



**Equal Employment Opportunity &
Affirmative Action Plan**

July 1, 2019 to June 30, 2020

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


Margaret Lynch-Gadaleta
Director of Institutional Equity

3/30/31
Date



**Frank D. Sánchez, PhD
President**

3/31/21
Date

ODEO/State Equal Opportunity Office

Date

Contents

Part A—Introduction

1. Statement Acknowledging Indigenous Peoples and Lands
2. Foreword

Part B—College Organization and Structure

1. About Rhode Island College
2. Organizational Chart

Part C—Plan Administration

1. Policy on Sexual Harassment
2. Statement of Policy on Equal Opportunity and Affirmative Action
3. Appointment of Equal Opportunity Advisory Committee
4. Division Heads, Supervisors, Human Resources Liaisons
5. Diversity Liaison
6. Americans with Disabilities Act 504 Coordinator
7. Dissemination of Plan and Policy
8. Policy Statements
 - a. Policy on Complaints of Alleged Discrimination
 - b. Policy on Service Delivery
 - c. Policy on Contracts
 - d. Policy Statement for Individuals with Disabilities and Veterans
 - e. Compliance with Guidelines on Discrimination Because of Religion or National Origin
 - f. Compliance with Sex Discrimination Guidelines
 - g. Retaliation or Coercion Statement

Part D—Program Statistics

1. Affirmative Action Statistical Summary
2. Applicant Data
3. Applicant Flow Data
4. Determining Underrepresentation & Goal Setting
5. Job Group Analysis Summary

Part E—Identification and Analysis of Problem Areas

1. Self-evaluation of Affirmative Action Program Performance
 - a. Description of program
 - b. Summary of Workforce Composition by Race/ethnicity, Gender, Disability, and Veteran Status Across Job Categories
 - c. Numerical Goals
2. Employment Recruitment and Selection Process
3. Exit Interviews
4. Flex-Time
5. Posting of Positions

6. Transfer and Promotion Practices
7. Technical Compliance
8. Termination
9. Training Programs

Part F—Affirmative Action Plan for Individuals with Disabilities (pp. 70-75 of former plan)

1. Internal and External Dissemination
2. Terms and Definitions
3. Reasonable Accommodations
4. Disability Services Center
5. Covid-19 Pandemic Response
6. Military Resource Center
7. Outreach and Recruitment

Part G—Determining Underrepresentation and Goal Setting

Part H—Appendix


- a. Description of Job Categories
- b. Racial and Ethnic Designations and Minority Group
- c. Laws Governing Equal Opportunity
- d. State of Rhode Island Guidelines for Preventing Sexual Harassment
- e. Dept. of Administration ODEO Guidelines for Ensuring Unbiased Work Environments
- f. Employee Self-Identification of Disability Form and Request for Reasonable Accommodation
- g. RIC Discrimination Complaint Procedure and Form
- h. ODEO Discrimination Complaint Procedure and Form
- i. Exit Interview Form
- j. Equal Opportunity Committee Guidelines
- k. Diversity Advisory Committee Guidelines
- l. Enforcement Agencies
- m. Diversity Plan to Improve Minority Hiring and Workplace Inclusion

Part A

Introduction

Statement Acknowledging Indigenous People 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.


Margaret Lynch-Gadaleta
Director of Institutional Equity

3/30/31

Date

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, dedication and collaboration of a cross-disciplinary team of professionals dedicated to the common cause of diversity, equity, and inclusion (DEI). Our dynamic team of data analysts, information technologists, DEI practitioners, human resources specialists, scholars, attorneys, leaders, and other experts came together to present just some of the efforts of RIC to promote equal employment opportunity; the information herein provides a snapshot of this important work.

This plan is presented during a time of unprecedented upheaval in the work and lives of all RIC faculty, staff, and students. The COVID-19 pandemic shifted many facets of how work is accomplished. Not only did a significant proportion of RIC employees suddenly transition to remote working environments with limited personnel resources, but austerity measures due largely to a global economic crisis resulting from the pandemic yielded a 33% increase in overall terminations between 7/1/2019 to 6/30/2020. The loss of talent ceded not only swathes of skillsets and institutional knowledge across the College, but also morale as the entire RIC community endured a year of illness, death, and financial hardship with the rest of the world. The impact of COVID-19 on the college community and especially its human resource capacity cannot be understated.

Best practices in data analysis prescribe for robust and honest discussions about the data itself; quality and consistency are crucial in presenting accurate depictions of the RIC workforce. Some key notes to consider while interpreting the findings of this report include:

- Differences in the technology and human resource infrastructures assumed by RI ODEO and employed by RIC culminate in some modifications to the way RIC presents requested data. For example, standard AAP guidelines:
 - Separate certain 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”)
 - Do not contain recommendations from RI Department of Administration to include internal payrolls into reported statistics, while RIC includes and categorizes these employees as “Special monthly/other”
 - Subscribe to the male/female gender binary, while RIC acknowledges gender as a spectrum
 - Emphasize reporting on protected classes of race, gender identity, disability status, and veteran status, while RIC seeks to include reporting structures for additional groups including LGBTQ+ and transgender communities, religious minorities, and other protected classes
- RIC relies on voluntary self-identification to collect significant portions of the personnel data pertinent to employees’ racial, gender, disability, and veteran identities. These disclosures are ***voluntary and confidential***, meaning applicants and employees:

- Sometimes choose to withhold or only partially disclose their identities, inherently rendering these datasets inconclusive
- Self-identify with the understanding that their disclosures will 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 confidentiality clauses in each employee contract. 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).

- Best practices in equity work, including recommendations from Rhode Island Council on Postsecondary Education (RI CPE), emphasize “localized approaches” to closing equity gaps in education, including:
 - Responding to local needs
 - Basing standards and goals on smaller areas than the State of RI as a whole (i.e., City of Providence, Providence County, etc.)

Racism is endemic. Undoing and rebuilding historic systems of discrimination of marginalized groups—particularly Black, Indigenous, and People of Color (BIPOC), Asian-Pacific Americans, Latine [læ.tə.ˈnā] and multiracial communities, women and gender minorities including LGBTQ+ and transgender communities, persons with disabilities and veterans—is a moral imperative that requires all individuals to commit to a continuous, deeply reflective process of introspection. Through perseverance, imagination, and hard work, Rhode Island College believes we can achieve a vision of racial and gender equity for the people of this great state.


Margaret Lynch-Gadaleta
Director of Institutional Equity

3/30/31

Date

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. The college serves approximately 9,000 students in courses and programs both on- and off-campus. Although the student population is mostly commuter, approximately 1,100 students live in our six residence halls. The college strives to recruit and attract both a diverse student body and a workforce reflective of the state's racial, ethnic, socioeconomic, and cultural populations with academic offerings provided in five schools: the School of Arts and Sciences, the Feinstein School of Education and Human Development, the School of Business, the School of Nursing, and the School of Social Work.

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 from diverse backgrounds, including but not limited to people with personal identities varying by race, ethnicity, religion, sexual orientation, gender, gender identity, disability, and veteran status.

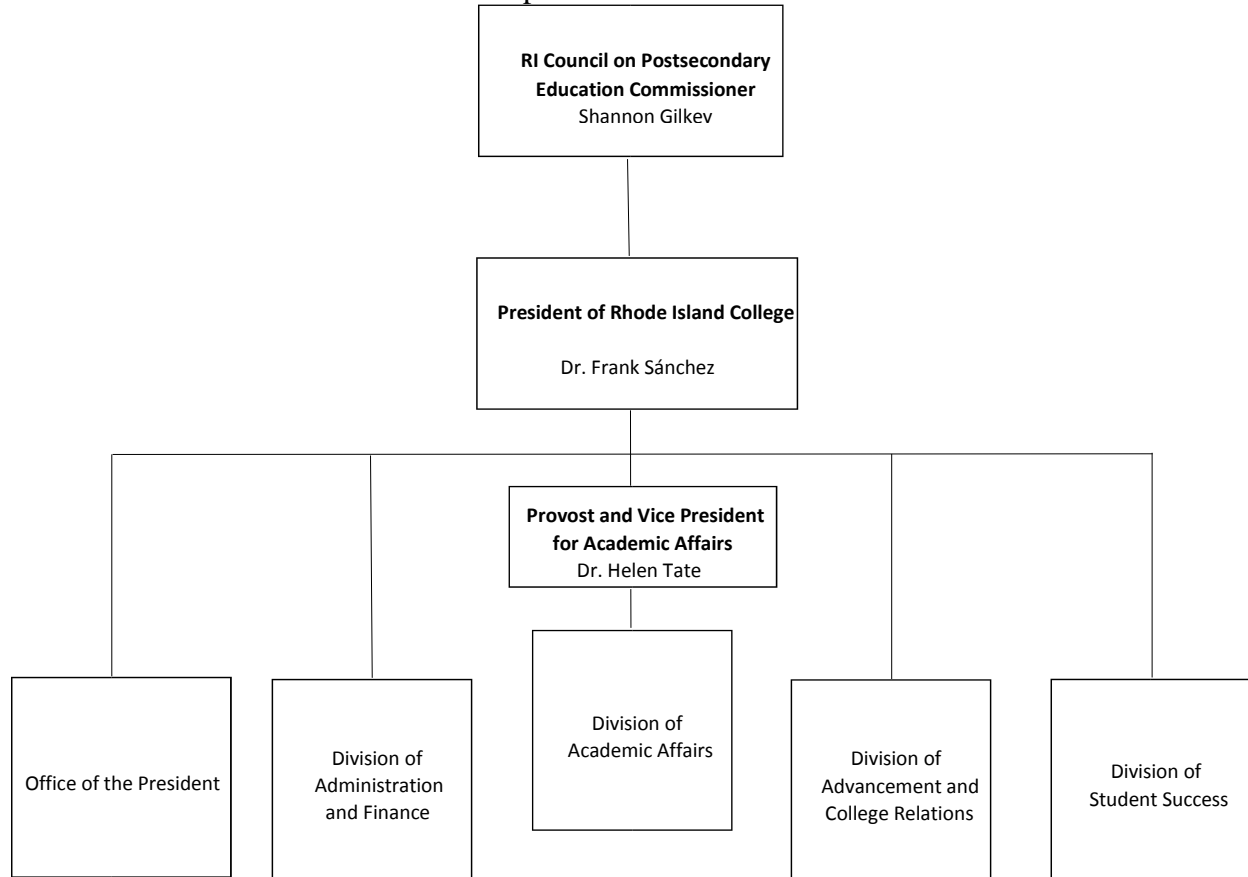
RIC Mission and Vision

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, inclusive and diverse community. Dedicated faculty engage students in learning, research, and career attainment, and our innovative curricula and co-curricula foster intellectual curiosity to prepare an educated citizenry for responsible leadership.

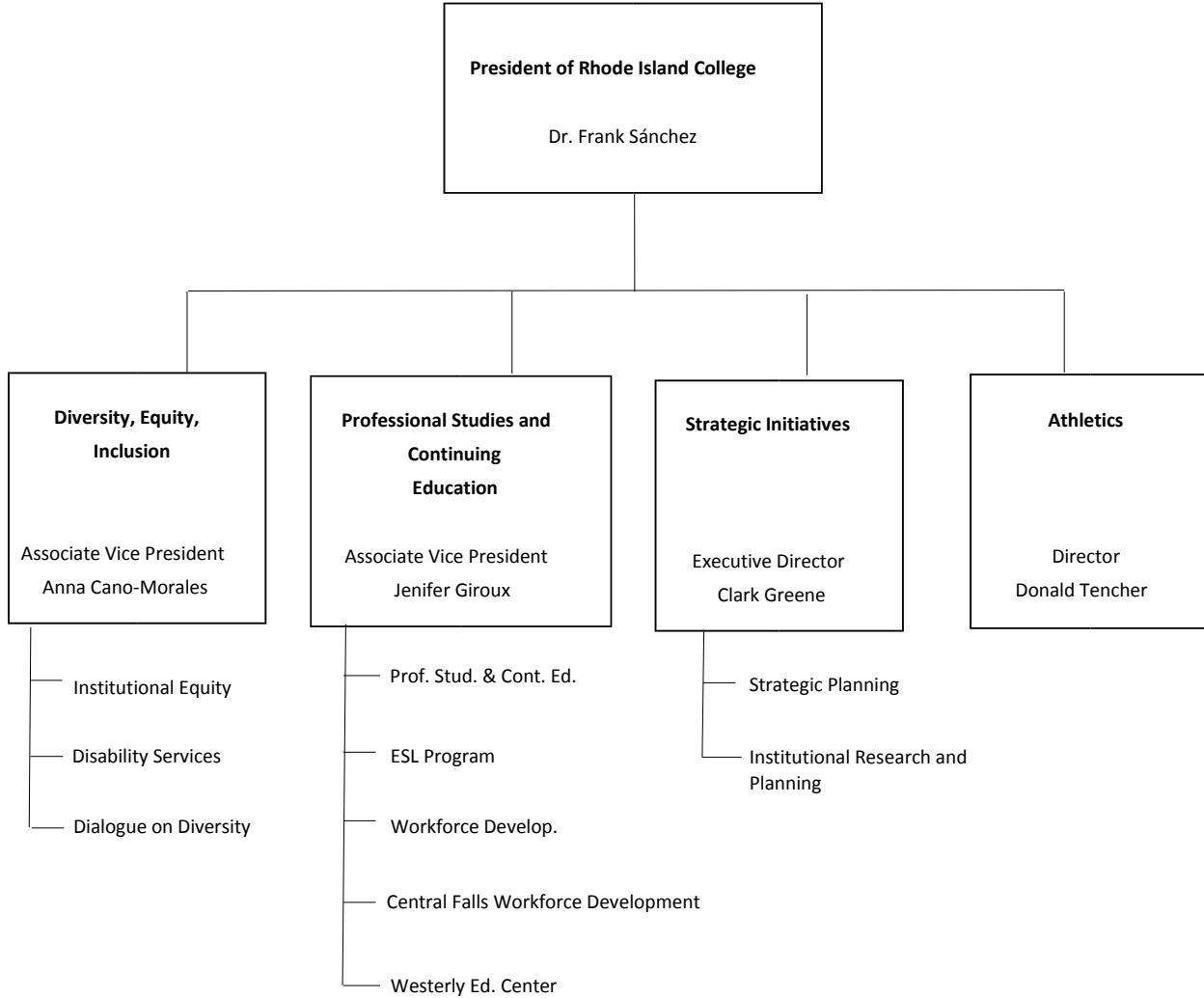
Rhode Island College is recognized as an outstanding institution of higher education that is valued for high-impact programs and educational practices that prepare Rhode Island's diverse population; for meaningful learning experiences that foster student retention, completion and professional development; and for its partnerships that strengthen undergraduate, graduate and co-curricular programs. The college is 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.

Rhode Island College Tables of Organization

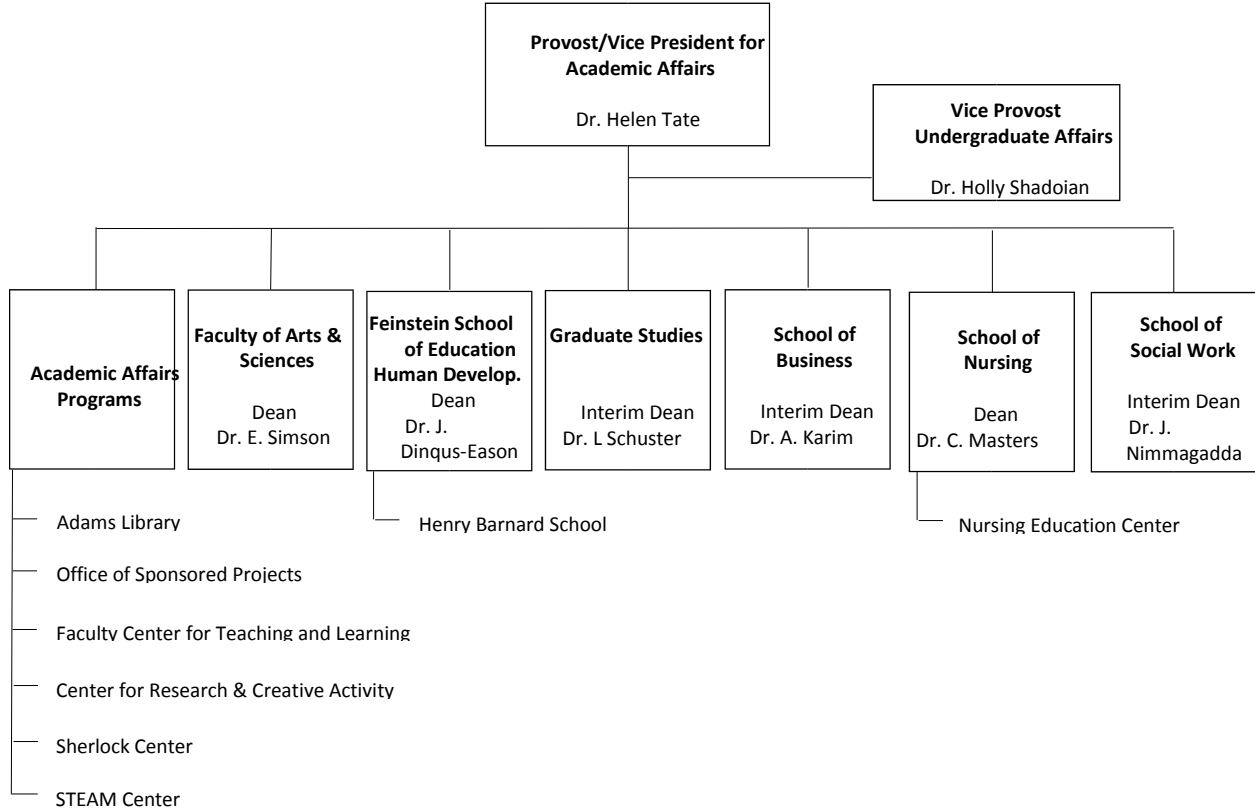
Last Updated: 10/22/20



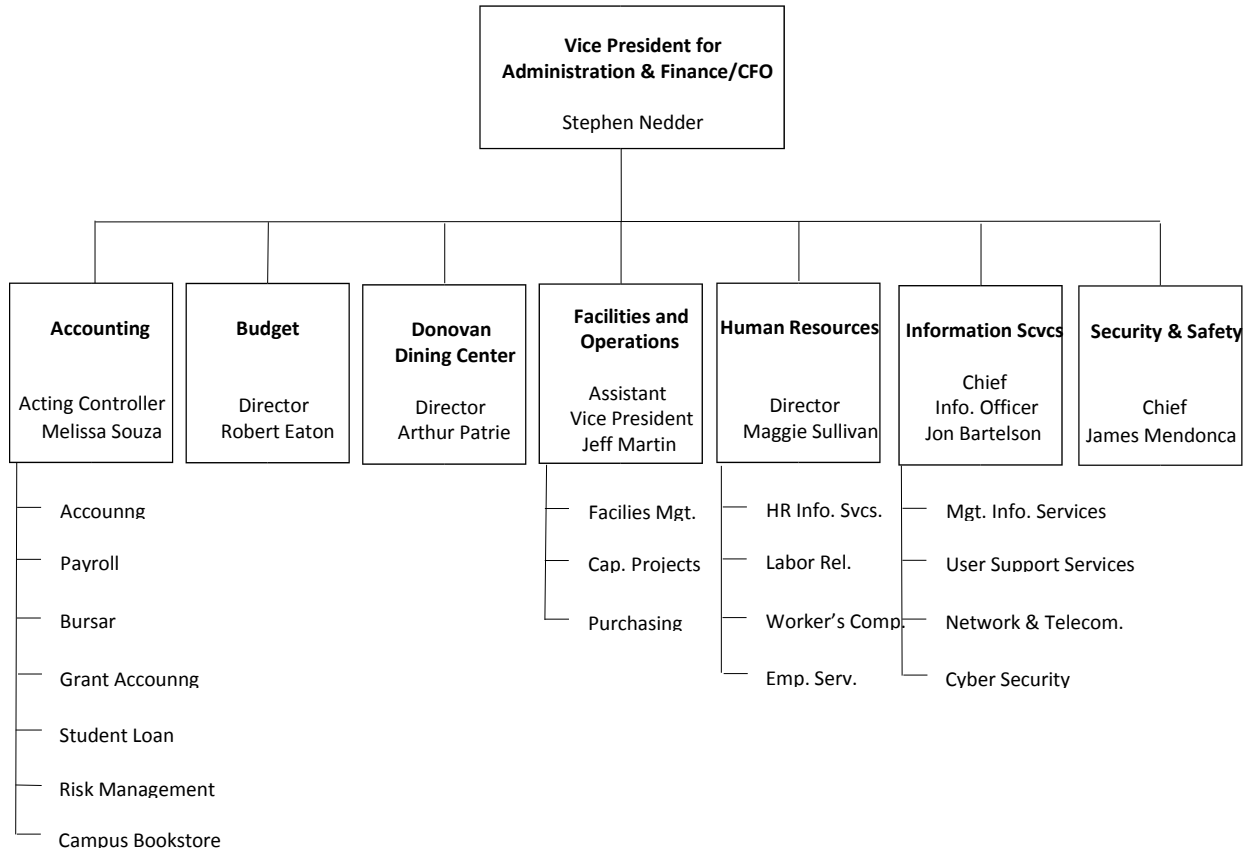
Office of the President



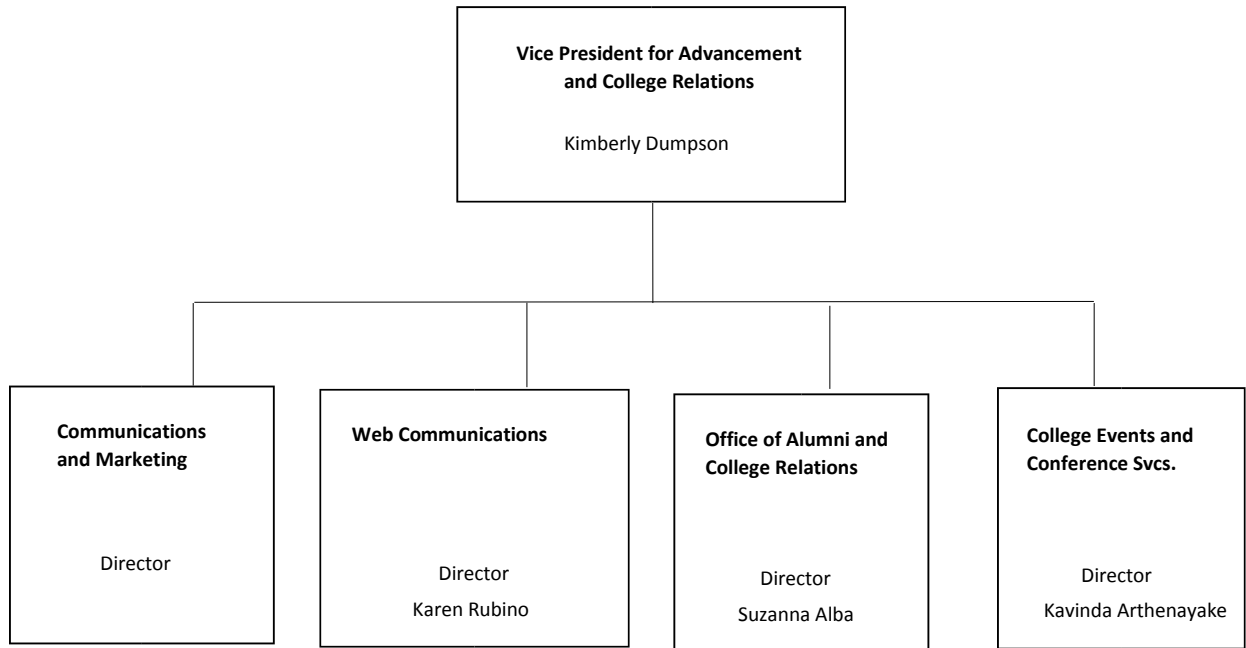
Division of Academic Affairs



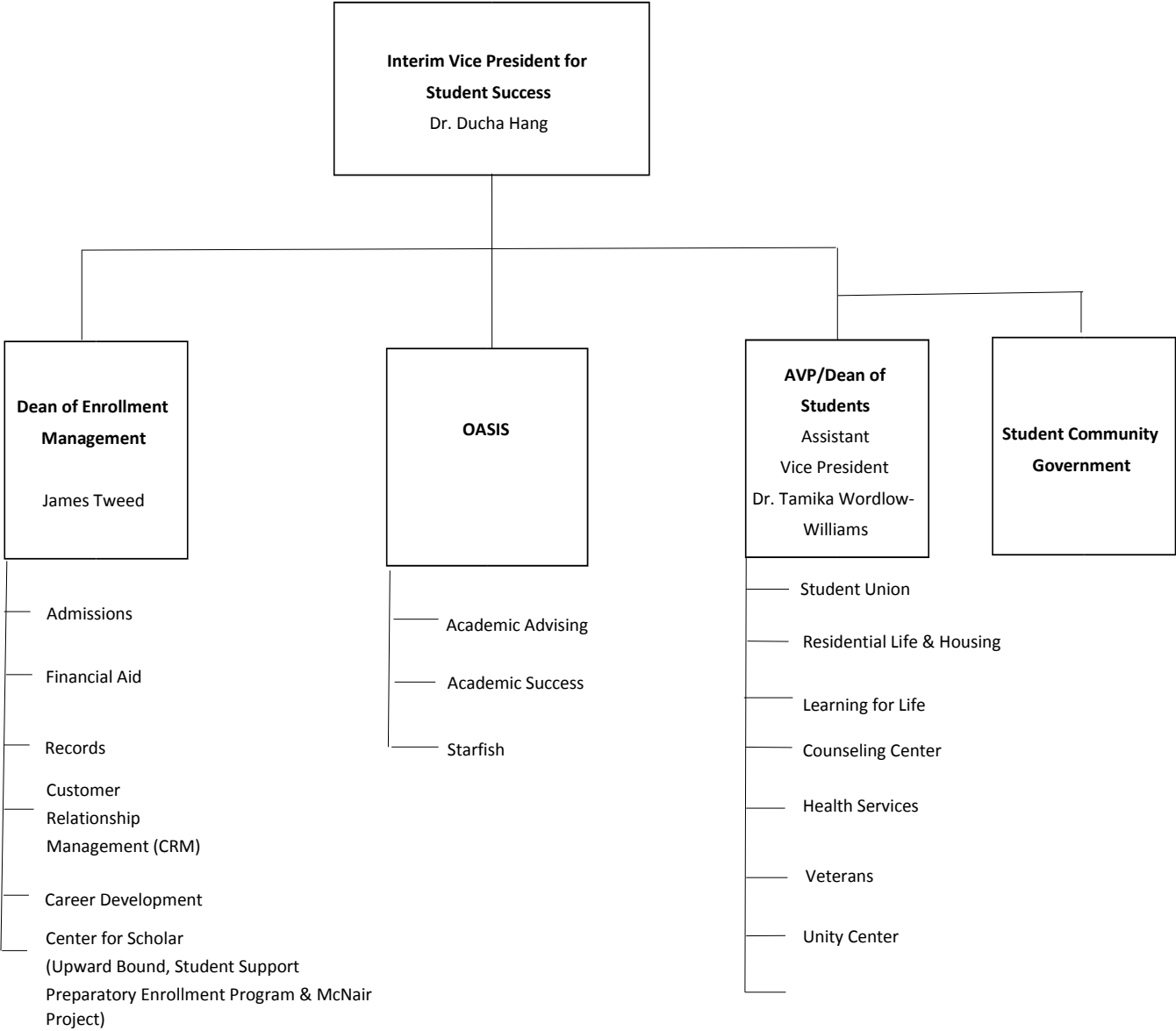
Division of Administration and Finance



Division of Advancement and College Relations



Division of Student Success



Part C

Plan Administration

Rhode Island College Statement of Policy on Equal Opportunity and Affirmative Action

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. Therefore, the Department will strive 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, recruit, hire, train, and promote persons 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 Equal Opportunity. The college will not discriminate on the basis of race, color, religion, age, sex, national origin, disability, veteran status, sexual orientation, or gender identity or expression. The college is committed to employ 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 the employees, and will absolutely not be tolerated.

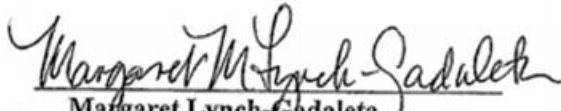
Employees and applicants have a right to reasonable accommodations based on disability. Such accommodations include but are not limited to, making facilities accessible, job restructuring, and acquisition of special equipment.

The Americans with Disabilities Act/504 Coordinator for the Rhode Island College is Maggie Sullivan, the Director of Human Resources.

Rhode Island College is committed to identifying and eliminating past and present effects of discrimination in employment. In order to achieve this, we will 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 of outreach, recruitment, training, and other similarly designed programs.

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 this equal opportunity policy will be carried out within the College.


Margaret Lynch-Gadaleta
Director of Institutional Equity

3/30/31

Date



**Equal Opportunity Advisory Committee
Rhode Island College**

PURPOSE The purpose of this advisory committee is to support the Office of Institutional Equity (OIE) in its role to enforce the prohibition of discrimination based on the basis of race, color, creed, national or ethnic origin, gender, religion, disability, age, sexual orientation, genetic information, gender identity or expression, marital, citizenship status or veteran status.

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
- Developing objectives aligning with the College’s Affirmative Action plan
- Identifying areas of possible discrimination
- Assisting OIE with preparing the annual Affirmative Action Plan
- Monitoring progress on goals
- Recommending best practices to OIE leadership as needed
- Supporting and facilitating learning and training opportunities
- Producing a quarterly report

MEMBERSHIP All employees are invited to volunteer to join the Committee either by (a) contacting the Office of Institutional Equity with written intent to volunteer or (b) nomination by the Director of Institutional Equity. Members shall then be appointed by the Director of Institutional Equity.

Membership shall comprise a diverse group of twelve (12) employees 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.

Director of Institutional Equity shall hold the position of Committee Chair, whose duties include presiding over Committee meetings, preparing meeting agendas, and submitting Committee recommendations and quarterly reports to the Associate Vice President of Diversity, Equity and Inclusion.

Affirmative Action Business Analyst shall hold the position of Committee Secretary, whose duties include presiding over Committee meetings in the absence of Committee Chair, recording meeting notes and preparing notes and reports for distribution.

Division Heads, Supervisors, Human Resources Liaisons

President

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

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

The PEC, comprised of senior leadership, will ensure 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 also acknowledge their roles in influencing campus climate and a culture of inclusion, and they will 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 civil rights violation complaints. 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 in order 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, retainment, promotion, discipline, talent development, etc. Also serving as Americans with Disabilities Act (ADA)/504 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 will ensure students, faculty, and staff alike receive support 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.

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 ODEO and his/her/their Human Resources hiring managers 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.


The Director of Institutional Equity and the Affirmative Action Business Analyst serve as Rhode Island College's Diversity Liaisons. Some of these responsibilities include (but are not limited to):

- Keeping the Associate Vice President of Diversity, Equity and Inclusion informed and updated on information related to diversity and MBE/WBE/DBE goals and progress;
- Developing key relationships with Human Resources (HR), hiring managers and other HR staff as appropriate;
- 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 ODEO staff and hiring managers to assist with targeted partnerships and expanded outreach efforts. This may include forwarding all of the college's postings to ODEO, advertising through minority media outlets and/or identifying community-based organizations and other community resources to help identify diverse candidates;
- Leading the college's Human Relations Advisory Committee and attending regularly scheduled meetings and/or other education/training opportunities scheduled by ODEO;
- Recording and monitoring department contracts and MBE/WBE participation;
- 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.

Americans with Disabilities Act 504 Coordinator Duties

Authority and responsibility for the Rhode Island College's Americans with Disabilities Act/504 compliance for individuals with disabilities are delegated to Maggie Sullivan, Director of Human Resources. The Director of Human Resources oversees requests and management of accommodations for all college employees.

The Americans with Disabilities Act/504 Coordinator reports directly to the Chief Financial Officer and Vice President of Administration and Finance on matters related to individuals with disabilities. The Coordinator ensures that Rhode Island College's programs and environment are consistent with federal and state guidelines.


Margaret Lynch-Gadaleta
Director of Institutional Equity

3/30/31

Date

American with Disabilities/504 Complaint Procedures

Rhode Island College has adopted a procedure providing for prompt and equitable resolution of complaints alleging action prohibited by the Americans with Disabilities Act of 1990.

Complaints should be addressed to the Director of Institutional Equity. A complaint should be filed in writing. The complaint should contain the name and address of the person filing the complaint and a brief description of the alleged violations of the regulation.

The College falls under [Title II](#) as a place of public accommodation. All students, faculty or staff members, visitors, or another individuals using College facilities may file an accessibility-related complaint no later than 180 days after the complainant becomes aware of the alleged violation. An investigation, as may be appropriate, will follow the filing of a complaint.

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

The investigation will be conducted by the Affirmative Action Officer. These procedures allow for formal and informal processes with investigations affording all interested persons and their representatives, if any, an opportunity to be heard and/or submit evidence relevant to a complaint.

A written determination as to the validity of the complaint and a description of the resolution, if any, will be issued by and a copy forwarded to the complainant by no later than 30 days. The Affirmative Action Office will maintain the files and records relating to the complaints filed.


Margaret Lynch-Gadaleta
Director of Institutional Equity

3/30/31

Date

Dissemination of Plan and Policy

Internal 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 RIC Office of Institutional Equity provides Equal Employment Opportunity and Affirmative Action training to all search committees.
3. HR onboarding process provides two required training modules titled (a) Prevent Discrimination and Harassment Together and (b) Prevent Sexual Violence Together.
4. The Affirmative Action Plan summary and statistics are posted/shared by the following offices:
 - a. RIC Office of Institutional Equity
 - b. RIC Office of Diversity, Equity and Inclusion
 - c. RIC Human Resources
 - d. RIC Disability Services
5. Director of Institutional Equity distributes the plan via email to each member of the extended President's Executive Cabinet.

Recommendations for improvements include:

1. Updating and expanding upon the Equal Opportunity Statement in the Rhode Island Board of Education Personnel Policy Manual.
2. Including the Equal Employment Opportunity and Affirmative Action Policy in the Internal Monthly Payroll Employment Handbook.
3. Including Equal Employment Opportunity and Affirmative Action Policy in the Student Employment Handbook
4. Integrating Affirmative Action and Equal Opportunity training into New Hire Orientation

External Dissemination

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

1. The RIC Office of Institutional Equity webpage includes links to:
 - a. The Affirmative Action Plan ([here](#))
 - b. Discrimination Complaint form ([here](#))
2. All job postings include the Equal Opportunity Policy statement.
3. All RFPs issued by Rhode Island College contain the non-discrimination policy statement.

Recommendations for improvements include:

1. Including Equal Employment Opportunity and Affirmative Action policy statements in all future vendor contracts.
2. Including Affirmative Action Plan as an appendix to the Annual Rhode Island College Legislative Report.

Policy Statement: Policy on Complaints of Alleged Discrimination

Rhode Island College fully endorses and cooperates with the State Equal Opportunity Office’s grievance procedure which provides for prompt and fair resolution of complaints alleging discrimination in any area of employment on the basis of race, color, sex, religion, age, national origin, sexual orientation, gender identity or expression or disability.

You may contact the RIC Office of Institutional Equity [here](#) or the State Equal Opportunity Office for further information at 401-222-3090 or ooo.compliance@doa.ri.gov.


Margaret Lynch-Gadaleta
Director of Institutional Equity

3/30/31 _____
Date

Policy Statement: Policy on Service Delivery

Rhode Island College is committed to providing fair, courteous, and equitable service to the public. The College will make every effort to provide interpretive services to the non-English speaking public. As per Rhode Island General Law 28-5.1 of the State of Rhode Island, all Divisions of the of 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. Each Division is further responsible for making sure that discrimination does not exist in any programs and activities it assists. This includes grants, contracts, and all areas where State money is spent.

If any person feels that he/she/they has been discriminated against, he/she/they are encouraged to contact the RIC Office of Institutional Equity [here](#).

Individuals may also contact the Office of Personnel Administration/State Equal Opportunity Office, One Capitol Hill, Providence, Rhode Island 02908-5865. The telephone number is 401-222-3090 or ooo.compliance@doa.ri.gov.

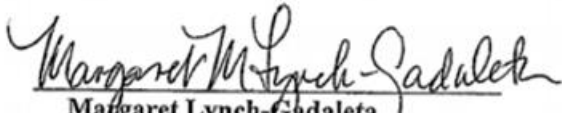

Margaret Lynch-Gadaleta
Director of Institutional Equity

3/30/31

Date

Policy Statement: Policy on Contracts

In accordance with Rhode Island General Law 28-5.1, the 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 and 11375. Every effort will be made to solicit bids from Minority Business Enterprises and Women's Business Enterprises. This policy is posted in conspicuous areas.


Margaret Lynch-Gadaleta
Director of Institutional Equity

3/30/31
Date

Policy Statement: 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, disabled veterans, and covered 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 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 communicates to all employees and applicants its obligation to take affirmative action to employ qualified individuals with disabilities, disabled veterans, and covered veterans, in such a way as to ensure understanding and acceptance.

Rhode Island College will contact recruiting sources such as 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.

Rhode Island College Director of Human Resources, Maggie Sullivan, is designated as the institution's 504 Coordinator. 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 Title V of the Rehabilitation Act of 1973.


Margaret Lynch-Gadaleta
Director of Institutional Equity

3/30/31

Date

**Policy Statement: Compliance with Guidelines on Discrimination
Because of Religion or National Origin**

Rhode Island College will fully comply with all laws and executive orders. The college will strive to fulfill 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 college does not discriminate against any qualified person in any facet of hiring or employment because of their religion or national origin.


Margaret Lynch-Gadaleta
Director of Institutional Equity

3/30/31
Date

Policy Statement: Compliance with Sex Discrimination Guidelines

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. Recruitment of all 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 on the basis of 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. Equal mandatory or optional ages for retirement 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 in accordance with Personnel Rule 5.0661 (d) 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. Violations of this policy will be handled as part of the college's disciplinary procedures.


Margaret Lynch-Gadaleta
Director of Institutional Equity

3/30/31

Date

Policy Statement: 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.

Said disciplinary action may include suspension from employment or dismissal.


Margaret Lynch-Gadaleta
Director of Institutional Equity

3/30/31 _____
Date

Part D

Program Statistics

Affirmative Action Program Statistics

The following Affirmative Action Program Statistics can be found on the Rhode Island College website [here](#):

1. [AAP 2021 \(1\) Statistical Summary](#)
2. [AAP 2021 \(2\) Applicant Data](#)
3. [AAP 2021 \(3\) Applicant Flow Data](#)
4. [AAP 2021 \(4\) Determining Underrepresentation and Goal Setting](#)
5. [AAP 2021 \(5\) Job Group Analysis Summary](#)

Interactive visualization of this data is also available [here](#) with thanks to Dr. Sally Hamouda and funding from the National Science Foundation (NSF).

Individuals may request paper copies of these statistics and/or the entire plan summary by reaching out to the Office of Institutional Equity [here](#).

Part E

Identification of Problem Areas and Analysis

Self-Evaluation of Affirmative Action Program Performance

Program Description

Affirmative Action and its core principle enforcing the prohibition of discrimination is embedded into the culture of Rhode Island College. The Office of Institutional Equity (OIE), staffed by the Director and Affirmative Action Officer and a Business Analyst, advocate for the hiring, promotion, and professional development of individuals from historically marginalized racial and gender identities, veterans, and persons with disabilities. OIE partners with Human Resources, hiring committees, department and division leaders, and other entities throughout the college to promote equity for Black, Indigenous, People of Color (BIPOC), LatinX, Asian American, and other racially marginalized groups, in addition to those with marginalized gender identities including individuals who identify as Female, LGBTQ+, and transgender.

OIE utilizes a number of tools and networks to conduct this important work including but not limited to: supervising and monitoring the search process, chairing the Bias Response Committee, Safety and Security Committee, and Equal Opportunity Advisory Committee, and participating on the Accessibility Committee, Dialogue on Diversity and Inclusion (DDI) Committee. OIE promotes equal opportunity employment and the fair, equitable representation of all individuals in every institutional process.

Summary of Workforce Composition Across Job Categories

The State of RI Office of Diversity and Equal Opportunity (ODEO) 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 2017 United States Census Bureau, Quick Facts Rhode Island [here](#):

- Female: 51%
- Disabled: 7%
- Veteran: 6%
- Black/African American: 8%
- Hispanic or LatinX: 16%
- American Indian or Alaskan Native: 1%
- Asian: 4%
- Native Hawaiian or Other Pacific Islander: 2%
- Two or more races: 3%
- White: 73%

The following analysis identifies progress toward reaching RI ODEO's advised hiring goals as:

- a. "Distinguished" (meets or exceeds advised goal)
- b. "Partial achievement" (approximately halfway or more towards distinction)
- c. "Emerging" (approximately less than halfway toward distinction)

I. By Race

1. Representation of Black and African American employees:
 - a. Distinction: Officials, Managers and Administrators (10%) and Administrative Support (8%);
 - b. Partial achievement: Professionals (7%), Service Maintenance (5%), and Special Monthly/Other (4%);
 - c. Emerging: Faculty (2%), Technicians and Paraprofessionals (3%), Skilled Craft (0%)
2. Representation of Hispanic or LatinX employees:
 - a. Distinction: Service Maintenance (16%)
 - b. Partial achievement: Officials, Managers, and Administrators (7%), Professionals (7%), Faculty (8%), and Special Monthly/Other (8%);
 - c. Emerging: Technicians and Paraprofessionals (6%), and Administrative Support (4%), Skilled Craft (6%)
3. Representation of Asian employees:
 - a. Distinction: Officials, Managers, and Administrators (7%), Professionals (4%), Faculty (9%), and Service Maintenance (4%);
 - b. Partial achievement: None;
 - c. Emerging: Skilled Craft (0%), Technicians and Paraprofessionals (0%), Administrative Support (1%), and Special Monthly/Other (1%)
4. Representation of American Indian and Alaskan Native employees:
 - a. Distinction: Administrative Support (1%) and Service Maintenance (1%);
 - b. Partial achievement: Faculty (0.5%)
 - c. Emerging: Officials, Managers, and Administrators (0%), Professionals (0%), Technicians and Paraprofessionals (0%), Skilled Craft (0%), Special Monthly/Other (0%)
5. Representation of Native Hawaiian and Other Pacific Islander employees:
 - a. Distinction: None;
 - b. Partial achievement: Service Maintenance (1%) and Faculty (1%);
 - c. Emerging: Officials, Managers and Administrators (0%), Professionals (0%), Technicians and Paraprofessionals (0%), Administrative Support (0%), Skilled Craft (0%), and Special Monthly/Other (>1%)
6. Representation of employees identifying as two or more races:
 - a. Distinction: Technicians and Paraprofessionals (3%);
 - b. Partial achievement: Professionals (2%);
 - c. Emerging: Officials, Managers, and Administrators (0%), Faculty (1%), Administrative Support (0%), Skilled Craft (0%), Service Maintenance (0%), Special Monthly/Other (0%)

II. By Gender

1. Representation of Female employees:
 - a. Distinction: Officials, Managers, and Administrators (63%), Professionals (64%), Faculty (66%), Administrative Support (95%), Special Monthly/Other (64%);
 - b. Partial achievement: Technicians and Paraprofessionals (48%) and Service Maintenance (33%)
 - c. Emerging: Skilled Craft (0%)

III. By Disability Status:

1. Representation of employees identifying as having at least one (1) disability:
 - a. Distinction: Officials, Managers, and Administrators (7%), Professionals (7%), Faculty (7%), Technicians and Paraprofessionals (7%), Service Maintenance (7%)
 - b. Partial achievement: Administrative Support (3%), Special Monthly/Other (3%);
 - c. Emerging: Skilled Craft (0%)

IV. By Veteran Status:

1. Representation of employees identifying as veterans:
 - a. Distinction: Skilled Craft (6%) and Service Maintenance (8%);
 - b. Partial achievement: Professionals (4%), Technicians and Paraprofessionals (3%), Special Monthly and Other (3%);
 - c. Emerging: Officials, Managers, and Administrators (2%), Faculty (2%), Administrative Support (1%)

Self-Evaluation on Various Human Resources Processes

1. Employment and Selection Process

The College continues to hold a strong commitment to hiring a diverse pool of candidates for positions across each EEO job category. The Office of Human Resources and OIE continue to partner with the DDI Committee as a resource for identifying search committee members who demonstrate excellence in building a diverse college culture. 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.

2. Exit Interviews

The Office of Human Resources disseminates Exit Interview letters and forms to separating employees. These letters inform employees of their rights to meet with the staff of RIC's Human Resources Department and/or the State Equal Opportunity Office in order 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.

3. Flex-Time

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

4. Posting of Positions

All positions are posted on the College website and with ODEO. 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. The Affirmative Action Officer ensures that positions are posted for a minimum of ten (10) days, during which time potential candidates may submit application materials.

5. 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.

6. 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 further enhance technical compliance, the college commits to developing and implementing stronger data collection methods and creating more comprehensive diversity profiles of employee populations.

7. Terminations

Terminations are in accordance with the provisions of our ten (10) collective bargaining agreements and Council on Postsecondary Education Personnel Policy.

8. Training Programs

A wide variety of training and education is offered and available to all College employees from new hires to tenured professionals. Beginning with the onboarding process, the College mandates preventative training 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. Additionally, the Office of Diversity, Equity and Inclusion (ODEI) and the DDI Committee continuously offer trainings, workshops, and other educational activities for members of the campus community to engage in learning opportunities voluntarily. Furthermore, all College employees have the benefit of tuition waiver to courses, degrees or learning programs at CCRI, URI, or RIC.

Part F

Affirmative Action for Individuals with Disabilities, Disabled Veterans and Covered Veterans

Affirmative Action 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.

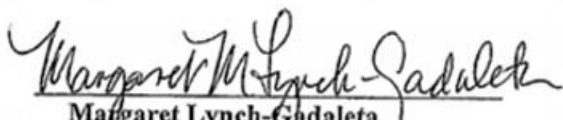
The Director of Human Resources, Maggie Sullivan, is responsible for Affirmative Action as it concerns requests for accommodations from individuals with disabilities, disabled veterans, and Vietnam era veterans.

The Director of Institutional Equity, Margaret Lynch-Gadaleta, 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

The following steps are taken to ensure effective dissemination:

1. The policy is included in the College Handbook of College Policies and Regulations.
2. A copy of the AA Plan is available in the College Library.
3. Copies of the AA plan are made available to employees and students by the Office of Institutional Equity upon request.
4. A plan summary is made available to all current and new employees in either hard copy or electronic format.
5. The College publishes the entire Affirmative Action Plan on its website. Students, faculty, staff, and members of the community can access this information on the Office of Institutional Equity web page at <http://www.ric.edu/institutionalequity/Pages/default.aspx>


Margaret Lynch-Gadaleta
Director of Institutional Equity

3/30/31 _____

Date

Terms and Definitions

A “person with a disability” means any person who:

- Has a physical or mental impairment which substantially limits one or more major life activities.
- 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” means functions such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working.

“Has a record of such impairment” means has 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” means:

- 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;
- 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;
- 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.

Reasonable Accommodation

Rhode Island College strives to foster an inclusive, accessible campus community. Paths of travel, ramps, automatic door openers, lifts, elevators, lactation spaces, handicap 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 and students 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. Nine (9) temporary passes were issued between 7/1/2019 and 6/30/2020, an increase of two (2) or 22% from the year prior.

Disability Services Center

The Disability Service Center (DSC) is part of the Office of Diversity, Equity and Inclusion (ODEI). DSC provides accommodations for students with disabilities, supports them in achieving their goals, and promotes the inclusion of individuals with disabilities in all aspects of college life. DSC serves individuals with a wide variety of disabilities, including: mobility, hearing, vision, motor, psychological, learning, speech, chronic medical, temporary, and other conditions. Support services can include classroom and testing accommodations, advisement, referrals, and use of assistive technology.

The DSC team has extensive experience in the disability field, and they serve as a primary resource to educate, train, and guide the college community in understanding disability access, rights, and responsibilities. In addition to serving students, the DSC also provides consultation to faculty, staff, and students and facilitates relevant events and programming. DSC's Assistive Technology Coordinator collaborates with faculty and IT staff to ensure online learning content and course materials are accessible for students and trains students on the use of learning software and adaptive equipment.

COVID-19 Pandemic Response

The COVID-19 pandemic forced the College to take dramatic actions to ensure the safety and accessibility for all students, including those with disabilities. DSC rose to the occasion and adapted quickly to ensure accessibility was prioritized for all members of the college community. Below is a breakdown of some of the activities of DSC before and after the pandemic hit Rhode Island in March 2020:

Fall 2019-Spring 2020 Academic Year:

983 students were registered with DSC in Fall 2019 (data pulled November 2019).

Breakdown by Type of Disability*

Fall 2019 N= 983

- Psychological/Psychiatric Conditions= **(43%)**
- Attention Deficit/Hyperactivity Disorder= **(35%)**
- Learning Disabilities= **(27%)**
- Medical Illness= **(25%)**
- Autism Spectrum= **(10%)**
- Physical/Mobility = **(8%)**
- Temporary= **(6%)**
- Deaf/Hard of Hearing = **(3%)**
- Low Vision/Blindness = **(2%)**

*Students with multiple diagnoses are counted in more one category

End of Fall 2019: 56 students graduated

6 students Dismissed

79 Students Discontinued

Caseload = 842

Spring 2020 Semester (Pre-COVID-19)

125 New Student Intake Appointments were seen by DSC from December 2019-Spring Break (early March 2020), bringing the pre-COVID-19 caseload for Spring 2020 to 967:

- 743 utilize academic accommodations
- 224 utilize non-academic accommodations (use non-classroom-based accommodations only like housing, early registration, physical/mobility/access-related, parking, special furnishings, etc., meal plan accommodations, reduced course load while maintaining “full-time status” for the purposes of living on campus or verifying health insurance, etc.)

Of students utilizing academic accommodations:

- 85% of students registered with disability services utilize testing accommodations. The most requested Academic Accommodation was testing accommodations which may include extra time to complete exams, a reduced distraction room, a sign language interpreter, a reader/scribe, and/or assistive technology
- 58% Use copies of instructor's lecture notes (if available) or slides shown in class
- 55% Need Permission to audio record the class lecture
- 35% utilize the ability to request extra time to complete substantial assignments
- 19% use a Peer note taker
- 13% utilize adaptive equipment, assistive technologies, and specialized software provided by from the center to access their course content
- 10% Use alternatively formatted textbooks and course materials (e-texts, audiobooks, braille, etc)
- 3% Use sign language interpreters and/or real time captioning (CART)

Impact of COVID-19 Transition to Remote Instruction Spring 2020:

- Students registered with Disability Services were enrolled in 1009 different courses at RIC in Spring 2020.
- 14 new intake appointments, seeking accommodations for the first time (late in the semester), directly due to change to remote format from COVID (after 3/20/2020).
- Of the 14 new intakes, 11 were for mental health conditions and 3 for ADHD.
- 9 students withdrew/discontinued.
- Active DSC post-COVID-19 caseload as of 4/28/20 was 972 students.
- 97 appointments with existing registered students already on the caseload requested additional accommodations.

Most commonly requested new and amended accommodations were:

- Extra time on online tests.
- Request to remove "lock out" functions from online tests that interfere with a student's ability to move between questions.
- Extra time to complete assignments.
- Use of adaptive equipment, assistive technology, and learning software (recorders, screen reading software, reading software).
- Alternatively formatted course materials (course content posted in LMS that needed to be adapted to an accessible format to be compatible with students' learning software or assistive device).

Military Resource Center (MRC)

Rhode Island College stands ready to meet the educational needs of our veterans. Our entire college community is grateful to each member and their family for their service to our country. We are dedicated to providing the services needed to be successful in their academic pursuits. The MRC is a clearinghouse for information on programs and services available to veterans. Members of the MRC provide guidance, advice and outreach to support student veterans. The mission of the MRC is to introduce and assist veterans in considering the value of enrolling in RIC programs of study; provide information and assistance to initiate and access educational benefits; support military-connected students to be successful graduates.

Outreach and Recruitment

The College requests referrals of qualified individuals with disabilities, disabled veterans, and covered veterans from employment agencies. 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.

Part G
Determining Underrepresentation

Determining Underrepresentation (from RI ODEO)

Building on past practices, this plan includes the establishment of diversity goals to measure progress toward ensuring that the state government workforce reflects the diversity of the state’s population. To accomplish this, the “Determining Underrepresentation & Goal Setting” form has been expanded to include goals for individual racial/ethnic categories, as well as for persons with disabilities and veterans.

Underrepresentation, for the purpose of these guidelines, 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, according to population estimates in the 2017 United States Census Bureau, Quick Facts Rhode Island: <https://www.census.gov/quickfacts/fact/table/ri/PST045217> Goals for veterans and persons with disabilities have been established by federal regulations.

It should be noted that underrepresentation as defined here, does not necessarily imply the existence of discrimination. The law does not require rigid statistical balance of parity between an agency’s workforce and the population. However, where representation of minorities or women differs substantially from the population representation in any job category and/or classification, there is a strong legal presumption that discriminatory practices may be responsible.

The State of Rhode Island’s population is being used as the basis for all comparisons with the agency workforce. For the purpose of these guidelines, the figures used in calculating our underrepresentation analysis are:

Category: Goal for calculation purposes

Female.....	51.4%
Disabled.....	7.0%
Veterans.....	5.9%
Minority.....	31.4%
Black or African American.....	8.2%
Hispanic or Latino.....	15.5%
American Indian or Alaska Native.....	1.0%
Asian.....	3.7 %
White	72.5%
Native Hawaiian or Other Pacific Island.....	0.2%
Two or More Races... ..	2.8%

Part H
Appendices

Appendix A: Description of Job Categories

OFFICIALS 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.

TECHNICIANS:

Occupations which require a combination of basic scientific or technical knowledge and manual skill which can be obtained through specialized post-secondary school education or through equivalent on-the-job training. Includes: Computer Programmers, Drafters, Survey and Mapping Technicians, Licensed Practical Nurses, Photographers, Radio Operators, Technical Illustrators, Highway Technicians, Technicians (Medical, Dental, Electronic, Physical Sciences), Police and Fire Sergeants, Inspectors (Production or Processing Inspectors, Testers and Weighers) and kindred workers.

PROTECTIVE SERVICE WORKERS:

Occupations in which workers are entrusted with Public Safety, Security and Protection from destructive forces. Includes: Police Patrol Officers, Fire Fighters, Guards, Deputy Sheriffs, Bailiffs, Correctional officers, Detectives, Marshals, Harbor Patrol Officers, Game and Fish Wardens, Park Rangers (except Maintenance) and kindred workers. **PARAPROFESSIONALS:** Occupations in which workers perform some of the duties of a professional or technician in a supportive role, which usually require less formal training and/or experience that is normally

required for professional or technical status. Such positions may fall within an identified pattern of staff development and promotion under a "New Careers" concept. Includes: Research Assistants, Medical Aids, Child Support Workers, Policy Auxiliary, Welfare Service Aids, Recreation Assistants, Homemakers Aides, Home Health Aides, Library Assistants and Clerks, Ambulance Drivers and Attendants and kindred workers.

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 WORKERS:

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: 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

An employee may be included in the group by which he, she, or they appear(s) to belong, identifies with or is regarded in the community as belonging.

However, no person should be counted in more than one racial/ethnic group.

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

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

TWO OR MORE RACES (Not Hispanic or Latino): 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

Appendix C-1: 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.

Appendix C-2: 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)

Appendix C-3: 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.

Appendix C-4: Additional Federal Laws Governing Equal Opportunity

1. [Title VII of the Civil Rights Act of 1964](#)
2. [The Americans with Disabilities Act of 1990](#)
3. [The Age Discrimination in Employment Act of 1967](#)
4. [The Equal Pay Act of 1963](#)
5. [Civil Rights Act of 1991](#)
6. [Section 504 of the Rehabilitation Act of 1973, as amended](#)
7. [Title IX of the Education Act of 1972, as amended](#)
8. [Violence Against Women Reauthorization Act of 2013 \(VAWA\)](#)
9. [Pregnancy Discrimination Act of 1978, as amended](#)
10. [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 affirmativeaction@ric.edu or dial 401-456-8218.

Appendix C-5: Additional State of Rhode Island Laws Governing Equal Opportunity

1. [RIGL 28-5.1 - Equal Opportunity and Affirmative Action](#)
2. [RIGL 42-112 – Civil Rights Act of 1990](#)
3. [RIGL 28-5 – Fair Employment Practices](#)
4. [RIGL 16-76 - Sexual Harassment in Higher Education](#)
5. [RIGL 28-51 – Sexual Harassment, Education and Training in the Workplace](#)
6. [RIGL 36-4-26.1 – Supplemental Certification in the Civil Service](#)
7. [RIGL 16-59-24 – Accessibility for People with Disabilities \(BOG\)](#)
8. [RIGL 11-37 – Sexual Assault](#)
9. [RIGL 16-22-24 – Dating Violence](#)
10. [RIGL 12-29-2 – Domestic Violence Prevention Act](#)
11. [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 affirmativeaction@ric.edu or dial 401-456-8218.

**Appendix C-6: State of Rhode Island Executive Orders
Pertaining to Affirmative Action and Equal Opportunity**

1. EXECUTIVE ORDER 13-05: Promotes Diversity, Equal Opportunity and Minority Business Enterprises in Rhode Island

2. EXECUTIVE ORDER 05-01: Promotes Equal Opportunity and the Prevention of Sexual Harassment in State Government

3. EXECUTIVE ORDER 05-02: Establishes the Human Resources Outreach and Diversity Office and their responsibilities

4. EXECUTIVE ORDER 94-22: Promotes Minority Business Enterprises in Rhode Island State Government.

5. EXECUTIVE ORDER 93-1: Equal Opportunity and Affirmative Action Policy for units in State Government.

6. EXECUTIVE ORDER 92-2: Compliance with Americans with Disabilities Act.

7. EXECUTIVE ORDER 86-10: Establishes the Refuge Policy for the State.

8. 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 affirmativeaction@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. It is also a violation of Title IX. 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, RIC's Office of Institutional Equity and/or 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. RIC's Office of Institutional Equity and/or 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.

Any Rhode Island College employee who believes that they have been sexually harassed should contact Director of Institutional Equity, Margaret Lynch-Gadaleta at mlynchgadaleta@ric.edu.

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 OOO.COMPLIANCE@DOA.RI.GOV

Revised (2021)

**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 In accordance with the Americans with Disabilities Act of 1990, Rhode Island General Laws §28-5.1 et. seq., 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 desire position.

NAME: _____ AGENCY: _____

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:

- | | |
|---|--|
| <input type="checkbox"/> AIDS | <input type="checkbox"/> Mental Retardation |
| <input type="checkbox"/> Alcoholism | <input type="checkbox"/> Mental or Emotional Illness |
| <input type="checkbox"/> Blindness or Visual Impairment | <input type="checkbox"/> Multiple Sclerosis |
| <input type="checkbox"/> Cancer | <input type="checkbox"/> Muscular Dystrophy |
| <input type="checkbox"/> Cerebral Palsy | <input type="checkbox"/> Orthopedic |
| <input type="checkbox"/> Deafness or Hearing Impairment | <input type="checkbox"/> Perceptual Disabilities such as:
Dyslexia, Minimal Brain Dysfunction,
Development Aphasia or Speech
Impairment |
| <input type="checkbox"/> Diabetes | <input type="checkbox"/> Other |
| <input type="checkbox"/> Drug Addiction | |
| <input type="checkbox"/> Epilepsy | |
| <input type="checkbox"/> Heart Disease | |

Yes, I request a Reasonable Accommodation Needs Assessment Review

No Reasonable Accommodation is needed at this time

Additional Comments:

Signature

Date

RIEEO 5/09A
REVISED 7/02/2002
RI SEEO (401) 222-3090

Appendix G: Rhode Island College Discrimination Complaint Procedure & Form

Rhode Island College's Office of Institutional Equity (OIE) enforces the prohibition of discrimination on the basis of race, color, creed, national or ethnic origin, gender, religion, disability, age, sexual orientation, genetic information, gender identity or expression, marital, citizenship status or veteran status.

Members of the Rhode Island College community, including students, faculty, and staff, who believe they have experienced discrimination may file a formal complaint with the Office of Institutional Equity using the Discrimination Complaint form [here](#). This form is hosted by Maxient, an industry standard and the software of choice utilized by more than 1,000 colleges and universities across North America for centralizing and managing behavior records.

Individuals with questions about the complaint procedures and form may contact Director of Institutional Equity, Margaret Lynch-Gadaleta at mlynchgadaleta@ric.edu.


Margaret Lynch-Gadaleta
Director of Institutional Equity

3/30/31

Date

Appendix H: RI ODEO Discrimination Complaint Procedure & 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 (<http://odeo.ri.gov/documents/discrimination-complaint-information-form.pdf>) 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.

DEPARTMENT OF ADMINISTRATION
OFFICE OF DIVERSITY, EQUITY AND OPPORTUNITY

State Equal Opportunity Office

Telephone: (401) 222-1452 Fax: (401) 222-2490 RI Relay: 711

DISCRIMINATION COMPLAINT INFORMATION FORM

1. Complainant Information:

State your name and address

Name

Address

City State Zip Code

Telephone Number(s)/Email Address

Work: _____

Cell: _____

Home: _____

Email: _____

2. Name of Department:

3. Name of Immediate Supervisor:

4. Name and title of individual(s) who allegedly discriminated against you

Name Title

Name Title

5. Date of alleged violation:

6. Place of alleged violation:

7. Basis of alleged Complaint:

____ Race

____ Color

____ Sex

Age: (40 or above)

____ Religion

____ Sexual Orientation

____ Gender Identity or Expression

____ Unlawful Questions (arrest
criminal conviction, or other)

____ Retaliation

Explain Basis: _____

8. Nature Change:

____ Refusal to Hiring

____ Unequal Pay

____ Job Classification

____ Denial of Promotion

____ Unequal Access to Training

____ Demotion

____ Qualifications/testing bias

____ Layoff

____ Recall

____ Seniority

Intimidation/Reprisal

____ Harassment (Sexual or other)

____ Maternity

DISCRIMINATION COMPLAINT INFORMATION FORM

(Continued)

9. Explain what happened and how you believe you were discriminated against (attach additional paper as needed). Indicate who was involved. Be sure to include how other persons were treated differently from you. Also attach any written material(s) pertaining to your complaint.

10. Why do you believe these events occurred?

11. Have you brought this complaint to anyone else's attention?

12. Please list below any persons (witnesses, fellow employees, supervisors, or others) that we may contact for additional information to support or clarify your complaint.

Complainant Signature

Date

Interviewing Officer

PLEASE CONTACT ODEO/State Equal Opportunity Office at (401) 222-1452 or RI Relay: 711 for assistance if you have a disability and require a reasonable accommodation to complete this form.

Appendix I: EXIT INTERVIEW SIGN-OFF FORM

OFFICE OF DIVERSITY, EQUITY AND OPPORTUNITY (ODEO)
STATE EQUAL OPPORTUNITY OFFICE

One Capitol Hill
Providence, RI 02908-5865
ooo.compliance@doa.ri.gov

Rhode Island Department of:

[Redacted]

[Redacted]

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 ooo.compliance@doa.ri.gov, immediately upon completion.

Rhode Island State Equal Opportunity Office

CONFIDENTIAL EXIT SURVEY

As a terminating employee, you have the option of an exit interview with the ODEO/State Equal Opportunity Office to discuss any information related to harassment and/or discrimination, and you also have the option of an exit interview with a Human Resources Representative to share any information regarding your work experience. To schedule an in-person interview please e-mail ooo.compliance@doa.ri.gov for ODEO/State Equal Opportunity Office or the Division of Human Resources directly at 401-222-2160 or by e-mail at doa.hrcontact@hr.ri.gov.

All information obtained from this survey will be handled in a confidential manner and, to the extent possible, will not be divulged to supervisors, co-workers, or anyone inside or outside the agency. Please note however, if there is a claim of discrimination, sexual harassment, or criminal behavior, etc., then we are required to take action and information may need to be confidentially divulged, but will not compromise the departing employee. The information will be used as a tool for change and improvements and will not be made part of your personnel record and will not be used to respond to reference checks by future employers. We ask that you be as honest and fair as possible. Thank you for your contribution to the improvement of the State of Rhode Island.

NAME _____ ADDRESS _____ TELEPHONE _____ E-MAIL _____	JOB TITLE _____ DEPT./AGENCY _____ DIVISION/UNIT _____ DATE HIRED _____ DATE DEPARTED _____
--	---

(Please Check All That Apply - For Equal Opportunity Purposes Only)

Race/Ethnic Categories

White _____ American Indian or Alaska Native _____ Hispanic _____
 Black _____ Native Hawaiian or Pacific Islander _____ Two+ Races _____
 Asian _____

Gender Categories

Female _____
 Male _____

Other Protected Classes

Disabled _____
 Veteran _____
 Age: 40 & over _____

CONFIDENTIAL EXIT SURVEY INQUIRY

1. What is your main reason for leaving?

2. What did you like best about your job?

3. What did you dislike about your job?

4. Did you find your employment worthwhile in terms of personal growth and achievement?

Yes _____ No _____

Please explain: _____

5. Do you feel career opportunities were adequately afforded to you?

Yes _____ No _____

Please explain: _____

6. Did you feel free to go to your supervisor about your job? Yes _____ No _____

Please explain: _____

7. Was your supervisor effective in handling problems or complaints? Yes _____ No _____

Please explain:

8. Did you receive fair treatment while employed? Yes _____ No _____

Please explain: _____

9. Do you feel you were discriminated against? Yes _____ No _____

Please explain: _____

(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

Comments

Submission Instructions

Please e-mail this form to ooo.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 upmost 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

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 _____ Hired _____ List _____ No List _____ Offered _____ Not Offered _____ Refused _____

Reason for Action _____

Interviewer/HR Staff _____ Date _____

RACIAL/ETHNIC CATEGORIES

- 1 – Black or African American (Not Hispanic or Latino)** – A person having origins in any of the black racial groups of Africa.
- 2 – Hispanic or Latino** – A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race.
- 3 – 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.
- 4 – 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.
- 5 – White (Not Hispanic or Latino)** – A person having origins in any of the original peoples of Europe, North Africa, or the Middle East.
- 6 – 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.
- 7 – 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. Alternates
 - 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:
Should make a commitment that all recommendations will be reviewed and acknowledged
7. EMPLOYEES SHOULD BE INFORMED OF AGENCY POLICY:
 1. Newsletter
 2. Pay envelopes
 3. Employee handbooks
 4. 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:

Juana L.
De Los
Santos
Adminis
trator,
State Equal Opportunity Office
Office of Diversity, Equity
and Opportunity Department
of Administration
One Capitol
Hill
Providence,
RI 02908
TEL # (401) 222-3090
Rhode Island Relay: 711
Email: juana.delossantos@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 COMMITTEE:
 - A. All employees should be informed of opportunities to serve on the council.
 - B. Agency head appoints the council from a list of volunteers.
 - C. Diversity Liaison(s) will serve as ex-officio council member
 - D. Volunteers should include staff from:
 1. Each division of agency
 2. Various job levels
 3. Diverse group of employees; i.e. senior leadership, minorities, women, persons with disabilities, and veterans
2. STRUCTURE:
 - A. Terms of membership
 - B. Elections of officers
 - C. How many members
 - D. Alternates
 - E. Sub-committees
 - F. Meetings
 - G. Minutes
3. 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

4. CHAIRPERSON (DUTIES):

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

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:

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:

Sabina Matos, Chief Program
Development Department of
Administration
Office of Diversity, Equity and
Opportunity Human Resources
Outreach and Diversity Office
One Capitol Hill
Providence, RI 02908-5865
TEL # (401) 222-5813
Rhode Island Relay: 711
Email: Sabina.Matos@doa.ri.gov

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

Appendix L: Enforcement Agencies

Rhode Island College Office of Institutional Equity

Roberts Hall 301
Rhode Island College
600 Mount Pleasant Avenue
Providence, RI 02908
mlynchgadaleta@ric.edu

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)

Appendix M: Addendum—Diversity Plan to Improve Minority Hiring and Workplace Inclusion

As the diversity of Rhode Island’s population continues to increase, Rhode Island College holds the imperative to improve the representation of women, minorities, persons with disabilities, and veterans across the overall workforce. Moreover, the College remains committed to creating and maintaining a workplace culture and climate that values diversity and inclusion in service to the community.

The following is a summary of the College’s plan to (A) improve representation of women, racial minorities, persons with disabilities and veterans, (B) create workplace culture and climate that values diversity and inclusion and ensures quality service to the people of Rhode Island and (C) ensure new and existing employees within the workforce take part in DEI training programs:

A. The Office of Institutional Equity (OIE) expanded in Spring 2020 to include the addition of an Affirmative Action Analyst (AAA), who supports the Director of OIE and Associate Vice President of the Office of Diversity, Equity and Inclusion (ODEI), works to support the goals of affirmative action and equal opportunity employment. The addition of the AAA expands the OIE’s capacity to engage in the kind of organizational development necessary to create positive change for underrepresented groups at the College. Some of the ways in which the OIE has expanded its capacity include staffing the Dialogue on Diversity and Inclusion (DDI) Committee and Accessibility Committee, two dynamic interdisciplinary teams aimed at promoting the representation of individuals with historically marginalized identities.

B. Rhode Island College continues to deliver on its commitment to creating a workplace culture and climate that values diversity and inclusion. Much of the foundation for this work is captured in the Campus Climate Survey Results, which was published in October 2019 ([here](#)). The survey and its key findings inform interventions developed and facilitated by the OIE, ODEI President’s Executive Cabinet (PEC), and other departments across campus.

C. A wide variety of training and education is offered and available to all College employees from new hires to tenured professionals. Beginning with the onboarding process, the College mandates preventative training on discrimination and sexual harassment. Human Resources monitors administration of the courses *Prevent Discrimination and Harassment Together* and *Prevent Sexual Harassment Together*. Human Resources and OIE offer such trainings as requested by any college department or team on a regular basis. Additionally, the Office of Diversity, Equity and Inclusion (ODEI) and the DDI Committee continuously offer trainings, workshops, and other educational activities for members of the campus community to engage in learning opportunities voluntarily. Furthermore, all College employees regardless of position title or job category are ensured the benefit of tuition waiver to any course, degree or learning program at CCRI, URI, or RIC.