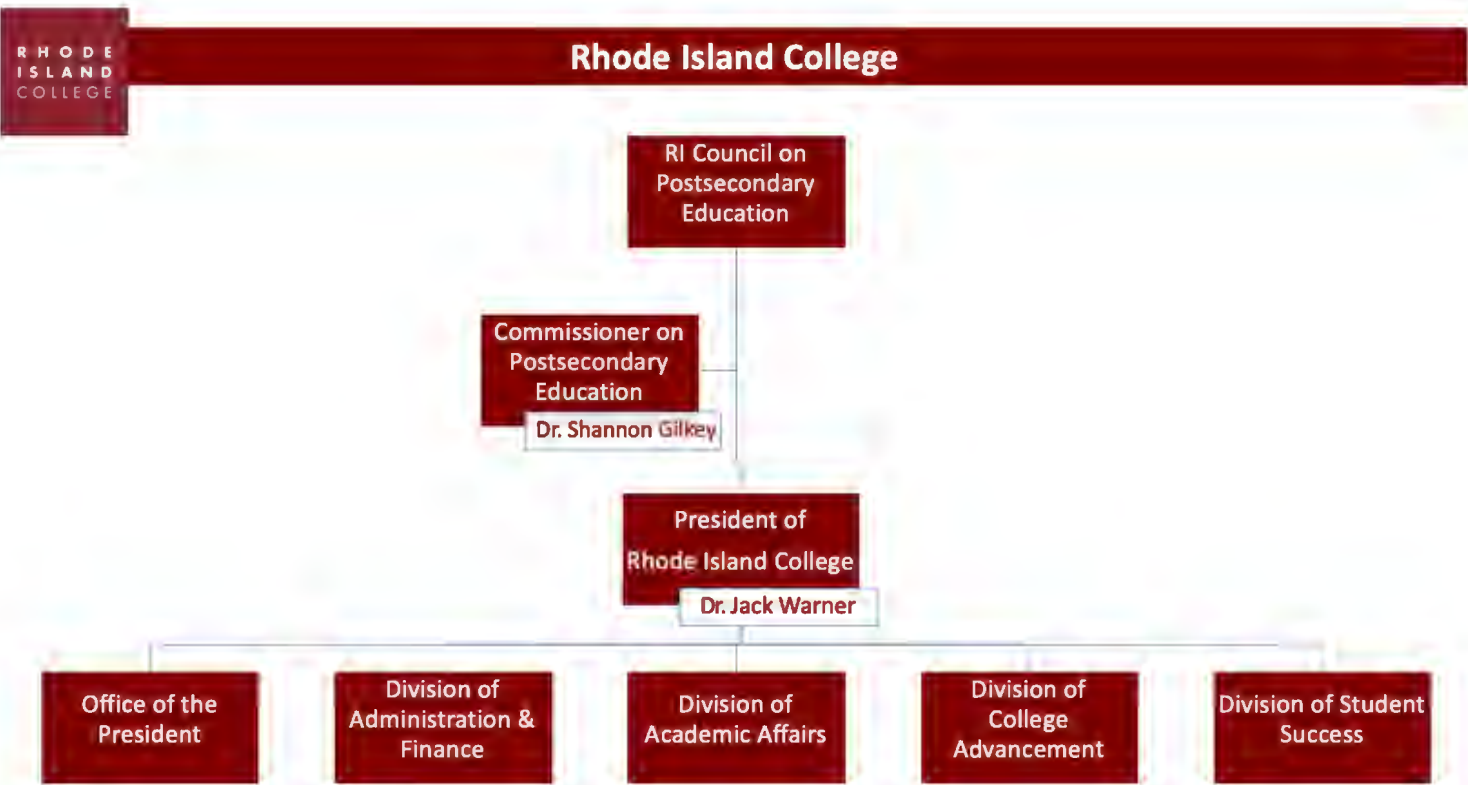
RLC will continue to foster a high-quality educational environment with rigorous academic programs, talented faculty, and a strong support system for academic success. This is completed by our proven talent, foresight and reputation for responding to emerging issues.

Access and Opportunity

Education experience to prepare students from all walks of life. We are committed to providing the supports necessary to assure that students have the knowledge and skills to succeed in, and contribute to, our global society.

Organizational Charts

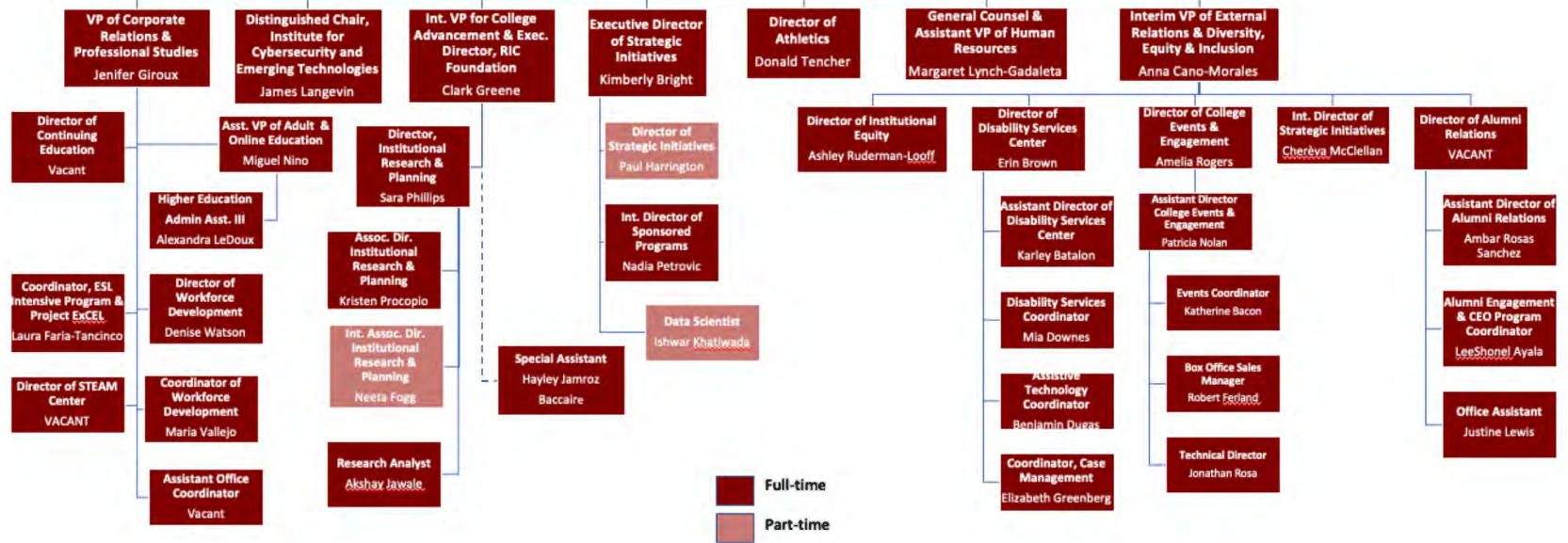
The following charts reflect the College's organizational structure as of March 1, 2024.



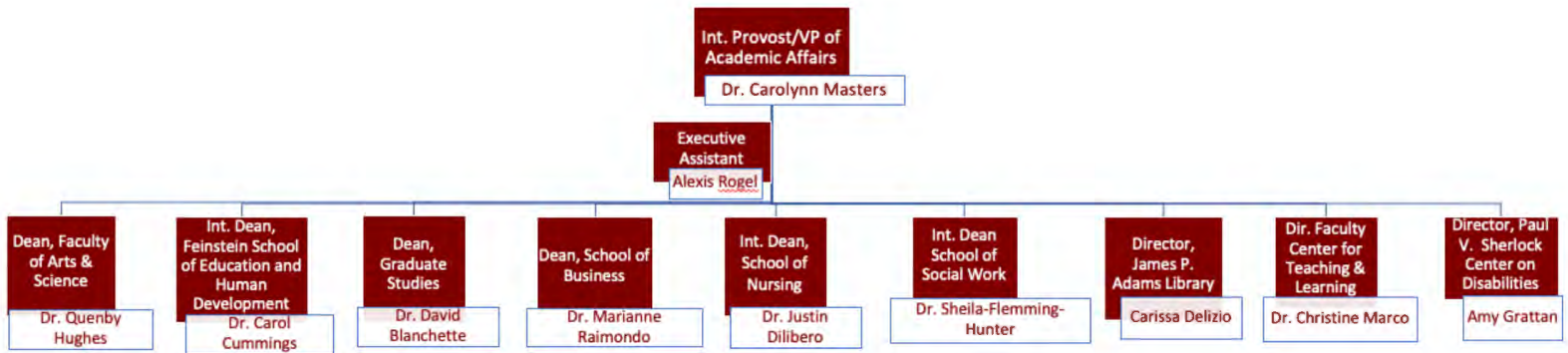
Office of the President

President
Jack Warner

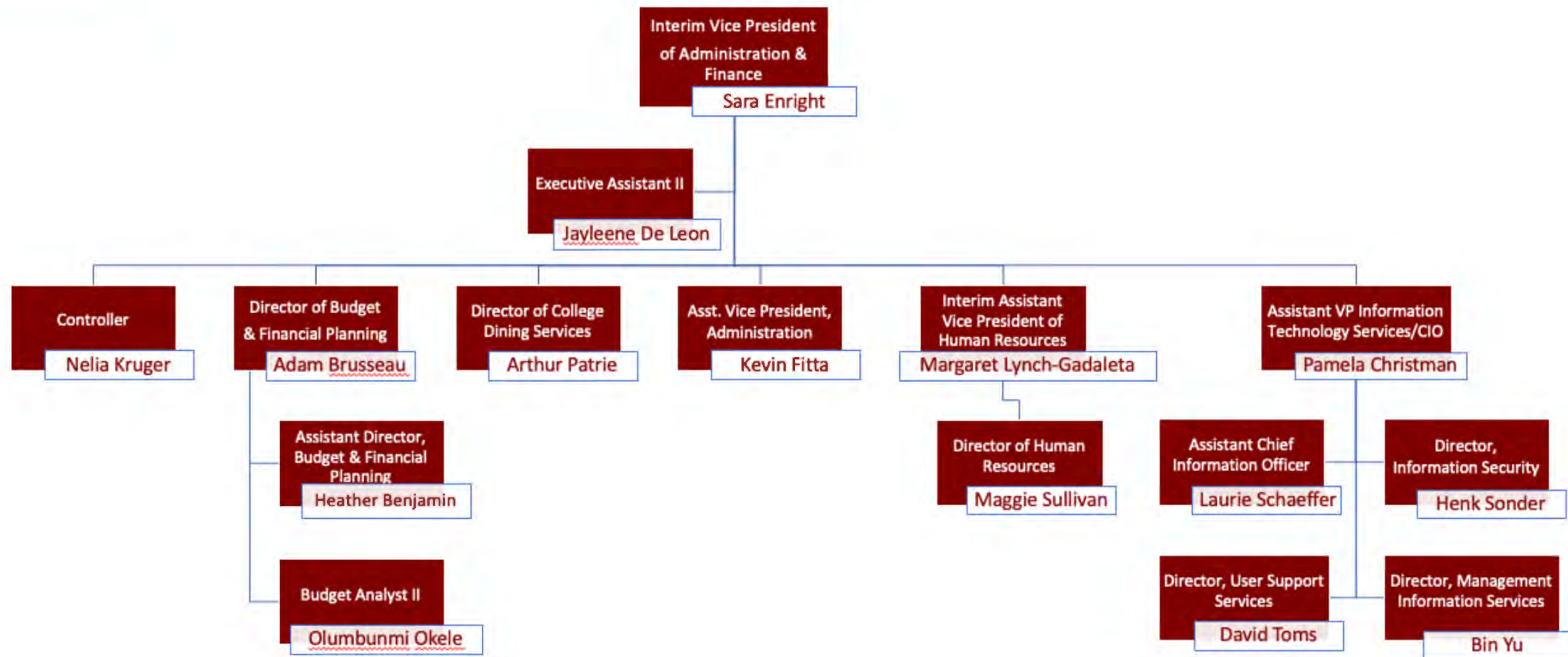
Assistant to the President
Christina Messina



Division of Academic Affairs



Division of Administration and Finance





Division of Student Success

Vice President for Student Success
Cindy Kozil

Executive Assistant II
Melissa Braga

Associate VP for Student Services
Ducha Hang

Assistant VP, Student Success & Dean of Students
Ted Zito

Dean of Enrollment Management
James Tweed

Interim Director of Hope Scholarship
Jennifer Boulay

Part C

Plan Administration

Statement of Policy on Equal Opportunity, Affirmative Action, and Sexual Harassment

It is the policy of Rhode Island College to promote fair and equitable treatment of all employees and applicants, and to fully comply with federal and state legislation and executive orders. The College strives to ensure that all employees adhere to the following directives.

Rhode Island College supports affirmative action and equal opportunity. Rhode Island College pledges that it will post all vacancies, including transfers, recruitments, hires, trainings, and promotions in all job classifications without regard to race, color, sex, religion, sexual orientation, gender identity or expression, age, national origin, disability, or veteran status.

All employees and applicants have a right to equal opportunity in all terms, conditions and privileges of employment, including but not limited to: recruitment, hiring, certification, appointments, working conditions, work assignments, promotions, benefits, compensation, training, transfers, layoffs, recall from layoffs, disciplinary actions, terminations, demotions and requests for leave. All employment decisions will promote the principles of affirmative action and equal opportunity. The College will not discriminate against such requests on the basis of race, color, religion, age, sex, national origin, disability, veteran status, sexual orientation, gender identity or gender expression. The college is committed to employing qualified members of both protected and non-protected groups.

All employees have a right to a workplace free from harassment by supervisors or co-workers based on race, color, sex, sexual orientation, gender identity or expression, religion, national origin, age, disability, or any other protected status. Harassment is defined as verbal or physical conduct, interfering with an individual's work performance, or creating an intimidating, hostile, or offensive working environment.

Sexual harassment includes unwanted verbal or physical conduct of a sexual nature as well as sexual advances or requests for sexual favors. Any form of harassment is unlawful, lowers the morale and efficiency of employees, and will not be tolerated.

Employees and applicants have a right to reasonable accommodations based on disability. The Americans with Disabilities Act Coordinator for the Rhode Island College is Maggie Sullivan, the Director of Human Resources, who can be contacted by email at

msullivan@ric.edu, or by phone at (401) 456-8216. Erin Brown, Director of the Disability Services Center, who is a certified ADA Coordinator served as the College's 504 Coordinator. She be contacted by email at ebrown1@ric.edu, or by phone at 401-456-2776. Going forward, 504 Coordination will be formally combined with the Director of Disability Services. The revisions to the job descriptions will be finalized soon and then will be posted to be filled.

Rhode Island College is committed to identifying and eliminating past and present effects of discrimination in employment. To achieve this, we identify those classes of individuals which are underrepresented in our workforce, set goals and timetables for increasing our employment of those underrepresented groups, and implement an Affirmative Action Plan. [Rhode Island College's Statement of Nondiscrimination and Affirmative Action can be accessed here.](#)

The Director of the Office of Institutional Equity is responsible for ensuring that the program is coordinated within Rhode Island College.

As Affirmative Action Officer, I assume the responsibility for ensuring that these policies be carried out within the College.



Ashley Ruderman-Looff, PhD
Director of Institutional Equity

1 March 2024

Dialogue on Diversity and Inclusion Committee

The Dialogue on Diversity and Inclusion Committee (DDI) functioned as the College's Equal Opportunity Advisory Committee from June 2022 – June 2023.

PURPOSE

The mission of the Dialogue on Diversity and Inclusion Committee is to support Rhode Island College's strategic initiatives on inclusive excellence by acting as a resource to the administration, by advising and identifying actionable outcomes for strengthening diversity, inclusion and equity.

The purpose of the Dialogue on Diversity and Inclusion Committee is to provide leadership, coordination, and recommendations for appropriate actions in furtherance of its commitment in this area.

As an institution of higher education, the College is committed to promoting an understanding of and appreciation for the increasingly diverse backgrounds and beliefs of those who comprise the College community, as well as the larger community of which Rhode Island College is a part.

DUTIES

This committee will enhance Rhode Island College's commitment to best practice and excellence in diversity, equity, and inclusion by:

- Acting in an advisory capacity to the President
- Developing objectives aligning with the College's Affirmative Action Plan
- Identifying areas of possible investment
- Recommending best practices to OIE leadership as needed
- Supporting and facilitating learning and training opportunities
- Producing an annual report

MEMBERSHIP

Employees are invited to serve at the pleasure of the President. Membership shall comprise a diverse group of employees and students from various job levels and divisions across the College. Appointed members will hold their positions for two (2) years. All members may continue their appointment until replacement members are appointed.

Dr. Jiyun Wu and Ronya Traynham co-chaired DDI. Duties include presiding over meetings, preparing agendas, and submitting an annual report to the Vice President of External Relations and Diversity, Equity, and Inclusion, and the President.

July 1, 2022 – June 30, 2023 Membership

redacted	Associate Professor, Dance
redacted	Professor, Social Work
Erin Brown	Director, Disability Services Center
Anna Cano Morales	Interim VP of External Relations and DEI
Veronica Denison	Digital Archivist and Special Collections Librarian / Assistant Professor
Joise Garzon	Assistant Professor, Social Work
Nandita Gurjar	Assistant Professor, Elementary Education
Precious Kafo	Project Director SSS, PEP program
Julia Kamenetsky	Psychologist
Maria Lawrence	Professor, Elementary Education
James J. Mendonca	Chief of Police
Demetria Moran	Director, Career Development Center
Soumyadeep Mukherjee	Assistant Professor, Health & Physical Education
Pamela Rabuogi	Graduate Student / Alum
Victoria Restler	Associate Professor, Educational Studies
Christie Rishworth	Family Nurse Practitioner, Center for Health & Wellness
Ronya Traynham	Transfer Advisor, Student Support Services
Jiyun Wu	Associate Professor, Management and Marketing

Meeting Dates

September 9, 2022	December 9, 2022	March 17, 2023
October 14, 2022	January 6, 2023	April 7, 2023
November 4, 2022	February 10, 2023	June 7, 2023

Meeting Minutes

In lieu of meeting minutes, please see the Annual Report.

Annual Report



Dialogue on Diversity and Inclusion
Annual Report June 2022 – June 2023

Dear President Warner,

Since our inception in 1995, DDI has provided opportunities for Rhode Island College through programming and support of initiatives to motivate and support individuals from diverse identities and underserved populations. The following report accounts for the Dialogue on Diversity and Inclusion's (DDI) activities during the 2022-2023 academic year, operational updates from the committee itself, key issues shaping our 2022-2023 agenda, and recommendations for the future of DDI.

The full committee met nine times (9/9/22, 10/14/22, 11/4/22, 12/9/22, 1/6/23, 2/10/23, 3/17/23, 4/7/23, 6/7/23) and operated very effectively despite meeting in a hybrid model due to Covid-19 and schedule challenges. The DDI Executive Board met separately at least once a month throughout the academic year and the summer of 2022 to plan the transition of the incoming executive board.

The DDI committee has gone through a few changes this year. Both Chris Lee and LaTanya Monteiro left the college, which created two vacancies on the DDI e-board. The positions that were vacant are the Stand in Unity Center Director and the Treasurer. Precious Kafo, a former member of DDI, filled LaTanya's position as treasurer. Jiyun Wu who was the faculty co-chairs of DDI, made the decision to step down as co-chair, leaving Ronya Traynham as the chair of DDI. Lehidly L Frias joined the E-board June 7th at the end of the year retreat and will continue in the role as the Stand in Unity Director.

Our goal for DDI is to develop multiple sustainable resources to help deliver suitable and impactful programming that will change mindsets, attitudes, and behaviors and promote a more inclusive campus community.

COVID-19 Impact on DDI Events & Activities during 2022-2023:

The COVID-19 pandemic significantly impacted the DDI's committee activities, including some events and sub-committee initiatives. During the last meeting, the committee focused on

reevaluating DDI as a whole and concentrating on what our focus should be. DDI also extended invitations to the provost at that time, Helen Tate, the Interim Vice President for Student Success, Cindy Kozil, Director of Human Resources, and Maggie Sullivan. Lastly, DDI welcomed new hires to the college as well.

A summary of the subcommittee's current work: the new e-board has decided to reconfigure the sub-committees into two committees which either focus on Students or Faculty and Staff. Due to participation issues, we were unable to follow through with the committees.

2022-2023 Events and Programs Included:

1. DDI Initiative Survey and Co-Sponsorships: During Winter break, DDI Executive Board sent the committee a survey to gather information on how we will proceed in the spring. Since COVID, the committee meetings have been a mix of virtual and in-person meetings; the survey asked if committee members would be interested in carrying meetings for the semester in person or if they should remain hybrid. Most members said they could meet virtually, so we may need to continue meetings virtually moving forward.
2. The survey also asked members how much they would like DDI to allocate to Co-Sponsorships, and most responses varied between \$5,000 - \$6,000. We have received four co-sponsor proposals. We will be awarding two programs out of the four. One of the programs has no relation to the work of DDI and the other program needs to provide more information for the committee to award. With \$500 being the maximum that DDI can allocate to co-sponsorships, we will need to send out the survey again to generate more applications.
3. The survey also asked members what initiatives DDI can help with regarding the upcoming Heritage Months (Black History, Women's History, and Pride Month). Most responses indicated a need to further discuss the role of DDI in supporting these activities. The committee wants to organize an event during Black History that would essentially be an "African American Read-In." We would invite students from urban/inner city schools for this experience for a two-day event. On the first day, we invited famous African American poets, authors, or groups as guest speakers. On the second day, faculty volunteered for the read-in. The activities included a jump rope station, braiding station, cultural portraits, poetry slam, and read-aloud of biographies of famous African American scientists, inventors, presidents, etc., followed by a relevant activity. This event will be discussed further during our meeting, with the potential in February 2024.
4. All committee members supported DDI, potentially inviting student leaders and advisors to attend the Black Students Lead Conference. This conference will be taking place April 14th-16th in Atlanta, GA. The Black Students Lead Leadership Conference is the largest national gathering of Black Student Leaders and campus-based advisors to address the

most critical topics of diversity and social justice challenging our Black student community within colleges and universities. Anyone who participates will lead a Wednesday program on their takeover. <https://blackstudentslead.org/>. The committee sent 14 students and Precious Kafo and Ronya Traynham as chaperones for the students. After the conference students sent in vlogs to express what they had learned from the conference and how they would bring their experience to the Rhode Island College community.

5. The DDI accepted applications for on-campus and community co-sponsorship funding for approximately \$1,100 for the FY 2022-2023. There were six applications for the co-sponsorship program. Each application proposal is evaluated on criteria such as connection and relevance to the theme, proposal submission before the deadline, and clear identification of the target audience. Out of the six applications, three were approved for funding. The remaining three were informed that their program or event did not meet the standards for DDI co-sponsorship. The total amount that DDI allocated to co-sponsorships was \$1,100. Funded programs for 2022-2023 include:

2023 RIEEA Annual Summit

- DDI funded \$500 for this event.
- Number of participants or people affected by the program/event - 133 participants
- Demographics on the attendees (i.e., students, faculty, other groups) - RIC staff - 2; RIC faculty - 3; RIC students - 6; other attendees included URI students, faculty, and staff as well as staff and volunteers at community-based organizations, classroom teachers.
- Identify what resulted from your funded activity and how it contributed to the diversity, equity, and inclusion and/or current theme(s) - The theme of the Summit was Indigenous storytelling. We listened to a keynote presentation by a Narragansett elder and enjoyed a performance by an award-winning Narragansett storyteller and participated in an Indigenous circle dance and discussions about how to incorporate storytelling into our environmental education practices.

Community Engagement Workshop

Our guest speaker Councilperson Aniece Germain from Cranston and co-founder of Hope and Change for Haiti will be delivering a presentation about community engagement to the students in Rhode Island College's School of Social Work – Human Behavior, Diversity, and Oppression on the following dates. DDI funded \$200 for the event.

Mental Health Workshop

On Friday, February 3, 2023, Hope and Change for Haiti offered a Mental Health workshop titled: Dismantling Stigma in Mental Health: Building Awareness and Knowledge. Considering the impact of Covid-19 on individuals, families, and communities, it is important to prioritize mental health care. Unfortunately, stigma has served as a barrier to mental health treatment, especially in Black, Indigenous, Asian, Latin X, and other communities. Associate Professor of Social Work, Aswood Bousseau, served as the facilitator for the event.

We submitted an application for Co-sponsorship, as DDI has supported past Hope and Change for Haiti events including International Women’s Day celebration. Despite the frigid temperature on 2/3/23 there were approximately 40 people in attendance including RIC faculty, RIC alumni, and current RIC students. Also, in attendance were community stakeholders, and licensed social workers, licensed mental health clinicians, and community leaders. This event was a success, and we hope to make it an annual event. DDI funded \$400 for this event.

Future recommendations: DDI has made the decision to embark on a sabbatical dedicated to enhancing various aspects, including membership, redefining our committee’s identity, and refining our values and goals. Taking the lead in this endeavor is Jessica Person, supported by Lehidly L Frias and other DDI committee members. We hope to comeback together in the summer of 2024

Respectfully submitted,

Ronya Traynham, Chair
Precious Kafo, Treasurer

Division Heads, Supervisors, Human Resources Liaisons

President

The President of Rhode Island College exercises a leadership role in administering the College's Affirmative Action Plan and supports the goals of equal opportunity and affirmative action. The President promotes opportunity on an equal basis to all applicants, faculty, and staff.

President's Executive Cabinet (PEC) and Extended PEC (EPEC)

The PEC and EPEC, comprised of senior leadership, ensures that their subsequent divisions—including office directors, supervisors, and staff—adhere to the guidelines and work toward achieving the goals articulated in this plan. The individual members of the PEC and EPEC also acknowledge their role in influencing campus climate and a culture of inclusion. They lead their teams to promote an inclusive climate across the college.

Director of Institutional Equity

Authority and responsibility for the development and implementation of Rhode Island College's Equal Employment Opportunity and Affirmative Action Plan is delegated to the Director of Institutional Equity, who serves as the college's Title IX Coordinator and Affirmative Action Officer. The Director of Institutional Equity also oversees investigations and provides resources and support in cases pertaining to alleged civil rights violations. The Office of Institutional Equity oversees compliance with state and federal civil rights laws, including Title IX of the Education Amendments of 1972 and Affirmative Action. This office exists to enforce the prohibition of discrimination based on race, ethnicity, gender identity or expression, sexual orientation, national origin, religion, disability status, veteran status, and other protected classes. This office also provides relevant oversight and training to various areas of the college to promote diversity, equity, and inclusion.

Director of Human Resources

The Director of Human Resources plays a leadership role in ensuring that all operations across the Department of Human Resources adhere to the promotion of the goals outlined in this plan. The Director of Human Resources is vital in the development, implementation, and interpretation of projects and programs pertaining to critical human resources functions, including recruitment, retention, promotion, discipline, talent development, etc. Also serving as Americans with Disabilities Act (ADA) Coordinator, the Director of Human Resources oversees requests and management of accommodations for all college employees.

Administrators/Managers/Supervisors

It is the responsibility of every administrator, manager, and supervisor at Rhode Island College to understand and support the college's Affirmative Action Plan. Administrators, managers and supervisors are responsible for the ongoing development, implementation and evaluation of affirmative action activities within their respective work units. Further, they ensure students, faculty, and staff receive support and resources in accordance with the affirmation action and equal opportunity goals and principles set forth in this plan.

Employees

All employees are expected to support the Rhode Island College's commitment to equal opportunity and affirmative action. As representatives of the college, employees shall conduct themselves in a respectful and courteous manner. Their interactions with fellow workers and the community they serve should foster an inclusive campus climate.



Ashley Ruderman-Looff, PhD
Director of Institutional Equity

1 March 2024

Diversity Liaison

In accordance with recommendations approved following the issuance of former Governor Lincoln Chafee's Executive Order 13-05, issued in May 2013, "Promotion of Diversity, Equal Opportunity and Minority Business Enterprises in Rhode Island," (21) Executive Department agencies appointed a Diversity Liaison (DL). The DL, working in partnership with the State of Rhode Island's Division of Equity, Diversity, and Inclusion (DEDI) and the Human Resources hiring manager and purchasing staff, assist with developing, implementing, and monitoring diversity hiring goals and measuring and monitoring department Minority Business Enterprise (MBE), Women-Owned Business Enterprises (WBE) and Disability Business Enterprises (DBE) participation as related to department procurements and contracts.

A comprehensive review of Human Resources, conducted in the fall of 2023, has resulted in a restructuring plan. As such, many of the responsibilities of the Diversity Liaison are poised to shift to Human Resources and/or other parts of the College's administration.

Over the course of July 1, 2022 – June 30, 2023, the Director of Institutional Equity served as Rhode Island College's Diversity Liaison. Some of their responsibilities included (but were not limited to):

- Developing key relationships with Human Resources (HR) and hiring managers;
- Receiving notification from HR of all Personnel Action Request (PAR) notices approved for the college;
- Maintaining Equal Employment Opportunity (EEO) reports and statistics reflecting the demographic makeup of the college's faculty and staff;
- Monitoring and supervising search committee processes to ensure diverse candidate pools are recruited, hired, and retained;
- Working with DEDI staff and hiring managers to assist with targeted partnerships and expanded outreach efforts. This includes forwarding all of the college's postings to DEDI, advertising through minority media outlets and/or identifying community-based organizations and other community resources to help identify diverse candidates;
- Leading the college's Equal Opportunity Advisory Committee and attending regularly scheduled meetings and/or other education/training opportunities scheduled by DEDI.
- Facilitating education and training opportunities for all members of the college community to foster/enhance their knowledge and understanding of diversity, equity, and inclusion competencies;

- Chairing the Bias Response Committee

A handwritten signature in black ink, reading "Ashley Ruderman-Looff". The signature is written in a cursive style and is positioned above the printed name.

Ashley Ruderman-Looff, PhD
Director of Institutional Equity

1 March 2024

Americans with Disabilities Act / 504 Coordinator Duties and Responsibilities

Authority and responsibility for Rhode Island College's Americans with Disabilities Act compliance for individuals with disabilities are delegated to Maggie Sullivan, Director of Human Resources. The Director of Human Resources oversees requests for all college employees. Authority and responsibility for Rhode Island College's Section 504 coordination are delegated to Erin Brown, Director of the Disability Services Center.

The ADA Coordinator performs the following duties:

- Serve as the primary College contact person for employee ADA accommodation needs;
- Work closely with individuals that self-identify and request a reasonable accommodation to ensure the following: any necessary documentation is complete;
- Meet to explore request for reasonable accommodation;
- Determine employee specific needs;
- Determine feasibility/suitability of requested accommodation or determine alternate accommodation;
- Implement final accommodation, follow-up as needed;
- Consult as needed with the Office of RI Governor's Commission on Disabilities, federal ADA office, Job Accommodation Network, and other experts for technical assistance on disabilities/accommodations;
- Communicate with others at RIC on a need-to-know basis;
- Provide data and information as required

The 504 Coordinator performs the following duties:

- Coordinate, monitor, and assess the College's efforts to comply with the Americans with Disabilities Act as Amended, Section 504 of the Rehabilitation Act and related state and federal laws (e.g. Fair Housing Act, Section 508 of the Rehabilitation Act).
- Develop and maintain written materials and other public notices to broadly disseminate information regarding accessibility and ADA/504 compliance.
- Provide training and consultative services to the College community about access, inclusion, and compliance with non-discrimination laws related to individuals with disabilities.

The ADA Coordinator reports directly to General Counsel / Vice President of Human Resources. The 504 Coordinator reports to the Interim Vice President of External

Relations and Diversity, Equity, and Inclusion. Collectively, both coordinators ensure that Rhode Island College's programs and environment are consistent with federal and state guidelines.

A handwritten signature in black ink, appearing to read "Ashley Ruderman-Looff". The signature is written in a cursive style and is positioned above the typed name.

Ashley Ruderman-Looff, PhD
Director of Institutional Equity

1 March 2024

American with Disabilities/504 Complaint Procedures

Rhode Island College provides prompt and equitable resolution of complaints alleging action prohibited by the Americans with Disabilities Act of 1990.

Complaints alleging denial of access, or denial of equitable access, are submitted to the Director of Institutional Equity, in accordance with the policy and procedure set forth in the College's Nondiscrimination Policy and Complaint Procedures, which are outlined [here](#). Complaints may be submitted electronically to the Director of Institutional Equity [using this link](#). Complaints alleging denial of access must be filed within 365 days after the last act of alleged discriminatory conduct occurred.

In addition, the College falls under [Title II](#) as a place of public accommodation. All students, faculty, staff, visitors, or other individuals using College facilities may file an accessibility-related complaint with the U.S. Equal Employment Opportunity Commission no later than 180 days after the complainant becomes aware of the alleged violation.

Under [Title I](#) of the ADA, a College employee may file a complaint pertaining to accessibility and accommodations with the U.S. Equal Employment Opportunity Commission no later than 300 days after the complainant becomes aware of the alleged violation.



Ashley Ruderman-Looff, PhD
Director of Institutional Equity

1 March 2024

Dissemination of Affirmative Action Plan and Policy

Internal Dissemination and Recommendations for Improvements

Rhode Island College disseminates the Affirmative Action Plan internally as follows:

1. The Rhode Island Board of Education Personnel Policy Manual contains an Equal Employment Opportunity statement [here](#).
2. The Affirmative Action Plan is published on RIC's Office of Institutional Equity website, located [here](#).
3. The Director of Institutional Equity distributes the plan via email to each member of the extended President's Executive Cabinet.
4. The Director of Institutional Equity distributes the plan via email to the campus community.
5. Recommendations for improvements can be directed via email to Ashley Ruderman-Looff at arudermanlooff@ric.edu.

External Dissemination and Recommendations for Improvements

Rhode Island College disseminates the Affirmative Action Plan externally as follows:

1. The Affirmative Action Plan is published on RIC's Office of Institutional Equity website, located [here](#).
2. The College publishes a Statement of Nondiscrimination and Affirmative Action, [here](#).
3. The Human Resources webpage includes links to the Office of Institutional Equity's webpage to provide current and prospective employees with additional information about the Affirmative Action Plan.
4. Recommendations for improvements can be directed via email to Ashley Ruderman-Looff at arudermanlooff@ric.edu.

Policy on Complaints of Alleged Discrimination

Consistent with Rhode Island General Law § 28-5.1, Rhode Island College prohibits students, employees, contractors, volunteers, and visitors from engaging in discrimination and/or harassment based on any individual's race, color, creed, national or ethnic origin, gender, gender identity or expression, religion, disability, age, sexual orientation, genetic information, marital status, citizenship status, veteran status, and any other legally protected characteristic.

[Rhode Island College's Nondiscrimination and Complaint Procedures, which includes definitions of discrimination and harassment, can be accessed here.](#) Complaints alleging discriminatory behavior [may be submitted electronically to the Director of Institutional Equity using this link.](#)

Complaints may also be filed with [Rhode Island Commission for Human Rights](#), and/or the state's [Division of Equity, Diversity and Inclusion](#).

Complaints alleging denial of access may be filed with the [Rhode Island Governor's Commission on Disabilities](#). Accessibility related complaints, including complaints about accessibility and accommodations, may also be filed with the [U.S. Equal Employment Opportunity Commission](#) in accordance with Title I and Title II of the ADA.



Ashley Ruderman-Looff, PhD
Director of Institutional Equity

1 March 2024

Policy on Service Delivery

Per Rhode Island General Law § 28-5.1, all Divisions shall render services to all persons without discrimination based on race, color, religion, sex, age, national origin, sexual orientation, gender identity or expression, or disability. As such, Rhode Island College is committed to providing fair, courteous, and equitable service to the public. The College makes efforts to accommodate requests for accommodations, such as interpretation or closed captioning, with advance notice.

Complaints alleging denial of access, or denial of equitable access, are submitted to the Director of Institutional Equity, in accordance with the policy and procedure set forth in the [College's Nondiscrimination Policy and Complaint Procedures, which are outlined here. Complaints may be submitted electronically to the Director of Institutional Equity using this link.](#) The Director of Institutional Equity, Dr. Ashley Ruderman-Looff, may be contacted via email at arudermanlooff@ric.edu or by phone at (401) 456-8218.

Complaints may also be filed with [Rhode Island Commission for Human Rights](#), and/or the state's [Division of Equity, Diversity and Inclusion](#).

Complaints alleging denial of access may be filed with the [Rhode Island Governor's Commission on Disabilities](#). Accessibility related complaints, including complaints about accessibility and accommodations, may also be filed with the [U.S. Equal Employment Opportunity Commission](#) in accordance with Title I and Title II of the ADA.



Ashley Ruderman-Looff, PhD
Director of Institutional Equity

1 March 2024

Policy on Contracts

In accordance with Rhode Island General Law § 28-5.1, Rhode Island College shall require that all contractors and suppliers of goods and services sign contracts containing an Equal Opportunity Clause. The clause shall state that the parties agree to adhere to the provisions of all applicable laws, rules and regulations, both State and Federal, including, but not limited to Rhode Island General Law § 28-5.1, Title VII of the Civil Rights Act of 1964, Rehabilitation Act of 1973 and Executive Orders 11246, 11625, and 11375. Every effort will be made to solicit bids from Minority Business Enterprises and Women's Business Enterprises. This policy is and will continue to be posted in conspicuous areas.



Ashley Ruderman-Looff, PhD
Director of Institutional Equity

1 March 2024

Policy Statement for Individuals with Disabilities and Veterans

Rhode Island College is fully committed to meet the specialized affirmative action requirements to employ and advance individuals with disabilities and veterans in accordance with the Americans with Disabilities Act of 1990, RI General Law § 28-5.1, Executive Order 92-2 and the Vietnam Era Veterans Readjustment Assistance Act of 1974. It is the policy and practice of the College to provide equal opportunity for every employee. Rhode Island College communicates to all employees and applicants its obligation to take affirmative action to employ qualified individuals with disabilities, disabled veterans, and covered veterans.

Rhode Island College encourages qualified individuals with disabilities, disabled veterans, and covered veterans to participate fully in all employment opportunities. This policy applies to all decisions about recruitment, hiring, compensation, benefits, transfers, promotions, layoffs and other conditions of employment. Accordingly, all employment decisions shall be consistent with the principles of equal employment opportunity.

Rhode Island College will contact recruiting sources such as RI DEDJ, Vocational Rehabilitation Services, the Department of Human Services and appropriate educational or training institutions to assist in recruiting qualified individuals with disabilities and covered veterans.

The Director of the Disability Services Center, Erin Brown, is designated as the 504 Coordinator for the College. This entails coordination of all divisions in the implementation of all Federal rules and regulations affecting the College in terms of compliance with the mandates of Section 504 of the Title V of the Rehabilitation Act of 1973.



Ashley Ruderman-Loeff, PhD
Director of Institutional Equity

1 March 2024

Compliance with Guidelines on Discrimination Because of Religion or National Origin

The College will fully comply with all laws and executive orders. The College remains committed to fulfilling requests for religious accommodation through voluntary substitutions, flexible work schedules, changes in job assignments, and/or transfers. The College offers employees four personal days of paid leave per year that may be used for accommodating religious holidays or obligations. The Director of Human Resources, Maggie Sullivan, works to facilitate requests for employee religious accommodations in partnership with direct supervisors.

The College does not discriminate against any qualified person in any facet of hiring or employment because of their religion or national origin.

Consistent with Rhode Island General Law § 28-5.1, Rhode Island College prohibits students, employees, contractors, volunteers, and visitors from engaging in discrimination and/or harassment based on any individual's race, color, creed, national or ethnic origin, gender, gender identity or expression, religion, disability, age, sexual orientation, genetic information, marital status, citizenship status, veteran status, and any other legally protected characteristic.

Rhode Island College's Nondiscrimination and Complaint Procedures, [which includes definitions of discrimination and harassment, can be accessed here](#). [Complaints alleging discriminatory behavior may be submitted electronically to the Director of Institutional Equity using this link](#).

Complaints may also be filed with [Rhode Island Commission for Human Rights](#), and/or the state's [Division of Equity, Diversity and Inclusion](#).



Ashley Ruderman-Looff, PhD
Director of Institutional Equity

1 March 2024

Compliance with Sex Discrimination Guidelines

Consistent with Title IX of the Education Amendments Act of 1972, and consistent with Rhode Island General Law § 28-5.1, Rhode Island College prohibits students, employees, contractors, volunteers, and visitors from engaging in discrimination on the basis of sex.

[Rhode Island College's Title IX Sexual Harassment Policies and Procedures can be accessed here.](#) Complaints alleging discrimination on the basis of sex, or alleging sexual harassment may be [submitted electronically to the Director of Institutional Equity using this link.](#)

Complaints may also be filed with [Rhode Island Commission for Human Rights](#), and/or the state's [Division of Equity, Diversity and Inclusion](#).

In our efforts to comply with federal law, state law, and executive orders relating to discrimination based on sex, Rhode Island College will comply with the following procedures and practices:

1. Recruit candidates regardless of sex and/or gender identity.
2. Advertisements will not express a preference for applicants of a particular sex when placed for recruitment of personnel.
3. Written personnel policies that indicate there will be no discrimination based on sex.
4. No distinction based on sex will be made in employment opportunities, wages, and hours of work, employee benefits, or any other condition of employment.
5. Mandatory or optional ages for retirement will be equal for both males and females.
6. Appropriate physical facilities will be provided for both sexes. Lack of facilities will not be used to reject applicants of either sex.
7. Pregnancy leaves of absence for female employees are granted on an individual basis, depending on an individual's physical condition, under the College's leave of absence policy. Parental leave is afforded to all employees for the purpose of child raising in accordance with State of Rhode Island Personnel Rule 5.0661 (d), Office of Postsecondary Education 4.09 Parental Leave, applicable Collective Bargaining Agreement and State and Federal FMLA provisions.
8. Where seniority lists or lines of progression are used they shall not be based on an employee's sex.
9. Salaries and wage schedules will not be based on an employee's sex.

10. As openings occur, the college will take affirmative action to recruit and place women in those jobs if it has been determined that females are under-represented.
11. Women will have equal opportunity to participate in training programs sponsored by the College to the extent that they are under-represented. Special efforts will be made to include women in any management training programs that are offered.
12. The College recognizes its obligation to provide a work atmosphere free from harassment and intimidation. Any form of sexual harassment, such as unwelcome sexual advances, requests for sexual favors, and/or other verbal or physical conduct of a sexual nature is prohibited and will not be tolerated. Complaints alleging violations of this policy will be handled as part of the College's procedures described above.



Ashley Ruderman-Looff, PhD
Director of Institutional Equity

1 March 2024

Retaliation or Coercion Statement

An employee or agent of State Government who shall discriminate against an individual through the use of retaliation, coercion, intimidation, threats or other such action because such individual has filed a complaint, testified or participated in any way in any investigation proceeding or hearing regarding discrimination in employment or public service or because such individual has opposed any act made unlawful under the Americans with Disabilities Act (ADA) of 1990 or Rhode Island Fair Employment Practices Act or any rules and regulations issued pursuant to either, shall be subject to disciplinary action.

Disciplinary action may include, but is not limited to, suspension from employment or dismissal.

In addition, Rhode Island College employees may avail themselves of protections outlined in the Whistleblowers' Protection Act ([Rhode Island General Laws § 28-50-3](#)).



Ashley Ruderman-Loeff, PhD
Director of Institutional Equity

1 March 2024

American with Disabilities/504 Complaint Procedures

Rhode Island College provides prompt and equitable resolution of complaints alleging action prohibited by the Americans with Disabilities Act of 1990.

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Under [Title I](#) of the ADA, a College employee may file a complaint pertaining to accessibility and accommodations with the U.S. Equal Employment Opportunity Commission no later than 300 days after the complainant becomes aware of the alleged violation.



Ashley Ruderman-Looff, PhD
Director of Institutional Equity

1 March 2024

Part D

Program Statistics

Affirmative Action Program Statistics

The following Affirmative Action Program Statistics can be found website using the links below:

1. [AAP 2024 — Statistical Summary](#)
2. [AAP 2024 — Applicant Data](#)
3. [AAP 2024 — Applicant Flow](#)
4. [AAP 2024 — Determining Underrepresentation](#)
5. [AAP 2024 — Job Group Analysis](#)

Individuals may request paper copies of these statistics and/or the complete Affirmative Action Plan summary by contacting the Office of Institutional Equity.

Part E

Identification and Analysis of Problem Areas

Self-Evaluation of Affirmative Action Program Performance & Description of Program

Over the course of FY23, Rhode Island College engaged in the following activities to advance Affirmative Action and Equal Opportunity:

- All job postings include language about AA and EEO, specifically: "As an Affirmative Action/Equal Opportunity institution that values and is committed to inclusion and to expanding the diversity of its faculty and staff, the College invites members of protected classes, including minorities and persons with disabilities, to identify themselves as such at the time of application."
- The Director of Institutional Equity reviews all job postings prior to publication, confirms that hiring managers are not serving as search chairs. The Director of Institutional Equity also reviews potential conflicts of interest when identified among search committee members and applicants.
- All search committees received training, conducted by Human Resources, that reviewed how to mitigate implicit bias in the review and evaluation process
- A Self-ID report, in which applicants who wish to communicate to the search committee information about their sex, veteran status, disability status, and race/ethnicity, is delivered to search committee chairs
- Search committee chairs must complete a Monitoring Report, to be reviewed by the Director of Institutional Equity, to determine which candidates advanced in the search process, and at what point (met minimums, first round interview, finalists)
- Given the College's status as an HSI, all job postings list bilingual as a preferred qualification

The FY23 AA report did not explicitly outline an affirmative action plan. Due to turnover, including executive leadership transitions (president, provost, and several vice presidents), and the College's fiscal instability due to enrollment decline, limited resources were devoted to executing an Affirmative Action Plan.

Goals for FY24

In the late fall of 2023, Human Resources underwent an external review. At the time of writing, the findings and recommendations of this review have yet to be released, however it is believed that structural changes to Human Resources may be implemented.

Proposed Modifications to the Search Process

- Diversify search committee membership
- Ensure that search committees are aware of hiring goals, and disseminate data to committees by division, school, or department, as appropriate.
- Improve anti-bias hiring training for search committee members
- Consider redacting names, photos, and institutional information listed on resumes and cover letters to mitigate bias
- Consider requiring search committees to use rubrics to evaluate candidates based on the same metrics
- Consider training and adding “search advocates,” a neutral, current employee to consult and advise on inclusive excellence, and to safeguard against bias in the search process
- Improve the monitoring report that search committee chairs are required to complete after making an offer; consider changing the cadence of this report to accommodate further evaluation of applicants

Proposed Structural Modifications

- Alert the campus community to patterns in aggregate search committee behavior. Propose spending more time on initial review of candidates, interview more candidates in the first round.
- Establish a new Equal Opportunity Advisory Committee in place of the Dialogues on Diversity and Inclusion Committee

Proposed Hiring Goals

In late February, 2024, the College announced a Voluntary Retirement Incentive (VRI). This incentive may yield a number of employees who voluntarily retire in June 2024, which will consequently impact hiring practices in FY25. Based on previous years’ VRIs, this may yield as many as 10-30 faculty and 5-20 staff. This incentive will impact workforce data for FY24 and FY25. Depending on the number of employees who enroll, it may be desirable and/or necessary to phase the eligible retirements over a one-year period to ensure strong deliver on college instructional and support services.

The College recognizes the need to develop strategies that will yield increased applications and increased hiring of Black and African American and Hispanic faculty. At the time of writing, the academic hiring cycle is coming to a close for faculty who will begin teaching in Fall 2024. In an effort to be most competitive in the FY25 academic hiring cycle, the College will consider the following strategies:

- Utilize cluster hiring for Fall 2025 to align with the retirement incentive upcoming and to plan for next hiring cycle
- Identify departments/schools or concentrations that have most openings in order to bring in cluster hiring/cluster cohort
- Post faculty jobs in the early fall in order to attract the largest possible pool of candidates, which situates RIC as a more competitive employer
- Ensure the College advertises on diverse boards attracting Black, Indigenous, Hispanic, and Faculty of Color, LGBTQIA+ Faculty, Veteran Faculty, and Faculty with Disabilities.
- Pay for faculty candidate travel up front, in order to attract candidates from diverse backgrounds and from different geographic regions. Current practice requires applicants to submit reimbursement for travel costs, which may be prohibitive for certain applicants.
- Ensure job descriptions highlight how the College is supports diversity, equity, and inclusion on campus (will yield candidates and create a sense of belonging from the beginning of a candidate's journey at the College)

For specific numeric hiring goals, please see Part G.

Summary of Workforce Composition by Race, Sex, Disability, and Veteran Status Across EEO-4 Job Categories

The State of Rhode Island Division of Equity, Diversity and Inclusion (DEDI) notes that underrepresentation “is determined by comparing the number of minorities and women within an EEO-4 job category of an agency with the number which would exist given equal representation with the distribution of the same group found in the population” and advises that individuals identifying as each of the following protected classes hold employment proportional to the distribution of the same groups found in the general population, according to population estimates in the 2021 United States Census Bureau, Quick Facts Rhode Island:

- Female: 51.0%
- Disabled: 9.7%
- Veterans: 5.9%
- Black/African American: 8.8%
- Hispanic or Latino: 17.1%
- American Indian or Alaskan Native: 1.1%
- Asian: 3.7%
- White: 81.3%
- Native Hawaiian or Other Pacific Islander: 0.2%
- Two or more races: 3.0%

The following analysis identifies progress toward reaching advised hiring goals as:

- a. Distinguished: Meets or exceeds advised goal, **represented in bold**
- b. Emerging: Not yet meeting advised goal, represented in regular case

Realignment of EEO-4 Job Categories

In an effort to ensure current employees are identified in EEO job category that most closely aligns with EEO job category definitions, a total of 91 employees experienced a change of EEO job category in FY24. These changes had the greatest impact on the overall representation of Officials / Managers / Administrators category (+21) and decreased total representation of Professionals (-23). The category of Technicians experienced an increase (+8). The realignment impacts FY24 to FY23 comparisons in EEO categories and goals across all racial minorities categories, as well as representation across sex, veteran status, and disability status.

	Pre-Adjustment Representation (FY23)	Post-Adjustment Representation (FY24)	Difference
Administrative Support	8	2	-6
Officials/Managers/Administrator	6	27	21
Faculty	4	2	-2
Professionals	46	23	-23
Service Maintenance	7	8	1
Skilled Craft	4	5	1
Service Maintenance	16	24	8
Total	91	91	

Representation of Black and African American (Not Hispanic) Employees

In FY23, Rhode Island College maintained the number of Black and African American employees in its workforce. Black and African American employees were represented at 5.8%, compared to 8.8% of Black and African American Rhode Islanders. Below is a distribution of Black and African American employees across EEO-4 job categories:

	% of Workforce		FY23 Hiring v. Goals	
	FY23	FY22	Hired	Goal
Technicians	12.5%	4.1%	0	1
Professionals	10.4%	10.2%	3	0
Skilled Craft	7.1%	7.7%	0	1
Administrative Support	5.9%	5.5%	2	2
Service Maintenance	3.9%	6.8%	2	3
Officials/Managers/Administrators	3.8%	6.8%	1	1
Faculty	3.7%	3.0%	1	6

Analysis

EEO-4 category realignment may account for increased representation among Technicians and decreased representation across Service Maintenance and Officials/Managers/Administrators.

The College reached two hiring goals (Professionals and Administrative Support) and made progress toward two goals (Service Maintenance and Faculty). The College did not reach two goals (Technicians and Skilled Craft). While the College did not set a goal for Professionals, it nonetheless hired three African American and Black employees. Aside from identifying numeric goals, the College did not identify specific hiring strategies in FY23 for Black and African American Employees.

FY24 Goals

The College must remain focused on hiring Black and African American employees in five out of seven EEO categories. Black and African American faculty and administrators remain most underrepresented, targeted efforts to recruit and hire for these categories should be prioritized. For specific numeric goals, see Part G.

Representation of Hispanic Employees

In FY23, Rhode Island College increased its Hispanic workforce by 1.7%. Hispanic employees were represented at 9.5%, compared to 17.1% of Hispanic Rhode Islanders. Below is a distribution of Hispanic employees across EEO-4 job categories:

	% of Workforce		FY23 Hiring v. Goals	
	FY23	FY22	Hired	Goal
Service Maintenance	21.9%	18.9%	7	14
Professionals	11.7%	8.6%	5	8
Administrative Support	9.8%	3.6%	1	4
Skilled Craft	7.1%	7.7%	0	1
Faculty	5.2%	4.0%	2	8
Officials/Managers/Administrators	3.8%	4.5%	0	6
Technicians	0.0%	4.1%	2	3

Analysis

EEO-4 category realignment did not significantly impact Hispanic employee representation.

Despite not meeting hiring goals, the College made progress toward five hiring goals (Service Maintenance, Professionals, Administrative Support Faculty, Technicians). The College did not meet its goal for Skilled Craft employees. Aside from identifying numeric goals, the College did not identify specific hiring strategies in FY23 for Hispanic employees.

FY24 Goals

The College must remain focused on hiring Hispanic employees in six out of seven EEO categories. Targeted efforts to recruit, in particular, Hispanic faculty, administrators, and technicians should be reflected in the College's larger HSI strategy. The College should consider leveraging community partnerships, advertising in Spanish, and posting jobs Hispanic community job boards. For specific numeric goals, see Part G.

Representation of Asian (Not Hispanic) Employees

In FY23, Rhode Island College maintained its Asian workforce. Asian employees were represented at 6.1%, compared to 3.1% of Asian Rhode Islanders. Below is a distribution of Asian employees across EEO-4 job categories:

	% of Workforce		FY23 Hiring v. Goals	
	FY23	FY22	Hired	Goal
Faculty	11.1%	9.5%	0	0
Technicians	6.3%	0.0%	1	1
Officials/Managers/Administrators	5.1%	9.1%	0	0
Administrative Support	3.9%	3.6%	0	0
Service Maintenance	3.1%	3.0%	1	1
Professionals	1.8%	3.2%	1	1
Skilled Craft	0.0%	0.0%	0	0

Analysis

EEO-4 category realignment may account for increased representation among Technicians and decreased representation across Officials / Managers / Administrators. Of the goals set, the College reached all three hiring goals. Aside from identifying numeric goals, the College did not identify specific hiring strategies in FY23 for Asian employees.

FY24 Goals

Compared to state census data, Asian employee representation meets or exceeds recommendations in five out of seven EEO-4 categories. Emphasis should be placed on retaining Asian employees. For specific numeric goals, see Part G.

Representation of American Indian and Alaskan Native (Not Hispanic) Employees

In FY23, Rhode Island College maintained its American Indian and Alaskan Native workforce. American Indian and Alaskan Native employees were represented at 0.7%, compared to 1.1% of American Indian and Alaskan Native Rhode Islanders. Below is a distribution of American Indian and Alaskan Native employees across EEO-4 job categories:

	% of Workforce		FY23 Hiring v. Goals	
	FY23	FY22	Hired	Goal
Technicians	3.1%	0.0%	0	0
Professionals	1.2%	0.5%	0	1
Service Maintenance	0.8%	1.5%	0	0
Faculty	0.4%	0.3%	0	2
Administrative Support	0.0%	1.8%	0	0
Officials/Managers/Administrators	0.0%	0.0%	0	0
Skilled Craft	0.0%	0.0%	0	0

Analysis

EEO-4 category realignment may account for increased representation among Technicians.

The College did not reach the two goals it set (Professionals and Faculty). Aside from identifying numeric goals, the College did not identify specific hiring strategies in FY23 for American Indian and Alaskan Native employees.

FY24 Goals

When possible, the College must remain focused on hiring American Indian and Alaskan Native employees in five out of seven EEO categories. However, low population representation (1.1%) amounted to 0.16% of applicants identifying as American Indian and Alaskan Native in FY23 (n=4). As such, the College is deliberately suspending hiring goals for this category given the limited pool of applicants.

Representation of Native Hawaiian and Other Pacific Islander (Not Hispanic) Employees

In FY23, Rhode Island College maintained its Native Hawaiian and Pacific Islander workforce. Native Hawaiian and Pacific Islander workforce employees were represented at 0.5%, compared to 1.1% of Native Hawaiian and Pacific Islander Rhode Islanders. Below is a distribution of Native Hawaiian and Pacific Islander employees across EEO-4 job categories:

	% of Workforce		FY23 Hiring v. Goals	
	FY23	FY22	Hired	Goal
Service Maintenance	1.6%	1.5%	0	1
Faculty	0.7%	0.7%	0	1
Administrative Support	0.0%	0.0%	0	1
Officials/Managers/Administrators	0.0%	0.0%	0	0
Professionals	0.0%	0.0%	0	1
Skilled Craft	0.0%	0.0%	0	0
Technicians	0.0%	0.0%	0	0

Analysis

The College did not reach the four goals it set (Service Maintenance, Faculty, Administrative Support, Professionals). Aside from identifying numeric goals, the College did not identify specific hiring strategies in FY23 for Native Hawaiian and Pacific Islander employees.

FY24 Goals

When possible, the College must remain focused on hiring Native Hawaiian and Pacific Islander in six out of seven EEO categories. However, low population representation (0.2%) amounted to 0% of applicants identifying as Native Hawaiian and Pacific Islander in FY23 (n=0). As such, the College is deliberately suspending hiring goals for this category given the extraordinarily limited pool of applicants.

Representation of Employees Identifying as Two or More Races (Not Hispanic)

In FY23, Rhode Island College maintained its biracial (two races) or multiracial (more than two races) workforce. Biracial and multiracial employees were represented at 0.8%, compared to 3.0% of biracial and multiracial Rhode Islanders. Below is a distribution of biracial and multiracial employees across EEO-4 job categories:

	% of Workforce		FY23 Hiring v. Goals	
	FY23	FY22	Hired	Goal
Technicians	3.1%	4.0%	0	0
Officials/Managers/Administrators	1.3%	2.3%	0	0
Professionals	1.2%	1.0%	1	4
Service Maintenance	0.8%	0.0%	3	4
Faculty	0.4%	1.3%	0	5
Administrative Support	0.0%	0.0%	2	2
Skilled Craft	0.0%	0.0%	0	0

Analysis

EEO-4 category realignment did not significantly impact representation among multiracial employees.

The College reached one hiring goal (Administrative Support), and made progress toward two goals (Professionals and Service Maintenance). The College did not meet its goal for Faculty. Aside from identifying numeric goals, the College did not identify specific hiring strategies in FY23 for multiracial employees.

FY24 Goals

The College must remain focused on hiring multiracial employees in six out of seven EEO categories. Targeted efforts to recruit and hire, in particular, multiracial skilled craft staff, administrative support staff, and faculty should be prioritized. For specific numeric goals, see Part G.

Representation of Female Employees

In FY23, Rhode Island College increased its female workforce by 3.3%. Female employees were represented at 60.0%, compared to 51.0% of female Rhode Islanders. Below is a distribution of female employees across EEO-4 job categories:

	% of Workforce		FY23 Hiring v. Goals	
	FY23	FY22	Hired	Goal
Administrative Support	88.2%	89.0%	11	0
Technicians	75.0%	50.0%	10	0
Faculty	64.9%	63.2%	7	0
Officials/Managers/Administrators	64.6%	70.5%	3	0
Professionals	62.0%	55.9%	28	0
Service Maintenance	35.9%	31.8%	10	25
Skilled Craft	0.0%	0.0%	0	6

Analysis

EEO-4 category realignment may account for increased representation among Technicians.

Of the two goals set, the College made progress toward hiring female employees in Service Maintenance roles. It did not meet its goal to hire female employees in Skilled Craft roles. While the College did not set goals in the remaining EEO categories, the College nonetheless hired women across all categories.

FY24 Goals

Compared to state census data, the representation of female employees meets or exceeds recommendations in five out of seven EEO categories. The College recognizes the gendered nature of labor performed in service maintenance and skilled craft roles. As such, emphasis should be placed on retaining female employees. For specific numeric goals, see Part G.

Representation of Disabled Employees

In FY23, Rhode Island College maintained the percentage of employees with disabilities. Employees with disabilities were represented at 5.7%, compared to 9.7% of Rhode Islanders with disabilities. Below is a distribution of employees with disabilities across EEO-4 job categories:

	% of Workforce		FY23 Hiring v. Goals	
	FY23	FY22	Hired	Goal
Administrative Support	7.8%	3.6%	2	3
Service Maintenance	6.3%	6.8%	0	4
Skilled Craft	7.1%	0.0%	0	1
Faculty	5.5%	6.4%	0	5
Professionals	5.5%	4.8%	7	2
Officials/Managers/Administrators	5.1%	9.1%	1	1
Technicians	3.1%	8.3%	0	0

Analysis

EEO-4 category realignment did not significantly impact representation among employees with disabilities.

The College reached two hiring goals (Professionals and Officials / Managers / Administrators), and made progress toward one goal (Administrative Support). The College did not reach three goals (Service Maintenance, Skilled Craft, and Faculty). Aside from identifying numeric goals, the College did not identify specific hiring strategies in FY23 for employees with disabilities.

FY24 Goals

The College must remain focused on hiring employees with disabilities across all EEO categories, provided they remain underrepresented in all categories. The College should consider leveraging community partnerships for job advertising purposes. For specific numeric goals, see Part G.

Representation of Veteran Employees

In FY23, Rhode Island College increased its veteran workforce by 1.6%. Veteran employees were represented at 5.6%, compared to 5.9% of veteran Rhode Islanders. Below is a distribution of veteran employees across EEO-4 job categories:

	% of Workforce		FY23 Hiring v. Goals	
	FY23	FY22	Hired	Goal
Professionals	12.3%	3.2%	3	5
Officials/Managers/Administrators	10.1%	2.3%	0	2
Service Maintenance	4.7%	11.4%	2	0
Technicians	3.1%	4.2%	0	0
Administrative Support	2.0%	1.8%	0	2
Faculty	1.8%	1.7%	0	6
Skilled Craft	0.0%	7.7%	0	0

Analysis

EEO-4 category realignment may account for increased representation among Officials / Managers / Administrators.

Despite not meeting hiring goals, the College made progress toward one hiring goal (Professionals). The College did not reach three goals (Officials / Managers / Administrators, Administrative Support, Faculty). It is worth noting that the faculty hire goal was unrealistic, provided only 3.2% of faculty applicants identified as veterans. Despite not setting a goal for Service Maintenance, it nonetheless hired two veterans. Aside from identifying numeric goals, the College did not identify specific hiring strategies in FY23 for veteran employees.

FY24 Goals

The College must remain focused on hiring veteran employees in five out of seven EEO categories. Veteran skilled craft employees, and veteran faculty remain most underrepresented, targeted efforts to recruit and hire should be prioritized. For specific numeric goals, see Part G.

Employment Recruitment and Selection Process

The College maintains its commitment to attracting a diverse pool of candidates for positions across each EEO job category. Affirmative Action guidance and consultation is offered to all search committees. The College continues to utilize PeopleAdmin, a talent lifecycle software solution designed for higher education and considered an industry standard, in its application and hiring processes. PeopleAdmin provides an easy interface for applicants to self-identify, and search committees are provided the self-identification information of their applicant pools before candidate selections are made. The College continues to expand on the variety of locations and journals that jobs are posted to attract diverse candidates, as well as continuing to expand the variety of recruitment fairs that staff attend each year.

Exit Interviews

The Office of Human Resources disseminates Exit Interview letters and forms to separating employees. These letters inform employees of their right to meet with the staff of the State Equal Opportunity Office to discuss conditions surrounding their employment and separation. All separated employees are offered the opportunity for an Exit Interview with the State Equal Opportunity Office.

Flex Time and Teleworking

RIC does not have a policy on flex time, however, [the State of RI policy found here](#) may extend to applicable job classifications. [RIC's Teleworking Policy can be found here](#).

Posting of Positions

[All positions are posted on the College's website](#). Equal Opportunity Employment and Affirmative Action policy statements are included in all postings, and all qualified individuals are welcome to search and apply for positions of their choosing. Human Resources ensures that positions are posted for a minimum of ten (10) days, during which time potential candidates may submit application materials.

Transfer and Promotion Practices

The College ensures that all qualified and protected group members are carefully considered for promotion whenever possible. This is done in part by ensuring unbiased

promotion criteria. For example, faculty promotions are governed by certain contractual obligations including years of service, teaching performance, scholarship, and service. Transfers are largely regulated by union contracts.

Technical Compliance

The College meets success in terms of technical compliance. Affirmative Action and Equal Employment Opportunity policy statements are available to the public on the College website, as is the Affirmative Action Plan. Equal Employment Opportunity posters are hung in obvious locations on campus for employees to view. To improve data collection methods, systems, and reporting capabilities, Human Resources works closely with Institutional Research and the Office of Institutional Equity to review data, accuracy, and comprehension. In addition, the College will be implementing a new Human Resources Information System, Work Day, in 2025, which will enhance data reporting compared to our existing platform. Human Resources continues to work with the Data Governance Committee to ensure continued compliance and improvement of our data collection methods.

Terminations

Terminations are in accordance with the provisions of our collective bargaining agreements and Council on Postsecondary Education Personnel Policy.

Training Programs

A wide variety of training and education is offered and available to all College employees. As an institution of higher education, employees and students may participate in a wide variety of events, many of which foster intellectual growth and engagement across different fields of academic and social inquiry.

Beginning with the onboarding process, the College mandates preventative training for all employees on discrimination and sexual harassment. Human Resources monitors the administration of the courses “Prevent Discrimination and Harassment Together” and “Prevent Sexual Harassment Together.”

Human Resources and OIE offer trainings requested by any college department or team on a regular basis. The Office of Diversity, Equity and Inclusion, and the Dialogue on Diversity and Inclusion Committee offer trainings, workshops, and other educational

activities for members of the campus community to engage in learning opportunities voluntarily.

In November 2023, the College made approximately \$150,000 of professional development funds available to staff throughout the 2023-2024 academic year. All staff are invited to submit proposals for use of these funds. A committee, composed of the Vice President of Student Success, Vice President of External Relations and Diversity, Equity, and Inclusion, and Vice President for Corporate Relations and Professional Studies evaluates all proposals. In addition to these funds, the College has dedicated \$35,000 toward professional development efforts that enhance the College's HSI status.

In addition, the College is a member of the Rhode Island Higher Educational Consortium (RIHETC). This organization offers professional development opportunities to employees.

- [A list of Fall 2023 RIHETC workshops can be found here](#)
- [A list of Spring 2024 RIHETC workshops can be found here](#)

Finally, all College employees have the benefit of tuition waiver to courses, degrees or learning programs at the Community College of Rhode Island, the University of Rhode Island, and Rhode Island College.

Part F
Affirmative Action Plan for
Individuals with Disabilities, Disabled
Veterans, and Covered Veterans

Rhode Island College is deeply committed to equal employment opportunity. All employment decisions are based on objective standards which further the goals of equal employment opportunity. The College takes affirmative action to employ, promote, and otherwise treat qualified individuals with disabilities, disabled veterans, and covered veterans without regard to their disability or status in the following areas: employment, promotion, demotion or transfer, layoff, termination, compensation, and selection for training programs.

The Director of Human Resources, Maggie Sullivan, is responsible for requests from employees for accommodations from individuals with disabilities, disabled veterans, and Vietnam era veterans.

The Director of Institutional Equity, Ashley Ruderman-Looff, is responsible for Affirmative Action as it concerns complaints related to accommodations from individuals with disabilities, disabled veterans, and Vietnam era veterans.

Internal and External Dissemination

Rhode Island College disseminates the Affirmative Action Plan internally as follows:

1. [The Rhode Island Board of Education Personnel Policy Manual contains an Equal Employment Opportunity statement here.](#)
2. [The Affirmative Action Plan is published on RIC's Office of Institutional Equity website, located here.](#)
3. The Director of Institutional Equity distributes the plan via email to each member of the extended President's Executive Cabinet.
4. The Director of Institutional Equity distributes the plan via email to the campus community.
5. Recommendations for improvements can be directed via email to Ashley Ruderman-Looff at arudermanlooff@ric.edu.

Rhode Island College disseminates the Affirmative Action Plan externally as follows:

5. [The Affirmative Action Plan is published on RIC's Office of Institutional Equity website, located here.](#)
6. [The College publishes a Statement of Nondiscrimination and Affirmative Action, here.](#)
7. The Human Resources webpage includes links to the Office of Institutional Equity's webpage to provide current and prospective employees with additional information about the Affirmative Action Plan.

8. Recommendations for improvements can be directed via email to Ashley Ruderman-Looff at arudermanlooff@ric.edu.

Outreach and Recruitment

The College requests referrals of qualified individuals with disabilities, disabled veterans, and covered veterans from employment agencies. To recruit Veterans and Disabled applicants, jobs were posted on the following websites, in addition to the RIC employment webpage:

- State of Rhode Island's Division of Equity, Diversity, and Inclusion Office
- Greater Providence Chamber of Commerce
- RI.gov
- Skills for Rhode Island's Future

The College will continue to strengthen its commitment to the recruitment and hiring of qualified individuals with disabilities and protected veteran status by working with the RI Department of Labor and Training (DLT) and through collaborative initiatives with RI veterans' offices.

Terms and Definitions

A "person with a disability" refers any person who:

- Has a physical or mental impairment which substantially limits one or more major life activity;
- Has a record of such an impairment, or;
- Is regarded as having such an impairment.

A "physical or mental impairment" means:

- Any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems: neurological; musculoskeletal; special sense organs; digestive; genitourinary; hemic and lymphatic; skin; and endocrine; or
- Any mental or psychological disorder, such as mental retardation, organic brain syndrome, emotional or mental illness, and specific learning disabilities. This includes, but is not limited to, such diseases and conditions as orthopedic, visual, speech, and hearing impairments, cerebral palsy, epilepsy, muscular dystrophy, multiple sclerosis, cancer, heart disease, diabetes, mental retardation, emotional illness, and drug addiction and alcoholism.

“Major life activities” refers to:

- functions such as caring for oneself, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working.

“Has a record of such impairment” refers to:

- a history of, or has been misclassified as having, a mental or physical impairment that substantially limits one or more major life activities.

“Is regarded as having an impairment” refers to:

- A person who has a physical or mental impairment that does not substantially limit major life activities but is treated by a [legal services program](#) as constituting such a limitation;
- A person who has a physical or mental impairment that substantially limits major life activities only as a result of the attitudes of others toward such impairments, or;
- A person who has none of the impairments defined in this section but is treated by a legal services program as having such an impairment.

“Qualified person with a disability” means:

- With respect to employment, a person with a disability who, with reasonable accommodation, can perform the essential functions of the job in question;
- With respect to other services, a person with a disability who meets the eligibility requirements for the receipt of such services from the legal services program.

“Auxiliary aids and/or other assistive technologies” means

- any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified or customized, that is used to increase, maintain, or improve functional capabilities of individuals with disabilities. Auxiliary aids and/or other assistive technologies include, but are not limited to, brailled and taped material, interpreters, telecommunications equipment for the deaf, voice recognition software, computer screen magnifiers, screen reader software, wireless amplification systems, and other aids.

Work Environment

Job postings may include descriptions of the work environment, including environmental conditions. Adverse environmental conditions are outlined where applicable.

Reasonable Accommodations

Serving as Americans with Disabilities Act Coordinator, the Director of Human Resources oversees requests and management of accommodations for all college employees. Erin Brown, Director of the Disability Services Center, oversees the College's Section 504 coordination.

Rhode Island College strives to foster an inclusive, accessible campus community. Paths of travel, ramps, automatic door openers, lifts, elevators, lactation spaces, accessible and gender-neutral restrooms are maintained across campus. The College continues to provide a program whereby faculty, staff, and students can apply for temporary parking spaces pending their applications for a Rhode Island Disability Parking Placard from the DMV. Where feasible and when resources are available, the College considers options for job restructuring, reassignment of duties, and acquisition or modernization of equipment, furniture, and facilities.

The College continues to offer a temporary reserved parking program for employees based on short-term medical conditions. Employees or students who have a need and have not had the opportunity to apply for and receive an official Disability Parking Placard from the RI DMV may apply through Beth Cabana, Manager of HR and Employee Benefits, to obtain a temporary parking placard. Approved applicants are assigned a temporary parking space marked by a movable sign.

Report on FY23 Activities

Throughout FY23, the College's Accessibility Committee convened to address concerns about campus wide access. This interdisciplinary team— composed of staff and faculty from across campus—works together to identify persistent needs.

Report on FY24 Activities

In September 2023, members from Human Resources met with the State's Department of Behavioral Healthcare, Developmental Disabilities & Hospitals to discuss a potential hiring partnership, with specific attention to people with intellectual and developmental disabilities.

At the time of writing, the College's Accessibility Committee continues to convene to identify and solve for issues that may deny and/or limit people with disabilities' access to the College's programs and activities.

For more detailed information about the College's goals, please refer to Section E.

A handwritten signature in black ink, reading "Ashley Ruderman-Looff". The signature is written in a cursive style and is positioned above a light gray rectangular background.

Ashley Ruderman-Looff, PhD
Director of Institutional Equity

1 March 2024

Part G

Determining Underrepresentation and Goal Setting

In consultation with the Workforce Planning Committee, which prioritizes the College's vacancies based on strategic investment, the College proposes the following hiring goals. The FY24 goals outlined reflect the positions the college has filled, or anticipates will fill, through June 30, 2024, according to EEO-4 job category and underrepresentation trends identified in Part E of this report.

[The College's numeric hiring goals for FY24 can be found here.](#)

Part H

Appendix

Appendix A: Description of EEO-4 Job Categories

OFFICIALS, MANAGERS, AND ADMINISTRATORS

Occupations in which employees set broad policies, exercise overall responsibility for execution of these policies or direct individual departments or social phases of the agency's operations or provide specialized consultation on a regional, district or area basis. Includes: Department heads, Bureau Chiefs, Division Chiefs, Directors, Deputy Directors, Controllers, Wardens, Superintendents, Sheriffs, Police and Fire Chiefs and Inspectors, Examiners (Bank, Hearing, Motor Vehicle, Warehouse), Inspectors (Construction, Building, Safety, Rent-and-Housing, Fire, A.B.C. Board, License, Dairy, Livestock, Transportation), Assessors, Tax Appraisers and Investigators, Coroners, Farm Managers and kindred workers.

PROFESSIONALS

Occupations which require specialized and theoretical knowledge which is usually acquired through college training or through work experience and other training which provides comparable knowledge. Includes: Personnel and Labor Relations workers, Social Workers, Doctors, Psychologists, Registered Nurses, Economists, Dieticians, Lawyers, Systems Analysts, Accountants, Engineers, Employment and Vocational Rehabilitation Counselors, Teachers or Instructors, Police & Fire Captains and Lieutenants, Librarians, Management Analysts, Airplane Pilots and Navigators, Surveyors & Mapping Scientists and kindred workers.

FACULTY

Full-time teaching and research faculty and part-time continuing faculty consisting of Instructors, Assistant Professors, Associate Professors, Professors, and Department Chairpersons.

TECHNICIANS

Occupations which require a combination of basic scientific or technical knowledge and skill which can be obtained through specialized post-secondary school education or through equivalent on-the-job training. Includes: Technicians; Network Technicians; Technical Assistant Providers, Family Supports Specialists and Educational Advocates; Library Technicians/Specialists; and related technical specialists.

ADMINISTRATIVE SUPPORT

Occupations in which workers are responsible for internal and external communication, recording and retrieval of data and/or information and other paperwork required in an

office. Includes: Bookkeepers, Messengers, Clerk Typists, Stenographers, Court Transcribers, Hearing Reporters, Statistical Clerks, Dispatchers, License Distributors, Payroll Clerks, Office Machine and Computer Operators, Telephone Operators, Legal Assistants, Sales Workers, Cashiers, Toll Collectors and kindred workers.

SKILLED CRAFT

Occupations in which workers perform jobs which require special manual skill and a thorough and comprehensive knowledge of the processes involved in the work which is acquired through on-the-job training and experience or through apprenticeship or other formal training programs. Includes: Mechanics and Repairers, Electricians, Heavy Equipment Operators Stationary Engineers, Skilled Machining Occupations, Carpenters, Compositors and Typesetters, Power Plant Operators, Water and sewage Treatment Plant Operators and kindred workers.

SERVICE MAINTENANCE

Occupations in which workers perform duties which result in or contribute to the comfort, convenience, hygiene of safety of the general public or which contribute to the upkeep and care of group may operate machinery. Includes: Campus Police, Chauffeurs, Laundry and Dry Cleaning Operatives, Truck Drivers, Bus Drivers, Garage Laborer, Custodial Employees, Gardeners and Groundskeepers, Refuse Collectors and Construction Laborers, Park Ranger Maintenance, Farm Workers (except Managers), Craft Apprentices/Trainees/Helpers and kindred workers.

Appendix B: Racial and Ethnic Designations and Minority Group

At the time of application, and later, at the time of hire, employees are asked to self-identify their race and/or ethnicity. No person shall be counted in more than one racial/ethnic group.

BLACK OR AFRICAN AMERICAN (Not Hispanic): A person having origins in any of the black racial groups of Africa.

HISPANIC: A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin regardless of race.

NATIVE AMERICAN OR ALASKA NATIVE (Not Hispanic): A person having origins in any of the original peoples of North and South America (including Central America), and who maintain tribal affiliation or community attachment.

ASIAN (Not Hispanic): A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian Subcontinent, including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.

WHITE (Not Hispanic): A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.

NATIVE HAWAIIAN OR PACIFIC ISLANDER (Not Hispanic): A person having origins in any of the peoples of Hawaii, Guam, Samoa, or other Pacific Islands.

TWO OR MORE RACES (Not Hispanic): All persons who identify with more than one of the above five races. Standards adopted by the United States Equal Employment Opportunity Commission and the Office of Federal Contract Compliance Program.

Appendix C: Laws Governing Equal Opportunity

Standards adopted by the United States Equal Employment Opportunity Commission and the Office of Federal Contract Compliance Program—Private Employment, State and Local Governments, Educational Institutions, and Race, Color, Religion, Sex, and National Origin

Title VII of the Civil Rights Act of 1964, as amended, prohibits discrimination in hiring, promotion, discharge, pay, fringe benefits, and other aspects of employment, on the basis of race, color, religion, sex or national origin. The law covers applicants to and employees of most private employers, state and local governments and public or private educational institutions. Employment agencies, labor unions, and apprenticeship programs are also covered.

AGE: The Age Discrimination in Employment Act of 1967, as amended, prohibits age discrimination and protects applicants and employees 40 years of age or older from discrimination on account of age in hiring, promotion, discharge, compensation, terms, conditions, or privileges of employment. The law covers applicants to and employees of most private employers, state and local governments, educational institutions, employment agencies and labor organizations.

SEX (WAGES): In addition to sex discrimination prohibited by Title VII of the Civil Rights Act (see above), the Equal Pay Act of 1963, as amended, prohibits sex discrimination in payment of wages to women and men performing substantially equal work in the same establishment. The law covers applicants to and employees of most private employers, state and local governments and educational institutions. Labor organizations cannot cause employers to violate the law. Many employers not covered by Title VII, because of size, are covered by the Equal Pay Act.

DISABILITY: The Americans with Disabilities Act of 1990, as amended, prohibits discrimination on the basis of disability, and protects qualified applicants and employees with disabilities from discrimination in hiring, promotion, discharge, pay, job training, fringe benefits, and other aspects of employment. The law also requires that covered entities provide qualified applicants employees with disabilities with reasonable accommodations that do not impose undue hardship. The law covers applicants to and employees of most private employers, state and local governments, educational institutions, employment agencies and labor organizations.

Standards adopted by the United States Equal Employment Opportunity Commission and the Office of Federal Contract Compliance Program—Employers Holding Federal Contracts or Subcontracts

RACE, COLOR, RELIGION, SEX, NATIONAL ORIGIN: Executive Order 11246, as amended, prohibits job discrimination on the basis of race, color, religion, sex, or national origin, and requires affirmative action to ensure equality of opportunity in all aspects of employment.

INDIVIDUALS WITH DISABILITIES: On September 24, 2013, the U.S. Department of Labor's Office of Federal Contract Compliance Programs published a Final Rule in the Federal Register that makes changes to the regulations implementing Section 503 of the Rehabilitation Act of 1973, as amended (Section 503) at 41 CFR Part 60-741. Section 503 prohibits federal contractors and subcontractors from discriminating in employment against individuals with disabilities (IWDs), and requires these employers to take affirmative action to recruit, hire, promote, and retain these individuals. The new rule strengthens the affirmative action provisions of the regulations to aid contractors in their efforts to recruit and hire IWDs, and improve job opportunities for individuals with disabilities. The new rule also makes changes to the nondiscrimination provisions of the regulations to bring them into compliance with the ADA Amendments Act of 2008. The new Section 503 regulations became effective on March 24, 2014. However, contractors with a written affirmative action program (AAP) already in place on the effective date have additional time to come into compliance with the AAP requirements. This compliance structure seeks to provide contractors the opportunity to maintain their current AAP cycle.

Highlights of the New Regulations

Utilization goal: The new regulations establish a nationwide 7% utilization goal for qualified IWDs. Contractors apply the goal to each of their job groups, or to their entire workforce if the contractor has 100 or fewer employees. Contractors must conduct an annual utilization analysis and assessment of problem areas, and establish specific action-oriented programs to address any identified problems.

Data collection: The new regulations require that contractors document and update annually several quantitative comparisons for the number of IWDs who apply for jobs and the number of IWDs they hire. Having this data will assist contractors in measuring

the effectiveness of their outreach and recruitment efforts. The data must be maintained for three years to be used to spot trends.

Invitation to Self-Identify: The new regulations require that contractors invite applicants to self-identify as IWDs at both the pre-offer and post-offer phases of the application process, using language prescribed by OFCCP. The new regulations also require that contractors invite their employees to self-identify as IWDs every five years, using the prescribed language. This language is posted in the Self-Identification Form, below.

Incorporation of the EO Clause: The new regulations require that specific language be used when incorporating the equal opportunity clause into a subcontract by reference. The mandated language, though brief, will alert subcontractors to their responsibilities as Federal contractors.

Records Access: The new regulations clarify that contractors must allow OFCCP to review documents related to a compliance check or focused review, either on-site or off-site, at OFCCP's option. In addition, the new regulations require contractors, upon request, to inform OFCCP of all formats in which it maintains its records and provide them to OFCCP in whichever of those formats OFCCP requests.

ADAAA: The new regulations implement changes necessitated by the passage of the ADA Amendments Act (ADAAA) of 2008 by revising the definition of "disability" and certain nondiscrimination provisions.

COVERED VETERANS AND DISABLED VETERANS: 38 U.S.C. 4212 of the Vietnam Era Veterans Readjustment Assistance Act of 1974, as amended, prohibits job discrimination and requires affirmative action to employ and advance in employment qualified covered veterans.

Covered veterans means any of the following:

1. Disabled veterans
2. Veterans who served on active duty in the Armed Forces during a war or in a campaign or expedition for which a campaign badge has been authorized
3. Veterans who, while serving on active duty with the Armed Forces, participated in a United States military operation for which an Armed Forces Service Medal (AFSM) was awarded pursuant to Executive Order 12985
4. Recently separated veterans.

Applicants to and employees of companies with a Federal government contract or subcontract are protected under the authorities above. Any person who believes a contractor has violated its nondiscrimination or affirmative action obligations under Executive Order 11246, as amended, Section 503 of the Rehabilitation Act or 38 U.S.C. 4212 of the Vietnam Era Veterans Readjustment Assistance Act should immediately contact:

The Office of Federal Contract Compliance Programs (OFCCP)

Employment Standards Administration

U.S. Department of Labor

200 Constitution Avenue, N.W.

Washington, D.C. 20210

(202) 523-9368, or an OFCCP regional or district office (listed in most directories under U.S. Government, Department of Labor)

Standards adopted by the United States Equal Employment Opportunity Commission and the Office of Federal Contract Compliance Program—Programs or Activities Receiving Federal Assistance

RACE, COLOR, NATIONAL ORIGIN, SEX: In addition to the protection of Title VII of the Civil Rights Act of 1964, Title VI of the Civil Rights Act prohibits discrimination on the basis of race, color, or national origin in programs or activities receiving Federal financial assistance. Employment discrimination is covered by Title VI if the primary objective of the financial assistance is provision of employment, or where employment discrimination causes or may cause discrimination in providing services under such programs. Title IX of the Education Amendments of 1972 prohibits employment discrimination on the basis of sex in educational programs or activities that receive Federal assistance.

If you believe you have been discriminated against in a program of any institution that receives Federal assistance, you should contact immediately the Federal agency providing such assistance.

INDIVIDUALS WITH DISABILITIES: Section 504 of the Rehabilitation Act of 1973 is a national law that protects qualified individuals from discrimination based on their disability. The nondiscrimination requirements of the law apply to employers and organizations that receive financial assistance from any Federal department or agency, including the U.S. Department of Health and Human Services (DHHS). These organizations and employers include many hospitals, nursing homes, mental health

centers and human service programs. Section 504 forbids organizations and employers from excluding or denying individuals with disabilities an equal opportunity to receive program benefits and services. It defines the rights of individuals with disabilities to participate in, and have access to, program benefits and services.

Additional Federal Laws Governing Equal Opportunity

[Title VII of the Civil Rights Act of 1964](#)

[The Americans with Disabilities Act of 1990](#)

[The Age Discrimination in Employment Act of 1967](#)

[The Equal Pay Act of 1963](#)

[Civil Rights Act of 1991](#)

[Section 504 of the Rehabilitation Act of 1973, as amended](#)

[Title IX of the Education Act of 1972, as amended](#)

[Violence Against Women Reauthorization Act of 2021 \(VAWA\)](#)

[Pregnancy Discrimination Act of 1978, as amended](#)

[Vietnam Era Veterans Readjustment Assistance Act of 1974, as amended](#)

If you would like assistance with retrieving an electronic or paper copy of any/all laws listed above, please contact the RIC Office of Institutional Equity at arudermanlooff@ric.edu or call 401-456-8218.

Additional State of Rhode Island Laws Governing Equal Opportunity

[RIGL 28-5.1 - Equal Opportunity and Affirmative Action](#)

[RIGL 42-112 – Civil Rights Act of 1990](#)

[RIGL 28-5 – Fair Employment Practices](#)

[RIGL 16-76 - Sexual Harassment in Higher Education](#)

[RIGL 28-51 – Sexual Harassment, Education and Training in the Workplace](#)

[RIGL 36-4-26.1 – Supplemental Certification in the Civil Service](#)

[RIGL 16-59-24 – Accessibility for People with Disabilities \(BOG\)](#)

[RIGL 11-37 – Sexual Assault](#)

[RIGL 16-22-24 – Dating Violence](#)

[RIGL 12-29-2 – Domestic Violence Prevention Act](#)

[RIGL 11-59-1 through 11-59-2 – Stalking](#)

If you would like assistance with retrieving an electronic or paper copy of any/all laws listed above, please contact the RIC Office of Institutional Equity at arudermanlooff@ric.edu or dial 401-456-8218.

State of Rhode Island Executive Orders Pertaining to Affirmative Action and Equal Opportunity

The following Executive Orders can be located in the [Governor's Archive of Executive Orders](#).

- EXECUTIVE ORDER 13-05: Promotes Diversity, Equal Opportunity and Minority Business Enterprises in Rhode Island
- EXECUTIVE ORDER 05-01: Promotes Equal Opportunity and the Prevention of Sexual Harassment in State Government
- EXECUTIVE ORDER 05-02: Establishes the Human Resources Outreach and Diversity Office and their responsibilities
- EXECUTIVE ORDER 94-22: Promotes Minority Business Enterprises in Rhode Island State Government.
- EXECUTIVE ORDER 93-1: Equal Opportunity and Affirmative Action Policy for units in State Government.
- EXECUTIVE ORDER 92-2: Compliance with Americans with Disabilities Act.
- EXECUTIVE ORDER 86-10: Establishes the Refugee Policy for the State.
- EXECUTIVE ORDER 85-16: Designates the State 504 coordinator to create policies, practices and programs regarding accessibility of State buildings and properties to disabled persons.

If you would like assistance with retrieving an electronic or paper copy of any/all State of RI Executive Orders listed above, please contact the RIC Office of Institutional Equity at arudermanlooff@ric.edu or dial 401-456-8218.

Appendix D: State of Rhode Island Guidelines for Preventing Sexual Harassment

Harassment on the basis of sex is a violation of RIGL 28-5.1 and Executive Order No. 05-01. Unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature constitutes sexual harassment when (1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment; (2) submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual; or, (3) such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile or offensive working environment.

In determining whether alleged conduct constitutes sexual harassment, the State Equal Opportunity Office will look at the record as a whole and at the totality of the circumstances, such as the nature of the sexual advances and at the legality of a particular action. A determination of what constitutes sexual harassment will be made from the facts, on a case-by case basis.

The appointing authority is responsible for the acts of its agents and supervisory employees with respect to sexual harassment, regardless of whether or not the specific acts complained of were authorized or even forbidden by the appointing authority and regardless of whether or not the appointing authority knew or should have known of their occurrence. The State Equal Opportunity Office will examine the circumstances of the particular employment relationship and the job functions performed by the individual in determining whether or not the individual is serving in either a supervisory or agency capacity.

With respect to persons other than those mentioned in the previous paragraph, an appointing authority is responsible for acts of sexual harassment in the workplace where that appointing authority or its agents or supervisory employees knew or should have known of the conduct. An appointing authority may rebut apparent liability for such acts by showing that it took immediate and appropriate corrective action.

Prevention is the best tool for the elimination of sexual harassment. An appointing authority should take all steps necessary to prevent sexual harassment from occurring such as affirmatively raising the subject of sexual harassment, expressing strong disapproval, developing appropriate sanctions, informing the employees of their right to raise and how to raise the issue of harassment and developing methods to sensitize all concerned.

If any State Employee believes that they have been sexually harassed, they may contact:

STATE EQUAL OPPORTUNITY OFFICE

ONE CAPITOL HILL

PROVIDENCE, RI 02908-5865

PHONE (401) 222-3090 FAX (401) 222-2490

RI Relay: 711 EOO.COMPLIANCE@DOA.RI.GOV

(2019)

Appendix E: Department of Administration Office of Diversity, Equity and Opportunity State Equal Opportunity Office: Guidelines for Ensuring Unbiased Work Environments

Rhode Island General Law 28-5.1, Executive Order No. 05-01 of the State of Rhode Island and Title VII of the 1964 Civil Rights Act, mandates employers to maintain a working environment free of discriminatory insults, intimidation and other forms of harassment. Both an employee's psychological and economic well-being are protected. While an employer cannot be held accountable for the prejudices of its workers clientele, it must take reasonable measures to control or eliminate the overt expression of those prejudices in the workplace. Prompt action by an employer to prevent or correct discriminatory harassment can go a long way in lessening employer liability.

Perhaps the most common type of harassment to which workers are subjected is verbal abuse. Racial and ethnic epithets, slurs or jokes directed at or made in the presence of minority group employees, are not to be tolerated. An example of unlawful race and sex bias in the work environment is the use of the diminutive term "boys" when referring to minority male employees and "girls" when referring to female employees.

Another common type of verbal abuse is either spreading rumors or joking about an employee's assumed sexual preference or orientation. One's personal preference does not determine how one performs at his or her job and therefore, this type of bias does is prohibited in the workplace.

An employer is under a two-pronged duty to maintain a working atmosphere free of national origin bias. First, the employer itself must refrain from ridicule or harassment on the basis of national origin. Second, an employer should not tolerate such behavior by its employees. Ethnic slurs or jokes based on national origin are unlawful. An employer is also under obligation to maintain a work environment free of religious bias. Permitting a supervisor to espouse his or her beliefs to employees while at work may amount to religious discrimination.

Any unwelcome sexual advances, requests for sexual favors and other verbal and physical conduct of a sexual nature is unlawful sexual harassment when the response or reaction to the advances or requests is permitted to affect the employment decisions. It is also illegal for an employer to permit any conduct that is sexually offensive, intimidating, hostile or interferes with an individual's work performance. Sexual advances

by co-workers who have control over a person's employment may be unlawful if it has such an intimidating effect that job status is affected.

(2005)

Appendix F: Employee Self-Identification of Disability Form and Request for Reasonable Accommodation

CONFIDENTIAL EMPLOYEE SELF-IDENTIFICATION OF DISABILITY & REQUEST FOR REASONABLE ACCOMMODATIONS

In accordance with the Americans with Disabilities Act of 1990, Rhode Island General Law 28-5.1 and Executive Order # 92-2, The State Equal Opportunity Office invites a qualified individual with a disability to self-identify to be provided reasonable accommodations if necessary to perform the essential function for the desired position. **COMPLETION OF THIS FORM IS VOLUNTARY.**

NAME: _____ **AGENCY: Rhode Island College**
JOB TITLE: _____ **DATE:** _____

Please check (✓) the category that best describes your disability. (Upon request, verification of disabling condition must be obtained from your physician.)

Disabling conditions include, but are not limited to:

- _____ AIDS
- _____ Alcoholism
- _____ Blindness or Visual Impairment
- _____ Cancer
- _____ Cerebral Palsy
- _____ Deafness or Hearing Impairment
- _____ Diabetes
- _____ Drug Addiction
- _____ Epilepsy
- _____ Heart Disease
- _____ Mental Retardation
- _____ Mental or Emotional Illness
- _____ Multiple Sclerosis
- _____ Muscular Dystrophy
- _____ Orthopedic
- _____ Perceptual Disabilities such as Dyslexia, Minimal Brain Dysfunction, Development Aphasia or Speech Impairment
- _____ Other, please explain (use back of form or attach additional information)

Yes, I request a Reasonable Accommodation Needs Assessment Review. I understand a copy of this request will be forwarded to the Rhode Island College ADA Coordinator.

No Reasonable Accommodation is needed at this time. I understand I may request a reasonable accommodation at a later date.

Additional Comments:

Signature: _____ Date: _____

RHEEO 5/90A
 REVISED 11/13/08
 RI SEOO (401) 277-3090

Appendix G: State Equal Opportunity Office Discrimination Complaint Procedure and Form

OFFICE OF DIVERSITY, EQUITY AND OPPORTUNITY STATE EQUAL OPPORTUNITY

OFFICE

TELEPHONE: (401) 222-3090

FAX: (401) 222-2490

The State Equal Opportunity Office will accept, from both State Employees and Applicants for State employment, complaints of discrimination that are based on race, sex, age, national origin, religion, color, sexual orientation, gender identity or expression, and sexual harassment.

1. [A complaint must be filed formally on the "Complaint Information Form"; available through the State Equal Opportunity Office website here](#) within ten (10) working days from the knowledge of the alleged incident of discrimination, unless it is an ongoing discrimination. All complaints will remain confidential except to the extent necessary to conduct a review of the facts.
2. An Equal Opportunity Officer will be assigned to investigate the complaint.
3. The Agency Director (Respondent) will be notified of the alleged charge.
4. Upon the completion of the investigation, the State Equal Opportunity Office will make a determination as to probable cause based on the summary of facts.
5. The State Equal Opportunity Office will notify the parties of the outcome after making a determination.
6. When there is probable cause of discrimination, the State Equal Opportunity Office will try to conciliate the complaint.
7. If an agreement between both parties is not reached, a formal hearing will be scheduled and a Hearing Officer will be assigned by the State Equal Opportunity Office.
8. If and when it has been determined by the Hearing Officer that discrimination exists, the Hearing Officer will advise the State Equal Opportunity Office in writing. The State Equal Opportunity Office will then, by written notification, present findings and recommended corrective action to both parties. If the corrective action is not implemented within the specified time frame, the State Equal Opportunity Office will notify the Governor.

An individual may also file a complaint with the [Rhode Island Commission for Human Rights](#) or the [U.S. Equal Employment Opportunity Commission](#). If a charge has been filed, either simultaneously or at a later date with Rhode Island Commission for Human Rights or the U.S. Equal Employment Opportunity Commission, the State Equal Opportunity Office will defer to either commission for investigation and any resolution and/or prosecution of any charge.



State of Rhode Island
Division of Human Resources
Site Operations/Business Partner Center of Expertise
COMPLAINT REQUEST

Date of Issue: 02/16/21
Revision No:
HR Exec Dir: ADMINISTRATION

Complete this form to file a complaint of Discrimination, Sexual Harassment, Domestic Violence/Sexual Assault/Stalking, Workplace Violence or Retaliation. This form may be used for a complaint by an Executive Branch employee.

Once you have submitted the complaint form, you will be contacted by an investigator from the Division of Human Resources Site Operations/Business Partner Center of Expertise (COE). If you do not wish to complete the Complaint Form, or need assistance in doing so, please contact your agency's Human Resources Business Partner or Diversity Officer who can fill out the form on your behalf. Alternatively, you can call the Site Operations/Business Partner COE at 401-574-8381 to make a report by phone.

* = Required Field

Section 1 – Complainant Information

Are you an employee of the State of Rhode Island? * Yes No

Complainant Contact Info

First Name		Last Name	
Title		Agency	
Work Location		Work Phone	
		Manager/Supervisor	
Home Address		Home Phone	
		Email Address	

How do you prefer to be contacted? Email Phone

Section 2 – Person Completing Form

Same as Section 1

Are you an employee of the State of Rhode Island? * Yes No

First Name		Last Name	
Phone		Email	

Section 3 – Complaint Filed Against Information

First Name		Last Name	
Title		Agency	
Work Location			



State of Rhode Island
 Division of Human Resources
 Site Operations/Business Partner Center of Expertise
COMPLAINT REQUEST

Date of Issue: 02/16/21
 Revision No: _____
 HR Exec Dir: _____

Section 4 – Complaint Information

Complaint is being made on the basis of **f*** (Multiple options can be selected).

Discrimination (multiple options can be selected)

<input type="checkbox"/> Race/Ethnicity/Color	<input type="checkbox"/> Disability	<input type="checkbox"/> Age	<input type="checkbox"/> Genetics	<input type="checkbox"/> Pregnancy
<input type="checkbox"/> Military Status	<input type="checkbox"/> Veteran Status	<input type="checkbox"/> Religion	<input type="checkbox"/> Sex	<input type="checkbox"/> National Origin
<input type="checkbox"/> Sexual Orientation	<input type="checkbox"/> Gender Identity	<input type="checkbox"/> Gender Expression		

Sexual Harassment Workplace Violence Retaliation

Summary of Complaint – Please describe what happened to you, indicating the date or dates when it occurred, names of persons involved, and what harm, if any was caused to you as a result. *Please continue on separate sheet of paper, if necessary.*

Date of First Incident _____

Date of Last or Most Recent Incident _____



State of Rhode Island
 Division of Human Resources
 Site Operations/Business Partner Center of Expertise
COMPLAINT REQUEST

Date of Issue: <u>02/16/21</u>
Revision No: _____
HR Exec Dir: _____

Section 5 – Witnesses Information

Please list below any persons (co-workers, supervisors, others) who were witness to or can provide information pertaining to your complaint.

To Whom has this been reported
 If has not been reported to anyone If has been reported to the following people

Incident Reported to

Full Name	Title
Agency	Manager/Supervisor
Phone	Email
Full Name	Title
Agency	Manager/Supervisor
Phone	Email

Section 6 -- Attachments

Please provide any supporting documents.

Complainant Signature	Date
-----------------------	------

Appendix H: Exit Interview Form

EXIT INTERVIEW SIGN-OFF FORM

OFFICE OF DIVERSITY, EQUITY AND OPPORTUNITY (ODEO)
STATE EQUAL OPPORTUNITY OFFICE
One Capitol Hill
Providence, RI 02908-5865
eoo.compliance@doa.ri.gov

Rhode Island Department of: _____

NAME OF EMPLOYEE (Please print or type) _____

The Office of Diversity, Equity and Opportunity in collaboration with the Division of Human Resources has established this exit interview process in order to assess the overall employee experience while working for the state, to assure that terminating employees are not leaving because of discriminatory circumstances, and to identify opportunities to improve retention and engagement.

I hereby acknowledge that I have received the Confidential Exit Survey from the Division of Human Resources and that the completed Confidential Exit Survey must be forwarded to the State Equal Opportunity Office. I also understand that a copy of this completed sign-off form (not the Confidential Exit Survey) will be placed in my personnel file.

SIGNATURE OF EMPLOYEE _____

DATE EMPLOYEE SIGNED _____

DATE EXIT INTERVIEW WAS
GIVEN TO EMPLOYEE _____

SIGNATURE OF HUMAN RESOURCES
REPRESENTATIVE _____

INSTRUCTIONS:

The Human Resources Representative must distribute a copy of the Confidential Exit Survey along with any necessary documents to the terminating employee. The Human Resources Representative must place a copy of the Exit Interview Sign-Off Form in the employee's personnel file and forward a second copy of the Exit Interview Sign-Off Form to the ODEO/State Equal Opportunity Office, via inter-office mail or electronically at eoo.compliance@doa.ri.gov, immediately upon completion.

CONFIDENTIAL EXIT SURVEY INQUIRY

(continued)

<p>1. What is your main reason for leaving?</p>	
<p>2. What did you like best about your job?</p>	
<p>3. What did you dislike about your job?</p>	
<p>4. Did you find your employment worthwhile in terms of personal growth and achievement? Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p>Please explain: _____</p>	
<p>5. Do you feel career opportunities were adequately afforded to you? Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p>Please explain: _____</p>	
<p>6. Did you feel free to go to your supervisor about your job? Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p>Please explain: _____</p>	
<p>7. Was your supervisor effective in handling problems or complaints? Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p>Please explain: _____</p>	
<p>8. Did you receive fair treatment while employed? Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p>Please explain: _____</p>	
<p>9. Do you feel you were discriminated against? Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p>Please explain: _____</p>	

CONFIDENTIAL EXIT SURVEY INQUIRY

(continued)

10. Would you seek employment with the State of Rhode Island at a future date?

Yes No

Please explain:

11. Would you recommend employment with the State of Rhode Island to your friends and family?

Yes No

Please explain:

12. Please complete the following statement: I don't know why the State of Rhode Island doesn't just

13. Please complete the following statement: I feel the State of Rhode Island would benefit from changes, such as:

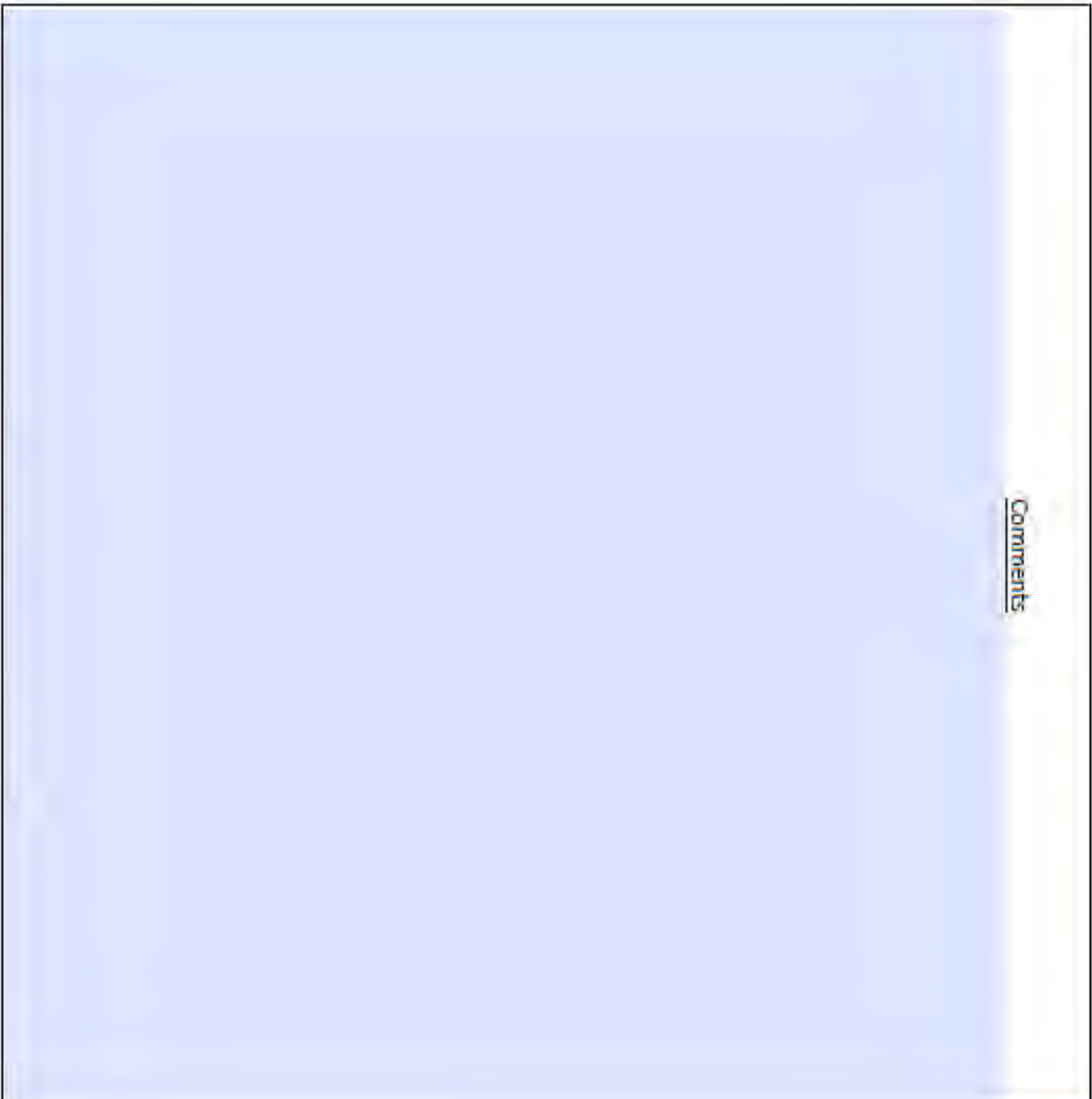
14. Please complete the following statement: I feel my Department would benefit from changes, such as:

Comments

CONFIDENTIAL EXIT SURVEY INQUIRY

(continued)

Comments



Submission Instructions

Please e-mail this form to eoq.compliance@doa.ri.gov with subject line: Exit Interview For (YOUR AGENCY NAME). This is a confidential e-mail and all correspondence will be treated with the utmost care. If you are completing this form online, the form will be sent to our confidential e-mail upon pressing submit.

You may also mail this form to:

ODEO/State Equal Opportunity Office, One Capitol Hill, Providence, RI 02908

Appendix I: Affirmative Action File Card

RI/EO-03/78
 (Revised July 2019)

RHODE ISLAND DEPARTMENT OF ADMINISTRATION OFFICE OF DIVERSITY, EQUITY AND OPPORTUNITY/STATE EQUAL OPPORTUNITY OFFICE

AFFIRMATIVE ACTION FILE

* Please note that this is a **voluntary** self-identification card and the information you provide will not be used as a basis for employment decisions.**
TO BE COMPLETED BY APPLICANT OR EMPLOYEE ONLY

Applicant or Employee

Address Number Street City State Zip Code

NOTE: When selecting racial/ethnic category, you must select only one of the boxes numbered 1 through 7. Female Male

1 - Black or African American (Not Hispanic or Latino) 2 - Hispanic or Latino 3 - American Indian or Alaska Native (Not Hispanic or Latino)
 4 - Asian (Not Hispanic or Latino) 5 - White (Not Hispanic or Latino) 6 - Native Hawaiian or Other Pacific Islander (Not Hispanic or Latino)
 7 - Two or More Races (Not Hispanic or Latino) Disabled Veteran Disabled Veteran Age: 40 & Over

FOR PERSONNEL USE ONLY

Department Division
 Appropriation Account No. Pay Grade Position No.
 Incumbent (Use this selection for current employees who are requesting a change to their demographic designation)
 Promotion Transfer Hire Let No Let Offered Not Offered Refused
 Reason for Action
 Print Name/RR Staff Date

RACIAL/ETHNIC CATEGORIES

- **Black or African American (Not Hispanic or Latino)** – A person having origins in any of the black racial groups of Africa.
- **Hispanic or Latino** – A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race.
- **American Indian or Alaska Native (Not Hispanic or Latino)** – A person having origins in any of the original peoples of North America and South America (including Central America), and who maintains tribal affiliation or community attachment.
- **Asian (Not Hispanic or Latino)** – A person having origins in any of the original peoples of the Far East, Southeast Asian, or the Indian subcontinent including for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.
- **White (Not Hispanic or Latino)** – A person having origins in any of the original peoples of Europe, North Africa, or the Middle East.
- **Native Hawaiian or Other Pacific Islander (Not Hispanic or Latino)** – A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.
- **Two or More Races (Not Hispanic or Latino)** – A person who primarily identifies with two or more of the above race categories.

DISABLED: All persons with a physical or mental impairment that substantially limits one or more major life activities. Major life activities include, but are not limited to, caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating and working. A major life activity also includes the operation of a major bodily function, including, but not limited to, functions of the immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, and reproductive functions. A history of such disability, or the belief on the part of others that a person has such a disability, whether it is so or not, also is recognized as a disability by the regulation.

Appendix J: Equal Opportunity Committee Guidelines

MISSION:

To provide two-way communication and suggestions on various aspects of the equal opportunity program to the director in a department or agency in state government.

1. ESTABLISHING THE COMMITTEE:

- A. All employees should be informed of opportunities to serve on the committee.
- B. Agency head appoints the committee from a list of volunteers.
- C. Volunteers should include staff from:
 - 1. Each division of agency
 - 2. Various job levels
 - 3. Diverse group of employees; i.e. minorities, women, persons with disabilities, and veterans

2. STRUCTURE

- A. Terms of membership
- B. Elections of officers
- C. How many members
- D. Alternatives
- E. Sub-committees
- F. Meetings
- G. Minutes

3. FUNCTIONS (ROLE)

- A. Advise – not perform
- B. Develop short-term objectives
- C. Identify areas of possible discrimination
- D. Assist the designee of the agency head with preparing the affirmative action plan
- E. Monitor the progress of the action goals and programs, if necessary, make recommendations to improve
- F. Review monthly progress reports
- G. Issue a progress report to agency head quarterly

4. CHAIRPERSON (DUTIES):

- A. Prepare agenda for meeting
- B. Preside over committee meetings
- C. Submit any committee recommendations to the agency head

5. SECRETARY (DUTIES)

- A. Preside over meeting in absence of chairperson
- B. Record minutes of the meeting
- C. Prepare minutes for distribution.

6. AGENCY HEAD:

- A. Should make a commitment that all recommendations will be reviewed and acknowledged

7. EMPLOYEES SHOULD BE INFORMED OF AGENCY POLICY:

- A. Newsletter
- B. Pay envelopes
- C. Employee handbooks
- D. Copies of the affirmative action plan policy statement of key program elements

- 8. The state equal opportunity office may issue such guidelines, directives, or instructions as necessary to carry out Rhode Island General Laws § 28-5.1.

For additional guidance and/or technical assistance, contact:

Division of Equity, Diversity & Inclusion

One Capitol Hill

Providence, RI 02908

(401) 547-8086

TTY (Relay RI) 711

Email: Krystal.Waters@doa.ri.gov

* Each agency is required to have an Equal Opportunity Advisory Committee

Appendix K: Diversity Advisory Council Guidelines

MISSION:

To guide and support a state department or agency director on developing organizational changes and strategies that will advance the goals of diversity and inclusion in the workplace, as well as to assist in the implementation of approved strategies and changes.

1. ESTABLISHING THE COUNCIL:

- A. All employees should be informed of opportunities to serve on the council.
- B. Agency head appoints the committee from a list of volunteers.
- C. Volunteers should include staff from:
 - a. Each division of agency
 - b. Various job levels
 - c. Diverse group of employees; i.e. minorities, women, persons with disabilities, and veterans

1. STRUCTURE:

- A. Terms of membership
- B. Elections of officers
- C. How many members
- D. Alternates
- E. Sub-committees
- F. Meetings
- G. Minutes

2. FUNCTIONS (role)

- A. Advise – not perform
- B. Leverage diversity to improve employee and organizational performance
- C. Link diversity strategy with the department's/agency's business strategy
- D. Develop metrics to measure progress
- E. Develop short- and long-term plans for advancing the goals of diversity and inclusion

3. CHAIRPERSON (duties)

- A. Prepare agenda for meetings
- B. Preside over council meetings
- C. Submit any council recommendations to the department/agency director

4. SECRETARY (DUTIES)

- A. Preside over meeting in absence of chairperson
- B. Record minutes of the meeting
- C. Prepare minutes for distribution

5. AGENCY HEAD:

- A. Should make a commitment to support the work of the council and ensure that all recommendations will be reviewed and acknowledged.

For additional guidance and/or technical assistance, contact:

Division of Equity, Diversity & Inclusion

One Capitol Hill

Providence, RI 02908

(401) 547-8086

TTY (Relay RI) 711

Email: Krystal.Waters@doa.ri.gov

*Agencies are not required to have a Diversity Advisory Council but are encouraged to do so.

Appendix L: Enforcement Agencies

Department of Administration

Office of Diversity, Equity and Opportunity State Equal Opportunity Office
One Capitol Hill Providence, RI 02908
TEL # (401) 222-3090
FAX # (401) 222-2490

Eoo.compliance@doa.ri.gov

RI Commission for Human Rights

180 Westminster St. Ste. 3
Providence, RI 02903-1918 TEL # (401) 222-2661/ Voice TDD # (401) 222-2664
FAX # (401) 222-2616

U.S. Equal Employment Opportunity Commission

1801 L Street NW Washington, D.C. 20507 TEL # (202) 663-4900/ Voice TDD # (800)
800-3302
TDD # (202) 663-4494 (for all Area Codes)

Department of Justice

Office of the Americans with Disabilities Act Civil Rights Division
P.O. Box 66118
Washington, D.C. 20035-6118 TEL # (202) 514-0301/ Voice TDD # (202) 514-0381
(202) 514-6193 (Electronic Bulletin Board)